

UTTUA Annual Report 2023-2024



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

Table of Contents

Section 1 - Texas Academic Performance Reports (TAPR)

Section 2 - PEIMS Financial Standard Reports (2022-2023 Actual Reports)

Section 3 - Accreditation Status

Section 4 - Campus Performance Objectives

Section 5 - Special Education Determination Status

Section 6 - Report on Violent Criminal Incidents (Discipline)

Section 7- Student Performance in Postsecondary Institutions

Section 8- Progress Toward Meeting HB 3 Goals

SECTION 1

Texas Academic Performance Reports (TAPR)

The Texas Academic Performance Reports (TAPR) combine district and campus academic performance details 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>

2023-24 Texas Academic Performance Report (TAPR)

District Name: UT TYLER UNIVERSITY ACADEMY

District Number: 212804

This district is a Charter District.

2024 Special Education Determination Status:

Meets Requirements

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	76%	81%	80%	70%	83%	-	*	-	100%	60%	100%	80%	83%	81%	83%
	2023	76%	78%	89%	*	76%	98%	*	*	-	100%	70%	-	94%	85%	81%	40%
At Meets Grade Level or Above	2024	48%	48%	52%	80%	40%	52%	-	*	-	50%	25%	80%	55%	48%	62%	33%
	2023	50%	50%	59%	*	52%	65%	*	*	-	60%	30%	-	61%	58%	47%	0%
At Masters Grade Level	2024	21%	18%	26%	20%	25%	27%	-	*	-	17%	15%	20%	27%	24%	23%	33%
	2023	20%	18%	16%	*	20%	15%	*	*	-	20%	0%	-	28%	5%	6%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	70%	75%	80%	60%	79%	-	*	-	67%	40%	60%	75%	76%	69%	83%
	2023	73%	74%	79%	*	64%	85%	*	*	-	80%	40%	-	83%	75%	69%	60%
At Meets Grade Level or Above	2024	42%	41%	43%	40%	35%	48%	-	*	-	33%	15%	60%	40%	48%	38%	33%
	2023	45%	44%	54%	*	40%	58%	*	*	-	80%	30%	-	56%	53%	34%	40%
At Masters Grade Level	2024	15%	14%	16%	0%	10%	21%	-	*	-	17%	5%	60%	15%	19%	12%	33%
	2023	19%	17%	18%	*	12%	18%	*	*	-	60%	0%	-	17%	20%	16%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	86%	60%	81%	91%	*	*	-	100%	56%	*	89%	85%	89%	100%
	2023	77%	77%	84%	*	80%	83%	-	*	-	100%	47%	*	75%	93%	82%	*
At Meets Grade Level or Above	2024	51%	49%	56%	40%	46%	60%	*	*	-	60%	11%	*	57%	56%	50%	40%
	2023	48%	45%	55%	*	40%	56%	-	*	-	63%	7%	*	53%	58%	55%	*
At Masters Grade Level	2024	23%	20%	14%	0%	8%	18%	*	*	-	20%	0%	*	18%	13%	11%	0%
	2023	22%	18%	26%	*	20%	24%	-	*	-	38%	7%	*	25%	28%	32%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	68%	73%	60%	65%	75%	*	*	-	100%	44%	*	61%	78%	71%	60%
	2023	71%	69%	76%	*	80%	76%	-	*	-	88%	33%	*	75%	78%	77%	*
At Meets Grade Level or Above	2024	46%	44%	46%	20%	27%	55%	*	*	-	80%	22%	*	46%	46%	39%	40%
	2023	48%	46%	50%	*	40%	48%	-	*	-	63%	0%	*	48%	53%	45%	*
At Masters Grade Level	2024	21%	19%	19%	0%	8%	25%	*	*	-	40%	6%	*	14%	21%	18%	20%
	2023	22%	20%	24%	*	20%	20%	-	*	-	38%	0%	*	33%	15%	14%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	77%	93%	100%	73%	95%	-	*	-	100%	83%	*	89%	97%	93%	*
	2023	81%	79%	93%	*	100%	95%	-	*	-	*	75%	*	96%	90%	86%	*
At Meets Grade Level or Above	2024	55%	49%	64%	50%	45%	64%	-	*	-	88%	28%	*	60%	69%	59%	*
	2023	57%	53%	76%	*	60%	78%	-	*	-	*	38%	*	82%	70%	71%	*
At Masters Grade Level	2024	29%	23%	33%	33%	36%	31%	-	*	-	25%	6%	*	31%	36%	33%	*
	2023	28%	25%	38%	*	30%	43%	-	*	-	*	13%	*	43%	33%	29%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	74%	79%	83%	64%	80%	-	*	-	75%	61%	*	73%	85%	81%	*
	2023	80%	79%	83%	*	80%	86%	-	*	-	*	63%	*	86%	80%	71%	*
At Meets Grade Level or Above	2024	50%	46%	58%	67%	36%	58%	-	*	-	63%	28%	*	58%	59%	48%	*
	2023	51%	48%	59%	*	40%	65%	-	*	-	*	38%	*	68%	50%	43%	*
At Masters Grade Level	2024	19%	16%	21%	33%	18%	20%	-	*	-	25%	11%	*	24%	18%	15%	*
	2023	21%	18%	28%	*	20%	32%	-	*	-	*	0%	*	25%	30%	14%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	58%	75%	67%	55%	78%	-	*	-	75%	44%	*	71%	79%	70%	*
	2023	65%	64%	66%	*	60%	70%	-	*	-	*	38%	*	71%	60%	57%	*
At Meets Grade Level or Above	2024	28%	26%	50%	67%	27%	55%	-	*	-	25%	28%	*	49%	51%	56%	*
	2023	36%	34%	33%	*	20%	38%	-	*	-	*	13%	*	36%	30%	7%	*
At Masters Grade Level	2024	11%	10%	31%	33%	0%	38%	-	*	-	25%	11%	*	33%	28%	33%	*
	2023	16%	14%	24%	*	20%	27%	-	*	-	*	0%	*	18%	30%	0%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	76%	94%	*	100%	95%	-	80%	-	*	75%	*	97%	91%	87%	*
	2023	77%	77%	93%	75%	93%	98%	-	*	-	88%	60%	*	92%	94%	88%	*
At Meets Grade Level or Above	2024	57%	55%	85%	*	91%	86%	-	80%	-	*	38%	*	84%	85%	73%	*
	2023	52%	51%	76%	75%	64%	85%	-	*	-	50%	50%	*	74%	79%	69%	*
At Masters Grade Level	2024	26%	22%	44%	*	27%	52%	-	20%	-	*	13%	*	41%	47%	20%	*
	2023	22%	20%	44%	38%	36%	50%	-	*	-	25%	20%	*	45%	42%	44%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	71%	80%	*	73%	84%	-	80%	-	*	50%	*	81%	79%	60%	*
	2023	75%	77%	93%	75%	93%	95%	-	*	-	100%	80%	*	95%	91%	91%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	36%	52%	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
	2023	40%	40%	61%	50%	43%	70%	-	*	-	50%	30%	*	61%	61%	56%	*
At Masters Grade Level	2024	14%	11%	21%	*	9%	25%	-	40%	-	*	13%	*	25%	18%	13%	*
	2023	16%	15%	27%	38%	21%	33%	-	*	-	0%	10%	*	32%	21%	28%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	89%	71%	87%	91%	-	*	-	100%	43%	*	94%	84%	80%	*
	2023	78%	78%	96%	100%	92%	95%	-	100%	-	*	82%	*	98%	93%	94%	100%
At Meets Grade Level or Above	2024	54%	53%	80%	71%	73%	85%	-	*	-	71%	43%	*	85%	74%	72%	*
	2023	55%	53%	75%	60%	85%	71%	-	80%	-	*	27%	*	76%	74%	81%	75%
At Masters Grade Level	2024	29%	26%	47%	43%	47%	55%	-	*	-	14%	0%	*	48%	45%	44%	*
	2023	27%	25%	57%	40%	38%	62%	-	80%	-	*	18%	*	66%	44%	50%	38%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	60%	89%	71%	100%	88%	-	*	-	86%	43%	*	94%	84%	88%	*
	2023	63%	64%	85%	80%	77%	86%	-	100%	-	*	82%	*	80%	93%	69%	88%
At Meets Grade Level or Above	2024	34%	37%	59%	57%	40%	70%	-	*	-	57%	29%	*	67%	52%	64%	*
	2023	37%	39%	65%	40%	62%	64%	-	80%	-	*	36%	*	66%	63%	56%	63%
At Masters Grade Level	2024	11%	12%	31%	29%	13%	42%	-	*	-	14%	14%	*	33%	29%	28%	*
	2023	11%	11%	28%	20%	8%	33%	-	60%	-	*	9%	*	29%	26%	25%	13%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	96%	100%	100%	93%	-	*	-	100%	91%	*	95%	97%	94%	100%
	2023	83%	84%	100%	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	*
At Meets Grade Level or Above	2024	56%	53%	82%	80%	75%	83%	-	*	-	83%	64%	*	81%	83%	69%	50%
	2023	58%	56%	82%	80%	90%	81%	*	*	-	*	43%	*	88%	78%	76%	*
At Masters Grade Level	2024	29%	26%	60%	40%	44%	66%	-	*	-	50%	18%	*	65%	52%	38%	50%
	2023	28%	26%	59%	60%	50%	58%	*	*	-	*	43%	*	59%	58%	35%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	76%	74%	94%	*	*	100%	*	-	-	-	100%	*	83%	100%	88%	*
At Meets Grade Level or Above	2024	43%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	46%	45%	56%	*	*	50%	*	-	-	-	60%	*	33%	70%	50%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	17%	16%	19%	*	*	0%	*	-	-	-	0%	*	17%	20%	25%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	66%	88%	60%	88%	90%	-	*	-	83%	64%	*	91%	83%	69%	67%
	2023	74%	72%	94%	80%	90%	98%	*	*	-	*	100%	*	94%	95%	82%	*
At Meets Grade Level or Above	2024	44%	38%	68%	60%	63%	68%	-	*	-	67%	27%	*	70%	66%	44%	50%
	2023	47%	43%	74%	60%	80%	73%	*	*	-	*	63%	*	72%	76%	59%	*
At Masters Grade Level	2024	17%	12%	32%	20%	19%	34%	-	*	-	33%	9%	*	35%	28%	19%	17%
	2023	17%	14%	19%	20%	10%	20%	*	*	-	*	25%	*	16%	22%	0%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	55%	79%	60%	81%	78%	-	*	-	83%	36%	*	81%	76%	63%	67%
	2023	62%	60%	81%	*	80%	82%	*	*	-	*	50%	*	81%	81%	65%	*
At Meets Grade Level or Above	2024	33%	27%	51%	40%	56%	51%	-	*	-	33%	9%	*	51%	52%	38%	50%
	2023	33%	29%	46%	*	70%	39%	*	*	-	*	38%	*	39%	51%	47%	*
At Masters Grade Level	2024	17%	12%	29%	40%	31%	24%	-	*	-	17%	9%	*	26%	34%	31%	17%
	2023	16%	13%	21%	*	20%	20%	*	*	-	*	38%	*	16%	24%	6%	*
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	70%	97%	*	100%	95%	*	*	-	*	86%	*	100%	92%	95%	*
	2023	72%	73%	96%	83%	100%	97%	-	*	-	*	78%	*	97%	96%	92%	100%
At Meets Grade Level or Above	2024	52%	50%	97%	*	100%	95%	*	*	-	*	86%	*	100%	92%	95%	*
	2023	52%	51%	89%	83%	89%	90%	-	*	-	*	67%	*	94%	85%	83%	83%
At Masters Grade Level	2024	16%	13%	52%	*	42%	54%	*	*	-	*	29%	*	50%	54%	37%	*
	2023	13%	11%	33%	17%	33%	31%	-	*	-	*	11%	*	39%	27%	25%	17%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	74%	98%	80%	100%	100%	*	*	-	*	88%	*	97%	100%	94%	*
	2023	74%	75%	95%	*	100%	97%	*	*	-	-	67%	*	95%	94%	93%	100%
At Meets Grade Level or Above	2024	58%	56%	93%	80%	100%	89%	*	*	-	*	63%	*	92%	94%	88%	*
	2023	54%	54%	84%	*	79%	89%	*	*	-	-	33%	*	85%	82%	86%	60%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	9%	6%	17%	0%	18%	15%	*	*	-	*	13%	*	21%	6%	0%	*
	2023	9%	8%	35%	*	21%	45%	*	*	-	-	0%	*	40%	24%	21%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	74%	85%	100%	86%	83%	*	*	-	71%	71%	*	90%	79%	83%	86%
	2023	79%	76%	94%	100%	100%	94%	-	*	-	*	88%	*	100%	90%	92%	*
At Meets Grade Level or Above	2024	43%	36%	55%	33%	59%	51%	*	*	-	57%	18%	*	63%	45%	43%	57%
	2023	43%	38%	68%	50%	46%	76%	-	*	-	*	50%	*	84%	56%	42%	*
At Masters Grade Level	2024	24%	19%	35%	33%	27%	38%	*	*	-	14%	6%	*	43%	26%	22%	29%
	2023	23%	19%	39%	50%	15%	43%	-	*	-	*	13%	*	42%	37%	17%	*
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	90%	100%	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	*
	2023	88%	89%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2024	56%	49%	86%	*	83%	86%	*	*	-	*	71%	*	91%	81%	85%	*
	2023	56%	54%	95%	80%	94%	97%	-	*	-	*	86%	*	93%	96%	90%	100%
At Masters Grade Level	2024	19%	13%	41%	*	50%	33%	*	*	-	*	29%	*	44%	37%	35%	*
	2023	21%	17%	53%	20%	53%	55%	-	*	-	*	43%	*	63%	40%	40%	40%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	95%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
	2023	94%	94%	98%	*	100%	100%	*	*	-	*	91%	*	98%	100%	92%	100%
At Meets Grade Level or Above	2024	69%	65%	89%	*	88%	89%	-	*	-	*	80%	*	94%	78%	79%	*
	2023	70%	67%	88%	*	81%	90%	*	*	-	*	55%	*	90%	83%	85%	40%
At Masters Grade Level	2024	37%	31%	49%	*	41%	59%	-	*	-	*	40%	*	60%	28%	36%	*
	2023	38%	31%	64%	*	50%	71%	*	*	-	*	36%	*	68%	58%	46%	20%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	91%	87%	*	91%	86%	-	*	-	*	*	*	89%	*	100%	-
	2023	90%	92%	95%	*	91%	94%	-	100%	*	*	100%	-	94%	*	88%	*
At Meets Grade Level or Above	2024	59%	59%	69%	*	55%	76%	-	*	-	*	*	*	74%	*	83%	-
	2023	61%	59%	65%	*	36%	74%	-	67%	*	*	80%	-	64%	*	38%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	12%	6%	5%	*	9%	5%	-	*	-	*	*	*	6%	*	0%	-
	2023	12%	5%	7%	*	0%	10%	-	17%	*	*	0%	-	8%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	73%	86%	76%	83%	87%	100%	97%	-	87%	62%	89%	87%	85%	82%	85%
	2023	76%	76%	89%	75%	87%	91%	88%	97%	*	88%	70%	100%	90%	88%	83%	88%
At Meets Grade Level or Above	2024	48%	45%	64%	54%	57%	66%	83%	88%	-	60%	31%	80%	67%	60%	58%	59%
	2023	49%	47%	67%	57%	61%	69%	75%	81%	*	62%	37%	86%	69%	64%	57%	63%
At Masters Grade Level	2024	20%	16%	30%	22%	23%	33%	50%	44%	-	25%	11%	39%	33%	28%	24%	28%
	2023	20%	17%	32%	22%	26%	35%	50%	45%	*	32%	13%	29%	35%	30%	23%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	75%	91%	78%	88%	92%	*	96%	-	100%	71%	96%	92%	90%	88%	91%
	2023	77%	77%	93%	78%	91%	95%	*	100%	-	94%	70%	100%	93%	93%	88%	89%
At Meets Grade Level or Above	2024	54%	52%	73%	63%	68%	74%	*	92%	-	74%	37%	83%	75%	70%	68%	59%
	2023	53%	52%	73%	68%	69%	76%	*	86%	-	65%	34%	88%	76%	71%	67%	66%
At Masters Grade Level	2024	22%	18%	35%	22%	28%	38%	*	50%	-	29%	10%	35%	38%	32%	25%	31%
	2023	20%	18%	38%	27%	30%	41%	*	59%	-	35%	13%	38%	43%	33%	30%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	80%	76%	76%	81%	*	96%	-	77%	53%	75%	81%	80%	77%	81%
	2023	75%	74%	86%	74%	81%	87%	*	100%	*	84%	66%	100%	87%	85%	79%	85%
At Meets Grade Level or Above	2024	43%	40%	53%	38%	41%	56%	*	84%	-	54%	22%	70%	57%	48%	47%	54%
	2023	45%	43%	60%	45%	45%	64%	*	86%	*	63%	31%	100%	63%	57%	46%	59%
At Masters Grade Level	2024	17%	15%	22%	16%	14%	26%	*	32%	-	18%	8%	40%	24%	21%	18%	31%
	2023	19%	16%	25%	23%	16%	27%	*	45%	*	25%	4%	17%	26%	24%	19%	26%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	86%	67%	82%	88%	*	100%	-	80%	61%	100%	86%	86%	79%	80%
	2023	77%	76%	88%	79%	88%	90%	*	82%	*	75%	80%	*	91%	85%	79%	83%
At Meets Grade Level or Above	2024	43%	39%	66%	67%	59%	68%	*	90%	-	47%	36%	86%	68%	64%	62%	70%
	2023	47%	44%	66%	57%	67%	67%	*	64%	*	50%	56%	*	66%	66%	49%	67%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	12%	34%	33%	23%	36%	*	50%	-	33%	14%	43%	37%	31%	30%	30%
	2023	18%	15%	29%	14%	29%	30%	*	18%	*	50%	20%	*	28%	29%	9%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	75%	88%	78%	91%	87%	-	100%	-	88%	56%	100%	90%	85%	80%	80%
	2023	78%	77%	89%	57%	92%	90%	*	*	-	*	74%	*	90%	89%	77%	100%
At Meets Grade Level or Above	2024	51%	46%	67%	56%	73%	66%	-	86%	-	50%	31%	100%	71%	62%	57%	60%
	2023	52%	48%	66%	57%	77%	63%	*	*	-	*	47%	*	68%	64%	63%	57%
At Masters Grade Level	2024	27%	22%	38%	33%	36%	38%	-	57%	-	25%	19%	50%	41%	32%	33%	10%
	2023	27%	22%	42%	14%	38%	44%	*	*	-	*	37%	*	45%	38%	23%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	37%	40%	30%	40%	-	*	-	33%	15%	60%	38%	36%	38%	33%
	2023	37%	36%	45%	*	40%	48%	*	*	-	60%	20%	-	47%	43%	25%	0%
Reading and Mathematics Including EOC	2024	35%	33%	37%	40%	30%	40%	-	*	-	33%	15%	60%	38%	36%	38%	33%
	2023	37%	36%	45%	*	40%	48%	*	*	-	60%	20%	-	47%	43%	25%	0%
Reading Including EOC	2024	48%	48%	52%	80%	40%	52%	-	*	-	50%	25%	80%	55%	48%	62%	33%
	2023	50%	50%	59%	*	52%	65%	*	*	-	60%	30%	-	61%	58%	47%	0%
Math Including EOC	2024	42%	41%	43%	40%	35%	48%	-	*	-	33%	15%	60%	40%	48%	38%	33%
	2023	45%	44%	54%	*	40%	58%	*	*	-	80%	30%	-	56%	53%	34%	40%
4th Graders																	
Reading and Mathematics	2024	38%	36%	40%	20%	23%	47%	*	*	-	60%	6%	*	43%	39%	29%	40%
	2023	38%	35%	48%	*	40%	44%	-	*	-	63%	0%	*	45%	50%	41%	*
Reading and Mathematics Including EOC	2024	38%	36%	40%	20%	23%	47%	*	*	-	60%	6%	*	43%	39%	29%	40%
	2023	38%	35%	48%	*	40%	44%	-	*	-	63%	0%	*	45%	50%	41%	*
Reading Including EOC	2024	51%	49%	56%	40%	46%	60%	*	*	-	60%	11%	*	57%	56%	50%	40%
	2023	48%	45%	55%	*	40%	56%	-	*	-	63%	7%	*	53%	58%	55%	*
Math Including EOC	2024	46%	44%	46%	20%	27%	55%	*	*	-	80%	22%	*	46%	46%	39%	40%
	2023	48%	46%	50%	*	40%	48%	-	*	-	63%	0%	*	48%	53%	45%	*
5th Graders																	
Reading and Mathematics	2024	42%	36%	50%	50%	27%	49%	-	*	-	63%	11%	*	51%	49%	37%	*
	2023	43%	39%	53%	*	30%	59%	-	*	-	*	25%	*	61%	47%	43%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	36%	50%	50%	27%	49%	-	*	-	63%	11%	*	51%	49%	37%	*
	2023	43%	39%	53%	*	30%	59%	-	*	-	*	25%	*	61%	47%	43%	*
Reading Including EOC	2024	55%	49%	64%	50%	45%	64%	-	*	-	88%	28%	*	60%	69%	59%	*
	2023	57%	53%	76%	*	60%	78%	-	*	-	*	38%	*	82%	70%	71%	*
Math Including EOC	2024	51%	46%	58%	67%	36%	58%	-	*	-	63%	28%	*	58%	59%	48%	*
	2023	51%	48%	59%	*	40%	65%	-	*	-	*	38%	*	68%	50%	43%	*
6th Graders																	
Reading and Mathematics	2024	36%	33%	52%	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
	2023	35%	34%	55%	50%	29%	68%	-	*	-	38%	30%	*	58%	52%	50%	*
Reading and Mathematics Including EOC	2024	36%	33%	52%	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
	2023	35%	34%	55%	50%	29%	68%	-	*	-	38%	30%	*	58%	52%	50%	*
Reading Including EOC	2024	57%	55%	85%	*	91%	86%	-	80%	-	*	38%	*	84%	85%	73%	*
	2023	52%	51%	76%	75%	64%	85%	-	*	-	50%	50%	*	74%	79%	69%	*
Math Including EOC	2024	40%	37%	52%	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
	2023	40%	40%	61%	50%	43%	70%	-	*	-	50%	30%	*	61%	61%	56%	*
7th Graders																	
Reading and Mathematics	2024	35%	34%	55%	57%	27%	67%	-	*	-	57%	29%	*	61%	48%	56%	*
	2023	37%	36%	62%	40%	62%	60%	-	80%	-	*	27%	*	61%	63%	56%	63%
Reading and Mathematics Including EOC	2024	36%	34%	55%	57%	27%	67%	-	*	-	57%	29%	*	61%	48%	56%	*
	2023	38%	36%	62%	40%	62%	60%	-	80%	-	*	27%	*	61%	63%	56%	63%
Reading Including EOC	2024	54%	53%	80%	71%	73%	85%	-	*	-	71%	43%	*	85%	74%	72%	*
	2023	55%	53%	75%	60%	85%	71%	-	80%	-	*	27%	*	76%	74%	81%	75%
Math Including EOC	2024	40%	39%	59%	57%	40%	70%	-	*	-	57%	29%	*	67%	52%	64%	*
	2023	43%	41%	65%	40%	62%	64%	-	80%	-	*	36%	*	66%	63%	56%	63%
8th Graders																	
Reading and Mathematics	2023	31%	34%	47%	*	*	33%	*	-	-	-	*	*	33%	56%	50%	*
Reading and Mathematics Including EOC	2024	41%	37%	57%	40%	50%	56%	-	*	-	67%	27%	*	60%	52%	38%	33%
	2023	44%	42%	68%	60%	70%	67%	*	*	-	*	43%	*	72%	64%	47%	*
Reading Including EOC	2024	57%	53%	82%	80%	75%	83%	-	*	-	83%	64%	*	81%	83%	69%	50%
	2023	58%	57%	82%	80%	90%	81%	*	*	-	*	43%	*	88%	78%	76%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2024	49%	44%	60%	40%	56%	59%	-	*	-	67%	27%	*	65%	52%	44%	50%
	2023	51%	50%	72%	60%	70%	73%	*	*	-	*	75%	*	75%	70%	47%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	33%	45%	37%	28%	50%	*	76%	-	50%	14%	67%	49%	43%	39%	47%
	2023	37%	36%	52%	42%	42%	54%	*	75%	-	57%	19%	100%	53%	50%	42%	52%
Reading and Mathematics Including EOC	2024	38%	35%	47%	37%	31%	51%	*	81%	-	53%	16%	72%	51%	44%	39%	44%
	2023	39%	37%	55%	46%	44%	57%	*	78%	-	57%	21%	100%	57%	52%	42%	54%
Reading Including EOC	2024	54%	51%	67%	60%	59%	69%	*	90%	-	72%	30%	83%	69%	66%	62%	48%
	2023	53%	52%	70%	64%	63%	72%	*	83%	-	63%	30%	100%	71%	68%	64%	63%
Math Including EOC	2024	45%	42%	52%	40%	37%	56%	*	81%	-	56%	23%	72%	55%	50%	46%	52%
	2023	47%	45%	60%	46%	48%	63%	*	89%	-	63%	31%	100%	61%	58%	47%	67%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	64%	63%	63%	64%	65%	*	*	-	20%	41%	*	71%	60%	61%	100%
	2023	55%	51%	47%	*	56%	40%	-	*	-	56%	43%	*	45%	49%	48%	*
Grade 4 Mathematics	2024	60%	57%	53%	13%	50%	58%	*	*	-	60%	35%	*	52%	54%	46%	70%
	2023	63%	59%	58%	*	56%	58%	-	*	-	75%	33%	*	60%	56%	60%	*
Grade 5 ELA/Reading	2024	70%	65%	79%	100%	64%	80%	-	*	-	63%	58%	*	80%	77%	77%	*
	2023	65%	63%	69%	*	55%	68%	-	*	-	*	44%	*	68%	70%	75%	*
Grade 5 Mathematics	2024	65%	60%	61%	83%	59%	62%	-	*	-	44%	56%	*	62%	59%	56%	*
	2023	71%	68%	69%	*	55%	71%	-	*	-	*	50%	*	70%	69%	67%	*
Grade 6 ELA/Reading	2024	61%	61%	84%	*	86%	86%	-	60%	-	*	63%	*	77%	91%	82%	*
	2023	51%	52%	67%	81%	62%	71%	-	*	-	38%	61%	*	64%	69%	66%	*
Grade 6 Mathematics	2024	48%	48%	59%	*	45%	64%	-	80%	-	*	50%	*	64%	55%	57%	*
	2023	54%	54%	62%	75%	42%	69%	-	*	-	38%	72%	*	51%	74%	59%	*
Grade 7 ELA/Reading	2024	66%	65%	77%	79%	80%	80%	-	*	-	64%	64%	*	76%	78%	76%	*
	2023	71%	70%	89%	100%	83%	87%	-	100%	-	*	68%	*	94%	80%	87%	100%
Grade 7 Mathematics	2024	49%	50%	70%	57%	53%	81%	-	*	-	71%	50%	*	79%	60%	74%	*
	2023	56%	57%	65%	90%	50%	63%	-	90%	-	*	36%	*	68%	60%	70%	71%
Grade 8 ELA/Reading	2024	69%	66%	84%	90%	77%	83%	-	*	-	90%	73%	*	80%	90%	63%	58%
	2023	63%	61%	80%	80%	70%	82%	*	*	-	*	71%	*	84%	75%	76%	*
Grade 8 Mathematics	2024	66%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	74%	74%	90%	*	*	89%	*	-	-	-	*	*	92%	89%	81%	*
End of Course English I	2024	64%	62%	88%	*	92%	88%	*	*	-	-	80%	*	90%	84%	79%	*
	2023	57%	56%	69%	80%	66%	65%	-	*	-	*	86%	*	65%	75%	65%	80%
End of Course English II	2024	69%	68%	76%	*	82%	69%	-	*	-	*	80%	*	71%	88%	64%	*
	2023	74%	76%	71%	*	64%	74%	*	*	-	-	43%	*	70%	75%	58%	40%
End of Course Algebra I	2024	72%	64%	69%	90%	71%	66%	*	*	-	58%	53%	*	74%	62%	74%	43%
	2023	76%	70%	82%	92%	82%	81%	-	*	-	*	83%	*	90%	75%	59%	*
All Grades Both Subjects	2024	64%	61%	71%	70%	68%	73%	*	74%	-	60%	55%	75%	73%	68%	66%	65%
	2023	64%	63%	69%	80%	63%	69%	*	91%	-	60%	56%	86%	69%	68%	65%	78%
All Grades ELA/Reading	2024	67%	64%	78%	85%	76%	79%	*	77%	-	63%	61%	79%	78%	77%	71%	75%
	2023	63%	62%	70%	84%	65%	69%	*	94%	-	60%	58%	75%	70%	69%	67%	74%
All Grades Mathematics	2024	60%	57%	62%	52%	57%	65%	*	71%	-	57%	48%	69%	67%	57%	60%	53%
	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	2024	38%	36%	42%	*	50%	*	-	-	-	-	17%	-	*	45%	60%	*
	2023	33%	33%	40%	*	*	*	-	-	-	*	43%	-	29%	*	*	-
Grade 4 Mathematics	2024	26%	24%	29%	*	33%	33%	-	-	-	-	17%	*	0%	42%	17%	*
	2023	27%	24%	31%	*	*	14%	-	-	-	*	20%	-	25%	38%	40%	-

Texas Education Agency
2023-24 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	32%	75%	*	*	86%	-	-	-	*	75%	-	73%	*	*	-
	2023	37%	33%	*	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 5 Mathematics	2024	41%	37%	41%	*	*	45%	-	-	-	*	45%	-	33%	60%	40%	-
	2023	48%	46%	33%	*	*	20%	-	-	-	*	*	-	*	40%	*	-
Grade 6 ELA/Reading	2024	24%	24%	*	*	-	*	-	*	-	-	*	*	*	*	*	*
	2023	26%	28%	40%	*	*	*	-	-	-	-	*	-	*	*	*	*
Grade 6 Mathematics	2024	27%	25%	27%	*	*	33%	-	-	-	*	*	-	20%	33%	*	-
	2023	35%	36%	71%	*	-	*	-	-	-	*	67%	-	*	80%	*	-
Grade 7 ELA/Reading	2024	23%	25%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
	2023	39%	41%	75%	*	*	71%	-	*	-	-	60%	-	88%	*	*	*
Grade 7 Mathematics	2024	14%	15%	57%	*	*	*	-	-	-	-	*	-	*	*	*	-
	2023	22%	23%	50%	*	*	60%	-	-	-	-	*	-	40%	*	20%	-
Grade 8 ELA/Reading	2024	34%	33%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
	2023	39%	41%	*	*	-	*	-	-	-	-	*	-	*	-	*	-
Grade 8 Mathematics	2024	44%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	49%	47%	80%	*	*	*	-	-	-	-	*	-	*	*	*	-
End of Course English I	2024	20%	18%	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2023	26%	25%	*	*	-	*	-	-	-	-	*	-	*	*	-	-
End of Course English II	2024	29%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	41%	45%	*	*	*	*	-	-	-	-	*	-	*	*	*	*
End of Course Algebra I	2024	55%	43%	55%	*	*	67%	-	-	-	*	60%	-	63%	*	67%	*
	2023	58%	52%	88%	*	*	*	-	-	-	*	*	-	*	*	*	-
All Grades Both Subjects	2024	32%	30%	42%	41%	35%	47%	-	*	-	40%	36%	*	45%	39%	41%	43%
	2023	38%	37%	55%	57%	67%	50%	-	*	-	50%	44%	-	51%	60%	56%	*
All Grades ELA/Reading	2024	30%	28%	46%	25%	44%	56%	-	*	-	*	41%	*	63%	33%	44%	*
	2023	35%	36%	59%	56%	67%	56%	-	*	-	*	45%	-	59%	59%	69%	*
All Grades Mathematics	2024	35%	32%	40%	56%	29%	42%	-	-	-	*	32%	*	36%	43%	40%	*
	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.

Texas Education Agency
2023-24 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	73%	86%	-	-	-	-	-	-	77%	-	72%	85%	86%	86%	80%	100%
	2023	76%	76%	89%	-	-	-	-	-	-	78%	*	76%	100%	100%	89%	81%	100%
At Meets Grade Level or Above	2024	48%	45%	64%	-	-	-	-	-	-	49%	-	38%	85%	50%	64%	49%	95%
	2023	49%	47%	67%	-	-	-	-	-	-	46%	*	53%	30%	86%	67%	51%	86%
At Masters Grade Level	2024	20%	16%	30%	-	-	-	-	-	-	21%	-	13%	38%	27%	31%	23%	42%
	2023	20%	17%	32%	-	-	-	-	-	-	9%	*	9%	10%	29%	33%	11%	43%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	75%	91%	-	-	-	-	-	-	88%	-	85%	83%	90%	91%	88%	100%
	2023	77%	77%	93%	-	-	-	-	-	-	80%	*	79%	100%	*	93%	83%	100%
At Meets Grade Level or Above	2024	54%	52%	73%	-	-	-	-	-	-	50%	-	38%	83%	50%	73%	50%	100%
	2023	53%	52%	73%	-	-	-	-	-	-	45%	*	57%	20%	*	74%	52%	92%
At Masters Grade Level	2024	22%	18%	35%	-	-	-	-	-	-	19%	-	8%	33%	40%	35%	27%	50%
	2023	20%	18%	38%	-	-	-	-	-	-	5%	*	7%	0%	*	39%	9%	50%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	70%	80%	-	-	-	-	-	-	79%	-	77%	*	75%	80%	77%	100%
	2023	75%	74%	86%	-	-	-	-	-	-	78%	*	77%	*	*	86%	81%	100%
At Meets Grade Level or Above	2024	43%	40%	53%	-	-	-	-	-	-	57%	-	54%	*	38%	53%	50%	83%
	2023	45%	43%	60%	-	-	-	-	-	-	44%	*	46%	*	*	60%	48%	100%
At Masters Grade Level	2024	17%	15%	22%	-	-	-	-	-	-	29%	-	23%	*	25%	22%	27%	33%
	2023	19%	16%	25%	-	-	-	-	-	-	17%	*	15%	*	*	25%	19%	50%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	86%	-	-	-	-	-	-	60%	-	*	*	*	86%	71%	*
	2023	77%	76%	88%	-	-	-	-	-	-	60%	-	60%	-	*	88%	67%	100%
At Meets Grade Level or Above	2024	43%	39%	66%	-	-	-	-	-	-	40%	-	*	*	*	66%	57%	*
	2023	47%	44%	66%	-	-	-	-	-	-	40%	-	40%	-	*	66%	50%	83%
At Masters Grade Level	2024	16%	12%	34%	-	-	-	-	-	-	20%	-	*	*	*	34%	14%	*
	2023	18%	15%	29%	-	-	-	-	-	-	0%	-	0%	-	*	29%	0%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	75%	88%	-	-	-	-	-	-	*	-	*	*	*	89%	67%	*
	2023	78%	77%	89%	-	-	-	-	-	-	*	-	*	*	-	89%	*	*
At Meets Grade Level or Above	2024	51%	46%	67%	-	-	-	-	-	-	*	-	*	*	*	68%	33%	*
	2023	52%	48%	66%	-	-	-	-	-	-	*	-	*	*	-	66%	*	*
At Masters Grade Level	2024	27%	22%	38%	-	-	-	-	-	-	*	-	*	*	*	40%	0%	*
	2023	27%	22%	42%	-	-	-	-	-	-	*	-	*	*	-	43%	*	*
School Progress - Annual Growth																		

Texas Education Agency
2023-24 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 Both Subjects	2024	64%	61%	71%	-	-	-	-	-	-	60%	-	52%	80%	75%	71%	64%	70%
	2023	64%	63%	69%	-	-	-	-	-	-	70%	-	68%	*	*	68%	74%	83%
All Grades ELA/Reading	2024	67%	64%	78%	-	-	-	-	-	-	61%	-	50%	83%	100%	78%	73%	83%
	2023	63%	62%	70%	-	-	-	-	-	-	69%	-	64%	*	*	69%	73%	75%
All Grades Mathematics	2024	60%	57%	62%	-	-	-	-	-	-	58%	-	55%	*	*	62%	53%	*
	2023	66%	64%	68%	-	-	-	-	-	-	70%	-	72%	*	*	67%	75%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	30%	42%	-	-	-	-	-	-	*	-	*	*	*	42%	43%	-
	2023	38%	37%	55%	-	-	-	-	-	-	*	-	*	*	-	53%	*	-
All Grades ELA/Reading	2024	30%	28%	46%	-	-	-	-	-	-	*	-	*	*	*	42%	*	-
	2023	35%	36%	59%	-	-	-	-	-	-	*	-	*	*	-	54%	*	-
All Grades Mathematics	2024	35%	32%	40%	-	-	-	-	-	-	*	-	*	-	*	42%	*	-
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	96%	94%	97%	96%	100%	100%	-	94%	97%	100%	99%	94%	97%	95%
Not Included in Accountability: Mobile	4%	6%	3%	6%	2%	4%	0%	0%	-	6%	3%	0%	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	5%
Not Tested	1%	2%	0%	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%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	* 100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	90%	96%	93%	96%	96%	* 100%	100%	-	93%	97%	100%	98%	93%	97%	91%
Not Included in Accountability: Mobile	4%	6%	4%	7%	2%	4%	* 0%	0%	-	7%	3%	0%	1%	6%	3%	0%
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	2%	0%	* 0%	0%	-	0%	0%	0%	0%	1%	1%	9%
Not Tested	1%	2%	0%	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%	0%
Other	0%	1%	0%	0%	0%	0%	* 0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	100%	* 100%	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	91%	96%	93%	97%	96%	* 100%	100%	-	95%	97%	100%	99%	93%	96%	96%
Not Included in Accountability: Mobile	5%	6%	4%	8%	3%	4%	* 0%	0%	-	5%	3%	0%	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	* 0%	0%	-	0%	0%	0%	0%	0%	1%	4%
Not Tested	1%	2%	0%	0%	0%	0%	* 0%	0%	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	* 0%	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	1%	0%	0%	0%	0%	* 0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	100%	100%	100%	* 100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	97%	100%	100%	97%	* 100%	100%	-	94%	97%	100%	99%	95%	97%	100%
Not Included in Accountability: Mobile	4%	7%	3%	0%	0%	3%	* 0%	0%	-	6%	3%	0%	1%	5%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* 0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	* 0%	0%	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	91%	99%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	98%	100%	100%
Not Included in Accountability: Mobile	4%	6%	1%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	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%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	82%	100%	*	100%	100%	-	*	-	*	*	*	100%	*	100%	-
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%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	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%
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%	*

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	94.9%	95.6%	96.0%	95.5%	95.4%	* 96.8%		* 95.6%	95.4%	95.0%	96.9%	
2021-22	92.2%	93.9%	95.0%	95.1%	95.3%	94.7%	* 97.4%		* 95.0%	94.8%	94.3%	97.0%	
Chronic Absenteeism													
2022-23	20.3%	14.2%	7.5%	8.3%	7.4%	7.7%	* 5.9%		* 6.1%	7.2%	9.9%	3.4%	
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%	
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	* 0.0%		- 0.0%	0.0%	0.0%	0.0%	
2021-22	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	* 0.0%		- 0.0%	0.0%	0.0%	*	
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.6%	0.0%	0.0%	0.0%	0.0%	* 0.0%		* 0.0%	0.0%	0.0%	0.0%	
2021-22	2.2%	1.2%	0.0%	0.0%	0.0%	0.0%	* 0.0%		* 0.0%	0.0%	0.0%	0.0%	
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.6%	100.0%	* 100.0%	100.0%	100.0%	- *	* *	* *	* *	* 100.0%	*	
Received TxCHSE	0.3%	0.3%	0.0%	* 0.0%	0.0%	0.0%	- *	* *	* *	* *	* 0.0%	*	
Continued HS	3.1%	3.8%	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	90.6%	92.0%	100.0%	* 100.0%	100.0%	100.0%	- *	* *	* *	* *	* 100.0%	*	
Graduates, TxCHSE, and Continuers	93.7%	95.7%	100.0%	* 100.0%	100.0%	100.0%	- *	* *	* *	* *	* 100.0%	*	
Class of 2022													
Graduated	89.7%	91.8%	100.0%	* 100.0%	100.0%	100.0%	* *	* *	- *	* *	* 100.0%	*	
Received TxCHSE	0.3%	0.3%	0.0%	* 0.0%	0.0%	0.0%	* *	* *	- *	* *	* 0.0%	*	
Continued HS	3.5%	3.6%	0.0%	* 0.0%	0.0%	0.0%	* *	* *	- *	* *	* 0.0%	*	
Dropped Out	6.4%	4.2%	0.0%	* 0.0%	0.0%	0.0%	* *	* *	- *	* *	* 0.0%	*	
Graduates and TxCHSE	90.0%	92.2%	100.0%	* 100.0%	100.0%	100.0%	* *	* *	- *	* *	* 100.0%	*	
Graduates, TxCHSE, and Continuers	93.6%	95.8%	100.0%	* 100.0%	100.0%	100.0%	* *	* *	- *	* *	* 100.0%	*	
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	94.3%	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%	0.8%	0.0%	* 0.0%	0.0%	0.0%	* *	* *	- *	* *	* 0.0%	*	
Dropped Out	6.8%	4.5%	0.0%	* 0.0%	0.0%	0.0%	* *	* *	- *	* *	* 0.0%	*	
Graduates and TxCHSE	92.2%	94.7%	100.0%	* 100.0%	100.0%	100.0%	* *	* *	- *	* *	* 100.0%	*	

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	95.5%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
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%	-
Graduates, TxCHSE, and Continuers	93.7%	95.7%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.8%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
Received TxCHSE	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	0.5%	0.2%	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	93.2%	95.5%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	95.7%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.6%	100.0%	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
Class of 2022	89.7%	91.8%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	26.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	6.1%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
Class of 2022	3.7%	5.3%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	82.8%	97.8%	*	100.0%	96.8%	-	*	*	*	*	87.5%	*
Class of 2022	84.3%	83.2%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	88.8%	97.8%	*	100.0%	96.8%	-	*	*	*	*	87.5%	*
Class of 2022	88.0%	88.5%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	19.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	6.3%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
2021-22	3.9%	5.7%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.9%	95.7%	*	85.7%	96.8%	-	*	*	*	*	87.5%	*
2021-22	82.3%	82.2%	97.9%	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	2.1%	0.0%	0.0%	3.1%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	87.2%	95.8%	*	85.7%	96.9%	-	*	*	*	*	87.5%	*
2021-22	86.0%	87.7%	97.9%	*	100.0%	97.0%	*	*	-	*	*	100.0%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	48	100.0%	377,367	100.0%
By Ethnicity:				
African American	2	4.2%	46,822	12.4%
Hispanic	7	14.6%	197,333	52.3%
White	32	66.7%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	4	8.3%	19,151	5.1%
Pacific Islander	1	2.1%	574	0.2%
Two or More Races	2	4.2%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	2	4.2%	49,278	13.1%
Foundation H.S. Program (Endorsement)	0	0.0%	16,475	4.4%
Foundation H.S. Program (DLA)	45	93.8%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	1	2.1%	222	0.1%
Special Education Graduates	3	6.3%	34,589	9.2%
Economically Disadvantaged Graduates	8	16.7%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	2.1%	50,229	13.3%
At-Risk Graduates	12	25.0%	168,430	44.6%
CTE Completers	36	75.0%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	74.6%	95.8%	*	100.0%	96.9%	-	*	*	*	*	87.5%	*
2021-22	70.0%	70.9%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	57.8%	48.2%	95.8%	*	100.0%	96.9%	-	*	*	*	*	87.5%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	50.4%	95.8%	*	100.0%	96.9%	-	*	*	*	*	87.5%	*
2021-22	57.1%	47.2%	95.8%	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	42.8%	97.9%	*	100.0%	96.9%	-	*	*	*	*	100.0%	*
2021-22	48.2%	39.1%	97.9%	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	37.1%	93.8%	*	100.0%	93.8%	-	*	*	*	*	87.5%	*
2021-22	42.2%	33.2%	93.8%	*	100.0%	93.9%	*	*	-	*	*	100.0%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	7.6%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
2021-22	20.5%	7.7%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	1.9%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
2021-22	2.4%	2.1%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	28.2%	79.2%	*	57.1%	81.3%	-	*	*	*	*	62.5%	*
2021-22	24.0%	28.6%	87.5%	*	88.9%	87.9%	*	*	-	*	*	62.5%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	1.3%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
2021-22	4.4%	1.5%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.6%	6.3%	*	0.0%	6.3%	-	*	*	*	*	25.0%	*
2021-22	5.0%	6.4%	2.1%	*	0.0%	3.0%	*	*	-	*	*	0.0%	*
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	51.4%	10.4%	*	0.0%	12.5%	-	*	*	*	*	25.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	45.0%	4.2%	*	0.0%	6.3%	-	*	*	*	*	0.0%	*
2021-22	28.0%	39.2%	2.1%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.6%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
2021-22	0.7%	0.7%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.2%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
2021-22	2.5%	3.1%	2.1%	*	0.0%	3.0%	*	*	-	*	*	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	25.3%	93.8%	*	85.7%	96.9%	-	*	*	*	*	87.5%	*
	2021-22	22.8%	27.5%	85.4%	*	100.0%	90.9%	*	*	-	*	*	87.5%	*
Mathematics	2022-23	19.9%	21.0%	83.3%	*	71.4%	87.5%	-	*	*	*	*	62.5%	*
	2021-22	18.7%	19.8%	81.3%	*	77.8%	81.8%	*	*	-	*	*	62.5%	*
Both Subjects	2022-23	12.5%	14.4%	83.3%	*	71.4%	87.5%	-	*	*	*	*	62.5%	*
	2021-22	12.6%	14.3%	72.9%	*	77.8%	78.8%	*	*	-	*	*	50.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	16.3%	2.1%	*	14.3%	0.0%	-	*	*	*	*	0.0%	*
	2021-22	11.7%	10.2%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Mathematics	2022-23	20.2%	17.2%	25.0%	*	42.9%	18.8%	-	*	*	*	*	50.0%	*
	2021-22	14.0%	13.4%	16.7%	*	22.2%	15.2%	*	*	-	*	*	50.0%	*
Both Subjects	2022-23	12.5%	11.2%	2.1%	*	14.3%	0.0%	-	*	*	*	*	0.0%	*
	2021-22	7.5%	6.8%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	10.4%	0.0%	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
	2022	23.0%	10.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
English Language Arts	2023	13.8%	6.0%	0.0%	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
	2022	13.2%	6.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
Mathematics	2023	7.0%	1.9%	0.0%	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
	2022	6.9%	2.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
Science	2023	10.3%	3.6%	0.0%	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
	2022	9.6%	3.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
Social Studies	2023	13.1%	4.1%	0.0%	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
	2022	12.5%	4.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	47.6%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	46.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	48.1%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	47.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	47.9%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	42.3%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	49.7%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	46.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	32.7%	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	32.8%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	51.8%	100.0%	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
	2021-22	71.5%	49.7%	100.0%	*	100.0%	100.0%	*	*	-	*	*	87.5%	*
At/Above Criterion for All Examinees	2022-23	28.9%	26.4%	56.9%	*	33.3%	62.5%	-	*	*	*	*	33.3%	*
	2021-22	32.1%	27.7%	64.0%	*	66.7%	68.6%	*	*	-	*	*	42.9%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	992	1106	*	967	1142	-	*	*	*	*	982	*
	2021-22	1001	1000	1124	1010	1141	1132	940	1070	-	1190	855	1043	690
English Language Arts and Writing	2022-23	497	504	567	*	501	589	-	*	*	*	*	499	*
	2021-22	506	505	570	520	587	572	440	550	-	600	430	526	310
Mathematics	2022-23	482	488	539	*	466	553	-	*	*	*	*	483	*
	2021-22	496	495	554	490	554	560	500	520	-	590	425	517	380
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	18.8	22.3	*	18.2	23.5	-	*	*	*	*	*	*
	2021-22	19.5	19.2	23.8	-	23.0	24.1	-	-	-	-	-	30.5	-
English Language Arts	2022-23	18.8	18.5	22.8	*	17.1	24.4	-	*	*	*	*	*	*
	2021-22	19.2	18.9	24.5	-	22.8	25.1	-	-	-	-	-	33.0	-
Mathematics	2022-23	18.9	18.6	21.3	*	18.6	22.1	-	*	*	*	*	*	*
	2021-22	19.3	18.8	21.6	-	22.0	21.4	-	-	-	-	-	25.5	-
Science	2022-23	19.5	19.2	21.7	*	19.8	22.5	-	*	*	*	*	*	*
	2021-22	19.8	19.5	23.6	-	22.7	23.9	-	-	-	-	-	30.0	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	38.1%	79.0%	91.7%	73.1%	80.8%	*	75.0%	*	66.7%	62.5%	67.6%	60.0%
	2021-22	44.2%	38.1%	80.7%	75.0%	75.0%	83.6%	*	91.7%	*	57.1%	77.8%	73.9%	60.0%
English Language Arts	2022-23	17.4%	14.3%	34.3%	33.3%	23.5%	35.4%	*	58.3%	*	50.0%	20.8%	24.3%	0.0%
	2021-22	16.6%	13.5%	32.4%	33.3%	25.0%	35.5%	*	41.7%	*	0.0%	16.7%	17.4%	0.0%
Mathematics	2022-23	19.5%	17.2%	33.6%	18.2%	25.5%	34.9%	*	58.3%	*	50.0%	20.8%	21.6%	0.0%
	2021-22	19.9%	17.2%	33.8%	33.3%	31.8%	34.6%	*	45.5%	*	14.3%	22.2%	24.4%	40.0%
Science	2022-23	21.5%	21.7%	14.7%	18.2%	5.9%	16.3%	*	25.0%	*	16.7%	12.5%	10.8%	0.0%
	2021-22	21.1%	22.1%	14.6%	8.3%	18.2%	15.4%	*	9.1%	*	0.0%	0.0%	4.5%	0.0%
Social Studies	2022-23	24.0%	13.2%	45.3%	33.3%	29.4%	51.9%	*	58.3%	*	33.3%	20.8%	37.8%	0.0%
	2021-22	22.8%	13.7%	44.0%	50.0%	31.8%	45.7%	*	75.0%	*	28.6%	27.8%	28.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,016	100.0%	5,517,464	100.0%	1,016	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	0	0.0%	18,968	0.3%	0	0.0%	26,847	0.5%
Pre-Kindergarten	0	0.0%	247,979	4.5%	0	0.0%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	0	0.0%	205,531	3.7%	0	0.0%	205,907	3.7%
Kindergarten	97	9.5%	361,329	6.5%	97	9.5%	361,799	6.5%
Grade 1	97	9.5%	385,096	7.0%	97	9.5%	385,471	7.0%
Grade 2	90	8.9%	402,233	7.3%	90	8.9%	402,576	7.3%
Grade 3	103	10.1%	399,869	7.2%	103	10.1%	400,181	7.2%
Grade 4	106	10.4%	399,137	7.2%	106	10.4%	399,422	7.2%
Grade 5	88	8.7%	399,200	7.2%	88	8.7%	399,419	7.2%
Grade 6	70	6.9%	400,347	7.3%	70	6.9%	400,511	7.2%
Grade 7	68	6.7%	405,118	7.3%	68	6.7%	405,298	7.3%
Grade 8	72	7.1%	414,033	7.5%	72	7.1%	414,195	7.5%
Grade 9	61	6.0%	472,595	8.6%	61	6.0%	472,783	8.5%
Grade 10	55	5.4%	439,091	8.0%	55	5.4%	439,298	7.9%
Grade 11	53	5.2%	406,681	7.4%	53	5.2%	406,966	7.4%
Grade 12	56	5.5%	365,788	6.6%	56	5.5%	367,894	6.7%
Ethnic Distribution								
African American	71	7.0%	706,235	12.8%	71	7.0%	707,609	12.8%
Hispanic	223	21.9%	2,936,051	53.2%	223	21.9%	2,942,144	53.2%
White	615	60.5%	1,379,090	25.0%	615	60.5%	1,384,437	25.0%
American Indian	4	0.4%	17,886	0.3%	4	0.4%	17,939	0.3%
Asian	42	4.1%	295,946	5.4%	42	4.1%	296,367	5.4%
Pacific Islander	1	0.1%	8,831	0.2%	1	0.1%	8,844	0.2%
Two or More Races	60	5.9%	173,425	3.1%	60	5.9%	173,896	3.1%
Sex								
Female	518	51.0%	2,695,318	48.9%	518	51.0%	2,700,356	48.8%
Male	498	49.0%	2,822,146	51.1%	498	49.0%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	301	29.6%	3,434,955	62.3%	301	29.6%	3,439,856	62.2%
Non-Educationally Disadvantaged	715	70.4%	2,082,509	37.7%	715	70.4%	2,091,380	37.8%
Section 504 Students	76	7.5%	399,808	7.2%	76	7.5%	400,078	7.2%
EB Students/EL	40	3.9%	1,344,804	24.4%	40	3.9%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	105,976	1.9%				
Students w/ Dyslexia	81	8.0%	329,004	6.0%	81	8.0%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	1	0.1%	12,418	0.2%	1	0.1%	12,469	0.2%
Homeless	8	0.8%	77,809	1.4%	8	0.8%	77,942	1.4%
Immigrant	1	0.1%	158,717	2.9%	1	0.1%	158,832	2.9%
Migrant	4	0.4%	13,481	0.2%	4	0.4%	13,528	0.2%
Title I	240	23.6%	3,624,288	65.7%	240	23.6%	3,632,539	65.7%
Military Connected	134	13.2%	212,919	3.9%	134	13.2%	213,035	3.9%
At-Risk	299	29.4%	2,937,834	53.2%	299	29.4%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	36	3.5%	1,350,113	24.5%	36	3.5%	1,350,920	24.4%
Career and Technical Education	216	21.3%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	214	95.1%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	112	11.0%	469,054	8.5%	112	11.0%	469,170	8.5%
Special Education	132	13.0%	764,858	13.9%	132	13.0%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	132		764,858					
Students with Intellectual Disabilities	47	35.6%	349,307	45.7%				
Students with Physical Disabilities	29	22.0%	144,191	18.9%				
Students with Autism	30	22.7%	124,254	16.2%				
Students with Behavioral Disabilities	26	19.7%	134,373	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	97	11.3%	864,058	16.1%				
African American	10	1.2%	181,855	3.4%				
Hispanic	14	1.6%	455,070	8.5%				
White	64	7.4%	165,204	3.1%				
American Indian	0	0.0%	3,184	0.1%				
Asian	1	0.1%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	8	0.9%	29,274	0.5%				
Special Ed Students who are Mobile	15	10.8%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	3.4%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	27	11.2%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	151	18.3%	767,390	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.0%	1.3%	0.0%	3.9%
Grade 1	0.0%	2.1%	7.1%	3.3%
Grade 2	1.6%	1.3%	0.0%	1.6%
Grade 3	0.0%	0.7%	7.7%	0.7%
Grade 4	0.0%	0.4%	5.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	3.9%	7.9%	0.0%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	0	0.0%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	19.4	18.4
Grade 1	19.6	18.8
Grade 2	18.3	19.1
Grade 3	20.6	19.4
Grade 4	21.2	19.4
Grade 5	22.0	20.9
Grade 6	23.3	19.2
Secondary		
English/Language Arts	18.0	16.3
Foreign Languages	-	18.8
Mathematics	15.0	17.5
Science	20.7	18.5
Social Studies	13.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	126.7	100.0%	775,882.5	100.0%
Professional Staff	101.6	80.2%	496,151.0	63.9%
Teachers	72.1	56.9%	374,799.9	48.3%
Professional Support	14.8	11.7%	86,026.7	11.1%
Campus Administration (School Leadership)	4.6	3.6%	25,836.1	3.3%
Central Administration	10.1	7.9%	9,488.3	1.2%
Educational Aides	17.8	14.1%	88,200.6	11.4%
Auxiliary Staff	7.2	5.7%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	2.0	n/a	13,870.0	n/a
Part-time Counselors	0.0	n/a	1,172.0	n/a
Total Minority Staff	20.9	16.5%	421,896.4	54.4%
Teachers by Ethnicity				
African American	3.0	4.2%	47,341.1	12.6%
Hispanic	6.1	8.4%	112,921.8	30.1%
White	59.1	81.9%	200,118.0	53.4%
American Indian	2.0	2.8%	1,286.9	0.3%
Asian	1.0	1.4%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	1.0	1.4%	4,726.6	1.3%
Teachers by Sex				
Males	14.0	19.4%	91,815.2	24.5%
Females	58.1	80.6%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	9,453.8	2.5%
Bachelors	36.9	51.2%	268,886.4	71.7%
Masters	35.1	48.7%	93,414.7	24.9%
Doctorate	0.1	0.1%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.9	2.7%	32,507.6	8.7%
1-5 Years Experience	30.8	42.7%	102,619.4	27.4%
6-10 Years Experience	16.0	22.2%	75,585.4	20.2%
11-20 Years Experience	18.1	25.1%	101,415.3	27.1%
21-30 Years Experience	5.3	7.3%	51,471.9	13.7%
Over 30 Years Experience	0.0	0.0%	11,200.2	3.0%
Number of Students per Teacher	14.1	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	5.0	6.0
Average Years Experience of Principals with District	4.0	5.1
Average Years Experience of Assistant Principals	1.0	5.1
Average Years Experience of Assistant Principals with District	1.0	4.3
Average Years Experience of Teachers	9.4	11.1
Average Years Experience of Teachers with District	2.9	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$40,632	\$54,272
1-5 Years Experience	\$45,835	\$58,185
6-10 Years Experience	\$50,517	\$61,494
11-20 Years Experience	\$55,470	\$65,219
21-30 Years Experience	\$58,949	\$69,723
Over 30 Years Experience	-	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$50,117	\$62,474
Professional Support	\$54,578	\$73,783
Campus Administration (School Leadership)	\$71,172	\$86,738
Central Administration	\$80,746	\$116,028
Instructional Staff Percent	77.2%	65.0%
Turnover Rate for Teachers	17.8%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	*	*	9,429	\$5,848
Exemplary	17	\$7,650	10,279	\$11,434
Master	6	\$14,806	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	22,656.0	6.0%
Career and Technical Education	4.0	5.5%	20,454.1	5.5%
Compensatory Education	0.0	0.0%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	61.9	85.8%	261,452.4	69.8%
Special Education	6.3	8.7%	38,736.9	10.3%
Other	0.0	0.0%	13,749.8	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 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.

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	81%	81%	*	60%	83%	-	*	-	*	70%	*	79%	85%	80%	*
	2023	76%	89%	86%	*	67%	100%	*	-	-	*	67%	-	93%	82%	75%	*
At Meets Grade Level or Above	2024	48%	52%	49%	*	40%	50%	-	*	-	*	30%	*	50%	46%	60%	*
	2023	50%	59%	64%	*	47%	71%	*	-	-	*	33%	-	50%	73%	50%	*
At Masters Grade Level	2024	21%	26%	27%	*	40%	25%	-	*	-	*	10%	*	29%	23%	40%	*
	2023	20%	16%	11%	*	13%	7%	*	-	-	*	0%	-	14%	9%	0%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	75%	76%	*	60%	79%	-	*	-	*	50%	*	71%	85%	70%	*
	2023	73%	79%	81%	*	67%	93%	*	-	-	*	33%	-	79%	82%	69%	*
At Meets Grade Level or Above	2024	42%	43%	41%	*	40%	46%	-	*	-	*	10%	*	33%	54%	40%	*
	2023	45%	54%	47%	*	33%	50%	*	-	-	*	17%	-	36%	55%	19%	*
At Masters Grade Level	2024	15%	16%	11%	*	0%	13%	-	*	-	*	0%	*	8%	15%	10%	*
	2023	19%	18%	19%	*	13%	21%	*	-	-	*	0%	-	7%	27%	13%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	86%	81%	67%	71%	94%	*	-	-	*	44%	*	85%	79%	80%	*
	2023	77%	84%	85%	*	80%	84%	-	*	-	*	43%	*	76%	91%	75%	*
At Meets Grade Level or Above	2024	51%	56%	57%	50%	41%	69%	*	-	-	*	11%	*	54%	59%	53%	*
	2023	48%	55%	54%	*	60%	48%	-	*	-	*	0%	*	53%	55%	50%	*
At Masters Grade Level	2024	23%	14%	10%	0%	6%	13%	*	-	-	*	0%	*	15%	7%	7%	*
	2023	22%	26%	21%	*	20%	12%	-	*	-	*	0%	*	24%	18%	17%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	73%	67%	50%	65%	69%	*	-	-	*	33%	*	46%	76%	67%	*
	2023	71%	76%	74%	*	100%	68%	-	*	-	*	29%	*	76%	73%	67%	*
At Meets Grade Level or Above	2024	46%	46%	38%	17%	24%	56%	*	-	-	*	0%	*	31%	41%	27%	*
	2023	48%	50%	54%	*	60%	48%	-	*	-	*	0%	*	53%	55%	58%	*
At Masters Grade Level	2024	21%	19%	12%	0%	6%	19%	*	-	-	*	0%	*	8%	14%	7%	*
	2023	22%	24%	18%	*	20%	16%	-	*	-	*	0%	*	29%	9%	8%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	93%	95%	*	80%	96%	-	*	-	100%	86%	*	95%	96%	92%	*
	2023	81%	93%	84%	-	*	85%	-	-	-	*	60%	-	86%	83%	*	-
At Meets Grade Level or Above	2024	55%	64%	67%	*	80%	62%	-	*	-	80%	14%	*	68%	65%	58%	*
	2023	57%	76%	58%	-	*	62%	-	-	-	*	20%	-	71%	50%	*	-
At Masters Grade Level	2024	29%	33%	31%	*	60%	27%	-	*	-	20%	0%	*	42%	22%	25%	*
	2023	28%	38%	32%	-	*	38%	-	-	-	*	0%	-	57%	17%	*	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	79%	74%	*	80%	69%	-	*	-	60%	43%	*	68%	78%	83%	*
	2023	80%	83%	74%	-	*	77%	-	-	-	*	60%	-	86%	67%	*	-
At Meets Grade Level or Above	2024	50%	58%	52%	*	40%	46%	-	*	-	60%	14%	*	53%	52%	42%	*
	2023	51%	59%	47%	-	*	54%	-	-	-	*	20%	-	71%	33%	*	-
At Masters Grade Level	2024	19%	21%	19%	*	20%	15%	-	*	-	20%	0%	*	21%	17%	8%	*
	2023	21%	28%	21%	-	*	23%	-	-	-	*	0%	-	29%	17%	*	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	75%	88%	*	100%	88%	-	*	-	80%	57%	*	84%	91%	92%	*
	2023	65%	66%	58%	-	*	54%	-	-	-	*	20%	-	71%	50%	*	-
At Meets Grade Level or Above	2024	28%	50%	62%	*	60%	65%	-	*	-	20%	29%	*	68%	57%	75%	*
	2023	36%	33%	37%	-	*	46%	-	-	-	*	0%	-	57%	25%	*	-
At Masters Grade Level	2024	11%	31%	43%	*	0%	54%	-	*	-	20%	14%	*	53%	35%	50%	*
	2023	16%	24%	26%	-	*	31%	-	-	-	*	0%	-	29%	25%	*	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	94%	87%	*	*	88%	-	-	-	*	67%	*	90%	85%	*	-
	2023	77%	93%	92%	*	80%	100%	-	-	-	*	*	*	85%	100%	80%	*
At Meets Grade Level or Above	2024	57%	85%	74%	*	*	82%	-	-	-	*	33%	*	70%	77%	*	-
	2023	52%	76%	67%	*	20%	85%	-	-	-	*	*	*	62%	73%	60%	*
At Masters Grade Level	2024	26%	44%	30%	*	*	41%	-	-	-	*	17%	*	40%	23%	*	-
	2023	22%	44%	38%	*	20%	46%	-	-	-	*	*	*	46%	27%	40%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	80%	65%	*	*	71%	-	-	-	*	50%	*	60%	69%	*	-
	2023	75%	93%	96%	*	100%	100%	-	-	-	*	*	*	92%	100%	100%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	52%	43%	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
	2023	40%	61%	67%	*	40%	85%	-	-	-	*	*	*	46%	91%	60%	*
At Masters Grade Level	2024	14%	21%	22%	*	*	29%	-	-	-	*	17%	*	30%	15%	*	-
	2023	16%	27%	21%	*	20%	31%	-	-	-	*	*	*	23%	18%	30%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	89%	86%	*	60%	100%	-	*	-	*	-	*	90%	83%	63%	*
	2023	78%	96%	96%	*	83%	100%	-	-	-	*	*	-	92%	100%	100%	*
At Meets Grade Level or Above	2024	54%	80%	68%	*	20%	91%	-	*	-	*	-	*	80%	58%	50%	*
	2023	55%	75%	70%	*	67%	71%	-	-	-	*	*	-	58%	82%	80%	*
At Masters Grade Level	2024	29%	47%	41%	*	20%	55%	-	*	-	*	-	*	40%	42%	38%	*
	2023	27%	57%	35%	*	0%	50%	-	-	-	*	*	-	42%	27%	20%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	89%	86%	*	100%	91%	-	*	-	*	-	*	90%	83%	88%	*
	2023	63%	85%	87%	*	67%	93%	-	-	-	*	*	-	75%	100%	100%	*
At Meets Grade Level or Above	2024	34%	59%	50%	*	40%	64%	-	*	-	*	-	*	50%	50%	50%	*
	2023	37%	65%	61%	*	50%	64%	-	-	-	*	*	-	58%	64%	60%	*
At Masters Grade Level	2024	11%	31%	27%	*	0%	45%	-	*	-	*	-	*	20%	33%	25%	*
	2023	11%	28%	22%	*	0%	29%	-	-	-	*	*	-	25%	18%	20%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	96%	92%	*	100%	83%	-	-	-	*	*	*	83%	100%	100%	*
	2023	83%	100%	100%	*	100%	100%	*	*	-	-	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2024	56%	82%	71%	*	50%	83%	-	-	-	*	*	*	50%	92%	40%	*
	2023	58%	82%	74%	*	88%	63%	*	*	-	-	*	*	77%	72%	69%	*
At Masters Grade Level	2024	29%	60%	42%	*	25%	58%	-	-	-	*	*	*	33%	50%	20%	*
	2023	28%	59%	52%	*	50%	47%	*	*	-	-	*	*	62%	44%	23%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	76%	94%	94%	*	*	100%	*	-	-	-	100%	*	83%	100%	88%	*
At Meets Grade Level or Above	2024	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	46%	56%	56%	*	*	50%	*	-	-	-	60%	*	33%	70%	50%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	17%	19%	19%	*	*	0%	*	-	-	-	0%	*	17%	20%	25%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	88%	92%	*	75%	100%	-	-	-	*	*	*	92%	92%	80%	*
	2023	74%	94%	91%	*	88%	95%	*	*	-	-	100%	*	85%	95%	77%	*
At Meets Grade Level or Above	2024	44%	68%	54%	*	25%	67%	-	-	-	*	*	*	42%	67%	20%	*
	2023	47%	74%	69%	*	88%	60%	*	*	-	-	40%	*	69%	68%	54%	*
At Masters Grade Level	2024	17%	32%	25%	*	13%	33%	-	-	-	*	*	*	25%	25%	0%	*
	2023	17%	19%	13%	*	13%	15%	*	*	-	-	20%	*	8%	16%	0%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	79%	75%	*	63%	75%	-	-	-	*	*	*	67%	83%	60%	*
	2023	62%	81%	74%	*	88%	70%	*	*	-	-	40%	*	83%	68%	62%	*
At Meets Grade Level or Above	2024	33%	51%	46%	*	38%	58%	-	-	-	*	*	*	33%	58%	40%	*
	2023	33%	46%	55%	*	75%	45%	*	*	-	-	20%	*	67%	47%	38%	*
At Masters Grade Level	2024	17%	29%	29%	*	38%	25%	-	-	-	*	*	*	8%	50%	40%	*
	2023	16%	21%	23%	*	25%	20%	*	*	-	-	20%	*	25%	21%	8%	*
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	97%	96%	-	100%	92%	*	*	-	*	*	*	100%	91%	89%	*
	2023	72%	96%	92%	*	100%	93%	-	-	-	-	67%	-	91%	93%	80%	*
At Meets Grade Level or Above	2024	52%	97%	96%	-	100%	92%	*	*	-	*	*	*	100%	91%	89%	*
	2023	52%	89%	85%	*	88%	86%	-	-	-	-	50%	-	91%	80%	80%	*
At Masters Grade Level	2024	16%	52%	29%	-	38%	23%	*	*	-	*	*	*	23%	36%	0%	*
	2023	13%	33%	19%	*	13%	29%	-	-	-	-	0%	-	27%	13%	0%	*
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	98%	96%	*	100%	100%	*	-	-	-	83%	*	94%	100%	90%	*
	2023	74%	95%	86%	*	100%	92%	*	*	-	-	*	*	87%	86%	88%	*
At Meets Grade Level or Above	2024	58%	93%	88%	*	100%	85%	*	-	-	-	50%	*	88%	90%	80%	*
	2023	54%	84%	73%	*	50%	92%	*	*	-	-	*	*	67%	86%	75%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	9%	17%	4%	*	0%	8%	*	-	-	-	0%	*	6%	0%	0%	*
	2023	9%	35%	27%	*	0%	50%	*	*	-	-	*	*	33%	14%	25%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	85%	81%	*	83%	78%	*	-	-	*	86%	*	75%	88%	78%	*
	2023	79%	94%	94%	*	100%	89%	-	*	-	-	*	-	100%	90%	88%	*
At Meets Grade Level or Above	2024	43%	55%	47%	*	50%	44%	*	-	-	*	29%	*	50%	44%	44%	*
	2023	43%	68%	56%	*	50%	61%	-	*	-	-	*	-	92%	35%	25%	*
At Masters Grade Level	2024	24%	35%	22%	*	8%	28%	*	-	-	*	14%	*	25%	19%	0%	*
	2023	23%	39%	38%	*	20%	50%	-	*	-	-	*	-	50%	30%	13%	*
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	100%	100%	-	100%	100%	*	*	-	*	*	*	100%	100%	100%	*
	2023	88%	100%	100%	*	100%	100%	-	-	-	-	*	-	100%	100%	*	*
At Meets Grade Level or Above	2024	56%	86%	92%	-	100%	86%	*	*	-	*	*	*	100%	83%	90%	*
	2023	56%	95%	92%	*	100%	93%	-	-	-	-	*	-	90%	93%	*	*
At Masters Grade Level	2024	19%	41%	48%	-	63%	29%	*	*	-	*	*	*	62%	33%	30%	*
	2023	21%	53%	38%	*	14%	57%	-	-	-	-	*	-	40%	36%	*	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	100%	100%	*	100%	100%	-	-	-	-	*	*	100%	100%	100%	*
	2023	94%	98%	96%	*	100%	100%	*	*	-	-	86%	*	93%	100%	86%	*
At Meets Grade Level or Above	2024	69%	89%	83%	*	75%	92%	-	-	-	-	*	*	92%	70%	57%	*
	2023	70%	88%	81%	*	71%	87%	*	*	-	-	43%	*	80%	82%	71%	*
At Masters Grade Level	2024	37%	49%	39%	*	13%	58%	-	-	-	-	*	*	46%	30%	29%	*
	2023	38%	64%	58%	*	29%	73%	*	*	-	-	29%	*	60%	55%	43%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	87%	100%	-	*	100%	-	*	-	-	*	-	100%	*	*	-
	2023	90%	95%	94%	-	*	100%	-	100%	-	-	*	-	94%	*	-	*
At Meets Grade Level or Above	2024	59%	69%	92%	-	*	100%	-	*	-	-	*	-	100%	*	*	-
	2023	61%	65%	59%	-	*	78%	-	60%	-	-	*	-	56%	*	-	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	12%	5%	8%	-	*	17%	-	*	-	-	*	-	9%	*	*	-
	2023	12%	7%	18%	-	*	22%	-	20%	-	-	*	-	19%	*	-	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	86%	84%	75%	82%	86%	100%	100%	-	84%	68%	93%	83%	86%	81%	81%
	2023	76%	89%	87%	74%	86%	89%	88%	100%	-	83%	66%	100%	87%	87%	80%	85%
At Meets Grade Level or Above	2024	48%	64%	61%	53%	53%	65%	83%	86%	-	50%	32%	86%	61%	60%	54%	42%
	2023	49%	67%	63%	58%	57%	65%	75%	87%	-	63%	35%	80%	63%	63%	52%	59%
At Masters Grade Level	2024	20%	30%	25%	19%	17%	30%	50%	43%	-	20%	10%	45%	27%	24%	18%	19%
	2023	20%	32%	27%	13%	16%	31%	50%	33%	-	31%	11%	10%	31%	23%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	91%	89%	74%	83%	92%	*	100%	-	100%	73%	100%	89%	89%	83%	93%
	2023	77%	93%	90%	82%	86%	94%	*	*	-	88%	64%	*	88%	92%	83%	82%
At Meets Grade Level or Above	2024	54%	73%	69%	61%	62%	73%	*	80%	-	65%	38%	92%	68%	69%	61%	43%
	2023	53%	73%	67%	71%	59%	69%	*	*	-	69%	33%	*	65%	69%	61%	59%
At Masters Grade Level	2024	22%	35%	25%	13%	20%	30%	*	40%	-	24%	9%	33%	28%	23%	17%	21%
	2023	20%	38%	28%	18%	16%	33%	*	*	-	38%	10%	*	36%	21%	17%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	80%	76%	68%	77%	76%	*	100%	-	65%	53%	82%	72%	79%	73%	82%
	2023	75%	86%	85%	69%	84%	87%	*	100%	-	81%	66%	*	84%	85%	80%	77%
At Meets Grade Level or Above	2024	43%	53%	48%	32%	38%	53%	*	83%	-	47%	15%	82%	50%	46%	39%	45%
	2023	45%	60%	56%	46%	44%	60%	*	83%	-	63%	34%	*	57%	55%	41%	46%
At Masters Grade Level	2024	17%	22%	17%	11%	6%	22%	*	33%	-	18%	5%	55%	17%	18%	8%	18%
	2023	19%	25%	23%	15%	16%	25%	*	33%	-	25%	6%	*	26%	20%	16%	23%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	86%	92%	83%	90%	94%	*	*	-	88%	79%	*	91%	94%	93%	67%
	2023	77%	88%	87%	80%	89%	86%	*	*	-	*	73%	*	89%	84%	78%	100%
At Meets Grade Level or Above	2024	43%	66%	68%	83%	62%	71%	*	*	-	38%	57%	*	70%	66%	70%	50%
	2023	47%	66%	66%	60%	74%	65%	*	*	-	*	40%	*	68%	64%	56%	83%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	34%	40%	50%	29%	42%	*	*	-	25%	21%	*	48%	32%	33%	33%
	2023	18%	29%	23%	0%	11%	31%	*	*	-	*	13%	*	22%	24%	0%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	88%	87%	100%	81%	88%	-	-	-	*	100%	*	84%	91%	83%	60%
	2023	78%	89%	84%	*	93%	83%	*	*	-	-	67%	*	89%	80%	70%	100%
At Meets Grade Level or Above	2024	51%	67%	64%	60%	56%	75%	-	-	-	*	50%	*	64%	64%	50%	20%
	2023	52%	66%	67%	*	73%	63%	*	*	-	-	33%	*	74%	60%	50%	60%
At Masters Grade Level	2024	27%	38%	34%	40%	25%	42%	-	-	-	*	33%	*	28%	41%	33%	0%
	2023	27%	42%	39%	*	27%	43%	*	*	-	-	25%	*	44%	33%	20%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	35%	*	40%	38%	-	*	-	*	10%	*	33%	38%	40%	*
	2023	37%	45%	44%	*	33%	43%	*	-	-	*	17%	-	29%	55%	19%	*
Reading and Mathematics Including EOC	2024	35%	37%	35%	*	40%	38%	-	*	-	*	10%	*	33%	38%	40%	*
	2023	37%	45%	44%	*	33%	43%	*	-	-	*	17%	-	29%	55%	19%	*
Reading Including EOC	2024	48%	52%	49%	*	40%	50%	-	*	-	*	30%	*	50%	46%	60%	*
	2023	50%	59%	64%	*	47%	71%	*	-	-	*	33%	-	50%	73%	50%	*
Math Including EOC	2024	42%	43%	41%	*	40%	46%	-	*	-	*	10%	*	33%	54%	40%	*
	2023	45%	54%	47%	*	33%	50%	*	-	-	*	17%	-	36%	55%	19%	*
4th Graders																	
Reading and Mathematics	2024	38%	40%	36%	17%	18%	56%	*	-	-	*	0%	*	31%	38%	20%	*
	2023	38%	48%	49%	*	60%	40%	-	*	-	*	0%	*	47%	50%	50%	*
Reading and Mathematics Including EOC	2024	38%	40%	36%	17%	18%	56%	*	-	-	*	0%	*	31%	38%	20%	*
	2023	38%	48%	49%	*	60%	40%	-	*	-	*	0%	*	47%	50%	50%	*
Reading Including EOC	2024	51%	56%	57%	50%	41%	69%	*	-	-	*	11%	*	54%	59%	53%	*
	2023	48%	55%	54%	*	60%	48%	-	*	-	*	0%	*	53%	55%	50%	*
Math Including EOC	2024	46%	46%	38%	17%	24%	56%	*	-	-	*	0%	*	31%	41%	27%	*
	2023	48%	50%	54%	*	60%	48%	-	*	-	*	0%	*	53%	55%	58%	*
5th Graders																	
Reading and Mathematics	2024	42%	50%	48%	*	40%	42%	-	*	-	60%	0%	*	53%	43%	25%	*
	2023	43%	53%	37%	-	*	46%	-	-	-	*	0%	-	57%	25%	*	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	50%	48%	*	40%	42%	-	*	-	60%	0%	*	53%	43%	25%	*
	2023	43%	53%	37%	-	*	46%	-	-	-	*	0%	-	57%	25%	*	-
Reading Including EOC	2024	55%	64%	67%	*	80%	62%	-	*	-	80%	14%	*	68%	65%	58%	*
	2023	57%	76%	58%	-	*	62%	-	-	-	*	20%	-	71%	50%	*	-
Math Including EOC	2024	51%	58%	52%	*	40%	46%	-	*	-	60%	14%	*	53%	52%	42%	*
	2023	51%	59%	47%	-	*	54%	-	-	-	*	20%	-	71%	33%	*	-
6th Graders																	
Reading and Mathematics	2024	36%	52%	43%	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
	2023	35%	55%	50%	*	0%	77%	-	-	-	*	*	*	38%	64%	40%	*
Reading and Mathematics Including EOC	2024	36%	52%	43%	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
	2023	35%	55%	50%	*	0%	77%	-	-	-	*	*	*	38%	64%	40%	*
Reading Including EOC	2024	57%	85%	74%	*	*	82%	-	-	-	*	33%	*	70%	77%	*	-
	2023	52%	76%	67%	*	20%	85%	-	-	-	*	*	*	62%	73%	60%	*
Math Including EOC	2024	40%	52%	43%	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
	2023	40%	61%	67%	*	40%	85%	-	-	-	*	*	*	46%	91%	60%	*
7th Graders																	
Reading and Mathematics	2024	35%	55%	36%	*	0%	55%	-	*	-	*	-	*	30%	42%	25%	*
	2023	37%	62%	57%	*	50%	57%	-	-	-	*	*	-	50%	64%	60%	*
Reading and Mathematics Including EOC	2024	36%	55%	36%	*	0%	55%	-	*	-	*	-	*	30%	42%	25%	*
	2023	38%	62%	57%	*	50%	57%	-	-	-	*	*	-	50%	64%	60%	*
Reading Including EOC	2024	54%	80%	68%	*	20%	91%	-	*	-	*	-	*	80%	58%	50%	*
	2023	55%	75%	70%	*	67%	71%	-	-	-	*	*	-	58%	82%	80%	*
Math Including EOC	2024	40%	59%	50%	*	40%	64%	-	*	-	*	-	*	50%	50%	50%	*
	2023	43%	65%	61%	*	50%	64%	-	-	-	*	*	-	58%	64%	60%	*
8th Graders																	
Reading and Mathematics	2023	31%	47%	47%	*	*	33%	*	-	-	-	*	*	33%	56%	50%	*
Reading and Mathematics Including EOC	2024	41%	57%	42%	*	25%	50%	-	-	-	*	*	*	33%	50%	20%	*
	2023	44%	68%	58%	*	75%	47%	*	*	-	-	*	*	69%	50%	38%	*
Reading Including EOC	2024	57%	82%	71%	*	50%	83%	-	-	-	*	*	*	50%	92%	40%	*
	2023	58%	82%	74%	*	88%	63%	*	*	-	-	*	*	77%	72%	69%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	60%	50%	*	38%	58%	-	-	-	*	*	*	50%	50%	40%	*
	2023	51%	72%	63%	*	75%	55%	*	*	-	-	60%	*	69%	58%	38%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	45%	40%	24%	22%	47%	*	*	-	50%	6%	78%	39%	40%	25%	29%
	2023	37%	52%	47%	50%	37%	49%	*	*	-	56%	24%	*	42%	52%	38%	40%
Reading and Mathematics Including EOC	2024	38%	47%	40%	26%	23%	47%	*	*	-	50%	11%	80%	39%	41%	25%	20%
	2023	39%	55%	49%	55%	40%	50%	*	*	-	56%	24%	*	47%	51%	36%	45%
Reading Including EOC	2024	54%	67%	63%	58%	48%	69%	*	*	-	63%	29%	90%	60%	65%	53%	20%
	2023	53%	70%	64%	73%	55%	64%	*	*	-	69%	31%	*	61%	67%	57%	55%
Math Including EOC	2024	45%	52%	45%	32%	32%	52%	*	*	-	50%	14%	80%	43%	47%	36%	40%
	2023	47%	60%	56%	55%	48%	58%	*	*	-	63%	33%	*	54%	58%	41%	55%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	63%	65%	50%	56%	78%	*	-	-	*	33%	*	69%	63%	70%	*
	2023	55%	47%	40%	*	40%	28%	-	*	-	*	43%	*	35%	43%	33%	*
Grade 4 Mathematics	2024	60%	53%	45%	20%	41%	56%	*	-	-	*	22%	*	38%	48%	40%	*
	2023	63%	58%	58%	*	70%	56%	-	*	-	*	50%	*	62%	55%	54%	*
Grade 5 ELA/Reading	2024	70%	79%	80%	*	80%	79%	-	*	-	60%	64%	*	92%	69%	77%	*
	2023	65%	69%	72%	-	*	63%	-	-	-	*	30%	-	71%	73%	*	-
Grade 5 Mathematics	2024	65%	61%	58%	*	50%	50%	-	*	-	50%	50%	*	61%	55%	50%	*
	2023	71%	69%	69%	-	*	63%	-	-	-	*	50%	-	71%	68%	*	-
Grade 6 ELA/Reading	2024	61%	84%	84%	*	*	88%	-	-	-	*	58%	*	80%	88%	*	-
	2023	51%	67%	63%	*	40%	69%	-	-	-	*	*	*	62%	64%	50%	*
Grade 6 Mathematics	2024	48%	59%	64%	*	*	75%	-	-	-	*	50%	*	60%	67%	*	-
	2023	54%	62%	69%	*	50%	85%	-	-	-	*	*	*	50%	91%	75%	*
Grade 7 ELA/Reading	2024	66%	77%	64%	*	40%	73%	-	*	-	*	-	*	60%	67%	63%	*
	2023	71%	89%	91%	*	83%	92%	-	-	-	*	*	-	100%	80%	80%	*
Grade 7 Mathematics	2024	49%	70%	57%	*	30%	73%	-	*	-	*	-	*	75%	42%	56%	*
	2023	56%	65%	80%	*	58%	85%	-	-	-	*	*	-	75%	85%	90%	*
Grade 8 ELA/Reading	2024	69%	84%	74%	*	69%	73%	-	-	-	*	*	*	58%	91%	60%	*
	2023	63%	80%	75%	*	75%	69%	*	*	-	-	*	*	85%	68%	69%	*
Grade 8 Mathematics	2024	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	74%	90%	90%	*	*	89%	*	-	-	-	*	*	92%	89%	81%	*
End of Course English I	2024	64%	88%	77%	-	88%	75%	*	*	-	-	*	*	75%	80%	67%	*
	2023	57%	69%	75%	*	79%	75%	-	-	-	-	*	-	80%	71%	*	*
End of Course English II	2024	69%	76%	78%	*	88%	67%	-	-	-	-	*	*	69%	90%	75%	*
	2023	74%	71%	65%	*	50%	75%	*	*	-	-	*	*	63%	70%	79%	*
End of Course Algebra I	2024	72%	69%	56%	*	67%	44%	*	-	-	*	33%	*	53%	61%	67%	*
	2023	76%	82%	75%	*	78%	70%	-	*	-	-	*	-	92%	63%	36%	*
All Grades Both Subjects	2024	64%	71%	65%	71%	61%	68%	*	86%	-	46%	47%	92%	66%	65%	62%	48%
	2023	64%	69%	68%	78%	68%	67%	*	71%	-	71%	65%	86%	69%	67%	61%	68%
All Grades ELA/Reading	2024	67%	78%	74%	85%	70%	77%	*	*	-	50%	57%	95%	74%	75%	71%	63%
	2023	63%	70%	66%	89%	65%	63%	*	*	-	71%	60%	*	68%	64%	59%	60%
All Grades Mathematics	2024	60%	62%	55%	54%	49%	58%	*	*	-	43%	38%	89%	56%	53%	51%	28%
	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	2024	38%	42%	29%	*	40%	-	-	-	-	-	*	-	*	33%	*	*
	2023	33%	40%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
Grade 4 Mathematics	2024	26%	29%	25%	*	40%	*	-	-	-	-	*	*	*	40%	*	*
	2023	27%	31%	30%	*	*	17%	-	-	-	*	17%	-	*	17%	*	-

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	75%	80%	*	*	*	-	-	-	*	*	-	80%	-	*	-
	2023	37%	*	*	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 5 Mathematics	2024	41%	41%	25%	*	-	0%	-	-	-	*	40%	-	20%	*	*	-
	2023	48%	33%	20%	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 6 ELA/Reading	2024	24%	*	*	*	-	*	-	-	-	-	*	-	*	*	*	-
	2023	26%	40%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Grade 6 Mathematics	2024	27%	27%	20%	*	-	*	-	-	-	*	*	-	*	*	*	-
	2023	35%	71%	*	*	-	-	-	-	-	*	*	-	*	*	*	-
Grade 7 ELA/Reading	2024	23%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	-
	2023	39%	75%	83%	-	*	*	-	-	-	-	*	-	80%	*	*	*
Grade 7 Mathematics	2024	14%	57%	*	*	-	-	-	-	-	-	-	-	*	-	*	-
	2023	22%	50%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
Grade 8 ELA/Reading	2024	34%	*	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2023	39%	*	*	*	-	*	-	-	-	-	*	-	*	-	*	-
Grade 8 Mathematics	2024	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	49%	80%	80%	*	*	*	-	-	-	-	*	-	*	*	*	-
End of Course English I	2024	20%	*	*	-	-	*	-	-	-	-	-	-	-	*	*	-
	2023	26%	*	*	*	-	*	-	-	-	-	*	-	-	*	-	-
End of Course English II	2024	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	41%	*	*	*	-	*	-	-	-	-	*	-	*	*	*	-
End of Course Algebra I	2024	55%	55%	*	-	*	-	-	-	-	*	-	-	*	-	*	*
	2023	58%	88%	*	*	*	*	-	-	-	-	*	-	*	*	-	-
All Grades Both Subjects	2024	32%	42%	33%	36%	36%	29%	-	-	-	*	32%	*	35%	30%	42%	*
	2023	38%	55%	59%	55%	78%	58%	-	-	-	40%	48%	-	59%	59%	67%	*
All Grades ELA/Reading	2024	30%	46%	44%	20%	43%	60%	-	-	-	*	38%	-	67%	22%	50%	*
	2023	35%	59%	60%	60%	60%	67%	-	-	-	*	40%	-	55%	67%	83%	*
All Grades Mathematics	2024	35%	40%	24%	50%	29%	11%	-	-	-	*	27%	*	14%	36%	33%	*
	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.

Texas Education Agency
2023-24 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	86%	84%	-	-	-	-	-	-	78%	-	70%	100%	83%	85%	79%	*
	2023	76%	89%	87%	-	-	-	-	-	-	79%	-	79%	-	*	87%	81%	100%
At Meets Grade Level or Above	2024	48%	64%	61%	-	-	-	-	-	-	41%	-	20%	100%	17%	62%	36%	*
	2023	49%	67%	63%	-	-	-	-	-	-	54%	-	54%	-	*	63%	55%	70%
At Masters Grade Level	2024	20%	30%	25%	-	-	-	-	-	-	22%	-	10%	57%	0%	26%	18%	*
	2023	20%	32%	27%	-	-	-	-	-	-	11%	-	11%	-	*	28%	10%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	91%	89%	-	-	-	-	-	-	90%	-	86%	*	*	88%	92%	*
	2023	77%	93%	90%	-	-	-	-	-	-	75%	-	75%	-	*	91%	77%	*
At Meets Grade Level or Above	2024	54%	73%	69%	-	-	-	-	-	-	40%	-	14%	*	*	70%	38%	*
	2023	53%	73%	67%	-	-	-	-	-	-	50%	-	50%	-	*	68%	54%	*
At Masters Grade Level	2024	22%	35%	25%	-	-	-	-	-	-	30%	-	14%	*	*	26%	23%	*
	2023	20%	38%	28%	-	-	-	-	-	-	8%	-	8%	-	*	30%	8%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	80%	76%	-	-	-	-	-	-	88%	-	86%	*	*	75%	80%	*
	2023	75%	86%	85%	-	-	-	-	-	-	73%	-	73%	-	*	85%	75%	*
At Meets Grade Level or Above	2024	43%	53%	48%	-	-	-	-	-	-	50%	-	43%	*	*	48%	40%	*
	2023	45%	60%	56%	-	-	-	-	-	-	45%	-	45%	-	*	56%	42%	*
At Masters Grade Level	2024	17%	22%	17%	-	-	-	-	-	-	25%	-	14%	*	*	17%	20%	*
	2023	19%	25%	23%	-	-	-	-	-	-	18%	-	18%	-	*	23%	17%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	86%	92%	-	-	-	-	-	-	60%	-	*	*	-	94%	60%	*
	2023	77%	88%	87%	-	-	-	-	-	-	*	-	*	-	*	86%	*	*
At Meets Grade Level or Above	2024	43%	66%	68%	-	-	-	-	-	-	40%	-	*	*	-	69%	40%	*
	2023	47%	66%	66%	-	-	-	-	-	-	*	-	*	-	*	64%	*	*
At Masters Grade Level	2024	16%	34%	40%	-	-	-	-	-	-	20%	-	*	*	-	40%	20%	*
	2023	18%	29%	23%	-	-	-	-	-	-	*	-	*	-	*	24%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	88%	87%	-	-	-	-	-	-	*	-	*	*	*	90%	60%	-
	2023	78%	89%	84%	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
At Meets Grade Level or Above	2024	51%	67%	64%	-	-	-	-	-	-	*	-	*	*	*	69%	20%	-
	2023	52%	66%	67%	-	-	-	-	-	-	*	-	*	-	-	67%	*	*

Texas Education Agency
2023-24 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	2024	27%	38%	34%	-	-	-	-	-	-	*	-	*	*	*	38%	0%	-
	2023	27%	42%	39%	-	-	-	-	-	-	*	-	*	-	-	42%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	71%	65%	-	-	-	-	-	-	39%	-	15%	*	70%	67%	47%	*
	2023	64%	69%	68%	-	-	-	-	-	-	67%	-	67%	-	*	68%	70%	60%
All Grades ELA/Reading	2024	67%	78%	74%	-	-	-	-	-	-	44%	-	10%	*	*	75%	59%	*
	2023	63%	70%	66%	-	-	-	-	-	-	60%	-	60%	-	*	67%	64%	*
All Grades Mathematics	2024	60%	62%	55%	-	-	-	-	-	-	33%	-	20%	*	*	56%	31%	*
	2023	66%	68%	71%	-	-	-	-	-	-	75%	-	75%	-	*	70%	78%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	42%	33%	-	-	-	-	-	-	*	-	*	-	*	31%	*	-
	2023	38%	55%	59%	-	-	-	-	-	-	*	-	*	-	-	57%	*	-
All Grades ELA/Reading	2024	30%	46%	44%	-	-	-	-	-	-	-	-	-	-	*	38%	*	-
	2023	35%	59%	60%	-	-	-	-	-	-	*	-	*	-	-	56%	*	-
All Grades Mathematics	2024	35%	40%	24%	-	-	-	-	-	-	*	-	*	-	*	26%	*	-
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	92%	96%	97%	100%	99%	94%	100%	100%	-	100%	98%	100%	99%	95%	98%	97%
Not Included in Accountability: Mobile	4%	3%	3%	0%	0%	5%	0%	0%	-	0%	2%	0%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	0%	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%	1%	0%
Other	0%	0%	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%	100%
Included in Accountability	91%	96%	96%	100%	98%	94%	* 100%		-	100%	98%	100%	98%	95%	99%	93%
Not Included in Accountability: Mobile	4%	4%	3%	0%	0%	6%	* 0%		-	0%	2%	0%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	4%	0%	0%	0%	2%	0%	* 0%		-	0%	0%	0%	1%	0%	0%	7%
Not Tested	1%	0%	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%	0%
Other	0%	0%	0%	0%	0%	0%	* 0%		-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	99%	* 100%		-	100%	100%	100%	100%	99%	98%	100%
Included in Accountability	93%	96%	96%	100%	100%	93%	* 100%		-	100%	98%	100%	99%	93%	97%	100%
Not Included in Accountability: Mobile	5%	4%	4%	0%	0%	6%	* 0%		-	0%	2%	0%	1%	6%	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%	1%	* 0%		-	0%	0%	0%	0%	1%	2%	0%
Absent	1%	0%	0%	0%	0%	1%	* 0%		-	0%	0%	0%	0%	1%	2%	0%
Other	0%	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%	100%	100%
Included in Accountability	93%	97%	98%	100%	100%	96%	* *		-	100%	100%	* 98%	98%	98%	100%	100%
Not Included in Accountability: Mobile	4%	3%	2%	0%	0%	4%	* *		-	0%	0%	* 2%	2%	0%	0%	
Not Included in Accountability: Other Exclusions	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%	

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	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%
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%	*	-	*

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.6%	95.1%	95.6%	95.4%	94.8%	*	96.7%	-	95.2%	94.8%	94.7%	97.0%
2021-22	92.2%	95.0%	94.9%	95.2%	95.2%	94.6%	*	97.3%	-	95.4%	94.7%	94.1%	96.8%
Chronic Absenteeism													
2022-23	20.3%	7.5%	11.0%	13.8%	7.6%	12.8%	*	0.0%	-	8.3%	11.8%	11.5%	6.3%
2021-22	25.7%	11.3%	10.6%	8.3%	10.8%	11.0%	*	14.3%	-	0.0%	13.5%	13.1%	6.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
2021-22	2.2%	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 2023													
Graduated	90.3%	100.0%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
Received TxCHSE	0.3%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
Continued HS	3.1%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
Dropped Out	6.3%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
Graduates and TxCHSE	90.6%	100.0%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
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%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	100.0%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Continued HS	1.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Dropped Out	6.8%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Graduates and TxCHSE	92.2%	100.0%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	97.8%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
Class of 2022	84.3%	100.0%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.8%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
Class of 2022	88.0%	100.0%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
2021-22	3.9%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	95.7%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
2021-22	82.3%	97.9%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	2.1%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	0.0%	-	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	95.8%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
2021-22	86.0%	97.9%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	14	100.0%	48	377,367
By Ethnicity:				
African American	0	0.0%	2	46,822
Hispanic	2	14.3%	7	197,333
White	9	64.3%	32	103,009
American Indian	0	0.0%	0	1,181
Asian	3	21.4%	4	19,151
Pacific Islander	0	0.0%	1	574
Two or More Races	0	0.0%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	0	0.0%	2	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,475
Foundation H.S. Program (DLA)	14	100.0%	45	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	1	222
Special Education Graduates	1	7.1%	3	34,589
Economically Disadvantaged Graduates	0	0.0%	8	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	7.1%	1	50,229
At-Risk Graduates	3	21.4%	12	168,430
CTE Completers	11	78.6%	36	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	95.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
2021-22	70.0%	100.0%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
College Ready Graduates†‡													
College Ready (Annual Graduates)†‡													
2022-23	57.8%	95.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	95.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
2021-22	57.1%	95.8%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	97.9%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
2021-22	48.2%	97.9%	96.0%	-	100.0%	94.1%	-	*	-	-	-	100.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	93.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
2021-22	42.2%	93.8%	96.0%	-	100.0%	94.1%	-	*	-	-	-	100.0%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
2021-22	20.5%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
2021-22	2.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	79.2%	64.3%	-	*	66.7%	-	*	-	-	*	-	*
2021-22	24.0%	87.5%	92.0%	-	83.3%	94.1%	-	*	-	-	-	60.0%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
2021-22	4.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.3%	7.1%	-	*	0.0%	-	*	-	-	*	-	*
2021-22	5.0%	2.1%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Career / Military Ready Graduates†‡													
Career or Military Ready (Annual Graduates)†‡													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	10.4%	14.3%	-	*	11.1%	-	*	-	-	*	-	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	4.2%	7.1%	-	*	11.1%	-	*	-	-	*	-	*
2021-22	28.0%	2.1%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
2021-22	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
2021-22	2.5%	2.1%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	93.8%	85.7%	-	*	100.0%	-	*	-	-	*	-	*
	2021-22	22.8%	85.4%	92.0%	-	100.0%	94.1%	-	*	-	-	-	80.0%	*
Mathematics	2022-23	19.9%	83.3%	78.6%	-	*	88.9%	-	*	-	-	*	-	*
	2021-22	18.7%	81.3%	80.0%	-	66.7%	82.4%	-	*	-	-	-	60.0%	*
Both Subjects	2022-23	12.5%	83.3%	78.6%	-	*	88.9%	-	*	-	-	*	-	*
	2021-22	12.6%	72.9%	76.0%	-	66.7%	82.4%	-	*	-	-	-	40.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	2.1%	7.1%	-	*	0.0%	-	*	-	-	*	-	*
	2021-22	11.7%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Mathematics	2022-23	20.2%	25.0%	28.6%	-	*	22.2%	-	*	-	-	*	-	*
	2021-22	14.0%	16.7%	16.0%	-	33.3%	11.8%	-	*	-	-	-	60.0%	*
Both Subjects	2022-23	12.5%	2.1%	7.1%	-	*	0.0%	-	*	-	-	*	-	*
	2021-22	7.5%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
	2022	23.0%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
English Language Arts	2023	13.8%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
	2022	13.2%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
Mathematics	2023	7.0%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
	2022	6.9%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
Science	2023	10.3%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
	2022	9.6%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
Social Studies	2023	13.1%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
	2022	12.5%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	100.0%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
	2021-22	71.5%	100.0%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
At/Above Criterion for All Examinees	2022-23	28.9%	56.9%	50.0%	-	*	60.0%	-	*	-	-	*	-	*
	2021-22	32.1%	64.0%	66.7%	-	66.7%	68.4%	-	*	-	-	-	40.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1106	1110	-	*	1170	-	*	-	-	*	-	*
	2021-22	1001	1124	1137	-	1118	1151	-	1070	-	-	-	1032	690
English Language Arts and Writing	2022-23	497	567	583	-	*	626	-	*	-	-	*	-	*
	2021-22	506	570	578	-	573	582	-	550	-	-	-	522	310
Mathematics	2022-23	482	539	528	-	*	544	-	*	-	-	*	-	*
	2021-22	496	554	559	-	545	568	-	520	-	-	-	510	380
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	22.3	22.8	-	*	23.8	-	*	-	-	*	-	*
	2021-22	19.5	23.8	24.7	-	23.0	26.3	-	-	-	-	-	32.0	-
English Language Arts	2022-23	18.8	22.8	24.3	-	*	26.3	-	*	-	-	*	-	*
	2021-22	19.2	24.5	24.8	-	22.8	26.7	-	-	-	-	-	35.0	-
Mathematics	2022-23	18.9	21.3	21.3	-	*	22.2	-	*	-	-	*	-	*
	2021-22	19.3	21.6	22.3	-	22.0	22.7	-	-	-	-	-	25.0	-
Science	2022-23	19.5	21.7	21.0	-	*	20.6	-	*	-	-	*	-	*
	2021-22	19.8	23.6	25.3	-	22.7	28.0	-	-	-	-	-	33.0	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	79.0%	82.3%	100.0%	81.0%	80.4%	*	83.3%	-	-	76.9%	84.6%	*
	2021-22	44.2%	80.7%	85.1%	*	80.0%	86.5%	*	88.9%	-	*	100.0%	72.7%	*
English Language Arts	2022-23	17.4%	34.3%	22.8%	0.0%	14.3%	23.9%	*	66.7%	-	-	15.4%	7.7%	*
	2021-22	16.6%	32.4%	31.4%	*	30.0%	33.3%	*	44.4%	-	*	11.1%	4.5%	*
Mathematics	2022-23	19.5%	33.6%	24.1%	0.0%	19.0%	23.9%	*	66.7%	-	-	15.4%	7.7%	*
	2021-22	19.9%	33.8%	32.9%	*	30.0%	35.3%	*	50.0%	-	*	11.1%	13.6%	*
Science	2022-23	21.5%	14.7%	10.1%	0.0%	4.8%	10.9%	*	33.3%	-	-	7.7%	0.0%	*
	2021-22	21.1%	14.6%	20.0%	*	25.0%	21.6%	*	12.5%	-	*	0.0%	4.5%	*
Social Studies	2022-23	24.0%	45.3%	35.4%	0.0%	19.0%	41.3%	*	83.3%	-	-	15.4%	30.8%	*
	2021-22	22.8%	44.0%	42.5%	*	35.0%	44.2%	*	66.7%	-	*	22.2%	13.6%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	392	100.0%	1,016	5,517,464	392	100.0%	1,016	5,531,236
Students by Grade								
Kindergarten	37	9.4%	9.5%	6.5%	37	9.4%	9.5%	6.5%
Grade 1	38	9.7%	9.5%	7.0%	38	9.7%	9.5%	7.0%
Grade 2	30	7.7%	8.9%	7.3%	30	7.7%	8.9%	7.3%
Grade 3	41	10.5%	10.1%	7.2%	41	10.5%	10.1%	7.2%
Grade 4	43	11.0%	10.4%	7.2%	43	11.0%	10.4%	7.2%
Grade 5	44	11.2%	8.7%	7.2%	44	11.2%	8.7%	7.2%
Grade 6	25	6.4%	6.9%	7.3%	25	6.4%	6.9%	7.2%
Grade 7	22	5.6%	6.7%	7.3%	22	5.6%	6.7%	7.3%
Grade 8	24	6.1%	7.1%	7.5%	24	6.1%	7.1%	7.5%
Grade 9	24	6.1%	6.0%	8.6%	24	6.1%	6.0%	8.5%
Grade 10	24	6.1%	5.4%	8.0%	24	6.1%	5.4%	7.9%
Grade 11	21	5.4%	5.2%	7.4%	21	5.4%	5.2%	7.4%
Grade 12	19	4.8%	5.5%	6.6%	19	4.8%	5.5%	6.7%
Ethnic Distribution								
African American	30	7.7%	7.0%	12.8%	30	7.7%	7.0%	12.8%
Hispanic	91	23.2%	21.9%	53.2%	91	23.2%	21.9%	53.2%
White	227	57.9%	60.5%	25.0%	227	57.9%	60.5%	25.0%
American Indian	4	1.0%	0.4%	0.3%	4	1.0%	0.4%	0.3%
Asian	14	3.6%	4.1%	5.4%	14	3.6%	4.1%	5.4%
Pacific Islander	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Two or More Races	25	6.4%	5.9%	3.1%	25	6.4%	5.9%	3.1%
Sex								
Female	189	48.2%	51.0%	48.9%	189	48.2%	51.0%	48.8%
Male	203	51.8%	49.0%	51.1%	203	51.8%	49.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	110	28.1%	29.6%	62.3%	110	28.1%	29.6%	62.2%
Non-Educationally Disadvantaged	282	71.9%	70.4%	37.7%	282	71.9%	70.4%	37.8%
Section 504 Students	32	8.2%	7.5%	7.2%	32	8.2%	7.5%	7.2%
EB Students/EL	17	4.3%	3.9%	24.4%	17	4.3%	3.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	0.0%	1.9%				
Students w/ Dyslexia	35	8.9%	8.0%	6.0%	35	8.9%	8.0%	6.0%
Foster Care	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Homeless	3	0.8%	0.8%	1.4%	3	0.8%	0.8%	1.4%
Immigrant	0	0.0%	0.1%	2.9%	0	0.0%	0.1%	2.9%
Migrant	4	1.0%	0.4%	0.2%	4	1.0%	0.4%	0.2%

Texas Education Agency
2023-24 Student Information (TAPR)
UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	State	State	Count	Percent	State	State
Title I	3	0.8%	23.6%	65.7%	3	0.8%	23.6%	65.7%
Military Connected	53	13.5%	13.2%	3.9%	53	13.5%	13.2%	3.9%
At-Risk	131	33.4%	29.4%	53.2%	131	33.4%	29.4%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	16	4.1%	3.5%	24.5%	16	4.1%	3.5%	24.4%
Career and Technical Education	86	21.9%	21.3%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	86	97.7%	95.1%	73.3%	-	-	-	-
Gifted and Talented Education	21	5.4%	11.0%	8.5%	21	5.4%	11.0%	8.5%
Special Education	61	15.6%	13.0%	13.9%	61	15.6%	13.0%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	61							
Students with Intellectual Disabilities	18	29.5%	35.6%	45.7%				
Students with Physical Disabilities	15	24.6%	22.0%	18.9%				
Students with Autism	12	19.7%	22.7%	16.2%				
Students with Behavioral Disabilities	16	26.2%	19.7%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.7%				
Mobility (2022-23)								
Total Mobile Students	48	13.4%	11.3%	16.1%				
African American	6	1.7%	1.2%	3.4%				
Hispanic	8	2.2%	1.6%	8.5%				
White	30	8.4%	7.4%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	1.1%	0.9%	0.5%				
Special Ed Students who are Mobile	7	10.3%	10.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	6.3%	3.4%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	9	9.1%	11.2%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	76	20.9%	18.3%	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.0%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	0.0%	2.1%	0.0%	7.1%	3.3%
Grade 2	0.0%	1.6%	1.3%	0.0%	0.0%	1.6%
Grade 3	0.0%	0.0%	0.7%	0.0%	7.7%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	5.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	3.9%	7.9%	0.0%	0.0%	11.9%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.5	19.4	18.4
Grade 1	19.0	19.6	18.8
Grade 2	15.0	18.3	19.1
Grade 3	20.5	20.6	19.4
Grade 4	21.5	21.2	19.4
Grade 5	22.0	22.0	20.9
Grade 6	25.0	23.3	19.2
Secondary			
English/Language Arts	18.7	18.0	16.3
Mathematics	14.1	15.0	17.5
Science	23.0	20.7	18.5
Social Studies	14.8	13.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)

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

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	40.7	100.0%	100.0%	100.0%
Professional Staff	33.9	83.1%	80.2%	63.9%
Teachers	29.1	71.5%	56.9%	48.3%
Professional Support	2.9	7.2%	11.7%	11.1%
Campus Administration (School Leadership)	1.8	4.4%	3.6%	3.3%
Educational Aides	6.9	16.9%	14.1%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	0.0	n/a	2.0	13,870.0
Part-time Counselors	1.0	n/a	0.0	1,172.0
Total Minority Staff	9.0	22.1%	16.5%	54.4%
Teachers by Ethnicity				
African American	3.0	10.3%	4.2%	12.6%
Hispanic	3.0	10.3%	8.4%	30.1%
White	21.1	72.6%	81.9%	53.4%
American Indian	0.0	0.0%	2.8%	0.3%
Asian	1.0	3.4%	1.4%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.4%	1.4%	1.3%
Teachers by Sex				
Males	5.9	20.3%	19.4%	24.5%
Females	23.2	79.7%	80.6%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	15.0	51.5%	51.2%	71.7%
Masters	14.1	48.5%	48.7%	24.9%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	3.4%	2.7%	8.7%
1-5 Years Experience	19.0	65.2%	42.7%	27.4%
6-10 Years Experience	4.0	13.7%	22.2%	20.2%
11-20 Years Experience	3.9	13.5%	25.1%	27.1%
21-30 Years Experience	1.2	4.2%	7.3%	13.7%
Over 30 Years Experience	0.0	0.0%	0.0%	3.0%
Number of Students per Teacher	13.4	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)

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

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	5.0	6.0
Average Years Experience of Principals with District	2.0	4.0	5.1
Average Years Experience of Assistant Principals	1.0	1.0	5.1
Average Years Experience of Assistant Principals with District	1.0	1.0	4.3
Average Years Experience of Teachers	6.8	9.4	11.1
Average Years Experience of Teachers with District	3.0	2.9	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$40,000	\$40,632	\$54,272
1-5 Years Experience	\$45,703	\$45,835	\$58,185
6-10 Years Experience	\$52,600	\$50,517	\$61,494
11-20 Years Experience	\$55,768	\$55,470	\$65,219
21-30 Years Experience	\$60,678	\$58,949	\$69,723
Over 30 Years Experience	-	-	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$48,436	\$50,117	\$62,474
Professional Support	\$54,307	\$54,578	\$73,783
Campus Administration (School Leadership)	\$74,197	\$71,172	\$86,738
Instructional Staff Percent	n/a	77.2%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.9	3.1%	5.5%	5.5%
Compensatory Education	0.0	0.0%	0.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.6	84.3%	85.8%	69.8%
Special Education	3.7	12.6%	8.7%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

Texas Education Agency
2023-24 Staff Information (TAPR)
UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 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.

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	81%	81%	*	78%	81%	-	*	-	*	43%	*	83%	80%	82%	*
	2023	76%	89%	95%	-	80%	100%	-	-	-	*	*	-	92%	100%	*	*
At Meets Grade Level or Above	2024	48%	52%	53%	*	33%	58%	-	*	-	*	14%	*	61%	48%	64%	*
	2023	50%	59%	52%	-	40%	60%	-	-	-	*	*	-	62%	38%	*	*
At Masters Grade Level	2024	21%	26%	23%	*	11%	29%	-	*	-	*	14%	*	22%	24%	9%	*
	2023	20%	16%	14%	-	20%	13%	-	-	-	*	*	-	23%	0%	*	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	75%	79%	*	67%	84%	-	*	-	*	29%	*	89%	72%	73%	*
	2023	73%	79%	81%	-	40%	93%	-	-	-	*	*	-	85%	75%	*	*
At Meets Grade Level or Above	2024	42%	43%	47%	*	33%	52%	-	*	-	*	14%	*	44%	48%	27%	*
	2023	45%	54%	67%	-	20%	80%	-	-	-	*	*	-	69%	63%	*	*
At Masters Grade Level	2024	15%	16%	21%	*	11%	26%	-	*	-	*	0%	*	22%	20%	9%	*
	2023	19%	18%	19%	-	0%	20%	-	-	-	*	*	-	23%	13%	*	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	86%	90%	*	*	90%	-	*	-	*	*	*	89%	90%	92%	-
	2023	77%	84%	77%	-	*	75%	-	*	-	*	*	-	71%	88%	*	-
At Meets Grade Level or Above	2024	51%	56%	56%	*	*	62%	-	*	-	*	*	*	56%	57%	46%	-
	2023	48%	55%	68%	-	*	69%	-	*	-	*	*	-	57%	88%	*	-
At Masters Grade Level	2024	23%	14%	18%	*	*	21%	-	*	-	*	*	*	11%	20%	15%	-
	2023	22%	26%	27%	-	*	25%	-	*	-	*	*	-	21%	38%	*	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	73%	85%	*	*	83%	-	*	-	*	*	*	78%	87%	85%	-
	2023	71%	76%	82%	-	*	88%	-	*	-	*	*	-	79%	88%	*	-
At Meets Grade Level or Above	2024	46%	46%	56%	*	*	59%	-	*	-	*	*	*	67%	53%	62%	-
	2023	48%	50%	64%	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
At Masters Grade Level	2024	21%	19%	28%	*	*	34%	-	*	-	*	*	*	22%	30%	31%	-
	2023	22%	24%	41%	-	*	31%	-	*	-	*	*	-	50%	25%	*	-
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	93%	86%	-	*	94%	-	*	-	*	67%	-	81%	100%	*	-
	2023	81%	93%	100%	*	*	100%	-	-	-	*	*	*	100%	100%	*	-
At Meets Grade Level or Above	2024	55%	64%	73%	-	*	75%	-	*	-	*	33%	-	69%	83%	*	-
	2023	57%	76%	86%	*	*	88%	-	-	-	*	*	*	91%	82%	*	-
At Masters Grade Level	2024	29%	33%	32%	-	*	25%	-	*	-	*	0%	-	19%	67%	*	-
	2023	28%	38%	41%	*	*	44%	-	-	-	*	*	*	36%	45%	*	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	79%	82%	-	*	88%	-	*	-	*	67%	-	81%	83%	*	-
	2023	80%	83%	100%	*	*	100%	-	-	-	*	*	*	100%	100%	*	-
At Meets Grade Level or Above	2024	50%	58%	73%	-	*	75%	-	*	-	*	50%	-	75%	67%	*	-
	2023	51%	59%	82%	*	*	88%	-	-	-	*	*	*	91%	73%	*	-
At Masters Grade Level	2024	19%	21%	32%	-	*	31%	-	*	-	*	33%	-	38%	17%	*	-
	2023	21%	28%	41%	*	*	50%	-	-	-	*	*	*	36%	45%	*	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	75%	77%	-	*	81%	-	*	-	*	50%	-	75%	83%	*	-
	2023	65%	66%	73%	*	*	75%	-	-	-	*	*	*	73%	73%	*	-
At Meets Grade Level or Above	2024	28%	50%	41%	-	*	50%	-	*	-	*	33%	-	38%	50%	*	-
	2023	36%	33%	41%	*	*	44%	-	-	-	*	*	*	45%	36%	*	-
At Masters Grade Level	2024	11%	31%	23%	-	*	25%	-	*	-	*	0%	-	19%	33%	*	-
	2023	16%	24%	32%	*	*	31%	-	-	-	*	*	*	27%	36%	*	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	94%	100%	*	*	100%	-	-	-	*	*	-	100%	100%	*	-
	2023	77%	93%	96%	*	100%	100%	-	-	-	*	*	-	100%	91%	86%	-
At Meets Grade Level or Above	2024	57%	85%	92%	*	*	89%	-	-	-	*	*	-	91%	92%	*	-
	2023	52%	76%	80%	*	80%	88%	-	-	-	*	*	-	79%	82%	57%	-
At Masters Grade Level	2024	26%	44%	63%	*	*	68%	-	-	-	*	*	-	64%	62%	*	-
	2023	22%	44%	40%	*	20%	56%	-	-	-	*	*	-	43%	36%	14%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	80%	96%	*	*	95%	-	-	-	*	*	-	100%	92%	*	-
	2023	75%	93%	92%	*	80%	100%	-	-	-	*	*	-	100%	82%	71%	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	52%	58%	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
	2023	40%	61%	56%	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
At Masters Grade Level	2024	14%	21%	21%	*	*	26%	-	-	-	*	*	-	18%	23%	*	-
	2023	16%	27%	24%	*	0%	38%	-	-	-	*	*	-	36%	9%	0%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	89%	96%	*	100%	94%	-	-	-	*	*	-	100%	90%	100%	-
	2023	78%	96%	96%	-	100%	94%	-	*	-	*	*	*	100%	90%	*	*
At Meets Grade Level or Above	2024	54%	80%	92%	*	100%	88%	-	-	-	*	*	-	93%	90%	100%	-
	2023	55%	75%	80%	-	100%	72%	-	*	-	*	*	*	80%	80%	*	*
At Masters Grade Level	2024	29%	47%	58%	*	40%	69%	-	-	-	*	*	-	71%	40%	60%	-
	2023	27%	57%	72%	-	60%	72%	-	*	-	*	*	*	80%	60%	*	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	89%	96%	*	100%	94%	-	-	-	*	*	-	100%	90%	100%	-
	2023	63%	85%	92%	-	100%	89%	-	*	-	*	*	*	87%	100%	*	*
At Meets Grade Level or Above	2024	34%	59%	67%	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
	2023	37%	65%	76%	-	80%	72%	-	*	-	*	*	*	80%	70%	*	*
At Masters Grade Level	2024	11%	31%	33%	*	0%	44%	-	-	-	*	*	-	43%	20%	0%	-
	2023	11%	28%	36%	-	20%	39%	-	*	-	*	*	*	40%	30%	*	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	96%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*
	2023	83%	100%	100%	*	*	100%	-	-	-	-	*	*	100%	100%	-	-
At Meets Grade Level or Above	2024	56%	82%	96%	-	100%	94%	-	*	-	*	*	*	100%	88%	*	*
	2023	58%	82%	86%	*	*	90%	-	-	-	-	*	*	90%	83%	-	-
At Masters Grade Level	2024	29%	60%	80%	-	67%	82%	-	*	-	*	*	*	88%	63%	*	*
	2023	28%	59%	64%	*	*	65%	-	-	-	-	*	*	50%	75%	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	88%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*
	2023	74%	94%	100%	*	*	100%	-	-	-	-	*	*	100%	100%	-	-
At Meets Grade Level or Above	2024	44%	68%	88%	-	100%	82%	-	*	-	*	*	*	88%	88%	*	*
	2023	47%	74%	82%	*	*	85%	-	-	-	-	*	*	80%	83%	-	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	17%	32%	44%	-	33%	47%	-	*	-	*	*	*	41%	50%	*	*
	2023	17%	19%	32%	*	*	35%	-	-	-	-	*	*	30%	33%	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	79%	88%	-	100%	82%	-	*	-	*	*	*	88%	88%	*	*
	2023	62%	81%	86%	*	*	90%	-	-	-	-	*	*	80%	92%	-	-
At Meets Grade Level or Above	2024	33%	51%	64%	-	83%	59%	-	*	-	*	*	*	59%	75%	*	*
	2023	33%	46%	36%	*	*	35%	-	-	-	-	*	*	10%	58%	-	-
At Masters Grade Level	2024	17%	29%	28%	-	33%	24%	-	*	-	*	*	*	24%	38%	*	*
	2023	16%	21%	23%	*	*	25%	-	-	-	-	*	*	10%	33%	-	-
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	97%	100%	-	*	100%	-	-	-	-	-	*	100%	100%	*	*
	2023	72%	96%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	*	*
At Meets Grade Level or Above	2024	52%	97%	100%	-	*	100%	-	-	-	-	-	*	100%	100%	*	*
	2023	52%	89%	95%	*	86%	100%	-	*	-	*	*	*	100%	88%	*	*
At Masters Grade Level	2024	16%	52%	79%	-	*	82%	-	-	-	-	-	*	82%	75%	*	*
	2023	13%	33%	52%	*	57%	36%	-	*	-	*	*	*	46%	63%	*	*
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	98%	100%	-	100%	100%	-	*	-	*	*	*	100%	*	*	-
	2023	74%	95%	100%	-	100%	100%	-	-	-	-	*	-	100%	100%	*	*
At Meets Grade Level or Above	2024	58%	93%	94%	-	100%	90%	-	*	-	*	*	*	93%	*	*	-
	2023	54%	84%	87%	-	100%	82%	-	-	-	-	*	-	93%	75%	*	*
At Masters Grade Level	2024	9%	17%	33%	-	33%	20%	-	*	-	*	*	*	33%	*	*	-
	2023	9%	35%	52%	-	50%	53%	-	-	-	-	*	-	60%	38%	*	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	85%	93%	-	86%	95%	-	*	-	*	*	*	100%	85%	*	*
	2023	79%	94%	96%	*	*	95%	-	-	-	-	*	*	100%	93%	-	*
At Meets Grade Level or Above	2024	43%	55%	77%	-	86%	71%	-	*	-	*	*	*	82%	69%	*	*
	2023	43%	68%	79%	*	*	86%	-	-	-	-	*	*	80%	79%	-	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	24%	35%	50%	-	57%	52%	-	*	-	*	*	*	53%	46%	*	*
	2023	23%	39%	46%	*	*	52%	-	-	-	-	*	*	50%	43%	-	*
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	100%	100%	-	*	100%	-	-	-	-	-	*	100%	100%	*	*
	2023	88%	100%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	*	-
At Meets Grade Level or Above	2024	56%	86%	89%	-	*	94%	-	-	-	-	-	*	91%	88%	*	*
	2023	56%	95%	95%	*	86%	100%	-	*	-	*	*	*	92%	100%	*	-
At Masters Grade Level	2024	19%	41%	37%	-	*	41%	-	-	-	-	-	*	45%	25%	*	*
	2023	21%	53%	71%	*	86%	55%	-	*	-	*	*	*	77%	63%	*	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	100%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	*	-
	2023	94%	98%	100%	-	100%	100%	-	-	-	-	*	-	100%	100%	*	*
At Meets Grade Level or Above	2024	69%	89%	90%	-	100%	82%	-	*	-	*	*	*	93%	80%	*	-
	2023	70%	88%	92%	-	86%	94%	-	-	-	-	*	-	100%	78%	*	*
At Masters Grade Level	2024	37%	49%	65%	-	67%	64%	-	*	-	*	*	*	73%	40%	*	-
	2023	38%	64%	75%	-	71%	76%	-	-	-	-	*	-	80%	67%	*	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	87%	83%	-	80%	90%	-	*	-	*	-	-	81%	*	*	-
	2023	90%	95%	100%	*	100%	100%	-	*	*	*	*	-	100%	*	100%	-
At Meets Grade Level or Above	2024	59%	69%	72%	-	60%	80%	-	*	-	*	-	-	75%	*	*	-
	2023	61%	65%	71%	*	50%	78%	-	*	*	*	*	-	70%	*	40%	-
At Masters Grade Level	2024	12%	5%	6%	-	20%	0%	-	*	-	*	-	-	6%	*	*	-
	2023	12%	7%	0%	*	0%	0%	-	*	*	*	*	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	86%	90%	92%	85%	91%	-	100%	-	94%	63%	100%	92%	89%	91%	86%
	2023	76%	89%	93%	78%	89%	95%	-	100%	*	100%	74%	100%	94%	93%	87%	80%
At Meets Grade Level or Above	2024	48%	64%	71%	58%	65%	72%	-	79%	-	74%	35%	94%	76%	65%	67%	57%
	2023	49%	67%	74%	44%	66%	77%	-	100%	*	79%	42%	91%	75%	72%	61%	50%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	20%	30%	37%	8%	29%	40%	-	36%	-	35%	11%	44%	40%	33%	24%	36%
	2023	20%	32%	40%	11%	36%	42%	-	71%	*	42%	12%	45%	41%	40%	27%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	91%	93%	83%	89%	93%	-	100%	-	100%	68%	100%	94%	91%	92%	83%
	2023	77%	93%	96%	83%	94%	96%	-	*	-	100%	67%	*	95%	96%	93%	80%
At Meets Grade Level or Above	2024	54%	73%	77%	67%	72%	78%	-	100%	-	75%	36%	86%	83%	71%	72%	50%
	2023	53%	73%	80%	67%	77%	81%	-	*	-	75%	28%	*	81%	78%	70%	60%
At Masters Grade Level	2024	22%	35%	44%	17%	33%	47%	-	80%	-	33%	12%	57%	49%	39%	28%	50%
	2023	20%	38%	46%	17%	46%	47%	-	*	-	38%	11%	*	46%	46%	33%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	80%	87%	100%	76%	89%	-	100%	-	85%	58%	100%	90%	84%	86%	80%
	2023	75%	86%	91%	83%	78%	94%	-	*	*	100%	75%	*	92%	90%	78%	*
At Meets Grade Level or Above	2024	43%	53%	62%	50%	47%	65%	-	80%	-	69%	38%	100%	70%	54%	57%	40%
	2023	45%	60%	71%	33%	44%	78%	-	*	*	88%	38%	*	74%	67%	52%	*
At Masters Grade Level	2024	17%	22%	28%	0%	21%	32%	-	0%	-	23%	13%	40%	30%	26%	16%	40%
	2023	19%	25%	32%	0%	11%	37%	-	*	*	38%	0%	*	34%	29%	17%	*
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	86%	92%	-	82%	94%	-	*	-	*	67%	*	91%	95%	100%	*
	2023	77%	88%	92%	80%	93%	92%	-	*	*	*	100%	*	93%	90%	88%	-
At Meets Grade Level or Above	2024	43%	66%	73%	-	64%	76%	-	*	-	*	33%	*	70%	77%	80%	*
	2023	47%	66%	71%	40%	67%	75%	-	*	*	*	100%	*	71%	71%	38%	-
At Masters Grade Level	2024	16%	34%	35%	-	18%	38%	-	*	-	*	0%	*	34%	36%	20%	*
	2023	18%	29%	38%	20%	47%	35%	-	*	*	*	20%	*	36%	42%	25%	-
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	88%	93%	-	100%	89%	-	*	-	*	*	*	94%	92%	*	*
	2023	78%	89%	93%	*	100%	95%	-	-	-	-	*	*	92%	95%	*	*
At Meets Grade Level or Above	2024	51%	67%	76%	-	92%	68%	-	*	-	*	*	*	75%	77%	*	*
	2023	52%	66%	65%	*	88%	62%	-	-	-	-	*	*	64%	67%	*	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	27%	38%	44%	-	50%	39%	-	*	-	*	*	*	47%	38%	*	*
	2023	27%	42%	50%	*	63%	49%	-	-	-	-	*	*	52%	48%	*	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	37%	*	22%	42%	-	*	-	*	14%	*	39%	36%	27%	*
	2023	37%	45%	48%	-	20%	60%	-	-	-	*	*	-	62%	25%	*	*
Reading and Mathematics Including EOC	2024	35%	37%	37%	*	22%	42%	-	*	-	*	14%	*	39%	36%	27%	*
	2023	37%	45%	48%	-	20%	60%	-	-	-	*	*	-	62%	25%	*	*
Reading Including EOC	2024	48%	52%	53%	*	33%	58%	-	*	-	*	14%	*	61%	48%	64%	*
	2023	50%	59%	52%	-	40%	60%	-	-	-	*	*	-	62%	38%	*	*
Math Including EOC	2024	42%	43%	47%	*	33%	52%	-	*	-	*	14%	*	44%	48%	27%	*
	2023	45%	54%	67%	-	20%	80%	-	-	-	*	*	-	69%	63%	*	*
4th Graders																	
Reading and Mathematics	2024	38%	40%	46%	*	*	48%	-	*	-	*	*	*	56%	43%	38%	-
	2023	38%	48%	64%	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
Reading and Mathematics Including EOC	2024	38%	40%	46%	*	*	48%	-	*	-	*	*	*	56%	43%	38%	-
	2023	38%	48%	64%	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
Reading Including EOC	2024	51%	56%	56%	*	*	62%	-	*	-	*	*	*	56%	57%	46%	-
	2023	48%	55%	68%	-	*	69%	-	*	-	*	*	-	57%	88%	*	-
Math Including EOC	2024	46%	46%	56%	*	*	59%	-	*	-	*	*	*	67%	53%	62%	-
	2023	48%	50%	64%	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
5th Graders																	
Reading and Mathematics	2024	42%	50%	68%	-	*	69%	-	*	-	*	33%	-	69%	67%	*	-
	2023	43%	53%	77%	*	*	81%	-	-	-	*	*	*	82%	73%	*	-
Reading and Mathematics Including EOC	2024	42%	50%	68%	-	*	69%	-	*	-	*	33%	-	69%	67%	*	-
	2023	43%	53%	77%	*	*	81%	-	-	-	*	*	*	82%	73%	*	-
Reading Including EOC	2024	55%	64%	73%	-	*	75%	-	*	-	*	33%	-	69%	83%	*	-
	2023	57%	76%	86%	*	*	88%	-	-	-	*	*	*	91%	82%	*	-
Math Including EOC	2024	51%	58%	73%	-	*	75%	-	*	-	*	50%	-	75%	67%	*	-
	2023	51%	59%	82%	*	*	88%	-	-	-	*	*	*	91%	73%	*	-
6th Graders																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2024	36%	52%	58%	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
	2023	35%	55%	56%	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
Reading and Mathematics Including EOC	2024	36%	52%	58%	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
	2023	35%	55%	56%	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
Reading Including EOC	2024	57%	85%	92%	*	*	89%	-	-	-	*	*	-	91%	92%	*	-
	2023	52%	76%	80%	*	80%	88%	-	-	-	*	*	-	79%	82%	57%	-
Math Including EOC	2024	40%	52%	58%	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
	2023	40%	61%	56%	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
7th Graders																	
Reading and Mathematics	2024	35%	55%	67%	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
	2023	37%	62%	72%	-	80%	67%	-	*	-	*	*	*	73%	70%	*	*
Reading and Mathematics Including EOC	2024	36%	55%	67%	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
	2023	38%	62%	72%	-	80%	67%	-	*	-	*	*	*	73%	70%	*	*
Reading Including EOC	2024	54%	80%	92%	*	100%	88%	-	-	-	*	*	-	93%	90%	100%	-
	2023	55%	75%	80%	-	100%	72%	-	*	-	*	*	*	80%	80%	*	*
Math Including EOC	2024	40%	59%	67%	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
	2023	43%	65%	76%	-	80%	72%	-	*	-	*	*	*	80%	70%	*	*
8th Graders																	
Reading and Mathematics Including EOC	2024	41%	57%	84%	-	100%	76%	-	*	-	*	*	*	82%	88%	*	*
	2023	44%	68%	73%	*	*	75%	-	-	-	-	*	*	70%	75%	-	-
Reading Including EOC	2024	57%	82%	96%	-	100%	94%	-	*	-	*	*	*	100%	88%	*	*
	2023	58%	82%	86%	*	*	90%	-	-	-	-	*	*	90%	83%	-	-
Math Including EOC	2024	49%	60%	84%	-	100%	76%	-	*	-	*	*	*	82%	88%	*	*
	2023	51%	72%	82%	*	*	85%	-	-	-	-	*	*	80%	83%	-	-
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	45%	52%	50%	27%	56%	-	*	-	60%	24%	*	62%	44%	46%	*
	2023	37%	52%	63%	*	43%	69%	-	*	-	71%	17%	*	69%	56%	50%	*
Reading and Mathematics Including EOC	2024	38%	47%	56%	50%	43%	59%	-	*	-	64%	25%	100%	66%	48%	47%	40%
	2023	39%	55%	65%	20%	45%	70%	-	*	-	71%	21%	*	69%	60%	50%	*
Reading Including EOC	2024	54%	67%	73%	67%	64%	74%	-	*	-	73%	33%	100%	79%	67%	69%	40%
	2023	53%	70%	76%	60%	68%	78%	-	*	-	71%	29%	*	75%	77%	60%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2024	45%	52%	62%	50%	46%	64%	-	*	-	73%	38%	100%	69%	54%	56%	40%
	2023	47%	60%	71%	20%	45%	77%	-	*	-	86%	36%	*	74%	67%	55%	*

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	63%	53%	*	*	57%	-	-	-	*	*	*	72%	46%	35%	-
	2023	55%	47%	45%	-	*	41%	-	*	-	*	*	-	46%	43%	*	-
Grade 4 Mathematics	2024	60%	53%	63%	*	*	64%	-	-	-	*	*	*	78%	57%	46%	-
	2023	63%	58%	62%	-	*	63%	-	*	-	*	*	-	64%	57%	*	-
Grade 5 ELA/Reading	2024	70%	79%	77%	-	*	88%	-	*	-	*	50%	-	69%	100%	*	-
	2023	65%	69%	59%	*	*	56%	-	-	-	*	*	*	55%	64%	*	-
Grade 5 Mathematics	2024	65%	61%	66%	-	*	72%	-	*	-	*	75%	-	66%	67%	*	-
	2023	71%	69%	80%	*	*	84%	-	-	-	*	*	*	82%	77%	*	-
Grade 6 ELA/Reading	2024	61%	84%	90%	*	*	92%	-	-	-	*	*	-	82%	96%	*	-
	2023	51%	67%	65%	*	*	72%	-	-	-	*	*	-	68%	60%	64%	-
Grade 6 Mathematics	2024	48%	59%	52%	*	*	55%	-	-	-	*	*	-	59%	46%	*	-
	2023	54%	62%	48%	*	*	59%	-	-	-	*	*	-	50%	45%	29%	-
Grade 7 ELA/Reading	2024	66%	77%	98%	*	100%	97%	-	-	-	*	*	-	96%	100%	100%	-
	2023	71%	89%	83%	-	*	83%	-	*	-	*	*	*	83%	83%	*	-
Grade 7 Mathematics	2024	49%	70%	85%	*	70%	88%	-	-	-	*	*	-	89%	80%	100%	-
	2023	56%	65%	50%	-	*	50%	-	*	-	*	*	*	60%	33%	*	-
Grade 8 ELA/Reading	2024	69%	84%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*
	2023	63%	80%	81%	*	*	84%	-	-	-	-	*	*	80%	82%	-	-
End of Course English I	2024	64%	88%	100%	-	*	100%	-	-	-	-	-	*	100%	100%	*	*
	2023	57%	69%	65%	*	67%	55%	-	*	-	*	*	*	54%	86%	*	-
End of Course English II	2024	69%	76%	67%	-	67%	60%	-	*	-	*	*	*	67%	*	*	-
	2023	74%	71%	71%	-	67%	73%	-	-	-	-	*	-	70%	75%	*	*
End of Course Algebra I	2024	72%	69%	82%	-	83%	85%	-	*	-	*	*	*	88%	73%	*	*
	2023	76%	82%	82%	*	*	80%	-	-	-	-	*	*	80%	83%	-	-
All Grades Both Subjects	2024	64%	71%	76%	56%	72%	78%	-	60%	-	71%	70%	67%	81%	71%	58%	*
	2023	64%	69%	66%	73%	58%	68%	-	100%	-	46%	32%	86%	65%	66%	58%	*
All Grades ELA/Reading	2024	67%	78%	81%	*	75%	84%	-	*	-	64%	71%	*	84%	78%	59%	*
	2023	63%	70%	67%	67%	69%	68%	-	*	-	43%	43%	*	65%	70%	64%	*
All Grades Mathematics	2024	60%	62%	69%	*	68%	72%	-	*	-	80%	69%	*	77%	62%	58%	*
	2023	66%	68%	64%	80%	36%	67%	-	*	-	50%	18%	*	66%	61%	50%	-
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	42%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2023	33%	40%	*	-	*	*	-	-	-	-	*	-	*	-	-	-
Grade 4 Mathematics	2024	26%	29%	60%	-	*	*	-	-	-	-	-	-	*	*	*	-
	2023	27%	31%	*	-	*	-	-	-	-	-	*	-	*	-	-	-
Grade 5 ELA/Reading	2024	35%	75%	80%	-	*	*	-	-	-	-	*	-	*	*	-	-
	2023	37%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 Mathematics	2024	41%	41%	*	-	*	*	-	-	-	-	*	-	*	*	-	-
	2023	48%	33%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
Grade 6 ELA/Reading	2024	24%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	26%	40%	*	*	-	-	-	-	-	-	*	-	-	*	*	-
Grade 6 Mathematics	2024	27%	27%	*	-	-	*	-	-	-	*	-	-	-	*	-	-
	2023	35%	71%	*	*	-	-	-	-	-	-	*	-	-	*	*	-
Grade 7 ELA/Reading	2024	23%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2023	39%	75%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
Grade 7 Mathematics	2024	14%	57%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
	2023	22%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 ELA/Reading	2024	34%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2023	39%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I	2024	20%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	26%	*	*	-	-	*	-	-	-	-	-	-	*	-	-	-
End of Course English II	2024	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	41%	*	*	-	*	-	-	-	-	-	-	-	-	*	-	*
End of Course Algebra I	2024	55%	55%	*	-	-	*	-	-	-	-	*	-	*	-	-	-
	2023	58%	88%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Both Subjects	2024	32%	42%	69%	*	33%	78%	-	-	-	*	58%	-	64%	73%	*	-
	2023	38%	55%	54%	*	40%	*	-	-	-	-	38%	-	33%	71%	*	*
All Grades ELA/Reading	2024	30%	46%	78%	-	*	88%	-	-	-	-	71%	-	*	80%	-	-
	2023	35%	59%	50%	*	*	*	-	-	-	-	40%	-	*	*	*	*
All Grades Mathematics	2024	35%	40%	65%	*	40%	70%	-	-	-	*	40%	-	57%	70%	*	-
	2023	40%	53%	60%	*	*	-	-	-	-	-	*	-	*	*	*	-

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	86%	90%	-	-	-	-	-	-	-	-	-	-	86%	91%	86%	-
	2023	76%	89%	93%	-	-	-	-	-	-	67%	*	-	*	*	94%	75%	*
At Meets Grade Level or Above	2024	48%	64%	71%	-	-	-	-	-	-	-	-	-	-	57%	71%	57%	-
	2023	49%	67%	74%	-	-	-	-	-	-	17%	*	-	*	*	74%	38%	*
At Masters Grade Level	2024	20%	30%	37%	-	-	-	-	-	-	-	-	-	-	36%	37%	36%	-
	2023	20%	32%	40%	-	-	-	-	-	-	0%	*	-	*	*	41%	0%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	91%	93%	-	-	-	-	-	-	-	-	-	-	83%	93%	83%	-
	2023	77%	93%	96%	-	-	-	-	-	-	*	*	-	*	*	96%	*	*
At Meets Grade Level or Above	2024	54%	73%	77%	-	-	-	-	-	-	-	-	-	-	50%	78%	50%	-
	2023	53%	73%	80%	-	-	-	-	-	-	*	*	-	*	*	80%	*	*
At Masters Grade Level	2024	22%	35%	44%	-	-	-	-	-	-	-	-	-	-	50%	44%	50%	-
	2023	20%	38%	46%	-	-	-	-	-	-	*	*	-	*	*	47%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	80%	87%	-	-	-	-	-	-	-	-	-	-	80%	87%	80%	-
	2023	75%	86%	91%	-	-	-	-	-	-	*	*	-	*	*	92%	*	-
At Meets Grade Level or Above	2024	43%	53%	62%	-	-	-	-	-	-	-	-	-	-	40%	63%	40%	-
	2023	45%	60%	71%	-	-	-	-	-	-	*	*	-	*	*	72%	*	-
At Masters Grade Level	2024	17%	22%	28%	-	-	-	-	-	-	-	-	-	-	40%	28%	40%	-
	2023	19%	25%	32%	-	-	-	-	-	-	*	*	-	*	*	32%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	86%	92%	-	-	-	-	-	-	-	-	-	-	*	92%	*	-
	2023	77%	88%	92%	-	-	-	-	-	-	-	-	-	-	-	92%	-	-
At Meets Grade Level or Above	2024	43%	66%	73%	-	-	-	-	-	-	-	-	-	-	*	72%	*	-
	2023	47%	66%	71%	-	-	-	-	-	-	-	-	-	-	-	71%	-	-
At Masters Grade Level	2024	16%	34%	35%	-	-	-	-	-	-	-	-	-	-	*	36%	*	-
	2023	18%	29%	38%	-	-	-	-	-	-	-	-	-	-	-	38%	-	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	88%	93%	-	-	-	-	-	-	-	-	-	-	*	93%	*	-
	2023	78%	89%	93%	-	-	-	-	-	-	*	-	-	*	-	93%	*	*
At Meets Grade Level or Above	2024	51%	67%	76%	-	-	-	-	-	-	-	-	-	-	*	75%	*	-
	2023	52%	66%	65%	-	-	-	-	-	-	*	-	-	*	-	66%	*	*

Texas Education Agency
2023-24 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	2024	27%	38%	44%	-	-	-	-	-	-	-	-	-	-	*	45%	*	-
	2023	27%	42%	50%	-	-	-	-	-	-	*	-	-	*	-	50%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	71%	76%	-	-	-	-	-	-	-	-	-	-	*	76%	*	-
	2023	64%	69%	66%	-	-	-	-	-	-	*	-	-	*	-	66%	*	*
All Grades ELA/Reading	2024	67%	78%	81%	-	-	-	-	-	-	-	-	-	-	*	81%	*	-
	2023	63%	70%	67%	-	-	-	-	-	-	*	-	-	*	-	68%	*	*
All Grades Mathematics	2024	60%	62%	69%	-	-	-	-	-	-	-	-	-	-	*	69%	*	-
	2023	66%	68%	64%	-	-	-	-	-	-	-	-	-	-	-	64%	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	42%	69%	-	-	-	-	-	-	-	-	-	-	-	69%	-	-
	2023	38%	55%	54%	-	-	-	-	-	-	*	-	-	*	-	50%	*	-
All Grades ELA/Reading	2024	30%	46%	78%	-	-	-	-	-	-	-	-	-	-	-	78%	-	-
	2023	35%	59%	50%	-	-	-	-	-	-	*	-	-	*	-	43%	*	-
All Grades Mathematics	2024	35%	40%	65%	-	-	-	-	-	-	-	-	-	-	-	65%	-	-
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	96%	97%	67%	95%	99%	-	100%	-	100%	100%	100%	99%	96%	98%	93%
Not Included in Accountability: Mobile	4%	3%	3%	33%	4%	1%	-	0%	-	0%	0%	0%	1%	4%	2%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	7%
Not Tested	1%	0%	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%	0%
Other	0%	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%	100%
Included in Accountability	91%	96%	96%	67%	92%	99%	-	100%	-	100%	100%	100%	98%	94%	98%	86%
Not Included in Accountability: Mobile	4%	4%	3%	33%	5%	1%	-	0%	-	0%	0%	0%	2%	5%	3%	0%
Not Included in Accountability: Other Exclusions	4%	0%	0%	0%	3%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	14%
Not Tested	1%	0%	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%	0%
Other	0%	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%	100%
Included in Accountability	93%	96%	97%	67%	94%	99%	-	100%	-	100%	100%	100%	98%	95%	97%	100%
Not Included in Accountability: Mobile	5%	4%	3%	33%	6%	1%	-	0%	-	0%	0%	0%	2%	5%	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%	0%	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%	0%
Other	0%	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%	*
Included in Accountability	93%	97%	100%	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	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%	-
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%	-

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.6%	96.1%	95.0%	95.6%	96.3%	-	95.8%	*	96.2%	96.4%	94.2%	*
2021-22	92.2%	95.0%	95.8%	93.6%	96.4%	95.7%	*	97.4%	*	95.9%	96.3%	95.1%	*
Chronic Absenteeism													
2022-23	20.3%	7.5%	4.0%	8.3%	7.4%	2.1%	-	14.3%	*	7.7%	3.4%	10.6%	0.0%
2021-22	25.7%	11.3%	6.6%	21.4%	4.5%	6.7%	*	0.0%	*	0.0%	3.8%	7.1%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
2021-22	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2021-22	2.2%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
Received TxCHSE	0.3%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
Continued HS	3.1%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
Dropped Out	6.3%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
Graduates and TxCHSE	90.6%	100.0%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
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%	*	-	-	*	*	*	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	100.0%	100.0%	-	*	100.0%	*	-	-	*	*	*	-
Received TxCHSE	0.4%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Continued HS	1.0%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Dropped Out	6.8%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Graduates and TxCHSE	92.2%	100.0%	100.0%	-	*	100.0%	*	-	-	*	*	*	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	97.8%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
Class of 2022	84.3%	100.0%	100.0%	-	*	100.0%	*	-	-	*	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.8%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
Class of 2022	88.0%	100.0%	100.0%	-	*	100.0%	*	-	-	*	*	*	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
2021-22	3.9%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	95.7%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
2021-22	82.3%	97.9%	92.9%	-	*	90.9%	*	-	-	*	*	*	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	2.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	95.8%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
2021-22	86.0%	97.9%	92.9%	-	*	90.9%	*	-	-	*	*	*	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	17	100.0%	48	377,367
By Ethnicity:				
African American	2	11.8%	2	46,822
Hispanic	4	23.5%	7	197,333
White	8	47.1%	32	103,009
American Indian	0	0.0%	0	1,181
Asian	1	5.9%	4	19,151
Pacific Islander	1	5.9%	1	574
Two or More Races	1	5.9%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	0	0.0%	2	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,475
Foundation H.S. Program (DLA)	17	100.0%	45	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	1	222
Special Education Graduates	2	11.8%	3	34,589
Economically Disadvantaged Graduates	4	23.5%	8	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	1	50,229
At-Risk Graduates	5	29.4%	12	168,430
CTE Completers	12	70.6%	36	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	95.8%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
2021-22	70.0%	100.0%	100.0%	-	*	100.0%	*	-	-	*	*	*	-
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	57.8%	95.8%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	95.8%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
2021-22	57.1%	95.8%	85.7%	-	*	90.9%	*	-	-	*	*	*	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	97.9%	94.1%	*	*	87.5%	-	*	*	*	*	*	-
2021-22	48.2%	97.9%	100.0%	-	*	100.0%	*	-	-	*	*	*	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	93.8%	94.1%	*	*	87.5%	-	*	*	*	*	*	-
2021-22	42.2%	93.8%	85.7%	-	*	90.9%	*	-	-	*	*	*	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
2021-22	20.5%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
2021-22	2.4%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	79.2%	82.4%	*	*	87.5%	-	*	*	*	*	*	-
2021-22	24.0%	87.5%	71.4%	-	*	72.7%	*	-	-	*	*	*	-
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
2021-22	4.4%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.3%	11.8%	*	*	25.0%	-	*	*	*	*	*	-
2021-22	5.0%	2.1%	7.1%	-	*	9.1%	*	-	-	*	*	*	-
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	10.4%	11.8%	*	*	25.0%	-	*	*	*	*	*	-
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	4.2%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
2021-22	28.0%	2.1%	7.1%	-	*	0.0%	*	-	-	*	*	*	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
2021-22	0.7%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
2021-22	2.5%	2.1%	7.1%	-	*	9.1%	*	-	-	*	*	*	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	93.8%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
	2021-22	22.8%	85.4%	78.6%	-	*	90.9%	*	-	-	*	*	*	-
Mathematics	2022-23	19.9%	83.3%	82.4%	*	*	75.0%	-	*	*	*	*	*	-
	2021-22	18.7%	81.3%	78.6%	-	*	81.8%	*	-	-	*	*	*	-
Both Subjects	2022-23	12.5%	83.3%	82.4%	*	*	75.0%	-	*	*	*	*	*	-
	2021-22	12.6%	72.9%	71.4%	-	*	81.8%	*	-	-	*	*	*	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	2.1%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
	2021-22	11.7%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
Mathematics	2022-23	20.2%	25.0%	23.5%	*	*	12.5%	-	*	*	*	*	*	-
	2021-22	14.0%	16.7%	21.4%	-	*	18.2%	*	-	-	*	*	*	-
Both Subjects	2022-23	12.5%	2.1%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
	2021-22	7.5%	0.0%	0.0%	-	*	0.0%	*	-	-	*	*	*	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
	2022	23.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
English Language Arts	2023	13.8%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
	2022	13.2%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
Mathematics	2023	7.0%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
	2022	6.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
Science	2023	10.3%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
	2022	9.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
Social Studies	2023	13.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
	2022	12.5%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	100.0%	100.0%	*	*	100.0%	-	*	*	*	*	*	-
	2021-22	71.5%	100.0%	100.0%	-	*	100.0%	*	-	-	*	*	*	-
At/Above Criterion for All Examinees	2022-23	28.9%	56.9%	61.1%	*	40.0%	62.5%	-	*	*	*	*	*	-
	2021-22	32.1%	64.0%	64.3%	-	*	63.6%	*	-	-	*	*	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1106	1097	*	1036	1115	-	*	*	*	*	*	-
	2021-22	1001	1124	1106	-	1160	1109	940	-	-	1190	855	1200	-
English Language Arts and Writing	2022-23	497	567	558	*	544	563	-	*	*	*	*	*	-
	2021-22	506	570	551	-	580	555	440	-	-	600	430	590	-
Mathematics	2022-23	482	539	539	*	492	553	-	*	*	*	*	*	-
	2021-22	496	554	555	-	580	555	500	-	-	590	425	610	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	22.3	21.7	*	*	23.5	-	-	*	*	*	*	-
	2021-22	19.5	23.8	22.8	-	-	22.8	-	-	-	-	-	29.0	-
English Language Arts	2022-23	18.8	22.8	21.6	*	*	23.5	-	-	*	*	*	*	-
	2021-22	19.2	24.5	23.3	-	-	23.3	-	-	-	-	-	31.0	-
Mathematics	2022-23	18.9	21.3	21.4	*	*	22.8	-	-	*	*	*	*	-
	2021-22	19.3	21.6	21.8	-	-	21.8	-	-	-	-	-	26.0	-
Science	2022-23	19.5	21.7	21.9	*	*	23.8	-	-	*	*	*	*	-
	2021-22	19.8	23.6	22.0	-	-	22.0	-	-	-	-	-	27.0	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	79.0%	88.1%	*	81.8%	88.0%	-	*	*	*	66.7%	75.0%	*
	2021-22	44.2%	80.7%	81.3%	*	81.3%	83.3%	*	*	*	*	57.1%	92.3%	*
English Language Arts	2022-23	17.4%	34.3%	38.1%	*	27.3%	34.0%	-	*	*	*	33.3%	25.0%	*
	2021-22	16.6%	32.4%	27.8%	*	18.8%	30.2%	*	*	*	*	28.6%	30.8%	*
Mathematics	2022-23	19.5%	33.6%	36.6%	*	27.3%	34.7%	-	*	*	*	33.3%	25.0%	*
	2021-22	19.9%	33.8%	29.1%	*	31.3%	28.3%	*	*	*	*	42.9%	38.5%	*
Science	2022-23	21.5%	14.7%	15.9%	*	9.1%	12.2%	-	*	*	*	33.3%	16.7%	*
	2021-22	21.1%	14.6%	10.3%	*	6.3%	13.5%	*	*	*	*	0.0%	8.3%	*
Social Studies	2022-23	24.0%	45.3%	50.6%	*	40.9%	55.1%	-	*	*	*	33.3%	58.3%	*
	2021-22	22.8%	44.0%	41.3%	*	31.3%	40.7%	*	*	*	*	28.6%	46.2%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)

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

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	391	100.0%	1,016	5,517,464	391	100.0%	1,016	5,531,236
Students by Grade								
Kindergarten	40	10.2%	9.5%	6.5%	40	10.2%	9.5%	6.5%
Grade 1	39	10.0%	9.5%	7.0%	39	10.0%	9.5%	7.0%
Grade 2	40	10.2%	8.9%	7.3%	40	10.2%	8.9%	7.3%
Grade 3	44	11.3%	10.1%	7.2%	44	11.3%	10.1%	7.2%
Grade 4	41	10.5%	10.4%	7.2%	41	10.5%	10.4%	7.2%
Grade 5	22	5.6%	8.7%	7.2%	22	5.6%	8.7%	7.2%
Grade 6	25	6.4%	6.9%	7.3%	25	6.4%	6.9%	7.2%
Grade 7	25	6.4%	6.7%	7.3%	25	6.4%	6.7%	7.3%
Grade 8	25	6.4%	7.1%	7.5%	25	6.4%	7.1%	7.5%
Grade 9	22	5.6%	6.0%	8.6%	22	5.6%	6.0%	8.5%
Grade 10	21	5.4%	5.4%	8.0%	21	5.4%	5.4%	7.9%
Grade 11	23	5.9%	5.2%	7.4%	23	5.9%	5.2%	7.4%
Grade 12	24	6.1%	5.5%	6.6%	24	6.1%	5.5%	6.7%
Ethnic Distribution								
African American	16	4.1%	7.0%	12.8%	16	4.1%	7.0%	12.8%
Hispanic	77	19.7%	21.9%	53.2%	77	19.7%	21.9%	53.2%
White	267	68.3%	60.5%	25.0%	267	68.3%	60.5%	25.0%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	9	2.3%	4.1%	5.4%	9	2.3%	4.1%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	22	5.6%	5.9%	3.1%	22	5.6%	5.9%	3.1%
Sex								
Female	204	52.2%	51.0%	48.9%	204	52.2%	51.0%	48.8%
Male	187	47.8%	49.0%	51.1%	187	47.8%	49.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	81	20.7%	29.6%	62.3%	81	20.7%	29.6%	62.2%
Non-Educationally Disadvantaged	310	79.3%	70.4%	37.7%	310	79.3%	70.4%	37.8%
Section 504 Students	30	7.7%	7.5%	7.2%	30	7.7%	7.5%	7.2%
EB Students/EL	10	2.6%	3.9%	24.4%	10	2.6%	3.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	0.0%	1.9%				
Students w/ Dyslexia	29	7.4%	8.0%	6.0%	29	7.4%	8.0%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	4	1.0%	0.8%	1.4%	4	1.0%	0.8%	1.4%
Immigrant	0	0.0%	0.1%	2.9%	0	0.0%	0.1%	2.9%
Migrant	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%

Texas Education Agency
2023-24 Student Information (TAPR)

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

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Title I	4	1.0%	23.6%	65.7%	4	1.0%	23.6%	65.7%
Military Connected	46	11.8%	13.2%	3.9%	46	11.8%	13.2%	3.9%
At-Risk	94	24.0%	29.4%	53.2%	94	24.0%	29.4%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	8	2.0%	3.5%	24.5%	8	2.0%	3.5%	24.4%
Career and Technical Education	82	21.0%	21.3%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	82	91.1%	95.1%	73.3%	-	-	-	-
Gifted and Talented Education	62	15.9%	11.0%	8.5%	62	15.9%	11.0%	8.5%
Special Education	34	8.7%	13.0%	13.9%	34	8.7%	13.0%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	34							
Students with Intellectual Disabilities	14	41.2%	35.6%	45.7%				
Students with Physical Disabilities	**	**	22.0%	18.9%				
Students with Autism	11	32.4%	22.7%	16.2%				
Students with Behavioral Disabilities	*	*	19.7%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.7%				
Mobility (2022-23)								
Total Mobile Students	19	6.9%	11.3%	16.1%				
African American	2	0.7%	1.2%	3.4%				
Hispanic	3	1.1%	1.6%	8.5%				
White	11	4.0%	7.4%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.4%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.7%	0.9%	0.5%				
Special Ed Students who are Mobile	0	0.0%	10.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	3.4%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	3	6.7%	11.2%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	33	13.3%	18.3%	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 1	0.0%	0.0%	2.1%	0.0%	7.1%	3.3%
Grade 2	0.0%	1.6%	1.3%	0.0%	0.0%	1.6%
Grade 3	0.0%	0.0%	0.7%	50.0%	7.7%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	5.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	9.1%	3.9%	7.9%	0.0%	0.0%	11.9%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.0	19.4	18.4
Grade 1	20.0	19.6	18.8
Grade 2	20.5	18.3	19.1
Grade 3	22.0	20.6	19.4
Grade 4	20.5	21.2	19.4
Grade 5	22.0	22.0	20.9
Grade 6	25.0	23.3	19.2
Secondary			
English/Language Arts	20.8	18.0	16.3
Mathematics	18.6	15.0	17.5
Science	23.4	20.7	18.5
Social Studies	12.7	13.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)

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

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	35.1	100.0%	100.0%	100.0%
Professional Staff	29.3	83.5%	80.2%	63.9%
Teachers	25.8	73.5%	56.9%	48.3%
Professional Support	1.8	5.0%	11.7%	11.1%
Campus Administration (School Leadership)	1.8	5.1%	3.6%	3.3%
Educational Aides	5.8	16.5%	14.1%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	0.0	n/a	2.0	13,870.0
Part-time Counselors	1.0	n/a	0.0	1,172.0
Total Minority Staff	1.0	2.9%	16.5%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	4.2%	12.6%
Hispanic	0.0	0.1%	8.4%	30.1%
White	24.7	96.0%	81.9%	53.4%
American Indian	1.0	3.9%	2.8%	0.3%
Asian	0.0	0.0%	1.4%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.3%
Teachers by Sex				
Males	4.1	15.9%	19.4%	24.5%
Females	21.7	84.1%	80.6%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	13.1	51.0%	51.2%	71.7%
Masters	12.6	48.9%	48.7%	24.9%
Doctorate	0.0	0.1%	0.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.1	0.5%	2.7%	8.7%
1-5 Years Experience	7.0	27.2%	42.7%	27.4%
6-10 Years Experience	7.0	27.2%	22.2%	20.2%
11-20 Years Experience	8.3	32.3%	25.1%	27.1%
21-30 Years Experience	3.3	12.8%	7.3%	13.7%
Over 30 Years Experience	0.0	0.0%	0.0%	3.0%
Number of Students per Teacher	15.2	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)

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

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	12.0	5.0	6.0
Average Years Experience of Principals with District	9.0	4.0	5.1
Average Years Experience of Assistant Principals	1.0	1.0	5.1
Average Years Experience of Assistant Principals with District	1.0	1.0	4.3
Average Years Experience of Teachers	11.5	9.4	11.1
Average Years Experience of Teachers with District	2.8	2.9	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$25,237	\$40,632	\$54,272
1-5 Years Experience	\$46,069	\$45,835	\$58,185
6-10 Years Experience	\$49,811	\$50,517	\$61,494
11-20 Years Experience	\$55,226	\$55,470	\$65,219
21-30 Years Experience	\$57,910	\$58,949	\$69,723
Over 30 Years Experience	-	-	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$51,448	\$50,117	\$62,474
Professional Support	\$54,481	\$54,578	\$73,783
Campus Administration (School Leadership)	\$76,844	\$71,172	\$86,738
Instructional Staff Percent	n/a	77.2%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	1.3	4.9%	5.5%	5.5%
Compensatory Education	0.0	0.0%	0.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	22.9	88.8%	85.8%	69.8%
Special Education	1.6	6.3%	8.7%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

Texas Education Agency
2023-24 Staff Information (TAPR)
UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 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.

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	81%	82%	-	67%	88%	-	*	-	*	*	*	77%	*	80%	-
	2023	76%	89%	89%	*	100%	91%	-	*	-	-	*	-	100%	80%	92%	*
At Meets Grade Level or Above	2024	48%	52%	53%	-	50%	38%	-	*	-	*	*	*	54%	*	60%	-
	2023	50%	59%	58%	*	80%	64%	-	*	-	-	*	-	78%	40%	50%	*
At Masters Grade Level	2024	21%	26%	29%	-	33%	25%	-	*	-	*	*	*	31%	*	20%	-
	2023	20%	16%	26%	*	40%	27%	-	*	-	-	*	-	56%	0%	17%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	75%	65%	-	50%	63%	-	*	-	*	*	*	62%	*	60%	-
	2023	73%	79%	74%	*	80%	64%	-	*	-	-	*	-	89%	60%	75%	*
At Meets Grade Level or Above	2024	42%	43%	41%	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
	2023	45%	54%	53%	*	80%	36%	-	*	-	-	*	-	67%	40%	50%	*
At Masters Grade Level	2024	15%	16%	18%	-	17%	25%	-	*	-	*	*	*	15%	*	20%	-
	2023	19%	18%	16%	*	20%	9%	-	*	-	-	*	-	22%	10%	17%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	86%	89%	*	100%	90%	-	*	-	-	60%	-	100%	85%	100%	*
	2023	77%	84%	89%	*	*	92%	-	*	-	*	*	-	78%	100%	88%	-
At Meets Grade Level or Above	2024	51%	56%	53%	*	67%	40%	-	*	-	-	20%	-	67%	46%	50%	*
	2023	48%	55%	42%	*	*	54%	-	*	-	*	*	-	44%	40%	63%	-
At Masters Grade Level	2024	23%	14%	16%	*	17%	20%	-	*	-	-	0%	-	33%	8%	10%	*
	2023	22%	26%	37%	*	*	46%	-	*	-	*	*	-	33%	40%	50%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	73%	63%	*	67%	60%	-	*	-	-	40%	-	67%	62%	60%	*
	2023	71%	76%	74%	*	*	77%	-	*	-	*	*	-	67%	80%	88%	-
At Meets Grade Level or Above	2024	46%	46%	42%	*	33%	40%	-	*	-	-	40%	-	50%	38%	30%	*
	2023	48%	50%	26%	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
At Masters Grade Level	2024	21%	19%	16%	*	17%	10%	-	*	-	-	0%	-	17%	15%	20%	*
	2023	22%	24%	16%	*	*	15%	-	*	-	*	*	-	11%	20%	13%	-
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	93%	95%	*	*	92%	-	*	-	*	100%	-	90%	100%	92%	-
	2023	81%	93%	94%	*	*	100%	-	*	-	-	*	-	100%	86%	89%	*
At Meets Grade Level or Above	2024	55%	64%	50%	*	*	54%	-	*	-	*	40%	-	30%	70%	50%	-
	2023	57%	76%	82%	*	*	88%	-	*	-	-	*	-	80%	86%	78%	*
At Masters Grade Level	2024	29%	33%	40%	*	*	46%	-	*	-	*	20%	-	30%	50%	42%	-
	2023	28%	38%	41%	*	*	50%	-	*	-	-	*	-	40%	43%	22%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	79%	85%	*	*	92%	-	*	-	*	80%	-	70%	100%	75%	-
	2023	80%	83%	71%	*	*	75%	-	*	-	-	*	-	70%	71%	67%	*
At Meets Grade Level or Above	2024	50%	58%	55%	*	*	62%	-	*	-	*	20%	-	40%	70%	42%	-
	2023	51%	59%	41%	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
At Masters Grade Level	2024	19%	21%	15%	*	*	15%	-	*	-	*	0%	-	10%	20%	25%	-
	2023	21%	28%	18%	*	*	13%	-	*	-	-	*	-	10%	29%	11%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	75%	45%	*	*	54%	-	*	-	*	20%	-	40%	50%	42%	-
	2023	65%	66%	65%	*	*	88%	-	*	-	-	*	-	70%	57%	56%	*
At Meets Grade Level or Above	2024	28%	50%	35%	*	*	38%	-	*	-	*	20%	-	30%	40%	33%	-
	2023	36%	33%	18%	*	*	13%	-	*	-	-	*	-	10%	29%	11%	*
At Masters Grade Level	2024	11%	31%	15%	*	*	23%	-	*	-	*	20%	-	20%	10%	17%	-
	2023	16%	24%	12%	*	*	13%	-	*	-	-	*	-	0%	29%	0%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	94%	95%	-	100%	100%	-	80%	-	*	*	*	100%	88%	89%	*
	2023	77%	93%	91%	*	*	91%	-	*	-	*	60%	-	91%	91%	93%	*
At Meets Grade Level or Above	2024	57%	85%	89%	-	100%	88%	-	80%	-	*	*	*	91%	88%	78%	*
	2023	52%	76%	82%	*	*	82%	-	*	-	*	40%	-	82%	82%	80%	*
At Masters Grade Level	2024	26%	44%	37%	-	40%	38%	-	20%	-	*	*	*	18%	63%	11%	*
	2023	22%	44%	55%	*	*	45%	-	*	-	*	20%	-	45%	64%	60%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	80%	79%	-	60%	88%	-	80%	-	*	*	*	82%	75%	67%	*
	2023	75%	93%	91%	*	*	82%	-	*	-	*	60%	-	91%	91%	93%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	52%	53%	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
	2023	40%	61%	59%	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
At Masters Grade Level	2024	14%	21%	21%	-	20%	13%	-	40%	-	*	*	*	27%	13%	22%	*
	2023	16%	27%	36%	*	*	27%	-	*	-	*	0%	-	36%	36%	40%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	89%	83%	*	100%	67%	-	*	-	*	*	-	89%	78%	83%	*
	2023	78%	96%	95%	*	*	90%	-	*	-	*	*	-	100%	83%	86%	*
At Meets Grade Level or Above	2024	54%	80%	78%	*	100%	67%	-	*	-	*	*	-	78%	78%	75%	*
	2023	55%	75%	75%	*	*	70%	-	*	-	*	*	-	86%	50%	86%	*
At Masters Grade Level	2024	29%	47%	39%	*	80%	17%	-	*	-	*	*	-	22%	56%	42%	*
	2023	27%	57%	65%	*	*	60%	-	*	-	*	*	-	71%	50%	71%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	89%	83%	*	100%	67%	-	*	-	*	*	-	89%	78%	83%	*
	2023	63%	85%	75%	*	*	70%	-	*	-	*	*	-	79%	67%	43%	*
At Meets Grade Level or Above	2024	34%	59%	61%	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
	2023	37%	65%	55%	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
At Masters Grade Level	2024	11%	31%	33%	*	40%	33%	-	*	-	*	*	-	33%	33%	42%	*
	2023	11%	28%	25%	*	*	30%	-	*	-	*	*	-	21%	33%	29%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	96%	96%	*	*	92%	-	*	-	*	80%	-	100%	89%	90%	*
	2023	83%	100%	100%	*	*	100%	-	*	-	*	*	-	100%	100%	*	-
At Meets Grade Level or Above	2024	56%	82%	78%	*	*	67%	-	*	-	*	40%	-	86%	67%	80%	*
	2023	58%	82%	93%	*	*	100%	-	*	-	*	*	-	100%	83%	*	-
At Masters Grade Level	2024	29%	60%	57%	*	*	50%	-	*	-	*	0%	-	64%	44%	40%	*
	2023	28%	59%	67%	*	*	67%	-	*	-	*	*	-	67%	67%	*	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	88%	70%	*	*	67%	-	*	-	*	20%	-	79%	56%	60%	*
	2023	74%	94%	93%	*	*	100%	-	*	-	*	*	-	100%	83%	*	-
At Meets Grade Level or Above	2024	44%	68%	61%	*	*	50%	-	*	-	*	0%	-	71%	44%	50%	*
	2023	47%	74%	73%	*	*	78%	-	*	-	*	*	-	67%	83%	*	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	17%	32%	26%	*	*	17%	-	*	-	*	0%	-	36%	11%	30%	*
	2023	17%	19%	13%	*	*	0%	-	*	-	*	*	-	11%	17%	*	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	79%	74%	*	*	75%	-	*	-	*	0%	-	86%	56%	60%	*
	2023	62%	81%	87%	*	*	89%	-	*	-	*	*	-	78%	100%	*	-
At Meets Grade Level or Above	2024	33%	51%	43%	*	*	33%	-	*	-	*	0%	-	57%	22%	30%	*
	2023	33%	46%	40%	*	*	33%	-	*	-	*	*	-	33%	50%	*	-
At Masters Grade Level	2024	17%	29%	30%	*	*	25%	-	*	-	*	0%	-	43%	11%	30%	*
	2023	16%	21%	13%	*	*	11%	-	*	-	*	*	-	11%	17%	*	-
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	97%	93%	*	*	91%	-	*	-	-	*	-	100%	86%	100%	-
	2023	72%	96%	100%	*	*	*	-	*	-	-	*	-	100%	*	*	*
At Meets Grade Level or Above	2024	52%	97%	93%	*	*	91%	-	*	-	-	*	-	100%	86%	100%	-
	2023	52%	89%	90%	*	*	*	-	*	-	-	*	-	86%	*	*	*
At Masters Grade Level	2024	16%	52%	53%	*	*	45%	-	*	-	-	*	-	50%	57%	67%	-
	2023	13%	33%	30%	*	*	*	-	*	-	-	*	-	43%	*	*	*
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	98%	100%	*	*	*	-	*	-	-	*	*	100%	*	*	*
	2023	74%	95%	100%	*	*	100%	-	-	-	-	*	-	100%	*	*	-
At Meets Grade Level or Above	2024	58%	93%	100%	*	*	*	-	*	-	-	*	*	100%	*	*	*
	2023	54%	84%	100%	*	*	100%	-	-	-	-	*	-	100%	*	*	-
At Masters Grade Level	2024	9%	17%	20%	*	*	*	-	*	-	-	*	*	29%	*	*	*
	2023	9%	35%	17%	*	*	22%	-	-	-	-	*	-	20%	*	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	85%	81%	*	*	71%	-	*	-	*	57%	-	100%	62%	85%	*
	2023	79%	94%	94%	*	*	100%	-	*	-	*	*	-	100%	86%	*	-
At Meets Grade Level or Above	2024	43%	55%	41%	*	*	29%	-	*	-	*	0%	-	57%	23%	38%	*
	2023	43%	68%	75%	*	*	80%	-	*	-	*	*	-	78%	71%	*	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	24%	35%	37%	*	*	29%	-	*	-	*	0%	-	57%	15%	31%	*
	2023	23%	39%	31%	*	*	10%	-	*	-	*	*	-	22%	43%	*	-
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	100%	100%	*	*	100%	-	*	-	-	*	-	100%	100%	100%	-
	2023	88%	100%	100%	*	*	*	-	*	-	-	*	-	100%	*	*	*
At Meets Grade Level or Above	2024	56%	86%	73%	*	*	73%	-	*	-	-	*	-	75%	71%	78%	-
	2023	56%	95%	100%	*	*	*	-	*	-	-	*	-	100%	*	*	*
At Masters Grade Level	2024	19%	41%	33%	*	*	27%	-	*	-	-	*	-	13%	57%	44%	-
	2023	21%	53%	50%	*	*	*	-	*	-	-	*	-	71%	*	*	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	100%	100%	*	*	*	-	*	-	-	*	*	100%	*	*	*
	2023	94%	98%	100%	*	*	100%	-	-	-	*	*	-	100%	*	*	-
At Meets Grade Level or Above	2024	69%	89%	100%	*	*	*	-	*	-	-	*	*	100%	*	*	*
	2023	70%	88%	93%	*	*	90%	-	-	-	*	*	-	90%	*	*	-
At Masters Grade Level	2024	37%	49%	40%	*	*	*	-	*	-	-	*	*	57%	*	*	*
	2023	38%	64%	57%	*	*	60%	-	-	-	*	*	-	60%	*	*	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	87%	78%	*	*	60%	-	*	-	-	-	*	88%	*	*	-
	2023	90%	95%	86%	-	-	85%	-	-	-	*	-	-	86%	-	*	-
At Meets Grade Level or Above	2024	59%	69%	33%	*	*	40%	-	*	-	-	-	*	38%	*	*	-
	2023	61%	65%	64%	-	-	69%	-	-	-	*	-	-	64%	-	*	-
At Masters Grade Level	2024	12%	5%	0%	*	*	0%	-	*	-	-	-	*	0%	*	*	-
	2023	12%	7%	7%	-	-	8%	-	-	-	*	-	-	7%	-	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	86%	82%	71%	82%	80%	-	95%	-	84%	52%	56%	85%	77%	79%	89%
	2023	76%	89%	87%	76%	87%	88%	-	94%	-	85%	73%	-	90%	84%	84%	93%
At Meets Grade Level or Above	2024	48%	64%	60%	53%	57%	55%	-	93%	-	60%	25%	33%	63%	55%	58%	82%
	2023	49%	67%	64%	64%	65%	63%	-	75%	-	45%	39%	-	67%	58%	61%	73%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	20%	30%	30%	32%	28%	27%	-	48%	-	20%	10%	11%	32%	27%	29%	36%
	2023	20%	32%	32%	39%	33%	29%	-	44%	-	25%	18%	-	33%	31%	30%	40%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	91%	91%	83%	94%	90%	-	94%	-	100%	70%	*	94%	89%	92%	92%
	2023	77%	93%	94%	71%	100%	95%	-	100%	-	100%	82%	-	96%	91%	92%	100%
At Meets Grade Level or Above	2024	54%	73%	72%	67%	75%	65%	-	94%	-	89%	37%	*	74%	70%	72%	83%
	2023	53%	73%	75%	64%	83%	77%	-	80%	-	43%	41%	-	82%	65%	74%	77%
At Masters Grade Level	2024	22%	35%	38%	42%	38%	36%	-	44%	-	33%	11%	*	36%	40%	32%	33%
	2023	20%	38%	44%	43%	39%	44%	-	60%	-	29%	18%	-	48%	38%	43%	54%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	80%	77%	75%	73%	73%	-	93%	-	89%	48%	*	80%	72%	75%	80%
	2023	75%	86%	80%	75%	78%	79%	-	100%	-	75%	58%	-	83%	76%	78%	100%
At Meets Grade Level or Above	2024	43%	53%	47%	42%	37%	45%	-	86%	-	44%	20%	*	49%	45%	48%	70%
	2023	45%	60%	53%	50%	50%	50%	-	85%	-	38%	21%	-	57%	47%	48%	82%
At Masters Grade Level	2024	17%	22%	22%	33%	20%	19%	-	43%	-	11%	8%	*	25%	19%	27%	40%
	2023	19%	25%	22%	42%	22%	16%	-	46%	-	13%	5%	-	18%	27%	22%	36%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	86%	69%	50%	57%	72%	-	100%	-	*	38%	-	72%	65%	65%	*
	2023	77%	88%	83%	*	75%	95%	-	71%	-	*	80%	-	88%	75%	76%	67%
At Meets Grade Level or Above	2024	43%	66%	55%	50%	43%	53%	-	100%	-	*	15%	-	59%	50%	52%	*
	2023	47%	66%	57%	*	50%	57%	-	57%	-	*	60%	-	54%	63%	47%	50%
At Masters Grade Level	2024	16%	34%	24%	17%	14%	22%	-	60%	-	*	15%	-	25%	23%	29%	*
	2023	18%	29%	21%	*	38%	14%	-	14%	-	*	40%	-	23%	19%	12%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	88%	82%	*	100%	81%	-	100%	-	*	17%	*	90%	67%	71%	*
	2023	78%	89%	93%	*	*	95%	-	*	-	*	*	-	89%	100%	83%	-
At Meets Grade Level or Above	2024	51%	67%	61%	*	80%	50%	-	100%	-	*	17%	*	71%	42%	50%	*
	2023	52%	66%	66%	*	*	63%	-	*	-	*	*	-	63%	70%	83%	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	27%	38%	33%	*	40%	31%	-	60%	-	*	0%	*	48%	8%	29%	*
	2023	27%	42%	34%	*	*	37%	-	*	-	*	*	-	37%	30%	17%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	41%	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
	2023	37%	45%	42%	*	80%	36%	-	*	-	-	*	-	56%	30%	33%	*
Reading and Mathematics Including EOC	2024	35%	37%	41%	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
	2023	37%	45%	42%	*	80%	36%	-	*	-	-	*	-	56%	30%	33%	*
Reading Including EOC	2024	48%	52%	53%	-	50%	38%	-	*	-	*	*	*	54%	*	60%	-
	2023	50%	59%	58%	*	80%	64%	-	*	-	-	*	-	78%	40%	50%	*
Math Including EOC	2024	42%	43%	41%	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
	2023	45%	54%	53%	*	80%	36%	-	*	-	-	*	-	67%	40%	50%	*
4th Graders																	
Reading and Mathematics	2024	38%	40%	37%	*	33%	30%	-	*	-	-	20%	-	50%	31%	30%	*
	2023	38%	48%	26%	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
Reading and Mathematics Including EOC	2024	38%	40%	37%	*	33%	30%	-	*	-	-	20%	-	50%	31%	30%	*
	2023	38%	48%	26%	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
Reading Including EOC	2024	51%	56%	53%	*	67%	40%	-	*	-	-	20%	-	67%	46%	50%	*
	2023	48%	55%	42%	*	*	54%	-	*	-	*	*	-	44%	40%	63%	-
Math Including EOC	2024	46%	46%	42%	*	33%	40%	-	*	-	-	40%	-	50%	38%	30%	*
	2023	48%	50%	26%	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
5th Graders																	
Reading and Mathematics	2024	42%	50%	35%	*	*	38%	-	*	-	*	0%	-	20%	50%	33%	-
	2023	43%	53%	41%	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
Reading and Mathematics Including EOC	2024	42%	50%	35%	*	*	38%	-	*	-	*	0%	-	20%	50%	33%	-
	2023	43%	53%	41%	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
Reading Including EOC	2024	55%	64%	50%	*	*	54%	-	*	-	*	40%	-	30%	70%	50%	-
	2023	57%	76%	82%	*	*	88%	-	*	-	-	*	-	80%	86%	78%	*
Math Including EOC	2024	51%	58%	55%	*	*	62%	-	*	-	*	20%	-	40%	70%	42%	-
	2023	51%	59%	41%	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
6th Graders																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2024	36%	52%	53%	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
	2023	35%	55%	59%	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
Reading and Mathematics Including EOC	2024	36%	52%	53%	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
	2023	35%	55%	59%	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
Reading Including EOC	2024	57%	85%	89%	-	100%	88%	-	80%	-	*	*	*	91%	88%	78%	*
	2023	52%	76%	82%	*	*	82%	-	*	-	*	40%	-	82%	82%	80%	*
Math Including EOC	2024	40%	52%	53%	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
	2023	40%	61%	59%	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
7th Graders																	
Reading and Mathematics	2024	35%	55%	61%	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
	2023	37%	62%	55%	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
Reading and Mathematics Including EOC	2024	36%	55%	61%	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
	2023	38%	62%	55%	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
Reading Including EOC	2024	54%	80%	78%	*	100%	67%	-	*	-	*	*	-	78%	78%	75%	*
	2023	55%	75%	75%	*	*	70%	-	*	-	*	*	-	86%	50%	86%	*
Math Including EOC	2024	40%	59%	61%	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
	2023	43%	65%	55%	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
8th Graders																	
Reading and Mathematics Including EOC	2024	41%	57%	43%	*	*	33%	-	*	-	*	0%	-	57%	22%	40%	*
	2023	44%	68%	80%	*	*	89%	-	*	-	*	*	-	78%	83%	*	-
Reading Including EOC	2024	57%	82%	78%	*	*	67%	-	*	-	*	40%	-	86%	67%	80%	*
	2023	58%	82%	93%	*	*	100%	-	*	-	*	*	-	100%	83%	*	-
Math Including EOC	2024	49%	60%	43%	*	*	33%	-	*	-	*	0%	-	57%	22%	40%	*
	2023	51%	72%	80%	*	*	89%	-	*	-	*	*	-	78%	83%	*	-
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	45%	45%	57%	36%	42%	-	80%	-	33%	17%	*	45%	45%	48%	75%
	2023	37%	52%	45%	40%	53%	40%	-	67%	-	40%	12%	-	49%	41%	43%	64%
Reading and Mathematics Including EOC	2024	38%	47%	45%	50%	33%	40%	-	85%	-	44%	13%	*	48%	42%	47%	70%
	2023	39%	55%	50%	50%	50%	47%	-	69%	-	43%	17%	-	53%	46%	45%	64%
Reading Including EOC	2024	54%	67%	67%	60%	70%	58%	-	92%	-	89%	30%	*	68%	66%	66%	80%
	2023	53%	70%	71%	58%	78%	74%	-	77%	-	43%	28%	-	79%	62%	73%	73%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2024	45%	52%	49%	50%	37%	47%	-	85%	-	44%	22%	*	51%	47%	48%	70%
	2023	47%	60%	52%	50%	50%	47%	-	85%	-	43%	22%	-	55%	48%	49%	82%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	63%	81%	*	92%	67%	-	*	-	-	60%	-	75%	83%	83%	*
	2023	55%	47%	66%	*	*	68%	-	-	-	*	*	-	61%	71%	67%	-
Grade 4 Mathematics	2024	60%	53%	53%	*	58%	44%	-	*	-	-	40%	-	42%	58%	56%	*
	2023	63%	58%	53%	*	*	55%	-	-	-	*	*	-	50%	57%	67%	-
Grade 5 ELA/Reading	2024	70%	79%	78%	*	*	73%	-	*	-	*	60%	-	75%	80%	79%	-
	2023	65%	69%	80%	-	*	100%	-	*	-	-	*	-	80%	80%	71%	*
Grade 5 Mathematics	2024	65%	61%	63%	*	*	73%	-	*	-	*	40%	-	60%	65%	58%	-
	2023	71%	69%	53%	-	*	56%	-	*	-	-	*	-	55%	50%	57%	*
Grade 6 ELA/Reading	2024	61%	84%	76%	-	100%	69%	-	60%	-	*	*	*	68%	88%	72%	*
	2023	51%	67%	74%	*	*	70%	-	*	-	*	70%	-	64%	85%	77%	*
Grade 6 Mathematics	2024	48%	59%	63%	-	60%	63%	-	80%	-	*	*	*	73%	50%	72%	*
	2023	54%	62%	69%	*	*	65%	-	*	-	*	50%	-	55%	85%	63%	*
Grade 7 ELA/Reading	2024	66%	77%	65%	*	100%	40%	-	*	-	*	*	-	61%	69%	75%	*
	2023	71%	89%	93%	*	*	85%	-	*	-	*	*	-	100%	75%	100%	*
Grade 7 Mathematics	2024	49%	70%	65%	*	60%	80%	-	*	-	*	*	-	67%	63%	75%	*
	2023	56%	65%	68%	*	*	60%	-	*	-	*	*	-	71%	58%	71%	*
Grade 8 ELA/Reading	2024	69%	84%	75%	*	*	65%	-	*	-	*	60%	-	75%	75%	61%	*
	2023	63%	80%	87%	*	*	100%	-	*	-	*	*	-	89%	83%	*	-
End of Course English I	2024	64%	88%	87%	*	*	82%	-	*	-	-	*	-	100%	71%	89%	-
	2023	57%	69%	65%	*	*	*	-	*	-	-	*	-	64%	*	*	*
End of Course English II	2024	69%	76%	90%	*	*	*	-	*	-	-	*	*	86%	*	*	*
	2023	74%	71%	82%	*	*	75%	-	-	-	-	*	-	80%	*	*	-
End of Course Algebra I	2024	72%	69%	72%	*	*	63%	-	*	-	*	64%	-	86%	50%	77%	*
	2023	76%	82%	97%	*	*	100%	-	*	-	*	*	-	100%	92%	*	-
All Grades Both Subjects	2024	64%	71%	71%	73%	77%	68%	-	74%	-	71%	53%	20%	73%	69%	73%	77%
	2023	64%	69%	74%	86%	58%	75%	-	95%	-	54%	57%	-	73%	75%	73%	94%
All Grades ELA/Reading	2024	67%	78%	78%	83%	90%	71%	-	73%	-	92%	58%	*	76%	80%	77%	83%
	2023	63%	70%	79%	88%	61%	81%	-	100%	-	57%	66%	-	79%	79%	78%	100%
All Grades Mathematics	2024	60%	62%	63%	60%	61%	64%	-	75%	-	50%	48%	*	69%	57%	68%	70%
	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	2024	38%	42%	*	*	*	*	-	-	-	-	*	-	-	*	*	*
	2023	33%	40%	*	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 4 Mathematics	2024	26%	29%	*	-	*	*	-	-	-	-	*	-	*	*	*	*
	2023	27%	31%	*	*	*	*	-	-	-	*	*	-	*	*	*	-
Grade 5 ELA/Reading	2024	35%	75%	*	*	-	*	-	-	-	-	*	-	*	-	*	-
	2023	37%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-

Texas Education Agency
2023-24 STAAR 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 Mathematics	2024	41%	41%	60%	*	-	*	-	-	-	-	*	-	*	*	*	-
	2023	48%	33%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Grade 6 ELA/Reading	2024	24%	*	*	-	-	-	-	*	-	-	-	*	-	*	*	*
	2023	26%	40%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
Grade 6 Mathematics	2024	27%	27%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
	2023	35%	71%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
Grade 7 ELA/Reading	2024	23%	*	*	*	-	*	-	-	-	-	*	-	*	*	*	-
	2023	39%	75%	*	*	-	*	-	*	-	-	*	-	*	*	*	*
Grade 7 Mathematics	2024	14%	57%	*	-	-	*	-	-	-	-	*	-	*	*	*	-
	2023	22%	50%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
Grade 8 ELA/Reading	2024	34%	*	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2023	39%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I	2024	20%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2023	26%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2024	55%	55%	67%	*	*	*	-	-	-	-	*	-	*	*	80%	-
	2023	58%	88%	*	-	*	*	-	-	-	*	-	-	*	*	*	-
All Grades Both Subjects	2024	32%	42%	32%	40%	33%	32%	-	*	-	-	26%	*	47%	19%	37%	*
	2023	38%	55%	50%	50%	*	38%	-	*	-	*	43%	-	47%	55%	47%	*
All Grades ELA/Reading	2024	30%	46%	20%	*	*	0%	-	*	-	-	14%	*	*	14%	33%	*
	2023	35%	59%	64%	*	*	40%	-	*	-	*	57%	-	71%	*	67%	*
All Grades Mathematics	2024	35%	40%	38%	*	20%	43%	-	-	-	-	33%	-	50%	22%	38%	*
	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.

Texas Education Agency
2023-24 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	86%	82%	-	-	-	-	-	-	75%	-	75%	67%	*	81%	79%	100%
	2023	76%	89%	87%	-	-	-	-	-	-	83%	-	67%	100%	*	87%	86%	100%
At Meets Grade Level or Above	2024	48%	64%	60%	-	-	-	-	-	-	67%	-	67%	67%	*	58%	71%	93%
	2023	49%	67%	64%	-	-	-	-	-	-	42%	-	50%	33%	*	63%	50%	94%
At Masters Grade Level	2024	20%	30%	30%	-	-	-	-	-	-	17%	-	17%	17%	*	29%	21%	47%
	2023	20%	32%	32%	-	-	-	-	-	-	8%	-	0%	17%	*	31%	21%	56%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	91%	91%	-	-	-	-	-	-	83%	-	83%	*	*	91%	86%	100%
	2023	77%	93%	94%	-	-	-	-	-	-	100%	-	*	*	*	93%	100%	100%
At Meets Grade Level or Above	2024	54%	73%	72%	-	-	-	-	-	-	67%	-	67%	*	*	71%	71%	100%
	2023	53%	73%	75%	-	-	-	-	-	-	40%	-	*	*	*	75%	50%	100%
At Masters Grade Level	2024	22%	35%	38%	-	-	-	-	-	-	0%	-	0%	*	*	38%	14%	60%
	2023	20%	38%	44%	-	-	-	-	-	-	0%	-	*	*	*	43%	17%	86%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	80%	77%	-	-	-	-	-	-	67%	-	67%	*	*	76%	71%	*
	2023	75%	86%	80%	-	-	-	-	-	-	100%	-	*	*	*	78%	100%	100%
At Meets Grade Level or Above	2024	43%	53%	47%	-	-	-	-	-	-	67%	-	67%	*	*	45%	71%	*
	2023	45%	60%	53%	-	-	-	-	-	-	60%	-	*	*	*	50%	67%	100%
At Masters Grade Level	2024	17%	22%	22%	-	-	-	-	-	-	33%	-	33%	*	*	21%	29%	*
	2023	19%	25%	22%	-	-	-	-	-	-	20%	-	*	*	*	21%	33%	40%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	86%	69%	-	-	-	-	-	-	-	-	-	-	-	68%	-	*
	2023	77%	88%	83%	-	-	-	-	-	-	*	-	*	-	-	86%	*	*
At Meets Grade Level or Above	2024	43%	66%	55%	-	-	-	-	-	-	-	-	-	-	-	54%	-	*
	2023	47%	66%	57%	-	-	-	-	-	-	*	-	*	-	-	58%	*	*
At Masters Grade Level	2024	16%	34%	24%	-	-	-	-	-	-	-	-	-	-	-	23%	-	*
	2023	18%	29%	21%	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	88%	82%	-	-	-	-	-	-	-	-	-	-	-	79%	-	*
	2023	78%	89%	93%	-	-	-	-	-	-	-	-	-	-	-	93%	-	-
At Meets Grade Level or Above	2024	51%	67%	61%	-	-	-	-	-	-	-	-	-	-	-	55%	-	*
	2023	52%	66%	66%	-	-	-	-	-	-	-	-	-	-	-	66%	-	-

Texas Education Agency
2023-24 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	2024	27%	38%	33%	-	-	-	-	-	-	-	-	-	-	-	-	34%	-	*
	2023	27%	42%	34%	-	-	-	-	-	-	-	-	-	-	-	-	34%	-	-
School Progress - Annual Growth																			
All Grades Both Subjects	2024	64%	71%	71%	-	-	-	-	-	-	83%	-	83%	67%	*	71%	79%	75%	
	2023	64%	69%	74%	-	-	-	-	-	-	*	-	*	*	*	72%	83%	100%	
All Grades ELA/Reading	2024	67%	78%	78%	-	-	-	-	-	-	83%	-	83%	*	*	77%	86%	80%	
	2023	63%	70%	79%	-	-	-	-	-	-	*	-	*	*	*	77%	*	100%	
All Grades Mathematics	2024	60%	62%	63%	-	-	-	-	-	-	83%	-	83%	*	*	63%	71%	*	
	2023	66%	68%	68%	-	-	-	-	-	-	*	-	*	*	*	66%	*	100%	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2024	32%	42%	32%	-	-	-	-	-	-	*	-	*	*	-	32%	*	-	
	2023	38%	55%	50%	-	-	-	-	-	-	*	-	-	*	-	48%	*	-	
All Grades ELA/Reading	2024	30%	46%	20%	-	-	-	-	-	-	*	-	*	*	-	13%	*	-	
	2023	35%	59%	64%	-	-	-	-	-	-	*	-	-	*	-	60%	*	-	
All Grades Mathematics	2024	35%	40%	38%	-	-	-	-	-	-	*	-	*	-	-	40%	*	-	
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	96%	95%	100%	95%	94%	-	100%	-	81%	93%	100%	99%	89%	95%	93%
Not Included in Accountability: Mobile	4%	3%	5%	0%	3%	6%	-	0%	-	19%	7%	0%	1%	10%	4%	0%
Not Included in Accountability: Other Exclusions	2%	0%	1%	0%	3%	0%	-	0%	-	0%	0%	0%	0%	1%	1%	7%
Not Tested	1%	0%	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%	0%
Other	0%	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	91%	96%	94%	100%	94%	95%	-	100%	-	75%	93%	*	99%	89%	95%	92%
Not Included in Accountability: Mobile	4%	4%	5%	0%	3%	5%	-	0%	-	25%	7%	*	1%	10%	4%	0%
Not Included in Accountability: Other Exclusions	4%	0%	1%	0%	3%	0%	-	0%	-	0%	0%	*	0%	1%	1%	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%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	94%	100%	94%	94%	-	100%	-	82%	93%	*	99%	89%	96%	91%
Not Included in Accountability: Mobile	5%	4%	5%	0%	3%	6%	-	0%	-	18%	7%	*	1%	9%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	3%	0%	-	0%	-	0%	0%	*	0%	2%	1%	9%
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%	100%	*
Included in Accountability	93%	97%	94%	100%	100%	92%	-	100%	-	80%	93%	-	100%	87%	94%	*
Not Included in Accountability: Mobile	4%	3%	6%	0%	0%	8%	-	0%	-	20%	7%	-	0%	13%	6%	*
Not Included in Accountability: Other Exclusions	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%	*

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	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%
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%	-	*	-

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.6%	95.7%	97.3%	95.7%	95.3%	-	97.1%	-	95.7%	95.5%	95.8%	97.9%
2021-22	92.2%	95.0%	94.2%	96.2%	94.3%	93.6%	*	97.5%	-	93.6%	93.5%	94.1%	*
Chronic Absenteeism													
2022-23	20.3%	7.5%	6.3%	0.0%	7.1%	7.5%	-	5.9%	-	0.0%	2.4%	7.6%	0.0%
2021-22	25.7%	11.3%	17.8%	9.5%	15.2%	20.0%	*	6.7%	-	23.1%	24.1%	22.4%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2021-22	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	100.0%	-	-	100.0%	-	-	-	*	-	*	-
Received TxCHSE	0.3%	0.0%	0.0%	-	-	0.0%	-	-	-	*	-	*	-
Continued HS	3.1%	0.0%	0.0%	-	-	0.0%	-	-	-	*	-	*	-
Dropped Out	6.3%	0.0%	0.0%	-	-	0.0%	-	-	-	*	-	*	-
Graduates and TxCHSE	90.6%	100.0%	100.0%	-	-	100.0%	-	-	-	*	-	*	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	-	-	100.0%	-	-	-	*	-	*	-
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%	-	-	-	-	-	*	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	100.0%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
Received TxCHSE	0.4%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Continued HS	1.0%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Dropped Out	6.8%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Graduates and TxCHSE	92.2%	100.0%	100.0%	*	*	100.0%	-	-	-	-	-	*	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	97.8%	93.3%	-	-	92.9%	-	-	-	*	-	*	-
Class of 2022	84.3%	100.0%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.8%	93.3%	-	-	92.9%	-	-	-	*	-	*	-
Class of 2022	88.0%	100.0%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
2021-22	3.9%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	95.7%	87.5%	-	*	92.9%	-	-	-	*	-	*	-
2021-22	82.3%	97.9%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	2.1%	5.9%	-	0.0%	6.7%	-	-	-	-	-	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	95.8%	88.2%	-	*	93.3%	-	-	-	*	-	*	-
2021-22	86.0%	97.9%	100.0%	*	*	100.0%	-	-	-	-	-	*	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	17	100.0%	48	377,367
By Ethnicity:				
African American	0	0.0%	2	46,822
Hispanic	1	5.9%	7	197,333
White	15	88.2%	32	103,009
American Indian	0	0.0%	0	1,181
Asian	0	0.0%	4	19,151
Pacific Islander	0	0.0%	1	574
Two or More Races	1	5.9%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	2	11.8%	2	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,475
Foundation H.S. Program (DLA)	14	82.4%	45	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	1	5.9%	1	222
Special Education Graduates	0	0.0%	3	34,589
Economically Disadvantaged Graduates	4	23.5%	8	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	1	50,229
At-Risk Graduates	4	23.5%	12	168,430
CTE Completers	13	76.5%	36	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	95.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
2021-22	70.0%	100.0%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	57.8%	95.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	95.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
2021-22	57.1%	95.8%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	97.9%	100.0%	-	*	100.0%	-	-	-	*	-	*	-
2021-22	48.2%	97.9%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	93.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
2021-22	42.2%	93.8%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
2021-22	20.5%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
2021-22	2.4%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	79.2%	88.2%	-	*	86.7%	-	-	-	*	-	*	-
2021-22	24.0%	87.5%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
2021-22	4.4%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.3%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
2021-22	5.0%	2.1%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	10.4%	5.9%	-	*	6.7%	-	-	-	*	-	*	-
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	4.2%	5.9%	-	*	6.7%	-	-	-	*	-	*	-
2021-22	28.0%	2.1%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
2021-22	0.7%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
2021-22	2.5%	2.1%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	93.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
	2021-22	22.8%	85.4%	77.8%	*	*	80.0%	-	-	-	-	-	*	-
Mathematics	2022-23	19.9%	83.3%	88.2%	-	*	93.3%	-	-	-	*	-	*	-
	2021-22	18.7%	81.3%	88.9%	*	*	80.0%	-	-	-	-	-	*	-
Both Subjects	2022-23	12.5%	83.3%	88.2%	-	*	93.3%	-	-	-	*	-	*	-
	2021-22	12.6%	72.9%	66.7%	*	*	60.0%	-	-	-	-	-	*	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	2.1%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
	2021-22	11.7%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Mathematics	2022-23	20.2%	25.0%	23.5%	-	*	20.0%	-	-	-	*	-	*	-
	2021-22	14.0%	16.7%	11.1%	*	*	20.0%	-	-	-	-	-	*	-
Both Subjects	2022-23	12.5%	2.1%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
	2021-22	7.5%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	0.0%	-
	2022	23.0%	0.0%	0.0%	*	*	0.0%	-	-	-	*	-	0.0%	-
English Language Arts	2023	13.8%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	0.0%	-
	2022	13.2%	0.0%	0.0%	*	*	0.0%	-	-	-	*	-	0.0%	-
Mathematics	2023	7.0%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	0.0%	-
	2022	6.9%	0.0%	0.0%	*	*	0.0%	-	-	-	*	-	0.0%	-
Science	2023	10.3%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	0.0%	-
	2022	9.6%	0.0%	0.0%	*	*	0.0%	-	-	-	*	-	0.0%	-
Social Studies	2023	13.1%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	0.0%	-
	2022	12.5%	0.0%	0.0%	*	*	0.0%	-	-	-	*	-	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	100.0%	100.0%	?	*	93.3%	-	-	-	*	-	*	-
	2021-22	71.5%	100.0%	100.0%	*	*	100.0%	-	-	-	-	-	*	-
At/Above Criterion for All Examinees	2022-23	28.9%	56.9%	58.8%	*	*	64.3%	-	-	-	*	-	40.0%	-
	2021-22	32.1%	64.0%	55.6%	*	*	80.0%	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1106	1113	*	*	1137	-	-	-	*	-	1000	-
	2021-22	1001	1124	1112	1010	1200	1118	-	-	-	-	-	940	-
English Language Arts and Writing	2022-23	497	567	563	*	*	578	-	-	-	*	-	516	-
	2021-22	506	570	576	520	630	576	-	-	-	-	-	480	-
Mathematics	2022-23	482	539	550	*	*	559	-	-	-	*	-	484	-
	2021-22	496	554	537	490	570	542	-	-	-	-	-	460	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	22.3	*	-	-	*	-	-	-	-	-	*	-
	2021-22	19.5	23.8	23.5	-	-	23.5	-	-	-	-	-	-	-
English Language Arts	2022-23	18.8	22.8	*	-	-	*	-	-	-	-	-	*	-
	2021-22	19.2	24.5	26.5	-	-	26.5	-	-	-	-	-	-	-
Mathematics	2022-23	18.9	21.3	*	-	-	*	-	-	-	-	-	*	-
	2021-22	19.3	21.6	19.0	-	-	19.0	-	-	-	-	-	-	-
Science	2022-23	19.5	21.7	*	-	-	*	-	-	-	-	-	*	-
	2021-22	19.8	23.6	21.5	-	-	21.5	-	-	-	-	-	-	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	79.0%	58.8%	*	33.3%	70.6%	-	*	-	*	20.0%	41.7%	-
	2021-22	44.2%	80.7%	72.5%	80.0%	50.0%	79.4%	-	*	-	*	*	54.5%	-
English Language Arts	2022-23	17.4%	34.3%	46.0%	*	37.5%	52.9%	-	*	-	*	20.0%	41.7%	-
	2021-22	16.6%	32.4%	41.2%	60.0%	25.0%	47.1%	-	*	-	*	*	27.3%	-
Mathematics	2022-23	19.5%	33.6%	44.0%	*	37.5%	50.0%	-	*	-	*	20.0%	33.3%	-
	2021-22	19.9%	33.8%	42.9%	60.0%	37.5%	43.8%	-	*	-	*	*	30.0%	-
Science	2022-23	21.5%	14.7%	20.0%	*	0.0%	29.4%	-	*	-	*	0.0%	16.7%	-
	2021-22	21.1%	14.6%	12.0%	20.0%	25.0%	9.1%	-	*	-	*	*	0.0%	-
Social Studies	2022-23	24.0%	45.3%	52.0%	*	25.0%	61.8%	-	*	-	*	20.0%	25.0%	-
	2021-22	22.8%	44.0%	51.0%	80.0%	25.0%	55.9%	-	*	-	*	*	36.4%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)

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

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	233	100.0%	1,016	5,517,464	233	100.0%	1,016	5,531,236
Students by Grade								
Kindergarten	20	8.6%	9.5%	6.5%	20	8.6%	9.5%	6.5%
Grade 1	20	8.6%	9.5%	7.0%	20	8.6%	9.5%	7.0%
Grade 2	20	8.6%	8.9%	7.3%	20	8.6%	8.9%	7.3%
Grade 3	18	7.7%	10.1%	7.2%	18	7.7%	10.1%	7.2%
Grade 4	22	9.4%	10.4%	7.2%	22	9.4%	10.4%	7.2%
Grade 5	22	9.4%	8.7%	7.2%	22	9.4%	8.7%	7.2%
Grade 6	20	8.6%	6.9%	7.3%	20	8.6%	6.9%	7.2%
Grade 7	21	9.0%	6.7%	7.3%	21	9.0%	6.7%	7.3%
Grade 8	23	9.9%	7.1%	7.5%	23	9.9%	7.1%	7.5%
Grade 9	15	6.4%	6.0%	8.6%	15	6.4%	6.0%	8.5%
Grade 10	10	4.3%	5.4%	8.0%	10	4.3%	5.4%	7.9%
Grade 11	9	3.9%	5.2%	7.4%	9	3.9%	5.2%	7.4%
Grade 12	13	5.6%	5.5%	6.6%	13	5.6%	5.5%	6.7%
Ethnic Distribution								
African American	25	10.7%	7.0%	12.8%	25	10.7%	7.0%	12.8%
Hispanic	55	23.6%	21.9%	53.2%	55	23.6%	21.9%	53.2%
White	121	51.9%	60.5%	25.0%	121	51.9%	60.5%	25.0%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	19	8.2%	4.1%	5.4%	19	8.2%	4.1%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	13	5.6%	5.9%	3.1%	13	5.6%	5.9%	3.1%
Sex								
Female	125	53.6%	51.0%	48.9%	125	53.6%	51.0%	48.8%
Male	108	46.4%	49.0%	51.1%	108	46.4%	49.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	110	47.2%	29.6%	62.3%	110	47.2%	29.6%	62.2%
Non-Educationally Disadvantaged	123	52.8%	70.4%	37.7%	123	52.8%	70.4%	37.8%
Section 504 Students	14	6.0%	7.5%	7.2%	14	6.0%	7.5%	7.2%
EB Students/EL	13	5.6%	3.9%	24.4%	13	5.6%	3.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	0.0%	1.9%				
Students w/ Dyslexia	17	7.3%	8.0%	6.0%	17	7.3%	8.0%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	1	0.4%	0.8%	1.4%	1	0.4%	0.8%	1.4%
Immigrant	1	0.4%	0.1%	2.9%	1	0.4%	0.1%	2.9%
Migrant	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%

Texas Education Agency
2023-24 Student Information (TAPR)

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

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Title I	233	100.0%	23.6%	65.7%	233	100.0%	23.6%	65.7%
Military Connected	35	15.0%	13.2%	3.9%	35	15.0%	13.2%	3.9%
At-Risk	74	31.8%	29.4%	53.2%	74	31.8%	29.4%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	12	5.2%	3.5%	24.5%	12	5.2%	3.5%	24.4%
Career and Technical Education	48	20.6%	21.3%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	46	97.9%	95.1%	73.3%	-	-	-	-
Gifted and Talented Education	29	12.4%	11.0%	8.5%	29	12.4%	11.0%	8.5%
Special Education	37	15.9%	13.0%	13.9%	37	15.9%	13.0%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	37							
Students with Intellectual Disabilities	15	40.5%	35.6%	45.7%				
Students with Physical Disabilities	8	21.6%	22.0%	18.9%				
Students with Autism	7	18.9%	22.7%	16.2%				
Students with Behavioral Disabilities	7	18.9%	19.7%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.7%				
Mobility (2022-23)								
Total Mobile Students	30	13.2%	11.3%	16.1%				
African American	2	0.9%	1.2%	3.4%				
Hispanic	3	1.3%	1.6%	8.5%				
White	23	10.1%	7.4%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.9%	0.9%	0.5%				
Special Ed Students who are Mobile	8	19.0%	10.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	3.4%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	15	15.3%	11.2%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	42	19.7%	18.3%	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.0%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	0.0%	2.1%	20.0%	7.1%	3.3%
Grade 2	6.3%	1.6%	1.3%	0.0%	0.0%	1.6%
Grade 3	0.0%	0.0%	0.7%	0.0%	7.7%	0.7%
Grade 4	0.0%	0.0%	0.4%	16.7%	5.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	3.9%	7.9%	0.0%	0.0%	11.9%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.0	19.4	18.4
Grade 1	20.0	19.6	18.8
Grade 2	20.0	18.3	19.1
Grade 3	18.0	20.6	19.4
Grade 4	22.0	21.2	19.4
Grade 5	22.0	22.0	20.9
Grade 6	20.0	23.3	19.2
Secondary			
English/Language Arts	14.8	18.0	16.3
Mathematics	12.6	15.0	17.5
Science	15.6	20.7	18.5
Social Studies	14.3	13.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)

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

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	24.2	100.0%	100.0%	100.0%
Professional Staff	19.0	78.7%	80.2%	63.9%
Teachers	17.2	71.1%	56.9%	48.3%
Professional Support	0.8	3.4%	11.7%	11.1%
Campus Administration (School Leadership)	1.0	4.1%	3.6%	3.3%
Educational Aides	5.2	21.3%	14.1%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	0.0	n/a	2.0	13,870.0
Part-time Counselors	1.0	n/a	0.0	1,172.0
Total Minority Staff	4.8	20.0%	16.5%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	4.2%	12.6%
Hispanic	3.0	17.7%	8.4%	30.1%
White	13.2	76.5%	81.9%	53.4%
American Indian	1.0	5.8%	2.8%	0.3%
Asian	0.0	0.0%	1.4%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.3%
Teachers by Sex				
Males	4.0	23.1%	19.4%	24.5%
Females	13.2	76.9%	80.6%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	8.8	51.0%	51.2%	71.7%
Masters	8.4	48.7%	48.7%	24.9%
Doctorate	0.0	0.3%	0.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.8	4.6%	2.7%	8.7%
1-5 Years Experience	4.8	27.8%	42.7%	27.4%
6-10 Years Experience	5.0	29.0%	22.2%	20.2%
11-20 Years Experience	5.9	34.1%	25.1%	27.1%
21-30 Years Experience	0.8	4.5%	7.3%	13.7%
Over 30 Years Experience	0.0	0.0%	0.0%	3.0%
Number of Students per Teacher	13.5	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)

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

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	5.0	6.0
Average Years Experience of Principals with District	1.0	4.0	5.1
Average Years Experience of Assistant Principals	0.0	1.0	5.1
Average Years Experience of Assistant Principals with District	0.0	1.0	4.3
Average Years Experience of Teachers	10.5	9.4	11.1
Average Years Experience of Teachers with District	2.8	2.9	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$44,139	\$40,632	\$54,272
1-5 Years Experience	\$46,018	\$45,835	\$58,185
6-10 Years Experience	\$49,840	\$50,517	\$61,494
11-20 Years Experience	\$55,617	\$55,470	\$65,219
21-30 Years Experience	\$60,669	\$58,949	\$69,723
Over 30 Years Experience	-	-	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$50,971	\$50,117	\$62,474
Professional Support	\$64,566	\$54,578	\$73,783
Campus Administration (School Leadership)	\$55,720	\$71,172	\$86,738
Instructional Staff Percent	n/a	77.2%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	1.8	10.4%	5.5%	5.5%
Compensatory Education	0.0	0.0%	0.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	14.4	83.8%	85.8%	69.8%
Special Education	1.0	5.8%	8.7%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

Texas Education Agency
2023-24 Staff Information (TAPR)

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

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

2023–24 Texas Academic Performance Report (TAPR) Glossary

for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
 - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
 - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
 - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

- Assessments that are not considered in the participation rate include:
 - Absent: Assessments with a score code of "A."
 - Other: Assessments with a score code of "O."
 - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

Attendance, Graduation, and Dropout Rates (2023–24)

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

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

2023–24 Texas Academic Performance Report (TAPR) Glossary

services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2023

number of students in the 2023 cohort*

- (2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023 plus number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

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

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

2023–24 Texas Academic Performance Report (TAPR) Glossary

plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2021 cohort*

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

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort**

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 with reported graduation plans

(excludes graduates with FHSP graduation plans)

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 with reported FHSP graduation plans

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of graduates in SY 2022–23 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

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

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

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

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

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

number of graduates in the 2022–23 school year considered as at risk

2023–24 Texas Academic Performance Report (TAPR) Glossary

total number of graduates in the 2022-23 school year

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

College, Career, or Military* Readiness (CCMR) (2023–24)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

2023–24 Texas Academic Performance Report (TAPR) Glossary

Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

College, Career, or Military Ready Graduates

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

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22	or	Complete and earn credit for mathematics college prep course

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2022-23 annual graduates

Any Subject.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2022-23 annual graduates

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). *(Data source: PEIMS 48011)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

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

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2022-23 annual graduates

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

English Language Arts.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 annual graduates

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

All Subjects.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

2023–24 Texas Academic Performance Report (TAPR) Glossary

Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

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.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

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

English Language Arts.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

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

Mathematics.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

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

Science.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

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

Social Studies.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2022-23 graduates who took either the SAT or the ACT

number of 2022-23 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2022-23 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2022-23 graduates reported

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the
SAT

number of 2022-23 graduates who took the SAT

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

Science.

number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(Data source: PEIMS 43415)

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

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

Student Information (2023–24)

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

Enrollment: Students reported as enrolled as of the last Friday in October.

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

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

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

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

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

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

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

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

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

total number of students

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

(Data source: PEIMS 40100)

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

(Data source: PEIMS 40100)

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

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

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

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

number of students in the 2023–24 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2022–23

**number of students who were in membership at any time during the
2022–23 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

2023–24 Texas Academic Performance Report (TAPR) Glossary

same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

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

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2022-23](#) available from TEA. *(Data source: PEIMS 40110)*

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 school year

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

2023–24 Texas Academic Performance Report (TAPR) Glossary

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix A Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

2023–24 Texas Academic Performance Report (TAPR) Glossary

Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HGH LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

2023–24 Texas Academic Performance Report (TAPR) Glossary

Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110300	IB LANGUAGE AB INITIO STD LEVEL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor
105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
115	Psychiatric Nurse
116	Licensed Clinical Social Worker
117	Licensed Professional Counselor
118	Licensed Marriage & Family Therapist

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

SECTION 2

PEIMS Financial Standard Reports (2022-2023 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/>.

2022 - 2023 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 872

	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	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$8,279,336	99.55%	\$9,495	\$8,427,048	92.76%	\$9,664	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$0	0.00%	\$0	\$501,439	5.52%	\$575	\$14,132,922,804	20.03%	\$2,568
Other Local	\$37,136	0.45%	\$43	\$156,688	1.72%	\$180	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$8,316,472	100.00%	\$9,537	\$9,085,175	100.00%	\$10,419	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$879,081,869	7.47%	\$160
Total Other Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$8,316,472	100.00%	\$9,537	\$9,085,175	100.00%	\$10,419	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$8,316,472	100.00%	\$9,537	\$9,085,175	100.00%	\$10,419	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$8,316,472	100.00%	\$9,537	\$9,085,175	100.00%	\$10,419	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$7,303,485	82.43%	\$8,376	\$7,672,508	79.42%	\$8,799	\$53,061,122,304	77.83%	\$9,642
Professional & Contracted Services (Object 62xx)	\$496,706	5.61%	\$570	\$659,570	6.83%	\$756	\$6,951,471,452	10.20%	\$1,263

2022 - 2023 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 872

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$925,422	10.44%	\$1,061	\$1,139,411	11.79%	\$1,307	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$134,357	1.52%	\$154	\$189,110	1.96%	\$217	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$5,691,185	64.23%	\$6,527	\$6,101,882	63.16%	\$6,998	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$7,205	0.08%	\$8	\$7,205	0.07%	\$8	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$444,521	5.02%	\$510	\$572,026	5.92%	\$656	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$38,809	0.44%	\$45	\$38,809	0.40%	\$45	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$653,608	7.38%	\$750	\$653,608	6.77%	\$750	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$344,792	3.89%	\$395	\$440,156	4.56%	\$505	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$156,515	1.77%	\$179	\$202,256	2.09%	\$232	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$161,316	1.82%	\$185	\$161,316	1.67%	\$185	\$2,059,867,566	3.02%	\$374
Food Services (Function 35)	\$6,033	0.07%	\$7	\$25,025	0.26%	\$29	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$26,890	0.30%	\$31	\$118,662	1.23%	\$136	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$677,638	7.65%	\$777	\$677,638	7.01%	\$777	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$463,308	5.23%	\$531	\$469,716	4.86%	\$539	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$92,051	1.04%	\$106	\$92,051	0.95%	\$106	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$94,389	1.07%	\$108	\$94,389	0.98%	\$108	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$1,710	0.02%	\$2	\$5,860	0.06%	\$7	\$352,764,015	0.52%	\$64
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4
Total Operating Expenditures by Function	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$68,178,348,415	100.00%	\$12,389

2022 - 2023 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 872

	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	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$5,626,214	63.50%	\$6,452	\$5,956,208	61.65%	\$6,831	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$18,516	0.21%	\$21	\$18,516	0.19%	\$21	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$375,619	4.24%	\$431	\$390,319	4.04%	\$448	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$709,531	8.01%	\$814	\$870,906	9.02%	\$999	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$235,896	2.66%	\$271	\$343,420	3.55%	\$394	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$15,495	0.17%	\$18	\$15,495	0.16%	\$18	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$84,877	0.96%	\$97	\$84,877	0.88%	\$97	\$1,312,642,101	1.93%	\$239
Dyslexia or Related Disorder Services (PIC 37)	\$179,108	2.02%	\$205	\$179,108	1.85%	\$205	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$94,096	1.06%	\$108	\$94,096	0.97%	\$108	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$1,520,618	17.16%	\$1,744	\$1,707,654	17.68%	\$1,958	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$92,414,047,078	100.00%	\$16,792

2022 - 2023 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 872

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Disbursements									
Total Disbursements									
Operating Expenditures	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$68,178,348,415	68.96%	\$12,389
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$8,859,970	100.00%	\$10,161	\$9,660,599	100.00%	\$11,079	\$98,870,180,389	100.00%	\$17,966
Net Assets**									
Net Assets									
Unrestricted Net Assets	\$0		\$0	\$1,656,552		\$1,900	\$809,199,683		\$2,004
Temporary Restricted Net Assets	\$0		\$0	\$158,808		\$182	\$1,528,630,724		\$3,786
Total Net Asset Balance**	\$0		\$0	\$2,027,855		\$2,326	\$2,338,075,466		\$5,791
Net Assets Reconciliation									
2021-2022 Total Net Assets (Previous Year)	\$0		\$0	\$2,517,723		\$2,952	\$2,219,917,200		\$5,872
2022-2023 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$-575,435		\$-660	\$146,209,259		\$362
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$-16,003,207		\$-40
2022-2023 Uncommon Items	\$0		\$0	\$85,567		\$98	\$-12,047,786		\$-30
2022-2023 Total Net Assets	\$0		\$0	\$2,027,855		\$2,326	\$2,338,075,466		\$5,791

SECTION 3
Accreditation Status

Each district's Annual Report must include the 2023-2024 accreditation status according to TEC §39.051.

District accreditation statuses for the 2023-24 and 2024-25 school years have not been issued, as the issuance of the A–F ratings under the 2023 and 2024 rules is pending and subject to change. Each district's annual report must instead include the 2022-23 accreditation status.

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 entries

Search:

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

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.



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

2023-2024 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 Continuous Improvement Plan Committee section for a listing of members). Meetings were held on March 22, 2023, April 3, 2023, and May 8, 2023. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for October 23, 2023, March 26, 2024, and June 18, 2024.
- **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 Comprehensive Needs Assessment/District Improvement Plan Meeting Addendum 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: \$378,675.00

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 55% of the SCE allotment (direct program costs): \$208,272.00

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	2023	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Students At-Risk	26%	29%	32%	26%	43%	39%	56%	46%	47%	43%	48%	43%	33%	37%	68%	37%
Students Not At-Risk	69%	66%	81%	72%	80%	81%	91%	84%	72%	82%	84%	76%	75%	81%	87%	78%

	Drop Out Data			Completion Data		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Students At-Risk	0%	0%	0%	100% (14)	100% (13)	100% (10)
Students Not At-Risk	0%	0%	0%	100% (28)	100% (42)	100% (36)

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

HOMELESS CHILDREN AND YOUTH

In order to provide homeless children and youth support in enrollment, attendance and support 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 \$107,001.00 *Strategies Reflected in Palestine CIP*	Title II \$20,526.00	Title III \$2,691.00	Title IV \$10,000.00	IDEA B \$128,687.00
Payroll <ul style="list-style-type: none"> ● \$74,613- Two School Aides and stipend for assistant director Supplies and Materials <ul style="list-style-type: none"> ● \$32,388- School Supplies for Students and after school program 	Payroll <ul style="list-style-type: none"> ● \$20,526-Stipends for providing Professional Development 	Shared Services Agreement <ul style="list-style-type: none"> ● \$2,691.00 to Region VII 	<ul style="list-style-type: none"> ● Payroll for Instructional Technology Coach 	Payroll <ul style="list-style-type: none"> ● \$122,954- Diagnostician Position, ARD Coordinator, and two Speech

				positions
--	--	--	--	-----------

ARP Homeless II \$5,262	Special Education Allotment \$431,850	Dyslexia Allotment \$44,967	State Compensatory Allotment \$208,271	Bilingual Educational Allotment \$9,926
Supplies and Materials <ul style="list-style-type: none"> \$5,262 Supplies For Homeless Students 	Salaries <ul style="list-style-type: none"> Special Education Support Staff Contracted Services <ul style="list-style-type: none"> \$75,000 Contracted Personnel and Programs Supplies <ul style="list-style-type: none"> \$39,000 Supplies for Special Education Students 	Salaries <ul style="list-style-type: none"> \$44,967 Personnel who Serve Dyslexia Students 	Salaries <ul style="list-style-type: none"> \$223,365 Instructional Coaches & Licensed Counselor Contracted Services <ul style="list-style-type: none"> \$10,157 Leader in Me Supplies <ul style="list-style-type: none"> \$3,000 Reading Academies 	Salaries <ul style="list-style-type: none"> \$9,926 ESL Coordinator

Career and Technology Allotment \$280,002	Early Education Allotment \$74,842	Gifted and Talented Allotment \$20,736.00	CCMR Outcomes Bonus \$46,200	School Safety Allotment \$54,862
Supplies <ul style="list-style-type: none"> \$21,900 PLTW Supplies and Professional Development 	Supplies <ul style="list-style-type: none"> \$74,842 K-2 Classroom Supplies 	Contracted Services <ul style="list-style-type: none"> \$20,736 Academic Coaching 	Contracted Services <ul style="list-style-type: none"> \$46,200 Contracted Services 	Salaries <ul style="list-style-type: none"> \$54,862 Campus Officers

Salaries <ul style="list-style-type: none"> • \$258,102 CTC Teachers and Academic Counselor 				
--	--	--	--	--

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. Jeffrey 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, Longview Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Sarah Evans, Director of Technology
Kelly Dyer, Tyler Director	Keren Acuna, Senior Mental Health Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Sandra Hester, Palestine Teacher	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Angela Lynch, Palestine Parent
Lisa Bronsema, Longview Parent	Victoria Martinez, Tyler Parent
Jaclyn Pedersen, Executive Director of Curriculum	Kathy Parker, Academic Counselor
Anni Tran, Longview Student	Michael Odell, University Professor/Community Member
Aimee Dennis, Executive Director of Operations	Amanda Kaiser, Administrative Coordinator
Sammi Broussard, Special Education Coordinator	Patricia Davis, Assistant Director Longview
Cori Mackey, District Nurse	Christian Chesnut, Finance Manager
Rachel Daniel, Tyler Student	Debbie Velasquez, Palestine Paraprofessional
Ava Chaladpru, Palestine Student	Shyanne Byrd, Tyler Paraprofessional

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 end safety report.

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

The enrollment for the past three years has been maintained by retaining students or filling openings. The enrollment for the past three years is between 827 to 853 students. Enrollment is higher at the elementary and middle school levels, while enrollment decreases at the high school level. The district demographics are 6% African American, 7.7% Hispanic, 64% White, .5% American Indian, 4% Asian, .1% Pacific Islander, and 5% Two or More Races. 49.5% of our population is female, and 50.4% is male. Our at-risk population is 2.5% African American, 7.7% Hispanic, 18.8% white, .1% American Indian, .3% Asian, 0% Pacific Islander, 1.4% two or more races, 14.6% economically disadvantaged, 14.4% female, and 16.5% male. Most of our at-risk students are coded due to not meeting expectations on assessments, followed by not meeting readiness standards, and then the low grades, LEP, and Retention have similar values of students. Students are dismissed from at-risk coding on average within 2.05 years. There are currently 140 active students that have not been dismissed from at-risk coding for STAAR, and have been coded as at-risk for an average of 2.89 years. There have been 183 inactive students that withdrew or graduated before they were dismissed from at-risk coding for STAAR with an average coding length of 2.92 years. We have only had one migrant student in the past three years.

The total number of staff for the 2021-2022 school year is 90. Of the staff members, 82.2% were professional, 3.3% were campus admin, 4.4% central administration, 6.6% were educational aides, and 8.8% were the auxiliary staff. Most staff are white, with a low representation of Hispanic, American Indian, Asian, African American, and two or more races. 85% of the teachers are female, and 14% are male. The average class size is 18.1, with the highest student-to-teacher ratio in 6th grade at 24.8 to 1, and the lowest student-to-teacher ratio is 15.9 in high school math. The data represented is district level data, which may differ from the campus demographics and campus staff demographics.

There was a spike in ECD in the 2020-2021 school year due to the change in income level resulting from the pandemic, and the rate has returned to the 19-20 level for the district. Palestine has the largest percentage of ECD students, with 41% in the 2021-2022 school year. The languages spoken in the district are English, Spanish, German, Thai, Vietnamese, Chinese, and Gujarati. The ESL population had maintained consistent numbers in the low 20s except for the 2020-2021 school year, when there was a decline. No correlation is noted in the data between the student/teacher ratios and student performance.

Demographics Strengths

1. Enrollment is staying consistent.
2. The male and female student population is less than 1% of each other.

Problem Statements Identifying Demographic Needs:

1. There is a need to be intentional when hiring staff to recruit candidates that reflect the diversity of our students.
2. There is a need to retain and attract high school students to fill positions in high school.
3. There is a need to decrease the number of students coded at-risk due to not meeting state assessment standards and readiness (STAAR and ERI).

Student Academic Achievement

Student Academic Achievement Summary

The following grades/subject areas demonstrated double-digit growth on the 2022 STAAR assessment: 7th-grade reading (29%), 4th-grade mathematics (26%), Algebra (21%), 5th-grade mathematics (14%), and 8th-grade reading (10%). On the other hand, the following grades/subject areas demonstrated single-digit growth on the 2022 STAAR assessment: 5th-grade reading (9%), Biology (9%), 4th-grade reading (7%), 6th-grade reading (4%), 7th-grade math (3%), Eng II (3%), and Eng I (1%). Notable sub-populations making double-digit growth on the 2022 STAAR test from 2021-2022 are the Hispanic and Economically Disadvantaged groups. Based on current TSIA2 data, below are the percentages of students passing all tests:

- Longview
 - 12th grade- 82.4%
 - 11th grade- 78.3%
 - 10th grade- 47.7%
 - 9th grade- 81.8% (includes ELA and Essay Only)
- Palestine
 - 12th grade- 78.6%
 - 11th grade- 73.0%
 - 10th grade- 54.5%
 - 9th grade- 50.0% (includes ELA and Essay Only)
- Tyler
 - 12th grade- 85.7%
 - 11th grade- 63.2%
 - 10th grade- 38.1%
 - 9th grade- 48% (includes ELA and Essay Only)

The current MAPs data indicates 63% of students met their growth targets for reading and math. This is a 10% increase from 2021-2022 in reading and 6% increase for math. The benchmark data showed declines compared to the 2021-2022 benchmark data in each grade level/content area except for 8th grade Math and Algebra. The most notable declines were in 4th grade Math (-10), 5th grade Math (-21), 3rd grade ELAR (-11), 4th grade ELAR (-28), 5th grade ELAR (-31), 7th grade ELAR (-17), 8th grade ELAR (-16), 8th grade Science (-20), 8th grade Social Studies (-15), and U.S. History (-21).

Student Academic Achievement Strengths

1. Domain 1 data overall
 - a. ELA Achievement

Problem Statements Identifying Student Academic Achievement Needs:

1. There is a need to increase student achievement on the 4th-grade and 5th-grade math assessments.
2. There is a need to increase student achievement on the 8th-grade and U.S. History assessments.
3. There is a need to increase student achievement on the 8th-grade science assessment.
4. There is a need to increase student achievement on the ELAR 3rd-5th and 7th-8th grade assessments.
5. There is a need to increase the number of freshman and sophomore students who qualify for dual credit enrollment.

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 through our Teacher Incentive Allotment Program. 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. 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 growth areas 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.

Staff Quality, Recruitment, and Retention Strengths

- Class size
- Many feel the compensation is adequate
- Quality teachers due to student performance data
- Listed on the region 7 job page as a district and simplifies accessing the application information
- Targeted professional development
- Opportunities to further graduate education

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

- There is a challenge in finding qualified applicants, the market is very competitive.

Technology

Technology Summary

Teachers are expected to use various forms of technology to diversify instruction. Technology includes computers, Smart Boards, Chromecasts, projectors, etc. Since it is highly encouraged that activities be accessible online and/or digitally to conserve paper, it is crucial that all staff feel comfortable using these devices.

Instructional technology plays a crucial role in enhancing student learning experiences. Students engage in online, interactive learning that supports standards and classroom activities, and utilize online personalized learning programs that cater to their unique learning styles and needs. Teachers leverage technology to deliver differentiated instruction, create interactive and engaging learning materials, and provide timely feedback to students. Usage reports show that teachers' consistent implementation of instructional technology programs positively impacts student growth, as demonstrated by MAP growth reports. Technology supports communication and collaboration between students, teachers, administrators, and families.

Since so much of what we do is online, reliable internet must be available at each campus and in all classrooms. Furthermore, the internet should be fast enough and have enough bandwidth to handle streaming videos and live meetings conducted through Zoom. This is an area of concern as we currently do not yet have reliable internet on all three campuses that meet our needs. On a regular basis, teachers and staff experience slowdowns and occasional drops at various times while on campus. To address this issue, we are proposing to migrate our network over to UT Tyler. This lengthy process will include a complete overhaul of the existing infrastructure, including wiring, hardware, etc. These steps will take time, but the end result will be that UT Tyler will be managing our network for us, and they will address any internet issues that we may have in the future after the migration is complete.

Technology Strengths

1. Teachers and students effectively use technology in the classroom.
2. Teachers regularly use technology to collaborate with peers, students, and to engage in lesson planning and classroom instruction.

Problem Statements Identifying Technology Needs:

1. There is a need to have a reliable network with appropriate network speeds.

Family and Community Involvement/Engagement

Family and Community Involvement/Engagement Summary

The district campuses provide multiple opportunities throughout the year for families to engage with our school community. We have regularly scheduled STEM nights, PTO meetings and involvement, parent-teacher conferences, volunteer opportunities, PBL audiences, CIP committee members. We have a parent-teacher organization (PTO) and a school site council (SSC) that provide opportunities for families and community members to be involved in decision-making processes related to the school. We also have family members and community members on our district improvement committee and campus improvement committees. Parental community involvement strategies are evaluated and revised through regular surveys, feedback from families and community members, and ongoing analysis of data related to student achievement. Teachers effectively communicate with parents about the academic progress of their children through regular progress reports, report cards, and parent-teacher conferences. Teachers also communicate informally through email, phone calls, and in-person meetings as needed. Teachers use Schoology and Remind also to communicate with parents.

Family and Community Involvement/Engagement Strengths

1. The schools gather input and feedback from all stakeholders and use that to drive decisions about family and community engagement.
2. The district finds many opportunities to involve families.

Problem Statements Identifying Family and Community Involvement/Engagement Needs:

1. There is a need to address the perception from stakeholders that teachers are too busy and that schools do not communicate opportunities for involvement.

School Context and Organization

School Context and Organization Summary

All students, including different sub-populations, are served through the creation of the master schedule put together by campus directors with input from the curriculum team. There is also a continuum of services and resources provided through specially designed instruction for students who are eligible for and need such services. The schedule allows maximum content time for older students as well as meeting the needs of the younger students. Creating the master schedule at the High School level is driven by the PLTW courses and Dual Credit Courses offered. For Elementary students, the schedule reflects a focus on skill development.

The district strives to seek input from all stakeholders, including teachers, staff, students, and parents, whenever possible through applicable surveys, Board meetings, various Committee meetings, and services on campus.

The district implements assessments to identify students' academic needs. MTSS teams meet 5 times per year to monitor the progress of all students. District evaluation personnel meet biweekly to review evaluation needs for students who have been referred to special education.

Our school is safe and orderly as we continue to improve and grow our safety plans. Each campus is different, and we consider that when making safety plans and disciplinary policies. The district has a clear disciplinary plan referenced in the Student Code of Conduct, and each campus has the autonomy to put an appropriate plan in place to support students.

School Context and Organization Strengths

1. Consistency in seeking feedback on decisions.
2. According to parents, they believe our safety is above average.

Problem Statements Identifying School Context and Organization Needs:

1. There is a need to increase the amount of Dual Credit courses in the Sciences.
2. There is a need to continue to improve school safety.
3. As the district grows, the need for some district staff, i.e., evaluation personnel and counselors, may need to be housed individually on each campus.

School Culture and Climate

School Culture and Climate Summary

Overall, staff, parents, and students feel like there is a positive culture in the district. Staff feel supported and encouraged, and state one of the main reasons for working at UA is the family-like culture. The data from the staff survey showed staff from Longview and Palestine feel their campuses are not only safe and well protected but that school disturbances and issues with gangs are also minimal. The Tyler staff feel their campus is also minimally affected by disturbances and gang-related issues but acknowledge a deficit in the safety and protection of the campus. District-wide, the survey showed staff feels the district has adequate resources to help students in an emergency or crisis, clear coordination between the school and other public agents, and an established working rapport with security personnel.

The data from the student survey shows students feel welcome and that their teachers have their best interests in mind. The data also shows students report feeling comfortable talking to their teachers about problems in class or things that are bothering them. The majority of students reported they feel encouraged by their teachers to succeed, that they have help to accomplish their goals and understand needed courses to move to the next grade, and there are clear expectations for behavior and academic standards. The data further shows students feel respected by their teachers and peers, can see that their teachers enjoy their jobs and inspire them to learn and that the adults in the district care for them and respect others.

The data from the parent survey rated the campus culture as “above average” but rated the extra-curricular activities on campus as average. They also feel the campuses and districts are pretty neutral to feedback regarding decision-making. Lastly, the parents identified their work schedules as the main reason that prevents them from being more involved.

School Culture and Climate Strengths

1. Students and staff feel supported and encouraged
2. Students are overall happy with courses
3. Computer science and Engineering = “phenomenal”
4. Math = “spectacular”
5. Environment = “pretty good”
6. Overall sense of a positive environment
7. Students feel comfortable talking to teachers

Problem Statements Identifying School Culture and Climate Needs:

1. There is a need to continue ongoing safety improvements.
2. There is a need to consider opportunities to increase extracurricular activity options.

3. There is a need to be more intentional with recognizing and sharing student achievements.
4. There is a need to consider offering more parent involvement opportunities during hours when more parents can be involved.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum department is made up of the Director of Curriculum, District Math Specialist, District Technology Instructional Coach, and three Campus Instructional Coaches, one of who is part time for the 22-23 school year. The job of the instructional coach is a somewhat difficult one due to they truly have two main roles; curriculum as well as coaching. Over the past year, the district made a new position, the District Math Specialist, who travels to all three campuses as opposed to coaching on only one campus like previous years. With this position, the math coach is able to not only focus solely on math curriculum, math resources and the training of math teachers, but their coaching assignment is aligned to only math classrooms. The district has seen increases in math data due to this new position. Curriculum documents were aligned to focus on each separate unit and corresponding resources as well as assessments for each unit. The math coach is then able to travel and coach all math teachers according to the aligned resources and the UA math model.

While RLA does not have a traveling coach dedicated to only RLA, the curriculum resources have been aligned similar to the math ones. Currently, a K-5 literacy plan is being written by a team of stakeholders for the 23-24 school year in order to have a written plan for classroom instruction much like the UA math model plan. Also, there will be two K-5 RLA coaches for the coming year to spread between the three campuses to focus on the K-5 literacy plan and curriculum documents to ensure they are aligned across the district and adhere to the district's instructional model.

Science and Social Studies data is currently not where it was in the past school years. This could be for several reasons that are listed below but include a misalignment amongst the campuses and grade levels as well as teacher turnover. There is a need to align resources in curriculum documents like in math and RLA. There is also a need for a coaching focus as well as resource training for these content areas.

Assessments such as NWEA MAPS, post-tests, common district assessments, BOY and EOY, have all been beneficial to gaining insight into the data for cohorts, longitudinally, and to predict growth amongst students. Assessments need to stay consistent for the upcoming year so longitudinal regression data can be calculated and trends are able to point to areas of growth and areas of strength. The UA instructional model, PBL, is a focus for the coming year and new secondary PBL instructional coaches who will half teach and half coach have been named on the campuses. The focus on these coaching positions will solely be on the PBL instructional model on their respective campuses.

Curriculum, Instruction, and Assessment Strengths

- Continuity of resources
- Streamline for Math and ELAR
- Traveling Math Coach
- Alignment of assessments for Math and ELAR
- More positive Cross Campus PLCs meeting this school year
- Utilize assessment data and designing the instruction and blended learning model.

Problem Statements Identifying Curriculum, Instruction and Assessment Needs:

1. There is a need to align Science and Social Studies curriculum.
2. There is a need to implement training on content resources in science and social studies
3. There is a need to limit the purchases of non-researched based curriculum resources in all subjects.

Priority Problem Statements

1. There is a need to increase the number of freshman and sophomore students who qualify for dual credit enrollment.
2. There is a need to decrease the number of students coded at-risk due to not meeting state assessment standards (STAAR and ERI).
3. There is a need to align Science and Social Studies curriculum.
4. There is a need to retain and attract high school students to fill positions in high school.

Comprehensive Needs Assessment Data Documentation

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

<p>Demographics</p> <ul style="list-style-type: none"> ● PEIMS Data 2021-2022 ● Human Resource Reports 2022-2023 	<p>School Context and Organization</p> <ul style="list-style-type: none"> ● Discipline Referrals 2022-2023 ● Master Schedule 2022-2023/2021-2022 ● Assessments 2022-2023 ● PLC Meeting Minutes 2022-2023 ● Curriculum and Technology Resources 2022-2023 ● Surveys 2022-2023
<p>Student Academic Achievement</p> <ul style="list-style-type: none"> ● TAPR Report 2021-2022 ● NWEA Maps Data 2022-2023 ● Lexia and IXL data 2022-2023 ● Benchmarks 2022-2023 ● PEIMS Report 2022-2023 ● Tutorial Logs ● RTI Process ● Parent Meeting Logs 	<p>School Culture and Climate</p> <ul style="list-style-type: none"> ● Parent Surveys- 2022-2023 MOY ● Teacher Surveys- 2022-2023 MOY ● Student Surveys-2022-2023 MOY ● Teacher Feedback Meetings ● Discipline Reports ● Curriculum Resources 2022-2023 ● Director Feedback
<p>Staff Quality, Recruitment and Retention</p> <ul style="list-style-type: none"> ● TAPR 2021-2022 ● Master Schedule 2022-2023 	<p>Curriculum, Instruction & Assessment</p> <ul style="list-style-type: none"> ● STAAR Data 2021-2022 ● CDAs 2022-2023

<ul style="list-style-type: none"> ● Job Duties 2022-2023 ● PLC Schedule 2022-2023 ● Heat Maps Data 2022-2023 ● Professional Development Agendas ● RTI Meeting Minutes ● Assessment Data ● Salary Schedule 	<ul style="list-style-type: none"> ● Math Unit Assessments 2022-2023 ● 2022-2023 Curriculum Resources ● PLC Meeting Notes ● BOY/MOY/EOY MAPS Reading and Math ● mClass ● Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment ● Benchmarks 2022-2023 ● Pre and Post STEMScopes- Teacher Incentive Allotment ● Semester Exams 2022-2023
<p>Technology</p> <ul style="list-style-type: none"> ● Wi-Fi Network Filters ● Monitor Filters ● Technology Usage Reports ● Professional Development Agenda Minutes 	<p>Family and Community Engagement</p> <ul style="list-style-type: none"> ● Campus Event Agendas ● Translation Policy ● Feedback Meetings ● Surveys 2022-2023 ● Parent Involvement Policy ● School/Parent Compacts ● Student Progress Monitoring Spreadsheets 2022-2023

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
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
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	IP
Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/PLTW Launch trainer	PLCs/Oct. PD	State Funds IMA Funds Early ED Allotment PLTW Launch Master	Observational data	Summative Teacher evaluations PLTW Launch recognition	IP	IP	MP

				Teacher training Title II					
Interventions and tutoring for at-risk due to STAAR on ½ day Fridays	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds	MTSS Spreadsheets/ ½ Day Friday attendance logs	Percent of students at-risk due to STAAR	IP	IP	MP
Interventions and tutoring for at-risk due to ERI on ½ day Fridays	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds	MTSS Spreadsheets/ ½ Day Friday attendance logs	Percent of students at-risk due to ERI	IP	IP	MP
Tier 2 and 3 interventions for students who are at-risk due to STAAR	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR	IP	IP	MP
Tier 2 and 3 interventions for students who are at-risk due to ERI	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds,	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to ERI	IP	IP	MP

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

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

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

Performance Objective C: The district will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in 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
Addition of a perimeter fence around the Tyler campus.	All Students	Superintendent, Directors	May-December	University Funds	Monthly progress check-ins	Perimeter fencing is complete to increase security.	IP	MP	MP
Coordination with the University on expansion options for the district.	All Students	Superintendent	August through July	University Funds; Local Funds, State 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, State Funds	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; State Funds	Increase of funds allocated to support safety improvements.	Increase resources utilized to support safety on each campus.	IP	IP	IP
Each campus will become a Lighthouse school through Leader in Me.	All students	Executive Director of Curriculum, Directors, Lighthouse Teams	August through July	State Funds, SCE Allotment	Lighthouse Meetings with Leader in Me Coach; Sign-In Sheets	Lighthouse status by each campus.	IP	IP	IP
Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented	IP	IP	IP
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
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
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	IP

Security Phones/ Internet	All	Technology Director	August—June	State Funds		Safety Audits	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 at various times 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	IP	MP
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions	IP	IP	MP
Invite parents 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	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	IP	IP	MP

have access to grades and assignments.									
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP	IP	MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	IP	IP	MP
Assist parents completing FAFSA for senior students.	12 th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	IP	IP	MP
Advisory-Career Academics/College Activities	6th-12 th grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations	IP	IP	IP
Post-Secondary Tours	9 th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	IP	IP	IP
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	11 th and 12 th grade	Career Counselor	November	CTE and State Funds	Registration	Participant evaluations	IP	MP	MP
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August-July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement	IP	IP	MP
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August-July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	IP	IP	IP
Ongoing communication between the school and home. In addition, the district will identify ½ days on	All	Superintendent, Directors, IT Department	August-July	State Funds	Schedule of calls/recordings,	System report analyzing connections made	IP	IP	MP

Friday devoted to parent communication through conferences and parent engagement opportunities.					sign-in sheets, and copy of emails				
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds, CTE Allotment	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 State Funds	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	IP	IP	MP
Increase advertisement of school within the community and hold conferences with potential new families to review the model and expectations so that they can make an informed decision about enrollment.	New Students	Directors/ Marketing	August - July	State Funds	Increase in student enrollment.	Increase in student retention.	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
------------	--------------------	--------------------	----------	-----------	----------------------	----------------------	-----------	-------------	----------

<p>Provide incentives to attract highly qualified staff:</p> <ul style="list-style-type: none"> • 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
<p>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.</p>	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
<p>Provide staff development in a variety of methods to meet State Requirements:</p> <ul style="list-style-type: none"> • 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, Dyslexia, Bilingual Ed Allotment, Sped, Early Ed Allotment Funds	Sign-in sheets/Attendee list, Completed registration	Meet state requirements, Certificates of Completion	IP	IP	MP
<p>Provide teachers support through a personalized coaching model to support the school instructional model:</p> <ul style="list-style-type: none"> • PBL/PrBL • Blended Learning • State Standards 	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State Funds, SCE	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning	IP	IP	MP
<p>Provide opportunity for teachers to be promoted to Distinguished Teacher</p>	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to	IP	IP	MP

						Distinguishe d Teacher			
Provide training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August- July	State Funds, Title IV Funds	Sign-in sheets/Attendee list	Increase integration of technology	IP	IP	MP
Provide paraprofessionals with required training to ensure they are highly qualified.	Para- professional s	Palestine Director	August- July	State Funds	Training certificate	Certificate s of completion	MP	MP	MP
PLC Lead Training	Teachers	Coaches/Direct or of CIA	August 2022	District created resources, State Funds, Title II	Agenda/Survey	EOY Teacher Survey	MP	MP	MP
Increase the number of teachers who are approved to teach dual credit in high school.	Teachers	Executive Director of Curriculum	August - July	State Funds	Number of teachers qualified to teach dual credit.	Number of teachers teaching dual credit courses.	IP	IP	IP
PD for interventions and tutorials	Teachers	Curriculum Department	Fall 2023	Curriculu m Resources /State Funds	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR and ERI	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
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.	State Funds, Local Funds	Each campus will have their own fiber connection in place.	Each campus will have their own fiber connection in place.	MP	MP	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.

Migrant Priority for Service Action Plan

DocuSign Envelope ID: FF7DDDBB-CFFB-4596-9473-5FE4C75FF33F

UT Tyler University Academy

2023-2024 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)	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none">• Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u>• 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.

UT Tyler University Academy

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

School District: UT Tyler University Academy
Region: 7

Priority for Service (PFS) Action Plan

Filled Out By: Aimee Dennis
Date: 7/14/2023

School Year: 2023-2024

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): 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.	Objective(s): To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
--	---

UT Tyler University Academy

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> 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 2023-July 2024	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> 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 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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

UT Tyler University Academy

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			
▪			

DocuSigned by:

 LEA Signature

7/14/2023
 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 11 different home languages as determined by original home language surveys collected when a student first enrolls in a Texas public school: Arabic (1), Chinese (2), English (947), French (1), Gujarati (3), Korean (1), Mandarin (1), Pashto (1), Pilipino (1), Russian (2), Spanish (39), Swedish (1), Thai (1), Urdu (4), and Vietnamese (13).

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 in the Continuous Improvement Plan Committee section 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 2023-2024 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: March 22, 2023, April 3, 2023, May 8, 2023, October 23, 2023, March 26, 2024, and June 18, 2024. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (October 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 2024. The committee will utilize CNA results to create the 2024-2025 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.

- 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, art, history, 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 21 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 2023-2024 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 2023-2024 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: March 22, 2023, April 3, 2023, May 8, 2023, October 23 ~~17~~, 2023, March 26, 2024, and June 18, 2024. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (October 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 2024. The committee will utilize CNA results to create the 2024-2025 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	20.8%	No	\$8,026	
UT Tyler University Academy at Palestine	212804103	47.2%	No	\$3,750	
UT Tyler University Academy at Tyler	212804001	27.9%	No	\$8,750	

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 2023-2024 school year, the required stakeholders met on the following dates: March 22, 2023, April 3, 2023, and May 8, 2023. 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 effective use of technology : salary for instructional technology coach

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: <ul style="list-style-type: none"> ● knowledge about biomedical academic pathways and careers ● postsecondary higher education intention ● interest in biomedical majors or careers ● student motivation 	Some Progress	Some Progress	Met Progress
Increase the following by 20% as assessed by BOY, MOY & EOY student survey: <ul style="list-style-type: none"> ● knowledge about engineering academic pathways and careers ● postsecondary higher education intention ● interest in engineering majors or careers ● student motivation 	Some Progress	Some Progress	Met Progress

UT Tyler University Academy will evaluate the progress of these program objectives and intended outcomes three times a year (October 23, 2023, March 26, 2024, and June 18, 2024). 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 2023-2024 school year, District Committee/Title IV, Part A committee will take place on October 23 , 2023, March 26, 2024, and June 18, 2024. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (October 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 2024-2025 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	20.8%	No	No	There is a need for technology coaching to include training on equipment and programs available for instruction.	\$3,333	
UT Tyler University Academy at Palestine	212804103	47.2%	No	No	There is a need for technology coaching to include training on	\$3,333	

					equipment and programs available for instruction.		
UT Tyler University Academy at Tyler	212804001	27.9%	No	No	There is a need for technology coaching to include training on equipment and programs available for instruction.	\$3,334	

Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum

Meeting Title: Comprehensive Needs Assessment

UT Tyler University Academy

Date: April 3, 2023

Time: 3:00 p.m.

Meeting Location: Zoom

Present Committee Members:

Jo Ann Simmons, Superintendent	Shyanne Byrd, Tyler Paraprofessional
Debbie Velasquez, Palestine Paraprofessional	Amy Mashburn, Longview Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Sarah Evans, Director of Technology
Kelly Dyer, Tyler Director	Keren Acuna, Senior Mental Health Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Christian Chesnut, Finance Manager	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Angela Lynch, Palestine Parent (Participated with Velasquez)
Lisa Bronsema, Longview Parent	Cori Mackey, District Nurse
Jaelyn Pedersen, Executive Director of Curriculum	Kathy Parker, Academic Counselor
Anni Tran, Longview Student (Participated with Hawkins)	Michael Odell, University Professor/Community Member
Aimee Dennis, Executive Director of Operations	Amanda Kaiser, Administrative Coordinator
Sammi Broussard, Special Education Coordinator	Patricia Davis, Assistant Director Longview (Participated with Hawkins)

Absent Committee Members:

Brent Allen, Community Partner	Edward Broussard, City Manager for Tyler
Sandra Hester, Palestine Teacher	Victoria Martinez, Tyler Parent

Rachel Daniel, Tyler Student

Ava Chaladpru, Palestine Student

During this meeting, the eight sub committees presented the data that they collected for demographics, student academic achievement, staff quality recruitment and retention, technology, family and community involvement/engagement, school context and organization, and school culture and climate. The strengths and problem statements were reviewed. The committee would like to gather more data on the student academic achievement section to include local data from the 2022-2023 school year and TSI data. This information will be presented and reviewed at the next meeting. Dr. Simmons highlighted that the schedule next year will allow time for parent involvement on the Friday half days. It is suggested that campus events can occur during this time, which will allow parents to be involved at times when they are picking up their students. It is also recommended that the district find ways to involve parents in presentations by sharing Zoom links for parents to be able to view remotely.

Meeting Title: Comprehensive Needs Assessment

UT Tyler University Academy

Date: May 8, 2023

Time: 3:00 p.m.

Meeting Location: Zoom

Present Committee Members:

Jo Ann Simmons, Superintendent	Shyanne Byrd, Tyler Paraprofessional
Debbie Velasquez, Palestine Paraprofessional	Amy Mashburn, Longview Paraprofessional
Linda Butler, PEIMS Coordinator	Angela Lynch, Palestine Parent
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Laci Robinson, Tyler Teacher
Kelly Dyer, Tyler Director	Lisa Bronsema, Longview Parent
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Jaclyn Pedersen, Executive Director of Curriculum	Kathy Parker, Academic Counselor
Anni Tran, Longview Student	Michael Odell, University Professor/Community Member
Aimee Dennis, Executive Director of Operations	Amanda Kaiser, Administrative Coordinator

Sammi Broussard, Special Education Coordinator	Patricia Davis, Assistant Director Longview
Cori Mackey, District Nurse	Christian Chesnut, Finance Manager

Absent Committee Members:

Brent Allen, Community Partner	Edward Broussard, City Manager for Tyler
Sandra Hester, Palestine Teacher	Victoria Martinez, Tyler Parent
Tracey Breeden, Longview Teacher	Keren Acuna, Senior Mental Health Counselor
Rachel Daniel, Tyler Student	Ava Chaladpru, Palestine Student
Kristian Fischer, Instructional Coach	Sarah Evans, Director of Technology

The committee reviewed the district goals and performance objectives. The committee agreed to take away Performance Objective D: The district will provide a healthy environment for all students, faculty and staff aligned with county and state COVID-19 Guidelines. The committee reviewed the updated data under the Demographics about the students who are at-risk. The committee then reviewed the TSIA2 and benchmark data.

The committee removed seven previous strategies under goal 1, six strategies under goal 2, one strategy under goal 3, and five strategies under goal 4.

The committee added four strategies under goal 1, two strategies under goal 2, and two strategies under goal 4.

The committee reviewed the Dating Violence Addendum, Migrant Priority for Service Action Plan, UTTUA Translation and Interpretation Procedures Addendum, Title I Part A Appendix, Title II Part A Appendix, and Title IV Part A Appendix. There were no suggestions for updates.

Meeting Title: Fall Formative Assessment

UT Tyler University Academy

Date: October 23, 2023

Time: 3:00 p.m.

Meeting Location: Zoom

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	Nicole Hart, Test/Academic Coordinator
Aimee Dennis, Executive Director of Operations	Sarah Evans, Director of Technology
Samantha Rector, Instructional Coach	Michael Odell, University Professor/Community Member
Laura Hilbig, Technology Instructional Coach	Amanda Kaiser, Administrative Coordinator
Kelly Dyer, Tyler Director	Christian Chesnut, Finance Manager
Tracey Breeden, Longview Teacher	Aimee Dennis, Executive Director of Operations
Lisa Bronsema, Longview Parent	Sammi Broussard, Special Education Coordinator
Jaclyn Pedersen, Executive Director of Curriculum	Cori Mackey, District Nurse
Heather Bailey, Grant/Finance Coordinator	

Absent Committee Members:

Jo Ann Simmons, Superintendent	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Amy Mashburn, Longview Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Rachel Hawkins, Longview Director	Jennifer Rasberry, Instructional Coach
Sandra Hester, Palestine Teacher	Keren Acuna, Senior Mental Health Counselor
Angela Lynch, Palestine Parent	Umami Bodede, Palestine Director
Victoria Martinez, Tyler Parent	Laci Robinson, Tyler Teacher
Anni Tran, Longview Student	Kathy Parker, Academic Counselor
Rachel Daniel, Tyler Student	Patricia Davis, Assistant Director Longview
Ava Chaladpru, Palestine Student	Debbie Velasquez, Palestine Paraprofessional

- Title I, Title II, Title III, Title IV, SCE Evaluation
- Title 4 Smart Goal Evaluation and discussion to continue with same goals for 23-24

Agenda:

- Formative Review of District Improvement Plan including Title I, Title II, Title III, Title IV, and State Comp Ed
- Scored each strategy as IP (In Progress), NP (No Progress), MP (Met Progress)
- Fiber Network for each campus- replacing connections, Longview still in progress
- Security Cameras-waiting on Longview-Sarah looking into
- Migrant Priority for Service Action Plan
- UTTUA Translation & Interpretation Procedures Addendum- updates
- Fall CTE Advisory Committee Meeting

Meeting Minutes: The committee reviewed the district goals and performance objectives and updated dates, amounts and percentages.

The committee questioned whether we should keep Dyslexia separate or put it under SPED. After some discussion, because of having two separate allotments, we kept Dyslexia separate.

The committee is looking into whether Longview cameras have been completed. If so, progress has been met.

Meeting Title: Spring Summative Assessment

UT Tyler University Academy

Date: March 26, 2024

Time: 3:00 p.m.

Meeting Location: Zoom

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	Nicole Hart, Test/Academic Coordinator
Aimee Dennis, Executive Director of Operations	Sarah Evans, Director of Technology
Samantha Rector, Instructional Coach	Sharlotte Byrd, Tyler School Aide

Laura Hilbig, Technology Instructional Coach	Amanda Kaiser, Administrative Coordinator
Kelly Dyer, Tyler Director	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Laci Robinson, Tyler Teacher
Lisa Bronsema, Longview Parent	Sammi Broussard, Special Education Coordinator
Jaclyn Pedersen, Executive Director of Curriculum	Cori Mackey, District Nurse
Heather Bailey, Grant/Finance Coordinator	Keren Acuna, Senior Mental Health Counselor

Jennifer Rasberry, Academic Coach	Chessa Martinez, Tyler parent/aide
Holly Gage, Admin Assistant III	Kristian Fischer, Academic Coach
Kathy Parker, Academic Counselor	Samantha Rector, Academic Coach
Jo Simmons, Superintendent	Linda Butler, PEIMS

Absent Committee Members:

Brent Allen, Community Partner	Edward Broussard, City Manager for Tyler
Sandra Hester, Palestine Teacher	Amy Mashburn, Longview Paraprofessional
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Victoria Martinez, Tyler Parent	
Anni Tran, Longview Student	
Rachel Daniel, Tyler Student	
Ava Chaladpru, Palestine Student	

Agenda:

- Formative Review of District Improvement Plan including Title I, Title II, Title III, Title IV, and State Comp Ed
- Scored each strategy as IP (In Progress), NP (No Progress), MP (Met Progress)
- PFE recommendations

- Updates on Title I and II ESSA fund increase
- Title IV Surveys
- Updates on CDL- biomedical and engineering program
- Spring CTE Advisory Committee Meeting

Meeting Minutes: The committee reviewed the goals, priorities and recommended strategies.

The committee was updated about the parent and family engagement (PFE) plan located in the district improvement plan #3. No suggestions or improvements were suggested.

The committee received updates on Title IV surveys that were sent out at the beginning of the year. Kris Fischer will be sending out another survey at the end of year for comparison.

The committee received updates on the increase of ESSA funds for Title I & II. Communicating with Palestine campus about the process of these funds.

The committee was updated about the bioengineering/ biomedical program.

Meeting Title: Summer Summative Assessment

UT Tyler University Academy

Date: June 25, 2024

Time: 3:00 p.m.

Meeting Location: Zoom

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	Nicole Hart, Test/Academic Coordinator
Aimee Dennis, Executive Director of Operations	Sarah Evans, Director of Technology
Samantha Rector, Instructional Coach	Amanda Kaiser, Administrative Coordinator
Laura Hilbig, Technology Instructional Coach	Linda Butler, PEIMS

Kelly Dyer, Tyler Director	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Jo Simmons, Superintendent
Tracey Breeden, Longview Teacher	Sammi Broussard, Special Education Coordinator
Michael Odell, University Professor/Community Member	Samantha Rector, Academic Coach
Heather Bailey, Grant/Finance Coordinator	

--

Absent Committee Members:

Brent Allen, Community Partner	Edward Broussard, City Manager for Tyler
Sandra Hester, Palestine Teacher	Amy Mashburn, Longview Paraprofessional
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Victoria Martinez, Tyler Parent	Jennifer Rasberry, Academic Coach
Anni Tran, Longview Student	Cori Mackey, District Nurse
Rachel Daniel, Tyler Student	Keren Acuna, Senior Mental Health Counselor
Ava Chaladpru, Palestine Student	Kristian Fischer, Academic Coach
Sharlotte Byrd, Tyler School Aide	Holly Gage, Admin Assistant III
Laci Robinson, Tyler Teacher	Chessa Martinez, Tyler parent/aide
Lisa Bronsema, Longview Parent	Kathy Parker, Academic Counselor
Jaclyn Pedersen, Executive Director of Curriculum	

Agenda:

- Formative Review of District Improvement Plan including Title I, Title II, Title III, Title IV, and State Comp Ed
- Scored each strategy as IP (In Progress), NP (No Progress), MP (Met Progress)
- State Compensatory Education Program Annual Evaluation
- Title IV Surveys

Meeting Minutes:

Nicole Hart reported on the State Comp Ed Evaluation. There was no comments or feedback from the committee.

The committee reviewed the district goals and performance objectives. The committee suggested the following changes-

-District Goal #1- all activities kept

-District Goal #2- remove activity about perimeter fences and security phones. Both have been completed and are not needed on 24-25 DIP.

-District Goal #3- all activities kept

-District Goal #4-update activity about teacher's opportunity for Master's degree- 1st master's degree all books and fees are covered- after that these fees are not covered by UA. Also suggested removing staff development for state requirements.

-District Goal #5- update activity about fiber networks. This has been completed on all 3 campuses.

Title IV surveys- the surveys were sent out at the end of the year. There was a low response rate. The responses will need to be evaluated.

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



The University of Texas at Tyler
UNIVERSITY
ACADEMYTM TYLER

2023-2024 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	Holly Gage, Parent
Lauren Greer, 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 2016-2022
- PEIMS

Student Academic Achievement

- STAAR TAPR Report- 2021, 2022

Staff Quality, Recruitment and Retention

- 2022-2023 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- 2022-2023
- Teacher Surveys-2022-2023
- Student Surveys- 2022-2023
- 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) and track the effectiveness of the support.

Student Achievement

- 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 the percentage of students who met growth measures in 2nd grade reading and math.
- There is a need to increase the number of students who met their growth measures on MAPS in 4, 5, 6 grade ELA and math.
- There is a need to support scholars with TSI preparation.

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.
- There is a need to support dual credit students in 9th and 10th grade with executive functioning skills to be successful in DC classes.

Staff Quality Recruitment and Retention

- There is a need to improve the campus onboarding process.

Curriculum, Instruction, and Assessment

- There is a need to provide training for effective PLCs with accountability with following through on best practices for PLC.
- 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 to restructure grade level teams to be more effective.

Technology

- There is a need to Implement ongoing evaluation of technology integration and alignment with curriculum needs.

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	MP
Administer STAAR released tests as Benchmarks, semester exams, and district progress monitoring assessments.	All	Director of CIA, Teachers	September, November, January	State Funds	Data in DMAC	Increase performance on STAAR Assessments	IP	IP	MP

			& February						
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
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	Observational data	Summative Teacher evaluations PLTW Launch recognition	IP	IP	MP
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	MP

Monitor and provide coaching to increase the fidelity of the UA Math Model and UA Literacy Plan	Teachers	Director/ Coaches	August- June		Classroom observation and walkthroughs	Teacher Evaluations	IP	IP	MP
Implementation of Foundations curriculum with fidelity.	K-2 Students	Teachers, Curriculum Coach, Director	August- June	Curriculum Budget; Curriculum resources	NWEA MAPS, Foundations assessments, M-Class	M-Class, NWEA MAPS	IP	IP	MP

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

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

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

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

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

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	SM 1	SM 2	EOY Eval
------------	-----------------------	-----------------------	----------	-----------	-------------------------	-------------------------	---------	---------	-------------

							Eva l	Eva l	
•									
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.	I P	I P	M P
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.	I P	I P	IP

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	M P	M P	M P
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.	I P	I P	M P
Review Emergency Response Plans: <ul style="list-style-type: none"> • 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	MP
Providing social and emotional support to students through various district resources.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds, ESSER Funds, Sped Funds	Student surveys	Decrease in bullying incidents reported.	IP	IP	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	M P	M P	MP
Discipline committee created to implement common expectations across the campus and design a more explicit discipline process.	All	Director, Teachers	August-Ju ne	Campus Budget	Teacher surveys, Student surveys, discipline data	Teacher surveys, Student surveys, discipline 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.

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 Populat ion	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	SM1 Eval	SM 2 Eva l	EOY Eval
Host parent meetings/conferences throughout the year to support student success.	All	Director, Teachers	August- June	State Fund s	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	IP	I P	M P

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	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	MP
Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	IP	IP	MP
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP	IP	MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	IP	IP	IP

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	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
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	Increase in percentage of students who pass all portions	Increase the percentage of students who meet CCMR.	IP	IP	MP

				homework	of the TSIA2 test.				
--	--	--	--	----------	--------------------	--	--	--	--

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: <ul style="list-style-type: none"> ● 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

<p>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.</p>	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
<p>Provide staff development in a variety of methods to meet State Requirements: Confidentiality</p> <ul style="list-style-type: none"> ● 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	MP	MP	MP

<p>Provide teachers support through a personalized coaching model to support the school instructional model:</p> <ul style="list-style-type: none"> ● 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	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	MP	MP	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
Explicit training for effective PLCs	Teachers	Directors/Coaches	August 2023	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey	IP	IP	IP

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



The University of Texas at Tyler

UNIVERSITY
ACADEMY[™] LONGVIEW

2023-2024 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 2021-2022
- PEIMS Data 2021-2022

Student Academic Achievement

- TAPR Report 2021-2022
- NWEA Maps Data 2022-2023
- Lexia and IXL data 2023-2023
- Benchmarks 2023-2023
- PEIMS Report 2023-2023
- Tutorial Logs
- RTI Process / MTSS meetings
- Parent Meeting Logs

Staff Quality, Recruitment and Retention

- TAPR 2021-2022
- Master Schedule 2022-2023
- Job Duties 2022-2023
- PLC Schedule 2022-2023
- 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 2022-2023
- 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- 2021-2022 / 2022-2023
- Teacher Surveys- 2021-2022 / 2022-2023
- Student Surveys- 2021-2022 / 2022-2023
- Teacher Feedback Meetings
- Discipline Reports
- Director Feedback

Curriculum, Instruction & Assessment

- STAAR Data 2021-2022 / 2022-2023
- CDAs 2022-2023
- Math Unit Assessments 2022-2023
- 2022-2023 Curriculum Resources
- PLC Meeting Notes
- BOY/MOY/EOY MAPS Reading and Math
- mClass
- Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment
- Benchmarks 2022-2022
- Pre and Post STEMScopes- Teacher Incentive Allotment
- Semester Exams 2022-2023
- HB 4545

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

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

Performance Objective A: Embedded Staff Development will support 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
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
Tier 2 and 3 interventions for students who are at-risk due to STAAR	At-risk students	Teachers	Fall 2023	Curriculum Resources/ Curriculum Budget	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR	PM	PM	MP

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

Tier 2 and 3 interventions for students who are at-risk due to ERI	At-risk students	Teachers	Fall 2023	Curriculum Resources/ Curriculum Budget	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to ERI	PM	PM	MP
Explore opportunities to support students who are not eligible to take dual credit to ensure they are University Ready upon graduation.	Secondary Students	Superintende nt, 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	PM	MP
Interventions and tutoring for at-risk due to STAAR on ½ day Fridays	At-risk students	Teachers	Fall 2023	Curriculum Resources/ Curriculum Budget	MTSS Spreadsheets/ ½ Day Friday attendance logs	Percent of students at-risk due to STAAR	PM	MP	MP

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

Interventions and tutoring for at-risk due to ERI on ½ day Fridays	At-risk students	Teachers	Fall 2023	Curriculum Resources/ Curriculum Budget	MTSS Spreadsheets/ ½ Day Friday attendance logs	Percent of students at-risk due to ERI	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	MP

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

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

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

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

Performance Objective C: The district will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in 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	MP
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.	MP	MP	MP
Implementation of new drop off and dismissal procedures to accommodate the addition of 150 students.	All students	Campus Leadership, Campus Staff	August through May	Plans, Smart Dismissal	Time it takes to drop-off and dismiss each day	MOY/EOY Surveys	MP	MP	MP

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

Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	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	PM	MP
Implementation and continuation of Emergency Operation Plan and evaluation.	All	Directors, 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	MP	MP
Each campus will become a Lighthouse school through Leader in Me.	All students	Executive Director of Curriculum, Directors, Lighthouse Teams	August through July	Local Funds	Lighthouse Meetings with Leader in Me Coach; Sign-In Sheets	Lighthouse status by each campus.	PM	PM	PM

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

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	PM	MP
Additional parking and/or alternate road/entrance	All	Superintendent, Director, University	August-June	University funds, Local funds	More space	Construction / surveys	NP	MP	MP

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

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

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

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

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

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

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	PM	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

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

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 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	PM	MP
Utilize parent/student/teacher compact.	All	Director, 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.	12 th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	PM	PM	MP

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

Advisory-Career Academics/College Activities	6th-12 th 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	MP
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	11th-12th grade	Career Counselor	September	CTE Funds	Registration	Participant evaluations	PM	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. In addition, the district will identify certain ½ day Fridays to be devoted to increased parent	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

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

communication through parent conferences.									
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
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	MP
Increase advertisement of school within the community and hold conferences with potential new families to review the model and expectations so that they can make an informed decision about enrollment.	New Students	Directors/ Marketing	August - July	State Funds	Increase in student enrollment.	Increase in student retention.	PM	PM	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: <ul style="list-style-type: none"> • 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	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	PM	PM	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: <ul style="list-style-type: none"> • 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	PM	PM	MP
Provide teachers support through a personalized coaching model to support the school instructional model: <ul style="list-style-type: none"> • 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	PM	MP
Participation in the TIA grant.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	MP	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	PM	MP

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

Provide 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 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
Increase the number of teachers who are approved to teach dual credit in high school.	Teachers	Executive Director of Curriculum	August - July	Local Funds	Number of teachers qualified to teach dual credit.	Number of teachers teaching dual credit courses.	PM	PM	MP
PD for interventions and tutorials	Teachers	Curriculum Department	Fall 2023	Curriculum Resources /Curriculum Budget	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR and ERI	PM	PM	MP
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2022	District created resources	Agenda/Survey	EOY Teacher Survey	PM	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	PM	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	MP

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	PM	MP
--	------------------------------------	------------------------------	--	-----------	--	---	----	----	----



2023-2024 UTTUA
Campus Continuous Improvement Plan

MP = Met Progress
IP = In Progress, 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.

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.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

- 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.
- 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
 IP = In Progress, 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	Shelly Parsons Teacher
Craig Allen, Community Member	Jessica Gleason, Business Representative
Rishad Mims, Community Member	Jenny Calk, High School Teacher
Lisa Tang, Community Member	Candy Bowman, Palestine Parent
Ashley Ford, Paraprofessional	Deborah Velasquez, Paraprofessional

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

MP = Met Progress
IP = In Progress, Working Toward Completion
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, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

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

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

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

Comprehensive Needs Assessment

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. 9 of the 2nd-grade students are considered at risk (currently enrolled 21)
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.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

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.

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. Technology Bandwidth improvement in progress
2. Continued growth on successful technology deployment and implementation in the classroom.

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
IP = In Progress, 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. A Learning Management System provides clear communication to students and parents on the student's academic progress.

Problem Statements Identifying Student Academic Achievement Needs:

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 2022-2023 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.

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

MP = Met Progress
IP = In Progress, 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
2. improve the safety and security of all students and staff.

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, even though it is listed as a strength.

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 improved tremendously, in 2022, 2023 school year

Student-to-teacher ratios over the past three years have been 14.5:1 in 2019-2020 and 15.4:1 in 2020-2021 and 16 : 1 in 2022-23

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

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

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.

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 will host 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.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

Comprehensive Needs Assessment Data Documentation

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

Demographics

- TAPR 2022-2023
- PEIMS Data 2022-2023

Student Academic Achievement

- TAPR Report 2022-2023
- NWEA Maps Data 2022-2023
- Lexia and IXL data 2022-2023
- Benchmarks 2022-2023
- PEIMS Report 2022-2023
- Tutorial Logs
- RTI Process
- Parent Meeting Logs

Staff Quality, Recruitment and Retention

- TAPR 2022-2023
- Master Schedule 2022-2023
- Job Duties 2022-2023
- PLC Schedule 2022-2023
- Professional Development Agendas
- RTI Meeting Minutes
- Assessment Data
- Salary Schedule
- Teacher Portfolio

MP = Met Progress
IP = In Progress, 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 2022-2023
- 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
IP = In Progress, Working Toward Completion
NP = No Progress

School Culture and Climate

- Parent Surveys- 2020-2021 / 2021-2022/2022-23
- Teacher Surveys- 2020-2021 / 2021-2022/2022-23
- Student Surveys- 2020-2021 / 2021-2022/2022-23
- Teacher Feedback Meetings
- Discipline Reports
- Director Feedback

Curriculum, Instruction & Assessment

- STAAR Data 2022-2023
- CDAs -2022 -23
- Math Unit Assessments -2022 - 23
- 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 2022-2023
- Pre and Post STEMScopes- Teacher Incentive Allotment
- Semester Exams 2022-2023
- HB 4545

Title I
\$109,564??

- Parsons- \$6,000 Stipend + \$2,100 Fringe= \$8,100
- After School School Aide #1- \$23,040 Stipend + \$8,064.00 Fringe= \$31,104
- After School School Aide #2- \$23,040 Stipend + \$8,064.00 Fringe= \$31,104
- School Supplies- \$25,000
- Region 7 Title I Contract Services- \$3,385.00
- After School Supplies- \$8,000

Payroll

- \$ Interventionist

Professional and Contracted Services

- \$ - In house Afterschool Care , 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.

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

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	MO YEval	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	IP		MP
Offer extended programs for afterschool tutorials and educational extensions.	All	After-School Staff (\$)	August-June	Local Funds, Title 1 (\$15,000) Funds, ESSER Funds	Daily sign-in sheets	Increase academic performance	IP		MP
Analyze the student progress monitoring spreadsheets to identify students needing additional support.	All	Director of CIA, Director, Teachers, Coaches	August-June	State Funds	District data collected and disaggregated	Increase STAAR performance	IP		MP

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

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		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
Provide a challenging curriculum for all students to reinforce skills needed for advancement.	All students	Director, Teachers	August-July	IMA, Comp Ed, ESL, CTE, Dyslexia, Sped, Early Ed Allotments, State Funds	Benchmark data	Increased masters on STAAR	IP		MP

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12	Career Counselors	August-June	State Funds	Enrollment	Participation data	IP		MP
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	IP		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		MP

MP = Met Progress
 IP = In Progress, 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	IP		MP
--	----------	---------------------------------------	-----------------	---	-----------------------	---	----	--	----

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
------------	-----------------------	-----------------------	----------	-----------	-------------------------	-------------------------	--------------	-------------	-------------

MP = Met Progress

IP = In Progress, Working Toward Completion

NP = No Progress

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/ Recognition Opportunities Title 1 institute	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
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
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		MP
Review Emergency Response Plans: <ul style="list-style-type: none"> ● Fire Drill ● Reverse Evacuation ● Severe Weather ● Lockdown 	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	IP		IP

MP = Met Progress

IP = In Progress, Working Toward Completion

NP = No Progress

Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	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
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 safety	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	Student surveys	Decrease in bullying incidents reported.	IP		IP
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 = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

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

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

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

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

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

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	IP		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	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		MP

MP = Met Progress

IP = In Progress, Working Toward Completion

NP = No Progress

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
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
Utilize parent/student/teacher compact.	All	Director, Title 1 Coordinator & Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP		MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	IP		IP
Assist parents completing FAFSA for senior students.	12 th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	IP		MP
Advisory-Career Academics/College Activities	6th-12 th grade	Teachers, Career Counselor, UT	August-June	State, CTE Funds, UT Advisor	Observations	Observations	IP		MP

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

		Tyler College Advisor		funded by UT Tyler					
Post-Secondary Tours	9th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	IP		MP
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12 th grade	Career Counselor	September	CTE Funds	Registration	Participant evaluations	MP		MP
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August-July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement	IP		MP
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August-July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	IP		MP
Ongoing communication between the school and home.	All	Superintendent, Director, IT Department	August-July	State Funds	Schedule of calls/recordings and copy of emails	System report analyzing connections made	IP		MP

MP = Met Progress
 IP = In Progress, 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	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

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.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
------------	--------------------	--------------------	----------	-----------	----------------------	----------------------	-----------	----------	----------

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

<p>Provide incentives to attract highly qualified staff:</p> <ul style="list-style-type: none"> ● Health insurance provided ● Free college tuition for employees ● Competitive salary ● Loyalty Bonus ● Promotion Plan 	Teachers	Superintendent, Director of CIA	August-July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report	MP		MP
<p>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.</p>	Teachers	The University of Texas at Tyler	August-July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master’s program	Teachers who have Master’s Degree	MP		MP
<p>Provide staff development in a variety of methods to meet State Requirements:</p> <ul style="list-style-type: none"> ● 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	IP		MP

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

Provide teachers support through a personalized coaching model to support the school instructional model: <ul style="list-style-type: none"> ● 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		MP
Teacher observations evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	IP		MP
Provide opportunity for teachers to be promoted to Distinguished Teacher.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher	IP		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	IP		IP
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	IP		IP

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

Provide Title 1 paraprofessionals with required training to ensure they are highly qualified.	Para-professionals	Directors	August-July	Local Funds, Title 1	Training certificate	Certificates of completion	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	MP		MP
Ongoing PLCs in the schedule	Teachers	Directors/Coaches	August 2022	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey	IP		MP
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2022	District created resources	Agenda/Survey	EOY Teacher Survey	MP		MP

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.

MP = Met Progress
 IP = In Progress, Working Toward Completion
 NP = No Progress

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	IP		IP
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	IP		MP
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.	IP		IP
Provide student school supplies for k-12 families	All Students	Director & Title 1 coordinator	August to May	Title 1 funds	Students having needed supplies	Increase academic performance	IP		MP

MP = Met Progress
IP = In Progress, 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,

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

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.

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.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

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.

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.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

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
IP = In Progress, Working Toward Completion
NP = No Progress

Meetings Addendum

Meeting Title: CIP Per planning

UT Tyler University Academy at Palestine

Date: June 22nd 2023

Time: 9:00 a.m.

Meeting Location: Campus

Individuals Present: Umami Bodede, Calk, Kennedy, Buckland, Parsons, Allen and Castillo

Planned school culture and numbers strategic impact ideas and requested a meeting with marketing for clarifications on fundraisers policies.

Reviewed surveys and worked on calendar events for the 23/24 school year.

Meeting Title: CIP

UT Tyler University Academy at Palestine

Date: August 22nd 2023

Time: 9:00 a.m.

Meeting Location: Campus

Individuals Present: Umami Bodede, Aimee Dennis, Dr, Simmons, and All the faculty members of 2023-24 school year.

Meeting Minutes: The committee will review and revise our data from the 2022-23 school year. During this meeting, each group will present their narrative and identify some problems of practice. At the conclusion of the meeting, we will share found root cause analysis, creation of strategies to address the root cause. benchmarks to gauge progress toward identified goals of the strategies.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

Meeting Title: CIP

UT Tyler University Academy at Palestine

Date: August 23, 2023

Time: 9:00 am

Meeting Location: Campus

Individuals Present: Ummi Bodede, Aimee Dennis, Dr, Simmons, and All the faculty members of 2023-24 school year.

Meeting Minutes: Complete our “Why”, set goals, priorities, recommended strategies, and parent and family engagement plans in a Year at a glance format.

This will be presented at the district leadership meeting to gauge progress toward identified goals of the strategies.

Meeting Title: CIP Fall Formative Review

UT Tyler University Academy at Palestine

Date: December 1, 2023

Time: 1:30 pm

Meeting Location: Campus

Individuals Present: Shelly Parsons, Dr. Aimee Dennis, Jenny Calk, Ashley Ford, Tim Kennedy, Lisa Tang, Leticia Castillo, Dr. Kris Fischer

Meeting Minutes: Review progress on goals, performance objectives, strategies, and activities outlined in our Campus Improvement Plan. Under Goal 1, aligned curriculum document, Goal 4, take off MIZ grant, Goal 5, sinks needed for labs.

Meeting Title: CIP Spring Formative Review

UT Tyler University Academy at Palestine

A new interim director was put in place, thus a spring formative was not completed.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

Meeting Title: CIP EOY Evaluation

UT Tyler University Academy at Palestine

Date: June 12, 2024

Time: 11:00 am

Meeting Location: Campus

Individuals Present: Shelly Parsons, Dr. Aimee Dennis, Jenny Calk, Lisa Tang, Leticia Castillo, Dr. Kris Fischer, Linda Butler, Heather Bailey

Meeting Minutes: Review progress on goals, performance objectives, strategies, and activities outlined in our Campus Improvement Plan.

SECTION 5

Special Education Determination Status

This report includes the district's special education determination status on the first page of the TAPR report.

2023-24 Texas Academic Performance Report (TAPR)

District Name: UT TYLER UNIVERSITY ACADEMY

District Number: 212804

This district is a Charter District.

2024 Special Education Determination Status:

Meets Requirements

SECTION 6

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 2023-2024, there are no findings to report at this time.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2023 - 2024 Summer Collection, Resubmission

LEA: 212804 - UT TYLER UNIVERSITY ACADEMY

Campus: 212804001 - UT TYLER UNIVERSITY ACADEMY AT TYLER

<u>Action Reason Code</u>		<u>Incident Total*</u>
21	Violation Of Student Code Of Conduct Not Included Under TEC Sec.37.002(b), 37.006, or 37.007	10
26	Terroristic Threat - TEC §37.006(a)(1) or §37.007(b)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code §22.01	2
61	Bullying – TEC 37.0052(b)	4
	Total	<u>17</u>

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2023 - 2024 Summer Collection, Resubmission

LEA: 212804 - UT TYLER UNIVERSITY ACADEMY

Campus: 212804102 - UT TYLER UNIVERSITY ACADEMY AT LONGVIEW

<u>Action Reason Code</u>	<u>Incident Total*</u>
21 Violation Of Student Code Of Conduct Not Included Under TEC Sec.37.002(b), 37.006, or 37.007	21
Total	<u>21</u>

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2023 - 2024 Summer Collection, Resubmission

LEA: 212804 - UT TYLER UNIVERSITY ACADEMY

Campus: 212804103 - UT TYLER UNIVERSITY ACADEMY AT PALESTINE

<u>Action Reason Code</u>	<u>Incident Total*</u>
21 Violation Of Student Code Of Conduct Not Included Under TEC Sec.37.002(b), 37.006, or 37.007	11
Total	<u>11</u>

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



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

STUDENT CODE OF CONDUCT 2023-2024

Second Edition, November 9, 2023

**UT Tyler University Academy
STUDENT CODE OF CONDUCT
2023-2024**

TABLE OF CONTENTS

APPLICATION OF THE CODE	1
EXPECTATIONS FOR STUDENT CONDUCT	2
PROHIBITED CONDUCT	3
DETERMINING APPROPRIATE DISCIPLINE	6
INVESTIGATION OF DISCIPLINE ISSUES	7
DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS	8
TYPES OF DISCIPLINE	10
DETENTION / IN-SCHOOL SUSPENSION	1
OUT-OF-SCHOOL SUSPENSION	1
REASONS FOR EXPULSION	2
EXPULSION PROCESS	5
TERMS OF EXPULSION	6
DISCIPLINE APPEAL PROCESS	6
TRUANCY	7
BULLYING	8
DEFINITIONS	9

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.

EXPECTATIONS FOR STUDENT CONDUCT

The mission of **UT Tyler University Academy** is to develop students who leave school **STEM College and Career Ready**. **STEM College Ready** indicates students are prepared to enroll in a **STEM Major at a university**. Typically, this means they are **calculus ready upon graduation or have completed calculus in high school**. To achieve that mission, the School must be an environment safe, secure and free from disruption. Students are expected to demonstrate behavior appropriate to the School's learning environment, to treat other students, School personnel, and visitors to the School with respect. As such, each student is expected to:

- Behave in a responsible and respectful manner, always exercising self-discipline;
- Demonstrate courtesy and respect for others, especially other students and School personnel;
- Attend classes and required School activities and events regularly and on time;
- Prepare for each class, take appropriate materials and assignments to class, and complete assignments on time;
- Respect the rights and privileges of other students and school personnel in person and online;
- Respect and care for School property and facilities;
- Follow policies related to use of technology;
- Cooperate with School personnel in maintaining safety, order and discipline;
- Dress appropriately in accordance with the School's dress code;
- Review and comply with the Student Handbook and other School and campus rules;
- Obey classroom rules and classroom expectations for behavior;
- Refrain from verbal or written acts of bullying whether in person or online;
- Avoid violations of this Code.

Students are expected to comply with the school's technology and electronic media use policies and procedures. Students are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom, on school property, or at school-related events. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent cooperation is essential to achieving the School's mission and ensuring that students learn in a safe, secure and positive environment. Parental involvement and cooperation is vital in the discipline process. Parents should understand and be familiar with the Code, ensure that his or her child understands and seeks to comply with this Code, and assist the school in counseling students regarding appropriate behavior.

PROHIBITED CONDUCT

The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

General Student Behavior

1. Violate dress and grooming standards as communicated in the student handbook;
2. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;
3. Disrespectful behavior towards adults;
4. Refuse to accept discipline management techniques assigned by a teacher or principal;
5. Failure to follow directives;
6. Disruption of instruction or other school activities or operations;
7. Unexcused or excessive tardiness;
8. False statements or false accusations;
9. Bullying, including cyberbullying;
10. Teasing, or targeting other students;
11. Inappropriate cell phone or electronic media use;

Violation of School Rules and Policies

12. Failure to comply with the Student Handbook, or other School or campus rules;
13. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
14. Skipping a class period or other mandatory activity, in whole or in part, without permission;
15. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (*e.g.*, cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
16. Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities;
17. Truancy or other failure to attend school without excuse;
18. Defacing, destroying or otherwise modifying School property without authorization;
19. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person;
20. Steal from students, staff, or the school;
21. Commit extortion or blackmail (obtaining money or an object of value from an unwilling person);
22. Soliciting or attempting to solicit another student to violate the Code, School policies and rules, or the law;
23. Taking steps toward violation of the Code even if the act is not completed, as determined by appropriate School administrator;
24. Failing to follow school directives and classroom rules and expectations;
25. Disobeying rules and expectations regarding school transportation;

26. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

Violent, Illegal, and Other Serious Offenses

27. Possession of prohibited items;

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun; A pocket knife or any other small knife;
- Mace or pepper spray;
- Matches or a lighter;
- A laser pointer for other than an approved use;
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists;

28. Conduct which meets the elements of a criminal offense, as determined by the School;

29. Physical, verbal or sexual harassment of others;

30. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;

31. Using the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment;

32. False statements, false accusations, or perpetrate hoaxes regarding school safety;

33. Hazing or initiations;

34. Participation in a gang, soliciting or attempt to solicit participation in a gang;

35. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;

36. Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy;

37. Possessing or selling look-alike drugs or attempt to pass items off as drugs or contraband;

38. Possessing, using, giving, or selling paraphernalia related to any prohibited substance;

39. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);

40. Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code;

41. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;

42. Violence of any kind, including dating violence;

43. Throwing objects that can cause bodily injury or property damage;

44. Fighting;

45. Gambling;

46. Setting or attempting to set a fire;
47. Discharging a fire extinguisher without valid cause;
48. Inappropriate or indecent exposure of body parts;
49. Retaliation of any form against other students or School personnel;
50. Conduct which requires the student's registration as a sex offender;
51. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene, abusive, threatening, harassing, damaging to another's reputation or illegal nature;
52. Endangering the health or safety of others;
53. Other conduct as identified within this Code.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the student engaged in the suspected conduct. The employee's conclusion may be based on any relevant evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In reaching a decision regarding a student discipline matter, the School may consider the specific facts and circumstances of the situation, including but not limited to:

- The student's intent;
- The student's age and grade level;
- The student's past disciplinary history;
- Whether the student's conduct may have been the manifestation of a disability;
- The extent of the student's cooperation during the investigation of the matter;
- The nature and severity of the alleged conduct;
- Whether the student has previously engaged in similar conduct;
- Whether self-defense was involved;
- The student's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property;
- The frequency of the conduct.

The School may issue discipline based on a determination that a student has engaged in conduct which meets the elements of a criminal offense. The School has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The School may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with the law.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

INVESTIGATION OF DISCIPLINE ISSUES

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of school surveillance footage, review of relevant documents, review of information on School-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

Students should have no expectation of privacy with respect to School-owned property. Lockers, desks, and other items provided for student use remain School property, and students do not have a reasonable expectation of privacy in School property or in personal items placed inside School property. School administrators or other authorized personnel may monitor and search student desks and lockers for any reason. School officials may search any School property, including School property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate School policy.

A student's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (*e.g.*, student cell phone, backpack, personal computer, purse, car, etc.).

If an offence is related to sexual misconduct, the charter follows UT Tyler policy as defined in their Handbook of Operating Procedures Section 2.4.3 (<https://www.uttyler.edu/hop/>).

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a “change in the placement” of a student receiving special education services requires a student’s Admission, Review, and Dismissal (ARD) committee to conduct a manifestation determination review in order to determine whether the student’s conduct was a manifestation of his or her disability. A manifestation determination review (MDR) should be held as soon as possible, but not later than 10 school days after the decision is made to change the student’s placement.

A change in placement occurs if a student is:

1. Removed from the student’s current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student’s behavior is substantially similar to the student’s behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the school has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without

disabilities. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

Refer to the **UT Tyler University Academy Student handbook** for more information regarding special education services.

TYPES OF DISCIPLINE

Available disciplinary consequences include:

- Parent conference;
- Verbal correction, oral or written;
- Cooling-off time;
- Seating changes within the classroom or vehicles owned or operated by the district
- Counseling;
- Conference with teacher or administrator;
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy;
- Education/training;
- Improvement plan;
- Community service;
- School-related assigned tasks or duties;
- Loss or restriction of privileges (*e.g.*, eligibility to hold special positions, exemption from exams, etc.);
- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;
- Restriction or revocation of district transportation privileges;
- Confiscation of items;
- Detention, including outside regular school hours;
- In-School Suspension;
- Other alternative placement;
- Out-of-School Suspension;
- Expulsion;
- Other strategies and consequences as determined by school officials.

One or more of these disciplinary consequences may be issued to a student found to have violated the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of student conduct, the School may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for student conduct in the classroom which may result in discipline under this Code or may be enforced in addition to any discipline issued under this Code.

If a student withdraws from the School before completing assigned In-School Suspension, Out-of-School Suspension, or Expulsion, the School shall send documentation of the discipline to the next school that enrolls the student. If a student withdraws from the School before the expulsion process is completed, the School may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the student. If the student returns to enroll in the School at a later date and has not been required to complete the disciplinary consequences previously required, the School may require the student to complete the discipline upon return.

The Code shall be applied and enforced consistently and equitably among students, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation.

DETENTION / IN-SCHOOL SUSPENSION

A student may be assigned to one or more sessions of detention or placed in in-school suspension for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and/or in writing of the student's conduct and assignment to detention or in-school suspension. Detention will be held outside of the instructional day, either before or after school, during lunch period, or during recess. In-school suspension will require the student to report to the in-school suspension classroom for all or part of one or more school days. While in in-school suspension, the student will be provided the appropriate class assignments and will be expected to complete those assignments as if the student were in the regular classroom.

OUT-OF-SCHOOL SUSPENSION

A student may be suspended for one or more school days for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and/or in writing of the student's conduct and the length of the period of suspension. A student may not be suspended for more than three consecutive school days. During a period of suspension, the suspended student may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The student's teachers will provide assignments that the student will be expected to complete during the period of suspension. Student assignments or other class work completed during a period of suspension will be accepted for grading if completed in a timely fashion.

REASONS FOR EXPULSION

A student **may** be expelled from the School if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
 - a. A firearm;
 - i. A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - b. A location-restricted knife;
 - i. A location-restricted knife, such as a knife with a blade over 5.5 inches.
 - c. A club; or
 - i. A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - d. prohibited weapon
 - i. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - ii. The frame or receiver of any such weapon.
 - iii. Such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device.
 - e. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location, date on which the student's conduct occurred, whether the student was enrolled in the district, or whether the student has successfully completed any court disposition requirements imposed in connection with the conduct:
 - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
 - b. Assault against another student, an employee, or a volunteer of the School;

- c. Deadly conduct;
 - d. A Title V felony under the Penal Code.
3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
- a. False alarm or report or terroristic threat involving a public school;
 - b. An offense related to an abusable volatile chemical;
 - c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system;
 - d. Criminal mischief if the conduct is punishable as a felony;
 - e. Public lewdness or indecent exposure.
4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:
- a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:
 - i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, e-cigarette, or alcoholic beverage.
 - b. Regardless of location:
 - i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.
 - ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.
5. **Bullying.** The student, regardless of location:
- a. Engages in bullying that encourages a student to commit or attempt to commit suicide;

- b. Incites violence against a student through group bullying; or
 - c. Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
6. **Other.** The student, while on campus or at a school-sponsored or school-related event, on or off campus:
- a. Engages in conduct that constitutes a felony;
 - b. Commits an assault;
 - c. Commits frequent violations of this Code that cause significant disruption to the School environment or substantial interference with the instructional process.
7. **Property of Another District.** A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

EXPULSION PROCESS

If the school administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult student of the proposed expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The student is entitled to a hearing with the campus administrator during which the student and/or the student's representative (*e.g.*, parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent, guardian or adult student. If the administrator determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion.

The parent, guardian or adult student may only waive their right to attend the expulsion hearing, not the student's right to a hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the hearing is waived, the administrator will review the relevant evidence and issue a written decision to the parent as described above.

The School will notify the independent school district in which the student resides of the student's expulsion within three business days of the Expulsion Order.

TERMS OF EXPULSION

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other students and employees if the student were allowed to return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from 4 school days to one calendar year. A permanent expulsion allows the School to deny future admission to the student based on consideration of the student's past disciplinary history. In each instance, the Expulsion Order must explain the circumstances which justify the length of the expulsion.

A student expelled from the School for any length of time is not eligible for readmission to the school at any time.

During a period of expulsion, the student is prohibited from entering onto any school property and attending any school-sponsored or school-related events. Failure to comply with this prohibition will result in the filing of criminal trespass charges against the student. Except as otherwise required by law, students will not receive educational services or receive course credits during a period of expulsion.

DISCIPLINE APPEAL PROCESS

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult student may appeal an expulsion decision by filing a written appeal with the Superintendent within 5 business days of the date of the Expulsion Order. The Superintendent or Superintendent's designee will review the record of the expulsion proceedings at the campus level, along with any other relevant information, and will issue a written decision to the appealing party within 10 business days of receiving the request for review.

If the appealing party is not satisfied with the decision of the Superintendent or Superintendent's designee, he or she may appeal that decision to the school board by filing a request for review with the Superintendent's office within 5 business days of the date of the decision. The Superintendent shall notify the School Board President and arrange for the school board to hear the complaints of the appealing party at the next available board meeting. The Superintendent shall notify the appealing party of the location, date and time of the hearing in front of the school board. The decision of the governing body is final and not appealable. An expulsion action will not be delayed during the appeal process.

TRUANCY

State compulsory attendance law requires that every child at least ages 6 and younger than 19 years of age attend school. The School enforces the compulsory attendance laws by ensuring the regular attendance of currently enrolled students through the application of truancy prevention measures and, if necessary, referral of students to truancy court.

A student's absence is excused if the absence is specifically authorized by School policy or rule, or is otherwise approved by the campus administrator. Any absence that is not excused shall be considered an "unexcused" absence.

The School will provide written notice to parents if their student has incurred three unexcused absences (including partial day absences) in a four week period, and will begin the implementation of truancy prevention measures, which shall include one of the following:

1. The creation of a behavior improvement plan that includes a specific description of required or prohibited behavior, the period of the plan's effectiveness (not to exceed 45 days), and penalties for additional absences;
2. School-based community service; or
3. Referral to counseling, mentoring, teen court, community-based services, or other services to address the student's truancy.

A student will be considered "truant" if the student fails to attend school, without excuse, on 10 or more days or parts of days within a six-month period in the same school year. A student, who is at least 12 years of age and younger than 19 years of age, may be referred to truancy court within 10 days of the student's 10th unexcused absence. In rare occasions, parents may also be subject to prosecution for criminal negligence if the parent fails to secure the student's attendance as further detailed below.

Before the School makes a referral to truancy court, the School's Truancy Prevention Facilitator will create and oversee the implementation of truancy prevention measures for the student. The School will not refer a student to truancy court if the student's truancy is the result of pregnancy, foster care, homelessness, or because the student is the principal income earner for their family and instead may offer additional counseling for the student.

If a student is 19 or older and has more than 3 unexcused absences in one semester, the School will issue a warning letter to the student that states enrollment can be revoked after 5 unexcused absences. As an alternative to revoking enrollment, the School may require the student to comply with a behavior improvement plan to address the student's lack of attendance. If the student fails to comply with the behavior improvement plan, the School may revoke the student's enrollment.

BULLYING

Bullying is strictly prohibited and **UT Tyler University Academy** may implement a variety of different techniques – both educational and disciplinary in nature – in order to eliminate bullying between students.

Students may face disciplinary consequences for bullying conduct that:

1. occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; or
3. is considered cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity, *if* the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Students who engage in certain bullying behavior may be expelled from UT Tyler University Academy, as further discussed on pages 13-14. Any student who, after an investigation, is found to be a victim of bullying and used reasonable self-defense in response to the bullying will not be subject to disciplinary action on the basis of the student's reasonable use of self-defense.

Students are encouraged to report an alleged incident of bullying immediately to the campus director or to any teacher, counselor, or other campus employee. Reports may be made orally or in writing, and reports may be made anonymously. Refer to the Bullying Prevention and Intervention Plan or a UT Tyler University Academy Administrator for additional information. No student or other person shall retaliate against any other student or other person who reports bullying. The school will promptly launch an investigation into the reported incident pursuant to the Bullying Prevention and Intervention Plan. The school will notify the parent(s) of the alleged victim on or before the third business day after the incident is reported and the parent(s) of the alleged bully within a reasonable amount of time after the incident pursuant to the Bullying Prevention and Intervention Plan.

Pursuant to the Bullying and Prevention Intervention Plan and the UT Tyler University Academy Student Handbook students who are victims of bullying, witnesses of bullying, or who engage in bullying have access to a school counselor or designee.

The principal or a designated staff member may report acts of bullying that constitute assault or harassment to the local law enforcement office.

DEFINITIONS

The following definitions are provided to further detail and define the terms of this Code. The school board shall have final authority to interpret or amend any terms or provisions within this Code.

Abusable volatile chemicals: Those substances as defined in Texas Health and Safety Code § 485.001.

Alcoholic Beverage: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

Assault: Intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying: A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school. Bullying includes cyberbullying.

Cyberbullying: Bullying that is done through the use of any electronic communication device, including a cell phone or other phone, a computer, a camera, e-mail, an Internet website, or any other Internet-based communication tool. Cyberbullying includes conduct that occurs off school property or outside of a school-sponsored or school-related activity if it (1) interferes with a student's educational opportunities, or (2) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Club: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

Controlled substance: Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

Deadly conduct: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Electronic media: Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing or file sharing Web sites, cellular telephones, portable electronic devices, computers.

False alarm or report: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm (federal): (1) any weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as an explosive, incendiary, or poison gas bomb, or grenade.

Firearm (state): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Gang: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the School will consult with law enforcement authorities.

Harassment: Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by School policy, rules or the Code.

Hazing: Any act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

Intimate visual material: visual material that depicts a person: (1) with the person's intimate parts exposed; or (2) engaged in sexual conduct.

Location-restricted knife: A knife with a blade over 5 and one-half inches.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bong and pipes.

Possession: Regardless of the student's knowledge or intent to possess the item, to have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related

activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

Prohibited item: Includes but is not limited to (1) alcoholic beverages, marijuana, controlled substances, or dangerous drugs; (2) paraphernalia; (3) prohibited weapons; (4) any other item prohibited by this Code.

Prohibited weapons: Includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, or zip gun, taser gun.

Retaliation: Harming or threatening to harm another: (1) on account of their service as a School employee or volunteer, (2) to prevent or delay another's service to the School, or (3) because the person intends to report a crime or violation of this Code.

Self-defense: When the person who is not the aggressor in an encounter uses the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's performance or creates an intimidating, hostile, or offensive educational environment.

Soliciting: Requesting, commanding, or attempting to induce another student to engage in specific conduct that would constitute a violation of the Code, and with the intent that a violation of the Code be committed.

Short-barrel firearm: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, it has an overall length of less than 26 inches.

Switchblade knife: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force.

Terroristic threat: Threats to commit an offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the School).

Title 5 felony offenses: Offenses against the person that, depending on the circumstances, may include the following offenses under the Penal Code: murder; capital murder; transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; improper photography or visual recording; coercing, soliciting, or inducing gang membership; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; and tampering with a consumer product.

Under the influence: When in an employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of marijuana, a controlled substance, dangerous drug or alcoholic beverage. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior. The student need not be legally intoxicated.

Use: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

Zip gun: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

SECTION 7

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 has data that reports the number of 2023 high school graduates who attended a post-secondary institution in the Fall of 2023. The data presented in this section is 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 FY2023
Enrolled in Texas Public or Independent Higher Education Fall 2023**

UT Tyler University Academy (212804)	U. of Texas at Tyler (011163)	22
	Other Public 4-yr Institution (5)	6
	Other Public 2-yr Institution (5)	11
	Not trackable	1
	Not Found	8
	<i>Total high school graduates</i>	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-enroll-ed-in-higher-education-by-district-fall-2023-pdf/>

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 50% to 70% by June 2029.

Yearly Target Goals

Yearly Target Goals				
2024	2025	2026	2027	2028
60%	62%	64%	68%	70%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
50%				

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
55%				

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%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2028	xx%	xx%	N/A	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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
57%				

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%	N/A	xx%	xx%	xx%	xx%	xx%	N/A	xx%	xx%	xx%	xx%
2025	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	N/A	xx%	xx%	xx%	xx%
2026	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	N/A	xx%	xx%	xx%	xx%
2027	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	N/A	xx%	xx%	xx%	xx%
2028	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	N/A	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%

2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
66%				

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%	N/A	xx%	xx%	xx%	xx%	xx%	N/A%	xx%	xx%	xx%	xx%
2025	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	75%	xx%	xx%	xx%	xx%
2026	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	78%	xx%	xx%	xx%	xx%
2027	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	82%	xx%	xx%	xx%	xx%
2028	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	84%	xx%	xx%	xx%	xx%

Early Childhood Literacy Plan 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.

Yearly Target Goals

2024	2025	2026	2027	2028
55%	60%	65%	70%	75%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
53%				

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%	38%	xx%	xx%	xx%	xx%	xx%	58%	xx%	xx%	xx%	xx%
2025	xx%	xx%	42%	xx%	xx%	xx%	xx%	xx%	62%	xx%	xx%	xx%	xx%
2026	xx%	xx%	46%	xx%	xx%	xx%	xx%	xx%	65%	xx%	xx%	xx%	xx%
2027	xx%	xx%	50%	xx%	xx%	xx%	xx%	xx%	68%	xx%	xx%	xx%	xx%
2028	xx%	xx%	54%	xx%	xx%	xx%	xx%	xx%	72%	xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 1 Palestine Campus Goal

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
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
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 Palestine Campus Goal				
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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
46%				

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
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 3 Palestine Campus Goal

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
66%				

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%	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%

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 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.

Yearly Target Goals

2024	2025	2026	2027	2028
68%	72%	76%	78%	80%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
53%				

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 Longview Campus Goal

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
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
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 Longview Campus Goal				
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%

2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
46%				

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 Plan Longview Campus Goal

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
66%				

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%	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%

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 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.

Yearly Target Goals

2024	2025	2026	2027	2028
50%	54%	58%	60%	65%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
46%				

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 Tyler Campus Goal

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
47%				

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 Tyler Campus Goal
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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
63%				

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 3 Tyler Campus Goal

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual

50%

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%	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%

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
43%				

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
66%				

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
66%				

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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual

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%					
2024 - Actual		2025 - Actual		2026 - Actual		2027 - Actual		2028 - Actual	
53%									

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 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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
60%				

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 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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual

65%

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 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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
50%				

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%	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%

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. Fall of 2024 update, there is no longer a 1/2 math coach on the Palestine campus as additional support.

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%					
2024 - Actual		2025 - Actual		2026 - Actual		2027 - Actual		2028 - Actual	
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
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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
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
2024	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2028	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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
54%				

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

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 3 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 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%					
2024 - Actual		2025 - Actual		2026 - Actual		2027 - Actual		2028 - Actual	
46%									

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

Yearly Target Goals				
2024	2025	2026	2027	2028
92%	94%	94%	96%	98%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
65%				

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%	80%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	85%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	90%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	93%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2028	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%
2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
77%				

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 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%

2024 - Actual	2025 - Actual	2026 - Actual	2027 - Actual	2028 - Actual
50%				

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%	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%

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%
2024- Actual	2025- Actual	2026- Actual	2027- Actual	2028- Actual
100%	NA	NA	NA	NA

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
48%	65%	80%	90%	100%
2024- Actual	2025- Actual	2026- Actual	2027- Actual	2028- Actual
73%	NA	NA	NA	NA

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 30% by August 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
N/A	5%	10%	20%	30%

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 desegregation, 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 desegregation, 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	MTSS 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	

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.](#)

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.

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.

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
Campus Evaluation
Campus Evaluation

Supporting Materials

[See "Monitoring Calendar" tab for specific supporting timeline.](#)