

## UTTUA Annual Report 2024-2025



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

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## **Section 1**

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

The Texas Academic Performance Reports (TAPR) combine 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](http://www.uttua.org) or the Texas Education Agency (TEA) website at <https://tea.texas.gov/perfreport/tapr/index.html>

## **2024-25 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

**District Number: 212804**

**2025 District Accountability Score: A**

**Distinction Designations:**

**Postsecondary Readiness**

**This district is a Charter District.**

***2025 Special Education Determination Status:***

***Meets Requirements***

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Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	78%	<b>80%</b>	86%	84%	75%	-	*	-	*	60%	*	79%	81%	72%	*
	2024	74%	76%	<b>81%</b>	80%	70%	83%	-	*	-	100%	60%	100%	80%	83%	81%	83%
At Meets Grade Level or Above	2025	52%	51%	<b>57%</b>	43%	63%	56%	-	*	-	*	40%	*	57%	57%	42%	*
	2024	48%	48%	<b>52%</b>	80%	40%	52%	-	*	-	50%	25%	80%	55%	48%	62%	33%
At Masters Grade Level	2025	23%	20%	<b>21%</b>	0%	22%	23%	-	*	-	*	10%	*	24%	19%	10%	*
	2024	21%	18%	<b>26%</b>	20%	25%	27%	-	*	-	17%	15%	20%	27%	24%	23%	33%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	72%	<b>79%</b>	71%	81%	79%	-	*	-	*	53%	*	86%	74%	69%	*
	2024	70%	70%	<b>75%</b>	80%	60%	79%	-	*	-	67%	40%	60%	75%	76%	69%	83%
At Meets Grade Level or Above	2025	46%	46%	<b>53%</b>	29%	61%	51%	-	*	-	*	40%	*	60%	48%	37%	*
	2024	42%	41%	<b>43%</b>	40%	35%	48%	-	*	-	33%	15%	60%	40%	48%	38%	33%
At Masters Grade Level	2025	19%	18%	<b>23%</b>	0%	29%	25%	-	*	-	*	17%	*	19%	26%	10%	*
	2024	15%	14%	<b>16%</b>	0%	10%	21%	-	*	-	17%	5%	60%	15%	19%	12%	33%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2025	81%	80%	<b>83%</b>	83%	77%	83%	-	*	-	100%	63%	*	87%	80%	83%	80%
	2024	81%	81%	<b>86%</b>	60%	81%	91%	*	*	-	100%	56%	*	89%	85%	89%	100%
At Meets Grade Level or Above	2025	54%	52%	<b>58%</b>	67%	45%	58%	-	*	-	80%	26%	*	62%	56%	61%	0%
	2024	51%	49%	<b>56%</b>	40%	46%	60%	*	*	-	60%	11%	*	57%	56%	50%	40%
At Masters Grade Level	2025	24%	20%	<b>18%</b>	17%	5%	23%	-	*	-	20%	5%	*	26%	11%	14%	0%
	2024	23%	20%	<b>14%</b>	0%	8%	18%	*	*	-	20%	0%	*	18%	13%	11%	0%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2025	69%	69%	<b>63%</b>	67%	55%	65%	-	*	-	80%	26%	*	62%	65%	72%	20%
	2024	69%	68%	<b>73%</b>	60%	65%	75%	*	*	-	100%	44%	*	61%	78%	71%	60%
At Meets Grade Level or Above	2025	47%	46%	<b>41%</b>	50%	32%	42%	-	*	-	60%	11%	*	45%	37%	42%	0%
	2024	46%	44%	<b>46%</b>	20%	27%	55%	*	*	-	80%	22%	*	46%	46%	39%	40%
At Masters Grade Level	2025	24%	22%	<b>16%</b>	0%	9%	18%	-	*	-	40%	0%	*	15%	17%	17%	0%
	2024	21%	19%	<b>19%</b>	0%	8%	25%	*	*	-	40%	6%	*	14%	21%	18%	20%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2024-25 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	2025	77%	76%	<b>83%</b>	67%	79%	86%	-	*	-	80%	46%	*	85%	82%	87%	86%
	2024	79%	77%	<b>93%</b>	100%	73%	95%	-	*	-	100%	83%	*	89%	97%	93%	*
At Meets Grade Level or Above	2025	58%	55%	<b>66%</b>	56%	55%	71%	-	*	-	80%	17%	*	63%	68%	66%	57%
	2024	55%	49%	<b>64%</b>	50%	45%	64%	-	*	-	88%	28%	*	60%	69%	59%	*
At Masters Grade Level	2025	30%	26%	<b>26%</b>	0%	24%	28%	-	*	-	40%	8%	*	28%	25%	29%	14%
	2024	29%	23%	<b>33%</b>	33%	36%	31%	-	*	-	25%	6%	*	31%	36%	33%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	73%	<b>74%</b>	44%	66%	81%	-	*	-	80%	42%	*	75%	73%	79%	86%
	2024	77%	74%	<b>79%</b>	83%	64%	80%	-	*	-	75%	61%	*	73%	85%	81%	*
At Meets Grade Level or Above	2025	47%	45%	<b>51%</b>	11%	38%	60%	-	*	-	60%	17%	*	48%	53%	53%	71%
	2024	50%	46%	<b>58%</b>	67%	36%	58%	-	*	-	63%	28%	*	58%	59%	48%	*
At Masters Grade Level	2025	22%	20%	<b>23%</b>	0%	14%	25%	-	*	-	60%	8%	*	15%	28%	26%	43%
	2024	19%	16%	<b>21%</b>	33%	18%	20%	-	*	-	25%	11%	*	24%	18%	15%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2025	65%	66%	<b>75%</b>	44%	72%	79%	-	*	-	80%	46%	*	75%	75%	82%	86%
	2024	58%	58%	<b>75%</b>	67%	55%	78%	-	*	-	75%	44%	*	71%	79%	70%	*
At Meets Grade Level or Above	2025	31%	32%	<b>34%</b>	0%	34%	40%	-	*	-	20%	4%	*	30%	37%	32%	29%
	2024	28%	26%	<b>50%</b>	67%	27%	55%	-	*	-	25%	28%	*	49%	51%	56%	*
At Masters Grade Level	2025	12%	12%	<b>11%</b>	0%	10%	16%	-	*	-	0%	0%	*	13%	11%	8%	0%
	2024	11%	10%	<b>31%</b>	33%	0%	38%	-	*	-	25%	11%	*	33%	28%	33%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	76%	<b>95%</b>	90%	100%	95%	-	*	*	86%	79%	100%	94%	95%	94%	100%
	2024	77%	76%	<b>94%</b>	*	100%	95%	-	80%	-	*	75%	*	97%	91%	87%	*
At Meets Grade Level or Above	2025	56%	53%	<b>79%</b>	80%	78%	77%	-	*	*	86%	42%	60%	76%	81%	70%	80%
	2024	57%	55%	<b>85%</b>	*	91%	86%	-	80%	-	*	38%	*	84%	85%	73%	*
At Masters Grade Level	2025	29%	25%	<b>54%</b>	20%	44%	60%	-	*	*	57%	17%	20%	59%	50%	45%	40%
	2024	26%	22%	<b>44%</b>	*	27%	52%	-	20%	-	*	13%	*	41%	47%	20%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	74%	<b>88%</b>	90%	94%	88%	-	*	*	71%	71%	80%	88%	89%	94%	100%
	2024	72%	71%	<b>80%</b>	*	73%	84%	-	80%	-	*	50%	*	81%	79%	60%	*

Texas Education Agency  
**2024-25 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	2025	40%	38%	<b>50%</b>	30%	39%	56%	-	*	*	43%	17%	40%	55%	47%	39%	40%
	2024	39%	36%	<b>52%</b>	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
At Masters Grade Level	2025	16%	14%	<b>21%</b>	20%	17%	23%	-	*	*	29%	4%	20%	20%	23%	15%	20%
	2024	14%	11%	<b>21%</b>	*	9%	25%	-	40%	-	*	13%	*	25%	18%	13%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2025	76%	74%	<b>93%</b>	83%	93%	92%	-	100%	-	*	56%	*	92%	93%	88%	83%
	2024	74%	75%	<b>89%</b>	71%	87%	91%	-	*	-	100%	43%	*	94%	84%	80%	*
At Meets Grade Level or Above	2025	54%	50%	<b>80%</b>	67%	79%	83%	-	86%	-	*	44%	*	76%	82%	68%	67%
	2024	54%	53%	<b>80%</b>	71%	73%	85%	-	*	-	71%	43%	*	85%	74%	72%	*
At Masters Grade Level	2025	27%	24%	<b>56%</b>	17%	57%	62%	-	57%	-	*	33%	*	44%	61%	47%	33%
	2024	29%	26%	<b>47%</b>	43%	47%	55%	-	*	-	14%	0%	*	48%	45%	44%	*
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2025	55%	56%	<b>90%</b>	83%	86%	92%	-	86%	-	*	67%	*	92%	89%	85%	67%
	2024	56%	60%	<b>89%</b>	71%	100%	88%	-	*	-	86%	43%	*	94%	84%	88%	*
At Meets Grade Level or Above	2025	33%	34%	<b>65%</b>	33%	57%	70%	-	86%	-	*	22%	*	58%	68%	59%	67%
	2024	34%	37%	<b>59%</b>	57%	40%	70%	-	*	-	57%	29%	*	67%	52%	64%	*
At Masters Grade Level	2025	11%	11%	<b>31%</b>	0%	29%	36%	-	43%	-	*	0%	*	23%	35%	26%	33%
	2024	11%	12%	<b>31%</b>	29%	13%	42%	-	*	-	14%	14%	*	33%	29%	28%	*
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2025	82%	80%	<b>94%</b>	83%	100%	91%	-	*	-	100%	64%	*	94%	94%	86%	*
	2024	81%	79%	<b>96%</b>	100%	100%	93%	-	*	-	100%	91%	*	95%	97%	94%	100%
At Meets Grade Level or Above	2025	58%	56%	<b>92%</b>	67%	100%	91%	-	*	-	100%	55%	*	94%	90%	82%	*
	2024	56%	53%	<b>82%</b>	80%	75%	83%	-	*	-	83%	64%	*	81%	83%	69%	50%
At Masters Grade Level	2025	32%	29%	<b>60%</b>	67%	54%	59%	-	*	-	67%	9%	*	72%	48%	55%	*
	2024	29%	26%	<b>60%</b>	40%	44%	66%	-	*	-	50%	18%	*	65%	52%	38%	50%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2025	74%	69%	<b>89%</b>	67%	86%	91%	-	*	-	100%	45%	*	91%	87%	78%	*
	2024	70%	66%	<b>88%</b>	60%	88%	90%	-	*	-	83%	64%	*	91%	83%	69%	67%
At Meets Grade Level or Above	2025	48%	42%	<b>77%</b>	67%	71%	82%	-	*	-	67%	27%	*	79%	74%	65%	*
	2024	44%	38%	<b>68%</b>	60%	63%	68%	-	*	-	67%	27%	*	70%	66%	44%	50%

Texas Education Agency  
**2024-25 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	2025	19%	14%	<b>34%</b>	33%	29%	32%	-	*	-	44%	0%	*	36%	32%	30%	*
	2024	17%	12%	<b>32%</b>	20%	19%	34%	-	*	-	33%	9%	*	35%	28%	19%	17%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2025	58%	54%	<b>84%</b>	83%	79%	85%	-	*	-	89%	45%	*	91%	77%	78%	*
	2024	60%	55%	<b>79%</b>	60%	81%	78%	-	*	-	83%	36%	*	81%	76%	63%	67%
At Meets Grade Level or Above	2025	32%	27%	<b>48%</b>	50%	29%	53%	-	*	-	56%	0%	*	45%	52%	39%	*
	2024	33%	27%	<b>51%</b>	40%	56%	51%	-	*	-	33%	9%	*	51%	52%	38%	50%
At Masters Grade Level	2025	17%	13%	<b>25%</b>	33%	14%	26%	-	*	-	22%	0%	*	27%	23%	22%	*
	2024	17%	12%	<b>29%</b>	40%	31%	24%	-	*	-	17%	9%	*	26%	34%	31%	17%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2025	69%	66%	<b>94%</b>	*	100%	90%	-	*	-	100%	60%	*	98%	88%	94%	*
	2024	70%	70%	<b>97%</b>	*	100%	95%	*	*	-	*	86%	*	100%	92%	95%	*
At Meets Grade Level or Above	2025	49%	45%	<b>80%</b>	*	71%	79%	-	*	-	100%	30%	*	89%	63%	88%	*
	2024	52%	50%	<b>97%</b>	*	100%	95%	*	*	-	*	86%	*	100%	92%	95%	*
At Masters Grade Level	2025	15%	11%	<b>39%</b>	*	14%	45%	-	*	-	0%	0%	*	44%	29%	31%	*
	2024	16%	13%	<b>52%</b>	*	42%	54%	*	*	-	*	29%	*	50%	54%	37%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2025	72%	69%	<b>95%</b>	*	100%	92%	*	*	-	*	75%	*	97%	92%	94%	*
	2024	75%	74%	<b>98%</b>	80%	100%	100%	*	*	-	*	88%	*	97%	100%	94%	*
At Meets Grade Level or Above	2025	55%	50%	<b>87%</b>	*	90%	84%	*	*	-	*	50%	*	93%	81%	88%	*
	2024	58%	56%	<b>93%</b>	80%	100%	89%	*	*	-	*	63%	*	92%	94%	88%	*
At Masters Grade Level	2025	8%	6%	<b>22%</b>	*	20%	24%	*	*	-	*	0%	*	21%	23%	31%	*
	2024	9%	6%	<b>17%</b>	0%	18%	15%	*	*	-	*	13%	*	21%	6%	0%	*
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2025	78%	69%	<b>90%</b>	75%	89%	90%	-	*	-	100%	56%	*	95%	86%	90%	*
	2024	81%	74%	<b>85%</b>	100%	86%	83%	*	*	-	71%	71%	*	90%	79%	83%	86%
At Meets Grade Level or Above	2025	45%	34%	<b>61%</b>	50%	67%	60%	-	*	-	64%	22%	*	68%	56%	58%	*
	2024	43%	36%	<b>55%</b>	33%	59%	51%	*	*	-	57%	18%	*	63%	45%	43%	57%

Texas Education Agency  
**2024-25 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	2025	27%	20%	<b>49%</b>	50%	44%	50%	-	*	-	45%	11%	*	61%	40%	39%	*
	2024	24%	19%	<b>35%</b>	33%	27%	38%	*	*	-	14%	6%	*	43%	26%	22%	29%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2025	92%	90%	<b>99%</b>	*	100%	98%	-	*	-	100%	88%	*	100%	96%	100%	*
	2024	91%	90%	<b>100%</b>	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	*
At Meets Grade Level or Above	2025	61%	52%	<b>83%</b>	*	93%	78%	-	*	-	80%	38%	*	87%	74%	82%	*
	2024	56%	49%	<b>86%</b>	*	83%	86%	*	*	-	*	71%	*	91%	81%	85%	*
At Masters Grade Level	2025	21%	14%	<b>39%</b>	*	27%	41%	-	*	-	40%	13%	*	50%	17%	29%	*
	2024	19%	13%	<b>41%</b>	*	50%	33%	*	*	-	*	29%	*	44%	37%	35%	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2025	95%	93%	<b>98%</b>	*	100%	97%	*	*	-	*	88%	*	100%	97%	100%	*
	2024	96%	95%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
At Meets Grade Level or Above	2025	68%	60%	<b>92%</b>	*	100%	90%	*	*	-	*	88%	*	93%	91%	95%	*
	2024	69%	65%	<b>89%</b>	*	88%	89%	-	*	-	*	80%	*	94%	78%	79%	*
At Masters Grade Level	2025	37%	28%	<b>58%</b>	*	75%	54%	*	*	-	*	38%	*	59%	58%	68%	*
	2024	37%	31%	<b>49%</b>	*	41%	59%	-	*	-	*	40%	*	60%	28%	36%	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2025	89%	92%	<b>95%</b>	-	90%	96%	-	*	-	-	*	*	95%	*	100%	*
	2024	88%	91%	<b>87%</b>	*	91%	86%	-	*	-	*	*	*	89%	*	100%	-
At Meets Grade Level or Above	2025	59%	56%	<b>56%</b>	-	40%	59%	-	*	-	-	*	*	55%	*	50%	*
	2024	59%	59%	<b>69%</b>	*	55%	76%	-	*	-	*	*	*	74%	*	83%	-
At Masters Grade Level	2025	13%	5%	<b>5%</b>	-	0%	7%	-	*	-	-	*	*	5%	*	0%	*
	2024	12%	6%	<b>5%</b>	*	9%	5%	-	*	-	*	*	*	6%	*	0%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2025	75%	73%	<b>86%</b>	77%	84%	86%	*	97%	*	91%	57%	92%	88%	84%	84%	84%
	2024	75%	73%	<b>86%</b>	76%	83%	87%	100%	97%	-	87%	62%	89%	87%	85%	82%	85%
At Meets Grade Level or Above	2025	50%	46%	<b>63%</b>	49%	58%	65%	*	88%	*	67%	28%	70%	66%	61%	57%	55%
	2024	48%	45%	<b>64%</b>	54%	57%	66%	83%	88%	-	60%	31%	80%	67%	60%	58%	59%

Texas Education Agency  
**2024-25 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	2025	21%	18%	<b>31%</b>	18%	25%	33%	*	47%	*	35%	9%	40%	32%	30%	26%	22%
	2024	20%	16%	<b>30%</b>	22%	23%	33%	50%	44%	-	25%	11%	39%	33%	28%	24%	28%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2025	76%	74%	<b>89%</b>	84%	89%	88%	*	100%	*	95%	62%	95%	90%	87%	85%	89%
	2024	76%	75%	<b>91%</b>	78%	88%	92%	*	96%	-	100%	71%	96%	92%	90%	88%	91%
At Meets Grade Level or Above	2025	54%	51%	<b>73%</b>	67%	68%	73%	*	92%	*	84%	36%	73%	75%	71%	65%	63%
	2024	54%	52%	<b>73%</b>	63%	68%	74%	*	92%	-	74%	37%	83%	75%	70%	68%	59%
At Masters Grade Level	2025	23%	19%	<b>36%</b>	22%	28%	40%	*	56%	*	37%	10%	41%	40%	34%	30%	23%
	2024	22%	18%	<b>35%</b>	22%	28%	38%	*	50%	-	29%	10%	35%	38%	32%	25%	31%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2025	72%	69%	<b>81%</b>	72%	77%	83%	-	90%	*	85%	52%	86%	84%	79%	81%	75%
	2024	72%	70%	<b>80%</b>	76%	76%	81%	*	96%	-	77%	53%	75%	81%	80%	77%	81%
At Meets Grade Level or Above	2025	45%	41%	<b>53%</b>	33%	48%	56%	-	86%	*	53%	23%	59%	55%	52%	47%	47%
	2024	43%	40%	<b>53%</b>	38%	41%	56%	*	84%	-	54%	22%	70%	57%	48%	47%	54%
At Masters Grade Level	2025	20%	17%	<b>25%</b>	13%	21%	27%	-	33%	*	35%	8%	32%	22%	28%	21%	22%
	2024	17%	15%	<b>22%</b>	16%	14%	26%	*	32%	-	18%	8%	40%	24%	21%	18%	31%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2025	78%	76%	<b>86%</b>	63%	83%	88%	-	100%	-	95%	53%	100%	89%	82%	85%	83%
	2024	75%	73%	<b>86%</b>	67%	82%	88%	*	100%	-	80%	61%	100%	86%	86%	79%	80%
At Meets Grade Level or Above	2025	47%	43%	<b>60%</b>	37%	59%	62%	-	78%	-	58%	16%	83%	66%	54%	53%	50%
	2024	43%	39%	<b>66%</b>	67%	59%	68%	*	90%	-	47%	36%	86%	68%	64%	62%	70%
At Masters Grade Level	2025	17%	14%	<b>26%</b>	16%	19%	28%	-	44%	-	32%	2%	67%	34%	18%	19%	8%
	2024	16%	12%	<b>34%</b>	33%	23%	36%	*	50%	-	33%	14%	43%	37%	31%	30%	30%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2025	77%	75%	<b>91%</b>	90%	88%	92%	*	*	-	92%	63%	*	95%	88%	88%	100%
	2024	78%	75%	<b>88%</b>	78%	91%	87%	-	100%	-	88%	56%	100%	90%	85%	80%	80%
At Meets Grade Level or Above	2025	50%	45%	<b>70%</b>	60%	62%	73%	*	*	-	67%	37%	*	68%	72%	64%	67%
	2024	51%	46%	<b>67%</b>	56%	73%	66%	-	86%	-	50%	31%	100%	71%	62%	57%	60%

Texas Education Agency  
**2024-25 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	2025	27%	21%	<b>41%</b>	30%	42%	41%	*	*	-	33%	16%	*	42%	41%	43%	50%
	2024	27%	22%	<b>38%</b>	33%	36%	38%	-	57%	-	25%	19%	50%	41%	32%	33%	10%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2025	39%	38%	<b>49%</b>	29%	61%	44%	-	*	-	*	37%	*	50%	48%	33%	*
	2024	35%	33%	<b>37%</b>	40%	30%	40%	-	*	-	33%	15%	60%	38%	36%	38%	33%
Reading and Mathematics Including EOC	2025	39%	38%	<b>49%</b>	29%	61%	44%	-	*	-	*	37%	*	50%	48%	33%	*
	2024	35%	33%	<b>37%</b>	40%	30%	40%	-	*	-	33%	15%	60%	38%	36%	38%	33%
Reading Including EOC	2025	52%	51%	<b>57%</b>	43%	63%	56%	-	*	-	*	40%	*	57%	57%	42%	*
	2024	48%	48%	<b>52%</b>	80%	40%	52%	-	*	-	50%	25%	80%	55%	48%	62%	33%
Math Including EOC	2025	46%	46%	<b>53%</b>	29%	61%	51%	-	*	-	*	40%	*	60%	48%	37%	*
	2024	42%	41%	<b>43%</b>	40%	35%	48%	-	*	-	33%	15%	60%	40%	48%	38%	33%
<b>4th Graders</b>																	
Reading and Mathematics	2025	40%	38%	<b>35%</b>	50%	27%	35%	-	*	-	40%	0%	*	43%	28%	33%	0%
	2024	38%	36%	<b>40%</b>	20%	23%	47%	*	*	-	60%	6%	*	43%	39%	29%	40%
Reading and Mathematics Including EOC	2025	40%	38%	<b>35%</b>	50%	27%	35%	-	*	-	40%	0%	*	43%	28%	33%	0%
	2024	38%	36%	<b>40%</b>	20%	23%	47%	*	*	-	60%	6%	*	43%	39%	29%	40%
Reading Including EOC	2025	54%	52%	<b>58%</b>	67%	45%	58%	-	*	-	80%	26%	*	62%	56%	61%	0%
	2024	51%	49%	<b>56%</b>	40%	46%	60%	*	*	-	60%	11%	*	57%	56%	50%	40%
Math Including EOC	2025	47%	46%	<b>41%</b>	50%	32%	42%	-	*	-	60%	11%	*	45%	37%	42%	0%
	2024	46%	44%	<b>46%</b>	20%	27%	55%	*	*	-	80%	22%	*	46%	46%	39%	40%
<b>5th Graders</b>																	
Reading and Mathematics	2025	42%	39%	<b>46%</b>	11%	34%	54%	-	*	-	60%	13%	*	43%	48%	45%	57%
	2024	42%	36%	<b>50%</b>	50%	27%	49%	-	*	-	63%	11%	*	51%	49%	37%	*
Reading and Mathematics Including EOC	2025	42%	39%	<b>46%</b>	11%	34%	54%	-	*	-	60%	13%	*	43%	48%	45%	57%
	2024	42%	36%	<b>50%</b>	50%	27%	49%	-	*	-	63%	11%	*	51%	49%	37%	*
Reading Including EOC	2025	58%	55%	<b>66%</b>	56%	55%	71%	-	*	-	80%	17%	*	63%	68%	66%	57%
	2024	55%	49%	<b>64%</b>	50%	45%	64%	-	*	-	88%	28%	*	60%	69%	59%	*
Math Including EOC	2025	48%	45%	<b>51%</b>	11%	38%	60%	-	*	-	60%	17%	*	48%	53%	53%	71%
	2024	51%	46%	<b>58%</b>	67%	36%	58%	-	*	-	63%	28%	*	58%	59%	48%	*
<b>6th Graders</b>																	

Texas Education Agency  
**2024-25 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	2025	37%	34%	<b>50%</b>	30%	39%	55%	-	*	*	43%	13%	40%	53%	47%	39%	40%
	2024	36%	33%	<b>52%</b>	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
Reading and Mathematics Including EOC	2025	37%	34%	<b>50%</b>	30%	39%	55%	-	*	*	43%	13%	40%	53%	47%	39%	40%
	2024	36%	33%	<b>52%</b>	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
Reading Including EOC	2025	56%	53%	<b>79%</b>	80%	78%	77%	-	*	*	86%	42%	60%	76%	81%	70%	80%
	2024	57%	55%	<b>85%</b>	*	91%	86%	-	80%	-	*	38%	*	84%	85%	73%	*
Math Including EOC	2025	41%	38%	<b>50%</b>	30%	39%	56%	-	*	*	43%	17%	40%	55%	47%	39%	40%
	2024	40%	37%	<b>52%</b>	*	36%	57%	-	80%	-	*	25%	*	56%	47%	40%	*
<b>7th Graders</b>																	
Reading and Mathematics	2025	36%	33%	<b>62%</b>	33%	50%	67%	-	86%	-	*	22%	*	52%	67%	53%	67%
	2024	35%	34%	<b>55%</b>	57%	27%	67%	-	*	-	57%	29%	*	61%	48%	56%	*
Reading and Mathematics Including EOC	2025	38%	33%	<b>62%</b>	33%	50%	67%	-	86%	-	*	22%	*	52%	67%	53%	67%
	2024	36%	34%	<b>55%</b>	57%	27%	67%	-	*	-	57%	29%	*	61%	48%	56%	*
Reading Including EOC	2025	54%	50%	<b>80%</b>	67%	79%	83%	-	86%	-	*	44%	*	76%	82%	68%	67%
	2024	54%	53%	<b>80%</b>	71%	73%	85%	-	*	-	71%	43%	*	85%	74%	72%	*
Math Including EOC	2025	43%	38%	<b>65%</b>	33%	57%	70%	-	86%	-	*	22%	*	58%	68%	59%	67%
	2024	40%	39%	<b>59%</b>	57%	40%	70%	-	*	-	57%	29%	*	67%	52%	64%	*
<b>8th Graders</b>																	
Reading and Mathematics Including EOC	2025	44%	40%	<b>76%</b>	67%	77%	76%	-	*	-	78%	36%	*	78%	74%	68%	*
	2024	41%	37%	<b>57%</b>	40%	50%	56%	-	*	-	67%	27%	*	60%	52%	38%	33%
Reading Including EOC	2025	59%	56%	<b>92%</b>	67%	100%	91%	-	*	-	100%	55%	*	94%	90%	82%	*
	2024	57%	53%	<b>82%</b>	80%	75%	83%	-	*	-	83%	64%	*	81%	83%	69%	50%
Math Including EOC	2025	51%	47%	<b>77%</b>	67%	79%	76%	-	*	-	78%	36%	*	79%	74%	70%	*
	2024	49%	44%	<b>60%</b>	40%	56%	59%	-	*	-	67%	27%	*	65%	52%	44%	50%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2025	38%	35%	<b>48%</b>	29%	43%	51%	-	78%	*	43%	18%	53%	48%	48%	40%	44%
	2024	36%	33%	<b>45%</b>	37%	28%	50%	*	76%	-	50%	14%	67%	49%	43%	39%	47%
Reading and Mathematics Including EOC	2025	40%	37%	<b>51%</b>	34%	46%	53%	-	79%	*	53%	20%	58%	52%	50%	43%	47%
	2024	38%	35%	<b>47%</b>	37%	31%	51%	*	81%	-	53%	16%	72%	51%	44%	39%	44%
Reading Including EOC	2025	55%	53%	<b>70%</b>	64%	66%	71%	-	89%	*	81%	35%	74%	70%	71%	62%	57%
	2024	54%	51%	<b>67%</b>	60%	59%	69%	*	90%	-	72%	30%	83%	69%	66%	62%	48%

Texas Education Agency  
**2024-25 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	2025	46%	43%	54%	34%	49%	57%	-	84%	*	56%	24%	63%	56%	53%	48%	50%
	2024	45%	42%	52%	40%	37%	56%	*	81%	-	56%	23%	72%	55%	50%	46%	52%

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

Texas Education Agency  
**2024-25 STAAR Progress (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)	G/T
<b>School Progress - Annual Growth by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	70%	67%	<b>69%</b>	80%	61%	70%	-	*	-	80%	56%	*	72%	65%	68%	60%	73%
	2024	67%	64%	<b>63%</b>	63%	64%	65%	*	*	-	20%	41%	*	71%	60%	61%	100%	---
Grade 4 Mathematics	2025	65%	65%	<b>59%</b>	100%	55%	55%	-	*	-	90%	47%	*	55%	63%	68%	30%	67%
	2024	60%	57%	<b>53%</b>	13%	50%	58%	*	*	-	60%	35%	*	52%	54%	46%	70%	---
Grade 5 ELA/Reading	2025	69%	67%	<b>73%</b>	56%	73%	76%	-	*	-	80%	48%	*	78%	69%	75%	43%	80%
	2024	70%	65%	<b>79%</b>	100%	64%	80%	-	*	-	63%	58%	*	80%	77%	77%	*	---
Grade 5 Mathematics	2025	67%	66%	<b>65%</b>	39%	65%	67%	-	*	-	60%	66%	*	74%	58%	71%	79%	90%
	2024	65%	60%	<b>61%</b>	83%	59%	62%	-	*	-	44%	56%	*	62%	59%	56%	*	---
Grade 6 ELA/Reading	2025	64%	65%	<b>86%</b>	85%	81%	86%	-	*	*	86%	64%	80%	82%	89%	82%	*	93%
	2024	61%	61%	<b>84%</b>	*	86%	86%	-	60%	-	*	63%	*	77%	91%	82%	*	---
Grade 6 Mathematics	2025	56%	58%	<b>63%</b>	50%	59%	66%	-	*	*	50%	52%	50%	69%	57%	63%	*	87%
	2024	48%	48%	<b>59%</b>	*	45%	64%	-	80%	-	*	50%	*	64%	55%	57%	*	---
Grade 7 ELA/Reading	2025	64%	61%	<b>81%</b>	70%	77%	82%	-	100%	-	*	56%	*	76%	84%	77%	83%	91%
	2024	66%	65%	<b>77%</b>	79%	80%	80%	-	*	-	64%	64%	*	76%	78%	76%	*	---
Grade 7 Mathematics	2025	50%	50%	<b>78%</b>	60%	73%	82%	-	71%	-	*	50%	*	73%	81%	69%	50%	100%
	2024	49%	50%	<b>70%</b>	57%	53%	81%	-	*	-	71%	50%	*	79%	60%	74%	*	---
Grade 8 ELA/Reading	2025	72%	70%	<b>93%</b>	83%	100%	91%	-	*	-	100%	60%	*	94%	93%	85%	*	100%
	2024	69%	66%	<b>84%</b>	90%	77%	83%	-	*	-	90%	73%	*	80%	90%	63%	58%	---
End of Course English I	2025	63%	59%	<b>69%</b>	*	50%	70%	-	*	-	60%	38%	*	69%	68%	71%	*	90%
	2024	64%	62%	<b>88%</b>	*	92%	88%	*	*	-	-	80%	*	90%	84%	79%	*	---
End of Course English II	2025	65%	62%	<b>55%</b>	*	60%	53%	*	*	-	*	38%	*	52%	58%	63%	*	50%
	2024	69%	68%	<b>76%</b>	*	82%	69%	-	*	-	*	80%	*	71%	88%	64%	*	---
End of Course Algebra I	2025	74%	65%	<b>86%</b>	93%	90%	81%	-	*	-	89%	64%	*	85%	87%	85%	*	100%
	2024	72%	64%	<b>69%</b>	90%	71%	66%	*	*	-	58%	53%	*	74%	62%	74%	43%	---
All Grades Both Subjects	2025	65%	63%	<b>72%</b>	72%	69%	73%	*	79%	*	79%	55%	81%	73%	72%	73%	65%	85%
	2024	64%	61%	<b>71%</b>	70%	68%	73%	*	74%	-	60%	55%	75%	73%	68%	66%	65%	---
All Grades ELA/Reading	2025	67%	64%	<b>76%</b>	79%	71%	76%	*	77%	*	82%	53%	87%	75%	76%	75%	67%	83%
	2024	67%	64%	<b>78%</b>	85%	76%	79%	*	77%	-	63%	61%	79%	78%	77%	71%	75%	---
All Grades Mathematics	2025	64%	61%	<b>69%</b>	64%	67%	69%	-	81%	*	75%	56%	75%	70%	67%	71%	64%	87%
	2024	60%	57%	<b>62%</b>	52%	57%	65%	*	71%	-	57%	48%	69%	67%	57%	60%	53%	---
<b>School Progress - Accelerated Learning by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	40%	38%	<b>48%</b>	*	50%	50%	-	-	-	-	50%	*	67%	33%	50%	*	-
	2024	38%	36%	<b>42%</b>	*	50%	*	-	-	-	-	17%	-	*	45%	60%	*	---
Grade 4 Mathematics	2025	27%	26%	<b>17%</b>	*	9%	19%	-	-	-	*	9%	*	17%	17%	20%	*	-
	2024	26%	24%	<b>29%</b>	*	33%	33%	-	-	-	-	17%	*	0%	42%	17%	*	---
Grade 5 ELA/Reading	2025	25%	22%	<b>23%</b>	*	20%	*	-	-	-	*	11%	-	0%	38%	40%	-	-
	2024	35%	32%	<b>75%</b>	*	*	86%	-	-	-	*	75%	-	73%	*	*	-	---

Texas Education Agency  
**2024-25 STAAR Progress (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)	G/T
Grade 5 Mathematics	2025	35%	36%	<b>27%</b>	*	13%	46%	-	-	-	*	20%	-	30%	25%	25%	*	-
	2024	41%	37%	<b>41%</b>	*	*	45%	-	-	-	*	45%	-	33%	60%	40%	-	---
Grade 6 ELA/Reading	2025	27%	27%	<b>60%</b>	*	*	*	-	-	-	*	*	*	*	*	*	*	-
	2024	24%	24%	*	*	-	*	-	*	-	-	*	*	*	*	*	*	---
Grade 6 Mathematics	2025	33%	34%	<b>67%</b>	*	*	75%	-	-	-	*	56%	-	50%	*	83%	-	-
	2024	27%	25%	<b>27%</b>	*	*	33%	-	-	-	*	*	-	20%	33%	*	-	---
Grade 7 ELA/Reading	2025	25%	24%	<b>20%</b>	*	-	*	-	*	-	-	*	*	*	*	*	*	-
	2024	23%	25%	*	*	-	*	-	-	-	-	*	-	*	*	*	*	---
Grade 7 Mathematics	2025	16%	16%	<b>40%</b>	*	*	57%	-	*	-	-	40%	*	60%	20%	20%	*	-
	2024	14%	15%	<b>57%</b>	*	*	*	-	-	-	-	*	-	*	*	*	*	---
Grade 8 ELA/Reading	2025	40%	38%	<b>33%</b>	*	*	*	-	-	-	-	20%	-	*	*	*	*	-
	2024	34%	33%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	---
End of Course English I	2025	23%	20%	<b>60%</b>	*	*	*	-	-	-	-	*	-	*	*	*	*	-
	2024	20%	18%	*	-	-	*	-	-	-	-	*	-	-	*	*	*	---
End of Course English II	2025	29%	26%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	-
	2024	29%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2025	54%	42%	<b>58%</b>	*	*	71%	-	-	-	*	29%	-	*	56%	63%	-	-
	2024	55%	43%	<b>55%</b>	*	*	67%	-	-	-	*	60%	-	63%	*	67%	*	---
All Grades Both Subjects	2025	33%	30%	<b>36%</b>	33%	28%	42%	-	*	-	20%	26%	67%	38%	35%	41%	33%	-
	2024	32%	30%	<b>42%</b>	41%	35%	47%	-	*	-	40%	36%	*	45%	39%	41%	43%	---
All Grades ELA/Reading	2025	31%	28%	<b>39%</b>	40%	50%	32%	-	*	-	*	23%	*	41%	38%	43%	67%	-
	2024	30%	28%	<b>46%</b>	25%	44%	56%	-	*	-	*	41%	*	63%	33%	44%	*	---
All Grades Mathematics	2025	35%	32%	<b>34%</b>	27%	13%	47%	-	*	-	*	28%	*	37%	33%	41%	0%	-
	2024	35%	32%	<b>40%</b>	56%	29%	42%	-	-	-	*	32%	*	36%	43%	40%	*	---

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 --- First reported in 2025.

Texas Education Agency  
**2024-25 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	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2025	75%	73%	<b>86%</b>	-	-	-	-	-	-	77%	-	78%	71%	100%	86%	80%	100%	
	2024	75%	73%	<b>86%</b>	-	-	-	-	-	-	77%	-	72%	85%	86%	86%	80%	100%	
At Meets Grade Level or Above	2025	50%	46%	<b>63%</b>	-	-	-	-	-	-	46%	-	46%	39%	60%	64%	48%	89%	
	2024	48%	45%	<b>64%</b>	-	-	-	-	-	-	49%	-	38%	85%	50%	64%	49%	95%	
At Masters Grade Level	2025	21%	18%	<b>31%</b>	-	-	-	-	-	-	15%	-	14%	14%	20%	32%	15%	44%	
	2024	20%	16%	<b>30%</b>	-	-	-	-	-	-	21%	-	13%	38%	27%	31%	23%	42%	
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2025	76%	74%	<b>89%</b>	-	-	-	-	-	-	83%	-	87%	82%	*	89%	86%	100%	
	2024	76%	75%	<b>91%</b>	-	-	-	-	-	-	88%	-	85%	83%	90%	91%	88%	100%	
At Meets Grade Level or Above	2025	54%	51%	<b>73%</b>	-	-	-	-	-	-	54%	-	60%	36%	*	73%	54%	100%	
	2024	54%	52%	<b>73%</b>	-	-	-	-	-	-	50%	-	38%	83%	50%	73%	50%	100%	
At Masters Grade Level	2025	23%	19%	<b>36%</b>	-	-	-	-	-	-	17%	-	20%	9%	*	37%	18%	43%	
	2024	22%	18%	<b>35%</b>	-	-	-	-	-	-	19%	-	8%	33%	40%	35%	27%	50%	
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2025	72%	69%	<b>81%</b>	-	-	-	-	-	-	67%	-	67%	55%	*	82%	70%	100%	
	2024	72%	70%	<b>80%</b>	-	-	-	-	-	-	79%	-	77%	*	75%	80%	77%	100%	
At Meets Grade Level or Above	2025	45%	41%	<b>53%</b>	-	-	-	-	-	-	42%	-	33%	45%	*	53%	41%	78%	
	2024	43%	40%	<b>53%</b>	-	-	-	-	-	-	57%	-	54%	*	38%	53%	50%	83%	
At Masters Grade Level	2025	20%	17%	<b>25%</b>	-	-	-	-	-	-	17%	-	7%	27%	*	26%	15%	33%	
	2024	17%	15%	<b>22%</b>	-	-	-	-	-	-	29%	-	23%	*	25%	22%	27%	33%	
<b>All Grades Science</b>																			

Texas Education Agency  
**2024-25 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
At Approaches Grade Level or Above	2025	78%	76%	<b>86%</b>	-	-	-	-	-	-	80%	-	*	83%	*	86%	83%	-
	2024	75%	73%	<b>86%</b>	-	-	-	-	-	-	60%	-	*	*	*	86%	71%	*
At Meets Grade Level or Above	2025	47%	43%	<b>60%</b>	-	-	-	-	-	-	40%	-	*	33%	*	60%	50%	-
	2024	43%	39%	<b>66%</b>	-	-	-	-	-	-	40%	-	*	*	*	66%	57%	*
At Masters Grade Level	2025	17%	14%	<b>26%</b>	-	-	-	-	-	-	10%	-	*	0%	*	27%	8%	-
	2024	16%	12%	<b>34%</b>	-	-	-	-	-	-	20%	-	*	*	*	34%	14%	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2025	77%	75%	<b>91%</b>	-	-	-	-	-	-	*	-	*	-	*	91%	*	*
	2024	78%	75%	<b>88%</b>	-	-	-	-	-	-	*	-	*	*	*	89%	67%	*
At Meets Grade Level or Above	2025	50%	45%	<b>70%</b>	-	-	-	-	-	-	*	-	*	-	*	70%	*	*
	2024	51%	46%	<b>67%</b>	-	-	-	-	-	-	*	-	*	*	*	68%	33%	*
At Masters Grade Level	2025	27%	21%	<b>41%</b>	-	-	-	-	-	-	*	-	*	-	*	41%	*	*
	2024	27%	22%	<b>38%</b>	-	-	-	-	-	-	*	-	*	*	*	40%	0%	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2025	65%	63%	<b>72%</b>	-	-	-	-	-	-	63%	-	66%	57%	*	73%	63%	75%
	2024	64%	61%	<b>71%</b>	-	-	-	-	-	-	60%	-	52%	80%	75%	71%	64%	70%
All Grades ELA/Reading	2025	67%	64%	<b>76%</b>	-	-	-	-	-	-	67%	-	79%	55%	*	76%	65%	71%
	2024	67%	64%	<b>78%</b>	-	-	-	-	-	-	61%	-	50%	83%	100%	78%	73%	83%
All Grades Mathematics	2025	64%	61%	<b>69%</b>	-	-	-	-	-	-	58%	-	50%	59%	*	69%	60%	80%
	2024	60%	57%	<b>62%</b>	-	-	-	-	-	-	58%	-	55%	*	*	62%	53%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2025	33%	30%	<b>36%</b>	-	-	-	-	-	-	33%	-	60%	22%	-	37%	33%	-
	2024	32%	30%	<b>42%</b>	-	-	-	-	-	-	*	-	*	*	*	42%	43%	-

Texas Education Agency  
**2024-25 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 ELA/Reading	2025	31%	28%	<b>39%</b>	-	-	-	-	-	-	67%	-	*	*	-	36%	67%	-
	2024	30%	28%	<b>46%</b>	-	-	-	-	-	-	*	-	*	*	*	42%	*	-
All Grades Mathematics	2025	35%	32%	<b>34%</b>	-	-	-	-	-	-	0%	-	*	0%	-	37%	0%	-
	2024	35%	32%	<b>40%</b>	-	-	-	-	-	-	*	-	*	-	*	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  
**2024-25 STAAR Participation (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2025 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	92%	<b>95%</b>	95%	94%	95%	*	94%	*	100%	98%	91%	98%	93%	99%	89%
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	5%	5%	4%	*	6%	*	0%	1%	9%	2%	7%	0%	7%
Not Included in Accountability: Other Exclusions	2%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	4%
Not Tested	1%	2%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	99%	*	100%	*	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	91%	91%	<b>94%</b>	94%	92%	94%	*	93%	*	100%	99%	92%	97%	92%	99%	85%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	6%	6%	5%	*	7%	*	0%	1%	8%	2%	7%	0%	7%
Not Included in Accountability: Other Exclusions	4%	2%	<b>0%</b>	0%	1%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	7%
Not Tested	1%	2%	<b>1%</b>	0%	1%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	<b>95%</b>	94%	93%	95%	*	91%	*	100%	98%	92%	98%	92%	100%	89%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	6%	7%	4%	*	9%	*	0%	1%	8%	2%	7%	0%	8%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	2%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	92%	<b>96%</b>	95%	98%	95%	-	100%	-	100%	98%	86%	98%	94%	100%	92%
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	5%	2%	5%	-	0%	-	0%	2%	14%	2%	6%	0%	8%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	98%	100%	100%	97%	*	*	-	100%	100%	*	100%	97%	100%	100%
Not Included in Accountability: Mobile	4%	5%	2%	0%	0%	3%	*	*	-	0%	0%	*	0%	3%	0%	0%
Not Included in Accountability: Other Exclusions	1%	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%
Absent	1%	2%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	94%	86%	98%	-	100%	100%	*	*	-	-	*	*	97%	*	100%	*
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
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%
<b>Reading</b>																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	90%	96%	93%	96%	96%	*	100%	-	93%	97%	100%	98%	93%	97%	91%
Not Included in Accountability: Mobile	4%	6%	4%	7%	2%	4%	*	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%	1%	1%	9%
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%
<b>Mathematics</b>																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	91%	96%	93%	97%	96%	*	100%	-	95%	97%	100%	99%	93%	96%	96%

Texas Education Agency  
**2024-25 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%	4%	8%	3%	4%	*	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%	1%	4%
Not Tested	1%	2%	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%	1%	0%
Other	0%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	97%	100%	100%	97%	*	100%	-	94%	97%	100%	99%	95%	97%	100%
Not Included in Accountability: Mobile	4%	7%	3%	0%	0%	3%	*	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%
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%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
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%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	82%	100%	*	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  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2023-24	93.6%	94.9%	<b>95.7%</b>	95.7%	95.6%	95.7%	*	97.0%	-	95.6%	95.2%	95.2%	96.9%
2022-23	93.3%	94.9%	<b>95.6%</b>	96.0%	95.5%	95.4%	*	96.8%	*	95.6%	95.4%	95.0%	96.9%
<b>Chronic Absenteeism</b>													
2023-24	19.0%	14.1%	<b>6.5%</b>	8.0%	7.6%	6.0%	*	5.0%	-	6.8%	8.9%	8.7%	2.9%
2022-23	20.3%	14.2%	<b>7.5%</b>	8.3%	7.4%	7.7%	*	5.9%	*	6.1%	7.2%	9.9%	3.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2023-24	0.7%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2023-24	1.9%	2.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.0%	1.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2024</b>													
Graduated	90.7%	89.4%	<b>98.2%</b>	*	100.0%	97.0%	-	*	-	*	85.7%	100.0%	-
Received TxCHSE	0.3%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Continued HS	3.1%	5.0%	<b>1.8%</b>	*	0.0%	3.0%	-	*	-	*	14.3%	0.0%	-
Dropped Out	5.8%	5.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Graduates and TxCHSE	91.1%	89.8%	<b>98.2%</b>	*	100.0%	97.0%	-	*	-	*	85.7%	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	94.7%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	-
<b>Class of 2023</b>													
Graduated	90.3%	91.6%	<b>100.0%</b>	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
Received TxCHSE	0.3%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
Continued HS	3.1%	3.8%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
Dropped Out	6.3%	4.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
Graduates and TxCHSE	90.6%	92.0%	<b>100.0%</b>	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	<b>100.0%</b>	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	92.1%	94.2%	<b>100.0%</b>	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
Received TxCHSE	0.4%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
Continued HS	1.0%	0.7%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
Dropped Out	6.5%	4.6%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
Graduates and TxCHSE	92.6%	94.6%	<b>100.0%</b>	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.5%	95.4%	<b>100.0%</b>	*	100.0%	100.0%	-	*	*	*	*	100.0%	*

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2022</b>													
Graduated	91.8%	94.3%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.5%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	1.0%	0.8%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.8%	4.5%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates and TxCHSE	92.2%	94.7%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.2%	95.5%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	92.2%	94.8%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.5%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	0.5%	0.2%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.8%	4.5%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates and TxCHSE	92.7%	95.3%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.2%	95.5%	100.0%	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
<b>Class of 2021</b>													
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%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2024	90.7%	89.4%	98.2%	*	100.0%	97.0%	-	*	-	*	85.7%	100.0%	-
Class of 2023	90.3%	91.6%	100.0%	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2024	44.9%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	45.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2024	11.0%	6.7%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Class of 2023	4.3%	6.1%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	78.5%	83.0%	90.7%	*	92.9%	90.3%	-	*	-	*	83.3%	100.0%	-
Class of 2023	84.3%	82.8%	97.8%	*	100.0%	96.8%	-	*	*	*	*	87.5%	*
<b>Texas First-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2024-25 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 2024	0.1%	0.2%	<b>1.8%</b>	*	0.0%	3.1%	-	*	-	*	0.0%	0.0%	-
Class of 2023	0.0%	0.1%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	89.5%	89.7%	<b>90.9%</b>	*	92.9%	90.6%	-	*	-	*	83.3%	100.0%	-
Class of 2023	88.6%	88.8%	<b>97.8%</b>	*	100.0%	96.8%	-	*	*	*	*	87.5%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2023-24	24.6%	16.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	70.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2023-24	11.0%	6.8%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2022-23	4.4%	6.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2023-24	76.9%	81.7%	<b>90.9%</b>	*	92.9%	90.6%	-	*	-	*	83.3%	100.0%	-
2022-23	82.5%	80.9%	<b>95.7%</b>	*	85.7%	96.8%	-	*	*	*	*	87.5%	*
<b>Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	0.1%	0.2%	<b>1.8%</b>	*	0.0%	3.0%	-	*	-	*	0.0%	0.0%	-
2022-23	0.1%	0.1%	<b>2.1%</b>	0.0%	0.0%	3.1%	-	0.0%	-	-	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	87.8%	88.5%	<b>91.1%</b>	*	92.9%	90.9%	-	*	-	*	83.3%	100.0%	-
2022-23	86.8%	87.2%	<b>95.8%</b>	*	85.7%	96.9%	-	*	*	*	*	87.5%	*

Texas Education Agency  
**2024-25 Graduation Profile (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2023-24 Annual Graduates)</b>				
Total Graduates	56	100.0%	382,023	100.0%
<b>By Ethnicity:</b>				
African American	2	3.6%	48,064	12.6%
Hispanic	14	25.0%	200,942	52.6%
White	33	58.9%	101,714	26.6%
American Indian	0	0.0%	1,231	0.3%
Asian	4	7.1%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	3	5.4%	9,720	2.5%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	5	8.9%	46,183	12.1%
Foundation H.S. Program (Endorsement)	0	0.0%	42,042	11.0%
Foundation H.S. Program (DLA)	50	89.3%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	1	1.8%	356	0.1%
Special Education Graduates	6	10.7%	35,935	9.4%
Economically Disadvantaged Graduates	7	12.5%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	56,967	14.9%
At-Risk Graduates	13	23.2%	173,035	45.3%
CTE Completers	37	66.1%	127,800	33.5%

Texas Education Agency  
**2024-25 College, Career, and Military Readiness (CCMR) (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2023-24	81.8%	79.9%	100.0%	*	100.0%	100.0%	-	*	-	*	100.0%	100.0%	-
2022-23	76.3%	74.6%	95.8%	*	100.0%	96.9%	-	*	*	*	*	87.5%	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2023-24	70.0%	61.1%	98.2%	*	100.0%	97.0%	-	*	-	*	83.3%	100.0%	-
2022-23	61.9%	53.7%	95.8%	*	100.0%	96.9%	-	*	*	*	*	87.5%	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2023-24	69.5%	59.3%	96.4%	*	100.0%	97.0%	-	*	-	*	66.7%	100.0%	-
2022-23	62.8%	50.4%	95.8%	*	100.0%	96.9%	-	*	*	*	*	87.5%	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2023-24	63.2%	52.9%	98.2%	*	100.0%	100.0%	-	*	-	*	83.3%	100.0%	-
2022-23	54.3%	42.8%	97.9%	*	100.0%	96.9%	-	*	*	*	*	100.0%	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2023-24	57.4%	45.9%	96.4%	*	100.0%	97.0%	-	*	-	*	66.7%	100.0%	-
2022-23	48.4%	37.1%	93.8%	*	100.0%	93.8%	-	*	*	*	*	87.5%	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2023-24	21.0%	7.8%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2022-23	20.4%	7.6%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>Associate Degree (Annual Graduates)</b>													
2023-24	3.1%	2.4%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2022-23	2.5%	1.9%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2023-24	25.1%	28.0%	78.6%	*	78.6%	75.8%	-	*	-	*	16.7%	100.0%	-
2022-23	23.6%	28.2%	79.2%	*	57.1%	81.3%	-	*	*	*	*	62.5%	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2023-24	5.7%	1.6%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2022-23	4.8%	1.3%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2023-24	6.0%	7.3%	8.9%	*	7.1%	9.1%	-	*	-	*	83.3%	0.0%	-
2022-23	5.6%	6.6%	6.3%	*	0.0%	6.3%	-	*	*	*	*	25.0%	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2023-24	38.1%	51.0%	5.4%	*	0.0%	6.1%	-	*	-	*	33.3%	0.0%	-

Texas Education Agency  
**2024-25 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	36.4%	48.2%	4.2%	*	0.0%	6.3%	-	*	*	*	*	0.0%	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2023-24	34.9%	47.1%	1.8%	*	0.0%	3.0%	-	*	-	*	0.0%	0.0%	-
2022-23	33.4%	45.0%	4.2%	*	0.0%	6.3%	-	*	*	*	*	0.0%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2023-24	1.1%	0.8%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2022-23	0.8%	0.6%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2023-24	2.7%	3.9%	3.6%	*	0.0%	3.0%	-	*	-	*	33.3%	0.0%	-
2022-23	2.7%	3.2%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	*
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
2023-24	0.7%	1.1%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
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.

Texas Education Agency  
**2024-25 CCMR-Related Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2023-24	20.1%	23.6%	<b>92.9%</b>	*	100.0%	90.9%	-	*	-	*	50.0%	100.0%	-
	2022-23	21.0%	25.3%	<b>93.8%</b>	*	85.7%	96.9%	-	*	*	*	*	87.5%	*
Mathematics	2023-24	21.3%	21.7%	<b>69.6%</b>	*	64.3%	72.7%	-	*	-	*	16.7%	85.7%	-
	2022-23	19.9%	21.0%	<b>83.3%</b>	*	71.4%	87.5%	-	*	*	*	*	62.5%	*
Both Subjects	2023-24	12.7%	14.9%	<b>69.6%</b>	*	64.3%	72.7%	-	*	-	*	16.7%	85.7%	-
	2022-23	12.5%	14.4%	<b>83.3%</b>	*	71.4%	87.5%	-	*	*	*	*	62.5%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2023-24	26.6%	26.8%	<b>3.6%</b>	*	0.0%	6.1%	-	*	-	*	16.7%	0.0%	-
	2022-23	18.2%	16.3%	<b>2.1%</b>	*	14.3%	0.0%	-	*	*	*	*	0.0%	*
Mathematics	2023-24	29.5%	27.6%	<b>30.4%</b>	*	42.9%	27.3%	-	*	-	*	66.7%	14.3%	-
	2022-23	20.2%	17.2%	<b>25.0%</b>	*	42.9%	18.8%	-	*	*	*	*	50.0%	*
Both Subjects	2023-24	20.2%	19.0%	<b>3.6%</b>	*	0.0%	6.1%	-	*	-	*	16.7%	0.0%	-
	2022-23	12.5%	11.2%	<b>2.1%</b>	*	14.3%	0.0%	-	*	*	*	*	0.0%	*
<b>AP/IB-Results (Participation) (Grades 11-12)</b>														
All Subjects	2024	25.7%	11.0%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2023	24.2%	10.4%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
English Language Arts	2024	14.6%	5.5%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2023	13.8%	6.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
Mathematics	2024	9.6%	3.2%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2023	7.4%	2.1%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
Science	2024	10.9%	3.7%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2023	10.3%	3.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
Social Studies	2024	13.7%	4.1%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2023	13.1%	4.1%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2024	56.9%	50.0%	-	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	44.7%	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	48.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	53.2%	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	48.2%	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	49.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2024-25 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	2024	56.8%	47.4%	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	32.7%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2023-24	79.1%	49.0%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	100.0%	100.0%	-
	2022-23	79.3%	51.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	*	*	*	100.0%	*
At/Above Criterion for All Examinees	2023-24	28.8%	27.1%	<b>53.4%</b>	*	50.0%	54.5%	-	80.0%	-	*	14.3%	71.4%	-
	2022-23	28.9%	26.4%	<b>56.9%</b>	*	33.3%	62.5%	-	*	*	*	*	33.3%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2023-24	975	991	<b>1100</b>	*	1076	1098	-	1232	-	*	1014	1203	-
	2022-23	978	992	<b>1106</b>	1010	967	1142	-	1183	1270	1075	1123	982	740
English Language Arts and Writing	2023-24	496	504	<b>565</b>	*	550	563	-	610	-	*	528	630	-
	2022-23	497	504	<b>567</b>	520	501	589	-	575	680	515	547	499	390
Mathematics	2023-24	479	486	<b>535</b>	*	526	535	-	622	-	*	486	573	-
	2022-23	482	488	<b>539</b>	490	466	553	-	608	590	560	577	483	350
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2023-24	19.3	18.9	<b>21.5</b>	*	19.4	21.7	-	*	-	*	*	23.1	-
	2022-23	19.2	18.8	<b>22.3</b>	19.0	18.2	23.5	-	24.0	26.0	22.0	23.5	19.0	14.0
English Language Arts	2023-24	19.0	18.7	<b>22.2</b>	*	19.9	22.7	-	*	-	*	*	24.4	-
	2022-23	18.8	18.5	<b>22.8</b>	19.3	17.1	24.4	-	25.0	27.5	22.0	24.3	19.0	12.5
Mathematics	2023-24	19.0	18.7	<b>19.3</b>	*	17.4	19.0	-	*	-	*	*	19.9	-
	2022-23	18.9	18.6	<b>21.3</b>	17.0	18.6	22.1	-	22.3	26.0	24.0	20.0	17.3	14.0
Science	2023-24	19.6	19.1	<b>21.9</b>	*	20.8	21.7	-	*	-	*	*	23.9	-
	2022-23	19.5	19.2	<b>21.7</b>	19.5	19.8	22.5	-	23.3	24.0	18.0	24.5	20.3	16.0

- 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  
**2024-25 Other Postsecondary Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2023-24	45.7%	39.4%	<b>87.1%</b>	70.0%	89.3%	87.0%	*	91.7%	-	85.7%	53.3%	91.2%	83.3%
	2022-23	45.4%	38.1%	<b>79.0%</b>	91.7%	73.1%	80.8%	*	75.0%	*	66.7%	62.5%	67.6%	60.0%
English Language Arts	2023-24	17.8%	14.1%	<b>36.2%</b>	10.0%	30.4%	38.0%	*	50.0%	-	71.4%	6.7%	31.6%	0.0%
	2022-23	17.4%	14.3%	<b>34.3%</b>	33.3%	23.5%	35.4%	*	58.3%	*	50.0%	20.8%	24.3%	0.0%
Mathematics	2023-24	19.4%	16.1%	<b>34.1%</b>	22.2%	32.1%	34.8%	*	50.0%	-	16.7%	16.7%	31.5%	16.7%
	2022-23	19.5%	17.2%	<b>33.6%</b>	18.2%	25.5%	34.9%	*	58.3%	*	50.0%	20.8%	21.6%	0.0%
Science	2023-24	21.9%	22.9%	<b>28.8%</b>	20.0%	22.2%	29.6%	*	58.3%	-	16.7%	3.4%	30.4%	0.0%
	2022-23	21.5%	21.7%	<b>14.7%</b>	18.2%	5.9%	16.3%	*	25.0%	*	16.7%	12.5%	10.8%	0.0%
Social Studies	2023-24	24.5%	13.8%	<b>48.2%</b>	20.0%	51.8%	47.4%	*	66.7%	-	57.1%	6.7%	37.5%	0.0%
	2022-23	24.0%	13.2%	<b>45.3%</b>	33.3%	29.4%	51.9%	*	58.3%	*	33.3%	20.8%	37.8%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	46.4%	<b>83.3%</b>	100.0%	88.9%	78.8%	100.0%	100.0%	-	100.0%	50.0%	75.0%	0.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	49.9%	<b>84.2%</b>	100.0%	71.4%	84.0%	100.0%	100.0%	-	100.0%	0.0%	66.7%	-

- 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.
- \*\*\* TX IHE data not yet available.

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Total Students</b>	<b>1,175</b>	<b>100.0%</b>	<b>5,530,499</b>	<b>100.0%</b>	<b>1,175</b>	<b>100.0%</b>	<b>5,544,255</b>	<b>100.0%</b>
<b>Students by Grade</b>								
Early Childhood Education	0	0.0%	18,464	0.3%	0	0.0%	26,099	0.5%
Pre-Kindergarten	0	0.0%	249,407	4.5%	0	0.0%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	0	0.0%	205,680	3.7%	0	0.0%	205,961	3.7%
Kindergarten	94	8.0%	359,286	6.5%	94	8.0%	359,871	6.5%
Grade 1	99	8.4%	377,900	6.8%	99	8.4%	378,335	6.8%
Grade 2	99	8.4%	389,823	7.0%	99	8.4%	390,170	7.0%
Grade 3	117	10.0%	406,424	7.3%	117	10.0%	406,747	7.3%
Grade 4	115	9.8%	405,454	7.3%	115	9.8%	405,715	7.3%
Grade 5	120	10.2%	404,900	7.3%	120	10.2%	405,128	7.3%
Grade 6	127	10.8%	404,802	7.3%	127	10.8%	404,988	7.3%
Grade 7	90	7.7%	407,375	7.4%	90	7.7%	407,512	7.4%
Grade 8	72	6.1%	410,722	7.4%	72	6.1%	410,871	7.4%
Grade 9	75	6.4%	459,854	8.3%	75	6.4%	460,045	8.3%
Grade 10	60	5.1%	439,300	7.9%	60	5.1%	439,519	7.9%
Grade 11	59	5.0%	410,245	7.4%	59	5.0%	410,503	7.4%
Grade 12	48	4.1%	386,543	7.0%	48	4.1%	388,877	7.0%
<b>Ethnic Distribution</b>								
African American	82	7.0%	706,216	12.8%	82	7.0%	707,648	12.8%
Hispanic	269	22.9%	2,961,084	53.5%	269	22.9%	2,967,187	53.5%
White	705	60.0%	1,347,596	24.4%	705	60.0%	1,352,852	24.4%
American Indian	2	0.2%	18,175	0.3%	2	0.2%	18,224	0.3%
Asian	47	4.0%	307,983	5.6%	47	4.0%	308,431	5.6%
Pacific Islander	3	0.3%	8,729	0.2%	3	0.3%	8,744	0.2%
Two or More Races	67	5.7%	180,716	3.3%	67	5.7%	181,169	3.3%
<b>Sex</b>								
Female	610	51.9%	2,702,798	48.9%	610	51.9%	2,707,618	48.8%
Male	565	48.1%	2,827,701	51.1%	565	48.1%	2,836,637	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	395	33.6%	3,346,090	60.5%	395	33.6%	3,349,612	60.4%
Non-Educationally Disadvantaged	780	66.4%	2,184,409	39.5%	780	66.4%	2,194,643	39.6%
Section 504 Students	81	6.9%	375,297	6.8%	81	6.9%	375,601	6.8%
EB Students/EL	47	4.0%	1,343,669	24.3%	47	4.0%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	122,515	2.1%				
Students w/ Dyslexia	81	6.9%	356,584	6.4%	81	6.9%	356,830	6.4%

Texas Education Agency  
**2024-25 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	0	0.0%	11,656	0.2%	0	0.0%	11,713	0.2%
Homeless	15	1.3%	77,954	1.4%	15	1.3%	78,060	1.4%
Immigrant	17	1.4%	193,676	3.5%	17	1.4%	193,831	3.5%
Migrant	4	0.3%	13,377	0.2%	4	0.3%	13,426	0.2%
Title I	272	23.1%	3,683,060	66.6%	272	23.1%	3,689,382	66.5%
Military Connected	108	9.2%	229,259	4.1%	108	9.2%	229,370	4.1%
At-Risk	310	26.4%	2,960,262	53.5%	310	26.4%	2,963,913	53.5%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	40	3.4%	1,344,546	24.3%	40	3.4%	1,345,594	24.3%
Career and Technical Education	232	19.7%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	229	94.6%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	123	10.5%	483,301	8.7%	123	10.5%	483,373	8.7%
Special Education	178	15.1%	846,876	15.3%	178	15.1%	856,651	15.5%
<b>Students with Disabilities by Type of Primary Disability</b>								
<b>Total Students with Disabilities</b>	<b>178</b>		<b>843,012</b>					
Students with Intellectual Disabilities	67	37.6%	407,120	48.3%				
Students with Physical Disabilities	42	23.6%	143,568	17.0%				
Students with Autism	38	21.3%	141,526	16.8%				
Students with Behavioral Disabilities	31	17.4%	137,182	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	13,616	1.6%				
<b>Mobility (2023-24)</b>								
<b>Total Mobile Students</b>	<b>105</b>	<b>10.7%</b>	<b>882,523</b>	<b>16.4%</b>				
African American	12	1.2%	180,657	3.3%				
Hispanic	14	1.4%	481,794	8.9%				
White	67	6.9%	157,650	2.9%				
American Indian	1	0.1%	3,546	0.1%				
Asian	3	0.3%	27,084	0.5%				
Pacific Islander	0	0.0%	1,905	0.0%				
Two or More Races	8	0.8%	29,887	0.6%				
Special Ed Students who are Mobile	20	11.9%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	31	10.7%	645,101	19.0%				
<b>Student Attrition (2023-24)</b>								
<b>Total Student Attrition</b>	<b>162</b>	<b>16.9%</b>	<b>765,408</b>	<b>18.0%</b>				

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
<b>Retention Rates by Grade</b>				
Kindergarten	4.7%	1.3%	28.6%	3.6%
Grade 1	1.3%	1.9%	0.0%	3.0%
Grade 2	4.5%	1.1%	0.0%	1.4%
Grade 3	0.0%	0.6%	5.0%	0.6%
Grade 4	1.2%	0.4%	5.0%	0.4%
Grade 5	0.0%	0.3%	5.6%	0.4%
Grade 6	1.9%	0.3%	0.0%	0.4%
Grade 7	1.7%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	0.0%	7.3%	0.0%	11.0%

	District		State	
	Count	Percent	Count	Percent
<b>Data Quality</b>				
Underreported Students	0	0.0%	11,417	0.4%

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

Class Size Information	District	State
<b>Elementary</b>		
Kindergarten	18.7	18.9
Grade 1	19.7	19.2
Grade 2	19.8	19.4
Grade 3	23.8	20.1
Grade 4	23.0	20.0
Grade 5	24.0	21.3
Grade 6	25.3	19.8
<b>Secondary</b>		
English/Language Arts	12.1	16.4
Foreign Languages	2.2	18.9
Mathematics	11.4	17.8
Science	12.2	18.9
Social Studies	9.3	18.9

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
<b>Total Staff</b>	<b>137.8</b>	<b>100.0%</b>	<b>764,857.7</b>	<b>100.0%</b>
Professional Staff	106.3	77.1%	487,682.3	63.8%
Teachers	76.6	55.5%	369,689.2	48.3%
Professional Support	14.9	10.8%	82,751.4	10.8%
Campus Administration (School Leadership)	5.9	4.3%	25,687.5	3.4%
Central Administration	8.9	6.5%	9,554.2	1.2%
Educational Aides	24.0	17.4%	81,972.7	10.7%
Auxiliary Staff	7.5	5.5%	195,202.8	25.5%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	5.0	n/a	13,704.0	n/a
Part-time Counselors	1.0	n/a	1,298.0	n/a
<b>Total Minority Staff</b>	<b>23.0</b>	<b>16.7%</b>	<b>423,307.3</b>	<b>55.3%</b>
<b>Teachers by Ethnicity</b>				
African American	3.0	3.9%	47,165.6	12.8%
Hispanic	5.8	7.5%	114,597.9	31.0%
White	64.8	84.6%	193,115.3	52.2%
American Indian	2.0	2.6%	1,235.8	0.3%
Asian	1.0	1.3%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	0.0	0.0%	4,812.6	1.3%
<b>Teachers by Sex</b>				
Males	14.3	18.7%	90,958.2	24.6%
Females	62.2	81.3%	278,731.0	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	1.0	1.3%	8,698.9	2.4%
Bachelors	42.8	55.8%	264,052.9	71.4%
Masters	30.0	39.2%	93,864.5	25.4%
Doctorate	2.8	3.6%	3,072.9	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	7.2	9.4%	26,999.3	7.3%
1-5 Years Experience	28.3	37.0%	104,446.4	28.3%
6-10 Years Experience	18.9	24.6%	72,857.4	19.7%
11-20 Years Experience	17.7	23.2%	101,940.9	27.6%
21-30 Years Experience	4.4	5.8%	52,207.3	14.1%
Over 30 Years Experience	0.0	0.0%	11,237.9	3.0%
Number of Students per Teacher	15.3	n/a	15.0	n/a

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Staff Information	District	State
<b>Experience of Campus Leadership</b>		
Average Years Experience of Principals	6.0	6.0
Average Years Experience of Principals with District	5.0	5.1
Average Years Experience of Assistant Principals	2.0	5.1
Average Years Experience of Assistant Principals with District	2.0	4.3
Average Years Experience of Teachers	9.1	11.2
Average Years Experience of Teachers with District	3.6	7.0
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>		
Beginning Teachers	\$34,966	\$55,689
1-5 Years Experience	\$46,486	\$59,266
6-10 Years Experience	\$51,395	\$62,607
11-20 Years Experience	\$55,473	\$66,353
21-30 Years Experience	\$59,227	\$70,976
Over 30 Years Experience	-	\$75,042
<b>Average Actual Salaries (regular duties only)</b>		
Teachers	\$49,434	\$63,751
Professional Support	\$55,296	\$75,909
Campus Administration (School Leadership)	\$73,161	\$88,786
Central Administration	\$87,046	\$118,447
Instructional Staff Percent	81.1%	64.8%
Turnover Rate for Teachers	23.6%	18.8%
<b>Staff Exclusions</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment</b>				
Recognized	6	\$4,088	12,718	\$5,567
Exemplary	15	\$7,808	16,951	\$11,062
Master	15	\$15,027	10,103	\$20,910

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.0	0.0%	23,158.4	6.3%
Career and Technical Education	2.3	3.0%	20,492.0	5.5%
Compensatory Education	0.0	0.0%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	67.8	88.6%	255,127.2	69.0%
Special Education	6.4	8.3%	42,195.7	11.4%
Other	0.0	0.0%	13,272.1	3.6%

- 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 2023-24 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2024-25 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

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

**Campus Number: 212804001**

**2025 Campus Accountability Score: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Postsecondary Readiness**

**This school is a Charter School.**

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Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	80%	<b>70%</b>	-	75%	63%	-	*	-	*	50%	-	71%	70%	64%	*
	2024	74%	81%	<b>81%</b>	*	60%	83%	-	*	-	*	70%	*	79%	85%	80%	*
At Meets Grade Level or Above	2025	52%	57%	<b>41%</b>	-	38%	38%	-	*	-	*	21%	-	43%	39%	27%	*
	2024	48%	52%	<b>49%</b>	*	40%	50%	-	*	-	*	30%	*	50%	46%	60%	*
At Masters Grade Level	2025	23%	21%	<b>5%</b>	-	0%	4%	-	*	-	*	0%	-	0%	9%	5%	*
	2024	21%	26%	<b>27%</b>	*	40%	25%	-	*	-	*	10%	*	29%	23%	40%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	79%	<b>67%</b>	-	43%	71%	-	*	-	*	43%	-	79%	59%	52%	*
	2024	70%	75%	<b>76%</b>	*	60%	79%	-	*	-	*	50%	*	71%	85%	70%	*
At Meets Grade Level or Above	2025	46%	53%	<b>33%</b>	-	29%	29%	-	*	-	*	21%	-	43%	27%	24%	*
	2024	42%	43%	<b>41%</b>	*	40%	46%	-	*	-	*	10%	*	33%	54%	40%	*
At Masters Grade Level	2025	19%	23%	<b>8%</b>	-	0%	13%	-	*	-	*	0%	-	14%	5%	0%	*
	2024	15%	16%	<b>11%</b>	*	0%	13%	-	*	-	*	0%	*	8%	15%	10%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2025	81%	83%	<b>80%</b>	*	100%	74%	-	*	-	*	63%	*	89%	71%	90%	*
	2024	81%	86%	<b>81%</b>	67%	71%	94%	*	-	-	*	44%	*	85%	79%	80%	*
At Meets Grade Level or Above	2025	54%	58%	<b>60%</b>	*	80%	52%	-	*	-	*	38%	*	67%	53%	70%	*
	2024	51%	56%	<b>57%</b>	50%	41%	69%	*	-	-	*	11%	*	54%	59%	53%	*
At Masters Grade Level	2025	24%	18%	<b>17%</b>	*	20%	17%	-	*	-	*	13%	*	33%	0%	0%	*
	2024	23%	14%	<b>10%</b>	0%	6%	13%	*	-	-	*	0%	*	15%	7%	7%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2025	69%	63%	<b>74%</b>	*	80%	70%	-	*	-	*	63%	*	72%	76%	90%	*
	2024	69%	73%	<b>67%</b>	50%	65%	69%	*	-	-	*	33%	*	46%	76%	67%	*
At Meets Grade Level or Above	2025	47%	41%	<b>49%</b>	*	40%	48%	-	*	-	*	25%	*	44%	53%	60%	*
	2024	46%	46%	<b>38%</b>	17%	24%	56%	*	-	-	*	0%	*	31%	41%	27%	*
At Masters Grade Level	2025	24%	16%	<b>20%</b>	*	20%	17%	-	*	-	*	0%	*	17%	24%	30%	*
	2024	21%	19%	<b>12%</b>	0%	6%	19%	*	-	-	*	0%	*	8%	14%	7%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2024-25 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	2025	77%	83%	<b>76%</b>	40%	76%	87%	-	-	-	*	36%	-	77%	75%	88%	*
	2024	79%	93%	<b>95%</b>	*	80%	96%	-	*	-	100%	86%	*	95%	96%	92%	*
At Meets Grade Level or Above	2025	58%	66%	<b>58%</b>	40%	53%	67%	-	-	-	*	0%	-	59%	56%	69%	*
	2024	55%	64%	<b>67%</b>	*	80%	62%	-	*	-	80%	14%	*	68%	65%	58%	*
At Masters Grade Level	2025	30%	26%	<b>26%</b>	0%	29%	27%	-	-	-	*	0%	-	32%	19%	31%	*
	2024	29%	33%	<b>31%</b>	*	60%	27%	-	*	-	20%	0%	*	42%	22%	25%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	74%	<b>68%</b>	20%	71%	80%	-	-	-	*	27%	-	77%	56%	81%	*
	2024	77%	79%	<b>74%</b>	*	80%	69%	-	*	-	60%	43%	*	68%	78%	83%	*
At Meets Grade Level or Above	2025	47%	51%	<b>39%</b>	0%	35%	53%	-	-	-	*	0%	-	41%	38%	44%	*
	2024	50%	58%	<b>52%</b>	*	40%	46%	-	*	-	60%	14%	*	53%	52%	42%	*
At Masters Grade Level	2025	22%	23%	<b>16%</b>	0%	6%	27%	-	-	-	*	0%	-	14%	19%	13%	*
	2024	19%	21%	<b>19%</b>	*	20%	15%	-	*	-	20%	0%	*	21%	17%	8%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2025	65%	75%	<b>71%</b>	40%	76%	73%	-	-	-	*	36%	-	77%	63%	81%	*
	2024	58%	75%	<b>88%</b>	*	100%	88%	-	*	-	80%	57%	*	84%	91%	92%	*
At Meets Grade Level or Above	2025	31%	34%	<b>42%</b>	0%	47%	47%	-	-	-	*	0%	-	36%	50%	38%	*
	2024	28%	50%	<b>62%</b>	*	60%	65%	-	*	-	20%	29%	*	68%	57%	75%	*
At Masters Grade Level	2025	12%	11%	<b>11%</b>	0%	12%	13%	-	-	-	*	0%	-	9%	13%	6%	*
	2024	11%	31%	<b>43%</b>	*	0%	54%	-	*	-	20%	14%	*	53%	35%	50%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	95%	<b>93%</b>	*	100%	93%	-	-	*	*	82%	*	96%	88%	92%	*
	2024	77%	94%	<b>87%</b>	*	*	88%	-	-	-	*	67%	*	90%	85%	*	-
At Meets Grade Level or Above	2025	56%	79%	<b>74%</b>	*	80%	68%	-	-	*	*	27%	*	76%	71%	67%	*
	2024	57%	85%	<b>74%</b>	*	*	82%	-	-	-	*	33%	*	70%	77%	*	-
At Masters Grade Level	2025	29%	54%	<b>45%</b>	*	40%	50%	-	-	*	*	9%	*	52%	35%	50%	*
	2024	26%	44%	<b>30%</b>	*	*	41%	-	-	-	*	17%	*	40%	23%	*	-
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	88%	<b>88%</b>	*	80%	89%	-	-	*	*	73%	*	88%	88%	100%	*
	2024	72%	80%	<b>65%</b>	*	*	71%	-	-	-	*	50%	*	60%	69%	*	-

Texas Education Agency  
**2024-25 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	2025	40%	50%	<b>48%</b>	*	60%	50%	-	-	*	*	9%	*	52%	41%	42%	*
	2024	39%	52%	<b>43%</b>	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
At Masters Grade Level	2025	16%	21%	<b>19%</b>	*	20%	21%	-	-	*	*	0%	*	12%	29%	8%	*
	2024	14%	21%	<b>22%</b>	*	*	29%	-	-	-	*	17%	*	30%	15%	*	-
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2025	76%	93%	<b>84%</b>	*	*	87%	-	-	-	-	50%	*	86%	83%	80%	-
	2024	74%	89%	<b>86%</b>	*	60%	100%	-	*	-	*	-	*	90%	83%	63%	*
At Meets Grade Level or Above	2025	54%	80%	<b>68%</b>	*	*	73%	-	-	-	-	33%	*	43%	83%	40%	-
	2024	54%	80%	<b>68%</b>	*	20%	91%	-	*	-	*	-	*	80%	58%	50%	*
At Masters Grade Level	2025	27%	56%	<b>63%</b>	*	*	67%	-	-	-	-	33%	*	43%	75%	40%	-
	2024	29%	47%	<b>41%</b>	*	20%	55%	-	*	-	*	-	*	40%	42%	38%	*
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2025	55%	90%	<b>85%</b>	*	*	88%	-	-	-	-	50%	*	88%	83%	60%	-
	2024	56%	89%	<b>86%</b>	*	100%	91%	-	*	-	*	-	*	90%	83%	88%	*
At Meets Grade Level or Above	2025	33%	65%	<b>55%</b>	*	*	63%	-	-	-	-	0%	*	50%	58%	20%	-
	2024	34%	59%	<b>50%</b>	*	40%	64%	-	*	-	*	-	*	50%	50%	50%	*
At Masters Grade Level	2025	11%	31%	<b>20%</b>	*	*	25%	-	-	-	-	0%	*	13%	25%	20%	-
	2024	11%	31%	<b>27%</b>	*	0%	45%	-	*	-	*	-	*	20%	33%	25%	*
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2025	82%	94%	<b>100%</b>	-	*	100%	-	*	-	*	-	*	100%	100%	*	*
	2024	81%	96%	<b>92%</b>	*	100%	83%	-	-	-	*	*	*	83%	100%	100%	*
At Meets Grade Level or Above	2025	58%	92%	<b>100%</b>	-	*	100%	-	*	-	*	-	*	100%	100%	*	*
	2024	56%	82%	<b>71%</b>	*	50%	83%	-	-	-	*	*	*	50%	92%	40%	*
At Masters Grade Level	2025	32%	60%	<b>72%</b>	-	*	70%	-	*	-	*	-	*	75%	70%	*	*
	2024	29%	60%	<b>42%</b>	*	25%	58%	-	-	-	*	*	*	33%	50%	20%	*
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2025	74%	89%	<b>94%</b>	-	*	100%	-	*	-	*	-	*	88%	100%	*	*
	2024	70%	88%	<b>92%</b>	*	75%	100%	-	-	-	*	*	*	92%	92%	80%	*
At Meets Grade Level or Above	2025	48%	77%	<b>78%</b>	-	*	80%	-	*	-	*	-	*	63%	90%	*	*
	2024	44%	68%	<b>54%</b>	*	25%	67%	-	-	-	*	*	*	42%	67%	20%	*

Texas Education Agency  
**2024-25 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	2025	19%	34%	<b>50%</b>	-	*	40%	-	*	-	*	-	*	50%	50%	*	*
	2024	17%	32%	<b>25%</b>	*	13%	33%	-	-	-	*	*	*	25%	25%	0%	*
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2025	58%	84%	<b>94%</b>	-	*	90%	-	*	-	*	-	*	100%	90%	*	*
	2024	60%	79%	<b>75%</b>	*	63%	75%	-	-	-	*	*	*	67%	83%	60%	*
At Meets Grade Level or Above	2025	32%	48%	<b>56%</b>	-	*	60%	-	*	-	*	-	*	38%	70%	*	*
	2024	33%	51%	<b>46%</b>	*	38%	58%	-	-	-	*	*	*	33%	58%	40%	*
At Masters Grade Level	2025	17%	25%	<b>39%</b>	-	*	40%	-	*	-	*	-	*	25%	50%	*	*
	2024	17%	29%	<b>29%</b>	*	38%	25%	-	-	-	*	*	*	8%	50%	40%	*
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2025	69%	94%	<b>92%</b>	*	100%	88%	-	-	-	*	60%	*	93%	91%	89%	*
	2024	70%	97%	<b>96%</b>	-	100%	92%	*	*	-	*	*	*	100%	91%	89%	*
At Meets Grade Level or Above	2025	49%	80%	<b>72%</b>	*	60%	75%	-	-	-	*	20%	*	71%	73%	78%	*
	2024	52%	97%	<b>96%</b>	-	100%	92%	*	*	-	*	*	*	100%	91%	89%	*
At Masters Grade Level	2025	15%	39%	<b>36%</b>	*	20%	44%	-	-	-	*	0%	*	21%	55%	33%	*
	2024	16%	52%	<b>29%</b>	-	38%	23%	*	*	-	*	*	*	23%	36%	0%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2025	72%	95%	<b>95%</b>	-	100%	92%	*	-	-	*	80%	-	92%	100%	100%	*
	2024	75%	98%	<b>96%</b>	*	100%	100%	*	-	-	-	83%	*	94%	100%	90%	*
At Meets Grade Level or Above	2025	55%	87%	<b>76%</b>	-	86%	67%	*	-	-	*	40%	-	83%	67%	80%	*
	2024	58%	93%	<b>88%</b>	*	100%	85%	*	-	-	-	50%	*	88%	90%	80%	*
At Masters Grade Level	2025	8%	22%	<b>14%</b>	-	14%	17%	*	-	-	*	0%	-	17%	11%	20%	*
	2024	9%	17%	<b>4%</b>	*	0%	8%	*	-	-	-	0%	*	6%	0%	0%	*
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2025	78%	90%	<b>97%</b>	*	100%	95%	-	*	-	*	*	*	100%	95%	100%	*
	2024	81%	85%	<b>81%</b>	*	83%	78%	*	-	-	*	86%	*	75%	88%	78%	*
At Meets Grade Level or Above	2025	45%	61%	<b>47%</b>	*	50%	40%	-	*	-	*	*	*	42%	50%	36%	*
	2024	43%	55%	<b>47%</b>	*	50%	44%	*	-	-	*	29%	*	50%	44%	44%	*

Texas Education Agency  
**2024-25 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	2025	27%	49%	<b>38%</b>	*	33%	35%	-	*	-	*	*	*	33%	40%	27%	*
	2024	24%	35%	<b>22%</b>	*	8%	28%	*	-	-	*	14%	*	25%	19%	0%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2025	92%	99%	<b>100%</b>	*	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
	2024	91%	100%	<b>100%</b>	-	100%	100%	*	*	-	*	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2025	61%	83%	<b>79%</b>	*	80%	80%	-	-	-	*	*	*	79%	80%	78%	*
	2024	56%	86%	<b>92%</b>	-	100%	86%	*	*	-	*	*	*	100%	83%	90%	*
At Masters Grade Level	2025	21%	39%	<b>29%</b>	*	20%	40%	-	-	-	*	*	*	29%	30%	22%	*
	2024	19%	41%	<b>48%</b>	-	63%	29%	*	*	-	*	*	*	62%	33%	30%	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2025	95%	98%	<b>100%</b>	*	100%	100%	*	*	-	*	100%	-	100%	100%	100%	*
	2024	96%	100%	<b>100%</b>	*	100%	100%	-	-	-	-	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2025	68%	92%	<b>96%</b>	*	100%	93%	*	*	-	*	100%	-	100%	92%	100%	*
	2024	69%	89%	<b>83%</b>	*	75%	92%	-	-	-	-	*	*	92%	70%	57%	*
At Masters Grade Level	2025	37%	58%	<b>76%</b>	*	86%	64%	*	*	-	*	40%	-	92%	62%	86%	*
	2024	37%	49%	<b>39%</b>	*	13%	58%	-	-	-	-	*	*	46%	30%	29%	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2025	89%	95%	<b>100%</b>	-	100%	100%	-	*	-	-	-	*	100%	*	*	*
	2024	88%	87%	<b>100%</b>	-	* 100%	100%	-	*	-	-	*	-	100%	*	*	-
At Meets Grade Level or Above	2025	59%	56%	<b>60%</b>	-	40%	63%	-	*	-	-	-	*	57%	*	*	*
	2024	59%	69%	<b>92%</b>	-	* 100%	100%	-	*	-	-	*	-	100%	*	*	-
At Masters Grade Level	2025	13%	5%	<b>7%</b>	-	0%	13%	-	*	-	-	-	*	7%	*	*	*
	2024	12%	5%	<b>8%</b>	-	* 17%	17%	-	*	-	-	*	-	9%	*	*	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2025	75%	86%	<b>84%</b>	66%	84%	85%	*	100%	*	93%	57%	100%	87%	81%	83%	89%
	2024	75%	86%	<b>84%</b>	75%	82%	86%	100%	100%	-	84%	68%	93%	83%	86%	81%	81%
At Meets Grade Level or Above	2025	50%	63%	<b>58%</b>	41%	55%	59%	*	92%	*	70%	20%	78%	58%	58%	50%	56%
	2024	48%	64%	<b>61%</b>	53%	53%	65%	83%	86%	-	50%	32%	86%	61%	60%	54%	42%

Texas Education Agency  
**2024-25 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	2025	21%	31%	<b>28%</b>	15%	22%	30%	*	46%	*	38%	5%	50%	27%	29%	22%	26%
	2024	20%	30%	<b>25%</b>	19%	17%	30%	50%	43%	-	20%	10%	45%	27%	24%	18%	19%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2025	76%	89%	<b>85%</b>	71%	89%	83%	*	*	*	94%	58%	100%	88%	82%	83%	90%
	2024	76%	91%	<b>89%</b>	74%	83%	92%	*	100%	-	100%	73%	100%	89%	89%	83%	93%
At Meets Grade Level or Above	2025	54%	73%	<b>66%</b>	65%	64%	64%	*	*	*	75%	23%	86%	68%	63%	59%	80%
	2024	54%	73%	<b>69%</b>	61%	62%	73%	*	80%	-	65%	38%	92%	68%	69%	61%	43%
At Masters Grade Level	2025	23%	36%	<b>31%</b>	24%	25%	34%	*	*	*	38%	7%	43%	33%	30%	25%	30%
	2024	22%	35%	<b>25%</b>	13%	20%	30%	*	40%	-	24%	9%	33%	28%	23%	17%	21%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2025	72%	81%	<b>81%</b>	63%	77%	83%	-	100%	*	86%	52%	100%	85%	76%	80%	89%
	2024	72%	80%	<b>76%</b>	68%	77%	76%	*	100%	-	65%	53%	82%	72%	79%	73%	82%
At Meets Grade Level or Above	2025	45%	53%	<b>45%</b>	25%	40%	47%	-	83%	*	57%	11%	63%	47%	44%	37%	33%
	2024	43%	53%	<b>48%</b>	32%	38%	53%	*	83%	-	47%	15%	82%	50%	46%	39%	45%
At Masters Grade Level	2025	20%	25%	<b>19%</b>	6%	11%	22%	-	17%	*	36%	0%	38%	15%	23%	13%	22%
	2024	17%	22%	<b>17%</b>	11%	6%	22%	*	33%	-	18%	5%	55%	17%	18%	8%	18%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2025	78%	86%	<b>85%</b>	57%	81%	90%	-	*	-	100%	53%	*	86%	83%	86%	*
	2024	75%	86%	<b>92%</b>	83%	90%	94%	*	*	-	88%	79%	*	91%	94%	93%	67%
At Meets Grade Level or Above	2025	47%	60%	<b>61%</b>	14%	58%	68%	-	*	-	83%	13%	*	55%	69%	52%	*
	2024	43%	66%	<b>68%</b>	83%	62%	71%	*	*	-	38%	57%	*	70%	66%	70%	50%
At Masters Grade Level	2025	17%	26%	<b>25%</b>	0%	19%	30%	-	*	-	33%	7%	*	23%	28%	17%	*
	2024	16%	34%	<b>40%</b>	50%	29%	42%	*	*	-	25%	21%	*	48%	32%	33%	33%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2025	77%	91%	<b>98%</b>	*	100%	96%	*	*	-	*	100%	*	100%	96%	91%	*
	2024	78%	88%	<b>87%</b>	100%	81%	88%	-	-	-	*	100%	*	84%	91%	83%	60%
At Meets Grade Level or Above	2025	50%	70%	<b>79%</b>	*	73%	79%	*	*	-	*	100%	*	75%	83%	82%	*
	2024	51%	67%	<b>64%</b>	60%	56%	75%	-	-	-	*	50%	*	64%	64%	50%	20%

Texas Education Agency  
**2024-25 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	2025	27%	41%	<b>60%</b>	*	64%	54%	*	*	-	*	40%	*	65%	57%	73%	*
	2024	27%	38%	<b>34%</b>	40%	25%	42%	-	-	-	*	33%	*	28%	41%	33%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2025	39%	49%	<b>28%</b>	-	29%	21%	-	*	-	*	21%	-	29%	27%	19%	*
	2024	35%	37%	<b>35%</b>	*	40%	38%	-	*	-	*	10%	*	33%	38%	40%	*
Reading and Mathematics Including EOC	2025	39%	49%	<b>28%</b>	-	29%	21%	-	*	-	*	21%	-	29%	27%	19%	*
	2024	35%	37%	<b>35%</b>	*	40%	38%	-	*	-	*	10%	*	33%	38%	40%	*
Reading Including EOC	2025	52%	57%	<b>41%</b>	-	38%	38%	-	*	-	*	21%	-	43%	39%	27%	*
	2024	48%	52%	<b>49%</b>	*	40%	50%	-	*	-	*	30%	*	50%	46%	60%	*
Math Including EOC	2025	46%	53%	<b>33%</b>	-	29%	29%	-	*	-	*	21%	-	43%	27%	24%	*
	2024	42%	43%	<b>41%</b>	*	40%	46%	-	*	-	*	10%	*	33%	54%	40%	*
<b>4th Graders</b>																	
Reading and Mathematics	2025	40%	35%	<b>37%</b>	*	40%	35%	-	*	-	*	0%	*	39%	35%	40%	*
	2024	38%	40%	<b>36%</b>	17%	18%	56%	*	-	-	*	0%	*	31%	38%	20%	*
Reading and Mathematics Including EOC	2025	40%	35%	<b>37%</b>	*	40%	35%	-	*	-	*	0%	*	39%	35%	40%	*
	2024	38%	40%	<b>36%</b>	17%	18%	56%	*	-	-	*	0%	*	31%	38%	20%	*
Reading Including EOC	2025	54%	58%	<b>60%</b>	*	80%	52%	-	*	-	*	38%	*	67%	53%	70%	*
	2024	51%	56%	<b>57%</b>	50%	41%	69%	*	-	-	*	11%	*	54%	59%	53%	*
Math Including EOC	2025	47%	41%	<b>49%</b>	*	40%	48%	-	*	-	*	25%	*	44%	53%	60%	*
	2024	46%	46%	<b>38%</b>	17%	24%	56%	*	-	-	*	0%	*	31%	41%	27%	*
<b>5th Graders</b>																	
Reading and Mathematics	2025	42%	46%	<b>37%</b>	0%	29%	53%	-	-	-	*	0%	-	41%	31%	38%	*
	2024	42%	50%	<b>48%</b>	*	40%	42%	-	*	-	60%	0%	*	53%	43%	25%	*
Reading and Mathematics Including EOC	2025	42%	46%	<b>37%</b>	0%	29%	53%	-	-	-	*	0%	-	41%	31%	38%	*
	2024	42%	50%	<b>48%</b>	*	40%	42%	-	*	-	60%	0%	*	53%	43%	25%	*
Reading Including EOC	2025	58%	66%	<b>58%</b>	40%	53%	67%	-	-	-	*	0%	-	59%	56%	69%	*
	2024	55%	64%	<b>67%</b>	*	80%	62%	-	*	-	80%	14%	*	68%	65%	58%	*
Math Including EOC	2025	48%	51%	<b>39%</b>	0%	35%	53%	-	-	-	*	0%	-	41%	38%	44%	*
	2024	51%	58%	<b>52%</b>	*	40%	46%	-	*	-	60%	14%	*	53%	52%	42%	*
<b>6th Graders</b>																	

Texas Education Agency  
**2024-25 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	2025	37%	50%	<b>48%</b>	*	60%	50%	-	-	*	*	9%	*	52%	41%	42%	*
	2024	36%	52%	<b>43%</b>	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
Reading and Mathematics Including EOC	2025	37%	50%	<b>48%</b>	*	60%	50%	-	-	*	*	9%	*	52%	41%	42%	*
	2024	36%	52%	<b>43%</b>	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
Reading Including EOC	2025	56%	79%	<b>74%</b>	*	80%	68%	-	-	*	*	27%	*	76%	71%	67%	*
	2024	57%	85%	<b>74%</b>	*	*	82%	-	-	-	*	33%	*	70%	77%	*	-
Math Including EOC	2025	41%	50%	<b>48%</b>	*	60%	50%	-	-	*	*	9%	*	52%	41%	42%	*
	2024	40%	52%	<b>43%</b>	*	*	53%	-	-	-	*	17%	*	50%	38%	*	-
<b>7th Graders</b>																	
Reading and Mathematics	2025	36%	62%	<b>53%</b>	*	*	60%	-	-	-	-	0%	*	43%	58%	20%	-
	2024	35%	55%	<b>36%</b>	*	0%	55%	-	*	-	*	-	*	30%	42%	25%	*
Reading and Mathematics Including EOC	2025	38%	62%	<b>53%</b>	*	*	60%	-	-	-	-	0%	*	43%	58%	20%	-
	2024	36%	55%	<b>36%</b>	*	0%	55%	-	*	-	*	-	*	30%	42%	25%	*
Reading Including EOC	2025	54%	80%	<b>68%</b>	*	*	73%	-	-	-	-	33%	*	43%	83%	40%	-
	2024	54%	80%	<b>68%</b>	*	20%	91%	-	*	-	*	-	*	80%	58%	50%	*
Math Including EOC	2025	43%	65%	<b>55%</b>	*	*	63%	-	-	-	-	0%	*	50%	58%	20%	-
	2024	40%	59%	<b>50%</b>	*	40%	64%	-	*	-	*	-	*	50%	50%	50%	*
<b>8th Graders</b>																	
Reading and Mathematics Including EOC	2025	44%	76%	<b>67%</b>	-	*	50%	-	*	-	*	-	*	63%	70%	*	*
	2024	41%	57%	<b>42%</b>	*	25%	50%	-	-	-	*	*	*	33%	50%	20%	*
Reading Including EOC	2025	59%	92%	<b>100%</b>	-	*	100%	-	*	-	*	-	*	100%	100%	*	*
	2024	57%	82%	<b>71%</b>	*	50%	83%	-	-	-	*	*	*	50%	92%	40%	*
Math Including EOC	2025	51%	77%	<b>67%</b>	-	*	50%	-	*	-	*	-	*	63%	70%	*	*
	2024	49%	60%	<b>50%</b>	*	38%	58%	-	-	-	*	*	*	50%	50%	40%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2025	38%	48%	<b>39%</b>	27%	36%	42%	-	*	*	40%	8%	60%	42%	37%	31%	40%
	2024	36%	45%	<b>40%</b>	24%	22%	47%	*	*	-	50%	6%	78%	39%	40%	25%	29%
Reading and Mathematics Including EOC	2025	40%	51%	<b>42%</b>	27%	40%	43%	-	*	*	54%	8%	67%	44%	40%	32%	43%
	2024	38%	47%	<b>40%</b>	26%	23%	47%	*	*	-	50%	11%	80%	39%	41%	25%	20%
Reading Including EOC	2025	55%	70%	<b>63%</b>	67%	61%	62%	-	*	*	69%	22%	83%	65%	62%	55%	71%
	2024	54%	67%	<b>63%</b>	58%	48%	69%	*	*	-	63%	29%	90%	60%	65%	53%	20%

Texas Education Agency  
**2024-25 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	2025	46%	54%	<b>46%</b>	27%	43%	47%	-	*	*	62%	12%	67%	47%	45%	38%	43%
	2024	45%	52%	<b>45%</b>	32%	32%	52%	*	*	-	50%	14%	80%	43%	47%	36%	40%

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

Texas Education Agency  
**2024-25 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)	G/T
<b>School Progress - Annual Growth by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	70%	69%	<b>68%</b>	*	80%	65%	-	-	-	*	56%	*	75%	59%	75%	*	*
	2024	67%	63%	<b>65%</b>	50%	56%	78%	*	-	-	*	33%	*	69%	63%	70%	*	---
Grade 4 Mathematics	2025	65%	59%	<b>82%</b>	*	80%	78%	-	-	-	*	75%	*	75%	91%	100%	*	*
	2024	60%	53%	<b>45%</b>	20%	41%	56%	*	-	-	*	22%	*	38%	48%	40%	*	---
Grade 5 ELA/Reading	2025	69%	73%	<b>67%</b>	40%	78%	61%	-	-	-	*	32%	-	75%	54%	84%	*	*
	2024	70%	79%	<b>80%</b>	*	80%	79%	-	*	-	60%	64%	*	92%	69%	77%	*	---
Grade 5 Mathematics	2025	67%	65%	<b>71%</b>	30%	72%	82%	-	-	-	*	68%	-	80%	57%	72%	*	*
	2024	65%	61%	<b>58%</b>	*	50%	50%	-	*	-	50%	50%	*	61%	55%	50%	*	---
Grade 6 ELA/Reading	2025	64%	86%	<b>83%</b>	*	80%	82%	-	-	*	*	64%	*	82%	86%	77%	*	*
	2024	61%	84%	<b>84%</b>	*	*	88%	-	-	-	*	58%	*	80%	88%	*	-	---
Grade 6 Mathematics	2025	56%	63%	<b>71%</b>	*	80%	78%	-	-	*	*	73%	*	72%	68%	68%	*	*
	2024	48%	59%	<b>64%</b>	*	*	75%	-	-	-	*	50%	*	60%	67%	*	-	---
Grade 7 ELA/Reading	2025	64%	81%	<b>74%</b>	*	*	82%	-	-	-	-	50%	*	57%	85%	*	-	*
	2024	66%	77%	<b>64%</b>	*	40%	73%	-	*	-	*	-	*	60%	67%	63%	*	---
Grade 7 Mathematics	2025	50%	78%	<b>75%</b>	*	*	80%	-	-	-	-	40%	*	69%	80%	*	-	*
	2024	49%	70%	<b>57%</b>	*	30%	73%	-	*	-	*	-	*	75%	42%	56%	*	---
Grade 8 ELA/Reading	2025	72%	93%	<b>100%</b>	-	*	100%	-	*	-	*	-	*	100%	100%	*	*	*
	2024	69%	84%	<b>74%</b>	*	69%	73%	-	-	-	*	*	*	58%	91%	60%	*	---
End of Course English I	2025	63%	69%	<b>65%</b>	*	60%	55%	-	-	-	*	*	*	64%	67%	57%	*	*
	2024	64%	88%	<b>77%</b>	-	88%	75%	*	*	-	-	*	*	75%	80%	67%	*	---
End of Course English II	2025	65%	55%	<b>52%</b>	-	57%	50%	*	-	-	*	40%	-	50%	56%	80%	*	*
	2024	69%	76%	<b>78%</b>	*	88%	67%	-	-	-	-	*	*	69%	90%	75%	*	---
End of Course Algebra I	2025	74%	86%	<b>87%</b>	*	*	77%	-	*	-	*	*	*	88%	86%	100%	*	*
	2024	72%	69%	<b>56%</b>	*	67%	44%	*	-	-	*	33%	*	53%	61%	67%	*	---
All Grades Both Subjects	2025	65%	72%	<b>74%</b>	65%	75%	74%	*	*	*	80%	56%	85%	74%	73%	76%	73%	89%
	2024	64%	71%	<b>65%</b>	71%	61%	68%	*	86%	-	46%	47%	92%	66%	65%	62%	48%	---
All Grades ELA/Reading	2025	67%	76%	<b>72%</b>	69%	73%	71%	*	*	*	85%	47%	86%	73%	71%	75%	67%	81%
	2024	67%	78%	<b>74%</b>	85%	70%	77%	*	*	-	50%	57%	95%	74%	75%	71%	63%	---
All Grades Mathematics	2025	64%	69%	<b>76%</b>	60%	77%	79%	-	*	*	75%	68%	83%	76%	76%	77%	83%	100%
	2024	60%	62%	<b>55%</b>	54%	49%	58%	*	*	-	43%	38%	89%	56%	53%	51%	28%	---
<b>School Progress - Accelerated Learning by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	40%	48%	<b>38%</b>	*	*	33%	-	-	-	-	*	-	*	20%	*	*	-
	2024	38%	42%	<b>29%</b>	*	40%	-	-	-	-	-	*	-	*	33%	*	*	---
Grade 4 Mathematics	2025	27%	17%	<b>36%</b>	*	*	38%	-	-	-	-	*	*	40%	33%	*	*	-
	2024	26%	29%	<b>25%</b>	*	40%	*	-	-	-	-	*	*	*	40%	*	*	---
Grade 5 ELA/Reading	2025	25%	23%	<b>14%</b>	*	20%	-	-	-	-	-	0%	-	*	*	*	-	-
	2024	35%	75%	<b>80%</b>	*	*	*	-	-	-	*	*	-	80%	-	*	-	---

Texas Education Agency  
**2024-25 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)	G/T
Grade 5 Mathematics	2025	35%	27%	<b>29%</b>	*	20%	50%	-	-	-	-	22%	-	43%	14%	*	-	-
	2024	41%	41%	<b>25%</b>	*	-	0%	-	-	-	*	40%	-	20%	*	*	-	---
Grade 6 ELA/Reading	2025	27%	60%	*	-	*	*	-	-	-	-	*	-	*	*	-	-	-
	2024	24%	*	*	*	-	*	-	-	-	-	*	-	*	*	*	-	---
Grade 6 Mathematics	2025	33%	67%	<b>57%</b>	-	*	80%	-	-	-	*	57%	-	40%	*	*	-	-
	2024	27%	27%	<b>20%</b>	*	-	*	-	-	-	*	*	-	*	*	*	-	---
Grade 7 ELA/Reading	2025	25%	20%	*	*	-	*	-	-	-	-	*	-	*	*	*	-	-
	2024	23%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	-	---
Grade 7 Mathematics	2025	16%	40%	<b>40%</b>	*	-	*	-	-	-	-	*	-	*	*	*	-	-
	2024	14%	57%	*	*	-	-	-	-	-	-	-	-	*	-	*	-	---
Grade 8 ELA/Reading	2025	40%	33%	*	-	*	-	-	-	-	-	-	-	*	-	-	*	-
	2024	34%	*	*	-	*	-	-	-	-	-	-	-	*	-	*	-	---
End of Course English I	2025	23%	60%	*	*	-	*	-	-	-	-	*	-	*	*	*	-	-
	2024	20%	*	*	-	-	*	-	-	-	-	-	-	-	*	*	-	---
End of Course Algebra I	2025	54%	58%	<b>100%</b>	*	-	*	-	-	-	*	*	-	*	*	*	-	-
	2024	55%	55%	*	-	*	-	-	-	-	*	-	-	*	-	*	-	---
All Grades Both Subjects	2025	33%	36%	<b>42%</b>	25%	33%	51%	-	-	-	*	31%	*	45%	39%	62%	*	-
	2024	32%	42%	<b>33%</b>	36%	36%	29%	-	-	-	*	32%	*	35%	30%	42%	*	---
All Grades ELA/Reading	2025	31%	39%	<b>38%</b>	20%	50%	36%	-	-	-	-	17%	-	42%	33%	50%	*	-
	2024	30%	46%	<b>44%</b>	20%	43%	60%	-	-	-	*	38%	-	67%	22%	50%	*	---
All Grades Mathematics	2025	35%	34%	<b>45%</b>	29%	14%	58%	-	-	-	*	38%	*	48%	43%	67%	*	-
	2024	35%	40%	<b>24%</b>	50%	29%	11%	-	-	-	*	27%	*	14%	36%	33%	*	---

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 --- First reported in 2025.

Texas Education Agency  
**2024-25 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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2025	75%	86%	<b>84%</b>	-	-	-	-	-	-	87%	-	95%	*	-	84%	87%	100%
	2024	75%	86%	<b>84%</b>	-	-	-	-	-	-	78%	-	70%	100%	83%	85%	79%	*
At Meets Grade Level or Above	2025	50%	63%	<b>58%</b>	-	-	-	-	-	-	48%	-	52%	*	-	58%	48%	88%
	2024	48%	64%	<b>61%</b>	-	-	-	-	-	-	41%	-	20%	100%	17%	62%	36%	*
At Masters Grade Level	2025	21%	31%	<b>28%</b>	-	-	-	-	-	-	17%	-	19%	*	-	28%	17%	38%
	2024	20%	30%	<b>25%</b>	-	-	-	-	-	-	22%	-	10%	57%	0%	26%	18%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2025	76%	89%	<b>85%</b>	-	-	-	-	-	-	88%	-	100%	*	-	84%	88%	*
	2024	76%	91%	<b>89%</b>	-	-	-	-	-	-	90%	-	86%	*	*	88%	92%	*
At Meets Grade Level or Above	2025	54%	73%	<b>66%</b>	-	-	-	-	-	-	75%	-	86%	*	-	65%	75%	*
	2024	54%	73%	<b>69%</b>	-	-	-	-	-	-	40%	-	14%	*	*	70%	38%	*
At Masters Grade Level	2025	23%	36%	<b>31%</b>	-	-	-	-	-	-	25%	-	29%	*	-	32%	25%	*
	2024	22%	35%	<b>25%</b>	-	-	-	-	-	-	30%	-	14%	*	*	26%	23%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2025	72%	81%	<b>81%</b>	-	-	-	-	-	-	88%	-	100%	*	-	80%	88%	100%
	2024	72%	80%	<b>76%</b>	-	-	-	-	-	-	88%	-	86%	*	*	75%	80%	*
At Meets Grade Level or Above	2025	45%	53%	<b>45%</b>	-	-	-	-	-	-	25%	-	29%	*	-	45%	25%	80%
	2024	43%	53%	<b>48%</b>	-	-	-	-	-	-	50%	-	43%	*	*	48%	40%	*

Texas Education Agency  
**2024-25 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	2025	20%	25%	19%	-	-	-	-	-	-	13%	-	14%	*	-	19%	13%	20%
	2024	17%	22%	17%	-	-	-	-	-	-	25%	-	14%	*	*	17%	20%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2025	78%	86%	85%	-	-	-	-	-	-	*	-	*	-	-	86%	*	-
	2024	75%	86%	92%	-	-	-	-	-	-	60%	-	*	*	-	94%	60%	*
At Meets Grade Level or Above	2025	47%	60%	61%	-	-	-	-	-	-	*	-	*	-	-	62%	*	-
	2024	43%	66%	68%	-	-	-	-	-	-	40%	-	*	*	-	69%	40%	*
At Masters Grade Level	2025	17%	26%	25%	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
	2024	16%	34%	40%	-	-	-	-	-	-	20%	-	*	*	-	40%	20%	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2025	77%	91%	98%	-	-	-	-	-	-	*	-	*	-	-	97%	*	*
	2024	78%	88%	87%	-	-	-	-	-	-	*	-	*	*	*	90%	60%	-
At Meets Grade Level or Above	2025	50%	70%	79%	-	-	-	-	-	-	*	-	*	-	-	82%	*	*
	2024	51%	67%	64%	-	-	-	-	-	-	*	-	*	*	*	69%	20%	-
At Masters Grade Level	2025	27%	41%	60%	-	-	-	-	-	-	*	-	*	-	-	64%	*	*
	2024	27%	38%	34%	-	-	-	-	-	-	*	-	*	*	*	38%	0%	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2025	65%	72%	74%	-	-	-	-	-	-	75%	-	85%	*	-	74%	75%	*
	2024	64%	71%	65%	-	-	-	-	-	-	39%	-	15%	*	70%	67%	47%	*
All Grades ELA/Reading	2025	67%	76%	72%	-	-	-	-	-	-	71%	-	83%	*	-	72%	71%	*
	2024	67%	78%	74%	-	-	-	-	-	-	44%	-	10%	*	*	75%	59%	*

Texas Education Agency  
**2024-25 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
All Grades Mathematics	2025	64%	69%	<b>76%</b>	-	-	-	-	-	-	80%	-	*	*	-	76%	80%	*
	2024	60%	62%	<b>55%</b>	-	-	-	-	-	-	33%	-	20%	*	*	56%	31%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2025	33%	36%	<b>42%</b>	-	-	-	-	-	-	*	-	*	*	-	43%	*	-
	2024	32%	42%	<b>33%</b>	-	-	-	-	-	-	*	-	*	-	*	31%	*	-
All Grades ELA/Reading	2025	31%	39%	<b>38%</b>	-	-	-	-	-	-	*	-	*	*	-	36%	*	-
	2024	30%	46%	<b>44%</b>	-	-	-	-	-	-	-	-	-	-	*	38%	*	-
All Grades Mathematics	2025	35%	34%	<b>45%</b>	-	-	-	-	-	-	*	-	-	*	-	46%	*	-
	2024	35%	40%	<b>24%</b>	-	-	-	-	-	-	*	-	*	-	*	26%	*	-

\* 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  
**2024-25 STAAR Participation (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2025 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	*	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	93%	95%	<b>94%</b>	100%	93%	95%	*	76%	*	100%	99%	100%	97%	92%	100%	90%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	0%	7%	4%	*	24%	*	0%	0%	0%	2%	7%	0%	0%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	0%	1%	1%	*	0%	*	0%	0%	0%	0%	1%	0%	10%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	1%	0%	1%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	99%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	91%	94%	<b>93%</b>	100%	90%	94%	*	67%	*	100%	100%	100%	96%	91%	100%	83%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	0%	8%	5%	*	33%	*	0%	0%	0%	2%	9%	0%	0%
Not Included in Accountability: Other Exclusions	4%	0%	<b>1%</b>	0%	2%	1%	*	0%	*	0%	0%	0%	1%	1%	0%	17%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	*	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	94%	95%	<b>94%</b>	100%	90%	96%	*	75%	*	100%	98%	100%	97%	92%	100%	90%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	0%	10%	3%	*	25%	*	0%	0%	0%	3%	7%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	1%	*	0%	*	0%	0%	0%	0%	1%	0%	10%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	2%	0%	1%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	2%	0%	1%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	96%	<b>96%</b>	100%	100%	93%	-	*	-	100%	100%	*	98%	95%	100%	*
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	0%	0%	7%	-	*	-	0%	0%	*	2%	5%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	98%	98%	*	100%	96%	*	*	-	*	100%	*	100%	96%	100%	*
Not Included in Accountability: Mobile	4%	2%	2%	*	0%	4%	*	*	-	*	0%	*	0%	4%	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%	*
Absent	1%	0%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	94%	98%	94%	-	100%	100%	*	*	-	-	*	*	93%	*	*	*
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
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%
<b>Reading</b>																
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%
<b>Mathematics</b>																
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%

Texas Education Agency  
**2024-25 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%	4%	<b>4%</b>	0%	0%	6%	*	0%	-	0%	2%	0%	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	1%	*	0%	-	0%	0%	0%	0%	1%	2%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	*	0%	-	0%	0%	0%	0%	1%	2%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	97%	<b>98%</b>	100%	100%	96%	*	*	-	100%	100%	*	98%	98%	100%	100%
Not Included in Accountability: Mobile	4%	3%	<b>2%</b>	0%	0%	4%	*	*	-	0%	0%	*	2%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	99%	<b>98%</b>	100%	100%	96%	-	-	-	*	100%	*	100%	96%	100%	100%
Not Included in Accountability: Mobile	4%	1%	<b>2%</b>	0%	0%	4%	-	-	-	*	0%	*	0%	4%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	100%	<b>100%</b>	-	*	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  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2023-24	93.6%	95.7%	<b>95.5%</b>	95.9%	95.5%	95.4%	*	95.4%	-	96.3%	95.2%	94.6%	97.5%
2022-23	93.3%	95.6%	<b>95.1%</b>	95.6%	95.4%	94.8%	*	96.7%	-	95.2%	94.8%	94.7%	97.0%
<b>Chronic Absenteeism</b>													
2023-24	19.0%	6.5%	<b>7.2%</b>	3.2%	6.6%	8.1%	*	15.4%	-	4.0%	10.5%	11.6%	0.0%
2022-23	20.3%	7.5%	<b>11.0%</b>	13.8%	7.6%	12.8%	*	0.0%	-	8.3%	11.8%	11.5%	6.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2023-24	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	0.0%	*	0.0%	0.0%
2022-23	0.8%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2023-24	1.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
2022-23	2.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2024</b>													
Graduated	90.7%	98.2%	<b>94.7%</b>	-	100.0%	90.9%	-	*	-	-	*	*	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	*	*	-
Continued HS	3.1%	1.8%	<b>5.3%</b>	-	0.0%	9.1%	-	*	-	-	*	*	-
Dropped Out	5.8%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	*	*	-
Graduates and TxCHSE	91.1%	98.2%	<b>94.7%</b>	-	100.0%	90.9%	-	*	-	-	*	*	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	100.0%	-	-	100.0%	100.0%	-
<b>Class of 2023</b>													
Graduated	90.3%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	*	0.0%	-	*	-	-	*	-	*
Continued HS	3.1%	0.0%	<b>0.0%</b>	-	*	0.0%	-	*	-	-	*	-	*
Dropped Out	6.3%	0.0%	<b>0.0%</b>	-	*	0.0%	-	*	-	-	*	-	*
Graduates and TxCHSE	90.6%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*
Graduates, TxCHSE, and Continuers	93.7%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	92.1%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	*	0.0%	-	*	-	-	*	-	*
Continued HS	1.0%	0.0%	<b>0.0%</b>	-	*	0.0%	-	*	-	-	*	-	*
Dropped Out	6.5%	0.0%	<b>0.0%</b>	-	*	0.0%	-	*	-	-	*	-	*
Graduates and TxCHSE	92.6%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*

Texas Education Agency  
**2024-25 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	93.5%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*
<b>Class of 2022</b>													
Graduated	91.8%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Continued HS	1.0%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Dropped Out	6.8%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Graduates and TxCHSE	92.2%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Graduates, TxCHSE, and Continuers	93.2%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	92.2%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Continued HS	0.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Dropped Out	6.8%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Graduates and TxCHSE	92.7%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Graduates, TxCHSE, and Continuers	93.2%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
<b>Class of 2021</b>													
Graduated	92.7%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
Continued HS	0.5%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
Dropped Out	6.3%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
Graduates and TxCHSE	93.2%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2024	90.7%	98.2%	<b>94.7%</b>	-	100.0%	90.9%	-	*	-	-	*	*	-
Class of 2023	90.3%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2024	11.0%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	*	*	-
Class of 2023	4.3%	0.0%	<b>0.0%</b>	-	*	0.0%	-	*	-	-	*	-	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2024-25 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 2024	78.5%	90.7%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	*	*	-
Class of 2023	84.3%	97.8%	<b>100.0%</b>	-	* 100.0%	100.0%	-	*	-	-	*	-	*
<b>Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	0.1%	1.8%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	*	*	-
Class of 2023	0.0%	0.0%	<b>0.0%</b>	-	* 0.0%	0.0%	-	*	-	-	*	-	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	89.5%	90.9%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	*	*	-
Class of 2023	88.6%	97.8%	<b>100.0%</b>	-	* 100.0%	100.0%	-	*	-	-	*	-	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2023-24	11.0%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	*	*	-
2022-23	4.4%	0.0%	<b>0.0%</b>	-	* 0.0%	0.0%	-	*	-	-	*	-	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2023-24	76.9%	90.9%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	*	*	-
2022-23	82.5%	95.7%	<b>100.0%</b>	-	* 100.0%	100.0%	-	*	-	-	*	-	*
<b>Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	0.1%	1.8%	<b>5.0%</b>	-	0.0%	8.3%	-	*	-	-	*	*	-
2022-23	0.1%	2.1%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	-	0.0%	-	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	87.8%	91.1%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	*	*	-
2022-23	86.8%	95.8%	<b>100.0%</b>	-	* 100.0%	100.0%	-	*	-	-	*	-	*

Texas Education Agency  
**2024-25 Graduation Profile (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2023-24 Annual Graduates)</b>				
Total Graduates	20	100.0%	56	382,023
<b>By Ethnicity:</b>				
African American	0	0.0%	2	48,064
Hispanic	6	30.0%	14	200,942
White	12	60.0%	33	101,714
American Indian	0	0.0%	0	1,231
Asian	2	10.0%	4	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	0	0.0%	3	9,720
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	0	0.0%	5	46,183
Foundation H.S. Program (Endorsement)	0	0.0%	0	42,042
Foundation H.S. Program (DLA)	19	95.0%	50	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	1	5.0%	1	356
Special Education Graduates	3	15.0%	6	35,935
Economically Disadvantaged Graduates	3	15.0%	7	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	56,967
At-Risk Graduates	3	15.0%	13	173,035
CTE Completers	12	60.0%	37	127,800

Texas Education Agency  
**2024-25 College, Career, and Military Readiness (CCMR) (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2023-24	81.8%	100.0%	100.0%	-	100.0%	100.0%	-	*	-	-	*	*	-
2022-23	76.3%	95.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2023-24	70.0%	98.2%	100.0%	-	100.0%	100.0%	-	*	-	-	*	*	-
2022-23	61.9%	95.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2023-24	69.5%	96.4%	100.0%	-	100.0%	100.0%	-	*	-	-	*	*	-
2022-23	62.8%	95.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2023-24	63.2%	98.2%	100.0%	-	100.0%	100.0%	-	*	-	-	*	*	-
2022-23	54.3%	97.9%	100.0%	-	*	100.0%	-	*	-	-	*	-	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2023-24	57.4%	96.4%	100.0%	-	100.0%	100.0%	-	*	-	-	*	*	-
2022-23	48.4%	93.8%	92.9%	-	*	100.0%	-	*	-	-	*	-	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2023-24	21.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	*	*	-
2022-23	20.4%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
<b>Associate Degree (Annual Graduates)</b>													
2023-24	3.1%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	*	*	-
2022-23	2.5%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2023-24	25.1%	78.6%	75.0%	-	66.7%	75.0%	-	*	-	-	*	*	-
2022-23	23.6%	79.2%	64.3%	-	*	66.7%	-	*	-	-	*	-	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2023-24	5.7%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	*	*	-
2022-23	4.8%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2023-24	6.0%	8.9%	15.0%	-	16.7%	16.7%	-	*	-	-	*	*	-
2022-23	5.6%	6.3%	7.1%	-	*	0.0%	-	*	-	-	*	-	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2023-24	38.1%	5.4%	5.0%	-	0.0%	8.3%	-	*	-	-	*	*	-

Texas Education Agency  
**2024-25 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	36.4%	4.2%	7.1%	-	*	11.1%	-	*	-	-	*	-	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2023-24	34.9%	1.8%	5.0%	-	0.0%	8.3%	-	*	-	-	*	*	-
2022-23	33.4%	4.2%	7.1%	-	*	11.1%	-	*	-	-	*	-	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2023-24	1.1%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	*	*	-
2022-23	0.8%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2023-24	2.7%	3.6%	0.0%	-	0.0%	0.0%	-	*	-	-	*	*	-
2022-23	2.7%	0.0%	0.0%	-	*	0.0%	-	*	-	-	*	-	*
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
2023-24	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	*	*	-
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.

Texas Education Agency  
**2024-25 CCMR-Related Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2023-24	20.1%	92.9%	<b>95.0%</b>	-	100.0%	91.7%	-	*	-	-	*	*	-
	2022-23	21.0%	93.8%	<b>85.7%</b>	-	*	100.0%	-	*	-	-	*	-	*
Mathematics	2023-24	21.3%	69.6%	<b>60.0%</b>	-	33.3%	66.7%	-	*	-	-	*	*	-
	2022-23	19.9%	83.3%	<b>78.6%</b>	-	*	88.9%	-	*	-	-	*	-	*
Both Subjects	2023-24	12.7%	69.6%	<b>60.0%</b>	-	33.3%	66.7%	-	*	-	-	*	*	-
	2022-23	12.5%	83.3%	<b>78.6%</b>	-	*	88.9%	-	*	-	-	*	-	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2023-24	26.6%	3.6%	<b>5.0%</b>	-	0.0%	8.3%	-	*	-	-	*	*	-
	2022-23	18.2%	2.1%	<b>7.1%</b>	-	*	0.0%	-	*	-	-	*	-	*
Mathematics	2023-24	29.5%	30.4%	<b>40.0%</b>	-	66.7%	33.3%	-	*	-	-	*	*	-
	2022-23	20.2%	25.0%	<b>28.6%</b>	-	*	22.2%	-	*	-	-	*	-	*
Both Subjects	2023-24	20.2%	3.6%	<b>5.0%</b>	-	0.0%	8.3%	-	*	-	-	*	*	-
	2022-23	12.5%	2.1%	<b>7.1%</b>	-	*	0.0%	-	*	-	-	*	-	*
<b>AP/IB-Results (Participation) (Grades 11-12)</b>														
All Subjects	2024	25.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
	2023	24.2%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
English Language Arts	2024	14.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
	2023	13.8%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
Mathematics	2024	9.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
	2023	7.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
Science	2024	10.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
	2023	10.3%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
Social Studies	2024	13.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
	2023	13.1%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2024	56.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2024-25 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	2024	56.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2023-24	79.1%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	*	*	-
	2022-23	79.3%	100.0%	<b>100.0%</b>	-	*	100.0%	-	*	-	-	*	-	*
At/Above Criterion for All Examinees	2023-24	28.8%	53.4%	<b>61.9%</b>	-	66.7%	58.3%	-	*	-	-	*	*	-
	2022-23	28.9%	56.9%	<b>50.0%</b>	-	*	60.0%	-	*	-	-	*	-	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2023-24	975	1100	<b>1167</b>	-	1132	1179	-	*	-	-	*	*	-
	2022-23	978	1106	<b>1110</b>	-	827	1170	-	1193	-	-	1300	-	740
English Language Arts and Writing	2023-24	496	565	<b>607</b>	-	598	615	-	*	-	-	*	*	-
	2022-23	497	567	<b>583</b>	-	430	626	-	590	-	-	660	-	390
Mathematics	2023-24	479	535	<b>561</b>	-	534	564	-	*	-	-	*	*	-
	2022-23	482	539	<b>528</b>	-	397	544	-	603	-	-	640	-	350
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2023-24	19.3	21.5	<b>23.9</b>	-	*	25.3	-	*	-	-	-	*	-
	2022-23	19.2	22.3	<b>22.8</b>	-	14.0	23.8	-	24.0	-	-	25.0	-	14.0
English Language Arts	2023-24	19.0	22.2	<b>25.5</b>	-	*	27.0	-	*	-	-	-	*	-
	2022-23	18.8	22.8	<b>24.3</b>	-	12.5	26.3	-	25.0	-	-	27.0	-	12.5
Mathematics	2023-24	19.0	19.3	<b>20.6</b>	-	*	21.3	-	*	-	-	-	*	-
	2022-23	18.9	21.3	<b>21.3</b>	-	14.0	22.2	-	22.3	-	-	22.0	-	14.0
Science	2023-24	19.6	21.9	<b>24.1</b>	-	*	25.5	-	*	-	-	-	*	-
	2022-23	19.5	21.7	<b>21.0</b>	-	16.0	20.6	-	23.3	-	-	24.0	-	16.0

- 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  
**2024-25 Other Postsecondary Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2023-24	45.7%	87.1%	<b>86.5%</b>	*	85.7%	85.7%	*	100.0%	-	*	64.7%	92.6%	*
	2022-23	45.4%	79.0%	<b>82.3%</b>	100.0%	81.0%	80.4%	*	83.3%	-	-	76.9%	84.6%	*
English Language Arts	2023-24	17.8%	36.2%	<b>27.0%</b>	*	17.9%	30.6%	*	80.0%	-	*	5.9%	22.2%	*
	2022-23	17.4%	34.3%	<b>22.8%</b>	0.0%	14.3%	23.9%	*	66.7%	-	-	15.4%	7.7%	*
Mathematics	2023-24	19.4%	34.1%	<b>31.8%</b>	*	25.0%	31.3%	*	80.0%	-	*	23.5%	30.8%	*
	2022-23	19.5%	33.6%	<b>24.1%</b>	0.0%	19.0%	23.9%	*	66.7%	-	-	15.4%	7.7%	*
Science	2023-24	21.9%	28.8%	<b>20.9%</b>	*	15.4%	20.8%	*	60.0%	-	*	0.0%	18.5%	*
	2022-23	21.5%	14.7%	<b>10.1%</b>	0.0%	4.8%	10.9%	*	33.3%	-	-	7.7%	0.0%	*
Social Studies	2023-24	24.5%	48.2%	<b>39.8%</b>	*	32.1%	43.8%	*	80.0%	-	*	5.9%	26.9%	*
	2022-23	24.0%	45.3%	<b>35.4%</b>	0.0%	19.0%	41.3%	*	83.3%	-	-	15.4%	30.8%	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	83.3%	<b>80.0%</b>	-	83.3%	76.5%	-	100.0%	-	-	-	60.0%	0.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	84.2%	<b>80.0%</b>	-	60.0%	84.6%	-	100.0%	-	-	-	66.7%	-

- 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.
- \*\*\* TX IHE data not yet available.

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
<b>Total Students</b>	<b>446</b>	<b>100.0%</b>	<b>1,175</b>	<b>5,530,499</b>	<b>446</b>	<b>100.0%</b>	<b>1,175</b>	<b>5,544,255</b>
<b>Students by Grade</b>								
Kindergarten	35	7.8%	8.0%	6.5%	35	7.8%	8.0%	6.5%
Grade 1	39	8.7%	8.4%	6.8%	39	8.7%	8.4%	6.8%
Grade 2	39	8.7%	8.4%	7.0%	39	8.7%	8.4%	7.0%
Grade 3	47	10.5%	10.0%	7.3%	47	10.5%	10.0%	7.3%
Grade 4	44	9.9%	9.8%	7.3%	44	9.9%	9.8%	7.3%
Grade 5	48	10.8%	10.2%	7.3%	48	10.8%	10.2%	7.3%
Grade 6	51	11.4%	10.8%	7.3%	51	11.4%	10.8%	7.3%
Grade 7	25	5.6%	7.7%	7.4%	25	5.6%	7.7%	7.4%
Grade 8	24	5.4%	6.1%	7.4%	24	5.4%	6.1%	7.4%
Grade 9	26	5.8%	6.4%	8.3%	26	5.8%	6.4%	8.3%
Grade 10	24	5.4%	5.1%	7.9%	24	5.4%	5.1%	7.9%
Grade 11	26	5.8%	5.0%	7.4%	26	5.8%	5.0%	7.4%
Grade 12	18	4.0%	4.1%	7.0%	18	4.0%	4.1%	7.0%
<b>Ethnic Distribution</b>								
African American	30	6.7%	7.0%	12.8%	30	6.7%	7.0%	12.8%
Hispanic	94	21.1%	22.9%	53.5%	94	21.1%	22.9%	53.5%
White	274	61.4%	60.0%	24.4%	274	61.4%	60.0%	24.4%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	16	3.6%	4.0%	5.6%	16	3.6%	4.0%	5.6%
Pacific Islander	3	0.7%	0.3%	0.2%	3	0.7%	0.3%	0.2%
Two or More Races	27	6.1%	5.7%	3.3%	27	6.1%	5.7%	3.3%
<b>Sex</b>								
Female	213	47.8%	51.9%	48.9%	213	47.8%	51.9%	48.8%
Male	233	52.2%	48.1%	51.1%	233	52.2%	48.1%	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	147	33.0%	33.6%	60.5%	147	33.0%	33.6%	60.4%
Non-Educationally Disadvantaged	299	67.0%	66.4%	39.5%	299	67.0%	66.4%	39.6%
Section 504 Students	37	8.3%	6.9%	6.8%	37	8.3%	6.9%	6.8%
EB Students/EL	17	3.8%	4.0%	24.3%	17	3.8%	4.0%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.0%	2.1%				
Students w/ Dyslexia	40	9.0%	6.9%	6.4%	40	9.0%	6.9%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	3	0.7%	1.3%	1.4%	3	0.7%	1.3%	1.4%
Immigrant	12	2.7%	1.4%	3.5%	12	2.7%	1.4%	3.5%
Migrant	4	0.9%	0.3%	0.2%	4	0.9%	0.3%	0.2%

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Title I	3	0.7%	23.1%	66.6%	3	0.7%	23.1%	66.5%
Military Connected	42	9.4%	9.2%	4.1%	42	9.4%	9.2%	4.1%
At-Risk	118	26.5%	26.4%	53.5%	118	26.5%	26.4%	53.5%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	16	3.6%	3.4%	24.3%	16	3.6%	3.4%	24.3%
Career and Technical Education	91	20.4%	19.7%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	88	93.6%	94.6%	74.0%	-	-	-	-
Gifted and Talented Education	28	6.3%	10.5%	8.7%	28	6.3%	10.5%	8.7%
Special Education	90	20.2%	15.1%	15.3%	90	20.2%	15.1%	15.5%
<b>Students with Disabilities by Type of Primary Disability</b>								
<b>Total Students with Disabilities</b>	<b>90</b>							
Students with Intellectual Disabilities	35	38.9%	37.6%	48.3%				
Students with Physical Disabilities	19	21.1%	23.6%	17.0%				
Students with Autism	15	16.7%	21.3%	16.8%				
Students with Behavioral Disabilities	21	23.3%	17.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
<b>Mobility (2023-24)</b>								
<b>Total Mobile Students</b>	<b>29</b>	<b>7.8%</b>	<b>10.7%</b>	<b>16.4%</b>				
African American	0	0.0%	1.2%	3.3%				
Hispanic	6	1.6%	1.4%	8.9%				
White	20	5.3%	6.9%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.3%	0.3%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.8%	0.6%				
Special Ed Students who are Mobile	9	11.8%	11.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	0.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	7	6.5%	10.7%	19.0%				
<b>Student Attrition (2023-24)</b>								
<b>Total Student Attrition</b>	<b>66</b>	<b>17.7%</b>	<b>16.9%</b>	<b>18.0%</b>				

Texas Education Agency  
**2024-25 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
<b>Retention Rates by Grade</b>						
Kindergarten	6.5%	4.7%	1.3%	33.3%	28.6%	3.6%
Grade 1	0.0%	1.3%	1.9%	0.0%	0.0%	3.0%
Grade 2	0.0%	4.5%	1.1%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	5.0%	0.6%
Grade 4	0.0%	1.2%	0.4%	0.0%	5.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	5.6%	0.4%
Grade 6	0.0%	1.9%	0.3%	0.0%	0.0%	0.4%
Grade 7	4.5%	1.7%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	0.0%	7.3%	0.0%	0.0%	11.0%

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

Class Size Information	Campus	District	State
<b>Elementary</b>			
Kindergarten	17.1	18.7	18.9
Grade 1	19.0	19.7	19.2
Grade 2	19.5	19.8	19.4
Grade 3	24.0	23.8	20.1
Grade 4	22.0	23.0	20.0
Grade 5	24.0	24.0	21.3
Grade 6	25.3	25.3	19.8
<b>Secondary</b>			
English/Language Arts	12.5	12.1	16.4
Mathematics	12.7	11.4	17.8
Science	11.5	12.2	18.9
Social Studies	8.4	9.3	18.9

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
<b>Total Staff</b>	<b>45.4</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	36.4	80.2%	77.1%	63.8%
Teachers	31.1	68.5%	55.5%	48.3%
Professional Support	2.9	6.4%	10.8%	10.8%
Campus Administration (School Leadership)	2.4	5.2%	4.3%	3.4%
Educational Aides	9.0	19.8%	17.4%	10.7%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	5.0	13,704.0
Part-time Counselors	1.0	n/a	1.0	1,298.0
<b>Total Minority Staff</b>	<b>10.7</b>	<b>23.5%</b>	<b>16.7%</b>	<b>55.3%</b>
<b>Teachers by Ethnicity</b>				
African American	3.0	9.7%	3.9%	12.8%
Hispanic	3.0	9.6%	7.5%	31.0%
White	24.1	77.5%	84.6%	52.2%
American Indian	0.0	0.0%	2.6%	0.3%
Asian	1.0	3.2%	1.3%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
<b>Teachers by Sex</b>				
Males	7.0	22.6%	18.7%	24.6%
Females	24.1	77.4%	81.3%	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	1.0	3.2%	1.3%	2.4%
Bachelors	14.8	47.6%	55.8%	71.4%
Masters	15.0	48.1%	39.2%	25.4%
Doctorate	0.3	1.1%	3.6%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	4.4	14.3%	9.4%	7.3%
1-5 Years Experience	14.7	47.2%	37.0%	28.3%
6-10 Years Experience	5.6	18.2%	24.6%	19.7%
11-20 Years Experience	5.3	17.1%	23.2%	27.6%
21-30 Years Experience	1.0	3.2%	5.8%	14.1%
Over 30 Years Experience	0.0	0.0%	0.0%	3.0%
Number of Students per Teacher	14.3	n/a	15.3	15.0

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	Campus	District	State
<b>Experience of Campus Leadership</b>			
Average Years Experience of Principals	3.0	6.0	6.0
Average Years Experience of Principals with District	3.0	5.0	5.1
Average Years Experience of Assistant Principals	2.0	2.0	5.1
Average Years Experience of Assistant Principals with District	2.0	2.0	4.3
Average Years Experience of Teachers	7.5	9.1	11.2
Average Years Experience of Teachers with District	3.7	3.6	7.0
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>			
Beginning Teachers	\$31,292	\$34,966	\$55,689
1-5 Years Experience	\$46,094	\$46,486	\$59,266
6-10 Years Experience	\$53,828	\$51,395	\$62,607
11-20 Years Experience	\$57,131	\$55,473	\$66,353
21-30 Years Experience	\$60,720	\$59,227	\$70,976
Over 30 Years Experience	-	-	\$75,042
<b>Average Actual Salaries (regular duties only)</b>			
Teachers	\$47,741	\$49,434	\$63,751
Professional Support	\$53,121	\$55,296	\$75,909
Campus Administration (School Leadership)	\$72,385	\$73,161	\$88,786
Instructional Staff Percent	n/a	81.1%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	0.4	1.4%	3.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	26.6	85.7%	88.6%	69.0%
Special Education	4.0	12.9%	8.3%	11.4%
Other	0.0	0.0%	0.0%	3.6%

- 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  
**2024-25 Staff Information (TAPR)**  
UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)  
(To open link in a new window, press the "Ctrl" key and click on the link.)

## **2024-25 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

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

**Campus Number: 212804102**

**2025 Campus Accountability Score: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

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

**Postsecondary Readiness**

**This school is a Charter School.**

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Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	80%	<b>89%</b>	100%	86%	89%	-	-	-	-	80%	*	86%	91%	88%	*
	2024	74%	81%	<b>81%</b>	*	78%	81%	-	*	-	*	43%	*	83%	80%	82%	*
At Meets Grade Level or Above	2025	52%	57%	<b>72%</b>	40%	79%	74%	-	-	-	-	70%	*	71%	72%	63%	*
	2024	48%	52%	<b>53%</b>	*	33%	58%	-	*	-	*	14%	*	61%	48%	64%	*
At Masters Grade Level	2025	23%	21%	<b>35%</b>	0%	29%	44%	-	-	-	-	20%	*	50%	28%	19%	*
	2024	21%	26%	<b>23%</b>	*	11%	29%	-	*	-	*	14%	*	22%	24%	9%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	79%	<b>89%</b>	80%	93%	89%	-	-	-	-	80%	*	100%	84%	94%	*
	2024	70%	75%	<b>79%</b>	*	67%	84%	-	*	-	*	29%	*	89%	72%	73%	*
At Meets Grade Level or Above	2025	46%	53%	<b>72%</b>	40%	79%	74%	-	-	-	-	70%	*	71%	72%	63%	*
	2024	42%	43%	<b>47%</b>	*	33%	52%	-	*	-	*	14%	*	44%	48%	27%	*
At Masters Grade Level	2025	19%	23%	<b>39%</b>	0%	50%	41%	-	-	-	-	40%	*	29%	44%	31%	*
	2024	15%	16%	<b>21%</b>	*	11%	26%	-	*	-	*	0%	*	22%	20%	9%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2025	81%	83%	<b>93%</b>	*	88%	93%	-	*	-	*	75%	*	100%	88%	86%	*
	2024	81%	86%	<b>90%</b>	*	*	90%	-	*	-	*	*	*	89%	90%	92%	-
At Meets Grade Level or Above	2025	54%	58%	<b>62%</b>	*	38%	67%	-	*	-	*	25%	*	56%	65%	64%	*
	2024	51%	56%	<b>56%</b>	*	*	62%	-	*	-	*	*	*	56%	57%	46%	-
At Masters Grade Level	2025	24%	18%	<b>19%</b>	*	0%	27%	-	*	-	*	0%	*	19%	19%	7%	*
	2024	23%	14%	<b>18%</b>	*	*	21%	-	*	-	*	*	*	11%	20%	15%	-
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2025	69%	63%	<b>60%</b>	*	50%	67%	-	*	-	*	0%	*	50%	65%	79%	*
	2024	69%	73%	<b>85%</b>	*	*	83%	-	*	-	*	*	*	78%	87%	85%	-
At Meets Grade Level or Above	2025	47%	41%	<b>38%</b>	*	25%	43%	-	*	-	*	0%	*	38%	38%	36%	*
	2024	46%	46%	<b>56%</b>	*	*	59%	-	*	-	*	*	*	67%	53%	62%	-
At Masters Grade Level	2025	24%	16%	<b>19%</b>	*	13%	23%	-	*	-	*	0%	*	19%	19%	14%	*
	2024	21%	19%	<b>28%</b>	*	*	34%	-	*	-	*	*	*	22%	30%	31%	-
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2024-25 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	2025	77%	83%	<b>91%</b>	*	80%	91%	-	*	-	*	67%	*	100%	89%	100%	-
	2024	79%	93%	<b>86%</b>	-	*	94%	-	*	-	*	67%	-	81%	100%	*	-
At Meets Grade Level or Above	2025	58%	66%	<b>76%</b>	*	60%	76%	-	*	-	*	33%	*	60%	80%	82%	-
	2024	55%	64%	<b>73%</b>	-	*	75%	-	*	-	*	33%	-	69%	83%	*	-
At Masters Grade Level	2025	30%	26%	<b>29%</b>	*	20%	33%	-	*	-	*	11%	*	10%	34%	36%	-
	2024	29%	33%	<b>32%</b>	-	*	25%	-	*	-	*	0%	-	19%	67%	*	-
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	74%	<b>86%</b>	*	60%	91%	-	*	-	*	67%	*	90%	85%	82%	-
	2024	77%	79%	<b>82%</b>	-	*	88%	-	*	-	*	67%	-	81%	83%	*	-
At Meets Grade Level or Above	2025	47%	51%	<b>61%</b>	*	20%	72%	-	*	-	*	33%	*	60%	62%	64%	-
	2024	50%	58%	<b>73%</b>	-	*	75%	-	*	-	*	50%	-	75%	67%	*	-
At Masters Grade Level	2025	22%	23%	<b>30%</b>	*	20%	31%	-	*	-	*	22%	*	20%	32%	45%	-
	2024	19%	21%	<b>32%</b>	-	*	31%	-	*	-	*	33%	-	38%	17%	*	-
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2025	65%	75%	<b>80%</b>	*	80%	82%	-	*	-	*	67%	*	70%	83%	91%	-
	2024	58%	75%	<b>77%</b>	-	*	81%	-	*	-	*	50%	-	75%	83%	*	-
At Meets Grade Level or Above	2025	31%	34%	<b>33%</b>	*	0%	42%	-	*	-	*	11%	*	20%	37%	45%	-
	2024	28%	50%	<b>41%</b>	-	*	50%	-	*	-	*	33%	-	38%	50%	*	-
At Masters Grade Level	2025	12%	11%	<b>13%</b>	*	0%	18%	-	*	-	*	0%	*	10%	14%	18%	-
	2024	11%	31%	<b>23%</b>	-	*	25%	-	*	-	*	0%	-	19%	33%	*	-
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	95%	<b>96%</b>	*	100%	97%	-	*	-	*	75%	-	92%	97%	100%	*
	2024	77%	94%	<b>100%</b>	*	*	100%	-	-	-	*	*	-	100%	100%	*	-
At Meets Grade Level or Above	2025	56%	79%	<b>87%</b>	*	89%	88%	-	*	-	*	63%	-	85%	88%	71%	*
	2024	57%	85%	<b>92%</b>	*	*	89%	-	-	-	*	*	-	91%	92%	*	-
At Masters Grade Level	2025	29%	54%	<b>64%</b>	*	56%	67%	-	*	-	*	25%	-	85%	56%	29%	*
	2024	26%	44%	<b>63%</b>	*	*	68%	-	-	-	*	*	-	64%	62%	*	-
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	88%	<b>89%</b>	*	100%	88%	-	*	-	*	75%	-	92%	88%	100%	*
	2024	72%	80%	<b>96%</b>	*	*	95%	-	-	-	*	*	-	100%	92%	*	-

Texas Education Agency  
**2024-25 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	2025	40%	50%	<b>57%</b>	*	44%	61%	-	*	-	*	38%	-	77%	50%	57%	*
	2024	39%	52%	<b>58%</b>	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
At Masters Grade Level	2025	16%	21%	<b>28%</b>	*	22%	27%	-	*	-	*	13%	-	46%	21%	14%	*
	2024	14%	21%	<b>21%</b>	*	*	26%	-	-	-	*	*	-	18%	23%	*	-
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2025	76%	93%	<b>97%</b>	*	86%	100%	-	*	-	*	*	-	100%	97%	94%	*
	2024	74%	89%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	90%	100%	-
At Meets Grade Level or Above	2025	54%	80%	<b>92%</b>	*	86%	96%	-	*	-	*	*	-	100%	90%	82%	*
	2024	54%	80%	<b>92%</b>	*	100%	88%	-	-	-	*	*	-	93%	90%	100%	-
At Masters Grade Level	2025	27%	56%	<b>64%</b>	*	71%	73%	-	*	-	*	*	-	56%	67%	59%	*
	2024	29%	47%	<b>58%</b>	*	40%	69%	-	-	-	*	*	-	71%	40%	60%	-
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2025	55%	90%	<b>97%</b>	*	86%	100%	-	*	-	*	*	-	100%	97%	94%	*
	2024	56%	89%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	90%	100%	-
At Meets Grade Level or Above	2025	33%	65%	<b>74%</b>	*	57%	85%	-	*	-	*	*	-	56%	80%	71%	*
	2024	34%	59%	<b>67%</b>	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
At Masters Grade Level	2025	11%	31%	<b>44%</b>	*	29%	54%	-	*	-	*	*	-	22%	50%	41%	*
	2024	11%	31%	<b>33%</b>	*	0%	44%	-	-	-	*	*	-	43%	20%	0%	-
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2025	82%	94%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	91%	86%	-
	2024	81%	96%	<b>100%</b>	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*
At Meets Grade Level or Above	2025	58%	92%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	91%	86%	-
	2024	56%	82%	<b>96%</b>	-	100%	94%	-	*	-	*	*	*	100%	88%	*	*
At Masters Grade Level	2025	32%	60%	<b>60%</b>	*	60%	59%	-	-	-	*	*	-	86%	27%	43%	-
	2024	29%	60%	<b>80%</b>	-	67%	82%	-	*	-	*	*	*	88%	63%	*	*
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2025	74%	89%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	91%	86%	-
	2024	70%	88%	<b>100%</b>	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*
At Meets Grade Level or Above	2025	48%	77%	<b>88%</b>	*	80%	88%	-	-	-	*	*	-	100%	73%	71%	-
	2024	44%	68%	<b>88%</b>	-	100%	82%	-	*	-	*	*	*	88%	88%	*	*

Texas Education Agency  
**2024-25 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	2025	19%	34%	<b>36%</b>	*	20%	41%	-	-	-	*	*	-	36%	36%	29%	-
	2024	17%	32%	<b>44%</b>	-	33%	47%	-	*	-	*	*	*	41%	50%	*	*
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2025	58%	84%	<b>80%</b>	*	60%	88%	-	-	-	*	*	-	93%	64%	71%	-
	2024	60%	79%	<b>88%</b>	-	100%	82%	-	*	-	*	*	*	88%	88%	*	*
At Meets Grade Level or Above	2025	32%	48%	<b>44%</b>	*	40%	47%	-	-	-	*	*	-	57%	27%	29%	-
	2024	33%	51%	<b>64%</b>	-	83%	59%	-	*	-	*	*	*	59%	75%	*	*
At Masters Grade Level	2025	17%	25%	<b>24%</b>	*	0%	29%	-	-	-	*	*	-	36%	9%	14%	-
	2024	17%	29%	<b>28%</b>	-	33%	24%	-	*	-	*	*	*	24%	38%	*	*
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2025	69%	94%	<b>100%</b>	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*
	2024	70%	97%	<b>100%</b>	-	*	100%	-	-	-	-	-	*	100%	100%	*	*
At Meets Grade Level or Above	2025	49%	80%	<b>88%</b>	-	75%	93%	-	*	-	*	*	*	95%	60%	*	*
	2024	52%	97%	<b>100%</b>	-	*	100%	-	-	-	-	-	*	100%	100%	*	*
At Masters Grade Level	2025	15%	39%	<b>50%</b>	-	13%	71%	-	*	-	*	*	*	58%	20%	*	*
	2024	16%	52%	<b>79%</b>	-	*	82%	-	-	-	-	-	*	82%	75%	*	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2025	72%	95%	<b>100%</b>	*	*	100%	-	-	-	-	-	-	100%	100%	*	*
	2024	75%	98%	<b>100%</b>	-	100%	100%	-	*	-	*	*	*	100%	*	*	-
At Meets Grade Level or Above	2025	55%	87%	<b>100%</b>	*	*	100%	-	-	-	-	-	-	100%	100%	*	*
	2024	58%	93%	<b>94%</b>	-	100%	90%	-	*	-	*	*	*	93%	*	*	-
At Masters Grade Level	2025	8%	22%	<b>28%</b>	*	*	31%	-	-	-	-	-	-	22%	33%	*	*
	2024	9%	17%	<b>33%</b>	-	33%	20%	-	*	-	*	*	*	33%	*	*	-
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2025	78%	90%	<b>97%</b>	*	100%	94%	-	-	-	*	80%	-	100%	93%	88%	-
	2024	81%	85%	<b>93%</b>	-	86%	95%	-	*	-	*	*	*	100%	85%	*	*
At Meets Grade Level or Above	2025	45%	61%	<b>86%</b>	*	86%	89%	-	-	-	*	60%	-	93%	79%	75%	-
	2024	43%	55%	<b>77%</b>	-	86%	71%	-	*	-	*	*	*	82%	69%	*	*

Texas Education Agency  
**2024-25 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	2025	27%	49%	<b>76%</b>	*	57%	83%	-	-	-	*	40%	-	93%	57%	63%	-
	2024	24%	35%	<b>50%</b>	-	57%	52%	-	*	-	*	*	*	53%	46%	*	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2025	92%	99%	<b>100%</b>	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*
	2024	91%	100%	<b>100%</b>	-	*	100%	-	-	-	-	-	*	100%	100%	*	*
At Meets Grade Level or Above	2025	61%	83%	<b>92%</b>	-	100%	86%	-	*	-	*	*	*	89%	100%	*	*
	2024	56%	86%	<b>89%</b>	-	*	94%	-	-	-	-	-	*	91%	88%	*	*
At Masters Grade Level	2025	21%	39%	<b>54%</b>	-	38%	64%	-	*	-	*	*	*	63%	20%	*	*
	2024	19%	41%	<b>37%</b>	-	*	41%	-	-	-	-	-	*	45%	25%	*	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2025	95%	98%	<b>100%</b>	*	*	100%	-	-	-	*	-	-	100%	100%	100%	*
	2024	96%	100%	<b>100%</b>	-	100%	100%	-	*	-	*	*	*	100%	100%	*	-
At Meets Grade Level or Above	2025	68%	92%	<b>85%</b>	*	*	87%	-	-	-	*	-	-	78%	91%	80%	*
	2024	69%	89%	<b>90%</b>	-	100%	82%	-	*	-	*	*	*	93%	80%	*	-
At Masters Grade Level	2025	37%	58%	<b>60%</b>	*	*	60%	-	-	-	*	-	-	56%	64%	80%	*
	2024	37%	49%	<b>65%</b>	-	67%	64%	-	*	-	*	*	*	73%	40%	*	-
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2025	89%	95%	<b>87%</b>	-	*	92%	-	-	-	-	*	*	87%	-	*	-
	2024	88%	87%	<b>83%</b>	-	80%	90%	-	*	-	*	-	-	81%	*	*	-
At Meets Grade Level or Above	2025	59%	56%	<b>67%</b>	-	*	67%	-	-	-	-	*	*	67%	-	*	-
	2024	59%	69%	<b>72%</b>	-	60%	80%	-	*	-	*	-	-	75%	*	*	-
At Masters Grade Level	2025	13%	5%	<b>7%</b>	-	*	8%	-	-	-	-	*	*	7%	-	*	-
	2024	12%	5%	<b>6%</b>	-	20%	0%	-	*	-	*	-	-	6%	*	*	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2025	75%	86%	<b>90%</b>	84%	88%	91%	-	91%	-	93%	69%	100%	93%	88%	90%	73%
	2024	75%	86%	<b>90%</b>	92%	85%	91%	-	100%	-	94%	63%	100%	92%	89%	91%	86%
At Meets Grade Level or Above	2025	50%	63%	<b>71%</b>	42%	66%	74%	-	91%	-	78%	42%	90%	74%	69%	66%	41%
	2024	48%	64%	<b>71%</b>	58%	65%	72%	-	79%	-	74%	35%	94%	76%	65%	67%	57%

Texas Education Agency  
**2024-25 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	2025	21%	31%	<b>38%</b>	5%	31%	43%	-	45%	-	48%	15%	70%	43%	35%	32%	14%
	2024	20%	30%	<b>37%</b>	8%	29%	40%	-	36%	-	35%	11%	44%	40%	33%	24%	36%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2025	76%	89%	<b>94%</b>	94%	91%	95%	-	100%	-	100%	77%	*	97%	93%	92%	82%
	2024	76%	91%	<b>93%</b>	83%	89%	93%	-	100%	-	100%	68%	100%	94%	91%	92%	83%
At Meets Grade Level or Above	2025	54%	73%	<b>81%</b>	61%	75%	84%	-	100%	-	100%	53%	*	83%	81%	75%	45%
	2024	54%	73%	<b>77%</b>	67%	72%	78%	-	100%	-	75%	36%	86%	83%	71%	72%	50%
At Masters Grade Level	2025	23%	36%	<b>43%</b>	6%	33%	49%	-	60%	-	40%	16%	*	50%	40%	31%	9%
	2024	22%	35%	<b>44%</b>	17%	33%	47%	-	80%	-	33%	12%	57%	49%	39%	28%	50%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2025	72%	81%	<b>86%</b>	78%	83%	88%	-	*	-	89%	60%	*	87%	85%	89%	56%
	2024	72%	80%	<b>87%</b>	100%	76%	89%	-	100%	-	85%	58%	100%	90%	84%	86%	80%
At Meets Grade Level or Above	2025	45%	53%	<b>64%</b>	33%	57%	69%	-	*	-	67%	42%	*	66%	62%	61%	22%
	2024	43%	53%	<b>62%</b>	50%	47%	65%	-	80%	-	69%	38%	100%	70%	54%	57%	40%
At Masters Grade Level	2025	20%	25%	<b>35%</b>	6%	32%	38%	-	*	-	56%	21%	*	35%	35%	33%	11%
	2024	17%	22%	<b>28%</b>	0%	21%	32%	-	0%	-	23%	13%	40%	30%	26%	16%	40%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2025	78%	86%	<b>89%</b>	60%	94%	89%	-	*	-	100%	73%	*	93%	86%	89%	*
	2024	75%	86%	<b>92%</b>	-	82%	94%	-	*	-	*	67%	*	91%	95%	100%	*
At Meets Grade Level or Above	2025	47%	60%	<b>63%</b>	20%	67%	64%	-	*	-	60%	20%	*	77%	51%	58%	*
	2024	43%	66%	<b>73%</b>	-	64%	76%	-	*	-	*	33%	*	70%	77%	80%	*
At Masters Grade Level	2025	17%	26%	<b>30%</b>	0%	22%	34%	-	*	-	40%	0%	*	42%	20%	26%	*
	2024	16%	34%	<b>35%</b>	-	18%	38%	-	*	-	*	0%	*	34%	36%	20%	*
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2025	77%	91%	<b>89%</b>	*	75%	94%	-	-	-	*	*	-	96%	82%	83%	*
	2024	78%	88%	<b>93%</b>	-	100%	89%	-	*	-	*	*	*	94%	92%	*	*
At Meets Grade Level or Above	2025	50%	70%	<b>62%</b>	*	63%	66%	-	-	-	*	*	-	65%	59%	50%	*
	2024	51%	67%	<b>76%</b>	-	92%	68%	-	*	-	*	*	*	75%	77%	*	*

Texas Education Agency  
**2024-25 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	2025	27%	41%	<b>40%</b>	*	25%	44%	-	-	-	*	*	-	43%	36%	42%	*
	2024	27%	38%	<b>44%</b>	-	50%	39%	-	*	-	*	*	*	47%	38%	*	*
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2025	39%	49%	<b>72%</b>	40%	79%	74%	-	-	-	-	70%	*	71%	72%	63%	*
	2024	35%	37%	<b>37%</b>	*	22%	42%	-	*	-	*	14%	*	39%	36%	27%	*
Reading and Mathematics Including EOC	2025	39%	49%	<b>72%</b>	40%	79%	74%	-	-	-	-	70%	*	71%	72%	63%	*
	2024	35%	37%	<b>37%</b>	*	22%	42%	-	*	-	*	14%	*	39%	36%	27%	*
Reading Including EOC	2025	52%	57%	<b>72%</b>	40%	79%	74%	-	-	-	-	70%	*	71%	72%	63%	*
	2024	48%	52%	<b>53%</b>	*	33%	58%	-	*	-	*	14%	*	61%	48%	64%	*
Math Including EOC	2025	46%	53%	<b>72%</b>	40%	79%	74%	-	-	-	-	70%	*	71%	72%	63%	*
	2024	42%	43%	<b>47%</b>	*	33%	52%	-	*	-	*	14%	*	44%	48%	27%	*
<b>4th Graders</b>																	
Reading and Mathematics	2025	40%	35%	<b>33%</b>	*	13%	40%	-	*	-	*	0%	*	38%	31%	29%	*
	2024	38%	40%	<b>46%</b>	*	*	48%	-	*	-	*	*	*	56%	43%	38%	-
Reading and Mathematics Including EOC	2025	40%	35%	<b>33%</b>	*	13%	40%	-	*	-	*	0%	*	38%	31%	29%	*
	2024	38%	40%	<b>46%</b>	*	*	48%	-	*	-	*	*	*	56%	43%	38%	-
Reading Including EOC	2025	54%	58%	<b>62%</b>	*	38%	67%	-	*	-	*	25%	*	56%	65%	64%	*
	2024	51%	56%	<b>56%</b>	*	*	62%	-	*	-	*	*	*	56%	57%	46%	-
Math Including EOC	2025	47%	41%	<b>38%</b>	*	25%	43%	-	*	-	*	0%	*	38%	38%	36%	*
	2024	46%	46%	<b>56%</b>	*	*	59%	-	*	-	*	*	*	67%	53%	62%	-
<b>5th Graders</b>																	
Reading and Mathematics	2025	42%	46%	<b>57%</b>	*	20%	66%	-	*	-	*	22%	*	40%	62%	64%	-
	2024	42%	50%	<b>68%</b>	-	*	69%	-	*	-	*	33%	-	69%	67%	*	-
Reading and Mathematics Including EOC	2025	42%	46%	<b>57%</b>	*	20%	66%	-	*	-	*	22%	*	40%	62%	64%	-
	2024	42%	50%	<b>68%</b>	-	*	69%	-	*	-	*	33%	-	69%	67%	*	-
Reading Including EOC	2025	58%	66%	<b>76%</b>	*	60%	76%	-	*	-	*	33%	*	60%	80%	82%	-
	2024	55%	64%	<b>73%</b>	-	*	75%	-	*	-	*	33%	-	69%	83%	*	-
Math Including EOC	2025	48%	51%	<b>61%</b>	*	20%	72%	-	*	-	*	33%	*	60%	62%	64%	-
	2024	51%	58%	<b>73%</b>	-	*	75%	-	*	-	*	50%	-	75%	67%	*	-
<b>6th Graders</b>																	

Texas Education Agency  
**2024-25 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	2025	37%	50%	<b>55%</b>	*	44%	58%	-	*	-	*	25%	-	69%	50%	57%	*
	2024	36%	52%	<b>58%</b>	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
Reading and Mathematics Including EOC	2025	37%	50%	<b>55%</b>	*	44%	58%	-	*	-	*	25%	-	69%	50%	57%	*
	2024	36%	52%	<b>58%</b>	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
Reading Including EOC	2025	56%	79%	<b>87%</b>	*	89%	88%	-	*	-	*	63%	-	85%	88%	71%	*
	2024	57%	85%	<b>92%</b>	*	*	89%	-	-	-	*	*	-	91%	92%	*	-
Math Including EOC	2025	41%	50%	<b>57%</b>	*	44%	61%	-	*	-	*	38%	-	77%	50%	57%	*
	2024	40%	52%	<b>58%</b>	*	*	63%	-	-	-	*	*	-	64%	54%	*	-
<b>7th Graders</b>																	
Reading and Mathematics	2025	36%	62%	<b>72%</b>	*	57%	81%	-	*	-	*	*	-	56%	77%	65%	*
	2024	35%	55%	<b>67%</b>	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
Reading and Mathematics Including EOC	2025	38%	62%	<b>72%</b>	*	57%	81%	-	*	-	*	*	-	56%	77%	65%	*
	2024	36%	55%	<b>67%</b>	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
Reading Including EOC	2025	54%	80%	<b>92%</b>	*	86%	96%	-	*	-	*	*	-	100%	90%	82%	*
	2024	54%	80%	<b>92%</b>	*	100%	88%	-	-	-	*	*	-	93%	90%	100%	-
Math Including EOC	2025	43%	65%	<b>74%</b>	*	57%	85%	-	*	-	*	*	-	56%	80%	71%	*
	2024	40%	59%	<b>67%</b>	*	20%	75%	-	-	-	*	*	-	86%	40%	80%	-
<b>8th Graders</b>																	
Reading and Mathematics Including EOC	2025	44%	76%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	91%	86%	-
	2024	41%	57%	<b>84%</b>	-	100%	76%	-	*	-	*	*	*	82%	88%	*	*
Reading Including EOC	2025	59%	92%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	91%	86%	-
	2024	57%	82%	<b>96%</b>	-	100%	94%	-	*	-	*	*	*	100%	88%	*	*
Math Including EOC	2025	51%	77%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	91%	86%	-
	2024	49%	60%	<b>84%</b>	-	100%	76%	-	*	-	*	*	*	82%	88%	*	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2025	38%	48%	<b>58%</b>	31%	49%	63%	-	*	-	57%	35%	*	55%	59%	55%	22%
	2024	36%	45%	<b>52%</b>	50%	27%	56%	-	*	-	60%	24%	*	62%	44%	46%	*
Reading and Mathematics Including EOC	2025	40%	51%	<b>62%</b>	35%	54%	66%	-	*	-	67%	39%	*	63%	61%	58%	22%
	2024	38%	47%	<b>56%</b>	50%	43%	59%	-	*	-	64%	25%	100%	66%	48%	47%	40%
Reading Including EOC	2025	55%	70%	<b>80%</b>	59%	75%	81%	-	*	-	100%	54%	*	78%	80%	74%	33%
	2024	54%	67%	<b>73%</b>	67%	64%	74%	-	*	-	73%	33%	100%	79%	67%	69%	40%

Texas Education Agency  
**2024-25 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	2025	46%	54%	<b>64%</b>	35%	56%	69%	-	*	-	67%	44%	*	67%	63%	61%	22%
	2024	45%	52%	<b>62%</b>	50%	46%	64%	-	*	-	73%	38%	100%	69%	54%	56%	40%

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

Texas Education Agency  
**2024-25 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)	G/T
<b>School Progress - Annual Growth by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	70%	69%	<b>73%</b>	*	63%	73%	-	*	-	*	71%	*	84%	66%	54%	*	73%
	2024	67%	63%	<b>53%</b>	*	* 57%	-	-	-	-	*	*	*	72%	46%	35%	-	---
Grade 4 Mathematics	2025	65%	59%	<b>48%</b>	*	56%	45%	-	*	-	*	29%	*	34%	56%	61%	*	62%
	2024	60%	53%	<b>63%</b>	*	* 64%	-	-	-	-	*	*	*	78%	57%	46%	-	---
Grade 5 ELA/Reading	2025	69%	73%	<b>83%</b>	*	* 84%	-	*	-	*	64%	*	78%	84%	91%	-	100%	
	2024	70%	79%	<b>77%</b>	-	* 88%	-	*	-	*	50%	-	69%	100%	*	-	---	
Grade 5 Mathematics	2025	67%	65%	<b>59%</b>	*	* 65%	-	*	-	*	79%	*	67%	57%	73%	-	80%	
	2024	65%	61%	<b>66%</b>	-	* 72%	-	*	-	*	75%	-	66%	67%	*	-	---	
Grade 6 ELA/Reading	2025	64%	86%	<b>89%</b>	*	88%	90%	-	*	-	*	50%	-	88%	90%	80%	*	89%
	2024	61%	84%	<b>90%</b>	*	* 92%	-	-	-	*	*	-	82%	96%	*	-	---	
Grade 6 Mathematics	2025	56%	63%	<b>55%</b>	*	50%	55%	-	*	-	*	17%	-	62%	52%	60%	*	78%
	2024	48%	59%	<b>52%</b>	*	* 55%	-	-	-	*	*	-	59%	46%	*	-	---	
Grade 7 ELA/Reading	2025	64%	81%	<b>87%</b>	*	83%	88%	-	*	-	*	*	-	89%	87%	85%	*	100%
	2024	66%	77%	<b>98%</b>	*	100%	97%	-	-	-	*	*	-	96%	100%	100%	-	---
Grade 7 Mathematics	2025	50%	78%	<b>80%</b>	*	67%	83%	-	*	-	*	*	-	67%	85%	76%	*	100%
	2024	49%	70%	<b>85%</b>	*	70%	88%	-	-	-	*	*	-	89%	80%	100%	-	---
Grade 8 ELA/Reading	2025	72%	93%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	90%	86%	-	*
	2024	69%	84%	<b>100%</b>	-	100%	100%	-	*	-	*	*	*	100%	100%	*	*	---
End of Course English I	2025	63%	69%	<b>67%</b>	-	50%	79%	-	*	-	*	*	*	68%	60%	*	*	100%
	2024	64%	88%	<b>100%</b>	-	* 100%	-	-	-	-	-	-	*	100%	100%	*	*	---
End of Course English II	2025	65%	55%	<b>56%</b>	*	* 56%	-	-	-	-	-	-	-	44%	67%	*	*	*
	2024	69%	76%	<b>67%</b>	-	67%	60%	-	*	-	*	*	*	67%	*	*	-	---
End of Course Algebra I	2025	74%	86%	<b>96%</b>	*	100%	94%	-	-	-	*	*	-	100%	92%	86%	-	*
	2024	72%	69%	<b>82%</b>	-	83%	85%	-	*	-	*	*	*	88%	73%	*	*	---
All Grades Both Subjects	2025	65%	72%	<b>73%</b>	70%	68%	74%	-	89%	-	85%	56%	100%	74%	73%	73%	50%	82%
	2024	64%	71%	<b>76%</b>	56%	72%	78%	-	60%	-	71%	70%	67%	81%	71%	58%	*	---
All Grades ELA/Reading	2025	67%	76%	<b>80%</b>	83%	72%	81%	-	100%	-	89%	65%	*	80%	81%	75%	56%	84%
	2024	67%	78%	<b>81%</b>	*	75%	84%	-	*	-	64%	71%	*	84%	78%	59%	*	---
All Grades Mathematics	2025	64%	69%	<b>65%</b>	55%	63%	65%	-	*	-	81%	46%	*	65%	65%	71%	42%	79%
	2024	60%	62%	<b>69%</b>	*	68%	72%	-	*	-	80%	69%	*	77%	62%	58%	*	---
<b>School Progress - Accelerated Learning by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	40%	48%	<b>71%</b>	-	* 60%	-	-	-	-	-	60%	-	*	*	*	*	-
	2024	38%	42%	<b>*</b>	-	-	*	-	-	-	-	*	-	-	*	-	-	---
Grade 4 Mathematics	2025	27%	17%	<b>11%</b>	-	* *	-	-	-	-	*	0%	-	*	14%	*	*	-
	2024	26%	29%	<b>60%</b>	-	* *	-	-	-	-	-	-	-	*	*	*	-	---
Grade 5 ELA/Reading	2025	25%	23%	<b>*</b>	*	-	*	-	-	-	-	*	-	-	*	*	-	-
	2024	35%	75%	<b>80%</b>	-	* *	-	-	-	-	-	*	-	*	*	-	-	---

Texas Education Agency  
**2024-25 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)	G/T
Grade 5 Mathematics	2025	35%	27%	<b>60%</b>	*	*	*	-	-	-	-	*	-	-	60%	*	-	-
	2024	41%	41%	*	-	*	*	-	-	-	-	*	-	*	*	-	-	---
Grade 6 ELA/Reading	2025	27%	60%	*	*	-	-	-	-	-	-	*	-	-	*	-	-	-
	2024	24%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2025	33%	67%	*	-	-	*	-	-	-	-	-	-	-	*	-	-	-
	2024	27%	27%	*	-	-	*	-	-	-	*	-	-	-	*	-	-	---
Grade 7 ELA/Reading	2025	25%	20%	*	-	-	-	-	-	-	-	-	-	-	*	-	-	-
	2024	23%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-	---
Grade 7 Mathematics	2025	16%	40%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	14%	57%	*	*	*	*	-	-	-	-	*	-	*	*	*	-	---
Grade 8 ELA/Reading	2025	40%	33%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	-
	2024	34%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	-	---
End of Course English I	2025	23%	60%	*	-	*	-	-	-	-	-	-	-	-	*	-	-	-
	2024	20%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2025	54%	58%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	-
	2024	55%	55%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	---
All Grades Both Subjects	2025	33%	36%	<b>48%</b>	*	50%	53%	-	-	-	*	29%	-	60%	46%	30%	*	-
	2024	32%	42%	<b>69%</b>	*	33%	78%	-	-	-	*	58%	-	64%	73%	*	-	---
All Grades ELA/Reading	2025	31%	39%	<b>62%</b>	*	*	50%	-	-	-	-	50%	-	*	50%	*	*	-
	2024	30%	46%	<b>78%</b>	-	*	88%	-	-	-	-	71%	-	*	80%	-	-	---
All Grades Mathematics	2025	35%	34%	<b>39%</b>	*	20%	55%	-	-	-	*	11%	-	*	44%	17%	*	-
	2024	35%	40%	<b>65%</b>	*	40%	70%	-	-	-	*	40%	-	57%	70%	*	-	---

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 --- First reported in 2025.

Texas Education Agency  
**2024-25 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	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2025	75%	86%	<b>90%</b>	-	-	-	-	-	-	25%	-	25%	*	100%	91%	57%	100%	
	2024	75%	86%	<b>90%</b>	-	-	-	-	-	-	-	-	-	-	86%	91%	86%	-	
At Meets Grade Level or Above	2025	50%	63%	<b>71%</b>	-	-	-	-	-	-	0%	-	0%	*	33%	72%	14%	88%	
	2024	48%	64%	<b>71%</b>	-	-	-	-	-	-	-	-	-	-	57%	71%	57%	-	
At Masters Grade Level	2025	21%	31%	<b>38%</b>	-	-	-	-	-	-	0%	-	0%	*	0%	39%	0%	38%	
	2024	20%	30%	<b>37%</b>	-	-	-	-	-	-	-	-	-	-	36%	37%	36%	-	
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2025	76%	89%	<b>94%</b>	-	-	-	-	-	-	*	-	*	*	*	95%	71%	*	
	2024	76%	91%	<b>93%</b>	-	-	-	-	-	-	-	-	-	-	83%	93%	83%	-	
At Meets Grade Level or Above	2025	54%	73%	<b>81%</b>	-	-	-	-	-	-	*	-	*	*	*	83%	14%	*	
	2024	54%	73%	<b>77%</b>	-	-	-	-	-	-	-	-	-	-	50%	78%	50%	-	
At Masters Grade Level	2025	23%	36%	<b>43%</b>	-	-	-	-	-	-	*	-	*	*	*	45%	0%	*	
	2024	22%	35%	<b>44%</b>	-	-	-	-	-	-	-	-	-	-	50%	44%	50%	-	
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2025	72%	81%	<b>86%</b>	-	-	-	-	-	-	*	-	*	*	*	87%	33%	*	
	2024	72%	80%	<b>87%</b>	-	-	-	-	-	-	-	-	-	-	80%	87%	80%	-	
At Meets Grade Level or Above	2025	45%	53%	<b>64%</b>	-	-	-	-	-	-	*	-	*	*	*	65%	0%	*	
	2024	43%	53%	<b>62%</b>	-	-	-	-	-	-	-	-	-	-	40%	63%	40%	-	

Texas Education Agency  
**2024-25 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	2025	20%	25%	35%	-	-	-	-	-	-	*	-	*	*	36%	0%	*	
	2024	17%	22%	28%	-	-	-	-	-	-	-	-	-	-	40%	28%	40%	-
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2025	78%	86%	89%	-	-	-	-	-	-	-	-	-	-	*	89%	*	-
	2024	75%	86%	92%	-	-	-	-	-	-	-	-	-	-	*	92%	*	-
At Meets Grade Level or Above	2025	47%	60%	63%	-	-	-	-	-	-	-	-	-	-	*	62%	*	-
	2024	43%	66%	73%	-	-	-	-	-	-	-	-	-	-	*	72%	*	-
At Masters Grade Level	2025	17%	26%	30%	-	-	-	-	-	-	-	-	-	-	*	30%	*	-
	2024	16%	34%	35%	-	-	-	-	-	-	-	-	-	-	*	36%	*	-
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2025	77%	91%	89%	-	-	-	-	-	-	-	-	-	-	-	89%	-	*
	2024	78%	88%	93%	-	-	-	-	-	-	-	-	-	-	*	93%	*	-
At Meets Grade Level or Above	2025	50%	70%	62%	-	-	-	-	-	-	-	-	-	-	-	61%	-	*
	2024	51%	67%	76%	-	-	-	-	-	-	-	-	-	-	*	75%	*	-
At Masters Grade Level	2025	27%	41%	40%	-	-	-	-	-	-	-	-	-	-	-	39%	-	*
	2024	27%	38%	44%	-	-	-	-	-	-	-	-	-	-	*	45%	*	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2025	65%	72%	73%	-	-	-	-	-	-	33%	-	33%	*	*	74%	29%	71%
	2024	64%	71%	76%	-	-	-	-	-	-	-	-	-	-	*	76%	*	-
All Grades ELA/Reading	2025	67%	76%	80%	-	-	-	-	-	-	*	-	*	*	*	81%	*	*
	2024	67%	78%	81%	-	-	-	-	-	-	-	-	-	-	*	81%	*	-

Texas Education Agency  
**2024-25 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
All Grades Mathematics	2025	64%	69%	<b>65%</b>	-	-	-	-	-	-	*	-	*	*	-	66%	*	*
	2024	60%	62%	<b>69%</b>	-	-	-	-	-	-	-	-	-	-	*	69%	*	-
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2025	33%	36%	<b>48%</b>	-	-	-	-	-	-	*	-	*	*	-	48%	*	-
	2024	32%	42%	<b>69%</b>	-	-	-	-	-	-	-	-	-	-	-	69%	-	-
All Grades ELA/Reading	2025	31%	39%	<b>62%</b>	-	-	-	-	-	-	*	-	*	*	-	58%	*	-
	2024	30%	46%	<b>78%</b>	-	-	-	-	-	-	-	-	-	-	-	78%	-	-
All Grades Mathematics	2025	35%	34%	<b>39%</b>	-	-	-	-	-	-	*	-	*	*	-	41%	*	-
	2024	35%	40%	<b>65%</b>	-	-	-	-	-	-	-	-	-	-	-	65%	-	-

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

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2025 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	<b>94%</b>	86%	92%	96%	-	100%	-	100%	96%	77%	97%	93%	100%	73%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	14%	7%	4%	-	0%	-	0%	4%	23%	2%	7%	0%	23%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	91%	94%	<b>94%</b>	86%	90%	95%	-	100%	-	100%	96%	80%	96%	92%	100%	73%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	14%	8%	4%	-	0%	-	0%	4%	20%	3%	7%	0%	20%
Not Included in Accountability: Other Exclusions	4%	0%	<b>0%</b>	0%	2%	0%	-	0%	-	0%	0%	0%	1%	0%	0%	7%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	99%	-	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	<b>94%</b>	86%	91%	95%	-	*	-	100%	98%	80%	98%	92%	100%	75%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	14%	9%	4%	-	*	-	0%	2%	20%	2%	8%	0%	25%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	1%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	96%	<b>96%</b>	83%	95%	97%	-	*	-	100%	94%	*	98%	94%	100%	*
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	17%	5%	3%	-	*	-	0%	6%	*	2%	6%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	94%	98%	100%	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	2%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	94%	98%	100%	-	*	100%	-	-	-	-	*	*	100%	-	*	-
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
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%
<b>Reading</b>																
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%
<b>Mathematics</b>																
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%

Texas Education Agency  
**2024-25 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%	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%
<b>Science</b>																
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%	*
Absent	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
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%	*	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	100%	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  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2023-24	93.6%	95.7%	<b>95.9%</b>	95.0%	95.8%	96.0%	*	97.0%	-	95.2%	95.9%	95.3%	95.1%
2022-23	93.3%	95.6%	<b>96.1%</b>	95.0%	95.6%	96.3%	-	95.8%	*	96.2%	96.4%	94.2%	*
<b>Chronic Absenteeism</b>													
2023-24	19.0%	6.5%	<b>5.4%</b>	12.5%	7.5%	4.4%	*	0.0%	-	5.0%	2.3%	6.3%	12.5%
2022-23	20.3%	7.5%	<b>4.0%</b>	8.3%	7.4%	2.1%	-	14.3%	*	7.7%	3.4%	10.6%	0.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2023-24	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
2022-23	0.8%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2023-24	1.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2022-23	2.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2024</b>													
Graduated	90.7%	98.2%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	*	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
Continued HS	3.1%	1.8%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
Dropped Out	5.8%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
Graduates and TxCHSE	91.1%	98.2%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	*	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	-
<b>Class of 2023</b>													
Graduated	90.3%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
Continued HS	3.1%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
Dropped Out	6.3%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
Graduates and TxCHSE	90.6%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	92.1%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
Continued HS	1.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
Dropped Out	6.5%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
Graduates and TxCHSE	92.6%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
Graduates, TxCHSE, and Continuers	93.5%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2022</b>													
Graduated	91.8%	100.0%	<b>100.0%</b>	-	*	100.0%	*	-	-	*	*	*	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	*	0.0%	*	-	-	*	*	*	-
Continued HS	1.0%	0.0%	<b>0.0%</b>	-	*	0.0%	*	-	-	*	*	*	-
Dropped Out	6.8%	0.0%	<b>0.0%</b>	-	*	0.0%	*	-	-	*	*	*	-
Graduates and TxCHSE	92.2%	100.0%	<b>100.0%</b>	-	*	100.0%	*	-	-	*	*	*	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	<b>100.0%</b>	-	*	100.0%	*	-	-	*	*	*	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	92.2%	100.0%	<b>100.0%</b>	-	*	100.0%	*	-	-	*	*	*	-
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	-	*	0.0%	*	-	-	*	*	*	-
Continued HS	0.5%	0.0%	<b>0.0%</b>	-	*	0.0%	*	-	-	*	*	*	-
Dropped Out	6.8%	0.0%	<b>0.0%</b>	-	*	0.0%	*	-	-	*	*	*	-
Graduates and TxCHSE	92.7%	100.0%	<b>100.0%</b>	-	*	100.0%	*	-	-	*	*	*	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	<b>100.0%</b>	-	*	100.0%	*	-	-	*	*	*	-
<b>Class of 2021</b>													
Graduated	92.7%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	0.5%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.3%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	93.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2024	90.7%	98.2%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	*	-
Class of 2023	90.3%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2024	11.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
Class of 2023	4.3%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	78.5%	90.7%	<b>87.0%</b>	*	100.0%	78.6%	-	*	-	*	*	*	-
Class of 2023	84.3%	97.8%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>Texas First-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2024-25 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 2024	0.1%	1.8%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
Class of 2023	0.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	89.5%	90.9%	<b>87.0%</b>	*	100.0%	78.6%	-	*	-	*	*	*	-
Class of 2023	88.6%	97.8%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2023-24	11.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	4.4%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2023-24	76.9%	90.9%	<b>83.3%</b>	*	83.3%	78.6%	-	*	-	*	*	*	-
2022-23	82.5%	95.7%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	0.1%	1.8%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	0.1%	2.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	87.8%	91.1%	<b>83.3%</b>	*	83.3%	78.6%	-	*	-	*	*	*	-
2022-23	86.8%	95.8%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-

Texas Education Agency  
**2024-25 Graduation Profile (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2023-24 Annual Graduates)</b>				
Total Graduates	24	100.0%	56	382,023
<b>By Ethnicity:</b>				
African American	1	4.2%	2	48,064
Hispanic	6	25.0%	14	200,942
White	14	58.3%	33	101,714
American Indian	0	0.0%	0	1,231
Asian	1	4.2%	4	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	2	8.3%	3	9,720
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	4	16.7%	5	46,183
Foundation H.S. Program (Endorsement)	0	0.0%	0	42,042
Foundation H.S. Program (DLA)	20	83.3%	50	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	1	356
Special Education Graduates	2	8.3%	6	35,935
Economically Disadvantaged Graduates	1	4.2%	7	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	56,967
At-Risk Graduates	8	33.3%	13	173,035
CTE Completers	16	66.7%	37	127,800

Texas Education Agency  
**2024-25 College, Career, and Military Readiness (CCMR) (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2023-24	81.8%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	*	-
2022-23	76.3%	95.8%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2023-24	70.0%	98.2%	<b>95.8%</b>	*	100.0%	92.9%	-	*	-	*	*	*	-
2022-23	61.9%	95.8%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2023-24	69.5%	96.4%	<b>91.7%</b>	*	100.0%	92.9%	-	*	-	*	*	*	-
2022-23	62.8%	95.8%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2023-24	63.2%	98.2%	<b>95.8%</b>	*	100.0%	100.0%	-	*	-	*	*	*	-
2022-23	54.3%	97.9%	<b>94.1%</b>	*	*	87.5%	-	*	*	*	*	*	-
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2023-24	57.4%	96.4%	<b>91.7%</b>	*	100.0%	92.9%	-	*	-	*	*	*	-
2022-23	48.4%	93.8%	<b>94.1%</b>	*	*	87.5%	-	*	*	*	*	*	-
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2023-24	21.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	20.4%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
<b>Associate Degree (Annual Graduates)</b>													
2023-24	3.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	2.5%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2023-24	25.1%	78.6%	<b>75.0%</b>	*	83.3%	71.4%	-	*	-	*	*	*	-
2022-23	23.6%	79.2%	<b>82.4%</b>	*	*	87.5%	-	*	*	*	*	*	-
<b>Onramps Course Credits (Annual Graduates)</b>													
2023-24	5.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	4.8%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2023-24	6.0%	8.9%	<b>4.2%</b>	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	5.6%	6.3%	<b>11.8%</b>	*	*	25.0%	-	*	*	*	*	*	-
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2023-24	38.1%	5.4%	<b>8.3%</b>	*	0.0%	7.1%	-	*	-	*	*	*	-

Texas Education Agency  
**2024-25 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	36.4%	4.2%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2023-24	34.9%	1.8%	0.0%	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	33.4%	4.2%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2023-24	1.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	*	-
2022-23	0.8%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2023-24	2.7%	3.6%	8.3%	*	0.0%	7.1%	-	*	-	*	*	*	-
2022-23	2.7%	0.0%	0.0%	*	*	0.0%	-	*	*	*	*	*	-
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
2023-24	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	*	-
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.

Texas Education Agency  
**2024-25 CCMR-Related Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2023-24	20.1%	92.9%	<b>87.5%</b>	*	100.0%	85.7%	-	*	-	*	*	*	-
	2022-23	21.0%	93.8%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
Mathematics	2023-24	21.3%	69.6%	<b>75.0%</b>	*	83.3%	78.6%	-	*	-	*	*	*	-
	2022-23	19.9%	83.3%	<b>82.4%</b>	*	*	75.0%	-	*	*	*	*	*	-
Both Subjects	2023-24	12.7%	69.6%	<b>75.0%</b>	*	83.3%	78.6%	-	*	-	*	*	*	-
	2022-23	12.5%	83.3%	<b>82.4%</b>	*	*	75.0%	-	*	*	*	*	*	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2023-24	26.6%	3.6%	<b>4.2%</b>	*	0.0%	7.1%	-	*	-	*	*	*	-
	2022-23	18.2%	2.1%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
Mathematics	2023-24	29.5%	30.4%	<b>25.0%</b>	*	33.3%	21.4%	-	*	-	*	*	*	-
	2022-23	20.2%	25.0%	<b>23.5%</b>	*	*	12.5%	-	*	*	*	*	*	-
Both Subjects	2023-24	20.2%	3.6%	<b>4.2%</b>	*	0.0%	7.1%	-	*	-	*	*	*	-
	2022-23	12.5%	2.1%	<b>0.0%</b>	*	*	0.0%	-	*	*	*	*	*	-
<b>AP/IB-Results (Participation) (Grades 11-12)</b>														
All Subjects	2024	25.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2023	24.2%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
English Language Arts	2024	14.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2023	13.8%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
Mathematics	2024	9.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2023	7.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
Science	2024	10.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2023	10.3%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
Social Studies	2024	13.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2023	13.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	*	0.0%	-
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2024	56.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2024-25 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	2024	56.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2023-24	79.1%	100.0%	<b>100.0%</b>	*	83.3%	100.0%	-	*	-	*	*	*	-
	2022-23	79.3%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	*	*	*	*	-
At/Above Criterion for All Examinees	2023-24	28.8%	53.4%	<b>62.5%</b>	*	60.0%	64.3%	-	*	-	*	*	*	-
	2022-23	28.9%	56.9%	<b>61.1%</b>	*	40.0%	62.5%	-	*	*	*	*	*	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2023-24	975	1100	<b>1093</b>	-	1120	1065	-	*	-	*	*	*	-
	2022-23	978	1106	<b>1097</b>	995	1036	1115	-	1150	1270	1230	1035	960	-
English Language Arts and Writing	2023-24	496	565	<b>553</b>	-	556	535	-	*	-	*	*	*	-
	2022-23	497	567	<b>558</b>	500	544	563	-	530	680	610	490	478	-
Mathematics	2023-24	479	535	<b>540</b>	-	564	530	-	*	-	*	*	*	-
	2022-23	482	539	<b>539</b>	495	492	553	-	620	590	620	545	483	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2023-24	19.3	21.5	<b>21.7</b>	*	*	21.4	-	*	-	*	*	*	-
	2022-23	19.2	22.3	<b>21.7</b>	19.0	19.3	23.5	-	-	26.0	22.0	22.0	18.0	-
English Language Arts	2023-24	19.0	22.2	<b>22.4</b>	*	*	22.3	-	*	-	*	*	*	-
	2022-23	18.8	22.8	<b>21.6</b>	19.3	18.3	23.5	-	-	27.5	22.0	21.5	17.7	-
Mathematics	2023-24	19.0	19.3	<b>19.8</b>	*	*	19.2	-	*	-	*	*	*	-
	2022-23	18.9	21.3	<b>21.4</b>	17.0	19.8	22.8	-	-	26.0	24.0	18.0	16.7	-
Science	2023-24	19.6	21.9	<b>21.9</b>	*	*	21.1	-	*	-	*	*	*	-
	2022-23	19.5	21.7	<b>21.9</b>	19.5	20.8	23.8	-	-	24.0	18.0	25.0	20.0	-

- 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  
**2024-25 Other Postsecondary Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2023-24	45.7%	87.1%	<b>89.7%</b>	*	89.5%	91.5%	-	*	-	100.0%	40.0%	100.0%	*
	2022-23	45.4%	79.0%	<b>88.1%</b>	*	81.8%	88.0%	-	*	*	*	66.7%	75.0%	*
English Language Arts	2023-24	17.8%	36.2%	<b>43.0%</b>	*	42.1%	41.4%	-	*	-	80.0%	0.0%	63.6%	*
	2022-23	17.4%	34.3%	<b>38.1%</b>	*	27.3%	34.0%	-	*	*	*	33.3%	25.0%	*
Mathematics	2023-24	19.4%	34.1%	<b>34.5%</b>	*	36.8%	35.1%	-	*	-	*	0.0%	40.0%	*
	2022-23	19.5%	33.6%	<b>36.6%</b>	*	27.3%	34.7%	-	*	*	*	33.3%	25.0%	*
Science	2023-24	21.9%	28.8%	<b>28.6%</b>	*	21.1%	31.6%	-	*	-	*	0.0%	20.0%	*
	2022-23	21.5%	14.7%	<b>15.9%</b>	*	9.1%	12.2%	-	*	*	*	33.3%	16.7%	*
Social Studies	2023-24	24.5%	48.2%	<b>57.5%</b>	*	68.4%	52.5%	-	*	-	80.0%	20.0%	72.7%	*
	2022-23	24.0%	45.3%	<b>50.6%</b>	*	40.9%	55.1%	-	*	*	*	33.3%	58.3%	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	83.3%	<b>78.6%</b>	-	100.0%	72.7%	100.0%	-	-	100.0%	50.0%	100.0%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	84.2%	<b>88.9%</b>	-	-	85.7%	100.0%	-	-	100.0%	0.0%	100.0%	-

- 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.
- \*\*\* TX IHE data not yet available.

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
<b>Total Students</b>	<b>466</b>	<b>100.0%</b>	<b>1,175</b>	<b>5,530,499</b>	<b>466</b>	<b>100.0%</b>	<b>1,175</b>	<b>5,544,255</b>
<b>Students by Grade</b>								
Kindergarten	39	8.4%	8.0%	6.5%	39	8.4%	8.0%	6.5%
Grade 1	40	8.6%	8.4%	6.8%	40	8.6%	8.4%	6.8%
Grade 2	40	8.6%	8.4%	7.0%	40	8.6%	8.4%	7.0%
Grade 3	47	10.1%	10.0%	7.3%	47	10.1%	10.0%	7.3%
Grade 4	47	10.1%	9.8%	7.3%	47	10.1%	9.8%	7.3%
Grade 5	48	10.3%	10.2%	7.3%	48	10.3%	10.2%	7.3%
Grade 6	51	10.9%	10.8%	7.3%	51	10.9%	10.8%	7.3%
Grade 7	41	8.8%	7.7%	7.4%	41	8.8%	7.7%	7.4%
Grade 8	26	5.6%	6.1%	7.4%	26	5.6%	6.1%	7.4%
Grade 9	26	5.6%	6.4%	8.3%	26	5.6%	6.4%	8.3%
Grade 10	20	4.3%	5.1%	7.9%	20	4.3%	5.1%	7.9%
Grade 11	20	4.3%	5.0%	7.4%	20	4.3%	5.0%	7.4%
Grade 12	21	4.5%	4.1%	7.0%	21	4.5%	4.1%	7.0%
<b>Ethnic Distribution</b>								
African American	25	5.4%	7.0%	12.8%	25	5.4%	7.0%	12.8%
Hispanic	109	23.4%	22.9%	53.5%	109	23.4%	22.9%	53.5%
White	300	64.4%	60.0%	24.4%	300	64.4%	60.0%	24.4%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	10	2.1%	4.0%	5.6%	10	2.1%	4.0%	5.6%
Pacific Islander	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Two or More Races	22	4.7%	5.7%	3.3%	22	4.7%	5.7%	3.3%
<b>Sex</b>								
Female	250	53.6%	51.9%	48.9%	250	53.6%	51.9%	48.8%
Male	216	46.4%	48.1%	51.1%	216	46.4%	48.1%	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	119	25.5%	33.6%	60.5%	119	25.5%	33.6%	60.4%
Non-Educationally Disadvantaged	347	74.5%	66.4%	39.5%	347	74.5%	66.4%	39.6%
Section 504 Students	30	6.4%	6.9%	6.8%	30	6.4%	6.9%	6.8%
EB Students/EL	13	2.8%	4.0%	24.3%	13	2.8%	4.0%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.0%	2.1%				
Students w/ Dyslexia	27	5.8%	6.9%	6.4%	27	5.8%	6.9%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	6	1.3%	1.3%	1.4%	6	1.3%	1.3%	1.4%
Immigrant	2	0.4%	1.4%	3.5%	2	0.4%	1.4%	3.5%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%

Texas Education Agency  
**2024-25 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		
Title I	6	1.3%	23.1%	66.6%	6	1.3%	23.1%	66.5%
Military Connected	38	8.2%	9.2%	4.1%	38	8.2%	9.2%	4.1%
At-Risk	101	21.7%	26.4%	53.5%	101	21.7%	26.4%	53.5%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	8	1.7%	3.4%	24.3%	8	1.7%	3.4%	24.3%
Career and Technical Education	83	17.8%	19.7%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	83	95.4%	94.6%	74.0%	-	-	-	-
Gifted and Talented Education	69	14.8%	10.5%	8.7%	69	14.8%	10.5%	8.7%
Special Education	47	10.1%	15.1%	15.3%	47	10.1%	15.1%	15.5%
<b>Students with Disabilities by Type of Primary Disability</b>								
<b>Total Students with Disabilities</b>	<b>47</b>							
Students with Intellectual Disabilities	16	34.0%	37.6%	48.3%				
Students with Physical Disabilities	13	27.7%	23.6%	17.0%				
Students with Autism	13	27.7%	21.3%	16.8%				
Students with Behavioral Disabilities	5	10.6%	17.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
<b>Mobility (2023-24)</b>								
<b>Total Mobile Students</b>	<b>48</b>	<b>12.8%</b>	<b>10.7%</b>	<b>16.4%</b>				
African American	8	2.1%	1.2%	3.3%				
Hispanic	6	1.6%	1.4%	8.9%				
White	30	8.0%	6.9%	2.9%				
American Indian	1	0.3%	0.1%	0.1%				
Asian	0	0.0%	0.3%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.8%	0.8%	0.6%				
Special Ed Students who are Mobile	6	13.6%	11.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	0.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	14	18.2%	10.7%	19.0%				
<b>Student Attrition (2023-24)</b>								
<b>Total Student Attrition</b>	<b>56</b>	<b>15.3%</b>	<b>16.9%</b>	<b>18.0%</b>				

Texas Education Agency  
**2024-25 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
<b>Retention Rates by Grade</b>						
Kindergarten	0.0%	4.7%	1.3%	50.0%	28.6%	3.6%
Grade 1	0.0%	1.3%	1.9%	0.0%	0.0%	3.0%
Grade 2	9.4%	4.5%	1.1%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.6%	14.3%	5.0%	0.6%
Grade 4	2.8%	1.2%	0.4%	20.0%	5.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	16.7%	5.6%	0.4%
Grade 6	4.3%	1.9%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	1.7%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	0.0%	7.3%	-	0.0%	11.0%

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

Class Size Information	Campus	District	State
<b>Elementary</b>			
Kindergarten	19.5	18.7	18.9
Grade 1	20.3	19.7	19.2
Grade 2	20.0	19.8	19.4
Grade 3	24.0	23.8	20.1
Grade 4	24.0	23.0	20.0
Grade 5	24.0	24.0	21.3
Grade 6	25.5	25.3	19.8
<b>Secondary</b>			
English/Language Arts	13.3	12.1	16.4
Mathematics	9.9	11.4	17.8
Science	13.3	12.2	18.9
Social Studies	11.4	9.3	18.9

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
<b>Total Staff</b>	<b>39.7</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	31.7	79.9%	77.1%	63.8%
Teachers	26.7	67.3%	55.5%	48.3%
Professional Support	2.4	6.1%	10.8%	10.8%
Campus Administration (School Leadership)	2.6	6.5%	4.3%	3.4%
Educational Aides	8.0	20.1%	17.4%	10.7%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	5.0	13,704.0
Part-time Counselors	2.0	n/a	1.0	1,298.0
<b>Total Minority Staff</b>	<b>1.2</b>	<b>2.9%</b>	<b>16.7%</b>	<b>55.3%</b>
<b>Teachers by Ethnicity</b>				
African American	0.0	0.0%	3.9%	12.8%
Hispanic	0.2	0.6%	7.5%	31.0%
White	25.6	95.7%	84.6%	52.2%
American Indian	1.0	3.7%	2.6%	0.3%
Asian	0.0	0.0%	1.3%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
<b>Teachers by Sex</b>				
Males	3.6	13.4%	18.7%	24.6%
Females	23.1	86.6%	81.3%	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	16.1	60.4%	55.8%	71.4%
Masters	9.6	35.9%	39.2%	25.4%
Doctorate	1.0	3.7%	3.6%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	0.0	0.0%	9.4%	7.3%
1-5 Years Experience	7.5	28.0%	37.0%	28.3%
6-10 Years Experience	8.1	30.4%	24.6%	19.7%
11-20 Years Experience	8.7	32.5%	23.2%	27.6%
21-30 Years Experience	2.4	9.1%	5.8%	14.1%
Over 30 Years Experience	0.0	0.0%	0.0%	3.0%
Number of Students per Teacher	17.4	n/a	15.3	15.0

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	Campus	District	State
<b>Experience of Campus Leadership</b>			
Average Years Experience of Principals	13.0	6.0	6.0
Average Years Experience of Principals with District	10.0	5.0	5.1
Average Years Experience of Assistant Principals	2.0	2.0	5.1
Average Years Experience of Assistant Principals with District	2.0	2.0	4.3
Average Years Experience of Teachers	10.9	9.1	11.2
Average Years Experience of Teachers with District	3.5	3.6	7.0
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>			
Beginning Teachers	-	\$34,966	\$55,689
1-5 Years Experience	\$47,139	\$46,486	\$59,266
6-10 Years Experience	\$49,457	\$51,395	\$62,607
11-20 Years Experience	\$54,531	\$55,473	\$66,353
21-30 Years Experience	\$58,916	\$59,227	\$70,976
Over 30 Years Experience	-	-	\$75,042
<b>Average Actual Salaries (regular duties only)</b>			
Teachers	\$51,317	\$49,434	\$63,751
Professional Support	\$51,274	\$55,296	\$75,909
Campus Administration (School Leadership)	\$75,479	\$73,161	\$88,786
Instructional Staff Percent	n/a	81.1%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	0.8	3.1%	3.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.3	90.9%	88.6%	69.0%
Special Education	1.6	6.1%	8.3%	11.4%
Other	0.0	0.0%	0.0%	3.6%

- 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  
**2024-25 Staff Information (TAPR)**  
UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)  
(To open link in a new window, press the "Ctrl" key and click on the link.)

## **2024-25 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

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

**Campus Number: 212804103**

**2025 Campus Accountability Score: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

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

**Postsecondary Readiness**

**This school is a Charter School.**

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Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	80%	<b>77%</b>	*	90%	70%	-	-	-	-	50%	*	79%	75%	67%	*
	2024	74%	81%	<b>82%</b>	-	67%	88%	-	*	-	*	*	*	77%	*	80%	-
At Meets Grade Level or Above	2025	52%	57%	<b>55%</b>	*	60%	50%	-	-	-	-	33%	*	57%	50%	42%	*
	2024	48%	52%	<b>53%</b>	-	50%	38%	-	*	-	*	*	*	54%	*	60%	-
At Masters Grade Level	2025	23%	21%	<b>18%</b>	*	30%	10%	-	-	-	-	17%	*	21%	13%	8%	*
	2024	21%	26%	<b>29%</b>	-	33%	25%	-	*	-	*	*	*	31%	*	20%	-
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	79%	<b>77%</b>	*	90%	70%	-	-	-	-	33%	*	79%	75%	67%	*
	2024	70%	75%	<b>65%</b>	-	50%	63%	-	*	-	*	*	*	62%	*	60%	-
At Meets Grade Level or Above	2025	46%	53%	<b>45%</b>	*	60%	40%	-	-	-	-	33%	*	64%	13%	25%	*
	2024	42%	43%	<b>41%</b>	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
At Masters Grade Level	2025	19%	23%	<b>14%</b>	*	20%	10%	-	-	-	-	17%	*	14%	13%	0%	*
	2024	15%	16%	<b>18%</b>	-	17%	25%	-	*	-	*	*	*	15%	*	20%	-
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2025	81%	83%	<b>71%</b>	-	56%	75%	-	*	-	*	*	*	69%	73%	75%	*
	2024	81%	86%	<b>89%</b>	*	100%	90%	-	*	-	-	60%	-	100%	85%	100%	*
At Meets Grade Level or Above	2025	54%	58%	<b>50%</b>	-	33%	50%	-	*	-	*	*	*	62%	36%	50%	*
	2024	51%	56%	<b>53%</b>	*	67%	40%	-	*	-	-	20%	-	67%	46%	50%	*
At Masters Grade Level	2025	24%	18%	<b>17%</b>	-	0%	25%	-	*	-	*	*	*	23%	9%	33%	*
	2024	23%	14%	<b>16%</b>	*	17%	20%	-	*	-	-	0%	-	33%	8%	10%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2025	69%	63%	<b>54%</b>	-	44%	50%	-	*	-	*	*	*	62%	45%	50%	*
	2024	69%	73%	<b>63%</b>	*	67%	60%	-	*	-	-	40%	-	67%	62%	60%	*
At Meets Grade Level or Above	2025	47%	41%	<b>33%</b>	-	33%	25%	-	*	-	*	*	*	54%	9%	33%	*
	2024	46%	46%	<b>42%</b>	*	33%	40%	-	*	-	-	40%	-	50%	38%	30%	*
At Masters Grade Level	2025	24%	16%	<b>4%</b>	-	0%	8%	-	*	-	*	*	*	8%	0%	8%	*
	2024	21%	19%	<b>16%</b>	*	17%	10%	-	*	-	-	0%	-	17%	15%	20%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2024-25 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	2025	77%	83%	<b>77%</b>	-	86%	70%	-	*	-	*	*	*	88%	71%	73%	83%
	2024	79%	93%	<b>95%</b>	*	*	92%	-	*	-	*	100%	-	90%	100%	92%	-
At Meets Grade Level or Above	2025	58%	66%	<b>59%</b>	-	57%	60%	-	*	-	*	*	*	75%	50%	45%	67%
	2024	55%	64%	<b>50%</b>	*	*	54%	-	*	-	*	40%	-	30%	70%	50%	-
At Masters Grade Level	2025	30%	26%	<b>18%</b>	-	14%	10%	-	*	-	*	*	*	38%	7%	18%	17%
	2024	29%	33%	<b>40%</b>	*	*	46%	-	*	-	*	20%	-	30%	50%	42%	-
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	74%	<b>59%</b>	-	57%	50%	-	*	-	*	*	*	50%	64%	73%	83%
	2024	77%	79%	<b>85%</b>	*	*	92%	-	*	-	*	80%	-	70%	100%	75%	-
At Meets Grade Level or Above	2025	47%	51%	<b>50%</b>	-	57%	30%	-	*	-	*	*	*	50%	50%	55%	83%
	2024	50%	58%	<b>55%</b>	*	*	62%	-	*	-	*	20%	-	40%	70%	42%	-
At Masters Grade Level	2025	22%	23%	<b>23%</b>	-	29%	0%	-	*	-	*	*	*	13%	29%	27%	50%
	2024	19%	21%	<b>15%</b>	*	*	15%	-	*	-	*	0%	-	10%	20%	25%	-
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2025	65%	75%	<b>73%</b>	-	57%	80%	-	*	-	*	*	*	75%	71%	73%	83%
	2024	58%	75%	<b>45%</b>	*	*	54%	-	*	-	*	20%	-	40%	50%	42%	-
At Meets Grade Level or Above	2025	31%	34%	<b>23%</b>	-	29%	20%	-	*	-	*	*	*	25%	21%	9%	33%
	2024	28%	50%	<b>35%</b>	*	*	38%	-	*	-	*	20%	-	30%	40%	33%	-
At Masters Grade Level	2025	12%	11%	<b>9%</b>	-	14%	10%	-	*	-	*	*	*	25%	0%	0%	0%
	2024	11%	31%	<b>15%</b>	*	*	23%	-	*	-	*	20%	-	20%	10%	17%	-
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	95%	<b>96%</b>	*	*	93%	-	*	-	*	80%	*	92%	100%	93%	-
	2024	77%	94%	<b>95%</b>	-	100%	100%	-	80%	-	*	*	*	100%	88%	89%	*
At Meets Grade Level or Above	2025	56%	79%	<b>71%</b>	*	*	71%	-	*	-	*	40%	*	69%	73%	71%	-
	2024	57%	85%	<b>89%</b>	-	100%	88%	-	80%	-	*	*	*	91%	88%	78%	*
At Masters Grade Level	2025	29%	54%	<b>50%</b>	*	*	64%	-	*	-	*	20%	*	46%	55%	50%	-
	2024	26%	44%	<b>37%</b>	-	40%	38%	-	20%	-	*	*	*	18%	63%	11%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	88%	<b>88%</b>	*	*	86%	-	*	-	*	60%	*	85%	91%	86%	-
	2024	72%	80%	<b>79%</b>	-	60%	88%	-	80%	-	*	*	*	82%	75%	67%	*

Texas Education Agency  
**2024-25 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	2025	40%	50%	<b>42%</b>	*	*	57%	-	*	-	*	0%	*	38%	45%	29%	-
	2024	39%	52%	<b>53%</b>	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
At Masters Grade Level	2025	16%	21%	<b>13%</b>	*	*	14%	-	*	-	*	0%	*	8%	18%	21%	-
	2024	14%	21%	<b>21%</b>	-	20%	13%	-	40%	-	*	*	*	27%	13%	22%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2025	76%	93%	<b>92%</b>	*	100%	82%	-	100%	-	*	*	*	89%	93%	83%	*
	2024	74%	89%	<b>83%</b>	*	100%	67%	-	*	-	*	*	-	89%	78%	83%	*
At Meets Grade Level or Above	2025	54%	80%	<b>71%</b>	*	80%	64%	-	83%	-	*	*	*	78%	67%	58%	*
	2024	54%	80%	<b>78%</b>	*	100%	67%	-	*	-	*	*	-	78%	78%	75%	*
At Masters Grade Level	2025	27%	56%	<b>38%</b>	*	40%	27%	-	67%	-	*	*	*	33%	40%	33%	*
	2024	29%	47%	<b>39%</b>	*	80%	17%	-	*	-	*	*	-	22%	56%	42%	*
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2025	55%	90%	<b>83%</b>	*	80%	82%	-	83%	-	*	*	*	89%	80%	83%	*
	2024	56%	89%	<b>83%</b>	*	100%	67%	-	*	-	*	*	-	89%	78%	83%	*
At Meets Grade Level or Above	2025	33%	65%	<b>58%</b>	*	60%	45%	-	83%	-	*	*	*	67%	53%	58%	*
	2024	34%	59%	<b>61%</b>	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
At Masters Grade Level	2025	11%	31%	<b>21%</b>	*	40%	9%	-	33%	-	*	*	*	33%	13%	8%	*
	2024	11%	31%	<b>33%</b>	*	40%	33%	-	*	-	*	*	-	33%	33%	42%	*
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2025	82%	94%	<b>85%</b>	80%	*	71%	-	-	-	*	57%	*	80%	90%	82%	*
	2024	81%	96%	<b>96%</b>	*	*	92%	-	*	-	*	80%	-	100%	89%	90%	*
At Meets Grade Level or Above	2025	58%	92%	<b>80%</b>	60%	*	71%	-	-	-	*	43%	*	80%	80%	73%	*
	2024	56%	82%	<b>78%</b>	*	*	67%	-	*	-	*	40%	-	86%	67%	80%	*
At Masters Grade Level	2025	32%	60%	<b>50%</b>	60%	*	43%	-	-	-	*	0%	*	50%	50%	55%	*
	2024	29%	60%	<b>57%</b>	*	*	50%	-	*	-	*	0%	-	64%	44%	40%	*
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2025	74%	89%	<b>76%</b>	60%	80%	71%	-	-	-	*	29%	*	82%	70%	75%	*
	2024	70%	88%	<b>70%</b>	*	*	67%	-	*	-	*	20%	-	79%	56%	60%	*
At Meets Grade Level or Above	2025	48%	77%	<b>62%</b>	60%	60%	71%	-	-	-	*	14%	*	64%	60%	67%	*
	2024	44%	68%	<b>61%</b>	*	*	50%	-	*	-	*	0%	-	71%	44%	50%	*

Texas Education Agency  
**2024-25 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	2025	19%	34%	<b>19%</b>	40%	20%	0%	-	-	-	*	0%	*	27%	10%	25%	*
	2024	17%	32%	<b>26%</b>	*	*	17%	-	*	-	*	0%	-	36%	11%	30%	*
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2025	58%	84%	<b>81%</b>	80%	80%	71%	-	-	-	*	43%	*	82%	80%	83%	*
	2024	60%	79%	<b>74%</b>	*	*	75%	-	*	-	*	0%	-	86%	56%	60%	*
At Meets Grade Level or Above	2025	32%	48%	<b>48%</b>	60%	20%	57%	-	-	-	*	0%	*	36%	60%	42%	*
	2024	33%	51%	<b>43%</b>	*	*	33%	-	*	-	*	0%	-	57%	22%	30%	*
At Masters Grade Level	2025	17%	25%	<b>14%</b>	40%	20%	0%	-	-	-	*	0%	*	18%	10%	17%	*
	2024	17%	29%	<b>30%</b>	*	*	25%	-	*	-	*	0%	-	43%	11%	30%	*
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2025	69%	94%	<b>90%</b>	*	*	83%	-	*	-	*	*	-	100%	75%	100%	-
	2024	70%	97%	<b>93%</b>	*	*	91%	-	*	-	-	*	-	100%	86%	100%	-
At Meets Grade Level or Above	2025	49%	80%	<b>80%</b>	*	*	67%	-	*	-	*	*	-	100%	50%	100%	-
	2024	52%	97%	<b>93%</b>	*	*	91%	-	*	-	-	*	-	100%	86%	100%	-
At Masters Grade Level	2025	15%	39%	<b>30%</b>	*	*	17%	-	*	-	*	*	-	50%	0%	33%	-
	2024	16%	52%	<b>53%</b>	*	*	45%	-	*	-	-	*	-	50%	57%	67%	-
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2025	72%	95%	<b>88%</b>	*	*	80%	-	*	-	-	*	*	100%	75%	86%	-
	2024	75%	98%	<b>100%</b>	*	*	*	-	*	-	-	*	*	100%	*	*	*
At Meets Grade Level or Above	2025	55%	87%	<b>88%</b>	*	*	80%	-	*	-	-	*	*	100%	75%	86%	-
	2024	58%	93%	<b>100%</b>	*	*	*	-	*	-	-	*	*	100%	*	*	*
At Masters Grade Level	2025	8%	22%	<b>25%</b>	*	*	20%	-	*	-	-	*	*	25%	25%	43%	-
	2024	9%	17%	<b>20%</b>	*	*	*	-	*	-	-	*	*	29%	*	*	*
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2025	78%	90%	<b>74%</b>	60%	60%	75%	-	-	-	100%	33%	*	82%	69%	83%	*
	2024	81%	85%	<b>81%</b>	*	*	71%	-	*	-	*	57%	-	100%	62%	85%	*
At Meets Grade Level or Above	2025	45%	61%	<b>52%</b>	60%	60%	50%	-	-	-	40%	11%	*	64%	44%	67%	*
	2024	43%	55%	<b>41%</b>	*	*	29%	-	*	-	*	0%	-	57%	23%	38%	*

Texas Education Agency  
**2024-25 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	2025	27%	49%	<b>33%</b>	60%	40%	25%	-	-	-	20%	0%	*	45%	25%	33%	*
	2024	24%	35%	<b>37%</b>	*	*	29%	-	*	-	*	0%	-	57%	15%	31%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2025	92%	99%	<b>95%</b>	*	*	92%	-	*	-	*	*	-	100%	88%	100%	-
	2024	91%	100%	<b>100%</b>	*	*	100%	-	*	-	-	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2025	61%	83%	<b>76%</b>	*	*	67%	-	*	-	*	*	-	92%	50%	86%	-
	2024	56%	86%	<b>73%</b>	*	*	73%	-	*	-	-	*	-	75%	71%	78%	-
At Masters Grade Level	2025	21%	39%	<b>33%</b>	*	*	17%	-	*	-	*	*	-	54%	0%	29%	-
	2024	19%	41%	<b>33%</b>	*	*	27%	-	*	-	-	*	-	13%	57%	44%	-
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2025	95%	98%	<b>94%</b>	*	*	90%	-	*	-	*	*	*	100%	89%	100%	-
	2024	96%	100%	<b>100%</b>	*	*	*	-	*	-	-	*	*	100%	*	*	*
At Meets Grade Level or Above	2025	68%	92%	<b>94%</b>	*	*	90%	-	*	-	*	*	*	100%	89%	100%	-
	2024	69%	89%	<b>100%</b>	*	*	*	-	*	-	-	*	*	100%	*	*	*
At Masters Grade Level	2025	37%	58%	<b>29%</b>	*	*	30%	-	*	-	*	*	*	13%	44%	43%	-
	2024	37%	49%	<b>40%</b>	*	*	*	-	*	-	-	*	*	57%	*	*	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2025	89%	95%	<b>100%</b>	-	*	100%	-	-	-	-	*	-	100%	-	*	-
	2024	88%	87%	<b>78%</b>	*	*	60%	-	*	-	-	-	*	88%	*	*	-
At Meets Grade Level or Above	2025	59%	56%	<b>33%</b>	-	*	43%	-	-	-	-	*	-	33%	-	*	-
	2024	59%	69%	<b>33%</b>	*	*	40%	-	*	-	-	-	*	38%	*	*	-
At Masters Grade Level	2025	13%	5%	<b>0%</b>	-	*	0%	-	-	-	-	*	-	0%	-	*	-
	2024	12%	5%	<b>0%</b>	*	*	0%	-	*	-	-	-	*	0%	*	*	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2025	75%	86%	<b>81%</b>	81%	78%	77%	-	97%	-	89%	43%	84%	84%	77%	79%	86%
	2024	75%	86%	<b>82%</b>	71%	82%	80%	-	95%	-	84%	52%	56%	85%	77%	79%	89%
At Meets Grade Level or Above	2025	50%	63%	<b>58%</b>	64%	52%	55%	-	86%	-	56%	24%	56%	65%	51%	54%	64%
	2024	48%	64%	<b>60%</b>	53%	57%	55%	-	93%	-	60%	25%	33%	63%	55%	58%	82%

Texas Education Agency  
**2024-25 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	2025	21%	31%	<b>23%</b>	36%	21%	18%	-	49%	-	22%	6%	20%	27%	19%	25%	25%
	2024	20%	30%	<b>30%</b>	32%	28%	27%	-	48%	-	20%	10%	11%	32%	27%	29%	36%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2025	76%	89%	<b>84%</b>	88%	86%	79%	-	100%	-	92%	50%	91%	86%	82%	81%	93%
	2024	76%	91%	<b>91%</b>	83%	94%	90%	-	94%	-	100%	70%	*	94%	89%	92%	92%
At Meets Grade Level or Above	2025	54%	73%	<b>68%</b>	75%	62%	64%	-	88%	-	83%	34%	55%	76%	60%	62%	64%
	2024	54%	73%	<b>72%</b>	67%	75%	65%	-	94%	-	89%	37%	*	74%	70%	72%	83%
At Masters Grade Level	2025	23%	36%	<b>31%</b>	38%	24%	28%	-	56%	-	33%	9%	27%	36%	26%	34%	29%
	2024	22%	35%	<b>38%</b>	42%	38%	36%	-	44%	-	33%	11%	*	36%	40%	32%	33%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2025	72%	81%	<b>74%</b>	75%	71%	72%	-	91%	-	82%	38%	70%	78%	71%	74%	79%
	2024	72%	80%	<b>77%</b>	75%	73%	73%	-	93%	-	89%	48%	*	80%	72%	75%	80%
At Meets Grade Level or Above	2025	45%	53%	<b>46%</b>	42%	45%	42%	-	91%	-	36%	17%	50%	53%	39%	45%	71%
	2024	43%	53%	<b>47%</b>	42%	37%	45%	-	86%	-	44%	20%	*	49%	45%	48%	70%
At Masters Grade Level	2025	20%	25%	<b>17%</b>	33%	19%	11%	-	36%	-	18%	3%	10%	17%	17%	16%	29%
	2024	17%	22%	<b>22%</b>	33%	20%	19%	-	43%	-	11%	8%	*	25%	19%	27%	40%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2025	78%	86%	<b>81%</b>	71%	71%	83%	-	100%	-	88%	31%	*	88%	75%	80%	86%
	2024	75%	86%	<b>69%</b>	50%	57%	72%	-	100%	-	*	38%	-	72%	65%	65%	*
At Meets Grade Level or Above	2025	47%	60%	<b>53%</b>	71%	50%	52%	-	67%	-	38%	15%	*	66%	41%	50%	43%
	2024	43%	66%	<b>55%</b>	50%	43%	53%	-	100%	-	*	15%	-	59%	50%	52%	*
At Masters Grade Level	2025	17%	26%	<b>20%</b>	43%	14%	10%	-	50%	-	25%	0%	*	38%	3%	17%	0%
	2024	16%	34%	<b>24%</b>	17%	14%	22%	-	60%	-	*	15%	-	25%	23%	29%	*
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2025	77%	91%	<b>87%</b>	86%	86%	82%	-	*	-	100%	50%	*	89%	84%	89%	*
	2024	78%	88%	<b>82%</b>	*	100%	81%	-	100%	-	*	17%	*	90%	67%	71%	*
At Meets Grade Level or Above	2025	50%	70%	<b>68%</b>	71%	43%	76%	-	*	-	60%	20%	*	63%	74%	63%	*
	2024	51%	67%	<b>61%</b>	*	80%	50%	-	100%	-	*	17%	*	71%	42%	50%	*

Texas Education Agency  
**2024-25 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	2025	27%	41%	<b>21%</b>	29%	29%	18%	-	*	-	0%	10%	*	16%	26%	26%	*
	2024	27%	38%	<b>33%</b>	*	40%	31%	-	60%	-	*	0%	*	48%	8%	29%	*
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2025	39%	49%	<b>36%</b>	*	60%	20%	-	-	-	-	17%	*	50%	13%	17%	*
	2024	35%	37%	<b>41%</b>	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
Reading and Mathematics Including EOC	2025	39%	49%	<b>36%</b>	*	60%	20%	-	-	-	-	17%	*	50%	13%	17%	*
	2024	35%	37%	<b>41%</b>	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
Reading Including EOC	2025	52%	57%	<b>55%</b>	*	60%	50%	-	-	-	-	33%	*	57%	50%	42%	*
	2024	48%	52%	<b>53%</b>	-	50%	38%	-	*	-	*	*	*	54%	*	60%	-
Math Including EOC	2025	46%	53%	<b>45%</b>	*	60%	40%	-	-	-	-	33%	*	64%	13%	25%	*
	2024	42%	43%	<b>41%</b>	-	33%	38%	-	*	-	*	*	*	46%	*	60%	-
<b>4th Graders</b>																	
Reading and Mathematics	2025	40%	35%	<b>33%</b>	-	33%	25%	-	*	-	*	*	*	54%	9%	33%	*
	2024	38%	40%	<b>37%</b>	*	33%	30%	-	*	-	-	20%	-	50%	31%	30%	*
Reading and Mathematics Including EOC	2025	40%	35%	<b>33%</b>	-	33%	25%	-	*	-	*	*	*	54%	9%	33%	*
	2024	38%	40%	<b>37%</b>	*	33%	30%	-	*	-	-	20%	-	50%	31%	30%	*
Reading Including EOC	2025	54%	58%	<b>50%</b>	-	33%	50%	-	*	-	*	*	*	62%	36%	50%	*
	2024	51%	56%	<b>53%</b>	*	67%	40%	-	*	-	-	20%	-	67%	46%	50%	*
Math Including EOC	2025	47%	41%	<b>33%</b>	-	33%	25%	-	*	-	*	*	*	54%	9%	33%	*
	2024	46%	46%	<b>42%</b>	*	33%	40%	-	*	-	-	40%	-	50%	38%	30%	*
<b>5th Graders</b>																	
Reading and Mathematics	2025	42%	46%	<b>41%</b>	-	57%	20%	-	*	-	*	*	*	50%	36%	36%	67%
	2024	42%	50%	<b>35%</b>	*	*	38%	-	*	-	*	0%	-	20%	50%	33%	-
Reading and Mathematics Including EOC	2025	42%	46%	<b>41%</b>	-	57%	20%	-	*	-	*	*	*	50%	36%	36%	67%
	2024	42%	50%	<b>35%</b>	*	*	38%	-	*	-	*	0%	-	20%	50%	33%	-
Reading Including EOC	2025	58%	66%	<b>59%</b>	-	57%	60%	-	*	-	*	*	*	75%	50%	45%	67%
	2024	55%	64%	<b>50%</b>	*	*	54%	-	*	-	*	40%	-	30%	70%	50%	-
Math Including EOC	2025	48%	51%	<b>50%</b>	-	57%	30%	-	*	-	*	*	*	50%	50%	55%	83%
	2024	51%	58%	<b>55%</b>	*	*	62%	-	*	-	*	20%	-	40%	70%	42%	-
<b>6th Graders</b>																	

Texas Education Agency  
**2024-25 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	2025	37%	50%	<b>42%</b>	*	*	57%	-	*	-	*	0%	*	38%	45%	29%	-
	2024	36%	52%	<b>53%</b>	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
Reading and Mathematics Including EOC	2025	37%	50%	<b>42%</b>	*	*	57%	-	*	-	*	0%	*	38%	45%	29%	-
	2024	36%	52%	<b>53%</b>	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
Reading Including EOC	2025	56%	79%	<b>71%</b>	*	*	71%	-	*	-	*	40%	*	69%	73%	71%	-
	2024	57%	85%	<b>89%</b>	-	100%	88%	-	80%	-	*	*	*	91%	88%	78%	*
Math Including EOC	2025	41%	50%	<b>42%</b>	*	*	57%	-	*	-	*	0%	*	38%	45%	29%	-
	2024	40%	52%	<b>53%</b>	-	40%	50%	-	80%	-	*	*	*	55%	50%	56%	*
<b>7th Graders</b>																	
Reading and Mathematics	2025	36%	62%	<b>54%</b>	*	40%	45%	-	83%	-	*	*	*	56%	53%	50%	*
	2024	35%	55%	<b>61%</b>	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
Reading and Mathematics Including EOC	2025	38%	62%	<b>54%</b>	*	40%	45%	-	83%	-	*	*	*	56%	53%	50%	*
	2024	36%	55%	<b>61%</b>	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
Reading Including EOC	2025	54%	80%	<b>71%</b>	*	80%	64%	-	83%	-	*	*	*	78%	67%	58%	*
	2024	54%	80%	<b>78%</b>	*	100%	67%	-	*	-	*	*	-	78%	78%	75%	*
Math Including EOC	2025	43%	65%	<b>58%</b>	*	60%	45%	-	83%	-	*	*	*	67%	53%	58%	*
	2024	40%	59%	<b>61%</b>	*	60%	67%	-	*	-	*	*	-	56%	67%	67%	*
<b>8th Graders</b>																	
Reading and Mathematics Including EOC	2025	44%	76%	<b>60%</b>	60%	*	71%	-	-	-	*	14%	*	60%	60%	64%	*
	2024	41%	57%	<b>43%</b>	*	*	33%	-	*	-	*	0%	-	57%	22%	40%	*
Reading Including EOC	2025	59%	92%	<b>80%</b>	60%	*	71%	-	-	-	*	43%	*	80%	80%	73%	*
	2024	57%	82%	<b>78%</b>	*	*	67%	-	*	-	*	40%	-	86%	67%	80%	*
Math Including EOC	2025	51%	77%	<b>62%</b>	60%	60%	71%	-	-	-	*	14%	*	64%	60%	67%	*
	2024	49%	60%	<b>43%</b>	*	*	33%	-	*	-	*	0%	-	57%	22%	40%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2025	38%	48%	<b>41%</b>	29%	43%	35%	-	82%	-	33%	11%	33%	49%	34%	33%	62%
	2024	36%	45%	<b>45%</b>	57%	36%	42%	-	80%	-	33%	17%	*	45%	45%	48%	75%
Reading and Mathematics Including EOC	2025	40%	51%	<b>44%</b>	42%	44%	39%	-	82%	-	40%	12%	40%	51%	38%	38%	64%
	2024	38%	47%	<b>45%</b>	50%	33%	40%	-	85%	-	44%	13%	*	48%	42%	47%	70%
Reading Including EOC	2025	55%	70%	<b>64%</b>	67%	59%	61%	-	82%	-	80%	31%	60%	69%	59%	57%	64%
	2024	54%	67%	<b>67%</b>	60%	70%	58%	-	92%	-	89%	30%	*	68%	66%	66%	80%

Texas Education Agency  
**2024-25 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	2025	46%	54%	<b>48%</b>	42%	48%	44%	-	91%	-	40%	15%	50%	56%	41%	44%	71%
	2024	45%	52%	<b>49%</b>	50%	37%	47%	-	85%	-	44%	22%	*	51%	47%	48%	70%

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

Texas Education Agency  
**2024-25 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)	G/T
<b>School Progress - Annual Growth by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	70%	69%	<b>63%</b>	-	50%	71%	-	*	-	*	*	*	54%	73%	79%	*	*
	2024	67%	63%	<b>81%</b>	*	92%	67%	-	*	-	-	60%	-	75%	83%	83%	*	---
Grade 4 Mathematics	2025	65%	59%	<b>46%</b>	-	39%	38%	-	*	-	*	*	*	54%	36%	50%	*	*
	2024	60%	53%	<b>53%</b>	*	58%	44%	-	*	-	-	40%	-	42%	58%	56%	*	---
Grade 5 ELA/Reading	2025	69%	73%	<b>64%</b>	-	64%	78%	-	*	-	*	*	*	88%	50%	45%	50%	*
	2024	70%	79%	<b>78%</b>	*	*	73%	-	*	-	*	60%	-	75%	80%	79%	-	---
Grade 5 Mathematics	2025	67%	65%	<b>64%</b>	-	71%	50%	-	*	-	*	*	*	69%	62%	68%	83%	*
	2024	65%	61%	<b>63%</b>	*	*	73%	-	*	-	*	40%	-	60%	65%	58%	-	---
Grade 6 ELA/Reading	2025	64%	86%	<b>83%</b>	*	*	86%	-	*	-	*	80%	*	77%	90%	86%	-	*
	2024	61%	84%	<b>76%</b>	-	100%	69%	-	60%	-	*	*	*	68%	88%	72%	*	---
Grade 6 Mathematics	2025	56%	63%	<b>63%</b>	*	*	68%	-	*	-	*	50%	*	69%	55%	61%	-	*
	2024	48%	59%	<b>63%</b>	-	60%	63%	-	80%	-	*	*	*	73%	50%	72%	*	---
Grade 7 ELA/Reading	2025	64%	81%	<b>78%</b>	*	80%	70%	-	100%	-	*	*	*	78%	79%	75%	*	*
	2024	66%	77%	<b>65%</b>	*	100%	40%	-	*	-	*	*	-	61%	69%	75%	*	---
Grade 7 Mathematics	2025	50%	78%	<b>78%</b>	*	80%	80%	-	67%	-	*	*	*	83%	75%	71%	*	*
	2024	49%	70%	<b>65%</b>	*	60%	80%	-	*	-	*	*	-	67%	63%	75%	*	---
Grade 8 ELA/Reading	2025	72%	93%	<b>85%</b>	80%	*	71%	-	-	-	*	57%	*	80%	90%	82%	*	*
	2024	69%	84%	<b>75%</b>	*	*	65%	-	*	-	*	60%	-	75%	75%	61%	*	---
End of Course English I	2025	63%	69%	<b>75%</b>	*	*	75%	-	*	-	*	*	-	75%	75%	100%	-	*
	2024	64%	88%	<b>87%</b>	*	*	82%	-	*	-	*	*	-	100%	71%	89%	-	---
End of Course English II	2025	65%	55%	<b>56%</b>	*	*	50%	-	*	-	*	*	*	63%	50%	57%	-	*
	2024	69%	76%	<b>90%</b>	*	*	*	-	*	-	-	*	*	86%	*	*	*	---
End of Course Algebra I	2025	74%	86%	<b>73%</b>	90%	70%	63%	-	-	-	*	57%	*	64%	82%	79%	*	*
	2024	72%	69%	<b>72%</b>	*	*	63%	-	*	-	*	64%	-	86%	50%	77%	*	---
All Grades Both Subjects	2025	65%	72%	<b>69%</b>	83%	64%	67%	-	74%	-	73%	50%	74%	70%	68%	71%	69%	90%
	2024	64%	71%	<b>71%</b>	73%	77%	68%	-	74%	-	71%	53%	20%	73%	69%	73%	77%	---
All Grades ELA/Reading	2025	67%	76%	<b>72%</b>	86%	68%	72%	-	69%	-	75%	52%	83%	73%	72%	75%	73%	81%
	2024	67%	78%	<b>78%</b>	83%	90%	71%	-	73%	-	92%	58%	*	76%	80%	77%	83%	---
All Grades Mathematics	2025	64%	69%	<b>65%</b>	80%	60%	59%	-	82%	-	70%	48%	63%	67%	63%	66%	65%	100%
	2024	60%	62%	<b>63%</b>	60%	61%	64%	-	75%	-	50%	48%	*	69%	57%	68%	70%	---
<b>School Progress - Accelerated Learning by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	40%	48%	<b>33%</b>	-	20%	*	-	-	-	-	*	*	*	*	*	*	-
	2024	38%	42%	*	*	*	*	-	-	-	-	*	-	-	*	*	*	---
Grade 4 Mathematics	2025	27%	17%	<b>0%</b>	-	0%	*	-	-	-	-	*	*	0%	0%	*	*	---
	2024	26%	29%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	---
Grade 5 ELA/Reading	2025	25%	23%	*	-	-	*	-	-	-	*	*	-	*	*	*	-	-
	2024	35%	75%	*	*	-	*	-	-	-	-	*	-	*	-	*	-	---

Texas Education Agency  
**2024-25 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)	G/T
Grade 5 Mathematics	2025	35%	27%	0%	-	*	*	-	-	-	*	*	-	*	*	*	*	-
	2024	41%	41%	60%	*	-	*	-	-	-	-	*	-	*	*	*	-	---
Grade 6 ELA/Reading	2025	27%	60%	*	*	-	*	-	-	-	-	*	*	*	*	*	*	-
	2024	24%	*	*	-	-	-	-	*	-	-	-	*	-	*	*	*	---
Grade 6 Mathematics	2025	33%	67%	*	*	*	*	-	-	-	-	*	-	*	-	*	-	-
	2024	27%	27%	*	-	*	*	-	-	-	-	*	-	*	*	*	-	---
Grade 7 ELA/Reading	2025	25%	20%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	-
	2024	23%	*	*	*	-	*	-	-	-	-	*	-	*	*	*	*	---
Grade 7 Mathematics	2025	16%	40%	40%	-	*	*	-	*	-	-	*	*	*	*	*	*	-
	2024	14%	57%	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
Grade 8 ELA/Reading	2025	40%	33%	*	*	-	*	-	-	-	-	*	-	*	*	*	*	-
	2024	34%	*	*	-	-	*	-	-	-	-	*	-	-	*	*	*	---
End of Course English I	2025	23%	60%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	-
	2024	20%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-	---
End of Course English II	2025	29%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-	-
	2024	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2025	54%	58%	20%	*	*	*	-	-	-	-	20%	-	*	*	*	*	-
	2024	55%	55%	67%	*	*	*	-	-	-	-	*	-	*	*	80%	-	---
All Grades Both Subjects	2025	33%	36%	20%	50%	13%	17%	-	*	-	*	16%	60%	23%	19%	30%	29%	-
	2024	32%	42%	32%	40%	33%	32%	-	*	-	-	26%	*	47%	19%	37%	*	---
All Grades ELA/Reading	2025	31%	39%	26%	*	20%	11%	-	*	-	*	9%	*	14%	33%	36%	*	-
	2024	30%	46%	20%	*	*	0%	-	*	-	-	14%	*	*	14%	33%	*	---
All Grades Mathematics	2025	35%	34%	17%	*	9%	21%	-	*	-	*	21%	*	27%	7%	25%	*	-
	2024	35%	40%	38%	*	20%	43%	-	-	-	-	33%	-	50%	22%	38%	*	---

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 --- First reported in 2025.

Texas Education Agency  
**2024-25 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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2025	75%	86%	<b>81%</b>	-	-	-	-	-	-	83%	-	88%	82%	*	80%	85%	*
	2024	75%	86%	<b>82%</b>	-	-	-	-	-	-	75%	-	75%	67%	*	81%	79%	100%
At Meets Grade Level or Above	2025	50%	63%	<b>58%</b>	-	-	-	-	-	-	57%	-	75%	50%	*	57%	62%	*
	2024	48%	64%	<b>60%</b>	-	-	-	-	-	-	67%	-	67%	67%	*	58%	71%	93%
At Masters Grade Level	2025	21%	31%	<b>23%</b>	-	-	-	-	-	-	17%	-	13%	18%	*	23%	21%	*
	2024	20%	30%	<b>30%</b>	-	-	-	-	-	-	17%	-	17%	17%	*	29%	21%	47%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2025	76%	89%	<b>84%</b>	-	-	-	-	-	-	92%	-	*	88%	*	84%	92%	*
	2024	76%	91%	<b>91%</b>	-	-	-	-	-	-	83%	-	83%	*	*	91%	86%	100%
At Meets Grade Level or Above	2025	54%	73%	<b>68%</b>	-	-	-	-	-	-	58%	-	*	50%	*	68%	62%	*
	2024	54%	73%	<b>72%</b>	-	-	-	-	-	-	67%	-	67%	*	*	71%	71%	100%
At Masters Grade Level	2025	23%	36%	<b>31%</b>	-	-	-	-	-	-	17%	-	*	13%	*	31%	23%	*
	2024	22%	35%	<b>38%</b>	-	-	-	-	-	-	0%	-	0%	*	*	38%	14%	60%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2025	72%	81%	<b>74%</b>	-	-	-	-	-	-	75%	-	*	75%	*	74%	77%	*
	2024	72%	80%	<b>77%</b>	-	-	-	-	-	-	67%	-	67%	*	*	76%	71%	*
At Meets Grade Level or Above	2025	45%	53%	<b>46%</b>	-	-	-	-	-	-	67%	-	*	63%	*	43%	69%	*
	2024	43%	53%	<b>47%</b>	-	-	-	-	-	-	67%	-	67%	*	*	45%	71%	*

Texas Education Agency  
**2024-25 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	2025	20%	25%	17%	-	-	-	-	-	-	25%	-	*	38%	*	16%	23%	*
	2024	17%	22%	22%	-	-	-	-	-	-	33%	-	33%	*	*	21%	29%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2025	78%	86%	81%	-	-	-	-	-	-	83%	-	-	83%	*	81%	86%	-
	2024	75%	86%	69%	-	-	-	-	-	-	-	-	-	-	-	68%	-	*
At Meets Grade Level or Above	2025	47%	60%	53%	-	-	-	-	-	-	33%	-	-	33%	*	54%	43%	-
	2024	43%	66%	55%	-	-	-	-	-	-	-	-	-	-	-	54%	-	*
At Masters Grade Level	2025	17%	26%	20%	-	-	-	-	-	-	0%	-	-	0%	*	23%	0%	-
	2024	16%	34%	24%	-	-	-	-	-	-	-	-	-	-	-	23%	-	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2025	77%	91%	87%	-	-	-	-	-	-	-	-	-	-	*	86%	*	-
	2024	78%	88%	82%	-	-	-	-	-	-	-	-	-	-	-	79%	-	*
At Meets Grade Level or Above	2025	50%	70%	68%	-	-	-	-	-	-	-	-	-	-	*	68%	*	-
	2024	51%	67%	61%	-	-	-	-	-	-	-	-	-	-	-	55%	-	*
At Masters Grade Level	2025	27%	41%	21%	-	-	-	-	-	-	-	-	-	-	*	19%	*	-
	2024	27%	38%	33%	-	-	-	-	-	-	-	-	-	-	-	34%	-	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2025	65%	72%	69%	-	-	-	-	-	-	64%	-	67%	63%	*	69%	67%	*
	2024	64%	71%	71%	-	-	-	-	-	-	83%	-	83%	67%	*	71%	79%	75%
All Grades ELA/Reading	2025	67%	76%	72%	-	-	-	-	-	-	68%	-	*	56%	*	72%	71%	*
	2024	67%	78%	78%	-	-	-	-	-	-	83%	-	83%	*	*	77%	86%	80%

Texas Education Agency  
**2024-25 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
All Grades Mathematics	2025	64%	69%	65%	-	-	-	-	-	-	59%	-	*	69%	*	65%	63%	*
	2024	60%	62%	63%	-	-	-	-	-	-	83%	-	83%	*	*	63%	71%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2025	33%	36%	20%	-	-	-	-	-	-	29%	-	*	20%	-	19%	29%	-
	2024	32%	42%	32%	-	-	-	-	-	-	*	-	*	*	-	32%	*	-
All Grades ELA/Reading	2025	31%	39%	26%	-	-	-	-	-	-	*	-	*	*	-	19%	*	-
	2024	30%	46%	20%	-	-	-	-	-	-	*	-	*	*	-	13%	*	-
All Grades Mathematics	2025	35%	34%	17%	-	-	-	-	-	-	*	-	*	*	-	19%	*	-
	2024	35%	40%	38%	-	-	-	-	-	-	*	-	*	-	-	40%	*	-

\* 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  
**2024-25 STAAR Participation (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2025 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>99%</b>	100%	98%	100%	-	100%	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	95%	<b>96%</b>	100%	98%	94%	-	100%	-	100%	100%	93%	99%	94%	98%	100%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	0%	0%	6%	-	0%	-	0%	0%	7%	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>1%</b>	0%	2%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	0%
Absent	1%	0%	<b>1%</b>	0%	2%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>98%</b>	100%	95%	99%	-	100%	-	100%	100%	100%	98%	99%	98%	100%
Included in Accountability	91%	94%	<b>96%</b>	100%	95%	93%	-	100%	-	100%	100%	92%	98%	93%	97%	100%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	0%	0%	5%	-	0%	-	0%	0%	8%	0%	5%	1%	0%
Not Included in Accountability: Other Exclusions	4%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>2%</b>	0%	5%	1%	-	0%	-	0%	0%	0%	2%	1%	2%	0%
Absent	1%	1%	<b>2%</b>	0%	5%	1%	-	0%	-	0%	0%	0%	2%	1%	2%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>97%</b>	100%	100%	94%	-	100%	-	100%	100%	91%	100%	94%	99%	100%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	0%	0%	6%	-	0%	-	0%	0%	9%	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>97%</b>	100%	100%	94%	-	100%	-	100%	100%	*	100%	94%	100%	100%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	0%	0%	6%	-	0%	-	0%	0%	*	0%	6%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency  
**2024-25 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%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	98%	97%	100%	100%	94%	-	*	-	100%	100%	*	100%	95%	100%	*
Not Included in Accountability: Mobile	4%	2%	3%	0%	0%	6%	-	*	-	0%	0%	*	0%	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%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	94%	98%	100%	-	*	100%	-	-	-	-	*	-	100%	-	*	-
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
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%
<b>Reading</b>																
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%
<b>Mathematics</b>																
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%

Texas Education Agency  
**2024-25 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%	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%
<b>Science</b>																
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%	*
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%	*
<b>Social Studies</b>																
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%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	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  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2023-24	93.6%	95.7%	<b>95.7%</b>	96.2%	95.4%	95.4%	-	98.0%	-	95.0%	94.4%	95.8%	97.4%
2022-23	93.3%	95.6%	<b>95.7%</b>	97.3%	95.7%	95.3%	-	97.1%	-	95.7%	95.5%	95.8%	97.9%
<b>Chronic Absenteeism</b>													
2023-24	19.0%	6.5%	<b>7.0%</b>	10.0%	9.6%	5.7%	-	0.0%	-	14.3%	12.5%	7.4%	0.0%
2022-23	20.3%	7.5%	<b>6.3%</b>	0.0%	7.1%	7.5%	-	5.9%	-	0.0%	2.4%	7.6%	0.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2023-24	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2022-23	0.8%	0.0%	<b>0.0%</b>	0.0%	*	0.0%	-	0.0%	-	*	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2023-24	1.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	-
2022-23	2.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2024</b>													
Graduated	90.7%	98.2%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	*	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
Continued HS	3.1%	1.8%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
Dropped Out	5.8%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
Graduates and TxCHSE	91.1%	98.2%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	*	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	-
<b>Class of 2023</b>													
Graduated	90.3%	100.0%	<b>100.0%</b>	-	-	100.0%	-	-	-	*	-	*	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
Continued HS	3.1%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
Dropped Out	6.3%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
Graduates and TxCHSE	90.6%	100.0%	<b>100.0%</b>	-	-	100.0%	-	-	-	*	-	*	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	<b>100.0%</b>	-	-	100.0%	-	-	-	*	-	*	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	92.1%	100.0%	<b>100.0%</b>	-	-	100.0%	-	-	-	*	-	*	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
Continued HS	1.0%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
Dropped Out	6.5%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
Graduates and TxCHSE	92.6%	100.0%	<b>100.0%</b>	-	-	100.0%	-	-	-	*	-	*	-
Graduates, TxCHSE, and Continuers	93.5%	100.0%	<b>100.0%</b>	-	-	100.0%	-	-	-	*	-	*	-

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2022</b>													
Graduated	91.8%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	-	-	*	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	-	-	*	-
Continued HS	1.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	-	-	*	-
Dropped Out	6.8%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	-	-	*	-
Graduates and TxCHSE	92.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	-	-	*	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	-	-	*	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	92.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	-	-	*	-
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	-	-	*	-
Continued HS	0.5%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	-	-	*	-
Dropped Out	6.8%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	-	-	*	-
Graduates and TxCHSE	92.7%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	-	-	*	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	-	-	*	-
<b>Class of 2021</b>													
Graduated	92.7%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
Continued HS	0.5%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
Dropped Out	6.3%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
Graduates and TxCHSE	93.2%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2024	90.7%	98.2%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	*	-
Class of 2023	90.3%	100.0%	<b>100.0%</b>	-	-	100.0%	-	-	-	*	-	*	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2024	11.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
Class of 2023	4.3%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	78.5%	90.7%	<b>84.6%</b>	*	*	100.0%	-	*	-	*	*	*	-
Class of 2023	84.3%	97.8%	<b>93.3%</b>	-	-	92.9%	-	-	-	*	-	*	-
<b>Texas First-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2024-25 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 2024	0.1%	1.8%	<b>7.1%</b>	*	*	12.5%	-	*	-	*	*	*	-
Class of 2023	0.0%	0.0%	<b>0.0%</b>	-	-	0.0%	-	-	-	*	-	*	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	89.5%	90.9%	<b>85.7%</b>	*	*	100.0%	-	*	-	*	*	*	-
Class of 2023	88.6%	97.8%	<b>93.3%</b>	-	-	92.9%	-	-	-	*	-	*	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2023-24	11.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
2022-23	4.4%	0.0%	<b>0.0%</b>	-	*	0.0%	-	-	-	*	-	*	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2023-24	76.9%	90.9%	<b>91.7%</b>	*	*	100.0%	-	*	-	*	*	*	-
2022-23	82.5%	95.7%	<b>87.5%</b>	-	*	92.9%	-	-	-	*	-	*	-
<b>Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	0.1%	1.8%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
2022-23	0.1%	2.1%	<b>5.9%</b>	-	0.0%	6.7%	-	-	-	-	-	0.0%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	87.8%	91.1%	<b>91.7%</b>	*	*	100.0%	-	*	-	*	*	*	-
2022-23	86.8%	95.8%	<b>88.2%</b>	-	*	93.3%	-	-	-	*	-	*	-

Texas Education Agency  
**2024-25 Graduation Profile (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2023-24 Annual Graduates)</b>				
Total Graduates	12	100.0%	56	382,023
<b>By Ethnicity:</b>				
African American	1	8.3%	2	48,064
Hispanic	2	16.7%	14	200,942
White	7	58.3%	33	101,714
American Indian	0	0.0%	0	1,231
Asian	1	8.3%	4	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	1	8.3%	3	9,720
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	1	8.3%	5	46,183
Foundation H.S. Program (Endorsement)	0	0.0%	0	42,042
Foundation H.S. Program (DLA)	11	91.7%	50	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	1	356
Special Education Graduates	1	8.3%	6	35,935
Economically Disadvantaged Graduates	3	25.0%	7	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	56,967
At-Risk Graduates	2	16.7%	13	173,035
CTE Completers	9	75.0%	37	127,800

Texas Education Agency  
**2024-25 College, Career, and Military Readiness (CCMR) (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2023-24	81.8%	100.0%	100.0%	*	*	100.0%	-	*	-	*	*	*	-
2022-23	76.3%	95.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2023-24	70.0%	98.2%	100.0%	*	*	100.0%	-	*	-	*	*	*	-
2022-23	61.9%	95.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2023-24	69.5%	96.4%	100.0%	*	*	100.0%	-	*	-	*	*	*	-
2022-23	62.8%	95.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2023-24	63.2%	98.2%	100.0%	*	*	100.0%	-	*	-	*	*	*	-
2022-23	54.3%	97.9%	100.0%	-	*	100.0%	-	-	-	*	-	*	-
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2023-24	57.4%	96.4%	100.0%	*	*	100.0%	-	*	-	*	*	*	-
2022-23	48.4%	93.8%	94.1%	-	*	93.3%	-	-	-	*	-	*	-
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2023-24	21.0%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	*	-
2022-23	20.4%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
<b>Associate Degree (Annual Graduates)</b>													
2023-24	3.1%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	*	-
2022-23	2.5%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2023-24	25.1%	78.6%	91.7%	*	*	85.7%	-	*	-	*	*	*	-
2022-23	23.6%	79.2%	88.2%	-	*	86.7%	-	-	-	*	-	*	-
<b>Onramps Course Credits (Annual Graduates)</b>													
2023-24	5.7%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	*	-
2022-23	4.8%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2023-24	6.0%	8.9%	8.3%	*	*	14.3%	-	*	-	*	*	*	-
2022-23	5.6%	6.3%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2023-24	38.1%	5.4%	0.0%	*	*	0.0%	-	*	-	*	*	*	-

Texas Education Agency  
**2024-25 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	36.4%	4.2%	5.9%	-	*	6.7%	-	-	-	*	-	*	-
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2023-24	34.9%	1.8%	0.0%	*	*	0.0%	-	*	-	*	*	*	-
2022-23	33.4%	4.2%	5.9%	-	*	6.7%	-	-	-	*	-	*	-
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2023-24	1.1%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	*	-
2022-23	0.8%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2023-24	2.7%	3.6%	0.0%	*	*	0.0%	-	*	-	*	*	*	-
2022-23	2.7%	0.0%	0.0%	-	*	0.0%	-	-	-	*	-	*	-
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
2023-24	0.7%	0.0%	0.0%	*	*	0.0%	-	*	-	*	*	*	-
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.

Texas Education Agency  
**2024-25 CCMR-Related Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2023-24	20.1%	92.9%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	*	-
	2022-23	21.0%	93.8%	<b>94.1%</b>	-	*	93.3%	-	-	-	*	-	*	-
Mathematics	2023-24	21.3%	69.6%	<b>75.0%</b>	*	*	71.4%	-	*	-	*	*	*	-
	2022-23	19.9%	83.3%	<b>88.2%</b>	-	*	93.3%	-	-	-	*	-	*	-
Both Subjects	2023-24	12.7%	69.6%	<b>75.0%</b>	*	*	71.4%	-	*	-	*	*	*	-
	2022-23	12.5%	83.3%	<b>88.2%</b>	-	*	93.3%	-	-	-	*	-	*	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2023-24	26.6%	3.6%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
	2022-23	18.2%	2.1%	<b>0.0%</b>	-	*	0.0%	-	-	-	*	-	*	-
Mathematics	2023-24	29.5%	30.4%	<b>25.0%</b>	*	*	28.6%	-	*	-	*	*	*	-
	2022-23	20.2%	25.0%	<b>23.5%</b>	-	*	20.0%	-	-	-	*	-	*	-
Both Subjects	2023-24	20.2%	3.6%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	*	-
	2022-23	12.5%	2.1%	<b>0.0%</b>	-	*	0.0%	-	-	-	*	-	*	-
<b>AP/IB-Results (Participation) (Grades 11-12)</b>														
All Subjects	2024	25.7%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
	2023	24.2%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
English Language Arts	2024	14.6%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
	2023	13.8%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
Mathematics	2024	9.6%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
	2023	7.4%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
Science	2024	10.9%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
	2023	10.3%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
Social Studies	2024	13.7%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
	2023	13.1%	0.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	-
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2024	56.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2024-25 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	2024	56.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2023-24	79.1%	100.0%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	*	-
	2022-23	79.3%	100.0%	<b>100.0%</b>	?	*	93.3%	-	-	-	*	-	*	-
At/Above Criterion for All Examinees	2023-24	28.8%	53.4%	<b>23.1%</b>	*	*	28.6%	-	*	-	*	*	*	-
	2022-23	28.9%	56.9%	<b>58.8%</b>	*	*	64.3%	-	-	-	*	-	40.0%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2023-24	975	1100	<b>995</b>	*	*	1028	-	*	-	*	-	*	-
	2022-23	978	1106	<b>1113</b>	1040	1040	1137	-	-	-	920	-	1000	-
English Language Arts and Writing	2023-24	496	565	<b>516</b>	*	*	538	-	*	-	*	-	*	-
	2022-23	497	567	<b>563</b>	560	500	578	-	-	-	420	-	516	-
Mathematics	2023-24	479	535	<b>479</b>	*	*	490	-	*	-	*	-	*	-
	2022-23	482	539	<b>550</b>	480	540	559	-	-	-	500	-	484	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2023-24	19.3	21.5	<b>18.3</b>	*	*	18.1	-	*	-	*	*	*	-
	2022-23	19.2	22.3	<b>23.0</b>	-	-	23.0	-	-	-	-	-	22.0	-
English Language Arts	2023-24	19.0	22.2	<b>18.2</b>	*	*	18.6	-	*	-	*	*	*	-
	2022-23	18.8	22.8	<b>23.5</b>	-	-	23.5	-	-	-	-	-	23.0	-
Mathematics	2023-24	19.0	19.3	<b>17.0</b>	*	*	16.1	-	*	-	*	*	*	-
	2022-23	18.9	21.3	<b>21.0</b>	-	-	21.0	-	-	-	-	-	19.0	-
Science	2023-24	19.6	21.9	<b>19.3</b>	*	*	18.6	-	*	-	*	*	*	-
	2022-23	19.5	21.7	<b>22.8</b>	-	-	22.8	-	-	-	-	-	21.0	-

- 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  
**2024-25 Other Postsecondary Indicators (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2023-24	45.7%	87.1%	<b>83.7%</b>	*	100.0%	80.0%	-	80.0%	-	*	37.5%	84.2%	-
	2022-23	45.4%	79.0%	<b>58.8%</b>	*	33.3%	70.6%	-	*	-	*	20.0%	41.7%	-
English Language Arts	2023-24	17.8%	36.2%	<b>40.8%</b>	*	44.4%	43.3%	-	20.0%	-	*	12.5%	26.3%	-
	2022-23	17.4%	34.3%	<b>46.0%</b>	*	37.5%	52.9%	-	*	-	*	20.0%	41.7%	-
Mathematics	2023-24	19.4%	34.1%	<b>37.5%</b>	*	44.4%	40.0%	-	20.0%	-	*	12.5%	27.8%	-
	2022-23	19.5%	33.6%	<b>44.0%</b>	*	37.5%	50.0%	-	*	-	*	20.0%	33.3%	-
Science	2023-24	21.9%	28.8%	<b>42.9%</b>	*	44.4%	40.0%	-	60.0%	-	*	12.5%	52.6%	-
	2022-23	21.5%	14.7%	<b>20.0%</b>	*	0.0%	29.4%	-	*	-	*	0.0%	16.7%	-
Social Studies	2023-24	24.5%	48.2%	<b>46.9%</b>	*	77.8%	43.3%	-	40.0%	-	*	0.0%	31.6%	-
	2022-23	24.0%	45.3%	<b>52.0%</b>	*	25.0%	61.8%	-	*	-	*	20.0%	25.0%	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	83.3%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	-	-	-	-	100.0%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	84.2%	<b>88.9%</b>	100.0%	100.0%	80.0%	-	-	-	-	-	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.
- \*\*\* TX IHE data not yet available.

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
<b>Total Students</b>	<b>263</b>	<b>100.0%</b>	<b>1,175</b>	<b>5,530,499</b>	<b>263</b>	<b>100.0%</b>	<b>1,175</b>	<b>5,544,255</b>
<b>Students by Grade</b>								
Kindergarten	20	7.6%	8.0%	6.5%	20	7.6%	8.0%	6.5%
Grade 1	20	7.6%	8.4%	6.8%	20	7.6%	8.4%	6.8%
Grade 2	20	7.6%	8.4%	7.0%	20	7.6%	8.4%	7.0%
Grade 3	23	8.7%	10.0%	7.3%	23	8.7%	10.0%	7.3%
Grade 4	24	9.1%	9.8%	7.3%	24	9.1%	9.8%	7.3%
Grade 5	24	9.1%	10.2%	7.3%	24	9.1%	10.2%	7.3%
Grade 6	25	9.5%	10.8%	7.3%	25	9.5%	10.8%	7.3%
Grade 7	24	9.1%	7.7%	7.4%	24	9.1%	7.7%	7.4%
Grade 8	22	8.4%	6.1%	7.4%	22	8.4%	6.1%	7.4%
Grade 9	23	8.7%	6.4%	8.3%	23	8.7%	6.4%	8.3%
Grade 10	16	6.1%	5.1%	7.9%	16	6.1%	5.1%	7.9%
Grade 11	13	4.9%	5.0%	7.4%	13	4.9%	5.0%	7.4%
Grade 12	9	3.4%	4.1%	7.0%	9	3.4%	4.1%	7.0%
<b>Ethnic Distribution</b>								
African American	27	10.3%	7.0%	12.8%	27	10.3%	7.0%	12.8%
Hispanic	66	25.1%	22.9%	53.5%	66	25.1%	22.9%	53.5%
White	131	49.8%	60.0%	24.4%	131	49.8%	60.0%	24.4%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	21	8.0%	4.0%	5.6%	21	8.0%	4.0%	5.6%
Pacific Islander	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Two or More Races	18	6.8%	5.7%	3.3%	18	6.8%	5.7%	3.3%
<b>Sex</b>								
Female	147	55.9%	51.9%	48.9%	147	55.9%	51.9%	48.8%
Male	116	44.1%	48.1%	51.1%	116	44.1%	48.1%	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	129	49.0%	33.6%	60.5%	129	49.0%	33.6%	60.4%
Non-Educationally Disadvantaged	134	51.0%	66.4%	39.5%	134	51.0%	66.4%	39.6%
Section 504 Students	14	5.3%	6.9%	6.8%	14	5.3%	6.9%	6.8%
EB Students/EL	17	6.5%	4.0%	24.3%	17	6.5%	4.0%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.0%	2.1%				
Students w/ Dyslexia	14	5.3%	6.9%	6.4%	14	5.3%	6.9%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	6	2.3%	1.3%	1.4%	6	2.3%	1.3%	1.4%
Immigrant	3	1.1%	1.4%	3.5%	3	1.1%	1.4%	3.5%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%

Texas Education Agency  
**2024-25 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		
Title I	263	100.0%	23.1%	66.6%	263	100.0%	23.1%	66.5%
Military Connected	28	10.6%	9.2%	4.1%	28	10.6%	9.2%	4.1%
At-Risk	91	34.6%	26.4%	53.5%	91	34.6%	26.4%	53.5%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	16	6.1%	3.4%	24.3%	16	6.1%	3.4%	24.3%
Career and Technical Education	58	22.1%	19.7%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	58	95.1%	94.6%	74.0%	-	-	-	-
Gifted and Talented Education	26	9.9%	10.5%	8.7%	26	9.9%	10.5%	8.7%
Special Education	41	15.6%	15.1%	15.3%	41	15.6%	15.1%	15.5%
<b>Students with Disabilities by Type of Primary Disability</b>								
<b>Total Students with Disabilities</b>	<b>41</b>							
Students with Intellectual Disabilities	16	39.0%	37.6%	48.3%				
Students with Physical Disabilities	10	24.4%	23.6%	17.0%				
Students with Autism	10	24.4%	21.3%	16.8%				
Students with Behavioral Disabilities	5	12.2%	17.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
<b>Mobility (2023-24)</b>								
<b>Total Mobile Students</b>	<b>28</b>	<b>12.3%</b>	<b>10.7%</b>	<b>16.4%</b>				
African American	4	1.8%	1.2%	3.3%				
Hispanic	2	0.9%	1.4%	8.9%				
White	17	7.5%	6.9%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.9%	0.3%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	1.3%	0.8%	0.6%				
Special Ed Students who are Mobile	5	10.4%	11.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	0.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	10	9.5%	10.7%	19.0%				
<b>Student Attrition (2023-24)</b>								
<b>Total Student Attrition</b>	<b>40</b>	<b>18.2%</b>	<b>16.9%</b>	<b>18.0%</b>				

Texas Education Agency  
**2024-25 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
<b>Retention Rates by Grade</b>						
Kindergarten	10.5%	4.7%	1.3%	0.0%	28.6%	3.6%
Grade 1	6.7%	1.3%	1.9%	0.0%	0.0%	3.0%
Grade 2	0.0%	4.5%	1.1%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	5.0%	0.6%
Grade 4	0.0%	1.2%	0.4%	0.0%	5.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	5.6%	0.4%
Grade 6	0.0%	1.9%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	1.7%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	0.0%	7.3%	0.0%	0.0%	11.0%

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

Class Size Information	Campus	District	State
<b>Elementary</b>			
Kindergarten	20.0	18.7	18.9
Grade 1	20.0	19.7	19.2
Grade 2	20.0	19.8	19.4
Grade 3	23.0	23.8	20.1
Grade 4	24.0	23.0	20.0
Grade 5	24.0	24.0	21.3
Grade 6	25.0	25.3	19.8
<b>Secondary</b>			
English/Language Arts	10.4	12.1	16.4
Foreign Languages	2.2	2.2	18.9
Mathematics	12.0	11.4	17.8
Science	11.7	12.2	18.9
Social Studies	8.0	9.3	18.9

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
<b>Total Staff</b>	<b>29.1</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	22.1	76.0%	77.1%	63.8%
Teachers	18.7	64.2%	55.5%	48.3%
Professional Support	2.4	8.3%	10.8%	10.8%
Campus Administration (School Leadership)	1.0	3.4%	4.3%	3.4%
Educational Aides	7.0	24.0%	17.4%	10.7%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	5.0	13,704.0
Part-time Counselors	2.0	n/a	1.0	1,298.0
<b>Total Minority Staff</b>	<b>8.2</b>	<b>28.2%</b>	<b>16.7%</b>	<b>55.3%</b>
<b>Teachers by Ethnicity</b>				
African American	0.0	0.0%	3.9%	12.8%
Hispanic	2.6	14.0%	7.5%	31.0%
White	15.1	80.7%	84.6%	52.2%
American Indian	1.0	5.3%	2.6%	0.3%
Asian	0.0	0.0%	1.3%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
<b>Teachers by Sex</b>				
Males	3.7	19.8%	18.7%	24.6%
Females	15.0	80.2%	81.3%	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	11.8	63.1%	55.8%	71.4%
Masters	5.5	29.1%	39.2%	25.4%
Doctorate	1.4	7.7%	3.6%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	2.7	14.7%	9.4%	7.3%
1-5 Years Experience	6.2	33.0%	37.0%	28.3%
6-10 Years Experience	5.1	27.1%	24.6%	19.7%
11-20 Years Experience	3.7	19.8%	23.2%	27.6%
21-30 Years Experience	1.0	5.5%	5.8%	14.1%
Over 30 Years Experience	0.0	0.0%	0.0%	3.0%
Number of Students per Teacher	14.0	n/a	15.3	15.0

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	Campus	District	State
<b>Experience of Campus Leadership</b>			
Average Years Experience of Principals	2.0	6.0	6.0
Average Years Experience of Principals with District	2.0	5.0	5.1
Average Years Experience of Assistant Principals	0.0	2.0	5.1
Average Years Experience of Assistant Principals with District	0.0	2.0	4.3
Average Years Experience of Teachers	9.1	9.1	11.2
Average Years Experience of Teachers with District	3.3	3.6	7.0
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>			
Beginning Teachers	\$40,909	\$34,966	\$55,689
1-5 Years Experience	\$46,626	\$46,486	\$59,266
6-10 Years Experience	\$51,797	\$51,395	\$62,607
11-20 Years Experience	\$55,303	\$55,473	\$66,353
21-30 Years Experience	\$58,505	\$59,227	\$70,976
Over 30 Years Experience	-	-	\$75,042
<b>Average Actual Salaries (regular duties only)</b>			
Teachers	\$49,555	\$49,434	\$63,751
Professional Support	\$62,078	\$55,296	\$75,909
Campus Administration (School Leadership)	\$69,000	\$73,161	\$88,786
Instructional Staff Percent	n/a	81.1%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	1.1	5.7%	3.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	16.9	90.3%	88.6%	69.0%
Special Education	0.8	4.0%	8.3%	11.4%
Other	0.0	0.0%	0.0%	3.6%

- 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  
**2024-25 Staff Information (TAPR)**  
UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)  
(To open link in a new window, press the "Ctrl" key and click on the link.)

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2025 Accountability Rating:** The overall rating earned by the district or campus for 2025.

**2025 Special Education Determination Status** (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention Needs

Substantial Intervention

**2025 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. (*Data source: PEIMS ArmedServicesVocAptBattery E1625*)

## 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/2025/masking.html>.

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## STAAR Performance (2024–25)

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 Fall Snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

### *STAAR 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

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mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

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

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

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

*School Progress Domain—Annual Growth* is the percentage of students who 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

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another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

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

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

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

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

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

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

- *EB/EL with Parental Denial*. Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL*. Students who have never been identified as EB students/ELs (non-EB/non-EL students).

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- *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 (2024–25)

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 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:

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- 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 2025 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.

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 (2024–25)

**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:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2023–24 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2023–24 school year}}$$

(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:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2023–24 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2023–24 school year}}$$

(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:

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- 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 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2023–24 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2023–24 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2023–24 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2023–24 school year}}$$

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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 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 [2025 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2023.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2022.

#### *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 2020–21 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2020–21 but takes 5 years to graduate (i.e., graduates in May 2025) is still part of the 2024 cohort; he or she is not switched to the 2025 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2024. 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***

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- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2024 for the 2024 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2024**

---

**number of students in the 2024 cohort\***

- (2) *Received TxCHSE*: For the 2024 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2024. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2024**

---

**number of students in the 2024 cohort\***

- (3) *Continued High School*: The percentage of the 2024 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 2024–25 school year**

---

**number of students in the 2024 cohort\***

- (4) *Dropped Out*: The percentage of the 2024 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2024–25 school  
year**

---

**number of students in the 2024 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2024 cohort. It is calculated as follows:

**number of students from the 2024 cohort who received a high school diploma by August 31,  
2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024**

---

**number of students in the 2024 cohort\***

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2024 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2024} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2024} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year} \end{aligned}}{\text{number of students in the 2024 cohort*}}$$

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, 2024, for the 2023 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

- (2) *Received TxCHSE*: For the 2023 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

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

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

number of students from the cohort who received a high school diploma by August 31, 2024  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2024

---

number of students in the 2023 cohort\*

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

number of students from the cohort who received a high school diploma by August 31, 2024  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2024  
plus  
number of students from the cohort who were enrolled in the fall of the 2024–25 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 five-year rates.

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

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2024, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

---

number of students in the 2022 cohort\*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2024

---

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 2024–25 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2024–25 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 2024–25 school year. It is calculated as follows:

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

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number of students from the cohort who dropped out before fall of the 2024–25 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, 2024  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2024

---

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, 2024  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2024  
plus  
number of students from the cohort who were enrolled in the fall of the 2024–25 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 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 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

**number of students from the cohort who received a high school diploma by August 31, 2024**

---

**number of students in the 2024 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed for five years to see if they graduated within a year after 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, 2024**

---

**number of students in the 2023 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for six years to see if they graduated within two years 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, 2024**

---

**number of students in the 2022 cohort\*\***

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

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

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools document located on the [Completion, Graduation, and Dropout Reports](#) website. (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 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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**number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2024 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 2024 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2024 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 2024 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2024 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.

**number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA or Texas First-DLA**

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**number of graduates in the Class of 2024 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP**

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**number of graduates in SY 2023-24 with reported graduation plans (excludes graduates with  
FHSP graduation plans)**

FHSP-E Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

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**number of graduates in SY 2023–24 who earn an FHSP-E**

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**number of graduates in SY 2023–24 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2023–24) 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 2023–24 who earn an FHSP-DLA**

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**number of graduates in SY 2023–24 with reported FHSP graduation plans**

Texas First-DLA Graduates (Annual Rate) (2023–24) 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 2023–24 who earn a Texas First-DLA**

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**number of graduates in SY 2023–24 with reported graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2023–24) 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 2023–24 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA**

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**number of graduates in SY 2023–24 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](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 2023–24 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- 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 2023–24 school year eligible for free or reduced-price lunch or other public assistance**

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**total number of graduates in the 2023-24 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 2023–24 school year considered as at risk**

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**total number of graduates in the 2023-24 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) (2024–25)

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

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

- 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 2024, SAT and ACT results through the July 2024 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 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 (IBC):** A graduate earning an IBC under 19 TAC, §74.1003 and earned credit in a level 2 course or higher in an aligned Program of Study applies to the 2024 graduates. Alignment is determined by the IBC Crosswalk, which maps approved IBCs to their corresponding Programs of Study. The student must have earned the IBC associated with the Program of Study and also met the phase-in requirement. 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. For prior graduating class IBC requirements please refer to [“Chapter 2—Student Achievement Domain”](#). *(Data source: PEIMS 40100)*

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- 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, Space Force, Texas National Guard or Reserves for their respective services. *(Data source: Department of Defense (DoD) Form 4 Submission).*

## 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, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps)*

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

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

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

The percentages are calculated as follows:

*English Language Arts.*

number of 2023-24 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 2023-24 annual graduates

*Mathematics.*

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2023-24 annual graduates

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

*Both Subjects.*

number of 2023-24 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 2023-24 annual graduates

*Any Subject.*

number of 2023-24 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 2023-24 annual graduates

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

number of 2023-24 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2023-24 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 2023-24 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2023-24 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 2023-24 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 2023-24 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 2023-24 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2023-24 annual graduates

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## **Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student:**

The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

$$\frac{\text{number of 2023-24 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2023-24 annual graduates}}$$

## 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 and earned credit in a level 2 course or higher in an aligned Program of Study. For additional information, see Chapter 2 of the [2025 Accountability Manual](#). (*Data source: PEIMS 48011*)

$$\frac{\text{number of 2023-24 annual graduates who earned an approved industry-based certification}}{\text{number of 2023-24 annual graduates}}$$

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

$$\frac{\text{number of 2023-24 annual graduates who earned a level I or level II certificate}}{\text{number of 2023-24 annual graduates}}$$

**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 [2025 Accountability Manual](#). (*Data source: PEIMS 40203*)

$$\frac{\text{number of 2023-24 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2023-24 annual graduates}}$$

**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, Space Force, Texas National Guard, or Reserves for their respective services. (*Data source: Department of Defense (DoD) Form 4 Submission*).

$$\frac{\text{number of 2023-24 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2023-24 annual graduates}}$$

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

## CCMR-related Indicators (2024–25)

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

*English Language Arts.*

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2023-24 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2023-24 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2023-24 annual graduates}}$$

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

*English Language Arts.*

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2023-24 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2023-24 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2023-24 annual graduates}}$$

**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*)

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

## *All Subjects.*

number of students in grades 11 & 12 in the 2023-24 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 2023-24 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 2023-24 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 2023-24 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

## *Social Studies.*

number of students in grade 11 & 12 in the 2023-24 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 2023-24 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 2023-24 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

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

## *Mathematics.*

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics

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

## *Science.*

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science

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

## *Social Studies.*

number of 11th and 12th graders in the 2023-24 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 (11<sup>th</sup> & 12<sup>th</sup> Graders >= Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

## *All Subjects.*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2023-24 school year with at least one AP or IB score at or above criterion

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

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

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

number of 2023-24 graduates who took either the SAT or the ACT

---

number of 2023-24 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:

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

number of 2023-24 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2023-24 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 2023-24 graduates who took the SAT

---

number of 2023-24 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 2023-24 graduates who took the SAT

---

number of 2023-24 graduates who took the SAT

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

sum of SAT mathematics scores of all 2023-24 graduates who took the SAT

---

number of 2023-24 graduates who took the SAT

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

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

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

sum of ACT composite scores of all 2023-24 graduates who took the ACT

---

number of 2023-24 graduates who took the ACT

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

sum of ACT English and reading combined scores of all 2023-24 graduates who took the ACT

---

number of 2023-24 graduates who took the ACT

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

sum of ACT mathematics scores of all 2023-24 graduates who took the ACT

---

number of 2023-24 graduates who took the ACT

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{sum of ACT science scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

## Other Postsecondary Indicators (2024–25)

**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.*

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2023-24}}$$

*English Language Arts.*

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2023-24}}$$

*Mathematics.*

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2023-24}}$$

*Science.*

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2023-24}}$$

*Social Studies.*

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number of students in grades 9–12 in 2023-24 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one social studies course in 2023-24

(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 2022-23 school year who attended a public or independent college or university in Texas in the following academic year

---

number of graduates during the 2022-23 school year

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

(Data source: THECB)

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

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

## Student Information (2024–25)

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 Student Entity)

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

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**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 StudentEducationOrganizationAssociation Entity)*

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

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

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

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

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

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

**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 2024–25, 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 DisciplineAction Entity)*

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

**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 StudentEducationOrganizationAssociation Entity)*

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

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

(B) includes —

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

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

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

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

*(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

**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 StudentEducationOrganizationAssociation Entity)*

**Migratory:** 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 StudentEducationOrganizationAssociation Entity)*

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**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 StudentTitleIPartAProgramAssociation Entity)*

**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 StudentEducationOrganizationAssociation Entity)*

**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 2024–25 school year considered as at risk**

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**total number of students**

*(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

## **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 StudentSchoolAssociation Entity, StudentSpecialEducationProgramAssociation Entity and StudentCTEProgramAssociation Entity)*

**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—Specific 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—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

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- 05—Deaf-Blindness (DB)
- 09—Speech or Language 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 StudentSpecialEducationProgramAssociation Entity)*

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

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## number of mobile students in 2023–24

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### number of students who were in membership at any time during the 2023–24 school year

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

**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:

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

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**number of students enrolled in fall 2023 – number of students who returned in fall 2024**

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**number of students enrolled in fall 2023**

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 2024 in the same grade in which they were reported for the last six-week period of the prior school year (2023–24).

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**number of students enrolled in the same grade from one school year to the next**

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**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](#) available from TEA. (*Data source: PEIMS StudentSchoolAssociation Entity*)

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

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2023–24 the end of the school-start window was September 27, 2024)

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**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2023–24 school year**

(*Data source: Texas High School Equivalency Certificate Information File; PEIMS StudentEducationOrganizationAssociation Entity, StudentSchoolAssociation Entity, BasicReportingPeriodAttendance Entity, and SpecialProgramsReportingPeriodAttendanceExtension*)

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

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

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

The following rules apply to the average class sizes:

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

*(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

## Staff Information (2024–25)

**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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

**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 StaffEducationOrganizationAssignmentAssociation or StaffSectionAssociation Entities. 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 PayrollExt Entity and StaffEducationOrganizationEmploymentAssociation Entity)*

**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). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

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 Staff Classifications (Professional Support Staff). *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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 PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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 PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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*Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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 StaffEducationOrganizationEmploymentAssociation Entity)*

**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 PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

**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 StaffEducationOrganizationEmploymentAssociation Entity)*

**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 PayrollExt Entity)*

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**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 staff classifications included in each category.

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

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

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

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

**Instructional Staff Percent (district profile only):** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2024–25 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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

**Turnover Rate for Teachers (not on campus profile):** The percentage of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25. It is calculated as the total FTE count of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25, divided by the total teacher FTE count for the fall of 2023–24. Teachers include PEIMS Staff Classifications (Role IDs) 087 and 047. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: PEIMS 2023-2024 PEIMS 30040 and 30090, 2024-2025 PEIMS Staff Entity StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

**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

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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 ContractedInstructionalStaffFTEExt Entity and PayrollExt Entity)*

**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 ContractedInstructionalStaffFTEExt Entity)*

**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 2024-25 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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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## Appendix A Advanced Academic Courses

- All courses shown were for the 2024–25 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

Course Code	Abbreviated Course Title
03231900	ADV BROADCAST JOURNALISM I
03231901	ADV BROADCAST JOURNALISM II
03231902	ADV BROADCAST JOURNALISM III
03230180	ADV JOURNALISM: LIT MAG II
03230190	ADV JOURNALISM: LIT MAG III
03230170	ADV JOURNALISM: LIT MAGAZINE I
03230140	ADV JOURNALISM: NEWSPAPER I
03230150	ADV JOURNALISM: NEWSPAPER II
03230160	ADV JOURNALISM: NEWSPAPER III
03230110	ADV JOURNALISM: YEARBOOK I
03230120	ADV JOURNALISM: YEARBOOK II
03230130	ADV JOURNALISM: YEARBOOK III
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	IB LITERATURE & PERF STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231011	INDEP STUDY/JOURNALISM (2ND)
03231022	INDEP STUDY/JOURNALISM (3RD)
03241200	INDEP STUDY/SPEECH (1ST TIME)
03241210	INDEP STUDY/SPEECH (2ND TIME)
03241220	INDEP STUDY/SPEECH (3RD TIME)
03240200	ORAL INTERPRETATION I
03240300	ORAL INTERPRETATION II

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Course Code	Abbreviated Course Title
03240400	ORAL INTERPRETATION III
03230800	PHOTOJOURNALISM (PHOTJOUR)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03221100	RESEARCH/TECHNICAL WRITING

## Mathematics

Course Code	Abbreviated Course Title
03102510	ADVANCED QUANT REASONING
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100100	AP PRECALCULUS
A3100200	AP STATISTICS (APSTATS)
12701410	APPLIED MATH FOR TECH PROFNALS
03102520	DISCRETE MATH FOR PRBLM SOLVNG
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
IHE11100	MATH-INST OF HIGHER EDU ENDRSD
03101100	PRECALCULUS (PRE CALC)

## Science

Course Code	Abbreviated Course Title
A3010200	AP BIOLOGY
A3040000	AP CHEMISTRY
A3020000	AP ENVIRONMENTAL SCIENCE
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010202	IB BIOLOGY HIGHER LEVEL
I3010201	IB BIOLOGY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL

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## Social Studies

<b>Course Code</b>	<b>Abbreviated Course Title</b>
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340200	AP EUROPEAN HISTORY
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310200	AP MACROECONOMICS
A3310100	AP MICROECONOMICS
A3350100	AP PSYCHOLOGY
A3330100	AP U.S. GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3370100	AP WORLD HISTORY
03310301	ECONOMICS ADV STUDIES, 1ST TME
03310321	ECONOMICS ADV STUDIES, 2ND TME
I3303200	IB ECONOMICS HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3301100	IB HISTORY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
03380003	SOC STUD RESEARCH METH (1ST)
03380023	SOC STUD RESEARCH METH (2ND)
03380033	SOC STUD RESEARCH METH (3RD)
03380043	SOC STUD RESEARCH METH (4TH)
03380031	SOC STUDIES ADV STUDY-3RD TIME
03380041	SOC STUDIES ADV STUDY-4TH TIME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

## Foreign Language

Course Code	Abbreviated Course Title
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
A3400400	AP LANG & CULTURE - ITALIAN
A3120400	AP LANG & CULTURE - JAPANESE
A3440100	AP LANG & CULTURE - SPANISH
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3490400	AP LANGUAGE & CULTURE - CHINESE
A3430100	AP LATIN
A3440200	AP LITER & CULTURE - SPANISH
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
I3520500	IB LANG B MODERN LANG HL-HINDI
I3520400	IB LANG B MODERN LANG SL-HINDI
I3996100	IB LANG B, MODRN LANG HL OTHER
I3996000	IB LANG B, MODRN LANG SL OTHER
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3120400	IB LNG B MODRN LNG SL-JAPANESE
03110300	LANG O/T ENGLISH III - ARABIC
03420300	LANG O/T ENGLISH III - GERMAN
03980300	LANG O/T ENGLISH III - ASL
03490300	LANG O/T ENGLISH III - CHINESE
03410300	LANG O/T ENGLISH III - FRENCH
03450300	LANG O/T ENGLISH III - RUSSIAN
03440300	LANG O/T ENGLISH III - SPANISH

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03400300	LANG O/T ENGLISH III- ITALIAN
03120300	LANG O/T ENGLISH III- JAPANESE
03470300	LANG O/T ENGLISH III PORTUGUES
03110400	LANG O/T ENGLISH IV - ARABIC
03980400	LANG O/T ENGLISH IV - ASL
03490400	LANG O/T ENGLISH IV - CHINESE
03410400	LANG O/T ENGLISH IV - FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03400400	LANG O/T ENGLISH IV - ITALIAN
03120400	LANG O/T ENGLISH IV - JAPANESE
03450400	LANG O/T ENGLISH IV - RUSSIAN
03440400	LANG O/T ENGLISH IV - SPANISH
03470400	LANG O/T ENGLISH IV PORTUGUESE
03110500	LANG O/T ENGLISH V - ARABIC
03490500	LANG O/T ENGLISH V - CHINESE
03410500	LANG O/T ENGLISH V - FRENCH
03420500	LANG O/T ENGLISH V - GERMAN
03400500	LANG O/T ENGLISH V - ITALIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03440500	LANG O/T ENGLISH V - SPANISH
03470500	LANG O/T ENGLISH V PORTUGUESE
03110600	LANG O/T ENGLISH VI - ARABIC
03490600	LANG O/T ENGLISH VI - CHINESE
03410600	LANG O/T ENGLISH VI - FRENCH
03420600	LANG O/T ENGLISH VI - GERMAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03120600	LANG O/T ENGLISH VI - JAPANESE
03450600	LANG O/T ENGLISH VI - RUSSIAN
03440600	LANG O/T ENGLISH VI - SPANISH
03470600	LANG O/T ENGLISH VI PORTUGUESE
03410700	LANG O/T ENGLISH VII - FRENCH
03420700	LANG O/T ENGLISH VII - GERMAN
03440700	LANG O/T ENGLISH VII - SPANISH
03110700	LANG O/T ENGLISH VII-ARABIC
03490700	LANG O/T ENGLISH VII-CHINESE
03400700	LANG O/T ENGLISH VII-ITALIAN
03120700	LANG O/T ENGLISH VII-JAPANESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03450700	LANG O/T ENGLISH VII-RUSSIAN
03120500	LANG O/T ENGLISH V-JAPANESE
11403100	LANG OTH ENG/LVLIII/KOR
11401300	LANG OTH ENG/LVLIII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11401400	LANG OTH ENG/LVLIV/TURK
11403300	LANG OTH ENG/LVLV/KOR

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
11401500	LANG OTH ENG/LVLV/TURK
11403400	LANG OTH ENG/LVLVI/KOR
11401600	LANG OTH ENG/LVLVI/TURK
11403500	LANG OTH ENG/LVLVII/KOR
11401700	LANG OTH ENG/LVLVII/TURK
03520300	LANG OTH THN ENG LVL III HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520400	LANG OTHR THN ENG LVL IV HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03510300	LNG OTH THN EN LVL III VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03530300	LOE, LEVEL III - URDU
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03430300	LOTE CLASSIC LNG LVL III LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03993400	OTHER FOREIGN LANG LEVEL III
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03520910	SEM LOT, ADV 1ST TIME, HINDI
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
11403610	SEM LOT, ADV 1ST TIME, KOREAN
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03440910	SEM LOT, ADV 1ST TIME, SPANISH
11401910	SEM LOT, ADV 1ST TIME, TURKISH
03530910	SEM LOT, ADV 1ST TIME, URDU
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03110920	SEM LOT, ADV 2ND TIME, ARABIC

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

<b>Course Code</b>	<b>Abbreviated Course Title</b>
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03520920	SEM LOT, ADV 2ND TIME, HINDI
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03440920	SEM LOT, ADV 2ND TIME, SPANISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
03530920	SEM LOT, ADV 2ND TIME, URDU
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03520930	SEM LOT, ADV 3RD TIME, HINDI
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03530930	SEM LOT, ADV 3RD TIME, URDU
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03120930	SEM LOT, ADV 3RD TME, JAPANESE
11401930	SEM LOT, ADV 3TD TIME, TURKISH
03440330	SPANISH FOR SPAN SPEAKERS LVL3
03440440	SPANISH FOR SPAN SPEAKERS LVL4

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

## Appendix B PEIMS Staff Classifications (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
120.....	Instructional Coach

### PROFESSIONAL SUPPORT STAFF

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

# 2024–25 Texas Academic Performance Report (TAPR) Glossary

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
119.....	Family and Community Liaison
121.....	Chaplain

## 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 (2023-2024 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/>.

**2023 - 2024 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 1,016**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>									
<b>Operating Revenue</b>									
Local Property Tax from M&O (excluding recapture)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$25,115,673,157	34.92%	\$4,553
State Operating Funds	\$10,402,360	99.62%	\$10,239	\$10,785,755	93.88%	\$10,616	\$30,587,705,535	42.53%	\$5,545
Federal Funds	\$0	0.00%	\$0	\$501,468	4.36%	\$494	\$11,797,301,551	16.40%	\$2,138
Other Local	\$39,252	0.38%	\$39	\$202,052	1.76%	\$199	\$4,418,441,068	6.14%	\$801
<b>Total Operating Revenue</b>	\$10,441,612	100.00%	\$10,277	\$11,489,275	100.00%	\$11,308	\$71,919,121,311	100.00%	\$13,037
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,895,016,475	80.59%	\$1,975
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,105,366,975	8.18%	\$200
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$389,717,405	2.88%	\$71
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,129,524,892	8.35%	\$205
<b>Total Other Revenue</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$13,519,625,747	100.00%	\$2,451
<b>Subtotal: Operating and Other Revenue</b>	\$10,441,612	100.00%	\$10,277	\$11,489,275	100.00%	\$11,308	\$85,438,747,058	100.00%	\$15,487
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
<b>Total Recaptured Revenue</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	\$10,441,612	100.00%	\$10,277	\$11,489,275	100.00%	\$11,308	\$88,132,050,638	100.00%	\$15,975
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,466,427,330	53.10%	\$628
Estimated State TRS Contributions	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,062,147,998	46.90%	\$555
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$6,528,575,328	100.00%	\$1,183
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	\$10,441,612	100.00%	\$10,277	\$11,489,275	100.00%	\$11,308	\$91,967,322,386	100.00%	\$16,671
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									
Payroll Expenditures (Object 61xx)	\$9,082,656	85.71%	\$8,940	\$9,437,576	81.06%	\$9,289	\$55,579,370,977	77.80%	\$10,075

**2023 - 2024 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 1,016**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$550,578	5.20%	\$542	\$879,793	7.56%	\$866	\$7,412,529,453	10.38%	\$1,344
Supplies & Materials (Object 63xx)	\$850,443	8.03%	\$837	\$1,149,379	9.87%	\$1,131	\$6,022,343,036	8.43%	\$1,092
Other Operating Expenditures (Object 64xx)	\$113,021	1.07%	\$111	\$175,412	1.51%	\$173	\$2,426,950,644	3.40%	\$440
<b>Total Operating Expenditures by Object</b>	<b>\$10,596,698</b>	<b>100.00%</b>	<b>\$10,430</b>	<b>\$11,642,160</b>	<b>100.00%</b>	<b>\$11,459</b>	<b>\$71,441,194,110</b>	<b>100.00%</b>	<b>\$12,950</b>
<b>Non-Operating Expenditures by Object</b>									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	43.70%	\$2,261
Capital Outlay (Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	56.17%	\$2,906
<b>Total Non-Operating Expenditures by Object</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$28,546,823,519</b>	<b>100.00%</b>	<b>\$5,175</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$10,596,698</b>	<b>100.00%</b>	<b>\$10,430</b>	<b>\$11,642,160</b>	<b>100.00%</b>	<b>\$11,459</b>	<b>\$99,988,017,629</b>	<b>100.00%</b>	<b>\$18,125</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>									
Instruction (Function 11,95)	\$6,999,913	66.06%	\$6,890	\$7,482,852	64.27%	\$7,365	\$39,176,659,787	54.84%	\$7,101
Instructional Resources & Media Services (Function 12)	\$7,605	0.07%	\$7	\$7,605	0.07%	\$7	\$657,456,589	0.92%	\$119
Curriculum & Staff Development (Function 13)	\$544,919	5.14%	\$536	\$569,432	4.89%	\$560	\$1,768,032,392	2.47%	\$320
Instructional Leadership (Function 21)	\$80,113	0.76%	\$79	\$80,113	0.69%	\$79	\$1,299,882,283	1.82%	\$236
School Leadership (Function 23)	\$628,529	5.93%	\$619	\$628,529	5.40%	\$619	\$4,090,184,319	5.73%	\$741
Guidance Counseling Services (Function 31)	\$474,120	4.47%	\$467	\$548,539	4.71%	\$540	\$2,896,985,750	4.06%	\$525
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$248,791,333	0.35%	\$45
Health Services (Function 33)	\$193,084	1.82%	\$190	\$237,688	2.04%	\$234	\$730,487,490	1.02%	\$132
Transportation (Function 34)	\$217,627	2.05%	\$214	\$217,627	1.87%	\$214	\$2,180,244,579	3.05%	\$395
Food Services (Function 35)	\$8,104	0.08%	\$8	\$17,076	0.15%	\$17	\$3,765,975,564	5.27%	\$683
Extracurricular (Function 36)	\$36,621	0.35%	\$36	\$136,649	1.17%	\$134	\$2,209,273,631	3.09%	\$400
General Administration (Function 41,92)	\$852,504	8.04%	\$839	\$852,504	7.32%	\$839	\$2,353,926,229	3.29%	\$427
Facilities Maintenance & Operations (Function 51)	\$393,135	3.71%	\$387	\$430,685	3.70%	\$424	\$7,189,345,570	10.06%	\$1,303
Security & Monitoring Services (Function 52)	\$72,899	0.69%	\$72	\$338,874	2.91%	\$334	\$1,152,159,150	1.61%	\$209
Data Processing Services (Function 53)	\$87,525	0.83%	\$86	\$87,525	0.75%	\$86	\$1,330,101,476	1.86%	\$241
Community Services (Function 61)	\$0	0.00%	\$0	\$6,462	0.06%	\$6	\$367,631,791	0.51%	\$67
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,056,177	0.03%	\$4

**2023 - 2024 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 1,016**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Total Operating Expenditures by Function</b>	\$10,596,698	100.00%	\$10,430	\$11,642,160	100.00%	\$11,459	\$71,441,194,110	100.00%	\$12,950
<b>Non-Operating Expenditures by Function</b>									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	56.17%	\$2,906
<b>Total Non-Operating Expenditures by Function</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$28,546,823,519	100.00%	\$5,175
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$10,596,698	100.00%	\$10,430	\$11,642,160	100.00%	\$11,459	\$99,988,017,629	100.00%	\$18,125
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>									
Basic Educational Services (PIC 11)	\$6,812,427	64.29%	\$6,705	\$7,052,524	60.58%	\$6,941	\$28,879,935,685	40.42%	\$5,235
Gifted and Talented (PIC 21)	\$29,046	0.27%	\$29	\$29,046	0.25%	\$29	\$387,893,289	0.54%	\$70
Career and Technical (PIC 22)	\$368,020	3.47%	\$362	\$368,020	3.16%	\$362	\$2,465,499,880	3.45%	\$447
Students with Disabilities (PICs 23,33,43)	\$1,142,576	10.78%	\$1,125	\$1,345,197	11.55%	\$1,324	\$9,477,470,234	13.27%	\$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	\$252,499	2.38%	\$249	\$372,348	3.20%	\$366	\$6,534,482,938	9.15%	\$1,184
Bilingual (PICs 25,35)	\$24,014	0.23%	\$24	\$26,489	0.23%	\$26	\$830,420,586	1.16%	\$151
Early Education Allotment (PIC 36)	\$60,242	0.57%	\$59	\$79,739	0.68%	\$78	\$1,353,176,371	1.89%	\$245
Dyslexia or Related Disorder Services (PIC 37)	\$130,263	1.23%	\$128	\$130,263	1.12%	\$128	\$417,573,465	0.58%	\$76
College, Career, and Military Readiness (CCMR) (PIC 38)	\$109,794	1.04%	\$108	\$109,794	0.94%	\$108	\$394,493,831	0.55%	\$72
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,419,449,950	1.99%	\$257
Un-Allocated (PIC 99)	\$1,667,817	15.74%	\$1,642	\$2,128,740	18.28%	\$2,095	\$19,280,797,881	26.99%	\$3,495
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$10,596,698	100.00%	\$10,430	\$11,642,160	100.00%	\$11,459	\$71,441,194,110	100.00%	\$12,950
<b>Non-Operating Expenditures by PIC</b>									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	56.17%	\$2,906
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$28,546,823,519	100.00%	\$5,175

**2023 - 2024 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 1,016**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$10,596,698	100.00%	\$10,430	\$11,642,160	100.00%	\$11,459	\$99,988,017,629	100.00%	\$18,125
<b>Disbursements</b>									
<b>Total Disbursements</b>									
Operating Expenditures	\$10,596,698	100.00%	\$10,430	\$11,642,160	100.00%	\$11,459	\$71,441,194,110	68.44%	\$12,950
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	2.58%	\$488
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$915,610,042	0.88%	\$166
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$782,603,994	0.75%	\$142
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.04%	\$7
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	11.95%	\$2,261
Capital Projects (Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	15.36%	\$2,906
<b>Total Disbursements</b>	\$10,596,698	100.00%	\$10,430	\$11,642,160	100.00%	\$11,459	\$104,379,535,245	100.00%	\$18,921
<b>Net Assets**</b>									
<b>Net Assets</b>									
Unrestricted Net Assets	\$0		\$0	\$1,501,439		\$1,478	\$870,413,514		\$2,059
Temporary Restricted Net Assets	\$0		\$0	\$161,018		\$158	\$1,687,729,471		\$3,991
<b>Total Net Asset Balance**</b>	\$0		\$0	\$1,954,843		\$1,924	\$2,560,848,069		\$6,056
<b>Net Assets Reconciliation</b>									
2022-2023 Total Net Assets (Previous Year)	\$0		\$0	\$2,027,855		\$2,326	\$2,338,075,466		\$5,791
2023-2024 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$-152,903		\$-150	\$271,086,796		\$641
2023-2024 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$-21,007,164		\$-50
2023-2024 Uncommon Items	\$0		\$0	\$79,891		\$79	\$-27,307,029		\$-65
<b>2023-2024 Total Net Assets</b>	\$0		\$0	\$1,954,843		\$1,924	\$2,560,848,069		\$6,056

## **Section 3**

### **Accreditation Status**

Each district's Annual Report must include the 2024-2025 accreditation status according to TEC §39.051.

District accreditation statuses for the 2023-24 and 2024-25 school years have been included, due to the issuance of the A–F ratings being delayed. The 2023-24 was released on September 18, 2025, and the 2024-25 was released on February 12, 2026.

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



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## 2023-2024 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 2023-2024 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](#) | [2023 FIRST Rating](#) | [2023 Accountability Rating](#) | [2023-2024 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show  entries

Search:

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
212804	UT TYLER UNIVERSITY ACADEMY	7	Pass	A	ACCREDITED		



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## 2024-2025 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 2024-2025 are listed below:

Show/Hide columns:

[CDN](#) | [District Name](#) | [ESC](#) | [District Type](#) | [2019 FIRST Rating](#) | [2019 Accountability Rating](#) | [2020 FIRST Rating](#) | [2020 Accountability Rating](#) | [2021 FIRST Rating](#) | [2021 Accountability Rating](#) | [2022 FIRST Rating](#) | [2022 Accountability Rating](#) | [2023 FIRST Rating](#) | [2023 Accountability Rating](#) | [2024 FIRST Rating](#) | [2024 Accountability Rating](#) | [2024-2025 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

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Search:

CDN	DISTRICT NAME	ESC	2024 FIRST Rating	2024 Accountability Rating	2024-2025 Accreditation Status	Reason For Status	Notes
212804	UT TYLER UNIVERSITY ACADEMY	7	Pass	A	ACCREDITED		

## **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™**

2024-2025 UTTUA

District Comprehensive Needs Assessment & District  
Continuous Improvement Plan

### **STATEMENT OF PURPOSE**

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

### **VISION STATEMENT**

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

### **INSTITUTIONAL MISSION**

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

### **INSTITUTIONAL GOALS**

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

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

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

- **Data Gathering:** The district collects data from a variety of sources, located in the Comprehensive Needs Assessment Data document, to identify strengths and weaknesses.
- **Meetings:** Members are selected to serve on the District Improvement Plan through volunteers, recommendations, and identification of people representing various stakeholder groups. (See Continuous Improvement Plan Committee section for a listing of members). Meetings were held on March 7, 2024, March 21, 2024, March 28, 2024, and June 25, 2024. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for October 22, 2024, March 25, 2025, and June 10, 2025.
- **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: An electronic copy will be included in the enrollment documents this school year. A hard copy of the campus School-Parent compact are also available at the office of each campus upon request. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact the campus office for assistance.

### **STATE COMPENSATORY EDUCATION**

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

A student under 21 years of age and who:

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

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

#### State Compensatory Education

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

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

Total amount of SCE funds allocated for allowable supplemental resources and staff: \$437,129.00

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): \$252,575.00

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 Testing/Academic Coordinator, 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			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Students At-Risk	29%	32%	26%	23%	39%	56%	46%	47%	43%	48%	43%	43%	37%	68%	37%	34%
Students Not At-Risk	66%	81%	72%	66%	81%	91%	84%	85%	82%	84%	76%	77%	81%	87	78	83%

	Drop Out Data			Completion Data		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
Students At-Risk	0%	0%	0%	100% (13)	100% (10)	100% (4)
Students Not At-Risk	0%	0%	0%	100% (42)	100% (36)	100% (44)

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 I 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.

<b>Title I</b> <b>\$122,300</b> <b>*Strategies reflected in Palestine CIP</b>	<b>Title II</b> <b>\$27,189</b>	<b>Title III</b> <b>\$3,511</b>	<b>Title IV</b> <b>\$10,000</b>	<b>IDEA B</b> <b>\$158,202</b>
Payroll <ul style="list-style-type: none"> <li>\$83,927- Two School Aides and Mental Health Counselor position</li> </ul> Supplies and Materials <ul style="list-style-type: none"> <li>\$38,373- School Supplies for Students and after school program</li> </ul>	Payroll <ul style="list-style-type: none"> <li>\$27,189-Stipends for providing Professional Development</li> </ul>	Shared Services Agreement <ul style="list-style-type: none"> <li>\$3,511 to Region VII</li> </ul>	Payroll <ul style="list-style-type: none"> <li>Instructional Technology Coach</li> </ul>	Payroll <ul style="list-style-type: none"> <li>\$158,202- 2 Diagnostician Positions, and two Speech positions</li> </ul>

<b>Special Education Allotment</b> <b>\$652,156</b>	<b>Dyslexia Allotment</b> <b>\$82,544</b>	<b>State Compensatory Allotment</b> <b>\$329,737</b>	<b>Bilingual Educational Allotment</b> <b>\$12,909</b>
Salaries <ul style="list-style-type: none"> <li>\$233,801 Special Education Support Staff</li> </ul> Contracted Services <ul style="list-style-type: none"> <li>\$167,020 Contracted Personnel and Programs</li> </ul> Supplies <ul style="list-style-type: none"> <li>\$251,355 Supplies for Special Education Students</li> </ul>	Salaries <ul style="list-style-type: none"> <li>\$57,904 Personnel who Serve Dyslexia Students</li> </ul>	Salaries <ul style="list-style-type: none"> <li>\$252,575 Instructional Coaches &amp; Licensed Counselors</li> </ul> Contracted Services <ul style="list-style-type: none"> <li>\$10,157 Leader in Me- if available funds</li> </ul>	Salaries <ul style="list-style-type: none"> <li>\$9,133.50</li> </ul> Contracted Services <ul style="list-style-type: none"> <li>\$3,775.50 ESL program</li> </ul>

<b>Career &amp; Technology Allotment \$314,109</b>	<b>Early Education Allotment \$100,973</b>	<b>Gifted &amp; Talented Allotment \$24,054</b>	<b>CCMR Outcomes Bonus \$95,000</b>	<b>School Safety Allotment \$56,048</b>
Supplies <ul style="list-style-type: none"> <li>• \$121,900 PLTW Supplies and Professional Development</li> </ul> Salaries <ul style="list-style-type: none"> <li>• \$192,209 CTE Teachers, Academic Counselor, and Academic Coordinator</li> </ul>	Supplies <ul style="list-style-type: none"> <li>• \$100,973 K-2 Classroom Supplies</li> </ul>	Contracted Services <ul style="list-style-type: none"> <li>• \$9,504 Contracted Services</li> </ul> Supplies for GT Activities <ul style="list-style-type: none"> <li>• \$4,892</li> </ul> Other <ul style="list-style-type: none"> <li>• \$448 Travel</li> </ul> Salaries <ul style="list-style-type: none"> <li>• \$10,132 stipends</li> </ul>	Contracted Services <ul style="list-style-type: none"> <li>• \$95,000 Contracted Service</li> </ul>	Salaries <ul style="list-style-type: none"> <li>• \$10,586 Campus Officer</li> </ul> Supplies <ul style="list-style-type: none"> <li>• \$45,462</li> </ul>

UT Tyler University Academy prioritizes Title II, Part A and Title IV funds for use at campuses serving the highest percentages of low-income students 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	Dr. Yarina Oliveras
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

**Continuous Improvement Plan Committee**

Dr. Jo Ann Simmons, Superintendent	Dr. Aimee Dennis, Executive Director of Operations
Dr. Jaelyn Pedersen, Executive Director of Curriculum	Nikki Hart, District Testing & Academic Coordinator
Linda Butler, PEIMS & SIS Coordinator	Sammi Broussard, Special Education Coordinator
Cori Mackey, District Nurse	Sarah Evans, Director of Technology
Keren Acuna, Senior Mental Health Counselor	Kathy Parker, Student Success Coordinator
Amanda Kaiser, Administrative Coordinator	Christian Chesnut, Finance Manager
Jeff Kennemer, Community Partner	Michael Odell, University Professor/ Community Member
Samantha Rector, District Math Specialist	Edward Broussard, City Manager for Tyler
Laura Hilbig, Technology Instructional Coach	Jennifer Rasberry, District Reading Language Arts Specialist
Kris Fischer, District PBL and Science Specialist	Rachel Hawkins, Longview Director
Patricia Davis, Longview Assistant Director	Shelly Parsons, Palestine Interim Director
, Tyler Director	Tracey Breeden, Longview Teacher
Lisa Bronsema, Longview Parent	Jennifer Stenhouse, Longview Paraprofessional
Baylee Mauer, Longview Student	Jenny Calk, Palestine Teacher
Sandra Hester, Palestine Teacher	Lety Navarro, Palestine Paraprofessional
Yosh Patel, Palestine Student	Angela Lynch, Palestine Parent
Donna Phillips, Tyler Teacher	Shyanne Byrd, Tyler Paraprofessional
Melissa Hilbig, Tyler Student	Allyson Aragon, Tyler Parent

# UT Tyler University Academy

## District Goals

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

- 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 from 2021-22 to 2022-23 school year was 2%, but the enrollment from the 2022-23 to 2023-24 school year had a 16% increase. Looking at enrollment per grade level from 22-23 to 23-24, we have had a decrease in enrollment for 6th-8th grade and 10th- 11th grade, but all the other grade levels have increased. The majority of our students are White, followed by Hispanic, then African American.

Looking at the sub-pops, emergent bilinguals have doubled from the previous year. Our ECD has maintained the same percentage at the district level. We have 13% military connected and 8% Dyslexic. Our students are fairly split between male and female. The majority of our special populations are White, followed by Hispanic and lastly African American. Our At-Risk follows the same trend of White, followed by Hispanic and African American. These align with the district demographics. We have a low percentage of migrant students in the district. Our staff demographics are at 86% being female and 14% being male. 89% of our teachers are White, 9% Hispanic, and 6% African American, 1% Native American, 0.7% Asian, and 2% Multi-race.

We have 32% of our staff with Bachelors, 41% with a Masters, and 4% with a Doctorate degree. The average years of experience for the staff is about 7%. The ECD percentage has increased from the previous year, except for Tyler campus which had a 0.25% decrease. 95% of our students speak English, 3% speak Spanish, and 1% speak Vietnamese.

The current maximum teacher to student ratio is 1:20 for Kinder-2nd, 3rd-5th is 1:22, and 6th-12th is 1:25. For the upcoming school year, the teacher to student ratio will be 1:20 for Kinder-2nd, 3-5th will be 1:24, and 6th-12th will be 1:26. Campus enrollment is currently at:

#### Longview:

Kinder- 39	1st- 37	2nd- 38	3rd- 44	4th- 42	5th- 22	6th- 25
7th- 25	8th- 25	9th- 20	10th- 19	11th- 20	12th- 24	

#### Tyler:

Kinder- 34	1st- 25	2nd- 34	3rd- 41	4th- 43	5th- 42	6th- 23
7th- 23	8th- 25	9th- 25	10th- 24	11th- 21	12th- 19	

#### Palestine:

Kinder- 20	1st- 20	2nd- 20	3rd- 17	4th- 21	5th- 22	6th- 20
7th- 20	8th- 23	9th- 17	10th- 10	11th- 9	12th- 12	

**Demographics Strengths**

1. Majority of our staff members hold higher degrees.
2. Enrollment increased 16%, which means an increase in revenue for the district.
3. Special population demographics mirror our district demographics.

**Problem Statements Identifying Demographic Needs:**

1. Grade levels across the district are not filled to enrollment capacity, specifically our high school sections.
2. Student demographics do not match our district staff demographics.
3. We have inconsistent translation services across the district.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

1. All data presented below is a comparison from 2023 STAAR to 2024 STAAR. By addressing our root causes through targeted interventions, professional development, curriculum alignment reviews, and improvements in testing logistics can help improve STAAR results in the future. We will focus our efforts on ensuring that teachers (the most influential part of this process) have the knowledge and skill set necessary for students to be successful at the end of the 24-25 school year.

- Research based instructional practices
- High Quality Instructional Materials
- Math Model and Literacy model followed for fidelity
- New TEKS Resource platform for standards deconstruction and specificity
- Instruction and assessment are aligned
- Local assessment data is used to drive future instruction and coaching decisions based on short cycles.

### **Student Academic Achievement Strengths**

1. Secondary English made significant growth due to a better understanding of extended constructed response expectations and new item types. Collectively this subject area grew a total of 12 Domain 1 percentage points.
2. As a district, gains were made in the following non Math/Reading assessments: 5th Sci, 8th Sci, 8th SS

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

1. As a curriculum team, we need to focus on providing our educators with intentional standards-based training and instructional support throughout the school year.

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

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

The district maintains favorable teacher-student ratios across different grade levels, with 20 students per teacher in K-2, 22 in grades 3-5, and 25 in grades 6-12. The general data reflects high teacher effectiveness, evidenced by a top 2% statewide ranking based on the RDA Determination Level of 1. Enrichment activities, such as an award-winning student council and state-level debate competitions, further highlight the district's commitment to excellence beyond the classroom. Observation and evaluation data enhance teacher performance and student academic growth. Administrators conduct regular walkthroughs and formal observations, engaging in pre and post-conferences with teachers to provide reflective and actionable feedback. This process informs the setting of teacher goals for the upcoming year, aligning with both individual interests and evaluation data. While specific data regarding attendance and retention rates is not provided, the district ensures that highly effective staff are assigned to work with the highest-need student subpopulations. The assignment process is overseen by directors, who allocate resources strategically to address areas of greatest need. New staff members receive support to ensure their positive impact on student achievement. This includes participation in a teacher mentorship program and receiving curriculum coaching, providing them with the necessary tools and guidance to excel in their roles. The district provides adequate planning time within the scheduled work day and prioritizes work/life balance for our teachers. The district has established various systems and processes. These include leadership retreats, annual planning sessions, the CNA/DIP process, special education self-assessment, and weekly director meetings. These initiatives aim to build capacity among staff members and provide ongoing support for professional growth. Determining professional development needs is informed by audits, surveys, and improvement plans. Staff members have attended diverse professional development sessions, ranging from leadership training to specialized topics like safety and project-based learning. Monitoring the implementation of professional development is conducted through curriculum coaching, lesson plan reviews, and classroom observations, multiple data points are used. Professional development efforts also target subpopulations, such as students with autism or those in special education. Training sessions are conducted, and their impact is monitored, with processes like MTSS and referral procedures. District-level departments play crucial roles in supporting academic performance. The SPED department offers guidance and strategies for supporting students with additional needs, while the curriculum department designs assessments and coaches teachers on best practices, ensuring alignment with educational standards.

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

- Data desegregation
- Training opportunities for all staff
- Highly qualified staff

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

- There exists a pressing need for additional training tailored to equip teachers with necessary skills and strategies to effectively support diverse subpopulations within their classrooms.

## **Technology**

### **Technology Summary**

Technology continues to be an important and necessary tool for University Academy. Overall, network troubles from previous years have improved, and the IT Director and IT staff continue to monitor and work to improve access and reliability. Teachers are using technology in multiple ways in the classroom on a daily basis, and a high priority is being placed on providing equipment that meets or exceeds the minimum requirements of our platforms.

### **Technology Strengths**

1. Proficiency level for technology usage is high for students and teachers.
2. Consistent implementations of online instructional programs within classrooms, allowing success with blended learning programs.
3. Additional IT staff has allowed for improvement on response time for IT tickets.

### **Problem Statements Identifying Technology Needs:**

1. District does not provide effective training in cyber security for staff and students.

## **Parent, Family, and Community 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. All campuses gather input and feedback from all stakeholders to drive decisions about parent, family, and community engagement.
2. The district offers a multitude of opportunities to involve families.

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

1. The clarity and consistency of Emergent Bilingual and Gifted/Talented services throughout the district are lacking.
2. Parents are unaware of how or unwilling to participate in opportunities offered at the campuses.

## **School Context and Organization**

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

The school context and organization are structured to support various aspects of student learning and well-being. This includes formal communication channels, decision-making processes involving stakeholders, duty rosters, leadership structures both formal and informal, and support services like extracurricular activities and counseling. Adequate time for core content areas is ensured through scheduled enrichment sessions and success hours for student support. Teachers play a significant role in decision-making processes, providing input through interest surveys and participating in professional development opportunities. They also contribute to assessment decisions, utilizing unit assessments, CDAs, and benchmark assessments provided by the curriculum department. The district facilitates stakeholder involvement through mechanisms like parent surveys and campus-level leadership teams. District-level departments contribute to improving student academic performance by monitoring student progress measures, holding MTSS meetings, and providing recommendations for tiered instruction. The district has established a vision and mission statement, which are widely known and understood. The entire school staff is involved in decision-making through campus-level leadership teams, ensuring that feedback and suggestions are heard and considered. Safety measures are in place to maintain a safe and orderly environment, including the presence of School Resource Officers, regular drills, and surveillance systems. Disciplinary policies are enforced through the Student Code of Conduct, and input from both parents and staff is solicited through surveys.

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

1. Staff input
2. Leadership

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

1. The district has deficiencies within the instructional time allocation and extracurricular offerings that foster an enriching learning environment.

## School Culture and Climate

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

The data from the student surveys (22-23 District EOY and Leader in Me MRA) continues to show 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, students 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.

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

1. Students and staff feel supported and encouraged.
2. Students are overall happy with courses.
3. Students believe that they are cared about and understood by the people in their school.
4. Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

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

1. The mental health department has inconsistent access across the district.
2. There are inconsistencies in academic counseling/advising that exist throughout the district.
3. The need for further enhancements in safety measures persists.
4. The current lack of inclusive opportunities, effective communication, and adequate support for home-based learning underscores the pressing need to enhance these aspects, thereby fostering an environment conducive to equitable and accessible education for all.
5. Students are provided limited access to extracurricular activities.

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

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

Curriculum, assessment, and instruction are focused on using research-based resources, notably High Quality Instructional Materials (HQIM), to improve student learning outcomes. These materials include both math and literacy models, which are followed with fidelity throughout instruction. Scope and sequencing are used and followed, giving for greater flexibility in resource allocation, especially for Project-Based Learning (PBL) programs.

Furthermore, instructional practices and assessment procedures are meticulously aligned to offer a coherent educational approach. Data is critical in guiding future instructional strategies and coaching decisions, with a focus on its collection, analysis, and implementation. Usage data are frequently reviewed to assess the fidelity and validity of program implementation, allowing educators to make more informed judgments about resource allocation and instructional adjustments. This comprehensive strategy demonstrates the district's commitment to continual improvement and student success.

- Research based resources HQIM
- High Quality Instructional Materials
- Math Model and Literacy model followed to fidelity
- Scope and sequences used and followed with flexibility of resources used for PBLs
- Instruction and assessment are aligned
- Data is used to drive future instruction and coaching decisions
- Usage reports are used to determine the fidelity and validity of program usage

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

- RLA has grown significantly in the ability to apply writing to the STAAR Redesign due to the increased intentionality around writing curriculum and training.
- RLA has grown in using the Science of Teaching Reading.
- NWEA MAPS student growth percentages in K-2nd ELAR have shown significant growth.
- UA Math Model has been followed with fidelity in most math classrooms.
- Better alignment with Scope and Sequence for Science.

### **Problem Statements Identifying Curriculum, Instruction and Assessment Needs:**

1. Online curriculum programs are not implemented with fidelity across the district.

### Priority Problem Statements

1. Grade levels across the district are not filled to enrollment capacity, specifically our high school sections.
2. Online curriculum programs are not implemented with fidelity across the district.
3. Students are provided limited access to extracurricular activities.
4. All students did not meet academic standards as assessed on STAAR.

### Comprehensive Needs Assessment Data Documentation

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

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li>● PEIMS Data 2022- 2023</li> <li>● Human Resource Reports 2023-2024</li> </ul>	<p><b>School Context and Organization</b></p> <ul style="list-style-type: none"> <li>● Discipline Referrals 2023-2024</li> <li>● Master Schedule 2023-2024</li> <li>● Assessments 2022-2023</li> <li>● PLC Meeting Minutes 2023-2024</li> <li>● Curriculum and Technology Resources 2023-2024</li> <li>● Surveys 2023-2024</li> </ul>
<p><b>Student Academic Achievement</b></p> <ul style="list-style-type: none"> <li>● TAPR Report 2022-2023</li> <li>● NWEA Maps Data 2023-2024</li> <li>● Lexia and IXL data 2023-2024</li> <li>● Benchmarks 2023-2024</li> <li>● PEIMS Report 2023-2024</li> <li>● Tutorial Logs</li> <li>● RTI Process</li> <li>● Parent Meeting Logs</li> </ul>	<p><b>School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>● Teacher Feedback Meetings</li> <li>● Campus Survey 2023-2024</li> <li>● PTO Meetings</li> <li>● Parent/ Student Compact and Family Engagement</li> <li>● Parent Conferences</li> <li>● Focus Groups</li> </ul>
<p><b>Staff Quality, Recruitment and Retention</b></p> <ul style="list-style-type: none"> <li>● RDA report 2022-2023</li> <li>● District Policies</li> </ul>	<p><b>Curriculum, Instruction &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>● STAAR Data 2023-2024</li> <li>● CDAs 2023-2024</li> </ul>

<ul style="list-style-type: none"> <li>● Information from Special Education Self-Assessment responses</li> <li>● Sign-in sheets from training</li> <li>● Procedures for curriculum and evaluations</li> </ul>	<ul style="list-style-type: none"> <li>● Math Unit Assessments 2023-2024</li> <li>● 2023-2024 Curriculum Resources</li> <li>● PLC Meeting Notes</li> <li>● BOY/MOY/EOY MAPS Reading and Math</li> <li>● mClass</li> <li>● Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment</li> <li>● Benchmarks 2023-2024</li> <li>● Pre and Post STEMScopes- Teacher Incentive Allotment</li> <li>● Semester Exams 2023-2024</li> </ul>
<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Wi-Fi Network Filters</li> <li>● Monitor Filters</li> <li>● Technology Usage Reports</li> <li>● Professional Development Agenda Minutes</li> </ul>	<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Campus Event Agendas</li> <li>● Translation Policy</li> <li>● Feedback Meetings</li> <li>● Surveys 2023-2024</li> <li>● Parent/Family Compact</li> </ul>

**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.									
<u>Performance Objective A:</u> Embedded Staff Development will support 100% of students in each subgroup reaching approaching, as measured on STAAR Test.									
<u>Performance Objective B:</u> Embedded Staff Development will support 60% of students in each subgroup reaching Met, as measured on STAAR Test.									
<u>Performance Objective C:</u> Embedded Staff Development will support 30% of students in each subgroup reaching Masters, as measured on STAAR Test.									
<u>Performance Objective D:</u> 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	IP
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	August-July	Advanced Placement Curriculum, TSI Data, STAAR data	Enrollment	Success Rates	IP	IP	MP

		Programs and Leadership, Academic Counselor							
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 Teacher training  Title II	Observational data	Summative Teacher evaluations  PLTW Launch recognition	<b>IP</b>	<b>IP</b>	<b>MP</b>
Interventions and tutoring for at-risk due to STAAR on ½ day Fridays	At-risk students	Teachers	Fall 2024	Curriculum Resources/ State Funds	MTSS Spreadsheet s/ ½ Day Friday attendance logs	Percent of students at-risk due to STAAR	<b>IP</b>	<b>IP</b>	<b>MP</b>
Interventions and tutoring for at-risk due to ERI on ½ day Fridays	At-risk students	Teachers	Fall 2024	Curriculum Resources/ State Funds	MTSS Spreadsheet s/ ½ Day Friday attendance logs	Percent of students at-risk due to ERI	<b>IP</b>	<b>IP</b>	<b>MP</b>
Tier 2 and 3 interventions for students who are at-risk due to STAAR	At-risk students	Teachers	Fall 2024	Curriculum Resources/ State Funds	Percent of students in Tier 2 and 3	Percent of students at-risk due to STAAR	<b>IP</b>	<b>IP</b>	<b>MP</b>

					interventions				
Tier 2 and 3 interventions for students who are at-risk due to ERI	At-risk students	Teachers	Fall 2024	Curriculum Resources/ State Funds,	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to ERI	<b>IP</b>	<b>IP</b>	<b>IP</b>
Content-specific training	Teachers and students	Curriculum Director and District Content Specialists	3 times (August PD/Fall planning day/Spring planning day)	Research based and content specific specialist training	Growth in local assessment data	Increased STAAR performance	<b>IP</b>	<b>IP</b>	<b>MP</b>
Providing students the opportunity to practice STAAR-like questions.	Students	Curriculum team and teachers	All year	Investment in STAAR-like material (Lowman, K-12 Summit, Sirius, and Curriculum Associates)	Growth in local assessment data	Increased STAAR performance	<b>IP</b>	<b>IP</b>	<b>MP</b>
Provide intentional and aligned professional development and accountability.	All students	Curriculum and IT Coordinator	All year	Curriculum	Technology reports and PD surveys	Increased STAAR performance	<b>IP</b>	<b>IP</b>	<b>MP</b>

**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
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
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	<b>IP</b>	<b>IP</b>	MP
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July	School Safety Allotment; State Funds	Campuses are equipped with cameras.	Continuous observation of safety risks.	<b>IP</b>	<b>IP</b>	MP
Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	<b>IP</b>	<b>IP</b>	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.	<b>IP</b>	<b>IP</b>	MP
Build in time for extracurricular activities in the Master Schedule for high school.	HS students	Director	August 2024	Space, Staffing	Evidence on Master Schedule	Evidence on Master Schedule	<b>IP</b>	<b>IP</b>	MP
Provide sponsors with extra support, time, and funding to facilitate the extracurricular activities.	HS teachers	District/ Directors	24-25 school year	Space, Staff, Campus budget or District budget depending on activity	Stipends provided, schedule as evidence of extra time	Stipends provided, schedule as evidence of extra time	<b>IP</b>	<b>IP</b>	MP
Collaborate across campuses to strengthen extracurricular program.	HS students and HS teachers	Directors/ Teachers	During conferences or afterschool planning time	Time, space	Meeting agendas	Meeting agendas	<b>IP</b>	<b>IP</b>	MP

			during the school year						
Giving teachers support in explicit STAAR testing environments through local assessments.	Teachers and students	Curriculum team and Campus Directors	All year	None	N/A	Increased STAAR performance and quality testing environments	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	<b>IP</b>	<b>IP</b>	<b>MP</b>
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	<b>IP</b>	<b>IP</b>	<b>MP</b>
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	<b>IP</b>	<b>IP</b>	<b>MP</b>
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	<b>IP</b>	<b>IP</b>	<b>MP</b>
Assist parents completing FAFSA for senior students.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	<b>IP</b>	<b>IP</b>	<b>MP</b>
Advisory-Career Academics/College Activities	6 <sup>th</sup> -12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations	<b>IP</b>	<b>IP</b>	<b>MP</b>
Post-Secondary Tours	9 <sup>th</sup> grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	<b>IP</b>	<b>IP</b>	<b>IP</b>
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	11 <sup>th</sup> and 12 <sup>th</sup> grade	Career Counselor	November	CTE and State Funds	Registration	Participant evaluations	<b>IP</b>	<b>MP</b>	<b>MP</b>
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	<b>IP</b>	<b>IP</b>	<b>MP</b>

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	<b>IP</b>	<b>IP</b>	<b>IP</b>
Ongoing communication between the school and home. In addition, the district will identify ½ days on Friday devoted to parent communication through conferences and parent engagement opportunities.	All	Superintendent, Directors, IT Department	August-July	State Funds	Schedule of calls/recordings, sign-in sheets, and copy of emails	System report analyzing connections made	<b>IP</b>	<b>IP</b>	<b>MP</b>
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	<b>IP</b>	<b>IP</b>	<b>MP</b>
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.	<b>IP</b>	<b>IP</b>	<b>MP</b>
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.	<b>IP</b>	<b>IP</b>	<b>IP</b>
New families and students attend New Student Orientation.	New families and students to our schools	Directors	Late July/August	Campus Funds	Provide a schedule for the day.	Provide a schedule for the day.	<b>MP</b>	<b>MP</b>	<b>MP</b>

Connect with new families each month in the fall semester to provide support.	New families and students to our schools	Directors	Monthly in the 1st semester	Parent Square	Provide evidence of communication	Provide evidence of communication	MP	MP	MP
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**District Goal #4:** At UT Tyler University Academy, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

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

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

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

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"> <li>Health insurance provided</li> <li>Free college tuition for one degree for eligible employees and dependents</li> <li>Competitive salary</li> <li>Loyalty Bonus</li> <li>Promotion Plan</li> </ul>	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	PR1500 Equity Data Survey	IP	IP	MP
Expand the Teacher Incentive Allotment (TIA) to include non-core subjects	Teachers	Executive Director of Curriculum	25-26	DMAC Fitness Gram	BOY given Fall 2024	EOY given Spring 2025		IP	MP
Provide teachers with the opportunity to earn a Master's Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books and fees.	Teachers	The University of Texas at Tyler	August-July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master's program or Doctorate program	Teachers who have Master's and/or Doctorate Degree	IP	IP	MP
Provide teachers support through a personalized coaching model to	Teachers	Director of CIA, Distinguished	August-July	State Funds, SCE	Sign-in sheets/Attendee list	Implementation of instructional	IP	IP	MP

support the school instructional model: <ul style="list-style-type: none"> <li>• PBL/PrBL</li> <li>• Blended Learning</li> <li>• State Standards</li> </ul>		Teachers, Curriculum Instruction Coaches				model; MIZ Grant with personalized learning			
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	<b>IP</b>	<b>IP</b>	<b>MP</b>
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	<b>IP</b>	<b>IP</b>	<b>MP</b>
Provide paraprofessionals with required training to ensure they are highly qualified.	Paraprofessionals	Palestine Director	August-July	State Funds	Training certificate	Certificates of completion	<b>MP</b>	<b>MP</b>	<b>MP</b>
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2024	District created resources, State Funds, Title II	Agenda/Survey	EOY Teacher Survey	<b>MP</b>	<b>MP</b>	<b>MP</b>
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.	<b>IP</b>	<b>IP</b>	<b>IP</b>
PD for interventions and tutorials	Teachers	Curriculum Department	Fall 2024	Curriculum Resources /State Funds	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR and ERI	<b>IP</b>	<b>IP</b>	<b>MP</b>

On-going instructional coaching	Teachers	Curriculum Director, District content specialists, Campus Instructional Coaches	All year	None	N/A	Instructional Coaching feedback	<b>IP</b>	<b>IP</b>	<b>MP</b>
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**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.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Fall Eval</b>	<b>Spring Eval</b>	<b>EOY Eval</b>
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	<b>IP</b>	<b>IP</b>	<b>IP</b>
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	<b>IP</b>	<b>IP</b>	<b>IP</b>

### **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

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UT Tyler University Academy

### **2024-2025 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:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG), or Out of School (OS)	<ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"><li>• 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.</li></ul>
Grades K-3	<ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"><li>• Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u></li><li>• For students in grades K-2, who have been retained, or are over age for their current grade level.</li></ul>

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.

<b>School District: UT Tyler University Academy</b>
<b>Region: 7</b>

**Priority for Service (PFS) Action Plan**

<b>Filled Out By: Nikki Hart</b>
<b>Date: May 20, 2024</b>

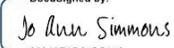
**School Year: 2024-2025**

*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).*

<p><b>Goal(s):</b></p> <p>100% of eligible migratory, Priority for Service Students will be entered into 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.</p>	<p><b>Objective(s):</b></p> <p>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.</p>
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**UT Tyler University Academy**

Additional Activities			
<ul style="list-style-type: none"> <li>Provide services to PFS migrant students.</li> </ul>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
<ul style="list-style-type: none"> <li>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.</li> </ul>	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	ongoing	MEP staff	PFS student review forms
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

DocuSigned by:  
  
063491-AB01465-210  
**LEA Signature**                      **5/20/2024**  
**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 (8), Bengali (1), Cebuano (1), English (1113), French (1), Gujarati (2), Hainanese (3), IBO/IGBO (1), Japanese (1), Mandarin (1), Pashto (1), Pilipino (1), Spanish (57), Swedish (1), Tamil (1), Urdu (4), and Vietnamese (14).

### **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 2024-2025 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: March 7, 2024, March 21, 2024, March 28, 2024, June 25, 2024, October 22, 2024, March 25, 2025, and June 10, 2025. 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 2025. The committee will utilize CNA results to create the 2025-2026 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 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 I campus within the district. The Title I 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 5 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 2024-2025 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 opportunities to work with other identified G/T peers. All G/T identified students receive instruction through an inclusion program throughout the school year and are encouraged to participate in grade-specific and campus-specific clubs, such as Robotics, Model UN, Create K-2 after school. These clubs will have opportunities to attend Student Seminars and Competitions at Region 7 ESC in Kilgore. Students are also 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 2024-2025 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: March 7, 2024, March 21, 2024, March 28, 2024, June 25, 2024, October 22, 2024, March 25, 2025, and June 10, 2025. 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 2025. The committee will utilize CNA results to create the 2025-2026 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 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.

<b>Campus Name</b>	<b>Campus Number</b>	<b>Low-Income %</b>	<b>School Improvement Status</b>	<b>Amount of Title II, Part A Funds Allocated</b>	<b>Notes</b>
UT Tyler University Academy at Longview	212804102	20.91%	No	\$9,073	
UT Tyler University Academy at Palestine	212804103	46.99%	No	\$9,325	
UT Tyler University Academy at Tyler	212804001	27.91%	No	\$6,805	

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 2024-2025 school year, the required stakeholders met on the following dates: March 7, 2024 and March 21, 2024. 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

<b>Title IV Program Goals</b>			
<b>SMART Goal</b>	<b>BOY Formative Assessment</b>	<b>MOY Formative Assessment</b>	<b>EOY Summative Assessment</b>
Increase the following by 20% as assessed by usage reports at BOY, MOY, and EOY: <ul style="list-style-type: none"> <li>● All Tier 1 online programs</li> <li>● All expected use online programs</li> </ul>	IP	IP	

UT Tyler University Academy will evaluate the progress of these program objectives and intended outcomes three times a year (October 22, 2024, March 25, 2025, and June 10, 2025). 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 2024-2025 school year, District Committee/Title IV, Part A committee will take place on October 22 , 2024, March 25, 2025, and June 10, 2025. 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 2025-2026 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	20.91%	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	46.99%	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 Tyler	212804001	27.91%	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**

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Meeting Title: Spring Summative Assessment/ Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum

UT Tyler University Academy

Date: March 28, 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:

- Present the data that the committees 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.

Meeting Minutes:

- During this meeting, the 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.

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
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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 & SIS Coordinator
Kelly Dyer, Tyler Director	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Jeff Kennemer, Community Member
Tracey Breeden, Longview Teacher	Sammi Broussard, Special Education Coordinator
Lisa Bronsema, Longview Parent	Jo Simmons, Superintendent
Heather Bailey, Grant/Finance Coordinator	Samantha Rector, District Math Specialist

Michael Odell, University Professor/Community Member	
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Absent Committee Members:

Jeff Kennemer, Community Partner	Edward Broussard, City Manager for Tyler
Sandra Hester, Palestine Teacher	Keren Acuna, Senior Mental Health Counselor
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Allyson Aragon, Tyler Parent	Laci Robinson, Tyler Teacher
Baylee Mauer, Longview Student	Kathy Parker, Academic Counselor
Melissa Hilbig, Tyler Student	Dr. Jaclyn Pedersen, Executive Director of Curriculum
Yash Patel, Palestine Student	Cori Mackey, District Nurse
Sandra Hester, Palestine Teacher	Donna Phillips, Tyler Teacher
Jennifer Rasberry, District Reading Language Arts Specialist	Melissa Hilbig, Tyler Student
Jennifer Stenhouse, Longview Paraprofessional	Lety Navarro, Palestine Paraprofessional
Jenny Calk, Palestine Teacher	Shyanne Byrd, Tyler Paraprofessional

Agenda:

- Student Achievement- summarize strengths, weaknesses, problem areas

- Updates for funding including Title I, II, III, IV and State Comp Ed
- Root Cause Analysis, Priority Statements identified
- Updates including dates, amounts and percentages
- UTTUA Translation & Interpretation Procedures Addendum- updates

Meeting Minutes:

The committee reviewed the district goals and performance objectives and updated dates, amounts and percentages. The problem statement root cause analysis was reviewed. The following strategies were added based on this.

- Research based instructional practices
- High Quality Instructional Materials
- Math Model and Literacy model followed for fidelity
- New TEKS Resource platform for standards deconstruction and specificity
- Instruction and assessment are aligned
- Local assessment data is used to drive future instruction and coaching decisions based on short cycles.

Formative Review of District Improvement Plan including Title I, Title II, Title III, Title IV, and State Comp Ed. Nicole Hart went over Student Achievement- strengths, weaknesses and problem areas.

The committee reviewed Title I- no comments or feedback were given.

The committee reviewed Title II & Title IV- no comments or feedback were given.

The committee reviewed the Migrant Priority Service Action Plan- Region 7 and Translation & Interpretation Procedures Addendum.

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Meeting Title: Fall Formative Assessment

UT Tyler University Academy

Date: October 22, 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, District Math Specialist	Allison Aragon, Tyler Parent
Laura Hilbig, Technology Instructional Coach	Amanda Kaiser, Administrative Coordinator
Kelly Dyer, Tyler Director	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Jennifer Rasberry, District Reading Language Arts Specialist
Kathy Parker, Student Success Coordinator	Sammi Broussard, Special Education Coordinator
Jaclyn Pedersen, Executive Director of Curriculum	Kristian Fischer, District Science/ PBL/ PLTW
Heather Bailey, Grant/Finance Coordinator	Keren Acuna, Senior Mental Health Counselor

Linda Butler, PEIMS & SIS Coordinator	Michael Odell, University Professor/Community Member
Sandra Hester, Palestine Teacher	

Absent Committee Members:

Jeff Kennemer, Community Partner	Edward Broussard, City Manager for Tyler
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Jennifer Stenhouse, Longview Paraprofessional	Laci Robinson, Tyler Teacher
Dr. Jo Simmons, Superintendent	Lisa Bronsema, Longview Parent
Melissa Hilbig, Tyler Student	Mary Hoppe, Tyler Teacher
Yash Patel, Palestine Student	Cori Mackey, District Nurse
Baylee Mauer, Longview Student	Donna Phillips, Tyler Teacher
Tracey Breeden, Longview Teacher	Melissa Hilbig, Tyler Student
	Lety Navarro, Palestine Paraprofessional

Jenny Calk, Palestine Teacher

Shyanne Byrd, Tyler Paraprofessional

Agenda:

Title I, Title II, Title III, Title IV, SCE Evaluation

Title 4 Smart Goal BOY Evaluation and Title IV Submission for 23-24

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)

Fall CTE Advisory Committee Meeting

Meeting Minutes:

The committee went over Title I, Title II, Title III, Title IV, SCE Evaluation. There was no comments or feedback from the committee. The district goals and performance objectives were also reviewed. The committee suggested the following changes-

- District Goal #1- all activities kept
- District Goal #2- remove activity Monthly Safety Audits- officers do hourly checks at all doors throughout the school day so monthly audit is not needed.
- District Goal #3- all activities kept
- District Goal #4- changes in wording about Employee Scholarship- only to eligible employees/dependents. Also adding TIA (Teacher Incentive Allotment) to include non-core subjects.
- District Goal #5- all activities kept- Dr. Dyer spoke about 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. Dr. Odell wanted to make sure we are represented as a lab school not an experimental school.

Scored each strategy as IP (In Progress), NP (No Progress), MP (Met Progress)

Kris Fischer went over Title IV surveys from previous year's data. Presented a powerpoint presentation to the committee. Discussed doing a more in depth look into data.

Laura Hilbig went over Title IV Smart Goal. In progress at this time. Results of the 2023-2024 Title IV Program Goals that will be submitted to TEA this fall.

Nicole Hart discussed the Fall CTE Advisory Committee Meeting and how this affects the University Academy. Explained about the upcoming Perkins Grant. No comments or feedback was given by the committee.

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Meeting Title: Spring Formative Assessment

UT Tyler University Academy

Date: March 25, 2025

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	Cori Mackey, District Nurse
Samantha Rector, District Math Specialist	Allison Aragon, Tyler Parent
Laura Hilbig, Technology Instructional Coach	Amanda Kaiser, Administrative Coordinator
Lisa Bronsema, Longview Parent	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Edward Broussard, City Manager for Tyler
Kathy Parker, Student Success Coordinator	Sammi Broussard, Special Education Coordinator (by phone)
Jaclyn Pedersen, Executive Director of Curriculum	Kristian Fischer, District Science/ PBL/ PLTW
Heather Bailey, Grant/Finance Coordinator	Dr. Jo Simmons, Superintendent

Linda Butler, PEIMS & SIS Coordinator	Michael Odell, University Professor/Community Member
Lety Navarro, Palestine Paraprofessional	

Absent Committee Members:

Jeff Kennemer, Community Partner	Melissa Hilbig, Tyler Student
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Jennifer Stenhouse, Longview Paraprofessional	Laci Robinson, Tyler Teacher
Yash Patel, Palestine Student	Baylee Mauer, Longview Student
Donna Phillips, Tyler Teacher	Mary Hoppe, Tyler Teacher

Tracey Breeden, Longview Teacher	Melissa Hilbig, Tyler Student
Jenny Calk, Palestine Teacher	Shyanne Byrd, Tyler Paraprofessional

Agenda:

Title I, Title II, Title III, Title IV, SCE Evaluation

Title 4 Smart Goal MOY Evaluation

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)

Meeting Minutes:

The committee went over Title I, Title II, Title III, Title IV, SCE Evaluation. There was no comments or feedback from the committee. The district goals and performance objectives were also reviewed.

Scored each strategy as IP (In Progress), NP (No Progress), MP (Met Progress)

Activity to expand the Teacher Incentive Allotment (TIA) to include non-core subjects will be submitted in April.

Laura Hilbig went over Title IV Smart Goal. In progress at this time.

Reminder about summative DIP on Jun 10, 2025 .

Meeting Title: Summative Assessment

UT Tyler University Academy

Date: June 10, 2025

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	Jeff Kennemer, Community Partner
Samantha Rector, District Math Specialist	Lisa Bronsema, Longview Parent

Lety Navarro, Palestine Paraprofessional	Amanda Kaiser, Administrative Coordinator
Lisa Bronsema, Longview Parent	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Edward Broussard, City Manager for Tyler
Keren Acuna, Mental Health Counselor	Sammi Broussard, Special Education Coordinator (by phone)
Jaclyn Pedersen, Executive Director of Curriculum	Donna Phillips, Tyler Teacher
Heather Bailey, Grant/Finance Coordinator	Linda Butler, PEIMS & SIS Coordinator

Amanda Kaiser, Administrative Coordinator
Sarah Evans, Technology

Absent Committee Members:

Allison Aragon, Tyler Parent	Melissa Hilbig, Tyler Student
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Jennifer Stenhouse, Longview Paraprofessional	Laci Robinson, Tyler Teacher
Laura Hilbig, Technology Instructional Coach	Dr. Jo Simmons, Superintendent
	Mary Hoppe, Tyler Teacher
Tracey Breeden, Longview Teacher	Cori Mackey, District Nurse
Kristian Fischer, District Science/ PBL/ PLTW	Michael Odell, University Professor/Community Member
Jenny Calk, Palestine Teacher	Shyanne Byrd, Tyler Paraprofessional

Agenda:

Title I, Title II, Title III, Title IV, SCE Summation  
 Title 4 Smart Goal MOY Evaluation  
 Summative 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)

Meeting Minutes:

The committee went over Title I, Title II, Title III, Title IV, SCE Summation. The district goals and performance objectives were also reviewed. The committee decided that at the June 24th meeting we would go over what activities will stay or be removed from the DIP. No further comments or updates were given at this time.

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



The University of Texas at Tyler  
**UNIVERSITY**  
**ACADEMY**<sup>TM</sup> TYLER

2024-2025 UTTUA  
Tyler Campus Continuous Improvement Plan

### **STATEMENT OF PURPOSE**

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

### **VISION STATEMENT**

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

### **INSTITUTIONAL MISSION**

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

### **INSTITUTIONAL GOALS**

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

### School Board Members

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

### Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent/Interim Campus Director	Kelly Dyer, Campus Director (through December)
Oscar Urieta, Curriculum Coach	Allyson Aragon, Parent
Donna Phillips, Teacher	Melissa Hilbig, Student
Aimee Dennis, Interim Campus Director	

## UT Tyler University Academy District Goals

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

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

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

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

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

## **Comprehensive Needs Assessment Data Documentation**

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

### **Demographics**

- TAPR 2016-2023
- PEIMS

### **Student Academic Achievement**

- STAAR TAPR Report- 2023,2024

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

- 2023-2024 PR1500
- Teacher Portfolio
- Staff Feedback- MRA and Campus Level

### **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- 2023-2024
- Teacher Surveys-2023-2024
- Student Surveys- 2023-2024
- 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**

<b>Demographics</b>
<ul style="list-style-type: none"><li>• There is a need to provide intentional support for English Language Learners (ELL) and track the effectiveness of the support.</li></ul>
<b>Student Achievement</b>
<ul style="list-style-type: none"><li>• There is a need to continue to close the gap between our ECD and non-ECD student populations.</li><li>• There is a need to support scholars with TSI preparation.</li><li>• There is a need to support academic performance of STAAR for Math in grades 3-Alg 1</li></ul>
<b>School Culture and Climate</b>
<ul style="list-style-type: none"><li>• There is a need to communicate and enforce common expectations for both students and staff.</li><li>• There is a need to support dual credit students in 9th and 10th grade with executive functioning skills to be successful in DC classes.</li><li>• There is a need for a campus wide incentive program.</li></ul>
<b>Staff Quality Recruitment and Retention</b>
<ul style="list-style-type: none"><li>• There is a need to improve the campus onboarding process.</li></ul>
<b>Curriculum, Instruction, and Assessment</b>

- 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 parental involvement with on campus activities.
- There is a need to onboard new families effectively for a smooth transition into our school culture.

#### **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.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>	<b>EOY Eval</b>
Offer extended program for afterschool tutorials and educational extensions.	All	Teachers	August-June	Local 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 Summit K-12 for ELL students.	ELL Students	Teachers/Coaches	August-June	Curriculum Budget	TELPAS Assessment	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
Implement TSI support through the career prep courses and designated ½ day Fridays	9-12 Students	Teachers, Curriculum Coaches, Director	August-June	Curriculum Budget	TSI Assessment Results	TSI Assessment Results	IP	IP	MP
Embedded intervention time in grades 3-6 for math intervention and targeted instruction on ½ day Fridays.	3-6 grade students	Teachers, Curriculum Coaches, Director	August-June	Curriculum Budget	CDA assessments, BM Assessments	STAAR Assessment	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

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>	<b>EOY Eval</b>
Create a positive, inclusive school culture.	All students	District Leadership, Campus Leadership, Campus Staff	August through May	Professional Development ; Leader In Me; Local Funds; Off-campus resources that support students' interests; Award/Recognition Opportunities	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	IP	IP	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	MP
Utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July	School Safety Allotment; State Funds	Campuses are equipped with cameras.	Continuous observation of safety risks.	IP	IP	MP
Review Emergency Response Plans:	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	IP	IP	MP

<ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Reverse Evacuation</li> <li>• Severe Weather</li> <li>• Lockdown</li> </ul>									
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	MP
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
Discipline committee created to implement common expectations across the campus and design a more explicit discipline process.	All	Director, Teachers	August-June	Campus Budget	Teacher surveys, Student surveys, discipline data	Teacher surveys, Student surveys, discipline data	IP	IP	NP

Implementation of campus wide incentive program utilizing Talon Tokens	All	Campus Director, Teachers	August-June	Campus Budget	Teacher surveys, Student surveys, discipline data	Teacher surveys, Student surveys, discipline data	IP	MP	MP
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**District Goal #3:** At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

**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	EO Y Eval
Host parent meetings/conferences throughout the year to support student success.	All	Director, Teachers	August-June	State Funds	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	IP	IP	MP
Provide a parent orientation for new families to the school.	All	Directors	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation	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	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
Effectively roll out and implement Parent Square for communication and Schoology and Skyward for grades, to support effective communication between the school and home.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	IP	IP	MP
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP	IP	MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	IP	IP	MP
Post-Secondary Tours	9th-11 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

**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
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<p>Provide teachers support through a personalized coaching model to support the school instructional model:</p> <ul style="list-style-type: none"> <li>● PBL/PrBL</li> <li>● Blended Learning</li> <li>● State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning	IP	IP	MP
Teacher observations and evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	IP	IP	MP
Provide opportunity for teachers to be promoted to Distinguished Teacher.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher	IP	IP	IP
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
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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	MP
Continue building relationships with UT Tyler College of Education and Psychology by partnering with professors for research, case studies, lab experiences, and opportunity to participate in counseling/teacher preparation programs.	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August-July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships	IP	IP	IP

### Committee Meeting Minutes

Tuesday, February 25, 2025

Members Present: Allison Aragon, Heather Bailey, Aimee Dennis

Members Absent: Donna Phillips, Dr. Jo Ann Simmons, Nicole Hart, Oscar Urieta, Melissa Hilbig

Agenda:

- Review progress toward each activity.

Minutes

- For each activity under each goal, the committee reviewed if there was no progress, in progress, or met progress.
  - The committee did not have any additions or changes that needed to be made to the activities.
- 

Tuesday, June 24, 2025

Members Present: Heather Bailey, Amber Greene, Aimee Dennis

Members Absent: Dr. Jo Ann Simmons, Oscar Urieta, Donna Phillips, Melissa Hilbig, Allyson Aragon

Agenda:

- Review progress toward each activity.

Minutes

- For each activity under each goal, the committee reviewed if there was no progress, in progress, or met progress.
- The committee did not have any additions or changes that needed to be made to the activities.



The University of Texas at Tyler

**UNIVERSITY  
ACADEMY**<sup>™</sup> LONGVIEW

2024-2025 UTTUA

Campus Continuous Improvement Plan

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

### **STATEMENT OF PURPOSE**

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

### **VISION STATEMENT**

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

### **INSTITUTIONAL MISSION**

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

### **INSTITUTIONAL GOALS**

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

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

### School Board Members

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

### Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Rachel Hawkins, Campus Director
Patricia Davis, Assistant Director	Kelsie Pannell, Instructional Coach
Jennifer Cunningham, Elementary Teacher	Jordan Carns, High School Teacher
Jaime Burke-Hicks, Teacher	Jennifer Stenhouse, Paraprofessional
Lisa Bronsema, Parent	Ashli Burrell, Parent
Mattie Colan, Community Member	Chris Rhudy, Community Member

MP = Met Progress  
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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.

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## Comprehensive Needs Assessment Data Documentation

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

Link to all Focus Questions: [click here](#)

### Demographics

- TAPR 2022-2023
- PEIMS Data 2022-2023

### Student Academic Achievement

- TAPR Report 2022-2023
- NWEA Maps Data 2023-2024
- Lexia and IXL data 2023-2024
- Benchmarks 2023-2024
- PEIMS Report 2022-2023
- Tutorial Logs
- RTI Process / MTSS meetings
- Parent Meeting Logs

### Staff Quality, Recruitment and Retention

- TAPR 2022-2023
- Master Schedule 2023-2024
- Job Duties 2023-2024
- PLC Schedule 2023-2024
- Professional Development Agendas
- RTI Meeting Minutes
- Assessment Data
- Salary Schedule

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NP = No Progress

### **Technology**

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

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

- Surveys 2023-2024
- Design Team Notes
- PTO Meeting Minutes
- Teacher Feedback
- Parent Feedback
- Campus Event Agendas
- Parent Involvement Policy
- School/Parent Compacts

### **School Context and Organization**

- Survey
- Master Schedule
- Skyward Data
- TAPR

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### **School Culture and Climate**

- Parent Surveys- 2022-2023 / 2023-2024
- Teacher Surveys- 2022-2023 / 2023-2024
- Student Surveys- 2022-2023 / 2023-2024
- Teacher Feedback Meetings
- Discipline Reports
- Director Feedback

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

- STAAR Data 2022-2023 / 2023-2024
- CDAs 2023-2024
- Math Unit Assessments 2023-2024
- 2023-2024 Curriculum Resources
- PLC Meeting Notes
- BOY/MOY/EOY MAPS Reading and Math
- mClass
- Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment
- Benchmarks 2023-2024
- Pre and Post STEMScopes- Teacher Incentive Allotment
- Semester Exams 2023-2024
- HB 1416

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**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

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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	Superintendent, Director of CIA, Directors, Director of Special Programs and Leadership, Academic Counselor	August-July	Advanced Placement Curriculum, TSI Data, STAAR data	Enrollment	Success Rates	PM	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	PM	MP
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	PM	MP

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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
Content-specific training	Teachers and students	Curriculum Director and District Content Specialists	3 times (August PD/Fall planning day/Spring planning day)	Research based and content specific specialist training	Growth in local assessment data	Increased STAAR performance	PM	PM	MP
Providing students the opportunity to practice STAAR-like questions.	Students	Curriculum team and teachers	All year	Investment in STAAR-like material (Lowman, K-12 Summit, Sirius, and Curriculum Associates)	Growth in local assessment data	Increased STAAR performance	PM	PM	MP
Provide intentional and aligned professional development and accountability.	All students	Curriculum and IT Coordinator	All year	Curriculum	Technolog y reports and PD surveys	Increased STAAR performance	PM	PM	MP

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

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

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

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

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

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	SM1 Eval	SM2 Eval	EOY Eval
Coordination with the University on expansion options for the district.	All Students	Superintendent, Director	August through July	University Funds; Local Funds	Tracking expansion project progress	Additional facilities to support the growing student population.	PM	PM	PM
Purchase of a six-room portable with office space to provide more space for two sections of K-7th and 8-12	All Students	Superintendent, University	January 2023 - August 2023	University Funds; Local Funds	Installation of the portable facility.	Academic space to support the growth of the campus.	PM	MP	MP
Implementation of new drop off and dismissal procedures to utilize the new drive extension	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

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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	PM	MP
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July		Campuses are equipped with cameras.	Continuous observation of safety risks.	PM	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	PM	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

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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
Build in time for extracurricular activities in the Master Schedule for high school.	HS students	Director	August 2024	Space, Staffing	Evidence on Master Schedule	Evidence on Master Schedule	PM	PM	MP
Provide sponsors with extra support, time, and funding to facilitate the extracurricular activities.	HS teachers	District/Directors	24-25 school year	Space, Staff, Campus budget or District budget depending on activity	Stipends provided, schedule as evidence of extra time	Stipends provided, schedule as evidence of extra time	PM	PM	MP
Collaborate across campuses to strengthen extracurricular program.	HS students and HS teachers	Directors/Teachers	During conferences or afterschool planning time during the school year	Time, space	Meeting agendas	Meeting agendas	PM	PM	MP

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**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	PM	MP
Provide a parent orientation for new families to the school.	All	Directors	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation	PM	PM	MP
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions	PM	PM	MP

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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	MP	MP	MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	PM	PM	MP
Assist parents completing FAFSA for senior students.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	PM	PM	MP

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Advisory-Career Academics/College Activities	6th-12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded 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	MP	MP	MP
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August-July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement	PM	PM	MP
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August-July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	PM	PM	MP

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Ongoing communication between the school and home. In addition, the district will identify certain ½ day Fridays to be devoted to increased parent communication through parent conferences.	All	Superintendent, Director, IT Department	August-July	State Funds	Schedule of calls/recordings and copy of emails	System report analyzing connections made	PM	PM	MP
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds	Student enrollment	End of course exams	PM	PM	MP
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

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New families and students attend New Student Orientation.	New families and students to our schools	Directors	Late July/August	Campus Funds	Provide a schedule for the day.	Provide a schedule for the day.	MP	MP	MP
Connect with new families each month in the fall semester to provide support.	New families and students to our schools	Directors	Monthly in the 1st semester	Parent Square	Provide evidence of communication	Provide evidence of communication	PM	PM	MP

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 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"> <li>● Health insurance provided</li> <li>● Free college tuition for employees and immediate family</li> <li>● Competitive salary</li> <li>● Loyalty Bonus</li> <li>● Promotion Plan</li> </ul>	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report	PM	MP	MP

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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 and fees. (fees will be covered for 1st Master's)	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
Provide teachers support through a personalized coaching model to support the school instructional model: <ul style="list-style-type: none"> <li>• PBL/PrBL</li> <li>• Blended Learning</li> <li>• State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning	PM	PM	MP
Participation in the TIA grant.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	PM	MP	MP
Provide opportunity for teachers to be promoted to Distinguished Teacher.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher	PM	MP	MP

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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	PM
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	MP	MP	MP

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**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	PM
Continue building relationships with UT Tyler College of Education and Psychology by partnering with professors for research, case studies, lab experiences, and opportunity to participate in counseling/teacher preparation programs	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August-July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships	PM	PM	PM



2024-2025 UTTUA  
Campus Continuous Improvement Plan

MP = Met Progress  
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### **STATEMENT OF PURPOSE**

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

### **VISION STATEMENT**

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

### **INSTITUTIONAL MISSION**

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

### **INSTITUTIONAL GOALS**

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

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## **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 January 24, 2024, April 24, 2024, and June 25, 2024. Periodic reviews and revisions will be done through formative and summative evaluations tentatively scheduled for Oct/Nov 2025, January 2025, and April/May 2025.
- **Needs Assessment:** After meetings with decision-makers, the needs assessment is summarized and documented within the Campus Improvement Plan. After state assessment scores are made available, the needs assessment is further refined to include this data. See page 30 for a detailed review of the processes utilized.
- **Campus Plan:** The Campus Improvement Plan is developed based on the strengths and weaknesses identified in the needs assessment. In the late spring/early summer, the Campus Improvement Plan is written.

## **DISTRIBUTION**

- **Campus Improvement Plan:** The Campus improvement plan is posted on the website in both English and Spanish at <https://www.uttua.org/district-information/improvement-plans>. The plan is reviewed with parents and families at the beginning of the year and presented to the School Board prior to the beginning of the school year. If the Campus Improvement Plan is not satisfactory to parents, the school will submit any parent comments on the plan when the school makes the plan available to the LEA. Hard copies are also available at the campus upon request.
- **District Improvement Plan:** The DIP is posted on the website in both English and Spanish at <https://www.uttua.org/district-information/improvement-plans>. Hard copies are also available at the office of each campus upon request.
- **District Parent and Family Engagement Policy:** The PFE policy is posted in both English and Spanish on the website at <https://www.uttua.org/district-information/school-board>. Hard copies are also available at the campus upon request.
- **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 I, Part A Plan:** The Title I, Part A Plan will be included in the Campus Improvement Plan.

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- **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 I campus within the district. The Title I 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.

### **School Board Members**

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

### Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Shelly Parsons, Interim Campus Director
Jenny Calk, Instructional Coach	Tim Kennedy, High School Teacher
<b>Craig Allen, Community Member</b>	<b>Shweta Patel, Business Representative</b>
<b>Rishad Mims, Community Member</b>	Sandra Hester, Special Edu. Teacher
<b>Lisa Tang, Community Member</b>	Angela Lynch, Palestine Parent
Ashley Ford, Paraprofessional	Lety Navarro, Paraprofessional

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

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## **Demographics**

### **Demographics Summary**

When looking at our teacher-student ratio, our K-7 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.

Within our sub-population category, our economically disadvantaged students are much higher than the district, but less than the state. We have a low population of ESL/EB students, but compared to the state we have a pretty high percentage of dyslexia and special education students on our campus.

It is interesting to note that when looking at the at-risk student population, our students on the Palestine campus have the highest number of at-risk students in regard to the total number of students at 36.8%. How can we be strategic in addressing these numbers? 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 and is beginning to increase, 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. A good representation of female students 53% enrolled in STEM school.
2. Enrollment numbers have stayed consistent over the past three year
3. Staff demographics are strong with over 50% of our teachers holding a Master's Degree and 43% of our teachers with 11-20 years of experience.

### **Problem Statements Identifying Demographic Needs:**

1. There is a pressing need to increase enrollment among the male demographic.
2. There is a need to decrease the percentage of at risk students by providing targeted intervention, particularly in math and science.
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.
5. There is a need to support our Title 1 families with supplies and enrichment opportunities.

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## 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 constantly needed to ensure the availability and useability of technology in the classroom. A continuous 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 August 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 is in progress.
2. Continued growth on successful technology deployment and implementation in the classroom.
3. Excellent Technology Support of program implementation.

### 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. The absence of an effective system to monitor and maintain student and teacher devices underscores the imperative to establish a program dedicated to the proactive surveillance and physical tracking of devices, aiming to preemptively address maintenance issues and ensure the efficient management of technological resources within the educational environment.
3. There is a need to update or upgrade science computers for more engaging, real world applications

## Student Academic Achievement

### Student Academic Achievement Summary

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Based on the data, our math content area is a focus for improvement as well as science. Our special education sub-population, ECD, and EB groups are progressing in both subjects, but higher percentage rates in RLA. Campus does not have any dropouts reported. Overall, our attendance has decreased by 3% with an increase in chronic absenteeism. 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, HB1416 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 2023-2024 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 on a regular schedule.
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:**

1. There is a need to decrease the number of at risk students we have on campus by providing continuous targeted interventions in math and science.
2. There is a need to update resources and technology equipment/programs to provide a more engaging, hands-on learning experience.

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## **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 twice 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 2023-2024 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 create more consistency in the rigor cross-content from campus to campus and classroom to classroom.
3. There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.

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## **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 environment is supportive to learning and promotes student achievement. The overall perception from student and teacher surveys is very positive. It is evident from the student surveys that students generally have a good rapport with their teachers on campus. Students participate in Fantastic Friday Celebrations, utilize a suggestion box, and have a Lighthouse team on campus to help organize student incentives and fun events. Staff offer tutorials and enrichment opportunities to all students throughout the week and on Empower Fridays to help support students. 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 and their teacher cares about them.

### **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 a need to increase parent opportunities in the classroom for PBL presentations.

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## **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. We need a visible vision or mission statement accessible to students, staff and parents posted on our campus.
2. There is a need for more space for classroom instruction in campus buildings with a place for large gatherings.

## **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, and online search engines. 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

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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 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. Staff participates in various training including, New Hire and PBL training, Personalized Learning training, RTI training, Leader in Me training, Autism 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**

- Embedded PLCs throughout the school year with an emphasis on continued professional learning
- Continued instructional coaching model
- Benefit packages
- Promotion plan
- Continued education through the EdD program
- Campus culture play a large part in our recruitment and retention efforts

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

- There is a need to recruit teachers in high needs areas; Math, Science, RLA, 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.

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

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### **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 Campus.

We keep documentation of all the required meetings and we will host 2 major meetings and monthly Campus engagement 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/parent-teacher meetings.
2. Several of our staff members are fluent in Spanish and often help translate.

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

1. There is a need to increase PTO participation.
2. There is a need to increase parent and community engagement with PBLs.

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## **Comprehensive Needs Assessment Data Documentation**

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

### **Demographics**

- TAPR 2023-2024
- PEIMS Data 2023-2024

### **Student Academic Achievement**

- TAPR Report 2023-2024
- NWEA Maps Data 2023-2024
- Lexia and IXL data 2023-2024
- Benchmarks 2023-2024
- PEIMS Report 2023-2024
- Tutorial Logs
- RTI Process
- Parent Meeting Logs

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

- TAPR 2023-2024
- Master Schedule 2023-2024
- Job Duties 2023-2024
- PLC Schedule 2023-2024
- Professional Development Agendas
- RTI Meeting Minutes
- Assessment Data
- Salary Schedule

### **Technology**

- Student Progress Monitoring Spreadsheet

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

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

- Surveys 2023-2024
- 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

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

- Parent Surveys
- Teacher Surveys

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- Student Surveys
- Teacher Feedback Meetings
- Discipline Reports
- Director Feedback

**Curriculum, Instruction & Assessment**

- STAAR Data 2023-2024
- CDAs
- Math Unit Assessments
- 2023 - 2024 Curriculum Resources
- PLC Meeting Notes
- BOY/MOY/EOY MAPS Reading and Math
- mClass
- Pre Assessments and Post assessments (STAAR) - Teacher Incentive Allotment
- Benchmarks 2023-2024
- Pre and Post STEMScopes - Teacher Incentive Allotment
- Semester Exams 2023-2024
- HB 1416

<p><b>Title I</b> <b>\$109,564</b></p>
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- Interventionist School Aide #1- \$23,040 Stipend + \$8,064.00 Fringe= \$31,104
- Interventionist School Aide #2- \$23,040 Stipend + \$8,064.00 Fringe= \$31,104
- School Supplies - \$15,000
- Region 7 Title I Contract Services- \$3,385.00
- Social Studies Curriculum - \$7,000.00
- PLTW Science laptops with latest version of Revit = \$20,000

#### Payroll

- \$62,208 Interventionist Professional and Contracted Services
- \$3,385 In house Afterschool Care, Region 7 Services, and Materials
- \$22,000 School Supplies for Students, Academic Curriculum Resources, Online Learning Platforms, and Professional Development Supplies
- \$20,000 Updated PLTW Science Laptops

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

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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.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Fall Eval</b>	<b>MOY Eval</b>	<b>EOY Eval</b>
Provide a challenging curriculum for identified students to reinforce skills needed to achieve Masters on STAAR through accelerated interventions.	All Students	Director of CIA, Teachers	August-June	State Funds, Instructional Materials Allotment	STAAR data	Increase in number of students performing at Masters	IP	IP	
Offer extended programs for afterschool tutorials and educational extensions.	All	After-School Staff (\$)	August-June	Local Funds, Title 1 Funds, ESSER Funds	Daily sign-in sheets	Increase academic performance	IP	IP	MP
Provide small groups, 1:1 targeted intervention to at risk students.	All	Interventionist Staff	August - June	Title 1 Funds	STAAR data	Increase academic performance	IP	IP	MP

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

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Aligned curriculum documents	Teacher/Coaches/Director	Coaches/Director of CIA	Math YAGs	Curriculum development  Curriculum budget	Coaching conversations and observational data.	STAAR results/Observation data	MP	<b>IP</b>	IP
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	<b>IP</b>	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	<b>IP</b>	IP

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**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
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	

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Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superinten dent, Director, Teachers	August- June	State Funds	Sign-in sheet	Decrease in bullying incidents documented	IP	IP	IP
Review Emergency Response Plans: <ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Reverse Evacuation</li> <li>• Severe Weather</li> <li>• Lockdown</li> </ul>	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	IP	IP	IP
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.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August- June	State Funds	Student surveys	Decrease in bullying incidents reported.	IP	IP	IP

**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.

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

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

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Fall Eval</b>	<b>MOY Eval</b>	<b>EOY Eval</b>
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	IP	
Provide a parent orientation to all new parents.	All	Directors, Title 1 Coordinator	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation	M P	MP	MP
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions	IP	IP	MP
Invite parents and field experts to participate in Project Based Learning (PBL) presentation days.	All	Director, Teachers	August-June	State Funds	Schedule of presentations	Understanding of PBL process and content	IP	IP	IP
Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	IP	IP	IP

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Utilize parent/student/teacher compact.	All	Director, Title I Coordinator & Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP	IP	IP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	IP	IP	MP
Assist parents completing FAFSA for senior students.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	IP	IP	MP
Advisory-Career Academics/College Activities	6 <sup>th</sup> -12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations	IP	IP	MP
Post-Secondary Tours	9 <sup>th</sup> grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	IP	IP	MP
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12 <sup>th</sup> grade	Career Counselor	September	CTE Funds	Registration	Participant evaluations	MP	MP	MP

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 NP = No Progress

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	MP	MP	MP
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August-July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	IP	IP	IP
Ongoing communication between the school and home.	All	Superintendent, Director, IT Department	August-July	State Funds	Schedule of calls/recordings and copy of email	System report analyzing connections made	IP	IP	IP
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds	Student enrollment	End of course exams	IP	IP	IP
TSIA student support	Teachers and Students	Teacher/ Director/ Coaches	August-May	TSIA Matrix TSIA Math driven homework	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	IP	IP	

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

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 NP = No Progress

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
Provide incentives to attract highly qualified staff: <ul style="list-style-type: none"> <li>• Health insurance provided</li> <li>• Free college tuition for employees</li> <li>• Competitive salary</li> <li>• Loyalty Bonus</li> <li>• Promotion Plan</li> </ul>	Teachers	Superintendent Director of CIA Director	August- July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report	IP	IP	IP
Provide teachers with the opportunity to earn a Master's Degree and/or Doctorate Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books and fees.	Teachers	The University of Texas at Tyler	August- July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master's program	Teachers who have Master's Degree	IP	IP	IP

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 IP = In Progress, Working Toward Completion  
 NP = No Progress

Provide staff development in a variety of methods to meet State Requirements: <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Science Safety Update</li> <li>• Bloodborne Pathogens</li> <li>• Child Abuse/Neglect</li> <li>• Trauma-Informed Training</li> <li>• Suicide Prevention</li> <li>• CPR/AED</li> <li>• Other</li> </ul>	Staff	Superintendent, Director	August	No cost, State Funds, UT Tyler, MIZ, BL Grants, Dyslexia, ESL, Sped, Early Ed Allotment Funds	Sign-in sheets/Attendee list, Completed registration	Meet state requirements, Certificates of Completion	MP	MP	MP
Provide teachers support through a personalized coaching model to support the school instructional model: <ul style="list-style-type: none"> <li>• PBL/PrBL</li> <li>• Blended Learning</li> <li>• State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning	IP	IP	IP
Teacher observations evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	IP	IP	MP
Provide opportunity for teachers to be promoted to Distinguished Teacher.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher	IP	IP	IP

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 IP = In Progress, Working Toward Completion  
 NP = No Progress

Provide staff training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August-July	State Funds	Sign-in sheets/Attendee list	Increase integration of technology	IP	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	IP
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	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	IP	IP	IP

**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.

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 NP = No Progress

**Performance Objective B:** 100% of teachers will obtain a master's degree within 8 years of employment, as measured by awarded degrees.  
**Performance Objective C:** All research conducted by University Academy staff will be documented through the portfolio and compiled into an annual report that is reported to the College of Education.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Facilities will provide a design to support Project and PBL, STEM activities, and PLTW activities, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds, CTE Allotment Funds	Student presentations	Student/Staff survey	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	IP	IP
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	MP
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	IP	IP
Update PLTW laptops for science students	Students	IT Department, Curriculum, Director	August to June	Title 1 Funds	Students having updated technology equipment	Increase academic performance	IP	IP	IP

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IP = In Progress, Working Toward Completion  
NP = No Progress

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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,

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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](http://uttua.org) and are referenced in the student handbook which is acknowledged by all parents including those qualifying for Title I services each school year. The school board reviews and adopts policies on a rotating basis as needed. The UTTUA at Palestine campus design team evaluates the effectiveness of the campus parent family engagement plan each year, and makes recommendations to the school board as needed.

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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 2023 - 2024 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 2023-2024 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 2024-2025 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 on campus, provide intervention within the school day, and provide needed school supplies, technology updates and resource materials. 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.

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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.

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NP = No Progress

## Meetings Addendum

### Meeting Title: CNA Meeting #1

UT Tyler University Academy at Palestine

Date: January 24, 2024

Time: 3:00 pm

Meeting Location: Campus

Individuals Present: Parsons, Fischer, Ford, Harris, Navarro, Velasquez, Davison, Hester, Kappler, Jones, Keller, Swinney, West, Odom, Birdwell, Moreno, Edwards, Barraza, Paris, Avery, White, Richmond, Calk  
Reviewed multiple data sources across a variety of focus areas. The information gained will help guide our campus improvement plan and use of federal funds for the next school year.

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### Meeting Title: CNA Meeting #2

UT Tyler University Academy at Palestine

Date: April 24, 2024

Time: 3:00 pm

Meeting Location: Campus

Individuals Present: Parsons, White, Buckland, Calk, Birdwell, Navarro, Castillo, West, Gomez, Odom, Jones, Kappler, Moreno, Keller, Richmond, Edwards, Kennedy, Barraza, Fischer  
Worked on problem statements and root cause analysis that could be identified from the focus area and ranked categories in order of importance.

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### Meeting Title: CIP Yearly Planning

MP = Met Progress  
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UT Tyler University Academy at Palestine

Date: July 2, 2024

Time: 11:00 am

Meeting Location: Campus

Individuals Present: Parsons, Buckland, Calk, Castillo, Navarro

Planned school culture and worked on calendar events for the 23/24 school year.

## **Section 5**

### **Special Education Determination Status**

This report includes the district's special education determination status on the first page of the TAPR report.

## **2024-25 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

**District Number: 212804**

**2025 District Accountability Score: A**

**Distinction Designations:**

**Postsecondary Readiness**

**This district is a Charter District.**

***2025 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.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

LEA-level Data  
Campuses: All

2024 - 2025 Summer Collection, Accepted Submission

LEA: 212804 - UT TYLER UNIVERSITY ACADEMY

<u>Action Reason Code</u>	<u>Incident Total*</u>
21 Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	140
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	6
61 Bullying - TEC 37.0052(b)	2
Total	<u>149</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

2024 - 2025 Summer Collection, Accepted Submission

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 37.002(b), 37.006, or 37.007	88
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	5
61 Bullying - TEC 37.0052(b)	2
Total	<u>96</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

2024 - 2025 Summer Collection, Accepted Submission

LEA: 212804 - UT TYLER UNIVERSITY ACADEMY  
Campus: 212804102 - UT TYLER UNIVERSITY ACADEMY AT LONGVIEW

Action Reason Code	Incident Total*
21 Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	42
Total	42

\*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

2024 - 2025 Summer Collection, Accepted Submission

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 37.002(b), 37.006, or 37.007	10
41 Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	1
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  
2024-2025**

**UT Tyler University Academy  
STUDENT CODE OF CONDUCT  
2024-2025**

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# APPLICATION OF THE CODE

The **board of trustees** of the **UT Tyler University Academy** has adopted this Student Code of Conduct (the “Code”) in accordance with Section 12.131 of the Texas Education Code, in order to clearly communicate standards for expected student conduct, the disciplinary consequences which may be applied to students who violate those standards, and the applicable procedures for the implementation of disciplinary consequences. All students must comply with the Code. Definitions of words and phrases used throughout this Code are provided at the end of the Code.

Parents and students are encouraged to contact campus administration with any questions or concerns regarding the requirements and provisions of the Code. Parents and students are expected to review and be familiar with the provisions of the Code. Lack of knowledge or awareness about any School rules, including this Code, will not excuse violations of the Code. Parents and students will be required to sign a statement acknowledging receipt and understanding of the Code. A copy of this Code is available **on the district’s Web site at [www.uttua.org](http://www.uttua.org)**.

The School has the authority to create and enforce rules related to student conduct and behavior while on school property, traveling to or in attendance at a school-sponsored or school-related event or activity, whether on or off campus. The School has the authority to issue disciplinary consequences for certain other student conduct that relates to, affects, or shares a nexus with the School, its students, or its employees regardless of when or where the conduct occurs. The School may also issue discipline based on a student’s use of electronic media, whether on or off campus.

Other School rules, codes or policies may apply to a student’s misconduct, and may result in multiple disciplinary consequences issued for the same conduct.

The school will exclude from admission students with a documented history of a criminal offense(s), juvenile court adjudication(s), or disciplinary problems under subchapter A, Chapter 37 of the Education Code within the last three school years, as evidenced by records received from schools previously attended by the student, law enforcement, or any other relevant documentation, and may exclude the student from admission on this basis.

If a student who would otherwise be ineligible for admission to the School provides false information on an admissions application or other enrollment document and as a result of the false information is admitted to the School, the student shall be immediately withdrawn from enrollment from the School upon discovery of the falsification. Falsification of information for the purpose of gaining enrollment in a public school is a criminal offense under § 37.10 of the Texas Penal Code. The School may elect to report the falsification to law enforcement or take any other action permitted by law.

## EXPECTATIONS FOR STUDENT CONDUCT

The mission of **UT Tyler University Academy** is to develop students who leave school **STEM College and Career Ready**. **STEM College Ready** indicates students are prepared to enroll in a **STEM Major at a university**. Typically, this means they are **calculus ready upon graduation or have completed calculus in high school**. To achieve that mission, the School must be an environment safe, secure and free from disruption. Students are expected to demonstrate behavior appropriate to the School's learning environment, to treat other students, School personnel, and visitors to the School with respect. As such, each student is expected to:

- Behave in a responsible and respectful manner, always exercising self-discipline;
- Demonstrate courtesy and respect for others, especially other students and School personnel;
- Attend classes and required School activities and events regularly and on time;
- Prepare for each class, take appropriate materials and assignments to class, and complete assignments on time;
- Respect the rights and privileges of other students and school personnel in person and online;
- Respect and care for School property and facilities;
- Follow policies related to use of technology;
- Cooperate with School personnel in maintaining safety, order and discipline;
- Dress appropriately in accordance with the School's dress code;
- Review and comply with the Student Handbook and other School and campus rules;
- Obey classroom rules and classroom expectations for behavior;
- Refrain from verbal or written acts of bullying whether in person or online;
- Avoid violations of this Code.

Students are expected to comply with the school's technology and electronic media use policies and procedures. Students are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom, on school property, or at school-related events. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent cooperation is essential to achieving the School's mission and ensuring that students learn in a safe, secure and positive environment. Parental involvement and cooperation is vital in the discipline process. Parents should understand and be familiar with the Code, ensure that his or her child understands and seeks to comply with this Code, and assist the school in counseling students regarding appropriate behavior.

# PROHIBITED CONDUCT

The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

## General Student Behavior

1. Violate dress and grooming standards as communicated in the student handbook;
2. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;
3. Disrespectful behavior towards adults;
4. Refuse to accept discipline management techniques assigned by a teacher or principal;
5. Failure to follow directives;
6. Disruption of instruction or other school activities or operations;
7. Unexcused or excessive tardiness;
8. False statements or false accusations;
9. Bullying, including cyberbullying;
10. Teasing, or targeting other students;
11. Inappropriate cell phone or electronic media use;

## Violation of School Rules and Policies

12. Failure to comply with the Student Handbook, or other School or campus rules;
13. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
14. Skipping a class period or other mandatory activity, in whole or in part, without permission;
15. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (*e.g.*, cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
16. Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities;
17. Truancy or other failure to attend school without excuse;
18. Defacing, destroying or otherwise modifying School property without authorization;
19. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person;
20. Steal from students, staff, or the school;
21. Commit extortion or blackmail (obtaining money or an object of value from an unwilling person);
22. Soliciting or attempting to solicit another student to violate the Code, School policies and rules, or the law;
23. Taking steps toward violation of the Code even if the act is not completed, as determined by appropriate School administrator;
24. Failing to follow school directives and classroom rules and expectations;
25. Disobeying rules and expectations regarding school transportation;

26. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

### **Violent, Illegal, and Other Serious Offenses**

27. Possession of prohibited items;

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun; A pocket knife or any other small knife;
- Mace or pepper spray;
- Matches or a lighter;
- A laser pointer for other than an approved use;
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists;

28. Conduct which meets the elements of a criminal offense, as determined by the School;

29. Physical, verbal or sexual harassment of others;

30. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;

31. Using the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment;

32. False statements, false accusations, or perpetrate hoaxes regarding school safety;

33. Hazing or initiations;

34. Participation in a gang, soliciting or attempt to solicit participation in a gang;

35. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;

36. Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy;

37. Possessing or selling look-alike drugs or attempt to pass items off as drugs or contraband;

38. Possessing, using, giving, or selling paraphernalia related to any prohibited substance;

39. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);

40. Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code;

41. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;

42. Violence of any kind, including dating violence;

43. Throwing objects that can cause bodily injury or property damage;

44. Fighting;

45. Gambling;

46. Setting or attempting to set a fire;
47. Discharging a fire extinguisher without valid cause;
48. Inappropriate or indecent exposure of body parts;
49. Retaliation of any form against other students or School personnel;
50. Conduct which requires the student's registration as a sex offender;
51. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene, abusive, threatening, harassing, damaging to another's reputation or illegal nature;
52. Endangering the health or safety of others;
53. Other conduct as identified within this Code.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

## DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the student engaged in the suspected conduct. The employee's conclusion may be based on any relevant evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In reaching a decision regarding a student discipline matter, the School may consider the specific facts and circumstances of the situation, including but not limited to:

- The student's intent;
- The student's age and grade level;
- The student's past disciplinary history;
- Whether the student's conduct may have been the manifestation of a disability;
- The extent of the student's cooperation during the investigation of the matter;
- The nature and severity of the alleged conduct;
- Whether the student has previously engaged in similar conduct;
- Whether self-defense was involved;
- The student's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property;
- The frequency of the conduct.

The School may issue discipline based on a determination that a student has engaged in conduct which meets the elements of a criminal offense. The School has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The School may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with the law.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

## INVESTIGATION OF DISCIPLINE ISSUES

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of school surveillance footage, review of relevant documents, review of information on School-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

Students should have no expectation of privacy with respect to School-owned property. Lockers, desks, and other items provided for student use remain School property, and students do not have a reasonable expectation of privacy in School property or in personal items placed inside School property. School administrators or other authorized personnel may monitor and search student desks and lockers for any reason. School officials may search any School property, including School property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate School policy.

A student's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (*e.g.*, student cell phone, backpack, personal computer, purse, car, etc.).

If an offence is related to sexual misconduct, the charter follows UT Tyler policy as defined in their Handbook of Operating Procedures Section 2.4.3 (<https://www.uttyler.edu/hop/>).

## DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a “change in the placement” of a student receiving special education services requires a student’s Admission, Review, and Dismissal (ARD) committee to conduct a manifestation determination review in order to determine whether the student’s conduct was a manifestation of his or her disability. A manifestation determination review (MDR) should be held as soon as possible, but not later than 10 school days after the decision is made to change the student’s placement.

A change in placement occurs if a student is:

1. Removed from the student’s current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than ten school days in a school year;
  - b. The student’s behavior is substantially similar to the student’s behavior in the previous incidents that resulted in the series of removals; and
  - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the school has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without

disabilities. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

Refer to the **UT Tyler University Academy Student handbook** for more information regarding special education services.

## TYPES OF DISCIPLINE

Available disciplinary consequences include:

- Parent conference;
- Verbal correction, oral or written;
- Cooling-off time;
- Seating changes within the classroom or vehicles owned or operated by the district
- Counseling;
- Conference with teacher or administrator;
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy;
- Education/training;
- Improvement plan;
- Community service;
- School-related assigned tasks or duties;
- Loss or restriction of privileges (*e.g.*, eligibility to hold special positions, exemption from exams, etc.);
- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;
- Restriction or revocation of district transportation privileges;
- Confiscation of items;
- Detention, including outside regular school hours;
- In-School Suspension;
- Other alternative placement;
- Out-of-School Suspension;
- Expulsion;
- Other strategies and consequences as determined by school officials.

One or more of these disciplinary consequences may be issued to a student found to have violated the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of student conduct, the School may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for student conduct in the classroom which may result in discipline under this Code or may be enforced in addition to any discipline issued under this Code.

If a student withdraws from the School before completing assigned In-School Suspension, Out-of-School Suspension, or Expulsion, the School shall send documentation of the discipline to the next school that enrolls the student. If a student withdraws from the School before the expulsion process is completed, the School may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the student. If the student returns to enroll in the School at a later date and has not been required to complete the disciplinary consequences previously required, the School may require the student to complete the discipline upon return.

The Code shall be applied and enforced consistently and equitably among students, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation.

## **DETENTION / IN-SCHOOL SUSPENSION**

A student may be assigned to one or more sessions of detention or placed in in-school suspension for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and/or in writing of the student's conduct and assignment to detention or in-school suspension. Detention will be held outside of the instructional day, either before or after school, during lunch period, or during recess. In-school suspension will require the student to report to the in-school suspension classroom for all or part of one or more school days. While in in-school suspension, the student will be provided the appropriate class assignments and will be expected to complete those assignments as if the student were in the regular classroom.

## **OUT-OF-SCHOOL SUSPENSION**

A student may be suspended for one or more school days for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and/or in writing of the student's conduct and the length of the period of suspension. A student may not be suspended for more than three consecutive school days. During a period of suspension, the suspended student may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The student's teachers will provide assignments that the student will be expected to complete during the period of suspension. Student assignments or other class work completed during a period of suspension will be accepted for grading if completed in a timely fashion.

## REASONS FOR EXPULSION

A student **may** be expelled from the School if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
  - a. A firearm;
    - i. A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
  - b. A location-restricted knife;
    - i. A location-restricted knife, such as a knife with a blade over 5.5 inches.
  - c. A club; or
    - i. A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
  - d. prohibited weapon
    - i. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
    - ii. The frame or receiver of any such weapon.
    - iii. Such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device.
  - e. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location, date on which the student's conduct occurred, whether the student was enrolled in the district, or whether the student has successfully completed any court disposition requirements imposed in connection with the conduct:
  - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
  - b. Assault against another student, an employee, or a volunteer of the School;

- c. Deadly conduct;
  - d. A Title V felony under the Penal Code.
3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
- a. False alarm or report or terroristic threat involving a public school;
  - b. An offense related to an abusable volatile chemical;
  - c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system;
  - d. Criminal mischief if the conduct is punishable as a felony;
  - e. Public lewdness or indecent exposure.
4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:
- a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:
    - i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, or alcoholic beverage.
  - b. Regardless of location:
    - i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.
    - ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.
5. **Bullying.** The student, regardless of location:
- a. Engages in bullying that encourages a student to commit or attempt to commit suicide;

- b. Incites violence against a student through group bullying; or
  - c. Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
6. **Other.** The student, while on campus or at a school-sponsored or school-related event, on or off campus:
- a. Engages in conduct that constitutes a felony;
  - b. Commits an assault;
  - c. Commits frequent violations of this Code that cause significant disruption to the School environment or substantial interference with the instructional process.
7. **Property of Another District.** A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

## EXPULSION PROCESS

If the school administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult student of the proposed expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The student is entitled to a hearing with the campus administrator during which the student and/or the student's representative (*e.g.*, parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent, guardian or adult student. If the administrator determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion.

The parent, guardian or adult student may 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 10<sup>th</sup> unexcused absence. In rare occasions, parents may also be subject to prosecution for criminal negligence if the parent fails to secure the student's attendance as further detailed below.

Before the School makes a referral to truancy court, the School's Truancy Prevention Facilitator will create and oversee the implementation of truancy prevention measures for the student. The School will not refer a student to truancy court if the student's truancy is the result of pregnancy, foster care, homelessness, or because the student is the principal income earner for their family and instead may offer additional counseling for the student.

If a student is 19 or older and has more than 3 unexcused absences in one semester, the School will issue a warning letter to the student that states enrollment can be revoked after 5 unexcused absences. As an alternative to revoking enrollment, the School may require the student to comply with a behavior improvement plan to address the student's lack of attendance. If the student fails to comply with the behavior improvement plan, the School may revoke the student's enrollment.

## BULLYING

Bullying is strictly prohibited and **UT Tyler University Academy** may implement a variety of different techniques – both educational and disciplinary in nature – in order to eliminate bullying between students.

Students may face disciplinary consequences for bullying conduct that:

1. occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; or
3. is considered cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity, *if* the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Students who engage in certain bullying behavior may be expelled from UT Tyler University Academy, as further discussed on pages 13-14. Any student who, after an investigation, is found to be a victim of bullying and used reasonable self-defense in response to the bullying will not be subject to disciplinary action on the basis of the student's reasonable use of self-defense.

Students are encouraged to report an alleged incident of bullying immediately to the campus director or to any teacher, counselor, or other campus employee. Reports may be made orally or in writing, and reports may be made anonymously. Refer to the Bullying Prevention and Intervention Plan or a UT Tyler University Academy Administrator for additional information. No student or other person shall retaliate against any other student or other person who reports bullying. The school will promptly launch an investigation into the reported incident pursuant to the Bullying Prevention and Intervention Plan. The school will notify the parent(s) of the alleged victim on or before the third business day after the incident is reported and the parent(s) of the alleged bully within a reasonable amount of time after the incident pursuant to the Bullying Prevention and Intervention Plan.

Pursuant to the Bullying and Prevention Intervention Plan and the UT Tyler University Academy Student Handbook students who are victims of bullying, witnesses of bullying, or who engage in bullying have access to a school counselor or designee.

The principal or a designated staff member may report acts of bullying that constitute assault or harassment to the local law enforcement office.

## DEFINITIONS

The following definitions are provided to further detail and define the terms of this Code. The school board shall have final authority to interpret or amend any terms or provisions within this Code.

**Abusable volatile chemicals:** Those substances as defined in Texas Health and Safety Code § 485.001.

**Alcoholic Beverage:** Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

**Assault:** Intentionally, knowingly, or recklessly causing bodily injury to another.

**Bullying:** A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school. Bullying includes cyberbullying.

**Cyberbullying:** Bullying that is done through the use of any electronic communication device, including a cell phone or other phone, a computer, a camera, e-mail, an Internet website, or any other Internet-based communication tool. Cyberbullying includes conduct that occurs off school property or outside of a school-sponsored or school-related activity if it (1) interferes with a student's educational opportunities, or (2) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Club:** An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

**Controlled substance:** Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

**Deadly conduct:** Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Electronic media:** Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing or file sharing Web sites, cellular telephones, portable electronic devices, computers.

**False alarm or report:** Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, or place of assembly.

**Firearm (federal):** (1) any weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as an explosive, incendiary, or poison gas bomb, or grenade.

**Firearm (state):** Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

**Gang:** An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the School will consult with law enforcement authorities.

**Harassment:** Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by School policy, rules or the Code.

**Hazing:** Any act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

**Intimate visual material:** visual material that depicts a person: (1) with the person's intimate parts exposed; or (2) engaged in sexual conduct.

**Location-restricted knife:** A knife with a blade over 5 and one-half inches.

**Paraphernalia:** Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bongs and pipes.

**Possession:** Regardless of the student's knowledge or intent to possess the item, to have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related

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.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The first page explains the purpose of the report and data calculation methods.

However, THECB has data that reports the number of 2024 high school graduates who attended a post-secondary institution in the Fall of 2024. 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>

**Texas High School Graduates From FY 2024  
Enrolled in Texas Public Higher Education Fall 2024**

UT Tyler University Academy (212804)	U. of Texas at Tyler (011163)	28
	Tyler Junior College (003648)	5
	Other Public 4-yr Institution (3)	5
	Other Public 2-yr Institution (2)	5
	Not found	13
	<i>Total high school graduates</i>	56

Districts with more than 25 graduates.

“Other” records combine records where total Students for one institution < 5.

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

“Not found” graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency  
<https://reportcenter.highered.texas.gov/reports/data/high-school-graduates-enrolled-in-higher-education-by-district-fall-2024-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 58% to 70% by June 2028.**

### 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%	57%			

### Closing the Gaps Student Groups Yearly Targets

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
63%	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
72%	71%			

#### 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

<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
70%	75%	80%	85%	90%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
69%	73%			

### 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%	44%			

### 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
55%	35%			

### 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
85%	70%			

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
56%	85%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont Enrolled
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%	71%			

### 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
72%	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%	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%	70%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
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									
78%	68%												
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%	44%			

### 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
58%	72%			

### 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**

<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
68%	72%	74%	78%	80%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
69%	68%			

**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**

<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
58%	62%	64%	68%	70%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
65%	68%			

**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%	51%			

### 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%	67%			

### 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%	72%			

### 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



## 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
41%	38%			

### 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%	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%	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%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
65%	70%			

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
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%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
50%	80%			

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	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%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
45%	69%			

### 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%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
62%	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%	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%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
54%	73%			

### 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 Longview

**The percent of 2nd grade students that score on grade level or above in math on the NWEA Maps will increase from 90% to 92% by June 2024.**

#### Yearly Target Goals

2024	2025	2026	2027	2028
86%	88%	90%	91%	92%
<b>2024 - Actual</b>	<b>2025 - Actual</b>	<b>2026 - Actual</b>	<b>2027 - Actual</b>	<b>2028 - Actual</b>
76%	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%	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 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
46%		38%		

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	48%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	50%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	52%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	53%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2028	xx%	xx%	54%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

## Early Childhood Math Progress Measure 1 UTTUA at Tyler

The percent of K students that score on grade level or above in math on the NWEA Maps will increase from 92% to 98% by June 2024.

### Yearly Target Goals

2024	2025	2026	2027	2028
92%	94%	94%	96%	98%
2024 - Actual		2025 - Actual		2026 - Actual
65%		81%		

### 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



## 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%	100%	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
75%	64%	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%
2024- Actual	2025- Actual	2026- Actual	2027- Actual	2028- Actual
4%	0%	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	N/A	N/A	N/A	N/A	N/A
2025	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2026	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2028	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### CCMR Progress Measure 3

GPM 3.3 The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from N/A% to 1% by August 2028.

#### Yearly Target Goals

2024	2025	2026	2027	2028
N/A	1%	1%	1%	1%
2024- Actual	2025- Actual	2026- Actual	2027- Actual	2028- Actual
0%	0%	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
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## 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/ <a href="#">Board Meeting: Previous year STAAR data</a>	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/ <a href="#">Board Meeting: Interim 1 data</a>	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 <a href="#">Board Meeting: Interim 2 Data</a>	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/ <a href="#">Board email: Updates on progress monitoring goals for K-3/EOY Assessments for NWEA Maps</a>	
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 <a href="#">Board Meeting: Preliminary STAAR Data</a>	

# Board Outcome Goal Progress Monitoring Report

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% to 70% by June 2028.**

Overall Evaluation  
On Track

## Progress Measure

- GPM 1.1 The percent of K students that met grade level on NWEA MAPS will increase from 90 % to 100 % by June 2028.
- GPM 1.2 The percent of 1st grade students that met grade level or above on NWEA MAPS will increase from 60% to 80% by June 2028.
- GPM 1.3 The percent of 2nd grade students that met grade level or above NWEA MAPS will increase from 70% to 90% by June 2028.

Literacy Goals	2024	2025	2026	2027	2028
GPM 1.1 Kinder	90%	94%	96%	98%	100%
GPM 1.2 1st Grade	60%	65%	70%	75%	80%
GPM 1.3 2nd Grade	70%	75%	80%	85%	90%
GPM 2: 3rd Grade	60%	62%	64%	68%	70%



## Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	74%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2028 Goal	xx%	xx%	76%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

## Campus Updates

Longview Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 64% to 80% by June 2028. The Longview Campus will be providing students with the best instructional strategies including specific professional learning opportunities with new Science of Teaching Reading requirements. Support of TEA Reading Academies is ongoing until all staff is trained in STR.

Campus Evaluation

Palestine Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% to 75% by June 2028. The Palestine Campus will be providing students with the best instructional strategies including specific professional learning opportunities with new Science of Teaching Reading requirements. Support of TEA Reading Academies is ongoing until all staff is trained in STR.

Campus Evaluation

Tyler Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% to 65% by June 2028. The Tyler Campus will be providing students with the best instructional strategies including specific professional learning opportunities with new Science of Teaching Reading requirements. Support of TEA Reading Academies is ongoing until all staff is trained in STR.

Campus Evaluation

## Supporting Materials

[See "Monitoring Calendar" tab for specific supporting timeline.](#)

# Board Outcome Goal Progress Monitoring Report

**Board Outcome Goal Being Monitored: Goal 2: Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% to 65% by June 2028.**

**Overall Evaluation  
On Track**

## Progress Measure

**GPM 2.1 :** The percent of K students that score on track for grade level or above in math will increase from 86% to 94% by June 2028.

**GPM 2.2 :** The percent of 1st grade students that score on track for grade level or above in math will increase from 69% to 80% by June 2028.

**GPM 2.3 :** The percent of 2nd grade students that score on track for grade level or above in math will increase from 76% to 88% by June 2028.

Math Goals	2024	2025	2026	2027	2028
GPM 1.1 Kinder	88%	89%	92%	93%	94%
GPM 1.2 1st Grade	71%	72%	75%	78%	80%
GPM 1.3 2nd Grade	78%	80%	83%	86%	88%
GPM 2: 3rd Grade	56%	58%	60%	62%	65%

**Math Goals**



## Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	74%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2020 Goal	xx%	xx%	76%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

## Campus Updates

**Longview Campus Goal:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 70% by June 2028. The Longview Campus will be providing students with High Quality Instructional Materials (HQIM) deemed by TEA to ensure students are receiving the correct balance of conceptual and procedural math instruction. Teachers have received ample professional development from Eureka and there has been ongoing support from coaching staff.

**Campus Evaluation**

**Palestine Campus Goal:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 45% by June 2028. The Palestine Campus will be providing students with High Quality Instructional Materials (HQIM) deemed by TEA to ensure students are receiving the correct balance of conceptual and procedural math instruction. Teachers have received ample professional development from Eureka and there has been ongoing support from coaching staff.

**Campus Evaluation**

**Tyler Campus Goal:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 56% by June 2028. The Tyler Campus will be providing students with High Quality Instructional Materials (HQIM) deemed by TEA to ensure students are receiving the correct balance of conceptual and procedural math instruction. Teachers have received ample professional development from Eureka and there has been ongoing support from coaching staff.

**Campus Evaluation**

## Supporting Materials

See "Monitoring Calendar" tab for specific supporting timeline.