



February 11, 2025
Regular Meeting
Dr. Jim Vaszauskas Center for the Performing Arts
1110 W. Debbie Lane
Mansfield, TX 76063
6:00 PM

1. **Call to Order**
2. **Roll Call**
3. **Closed Session**
 1. Adjourn to closed session pursuant to Texas Government Code Section 551.074, Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee, 551.071, Consultation with the Board's attorney; 551.072, real property; and 551.076 to conduct deliberations regarding security devices or security audits.
4. **Reconvene**
 1. Reconvene to Public
5. **Meeting Opening**
 1. Prayer
 2. Pledges
6. **District Recognition**
 1. School Board Superstar Awards 4
 2. College Board Awards 6
 3. Toys for Tots/Fox 4 9
7. **Instructional Focus**
 1. MOY Local Assessment Update - Dr. Georgie Swize 10
 2. Public Hearing to Discuss the MISD Annual Report - Fernando Benavides 21
8. **Presentation**
 1. Presentation of Design Development Drawings for 2024 Bond Program 166
Projects - Jeffrey Brogden and Josh Cogburn
9. **Public Comments**
 1. The correct procedure for addressing the Board during Public Comments is as follows: Each speaker should address the Board from the podium microphone and state his or her name before speaking. All speakers will be limited to three minutes to make comments regarding items on the agenda, unless modified by the Board president based on Board Policy BED (LOCAL). Copies of presentations should be made available to all trustees and the Superintendent. Board policy prohibits the discussion of complaints against district employees during an open forum.
10. **Human Resources Report**
 1. New Hires/Transfers for Board Approval 230

11. Consent Agenda

1. Approval of Minutes from the January 21, 2025 Regular Board Meeting	232
2. Consideration and Approval of February Book Order	236
3. Consideration and Approval of Proposed Bid Proposals	248
4. Consideration and Approval of Class Size Waivers	250
5. Consideration and Approval of the Interlocal Agreement Region 10 ESC Multi-Region Purchasing Cooperative for Student Nutrition	251
6. Consideration and Approval of 2024-2025 Campus Improvement Plans	268
7. Consideration and Approval of Construction Manager at Risk for the 2024 Bond Program Phase 1 Project (P14) Transportation Buildings and Capital Renovations	327
8. Consideration and Approval of 2024 Bond Program – Early Learner’s Academy Design Development Drawings	329
9. Consideration and Approval of 2024 Bond Program – Package 1 (P1) Worley Middle and Jobe Middle Orchestra Additions and Capital Improvements Design Development Drawings	330
10. Consideration and Approval of 2024 Bond Program – Package 2 (P2) Coble Middle and Howard Middle Orchestra Additions and Capital Improvements Design Development Drawings	331
11. Consideration and Approval of 2024 Bond Program – Package 3 (P3) Danny Jones Middle and Wester Middle Orchestra Additions and Capital Improvements Design Development Drawings	332
12. Consideration and Approval of 2024 Bond Program – Package 15 (P15) Ben Barber Innovation Academy – Frontier STEM, and Phoenix Academy Additions and Capital Improvements Design Development Drawings	333
13. Consideration and Approval of 2024 Bond Program – Package A1 (PA1) Mansfield High School Baseball & Softball Turf Installation and Construction of Covered Batting Cages Design Development Drawings	334
14. Consideration and Approval of 2024 Bond Program – Package A2 (PA2) Summit High School Baseball & Softball Turf Installation and Construction of Covered Batting Cages Design Development Drawings	335
15. Consideration and Approval of 2024 Bond Program – Package A3 (PA3) Legacy High School Baseball & Softball Turf Installation and Construction of Covered Batting Cages Design Development Drawings	336
16. Consideration and Approval of 2024 Bond Program – Package A4 (PA4) Lake Ridge High School Baseball & Softball Turf Installation and Construction of Covered Batting Cages Design Development Drawings	337
17. Consideration and Approval of 2024 Bond Program – Package A5 (PA5) Timberview High School Baseball & Softball Turf Installation and Construction of Covered Batting Cages Design Development Drawings	338

12. Superintendent's Report

1. EC Accountability - February	339
2. Board Accountability	365
3. Enrollment Report	370
4. Attendance Percentage Report	372
5. State Intruder Detection Audits	375
6. Approved Student Trips	377
7. Facility Rental Revenue Report	383
8. Resignations	385
9. Resignation Reasons	386
10. Superintendent New Hires	387
11. 2017 Bond Program Report	392

13. **Adjourn**

1. Adjourn

Dr. Kimberley Cantu
Superintendent of Schools

Posted on _____ at _____
(Date) (Time)



TITLE: School Board Superstar Awards

DATE: Tuesday, February 11, 2025

Consent

BACKGROUND:

During the school year, elementary school students are selected to receive the School Board Superstar Award for outstanding citizenship. This month's students will be called forward and receive a trophy for their great character.

**School Board Superstar Award
February 11, 2025**

Each month during the school year, students from our elementary schools are selected to receive the School Board's Superstar Award for outstanding citizenship.

These young students have been chosen from their campus based on the virtues of outstanding character, citizenship, fairness, honesty, kindness, respect, responsibility and trustworthiness.

Liam Camacho

Tarver Rendon Elementary – 1st Grade

Sullivan Anderson

Roberta Tipps STEAM Academy – 1st Grade

Dimitri Cao

Martha Reid Elementary – 3rd Grade

Baylee Hatch

Mary Jo Sheppard Elementary – 4th Grade

Kamsiyochukwu Onuoha

Cora Spencer Elementary – 3rd Grade

Bradley Zhanel

Alice Ponder Elementary – 4th Grade

Mileah Dunn

Elizabeth Smith Elementary – 2nd Grade

COMMENDATION FORM FOR SCHOOL BOARD MEETINGS

Person(s) to be Commended:

Frontier STEM Academy and Legacy High School College Board National Award List

Last Name	First Name	National Recognition Awarded	High School
Adeshola	Adebola	African American	Frontier STEM Academy
Alamu	Emmanuel	African American	Frontier STEM Academy
Anukam	Kobi	African American	Frontier STEM Academy
Castillo	Cesar	First Generation	Frontier STEM Academy
Castillo	Roman	Hispanic	Frontier STEM Academy
Duku	Lucy	African American	Frontier STEM Academy
Evbie	Bright	African American	Frontier STEM Academy
Haastrup	Ademilola	African American	Frontier STEM Academy
Jones	Marcus	African American, First Generation	Frontier STEM Academy
Li	Linziqi	First Generation	Frontier STEM Academy
Manson	Marcus	First Generation, Hispanic	Frontier STEM Academy
Nyagakah	Mariel	African American	Frontier STEM Academy
Oyerokun	Inioluwa	African American	Frontier STEM Academy
Pascal	Dylan	African American, Hispanic	Frontier STEM Academy
Reid	Lewis	African American	Frontier STEM Academy
Rubio	Madison	Hispanic	Frontier STEM Academy
Ruiz	Jazmin	First Generation	Frontier STEM Academy
Sepulveda-Gonzalez	Danika	Hispanic	Frontier STEM Academy
Torres	Valeria	Hispanic, Indigenous	Frontier STEM Academy
Tunji-Akande	Ayomide	African American	Frontier STEM Academy
Westbrook	Sophia	Hispanic	Frontier STEM Academy
Windsor	Adan	First Generation, Hispanic	Frontier STEM Academy
Yamoah	Michael	African American	Frontier STEM Academy

Last Name	First Name	National Recognition Awarded	High School
Barcenas	Leslie	First Generation, Hispanic	Mansfield Legacy High School
Brown	Jillian	African American	Mansfield Legacy High School
Buckrham	Jamari	African American, First Generation, Hispanic	Mansfield Legacy High School

Castro	Katelyn	Hispanic	Mansfield Legacy High School
Cole	Tate	Indigenous	Mansfield Legacy High School
Garrett	Chandler	African American	Mansfield Legacy High School
Glen	Navaizsa	First Generation	Mansfield Legacy High School
Guzman	Joseph	First Generation	Mansfield Legacy High School
Hatch	McKinley	African American	Mansfield Legacy High School
Ho	Minh	First Generation	Mansfield Legacy High School
Jones	Mackenzie	African American	Mansfield Legacy High School
Keefer	Marissa	First Generation, Hispanic	Mansfield Legacy High School
Laurey	Raymond	African American	Mansfield Legacy High School
Lewis	Amarie	African American	Mansfield Legacy High School
Maakestad	Rain	Hispanic	Mansfield Legacy High School
Moore	Kaylee	Hispanic	Mansfield Legacy High School
Ndu	Hannah	African American	Mansfield Legacy High School
Obeng	Samuel	African American	Mansfield Legacy High School
Ojo	Enoch	African American	Mansfield Legacy High School
Roberts	Hannah	Indigenous	Mansfield Legacy High School
Smith	Joshua-Nayol	African American	Mansfield Legacy High School
Tissing	Genesis	African American	Mansfield Legacy High School
Vargas	Joshua	First Generation, Hispanic	Mansfield Legacy High School

Justification for the Commendation:

The Frontier STEM Academy and Legacy High School students made the College Board National Award List.

Requested Month of Board Meeting for Commendation: February

Principal, Director, or Supervisor's Approval: Fernando Benavides

Date: 2/11/25

Associate Superintendent of Communications & Marketing Approval: Laura Jobe

Date: 2/11/25

COMMENDATION FORM FOR SCHOOL BOARD MEETINGS

Person(s) to be Commended:

Mike Doocy and Fox 4

Justification for the Commendation:

Mike Doocy and Fox 4 are being recognized for their time, commitment and dedication to the Toys for Tots program.

Requested Month of Board Meeting for Commendation: February

Principal, Director, or Supervisor's Approval: Laura Jobe

Date: 2/11/25

Associate Superintendent of Communications & Marketing Approval: Laura Jobe

Date: 2/11/25



**Board of School Trustees
Mansfield Independent School District**

TITLE: MOY Local Assessment Update	DATE: February 11, 2025
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PRESENTATION

BACKGROUND:

The presentation will provide an update and review of middle of the year local assessment data.

The presentation will be made by Dr. Georgie Swize, Area Superintendent of Curriculum and Instruction.

CONSIDERATIONS:

None. This is for information only.

RECOMMENDATION:

None. This is for information only.



Local Assessment Update

mClass/MAP

11



VISION 2030

Mansfield Independent School District



Mission To inspire and educate students to be productive citizens.

A destination district committed to excellence. **Vision**

Values

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relationships
- Resiliency



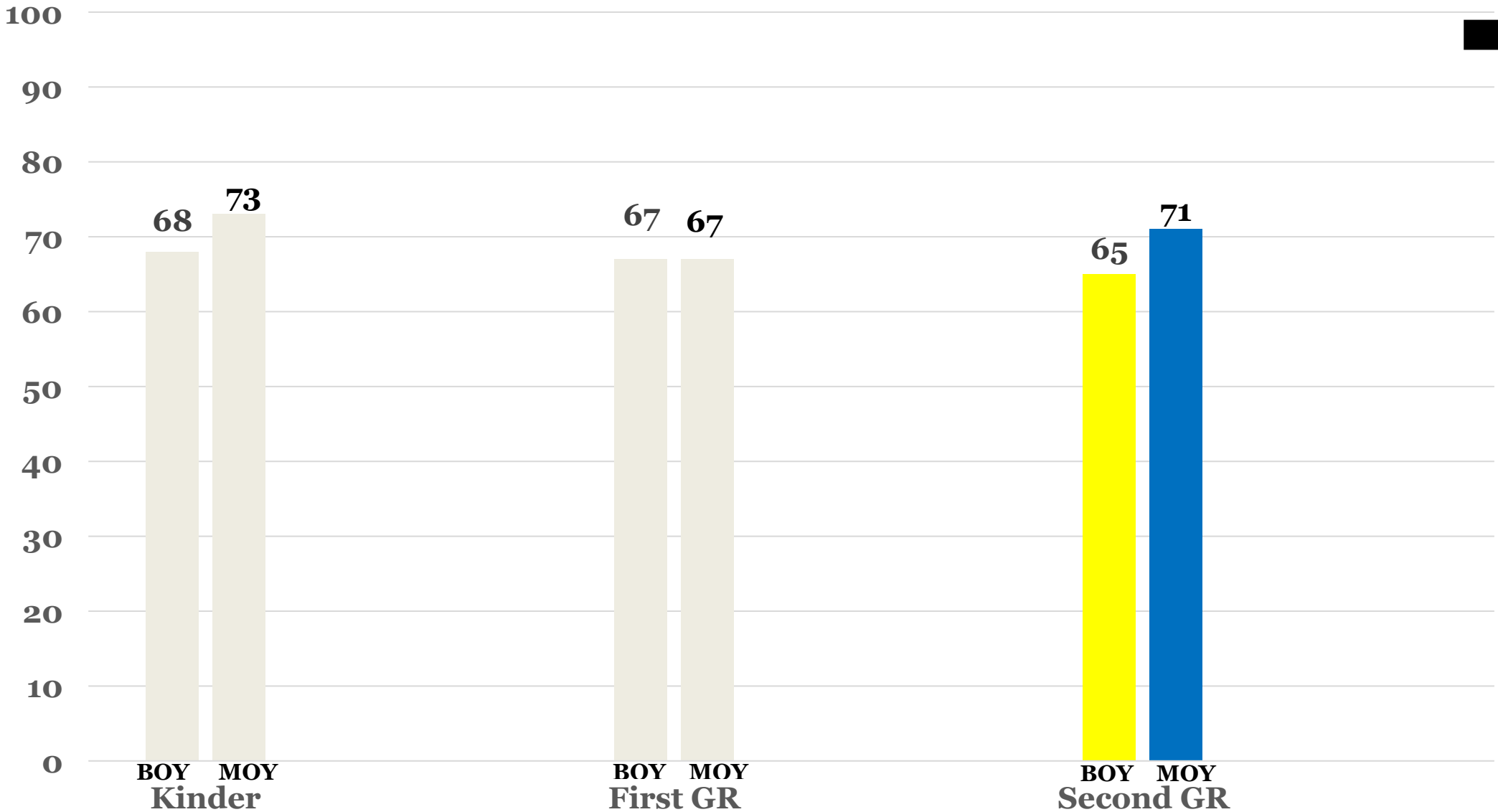
Motto MISD: A great place to live, learn, and teach.

Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

mCLASS[®]

Guiding Statement #1 – BOY to MOY Amplify mCLASS



***Ramp-Up
(BOY/MOY)***

Blue	> 70%
Green	66% - 70%
Yellow	55% - 65%
Red	< 55%

***Final Status
(2023-2024)***

Blue	> 76%
Green	74% - 76%
Yellow	60% - 73%
Red	< 60%

VISION 2030

Mansfield Independent School District



Mission To inspire and educate students to be productive citizens.

A destination district committed to excellence. **Vision**

Values

- Students First
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- Positive Relationships
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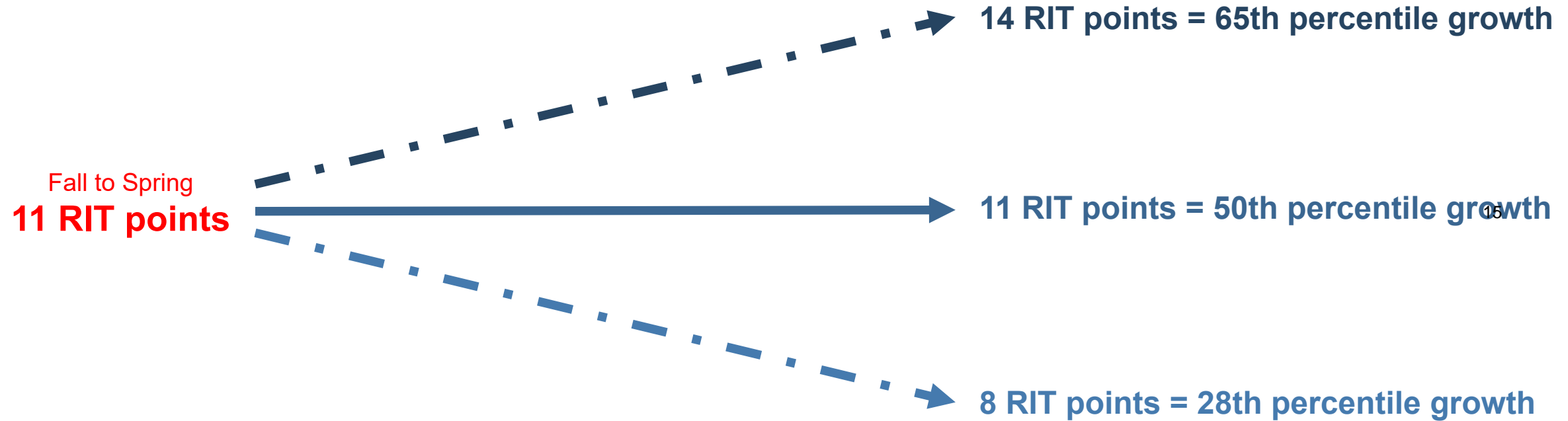
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Guiding Statements

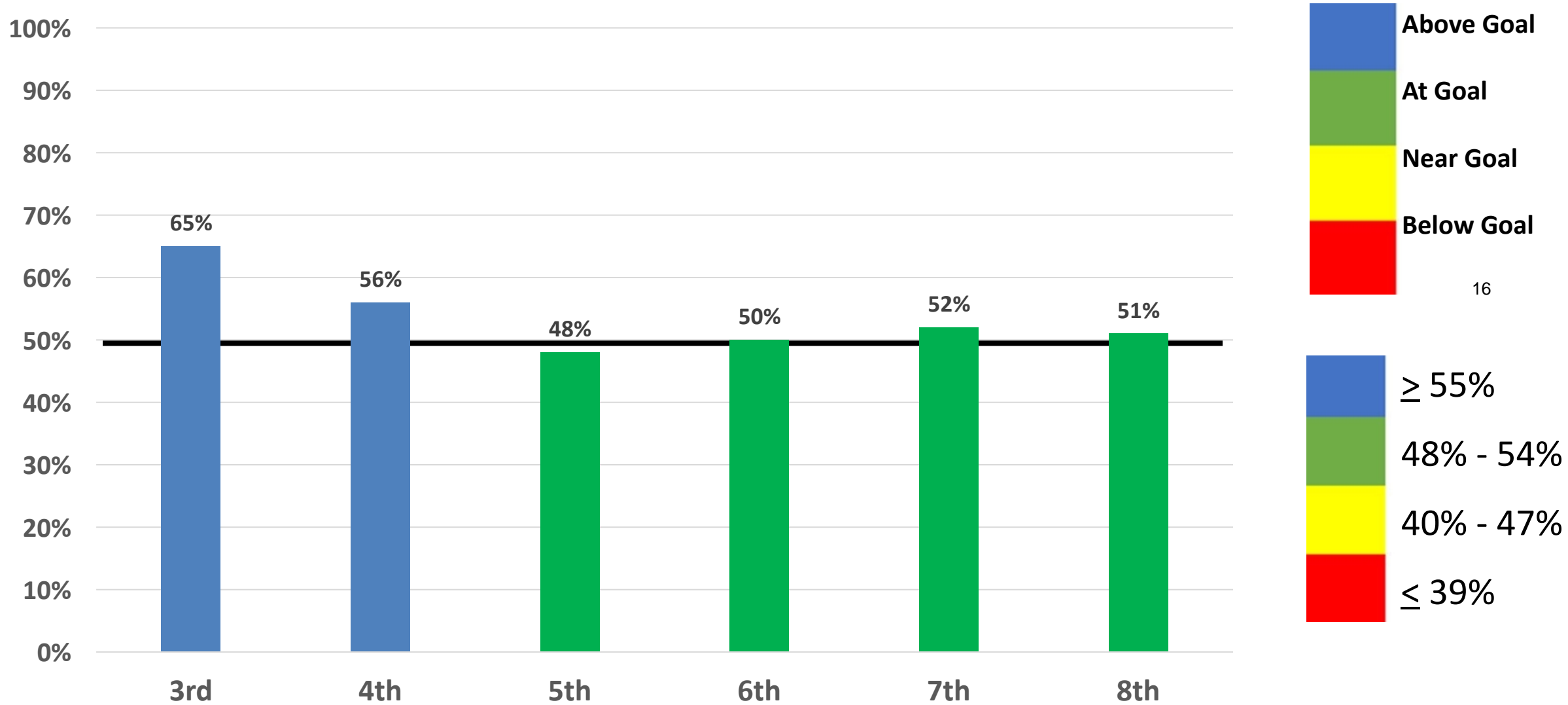
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2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
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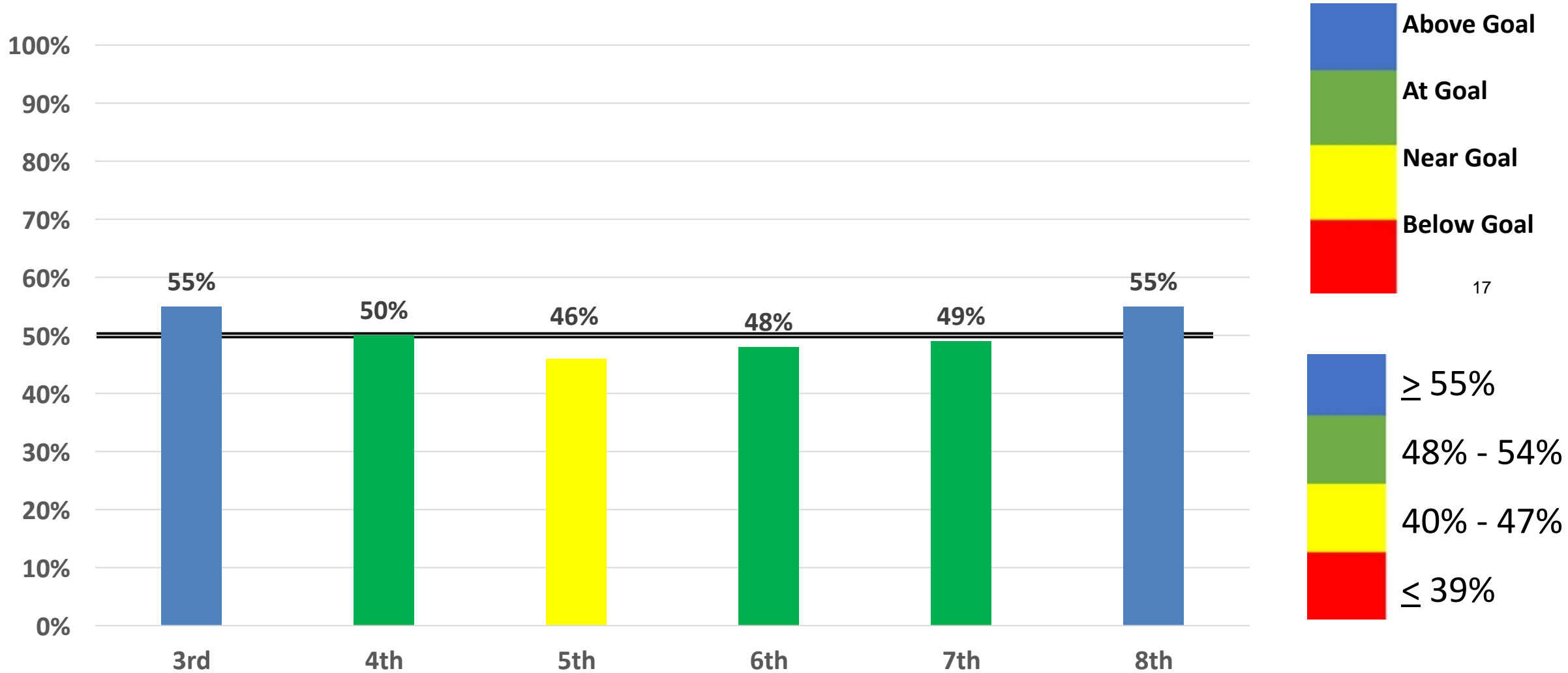
What is MAP Growth?



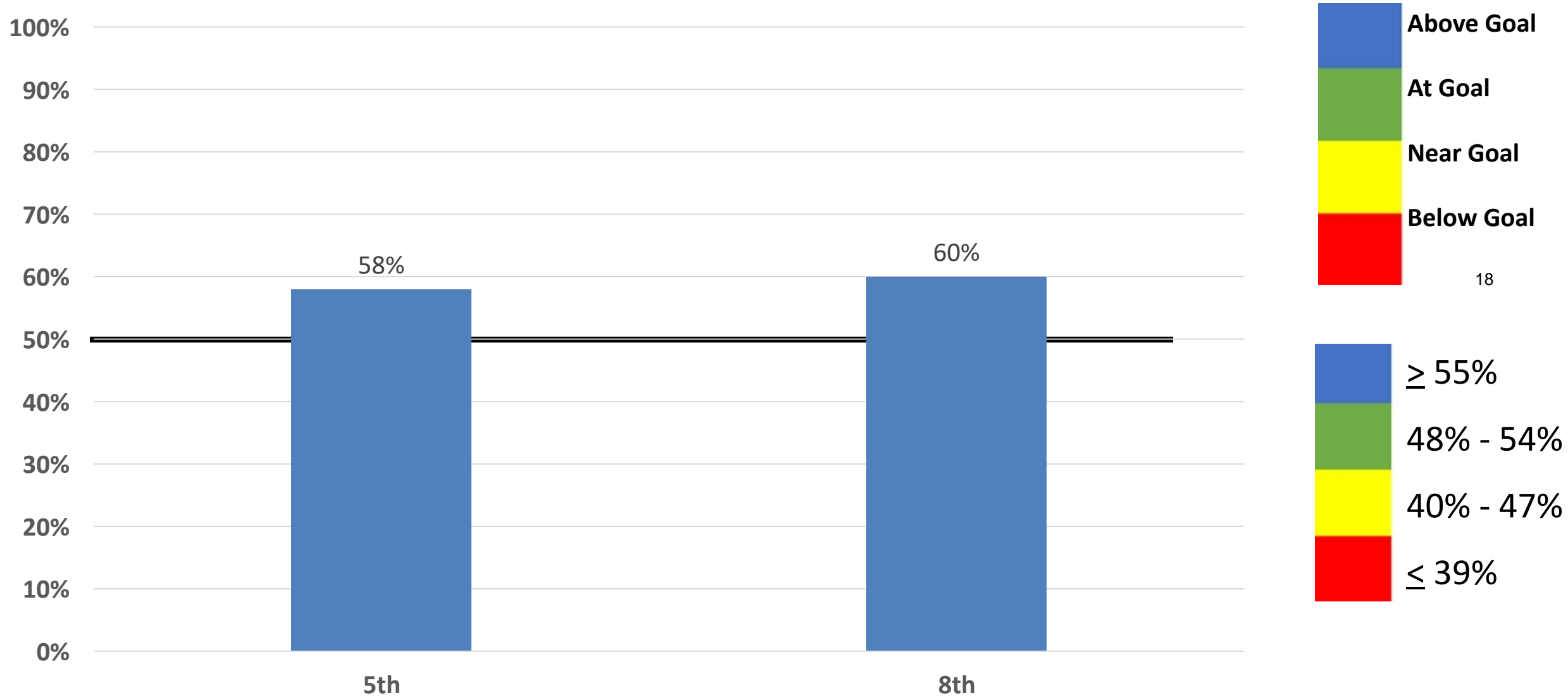
MAP Growth - Math



MAP Growth - Reading



MAP Growth - Science



Now What?



Questions





School District

**Board of School Trustees
Mansfield Independent**

TITLE: Public Hearing to Discuss
the MISD Annual Report

DATE: February 11, 2025

**PUBLIC
HEARING**

BACKGROUND:

The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB).

Each district's board of trustees must hold a public hearing to discuss the district's annual report within 90 days of receiving the final TAPR on December 12, 2024 (Winter Break not included). Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

Fernando Benavides, Associate Superintendent for Curriculum, Instruction, and Accountability, will present information provided in the MISD Annual Report.

CONSIDERATIONS:

Receive comments from the public after the staff presentation.

RECOMMENDATION:

None

TEXAS EDUCATION AGENCY

Mansfield ISD Annual Report

2023-2024



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

Table of Contents

Guidelines.....	1
2023-2024 TAPR	7
PEIMS Financial Standard Reports.....	41
District Accreditation Status	47
Campus Performance Objectives.....	49
Report on Violent or Criminal Incidents	55
Student Performance in Postsecondary Institutions	57
Progress Toward Meeting HB 3 Goals.....	61
Glossary	73

TEXAS EDUCATION AGENCY

Guidelines
of the
Texas Academic
Performance Report
2023-2024



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

Guidelines

2023–24 Texas Academic Performance Report

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

As of December 2024, the TAPR does not include A–F ratings or Distinction Designations. *The issuance of the A–F ratings under 2024 rule is pending and subject to change.*

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

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

1. **Annual Report** The PDF TAPR comprises the main part of the district’s annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
 - a. According to TEC, §39.306, in addition to the PDF TAPR, a district’s annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year’s graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district’s early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
 - b. As of December 2024, the PDF TAPR does not include A–F ratings or Distinction Designations.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2025. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2022–23 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

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

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

Guidelines

2023–24 Texas Academic Performance Report

accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

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

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

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2025.

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

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and
 - (B) college, career, and military readiness plans adopted under Section 11.186.
9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and

Guidelines

2023–24 Texas Academic Performance Report

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

- 10. Accessing the PDF TAPR** The TAPR is available on the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.
- 11. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*
- 12. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is **separate** from widely releasing the annual report to the public. This means for the 2024-25 school year, the 2022-2023 TAPR was posted on District websites as it is the most recent.
- 13. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 14. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 15. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
 - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the 2023 and 2024 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot. See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

Guidelines

2023–24 Texas Academic Performance Report

- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

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

TEXAS EDUCATION AGENCY

Texas Academic Performance

**District Performance Report
2023-2024**



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

2023-24 Texas Academic Performance Report (TAPR)

District Name: MANSFIELD ISD

District Number: 220908

2024 Special Education Determination Status:

Needs Assistance

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

School Year	Region State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
Grade 3 Reading																
At Approaches Grade Level or Above	2024	74%	74%	81%	77%	77%	89%	64%	89%	100%	80%	53%	78%	84%	74%	74%
	2023	76%	76%	82%	79%	77%	88%	80%	90%	87%	87%	55%	87%	85%	76%	78%
At Meets Grade Level or Above	2024	48%	48%	56%	51%	47%	69%	27%	67%	40%	55%	27%	61%	59%	45%	48%
	2023	50%	51%	56%	50%	48%	67%	40%	69%	57%	49%	26%	49%	59%	45%	52%
At Masters Grade Level	2024	21%	20%	22%	18%	16%	31%	0%	34%	0%	20%	5%	16%	23%	19%	18%
	2023	20%	20%	21%	18%	15%	27%	20%	33%	17%	18%	6%	22%	22%	14%	18%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2024	70%	71%	78%	72%	74%	86%	64%	89%	80%	46%	86%	81%	68%	70%	74%
	2023	73%	73%	78%	72%	74%	86%	80%	89%	83%	54%	78%	82%	69%	70%	80%
At Meets Grade Level or Above	2024	42%	44%	51%	45%	41%	65%	36%	69%	50%	23%	55%	54%	43%	40%	48%
	2023	45%	45%	52%	47%	42%	62%	40%	73%	51%	32%	47%	55%	43%	40%	51%
At Masters Grade Level	2024	15%	16%	19%	14%	13%	28%	0%	33%	0%	5%	24%	20%	15%	12%	18%
	2023	19%	19%	22%	18%	17%	28%	20%	39%	19%	8%	20%	24%	18%	14%	20%
Grade 4 Reading																
At Approaches Grade Level or Above	2024	81%	81%	87%	84%	84%	92%	71%	91%	88%	54%	91%	88%	84%	81%	82%
	2023	77%	78%	85%	83%	80%	90%	100%	92%	82%	55%	80%	86%	83%	78%	81%
At Meets Grade Level or Above	2024	51%	51%	58%	54%	51%	68%	43%	72%	52%	22%	58%	61%	53%	48%	52%
	2023	48%	49%	56%	51%	47%	67%	43%	70%	53%	24%	52%	58%	50%	42%	50%
At Masters Grade Level	2024	23%	23%	27%	25%	18%	33%	14%	43%	23%	6%	26%	28%	24%	17%	22%
	2023	22%	22%	25%	23%	19%	31%	29%	35%	28%	5%	20%	27%	21%	16%	20%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2024	69%	68%	76%	70%	71%	85%	57%	90%	71%	40%	81%	78%	71%	68%	74%
	2023	71%	70%	78%	73%	73%	85%	57%	88%	73%	45%	80%	80%	72%	70%	74%
At Meets Grade Level or Above	2024	46%	45%	54%	49%	43%	66%	14%	73%	47%	22%	60%	56%	48%	42%	49%
	2023	48%	48%	55%	48%	49%	64%	43%	73%	52%	27%	52%	58%	48%	42%	49%
At Masters Grade Level	2024	21%	21%	25%	21%	20%	32%	0%	43%	14%	6%	26%	27%	22%	17%	23%
	2023	22%	22%	26%	18%	22%	35%	29%	40%	29%	6%	30%	29%	21%	17%	23%
Grade 5 Reading																

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)	
At Approaches Grade Level or Above	2024	79%	79%	84%	81%	80%	90%	100%	91%	*	77%	49%	84%	87%	78%	77%	81%
	2023	81%	81%	85%	81%	84%	92%	*	89%	*	82%	56%	86%	88%	81%	79%	84%
	2024	55%	55%	60%	55%	51%	71%	63%	74%	*	50%	23%	60%	63%	51%	49%	56%
	2023	57%	57%	61%	53%	54%	71%	*	74%	*	64%	32%	52%	64%	53%	49%	57%
	2024	29%	28%	30%	26%	25%	37%	38%	41%	*	28%	6%	33%	33%	24%	21%	27%
2023	28%	29%	29%	23%	23%	36%	*	41%	*	34%	8%	23%	31%	25%	19%	26%	
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	76%	81%	76%	78%	88%	75%	93%	*	79%	56%	86%	84%	75%	74%	81%
	2023	80%	79%	84%	77%	82%	91%	*	94%	*	86%	61%	79%	87%	77%	76%	85%
	2024	50%	50%	53%	43%	49%	67%	63%	72%	*	44%	22%	55%	58%	44%	42%	52%
	2023	51%	50%	54%	42%	47%	69%	*	74%	*	52%	28%	58%	58%	44%	41%	54%
	2024	19%	20%	19%	13%	15%	27%	25%	34%	*	17%	5%	28%	22%	14%	12%	18%
2023	21%	22%	23%	14%	16%	35%	*	39%	*	23%	10%	25%	25%	18%	13%	19%	
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	58%	65%	58%	60%	77%	88%	77%	*	60%	31%	71%	69%	58%	54%	60%
	2023	65%	66%	70%	58%	63%	84%	*	86%	*	74%	45%	74%	73%	63%	58%	66%
	2024	28%	28%	31%	25%	27%	43%	38%	41%	*	25%	14%	33%	34%	26%	21%	26%
	2023	36%	37%	39%	27%	31%	56%	*	56%	*	47%	25%	42%	43%	32%	24%	33%
	2024	11%	11%	12%	8%	9%	19%	25%	17%	*	15%	5%	14%	14%	10%	6%	9%
2023	16%	16%	18%	9%	10%	31%	*	28%	*	24%	7%	26%	19%	15%	8%	12%	
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	78%	84%	81%	81%	90%	*	92%	*	80%	48%	92%	87%	79%	77%	82%
	2023	77%	78%	83%	80%	78%	89%	40%	92%	100%	86%	49%	86%	86%	77%	74%	80%
	2024	57%	57%	66%	60%	59%	76%	*	84%	*	65%	29%	82%	70%	58%	55%	63%
	2023	52%	54%	57%	52%	47%	69%	40%	72%	40%	57%	21%	61%	61%	49%	42%	51%
	2024	26%	26%	31%	24%	25%	40%	*	48%	*	31%	8%	41%	33%	27%	21%	28%
2023	22%	23%	23%	19%	15%	32%	0%	37%	37%	40%	16%	6%	26%	17%	14%	21%	
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	82%	77%	78%	90%	*	94%	*	84%	49%	86%	84%	78%	75%	83%
	2023	75%	77%	83%	80%	79%	88%	40%	94%	100%	78%	50%	82%	86%	76%	75%	81%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	40%	50%	40%	43%	64%	*	75%	*	52%	22%	52%	53%	44%	39%
	2023	40%	42%	50%	43%	41%	61%	0%	70%	60%	42%	23%	51%	54%	38%	35%
	2024	14%	14%	18%	11%	12%	27%	*	39%	*	16%	6%	26%	19%	15%	11%
	2023	16%	17%	19%	15%	12%	27%	0%	37%	40%	14%	6%	21%	22%	12%	11%
Grade 7 Reading																
At Approaches Grade Level or Above	2024	74%	75%	81%	79%	76%	87%	67%	89%	80%	87%	43%	81%	84%	75%	72%
	2023	78%	79%	82%	79%	77%	90%	67%	93%	*	73%	42%	85%	85%	78%	75%
	2024	54%	55%	64%	60%	54%	73%	50%	81%	60%	62%	22%	71%	68%	54%	51%
	2023	55%	56%	59%	52%	52%	72%	67%	77%	*	50%	16%	57%	63%	53%	48%
At Masters Grade Level	2024	29%	30%	34%	29%	24%	44%	17%	54%	40%	36%	5%	44%	38%	26%	23%
	2023	27%	28%	28%	23%	20%	37%	22%	46%	*	26%	3%	28%	30%	23%	18%
	2024	56%	56%	69%	62%	62%	81%	67%	88%	60%	71%	31%	76%	74%	60%	58%
At Meets Grade Level or Above	2023	63%	64%	75%	69%	68%	87%	56%	90%	*	71%	34%	74%	79%	67%	70%
	2024	34%	33%	50%	41%	42%	61%	0%	75%	40%	52%	19%	59%	55%	39%	48%
	2023	37%	38%	52%	41%	42%	68%	44%	77%	*	47%	18%	49%	57%	42%	40%
	2024	11%	10%	18%	11%	12%	26%	0%	37%	20%	18%	4%	22%	21%	11%	10%
	2023	11%	11%	19%	12%	12%	28%	11%	41%	*	18%	4%	28%	22%	13%	11%
Grade 8 Reading																
At Approaches Grade Level or Above	2024	81%	80%	84%	82%	77%	89%	75%	95%	*	82%	44%	86%	86%	79%	77%
	2023	83%	83%	88%	86%	86%	93%	75%	93%	86%	90%	52%	82%	91%	83%	82%
	2024	56%	57%	63%	60%	52%	74%	50%	84%	*	60%	20%	57%	67%	55%	52%
	2023	58%	57%	65%	60%	55%	75%	63%	77%	57%	70%	23%	59%	68%	56%	52%
At Masters Grade Level	2024	29%	31%	37%	31%	27%	46%	50%	59%	*	36%	4%	31%	40%	29%	25%
	2023	28%	28%	33%	27%	26%	42%	13%	53%	29%	38%	4%	20%	37%	26%	22%
	2024	72%	71%	75%	74%	71%	80%	80%	89%	*	71%	50%	78%	77%	71%	72%
At Meets Grade Level or Above	2023	76%	76%	79%	77%	77%	81%	88%	87%	80%	86%	46%	71%	81%	76%	74%
	2024	43%	42%	40%	38%	36%	45%	40%	63%	*	40%	18%	41%	43%	35%	36%
	2023	46%	46%	48%	43%	44%	52%	75%	66%	40%	64%	18%	39%	50%	44%	41%
	2024	46%	46%	48%	43%	44%	52%	75%	66%	40%	64%	18%	39%	50%	44%	41%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
At Masters Grade Level		2024	16%	15%	7%	9%	0%	22%	*	12%	2%	3%	8%	7%	6%
		2023	17%	17%	11%	13%	0%	23%	20%	13%	2%	0%	11%	11%	9%
Grade 8 Science															
At Approaches Grade Level or Above		2024	70%	70%	73%	68%	65%	85%	63%	88%	30%	75%	77%	65%	59%
		2023	74%	74%	81%	76%	88%	88%	67%	84%	45%	74%	85%	71%	67%
At Meets Grade Level or Above		2024	44%	43%	48%	39%	64%	72%	*	49%	13%	46%	53%	39%	32%
		2023	47%	46%	55%	48%	47%	66%	33%	59%	22%	52%	60%	44%	40%
At Masters Grade Level		2024	17%	16%	19%	13%	11%	27%	*	18%	3%	15%	21%	14%	14%
		2023	17%	16%	20%	14%	15%	29%	0%	21%	3%	14%	23%	14%	14%
Grade 8 Social Studies															
At Approaches Grade Level or Above		2024	60%	61%	64%	59%	53%	75%	50%	88%	22%	65%	68%	54%	50%
		2023	62%	63%	73%	68%	67%	82%	75%	87%	35%	70%	78%	63%	57%
At Meets Grade Level or Above		2024	33%	34%	36%	31%	27%	46%	13%	59%	9%	39%	40%	27%	21%
		2023	33%	34%	44%	38%	34%	54%	29%	48%	18%	36%	49%	32%	27%
At Masters Grade Level		2024	17%	18%	20%	16%	13%	28%	13%	36%	3%	22%	23%	14%	9%
		2023	16%	17%	23%	20%	17%	30%	29%	16%	8%	16%	27%	14%	12%
End of Course English I															
At Approaches Grade Level or Above		2024	70%	71%	78%	74%	73%	85%	67%	88%	35%	65%	81%	71%	60%
		2023	72%	74%	78%	75%	72%	85%	64%	92%	37%	72%	80%	73%	58%
At Meets Grade Level or Above		2024	52%	53%	62%	57%	54%	74%	56%	78%	18%	43%	67%	51%	36%
		2023	52%	55%	61%	53%	53%	73%	50%	81%	20%	50%	64%	53%	35%
At Masters Grade Level		2024	16%	16%	21%	17%	16%	29%	0%	40%	3%	11%	25%	14%	6%
		2023	13%	15%	18%	12%	11%	28%	*	21%	5%	4%	20%	12%	4%
End of Course English II															
At Approaches Grade Level or Above		2024	75%	77%	80%	77%	73%	88%	55%	91%	40%	68%	83%	72%	53%
		2023	74%	76%	80%	77%	75%	87%	89%	91%	41%	76%	82%	75%	52%
At Meets Grade Level or Above		2024	58%	60%	66%	60%	56%	79%	45%	84%	23%	45%	71%	54%	31%
		2023	54%	57%	62%	54%	54%	74%	67%	82%	22%	37%	65%	55%	28%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)			
At Masters Grade Level		2024	9%	9%	12%	8%	17%	0%	28%	*	13%	3%	2%	14%	7%	8%	2%	
		2023	9%	9%	11%	5%	17%	11%	27%	*	12%	4%	3%	12%	8%	5%	1%	
End of Course Algebra I																		
At Approaches Grade Level or Above		2024	81%	79%	88%	86%	85%	91%	82%	93%	67%	91%	55%	86%	90%	83%	83%	77%
		2023	79%	78%	87%	85%	84%	92%	83%	93%	*	91%	58%	83%	90%	81%	82%	77%
At Meets Grade Level or Above		2024	43%	41%	65%	58%	57%	74%	73%	84%	33%	75%	22%	57%	70%	54%	54%	52%
		2023	43%	43%	62%	54%	56%	72%	33%	84%	*	70%	22%	56%	67%	50%	49%	44%
At Masters Grade Level		2024	24%	23%	45%	37%	55%	37%	36%	69%	17%	50%	8%	38%	49%	36%	35%	34%
		2023	23%	23%	38%	30%	48%	33%	8%	68%	*	37%	10%	33%	43%	27%	28%	26%
End of Course Biology																		
At Approaches Grade Level or Above		2024	91%	92%	93%	92%	91%	97%	100%	96%	100%	93%	76%	91%	94%	91%	90%	85%
		2023	88%	89%	91%	90%	95%	95%	100%	96%	100%	95%	70%	93%	92%	89%	88%	80%
At Meets Grade Level or Above		2024	56%	57%	65%	60%	54%	78%	86%	85%	50%	77%	25%	59%	71%	53%	54%	42%
		2023	56%	58%	63%	55%	55%	77%	50%	85%	80%	69%	25%	50%	69%	51%	50%	37%
At Masters Grade Level		2024	19%	19%	25%	19%	36%	17%	29%	50%	17%	25%	4%	17%	29%	16%	17%	10%
		2023	21%	23%	27%	19%	38%	18%	40%	55%	40%	29%	5%	23%	30%	19%	16%	9%
End of Course U.S. History																		
At Approaches Grade Level or Above		2024	96%	96%	97%	96%	95%	98%	100%	99%	*	99%	82%	97%	97%	95%	95%	88%
		2023	94%	94%	96%	94%	95%	98%	100%	98%	*	97%	76%	96%	96%	95%	93%	87%
At Meets Grade Level or Above		2024	69%	70%	76%	70%	71%	85%	100%	91%	*	80%	35%	63%	79%	68%	68%	47%
		2023	70%	72%	76%	68%	73%	85%	63%	86%	*	78%	38%	81%	78%	68%	68%	44%
At Masters Grade Level		2024	37%	39%	42%	34%	56%	34%	50%	61%	*	46%	11%	22%	45%	34%	31%	17%
		2023	38%	40%	43%	33%	54%	38%	13%	55%	*	48%	11%	50%	44%	37%	33%	13%
SAT/ACT All Subjects																		
At Approaches Grade Level or Above		2024	88%	90%	94%	88%	91%	98%	*	98%	*	93%	100%	*	96%	77%	90%	82%
		2023	90%	93%	95%	92%	98%	98%	80%	98%	*	96%	*	96%	78%	91%	73%	73%
At Meets Grade Level or Above		2024	59%	63%	70%	54%	61%	77%	*	83%	*	83%	80%	*	72%	42%	60%	27%
		2023	61%	65%	71%	57%	80%	80%	40%	80%	*	76%	*	74%	40%	60%	36%	36%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

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At Masters Grade Level		2024	12%	13%	9%	1%	6%	11%	*	18%	-	20%	0%	*	10%	5%	4%	0%
		2023	12%	13%	8%	1%	1%	13%	0%	12%	*	11%	*		8%	5%	4%	0%
All Grades All Subjects																		
At Approaches Grade Level or Above		2024	75%	75%	81%	77%	76%	88%	73%	91%	75%	81%	47%	81%	83%	74%	73%	72%
		2023	76%	77%	82%	78%	78%	89%	77%	92%	79%	84%	50%	80%	85%	76%	75%	75%
At Meets Grade Level or Above		2024	48%	49%	57%	51%	49%	68%	47%	76%	48%	58%	21%	55%	61%	48%	46%	45%
		2023	49%	50%	57%	50%	49%	69%	44%	75%	48%	60%	24%	51%	61%	48%	45%	45%
At Masters Grade Level		2024	20%	20%	24%	19%	18%	32%	17%	42%	24%	25%	5%	24%	27%	19%	16%	18%
		2023	20%	21%	24%	18%	18%	32%	9%	41%	25%	24%	6%	22%	26%	18%	15%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above		2024	76%	76%	82%	79%	77%	89%	70%	91%	78%	83%	45%	81%	84%	76%	74%	73%
		2023	77%	78%	83%	79%	78%	89%	74%	92%	80%	83%	47%	82%	85%	78%	75%	75%
At Meets Grade Level or Above		2024	54%	55%	62%	57%	53%	73%	47%	78%	55%	61%	23%	60%	66%	53%	50%	49%
		2023	53%	55%	60%	53%	52%	71%	52%	76%	51%	62%	23%	53%	63%	52%	47%	47%
At Masters Grade Level		2024	22%	22%	26%	21%	19%	34%	16%	43%	33%	26%	5%	26%	28%	20%	17%	19%
		2023	20%	21%	23%	18%	16%	31%	11%	39%	26%	23%	5%	19%	25%	18%	14%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above		2024	72%	72%	80%	75%	75%	87%	72%	92%	76%	79%	47%	83%	83%	73%	72%	75%
		2023	75%	75%	82%	77%	78%	88%	71%	92%	79%	82%	50%	79%	85%	75%	74%	78%
At Meets Grade Level or Above		2024	43%	43%	54%	46%	46%	65%	41%	75%	45%	54%	21%	55%	58%	45%	43%	48%
		2023	45%	45%	55%	46%	47%	66%	40%	75%	45%	55%	24%	51%	59%	44%	42%	48%
At Masters Grade Level		2024	17%	17%	22%	16%	17%	29%	11%	41%	18%	23%	6%	25%	24%	18%	16%	20%
		2023	19%	19%	23%	17%	18%	31%	9%	41%	24%	22%	7%	24%	26%	18%	15%	20%
All Grades Science																		
At Approaches Grade Level or Above		2024	75%	75%	79%	75%	74%	87%	83%	88%	77%	77%	46%	78%	81%	73%	71%	68%
		2023	77%	77%	82%	77%	77%	89%	92%	80%	85%	85%	55%	79%	84%	76%	74%	70%
At Meets Grade Level or Above		2024	43%	44%	50%	43%	41%	63%	57%	68%	38%	54%	18%	45%	55%	41%	39%	33%
		2023	47%	48%	54%	45%	46%	67%	33%	73%	53%	59%	24%	47%	58%	43%	40%	36%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

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At Masters Grade Level		2024	16%	19%	13%	28%	37%	23%	21%	4%	15%	22%	14%	12%
		2023	18%	19%	15%	33%	42%	27%	25%	5%	22%	25%	16%	13%
All Grades Social Studies														
At Approaches Grade Level or Above		2024	78%	79%	76%	87%	94%	50%	80%	51%	78%	84%	75%	74%
		2023	78%	79%	81%	90%	88%	75%	86%	54%	80%	88%	77%	77%
At Meets Grade Level or Above		2024	51%	53%	51%	66%	76%	33%	60%	21%	48%	61%	48%	47%
		2023	52%	54%	54%	70%	76%	38%	63%	27%	53%	64%	48%	48%
At Masters Grade Level		2024	27%	29%	24%	42%	49%	0%	34%	7%	22%	35%	24%	22%
		2023	27%	29%	28%	43%	47%	25%	32%	9%	29%	36%	24%	23%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above														
3rd Graders														
Reading and Mathematics		2024	35%	36%	33%	57%	60%	40%	43%	18%	47%	46%	35%	32%
		2023	37%	38%	33%	53%	63%	20%	44%	21%	40%	46%	36%	32%
Reading and Mathematics Including EOC		2024	35%	36%	33%	57%	60%	40%	43%	18%	47%	46%	35%	32%
		2023	37%	38%	33%	53%	63%	20%	44%	21%	40%	46%	36%	32%
Reading Including EOC		2024	48%	48%	47%	69%	67%	40%	55%	27%	61%	59%	45%	48%
		2023	50%	51%	48%	67%	69%	40%	57%	26%	49%	59%	49%	52%
Math Including EOC		2024	42%	44%	41%	65%	69%	36%	50%	23%	55%	54%	43%	40%
		2023	45%	45%	42%	62%	73%	20%	51%	32%	47%	55%	43%	40%
4th Graders														
Reading and Mathematics		2024	38%	38%	36%	56%	66%	29%	39%	15%	44%	48%	40%	35%
		2023	38%	39%	37%	56%	62%	40%	45%	20%	37%	48%	38%	31%
Reading and Mathematics Including EOC		2024	38%	38%	36%	56%	66%	29%	39%	15%	44%	48%	40%	35%
		2023	38%	39%	37%	56%	62%	40%	45%	20%	37%	48%	38%	31%
Reading Including EOC		2024	51%	51%	51%	68%	72%	57%	52%	22%	58%	61%	53%	48%
		2023	48%	49%	47%	67%	70%	80%	53%	24%	52%	58%	50%	50%
Math Including EOC		2024	46%	46%	43%	66%	73%	43%	47%	22%	60%	56%	48%	42%
		2023	48%	48%	49%	64%	73%	40%	52%	27%	52%	58%	48%	42%
5th Graders														
Reading and Mathematics		2024	42%	42%	40%	58%	62%	*	38%	16%	45%	50%	36%	34%
		2023	43%	43%	38%	61%	65%	*	49%	23%	44%	51%	36%	33%

40

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)	
Reading and Mathematics Including EOC	2024	42%	42%	45%	37%	40%	58%	50%	62%	*	38%	16%	45%	50%	36%	34%	43%
	2023	43%	43%	46%	36%	38%	61%	*	65%	*	49%	23%	44%	51%	36%	33%	43%
	2024	55%	55%	60%	55%	51%	71%	63%	74%	*	50%	23%	60%	63%	51%	49%	56%
	2023	57%	57%	61%	53%	54%	71%	*	74%	*	64%	32%	52%	64%	53%	49%	57%
	2024	51%	50%	53%	43%	49%	67%	63%	72%	*	44%	22%	55%	58%	44%	42%	52%
2023	51%	51%	54%	42%	47%	69%	*	74%	*	52%	28%	58%	58%	44%	41%	54%	
6th Graders																	
Reading and Mathematics Including EOC	2024	36%	37%	46%	36%	37%	58%	*	72%	*	48%	18%	52%	49%	38%	34%	44%
	2023	35%	37%	42%	35%	32%	54%	0%	61%	40%	38%	16%	44%	46%	32%	28%	38%
	2024	36%	37%	46%	36%	37%	58%	*	72%	*	48%	18%	52%	49%	38%	34%	44%
Reading Including EOC	2023	35%	37%	42%	35%	32%	54%	0%	61%	40%	38%	16%	44%	46%	32%	28%	38%
	2024	57%	57%	66%	60%	59%	76%	*	84%	*	65%	29%	82%	70%	58%	55%	63%
	2023	52%	54%	57%	52%	47%	69%	40%	72%	40%	57%	21%	61%	61%	49%	42%	51%
	2024	40%	41%	50%	40%	43%	64%	*	75%	*	52%	22%	52%	53%	44%	39%	50%
2023	40%	43%	50%	43%	41%	61%	0%	70%	60%	42%	23%	51%	54%	38%	35%	48%	
7th Graders																	
Reading and Mathematics Including EOC	2024	35%	35%	45%	38%	36%	57%	0%	71%	40%	43%	15%	54%	50%	34%	32%	42%
	2023	37%	39%	45%	34%	36%	61%	44%	69%	*	40%	11%	45%	49%	37%	34%	40%
	2024	36%	36%	45%	38%	36%	57%	0%	72%	40%	43%	15%	54%	50%	34%	32%	42%
Reading Including EOC	2023	38%	40%	45%	34%	36%	61%	44%	69%	*	40%	11%	45%	49%	37%	34%	40%
	2024	54%	56%	64%	60%	54%	73%	50%	81%	60%	62%	22%	71%	68%	54%	51%	57%
	2023	55%	56%	60%	52%	52%	72%	67%	77%	*	50%	17%	57%	63%	53%	48%	52%
Math Including EOC	2024	40%	41%	50%	41%	42%	61%	0%	75%	40%	52%	19%	59%	55%	39%	37%	48%
	2023	43%	45%	52%	41%	43%	68%	44%	77%	*	47%	18%	49%	57%	42%	40%	49%
8th Graders																	
Reading and Mathematics Including EOC	2024	28%	25%	31%	30%	26%	36%	20%	49%	*	30%	10%	28%	33%	27%	26%	19%
	2023	31%	30%	38%	35%	33%	43%	50%	52%	20%	51%	14%	26%	39%	35%	30%	26%
	2024	41%	41%	49%	42%	38%	62%	50%	76%	*	49%	12%	49%	54%	39%	38%	32%
Reading Including EOC	2023	44%	44%	53%	46%	46%	63%	50%	73%	43%	62%	15%	43%	58%	42%	40%	34%
	2024	57%	58%	63%	60%	52%	74%	50%	84%	*	60%	20%	57%	67%	55%	52%	42%
	2023	58%	59%	65%	60%	55%	75%	63%	77%	57%	70%	22%	59%	68%	56%	52%	42%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)	
Math Including EOC	2024	49%	47%	57%	49%	48%	68%	63%	83%	*	56%	20%	57%	61%	46%	47%	45%	
	2023	51%	50%	62%	54%	55%	70%	75%	82%	57%	73%	20%	55%	67%	50%	50%	45%	
3rd - 8th Graders																		
Reading and Mathematics	2024	36%	36%	43%	37%	35%	55%	22%	65%	37%	40%	15%	46%	47%	35%	32%	39%	
	2023	37%	38%	43%	36%	35%	55%	32%	63%	30%	44%	18%	40%	47%	36%	31%	39%	
Reading and Mathematics Including EOC	2024	38%	39%	46%	39%	37%	58%	27%	68%	37%	43%	16%	48%	50%	37%	34%	40%	
	2023	39%	40%	46%	38%	37%	58%	32%	66%	34%	46%	18%	42%	50%	37%	33%	40%	
Reading Including EOC	2024	54%	54%	61%	57%	53%	72%	45%	77%	52%	58%	24%	65%	65%	53%	50%	54%	
	2023	53%	54%	59%	53%	51%	70%	50%	74%	52%	59%	24%	55%	62%	52%	47%	51%	
Math Including EOC	2024	45%	45%	53%	44%	44%	65%	36%	75%	48%	50%	21%	56%	56%	44%	41%	49%	
	2023	47%	47%	54%	46%	46%	66%	42%	75%	41%	53%	25%	52%	58%	44%	42%	49%	

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

School Year	State	Region 11	District	African American	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject															
Grade 4 ELA/Reading	2024	67%	72%	68%	69%	75%	71%	81%	80%	51%	77%	72%	71%	65%	70%
	2023	55%	59%	58%	53%	63%	57%	68%	*	49%	57%	59%	58%	54%	54%
Grade 4 Mathematics	2024	60%	65%	64%	61%	70%	43%	75%	70%	46%	70%	66%	63%	60%	61%
	2023	63%	67%	64%	63%	72%	50%	77%	*	54%	68%	67%	66%	61%	62%
Grade 5 ELA/Reading	2024	70%	69%	66%	65%	77%	81%	75%	*	47%	64%	72%	64%	64%	69%
	2023	65%	64%	64%	63%	68%	*	75%	*	49%	56%	67%	62%	61%	65%
Grade 5 Mathematics	2024	65%	63%	59%	62%	67%	63%	72%	*	58%	54%	63%	62%	60%	66%
	2023	71%	70%	63%	68%	74%	*	76%	*	77%	70%	70%	64%	66%	70%
Grade 6 ELA/Reading	2024	61%	62%	67%	66%	78%	*	84%	*	49%	83%	73%	66%	64%	69%
	2023	51%	51%	53%	49%	63%	*	69%	*	42%	60%	58%	52%	49%	55%
Grade 6 Mathematics	2024	48%	60%	59%	55%	64%	*	72%	*	47%	64%	61%	60%	57%	59%
	2023	54%	63%	64%	56%	67%	*	71%	*	59%	63%	62%	66%	60%	59%
Grade 7 ELA/Reading	2024	66%	74%	72%	70%	78%	50%	83%	*	45%	83%	76%	69%	66%	70%
	2023	71%	74%	72%	67%	81%	72%	81%	*	49%	66%	75%	70%	68%	70%
Grade 7 Mathematics	2024	49%	59%	51%	56%	66%	0%	77%	*	39%	71%	61%	53%	51%	60%
	2023	56%	63%	57%	57%	72%	56%	78%	*	41%	63%	65%	59%	58%	61%
Grade 8 ELA/Reading	2024	69%	75%	75%	67%	79%	75%	85%	*	52%	68%	76%	72%	69%	61%
	2023	63%	66%	62%	63%	70%	58%	76%	70%	48%	60%	67%	61%	59%	59%
Grade 8 Mathematics	2024	66%	70%	71%	68%	67%	70%	82%	*	65%	80%	69%	71%	70%	67%
	2023	74%	78%	79%	76%	75%	83%	86%	*	58%	79%	78%	78%	76%	73%
End of Course English I	2024	64%	73%	70%	72%	75%	67%	81%	69%	47%	68%	75%	68%	70%	65%
	2023	57%	62%	61%	56%	67%	55%	72%	*	43%	65%	63%	59%	58%	55%
End of Course English II	2024	69%	72%	70%	71%	71%	61%	79%	*	47%	75%	73%	68%	70%	61%
	2023	74%	77%	77%	73%	80%	86%	82%	*	60%	68%	78%	74%	72%	62%
End of Course Algebra I	2024	72%	88%	87%	85%	89%	89%	92%	50%	75%	82%	88%	87%	85%	86%
	2023	76%	87%	87%	85%	87%	81%	95%	*	79%	95%	88%	83%	84%	82%
All Grades Both Subjects	2024	64%	70%	68%	67%	74%	64%	80%	71%	51%	72%	71%	67%	66%	66%
	2023	64%	68%	67%	64%	72%	60%	77%	66%	54%	66%	69%	66%	64%	63%
All Grades ELA/Reading	2024	67%	72%	70%	69%	76%	69%	81%	74%	48%	74%	74%	68%	67%	67%
	2023	63%	66%	64%	61%	70%	59%	75%	63%	48%	61%	67%	63%	60%	60%
All Grades Mathematics	2024	60%	68%	65%	64%	71%	59%	78%	68%	54%	69%	68%	66%	64%	65%
	2023	66%	71%	69%	68%	75%	62%	81%	70%	61%	72%	72%	69%	68%	67%
School Progress - Accelerated Learning by Grade and Subject															
Grade 4 ELA/Reading	2024	38%	39%	40%	45%	51%	*	28%	*	25%	33%	42%	43%	38%	36%
	2023	33%	33%	44%	35%	49%	-	44%	-	30%	38%	39%	48%	41%	33%
Grade 4 Mathematics	2024	26%	25%	27%	33%	36%	*	37%	*	16%	33%	34%	26%	28%	30%
	2023	27%	24%	30%	24%	41%	-	6%	-	13%	20%	28%	31%	28%	27%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	34%	36%	35%	36%	-	33%	-	38%	24%	40%	38%	31%	35%	39%
	2023	37%	36%	41%	38%	49%	*	30%	-	24%	21%	55%	43%	39%	39%	43%
Grade 5 Mathematics	2024	41%	39%	47%	44%	56%	*	50%	-	46%	36%	43%	48%	45%	43%	49%
	2023	48%	45%	51%	47%	58%	*	67%	-	48%	42%	41%	55%	45%	48%	53%
Grade 6 ELA/Reading	2024	24%	24%	32%	31%	27%	44%	38%	-	26%	18%	*	34%	28%	29%	27%
	2023	26%	25%	35%	36%	24%	40%	63%	-	50%	23%	38%	38%	31%	32%	34%
Grade 6 Mathematics	2024	27%	28%	38%	41%	36%	38%	33%	-	42%	21%	29%	38%	40%	35%	35%
	2023	35%	37%	46%	48%	44%	44%	50%	-	45%	24%	64%	44%	48%	45%	44%
Grade 7 ELA/Reading	2024	23%	23%	30%	28%	31%	30%	17%	-	69%	21%	40%	33%	27%	27%	20%
	2023	39%	38%	45%	47%	36%	59%	53%	*	33%	25%	58%	46%	42%	41%	38%
Grade 7 Mathematics	2024	14%	13%	16%	12%	17%	19%	25%	-	21%	7%	14%	16%	15%	15%	17%
	2023	22%	21%	26%	30%	22%	26%	21%	*	26%	13%	44%	27%	25%	26%	21%
Grade 8 ELA/Reading	2024	34%	33%	38%	42%	32%	40%	33%	*	42%	25%	56%	36%	40%	35%	31%
	2023	39%	38%	46%	45%	48%	45%	56%	*	40%	25%	43%	49%	42%	43%	52%
Grade 8 Mathematics	2024	44%	39%	54%	57%	50%	58%	58%	*	43%	40%	69%	55%	53%	53%	49%
	2023	49%	47%	57%	56%	60%	54%	59%	*	50%	27%	60%	59%	54%	55%	54%
End of Course English I	2024	20%	20%	28%	24%	28%	36%	29%	-	25%	16%	43%	28%	28%	26%	19%
	2023	26%	28%	29%	33%	29%	24%	43%	-	20%	12%	43%	27%	32%	29%	29%
End of Course English II	2024	29%	29%	32%	32%	33%	33%	45%	-	35%	20%	44%	36%	24%	31%	33%
	2023	41%	42%	46%	48%	40%	52%	56%	*	48%	28%	60%	47%	44%	43%	29%
End of Course Algebra I	2024	55%	51%	64%	65%	63%	67%	48%	*	69%	43%	70%	61%	68%	60%	49%
	2023	58%	56%	70%	74%	63%	71%	67%	*	86%	52%	58%	72%	68%	68%	65%
All Grades Both Subjects	2024	32%	31%	38%	38%	37%	43%	37%	50%	39%	24%	46%	39%	37%	36%	34%
	2023	38%	37%	45%	46%	42%	49%	47%	44%	41%	26%	49%	46%	43%	43%	41%
All Grades ELA/Reading	2024	30%	29%	34%	33%	33%	39%	31%	*	40%	21%	45%	36%	32%	32%	30%
	2023	35%	35%	41%	42%	38%	46%	49%	*	38%	24%	49%	42%	40%	39%	37%
All Grades Mathematics	2024	35%	33%	42%	42%	41%	47%	44%	50%	39%	27%	47%	43%	41%	40%	40%
	2023	40%	39%	48%	50%	46%	51%	45%	60%	44%	29%	49%	50%	46%	46%	46%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out (Waiver)	ALP ESL	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades All Subjects																	
STAAR Performance Rate by Subject and Performance Level																	
At Approaches Grade Level or Above																	
2024	75%	75%	81%	71%	-	-	72%	71%	-	70%	77%	63%	71%	75%	82%	70%	94%
2023	76%	77%	82%	68%	-	-	71%	64%	-	71%	78%	65%	66%	71%	83%	70%	94%
At Meets Grade Level or Above																	
2024	48%	49%	57%	38%	-	-	36%	42%	-	42%	51%	33%	41%	46%	58%	42%	80%
2023	49%	50%	57%	38%	-	-	38%	37%	-	39%	48%	30%	33%	38%	59%	38%	76%
At Masters Grade Level																	
2024	20%	20%	24%	11%	-	-	10%	13%	-	16%	21%	10%	11%	17%	25%	15%	42%
2023	20%	21%	24%	13%	-	-	11%	14%	-	13%	18%	8%	8%	13%	25%	12%	37%
All Grades ELA/Reading																	
At Approaches Grade Level or Above																	
2024	76%	76%	82%	75%	-	-	76%	74%	-	70%	81%	59%	61%	73%	83%	71%	95%
2023	77%	78%	83%	70%	-	-	74%	65%	-	71%	80%	63%	55%	73%	84%	71%	94%
At Meets Grade Level or Above																	
2024	54%	55%	62%	44%	-	-	43%	46%	-	45%	56%	33%	38%	51%	64%	45%	88%
2023	53%	55%	60%	41%	-	-	43%	38%	-	40%	50%	32%	29%	41%	62%	40%	80%
At Masters Grade Level																	
2024	22%	22%	26%	14%	-	-	13%	14%	-	17%	25%	8%	7%	20%	27%	16%	43%
2023	20%	21%	23%	14%	-	-	13%	15%	-	12%	19%	5%	7%	16%	24%	12%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above																	
2024	72%	72%	80%	71%	-	-	72%	70%	-	74%	78%	67%	74%	79%	80%	74%	94%
2023	75%	75%	82%	70%	-	-	73%	66%	-	75%	79%	69%	74%	77%	82%	74%	93%
At Meets Grade Level or Above																	
2024	43%	43%	54%	37%	-	-	35%	41%	-	47%	54%	36%	46%	48%	54%	45%	77%
2023	45%	45%	55%	38%	-	-	38%	38%	-	43%	50%	34%	42%	41%	55%	42%	75%
At Masters Grade Level																	
2024	17%	17%	22%	10%	-	-	8%	14%	-	19%	22%	15%	20%	21%	22%	18%	43%
2023	19%	19%	23%	13%	-	-	11%	16%	-	16%	19%	12%	12%	14%	23%	15%	41%
All Grades Science																	
At Approaches Grade Level or Above																	
2024	75%	75%	79%	58%	-	-	55%	64%	-	66%	64%	67%	84%	77%	80%	66%	94%
2023	77%	77%	82%	52%	-	-	52%	51%	-	66%	69%	66%	65%	53%	83%	65%	95%
At Meets Grade Level or Above																	
2024	43%	44%	50%	19%	-	-	16%	25%	-	30%	32%	29%	39%	42%	52%	29%	77%
2023	47%	48%	54%	24%	-	-	21%	28%	-	29%	36%	25%	26%	31%	55%	28%	74%
At Masters Grade Level																	
2024	16%	16%	19%	5%	-	-	7%	3%	-	9%	10%	8%	8%	12%	20%	8%	38%
2023	18%	19%	22%	5%	-	-	5%	5%	-	9%	12%	7%	9%	13%	23%	8%	35%
All Grades Social Studies																	
At Approaches Grade Level or Above																	
2024	78%	79%	81%	-	-	-	-	-	-	61%	57%	60%	84%	63%	82%	61%	94%
2023	78%	79%	85%	*	-	-	-	*	-	60%	52%	56%	83%	56%	86%	60%	94%
At Meets Grade Level or Above																	
2024	51%	53%	58%	-	-	-	-	-	-	29%	26%	28%	44%	25%	60%	28%	72%
2023	52%	54%	60%	*	-	-	-	*	-	26%	23%	24%	36%	20%	62%	25%	72%
At Masters Grade Level																	
2024	27%	29%	32%	-	-	-	-	-	-	11%	15%	10%	15%	4%	33%	11%	43%
2023	27%	29%	33%	*	-	-	-	*	-	7%	8%	8%	7%	0%	35%	7%	39%
School Progress - Annual Growth																	

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

School Year	School State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	70%	60%	-	-	62%	57%	-	65%	67%	63%	70%	68%	70%	65%	83%
	2023	64%	68%	53%	-	-	57%	49%	-	61%	62%	61%	65%	60%	69%	60%	77%
All Grades ELA/Reading	2024	67%	72%	65%	-	-	67%	61%	-	65%	70%	60%	67%	67%	73%	65%	84%
	2023	63%	66%	51%	-	-	57%	46%	-	57%	59%	56%	64%	59%	67%	56%	74%
All Grades Mathematics	2024	60%	68%	55%	-	-	57%	53%	-	66%	65%	66%	75%	69%	68%	64%	82%
	2023	66%	71%	54%	-	-	57%	51%	-	65%	65%	66%	65%	62%	72%	63%	83%
School Progress - Accelerated Learning																	
All Grades Both Subjects	2024	32%	38%	35%	-	-	39%	30%	-	34%	36%	32%	37%	32%	39%	34%	61%
	2023	38%	45%	28%	-	-	38%	20%	-	41%	41%	41%	48%	49%	46%	40%	64%
All Grades ELA/Reading	2024	30%	34%	38%	-	-	40%	36%	-	28%	33%	25%	28%	18%	36%	29%	47%
	2023	35%	41%	26%	-	-	35%	20%	-	37%	39%	35%	43%	45%	43%	35%	63%
All Grades Mathematics	2024	35%	42%	32%	-	-	37%	24%	-	40%	39%	41%	51%	45%	42%	39%	72%
	2023	40%	48%	29%	-	-	40%	20%	-	46%	44%	49%	54%	52%	49%	44%	65%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

State	Region 11	District	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
						Asian	Indian								
All Tests															
Assessment Participant															
99%	99%	99%	99%	99%	99%	100%	100%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	92%	93%	95%	94%	97%	94%	95%	98%	95%	96%	88%	98%	89%	95%	91%
Not Included in Accountability: Mobile	4%	4%	4%	3%	2%	6%	2%	1%	3%	3%	10%	1%	8%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	0%	2%	0%	0%	2%	1%	0%	1%	0%	0%	2%	1%	5%
Not Tested	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading															
Assessment Participant															
99%	99%	99%	99%	99%	99%	100%	100%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	91%	91%	94%	93%	96%	96%	94%	95%	95%	95%	88%	98%	88%	94%	88%
Not Included in Accountability: Mobile	4%	4%	4%	3%	2%	4%	2%	2%	4%	3%	10%	1%	8%	3%	4%
Not Included in Accountability: Other Exclusions	4%	4%	0%	3%	1%	0%	4%	2%	0%	1%	1%	1%	3%	2%	8%
Not Tested	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics															
Assessment Participant															
99%	99%	99%	100%	99%	99%	100%	100%	100%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	93%	94%	95%	95%	97%	95%	96%	100%	96%	96%	89%	99%	89%	95%	93%
Not Included in Accountability: Mobile	5%	5%	5%	3%	2%	5%	2%	0%	4%	3%	10%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	0%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science															
Assessment Participant															
99%	99%	99%	99%	99%	99%	100%	99%	100%	97%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	94%	95%	94%	97%	92%	95%	100%	94%	96%	85%	98%	89%	95%	93%
Not Included in Accountability: Mobile	4%	4%	4%	4%	2%	8%	3%	0%	3%	3%	14%	1%	8%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	1%	1%	1%	1%	0%	1%	0%	47	1%	1%	1%	2%	1%	1%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	3%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	99%	98%	99%	100%	100%	100%	97%	99%	99%	99%	98%	98%	98%
Included in Accountability	94%	95%	96%	95%	97%	97%	89%	97%	100%	94%	97%	90%	98%	89%	96%	93%
Not Included in Accountability: Mobile	4%	4%	3%	4%	3%	2%	11%	1%	0%	3%	1%	9%	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	1%	1%	2%	1%	0%	0%	0%	3%	1%	1%	1%	2%	2%	2%
Absent	1%	1%	1%	1%	2%	1%	0%	0%	0%	2%	1%	1%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	95%	95%	96%	96%	*	98%	-	92%	100%	*	97%	82%	93%	85%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	100%	99%	99%	99%
Included in Accountability	93%	93%	95%	94%	97%	97%	95%	95%	99%	95%	96%	87%	98%	88%	94%	91%
Not Included in Accountability: Mobile	4%	4%	4%	5%	4%	2%	5%	2%	0%	5%	3%	12%	1%	9%	4%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	0%	2%	0%	0%	1%	0%	0%	2%	1%	5%
Not Tested	1%	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	0%	1%	1%	1%
Absent	1%	1%	0%	1%	1%	0%	0%	0%	1%	0%	1%	1%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	97%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	92%	92%	94%	94%	96%	96%	94%	94%	97%	94%	95%	87%	98%	88%	94%	89%
Not Included in Accountability: Mobile	4%	5%	4%	5%	4%	2%	6%	2%	0%	5%	2%	12%	1%	9%	4%	3%
Not Included in Accountability: Other Exclusions	3%	3%	1%	0%	3%	1%	0%	4%	0%	0%	1%	1%	1%	3%	2%	8%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	3%	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	3%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	99%	100%	100%	100%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	94%	95%	97%	93%	96%	100%	94%	96%	88%	98%	88%	94%	94%
Not Included in Accountability: Mobile	4%	5%	4%	5%	4%	2%	6%	2%	0%	5%	2%	12%	1%	9%	4%	3%
Not Included in Accountability: Other Exclusions	3%	3%	1%	0%	3%	1%	0%	4%	0%	0%	1%	1%	1%	3%	2%	8%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	3%	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	3%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	99%	100%	100%	100%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	94%	95%	97%	93%	96%	100%	94%	96%	88%	98%	89%	95%	94%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)	
Not Included in Accountability: Mobile	5%	5%	4%	5%	4%	2%	7%	3%	0%	5%	2%	12%	1%	9%	4%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	
Not Tested	1%	1%	0%	0%	1%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Science																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	99%	100%	100%	98%	98%	99%	98%	99%	99%
Included in Accountability	93%	94%	95%	94%	94%	97%	96%	96%	100%	95%	95%	86%	98%	89%	95%	93%
Not Included in Accountability: Mobile	4%	4%	4%	5%	3%	2%	4%	2%	0%	4%	3%	12%	1%	8%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	1%	1%	1%	1%	0%	1%	0%	0%	2%	2%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	2%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	100%	100%	100%	98%	100%	99%	99%	99%	98%
Included in Accountability	94%	94%	96%	95%	96%	97%	100%	96%	100%	99%	96%	89%	98%	89%	95%	92%
Not Included in Accountability: Mobile	4%	4%	3%	4%	3%	2%	0%	1%	0%	1%	2%	11%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	2%	0%	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	0%	1%	1%	1%	2%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	2%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	92%	97%	98%	93%	97%	100%	97%	*	100%	*	*	97%	91%	98%	85%

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

- Indicates there are no students in the group.

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

MANSFIELD ISD (220908) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.9%	94.4%	94.6%	93.5%	94.4%	93.6%	96.1%	91.5%	94.0%	92.8%	93.2%	94.3%
2021-22	92.2%	92.7%	93.7%	94.0%	92.7%	93.6%	92.8%	95.6%	92.6%	93.5%	92.2%	92.4%	93.8%
Chronic Absenteeism													
2022-23	20.3%	17.9%	15.4%	15.2%	18.7%	14.1%	23.5%	7.9%	29.2%	16.5%	22.4%	20.8%	15.5%
2021-22	25.7%	23.8%	18.8%	18.3%	22.3%	18.0%	27.7%	9.9%	26.0%	20.3%	25.8%	24.7%	17.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.8%	0.2%	0.2%	0.1%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%
2021-22	0.7%	0.8%	0.4%	0.4%	0.3%	0.4%	0.0%	0.2%	0.0%	0.7%	0.7%	0.6%	1.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.8%	0.9%	0.9%	0.9%	0.9%	0.0%	0.2%	0.0%	1.4%	1.8%	1.4%	1.0%
2021-22	2.2%	2.1%	1.2%	1.2%	1.7%	1.1%	2.6%	0.1%	0.0%	0.7%	1.6%	2.1%	2.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	89.9%	95.5%	95.9%	94.1%	96.0%	100.0%	98.2%	*	91.7%	94.0%	93.0%	92.4%
Received TxCHSE	0.3%	0.3%	0.3%	0.2%	0.0%	0.5%	0.0%	0.0%	*	1.4%	0.0%	0.3%	0.0%
Continued HS	3.1%	3.8%	1.2%	1.0%	1.4%	0.9%	0.0%	1.3%	*	2.8%	2.0%	1.7%	2.5%
Dropped Out	6.3%	6.1%	3.1%	2.9%	4.5%	2.6%	0.0%	0.4%	*	4.2%	4.0%	5.0%	5.1%
Graduates and TxCHSE	90.6%	90.2%	95.7%	96.1%	94.1%	96.5%	100.0%	98.2%	*	93.1%	94.0%	93.3%	92.4%
Graduates, TxCHSE, and Continuers	93.7%	93.9%	96.9%	97.1%	95.5%	97.4%	100.0%	99.6%	*	95.8%	96.0%	95.0%	94.9%
Class of 2022													
Graduated	89.7%	89.5%	95.8%	97.1%	93.0%	96.3%	83.3%	97.6%	*	96.6%	91.6%	93.5%	87.2%
Received TxCHSE	0.3%	0.3%	0.1%	0.0%	0.1%	0.0%	0.0%	0.8%	*	0.0%	0.0%	0.1%	0.8%
Continued HS	3.5%	4.0%	1.2%	0.5%	2.0%	1.2%	0.0%	1.2%	*	2.5%	3.0%	1.2%	3.8%
Dropped Out	6.4%	6.2%	2.9%	2.4%	4.8%	2.6%	16.7%	0.4%	*	0.8%	5.5%	5.2%	8.3%
Graduates and TxCHSE	90.0%	89.8%	95.9%	97.1%	93.2%	96.3%	83.3%	98.4%	*	96.6%	91.6%	93.6%	88.0%
Graduates, TxCHSE, and Continuers	93.6%	93.8%	97.1%	97.6%	95.2%	97.4%	83.3%	99.6%	*	99.2%	94.5%	94.8%	91.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	92.1%	96.7%	97.6%	94.5%	97.1%	83.3%	98.8%	*	98.3%	94.3%	94.3%	91.1%
Received TxCHSE	0.4%	0.4%	0.2%	0.0%	0.1%	0.2%	0.0%	0.8%	*	0.0%	0.0%	0.1%	0.7%
Continued HS	1.0%	1.1%	0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Dropped Out	6.8%	6.4%	3.0%	2.4%	5.1%	2.7%	16.7%	0.4%	*	1.7%	5.7%	5.4%	8.1%
Graduates and TxCHSE	92.2%	92.5%	96.9%	97.6%	94.6%	97.3%	83.3%	99.6%	5	98.3%	94.3%	94.4%	91.9%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	93.6%	97.0%	97.6%	94.9%	97.3%	83.3%	99.6%	*	98.3%	94.3%	94.6%	91.9%
Class of 2021													
Graduated	92.2%	92.9%	96.4%	97.5%	94.7%	95.5%	77.8%	99.6%	*	99.2%	92.6%	94.7%	89.4%
Received TxCHSE	0.4%	0.4%	0.3%	0.0%	0.1%	0.9%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	1.0%	1.1%	0.1%	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	1.0%	0.3%	0.0%
Dropped Out	6.3%	5.6%	3.2%	2.5%	4.8%	3.6%	22.2%	0.4%	*	0.8%	6.4%	4.9%	10.6%
Graduates and TxCHSE	92.7%	93.3%	96.7%	97.5%	94.8%	96.4%	77.8%	99.6%	*	99.2%	92.6%	94.9%	89.4%
Graduates, TxCHSE, and Continuers	93.7%	94.4%	96.8%	97.5%	95.2%	96.4%	77.8%	99.6%	*	99.2%	93.6%	95.1%	89.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	93.4%	96.6%	97.7%	95.2%	95.5%	77.8%	99.6%	*	99.2%	93.2%	95.1%	89.4%
Received TxCHSE	0.5%	0.5%	0.3%	0.0%	0.3%	0.9%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	5.6%	3.1%	2.3%	4.5%	3.5%	22.2%	0.4%	*	0.8%	6.8%	4.7%	10.6%
Graduates and TxCHSE	93.2%	93.9%	96.9%	97.7%	95.5%	96.5%	77.8%	99.6%	*	99.2%	93.2%	95.3%	89.4%
Graduates, TxCHSE, and Continuers	93.7%	94.4%	96.9%	97.7%	95.5%	96.5%	77.8%	99.6%	*	99.2%	93.2%	95.3%	89.4%
Class of 2020													
Graduated	92.7%	93.8%	96.8%	97.4%	96.0%	96.7%	80.0%	99.2%	*	94.3%	91.9%	94.5%	91.6%
Received TxCHSE	0.5%	0.6%	0.5%	0.2%	0.1%	0.8%	6.7%	0.0%	*	2.4%	1.4%	0.5%	0.0%
Continued HS	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.0%	2.7%	2.4%	3.8%	2.5%	13.3%	0.8%	*	3.3%	6.6%	5.0%	8.4%
Graduates and TxCHSE	93.2%	94.4%	97.3%	97.6%	96.2%	97.5%	86.7%	99.2%	*	96.7%	93.4%	95.0%	91.6%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	97.3%	97.6%	96.2%	97.5%	86.7%	99.2%	*	96.7%	93.4%	95.0%	91.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	89.9%	95.0%	95.5%	93.4%	95.3%	100.0%	98.2%	*	91.7%	90.8%	92.5%	92.4%
Class of 2022	89.7%	89.5%	95.0%	96.2%	92.7%	95.0%	83.3%	97.6%	*	95.8%	84.8%	92.6%	84.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	20.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.6%	0.2%	0.1%	0.3%	0.4%	0.0%	0.0%	*	0.0%	0.9%	0.4%	0.0%
Class of 2022	3.7%	3.5%	0.4%	0.2%	0.7%	0.5%	0.0%	0.0%	5	0.0%	1.8%	0.7%	1.7%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	83.1%	82.7%	80.8%	78.5%	84.7%	90.0%	94.6%	* 85.6%	29.6%	74.6%	62.4%	
Class of 2022	84.3%	81.7%	81.7%	79.4%	76.4%	85.4%	100.0%	94.3%	* 80.7%	24.9%	72.8%	60.3%	
RHSP/DAPI/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	85.7%	82.9%	80.9%	78.8%	85.1%	90.0%	94.6%	* 85.6%	30.5%	75.0%	62.4%	
Class of 2022	88.0%	85.2%	82.1%	79.6%	77.1%	85.9%	100.0%	94.3%	* 80.7%	26.7%	73.4%	62.1%	
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	14.3%	-	-	-	-	-	-	-	-	-	-	
2021-22	23.6%	23.1%	-	-	-	-	-	-	-	-	-	-	
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	2.6%	0.2%	0.1%	0.3%	0.4%	0.0%	0.0%	* 0.0%	0.8%	0.3%	0.0%	
2021-22	3.9%	3.5%	0.3%	0.2%	0.7%	0.4%	0.0%	0.0%	* 0.0%	1.7%	0.6%	2.5%	
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	81.2%	81.6%	80.5%	77.4%	82.7%	81.8%	93.7%	* 84.8%	27.3%	73.5%	60.3%	
2021-22	82.3%	79.6%	80.2%	77.2%	75.0%	84.1%	100.0%	93.2%	* 80.2%	21.9%	70.7%	57.1%	
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	
RHSP/DAPI/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	83.8%	81.8%	80.6%	77.6%	83.1%	81.8%	93.7%	* 84.8%	28.0%	73.8%	60.3%	
2021-22	86.0%	83.1%	80.5%	77.4%	75.7%	84.5%	100.0%	93.2%	* 80.2%	23.6%	71.4%	59.7%	

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Graduates (2022-23 Annual Graduates)				
	District Count	District Percent	State Count	State Percent
Total Graduates	2,834	100.0%	377,367	100.0%
By Ethnicity:				
African American	957	33.8%	46,822	12.4%
Hispanic	711	25.1%	197,333	52.3%
White	791	27.9%	103,009	27.3%
American Indian	11	0.4%	1,181	0.3%
Asian	222	7.8%	19,151	5.1%
Pacific Islander	4	0.1%	574	0.2%
Two or More Races	138	4.9%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	516	18.2%	49,278	13.1%
Foundation H.S. Program (Endorsement)	6	0.2%	16,475	4.4%
Foundation H.S. Program (DLA)	2,312	81.6%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates				
Special Education Graduates	264	9.3%	34,589	9.2%
Economically Disadvantaged Graduates				
Economically Disadvantaged Graduates	1,169	41.2%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates				
Emergent Bilingual (EB)/English Learner (EL) Graduates	121	4.3%	50,229	13.3%
At-Risk Graduates				
At-Risk Graduates	944	33.3%	168,430	44.6%
CTE Completers				
CTE Completers	685	24.2%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	73.7%	77.6%	73.3%	73.8%	83.1%	72.7%	87.4%	*	80.4%	85.6%	72.8%	66.1%
2021-22	70.0%	66.6%	62.9%	52.9%	56.9%	73.4%	100.0%	81.7%	*	69.0%	73.6%	52.0%	36.1%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	57.8%	56.8%	64.5%	58.8%	60.8%	69.0%	54.5%	82.9%	*	67.4%	18.9%	58.1%	39.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	64.9%	75.2%	71.6%	70.6%	78.8%	72.7%	88.7%	*	81.2%	30.7%	69.5%	49.6%
2021-22	57.1%	58.6%	61.1%	52.0%	54.0%	71.5%	60.0%	82.9%	*	62.1%	7.0%	47.7%	21.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	54.5%	65.8%	65.6%	59.1%	66.5%	63.6%	85.1%	*	65.2%	23.9%	61.1%	41.3%
2021-22	48.2%	47.7%	56.1%	50.8%	46.7%	63.3%	40.0%	78.5%	*	59.5%	11.2%	46.4%	27.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	49.2%	59.8%	56.0%	53.9%	63.0%	54.5%	81.5%	*	63.0%	18.6%	53.8%	33.1%
2021-22	42.2%	42.0%	47.2%	37.9%	38.3%	57.8%	20.0%	73.7%	*	51.7%	2.9%	35.6%	15.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	20.2%	24.6%	14.1%	23.1%	32.9%	9.1%	45.0%	*	26.1%	0.8%	15.5%	9.1%
2021-22	20.5%	20.6%	22.1%	12.9%	16.8%	30.9%	40.0%	43.0%	*	25.0%	0.0%	13.7%	9.2%
Associate Degree (Annual Graduates)													
2022-23	2.5%	1.4%	1.8%	2.0%	1.7%	1.6%	0.0%	2.3%	*	1.4%	0.0%	1.8%	0.0%
2021-22	2.4%	1.6%	2.3%	2.1%	3.6%	1.3%	0.0%	2.8%	*	1.7%	0.4%	3.3%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	17.9%	21.9%	15.6%	17.0%	28.6%	18.2%	43.7%	*	18.1%	1.5%	15.8%	2.5%
2021-22	24.0%	18.6%	24.1%	19.4%	18.9%	29.8%	40.0%	39.0%	*	21.6%	1.2%	19.6%	4.2%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	6.6%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2021-22	4.4%	5.5%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	4.4%	2.6%	2.8%	3.1%	2.8%	0.0%	0.5%	*	1.4%	28.0%	2.4%	1.7%
2021-22	5.0%	3.8%	1.9%	1.5%	2.4%	2.4%	20.0%	0.8%	*	1.7%	23.6%	2.0%	3.4%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													
54													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	34.4%	32.7%	29.8%	29.3%	36.5%	27.3%	41.4%	*	34.8%	79.2%	33.4%	42.1%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	28.6%	26.3%	21.1%	24.3%	30.1%	27.3%	40.1%	*	27.5%	15.2%	26.0%	26.4%
2021-22	28.0%	24.9%	15.3%	10.6%	15.9%	17.9%	60.0%	24.7%	*	12.9%	9.9%	12.9%	10.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.1%	4.8%	6.6%	3.7%	4.9%	0.0%	0.9%	*	5.1%	50.4%	6.2%	16.5%
2021-22	2.5%	2.8%	4.2%	5.4%	3.5%	4.0%	0.0%	0.8%	*	6.0%	50.0%	5.7%	10.1%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.5%	0.4%	0.3%	0.7%	0.3%	0.0%	0.5%	*	0.7%	0.0%	0.3%	0.8%

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading	2022-23	21.0%	17.5%	32.1%	27.6%	29.5%	35.7%	18.2%	49.1%	* 31.2%	4.9%	26.2%	9.9%
	2021-22	22.8%	21.2%	38.2%	32.8%	36.4%	41.8%	40.0%	53.4%	* 37.1%	5.0%	32.5%	13.4%
Mathematics	2022-23	19.9%	15.5%	27.7%	24.5%	23.5%	31.4%	18.2%	45.0%	* 23.9%	1.9%	23.3%	13.2%
	2021-22	18.7%	15.3%	26.4%	21.9%	24.3%	30.6%	40.0%	34.7%	* 28.4%	2.5%	22.1%	10.9%
Both Subjects	2022-23	12.5%	9.4%	19.5%	15.9%	16.0%	22.9%	9.1%	37.4%	* 15.9%	1.1%	15.1%	6.6%
	2021-22	12.6%	10.3%	20.5%	17.5%	19.6%	22.9%	20.0%	27.5%	* 19.8%	1.2%	17.2%	5.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts	2022-23	18.2%	19.3%	15.9%	19.7%	20.3%	9.7%	18.2%	9.0%	* 13.8%	22.3%	23.4%	31.4%
	2021-22	11.7%	12.5%	0.6%	0.9%	0.7%	0.0%	0.0%	1.2%	* 0.0%	0.0%	0.9%	3.4%
Mathematics	2022-23	20.2%	22.5%	27.9%	35.7%	31.9%	19.5%	45.5%	12.6%	* 23.2%	22.7%	34.7%	28.9%
	2021-22	14.0%	13.9%	15.5%	21.9%	15.5%	9.7%	0.0%	9.2%	* 14.7%	7.4%	16.1%	11.8%
Both Subjects	2022-23	12.5%	13.5%	11.8%	14.3%	15.5%	7.5%	18.2%	5.4%	* 10.9%	14.0%	17.2%	19.0%
	2021-22	7.5%	6.8%	0.1%	0.1%	0.1%	0.0%	0.0%	0.4%	* 0.0%	0.0%	0.1%	0.8%
AP/IB-Results (Participation) (Grades 11-12)													
All Subjects	2023	24.2%	22.9%	32.7%	26.1%	28.1%	37.3%	5.6%	58.7%	60.0%	32.1%	2.6%	24.4%
	2022	23.0%	22.1%	31.6%	25.7%	25.1%	36.5%	20.0%	56.3%	50.0%	33.9%	1.9%	22.8%
English Language Arts	2023	13.8%	12.5%	16.1%	14.8%	11.9%	18.7%	0.0%	25.6%	20.0%	16.4%	0.6%	11.4%
	2022	13.2%	12.1%	15.1%	13.6%	11.3%	17.7%	0.0%	23.1%	33.3%	17.3%	0.4%	9.7%
Mathematics	2023	7.0%	6.3%	6.6%	3.6%	4.1%	8.9%	0.0%	17.6%	0.0%	8.9%	0.4%	4.0%
	2022	6.9%	6.4%	7.0%	4.2%	4.5%	8.8%	6.7%	18.8%	0.0%	7.7%	0.2%	3.7%
Science	2023	10.3%	9.9%	18.6%	11.7%	13.6%	23.5%	0.0%	45.4%	40.0%	17.5%	1.2%	12.8%
	2022	9.6%	9.6%	18.1%	12.8%	12.8%	23.0%	0.0%	38.3%	0.0%	19.0%	0.9%	11.8%
Social Studies	2023	13.1%	12.9%	16.8%	12.3%	14.2%	20.6%	5.6%	30.5%	40.0%	15.7%	1.2%	11.5%
	2022	12.5%	12.6%	17.5%	13.9%	13.0%	20.6%	20.0%	32.3%	33.3%	21.0%	1.1%	11.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects	2023	53.3%	57.4%	48.8%	35.8%	44.3%	58.4%	* 54.6%		* 58.9%	46.2%	36.5%	20.0%
	2022	53.3%	57.5%	47.4%	33.7%	40.7%	57.5%	* 55.9%		* 54.8%	20.0%	36.5%	41.4%
English Language Arts	2023	52.3%	61.0%	58.4%	43.6%	50.6%	70.3%	- 72.3%		* 65.2%	*	43.1%	10.0%
	2022	53.2%	62.4%	58.9%	42.6%	46.9%	72.2%	- 74.1%		* 72.1%	*	39.9%	28.6%
Mathematics	2023	50.8%	54.2%	45.7%	25.0%	37.9%	53.2%	- 51.2%		- 60.0%	*	40.4%	*
	2022	50.4%	54.0%	37.3%	36.3%	25.0%	36.1%	* 47.7%		- 42.1%	*	33.8%	57.1%
Science	2023	44.8%	49.2%	39.2%	19.2%	30.8%	51.8%	- 41.2%		* 57.1%	50.0%	24.9%	0.0%
	2022	44.7%	48.4%	36.2%	20.9%	32.4%	45.3%	- 43.0%		- 29.8%	40.0%	26.5%	14.3%

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	48.7%	34.4%	24.3%	23.0%	41.7%	*	44.4%	*	54.5%	16.7%	0.0%
	2022	41.9%	47.5%	34.2%	24.2%	26.1%	42.4%	*	38.4%	*	46.2%	16.7%	0.0%
SAT/ACT Results (Annual Graduates)													
Tested	2022-23	79.3%	80.5%	88.9%	88.0%	87.8%	89.5%	100.0%	92.8%	*	89.9%	59.1%	84.5%
	2021-22	71.5%	71.6%	85.6%	86.7%	78.6%	87.6%	100.0%	90.8%	*	92.2%	57.6%	79.8%
At/Above Criterion for All Examinees	2022-23	28.9%	31.4%	31.9%	20.3%	21.6%	44.9%	27.3%	62.6%	*	35.5%	0.6%	19.4%
	2021-22	32.1%	36.2%	34.3%	22.0%	23.7%	48.1%	20.0%	64.5%	*	35.5%	1.4%	22.8%
Average SAT Score (Annual Graduates)													
All Subjects	2022-23	978	989	988	932	943	1053	939	1113	*	1019	750	928
	2021-22	1001	1024	994	939	948	1053	942	1123	840	1009	755	935
English Language Arts and Writing	2022-23	497	503	501	473	479	535	475	554	*	523	381	470
	2021-22	506	518	501	476	476	532	482	556	415	511	370	468
Mathematics	2022-23	482	485	487	459	464	518	464	560	*	496	369	458
	2021-22	496	506	493	463	472	521	460	567	425	498	385	467
Average ACT Score (Annual Graduates)													
All Subjects	2022-23	19.2	18.6	21.6	19.1	21.6	23.5	*	26.7	-	22.3	*	19.4
	2021-22	19.5	19.6	21.8	19.3	21.7	24.2	18.0	22.9	-	22.8	13.0	19.7
English Language Arts	2022-23	18.8	18.3	21.8	19.1	21.7	23.9	*	27.7	-	22.7	*	19.8
	2021-22	19.2	19.4	22.2	19.7	21.6	24.8	19.5	23.6	-	23.8	12.5	19.7
Mathematics	2022-23	18.9	18.5	20.8	18.5	20.7	22.7	*	24.7	-	21.2	*	18.5
	2021-22	19.3	19.3	20.5	18.1	21.2	22.6	14.0	22.7	-	19.9	15.0	19.2
Science	2022-23	19.5	18.9	21.6	19.2	21.8	23.3	*	25.9	-	22.6	*	19.1
	2021-22	19.8	19.8	21.7	19.3	22.2	24.2	18.0	21.7	-	23.4	10.0	19.8

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL	
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	42.0%	45.1%	38.6%	36.8%	54.5%	30.6%	69.2%	45.5%	44.1%	9.3%	34.7%	19.1%
	2021-22	44.2%	40.6%	44.1%	38.2%	37.1%	50.3%	33.3%	70.1%	30.8%	45.4%	9.3%	34.0%	17.0%
English Language Arts	2022-23	17.4%	14.9%	16.1%	13.4%	11.6%	20.7%	5.9%	27.1%	9.1%	15.2%	1.0%	11.2%	2.4%
	2021-22	16.6%	13.9%	15.3%	13.2%	11.0%	19.0%	9.1%	25.9%	25.0%	13.4%	1.2%	10.1%	1.6%
Mathematics	2022-23	19.5%	17.3%	14.4%	10.8%	18.4%	12.5%	28.8%	0.0%	14.5%	1.3%	9.9%	4.0%	4.0%
	2021-22	19.9%	18.2%	15.3%	11.8%	18.6%	11.8%	30.4%	27.3%	15.9%	1.6%	11.0%	5.0%	5.0%
Science	2022-23	21.5%	20.6%	18.8%	15.9%	22.0%	6.1%	33.4%	30.0%	18.4%	4.0%	14.8%	6.4%	6.4%
	2021-22	21.1%	19.9%	19.7%	17.6%	22.5%	6.1%	31.0%	16.7%	18.5%	3.9%	15.3%	7.4%	7.4%
Social Studies	2022-23	24.0%	23.6%	33.5%	25.5%	43.4%	17.1%	58.7%	36.4%	34.7%	3.7%	23.4%	8.7%	8.7%
	2021-22	22.8%	22.3%	32.5%	25.5%	39.9%	24.2%	57.5%	33.3%	35.1%	3.0%	23.6%	8.1%	8.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	35,759	100.0%	5,517,464	100.0%	35,851	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	138	0.4%	18,968	0.3%	192	0.5%	26,847	0.5%
Pre-Kindergarten	1,077	3.0%	247,979	4.5%	1,077	3.0%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	1,077	3.0%	205,531	3.7%	1,077	3.0%	205,907	3.7%
Kindergarten	2,008	5.6%	361,329	6.5%	2,015	5.6%	361,799	6.5%
Grade 1	2,274	6.4%	385,096	7.0%	2,277	6.4%	385,471	7.0%
Grade 2	2,446	6.8%	402,233	7.3%	2,452	6.8%	402,576	7.3%
Grade 3	2,405	6.7%	399,869	7.2%	2,407	6.7%	400,181	7.2%
Grade 4	2,559	7.2%	399,137	7.2%	2,563	7.1%	399,422	7.2%
Grade 5	2,514	7.0%	399,200	7.2%	2,515	7.0%	399,419	7.2%
Grade 6	2,709	7.6%	400,347	7.3%	2,711	7.6%	400,511	7.2%
Grade 7	2,688	7.5%	405,118	7.3%	2,689	7.5%	405,298	7.3%
Grade 8	2,800	7.8%	414,033	7.5%	2,801	7.8%	414,195	7.5%
Grade 9	3,264	9.1%	472,595	8.6%	3,264	9.1%	472,783	8.5%
Grade 10	3,203	9.0%	439,091	8.0%	3,203	8.9%	439,298	7.9%
Grade 11	2,972	8.3%	406,681	7.4%	2,972	8.3%	406,966	7.4%
Grade 12	2,702	7.6%	365,788	6.6%	2,713	7.6%	367,894	6.7%
Ethnic Distribution								
African American	12,061	33.7%	706,235	12.8%	12,082	33.7%	707,609	12.8%
Hispanic	9,692	27.1%	2,936,051	53.2%	9,720	27.1%	2,942,144	53.2%
White	8,993	25.1%	1,379,090	25.0%	9,026	25.2%	1,384,437	25.0%
American Indian	91	0.3%	17,886	0.3%	91	0.3%	17,939	0.3%
Asian	3,060	8.6%	295,946	5.4%	3,064	8.5%	296,367	5.4%
Pacific Islander	61	0.2%	8,831	0.2%	61	0.2%	8,844	0.2%
Two or More Races	1,801	5.0%	173,425	3.1%	1,807	5.0%	173,896	3.1%
Sex								
Female	17,346	48.5%	2,695,318	48.9%	17,375	48.5%	2,700,356	48.8%
Male	18,413	51.5%	2,822,146	51.1%	18,476	51.5%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	17,899	50.1%	3,434,955	62.3%	17,923	50.0%	3,439,856	62.2%
Non-Educationally Disadvantaged	17,860	49.9%	2,082,509	37.7%	17,928	50.0%	2,091,380	37.8%
Section 504 Students	2,535	7.1%	399,808	7.2%	2,535	7.1%	400,078	7.2%
EB Students/EL	5,601	15.7%	1,344,804	24.4%	5,611	15.7%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	557	1.5%	105,976	1.9%	560	1.6%		
Students w/ Dyslexia	1,827	5.1%	329,004	6.0%	1,829	5.1%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Student Information	District		Membership		State		Enrollment	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	84	0.2%	12,418	0.2%	84	0.2%	12,469	0.2%
Homeless	164	0.5%	77,809	1.4%	164	0.5%	77,942	1.4%
Immigrant	601	1.7%	158,717	2.9%	602	1.7%	158,832	2.9%
Migrant	0	0.0%	13,481	0.2%	0	0.0%	13,528	0.2%
Title I	16,922	47.3%	3,624,288	65.7%	16,952	47.3%	3,632,539	65.7%
Military Connected	1,868	5.2%	212,919	3.9%	1,870	5.2%	213,035	3.9%
At-Risk	14,304	40.0%	2,937,834	53.2%	14,323	40.0%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	5,626	15.7%	1,350,113	24.5%	5,636	15.7%	1,350,920	24.4%
Career and Technical Education	9,201	25.7%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	7,791	64.2%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	2,537	7.1%	469,054	8.5%	2,538	7.1%	469,170	8.5%
Special Education	4,476	12.5%	764,858	13.9%	4,565	12.7%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	4,476		764,858					
Students with Intellectual Disabilities	2,164	48.3%	349,307	45.7%				
Students with Physical Disabilities	772	17.2%	144,191	18.9%				
Students with Autism	739	16.5%	124,254	16.2%				
Students with Behavioral Disabilities	675	15.1%	134,373	17.6%				
Students with Non-Categorical Early Childhood	126	2.8%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	4,188	12.0%	864,058	16.1%				
African American	1,775	5.1%	181,855	3.4%				
Hispanic	1,100	3.2%	455,070	8.5%				
White	868	2.5%	165,204	3.1%				
American Indian	23	0.1%	3,184	0.1%				
Asian	198	0.6%	27,631	0.5%				
Pacific Islander	2	0.0%	1,840	0.0%				
Two or More Races	222	0.6%	29,274	0.5%				
Special Ed Students who are Mobile	615	13.6%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	523	12.0%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	2,699	15.6%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	3,797	15.2%	767,390	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.9%	1.3%	1.9%	3.9%
Grade 1	1.6%	2.1%	1.9%	3.3%
Grade 2	0.8%	1.3%	1.0%	1.6%
Grade 3	0.6%	0.7%	0.7%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.3%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.2%	0.5%	0.0%	0.4%
Grade 8	0.4%	0.4%	0.3%	0.5%
Grade 9	6.9%	7.9%	10.7%	11.9%

Data Quality	District		State	
	Count	Percent	Count	Percent
Underreported Students	9	0.0%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	19.0	18.4
Grade 1	19.3	18.8
Grade 2	19.2	19.1
Grade 3	19.0	19.4
Grade 4	19.7	19.4
Grade 5	24.4	20.9
Grade 6	25.2	19.2
Secondary		
English/Language Arts	18.6	16.3
Foreign Languages	14.8	18.8
Mathematics	20.2	17.5
Science	20.6	18.5
Social Studies	22.0	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	4,787.1	100.0%	775,882.5	100.0%
Professional Staff	3,045.3	63.6%	496,151.0	63.9%
Teachers	2,421.7	50.6%	374,799.9	48.3%
Professional Support	413.0	8.6%	86,026.7	11.1%
Campus Administration (School Leadership)	140.0	2.9%	25,836.1	3.3%
Central Administration	70.6	1.5%	9,488.3	1.2%
Educational Aides	403.1	8.4%	88,200.6	11.4%
Auxiliary Staff	1,338.8	28.0%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	33.0	n/a	4,187.0	n/a
Part-time Librarians	11.0	n/a	651.0	n/a
Full-time Counselors	91.0	n/a	13,870.0	n/a
Part-time Counselors	7.0	n/a	1,172.0	n/a
Total Minority Staff	2,222.5	46.4%	421,896.4	54.4%
Teachers by Ethnicity				
African American	473.5	19.6%	47,341.1	12.6%
Hispanic	327.8	13.5%	112,921.8	30.1%
White	1,495.8	61.8%	200,118.0	53.4%
American Indian	8.0	0.3%	1,286.9	0.3%
Asian	52.5	2.2%	7,914.7	2.1%
Pacific Islander	1.0	0.0%	490.9	0.1%
Two or More Races	63.0	2.6%	4,726.6	1.3%
Teachers by Sex				
Males	571.0	23.6%	91,815.2	24.5%
Females	1,850.6	76.4%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	9.0	0.4%	9,453.8	2.5%
Bachelors	1,625.5	67.1%	268,886.4	71.7%
Masters	769.2	31.8%	93,414.7	24.9%
Doctorate	18.0	0.7%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	94.7	3.9%	32,507.6	8.7%
1-5 Years Experience	511.9	21.1%	102,619.4	27.4%
6-10 Years Experience	615.3	25.4%	75,585.4	20.2%
11-20 Years Experience	740.0	30.6%	101,415.3	27.1%
21-30 Years Experience	418.0	17.3%	51,471.9	13.7%
Over 30 Years Experience	41.8	1.7%	11,200.2	3.0%
Number of Students per Teacher	14.8	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	5.9	6.0
Average Years Experience of Principals with District	5.3	5.1
Average Years Experience of Assistant Principals	4.7	5.1
Average Years Experience of Assistant Principals with District	3.7	4.3
Average Years Experience of Teachers	12.3	11.1
Average Years Experience of Teachers with District	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$58,843	\$54,272
1-5 Years Experience	\$65,081	\$58,185
6-10 Years Experience	\$66,742	\$61,494
11-20 Years Experience	\$69,124	\$65,219
21-30 Years Experience	\$73,702	\$69,723
Over 30 Years Experience	\$81,382	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$68,264	\$62,474
Professional Support	\$78,520	\$73,783
Campus Administration (School Leadership)	\$89,304	\$86,738
Central Administration	\$108,621	\$116,028
Instructional Staff Percent	61.8%	65.0%
Turnover Rate for Teachers	16.0%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	9.4	1,970.1

	District	State
Designation	Average Payout	Average Payout
Teacher Incentive Allotment		
Recognized	10 \$4,106	9,429 \$5,848
Exemplary	-	10,279 \$11,434
Master	-	5,255 \$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 MANSFIELD ISD (220908) - TARRANT COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	114.2	4.7%	22,656.0	6.0%
Career and Technical Education	99.7	4.1%	20,454.1	5.5%
Compensatory Education	122.6	5.1%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	1,708.9	70.6%	261,452.4	69.8%
Special Education	278.0	11.5%	38,736.9	10.3%
Other	98.4	4.1%	13,749.8	3.7%

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance

PEIMS Financial Standard Reports

2023-2024



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

**2022 - 2023 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,661**

	District				State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$188,686,744	55.53%	\$5,291	\$188,686,744	48.23%	\$5,291	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$133,022,709	39.15%	\$3,730	\$135,897,397	34.74%	\$3,811	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$9,434,606	2.78%	\$265	\$47,027,018	12.02%	\$1,319	\$14,132,922,804	20.03%	\$2,568
Other Local	\$8,641,714	2.54%	\$242	\$19,585,793	5.01%	\$549	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$339,785,773	100.00%	\$9,528	\$391,196,952	100.00%	\$10,970	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$69,648,104	92.26%	\$1,953	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$2,532,914	3.36%	\$71	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$2,401,063	3.18%	\$67	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$862,800	100.00%	\$24	\$910,608	1.21%	\$26	\$879,081,869	7.47%	\$160
Total Other Revenue	\$862,800	100.00%	\$24	\$75,492,689	100.00%	\$2,117	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$340,648,573	100.00%	\$9,552	\$466,689,641	100.00%	\$13,087	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$340,648,573	100.00%	\$9,552	\$466,689,641	100.00%	\$13,087	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$19,478,035	100.00%	\$546	\$19,822,821	100.00%	\$556	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$19,478,035	100.00%	\$546	\$19,822,821	100.00%	\$556	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$360,126,608	100.00%	\$10,099	\$486,512,462	100.00%	\$13,643	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

**2022 - 2023 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,661**

	District					State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student	
Payroll Expenditures (Object 61xx)	\$300,138,775	87.86%	\$8,416	\$321,073,775	82.07%	\$9,003	\$53,061,122,304	77.83%	\$9,642	
Professional & Contracted Services (Object 62xx)	\$14,565,795	4.26%	\$408	\$20,482,914	5.24%	\$574	\$6,951,471,452	10.20%	\$1,263	
Supplies & Materials (Object 63xx)	\$19,165,477	5.61%	\$537	\$39,712,063	10.15%	\$1,114	\$6,000,809,548	8.80%	\$1,090	
Other Operating Expenditures (Object 64xx)	\$7,730,369	2.26%	\$217	\$9,969,311	2.55%	\$280	\$2,164,945,111	3.18%	\$393	
Total Operating Expenditures by Object	\$341,600,416	100.00%	\$9,579	\$391,238,063	100.00%	\$10,971	\$68,178,348,415	100.00%	\$12,389	
Non-Operating Expenditures by Object										
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11	
Debt Services (Object 65xx)	\$1,910,585	66.02%	\$54	\$73,819,286	80.07%	\$2,070	\$11,163,943,942	46.06%	\$2,029	
Capital Outlay (Object 66xx)	\$983,290	33.98%	\$28	\$18,368,846	19.93%	\$515	\$13,009,251,112	53.68%	\$2,364	
Total Non-Operating Expenditures by Object	\$2,893,875	100.00%	\$81	\$92,188,132	100.00%	\$2,585	\$24,235,698,663	100.00%	\$4,404	
Grand Total: Operating and Non-Operating Expenditures by Object	\$344,494,291	100.00%	\$9,660	\$483,426,195	100.00%	\$13,556	\$92,414,047,078	100.00%	\$16,792	
Operating Expenditures by Function (61xx-64xx only)										
Instruction (Function 11,95)	\$207,210,199	60.66%	\$5,811	\$219,561,456	56.12%	\$6,157	\$37,694,253,296	55.29%	\$6,849	
Instructional Resources & Media Services (Function 12)	\$4,035,392	1.18%	\$113	\$4,155,298	1.06%	\$117	\$666,798,594	0.98%	\$121	
Curriculum & Staff Development (Function 13)	\$4,021,870	1.18%	\$113	\$5,715,222	1.46%	\$160	\$1,695,187,680	2.49%	\$308	
Instructional Leadership (Function 21)	\$6,028,232	1.76%	\$169	\$6,870,327	1.76%	\$193	\$1,229,238,310	1.80%	\$223	
School Leadership (Function 23)	\$21,580,637	6.32%	\$605	\$22,178,671	5.67%	\$622	\$3,907,731,028	5.73%	\$710	
Guidance Counseling Services (Function 31)	\$10,414,339	3.05%	\$292	\$14,327,506	3.66%	\$402	\$2,737,811,247	4.02%	\$497	
Social Work Services (Function 32)	\$0	0.00%	\$0	\$436,840	0.11%	\$12	\$252,643,229	0.37%	\$46	
Health Services (Function 33)	\$4,940,042	1.45%	\$139	\$5,030,691	1.29%	\$141	\$732,011,214	1.07%	\$133	
Transportation (Function 34)	\$17,422,307	5.10%	\$489	\$17,716,717	4.53%	\$497	\$2,059,867,566	3.02%	\$374	
Food Services (Function 35)	\$35,948	0.01%	\$1	\$20,310,589	5.19%	\$570	\$3,474,009,318	5.10%	\$631	
Extracurricular (Function 36)	\$11,260,311	3.30%	\$316	\$12,032,016	3.08%	\$337	\$2,112,169,842	3.10%	\$384	
General Administration (Function 41,92)	\$7,807,799	2.29%	\$219	\$7,808,436	2.00%	\$219	\$2,263,873,359	3.32%	\$411	
Facilities Maintenance & Operations (Function 51)	\$33,866,957	9.91%	\$950	\$37,770,603	9.65%	\$1,059	\$6,750,271,702	9.90%	\$1,227	
Security & Monitoring Services (Function 52)	\$7,526,540	2.20%	\$211	\$8,892,798	2.27%	\$249	\$909,865,518	1.33%	\$165	
Data Processing Services (Function 53)	\$4,993,275	1.46%	\$140	\$6,141,525	1.57%	\$172	\$1,317,893,172	1.93%	\$239	
Community Services (Function 61)	\$456,568	0.13%	\$13	\$2,289,368	0.59%	\$64	\$352,764,015	0.52%	\$64	

**2022 - 2023 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,661**

	District						State			
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student	
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4	
Total Operating Expenditures by Function	\$341,600,416	100.00%	\$9,579	\$391,238,063	100.00%	\$10,971	\$68,178,348,415	100.00%	\$12,389	
Non-Operating Expenditures by Function										
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11	
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$1,910,585	66.02%	\$54	\$73,819,286	80.07%	\$2,070	\$11,163,943,942	46.06%	\$2,029	
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$983,290	33.98%	\$28	\$18,368,846	19.93%	\$515	\$13,009,251,112	53.68%	\$2,364	
Total Non-Operating Expenditures by Function	\$2,893,875	100.00%	\$81	\$92,188,132	100.00%	\$2,585	\$24,235,698,663	100.00%	\$4,404	
Grand Total: Operating and Non-Operating Expenditures by Function	\$344,494,291	100.00%	\$9,660	\$483,426,195	100.00%	\$13,556	\$92,414,047,078	100.00%	\$16,792	
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)										
Basic Educational Services (PIC 11)	\$181,909,939	53.25%	\$5,101	\$187,329,903	47.88%	\$5,253	\$27,689,146,835	40.61%	\$5,031	
Gifted and Talented (PIC 21)	\$764,874	0.22%	\$21	\$767,108	0.20%	\$22	\$402,862,418	0.59%	\$73	
Career and Technical (PIC 22)	\$12,055,554	3.53%	\$338	\$12,464,063	3.19%	\$350	\$2,307,412,199	3.38%	\$419	
Students with Disabilities (PICs 23,33,43)	\$43,809,049	12.82%	\$1,228	\$49,484,568	12.65%	\$1,388	\$8,680,955,352	12.73%	\$1,577	
State Compensatory Education (PICs 24,26,28,29,30,34)	\$13,457,323	3.94%	\$377	\$20,411,692	5.22%	\$572	\$6,677,859,721	9.79%	\$1,213	
Bilingual (PICs 25,35)	\$1,438,035	0.42%	\$40	\$2,125,284	0.54%	\$60	\$757,673,102	1.11%	\$138	
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0	
Early Education Allotment (PIC 36)	\$5,083,173	1.49%	\$143	\$5,083,173	1.30%	\$143	\$1,312,642,101	1.93%	\$239	
Dyslexia or Related Disorder Services (PIC 37)	\$1,299,799	0.38%	\$36	\$1,380,587	0.35%	\$39	\$400,803,739	0.59%	\$73	
College, Career, and Military Readiness (CCMR) (PIC 38)	\$2,493,081	0.73%	\$70	\$2,493,081	0.64%	\$70	\$377,840,010	0.55%	\$69	
Athletics/Related Activities (PIC 91)	\$6,987,543	2.05%	\$196	\$7,292,384	1.86%	\$204	\$1,361,458,192	2.00%	\$247	
Un-Allocated (PIC 99)	\$72,302,046	21.17%	\$2,027	\$102,406,220	26.17%	\$2,872	\$18,209,694,746	26.71%	\$3,309	
Total Operating Expenditures by Program Intent Code (PIC)	\$341,600,416	100.00%	\$9,579	\$391,238,063	100.00%	\$10,971	\$68,178,348,415	100.00%	\$12,389	
Non-Operating Expenditures by PIC										
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11	
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$1,910,585	66.02%	\$54	\$73,819,286	80.07%	\$2,070	\$11,163,943,942	46.06%	\$2,029	
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$983,290	33.98%	\$28	\$18,368,846	19.93%	\$515	\$13,009,251,112	53.68%	\$2,364	

**2022 - 2023 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,661**

	District				State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$2,893,875	100.00%	\$81	\$92,188,132	100.00%	\$2,585	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$344,494,291	100.00%	\$9,660	\$483,426,195	100.00%	\$13,556	\$92,414,047,078	100.00%	\$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	\$341,600,416	94.93%	\$9,579	\$391,238,063	78.42%	\$10,971	\$68,178,348,415	68.96%	\$12,389
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$14,020,000	3.90%	\$393	\$14,020,000	2.81%	\$393	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$1,314,036	0.37%	\$37	\$1,463,323	0.29%	\$41	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$1,910,585	0.53%	\$54	\$73,819,286	14.80%	\$2,070	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$983,290	0.27%	\$28	\$18,368,846	3.68%	\$515	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$359,828,327	100.00%	\$10,090	\$498,909,518	100.00%	\$13,990	\$98,870,180,389	100.00%	\$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9746			0.9123		
Interest & Sinking Tax Rate				0.3600			0.2273		
Total Tax Rate				1.3346			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8046			0.8185		
Tier I Tax Rate				0.8046			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.1700			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$1,783,155		\$50	\$1,941,707		\$54	\$432,562,929		\$85

**2022 - 2023 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,661**

	District				State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	\$0		\$0	\$73,265,065		\$2,054	\$34,649,934,798		\$6,795
Committed Fund Balance	\$0		\$0	\$19,959,971		\$560	\$4,558,561,099		\$894
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$4,079,140,041		\$800
Unassigned Fund Balance	\$114,697,377		\$3,216	\$114,697,377		\$3,216	\$17,788,393,141		\$3,488
Total Fund Balance**	\$116,480,532		\$3,266	\$209,864,120		\$5,885	\$61,508,592,008		\$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	\$116,182,732		\$3,297	\$214,234,616		\$6,079	\$50,783,175,728		\$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	\$13,455,000		\$377	\$-6,310,344		\$-177	\$-9,216,770,473		\$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$-13,811,622		\$-387	\$236,186		\$7	\$19,912,005,526		\$3,905
2022-2023 Uncommon Items	\$654,422		\$18	\$1,703,662		\$48	\$30,181,227		\$6
2022-2023 Total Fund Balance	\$116,480,532		\$3,266	\$209,864,120		\$5,885	\$61,508,592,008		\$12,062

TEXAS EDUCATION AGENCY

Texas Academic Performance

District Accreditation Status

2023-2024



Mansfield ISD

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



The issuance of 2023 and 2024 A-F Ratings remains pending and subject to change based on judicial rulings.

Texas Education Agency
2022 Accountability Overall Summary
 MANSFIELD ISD (220908) - TARRANT COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		89	B
STAAR Performance	55	86	
College, Career and Military Readiness	63	91	
Graduation Rate	97.1	90	
School Progress		86	B
Academic Growth	72	84	B
Relative Performance (Eco Dis: 42.3%)	59	86	B
Closing the Gaps	82	87	B

Distinction Designations

X Postsecondary Readiness

TEXAS EDUCATION AGENCY

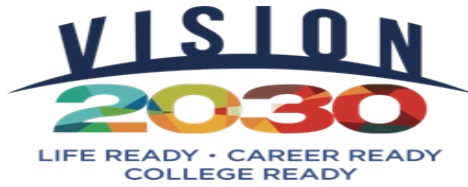
Texas Academic Performance

Campus Performance Objectives

2023-2024



Mansfield ISD
605 East Broad Street
Mansfield, Texas 76063
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Campus	Vision 2030 Goal	Supporting Goal
Elementary		
Charlotte Anderson	Anderson teachers will plan and deliver Tier 1 instruction aligned to the 3C's.	
J. L. Boren	Boren teachers will provide explicit numeracy and problem-solving multi-step word problems) interventions and extensions during WIN time weekly.	
JAEL (SKJ Academy for Early Learners)	Plan and implement ongoing, aligned Phonological Awareness instruction to build retention through intervention and extension.	
Janet Brockett	Janet Brockett teachers will plan and deliver Tier 1 instruction that is aligned to state standards.	
Willie Brown	WBAYS teachers will deliver problem solving strategies in math to allow for student application and purposeful talk.	
Louise Cabaniss	Cabaniss teachers will increase student achievement by aligning instructional delivery and increasing opportunity for student engagement to the essential TEKS.	
Anna May Daulton	Anna May Daulton 3rd and 4th grade teachers will provide differentiated small group instruction over essential standards in math.	
Kenneth Davis	Kenneth Davis teachers will deliver Tier 1 instruction aligned to essential standards while engaging in observation and feedback coaching cycles.	
Imogene Gideon	Gideon teachers will use effective instructional strategies (frequent small group purposeful talk and critical writing) to plan and deliver quality tier one instruction for all learners.	
Glenn Harmon	Glenn Harmon will deliver Tier 1 instruction aligned to the 3Cs while engaging in observation and feedback coaching cycles.	

Carol Holt	Carol Holt teachers will utilize effective PLC practices to plan and deliver aligned Tier 1 instruction.	
Thelma Jones	Thelma Jones teachers will plan and deliver aligned tier 1 instruction that meets the needs of all students.	
Judy Miller	Judy K. Miller teachers will deliver TEKS-aligned tier 1 math instruction.	
D.P. Morris	Morris teachers will deliver language-rich tier 1 instruction aligned to depth and complexity of the TEKS.	
Erma Nash	Erma Nash teachers will use intentional, aligned small groups to support Tier 1 instruction in Reading and Math.	
Nancy Neal	Nancy Neal teachers will implement targeted small group reading instruction with fidelity.	
Brenda Norwood	Norwood teachers will deliver aligned Tier 1 Math instruction of essential standards.	
Annette Perry	Perry Elementary School teachers will plan and deliver Tier I instruction aligned to the TEKS.	
Alice Ponder	Alice Ponder teachers will plan and deliver Tier 1 instruction of essential standards aligned to the 3 C's.	
Martha Reid	Reid teachers will use formative assessment data to make instructional adjustments during Tier 1 reading and math.	
Tarver Rendon	We will use research-based practices to plan and deliver effective Tier 1 Phonics instruction.	
M.J. Sheppard	Mary Jo Sheppard Teachers will use PLC practices to plan and deliver Tier 1 instruction aligned to the 3C's.	
Elizabeth Smith	Elizabeth Smith Academy teachers will use differentiated instructional strategies to engage all students in Math daily with fidelity.	Provide training for Differentiated Instructional Strategies. Math Teachers complete BOY MAP for 3rd and 4 th . Conduct fidelity walks to evaluate implementation of Differentiated Instruction.
Cora Spencer	Cora Spencer teachers will deliver math instruction focused on mathematical understanding to solve problems.	
Roberta Tipps	Roberta Tipps teachers will embed critical writing opportunities weekly across all subjects.	



Campus	Vision 2030 Goal	Supporting Goal
Middle School		
James Coble	James Coble Middle School teachers will plan and deliver quality tier one instruction using effective researched instructional strategies (small group purposeful talk and critical writing)	
TA Howard	T.A. Howard Middle School Teachers will engage in the PLC process to plan and deliver Tier I Instruction that is aligned with the content, context, and cognitive rigor of standards.	
Linda Jobe	Linda Jobe Middle School teachers will use structured small group purposeful talk and critical writing to plan and deliver quality Tier 1 instruction.	
Danny Jones	Danny Jones Middle School teachers will utilize the district PLC process to design and deliver quality Tier I instruction to increase student performance.	
Charlene McKinzey	McKinzey Middle School teachers will utilize the PLC process to plan Tier 1 instruction with a focus to deliver on the Fundamental 5, Frequent Small Group Purposeful Talk and Writing Critically.	
Jerry Knight STEM Academy	Jerry Knight STEM Academy designers will calibrate lessons to the content, cognitive level and context of the TEKS to align the rigor to achieve mastery level.	Jerry Knight STEM Academy will continue to implement our National Institute of STEM Education campus identified teacher actions and plans.
Brooks Wester	Wester Middle School math teachers will intentionally plan lessons that will provide the opportunities for student to communicate mathematical ideas and reasoning both orally and written.	All Wester Middle School teachers will intentionally plan lessons that will provide the opportunities for students to communicate in written, oral, and visual forms.
Rogene Worley	Worley Middle School Math Teachers will utilize the PLC process to implement Frequent Small Group Purposeful Talk and Critical Writing to support mathematical process standards during daily math lessons.	Worley Middle School's teachers will utilize Frequent Small Group Purposeful Talk and Critical Writing in daily lesson closures.



Campus	Vision 2030 Goal	Supporting Goal
High School		
BBIA/Frontier STEM	BBIA teachers will retain and certify more students in their program of study so they can earn their College, Career and Military Readiness point through CTE.	
Lake Ridge HS	Lake Ridge High School English I and II teachers will implement the 7 Steps to an Instructionally Rich Classroom with fidelity.	
Legacy HS	Legacy High School English I and II teachers will develop and implement targeted interventions and enrichments during the instructional block with fidelity for students based on frequent common formative assessment data.	
Mansfield HS	English 1 and 2 teachers will plan and deliver lessons aligned with the 7 Steps to an Instructionally Rich Classroom with fidelity to improve Tier 1 Instruction.	
Phoenix Academy/DAEP	Phoenix Academy teachers will utilize effective PLC practices to ensure students meet all graduation requirements and are life-ready. Phoenix- DAEP teachers will ensure DAEP students work on Edgenuity/Canvas to recover or accelerate credits before the student's return to their home campus.	
Summit HS	Summit High School English I and English II teachers will implement the Summit 7 Instructional Strategies, during Tier 1 instruction, to close the achievement gaps between student groups.	
Timberview HS	Timberview High School will implement the backward design process to create clear, well-organized, sequential units that reflect best practices aligned with the curriculum as measured by instructional delivery.	

TEXAS EDUCATION AGENCY

Texas Academic Performance

Violent or Criminal Incidents Report

2023-2024



Mansfield ISD
605 East Broad Street
Mansfield, Texas 76063
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TEXAS EDUCATION AGENCY

Texas Academic Performance

**Student Performance in
Postsecondary Institutions**

2023-2024



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

Report of 2021-2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2023

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

Student performance is measured by the Grade Point Average (GPA) earned by 2021-2022 high school graduates who attended public four-year and two-year higher education in FY 2023. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2022, spring 2023, and summer 2023 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2023, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2023 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

**Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
MANSFIELD ISD								
220908003	MANSFIELD H S							
	Four-Year Public University	180	24	20	27	43	65	1
	Two-Year Public Colleges	110	32	11	15	30	18	4
	Independent Colleges & Universities	28						
	Not Trackable	29						
	Not Found	231						
	Total High School Graduates	578						
220908007	MANSFIELD LAKE RIDGE H S							
	Four-Year Public University	192	30	19	37	44	61	1
	Two-Year Public Colleges	136	39	14	20	27	33	3
	Independent Colleges & Universities	25						
	Not Trackable	25						
	Not Found	249						
	Total High School Graduates	627						
220908005	MANSFIELD LEGACY H S							
	Four-Year Public University	134	17	11	26	35	45	0
	Two-Year Public Colleges	101	24	18	22	16	17	4
	Independent Colleges & Universities	20						
	Not Trackable	28						
	Not Found	194						
	Total High School Graduates	477						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions. \varnothing
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	220908002	MANSFIELD SUMMIT H S						
		Four-Year Public University	23	11	23	29	32	1
		Two-Year Public Colleges	30	14	15	19	14	5
		Independent Colleges & Universities	9					
		Not Trackable	30					
		Not Found	177					
		Total High School Graduates	432					
	220908004	MANSFIELD TIMBERVIEW H S						
		Four-Year Public University	29	20	22	32	51	1
		Two-Year Public Colleges	40	16	16	21	33	3
		Independent Colleges & Universities	14					
		Not Trackable	30					
		Not Found	161					
		Total High School Graduates	489					
	220908009	TCCSE EARLY COLLEGE H S AT TIMBERVIEW						
		Four-Year Public University	13	8	9	12	11	0
		Two-Year Public Colleges	4	0	2	0	1	0
		Independent Colleges & Universities	2					
		Not Trackable	5					
		Not Found	9					
		Total High School Graduates	76					
	220908006	THE PHOENIX ACADEMY						
		Four-Year Public University	2	0	1	3	2	1
		Two-Year Public Colleges	18	5	5	4	2	3
		Independent Colleges & Universities	2					
		Not Trackable	16					
		Not Found	188					
		Total High School Graduates	252					

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions. ^{or}
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

TEXAS EDUCATION AGENCY

Texas Academic Performance

Progress Toward Meeting HB 3 Goals



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

Early Childhood Literacy Progress Measure 1 - Mansfield ISD

Increase the percent of 3rd grade students projected to score at the Meets Grade Level or above on BOY MAP in Reading from 48.3% to 55.8% by 2026-27.

Yearly Target Goals

	2022-23	2023-24	2024-25	2025-26	2026-27
	49.8%	51.3%	52.8%	54.3%	55.8%

EC Literacy GPM 1.1 Closing the Gaps Student Groups Yearly Target Goals

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2021-22 BOY MAP	48.3%	44.8%	NA	57.2%	38.4%	NA	60.8%	56.8%	36.7%	16.0%	51.4%	38.7%	50.7%	40.7%
BOY 2023 MAP	49.8%	46.3%	NA	58.7%	40.4%	NA	61.8%	58.3%	38.7%	18.5%	52.9%	40.7%	52.2%	42.7%
BOY 2024 MAP	51.3%	47.8%	NA	60.2%	42.4%	NA	62.8%	59.8%	40.7%	21.0%	54.4%	42.7%	53.7%	44.7%
BOY 2025 MAP	52.8%	49.3%	NA	61.7%	44.4%	NA	63.8%	61.3%	42.7%	23.5%	55.9%	44.7%	55.2%	46.7%
BOY 2026 MAP	54.3%	50.8%	NA	63.2%	46.4%	NA	64.8%	62.8%	44.7%	26.0%	57.4%	46.7%	56.7%	48.7%
BOY 2027 MAP	55.8%	52.3%	NA	64.7%	48.4%	NA	65.8%	64.3%	46.7%	28.5%	58.9%	48.7%	58.2%	50.7%

Early Childhood Literacy Progress Measure 2 - Mansfield ISD

Increase the percent of 3rd grade students projected to score at the Meets Grade Level or above on MOY MAP in Reading from 47.2% to 54.7% by 2026-27.

Yearly Target Goals

	2022-23	2023-24	2024-25	2025-26	2026-27
	48.7%	50.2%	51.7%	53.2%	54.7%

EC Literacy GPM 1.2 Closing the Gaps Student Groups Yearly Target Goals

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2021-22	47.2%	43.6%	NA	53.3%	38.4%	NA	54.0%	56.8%	36.4%	15.7%	56.3%	41.3%	50.3%	38.6%
MOY MAP														
MOY 2023 MAP	48.7%	45.6%	NA	54.8%	40.4%	NA	55.5%	58.3%	38.4%	18.2%	57.8%	43.3%	51.8%	40.6%
MOY 2024 MAP	50.2%	47.6%	NA	56.3%	42.4%	NA	57.0%	59.8%	40.4%	20.7%	59.3%	45.3%	53.3%	42.6%
MOY 2025 MAP	51.7%	49.6%	NA	57.8%	44.4%	NA	58.5%	61.3%	42.4%	23.2%	60.8%	47.3%	54.8%	44.6%
MOY 2026 MAP	53.2%	51.6%	NA	59.3%	46.4%	NA	60.0%	62.8%	44.4%	25.7%	62.3%	49.3%	56.3%	46.6%
MOY 2027 MAP	54.7%	53.6%	NA	60.8%	48.4%	NA	61.5%	64.3%	46.4%	28.2%	63.8%	51.3%	57.8%	48.6%

Early Childhood Literacy Progress Measure 3 - Mansfield ISD

Increase the percent of 3rd grade students projected to score at the Meets Grade Level or above on EOY MAP in Reading from 50.7% to 58.2% by 2026-27.

Yearly Target Goals

	2022-23	2023-24	2024-25	2025-26	2026-27
	52.2%	53.7%	55.2%	56.7%	58.2%

EC Literacy GPM 1.3 Closing the Gaps Student Groups Yearly Target Goals

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline														
2021-22	50.7%	46.9%	NA	61.1%	41.1%	NA	56.0%	60.2%	39.5%	16.7%	62.5%	42.4%	53.6%	42.9%
EOY MAP														
EOY 2023	52.2%	48.4%	NA	62.1%	43.1%	NA	57.5%	61.2%	41.5%	19.2%	63.5%	44.4%	55.1%	44.9%
MAP														
EOY 2024	53.7%	49.9%	NA	63.1%	45.1%	NA	59.0%	62.2%	43.5%	21.7%	64.5%	46.4%	56.6%	46.9%
MAP														
EOY 2025	55.2%	51.4%	NA	64.1%	47.1%	NA	60.5%	63.2%	45.5%	24.2%	65.5%	48.4%	58.1%	48.9%
MAP														
EOY 2026	56.7%	52.9%	NA	65.1%	49.1%	NA	62.0%	64.2%	47.5%	26.7%	66.5%	50.4%	59.6%	50.9%
MAP														
EOY 2027	58.2%	54.4%	NA	66.1%	51.1%	NA	63.5%	65.2%	49.5%	29.2%	67.5%	52.4%	61.1%	52.9%
MAP														

Early Childhood Math Board Outcome Goal - Mansfield ISD

Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 50.0% to 60.0% by 2026-2027.

Yearly Target Goals

	2022-23	2023-2024	2024-25	2025-26	2026-27
	52.0%	54.0%	56.0%	58.0%	60.0%

Closing the Gaps Student Groups Yearly Targets

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2021-22 TAPR	50.0%	45.0%	44.0%	66.0%	43.0%	NA	49.0%	58.0%	38.0%	27.0%	60.0%	45.0%	52.0%	43.0%
2022-2023	52.0%	47.0%	46.0%	66.0%	45.0%	NA	51.0%	58.0%	40.0%	29.0%	60.0%	47.0%	54.0%	45.0%
2023-2024	54.0%	49.0%	48.0%	67.0%	47.0%	NA	53.0%	59.0%	42.0%	31.0%	61.0%	49.0%	56.0%	47.0%
2024-2025	56.0%	51.0%	50.0%	67.0%	49.0%	NA	55.0%	59.0%	44.0%	33.0%	61.0%	51.0%	58.0%	49.0%
2025-2026	58.0%	53.0%	52.0%	68.0%	51.0%	NA	57.0%	60.0%	46.0%	35.0%	62.0%	53.0%	60.0%	61.0%
2026-2027	60.0%	55.0%	54.0%	68.0%	53.0%	NA	59.0%	60.0%	48.0%	37.0%	62.0%	55.0%	60.0%	61.0%

Early Childhood Math Progress Measure 1 - Mansfield ISD

Increase the percent of 3rd grade students projected to score at the Meets Grade Level or above on BOY MAP in Math from 30.4% to 40.4% by 2026-27.

Yearly Target Goals

	2022-23	2023-2024	2024-25	2025-26	2026-27
	32.4%	34.4%	36.4%	38.4%	40.4%

EC Math Measure 2.1 Closing the Gaps Student Groups Yearly Target

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2021-22 BOY MAP	30.4%	23.0%	NA	42.2%	24.8%	NA	36.1%	39.1%	19.9%	8.3%	34.3%	24.4%	32.0%	25.3%
2022-2023	32.4%	25.5%	NA	44.2%	27.3%	NA	38.1%	41.1%	22.4%	10.8%	36.3%	26.9%	34.0%	27.8%
2023-2024	34.4%	28.0%	NA	46.2%	29.8%	NA	40.1%	43.1%	24.9%	13.3%	38.3%	29.4%	36.0%	30.3%
2024-2025	36.4%	30.5%	NA	48.2%	32.3%	NA	42.1%	45.1%	27.4%	15.8%	40.3%	31.9%	38.0%	32.8%
2025-2026	38.4%	33.0%	NA	50.2%	34.8%	NA	44.1%	47.1%	29.9%	18.3%	42.3%	34.4%	40.0%	35.3%
2026-2027	40.4%	35.5%	NA	52.2%	37.3%	NA	46.1%	49.1%	32.4%	20.8%	44.3%	36.9%	42.0%	37.8%

Early Childhood Math Progress Measure 2 - Mansfield ISD

Increase the percent of 3rd grade students projected to score at the Meets Grade Level or above on MOY MAP in Math from 41.6% to 51.6% by 2026-27.

Yearly Target Goals

	2022-23	2023-2024	2024-25	2025-26	2026-27
	43.6%	45.6%	47.6%	49.6%	51.6%

EC Math Measure 2.2 Closing the Gaps Student Groups Yearly Target

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2021-22 MOY MAP	41.6%	31.9%	NA	61.7%	34.8%	NA	43.0%	52.7%	31.1%	13.7%	56.3%	38.8%	45.1%	31.8%
2022-2023	43.6%	33.9%	NA	62.7%	36.8%	NA	45.0%	54.2%	33.1%	16.2%	57.8%	40.8%	46.6%	33.8%
2023-2024	45.6%	35.9%	NA	63.7%	38.8%	NA	47.0%	55.7%	35.1%	18.7%	59.3%	42.8%	48.1%	35.8%
2024-2025	47.6%	37.9%	NA	64.7%	40.8%	NA	49.0%	57.2%	37.1%	21.2%	60.8%	44.8%	49.6%	37.8%
2025-2026	49.6%	39.9%	NA	65.7%	42.8%	NA	51.0%	58.7%	39.1%	23.7%	62.3%	46.8%	51.1%	39.8%
2026-2027	51.6%	41.9%	NA	66.7%	44.8%	NA	53.0%	60.2%	41.1%	26.2%	63.8%	48.8%	52.6%	41.8%

Early Childhood Math Progress Measure 3 - Mansfield ISD

Increase the percent of 3rd grade students projected to score at the Meets Grade Level or above on EOY MAP in Math from 44.8% to 52.3% by 2026-27.

Yearly Target Goals

	2022-23	2023-2024	2024-25	2025-26	2026-27
	46.3%	47.8%	49.3%	50.8%	52.3%

EC Math Measure 2.3 Closing the Gaps Student Groups Yearly Target

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline														
2021-22 EOY MAP	44.8%	36.7%	NA	61.7%	38.2%	NA	55.0%	53.8%	32.5%	15.0%	62.5%	40.8%	47.8%	37.0%
2022-2023	46.3%	38.7%	NA	62.7%	40.2%	NA	56.5%	55.3%	34.5%	17.5%	63.5%	42.8%	49.3%	39.0%
2023-2024	47.8%	40.7%	NA	63.7%	42.2%	NA	58.0%	56.8%	36.5%	20.0%	64.5%	44.8%	50.8%	41.0%
2024-2025	49.3%	42.7%	NA	64.7%	44.2%	NA	59.5%	58.3%	38.5%	22.5%	65.5%	46.8%	52.3%	43.0%
2025-2026	50.8%	44.7%	NA	65.7%	46.2%	NA	61.0%	59.8%	40.5%	25.0%	66.5%	48.8%	53.8%	45.0%
2026-2027	52.3%	46.7%	NA	66.7%	48.2%	NA	62.5%	61.3%	42.5%	27.5%	67.5%	50.8%	55.3%	47.0%

CCMR Board Outcome Goal - District

Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 63% to 88% by 2025-2026

Yearly Target Goals

	2021-22	2022-23	2023-24	2024-25	2025-26
	68.0%	73.0%	78.0%	83.0%	88.0%

Closing the Gaps Student Groups Yearly Targets

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline Class of 2020-2021	63.0%	54.4%	28.6%	81.9%	58.5%	NA	58.2%	71.5%	52.4%	74.3%	NA	43.3%	NA	NA
Class of 2021-2022	68.0%	59.4%	32.6%	84.6%	62.5%	NA	62.2%	73.5%	56.4%	77.3%	NA	47.3%	NA	NA
Class of 2022-2023	73.0%	63.4%	36.6%	87.3%	66.5%	NA	66.2%	75.5%	60.4%	80.3%	NA	51.3%	NA	NA
Class of 2023-2024	78.0%	67.4%	40.6%	87.8%	70.5%	NA	70.2%	77.5%	64.4%	83.3%	NA	55.3%	NA	NA
Class of 2024-2025	83.0%	71.4%	44.6%	88.3%	74.5%	NA	74.2%	79.5%	68.4%	86.3%	NA	59.3%	NA	NA
Class of 2025-2026	88.0%	75.4%	48.6%	88.8%	78.5%	NA	78.2%	81.5%	72.4%	88.3%	NA	63.3%	NA	NA

CCMR Progress Measure 3.1 - District

Increase the percent of students who are projected to meet BOY CCMR from 44% to 69% by 2025-2026

Yearly Target Goals

	2021-22	2022-23	2023-24	2024-25	2025-26
	49.0%	54.0%	59.0%	64.0%	69.0%

Goal Progress Measure 3.1 Closing the Gaps Student Groups Yearly Target Goals*

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline Class of 2020-2021	44.0%	33.0%	NA	62.0%	41.0%	NA	41.0%	53.0%	32.0%	NA	24.0%	46.0%	48.0%	31.0%
Class of 2021-2022	49.0%	38.0%	NA	67.0%	46.0%	NA	46.0%	58.0%	37.0%	NA	29.0%	51.0%	53.0%	36.0%
Class of 2022-2023	54.0%	43.0%	NA	72.0%	51.0%	NA	51.0%	63.0%	42.0%	NA	34.0%	56.0%	58.0%	41.0%
Class of 2023-2024	59.0%	48.0%	NA	77.0%	56.0%	NA	56.0%	68.0%	47.0%	NA	39.0%	61.0%	63.0%	46.0%
Class of 2024-2025	64.0%	53.0%	NA	82.0%	61.0%	NA	61.0%	73.0%	52.0%	NA	44.0%	66.0%	68.0%	51.0%
Class of 2025-2026	69.0%	58.0%	NA	87.0%	66.0%	NA	66.0%	78.0%	57.0%	NA	49.0%	71.0%	73.0%	56.0%

CCMR Progress Measure 3.2 - District

Increase the percent of students who are projected to meet MOY CCMR from 48% to 73% by 2025-2026

Yearly Target Goals

	2020	2021	2022	2023	2024
	53.0%	58.0%	63.0%	68.0%	73.0%

Goal Progress Measure 3.2 Closing the Gaps Student Groups Yearly Target Goals

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline														
Class of 2020-2021	48.0%	37.0%	NA	65.0%	45.0%	NA	NA	58.0%	37.0%	NA	27.0%	17.0%	48.0%	NA
Class of 2021-2022	53.0%	40.0%	NA	68.0%	48.0%	NA	NA	61.0%	40.0%	NA	NA	20.0%	NA	NA
Class of 2022-2023	58.0%	43.0%	NA	71.0%	51.0%	NA	NA	64.0%	43.0%	NA	NA	23.0%	NA	NA
Class of 2023-2024	63.0%	46.0%	NA	74.0%	54.0%	NA	NA	67.0%	46.0%	NA	NA	26.0%	NA	NA
Class of 2024-2025	68.0%	49.0%	NA	77.0%	57.0%	NA	NA	70.0%	49.0%	NA	NA	29.0%	NA	NA
Class of 2025-2026	73.0%	52.0%	NA	80.0%	60.0%	NA	NA	73.0%	52.0%	NA	NA	32.0%	NA	NA

CCMR Progress Measure 3.3 - District

Increase the percent of students who are projected to meet EOY CCMR from 62% to 87% by 2025-2026

Yearly Target Goals

	2020	2021	2022	2023	2024
	67.0%	72.0%	77.0%	82.0%	87.0%

Goal Progress Measure 3.3 Closing the Gaps Student Groups Yearly Target Goals

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline Class of 2020-2021	62.0%	53.0%	NA	81.0%	57.0%	NA	58.0%	70.0%	51.0%	67.0%	26.0%	43.0%	66.0%	44.0%
Class of 2021-2022	67.0%	58.0%	NA	84.0%	62.0%	NA	63.0%	75.0%	56.0%	72.0%	31.0%	48.0%	71.0%	49.0%
Class of 2022-2023	72.0%	63.0%	NA	87.0%	67.0%	NA	68.0%	80.0%	61.0%	77.0%	36.0%	53.0%	76.0%	54.0%
Class of 2023-2024	77.0%	68.0%	NA	90.0%	72.0%	NA	73.0%	85.0%	66.0%	82.0%	41.0%	58.0%	81.0%	59.0%
Class of 2024-2025	82.0%	73.0%	NA	93.0%	77.0%	NA	78.0%	90.0%	71.0%	87.0%	46.0%	63.0%	86.0%	64.0%
Class of 2025-2026	87.0%	78.0%	NA	96.0%	82.0%	NA	83.0%	95.0%	76.0%	92.0%	51.0%	68.0%	91.0%	69.0%

TEXAS EDUCATION AGENCY

Glossary
of the
Texas Academic
Performance Report
2023-2024



Mansfield ISD
605 East Broad Street
Mansfield, Texas 76063
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2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

Performance

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

Other Important Information:

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

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

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

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

STAAR Performance (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

STAAR Participation (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

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

Not Tested

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Attendance is calculated as follows:

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

August 31, 2023

number of students in the 2023 cohort*

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

5-Year Extended Longitudinal Rate

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

6-year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

number of students in the 2021 cohort*

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

number of students in the 2023 cohort **

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

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

number of students in the 2022 cohort**

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

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

number of students in the 2021 cohort**

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

(excludes graduates with FHSP graduation plans)

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Graduation Profile

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

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

(Data source: PEIMS 40203)

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

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

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

total number of graduates in the 2022-23 school year

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

total number of graduates in the 2022-23 school year

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

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

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

College Readiness

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

Career/Military Readiness

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

The percentages are calculated as follows:

English Language Arts.

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

number of 2022-23 annual graduates

Mathematics.

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

number of 2022-23 annual graduates

Both Subjects.

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

number of 2022-23 annual graduates

Any Subject.

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

number of 2022-23 annual graduates

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

number of 2022-23 annual graduates

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

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

number of 2022-23 annual graduates

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

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

Number of 2022-23 annual graduates

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

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

number of 2022-23 annual graduates

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

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

number of 2022-23 annual graduates

Career/Military Ready Graduates

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

number of 2022-23 annual graduates

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

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

number of 2022-23 annual graduates

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

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

number of 2022-23 annual graduates

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

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

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

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

English Language Arts.

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

number of 2022-23 annual graduates

Mathematics.

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

number of 2022-23 annual graduates

Both Subjects.

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

number of 2022-23 annual graduates

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

English Language Arts.

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

number of 2022-23 annual graduates

Mathematics.

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

number of 2022-23 annual graduates

Both Subjects.

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

number of 2022-23 annual graduates

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

All Subjects.

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

total students enrolled in grades 11 & 12

English Language Arts.

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

total students enrolled in grades 11 & 12

Mathematics.

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

total students enrolled in grades 11 & 12

Science.

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

total students enrolled in grades 11 & 12

2023–24 Texas Academic Performance Report (TAPR) Glossary

Social Studies.

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

total students enrolled in grades 11 & 12

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

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

All Subjects.

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

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

English Language Arts.

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

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

Mathematics.

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

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

Science.

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

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

Social Studies.

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

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

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

All Subjects.

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

total students enrolled in 11th and 12th grades

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

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

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

number of 2022-23 graduates reported

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

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

number of 2022-23 graduates reported

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

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

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

number of 2022-23 graduates who took the SAT

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

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

number of 2022-23 graduates who took the SAT

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

(Data source: College Board and PEIMS 40203)

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

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

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

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

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

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

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

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

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

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

English Language Arts.

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

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

Mathematics.

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

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

Science.

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

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

Social Studies.

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

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

(Data source: PEIMS 43415)

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

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

number of graduates during the 2021-22 school year

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

(Data source: THECB)

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

Student Information (2023–24)

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

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

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

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

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

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

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

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

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

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

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

total number of students

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

- (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- (B) includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

(Data source: PEIMS 40100)

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

(Data source: PEIMS 40100)

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

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

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

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

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

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2022–23

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

number of underreported students

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix A Advanced Academic Courses

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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



MISD

Annual Report

Public Hearing

February 11, 2025



Annual Report – 6 Reports

- 2023-24 Texas Academic Performance Report (TAPR)
- PEIMS Financial Standard Reports
- District Accreditation Status
- Campus Performance Objectives
- Report on Violent or Criminal Incidents
- Student Performance in Postsecondary Institutions



Texas Academic Performance Report (TAPR)

2023-24 Texas Academic Performance Report (TAPR)

District Name: MANSFIELD ISD

District Number: 220908

2024 Special Education Determination Status:

Needs Assistance



150

2024 STAAR PERFORMANCE AREAS:

- Grade 3: Reading, Math
- Grade 4: Reading, Math
- Grade 5: Reading, Math, Science
- Grade 6: Reading, Math
- Grade 7: Reading, Math
- Grade 8: Reading, Math, Science, Social Studies
- EOC: English I, English II, Algebra I, Biology, US History

Each Performance Area includes 3 Performance Levels (Approaches / Meets / Masters)

151

MISD–2024 ACCOUNTABILITY RATING

- A-F ratings are pending.

GREEN IS GOOD

2024 TAPR STAAR Data

Green: MISD \geq
State & Region

Red: MISD $<$ State
& Region

STAAR Results 2024		State	Region 11	MISD
Meets Grade Level	Reading	54%	55%	62%
% Tests at or above Meets Level Standard	Math	43%	43%	54%
Summed across 3 - EOC	Science	43%	44%	50%
	Social Studies	51%	53%	58%

152

Texas Academic Performance Report (TAPR)

OTHER AREAS:

- Attendance Rates
- Dropout Rate
- Graduation Rate and Graduation Plans
- Advanced Course Completion
- College Ready Graduates
- AP Participation and Results
- SAT/ACT Scores
- Student Information
- Staff Information
- Program Information

PEIMS Financial Standard Reports (2022 -23) Financial Actual Reports)

PEIMS Financial Standard Reports (2022-23 Financial Actual Reports)

The financial section of the TAPR is provided by the Office of School Finance. These reports can be accessed from a link on the last page of the TAPR or at

<http://tea.texas.gov/financialstandardreports/>



PEIMS Financial Standard Reports (2022-23 Financial Actual Reports)

2022 - 2023 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,661

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$188,686,744	55.53%	\$5,291	\$188,686,744	48.23%	\$5,291	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$133,022,709	39.15%	\$3,730	\$135,897,397	34.74%	\$3,811	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$9,434,606	2.78%	\$265	\$47,027,018	12.02%	\$1,319	\$14,132,922,804	20.03%	\$2,568
Other Local	\$8,641,714	2.54%	\$242	\$19,585,793	5.01%	\$549	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$339,785,773	100.00%	\$9,528	\$391,196,952	100.00%	\$10,970	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$69,648,104	92.26%	\$1,953	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$2,532,914	3.36%	\$71	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$2,401,063	3.18%	\$67	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$862,800	100.00%	\$24	\$910,608	1.21%	\$26	\$879,081,869	7.47%	\$160
Total Other Revenue	\$862,800	100.00%	\$24	\$75,492,689	100.00%	\$2,117	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$340,648,573	100.00%	\$9,552	\$466,689,641	100.00%	\$13,087	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$340,648,573	100.00%	\$9,552	\$466,689,641	100.00%	\$13,087	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$19,478,035	100.00%	\$546	\$19,822,821	100.00%	\$556	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$19,478,035	100.00%	\$546	\$19,822,821	100.00%	\$556	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$360,126,608	100.00%	\$10,099	\$486,512,462	100.00%	\$13,643	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

District Accreditation Status

Each district annual report must include the 2022-23 accreditation status according to TEC §39.051. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/> .



District Accreditation Status

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

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 these objectives. ¹⁵⁸

Campus Performance Objectives



Campus	Vision 2030 Goal	Supporting Goal
High School		
BBIA/Frontier STEM	BBIA teachers will retain and certify more students in their program of study so they can earn their College, Career and Military Readiness point through CTE.	
Lake Ridge HS	Lake Ridge High School English I and II teachers will implement the 7 Steps to an Instructionally Rich Classroom with fidelity.	
Legacy HS	Legacy High School English I and II teachers will develop and implement targeted interventions and enrichments during the instructional block with fidelity for students based on frequent common formative assessment data.	

Report on Violent or Criminal Incidents

The annual report must include information about violent or criminal incidents that occur on each campus.



160

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 after¹⁶² high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

Student Performance in Postsecondary Institutions

Texas High School Graduates from FY2022 Enrolled in Texas Public or Independent Higher Education in FY 2023

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
MANSFIELD ISD								
	220908003 MANSFIELD H S							
	Four-Year Public University	180	24	20	27	43	65	1
	Two-Year Public Colleges	110	32	11	15	30	18	4
	Independent Colleges & Universities	28						
	Not Trackable	29						
	Not Found	231						
	Total High School Graduates	578						
	220908007 MANSFIELD LAKE RIDGE H S							
	Four-Year Public University	192	30	19	37	44	61	1
	Two-Year Public Colleges	136	39	14	20	27	33	3
	Independent Colleges & Universities	25						
	Not Trackable	25						
	Not Found	249						
	Total High School Graduates	627						
	220908005 MANSFIELD LEGACY H S							
	Four-Year Public University	134	17	11	26	35	45	0
	Two-Year Public Colleges	101	24	18	22	16	17	4
	Independent Colleges & Universities	20						
	Not Trackable	28						
	Not Found	194						
	Total High School Graduates	477						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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



MISD

Annual Report





MISD
Annual Report





TITLE: 2024 Bond Program Design Development Drawings Update **DATE:** February 11, 2025

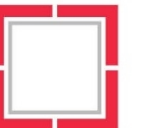
PRESENTATION

2024 Bond Program Design Development Drawings Presentation Update – Jeffrey Brogden, Associate Superintendent, and Josh Cogburn, Architect – Huckabee, and Paul Thompson, Architect - Huckabee.

- Package 1 – Worley Middle School & Jobe Middle School
- Package 2 – Coble Middle School & Howard Middle School
- Package 3 – Danny Jones Middle School & Wester Middle School
- Package 15 – Ben Barber Innovation Academy, Frontier STEM, & Phoenix Academy
- Package A1 – Mansfield High School Baseball & Softball Renovations
- Package A2 – Summit High School Baseball & Softball Renovations
- Package A3 – Legacy High School Baseball & Softball Renovations
- Package A4 – Lake Ridge High School Baseball & Softball Renovations
- Package A5 – Timberview High School Baseball & Softball Renovations
- Package ELA – Early Learners Academy

MANSFIELD INDEPENDENT SCHOOL DISTRICT
PHASE 1 BOND PROJECTS UPDATE
February 11, 2025

DESIGN PRESENTATION



BASEBALL / SOFTBALL ADDITIONS & RENOVATIONS AT MHS, SHS, THS, LHS, & LRHS	01
ADDITIONS & RENOVATIONS TO JOBE MS, WORLEY MS, HOWARD MS, COBLE MS, JONES MS, & WESTER MS	02
ADDITIONS & RENOVATIONS TO BEN BARBER INNOVATION ACADEMY / FRONTIER HS	03
NEW EARLY LEARNERS ACADEMY 2	04
SCHEDULE	05



Athletics Needs

- Indoor/Enclosed Baseball and Softball Hitting Tunnels



Midlothian High School Batting Tunnels



Batting Tunnels at Timberview High School (Left) & Summit High School (Right)



Athletics Needs

- Add Turf to Softball and Baseball fields at All Five High Schools



Duncanville



Midlothian



Waco Midway

Turf on campuses will allow anytime practice/play use, it is safer, and there is overall less maintenance



MANSFIELD INDEPENDENT SCHOOL DISTRICT BASEBALL / SOFTBALL ADDITIONS & RENOVATIONS



Huckabee

MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

ACKNOWLEDGMENTS



MANSFIELD INDEPENDENT SCHOOL DISTRICT BASEBALL / SOFTBALL ADDITIONS & RENOVATIONS



LEGEND

- 1 NEW TURF AT BASEBALL FIELD
- 2 NEW TURF AT SOFTBALL FIELD
- 3 NEW BATTING CAGES
- 4 NEW BULLPENS

ADDITIONAL SCOPE:

- Repaint dugouts
- New outfield fencing
- New scoreboards





MANSFIELD INDEPENDENT SCHOOL DISTRICT BASEBALL / SOFTBALL ADDITIONS & RENOVATIONS



LEGEND

- 1 NEW TURF AT BASEBALL FIELD
- 2 NEW TURF AT SOFTBALL FIELD
- 3 NEW BATTING CAGES
- 4 NEW BULLPENS

ADDITIONAL SCOPE:

- Repaint dugouts
- New outfield fencing
- New scoreboards





MANSFIELD INDEPENDENT SCHOOL DISTRICT
BASEBALL / SOFTBALL ADDITIONS & RENOVATIONS

LEGEND

- 1** NEW TURF AT BASEBALL FIELD
- 2** NEW TURF AT SOFTBALL FIELD
- 3** NEW BATTING CAGES
- 4** NEW BULLPENS

ADDITIONAL SCOPE:

- Repaint dugouts
- New outfield fencing
- New scoreboards





MANSFIELD INDEPENDENT SCHOOL DISTRICT BASEBALL / SOFTBALL ADDITIONS & RENOVATIONS

LEGEND

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- 2 NEW TURF AT SOFTBALL FIELD
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MANSFIELD INDEPENDENT SCHOOL DISTRICT BASEBALL / SOFTBALL ADDITIONS & RENOVATIONS



LEGEND

- 1 NEW TURF AT BASEBALL FIELD
- 2 NEW TURF AT SOFTBALL FIELD
- 3 NEW BATTING CAGES
- 4 NEW BULLPENS

ADDITIONAL SCOPE:

- Repaint dugouts
- New outfield fencing
- New scoreboards

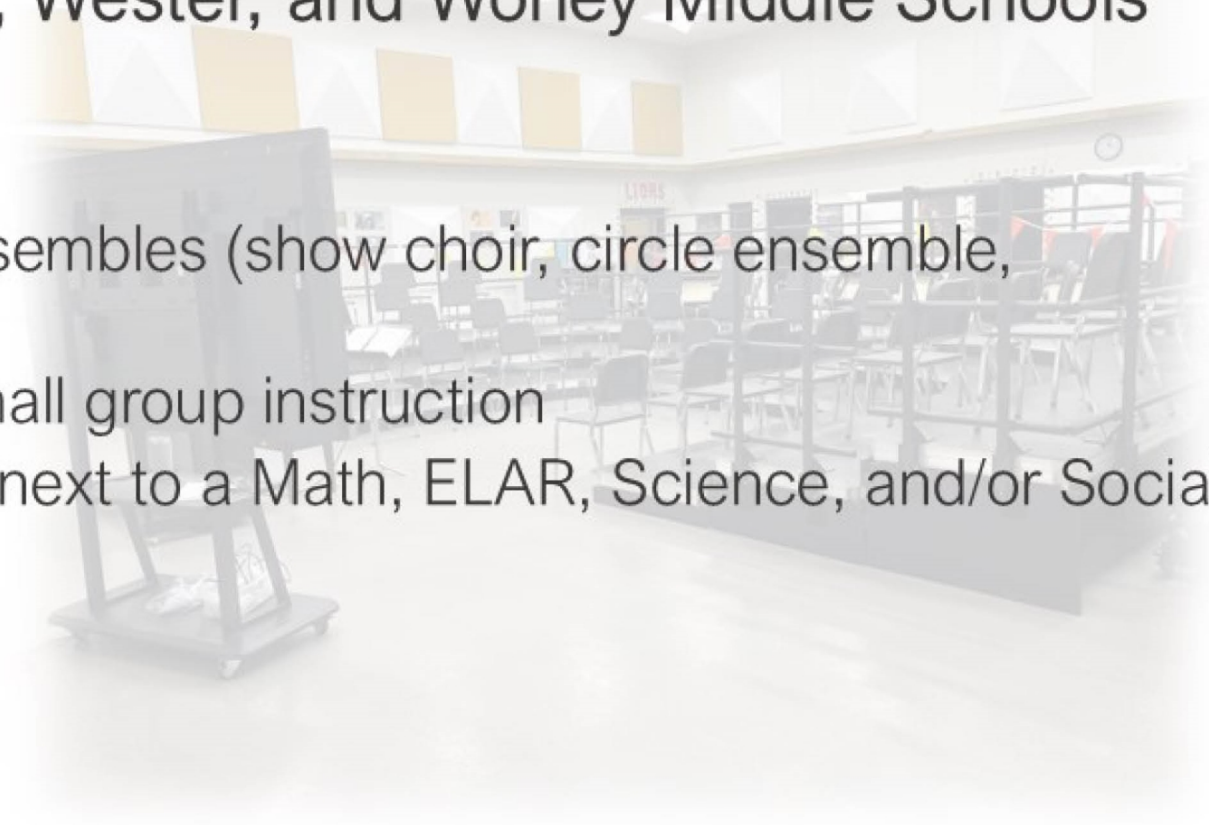


FINE ARTS NEED #1

177

Build new Choir rooms at Howard, Wester, and Worley Middle Schools

- More functional space
- Access to modern technology
- Utilize space for various choral ensembles (show choir, circle ensemble, sectionals)
- Students receive individual and small group instruction
- No volume concerns because not next to a Math, ELAR, Science, and/or Social Studies class





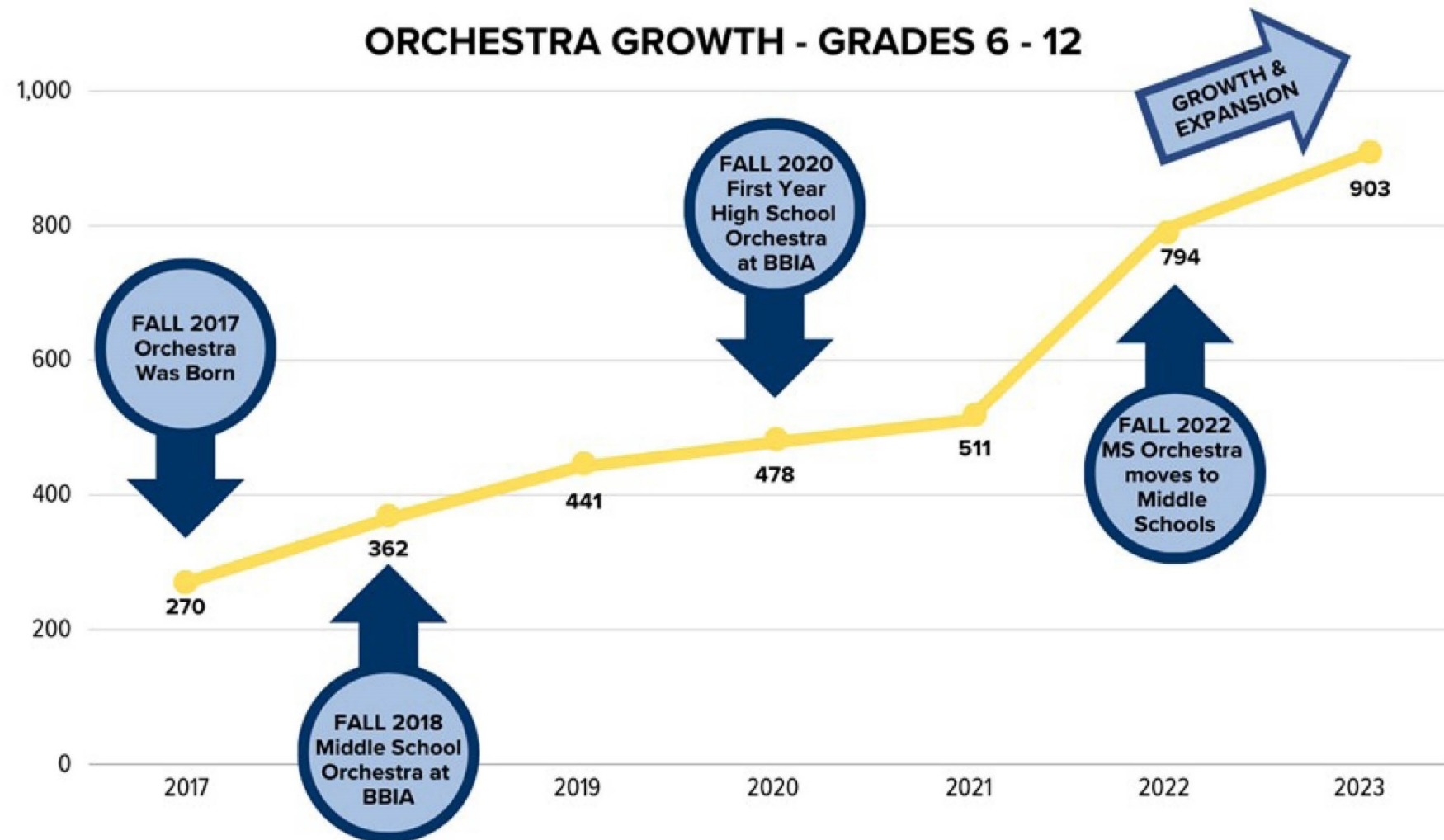
FINE ARTS NEED #4

Add Additional space at Middle Schools and High Schools to accommodate Orchestra and Band

- More functional space
- Students' ability to receive individual and small group instruction
- No need to try to mitigate volume because not next to a math, ELAR, Science, and/or Social Studies class
- Adequate instructional space to meet the needs of students
- Capacity to continue to grow the orchestra program
- Use existing space to increase the sq ft to accommodate orchestra and band



GROWTH





GROWTH

180

McKinzey Middle School



- Acoustical sound panels
- Sound barriers in wall
- AV/sound equipment
- High ceilings
- Standard equipment
 - Modern technology
- Practice/small ensemble room space
 - Individual learning
 - Small group instruction





GROWTH

James Coble Middle School – Instructional Class Room





MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO JOBE MS, WORLEY MS, COBLE MS, HOWARD MS, JONES, MS, & WESTER MS



182



Huckabee

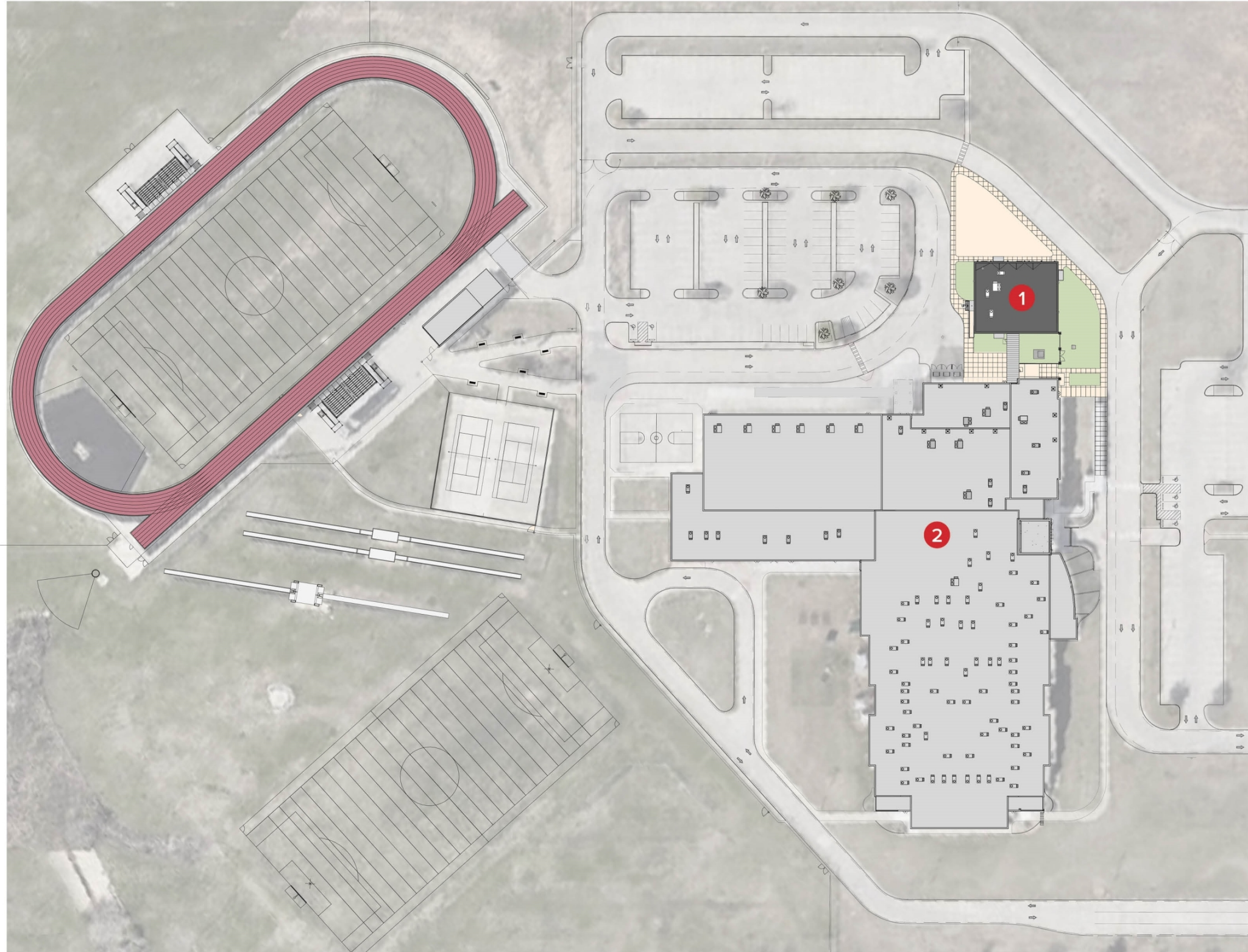
MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

ACKNOWLEDGMENTS



MANSFIELD INDEPENDENT SCHOOL DISTRICT
 ADDITIONS AND RENOVATIONS TO LINDA JOBE MIDDLE SCHOOL



COLOR LEGEND

- Pavement / Roads
- New Sidewalks
- New Addition
- Grass
- Existing Buildings

- 1 NEW ADDITION
- 2 EXISTING MIDDLE SCHOOL

183

- CIP SCOPE EXTERIOR:**
- Resurfacing of track
 - Exterior sealants
 - Pavement Repairs
 - Replacement of irrigation & pump





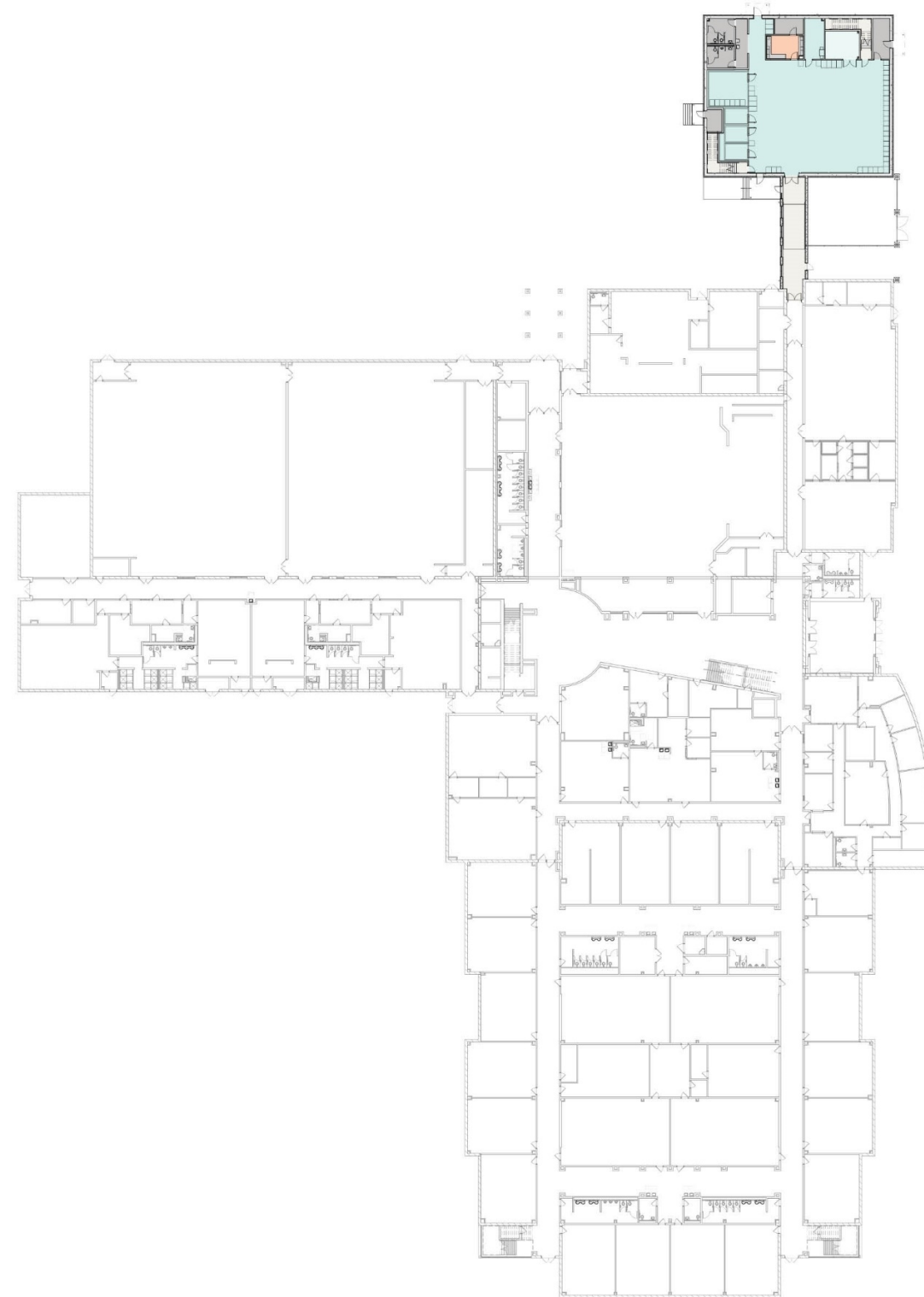
MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO LINDA JOBE MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support
- Fine Arts
- Fine Arts Support
- Circulation
- Restrooms / Support Spaces

184



CIP SCOPE

INTERIOR:

- Carpet Replacement
- VCT Replacement
- Replacement of EWC
- Replacement of RR Group Sinks
- RR Ceiling replacement
- Kitchen ceiling replacement
- RTU Replacement
- HVAC Replacement
- Replacement of water heater tanks
- Replacement of Fire Alarm System
- Updated AI Phone
- Updated Access Control

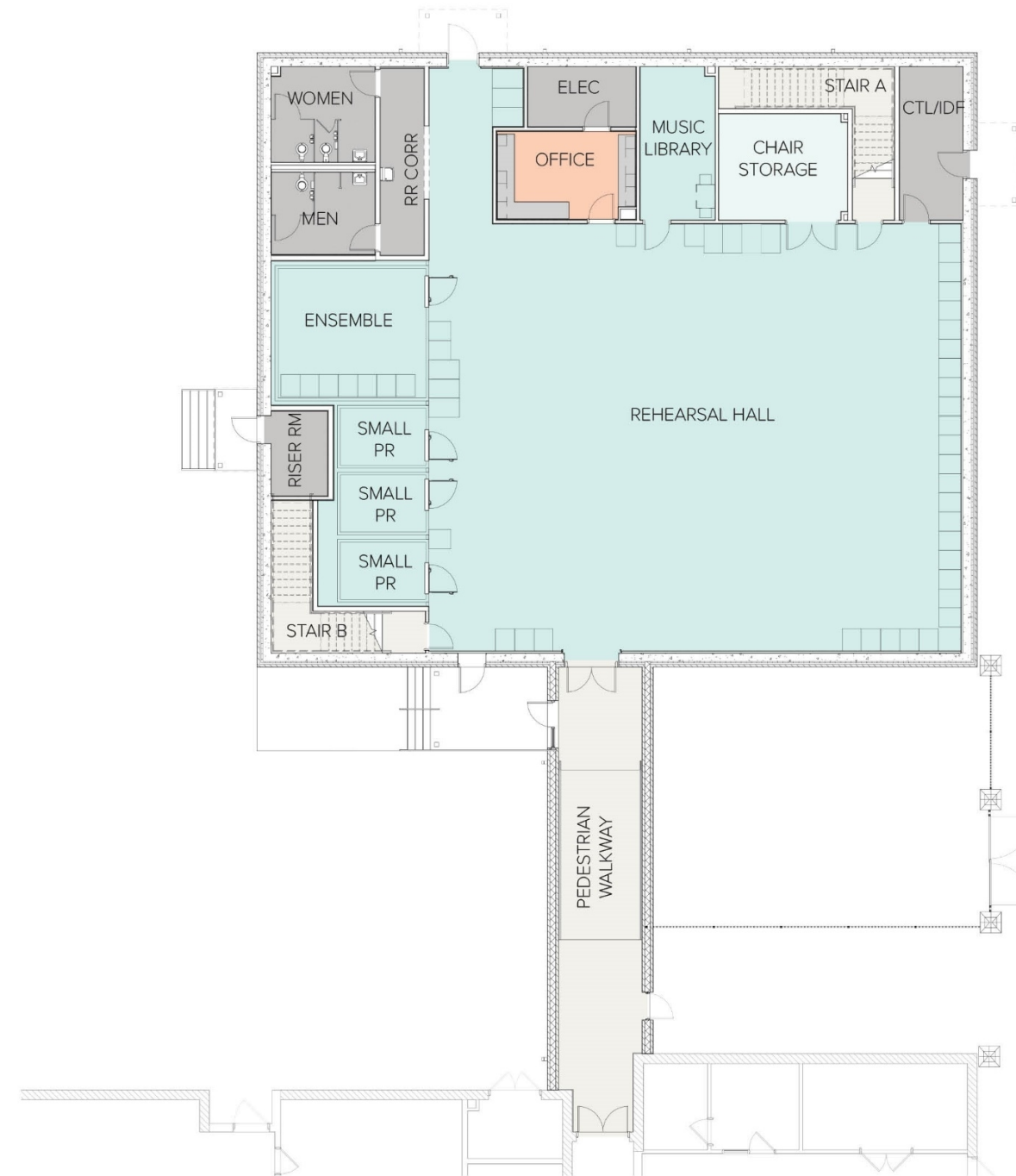


MANSFIELD INDEPENDENT SCHOOL DISTRICT
 ADDITIONS AND RENOVATIONS TO LINDA JOBE MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support
- Fine Arts
- Fine Arts Support
- Circulation
- Restrooms / Support Spaces

185



CIP SCOPE

INTERIOR:

- Carpet Replacement
- VCT Replacement
- Replacement of EWC
- Replacement of RR Group Sinks
- RR Ceiling replacement
- Kitchen ceiling replacement
- RTU Replacement
- HVAC Replacement
- Replacement of water heater tanks
- Replacement of Fire Alarm System
- Updated AI Phone
- Updated Access Control



MANSFIELD INDEPENDENT SCHOOL DISTRICT
ADDITIONS AND RENOVATIONS TO LINDA JOBE MIDDLE SCHOOL





MANSFIELD INDEPENDENT SCHOOL DISTRICT
ADDITIONS AND RENOVATIONS TO LINDA JOBE MIDDLE SCHOOL





MANSFIELD INDEPENDENT SCHOOL DISTRICT

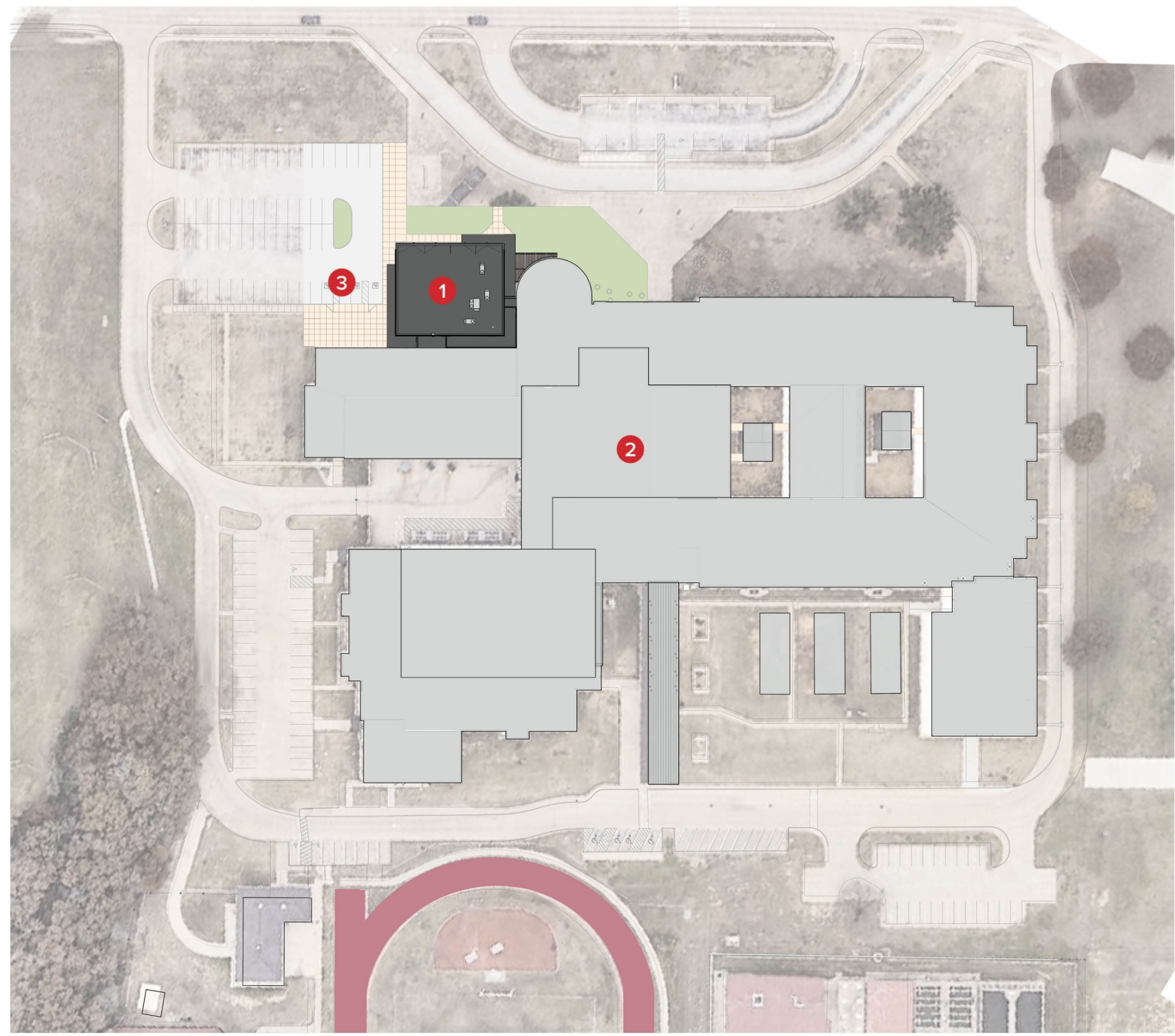
ADDITIONS AND RENOVATIONS TO ROGENE WORLEY MIDDLE SCHOOL

COLOR LEGEND

- Pavement / Roads
- New Sidewalks
- New Addition
- Grass
- Existing Buildings
- New Pavement

- 1 NEW ADDITION
- 2 EXISTING MIDDLE SCHOOL
- 3 NEW PARKING SPACES 188

- CIP SCOPE**
- EXTERIOR:**
- Resurfacing of track
 - Exterior sealants
 - Pavement Repairs



SITE PLAN



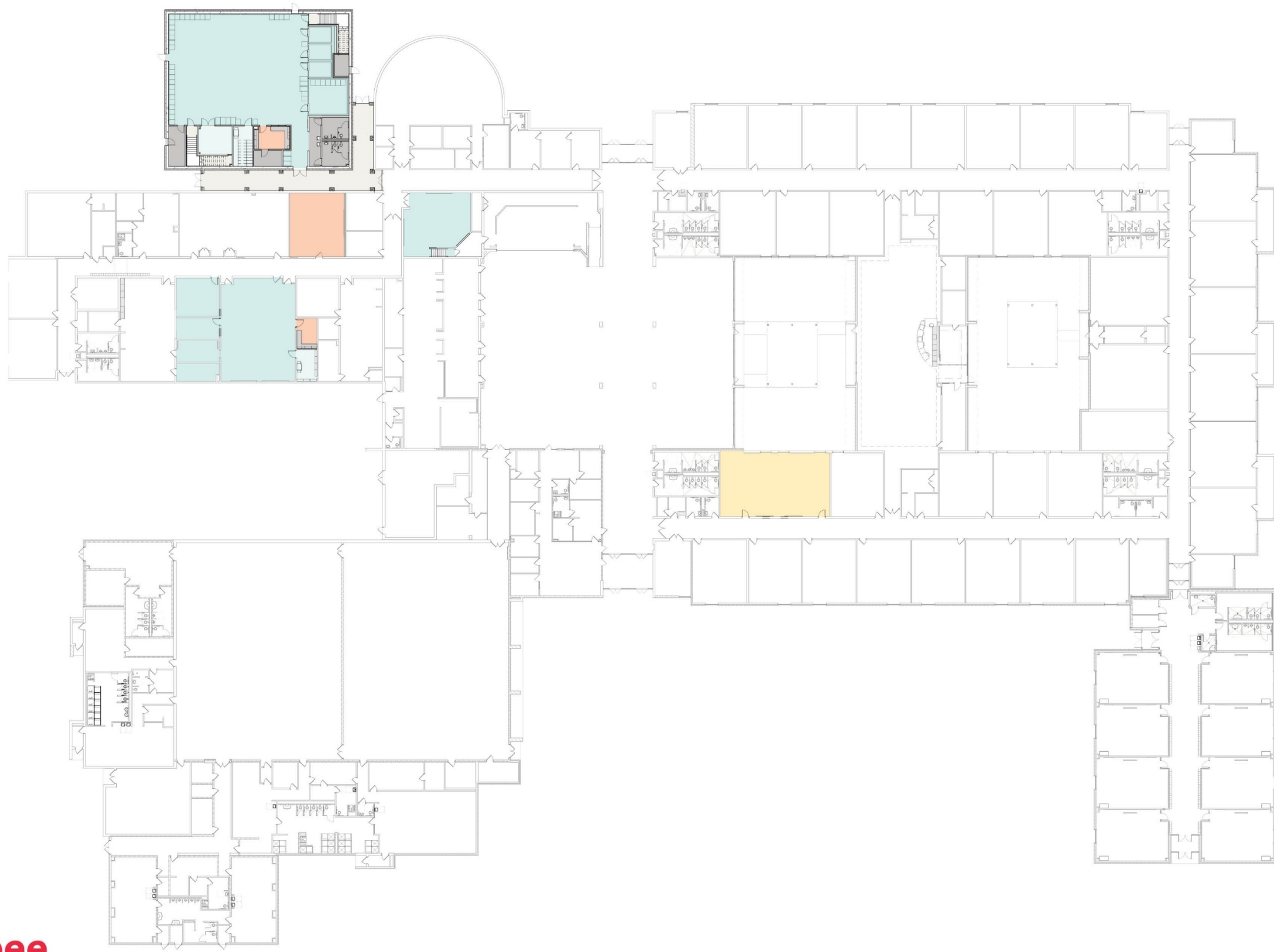
MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO ROGENE WORLEY MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support
- Fine Arts
- Fine Arts Support
- Circulation
- Restrooms / Support Spaces

189



CIP SCOPE

INTERIOR:

- Replacement of EWC
- Replacement of Fire Alarm System
- Updated AI Phone
- Updated Access Control
- Replacement of water heater tanks
- Replacement of water cooled chillers
- Replacement of chiller pumps



MANSFIELD INDEPENDENT SCHOOL DISTRICT
 ADDITIONS AND RENOVATIONS TO ROGENE WORLEY MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support
- Fine Arts
- Fine Arts Support
- Circulation
- Restrooms / Support Spaces

190

CIP SCOPE

INTERIOR:

- Replacement of EWC
- Replacement of Fire Alarm System
- Updated AI Phone
- Updated Access Control
- Replacement of water heater tanks
- Replacement of water cooled chillers
- Replacement of chiller pumps



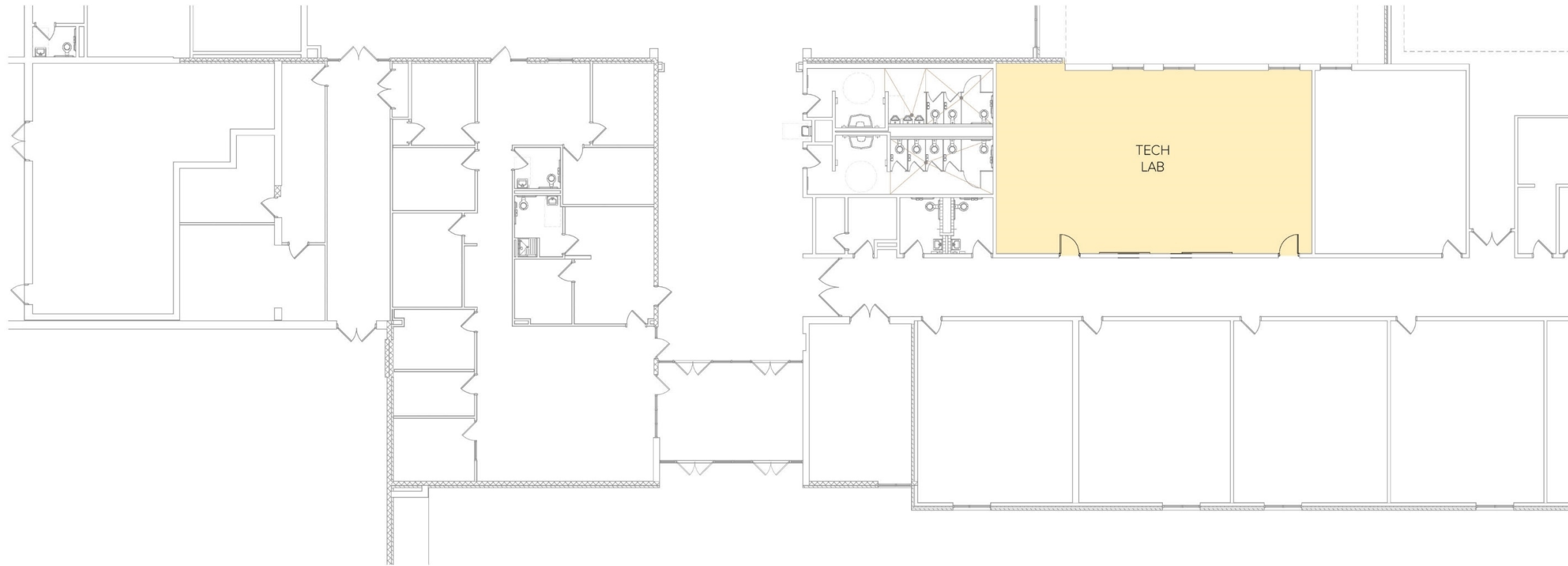


MANSFIELD INDEPENDENT SCHOOL DISTRICT
 ADDITIONS AND RENOVATIONS TO LINDA JOBE MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support
- Fine Arts
- Fine Arts Support
- Circulation
- Restrooms / Support Spaces

191



**CIP SCOPE
 INTERIOR:**

- Replacement of EWC
- Replacement of Fire Alarm System
- Updated AI Phone
- Updated Access Control
- Replacement of water heater tanks
- Replacement of water cooled chillers
- Replacement of chiller pumps



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO ROGENE WORLEY MIDDLE SCHOOL



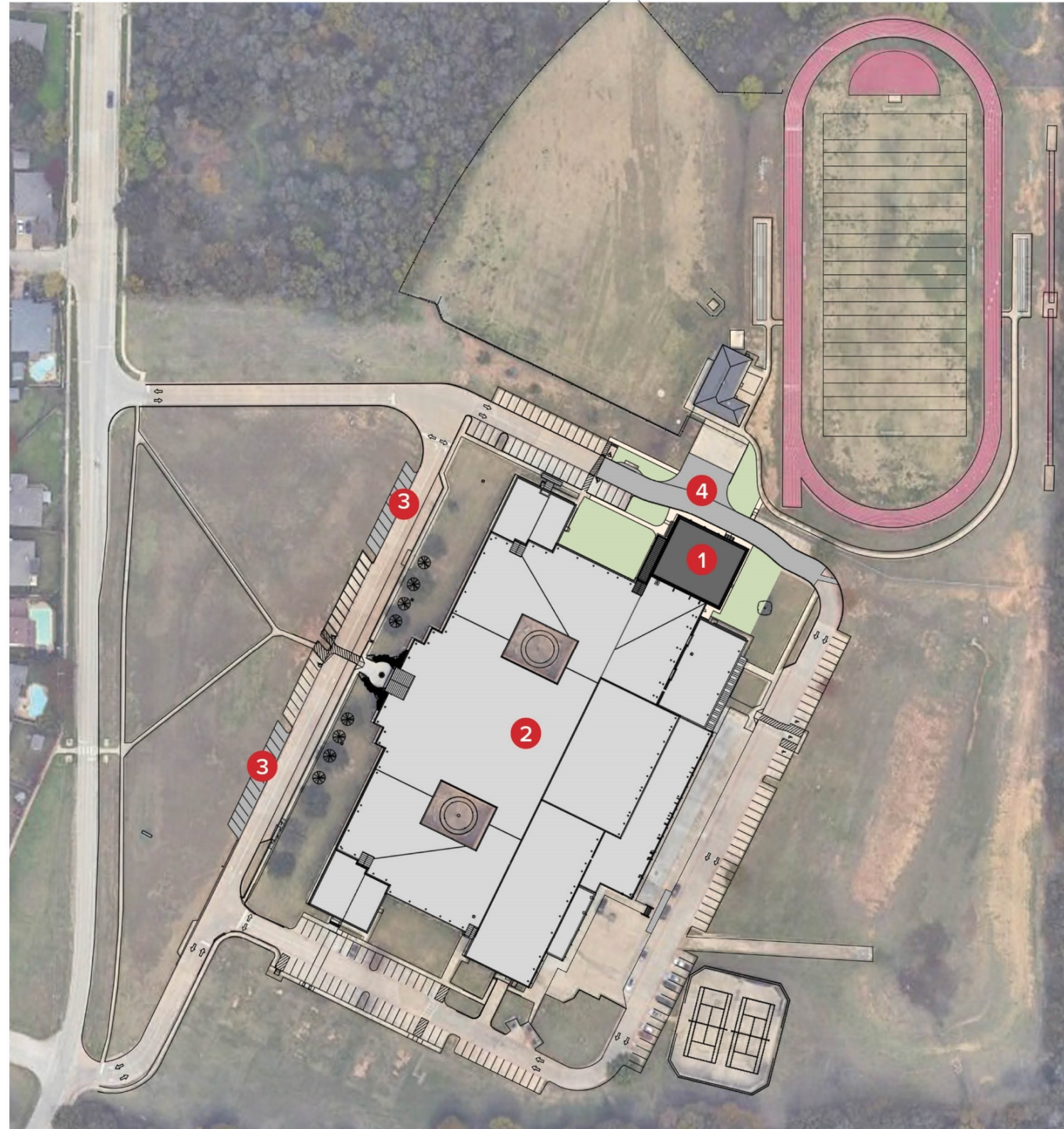


MANSFIELD INDEPENDENT SCHOOL DISTRICT
ADDITIONS AND RENOVATIONS TO ROGENE WORLEY MIDDLE SCHOOL





MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO T.A. HOWARD MIDDLE SCHOOL



COLOR LEGEND

- New Sidewalks
- New Addition
- New Pavement
- Grass
- Existing Building

- NEW ADDITION
- EXISTING MIDDLE SCHOOL
- NEW PARKING SPACES
- ADJUSTED FIRE LANE

CIP SCOPE EXTERIOR:

- RESURFACING OF TRACK
- REPLACEMENT OF EXTERIOR BLEACHERS
- EXTERIOR SEALANTS
- PAVEMENT REPAIRS

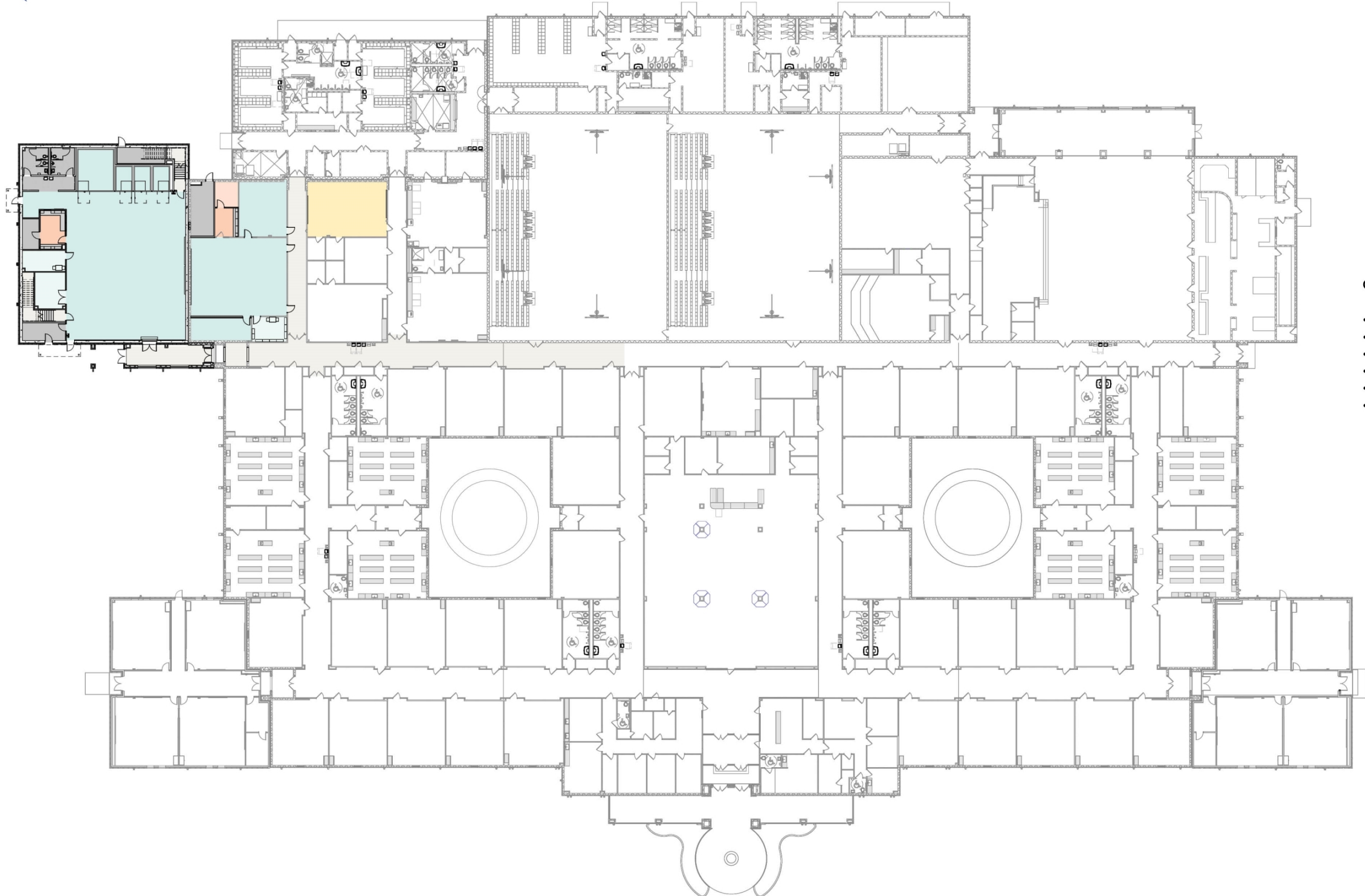


MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO T.A. HOWARD MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support



195

- CIP SCOPE INTERIOR:**
- REPLACEMENT OF WATER HEATER TANKS
 - REPLACEMENT OF EWC
 - REPLACEMENT OF RR GROUP SINKS
 - UPDATE ACCESS CONTROL
 - UPDATE AI PHONE
 - REPLACEMENT OF FIRE ALARM SYSTEM



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO T.A. HOWARD MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support



196



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO T.A. HOWARD MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Administration
- Administration Support



Huckabee

MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

SOUTHWEST BIRDSEYE EXTERIOR VIEW



MANSFIELD INDEPENDENT SCHOOL DISTRICT
ADDITIONS AND RENOVATIONS TO T.A. HOWARD MIDDLE SCHOOL



Huckabee

MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

SOUTHWEST EXTERIOR VIEW



MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO JAMES COBLE MIDDLE SCHOOL



COLOR LEGEND

- New Sidewalks
- New Addition
- New Pavement
- Grass
- Existing Building

- NEW ADDITION
- EXISTING MIDDLE SCHOOL
- ADJUSTED PARKING SPACES
- ADJUSTED FIRE LANE

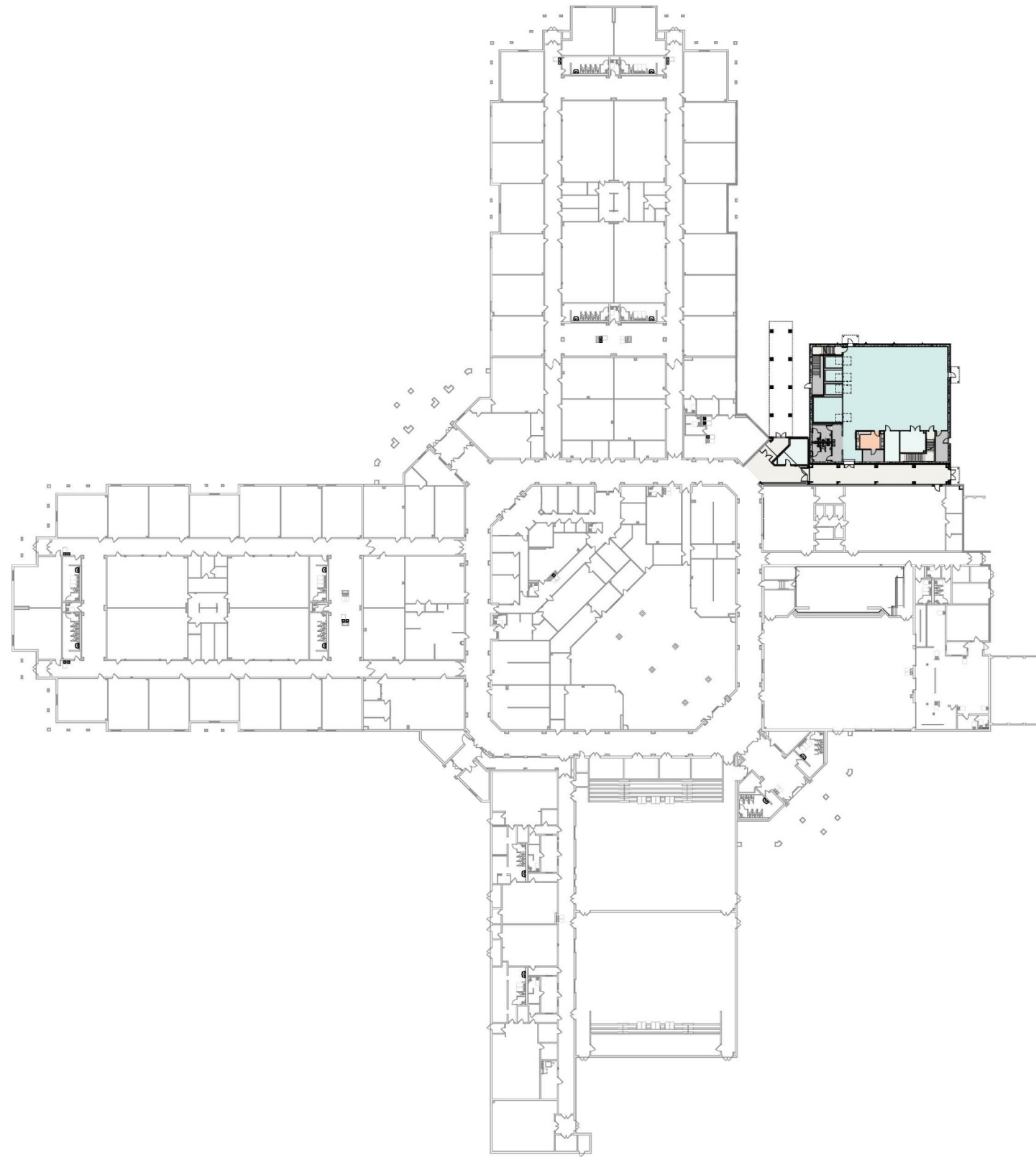
CIP SCOPE EXTERIOR:

- RTU REPLACEMENT
- RESURFACING OF TRACK
- EXTERIOR SEALANTS
- PAVEMENT REPAIRS



MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO JAMES COBLE MIDDLE SCHOOL



COLOR LEGEND

- Academic
- Administration
- Administration Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support

200

CIP SCOPE INTERIOR:

- CARPET REPLACEMENT
- VCT REPLACEMENT
- REPLACEMENT OF WATER HEATER TANKS
- REPLACEMENT OF EWC
- REPLACEMENT OF RR GROUP SINKS
- UPDATE ACCESS CONTROL
- UPDATE AI PHONE
- REPLACEMENT OF FIRE ALARM SYSTEM



MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO JAMES COBLE MIDDLE SCHOOL

COLOR LEGEND

- Administration
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support



201



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO JAMES COBLE MIDDLE SCHOOL



Huckabee

MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

SOUTHWEST BIRDSEYE EXTERIOR VIEW



MANSFIELD INDEPENDENT SCHOOL DISTRICT
ADDITIONS AND RENOVATIONS TO JAMES COBLE MIDDLE SCHOOL





MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO DANNY JONES MIDDLE SCHOOL



COLOR LEGEND

- New Addition
- Existing Building
- New Pavement
- New Sidewalks
- Grass

- NEW ADDITION
- EXISTING BUILDING
- ADJUSTED FIRE LOOP

204

CIP SCOPE EXTERIOR:

- ROOF - DUROLAST OVERLAY REPLACEMENT
- EXTERIOR SEALANTS
- PAVEMENT REPAIRS
- RESURFACING OF TRACK

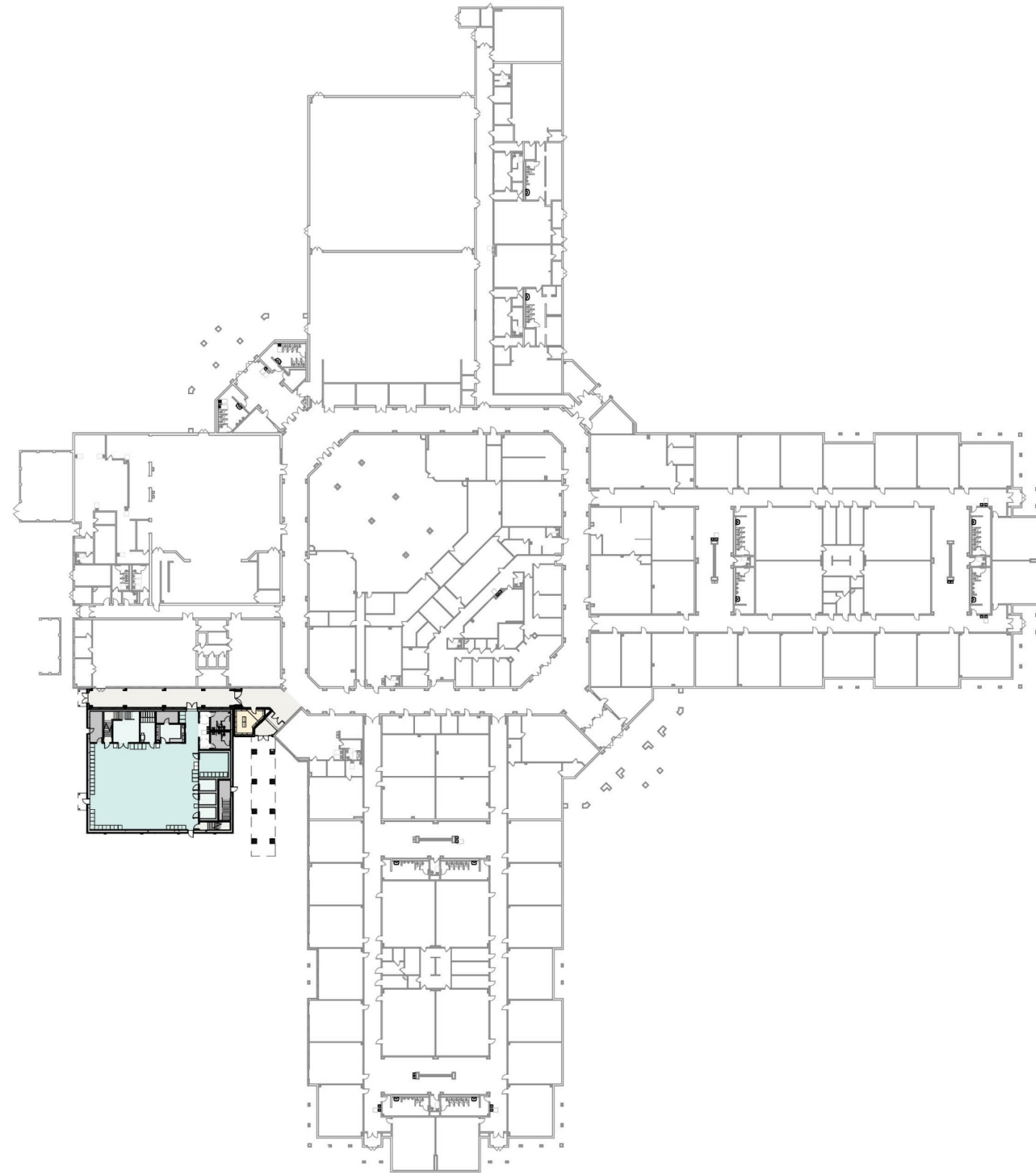


MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO DANNY JONES MIDDLE SCHOOL

COLOR LEGEND

- Academic Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support



CIP SCOPE INTERIOR: 205

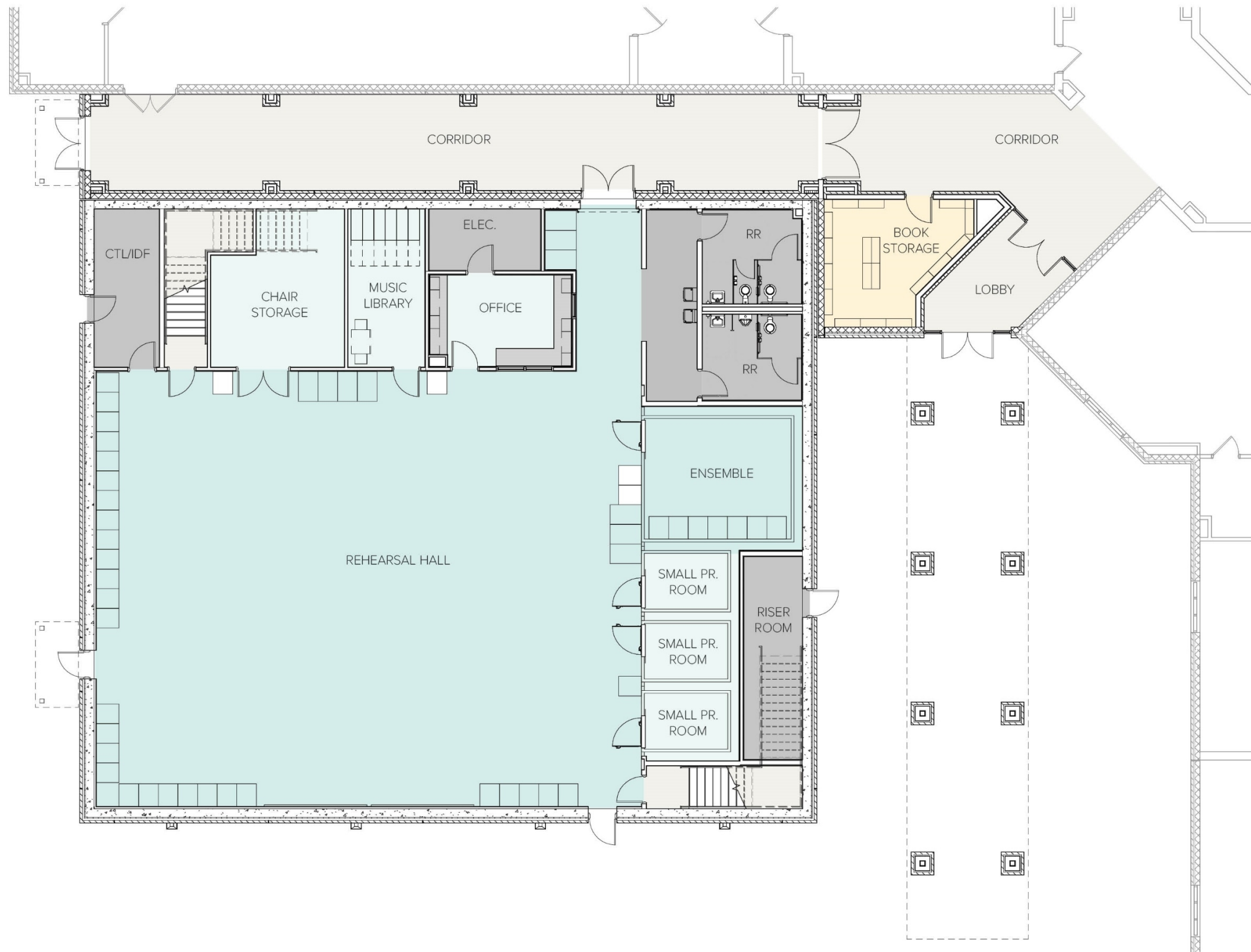
- CARPET REPLACEMENT
- VCT REPLACEMENT
- REPLACEMENT OF EWC
- REPLACEMENT OF RR GROUP SINKS
- RR CEILING REPLACEMENT
- KITCHEN CEILING REPLACEMENT
- RTU REPLACEMENT
- HVAC REPLACEMENT
- REPLACEMENT OF WATER HEATER TANKS
- REPLACEMENT OF FIRE ALARM SYSTEM
- UPDATED AI PHONE
- UPDATED ACCESS CONTROL



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO DANNY JONES MIDDLE SCHOOL

COLOR LEGEND

- Academic Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support



206



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO DANNY JONES MIDDLE SCHOOL



207



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO DANNY JONES MIDDLE SCHOOL

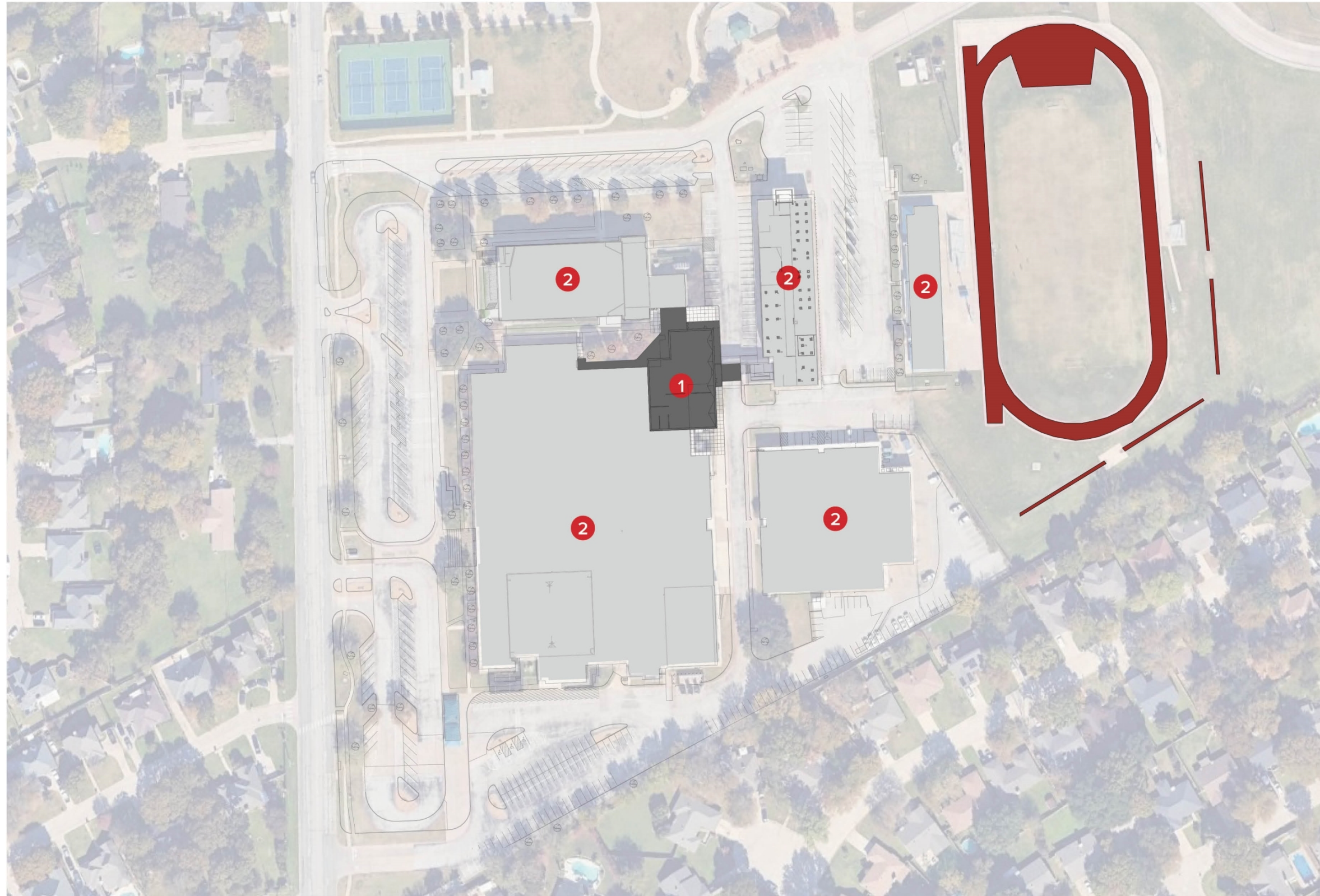


208



MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO BROOKS WESTER MIDDLE SCHOOL



COLOR LEGEND

- New Addition
- Existing Building
- New Sidewalks
- Grass

- NEW ADDITION
- EXISTING BUILDING

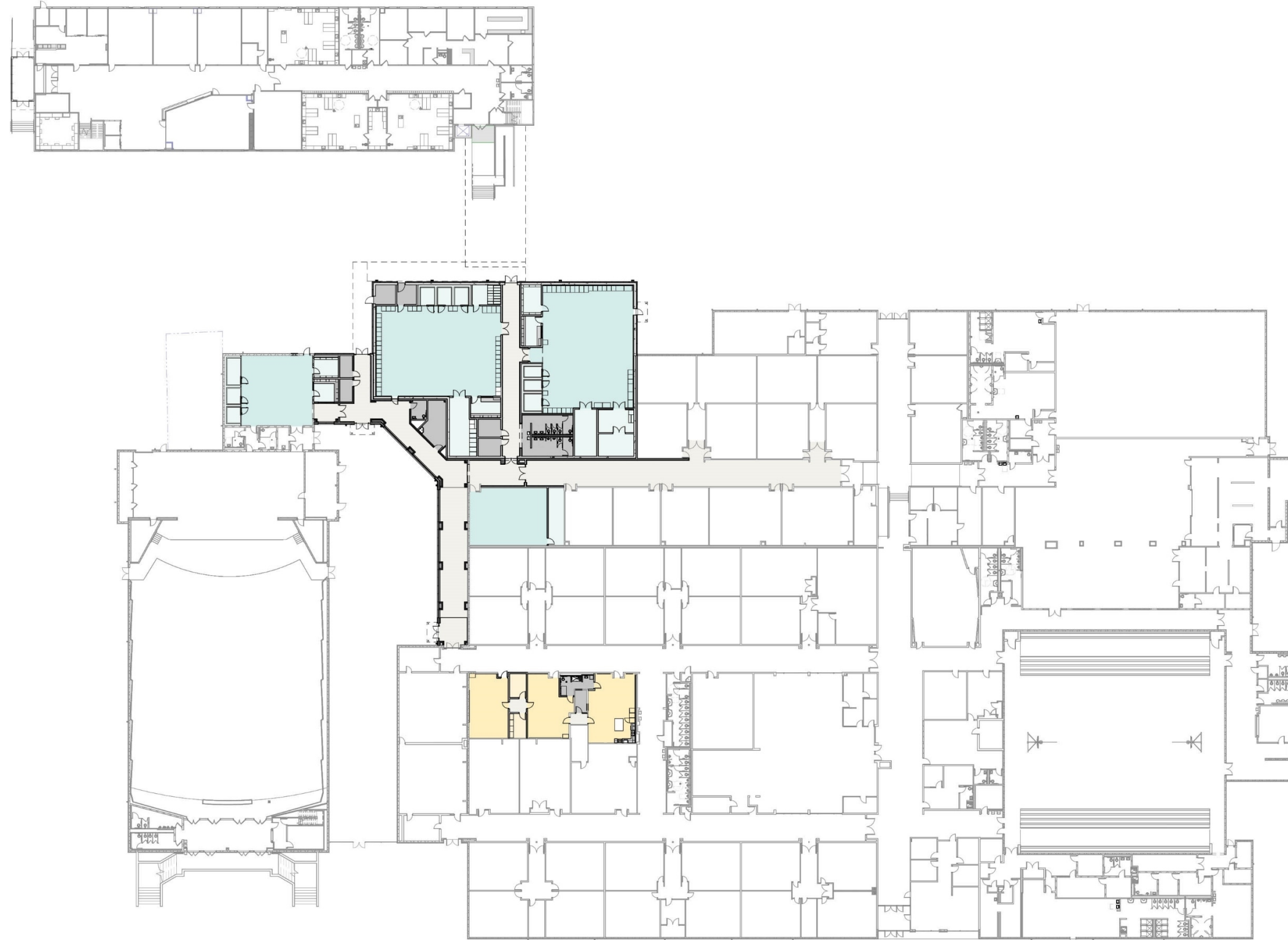
CIP SCOPE EXTERIOR: 209

- BLEACHER REPLACEMENT
- RESURFACING OF TRACK
- EXTERIOR SEALANTS
- PAVEMENT REPAIRS



MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO BROOKS WESTER MIDDLE SCHOOL



COLOR LEGEND

- Academic
- Academic Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support

210

CIP SCOPE INTERIOR:

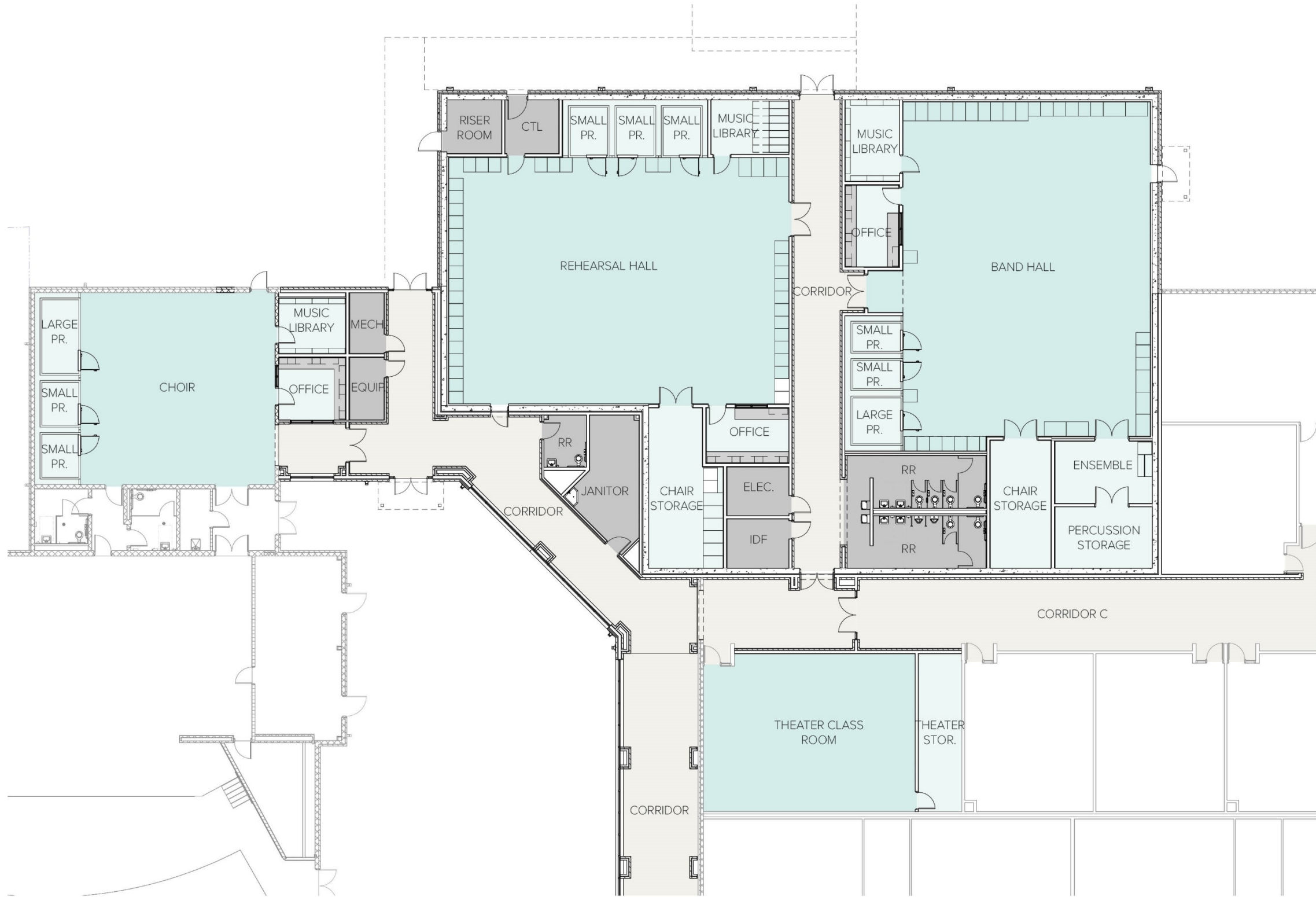
- REPLACEMENT OF EWC
- REPLACEMENT OF FIRE ALARM SYSTEM
- UPDATED AI PHONE



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO BROOKS WESTER MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Academic Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support



211

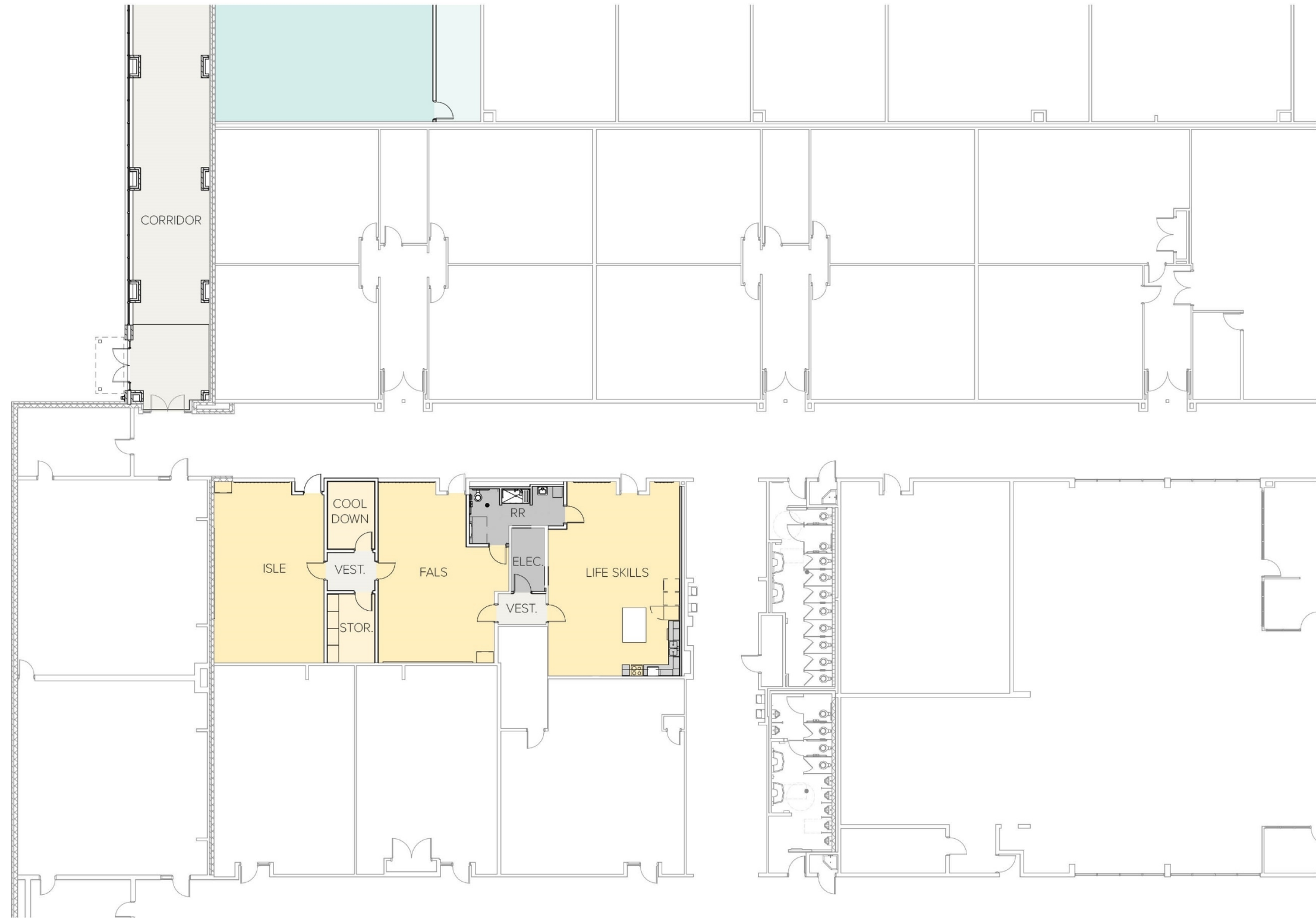


MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO BROOKS WESTER MIDDLE SCHOOL

COLOR LEGEND

- Academic
- Academic Support
- Circulation
- Restrooms / Support Spaces
- Fine Arts
- Fine Arts Support



212



MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO BROOKS WESTER MIDDLE SCHOOL



213



MANSFIELD INDEPENDENT SCHOOL DISTRICT
ADDITIONS AND RENOVATIONS TO BROOKS WESTER MIDDLE SCHOOL



214



What is CTE?





New CTE Programs

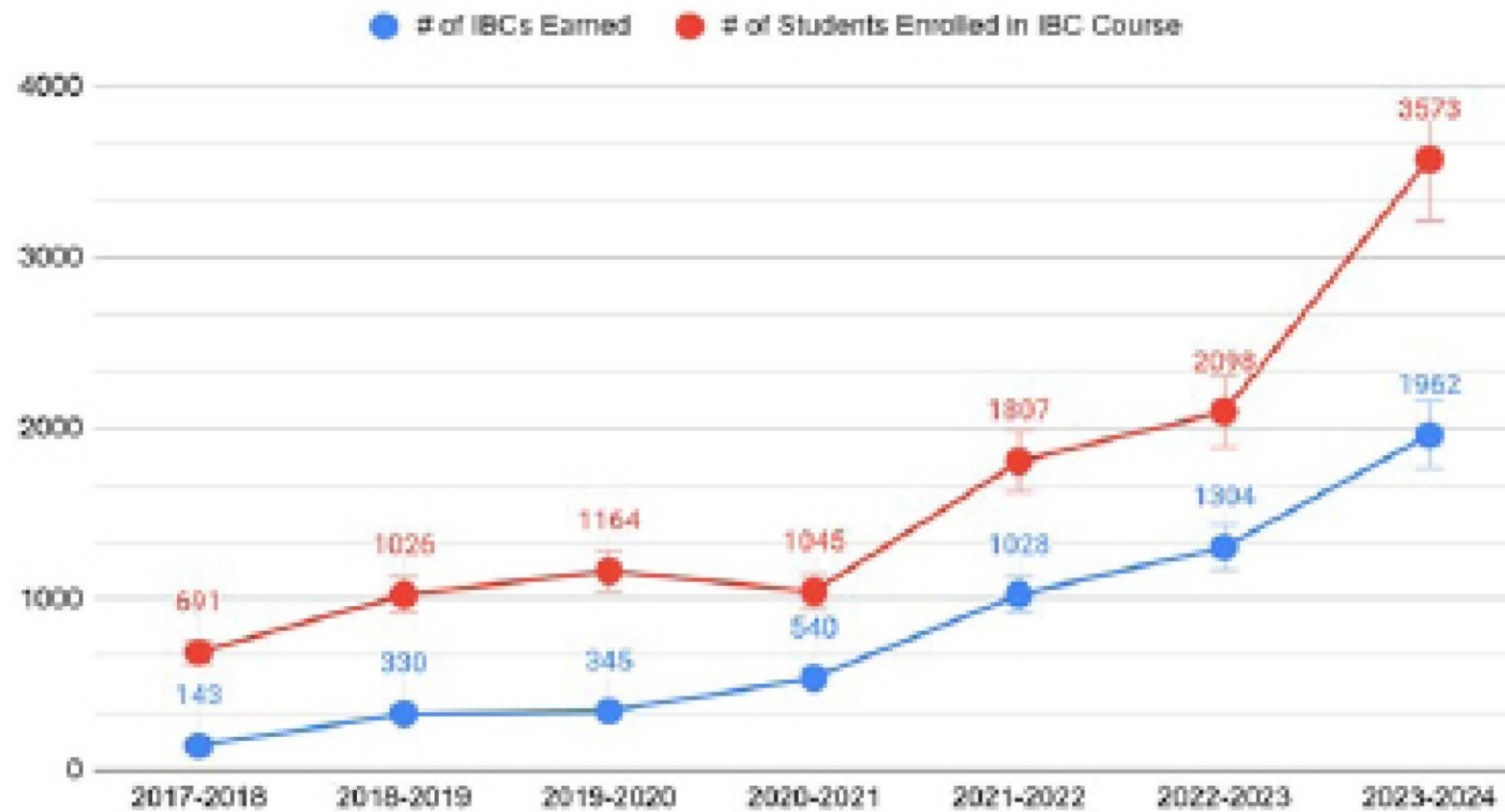
- HVAC
- Robotics and Automation Technology
- Aviation Maintenance
- Biomedical Science
- Computer Integrated Manufacturing Expansion





CTE Industry-Based Certifications

Industry Based Certification Data





MANSFIELD INDEPENDENT SCHOOL DISTRICT ADDITIONS AND RENOVATIONS TO BEN BARBER INNOVATION ACADEMY / FRONTIER HS



218



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MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

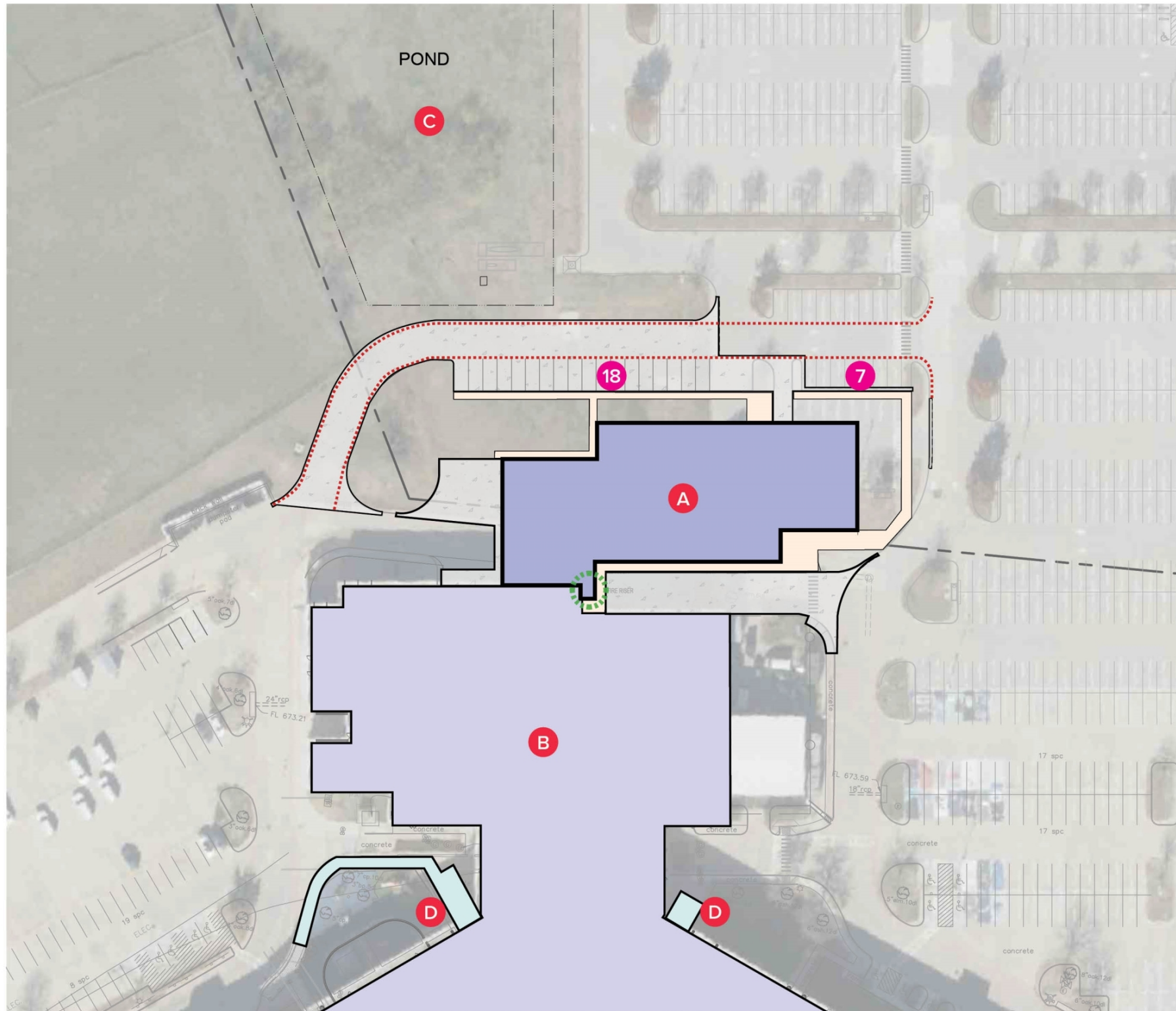
NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

ACKNOWLEDGMENTS












MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO BEN BARBER INNOVATION ACADEMY / FRONTIER HS



LEGEND

-  Proposed Fire Lane Connection
-  Concrete Paving and Parking
-  Sidewalk
-  Building Addition Entry
-  Building Addition / Tornado Shelter
-  Existing Ben Barber Academy
-  Existing Detention Pond
-  Proposed Pre-Manufactured Canopy
-  Parking Space Count

219



NORTHWEST EXTERIOR VIEW



SOUTHEAST EXTERIOR VIEW

Huckabee

MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

SITE PLAN

03



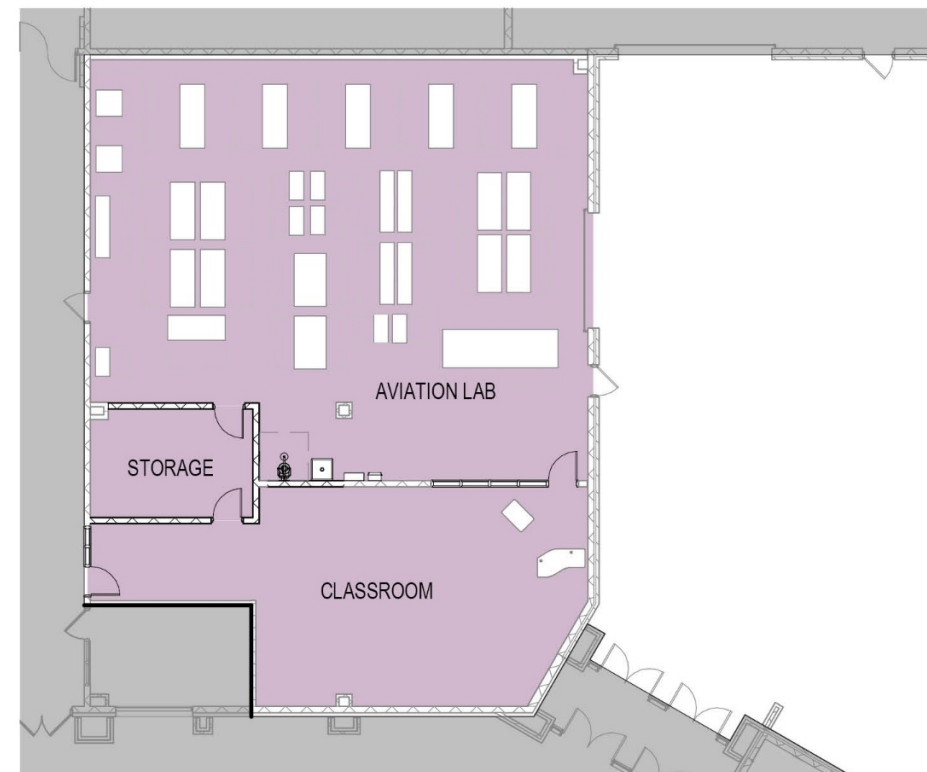
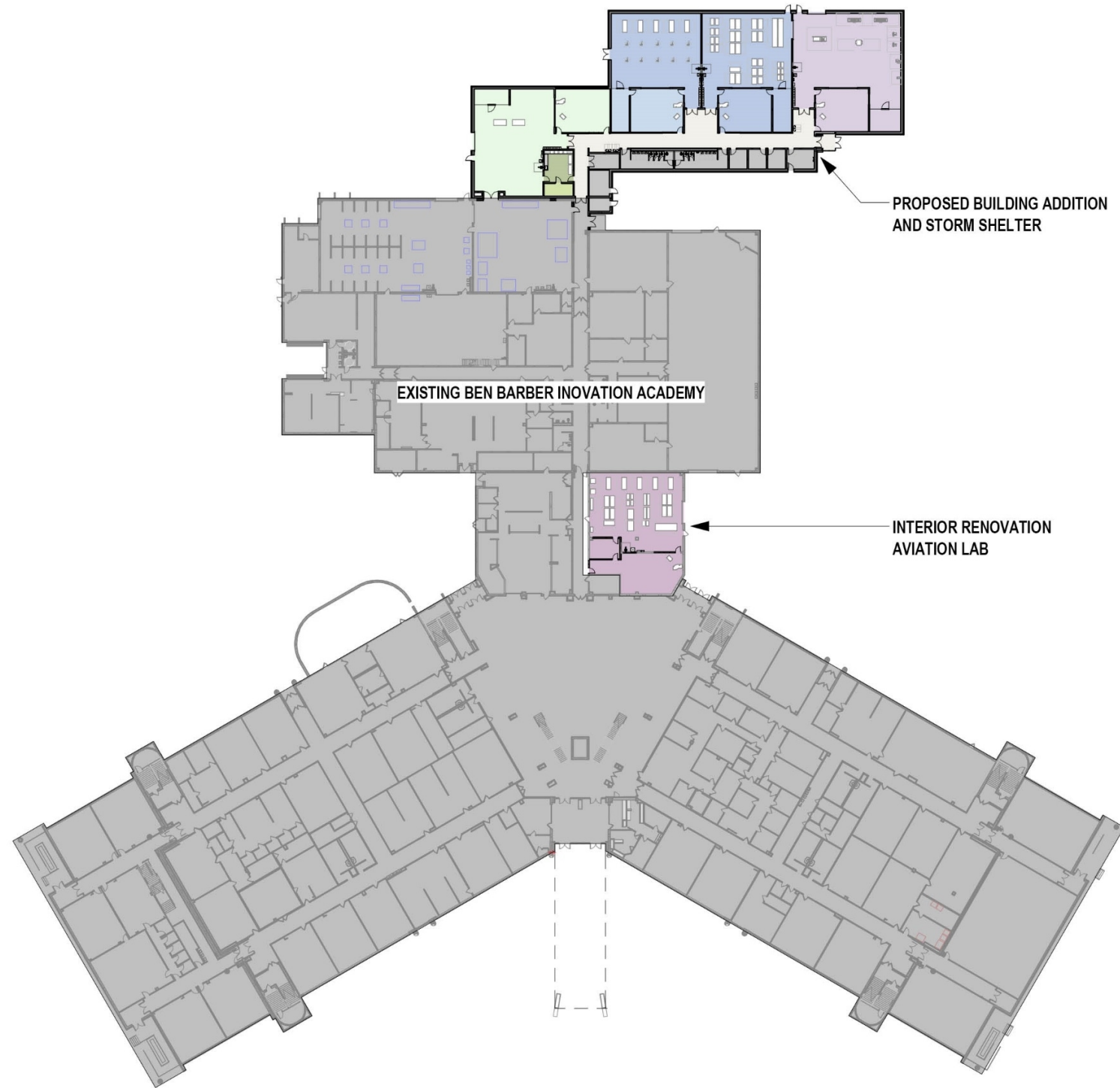
MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO BEN BARBER INNOVATION ACADEMY / FRONTIER HS

COLOR LEGEND

- Biomedical Sciences
- Shared Spaces
- Shared Spaces Support
- Robotics + Automation
- HVAC
- Aviation Maintenance
- Construction
- Circulation
- General Facility Support

220





MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO BEN BARBER INNOVATION ACADEMY / FRONTIER HS

COLOR LEGEND

- Biomedical Sciences
- Shared Spaces
- Shared Spaces Support
- Robotics + Automation
- HVAC
- Aviation Maintenance
- Construction
- Circulation
- General Facility Support



221

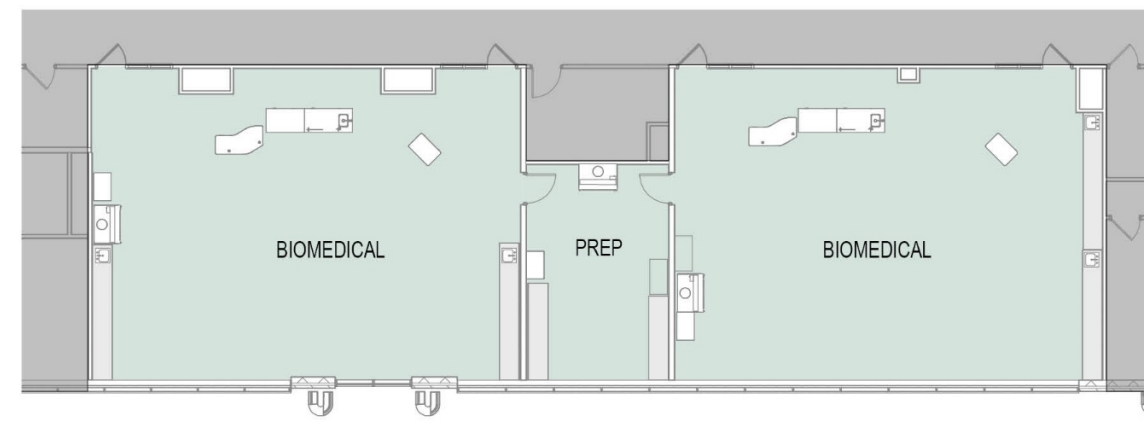
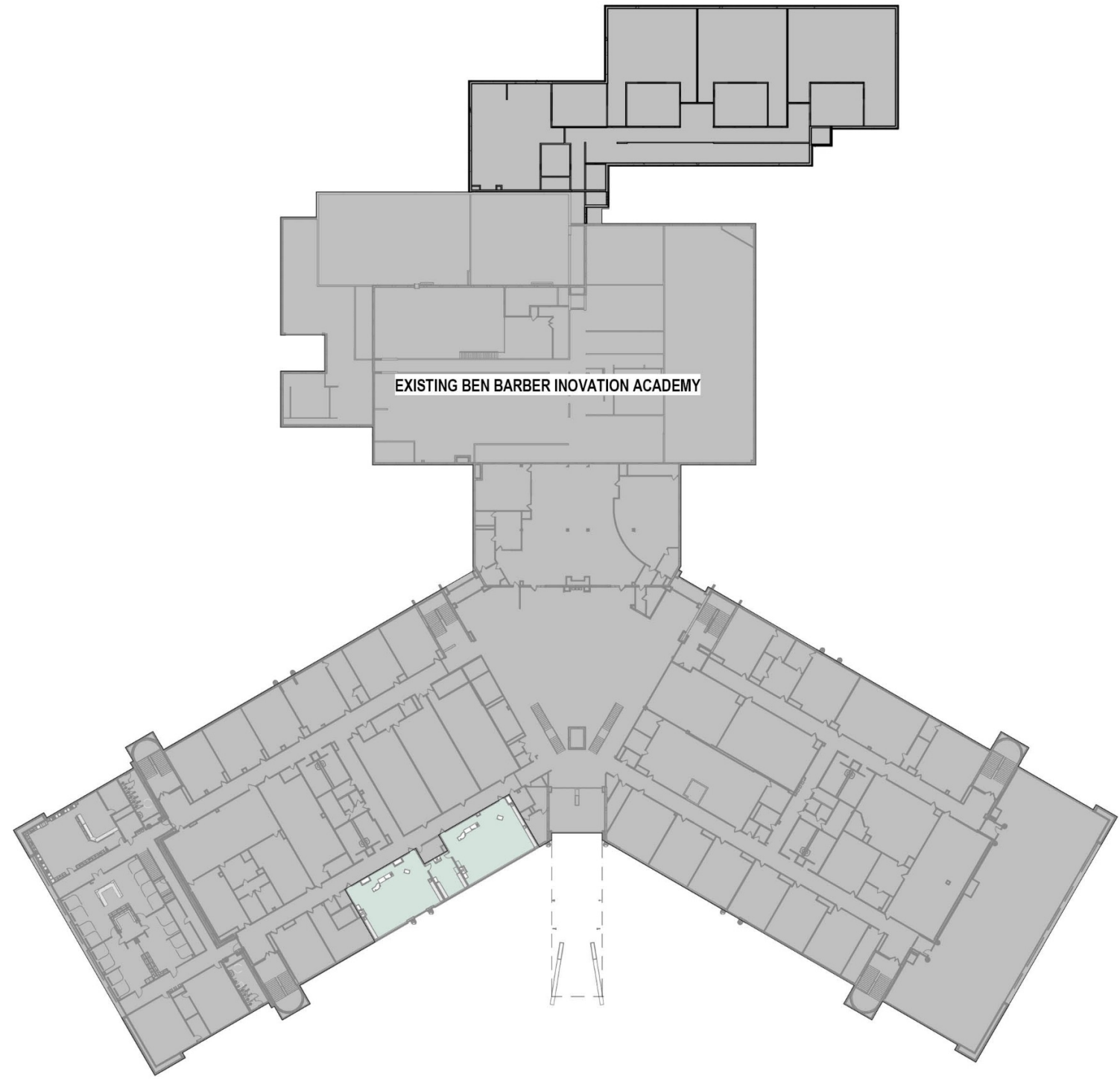


MANSFIELD INDEPENDENT SCHOOL DISTRICT

ADDITIONS AND RENOVATIONS TO BEN BARBER INNOVATION ACADEMY / FRONTIER HS

COLOR LEGEND

- Biomedical Sciences
- Shared Spaces
- Shared Spaces Support
- Robotics + Automation
- HVAC
- Aviation Maintenance
- Construction
- Circulation
- General Facility Support





MANSFIELD INDEPENDENT SCHOOL DISTRICT

EARLY LEARNERS ACADEMY #2



COLOR LEGEND

- Pavement/ Roads
- Sidewalks
- Grass
- Buildings
- Parent Access
- School Bus Access
- Daycare Access

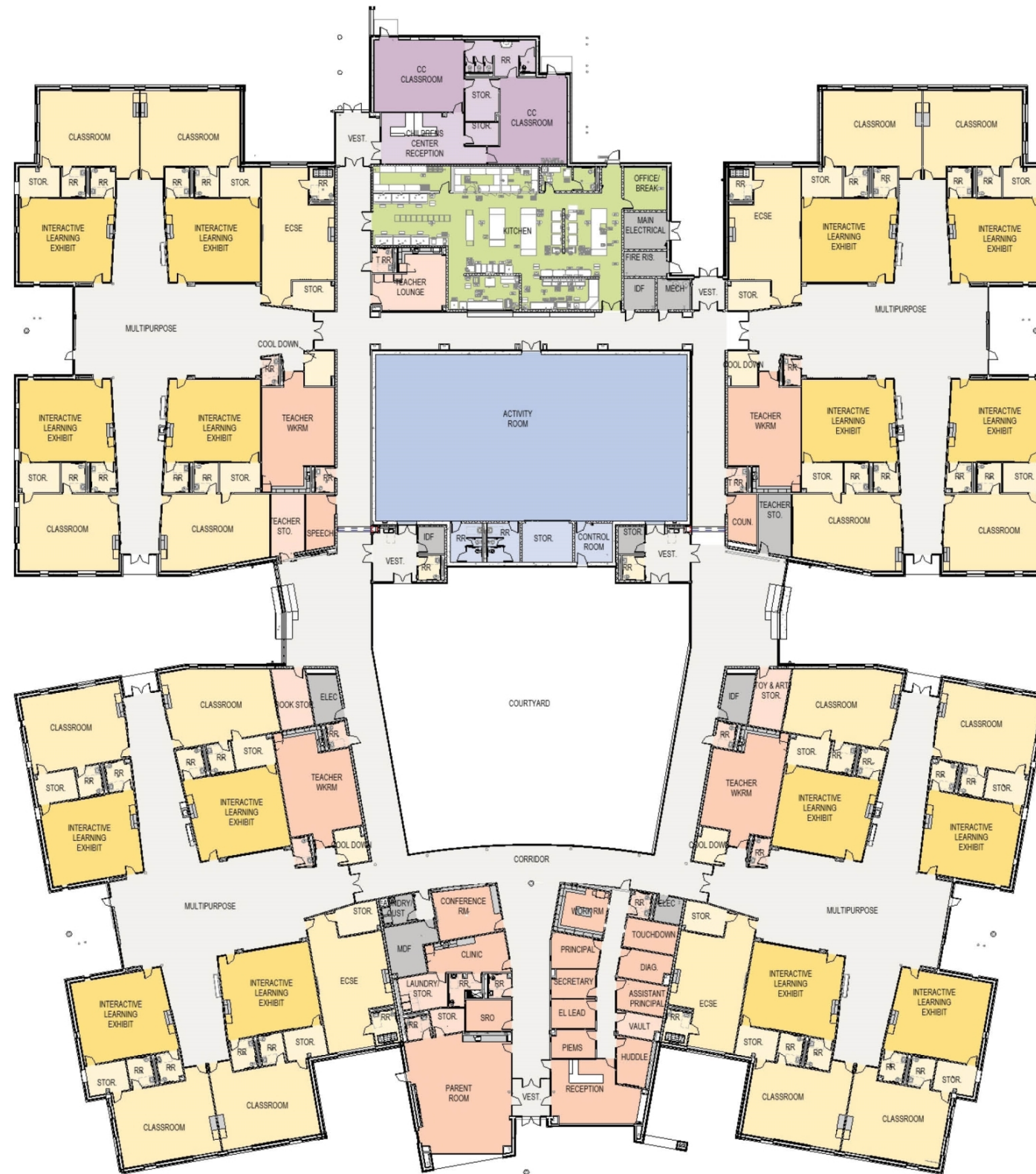
- 1** MAIN ENTRY 223
- 2** PARENT DROP-OFF
- 3** DAYCARE DROP-OFF
- 4** BUS DROP-OFF AND SERVICE ENTRANCE
- 5** VISITOR PARKING
- 6** STAFF PARKING
- 7** COURTYARD PLAYGROUND
- 8** DAYCARE PLAYGROUND
- 9** ADDITIONAL PARKING



MANSFIELD INDEPENDENT SCHOOL DISTRICT
EARLY LEARNERS ACADEMY #2

COLOR LEGEND

- Administration
- Administration Support
- Academic
- Academic Interactive
- Academic Support
- Kitchen
- Activity
- Activity Support
- Daycare
- Daycare Support
- Circulation
- Restrooms/ Support Spaces





MANSFIELD INDEPENDENT SCHOOL DISTRICT
EARLY LEARNERS ACADEMY #2



Huckabee

MANSFIELD INDEPENDENT SCHOOL DISTRICT - PHASE 1 BOND PROJECTS UPDATE

NOT FOR REGULATORY APPROVAL, PERMITTING OR CONSTRUCTION.

EXTERIOR IMAGERY

04



MANSFIELD INDEPENDENT SCHOOL DISTRICT
EARLY LEARNERS ACADEMY #2



226







MANSFIELD INDEPENDENT SCHOOL DISTRICT
EARLY LEARNERS ACADEMY #2

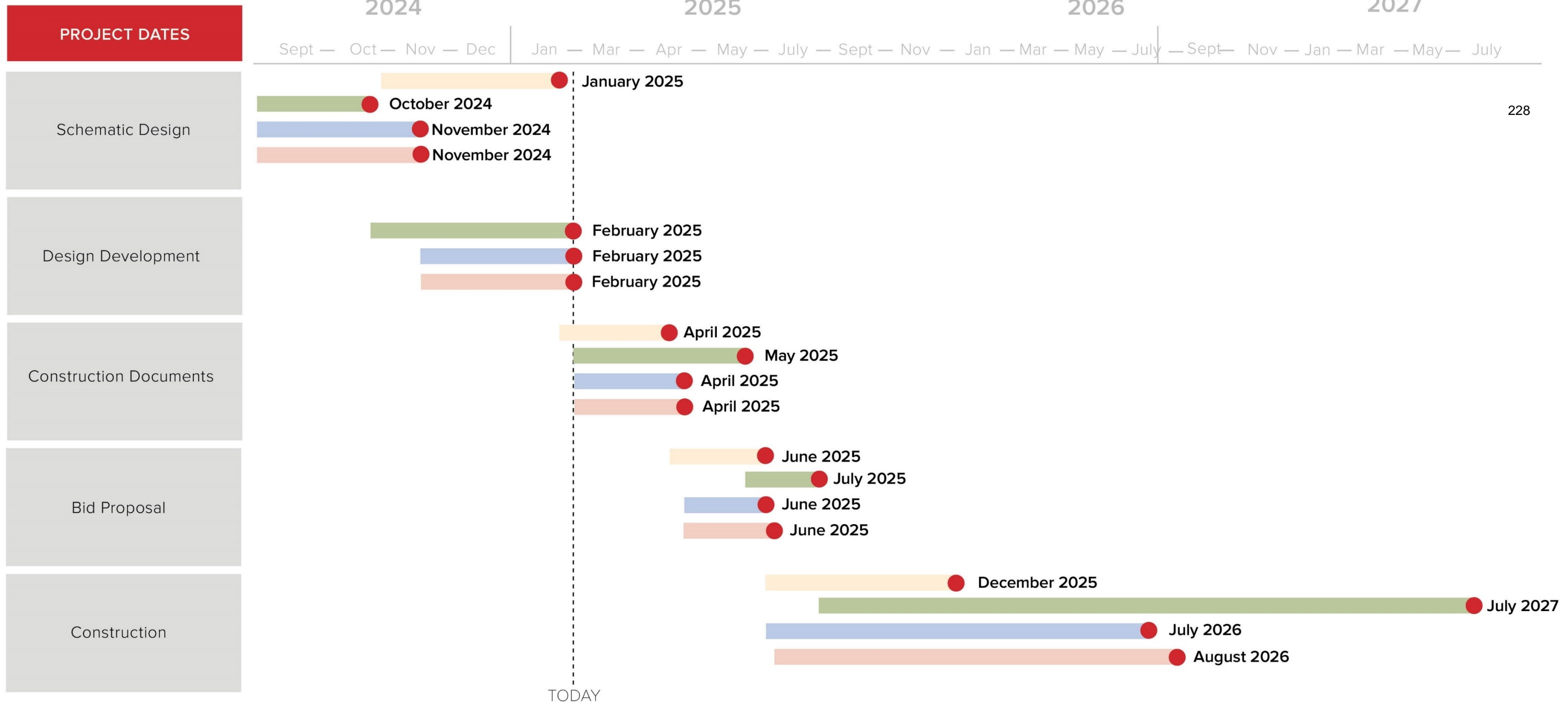


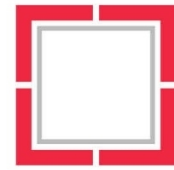
227



MANSFIELD INDEPENDENT SCHOOL DISTRICT PHASE 1 2024 BOND PROJECTS

HS BB/SB ADD/RENOS 
 MS ADD/RENOS 
 BBIA ADD / RENO 
 NEW ELA 2 





MORE THAN ARCHITECTS



TITLE: Human Resources Report

DATE: February 11, 2025

ACTION

BACKGROUND:

Human Resource Report contains certified/contractual new hires and promotions for the current school year as required by Board Policy DC (local).

CONSIDERATIONS:

- Approve the hiring of new contractual personnel, approve promotions of current certified/contractual personnel.
- Do not approve the hiring of new contractual personnel, do not approve promotions of current certified/contractual personnel.

RECOMMENDATION:

Approve the hiring of new contractual personnel, approve promotions of current certified/contractual personnel.

DATE: February 11, 2025
TO: Dr. Kimberley Cantu
Superintendent
FROM: Dr. Jennifer Stoecker
Associate Superintendent of Human Resource Services
RE: **NEW HIRES/TRANSFERS FOR BOARD APPROVAL**

**NEW-HIRES/
TRANSFERS:**

NAME:	Parham, Jennifer
ASSIGNMENT:	Director/Student Nutrition
EXPERIENCE:	18 Years
DEGREE:	Master's/Texas Woman's University
START DATE:	February 12, 2025

1. Call to Order

The meeting was called to order at 7:00 p.m.

2. Roll Call

Board members present were: Keziah Valdes Farrar, Courtney Lackey Wilson, Michelle Newsom, Dr. Benita Reed, Bianca Benavides Anderson, and Dr. Jandel Crutchfield.

3. Meeting Opening

3.1. Prayer

The prayer was led by Dr. Benita Reed.

3.2. Pledges

The pledges were led by Michelle Newsom. Colors were presented by the Lake Ridge High School Color Guard.

4. District Recognition

4.1. School Board Recognition Month

The Legacy High School Choir performed as a part of Board Appreciation Month.

4.2. School Board Superstar Awards

The following students were recognized for being a School Board Superstar: Leanna Nouredine, Anthony Tunji-Akande, Melody Choice, Bailey Okon, Thang Niang, Hallie Kerstens, Bryson Williams, Valentina De La Cruz, Kamryn Gray, and Boston Veal.

4.3. Academic Commendation

The following students from Lake Ridge High School were recognized for the College Board National Award List: Dahlia Abdalah-Herrera, Mahlet Abeje, Mariam Adeboye, Chisom Agail, Peter Ajayi, Elijah Amador, Hawin Amini, Liam Amoguis, Louis Bradford, Jack Broderick, Julian Brown, Jamichael Carlson, Josiah Corral, Ava Cotton, Bailey Cunningham, Cody Curtis, Umar Dasin, Josh Desse, Anna Dinh, Julia Dixon, Seyona Eboko, Toluwanimi Emmanuel, Munachiso Enwere, Isaiah Fadel, Courtney Francisco, Noah Gakuba, Abisayooluwa Gbakinro, Kinley Gibson, Kaleb Giggins, Miranda Gonzalez, Nylah Harris, London Holbrook, Ryan Huynh, Brooke Jackson, Adetola Jegede, Laci Johnson, Karenten Joseph, Britney Karanu, Jordan Lazala, Gabby Lowe, Harman Malhi, Oluwakemi Morohunfola, Crystal Ndubi, Evon Ndungu, Nia Nguyen, Kaitlyn Nguyen, Kayla Nijau, Kelsie Njinda, Folarin Odewabi, Akachi Ogbonna, Chinma Okere, Fawziyah Olagunju, Esosa Omere, Caleb Perez, Laila Pledger-Mateen Xi, Noah Ramirez, Lara Rebello Kuhn, Rebecca Rios, Yasmin Rzezak, Nia Salaam, Madison Singleton, Jaiyla Smith, Kayla Smith, Amaya Smith, Joshua Somefun, Naomi Sugito, Steve Tang, Eric Tran, Israel Vargas, Alexander Washington, Marcus White, Laila Wilson, Steve Yancy, Jayden Young, Claudia Yovonie, and Julieta de la Torre.

5. District Introductions

5.1. HR Introductions

Dr. Jennifer Stoecker, Associated Superintendent of Human Resource Services, introduced the following hired and promoted employees: Edrian Hairston, Conneka Neal, Iasha Pickens, and Elashun Summerville.

6. Instructional Focus

6.1. Career, College, Military Ready (CCMR) and P-Tech at Summit High School Updates - Fernando Benavides and Dr. Leigh Ann Tamplen

The Career, College, Military Ready (CCMR) and P-Tech at Summit High School updates was given by Fernando Benavides and Dr. Leigh Ann Tamplen.

7. Presentation

7.1. Budget Calendar and Update - Michele Trongaard

The Budget Calendar and Update presentation was given by Michele Trongaard.

7.2. 2024 Bond Program Update - Jeffrey Brogden, Shawntee' Cowan

The 2024 Bond Program Update presentation was given by Jeffrey Borgden and Shawntee' Cowan.

7.3. Police and Safety & Security Building Design Presentation - Jeffrey Brogden, Josh Cogburn, Britney Fortner

The Police and Safety & Security Building Design presentation was given by Jeffrey Brogden, Josh Cogburn, and Britney Fortner.

7.4. Demographer's Report-Trent Smith

The Demograoher's Report presentation was not given.

8. Public Comments

8.1. The correct procedure for addressing the Board during Public Comments is as follows: Each speaker should address the Board from the podium microphone and state his or her name before speaking. All speakers will be limited to three minutes to make comments regarding items on the agenda, unless modified by the Board president based on Board Policy BED (LOCAL). Copies of presentations should be made available to all trustees and the Superintendent. Board policy prohibits the discussion of complaints against district employees during an open forum.

The following citizens spoke on agenda item 10.1 Ebony Turner and Scherron Richard.

The following citizen spoke on agenda items 6.1, 7.1, and 10.1: Clayton Waters.

9. Human Resources Report

9.1. 20+ Years

Michelle Newsom recognized those employees who are retiring or leaving the district with 20 or more years in public education.

10. Business Items Requiring Board Action

10.1. Consideration and Approval of the Order of Election for the May 3, 2025, General Election for the Mansfield ISD Board of Trustees

Michelle Newsom moved to approve the Order of Election for the May 3, 2025, General Election for the Mansfield ISD Board of Trustees. Courtney Lackey Wilson seconded the motion. The motion carried 6-0.

10.2. Approval of Amendment to Land Lease Agreement and Amended Memorandum of Land Lease Agreement

Courtney Lackey Wilson moved to approve the Amendment to Land Lease Agreement and Amended Memorandum of Land Lease Agreement. Bianca Benavides Anderson seconded the motion. The motion carried 6-0.

10.3. Consider Approval of Resolution # 25-15 to Extend Wage Payments for Employees During Emergency Closings

Bianca Benavides Anderson moved to approve Resolution #25-15 to Extend Wage Payments for Employees During Emergency Closings. Dr. Benita Reed seconded the motion. The motion carried 6-0.

11. Consent Agenda

The Consent Agenda passes 6-0.

11.1. Approval of Minutes from the December 17, 2024 Regular Board Meeting

11.2. Consideration and Approval of Bid Proposals

11.3. Consideration and Approval of Budget Amendments

11.4. Consideration and Approval of January Book Order

11.5. Consideration and Approval of MISD Targeted Improvement Plans (TIP)

Dr. Jandel Crutchfield asked to pull this item for discussion. Item carried 6-0.

11.6. Consideration and Approval of MOU Between Mansfield ISD and Tarleton State University

11.7. Consideration and Approval of Class Size Waivers

11.8. Consideration and Approval of 2024-2025 T-TESS Appraisers

11.9. Consideration and Approval of Replacement Bus Purchase 2024 Bond Program

11.10. Consideration and Approval of Police and Safety & Security Building DDs (Design Development Drawings)

12. Superintendent's Report

There was no action taken on the items below.

12.1. Delinquent Tax Reports

12.2. Disbursement Reports

12.3. Financial Reports - November

12.4. Financial Reports - December

- 12.5. Investment Reports
- 12.6. Property Tax Collection Report
- 12.7. EC Accountability - January
- 12.8. Board Accountability
- 12.9. Enrollment Report
- 12.10. Attendance Percentage Report
- 12.11. State Intruder Detection Audits
- 12.12. Approved Student Trips
- 12.13. Facility Rental Revenue Report
- 12.14. Resignations
- 12.15. Resignation Reasons
- 12.16. Superintendent New Hires
- 12.17. 2017 Bond Program Report
- 12.18. 2024 Bond Program Report

13. **Closed Session**

13.1. Adjourn to closed session pursuant to Texas Government Code Section 551.074, Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee, 551.071, Consultation with the Board's attorney; 551.072, real property; and 551.076 to conduct deliberations regarding security devices or security audits.

The Board adjourned into closed session at 9:05 pm.

14. **Reconvene**

14.1. Reconvene to Public

The Board reconvened to the public at 9:21 pm.

15. **Adjourn**

15.1. Adjourn

The meeting was adjourned at 9:21 p.m.



**Board of School Trustees
Mansfield Independent
School District**

TITLE: Consideration and Approval
of February Book Order

DATE: Feb. 11, 2025

ACTION

BACKGROUND:

Per Board Policy EFB (LOCAL), the Mansfield ISD Board of Trustees must approve library materials prior to purchase. This list of proposed books to purchase must be included in the Consent Agenda.

RECOMMENDATION:

The Superintendent recommends the approval of the February book order.

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
(S)kin	Zoboi	Ibi Aanu	Middle
12 Chom sao va hoc vien ngan ha	Kashina	Ellie	Middle
20th Century Boys book series	Urasawa	Naoki	High
365 days of kawaii : how to draw cute stuff every day of the year : easy step-by-step drawing	Jezewski	Mayumi	Intermediate
A delicious story	Saltzberg	Barney	Elementary
A friend for Eddy	Kim Ha	Ann	Elementary
A little like magic	Kurpiel	Sarah	Elementary
A unicorn, a dinosaur, and a shark walk into a book	Fenske	Jonathan	Elementary
Absurd words : a kids' fun and hilarious vocabulary builder for future word nerds	Lazar	Tara	Elementary
Addy's chair to everywhere	Novotny	Debi	Elementary
All-Time Greats of Sports Championships book series	Streeter	Anthony	Elementary
Almost sunset	Algarmi	Wahab	Intermediate
Aloha everything	George	Kaylin Melia	Elementary
Alone book series	Freeman	Megan	Intermediate
Amazing sports from around the world	McLaughlin	Douglas	Intermediate
America gone wild! : cartoons	Rall	Ted	High
American defenders book series	Smith	Don	High
American elf book series	Kochalka	James	High
American Freakshow	Niles	Steve	High
American Ronin	Milligan	Peter	High
American Terrorist	Chin-Tanner	Tyler	High
Americatown book series	Winters	Bradford	High
An elegy for Amelia Johnson	Rostan	Andrew	High
An Enemy of the People	Rey	Javi	High
An unkindness of Ravens book series	Panosian	Dan	High
And Then Comes book series	Brenner	Tom	Elementary
Andre the Giant : closer to heaven	Easton	Brandon	Middle
Angel and Spike book series	Hill	Bryan Edward	High
Angel book series	Hill	Bryan Edward	High
Angel of Death	Grenson	Sylvie Roge	High
Animal book series	Colo		High

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
Animal Castle book series	Dorison	Xavier	High
Animalheads	Son	M	High
Animals Growing Up (Enslow) book series	Bozzo	Linda	Elementary
Another castle book series	Wheeler	Andrew	High
Another Chance to Get It Right	Vachss	Andrew	High
Anthem book series	Walters	Mac	High
Anticipation	Taylor	Neil	High
Anubis	Chibilski	Fabio	High
Any empire	Powell	Nate	High
Aoba-kun's Confessions book series	Toyama	Ema	High
Apache Delivery Service	Kindt	Matt	High
Apex Legends book series	Stern	Jesse	High
ApocalyptiGirl : an Aria for the end times	MacLean	Andrew	High
Appalachian Apocalypse book series	Tucci	Billy	High
Atlas De Mitos (Myth Atlas)	Moraes	Thiago de	Elementary
Aventuras Por El Mundo Para Niñas Valientes : Fairy Tales for Fearless Girls	Ganeri	Anita	Elementary
Bat ngo lia lia	Luu	Thi Luong	Intermediate
Bear's lost glasses	Timmers	Leo	Elementary
Bi mat cua loai ca (Vietnamese)	Quang	Le	Intermediate
Bigfoot Books: Animal Showdowns Book Series	O'Brien	Cynthia	Elementary
Bigfoot Books: Food Brands We Love book series	Various	Authors	Elementary
Bingsu for Two	Witherspoon	Sujin	High
Bird hugs	Adamson	Ged	Elementary
Black girl power : 15 stories celebrating Black girlhood	Johnson	Leah	Elementary
Blastoff! Beginners: Farm Animals book series	Rathburn	Betsy	Elementary
Blastoff! Readers Level 1: Backyard Wildlife book series	Various	Authors	Elementary
Blastoff! Readers Level 1: Spotting Differences Book Series	Various	Authors	Elementary
Blastoff! Readers Level 2: Slithering Snakes Book Series	Various	Authors	Elementary
Blastoff! Readers Level 3: Animal Engineers Book Series	Pettiford	Rebecca	Elementary
Blood and Tea Duology series	Faizal	Hafsah	Middle
Bono Bono and Friends : Bono Bono Va Cac Ban	Mikio	Igarashi	Intermediate

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
Boo stew	Washington	Donna	Elementary
Breaking the code: (Arabic)	Tabbalah	Afaf	Intermediate
Bring Science Home book series	Scientific	American	Intermediate
Bros	Weatherford	Carole Boston	Elementary
Brujas oscuras y luminosas: Witches Forgotten and Bright	Perez -Duarte	Mariana	Intermediate
Caboose	Jonker	Travis	Elementary
Capitana	James	Cassandra	High
Chickenpox	Lai	Remy	Elementary
Cid: el primer caballero: Cid: The First Lord	Plaza	Jose Maria	Intermediate
Classic Cartoon Character Bios book series	Hansen	Grace	Elementary
Clementine Trilogy book series	Walden	Tillie	Middle
Climate Is Just the Start how We Can Stop the Climate Crisis and Start Building a Better World For Everyone	Loach	Mikaela	Elementary 239
Clubhouse Mysteries book series	Draper	Sharon	Elementary
Come out, come out	Parker	Natalie	High
Constellations	Glasheen	Kate	Middle
Coraline. (Illustrated Edition)	Gaiman	Neil	Intermediate
Cuando levantas la mirada	Decur	.	Intermediate
Day with no school : Arabic	Allah	Hasan Abed	Elementary
De Donde Ha Salido Esto? Los Inventos Que Cambiaron La Historia (Where Did This Come From? Inventions that Changed History)	Lucero	Jose Antonio	Intermediate
Diaries of a girl : Arabic	Farah	Amal	Middle
Diary of a boy named Shagboob : Arabic book series	Sanabil	Books	Intermediate
DK Super Readers book series all levels	Various	Authors	Elementary
Don't wash Winston	Belote	Ashley	Elementary
Dream: The life and legacy of Hakeem Olajuwon	Fadar	Mirin	High
Duck goes meow	Maclver	Juliette	Elementary
Dust	Stine	Alison	High
Earthrise --The Story of a Photograph That Changed the Way We See Our Planet	Marcus	Leonard	Intermediate
El cuerpo humano en comic: 101 curiosidades para ninos y ninas (The Human Body in Comics: 101 Curiosities for Boys and Girls)	Barfield	Mike	Intermediate
El libro de las puertas (The Book of Doors)	Castagna	Manlio	Intermediate

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
el Misterio Es Tuyo!: Solve Your Own Mystery book series	P. Jones	Gareth	Intermediate
Enciclopedia Britannica Para Ninos book series (Britannica All New Kids' Encyclopedia book series)	Lloyd	Christopher	Intermediate
Enciclopedia Ilustrada book series : Illustrated Encyclopedia book series	Martin	Claudia	Intermediate
Erwin, el Gato Cuántico book series : Erwin, Quantum Cat book series	Bartual	Manuel	Elementary
Eureka! The Biography of an Idea book series	Houran	Lori Haskins	Elementary
Eve (Adapted for Young Adults) How the Female Body Shaped Human Evolution	Bohannon	Cat	High
Even better than sprinkles : a story about best friends	Skeers	Linda	Elementary
Everything I learned about racism I learned in school	Jewell	Tiffany	High
Everything is poison	McCullough	Joy	High
Evil Villains International League book series	Evanovich	Alex	Intermediate
Fabien Cousteau Expeditions book series	Fraioli	James	Elementary
Fifth Quarter Duology book series	Dawson	MIke	Elementary 240
Fish Tank Friends book series	Fenske	Jonathan	Elementary
Five bears	Rayner	Catherine	Elementary
Flat Cat	Lazar	Tara	Elementary
Four Eids and a funeral	Abike-Iyimide	Faridah	High
Fund Your Future book series	Suivski	Nicholas	Intermediate
Game changers : stories of hijabi athletes from around the world	Smith	Charlene	Elementary
Girls of Skylark Lane	Benway	Robin	Elementary
Green Grass Once upon a Time: Co May Ngay Xua	Tran	Thien Huong	Intermediate
Group hug	Reidy	Jean	Elementary
Growing up in the Shadow of Alcatraz Childhood on a Prison Island	Smith	Emma Bland	Intermediate
Hard as Rock, Old as Stone Of Humans and War	Sanna	Alessandro	Middle
HBCU made : a celebration of the black college experience	Rascoe	Ayesha	High
Holidays and Celebrations with Yasmin book series	Faruqi	Saadia	Elementary
Home	Simler	Isabelle	Intermediate
Home in a lunchbox	Mo	Cherry	Elementary
Honeysuckle and Bone	Tobias	Trisha	High
House of thorns	Strychacz	Isabel	High
How I Get Around book series	Earley	Ryan	Elementary

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
How to talk like a bear	Grandy	Charlie	Elementary
Huda F book series	Fahmy	Huda	Intermediate
I Can Draw (Windmill) book series	Sandford	Grace	Elementary
I live in a tree trunk	Fleming	Meg	Elementary
I love you mucho mucho	Mas Davidson	Rachel	Elementary
I'm going to build a snowman	Awan	Jashar	Elementary
If we were giants	Matthews	Dave	Elementary
If you can't take the heat	Ruhlman	Michael	High
If you had your birthday party on the Moon	Lapin	Joyce	Elementary
Iguana be a dragon	Frost	Maddie	Elementary
In the Shadow of Stalin	Chalupa	Andrea	High
Indigo & Ida	Murphy Capps	Heather	Intermediate
Infamous Jailbreaks book series	Hurst	Aiden	Middle
Into the goblin market	VanSickle	Vikki	Elementary
Is It Real? The Loch Ness Monster	Fleming	Candace	Elementary
Is this... winter?	Yoon	Helen	Elementary
Isis and Osiris (Farsi)	Casey	Dawn	Intermediate
Island of the Magic Sword : Dao Than Kiem	Le	Duc Duong	Intermediate
It's Not A Fairy Tale Book Series	Funk	Josh	Elementary
John the skeleton	Lann	Triinu	Elementary
Jose feeds the world : how a famous chef feeds millions of people in need around the world	Unger	David	Elementary
Joyful song a naming story	Newman	Leslea	Elementary
Junior Handbook Book Series	Various	Authors	Elementary
Jurasico total (Jurassic Total) book series	Gasco	Francesc	Intermediate
Kill joy	Jackson	Holly	High
King : a life : young adult edition	Eig	Jonathan	Middle
Knit, hook, and spin : a kid's activity guide to fiber arts and crafts	Carlson	Laurie	Intermediate
La Historia Contada Con Líneas Del Tiempo (History Told With Timelines)	Creative	Mindly	Elementary
Las Chicas Van Donde Quieren (Girls Can Reach as Far as They Want)	Civico	Irene	Elementary
Last Cuentista book series	Barba Higuera	Donna	Intermediate
Lefty : a story that is not all right	Willems	Mo	Elementary

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
Legendborn Cycle book series	Deonn	Tracy	Middle
Little Blue Readers: I Got a Pet! book series	Rossiter	Brienna	Elementary
Lockjaw	Cerilli	Matteo	High
London : a history	Carlin	Laura	Intermediate
Look	Snyder	Gabi	Elementary
Los peores profes del mundo (The World's Worst Teachers)	Walliams	David	Intermediate
Lucky duck	Kurtz	Chris	Elementary
Lucy! : how Lucille Ball did it all	Guglielmo	Amy	Elementary
Making sense of dog senses : how our furry friends experience the world	Gibeault	Stephanie	Elementary
Mat biec : truyen dai	Nguyen	Nhat Anh	Middle
Maxwell Dark book series	Smith	Brady	Elementary
Mermaid day	Murray	Diana	Elementary
Michael Phelps : the inspirational story behind one of Olympic's greatest swimmers	McKay	Andrew	High
Military Careers (Bearport) Book Series	Various	Authors	Elementary
Mine!	Fleming	Candace	Elementary
Monster hands	Kane	Karen	Elementary
Monstrous Classics Collection Book Series	Various	Authors	Middle
Multicosmos book series	Reyna	Pablo C.	Intermediate
Mushroom rain	Zimmerman	Laura	Elementary
My Arabic Library Grade 5 book series	Hansen	Rosanna	Intermediate
My Arabic Library Grade 6 book series	Myers	Walter Dean	Intermediate
My Life With... book series	Schuh	Mari	Elementary
My pet feet	Funk	Josh	Elementary
My so-called family	Gordon	Gia	Intermediate
Mystery royale	Cavalancia	Kaitlyn	High
Needy little things	Desamours	Chanelle	High
New York Times: Public Profiles book series	New York	Times	Middle
NHL Teams (Press Box Books) series	Arthur	William	Elementary
No is all I know!	Grabenstein	Chris	Elementary
No Toques Mi Libro De Hechizos (Don't Touch My Book of Spells)	Fernandez Valls	Carmen	Intermediate
Nothing : John Cage and 4' 33"	Day	Nick	Elementary

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
Odd couples : a guide to unlikely animal pairs	Birmingham	Maria	Elementary
Oh, are you awake?	Shea	Bob	Elementary
On Thin Ice	Kim	Jessica	Elementary
Onyx & beyond	McBride	Amber	Elementary
Orca Anchor book series	Various	Authors	Middle
Our Country's Presidents, 2024 Edition	National	Geographic	Elementary
Our Weird Pets (Powerkids Press) book series	Shofner	Melissa	Elementary
Outdoor farm, indoor farm	Metcalf	Lindsay	Elementary
Perfect girl	Banghart	Tracy	High
Pickle words : crunchy, punchy pickles and poetry	Sayre	April Pulley	Elementary
Pied	Lee	Avione	Intermediate
Place for Mulan	Chow	Marie	Elementary
Pocket full of sads	Davidson	Brad	Elementary
Pogo Books: History of Sports Book Series	Flynn	Brendan	Elementary
Pokemon Chapter Books book series	Barbo	Maria	Elementary
Portrait of a shadow	Metoui	Meriam	High
Positions on the Team book series	Martin	Emmett	Elementary
Poultrygeist	Geron	Eric	Elementary
Poyo Poyo's Observation Diary book series : Nhat Ky Quan Sat Poyo Poyo (Vietnamese)	Tatuki	Ru	Intermediate
PrimeTime: Football Superstars book series	Hewson	Anthony	Elementary
Puppy bus	Brockington	Drew	Elementary
Qua Khoi Doc La Nha : After the slope is home (Vietnamese)	Ha	Pan Thuy	Middle
Quiet Karima	Chanani	Nidhi	Elementary
Race The Wild book series	Earhart	Kristin	Elementary
Rani Choudhury must die	Jaigirdar	Adiba	Middle
Red in tooth and claw	McBride	Lish	High
Red Queen book series	Aveyard	Victoria	Middle
Represent : the unfinished fight for the vote	Dyson	Michael Eric	Middle
Revenant Games book series	Fuston	Margie	High
Revenge of the tipping point : overstories, superspreaders, and the rise of social engineering	Gladwell	Malcolm	High
Rick Riordan Presents A Touch of Blood	Patel	Sajni	High

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
Scarlet Alchemist book series	Baker	Kylie Lee	High
Scholastic Reader Level 1: Peppa Pig book series	Carbone	Courtney	Elementary
Science Encyclopedias (Abdo) book series	Ungvarsky	Janine	Elementary
Se suponía que esto era el futuro : ciencia y tecnología explicados por @Alvy y @Wicho de microsiervos	Ibanez	Alvaro	Intermediate
Seeds of discovery : how Barbara McClintock used corn and curiosity to solve a science mystery and win a Nobel Prize	Alexander	Lori	Elementary
Shadow fox	Sorosiak	Carlie	Elementary
Shadowed	Deuker	Carl	Middle
Shadows on the ice : the 1972 Andes disaster	Bertocchini	Frederic	High
Sheepish : (wolf under cover	Yoon	Helen	Elementary
Shuri: A Black Panther Adventure book series	Stone	Nic	Elementary
Siba's Stories book series (Arabic)	Ghidayaman		Intermediate 244
Skyward book series	Sanderson	Brandon	Middle
Slouch	Wyman	Christina	Intermediate
Small shoes, great strides : how three brave girls opened doors to school equality	Nelson	Vaunda Micheaux	Elementary
Smash, Crash, Topples, Roll!: The Inventive Rube Goldberg--A Life in Comics, Contraptions, and Six Simple Machines	Thimmes	Catherine	Elementary
So witches we became	Baguchinsky	Jill	High
So You Want to Be a Chef : Sieu dau bep tuong lai	Bedell	Jane	Intermediate
Songs for the offseason	Wolf	Ryan	Middle
STEM Career Choices book series	Small	Cathleen	Intermediate
Story of a Heart	Clarke	Rachel	High
Story of Proverbs (Arabic)	Kazimi	Hayfa	Intermediate
Stride: College Basketball Teams Book Series	Anderson	Josh	Elementary
Stride: Professional Baseball Teams--Complete Series	Anderson	Josh	Elementary
Super Ciencia: Los Avances Que Estan Cambiando el Mundo (Super Science: The Wonders of Science as Never Seen Before)	Dorling	Kindersley	Elementary
Sweet justice : Georgia Gilmore and the Montgomery Bus Boycott	Rockliff	Mara	Elementary
Syl Sobel's Books About the U.S. Government book series	Sobel	Syl	Elementary
Tangleroot	Williams	Kalela	High
Taylor Swift: un Diario Swiftie (Taylor Swift: A Swiftie Diary)	Bueno	Marcos	Middle

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
Tensión (Tight)	Maldonado	Torrey	Intermediate
The adventures of Invisible Boy book series	Horner	Doogie	Elementary
The Adventures of Max & Zoey	Blackstone	Aries	Elementary
The amory wars book series	Sanchez	Claudio	High
The Anchor book series	Hester	Phil	Middle
The bees of Notre-Dame	Browne	Meghan P	Elementary
The blue bowl	Leung	Flo	Elementary
The Book That Wouldn't Burn book series	Lawrence	Mark	High
The Daughter of Auschwitz The Girl Who Lived to Tell Her Story	Friedman	Tova	Intermediate
The dividing sky	Tew	Jill	High
The Doomsday Detectives	Jenson-Elliott	Cindy	Intermediate
The dream catcher	Verdad	Marcelo	Elementary
The driving machine : a design history of the car	Rybczynski	Witold	High
The Fall. What's that text? (Arabic)	Hiett	Alexander	Elementary
The god of the woods	Moore	Liz	High
The harvests of youth	Grace	Sina	Middle
The Helping Sweater	Mas Davidson	Rachel	Elementary
The hysterical girls of St. Bernadette's	Alkaf	Hanna	High
The Iguanodon's horn : how artists and scientists put a dinosaur back together again and again... and again	Rubin	Sean	Elementary
The king penguin	Roeder	Vanessa	Elementary
The life of Frederick Douglass : a graphic narrative of a slave's journey from bondage to freedom	Walker	David	Middle
The Littlest Food Critic	Rigaud	Debbie	Elementary
The love interest	Comerford	Helen	Middle
The man who didn't like animals	Underwood	Deborah	Elementary
The ocean blue and you	Slade	Suzanne	Elementary
The Otherwhere Post	Taylor	Emily	High
The rose bargain	Smith	Sasha	High
The serviceberry : abundance and reciprocity in the natural world	Kimmerer	Robin Wall	High
The Six -- Young Readers Edition The Untold Story of America's First Women Astronauts	Grush	Loren	Elementary
The spice box	Sriram	Meera	Elementary

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
The Village Under a Spell : Ngoi Land Co Tich (Vietnamese)	Hwang	Sun-Mi	Intermediate
The wild huntress	Lloyd-Jones	Emily	Middle
Thea Stilton book series	Stilton	Thea	Elementary
There are no ants in this book	Mosco	Rosemary	Elementary
There's always this year : on basketball and ascension	Abdurraqib	Hanif	High
There's an alien in my lunchbox!	Gearing	Tessa	Elementary
Thi Tham Cung Giot Suong (Whispering to a Dew Drop) Vietnamese	Nguyen	Thu Hang	Intermediate
This is my America	Johnson	Kim	Middle
This is the honey : an anthology of contemporary Black poets	Alexander	Kwame	High
Three drops of blood	McNeil	Gretchen	High
Three Realms book series	Zhao	Amelie Wen	High
Tierra sin retorno (The Land of No Return)	Castagna	Manilo	Intermediate
Tiny Habitats book series	Havron	Amy	Elementary
Top 10 Animal Extremes Book Series	Rose	Rachel	Elementary
Torque: Armed Forces of the United States Book Series	McKinney	Donna	Elementary
Towed by Toad book series	Awan	Jashar	Elementary
Trip to outer space : Arabic	Adela	Fadi	Elementary
Ultimate Explorer Field Guide Night Sky : Hoi Dap Khoa Hoc Vui Nhon :Dong Vat Co Ngu Mo Khong	Mijia		Intermediate
Under the heron's light	Pink	Randi	High
Under the same stars : a novel	Bray	Libba	High
Unhallowed halls	Wilkinson	Lili	High
Unicorn Christmas : a sparkly holiday adventure	Murray	Diana	Elementary
Visual Dictionary book series	DK	Publishing	Intermediate
Vlad the Impaler A Captivating Guide to How Vlad Iii Dracula Became One of the Most Crucial Rulers Of Wallachia and His	Captivating	History	High
Vote for me!	Baltscheit	Martin	Elementary
Walking in my city, what do you see?	Attard	Enebor	Elementary
Wandering stars	Orange	Tommy	High
Watch out for the lion!	Hartman	Brooke	Elementary
We are hunted	Oyemakinde	Tomi	High

Title of Book	Last Name of Author	First Name of Author	Minimum School Level
What if bedtime didn't exist?	Cunningham	Francine	Elementary
What's Inside? (Dragonfly) book series	Ignatofsky	Rachel	Elementary
When Pencil Met... book series	Kilpatrick	Karen	Elementary
When We Ride A Novel	Ogle	Rex	High
Whisper of the East : tales from Arabia	Meiners	Franziska	Elementary
Who do you want to be when you grow up?	Faris	Paula	Elementary
Wings of an eagle : the gold medal dreams of Billy Mills	Mills	Billy	Elementary
Wings of starlight	Saft	Allison	Middle
Wolf called Fire	Parry	Roseanne	Elementary
World of rot : learn all about the wriggly, slimy, super-cool decomposers we couldn't live without	Crow-Miller	Britt	Elementary
You're so amazing!	Catchpole	James	Elementary
Your best financial life : save smart now for the future you want	Lester	Anne	High 247
Zoe Washington book series	Marks	Janae	Intermediate
Zuni and the memory jar	Saeed	Aisha	Elementary



**Board of School Trustees
Mansfield Independent School District**

TITLE:
Consider Approval of Bids approved in the
Month of November through January

DATE: February 11, 2025

ACTION

BACKGROUND:

Under Texas Education Code 44.031 "...all school district contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12- month period shall be made by the method, of the following methods, that provides the best value for the district: (1) competitive bidding; (2) competitive sealed proposals; (3) a request for proposals, for services other than construction services; (4) an inter-local contract; (5) a design/build contract; (6) a contract to construct, rehabilitate, alter, or repair facilities that involves using a construction manager; or (7) a job order contract for the minor construction, repair, rehabilitation, or alteration of a facility; (8) the reverse auction procedure as defined by Section 2155.062(d), Government Code; or (9) the formation of a political subdivision corporation under Section 304.001, Local Government Code.

Compliance with Texas Education Code 44.031 is not required for purchases that are deemed sole source. Board approval is required if the expenditures exceeds \$50,000 per MISD Policy CH Local.

CONSIDERATION:

The following bids were received:

- 25-001 Contracted Professional Development Services (Open-Ended)
- 25-002 Technology Software (Open-Ended)
- 25-003 Maintenance & Transportation Miscellaneous Services and Equipment (Open-Ended)
- 25-006 Fundraisers (Open-Ended)
- 25-012 Restaurants and Catering (Open-Ended)
- 25-017 Contracted Services (Open-Ended)
- 25-009 RFQ- Construction Related Professional Services (Open-Ended)

RECOMMENDATION:

The Superintendent recommends that the Board approve bids received in the Month of November through January.

RECOMMENDED MOTION:

"Move to adopt the bids approved during the Month of November through January."

Exhibit 1:

TITLE: Consider Approval of RFP 25-001, 25-002, 25-003, 25-006, 25-012, 25-014, 25-017, and 25-009 Vendor Recommendation for Awarding Open-Ended Bids

DATE: February 11, 2025

BACKGROUND:

We request that the MISD Board of Trustees approve the recommendations as made by the Purchasing Department. All documents related to:

- RFP 25-001 Contracted Professional Development Services were received electronically through MISD e-Bid prior to the closing at 2:00 p.m. on June 20, 2025.
- RFP 25-002 Technology Software were received electronically through MISD e-Bid prior to the closing at 2:00 p.m. on June 20, 2025.
- RFP 25-003 Maintenance & Transportation Miscellaneous Services & Equipment were received prior to the closing at 2:00 p.m. on May 27, 2025.
- RFP 25-006 Fundraisers were received prior to the closing at 2:00 p.m. on June 20, 2025.
- RFP 25-012 Restaurants and Catering Services were received prior to the closing at 2:00 p.m. on May 22, 2025.
- RFP 25-014 General Retail Merchandise, Groceries, Supplies, and Equipment were received prior to the closing at 2:00 p.m. on May 22, 2025.
- RFP 25-017 Contracted Services were received prior to the closing at 2:00 p.m. on May 22nd, 2025.
- RFQ 25-009 Construction Related Professional Services were received and evaluated prior to the closing at 2:00 p.m. on May 29th, 2025.

These proposals are open-ended with vendors approved and added throughout the proposal period. The following bids were received for RFP's:

- 25-001 Contracted Professional Development Services (Open-Ended)
 - Foundations in Teaching
- 25-002 Technology Software (Open-Ended)
- 25-003 Maintenance & Transportation Miscellaneous Services & Equipment (Open-Ended)
- 25-012 Restaurant and Catering Services (Open-Ended)
 - United Supermarkets dba Market Street
 - Awesome Catering
 - Qdoba
 - M&D Sweet Treatz
- 25-014 General Retail Merchandise, Groceries, Supplies, and Equipment (Open-Ended)
 - Kimco Educational Products dba Learning Zone
 - Excelcia Music Publishing
- 25-017 Contracted Services (Open-Ended)
 - Pereira 3D LLC
- 25-009 RFQ- Construction Related Professional Services
 - Farnsworth Group
 - Bannister Engineering LLC
 - Herbert S Beasley Land Surveyors



**Board of School Trustees
Mansfield Independent School District**

TITLE: Class Size Exemption Waiver Request

DATE: February 11, 2025

ACTION

BACKGROUND:

In accordance with TEC §25.112, Texas school districts must submit to TEA a request for an exception to the student-to-teacher ratio of 22:1 in Grades PK-4 when that ratio is exceeded for a period of more than 30 days or by October 1, with the exception of during the last twelve weeks of the school year.

At this time, MISD has 3 additional elementary classes in Grades PK-4 that exceed the student-to-teacher ratio of 22:1.

CONSIDERATIONS:

Districts that are in compliance at the beginning of the school year but that subsequently exceed class size limitations must apply for an exception no later than the 30th day after the district exceeds the 22:1 limit. Therefore, MISD could need to submit subsequent waivers throughout the year should additional classes exceed the 22:1 ratio.

RECOMMENDATION:

The Superintendent recommends The Board approve the class size exemption waiver request as presented.



**Board of School Trustees
Mansfield Independent School District**

TITLE: Approval of the Interlocal Agreement Region 10 ESC Multi-Region Purchasing Cooperative for Student Nutrition

DATE: February 11, 2025

ACTION

BACKGROUND:

Mansfield ISD has participated in an interlocal agreement with Region 10 ESC Multi-Region Purchasing Cooperative to purchase both processed commodity grocery items and commercial grocery items since 2016. The cooperative is a self-funded entity funded through vendor participation fees and is offered at no cost to the Mansfield ISD. The cooperative offers significant buying power for our Student Nutrition program. Their services also reduce the cost of advertising and paperwork associated with the bidding process for food and supply items.

CONSIDERATIONS:

The administration requests approval to enter the no-cost interlocal agreement with the Region 10 ESC for the Multi-Region Purchasing Cooperative. This agreement will strengthen the department's buying power and streamline the bidding process.

RECOMMENDATION:

The Superintendent recommends approval of the interlocal agreement with Region 10 ESC for the Multi-Region Purchasing Cooperative. If the Board agrees, the motion will read:

“Move to approve the interlocal agreement with Region 10 ESC for the Multi-Region Purchasing Cooperative.”



ACTION REQUIRED!
Due Date: February 28, 2025

October 21, 2024

Re: Membership and Participation in the Region 10 ESC Multi-Region Purchasing Cooperative, SY25-26

Dear Food Service Director Addressed:

Multi-Region Purchasing Cooperative (hereafter "R10MRPC") requires all Interlocal Agreements (hereafter "Agreement") to be approved by each Recipient Agency's (hereafter "RA") Board of Directors. Completed Agreements must be submitted with proof of Board approval. R10MRPC also utilizes an annual, single-year agreement encompassing membership roles, responsibilities, and bid participation for the agreement term. Region 10 Education Service Center is the "Coordinating Entity and Fiscal Agent" for R10MRPC.

This packet includes the Interlocal Agreement for RAs participating in the School Nutrition Programs that wish to purchase food service products or services through the R10MRPC formally procured and awarded bids. If the RA does not plan to purchase from any of the awarded bids, there is no need to complete an Interlocal Agreement.

The **Interlocal Agreement** (pages 3-11) is a "membership and participation" agreement that commences on July 1st and extends through June 30th of the following calendar year. By signing the Agreement, you agree to the General Provisions of Member Roles and Responsibilities with your bid participation selection(s) indicating your entity's purchasing commitment. Members must provide estimated quantities for each product planned for each bid category selected. This is done through a specialized software created by R10MRPC called "Maestro Forecasting."

The Multi-Region Purchasing Cooperative is fully self-funded through a Vendor Participation Fee. This fee is collected directly from the awarded commercial-only vendors. Fees are used to cover expenses related to the administration and operation of R10MRPC and the growth in services and benefits offered to our members. Studies indicate that school districts benefit through cooperative participation with considerable cost savings. While the purchasing power of the R10MRPC is significant, the costs of goods and services continue to rise annually. Studies prove that schools participating in a child nutrition purchasing cooperative receive better pricing and a higher selection of products with higher fill rates. Additional benefits of participating in the R10MRPC include training and technical support for child nutrition programs, compliant solicitations, and high-level customer service.

Thank you for considering participation in the SY 2025-2026 R10MRPC. If you have any questions, please contact me.

Please submit completed and signed Agreement to Angela McCrary: angela.mccrary@region10.org

Sincerely,

Keri Warnick
Program Coordinator
Keri.warnick@region10.org
972.348.1448

Enclosures

INTERLOCAL AGREEMENT

The following Interlocal Agreement (pages 3-11) is to be completed by all recipient agencies (RA) that wish to participate in Region 10 ESC Multi-Region Purchasing Cooperative (R10MRPC) and purchase from formally procured bids.

This Interlocal Agreement is a one-year agreement for the school year 2025-2026 (July 1, 2025, through June 30, 2026). If completed, a fully executed copy will be returned to the RA and kept on file with R10MRPC indefinitely.

Each RA wishing to purchase from any procured and awarded bid must complete and sign all required pages. Each RA is asked to consider which bids best fit their needs. R10MRPC requires members to forecast their product and/or service needs through R10MRPC's customized software before all bid renewals and new bids are released.

The fully completed and signed Interlocal Agreement must be approved by your school Board of Trustees or Authorized Representative and returned no later than February 28, 2025. Please note that Interlocal Agreements received after the due date or later after bids have been released may not be approved due to forecasting requirements and procurement regulations.

Please return pages 3-11 of the Agreement fully executed.

Region 10 Education Service Center
 Multi-Region Purchasing Cooperative
SY25-26: INTERLOCAL AGREEMENT

This Interlocal Agreement (hereafter the “Agreement”) is entered into by and between the agencies shown below as contracting parties for a single-year term, per the section entitled “Membership Term” below. The Member Recipient Agency (RA) is responsible for paying vendors’ invoices for goods and services purchased by the RA through the effective termination date. Region 10 ESC is the MRPC “Coordinating Entity and Fiscal Agent.”

Contracting Parties

Region 10 Education Service Center Fiscal Agent/Coordinating Entity	057-950 County District Number	
Mansfield ISD District/Recipient Agency (RA)	220-908 RA County District Number	01023 RA/Organization ID (WBSCM #)

STATEMENT OF SERVICE’S TO BE PERFORMED

The Region 10 Multi-Region Purchasing Cooperative (hereafter the “R10MRPC”) organizes and administers the child nutrition cooperative purchasing and commodity processing program for RAs in Texas. Authority for such service is granted by Section 8.053 of the Texas Education Code, Chapter 791 of the Texas Government Code, and Chapter 271, Subchapter F, of the Texas Local Government Code. The goal of the cooperative is to obtain substantial savings on food service items through volume purchasing. There is no fee to join R10MRPC.

MEMBERSHIP:

Membership is a single-year term in the R10MRPC. The R10MRPC offers a variety of formally procured bids utilizing the competitive requests for proposals (RFP) method to assist RAs with their fiscal budgetary needs. RAs may commit to any bid(s) that best fits their needs. Members’ bid selection is a commitment to purchase from the R10MRPC awarded vendor(s). Before releasing any formal solicitation or bid renewal, members must provide estimated quantities/forecasts for each product they plan to purchase on each bid selected. Currently, the following formally procured bids are offered:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. USDA Foods for Further Processing (USDA Processed Commodities) 2. Full-Line Grocery Distributor (to include processed commodities) 3. Manufacturer Direct-to-District Delivery (commercial foods; approval required) 4. Small Wares 5. Kitchen Chemicals & Cleaning Products (products) 6. Sanitation System & Safety Training (services) 7. Fresh Produce & Raw Meats | <ol style="list-style-type: none"> 8. Fresh Bread 9. Milk Full-Service Delivery 10. Ice Cream Novelties 11. Chips and Snacks 12. Beverages (contained) 13. Dispensed Fruit Beverages 14. Coffee Bar Products 15. Milk Coolers 16. GDSN Connection Software 17. Armored Car Services |
|---|---|

LIMITATION OF AGREEMENT:

The R10MRPC reviews this Agreement annually to ensure compliance with United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA) regulations. If, following such review, the R10MRPC discovers that any provision contained herein is not in accordance with USDA and TDA regulations, R10MRPC will have 30 days to make all necessary updates and require that each participating RA sign a new Agreement. If R10MRPC does not amend the provision within the given timeframe, the RA may terminate this agreement on 10 days' written notice to R10MRPC. Child Nutrition Federal Funds are governed by USDA and TDA regulations. EDGAR does not apply to child nutrition federal funds.

GENERAL PROVISIONS:

1. The Parties agree to comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the procurement activities and programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.
2. This Agreement shall be governed by the law of the State of Texas and the venue for any dispute resolution shall be in the county where the administrative offices of Region 10 ESC are located, which is currently Dallas County, Texas.
3. The R10MRPC reserves the right, but is not obligated, to add additional members and allow participation. Adding an RA may "materially change the existing contract(s)" and, thereby, require rebidding of said contract(s). Consequently, the RA may not be permitted to participate in those affected contracts to avoid rebidding and possibly negatively impacting the membership in place at the time of the current contract(s) award. The membership of a new RA may become effective upon any new bids, rebids being awarded, new fiscal year, or as permitted at the sole discretion of the R10MRPC.
4. This Agreement and any addenda executed by the parties contains the entire agreement of the Parties hereto concerning the matters covered by its terms, and it may not be modified in any manner without the express written consent of both Parties. Modifications may be required by law or regulation, which shall require action by the R10MRPC and the RA. Failure to act by either party, within a reasonable period, on legally required modifications shall constitute good cause to terminate this Agreement effective upon written notification to the other party.
5. If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.
6. The Executive Director of Region 10 ESC or his or her designee and authorized agent of the member district shall attempt to resolve any disputes that develop under this Agreement. If any dispute is unable to be resolved, both Parties agree to nonbinding mediation before either Party may resort to litigation. The selection of the mediator shall be mutually agreed upon, and the costs for such mediation borne equally between the Parties.

7. No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, directors, officers, employees, and agents, because of its execution of this Agreement or the performance of the functions and obligations set forth herein.

8. All parts of this Agreement, when executed by both Parties, are binding upon the Parties, and may be changed only by written agreement executed by authorized representatives of the Parties.

9. Per USDA Federal Regulations and TDA Administrator's Reference Manual (ARM) Section 17, the R10MRPC is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for-profit cooperative". Per ARM Section 17, R10MRPC is required to return "unanticipated profits" to the member. This Agreement allows R10MRPC to deduct the cost of services from the collected vendor fees and pay any remaining amount to members regularly. The R10MRPC's "profit margin", for purposes of this Agreement, shall be defined as the revenue received by the R10MRPC through the charging of the vendor fees outlined in the "Membership Fees" section below minus the expenses to the R10MRPC to operate the cooperative. The Coordinating Entity shall retain the profit margin; however, any revenue received more than the profit margin ("unanticipated profit") will be distributed to the R10MRPC's participating members by the Fiscal Agent. R10MRPC is not permitted per state regulations to collect a profit from sales of processed commodities.

R10MRPC adheres to the following rebate system.

- A. R10MRPC will collect all Vendor Participation Fees quarterly.
- B. R10MRPC does not charge a Vendor Fee to any USDA commodity processor.
- C. R10MRPC will utilize a year-end revenue report that details each participating member's generated sales with each awarded vendor.
 - 1) R10MRPC applies an equal percentage of the operational cost to each RFP.
 - 2) Total overhead and expenses are calculated for each RFP based on shared percentage.
 - 3) Total collected revenue is calculated against shared operational costs for each RFP. Any RFP that does not generate enough revenue to cover the shared percentage of expenses is not eligible for a rebate.
 - 4) Any member purchasing USDA commodity foods through our awarded grocery distributor will receive a rebate of collected fees minus the shared expenses.
 - 5) Any member participating in bids that have an excess of fees collected beyond the shared expenses will receive a rebate.
 - 6) Rebate amounts are calculated in October once the Region 10 ESC books are closed.
 - 7) Rebate checks are mailed to each eligible participating member in late November or December. Checks include a letter with instructions about the rebate check and that it must be deposited into the child nutrition fund account.
 - 8) R10MRPC will send out an email notification to each food service director that includes the amount of their rebate.

This Agreement allows R10MRPC to deduct the cost of services from the collected vendor fees and pay any remaining amount to members regularly. The R10MRPC's "profit margin", for purposes of this Agreement, shall be defined as the revenue received by the R10MRPC through the charging of the vendor fees outlined in the "Membership Fees" section below minus the expenses to the R10MRPC to operate the cooperative. The Coordinating Entity shall retain the profit margin; however, any revenue received more than the profit margin

("unanticipated profit") shall be distributed to the R10MRPC's participating members by the Fiscal Agent. R10MRPC is not permitted per state regulations to collect a profit from sales of processed commodities.

10. This Agreement and any modification(s) may be executed in separate copies; however, the Agreement must be Board of Trustee approved and physically signed by both participating parties using a "physical signature." Electronic or typed signatures will not be accepted. This Agreement may be exchanged and/or transmitted electronically via fax or scanned email. Proof of Board approval acceptable to R10MRPC must be submitted along with a completed and signed Agreement.

Membership Term. This Agreement shall be for a one-year term unless sooner terminated per the provisions of this Agreement. The conditions outlined in this Agreement shall apply to this single-year term. The Agreement year for each purchasing cooperative program commences July 1st and will extend through June 30th of the following calendar year.

Membership Fees. No membership fee shall be directly charged to participating members of the R10MRPC.

The United States Department of Agriculture (USDA) does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the R10MRPC is a fully self-funded entity through a "Vendor Participation Fee" on all commercial sales. This fee is collected directly from the awarded vendors in the fixed amount of .0085 for every \$1.00 of revenue. R10MRPC "does not charge" any fees to the Commodity Processors. All fees are used to cover expenses related to the administration, direct operation, and growth in services or software programs offered by the Cooperative to the members that benefit their foodservice operation. RAs, even though they may incur these fees indirectly, pay no direct fee to R10MRPC for participation.

The parties agree that the payments under this Agreement and any related exhibits and documents are amounts that fairly compensate the Coordinating Entity for the services or functions to be performed under the Agreement.

Authorization to Participate. The R10MRPC and each RA represent and warrant, by the execution and delivery of the Interlocal Agreement, that they have obtained all requisite authority through governing board action to enter and perform the terms of this Agreement. Proof of Board approval through Board meeting notes is accepted. If your school does not have a Board of Directors, the authorized representative's signature is acceptable.

Cooperation and Access. Each party agrees to cooperate with any reasonable requests for information and records made by the other party. Each party reserves the right to audit the relevant records of the other party during normal business hours. Any breach of this Article shall be considered material and shall make the Agreement subject to termination on ten (10) days' written notice to the RA.

Primary and Secondary Contact. The RA agrees to appoint a primary and secondary contact who shall have express authority to represent and bind the RA, and R10MRPC will not be required to contact any other individual regarding program matters. Any notice to a primary or secondary contact shall be binding upon the RA. The RA reserves the right to change the contacts as needed by giving written notice to R10MRPC. Such notice is not effective until actual receipt by R10MRPC.

Defense and Prosecution of Claims. The RA authorizes the Fiscal Agent, only concerning matters arising out of or contemplated by this Agreement: (1) to control the commencement, defense, intervention, or participation in a judicial, administrative, or other governmental proceeding; (2) to represent the R10MRPC in an arbitration, mediation, or any other form of alternative dispute resolution; (3) to represent the R10MRPC in any other appearance necessary to protect the rights of the R10MRPC relating to actions concerning any past or current, including any appearances and actions in litigation, claim or dispute; and (4) to engage legal counsel and appropriate experts that, in the Fiscal Agent's sole discretion, will assist with such defense or prosecution of any action or claim in matters arising out of this Agreement. The RA agrees that any suit brought against R10MRPC, the Fiscal Agent, or a R10MRPC or Fiscal Agent employee or agent may be defended in the name of R10MRPC, Region 10 Education Service Center, or the RA by the counsel selected by the Fiscal Agent, in its sole discretion, or its designee, on behalf of and at the expense of the R10MRPC as necessary for the prosecution or defense of any litigation or claim. Full cooperation by the RA shall be extended to supplying any information needed or requested by the Fiscal Agent or R10MRPC in such prosecution or defense. Subject to specific revocation, the RA designates the Fiscal Agent to act as a class representative on its behalf in matters arising from this Agreement.

Governance. R10MRPC shall be governed by the Fiscal Agent's Board of Trustees (hereinafter the "Board") per applicable law and regulations. Procurement processes and procedures are governed by applicable laws and regulations.

Limitations of Liability. The Fiscal Agent, its endorsers, and servicing contractors do not warrant that the operation or use of R10MRPC services will be uninterrupted or error-free. The Fiscal Agent, its endorsers, and servicing contractors, disclaim all warranties, express or implied, regarding any information, product, or service furnished under this Agreement, including without limitation, any implied warranties of merchantability or fitness for a particular purpose. The Parties agree that regarding all causes of action arising out of or relating to this Agreement, neither Party shall be liable to the other under any circumstances for special, incidental, consequential, or exemplary damages, even if it has been advised of the possibility of such damages.

Notice. Any written notice to the R10MRPC or the Fiscal Agent shall be made by: first class mail, postage prepaid and delivered to the Multi-Region Purchasing Cooperative, Region 10 Education Service Center, 400 E Spring Valley Rd, Richardson, TX 75081-1300; Attn: Keri Warnick (contact person); or emailed to keri.warnick@region10.org with a copy to sue.hayes@region10.org.

Acceptance of USDA Foods Sent for Further Processing. The R10MRPC, through the Fiscal Agent, is granted the right to issue a cooperative bid/proposal (RFP) for the processing of selected USDA commodity foods donated by participating members. The R10MRPC, through the Fiscal Agent, is further granted the right to enter a Contract for Services with the commodity food processor(s) receiving the processing award(s) for agreed-upon processed end-products, to execute a service agreement on behalf of participating members. Participating members will have the right and responsibility to accept the processed end-product(s) for the life of the contract between R10MRPC, through the Fiscal Agent, and the processor for all commodity foods donated to, and for which processing was subsequently procured through, the R10MRPC. Excess commodities may be distributed according to USDA or TDA regulations and guidance.

Payment for Goods. Each Party, paying for any goods or services under this Agreement or related to this Agreement, must pay for such goods and services from available current revenues only.

PARTY ROLES AND RESPONSIBILITIES:

Role of the R10MRPC, through the Fiscal Agent:

1. Provide for the organizational and administrative structure of the program.
2. Provide staff with the time necessary for the efficient operation of the program.
3. Provide procurement training if requested.
4. Provide guidance and assistance or templates for the school's Procurement Procedures Manual and Code of Conduct Manual if requested.
5. The R10MRPC shall coordinate the Competitive Procurement Process for all Awarded Contracts using the Formal Procurement method of Requests for Proposals (RFP).
6. The R10MRPC shall follow the local, State, and Federal procurement guidelines as listed below:
 - a. United States Department (USDA) Code of Federal Regulations (2 CFR) parts 200.318-200.327 and Appendix II
 - b. Texas Department of Agriculture's (TDA) Administrator's Reference Manual (ARM) Sections 16 and 17, 17a, 17b, and 17c.
 - c. Requiring Board of Directors' approval on all R10MRPC bid award recommendations.
 - d. Texas Education Code 44.031 relating to purchasing contracts.
 - e. Education Department General Administrative Regulations (EDGAR) as the guidelines pertain to Purchasing Cooperatives' procuring on behalf of its RAs. EDGAR refers to and requires Child Nutrition Food Purchasing Cooperatives to adhere to USDA Federal Regulations located in 2 CFR 200.317-200.327.
 - f. Form 1295 will be required to be filled out and filed with the Texas Ethics Commission by all awarded vendors and will be managed by the Fiscal Agent's Business Office.
7. Send solicitations for the Further Processing of USDA foods to all companies found on the TDA "Approved List of Vendors" without limitations.
8. Enter into a detailed agreement with distributors that distribute processed end-products containing USDA Foods including language to ensure proper resolution of errors such as data, pricing, product, reports, etc.
9. Do the following regarding USDA Foods:
 - a. Track and assist RAs with the management of their USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements.
 - b. Assist RAs with Sales Verifications of end products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
 - c. Provide RAs with information on commodity processing, including, but not limited to, anticipated delivery dates, product recalls or production issues, discontinued products, and replacement recommendations.
 - d. Provide the list of commodity items to RAs for purposes of obtaining quantity requests. This is done using an online software program.
 - e. Receive quantity requests from RAs for commodity processing through district entries into the online software and prepare appropriate quantity totals by item.
 - f. Provide a delivery schedule, on behalf of each RA, for all selected USDA Foods for Further Processing to each processor and distributor based on information collected from each RA.

10. The R10MRPC assumes no responsibility for failure of delivery by vendors, however, the R10MRPC will assist all RAs with service and product quality issues to ensure all vendors adhere to the terms and conditions of the awarded contract.
11. Initiate and implement activities related to the bidding and vendor selection process. Competitive bidding procedures for Texas public schools using Child Nutrition federal funds will be strictly followed.
12. Provide RAs with procedures for ordering, delivery, and billing.
13. Mediate problems/concerns between vendors and RAs.
14. Provide RAs access to all records, reports, and documents to ensure rebates, discounts and other applicable credits will accrue to the RA.
15. Make available or provide easy access to all procurement documents created and received for each awarded RFP and vendor, as required and in compliance with State Agency Administrative and Procurement Reviews.
16. Act ethically always and in accordance with all federal, state, and local guidelines.
17. Create and monitor/host an Advisory Committee. The Advisory Committee is a voluntary member committee with a 2-year commitment that meets quarterly. The Committee goals are to act as liaison between R10MRPC and the membership base if needed, communicate information received from TDA to R10MRPC as necessary, and review or sample products to assist in the streamlining of offered bid awards and best products.

Role of the RA:

1. Commit to the General Provisions and Roles and Responsibilities of this Agreement by authorization of its governing body (School Board of Trustees) and by execution by an approved foodservice employee in the appropriate spaces on the attached form (physical signature copy must be provided to R10MRPC promptly following execution).
2. Designate a primary and secondary contact.
3. Commit to purchasing from selected bid categories as forecasted.
4. Provide an estimated quantity for each of the products desired through the use of the online required software Maestro Forecasting or as requested by the Program Coordinator during any single-year term of Participation.
5. Comply with all USDA and TDA regulations.
6. Prepare purchase orders issued to the appropriate vendor from the official award list provided by R10MRPC.
7. Accept shipments of products ordered from vendors per standard purchasing procedures.
8. Address product warranties and product qualities with the manufacturer.
9. Pay vendors' net amount due within agreed-upon terms after receipt of a correct monthly statement.
10. Participate in bid evaluation committees for the bids that the RA is utilizing. Evaluation committee meetings will include, but not be limited to, face-to-face group meetings, online voting, or any other form of participation as requested by the R10MRPC.
11. Act ethically always and in accordance with all Federal, State, and local guidelines, as well as R10MRPC Member Roles. The R10MRPC shares information with participating members that at times is considered confidential and proprietary. Members may be asked to sign Non-Disclosure Agreements and agree to adhere to the terms set forth in those agreements. Future membership in the R10MRPC may be jeopardized based on unethical handling of sensitive R10MRPC and/or vendor information.
12. Attend R10MRPC meetings and training classes to stay informed of the cooperative's processes and services offered. Training classes are specific to some of the "tools" offered by R10MRPC. Attending meetings and classes helps ensure your success as a participating RA in the R10MRPC.

13. Participates in a Member Advisory Committee through selection or appointment. The Member Advisory Committee is a small committee of R10MRPC participating members formed every 2 years. The Advisory Committee serves as the liaison for all participating members when a conflict or concern arises regarding R10MRPC if needed, and annually reviews all procurement practices by the R10MRPC to ensure compliance in all areas, along with other tasks.
14. The following roles will apply to participating members who commit entitlement dollars for the USDA processed commodity foods:
 - a. The RA shall access the Web Based Supply Chain Management (WBSCM) system on a regular basis to effectively manage USDA Foods entitlement, food requests, and allocations.
 - b. The RA shall track and manage USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements, i.e., inventory levels shall not exceed a six (6) month supply at any given time; access processor tracking systems (K12 Foodservice, ProcessorLink, or other) on a regular basis; and report inventory issues to R10MRPC.
 - c. The RA shall conduct Sales Verifications of end-products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
 - d. The RA shall maintain copies of the original Child Nutrition (“CN”) Label from the product, carton; or a photograph of the CN Label as it appears on the original product carton if available.

BID PARTICIPATION SELECTIONS for SY 2025-2026

The following Bid Participation agreement, as an integrated part of the Agreement, is entered into by and between the District/RA, as indicated below, and Region 10 Multi-Region Purchasing Cooperative (R10MRPC) for participation in one or more of the R10MRPC awarded bids. This agreement is a single-term agreement effective July 1, 2025, through June 30, 2026.

The R10MRPC formally procures several competitive RFPs (Request for Proposals) on behalf of all participating members. Each member is required to complete this Bid Participation Agreement and forecast all products planned for purchase if they wish to utilize the R10MRPC awarded bids during the term of this agreement.

To help the R10MRPC represent the most accurate information to potential bidders, ***please place a check mark to the left of each bid listed below that you “plan” to use during the SY 2025-2026.*** Each RFP is explained on the next page to assist you in the best decision as to which bid(s) best fit your needs. The R10MRPC does not guarantee any vendor that any item will be purchased, however, members should seriously consider each selected bid as member forecasting of each product planned on each selected bid is required prior to the release of a new bid or renewal bid.

	Full-Line Grocery, NOI/FFS Distributor
	USDA Foods For Further Processing
	Milk: Full-Service Delivery
	Fresh Bread
	Ice Cream Novelties
	Beverages (container)
	Manufacturer Direct-to-District (commercial foods) – requires MRPC approval
	Dispensed Fruit Beverages
	GDSN Connection Software

	Chips & Snacks
	Fresh Meats and Produce
	Small Wares
	Kitchen Chemicals & Cleaning Supplies
	Sanitation Systems & Safety Training
	Coffee Bar Products
	Milk Coolers
	Armored Car Services

Please provide us with your district's main address as listed on your website or in the directory:

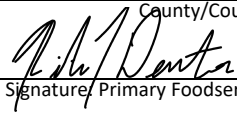
Mansfield ISD	Student Nutrition Building		
District Name	Main Campus/Bldg. Name		
605 East Broad Street	Mansfield	TX	76063
Street Number & Name	City	State	Zip Code

Interlocal Agreement for SY 2025-2026 Signature and Authorization Form

By signing this page, the RA confirms entering into an interlocal agreement with Region 10 Education Service Center, as the Fiscal Agent and Coordinating Entity for the R10MRPC, per all Agreement terms, Membership Roles and Responsibilities, and Bid Participation selection(s) as stated on pages 3-10 and indicated on page 11.

As of July 1, 2025, Mansfield ISD and the Region 10 Education Service Center/Fiscal Agent
District Name/Recipient Agency (RA)


enter this Interlocal Agreement, including Bid Participation. As the authorized Agent for the Board of Trustees or Authorized Representative of the RA, I hereby execute this Agreement on behalf of RA and intend to be bound by the provisions set forth herein for a single-year term, unless otherwise terminated by either party per the terms outlined in the Agreement. Physical signatures are required, typed or digital signatures will not be accepted.

Mansfield ISD	ESC Region	2024-2025 Enrollment
District/ Name	ESC Region	2024-2025 Enrollment
# Of Participating Campuses	County/Counties in Which Campuses are Located	
Printed Name: Primary Foodservice Contact	<input checked="" type="checkbox"/>  Signature/ Primary Foodservice Contact	Date Signed
Email: Primary Contact	Phone: Primary Contact	
Printed Name: Secondary Foodservice Contact	Email: Secondary Foodservice Contact	
Phone: Secondary Foodservice Contact		

Board of Director Approval (or authorized rep): Date Completed and Signature Below or Meeting Minutes are acceptable.

Printed Name: Authorized Board Director (or Authorized Representative)	
<input checked="" type="checkbox"/> Signature: Authorized Board Director (or Authorized Representative)	Date Signed/Completed

Below Area: For Region 10 MRPC Use Only

 R10MRPC Authorized Signature	Keri Warnick	Date Signed
Program Coordinator	972-348-1448	
Title of Contact Person	Office Phone	

Bids Overview

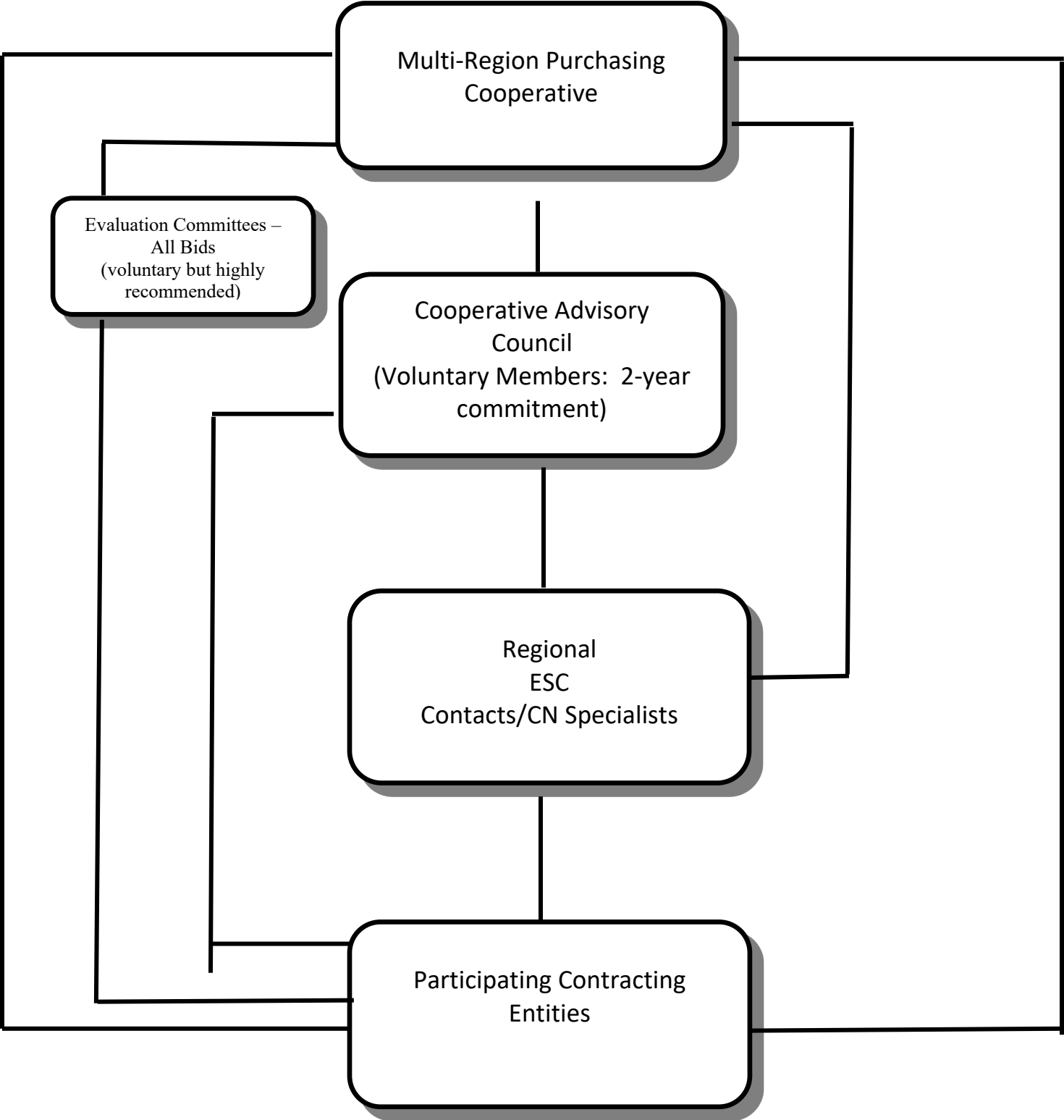
Each year awarded bids are either renewed, if options are available, or released as new based on factors such as no remaining renewal options, material change in contract value, growth in cooperative membership participation, too many discontinuations or new items to consider, or restructuring of the areas to be serviced in the cooperative. The following is the list of RFPs that will be offered in SY25-26 and information if they will be new or renewed.

Bid Category	Bid Description	Current RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY25-26
Beverages - Container	Drinks in containers such as Coke, Dr Pepper, Gatorade, Water, etc....that meet Smart Snack and/or used for before or after school events if managed by foodservice	2022-01-12	Yes	Coca Cola; Dr Pepper; Master's Distribution	4 of 5
Chips & Snacks	Smart Snack approved chips and snacks for a' la carte sales	2022-02-13	Yes	Master's Distribution	4 of 5
Coffee Bar	Cold contained coffees, coffee beans or grounds, syrups, etc.... for Coffee Bars. Smart Snack compliant	2023-03	Yes	Trident Beverage	3 of 5
Dispensed Fruit Beverages	100% dispensed fruit slush beverages, awarded company provides dispensing machine and product.	2022-11	No	TBD	1 of 5
Fresh Bread	Direct delivery from bread vendor to campuses. Fresh bread products	2023-02	Yes	Bimbo Bakery, Flowers Bakery	3 of 5
Fresh Produce & Raw Meats	Fresh produce and raw meats; produce held to monthly market price	2023-04	Yes	Brother's Food Service; Farmers Market Ft Worth; R Craig Stephens; Walnut Creek Farms; Hardie's; Freshpoint	3 of 5

Bid Category	Bid Description	Current RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY25-26
Full-Line Grocery, NOI & FFS	Main-line distributor of commercial foods, processed commodity foods, fresh produce, and non-food foodservice items.	2021-02	Yes	Labatt	5 of 5
Ice Cream	Frozen Ice Cream novelties, delivered directly from vendor, smart snack compliant	2021-05	Yes	Blue Bonnet, Klement Distribution, Yumi Ice Cream	5 of 5
Kitchen Chemicals & Cleaning Supplies	Kitchen and cafeteria cleaning supplies such as chemicals, mops, gloves, as well as testing kits, etc....	2022-08	Yes	Complete Supply, Eco Lab, Kirby	4 of 5
Manufacturer Direct-to-District	Direct delivery in large quantities to approved RAs of commercial foods only. Must have a loading dock and the ability to unload the truck and store large minimum drops of food product.	2021-08	Yes	Alpha Foods, Cool Tropics, Nat'l. Food Group, Smartmouth, Tyson	5 of 5
Milk - Full Service Delivery	Milk delivery, rotate and restock of needed products, milk boxes supplied if needed by some vendors	2023-01	No	TBD	1 of 5
Sanitation Systems & Safety Training	Sanitation System, monthly visit from rep to restock needed sanitation products; staff training and safety training classes available	2021-15	Yes	SFS PortionPac	5 of 5
Small Wares	All types of small wares for foodservice needs	2022-09	Yes	Ace Mart, Sam Tell & Son, Strategic Equipment	4 of 5
USDA Foods for Further Processing	Processed USDA foods to be received through direct delivery, distributor or contracted warehouse	2021-22	Yes	Multiple processors approved by TDA	4 of 5

Bid Category	Bid Description	Current RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY25-26
Sanitation Systems & Safety Training 2	Supplemental Bid for Sanitation System, monthly visit from rep to restock needed sanitation products; staff training and safety training classes available	2023-07	Yes	SFS PortionPac	3 of 5
Software Services	GDSN Connection Software Service: This RFP will seek to award a vendor that offers an RA the ability to connect to product data in the Global Data Synchronization Network (GDSN) through an online software platform. Benefits such as export and import features into back-of-house software, product data changes updates, menu building, procurement features, and other options will be requested.	2024-01	Renewal	inTEAM Associates	2 of 5
Armored Car Services	Cash pickup and deposit services under the security of an Armored Car.	TBD	New	TBD	1 of 5

Region 10 Education Service Center
Multi-Region Purchasing Cooperative





**Board of School Trustees
Mansfield Independent School District**

TITLE: Campus Improvement Plans
2024-2025

DATE: February 11, 2025

ACTION

BACKGROUND:

The Mansfield ISD 2024-2025 Campus Improvement Plans are aligned with the Mansfield ISD District Improvement Plan. The Mansfield ISD Strategic Plan guides both the campus and district improvement plans.

Texas state law and District policy charges the campus principal and site-based decision-making team with an annual improvement planning process including development, review, and revision of improvement plans. These plans focus on increasing academic achievement of all students, student groups, and special programs. The campus-level planning and decision-making committees must include professional staff, parents of students enrolled in the district, community members, and industry representatives.

The Vision 2030 Goals and Supporting Goals of each campus have been retrieved from each campus plan, and are presented for approval. The campus plans are developed and reviewed by the Curriculum and Instruction Department in collaboration with each Principal and his or her supervising administrator. Campus improvement planning is an ongoing process throughout the year; therefore, documents are changed and updated quarterly as part of a continual improvement process. The 2024-2025 documents are finalized in June, and the cycle continues into the next year.

CONSIDERATION:

The recommended 2024-2025 Campus Improvement Plans meet the legal requirements in the Texas Education Code and includes the following:

- All Campus Improvement Plans are focused on the District’s strategic plan, district goals, and identified campus needs.
- All campuses have selected specific academic and school completion targets based on current data reports and a comprehensive campus needs assessment.

RECOMMENDATION:

The Superintendent recommends that the Board approve the Campus Improvement Plans for the 2024-2025 school year, as presented.

RECOMMENDED MOTION:

“Move to adopt the Campus Improvement Plans for the 2024-2025 school year, as presented.”

Elementary School Goals Summary 2024-2025

Campus	Vision 2030 Goal	Supporting Goal
Academy for Early Learners	Plan and implement ongoing, aligned Phonological Awareness instruction to build retention through intervention and extension.	
Alice Ponder	Alice Ponder teachers will plan and deliver Tier 1 instruction of essential standards aligned to the 3Cs.	
Anna May Daulton	Anna May Daulton 3rd and 4th grade teachers will provide differentiated small group instruction over essential standards in math.	
Annette Perry	Perry Elementary School teachers will plan and deliver Tier I instruction aligned to the TEKS.	
Brenda Norwood	Norwood teachers will deliver aligned Tier 1 Math instruction of essential standards.	
Carol Holt	Carol Holt teachers will utilize effective PLC practices to plan and deliver aligned Tier 1 instruction.	Carol Holt 2nd grade teachers will ensure students have opportunities to practice phonetic skills with fidelity.
Charlotte Anderson	Anderson teachers will plan and deliver Tier 1 instruction aligned to the 3C's.	
Cora Spencer	Cora Spencer teachers will deliver math instruction focused on mathematical understanding to solve problems.	Cora Spencer teachers will plan and deliver targeted explicit phonics instruction during WIN time.
D.P. Morris	Morris teachers will deliver ²⁷⁰ language-rich instruction to the depth and complexity of the TEKS.	

Elementary School Goals Summary 2023-2024

Campus	Vision 2030 Goal	Supporting Goal
Elizabeth Smith	Elizabeth Smith Academy teachers will use differentiated instructional strategies to engage all students in Math daily with fidelity.	Provide training for Differentiated Instructional Strategies Math Teachers complete BOY MAP for 3rd and 4th Conduct fidelity walks to evaluate implementation of Differentiated Instruction
Erma Nash	Erma Nash teachers will use intentional, aligned small groups to support Tier 1 instruction in Reading and Math.	
Glenn Harmon	Glenn Harmon will deliver Tier 1 instruction aligned to the 3Cs while engaging in observation and feedback coaching cycles.	
J.L. Boren	Boren teachers will provide explicit numeracy and problem-solving (multi-step word problems) interventions and extensions during WIN time weekly.	
Janet Brockett	Janet Brockett teachers will plan and deliver Tier 1 instruction that is aligned to state standards.	
Judy K. Miller	Judy K. Miller teachers will deliver TEKS-aligned tier 1 math instruction.	
Imogene Gideon	Gideon teachers will use effective instructional strategies (frequent small group purposeful talk and critical writing) to plan and deliver quality tier one instruction for all learners.	
Kenneth Davis	Kenneth Davis teachers will deliver Tier 1 instruction aligned to essential standards while engaging in observation and feedback coaching cycles.	

Elementary School Goals Summary 2024-2025

Campus	Vision 2030 Goal	Supporting Goal
Louise Cabaniss	Cabaniss teachers will increase student achievement by aligning instructional delivery and increasing opportunity for student engagement to the essential TEKS.	Students will read on level or higher by the beginning of third grade and remain on level or higher as a MISD student.
Martha Reid	Reid teachers will use formative assessment data to make instructional adjustments during Tier 1 reading and math.	
Mary Jo Sheppard	Mary Jo Sheppard Teachers will use PLC practices to plan and deliver Tier 1 instruction aligned to the 3C's.	
Nancy Neal	Nancy Neal teachers will implement targeted small group reading instruction with fidelity.	
Roberta Tipps	Roberta Tipps teachers will embed critical writing opportunities weekly across all subjects.	
Tarver-Rendon	We will use research-based practices to plan and deliver effective Tier 1 Phonics instruction.and	
Thelma Jones	Thelma Jones teachers will plan and deliver aligned tier 1 instruction to meet the needs of all students	
Willie E. Brown	WBAYS teachers will deliver problem-solving strategies in math to allow for student application and purposeful talk.	

Intermediate School Goals Summary 2024-2025

Campus	Vision 2030 Goal	Supporting Goal
Alma Martinez	All students demonstrate one year of growth in all academic subjects.	
Asa Low	Asa Low teachers will intentionally plan and deliver rigorous lessons with fidelity to the level of depth and complexity of the TEKS/SEs to ensure that students learn the curriculum at or above grade level.	Asa Low teachers will plan and deliver differentiated extension lessons with fidelity to ensure student growth as measured by STAAR (Domain II-A).
Cross Timbers	All students will receive engaging, high-quality Tier 1 instruction to ensure one year of academic growth in reading and math.	<ol style="list-style-type: none"> 1. Teachers will implement high-impact engagement strategies to ensure all students actively participate in learning 2. Conduct Observation and Feedback cycles to support teachers in implementing high impact Tier 1 Instruction. 3. Provide ongoing training to ensure teachers deliver high-quality, engaging Tier 1 instruction.
Della Icenhower	Della Icenhower Intermediate will provide a positive learning environment and meaningful life experiences through: 1) Building positive relationships 2) A focus on continuous improvement 3) A culture of high expectations for all	
Donna Shepard	A place where ALL are safe, celebrated and successful.	
Mary Lillard	Mary Lillard teachers will focus on instructing students with fidelity in the RLA essential standards while using small group instruction in tier 1 to increase our domain1 results.	
Mary Orr	Mary Orr teachers will collaborate to plan and deliver calibrated Tier 1 instruction with embedded speaking and writing structures.	Mary Orr teachers will collaborate to plan and deliver interventions and extension during WIN.

Middle School Goals Summary 2024-2025

Campus	Vision 2030 Goal	Supporting Goal
Brooks Wester	Wester Middle School math teachers will intentionally plan lessons that will provide the opportunities for student to communicate mathematical ideas and reasoning both orally and written.	All Wester Middle School teachers will intentionally plan lessons that will provide the opportunities for students to communicate in written, oral, and visual forms. Students will communicate orally or written every lesson, every day, every class.
Jerry Knight STEM	Jerry Knight STEM Academy designers will calibrate lessons to the content, cognitive level and context of the TEKS to align the rigor to achieve mastery level.	Jerry Knight STEM Academy will continue to implement our National Institute of STEM Education campus identified teacher actions and plans.
Charlene McKinzey	McKinzey Middle School teachers will utilize the PLC process to plan Tier 1 instruction with a focus to deliver on the Fundamental 5, Frequent Small Group Purposeful Talk and Writing Critically.	
Danny Jones	Danny Jones Middle School teachers will utilize the district PLC process to design and deliver quality Tier I instruction to increase student performance.	
James L. Coble	James Coble Middle School teachers will plan and deliver quality tier one instruction using effective researched instructional strategies (small group purposeful talk and critical writing)	
Linda Jobe	Linda Jobe Middle School teachers will use structured small group purposeful talk and critical writing to plan and deliver quality Tier 1 instruction.	

Intermediate School Goals Summary 2024-2025

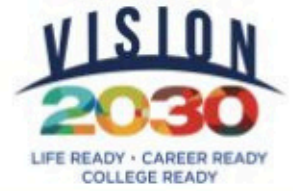
Campus	Vision 2030 Goal	Supporting Goal
<p>Rogene Worley</p>	<p>At Worley Middle School, we are committed to ensuring high levels of learning, encouraging a growth mindset, and fostering a sense of belonging for ALL</p>	
<p>T.A. Howard</p>	<p>T.A. Howard Middle School Teachers will engage in the PLC process to plan and deliver Tier I Instruction that is aligned with the content, context, and cognitive rigor of the state standards.</p>	<p>T.A. Howard Middle School Teachers will intentionally implement the Fundamental 5 framework by incorporating Framing the Lesson, Power Zone Teaching, Frequent Small Group Purposeful Talk, Recognizing and Reinforcing, and Writing Critically in daily Tier I instruction.</p>

High School Goals Summary 2024-2025

Campus	Vision 2030 Goal	Supporting Goal
Phoenix Academy	Phoenix Academy: Phoenix Academy teachers will utilize effective PLC practices to ensure students meet all graduation requirements and are life-ready. Phoenix DAEP: Phoenix DAEP teachers will ensure DAEP students work on edgenuity/canvas to recover or accelerate credits before the students return to their home campus.	
Ben Barber Innovation Academy	BBIA teachers will retain and certify more students in their program of study so they can earn their College, Career and Military Readiness point through CTE.	<ol style="list-style-type: none"> 1. Calibration of essential standards and learning targets for targeted courses 2. Targeted marketing and recruitment to non-traditional students
Frontier STEM Academy	Frontier STEM Academy designers will design and implement authentic project-based learning experiences that align to the content, context and cognitive level of the academic content standards and STEM skills.	<ol style="list-style-type: none"> 1. Walkthroughs of STEM Skills (STEM Habits of Mind & Fluency Skills) 2. Calibration of PBL Planning Documents
Lake Ridge	Lake Ridge High School English I and II teachers will implement the 7 Steps to an Instructionally Rich Classroom with fidelity.	Lake Ridge administrators will complete 7 Steps walk-throughs to determine if teachers use 3 steps in a 15-minute period. Lake Ridge administrators will complete PLC observations to check for evidence of planning and classroom walks to provide evidence of the delivery of Tier 1 instruction using the 7 Steps of an "Instructionally Rich Classroom."
Legacy	Legacy High School English I & II teachers will develop and implement targeted interventions and enrichments during the instructional block with fidelity for students based on frequent common formative assessment data.	

IHigh School Goals Summary 2024-2025

Campus	Vision 2030 Goal	Supporting Goal
Mansfield	English 1 and 2 teachers will plan and deliver lessons aligned with the 7 Steps to an Instructionally Rich Classroom with fidelity to improve Tier 1 Instruction.	English 1 and 2 teachers will plan and deliver lessons aligned with the 7 Steps to an Instructionally Rich Classroom with fidelity to improve Tier 1 Instruction.
Summit	<ol style="list-style-type: none"> 1. Capture the hearts of ALL students before capturing their minds. 2. ALL students can learn at high levels (a year or more of academic growth). 3. Collaborative effort to ensure ALL students learn at high levels - TEAM. 	
Timberview	Timberview High School will implement the backward design framework to design clear, well-organized, sequential units that reflect best practice aligned with curriculum as measured by instructional delivery	
ECHS	Early College High School will have a Stallion Success Plan; staff will meet with students to determine success and progress of student's individual plan.	



PLAN ON A PAGE

2024-2025

Campus : Academy for Early Learners

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

The Academy: Perfectly Designed for Inquiring Young Minds

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

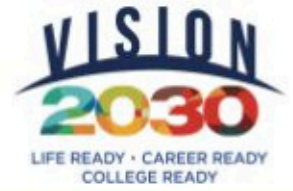
MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Plan and implement ongoing, aligned Phonological Awareness instruction to build retention through intervention and extension.

Supporting Goals



PLAN ON A PAGE

2024-2025

Campus : Alice Ponder

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

Leaders of Tomorrow Educated Here Today

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Alice Ponder teachers will plan and deliver Tier 1 instruction of essential standards aligned to the 3C's.

PLAN ON A PAGE

2024-2025

Campus: Anna May Daulton

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Together, We Will Meet Every Need of Every Dragon Every Day!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Anna May Daulton 3rd and 4th grade teachers will provide differentiated small group instruction over essential standards in math.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Annette Perry

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

The best school in the universe!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Perry Elementary School teachers will plan and deliver Tier I instruction aligned to the TEKS.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Brenda Norwood

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Work Hard. Be True. Be You.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Norwood teachers will deliver aligned Tier 1 Math instruction of essential standards.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Carol Holt

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

The Trail Begins Here

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

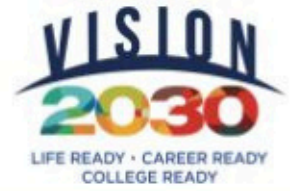
1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Carol Holt teachers will utilize effective PLC practices to plan and deliver aligned Tier 1 instruction.

Supporting Goals

Carol Holt 2nd grade teachers will ensure students have opportunities to practice phonetic skills with fidelity.



PLAN ON A PAGE

2024-2025

Campus : Charlotte Anderson

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

Vikings, Let's Go... Let's Grow!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Anderson teachers will plan and deliver Tier 1 instruction aligned to the 3C's.

PLAN ON A PAGE

2024-2025

Campus: Cora Spencer

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

All Means All

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Cora Spencer teachers will deliver math instruction focused on mathematical understanding to solve problems.

Supporting Goals

Cora Spencer teachers will plan and deliver targeted explicit phonics instruction during WIN time.

PLAN ON A PAGE

2024-2025

Campus: D.P. Morris

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Building Connections Every Day

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

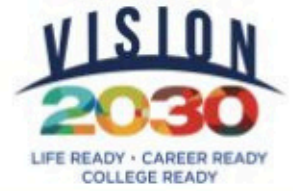
MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Morris teachers will deliver language-rich instruction to the depth and complexity of the TEKS.

Supporting Goals



PLAN ON A PAGE

2024-2025

Campus : Elizabeth Smith

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

Growing Hearts, Growing Minds

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Elizabeth Smith Academy teachers will use differentiated instructional strategies to engage all students in Math daily with fidelity.

- Provide training for Differentiated Instructional Strategies
- Math Teachers complete BOY MAP for 3rd and 4th
- Conduct fidelity walks to evaluate implementation of Differentiated Instruction

PLAN ON A PAGE

2024-2025

Campus: Erma Nash

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

We can, because we believe we can!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

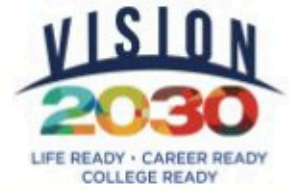
MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Erma Nash teachers will use intentional, aligned small groups to support Tier 1 instruction in Reading and Math.

Supporting Goals



PLAN ON A PAGE

2024-2025

Campus : Glenn Harmon

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

Where scholars are growing and glowing

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Glenn Harmon will deliver Tier 1 instruction aligned to the 3Cs while engaging in observation and feedback coaching cycles.

PLAN ON A PAGE

2024-2025

Campus: Imogene Gideon

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

All in for Kids

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Gideon teachers will use effective instructional strategies (frequent small group purposeful talk and critical writing) to plan and deliver quality tier one instruction for all learners.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: J.L. Boren

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

We Can Do Hard Things!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Boren teachers will provide explicit numeracy and problem-solving (multi-step word problems) interventions and extensions during WIN time weekly.

29

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Janet Brockett

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Leadership, Integrity, Optimism, Nobility, Support - we are LIONS

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

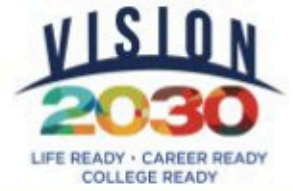
MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Janet Brockett teachers will plan and deliver Tier 1 instruction that is aligned to state standards.

Supporting Goals



PLAN ON A PAGE

2024-2025

Campus : Judy K. Miller

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

Galloping on the Trail to Success

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Judy K. Miller teachers will deliver TEKS-aligned tier 1 math instruction.

PLAN ON A PAGE

2024-2025

Campus: Kenneth Davis

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Capture Their Hearts, Engage Their Minds

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Kenneth Davis teachers will deliver Tier 1 instruction aligned to essential standards while engaging in observation and feedback coaching cycles.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Louise Cabaniss

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Growing Greatness In All We Do.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

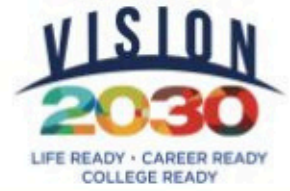
1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Cabaniss teachers will increase student achievement by aligning instructional delivery and increasing opportunity for student engagement to the essential TEKS.

Supporting Goals

Students will read on level or higher by the beginning of third grade and remain on level or higher as a MISD student.



PLAN ON A PAGE

2024-2025

Campus : Martha Reid

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

All students can and will learn. No exceptions.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Reid teachers will use formative assessment data to make instructional adjustments during Tier 1 reading and math.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Mary Jo Sheppard

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Strong Character Builds Caring Colts

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

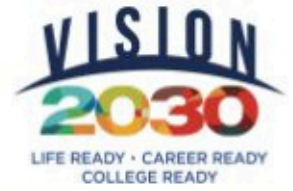
MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Mary Jo Sheppard Teachers will use PLC practices to plan and deliver Tier 1 instruction aligned to the 3C's.

Supporting Goals



PLAN ON A PAGE

2024-2025

Campus : Nancy Neal

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

Focused on Success!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Nancy Neal teachers will implement targeted small group reading instruction with fidelity.

PLAN ON A PAGE

2024-2025

Campus: Roberta Tipps

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

You can touch tomorrow with what you learn today.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Roberta Tipps teachers will embed critical writing opportunities weekly across all subjects.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Tarver-Rendon

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Happiness Grows Here

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

We will use research-based practices to plan and deliver effective Tier 1 Phonics instruction.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Thelma Jones

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

It's All About Kids

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Thelma Jones teachers will plan and deliver aligned tier 1 instruction to meet the needs of all students

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Willie E. Brown

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Scholars First!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

WBAYS teachers will deliver problem-solving strategies in math to allow for student application and purposeful talk.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Alma Martinez

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Navigators Keep Their Compass Pointed Toward Success

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

All students demonstrate one year of growth in all academic subjects.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Asa Low

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

FIERCE About Learning

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Asa Low teachers will intentionally plan and deliver rigorous lessons with fidelity to the level of depth and complexity of the TEKS/SEs to ensure that students learn the curriculum at or above grade level.

Supporting Goals

Asa Low teachers will plan and deliver differentiated extension lessons with fidelity to ensure student growth as measured by STAAR (Domain II-A).

PLAN ON A PAGE

2024-2025	Campus: Cross Timbers
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District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto	Campus Motto
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MISD: A great place to live, learn, and teach.	Excellence Everyday
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District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals	Supporting Goals
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<p>All students will receive engaging, high-quality Tier 1 instruction to ensure one year of academic growth in reading and math.</p>	<p>1. Teachers will implement high-impact engagement strategies to ensure all students actively participate in learning 2. Conduct Observation and Feedback cycles to support teachers in implementing high impact Tier 1 Instruction. 3. Provide ongoing training to ensure teachers deliver high-quality, engaging Tier 1</p>
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PLAN ON A PAGE

2024-2025

Campus: Della Icenhower

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Walk in Willing...Walk Out Ready!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Della Icenhower Intermediate will provide a positive learning environment and meaningful life experiences through: 1) Building positive relationships 2) A focus on continuous improvement 3) A culture of high expectations for

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Donna Shepard

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Leading the CHARGE

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

A place where ALL are safe, celebrated and successful.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Mary Lillard

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

SPOTlight on Excellence

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

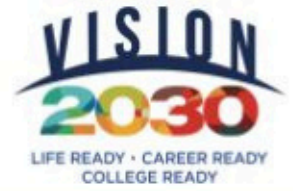
MISD Guiding Statements

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2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Mary Lillard teachers will focus on instructing students with fidelity in the RLA essential standards while using small group instruction in tier 1 to increase our domain1 results.

Supporting Goals



PLAN ON A PAGE

2024-2025

Campus : Mary Orr

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

In all we do...We are Tiger True!

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

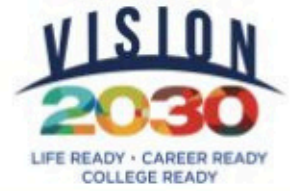
1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Mary Orr teachers will collaborate to plan and deliver calibrated Tier 1 instruction with embedded speaking and writing structures.

Mary Orr teachers will collaborate to plan and deliver interventions and extension during WIN.



PLAN ON A PAGE

2024-2025

Campus : Brooks Wester

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Inspiring Excellence

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

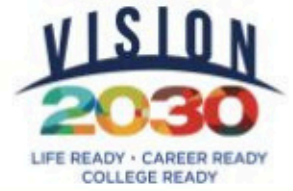
1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Wester Middle School math teachers will intentionally plan lessons that will provide the opportunities for student to communicate mathematical ideas and reasoning both orally and written.

Supporting Goals

- All Wester Middle School teachers will intentionally plan lessons that will provide the opportunities for students to communicate in written, oral, and visual forms. •Students will communicate orally or written every lesson, every day, every class.



PLAN ON A PAGE

2024-2025

Campus : Jerry Knight STEM

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

Campus Motto

MISD: A great place to live, learn, and teach.

Explore, Create, Innovate

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Supporting Goals

Jerry Knight STEM Academy designers will calibrate lessons to the content, cognitive level and context of the TEKS to align the rigor to achieve mastery level.

Jerry Knight STEM Academy will continue to implement our National Institute of STEM Education campus identified teacher actions and plans.

PLAN ON A PAGE

2024-2025

Campus: Charlene McKinzey

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Be Brave, Be Strong, Be Fearless

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

McKinzey Middle School teachers will utilize the PLC process to plan Tier 1 instruction with a focus to deliver, Frequent Small Group Purposeful Talk and Writing Critically.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Danny Jones

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Making the Shift...Growth is Mandatory

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Danny Jones Middle School teachers will utilize the district PLC process to design and deliver quality Tier I instruction to increase student performance.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: James L. Coble

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Pride, Respect, Responsibility.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

James Coble Middle School teachers will plan and deliver quality tier one instruction using effective researched instructional strategies (small group purposeful talk and critical writing)

314

Supporting Goals

N/A

PLAN ON A PAGE

2024-2025

Campus: Linda Jobe

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Learners Today...Leaders Tomorrow.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Linda Jobe Middle School teachers will use structured small group purposeful talk and critical writing to plan and deliver quality Tier 1 instruction.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Rogene Worley

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

You Belong Here

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

At Worley Middle School, we are committed to ensuring high levels of learning, encouraging a growth mindset, and fostering a sense of belonging for ALL

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: T.A. Howard

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Level Up! Striving for Excellence Every Day, In Every Way

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

T.A. Howard Middle School Teachers will engage in the PLC process to plan and deliver Tier I Instruction that is aligned with the content, context, and cognitive rigor of the state standards.

317

Supporting Goals

T.A. Howard Middle School Teachers will intentionally implement the Fundamental 5 framework by incorporating Framing the Lesson, Power Zone Teaching, Frequent Small Group Purposeful Talk, Recognizing and Reinforcing, and Writing Critically in daily Tier I instruction.

PLAN ON A PAGE

2024-2025	Campus: Phoenix Academy
District Mission	
To inspire and educate students to be productive citizens.	
District Vision	
A destination district committed to excellence.	
District Motto	Campus Motto
MISD: A great place to live, learn, and teach.	Phoenix...Where we are transforming lives.
District Vision	
<ul style="list-style-type: none"> • Students First • Continuous Improvement • Integrity • Communication • Positive Relations • Resiliency 	
MISD Guiding Statements	
<ol style="list-style-type: none"> 1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student. 2. Students will demonstrate mastery of Algebra II by the end of eleventh grade. 3. Students will graduate life ready. 4. Students will graduate college and/or career ready. 	
Vision Goals	Supporting Goals
Phoenix Academy: Phoenix Academy teachers will utilize effective PLC practices to ensure students meet all graduation requirements and are life-ready. Phoenix DAEP: Phoenix DAEP teachers will ensure DAEP students work on	N/A

PLAN ON A PAGE

2024-2025

Campus: Ben Barber

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Innovate Together: Inspiring Leadership, Building Unity

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

BBIA teachers will retain and certify more students in their program of study so they can earn their College, Career and Military Readiness point through CTE.

Supporting Goals

1. Calibration of essential standards and learning targets for targeted courses
2. Targeted marketing and recruitment to non-traditional students

PLAN ON A PAGE

2024-2025

Campus: Frontier STEM

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Innovate Together: Inspiring Leadership, Building Unity

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Frontier STEM Academy designers will design and implement authentic project-based learning experiences that align to the content, context and cognitive level of the academic content standards and STEM skills.

Supporting Goals

1. Walkthroughs of STEM Skills (STEM Habits of Mind & Fluency Skills)
2. Calibration of PBL Planning Documents

PLAN ON A PAGE

2024-2025

Campus: Lake Ridge

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Go soar into your destiny.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Lake Ridge High School English I and II teachers will implement the 7 Steps to an Instructionally Rich Classroom with fidelity.

321

Supporting Goals

Lake Ridge administrators will complete 7 Steps walk-throughs to determine if teachers use 3 steps in a 15-minute period. Lake Ridge administrators will complete PLC observations to check for evidence of planning and classroom walks to provide evidence of the delivery of Tier 1 instruction using the 7 Steps of an “Instructionally

PLAN ON A PAGE

2024-2025

Campus: Legacy

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Bronco Nation: One nation united for student success.

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Legacy High School English I & II teachers will develop and implement targeted interventions and enrichments during the instructional block with fidelity for students based on frequent common formative assessment data.

Supporting Goals

PLAN ON A PAGE

2024-2025

Campus: Mansfield

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Where Every Story Matters

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

English 1 and 2 teachers will plan and deliver lessons aligned with the 7 Steps to an Instructionally Rich Classroom with fidelity to improve Tier 1 Instruction.

Supporting Goals

English 1 and 2 teachers will plan and deliver lessons aligned with the 7 Steps to an Instructionally Rich Classroom with fidelity to improve Tier 1 Instruction.

PLAN ON A PAGE

2024-2025

Campus: Summit

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Summit Love - Both Feet In

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

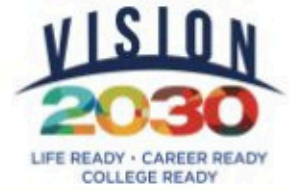
Vision Goals

1. Capture the hearts of ALL students before capturing their minds. 2. ALL students can learn at high levels (a year or more of academic growth). 3. Collaborative effort to ensure ALL students learn at high levels - TEAM.

Supporting Goals

PLAN ON A PAGE

2024-2025	Campus: Timberview
District Mission	
To inspire and educate students to be productive citizens.	
District Vision	
A destination district committed to excellence.	
District Motto	Campus Motto
MISD: A great place to live, learn, and teach.	THS students will excel in all areas in a safe and collaborative environment.
District Vision	
<ul style="list-style-type: none"> • Students First • Continuous Improvement • Integrity • Communication • Positive Relations • Resiliency 	
MISD Guiding Statements	
<ol style="list-style-type: none"> 1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student. 2. Students will demonstrate mastery of Algebra II by the end of eleventh grade. 3. Students will graduate life ready. 4. Students will graduate college and/or career ready. 	
Vision Goals	Supporting Goals
<p>Timberview High School will implement the backward design framework to design clear, well-organized, sequential units that reflect best practice aligned with curriculum as measured by instructional delivery</p>	<p>325</p>



PLAN ON A PAGE

2024-2025

Campus : ECHS

District Mission

To inspire and educate students to be productive citizens.

District Vision

A destination district committed to excellence.

District Motto

MISD: A great place to live, learn, and teach.

Campus Motto

Stallions Strive For Success

District Vision

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relations
- Resiliency

MISD Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Vision Goals

Early College High School will have a Stallion Success Plan; staff will meet with students to determine success and progress of student's individual plan.

Supporting Goals



**Board of School Trustees
Mansfield Independent School District**

TITLE: Consideration and Approval of Construction Manager at Risk for the 2024 Bond Phase 1 Project – (P14) Transportation Buildings & Capital Renovations

DATE: February 11, 2025

ACTION

BACKGROUND:

On July 29, 2024, Construction Management at Risk (CMaR) RFP #25-005 for the 2024 Bond Phase 1 Projects was issued and advertised. Phase 1 includes a New Early Learners Academy, New Safety Security & Police Building, Ben Barber CTE Addition and Renovations, Middle School Orchestra Additions and Renovations, High School Baseball & Softball Turf and Covered Batting Cages. Eleven (11) proposals with were received on August 29, 2024.

A committee consisting of Jeffrey Brogden, Associate Superintendent, Cody Cannon, Director of Purchasing, Gina Rietfors, Risk Manager, Marinda Bramlett, Business Office Accountant, Lacy Beckler, Project Manager, Brad Barker, Project Manager, Lisa Williams, Bond Department Document Specialist, Madelin Morrison, Assistant Bond Accountant, Garry Walker, Bond Program Manager, Cameron Mason, Assistant Bond Program Manager, Paul Thompson, Huckabee, and Bruce Morris, Huckabee evaluated the proposals in accordance with the evaluation criteria. At the conclusion of the evaluation, the committee short-listed the seven (7) most qualified proposals for the interview process.

On September 25 & 26, 2024, the committee conducted interviews with the seven (7) top ranked firms. Following the interviews, the committee resolved to contract with five (5) firms based on the interview process. The committee reviewed the firms experience and proposed staffing plan and resolved to divide the Phase 1 projects between the firms. The proposed CMaR’s are, Core Construction, Reeder General Contractors, Lee Lewis Construction, Authers Building Group, and Crossland Construction.

In order to expedite the construction of the new Transportation Building and associated capital improvements at 6th Avenue Transportation Facility, Main Street Transportation Facility, and Danny Griffin Complex the committee recommends that the project be assigned to Authers Building Group, a previously selected contractor.

CMaR Contractor	Recommended Phase 1 Package	Pre-Construction Fee	Construction Services Fee
Authers Building Group	P14 – Transportation Main Street, 6 th Avenue, & Griffin Complex Construction & Renovations	\$30,000	6.0%

CONSIDERATIONS:

The Administration recommends the award of the 2024 Bond Phase 1 Project (P14) - Transportation Construction and Renovations to Authers Building Group based on proposals and interviews. At the conclusion of the Pre-Construction phase, the project’s final GMP (Guaranteed Maximum Price) will be submitted to the Board of Trustees for final approval.

RECOMMENDATION:

The Superintendent recommends the Award of CMaR Contract Agreement for the 2024 Bond Phase 1 Project (P14), Transportation Construction and Renovations as presented:

If the Board agrees, the motion would read:

“Move to approve Award of CMaR Contract Agreement for the 2024 Bond Program Phase 1 Project (P14) - Transportation Construction and Renovations to Authers Building Group as presented.”

January 30th, 2025

Mansfield ISD 6th Avenue Transportation Service Project

Attn: Garry Walker

Facilities Services Dept.

203 Hillcrest Street

Mansfield, Texas 76063

Mr. Garry Walker,

Thank you again for giving ABG the opportunity to participate in another project with MISD. Per our discussions ABG will provide pre-construction services for this project in the amount of \$30,000.00 and a construction fee of 6%.

This will include all pre-construction deliverables, meeting a minimum of twice per month during the development of the project documents up to the time of issuing bid documents with the architect/design team, to provide clash detection, identify and resolve building system conflicts, constructability issues, as well as cost and scheduling issues. The construction fee of 6% will be assed to the construction of the project. It is our understanding that once the pre-construction is completed for this project a contract will be issued for the construction portion of work. We look forward to kicking off this project very soon. If you have any questions, please let me know.

Thanks,



Brooks Stoy

Vice President

ABG 
AUTHERS BUILDING GROUP
500 Industry Way Suite #10
Prosper, Texas 75078



TITLE: Consideration and Approval of 2024 Bond Program – Early Learner’s Academy Design Development Drawings **DATE:** February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A includes the development and construction of a new Early Learners Academy. The Schematic Design drawings were presented and approved by the Board of Trustees at the December 17, 2024 Board meeting.

The Design Development drawings have been completed by Huckabee after additional reviews with our Construction Manager at Risk, Core Construction, and our MISD design team.

CONSIDERATIONS:

Approve the Early Learners Academy Design Development drawings as presented and authorize the Bond Program Management Team to finalize Construction Drawings.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the 2024 Bond Program – Early Learners Academy Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Early Learners Academy Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package 1 (P1) Worley Middle and Jobe Middle Orchestra Additions
and Capital Improvements Design Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package 1 (P1) includes the development and construction of a new orchestra hall at Worley Middle School and Jobe Middle School. Package 1 also includes capital improvement systems that are at or beyond their life-cycle at both campuses. Huckabee, the district’s architect has met with campus administration, Fine Arts leadership, Reeder General Contractors, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package 1.

CONSIDERATIONS:

Approve Package 1 (P1) Worley Middle School and Jobe Middle School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package 1 (P1) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package 1 (P1) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package 2 (P2) Coble Middle and Howard Middle Orchestra Additions
and Capital Improvements Design Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package 2 (P2) includes the development and construction of a new orchestra hall at Coble Middle School and Howard Middle School. Package 2 also includes capital improvement systems that are at or beyond their life-cycle at both campuses. Huckabee, the district’s architect has met with campus administration, Fine Arts leadership, Lee Lewis Construction, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package 2.

CONSIDERATIONS:

Approve Package 2 (P2) Coble Middle School and Howard Middle School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package 2 (P2) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package 2 (P2) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package 3 (P3) Danny Jones Middle and Wester Middle Orchestra
Additions and Capital Improvements Design Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package 3 (P3) includes the development and construction of a new orchestra hall at Danny Jones Middle School and Wester Middle School. Package 3 also includes capital improvement systems that are at or beyond their life-cycle at both campuses. Huckabee, the district’s architect has met with campus administration, Fine Arts leadership, Reeder General Contractors, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package 3.

CONSIDERATIONS:

Approve Package 3 (P3) Danny Jones Middle School and Wester Middle School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package 3 (P3) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package 3 (P3) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package 15 (P15) Ben Barber Innovation Academy – Frontier STEM,
and Phoenix Academy Additions and Capital Improvements Design
Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package 15 (P15) includes the development and construction of a new high-tech spaces at Ben Barber Innovation Academy – Frontier STEM. Package 15 also includes the replacement of capital improvement systems that are at or beyond their life-cycle at Ben Barber Innovation Academy - Frontier STEM. The Phoenix Academy capital life cycle equipment replacement is also included in Package 15. Huckabee, the district’s architect has met with campus administration, CTE leadership, Core Construction, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package 15.

CONSIDERATIONS:

Approve Package 15 (P15) Ben Barber Innovation Academy – Frontier STEM, and the Phoenix Academy Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package 15 (P15) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package 15 (P15) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package A1 (PA1) Mansfield High School Baseball & Softball Turf
Installation and Construction of Covered Batting Cages Design
Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package A1 (PA1) includes the development, construction, and installation of artificial turf on the baseball and softball fields at Mansfield High School. Package PA1 also includes the construction of covered batting cages, additional equipment storage, scoreboards, and improvements to bullpens. Huckabee, the district’s architect has met with baseball and softball coaches, Athletic Department leadership, Core Construction, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package PA1.

CONSIDERATIONS:

Approve Package A1 (PA1) Mansfield High School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package A1 (PA1) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package A1 (PA1) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package A2 (PA2) Summit High School Baseball & Softball Turf
Installation and Construction of Covered Batting Cages Design
Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package A2 (PA2) includes the development, construction, and installation of artificial turf on the baseball and softball fields at Summit High School. Package PA2 also includes the construction of covered batting cages, additional equipment storage, scoreboards, and improvements to bullpens. Huckabee, the district’s architect has met with baseball and softball coaches, Athletic Department leadership, Lee Lewis Construction, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package PA2.

CONSIDERATIONS:

Approve Package A2 (PA2) Summit High School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package A2 (PA2) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package A2 (PA2) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package A3 (PA3) Legacy High School Baseball & Softball Turf
Installation and Construction of Covered Batting Cages Design
Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package A3 (PA3) includes the development, construction, and installation of artificial turf on the baseball and softball fields at Legacy High School. Package PA3 also includes the construction of covered batting cages, additional equipment storage, scoreboards, and improvements to bullpens. Huckabee, the district’s architect has met with baseball and softball coaches, Athletic Department leadership, Crossland Construction, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package PA3.

CONSIDERATIONS:

Approve Package A3 (PA3) Legacy High School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package A3 (PA3) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package A3 (PA3) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package A4 (PA4) Lake Ridge High School Baseball & Softball Turf
Installation and Construction of Covered Batting Cages Design
Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package A4 (PA4) includes the development, construction, and installation of artificial turf on the baseball and softball fields at Lake Ridge High School. Package PA4 also includes the construction of covered batting cages, additional equipment storage, scoreboards, and improvements to bullpens. Huckabee, the district’s architect has met with baseball and softball coaches, Athletic Department leadership, Crossland Construction, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package PA4.

CONSIDERATIONS:

Approve Package A4 (PA4) Lake Ridge High School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package A4 (PA4) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package A4 (PA4) Design Development drawings as presented.”



TITLE: Consideration and Approval of 2024 Bond Program –
Package A5 (PA5) Timberview High School Baseball & Softball Turf
Installation and Construction of Covered Batting Cages Design
Development Drawings

DATE: February 11, 2025

ACTION

BACKGROUND:

The 2024 Bond Program - Proposition A Package A5 (PA5) includes the development, construction, and installation of artificial turf on the baseball and softball fields at Timberview High School. Package PA5 also includes the construction of covered batting cages, additional equipment storage, scoreboards, and improvements to bullpens. Huckabee, the district’s architect has met with baseball and softball coaches, Athletic Department leadership, Authers Building Group, the Construction Manager at Risk, and the Bond Program staff to develop the Design Development drawings for Package PA5.

CONSIDERATIONS:

Approve Package A5 (PA5) Timberview High School Design Development drawings as presented and authorize the Bond Program Management Team to proceed with the development of construction documents.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees Approve the 2024 Bond Program – Package A5 (PA5) Design Development drawings as presented.

If the Board agrees, the motion will read:

“Move to Approve the 2024 Bond Program – Package A5 (PA5) Design Development drawings as presented.”

February 2025 District Dashboard Summary Report

1. Vision 2030			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
1.1 % Reading on level at the beginning of 3rd grade			3-8
2. Curriculum and Instruction			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
2.1 % of 4th/6th/8th Grade on or Above Level Per MAP Reading			9-11
2.2 % of 4th/6th/8th Grade on or Above Level Per MAP Math			12-13
3. Student Services			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
No Scheduled Reports			
4. Technology			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
4.1 % Critical Systems Scheduled Uptime			14-15
5. Human Resources			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
5.3.2 Principal and Director Satisfaction with HR			16-17
6. Communications and Marketing			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
6.1 # MISD Positive Publicity Media Hits			18-20
6.3 Revenue Generated			21-24
7. Facilities and Operations			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
No Scheduled Reports			
8. Business Services			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
No Scheduled Reports			
9. Safety and Security			
Dashboard Measure	Status	Mid-Course Correction	Report Page #
9.1 % Police Presentations Per Month			25-26

Above Goal

At Goal

Near Goal

Below Goal

EC Accountability

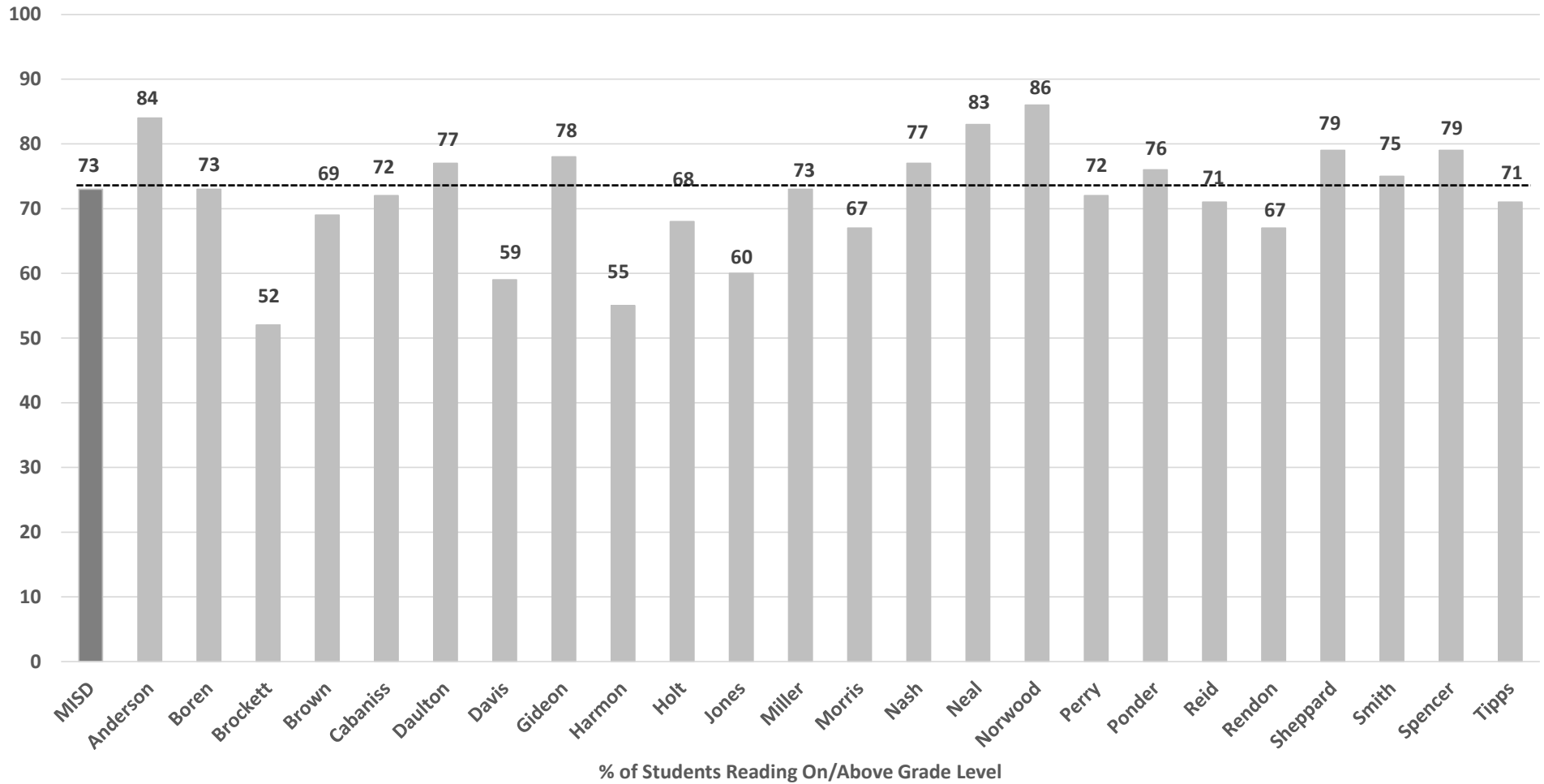
February 2025

340

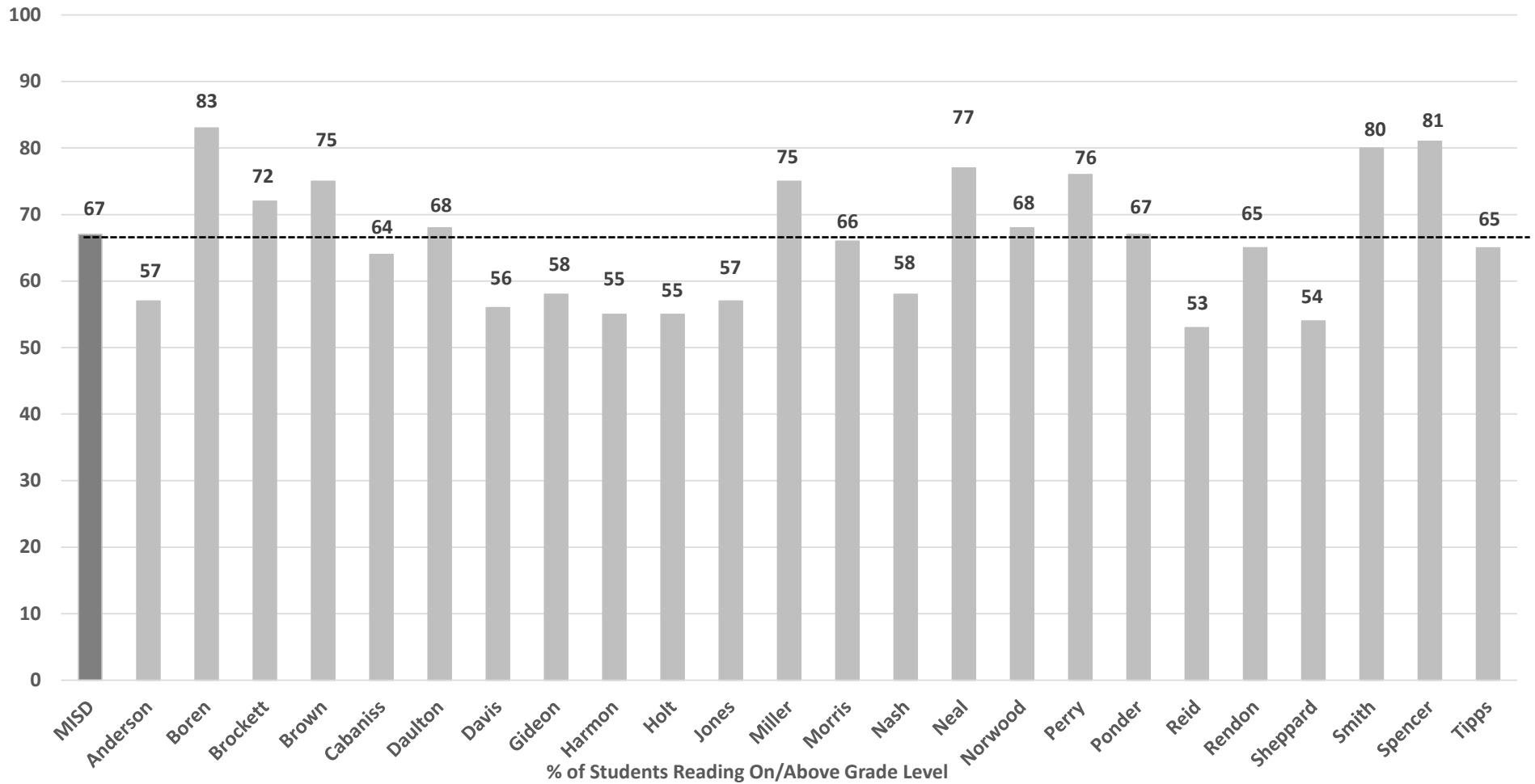
2024-2025 MISD Dashboard

Department	Key Strategic Measures												Data Collected, Managed, and Reported by
Vision 2030 Guiding Statements	1.1 % Reading on level at the beginning of 3rd grade 1.2 % of students mastering Algebra 2 1.3 % of students graduating Life Ready 1.4 % of students graduating College and/or Career Ready												Fernando Benavides Dr. Tiffanie Spencer Dr. Georgie Swize Dr. Tameka Patton Dr. Marcus Brannon Kristi Cobb
Leading Indicator Measure	Reported By	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
1.1 % Reading on level at the beginning of 3rd grade	Dr. Swize		X				X				X		341
1.2 % of students mastering Algebra 2	Dr. Swize			X		X		X		X	X		
1.3 % of students graduating Life Ready	Dr. Spencer										X		
1.4 % of students graduating College and/or Career Ready	Mr. Benavides					X							X

Guiding Statement #1 – KINDER MOY mCLASS

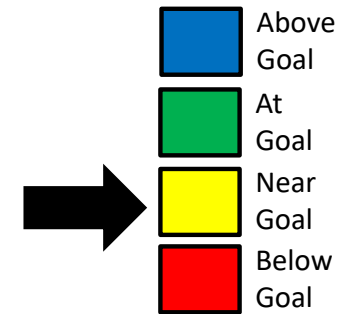
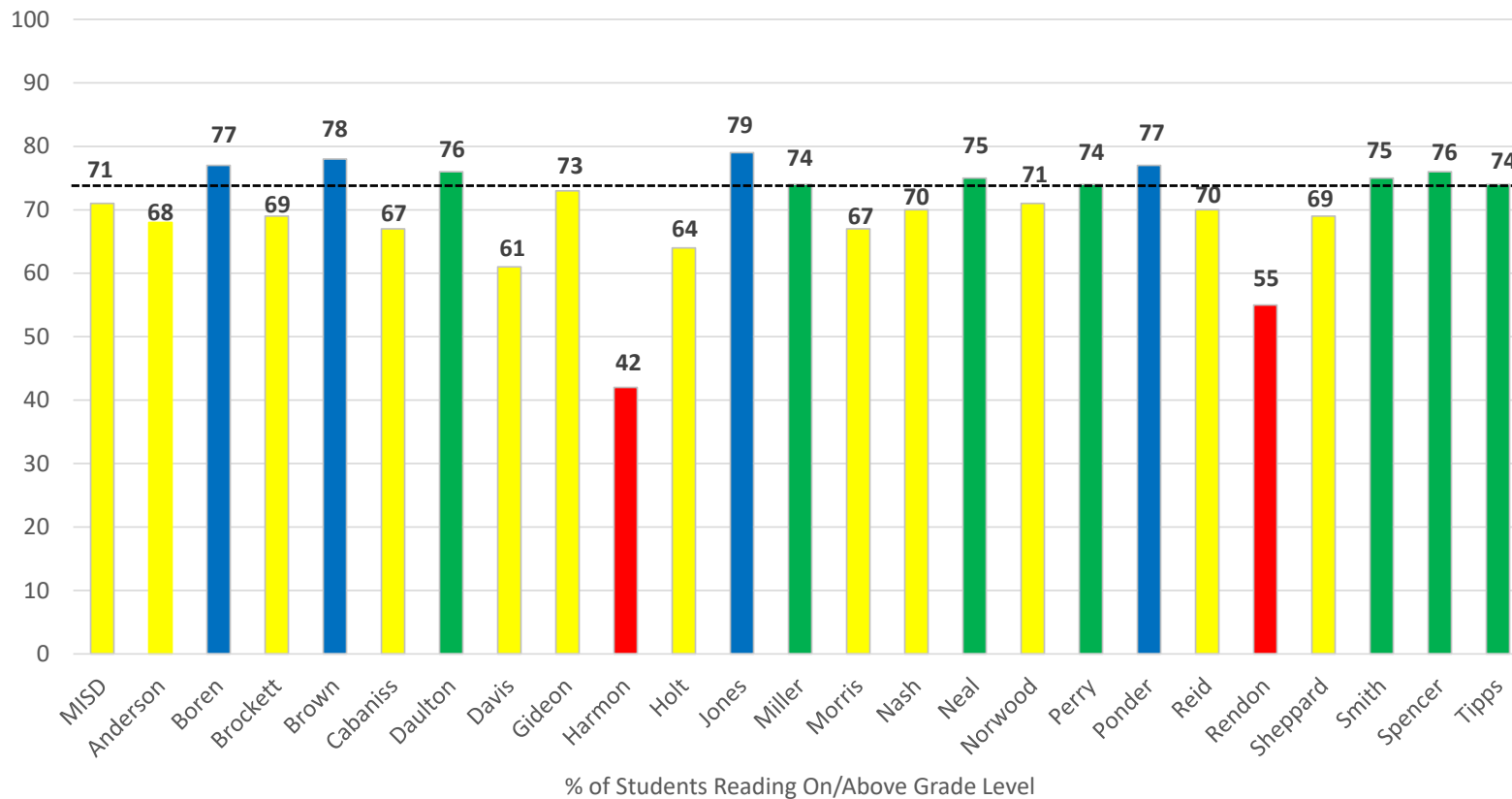


Guiding Statement #1 – 1st Grade MOY mCLASS

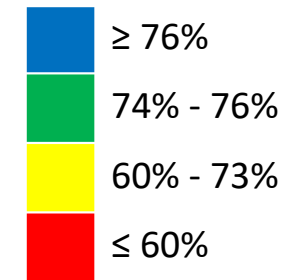


1.1 % Reading on Level at The Beginning of 3rd Grade

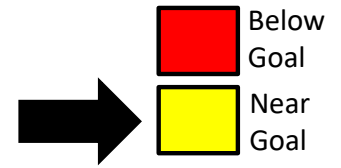
2nd Grade MOY mCLASS



Final 2023-2024 Status for this Measure

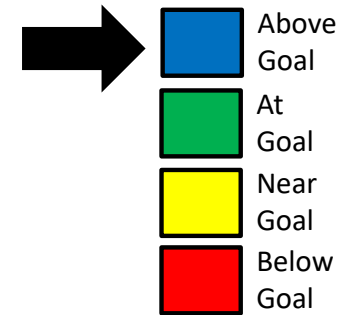


1.1 % Reading on Level at The Beginning of 3rd Grade

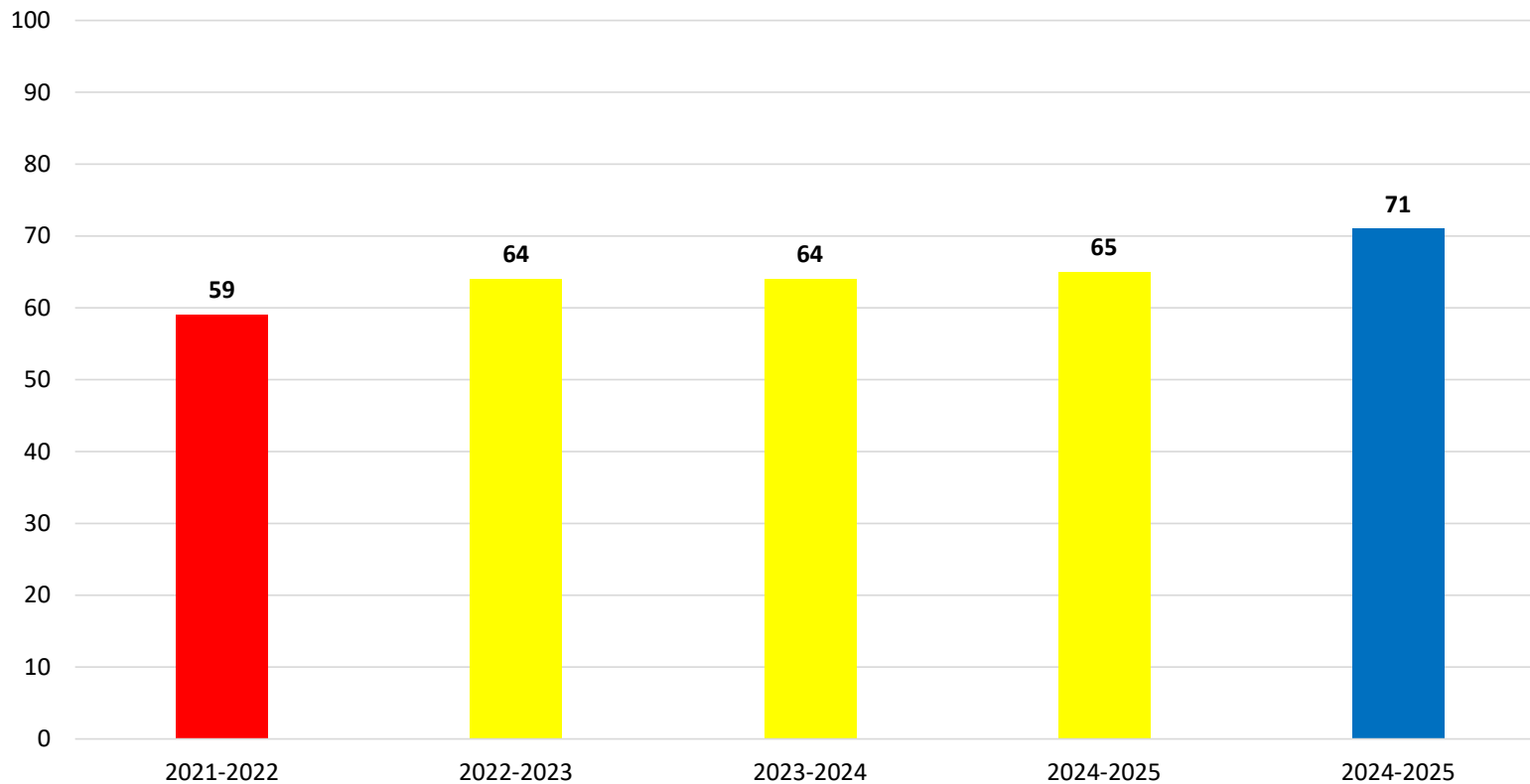


- **What is the problem?** Only 71% of the district's 2nd grade students are on / above reading benchmark for MOY assessment. Data is near goal (74%).
- **Impact statement of the problem:** COA Accountability shows that most campuses, except for eleven, are near or below goal.
- **Action to be taken:** Continue with Guiding Statement #1 Action Plan for all assistant principals to “Lead For Literacy” on their campus. K-2 C&I Team will support assistant principals through instructional walks, coaching and curriculum training.
- **When will you give your team and executive council an update?**
May 2025

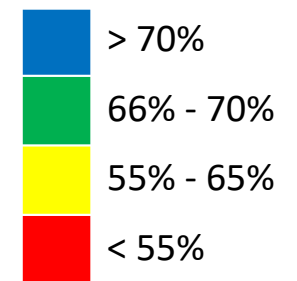
1.1 % Reading on Level at The Beginning of 3rd Grade



MOY 2nd Grade Trend Data Amplify mCLASS

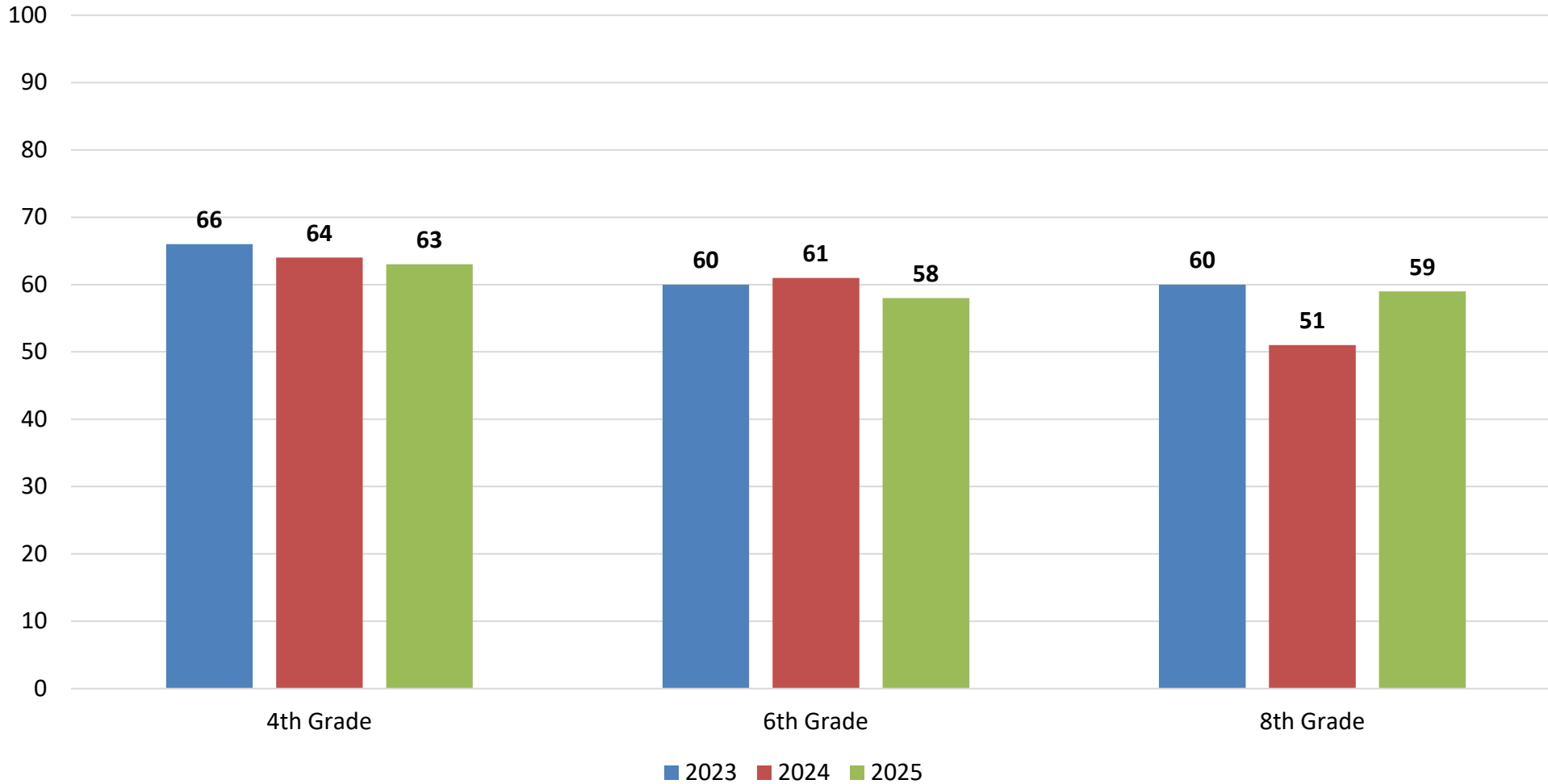
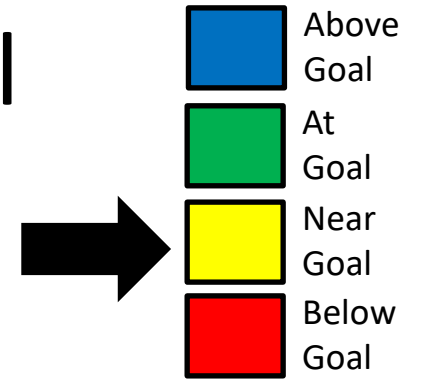


Ramp-Up (BOY / MOY)

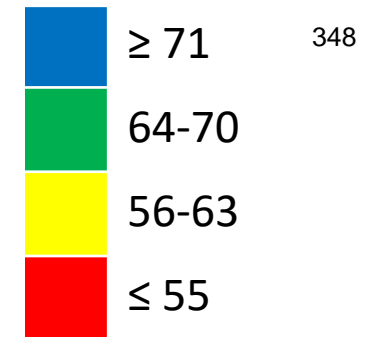


Department	Key Strategic Measures											Data Collected, Managed, and Reported by	
Curriculum and Instruction – Focus on Student Academic Success	2.1 % of 4th/6th/8th grade on or above level per MAP Reading 2.2 % of 4th/6th/8th grade on or above level per MAP Math 2.3 % Completing Student Scorecard											Fernando Benavides Dr. Tiffanie Spencer Dr. Georgie Swize Dr. Tameka Patton Dr. Marcus Brannon Kristi Cobb	
Leading Indicator Measure	Reported By	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
2.1 % of 4th/6th/8th grade on or above level per MAP Reading	Dr. Swize		X				X				X		
2.2 % of 4th/6th/8th grade on or above level per MAP Math	Dr. Swize		X				X				X		347
2.3 % Completing Student Scorecard	Dr. Spencer										X		

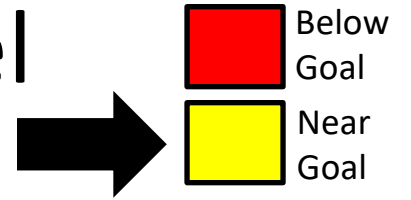
2.1 % of 4th/6th/8th Grade on or Above Level Per MAP Reading



Status for this Measure



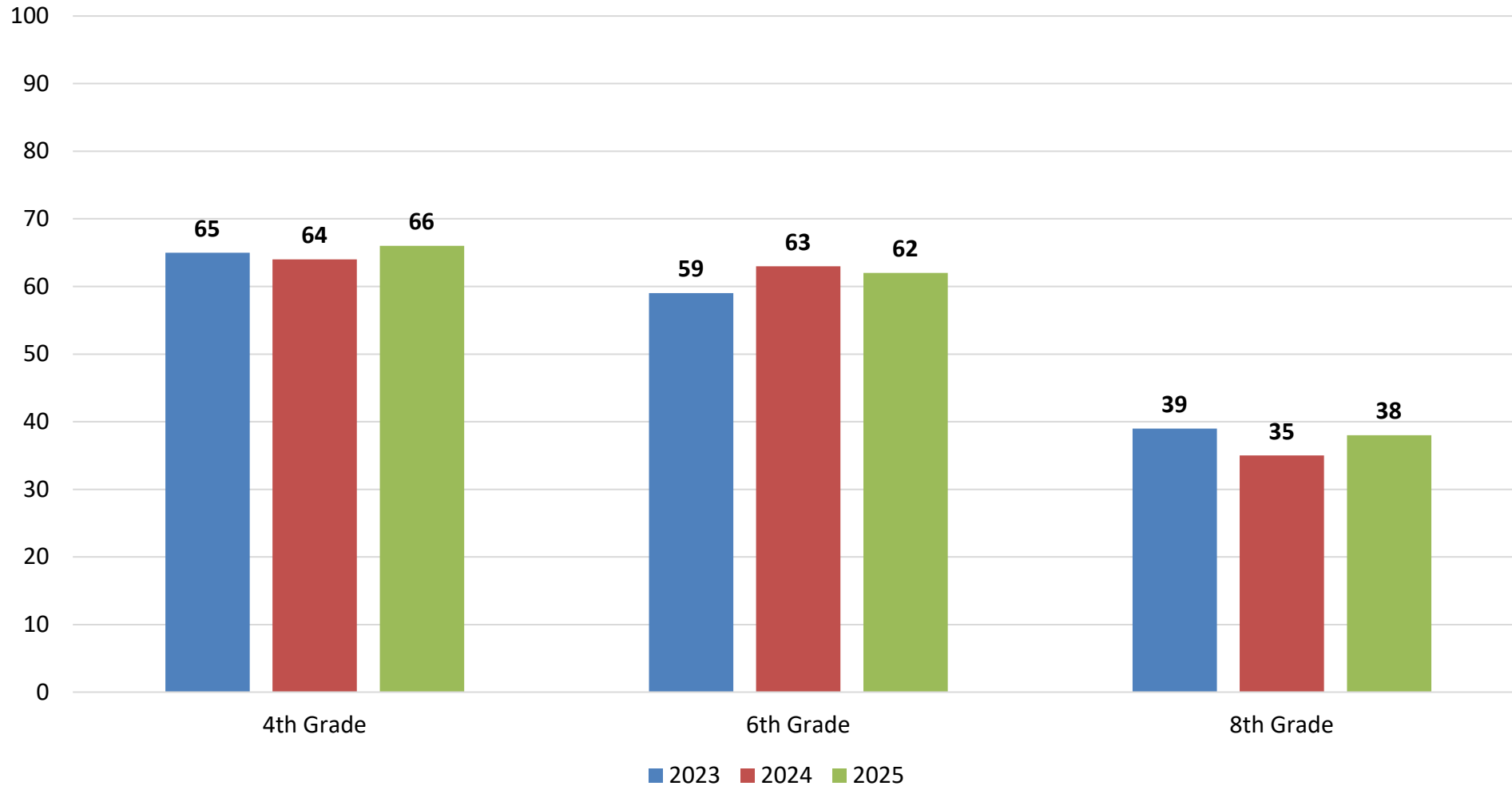
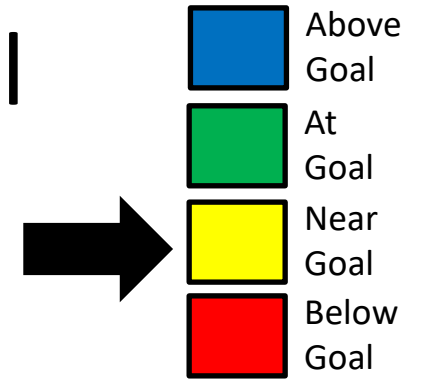
2.1 % of 4th/6th/8th Grade on or Above Level Per MAP Reading



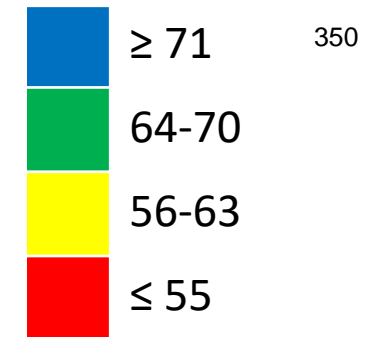
- **What is the problem?** Students in grade 4,6, and 8 are performing below grade level on the Reading MAP assessment. However, 8th grade has improved from last year.
- **Impact statement of the problem:** 8th has increased from last year by 8 percentage points. 4th and 6th grades are similar to where they were at this time last year. They are very close to the goal. More supports and training needed for campuses to close this gap.
- **Action to be taken:** We will be looking at specific SE's from the assessments to look at and tweak our Tier 1 curriculum. Provide training and resources to staff. We will also compare this data with STAAR data to ensure students are reaching their full potential.
- **When will you give your team and executive council an update?**
Ongoing for 24-25

349

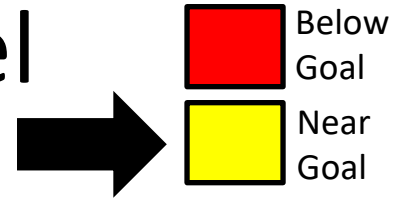
2.2 % of 4th/6th/8th Grade on or Above Level Per MAP Math



Status for this Measure



2.2 % of 4th/6th/8th Grade on or Above Level Per MAP Math

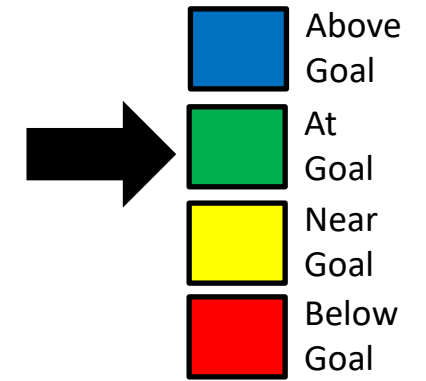
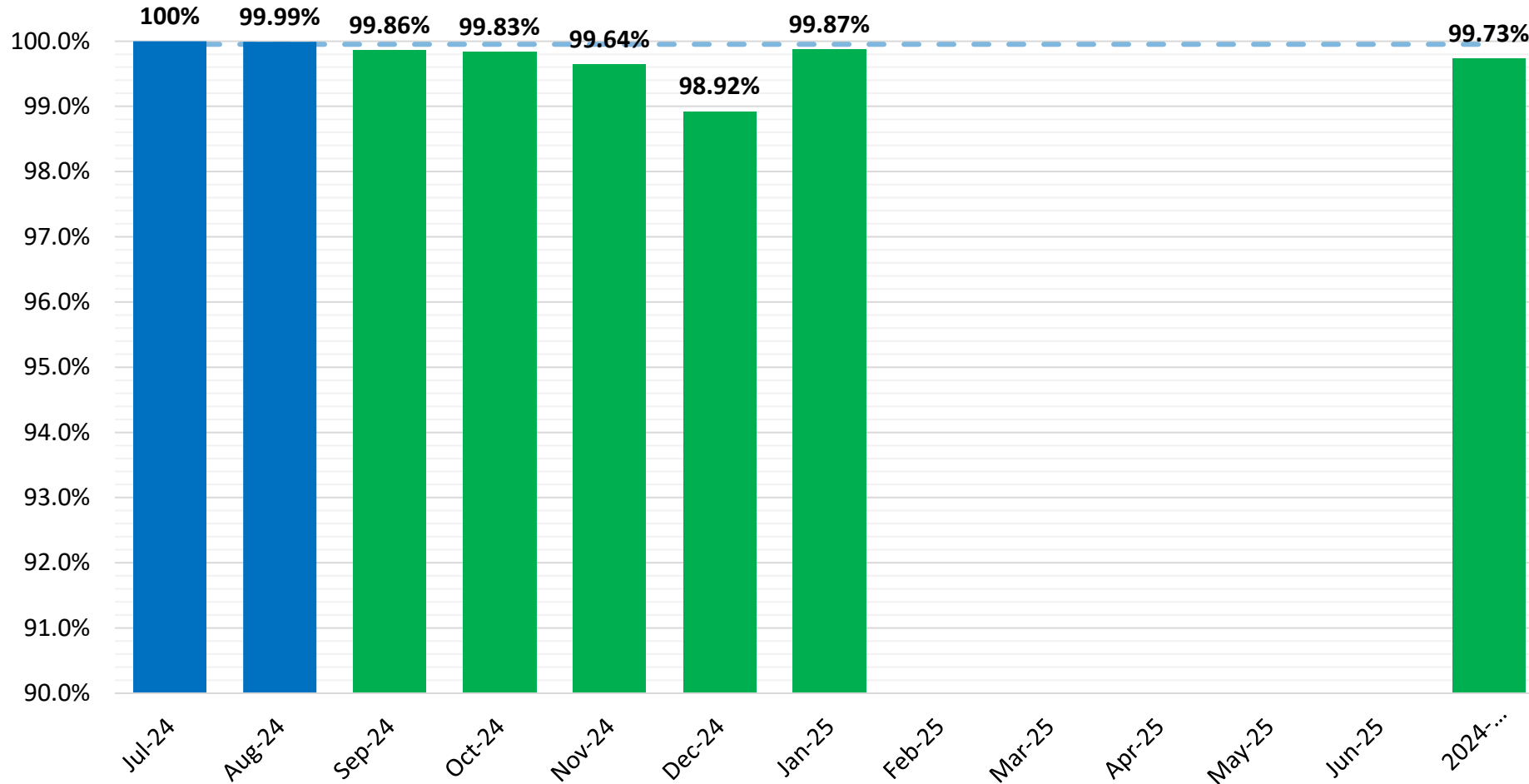


- **What is the problem?** Students in grade 8 are performing below grade level on the Math MAP assessment. 6th grade is performing near the goal.
- **Impact statement of the problem:** 8th has increased slightly from this time last year. 4th and 6th grades are similar to where they were at this time last year. We also must keep in mind 8th graders taking Algebra I are not included in MAP scores. More supports and training needed for campuses.
- **Action to be taken:** We will be looking at specific SE's from the assessments to look at and tweak our Tier 1 curriculum. Provide training and resources to staff. We will also compare this data with STAAR data to ensure students are reaching their full potential.
- **When will you give your team and executive council an update?**
Ongoing for 24-25

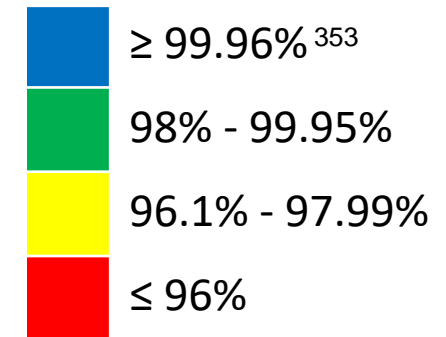
351

Department		Key Strategic Measures											Data Collected, Managed, and Reported by	
Technology – Focus on Excellence and Equity in Technology		4.1 % Critical Systems Scheduled Uptime 4.2 % Work Orders Completed within 7 Business Days 4.3 Cybersecurity: Uncompromised End-Points											Shawntee' Cowan	
Leading Indicator Measure		Reported By	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
4.1 % Critical Systems Scheduled Uptime		Mrs. Cowan	X	X	X	X	X	X	X	X	X	X	X	X
4.2 % Work Orders Completed within 7 Business Days		Mrs. Cowan	X		X		X		X		X		X	X
4.3 Cybersecurity: Uncompromised End-Points		Mrs. Cowan	X		X		X		X		X		X	X

4.1 % Critical Systems Scheduled Uptime



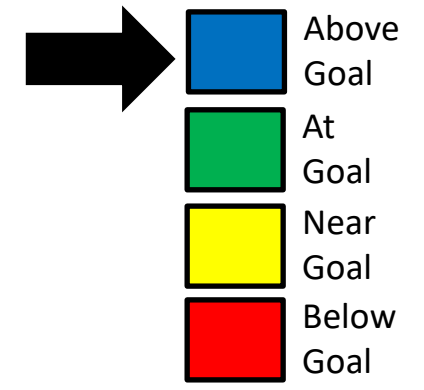
Status for this Measure



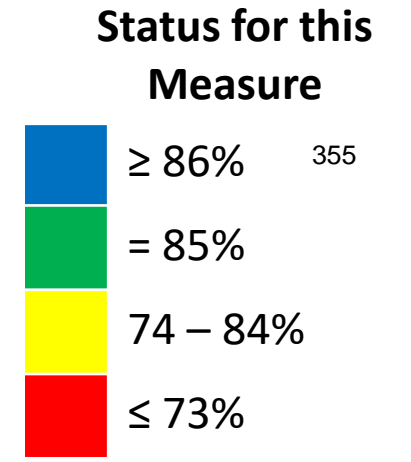
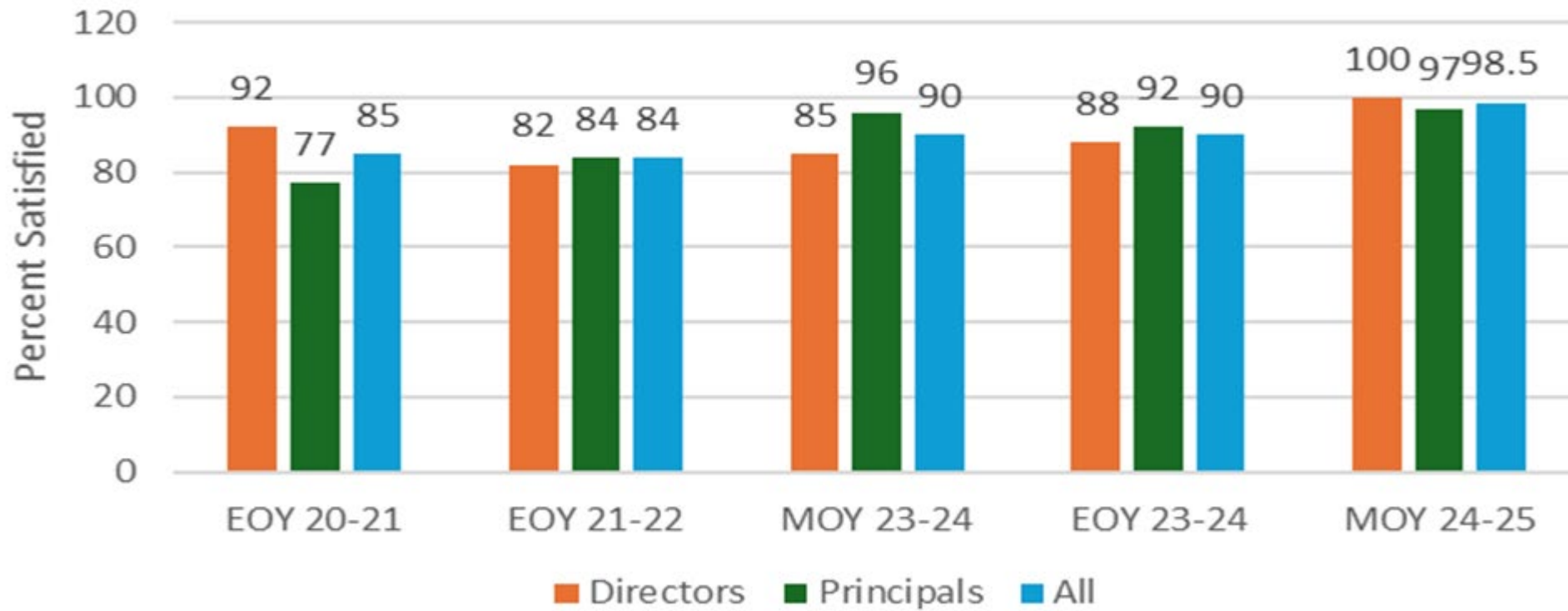
Goal: $\geq 99.95\%$

Department	Key Strategic Measures											Data Collected, Managed, and Reported by	
Human Resources – Focus on Teacher Retention, Top Ranking Salaries, & Customer Satisfaction	5.1 % Teacher Retention Rate 5.2 Teaching staff reflects diversity of student population - % Gap 5.3 Staff Survey - % Satisfied											Dr. Jennifer Stoecker	
Leading Indicator Measure	Reported By	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
5.1 % Teacher Retention Rate	Dr. Stoecker							X					
5.2.1 Teacher diversity reflecting student diversity	Dr. Stoecker												354
5.2.2 Recruitment Efforts	Dr. Stoecker		X										
5.3.1 Staff Survey - % Satisfied	Dr. Stoecker										X		
5.3.2 Principal and Director Satisfaction with HR	Dr. Stoecker						X					X	
5.3.3 Quarterly HR training for Principals/Directors	Dr. Stoecker										X		

5.3.2 Principal and Director Satisfaction with HR



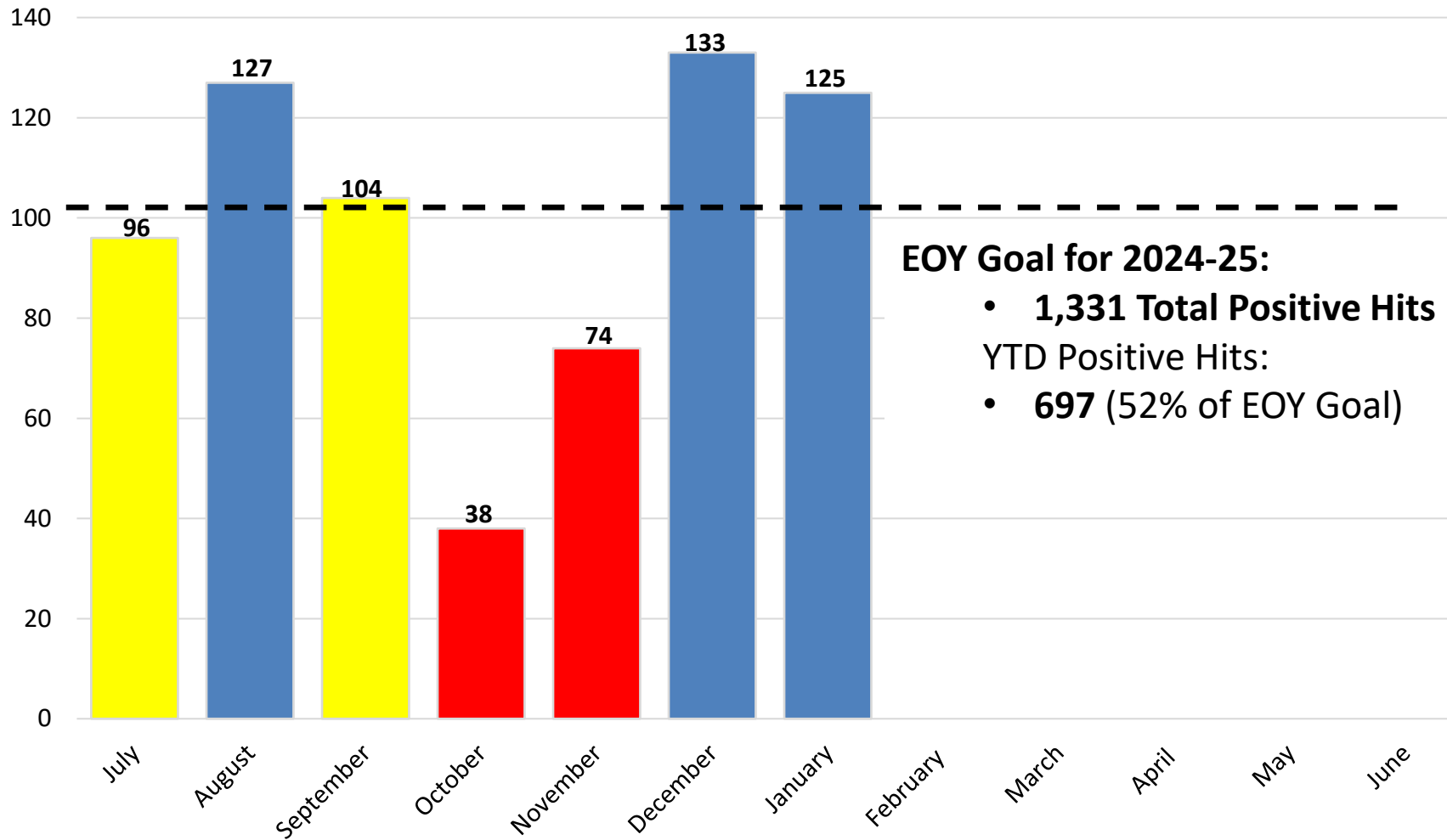
Director/Principal Satisfaction Survey Results



HR will achieve and maintain an 85% overall satisfaction rating from Directors and Principals.

Department		Key Strategic Measures											Data Collected, Managed, and Reported by	
Communications and Marketing – Focus on Customer Engagement		6.1 # MISD Positive Publicity Media Hits 6.2 ACE Summer Rd & Math Progress % 6.3 Revenue Generated											Laura Jobe	
Leading Indicator Measure		Reported By	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
6.1 # MISD Positive Publicity Media Hits		Mrs. Jobe			X			X		X		X		
6.2 Provide academic support in the areas of mathematics and reading/language arts to ensure that 80% or more of our regular (attend ACE 45+ days or more) student participants show academic progress by the end of summer programming. (updated measure)		Mrs. Jobe										X	X	356 X
6.3 Increase revenue generated through advertising, MISD Education Foundation and QUEST Program.		Mrs. Jobe			X			X		X		X		

6.1 # MISD Positive Publicity Media Hits

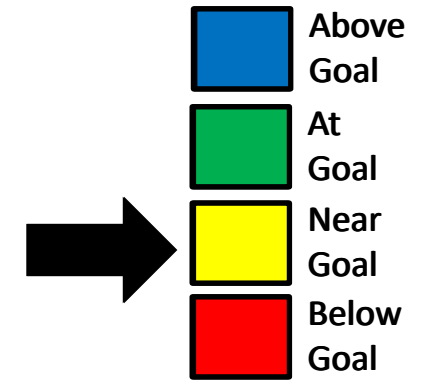
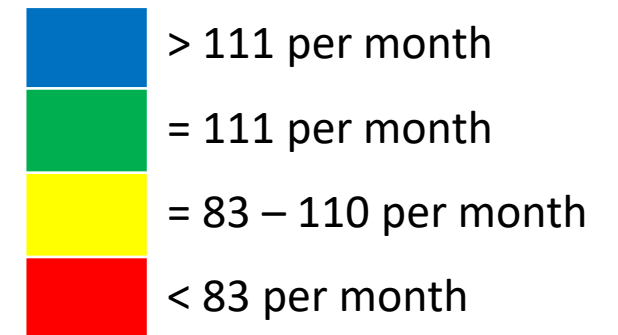


EOY Goal for 2024-25:

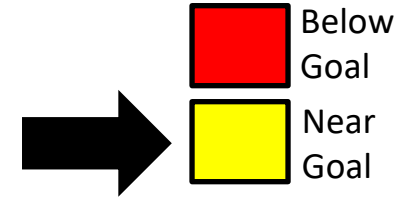
- **1,331 Total Positive Hits**
- **YTD Positive Hits: 697 (52% of EOY Goal)**

Target Monthly Average:
111 hits
YTD Monthly Average: 100 hits ³⁵⁷

Status for this Measure



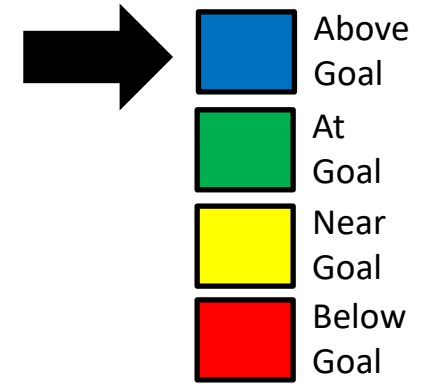
6.1 # MISD Positive Publicity Media Hits



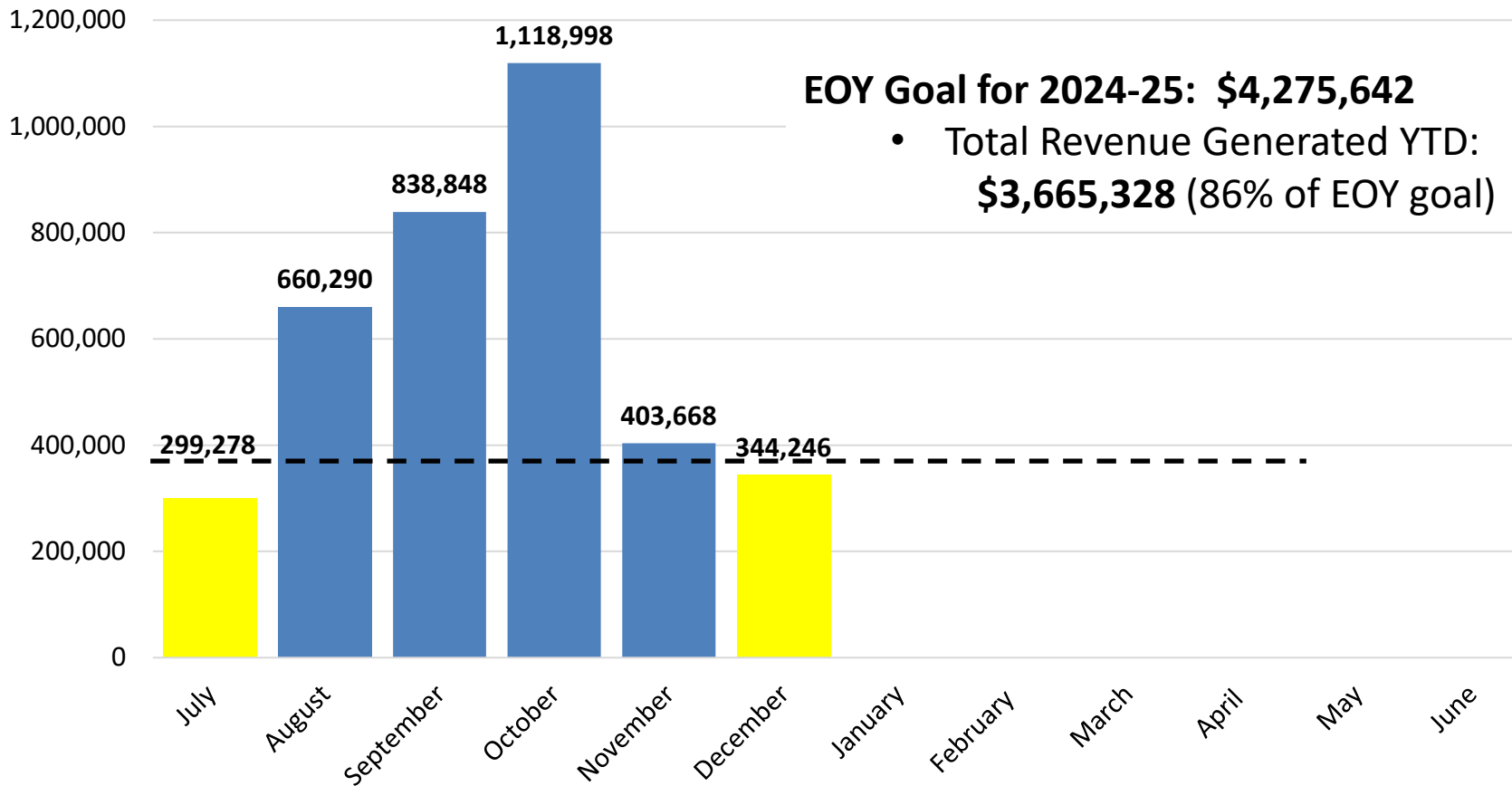
- **What is the problem?** YTD monthly average for positive hits is slightly under goal.
- **Impact statement of the problem:** Numbers can fluctuate greatly month to month. Recent trend is positive.
- **Action to be taken:** We will continue to monitor, but no action is necessary at this time.
- **When will you give your team and executive council an update?**
April 2025

358

6.3 Increase Revenue Generated Through Advertising, MISD Education Foundation and QUEST Program.



Total Revenue Generated by Month



EOY Goal for 2024-25: \$4,275,642

- Total Revenue Generated YTD: **\$3,665,328** (86% of EOY goal)

Target Monthly Average:

\$356,304

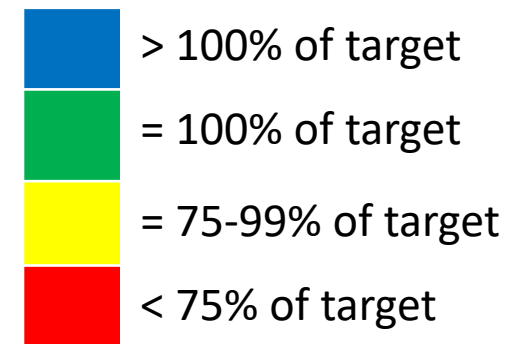
YTD Monthly Average:

\$610,888

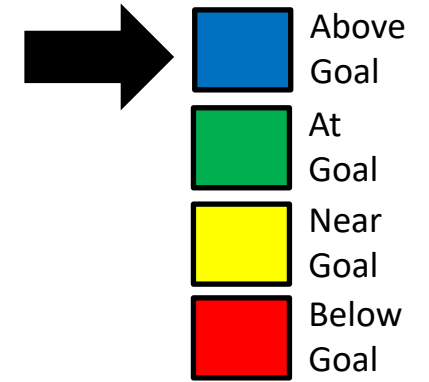
(171% of Target)

359

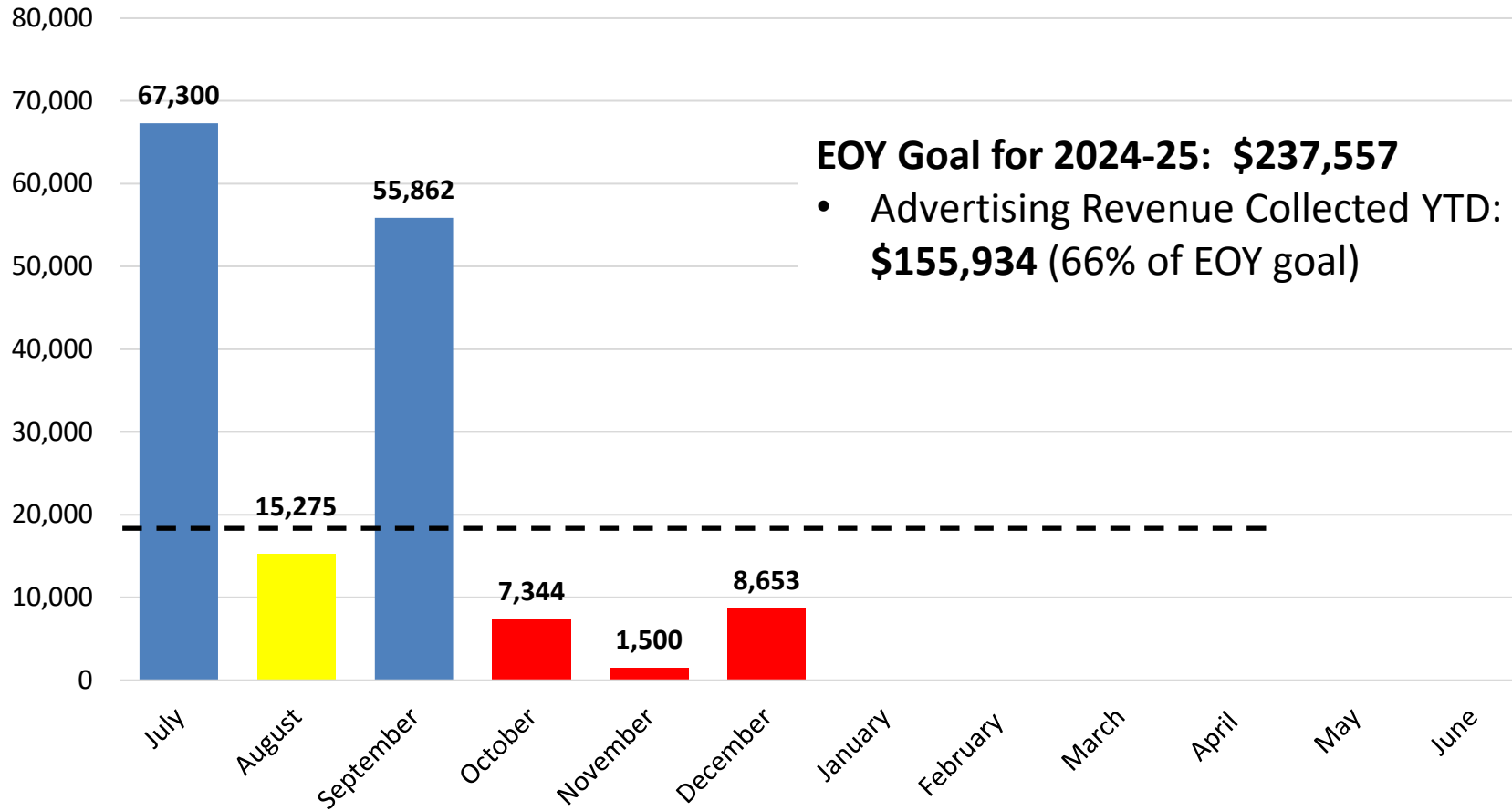
Status for this Measure



6.3.1 Increase Advertising and Sponsorship Revenue



Advertising Revenue Collected by Month



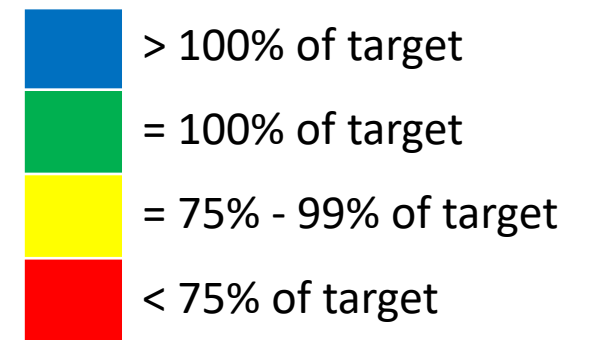
EOY Goal for 2024-25: \$237,557

- Advertising Revenue Collected YTD: **\$155,934** (66% of EOY goal)

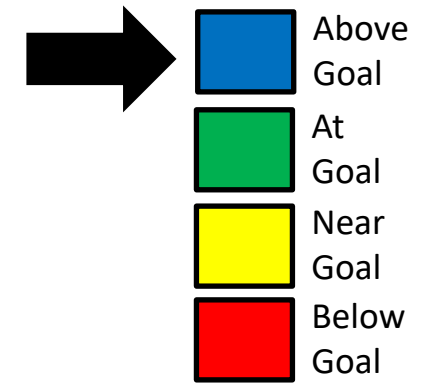
Target Monthly Average: **\$19,796**

YTD Monthly Average: \$25,989
360
(131% of Target)

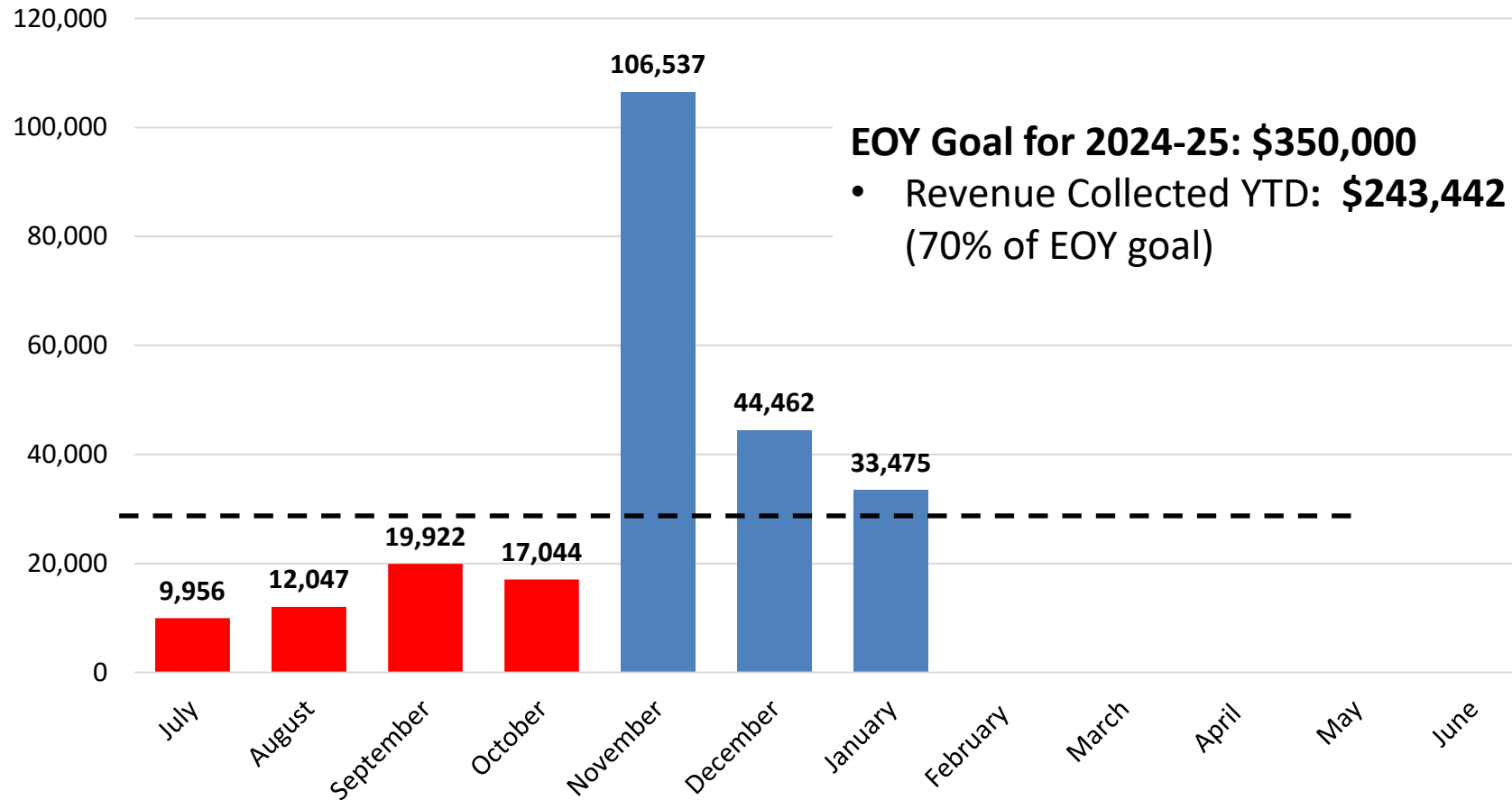
Status for this Measure



6.3.2 Increase Education Foundation Revenue Collected

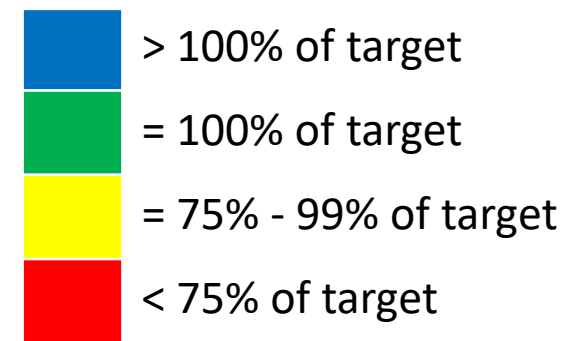


Education Foundation Revenue

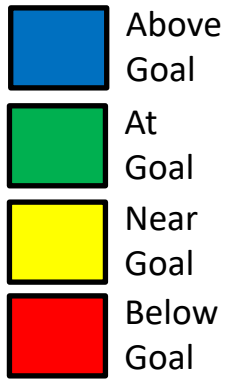
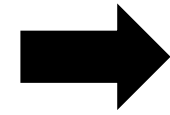


Target Monthly Average:
\$29,166
YTD Monthly Average:
\$34,778 ³⁶¹
(119% of Target)

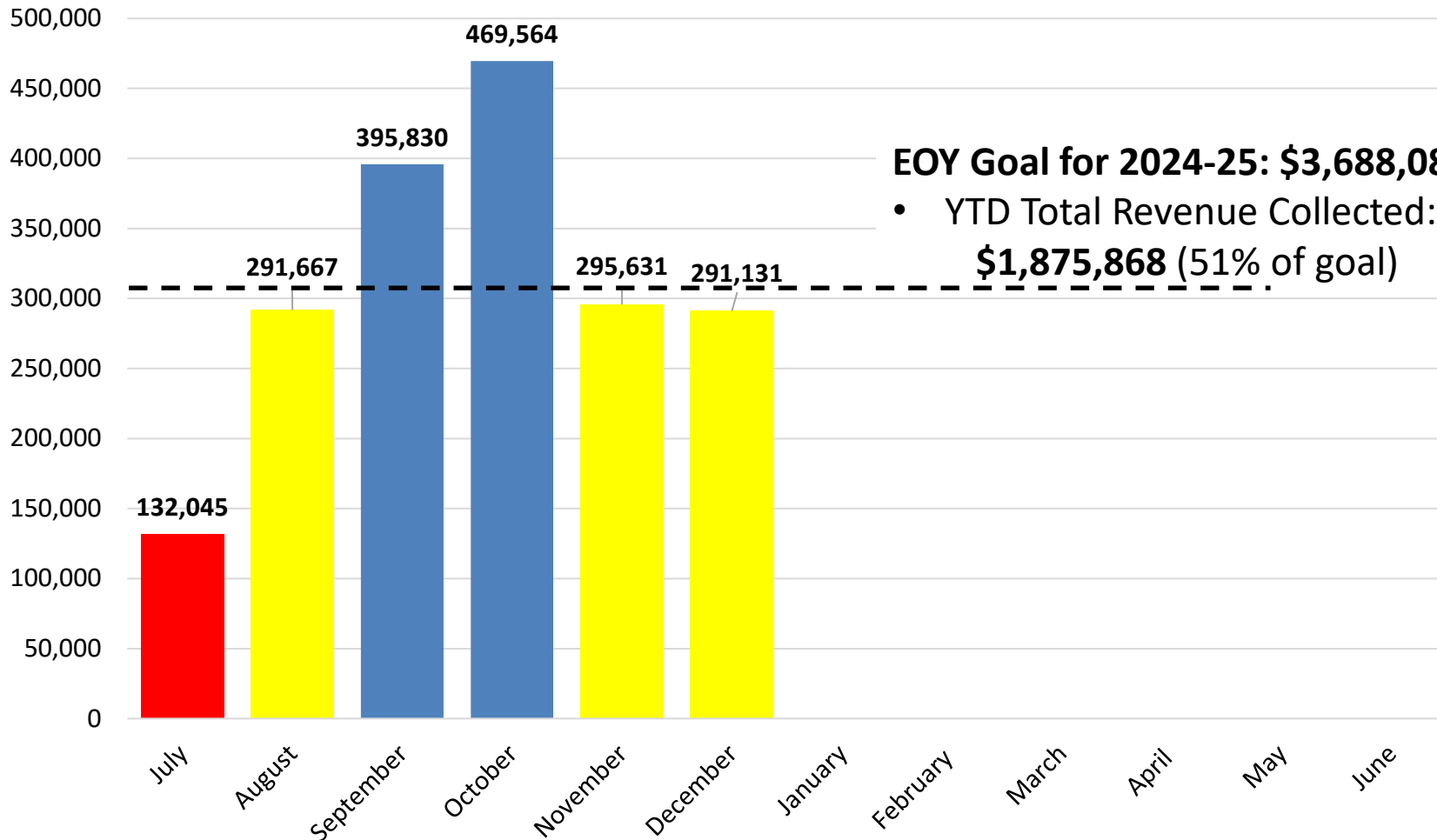
Status for this Measure



6.3.3 Increase Revenue Generated by QUEST



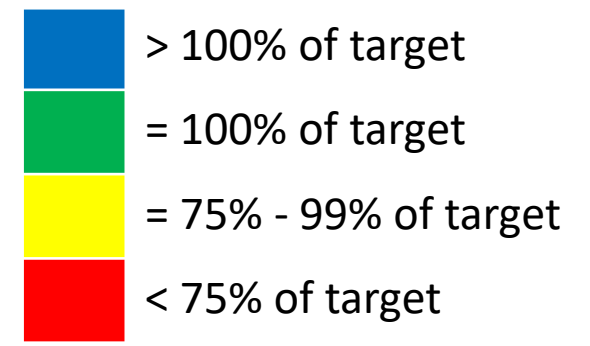
QUEST Revenue



EOY Goal for 2024-25: \$3,688,085
 • YTD Total Revenue Collected: **\$1,875,868 (51% of goal)**

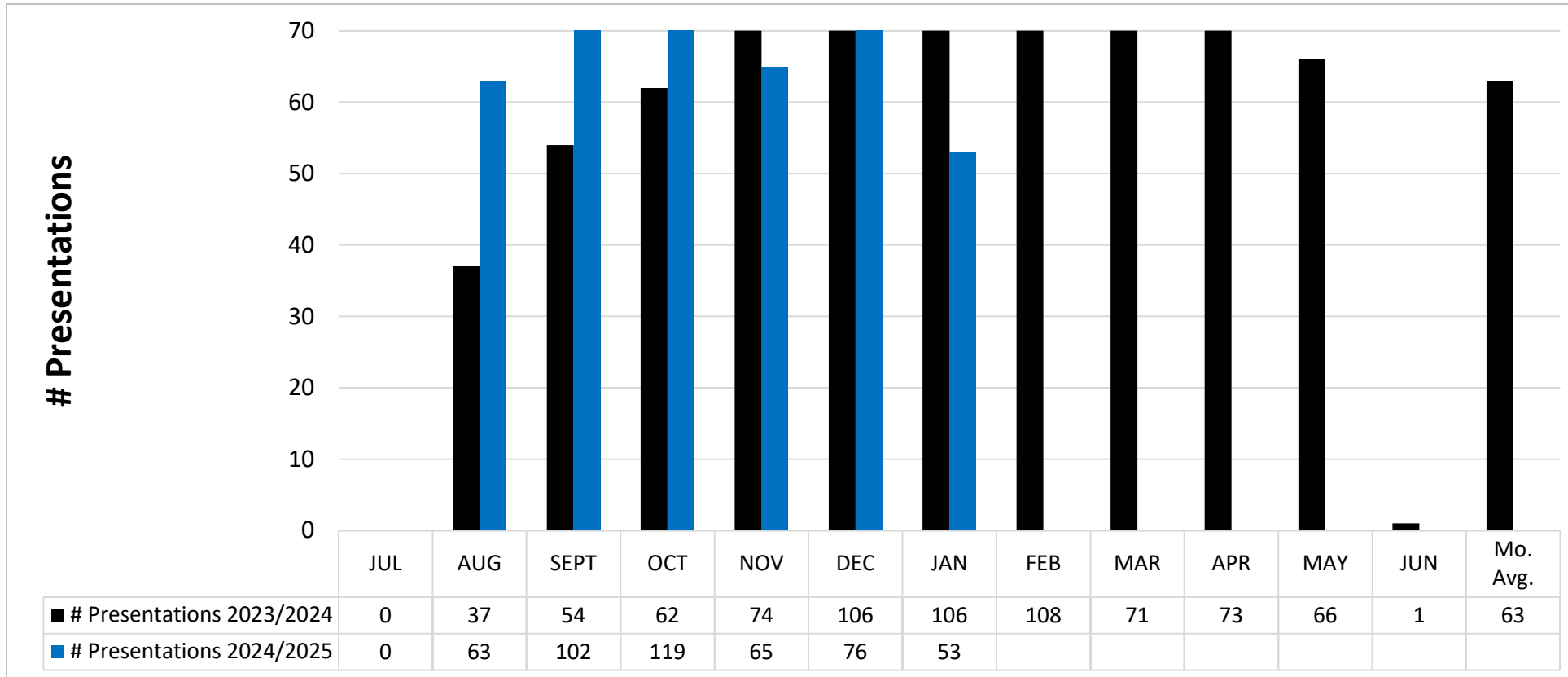
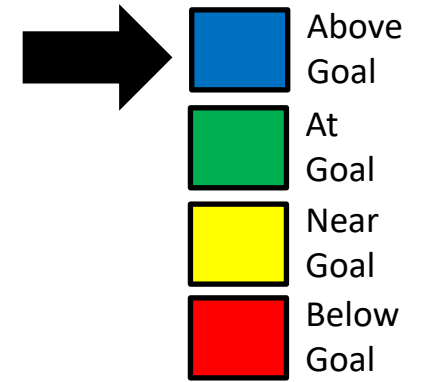
Target Monthly Average: **\$307,340**
YTD Monthly Average: \$312,645 ³⁶²
(102% of Target)

Status for this Measure

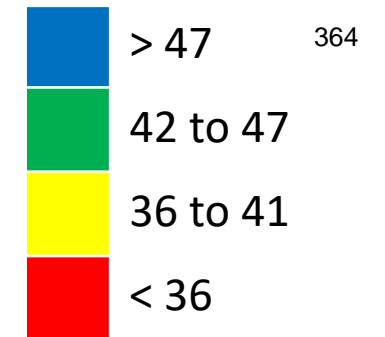


Department		Key Strategic Measures											Data Collected, Managed, and Reported by	
Safety and Security		9.1 % Police Presentations Per Month 9.2 % District Physical Security Audit 9.3 % Police Force Meeting TCOLE Standards											Chief Greg Minter Britney Fortner	
Leading Indicator Measure		Reported By	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
9.1 % Police Presentations Per Month		Chief Minter	X	X	X	X	X	X	X	X	X	X	X	X
9.2 % District Physical Security Audit		Mrs. Fortner					X					X		
9.3 % Police Force Meeting TCOLE Standards		Chief Minter					X							363 X

9.1 % Police Presentations Per Month



Status for this Measure



- The Police Department currently has MISD officers covering all of the 48 campuses. Our goal is that each campus based officer conduct at least 1 presentation per month.
- Police presentations consist of student, staff, or community presentations.

MANSFIELD ISD BOARD OF TRUSTEES / SUPERINTENDENT KEY STRATEGIC MEASURES

Goal 1: Remains focused on the Board's goals and priorities, annually evaluating its performance as a team, with attention given to the district's vision and goals; fulfilling the board's duties, responsibilities, and commitments; and the board's working relationship with the superintendent.

Goal 2: Ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools

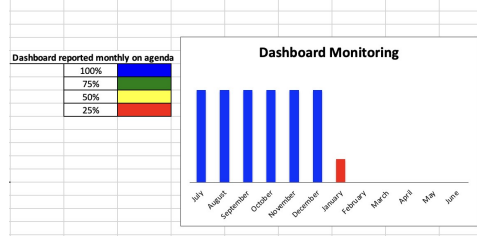
FEBRUARY 2025 Board Dashboard Summary Report

#	Dashboard Measure	Status	Correction Needed	Report #
1.1	% Reading on Level by start of 3rd grade	74%		
1.2	% of students mastering Algebra 2	74%		
1.3	% of students Life Ready	63%		
1.4	% of students graduating College and/or Career Ready	96.50%		
2. Vision and Goals				
#	Dashboard Measure	Status	Correction Needed	Report #
2.1	Focus on Monitoring Board Dashboard on a Monthly Basis			1
2.2	Results for Qualifying Student Groups in Domain 3 Meet or Exceed the State Threshold for Reading and Math	No report		
2.3.1	Superintendent in Community			2
2.3.2	Visibility on School Campuses			3
3. Systems and Processes				
#	Dashboard Measure	Status	Correction Needed	Report #
3.1	System Reports		2 of 6 system reports made this year	4
3.2	Board Member Required Training			5
3.3	Student Focused Agenda			6
3.4	Length of Board Meetings			7
3.5	Length of Executive Session			8
4. Progress and Accountability				
#	Dashboard Measure	Status	Correction Needed	Report #
4.1	Board Committees		Reported out from committee work at August work session	9
4.2	Keeping Board Operating Procedures Up-to-Date and Being Followed		No meeting in October 2024, met in January 2025	10
5. Advocacy and Engagement				

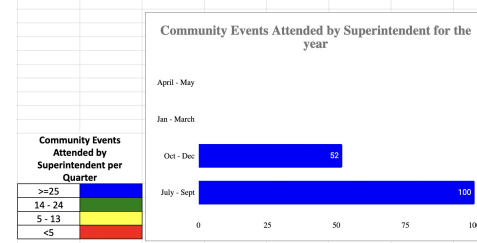
#	Dashboard Measure	Status	Correction Needed	Report #
5.1	Community Conversations	Red	Community Conversations relaunched as Feedback Forums 2024-2025 year; 2 of 9 conducted	11
5.2	Board Members Visible at School Events	Blue		12
5.3	Board Members Visible at Community Events	Yellow		13
5.4	Local Elected State Officials are Informed of MISD Legislative Priorities	Blue		14
6. Synergy and Teamwork				
#	Dashboard Measure	Status	Correction Needed	Report #
6.1	Team of 8/Progress Meetings	Blue		15
6.2	Board Member Partnership/ Buddy	Red	Need to increase number of partnership activities	16
7. Safety and Security				
#	Dashboard Measure	Status	Correction Needed	Report #
7.1	Background Check	Blue	Complete	
7.2	Safety and Security Trainings	NO REPORT		

1. Guiding Statements. * Data from December 2024 and January 2025

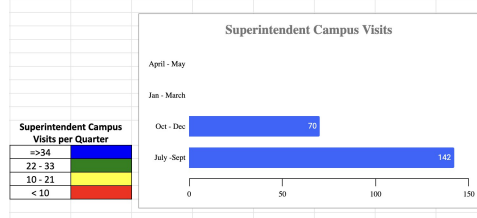
Report #1



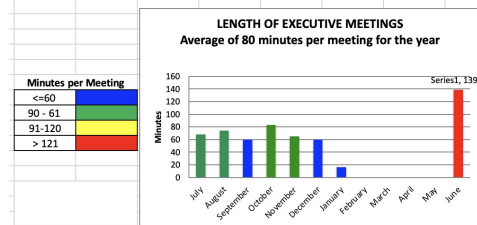
Report #2



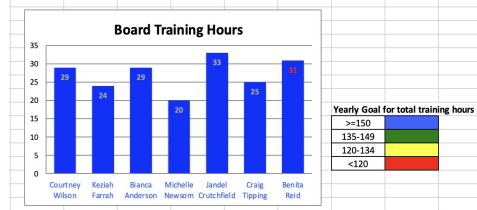
Report #3



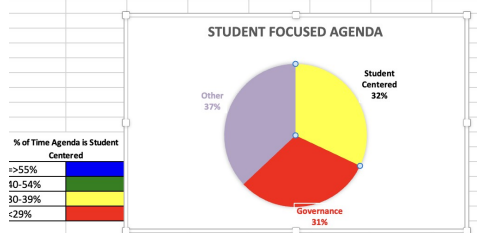
Report #4



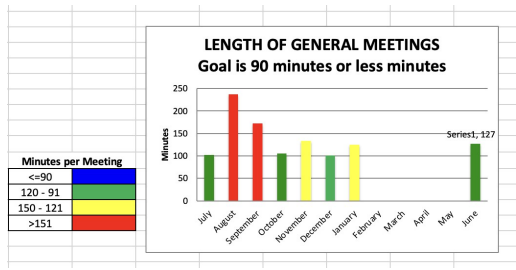
Report #5



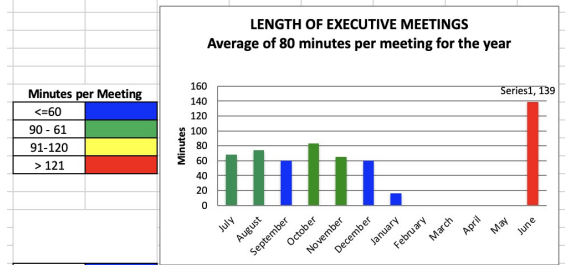
Report #6



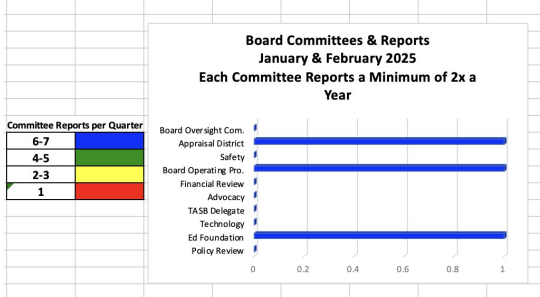
Report #7



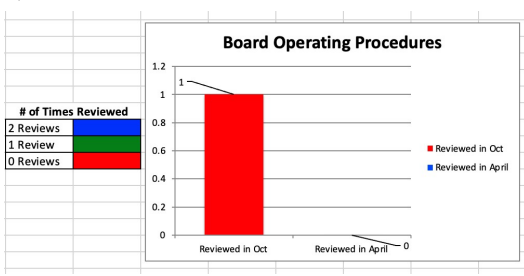
Report #8



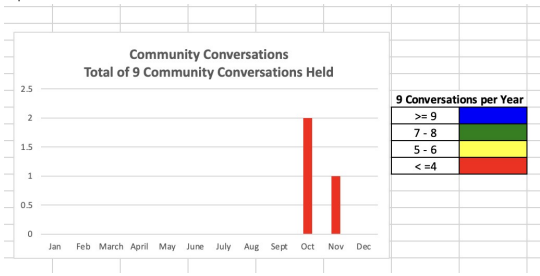
Report #9



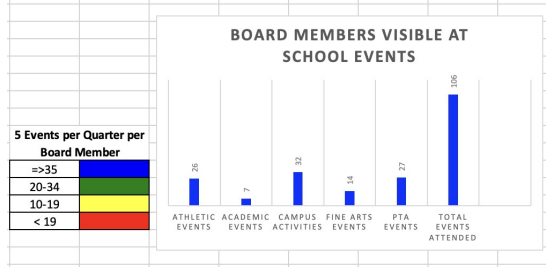
Report #10



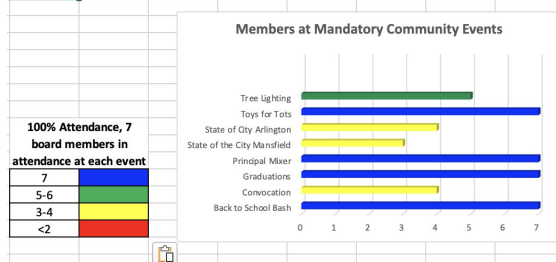
Report #11



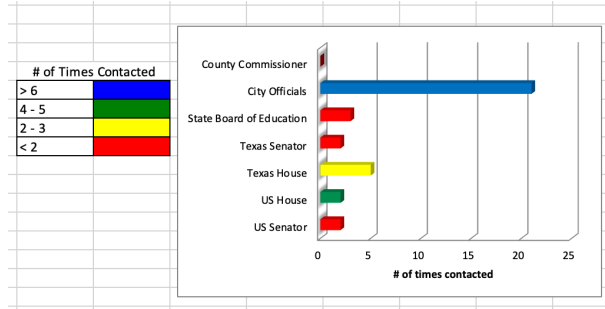
Report #12



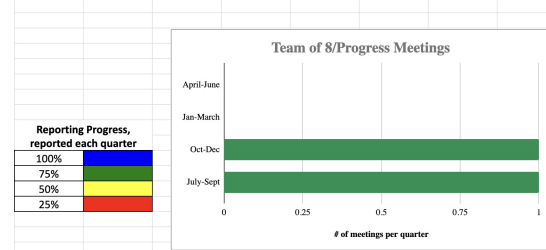
Report #13



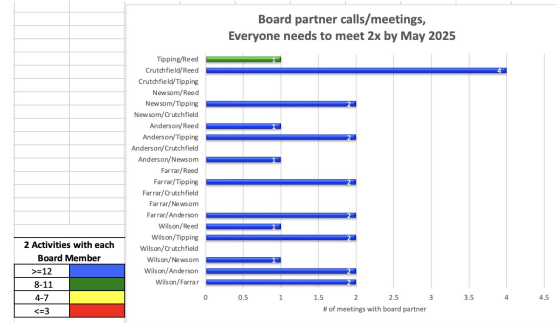
Regular #14



Report #15



Report #16





TITLE: Enrollment Report

DATE: February 11, 2025

INFORMATION

BACKGROUND:

Mansfield Independent School District student enrollment was 35,332 on February 6, 2025. The attached exhibit presents the grade-by-grade enrollment for each campus as of that date.

Enrollment in the first week of February 2025 was 480 students lower than the same week in 2024.

CONSIDERATIONS:

- Total District enrollment is 480 students lower than the same week in 2024. This represents a 1.35% decrease in enrollment.
- Grades PK-4 enrollment decreased by 315 students.
- Grades 5-6 enrollment decreased by 85 students.
- Grades 7-8 enrollment decreased by 28 students.
- Grades 9-12 enrollment decreased by 52 students.
- The enrollments reported here are based on information from Skyward Student Data Systems.

RECOMMENDATION:

None. For information only.

Mansfield ISD Enrollment Report

as of 2/6/2025

Campus Name	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total Count of Students
Mansfield Summit HS												443	438	462	392	1,735
Mansfield HS												606	629	635	645	2,515
Mansfield Timberview HS												433	449	438	443	1,763
Mansfield Legacy HS												637	673	638	554	2,502
The Phoenix Academy													4	19	33	56
Mansfield Lake Ridge HS												678	717	664	628	2,687
Mansfield Frontier STEM Acad												100	88	84	54	326
Early College High School												77	84	66	40	267
Total High Schools												2,974	3,082	3,006	2,789	11,851
Rogene Worley Middle										320	316					636
T A Howard Middle										306	271					577
Brooks Wester Middle										321	350					671
Danny Jones Middle										394	413					807
James Coble Middle										373	384					757
Linda Jobe Middle										413	404					817
Charlene McKinzey Middle										525	526					1,051
STEM Academy									101	89	82					272
Total Middle Schools									101	2,741	2,746					5,588
Mary Orr Int								301	311							612
Cross Timbers Int								303	294							597
Donna Shepard Int								425	391							816
Della Icenhower Int								309	320							629
Mary Lillard IS								390	354							744
Asa E Low Jr Int								366	366							732
Alma Martinez Int								474	465							939
Total Intermediate Schools								2,568	2,501							5,069
Alice Ponder ES	30	67	97	117	106	119	113									649
Tarver-Rendon ES	12	28	91	84	95	98	103									511
J L Boren ES	22	50	99	110	102	126	99									608
Charlotte Anderson ES	3	40	62	78	56	72	66									377
Glenn Harmon ES	2		72	66	82	93	91									406
D P Morris ES			91	117	109	110	122									549
Willie Brown ES	2	22	97	114	115	144	114									608
Kenneth Davis ES			54	56	75	77	96									358
Imogene Gideon ES			53	57	78	68	90									346
Erma Nash ES	1	51	95	106	120	113	116									602
Elizabeth Smith ES	12	51	100	100	125	109	131									628
Roberta Tipps ES	9	33	66	82	85	98	95									468
Martha Reid ES	11	38	85	80	93	98	90									495
Thelma Jones ES	17		75	84	84	85	79									424
Mary Jo Sheppard ES	1	33	70	78	86	84	85									437
Janet Brockett ES	14		63	67	89	92	93									418
Anna May Daulton ES	3	58	100	119	122	135	119									656
Cora Spencer ES	6	63	110	131	111	122	136									679
Louise Cabaniss ES	2	45	85	68	82	83	83									448
Carol Holt ES	21	45	75	60	76	57	74									408
Annette Perry ES	7	79	103	102	112	107	97									607
Judy Miller ES	11	35	71	89	86	92	99									483
Nancy Neal ES	5	38	75	61	85	86	79									429
Academy for Early Learners	19	357														376
Brenda Norwood ES	5	43	131	130	153	205	187									854
Total Elementary Schools	215	1,176	2,020	2,156	2,327	2,473	2,457									12,824
Total Count of Students	215	1,176	2,020	2,156	2,327	2,473	2,457	2,568	2,602	2,741	2,746	2,974	3,082	3,006	2,789	35,332



Board of School Trustees
Mansfield Independent School District

TITLE: Attendance Percentage Report

DATE: February 11, 2025

INFORMATION

BACKGROUND:

Mansfield Independent School District Attendance Percentage Report is a campus-by-campus report from August 14, 2024, through January 31, 2025.

The attendance percentages reported here are based on the attached information from Skyward Data Services.

RECOMMENDATION:

This report is for information only and requires no action.

Entity	Name	Cal	Operational Days	Grade Level	Total Days Membership	Total Ineligible Days Present	Total Eligible Days Present	Refined ADA	Percentage Of Attendance
002	Mansfield Summit HS	002	97	ALL	170675.0	0.0	158582.0	1634.87	92.91
003	Mansfield HS	003	97	ALL	245567.0	0.0	232735.0	2399.33	94.77
004	Mansfield Timberview	004	97	ALL	172948.5	0.0	162076.5	1670.89	93.71
005	Mansfield Legacy HS	005	97	ALL	247074.5	0.0	232491.5	2396.82	94.10
006	The Phoenix Academy	006	97	ALL	5032.0	0.0	3906.0	40.27	77.62
007	Mansfield Lake Ridge	007	97	ALL	265197.5	0.0	253283.0	2611.16	95.51
008	Mansfield Frontier S	008	97	ALL	31633.0	0.0	30966.0	319.24	97.89
009	Early College High S	009	97	ALL	16081.0	0.0	15672.0	161.57	97.46
		TCC	100	ALL	11061.0	0.0	10858.0	108.58	98.16
041	Rogene Worley Middle	041	97	ALL	61200.0	0.0	58470.0	602.78	95.54
042	T A Howard Middle	042	97	ALL	55146.0	0.0	51612.0	532.08	93.59
043	Brooks Wester Middle	043	97	ALL	64588.0	0.0	61882.0	637.96	95.81
044	Danny Jones Middle	044	97	ALL	78741.0	0.0	75864.0	782.10	96.35
045	James Coble Middle	045	97	ALL	72282.0	0.0	68542.0	706.62	94.83
046	Linda Jobe Middle	046	97	ALL	79275.0	0.0	75604.0	779.42	95.37
047	Charlene McKinzey Mi	047	97	ALL	101080.0	0.0	97817.0	1008.42	96.77
101	Alice Ponder ES	101	97	ALL	58059.0	224.5	54840.0	565.36	94.84
103	Tarver-Rendon ES	103	97	ALL	47276.5	261.5	44483.0	458.59	94.64
105	J L Boren ES	105	97	ALL	55708.5	1538.0	51686.0	532.85	95.54
106	Charlotte Anderson E	106	97	ALL	34335.0	237.5	32212.0	332.08	94.51
107	Glenn Harmon ES	107	97	ALL	38133.0	0.0	35941.0	370.53	94.25
109	D P Morris ES	109	97	ALL	52738.0	0.0	49728.0	512.66	94.29
110	Willie Brown ES	110	97	ALL	57540.5	43.0	55282.0	569.92	96.15
111	Kenneth Davis ES	111	97	ALL	33026.0	0.0	31315.0	322.84	94.82
112	Imogene Gideon ES	112	97	ALL	32952.0	0.0	31144.0	321.07	94.51
113	Erma Nash ES	113	97	ALL	55636.0	188.0	52431.5	540.53	94.58
114	Elizabeth Smith ES	114	97	ALL	57180.5	232.5	54342.5	560.23	95.44
115	Robertta Tipps ES	115	97	ALL	43414.5	0.0	41413.5	426.94	95.39
116	Martha Reid ES	116	97	ALL	44660.5	329.0	42368.5	436.79	95.60
117	Thelma Jones ES	117	97	ALL	40221.0	0.0	38312.0	394.97	95.25
118	Mary Jo Sheppard ES	118	97	ALL	40252.5	228.0	37666.5	388.31	94.14
119	Janet Brockett ES	119	97	ALL	38264.0	0.0	36216.0	373.36	94.65
120	Anna May Daulton ES	120	97	ALL	59324.0	1008.0	55903.5	576.32	95.93
121	Cora Spencer ES	121	97	ALL	59946.0	941.0	56487.5	582.35	95.80
122	Louise Cabaniss ES	122	97	ALL	40497.5	277.0	38237.0	394.20	95.10
123	Carol Holt ES	123	97	ALL	35296.5	236.0	33159.0	341.85	94.61
124	Annette Perry ES	124	97	ALL	53419.0	900.5	49941.0	514.86	95.17
125	Judy Miller ES	125	97	ALL	45386.0	48.0	43257.0	445.95	95.41
126	Nancy Neal ES	126	97	ALL	39417.5	327.5	37420.0	385.77	95.76
127	Academy for Early Le	127	97	ALL	18433.0	1358.5	15563.0	160.44	91.80
128	Brenda Norwood ES	128	97	ALL	79496.5	0.0	76099.0	784.53	95.73
201	Mary Orr Int	201	97	ALL	58810.0	0.0	56353.0	580.96	95.82
202	Cross Timbers Int	202	97	ALL	56740.0	0.0	53354.0	550.04	94.03
204	Donna Shepard Int	204	97	ALL	79112.0	0.0	75261.0	775.89	95.13
205	Della Icenhower Int	205	97	ALL	59834.0	0.0	56962.0	587.24	95.20
206	Mary Lillard IS	206	97	ALL	71566.0	0.0	69239.0	713.80	96.75
207	Asa E Low Jr Int	207	97	ALL	69856.0	0.0	66550.0	686.08	95.27
208	Alma Martinez Int	208	97	ALL	90443.0	0.0	86945.0	896.34	96.13
304	Tarrant Co JJAEP	304	99	ALL	48.0	0.0	43.0	0.43	89.58
944 (043)	STEM Academy	944	97	ALL	26768.0	0.0	26091.0	268.98	97.47
REPORT TOTALS:					3351372.0	8378.5	3176607.5	32745.17	95.04

ADA Template Parameters
ADA Report

Calendar	Calendar	Grad Yr	Grad Yr	Race	Race	Student	Student	Totals							
Low	High	Low	High	Low	High	Type	Low	High	Date	Low	Date	High	By	Report	Type

Processed By

ZZZ	0000	9999	ZZZ	ZZZ	08/14/2024	01/31/2025	Entity	Summary	Only
Student Range									

Processed Entities: 002,003,004,005,006,007,008,009,041,042,043,044,045,046,047,101,103,105,106,107,109,110,111,112,113
114,115,116,117,118,119,120,121,122,123,124,125,126,127,128,201,202,204,205,206,207,208,304,944,999

Excluded Entities: 030,038,907



Board of School Trustees
Mansfield Independent School District

TITLE: State Intruder Detection Audits

DATE: February 11, 2025

INFORMATION

BACKGROUND:

Mansfield Independent School District State Door Audit Reports information must be shared with the Board and the public.

Notice of Intruder Detection Audits conducted by the TxSSC and a corrective action are to be put into place. By rule, information must be given at a high and non-descriptive level. Agenda from the school board meeting that reflect a summary of information from the Intruder Detection Audit must then be sent to the Texas Safety School Center.

RECOMMENDATION:

This report is for information only and requires no action.

MISD State Intruder Detection Reports

1-24-2025

Notice of Intruder Detection Audits conducted by the TxSSC and a corrective action are to be put into place. By rule, information must be given at a high and non-descriptive level. Agenda from the school board meeting that reflect a summary of information from the Intruder Detection Audit must then be sent to the Texas Safety School Center.

State Intruder Detection				
Number of Audits	24 Total	14 Elementary	6 Int/Mid School	4 High School
Findings	0 New	1 Exterior Door	1* Interior Door	0 Visitor Entry
Corrective Action / Dates				
Safety and Security Committee				
School Board Agenda				
Sentinel Report Submitted				
MISD Intruder Campus Detections		3,391 Total Audits		

*classroom door audits are performed, however effective school year 2023-2024, deficiencies do not create a finding.



**Board of School Trustees
Mansfield Independent School District**

TITLE: Approved Student Trips

DATE: February 11, 2025

INFORMATION

BACKGROUND:

Board Policy FMG (Local) allows students to participate in school-sponsored trips. This policy designates the Superintendent to approve such trips upon recommendation of the Principal and Associate Superintendent.

The attached student trips have been approved.

RECOMMENDATION:

This report is for information only and requires no action.

STUDENT TRAVEL - DAY TRIPS

School	Trip Coordinator	Group	Destination	Date	Days Out	# of Students	Admin. Attending	Ratio	Transportation	Purpose
Worley MS	Jessica Lewis	AVID	Mansfield High School, Mansfield, TX	Nov. 8, 2024	1	50	Yes	1:25	School Bus	AVID high school Shadow Day
Asa Low IS	Tracy Padilla	GT Field Experience	Dallas Frontiers of Flight Museum, Dallas, TX	Dec. 13, 2024	1	68	Yes	1:10	School Bus	The purpose of these GT field experiences is to expand upon grade level content
Mansfield HS	Aleisha Utterback	Hope Squad	Dr. Marcelo Cavazos Center for the Performing and Visual Arts, Arlington, TX	Jan. 15, 2025	1	15	No	1:07	Other	Hope Squad Convention (Peer2Peer Mental Health Convention)
Donna Shepard IS	Kayla Williams	Choir	Performing Arts Center, Mansfield, TX	Jan. 23, 2025	1	40	No	1:10	School Bus	Choir students will watch the live performance of the Adam's Family
Donna Shepard IS	Monica Glass, Paula Benz, Carmen Rodriguez, Vanessa Hanlon	DSL A	Performing Arts Center, Mansfield, TX	Jan. 23, 2025	1	329	No	1:10	School Bus	Support of the MISD Fine Arts Department
Mansfield HS	Kenia Hinton	AVID 1	Tarleton State University, Stephenville, TX	Jan. 23, 2025	1	36	Yes	1:12	School Bus	College tour
Charlene McKinzey MS	Brian LeGrand	AVID	Ben Barber HS, Mansfield, TX	Jan. 29, 2025	1	58	No	1:08	School Bus	Student will tour and see what courses are offered at Ben Barber CTE
Mary Jo Sheppard ES	Katie Mejia	3rd Grade	Hermann Orthodontics, Mansfield, TX	Jan. 30, 2025	1	88	No	1:22	School Bus	Health and Science Trip
Charlene McKinzey MS	Kristen Hoffner	Orchestra	Willie Pigg Auditorium, Mansfield, TX	Feb. 5, 2025	1	40	No	1:10	School Bus	Pre UIL opportunity for students to practice the processes and procedures of UIL concert
Legacy HS	Angelica Martinez	Spanish Class	UTA, Arlington, TX	Feb. 2025	1	35	Yes	1:11	School Bus	Native Spanish-speaking students will visit the campus for a guided tour in Spanish, ensuring they fully understand and engage with the experience.
Timberview HS	Kenneth Fudge	Theatre	Performing Arts Center, Mansfield, TX	Feb. 6, 2025	1	50	No	1:15	Other	Students will perform The Wiz for MISD schools
Mansfield HS	Kenia Hinton	AVID 2	Dallas Baptist University, Dallas, TX	Feb. 6, 2025	1	39	Yes	1:13	School Bus	College tour
Donna Shepard IS	Celina Ramirez	Dual Language Team	Alley Cats, Arlington, TX	Feb. 6, 2025	1	85	No	1:15	School Bus	Connecting a bowling field trip to math and science TEKS
Alma Martinez IS	Regina Williams	AMIS Student Council/Leadership	AT&T Stadium, Arlington, TX	Feb. 7, 2025	1	95	No	1:09	School Bus	Educational Leadership Tour
Ben Barber HS	Marissa Alsabrook	TSA-Architecture	Coppell High School, Coppell, TX	Feb. 7, 2025	1	5	No	1:05	Other	TSA Regional Contest
Ben Barber HS	Jimmie Green	Robotics	Flower Mound High School, Flower Mound, TX	Feb. 8, 2025	1	26	No	1:13	School Bus	First tech challenge robotics competition regional qualifier at Flower Mound High School
Cora Spencer ES	Tanya Kelly	4th Grade	Casa Manana, Fort Worth, TX	Feb. 11, 2025	1	133	No	1:08	School Bus	4th grade field trip
Donna Shepard IS	Kayla Williams	Choir	Legacy High School, Mansfield, TX	Feb. 12, 2025	1	14	No	1:07	School Bus	Students will have the opportunity to collaborate with high school choir students and their director, learning valuable techniques to bring back and apply to their own work

STUDENT TRAVEL - DAY TRIPS

School	Trip Coordinator	Group	Destination	Date	Days Out	# of Students	Admin. Attending	Ratio	Transportation	Purpose
Alma Martínez IS	Joe Thompson	5th Grade STEM Academy	Fossil Rim Wildlife Center, Glen Rose, TX	Feb. 13, 2025	1	96	No	1:20	School Bus	Generate innovative ideas to support the development of habitat prototypes for our PBL project
Ben Barber HS	Nathan Wood	Skills USA	TCC South Campus, Ft. Worth, TX	Feb. 14, 2025	1	40	No	1:08	School Bus	Skills USA District competitions-to allow students to compete with a chance to advance in their area of study
Ben Barber HS	Nathan Wood	Skills USA	TCC South Campus, Ft. Worth, TX	Feb.15, 2025	1	40	No	1:08	School Bus	Skills USA District competitions-to allow students to compete with a chance to advance in their area of study
Mansfield HS	Yeison Henao	Spanish IV	Latino Cultural Center, Dallas, TX	Feb. 18, 2025	1	10	No	1:10	School Bus	Enhance students' cultural competence, allowing them to engage with authentic materials, gain a deeper appreciation of Latino heritage
Brooks Wester MS	Lianne Lindsey	Jerry Knight STEM Academy	iFly, Fort Worth, TX	Feb. 20, 2025	1	91	Yes	1:03	School Bus	Explore math and science concepts related to flight as part of Engineers Week activities
Timberview HS	Kimberly Pena	AVID III	University of Houston/Texas Southern University, Houston, TX	Feb. 20, 2025	1	45	No	1:20	Charter Bus	College visits
Brooks Wester MS	Lianne Lindsey	Jerry Knight STEM Academy	Bell Flight Training Facility, Hurst, TX	Feb. 21, 2025	1	101	Yes	1:10	School Bus	Career exploration related to flight engineering
Ben Barber HS	Jimmie Green	Culinary Club	Dan Dipert Career and Technical Center, Arlington, TX	Feb. 21, 2025	1	6	No	1:03	Other	Students will be competing at the TX HS BBQ Association Regional Qualifiers
Ben Barber HS	Jimmie Green	Culinary Club	Dan Dipert Career and Technical Center, Arlington, TX	Feb. 22, 2025	1	6	No	1:03	Other	Students will be competing at the TX HS BBQ Association Regional Qualifiers
Frontier HS	David Bushdiecker	UIL Academic Team	Lake Ridge High School, Mansfield, TX	Feb. 22, 2025	1	42	No	1:14	Other	UIL Academics
Timberview HS	Jinney Gatlin	Choir	Glennis McCrary Music Building, Waco, TX	Feb. 27, 2025	1	39	No	1:08	School Bus	Students will have the opportunity to work with college professors on their music, while promoting college and music education
Summit HS	Carlos Diaz Jr.	AVID	Texas A&M University, College Station, TX	Feb. 25, 2025	1	50	No	1:16	Charter Bus	AVID CCR
Brenda Norwood ES	Shellie Vansa	1st Grade	Fort Worth Museum of Science and History, Fort Worth, TX	Feb. 28, 2025	1	132	No	1:22	School Bus	Engage students with movement, exploration, and fun science topics
Timberview HS	Kenneth Fudge	Theatre	Legacy High School, Mansfield, TX	Feb. 28, 2025	0.5	20	No	1:07	School Bus	UIL OAP clinic
Louise Cabaniss ES	Laneque Black	3rd Grade	Perot Museum of Nature and Science, Dallas, TX	Feb. 28, 2025	1	85	Yes	1:05	School Bus	Science interaction through exploration of exhibits including minerals, the human body, animals, and the soar system
Donna Shepard IS	Joycelyn McFadden	AVID	KidZania, Frisco, TX	Feb. 28, 2025	1	63	No	1:09	School Bus	College and career readiness-exposure to career options and schooling required

STUDENT TRAVEL - DAY TRIPS

School	Trip Coordinator	Group	Destination	Date	Days Out	# of Students	Admin. Attending	Ratio	Transportation	Purpose
Lake Ridge HS	Sharon Hallmark	Theatre	Legacy High School, Mansfield, TX	Feb. 27, 2025	1	25	No	1:10	School Bus	OAP Practice Clinic
Lake Ridge HS	Sharon Hallmark	Theatre	Legacy High School, Mansfield, TX	Feb. 28, 2025	1	25	No	1:10	School Bus	OAP Practice Clinic
Danny Jones MS	Shay Smith	Book Club	Irving Convention Center, Irving, TX	March 1, 2025	1	14	No	1:07	School Bus	Students will be attending the North Texas Teen Book Festival, where they will have an opportunity to meet authors
Rogene Worley MS	Brittany Williamson	Students selected by librarian	Irving Convention Center, Irving, TX	March 1, 2025	1	15	No	1:15	School Bus	Students will be attending the North Texas Teen Book Festival, where they will have an opportunity to meet authors
Linda Jobe MS	Blanca Smith	Students selected by librarian	Irving Convention Center, Irving, TX	March 1, 2025	1	15	No	1:15	School Bus	Students will be attending the North Texas Teen Book Festival, where they will have an opportunity to meet authors
Charlene McKinzey MS	Amy Toombs	McKinzey Students	Irving Convention Center, Irving, TX	March 1, 2025	1	20	No	1:20	School Bus	Students will be attending the North Texas Teen Book Festival, where they will have an opportunity to meet authors
Charlene McKinzey MS	Camille Boyd	TAME Club	Richland Middle School, Richland Hills, TX	March 1, 2025	1	20	No	1:10	School Bus	STEM Club competition
Janet Brockett ES	Chiquita Days	4th Grade	AT&T Stadium, Arlington, TX	March 13, 2025	1	87	No	1:10	School Bus	Student educational engagement and practical application
Summit HS	Carlos Diaz Jr.	AP Spanish	SMU Meadows Museum, Dallas, TX	March 4, 2025	1	30	No	1:15	School Bus	College board CBE, AP Spanish Language/Literature Course Syllabus
Lake Ridge HS	Sharon Hallmark	Theatre	Legacy High School, Mansfield, TX	March 7, 2025	1	25	No	1:12	School Bus	UIL OAP rehearsal
Glenn Harmon ES	Udonna Lowery	3rd Grade	Crayola Experience, Plano, TX	March 11, 2025	1	100	Yes	1:10	School Bus	Creative and interactive learning through different parts of the Crayola Experience
Tarver Rendon ES	Rebecca McCain	2nd Grade	Ripley's Believe It or Not!, Grand Prairie, TX	March 14, 2025	1	100	No	1:02	School Bus	Students will learn about individuals from the past
Mansfield HS	Linsy June	Physics	Bolder Adventure Park, Grand Prairie, TX	March 27, 2025	1	220	Yes	1:22	School Bus	Student will gather empirical data and work kinematics, forces, energy, and momentum problems
Timberview HS	Kenneth Fudge	Theatre	Cleburne High School, Cleburne, TX	March 27, 2025	1	24	No	1:07	School Bus	UIL OAP
Mansfield HS	Chrissy Boydston	Student Council	Bolder Adventure Park, Grand Prairie, TX	March 27, 2025	1	30	Yes	1:15	School Bus	Team building
Janet Brockett ES	Misty Parker	2nd Grade	Ripley's Believe It or Not!, Grand Prairie, TX	March 27, 2025	1	94	No	1:10	School Bus	Explore lifelike figures of world famous iconic historical figures
Timberview HS	Kenneth Fudge	Theatre	Cleburne High School, Cleburne, TX	March 28, 2025	1	24	No	1:07	School Bus	UIL OAP
Early College, Timberview HS	Stephanie Her	AVID	Texas A&M University, College Station, TX	March 28, 2025	1	50	Yes	1:10	Charter Bus	Students will get first hand experience, understand culture and atmosphere, view academic programs and facilities

STUDENT TRAVEL - DAY TRIPS

School	Trip Coordinator	Group	Destination	Date	Days Out	# of Students	Admin. Attending	Ratio	Transportation	Purpose
Janet Brockett ES	Shari Bingham	1st Grade	Fort Worth Museum of Science and History, Fort Worth, TX	April 1, 2025	1	66	No	1:04	School Bus	Hands on learning of science and history
RLA Special Services	Sandra Pena	Department of Parent and Family Engagement	UNT, Denton, TX	April 10, 2025	1	26	Yes	1:01	Charter Bus	College tour for students and parents
Mansfield HS	Linsy June	MHS Senior Class	Six Flags, Arlington, TX	April 25, 2025	1	400	Yes	1:25	School Bus	Seniors will have one last trip together to commemorate their final year
Janet Brockett ES	Megan Roden	Kindergarten	Chandler Park, Mansfield, TX	April 30, 2025	1	65	No	1:20	School Bus	Students will socialize outside while playing and having lunch, use five senses to explore nature/seasons/day/night
Louise Cabaniss ES	Laneque Black	3rd Grade	KidZania, Frisco, TX	May 2, 2025	1	85	Yes	1:05	School Bus	Ultra-realistic and completely immersive city where students will learn about career paths and education
Della Icenhower IS	Kim Wood	UIL Academic Team	Chandler Park, Mansfield, TX	May 2, 2025	0.5	50	Yes	1:10	School Bus	Celebration/recognition for students who prepared for UIL competition events
Della Icenhower IS	Kelly Marino/Nicole Young	5th Grade	Perot Museum of Nature and Science, Dallas, TX	May 5, 2025	1	140	Yes	1:07	School Bus	Enhance science learning objectives for this year and apply concepts learned to real-life museum exhibit
Louise Cabaniss ES	Juan Rodriguez	Mansfield ISD	NASA's Johnson Space Center, Houston, TX	May 6, 2025	1	85	Yes	1:05	Charter Bus	Students will explore earth and space science concepts
Della Icenhower IS	Kelly Marino/Nicole Young	5th Grade	Perot Museum of Nature and Science, Dallas, TX	May 7, 2025	1	154	Yes	1:07	School Bus	Enhance science learning objectives for this year and apply concepts learned to real-life museum exhibit
Brooks Wester MS	Lori Berney	School wide field trip	Alley Cats, Burleson, TX	May 8, 2025	1	600	Yes	1:15	School Bus	Academic achievements and rewards
Asa Low IS	Lynn Cannaday	6th Grade	Six Flags, Arlington, TX	May 9, 2025	1	350	Yes	1:10	School Bus	Understand math and science behind roller coasters
Charlene McKinzey MS	Julie Lemon & Allison Moris	8th Grade	Six Flags, Arlington, TX	May 9, 2025	1	146	Yes	1:07	School Bus	EOY-Supporting our STEM Academy PBL-Force & Motion
Brooks Wester MS	Nathan Wood	Band	NRH20, North Richland Hills, TX	May 17, 2025	1	85	Yes	1:07	School Bus	Adjudicated performance opportunity
Kenneth Davis ES	Anne Marie Harmon	Fine Arts Academy Music Ensemble	Alley Cats, Hurst, TX	May 21, 2025	1	14	No	1:05	School Bus	The FAA choir will be adjudicated for their performance and have the opportunity to perform in public

STUDENT TRAVEL-OVERNIGHT AND OUT-OF-STATE

School	Trip Coordinator	Group	Destination	Date	Days Out	# of Students	Admin. Attending	Ratio	Transportation	Purpose
Lake Ridge HS	Aricai Berry	Army JROTC	Fort Worth ISD JROTC Leadership Learning Center (LLC), Azle, TX	Feb. 7, 2025-Feb. 8, 2025	1	24	No	1:08	School Bus	Compete in Fort Worth ISD Cowtown Classic Raider Challenge competition
Mansfield HS	Daniel Kinnel	JROTC	5th Brigade Championship, San Antonio, TX	Feb. 22, 2025-Feb. 24, 2025	3	30	No	1:07	School Bus	Qualify for Army Nationals
Lake Ridge HS	Jennifer Faulkner	Girls Golf	Tanglewood Golf Club, Pottsboro, TX	March 12, 2025-March 13, 2025	1.5	5	No	1:05	Other	Compete against new teams in our region on a course which will enhance our course management skills
Mansfield HS	Daniel Kinnel	JROTC Raider Team	Texas 5th Brigade Raider Championship, San Antonio, TX	March 21, 2025-March 22, 2025	2	10	Yes	1:05	Other	Raider Team will prepare for Nationals which will be in Ft. Knox, Kentucky
Ben Barber HS	Candice Hoenig	Model UN	St. Mary's Hall Private School, San Antonio, TX	April 25, 2025-April 26, 2025	2	14	No	1:07	Other	Educational contest
Alma Martinez IS	Patricia Londono	Mansfield ISD	NASA Johnson Space Center, Houston, TX	May 8, 2025-May 9, 2025	2	100	Yes	1:02	Charter Bus	Real world interaction with the future and history of space exploration
Ben Barber HS	Tim Sherwood	Shine Runners Solar Car Team	Briggs and Stratton Motorplex, Plymouth, WI	May 11, 2025-May 14, 2025	6	8	No	1:03	Air	Students will collaborate with other schools across the country, and build a network for resources. Students will also compete with other schools



**Board of School Trustees
Mansfield Independent School District**

TITLE: Facility Rental Revenue

DATE: February 11, 2025

INFORMATION

BACKGROUND:

Each month, a report is prepared for informational purposes detailing the revenue generated from the rental of the District's facilities for educational, recreational, civic, or social activities in accordance with Board Policy GKD (LOCAL).

CONSIDERATIONS:

The report is for the month of January 2025. The report includes the total monthly rental fees and year to date totals.

RECOMMENDATION:

None. For informational purposes only.

FACILITY RENTAL REVENUE REPORT

FEBRUARY 11, 2025



DATE: February 11, 2025
TO: Dr. Kimberley Cantu
Superintendent
FROM: Dr. Jennifer Stoecker
Associate Superintendent/HR
RE: **RESIGNATIONS**

RESIGNATIONS:

NAME: Horton, Holly
ASSIGNMENT: Health Occupation Teacher/Ben Barber Innovation Academy
EXPERIENCE: .5 Years with MISD
REASON: Resigning/Career change
EFFECTIVE DATE: January 27, 2025

NAME: Marks, Keana
ASSIGNMENT: Science Teacher/Lake Ridge HS
EXPERIENCE: 5 Years/2 with MISD
REASON: Resigning/Health or family circumstances
EFFECTIVE DATE: January 27, 2025

NAME: Sheppard, Anthony
ASSIGNMENT: Social Studies Teacher/Summit HS
EXPERIENCE: 19 Years/7 with MISD
REASON: Resigning/Promotion in another district
EFFECTIVE DATE: February 3, 2025

NAME: Singleton, Kaylea
ASSIGNMENT: Science Teacher/Cross Timbers IS
EXPERIENCE: 6 Years/2 with MISD
REASON: Resigning/Career change
EFFECTIVE DATE: January 22, 2025

NAME: Sipe, Hope
ASSIGNMENT: Coordinator-Communications/Communications & Marketing
EXPERIENCE: 1 Year with MISD
REASON: Resigning/Health or family circumstances
EFFECTIVE DATE: February 13. 2025

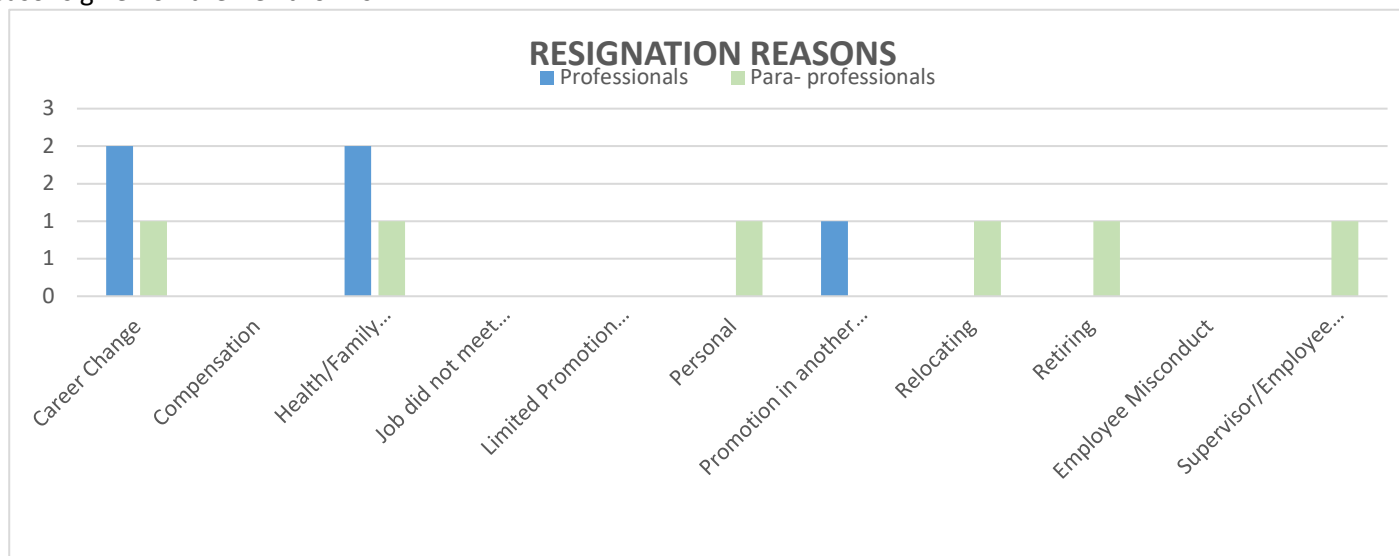


Resignation Reason Summary - 02/11/2025

Reason	Professionals	Para-professionals	Totals
Career Change	2	1	3
Compensation			0
Health/Family Circumstances	2	1	3
Job did not meet expectations			0
Limited Promotion Opportunity			0
Personal		1	1
Promotion in another district	1		1
Relocating		1	1
Retiring		1	1
Employee Misconduct			0
Supervisor/Employee relations		1	1
Totals	5	6	11

386

* Reasons given on their exit forms



DATE: January 21, 2025
TO: Dr. Kimberley Cantu
Superintendent
FROM: Dr. Jennifer Stoecker
Associate Superintendent of Human Resource Services
RE: **NEW HIRES/TRANSFERS**

NAME: Olide, Julia
ASSIGNMENT: Health Occupations Teacher/Ben Barber Innovation Academy
EXPERIENCE: 18 Years
DEGREE: Licensed Dental Assistant
START DATE: January 23, 2025

 1.21.25
Dr. Kimberley Cantu, Superintendent Date

DATE: January 22, 2025
TO: Dr. Kimberley Cantu
Superintendent
FROM: Dr. Jennifer Stoecker
Associate Superintendent of Human Resource Services
RE: NEW HIRES/TRANSFERS

NAME: Kelly, Lauren
ASSIGNMENT: Science Teacher/Cross Timbers IS
EXPERIENCE: 10 Years
DEGREE: Master's/University of North Texas
START DATE: January 23, 2025

NAME: Sowell, Kyra
ASSIGNMENT: Pre-Kindergarten Teacher/Jandrucko Academy
EXPERIENCE: 1 Year
DEGREE: Bachelor's/Texas A&M University at Central Texas
START DATE: January 23, 2025



Dr. Kimberley Cantu, Superintendent



Date

DATE: January 24, 2025
TO: Dr. Kimberley Cantu
Superintendent
FROM: Dr. Jennifer Stoecker
Associate Superintendent of Human Resource Services
RE: NEW HIRES/TRANSFERS

NAME: Hogue, Misty
ASSIGNMENT: Language Arts Teacher/James Coble MS
EXPERIENCE: 0 Years
DEGREE: Bachelor's/Western Governors University
START DATE: January 27, 2025

NAME: Thompson, Jack
ASSIGNMENT: Science Teacher/Lake Ridge HS
EXPERIENCE: 0 Years
DEGREE: Bachelor's/Dallas Baptist University
START DATE: January 27, 2025


Dr. Kimberley Cantu, Superintendent


Date

DATE: January 29, 2025
TO: Dr. Kimberley Cantu
Superintendent
FROM: Dr. Jennifer Stoecker
Associate Superintendent of Human Resource Services
RE: NEW HIRES/TRANSFERS

NAME: Martin, Ernest
ASSIGNMENT: Science Teacher/Legacy HS
EXPERIENCE: 2 Years
DEGREE: Master's/Grand Canyon University
START DATE: February 3, 2025

Kimberley Cantu 1.29.25
Dr. Kimberley Cantu, Superintendent Date

DATE: January 30, 2025
TO: Dr. Kimberley Cantu
Superintendent
FROM: Dr. Jennifer Stoecker
Associate Superintendent of Human Resource Services
RE: NEW HIRES/TRANSFERS

NAME: Baca, Amanda
ASSIGNMENT: SpEd FALS Teacher/Timberview HS
EXPERIENCE: 0 Years
DEGREE: Master's/University of Texas at Arlington
START DATE: February 3, 2025

NAME: Ruiz, Jordan
ASSIGNMENT: SpEd Resource Teacher/Alice Ponder ES
EXPERIENCE: 0 Years
DEGREE: Bachelor's/University of Texas at Arlington
START DATE: February 10, 2025


Dr. Kimberley Cantu, Superintendent

1.31.25
Date



Executive Program Summary February 2025

This report outlines, at an executive review level, the progress planned by the Construction Program Supervisor through February 2025 and key activities planned for March 2025.

OVERVIEW

Design work for the Rogene Worley Middle School fire and domestic water service will begin in November. This is a joint project with the City of Mansfield sharing fifty percent of the total cost of the project. Received the quotes from three vendors and have provided an estimated cost for the city to approve their portion of the project. Waiting on the response from the City of Mansfield.

Construction has started at the Carol Holt STEM Academy with Morales Construction Services as the General Contractor. 100% of the demolition is complete, Morales is 35% complete with the renovation scope of work.

SCHEDULE:

The Report for each project is attached herewith.

BUDGET:

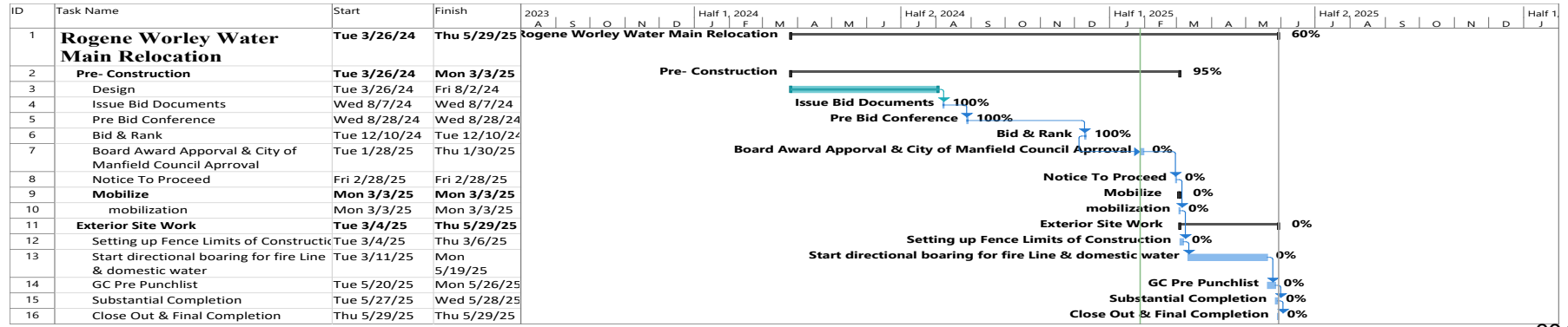
The Program Report Summary of expenditures is attached herewith.

Bond 2017 Funding Summary

• Bond Allocation	\$ 275,000,000	
• Interest Earned	5,047,716	
• Issuance Savings	<u>2,233,624</u>	
Total	\$ 282,281,340	
• Expended	\$ 280,455,076	
• Encumbered	<u>1,170,443</u>	
Total	\$ 281,625,519	
• Total Unassigned Funds	\$ 655,821	(Includes Program Contingency)
• Current Year Interest	<u>81,184</u>	
Total	\$ 737,005	

Rogene Worley Middle School Domestic, Irrigation, and Fireline Rerouting

Schedule Summary



394

Cost Summary

Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

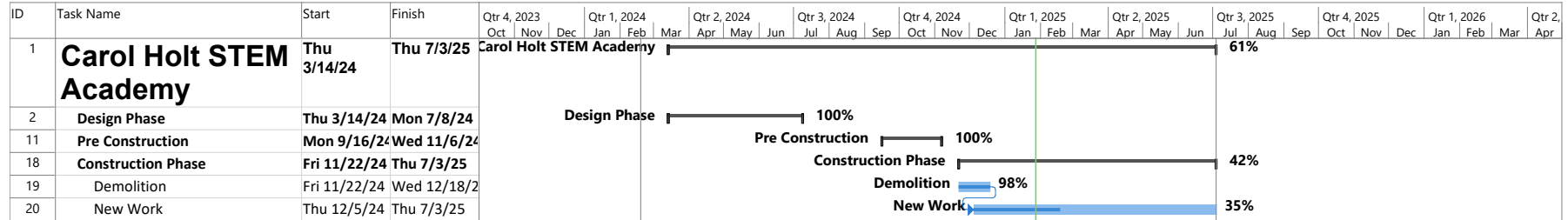
1. The city of Mansfield has requested to split the cost of rerouting the water line so the water department can make repairs to the line currently servicing Worley Middle School.
2. We must re-route the domestic water, fire line and irrigation water lines while the city makes repairs to the 48” water line were connected to.
3. The district will connect to the water line at Pleasant Ridge and re route to a section of the existing line to make a looped system to provide domestic and fire suppression water service to the building.
4. The irrigation system will be supplied from the new connection until the city is complete with the repairs of the 48” main line. Then we will reconnect to the old service

Status Summary

1. Drawings are complete for bidding.
2. The Drawings have been completed, the Opinion of Probable Cost is being reviewed and will be sent to the City of Mansfield to take to their city council. To approve 50/50 split of the cost.
3. Plans are out to contractors to rebid due to material supply and additional scope requirements.
4. Cost for the project was sent to the city for approval of their participation of 50% of the cost.

Carol Holt STEM Academy

Schedule Summary



Cost Summary

Contract Award Amount: \$ 980,000.00

Change Order:

New Contract Amount

395

Scope of Work

Renovation of a portion of the campus to accommodate STEM classrooms.

Status Summary

1. Bid documents have been sent to the City of Arlington for review and comments. Once all the city comments have been addressed by the design team, we will begin to advertise for contractors through the Competitive Sealed Proposal delivery method.
2. The MISD Bond Department is reviewing the project scope with each of the district departments to confirm MISD technical guidelines are met.
3. Bid Advertisements will be posted at the end of September, best overall value contractor to be presented to the October board meeting.
4. Monday November 4, 2024, the kickoff meeting with Morales Construction, MISD, and Huckabee were the attendees. The contractor proposed areas for material storage and contractor parking that was acceptable with the campus administration and the Bond Department.
5. Demolition is 100%, and the new work has just begun working on completing submittals.
6. New construction is 35% complete.



Executive Program Summary February 2025

This report outlines, at an executive review level, the progress planned by the Bond Program Supervisor through February 2025 and key activities planned for March 2025.

OVERVIEW

MISD Safety Security & Police Building is in the Design Development phase. The MISD Design team took the opportunity to visit the Police Departments at City of Celina and City of Richardson, both facilities built by Lee Lewis for added design thoughts. The SOC (Safety Operations Center) layout and exterior design has been finalized with Huckabee working on the details and working through the structural system and the platting requirements from City of Mansfield.

The new Early Learning Center is in the Design Development phase. The layout and exterior design has been finalized with Huckabee working on the details and working through the structural system and the platting requirements from City of Mansfield. Planned design meetings for February and March are with MEP, Technology, Furniture and Safety and Security.

The Fine Arts Additions at the Middle Schools is in the Design Development phase. The layout and exterior design has been finalized with Huckabee working on the details and the Capital Improvements at each campus. The CMaR's are engaged and providing constructability reviews and cost estimations with each deliverable.

The addition to Ben Barber Innovation Academy and Frontier STEM is in the Design Development phase. The layout and exterior design is ongoing with Huckabee working on the details and the Capital Improvements. The CMaR is engaged and providing constructability reviews and cost estimations with each deliverable.

The High School Baseball & Softball Turf Projects are in the Design Development phase. The layout for each campus and overall design has been finalized with Huckabee working on the details. The CMaR's are engaged and providing constructability reviews and cost estimations with each deliverable.

The Tennis Court Lighting Package for all 5 high schools is in full swing. Summit and Timberview are both complete and lit. Mansfield HS is in process with wiring and pole installation planned for the next couple of weeks.

The Transportation Department issued Purchase Orders for 95 each of 77 passenger buses and 26 each of 54 passenger buses. 43 of the 77 passenger buses, and 20 of the 54 passenger buses have been delivered. Several of the out of commission buses have been sold in auction.

6th Avenue Transportation is in Schematic Design and is working with the MISD Design team and the Architect to get a final layout for a new building with a training facility and bus barn with additional parking for up to 200 buses and staff for the future growth. The new design will include additional diesel pumps for the additional buses and unleaded gasoline pumps for the white vehicles.

Evolv weapons detections systems have been received and deployed to all seven middle schools, stadiums, and high school gyms. The camera installation at the Evolv systems are complete at all campuses and currently being integrated into the MISD system.

The Technology Department has issued purchase orders for Proposition A infrastructure equipment. The equipment purchases include network switches and wireless access points for auxiliary buildings.



Technology has also issued purchase orders for Proposition B capital equipment purchases. Interactive panels have been shipped and will begin arriving soon. Digital displays have been ordered and should arrive in October. Fiber Ring proposal will be presented to the board in January to start construction in late February 2025.

The 2024 Bond Program website is complete with progress updates, information, and photos. The website will be consistently updated with project information.

SCHEDULE:

The Report for each project is attached herewith.

BUDGET:

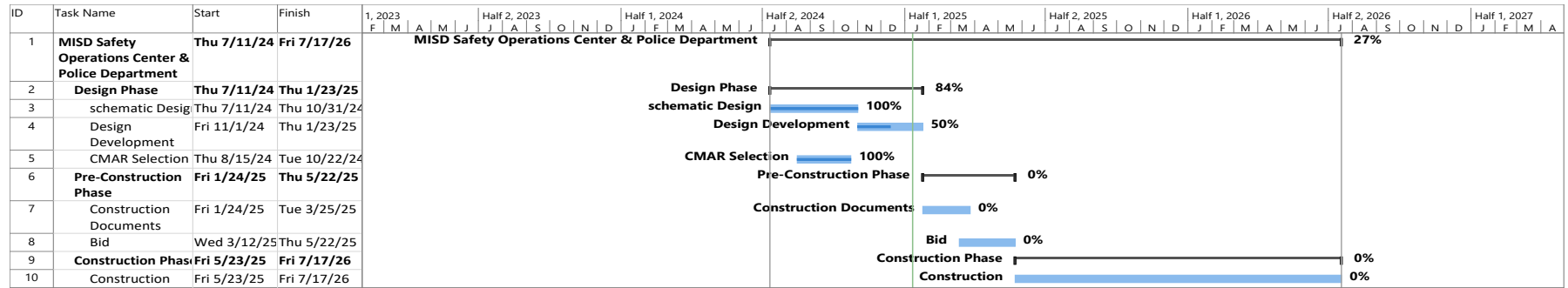
The Program Report Summary of expenditures is attached herewith.

Bond 2024 Funding Summary

• Bond Allocation	\$ 588,500,000	
• Issuance Savings	<u>2,054,800</u>	
Total	\$ 590,554,800	
• Expended	\$ 20,312,076	
• Encumbered	<u>38,442,898</u>	
• Total	\$ 58,754,974	
• Unassigned Funds	\$ 531,799,826	(Includes Program Contingency)
• Current Year Interest	<u>6,017,354</u>	
Total Unassigned	\$ 537,817,180	

Safety Operations Center & Police Department

Schedule Summary



Cost Summary

Budget Amount \$ 31,792,218.00

399

Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

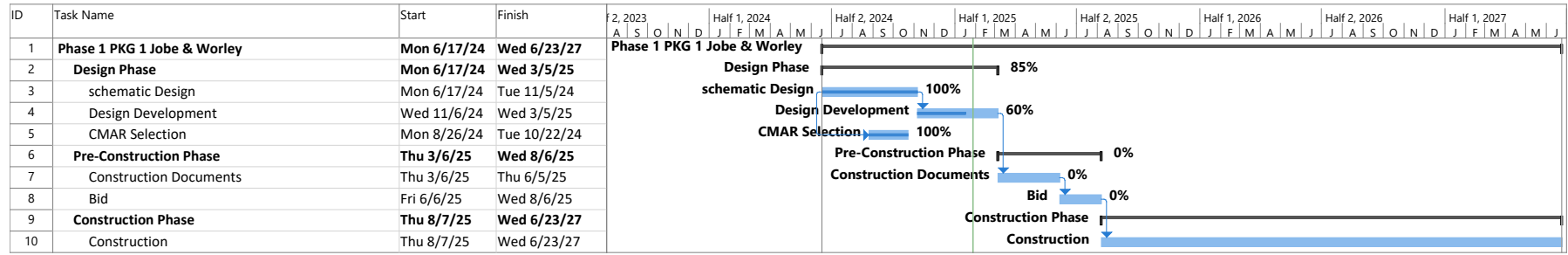
1. The new building to serve the Mansfield Independent School District needs a new Safety, Security, and Police Department.
2. The new facility will include an Emergency Operations Center (EOC).
3. Provide adequate space for all departments and staff.
4. Virtual Training Simulator for officer training.

Status Summary

1. The Architect and design committee members have had several preliminary meetings to develop the building design based on the specialized requirements.
2. The Design Team is working on scheduling visits to tour other EOC facilities. A topographical survey has been ordered to begin the site design. As soon as the RFQ for Geotechnical & Materials Testing is complete, the Bond Department will order the Geotechnical study to begin.
3. We received the Topo and the survey of the site from the city. The Design Team has provided the Committee with the first conceptual floor plan for review.
4. Lee Lewis Construction has started the pre-construction phase of the project.

Phase 1 Package 1 Jobe & Worley MS Fine Arts Addition & CIP Package

Schedule Summary



Cost Summary

Budget Amount: \$ 39,080,141.00

401

Pre – Construction Fee: \$40,000.00

Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

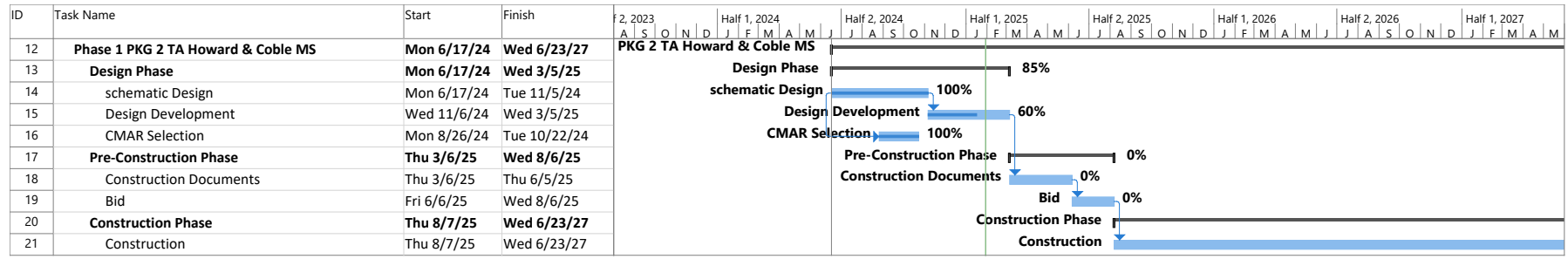
1. New Fine Arts additions to for Jobe & Worley Middle Schools
2. Replace the running tracks, bleachers, and scoreboards at both schools,
3. Renovate weightrooms.
4. Life cycle replacements on air conditioning, flooring as required.
5. Linda Jobe will get new serving lines.

Status Summary

1. Beginning site evaluation to select the most appropriate location for the additions.
2. Jobe location is still being developed to impact utilities the least. Architect is working on the overall layout.
3. The new Worley location will be on the Northwest of the building along Pleasant Ridge.
4. Looking to relocate some of the existing classrooms to accommodate the Fine Art addition.
5. Schematic Design is 100% complete in the month of November.
6. Reeder Construction has started the pre-construction phase of the project.

Middle School Fine Arts Additions PKG 2 T A Howard & James Coble Middle School with Life Cycle Replacement

Schedule Summary



Cost Summary

402

Pre – Construction Fee: \$ 80,000.00

Estimated Budget Amount: \$38,600,000.00

Change Order:

New Contract Amount

Scope of Work

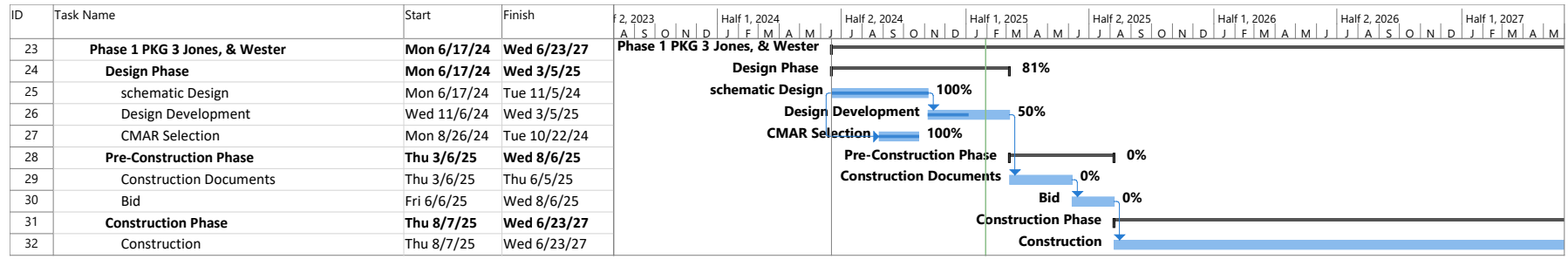
1. Construct Fine Arts additions.
2. Safety & Security Upgrades including weapons detection systems.
3. Technology infrastructure & life cycle replacements.
4. MEP life cycle replacements.
5. New serving lines in the cafeteria.
6. Civil work, track, bleacher, and scoreboard replacements.
7. Proposition B, interactive panels in classrooms and common spaces and digital signage.

Status Summary

1. Initial introduction meeting was held with the design committee members.
2. Beginning site evaluation to select the most appropriate location for the addition.
3. Geotech proposals have been requested for Coble and TA Howard Middle Schools.
4. Lee Lewis Construction has started the pre-construction services phase of the project.

Middle School Fine Arts Addition PKG 3 Jones & Wester with Life Cycle Replacement

Schedule Summary



Cost Summary

Pre – Construction Fee: \$40,000.00
 Estimated Budget Amount: \$44,162,513.00

Change Order: New Contract Amount

403

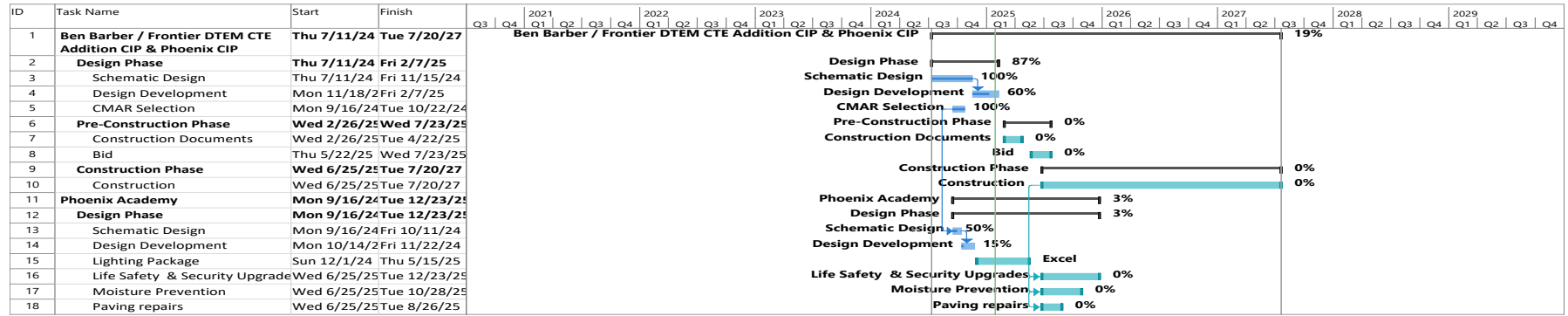
Scope of Work

1. Construct Fine Arts additions.
2. Safety & Security Upgrades including weapons detection systems.
3. Technology infrastructure & life cycle replacements.
4. MEP life cycle replacements, including lighting upgrades at Brooks Wester MS.
5. New serving lines in the cafeteria at Danny Jones MS.
6. Proposition B, interactive panels in classrooms and common spaces and digital signage

Status Summary

1. Initial introduction meeting was held with the design committee members.
2. Beginning site evaluation to select the most appropriate location for the additions.
3. Still Working on the site lay out and room configuration for Brooks Wester campus.
4. Reeder Construction has started the pre-construction phase of the project.

Ben Barber Innovation Academy / Frontier STEM Academy CTE Addition & Life Cycle Replacement Phoenix Academy
Schedule Summary



404

Cost Summary

Proposed Budget: \$22,747,527.00
 Pre – Construction Fee: \$62,500.00
 Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

1. Ben Barber CTE Addition & CIP
 - a. New CTE Addition
 - b. Roof Top Unit R-22 replacement, life safety & security upgrades, Day Care play surface replacement.
 - c. Paving repairs
2. Phoenix Academy
 - a. Life safety & security upgrades,
 - b. Interior Lighting replacement
 - c. Paving repairs

Status Summary

1. New programs to be included are Robotics and Automation Technology, Biomedical Sciences, Aviation Maintenance, and HVAC.
2. Schematic Design for Ben Barber is complete, finishes are being designed during the design development stage.
3. Core Construction is the CMaR contractor approved for this project from the October MISD Board meeting.
4. Interior lighting package for Phoenix Academy is being issued to Excel.

A-1 Mansfield High School Baseball & Softball Field Turf Upgrades, Batting Cages & Bull Pens

Schedule Summary

ID	Task Name	Start	Finish	A-1 Mansfield High School Baseball, Softball Turf Projects, Batting Cages & Bullpens																							
				Q3	Q4	2021	2021	2021	2021	2022	2022	2022	2022	2023	2023	2023	2023	2024	2024	2024	2024	2025	2025	2025	2025	2026	2026
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
1	A-1 Mansfield High School Baseball, Softball Turf Projects, Batting Cages & Bullpens	Tue 9/3/24	Mon 12/15/25																								
2	Design Phase	Tue 9/3/24	Mon 1/20/25																								
3	schematic Design	Tue 9/3/24	Mon 1/20/25																								
4	CMAR Selection	Sun 9/15/24	Wed 10/23/24																								
5	Pre-Construction Phase	Tue 1/21/25	Mon 5/19/25																								
6	Construction Documents	Tue 1/21/25	Mon 3/31/25																								
7	Bid	Tue 4/1/25	Mon 5/19/25																								
8	Construction Phase	Tue 5/20/25	Mon 12/15/25																								
9	Construction	Tue 5/20/25	Mon 12/15/25																								

Cost Summary

Pre – Construction Fee: \$10,000.00

405

Budget Amount: \$4,783,575.00

Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

1. New Turf for Baseball & Softball fields at the 5 High Schools.
2. New batting cages for baseball & softball at each campus.

Status Summary

1. Coordinating with Athletic Department and design team on August 13, 2024, to discuss the project timeline and the individual campus difficulties to be addressed.
2. Turf Companies will present products to the design committee and athletics for selection of manufacturers.
3. The Bull Pens and Batting cage designs are starting now to expedite their installations for the schools.
4. Core Construction has started the pre-construction phase of the project.
5. Turf manufacture has been selected.
6. Finalizing the covered batting cage designs.

A-2 Summit High School Baseball & Softball Field Turf Upgrades, Batting Cages & Bull Pens

Schedule Summary

ID	Task Name	Start	Finish	A-2 Summit High School Baseball, Softball Turf Projects, Batting Cages & Bullpens																											
				2021 Q3	2021 Q4	2021 Q1	2021 Q2	2021 Q3	2021 Q4	2022 Q1	2022 Q2	2022 Q3	2022 Q4	2023 Q1	2023 Q2	2023 Q3	2023 Q4	2024 Q1	2024 Q2	2024 Q3	2024 Q4	2025 Q1	2025 Q2	2025 Q3	2025 Q4	2026 Q1	2026 Q2				
13	A-2 Summit High School Baseball, Softball Turf Projects, Batting Cages & Bullpens	Sun 9/15/24	Mon 12/15/25	13%																											
14	Design Phase	Sun 9/15/24	Mon 1/20/25	42%																											
15	schematic Design	Mon 10/7/24	Mon 1/20/25	20%																											
16	CMAR Selection	Sun 9/15/24	Tue 10/22/24	100%																											
17	Pre-Construction Phase	Tue 1/21/25	Mon 5/19/25	0%																											
18	Construction Documents	Tue 1/21/25	Mon 3/31/25	0%																											
19	Bid	Tue 4/1/25	Mon 5/19/25	0%																											
20	Construction Phase	Tue 5/20/25	Mon 12/15/25	0%																											
21	Construction	Tue 5/20/25	Mon 12/15/25	0%																											

Cost Summary

406

Pre – Construction Fee: \$15,750.00

Budget Amount: \$4,783,575.00

Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

1. New Turf for Baseball & Softball fields at the 5 High Schools.
2. New batting cages for baseball & softball at each campus.

Status Summary

1. Coordinating with Athletic Department and design team on August 13, 2024, to discuss the project timeline and the individual campus difficulties to be addressed.
2. Turf Companies will present product to design committee and athletics for selection of manufacturers.
3. The Bull Pens and Batting cage designs are starting now to expedite their installations for the schools.
4. The coaches and Design Team visited the selected sites for representation of the different turf manufacturers.
5. Lee Lewis Construction has started the pre-construction phase of the project.
6. Turf manufacture has been selected.
7. Finalizing the covered batting cage designs.
8. Working on the grading design for softball and baseball.

A-3 Legacy High School Baseball, Softball Turf Project, Batting Cages & Bullpens

Schedule Summary

ID	Task Name	Start	Finish	2023				2024				2025				2026				2027				2028							
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
26	A-3 Legacy High School Baseball, Softball Turf Projects, Batting Cages & Bullpens	Sun 9/15/24	Wed 1/7/26																												
27	Design Phase	Sun 9/15/24	Mon 1/20/25																												
28	schematic Design	Mon 10/7/24	Mon 1/20/25																												
29	CMAR Selection	Sun 9/15/24	Tue 10/22/24																												
30	Pre-Construction Phase	Tue 1/21/25	Mon 5/19/25																												
31	Construction Documents	Tue 1/21/25	Mon 3/31/25																												
32	Bid	Tue 4/1/25	Mon 5/19/25																												
33	Construction Phase	Tue 5/20/25	Wed 1/7/26																												
34	Construction	Tue 5/20/25	Wed 1/7/26																												

Cost Summary

407

Pre -Construction Fee: \$ 10,000.00
 Budget Amount: \$4,783,575.00
 Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

1. New Turf for Baseball & Softball fields at the 5 High Schools.
2. New batting cages for baseball & softball at each campus.

Status Summary

1. Coordinating with Athletic Department and design team on August 13, 2024, to discuss the project timeline and the individual campus difficulties to be addressed.
2. Turf Companies will present products to the design committee and athletics for selection of manufacturers.
3. The Bull Pens and Batting cage designs are starting now to expedite their installations for the schools.
4. Crossland Construction has started the pre-construction phase of the project.
5. Turf manufacture has been selected.
6. Finalizing the covered batting cage designs.

Timberview High School Baseball & Softball Field Turf Upgrades, Batting Cages & Bull Pens

Schedule Summary

ID	Task Name	Start	Finish	A-5 Timberview High School Baseball, Softball Turf Projects, Batting Cages & Bullpens																							
				2021	2022	2023	2024	2025	2026																		
				Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2				
50	A-5 Timberview High School Baseball, Softball Turf Projects, Batting Cages & Bullpens	Tue 9/3/24	Mon 12/15/25																					15%			
51	Design Phase	Tue 9/3/24	Mon 1/20/25																					41%			
52	schematic Design	Tue 9/3/24	Mon 1/20/25																					25%			
53	CMAR Selection	Sun 9/15/24	Tue 10/22/24																					100%			
54	Pre-Construction Phase	Tue 1/21/25	Mon 5/19/25																					0%			
55	Construction Documents	Tue 1/21/25	Mon 3/31/25																					0%			
56	Bid	Tue 4/1/25	Mon 5/19/25																					0%			
57	Construction Phase	Tue 5/20/25	Mon 12/15/25																					0%			
58	Construction	Tue 5/20/25	Mon 12/15/25																					0%			

Cost Summary

409

Pre -Construction Fee: \$ 10,000.00
 Budget Amount: \$4,783,575.00
 Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work

1. New Turf for Baseball & Softball fields at the 5 High Schools.
2. New batting cages for baseball & softball at each campus.

Status Summary

1. Coordinating with Athletic Department and design team on August 13, 2024, to discuss the project timeline and the individual campus difficulties to be addressed.
2. Turf Companies will present products to the design committee and athletics for selection of manufacturers.
3. The Bull Pens and Batting cage designs are starting now to expedite their installations for the schools.
4. Authers Building Group has started the pre-construction phase of the project.
5. Turf manufacture has been selected.
6. Finalizing the covered batting cage designs.

5 Highschool Tennis Court Lighting Package

Schedule Summary

ID	Task Name	Start	Finish	Half 2, 2023	Half 1, 2024	Half 2, 2024	Half 1, 2025	Half 2, 2025	
1	A 46 Summit High School Tennis Court Lighting	Mon 6/24/24	Mon 12/16/24	A 46 Summit High School Tennis Court Lighting					100%
2	Bidding Phase	Mon 6/24/24	Mon 10/21/24	Bidding Phase					100%
6	Pre-Construction Phase	Mon 10/21/24	Mon 12/16/24	Pre-Construction Phase					100%
9	Construction Phase	Thu 7/11/24	Tue 12/10/24	Construction Phase					100%
14	A 46 Timberview High School Tennis Court Lighting	Mon 6/24/24	Fri 1/24/25	A 46 Timberview High School Tennis Court Lighting					100%
15	Bidding Phase	Mon 6/24/24	Fri 10/25/24	Bidding Phase					100%
19	Pre-Construction Phase	Mon 10/21/24	Mon 12/16/24	Pre-Construction Phase					100%
22	Construction Phase	Tue 12/3/24	Fri 1/24/25	Construction Phase					100%
27	A 46 Mansfield High School Tennis Court Lighting	Mon 6/24/24	Wed 2/12/25	A 46 Mansfield High School Tennis Court Lighting					90%
28	Bidding Phase	Mon 6/24/24	Wed 10/23/24	Bidding Phase					100%
32	Pre-Construction Phase	Mon 10/21/24	Mon 12/16/24	Pre-Construction Phase					100%
35	Construction Phase	Wed 11/27/24	Wed 2/12/25	Construction Phase					31%
36	power to light poles	Wed 11/27/24	Fri 11/29/24	power to light poles					100%
37	Installation of poles	Thu 1/30/25	Wed 2/12/25	Installation of poles					10%
38	Delivery	Thu 1/30/25	Thu 1/30/25	Delivery					100%
39	Installation	Fri 1/31/25	Wed 2/12/25	Installation					0%
40	A 46 Lake Ridge High School Tennis Court Lighting	Mon 6/24/24	Fri 2/14/25	A 46 Lake Ridge High School Tennis Court Lighting					88%
41	Bidding Phase	Mon 6/24/24	Fri 10/25/24	Bidding Phase					100%
45	Pre-Construction Phase	Mon 10/21/24	Mon 12/16/24	Pre-Construction Phase					100%
48	Construction Phase	Sun 11/24/24	Fri 2/14/25	Construction Phase					21%
53	A 46 Legacy High School Tennis Court Lighting	Mon 6/24/24	Fri 2/28/25	A 46 Legacy High School Tennis Court Lighting					89%
54	Bidding Phase	Mon 6/24/24	Wed 10/23/24	Bidding Phase					100%
58	Pre-Construction Phase	Mon 10/21/24	Mon 12/16/24	Pre-Construction Phase					100%
61	Construction Phase	Sun 11/24/24	Fri 2/28/25	Construction Phase					21%

410

Cost Summary

Contract Award Amount: \$1,687,600.00

Change Order:

New Contract Amount

Scope of Work

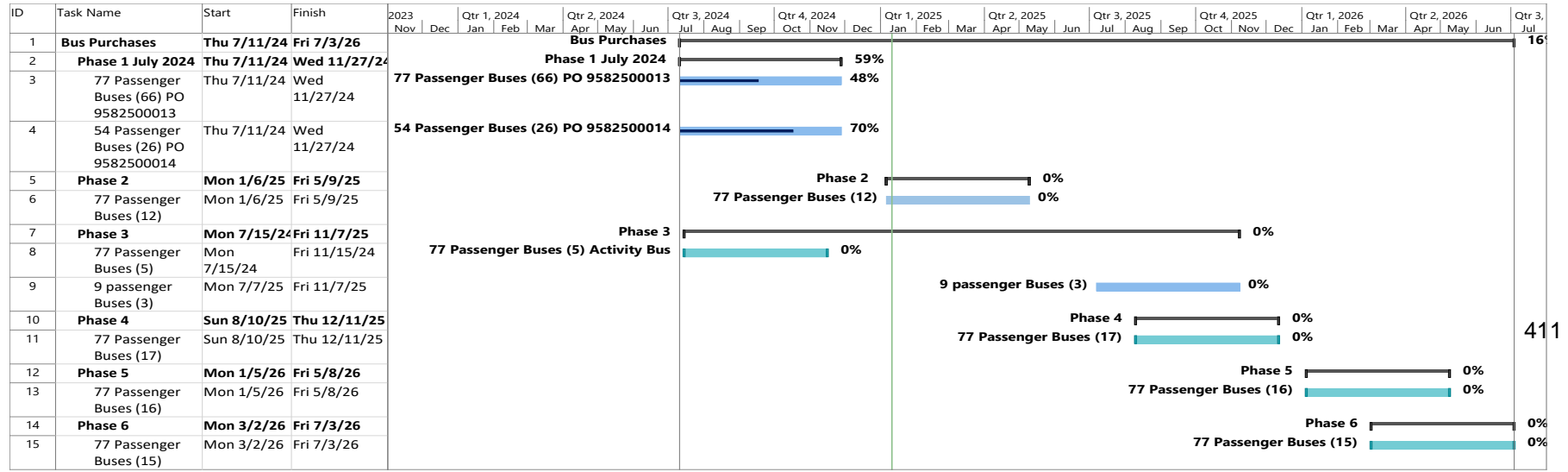
1. Install lights at all five high schools for the tennis courts.
2. Provide lighting to UIL standards for competition tournaments and regulation play.
3. Prewire for security cameras to be installed later.

Status Summary

1. All proposers were on either Buy Board or another purchasing Co-Op. Four proposers were contacted and given bid documents.
2. Received two proposals, Musco Sports Lighting & Groves Electric were the best overall value for the district.
3. All underground raceways have been installed at each location.
4. Summit & Timberview High Schools poles installed and working.
5. Mansfield High School poles have been delivered installation is on schedule.
6. Project should be completed at all locations March 2025.

Transportation Bus Purchases

Schedule Summary



Cost Summary

Contract Award Amount: 14,581,228

Scope of Work

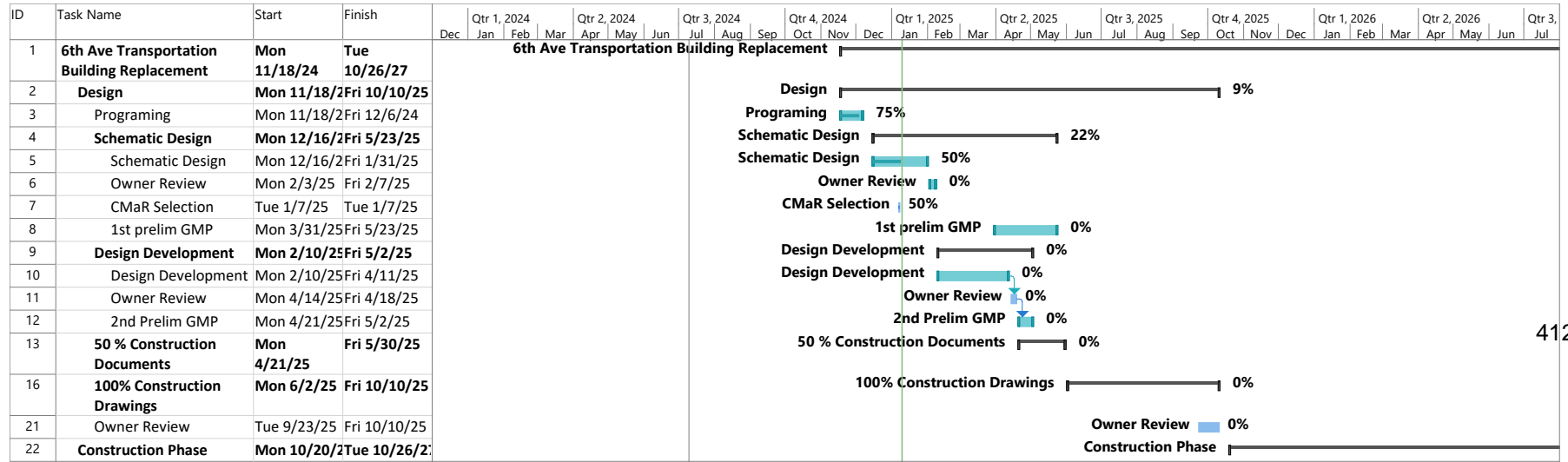
1. Purchase 165 replacement buses.

Status Summary

1. July 15 – Purchased 66 ea., 77 passenger buses.
2. July 15 – Purchased 26 ea., 54 passenger buses.
3. The first group of buses should start arriving in August. We have received a total of 32 of the 77 passenger buses and 19 of the 54 passenger buses.

6th Ave Transportation Building

Schedule Summary



412

Cost Summary

Contract Award Amount:

Change Order:

New Contract Amount

Scope of Work:

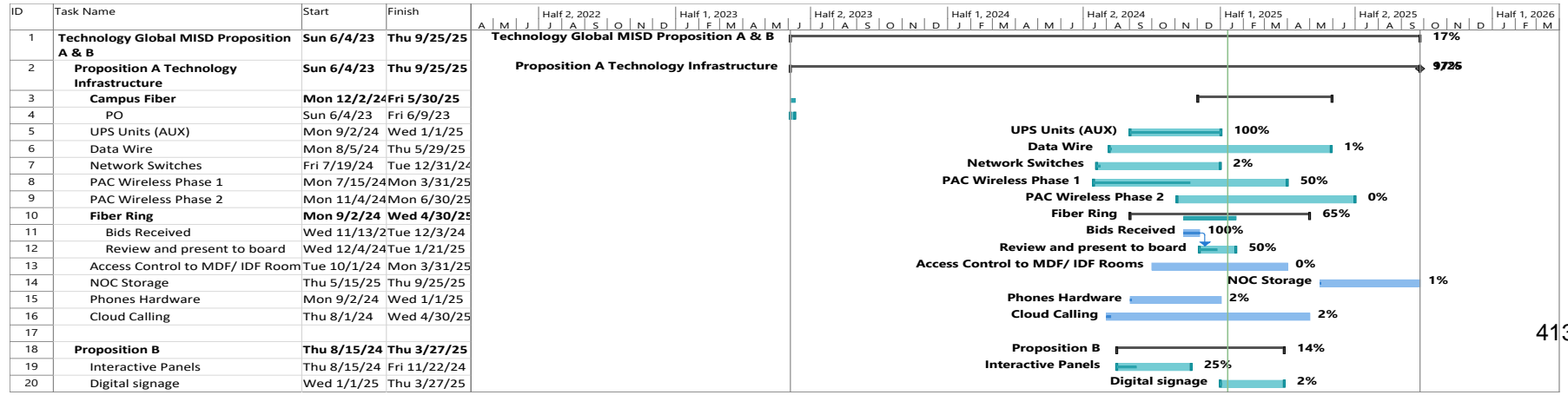
1. New transportation offices with enough office space for staff, increased space for technology closet. Provide adequate space for training the full transportation department.
2. A new bus mechanic repair shop, so mechanics can safely work on buses out of the weather.
3. Additional bus parking for up to 200 buses, and the staff parking to accommodate the additional buses.
4. Convert the existing 10,000-gal diesel tank to unleaded fuel and install new 20,000-gal diesel tank with enough pumps to meet the future needs of the district.

Status Summary:

1. Smith & Co. will be working with Huckabee as the architect.
2. Currently working on completing the programing needs and the schematic design.
3. Begin negotiations with the selected CMAr.

Technology Infrastructure Proposition A and Proposition B Interactive Panels and Digital Displays

Schedule Summary



Cost Summary

Contract Award Amount: Change Order: New Contract Amount

Scope of Work

1. Proposition A.
 - a. Network switches throughout the district.
 - b. New fiber ring.
 - c. UPS Units
 - d. NOC Storage
2. Proposition B
 - a. Interactive Panels for classrooms
 - b. Digital signage for common areas, libraries

Status Summary

1. The Technology Department will start issuing Purchase Orders for Proposition A infrastructure by the end of July and into August for switches, fiber ring, and other components.
2. Proposition B’s interactive panels and digital signage will be issued as well.
3. Switches & WAP PO provided to vendors. Technology Department meeting with vendor & installer to go over schedule to begin installs.
4. Phone refresh meetings was held this month to work on product configuration.
5. Fiber Ring bids were received and being evaluated to be presented to the January 2025 board meeting.