

Agenda of Public Hearing and Budget Workshop

The Board of Trustees Jarrell ISD

A Public Hearing and Budget Workshop of the Board of Trustees of Jarrell ISD will be held March 4, 2026, beginning at 6:00 PM in the Jarrell ISD Administration, 504 N. 5th Street, Jarrell, TX 76537.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Call to Order, Establishment of Quorum
2. Pledge to American and Texas Flags
3. Public Hearing: Annual TAPR and Improvement Plans presented by Laura Buckley 2
4. Public Comments
5. Adjourn to Closed Session: The Board may recess into Closed Session for purposes permitted by the Texas Open Meetings Act, Tex. Gov't Code Sections 551.001 et seq., 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084
 - A. Discussion of Personnel, Gov't. Code 551.074
 - B. Discussion of Purchase, Exchange, Lease or Value of Real Property, Tex. Gov't Code 551.072
 - C. Level III Hearing Complaint of Edwin Ortiz
6. Return to Open Session and Take Action if Needed on Closed Session Items
 - A. Possible Action on Personnel
 1. Consideration and Possible Action on Approving Additional Positions
 2. Consideration and Possible Action on Accepting Resignations
 3. Consideration and Possible Action on Employing Personnel
 - B. Consideration and Possible Action on Purchase, Exchange, Lease or Value of Real Property
 - C. Consideration and Possible Action Regarding Level III Hearing Complaint of Edwin Ortiz
7. Action Items
 - A. Consideration and Possible Approval of Improvement Plans presented by Laura Buckley 72
8. Budget Workshop #2 76
9. Adjournment 89

2024-25 Texas Academic Performance Report (TAPR)

District Name: JARRELL ISD

District Number: 246907

2025 District Accountability Score: C

A rating or scaled score was changed due to an appeal.
The underlying data remains the same.

2025 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	77%	63%	62%	61%	61%	*	*	*	74%	28%	63%	64%	61%	59%	45%
	2024	74%	74%	56%	60%	52%	60%	*	*	-	63%	26%	*	55%	57%	55%	65%
At Meets Grade Level or Above	2025	52%	54%	34%	31%	33%	40%	*	*	*	35%	7%	13%	38%	27%	31%	19%
	2024	48%	50%	25%	24%	24%	29%	*	*	-	13%	9%	*	27%	23%	23%	19%
At Masters Grade Level	2025	23%	26%	13%	8%	11%	21%	*	*	*	13%	2%	13%	16%	7%	13%	9%
	2024	21%	23%	7%	0%	9%	7%	*	*	-	0%	3%	*	10%	5%	7%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	70%	57%	42%	55%	67%	*	*	*	65%	28%	75%	57%	58%	51%	45%
	2024	70%	69%	51%	46%	45%	57%	*	*	-	75%	27%	*	50%	51%	49%	59%
At Meets Grade Level or Above	2025	46%	47%	29%	23%	26%	38%	*	*	*	35%	9%	38%	29%	28%	25%	22%
	2024	42%	44%	25%	25%	21%	30%	*	*	-	25%	14%	*	27%	22%	26%	25%
At Masters Grade Level	2025	19%	22%	10%	4%	8%	19%	*	*	*	9%	2%	13%	9%	13%	9%	3%
	2024	15%	18%	6%	0%	5%	7%	*	*	-	13%	3%	*	7%	4%	7%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	69%	62%	66%	76%	*	*	-	67%	38%	100%	67%	70%	69%	59%
	2024	81%	81%	72%	83%	70%	67%	*	*	-	87%	46%	64%	72%	72%	69%	59%
At Meets Grade Level or Above	2025	54%	56%	37%	23%	35%	43%	*	*	-	33%	10%	67%	39%	35%	36%	28%
	2024	51%	55%	31%	29%	26%	38%	*	*	-	47%	11%	45%	29%	33%	26%	28%
At Masters Grade Level	2025	24%	26%	11%	4%	8%	16%	*	*	-	8%	6%	33%	12%	10%	10%	5%
	2024	23%	27%	8%	13%	6%	12%	*	*	-	7%	1%	0%	6%	10%	6%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	67%	53%	50%	48%	60%	*	*	-	67%	25%	83%	53%	53%	53%	46%
	2024	69%	67%	51%	54%	51%	46%	*	*	-	47%	28%	55%	56%	46%	49%	42%
At Meets Grade Level or Above	2025	47%	45%	27%	27%	21%	34%	*	*	-	42%	9%	50%	29%	25%	25%	19%
	2024	46%	45%	29%	25%	27%	28%	*	*	-	40%	15%	9%	31%	27%	27%	26%
At Masters Grade Level	2025	24%	24%	12%	4%	10%	16%	*	*	-	25%	0%	17%	15%	10%	11%	8%
	2024	21%	21%	11%	13%	6%	15%	*	*	-	20%	6%	9%	14%	9%	10%	10%
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	78%	68%	70%	61%	77%	*	100%	-	89%	43%	50%	69%	66%	60%	52%
	2024	79%	81%	70%	65%	68%	73%	*	*	-	90%	37%	50%	68%	72%	63%	69%
At Meets Grade Level or Above	2025	58%	61%	44%	43%	37%	55%	*	80%	-	67%	18%	40%	44%	44%	35%	35%
	2024	55%	60%	41%	30%	40%	46%	*	*	-	50%	19%	0%	39%	43%	32%	39%
At Masters Grade Level	2025	30%	34%	19%	17%	13%	28%	*	20%	-	50%	8%	10%	20%	19%	13%	14%
	2024	29%	35%	18%	15%	16%	18%	*	*	-	30%	8%	0%	19%	16%	12%	13%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	73%	62%	53%	55%	71%	*	100%	-	89%	39%	70%	64%	59%	57%	52%
	2024	77%	77%	61%	55%	55%	73%	*	*	-	70%	42%	50%	59%	62%	52%	53%
At Meets Grade Level or Above	2025	47%	48%	32%	30%	29%	39%	*	40%	-	39%	16%	30%	38%	27%	26%	28%
	2024	50%	52%	32%	15%	26%	45%	*	*	-	40%	17%	17%	35%	28%	25%	30%
At Masters Grade Level	2025	22%	23%	14%	13%	10%	19%	*	40%	-	28%	4%	0%	18%	10%	12%	11%
	2024	19%	22%	7%	0%	4%	13%	*	*	-	20%	3%	0%	8%	6%	6%	5 3%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	63%	48%	37%	39%	68%	*	60%	-	78%	32%	40%	50%	47%	40%	38%
	2024	58%	59%	38%	25%	31%	54%	*	*	-	60%	30%	33%	37%	39%	30%	27%
At Meets Grade Level or Above	2025	31%	31%	16%	10%	12%	25%	*	0%	-	28%	8%	10%	17%	14%	12%	11%
	2024	28%	30%	11%	0%	6%	21%	*	*	-	30%	8%	0%	11%	11%	6%	1%
At Masters Grade Level	2025	12%	13%	5%	3%	2%	9%	*	0%	-	17%	4%	0%	5%	5%	3%	4%
	2024	11%	13%	2%	0%	2%	4%	*	*	-	0%	0%	0%	3%	1%	2%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	66%	67%	61%	76%	*	83%	-	67%	31%	71%	65%	67%	57%	51%
	2024	77%	78%	71%	65%	70%	75%	*	*	-	80%	33%	83%	67%	75%	68%	69%
At Meets Grade Level or Above	2025	56%	60%	37%	33%	33%	47%	*	50%	-	44%	13%	36%	35%	39%	27%	18%
	2024	57%	60%	43%	30%	38%	53%	*	*	-	65%	11%	67%	39%	46%	39%	33%
At Masters Grade Level	2025	29%	34%	11%	13%	8%	21%	*	0%	-	0%	0%	14%	11%	11%	7%	1%
	2024	26%	29%	12%	9%	10%	15%	*	*	-	20%	0%	0%	10%	13%	10%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	62%	67%	56%	74%	*	67%	-	67%	41%	71%	64%	60%	54%	45%
	2024	72%	72%	54%	35%	53%	62%	*	*	-	65%	18%	50%	58%	51%	51%	58%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	42%	18%	17%	14%	30%	*	17%	-	22%	6%	36%	17%	19%	13%	8%
	2024	39%	42%	24%	9%	23%	31%	*	*	-	35%	11%	33%	24%	24%	22%	22%
At Masters Grade Level	2025	16%	18%	5%	8%	3%	8%	*	0%	-	11%	0%	7%	4%	6%	4%	1%
	2024	14%	17%	4%	0%	4%	7%	*	*	-	5%	4%	0%	5%	4%	2%	3%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	69%	58%	71%	66%	*	*	-	77%	27%	83%	69%	69%	64%	63%
	2024	74%	76%	67%	77%	65%	69%	-	*	*	63%	16%	92%	72%	64%	62%	64%
At Meets Grade Level or Above	2025	54%	57%	44%	29%	43%	54%	*	*	-	50%	8%	67%	38%	51%	40%	27%
	2024	54%	58%	46%	69%	42%	43%	-	*	*	56%	5%	58%	48%	44%	40%	36%
At Masters Grade Level	2025	27%	32%	16%	17%	13%	18%	*	*	-	27%	0%	33%	15%	17%	13%	8%
	2024	29%	34%	21%	31%	19%	21%	-	*	*	19%	2%	25%	21%	20%	17%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	49%	32%	20%	34%	36%	*	*	-	31%	10%	*	32%	32%	30%	31%
	2024	56%	51%	29%	30%	28%	33%	-	*	*	25%	11%	50%	38%	23%	28%	20%
At Meets Grade Level or Above	2025	33%	27%	14%	5%	15%	21%	*	*	-	8%	3%	*	16%	13%	9%	15%
	2024	34%	30%	7%	10%	5%	10%	-	*	*	8%	2%	25%	10%	5%	7%	4%
At Masters Grade Level	2025	11%	7%	1%	0%	1%	0%	*	*	-	0%	2%	*	2%	0%	0%	0%
	2024	11%	8%	0%	5%	0%	0%	-	*	*	0%	0%	0%	0%	1%	1%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	82%	72%	80%	67%	78%	-	*	*	80%	20%	100%	72%	71%	69%	59%
	2024	81%	81%	75%	79%	75%	73%	-	*	*	79%	44%	*	79%	72%	72%	67%
At Meets Grade Level or Above	2025	58%	62%	46%	64%	41%	49%	-	*	*	60%	6%	50%	50%	43%	45%	33%
	2024	56%	60%	45%	52%	41%	45%	-	*	*	64%	8%	*	42%	47%	42%	39%
At Masters Grade Level	2025	32%	37%	25%	28%	23%	29%	-	*	*	27%	0%	13%	28%	22%	24%	14%
	2024	29%	34%	16%	21%	14%	18%	-	*	*	21%	2%	*	17%	15%	17%	16%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	74%	63%	75%	59%	68%	-	*	*	63%	18%	75%	64%	61%	60%	52%
	2024	72%	74%	53%	48%	51%	59%	-	*	-	54%	18%	100%	62%	47%	48%	44%
At Meets Grade Level or Above	2025	47%	54%	35%	33%	32%	38%	-	*	*	47%	6%	50%	36%	33%	34%	23%
	2024	43%	49%	21%	15%	22%	17%	-	*	-	31%	2%	40%	20%	22%	17%	18%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	18%	27%	6%	13%	3%	9%	-	*	*	11%	0%	0%	3%	8%	5%	4%
	2024	16%	24%	3%	0%	3%	3%	-	*	-	0%	0%	0%	2%	3%	2%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	76%	63%	80%	57%	71%	-	*	*	60%	20%	75%	64%	62%	61%	49%
	2024	70%	73%	56%	48%	50%	65%	-	*	*	79%	17%	*	56%	55%	50%	46%
At Meets Grade Level or Above	2025	48%	53%	36%	48%	30%	40%	-	*	*	47%	4%	13%	36%	35%	32%	19%
	2024	44%	50%	19%	22%	14%	23%	-	*	*	29%	0%	*	21%	17%	17%	13%
At Masters Grade Level	2025	19%	24%	11%	4%	11%	16%	-	*	*	20%	0%	0%	13%	10%	11%	3%
	2024	17%	23%	4%	0%	3%	5%	-	*	*	7%	0%	*	4%	3%	3%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	62%	43%	60%	37%	47%	-	*	*	60%	14%	50%	44%	42%	39%	26%
	2024	60%	64%	37%	37%	33%	42%	-	*	*	43%	10%	*	39%	34%	35%	31%
At Meets Grade Level or Above	2025	32%	38%	22%	24%	19%	27%	-	*	*	27%	4%	25%	21%	22%	19%	7 10%
	2024	33%	38%	12%	19%	7%	17%	-	*	*	21%	0%	*	15%	9%	9%	3%
At Masters Grade Level	2025	17%	22%	8%	4%	8%	13%	-	*	*	0%	0%	0%	9%	7%	8%	0%
	2024	17%	22%	4%	7%	3%	5%	-	*	*	0%	0%	*	4%	4%	5%	3%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	70%	58%	67%	54%	61%	-	*	*	82%	24%	80%	65%	52%	53%	42%
	2024	70%	71%	72%	70%	69%	76%	-	*	*	78%	44%	*	72%	72%	69%	63%
At Meets Grade Level or Above	2025	49%	53%	32%	41%	28%	33%	-	*	*	53%	7%	40%	33%	31%	30%	19%
	2024	52%	55%	49%	54%	41%	62%	-	*	*	44%	18%	*	44%	53%	42%	30%
At Masters Grade Level	2025	15%	19%	4%	3%	3%	7%	-	*	*	0%	0%	0%	3%	4%	3%	0%
	2024	16%	20%	9%	11%	6%	11%	-	*	*	22%	2%	*	6%	11%	6%	6%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	72%	67%	67%	62%	78%	-	*	*	69%	41%	-	75%	59%	63%	48%
	2024	75%	75%	78%	73%	75%	85%	-	*	-	82%	39%	*	83%	72%	76%	61%
At Meets Grade Level or Above	2025	55%	57%	50%	56%	43%	67%	-	*	*	31%	15%	-	59%	42%	47%	29%
	2024	58%	61%	63%	64%	58%	74%	-	*	-	64%	24%	*	66%	59%	61%	43%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	8%	11%	4%	3%	3%	8%	-	*	*	0%	0%	-	3%	5%	3%	0%
	2024	9%	12%	4%	0%	3%	11%	-	*	-	0%	0%	*	6%	3%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	76%	62%	64%	59%	66%	-	*	-	68%	31%	*	72%	54%	60%	43%
	2024	81%	79%	82%	86%	81%	81%	-	*	*	86%	48%	*	82%	81%	81%	81%
At Meets Grade Level or Above	2025	45%	45%	24%	28%	21%	31%	-	*	-	32%	7%	*	30%	20%	22%	12%
	2024	43%	42%	28%	31%	23%	33%	-	*	*	29%	8%	*	23%	31%	24%	23%
At Masters Grade Level	2025	27%	29%	9%	8%	8%	9%	-	*	-	11%	1%	*	11%	7%	7%	6%
	2024	24%	25%	7%	17%	3%	10%	-	*	*	7%	0%	*	2%	10%	5%	2%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	87%	93%	85%	91%	-	*	*	94%	72%	*	93%	83%	85%	79%
	2024	91%	91%	94%	97%	92%	95%	-	*	*	100%	83%	*	97%	91%	95%	90%
At Meets Grade Level or Above	2025	61%	65%	49%	47%	43%	62%	-	*	*	59%	20%	*	55%	44%	44%	35%
	2024	56%	60%	58%	60%	51%	67%	-	*	*	67%	38%	*	55%	60%	54%	47%
At Masters Grade Level	2025	21%	26%	7%	10%	6%	8%	-	*	*	12%	0%	*	6%	7%	6%	1%
	2024	19%	25%	9%	14%	6%	13%	-	*	*	11%	0%	*	5%	13%	8%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	93%	96%	90%	97%	-	100%	*	100%	78%	*	96%	91%	93%	81%
	2024	96%	96%	94%	94%	90%	100%	-	100%	*	100%	75%	-	94%	93%	92%	83%
At Meets Grade Level or Above	2025	68%	72%	60%	57%	54%	75%	-	75%	*	46%	33%	*	62%	57%	56%	31%
	2024	69%	73%	57%	65%	46%	71%	-	83%	*	82%	35%	-	53%	61%	52%	34%
At Masters Grade Level	2025	37%	43%	25%	30%	21%	38%	-	13%	*	0%	11%	*	26%	24%	24%	5%
	2024	37%	44%	23%	41%	13%	34%	-	50%	*	27%	8%	-	19%	26%	23%	5%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	91%	88%	*	75%	93%	-	*	*	*	*	-	87%	90%	83%	60%
	2024	88%	89%	84%	*	75%	94%	-	-	-	80%	-	*	91%	64%	88%	60%
At Meets Grade Level or Above	2025	59%	68%	33%	*	31%	47%	-	*	*	*	*	-	30%	40%	29%	20%
	2024	59%	68%	44%	*	30%	61%	-	-	-	20%	-	*	50%	27%	48%	0%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	13%	21%	5%	*	6%	7%	-	*	*	*	*	-	3%	10%	8%	20%
	2024	12%	19%	4%	*	0%	6%	-	-	-	20%	-	*	3%	9%	4%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	63%	64%	59%	70%	56%	83%	83%	73%	33%	72%	65%	61%	59%	50%
	2024	75%	75%	64%	63%	61%	69%	56%	81%	67%	71%	34%	70%	65%	62%	60%	57%
At Meets Grade Level or Above	2025	50%	52%	34%	34%	30%	43%	22%	51%	44%	41%	10%	37%	36%	33%	30%	22%
	2024	48%	52%	34%	34%	29%	41%	44%	52%	40%	42%	12%	34%	33%	34%	30%	26%
At Masters Grade Level	2025	21%	25%	11%	9%	9%	16%	17%	16%	6%	14%	2%	8%	11%	10%	9%	5%
	2024	20%	24%	9%	10%	7%	11%	22%	21%	0%	12%	2%	5%	8%	9%	7%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	76%	66%	67%	63%	72%	63%	85%	86%	77%	32%	75%	68%	64%	62%	52%
	2024	76%	77%	70%	72%	69%	72%	*	90%	60%	78%	36%	77%	71%	70%	67%	65%
At Meets Grade Level or Above	2025	54%	57%	40%	41%	36%	48%	25%	56%	57%	47%	11%	42%	42%	39%	36%	26%
	2024	54%	57%	43%	45%	39%	49%	*	55%	40%	53%	13%	45%	42%	44%	38%	34%
At Masters Grade Level	2025	23%	26%	12%	10%	10%	18%	13%	19%	0%	18%	2%	16%	13%	12%	10%	6%
	2024	22%	26%	12%	13%	10%	14%	*	20%	0%	16%	3%	9%	11%	12%	10%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	72%	57%	54%	53%	65%	38%	80%	*	67%	29%	76%	60%	55%	54%	46%
	2024	72%	72%	56%	54%	53%	63%	*	74%	60%	61%	28%	63%	60%	53%	52%	51%
At Meets Grade Level or Above	2025	45%	46%	26%	24%	23%	34%	13%	40%	*	33%	9%	37%	28%	24%	23%	18%
	2024	43%	45%	25%	21%	22%	31%	*	47%	20%	30%	11%	27%	26%	23%	22%	20%
At Masters Grade Level	2025	20%	22%	8%	7%	6%	12%	13%	16%	*	13%	1%	6%	9%	8%	7%	5%
	2024	17%	20%	6%	6%	4%	9%	*	21%	0%	9%	3%	2%	6%	6%	5%	3%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	77%	67%	69%	61%	77%	*	75%	*	78%	42%	59%	68%	65%	63%	57%
	2024	75%	76%	63%	63%	57%	73%	*	50%	*	79%	40%	56%	63%	63%	58%	55%
At Meets Grade Level or Above	2025	47%	50%	33%	34%	29%	42%	*	50%	*	44%	11%	23%	35%	32%	30%	22%
	2024	43%	48%	30%	33%	23%	40%	*	33%	*	39%	14%	11%	29%	31%	26%	21%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	17%	21%	8%	6%	6%	10%	*	8%	*	16%	2%	0%	8%	7%	7%	3%
	2024	16%	21%	5%	6%	4%	8%	*	0%	*	6%	0%	0%	4%	6%	4%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	79%	68%	77%	62%	76%	-	92%	*	79%	41%	64%	71%	66%	65%	49%
	2024	78%	80%	63%	59%	59%	69%	-	100%	*	68%	40%	*	65%	61%	60%	50%
At Meets Grade Level or Above	2025	50%	55%	41%	40%	36%	55%	-	67%	*	36%	16%	36%	42%	39%	37%	19%
	2024	51%	56%	33%	36%	25%	42%	-	71%	*	48%	16%	*	33%	33%	28%	14%
At Masters Grade Level	2025	27%	33%	17%	17%	14%	28%	-	17%	*	0%	5%	0%	18%	15%	16%	2%
	2024	27%	33%	13%	20%	8%	19%	-	43%	*	12%	3%	*	11%	14%	13%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	41%	22%	19%	20%	29%	*	*	*	26%	2%	13%	24%	20%	20%	15%
	2024	35%	37%	16%	13%	15%	19%	*	*	-	13%	8%	*	18%	14%	16%	16%
Reading and Mathematics Including EOC	2025	39%	41%	22%	19%	20%	29%	*	*	*	26%	2%	13%	24%	20%	20%	10 15%
	2024	35%	37%	16%	13%	15%	19%	*	*	-	13%	8%	*	18%	14%	16%	16%
Reading Including EOC	2025	52%	54%	34%	31%	33%	40%	*	*	*	35%	7%	13%	38%	27%	31%	19%
	2024	48%	50%	25%	24%	24%	29%	*	*	-	13%	9%	*	27%	23%	23%	19%
Math Including EOC	2025	46%	47%	29%	23%	26%	38%	*	*	*	35%	9%	38%	29%	28%	25%	22%
	2024	42%	44%	25%	25%	21%	30%	*	*	-	25%	14%	*	27%	22%	26%	25%
4th Graders																	
Reading and Mathematics	2025	40%	40%	18%	15%	15%	23%	*	*	-	25%	3%	50%	21%	16%	17%	14%
	2024	38%	40%	21%	21%	17%	22%	*	*	-	40%	7%	9%	21%	20%	18%	19%
Reading and Mathematics Including EOC	2025	40%	40%	18%	15%	15%	23%	*	*	-	25%	3%	50%	21%	16%	17%	14%
	2024	38%	40%	21%	21%	17%	22%	*	*	-	40%	7%	9%	21%	20%	18%	19%
Reading Including EOC	2025	54%	56%	37%	23%	35%	43%	*	*	-	33%	10%	67%	39%	35%	36%	28%
	2024	51%	55%	31%	29%	26%	38%	*	*	-	47%	11%	45%	29%	33%	26%	28%
Math Including EOC	2025	47%	46%	27%	27%	21%	34%	*	*	-	42%	9%	50%	29%	25%	25%	19%
	2024	46%	46%	29%	25%	27%	28%	*	*	-	40%	15%	9%	31%	27%	27%	26%
5th Graders																	
Reading and Mathematics	2025	42%	44%	28%	27%	23%	36%	*	40%	-	39%	9%	30%	32%	23%	20%	25%
	2024	42%	46%	23%	10%	19%	34%	*	*	-	40%	10%	0%	23%	23%	16%	17%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	42%	44%	28%	27%	23%	36%	*	40%	-	39%	9%	30%	32%	23%	20%	25%
	2024	42%	46%	23%	10%	19%	34%	*	*	-	40%	10%	0%	23%	23%	16%	17%
Reading Including EOC	2025	58%	61%	44%	43%	37%	55%	*	80%	-	67%	18%	40%	44%	44%	35%	35%
	2024	55%	60%	41%	30%	40%	46%	*	*	-	50%	19%	0%	39%	43%	32%	39%
Math Including EOC	2025	48%	48%	32%	30%	29%	39%	*	40%	-	39%	16%	30%	38%	27%	26%	28%
	2024	51%	52%	32%	15%	26%	45%	*	*	-	40%	17%	17%	35%	28%	25%	30%
6th Graders																	
Reading and Mathematics	2025	37%	41%	16%	17%	10%	29%	*	0%	-	22%	6%	29%	15%	16%	10%	1%
	2024	36%	40%	23%	9%	21%	29%	*	*	-	35%	9%	33%	22%	24%	21%	20%
Reading and Mathematics Including EOC	2025	37%	41%	16%	17%	10%	29%	*	0%	-	22%	6%	29%	15%	16%	10%	1%
	2024	36%	40%	23%	9%	21%	29%	*	*	-	35%	9%	33%	22%	24%	21%	20%
Reading Including EOC	2025	56%	60%	37%	33%	33%	47%	*	50%	-	44%	13%	36%	35%	39%	27%	18%
	2024	57%	60%	43%	30%	38%	53%	*	*	-	65%	11%	67%	39%	46%	39%	11 33%
Math Including EOC	2025	41%	44%	18%	17%	14%	30%	*	17%	-	22%	6%	36%	17%	19%	13%	8%
	2024	40%	44%	24%	9%	23%	31%	*	*	-	35%	11%	33%	24%	24%	22%	22%
7th Graders																	
Reading and Mathematics	2025	36%	39%	24%	8%	21%	35%	*	*	-	36%	3%	67%	25%	23%	20%	13%
	2024	35%	38%	19%	19%	16%	21%	-	*	*	31%	2%	33%	23%	16%	17%	13%
Reading and Mathematics Including EOC	2025	38%	43%	24%	8%	21%	35%	*	*	-	36%	3%	67%	25%	23%	20%	13%
	2024	36%	41%	19%	19%	16%	21%	-	*	*	31%	2%	33%	23%	16%	17%	13%
Reading Including EOC	2025	54%	57%	44%	29%	43%	54%	*	*	-	50%	8%	67%	38%	51%	40%	27%
	2024	54%	57%	46%	69%	42%	43%	-	*	*	56%	5%	58%	48%	44%	40%	36%
Math Including EOC	2025	43%	48%	27%	13%	25%	35%	*	*	-	36%	3%	67%	29%	24%	23%	21%
	2024	40%	45%	19%	19%	16%	21%	-	*	*	31%	2%	33%	23%	16%	17%	12%
8th Graders																	
Reading and Mathematics	2025	30%	33%	20%	30%	19%	9%	-	*	*	20%	4%	33%	22%	18%	18%	15%
	2024	28%	30%	6%	5%	7%	7%	-	*	-	0%	2%	*	4%	9%	5%	4%
Reading and Mathematics Including EOC	2025	44%	47%	30%	40%	26%	27%	-	*	*	40%	4%	25%	32%	27%	27%	18%
	2024	41%	45%	14%	14%	14%	14%	-	*	*	14%	2%	*	13%	14%	10%	13%
Reading Including EOC	2025	59%	62%	46%	64%	41%	49%	-	*	*	60%	6%	50%	50%	43%	45%	33%
	2024	57%	60%	45%	52%	41%	45%	-	*	*	64%	8%	*	42%	47%	42%	39%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2025	51%	53%	34%	40%	30%	38%	-	*	*	40%	6%	25%	35%	33%	32%	24%
	2024	49%	51%	16%	14%	17%	15%	-	*	*	14%	2%	*	15%	16%	11%	14%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	40%	21%	19%	18%	28%	13%	32%	*	30%	5%	34%	23%	19%	18%	14%
	2024	36%	39%	19%	13%	16%	23%	*	40%	*	29%	7%	21%	19%	18%	16%	15%
Reading and Mathematics Including EOC	2025	40%	43%	23%	21%	19%	30%	13%	35%	*	32%	5%	33%	25%	21%	19%	14%
	2024	38%	42%	19%	14%	17%	23%	*	40%	*	30%	7%	21%	20%	19%	17%	16%
Reading Including EOC	2025	55%	58%	40%	37%	37%	48%	25%	57%	*	48%	11%	42%	40%	40%	35%	27%
	2024	54%	57%	39%	40%	35%	42%	*	53%	*	53%	11%	46%	37%	40%	34%	34%
Math Including EOC	2025	46%	48%	28%	25%	24%	35%	13%	43%	*	36%	9%	38%	29%	26%	24%	20%
	2024	45%	47%	24%	18%	22%	29%	*	50%	*	31%	11%	23%	26%	22%	21%	21%

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

Texas Education Agency
2024-25 STAAR Progress (TAPR)
JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	64%	62%	60%	76%	*	*	-	55%	53%	100%	65%	64%	65%	49%	84%
	2024	67%	68%	64%	73%	64%	60%	*	*	-	64%	54%	55%	67%	62%	64%	59%	---
Grade 4 Mathematics	2025	65%	63%	57%	56%	53%	61%	*	*	-	68%	41%	50%	58%	56%	57%	49%	77%
	2024	60%	57%	49%	48%	51%	41%	*	*	-	43%	48%	41%	56%	43%	49%	46%	---
Grade 5 ELA/Reading	2025	69%	71%	69%	60%	65%	76%	*	100%	-	86%	51%	55%	68%	70%	63%	61%	100%
	2024	70%	72%	63%	53%	63%	58%	*	*	-	85%	42%	58%	62%	64%	57%	63%	---
Grade 5 Mathematics	2025	67%	67%	65%	60%	61%	68%	*	90%	-	81%	56%	78%	66%	63%	60%	66%	83%
	2024	65%	66%	57%	26%	56%	66%	*	*	-	65%	43%	50%	55%	59%	54%	58%	---
Grade 6 ELA/Reading	2025	64%	65%	48%	50%	44%	62%	*	50%	-	25%	34%	43%	47%	49%	42%	33%	62%
	2024	61%	62%	61%	62%	55%	71%	*	*	-	75%	40%	75%	57%	64%	58%	51%	---
Grade 6 Mathematics	2025	56%	58%	50%	58%	50%	47%	*	33%	-	50%	44%	61%	50%	49%	48%	48%	71%
	2024	48%	50%	38%	39%	33%	47%	*	*	-	55%	23%	42%	41%	36%	36%	37%	---
Grade 7 ELA/Reading	2025	64%	65%	57%	43%	57%	60%	*	*	-	65%	25%	67%	56%	59%	53%	52%	60%
	2024	66%	68%	64%	78%	62%	69%	-	*	*	53%	30%	71%	67%	62%	58%	62%	---
Grade 7 Mathematics	2025	50%	45%	44%	29%	44%	49%	*	*	-	50%	37%	*	46%	42%	42%	39%	-
	2024	49%	46%	37%	44%	33%	48%	-	*	*	36%	39%	44%	46%	30%	38%	28%	---
Grade 8 ELA/Reading	2025	72%	74%	65%	64%	63%	67%	-	*	*	77%	38%	94%	68%	62%	63%	53%	79%
	2024	69%	70%	68%	80%	65%	70%	-	*	*	71%	46%	*	69%	67%	66%	64%	---
Grade 8 Mathematics	2025	68%	70%	60%	67%	57%	58%	-	*	*	66%	29%	81%	59%	60%	60%	57%	65%
	2024	66%	66%	56%	52%	59%	48%	-	*	-	42%	53%	30%	59%	52%	54%	61%	---
End of Course English I	2025	63%	65%	46%	43%	43%	54%	-	*	*	46%	25%	*	46%	46%	42%	37%	*
	2024	64%	67%	60%	66%	59%	60%	-	*	*	57%	44%	*	56%	64%	59%	52%	---
End of Course English II	2025	65%	63%	65%	73%	62%	72%	-	*	*	40%	42%	-	67%	63%	64%	56%	79%
	2024	69%	68%	74%	79%	70%	80%	-	*	-	80%	41%	*	78%	70%	74%	69%	---
End of Course Algebra I	2025	74%	75%	66%	83%	60%	76%	-	*	-	75%	45%	*	67%	66%	64%	56%	80%
	2024	72%	72%	60%	77%	56%	61%	-	-	*	64%	53%	*	53%	66%	58%	58%	---
All Grades Both Subjects	2025	65%	66%	58%	58%	55%	64%	40%	76%	93%	64%	41%	66%	59%	58%	55%	51%	78%
	2024	64%	65%	58%	61%	56%	60%	58%	78%	40%	61%	43%	54%	59%	57%	56%	54%	---
All Grades ELA/Reading	2025	67%	68%	59%	57%	56%	67%	40%	77%	90%	61%	39%	63%	59%	59%	56%	49%	80%
	2024	67%	68%	65%	71%	63%	66%	*	81%	50%	69%	43%	65%	65%	64%	62%	60%	---
All Grades Mathematics	2025	64%	64%	57%	60%	55%	60%	40%	75%	*	67%	43%	69%	58%	57%	55%	54%	76%
	2024	60%	60%	50%	50%	48%	53%	*	75%	30%	51%	43%	43%	52%	48%	48%	47%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	37%	41%	33%	41%	48%	*	-	-	*	26%	*	37%	44%	40%	29%	-
	2024	38%	37%	43%	50%	46%	27%	-	*	-	*	33%	*	46%	40%	43%	32%	---
Grade 4 Mathematics	2025	27%	24%	24%	29%	19%	32%	*	*	-	*	16%	*	23%	25%	19%	12%	-
	2024	26%	23%	27%	18%	32%	23%	-	*	-	*	15%	*	33%	22%	27%	22%	---

Texas Education Agency
2024-25 STAAR Progress (TAPR)
JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	25%	23%	14%	22%	26%	-	-	-	*	20%	*	25%	21%	23%	18%	*
	2024	35%	35%	30%	17%	31%	25%	-	*	-	*	21%	*	30%	29%	28%	28%	---
Grade 5 Mathematics	2025	35%	34%	32%	21%	22%	47%	-	*	-	78%	27%	*	30%	33%	26%	23%	*
	2024	41%	40%	33%	14%	30%	45%	-	*	-	50%	25%	40%	29%	37%	27%	31%	---
Grade 6 ELA/Reading	2025	27%	24%	20%	13%	22%	20%	-	*	-	*	14%	*	24%	13%	17%	12%	-
	2024	24%	23%	36%	43%	37%	40%	*	*	-	*	23%	*	32%	42%	36%	33%	---
Grade 6 Mathematics	2025	33%	34%	30%	56%	29%	19%	-	*	-	*	17%	*	28%	31%	28%	26%	-
	2024	27%	25%	18%	20%	13%	26%	*	*	-	20%	6%	*	18%	18%	14%	24%	---
Grade 7 ELA/Reading	2025	25%	23%	19%	25%	21%	7%	*	*	-	*	8%	*	24%	11%	21%	20%	-
	2024	23%	21%	24%	*	25%	20%	-	-	-	17%	10%	*	28%	21%	22%	24%	---
Grade 7 Mathematics	2025	16%	15%	13%	20%	11%	18%	*	*	-	17%	4%	*	13%	14%	13%	6%	-
	2024	14%	13%	16%	25%	14%	27%	-	-	*	0%	4%	*	23%	11%	14%	10%	---
Grade 8 ELA/Reading	2025	40%	38%	32%	17%	30%	36%	-	*	*	40%	14%	*	31%	33%	27%	24%	*
	2024	34%	32%	35%	50%	33%	33%	-	-	-	40%	15%	-	41%	31%	36%	17%	---
Grade 8 Mathematics	2025	42%	36%	35%	57%	31%	42%	-	-	*	14%	16%	*	38%	33%	34%	33%	*
	2024	44%	36%	28%	46%	25%	24%	-	*	-	*	19%	-	34%	23%	29%	26%	---
End of Course English I	2025	23%	23%	12%	0%	12%	20%	-	-	-	*	6%	-	13%	12%	9%	9%	-
	2024	20%	20%	32%	*	32%	17%	-	-	-	*	8%	-	31%	33%	40%	42%	---
End of Course English II	2025	29%	25%	28%	33%	27%	13%	-	*	*	*	23%	-	41%	15%	24%	28%	-
	2024	29%	26%	37%	40%	37%	38%	-	*	-	*	10%	*	47%	31%	32%	24%	---
End of Course Algebra I	2025	54%	51%	42%	33%	42%	48%	-	-	-	33%	14%	*	46%	39%	38%	29%	-
	2024	55%	51%	67%	89%	63%	56%	-	-	-	*	44%	-	58%	73%	60%	77%	---
All Grades Both Subjects	2025	33%	31%	28%	29%	26%	32%	0%	67%	*	32%	16%	38%	29%	27%	25%	22%	50%
	2024	32%	30%	32%	38%	31%	31%	*	63%	*	32%	19%	39%	34%	30%	30%	27%	---
All Grades ELA/Reading	2025	31%	29%	26%	21%	26%	29%	*	*	*	28%	16%	40%	29%	24%	24%	21%	*
	2024	30%	28%	35%	40%	35%	30%	*	*	-	36%	20%	36%	36%	33%	34%	28%	---
All Grades Mathematics	2025	35%	32%	29%	35%	26%	35%	*	80%	*	34%	16%	36%	29%	29%	26%	23%	*
	2024	35%	32%	29%	36%	27%	32%	*	*	*	28%	17%	42%	31%	27%	26%	26%	---

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

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	75%	63%	44%	-	-	44%	-	45%	51%	55%	54%	46%	48%	68%	50%	83%
	2024	75%	75%	64%	61%	-	-	50%	-	65%	56%	49%	63%	54%	70%	66%	57%	71%
At Meets Grade Level or Above	2025	50%	52%	34%	19%	-	-	20%	-	18%	23%	25%	23%	20%	24%	39%	22%	50%
	2024	48%	52%	34%	21%	-	-	0%	-	31%	25%	25%	29%	22%	34%	36%	26%	43%
At Masters Grade Level	2025	21%	25%	11%	5%	-	-	6%	-	4%	5%	8%	1%	5%	9%	13%	5%	17%
	2024	20%	24%	9%	0%	-	-	0%	-	0%	5%	7%	5%	5%	8%	10%	5%	0%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	76%	66%	47%	-	-	39%	-	55%	52%	58%	49%	52%	56%	72%	52%	*
	2024	76%	77%	70%	68%	-	-	67%	-	69%	63%	65%	63%	63%	79%	73%	65%	15
At Meets Grade Level or Above	2025	54%	57%	40%	21%	-	-	19%	-	23%	27%	33%	25%	23%	32%	46%	26%	*
	2024	54%	57%	43%	16%	-	-	0%	-	23%	34%	33%	36%	33%	47%	46%	34%	-
At Masters Grade Level	2025	23%	26%	12%	6%	-	-	9%	-	2%	6%	12%	0%	8%	6%	15%	6%	*
	2024	22%	26%	12%	0%	-	-	0%	-	0%	8%	9%	6%	10%	15%	13%	8%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	72%	57%	42%	-	-	48%	-	36%	47%	55%	43%	39%	43%	62%	46%	80%
	2024	72%	72%	56%	53%	-	-	33%	-	62%	50%	48%	65%	43%	55%	58%	51%	71%
At Meets Grade Level or Above	2025	45%	46%	26%	18%	-	-	22%	-	13%	19%	22%	11%	20%	17%	29%	18%	60%
	2024	43%	45%	25%	26%	-	-	0%	-	38%	20%	28%	21%	14%	23%	26%	20%	43%
At Masters Grade Level	2025	20%	22%	8%	4%	-	-	2%	-	6%	5%	6%	3%	6%	7%	10%	5%	20%
	2024	17%	20%	6%	0%	-	-	0%	-	0%	4%	9%	2%	2%	3%	6%	3%	0%
All Grades Science																		

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	77%	67%	-	-	-	-	-	-	58%	52%	80%	43%	25%	71%	57%	-
	2024	75%	76%	63%	-	-	-	-	-	-	53%	21%	71%	57%	82%	66%	55%	-
At Meets Grade Level or Above	2025	47%	50%	33%	-	-	-	-	-	-	22%	16%	37%	13%	25%	38%	22%	-
	2024	43%	48%	30%	-	-	-	-	-	-	20%	2%	35%	15%	27%	33%	21%	-
At Masters Grade Level	2025	17%	21%	8%	-	-	-	-	-	-	2%	5%	1%	1%	17%	10%	3%	-
	2024	16%	21%	5%	-	-	-	-	-	-	2%	0%	5%	0%	0%	6%	2%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	79%	68%	-	-	-	-	-	-	48%	33%	62%	50%	67%	76%	49%	-
	2024	78%	80%	63%	-	-	-	-	-	-	50%	*	48%	53%	*	67%	50%	-
At Meets Grade Level or Above	2025	50%	55%	41%	-	-	-	-	-	-	19%	10%	8%	22%	17%	50%	19%	16
	2024	51%	56%	33%	-	-	-	-	-	-	15%	*	16%	13%	*	39%	14%	-
At Masters Grade Level	2025	27%	33%	17%	-	-	-	-	-	-	1%	0%	0%	2%	17%	23%	2%	-
	2024	27%	33%	13%	-	-	-	-	-	-	4%	*	6%	0%	*	15%	4%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	66%	58%	49%	-	-	-	-	49%	50%	51%	48%	52%	65%	61%	51%	-
	2024	64%	65%	58%	-	-	-	-	-	-	54%	57%	58%	49%	57%	59%	54%	-
All Grades ELA/Reading	2025	67%	68%	59%	47%	-	-	-	-	47%	48%	48%	47%	50%	61%	63%	49%	-
	2024	67%	68%	65%	-	-	-	-	-	-	59%	62%	57%	60%	71%	66%	60%	-
All Grades Mathematics	2025	64%	64%	57%	50%	-	-	-	-	50%	53%	55%	49%	54%	70%	59%	54%	-
	2024	60%	60%	50%	-	-	-	-	-	-	47%	52%	59%	38%	42%	50%	47%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	28%	21%	-	-	-	-	21%	22%	24%	20%	23%	22%	31%	22%	-
	2024	32%	30%	32%	-	-	-	-	-	-	27%	31%	29%	23%	23%	34%	27%	-

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	29%	26%	32%	-	-	-	-	32%	19%	14%	18%	25%	14%	30%	21%	-
	2024	30%	28%	35%	-	-	-	-	-	-	28%	34%	23%	27%	33%	38%	28%	-
All Grades Mathematics	2025	35%	32%	29%	9%	-	-	-	-	9%	25%	31%	23%	21%	25%	32%	23%	-
	2024	35%	32%	29%	-	-	-	-	-	-	26%	29%	36%	19%	14%	31%	26%	-

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

Texas Education Agency
2024-25 STAAR Participation (TAPR)
JARRELL ISD (246907) - WILLIAMSON COUNTY

	State	Region 13	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	90%	90%	89%	94%	100%	73%	82%	89%	92%	91%	94%	86%	89%	82%
Not Included in Accountability: Mobile	4%	4%	7%	10%	7%	6%	0%	13%	14%	10%	6%	9%	4%	10%	8%	9%
Not Included in Accountability: Other Exclusions	2%	2%	3%	0%	4%	0%	0%	13%	5%	0%	2%	0%	2%	4%	3%	8%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	91%	88%	90%	86%	94%	100%	71%	78%	89%	91%	90%	92%	84%	87%	77%
Not Included in Accountability: Mobile	4%	4%	7%	9%	7%	6%	0%	13%	11%	10%	5%	10%	4%	11%	8%	9%
Not Included in Accountability: Other Exclusions	4%	4%	4%	1%	7%	0%	0%	16%	11%	0%	4%	0%	4%	5%	5%	14%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	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%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%
Included in Accountability	94%	93%	91%	89%	90%	94%	100%	74%	80%	89%	93%	90%	95%	86%	90%	85%
Not Included in Accountability: Mobile	4%	4%	8%	11%	7%	5%	0%	15%	20%	11%	6%	10%	4%	11%	8%	10%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	12%	0%	0%	0%	0%	0%	3%	2%	5%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	99%	* 100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	91%	91%	92%	93%	* 63%	80%	88%	93%	92%	92%	96%	87%	89%	86%
Not Included in Accountability: Mobile	4%	4%	7%	9%	6%	7%	* 16%	20%	12%	7%	8%	4%	10%	8%	9%	
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	* 21%	0%	0%	1%	0%	0%	3%	2%	5%	
Not Tested	1%	1%	0%	0%	0%	1%	* 0%	0%	0%	0%	1%	0%	0%	0%	0%	0%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
Absent	1%	1%	0%	0%	0%	1%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Social Studies																	
Assessment Participant	99%	98%	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	99%	99%	99%	
Included in Accountability	94%	94%	93%	87%	94%	95%	-	92%	*	90%	91%	100%	96%	90%	92%	92%	
Not Included in Accountability: Mobile	4%	4%	6%	13%	5%	5%	-	8%	*	10%	9%	0%	4%	9%	7%	8%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	
Not Tested	1%	2%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	1%	1%	
Absent	1%	2%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	1%	1%	
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	
Accelerated Testers																	
SAT/ACT Participant	94%	97%	93%	*	84%	100%	-	*	*	*	*	-	94%	91%	92%	71%	
2024 STAAR Participation (All Grades)																19	
All Tests																	
Assessment Participant	99%	98%	99%	98%	99%	99%	100%	98%	100%	98%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	92%	92%	88%	90%	86%	93%	90%	80%	94%	89%	90%	86%	91%	86%	87%	78%	
Not Included in Accountability: Mobile	4%	5%	7%	7%	7%	6%	10%	5%	0%	9%	6%	11%	5%	8%	7%	8%	
Not Included in Accountability: Other Exclusions	2%	2%	4%	2%	6%	0%	0%	14%	6%	0%	2%	3%	3%	5%	5%	14%	
Not Tested	1%	2%	1%	2%	1%	1%	0%	2%	0%	2%	1%	1%	1%	1%	1%	0%	
Absent	1%	1%	1%	1%	1%	1%	0%	2%	0%	2%	1%	1%	0%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	100%	97%	99%	100%	99%	99%	99%	100%	
Included in Accountability	91%	90%	86%	90%	84%	93%	*	69%	83%	90%	89%	88%	89%	84%	85%	73%	
Not Included in Accountability: Mobile	4%	5%	7%	8%	7%	6%	*	3%	0%	8%	6%	8%	5%	8%	7%	7%	
Not Included in Accountability: Other Exclusions	4%	4%	6%	2%	9%	1%	*	28%	17%	0%	5%	4%	5%	7%	7%	19%	
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	0%	3%	1%	0%	1%	1%	1%	0%	
Absent	1%	1%	0%	0%	1%	0%	*	0%	0%	1%	1%	0%	0%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	1%	*	0%	0%	2%	0%	0%	1%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	99%	99%	98%	99%	99%	100%	100%	100%	99%	99%	100%	100%	98%	99%	99%	
Included in Accountability	93%	92%	90%	92%	88%	93%	80%	90%	100%	91%	92%	87%	92%	87%	89%	82%	

Texas Education Agency
2024-25 STAAR Participation (TAPR)
JARRELL ISD (246907) - WILLIAMSON COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	7%	5%	7%	6%	20%	10%	0%	8%	5%	11%	5%	8%	7%	8%
Not Included in Accountability: Other Exclusions	1%	1%	3%	2%	4%	0%	0%	0%	0%	0%	1%	2%	3%	3%	3%	10%
Not Tested	1%	1%	1%	2%	1%	1%	0%	0%	0%	1%	1%	0%	0%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	1%
Other	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	98%	99%	98%	100%	99%	* 100%	*	95%	98%	100%	99%	99%	99%	99%	100%
Included in Accountability	93%	93%	90%	90%	88%	94%	* 100%	*	83%	92%	82%	94%	87%	88%	88%	82%
Not Included in Accountability: Mobile	4%	4%	7%	5%	8%	5%	* 0%	*	13%	6%	18%	5%	8%	7%	10%	
Not Included in Accountability: Other Exclusions	1%	1%	2%	2%	4%	0%	* 0%	*	0%	1%	0%	0%	4%	3%	8%	
Not Tested	1%	2%	1%	2%	0%	1%	* 0%	*	5%	2%	0%	1%	1%	1%	0%	
Absent	1%	2%	1%	2%	0%	0%	* 0%	*	5%	2%	0%	0%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	1%	* 0%	*	0%	0%	0%	1%	0%	0%	20	0%
Social Studies																
Assessment Participant	99%	98%	98%	94%	99%	98%	- 89%	*	97%	96%	*	99%	97%	97%	97%	99%
Included in Accountability	94%	93%	90%	81%	90%	94%	- 78%	*	86%	86%	*	95%	86%	88%	83%	
Not Included in Accountability: Mobile	4%	4%	6%	9%	6%	5%	- 0%	*	10%	10%	*	4%	8%	6%	8%	
Not Included in Accountability: Other Exclusions	1%	1%	2%	4%	3%	0%	- 11%	*	0%	0%	*	0%	3%	3%	8%	
Not Tested	1%	2%	2%	6%	1%	2%	- 11%	*	3%	4%	*	1%	3%	3%	1%	
Absent	1%	2%	2%	6%	1%	2%	- 11%	*	3%	4%	*	1%	3%	3%	1%	
Other	0%	0%	0%	0%	0%	0%	- 0%	*	0%	0%	*	0%	0%	0%	0%	
Accelerated Testers																
SAT/ACT Participant	93%	95%	96%	*	95%	100%	-	-	-	100%	-	*	100%	85%	96%	100%

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

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	93.0%	93.7%	94.0%	93.7%	93.7%	*	95.1%	94.0%	93.4%	93.1%	93.5%	94.3%
2022-23	93.3%	92.8%	92.6%	93.0%	92.4%	92.7%	*	95.1%	88.4%	92.7%	91.7%	92.2%	93.4%
Chronic Absenteeism													
2023-24	19.0%	20.7%	17.2%	17.8%	16.3%	17.9%	28.6%	20.9%	20.0%	20.3%	20.7%	17.7%	14.6%
2022-23	20.3%	21.5%	23.6%	23.7%	23.5%	24.3%	0.0%	6.8%	44.4%	23.7%	27.6%	24.1%	18.7%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2022-23	2.0%	2.3%	0.1%	0.0%	0.2%	0.0%	*	0.0%	*	0.0%	0.7%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	91.2%	97.4%	94.1%	97.2%	98.3%	-	*	*	100.0%	100.0%	99.1%	96.9%
Received TxCHSE	0.3%	0.5%	0.5%	0.0%	0.0%	1.7%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.0%	1.5%	5.9%	1.9%	0.0%	-	*	*	0.0%	0.0%	0.0%	3.1%
Dropped Out	5.8%	5.3%	0.5%	0.0%	0.9%	0.0%	-	*	*	0.0%	0.0%	0.9%	0.0%
Graduates and TxCHSE	91.1%	91.7%	97.9%	94.1%	97.2%	100.0%	-	*	*	100.0%	100.0%	99.1%	96.9%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	99.5%	100.0%	99.1%	100.0%	-	100.0%	100.0%	100.0%	100.0%	99.1%	100.0%
Class of 2023													
Graduated	90.3%	91.2%	94.4%	100.0%	91.1%	98.1%	*	-	*	100.0%	96.0%	93.1%	90.3%
Received TxCHSE	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	2.8%	3.1%	0.0%	5.4%	0.0%	*	-	*	0.0%	0.0%	4.9%	3.2%
Dropped Out	6.3%	5.5%	2.6%	0.0%	3.6%	1.9%	*	-	*	0.0%	4.0%	2.0%	6.5%
Graduates and TxCHSE	90.6%	91.6%	94.4%	100.0%	91.1%	98.1%	*	-	*	100.0%	96.0%	93.1%	90.3%
Graduates, TxCHSE, and Continuers	93.7%	94.5%	97.4%	100.0%	96.4%	98.1%	*	-	*	100.0%	96.0%	98.0%	93.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	92.7%	97.4%	100.0%	96.3%	98.1%	*	-	*	100.0%	96.0%	98.0%	93.3%
Received TxCHSE	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.2%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.5%	5.6%	2.6%	0.0%	3.7%	1.9%	*	-	*	0.0%	4.0%	2.0%	6.7%
Graduates and TxCHSE	92.6%	93.2%	97.4%	100.0%	96.3%	98.1%	*	-	*	100.0%	96.0%	98.0%	93.3%
Graduates, TxCHSE, and Continuers	93.5%	94.4%	97.4%	100.0%	96.3%	98.1%	*	-	*	100.0%	96.0%	98.0%	93.3%

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	93.3%	95.6%	100.0%	94.6%	97.4%	-	*	-	87.5%	88.2%	95.1%	95.7%
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	5.1%	4.4%	0.0%	5.4%	2.6%	-	*	-	12.5%	11.8%	4.9%	4.3%
Graduates and TxCHSE	92.2%	93.7%	95.6%	100.0%	94.6%	97.4%	-	*	-	87.5%	88.2%	95.1%	95.7%
Graduates, TxCHSE, and Continuers	93.2%	94.9%	95.6%	100.0%	94.6%	97.4%	-	*	-	87.5%	88.2%	95.1%	95.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	93.5%	95.6%	100.0%	94.6%	97.4%	-	*	-	87.5%	88.2%	95.1%	95.7%
Received TxCHSE	0.5%	0.6%	0.7%	0.0%	1.4%	0.0%	-	*	-	0.0%	0.0%	1.6%	0.0%
Continued HS	0.5%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	5.2%	3.7%	0.0%	4.1%	2.6%	-	*	-	12.5%	11.8%	3.3%	4.3%
Graduates and TxCHSE	92.7%	94.1%	96.3%	100.0%	95.9%	97.4%	-	*	-	87.5%	88.2%	96.7%	95.7%
Graduates, TxCHSE, and Continuers	93.2%	94.8%	96.3%	100.0%	95.9%	97.4%	-	*	-	87.5%	88.2%	96.7%	95.7%
Class of 2021													
Graduated	92.7%	93.8%	91.6%	100.0%	90.5%	92.2%	-	*	-	*	93.3%	84.6%	86.7%
Received TxCHSE	0.5%	0.6%	0.8%	0.0%	0.0%	2.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.8%	7.6%	0.0%	9.5%	5.9%	-	*	-	*	6.7%	15.4%	13.3%
Graduates and TxCHSE	93.2%	94.4%	92.4%	100.0%	90.5%	94.1%	-	*	-	*	93.3%	84.6%	86.7%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	92.4%	100.0%	90.5%	94.1%	-	*	-	*	93.3%	84.6%	86.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	91.2%	97.0%	94.1%	96.3%	98.3%	-	*	*	100.0%	100.0%	99.1%	97.0%
Class of 2023	90.3%	91.2%	93.0%	100.0%	89.6%	98.1%	*	-	*	87.5%	96.0%	91.4%	84.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	25.4%	*	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	15.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Class of 2023	4.3%	3.2%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	74.8%	93.2%	93.8%	92.2%	96.6%	-	*	*	80.0%	64.3%	93.0%	87.1%
Class of 2023	84.3%	87.2%	94.6%	86.4%	95.0%	96.2%	*	-	*	100.0%	75.0%	93.6%	96.3%
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.5%	93.2%	93.8%	92.2%	96.6%	-	*	*	80.0%	64.3%	93.0%	87.1%
Class of 2023	88.6%	90.2%	94.6%	86.4%	95.1%	96.2%	*	-	*	100.0%	75.0%	93.7%	96.4%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	5.2%	*	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	15.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2022-23	4.4%	3.3%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	72.9%	91.5%	93.8%	90.3%	95.0%	-	*	*	80.0%	62.1%	93.4%	88.6%
2022-23	82.5%	85.1%	94.2%	87.0%	94.2%	96.4%	*	-	*	100.0%	72.0%	92.8%	96.3%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	87.1%	91.5%	93.8%	90.3%	95.0%	-	*	*	80.0%	62.1%	93.4%	88.6%
2022-23	86.8%	87.5%	94.2%	87.0%	94.2%	96.4%	*	-	*	100.0%	72.0%	92.9%	96.4%

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	201	100.0%	382,023	100.0%
By Ethnicity:				
African American	16	8.0%	48,064	12.6%
Hispanic	113	56.2%	200,942	52.6%
White	60	29.9%	101,714	26.6%
American Indian	0	0.0%	1,231	0.3%
Asian	1	0.5%	19,746	5.2%
Pacific Islander	1	0.5%	606	0.2%
Two or More Races	10	5.0%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	17	8.5%	46,183	12.1%
Foundation H.S. Program (Endorsement)	0	0.0%	42,042	11.0%
Foundation H.S. Program (DLA)	184	91.5%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	29	14.4%	35,935	9.4%
Economically Disadvantaged Graduates	121	60.2%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	35	17.4%	56,967	14.9%
At-Risk Graduates	100	49.8%	173,035	45.3%
CTE Completers	65	32.3%	127,800	33.5%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Academic Year	State	Region 13	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)													
2023-24	81.8%	82.3%	77.0%	87.5%	75.9%	75.0%	-	*	*	90.0%	72.4%	73.6%	68.6%
2022-23	76.3%	76.5%	93.2%	91.3%	93.3%	94.5%	*	-	*	85.7%	96.0%	92.9%	85.7%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	74.0%	46.0%	50.0%	40.2%	55.0%	-	*	*	60.0%	62.1%	41.3%	34.3%
2022-23	61.9%	67.1%	84.3%	69.6%	84.6%	90.9%	*	-	*	71.4%	72.0%	80.6%	64.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	77.1%	44.5%	25.0%	39.3%	58.3%	-	*	*	60.0%	17.2%	40.5%	25.7%
2022-23	62.8%	72.0%	83.2%	78.3%	81.7%	90.9%	*	-	*	57.1%	56.0%	77.6%	60.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	70.9%	65.5%	62.5%	60.7%	73.3%	-	*	*	70.0%	31.0%	62.0%	51.4%
2022-23	54.3%	62.5%	86.4%	73.9%	85.6%	92.7%	*	-	*	85.7%	60.0%	84.7%	75.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	65.8%	37.0%	18.8%	31.3%	50.0%	-	*	*	60.0%	10.3%	33.1%	20.0%
2022-23	48.4%	57.3%	80.6%	65.2%	79.8%	90.9%	*	-	*	57.1%	52.0%	75.5%	60.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	29.8%	9.5%	0.0%	14.3%	3.3%	-	*	*	10.0%	0.0%	11.6%	14.3%
2022-23	20.4%	29.2%	9.9%	0.0%	11.5%	9.1%	*	-	*	28.6%	0.0%	9.2%	3.6%
Associate Degree (Annual Graduates)													
2023-24	3.1%	1.6%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2022-23	2.5%	1.3%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	22.8%	16.0%	12.5%	12.5%	23.3%	-	*	*	20.0%	0.0%	14.0%	2.9%
2022-23	23.6%	20.8%	18.8%	8.7%	16.3%	27.3%	*	-	*	28.6%	0.0%	12.2%	7.1%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	13.6%	4.5%	0.0%	5.4%	3.3%	-	*	*	10.0%	0.0%	3.3%	5.7%
2022-23	4.8%	12.1%	3.7%	0.0%	5.8%	0.0%	*	-	*	14.3%	0.0%	2.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	6.1%	9.0%	31.3%	7.1%	6.7%	-	*	*	10.0%	62.1%	9.1%	8.6%
2022-23	5.6%	6.2%	9.4%	13.0%	10.6%	7.3%	*	-	*	0.0%	72.0%	11.2%	17.9%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	31.7%	61.0%	81.3%	58.9%	60.0%	-	*	*	60.0%	58.6%	58.7%	54.3%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	28.0%	52.4%	47.8%	48.1%	60.0%	*	-	*	71.4%	64.0%	52.0%	53.6%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	28.5%	57.0%	75.0%	53.6%	58.3%	-	*	*	60.0%	48.3%	55.4%	48.6%
2022-23	33.4%	25.3%	45.5%	34.8%	41.3%	54.5%	*	-	*	71.4%	12.0%	42.9%	42.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.3%	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)													
2023-24	2.7%	2.9%	3.5%	0.0%	4.5%	3.3%	-	*	*	0.0%	20.7%	3.3%	8.6%
2022-23	2.7%	2.6%	7.3%	13.0%	7.7%	5.5%	*	-	*	0.0%	56.0%	10.2%	14.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.5%	4.0%	6.3%	5.4%	1.7%	-	*	*	0.0%	0.0%	4.1%	0.0%
2022-23	0.6%	0.4%	1.6%	0.0%	0.0%	3.6%	*	-	*	14.3%	0.0%	1.0%	0.0%

- Indicates there are no students in the group.

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

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

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	Academic Year	State	Region 13	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	2023-24	20.1%	19.9%	26.9%	18.8%	22.1%	35.0%	-	*	*	50.0%	6.9%	24.0%	17.1%
	2022-23	21.0%	20.6%	33.0%	17.4%	34.6%	34.5%	*	-	*	42.9%	8.0%	26.5%	14.3%
Mathematics	2023-24	21.3%	29.2%	31.8%	18.8%	28.3%	41.7%	-	*	*	40.0%	3.4%	30.6%	28.6%
	2022-23	19.9%	26.0%	34.0%	17.4%	34.6%	38.2%	*	-	*	42.9%	0.0%	29.6%	17.9%
Both Subjects	2023-24	12.7%	13.0%	21.4%	6.3%	17.7%	30.0%	-	*	*	40.0%	0.0%	18.2%	14.3%
	2022-23	12.5%	13.1%	21.5%	8.7%	23.1%	21.8%	*	-	*	28.6%	0.0%	18.4%	10.7%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	21.6%	1.5%	0.0%	2.7%	0.0%	-	*	*	0.0%	0.0%	1.7%	0.0%
	2022-23	18.2%	16.8%	32.5%	56.5%	33.7%	25.5%	*	-	*	0.0%	44.0%	35.7%	42.9%
Mathematics	2023-24	29.5%	22.5%	37.8%	37.5%	40.7%	30.0%	-	*	*	40.0%	27.6%	37.2%	40.0%
	2022-23	20.2%	15.0%	56.0%	65.2%	55.8%	54.5%	*	-	*	42.9%	60.0%	58.2%	60.7%
Both Subjects	2023-24	20.2%	13.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2022-23	12.5%	7.4%	29.3%	52.2%	29.8%	23.6%	*	-	*	0.0%	44.0%	31.6%	42.9%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	32.0%	14.9%	9.5%	14.6%	17.9%	-	0.0%	*	13.6%	2.7%	13.8%	10.0%
	2023	24.2%	29.8%	14.6%	4.4%	15.5%	17.9%	*	*	*	9.5%	0.0%	13.4%	10.4%
English Language Arts	2024	14.6%	18.2%	2.7%	0.0%	2.8%	4.1%	-	0.0%	*	0.0%	0.0%	2.9%	2.2%
	2023	13.8%	16.3%	0.2%	0.0%	0.0%	0.0%	*	*	*	4.8%	0.0%	0.0%	0.0%
Mathematics	2024	9.6%	13.5%	5.1%	4.8%	4.0%	7.3%	-	0.0%	*	4.5%	0.0%	5.4%	3.3%
	2023	7.4%	11.3%	2.2%	0.0%	2.7%	2.7%	*	*	*	0.0%	0.0%	1.7%	0.0%
Science	2024	10.9%	16.8%	9.1%	7.1%	7.5%	12.2%	-	0.0%	*	13.6%	1.3%	6.5%	2.2%
	2023	10.3%	15.4%	11.7%	4.4%	10.5%	17.9%	*	*	*	4.8%	0.0%	9.1%	6.0%
Social Studies	2024	13.7%	16.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	15.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	72.5%	31.3%	*	40.5%	13.6%	-	-	*	*	*	39.5%	22.2%
	2023	53.3%	69.6%	27.1%	*	32.4%	15.0%	*	-	-	*	-	29.0%	14.3%
English Language Arts	2024	48.8%	68.3%	16.7%	-	28.6%	0.0%	-	-	-	-	-	25.0%	*
	2023	52.3%	72.3%	*	-	-	-	-	-	-	*	-	-	-
Mathematics	2024	53.4%	70.7%	21.7%	*	20.0%	11.1%	-	-	*	*	-	26.7%	*
	2023	50.1%	67.2%	11.1%	-	16.7%	*	-	-	-	-	-	*	-
Science	2024	46.1%	60.0%	29.3%	*	31.6%	20.0%	-	-	*	*	*	44.4%	*
	2023	44.8%	58.6%	19.1%	*	21.7%	15.0%	*	-	-	*	-	28.6%	*

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	77.5%	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	63.0%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	85.4%	99.0%	100.0%	95.6%	100.0%	-	*	*	100.0%	82.8%	97.6%	94.6%
	2022-23	79.3%	85.8%	96.9%	87.0%	97.1%	98.2%	*	-	*	100.0%	76.0%	88.9%	96.4%
At/Above Criterion for All Examinees	2023-24	28.8%	39.5%	11.6%	11.8%	5.6%	21.3%	-	*	*	20.0%	0.0%	10.0%	0.0%
	2022-23	28.9%	39.5%	11.4%	5.0%	10.9%	14.8%	*	-	*	12.5%	0.0%	9.1%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	1023	889	826	865	941	-	*	*	941	782	874	797
	2022-23	978	1025	914	860	882	986	970	-	1000	946	757	890	780
English Language Arts and Writing	2023-24	496	521	453	416	444	475	-	*	*	473	402	445	406
	2022-23	497	521	468	426	453	510	460	-	520	474	387	455	397
Mathematics	2023-24	479	502	436	410	421	466	-	*	*	468	380	429	391
	2022-23	482	504	446	434	429	476	510	-	480	473	369	436	383
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	22.4	18.2	*	16.5	20.1	-	-	*	*	*	17.8	*
	2022-23	19.2	22.2	19.0	17.5	18.2	20.3	-	-	-	24.0	-	17.5	17.5
English Language Arts	2023-24	19.0	22.4	17.8	*	16.4	19.4	-	-	*	*	*	17.7	*
	2022-23	18.8	22.1	19.3	18.3	18.6	19.8	-	-	-	25.5	-	17.4	17.3
Mathematics	2023-24	19.0	21.7	17.7	*	15.8	19.5	-	-	*	*	*	17.0	*
	2022-23	18.9	21.6	18.5	16.5	17.8	19.4	-	-	-	23.0	-	17.5	17.5
Science	2023-24	19.6	22.4	18.8	*	16.6	21.2	-	-	*	*	*	18.1	*
	2022-23	19.5	22.2	19.0	17.5	17.3	21.9	-	-	-	22.0	-	17.6	17.5

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

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

	Academic Year	State	Region 13	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	2023-24	45.7%	48.0%	37.7%	34.7%	36.6%	41.1%	-	53.8%	40.0%	31.7%	12.6%	36.3%	29.1%
	2022-23	45.4%	47.4%	42.1%	42.2%	39.6%	47.3%	*	30.8%	*	43.2%	8.3%	38.8%	31.1%
English Language Arts	2023-24	17.8%	19.4%	10.3%	8.3%	7.3%	15.8%	-	15.4%	20.0%	14.6%	1.4%	9.5%	3.1%
	2022-23	17.4%	18.6%	6.9%	6.4%	5.6%	10.1%	*	0.0%	*	7.1%	0.0%	5.1%	1.7%
Mathematics	2023-24	19.4%	22.4%	13.6%	9.6%	11.7%	18.7%	-	7.7%	20.0%	17.5%	1.4%	12.8%	7.2%
	2022-23	19.5%	22.3%	21.8%	26.9%	19.1%	25.8%	-	0.0%	*	24.4%	2.3%	20.0%	13.5%
Science	2023-24	21.9%	23.7%	17.1%	15.8%	15.9%	19.9%	-	15.4%	20.0%	17.5%	6.9%	15.7%	8.6%
	2022-23	21.5%	23.3%	19.4%	17.7%	18.1%	21.8%	*	0.0%	*	26.8%	4.0%	15.2%	9.8%
Social Studies	2023-24	24.5%	27.8%	18.2%	20.8%	14.4%	23.5%	-	38.5%	20.0%	19.5%	1.4%	16.8%	9.2%
	2022-23	24.0%	26.3%	17.3%	15.2%	14.1%	23.6%	*	30.8%	*	19.0%	0.8%	14.0%	7.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	44.8%	35.8%	50.0%	31.1%	35.9%	-	50.0%	-	57.1%	26.7%	41.7%	13.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	68.6%	66.7%	60.0%	57.1%	83.3%	-	0.0%	-	100.0%	0.0%	54.5%	33.3%

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

Texas Education Agency
2024-25 Student Information (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,136	100.0%	5,530,499	100.0%	4,157	100.0%	5,544,255	100.0%
Students by Grade								
Early Childhood Education	19	0.5%	18,464	0.3%	34	0.8%	26,099	0.5%
Pre-Kindergarten	193	4.7%	249,407	4.5%	193	4.6%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	193	4.7%	205,680	3.7%	193	4.6%	205,961	3.7%
Kindergarten	300	7.3%	359,286	6.5%	301	7.2%	359,871	6.5%
Grade 1	332	8.0%	377,900	6.8%	333	8.0%	378,335	6.8%
Grade 2	329	8.0%	389,823	7.0%	329	7.9%	390,170	7.0%
Grade 3	319	7.7%	406,424	7.3%	319	7.7%	406,747	7.3%
Grade 4	326	7.9%	405,454	7.3%	328	7.9%	405,715	7.3%
Grade 5	316	7.6%	404,900	7.3%	316	7.6%	405,128	7.3%
Grade 6	313	7.6%	404,802	7.3%	313	7.5%	404,988	7.3%
Grade 7	306	7.4%	407,375	7.4%	306	7.4%	407,512	7.4%
Grade 8	280	6.8%	410,722	7.4%	280	6.7%	410,871	7.4%
Grade 9	318	7.7%	459,854	8.3%	318	7.6%	460,045	8.3%
Grade 10	290	7.0%	439,300	7.9%	290	7.0%	439,519	7.9%
Grade 11	273	6.6%	410,245	7.4%	273	6.6%	410,503	7.4%
Grade 12	222	5.4%	386,543	7.0%	224	5.4%	388,877	7.0%
Ethnic Distribution								
African American	372	9.0%	706,216	12.8%	372	8.9%	707,648	12.8%
Hispanic	2,466	59.6%	2,961,084	53.5%	2,476	59.6%	2,967,187	53.5%
White	982	23.7%	1,347,596	24.4%	991	23.8%	1,352,852	24.4%
American Indian	16	0.4%	18,175	0.3%	16	0.4%	18,224	0.3%
Asian	59	1.4%	307,983	5.6%	59	1.4%	308,431	5.6%
Pacific Islander	15	0.4%	8,729	0.2%	15	0.4%	8,744	0.2%
Two or More Races	226	5.5%	180,716	3.3%	228	5.5%	181,169	3.3%
Sex								
Female	2,070	50.0%	2,702,798	48.9%	2,080	50.0%	2,707,618	48.8%
Male	2,066	50.0%	2,827,701	51.1%	2,077	50.0%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	2,615	63.2%	3,346,090	60.5%	2,622	63.1%	3,349,612	60.4%
Non-Educationally Disadvantaged	1,521	36.8%	2,184,409	39.5%	1,535	36.9%	2,194,643	39.6%
Section 504 Students	211	5.1%	375,297	6.8%	211	5.1%	375,601	6.8%
EB Students/EL	1,133	27.4%	1,343,669	24.3%	1,134	27.3%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	115	2.8%	122,515	2.1%				
Students w/ Dyslexia	293	7.1%	356,584	6.4%	293	7.0%	356,830	6.4%

Texas Education Agency
2024-25 Student Information (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	8	0.2%	11,656	0.2%	8	0.2%	11,713	0.2%
Homeless	57	1.4%	77,954	1.4%	57	1.4%	78,060	1.4%
Immigrant	72	1.7%	193,676	3.5%	72	1.7%	193,831	3.5%
Migrant	2	0.0%	13,377	0.2%	2	0.0%	13,426	0.2%
Title I	2,157	52.2%	3,683,060	66.6%	2,176	52.3%	3,689,382	66.5%
Military Connected	180	4.4%	229,259	4.1%	181	4.4%	229,370	4.1%
At-Risk	2,366	57.2%	2,960,262	53.5%	2,367	56.9%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	1,117	27.0%	1,344,546	24.3%	1,118	26.9%	1,345,594	24.3%
Career and Technical Education	1,028	24.9%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	909	82.4%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	153	3.7%	483,301	8.7%	153	3.7%	483,373	8.7%
Special Education	779	18.8%	846,876	15.3%	799	19.2%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	779		843,012					
Students with Intellectual Disabilities	426	54.7%	407,120	48.3%				
Students with Physical Disabilities	120	15.4%	143,568	17.0%				
Students with Autism	101	13.0%	141,526	16.8%				
Students with Behavioral Disabilities	121	15.5%	137,182	16.3%				
Students with Non-Categorical Early Childhood	11	1.4%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	597	16.7%	882,523	16.4%				
African American	66	1.8%	180,657	3.3%				
Hispanic	327	9.2%	481,794	8.9%				
White	154	4.3%	157,650	2.9%				
American Indian	3	0.1%	3,546	0.1%				
Asian	6	0.2%	27,084	0.5%				
Pacific Islander	1	0.0%	1,905	0.0%				
Two or More Races	40	1.1%	29,887	0.6%				
Special Ed Students who are Mobile	119	16.5%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	154	16.8%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	427	17.7%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	487	16.5%	765,408	18.0%				

Texas Education Agency
2024-25 Student Information (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.0%	1.3%	1.9%	3.6%
Grade 1	0.4%	1.9%	0.0%	3.0%
Grade 2	0.0%	1.1%	0.0%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	0.0%	0.4%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	1.6%	0.5%
Grade 9	0.4%	7.3%	0.0%	11.0%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	2	0.1%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	20.6	18.9
Grade 1	21.0	19.2
Grade 2	20.7	19.4
Grade 3	21.5	20.1
Grade 4	23.6	20.0
Grade 5	23.5	21.3
Grade 6	25.4	19.8
Secondary		
English/Language Arts	21.7	16.4
Foreign Languages	25.8	18.9
Mathematics	23.1	17.8
Science	27.3	18.9
Social Studies	26.3	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	558.6	100.0%	764,857.7	100.0%
Professional Staff	348.2	62.3%	487,682.3	63.8%
Teachers	261.0	46.7%	369,689.2	48.3%
Professional Support	56.0	10.0%	82,751.4	10.8%
Campus Administration (School Leadership)	23.2	4.2%	25,687.5	3.4%
Central Administration	8.0	1.4%	9,554.2	1.2%
Educational Aides	71.7	12.8%	81,972.7	10.7%
Auxiliary Staff	138.7	24.8%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	4.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	8.0	n/a	13,704.0	n/a
Part-time Counselors	0.0	n/a	1,298.0	n/a
Total Minority Staff	207.0	37.0%	423,307.3	55.3%
Teachers by Ethnicity				
African American	9.6	3.7%	47,165.6	12.8%
Hispanic	54.8	21.0%	114,597.9	31.0%
White	190.6	73.0%	193,115.3	52.2%
American Indian	1.0	0.4%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	5.0	1.9%	4,812.6	1.3%
Teachers by Sex				
Males	69.4	26.6%	90,958.2	24.6%
Females	191.6	73.4%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	8,698.9	2.4%
Bachelors	189.6	72.6%	264,052.9	71.4%
Masters	70.4	27.0%	93,864.5	25.4%
Doctorate	1.0	0.4%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	19.1	7.3%	26,999.3	7.3%
1-5 Years Experience	102.2	39.1%	104,446.4	28.3%
6-10 Years Experience	57.1	21.9%	72,857.4	19.7%
11-20 Years Experience	42.1	16.1%	101,940.9	27.6%
21-30 Years Experience	33.6	12.9%	52,207.3	14.1%
Over 30 Years Experience	6.9	2.7%	11,237.9	3.0%
Number of Students per Teacher	15.8	n/a	15.0	n/a

Texas Education Agency
2024-25 Staff Information (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	7.0	6.0
Average Years Experience of Principals with District	2.3	5.1
Average Years Experience of Assistant Principals	4.8	5.1
Average Years Experience of Assistant Principals with District	2.7	4.3
Average Years Experience of Teachers	9.6	11.2
Average Years Experience of Teachers with District	2.7	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$53,607	\$55,689
1-5 Years Experience	\$55,413	\$59,266
6-10 Years Experience	\$58,778	\$62,607
11-20 Years Experience	\$64,799	\$66,353
21-30 Years Experience	\$70,570	\$70,976
Over 30 Years Experience	\$76,405	\$75,042
Average Actual Salaries (regular duties only)		
Teachers	\$60,042	\$63,751
Professional Support	\$76,268	\$75,909
Campus Administration (School Leadership)	\$83,761	\$88,786
Central Administration	\$137,300	\$118,447
Instructional Staff Percent	68.4%	64.8%
Turnover Rate for Teachers	30.8%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

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Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	10	\$6,323	12,718	\$5,567
Exemplary	*	*	16,951	\$11,062
Master	*	*	10,103	\$20,910

Texas Education Agency
2024-25 Staff Information (TAPR)
 JARRELL ISD (246907) - WILLIAMSON COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	11.2	4.3%	23,158.4	6.3%
Career and Technical Education	14.7	5.6%	20,492.0	5.5%
Compensatory Education	11.4	4.4%	9,612.7	2.6%
Gifted and Talented Education	0.9	0.3%	5,840.0	1.6%
Regular Education	165.7	63.5%	255,127.2	69.0%
Special Education	47.2	18.1%	42,195.7	11.4%
Other	9.8	3.8%	13,272.1	3.6%

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

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

**BOARD OF TRUSTEES
JARRELL INDEPENDENT SCHOOL DISTRICT
JARRELL, TEXAS**

Date: March 4, 2026

Reported by: Laura Buckley

Subject: Public Hearing: Annual TAPR and Improvement Plans

Discussion/Action

BACKGROUND INFORMATION:

Statute requires that districts hold a hearing for public discussion of the annual report, which includes the Texas Academic Performance Report (TAPR), within 90 calendar days of the date of the release of the PDF TAPR.

Texas Education Code §11.251(a) requires every district and campus to develop, review, and revise annual goals to strategically improve student performance across all student populations. Additionally, Texas schools are required to create a Local Improvement Plan (LIP) or Targeted Improvement Plan (TIP) when identified, as outlined in Texas Education Code §39.106. The purpose of the LIP and TIP is to ensure that campuses engage in a focused, systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The plans promote continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally, the LIP and TIP process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results.

STRATEGIC GOAL: All goals are addressed.

ITEM ADDRESSED: Public hearing - Annual Report to include the TAPR report.

The presentation will include the purpose, process, and key inclusions of campus local and targeted improvement plans.

BUDGET INFORMATION: Local funds and grant funds are used to implement plans.

RECOMMENDED ACTION: No action is necessary as this is an informational item.

Targeted Improvement Plan (TIP): School Year 2025–2026

Campus: Igo Elementary School

Prepared by: Tiffany Weiss

Date: November 2025

Assessment Plan

Igo Elementary School implements a comprehensive assessment plan to monitor student learning and support data-driven instructional decisions throughout the school year. Teachers utilize High-Quality Instructional Materials (HQIM) that include unit assessments aligned to the TEKS to measure mastery of key concepts within each instructional unit. These assessments provide immediate feedback that is reviewed in Professional Learning Communities (PLCs) to identify trends, address learning gaps, and adjust instruction as needed.

In addition to HQIM-created assessments, the campus administers district-created common assessments that provide consistency in measuring progress across grade levels. These assessments are designed to mirror the rigor and format of state assessments, while ensuring alignment with the district's pacing guides and curriculum expectations.

To monitor ongoing progress toward student achievement goals, the campus also participates in interim assessments scheduled at key points during the year. Results from these assessments are reviewed in monthly principal meetings with the Teaching and Learning Department to analyze data, evaluate instructional effectiveness, and plan targeted supports. This continuous cycle of assessment, reflection, and adjustment ensures that instruction remains focused, responsive, and aligned with district and campus performance goals.

Professional Learning Communities (PLCs)

Organization

Igo Elementary School maintains a highly structured Professional Learning Community (PLC) model designed to promote continuous improvement in teaching and learning. PLCs meet one day a week for 50 minutes, providing teachers with consistent time to collaborate, analyze data, and plan instruction aligned to district expectations and state standards.

PLCs are organized by grade level and content area, allowing teams to focus deeply on instructional alignment, student learning trends, and the effective use of High-Quality Instructional Materials (HQIM). Each PLC incorporates lesson internalization sessions to ensure teachers engage with upcoming lessons, review learning progressions, and anticipate potential misconceptions before instruction.

All PLC work is guided by the four critical PLC questions: What do we expect students to learn? How will we know if they have learned it? How will we respond when they do not learn it? How will we extend learning for students who have already mastered the content? This structured approach ensures that PLCs remain focused on improving instructional quality, aligning assessments to standards, and supporting all students in achieving mastery through intentional collaboration and continuous reflection.

Frequency

PLCs meet one day a week for 50 minutes.

Facilitation and Documentation

The instructional coach and principal guide each PLC through a structured agenda that includes lesson internalization using High-Quality Instructional Materials (HQIM), analysis of student work, and collaborative planning for targeted reteach and enrichment opportunities. This approach ensures that instruction remains intentional and responsive to student learning needs. The collaboration between the administrator and instructional coach provides ongoing instructional leadership, consistency in

expectations, and a robust system of accountability, resulting in enhanced instructional practices and improved student achievement.

Attendance

Attendance at Professional Learning Communities (PLCs) is required for all grade-level content teachers on the campus to ensure collaboration, alignment, and consistency in instructional delivery. Each PLC is facilitated by the principal and the campus instructional coach, who provide instructional guidance, monitor implementation of High-Quality Instructional Materials (HQIM), and support data-informed decision-making.

Additional attendees may include special education inclusion teachers, interventionists, and instructional paraprofessionals, as appropriate, to ensure that all staff involved in supporting student learning are informed and aligned in their instructional practices.

This inclusive participation model promotes shared ownership of student outcomes, strengthens vertical and horizontal alignment, and ensures that every student receives high-quality, coherent instruction across classrooms and grade levels.

PLC Protocol

The campus utilizes the Jarrell ISD PLC Protocol, a structured framework grounded in the four critical PLC questions that guide all collaborative planning and reflection. This protocol ensures that teachers engage in intentional, data-driven discussions aligned to instructional priorities and the High-Quality Instructional Materials (HQIM). Each PLC follows a consistent lesson internalization protocol that addresses:

What do we want students to learn?

Teachers review unpacked TEKS, learning targets, and prior knowledge requirements to determine essential content and skills. Teams revisit unit internalization notes and the "big picture" of the learning sequence to ensure clarity and alignment.

How will we know if they learn it?

Teams plan for formative assessments, identify pacing, engagement strategies, and key questions for each lesson. Teachers review how lesson components support mastery of the targeted TEKS and determine how evidence of student learning will be collected and analyzed.

How will we respond when students don't learn it?

PLCs analyze student data to anticipate misconceptions and plan interventions. Embedded supports are identified for all students, including those receiving EB, MTSS, GT, 504, or SPED services. Scaffolds and strategies are incorporated within Tier 1 instruction to ensure access for every learner.

How will we respond when students already know it?

Teams review pre-assessment data to identify students who have already demonstrated mastery. Teachers design enrichment opportunities that promote depth, complexity, and real-world application. Choice-based and inquiry-driven extensions are encouraged to foster creativity and problem-solving.

Additionally, PLCs follow a unit internalization protocol at the beginning of each instructional cycle. This includes revisiting the unit overview, analyzing the end-of-unit assessment from a student's perspective, identifying key lessons, anticipating potential misconceptions, and planning for differentiation and enrichment.

Throughout each PLC, teachers organize materials, prepare resources, and ensure readiness for upcoming lessons. The structured nature of the Jarrell ISD PLC Protocol promotes alignment, accountability, and continuous improvement in instructional planning and delivery.

Key Milestones and Implementation Timeline (August 2025 – August 2026)

Jarrell ISD will engage leaders throughout the year in structured activities for alignment, progress monitoring, and strategic leadership. The following milestones outline major leadership, professional learning, and school-based support for the year.

- Leadership Support includes Project Kick-Off (virtual), recurring team calls, monthly principal and instructional coach cadences, and the in-person Summer Leadership Kickoff on July 21–22. Leader RBIS sessions are scheduled for October 14 (secondary) and December 19 (elementary). Additional 'Yes Leader' days for principals and coaches are set for September 18, October 16, November 20, January 15, and February 19.
- Strategy Sessions include full-day district meetings on September 17 and October 31, with a half-day follow-up session on March 6. These sessions allow leadership teams to review progress, assess implementation data, and plan responsive support.
- High-Quality Professional Learning includes the K–5 Summer Kickoff (August 5–6) and concurrent secondary math session, half-day K–5 Math PL sessions (October 13, January 5, February 2, March 2), and a districtwide K–12 Teacher RBIS session on December 19.
- School-Based Support provides targeted implementation through four rounds of PLC Push-Ins (October, December, January, and February), IA Learning Walks (October 28–30 and January 20–22), and Product Advisor Walks (October 7–8, December 9–10, February 10–11, March 4–5). These engagements ensure consistent alignment, progress monitoring, and coaching support at all levels.

Summary: Over the course of SY 25-26, the Education Elements and JISD partnership will deliver a comprehensive support structure, encompassing leadership engagements, strategic alignment sessions, robust professional learning for teachers, and intensive school-based support through push-in days, learning walks, and product-advisor walkthroughs. The goal is coherent and sustained implementation of high-quality math materials (HQIM), with data-driven progress monitoring and alignment at the district, campus, coach, and teacher levels.

Monitoring and Progress Review

District and campus leaders will implement a multi-layered monitoring system to ensure fidelity to the instructional plan and continuous improvement in teaching and learning. Monitoring will include ongoing observation cycles, data analysis routines, and collaborative strategy sessions aligned to district expectations.

Leaders will attend all required professional learning, including campus-based training, RBIS sessions, and PLC internalization meetings, to maintain a clear understanding of expectations, instructional priorities,

and instructional routines. These learning opportunities will enable leaders to calibrate expectations and provide staff with aligned support.

To ensure consistent implementation in classrooms, district and campus leaders will conduct routine classroom observation walks and implementation walks. These will be supported by the district-approved HQIM Observation Tool and the RBIS Walkthrough Tool, which provide structured look-fors related to lesson internalization, student engagement, instructional routines, alignment to TEKS, and the use of research-based instructional strategies. Observation data will be collected and reviewed collectively to identify trends, celebrate strengths, and determine targeted areas for coaching and support.

In addition to classroom walks, leaders will participate in campus-specific strategy sessions to review campus data, monitor progress toward goals, and identify targeted next steps aligned to student learning needs. District-level instructional leaders will also meet in district leader strategy sessions to analyze progress trends across campuses, calibrate expectations, and plan districtwide supports and professional development.

Education Elements will jointly review progress toward the milestones outlined in this plan, in collaboration with the Assistant Superintendent of Student Services and the Elementary Director.

Education Elements will continue to serve as the district's strategic partner, providing analysis of implementation data, facilitating reflection sessions, and supporting district leaders in identifying trends, evidence of progress, and areas for refinement. The Assistant Superintendent of Student Services will oversee the monitoring process to ensure that instructional implementation, staff supports, and student outcomes remain aligned to district priorities. The Directors of Elementary will review campus-level progress through ongoing walkthrough data, PLC documentation, and milestone reports. They will collaborate with campus administrators to provide feedback, coaching, and targeted support, ensuring consistency and fidelity of implementation.

This collaborative review structure ensures clear accountability, cross-departmental alignment, and a continuous improvement cycle that supports sustained success across all campuses

Funding and Resources

The total cost to implement this plan is \$497,000, funded through grant funds.

Additional Information

Jarrell ISD remains deeply committed to ensuring equitable access to high-quality instruction and continuous professional growth for all teachers. The implementation of this plan reflects a districtwide effort to strengthen instructional coherence, align practices across campuses, and foster a culture of collaboration through daily PLCs, lesson internalization, and ongoing leadership support.

A key component of this strategy is the integration of Research-Based Instructional Strategies (RBIS) and High- Quality Instructional Materials (HQIM) into daily planning and classroom practice. This alignment ensures that instruction is both standards-based and responsive to student needs. The district's focus on vertical alignment, data- informed decision-making, and leadership strategy sessions reinforces a continuous improvement cycle that supports instructional excellence and student achievement.

Additionally, the district's collaboration with Education Elements provides targeted implementation support, data analysis, and progress monitoring to ensure sustained impact. Through this partnership, Jarrell ISD will continue refining systems that promote fidelity, accountability, and innovation in teaching and learning.

This strategic and collaborative approach exemplifies Jarrell ISD's ongoing commitment to building instructional capacity, empowering teachers, and improving outcomes for every student.

Local Improvement Plan (LIP): School Year 2025–2026

Campus: Jarrell Middle School

Prepared by: Kelly Blair, Director of Secondary Education

Date: November 2025

Assessment Plan

Jarrell Middle School implements a comprehensive assessment plan to monitor student learning and support data-driven instructional decisions throughout the school year. Teachers utilize High-Quality Instructional Materials (HQIM) that include unit assessments aligned to the TEKS to measure mastery of key concepts within each instructional unit. These assessments provide immediate feedback that is reviewed in Professional Learning Communities (PLCs) to identify trends, address learning gaps, and adjust instruction as needed.

In addition to HQIM-created assessments, the campus administers district-created common assessments that ensure consistency in measuring progress across grade levels. These assessments mirror the rigor and format of state assessments while maintaining alignment with district pacing guides and curriculum expectations.

To monitor ongoing progress toward student achievement goals, the campus also participates in interim assessments scheduled at key points during the year. Results from these assessments are reviewed in monthly principal meetings with the Teaching and Learning Department to analyze data, evaluate instructional effectiveness, and plan targeted supports. This continuous cycle of assessment, reflection, and adjustment ensures that instruction remains focused, responsive, and aligned with district and campus performance goals.

Professional Learning Communities (PLCs)

Organization

Jarrell Middle School maintains a highly structured Professional Learning Community (PLC) model designed to promote continuous improvement in teaching and learning. PLCs meet daily for 50 minutes, providing teachers with consistent time to collaborate, analyze data, and plan instruction aligned to district expectations and state standards.

PLCs are organized by grade level and content area, allowing teams to focus deeply on instructional alignment, student learning trends, and the effective use of High-Quality Instructional Materials (HQIM). Each PLC incorporates lesson internalization sessions to ensure teachers engage with upcoming lessons, review learning progressions, and anticipate potential misconceptions before instruction.

To strengthen coherence across the curriculum, one day per week is dedicated to vertical alignment. During these sessions, teachers from adjacent grade levels meet to examine instructional progressions, identify gaps in learning, and ensure continuity from one grade to the next.

All PLC work is guided by the four critical PLC questions: What do we expect students to learn? How will we know if they have learned it? How will we respond when they do not

learn it? How will we extend learning for students who have already mastered the content? This structured approach ensures that PLCs remain focused on improving instructional quality, aligning assessments to standards, and supporting all students in achieving mastery through intentional collaboration and continuous reflection.

Frequency

PLCs occur daily for 50 minutes as part of the campus master schedule. In addition, one day each week is designated for vertical alignment, providing structured collaboration across grade levels. This frequency and structure ensure that PLCs remain purposeful, data-driven, and directly aligned with campus and district improvement goals.

Facilitation and Documentation

Each PLC is facilitated by the assigned campus administrator, who also serves as the math appraiser, in collaboration with the campus instructional coach. The facilitator team guides each PLC through a structured agenda that includes lesson internalization using HQIM, analysis of student work, and collaborative planning for targeted reteach and enrichment.

All PLC discussions and outcomes are documented using district-approved templates, capturing data trends, instructional decisions, and next steps. Documentation is reviewed regularly by campus leadership to monitor progress and ensure alignment with district goals.

Attendance

Attendance is required for all mathematics teachers to ensure collaboration, alignment, and consistency in instructional delivery. Additional attendees may include special education inclusion teachers, interventionists, and instructional paraprofessionals to ensure full alignment of support services and instructional practices.

PLC Protocol

The campus follows the Jarrell ISD PLC Protocol, a structured framework grounded in the four critical PLC questions that guide all collaborative planning and reflection. Each PLC follows a lesson internalization process that addresses what students should learn, how mastery will be measured, how instruction will adjust for unfinished learning, and how to extend instruction for students who have already mastered the content.

At the start of each instructional cycle, PLCs engage in a unit internalization process—reviewing the unit overview, analyzing the end-of-unit assessment through a student lens, identifying key lessons, anticipating misconceptions, and planning for differentiation. This structured process promotes alignment, accountability, and continuous improvement in instructional planning and delivery.

Key Milestones and Implementation Timeline (August 2025 – August 2026)

Jarrell ISD will engage leaders throughout the year in structured activities for alignment, progress monitoring, and strategic leadership. The following milestones outline major leadership, professional learning, and school-based support for the year.

- Leadership Support includes Project Kick-Off (virtual), recurring team calls, monthly principal and instructional coach cadences, and the in-person Summer Leadership Kickoff on July 21–22. Leader RBIS sessions are scheduled for

October 14 (secondary) and December 19 (elementary). Additional 'Yes Leader' days for principals and coaches are set for September 18, October 16, November 20, January 15, and February 19.

- Strategy Sessions include full-day district meetings on September 17 and October 31, with a half-day follow-up session on March 6. These sessions allow leadership teams to review progress, assess implementation data, and plan responsive support.
- High-Quality Professional Learning includes the K–5 Summer Kickoff (August 5–6) and concurrent secondary math session, half-day K–5 Math PL sessions (October 13, January 5, February 2, March 2), and a districtwide K–12 Teacher RBIS session on December 19.
- School-Based Support provides targeted implementation through four rounds of PLC Push-Ins (October, December, January, and February), IA Learning Walks (October 28–30 and January 20–22), and Product Advisor Walks (October 7–8, December 9–10, February 10–11, March 4–5). These engagements ensure consistent alignment, progress monitoring, and coaching support at all levels.

Monitoring and Progress Review

District and campus leaders will implement a multi-layered monitoring system to ensure fidelity and continuous improvement. Monitoring includes observation cycles, data analysis routines, and collaborative strategy sessions. Leaders attend all professional learning events, conduct classroom and implementation walks, and participate in strategy meetings to monitor progress.

Walks utilize HQIM Observation Tools and RBIS Walkthrough Tools to assess instructional delivery, engagement, and alignment to TEKS. Data from these walks inform coaching cycles and future support. Progress toward milestones is jointly reviewed by Education Elements, the Assistant Superintendent of Student Services, and the Directors of Elementary and Secondary Education.

Reviews occur bi-weekly through leadership strategy sessions, with quarterly district-level reviews for comprehensive calibration. Data sources include Product Observation Tools, Implementation Observation Tools, Survey Collections, and Exit Tickets. Findings are shared at monthly leadership strategy sessions and in district-level reports to maintain transparency and drive improvement.

Funding and Resources

The total cost to implement this plan is \$50,000, funded through local district funds.

Allocation: \$25,000 for professional learning and training (RBIS sessions, PLC facilitation, and coaching); \$10,000 for observation and implementation tools (HQIM and RBIS tools, data systems, and monitoring resources); \$10,000 for instructional materials and supplies; and \$5,000 for data review and leadership strategy sessions. This investment demonstrates Jarrell ISD's commitment to high-quality instruction, professional growth, and data-driven improvement across all campuses.

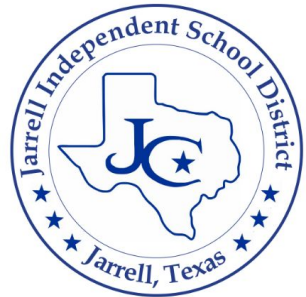
Additional Information

Jarrell ISD remains deeply committed to ensuring equitable access to rigorous instruction and sustained professional learning for all teachers. The implementation of

this plan strengthens instructional coherence, cross-campus alignment, and a culture of collaboration through daily PLCs, lesson internalization, and consistent leadership support.

By embedding Research-Based Instructional Strategies (RBIS) and High-Quality Instructional Materials (HQIM) into daily practice, the district ensures instruction is standards-aligned and responsive to student needs. Continuous partnership with Education Elements supports data analysis, reflection, and strategic planning to sustain progress. This comprehensive and collaborative approach underscores Jarrell ISD's dedication to instructional excellence, teacher empowerment, and improved outcomes for every student.

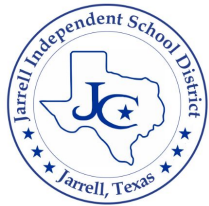
Public Hearing: Annual TAPR and Improvement Plans



Laura Buckley
Assistant Superintendent
Public Hearing and Budget Workshop
March 4, 2026

8 Components of the Annual Report:

- Texas Academic Performance Report (TAPR)
- PEIMS Financial Standard Reports
- District Accreditation Status
- Report on Violent or Criminal Incidents on Campuses
- Student Performance in Postsecondary Institutions
- Progress Toward HB 3 Goals
- Campus Performance Objectives
- 2024-2025 TAPR Glossary



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - PEIMS
 - Student Assessment Data
- 2024-2025 TAPR is published as a PDF
 - Includes a wide range of information on the performance of students in each district and campus in the state
 - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - Provides extensive information on school and district staff, programs, and student demographics

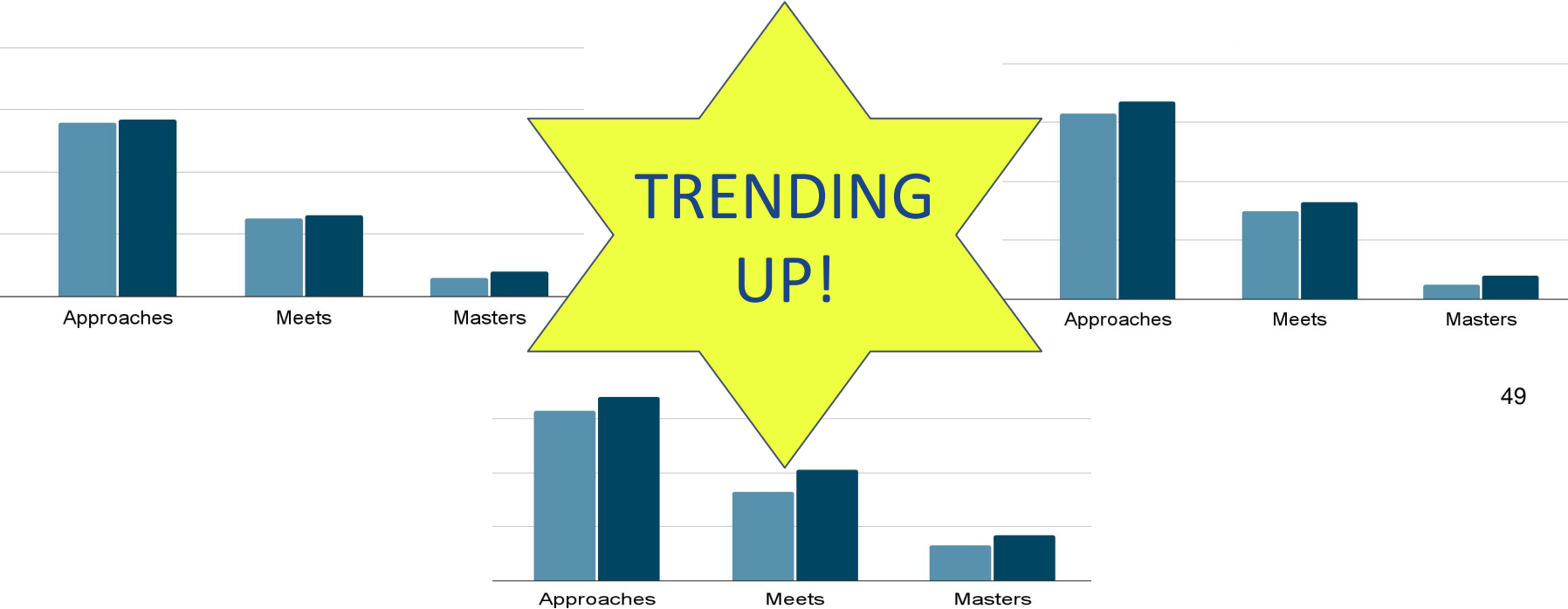
Section 1: Texas Academic Performance Report



Highlights

- Chronic absenteeism was reduced by 6%, and is approximately 2% lower than the Region & State.
- Attendance is trending in the right direction with an increase of over 1% since the previous year.
- The annual drop-out rate for 2023/2024 is 0% which is lower than the Region and State, both at approximately 2%.
- Performance at Approaches, Meets & Masters increased in the category *All Grades in Math, Science and Social Studies*.

Section 1: Performance at Approaches, Meets & Masters for All Grades in Math, Science and Social Studies.



Section 2: PEIMS Financial Standard Reports

2023-2024 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2023-2024 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

**2023-2024 is the most recent year for which these data are available.*

Section 3: District Accreditation Status (2023-2024 School Year)

- Each year TEA assigns one of four accreditation statuses to each district:
 1. Accredited
 2. Accredited-Warned
 3. Accredited-Probation
 4. Not Accredited-Revoked

- In assigning an accreditation status to a district, TEA considers:
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)

- The District's 2023-2024 Accreditation Status is: Accredited

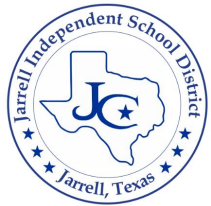
Section 4: Report on Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus.
- The district's report for the 2024-2025 school year is available for review at each campus in the district.



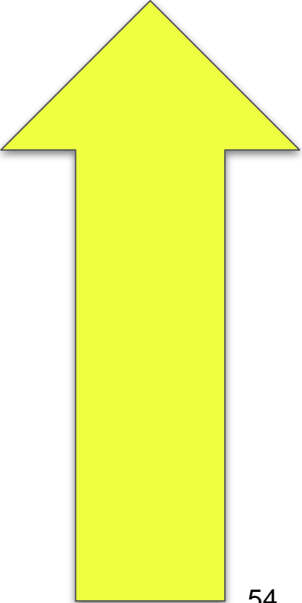
Section 5: Student Performance in Postsecondary

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school.
- These data are compiled by the Texas Higher Education Coordinating Board (THECB).



Section 5: Student Performance in Postsecondary

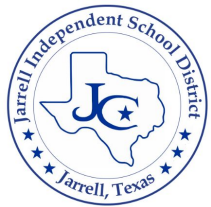
COLLEGE / UNIVERSITY	# of students
AUSTIN COMMUNITY COLLEGE	19
TEXAS STATE UNIVERSITY	5
TEXAS STATE TECHNICAL COLLEGE	6
TARLETON UNIVERSITY	5
TEXAS A&M UNIVERSITY	7
Other Pub/Ind 4-yr Institution	24
Other Pub/Ind 2-yr Institution	13



⁵⁴
Up by 4%
from
previous year!

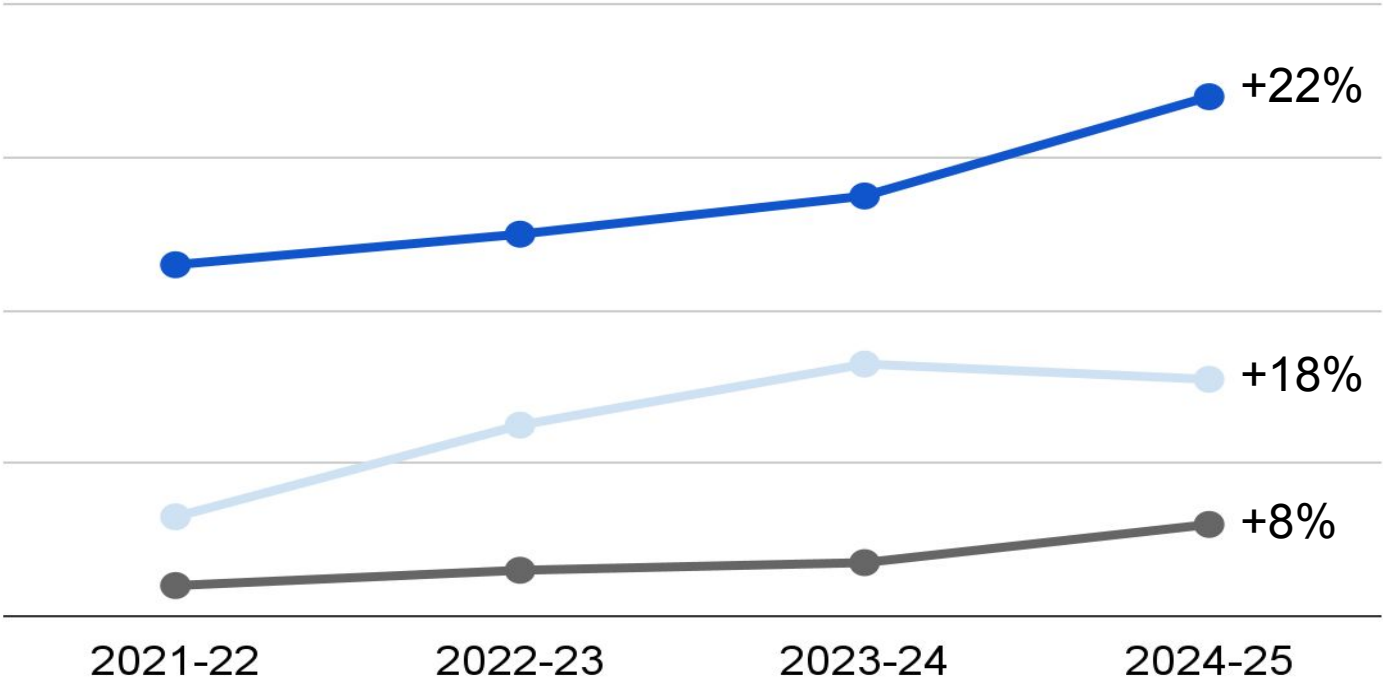
Section 6: HB 3 Goals

- 3rd Grade Math
- 3rd Grade Reading
- CCMR - College, Career, or Military Readiness



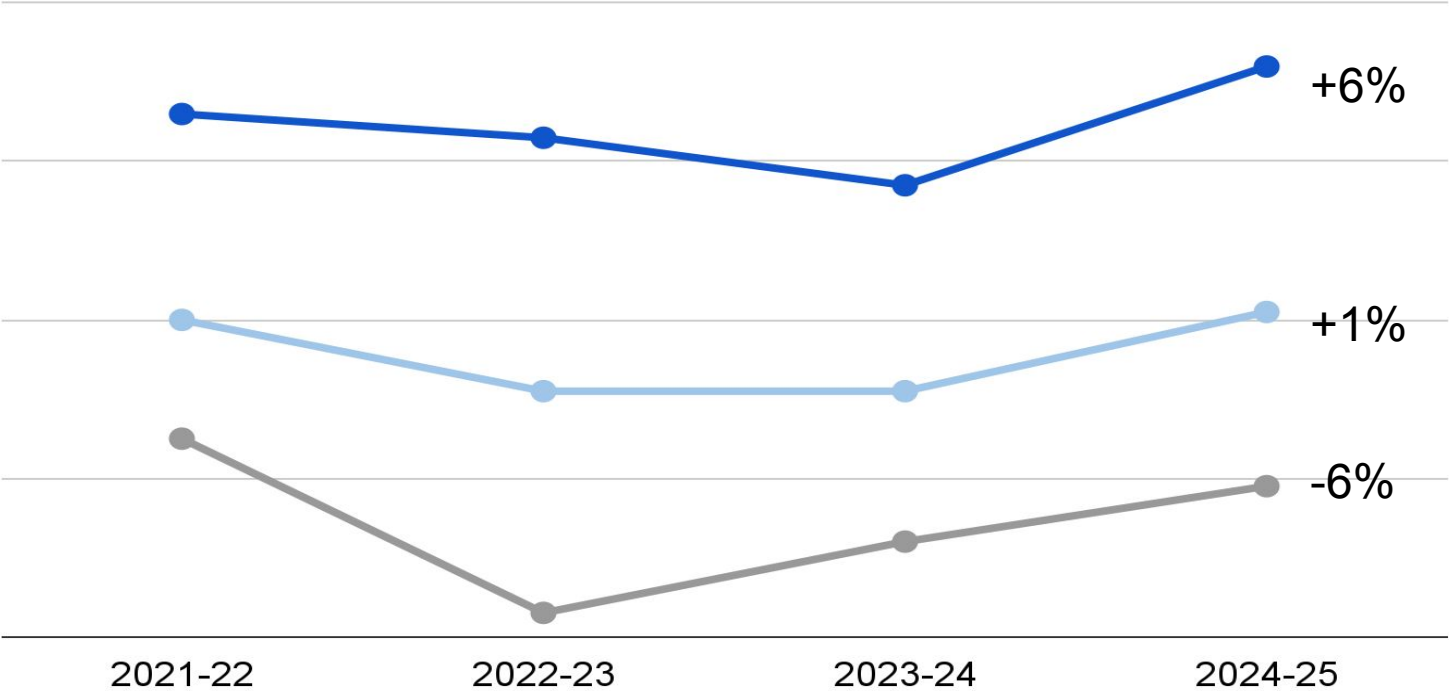
3rd Grade Math - Jarrell Elementary

● Approaches ● Meets or Above ● Masters



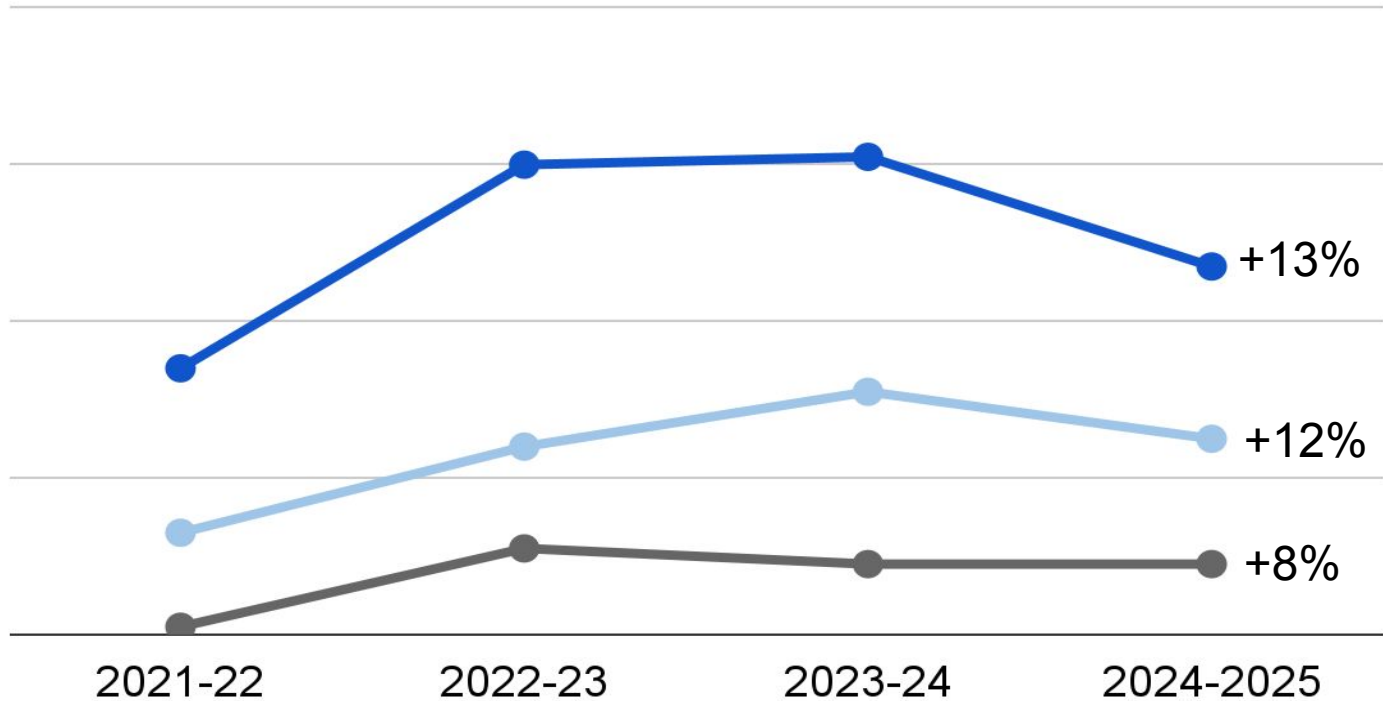
3rd Grade Reading - Jarrell Elementary

● Approaches ● Meets or Above ● Masters



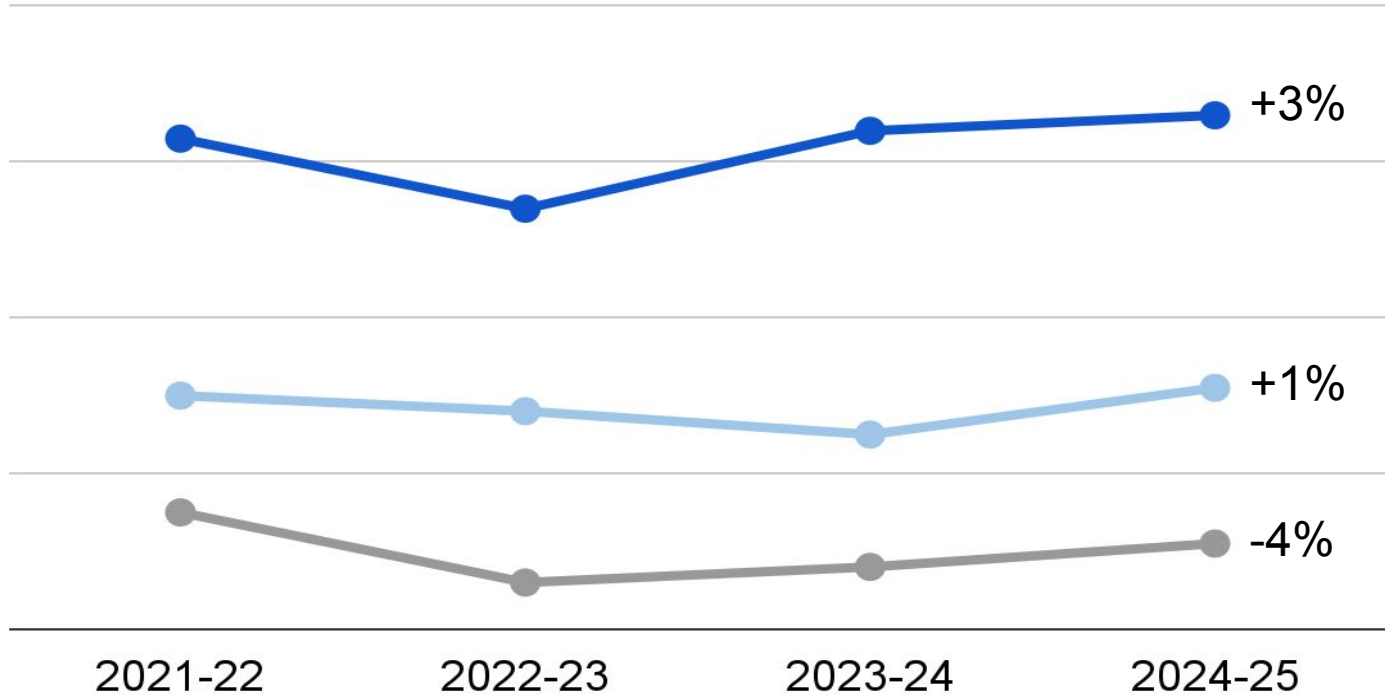
3rd Grade Math - Igo Elementary

● Approaches ● Meets or Above ● Masters



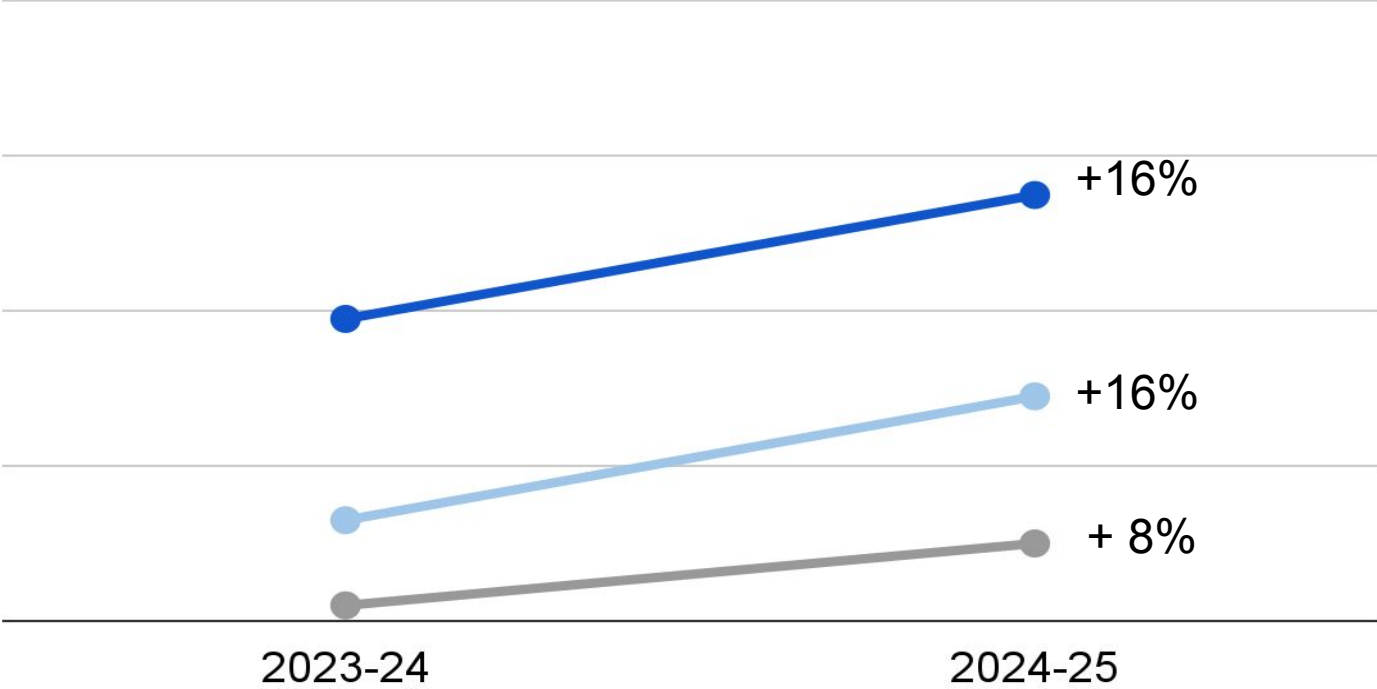
3rd Grade Reading - Igo Elementary

● Approaches ● Meets or Above ● Masters



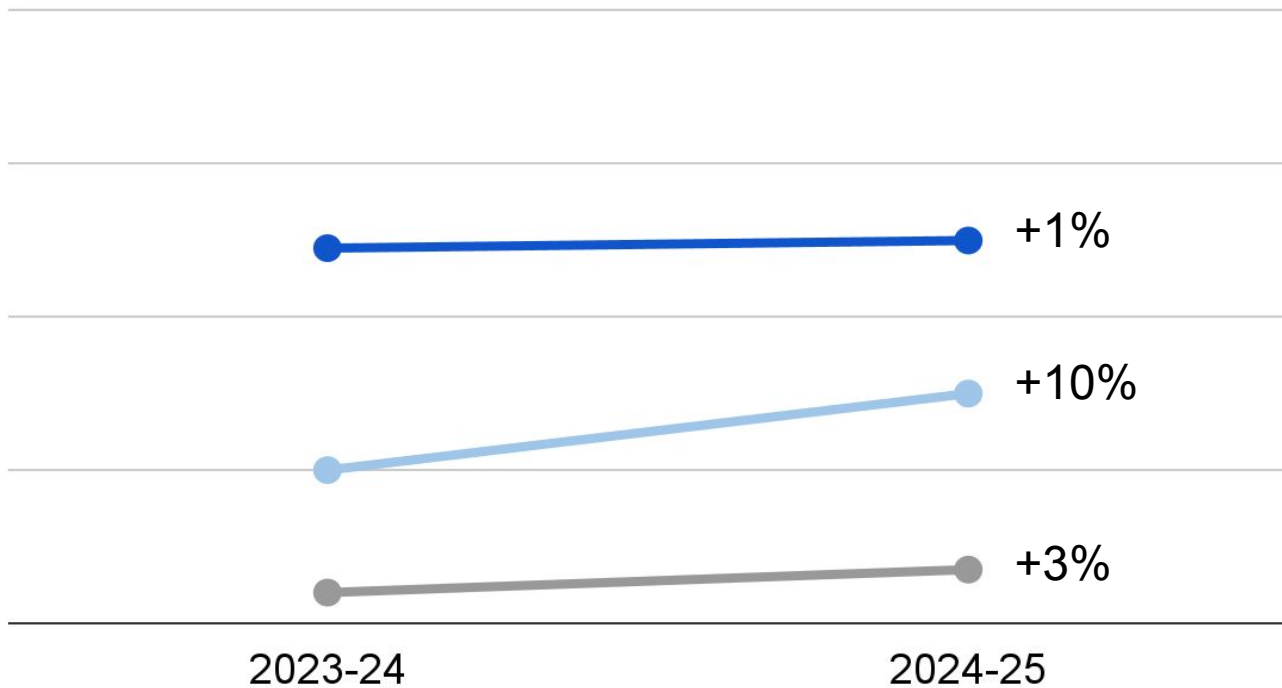
3rd Grade Math - Double Creek Elementary

● Approaches ● Meets or Above ● Masters



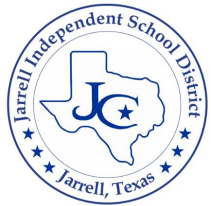
3rd Grade Reading - Double Creek Elementary

● Approaches ● Meets or Above ● Masters

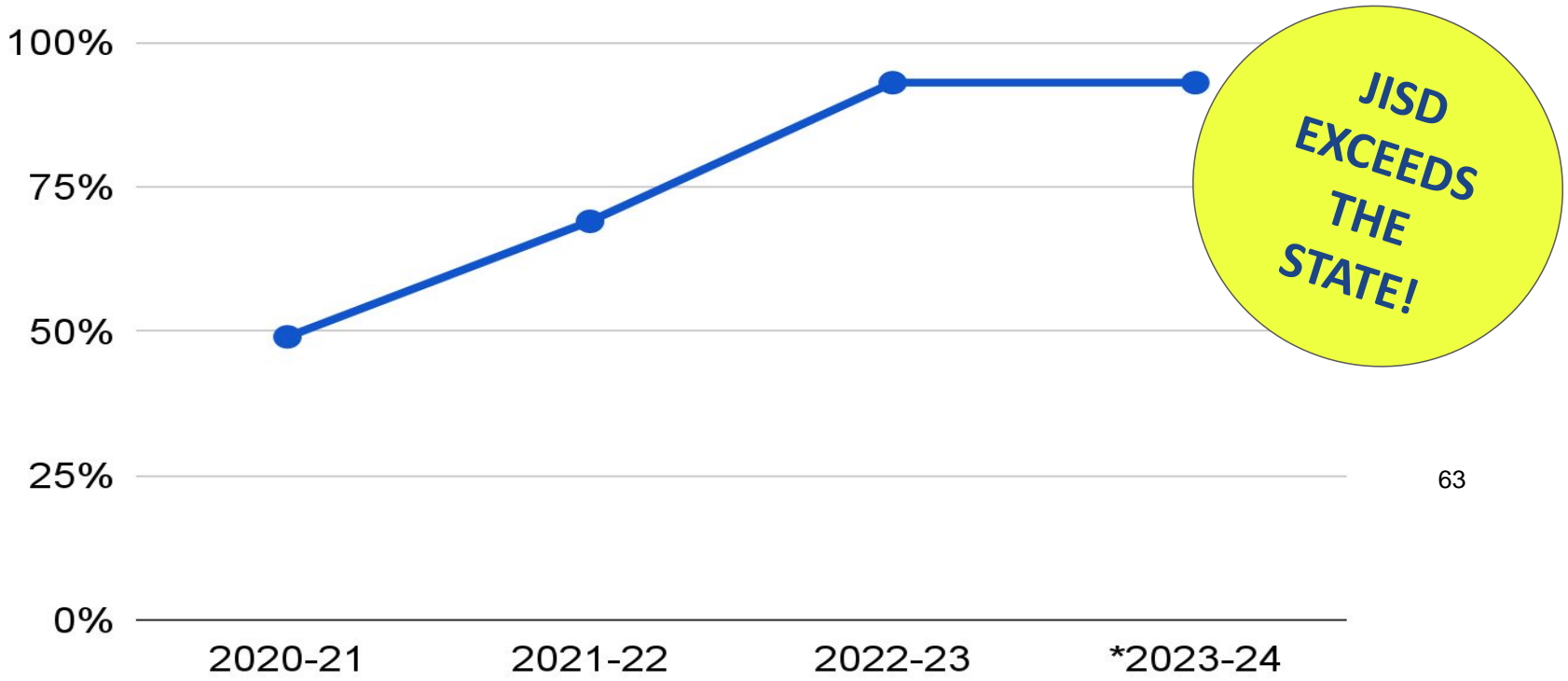


3rd Grade Math & Reading Supports

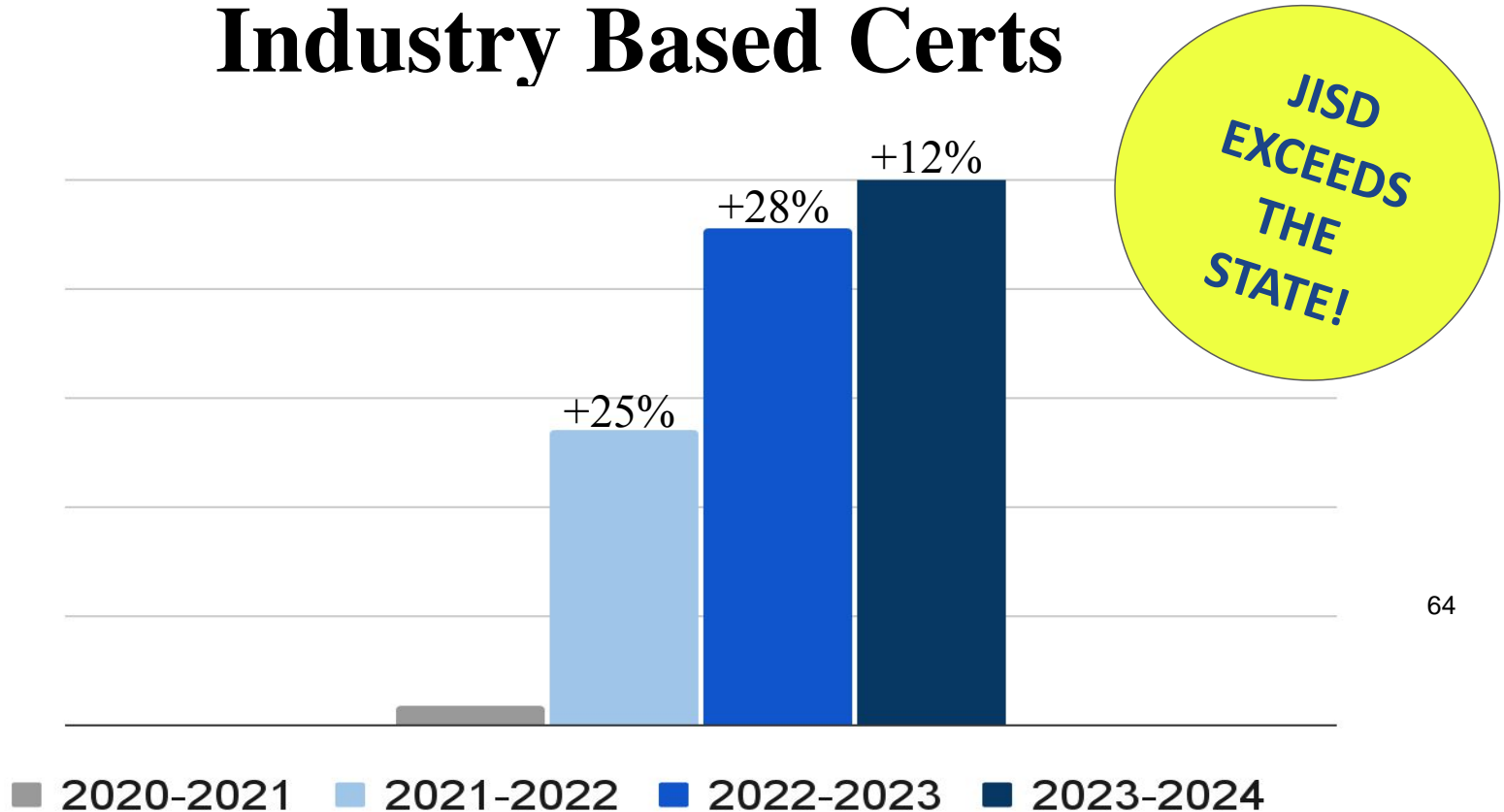
- Campus leader professional development
- Professional learning communities - Emphasis on:
 - Internalization
 - Lesson components
 - Checks for understanding
- Observation & Actionable Feedback



CCMR-College, Career, or Military Ready Graduates



CCMR- Career Ready Graduates: Industry Based Certs



Section 7: Campus Performance Objectives

- As required, the campus principal along with the campus-level committee, develops, reviews & revises a campus plan for the purpose of improving academic performance for all students.



Teaching, Learning, and Leading

Every student will share ownership in their learning to achieve success, and reach their full potential.



Our People

Retain quality staff and foster purposeful recruiting.



Facilities and Finance

Equitably invest in innovative facilities supported by quality resources to ensure high performing students and staff.



Culture and Climate

Promote a culture that is safe, respectful and responsible.



Community Engagement 65

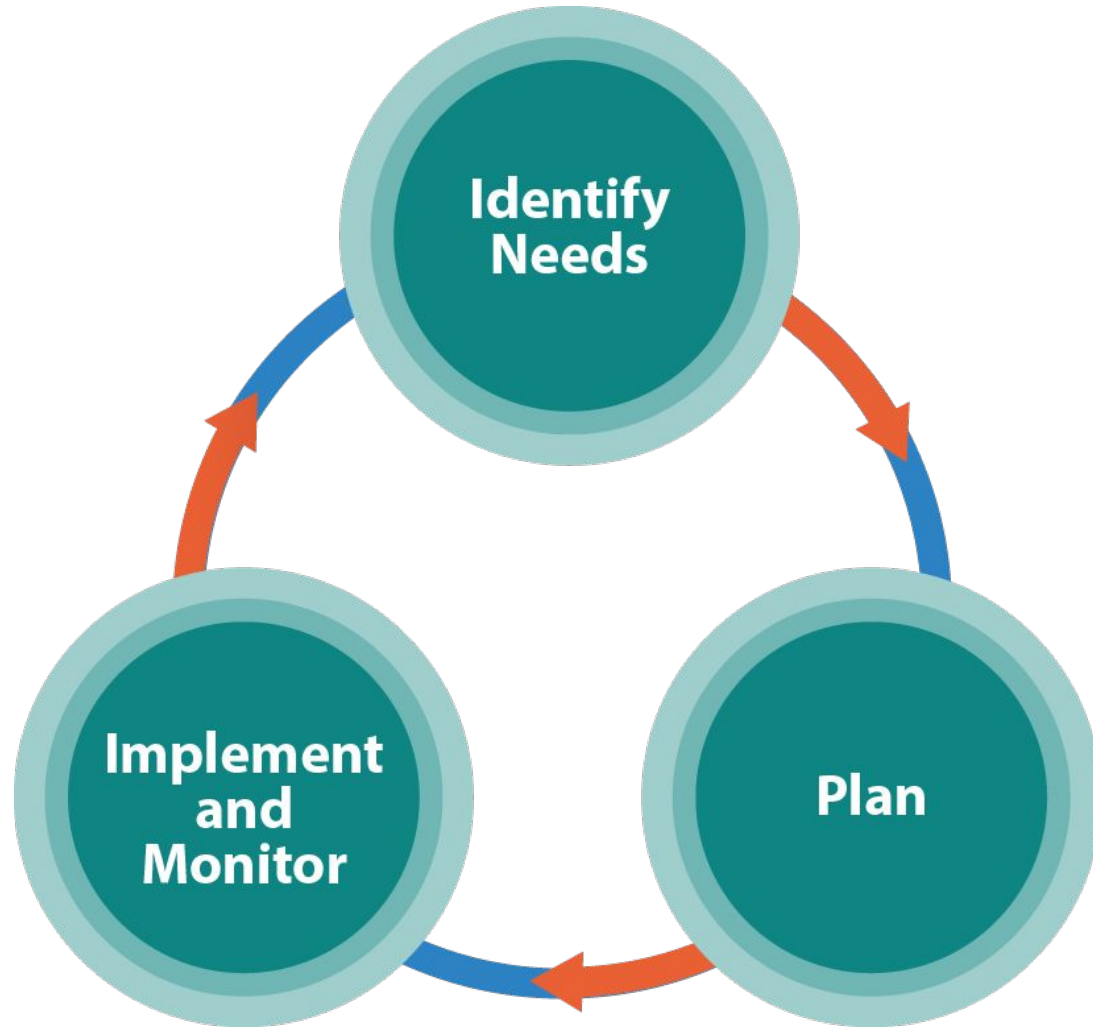
Unify school and community by overcoming obstacles and working collaboratively to optimize partnerships.

Campus Local & Targeted Improvement Plans Purpose:

- Provide additional support to subgroups identified as in need of enhancements.
- Ensure campuses engage in a focused and systematic process to identify targeted strategies to improve student outcomes.



Process



Plan Components:

- Assessment Plan
- Professional Learning Communities
- Key Milestones & Implementation Timelines
- Monitoring & Progress Review
- Funding & Resources

**The complete plans can be found on the campus websites.*



Section 8: TAPR Glossary

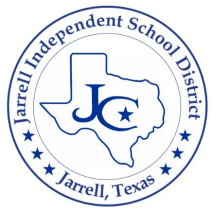
- Each year, TEA prepares and publishes a TAPR Glossary.
- The 2024-2025 TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR.
- A Spanish version of the TAPR Glossary is scheduled for release in early 2026.



Resources and Availability of Annual Report

- The District's 2024-2025 TAPR will be posted on the district's website within two weeks after this meeting.
- To accommodate those without internet access, paper copies are also be available upon request.





**BOARD OF TRUSTEES
JARRELL INDEPENDENT SCHOOL DISTRICT
JARRELL, TEXAS**

Date: March 4, 2026

Reported by: Laura Buckley

Subject: Campus Local and Targeted Improvement Plans

Discussion/Action

BACKGROUND INFORMATION:

Texas Education Code §11.251(a) requires every district and campus to develop, review, and revise annual goals to strategically improve student performance across all student populations.

Additionally, Texas schools are required to create a Local Improvement Plan (LIP) or Targeted Improvement Plan (TIP) when identified, as outlined in Texas Education Code §39.106. The purpose of the LIP and TIP is to ensure that campuses engage in a focused, systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The plans promote continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally, the LIP and TIP process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results.

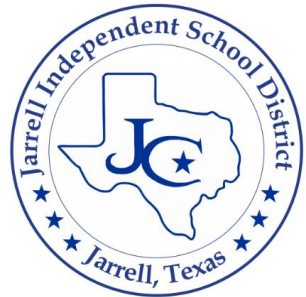
STRATEGIC GOAL: All goals are addressed.

ITEM ADDRESSED: The presentation will include the purpose, process, and key inclusions of campus local and targeted improvement plans.

BUDGET INFORMATION: Local funds and grant funds are used to implement plans.

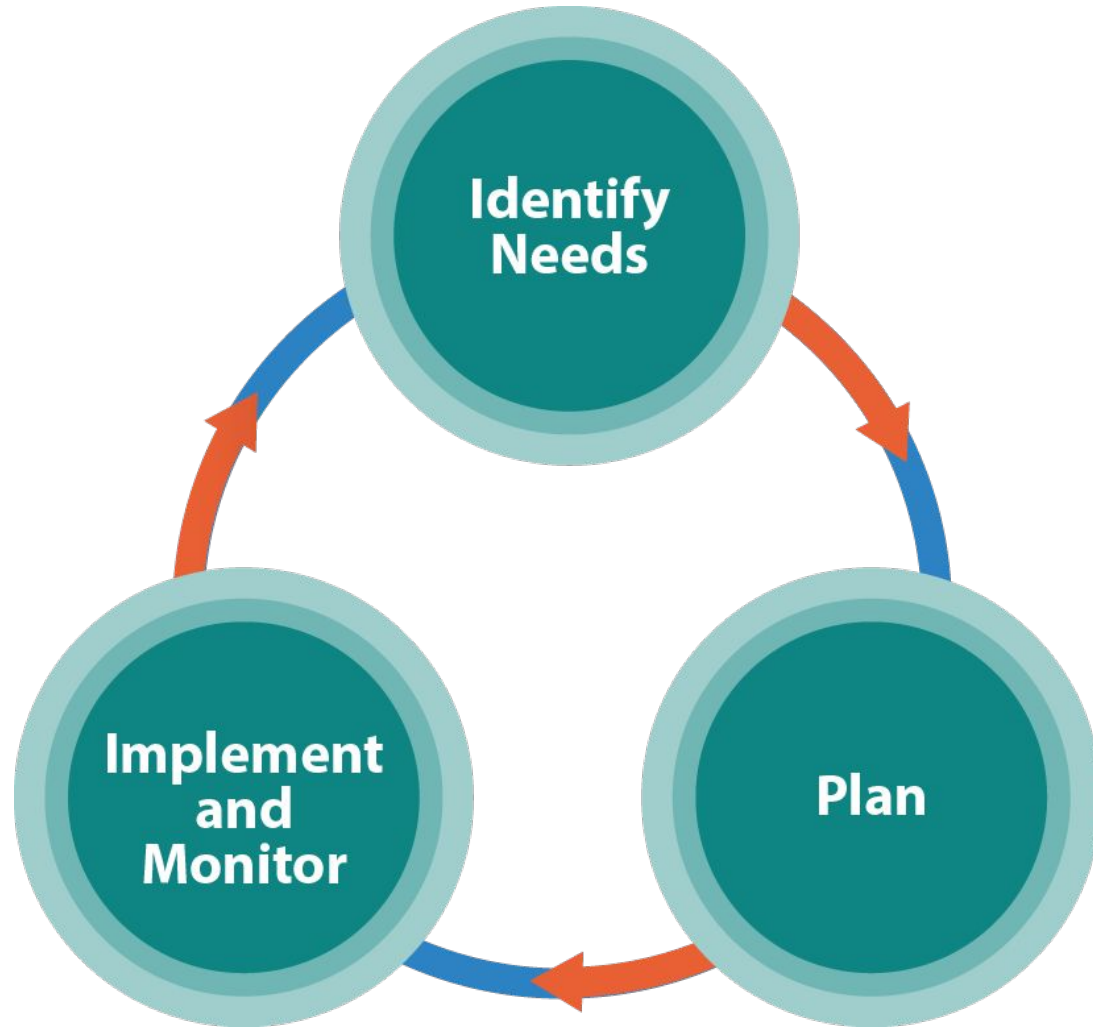
RECOMMENDED ACTION: Consider Board approval of the 25-26 Igo Elementary School Targeted Improvement Plan (TIP) and the Jarrell Middle School Local Improvement Plan (LIP).

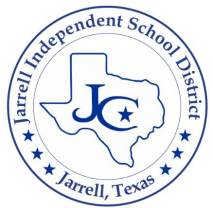
Improvement Plans



Laura Buckley
Assistant Superintendent
Public Hearing and Budget Workshop
March 4, 2026

Process





Budget Workshop #2

FY 2026-2027



Robert Navarro
CFO

Public Hearing and Budget Workshop
March 4, 2026

Agenda

1. Current Budget Status 2025-2026
2. Review of Goals 2026-2027
3. Enrollment Estimates 2026-2027
4. Discussion Items 2026-2027
5. Revenue and Expense Estimates 2026-2027
6. Challenges 2026-2027
7. Looking Forward
8. Recap



Budget Status FY 2025-2026

Jarrell ISD Statement of Unaudited Revenues and Expenditures Budget vs. Actual as of January, 2026

Obj / Func	Description	Annual Budget (Amend)	YTD Actual	YTD Encumbrance	Variance
5700	REVENUES: REVENUE-LOCAL & INTERMED	21,780,000.00	(15,741,614.00)	-	6,038,386.00
5811	STATE PROGRAM REVENUES	27,572,368.00	(16,160,490.00)	-	11,411,878.00
5900	FEDERAL PROGRAM REVENUES	-	-	-	-
5000	Total Revenues	49,352,368.00	(31,902,104.00)	-	17,450,264.00
	EXPENDITURES:				
11	INSTRUCTION	\$ (27,316,368)	\$ 13,130,911	\$ 364,933	\$ (13,820,524)
12	INSTRUCTIONAL RESOURCES	\$ (484,738)	\$ 278,760	\$ 4,264	\$ (201,714)
13	STAFF DEVELOPMENT	\$ (1,940,749)	\$ 816,759	\$ 14,587	\$ (1,109,403)
21	INSTRUCTIONAL LEADERSHIP	\$ (175,320)	\$ 83,361	\$ 1,678	\$ (90,281)
23	SCHOOL LEADERSHIP	\$ (2,929,921)	\$ 1,678,779	\$ 17,197	\$ (1,233,945)
31	GUIDANCE AND COUNSELING SVS	\$ (1,841,189)	\$ 1,016,386	\$ 33,421	\$ (791,382)
33	HEALTH SERVICES	\$ (627,692)	\$ 192,614	\$ 1,510	\$ (433,568)
34	PUPIL TRANSPORTATION-REGULAR	\$ (2,175,982)	\$ 1,539,849	\$ 64,940	\$ (571,193)
36	CO-CURRICULAR ACTIVITIES	\$ (1,369,854)	\$ 664,064	\$ 134,880	\$ (780,910)
41	GENERAL ADMINISTRATION	\$ (2,532,162)	\$ 1,195,840	\$ 271,613	\$ (1,064,709)
51	PLANT MAINTENANCE & OPERATION	\$ (5,333,622)	\$ 3,414,387	\$ 814,887	\$ (1,104,348)
52	SECURITY & MONITORING	\$ (960,025)	\$ 521,106	\$ 58,099	\$ (380,820)
53	DATA PROCESSING	\$ (1,274,132)	\$ 1,108,632	\$ 65,503	\$ (99,997)
93	Other Inter-govt Charges	\$ (390,614)	\$ 1,039	\$ -	\$ (389,575)
99	OTHER GOVT CHARGES - WCAD	\$ -	\$ -	\$ -	\$ -
6000	Total Expenditures	\$ (49,352,368.00)	\$ 25,642,487.00	\$ 1,847,511.55	\$ (21,862,369.45)

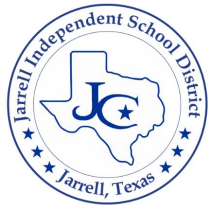
Financial Report Items to Note

1. Enrollment continuing to hold
2. Revenues and expenditures in line with budget
3. P.O. deadline: March 27, 2026
4. Continuing to monitor overtime



GOALS (2026-2027)

1. Employee raises – Retention
2. Successful opening of Berry Creek Elementary
3. Successful opening of AEA Campus
4. Increase fund balance – Current \$8.8M
5. Control costs – Payroll



Ten Year Forecast by Campus Level

Enrollment Forecast

Campus	Capacity	History	Fall	ENROLLMENT PROJECTIONS									
		2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36
Igo Elementary	800	647	742	870	990	1,129	1,270	1,436	1,557	1,655	1,695	1,740	1,756
Jarrell Elementary	828	719	720	776	847	907	988	1,041	1,094	1,135	1,164	1,195	1,209
Double Creek Elementary	900	787	910	1,007	1,208	1,423	1,679	1,945	2,257	2,504	2,639	2,788	2,910
ELEMENTARY SCHOOL TOTAL	2,528	2,153	2,372	2,653	3,045	3,459	3,937	4,422	4,908	5,294	5,498	5,723	5,875
Elementary Absolute Change		238	219	281	392	414	478	485	486	386	204	225	152
Elementary Percent Change		12.43%	10.17%	11.85%	14.78%	13.60%	13.82%	12.32%	10.99%	7.86%	3.85%	4.09%	2.66%
Jarrell Middle School	1,000	899	526	598	669	735	817	908	1,024	1,171	1,357	1,510	1,646
Jarrell Ranch Middle School	700		476	521	560	634	687	740	796	878	980	1,066	1,152
MIDDLE SCHOOL TOTAL		899	1,002	1,119	1,229	1,369	1,504	1,648	1,820	2,049	2,337	2,576	2,798
Middle School Absolute Change		62	-373	72	71	66	82	91	116	147	186	153	136
Middle School Percent Change		7.41%	-41.49%	7.19%	6.34%	5.37%	5.99%	6.05%	7.04%	8.08%	9.08%	6.55%	5.28%
Jarrell High School	1,258	1,100	1,155	1,263	1,383	1,501	1,663	1,802	1,996	2,220	2,411	2,654	2,978
HIGH SCHOOL TOTAL		1,100	1,155	1,263	1,383	1,501	1,663	1,802	1,996	2,220	2,411	2,654	2,978
High School Absolute Change		143	55	108	120	118	162	139	194	224	191	243	324
High School Percent Change		14.94%	5.00%	9.35%	9.50%	8.53%	10.79%	8.36%	10.77%	11.22%	8.60%	10.08%	12.21%
Lott Detention Center		2	0	0	0	0	0	0	0	0	0	0	0
ALTERNATIVE SCHOOL TOTAL		2	0	0	0	0	0	0	0	0	0	0	0
DISTRICT TOTALS		4,154	4,529	5,035	5,657	6,329	7,104	7,872	8,724	9,563	10,246	10,953	11,651
District Absolute Change		441	375	506	622	672	775	768	852	839	683	707	698
District Percent Change		11.88%	9.03%	11.17%	12.35%	11.88%	12.25%	10.81%	10.82%	9.62%	7.14%	6.90%	6.37%

Green = w/in 5% of Capacity; Yellow = Over Capacity

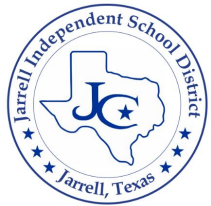
Discussion Items (2026-2027)

1. Berry Creek Elementary School on track for opening August 2026
2. Staff allocations – Moves
3. Additional staff needs (BCES, AEA)
4. Additional overhead costs; continuing work to reduce costs (electrical use monitoring)



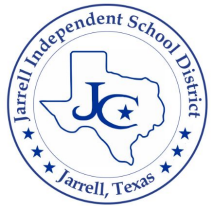
Revenue Estimates

1. Property values – Forecasting 5% increase
2. Enrollment – Expected increase of over 500+ to 5,035
3. ADA estimate for budget: 5,000 @ 92% (4,600)
4. Provides estimated state and local revenue of \$55.5M
5. Increase of \$4M from current year



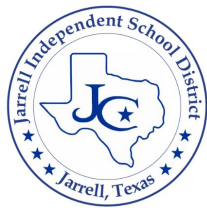
Expense Estimates - Targets

1. New school costs
Added positions – \$1,200,000
2. Salary increases – 1.5M – 3%
3. Added utilities, overhead – \$500K
4. Unknown variables – \$500K



Challenges FY 2026-2027

1. Enrollment change from vouchers
2. Staffing shortages statewide
3. Reductions in federal funding



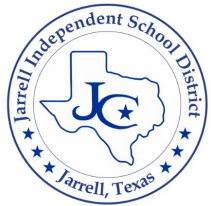
Looking Forward

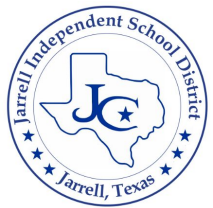
1. Continued finance updates
2. Working with principals to finalize staff needs
3. Finalize campus/department and allocation/budgets
4. Budget Workshop #3: April 1, 2026



Workshop #2 Recap

1. Reviewing revenue estimates from two separate templates
2. Preparing campus/department budget tables
3. Completing staffing needs
4. Prepping for next workshop





Public Hearing and Budget Workshop

Wednesday, March 4, 2026

The Board of Trustees

Jarrell ISD

A Public Hearing and Budget Workshop of the Board of Trustees of Jarrell ISD was held Wednesday, March 4, 2026, beginning at 6:00 PM in the Jarrell ISD Administration, 504 N. 5th Street, Jarrell, TX. 76537.

Members Present: Jenny Arnold, Ginger Martinez, Tamara Dozier, Jennifer Gadison, Cliff Tschoerner and Dave Lovelace

Members Absent: Mindee Hernandez

1. **Call to Order, Establishment of Quorum**
Jenny Arnold Board President, called the meeting to order at 6:00 p.m. She affirmed a quorum of board members was present and the notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.
2. **Pledge to American and Texas Flags**
3. **Public Comments**
No public comments were received or presented.
4. **Adjourn to CLOSED Session: The Board recessed into Closed Session at 6:01 p.m. for purposes permitted by the Texas Open Meetings Act, Tex. Gov't Code Sections 551.001 et seq., 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084**
C. Level III Hearing Complaint of Edwin Ortiz
5. **Return to Open Session and Take Action if Needed on Closed Session Items**
The Board of Trustees concluded its closed session and reconvened in open session at 6:56 p.m.
5.C. Consideration and Possible Action Regarding Level III Hearing Complaint of Edwin Ortiz.
A motion was made by Tamara Dozier and seconded by Ginger Martinez to affirm the decision of the Administration and deny the grievance appeal and the relief requested. Motion passed unanimously.
6. **Public Hearing: Annual TAPR and Improvement Plans presented by Laura Buckley**
7. **Action Items**
7.A. Consideration and Possible Approval of Improvement Plans presented by Laura Buckley.
A motion was made by Ginger Martinez and seconded by Jennifer Gadison to approve the 2025-2026 Igo Elementary School Targeted Improvement Plan (TIP) and the Jarrell Middle School Local Improvement Plan (LIP). Motion passed unanimously.
8. **Budget Workshop #2**

9. **Adjourn to CLOSED Session: The Board recessed into Closed Session at 7:30 p.m. for purposes permitted by the Texas Open Meetings Act, Tex. Gov't Code Sections 551.001 et seq., 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084**
- A. Discussion of Personnel, Gov't. Code 551.074
 - B. Discussion of Purchase, Exchange, Lease or Value of Real Property, Tex. Gov't
10. **Return to Open Session and Take Action if Needed on Closed Session Items**
The Board of Trustees concluded its closed session and reconvened in open session at 7:40 p.m.
- A. Possible Action on Personnel
 - 1. Consideration and Possible Action on Additional Positions.
A motion was made by Ginger Martinez and seconded by Dave Lovelace on accepting additional positions as presented. Motion passed unanimously.
 - 2. Consideration and Possible Action on Accepting Resignations.
A motion was made by Ginger Martinez and seconded by Tamara Dozier on accepting resignations as presented. Motion passed unanimously.
11. **Adjournment**
A motion was made by Tamara Dozier and seconded by Cliff Tschoerner to adjourn the meeting at 7:41 p.m. Motion passed unanimously.

APPROVED:

PRESIDENT

SECRETARY