

**BOARD OF TRUSTEES**  
**Regular Meeting and Public Hearing to Discuss the 2023-2024 Annual Performance Report**  
**Agenda**  
**March 25, 2025**  
**5:30 PM**

The Board of Trustees of the Midland Independent School District will attend the following Regular Meeting and Public Hearing to Discuss the 2023-2024 Annual Performance Report on March 25, 2025, beginning at 5:30 PM at  
Bowie Fine Arts Academy  
805 Elk Avenue  
Midland, Texas 79701.

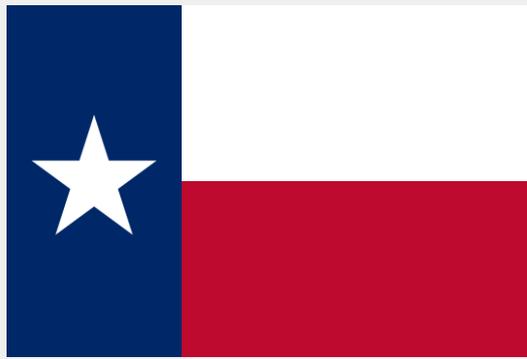
*\*Please note that the District may add or remove agenda items up until 72 hours prior to the meeting. Pursuant to the Texas Open Meetings Act the District must publicly post this notice and agenda 72 hours prior to the meeting.*

***Public Forum: Participants must register to speak in person 5 minutes before the meeting begins, on the day of the meeting.***

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Moment of Silence



I pledge allegiance to the Flag of  
the United States of America, and  
to the Republic for which it stands,  
one Nation under God, indivisible,  
with liberty and justice for all.



Honor the Texas flag; I pledge  
allegiance to thee, Texas, one state  
under God, one and indivisible

4. Pledge to the US Flag and Texas Flag
  - A. Legacy Freshman
    1. Principal: Misty Ring
      - a. Pledge Leader: Risa Soa
5. Public Forum
6. Public Hearing to Discuss the 2023-2024 Annual Performance Report
  - A. 2023-2024 Annual Performance Report  
Presenters: Erin Bueno & Tucker Durham

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# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Erin Bueno

**Subject:** Public Hearing: 2023-2024 Annual Performance Report

### Public Hearing

#### **Strategic Plan Goals/Board Academic Goals**

**Goal 1:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

**Goal 2:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

**Goal 3:** The percentage of 4th- English II students who meet or exceed their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

**Goal 4:** The percentage of 4th-Algebra I students who meet or exceed their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

**Goal 5:** The percentage of the graduating class meeting one or more CCMR indicators will increase from 54% (class of 2022) to 83% by 2028.

#### **Executive Summary**

Texas Education Code Chapter 39 requires each district's board of trustees to publish an annual report that includes the 2023-2024 Texas Academic Performance Report (TAPR), financial reports, district accreditation status, campus performance objectives, the special education determination status, information on violent or criminal incidents, and information on the performance of previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board. The board of trustees is required to hold a hearing for public discussion of the report, and the report should be widely disseminated within the district. The 2023-2024 TAPR has been posted to the district website, the media has been notified, and the public hearing is being conducted at the regularly scheduled board meeting on March 25, 2025.



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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### 2023-2024 Annual Performance Report Components:

#### Texas Academic Performance Report (TAPR)

The TAPR comprises the main part of the District's Annual Performance Report. It pulls together a wide range of information on student performance disaggregated by student groups, including ethnicity and socioeconomic status. The report also provides information on school staff, programs provided, and student demographics.

#### PEIMS Financial Standard Reports

The financial section of the Texas Academic Performance Report is provided by the State Funding Division and provides the required fund balance information for the 2023-2024 school year, which is the most recent data available at this time.

#### District Accreditation Status

Midland ISD was assigned a status of Accredited for the 2022-2023 school year and was, therefore not required to take any specific action as a result of the designation.

#### Campus Performance Objectives

Each campus within Midland ISD developed a campus improvement plan for the 2023-2024 school year. The Annual Performance Report provides information on the performance objectives of each campus and each campus' progress toward meeting those objectives.

#### Special Education Determination Status

The Annual Performance Report provides information on the status of special education determination for Midland ISD. The special education integrated determination status is on the cover page of the district TAPR.

#### Violent or Criminal Incidents Report

The number, rate, and type of violent or criminal incidents that occurred on each campus during the 2023-2024 school year is reported.

#### Student Performance in Postsecondary Institutions (THECB)

The Higher Education Coordinating Board (THECB) has published a report of 2022-2023 Midland ISD graduates and their performance during the first year of enrollment after high school in a postsecondary institution.

### **Contact Person**

Erin Bueno

# **2023-24 Texas Academic Performance Report (TAPR)**

**District Name: MIDLAND ISD**

**District Number: 165901**

***2024 Special Education Determination Status:***

***Needs Assistance***

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Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2024	74%	69%	<b>70%</b>	61%	66%	81%	*	92%	100%	69%	46%	66%	70%	67%	64%	65%
	2023	76%	71%	<b>72%</b>	60%	69%	83%	*	90%	*	91%	48%	70%	73%	69%	65%	72%
At Meets Grade Level or Above	2024	48%	39%	<b>41%</b>	35%	35%	57%	*	67%	50%	44%	23%	28%	41%	41%	33%	33%
	2023	50%	41%	<b>41%</b>	36%	36%	54%	*	74%	*	46%	21%	43%	43%	36%	31%	38%
At Masters Grade Level	2024	21%	13%	<b>15%</b>	13%	11%	27%	*	17%	0%	22%	6%	10%	15%	18%	9%	13%
	2023	20%	12%	<b>14%</b>	17%	11%	20%	*	30%	*	22%	5%	14%	14%	13%	8%	12%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2024	70%	67%	<b>69%</b>	59%	65%	80%	*	91%	83%	69%	46%	66%	69%	67%	63%	74%
	2023	73%	69%	<b>68%</b>	59%	64%	78%	*	88%	*	73%	48%	66%	68%	67%	60%	70%
At Meets Grade Level or Above	2024	42%	36%	<b>39%</b>	32%	33%	55%	*	69%	17%	45%	24%	29%	40%	38%	31%	40%
	2023	45%	38%	<b>38%</b>	30%	34%	51%	*	66%	*	49%	22%	41%	39%	35%	28%	38%
At Masters Grade Level	2024	15%	10%	<b>13%</b>	7%	9%	24%	*	29%	0%	13%	6%	5%	12%	14%	8%	13%
	2023	19%	13%	<b>14%</b>	10%	11%	23%	*	46%	*	27%	6%	20%	15%	13%	8%	13%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2024	81%	75%	<b>77%</b>	70%	72%	89%	*	94%	-	89%	56%	69%	78%	72%	70%	66%
	2023	77%	72%	<b>74%</b>	72%	69%	86%	*	87%	*	77%	48%	69%	75%	71%	67%	63%
At Meets Grade Level or Above	2024	51%	42%	<b>46%</b>	43%	40%	61%	*	74%	-	61%	24%	50%	47%	44%	36%	37%
	2023	48%	38%	<b>39%</b>	39%	32%	52%	*	62%	*	54%	18%	33%	39%	38%	30%	31%
At Masters Grade Level	2024	23%	14%	<b>19%</b>	19%	14%	30%	*	56%	-	22%	8%	17%	21%	15%	12%	12%
	2023	22%	13%	<b>13%</b>	18%	9%	19%	*	35%	*	29%	6%	10%	13%	13%	8%	9%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2024	69%	63%	<b>68%</b>	64%	63%	81%	*	92%	-	87%	47%	73%	69%	65%	60%	65%
	2023	71%	67%	<b>72%</b>	67%	67%	83%	*	81%	*	73%	49%	75%	73%	68%	63%	66%
At Meets Grade Level or Above	2024	46%	39%	<b>45%</b>	36%	39%	60%	*	81%	-	60%	27%	45%	46%	41%	34%	41%
	2023	48%	42%	<b>50%</b>	45%	43%	65%	*	65%	*	55%	30%	56%	51%	46%	39%	41%
At Masters Grade Level	2024	21%	15%	<b>21%</b>	16%	16%	32%	*	56%	-	36%	7%	27%	21%	20%	13%	16%
	2023	22%	16%	<b>22%</b>	20%	17%	31%	*	42%	*	27%	11%	25%	22%	21%	14%	17%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	73%	<b>75%</b>	74%	70%	86%	*	95%	-	81%	50%	58%	76%	73%	67%	67%
	2023	81%	75%	<b>75%</b>	75%	71%	85%	80%	94%	*	77%	43%	66%	77%	71%	70%	68%
At Meets Grade Level or Above	2024	55%	45%	<b>49%</b>	49%	43%	60%	*	77%	-	69%	28%	38%	51%	43%	40%	38%
	2023	57%	47%	<b>49%</b>	48%	44%	60%	40%	77%	*	55%	20%	39%	51%	43%	40%	41%
At Masters Grade Level	2024	29%	19%	<b>23%</b>	25%	17%	32%	*	48%	-	33%	8%	13%	24%	20%	16%	15%
	2023	28%	19%	<b>21%</b>	28%	16%	31%	0%	40%	*	30%	10%	14%	22%	18%	14%	12%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2024	77%	72%	<b>77%</b>	72%	76%	82%	*	90%	-	83%	60%	68%	79%	73%	71%	73%
	2023	80%	76%	<b>74%</b>	70%	71%	81%	*	94%	*	81%	56%	71%	78%	65%	69%	67%
At Meets Grade Level or Above	2024	50%	42%	<b>50%</b>	41%	46%	60%	*	74%	-	62%	27%	53%	52%	47%	42%	43%
	2023	51%	44%	<b>44%</b>	45%	39%	53%	*	87%	*	47%	29%	37%	47%	36%	36%	37%
At Masters Grade Level	2024	19%	13%	<b>19%</b>	16%	15%	28%	*	40%	-	32%	10%	22%	19%	19%	13%	18%
	2023	21%	16%	<b>17%</b>	19%	13%	25%	*	43%	*	25%	10%	18%	19%	14%	11%	13%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2024	58%	49%	<b>59%</b>	55%	53%	74%	*	85%	-	67%	39%	54%	60%	57%	51%	48%
	2023	65%	60%	<b>61%</b>	55%	56%	76%	*	81%	*	68%	41%	56%	63%	56%	51%	49%
At Meets Grade Level or Above	2024	28%	21%	<b>29%</b>	26%	22%	43%	*	54%	-	35%	21%	26%	29%	27%	21%	19%
	2023	36%	29%	<b>32%</b>	33%	26%	45%	*	62%	*	47%	21%	33%	33%	30%	22%	23%
At Masters Grade Level	2024	11%	7%	<b>11%</b>	10%	7%	20%	*	20%	-	17%	7%	14%	11%	10%	6%	6%
	2023	16%	12%	<b>15%</b>	10%	11%	25%	*	30%	*	23%	9%	14%	15%	15%	8%	8%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2024	77%	73%	<b>77%</b>	80%	72%	87%	*	96%	*	83%	45%	60%	78%	74%	71%	68%
	2023	77%	73%	<b>75%</b>	75%	71%	85%	83%	88%	*	83%	42%	65%	75%	75%	66%	64%
At Meets Grade Level or Above	2024	57%	48%	<b>52%</b>	54%	46%	65%	*	84%	*	58%	25%	35%	54%	46%	42%	38%
	2023	52%	45%	<b>50%</b>	53%	43%	66%	83%	76%	*	54%	19%	45%	51%	47%	38%	38%
At Masters Grade Level	2024	26%	18%	<b>21%</b>	29%	16%	32%	*	53%	*	29%	6%	18%	23%	19%	15%	11%
	2023	22%	15%	<b>18%</b>	23%	12%	34%	17%	35%	*	25%	5%	17%	18%	18%	11%	11%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2024	72%	70%	<b>76%</b>	71%	73%	87%	*	92%	*	80%	51%	62%	78%	73%	71%	72%
	2023	75%	74%	<b>76%</b>	72%	72%	87%	83%	90%	*	83%	53%	74%	76%	76%	69%	71%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	35%	<b>43%</b>	45%	38%	54%	*	81%	*	49%	21%	28%	44%	40%	36%	37%
	2023	40%	36%	<b>41%</b>	39%	33%	60%	83%	75%	*	55%	22%	33%	42%	40%	30%	35%
At Masters Grade Level	2024	14%	10%	<b>14%</b>	18%	10%	21%	*	51%	*	29%	9%	11%	15%	13%	9%	11%
	2023	16%	13%	<b>17%</b>	13%	11%	31%	50%	45%	*	26%	9%	20%	17%	16%	10%	12%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2024	74%	67%	<b>65%</b>	56%	60%	79%	80%	86%	*	74%	28%	56%	64%	65%	54%	51%
	2023	78%	71%	<b>68%</b>	66%	63%	81%	86%	87%	*	76%	37%	62%	70%	63%	60%	58%
At Meets Grade Level or Above	2024	54%	43%	<b>44%</b>	40%	36%	64%	60%	69%	*	59%	13%	39%	44%	45%	32%	29%
	2023	55%	44%	<b>41%</b>	35%	34%	58%	57%	63%	*	51%	18%	38%	42%	38%	31%	31%
At Masters Grade Level	2024	29%	19%	<b>21%</b>	20%	14%	40%	40%	43%	*	33%	1%	30%	20%	23%	12%	10%
	2023	27%	19%	<b>17%</b>	16%	12%	31%	57%	29%	*	22%	2%	12%	19%	13%	10%	11%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2024	56%	49%	<b>34%</b>	25%	32%	43%	*	53%	-	46%	22%	32%	33%	36%	31%	34%
	2023	63%	59%	<b>48%</b>	35%	48%	57%	*	48%	*	45%	28%	47%	49%	46%	44%	49%
At Meets Grade Level or Above	2024	34%	27%	<b>13%</b>	10%	11%	18%	*	35%	-	14%	12%	13%	13%	13%	11%	12%
	2023	37%	33%	<b>20%</b>	13%	19%	27%	*	21%	*	26%	17%	21%	21%	18%	17%	20%
At Masters Grade Level	2024	11%	7%	<b>1%</b>	0%	1%	2%	*	6%	-	0%	3%	0%	2%	1%	1%	1%
	2023	11%	8%	<b>2%</b>	2%	2%	3%	*	0%	*	0%	3%	0%	3%	1%	2%	3%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2024	81%	74%	<b>71%</b>	59%	67%	81%	100%	92%	*	84%	32%	62%	73%	64%	64%	60%
	2023	83%	77%	<b>72%</b>	55%	68%	82%	*	100%	*	78%	41%	57%	71%	72%	65%	63%
At Meets Grade Level or Above	2024	56%	44%	<b>43%</b>	31%	36%	60%	67%	75%	*	60%	14%	38%	44%	38%	32%	30%
	2023	58%	47%	<b>43%</b>	28%	38%	61%	*	79%	*	50%	22%	32%	43%	45%	33%	28%
At Masters Grade Level	2024	29%	19%	<b>18%</b>	13%	12%	33%	50%	46%	*	24%	4%	18%	19%	16%	10%	9%
	2023	28%	20%	<b>19%</b>	12%	14%	32%	*	41%	*	25%	6%	18%	19%	19%	12%	10%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2024	72%	66%	<b>63%</b>	50%	58%	73%	*	90%	*	67%	30%	67%	64%	59%	56%	61%
	2023	76%	72%	<b>67%</b>	54%	63%	78%	89%	100%	*	64%	40%	75%	67%	67%	61%	63%
At Meets Grade Level or Above	2024	43%	36%	<b>34%</b>	29%	28%	46%	*	62%	*	45%	15%	37%	35%	32%	25%	29%
	2023	46%	39%	<b>37%</b>	29%	30%	53%	67%	76%	*	47%	24%	50%	37%	37%	27%	28%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	10%	<b>10%</b>	7%	7%	17%	*	32%	*	20%	5%	15%	10%	10%	6%	8%
	2023	17%	13%	<b>14%</b>	14%	11%	23%	33%	33%	*	11%	7%	31%	14%	14%	9%	10%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2024	70%	62%	<b>62%</b>	47%	57%	77%	100%	86%	*	80%	27%	51%	63%	60%	54%	54%
	2023	74%	69%	<b>68%</b>	51%	64%	82%	*	97%	*	71%	46%	64%	69%	67%	60%	56%
At Meets Grade Level or Above	2024	44%	33%	<b>34%</b>	22%	27%	52%	67%	64%	*	49%	14%	31%	36%	29%	24%	23%
	2023	47%	39%	<b>38%</b>	22%	31%	57%	*	82%	*	35%	24%	39%	38%	38%	26%	23%
At Masters Grade Level	2024	17%	10%	<b>11%</b>	12%	6%	21%	33%	29%	*	18%	4%	9%	12%	10%	6%	4%
	2023	17%	11%	<b>11%</b>	4%	7%	21%	*	47%	*	29%	7%	11%	11%	13%	6%	6%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2024	60%	45%	<b>48%</b>	39%	41%	64%	83%	78%	*	60%	22%	36%	48%	47%	37%	39%
	2023	62%	49%	<b>48%</b>	32%	42%	64%	*	85%	*	53%	29%	46%	47%	48%	39%	38%
At Meets Grade Level or Above	2024	33%	18%	<b>21%</b>	18%	16%	35%	50%	47%	*	24%	11%	20%	22%	19%	13%	13%
	2023	33%	20%	<b>21%</b>	15%	16%	34%	*	65%	*	22%	17%	21%	21%	21%	13%	12%
At Masters Grade Level	2024	17%	8%	<b>10%</b>	6%	6%	20%	0%	26%	*	14%	4%	9%	10%	8%	5%	3%
	2023	16%	8%	<b>8%</b>	4%	5%	15%	*	29%	*	13%	7%	7%	8%	9%	4%	3%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2024	70%	60%	<b>59%</b>	51%	55%	77%	63%	88%	*	64%	27%	51%	59%	59%	54%	46%
	2023	72%	65%	<b>62%</b>	55%	57%	79%	*	79%	*	71%	25%	50%	61%	64%	55%	48%
At Meets Grade Level or Above	2024	52%	40%	<b>37%</b>	25%	32%	61%	25%	70%	*	46%	18%	32%	39%	34%	31%	20%
	2023	52%	42%	<b>39%</b>	36%	33%	60%	*	65%	*	44%	11%	35%	39%	40%	31%	21%
At Masters Grade Level	2024	16%	9%	<b>10%</b>	6%	7%	22%	13%	28%	*	13%	5%	5%	10%	9%	6%	3%
	2023	13%	8%	<b>8%</b>	8%	5%	18%	*	31%	*	6%	2%	4%	8%	8%	4%	1%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2024	75%	66%	<b>65%</b>	64%	61%	81%	40%	85%	*	81%	28%	27%	66%	63%	58%	46%
	2023	74%	65%	<b>64%</b>	52%	59%	82%	*	80%	*	87%	28%	73%	63%	66%	56%	37%
At Meets Grade Level or Above	2024	58%	46%	<b>45%</b>	41%	39%	66%	0%	75%	*	74%	17%	20%	46%	40%	35%	19%
	2023	54%	42%	<b>41%</b>	30%	35%	65%	*	63%	*	59%	18%	36%	41%	41%	31%	13%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	9%	4%	5%	4%	3%	11%	0%	23%	*	7%	2%	7%	5%	4%	2%	0%
	2023	9%	4%	5%	3%	3%	12%	*	20%	*	5%	4%	9%	5%	5%	2%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2024	81%	73%	72%	64%	70%	79%	82%	96%	*	76%	45%	70%	72%	73%	70%	70%
	2023	79%	75%	71%	66%	69%	81%	*	92%	60%	69%	40%	75%	72%	70%	66%	69%
At Meets Grade Level or Above	2024	43%	30%	30%	24%	24%	47%	64%	85%	*	30%	16%	48%	30%	30%	23%	22%
	2023	43%	34%	33%	29%	28%	46%	*	72%	40%	40%	13%	29%	33%	32%	26%	26%
At Masters Grade Level	2024	24%	14%	15%	11%	11%	28%	36%	51%	*	12%	6%	20%	15%	16%	10%	10%
	2023	23%	15%	16%	13%	12%	28%	*	52%	0%	21%	2%	17%	16%	16%	10%	10%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2024	91%	89%	90%	86%	89%	97%	60%	95%	*	97%	74%	83%	90%	91%	89%	85%
	2023	88%	86%	85%	87%	83%	94%	*	93%	*	85%	63%	86%	86%	84%	82%	71%
At Meets Grade Level or Above	2024	56%	46%	48%	42%	42%	71%	40%	76%	*	53%	25%	44%	47%	51%	41%	26%
	2023	56%	47%	47%	40%	40%	72%	*	72%	*	52%	20%	57%	46%	49%	37%	23%
At Masters Grade Level	2024	19%	11%	14%	12%	9%	29%	0%	41%	*	18%	4%	22%	13%	15%	9%	4%
	2023	21%	12%	13%	10%	8%	28%	*	40%	*	15%	4%	21%	12%	16%	7%	4%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2024	96%	93%	94%	93%	93%	98%	*	93%	*	92%	83%	86%	94%	94%	91%	85%
	2023	94%	91%	92%	84%	91%	97%	*	97%	*	100%	66%	100%	92%	92%	89%	80%
At Meets Grade Level or Above	2024	69%	54%	57%	44%	51%	79%	*	76%	*	62%	31%	43%	58%	56%	46%	29%
	2023	70%	57%	63%	53%	56%	85%	*	81%	*	91%	32%	75%	63%	63%	51%	27%
At Masters Grade Level	2024	37%	21%	25%	14%	19%	46%	*	41%	*	30%	11%	29%	25%	25%	17%	7%
	2023	38%	24%	30%	24%	24%	48%	*	45%	*	47%	11%	50%	30%	29%	19%	8%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2024	88%	81%	95%	92%	96%	94%	*	93%	*	88%	*	*	95%	93%	96%	*
	2023	90%	87%	92%	*	90%	95%	*	*	-	90%	-	*	93%	83%	88%	*
At Meets Grade Level or Above	2024	59%	45%	69%	54%	62%	79%	*	87%	*	75%	*	*	69%	79%	72%	*
	2023	61%	49%	65%	*	56%	74%	*	*	-	60%	-	*	66%	56%	63%	*

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	12%	2%	6%	23%	2%	6%	*	20%	*	13%	*	*	5%	14%	2%	*
	2023	12%	3%	4%	*	1%	7%	*	*	-	0%	-	*	4%	6%	2%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2024	75%	68%	69%	63%	65%	81%	82%	90%	70%	76%	44%	60%	70%	67%	62%	61%
	2023	76%	71%	70%	63%	66%	82%	72%	88%	63%	76%	44%	66%	71%	68%	63%	61%
At Meets Grade Level or Above	2024	48%	38%	40%	34%	35%	57%	51%	70%	40%	50%	21%	35%	41%	38%	32%	28%
	2023	49%	40%	41%	35%	35%	57%	53%	70%	35%	49%	21%	39%	41%	39%	31%	28%
At Masters Grade Level	2024	20%	12%	15%	13%	10%	26%	18%	37%	11%	21%	6%	15%	15%	14%	9%	8%
	2023	20%	13%	14%	13%	10%	25%	22%	36%	12%	22%	6%	16%	15%	14%	9%	9%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2024	76%	69%	69%	63%	64%	82%	78%	91%	75%	78%	41%	59%	70%	67%	62%	57%
	2023	77%	71%	69%	62%	65%	83%	67%	88%	62%	80%	40%	65%	70%	68%	63%	58%
At Meets Grade Level or Above	2024	54%	43%	44%	39%	38%	62%	41%	74%	50%	58%	21%	37%	45%	41%	35%	29%
	2023	53%	43%	43%	37%	37%	59%	48%	70%	38%	51%	18%	38%	43%	41%	33%	29%
At Masters Grade Level	2024	22%	14%	16%	15%	11%	28%	22%	39%	15%	23%	5%	16%	16%	15%	10%	8%
	2023	20%	13%	14%	14%	9%	24%	15%	33%	14%	21%	5%	13%	14%	13%	8%	8%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2024	72%	67%	68%	60%	64%	78%	84%	90%	71%	74%	45%	64%	69%	65%	62%	65%
	2023	75%	71%	69%	62%	66%	80%	82%	87%	67%	72%	46%	70%	71%	66%	63%	66%
At Meets Grade Level or Above	2024	43%	35%	38%	32%	32%	52%	61%	73%	29%	46%	22%	38%	39%	35%	29%	32%
	2023	45%	38%	39%	33%	33%	53%	57%	69%	33%	47%	23%	40%	40%	35%	29%	32%
At Masters Grade Level	2024	17%	12%	14%	11%	10%	23%	19%	40%	6%	21%	7%	15%	14%	14%	9%	11%
	2023	19%	14%	15%	13%	11%	24%	29%	40%	6%	20%	7%	19%	15%	14%	9%	11%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2024	75%	68%	71%	64%	67%	82%	87%	88%	40%	79%	45%	57%	72%	70%	65%	64%
	2023	77%	72%	72%	68%	69%	84%	56%	89%	55%	74%	49%	62%	74%	69%	65%	59%
At Meets Grade Level or Above	2024	43%	34%	37%	31%	31%	55%	53%	63%	40%	45%	20%	30%	38%	36%	29%	23%
	2023	47%	39%	39%	33%	33%	58%	44%	71%	36%	45%	22%	37%	40%	39%	29%	23%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	10%	<b>12%</b>	11%	8%	23%	13%	28%	0%	18%	6%	13%	12%	12%	7%	4%
	2023	18%	12%	<b>13%</b>	9%	9%	25%	0%	38%	9%	22%	7%	14%	12%	15%	7%	6%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2024	78%	69%	<b>70%</b>	67%	66%	81%	80%	83%	80%	74%	50%	42%	71%	68%	61%	58%
	2023	78%	69%	<b>69%</b>	60%	66%	79%	83%	91%	71%	77%	44%	58%	69%	68%	60%	53%
At Meets Grade Level or Above	2024	51%	36%	<b>39%</b>	32%	33%	57%	50%	56%	40%	40%	20%	23%	40%	36%	27%	20%
	2023	52%	38%	<b>41%</b>	36%	35%	57%	67%	72%	29%	56%	23%	33%	41%	40%	29%	17%
At Masters Grade Level	2024	27%	14%	<b>17%</b>	10%	12%	33%	10%	31%	20%	21%	7%	12%	18%	16%	10%	5%
	2023	27%	16%	<b>18%</b>	15%	14%	29%	67%	37%	29%	30%	9%	17%	18%	18%	11%	5%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2024	35%	27%	<b>30%</b>	26%	23%	46%	*	57%	17%	34%	16%	21%	30%	30%	21%	24%
	2023	37%	29%	<b>29%</b>	25%	24%	42%	*	66%	*	38%	17%	30%	31%	25%	20%	26%
Reading and Mathematics Including EOC	2024	35%	27%	<b>30%</b>	26%	23%	46%	*	57%	17%	34%	16%	21%	30%	30%	21%	24%
	2023	37%	29%	<b>29%</b>	25%	24%	42%	*	66%	*	38%	17%	30%	31%	25%	20%	26%
Reading Including EOC	2024	48%	39%	<b>41%</b>	35%	35%	57%	*	67%	50%	44%	23%	28%	41%	41%	33%	33%
	2023	50%	41%	<b>41%</b>	36%	36%	54%	*	74%	*	46%	21%	43%	43%	36%	31%	38%
Math Including EOC	2024	42%	36%	<b>39%</b>	32%	33%	55%	*	70%	17%	45%	24%	29%	40%	38%	31%	40%
	2023	45%	38%	<b>38%</b>	30%	34%	51%	*	66%	*	49%	22%	41%	39%	35%	28%	38%
<b>4th Graders</b>																	
Reading and Mathematics	2024	38%	29%	<b>35%</b>	32%	29%	51%	*	72%	-	49%	19%	33%	36%	32%	25%	27%
	2023	38%	29%	<b>33%</b>	33%	26%	46%	*	59%	*	48%	15%	29%	33%	32%	24%	26%
Reading and Mathematics Including EOC	2024	38%	29%	<b>35%</b>	32%	29%	51%	*	72%	-	49%	19%	33%	36%	32%	25%	27%
	2023	38%	29%	<b>33%</b>	33%	26%	46%	*	59%	*	48%	15%	29%	33%	32%	24%	26%
Reading Including EOC	2024	51%	42%	<b>46%</b>	43%	40%	61%	*	74%	-	61%	24%	50%	47%	44%	36%	37%
	2023	48%	38%	<b>39%</b>	39%	32%	52%	*	62%	*	54%	18%	33%	39%	38%	30%	31%
Math Including EOC	2024	46%	39%	<b>45%</b>	36%	39%	60%	*	80%	-	60%	27%	45%	46%	41%	34%	41%
	2023	48%	42%	<b>50%</b>	44%	43%	65%	*	65%	*	55%	30%	56%	51%	46%	39%	41%
<b>5th Graders</b>																	
Reading and Mathematics	2024	42%	33%	<b>39%</b>	33%	34%	49%	*	68%	-	60%	20%	35%	41%	35%	31%	30%
	2023	43%	35%	<b>36%</b>	38%	30%	46%	*	74%	*	45%	17%	32%	38%	30%	28%	27%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	33%	<b>39%</b>	33%	34%	49%	*	68%	-	60%	20%	35%	41%	35%	31%	30%
	2023	43%	35%	<b>36%</b>	38%	30%	46%	*	74%	*	45%	17%	32%	38%	30%	28%	27%
Reading Including EOC	2024	55%	45%	<b>49%</b>	49%	43%	60%	*	77%	-	69%	28%	38%	51%	43%	40%	38%
	2023	57%	47%	<b>49%</b>	48%	44%	60%	40%	77%	*	55%	20%	39%	51%	43%	40%	41%
Math Including EOC	2024	51%	42%	<b>50%</b>	41%	46%	60%	*	75%	-	63%	27%	53%	52%	47%	42%	43%
	2023	51%	44%	<b>44%</b>	45%	39%	53%	*	87%	*	47%	29%	37%	47%	36%	36%	37%
<b>6th Graders</b>																	
Reading and Mathematics	2024	36%	30%	<b>36%</b>	42%	31%	47%	*	80%	*	44%	16%	23%	38%	32%	29%	27%
	2023	35%	29%	<b>34%</b>	35%	26%	54%	83%	63%	*	45%	15%	32%	35%	32%	23%	23%
Reading and Mathematics Including EOC	2024	36%	30%	<b>36%</b>	42%	31%	47%	*	80%	*	44%	16%	23%	38%	32%	29%	27%
	2023	35%	29%	<b>34%</b>	35%	26%	54%	83%	63%	*	45%	15%	32%	35%	32%	23%	23%
Reading Including EOC	2024	57%	48%	<b>52%</b>	54%	46%	65%	*	84%	*	58%	25%	35%	54%	46%	42%	38%
	2023	52%	45%	<b>50%</b>	53%	43%	66%	83%	76%	*	54%	19%	45%	51%	47%	38%	38%
Math Including EOC	2024	40%	35%	<b>43%</b>	45%	38%	54%	*	80%	*	48%	21%	28%	44%	40%	36%	37%
	2023	40%	36%	<b>41%</b>	39%	33%	60%	83%	75%	*	55%	22%	33%	42%	40%	30%	35%
<b>7th Graders</b>																	
Reading and Mathematics	2024	35%	26%	<b>26%</b>	25%	19%	42%	40%	55%	*	35%	10%	28%	26%	26%	17%	17%
	2023	37%	31%	<b>28%</b>	24%	22%	46%	57%	43%	*	31%	15%	30%	29%	26%	19%	19%
Reading and Mathematics Including EOC	2024	36%	27%	<b>27%</b>	26%	20%	43%	40%	59%	*	38%	10%	30%	27%	26%	17%	17%
	2023	38%	31%	<b>29%</b>	25%	22%	48%	57%	49%	*	33%	15%	30%	30%	26%	19%	19%
Reading Including EOC	2024	54%	43%	<b>44%</b>	40%	36%	64%	60%	69%	*	59%	13%	39%	44%	45%	32%	29%
	2023	55%	44%	<b>41%</b>	35%	34%	59%	57%	63%	*	51%	18%	38%	42%	38%	31%	31%
Math Including EOC	2024	40%	33%	<b>31%</b>	27%	24%	47%	60%	71%	*	44%	15%	33%	31%	29%	21%	24%
	2023	43%	38%	<b>36%</b>	28%	30%	55%	57%	54%	*	47%	20%	38%	38%	33%	25%	28%
<b>8th Graders</b>																	
Reading and Mathematics	2024	28%	21%	<b>13%</b>	11%	10%	20%	*	30%	*	21%	10%	11%	13%	12%	10%	10%
	2023	31%	24%	<b>16%</b>	10%	13%	24%	*	61%	*	11%	17%	21%	15%	19%	12%	9%
Reading and Mathematics Including EOC	2024	41%	30%	<b>27%</b>	23%	20%	43%	67%	57%	*	26%	11%	27%	28%	23%	17%	17%
	2023	44%	34%	<b>30%</b>	19%	25%	45%	*	74%	*	38%	16%	29%	31%	29%	21%	19%
Reading Including EOC	2024	57%	45%	<b>43%</b>	31%	36%	60%	67%	75%	*	60%	14%	38%	44%	38%	32%	30%
	2023	58%	48%	<b>43%</b>	28%	38%	61%	*	79%	*	50%	22%	32%	43%	45%	33%	28%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	39%	<b>33%</b>	26%	27%	47%	100%	63%	*	30%	13%	33%	34%	29%	23%	25%
	2023	51%	44%	<b>38%</b>	24%	33%	51%	*	82%	*	44%	22%	39%	39%	34%	28%	30%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2024	36%	28%	<b>31%</b>	29%	25%	45%	32%	63%	23%	41%	16%	26%	32%	29%	23%	23%
	2023	37%	30%	<b>30%</b>	28%	24%	44%	56%	60%	31%	40%	16%	30%	31%	28%	21%	22%
Reading and Mathematics Including EOC	2024	38%	29%	<b>32%</b>	30%	26%	47%	42%	65%	23%	41%	16%	28%	33%	30%	23%	24%
	2023	39%	31%	<b>32%</b>	29%	26%	47%	56%	63%	29%	41%	16%	30%	33%	29%	22%	23%
Reading Including EOC	2024	54%	44%	<b>46%</b>	42%	39%	61%	54%	74%	46%	58%	22%	38%	47%	43%	36%	34%
	2023	53%	44%	<b>44%</b>	40%	38%	58%	58%	71%	36%	52%	20%	39%	45%	41%	34%	34%
Math Including EOC	2024	45%	37%	<b>40%</b>	34%	35%	54%	67%	73%	23%	48%	23%	38%	41%	38%	31%	35%
	2023	47%	40%	<b>41%</b>	35%	35%	56%	60%	70%	29%	50%	25%	41%	43%	37%	31%	35%

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

Texas Education Agency  
**2023-24 STAAR Progress (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2024	67%	62%	<b>65%</b>	66%	61%	74%	*	87%	-	74%	54%	62%	66%	62%	59%	55%
	2023	55%	48%	<b>48%</b>	56%	44%	53%	*	67%	*	47%	37%	44%	48%	47%	45%	45%
Grade 4 Mathematics	2024	60%	56%	<b>64%</b>	64%	60%	74%	*	85%	-	76%	52%	65%	66%	60%	58%	60%
	2023	63%	59%	<b>64%</b>	68%	60%	74%	*	72%	*	69%	54%	68%	65%	64%	59%	56%
Grade 5 ELA/Reading	2024	70%	65%	<b>69%</b>	65%	65%	76%	*	86%	-	71%	54%	55%	69%	66%	63%	67%
	2023	65%	60%	<b>59%</b>	64%	57%	63%	60%	80%	*	60%	43%	50%	61%	54%	55%	57%
Grade 5 Mathematics	2024	65%	59%	<b>65%</b>	59%	64%	65%	*	78%	-	73%	56%	63%	64%	65%	62%	68%
	2023	71%	66%	<b>62%</b>	66%	61%	62%	*	85%	*	64%	64%	68%	64%	58%	61%	59%
Grade 6 ELA/Reading	2024	61%	58%	<b>63%</b>	68%	58%	72%	*	85%	*	73%	47%	57%	64%	59%	57%	53%
	2023	51%	48%	<b>51%</b>	60%	46%	59%	33%	64%	*	57%	38%	47%	51%	50%	43%	44%
Grade 6 Mathematics	2024	48%	50%	<b>59%</b>	64%	55%	66%	*	78%	*	69%	49%	57%	59%	60%	56%	60%
	2023	54%	55%	<b>57%</b>	65%	52%	66%	67%	78%	*	72%	56%	54%	55%	64%	52%	52%
Grade 7 ELA/Reading	2024	66%	57%	<b>52%</b>	48%	48%	65%	*	70%	*	60%	29%	59%	52%	52%	46%	43%
	2023	71%	63%	<b>53%</b>	52%	49%	64%	71%	72%	*	61%	40%	49%	54%	52%	49%	50%
Grade 7 Mathematics	2024	49%	43%	<b>27%</b>	23%	27%	28%	*	41%	-	26%	27%	25%	26%	29%	27%	31%
	2023	56%	52%	<b>38%</b>	36%	37%	43%	*	30%	*	33%	38%	38%	38%	39%	36%	38%
Grade 8 ELA/Reading	2024	69%	63%	<b>60%</b>	52%	56%	67%	90%	87%	*	68%	37%	52%	61%	57%	54%	52%
	2023	63%	60%	<b>52%</b>	42%	49%	62%	*	61%	*	56%	39%	50%	50%	56%	47%	47%
Grade 8 Mathematics	2024	66%	62%	<b>51%</b>	55%	51%	47%	*	66%	*	45%	46%	60%	50%	53%	52%	56%
	2023	74%	72%	<b>61%</b>	55%	60%	66%	75%	77%	*	59%	52%	70%	61%	62%	58%	63%
End of Course English I	2024	64%	58%	<b>61%</b>	52%	59%	70%	*	73%	*	59%	36%	63%	62%	57%	56%	51%
	2023	57%	54%	<b>54%</b>	55%	50%	64%	*	60%	*	45%	34%	45%	53%	57%	49%	44%
End of Course English II	2024	69%	64%	<b>63%</b>	64%	61%	65%	*	73%	*	79%	36%	38%	65%	56%	58%	45%
	2023	74%	72%	<b>70%</b>	74%	65%	82%	*	91%	*	70%	53%	78%	71%	68%	66%	49%
End of Course Algebra I	2024	72%	62%	<b>72%</b>	72%	70%	73%	100%	91%	*	64%	67%	69%	71%	74%	70%	71%
	2023	76%	73%	<b>77%</b>	72%	76%	79%	*	88%	*	58%	72%	87%	77%	77%	73%	78%
All Grades Both Subjects	2024	64%	59%	<b>60%</b>	59%	57%	67%	74%	79%	65%	66%	47%	57%	61%	59%	56%	55%
	2023	64%	60%	<b>58%</b>	60%	55%	65%	58%	72%	65%	59%	48%	55%	58%	58%	53%	53%
All Grades ELA/Reading	2024	67%	61%	<b>62%</b>	59%	58%	70%	73%	81%	75%	69%	44%	57%	63%	59%	56%	52%
	2023	63%	58%	<b>55%</b>	58%	51%	64%	52%	70%	66%	56%	40%	48%	55%	55%	50%	48%
All Grades Mathematics	2024	60%	56%	<b>58%</b>	58%	56%	62%	76%	77%	50%	62%	50%	58%	58%	59%	55%	58%
	2023	66%	63%	<b>61%</b>	62%	59%	67%	65%	74%	64%	61%	56%	63%	61%	61%	57%	58%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2024	38%	38%	<b>40%</b>	33%	37%	60%	*	57%	-	*	28%	7%	40%	40%	37%	29%
	2023	33%	33%	<b>30%</b>	28%	28%	43%	-	40%	-	11%	19%	25%	30%	29%	30%	25%
Grade 4 Mathematics	2024	26%	26%	<b>30%</b>	34%	27%	42%	-	43%	-	45%	19%	47%	30%	31%	29%	31%
	2023	27%	26%	<b>28%</b>	37%	25%	38%	*	17%	-	38%	21%	19%	28%	28%	25%	20%

Texas Education Agency  
**2023-24 STAAR Progress (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	32%	<b>34%</b>	37%	32%	44%	-	71%	-	33%	26%	14%	33%	36%	30%	34%
	2023	37%	34%	<b>29%</b>	28%	28%	34%	*	*	*	11%	21%	24%	29%	28%	26%	31%
Grade 5 Mathematics	2024	41%	40%	<b>42%</b>	38%	40%	49%	-	62%	-	46%	33%	38%	43%	39%	38%	42%
	2023	48%	45%	<b>38%</b>	32%	37%	43%	*	57%	*	50%	34%	48%	42%	29%	36%	27%
Grade 6 ELA/Reading	2024	24%	28%	<b>33%</b>	46%	29%	46%	-	*	*	54%	25%	25%	31%	39%	30%	25%
	2023	26%	26%	<b>28%</b>	32%	28%	27%	*	17%	-	40%	18%	5%	27%	31%	24%	24%
Grade 6 Mathematics	2024	27%	29%	<b>36%</b>	30%	34%	53%	-	*	*	30%	26%	29%	38%	33%	33%	33%
	2023	35%	35%	<b>34%</b>	29%	33%	46%	*	17%	-	33%	27%	32%	32%	39%	30%	29%
Grade 7 ELA/Reading	2024	23%	18%	<b>13%</b>	3%	13%	20%	-	17%	-	0%	8%	14%	13%	14%	13%	13%
	2023	39%	34%	<b>24%</b>	27%	23%	29%	*	25%	-	38%	14%	7%	25%	22%	21%	23%
Grade 7 Mathematics	2024	14%	12%	<b>6%</b>	6%	7%	4%	-	0%	-	0%	2%	0%	6%	8%	5%	4%
	2023	22%	21%	<b>16%</b>	5%	16%	23%	-	33%	-	0%	8%	18%	16%	15%	15%	15%
Grade 8 ELA/Reading	2024	34%	30%	<b>28%</b>	22%	28%	32%	-	38%	*	38%	14%	17%	30%	24%	29%	22%
	2023	39%	36%	<b>25%</b>	12%	25%	32%	*	-	-	36%	16%	25%	24%	26%	24%	18%
Grade 8 Mathematics	2024	44%	40%	<b>26%</b>	19%	27%	21%	-	69%	-	15%	10%	36%	25%	28%	27%	31%
	2023	49%	49%	<b>34%</b>	27%	35%	38%	*	*	-	23%	12%	54%	36%	31%	34%	34%
End of Course English I	2024	20%	16%	<b>21%</b>	24%	19%	28%	*	*	-	20%	5%	36%	21%	21%	18%	12%
	2023	26%	26%	<b>25%</b>	27%	24%	34%	*	0%	*	33%	8%	0%	25%	27%	25%	20%
End of Course English II	2024	29%	25%	<b>25%</b>	32%	23%	32%	*	50%	*	*	13%	0%	29%	16%	24%	16%
	2023	41%	38%	<b>36%</b>	35%	34%	51%	*	43%	*	50%	18%	67%	37%	34%	36%	25%
End of Course Algebra I	2024	55%	50%	<b>55%</b>	48%	55%	56%	*	-	-	50%	33%	50%	55%	55%	55%	54%
	2023	58%	58%	<b>57%</b>	56%	57%	59%	*	50%	*	27%	38%	75%	57%	55%	56%	62%
All Grades Both Subjects	2024	32%	30%	<b>31%</b>	29%	29%	38%	29%	49%	33%	34%	20%	24%	31%	30%	29%	26%
	2023	38%	36%	<b>32%</b>	29%	31%	39%	25%	32%	17%	32%	20%	29%	33%	30%	30%	28%
All Grades ELA/Reading	2024	30%	27%	<b>28%</b>	28%	26%	38%	20%	50%	*	35%	19%	17%	28%	27%	26%	21%
	2023	35%	33%	<b>28%</b>	27%	27%	36%	14%	31%	*	32%	17%	19%	29%	28%	27%	24%
All Grades Mathematics	2024	35%	33%	<b>34%</b>	30%	33%	39%	*	49%	*	33%	22%	33%	34%	33%	32%	33%
	2023	40%	40%	<b>36%</b>	31%	35%	42%	40%	34%	*	32%	24%	39%	37%	33%	34%	33%

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

Texas Education Agency  
**2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2024	75%	68%	<b>69%</b>	62%	56%	70%	88%	61%	-	58%	69%	58%	*	63%	71%	59%	91%
	2023	76%	71%	<b>70%</b>	64%	61%	-	100%	64%	-	56%	-	56%	-	60%	72%	58%	89%
At Meets Grade Level or Above	2024	48%	38%	<b>40%</b>	31%	24%	28%	50%	31%	-	25%	40%	24%	*	33%	43%	26%	64%
	2023	49%	40%	<b>41%</b>	33%	25%	-	75%	32%	-	24%	-	24%	-	31%	43%	25%	60%
At Masters Grade Level	2024	20%	12%	<b>15%</b>	11%	6%	6%	21%	12%	-	6%	12%	6%	*	12%	16%	7%	24%
	2023	20%	13%	<b>14%</b>	10%	9%	-	31%	9%	-	6%	-	6%	-	11%	16%	7%	23%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2024	76%	69%	<b>69%</b>	59%	60%	67%	83%	56%	-	54%	69%	53%	*	64%	72%	55%	89%
	2023	77%	71%	<b>69%</b>	63%	55%	-	100%	63%	-	53%	-	53%	-	61%	72%	55%	90%
At Meets Grade Level or Above	2024	54%	43%	<b>44%</b>	29%	25%	38%	36%	29%	-	26%	39%	25%	*	35%	48%	27%	73%
	2023	53%	43%	<b>43%</b>	30%	24%	-	69%	29%	-	24%	-	24%	-	35%	45%	26%	66%
At Masters Grade Level	2024	22%	14%	<b>16%</b>	11%	6%	10%	24%	11%	-	6%	11%	6%	*	12%	18%	7%	25%
	2023	20%	13%	<b>14%</b>	8%	6%	-	38%	8%	-	5%	-	5%	-	11%	15%	6%	22%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2024	72%	67%	<b>68%</b>	66%	59%	72%	93%	66%	-	63%	72%	63%	-	61%	68%	64%	92%
	2023	75%	71%	<b>69%</b>	65%	65%	-	100%	64%	-	63%	-	63%	-	64%	70%	63%	90%
At Meets Grade Level or Above	2024	43%	35%	<b>38%</b>	35%	25%	22%	64%	35%	-	30%	51%	28%	-	30%	39%	31%	55%
	2023	45%	38%	<b>39%</b>	35%	24%	-	81%	35%	-	28%	-	28%	-	33%	40%	29%	58%
At Masters Grade Level	2024	17%	12%	<b>14%</b>	12%	6%	6%	19%	13%	-	10%	21%	9%	-	13%	15%	10%	27%
	2023	19%	14%	<b>15%</b>	11%	11%	-	25%	11%	-	9%	-	9%	-	13%	16%	10%	26%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2024	75%	68%	<b>71%</b>	40%	36%	80%	-	33%	-	62%	74%	61%	-	66%	73%	61%	94%
	2023	77%	72%	<b>72%</b>	69%	69%	-	-	-	-	55%	-	55%	-	59%	75%	55%	89%
At Meets Grade Level or Above	2024	43%	34%	<b>37%</b>	15%	17%	20%	-	0%	-	20%	32%	19%	-	34%	40%	20%	61%
	2023	47%	39%	<b>39%</b>	31%	31%	-	-	-	-	18%	-	18%	-	29%	42%	18%	57%
At Masters Grade Level	2024	16%	10%	<b>12%</b>	2%	3%	0%	-	0%	-	3%	2%	3%	-	11%	14%	4%	17%
	2023	18%	12%	<b>13%</b>	6%	6%	-	-	-	-	3%	-	3%	-	9%	14%	4%	22%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2024	78%	69%	<b>70%</b>	*	*	*	-	-	-	55%	56%	55%	-	64%	72%	55%	92%
	2023	78%	69%	<b>69%</b>	-	-	-	-	-	-	51%	-	51%	-	34%	70%	50%	85%
At Meets Grade Level or Above	2024	51%	36%	<b>39%</b>	*	*	*	-	-	-	17%	22%	17%	-	28%	42%	18%	59%
	2023	52%	38%	<b>41%</b>	-	-	-	-	-	-	16%	-	16%	-	3%	44%	15%	54%
At Masters Grade Level	2024	27%	14%	<b>17%</b>	*	*	*	-	-	-	3%	6%	3%	-	12%	20%	4%	24%
	2023	27%	16%	<b>18%</b>	-	-	-	-	-	-	4%	-	4%	-	0%	20%	4%	24%
<b>School Progress - Annual Growth</b>																		

Texas Education Agency  
**2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	School Year	State	Region 18	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	59%	<b>60%</b>	54%	53%	57%	69%	53%	-	54%	67%	53%	-	57%	61%	54%	72%
	2023	64%	60%	<b>58%</b>	47%	52%	-	-	45%	-	51%	-	51%	-	53%	59%	51%	71%
All Grades ELA/Reading	2024	67%	61%	<b>62%</b>	52%	51%	58%	69%	51%	-	50%	60%	50%	-	59%	64%	51%	76%
	2023	63%	58%	<b>55%</b>	40%	45%	-	-	39%	-	47%	-	47%	-	49%	56%	46%	66%
All Grades Mathematics	2024	60%	56%	<b>58%</b>	56%	54%	56%	69%	56%	-	59%	76%	58%	-	54%	58%	58%	64%
	2023	66%	63%	<b>61%</b>	53%	59%	-	-	52%	-	56%	-	56%	-	58%	62%	56%	79%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2024	32%	30%	<b>31%</b>	28%	28%	36%	*	27%	-	26%	31%	26%	-	25%	32%	26%	44%
	2023	38%	36%	<b>32%</b>	24%	25%	-	-	24%	-	27%	-	27%	-	28%	33%	27%	73%
All Grades ELA/Reading	2024	30%	27%	<b>28%</b>	26%	30%	33%	-	22%	-	21%	29%	20%	-	23%	31%	21%	29%
	2023	35%	33%	<b>28%</b>	25%	24%	-	-	25%	-	22%	-	22%	-	28%	30%	23%	61%
All Grades Mathematics	2024	35%	33%	<b>34%</b>	31%	26%	40%	*	32%	-	33%	33%	33%	-	26%	34%	33%	62%
	2023	40%	40%	<b>36%</b>	23%	26%	-	-	22%	-	32%	-	32%	-	28%	36%	31%	87%

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

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	96%	<b>99%</b>	99%	99%	99%	100%	100%	98%	99%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	85%	<b>92%</b>	94%	91%	96%	90%	94%	98%	94%	97%	91%	98%	80%	91%	82%
Not Included in Accountability: Mobile	4%	8%	<b>5%</b>	4%	5%	3%	9%	4%	0%	4%	2%	9%	1%	13%	5%	8%
Not Included in Accountability: Other Exclusions	2%	2%	<b>2%</b>	1%	3%	0%	1%	2%	0%	0%	1%	0%	0%	7%	3%	10%
Not Tested	1%	4%	<b>1%</b>	1%	1%	1%	0%	0%	2%	1%	1%	0%	1%	1%	1%	0%
Absent	1%	4%	<b>1%</b>	1%	1%	1%	0%	0%	2%	1%	0%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	96%	<b>99%</b>	99%	99%	99%	100%	100%	100%	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	91%	85%	<b>92%</b>	94%	90%	96%	90%	93%	100%	95%	97%	91%	98%	79%	91%	80%
Not Included in Accountability: Mobile	4%	8%	<b>5%</b>	4%	5%	4%	7%	4%	0%	4%	2%	9%	1%	12%	5%	7%
Not Included in Accountability: Other Exclusions	4%	3%	<b>3%</b>	1%	4%	0%	2%	3%	0%	0%	1%	0%	1%	8%	3%	12%
Not Tested	1%	4%	<b>1%</b>	1%	1%	1%	0%	0%	0%	0%	1%	0%	1%	1%	1%	0%
Absent	1%	4%	<b>1%</b>	1%	1%	1%	0%	0%	0%	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	96%	<b>99%</b>	99%	99%	99%	100%	100%	100%	99%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	86%	<b>92%</b>	94%	91%	95%	89%	93%	100%	94%	97%	91%	98%	80%	91%	83%
Not Included in Accountability: Mobile	5%	8%	<b>5%</b>	4%	5%	4%	11%	5%	0%	4%	2%	9%	1%	13%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	1%	3%	0%	0%	1%	0%	0%	0%	0%	0%	6%	2%	8%
Not Tested	1%	4%	<b>1%</b>	1%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Absent	1%	4%	<b>1%</b>	1%	1%	0%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	95%	<b>99%</b>	99%	99%	99%	100%	100%	83%	99%	100%	100%	99%	99%	99%	99%
Included in Accountability	93%	85%	<b>93%</b>	94%	92%	96%	94%	98%	83%	92%	98%	93%	98%	81%	92%	84%
Not Included in Accountability: Mobile	4%	9%	<b>5%</b>	4%	5%	3%	6%	3%	0%	6%	2%	7%	1%	13%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	1%	2%	0%	0%	0%	0%	1%	0%	0%	0%	5%	2%	7%
Not Tested	1%	5%	<b>1%</b>	1%	1%	1%	0%	0%	17%	1%	0%	0%	1%	1%	1%	1%

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	State	Region 18	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%	5%	1%	1%	1%	1%	0%	0%	17%	1%	0%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	95%	99%	99%	99%	99%	100%	100%	100%	100%	99%	98%	99%	98%	98%	99%
Included in Accountability	94%	85%	93%	95%	92%	96%	91%	98%	100%	97%	96%	90%	98%	81%	92%	84%
Not Included in Accountability: Mobile	4%	9%	4%	2%	5%	3%	9%	2%	0%	3%	3%	9%	1%	12%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	2%	1%	2%	0%	0%	0%	0%	0%	1%	0%	0%	5%	2%	7%
Not Tested	1%	5%	1%	1%	1%	1%	0%	0%	0%	0%	1%	2%	1%	2%	2%	1%
Absent	1%	5%	1%	1%	1%	1%	0%	0%	0%	0%	0%	2%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	89%	82%	81%	75%	91%	* 100%	* 100%	* 73%	* 73%	* 84%	* 56%	* 64%	* 64%	* 64%	* 64%
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	98%	99%	99%	98%	100%	100%	99%	98%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	93%	93%	92%	96%	83%	95%	100%	93%	93%	93%	98%	81%	92%	85%
Not Included in Accountability: Mobile	4%	4%	5%	5%	5%	4%	10%	3%	0%	6%	4%	7%	1%	13%	5%	8%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	5%	2%	0%	0%	1%	0%	0%	4%	2%	7%
Not Tested	1%	1%	1%	2%	1%	1%	2%	0%	0%	1%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	2%	1%	0%	2%	0%	0%	1%	2%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	99%	98%	99%	99%	100%	100%	100%	99%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	93%	92%	93%	91%	95%	85%	94%	100%	93%	92%	94%	97%	80%	92%	82%
Not Included in Accountability: Mobile	4%	4%	5%	5%	5%	4%	10%	3%	0%	6%	4%	5%	1%	13%	5%	8%
Not Included in Accountability: Other Exclusions	3%	2%	2%	1%	3%	0%	5%	3%	0%	0%	1%	0%	1%	5%	2%	10%
Not Tested	1%	1%	1%	2%	1%	1%	0%	0%	0%	1%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	2%	1%	1%	0%	0%	0%	1%	2%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	99%	99%	100%	97%	99%	100%	99%	99%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	93%	93%	92%	95%	23 85%	96%	100%	94%	94%	94%	98%	82%	92%	87%

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	State	Region 18	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%	5%	6%	5%	4%	9%	3%	0%	6%	4%	6%	1%	15%	6%	9%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	3%	1%	0%	0%	1%	0%	0%	3%	1%	4%
Not Tested	1%	1%	1%	1%	1%	0%	3%	1%	0%	1%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	1%	0%	0%	3%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	99%	99%	98%	99%	100%	92%	100%	100%	97%	98%	100%	99%	99%	99%	99%
Included in Accountability	93%	94%	94%	94%	93%	96%	69%	97%	100%	91%	93%	89%	98%	83%	93%	87%
Not Included in Accountability: Mobile	4%	4%	4%	4%	4%	3%	15%	1%	0%	6%	5%	10%	1%	12%	5%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	1%	1%	0%	8%	1%	0%	0%	1%	1%	0%	3%	1%	5%
Not Tested	1%	1%	1%	2%	1%	0%	8%	0%	0%	3%	2%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	2%	1%	0%	8%	0%	0%	3%	2%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	99%	99%	98%	99%	100%	99%	100%	96%	98%	100%	99%	98%	98%	99%
Included in Accountability	94%	93%	94%	95%	93%	96%	86%	94%	100%	86%	92%	86%	98%	83%	92%	87%
Not Included in Accountability: Mobile	4%	4%	4%	4%	4%	3%	0%	3%	0%	9%	5%	14%	1%	12%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	14%	1%	0%	0%	0%	0%	0%	3%	1%	5%
Not Tested	1%	2%	1%	1%	2%	1%	0%	1%	0%	4%	2%	0%	1%	2%	2%	1%
Absent	1%	2%	1%	1%	1%	1%	0%	1%	0%	4%	2%	0%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	92%	85%	*	76%	95%	*	*	-	100%	-	*	87%	72%	69%	*

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

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2022-23	93.3%	92.3%	<b>92.2%</b>	92.1%	91.6%	93.3%	92.1%	96.7%	92.7%	92.5%	91.7%	91.1%	92.6%
2021-22	92.2%	91.4%	<b>90.6%</b>	90.9%	89.8%	92.0%	90.4%	96.2%	91.8%	91.3%	90.0%	89.3%	91.0%
<b>Chronic Absenteeism</b>													
2022-23	20.3%	25.1%	<b>25.7%</b>	26.9%	28.0%	20.6%	32.3%	6.0%	21.2%	27.9%	28.1%	30.8%	23.7%
2021-22	25.7%	30.6%	<b>34.4%</b>	32.3%	37.8%	28.7%	39.7%	7.0%	32.3%	31.0%	39.7%	40.3%	32.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2022-23	0.8%	1.1%	<b>1.7%</b>	0.4%	1.6%	2.3%	7.7%	2.0%	0.0%	1.0%	2.2%	1.9%	1.1%
2021-22	0.7%	1.1%	<b>2.1%</b>	2.2%	1.5%	2.8%	22.2%	6.2%	0.0%	6.9%	2.2%	2.1%	1.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2022-23	2.0%	2.5%	<b>3.5%</b>	5.8%	3.3%	3.1%	11.8%	2.2%	0.0%	5.5%	3.4%	4.4%	4.9%
2021-22	2.2%	2.7%	<b>3.9%</b>	4.7%	3.9%	3.5%	4.3%	4.1%	11.1%	5.0%	3.9%	5.1%	4.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	90.3%	87.3%	<b>86.5%</b>	82.3%	86.6%	87.3%	100.0%	91.4%	*	82.5%	87.8%	81.9%	82.6%
Received TxCHSE	0.3%	0.4%	<b>0.6%</b>	0.0%	0.3%	1.6%	0.0%	0.0%	*	0.0%	0.9%	0.7%	0.0%
Continued HS	3.1%	3.9%	<b>1.7%</b>	0.8%	1.8%	1.8%	0.0%	0.0%	*	0.0%	0.0%	1.9%	2.8%
Dropped Out	6.3%	8.4%	<b>11.3%</b>	16.9%	11.3%	9.3%	0.0%	8.6%	*	17.5%	11.3%	15.5%	14.7%
Graduates and TxCHSE	90.6%	87.7%	<b>87.1%</b>	82.3%	86.9%	88.9%	100.0%	91.4%	*	82.5%	88.7%	82.6%	82.6%
Graduates, TxCHSE, and Continuers	93.7%	91.6%	<b>88.7%</b>	83.1%	88.7%	90.7%	100.0%	91.4%	*	82.5%	88.7%	84.5%	85.3%
<b>Class of 2022</b>													
Graduated	89.7%	86.8%	<b>86.8%</b>	81.3%	85.7%	91.3%	100.0%	95.2%	*	90.3%	84.5%	82.8%	87.0%
Received TxCHSE	0.3%	0.3%	<b>0.3%</b>	0.0%	0.2%	0.8%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	3.5%	3.8%	<b>2.1%</b>	4.5%	2.5%	0.6%	0.0%	0.0%	*	0.0%	1.0%	1.7%	1.1%
Dropped Out	6.4%	9.1%	<b>10.7%</b>	14.2%	11.6%	7.3%	0.0%	4.8%	*	9.7%	14.6%	15.3%	11.9%
Graduates and TxCHSE	90.0%	87.1%	<b>87.1%</b>	81.3%	85.9%	92.1%	100.0%	95.2%	*	90.3%	84.5%	83.0%	87.0%
Graduates, TxCHSE, and Continuers	93.6%	90.9%	<b>89.3%</b>	85.8%	88.4%	92.7%	100.0%	95.2%	*	90.3%	85.4%	84.7%	88.1%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	91.8%	88.8%	<b>88.7%</b>	86.5%	87.5%	92.4%	100.0%	95.2%	*	90.3%	85.7%	84.4%	87.0%
Received TxCHSE	0.4%	0.5%	<b>0.6%</b>	0.8%	0.4%	1.1%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	1.0%	1.0%	<b>0.2%</b>	0.0%	0.3%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%
Dropped Out	6.8%	9.7%	<b>10.6%</b>	12.8%	11.9%	6.5%	0.0%	4.8%	*	9.7%	14.3%	15.1%	13.0%
Graduates and TxCHSE	92.2%	89.3%	<b>89.2%</b>	87.2%	87.8%	93.5%	100.0%	95.2%	*	90.3%	85.7%	84.6%	87.0%
Graduates, TxCHSE, and Continuers	93.2%	90.3%	<b>89.4%</b>	87.2%	88.1%	93.5%	100.0%	95.2%	*	90.3%	85.7%	84.9%	87.0%

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2021</b>													
Graduated	92.2%	89.7%	<b>91.6%</b>	87.6%	90.8%	94.0%	*	96.4%	*	100.0%	90.8%	87.3%	89.4%
Received TxCHSE	0.4%	0.6%	<b>0.4%</b>	0.0%	0.5%	0.3%	*	0.0%	*	0.0%	0.0%	0.4%	0.7%
Continued HS	1.0%	0.8%	<b>0.1%</b>	0.0%	0.1%	0.3%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.9%	<b>7.9%</b>	12.4%	8.6%	5.5%	*	3.6%	*	0.0%	9.2%	12.4%	9.9%
Graduates and TxCHSE	92.7%	90.3%	<b>92.0%</b>	87.6%	91.3%	94.3%	*	96.4%	*	100.0%	90.8%	87.6%	90.1%
Graduates, TxCHSE, and Continuers	93.7%	91.1%	<b>92.1%</b>	87.6%	91.4%	94.5%	*	96.4%	*	100.0%	90.8%	87.6%	90.1%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.7%	90.1%	<b>91.7%</b>	87.6%	90.9%	94.3%	*	96.4%	*	100.0%	90.9%	87.3%	89.4%
Received TxCHSE	0.5%	0.7%	<b>0.4%</b>	0.0%	0.5%	0.3%	*	0.0%	*	0.0%	0.0%	0.4%	0.7%
Continued HS	0.5%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	9.0%	<b>7.9%</b>	12.4%	8.6%	5.5%	*	3.6%	*	0.0%	9.1%	12.4%	9.9%
Graduates and TxCHSE	93.2%	90.8%	<b>92.1%</b>	87.6%	91.4%	94.5%	*	96.4%	*	100.0%	90.9%	87.6%	90.1%
Graduates, TxCHSE, and Continuers	93.7%	91.0%	<b>92.1%</b>	87.6%	91.4%	94.5%	*	96.4%	*	100.0%	90.9%	87.6%	90.1%
<b>Class of 2020</b>													
Graduated	92.7%	88.7%	<b>91.5%</b>	90.7%	90.5%	93.8%	*	96.4%	-	91.2%	88.8%	84.6%	87.9%
Received TxCHSE	0.5%	1.1%	<b>0.6%</b>	0.0%	0.5%	1.0%	*	0.0%	-	0.0%	0.0%	0.6%	0.0%
Continued HS	0.5%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	9.8%	<b>8.0%</b>	9.3%	8.9%	5.1%	*	3.6%	-	8.8%	11.2%	14.8%	12.1%
Graduates and TxCHSE	93.2%	89.8%	<b>92.0%</b>	90.7%	91.1%	94.9%	*	96.4%	-	91.2%	88.8%	85.2%	87.9%
Graduates, TxCHSE, and Continuers	93.8%	90.2%	<b>92.0%</b>	90.7%	91.1%	94.9%	*	96.4%	-	91.2%	88.8%	85.2%	87.9%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2023	90.3%	87.3%	<b>85.0%</b>	80.5%	84.9%	86.3%	100.0%	91.4%	*	80.5%	77.7%	79.9%	81.9%
Class of 2022	89.7%	86.8%	<b>85.8%</b>	78.6%	84.8%	90.3%	100.0%	95.2%	*	90.3%	76.3%	81.5%	86.6%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2023	72.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	*	*	-	*	*	-	-	-	-	-	*	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2023	4.3%	2.0%	<b>2.4%</b>	1.9%	3.0%	1.5%	0.0%	0.0%	*	0.0%	4.0%	3.1%	6.7%
Class of 2022	3.7%	6.6%	<b>4.4%</b>	5.5%	4.9%	2.8%	0.0%	0.0%	*	3.6%	14.9%	6.0%	10.6%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2023	84.3%	83.1%	<b>73.3%</b>	69.2%	69.8%	81.4%	85.7%	93.8%	*	84.8%	9.9%	61.9%	55.6%
Class of 2022	84.3%	81.1%	<b>72.2%</b>	69.7%	69.9%	77.7%	66.7%	95.0%	*	78.6%	16.1%	61.3%	65.8%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	85.1%	<b>75.7%</b>	71.0%	72.8%	82.8%	85.7%	93.8%	*	84.8%	13.9%	65.0%	62.2%
Class of 2022	88.0%	87.7%	<b>76.6%</b>	75.2%	74.9%	80.6%	66.7%	95.0%	*	82.1%	31.0%	67.4%	76.4%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2022-23	38.4%	*	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	*	*	-	*	*	-	-	-	-	-	*	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2022-23	4.4%	2.0%	<b>2.6%</b>	0.8%	3.2%	1.7%	0.0%	0.0%	*	0.0%	4.5%	2.9%	6.8%
2021-22	3.9%	7.1%	<b>4.3%</b>	5.4%	4.7%	3.4%	0.0%	0.0%	*	3.1%	13.5%	5.7%	10.5%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2022-23	82.5%	82.2%	<b>73.0%</b>	66.4%	69.7%	81.2%	85.7%	93.3%	*	90.6%	9.1%	61.6%	56.8%
2021-22	82.3%	79.4%	<b>70.3%</b>	67.9%	67.4%	77.5%	80.0%	95.2%	*	71.9%	15.6%	59.2%	62.9%
<b>Texas First DLA Graduates (Annual Rate)</b>													
2022-23	0.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2022-23	86.8%	84.2%	<b>75.5%</b>	67.2%	72.9%	82.9%	85.7%	93.3%	*	90.6%	13.6%	64.5%	63.6%
2021-22	86.0%	86.5%	<b>74.6%</b>	73.2%	72.1%	81.0%	80.0%	95.2%	*	75.0%	29.2%	65.0%	73.4%

Texas Education Agency  
**2023-24 Graduation Profile (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2022-23 Annual Graduates)</b>				
Total Graduates	1,568	100.0%	377,367	100.0%
<b>By Ethnicity:</b>				
African American	119	7.6%	46,822	12.4%
Hispanic	1,033	65.9%	197,333	52.3%
White	346	22.1%	103,009	27.3%
American Indian	7	0.4%	1,181	0.3%
Asian	30	1.9%	19,151	5.1%
Pacific Islander	1	0.1%	574	0.2%
Two or More Races	32	2.0%	9,297	2.5%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	384	24.5%	49,278	13.1%
Foundation H.S. Program (Endorsement)	40	2.6%	16,475	4.4%
Foundation H.S. Program (DLA)	1,144	73.0%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	110	7.0%	34,589	9.2%
Economically Disadvantaged Graduates	628	40.1%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	176	11.2%	50,229	13.3%
At-Risk Graduates	1,046	66.7%	168,430	44.6%
CTE Completers	368	23.5%	116,959	31.0%

Texas Education Agency  
**2023-24 College, Career, and Military Readiness (CCMR) (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

Academic Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)†</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2022-23	76.3%	81.4%	<b>77.0%</b>	72.3%	74.7%	84.7%	57.1%	86.7%	*	81.3%	71.8%	71.0%	75.0%
2021-22	70.0%	66.8%	<b>53.6%</b>	43.8%	49.4%	67.5%	60.0%	76.2%	*	59.4%	72.6%	42.7%	35.0%
<b>College Ready Graduates†</b>													
<b>College Ready (Annual Graduates)†</b>													
2022-23	61.9%	74.4%	<b>69.8%</b>	62.2%	67.3%	79.2%	57.1%	80.0%	*	71.9%	20.9%	60.8%	65.9%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2022-23	62.8%	68.7%	<b>72.8%</b>	68.1%	70.7%	79.2%	71.4%	76.7%	*	84.4%	27.3%	65.1%	65.9%
2021-22	57.1%	48.6%	<b>43.8%</b>	34.8%	38.9%	58.9%	60.0%	61.9%	*	56.3%	5.2%	33.0%	23.1%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2022-23	54.3%	64.7%	<b>64.2%</b>	59.7%	60.5%	73.1%	57.1%	90.0%	*	81.3%	17.3%	57.2%	58.5%
2021-22	48.2%	42.3%	<b>26.5%</b>	21.4%	21.5%	40.8%	60.0%	52.4%	*	25.0%	1.0%	15.2%	4.2%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2022-23	48.4%	56.9%	<b>59.3%</b>	57.1%	56.1%	67.6%	57.1%	70.0%	*	71.9%	15.5%	51.9%	54.5%
2021-22	42.2%	32.8%	<b>25.2%</b>	20.5%	20.3%	39.0%	60.0%	52.4%	*	25.0%	1.0%	14.4%	2.8%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2022-23	20.4%	9.4%	<b>15.7%</b>	8.4%	11.9%	29.2%	14.3%	13.3%	*	21.9%	0.0%	8.4%	14.2%
2021-22	20.5%	9.8%	<b>15.6%</b>	10.7%	12.9%	24.2%	20.0%	33.3%	*	12.5%	0.0%	10.2%	16.1%
<b>Associate Degree (Annual Graduates)</b>													
2022-23	2.5%	6.4%	<b>4.5%</b>	5.0%	4.3%	4.9%	0.0%	10.0%	*	3.1%	0.9%	5.6%	0.0%
2021-22	2.4%	6.4%	<b>6.9%</b>	9.8%	7.7%	2.8%	0.0%	19.0%	*	9.4%	1.0%	7.2%	2.1%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2022-23	23.6%	41.9%	<b>30.0%</b>	17.6%	26.7%	43.6%	28.6%	36.7%	*	25.0%	3.6%	21.8%	10.8%
2021-22	24.0%	38.3%	<b>31.6%</b>	24.1%	28.9%	40.8%	60.0%	52.4%	*	28.1%	8.3%	20.8%	11.2%
<b>Onramps Course Credits (Annual Graduates)</b>													
2022-23	4.8%	1.4%	<b>0.1%</b>	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
2021-22	4.4%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2022-23	5.6%	3.9%	<b>1.0%</b>	1.7%	0.8%	1.4%	0.0%	0.0%	*	0.0%	13.6%	1.1%	1.1%
2021-22	5.0%	4.7%	<b>1.9%</b>	2.7%	1.8%	1.5%	0.0%	0.0%	*	9.4%	29.2%	3.0%	2.8%
<b>Career / Military Ready Graduates†</b>													
<b>Career or Military Ready (Annual Graduates)†</b>													

Texas Education Agency  
**2023-24 College, Career, and Military Readiness (CCMR) (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

Academic Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	33.2%	<b>30.2%</b>	25.2%	30.6%	29.2%	14.3%	23.3%	*	53.1%	58.2%	30.6%	23.3%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2022-23	33.4%	26.6%	<b>20.8%</b>	19.3%	21.1%	19.1%	14.3%	16.7%	*	37.5%	3.6%	19.3%	14.8%
2021-22	28.0%	22.0%	<b>14.5%</b>	15.2%	13.0%	17.5%	20.0%	33.3%	*	12.5%	4.2%	11.0%	5.6%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2022-23	0.8%	7.1%	<b>10.5%</b>	3.4%	11.4%	10.7%	0.0%	0.0%	*	15.6%	1.8%	8.6%	4.0%
2021-22	0.7%	4.6%	<b>8.5%</b>	5.4%	9.5%	7.1%	0.0%	9.5%	*	6.3%	4.2%	5.9%	4.9%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2022-23	2.7%	2.1%	<b>3.8%</b>	5.9%	3.7%	3.8%	0.0%	0.0%	*	6.3%	54.5%	6.4%	5.7%
2021-22	2.5%	1.5%	<b>2.8%</b>	0.9%	2.8%	4.0%	0.0%	0.0%	*	0.0%	42.7%	4.0%	3.5%
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
2022-23	0.6%	0.8%	<b>0.7%</b>	0.0%	0.5%	1.2%	0.0%	6.7%	*	0.0%	0.0%	1.0%	1.1%

- Indicates there are no students in the group.

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

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

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

Texas Education Agency  
**2023-24 CCMR-Related Indicators (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

	Academic Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2022-23	21.0%	21.3%	<b>21.2%</b>	21.0%	18.6%	27.7%	14.3%	23.3%	*	34.4%	2.7%	17.7%	2.8%
	2021-22	22.8%	24.1%	<b>26.3%</b>	20.5%	23.9%	33.1%	20.0%	52.4%	*	34.4%	1.0%	17.4%	1.4%
Mathematics	2022-23	19.9%	17.0%	<b>17.4%</b>	16.0%	14.4%	24.6%	0.0%	33.3%	*	31.3%	1.8%	12.6%	3.4%
	2021-22	18.7%	14.5%	<b>19.4%</b>	18.8%	17.3%	22.7%	40.0%	52.4%	*	25.0%	0.0%	12.3%	4.2%
Both Subjects	2022-23	12.5%	11.8%	<b>13.6%</b>	12.6%	11.6%	18.5%	0.0%	23.3%	*	25.0%	0.9%	11.1%	1.7%
	2021-22	12.6%	11.7%	<b>16.4%</b>	16.1%	14.9%	18.1%	20.0%	47.6%	*	25.0%	0.0%	10.4%	1.4%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2022-23	18.2%	42.4%	<b>49.9%</b>	52.1%	53.0%	40.8%	42.9%	43.3%	*	53.1%	23.6%	50.3%	65.3%
	2021-22	11.7%	16.1%	<b>5.6%</b>	7.1%	6.8%	2.1%	0.0%	0.0%	*	3.1%	3.1%	8.9%	20.3%
Mathematics	2022-23	20.2%	45.3%	<b>43.6%</b>	47.1%	45.7%	36.1%	28.6%	46.7%	*	43.8%	16.4%	44.6%	57.4%
	2021-22	14.0%	22.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	34.5%	<b>36.8%</b>	41.2%	39.7%	27.7%	28.6%	30.0%	*	34.4%	14.5%	37.6%	53.4%
	2021-22	7.5%	11.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>AP/IB-Results (Participation) (Grades 11-12)</b>														
All Subjects	2023	24.2%	15.5%	<b>27.0%</b>	21.1%	22.5%	38.6%	33.3%	45.8%	*	44.3%	0.9%	17.5%	12.1%
	2022	23.0%	14.9%	<b>25.7%</b>	18.1%	20.2%	43.3%	45.5%	32.1%	*	25.0%	2.7%	14.5%	19.7%
English Language Arts	2023	13.8%	9.9%	<b>16.6%</b>	12.8%	12.5%	26.8%	33.3%	32.2%	*	31.1%	0.4%	8.1%	0.3%
	2022	13.2%	9.0%	<b>13.6%</b>	9.7%	8.6%	28.3%	45.5%	18.9%	*	16.7%	0.0%	5.3%	0.3%
Mathematics	2023	7.0%	2.6%	<b>5.6%</b>	3.3%	3.8%	10.7%	11.1%	15.3%	*	3.3%	0.0%	2.5%	0.6%
	2022	6.9%	2.4%	<b>5.0%</b>	3.8%	3.3%	9.9%	9.1%	9.4%	*	4.2%	0.9%	2.2%	0.0%
Science	2023	10.3%	4.8%	<b>8.9%</b>	10.3%	6.0%	14.1%	22.2%	32.2%	*	13.1%	0.4%	4.8%	0.9%
	2022	9.6%	5.3%	<b>11.6%</b>	8.8%	7.5%	24.0%	9.1%	18.9%	*	11.1%	0.5%	5.2%	1.2%
Social Studies	2023	13.1%	8.8%	<b>17.5%</b>	12.0%	13.7%	27.8%	33.3%	28.8%	*	31.1%	0.4%	9.5%	1.9%
	2022	12.5%	8.2%	<b>15.9%</b>	10.1%	10.6%	32.1%	45.5%	22.6%	*	18.1%	0.5%	7.0%	2.2%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2023	53.3%	31.8%	<b>34.7%</b>	29.4%	27.4%	45.5%	*	59.3%	*	25.9%	*	26.3%	30.8%
	2022	53.3%	32.5%	<b>34.8%</b>	32.6%	28.7%	41.9%	40.0%	52.9%	*	44.4%	0.0%	27.6%	37.5%
English Language Arts	2023	52.3%	30.8%	<b>39.4%</b>	22.6%	31.1%	50.0%	*	63.2%	*	36.8%	*	28.8%	*
	2022	53.2%	33.3%	<b>45.8%</b>	56.5%	36.0%	52.0%	40.0%	70.0%	*	50.0%	-	46.8%	*
Mathematics	2023	50.8%	26.8%	<b>30.7%</b>	25.0%	20.5%	36.4%	*	66.7%	*	*	-	18.8%	*
	2022	50.4%	27.5%	<b>20.8%</b>	11.1%	17.9%	23.2%	*	40.0%	-	*	*	3.8%	-
Science	2023	44.8%	21.7%	<b>21.8%</b>	16.0%	11.4%	30.7%	*	63.2%	*	0.0%	*	16.4%	*
	2022	44.7%	20.5%	<b>17.2%</b>	4.8%	13.2%	22.0%	*	20.0%	-	12.5%	*	14.8%	*

Texas Education Agency  
**2023-24 CCMR-Related Indicators (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	Academic Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	16.5%	<b>21.3%</b>	17.2%	14.5%	28.1%	* 52.9%	* 15.8%	* 11.6%	16.7%			
	2022	41.9%	13.8%	<b>17.2%</b>	8.3%	10.6%	22.2%	40.0%	41.7%	- 23.1%	* 13.4%	14.3%		
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2022-23	79.3%	69.7%	<b>44.8%</b>	54.6%	34.9%	66.8%	57.1%	66.7%	* 65.6%	8.2%	30.8%	11.2%	
	2021-22	71.5%	59.8%	<b>61.3%</b>	60.7%	56.9%	72.7%	80.0%	81.0%	* 62.5%	29.2%	53.7%	45.8%	
At/Above Criterion for All Examinees	2022-23	28.9%	16.7%	<b>32.5%</b>	20.0%	24.4%	46.3%	* 55.0%	- 33.3%	0.0%	25.4%	0.0%		
	2021-22	32.1%	18.9%	<b>21.8%</b>	14.7%	14.9%	38.0%	* 41.2%	- 15.0%	3.6%	11.1%	1.5%		
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2022-23	978	919	<b>994</b>	922	959	1060	* 1076	- 1007	888	950	847		
	2021-22	1001	943	<b>940</b>	905	909	1016	1063	1021	- 955	765	879	777	
English Language Arts and Writing	2022-23	497	469	<b>502</b>	464	485	538	* 533	- 506	463	479	427		
	2021-22	506	477	<b>472</b>	450	456	512	520	501	- 490	383	439	382	
Mathematics	2022-23	482	450	<b>491</b>	458	474	523	* 543	- 501	425	472	421		
	2021-22	496	465	<b>468</b>	454	453	504	543	520	- 465	382	441	396	
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2022-23	19.2	17.5	<b>19.6</b>	16.6	18.5	21.4	- *	- 18.4	* 16.8	*			
	2021-22	19.5	17.3	<b>20.1</b>	18.5	18.2	21.6	22.0	24.0	- 19.0	12.0	19.5	13.0	
English Language Arts	2022-23	18.8	17.0	<b>19.2</b>	16.0	18.0	21.2	- *	- 18.0	* 16.7	*			
	2021-22	19.2	16.8	<b>19.9</b>	18.4	17.5	21.8	21.5	23.8	- 18.5	8.5	19.0	11.3	
Mathematics	2022-23	18.9	17.5	<b>19.4</b>	16.9	18.6	20.9	- *	- 17.4	* 16.4	*			
	2021-22	19.3	17.3	<b>19.8</b>	18.3	18.4	20.8	23.7	23.5	- 22.0	15.0	19.8	14.3	
Science	2022-23	19.5	18.2	<b>20.0</b>	16.7	19.0	21.6	- *	- 19.8	* 17.3	*			
	2021-22	19.8	17.8	<b>20.3</b>	18.4	19.2	21.5	20.3	23.0	- 16.0	14.0	19.8	14.3	

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

Texas Education Agency  
**2023-24 Other Postsecondary Indicators (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

	Academic Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2022-23	45.4%	45.8%	<b>44.8%</b>	38.2%	40.6%	57.1%	53.3%	64.9%	60.0%	52.1%	15.9%	33.7%	30.8%
	2021-22	44.2%	43.2%	<b>42.3%</b>	34.3%	39.0%	53.3%	40.9%	59.1%	50.0%	42.1%	14.4%	31.7%	33.1%
English Language Arts	2022-23	17.4%	18.0%	<b>13.7%</b>	11.4%	11.1%	20.0%	21.4%	27.1%	30.0%	22.6%	0.4%	8.0%	6.3%
	2021-22	16.6%	15.4%	<b>11.3%</b>	10.2%	8.5%	19.0%	22.7%	21.9%	0.0%	12.4%	1.1%	6.1%	3.9%
Mathematics	2022-23	19.5%	18.9%	<b>20.3%</b>	19.8%	18.4%	24.8%	42.9%	30.2%	30.0%	25.2%	11.3%	15.2%	11.9%
	2021-22	19.9%	17.9%	<b>18.3%</b>	15.9%	16.1%	24.5%	19.0%	28.1%	14.3%	20.6%	5.6%	12.7%	11.0%
Science	2022-23	21.5%	17.5%	<b>17.2%</b>	17.4%	14.2%	24.2%	28.6%	28.8%	30.0%	26.1%	9.0%	11.7%	5.1%
	2021-22	21.1%	17.4%	<b>18.3%</b>	14.5%	16.2%	25.1%	22.7%	24.6%	14.3%	19.0%	5.7%	13.3%	10.9%
Social Studies	2022-23	24.0%	18.3%	<b>22.2%</b>	18.3%	17.3%	35.8%	20.0%	45.1%	60.0%	29.6%	1.2%	13.5%	3.5%
	2021-22	22.8%	16.7%	<b>19.9%</b>	16.8%	15.1%	33.3%	33.3%	38.9%	42.9%	22.4%	1.5%	12.0%	2.5%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Total Students</b>	<b>28,709</b>	<b>100.0%</b>	<b>5,517,464</b>	<b>100.0%</b>	<b>28,752</b>	<b>100.0%</b>	<b>5,531,236</b>	<b>100.0%</b>
<b>Students by Grade</b>								
Early Childhood Education	110	0.4%	18,968	0.3%	150	0.5%	26,847	0.5%
Pre-Kindergarten	1,100	3.8%	247,979	4.5%	1,100	3.8%	248,576	4.5%
Pre-Kindergarten: 3-year Old	128	0.4%	42,448	0.8%	128	0.4%	42,669	0.8%
Pre-Kindergarten: 4-year Old	972	3.4%	205,531	3.7%	972	3.4%	205,907	3.7%
Kindergarten	2,136	7.4%	361,329	6.5%	2,137	7.4%	361,799	6.5%
Grade 1	2,280	7.9%	385,096	7.0%	2,280	7.9%	385,471	7.0%
Grade 2	2,367	8.2%	402,233	7.3%	2,367	8.2%	402,576	7.3%
Grade 3	2,259	7.9%	399,869	7.2%	2,261	7.9%	400,181	7.2%
Grade 4	2,251	7.8%	399,137	7.2%	2,251	7.8%	399,422	7.2%
Grade 5	2,216	7.7%	399,200	7.2%	2,216	7.7%	399,419	7.2%
Grade 6	2,068	7.2%	400,347	7.3%	2,068	7.2%	400,511	7.2%
Grade 7	2,109	7.3%	405,118	7.3%	2,109	7.3%	405,298	7.3%
Grade 8	2,085	7.3%	414,033	7.5%	2,085	7.3%	414,195	7.5%
Grade 9	2,192	7.6%	472,595	8.6%	2,192	7.6%	472,783	8.5%
Grade 10	2,307	8.0%	439,091	8.0%	2,307	8.0%	439,298	7.9%
Grade 11	1,814	6.3%	406,681	7.4%	1,814	6.3%	406,966	7.4%
Grade 12	1,415	4.9%	365,788	6.6%	1,415	4.9%	367,894	6.7%
<b>Ethnic Distribution</b>								
African American	1,885	6.6%	706,235	12.8%	1,887	6.6%	707,609	12.8%
Hispanic	19,193	66.9%	2,936,051	53.2%	19,217	66.8%	2,942,144	53.2%
White	6,181	21.5%	1,379,090	25.0%	6,196	21.5%	1,384,437	25.0%
American Indian	58	0.2%	17,886	0.3%	58	0.2%	17,939	0.3%
Asian	696	2.4%	295,946	5.4%	696	2.4%	296,367	5.4%
Pacific Islander	33	0.1%	8,831	0.2%	33	0.1%	8,844	0.2%
Two or More Races	663	2.3%	173,425	3.1%	665	2.3%	173,896	3.1%
<b>Sex</b>								
Female	14,015	48.8%	2,695,318	48.9%	14,029	48.8%	2,700,356	48.8%
Male	14,694	51.2%	2,822,146	51.1%	14,723	51.2%	2,830,880	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	16,571	57.7%	3,434,955	62.3%	16,583	57.7%	3,439,856	62.2%
Non-Educationally Disadvantaged	12,138	42.3%	2,082,509	37.7%	12,169	42.3%	2,091,380	37.8%
Section 504 Students	1,279	4.5%	399,808	7.2%	1,279	4.4%	400,078	7.2%
EB Students/EL	5,743	20.0%	1,344,804	24.4%	5,743	20.0%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	805	2.7%	105,976	1.9%				
Students w/ Dyslexia	1,317	4.6%	329,004	6.0%	1,317	4.6%	329,228	6.0%

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	30	0.1%	12,418	0.2%	30	0.1%	12,469	0.2%
Homeless	355	1.2%	77,809	1.4%	355	1.2%	77,942	1.4%
Immigrant	1,771	6.2%	158,717	2.9%	1,775	6.2%	158,832	2.9%
Migrant	8	0.0%	13,481	0.2%	8	0.0%	13,528	0.2%
Title I	25,902	90.2%	3,624,288	65.7%	25,934	90.2%	3,632,539	65.7%
Military Connected	663	2.3%	212,919	3.9%	663	2.3%	213,035	3.9%
At-Risk	15,277	53.2%	2,937,834	53.2%	15,277	53.1%	2,941,204	53.2%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	5,645	19.7%	1,350,113	24.5%	5,645	19.6%	1,350,920	24.4%
Career and Technical Education	5,509	19.2%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	5,208	67.4%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	1,411	4.9%	469,054	8.5%	1,411	4.9%	469,170	8.5%
Special Education	3,265	11.4%	764,858	13.9%	3,307	11.5%	774,489	14.0%
<b>Students with Disabilities by Type of Primary Disability</b>								
<b>Total Students with Disabilities</b>	<b>3,265</b>		<b>764,858</b>					
Students with Intellectual Disabilities	1,413	43.3%	349,307	45.7%				
Students with Physical Disabilities	766	23.5%	144,191	18.9%				
Students with Autism	436	13.4%	124,254	16.2%				
Students with Behavioral Disabilities	555	17.0%	134,373	17.6%				
Students with Non-Categorical Early Childhood	95	2.9%	12,733	1.7%				
<b>Mobility (2022-23)</b>								
<b>Total Mobile Students</b>	<b>4,954</b>	<b>18.1%</b>	<b>864,058</b>	<b>16.1%</b>				
African American	429	1.6%	181,855	3.4%				
Hispanic	3,303	12.1%	455,070	8.5%				
White	1,014	3.7%	165,204	3.1%				
American Indian	14	0.1%	3,184	0.1%				
Asian	63	0.2%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	131	0.5%	29,274	0.5%				
Special Ed Students who are Mobile	585	18.1%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	1,126	23.4%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	3,273	21.2%	622,582	18.6%				
<b>Student Attrition (2022-23)</b>								
<b>Total Student Attrition</b>	<b>4,903</b>	<b>23.6%</b>	<b>767,390</b>	<b>18.1%</b>				

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
<b>Retention Rates by Grade</b>				
Kindergarten	1.7%	1.3%	7.2%	3.9%
Grade 1	2.1%	2.1%	3.4%	3.3%
Grade 2	1.0%	1.3%	1.1%	1.6%
Grade 3	0.4%	0.7%	0.0%	0.7%
Grade 4	0.2%	0.4%	0.0%	0.5%
Grade 5	0.2%	0.2%	0.4%	0.3%
Grade 6	0.1%	0.3%	0.9%	0.3%
Grade 7	0.1%	0.5%	0.0%	0.4%
Grade 8	0.4%	0.4%	0.0%	0.5%
Grade 9	5.6%	7.9%	6.3%	11.9%

	District		State	
	Count	Percent	Count	Percent
<b>Data Quality</b>				
Underreported Students	14	0.1%	5,974	0.2%

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

Class Size Information	District	State
<b>Elementary</b>		
Kindergarten	19.0	18.4
Grade 1	20.1	18.8
Grade 2	20.7	19.1
Grade 3	22.5	19.4
Grade 4	22.5	19.4
Grade 5	24.5	20.9
Grade 6	22.5	19.2
<b>Secondary</b>		
English/Language Arts	17.8	16.3
Foreign Languages	19.8	18.8
Mathematics	17.4	17.5
Science	17.7	18.5
Social Studies	36	18.0

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
MIDLAND ISD (165901) - MIDLAND COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
<b>Total Staff</b>	<b>3,108.1</b>	<b>100.0%</b>	<b>775,882.5</b>	<b>100.0%</b>
Professional Staff	1,945.0	62.6%	496,151.0	63.9%
Teachers	1,391.8	44.8%	374,799.9	48.3%
Professional Support	447.6	14.4%	86,026.7	11.1%
Campus Administration (School Leadership)	96.5	3.1%	25,836.1	3.3%
Central Administration	9.1	0.3%	9,488.3	1.2%
Educational Aides	459.0	14.8%	88,200.6	11.4%
Auxiliary Staff	704.0	22.7%	191,530.9	24.7%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	17.0	n/a	4,187.0	n/a
Part-time Librarians	6.0	n/a	651.0	n/a
Full-time Counselors	70.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
<b>Total Minority Staff</b>	<b>1,724.0</b>	<b>55.5%</b>	<b>421,896.4</b>	<b>54.4%</b>
<b>Teachers by Ethnicity</b>				
African American	81.7	5.9%	47,341.1	12.6%
Hispanic	484.3	34.8%	112,921.8	30.1%
White	799.4	57.4%	200,118.0	53.4%
American Indian	3.9	0.3%	1,286.9	0.3%
Asian	13.1	0.9%	7,914.7	2.1%
Pacific Islander	1.0	0.1%	490.9	0.1%
Two or More Races	8.5	0.6%	4,726.6	1.3%
<b>Teachers by Sex</b>				
Males	306.0	22.0%	91,815.2	24.5%
Females	1,085.9	78.0%	282,984.6	75.5%
<b>Teachers by Highest Degree Held</b>				
No Degree	5.2	0.4%	9,453.8	2.5%
Bachelors	1,036.2	74.4%	268,886.4	71.7%
Masters	343.9	24.7%	93,414.7	24.9%
Doctorate	6.5	0.5%	3,044.9	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	135.1	9.7%	32,507.6	8.7%
1-5 Years Experience	395.1	28.4%	102,619.4	27.4%
6-10 Years Experience	285.1	20.5%	75,585.4	20.2%
11-20 Years Experience	339.0	24.4%	101,415.3	27.1%
21-30 Years Experience	182.1	13.1%	51,471.9	13.7%
Over 30 Years Experience	55.5	4.0%	11,200.2	3.0%
Number of Students per Teacher	37	20.6	n/a	14.7

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

Staff Information	District	State
<b>Experience of Campus Leadership</b>		
Average Years Experience of Principals	4.8	6.0
Average Years Experience of Principals with District	3.8	5.1
Average Years Experience of Assistant Principals	4.0	5.1
Average Years Experience of Assistant Principals with District	3.4	4.3
Average Years Experience of Teachers	11.5	11.1
Average Years Experience of Teachers with District	7.3	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>		
Beginning Teachers	\$59,902	\$54,272
1-5 Years Experience	\$61,438	\$58,185
6-10 Years Experience	\$64,712	\$61,494
11-20 Years Experience	\$68,578	\$65,219
21-30 Years Experience	\$74,578	\$69,723
Over 30 Years Experience	\$76,214	\$74,014
<b>Average Actual Salaries (regular duties only)</b>		
Teachers	\$66,007	\$62,474
Professional Support	\$78,570	\$73,783
Campus Administration (School Leadership)	\$91,485	\$86,738
Central Administration	\$169,166	\$116,028
Instructional Staff Percent	66.0%	65.0%
Turnover Rate for Teachers	22.9%	19.1%
<b>Staff Exclusions</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	233.0	1,970.1

	District		State	
	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment</b>				
Recognized	64	\$4,211	9,429	\$5,848
Exemplary	91	\$8,518	10,279	\$11,434
Master	72	\$15,982	5,255	\$21,235

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 MIDLAND ISD (165901) - MIDLAND COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	80.3	5.8%	22,656.0	6.0%
Career and Technical Education	63.9	4.6%	20,454.1	5.5%
Compensatory Education	59.4	4.3%	11,626.3	3.1%
Gifted and Talented Education	57.1	4.1%	6,181.4	1.6%
Regular Education	964.0	69.3%	261,452.4	69.8%
Special Education	137.1	9.8%	38,736.9	10.3%
Other	30.0	2.2%	13,749.8	3.7%

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

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

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

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

## Performance

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

### Other Important Information:

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

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

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

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

## STAAR Performance (2023–24)

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

## *STAAR Subjects by Grade:*

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

## *STAAR End-of-Course (EOC) Subjects:*

English I

English II

Algebra I

Biology

U.S. History

## *Accelerated Testers:*

SAT/ACT

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

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

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

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

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

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

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

## Bilingual Education/ESL

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

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

## STAAR Participation (2023–24)

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

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

## *Assessment Participants*

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

## *Included in Accountability:*

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

## *Not Included in Accountability:*

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

## *Not Tested*

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

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

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

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

Attendance is calculated as follows:

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Additional Information on Cohorts:*

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

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

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

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

### ***4-Year Longitudinal Rate***

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

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

---

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

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

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

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# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

## ***5-Year Extended Longitudinal Rate***

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

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

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# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

---

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

---

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

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

---

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

---

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

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

---

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

---

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

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

---

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

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

---

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

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

---

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

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

**plus**

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

---

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

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

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## 6-year Extended Longitudinal Rate

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

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

---

**number of students in the 2021 cohort\***

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

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

---

**number of students in the 2021 cohort\***

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

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

---

**number of students in the 2021 cohort\***

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

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

---

**number of students in the 2021 cohort\***

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

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

**plus**

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

---

**number of students in the 2021 cohort\***

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

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

**plus**

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

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# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

---

**number of students in the 2021 cohort\***

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

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

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

#### *Additional Information about Federal Graduation Rates*

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

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

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

---

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

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

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

---

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

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

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

---

**number of students in the 2021 cohort\*\***

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

---

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

**(excludes graduates with FHSP graduation plans)**

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

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

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

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

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# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

### Graduation Profile

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

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

*(Data source: PEIMS 40203)*

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

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

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

---

### total number of graduates in the 2022-23 school year

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

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

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

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total number of graduates in the 2022-23 school year

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

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

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

### College Readiness

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

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

## Career/Military Readiness

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

## College, Career, or Military Ready Graduates

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

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

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

## College Ready Graduates

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

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

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

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

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

The percentages are calculated as follows:

*English Language Arts.*

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

---

number of 2022-23 annual graduates

*Mathematics.*

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

---

number of 2022-23 annual graduates

*Both Subjects.*

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

---

number of 2022-23 annual graduates

*Any Subject.*

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

---

number of 2022-23 annual graduates

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

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

---

number of 2022-23 annual graduates

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

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

---

number of 2022-23 annual graduates

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

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

---

Number of 2022-23 annual graduates

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

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

---

number of 2022-23 annual graduates

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

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

---

number of 2022-23 annual graduates

## Career/Military Ready Graduates

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

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

---

number of 2022-23 annual graduates

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

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

---

number of 2022-23 annual graduates

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

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

---

number of 2022-23 annual graduates

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

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

---

number of 2022-23 annual graduates

## CCMR-related Indicators (2023–24)

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

*English Language Arts.*

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

---

number of 2022-23 annual graduates

*Mathematics.*

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

---

number of 2022-23 annual graduates

*Both Subjects.*

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

---

number of 2022-23 annual graduates

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

---

number of 2022-23 annual graduates

*Mathematics.*

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

---

number of 2022-23 annual graduates

*Both Subjects.*

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

---

number of 2022-23 annual graduates

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

*All Subjects.*

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

---

total students enrolled in grades 11 & 12

*English Language Arts.*

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

---

total students enrolled in grades 11 & 12

*Mathematics.*

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

---

total students enrolled in grades 11 & 12

*Science.*

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

---

total students enrolled in grades 11 & 12

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

## *Social Studies.*

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

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total students enrolled in grades 11 & 12

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

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

## *All Subjects.*

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

---

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

## *English Language Arts.*

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

---

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

## *Mathematics.*

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

---

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

## *Science.*

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

---

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

## *Social Studies.*

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

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

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

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

*All Subjects.*

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

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

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

$$\frac{\text{number of 2022-23 graduates who took either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

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

$$\frac{\text{number of 2022-23 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

sum of SAT mathematics scores of all 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

sum of ACT composite scores of all 2022-23 graduates who took the ACT

number of 2022-23 graduates who took the ACT

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

sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT

number of 2022-23 graduates who took the ACT

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

sum of ACT mathematics scores of all 2022-23 graduates who took the ACT

number of 2022-23 graduates who took the ACT

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

sum of ACT science scores of all 2022-23 graduates who took the ACT

number of 2022-23 graduates who took the ACT

## Other Postsecondary Indicators (2023–24)

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

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

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

(Data source: PEIMS 43415)

*Any Subject.*

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

## *English Language Arts.*

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

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

## *Mathematics.*

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

---

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

## *Science.*

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

---

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

## *Social Studies.*

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

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

*(Data source: PEIMS 43415)*

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

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

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number of graduates during the 2021-22 school year

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

*(Data source: THECB)*

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

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

## Student Information (2023–24)

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

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

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

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

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

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

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

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

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

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

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

---

**total number of students**

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

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

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

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

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

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

**number of students with one or more disciplinary placements**

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**number of students who were in attendance at any time during the school year**

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

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

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

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

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

(B) includes —

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

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

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

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

*(Data source: PEIMS 40100)*

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

*(Data source: PEIMS 40100)*

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

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

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

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

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

---

**total number of students**

*(Data source: PEIMS 40110)*

## **Student by Instructional Program:**

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

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

**number of mobile students in 2022–23**

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

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

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

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

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

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

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$$\text{number of students enrolled in fall 2022}$$

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

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

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

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$$\text{number of students enrolled from one school year who return the next year or who graduate}$$

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

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

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

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

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

**number of underreported students**

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

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

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

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

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

The following rules apply to the average class sizes:

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

*(Data source: PEIMS 30090)*

## Staff Information (2023–24)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(Data source: PEIMS 30050)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Appendix A Advanced Academic Courses

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

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

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

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

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

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

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

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

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

### CENTRAL ADMINISTRATORS

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

### CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

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

### PROFESSIONAL SUPPORT STAFF

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

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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

## TEACHERS

087	Teacher
047	Substitute Teacher

## EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

## AUXILIARY STAFF

Employment record, but no responsibility records.

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

# Midland ISD Annual Performance Report Public Hearing



# Public Hearing

Required by Texas Education Code Chapter 39, Section 39.056. This requires that each district's board of trustees publish an annual report that includes the Texas Academic Performance Report (TAPR).

A public hearing must be held within 90 days of release (released to Midland ISD on December 12, 2024) and notification to the public must be given.



# Accessing the Midland ISD 2023-2024 Annual Performance Reports



TEA Website



District Website



Campus Website & Office



# 6 Sections to the Annual School Report

**District Accreditation Status**

**Student Performance in Postsecondary Institutions**

**Campus Performance Objectives**

**23-24 Texas Academic Performance Report (TAPR)**

**Violent or Criminal Incidents Report**

**PEIMS Financial Standard Report**



# 6 Sections to the Annual School Report

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**PEIMS Financial Standard Report**



# 2023-2024 District Accreditation Statuses

## 2022-2023 Accreditation Status

✓ Midland ISD is accredited

## 2024 Accountability Rating

As of January 2025, the TAPR does not include A-F ratings for any Texas districts due to pending litigation.

## 2024 Special Education Determination Status

As of January 2025, Midland ISD's Special Education Determination Status is Needs Assistance.

## 2024 FIRST Rating

✓ "A" Superior Achievement



# 6 Sections to the Annual School Report

**District Accreditation Status**

**Student Performance in Postsecondary Institutions**

**Campus Performance Objectives**

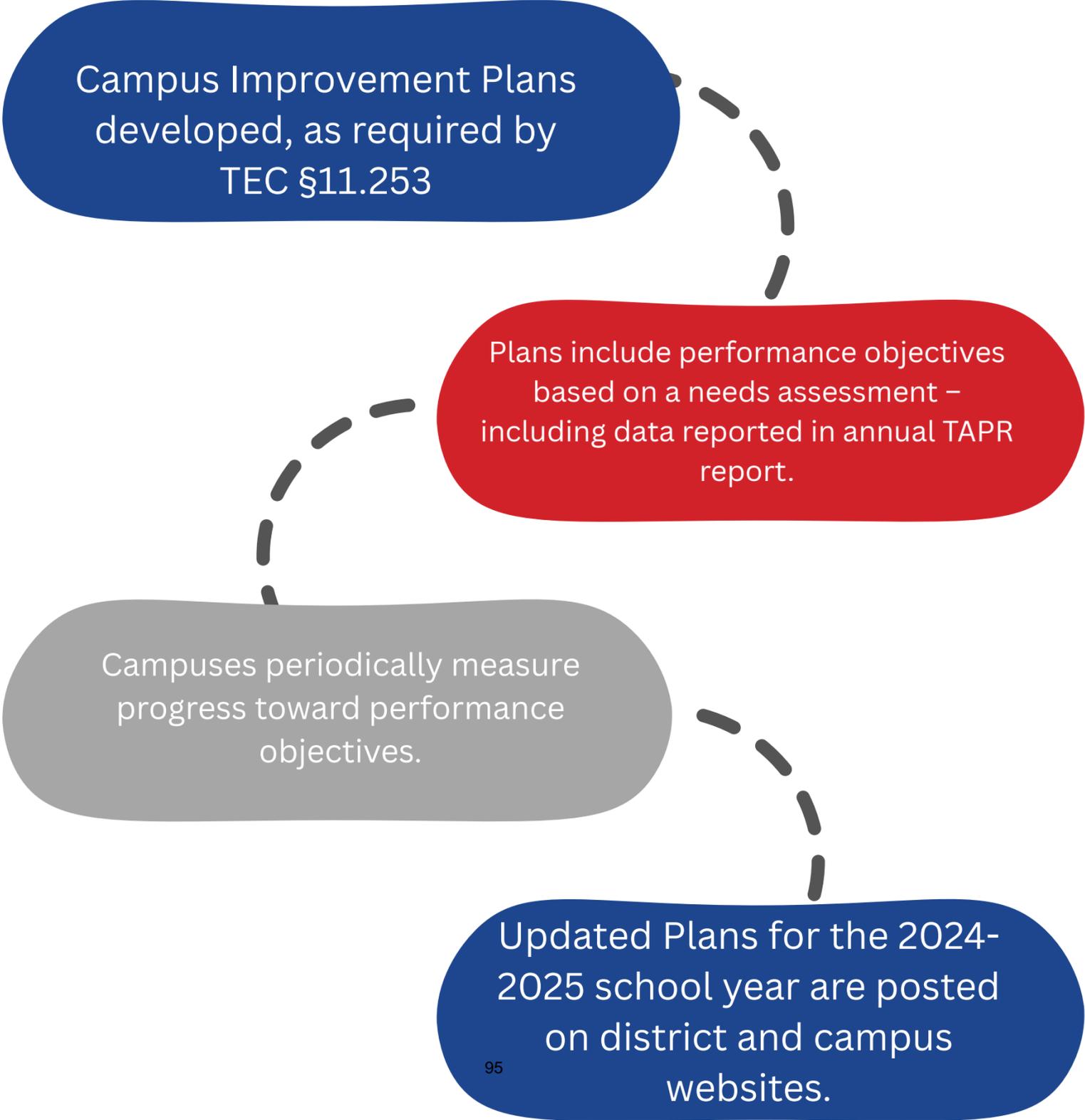
**23-24 Texas Performance Report (TAPR)**

**Violent or Criminal Incidents Report**

**PEIMS Financial Standard Report**



# Campus Performance Objectives



# 6 Sections to the Annual School Report

District Accreditation Status

Student Performance in Postsecondary Institutions

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23-24 Texas Performance Report (TAPR)

Violent or Criminal Incidents Report

PEIMS Financial Standard Report



# Violent or Criminal Incident Report

Code	Violent or Criminal Incidents PEIMS 425 Action Reason	2022-2023	2023-2024
2	Felony conduct	13	13
4	Controlled substance	237	22
5	Alcohol Violation	56	36
9	Title 5 Felony- Off Campus	12	12
10	Non Title Felony - Off Campus	4	NA
22	Criminal Mischief	7	NA
26	Terroristic Threat	59	14
27	Assault of a District Employee	33	31
28	Aggravated assault against non-employee/volunteer	104	83
36	Felony controlled substance violation	152	12



For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage, at all campuses and at the District's Central Administrative Offices). The MISD Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code. The Code provides methods and options for managing students in the classroom and on schools grounds, disciplining students, and preventing and intervening in student discipline problems.

# 6 Sections to the Annual School Report

**District Accreditation Status**

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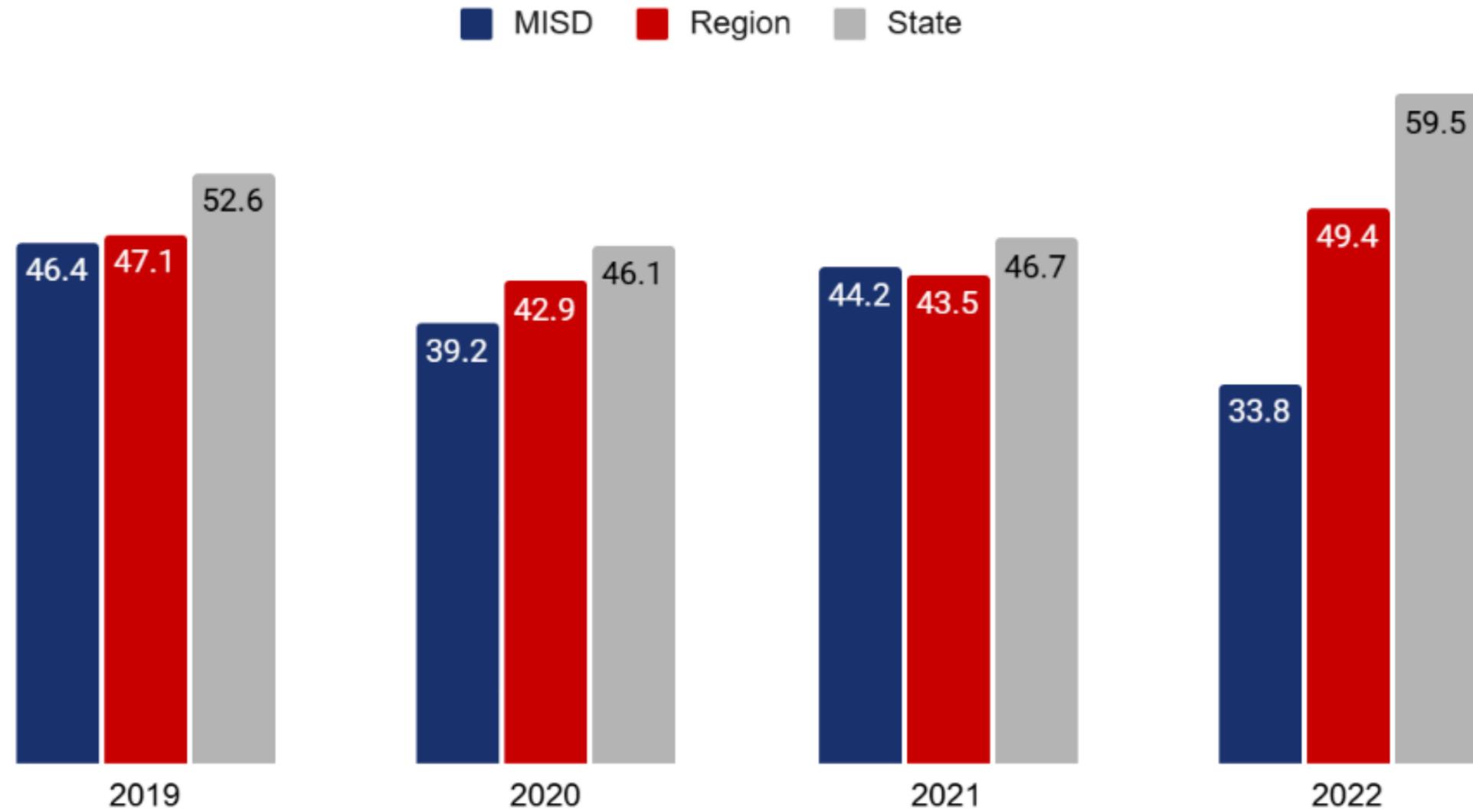
**Violent or Criminal Incidents Report**

**PEIMS Financial Standard Report**



# Post Secondary Enrollment

Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)



# 6 Sections to the Annual School Report

District Accreditation Status

Student Performance in Postsecondary Institutions

Campus Performance Objectives

23-24 Texas Annual Performance Report (TAPR)

Violent or Criminal Incidents Report

PEIMS Financial Standard Report



# 2023-2024 Annual School Report

The Texas Academic Performance Reports (**TAPR**) pulls together a **wide range of information** from **performance of students disaggregated by student groups**, to extensive **information** on **school** and **district staff, programs**, and **student demographics**.



Teacher/  
Student  
Ethnicity



Instructional  
Programs



Economically  
Disadvantaged  
Status



English  
Learner  
Status



Special  
Education  
Status

*Source: 2023-2024 Texas Academic Performance Report, Midland ISD*



# 23-24 Texas Academic Performance Report

## Student Enrollment and Demographics

### Enrollment Numbers 3 Year Trend



When compared to 2023, the **district experienced an increase of 981 students** as reported on the last Friday of October each year.

### Student Enrollment by Race/Ethnicity

Race/Ethnicity	State	MISD
African American	12.8%	<b>6.6%</b>
Hispanic	53.2%	<b>66.9%</b>
White	25.0%	<b>21.5%</b>
American Indian	0.3%	<b>0.2%</b>
Asian	5.4%	<b>2.4%</b>
Pacific Islander	0.2%	<b>0.1%</b>
Two or More	3.1%	<b>2.3%</b>

### Students by Instructional Program

Student Program Information	STATE	MISD
Economically Disadvantaged	62.3%	<b>57.7%</b>
EB Students/EL Learners	24.4%	<b>20.0%</b>
Career & Technical Education	26.9%	<b>19.2%</b>
Gifted and Talented Education	8.5%	<b>4.9%</b>
Special Education	13.9%	<b>11.4%</b>
At-Risk	53.2%	<b>53.2%</b>



# 23-24 Texas Academic Performance Report

## Teachers by Years of Experience

*The count of **full-time teachers** by **total years of experience** for the individual, not necessarily years of experience in the district or campus.*

	<b>STATE</b>	<b>MISD</b>
Beginning Teachers	8.7%	<b>9.7%</b>
1-5 Years Experience	27.4%	<b>28.4%</b>
6-10 Years Experience	20.2%	<b>20.5%</b>
11-20 Years Experience	27.1%	<b>24.4%</b>
Over 20 Years Experience	13.7%	<b>13.1%</b>



# 23-24 STAAR Performance Treshholds



## **Masters Grade Level**

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.



## **Meets Grade Level**

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.



## **Approaches Grade Level**

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.



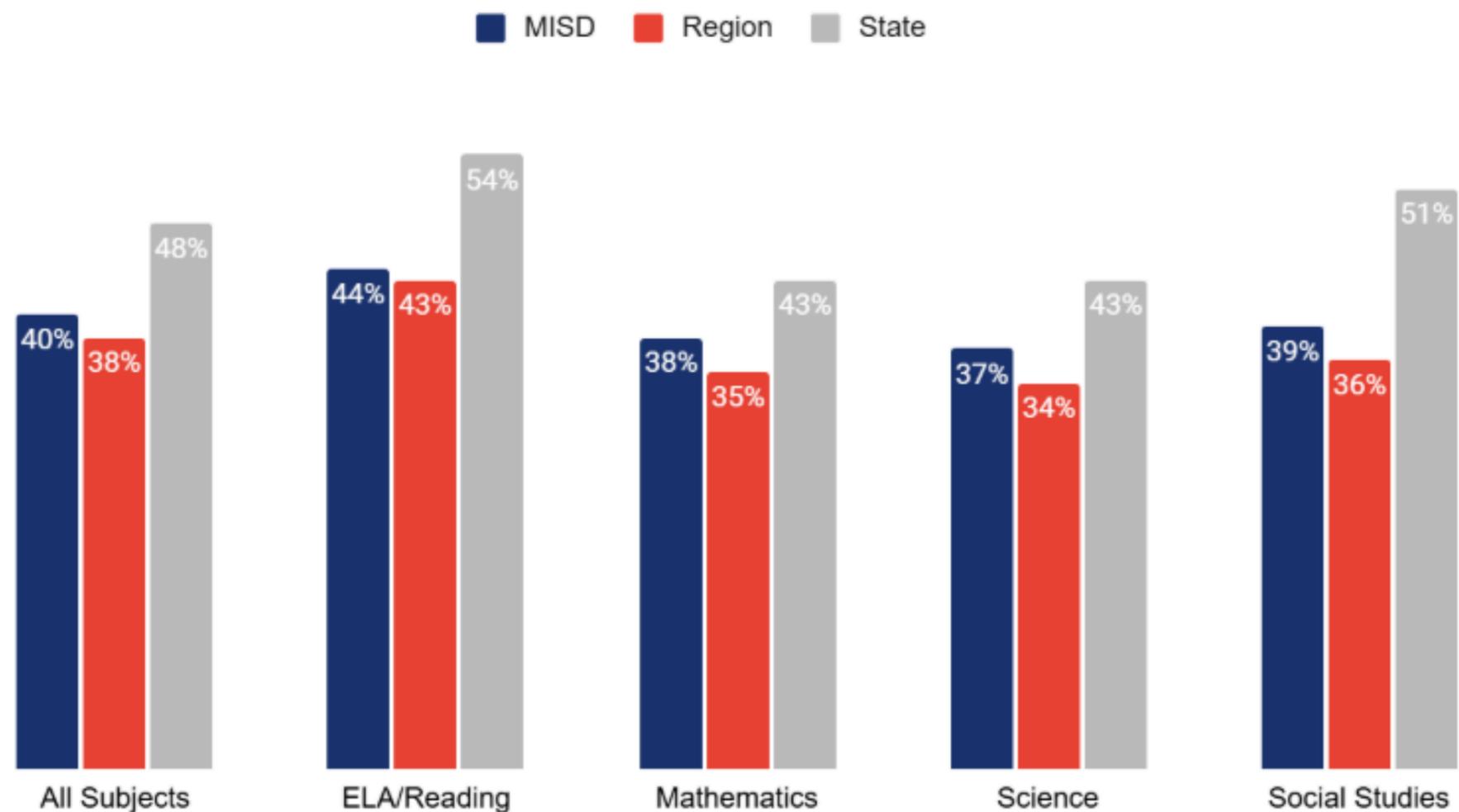
## **Did Not Meet Grade Level**

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.



# 23-24 Texas Academic Performance Report

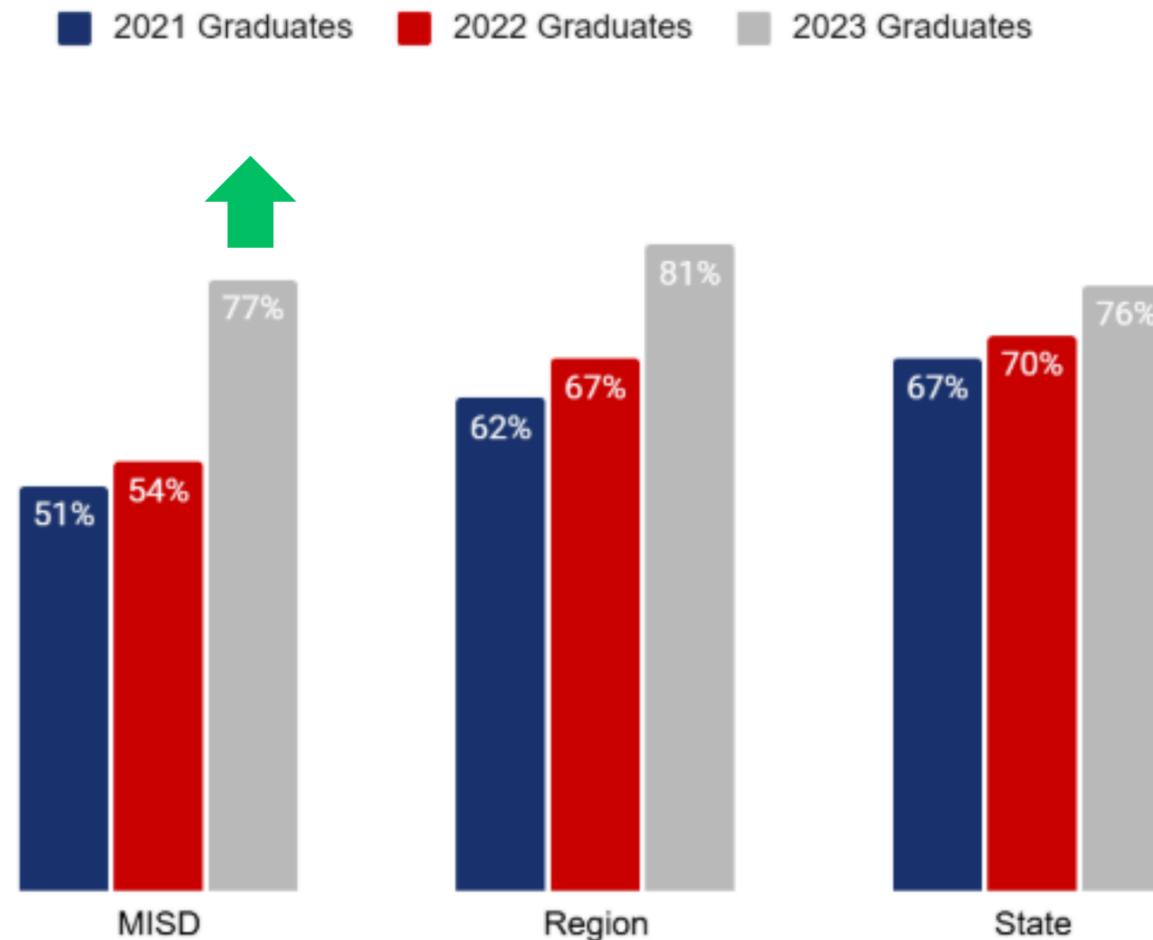
## STAAR/EOC by Content for All Grades Combined at Meets Grade Level or Above



# 23-24 Texas Academic Performance Report

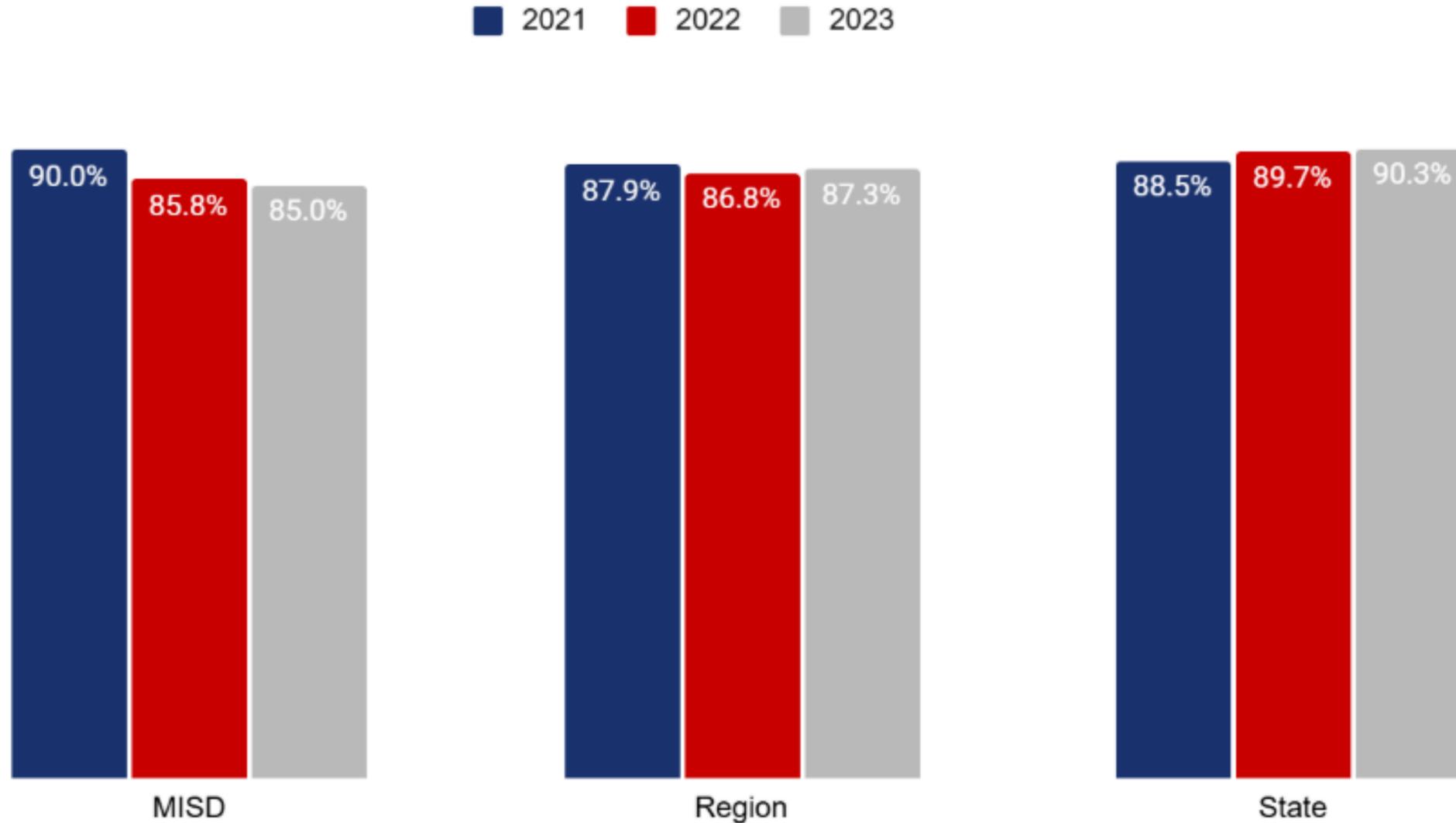
## College, Career, Military Readiness (CCMR)

**Students can demonstrate college, career, or military readiness various ways including but not limited to, earning minimum scores on national college entrance exams, completing college-level classes in high school, or earning a qualifying industry credential.**



# 2023-2024 Texas Academic Performance Report

## 4-Year Federal Graduation Rate - 3 Year Trend



The 2023 graduation rate decreased by 0.8% for MISD compared to the 2022 graduation rate.



# 6 Sections to the Annual School Report

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**PEIMS Financial Standard Report**



# 2023-2024 Texas Academic Performance Report

Based on the 2022-2023 Fiscal Year



Financial Integrity Rating System of Texas

## 2023-2024 RATINGS BASED ON SCHOOL YEAR 2022-2023 DATA - DISTRICT STATUS DETAIL

Name: <b>MIDLAND ISD(165901)</b>	Publication Level 1: 8/8/2024 6:33:40 PM
Status: <b>Passed</b>	Publication Level 2: 8/8/2024 6:33:40 PM
Rating: A = Superior Achievement	Last Updated: 8/20/2024 1:55:52 PM

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>						
<b>Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$226,130,923	66.14%	\$7,877	\$226,130,923	63.73%	\$7,877
State Operating Funds	\$91,578,513	26.78%	\$3,190	\$91,637,418	25.82%	\$3,192
Federal Funds	\$2,100,000	0.61%	\$73	\$13,188,836	3.72%	\$459
Other Local	\$22,111,012	6.47%	\$770	\$23,891,754	6.73%	\$832
<b>Total Operating Revenue</b>	<b>\$341,920,448</b>	<b>100.00%</b>	<b>\$11,910</b>	<b>\$354,848,931</b>	<b>100.00%</b>	<b>\$12,360</b>



# 2023-2024 Texas Academic Performance Report

Based on the 2022-2023 Fiscal Year

Disbursements	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Disbursements									
Operating Expenditures	\$251,244,026	54.45%	\$9,061	\$301,338,196	53.62%	\$10,868	\$68,178,348,415	68.96%	\$12,389
Recapture	\$164,969,532	35.80%	\$5,950	\$164,969,532	29.40%	\$5,950	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$33,145,356	7.18%	\$1,195	\$33,155,817	5.90%	\$1,196	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$2,899,804	0.63%	\$105	\$3,076,887	0.55%	\$111	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$8,540	0.00%	\$0	\$8,540	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$1,562,939	0.34%	\$56	\$33,982,569	6.05%	\$1,226	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$7,594,841	1.65%	\$274	\$25,458,996	4.53%	\$918	\$13,009,251,112	13.16%	\$2,364
<b>Total Disbursements</b>	<b>\$461,425,038</b>	<b>100.00%</b>	<b>\$16,641</b>	<b>\$561,990,537</b>	<b>100.00%</b>	<b>\$20,268</b>	<b>\$98,870,180,389</b>	<b>100.00%</b>	<b>\$17,966</b>



# 2023-2024 Texas Academic Performance Report

Based on the 2022-2023 Fiscal Year

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# 2023-2024 Texas Academic Performance Report

## Glossary

### 2023-2024 TAPR Glossary

- **TEA Prepares** and publishes a **Texas Academic Performance Report (TAPR) Glossary** each year
- The **TAPR Glossary** provides **guidance to support the interpretation** of item definitions and or descriptions, methodologies and includes links/resources aligned with data points and information found within the report.



# HB3 Goals

As required by TEC §39.306(a)(8), the Annual Report must include an update on the district's progress, as well as that of each campus, toward achieving the goals established in its early childhood literacy and mathematics proficiency plans under Section 11.185 and its college, career, and military readiness (CCMR) plans under Section 11.186.

Campus	Board Goal 1 Metric	Goal Progress Measure as of February 2025	Board Goal 2 Metric	Goal Progress Measure as of February 2025
<b>District</b>	The percentage of 3rd-grade students who score meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 44% by 2025.	32%	The percentage of 3rd-grade students who score meets Grade Level Performance or above on the Math STAAR assessment will increase from 39% to 40% by 2025.	29%
<b>Bonham</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 29% to 44% by May 2025.	20%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 19% to 40% by May 2025.	9%
<b>Bowie</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 76% to 81% by 2025.	63%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 67% to 72% by 2025.	66%
<b>Bunche</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 15% to 44% by 2025.	11%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 29% to 40% by 2025.	13%
<b>Burnet</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 22% to 44% by 2025.	22%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 24% to 40% by 2025.	21%
<b>Bush</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 39% to 44% by 2025.	41%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 34% to 40% by 2025.	29%



# HB3 Goals

As required by TEC §39.306(a)(8), the Annual Report must include an update on the district's progress, as well as that of each campus, toward achieving the goals established in its early childhood literacy and mathematics proficiency plans under Section 11.185 and its college, career, and military readiness (CCMR) plans under Section 11.186.

Campus	Board Goal 1 Metric	Goal Progress Measure as of February 2025	Board Goal 2 Metric	Goal Progress Measure as of February 2025
<b>De Zavala</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.	11%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 26% to 40% by 2025.	6%
<b>Emerson</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 61% to 66% by 2025.	49%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 59% to 64% by 2025.	35%
<b>Fannin</b>	The percentage of 3rd-grade students who score meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 44% to 49% by 2025.	31%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 38% to 43% by 2025.	19%
<b>Fasken</b>	The percentage of 3rd grade students who score meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 58% to 63% by 2025.	45%	The percentage of 3rd grade students who score meets Grade Level Performance or above on the Math STAAR assessment will increase from 67% to 72% by 2025.	33%
<b>Franks</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.	38%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 38% to 43% by 2025.	26%
<b>Greathouse</b>	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 60% to 65% by 2025.	68%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 56% to 61% by 2025..	62%



# HB3 Goals

As required by TEC §39.306(a)(8), the Annual Report must include an update on the district's progress, as well as that of each campus, toward achieving the goals established in its early childhood literacy and mathematics proficiency plans under Section 11.185 and its college, career, and military readiness (CCMR) plans under Section 11.186.

Campus	Board Goal 1 Metric	Goal Progress Measure as of February 2025	Board Goal 2 Metric	Goal Progress Measure as of February 2025
Henderson	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 25% to 44% by 2025.	27%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 38% to 43% by 2025.	26%
Jones	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.	19%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 38% to 43% by 2025.	6%
Long	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 44% by 2025.	35%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 38% to 43% by 2025.	30%
Parker	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 32% to 44% by 2025.	13%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 35% to 40% by 2025.	17%
Pease	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 34% to 44% by 2025.	27%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 29% to 40% by 2025.	24%
Rusk	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.	16%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 34% to 40% by 2025.	25%



# HB3 Goals

As required by TEC §39.306(a)(8), the Annual Report must include an update on the district's progress, as well as that of each campus, toward achieving the goals established in its early childhood literacy and mathematics proficiency plans under Section 11.185 and its college, career, and military readiness (CCMR) plans under Section 11.186.

Campus	Board Goal 1 Metric	Goal Progress Measure as of February 2025	Board Goal 2 Metric	Goal Progress Measure as of February 2025
Jones	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.	19%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 38% to 43% by 2025.	6%
Long	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 44% by 2025.	35%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 38% to 43% by 2025.	30%
Parker	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 32% to 44% by 2025.	13%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 35% to 40% by 2025.	17%
Pease	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 34% to 44% by 2025.	27%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 29% to 40% by 2025.	24%
Rusk	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.	16%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 34% to 40% by 2025.	25%
Santa Rita	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 47% to 55% by 2025.	27%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 44% to 49% by 2025.	32%



# HB3 Goals

As required by TEC §39.306(a)(8), the Annual Report must include an update on the district's progress, as well as that of each campus, toward achieving the goals established in its early childhood literacy and mathematics proficiency plans under Section 11.185 and its college, career, and military readiness (CCMR) plans under Section 11.186.

Campus	Board Goal 1 Metric	Goal Progress Measure as of February 2025	Board Goal 2 Metric	Goal Progress Measure as of February 2025
Scharbauer	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 20% to 44% by 2025.	30%	The percentage of 3rd grade students who score meets grade level or above on the Math STAAR assessment will increase from 26% to 40% by 2025.	19%
South	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 25% to 44% by 2025.	10%	The percentage of 3rd-grade students who score meets grade level or above on the Math STAAR assessment will increase from 22% to 40% by 2025.	7%
Yarbrough	The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 43% to 48% by 2025.	21%	The percentage of 3rd grade students who score meets grade level performance or above on the Math STAAR assessment will increase from 50% to 55% by 2025.	41%



# HB3 Goals

As required by TEC §39.306(a)(8), the Annual Report must include an update on the district's progress, as well as that of each campus, toward achieving the goals established in its early childhood literacy and mathematics proficiency plans under Section 11.185 and its college, career, and military readiness (CCMR) plans under Section 11.186.		
Campus	Board Goal Metric	Goal Progress Measure as of February 2025
Midland ISD	The percentage of the graduating class meeting one or more CCMR indicators will increase from 54% (class of 2022) to 83% by 2025. (data source: TAPR)	88%
Legacy High	The percentage of the graduating class meeting one or more CCMR indicators will increase from 56% (class of 2022) to 83% by 2025. (data source: TAPR)	88%
Midland High	The percentage of the graduating class meeting one or more CCMR indicators will increase from 50% (class of 2022) to 83% by 2025. (data source: TAPR)	88%
Coleman High School	The percentage of the graduating class meeting one or more CCMR indicators will increase from 24% (class of 2022) to 83% by 2025. (data source: TAPR)	90%
Early College High School	The percentage of the graduating class meeting one or more CCMR indicators will increase from 100% (class of 2022) to 100% by 2025. (data source: TAPR)	100%







# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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**Meeting Date:** March 25, 2025

**Subject:** Spreadsheet

The attached document was prepared and submitted by President Hodges

**Contact Person:**

Brandon W. Hodges, Board President

**Percentage of 3rd-Grade Students Reading Below Grade Level at Each Campus on 2024 STAAR**

**LEGEND**

Campus Color Code	Measure	Number of Campuses in Category		
Significantly On Track	90%+ Above Grade Level and Improvement Over Time	4	Percentage Campuses Green	23%
On Track	50%+ Above Grade Level	2	Percentage Campuses Yellow	4%
Slightly Off Track	51%-54% Reading Below Grade Level	1	Percentages Campuses Red	73%
Off Track	55%+ Reading Below Grade Level	6		
Significantly Off Track	55%+ Reading Below Grade Level AND Reading Decline Over Time	13		

**2024 STAAR Actual Results 3rd Grade Reading** (All results published by TEA at <https://rsbvy1.tea.texas.gov/perfreport/taar/2024/index.html>)

**2025 Estimated STAAR Results**

Name of Campus	2024 STAAR	2024 STATE Percentage Reading Below Grade Level	2024 CAMPUS Percentage Reading Below Grade Level	2024 TOTAL 3RD-GRADERS READING BELOW GRADE LEVEL	2025 SUPERINTENDENT Estimated Percentage Reading Below Grade Level	2024 CAMPUS STAAR Special Ed (Current) Grade Level	2024 CAMPUS STAAR Special Ed (Current) Below Grade Level	Percentage Economically Disadvantaged	2024 ALL CAMPUS English Language Learners	2024 ALL CAMPUS Dyslexia	2024 ALL CAMPUS Students with Disabilities
Barbara Fasken Elem	2024	52%	42%	53		47%	53%	57%	38%	3%	11%
	2023	50%	42%								
Barbara Yarbrough Elem	2024	52%	57%	62		25%	75%	47%	14%	4%	16%
	2023	50%	52%								
Bonham Elem	2024	52%	71%	78		13%	87%	73%	36%	2%	11%
	2023	50%	55%								
Burnet Elem	2024	52%	78%	54		0%	100%	79%	57%	2%	13%
	2023	50%	75%								
Bush Elem	2024	52%	61%	46		20%	80%	59%	12%	4%	16%
	2023	50%	70%								
Carver	2024	52%	2%	2		82%	18%	20%	8%	3%	7%
	2023	50%	1%								
De Zavala Elem	2024	52%	79%	78		0%	100%	86%	39%	3%	11%
	2023	50%	75%								
Emerson Elem	2024	52%	39%	49		47%	53%	58%	2%	6%	18%
	2023	50%	30%								
Emma Elem	2024	52%	56%	44		22%	78%	52%	4%	5%	16%
	2023	50%	64%								
General Tommy Franks Elem	2024	52%	58%	73		9%	91%	40%	4%	9%	20%
	2023	50%	54%								
Garcathouse Elem	2024	52%	40%	48		40%	60%	35%	8%	4%	13%
	2023	50%	44%								
Henderson Elem	2024	52%	75%	66		8%	92%	82%	6%	3%	19%
	2023	50%	65%								
IDEA Travis Academy	2024	52%	55%	68		38%	62%	71%	37%	2%	11%
	2023	50%	73%								
James Bowie Elem Arts Academy	2024	52%	24%	18		40%	60%	27%	0%	8%	12%
	2023	50%	29%								

Jones Elem	2024	52%	79%	35		0%	100%	77%	24%	5%	14%
	2023	50%	33%								
Lamar Elem	2024	52%	71%	37		9%	91%	83%	23%	3%	13%
	2023	50%	75%								
Long Elem	2024	52%	59%	41		33%	67%	83%	47%	2%	10%
	2023	50%	61%								
Miriam Elem	2024	52%	85%	46		*	*	73%	37%	3%	10%
	2023	50%	62%								
Parker Elem	2024	52%	68%	62		6%	94%	50%	10%	6%	20%
	2023	50%	57%								
Pease Communications Technology	2024	52%	66%	55		6%	94%	75%	33%	5%	14%
	2023	50%	72%								
Ralph Bunche Elem	2024	52%	85%	123		0%	100%	84%	34%	2%	11%
	2023	50%	83%								
Rusk Elem	2024	52%	58%	45		50%	50%	68%	30%	3%	17%
	2023	50%	41%								
Sam Houston Collegiate Preparatory Elem	2024	52%	39%	29		13%	87%	64%	3%	4%	12%
	2023	50%	50%								
Santa Rita Elem	2024	52%	53%	42		25%	75%	50%	11%	4%	15%
	2023	50%	53%								
Seabauer Elem	2024	52%	80%	45		0%	100%	66%	6%	3%	15%
	2023	50%	80%								
South Elem	2024	52%	75%	49		13%	87%	88%	42%	2%	13%
	2023	50%	78%								
<b>2024 TOTAL READING BELOW GRADE LEVEL</b>				1,292							

**Percentage of 3rd-Grade Students Doing Math Below Grade Level at Each Campus on 2024 STAAR**

**LEGEND**

Campus Color Code	Measure	Number of Campuses in Category		
Significantly On Track	30%+ Above Grade Level and Improvement Over Time	4	Percentage Campuses Green	27%
On Track	50%+ Above Grade Level	3	Percentage Campuses Yellow	0%
Slightly Off Track	51%-54% Doing Math Below Grade Level	0	Percentages Campuses Red	73%
Off Track	55%+ Doing Math Below Grade Level	1		
Significantly Off Track	55%+ Doing Math Below Grade Level AND Doing Math Decline Over Time	18		

**2024 STAAR Actual Results 3rd Grade Math** (All results published by TEA at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/index.html>)

**2025  
Estimated  
STAAR  
Results**

Name of Campus	2024 STAAR	2024 STATE Percentage Doing Math Below Grade Level	2024 CAMPUS Percentage Doing Math Below Grade Level	2024 TOTAL 3RD-GRADERS Doing Math BELOW GRADE LEVEL	2025 SUPERINTENDENT Estimated Percentage Doing Math Below Grade Level	2024 CAMPUS STAAR Special Ed (Current) Below Grade Level	Percentage Economically Disadvantaged	2024 ALL CAMPUS English Language Learners	2024 ALL CAMPUS Dyslexia	2024 ALL CAMPUS Students with Disabilities
Barbara Eskon Elem	2024	58%	37%	47		53%	57%	38%	3%	11%
	2023	55%	39%							
Barbara Yarbrough Elem	2024	58%	50%	54		87%	47%	14%	4%	16%
	2023	55%	45%							
Bonham Elem	2024	58%	81%	89		100%	73%	36%	2%	11%
	2023	55%	71%							
Burnet Elem	2024	58%	76%	52		80%	79%	57%	2%	13%
	2023	55%	75%							
Bush Elem	2024	58%	61%	46		18%	59%	12%	4%	16%
	2023	55%	83%							
Caney	2024	58%	4%	4		100%	20%	8%	3%	7%
	2023	55%	6%							
De Zavala Elem	2024	58%	74%	73		53%	86%	39%	3%	11%
	2023	55%	69%							
Emerison Elem	2024	58%	31%	47		78%	58%	2%	6%	18%
	2023	55%	43%							
Faona Elem	2024	58%	62%	48		91%	52%	4%	5%	16%
	2023	55%	69%							
General Tommy Franks Elem	2024	58%	62%	78		60%	40%	4%	9%	20%
	2023	55%	63%							
Girard Elem	2024	58%	44%	51		92%	35%	8%	4%	13%
	2023	55%	56%							
Montrose Elem	2024	58%	76%	67		62%	82%	6%	3%	19%

	2023	55%	67%							
IDEA Travis Academy	2024	58%	69%	86		60%	71%	37%	2%	11%
	2023	55%	77%							
James Bowie Fine Arts Academy	2024	58%	33%	25		100%	27%	0%	8%	12%
	2023	55%	30%							
Jones Elem	2024	58%	83%	37		91%	77%	24%	5%	14%
	2023	55%	89%							
Lamar Elem	2024	58%	93%	48		67%	83%	23%	3%	13%
	2023	55%	82%							
Long Elem	2024	58%	57%	40		*	83%	47%	2%	10%
	2023	55%	82%							
Milam Elem	2024	58%	50%	27		94%	73%	37%	3%	10%
	2023	55%	61%							
Parlier Elem	2024	58%	65%	59		94%	50%	10%	6%	20%
	2023	55%	55%							
Pease Communications/Technology	2024	58%	71%	59		100%	75%	33%	5%	14%
	2023	55%	67%							
Ralph Bunche Elem	2024	58%	71%	102		50%	84%	34%	2%	11%
	2023	55%	63%							
Rusk Elem	2024	58%	66%	51		87%	68%	30%	3%	17%
	2023	55%	47%							
Sam Houston Collegiate Preparatory Elem	2024	58%	75%	56		75%	64%	3%	4%	12%
	2023	55%	60%							
Santa Rita Elem	2024	58%	56%	45		100%	50%	11%	4%	15%
	2023	55%	56%							
Scharbauer Elem	2024	58%	74%	41		87%	66%	6%	3%	15%
	2023	55%	86%							
South Elem	2024	58%	78%	51		87%	88%	42%	2%	13%
	2023	55%	74%							
	2024 TOTAL DOING MATH BELOW GRADE LEVEL			1,337						

**Percentage of 7th-Grade Students Reading Below Grade Level at Each Campus on 2024 STAAR**

**LEGEND**

Campus Color Code	Measure	Number of Campuses in Category		
Significantly On Track	50%+ Above Grade Level and Improvement Over Time	1	Percentage Campuses Green	17%
On Track	50%+ Above Grade Level	0	Percentage Campuses Yellow	0%
Slightly Off Track	51%-54% Reading Below Grade Level	0	Percentages Campuses Red	83%
Off Track	55%+ Reading Below Grade Level	2		
Significantly Off Track	55%+ Reading Below Grade Level AND Reading Decline Over Time	3		

**2024 STAAR Actual Results 7th Grade Reading** (All results published by TEA at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/index.html>)

**2025  
Estimated  
STAAR  
Results**

Name of Campus	2024 STAAR	2024 STATE Percentage Reading Below Grade Level	2024 CAMPUS Percentage Reading Below Grade Level	2024 TOTAL 7th-GRADERS READING BELOW GRADE LEVEL	2025 SUPERINTENDENT Estimated Percentage Reading Below Grade Level	2024 CAMPUS STAAR Special Ed (Current) Below Grade Level	Percentage Economically Disadvantaged	2024 ALL CAMPUS English Language Learners	2024 ALL CAMPUS Dyslexia	2024 ALL CAMPUS Students with Disabilities
Abell Junior High	2024	45%	58%	310		86%	50%	19%	7%	10%
	2023	46%	61%							
Alamo Junior High	2024	45%	59%	231		85%	66%	30%	5%	7%
	2023	46%	69%							
Goddard Junior High	2024	45%	66%	362		90%	62%	16%	7%	13%
	2023	46%	58%							
San Jacinto Junior High	2024	45%	61%	270		97%	53%	17%	6%	7%
	2023	46%	61%							
IDEA Travis Academy	2024	45%	54%	49		91%	71%	37%	2%	11%
	2023	46%	43%							
Young Women's Leadership Academy	2024	45%	47%	4		0%	35%	13%	5%	3%
	2023	46%	7%							
<b>24 TOTAL READING BELOW GRADE LEVEL</b>				915						

**Percentage of 7th-Grade Students Math Below Grade Level at Each Campus on 2024 STAAR**

**LEGEND**

Campus Color Code	Measure	Number of Campuses in Category		
Significantly On Track	50%+ Above Grade Level and Improvement Over Time	0	Percentage Campuses Green	17%
On Track	50%+ Above Grade Level	1	Percentage Campuses Yellow	0%
Slightly Off Track	51%-54% Math Below Grade Level	0	Percentages Campuses Red	83%
Off Track	55%+ Math Below Grade Level	0		
Significantly Off Track	55%+ Math Below Grade Level AND Math Decline Over Time	5		

**2024 STAAR Actual Results 7th Grade Math** (All results published by TEA at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/index.html>)

**2025 Estimated STAAR Results**

Name of Campus	2024 STAAR	2024 STATE Percentage Math Below Grade Level	2024 CAMPUS Percentage Math Below Grade Level	2024 TOTAL 7th-GRADERS Math BELOW GRADE LEVEL	2025 SUPERINTENDENT Estimated Percentage Math Below Grade Level	2024 CAMPUS STAAR Special Ed (Current) Below Grade Level	Percentage Economically Disadvantaged	2024 ALL CAMPUS English Language Learners	2024 ALL CAMPUS Dyslexia	2024 ALL CAMPUS Students with Disabilities
Abell Junior High	2024	66%	90%	481		86%	50%	19%	7%	10%
	2023	63%	85%							
Alamo Junior High	2024	66%	85%	333		84%	66%	30%	5%	7%
	2023	63%	84%							
Goddard Junior High	2024	66%	91%	499		88%	62%	16%	7%	13%
	2023	63%	80%							
San Jacinto Junior High	2024	66%	61%	270		93%	53%	17%	6%	7%
	2023	63%	73%							
IDEA Travis Academy	2024	66%	75%	68		100%	71%	37%	2%	11%
	2023	63%	65%							
Young Women's Leadership Academy	2024	66%	17%	17		*	35%	13%	5%	3%
	2023	63%	4%							
<b>2024 TOTAL Math BELOW GRADE LEVEL</b>				1,169						

**Percentage of English I Below Grade Level at Each Campus on**

LEGEND				
Campus Color Code	Measure	Number of Campuses in Category		
Significantly On Track	80%+ Above Grade Level and Improvement Over Time	1	Percentage Campuses Green	33%
On Track	50%+ Above Grade Level	2	Percentage Campuses Yellow	11%
Slightly Off Track	51%-54% English I Below Grade Level	1	Percentages Campuses Red	56%
Off Track	55%+ English I Below Grade Level	0		
Significantly Off Track	55%+ English I Below Grade Level AND English I Decline Over Time	5		

**2024 STAAR Actual Results English I** (All results published by TEA at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/index.html>)

**2025 Estimated STAAR Results**

Name of Campus	2024 STAAR	2024 STATE Percentage English I Below Grade Level	2024 CAMPUS Percentage English I Below Grade Level	2025 SUPERINTENDENT Estimated Percentage English I Below Grade Level	2024 CAMPUS STAAR Special Ed (Current) Below Grade Level	Percentage Economically Disadvantaged	2024 ALL CAMPUS English Language Learners	2024 ALL CAMPUS Dyslexia	2024 ALL CAMPUS Students with Disabilities
Early College HS at Midland College	2024	48%	6%		*	43%	3%	2%	*
	2023	48%	1%						
IDEA Travis Academy	2024	48%	56%		82%	71%	37%	2%	11%
	2023	48%	5%						
Legacy Freshman HS	2024	48%	54%		91%	51%	14%	8%	8%
	2023	48%	49%						
Legacy HS	2024	48%	91%		84%	43%	16%	6%	8%
	2023	48%	91%						
Midland Alternative Program	2024	48%	*		*	67%	17%	0%	*
	2023	48%	*						
Midland Freshman HS	2024	48%	47%		82%	55%	14%	6%	9%
	2023	48%	46%						
Midland HS	2024	48%	87%		68%	45%	16%	5%	8%
	2023	48%	94%						
Viola M. Coleman HS	2024	48%	77%		*	61%	5%	6%	5%
	2023	48%	79%						
Young Women's Leadership Academy	2024	48%	2%		*	35%	13%	5%	3%
	2023	48%	6%						

**Percentage of Algebra I Below Grade Level at Each Campus on 2024 STAAR**

**LEGEND**

Campus Color Code	Measure	Number of Campuses in Category
Significantly On Track	55%+ Above Grade Level and Improvement Over Time	1
On Track	50%+ Above Grade Level	3
Slightly Off Track	51%-54% Algebra I Below Grade Level	0
Off Track	55%+ Algebra I Below Grade Level	2
Significantly Off Track	55%+ Algebra I Below Grade Level AND Algebra I Decline Over Time	4

Percentage Campuses Green	50%	
Percentage Campuses Yellow	0%	
Percentages Campuses Red	50%	

**2024 STAAR Actual Results Algebra I** (All results published by TEA at <https://results.tea.texas.gov/bsr/freqs/2024/index.html>)

**2025 Estimated STAAR Results**

Name of Campus	2024 STAAR	2024 STATE Percentage Algebra I Below Grade Level	DISTRICT Percentage Algebra I Below Grade Level	DISTRICT Percentage Algebra I at Grade Level	2024 CAMPUS Percentage Algebra I Below Grade Level	2024 Campus Algebra I at Grade Level or Above	2025 SUPERINTENDENT Estimated Percentage Algebra I Below Grade Level	2024 CAMPUS STAAR Special Ed (Current) Below Grade Level	Percentage Economically Disadvantaged	2024 ALL CAMPUS English Language Learners	2024 ALL CAMPUS Dyslexia	2024 ALL CAMPUS Students with Disabilities
Abell JH	2024	57%	70%	30%	20%	80%		*	50%	19%	7%	10%
	2023	57%	67%	33%	12%	88%						
Alamo JH	2024	57%	70%	30%	37%	63%		*	68%	30%	5%	7%
	2023	57%	67%	33%	15%	85%						
CAMPUS College HS at Midland College	2024	57%	70%	30%	7%	93%		*	43%	3%	2%	*
	2023	57%	67%	33%	10%	90%						
Goldard HS	2024	57%	70%	30%	29%	71%		*	62%	16%	7%	13%
	2023	57%	67%	33%	22%	78%						
IDEA Travis Academy	2024	57%	70%	30%	81%	19%		100%	71%	37%	2%	11%
	2023	57%	67%	33%	55%	45%						
Legacy Freshman HS	2024	57%	70%	30%	80%	20%		97%	51%	14%	8%	8%
	2023	57%	67%	33%	81%	19%						
Legacy HS	2024	57%	70%	30%	95%	5%		79%	43%	16%	6%	8%
	2023	57%	67%	33%	94%	6%						
Midland Freshman HS	2024	57%	70%	30%	23%	77%		90%	55%	14%	6%	9%
	2023	57%	67%	33%	66%	34%						
Midland HS	2024	57%	70%	30%	93%	7%		62%	45%	16%	5%	8%
	2023	57%	67%	33%	100%	0%						
San Benito JH	2024	57%	70%	30%	3%	97%		*	53%	17%	6%	7%
	2023	57%	67%	33%	0%	100%						
Vista M Coleman HS	2024	57%	70%	30%	98%	2%		*	61%	5%	6%	5%
	2023	57%	67%	33%	94%	6%						
Young Women's Leadership Academy	2024	57%	70%	30%	100%	0%		*	35%	13%	5%	3%
	2023	57%	67%	33%	13%	87%						

7. Consent Agenda  
A. Approval of Board Meeting Minutes



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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**Meeting Date:** March 25, 2025

**Subject:** Approval of Board Meeting Minutes

### Consent Item

Attached you will find minutes of meeting of the Board of Trustees for:

Regular Board Meeting, February 25, 2025

Regular Meeting  
Tuesday, February 25, 2025 5:30 PM Central

Administration Building, Room 101  
615 W Missouri Ave  
Midland, TX 79701

The Board of Trustees of the Midland Independent School District met for a Regular Board Meeting Tuesday, February 25, 2025, beginning at 5:30 PM at Midland ISD Central Office, 615 W. Missouri Avenue, Midland, Texas 79701

The following members were present:

Brandon Hodges, President  
Joshua Guinn, Vice President  
Angel Hernandez, Secretary  
Tommy Bishop  
Sara Burleson  
Dr. Matthew Friez

Dr. Stephanie Howard, Superintendent

1. Call to Order - Roll Call

Absent – Michael Booker

2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.

3. Moment of Silence

4. Pledge to the US Flag and Texas Flag

4.A. Bonham Elementary

4.A.1. Alex Edwards, Principal

4.A.1.a. Pledge Leaders: Riley Sauls and Aerik Turley

5. Public Forum

Joshua Wimberley	LHS Speech & Debate Success
Lane Branum	First Tee
Robin Teal	First Tee
Jane Wolf	TEE; Hiring attorney; Room 101 for Board Meetings
Lance Robertson	TEE; Future Coalition; and Third Future Schools
Amber Davidson	TEE; Hiring attorney
Reagan Hignojos	Property - Encor Academy

Melissa Ware	School Performance; PB Future Coalition
Chris Hubbard	First Tee
Elise Kale	Student Outcomes; LSG; TEE; Hiring Attorney
Jasmine Perez	Room 101 for Board Meetings
Stacy King	Treatment of Teachers
Ebony Coleman	Jumpstart Midland

## 6. Consent Agenda

The Board approved the consent agenda.

Motion, made by Sara Burlison and seconded by Joshua Guinn

Motion carried 6-0

6.A. Approval of Board Meeting Minutes

6.B. Approval of Monthly Financials

6.C. Approval of Donations over \$20,000

6.D. Approval of the Memorandum of Understanding between the Baylor College of Medicine and Midland ISD Concerning the STEM + M Initiative

6.E. Approval of the Memorandum of Understanding between the Department of the United States Air Force and Midland ISD for AFJROTC (Air Force Junior Reserve Officers' Training Corps)

## 7. Superintendent's Update

### 8. District Informational Reports

8.A. Bond 2023 Monthly Report

8.B. Academic Update: Board Goal Progress Measures 1.1 PreK Phonological Awareness, 2.1 PreK Mathematics, 1.3 Third Grade Reading, 2.3 Third Grade Math, 3.1 4-8th Grade Reading Growth, 4.1 4-8th Grade Mathematics Growth

8.C. Intruder Detection Audit Report Findings

### 9. Action Items

9.A. Discussion of and Possible Approval of the 2024-2025 Targeted Improvement Plans (TIP)

The Board approved the 2024-2025 Targeted Improvement Plans (TIP). Campuses included: Henderson Elementary, Long Elementary, Pease Communication and Technology Academy, Abell Junior High, Legacy Freshman High, Midland High, and Legacy High.

Motion, made by Joshua Guinn and seconded by Sara Burlison

Motion carried 6-0

9.B. Discussion of and Request for Approval of Revised Board Policy CSA (LOCAL): Facility Standards Safety and Security and Revisions of the Student Code of Conduct (SCOC)

The Board Approved the Revised Board Policy CSA (LOCAL): Facility Standards Safety and Security and Revisions of the Student Code of Conduct (SCOC).

Motion, made by Joshua Guinn and seconded by Dr. Matt Friez

Motion carried 6-0

#### 9.C. Discussion of and Request for Approval of 2025-2026 Contract Renewals for Administrators/Professionals

The Board Approved of 2025-2026 Contract Renewals for Administrators/Professionals.

Motion, made by Sara Burleson and seconded by Dr. Matt Friez

Motion carried 6-0

#### 9.D. Discussion of and Final Recommendations or Motions for, Each of the Following Properties: Property Located at O Carver Street, Simpatico, and Town and Country Apartment Complexes; Property Located at 1900 Lamesa Road; and the Audrey Gill Sports Complex

The Board Approved to make recommendations on each property separately.

Motion, made by Dr. Matt Friez and seconded by Sara Burleson

Motion carried 6-0

Discussion of and Final Recommendations or Motions for O Carver Street, property located west of Bunche Elementary at 0 Carver Street .22 Acres; Acquired in 1958 for \$15,000

The Board Approved to put on the market to sell property located at 0 Carver Street

Motion, made by Dr. Matt Friez and seconded by Joshua Guinn

Motion carried 6-0

Discussion of and Final Recommendations or Motions for Simpatico Apartment Complex

The Board Approved to put on the market to sell Simpatico Apartment Complex

Motion made by Joshua Guinn and seconded by Dr. Matt Friez

Motion carried 5-1

Nay: Tommy Bishop

Discussion of and Final Recommendations or Motions for Town & Country Apartment Complex

The Board Approved to put on the market to sell the Town & Country Apartment Complex

Motion made by Angel Hernandez and seconded by Dr. Matt Friez

Motion carried 4-2

Nays: Tommy Bishop and Sara Burleson

Discussion of and Final Recommendations or Motions for the property located at 1900 S. Lamesa Road

The Board Approved to put on the market to sell property located at 1900 S. Lamesa Road

Motion made by Joshua Guinn and seconded by Dr. Matt Friez  
Motion carried 6-0

#### Discussion of and Final Recommendations or Motions for the Audrey Gill Sports Complex

The Board Approved to postpone the vote for the Audrey Gill Sports Complex.  
Motion, made by Sara Burleson and seconded by Joshua Guinn  
Motion carried 6-0

9:27 p.m. The Board took a break

9:37 p.m. The Board reconvened

#### 9.E. Discussion of and Possible Approval of Membership to Engage Member Services with TEE (Texans for Excellence in Education)

The Board approved the Membership to Engage Member Services with TEE (Texans for Excellence in Education).

Motion, made by Joshua Guinn and seconded by Angel Hernandez  
Motion carried 4-2  
Nays: Tommy Bishop and Sara Burleson

#### 9.F. Discussion of and Request for Approval of Budget Amendment #7 The Board Approved Budget Amendment #7.

Motion, made by Dr. Matt Friez and seconded by Sara Burleson  
Motion carried 6-0

#### 9.G. Discussion of and Request for Approval of RFQ # 24-191 Testing, Adjusting and Balancing (TAB) for HVAC Services for the 2023 Bond Program

The Board Approved RFQ # 24-191 Testing, Adjusting and Balancing (TAB) for HVAC Services for the 2023 Bond Program.

Motion, made by Tommy Bishop and seconded by Dr. Matt Friez  
Motion carried 6-0

#### 9.H. Discussion of and Request for Approval of Midland Independent School District Education Specifications for the Elementary, Middle, and High Schools for the 2023 Bond Program

The Board Approved Midland Independent School District Education Specifications for the Elementary, Middle, and High Schools for the 2023 Bond Program.

Motion, made by Sara Burleson and seconded by Joshua Guinn  
Motion carried 6-0

#### 9.I. Discussion of and Request for Approval of IFCB (Invitation for Competitive Bid) 250004181 Category 1 and 2

The Board Approved the IFCB (Invitation for Competitive Bid) 250004181 Category 1 and 2.  
Motion, made by Joshua Guinn and seconded by Dr. Matt Friez  
Motion carried 6-0

9.J. Discussion of and Possible Approval for the School Board to Hire an Attorney

The Board Approved the Hiring of Kara Belew, Attorney, O’Hanlon, Demerath, & Castillo to represent the board only and will not serve as counsel for the district as a whole.

Motion, made by Dr. Matt Friez and seconded by Joshua Guinn  
Motion carried 5-1  
Nay: Tommy Bishop

9.K. Discussion of and Final Recommendation or Motion for Lone Star Governance

The Board Approved Recommendation to Exit Lone Star Governance

Motion, made by Joshua Guinn and seconded by Dr. Matt Friez  
Motion carried 4-2  
Nays: Tommy Bishop and Sara Burleson

10. Information Items

10.A. Board Committee Monthly Report

10.B. Reportable Purchase Orders Over \$100,000 - January 2025

10.C. Donations over \$5,000-Less than \$20,000

10.D. Human Capital Monthly Report

**11. Closed session in accordance with Government Code Section 551.001 et. seq.**

The Board went into closed session at approximately 11:10 p.m.

**Section 551.071** - For the purpose of a private consultation with the Board’s attorney on any or all subjects or matters authorized by law.

**Section 551.074** - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

**Section 551.076** - For the purpose of deliberation regarding the deployment, or specific occasions for implementation, of security personnel or devices, or to deliberate a security audit.

The Board reconvened at approximately 11:31 p.m.

12. Action Arising from Closed Session

No action taken

13. Adjourn

The meeting adjourned at approximately 11:32 p.m.

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Brandon W. Hodges, President

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Angel Hernandez, Secretary





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Tucker Durham, Chief Financial Officer

**Subject:** Approval of the Monthly Financials

### Consent Item

#### **Financial Impact**

District's financial position as of the month of February 2025.

#### **Board Goal/Strategic Plan Goals**

Goal 8, Initiative 2

#### **Executive Summary**

The attached financial report provides information about the operations results for the month of February 2025. It provides information on the originally adopted budget, the revised adopted budget, year-to-date activity, and the percentage of the revised budget utilized through the end of the previous month. The funds outlined in the report are the three legally adopted budgets the board must approve annually (general fund, child nutrition fund, and debt service fund). There are also two additional pages to show the year-to-date activities for the district self-insurance fund, including medical, dental, and workers' compensation and the district's staff housing fund. The last portion of the document outlines the district's year-to-date and anticipated cash flows throughout the fiscal year.

#### **Contact Person**

Tucker Durham, Chief Financial Officer

#### **Enclosure**

February 2025 Monthly Financial Report

# Monthly Financial Report

*As of February 28, 2025*

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF REVENUES AND EXPENDITURES**  
**CHILD NUTRITION FUND**  
*As of February 28, 2025*

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>2024-2025 FYTD Activity</b>	<b>Percent of Revised Budget</b>
<b>REVENUES</b>				
5700 Other Local Revenue	\$ 3,935,250	\$ 3,947,750	\$ 2,364,340	59.89%
5800 State Revenue	57,500	57,500	-	0.00%
5900 Federal Revenue	13,285,000	13,285,000	9,119,483	68.64%
<b>Total Revenues</b>	<b>17,277,750</b>	<b>17,290,250</b>	<b>11,483,824</b>	<b>66.42%</b>
<b>EXPENDITURES by FUNCTION</b>				
35 - Food Services	17,277,750	23,377,750	10,686,155	45.71%
<b>Total Expenditures</b>	<b>17,277,750</b>	<b>23,377,750</b>	<b>10,686,155</b>	<b>45.71%</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
7900 Other Financing Sources	-	-	1,461	
8900 Other Financing Uses	-	-	-	
<b>Net Other Financing Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>1,461</b>	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>(6,087,500)</b>	<b>799,130</b>	
<b>EXPENDITURES by OBJECT</b>				
6100 Payroll	7,635,059	7,635,059	4,168,094	54.59%
6200 Contracted Services	1,215,251	1,801,051	1,301,713	72.28%
6300 Food & Other Supplies	8,160,940	9,177,139	4,449,013	48.48%
6400 Other Operating Expenses	266,500	268,880	345,108	128.35%
6600 Capital Outlay	-	4,495,621	422,228	9.39%
<b>Total Expenditures</b>	<b>17,277,750</b>	<b>23,377,750</b>	<b>10,686,155</b>	<b>45.71%</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
7900 Other Financing Sources	-	-	1,461	
8900 Other Financing Uses	-	-	-	
<b>Net Other Financing Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>1,461</b>	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>(6,087,500)</b>	<b>799,130</b>	

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF REVENUES AND EXPENDITURES**  
**LOCAL CAPITAL PROJECTS FUND**  
*As of February 28, 2025*

	<b>Beginning Project Balance</b>	<b>Revised Budget</b>	<b>2024-2025 FYTD Activity</b>	<b>Percent of Revised Budget</b>
<b>REVENUES</b>				
Interest Income		\$ -	\$ 334,733	0.00%
<b>Total Revenues</b>		<b>-</b>	<b>334,733</b>	<b>0.00%</b>
<b>EXPENDITURES by PROJECT</b>				
Fuel Pumps Transportation	106,527	106,527	106,527	100.00%
LHS Battery Power Backup	102,905	102,905	102,905	100.00%
LHS Parking Lot	209,576	209,576	209,576	100.00%
LHS Side Court Backstops	-	12,500	-	0.00%
MHS Parking Lot	243,432	243,432	243,432	100.00%
MHS Side Court Backstops	-	12,500	-	0.00%
Memorial Stadium Transformer Project	-	88,608	-	0.00%
Phase III RO	173,079	173,079	173,079	100.00%
Scharbauer Refresh	4,550	4,550	-	0.00%
Trane HVAC A/C Project	472,755	472,755	-	0.00%
Trane Project Phase III	442,408	442,408	278,071	62.85%
Trane Project Phase IV	4,252,027	4,252,027	3,865,479	90.91%
Non-Fixed Asset Expenditures	115,769	115,769	115,664	99.91%
Contingency	-	-	-	0.00%
<b>Total</b>	<b>6,123,027</b>	<b>6,236,635</b>	<b>5,094,733</b>	<b>81.69%</b>
<b>Ending Estimated Fund Balance</b>		<b>(6,236,635)</b>	<b>(4,760,000)</b>	
<b>Beginning Fund Balance</b>		<b>(9,380,463)</b>		
<b>Transfer In</b>		<b>-</b>		
<b>Net Change in Budget Balance</b>		<b>3,143,827.61</b>		

**MIDLAND INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES AND EXPENDITURES**

**SELF INSURANCE FUND**

As of February 28, 2025

	2024-2025 FYTD Activity <b>MEDICAL</b>	2024-2025 FYTD Activity <b>DENTAL</b>	2024-2025 FYTD Activity <b>WORKERS COMP</b>	2024-2025 FYTD Activity <b>TOTAL</b>
<b>REVENUES</b>				
Premiums Collected	\$ 15,554,910	\$ 817,750	\$ 1,480,203	\$ 17,852,863
Stop/Loss Rebates	121,492	-	-	121,492
Interest Income	145,078	-	-	145,078
<b>Total Revenues</b>	<b>15,821,479</b>	<b>817,750</b>	<b>1,480,203</b>	<b>18,119,432</b>
<b>EXPENDITURES</b>				
Medical/Dental/Workers Comp Claims	10,148,307	660,600	440,133	11,249,040
RX Claims	5,480,987	-	-	5,480,987
MISD Care Clinic	145,214	-	-	145,214
Claims Administration: BCBS/TASB	159,439	-	-	159,439
Other Administrative Expenses: TPA Fees	67,980	-	64,975	132,955
Stop/Loss	996,819	-	159,457	1,156,276
<b>Total Expenditures</b>	<b>16,998,746</b>	<b>660,600</b>	<b>664,565</b>	<b>18,323,911</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(1,177,267)</b>	<b>157,151</b>	<b>815,638</b>	<b>(204,478)</b>

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF REVENUES AND EXPENDITURES**

**HOUSING FUND**

As of February 28, 2025

	2024-2025 FYTD Activity	2024-2025 FYTD Activity	2024-2025 FYTD Activity TOWN & COUNTRY	2024-2025 FYTD Activity
	<u>STONEGATE</u>	<u>SIMPATICO</u>	<u>TOWN &amp; COUNTRY</u>	<u>TOTAL</u>
<b>REVENUES</b>				
Donations	\$ -	\$ -	\$ -	\$ -
Rental Income	2,600	145,460	174,087	322,147
Operating Transfers In	-	-	-	-
Misc. Income	-	-	-	-
<b>Total Revenues</b>	<u>2,600</u>	<u>145,460</u>	<u>174,087</u>	<u>322,147</u>
<b>EXPENDITURES</b>				
6200 Professional & Contracted Services	78,227	92,588	107,909	278,724
6300 Supplies & Materials	-	-	-	-
6400 Other Operating Expenses	300	16,452	56,192	72,944
6600 Capital Outlay	-	-	-	-
<b>Total Expenditures</b>	<u>78,527</u>	<u>109,040</u>	<u>164,101</u>	<u>351,669</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<u>(75,927)</u>	<u>36,421</u>	<u>9,985</u>	<u>(29,521)</u>

# Cash Flow Year-to-Date

*As of February 28, 2025*

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**CASH FLOW YEAR-TO-DATE**  
**GENERAL FUND**  
*As of February 28, 2025*

	<b>JULY</b> <i>ACTUAL</i>	<b>AUGUST</b> <i>ACTUAL</i>	<b>SEPTEMBER</b> <i>ACTUAL</i>	<b>OCTOBER</b> <i>ACTUAL</i>	<b>NOVEMBER</b> <i>ACTUAL</i>	<b>DECEMBER</b> <i>ACTUAL</i>	<b>JANUARY</b> <i>ACTUAL</i>	<b>FEBRUARY</b> <i>ACTUAL</i>	<b>MARCH</b> <i>Projected</i>	<b>APRIL</b> <i>Projected</i>	<b>MAY</b> <i>Projected</i>	<b>JUNE</b> <i>Projected</i>	<b>YEAR-END</b> <i>Projected</i>
<b>RECEIPTS</b>													
Local Revenue													
Tax Collections	148,407	168,073	701,610	1,530,677	17,764,140	28,760,735	72,605,991	125,563,507	26,000,000	5,000,000	2,000,000	3,000,000	283,243,139
Interest Income	1,446,677	1,092,291	826,663	672,177	576,246	575,558	674,848	934,949	1,637,536	1,660,774	1,563,825	1,434,562	13,096,105
Other Local Revenue	559,909	644,418	743,240	957,844	676,913	665,631	1,193,487	1,615,394	500,000	500,000	500,000	500,000	9,056,837
State Revenue													
Available School Fund	-	-	1,058,742	1,089,722	1,084,559	1,864,481	-	-	1,000,000	300,000	3,500,000	-	9,897,504
Foundation & Misc	-	-	1,820,401	434,303	-	-	-	-	-	-	-	-	2,254,704
Federal Revenue													
MAC/SHARS	2,524	31,577	59,551	74,164	46,910	14,316	17,126	-	40,000	40,000	40,000	40,000	406,169
Other Federal Funds	7,110	-	3,791	14,215	7,108	7,108	7,108	7,108	7,000	7,000	7,000	7,000	81,546
Prior Year Revenue													
PY Tax Collections	868,427	787,844	-	-	-	-	-	-	-	-	-	-	1,656,271
PY State Revenue	688,201	13,238,683	-	-	-	-	-	-	-	-	-	-	13,926,884
PY Federal Revenue	-	-	-	1,778,384	-	-	-	-	-	-	-	-	1,778,384
<b>Total Cash Inflows</b>	<b>3,721,256</b>	<b>15,962,887</b>	<b>5,213,998</b>	<b>6,551,485</b>	<b>20,155,875</b>	<b>31,887,829</b>	<b>74,498,559</b>	<b>128,120,958</b>	<b>29,184,536</b>	<b>7,507,774</b>	<b>7,610,825</b>	<b>4,981,562</b>	<b>335,397,543</b>
<b>DISBURSEMENTS</b>													
Payroll	10,707,703	11,274,402	11,738,755	12,034,121	12,370,204	15,158,177	11,555,972	13,105,498	11,800,000	11,800,000	14,000,000	11,800,000	147,344,832
Accounts Payable	8,468,498	26,091,235	12,108,586	16,241,835	13,080,213	12,764,312	13,101,335	11,502,606	13,000,000	14,000,000	18,000,000	19,000,000	177,358,620
Other (Whse, Prepaid, etc)	-	(1,692)	(76)	(1,999)	-	(2,351)	(2,160.98)	-	-	-	-	-	(8,279)
PY AP	2,381,384	448,895	-	-	-	-	-	-	-	-	-	-	2,830,279
PY Chapter 49	-	89,956,793	-	-	(56,141)	-	-	-	-	-	-	-	89,900,652
<b>Total Cash Outflows</b>	<b>21,557,585</b>	<b>127,769,633</b>	<b>23,847,265</b>	<b>28,273,958</b>	<b>25,394,275</b>	<b>27,920,137</b>	<b>24,655,146</b>	<b>24,608,104</b>	<b>24,800,000</b>	<b>25,800,000</b>	<b>32,000,000</b>	<b>30,800,000</b>	<b>417,426,104</b>
<b>Net Cash Flow</b>	<b>(17,836,329)</b>	<b>(111,806,747)</b>	<b>(18,633,267)</b>	<b>(21,722,473)</b>	<b>(5,238,400)</b>	<b>3,967,691</b>	<b>49,843,413</b>	<b>103,512,854</b>	<b>4,384,536</b>	<b>(18,292,226)</b>	<b>(24,389,175)</b>	<b>(25,818,438)</b>	<b>(82,028,560)</b>
<b>RECONCILIATION</b>													
<b>Beginning Cash Balance</b>	<b>331,272,346</b>	<b>309,946,329</b>	<b>198,764,562</b>	<b>176,939,502</b>	<b>151,251,099</b>	<b>149,631,770</b>	<b>154,368,078</b>	<b>214,445,060</b>	<b>308,968,975</b>	<b>313,353,511</b>	<b>295,061,284</b>	<b>270,672,109</b>	<b>331,272,346</b>
Monthly Net Cash Flow	(17,836,329)	(111,806,747)	(18,633,267)	(21,722,473)	(5,238,400)	3,967,691	49,843,413	103,512,854	4,384,536	(18,292,226)	(24,389,175)	(25,818,438)	(82,028,560)
Payroll for Other Funds	(819,397)	(807,422)	(839,461)	(834,700)	(852,366)	(1,142,150)	(812,040)	(824,577)	-	-	-	-	(6,932,112)
AP for Other Funds	(2,589,970)	(16,032,365)	(5,692,462)	(5,738,821)	(2,643,319)	(1,240,027)	(1,131,120)	(1,145,307)	-	-	-	-	(36,213,392)
Receipts for Other Funds	1,580,252	458,258	5,471,998	8,085,660	2,838,100	3,185,272	2,820,038	6,555,843	-	-	-	-	30,995,421
Transfers In/Out Other Funds	(2,576,733)	11,443,016	(1,835,664)	(2,535,568)	4,328,451	(107,752)	9,478,143	(14,532,330)	-	-	-	-	3,661,563
Outstanding Checks	2,205,412	7,733,797	3,901,828	906,591	802,180	820,809	653,200	361,168	-	-	-	-	17,384,983
AP Issued in Prior & Cleared	(1,231,286)	(464,654)	(4,192,898)	(343,221)	(767,928)	(659,010)	(56,274)	594,208	-	-	-	-	(7,121,064)
PR Issued in Prior & Cleared	(57,966)	(1,705,650)	(5,134)	(3,505,872)	(86,045)	(88,526)	(718,376)	2,055	-	-	-	-	(6,165,513)
<b>Ending Cash Balance</b>	<b>309,946,329</b>	<b>198,764,562</b>	<b>176,939,502</b>	<b>151,251,099</b>	<b>149,631,770</b>	<b>154,368,078</b>	<b>214,445,060</b>	<b>308,968,975</b>	<b>313,353,511</b>	<b>295,061,284</b>	<b>270,672,109</b>	<b>244,853,671</b>	<b>244,853,671</b>

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF REVENUES AND EXPENDITURES**

**GENERAL FUND**

As of February 28, 2025

	Original Budget	Revised Budget	2024-2025 FYTD Activity	Percent of Revised Budget
<b>REVENUES</b>				
5710 Ad Valorem Taxes	\$ 321,544,406	\$ 329,935,695	\$ 248,266,762	75.25%
5700 Other Local Revenue	16,806,748	17,738,787	13,550,355	76.39%
5800 State Revenue	18,905,031	24,283,810	7,090,336	29.20%
5831 TRS On-Behalf	10,742,905	10,750,540	7,822,875	72.77%
5900 Federal Revenue	1,219,276	1,219,276	653,178	53.57%
<b>Total Revenues</b>	<b>369,218,366</b>	<b>383,928,108</b>	<b>277,383,506</b>	<b>72.25%</b>
<b>EXPENDITURES by FUNCTION</b>				
11 - Instructional Services	182,106,459	183,287,482	108,839,823	59.38%
12 - Instructional Resources and Media Services	3,471,082	3,475,908	1,949,997	56.10%
13 - Staff Development	5,152,769	5,291,983	4,350,883	82.22%
21 - Instructional Administration	7,879,559	8,154,015	4,422,608	54.24%
23 - Campus Administration	16,844,981	16,861,016	9,986,242	59.23%
31 - Guidance and Counseling	13,244,624	14,839,809	8,004,581	53.94%
32 - Social Services	816,045	816,045	389,373	47.71%
33 - Health Services	3,950,812	3,951,848	2,154,055	54.51%
34 - Student (Pupil) Transportation	9,517,891	9,867,668	5,473,706	55.47%
35 - Food Services	232,650	232,650	176,950	76.06%
36 - Cocurricular / Extracurricular Activities	9,884,785	9,916,897	5,093,504	51.36%
41 - General Administration	8,992,032	9,411,801	5,631,359	59.83%
51 - Plant Maintenance and Operation	47,348,467	45,842,091	25,195,621	54.96%
52 - Security and Monitoring Services	7,338,925	8,157,233	5,618,752	68.88%
53 - Data Processing Services	7,902,408	7,125,896	4,608,883	64.68%
61 - Community Services	1,657,344	1,661,740	812,329	48.88%
71 - Debt Services	3,503,285	4,285,877	2,682,464	62.59%
81 - Facilities Acquisition and Construction	-	472,999	472,473	99.89%
91 - Contract Instructional Services (Ch. 49 Recap)	78,418,965	87,224,540	58,149,693	66.67%
99 - Intergovernmental Charges	3,509,476	3,509,476	2,610,789	74.39%
<b>Total Expenditures</b>	<b>411,772,559</b>	<b>424,386,974</b>	<b>256,624,084</b>	<b>60.47%</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
7900 Other Financing Sources	-	1,602,745	1,621,495	
8900 Other Financing Uses	-	-	-	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(42,554,193)</b>	<b>(38,856,121)</b>	<b>22,380,917</b>	
<b>EXPENDITURES by OBJECT</b>				
6100 Payroll	241,826,275	241,557,045	141,241,144	58.47%
6200 Contracted Services	55,886,466	56,999,729	35,554,920	62.38%
6224 Ch. 49 Recapture Payment	78,418,965	87,224,540	58,149,693	66.67%
6300 Supplies	16,343,653	15,265,992	6,820,289	44.68%
6400 Other Operating Expenses	11,824,401	12,248,840	7,871,292	64.26%
6500 Debt Service	3,503,285	4,285,877	2,682,464	62.59%
6600 Capital Outlay	3,969,514	6,804,951	4,304,281	63.25%
<b>Total Expenditures</b>	<b>411,772,559</b>	<b>424,386,974</b>	<b>256,624,084</b>	<b>60.47%</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
7900 Other Financing Sources	-	1,602,745	1,621,495	
8900 Other Financing Uses	-	-	-	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(42,554,193)</b>	<b>(38,856,121)</b>	<b>22,380,917</b>	

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF REVENUES AND EXPENDITURES**

**DEBT SERVICE FUND**

As of February 28, 2025

	Original Budget	Revised Budget	2024-2025 FYTD Activity	Percent of Revised Budget
<b>REVENUES</b>				
5710 Ad Valorem Taxes	\$ 99,144,577	\$ 99,144,577	\$ 77,910,250	78.58%
5700 Other Local Revenue	2,000,000	2,000,000	1,269,553	63.48%
5800 State Revenue	520,485	520,485	412,544	79.26%
<b>Total Revenues</b>	<b>101,665,062</b>	<b>101,665,062</b>	<b>79,592,347</b>	<b>78.29%</b>
<b>EXPENDITURES by FUNCTION</b>				
71 - Debt Service (Principal)	29,725,000	29,712,000	29,010,000	97.64%
71 - Debt Service (Interest)	38,685,780	38,685,780	36,788,556	95.10%
71 - Bond Issuance Cost and Fees	33,254,282	105,127,520	105,116,020	99.99%
<b>Total Expenditures</b>	<b>101,665,062</b>	<b>173,525,300</b>	<b>170,914,576</b>	<b>98.50%</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
7900 Other Financing Sources	-	-	-	
8900 Other Financing Uses	-	-	-	
<b>Net Other Financing Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>(71,860,238)</b>	<b>(91,322,230)</b>	
<b>EXPENDITURES by OBJECT</b>				
6500 Debt Service	101,665,062	173,525,300	170,914,576	98.50%
<b>Total Expenditures</b>	<b>101,665,062</b>	<b>173,525,300</b>	<b>170,914,576</b>	<b>98.50%</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
7900 Other Financing Sources	-	-	-	
8900 Other Financing Uses	-	-	-	
<b>Net Other Financing Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>(71,860,238)</b>	<b>(91,322,230)</b>	

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**CASH FLOW YEAR-TO-DATE**  
**GENERAL FUND**  
*As of February 28, 2025*

	JULY ACTUAL	AUGUST ACTUAL	SEPTEMBER ACTUAL	OCTOBER ACTUAL	NOVEMBER ACTUAL	DECEMBER ACTUAL	JANUARY ACTUAL	FEBRUARY ACTUAL	MARCH Projected	APRIL Projected	MAY Projected	JUNE Projected	YEAR-END Projected
<b>RECEIPTS</b>													
Local Revenue													
Tax Collections	148,407	168,073	701,610	1,530,677	17,764,140	28,760,735	72,605,991	125,563,507	26,000,000	5,000,000	2,000,000	3,000,000	283,243,139
Interest Income	1,446,677	1,092,291	826,663	672,177	576,246	575,558	674,848	934,949	1,637,536	1,660,774	1,563,825	1,434,562	13,096,105
Other Local Revenue	559,909	644,418	743,240	957,844	676,913	665,631	1,193,487	1,615,394	500,000	500,000	500,000	500,000	9,056,837
State Revenue													
Available School Fund	-	-	1,058,742	1,089,722	1,084,559	1,864,481	-	-	1,000,000	300,000	3,500,000	-	9,897,504
Foundation & Misc	-	-	1,820,401	434,303	-	-	-	-	-	-	-	-	2,254,704
Federal Revenue													
MAC/SHARS	2,524	31,577	59,551	74,164	46,910	14,316	17,126	-	40,000	40,000	40,000	40,000	406,169
Other Federal Funds	7,110	-	3,791	14,215	7,108	7,108	7,108	7,108	7,000	7,000	7,000	7,000	81,546
Prior Year Revenue													
PY Tax Collections	868,427	787,844	-	-	-	-	-	-	-	-	-	-	1,656,271
PY State Revenue	688,201	13,238,683	-	-	-	-	-	-	-	-	-	-	13,926,884
PY Federal Revenue	-	-	-	1,778,384	-	-	-	-	-	-	-	-	1,778,384
<b>Total Cash Inflows</b>	<b>3,721,256</b>	<b>15,962,887</b>	<b>5,213,998</b>	<b>6,551,485</b>	<b>20,155,875</b>	<b>31,887,829</b>	<b>74,498,559</b>	<b>128,120,958</b>	<b>29,184,536</b>	<b>7,507,774</b>	<b>7,610,825</b>	<b>4,981,562</b>	<b>335,397,543</b>
<b>DISBURSEMENTS</b>													
Payroll	10,707,703	11,274,402	11,738,755	12,034,121	12,370,204	15,158,177	11,555,972	13,105,498	11,800,000	11,800,000	14,000,000	11,800,000	147,344,832
Accounts Payable	8,468,498	26,091,235	12,108,586	16,241,835	13,080,213	12,764,312	13,101,335	11,502,606	13,000,000	14,000,000	18,000,000	19,000,000	177,358,620
Other (Whse, Prepaid, etc)	-	(1,692)	(76)	(1,999)	-	(2,351)	(2,160.98)	-	-	-	-	-	(8,279)
PY AP	2,381,384	448,895	-	-	-	-	-	-	-	-	-	-	2,830,279
PY Chapter 49	-	89,956,793	-	-	(56,141)	-	-	-	-	-	-	-	89,900,652
<b>Total Cash Outflows</b>	<b>21,557,585</b>	<b>127,769,633</b>	<b>23,847,265</b>	<b>28,273,958</b>	<b>25,394,275</b>	<b>27,920,137</b>	<b>24,655,146</b>	<b>24,608,104</b>	<b>24,800,000</b>	<b>25,800,000</b>	<b>32,000,000</b>	<b>30,800,000</b>	<b>417,426,104</b>
<b>Net Cash Flow</b>	<b>(17,836,329)</b>	<b>(111,806,747)</b>	<b>(18,633,267)</b>	<b>(21,722,473)</b>	<b>(5,238,400)</b>	<b>3,967,691</b>	<b>49,843,413</b>	<b>103,512,854</b>	<b>4,384,536</b>	<b>(18,292,226)</b>	<b>(24,389,175)</b>	<b>(25,818,438)</b>	<b>(82,028,560)</b>
<b>RECONCILIATION</b>													
<b>Beginning Cash Balance</b>	<b>331,272,346</b>	<b>309,946,329</b>	<b>198,764,562</b>	<b>176,939,502</b>	<b>151,251,099</b>	<b>149,631,770</b>	<b>154,368,078</b>	<b>214,445,060</b>	<b>308,968,975</b>	<b>313,353,511</b>	<b>295,061,284</b>	<b>270,672,109</b>	<b>331,272,346</b>
Monthly Net Cash Flow	(17,836,329)	(111,806,747)	(18,633,267)	(21,722,473)	(5,238,400)	3,967,691	49,843,413	103,512,854	4,384,536	(18,292,226)	(24,389,175)	(25,818,438)	(82,028,560)
Payroll for Other Funds	(819,397)	(807,422)	(839,461)	(834,700)	(852,366)	(1,142,150)	(812,040)	(824,577)	-	-	-	-	(6,932,112)
AP for Other Funds	(2,589,970)	(16,032,365)	(5,692,462)	(5,738,821)	(2,643,319)	(1,240,027)	(1,131,120)	(1,145,307)	-	-	-	-	(36,213,392)
Receipts for Other Funds	1,580,252	458,258	5,471,998	8,085,660	2,838,100	3,185,272	2,820,038	6,555,843	-	-	-	-	30,995,421
Transfers In/Out Other Funds	(2,576,733)	11,443,016	(1,835,664)	(2,535,568)	4,328,451	(107,752)	9,478,143	(14,532,330)	-	-	-	-	3,661,563
Outstanding Checks	2,205,412	7,733,797	3,901,828	906,591	802,180	820,809	653,200	361,168	-	-	-	-	17,384,983
AP Issued in Prior & Cleared	(1,231,286)	(464,654)	(4,192,898)	(343,221)	(767,928)	(659,010)	(56,274)	594,208	-	-	-	-	(7,121,064)
PR Issued in Prior & Cleared	(57,966)	(1,705,650)	(5,134)	(3,505,872)	(86,045)	(88,526)	(718,376)	2,055	-	-	-	-	(6,165,513)
<b>Ending Cash Balance</b>	<b>309,946,329</b>	<b>198,764,562</b>	<b>176,939,502</b>	<b>151,251,099</b>	<b>149,631,770</b>	<b>154,368,078</b>	<b>214,445,060</b>	<b>308,968,975</b>	<b>313,353,511</b>	<b>295,061,284</b>	<b>270,672,109</b>	<b>244,853,671</b>	<b>244,853,671</b>

**MIDLAND INDEPENDENT SCHOOL DISTRICT**  
**CASH FLOW YEAR-TO-DATE**  
**DEBT SERVICE FUND**  
*As of February 28, 2025*

	<b>JULY</b>	<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>	<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	<b>YEAR-END</b>
	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>
<b>RECEIPTS</b>													
Local Revenue													
Tax Collections	233,686	40,495	192,004	467,554	5,546,997	9,012,090	22,797,190	39,487,107	8,000,000	1,000,000	250,000	600,000	87,627,122
Interest Income	525,302	246,825	43,129	43,094	53,246	83,370	125,831	148,755	491,108	493,042	516,125	503,867	3,273,695
State Revenue	-	-	-	-	412,544	-	-	-	-	-	-	-	412,544
PY Tax Collections	38,551	218,579	-	-	-	-	-	-	-	-	-	-	257,130
<b>Total Cash Inflows</b>	<b>797,538</b>	<b>505,899</b>	<b>235,133</b>	<b>510,649</b>	<b>6,012,788</b>	<b>9,095,460</b>	<b>22,923,022</b>	<b>39,635,861</b>	<b>8,491,108</b>	<b>1,493,042</b>	<b>766,125</b>	<b>1,103,867</b>	<b>91,570,491</b>
<b>DISBURSEMENTS</b>													
Debt Service Payment	-	2,270,545	-	-	-	-	-	63,528,011	-	-	-	-	65,798,556
Debt Service Fees	-	105,114,520	5,680	-	-	500	500	-	-	-	-	-	105,121,200
PY AP	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Outflows</b>	<b>-</b>	<b>107,385,065</b>	<b>5,680</b>	<b>-</b>	<b>-</b>	<b>500</b>	<b>500</b>	<b>63,528,011</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>170,919,756</b>
<b>Net Cash Flow</b>	<b>797,538</b>	<b>(106,879,166)</b>	<b>229,453</b>	<b>510,649</b>	<b>6,012,788</b>	<b>9,094,960</b>	<b>22,922,522</b>	<b>(23,892,150)</b>	<b>8,491,108</b>	<b>1,493,042</b>	<b>766,125</b>	<b>1,103,867</b>	<b>(79,349,265)</b>
<b>RECONCILIATION</b>													
<b>Beginning Cash Balance</b>	<b>115,901,373</b>	<b>116,698,911</b>	<b>9,895,977</b>	<b>10,125,430</b>	<b>10,636,078</b>	<b>16,236,322</b>	<b>26,107,602</b>	<b>39,303,407</b>	<b>25,459,775</b>	<b>33,950,883</b>	<b>35,443,925</b>	<b>36,210,050</b>	<b>115,901,373</b>
Monthly Net Cash Flow	797,538	(106,879,166)	229,453	510,649	6,012,788	9,094,960	22,922,522	(23,892,150)	8,491,108	1,493,042	766,125	1,103,867	(79,349,265)
Transfer to other funds	-	76,232	-	-	(412,544)	776,320	(9,726,717)	10,048,518	-	-	-	-	761,809
Outstanding Checks	-	-	-	-	-	-	-	-	-	-	-	-	-
AP Issued in Prior & Cleared	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash Balance</b>	<b>116,698,911</b>	<b>9,895,977</b>	<b>10,125,430</b>	<b>10,636,078</b>	<b>16,236,322</b>	<b>26,107,602</b>	<b>39,303,407</b>	<b>25,459,775</b>	<b>33,950,883</b>	<b>35,443,925</b>	<b>36,210,050</b>	<b>37,313,917</b>	<b>37,313,917</b>





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Shannon Torres, Executive Director of School Leadership

**Subject:** Approval of the 2025-2026 Early College High School Academic Calendar

### Consent Item

#### Financial Impact

None

#### Executive Summary

Early College High School designed an academic calendar that aligns with Midland College. The calendar includes:

- 187 teacher contract days
- Meets TEA’s minute requirement of 75,600 minutes
- Includes two bad weather days

Early College collaborated with staff, students, parents, and Midland College to build the academic calendar.

This is the 4th year that Early College High School has established a school calendar to align with Midland College.

	MISD	ECHS
Regular Bell Schedule	8:40-4:10	7:55-3:45
Early Release Bell Schedule	8:40-1:00	7:55-12:30
First Day of School	8/19/2025	8/19/2025
Last Day	5/22/2026	5/15/2026
Bad Weather Days	3/6/2026	2/6/2026
	4/6/2026	3/6/2026
Labor Day	9/1/2025	9/1/2025
Thanksgiving Break	11/24/2025-11/28/2025	11/26/2025-11/2/2025
Christmas Break	12/22/2025-1/6/2026	12/22/2025-1/6/2026
MLK, Jr. Day	1/19/2026	1/19/2026
Spring Break	3/9/2026-3/13/2026	3/9/2026-3/13/2026
Good Friday	4/3/2026	4/3/2026
Memorial Day	5/25/2026	5/25/2026
Total Instructional Days	167	165
Total Instructional Minutes	15275670	77,550



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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**Contact Person**

Shannon Torres, Executive Director of School Leadership

**Enclosure**

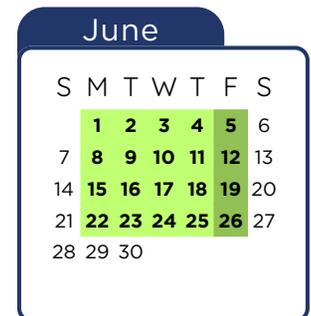
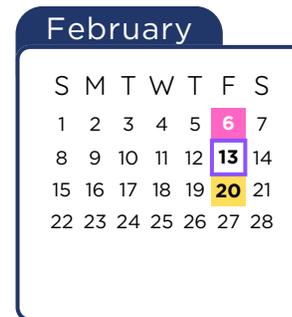
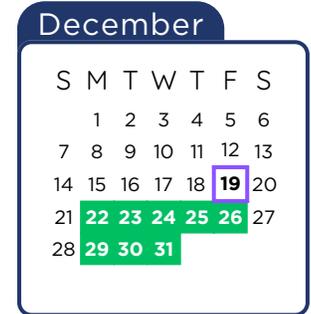
2025-2026 ECHS Academic Calendar

# 2025 -2026 EARLY COLLEGE ACADEMIC CALENDAR



## Dates & Holidays

7/31 & 8/1	New Employee Orientation (No School)
8/4-8/18	Professional Learning (No School)
8/19	First Day of School
9/1	Labor Day (No School)
9/19	End of 1st Six-Weeks
9/26	Parent Teacher Conference (No School)
10/17	Professional Learning (No School)
10/31	End of 2nd Six-Weeks
11/7	Professional Learning (No School)
11/26-11/28	Thanksgiving Break (No School for Students)
12/19	End of 3rd Six-Weeks (Early Release)
12/22-1/2	Christmas Break (No School)
1/5 & 1/6	Professional Learning (No School)
1/7	First Day of Second Semester
1/19	MLK, JR. Day (No School)
2/6	Bad Weather Day (No School)
2/13	End of 4th Six Weeks
2/20	Professional Learning (No School)
3/6	Bad Weather Day (No School)
3/9-3/13	Spring Break (No School)
4/2	End of 5th Six-Weeks
4/3	Good Friday (No School)
5/15	End of 6th Six-Weeks (Early Release)
5/19-21	Professional Learning
5/26-27	Summer Bridge (incoming 9th graders)
6/1-6/26	Summer Learning



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 New Employee Orientation
  Bad Weather Days
  Holidays

Teacher Contract Days
  Summer Learning
  Professional Learning Days

Parent/Teacher Conference
  End of Six-Weeks
  First Day of Semester





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Tucker Durham, Chief Financial Officer

**Subject:** Approval of Grant Application for Bullet-Resistant Shield

### Consent Item

#### **Financial Impact**

There will be no direct financial impact on the district; however, if the grant is approved, the district will receive approximately \$138,241 to purchase bullet-resistant shields for our police officers.

#### **Board Goal/Strategic Plan Goals**

Goal 8, Initiative 2

#### **Executive Summary**

A competitive grant opportunity has recently arisen that the district intends to apply for; however, prior to the application being finalized, the Board of Trustees must approve a resolution. The Bullet-Resistant Shield grant, if approved, will provide the district funding for the purchase of approximately fifty (50) ARC Shield CRS21 kits, NJ Rifle-rated Level III, including ARC shield accessory sling, weapon bracket kits, and shipping.

The Midland Independent School District (MISD) Police Department is actively enhancing officer training and equipment for Active Threat responses. Officers have been equipped with bulletproof vests, external carriers, and rapid-response trauma kits. With the department tripling in size over the past 18 months to meet the mandate of having an armed officer on every campus, MISD plans to purchase 50 ballistic shields for campus officers. The department also prioritizes ALERRT training, requiring all officers to complete ALERRT 1 training within six months of employment. Ongoing training in ALERRT and ballistic shield use will be conducted during staff development days.

#### **Contact Person**

Tucker Durham, Chief Financial Officer

#### **Enclosure**

Board Resolution

**BOARD RESOLUTION FOR THE MIDLAND  
INDEPENDENT SCHOOL DISTRICT**

**WHEREAS,** The Midland ISD School Board finds it in the best interest of the citizens of Midland, TX, that the MISD Bullet-Resistant Shield Grant be operated for the 2025-2026 fiscal year; and

**WHEREAS,** Midland ISD School Board agrees that in the event of loss or misuse of the Office of the Governor funds, Midland ISD School Board assures that the funds will be returned to the Office of the Governor in full.

**WHEREAS,** Midland ISD School Board designates Tucker Durham as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

**NOW THEREFORE, BE IT RESOLVED** that the Midland ISD School Board approves the submission of the grant application for the MISD Bullet-Resistant Shield Grant to the Office of the Governor.

Signed by: \_\_\_\_\_  
Midland ISD School Board President, Brandon W. Hodges

Passed and Approved this 25th day of March, 2025.

Grant Number: 5390601





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Tucker Durham, Chief Financial Officer

**Subject:** Approval of Board Resolution Authorizing the Sale of Certain Real Property

### Consent Item

**Financial Impact**

\$40,500

**Board Goal/Strategic Plan Goals**

Goal 3, Initiative 2

**Executive Summary**

The Board of Trustees approved the sale of 0.487 acres of real property adjacent to Bunche Elementary to Mid-Town AC & Heating, LLC at the June 2024 board meeting. This property is located at Carver St 0, property ID R000032882. Similar to the Mockingbird property, the district did not take a formal resolution to be executed but needs one in order to close on this transaction. The resolution reserves all minerals.

**Contact Person**

Tucker Durham, Chief Financial Officer

**Enclosure**

Resolution for Sale of Real Property

**RESOLUTION AUTHORIZING THE SALE OF REAL PROPERTY  
OF MIDLAND INDEPENDENT SCHOOL DISTRICT**

**WHEREAS**, the Board of Trustees (the “Board”) of the Midland Independent School District (the “District”) is authorized by Texas Education Code §11.151 to govern and oversee the management of the public schools in the District; and

**WHEREAS**, under Texas Education Code §11.151(c), all rights and titles to the real property of the District are vested in the Board and their successors in office; and

**WHEREAS**, pursuant to Texas Education Code §11.151(c) and 11.154(a), the Board may dispose of property that is no longer necessary for the operation of the District and may, by resolution, authorize the sale of such property; and

**WHEREAS**, the Board has determined that the property located at Carver St 0, property ID R000032882 with 0.487 acres is no longer needed for the educational purposes and operation of the District; and

**WHEREAS**, the Board finds that it is in the best interest of the District to sell the Property; and

**WHEREAS**, the Board has complied with all applicable legal requirements for the sale of the Property, including those set forth in Texas Education Code § 11.154 and Local Government Code § 272.001; and

**WHEREAS**, the Board of Trustees of the Midland Independent School District hereby reserves all rights, title, and interest in and to all oil, gas, and other minerals located on, in or under the subject property. The conveyance of the surface estate shall not include the transfer of any mineral rights.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE MIDLAND INDEPENDENT SCHOOL DISTRICT:**

**RESOLVED**, the Board finds that the Property is no longer needed for educational purposes and operation of the District; and

**RESOLVED**, the Board authorizes and directs the Superintendent or designee to take all necessary actions to complete the sale of the Property and to execute any documents necessary to effectuate the sale, including but not limited to closing documents and any required filings.

**PASSED AND APPROVED** this 25<sup>th</sup> day of March, 2025 by the Board of Trustees for the Midland Independent School District.

By: \_\_\_\_\_  
Brandon Hodges, Board President

Attest: \_\_\_\_\_  
Angel Hernandez, Board Secretary

- 8. Superintendent's Update  
Presenter: Dr. Stephanie Howard
- 9. District Informational Reports
  - A. Bond 2023 Monthly Report  
Presenter: Cortney Smith

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# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Cortney Smith, Chief of Facilities and Operations

**Subject:** Bond 2023 Monthly Report

### District Report

**Financial Impact**

N/A

**Strategic Plan Goals/Board Academic Goals**

1-5

**Executive Summary**

Presentation to provide an update on the progress of the 2023 Bond. Midland ISD is committed to providing transparency to the Board of Trustees and voters in Midland County on a monthly basis for all aspects of the approved bond of 2023. Monthly updates will include but are not limited to construction and project timelines, costs of projects and financial reports, and communication and marketing efforts.

**Contact Person**

Cortney Smith, Chief of Facilities and Operations



# **Bond 2023**

# **Monthly Update**

Cortney Smith  
March 25, 2025

# OVERALL PROGRESS

## PACKAGES:



	01	02	03	04	05	06	07	08	09	10	11	12	13
	New ES (Lone Star Trails)	New LHS + MHS Campuses	ES Renovations - Group A	MS Renovations - Group A	MS Renovations - Group B	ES Safety/Security	Midland Freshman Site	ES Renovations - Group B	MS Renovations - Group C	NOT YET ASSIGNED	NOT YET ASSIGNED	NOT YET ASSIGNED	NOT YET ASSIGNED
Bond Budget	\$53.3m	\$985.2m	\$36.6m	\$71.4m	\$34.3m	\$4.0m	\$2.0m	\$22.5m	\$47.8m				
Actual Total	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD				
% Overall Completion	65%	25%	15%	30%	20%	90%	99%	TBD	TBD				
Scheduled Finish	Aug '25	Aug '28	TBD	TBD	TBD	Mar '25	Feb '25	TBD	TBD				
Closeout							98%						
Punch/Outfit/Move-In													
Construction	50%					96%							
Construction Procurement													
Construction Documents		40%		80%	50%								
Design Development			10%										
Schematic Design													
Design Team Selected								100%	12%				

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# PKG01- Lone Star Trails ES

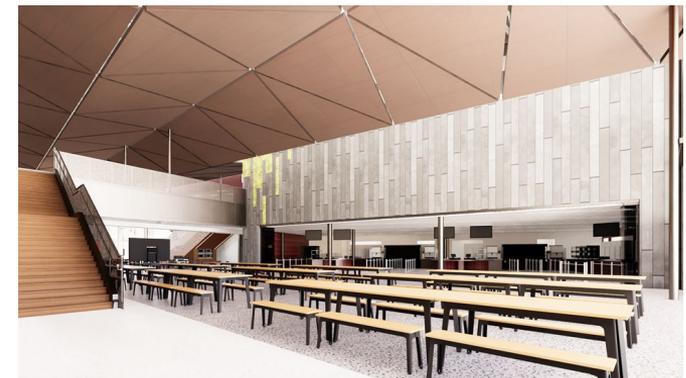
- Construction **50%** Complete
- On track for Aug 2025 Completion
- Steel erection complete
- Metal studs are **95%** complete
- Drywall has started in the classroom areas
- Roofing is **95%** complete.
- A/C unit install started 3/24
- Furniture selection is complete and procurement packaging is underway
- Working with utility companies on metering



# PKG02- New LHS Campus

## -Aug 2028 Project Completion-

- Design Development complete
- Construction documents **40% complete**
- Avalon Drive & Thomason Drive Design and coordination underway
- Working through project cost estimates
- Interior design review 3/5



# PKG02- New MHS Campus

## -Aug 2028 Project Complete-

- Clubhouse Asbestos removal complete
- Clubhouse Demolition complete
- Interior design review complete
- Tree Salvage/Relocation complete
- Construction Documents **40% complete**
- Wadley Ave expansion design in progress



# PKG03: ES Reno Group A

## Emerson, Franks, Houston, Lamar, Long, Parker, South & Travis Elementaries

- Scope to Budget/Schematic Design Phase **95% complete**
- Summer 2025 Construction Document Phase targeted completion
- Finalizing construction schedule



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Proposed Entry Renovations at Houston and Franks

# PKG04: MS Reno - Group A

## Goddard Middle School

- Construction Document Phase **80% complete**
- **Spring 2025** Construction Document complete
- Asbestos abatement scheduled for summer 2025
- Portables relocation complete
- Finalizing construction schedule



# PKG04: MS Reno - Group A

## Midland Middle School

- Construction Document Phase **80% complete**
- **Spring 2025** Construction Document completion
- Asbestos abatement scheduled for summer 2025



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# PKG05: MS Reno Group B

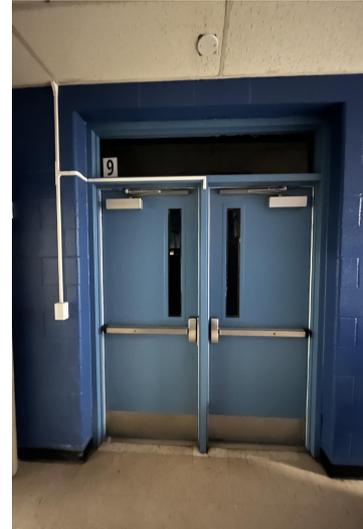
## Alamo Junior High

- Construction Documents **50% complete**
- Asbestos abatement scheduled for summer 2025
- Portable relocation is being scheduled first week of summer



# PKG06A: ES Safety (CCTV/ACS)

- Construction **96% complete**
- All camera installations complete
- Door access controls in progress
- New doors arrived, installation in progress
- New secure vestibule storefronts complete and intruder resistant film in progress



# PKG06A: ES Safety (Radios)

## Radio Repeaters and Centralized receiver for district wide communication

- Construction Complete April 2025
- FCC licensing underway
- Campus repeaters 100% complete
- Testing to be complete by March or April
- Central location (administration) repeater tower in progress



# PKG07: Midland Freshman Site

- **Project Complete**
- All construction and track installation has been completed
- Final punch list walkthrough complete
- Bleachers modified to be ADA compliant
- Closeout documents being reviewed and finalized **98% complete**



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# PKGS 8 & 9

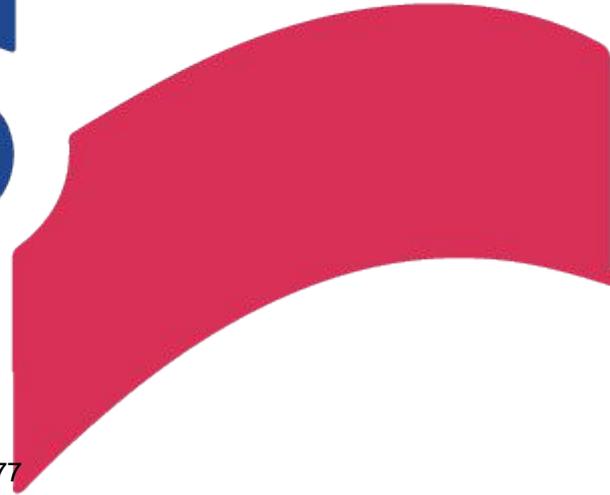
## ES Renovations - Group B (Santa Rita ES, Bush ES, Scharbauer ES & De Zavala ES)

- MWM Architects selected Sept 2024
- Scope to budget and schematic design approximately **75%** complete (package 8)
- Finalizing construction schedule
- Pre-development meeting with COM held on March 19
- Santa Rita Drive/Parking construction underway - **Spring 2025**

## MS Renovations - Group C (San Jacinto MS & Abell MS)

- JSA Architects selected November 2024
- Initial Site Surveys currently underway
- Finalizing design and construction schedule

**MADE IN**



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B. Financial and Budget Preparation for 2025-2026 Update #2  
Presenter: Tucker Durham

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# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Tucker Durham, Chief Financial Officer

**Subject:** Financial and Budget Preparation for 2025-2026 Update #2

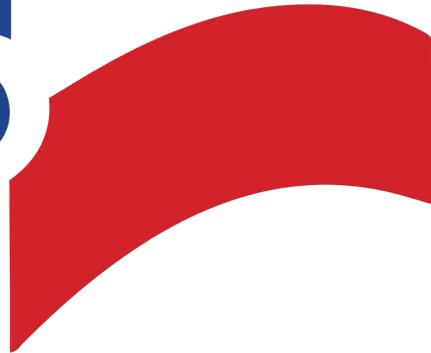
### District Report

**Executive Summary:**

Annually, the Board of Trustees is responsible for adopting a budget and setting a tax rate in order to sustain the adopted budget. The budget process is a year-long process that involves planning for the upcoming fiscal year, preparation of allocating resources then, after the adoption, requires monitoring the budget for effectiveness. A budget calendar has been developed and distributed to better outline the high-level budget process from the day the budget goes into effect to the end of the fiscal year as a roadmap for the board to be informed about. This will be an ongoing report each month leading up to the budget adoption in June, where we'll discuss assumptions, the state of the district, any legislative changes that have budget implications, and the building blocks that make up the budget for the 2025-2026 fiscal year. In December, we discussed historical data but will start focusing on assumptions for the upcoming year moving forward.

**Contact Person:**

Tucker Durham, Chief Financial Officer



**2025**

March 25, 2025

**2025-2026 Budget Preparation**

**180 Update #2**

# Legal Requirements

- Board is required to adopt an annual budget prior to July 1st
  - Fund
    - General Fund (199)
    - Child Nutrition (240)
    - Debt Service (599)
  - Function
- Board is required to set a tax rate prior to September 30th

# 2025 - 2026 District Budget Priorities

1. Sustainable Budget
2. Salary Increase
3. Data-driven budgeting based on board goals, strategic plan, and comprehensive assessment

# 2025 - 2026 Budget Planning Overview

## April

- Preliminary 2025 Taxable Values from MCAD

## May

- Compensation Study
- Approve 2025 - 2026 Compensation Plan
  - (May or June board meeting)

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## June

- Public Hearing to Discuss Proposed Budget and Tax Rate
- Board Approval of 2025 - 2026 Budget
- Final Budget Amendment for Current 2024 - 2025 Fiscal Year

# Factors Influencing Budget Process

LEGISLATIVE  
SESSION

ENROLLMENT &  
ATTENDANCE

AVAILABLE  
FEDERAL  
FUNDING

RECRUITMENT  
& RETENTION

NEW FACILITIES

INFLATION

INCREASE IN  
PROPERTY  
VALUES

UNFILLED  
POSITIONS

# Funding of Texas School Districts

## PROPERTY TAXES

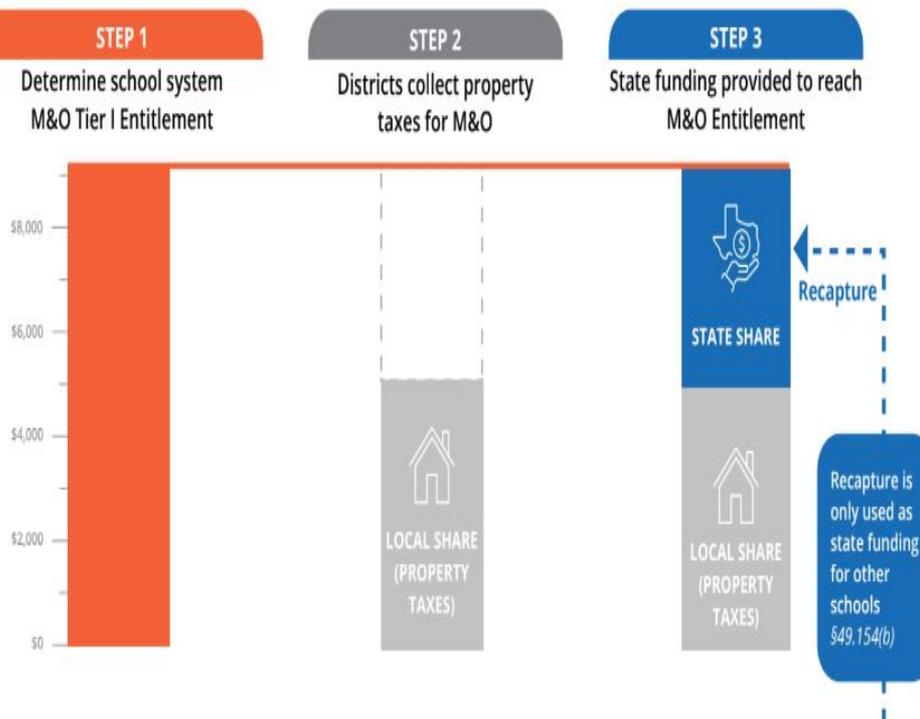
- Values determined by Midland Central Appraisal District (MCAD)
- Tax rate comprised of:
  - Maintenance and Operations (M&O)
  - Interest and Sinking (I&S)
- M&O rate
  - Maximum Compression Rate (MCR) determined by TEA annually
- Optional homestead exemption
  - 10%

## STATE AID

- Legislative state funding formula
  - Values determined by Comptroller
- Influenced by:
  - Enrollment
  - Average Daily Attendance (ADA)
  - Special Populations
  - Enrichment Pennies
  - Local Tax Effort (as property values increase, state funding decreases)
  - Property Wealth (Recapture)
- Not adjusted for inflation
  - Basic Allotment = \$6,160

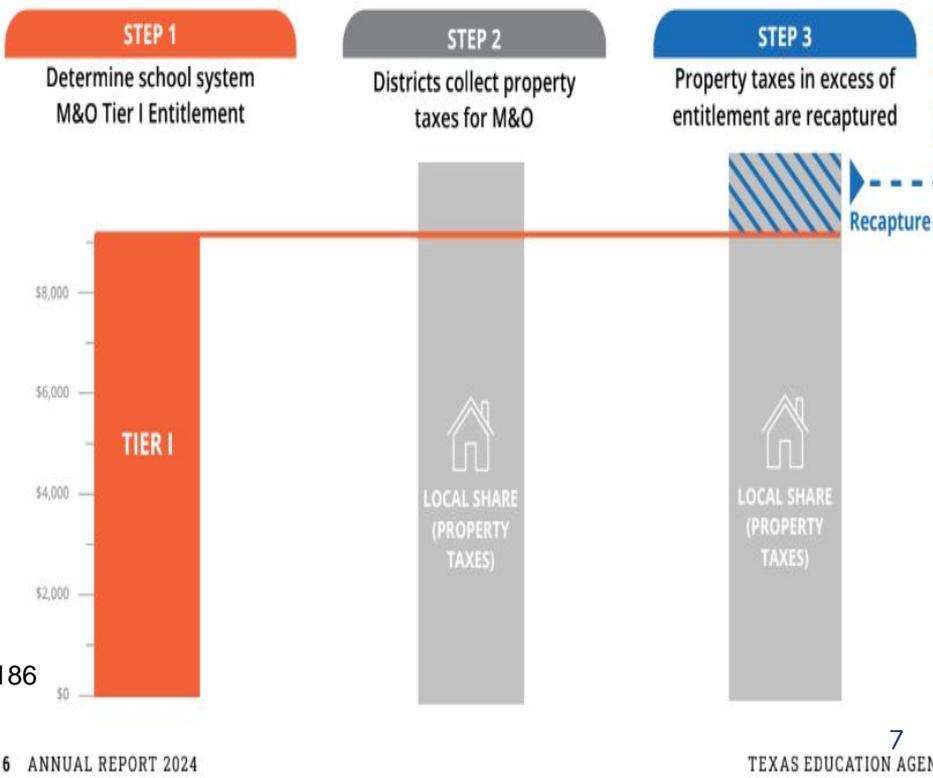
## How do property values impact school funding in Texas?

The Foundation School Program establishes a funding entitlement for all public schools in Texas to cover their annual maintenance and operational costs (M&O).<sup>14</sup> The primary funding component of M&O is referred to as Tier I and is based primarily on the number of students enrolled and attending school each day, with differentiation based upon student needs. Schools are funded at their entitlement regardless of their level of property wealth.



## How does Recapture work in Texas?

The Texas Constitution requires similar levels of funding per student for similar property tax rates. However, some school districts have very high levels of property wealth. The Foundation School Program uses a recapture mechanism to meet constitutional requirements.



# Tier One: Calculation of State Share and Excess Local Revenue

## CHAPTER 48 DISTRICT RECEIVING STATE AID

## CHAPTER 48 DISTRICT WITH LOCAL REVENUE IN EXCESS OF ENTITLEMENT

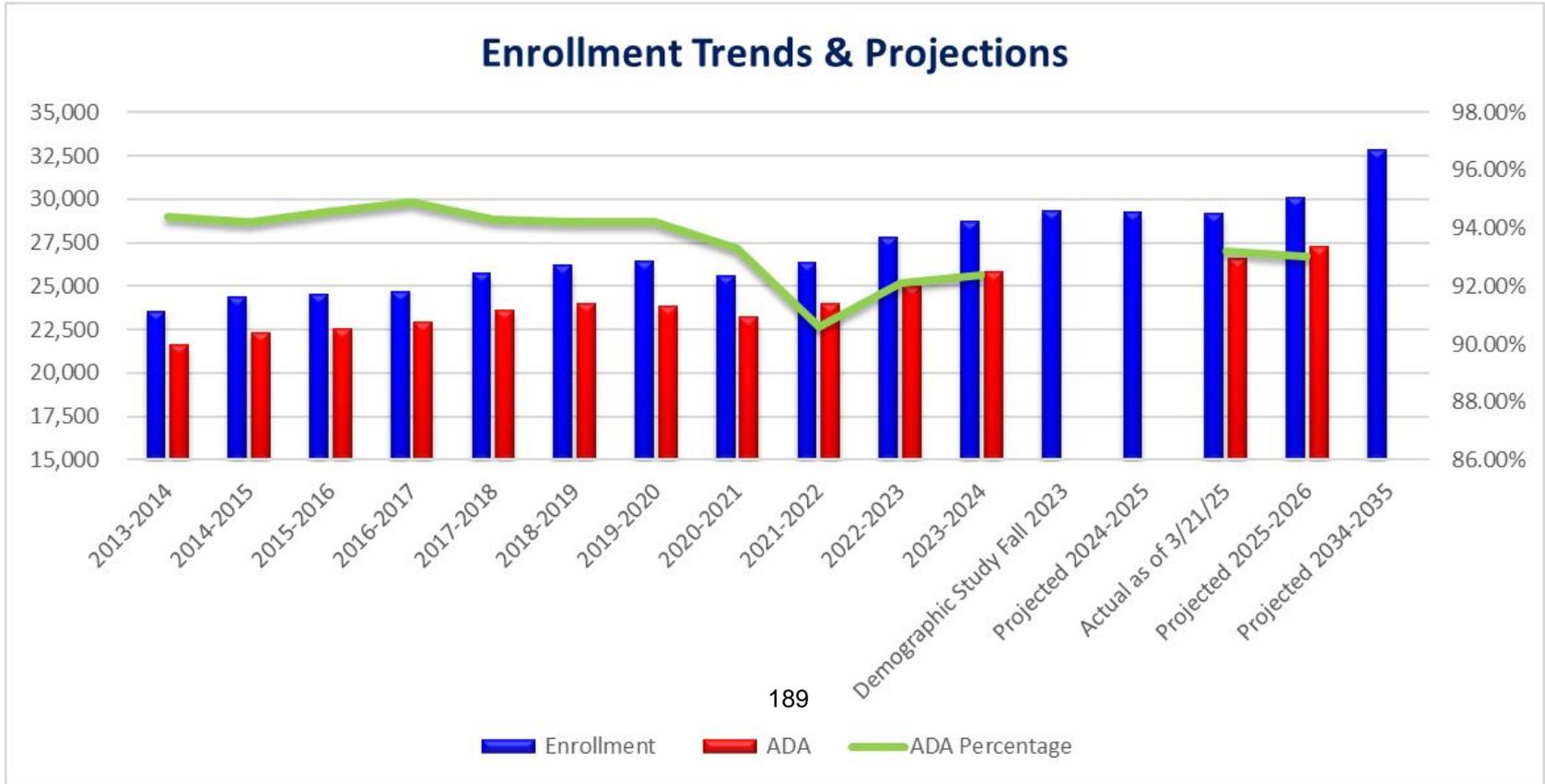
<b>Tier One Total Cost</b>	<b>\$12,000,000</b>
Current Tax Year District Property Value	\$700,000,000
Local Share at \$0.9134 MCR	\$6,393,800
<b>State Share of Tier One</b>	<b>\$5,606,200</b>

<b>Tier One Total Cost</b>	<b>\$12,000,000</b>
Current Tax Year District Property Value	\$1,400,000,000
Local Share at \$0.9134 MCR	\$12,787,600
<b>Excess Local Revenue</b>	<b>(\$787,600)</b>

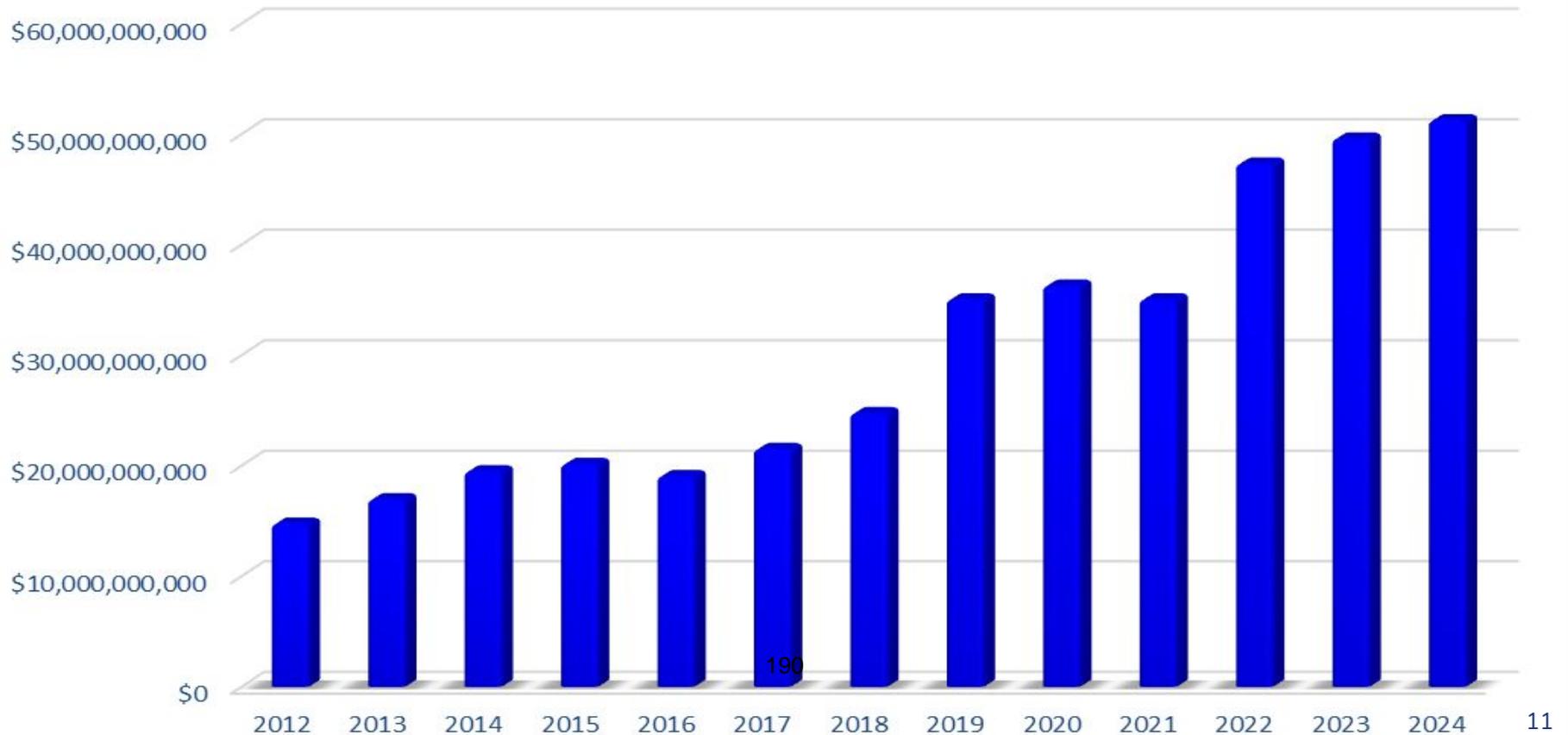
# Cost of Local Optional Homestead Exemption

- Not advocating for any changes and for informational purposes only
- School districts are allowed to adopt a local option residential homestead exemption of up to 20%
- MISD currently offers our community a 10% local optional homestead exemption
- For the 2023-24 fiscal year
  - Out of 1,014 school districts, 198 provided a local optional homestead exemption
  - 19.527% of school districts in the state offer this additional exemption to our homestead owners
- The total estimated loss of providing the additional homestead exemption is \$2,763,391
  - M&O \$528,080
  - I&S \$2,235,311

# Enrollment Trends



## Historical Certified Property Values Per Comptroller



## General Operating Fund

*Maintenance & Operations*

### Daily procedures and expenses

For schools, this includes:

- Salaries
- Utilities
- Supplies
- Repairs
- Fuel

For citizens, this is similar to:

- Groceries
- Utilities
- Minor home repairs
- Routine Services
- Car fuel



**M&O**

## Debt Services Fund

*Interest & Sinking*

### Prinpal and interest payments on debt issued

For schools, this includes:

- New construction
- Renovations
- HVAC Systems
- Roofing
- Technology

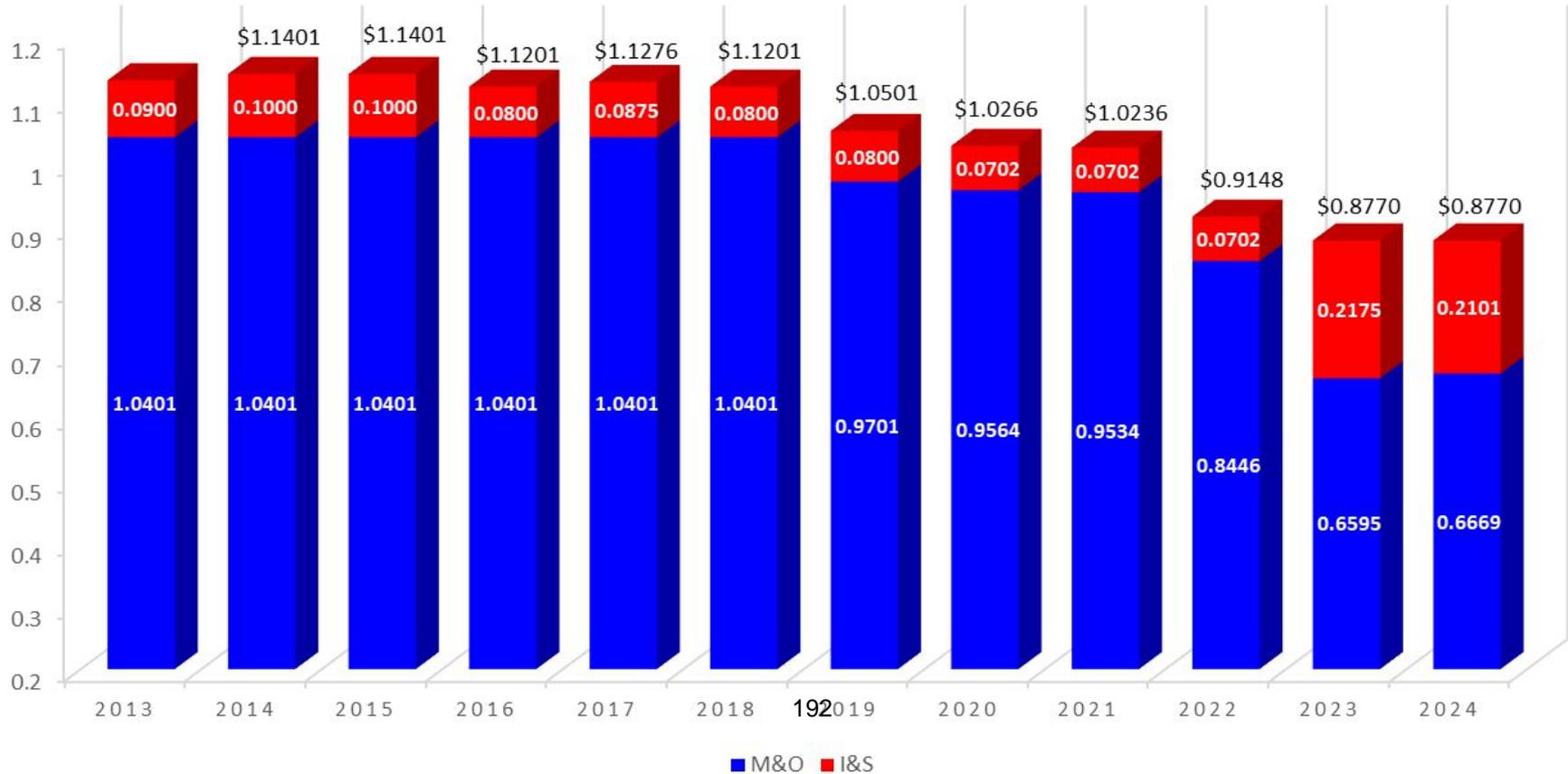
For citizens, this is similar to:

- Mortgage
- Home renovation
- Major appliances
- Land
- Car

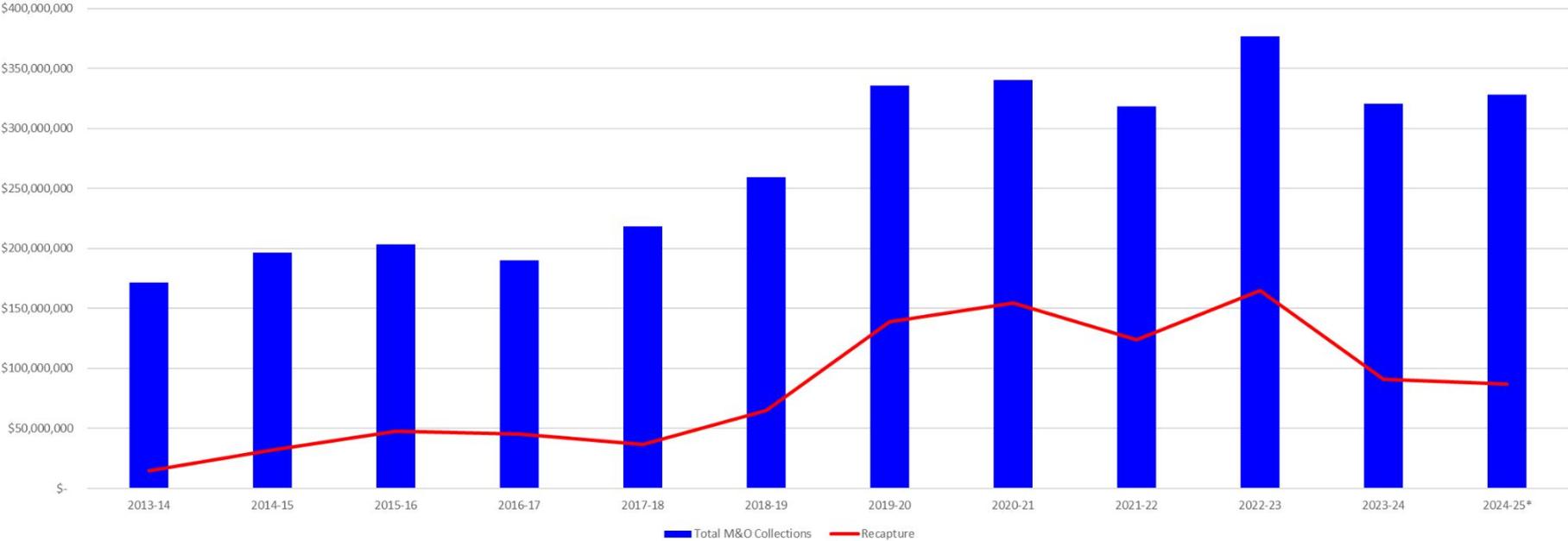


**I&S**

## HISTORICAL TAX RATES



# Tax Collections Compared to Recapture



Since 2013 - 2014

- \$914,460,401

Est. for 2024 - 2025

- \$87,224,540

Est. Total Recapture after 2024 - 2025

- \$1,001,684,941

# State Allotments Compared to Actual Expenses for Fiscal Year 2024

55%

## Special Education Allotment

- Allotment - \$21,637,526
- Actual Cost General Fund - \$22,769,407
- Underfunded (\$1,131,881)
- 105% of allotment was expensed to meet needs

N/A

## Safety & Security Allotment

- Allotment - \$857,954
- Actual Cost General Fund - \$5,457,525
- Actual Cost Grants - \$2,315,961
- Underfunded (\$4,599,571)
- 636% of allotment was expensed to meet needs

N/A

## Transportation Allotment

- Allotment - \$1,528,414
- Actual Cost - \$11,116,225
- Underfunded (\$9,587,811)
- 727% of allotment was expensed to meet needs

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# Projections for Current 2024-25 Fiscal Year

1882 FB Used to Operate Bunche/Goddard	\$ 7,255,221
ROL (rolled forward items from 23-24)	\$1,204,787.21
Rotation/One time Exp	\$10,303,093.00
Deficit for FTG	\$12,346,366.77
<b>Est. as of 6.30.25 audited financials</b>	
Nonspendable - inventories	\$ 609,209
Nonspendable - prepaid items	\$ -
Restricted - SB1882	\$ 627,312
Assigned - Construction	\$ 35,000,000
Assigned - Equipment Capital Expenses	\$ 9,696,907
Assigned - self insurance	\$ 2,000,000
Assigned - FTG	\$ 43,528,942
Unassigned	\$ 107,635,256
<b>Total fund balance</b>	<b>\$ 199,097,626</b>
	195
<b>projected ending budget of a deficit</b>	<b>\$ (31,109,468)</b>

## Main factors:

- ADA projections: 26,568
- Attendance Rate: 93%
- 313 revenue
- Higher interest rates towards beginning of year
- Utilizing REACH Network remaining fund balance
  - Bunche
  - Goddard

# Fixed/Required Cost

- Payroll
- Tax Collection & Assessment
- Insurance
  - Property
  - Auto
  - Risk Management
  - Medical
- Financial Audit
- Utilities
  - Internet
  - Water
  - Electricity
  - Gas
  - Fuel
  - Recapture

# Projections for 2025-26 Fiscal Year

Est. Deficit for 25-26 as of 3.4.25	\$	(25,958,878.66)
<b>Est. as of 6.30.26 audited financials</b>		
Nonspendable - inventories	\$	609,209
Nonspendable - prepaid items	\$ -	
Restricted - SB1882	\$	627,312
Assigned - Construction	\$	35,000,000
Assigned - Equipment Capital Expenses	\$	9,696,907
Assigned - self insurance	\$	2,000,000
Assigned - FTG	\$	17,570,064
Unassigned	\$	107,635,256
<b>Total fund balance</b>	<b>\$</b>	<b>173,138,747</b>
Assigned and Unassigned Fund Balance	\$	171,902,226

## Main factors:

- Enrollment projections: 30,103

- ADA projections: 27,311

- Attendance rate: 93%

- Might be adjusted downward, in line with historical trends

- Interest rates are continuing to fall resulting in less earnings

- Potential continuation of tax compression resulting in less tax collections to accrue interest

- New elementary facility online

- Royalty payments (new lease not included in current projections)

- Sale of real property (not included in current projections)

# Historical Average Daily Attendance (ADA)

Refined ADA Report for Midland ISD for Midland ISD for All Grades for All Instructional Tracks for 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

Year	District ID	District Name	Instructional Track	First Six Weeks		Second Six Weeks		Third Six Weeks		Fourth Six Weeks		Fifth Six Weeks		Sixth Six Weeks		Refined Total	
				ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA
2025	165901	Midland ISD	66 Tracks	26,943.499	94.7%	26,836.139	93.6%	26,684.854	93.6%	25,773.918	90.9%	0.000	0.00%	0.000	0.00%	26,559.602	93.2%
2024	165901	Midland ISD	3 Tracks	26,041.284	94.5%	25,953.147	93.0%	25,617.834	91.6%	25,552.192	91.4%	25,794.048	92.3%	25,553.354	91.8%	25,751.977	92.4%
2023	165901	Midland ISD	3 Tracks	25,165.105	93.9%	25,180.396	92.7%	24,646.838	90.7%	24,929.488	91.8%	24,947.305	92.1%	24,680.356	91.6%	24,924.915	92.1%
2022	165901	Midland ISD	2 Tracks	22,640.677	89.3%	23,476.309	91.8%	23,510.461	91.4%	22,574.496	88.0%	23,500.071	91.4%	23,504.754	91.4%	23,201.128	90.6%
2021 (Covid-19 Remote)	165901	Midland ISD	5 Tracks	23,781.285	96.3%	23,565.309	94.0%	23,212.762	92.6%	23,037.107	92.5%	23,082.123	93.1%	22,776.398	92.2%	23,242.497	93.3%
2020	165901	Midland ISD	3 Tracks	24,611.439	95.7%	24,459.719	94.5%	24,134.931	93.6%	23,996.394	93.5%	Covid-19		Covid-19		24,300.621	94.20%
2019	165901	Midland ISD	3 Tracks	24,431.901	95.9%	24,327.297	94.8%	24,070.567	94.2%	23,702.538	93.2%	23,732.092	93.6%	23,572.596	93.4%	23,972.832	94.2%
2018	165901	Midland ISD	2 Tracks	24,096.501	96.2%	23,946.291	95.1%	23,471.312	93.3%	23,335.859	92.9%	23,626.304	94.4%	23,393.787	94.2%	23,645.009	94.3%
2017	165901	Midland ISD	2 Tracks	23,310.035	96.6%	23,164.552	95.8%	22,712.825	93.9%	22,900.516	94.7%	22,755.986	94.3%	22,687.017	94.4%	22,921.822	94.9%

# Reductions for 2025-26

- Total payroll in all funds \$12,677,641.08
- Total non-payroll in all funds \$4,060,451.39
  - Total estimated savings in all funds \$16,738,092.47

The following reductions are included in the above information

- Total payroll in general fund \$10,911,832.49
- Total non-payroll in general fund \$3,950,451.39
  - Total estimated savings in the general fund \$14,862,283.88

# Planning for 2025-26 Fiscal Year

- Completed hearings for round II cuts
- Round II cuts will be finalized at the end of this month or beginning of next
- Budget hearing with cabinet members on March 20th for non-payroll budgets
- Reviewing compensation plan in depth and making adjustments as needed
  - Pay grades
  - Number of days
  - Stipends

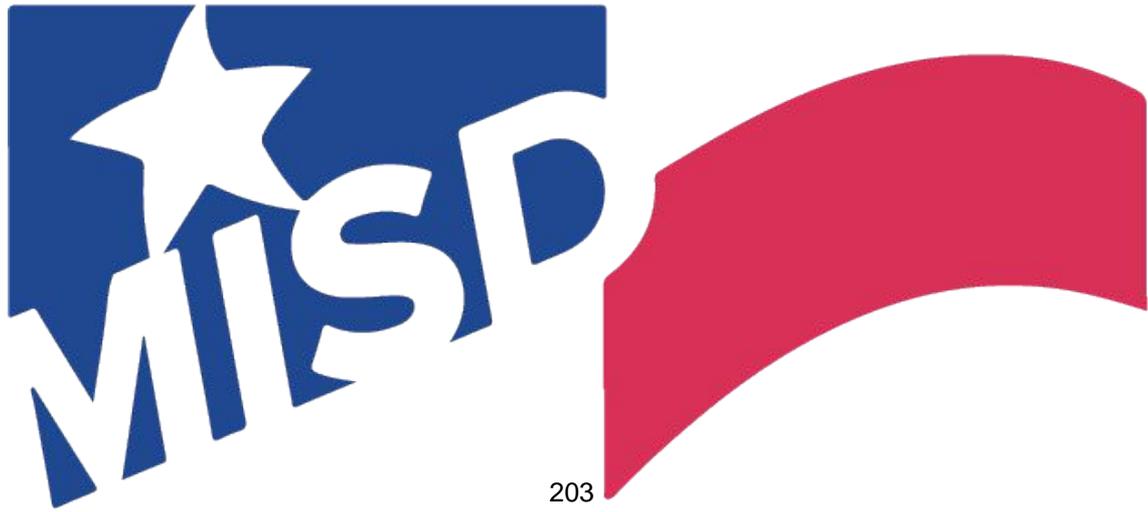
# Pending Legislation

- Continue tax rate compression
- SB4 - Additional homestead exemption
  - Increased from \$100,000 -> \$140,000
  - Will reduce overall tax collections
  - Less earnings from interest
  - No longer able to defease debt
  - Could result in a downgraded rating from Moody's
  - Hold harmless would be limited to debt which payment was made prior to 8.31.23
  - Requires an amendment to the constitution requiring voter approval
- HB 2
  - Increase in basic allotment
    - Requires 40% of increase in revenue be spent on increasing compensation for teachers, librarians, nurses, and counselors
  - Additional allotments
    - Fine arts
    - Special education evaluations

# Upcoming Items

- Review and Finalize Requested Budgets for Next Year
- Budget Updates (April - June board meetings)
- Finance Committee Meeting (May, prior to board meeting)
- Compensation Study (May/June board meeting)
- Final Budget Amendments for 2024-2025 Budget (June board meeting)
- Approval of 2025-2026 Budget (June board meeting)
- Approval of defeasance resolution (July board meeting)
- Set districts tax rate (September board meeting)

**MADE IN**



203





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Andrea Messick, Executive Director of Elementary Teaching and Learning

**Subject:** Academic Update: Board Goal Progress Measures 1.3, K-2  
mCLASS

### Information Item

#### **Financial Impact**

#### **Board Goals/ Strategic Plan Goals**

**GPM 1.3:** The percentage of kindergarten through 2nd-grade students reading on or above grade level, as measured by mCLASS, will increase from **56% to 70%** by 2028.

**Strategic Plan Goal 1.1:** Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

#### **Executive Summary**

Goal Progress Measures are data points reported periodically throughout the year, aligning with board goals and the district's strategic plan. Goal Progress Measure 1.3 focuses on the percentage of kindergarten through second-grade students reading at grade level. To assess and monitor literacy development, the mCLASS assessment is administered three times a year, helping to identify areas where additional support may be needed and to track the percentage of students reading on grade level.

This report presents middle of year data for the 2024-2025 school year. An end of year update will be presented to the Board of Trustees in June.

#### **Contact Person**

Andrea Messick, Executive Director of Elementary Teaching and Learning

#### **Enclosure**

March 2025 Board Goal Update Presentation



# Board Goal Update

Goal Progress Measure 1.3

March 25, 2025

# mCLASS ASSESSMENT

## *at a Glance*

This assessment is used in kindergarten through second grade to evaluate students' literacy development, to identify where additional support is needed, and to determine the percentage of students reading on grade level. mCLASS assesses the skills that are most critical for students to become proficient readers. The assessment provides skill-level data aligned with the Science of Reading and provides data-driven instructional recommendations to support intervention, remediation, and enrichment.

Phonological Awareness

Alphabetic Principle/ Phonics

Reading Fluency

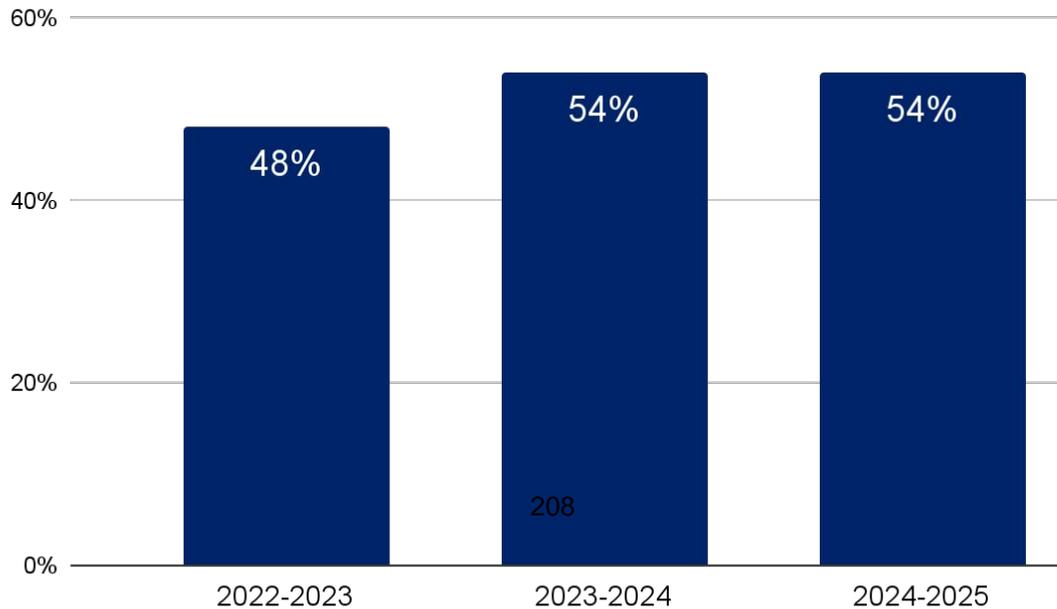
Reading Accuracy

Reading Comprehension

# GPM 1.3 Kindergarten - Second Grade Reading Level

The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from **56% to 70%** by 2028.

Middle of Year Data



**On Track to Meet  
End of Year Target  
of 61%**

# Board Goals Reporting Calendar

<b>January</b>	Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, GPM 5.5, GPM 5.7
<b>February</b>	GPM 1.1, GPM 1.2, GPM 1.4, GPM 2.1, GPM 2.2, GPM 2.3, GPM 3.1, GPM 3.2, GPM 3.3, GPM 3.4, GPM 3.5, GPM 3.6, GPM 3.7, GPM 4.1, GPM 4.2, GPM 4.3, GPM 4.4, GPM 4.5, GPM 4.6
<b>March</b>	GPM 1.3
<b>April</b>	
<b>May</b>	GPM 1.1, GPM 2.1
<b>June</b>	GPM 1.2, GPM 1.3, GPM 2.2, GPM 3.1, GPM 3.2, GPM 3.3, GPM 3.4, GPM 3.5, GPM 3.6, GPM 3.7, GPM 4.1, GPM 4.2, GPM 4.3, GPM 4.4, GPM 4.5, GPM 4.6
<b>July</b>	CPM 1.1
<b>August</b>	GPM 5.2, GPM 5.3, GPM 5.6
<b>September</b>	GPM 5.1, GPM 5.4, GPM 5.8, CPM 2.1
<b>October</b>	GPM 1.1, GPM 1.2, GPM 2.1, GPM 2.2, GPM 3.1, GPM 3.2, GPM 3.3, GPM 3.4, GPM 3.5, GPM 3.6, GPM 3.7, GPM 4.1, GPM 4.2, GPM 4.3, GPM 4.4, GPM 4.5, GPM 4.6
<b>November</b>	GPM 1.3
<b>December</b>	209







# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Lyndsey White

**Subject:** Fall 2024 School Climate Survey Results

### District Report

#### **Financial Impact**

N/A

#### **Strategic Plan Goals/Board Academic Goals**

Strategic Plan Goal 8.2

#### **Executive Summary**

Midland ISD partnered with K12 Insight to launch its seventh school climate survey in the Fall of 2024. Beginning in the 2023-24 school year, for the first time, the district gave the survey in the fall and spring to gauge perceptions on a more consistent basis and to determine the natural rhythms of perceptions from semester to semester.

A key pillar of the district's Strategic Plan is to Engage and Act, and the goal of the school climate survey is to help the district and campuses understand the factors that foster safe, social, and positive learning environments at our schools which includes identifying opportunities to improve student outcomes and school experiences for our students, campus staff, and parents and guardians. Campus principals also use the survey results to develop their campus improvement plans and strategies.

This report summarizes district-level survey results.

#### **Contact Person**

Mrs. Lyndsey White

# Fall 2024

# School Climate Survey

Lyndsey White  
Chief Communications Officer  
March 25, 2025

# Purpose



## STUDENT EXPERIENCE

Create learning environments that prepare students for meaningful opportunities post-graduation.



## GROW & DEVELOP STAFF

Retain and recruit high-quality staff to continuously improve operations and instruction.



## ENGAGE & ACT

Cultivate trust and partnership through meaningful communication with the entire Midland community.

# Survey Methodology & Participation



# Quality of Education Ratings

RATED AS EXCELLENT OR GOOD

	Campus-based Staff	Elementary Students	Parents/ Guardians	Secondary Students
Fall 2024	81%	84%	83%	66%
Spring 2024	83%	80%	73%	67%
Fall 2023	82%	84%	78%	67%

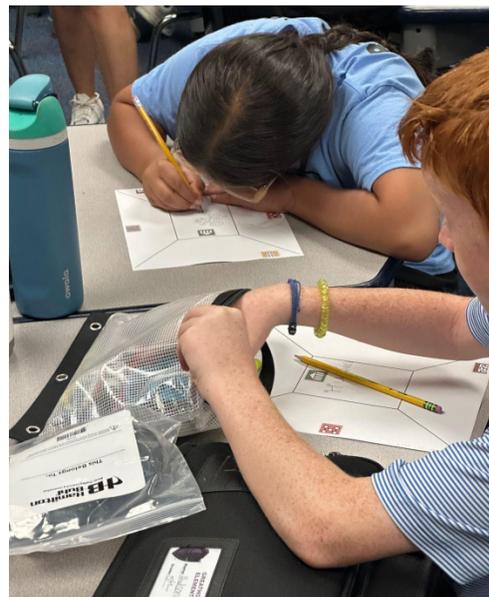
**OVER HALF OF ALL RESPONDENTS AWARDED A PERFECT SCORE WHEN ASKED  
IF THEY RECEIVED GOOD CUSTOMER SERVICE**

# Focus on Academics

“Teachers keep me informed of my child’s academic progress”

**Fall 2023**

**80%**



**Spring 2024**

**75%**



**Fall 2024**

**83%**



# Focus on Safety

“This school is safe.”

	Campus-based Staff	Elementary Students	Parents/ Guardians	Secondary Students
Fall 2024	87%	95%	86%	55%
Spring 2024	87%	94%	72%	57%
Fall 2023	85%	96%	78%	54%

# Net Promoter Score

- A positive School Net Promoter Score indicates more people are promoting their school than distracting from it.
- Takeaway: MISD Parents and Campus-based Staff are speaking positively about their campus & NPS has generally improved since 2023
- National Average<sup>\*\*</sup>: Parents ( 29), Campus-Based Staff (13)

## Parents/Guardians

**Fall 2024: 34**  
**Spring 2024: 7**  
**Fall 2023: 24**  
**Spring 2023: 16**  
 \*National Average: 31

219

## Campus-based Staff

**Fall 2024: 14**  
**Spring 2024: 17**  
**Fall 2023: 16**  
**Spring 2023: -8**  
 \*National Average: 29

# Notable Highlights

## Parent/Guardian Favorability - **SP Goal 8.3**

83% of parents rated quality of education as Excellent or Good, +5%

## Parent/Guardian Input - **SP Goal 8.2**

78% of parents/guardians said their child’s campus provides opportunities for its community (families, staff and students) to provide input on how to improve the school environment/experience, +6%

## School Maintenance - **SP Goal 3.2**

91% of parents said their child’s school is clean and well maintained, +6%

## Campus safety - **SP Goal 3.1**

86% of parents said their child’s school is safe, +8%

## Secondary Student Relations - **SP Goal 4.1**

42% said that peers are not respectful to each other and/or staff, -1%



# Next Steps

Area	Current Status	Strengths	Action	Strategic Plan Initiative
Parent/Guardian Knowledge of at-home support	Improve opportunities to educate parents on how to support student learning at home	Tracking contacts made with parents specifically related to academics	Enhance information sharing, focus on campuses with notable decrease	Engage & Act 9.1
School quality perception	Slightly below national average	Weekly reports shared with campuses/district departments with survey feedback	Identify and address key factors, feedback survey at campuses and district facilities	Engage & Act 8.3
Student to Student Respect	42% of Secondary Students, 36% Campus Staff Strongly Disagree	Supporting teachers and principals, quarterly expectations email from district	Clear behavior and discipline expectations and support systems (e.g. iLEAD, MTSS)	Student Experience 4.1



**MILSISD**

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**MIDLAND INDEPENDENT SCHOOL DISTRICT**





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025  
**Presented by:** Erin Bueno, Chief Academic Officer  
**Subject:** Systems of Great Schools: School Action Update

### Information Item

#### **Financial Impact**

NA

#### **Board Goals/ Strategic Plan Goals**

Strategic Plan Initiative 1.1: % of students in A/B rated schools

#### **Executive Summary**

The Systems of Great Schools (SGS) is a statewide initiative led by the Texas Education Agency (TEA) that helps districts enhance student achievement. This framework equips district leaders with data-driven strategies to make informed decisions that expand access to high-performing schools. Aligned with the Texas Strategic Plan for Public Education, SGS ensures all students have equitable opportunities for a quality education.

The School Action Fund (SAF) is a Texas Education Agency (TEA) initiative that provides funding and support to districts for designing and implementing bold, research-based school improvement strategies. The goal is to increase the number of students in high-quality educational settings by transforming low-performing schools and expanding successful models.

#### **Contact Person**

Erin Bueno, Chief Academic Officer

#### **Enclosure**

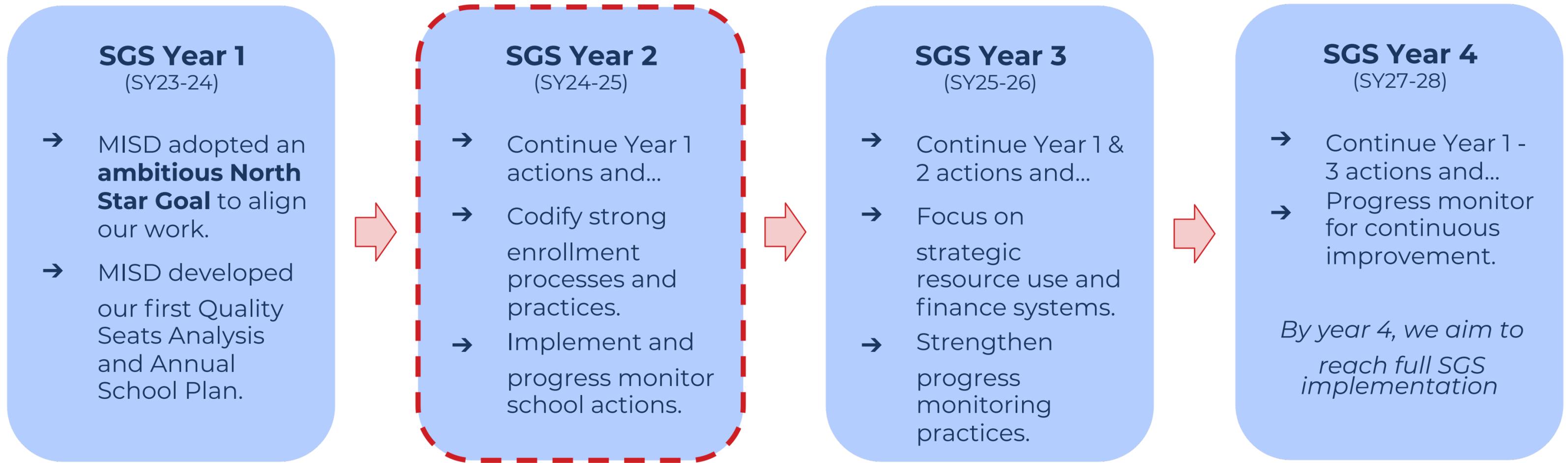
March 2025 Board Goal Update Presentation

# Systems of Great Schools



# What is the System of Great Schools?

SGS is a problem-solving approach for innovative system leaders.



**We are here!**

# Last year, our Quality Seats Analysis and Annual School Plan informed our School Action Fund Grant.

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We were awarded funding for:



**SAF Grant:**  
College and Career  
Track Programming  
\$185,000



**SAF Grant :**  
STEM Model  
\$185,000



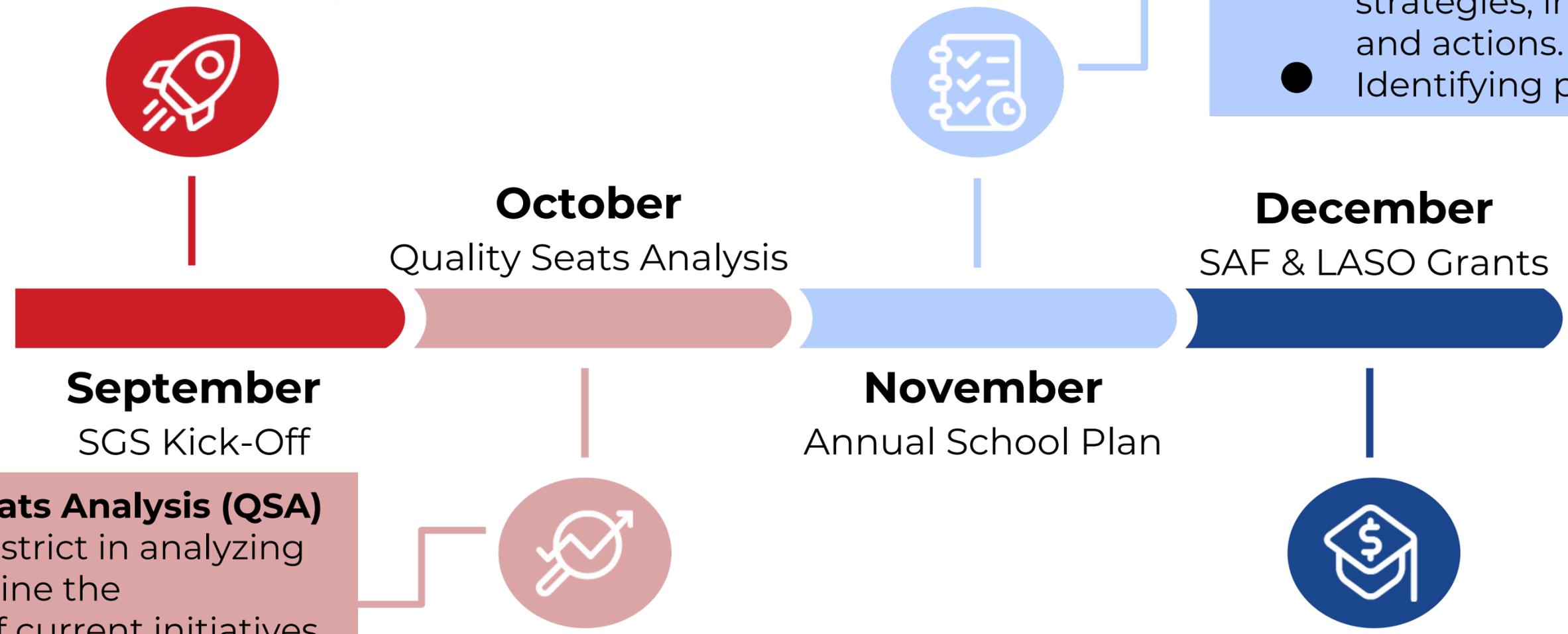
**Restart Partnership:**  
ACE Implementation  
\$375,000

# As a district, we are building capacity to complete the Annual School Plan, anchored in QSA data every year.

This process brings together the district's leadership team to create a plan that outlines and evaluates the current actions taking place, brainstorm which actions the district will want to start next year, and a begin planning for future actions the district may want to consider 2-3 years out.

**Annual School Planning involves:**

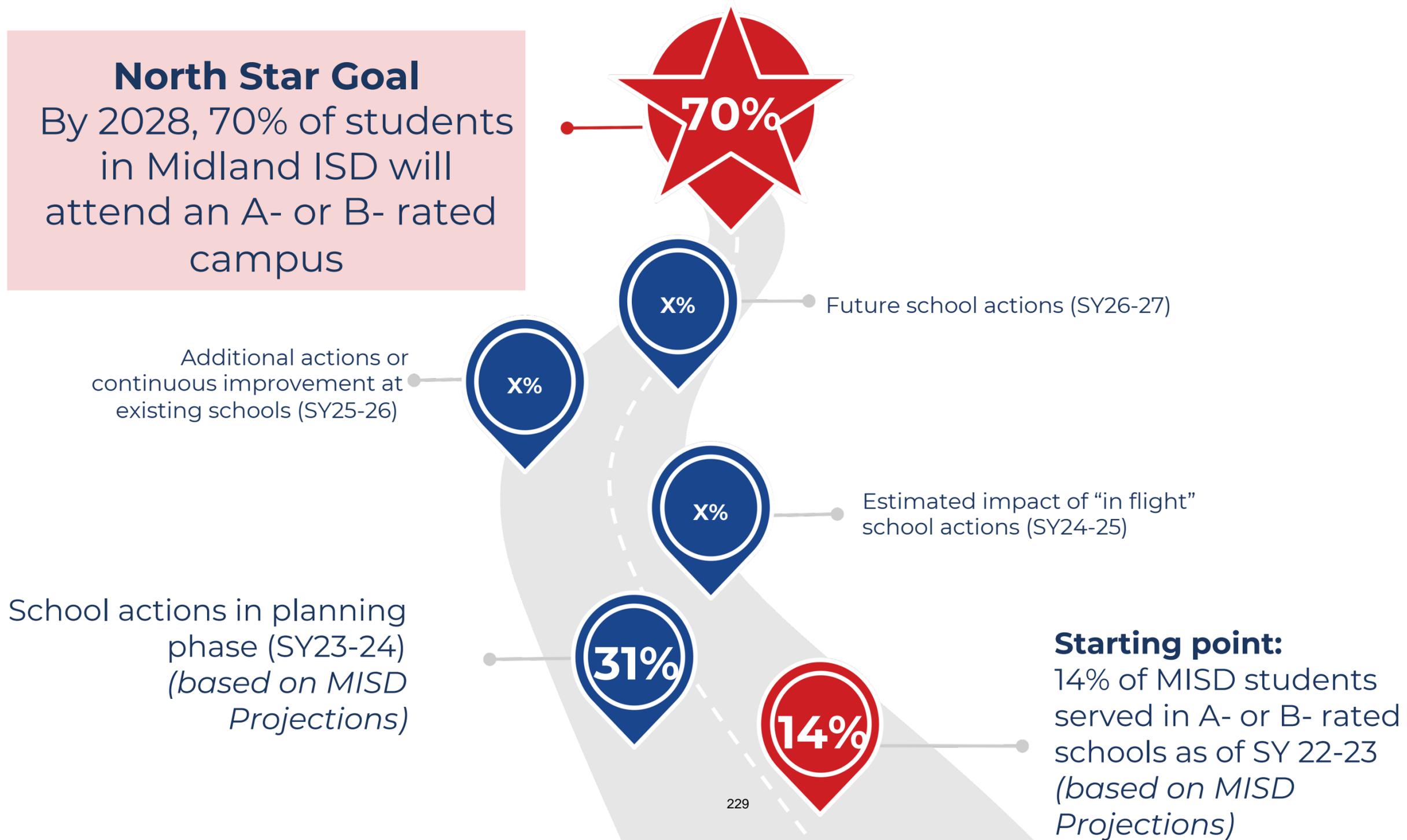
- Determining school-level strategies, interventions, and actions.
- Identifying priority schools



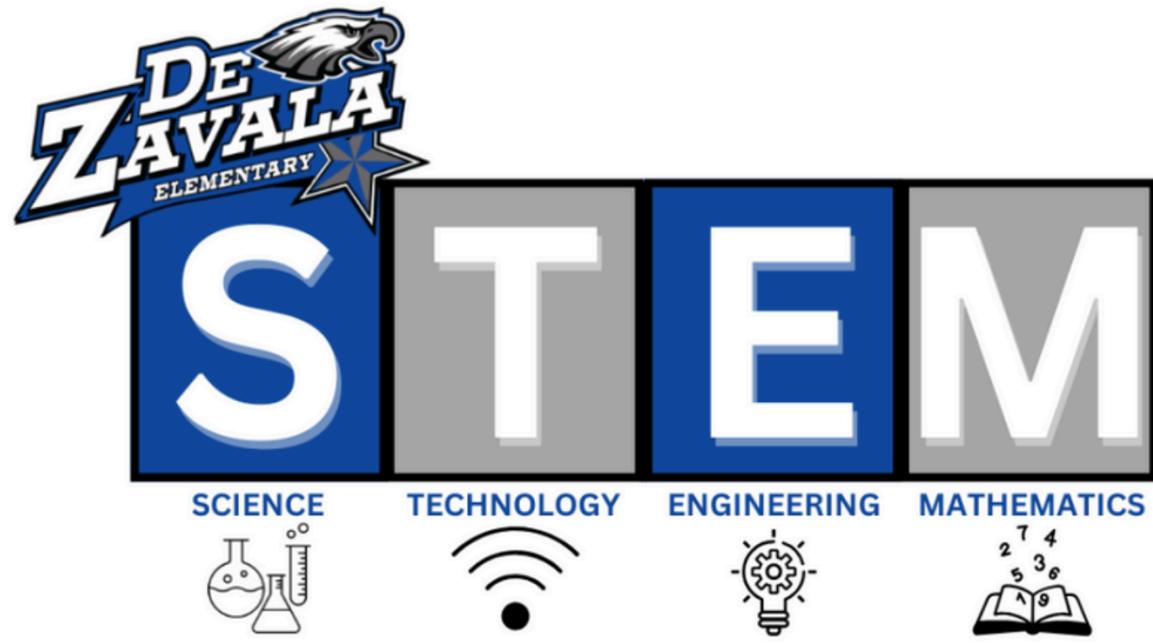
The **Quality Seats Analysis (QSA)** supports the district in analyzing data to determine the effectiveness of current initiatives and pinpoint areas of focus moving forward.

# The Annual School Planning process is used to support the district in achieving its North Star Goal.

**North Star Goal**  
By 2028, 70% of students in Midland ISD will attend an A- or B- rated campus



# School Action Fund



# OVERVIEW | SAF 3-Year Timeline

YEAR 1  
Planning Year  
24/25 SY

**This currently looks like:**

- Collecting **stakeholder feedback** and input to **guide** implementation.
- **Prioritizing** what from the model to implement.
- **Planning** and preparing to implement **select aspects** of the model.

YEAR 2 -  
Initial Implementation  
25/26 SY

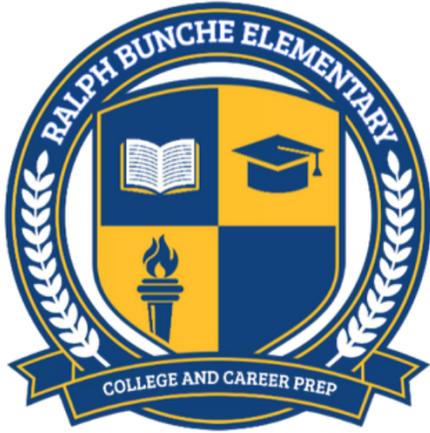
**This will look like:**

- **Some aspects** of the model are in place and impacting the day to day life of members of the community.
- Continuing to **gather stakeholder** input to guide decisions.

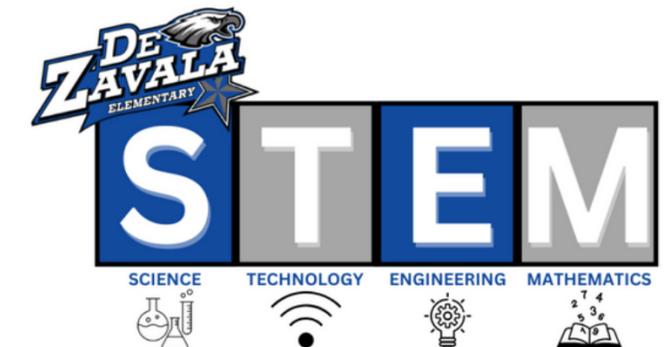
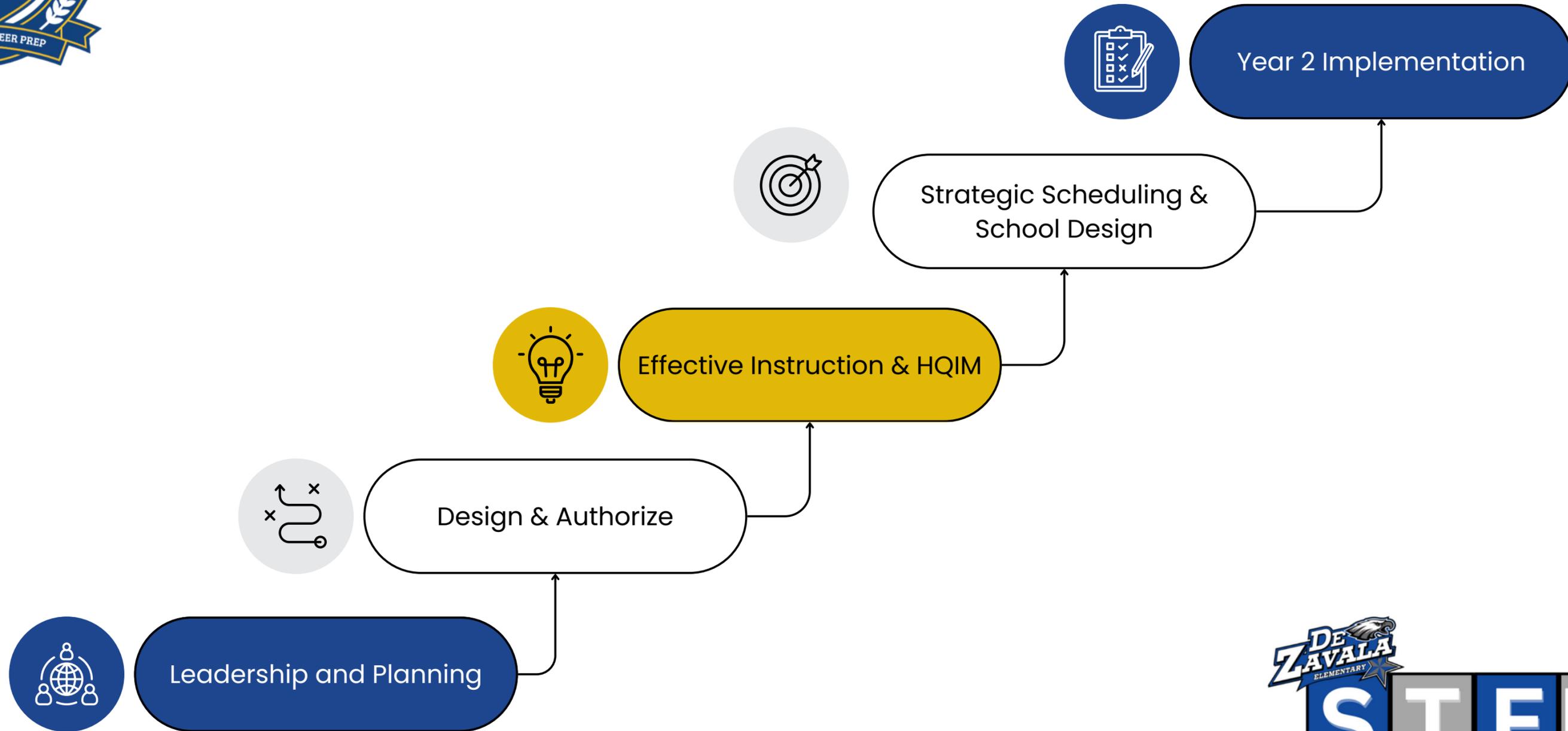
YEAR 3  
Deeper Implementation  
26/27 SY

**This will look like:**

- Aspects of the model implemented the previous school year are **expanded**.
- **More elements** of the model are implemented.



# SAF Year 1 Planning



# De Zavala SAF Team

- Operations
- Recruitment
- STEM Training
- Implementation & Iniquity Based Curriculum
- Family Engagement
- Partnerships with local business and organizations

The structure of this team is aligned to feedback received during Fall '24 focus groups with staff around **relationship and communication between staff and admin**. This avenue for collaboration and communication is part of the strong buy-in and ownership around the adoption of the STEM Model at DZ.



**Be part of something groundbreaking!**



De Zavala Elementary is transforming into Midland ISD's **ONLY STEM ELEMENTARY SCHOOL**, and we're looking for passionate educators to join our team

**Start: 2025-2026 School year!**

**Our New Mission:** The aim of De Zavala Elementary School is to inspire a passion for STEM learning in a dynamic environment where students actively explore, innovate, and apply their knowledge to real world challenges.

### Are You Ready to Make an Impact?

- Love science, technology, engineering, or math?
- Excited to use **innovative teaching** practices to prepare students for **high-paying, in-demand careers**?
- Have experience in a STEM field like **coding, oil & gas, or engineering**?
- Want to **shape the future** and make a **lasting impact** on students & the community?

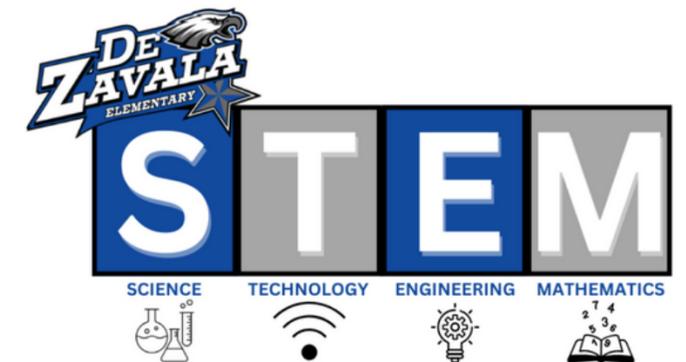
Apply on Midland ISD website posting: TeacherSTEMDZ

**Explore. Innovate. Apply.**

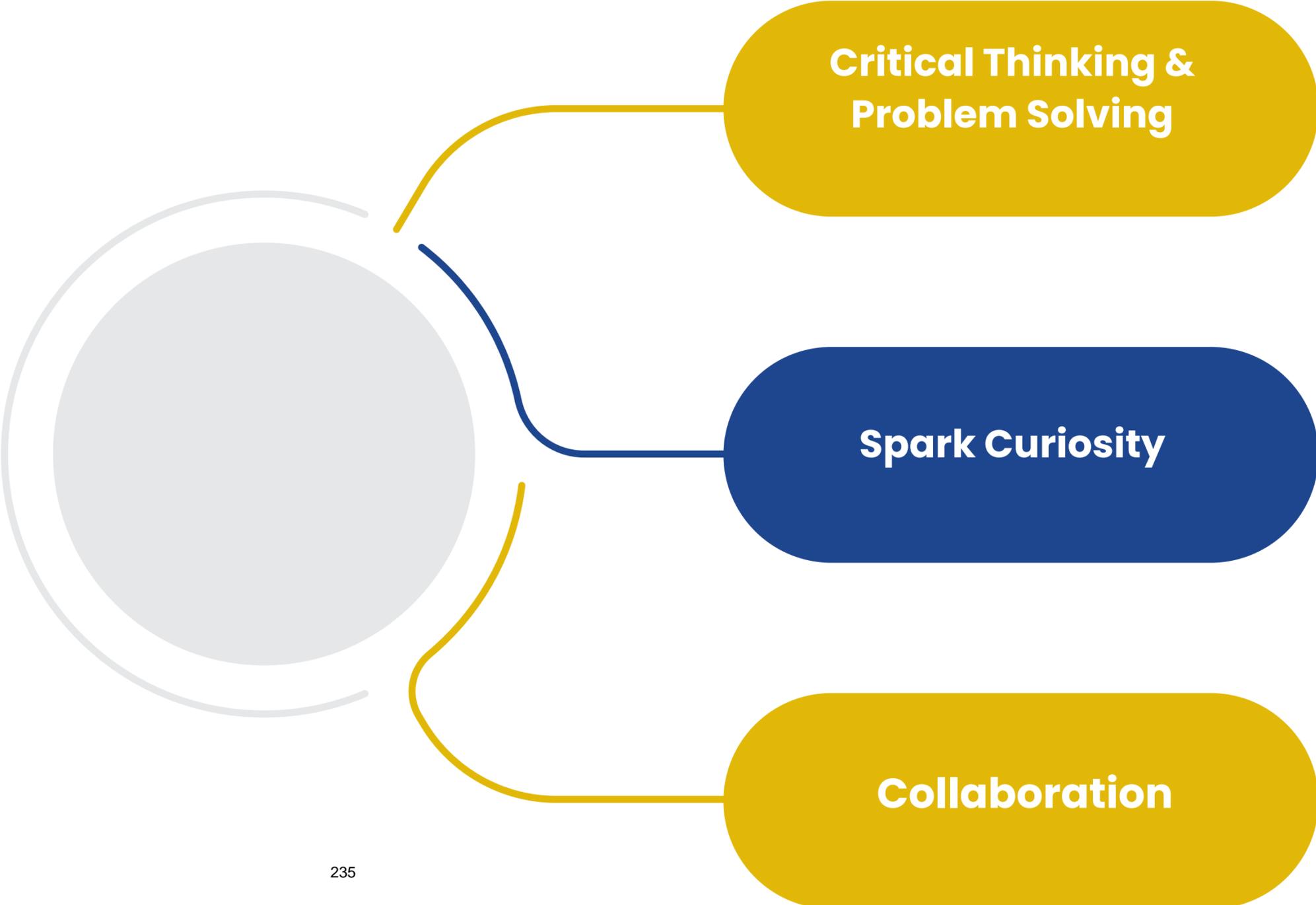


**Mission: The aim of De Zavala Elementary School is to inspire a passion for STEM learning in a dynamic environment where students actively explore, innovate, and apply their knowledge to real world challenges.**

**Explore, Innovate, Apply**



**Vision: At De Zavala Elementary, we empower students through a STEM-focused, inquiry-based education that nurtures curiosity, critical thinking, and ownership of learning.**



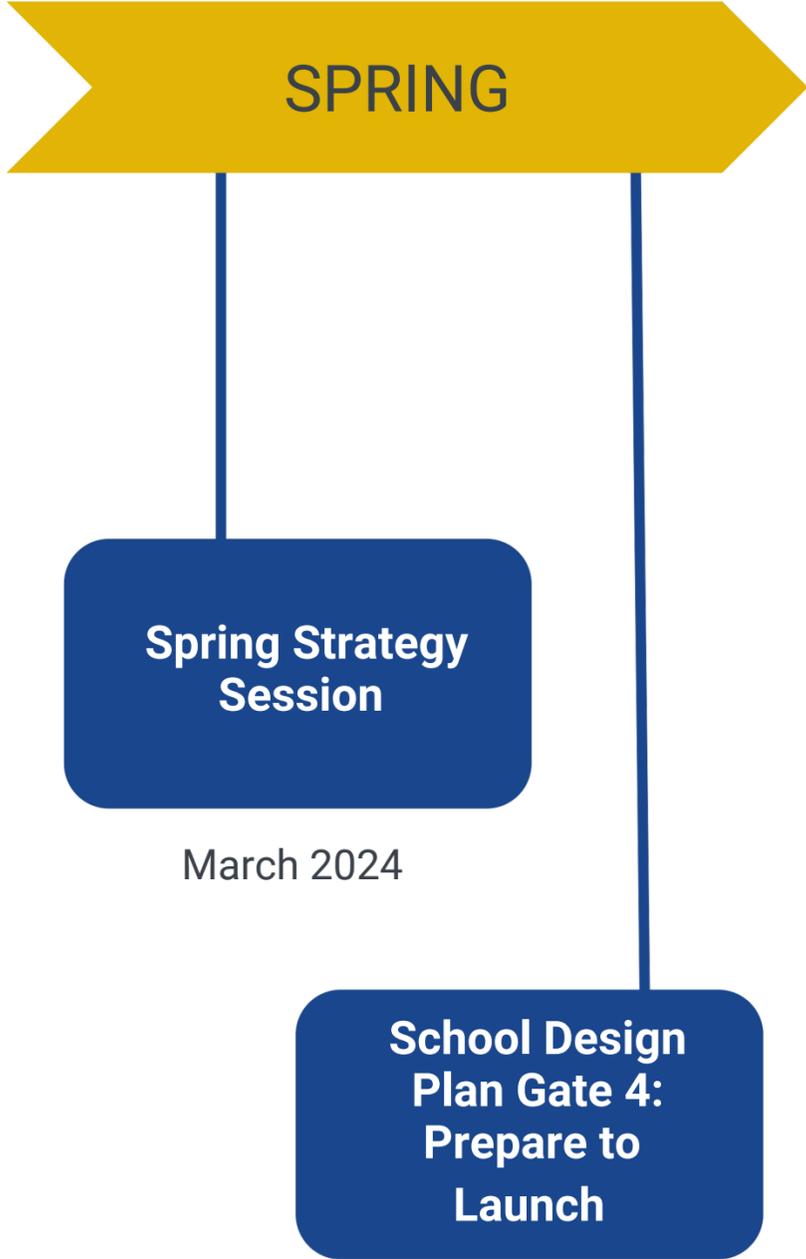
# SAF Spring Planning

**Continue to involve the DZ community in planning this spring through:**

- Hosting an **information meeting for families** about the STEM Model adoption and the opportunities this will bring to their students.
- Establishing a **DZ Parent and Community Advisory Committee** to ensure that decisions made continue to be guided by those most impacted.  
Building **partnerships with local businesses and organizations** in
- the STEM field to provide opportunities for students to apply their learning to real world challenges.

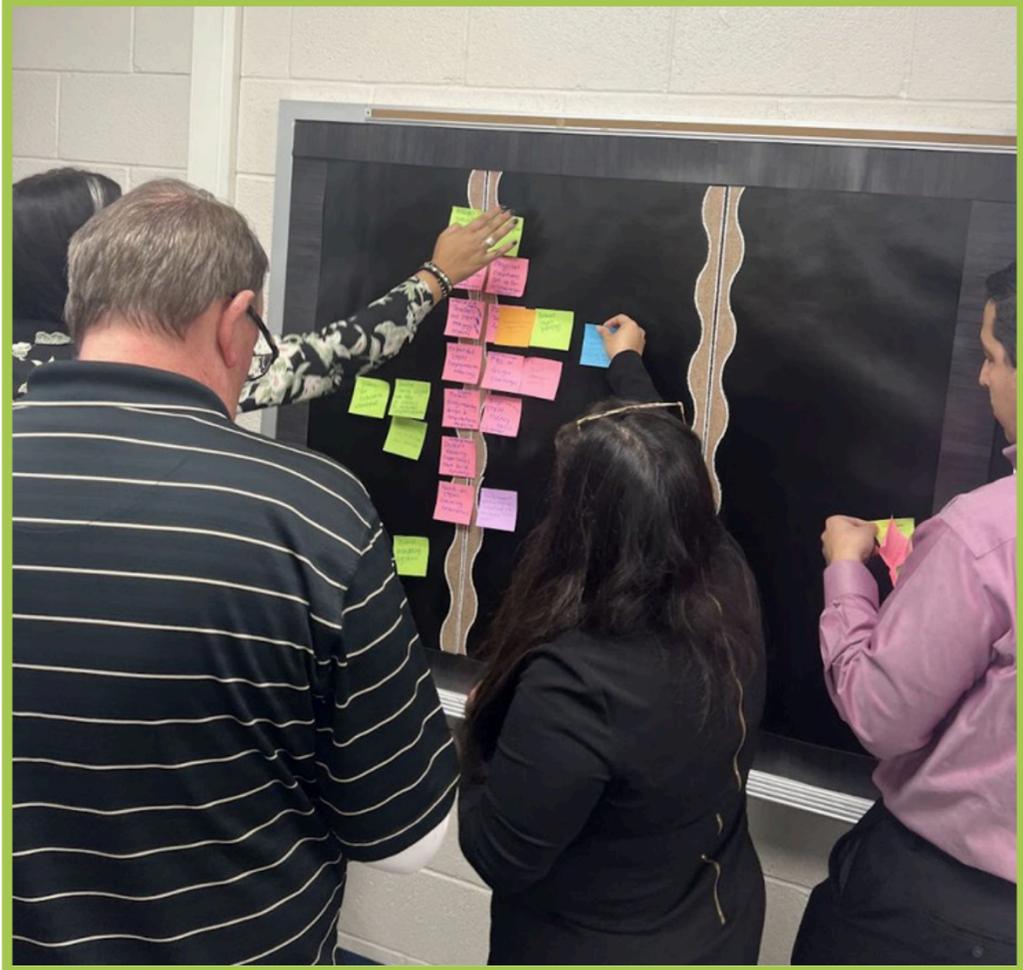


# UPCOMING | SAF Spring 2025



## Spring Strategy Session, 3/27:

DZ and Education Elements will analyze current available data, including data from the 7 Cs Student Perception Survey, to inform priorities, continue planning around topics including professional development, supplemental programming, creation of a makerspace, and aligned expectations for rigorous instruction.



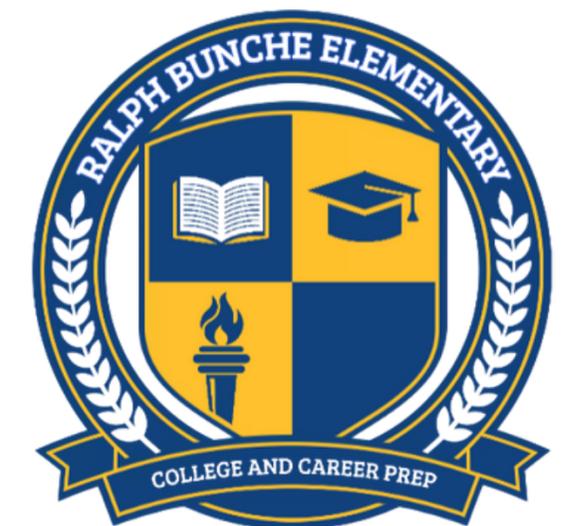
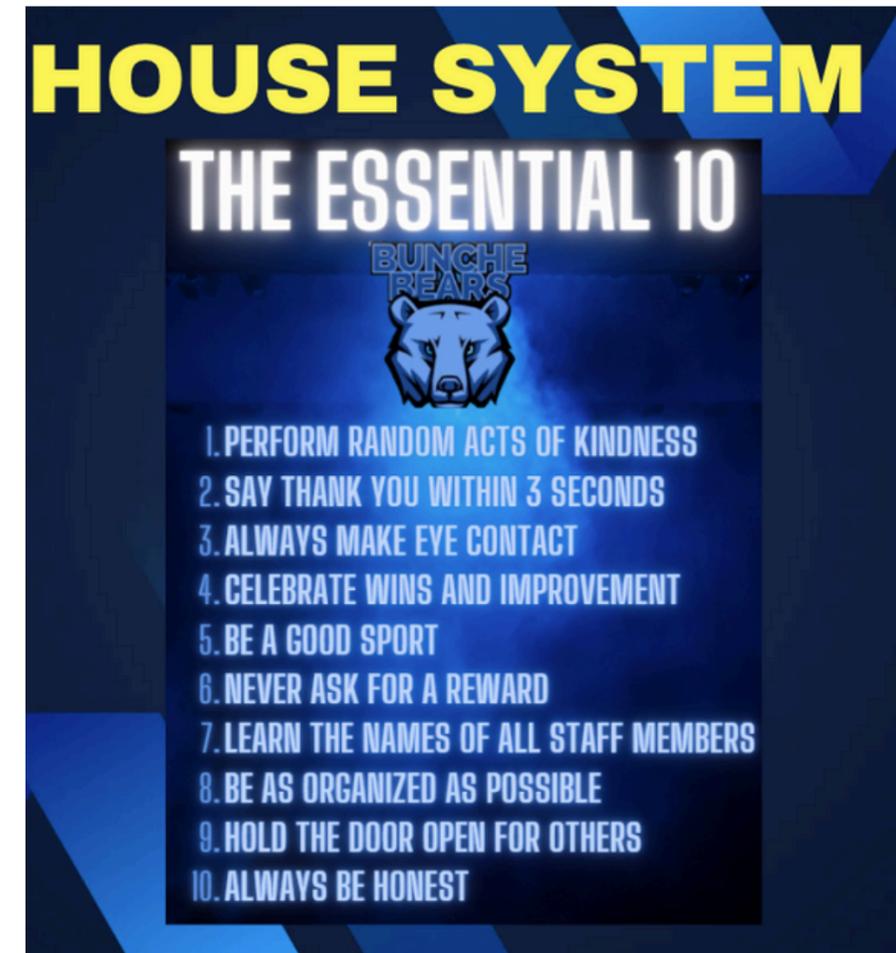


## College and Career Prep

# Bunche SAF Team

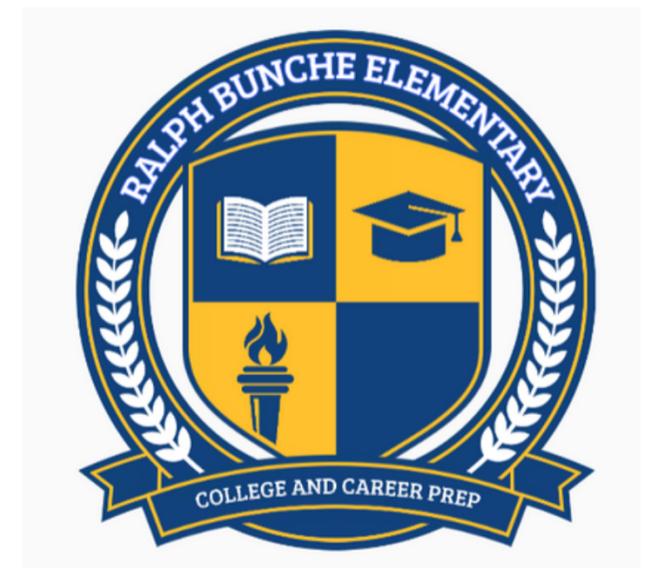
- Case for Change
- School Culture
- High-Quality Instruction
- Family Engagement

The structure of this team is aligned to feedback received during Fall '24 focus groups with staff around **relationship and communication between staff and admin**. This avenue for collaboration and communication is part of the strong buy-in and ownership around the adoption of the College and Career Model.

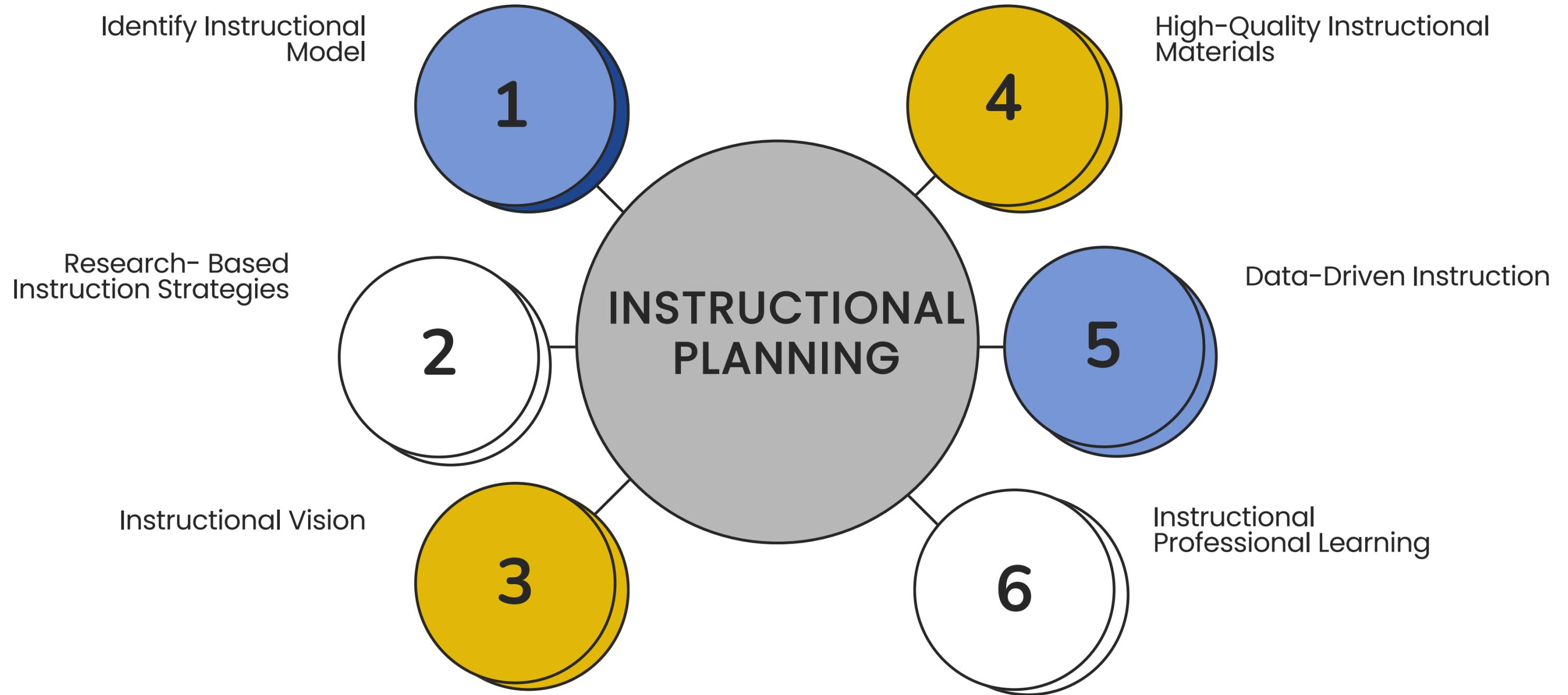


**Mission: At Bunche Elementary, we empower every student to think critically, act responsibly, and strive for excellence. Through a supportive and engaging learning environment, we prepare our students for future success in college, career, or military service—equipping them with the skills and confidence to pursue their chosen path.**

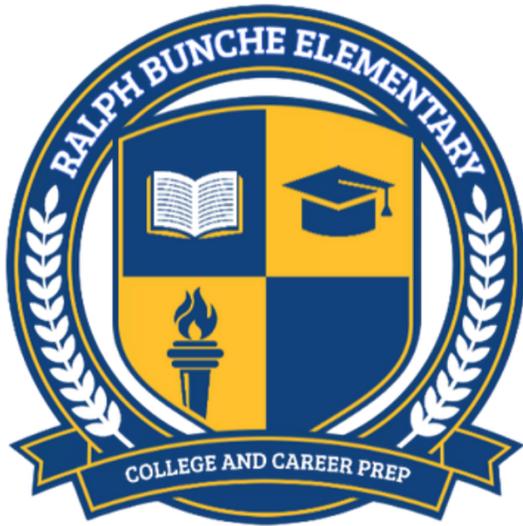
**Vision: At Bunche Elementary, every child is seen, heard, and valued as a future leader. We believe that college and career dreams begin early, and we are committed to nurturing each student's unique talents through exploration, high expectations, and a culture of curiosity. Our students leave us confident, capable, and inspired to pursue a future filled with endless possibilities.**



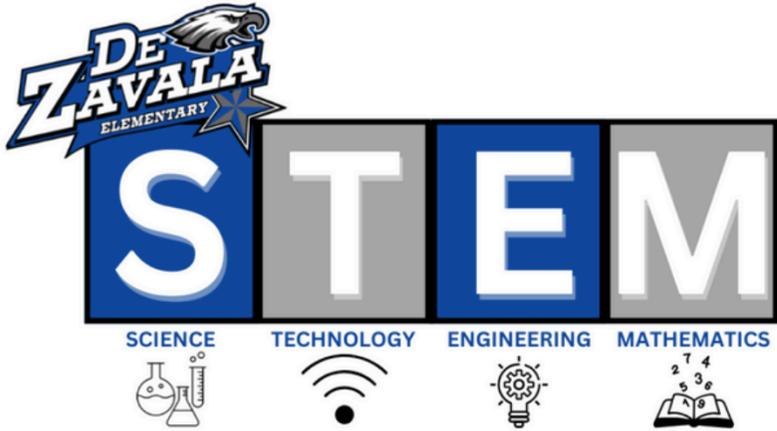
# SAF Spring Planning



# Year 2 Implementation



**SAF Grant:**  
College and Career  
\$275,000\*\*



**SAF Grant :**  
STEM Model  
\$275,000\*\*



**Restart Partnership:**  
ACE Implementation  
\$375,000\*\*

\*\* Pending completion requirement



10. Action Items

A. Discussion and Possible Action to Approve an Agreement under Texas Education Code § 11.174 for an SB 1882 Partnership between Midland ISD and Third Future for the Operation of Henderson Elementary, De Zavala Elementary, Long Elementary, and Bonham Elementary

245

Presenter: Zach Craddock, Third Future Schools



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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**Meeting Date:** March 25, 2025

**Presented by:** Zach Craddock

**Subject:** Third Future Schools

### District Report

**Financial Impact**

N/A

**Strategic Plan Goals/Board Academic Goals**

**Executive Summary**

Overview of Third Future Schools

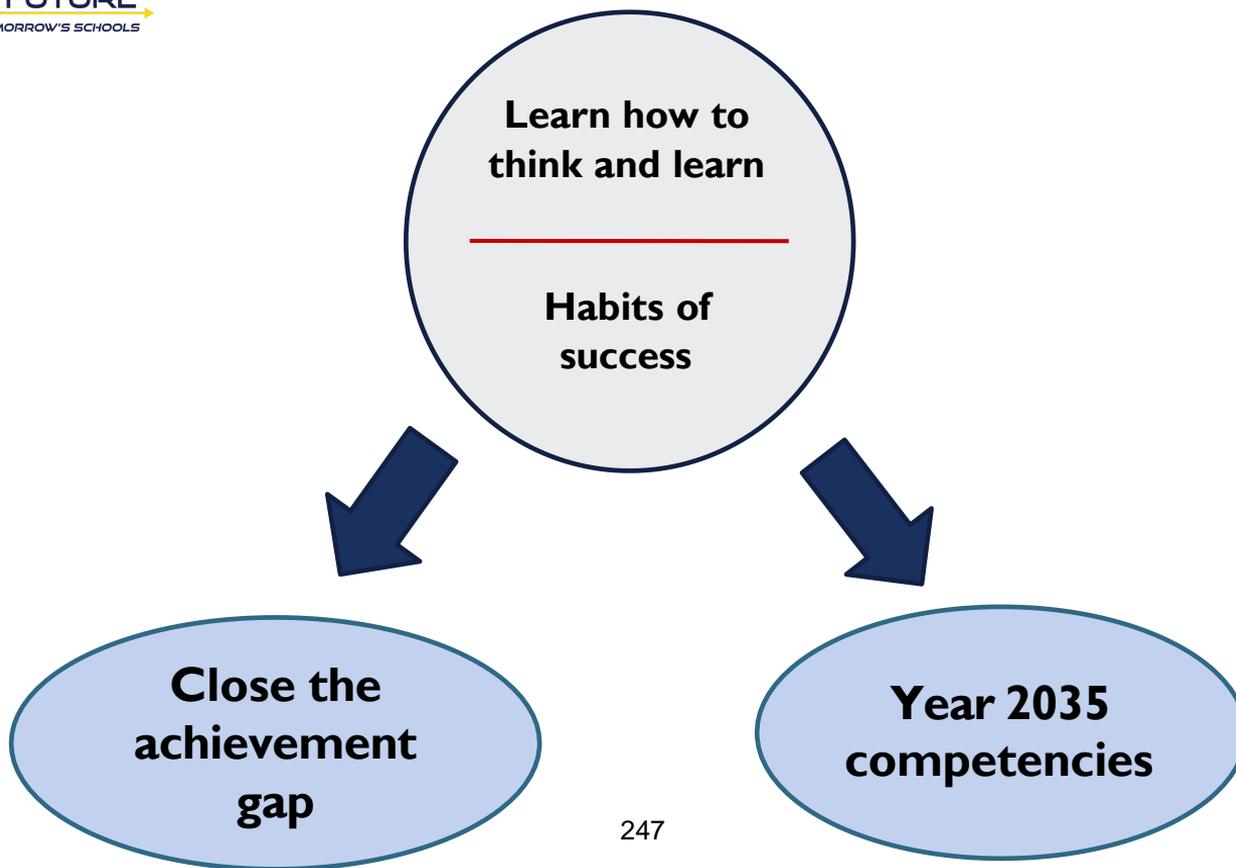
**Contact Person**

Zach Craddock



# Third Future Schools

March 25, 2025



Key Actions	Indicators of Success
1. Grow staff capacity to provide the highest quality instruction	By May 2025, <b>85% of the scores on spot observations</b> conducted by an independent review team will be proficient or higher; and 85% of teachers will be <b>proficient or higher</b> in the delivery of high-quality education as measured by that section in the teacher evaluation rubric.
2. Implement the L.S.A.E. model with fidelity	All Third Future Schools will receive a proficient or higher score on the <b>L.S.A.E. learning rubric</b> assessed in December 2024 and May 2025. 85% of these L.S.A.E. Rubrics will be proficient in the area of <b>Teaching Ls/51s</b> .
3. Successfully implement the 2024-2025 TFS staffing plan	In the climate survey conducted in December 2024 and May 2025, at least <b>80% of the teachers agree or strongly agree</b> that the staffing plan helps them provide better quality instruction. By May of 2025, at least <b>75% of Teacher Apprentices</b> that have been moved into teaching roles <b>will be ranked as proficient</b> in their summative evaluation.
4. Successfully implement the Third Future Schools Foundation	By May of 2025, <b>10 strategic partnerships</b> will have been identified, and <b>\$500,000 will be available</b> to support student travel and innovation through targeted fundraising, outreach, and networking opportunities.
5. Expand the implementation of the Dyad model	By June 2025, at least <b>70% of the students earn a proficient or higher</b> score on the end-of-year <b>Art of Thinking exam</b> , and at least 75% of parent survey respondents will agree or strongly agree that Third Future Schools <b>provides exceptional opportunities for students</b> to engage in non-instructional programming.
6. Strengthen the leadership density of Third Future Schools	90% of teacher leaders will receive a Proficient 1 or higher rating on the <b>teacher leader competency rubric</b> as assessed by network/school administration in the spring of 2025. On top of that, 20 teacher leaders will be identified as <b>"assistant principal ready"</b> as measured by the leadership portion of the system assessment rubric by May 2025.
7. Execute our Science of Reading Initiative	By June 2025, 95% of students in Kinder and 1st grade will be at DIBELS <b>Benchmark and/or at Above/Well Above Average growth</b> . In addition, students in grades 2nd through 4th will show a 20% point increase on Spring 2025 EOY DIBELS assessment when compared to Spring 2024 EOY DIBELS assessment.

### Vision and Mission

By the Year 2030, Third Future Schools will create 100 proof points of a new education system and **inspire transformation of the broader public education system** in order to **significantly narrow the achievement gap** and prepare students for a Year 2035 workplace and world.

### Core Values

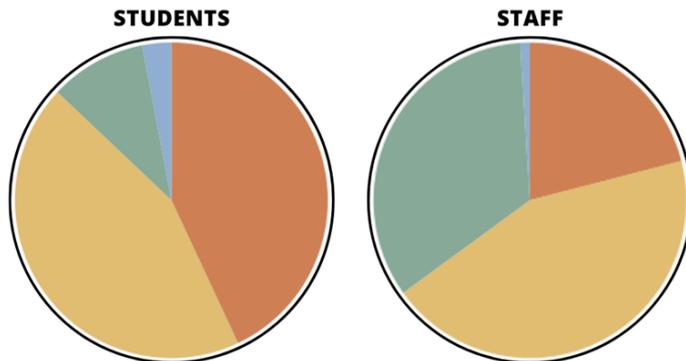
-  **1. All students can learn** and reach their potential.
-  **2. Effective teachers make the most difference** in student academic performance.
-  **3. For every child to succeed, we much hold students and ourselves to high expectations.**
-  **4. We value parent engagement** and community support.
-  **5. We rely on clearly defined outcomes** to guide our work and to which we will hold ourselves accountable.
-  **6. We value high levels of autonomy** to allow staff members to make decisions that directly impact their ability to **accomplish their goals**.

**Schools**

<b>K-8</b>  Academy of Advanced Learning Aurora, CO 2017	<b>K-8</b>  Coperni 3 Colorado Springs, CO 2019	<b>PK-6</b>  Sam Houston Collegiate Prep Midland, TX 2020	<b>PK-6</b>  Lamar Elementary Midland, TX 2023	<b>PK-5</b>  Fehl-Price Elementary Beaumont, TX 2023	<b>PK-5</b>  Jones-Clark Elementary Beaumont, TX 2023	<b>6-8</b>  Smith Middle Elementary Beaumont, TX 2023	<b>7-8</b>  Mendez Middle Austin, TX 2022	<b>3-5</b>  Parnell Elementary Jasper, TX 2024	<b>PK-8</b>  Prescott Academy Baton Rouge, LA 2023	<b>6-8</b>  Fair Park Middle Shreveport, LA 2024
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**Student and Staff Ethnicity Breakdown**

Demographic	Hispanic	Black	White	Other
<b>Students</b>	<b>43%</b>	<b>44%</b>	<b>10%</b>	<b>3%</b>
<b>Staff</b>	<b>21%</b>	<b>44%</b>	<b>34%</b>	<b>1%</b>



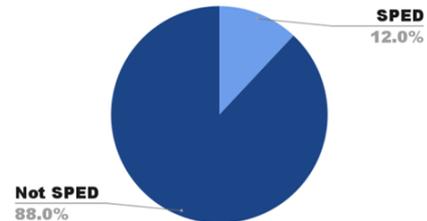
**STUDENT RETENTION RATE: 87%**

**STAFF RETENTION RATE: 85%**

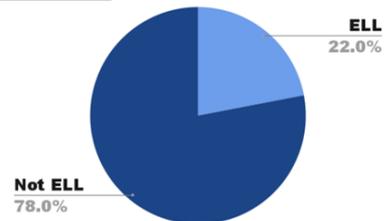
249

**184 Instructional Days per Year**

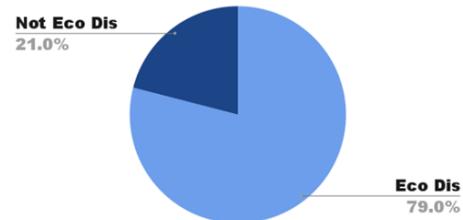
**SPED Students**



**ELL Students**



**Economically Disadvantaged Students**





### Key Information

Principal: Michael Garza  
APs: Keena Olivas  
Daija Stanford

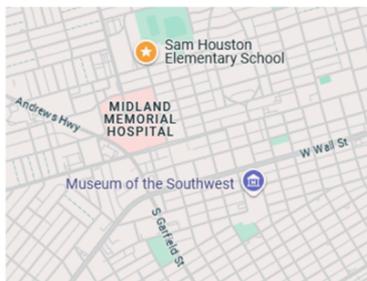
Started with TFS <b>2020</b>	Grades Served <b>PK-6</b>	Staff Count <b>48</b>
---------------------------------	------------------------------	--------------------------

### Staffing Numbers:

Admin <b>3</b>	Teachers <b>24</b>	LCs <b>6</b>	SPED <b>2</b>
Office <b>2</b>	Electives <b>2</b>	TAs <b>4</b>	Other <b>5</b>

### Location:

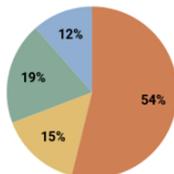
2000 W. Louisiana Ave., Midland, TX 79701



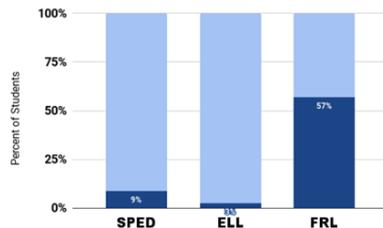
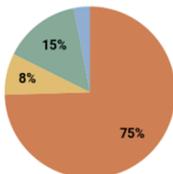
### Demographic Breakdown

Hispanic	Black	White	Other
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#### Sam Teachers



#### Sam Students



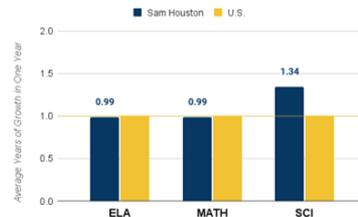
Students Enrolled <b>487</b>	Average Daily Attendance <b>93%</b>
Student Retention Rate <b>93%</b>	Staff Retention Rate <b>92%</b>

### NWEA Results

Average years of growth made by students across all grade levels in 23-24:

**1.10**

#### NWEA Growth Per Subject Area in 23-24



Nationwide, students are only expected to make one year of growth in one year's time. In order for us to close the achievement gap, our students must grow **beyond** the expected one year of growth. We aim for **1.4 years of growth** on average.

### DIBELS Results

From the 2023-2024 School Year

	% At or Above Benchmark	
<b>Sam</b>	<b>79%</b>	<b>92%</b>
Grade	BOY	EOY
<b>Kinder</b>	<b>72%</b>	<b>95%</b>
<b>1st</b>	<b>86%</b>	<b>89%</b>



## MOY NWEA Growth (Grades 2-6)

August 2024 – December 2024

1.0 YEARS OF GROWTH REPRESENTS THE AVERAGE GROWTH A STUDENT IN THE U.S. IS EXPECTED TO MAKE IN ONE SCHOOL YEAR IN THAT GRADE AND SUBJECT, BASED ON U.S. MAP NORMATIVE DATA. THE SCHOOL-WIDE AVERAGES SHOWN BELOW ARE WEIGHTED BASED ON THE NUMBER OF STUDENTS PER GRADE.

YEARS OF GROWTH — WEIGHTED AVERAGES			
Sam	0.78	0.70	0.87
Grade	ELA	Math	Sci
2nd	0.80	0.61	0.85
3rd	0.68	0.67	0.50
4th	0.82	0.58	0.74
5th	0.66	0.72	1.25
6th	0.98	1.02	1.09

AVERAGE PERCENTILE POINT INCREASE	
Sam	1.13
Grade	Percentile Growth
2nd	2.54
3rd	-0.60
4th	0.52
5th	2.75
6th	4.39

PERCENT WHO GREW MORE THAN 0.7	
Sam	51%
Grade	> 0.7 Years Growth
2nd	47%
3rd	46%
4th	54%
5th	60%
6th	66%



Percentile Point Increase: **1.13**

Years of Growth at MOY: **0.78**

**Key Information**

Principal: Shameka Johnson  
APs: Elizabeth Williams  
Jami Berry

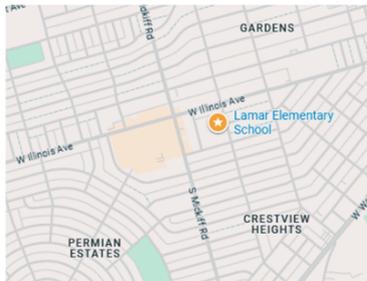
Started with TFS **2023**    Grades Served **PK-6**    Staff Count **52**

**Staffing Numbers:**

Admin **3**    Teachers **25**    LCs **4**    SPED **4**  
Office **2**    Electives **2**    TAs **4**    Other **8**

**Location:**

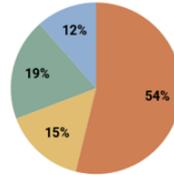
3200 Kessler Ave., Midland, TX 79701



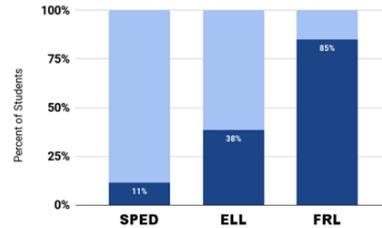
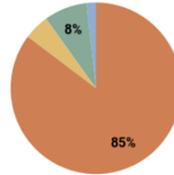
**Demographic Breakdown**

Hispanic    Black    White    Other

**Lamar Teachers**



**Lamar Students**



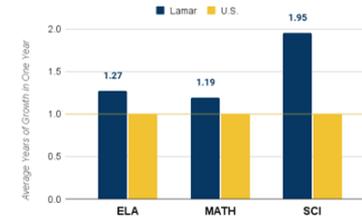
Students Enrolled **604**    Average Daily Attendance **92%**  
Student Retention Rate **90%**    Staff Retention Rate **92%**

**NWEA Results**

Average years of growth made by students across all grade levels in 23-24:

**1.47**

**NWEA Growth Per Subject Area in 23-24**



Nationwide, students are only expected to make one year of growth in one year's time. In order for us to close the achievement gap, our students must grow **beyond** the expected one year of growth. We aim for **1.4 years of growth** on average.

**DIBELS Results**

From the 2023-2024 School Year

% At or Above Benchmark		
<b>Lamar</b>	<b>24%</b>	<b>79%</b>
Grade	BOY	EOY
<b>Kinder</b>	<b>24%</b>	<b>86%</b>
<b>1st</b>	<b>24%</b>	<b>71%</b>



1.0 YEARS OF GROWTH REPRESENTS THE AVERAGE GROWTH A STUDENT IN THE U.S. IS EXPECTED TO MAKE IN ONE SCHOOL YEAR IN THAT GRADE AND SUBJECT, BASED ON U.S. MAP NORMATIVE DATA. THE SCHOOL-WIDE AVERAGES SHOWN BELOW ARE WEIGHTED BASED ON THE NUMBER OF STUDENTS PER GRADE.

YEARS OF GROWTH — WEIGHTED AVERAGES			
Lamar	0.85	0.67	0.98
Grade	ELA	Math	Sci
2nd	0.87	0.78	1.09
3rd	0.90	0.56	0.75
4th	0.92	0.61	0.75
5th	1.11	0.68	1.01
6th	0.45	0.75	1.37



AVERAGE PERCENTILE POINT INCREASE	
Lamar	2.48
Grade	Percentile Growth
2nd	6.06
3rd	2.41
4th	1.95
5th	3.05
6th	2.45

PERCENT WHO GREW MORE THAN 0.7	
Lamar	55%
Grade	> 0.7 Years Growth
2nd	64%
3rd	53%
4th	56%
5th	58%
6th	57%

Percentile Point Increase: **2.48**

Years of Growth at MOY: **0.83**

# Partnership

Third Future and Midland ISD have  
been 1882 Partners since 2020



# Key Components of an 1882 Partnership

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- Current students stay in the school
- TFS follows all Midland ISD enrollment procedures and policies
- Special Education and Emergent Bilingual services provided
- Third Future Schools is not authorized to operate Charter Schools in TX
- Collaborate with District Leadership and attend monthly leadership meetings
- Free professional development

# Capacity

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Third Future Schools has the capacity to open 10 new campuses for the 25-26 school year

- **Staffing** TFS Teacher Core will provide relocation stipends
- **Staffing:** current staff get first option on employment
- **Staffing:** ready to deploy recruitment efforts nation-wide and within TFS

## Readiness Capability

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Third Future School has SOPs in place to effectively run two summer school programs beginning June 23

- Stand Up Team: two teams assembled and ready
- Training: new staff priority hires for summer school
- Close Achievement Gap: Provide a jump start to the 25-26 academic year for all students

# Questions



Thank you

B. Consider and Possible Action to Rescind Delegation of Choice of Collection Counsel to Midland CAD, Approve a Contingent Fee Contract with Perdue Brandon Fielder Collins and Mott, LLP pursuant to Section 6.30 of the Texas Property Tax Code, said Contract being for the Collection of Delinquent Property Taxes Owed to Midland ISD, and Issue Findings in Writing in Accordance with Government Code 2254.1036(b). Notice of the Proposed Contingent Fee Contract is Posted with the Agenda in Accordance with Government Code 2254.1036(a)(1)(A)-(F)

Presenter: Tucker Durham



# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Tucker Durham, Chief Financial Officer

**Subject:** Consider and possible action to rescind delegation of choice of collections counsel to Midland CAD, approve a contingent fee contract with Perdue Brandon Fielder Collins and Mott, LLP pursuant to Section 6.30 of the Texas Property Tax Code, said contract being for the collection of delinquent property taxes owed to Midland ISD, and issue findings in writing in accordance with Government Code 2254.1036(b). Notice of the proposed contingent fee contract is posted with the agenda in accordance with Government Code 2254.1036(a)(1)(A)-(F).

### Action Item

#### **Financial Impact**

n/a

#### **Board Goals/ Strategic Plan Goals**

Goal 8, Initiative 2

#### **Executive Summary**

Delinquent tax attorneys work with taxpayers who have defaulted on their property tax obligations to mitigate the outstanding balance due to all taxing entities. Delinquent tax attorneys have no direct cost to the district as the delinquent taxpayer is responsible for paying the additional fees on top of their outstanding property tax obligations. The district has been represented by MVBA since 1981 based on a contract the Midland Central Appraisal District entered into on behalf of all taxing entities for delinquent tax attorney services. This was based on a prior choice of the Board of Trustees to delegate the collection counsel to MCAD.

In the fall of 2023, the district issued an RFQ for delinquent tax attorney services; however, after the deadline for submittals for the RFQ, MVBA approached the district regarding a long working representation on behalf of MISD for delinquent tax attorneys. Based on the new information, the district elected to halt the recommendation to switch firms at the time. The decision to move to a new firm is to ensure we are getting the best service possible given the long standing representation from one firm. Based on approval from the Board, Perdue Brandon Fielder Collins and Mott will take lead on all delinquent tax collections starting May 1st. The district will continue measuring effectiveness of the new firm to ensure we receive better services and outcomes. Perdue Brandon Fielder Collins and Mott LLP also has an attorney staffed office located within the city of Midland for the past two decades.



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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### **Recommendation**

The administration recommends the Board of Trustees approve rescinding the Board's prior delegation of choice of collection counsel to Midland CAD and return the selection of counsel to MISD. Further move to approve entering a contingency fee contract with Perdue Brandon Fielder Collins and Mott, LLP for the collection of delinquent property taxes in accordance with the Texas Property Tax Code and make appropriate writing findings pursuant to the Texas Government Code. Finally, to delegate the authority to the Superintendent to sign all legal documents regarding the contract on behalf of the District.

### **Contact Person**

Tucker Durham, Chief Financial Officer

### **Enclosure**

Public Notice Pursuant to Government Code Sec. 2254.1036

Original Contract for Tax Collection Services

Proposed Contract for the Collection of Delinquent Taxes

PUBLIC NOTICE PURSUANT TO GOVERNMENT CODE SEC. 2254.1036

WHEREAS, the Midland Independent School District (“District”), will consider entering into a contingent fee contract with the law firm of Perdue, Brandon, Fielder, Collins & Mott, L.L.P. (“Firm”) and hereby posts this notice pursuant to Sec. 2254.1036 of the Government Code.

WHEREAS, this notice shall be posted before or at the time of giving the written notice required by Government Code Sec. 551.041 for a meeting described by Sec. 2254.1036(a)(2) of the Government Code and shall announce the following:

A. The District is pursuing a contract with the Firm for the collection of delinquent ad valorem taxes owed to the District and through this contract the District seeks to increase recovery of its delinquent debts in as expeditious and effective manner as possible. GOVT. CODE § 2254.1036(a)(1)(A).

B. The District believes the Firm has the competency, qualifications, and experience necessary to fulfill this contract. GOVT. CODE § 2254.1036(a)(1)(B). The Firm has collected delinquent government receivables for 55 years, including the collection of delinquent ad valorem taxes. The Firm currently has 15 primary offices and multiple satellite offices throughout Texas, Oklahoma and Florida. It employs more than 400 individuals, including over 55 attorneys. It uses a multi-office, fully integrated team approach allowing the District access to all its offices and resources. Its collection team consists of long-term Firm employees, including attorneys, call center associates, paralegals, law clerks, legal secretaries, collection support personnel and information technology experts. The Firm utilizes proprietary collection software that can be tailored to meet any special need the District may have. This proprietary software also automates many aspects of the collection process, such as: account/debtor research, mailings and phone calls, return mail and address updates, payment notification and processing and workflow.

C. The nature of any relationship between the District and the Firm is as follows. GOVT. CODE § 2254.1036(a)(1)(C).

The Firm has no previous relationship with the District. A contract being approved tonight would be the beginning of the relationship.

D. The District is unable to collect its delinquent ad valorem taxes. GOVT. CODE § 2254.1036(a)(1)(D). The District currently does not have adequate support staff, computer software/programming, attorneys on staff, or experience to internally conduct these collection services and acquiring these will result in substantial expense to the District.

E. These collection services cannot reasonably be provided with an hourly fee. GOVT. CODE § 2254.1036(a)(1)(E). The Tax Code allows the assessment of a percentage-based fee to recover the costs of collecting delinquent ad valorem taxes. This percentage-based fee is assessed only against the debtor and not the District or taxpayers of the District. The collection of delinquent ad valorem taxes is a high-volume practice, requiring a significant amount of research, mailing, and handling of outbound/inbound calls. An hourly fee for such work will likely exceed the amount of

delinquent ad valorem taxes due. Moreover, the District will bear the cost of these hourly fees and not the debtor, because the Tax Code does not expressly authorize the District to pay for collection services based on an hourly fee.

F. The District believes this contingent fee contract is in its best interest. GOVT. CODE § 2254.1036(a)(1)(F). Under the contingent fee contract, the Firm will be paid the amount of the percentage-based collection fee, regardless the number of hours the Firm spends researching, contacting and mailing to collect the delinquent debt. Additionally, the percentage-based collection penalty is a pass-through expense to the debtor and not an expense to the District or taxpayers in the District. The contract is in the best interest of the residents of Midland ISD because the delinquent taxes, penalties, and interest will be professionally and competently collected without the additional costs needed to implement infrastructure and technology, and necessary to employ in-house personnel or pay outside counsel which would otherwise be required.

COP

CONTRACT FOR TAX COLLECTION SERVICES

THE STATE OF TEXAS }  
                          |  
COUNTY OF MIDLAND }  
                          |

On this the 14th day of July, 1981, the  
MIDLAND COUNTY APPRAISAL DISTRICT (hereinafter called "District")  
and MIDLAND INDEPENDENT SCHOOL DISTRICT  
(hereinafter called "Taxing Unit") enter into the following agree-  
ment:

I.

This agreement shall be effective from September 1, 1981,  
and continue until terminated by either District or Taxing Unit  
pursuant to the provisions of this instrument.

II.

The parties to this agreement desire to consolidate the  
collection of taxes in one agency, the Midland County Appraisal  
District. The District and the Taxing Unit enter into this agree-  
ment to eliminate duplication of efforts and to promote govern-  
mental efficiency. The parties enter into this agreement pur-  
suant to Tex. Rev. Civ. Stat. Ann. Art 4413 (32c) and the Texas  
Property Tax Code, Section 6.24.

III.

The District will collect taxes, both current and delinquent,  
for and on behalf of Taxing Unit on all properties located within  
the jurisdiction of Taxing Unit. Collection services will be done  
in accordance with all applicable provisions and requirements of  
the Texas Property Tax Code. For such services, Taxing Unit agrees  
to pay as compensation to District a sum of 61.915 % of the  
reasonable and necessary operating expenses incurred by District  
in the efficient collection of ad valorem taxes for the year 1982.  
In year 1983 and subsequent years, Taxing Unit shall pay an amount  
in the same proportion as its total assessed ad valorem taxes in  
the prior year bears to the total assessed in the prior year by  
City of Midland, Texas, Midland Independent School District,  
Midland Junior College District and Midland County Hospital Dis-

IV.

The attorney or attorneys employed by District are hereby specifically authorized to institute the filing of delinquent tax suits on behalf of the Taxing Unit.

V.

District agrees, as part of its services hereunder, to provide the Taxing Unit's Planning Department with the necessary information from the last approved tax roll regarding names and addresses of land owners to enable such department to send out the notices of public hearings required by law for zoning changes and various other proceedings.

VI.

No refunds for over payment or double payment of taxes or otherwise shall be made without prior formal approval by the District's Board of Directors.

VII.

No changes shall be made in the valuation shown on the tax rolls formally approved by the Governing Bodies of the various taxing districts, but errors and corrections in the computation may be made in the manner provided by statute following formal approval thereof by the District's Board of Directors.

VIII.

In the allowance of any amount as a credit or refund, or in the collection of any amount as a deficiency or underpayment of any ad valorem taxes on any real or personal property imposed by the Taxing Unit a fractional part of a dollar may be disregarded by the District and adjusted as an error and correction item.

IX.

Amendments to this agreement shall be effective when approved by both District and Taxing Unit pursuant to resolution during regular meeting. Both the District and the Taxing Unit reserves the right to terminate this agreement by giving written notice to the other party of its intention to terminate at least one full year prior to termination date, which termination date shall be December 31 of the calendar year next succeeding the

EXECUTED at Midland, Texas, on the date and year first above written.

MIDLAND INDEPENDENT SCHOOL DISTRICT

ATTEST:

Ronald A. Britton

By [Signature]

MIDLAND COUNTY APPRAISAL DISTRICT

ATTEST:

Joe M. Nuessle, Secretary  
Board of Directors

By Gilbert C. Tompson, Chairman  
Board of Directors

THE STATE OF TEXAS                    §                    TAX COLLECTION AGREEMENT  
ADDENDUM

   §  
COUNTY OF MIDLAND                    §

WHEREAS, the MIDLAND INDEPENDENT SCHOOL DISTRICT (hereinafter referred to as "MISD ") and the MIDLAND CENTRAL APPRAISAL DISTRICT (hereinafter referred to as "MCAD") have the power and authority pursuant to the terms of Texas Property Tax Code, Section 6.24, as amended, to authorize the MCAD, acting through its Chief Appraiser, to be the Collector for MISD;

AND WHEREAS, on July 14<sup>th</sup>, 1981m, MISD and MCAD entered into a contract for tax collection services;

AND WHEREAS, the ISD would like to retain their previously delegated right to the hiring of their own legal counsel as related to delinquent tax collections.

NOW, THEREFORE, for the consideration hereinafter expressed and the mutual consideration hereof, it is mutually agreed by and between MISD and the MCAD, as follows:

Section V of the July 14<sup>th</sup>, 1981 agreement between Midland ISD and the Midland Central Appraisal District which reads:

"The attorneys or attorneys employed by District are hereby specifically authorized to institute the filing of delinquent tax suits on behalf of the Taxing Unit."

Is deleted and replaced in its entirety with the following:

"The Midland Independent School District Board of Trustees retains their right to the selection of legal counsel for the Midland Independent School District pursuant to the Texas Property Tax Code, specifically sections 6.30 and 33.07."

IN WITNESS WHEREFORE, this Tax Collection Agreement is executed in duplicate originals as authorized by Resolutions adopted by the School Board of Trustees of the Midland Independent School District and the Board of Directors of the Midland Central Appraisal District.

Executed for MIDLAND INDEPENDENT SCHOOL DISTRICT on this the \_\_\_\_\_ day of \_\_\_\_\_, 2025, to be effective as of the \_\_\_\_ day of \_\_\_\_\_, 25, by Brandon W. Hodges, President of the Board of Trustees, Midland Independent School District.

\_\_\_\_\_  
Brandon W. Hodges

Executed for the MIDLAND CENTRAL APPRAISAL DISTRICT on this the \_\_\_\_\_ day of \_\_\_\_\_, 2025, to be effective as of \_\_\_\_\_ day of \_\_\_\_\_, 2025, by the Chairman of the Board of Directors of the Midland Central Appraisal District.

\_\_\_\_\_  
Chairman

THE QUESTION PRESENTED IS AS FOLLOWS: IF A LOCAL GOVERNMENT HAS A CONTRACT WITH AN ATTORNEY FOR THE COLLECTION OF DELINQUENT TAXES FOR A SET PERIOD, CAN THE LOCAL GOVERNMENT CANCEL SAID CONTRACT, WITH OR WITHOUT CAUSE, AND IF SO, WHAT WOULD BE THE POTENTIAL DAMAGES, IF ANY?

### TERMINATION WITHOUT CAUSE

Contracts of this sort are governed by § 6.30, TEXAS TAX CODE. This section has little to say about the terms of said contract, except to limit compensation to 20% of the taxes, penalties, and interest collected. However, it is fairly clear that under Texas law, a person may discharge an attorney, with or without cause, at any time. In Hume v. Zuehl 119 SW2d 905, (Tex. App- San Antonio 1938), *writ ref'd*, the Court of Appeals held that in a contract for collection of delinquent taxes, "the client has the absolute right to discharge the attorney and terminate the relation at any time without cause, no matter how arbitrary his action may seem, although the question of whether the termination was with or without cause may have a material bearing on the client's liability for fees or damages." See also In Re User Systems Services, Inc., 22 SW2d 331, 335 (Tex. 1999). Also, the Texas Disciplinary Rules of Professional Conduct, § 1.15, Comment 4 reads "A client has the power to discharge a lawyer at any time, with or without cause, subject to liability for payment for the lawyer's services, and paragraph (a) of this Rule requires that the discharged lawyer withdraw."

As to liability for services, the San Antonio Court of Appeals has also held that in such a contract, where the allowable fees are set by statute, there can be no further liability or damages other than what has been collected by the time of the termination of the contract. See Dodson v. City of Del Rio, (Tex. App. - San Antonio 1943), *writ ref'd w.o.m.* Even if the contract is terminated without cause, the lawyer is only entitled to the compensation as stated in the contract - in this case the statutorily allowed 15% of all taxes penalties and interest collected until the contract is terminated. Also, the common provision of the six month wind-down on all pending litigation (recognized in several AG opinions and cases), serves the purpose of quantum meruit compensation for the attorney's efforts.

Also, there may have been a change in the makeup of the Governing Body since the Contract was signed. The AG's office has long recognized that one Governing Body cannot bind a future Governing Body to a personal services contract. See TEX. ATTY GEN OP. O-257 (1939) dealing with Counties and TEX. ATTY GEN OP. O-2291 (1940), extending the O-257 opinion to School Districts.

### CONCLUSION

The governing body should be able to cancel this contract simply by sending a letter of termination. In any case, no one can be forced to use an attorney they do not wish to use - specific performance will not be ordered in such a case. Hume, supra, at 907.

## TAX CODE

### TITLE 1. PROPERTY TAX CODE

#### SUBTITLE B. PROPERTY TAX ADMINISTRATION

#### CHAPTER 6. LOCAL ADMINISTRATION

Sec. 6.30. ATTORNEYS REPRESENTING TAXING UNITS. (a) The county attorney or, if there is no county attorney, the district attorney shall represent the county to enforce the collection of delinquent taxes if the commissioners court does not contract with a private attorney as provided by Subsection (c) of this section.

(b) The governing body of a taxing unit other than a county may determine who represents the unit to enforce the collection of delinquent taxes. If a taxing unit collects taxes for another taxing unit, the attorney representing the unit to enforce the collection of delinquent taxes may represent the other unit with consent of its governing body.

(c) The governing body of a taxing unit may contract with any competent attorney to represent the unit to enforce the collection of delinquent taxes. The attorney's compensation is set in the contract, but the total amount of compensation provided may not exceed 20 percent of the amount of delinquent tax, penalty, and interest collected.

(d) Repealed by Acts 1983, 68th Leg., p. 4829, ch. 851, Sec. 28, eff. Aug. 29, 1983.

(e) A contract with an attorney that does not conform to the requirements of this section is void.

TAX CODE

TITLE 1. PROPERTY TAX CODE

SUBTITLE E. COLLECTIONS AND DELINQUENCY

CHAPTER 33. DELINQUENCY

Sec. 33.07. ADDITIONAL PENALTY FOR COLLECTION COSTS FOR TAXES DUE BEFORE JUNE 1. (a) A taxing unit or appraisal district may provide, in the manner required by law for official action by the body, that taxes that become delinquent on or after February 1 of a year but not later than May 1 of that year and that remain delinquent on July 1 of the year in which they become delinquent incur an additional penalty to defray costs of collection, if the unit or district or another unit that collects taxes for the unit has contracted with an attorney pursuant to Section 6.30. The amount of the penalty may not exceed the amount of the compensation specified in the contract with the attorney to be paid in connection with the collection of the delinquent taxes.

(b) A tax lien attaches to the property on which the tax is imposed to secure payment of the penalty.

(c) If a penalty is imposed pursuant to this section, a taxing unit may not recover attorney's fees in a suit to collect delinquent taxes subject to the penalty.

(d) If a taxing unit or appraisal district provides for a penalty under this section, the collector shall deliver a notice of delinquency and of the penalty to the property owner at least 30 and not more than 60 days before July 1.

Added by Acts 1981, 67th Leg., 1st C.S., p. 168, ch. 13, Sec. 130, eff. Jan. 1, 1982.

Amended by Acts 1999, 76th Leg., ch. 1481, Sec. 17, eff. Sept. 1, 1999; Acts 2001, 77th Leg., ch. 1430, Sec. 14, eff. Sept. 1, 2001.

**CONTRACT FOR THE COLLECTION OF  
DELINQUENT TAXES**

**THE STATE OF TEXAS**                   §  
  §  
**COUNTY OF MIDLAND**               §

THIS CONTRACT is made and entered into by and between the **MIDLAND INDEPENDENT SCHOOL DISTRICT**, whose principal address is 615 W. Missouri Ave., Midland, TX 79701, acting herein and through its Board of Trustees, hereinafter called Taxing Authority, and **PERDUE BRANDON FIELDER COLLINS & MOTT, LLP**, Attorneys at Law, Midland, Texas, or their duly authorized representatives, hereinafter called the Firm.

**I.**

Taxing Authority agrees to retain the services and does hereby retain the services of the Firm to enforce by suit or otherwise, the collection of all delinquent taxes, penalty and interest, owing to Taxing Authority which the Taxing Authority's Tax Collector refers to the Firm, provided current year taxes becoming delinquent within the period of this Contract shall become subject to its terms upon the following conditions:

- A. Taxes that become delinquent during the term of this Contract that are not delinquent for any prior year become subject to the terms of this Contract on the 1st day of the month in which penalties attach to the taxes pursuant to Section 33.07, 33.08 and/or 33.11 of the Texas Property Tax Code.
- B. Taxes that become delinquent during the term of this Contract on property that is delinquent for prior years shall become subject to its terms on the first day of delinquency when such property is under litigation or comes under litigation or is referred to the Firm for collection by Taxing Authority's Tax Collector.

C. Notwithstanding A or B, the Taxing Authority may turn over to the Firm to pursue remedies under Sections 33.48 or 33.21, et. Seq. of the Texas Property Tax Code at Tax Authority's discretion, and said taxes will become subject to the terms of this Contract.

D. All delinquent personal property taxes shall become subject to this Contract and are to be turned over to the Firm for collection 60 days after the delinquency date for said taxes. A penalty shall be assessed to defray the cost of collecting those taxes as provided by section 33.11, Texas Property Tax Code. All collection penalties or attorney fees collected on those taxes are the property of the Firm and shall be paid in the same manner as all other collection penalties or attorney fees under this Contract.

E. Other taxes, including current taxes, which are turned over to the Firm by Taxing Authority's Tax Collector because of the necessity of filing claims in Bankruptcy, with other Federal authorities, or for other reasons, shall become subject to the terms of this Contract at the time they are turned over to the Firm and the Firm shall be entitled to the appropriate percentage, as set forth in Paragraph V, of any amounts of delinquent taxes, penalties, and interest actually received by Taxing Authority.

F. Taxing Authority reserves the right to make the final decision as to whether or not to enforce by suit any delinquent tax account turned over to the Firm for collection.

## II.

The Firm is to call to the attention of the Taxing Authority's Tax Collector or other designated officials any errors, double assessments or other discrepancies coming under its observation during the progress of the work and is to intervene on behalf of Taxing Authority in all suits for taxes hereafter filed by any taxing unit on property located within its taxing jurisdiction.

### **III.**

The Firm agrees to make progress reports to Taxing Authority on request and to advise Taxing Authority of all cases where investigation reveals taxpayers to be financially unable to pay their delinquent taxes.

### **IV.**

All activities performed by the Firm in connection with this Contract are performed at no expense, fee, or cost to Taxing Authority.

### **V.**

Taxing Authority agrees to pay to the Firm, as compensation for the services required herein twenty (20%) percent of the amount of all taxes, penalty and interest subject to the terms of this contract as set forth in Paragraph I above, collected and paid to Taxing Authority Tax Collector during the term of this contract, as and when collected.

### **VI.**

Taxing Authority agrees to furnish to the Firm all data and information as to the name, and address of the taxpayer, the legal description of the property, years and amount of taxes due. Taxing Authority further agrees to update said information by furnishing a list of paid accounts and adjustments to the tax roll as necessary. Section 33.48(a) (4) of the Texas Property Tax Code provides: "In addition to other costs authorized by law, a taxing unit is entitled to recover...reasonable expenses that are incurred by the taxing unit in determining the name, identity and location of necessary parties and in procuring necessary legal descriptions of the property on which a delinquent tax is due:..." The Firm agrees to advance on behalf of Taxing Authority such costs and expenses. In consideration of the advancement of such costs and expenses by the Firm, Taxing Authority assigns its right to recover the same to the extent approved by the Court and/or

customarily and usually approved by the Court. The Firm expressly waives any claim against Taxing Authority for uncollected costs or expenses.

## VII.

Upon approval hereof by the Board of Trustees, this contract will be for an initial three (3) year term, from May 1, 2025 through April 30, 2028. After the initial term, this contract shall renew for successive one-year terms on January 1. Termination of this contract by either party shall require thirty (30) days' written notice prior to the end of the contract term of their desire and intent to terminate at the end of the contract term. The notice to terminate can be given for any reason whatsoever. Upon termination, the Firm shall have an additional six (6) months to reduce to payment or judgment all tax litigation and bankruptcy claims filed prior to the date this Contract becomes terminated or expires. Taxing Authority agrees to compensate the Firm for any such accounts collected during the six (6) month period in accordance with the terms of section V above.

## VIII.

Every provision of this Contract is intended to be severable. If any term or provision hereof is hereafter deemed by a Court to be illegal, invalid, void or unenforceable, for any reason or to any extent whatsoever, such illegality, invalidity, or unenforceability shall not affect the validity of the remainder of this Contract, it being intended that such remaining provisions shall be construed in a manner most closely approximating the intention of the Parties with respect to the illegal, invalid, void or unenforceable provision or part thereof.

In consideration of the terms and compensation here stated, the Firm hereby accepts said

retention of services and undertakes the performance of this Contract as above written.

## IX.

### Notice to Clients

The State Bar of Texas investigates and prosecutes professional misconduct committed by Texas attorneys. If you have a complaint against or dispute with this firm involving professional misconduct, the State Bar's Office of Chief Disciplinary Counsel will provide you with information about how to file a complaint. Please call 1-800-932-1900 for more information.

The Firm hereby represents and warrants that at the time of this Contract neither the Firm, nor any wholly owned subsidiary, majority-owned subsidiary, parent company or affiliate of the Firm: (i) engages in business with Iran, Sudan, or any foreign terrorist organization pursuant to Subchapter F of Chapter 2252 of the Texas Government Code; or (ii) is a company listed by the Texas Comptroller pursuant to Section 2252.153 of the Texas Government Code. The term "foreign terrorist organization" has the meaning assigned to such term pursuant to Section 2252.151 of the Texas Government Code.

By signing and entering into the Contract, the Firm verifies, pursuant to Chapter 2271 and Chapter 2274 (as added by Senate Bill 13, 87<sup>th</sup> Legislature Regular Session) of the Government Code, it does not boycott Israel or boycott energy companies and will not boycott Israel or boycott energy companies during the term of this Contract. "Boycott Israel" has the meaning assigned by Section 808.001, Government Code. "Boycott energy company" has the meaning assigned by Section 809.001, Government Code.

By signing and entering into the Contract, the Firm verifies, pursuant to Chapter 2274 (as added by Senate Bill 19, 87<sup>th</sup> Legislature Regular Session) of the Government Code, that it does not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association and will not discriminate during the term of this Contract against a firearm entity or firearm trade association. "Discriminate against a firearm entity or firearm trade association" has the meaning assigned by Section 2274.001(3), Government Code.

WITNESS the signatures of all parties hereto in duplicate originals this the \_\_\_\_ day of \_\_\_\_\_, 2025, Midland County, Texas.

**MIDLAND INDEPENDENT SCHOOL  
DISTRICT**

**By:** \_\_\_\_\_  
**Name:** Dr. Stephanie Howard  
**Title:** Superintendent

**PERDUE BRANDON FIELDER COLLINS &  
MOTT, LLP**

**By:** \_\_\_\_\_  
**Name:** Tara R. Mulanax  
**Title:** Partner



PERDUE BRANDON  
FIELDER COLLINS & MOTT LLP  
ATTORNEYS AT LAW

# DELINQUENT PROPERTY TAX COLLECTIONS



**Submitted by** *Tara Mulanax*  
March 25, 2025 | [www.pbfcm.com](http://www.pbfcm.com)

2500 N. Big Spring St., Suite D  
Midland, Texas 79705

# MEET OUR TEAM



## **Tara Mulanax** **Equity Partner at Perdue**

Midland native  
Joined PB in 2020, former partner with Midland  
O/G firm.



## **Tracy Crites** **Equity Partner at Perdue**

Midland resident since 2005  
Joined PB in 1999, former in-house  
counsel at Midland O/G company.



## **Kelsey Robbins** **Associate Attorney**

Midland ISD graduate, joined PB  
in 2024.



## **Casey Bean** **School Audit and Appeals**

Joined PB in 2021. Midland  
resident since 1988, spouse MISD  
teacher and kids MISD grad.



## **Kim Ramos** **Office Manager**

Joined PB in 2007, MISD grad and  
Midland resident over 25 years.

**Additional team  
members located at  
our office at 2500 N.  
Big Spring St:**

Luz Bernard – Paralegal  
Stephanie Vasquez –  
Paralegal

# The Perdue Brandon Advantage

## Our Firm

- Firm founded in 1970 in Amarillo.
- Currently we have over 60 attorneys and nearly 500 total team members to ensure that our clients are adequately represented.

## Experience

- 55 years in existence and exclusively collect government receivables for over 2,300 total clients – including nearly 500 school districts.
- Proven collection strategies that resolve delinquencies, without immediate litigation, to get accounts paid quicker and save your taxpayers money.



# Property Tax System/History

**1979:** Peveto Act passed. Centralized appraisal functions to a CAD. Prior to Peveto, each entity performed their own appraisal/collections.

**1981:** MISD and MCAD entered into an agreement for MCAD to collect taxes under the Peveto Act.

**2005:** Perdue Brandon hired to represent Midland County. Greenwood ISD and Midland County Utility District followed.

Regardless of the firm, the cost to MISD is zero. Under Texas law, the delinquent tax firm is paid an add-on fee by those whose taxes go delinquent and remain delinquent for months.

# The Perdue Brandon Advantage

## Local, Fully Staffed office

- Attorneys and support staff located in Midland.
- We are the only fully staffed, local firm and have been for the last 20 years.

## Oil and Gas Focused Experience

- Internal team dedicated to the unique mineral heavy delinquent tax roll of MISD.

## Currently represent Greenwood ISD, Midland County and Midland County Utility District

- Seamless collection transition as we already collect for other Midland County entities.



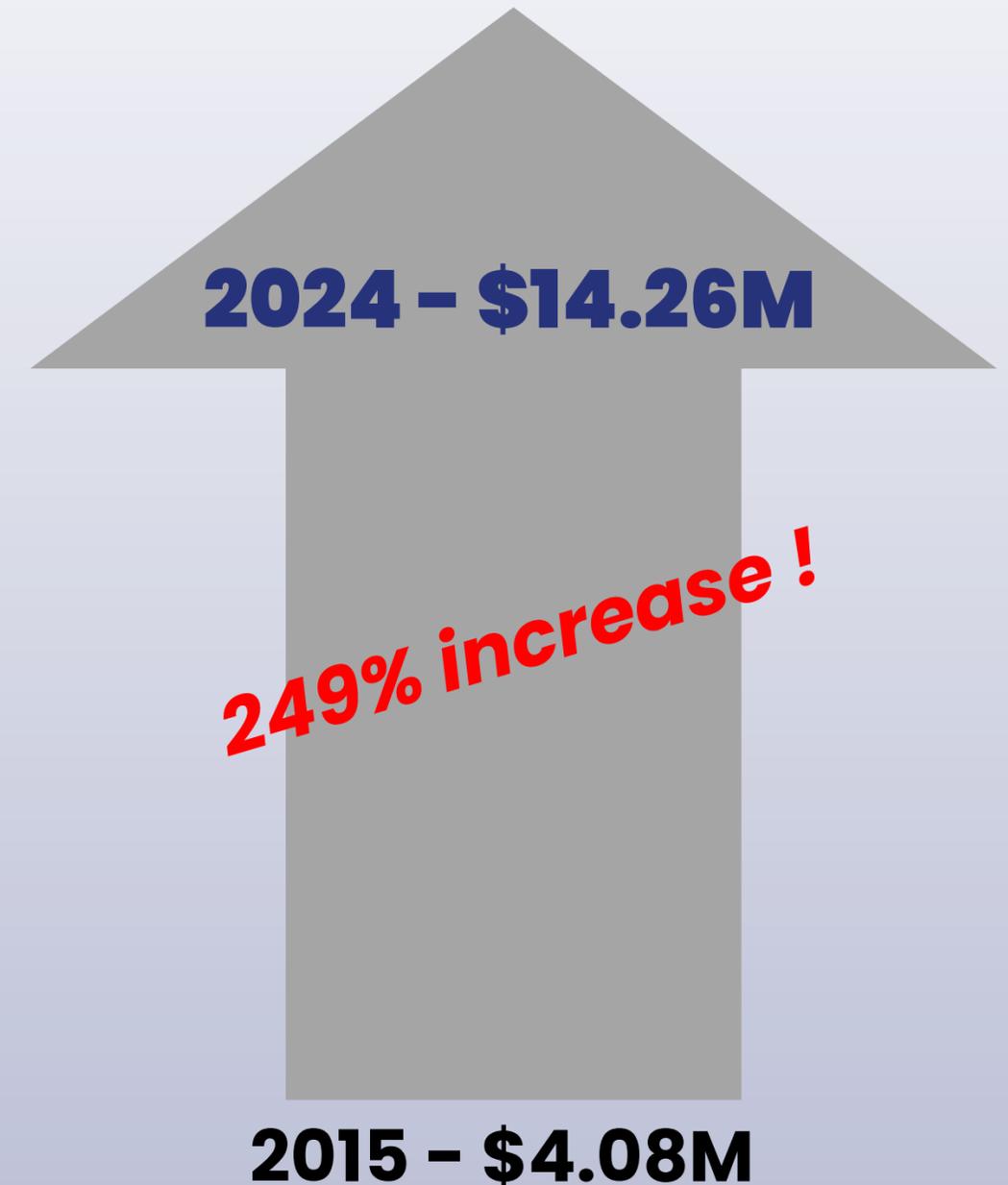
# The Perdue Brandon Advantage

## Why make the switch?

- According to the TEA annual audit:
  - In 2015: the total MISD delinquent tax roll (DTR) was \$4,084,716.
  - As of June 30, 2024: \$14,260,891.
  - While growth in the taxable value would justify some increase, we believe the growth in the DTR is excessive and can be substantially reduced.

## What does Perdue have that others don't?

- A dedicated team with a specific focus to drill down on your entire DTR, but with the proven experience to focus and collect your delinquent mineral accounts.



# THANK YOU

Any Questions?



C. Discussion of and Request for Approval of Budget Amendment #8  
Presenter: Tucker Durham

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# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Tucker Durham, Chief Financial Officer

**Subject:** Discussion of and Request for Approval of Budget Amendment #8

### Action Item

#### **Financial Impact**

District's expenditure estimate, by function, for the 2024-25 school year.

#### **Board Goals/ Strategic Plan Goals**

Goal 8, Initiative 2

#### **Executive Summary**

Annually, school boards are required to approve three funds. The general fund, the child nutrition fund, and the debt service fund, by function. Functions help categorize expenses to indicate the purpose of all transactions. The attached budget amendment contains cross-functional transfers that require board approval prior to moving funds in the budget since the board approves budgets based on the function at the fund level. These requests are from budget owners who have determined funds need to be moved from one budgeted account to another but are in two separate functions. This budget amendment does not involve any revisions to accounts for the Debt Service Fund and Child Nutrition Fund.

The amendment revised the other local revenue account code and expenses for the General Fund, totaling \$4,011. This amount was insurance reimbursement for a van that was in an accident in October 2024. The funds will be used to repair the van. This insurance reimbursement will have no effect on the deficit budget.

#### **Recommendation**

The administration recommends the Board of Trustees approve Budget Amendment #8 as presented.

#### **Contact Person**

Jacqueline Aguirre, Budget Coordinator

#### **Enclosure**

March 2025 Budget Amendment

**MADE IN**



**BUDGET AMENDMENT #8**

**March 25, 2025**

# SUMMARY

- Annually, school boards are required to approve the budget by function for the following funds
  - General Fund (199)
  - Child Nutrition (240)
  - Debt Service (599)
- If changes need to be made to move funds from one function to another, it requires board approval
- Functions within each fund categorizes the transaction based on the intended purpose
  - 11 - Instructional
  - 34 - Transportation
  - 91 - Recapture

# SUMMARY

- Cross function transfers
- Does not affect the overall budget but re-categorizes the funds for their intended purposes within different organizations budgets
- Utilization of fund balance for CNS and Debt Service
- General Fund Increase Revenue and Expenses:
  - Insurance Reimbursement

## MIDLAND INDEPENDENT SCHOOL DISTRICT BUDGET AMENDMENT #8

As of March 25, 2025

The Texas Education Agency requires that amendments to the adopted budget be reflected in the official minutes of the Board of Trustees during a given fiscal year. The following summary includes transfers and revisions to the initial budget.

	Original Budget	Revised Budget - FEB 25	Budget Amendment #8	Revised Budget - MAR 25
<b>GENERAL FUND</b>				
<b>REVENUES</b>				
5710 Ad Valorem Taxes	\$ 321,544,406	\$ 329,935,695	-	\$ 329,935,695
5700 Other Local Revenue	16,806,748	17,738,787	4,011	17,742,797
5800 State Revenue	18,905,031	24,263,810	-	24,263,810
5831 TRS On-Behalf	10,742,905	10,750,540	-	10,750,540
5900 Federal Revenue	1,219,276	1,219,276	-	1,219,276
7900 Other Financing Sources	-	1,602,745	-	1,602,745
<b>Total Revenues</b>	<b>369,218,366</b>	<b>385,530,853</b>	<b>4,011</b>	<b>385,534,864</b>
<b>EXPENDITURES by FUNCTION</b>				
11 - Instructional Services	182,106,459	183,287,482	2,132,488	185,419,971
12 - Instructional Resources and Media Services	3,471,082	3,475,908	5,000	3,480,908
13 - Staff Development	6,152,789	5,281,983	129,639	5,421,622
21 - Instructional Administration	7,879,559	8,154,015	21,275	8,175,290
23 - Campus Administration	16,844,981	16,861,016	57,110	16,918,126
31 - Guidance and Counseling	13,244,624	14,839,809	29,490	14,869,299
32 - Social Services	816,045	816,045	-	816,045
33 - Health Services	3,950,812	3,951,848	4,864	3,956,512
34 - Student (Pupil) Transportation	9,517,891	9,867,668	(25,989)	9,841,679
35 - Food Services	232,650	232,650	-	232,650
36 - Curricular / Extracurricular Activities	9,884,785	9,916,897	(1,295,988)	8,620,909
41 - General Administration	8,982,032	9,411,801	-	9,411,801
51 - Plant Maintenance and Operation	47,348,487	45,842,091	(1,080,014)	44,762,078
52 - Security and Monitoring Services	7,338,925	8,157,233	(1,176)	8,156,058
53 - Data Processing Services	7,802,408	7,125,896	-	7,125,896
61 - Community Services	1,057,344	1,661,740	1,511	1,663,251
71 - Debt Service (Capital Lease - Principal)	3,503,285	4,285,877	30,000	4,315,877
81 - Facilities acquisition and construction	-	472,999	(4,000)	468,999
91 - Contract Instructional Services (Ch. 49 Recap)	78,418,965	87,224,540	-	87,224,540
99 - Intergovernmental Charges	3,509,478	3,509,478	-	3,509,478
<b>Total Expenditures</b>	<b>411,772,559</b>	<b>424,386,974</b>	<b>4,011</b>	<b>424,390,985</b>
Transfer Out to Other Funds	-	-	-	-
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(42,554,193)</b>	<b>(38,856,121)</b>	<b>-</b>	<b>(38,856,121)</b>
<b>CHILD NUTRITION FUND</b>				
<b>REVENUES</b>				
5700 Other Local Revenue	\$ 3,935,250	\$ 3,947,750	\$ -	\$ 3,947,750
5800 State Revenue	57,500	57,500	-	57,500
5900 Federal Revenue	13,285,000	13,285,000	-	13,285,000
<b>Total Revenues</b>	<b>17,277,750</b>	<b>17,290,250</b>	<b>-</b>	<b>17,290,250</b>
<b>EXPENDITURES by FUNCTION</b>				
35 - Food Services	17,277,750	23,377,750	-	23,377,750
<b>Total Expenditures</b>	<b>17,277,750</b>	<b>23,377,750</b>	<b>-</b>	<b>23,377,750</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>(6,087,500)</b>	<b>-</b>	<b>(6,087,500)</b>
<b>DEBT SERVICE FUND</b>				
<b>REVENUES</b>				
5710 Ad Valorem Taxes	\$ 99,144,577	\$ 99,144,577	-	\$ 99,144,577
5700 Other Local Revenue	2,000,000	2,000,000	-	2,000,000
5800 State Revenue	520,485	520,485	-	520,485
<b>Total Revenues</b>	<b>101,665,062</b>	<b>101,665,062</b>	<b>-</b>	<b>101,665,062</b>
<b>EXPENDITURES by FUNCTION</b>				
71 - Debt Service (Principal, Interest & Bond Fees)	29,725,000	29,725,000	-	29,725,000
71 - Debt Service (Interest)	38,085,780	38,085,780	-	38,085,780
71 - Bond Issuance Cost and Fees	33,255,282	105,114,520	-	105,114,520
<b>Total Expenditures</b>	<b>101,665,062</b>	<b>173,525,300</b>	<b>-</b>	<b>173,525,300</b>
Other Sources/Uses (Net Effect of Bond Refunding)	-	-	-	-
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>(71,860,238)</b>	<b>-</b>	<b>(71,860,238)</b>

# RECOMMENDATION

The administration recommends the Board of Trustees approve Budget Amendment #8 as presented.

D. Discussion of and Request for Approval of RFP #24-229 Warehouse Products  
Presenter: Cortney Smith

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# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Cortney Smith, Chief of Facilities and Operations

**Subject:** Discussion of and Request for Approval of RFP # 24-229 Warehouse Products

### Action Item

#### **Financial Impact**

Estimated Annual Expenditures: \$ 485,830.69 – Federal Funds

The Memorandum of Understanding that was board approved on January 21, 2025 allows Midland ISD to partner with San Angelo ISD to procure warehouse items, which will result in cost savings for the district. Each district will be responsible for placing their orders and paying for its own products.

This is a one-year contract with an option to extend for three (3) additional years, one-year term at a time.

#### **Board Goals/ Strategic Plan Goals**

Student Experience – Create learning environments that prepare students for meaningful opportunities post-graduation.

#### **Executive Summary**

Pursuant to 44.031 of the Texas Education Code (TEC) contracts or expenditures valued at \$50,000 or more in the aggregate for each 12-month period shall be competitively procured to provide the best value for the district.

On February 5, 2025, MISD issued RFP # 24-229 Warehouse Products - Frozen, Staple, Paper, Chemical. It was advertised on February 5, 2025, and February 12, 2025. One hundred two (102) invitations were issued. Two (2) vendors submitted proposals. The proposals were opened at 2:00 P.M. CST on February 20, 2025.

Products to be purchased through this RFP include but are not limited to, beef, fruit, juices, breakfast products, disposable trays, and plastic ware. The anticipated estimated savings by utilizing this RFP are \$39,000 annually.



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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### **Recommendation**

The committee for this RFP is recommending award to the following vendor, the vendor providing the best value to the district.

**Sysco West Texas**

### **Contact Person**

Cortney Smith, Chief of Facilities and Operations

### **Enclosure**

Bid Tabulation, Scoresheet, and Price Analysis

## Bid Tabulation

<b>Event Number</b>	RFP # 24-229 Addendum 1
<b>Event Title</b>	Warehouse Products - Frozen, Staple, Paper, Chemical
<b>Event Description</b>	
<b>Event Type</b>	RFP
<b>Issue Date</b>	2/5/2025 08:00:03 AM (CT)
<b>Close Date</b>	2/20/2025 02:00:00 PM (CT)

<b>Organization</b>
<b>Workgroup</b>
<b>Event Owner</b>
<b>Email</b>
<b>Phone</b>
<b>Fax</b>

Responding Supplier	City	State	Response Submitted	Lines Responded	Response Total
Acme Soap Company (Acme Soap,INC.)	San Antonio	TX	2/19/2025 11:42:38 AM (CT)	5	\$288,434.20
Sysco West Texas	Lubbock	TX	2/20/2025 11:01:02 AM (CT)	24	\$817,116.97

**Please note: Lines Responded and Response Total only includes responses to specification. No alternate response data is included.**

**Price Analysis**

	MISD Qty	SAID Qty	Combined Qty	UOM	Unit Price	MISD Total	SAISD Total	Combined Total Cost	Supplier Notes
<b>Beef, Ground, 85/15, LFTB Free, Raw, Frozen</b>									
<b>Supplier</b>									
Sysco West Texas	664	50	714	EA	\$4.38	\$2,908.32	\$219.00	\$ 3,127.32	05666064/5#AVGFIRECLSBEEF GRND BULK 85/15 CHUB FR519559 - \$4.38 PER LB. 14 - 21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	664	50	714	EA	No Bid			No Bid	
<b>Sausage Roll PK/CKN/BF WG IW</b>									
Sysco West Texas	1657	390	2047	EA	\$67.79	\$112,328.03	\$26,438.10	\$ 138,766.13	7018744136/2OZDBL BSAUSAGE ROLL WHL GRAIN IW4093BDOUBLE B FOODS INCS PALLETS / 225 CASE MINIMUM / 21 - 28 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	1657	390	2047	EA	No Bid			No Bid	
<b>Pineapple, Tidbits Nat Juice, Canned</b>									
Sysco West Texas	911	305	1216	EA	\$52.14	\$47,499.54	\$15,902.70	\$63,402.24	81311876/#10DELMONT PINEAPPLE TIDBIT BID2001692DEL MONTE22 -29 DAY LEAD TIME ALT ITEM - 41064986/#10DOLEPINEAPPLE TIDBIT JCE FCY553 - \$50.82 16 - 23 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	911	305	1216	EA	No Bid			No Bid	
<b>Mandarin Oranges, WH SEC LS, Canned</b>									
Sysco West Texas	358	245	603	EA	\$59.05	\$21,139.90	\$14,467.25	\$35,607.15	13978196/#10DOLEORANGE MANDARIN SECT LS421848 CASE MINIMUM - 16 - 23 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	358	245	603	EA	No Bid			No Bid	
<b>Juice, Apple, 100%, Carton</b>									
Sysco West Texas	6489	3540	10029	EA	\$7.62	\$49,446.18	\$26,974.80	\$76,420.98	481804740/4.23OZJCY JCEJUICE APPLE RTD00055-00HARVEST HILL BEVERAGE COMPANY24 PALLET / 3240 CASE MINIMUM - 14-21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	6489	3540	10029	EA	No Bid			No Bid	
<b>Juice, Orange, 100%, Carton</b>									
Sysco West Texas	2562	3670	6232	EA	\$7.62	\$19,522.44	\$27,965.40	\$47,487.84	488806240/4.23OZJCY JCEJUICE ORANGE TANGERINE SING SV5824 PALLET / 3240 CASE MINIMUM - 14-21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	2562	3670	6232	EA	No Bid			No Bid	
<b>Juice, Grape, 100%, Carton</b>									
Sysco West Texas	854	2330	3184	EA	\$7.62	\$6,507.48	\$17,754.60	\$24,262.08	481808040/4.23OZJCY JCEJUICE GRAPE RTD00057-00HARVEST HILL BEVERAGE COMPANY24 PALLET / 3240 CASE MINIMUM - 14-21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	854	2330	3184	EA	No Bid			No Bid	
<b>Juice, Fruit Punch, 100%, Carton</b>									
Sysco West Texas	854	4005	4859	EA	\$7.62	\$6,507.48	\$30,518.10	\$37,025.58	481811240/4.23OZJCY JCEJUICE PUNCH RTD00059-00HARVEST HILL BEVERAGE COMPANY24 PALLET / 3240 CASE MINIMUM - 14-21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	854	4005	4859	EA	No Bid			No Bid	
<b>Juice, Berry, 100%, Carton</b>									
Sysco West Texas	854	6245	7099	EA	\$7.62	\$6,507.48	\$47,586.90	\$54,094.38	488804240/4.23OZJCY JCEJUICE BERRY SINGLE SERVE56HARVEST HILL BEVERAGE COMPANY24 PALLET / 3240 CASE MINIMUM - 14-21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	854	6245	7099	EA	No Bid			No Bid	
<b>Juice, Strawberry Kiwi, 100%, Carton</b>									
Sysco West Texas	854	2330	3184	EA	\$7.62	\$6,507.48	\$17,754.60	\$24,262.08	TBD40/4.23OZJCY JCEJUICE KIWI STRAWBERRY SERVE147HARVEST HILL BEVERAGE COMPANY24 PALLET / 3240 CASE MINIMUM - 14-21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	854	2330	3184	EA	No Bid			No Bid	
<b>Juice, Orange Pineapple, 100%, Carton</b>									
Sysco West Texas	854	2330	3184	EA	No Bid	295		No Bid	
Acme Soap Company (Acme Soap,INC.)	854	2330	3184	EA	No Bid			No Bid	

**Juice, 100%, Carton (Other Flavor Option)**

Sysco West Texas	854	2330	3184	EA	\$8.25	\$7,045.50	\$19,222.50	\$26,268.00	477455240/4.23OZJCY JCEJUICE VEG MEDLEY66HARVEST HILL BEVERAGE COMPANYMINIMUM 24 PALLETS / 3240 CASES - LEAD TIME = 14-21 DAYS477455240.23OZJCY JCEJUICE VEG MEDLEY66HARVEST HILL BEVERAGE COMPANY24 PALLET / 3240 CASE MINIMUM - 14-21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	854	2330	3184	EA	No Bid			No Bid	

**Rotini WG**

Sysco West Texas	233	100	333	EA	\$33.87	\$7,891.71	\$3,387.00	\$11,278.71	35934092/10 LBBARILLAPASTA ROTINI 100% WHL GRAIN1000013341BARILLA AMERICA INC7 - 14 DAY LEAD TIMEALT ITEM - 0108058210 LBDAKOTAPASTA ROTINI WHL GRAIN6738792021DAKOTA = \$19.89 PER CASE7 - 14 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	233	100	333	EA	No Bid			No Bid	

**Gloves, Vinyl - Small (Powderless)**

Sysco West Texas	11	75	86	EA	\$23.66	\$260.26	\$1,774.50	\$2,034.76	095198010/100 CTSYS RELGLOVE VINYL FDSVC PF SML304363301HANDGARDS INC21 - 28 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	11	75	86	EA	No Bid			No Bid	

**Gloves, Vinyl - Medium (Powderless)**

Sysco West Texas	176	75	251	EA	\$23.45	\$4,127.20	\$1,758.75	\$5,885.95	095199810/100 CTSYS RELGLOVE VINYL FDSVC PF MED304363302HANDGARDS INC21 - 28 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	176	75	251	EA	No Bid			No Bid	

**Gloves, Vinyl - Large (Powderless)**

Sysco West Texas	175	50	225	EA	\$23.57	\$4,124.75	\$1,178.50	\$5,303.25	095200410/100 CTSYS RELGLOVE VINYL FDSVC PF LG304363303HANDGARDS INC21 - 28 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	175	50	225	EA	No Bid			No Bid	

**Gloves, Vinyl - XL (Powderless)**

Sysco West Texas	38	50	88	EA	\$23.91	\$908.58	\$1,195.50	\$2,104.08	095201810/100 CTSYS RELGLOVE VINYL FDSVC PF XL304363304HANDGARDS INC21 - 28 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	38	50	88	EA	No Bid			No Bid	

**Tray, Black, 5 Compartment, Styrofoam serving tray**

Sysco West Texas	4418	1640	6058	EA	\$24.74	\$109,301.32	\$40,573.60	\$149,874.92	31515134/125CTPACTIVTRAY FOAM SCHL 5C BLK 8X10YTHB05005GBXPACTIV LLC256 CASE MINIMUM - 19 - 23 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	4418	1640	6058	EA	\$40.28	\$177,957.04	\$66,059.20	\$244,016.24	

**Souffle Cup, 2 oz, Clear, Plastic**

Sysco West Texas	24	135	159	EA	\$26.32	\$631.68	\$3,553.20	\$4,184.88	779023912/200CTSYS RELCUP PLAS PRTN TRANS 2OZYS200SYSPACTIV LLC19 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	24	135	159	EA	\$30.58	\$733.92	\$4,128.30	\$4,862.22	translucent color

**Lid, souffle cup, 1.5-2.5 oz, clear (for above listed cup)**

Sysco West Texas	12	68	80	EA	\$22.11	\$265.32	\$1,503.48	\$1,768.80	779079524100CTSYS IMPLID PLAS CLR F/1.5-2.5OZ PRTNYS2FRSYSPACTIV LLC19 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	12	68	80	EA	\$23.52	\$282.24	\$1,599.36	\$1,881.60	

**Detergent, Pot & Pan, DAWN**

Sysco West Texas	198	160	358	EA	\$74.86	\$14,822.28	\$11,977.60	\$26,799.88	18234364/1 GALDAWN DDETERGENT DISHWASH CLOSED LOOP848933597 - 14 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	198	160	358	EA	\$84.31	\$16,693.38	\$13,489.60	\$30,182.98	

**Bleach, Regular 6%**

Sysco West Texas	114	160	274	EA	\$17.05	\$1,943.70	\$2,728.00	\$4,671.70	19330746128OZSYS CLSBLEACH LIQ GRMCDL ULTRA 6%11009105041KIK INTERNATIONAL LLC CB16 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	114	160	274	EA	\$27.34	\$3,116.76	\$4,374.40	\$7,491.16	

**Kit - Spork, Straw, & Napkin**

Sysco West Texas	2758	0	2758	EA	\$15.79	\$43,548.82	\$0.00	\$43,548.82	78508681000/KITSWALLPACKIT CUTLERY SPRK/NAP MILK STRW3600WALLACE PACKAGING LLC70 CASE MINIMUM - 14 - 21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	2758	0	2758	EA	No Bid			No Bid	

**Kit - Spork & Napkin**

Sysco West Texas	50	880	930	EA	\$15.79	\$789.50	\$13,895.20	\$14,684.70	61361151/1000CTWALLACEKIT CUTLERY SPRK/NAP M/W P/P3609WALLACE PACKAGING LLC70 CASE MINIMUM - 14 - 21 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)	50	880	930	EA	No Bid			No Bid	

**Bowl, Foam, 8oz**

Sysco West Texas	191	50	241	EA	\$59.14	\$11,295.74	\$2,957.00	\$14,252.74	28265862050CTSYS CLSBOWL FOAM 8OZ UNLAM WHTFQ8BSYSPACTIV LLC15 - 22 DAY LEAD TIME
Acme Soap Company (Acme Soap,INC.)			241	EA	No Bid			No Bid	

<b>Totals:</b>	<b>Sysco</b>	<b>\$ 485,830.69</b>	<b>\$ 331,286.28</b>	<b>\$ 817,116.97</b>
	<b>Acme</b>	<b>\$ 198,783.34</b>	<b>89,650.86</b>	<b>\$ 288,434.20</b>

**Scoresheet**  
**Request for Proposal**  
**# 24-229 Warehouse Products - Frozen, Staple, Paper, Chemical**

Supplier	Rank	Score	Standard Evaluation Criteria									
			1. The Purchase Price	2. The reputation of the Vendor and the Vendors Goods or services	3. The quality of the Vendor's goods or services	4. The extent to which the Vendor's goods or services meet District's needs.	5. The Vendor's past relationship with the district.	6. The impact on the laws and rules relating to history	7. Total Long-Term Costs	8. Contract for Goods and Services	9. Other Relevant Factors	
		100		35.00	15.00	25.00	20.00	5.00	0.00	0.00	0.00	0.00
Sysco West Texas	1	85.00		35.00	5.00	21.00	19.20	4.80	0.00	0.00	0.00	0.00
Acme Soap Company	2	17.20		5.00	0.00	8.00	4.00	0.20	0.00	0.00	0.00	0.00
		51.10		20.00	2.50	14.50	11.60	2.50	0.00	0.00	0.00	0.00

E. Discussion and Approval of Grant Application for Drone Surveillance Program  
Presenter: Tucker Durham

300



# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Tucker Durham, Chief Financial Officer

**Subject:** Discussion of and Approval of Grant Application for Drone Surveillance Program

### Action Item

#### **Financial Impact**

The grant will cover the initial purchase, setup, training, and first year of service for two drones and five pilots at \$72,136.00.

#### **Board Goal/Strategic Plan Goals**

Goal 8, Initiative 2

#### **Executive Summary**

A competitive grant opportunity has recently arisen that the district intends to apply for; however, before the application being finalized, the Board of Trustees must approve a resolution. The grant will cover the initial purchase, setup, training, and first year of service for two drones and five pilots, which will cost \$72,136.00. If the district elects to continue the program, local funding sources would be required to fund the program at an estimated annual cost of \$8,178, which covers the cost of licensing for the two drones and five pilots. There is a potential additional training for new staff at \$250 per person.

The Midland Independent School District Police Department is seeking funding for a drone program to enhance its ability to identify, deter, and respond to threats, including violence, terrorism, and active attack events. Traditional police work is often reactive, with officers relying on limited information before arriving at a scene. Drones would provide real-time aerial surveillance, offering detailed intelligence on suspects, weapons, and threats before officers arrive. This technology could improve response times, aid in suspect apprehension, and enhance safety for both law enforcement and the public. Drones would also support large event security and disaster response by providing critical aerial oversight.

#### **Recommendation**

The administration recommends the Board of Trustees approve the grant application for the Drone Surveillance Program as presented.



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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**Contact Person**

Tucker Durham, Chief Financial Officer

**Enclosure**

Board Resolution

**MADE IN**



**Grant Application for Drone Surveillance Program**

302

**March 25, 2025**

# Overview

- Seeking alternative funding through grant opportunities
- Drove surveillance program
  - Enhance the districts ability to identify, deter and respond to events
  - Provide aerial oversight

# Overview

- Grant will cover initial purchase
  - Setup
  - Training
  - First year of service for two drones and five pilots
- After first year, the district is not obligated to continue the program since no further federal funding will be available
- Approximately \$8,178 annually to continue program
  - Licensing for the two drones and five pilots
  - Additional \$250 for training additional employees

# RECOMMENDATION

The administration recommends the Board of Trustees approve the grant application for the drone surveillance program as presented

**BOARD RESOLUTION FOR THE MIDLAND  
INDEPENDENT SCHOOL DISTRICT**

**WHEREAS,** The Midland ISD School Board finds it in the best interest of the citizens of Midland, TX, that the MISD Drone Surveillance Program to Combat Terrorism be operated for the 2025-2026 fiscal year; and

**WHEREAS,** Midland ISD School Board agrees that in the event of loss or misuse of the Office of the Governor funds, Midland ISD School Board assures that the funds will be returned to the Office of the Governor in full.

**WHEREAS,** Midland ISD School Board designates Tucker Durham as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

**NOW THEREFORE, BE IT RESOLVED** that the Midland ISD School Board approves the submission of the grant application for the MISD Drone Surveillance Program to Combat Terrorism to the Office of the Governor.

Signed by: \_\_\_\_\_  
Midland ISD School Board President, Brandon W. Hodges

Passed and Approved this 25th day of March, 2025.

Grant Number: 5387201

11. Information Items  
A. Board Committee Report

308



# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025  
**Presented By:** Board of Trustees  
**Subject:** Board Committee Report

### Information Item

#### **SAFETY AND SECURITY COMMITTEE**

Angel Hernandez, Chair  
Michael Booker

On February 6, 2025 the Midland ISD Board Safety and Security Committee met.  
The following summarizes the agenda of the meeting:

MISD Police Department Update: Chief McKown addresses that we have hired 29 Officers and currently have 39 Officers.

#### **MISD Safety and Security Update:**

Chief McKown addressed the MISD Emergency Management update to include the key areas of focus for audits by the school safety center on 83.8% of MISD Instructional facilities.

Areas are:

1. Intruder detection
2. Exterior doors
3. Classroom doors
4. Weekly exterior door sweep log

All information can be found in the TEA website sentinel.

**CLOSED SESSION: 12:01 PM**

Intruder Detection Audits

Chief McKown spoke about Intruder Detection Audits

**OPEN SESSION: 12:12 pm**

MISD PD has had some students from secondary campuses congregating at nearby parks. Chief McKown has officers rotating patrol at these locations and this has helped to deter criminal activity and helps to keep our students safe as well as the surrounding neighborhoods.



# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

It was mentioned that we may also keep an eye on abandoned buildings near the area as well. Chief McKown agreed and will have officers aware of these sites.

The meeting adjourned at approximately 12:18 PM

Staff Presenter: Chief Scott McKown

Board Members and Staff Present: Michael Booker, Stephanie Howard, Roberto Cedillo, Cortney Smith, Fatima Muniz, Nick Stone, Michelle Cline, Heather Clark, Raymond Olivas, Shay Hillman, Lisa Cisneros, Jennifer Carpenter, Matt Hoppman, and Rocky Guzman.

### **EDUCATION FOUNDATION**

#### **Board Goal(s)**

The Education Foundation is mindful of the Board Goals and strives to support the goals within the Foundation's programs to enhance academics and learning at all campuses.

#### **Executive Summary**

The Education Foundation has a 17-member board of directors made up of Midland community members.

The Education Foundation met on February 14, 2025, and below is a summary of the meeting.

- President's Report - Brian Stubbs
- Superintendent's Report - Dr. Stephanie Howard
  - STEM+M Medical
  - 8 seniors are going to Baylor College of Medicine camp this summer
  - 3 National Merit Finalist
  - MISD budget update and budget efficiencies
  - Permian Basin Future Ready coalition
- MISD Trustee report - Sara Burleson
  - DI competition at LHS
  - Need to increase basic allotment and base on daily enrollment
- Director Report - Anita Gamertsfelder
  - \$1,000,000 grant from FMH Foundation for Fine Arts
  - Grant applications are now open with March 1 deadline
  - Student Scholarship application are open with April 1 deadline
  - Basin PBS "What My School Means to Me" sponsorship
  - MISD sponsor opportunities that MEF will offer
- Guest Speaker - Erin Bueno with MISD Academic overview
- Serving for Success pickleball tournament report
- Grants Committee update
  - February Micro Grants presented



# Midland Independent School District

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## BOARD OF TRUSTEES AGENDA

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**Trustee Board Members and Staff Present:**

Sara Burleson, Stephanie Howard, Erin Bueno

**Contact Person**

Anita Gamertsfelder

[anita.gamertsfelder@midlandisd.net](mailto:anita.gamertsfelder@midlandisd.net)

**The Midland Education Foundation exists to promote excellence in education by generating and distributing additional resources for the benefit of Midland ISD students and employees.**





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Tucker Durham, Chief Financial Officer

**Subject:** Reportable Purchase Orders over \$100,000 - February 2025

### Information Item

#### **Financial Impact**

Estimated amount (s); see the attachment.

#### **Board Goal/Strategic Plan Goals**

CH (Local)

#### **Executive Summary**

The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases, regardless of cost; however, purchases made pursuant to item 2 shall subsequently be reported to the Board at least quarterly:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law;
2. A purchase made through a cooperative purchasing program or state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL)]
3. A continuing or periodic purchase under a Board-approved bid or contract;
4. A purchase of produce or fuel.
5. A purchase of regulated utility services

#### **Contact Person**

Tucker Durham, Chief Financial Officer

#### **Enclosure**

Purchase Orders Over \$100k Report

**Reportable Purchase Orders Over \$100,000 - February 2025**

<b>Purchase Order</b>	<b>Vendor</b>	<b>Description</b>	<b>Contract</b>	<b>Amount</b>	<b>Funding Source</b>
9342500166	Abacus Computers Inc.	Abacus- Cases for Chromebook refresh - NutKase Ballistic Nylon Folio	Texbuy# 024-010	\$127,975.00	Local Funds
9342500165	Abacus Computers Inc.	Abacus - District Chromebook Refresh - HP Chromebook 11 G9	DIR-TSO-4159(E)	\$1,356,535.00	Local Funds
8732500056	Third Future Schools	Third Future SAF Reimbursements - Learning Coaches	MidlandISD Interlocal	\$212,327.10	Federal Funds
7262500102	US Bank National Association	Midland ISD Unlimited Tax Refund and School Building Payments Bond Series 2024, Series 2020, Series 2017		\$63,528,011.07	Debt Service Fund





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented By:** Tucker Durham, Chief Financial Officer

**Subject:** Donations over \$5,000-Less than \$20,000

### Information Item

#### **Financial Impact**

There will be an increase in funds administered by Midland Independent School District, of \$5,991.26 from donations. These donations are expected to be expensed by 6/30/2025.

#### **Board Goal/Strategic Plan Goals**

Goal 8, Initiative 2

#### **Executive Summary**

Attached is a list of donations and their intended use provided to the district that do not require board approval per board policy **CHC (Local)—Other Revenues and Solicitations**. This is due to the donations being less than \$20,000 but over \$5,000.

#### **Contact Person**

Tucker Durham, Chief Financial Officer

#### **Enclosure**

Donations over \$5,000-Less than \$20,000

Donations over \$5,000-Less than \$20,000-March 2025

Donor	Fund	Amount	Purpose/Description
Education Foundation- Donated by Permian Basin Area Foundation	Activity Funds-Fund Number 865	\$5,991.26	Midland High School Black Student Union College Visit
	<b>Total</b>	<b>\$5,991.26</b>	





# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Jessie Garcia, Interim Chief of Human Capital

**Subject:** Human Capital Monthly Report

### Information Item

**Financial Impact**

N/A

**Board Goal/Strategic Plan Goals**

Grow & Develop Staff

Our retention and recruitment practices promote professional growth that yields and rewards high-impact staff, improving student outcomes.

**Executive Summary**

Monthly staffing reports offer valuable insights into employee turnover trends, which can indicate potential issues related to employee engagement or job satisfaction. As such, these reports are critical tools for managing a successful workforce.

**Contact Person**

Jessie Garcia

**Enclosure**

Staffing Update, Personnel Appointments, Resignations, and Retirements



## STAFFING UPDATE

March 2025

District Resignation/Retirement data as of February 28, 2025

\*Resignation/retirement notices from non-certified, certified, professional contract staff members.

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
2021-2022	57	17	18	6	11	27	8	13	17	7	261	63	505
2022-2023	3	31	18	17	17	26	13	7	16	4	266	47	465
2023-2024	3	5	18	10	8	30	19	10	6	12	234	31	386
2024-2025	1	12	7	11	10	21	8	10					

SY23-24 YTD: 386

SY24-25 YTD: 80

Difference: 306

### Top Separation Reasons:

- Family Obligations
- Other Education Employment

**Special Note:** The information contained in the table above is a snapshot of the data as of February 28, 2025. The data within the above table may change by a few each month due to various reasons (i.e., Family and Medical Leave, Temporary Disability Leave).

### Vacancy and Hiring Data for February 2025

Teacher fill rate as of February 28, 2025: **96%**

Bus Driver fill rate as of February 28, 2025: **99%**

### Upcoming Recruiting Events:

- March 27, 2025 University of Texas Permian Basin



# Board Administrator Appointments

02/03/2025 - 02/28/2025

03/03/2025

2:04 PM

Griselda.Flores

Name	Effective Date of Contract	Degree	College University	Experience	Assignment
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# Board Administrator Resignations

Term Date: 02/3/2025 - 02/28/2025

03/03/2025

2:13 PM

Griselda.Flores

Name	Effective Date of Resignation	Degree	College University	Experience	Assignment	Reason
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# Midland Independent School District

## BOARD OF TRUSTEES AGENDA

**Meeting Date:** March 25, 2025

**Presented by:** Information Report

**Subject:** Racial Profiling Report

### Information Item

#### **Financial Impact**

N/A

#### **Strategic Plan Goals/Board Academic Goals**

Providing a safety to all campuses and students

#### **Executive Summary**

President Hodges, Dr. Howard, and Distinguished Members of the School Board. On September 1, 2001, the racial profile law became effective as found in Texas Code of Criminal Procedure beginning with Article 2.131. The law mandated law enforcement agencies to begin collecting specific data relating to traffic or pedestrian stops. The Chief of Police is required each year to submit a compiled account of all vehicle and pedestrian stops that were made by officers within the department. The Midland ISD Police Department has met each of the requirements and has submitted the data to the Texas Commission of Law Enforcement through TCLEDDS, (Texas Commission of Law Enforcement Data Distribution System), and is further required to submit findings to the Police Departments governing body, (the Midland ISD School Board). In 2024, Midland ISD Police Department conducted 894 traffic/pedestrian stops. A significant increase from 2023 of 200 Traffic/pedestrian stops. The MISD Police Department has pulled all Racial Profiling Forms, conducted the appropriate audits to ensure proper documentation, and submitted the required documentation to show no profiling was used in traffic or pedestrian stops. Racial Profiling forms were completed on each stop, recording;

1. Race,
2. Alleged Violation,
3. Location,
4. Consent to Search,
5. Contraband,
6. Facts supporting Probable Cause for Stop,
7. Arrest,
8. Warning or Citation issued.

#### **Contact Person**

Chief Scott McKown

**12. Closed session in accordance with Government Code Section 551.001 et. seq.**

**Section 551.071** - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

**Section 551.074** - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

13. Action Arising from Closed Session

14. Adjourn

*If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.*

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on \_\_\_\_\_.