Notice of Regular Board Meeting
by Videoconference or Telephone Call
Board of Trustees
Monday, February 10, 2025

A Regular Board Meeting of the Board of Trustees will be held on Monday, February 10, 2025, beginning at 6:00 PM, Boardroom of the Mark Henry, Ed.D. Administration Building, 11440 Matzke Road, Cypress, Texas 77429.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference or telephone call. At least a quorum of the board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

Members of the public may access this meeting and or provide public comments as identified below:

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Notice of this meeting was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building on February 3, 2025, at 4:00 p.m.

AGENDA COMMENTS: Per BED (Local), patrons may address the Board during any Board Meeting under Agenda Comments regarding items listed on the agenda for that meeting. Individuals must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under each agenda item listed for that meeting on the district website. This electronic speaker form must be completed in its entirety. Agenda Comments will generally be heard before each agenda item to be discussed or considered by the Board unless rearranged by the Board President. Any registered speaker who is absent from the meeting at the time for Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

MEETING OPENING: Call to Order, Invocation and Pledge of Allegiance, District's Vision, and Mission Statement.

1. **REMARKS AND ANNOUNCEMENTS**

A. The Superintendent will make remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provide information regarding district and community events or items of interest.

2. **RECOGNITIONS**

A. The Board will recognize a CFISD business partner for their outstanding contribution to the

district.

3. **BOARD COMMENTS**

A. Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

4. **CITIZEN PARTICIPATION**

A. Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

CITIZEN PARTICIPATION WILL BE HEARD AT THE REGULAR BOARD MEETING ON MONDAY, FEBRUARY 10, 2025.

5. **REPORTS**

A. The administration will provide a report on formative assessment data.

B. The administration will provide an update on the general operating budget and the 89th Legislative Session.

C. The administration will provide an update on safety and security.

D. The administration will provide an update on the progress of the Technology Guardrails in the Strategic Plan.

E. The administration will provide an oral report on the status of the 2019 Bond Program.

6. **PUBLIC HEARING**

A. The district will hold a public hearing to consider an application from NRG THW GT LLC for a limitation on the taxable value of property for maintenance and operations ad valorem tax purposes, as required by Texas Government Code Section 403.611(b).

B. The Board will hold the Texas Academic Performance Report (TAPR) public hearing to discuss the 2023-2024 Annual Report.

7. **CONSENT AGENDA**

A. The Board will consider approving the minutes of the January 13, 2025, Regular Board Meeting.

B. The Board will consider approving the budget amendments for the period of October 1, 2024 through December 31, 2024.

C. The Board will consider approving construction proposals and contracts paid from Bond Funds to the recommended contractors and authorize the Superintendent or designee to execute all necessary documents related to such contracts as follows:

1. 2024 Cy-Ridge HS Renovation
2. 2024 Jersey Village HS Renovation

D. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

1. Breakfast Cart for Nutrition Services
2. CFISD Cisco Phone and License Quote

3. CFISD Content Filter Quote
4. Furniture and Equipment Est
5. Ground Coffee for Nutrition Services

E. The Board will consider granting a temporary construction easement to Harris County Municipal Utility District 155.

F. The Board will consider granting a temporary construction easement to Harris County.

G. The Board will consider granting a water meter easement to Harris County Municipal Utility District No. 165.

H. The Board will consider authorizing the Superintendent or his designee to negotiate and execute a final contract for the procurement of electricity.

8. **NON-CONSENT AGENDA**

A. The Board will consider approving a new Vision and Mission statement.

B. The Board will consider approving an Emergency Operations Staging Area Site Agreement with CenterPoint Energy for the use of the Berry Center and Pridgeon Stadium parking lots in the event of widespread power outages.

C. The Board will consider approving on second reading the additions, revisions, or deletions to district policies:

1. DCE (Local) Employment Practices: Other Types of Contracts (Revise)
2. DEC (Local) Compensation and Benefits: Leaves and Absences (Revise)
3. DGBA (Local) Personnel-Management Relations: Employee Complaints/Grievances (Revise)
4. FA (Local) Parents Rights and Responsibilities (Add)

D. The Board will consider approving a service agreement with Region 4 for professional development for school nurses.

E. The Board will consider approving an Interlocal Agreement with the Department of Information Resources (DIR).

F. The Board will consider determining that the Cypress-Fairbanks ISD is agreeable to entering an agreement for a limitation on the taxable value of property for maintenance and operation ad valorem tax purposes pursuant to the application filed by NRG THW GT LLC, subject to and only upon the District's future consideration and approval of a final agreement containing the terms for such a limitation.

G. The Board will consider adoption of a resolution approving a Contingent Fee Legal Services Contract, including findings needed for submission of a contingent fee legal services agreement and a request for expedited review by the Texas Attorney General. [This item will be discussed in closed session.]

H. The Board will consider approval of the Contingent Fee Legal Services Agreement with Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC. [This item will be discussed in closed session.]

I. The Board will consider approving the superintendent's recommendation to give notice to Frances Alleman, pursuant to 21.211 of the Texas Educator Code, that her employment with the district under a term contract is terminated. [This item may be discussed in closed session.]

J. The Board will consider making a determination that good cause did not exist as required by law for Jesselyn Flores, Abigail Albrecht, and Danny Holland to resign their respective employment contracts. [This item may be discussed in closed session.]

K. The district will consider a Level IV appeal (Zakhary) of a Level III decision. (This item may be discussed in closed session.)

9. **CLOSED SESSION**

If, during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this notice, then such closed session as authorized by Section 551.001 of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 through 551.084, of the Open Meetings Act.

A. There will be a Closed Session in accordance with Government Code Section 551.001 et. seq.

B. Section 551.071	C. For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. For the purpose of consultation with the district's attorney concerning matters on which the attorney's duty to the district under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings laws.
D. Section 551.072	E. For the purpose of discussing the purchase, exchange, lease or value of real property.
F. Section 551.073	G. For the purpose of considering a negotiated contract for a prospective gift or donation.
H. Section 551.074	I. 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.
J. Section 551.076	K. To consider the deployment, or specific occasions for implementation, of security personnel or devices.
L. Section 551.0821	M. For the purpose of deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed.
N. Section 551.082	O. For the purpose of considering discipline of a public-school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
P. Section 551.083	Q. For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by section 13.901 of the Texas Education Code.
R. Section 551.084	S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

10. **ADJOURNMENT**

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, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). 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. [See TASB Policy BEC(LEGAL)]

On February 3, 2025, at 4:00 p.m., this notice was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building.

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For the Board of Trustees

CFISD Strategic Plan

Goal 1, Goal 5, and Goal 6
Formative Assessment Data Review
February 2025

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

LEARN • EMPOWER • ACHIEVE • DREAM

CFISD

Formative Assessments

CFISD district-wide formative assessments

- Monitor student learning
- Feedback –teachers improve their teaching
- Feedback–students to enhance their learning
- Identify learning gaps
- Tailor instruction to meet specific needs in real-time

Data Digs

- Data reviewed/analyzed by
  - Administrators
  - Teachers
  - District staff
- Pinpoint areas of concern or excelling
- Additional support provided based on the data

Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objectives:

	1.1	The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Group	ELAR Grade 3-5 DPM 2 2024-25								
	Total Tested	DNM		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	24006	3453	14%	20553	86%	16034	67%	10439	43%
AA	4750	1025	22%	3725	78%	2640	56%	1505	32%
H	10782	1853	17%	8929	83%	6477	60%	3829	36%
W	4697	299	6%	4398	94%	3835	82%	2749	59%
A	2595	119	5%	2476	95%	2241	86%	1775	68%
Eco Dis	13719	2779	20%	10940	80%	7724	56%	4375	32%
SPED	3954	1570	40%	2384	60%	1328	34%	622	16%
Bilingual	2490	635	26%	1855	74%	1138	46%	509	20%
Bil. Testing in Spanish	20	14	70%	6	30%	1	5%	0	0%
Bil. Testing in English	2470	621	25%	1849	75%	1137	46%	509	21%
ESL	2283	543	24%	1740	76%	1180	52%	588	26%

Group	Math Grades 4&5 DPM 2 2024-25								
	Total Tested	DNM		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	15497	3189	21%	12308	79%	8574	55%	4270	28%
AA	3086	1016	33%	2070	67%	1201	39%	467	15%
H	6841	1627	24%	5214	76%	3323	49%	1331	19%
W	3106	317	10%	2789	90%	2203	71%	1260	41%
A	1740	95	5%	1645	95%	1429	82%	982	56%
Eco Dis	8799	2425	28%	6374	72%	3851	44%	1486	17%
SPED	2540	1101	43%	1439	57%	746	29%	285	11%
Bilingual	1585	456	29%	1129	71%	622	39%	171	11%
Bil. Testing in Spanish	1	0	0%	1	100%	0	0%	0	0%
Bil. Testing in English	1584	456	29%	1128	71%	622	39%	171	11%
ESL	1554	434	28%	1120	72%	685	44%	272	18%

Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

	5.1	Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Group	AMIRA Grade 1 Marking Period 2 2024-25																					
	Total Tested MP1 and MP2 DNM 2023-24 RIT Score	1.0 or Below		1.1		1.2		1.3		Students Reading On or Above Level												
										1.4		1.5		1.6		1.7		1.8		1.9		2.0 or Above	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All	3070	397	13%	325	11%	290	9%	180	6%	179	6%	215	7%	273	9%	259	8%	256	8%	245	8%	451	15%
AA	514	68	13%	69	13%	51	10%	18	4%	37	7%	29	6%	57	11%	42	8%	45	9%	41	8%	57	11%
H	1705	249	15%	187	11%	176	10%	114	7%	104	6%	132	8%	135	8%	129	8%	108	6%	116	7%	255	15%
W	443	39	9%	39	9%	44	10%	31	7%	22	5%	25	6%	44	10%	46	10%	57	13%	42	9%	54	12%
A	265	24	9%	19	7%	11	4%	9	3%	9	3%	18	7%	19	7%	25	9%	34	13%	31	12%	66	25%
Eco Dis	2043	308	15%	238	12%	216	11%	127	6%	124	6%	158	8%	163	8%	142	7%	155	8%	147	7%	265	13%
SPED	467	119	25%	74	16%	47	10%	23	5%	29	6%	26	6%	28	6%	30	6%	26	6%	26	6%	39	8%
Bilingual	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Bil. Testing in Spanish	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Bil. Testing in English	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
ESL	575	79	14%	56	10%	49	9%	23	4%	28	5%	43	7%	42	7%	54	9%	62	11%	57	10%	82	14%

Only students who did not meet their prior end-of- year RIT score in 2023-24.

Group	Amira Grade 2 Marking Period 2 2024-25																							
	Total Tested MP1 and MP2 DNM 2023-24 RIT Score	2.0 or Below		2.1		2.2		2.3		Students Reading On or Above Level													
										2.4		2.5		2.6		2.7		2.8		2.9		3.0 or Above	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All	3653	761	21%	118	3%	161	4%	196	5%	249	7%	260	7%	273	7%	284	8%	264	7%	245	7%	842	23%
AA	693	180	26%	25	4%	43	6%	40	6%	52	8%	52	8%	49	7%	43	6%	51	7%	46	7%	112	16%
H	1761	437	25%	62	4%	79	4%	105	6%	132	7%	133	8%	149	8%	150	9%	119	7%	96	5%	299	17%
W	684	86	13%	20	3%	26	4%	33	5%	48	7%	48	7%	36	5%	54	8%	54	8%	56	8%	223	33%
A	313	25	8%	5	2%	7	2%	5	2%	9	3%	16	5%	20	6%	23	7%	31	10%	31	10%	141	45%
Eco Dis	2173	584	27%	86	4%	103	5%	126	6%	173	8%	156	7%	170	8%	174	8%	145	7%	115	5%	341	16%
SPED	633	277	44%	29	5%	33	5%	42	7%	34	5%	32	5%	45	7%	37	6%	20	3%	19	3%	65	10%
Bilingual	381	140	37%	19	5%	18	5%	28	7%	38	10%	32	8%	29	8%	27	7%	22	6%	13	3%	15	4%
Bil. Testing in Spanish	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Bil. Testing in English	381	140	37%	19	5%	18	5%	28	7%	38	10%	32	8%	29	8%	27	7%	22	6%	13	3%	15	4%
ESL	309	92	30%	13	4%	21	7%	24	8%	29	9%	28	9%	29	9%	25	8%	22	7%	8	3%	18	6%

Only students who did not meet their prior end-of- year RIT score in 2023-24.

Group	Amira Grade 3 Marking Period 2 2024-25																							
	Total Tested MP1 and MP2 DNM 2023-24 RIT Score	3.0 or Below		3.1		3.2		3.3		Students Reading On or Above Level													
										3.4		3.5		3.6		3.7		3.8		3.9		4.0 or Above	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All	3160	826	26%	101	3%	120	4%	152	5%	163	5%	154	5%	168	5%	164	5%	183	6%	169	5%	960	30%
AA	621	192	31%	24	4%	25	4%	36	6%	33	5%	36	6%	34	5%	32	5%	39	6%	32	5%	138	22%
H	1478	477	32%	61	4%	62	4%	77	5%	90	6%	82	6%	72	5%	76	5%	89	6%	63	4%	329	22%
W	577	95	16%	9	2%	19	3%	20	3%	24	4%	16	3%	33	6%	31	5%	25	4%	44	8%	261	45%
A	336	31	9%	4	1%	9	3%	12	4%	11	3%	14	4%	19	6%	15	4%	24	7%	22	7%	175	52%
Eco Dis	1883	637	34%	74	4%	76	4%	107	6%	106	6%	106	6%	108	6%	94	5%	104	6%	85	5%	386	20%
SPED	563	319	57%	26	5%	30	5%	31	6%	26	5%	21	4%	24	4%	18	3%	11	2%	16	3%	41	7%
Bilingual	326	166	51%	20	6%	15	5%	22	7%	28	9%	9	3%	16	5%	18	6%	12	4%	6	2%	14	4%
Bil. Testing in Spanish	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Bil. Testing in English	326	166	51%	20	6%	15	5%	22	7%	28	9%	9	3%	16	5%	18	6%	12	4%	6	2%	14	4%
ESL	266	98	37%	10	4%	13	5%	16	6%	17	6%	23	9%	18	7%	11	4%	16	6%	15	6%	29	11%

Only students who did not meet their prior end-of- year RIT score in 2023-24.

Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

	6.1	Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Group	AMIRA Grade 4 Marking Period 2 2024-25																					
										Students Reading On or Above Level											
	Total Tested MP1 and MP2 DNM STAAR 2023-24	4.0 or Below		4.1		4.2		4.3		4.4		4.5		4.6		4.7		4.8		4.9		5.0 or Above	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All	1368	1125	82%	45	3%	39	3%	39	3%	9	1%	22	2%	22	2%	16	1%	15	1%	10	1%	26	2%
AA	373	315	84%	11	3%	9	2%	11	3%	5	1%	4	1%	4	1%	5	1%	1	0%	2	1%	6	2%
H	747	623	83%	29	4%	16	2%	17	2%	3	0%	15	2%	14	2%	7	1%	6	1%	5	1%	12	2%
W	143	101	71%	5	3%	12	8%	6	4%	0	0%	2	1%	2	1%	3	2%	5	3%	1	1%	6	4%
A	49	36	73%	0	0%	1	2%	2	4%	1	2%	1	2%	2	4%	1	2%	1	2%	2	4%	2	4%
Eco Dis	1056	893	85%	32	3%	26	2%	30	3%	6	1%	18	2%	15	1%	12	1%	7	1%	5	0%	12	1%
SPED	555	495	89%	13	2%	16	3%	6	1%	2	0%	5	1%	2	0%	4	1%	4	1%	1	0%	7	1%
Bilingual	270	249	92%	5	2%	4	1%	5	2%	0	0%	2	1%	2	1%	2	1%	0	0%	0	0%	1	0%
Bil. Testing in Spanish	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Bil. Testing in English	270	249	92%	5	2%	4	1%	5	2%	0	0%	2	1%	2	1%	2	1%	0	0%	0	0%	1	0%
ESL	180	145	81%	5	3%	5	3%	6	3%	3	2%	4	2%	5	3%	0	0%	2	1%	3	2%	2	1%

Only students who scored below Approaches on the 2023-24 ELAR STAAR.

Group	AMIRA Grade 5 Marking Period 2 2024-25																					
	Total Tested MP1 and MP2 DNM STAAR 2023-24	5.0 or Below		5.1		5.2		5.3		Students Reading On or Above Level												
										5.4		5.5		5.6		5.7		5.8		5.9		6.0 or Above	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All	1073	934	87%	36	3%	15	1%	10	1%	21	2%	15	1%	11	1%	9	1%	8	1%	4	0%	10	1%
AA	295	274	93%	6	2%	5	2%	2	1%	1	0%	1	0%	3	1%	2	1%	1	0%	0	0%	0	0%
H	570	495	87%	24	4%	5	1%	3	1%	16	3%	11	2%	4	1%	4	1%	5	1%	2	0%	1	0%
W	117	96	82%	3	3%	2	2%	3	3%	0	0%	1	1%	3	3%	3	3%	1	1%	2	2%	3	3%
A	56	39	70%	2	4%	2	4%	1	2%	3	5%	1	2%	1	2%	0	0%	1	2%	0	0%	6	11%
Eco Dis	833	742	89%	28	3%	13	2%	5	1%	15	2%	12	1%	3	0%	8	1%	5	1%	1	0%	1	0%
SPED	501	458	91%	8	2%	6	1%	6	1%	8	2%	5	1%	3	1%	4	1%	2	0%	1	0%	0	0%
Bilingual	164	143	87%	7	4%	3	2%	0	0%	6	4%	4	2%	0	0%	0	0%	0	0%	1	1%	0	0%
Bil. Testing in Spanish	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Bil. Testing in English	164	143	87%	7	4%	3	2%	0	0%	6	4%	4	2%	0	0%	0	0%	0	0%	1	1%	0	0%
ESL	232	207	89%	6	3%	1	0%	2	1%	4	2%	3	1%	4	2%	1	0%	3	1%	0	0%	1	0%

Only students who scored below Approaches on the 2023-24 ELAR STAAR.

General Operating Budget & 89th Legislative Session Update

February 6, 2025

General Operating Budget

Equity

Adequacy

Efficiency

Intent of School Funding System

STATE FUNDING/STATE AID



CFISD

Factors Impacting Deficit Since 2019-2020

No increase in basic allotment since 2019 and record inflation of 20%

Basic Allotment = $6,160

Local Optional Homestead Exemption = loss of $63M

2% decrease in average daily attendance = $15M

Operational costs to open new facilities = $18M

Salary increases and retention stipends = $180.6M

Staff for growth = $26.7M

Increases in special education, bilingual, and safety and security expenditures = $71M

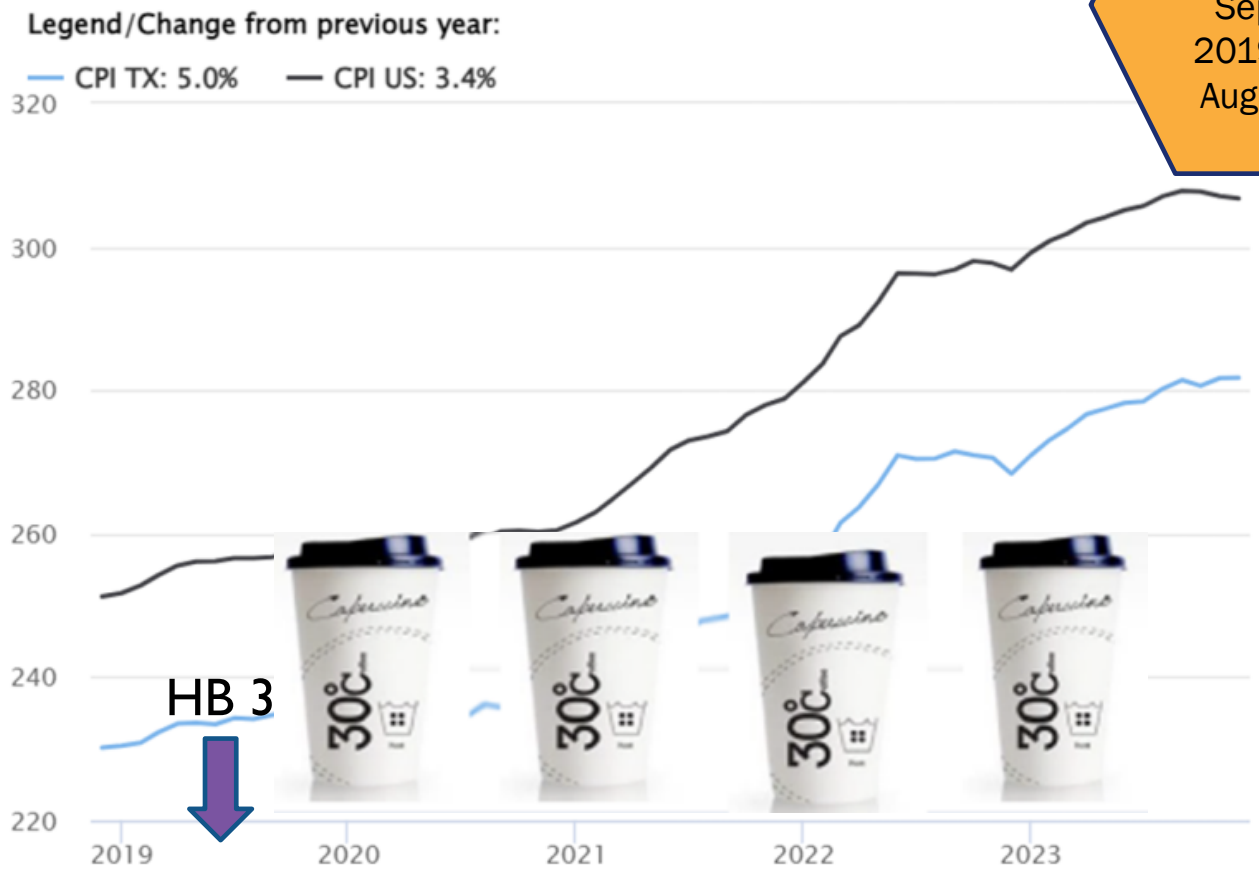
Expiration of federal stimulus funding

CFISD

IMPACT OF INFLATION

Increased cost due to general inflation is borne by the district (unless formulas are changed)

Measures of Inflation



Texas inflation up 20% from September 2019 through August 2024

*Excluding food and energy

Source: US Bureau of Labor Statistics and Comptroller of Public Accounts, based on data provided by Bureau of Labor Statistics

CFISD

Increase Revenues

Budget Reduction Advisory Committee formed to discuss efficiencies, sources of new revenue and potential budget cuts

A 1% increase in ADA provides approximately $7.4M

Reduce Expenditures

Budget Reduction Advisory Committee formed to discuss efficiencies, sources of new revenue and potential budget cuts

Approximately 90% of budget is payroll

Utilize Portion of Fund Balance

Requires Board of Trustees approval

Minimum of 4 months of expenditures in fund balance recommended

CONSIDERATIONS FOR BUDGET 2024-2025

CFISD

Adopted General Fund 2024-2025

DESCRIPTION	ADOPTED BUDGET
Revenues	$1,086,803,756
Expenditures	$1,164,278,145
Surplus (Deficit) Before Disaster Pennies	($77,474,389)
Estimated Funding Disaster Pennies	$33,872,865
Surplus (Deficit) After Disaster Pennies	**($43,601,524)**

Potential Factors Impacting Deficit:

- ✓ Unfilled positions
- ✓ Interest income
- ✓ Prior year property value audit
- ✓ Average daily attendance/enrollment
- ✓ Unspent funds other than payroll
- ✓ SHARS reduction in federal revenues
- ✓ FEMA reimbursements
- ✓ Increases in expenditures

CFISD

SHARS Federal Revenue

- 2022 Cost Report (FY 2023-24)
  - Due to OIG 2011 audit of Texas HHSC
  - Reduction of $10.3M in revenue due to random moment time study
  - State seeking repayment of $314,931 (FY 2024-25)
- 2023 Cost Report (FY 2024-25)
  - Reduction of $12.3M revenue due to HHSC changing criteria for allowable costs
    - 2024-25 budget based on submitted cost report = $8.8M
    - Pay HHSC $3.5M
- Appealing 2022 Cost Report and 2023 Cost Report

CFISD

2025-2026 Budget Timeline

DESCRIPTION	DATE
Department Budget Packets	January
2025-26 Enrollment Projections	February
Update Enrollment Projections	March
Staffing Allocations to Campuses	March
Determine Paid Pre-K Availability	April
Budget Updates	March, April
Preliminary Budget	May
Budget Public Hearing/Adoption	June

CFISD

89th



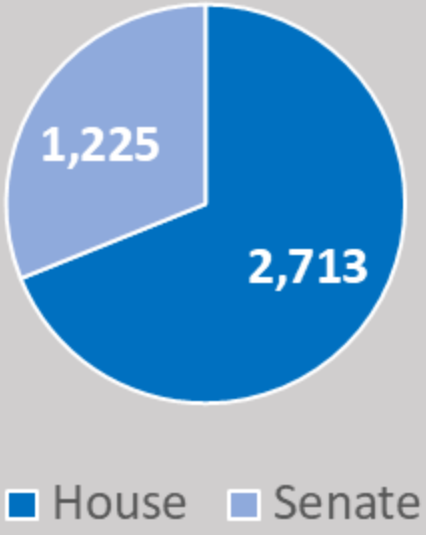
TEXAS LEGISLATIVE SESSION UPDATE 2-6-25

89th Legislative Session Dates of Interest

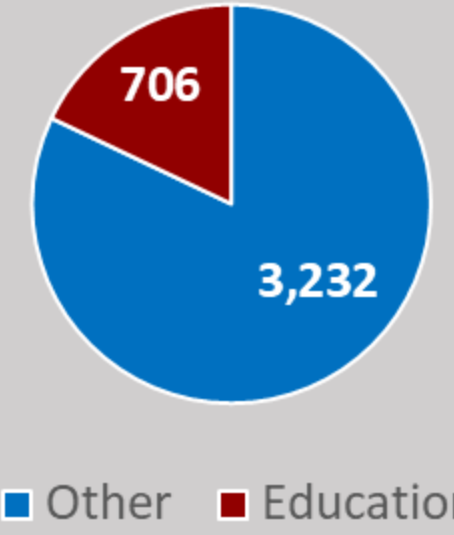
- November 12, 2024: Bill filing began
- January 14, 2025: 89th Legislature convened
- March 14, 2025: 60-day deadline for bill filing
- June 2, 2025: Sine Die

89th Legislative Session Bills Filed to Date

- Total number of bills - 3,938
  - House – 2,713
  - Senate – 1,225



- Public education related - 706



The State Budget Picture

Comptroller Glenn Hegar

- Jan. 13 released biennial revenue estimate of $194.6 billion
  - 1.1 percent decrease from 2024-25 biennium
- Surplus of $23.8 billion
  - $4.5 billion unspent appropriations for public education
- Economic Stabilization Fund (Rainy Day Fund)
  - Estimated record $28.5 billion at the end of the 2026-2027 biennium
  - First time in fund history, estimated to exceed the constitutional cap

Lt. Governor Patrick Priorities

- SB 1: Budget
- SB 2: School Choice
- SB 4: Increasing the homestead exemption to $140,000 ($150,000 for seniors)
- SB 10: Placing the 10 Commandments in School
- SB 11: Protecting the Freedom to Pray in School
- SB 12: Establishing a Parental Bill of Rights
- SB 13: Guarding against inappropriate books in public schools
- SB 24: Educating Texas Students on the Horrors of Communism

Governor Abbott Emergency Items

- Property tax relief
- Investment in water infrastructure
- Teacher pay
- Expanded career training
- School choice
- Bail reform
- Texas Cyber Command

CFISD Legislative Priorities

- Local Optional Homestead Exemption
- Safety and Security
- Special Education
- Transportation

SB 1 and HB 1: Introduced Budget Bills

	House	Senate
Public Education	$4.85 billion *(contingent on legislation)*	$750 million Teacher Incentive Allotment and $4.1 billion for teacher pay increases *(contingent on legislation)*
Education Savings Accounts	$1 billion *(contingent on legislation)*	$1 billion *(contingent on legislation)*
School Safety	$400 million *(contingent on legislation)*	$400 million *(contingent on legislation)*
Property Tax Relief	$3.5 billion *(contingent on legislation)*	$3.5 billion – increase homestead exemption to $140,000 and provide $500 million to businesses *(contingent on legislation)*
Increase in Golden Penny Yield	$800 million *(required by current law)*	$800 million *(required by current law)*

Local Optional Homestead Exemption

HB 558 - Schofield
HB 1153 - Hull
HB 152 - Raymond

- Amends the property value study to recognize 100% of the LOHE
- Repeals TEC 48.259 which instructs the commissioner to ONLY recognize LOHE (50%) if there is appropriation or surplus
- Effective date is tax year 2026 (2026-2027 school year)

School Safety Allotment

SB 260 – Huffman

(referred to Senate Finance Committee)

- Doubles school safety allotment
  - Increase from $10 to $20 for each student in ADA
  - Increase from $15,000 to $30,000 per campus

Special Education Funding

SB 568 - Bettencourt
(referred to Education K-16 Committee)

- Similar to legislation passed in the Senate last session (SB 1474)
- Makes some significant changes to the special education program and the associated state allotment
- Transition special education funding to an intensity of service-based model
  - Directs the Commissioner to determine the funding tiers and weights
- $500 allotment for Full Individual and Initial Evaluations

School Choice

SB 2 – Creighton
(passed Senate 2-5-25)

- Create an education savings account program to pay up to:
  - $10,000/year to attend accredited private school
  - $11,500 for students with a disability
  - $2,000 for homeschool students
  - $2,500 for homeschool students with a disability
- Prioritizes low-income households and children with disabilities
- Administered by the Comptroller



Questions?

CYPRESS FAIRBANKS

INDEPENDENT SCHOOL DISTRICT

LEARN • EMPOWER • ACHIEVE • DREAM

Safety & Security Update

February 6, 2025

CFISD

CFISD Police Dept.

- Established in 2012
- 117 officers
- 24/7 coverage
- 5 K-9s (Diego, Astra, Zeke, Koa, Loki)
- 7 Investigators
- 2 Mental Health Officers (MHIT)

CFISD

CFPD Organizational Chart





Eric Mendez
Chief of Police



Matthew Williams
Captain



Shane Wallace
Lieutenant
Uniform Services
District 1 Campus
Officers



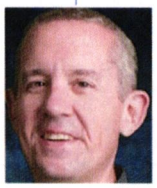
Carol Kelly
Lieutenant
Administrative
Services



Paul Poulton
Lieutenant
Uniformed Services
Patrol

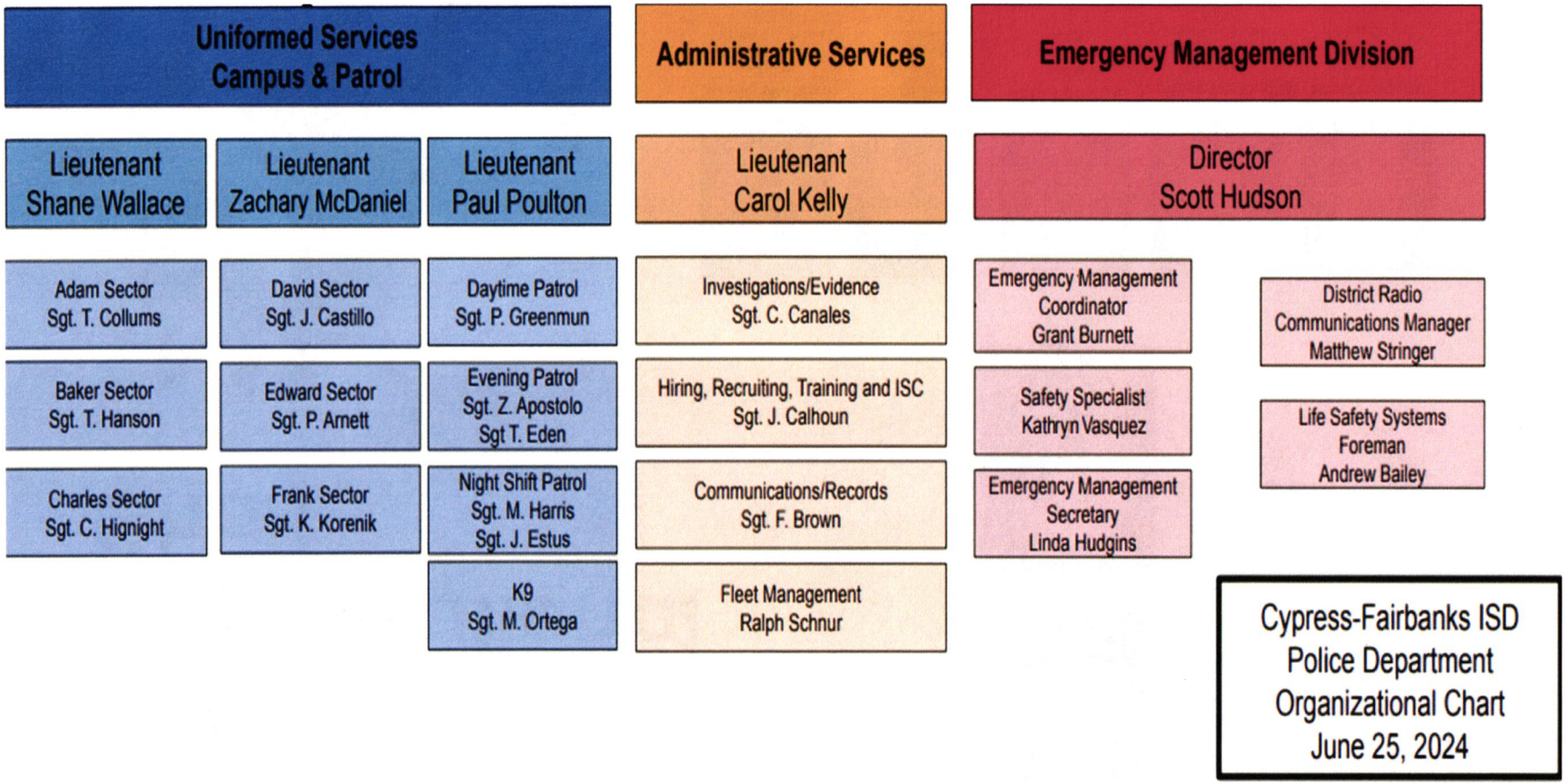


Zachary McDaniel
Lieutenant
Uniform Services
District 2 Campus
Officers



Scott Hudson
Director
Emergency
Management

CFISD


Uniformed Services
Campus & Patrol
Administrative Services
Emergency Management Division
Lieutenant
Shane Wallace
Lieutenant
Zachary McDaniel
Lieutenant
Paul Poulton
Lieutenant
Carol Kelly
Director
Scott Hudson
Adam Sector
Sgt. T. Collums
David Sector
Sgt. J. Castillo
Daytime Patrol
Sgt. P. Greenmun
Investigations/Evidence
Sgt. C. Canales
Emergency Management
Coordinator
Grant Burnett
District Radio
Communications Manager
Matthew Stringer
Baker Sector
Sgt. T. Hanson
Edward Sector
Sgt. P. Arnett
Evening Patrol
Sgt. Z. Apostolo
Sgt T. Eden
Hiring, Recruiting, Training and ISC
Sgt. J. Calhoun
Safety Specialist
Kathryn Vasquez
Life Safety Systems
Foreman
Andrew Bailey
Charles Sector
Sgt. C. Hignight
Frank Sector
Sgt. K. Korenik
Night Shift Patrol
Sgt. M. Harris
Sgt. J. Estus
Communications/Records
Sgt. F. Brown
Emergency Management
Secretary
Linda Hudgins
K9
Sgt. M. Ortega
Fleet Management
Ralph Schnur
Cypress-Fairbanks ISD
Police Department
Organizational Chart
June 25, 2024

Districts and Zones

Assignments 2024-2025					
LT. WALLACE (District 1)			LT. McDANIEL (District 2)		
CHARLES - SE	ADAM - NORTH	BAKER - EAST	FRANK- WEST	EDWARD- SW	DAVID - CENTRAL
Sgt. Hignight	Sgt. Collums	Sgt. Hanson	Sgt. Greenmun	Sgt. Arnett	Sgt. Castillo
CY FALLS	CY WOODS	CY CREEK	BRIDGELAND	CY SPRINGS	LANGHAM CREEK
Ofc. J. Moore	Ofc. Romero	Ofc. Velarde	Ofc. M. Rivera	Ofc. Sanoguel	Ofc. J. Martinez
Ofc. Jaramillo	Ofc. Estrada	Ofc. Escalante	Ofc. Palomino	Ofc. Onubogu	Ofc. Magallanes
CY RIDGE	CY-FAIR	JERSEY VILLAGE	CY-RANCH	CY-PARK	CY LAKES
Ofc. D. Wright	Ofc. Lewis	Ofc. Macias	Ofc. Thomas	Ofc. R. Diaz	Ofc. Jernigan
Ofc. Lucas	Ofc. Montalbano	Ofc. Canales	Ofc. Torres	Ofc. Lively	Ofc. Sang
LABAY	GOODSON	BRAUTIGAM CENTER	ANTHONY	ROWE	ARAGON
Ofc. Mendez	Ofc. M.Martinez	Ofc. Osborn	Ofc. B. Brooks	Ofc. C. Watson	Ofc. Littleton
TRUITT	SPILLANE	ALC-E	SMITH	ALC-W	KAHLA
Ofc. Ray	Ofc. Pacheco	Ofc. R. Rivera	Ofc. Grant	Ofc. M. Lopez	Ofc. Thumann
DEAN	ARNOLD	BLEYL	SALYARDS	HOPPER	WATKINS
Ofc. S. Garcia	Ofc. C. Garcia	Ofc. Alvarez	Ofc. Loter	Ofc. Sierra	Ofc. M. Guerrero
	HAMILTON	CAMPBELL	SPRAGUE	THORNTON	
	Ofc. Corzo	Ofc. Collins	Ofc. T. Brooks	Ofc. Haywood	
		COOK			
		Ofc. Salinas			
		DAY PATROL	DAY PATROL/K-9		
		Sgt. Korenek	Sgt. Ortega		
BANE	A. ROBISON	BANG	AULT	ANDRE	BIRKES
EMMOTT	ADAM	FRANCONE	KEITH	DURYEA	COPELAND
FIEST	BLACK	FRAZIER	McGOWAN	EMERY	HOLMSLEY
HAIRGROVE	DANISH	GLEASON	POPE	HEMMENWAY	LIEDER
HOLBROOK	FARNEY	HANCOCK	POSTMA	HOOVER	LOWERY
HORNE	HAMILTON	MATZKE	RENNEL	JOWELL	METCALF
KIRK	LAMKIN	MOORE	SWENKE	M. ROBINSON	MCFEE
LEE	MILSAP	POST	WARNER	SHERIDAN	TIPPS
OWENS	SAMPSON	REED	WELLS	WALKER	WILSON
		WILBERN	WOODARD		
		YEAGER			
	EVENING PATROL	EVENING PATROL	NIGHT PATROL	NIGHT PATROL	
	Sgt. Apostolo	Sgt. Eden	Sgt. Harris	Sgt. Estes	

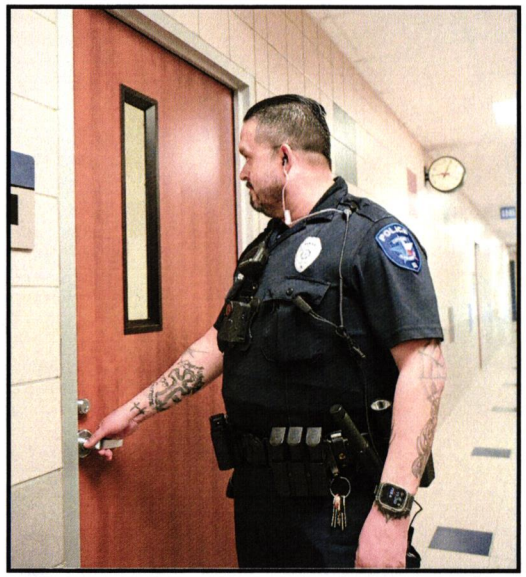
CFISD

Safe School Checks

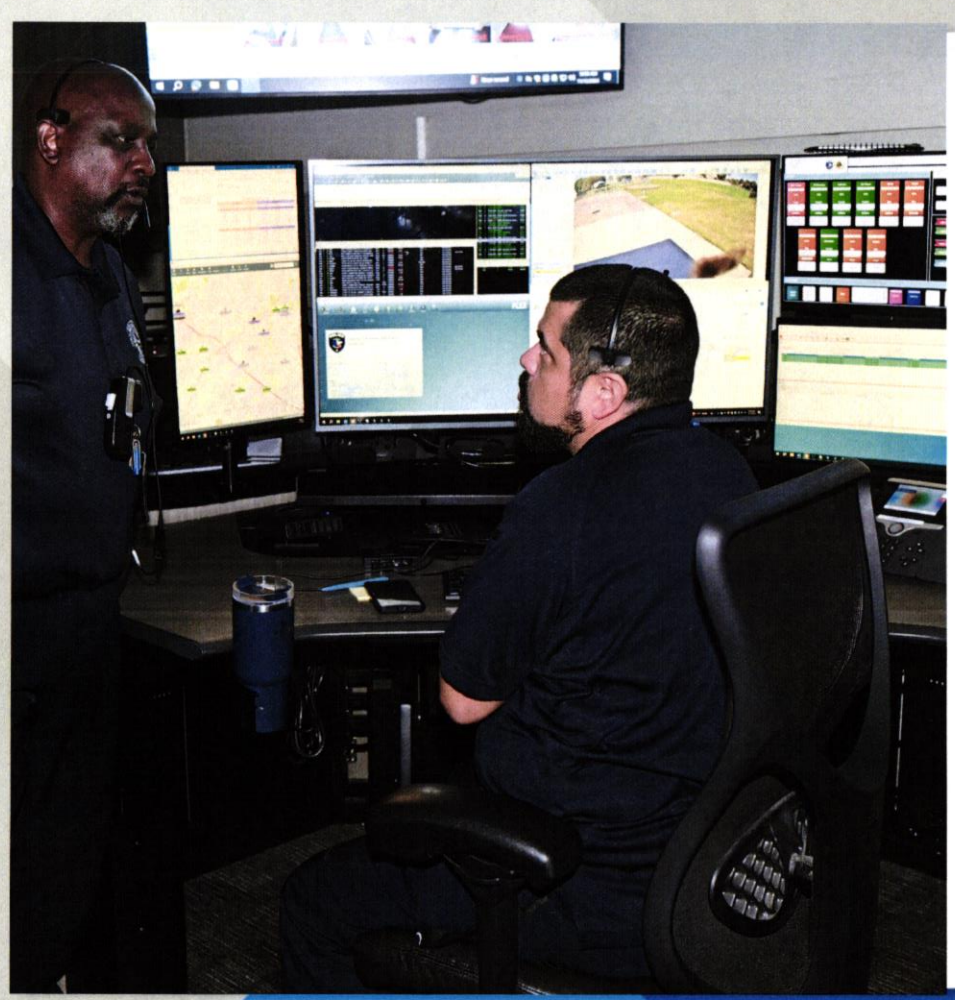




19,468

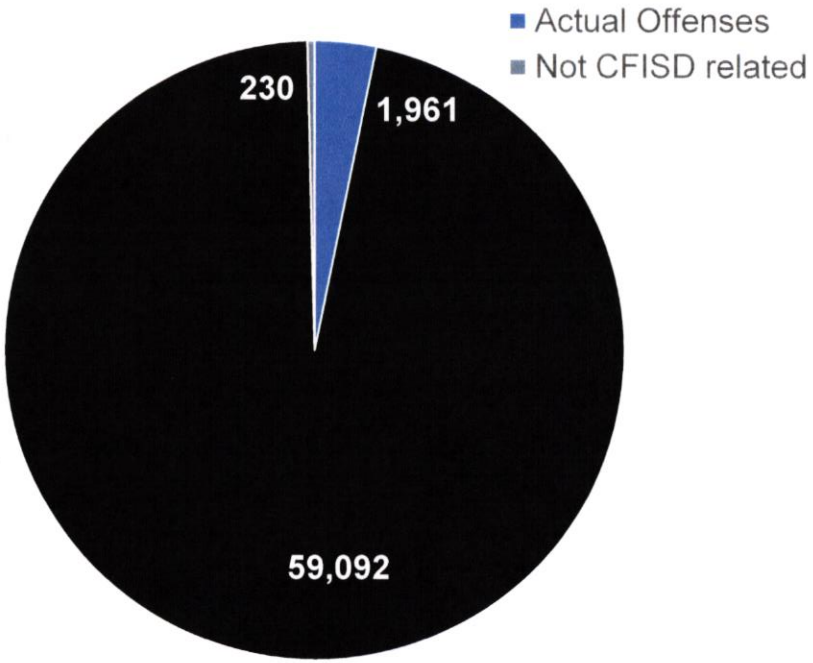


CFISD



Service Calls

61,283



CFISD



Emergency Calls

310

Response Time

3 minutes 20 seconds

CFISD

Strategic Plan

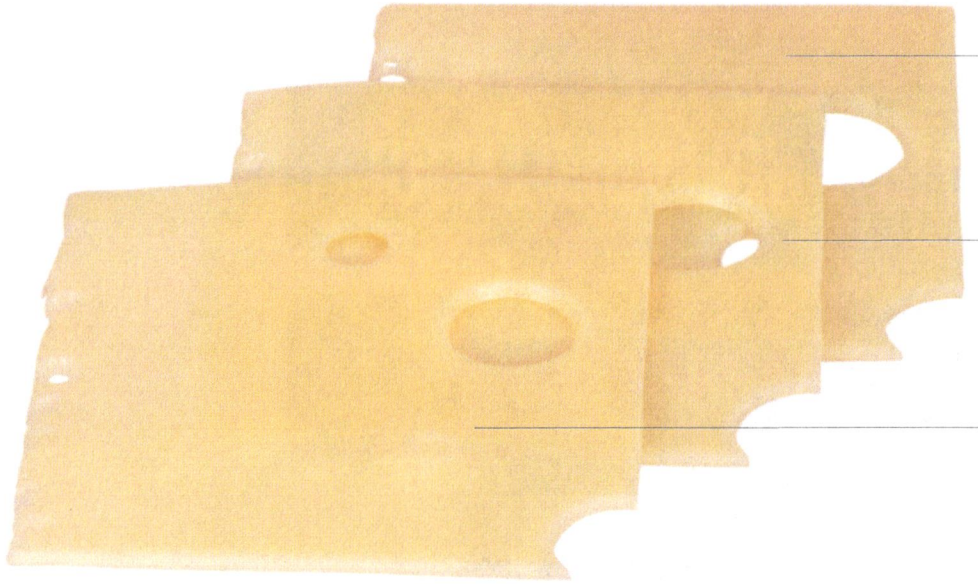
PREVENTION

IDENTIFICATION & INTERVENTION

RESPONSE & RECOVERY

CFISD

Swiss Cheese Analogy



Prevention

Identification & Intervention

Response & Recovery

CFISD

PREVENTION







- CFISD Police Department
- Secure facilities: fencing, limited access points, vestibules, locked doors
- Panic buttons
- Classroom phones
- ID badges
- Clear backpacks
- Metal detectors
- Stadium clear bag policy
- Student & staff training

CFISD

IDENTIFICATION & INTERVENTION

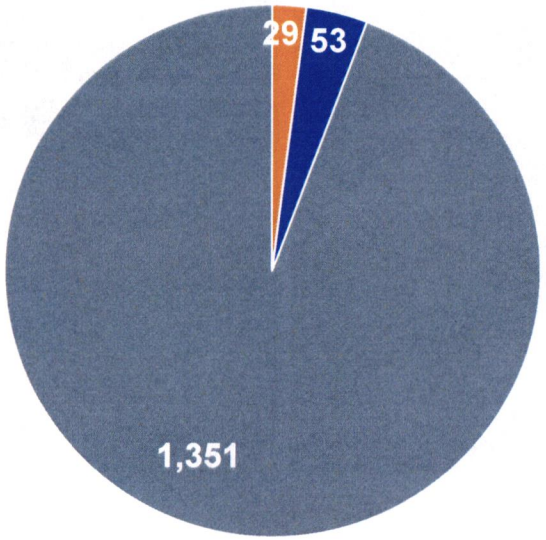
- Staff mental health training
- Suicide risk response protocols
- Behavioral threat assessment protocols
- Mental Health Intervention Team (MHIT)
- CFISD Guidance & Counseling and Psychological Services teams
- Cy-Fair Tipline – anonymous reporting with 24/7/365 monitoring



CFISD

TIP LINE

1,433



Cypress Fairbanks ISD

Call 911 if this is an emergency or a crime in progress.

Description of Concern/Event

School

Type the Name of the School or City

Event Description: (Including... Who, What, When, Where and How Do You Know) *

Concern/Event Types *

What time and date did the event occur to the best of your recollection?

Was Social Media (Facebook, Twitter, Texting, etc.) used to express the problem? If so, select from one of th

Associated Social Media Username or URL

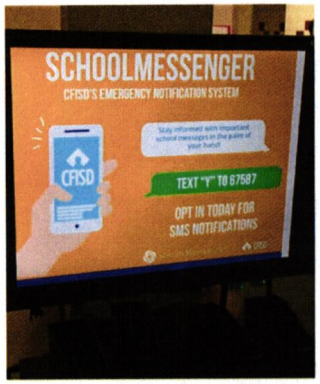
How did you hear about our program?

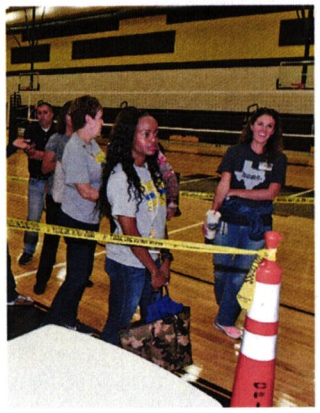
Person Involved

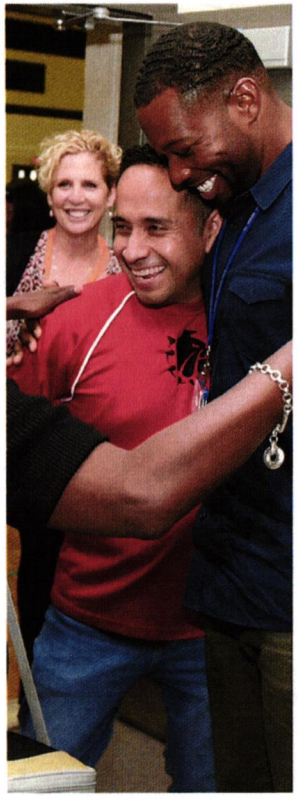
Vehicle

CFISD

RESPONSE & RECOVERY





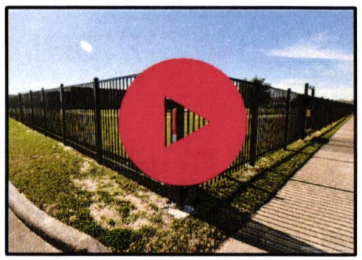


- Emergency Operations Plans (Texas School Safety Center template)
- Standard Response Protocol, Standard Reunification Method training for all administrators
- Active shooter training for all staff
- District Kenwood radio system
- Social media & websites
- SchoolMessenger opt-in campaign

CFISD

COMMUNICATION

www.cfisd.net/safety
- One-sheeter
- Videos
- Tipline



Emails to parents
- Back-to-school safety
- School threats
- Safety tips for walkers/bikers
- Firearm safety, vaping, etc.

Bond update videos

CFPD Now Hiring campaign



Marketing Campaign:
- Video on social media
- Stadium scoreboards
- Campus and district marquees
- Website

PRESENTATIONS

- The Road to Safety Put Down the Phone – Texting and Driving
- Dangers of Vaping
- Pedestrian Safety – To and From School
- Hispanic Heritage Month – Music
- Importance of Credit and Budgeting Finances
- Socially Unsocial – Social Media Training
- The Snowman Phenomena – A Lesson in Physics



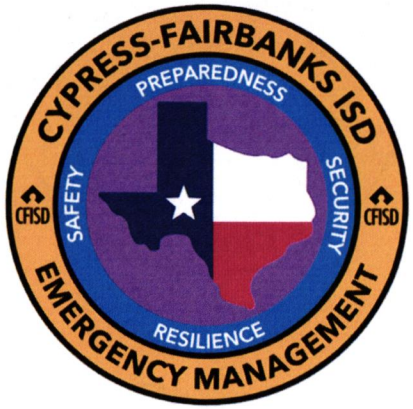
Presentations
412



Viewed by
33,538

CFISD

Emergency Management Responsibilities



- Training, Drills, & Exercises
- Safety & Security Committee
- Intruder Detection Audit
- District Vulnerability Assessment
- District EOP
- Campus Crisis Response Plans
- Safety & Security Audits

CFISD

Emergency Management Organizational Chart



Grant Burnett
Emergency Management Coordinator

Scott Hudson
Director of Emergency Management





Kathryn Vasquez
Safety Specialist

Andrew Bailey
Life Safety Systems Foreman

Matthew Stringer
District Radio Communications Manager



Linda Hudgins
Administrative Assistant

CFISD

Emergency Management Training & Exercises

Training/Exercise	Date	Targeted Audience
Hurricane Fairbanks Tabletop Exercise Session #1	06/18/2024	CFPD
School Safety Liaison (SSL) Seminar	08/06/2024	Principals, Assistant Principals
Receptionist Customer Service Safety Seminar	08/08/2024	Receptionists, Secretaries
CFPD/Athletics Tabletop Exercise & Safety Briefing	08/09/2024	CFPD, Athletics admin staff
Emergency Management Support Training – Sheridan ES	08/12/2024	Sheridan Admin Staff
Emergency Management Support Training – Francone ES	08/12/2024	Francone Admin Staff
Hurricane Fairbanks Tabletop Exercise Session #2	08/15/2024	CFPD
Emergency Management Support Training – Owens ES	08/16/2024	Owens Admin Staff
Emergency Management Support Training – Bleyl MS	08/20/2024	Bleyl Admin Staff
Stryker Chair Training – Cy-Creek HS	08/22/2024	Cy-Creek Admin Staff
Stryker Chair Training – Brautigam Center	09/10/2024	Brautigam Admin Staff
Emergency Management Support Training – Lowery ES	09/16/2024	Lowery Admin Staff
Emergency Management Support Training – Smith MS	09/18/2024	Smith Admin Staff
Emergency Management Support Training – Metcalf ES	10/04/2024	Metcalf Admin Staff
Facility Safety Liaison (FSL) Seminar	10/11/2024	Facility Directors
Emergency Management Support Training – Anthony MS	10/31/2024	Anthony Admin Staff
Emergency Management Support Training, New receptionist Safety Training – Cy-Springs HS	11/05/2024	Cy Springs New Receptionist
Principal's Meeting – District Vulnerability Assessment (DVA) Seminar	11/13/2024	Principals
Emergency Management Support Training – Hemmenway ES	11/13/2024	Hemmenway Admin Staff
Cybersecurity Tabletop Exercise	12/19/2024	CFISD OEM, Information Services
Emergency Management Support Training, Lockdown Drill – Anthony MS	01/09/2025	Anthony Admin Staff

Safety and Security Committee



Safety and Security Committee - Members

- County/city office of emergency management
- Local police department/sheriff's office
- District's police department
- Board president
- Board member other than the president
- Superintendent
- Designees of the superintendent,
  one of whom must be a teacher in the district
- Parents/guardians of enrolled students

CFISD | SAFETY FOR ALL

#CFISDsafety

CYPRESS-FAIRBANKS ISD
PREPAREDNESS
SECURITY
RESILIENCE
SAFETY
EMERGENCY MANAGEMENT

Safety and Security Committee - Responsibilities

- ✓ Participate in the development and implementation of the district's emergency plans
- ✓ Provide, periodically to the board of trustees and district administration, recommendations to update the district's Emergency Operations Plan (EOP)
- ✓ Supply information required for the completion of safety and security audit, safety and security audit report, or any other report required to be submitted to the TxSSC
- ✓ Review each report the district submits to the TxSSC

CFISD SAFETY FOR ALL

#CFISDsafety

CYPRESS-FAIRBANKS ISD PREPAREDNESS SECURITY RESILIENCE SAFETY EMERGENCY MANAGEMENT

Safety and Security Committee - Responsibilities

- ✓ Consult with local law enforcement agencies on how to increase their presence near district campuses
- ✓ Select locations for bleeding control stations in schools
- ✓ Meet publicly at least once a semester and during the summer
- ✓ Train on Psychological First Aid

CFISD | SAFETY FOR ALL

#CFISDsafety

Safety and Security Committee - Communication

- Agenda posted publicly in accordance with Open Meetings Act
- Meeting dates, agendas, and recording are posted under the Committee section of www.cfisd.net
- Meetings are livestreamed



Intruder Detection Audit

Overview

Intruder Detection Audit - Phases

Phase 1	Phase 2	Phase 3
Intruder Detection Audit	Exterior Door Audit	Classroom Door Audit
(Gain unsecured/unauthorized access to the campus.)	(All exterior secondary doors closed and properly locked.)	(A random sample of classroom doors, were ALL doors closed and locked.)

Weekly Exterior Door Sweeps Audit

(Documentation of weekly exterior door sweeps observed.)

Intruder Detection Audit - Status

Intruder Detection Audit (IDA) Quick View — 2024 - 2025

CAMPUS LIST

55.9%

(52 of 93 visited)

Campus Visits Breakdown

Elementary School	36 of 59
Jr High/Middle School	9 of 20
High School	7 of 14

FINDINGS/FLAGS

1

(Excludes Any Flags)

Findings Breakdown

Intruder Detection Audit	0
Exterior Door Audit	1
Weekly Door Log Audit	0
Classroom Door Audit*	1

* Not a finding

CORRECTIVE ACTIONS

0

(Outstanding CAs)

Corrective Actions Breakdown

Total CAs Required	1
Total CAs Submitted	1
Total CAs Approved	1

Corrective Action Status — 0 Total

Status	Date / *CA Due*	Campus	P1	P2	DL	P3	Last Updated

✓ - Completed and Approved
✕ - Not Submitted
⚠ - Pending TEA Review
⚠ - Additional Info Needed

Outstanding Tasks

District Vulnerability Assessment

District-Level Overview

Background

When: 01/28/25 – 01/30/25

Who: TEA

- 10 Teams
- 1 District Member
- 1 Campus Administrator

What: 70 Campuses (~75%)

- Elementary Schools = 1 – 1.5 hrs
- Secondary Schools = 2 – 2.5 hrs

District Rubric Sections

- Multi-Hazard Emergency Operations Plan (EOP)
- Safety Committee
- Safe and Supportive School (SSS) Team
- First Aid
- Communications
- Facility Standards
- School Security
- Policy and Procedure

Total = 57 Items

Campus Rubric Sections

- Drill Schedule
- First Aid
- Silent Panic Alert Technology (SPAT) and 9-1-1 Access
- Facility Access Points
- Exterior Windows
- Map & Door Numbering

Total = 27 Items

TEXAS STATE®

TEXAS SCHOOL SAFETY CENTER

2023-2026

Safety & Security Audit Cycle



Safety & Security Audit

(Audit Cycle 23-26)

(b) At least once every three years, each school district or public junior college district shall conduct a safety and security audit of the district's facilities. A district, or a person included in the registry established by the Texas School Safety Center under Section 37.2091 who is engaged by the district to conduct a safety and security audit, shall follow safety and security audit procedures developed by the Texas School Safety Center in coordination with the commissioner of education or commissioner of higher education, as applicable.

YEAR 2 of 3

Safety & Security Audit - Elements

The Safety & Security Audit consists of 3 main elements:

1) Intruder Audit

2) School/Facility Audit Checklist

3) Comprehensive Document Review Checklist

Sections of the audit checklist:

- **Demographics**: Includes demographic items
- **Audit process**: Includes questions about the audit process
- **Emergency management**: Includes questions about emergency management processes
- **Behavioral threat assessment**: Includes questions about behavioral threat assessment
- **Bullying prevention**: Includes questions about bullying prevention policies and procedures
- **Drills & Exercises**: Includes questions about drills & exercises
- **Additional safety and security information**: Includes questions about additional safety and security information
- **Intruder assessments**: Includes intruder assessments
- **Risk factors**: Includes risk factors
- **Instructional facilities**: Includes questions about instructional facilities
- **Document review**: Includes document review

Safety & Security Audit - Review

Comprehensive Document Review List

- Campus/Facility Crisis Response Plans
- Floor Plan of Campus/Facility
- Site Plan of Campus/Facility
- Emergency Contact Numbers
- Student Code of Conduct
- Student/Staff ID Policy
- Visitor Procedures
- Campus Improvement Plans
- Campus Discipline Referral Data
- Campus/Facility Specific Handbooks
- Weekly Door Sweeps
- Campus Behavioral Threat Assessment Data
- District Emergency Operations Plan (Verified on Site)
- Corrective Action Plans Reviewed from 20-23
- Survey and Interview Questionnaire Results

Questions?

CFISD

TECHNOLOGY SERVICES

BOARD UPDATE - FEBRUARY 2025







GUARDRAILS AND PERFORMANCE OBJECTIVES

Performance Objective 1.4

- **Guardrail 1: Safe and Supportive Schools**
  - Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness.

Performance Objective 4.5

- **Guardrail 4: Financial Management**
  - Develop a data governance framework that will lead to improved data quality and increased access to data for all stakeholders.

Performance Objective 4.6

- **Guardrail 4: Financial Management**
  - Develop a district-wide electronic documents environment, including automated workflows.

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Performance Objective 1.4

Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness.

Strategy 1 - Advance the security posture of digital resources for online learning

- **Expected Result/Impact:** Increased data privacy for all stakeholders

Strategy 2 - Incident reporting and training of staff and students

- **Expected Result/Impact:** Enhanced protection of sensitive and confidential data through proactive training and response measures

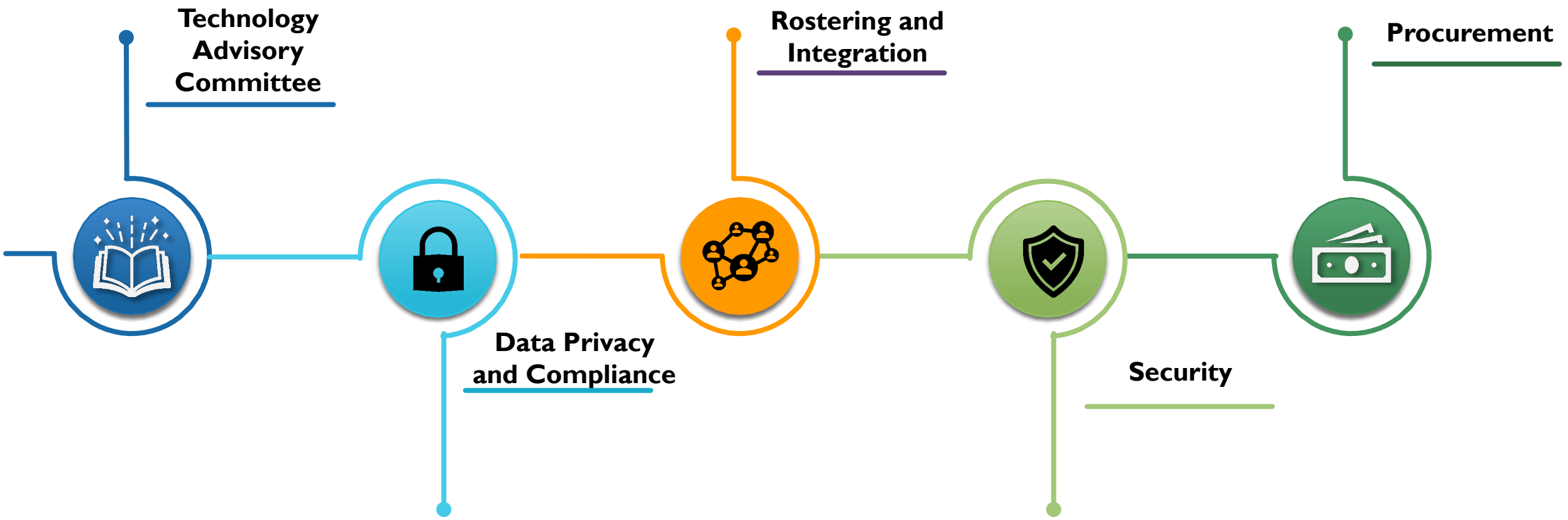
Strategy 3 - Maintain the Trusted Learning Environment Seal

- **Expected Result/Impact:** Commitment to building a culture of trust

Strategy 4 - Maintain layered approach to protection based on National Institute of Standards Technology Cybersecurity Framework

- **Expected Result/Impact:** Increased cybersecurity resilience by ensuring each layer of security works to cohesively to protect district data and systems

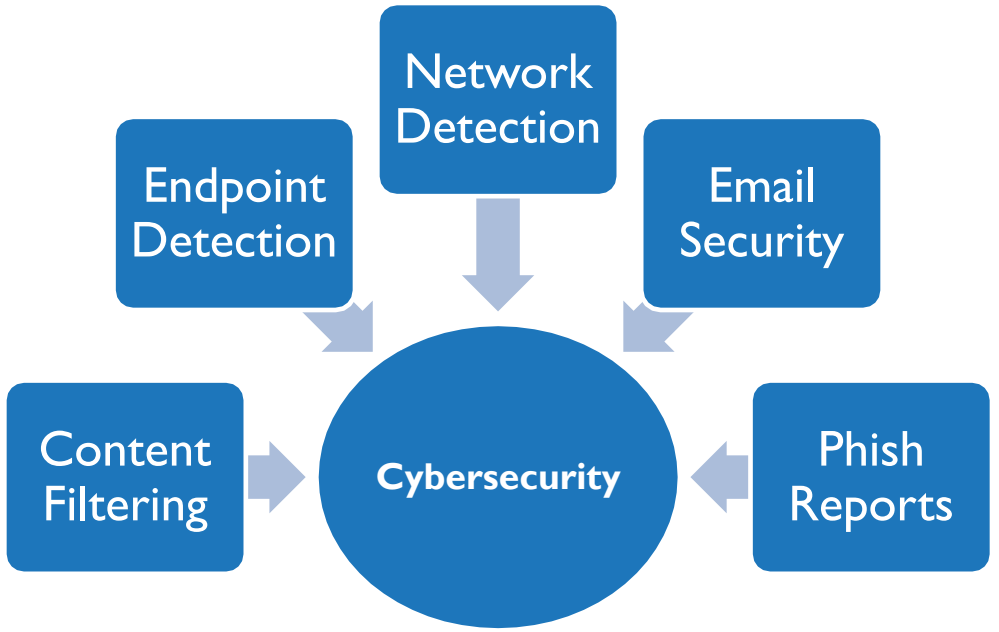
STRATEGY 1: ADVANCE THE SECURITY POSTURE OF DIGITAL RESOURCES FOR ONLINE LEARNING



STRATEGY 2 - INCIDENT REPORTING AND TRAINING OF STAFF AND STUDENTS

Average Monthly Security Statistics

- Patches applied 167,332
- Phishing reported 1,866
- Endpoint detection and response alerts 682
- Content filtering blocks 724,991,922
- External inbound blocked email 4,589,093



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STRATEGY 2 - INCIDENT REPORTING AND TRAINING OF STAFF AND STUDENTS

- **Training Sessions**
  - New Employee
  - Annual Cybersecurity Awareness
  - Secure Passwords
  - Physical Access
  - Phishing
  - Social Engineering



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STRATEGY 3 - MAINTAIN THE TRUSTED LEARNING ENVIRONMENT SEAL



1 of 29 districts nationwide





1 of 8 districts statewide

CFISD

STRATEGY 4: MAINTAIN LAYERED APPROACH TO PROTECTION BASED ON NATIONAL INSTITUTE OF STANDARDS CYBERSECURITY FRAMEWORK



Performance Objective 4.5

Develop a data governance framework that will lead to improved data quality and increased access to data for all stakeholders.

Strategy 1 - Identify data domains

- **Expected Result/Impact:** Provide a district-level perspective of the management of district data

Strategy 2 - Expand district data dashboards

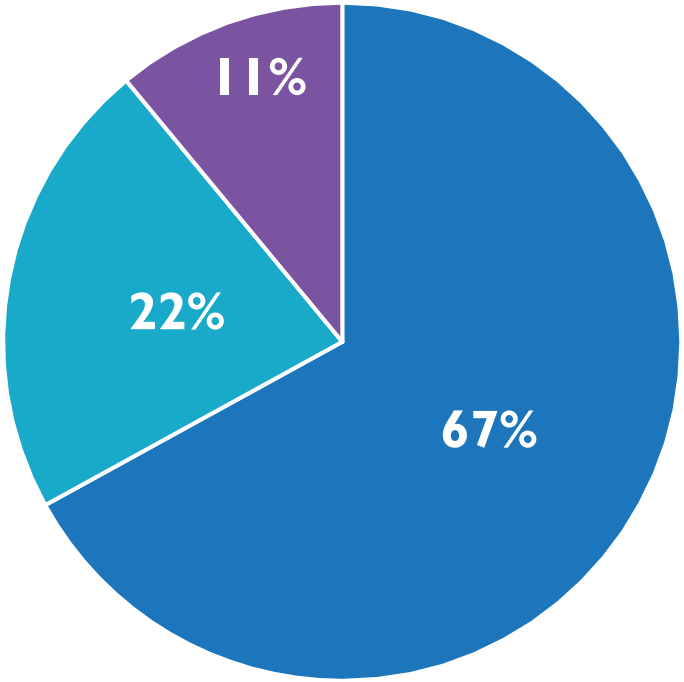
- **Expected Result/Impact:** Provides administrators, teachers, and staff with real-time, data-driven insights to make informed decisions about student performance, resource allocation, and operational efficiency.

Strategy 3 - Texas Education Agency transition to Ed-Fi

- **Expected Result/Impact**: Ed-Fi standards will offer improved data interoperability, reduced data redundancies, and better insights into student performance data and outcomes.

STRATEGY 1 - IDENTIFY DATA DOMAINS

- Registration and Enrollment
  - Student Demographics
  - Parent/Guardian Demographics
- Special Education
  - Psychological Services
- Dyslexia/504
- Planning, Projections, and Residential Codes
- Attendance
- Gifted and Talented
- Health Services
- Course Catalog
- Bilingual
- Behavior and Discipline
- State Assessments and College Readiness
- Scheduling
- Career and Technical Education
- Leavers



- Educational Technology Application Management
- Learning Management Systems
- Elementary Grade Reporting
- Secondary Grade Reporting
- Transportation Management
- Finance
  - Procurement
- Human Resources
  - Staff Demographics
- Facilities Management
  - Campus Demographics

Completed **In Progress** **Coming Soon**

STRATEGY 2 – EXPAND DISTRICT DATA DASHBOARDS

Advance the Impact of Data

- New Technology with Analytic Power
- Easily Answer Complex Questions

New Views of Data

- Connect Key Data Points
- Compare Factors
  - Attendance to Assessment
  - Academics to Behavior



Data Governance

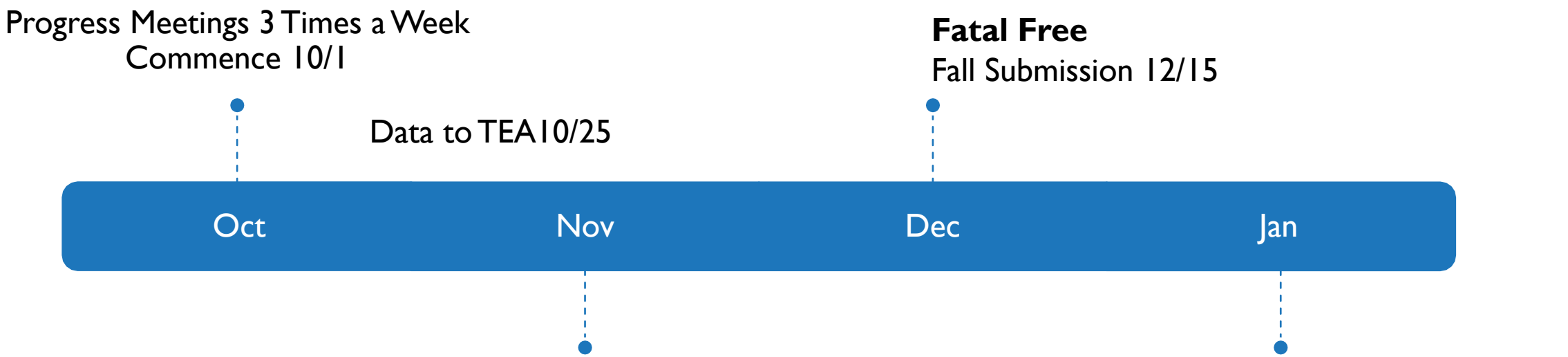


Report Creation



Data Dashboard

STRATEGY 3 - TEXAS EDUCATION AGENCY TRANSITION TO ED-FI



Performance Objective 4.6

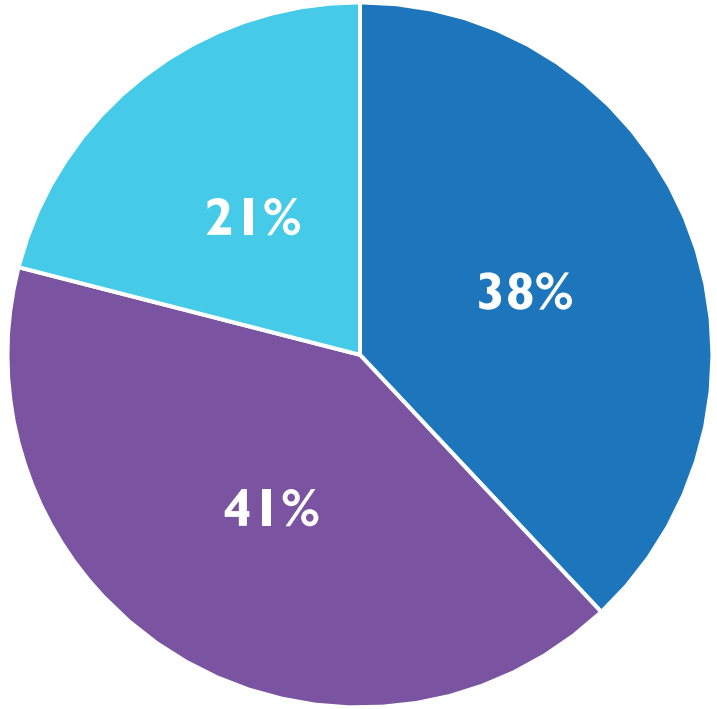
Develop a district-wide electronic documents environment, including automated workflows.

Strategy 1 - Implement and maintain automated processes

- **Strategy's Expected Result/Impact:** Provide increased number of automated departmental and campus workflows

STRATEGY 1 - IMPLEMENT AND MAINTAIN AUTOMATED PROCESSES

Sixteen Completed Automations	
Testing	• Oath of Test Security and Confidentiality
General Administration	• Print-Media Request • Master Key Request
Information Services	• System Access Request • Automation Tracking • Revision and Change Control
Internal Audit	• Vendor Conflict of Interest • Employee Conflict of Interest
Human Resource Operations	• Onboarding • Annual • Technical Training • Storage Restructuring
Fine Arts	• Private Music Lessons • Consultant Form
Procurement	• Contract Management
Legal	• Video Archive Request



Completed In Progress Coming Soon

STRATEGY 1 - IMPLEMENT AND MAINTAIN AUTOMATED PROCESSES



There were 16,179 forms generated from the 16 completed Business Process Automations in 2024.



There were 1,020,410 documents stored into the Laserfiche Repositories in 2024 in CFISD.

QUESTIONS?



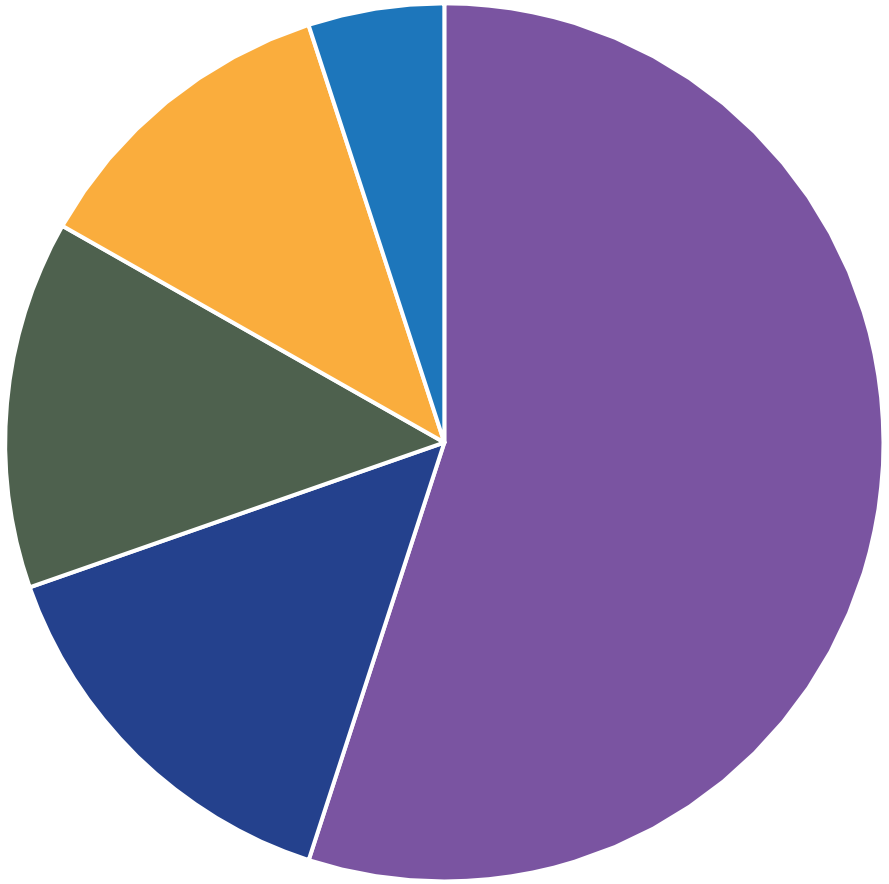




CFISD BOND 2019

Bond Update
February 6, 2025

BOND 2019 PROGRAM SUMMARY



Facilities Renovations & Additions	$968,991,531
Instructional & Support Facilities	$258,208,345
Technology	$238,980,763
Safety & Security Enhancements	$207,656,706
Transportation	$88,162,655
Total	$1.762 Billion

Renovations, Additions, and Furniture

- Elementary school renovations are complete
- Site security fencing is complete
- Baseball and softball field turf conversions are complete
- Exhibit Center/Science Resource Center renovation and addition are complete









Renovations, Additions, and Furniture

- New instructional and administration furniture are installed at 62 campuses
- New high school band towers are complete
- Leonard Brautigan Center addition is complete
- Cy-Fair High School Master Plan is complete









Renovations, Additions, and Furniture

- Athletic facilities are complete
- Traffic improvements at Hamilton, Holbrook, Lamkin, Metcalf, Reed and others are complete
- Elementary energy efficient upgrades are complete
- All support facilities will be complete summer of 2025









New Instructional and Support Facilities

- Sue Michael McGown Elementary School
- Dr. Carla Brosnahan Elementary School
- Roy Sprague Jr., AIA Middle School
- Ollie Mae Byrd Elementary School
- Jarvis Transportation Center
- Mark Henry, Ed.D. Administration Building
- Visual and Performing Art Center









Safety and Security

- Exterior Door Card Readers
- Lockdown Buttons
- Hardening of Reception Desks
- Classroom Security Segmentation
- Indicator Locksets On Classroom Doors
- Video Phones At Front Entry
- Classroom Phones
- Perimeter Fencing
- Impact Glass/Film



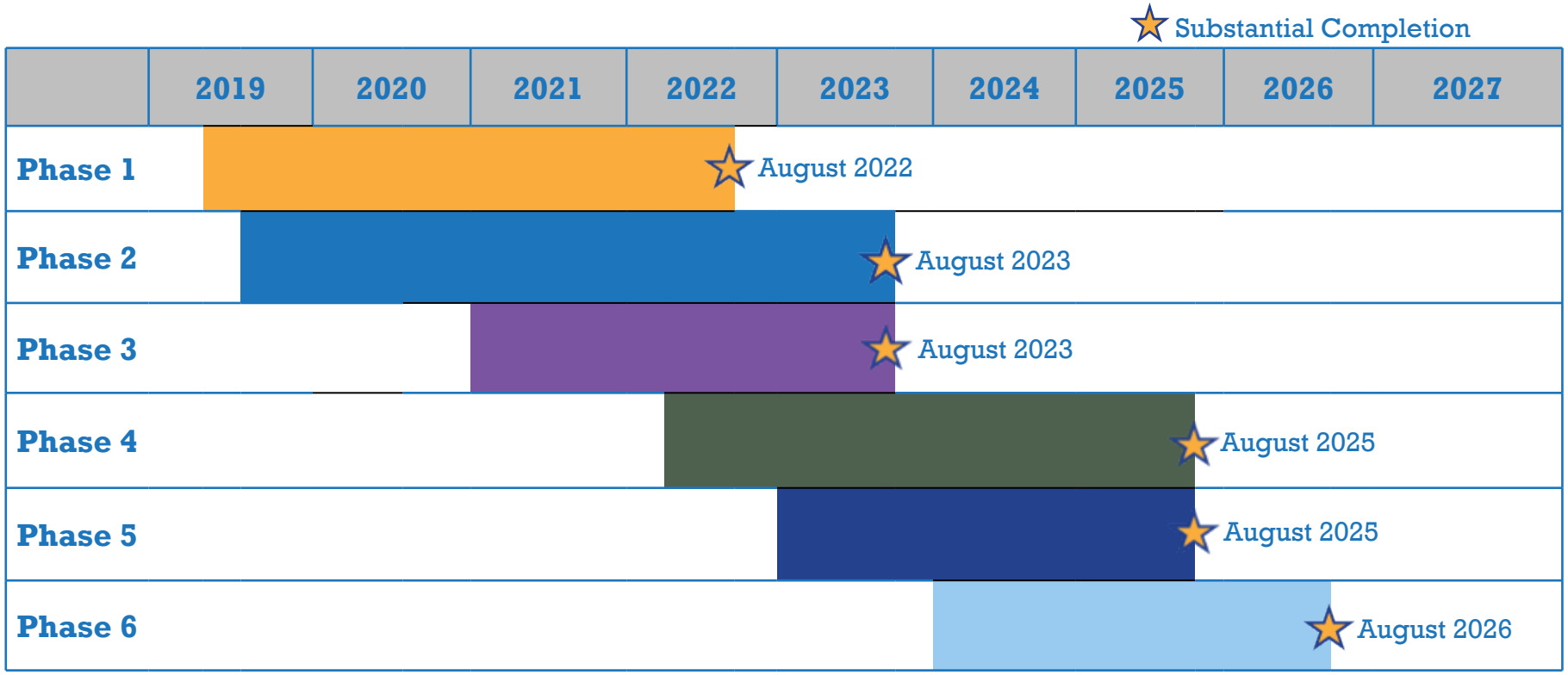






CFISD BOND 2019

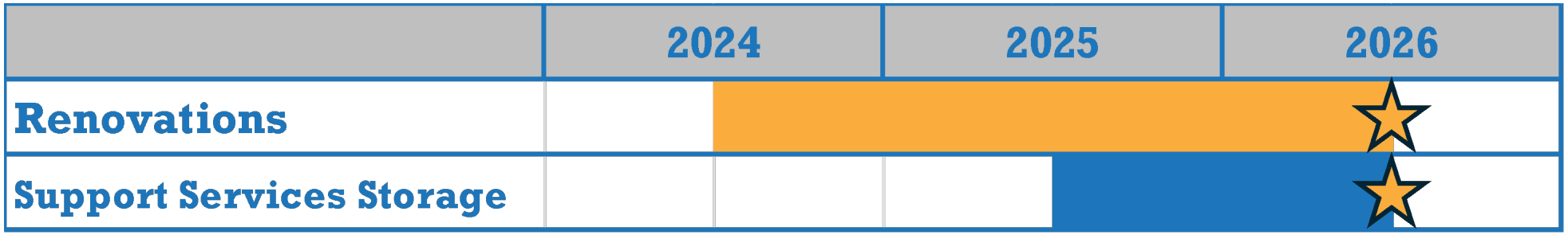
2019 Bond Project Phasing



Note: The project phasing schedule above is for general planning purposes and may be adjusted as programming needs warrant.

CFISD BOND 2019

2019 Phase 6



RENOVATIONS:

Anthony MS
Cook MS
Hamilton MS
Hopper MS
Kahla MS
Labay MS
Smith MS
Spillane MS
Thornton MS
Truitt MS
Watkins MS
Bridgeland HS
Cy Creek HS
Cy Falls HS
Cy Lakes HS
Cy Park HS
Cy Ranch HS
Cy Ridge HS
Jersey Village HS

Note: The project phasing schedule above is for general planning purposes and may be adjusted as programming needs warrant.

CFISD BOND 2019

Future Needs

- CFISD Strategic Plan, Guardrail 5
- 96 Instructional Campuses
- 36 Support Buildings
- Ranging In Age from 7 months to 70+ years old
- In-House Assessments Ongoing
- Department Discussions and Maintenance 5-Year Plan
- Critical Infrastructure
- Replacement Cycles
- Safety and Security
- Department Needs





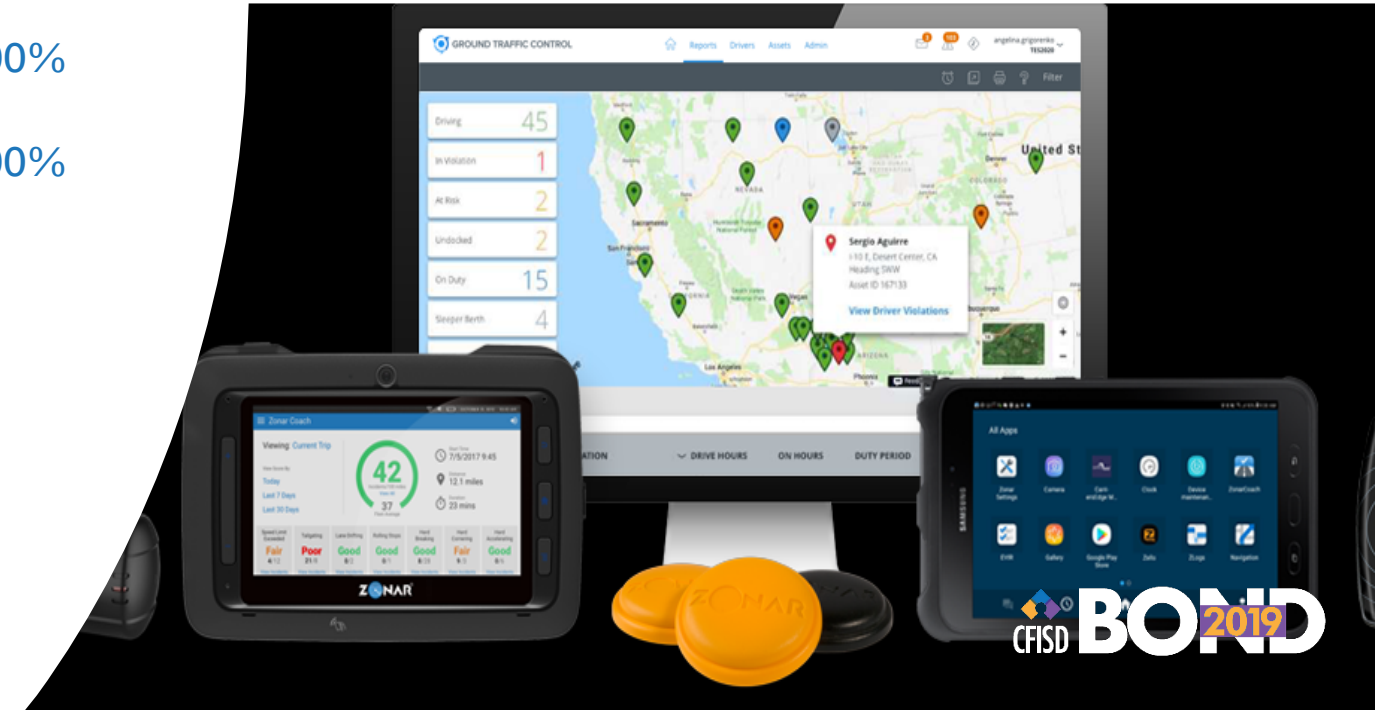




Transportation 2019 Bond

Project	Anticipated Completion Date	Complete
12-year Bus Replacement Cycle	August 2024	100%
Replace Existing GPS Hardware	August 2022	100%
New Bus Purchase w/ 3-point Seat Belts	August 2024	100%





CFISD BOND 2019

Police Vehicle Replacement Schedule

Phase 1 27 Vehicles **COMPLETE**	Phase 2 0 Vehicles
Phase 3 31 Vehicles **COMPLETE**	Phase 4 13 Vehicles **COMPLETE**
Phase 5 13 Vehicles **COMPLETE**	Phase 6 0 Vehicles



CFISD BOND 2019

Technology Services – Bond 2019 Update

Project Name	Description of Project	Installation Status	Location	Percent Complete
Campus Switch Replacement	Provide Connectivity to HUB and Data Center	Complete	Campuses	100%
Aruba Clearpass	Network Access Control for Wired Devices	In Process	All district sites	40%
Replace Administrative Devices	Upgrade devices based upon standard replacement cycle	In Process	District	90%

Technology Services – Bond 2019 Update

Project Name	Description of Project	Installation Status	Location	Percent Complete
Enterprise Electronic Document Management	Reduce paper document and implement automated processes	In Process	ISC Data Center CyrusOne Data Center	50%
Data Governance	Develop data governance framework	In Process	District	80%







Instructional Technology – Bond Update

Project Name	Description of Project	Installation Status	Location	Percent Complete
1:1 Project Phase 2	Replacement Chromebooks for students – AUE	In Process	All Campuses	On-Going
Lightspeed Sound Systems	Replacement systems	In Process	All Campuses	98%
Promethean Panels	Replacement	In Process	All Campuses	93%
Teacher Laptops	Replacement	In Process	All Teachers	97%

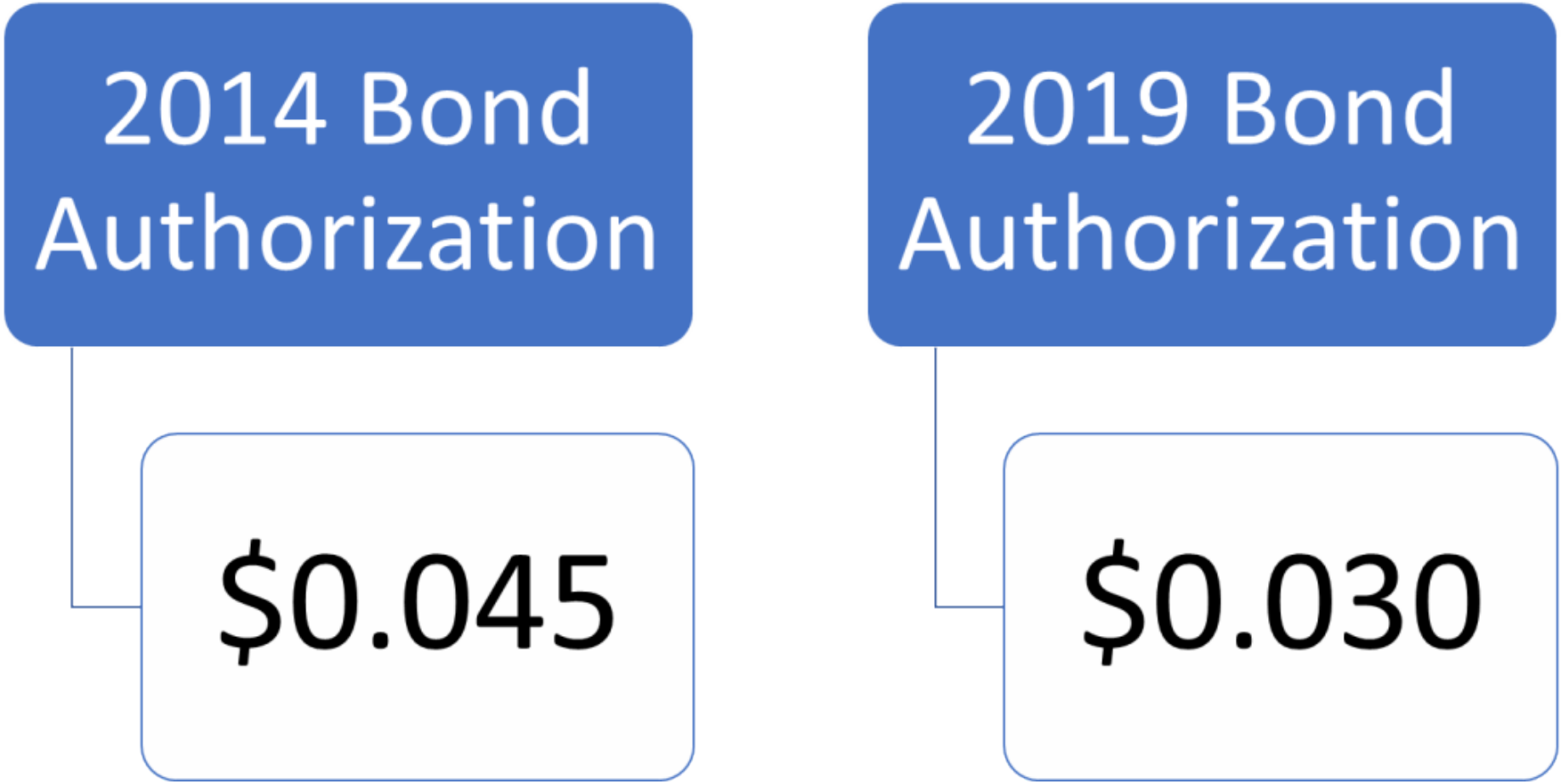
Bond Summary

BOND ELECTION	AUTHORIZED	UNISSUED BONDS
2019	$1,762,000,000	$0

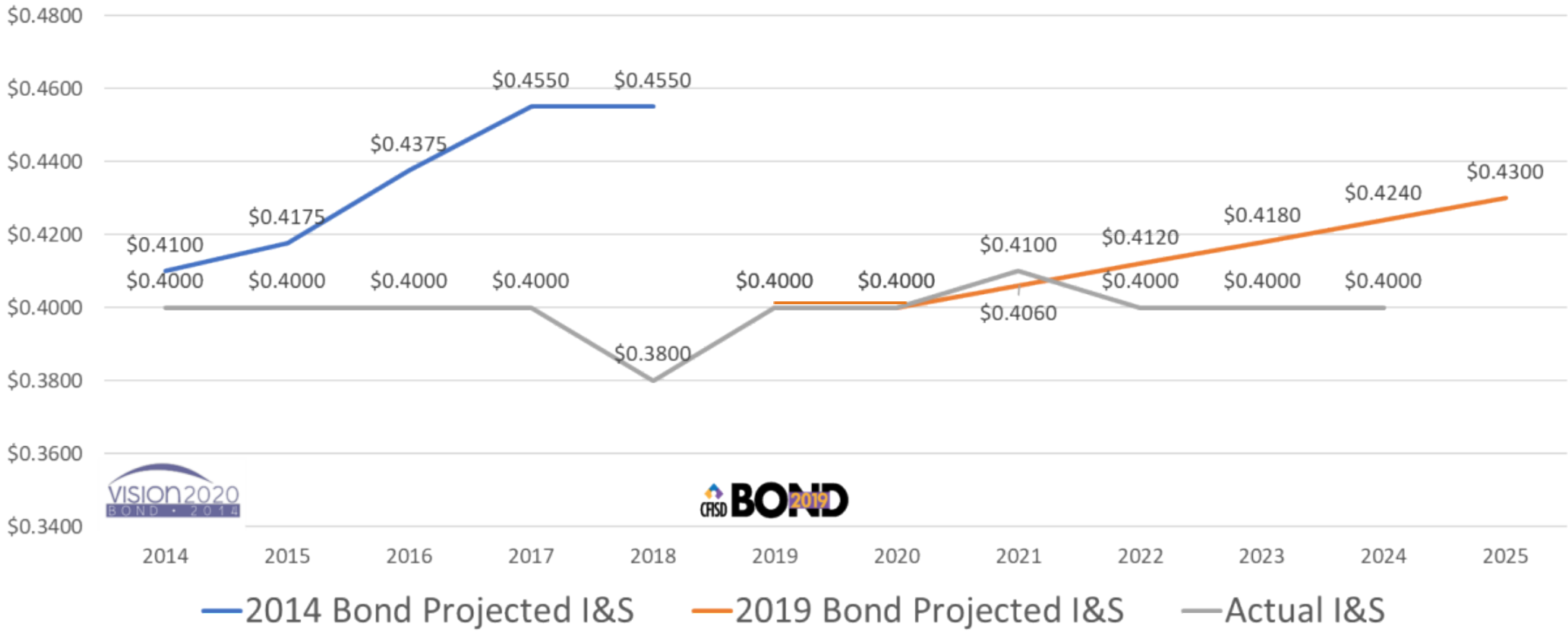
Items Influencing the I&S Tax Rate

Amount of the Bond Authorization	Property Value Changes	Tax Collection Rates	Bond Interest Rates
Underlying Bond Ratings	Permanent School Fund Guarantee	Bond Sale Amounts	Bond Refundings
State Funding for Debt	Bond Structure & Maturities	Optional Homestead Exemption	Interest Earning Rates

Maximum Debt Service Tax Rate Increase



Projected vs Actual I&S Tax Rate



CFISD BOND 2019

Questions?

CFISD

JETI Application
NRG THW GT LLC
#J0007

Jobs, Energy, Technology & Innovation Act (JETI)

- Created by 88th State Legislature (HB 5) in 2023 to spur energy facility growth
  - ✓Initiatives in response to Winter Storm Uri to ensure events affecting the energy grid in Texas are lessened in the future
  - ✓Project will accommodate growing energy demand and increase stability of the energy grid
- One of three energy generation facilities proposed for the Houston area

CFISD

JETI PROGRAM

- Allows qualifying projects to:
  - ✓Pay 50% of M&O taxes (100% of I&S) for designated 10-year period
  - ✓Pay no M&O taxes during construction period (100% of I&S)
- Requires a three-party agreement between company, school district, and Governor's office

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Job and Investment Requirements

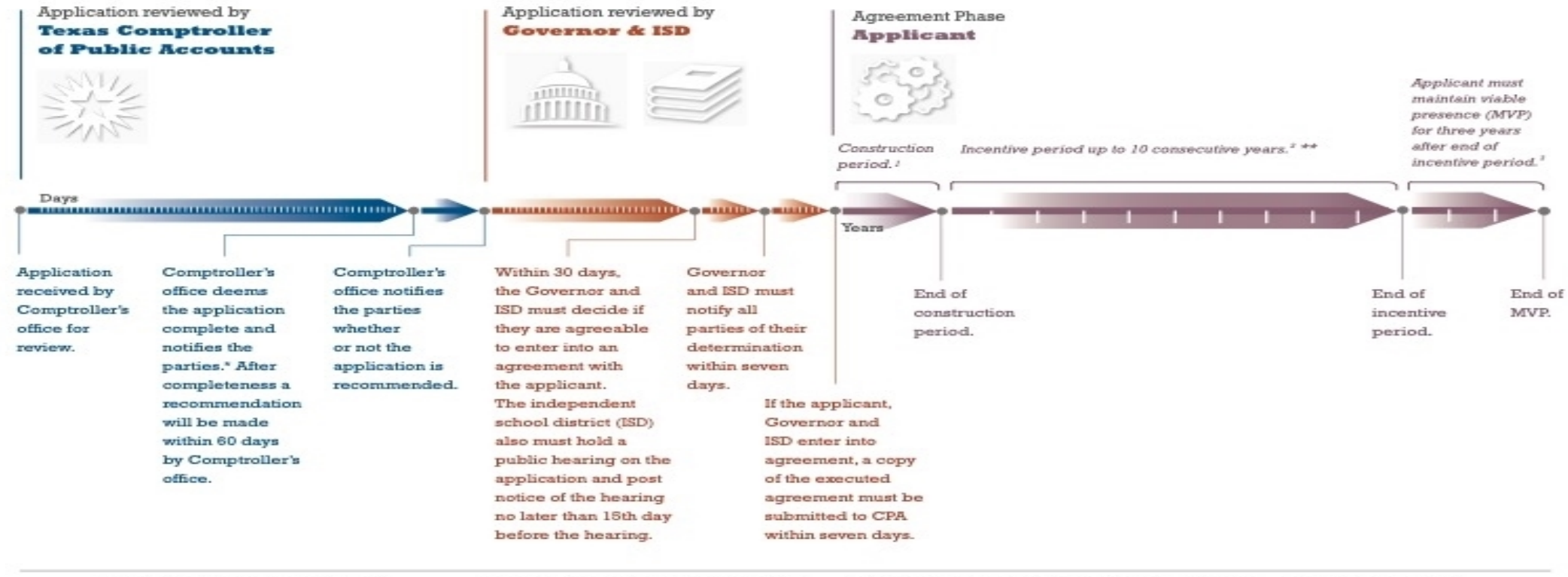
COUNTY POPULATION	REQUIRED INVESTMENT
750,000 or more (Harris County)	$200 million
250,000 – 749,999	$100 million
100,000 – 249,999	$50 million
99,999 or less	$20 million

NRG THW GT, LLC - APPLICATION

- Project is the construction of a new power plant within the boundaries of its existing NRG TH Wharton power production complex in Harris County. The planned project is a 455-megawatt electric power generation plant that would consist of two natural gas-fired combustion turbines in a simple-cycle configuration.
- Total capital investment of $317M
- Projected operational by Mid-2026

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JETI Timeline



* Application will be deemed complete once the information required under Section 406.607 is submitted for review.

** Reporting begins per Section 403.616

Parties = ISD, applicant, and Governor

[1] Section 403.613 (b)(2) An incentive period may not begin later than Jan. 1 of the first tax year following the 10th anniversary of the date the agreement is entered into.

Section 403.603(7) "Construction period" means the period prescribed by an agreement as the construction period of the eligible project that is the subject of the agreement.

[2] Section 403.613 An incentive period is 10 consecutive years and will start no later than Jan. 1 of the 10th anniversary of the date the agreement is entered into.

Section 403.613(c) The incentive period may be deferred until Jan. 1 of the second tax year following the construction completion date. The deferral of an incentive period under this subsection does not affect the date on which the incentive period ends as prescribed by the agreement.

[3] Section 403.613 (b)(3)(B) An agreement entered into under this section between the governor, a school district, and an applicant pertaining to an eligible project shall: end on Dec. 31 of the third tax year following the end of the incentive period.

Glenn Hegar | **Texas Comptroller of Public Accounts**

98-1112 (12/23)

CFISD

JETI Application Timeline – NRG THW GT

DATE	DESCRIPTION
March 20, 2024	**Board Finance & Operations Committee meeting**
October 23, 2024	NRG JETI Application filed with State Comptroller's Office
November 20, 2024	Supplement #1 filed with Comptroller
December 11, 2024	Supplement #2 filed with Comptroller
December 23, 2024	Supplement #3 filed with Comptroller
January 9, 2025	**Board Finance & Operations Committee meeting**
January 14, 2025	Supplement #4 filed with Comptroller
January 15, 2025	Comptroller Recommendation Letter Received by District – starts 30-day Board approval timeline
January 26, 2025	Board Meeting posting deadline - 15 days prior to Public Hearing
February 10, 2025	**Board Regular Monthly meeting – Public Hearing and Board consideration of JETI Agreement**

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Reinvestment Zone

- The project must be located within a reinvestment zone
- NRG stated in the JETI Application that it would work with the County and/or the City of Houston on setting up a new reinvestment zone for this project

Total General Fund Revenue Impact

10-YEAR MODEL	AMOUNT
NRG Does Not Build	$9,500,610,954
NRG No JETI Agreement	$9,502,134,517
NRG With JETI Agreement	$9,501,372,736

*Projections based on current school finance law, no change in student enrollment, and 5% increase in base property values

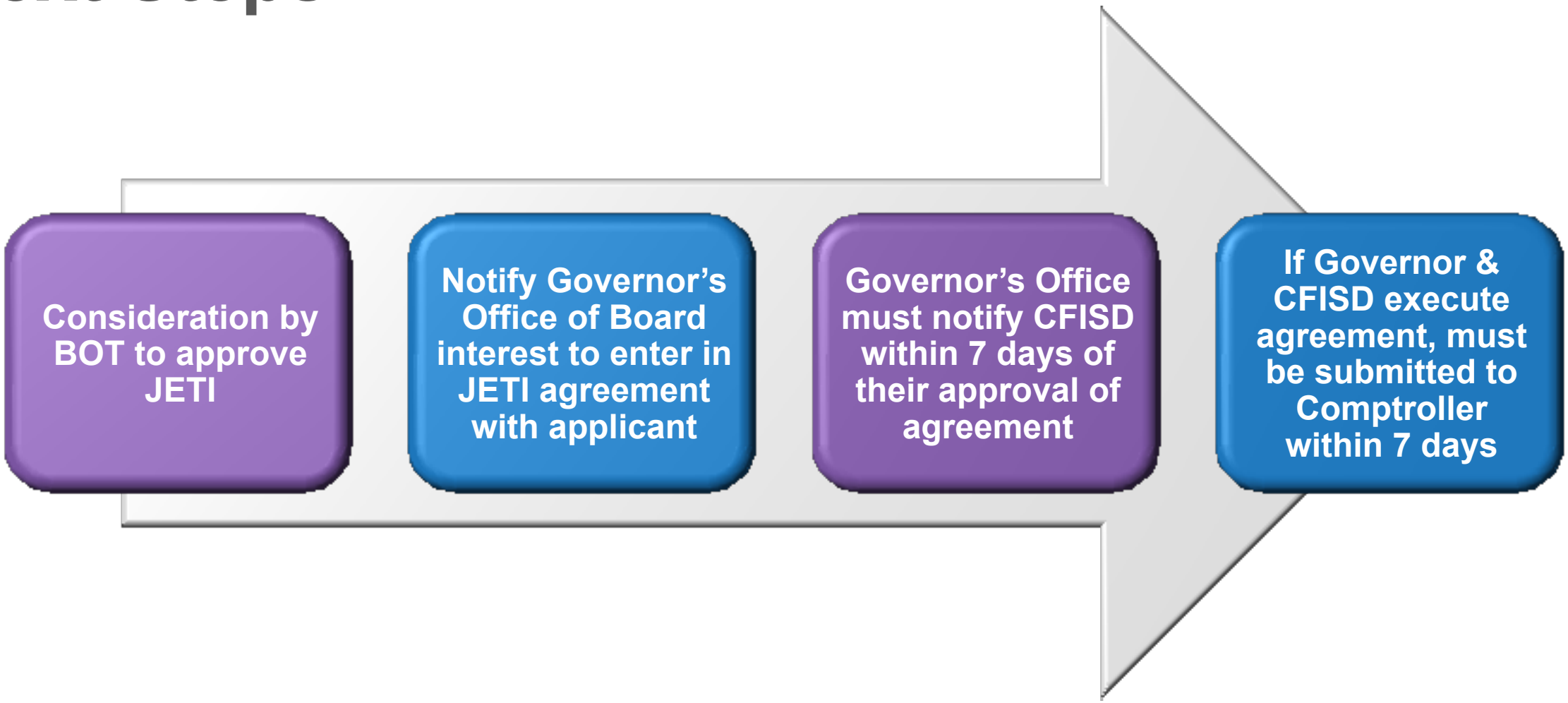
CFISD

Total Debt Service Fund (I&S) Impact

- $2,830,222,130 additional property value over 10-year designated period
  - ✓Additional $11.3M in I&S revenue at current I&S rate of $0.40
- Increased values would benefit I&S as either increased debt capacity or reduced I&S rate

CFISD

Next Steps


Consideration by BOT to approve JETI
Notify Governor's Office of Board interest to enter in JETI agreement with applicant
Governor's Office must notify CFISD within 7 days of their approval of agreement
If Governor & CFISD execute agreement, must be submitted to Comptroller within 7 days

Board Action

- Preliminary action, subject to further Board consideration and action on final agreement
  - ✓ *I move that the Board determine that the Cypress-Fairbanks ISD is agreeable to entering an agreement for a limitation on the taxable value of property for maintenance and operation ad valorem tax purposes pursuant to the application filed by NRG THW GT LLC, subject to and only upon the District's future consideration and approval of a final agreement containing the terms for such a limitation.*

QUESTIONS?

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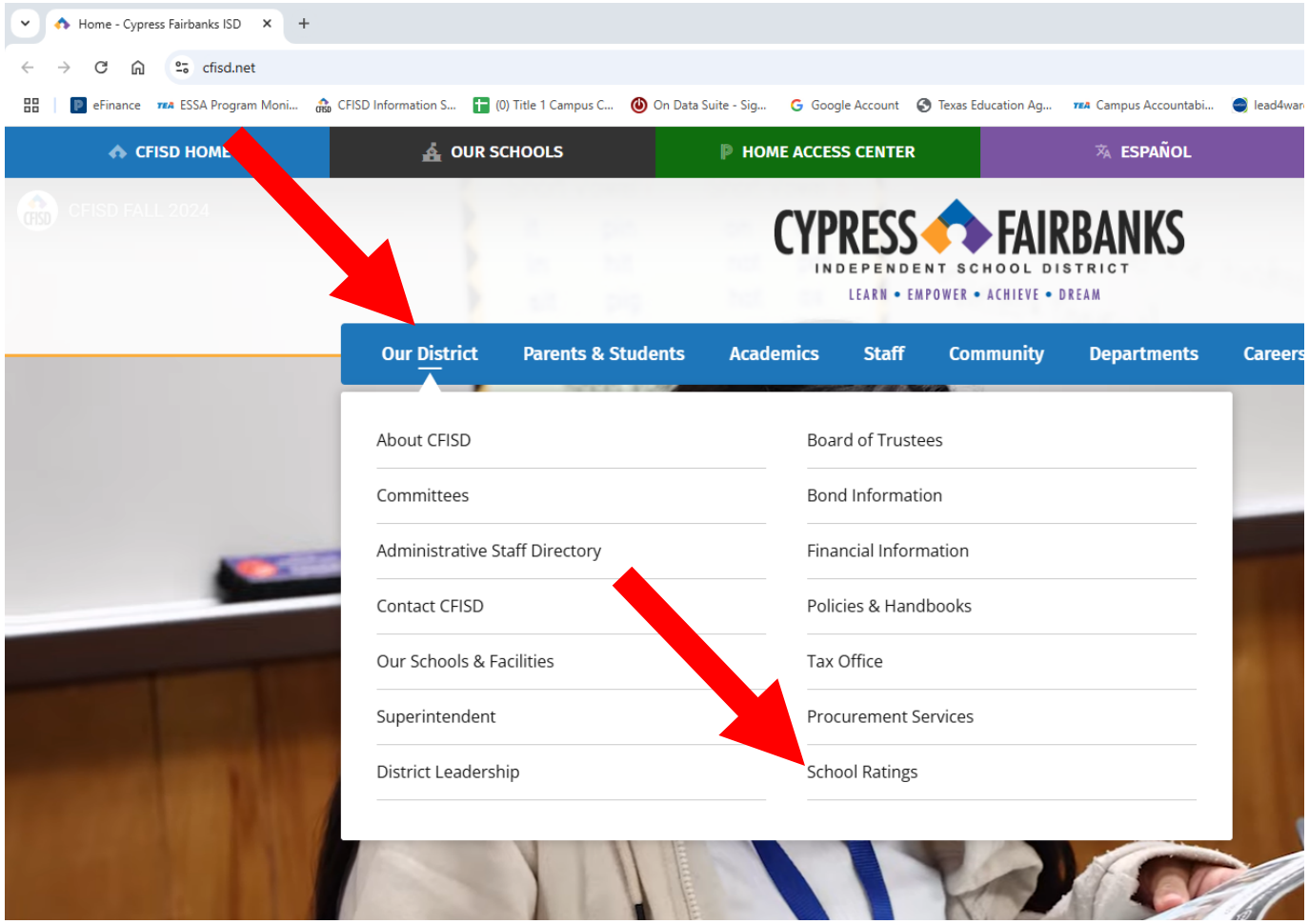
2023-24 Annual Report

CFISD Board of Trustees

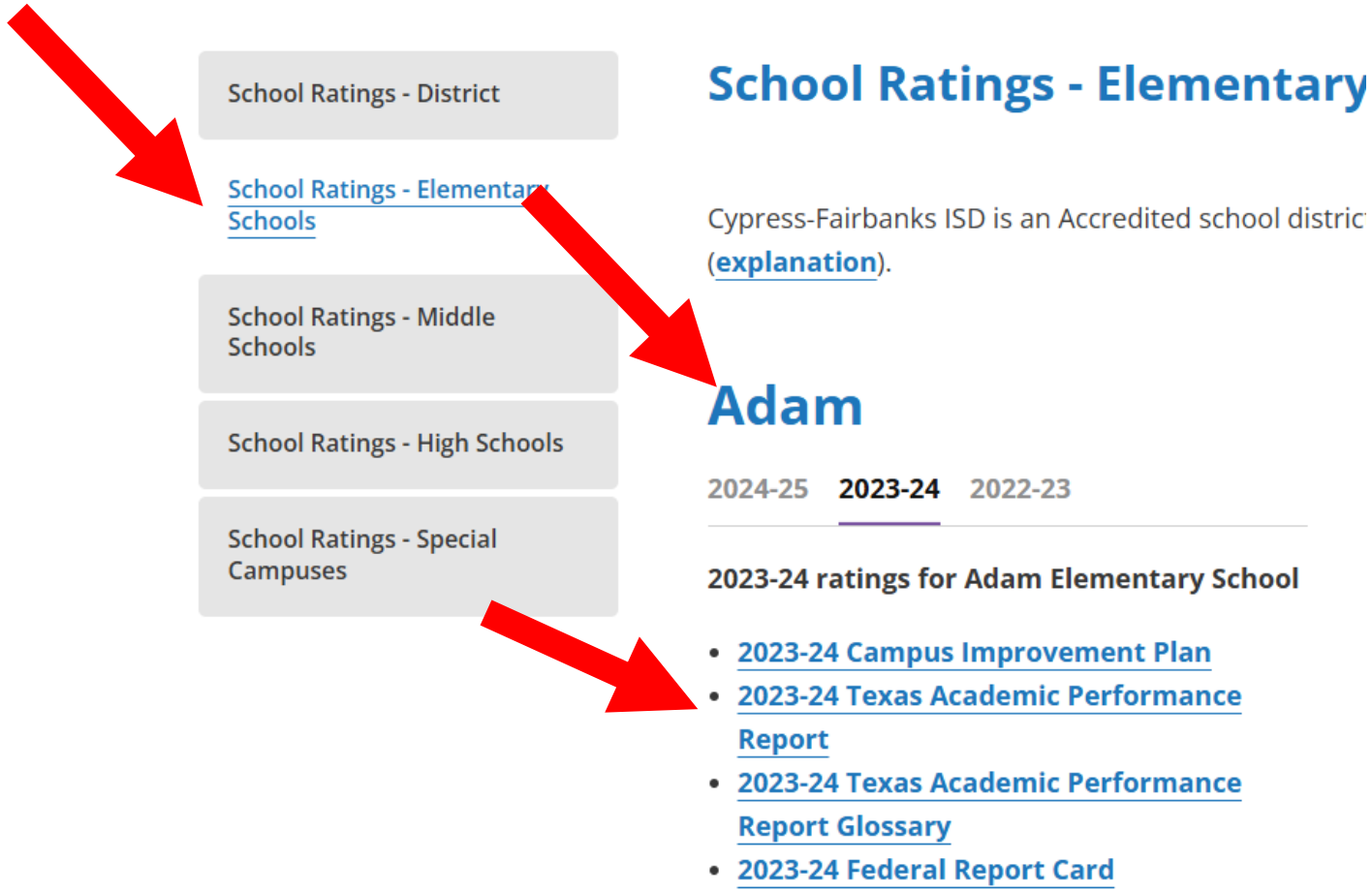
Public Hearing

February 10, 2025

Accessing the Texas Academic Performance Reports



Accessing the Texas Academic Performance Reports



CFISD

2023-24 RLA, English I, and English II Performance

District	Total Student Enrollment	Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level %
Spring ISD	33,935	88.0	65	39	12
Alief ISD	39,474	87.4	64	41	14
Dallas ISD	139,246	87.2	69	46	18
Houston ISD	184,109	79.5	72	48	20
Waller ISD	9,283	67.6	72	48	16
Cypress-Fairbanks ISD	118,470	60.0	82	62	28
Spring Branch ISD	33,407	56.6	77	60	31
Northside ISD	101,095	52.2	78	55	20
Austin ISD	72,830	50.2	73	55	27
Fort Bend ISD	80,206	49.5	82	63	30
Katy ISD	94,785	43.9	88	72	39
Tomball ISD	22,273	31.4	90	76	41

CFISD

2023-24 Grades 3-8 Math and Algebra I Performance

District	Total Student Enrollment	Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level %
Spring ISD	33,935	88.0	60	28	8
Alief ISD	39,474	87.4	64	33	11
Dallas ISD	139,246	87.2	71	40	15
Houston ISD	184,109	79.5	71	41	17
Waller ISD	9,283	67.6	67	33	11
Cypress-Fairbanks ISD	118,470	60.0	76	49	20
Spring Branch ISD	33,407	56.6	80	56	28
Northside ISD	101,095	52.2	72	40	14
Austin ISD	72,830	50.2	69	43	19
Fort Bend ISD	80,206	49.5	76	51	25
Katy ISD	94,785	43.9	84	63	33
Tomball ISD	22,273	31.4	89	71	38

CFISD

2023-24 Grades 5 & 8 Science and Biology Performance

District	Total Student Enrollment	Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level %
Spring ISD	33,935	88.0	61	26	6
Alief ISD	39,474	87.4	67	33	10
Dallas ISD	139,246	87.2	68	34	10
Houston ISD	184,109	79.5	70	38	14
Waller ISD	9,283	67.6	75	40	13
Cypress-Fairbanks ISD	118,470	60.0	80	53	23
Spring Branch ISD	33,407	56.6	79	52	24
Northside ISD	101,095	52.2	76	46	17
Austin ISD	72,830	50.2	73	45	20
Fort Bend ISD	80,206	49.5	78	50	23
Katy ISD	94,785	43.9	86	65	34
Tomball ISD	22,273	31.4	90	69	34

CFISD

2023-24 Grade 8 Social Studies and U.S. History Performance

District	Total Student Enrollment	Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level %
Spring ISD	33,935	88.0	69	35	13
Alief ISD	39,474	87.4	72	45	22
Dallas ISD	139,246	87.2	75	46	22
Houston ISD	184,109	79.5	75	46	24
Waller ISD	9,283	67.6	80	48	24
Cypress-Fairbanks ISD	118,470	60.0	84	61	38
Spring Branch ISD	33,407	56.6	80	57	35
Northside ISD	101,095	52.2	83	60	33
Austin ISD	72,830	50.2	78	55	34
Fort Bend ISD	80,206	49.5	83	60	36
Katy ISD	94,785	43.9	89	71	49
Tomball ISD	22,273	31.4	90	71	48

CFISD

Graduation Rate
Class of 2023

Group	State	Region 4	CFISD
All	90.3%	89.6%	92.3%
African American	86.7%	88.2%	89.3%
Hispanic	88.6%	87.1%	90.4%
White	94.2%	94.4%	96.3%
Asian	96.9%	96.7%	97.4%
Economically Disadvantaged	87.4%	86.9%	89.8%

CFISD

District Accreditation Status

Texas Education Agency

Home / Student Testing and Accountability / Accountability / Accreditation Status

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 entries

Search: cypress-fairbanks

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
101907	CYPRESS-FAIRBANKS ISD	4	A - Superior Achievement	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous 1 Next

CFISD

PEIMS Financial Standard Reports

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.)

Campus Performance Objectives

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

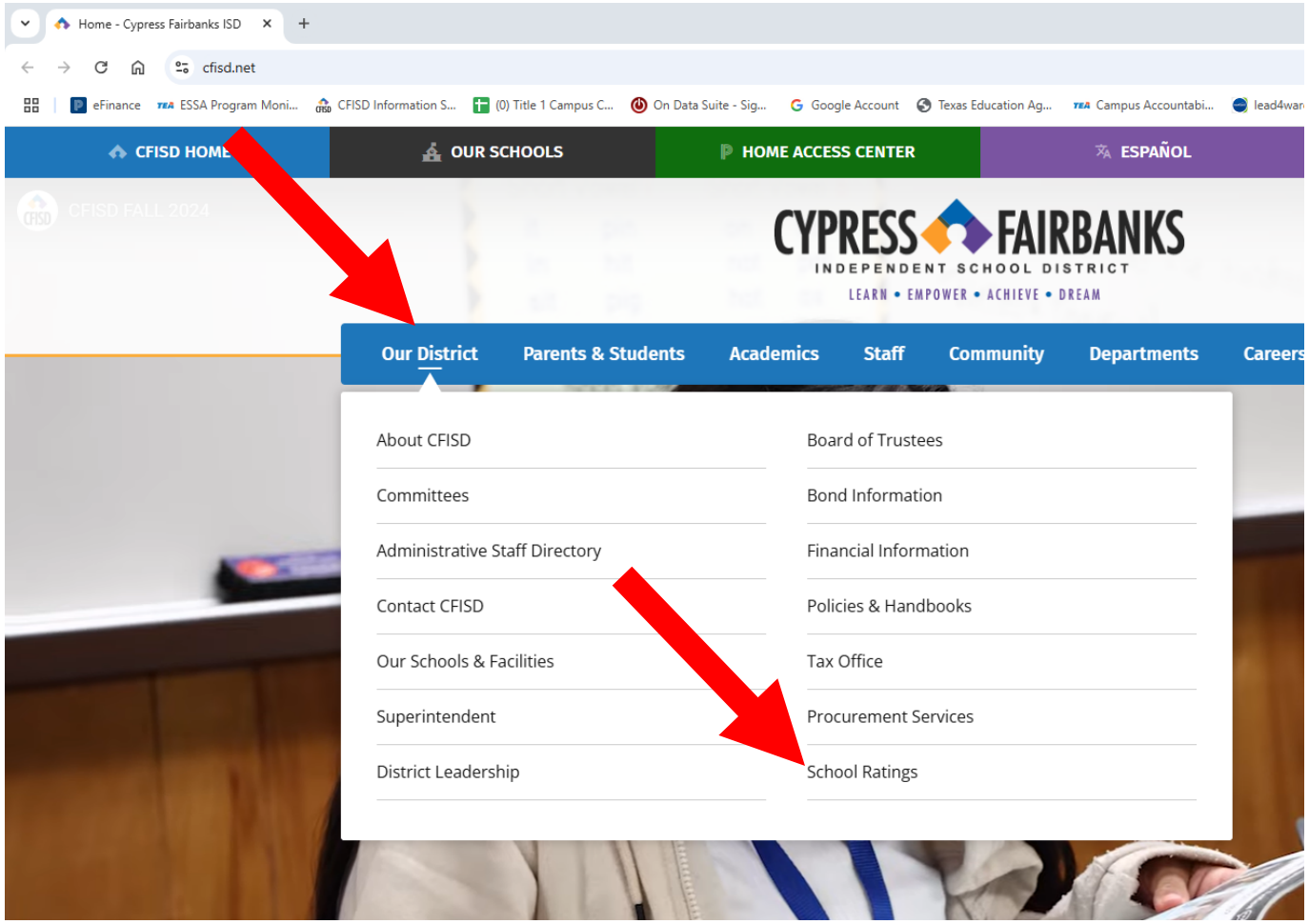
Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to focus on meet and masters level performance

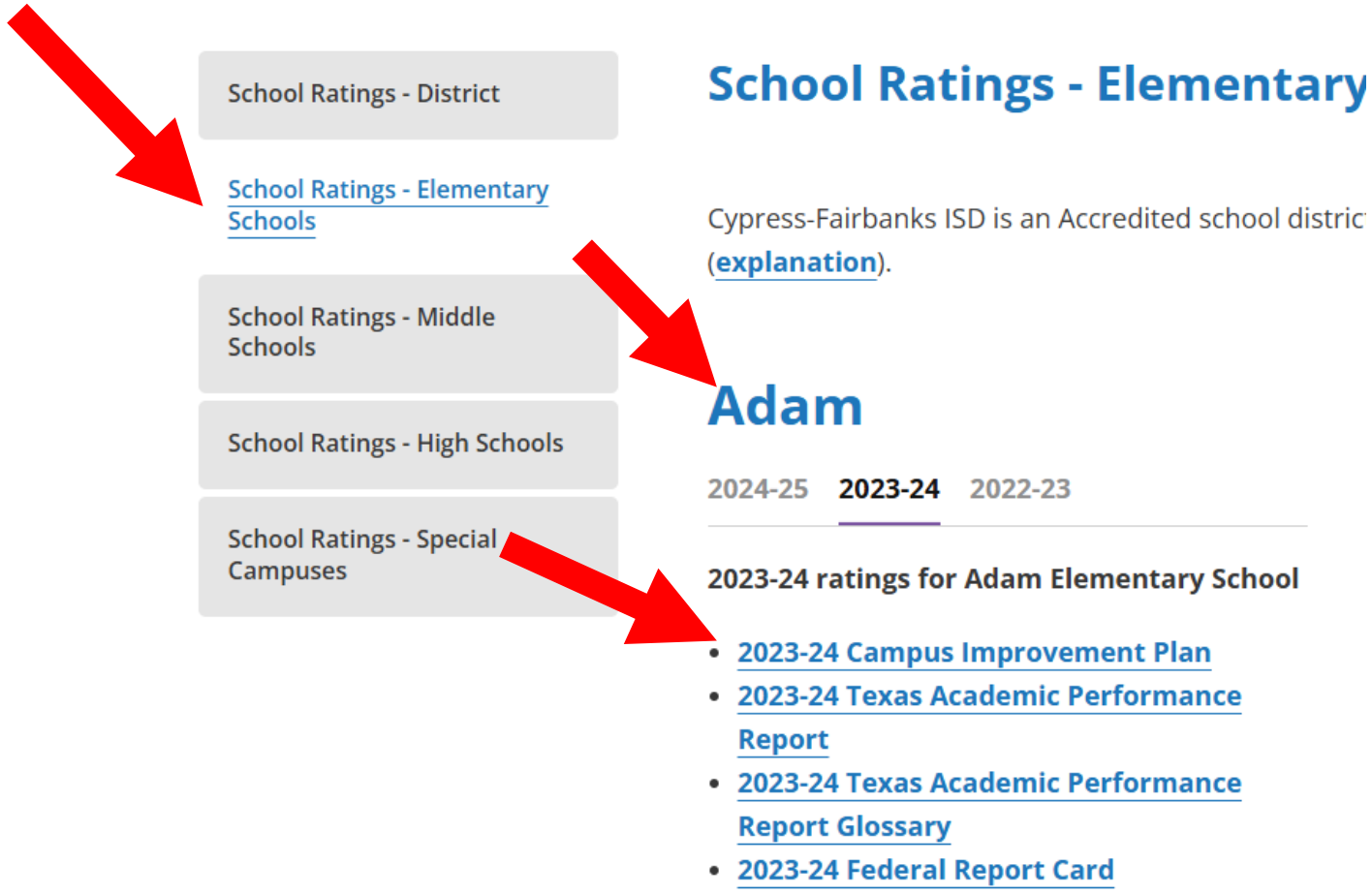
CFISD

Accessing the Texas Academic Campus Improvement Plans



CFISD

Accessing the Texas Academic Campus Improvement Plans



CFISD

Special Education Determination Status

2023-24 Texas Academic Performance Report (TAPR)

District Name: CYPRESS-FAIRBANKS ISD

District Number: 101907

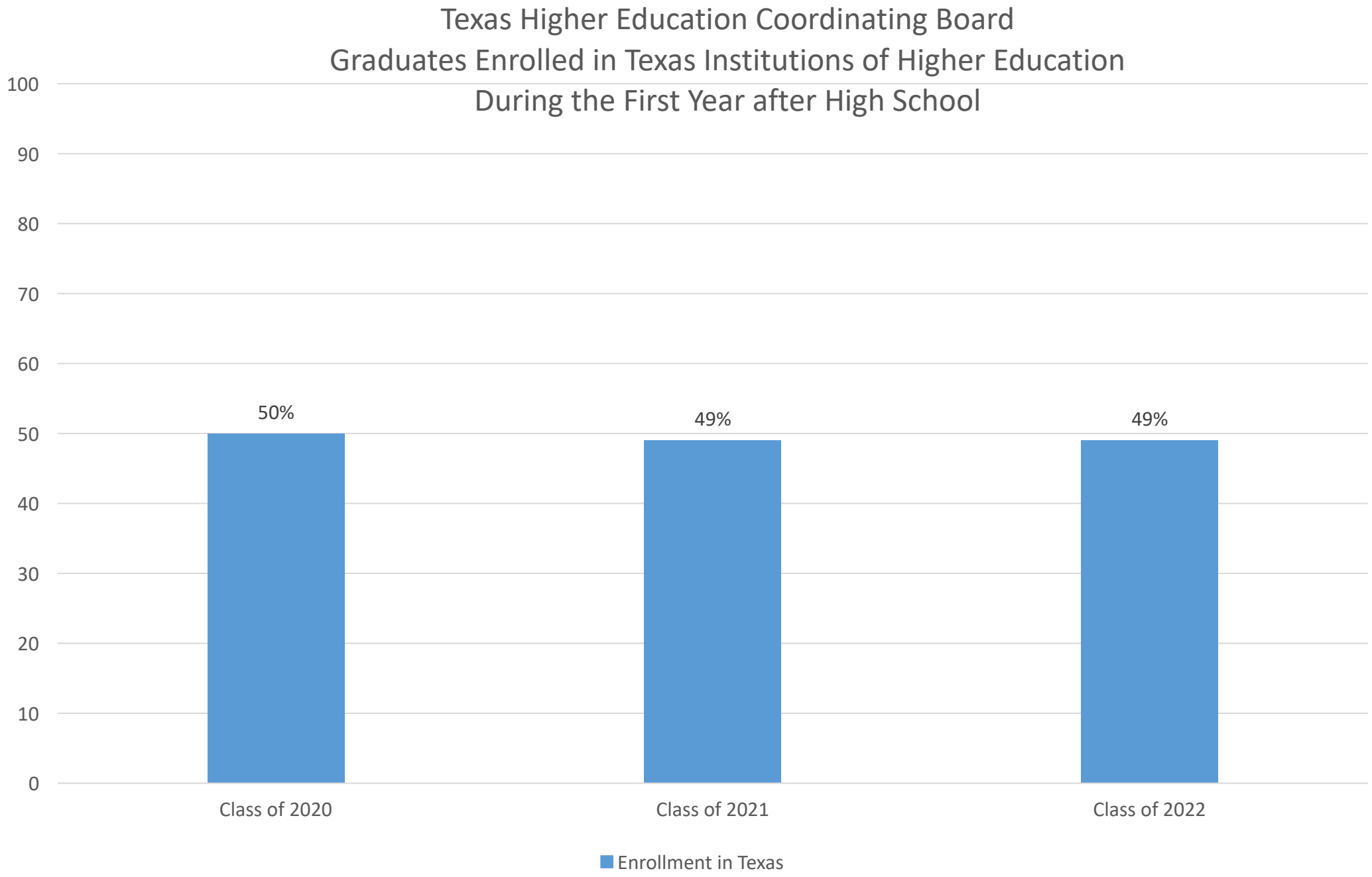
2024 Special Education Determination Status:

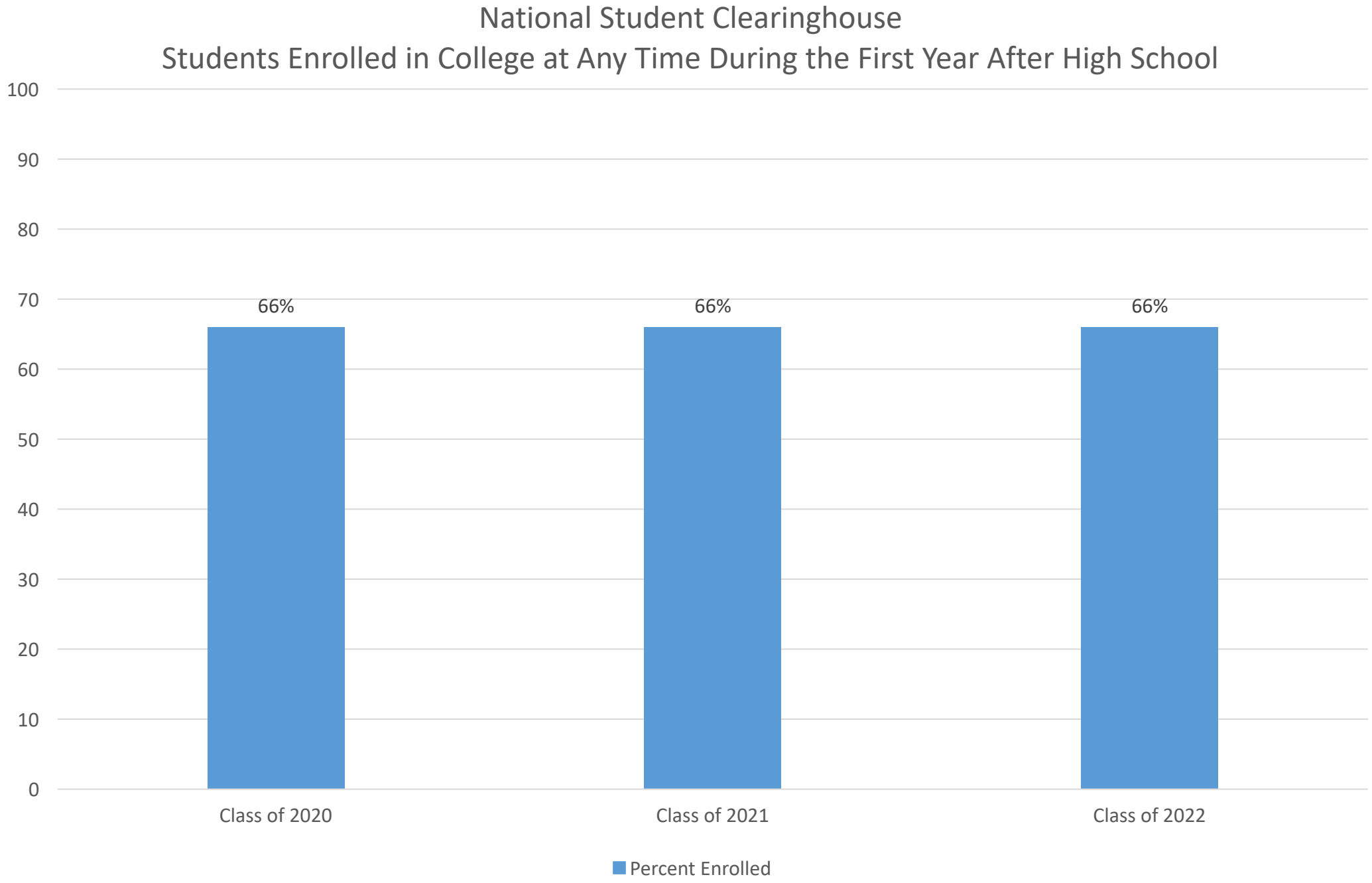
Meets Requirements

Report on Violent or Criminal Incidents

2023-24	
Total Student Population	118,187
Total Number of Incidents	1,594
Total Rate	.0135

CFISD


Texas Higher Education Coordinating Board
Graduates Enrolled in Texas Institutions of Higher Education
During the First Year after High School
100
90
80
70
60
50
40
30
20
10
0
50%
49%
49%
Class of 2020
Class of 2021
Class of 2022
Enrollment in Texas


National Student Clearinghouse
Students Enrolled in College at Any Time During the First Year After High School
100
90
80
70
60
50
40
30
20
10
0
66%
66%
66%
Class of 2020
Class of 2021
Class of 2022
Percent Enrolled

Texas Education Code §11.185—Early Childhood Reading and Mathematics Proficiency Plans

- Required by House Bill 3 (86th Texas Legislature 2019)
- Set for each elementary school
- Set for 5 years
- Based on 3rd grade STAAR data (Meets or higher)
- Set for student groups with 10 or more students

CFISD

Texas Education Code §11.185—Early Childhood Reading and Mathematics Proficiency Plans

- Provide report to the school board each year
- Post the data on district and campus websites
- Provide professional development when targets are not met

Texas Education Code §11.185—Early Childhood Reading and Mathematics Proficiency Plans

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	58%	58%	60%	71%	62%	68%	65%	70%	68%
	Total Number Meets or Higher		84		105		119			
	Total Number Tested		146		148		175			
	Points away from or above target		0		11		6		5	
	Difference from Prior Year				13		-3		2	
	Growth from Prior Year				22%		-4%		3%	

Note: The 2021 baseline targets are identical to 2019 STAAR performance.

CFISD

Texas Education Code §11.186—College, Career, and Military Readiness Plans

- Required by House Bill 3 (86th Texas Legislature 2019)
- Set for each high school
- Set for 5 years
- Set for student groups with 10 or more students
- Provide report to the school board each year
- Post the data on district and campus websites

Texas Education Code §11.186—College, Career, and Military Readiness Plans

College, Career, and Military Readiness (CCMR)									
Campus:	[redacted]	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	75%	54%	77%	57%	79%	68%	81%	83%
	Total Number Met CCMR		416		420				
	Total Graduates		766		742				
	Points away from or above target		-21		-20		-11		
	Difference from Prior Year				2		11		
	Growth from Prior Year				4%		20%		

Note: The 2021 baseline targets are identical to 2019 CCMR performance.

CFISD

2023-24 Annual Report

CFISD Board of Trustees

Public Hearing

February 10, 2025

2023-24 Texas Academic Performance Report (TAPR)

District Name: CYPRESS-FAIRBANKS ISD

District Number: 101907

2024 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	**81%**	70%	78%	91%	91%	94%	83%	83%	54%	86%	83%	72%	74%	79%
	2023	76%	77%	**81%**	73%	77%	90%	69%	91%	100%	85%	53%	84%	82%	77%	74%	75%
At Meets Grade Level or Above	2024	48%	50%	**59%**	45%	53%	73%	69%	83%	50%	64%	32%	59%	62%	49%	49%	55%
	2023	50%	52%	**56%**	44%	49%	69%	40%	78%	83%	69%	30%	59%	57%	53%	45%	47%
At Masters Grade Level	2024	21%	23%	**31%**	21%	24%	43%	31%	55%	17%	37%	9%	30%	33%	25%	21%	25%
	2023	20%	21%	**24%**	16%	17%	35%	20%	47%	17%	31%	8%	23%	25%	22%	15%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	72%	**74%**	58%	70%	86%	74%	92%	83%	76%	48%	78%	76%	66%	65%	73%
	2023	73%	74%	**76%**	61%	72%	88%	57%	93%	100%	79%	51%	84%	77%	71%	67%	73%
At Meets Grade Level or Above	2024	42%	44%	**43%**	27%	35%	61%	34%	73%	50%	46%	25%	46%	45%	36%	31%	38%
	2023	45%	46%	**47%**	31%	39%	64%	26%	77%	50%	54%	30%	51%	49%	42%	35%	41%
At Masters Grade Level	2024	15%	17%	**15%**	7%	9%	24%	3%	37%	0%	19%	6%	17%	16%	12%	8%	12%
	2023	19%	20%	**20%**	9%	12%	32%	9%	50%	33%	26%	9%	23%	21%	18%	11%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**86%**	78%	83%	93%	68%	94%	100%	91%	57%	94%	87%	82%	80%	82%
	2023	77%	77%	**81%**	73%	76%	89%	86%	94%	78%	87%	52%	83%	82%	77%	73%	77%
At Meets Grade Level or Above	2024	51%	53%	**59%**	46%	52%	72%	35%	83%	80%	69%	26%	66%	61%	54%	48%	51%
	2023	48%	48%	**50%**	38%	42%	66%	39%	76%	22%	56%	25%	58%	53%	44%	39%	43%
At Masters Grade Level	2024	23%	24%	**29%**	19%	20%	42%	23%	56%	20%	42%	6%	35%	31%	26%	19%	21%
	2023	22%	22%	**24%**	15%	17%	37%	12%	48%	11%	33%	7%	23%	26%	20%	15%	19%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	71%	**70%**	54%	65%	82%	45%	91%	100%	78%	41%	83%	72%	65%	61%	67%
	2023	71%	72%	**73%**	57%	68%	86%	78%	90%	78%	79%	45%	78%	75%	66%	64%	70%
At Meets Grade Level or Above	2024	46%	48%	**46%**	28%	38%	61%	29%	79%	80%	52%	22%	56%	48%	41%	34%	41%
	2023	48%	49%	**49%**	32%	42%	65%	31%	79%	33%	58%	28%	60%	52%	42%	37%	45%
At Masters Grade Level	2024	21%	23%	**20%**	10%	13%	30%	13%	49%	40%	28%	6%	24%	22%	17%	11%	17%
	2023	22%	23%	**23%**	11%	15%	34%	6%	51%	11%	30%	7%	28%	24%	18%	13%	19%
Grade 5 Reading																	

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	**82%**	73%	78%	90%	78%	94%	60%	88%	51%	84%	84%	75%	75%	79%
	2023	81%	81%	**85%**	77%	83%	92%	86%	95%	100%	86%	52%	87%	87%	80%	80%	84%
At Meets Grade Level or Above	2024	55%	55%	**59%**	47%	51%	74%	41%	82%	50%	65%	27%	57%	62%	51%	48%	52%
	2023	57%	57%	**63%**	50%	58%	76%	55%	83%	64%	67%	28%	60%	66%	55%	53%	59%
At Masters Grade Level	2024	29%	30%	**33%**	23%	25%	46%	12%	62%	20%	41%	8%	32%	36%	27%	23%	27%
	2023	28%	29%	**34%**	24%	27%	47%	24%	58%	27%	36%	9%	33%	37%	27%	23%	29%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	**76%**	63%	72%	89%	71%	94%	60%	79%	49%	83%	79%	70%	68%	74%
	2023	80%	79%	**82%**	71%	80%	91%	69%	97%	82%	84%	60%	86%	85%	76%	76%	82%
At Meets Grade Level or Above	2024	50%	52%	**52%**	37%	43%	70%	31%	84%	30%	57%	25%	58%	55%	44%	40%	48%
	2023	51%	51%	**52%**	35%	45%	68%	37%	84%	64%	57%	28%	59%	56%	44%	41%	50%
At Masters Grade Level	2024	19%	21%	**21%**	9%	12%	32%	5%	54%	10%	26%	6%	26%	23%	16%	12%	18%
	2023	21%	22%	**22%**	9%	14%	34%	10%	52%	9%	28%	7%	24%	24%	16%	12%	19%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	59%	**68%**	54%	61%	84%	60%	89%	70%	73%	40%	71%	71%	59%	57%	62%
	2023	65%	64%	**73%**	59%	69%	87%	65%	90%	82%	76%	49%	80%	76%	65%	64%	70%
At Meets Grade Level or Above	2024	28%	29%	**36%**	24%	25%	54%	17%	65%	20%	44%	19%	38%	39%	29%	24%	28%
	2023	36%	35%	**43%**	28%	35%	60%	35%	69%	27%	49%	27%	48%	46%	35%	31%	37%
At Masters Grade Level	2024	11%	12%	**16%**	8%	9%	27%	0%	38%	0%	24%	6%	17%	18%	12%	8%	11%
	2023	16%	15%	**20%**	8%	14%	33%	12%	41%	18%	24%	7%	23%	22%	15%	11%	16%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	77%	**81%**	71%	77%	91%	72%	95%	92%	85%	47%	84%	83%	75%	74%	71%
	2023	77%	77%	**83%**	73%	79%	92%	77%	96%	78%	84%	46%	84%	85%	76%	76%	74%
At Meets Grade Level or Above	2024	57%	57%	**63%**	49%	55%	79%	47%	88%	69%	69%	28%	63%	66%	56%	52%	47%
	2023	52%	54%	**61%**	48%	54%	78%	50%	86%	78%	69%	25%	63%	65%	52%	50%	44%
At Masters Grade Level	2024	26%	27%	**32%**	20%	23%	47%	22%	61%	23%	40%	8%	36%	34%	27%	20%	15%
	2023	22%	24%	**31%**	18%	22%	45%	16%	62%	22%	38%	6%	35%	33%	24%	19%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	**76%**	63%	72%	88%	50%	94%	62%	79%	47%	83%	78%	70%	67%	66%
	2023	75%	75%	**80%**	67%	75%	93%	77%	97%	78%	84%	55%	85%	83%	72%	71%	71%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	41%	**45%**	29%	35%	65%	31%	81%	23%	53%	23%	54%	49%	38%	32%	32%
	2023	40%	40%	**49%**	31%	39%	70%	35%	85%	44%	55%	23%	58%	52%	39%	35%	34%
At Masters Grade Level	2024	14%	15%	**17%**	7%	10%	27%	11%	47%	0%	20%	6%	21%	19%	13%	8%	8%
	2023	16%	17%	**23%**	10%	14%	37%	19%	58%	11%	24%	8%	31%	25%	17%	12%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	**78%**	68%	73%	91%	73%	96%	75%	85%	40%	83%	82%	69%	70%	62%
	2023	78%	78%	**83%**	74%	79%	93%	75%	96%	70%	88%	49%	86%	85%	77%	76%	68%
At Meets Grade Level or Above	2024	54%	56%	**60%**	46%	51%	78%	45%	87%	50%	70%	24%	66%	64%	48%	47%	38%
	2023	55%	55%	**61%**	47%	53%	79%	46%	86%	40%	66%	28%	64%	64%	53%	49%	39%
At Masters Grade Level	2024	29%	31%	**34%**	20%	24%	50%	25%	69%	38%	44%	6%	41%	37%	25%	20%	14%
	2023	27%	28%	**33%**	21%	24%	50%	21%	63%	40%	40%	7%	36%	36%	26%	21%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	57%	**66%**	50%	60%	84%	55%	93%	50%	75%	35%	77%	70%	58%	56%	54%
	2023	63%	63%	**71%**	58%	65%	87%	56%	92%	80%	78%	41%	79%	74%	64%	62%	57%
At Meets Grade Level or Above	2024	34%	35%	**46%**	28%	37%	67%	38%	82%	38%	56%	20%	58%	50%	36%	33%	31%
	2023	37%	38%	**49%**	32%	39%	69%	26%	82%	50%	54%	21%	57%	52%	40%	36%	31%
At Masters Grade Level	2024	11%	12%	**18%**	8%	11%	28%	18%	52%	0%	22%	5%	27%	20%	14%	9%	9%
	2023	11%	12%	**19%**	9%	11%	29%	10%	51%	30%	21%	7%	21%	20%	14%	10%	9%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**85%**	78%	82%	94%	69%	96%	80%	88%	51%	91%	88%	78%	80%	69%
	2023	83%	83%	**88%**	82%	86%	95%	79%	97%	100%	90%	56%	88%	90%	83%	83%	75%
At Meets Grade Level or Above	2024	56%	58%	**63%**	49%	55%	80%	47%	89%	50%	70%	25%	69%	66%	53%	50%	34%
	2023	58%	58%	**66%**	51%	58%	83%	50%	89%	83%	71%	27%	60%	69%	54%	54%	40%
At Masters Grade Level	2024	29%	32%	**36%**	25%	26%	54%	16%	69%	20%	43%	7%	39%	39%	28%	23%	11%
	2023	28%	29%	**36%**	23%	26%	53%	32%	69%	50%	46%	7%	33%	38%	28%	23%	13%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	**69%**	62%	67%	81%	61%	89%	100%	75%	48%	76%	70%	67%	65%	63%
	2023	76%	76%	**73%**	66%	72%	83%	54%	92%	100%	74%	53%	72%	74%	71%	69%	66%
At Meets Grade Level or Above	2024	43%	45%	**34%**	25%	30%	50%	19%	71%	20%	41%	22%	41%	34%	34%	29%	28%
	2023	46%	46%	**39%**	30%	36%	54%	14%	74%	71%	41%	25%	50%	38%	40%	34%	31%

	School Year	State	Region 04	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%	18%	**8%**	4%	5%	14%	3%	40%	20%	12%	6%	6%	8%	9%	6%	6%
	2023	17%	18%	**9%**	5%	7%	14%	7%	42%	14%	14%	7%	11%	9%	10%	7%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	71%	**76%**	65%	70%	92%	61%	95%	80%	81%	44%	87%	80%	66%	67%	56%
	2023	74%	75%	**84%**	73%	80%	95%	73%	97%	100%	87%	55%	88%	86%	75%	76%	69%
At Meets Grade Level or Above	2024	44%	46%	**53%**	36%	42%	76%	31%	85%	60%	61%	23%	61%	57%	41%	38%	28%
	2023	47%	49%	**60%**	43%	52%	82%	43%	88%	82%	67%	31%	67%	64%	48%	47%	38%
At Masters Grade Level	2024	17%	19%	**24%**	11%	15%	40%	14%	58%	30%	29%	6%	28%	26%	17%	12%	7%
	2023	17%	19%	**27%**	12%	17%	43%	16%	60%	27%	33%	6%	23%	29%	18%	15%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	61%	**69%**	57%	62%	87%	45%	90%	70%	77%	35%	78%	72%	59%	58%	47%
	2023	62%	62%	**73%**	61%	66%	89%	65%	94%	100%	77%	40%	79%	76%	64%	63%	53%
At Meets Grade Level or Above	2024	33%	34%	**41%**	28%	31%	60%	22%	73%	40%	49%	17%	49%	44%	33%	28%	20%
	2023	33%	34%	**45%**	31%	35%	64%	30%	77%	45%	52%	23%	45%	48%	35%	32%	23%
At Masters Grade Level	2024	17%	18%	**23%**	14%	14%	38%	10%	50%	0%	33%	8%	27%	25%	17%	13%	7%
	2023	16%	18%	**24%**	13%	16%	39%	11%	54%	18%	28%	9%	21%	26%	18%	14%	10%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	70%	**78%**	70%	73%	92%	64%	94%	93%	84%	41%	79%	82%	69%	71%	56%
	2023	72%	71%	**79%**	71%	75%	92%	73%	95%	82%	85%	44%	72%	82%	72%	73%	57%
At Meets Grade Level or Above	2024	52%	51%	**62%**	49%	53%	84%	44%	88%	71%	72%	25%	60%	67%	49%	50%	30%
	2023	52%	51%	**62%**	51%	55%	83%	61%	88%	55%	73%	26%	49%	66%	52%	51%	31%
At Masters Grade Level	2024	16%	17%	**23%**	13%	15%	42%	14%	53%	14%	31%	5%	14%	26%	15%	14%	5%
	2023	13%	14%	**19%**	9%	12%	35%	16%	48%	0%	29%	7%	14%	22%	12%	10%	3%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	**84%**	78%	81%	94%	79%	96%	77%	90%	50%	87%	88%	75%	79%	62%
	2023	74%	73%	**82%**	75%	78%	93%	83%	94%	88%	90%	49%	80%	85%	75%	77%	55%
At Meets Grade Level or Above	2024	58%	58%	**69%**	59%	63%	87%	64%	90%	62%	79%	31%	66%	75%	56%	60%	33%
	2023	54%	53%	**64%**	52%	57%	84%	54%	86%	75%	75%	30%	46%	68%	51%	53%	25%

	School Year	State	Region 04	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%	9%	**12%**	5%	8%	22%	10%	33%	23%	20%	4%	3%	15%	7%	7%	1%
	2023	9%	9%	**13%**	6%	7%	24%	9%	30%	0%	18%	7%	4%	14%	8%	6%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	81%	**89%**	83%	86%	95%	76%	98%	93%	89%	63%	92%	90%	84%	85%	82%
	2023	79%	79%	**88%**	83%	85%	95%	79%	98%	92%	92%	65%	86%	90%	83%	84%	78%
At Meets Grade Level or Above	2024	43%	46%	**61%**	47%	53%	79%	41%	93%	79%	68%	29%	69%	65%	52%	50%	43%
	2023	43%	46%	**62%**	48%	54%	80%	44%	91%	77%	71%	32%	61%	66%	50%	50%	43%
At Masters Grade Level	2024	24%	27%	**39%**	25%	30%	58%	22%	80%	64%	44%	10%	50%	42%	32%	27%	23%
	2023	23%	26%	**39%**	23%	30%	59%	25%	79%	38%	48%	12%	42%	43%	28%	27%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	91%	**94%**	90%	93%	98%	84%	99%	100%	97%	81%	95%	95%	90%	92%	87%
	2023	88%	87%	**93%**	89%	91%	98%	88%	99%	100%	96%	76%	87%	94%	88%	90%	82%
At Meets Grade Level or Above	2024	56%	58%	**67%**	53%	60%	88%	45%	93%	77%	78%	33%	70%	73%	54%	56%	41%
	2023	56%	56%	**69%**	56%	62%	88%	67%	92%	64%	78%	37%	63%	74%	55%	58%	40%
At Masters Grade Level	2024	19%	22%	**27%**	14%	18%	47%	18%	62%	31%	36%	6%	26%	31%	18%	16%	9%
	2023	21%	23%	**30%**	16%	21%	52%	14%	64%	18%	39%	10%	26%	34%	19%	18%	10%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	**97%**	96%	97%	99%	96%	99%	100%	99%	87%	96%	98%	96%	97%	91%
	2023	94%	94%	**97%**	95%	96%	99%	93%	98%	100%	99%	86%	98%	98%	94%	96%	90%
At Meets Grade Level or Above	2024	69%	70%	**78%**	68%	74%	91%	75%	93%	100%	85%	46%	71%	81%	68%	71%	49%
	2023	70%	71%	**80%**	70%	76%	91%	85%	92%	90%	86%	51%	71%	83%	70%	73%	48%
At Masters Grade Level	2024	37%	39%	**50%**	35%	42%	71%	36%	76%	100%	60%	17%	44%	54%	38%	39%	20%
	2023	38%	41%	**51%**	36%	43%	70%	63%	74%	70%	63%	19%	50%	53%	42%	40%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	91%	**93%**	87%	88%	97%	87%	98%	*	97%	93%	88%	93%	90%	89%	77%
	2023	90%	92%	**95%**	91%	91%	98%	100%	99%	92%	99%	89%	100%	95%	91%	91%	82%
At Meets Grade Level or Above	2024	59%	67%	**70%**	56%	56%	81%	67%	90%	*	80%	67%	63%	71%	56%	57%	55%
	2023	61%	67%	**71%**	58%	59%	81%	86%	88%	46%	69%	78%	80%	72%	54%	59%	39%

	School Year	State	Region 04	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%	16%	**11%**	3%	5%	10%	13%	31%	*	13%	13%	0%	11%	8%	7%	9%
	2023	12%	15%	**11%**	5%	3%	11%	14%	30%	23%	13%	11%	20%	11%	6%	5%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	**80%**	70%	76%	91%	69%	95%	80%	84%	50%	84%	82%	73%	73%	69%
	2023	76%	76%	**82%**	73%	78%	92%	74%	95%	89%	86%	53%	83%	84%	75%	75%	72%
At Meets Grade Level or Above	2024	48%	50%	**56%**	42%	48%	74%	40%	84%	56%	64%	26%	58%	60%	47%	45%	39%
	2023	49%	50%	**58%**	43%	50%	75%	44%	84%	59%	64%	28%	58%	61%	48%	46%	40%
At Masters Grade Level	2024	20%	22%	**26%**	15%	18%	39%	15%	55%	23%	33%	7%	27%	28%	20%	16%	14%
	2023	20%	21%	**26%**	15%	18%	40%	17%	55%	24%	32%	8%	27%	28%	20%	16%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	76%	**82%**	73%	78%	92%	74%	95%	82%	87%	49%	86%	85%	74%	75%	71%
	2023	77%	77%	**83%**	75%	79%	92%	79%	95%	87%	87%	50%	83%	85%	77%	76%	71%
At Meets Grade Level or Above	2024	54%	55%	**62%**	49%	55%	79%	49%	86%	61%	70%	27%	63%	66%	52%	51%	43%
	2023	53%	53%	**61%**	48%	54%	78%	50%	84%	62%	69%	27%	58%	64%	52%	49%	42%
At Masters Grade Level	2024	22%	23%	**28%**	17%	20%	43%	19%	57%	22%	37%	7%	31%	31%	22%	18%	16%
	2023	20%	21%	**26%**	16%	18%	40%	19%	53%	22%	33%	7%	27%	28%	20%	16%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	73%	**76%**	64%	72%	88%	64%	94%	75%	80%	47%	82%	78%	70%	68%	69%
	2023	75%	75%	**79%**	68%	75%	90%	69%	95%	87%	83%	53%	82%	81%	73%	72%	72%
At Meets Grade Level or Above	2024	43%	45%	**49%**	33%	40%	68%	34%	82%	48%	56%	24%	55%	52%	41%	37%	38%
	2023	45%	46%	**52%**	36%	43%	70%	33%	83%	55%	58%	27%	57%	55%	43%	40%	41%
At Masters Grade Level	2024	17%	19%	**20%**	11%	13%	30%	11%	51%	20%	25%	7%	25%	22%	17%	12%	14%
	2023	19%	20%	**23%**	11%	15%	34%	13%	54%	22%	28%	8%	27%	25%	18%	14%	15%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	75%	**80%**	71%	76%	92%	68%	95%	85%	84%	54%	82%	83%	73%	73%	68%
	2023	77%	77%	**84%**	75%	81%	94%	75%	96%	94%	87%	59%	84%	86%	77%	78%	73%
At Meets Grade Level or Above	2024	43%	45%	**53%**	39%	44%	73%	31%	81%	55%	62%	25%	53%	57%	42%	40%	32%
	2023	47%	48%	**58%**	44%	51%	77%	48%	83%	58%	65%	31%	58%	63%	47%	46%	38%

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At Masters Grade Level	2024	16%	18%	**23%**	12%	14%	38%	11%	53%	21%	30%	6%	23%	26%	16%	12%	10%
	2023	18%	20%	**26%**	12%	18%	43%	14%	55%	21%	32%	8%	24%	29%	17%	15%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	**84%**	77%	80%	93%	64%	95%	82%	89%	59%	84%	86%	78%	78%	66%
	2023	78%	78%	**85%**	78%	82%	94%	77%	96%	100%	87%	60%	85%	87%	78%	79%	68%
At Meets Grade Level or Above	2024	51%	52%	**61%**	49%	54%	76%	42%	83%	65%	68%	31%	56%	64%	51%	50%	33%
	2023	52%	52%	**62%**	50%	55%	78%	53%	84%	67%	68%	35%	54%	65%	52%	52%	33%
At Masters Grade Level	2024	27%	29%	**38%**	25%	29%	55%	19%	64%	41%	47%	12%	32%	41%	28%	26%	13%
	2023	27%	29%	**38%**	25%	29%	54%	33%	64%	43%	44%	13%	31%	40%	29%	27%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	**39%**	24%	31%	56%	34%	70%	33%	42%	21%	39%	41%	33%	28%	34%
	2023	37%	38%	**41%**	26%	33%	57%	23%	70%	50%	51%	23%	42%	42%	37%	29%	34%
Reading and Mathematics Including EOC	2024	35%	37%	**39%**	24%	31%	56%	34%	70%	33%	42%	21%	39%	41%	33%	28%	34%
	2023	37%	38%	**41%**	26%	33%	57%	23%	70%	50%	51%	23%	42%	42%	37%	29%	34%
Reading Including EOC	2024	48%	50%	**59%**	45%	53%	73%	69%	83%	50%	64%	32%	59%	62%	49%	49%	55%
	2023	50%	52%	**56%**	44%	49%	69%	40%	78%	83%	69%	30%	59%	57%	53%	45%	47%
Math Including EOC	2024	42%	44%	**43%**	27%	35%	61%	34%	73%	50%	46%	25%	46%	45%	37%	31%	38%
	2023	45%	46%	**48%**	31%	39%	64%	26%	77%	50%	54%	30%	51%	49%	42%	35%	41%
4th Graders																	
Reading and Mathematics	2024	38%	40%	**41%**	26%	32%	57%	26%	75%	80%	50%	17%	48%	43%	36%	29%	34%
	2023	38%	39%	**40%**	25%	32%	55%	20%	71%	22%	48%	20%	52%	42%	33%	28%	34%
Reading and Mathematics Including EOC	2024	38%	40%	**41%**	26%	32%	57%	26%	75%	80%	50%	17%	48%	43%	36%	29%	34%
	2023	38%	39%	**40%**	25%	32%	55%	20%	71%	22%	48%	20%	52%	42%	33%	28%	34%
Reading Including EOC	2024	51%	53%	**59%**	46%	52%	72%	35%	83%	80%	69%	26%	66%	61%	54%	48%	51%
	2023	48%	48%	**50%**	38%	42%	66%	39%	76%	22%	56%	25%	58%	53%	44%	39%	43%
Math Including EOC	2024	46%	48%	**46%**	28%	38%	61%	29%	79%	80%	52%	22%	56%	48%	41%	34%	41%
	2023	48%	49%	**49%**	32%	42%	65%	31%	79%	33%	58%	28%	60%	52%	42%	37%	45%
5th Graders																	
Reading and Mathematics	2024	42%	43%	**45%**	31%	35%	63%	22%	77%	20%	51%	19%	49%	48%	37%	32%	39%
	2023	43%	43%	**47%**	31%	38%	62%	29%	78%	45%	55%	22%	48%	50%	39%	35%	43%

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Reading and Mathematics Including EOC	2024	42%	43%	**45%**	31%	35%	63%	22%	77%	20%	51%	19%	49%	48%	37%	32%	39%
	2023	43%	43%	**47%**	31%	38%	62%	29%	78%	45%	55%	22%	48%	50%	39%	35%	43%
Reading Including EOC	2024	55%	55%	**59%**	47%	51%	74%	41%	82%	50%	65%	27%	57%	62%	51%	48%	52%
	2023	57%	57%	**63%**	50%	58%	76%	55%	83%	64%	67%	28%	60%	66%	55%	53%	59%
Math Including EOC	2024	51%	52%	**52%**	37%	43%	70%	31%	84%	30%	57%	25%	58%	55%	44%	40%	48%
	2023	51%	51%	**52%**	35%	45%	68%	37%	84%	64%	58%	28%	59%	56%	44%	41%	50%
6th Graders																	
Reading and Mathematics	2024	36%	38%	**42%**	26%	31%	61%	29%	79%	23%	51%	20%	47%	45%	35%	29%	27%
	2023	35%	36%	**44%**	28%	34%	64%	33%	79%	44%	51%	18%	49%	48%	35%	30%	27%
Reading and Mathematics Including EOC	2024	36%	38%	**42%**	26%	31%	61%	29%	79%	23%	51%	20%	47%	45%	35%	29%	27%
	2023	35%	36%	**44%**	28%	34%	64%	33%	79%	44%	51%	18%	49%	48%	35%	30%	27%
Reading Including EOC	2024	57%	57%	**63%**	49%	55%	79%	47%	88%	69%	69%	28%	63%	66%	56%	52%	47%
	2023	52%	53%	**61%**	48%	54%	78%	50%	86%	78%	69%	25%	63%	65%	52%	50%	44%
Math Including EOC	2024	40%	42%	**46%**	29%	35%	65%	31%	82%	23%	54%	23%	54%	49%	38%	32%	32%
	2023	40%	41%	**49%**	31%	39%	70%	35%	85%	44%	55%	23%	58%	53%	39%	35%	34%
7th Graders																	
Reading and Mathematics	2024	35%	36%	**42%**	25%	32%	63%	33%	77%	38%	51%	17%	52%	46%	31%	28%	24%
	2023	37%	38%	**44%**	29%	35%	65%	26%	78%	40%	50%	18%	52%	47%	36%	31%	25%
Reading and Mathematics Including EOC	2024	36%	38%	**43%**	25%	32%	63%	33%	79%	38%	52%	17%	52%	47%	32%	29%	24%
	2023	38%	39%	**45%**	29%	35%	65%	27%	79%	40%	51%	18%	52%	48%	37%	31%	26%
Reading Including EOC	2024	54%	56%	**60%**	46%	51%	78%	45%	87%	50%	70%	24%	66%	64%	48%	47%	38%
	2023	55%	55%	**61%**	47%	53%	79%	46%	86%	40%	66%	28%	64%	64%	53%	49%	39%
Math Including EOC	2024	40%	42%	**47%**	28%	37%	67%	38%	83%	38%	55%	20%	58%	51%	36%	33%	31%
	2023	43%	44%	**49%**	32%	39%	69%	27%	83%	50%	55%	21%	57%	52%	40%	36%	32%
8th Graders																	
Reading and Mathematics	2024	28%	29%	**26%**	19%	22%	39%	17%	59%	20%	33%	16%	31%	25%	26%	20%	17%
	2023	31%	31%	**29%**	21%	26%	44%	11%	63%	57%	33%	16%	36%	29%	30%	24%	19%
Reading and Mathematics Including EOC	2024	41%	44%	**51%**	35%	41%	71%	31%	84%	45%	58%	18%	57%	54%	41%	36%	26%
	2023	44%	45%	**55%**	38%	46%	75%	28%	85%	75%	62%	19%	53%	59%	42%	42%	30%
Reading Including EOC	2024	57%	58%	**63%**	49%	55%	80%	47%	89%	45%	70%	25%	69%	66%	53%	50%	35%
	2023	58%	58%	**66%**	51%	58%	83%	51%	89%	83%	71%	27%	60%	69%	54%	54%	40%

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Math Including EOC	2024	49%	52%	**58%**	42%	49%	77%	33%	90%	55%	64%	25%	65%	61%	48%	45%	37%
	2023	51%	53%	**63%**	47%	55%	81%	31%	91%	83%	69%	28%	68%	66%	51%	51%	43%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	37%	**40%**	25%	31%	58%	27%	74%	32%	47%	18%	46%	43%	33%	28%	31%
	2023	37%	38%	**42%**	27%	33%	59%	25%	74%	42%	49%	20%	48%	44%	35%	30%	32%
Reading and Mathematics Including EOC	2024	38%	40%	**44%**	28%	34%	62%	29%	77%	36%	50%	19%	48%	47%	36%	30%	32%
	2023	39%	40%	**45%**	30%	36%	63%	27%	77%	47%	53%	20%	49%	48%	37%	32%	33%
Reading Including EOC	2024	54%	55%	**60%**	47%	53%	76%	47%	85%	57%	68%	27%	63%	64%	52%	49%	47%
	2023	53%	54%	**60%**	47%	53%	75%	47%	83%	61%	66%	27%	61%	62%	52%	48%	46%
Math Including EOC	2024	45%	47%	**49%**	32%	40%	67%	33%	82%	42%	55%	24%	56%	52%	41%	36%	39%
	2023	47%	47%	**52%**	35%	43%	70%	31%	83%	56%	58%	27%	59%	55%	43%	39%	42%

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

\- Indicates there are no students in the group.

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	68%	**72%**	65%	69%	78%	56%	86%	80%	76%	53%	79%	73%	70%	67%	70%
	2023	55%	55%	**54%**	48%	50%	59%	48%	71%	25%	56%	43%	57%	54%	52%	48%	52%
Grade 4 Mathematics	2024	60%	62%	**57%**	46%	53%	62%	48%	78%	60%	61%	42%	61%	58%	53%	51%	58%
	2023	63%	64%	**64%**	54%	61%	69%	58%	81%	63%	66%	53%	69%	65%	61%	59%	64%
Grade 5 ELA/Reading	2024	70%	71%	**73%**	66%	69%	80%	59%	86%	61%	75%	51%	73%	74%	68%	67%	70%
	2023	65%	65%	**69%**	62%	67%	74%	65%	83%	68%	70%	50%	65%	70%	66%	64%	68%
Grade 5 Mathematics	2024	65%	66%	**65%**	57%	60%	72%	49%	84%	39%	63%	55%	68%	66%	62%	58%	63%
	2023	71%	70%	**74%**	71%	70%	79%	58%	84%	77%	75%	72%	73%	74%	72%	70%	71%
Grade 6 ELA/Reading	2024	61%	62%	**64%**	54%	58%	76%	51%	83%	68%	69%	44%	70%	66%	60%	56%	53%
	2023	51%	52%	**59%**	51%	53%	69%	60%	80%	56%	63%	41%	66%	61%	54%	51%	50%
Grade 6 Mathematics	2024	48%	50%	**54%**	48%	48%	63%	46%	75%	32%	57%	45%	57%	55%	53%	47%	47%
	2023	54%	54%	**60%**	55%	53%	70%	51%	79%	33%	61%	61%	65%	60%	59%	53%	52%
Grade 7 ELA/Reading	2024	66%	67%	**68%**	58%	61%	79%	62%	89%	71%	74%	43%	73%	70%	61%	60%	55%
	2023	71%	72%	**72%**	67%	67%	79%	65%	87%	61%	75%	52%	69%	73%	68%	66%	61%
Grade 7 Mathematics	2024	49%	51%	**54%**	44%	50%	63%	49%	77%	64%	60%	39%	62%	56%	51%	48%	49%
	2023	56%	56%	**60%**	54%	55%	67%	51%	77%	72%	63%	48%	59%	61%	56%	54%	52%
Grade 8 ELA/Reading	2024	69%	71%	**73%**	67%	69%	79%	56%	90%	50%	79%	53%	78%	75%	69%	67%	62%
	2023	63%	62%	**64%**	57%	58%	73%	57%	84%	77%	67%	47%	63%	65%	60%	57%	54%
Grade 8 Mathematics	2024	66%	70%	**69%**	69%	68%	72%	73%	82%	*	70%	62%	73%	69%	70%	68%	68%
	2023	74%	74%	**75%**	75%	74%	77%	60%	82%	100%	77%	63%	78%	75%	75%	74%	71%
End of Course English I	2024	64%	65%	**68%**	63%	63%	77%	50%	80%	73%	68%	45%	64%	70%	62%	63%	52%
	2023	57%	56%	**55%**	48%	50%	65%	41%	71%	40%	60%	46%	49%	56%	53%	49%	44%
End of Course English II	2024	69%	70%	**75%**	73%	75%	74%	84%	77%	86%	76%	58%	76%	77%	70%	74%	65%
	2023	74%	73%	**71%**	68%	69%	75%	75%	74%	71%	76%	57%	75%	72%	67%	68%	58%
End of Course Algebra I	2024	72%	76%	**85%**	80%	82%	89%	78%	96%	92%	89%	71%	91%	85%	83%	81%	79%
	2023	76%	78%	**85%**	82%	82%	88%	81%	95%	96%	86%	74%	85%	85%	84%	81%	80%
All Grades Both Subjects	2024	64%	66%	**68%**	61%	64%	74%	58%	83%	64%	71%	50%	70%	69%	64%	62%	61%
	2023	64%	64%	**66%**	61%	62%	73%	59%	81%	65%	69%	54%	67%	67%	64%	61%	60%
All Grades ELA/Reading	2024	67%	68%	**70%**	64%	67%	78%	60%	84%	70%	74%	49%	74%	72%	66%	65%	62%
	2023	63%	62%	**63%**	57%	59%	71%	58%	79%	58%	67%	48%	64%	65%	60%	57%	56%
All Grades Mathematics	2024	60%	63%	**64%**	57%	60%	70%	57%	82%	57%	66%	51%	67%	65%	62%	58%	60%
	2023	66%	66%	**69%**	65%	66%	75%	59%	83%	74%	71%	62%	70%	70%	68%	65%	65%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	**43%**	36%	44%	51%	18%	52%	-	38%	28%	63%	46%	38%	41%	45%
	2023	33%	32%	**31%**	31%	29%	39%	33%	44%	*	45%	19%	27%	31%	31%	29%	31%
Grade 4 Mathematics	2024	26%	28%	**23%**	18%	24%	25%	14%	36%	-	22%	12%	36%	23%	23%	21%	25%
	2023	27%	27%	**28%**	21%	30%	35%	60%	37%	*	26%	15%	39%	30%	25%	27%	30%

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	36%	**36%**	32%	36%	38%	0%	48%	*	37%	24%	41%	38%	32%	34%	38%
	2023	37%	36%	**40%**	35%	40%	50%	45%	53%	*	31%	24%	35%	41%	39%	38%	40%
Grade 5 Mathematics	2024	41%	40%	**37%**	30%	37%	48%	30%	55%	*	34%	26%	46%	38%	34%	34%	38%
	2023	48%	45%	**51%**	45%	50%	63%	35%	70%	*	52%	39%	58%	53%	47%	48%	49%
Grade 6 ELA/Reading	2024	24%	24%	**25%**	19%	25%	39%	0%	43%	-	26%	17%	42%	27%	22%	23%	26%
	2023	26%	25%	**27%**	22%	28%	39%	20%	42%	-	26%	17%	33%	30%	24%	25%	28%
Grade 6 Mathematics	2024	27%	27%	**29%**	25%	29%	43%	0%	37%	*	34%	20%	39%	29%	28%	28%	25%
	2023	35%	34%	**36%**	34%	35%	54%	31%	58%	-	34%	33%	36%	38%	34%	34%	33%
Grade 7 ELA/Reading	2024	23%	23%	**22%**	19%	22%	31%	13%	37%	*	23%	13%	21%	24%	21%	21%	21%
	2023	39%	38%	**40%**	38%	37%	52%	44%	59%	*	50%	22%	52%	41%	38%	38%	35%
Grade 7 Mathematics	2024	14%	15%	**16%**	12%	16%	21%	11%	38%	*	14%	7%	17%	15%	16%	15%	19%
	2023	22%	20%	**22%**	20%	21%	32%	24%	15%	*	33%	13%	22%	22%	21%	21%	18%
Grade 8 ELA/Reading	2024	34%	36%	**40%**	39%	39%	41%	38%	50%	*	47%	24%	42%	43%	35%	39%	37%
	2023	39%	37%	**39%**	35%	40%	44%	13%	50%	-	44%	25%	37%	39%	39%	38%	38%
Grade 8 Mathematics	2024	44%	47%	**48%**	45%	48%	56%	43%	71%	*	61%	32%	49%	51%	44%	46%	44%
	2023	49%	48%	**52%**	51%	51%	56%	31%	67%	*	54%	31%	45%	52%	50%	51%	47%
End of Course English I	2024	20%	21%	**21%**	22%	19%	22%	0%	38%	-	21%	14%	7%	23%	18%	19%	18%
	2023	26%	25%	**26%**	24%	25%	40%	*	39%	*	22%	17%	20%	26%	27%	24%	21%
End of Course English II	2024	29%	31%	**37%**	36%	36%	48%	57%	33%	*	47%	24%	67%	42%	31%	36%	31%
	2023	41%	40%	**41%**	38%	39%	56%	57%	56%	-	53%	25%	59%	45%	34%	39%	28%
End of Course Algebra I	2024	55%	56%	**64%**	63%	64%	62%	46%	84%	-	61%	40%	65%	63%	65%	63%	61%
	2023	58%	57%	**65%**	64%	63%	75%	55%	71%	*	70%	51%	41%	66%	63%	64%	58%
All Grades Both Subjects	2024	32%	33%	**34%**	31%	35%	41%	24%	49%	29%	36%	22%	41%	36%	31%	33%	33%
	2023	38%	37%	**39%**	36%	38%	50%	37%	52%	69%	42%	25%	41%	41%	37%	37%	36%
All Grades ELA/Reading	2024	30%	30%	**33%**	29%	32%	39%	20%	44%	43%	34%	21%	41%	35%	28%	31%	32%
	2023	35%	34%	**36%**	33%	34%	47%	35%	50%	*	40%	21%	40%	37%	34%	34%	32%
All Grades Mathematics	2024	35%	36%	**36%**	32%	36%	43%	27%	54%	14%	37%	22%	42%	37%	34%	34%	35%
	2023	40%	39%	**42%**	40%	41%	52%	38%	55%	75%	44%	30%	41%	43%	40%	40%	39%

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

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	75%	**80%**	64%	72%	-	-	-	61%	64%	36%	64%	62%	73%	81%	65%	92%
	2023	76%	76%	**82%**	64%	65%	-	-	-	61%	64%	*	64%	54%	72%	84%	65%	92%
At Meets Grade Level or Above	2024	48%	50%	**56%**	30%	37%	-	-	-	27%	32%	0%	32%	27%	45%	59%	33%	73%
	2023	49%	50%	**58%**	28%	29%	-	-	-	25%	30%	*	30%	24%	44%	61%	31%	71%
At Masters Grade Level	2024	20%	22%	**26%**	7%	9%	-	-	-	7%	9%	0%	9%	8%	16%	28%	9%	35%
	2023	20%	21%	**26%**	7%	7%	-	-	-	6%	8%	*	8%	6%	16%	29%	8%	34%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	76%	**82%**	73%	76%	-	-	-	72%	63%	*	63%	62%	77%	84%	66%	95%
	2023	77%	77%	**83%**	68%	69%	-	-	-	66%	62%	*	62%	49%	73%	85%	64%	94%
At Meets Grade Level or Above	2024	54%	55%	**62%**	37%	44%	-	-	-	34%	34%	*	34%	31%	51%	65%	36%	82%
	2023	53%	53%	**61%**	33%	33%	-	-	-	30%	29%	*	29%	22%	46%	65%	31%	77%
At Masters Grade Level	2024	22%	23%	**28%**	11%	13%	-	-	-	10%	9%	*	9%	7%	18%	32%	10%	38%
	2023	20%	21%	**26%**	8%	8%	-	-	-	8%	7%	*	7%	4%	16%	29%	8%	33%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	73%	**76%**	62%	71%	-	-	-	57%	65%	*	65%	60%	70%	77%	64%	89%
	2023	75%	75%	**79%**	64%	64%	-	-	-	61%	65%	*	65%	55%	70%	81%	65%	89%
At Meets Grade Level or Above	2024	43%	45%	**49%**	27%	32%	-	-	-	25%	32%	*	33%	26%	42%	52%	32%	64%
	2023	45%	46%	**52%**	27%	28%	-	-	-	24%	32%	*	32%	24%	42%	54%	32%	64%
At Masters Grade Level	2024	17%	19%	**20%**	5%	6%	-	-	-	5%	11%	*	11%	10%	16%	22%	10%	31%
	2023	19%	20%	**23%**	6%	6%	-	-	-	5%	10%	*	10%	7%	17%	24%	10%	33%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	75%	**80%**	45%	43%	-	-	-	45%	67%	*	67%	66%	75%	82%	65%	91%
	2023	77%	77%	**84%**	52%	53%	-	-	-	50%	69%	*	69%	60%	74%	85%	66%	94%
At Meets Grade Level or Above	2024	43%	45%	**53%**	12%	9%	-	-	-	12%	28%	*	29%	19%	44%	57%	27%	68%
	2023	47%	48%	**58%**	17%	17%	-	-	-	15%	30%	*	30%	25%	42%	62%	29%	72%
At Masters Grade Level	2024	16%	18%	**23%**	3%	1%	-	-	-	3%	6%	*	6%	6%	14%	26%	6%	31%
	2023	18%	20%	**26%**	4%	4%	-	-	-	3%	7%	*	7%	5%	12%	29%	7%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	79%	**84%**	-	-	-	-	-	-	62%	*	62%	64%	69%	86%	63%	91%
	2023	78%	78%	**85%**	-	-	-	-	-	-	64%	-	64%	62%	71%	87%	65%	90%
At Meets Grade Level or Above	2024	51%	52%	**61%**	-	-	-	-	-	-	27%	*	27%	28%	37%	65%	28%	69%
	2023	52%	52%	**62%**	-	-	-	-	-	-	27%	-	27%	27%	42%	67%	28%	66%
At Masters Grade Level	2024	27%	29%	**38%**	-	-	-	-	-	-	9%	*	10%	9%	13%	42%	10%	42%
	2023	27%	29%	**38%**	-	-	-	-	-	-	9%	-	9%	8%	16%	43%	10%	37%
School Progress - Annual Growth																		

	School Year	State	Region 04	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%	66%	**68%**	59%	64%	-	-	-	57%	57%	33%	57%	54%	64%	68%	58%	77%
	2023	64%	64%	**66%**	55%	56%	-	-	-	54%	56%	*	56%	49%	62%	67%	56%	70%
All Grades ELA/Reading	2024	67%	68%	**70%**	64%	69%	-	-	-	62%	56%	*	56%	53%	66%	72%	58%	79%
	2023	63%	62%	**63%**	51%	52%	-	-	-	51%	51%	*	51%	45%	58%	65%	51%	68%
All Grades Mathematics	2024	60%	63%	**64%**	54%	60%	-	-	-	53%	57%	*	58%	55%	61%	64%	57%	74%
	2023	66%	66%	**69%**	59%	60%	-	-	-	57%	62%	*	62%	53%	67%	70%	62%	74%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	33%	**34%**	37%	41%	-	-	-	35%	31%	*	31%	28%	38%	34%	32%	58%
	2023	38%	37%	**39%**	33%	33%	-	-	-	32%	34%	*	34%	24%	37%	40%	34%	58%
All Grades ELA/Reading	2024	30%	30%	**33%**	43%	45%	-	-	-	42%	28%	*	28%	25%	38%	32%	31%	57%
	2023	35%	34%	**36%**	30%	30%	-	-	-	30%	30%	*	30%	24%	36%	37%	31%	59%
All Grades Mathematics	2024	35%	36%	**36%**	31%	37%	-	-	-	30%	34%	*	34%	31%	38%	35%	34%	58%
	2023	40%	39%	**42%**	35%	35%	-	-	-	34%	37%	-	37%	25%	37%	43%	37%	57%

* 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.

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	92%	92%	**94%**	92%	92%	98%	95%	95%	96%	93%	93%	96%	98%	84%	92%	87%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	4%	1%	3%	3%	4%	5%	4%	2%	1%	11%	5%	6%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	0%	3%	0%	1%	2%	0%	1%	1%	0%	1%	4%	2%	7%
Not Tested	1%	1%	**1%**	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	98%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	91%	91%	**93%**	92%	91%	97%	93%	93%	96%	93%	92%	96%	97%	83%	91%	84%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	1%	2%	3%	4%	5%	4%	2%	1%	10%	5%	5%
Not Included in Accountability: Other Exclusions	4%	4%	**3%**	0%	5%	1%	2%	4%	0%	1%	2%	1%	1%	6%	3%	11%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	2%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	93%	**94%**	92%	93%	98%	97%	95%	96%	94%	94%	97%	98%	84%	93%	90%
Not Included in Accountability: Mobile	5%	5%	**4%**	7%	4%	2%	2%	3%	4%	5%	5%	2%	1%	12%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	100%	99%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	**94%**	93%	94%	98%	95%	95%	94%	93%	94%	97%	98%	85%	93%	90%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	4%	1%	4%	3%	6%	5%	4%	2%	1%	10%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	1%	1%	0%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	0%	1%	2%	1%	1%	2%	1%	1%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	1%	1%	0%	0%	0%	0%	1%	2%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	99%	100%	100%	99%	98%	99%	99%	98%	99%	98%
Included in Accountability	94%	94%	**95%**	93%	94%	98%	95%	97%	94%	93%	95%	97%	98%	86%	94%	88%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	3%	1%	4%	2%	6%	5%	3%	2%	1%	10%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**1%**	2%	1%	1%	1%	0%	0%	1%	2%	1%	1%	2%	1%	2%
Absent	1%	1%	**1%**	2%	1%	1%	1%	0%	0%	1%	2%	1%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**98%**	98%	98%	98%	100%	98%	*	95%	94%	100%	99%	82%	97%	96%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	98%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	**94%**	92%	93%	97%	97%	95%	96%	93%	94%	92%	98%	84%	94%	88%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	4%	2%	1%	2%	3%	5%	3%	7%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	0%	3%	0%	0%	2%	0%	1%	1%	0%	1%	4%	2%	6%
Not Tested	1%	1%	**1%**	2%	1%	1%	2%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	2%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	92%	92%	**93%**	92%	91%	97%	97%	94%	97%	93%	93%	92%	97%	82%	93%	85%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	4%	2%	1%	3%	3%	5%	3%	7%	1%	10%	3%	4%
Not Included in Accountability: Other Exclusions	3%	3%	**3%**	0%	4%	1%	1%	3%	0%	1%	3%	1%	1%	6%	3%	10%
Not Tested	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	98%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	94%	93%	**94%**	92%	94%	97%	97%	96%	99%	93%	95%	92%	98%	84%	95%	91%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**4%**	7%	4%	2%	1%	3%	1%	5%	3%	7%	1%	12%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	1%	0%	1%	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**99%**	98%	99%	99%	97%	99%	94%	99%	98%	99%	99%	98%	98%	99%
Included in Accountability	93%	93%	**94%**	92%	93%	97%	97%	96%	92%	93%	95%	91%	98%	85%	95%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	3%	2%	0%	2%	3%	5%	3%	9%	1%	9%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	1%	0%	1%	0%	0%	0%	3%	1%	4%
Not Tested	1%	2%	**1%**	2%	1%	1%	3%	1%	6%	1%	2%	1%	1%	2%	2%	1%
Absent	1%	1%	**1%**	2%	1%	1%	2%	0%	3%	1%	2%	1%	1%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	1%	1%	3%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	98%	98%	99%	97%	100%	96%	99%	98%	98%	99%	98%	98%	99%
Included in Accountability	94%	94%	**95%**	93%	94%	97%	97%	98%	88%	93%	95%	92%	98%	86%	95%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	3%	1%	0%	1%	8%	5%	3%	6%	1%	9%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	3%	1%	4%
Not Tested	1%	1%	**1%**	2%	2%	1%	3%	0%	4%	1%	2%	2%	1%	2%	2%	1%
Absent	1%	1%	**1%**	2%	2%	1%	3%	0%	4%	1%	2%	2%	1%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**97%**	96%	97%	97%	78%	97%	93%	95%	100%	83%	97%	83%	96%	93%

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.3%	**93.0%**	91.9%	92.4%	94.2%	91.9%	95.8%	94.1%	93.2%	91.6%	92.0%	92.9%
2021-22	92.2%	92.5%	**92.6%**	91.7%	91.9%	93.4%	92.2%	95.8%	92.4%	92.8%	91.2%	91.6%	92.9%
Chronic Absenteeism													
2022-23	20.3%	20.0%	**19.1%**	25.7%	21.4%	12.6%	22.6%	7.2%	14.8%	19.1%	25.4%	24.0%	20.1%
2021-22	25.7%	24.1%	**21.7%**	26.8%	24.1%	17.3%	23.7%	8.8%	27.5%	20.7%	27.4%	25.9%	20.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	**0.6%**	1.1%	0.6%	0.2%	0.0%	0.2%	0.0%	0.7%	0.9%	0.8%	1.0%
2021-22	0.7%	0.9%	**0.4%**	1.0%	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.7%	0.6%	0.5%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	2.1%	**1.2%**	1.9%	1.5%	0.5%	0.5%	0.2%	0.0%	0.6%	2.0%	1.5%	2.7%
2021-22	2.2%	2.3%	**1.4%**	2.0%	1.6%	0.9%	1.6%	0.4%	0.0%	1.5%	2.1%	1.9%	3.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	89.6%	**92.3%**	89.3%	90.4%	96.3%	93.1%	97.4%	100.0%	93.9%	78.4%	89.8%	80.5%
Received TxCHSE	0.3%	0.3%	**0.2%**	0.1%	0.2%	0.2%	0.0%	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Continued HS	3.1%	3.1%	**3.4%**	4.3%	4.3%	1.6%	3.4%	2.1%	0.0%	2.2%	14.3%	4.5%	7.1%
Dropped Out	6.3%	7.0%	**4.1%**	6.3%	5.1%	2.0%	3.4%	0.3%	0.0%	3.9%	7.2%	5.7%	12.3%
Graduates and TxCHSE	90.6%	89.9%	**92.5%**	89.4%	90.5%	96.5%	93.1%	97.5%	100.0%	93.9%	78.5%	89.8%	80.6%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**95.9%**	93.7%	94.9%	98.0%	96.6%	99.7%	100.0%	96.1%	92.8%	94.3%	87.7%
Class of 2022													
Graduated	89.7%	89.1%	**92.6%**	89.9%	90.8%	96.0%	87.0%	97.6%	100.0%	94.5%	88.0%	90.0%	77.1%
Received TxCHSE	0.3%	0.3%	**0.2%**	0.1%	0.1%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Continued HS	3.5%	3.7%	**3.1%**	3.7%	4.3%	1.0%	6.5%	1.6%	0.0%	2.0%	5.5%	4.0%	10.0%
Dropped Out	6.4%	6.9%	**4.1%**	6.3%	4.9%	2.4%	6.5%	0.8%	0.0%	3.5%	6.5%	5.9%	12.9%
Graduates and TxCHSE	90.0%	89.4%	**92.8%**	90.0%	90.9%	96.6%	87.0%	97.6%	100.0%	94.5%	88.0%	90.1%	77.1%
Graduates, TxCHSE, and Continuers	93.6%	93.1%	**95.9%**	93.7%	95.1%	97.6%	93.5%	99.2%	100.0%	96.5%	93.5%	94.1%	87.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	91.2%	**94.9%**	92.9%	93.6%	97.0%	93.5%	99.0%	100.0%	96.0%	91.5%	92.7%	84.1%
Received TxCHSE	0.4%	0.4%	**0.3%**	0.3%	0.2%	0.6%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.0%
Continued HS	1.0%	1.0%	**0.4%**	0.5%	0.7%	0.1%	0.0%	0.1%	0.0%	0.0%	1.3%	0.7%	1.2%
Dropped Out	6.8%	7.3%	**4.4%**	6.3%	5.5%	2.3%	6.5%	0.9%	0.0%	4.0%	7.0%	6.4%	14.7%
Graduates and TxCHSE	92.2%	91.7%	**95.2%**	93.2%	93.8%	97.6%	93.5%	99.0%	100.0%	96.0%	91.7%	92.9%	84.1%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	92.7%	**95.6%**	93.7%	94.5%	97.7%	93.5%	99.1%	100.0%	96.0%	93.0%	93.6%	85.3%
Class of 2021													
Graduated	92.2%	92.3%	**95.7%**	94.3%	94.5%	97.9%	90.0%	99.2%	100.0%	93.4%	93.2%	93.8%	86.7%
Received TxCHSE	0.4%	0.3%	**0.1%**	0.1%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%
Continued HS	1.0%	1.1%	**0.4%**	0.4%	0.5%	0.0%	0.0%	0.2%	0.0%	0.9%	0.8%	0.4%	1.1%
Dropped Out	6.3%	6.3%	**3.8%**	5.2%	4.8%	1.8%	10.0%	0.6%	0.0%	5.7%	6.0%	5.6%	12.2%
Graduates and TxCHSE	92.7%	92.6%	**95.9%**	94.4%	94.7%	98.1%	90.0%	99.2%	100.0%	93.4%	93.2%	94.0%	86.7%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	**96.2%**	94.8%	95.2%	98.2%	90.0%	99.4%	100.0%	94.3%	94.0%	94.4%	87.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	92.7%	**95.9%**	94.4%	94.9%	97.8%	90.0%	99.3%	100.0%	93.8%	93.8%	94.1%	86.9%
Received TxCHSE	0.5%	0.4%	**0.2%**	0.3%	0.1%	0.3%	0.0%	0.1%	0.0%	0.5%	0.0%	0.2%	0.2%
Continued HS	0.5%	0.5%	**0.1%**	0.1%	0.1%	0.1%	0.0%	0.1%	0.0%	0.5%	0.3%	0.1%	0.2%
Dropped Out	6.3%	6.3%	**3.8%**	5.2%	4.8%	1.7%	10.0%	0.4%	0.0%	5.2%	5.9%	5.5%	12.7%
Graduates and TxCHSE	93.2%	93.1%	**96.1%**	94.7%	95.1%	98.1%	90.0%	99.4%	100.0%	94.3%	93.8%	94.3%	87.1%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	**96.2%**	94.8%	95.2%	98.3%	90.0%	99.6%	100.0%	94.8%	94.1%	94.5%	87.3%
Class of 2020													
Graduated	92.7%	92.3%	**96.2%**	94.4%	95.2%	98.0%	93.0%	99.4%	83.3%	97.7%	90.7%	94.0%	83.3%
Received TxCHSE	0.5%	0.5%	**0.2%**	0.4%	0.2%	0.3%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
Dropped Out	6.2%	6.8%	**3.6%**	5.2%	4.6%	1.7%	7.0%	0.6%	16.7%	2.3%	8.8%	5.7%	16.7%
Graduates and TxCHSE	93.2%	92.8%	**96.4%**	94.8%	95.4%	98.3%	93.0%	99.4%	83.3%	97.7%	91.0%	94.3%	83.3%
Graduates, TxCHSE, and Continuers	93.8%	93.2%	**96.4%**	94.8%	95.4%	98.3%	93.0%	99.4%	83.3%	97.7%	91.2%	94.3%	83.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	89.6%	**91.6%**	87.8%	89.8%	95.9%	93.1%	97.4%	100.0%	91.1%	76.0%	88.8%	79.5%
Class of 2022	89.7%	89.1%	**91.1%**	88.2%	88.9%	95.3%	85.1%	96.1%	100.0%	93.8%	76.2%	88.1%	75.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	96.3%	*	*	-	-	-	-	-	-	*	*	-
Class of 2022	59.5%	76.5%	*	-	*	-	-	-	-	-	*	-	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	4.6%	**3.0%**	4.3%	3.9%	1.4%	3.7%	0.6%	0.0%	1.4%	14.4%	4.2%	8.1%
Class of 2022	3.7%	3.3%	**2.5%**	3.3%	3.4%	1.3%	12.5%	0.4%	0.0%	0.4%	11.9%	3.5%	11.0%
FHSP-DLA Graduates (Longitudinal Rate)													

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

CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	82.0%	**78.1%**	69.9%	73.3%	86.4%	81.5%	93.1%	100.0%	80.6%	31.7%	71.2%	52.2%
Class of 2022	84.3%	82.5%	**77.3%**	69.2%	71.2%	87.1%	70.0%	93.7%	70.0%	78.3%	33.3%	68.9%	47.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	86.6%	**81.1%**	74.1%	77.2%	87.8%	85.2%	93.6%	100.0%	81.9%	46.2%	75.4%	60.4%
Class of 2022	88.0%	85.8%	**79.8%**	72.6%	74.6%	88.4%	82.5%	94.1%	70.0%	78.8%	45.2%	72.4%	58.7%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	87.2%	*	*	-	-	-	-	-	-	*	*	-
2021-22	23.6%	25.8%	*	-	*	-	-	-	-	-	*	*	*
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	4.6%	**3.0%**	4.3%	3.9%	1.5%	3.6%	0.4%	0.0%	1.8%	12.3%	4.3%	7.8%
2021-22	3.9%	3.3%	**2.5%**	3.2%	3.5%	1.2%	12.5%	0.7%	0.0%	0.4%	10.4%	3.4%	11.1%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.1%	**75.5%**	67.0%	70.4%	84.4%	71.4%	91.7%	100.0%	78.2%	26.4%	68.2%	48.8%
2021-22	82.3%	80.3%	**74.5%**	65.5%	68.0%	85.5%	65.0%	92.4%	70.0%	78.7%	28.3%	65.9%	45.5%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	84.7%	**78.5%**	71.3%	74.3%	85.9%	75.0%	92.1%	100.0%	80.0%	38.8%	72.5%	56.6%
2021-22	86.0%	83.6%	**77.0%**	68.6%	71.4%	86.7%	77.5%	93.1%	70.0%	79.1%	38.7%	69.3%	56.6%

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	8,657	100.0%	377,367	100.0%
By Ethnicity:				
African American	1,593	18.4%	46,822	12.4%
Hispanic	3,885	44.9%	197,333	52.3%
White	1,994	23.0%	103,009	27.3%
American Indian	28	0.3%	1,181	0.3%
Asian	915	10.6%	19,151	5.1%
Pacific Islander	17	0.2%	574	0.2%
Two or More Races	225	2.6%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	1	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	1,863	21.5%	49,278	13.1%
Foundation H.S. Program (Endorsement)	257	3.0%	16,475	4.4%
Foundation H.S. Program (DLA)	6,536	75.5%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	593	6.8%	34,589	9.2%
Economically Disadvantaged Graduates	4,321	49.9%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	643	7.4%	50,229	13.3%
At-Risk Graduates	2,927	33.8%	168,430	44.6%
CTE Completers	2,098	24.2%	116,959	31.0%

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	73.9%	**66.3%**	48.6%	61.0%	80.7%	46.4%	87.4%	76.5%	72.9%	60.5%	56.8%	43.5%
2021-22	70.0%	66.7%	**58.8%**	42.0%	52.1%	73.2%	50.0%	83.4%	60.0%	64.7%	75.0%	48.3%	30.6%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	61.1%	**56.5%**	39.7%	48.6%	71.8%	42.9%	84.2%	70.6%	62.7%	40.1%	44.9%	29.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	63.7%	**72.0%**	59.4%	66.9%	83.6%	60.7%	88.6%	88.2%	78.2%	35.1%	64.1%	50.7%
2021-22	57.1%	55.2%	**51.2%**	35.4%	40.2%	70.9%	50.0%	78.8%	50.0%	58.6%	8.0%	37.8%	5.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	53.7%	**48.1%**	32.1%	38.1%	64.5%	46.4%	80.8%	52.9%	56.0%	10.1%	35.2%	19.0%
2021-22	48.2%	47.5%	**38.8%**	22.6%	25.9%	58.0%	27.5%	76.6%	40.0%	43.9%	4.8%	26.4%	10.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	48.4%	**44.1%**	27.7%	33.5%	61.6%	35.7%	77.7%	52.9%	50.7%	8.9%	30.6%	15.2%
2021-22	42.2%	41.1%	**35.6%**	20.4%	23.0%	55.1%	27.5%	70.4%	40.0%	40.2%	3.5%	22.9%	4.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	23.3%	**21.8%**	8.4%	17.8%	28.5%	14.3%	47.4%	23.5%	20.9%	1.0%	14.6%	11.4%
2021-22	20.5%	24.0%	**21.5%**	7.9%	18.0%	27.6%	27.5%	46.3%	40.0%	22.6%	1.9%	15.5%	8.3%
Associate Degree (Annual Graduates)													
2022-23	2.5%	2.7%	**5.6%**	4.2%	5.1%	4.7%	3.6%	12.2%	11.8%	4.9%	0.8%	5.1%	0.0%
2021-22	2.4%	2.2%	**2.3%**	2.0%	2.2%	1.4%	5.0%	5.6%	0.0%	1.3%	0.0%	2.4%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	21.5%	**30.7%**	19.5%	24.6%	39.3%	17.9%	56.3%	52.9%	35.1%	2.2%	23.7%	3.4%
2021-22	24.0%	20.6%	**28.3%**	17.7%	21.8%	36.2%	25.0%	55.6%	20.0%	35.6%	1.9%	20.6%	2.6%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	3.4%	**0.1%**	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.9%	0.0%	0.1%	0.0%
2021-22	4.4%	2.2%	**0.1%**	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.1%	**2.7%**	3.6%	2.7%	2.9%	0.0%	1.0%	0.0%	1.3%	38.8%	3.1%	5.0%
2021-22	5.0%	4.4%	**2.8%**	4.0%	2.6%	2.8%	0.0%	1.9%	10.0%	2.9%	38.7%	2.7%	6.3%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	32.7%	**24.3%**	18.4%	25.2%	28.7%	14.3%	20.8%	23.5%	26.2%	32.7%	23.5%	21.2%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	30.2%	**23.0%**	16.2%	23.9%	27.9%	14.3%	20.2%	23.5%	24.9%	16.5%	21.8%	18.2%
2021-22	28.0%	24.5%	**17.9%**	10.8%	18.7%	21.7%	15.0%	18.1%	10.0%	22.6%	14.1%	15.7%	8.7%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.5%	**0.0%**	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.4%	**1.2%**	2.3%	1.3%	0.7%	0.0%	0.5%	0.0%	1.3%	18.0%	1.8%	3.3%
2021-22	2.5%	2.6%	**2.9%**	5.3%	2.9%	1.8%	2.5%	1.0%	0.0%	3.8%	39.0%	3.9%	9.7%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	**0.1%**	0.2%	0.1%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	14.3%	**10.3%**	8.7%	11.2%	7.6%	0.0%	14.0%	23.5%	14.2%	2.2%	10.1%	2.6%
	2021-22	22.8%	15.6%	**13.3%**	11.4%	14.1%	11.8%	5.0%	17.6%	0.0%	13.0%	1.8%	13.5%	1.6%
Mathematics	2022-23	19.9%	15.4%	**8.8%**	6.8%	8.7%	8.1%	7.1%	13.4%	5.9%	11.1%	1.3%	8.1%	6.8%
	2021-22	18.7%	14.4%	**7.3%**	5.9%	6.2%	7.6%	0.0%	13.4%	0.0%	7.9%	1.1%	6.8%	4.2%
Both Subjects	2022-23	12.5%	7.6%	**2.7%**	2.1%	2.8%	2.1%	0.0%	4.9%	5.9%	4.4%	0.5%	2.4%	1.4%
	2021-22	12.6%	8.0%	**3.2%**	2.7%	2.8%	3.1%	0.0%	6.4%	0.0%	3.8%	0.3%	3.4%	1.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	17.8%	**24.6%**	27.9%	29.9%	16.9%	28.6%	14.1%	29.4%	21.3%	30.2%	30.3%	44.9%
	2021-22	11.7%	8.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	18.1%	**8.4%**	10.1%	9.1%	7.4%	17.9%	3.7%	5.9%	10.7%	4.7%	8.5%	8.1%
	2021-22	14.0%	11.7%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	11.4%	**3.7%**	4.0%	4.4%	3.1%	3.6%	2.0%	5.9%	3.1%	3.7%	3.7%	5.6%
	2021-22	7.5%	5.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	26.7%	**16.3%**	7.5%	11.4%	22.5%	10.2%	39.2%	25.0%	21.0%	1.3%	10.3%	8.7%
	2022	23.0%	25.5%	**15.5%**	6.5%	10.5%	22.1%	13.6%	38.4%	25.0%	16.6%	1.6%	10.3%	5.3%
English Language Arts	2023	13.8%	14.8%	**5.7%**	2.6%	3.3%	8.2%	5.1%	15.0%	7.1%	10.1%	0.5%	2.9%	1.3%
	2022	13.2%	14.3%	**6.3%**	3.1%	3.8%	9.7%	7.4%	14.8%	3.6%	8.4%	0.3%	3.6%	0.6%
Mathematics	2023	7.0%	8.6%	**6.8%**	2.6%	3.6%	9.1%	5.1%	23.1%	14.3%	8.9%	0.7%	3.6%	1.2%
	2022	6.9%	8.2%	**5.4%**	1.8%	2.6%	7.6%	3.7%	19.4%	3.6%	5.2%	0.6%	3.1%	1.1%
Science	2023	10.3%	11.6%	**5.8%**	1.9%	3.2%	7.3%	3.4%	20.2%	7.1%	8.3%	0.4%	3.4%	1.5%
	2022	9.6%	11.0%	**5.7%**	2.1%	2.8%	7.8%	3.7%	20.1%	7.1%	5.7%	0.5%	3.4%	1.5%
Social Studies	2023	13.1%	15.0%	**6.9%**	3.1%	4.0%	10.2%	8.5%	18.3%	7.1%	11.9%	0.5%	3.7%	1.4%
	2022	12.5%	14.6%	**7.4%**	3.2%	4.2%	11.6%	7.4%	18.7%	17.9%	11.1%	0.5%	4.1%	0.8%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	54.7%	**66.8%**	50.2%	58.1%	71.9%	83.3%	76.9%	42.9%	71.7%	50.0%	54.2%	56.2%
	2022	53.3%	54.5%	**67.5%**	51.4%	61.3%	72.2%	54.5%	74.0%	42.9%	69.6%	54.2%	57.4%	70.3%
English Language Arts	2023	52.3%	52.4%	**75.1%**	59.6%	64.2%	78.3%	*	87.2%	*	74.5%	50.0%	62.4%	15.8%
	2022	53.2%	53.6%	**74.6%**	64.2%	62.3%	80.9%	16.7%	82.2%	*	87.5%	80.0%	61.5%	28.6%
Mathematics	2023	50.8%	52.9%	**63.4%**	44.0%	46.9%	72.1%	*	70.5%	*	73.3%	36.4%	49.7%	38.9%
	2022	50.4%	51.9%	**61.3%**	33.9%	52.0%	67.5%	*	65.3%	*	64.0%	66.7%	48.9%	61.5%
Science	2023	44.8%	48.9%	**61.9%**	44.8%	46.3%	67.5%	*	69.8%	*	73.8%	66.7%	45.3%	26.1%
	2022	44.7%	47.2%	**57.9%**	45.2%	42.5%	64.3%	*	64.5%	*	55.6%	85.7%	42.3%	44.4%

	Academic Year	State	Region 04	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%	44.4%	**59.8%**	37.7%	45.1%	64.1%	80.0%	74.3%	*	68.3%	42.9%	41.4%	23.8%
	2022	41.9%	44.3%	**57.1%**	39.8%	43.6%	61.1%	33.3%	69.5%	40.0%	64.2%	42.9%	41.8%	10.0%
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	86.2%	**95.4%**	96.0%	94.2%	96.2%	92.9%	97.3%	100.0%	95.6%	72.8%	95.4%	95.5%
	2021-22	71.5%	77.2%	**82.3%**	78.7%	76.4%	89.5%	100.0%	94.8%	70.0%	84.9%	52.0%	75.5%	76.3%
At/Above Criterion for All Examinees	2022-23	28.9%	30.3%	**34.2%**	16.7%	22.2%	54.6%	26.9%	68.5%	36.8%	38.1%	5.0%	20.5%	3.2%
	2021-22	32.1%	33.9%	**38.5%**	21.5%	24.4%	57.0%	26.8%	70.2%	57.1%	45.8%	6.6%	24.6%	4.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	976	**989**	899	932	1081	928	1169	1063	1024	787	920	802
	2021-22	1001	1000	**1010**	925	946	1092	949	1171	1010	1052	794	944	807
English Language Arts and Writing	2022-23	497	494	**496**	455	468	545	463	573	533	518	394	462	397
	2021-22	506	503	**503**	463	472	547	471	568	517	528	395	469	391
Mathematics	2022-23	482	483	**493**	443	464	536	465	596	531	506	394	458	406
	2021-22	496	497	**507**	462	474	545	477	604	493	524	399	475	416
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.3	**23.3**	19.0	22.1	24.4	*	26.7	*	22.1	16.2	20.7	*
	2021-22	19.5	20.7	**23.6**	19.5	22.4	24.4	23.3	26.7	-	24.3	17.1	21.2	14.8
English Language Arts	2022-23	18.8	20.1	**23.3**	18.9	21.9	24.5	*	27.0	*	21.3	15.1	20.6	*
	2021-22	19.2	20.5	**23.6**	19.3	22.4	24.5	21.7	26.7	-	24.6	16.5	20.9	13.6
Mathematics	2022-23	18.9	20.0	**22.7**	18.7	21.9	23.6	*	26.1	*	22.0	16.8	20.3	*
	2021-22	19.3	20.4	**23.0**	19.2	22.1	23.5	24.3	26.5	-	23.5	17.2	20.8	15.8
Science	2022-23	19.5	20.6	**23.4**	19.1	22.2	24.6	*	26.1	*	23.5	17.8	21.0	*
	2021-22	19.8	21.0	**23.6**	19.6	22.5	24.4	25.0	26.5	-	24.3	17.5	21.8	16.8

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

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	45.5%	**59.7%**	50.8%	54.1%	69.4%	51.2%	82.5%	75.0%	64.6%	28.3%	52.9%	37.3%
	2021-22	44.2%	44.7%	**61.1%**	52.3%	55.8%	70.0%	61.7%	82.7%	62.5%	65.0%	30.7%	54.6%	36.8%
English Language Arts	2022-23	17.4%	19.5%	**39.2%**	36.0%	35.0%	43.9%	38.1%	53.8%	48.9%	42.9%	23.2%	35.4%	27.0%
	2021-22	16.6%	18.5%	**39.3%**	36.0%	35.2%	43.6%	42.5%	53.4%	36.2%	43.6%	24.9%	36.2%	27.2%
Mathematics	2022-23	19.5%	19.7%	**23.4%**	16.6%	19.3%	30.1%	16.6%	41.1%	40.9%	26.2%	3.1%	17.9%	6.5%
	2021-22	19.9%	20.2%	**24.0%**	17.3%	19.9%	30.6%	17.0%	41.1%	39.5%	24.3%	4.5%	18.4%	6.4%
Science	2022-23	21.5%	19.7%	**19.3%**	13.3%	16.2%	23.7%	12.3%	36.6%	25.6%	21.1%	2.4%	15.2%	5.5%
	2021-22	21.1%	19.4%	**18.5%**	12.9%	15.4%	22.5%	14.5%	35.0%	26.8%	18.5%	2.7%	14.5%	3.9%
Social Studies	2022-23	24.0%	24.6%	**23.4%**	13.9%	18.0%	29.4%	13.2%	51.8%	38.5%	29.0%	1.7%	17.0%	2.9%
	2021-22	22.8%	23.2%	**22.2%**	12.8%	16.2%	29.1%	19.9%	49.1%	31.8%	28.0%	1.4%	15.3%	1.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**118,187**	**100.0%**	**5,517,464**	**100.0%**	**118,470**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade								
Early Childhood Education	618	0.5%	18,968	0.3%	818	0.7%	26,847	0.5%
Pre-Kindergarten	4,107	3.5%	247,979	4.5%	4,107	3.5%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	4,107	3.5%	205,531	3.7%	4,107	3.5%	205,907	3.7%
Kindergarten	7,532	6.4%	361,329	6.5%	7,547	6.4%	361,799	6.5%
Grade 1	7,972	6.7%	385,096	7.0%	7,978	6.7%	385,471	7.0%
Grade 2	8,298	7.0%	402,233	7.3%	8,303	7.0%	402,576	7.3%
Grade 3	8,317	7.0%	399,869	7.2%	8,327	7.0%	400,181	7.2%
Grade 4	8,355	7.1%	399,137	7.2%	8,365	7.1%	399,422	7.2%
Grade 5	8,457	7.2%	399,200	7.2%	8,462	7.1%	399,419	7.2%
Grade 6	8,435	7.1%	400,347	7.3%	8,438	7.1%	400,511	7.2%
Grade 7	8,810	7.5%	405,118	7.3%	8,815	7.4%	405,298	7.3%
Grade 8	8,811	7.5%	414,033	7.5%	8,815	7.4%	414,195	7.5%
Grade 9	11,260	9.5%	472,595	8.6%	11,263	9.5%	472,783	8.5%
Grade 10	9,156	7.7%	439,091	8.0%	9,158	7.7%	439,298	7.9%
Grade 11	9,359	7.9%	406,681	7.4%	9,361	7.9%	406,966	7.4%
Grade 12	8,700	7.4%	365,788	6.6%	8,713	7.4%	367,894	6.7%
Ethnic Distribution								
African American	24,340	20.6%	706,235	12.8%	24,368	20.6%	707,609	12.8%
Hispanic	53,808	45.5%	2,936,051	53.2%	53,895	45.5%	2,942,144	53.2%
White	23,126	19.6%	1,379,090	25.0%	23,262	19.6%	1,384,437	25.0%
American Indian	554	0.5%	17,886	0.3%	554	0.5%	17,939	0.3%
Asian	11,777	10.0%	295,946	5.4%	11,800	10.0%	296,367	5.4%
Pacific Islander	108	0.1%	8,831	0.2%	108	0.1%	8,844	0.2%
Two or More Races	4,474	3.8%	173,425	3.1%	4,483	3.8%	173,896	3.1%
Sex								
Female	57,528	48.7%	2,695,318	48.9%	57,642	48.7%	2,700,356	48.8%
Male	60,659	51.3%	2,822,146	51.1%	60,828	51.3%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	71,031	60.1%	3,434,955	62.3%	71,089	60.0%	3,439,856	62.2%
Non-Educationally Disadvantaged	47,156	39.9%	2,082,509	37.7%	47,381	40.0%	2,091,380	37.8%
Section 504 Students	5,076	4.3%	399,808	7.2%	5,077	4.3%	400,078	7.2%
EB Students/EL	24,498	20.7%	1,344,804	24.4%	24,501	20.7%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	2,082	1.7%	105,976	1.9%				
Students w/ Dyslexia	4,313	3.6%	329,004	6.0%	4,315	3.6%	329,228	6.0%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	199	0.2%	12,418	0.2%	199	0.2%	12,469	0.2%
Homeless	785	0.7%	77,809	1.4%	786	0.7%	77,942	1.4%
Immigrant	5,517	4.7%	158,717	2.9%	5,521	4.7%	158,832	2.9%
Migrant	7	0.0%	13,481	0.2%	7	0.0%	13,528	0.2%
Title I	65,141	55.1%	3,624,288	65.7%	65,293	55.1%	3,632,539	65.7%
Military Connected	4,518	3.8%	212,919	3.9%	4,520	3.8%	213,035	3.9%
At-Risk	60,978	51.6%	2,937,834	53.2%	61,001	51.5%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	23,173	19.6%	1,350,113	24.5%	23,176	19.6%	1,350,920	24.4%
Career and Technical Education	30,515	25.8%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	23,500	61.1%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	9,460	8.0%	469,054	8.5%	9,460	8.0%	469,170	8.5%
Special Education	15,098	12.8%	764,858	13.9%	15,370	13.0%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**15,098**		**764,858**					
Students with Intellectual Disabilities	6,053	40.1%	349,307	45.7%				
Students with Physical Disabilities	3,638	24.1%	144,191	18.9%				
Students with Autism	2,403	15.9%	124,254	16.2%				
Students with Behavioral Disabilities	2,490	16.5%	134,373	17.6%				
Students with Non-Categorical Early Childhood	514	3.4%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	**14,045**	**12.4%**	**864,058**	**16.1%**				
African American	5,083	4.5%	181,855	3.4%				
Hispanic	6,009	5.3%	455,070	8.5%				
White	1,626	1.4%	165,204	3.1%				
American Indian	44	0.0%	3,184	0.1%				
Asian	730	0.6%	27,631	0.5%				
Pacific Islander	13	0.0%	1,840	0.0%				
Two or More Races	540	0.5%	29,274	0.5%				
Special Ed Students who are Mobile	2,036	14.2%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	3,290	16.5%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	9,925	15.0%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**17,028**	**18.6%**	**767,390**	**18.1%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.9%	1.3%	2.7%	3.9%
Grade 1	2.0%	2.1%	1.9%	3.3%
Grade 2	0.8%	1.3%	0.9%	1.6%
Grade 3	0.4%	0.7%	0.8%	0.7%
Grade 4	0.1%	0.4%	0.4%	0.5%
Grade 5	0.1%	0.2%	0.4%	0.3%
Grade 6	0.2%	0.3%	0.2%	0.3%
Grade 7	0.2%	0.5%	0.2%	0.4%
Grade 8	0.3%	0.4%	0.1%	0.5%
Grade 9	13.1%	7.9%	22.5%	11.9%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	35	0.1%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	19.2	18.4
Grade 1	19.3	18.8
Grade 2	19.7	19.1
Grade 3	19.6	19.4
Grade 4	19.1	19.4
Grade 5	21.7	20.9
Grade 6	18.4	19.2
Secondary		
English/Language Arts	17.9	16.3
Foreign Languages	19.2	18.8
Mathematics	19.4	17.5
Science	20.4	18.5
Social Studies	21.3	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**16,333.6**	**100.0%**	**775,882.5**	**100.0%**
Professional Staff	10,351.0	63.4%	496,151.0	63.9%
Teachers	8,050.5	49.3%	374,799.9	48.3%
Professional Support	1,782.5	10.9%	86,026.7	11.1%
Campus Administration (School Leadership)	416.2	2.5%	25,836.1	3.3%
Central Administration	101.8	0.6%	9,488.3	1.2%
Educational Aides	2,262.6	13.9%	88,200.6	11.4%
Auxiliary Staff	3,720.0	22.8%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	88.0	n/a	4,187.0	n/a
Part-time Librarians	2.0	n/a	651.0	n/a
Full-time Counselors	286.0	n/a	13,870.0	n/a
Part-time Counselors	5.0	n/a	1,172.0	n/a
Total Minority Staff	**8,797.0**	**53.9%**	**421,896.4**	**54.4%**
Teachers by Ethnicity				
African American	1,415.6	17.6%	47,341.1	12.6%
Hispanic	1,774.3	22.0%	112,921.8	30.1%
White	4,393.5	54.6%	200,118.0	53.4%
American Indian	26.9	0.3%	1,286.9	0.3%
Asian	284.9	3.5%	7,914.7	2.1%
Pacific Islander	2.0	0.0%	490.9	0.1%
Two or More Races	153.3	1.9%	4,726.6	1.3%
Teachers by Sex				
Males	1,785.2	22.2%	91,815.2	24.5%
Females	6,265.3	77.8%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	126.6	1.6%	9,453.8	2.5%
Bachelors	5,601.0	69.6%	268,886.4	71.7%
Masters	2,254.1	28.0%	93,414.7	24.9%
Doctorate	68.8	0.9%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	714.7	8.9%	32,507.6	8.7%
1-5 Years Experience	2,272.9	28.2%	102,619.4	27.4%
6-10 Years Experience	1,762.9	21.9%	75,585.4	20.2%
11-20 Years Experience	2,111.1	26.2%	101,415.3	27.1%
21-30 Years Experience	1,016.3	12.6%	51,471.9	13.7%
Over 30 Years Experience	172.6	2.1%	11,200.2	3.0%
Number of Students per Teacher	14.7	n/a	14.7	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	7.6	6.0
Average Years Experience of Principals with District	7.6	5.1
Average Years Experience of Assistant Principals	6.6	5.1
Average Years Experience of Assistant Principals with District	6.0	4.3
Average Years Experience of Teachers	10.4	11.1
Average Years Experience of Teachers with District	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$52,574	$54,272
1-5 Years Experience	$63,309	$58,185
6-10 Years Experience	$66,169	$61,494
11-20 Years Experience	$70,076	$65,219
21-30 Years Experience	$76,461	$69,723
Over 30 Years Experience	$84,575	$74,014
Average Actual Salaries (regular duties only)		
Teachers	$66,873	$62,474
Professional Support	$76,185	$73,783
Campus Administration (School Leadership)	$91,303	$86,738
Central Administration	$124,843	$116,028
Instructional Staff Percent	69.5%	65.0%
Turnover Rate for Teachers	17.5%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	28	$4,259	9,429	$5,848
Exemplary	6	$8,216	10,279	$11,434
Master	*	*	5,255	$21,235

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	152.9	1.9%	22,656.0	6.0%
Career and Technical Education	449.4	5.6%	20,454.1	5.5%
Compensatory Education	247.3	3.1%	11,626.3	3.1%
Gifted and Talented Education	60.4	0.8%	6,181.4	1.6%
Regular Education	5,177.0	64.3%	261,452.4	69.8%
Special Education	1,090.4	13.5%	38,736.9	10.3%
Other	873.1	10.8%	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

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

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

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

Not Tested

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Attendance is calculated as follows:

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

(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:

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

(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

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:

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

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

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

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.

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

(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:

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

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

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:

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

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

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

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

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

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

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

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

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

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

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

plus

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

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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

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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

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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

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number of students in the 2021 cohort**

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

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

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools, 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.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

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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$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-E}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2022–23 with reported graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{}$$

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

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

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

Graduation Profile

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

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

(Data source: PEIMS 40203)

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

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

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

total number of graduates in the 2022-23 school year

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

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

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

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

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 sunsetting 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**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

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

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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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$$\frac{\text{number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2022-23 annual graduates}}$$

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)*

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2022-23 annual graduates}}$$

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)*

$$\frac{\text{number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2022-23 annual graduates}}$$

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)*

$$\frac{\text{number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2022-23 annual graduates}}$$

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)*

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$$\frac{\text{number of 2022-23 annual graduates who earned an approved industry-based certification}}{\text{number of 2022-23 annual graduates}}$$

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)*

$$\frac{\text{number of 2022-23 annual graduates who earned a level I or level II certificate}}{\text{number of 2022-23 annual graduates}}$$

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)*

$$\frac{\text{number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2022-23 annual graduates}}$$

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).

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

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.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

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

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

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

All Subjects.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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

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.

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

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

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

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

(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.

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

(Data source: College Board and PEIMS 40203)

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

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

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

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

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

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

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

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

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

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

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

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

English Language Arts.

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

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

Mathematics.

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

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

Science.

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

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

Social Studies.

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

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

(Data source: PEIMS 43415)

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

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

number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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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.

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

(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:

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

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

(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).

$$\frac{\textbf{number of students in the 2023–24 school year considered as at risk}}{\textbf{total number of students}}$$

(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).

$$\frac{\textbf{number of mobile students in 2022–23}}{\textbf{number of students who were in membership at any time during the 2022–23 school year}}$$

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

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

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

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

$$\frac{\textbf{number of students enrolled in fall 2022 – number of students who returned in fall 2023}}{\textbf{number of students enrolled in fall 2022}}$$

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

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

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

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

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

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

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

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)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2022–23 school year}}$$

(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

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:

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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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 LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

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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 & BUSNESS 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 LEVL
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

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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

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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 LEVL
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

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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

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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.

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

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

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

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

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

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

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

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

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

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CYPRESS-FAIRBANKS ISD								
	101907016	BRIDGELAND H S							
		Four-Year Public University	237	23	31	33	51	94	5
		Two-Year Public Colleges	191	55	12	21	47	53	3
		Independent Colleges & Universities	20						
		Not Trackable	146						
		Not Found	187						
		Total High School Graduates	781						
	101907002	CY-FAIR H S							
		Four-Year Public University	156	27	9	23	40	56	1
		Two-Year Public Colleges	188	80	19	14	33	42	0
		Independent Colleges & Universities	26						
		Not Trackable	118						
		Not Found	225						
		Total High School Graduates	713						
	101907004	CYPRESS CREEK H S							
		Four-Year Public University	146	32	12	27	29	46	0
		Two-Year Public Colleges	144	60	14	7	31	30	2
		Independent Colleges & Universities	8						
		Not Trackable	107						
		Not Found	255						
		Total High School Graduates	660						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

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

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101907007	CYPRESS FALLS H S							
		Four-Year Public University	105	29	13	16	20	27	0
		Two-Year Public Colleges	173	81	23	12	28	27	2
		Independent Colleges & Universities	8						
		Not Trackable	110						
		Not Found	259						
		Total High School Graduates	655						
	101907013	CYPRESS LAKES H S							
		Four-Year Public University	133	18	18	33	24	40	0
		Two-Year Public Colleges	182	86	30	17	21	26	2
		Independent Colleges & Universities	13						
		Not Trackable	122						
		Not Found	285						
		Total High School Graduates	735						
	101907015	CYPRESS PARK H S							
		Four-Year Public University	117	34	14	19	26	23	1
		Two-Year Public Colleges	164	85	20	19	15	17	8
		Independent Colleges & Universities	7						
		Not Trackable	108						
		Not Found	264						
		Total High School Graduates	660						
	101907012	CYPRESS RANCH H S							
		Four-Year Public University	255	45	26	32	60	92	0
		Two-Year Public Colleges	235	68	30	22	35	74	6
		Independent Colleges & Universities	31						
		Not Trackable	145						
		Not Found	191						
		Total High School Graduates	857						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

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

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101907010	CYPRESS RIDGE H S							
		Four-Year Public University	104	10	11	13	24	46	0
		Two-Year Public Colleges	152	50	23	19	25	34	1
		Independent Colleges & Universities	12						
		Not Trackable	148						
		Not Found	300						
		Total High School Graduates	716						
	101907009	CYPRESS SPRINGS H S							
		Four-Year Public University	104	36	14	17	19	18	0
		Two-Year Public Colleges	124	48	20	15	18	20	3
		Independent Colleges & Universities	8						
		Not Trackable	70						
		Not Found	213						
		Total High School Graduates	519						
	101907011	CYPRESS WOODS H S							
		Four-Year Public University	188	19	16	37	35	80	1
		Two-Year Public Colleges	215	76	25	17	40	51	6
		Independent Colleges & Universities	23						
		Not Trackable	170						
		Not Found	190						
		Total High School Graduates	786						
	101907003	JERSEY VILLAGE H S							
		Four-Year Public University	156	19	12	33	29	63	0
		Two-Year Public Colleges	194	63	31	21	37	37	5
		Independent Colleges & Universities	11						
		Not Trackable	114						
		Not Found	267						
		Total High School Graduates	742						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101907005 LANGHAM CREEK H S							
	Four-Year Public University	158	22	21	19	36	60	0
	Two-Year Public Colleges	189	74	22	19	30	39	5
	Independent Colleges & Universities	12						
	Not Trackable	116						
	Not Found	217						
	Total High School Graduates	692						

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

Cypress-Fairbanks Independent School District

2023-2024

Supplemental Data to the
Texas Academic Performance Report



Annual Report on Violence & Violence Prevention

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Annual Report on
Violence & Violence Prevention

I. Overview

Texas Education Code Sec. 39.306 requires each district's board of trustees to publish an annual report that includes the Texas Academic Performance Report (TAPR); campus performance objectives; a report of violent or criminal incidents; and information received under Texas Education Code Sec. 51.403(e) from the Texas Higher Education Coordinating Board. The contents of this report reflect the requirements in statute according to Texas Education Code Sec. 39.306 that each district must report on violent or criminal incidents. The Cypress-Fairbanks Independent School District's total number of incidents for 2023-2024 was 1,594, with a student population of 118,187, resulting in a rate of 0.0135 actions per student. This statistic includes only data that is correlated to specific TEA "discipline action reason codes" as recommended by the Deputy Commissioner of Programs and Instruction; therefore, it does not include every infraction detailed in the Cypress-Fairbanks Independent School District's local Student Code of Conduct. The data includes only incidents which occurred in the 2023-2024 school year.

School Year	2023-2024
Total Student Population	118,187*
Total Number of Incidents	1,594
Total Rate	0.0135

This report provides information about the following topics:

☐ a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus and resulted in a DAEP placement or expulsion, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g);

☐ information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect Students

** Total Student Population count reflects the total number of students reported in membership on the October snapshot date (the last Friday in October).*

PEIMS Code – TEA Disciplinary Reason Code	High School	Middle School	Elementary	Special Campus	Total Number of Incidents	Total Rate of Incidents
02 - Conduct punishable as a felony	18	7	0		25	0.00021
04 - Possessed, sold, or used marijuana or other controlled substance	46	3	0		49	0.00041
05 - Possessed, sold, used, or was under the influence of alcohol	24	8	1		33	0.00028
06 - Abuse of glue or aerosol paint	0	0	0		0	0.00000
07 - Public lewdness or indecent exposure	2	2	0		4	0.00003
08 - Retaliation against school employee	3	0	0		3	0.00003
11 - Used, exhibited, or possessed a firearm	5	0	0		5	0.00004
12 - Used, exhibited, or possessed an illegal knife	1	0	1		2	0.00002
13 - Used, exhibited, or possessed a club	0	0	0		0	0.00000
14 - Used, exhibited, or possessed a prohibited weapon	0	0	0		0	0.00000
16 - Arson	1	1	1		3	0.00003
17 - Murder	0	0	0		0	0.00000
18 - Indecency with a child	0	0	0		0	0.00000
19 - Aggravated kidnapping	0	0	0		0	0.00000
22 - Criminal mischief	1	0	0		1	0.00001
23 - Emergency placement/expulsion	0	0	0		0	0.00000
26 - Terroristic threat	11	11	1		23	0.00019
27 - Assault against school employee or volunteer	28	12	0		40	0.00034
28 - Assault against someone other than employee	98	79	2		179	0.00151
29 - Aggravated assault against school district employee	0	0	0		0	0.00000
30 - Aggravated assault against someone other than employee	2	1	0		3	0.00003
31 - Sexual assault against school employee	0	0	0		0	0.00000
32 - Sexual assault against someone other than employee	0	0	0		0	0.00000
33 - Possessed, purchased, used, or accepted tobacco product	0	0	0		0	0.00000
34 - School-related gang violence	0	0	0		0	0.00000
35 - False alarm/false report	0	3	0		3	0.00003
36 - Felony controlled substance violation	17	0	0		17	0.00014
41 - Fighting/Mutual combat (resulting in placement)	29	10	0		39	0.00033
46 - Ag Robbery	0	0	0		0	0.00000
59 - Misbehavior while in a DAEP	1	2	0		3	0.00003
60- Harrassment	1	0	0		1	0.00001
61 - Bullying	1	1	0		2	0.00002
62- Marijuana/THC	754	231	8		993	0.00840
64 - Other controlled substance	135	31	0		166	0.00140
TOTAL	**1,178**	**402**	**14**	**0**	**1,594**	**0.01349**

**This report does not include e-cigarettes that do not contain THC.*

District Total Students	**118,187**
District Total Incidents	**1,594**
District Total Rate	**0.01349**

Campus Enrollment	Bridgeland		Cy-Fair		Cypress Creek		Cypress Falls		Cypress Lakes		Cypress Park		Cypress Ranch		
	3,646		3,409		3,237		2,988		3,255		3,051		3,496		23,082
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 – Conduct punishable as a felony					1	0.0003	2	0.0007	1	0.0003	1	0.0003	2	0.0006	7
04 - Possessed, sold, or used marijuana or other controlled substance	3	0.0008	2	0.0006	5	0.0015	11	0.0037	3	0.0009	5	0.0016	4	0.0011	33
05 - Possessed, sold, used, or was under the influence of alcohol	1	0.0003	3	0.0009	2	0.0006	2	0.0007	2	0.0006	5	0.0016	1	0.0003	16
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure															0
08 - Retaliation against school employee													3	0.0009	3
11 - Used, exhibited, or possessed a firearm			2	0.0006	1	0.0003	1	0.0003			1	0.0003			5
12 - Used, exhibited, or possessed an illegal knife					1	0.0003									1
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson									1	0.0003					1
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief									1	0.0003					1
23 - Emergency placement/expulsion															0
26 - Terroristic threat			1	0.0003	1	0.0003	2	0.0007	1	0.0003			1	0.0003	6
27 - Assault against school employee or volunteer			2	0.0006	2	0.0006	2	0.0007	1	0.0003	4	0.0013	1	0.0003	12
28 - Assault against someone other than employee	2	0.0005	4	0.0012	15	0.0046	6	0.0020	8	0.0025	13	0.0043	5	0.0014	53
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report															0
36 - Felony controlled substance violation			1	0.0003	2	0.0006	1	0.0003			1	0.0003			5
41 - Fighting/Mutual combat			3	0.0009	5	0.0015			2	0.0006	8	0.0026			18
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP															0
60- Harrassment															0
61 - Bullying									1	0.0003					1
62- Marijuana/THC	15	0.0041	78	0.0229	61	0.0188	92	0.0308	48	0.0147	92	0.0302	32	0.0092	418
64 - Other controlled substance	5	0.0014	6	0.0018	6	0.0019	9	0.0030	5	0.0015	15	0.0049	8	0.0023	54
TOTAL	**26**	**0.0071**	**102**	**0.0299**	**102**	**0.0315**	**128**	**0.0428**	**74**	**0.0227**	**145**	**0.0475**	**57**	**0.0163**	**634**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus Enrollment	Cypress Ridge		Cypress Springs		Cypress Woods		Jersey Village		Langham Creek		
	2,891		2,876		3,391		3,362		2,868		15,388
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 – Conduct punishable as a felony	1	0.0003	6	0.0021	1	0.0003	1	0.0003	2	0.0007	11
04 - Possessed, sold, or used marijuana or other controlled substance	3	0.0010	4	0.0014	2	0.0006	2	0.0006	2	0.0007	13
05 - Possessed, sold, used, or was under the influence of alcohol	1	0.0003	2	0.0007	2	0.0006	3	0.0009			8
06 - Abuse of glue or aerosol paint											0
07 - Public lewdness or indecent exposure					1	0.0003	1	0.0003			2
08 - Retaliation against school employee											0
11 - Used, exhibited, or possessed a firearm											0
12 - Used, exhibited, or possessed an illegal knife											0
13 - Used, exhibited, or possessed a club											0
14 - Used, exhibited, or possessed a prohibited weapon											0
16 - Arson											0
17 - Murder											0
18 - Indecency with a child											0
19 - Aggravated kidnapping											0
22 - Criminal mischief											0
23 - Emergency placement/expulsion											0
26 - Terroristic threat			4	0.0014	1	0.0003					5
27 - Assault against school employee or volunteer	9	0.0031	2	0.0007			4	0.0012	1	0.0003	16
28 - Assault against someone other than employee	9	0.0031	5	0.0017	7	0.0021	9	0.0027	15	0.0052	45
29 - Aggravated assault against school district employee											0
30 - Aggravated assault against someone other than employee			2	0.0007							2
31 - Sexual assault against school employee											0
32 - Sexual assault against someone other than employee											0
33 - Possessed, purchased, used, or accepted tobacco product											0
34 - School-related gang violence											0
35 - False alarm/false report											0
36 - Felony controlled substance violation	7	0.0024	3	0.0010	1	0.0003	1	0.0003			12
41 - Fighting/Mutual combat	1	0.0003	9	0.0031					1	0.0003	11
46 - Ag Robbery											0
59 - Misbehavior while in a DAEP			1	0.0003							1
60- Harrassment									1	0.0003	1
61 - Bullying											0
62- Marijuana/THC	99	0.0342	80	0.0278	54	0.0159	50	0.0149	53	0.0185	336
64 - Other controlled substance	44	0.0152	4	0.0014	1	0.0003	30	0.0089	2	0.0007	81
TOTAL	**174**	**0.0602**	**122**	**0.0424**	**70**	**0.0206**	**101**	**0.0300**	**77**	**0.0268**	**544**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Total High School Students	**38,470**
Total High School Incidents	**1,178**
Total Rate for High School	**0.0306**

Campus / Enrollment	Anthony		Aragon		Arnold		Bleyl		Campbell		Cook		
	1,465		1,479		1,378		1,365		1,088		1,378		8,153
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony							1	0.0007			1	0.0007	2
04 - Possessed, sold, or used marijuana or other controlled substance									2	0.0018			2
05 - Possessed, sold, used, or was under the influence of alcohol	1	0.0007			1	0.0007							2
06 - Abuse of glue or aerosol paint													0
07 - Public lewdness or indecent exposure													0
08 - Retaliation against school employee													0
11 - Used, exhibited, or possessed a firearm													0
12 - Used, exhibited, or possessed an illegal knife													0
13 - Used, exhibited, or possessed a club													0
14 - Used, exhibited, or possessed a prohibited weapon													0
16 - Arson													0
17 - Murder													0
18 - Indecency with a child													0
19 - Aggravated kidnapping													0
22 - Criminal Mischief													0
23 - Emergency placement/expulsion													0
26 - Terroristic threat							2	0.0015	1	0.0009			3
27 - Assault against school employee or volunteer			3	0.0020	2	0.0015					2	0.0015	7
28 - Assault against someone other than employee	1	0.0007	3	0.0020	2	0.0015	3	0.0022	4	0.0037	10	0.0073	23
29 - Aggravated assault against school district employee													0
30 - Aggravated assault against someone other than employee													0
31 - Sexual assault against school employee													0
32 - Sexual assault against someone other than employee													0
33 - Possessed, purchased, used, or accepted tobacco product													0
34 - School-related gang violence													0
35 - False alarm/false report					1	0.0007							1
36 - Felony controlled substance violation													0
41 - Fighting/Mutual combat													0
46 - Ag Robbery													0
59 - Misbehavior while in a DAEP													0
60- Harrassment													0
61 - Bullying			1	0.0007									1
62- Marijuana/THC	3	0.0020	15	0.0101	32	0.0232	18	0.0132	7	0.0064	18	0.0131	93
64 - Other controlled substance			1	0.0007	5	0.0036	2	0.0015					8
TOTAL	**5**	**0.0034**	**23**	**0.0156**	**43**	**0.0312**	**26**	**0.0190**	**14**	**0.0129**	**31**	**0.0225**	**142**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus / Enrollment	Dean		Goodson		Hamilton		Hopper		Kahla		Labay		Rowe		
	1,198		1,420		1,459		872		1,167		1,109		1,396		8,621
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony	1	0.0008							1	0.0009					2
04 - Possessed, sold, or used marijuana or other controlled substance					1	0.0007									1
05 - Possessed, sold, used, or was under the influence of alcohol	1	0.0008	1	0.0007											2
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure			1	0.0007											1
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson									1	0.0009					1
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat			3	0.0021							1	0.0009	2	0.0014	6
27 - Assault against school employee or volunteer											1	0.0009	1	0.0007	2
28 - Assault against someone other than employee	5	0.0042	1	0.0007	1	0.0007	3	0.0034	3	0.0026	10	0.0090	11	0.0079	34
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee					1										1
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report											1	0.0009			1
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat							1	0.0011	4	0.0034			5	0.0036	10
46 - Ag Robbery															0
59 - Misbehavior while at the DAEP							1	0.0011							1
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC	26	0.0217	3	0.0021	9	0.0062	4	0.0046	15	0.0129	15	0.0135	16	0.0115	88
64 - Other controlled substance	15	0.0125	2	0.0014			1	0.0011	1	0.0009	3	0.0027			22
TOTAL	**48**	**0.0401**	**11**	**0.0077**	**12**	**0.0075**	**10**	**0.0115**	**25**	**0.0214**	**31**	**0.0280**	**35**	**0.0251**	**172**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus / Enrollment	Salyards 1,404		Smith 907		Spillane 1,435		Sprague 1,431		Thornton 1,413		Truitt 1,352		Watkins 1,339		9,281
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony	1	0.0007			1	0.0007			1	0.0007					3
04 - Possessed, sold, or used marijuana or other controlled substance															0
05 - Possessed, sold, used, or was under the influence of alcohol									1	0.0007	1	0.0007	2	0.0015	4
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure													1	0.0007	1
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson															0
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat					1	0.0007							1	0.0007	2
27 - Assault against school employee or volunteer									2	0.0014	1	0.0007			3
28 - Assault against someone other than employee	3	0.0021	1	0.0011	3	0.0021			8	0.0057	1	0.0007	6	0.0045	22
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report									1	0.0007					1
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat															0
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP	1	0.0007													1
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC					2	0.0014			16	0.0113	20	0.0148	12	0.0090	50
64 - Other controlled substance											1	0.0007			1
TOTAL	**5**	**0.0036**	**1**	**0.0011**	**7**	**0.0049**	**0**	**0.0000**	**29**	**0.0205**	**24**	**0.0178**	**22**	**0.0164**	**88**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Total Middle School Students	**26,055**
Total Middle School Incidents	**402**
Total Rate for Middle School	**0.0154**

Campus Enrollment	Adam		Andre		Ault		Bane		Bang		Birkes		Black		
	982		1105		948		887		954		988		1,160		7,024
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony															0
04 - Possessed, sold, or used marijuana or other controlled substance															0
05 - Possessed, sold, used, or was under the influence of alcohol															0
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure															0
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson															0
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat															0
27 - Assault against school employee or volunteer															0
28 - Assault against someone other than employee	1	0.0010													1
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report															0
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat															0
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP															0
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC			1	0.0009											1
64 - Other controlled substance															0
TOTAL	**1**	**0.0010**	**1**	**0.0009**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**2**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus Enrollment	Brosnahan		Copeland		Danish		Duryea		Emery		Emmott		Farney		Fiest		
	1023		958		942		1088		993		590		911		880		7,385
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony																	0
04 - Possessed, sold, or used marijuana or other controlled substance																	0
05 - Possessed, sold, used, or was under the influence of alcohol							1	0.0009									1
06 - Abuse of glue or aerosol paint																	0
07 - Public lewdness or indecent exposure																	0
08 - Retaliation against school employee																	0
11 - Used, exhibited, or possessed a firearm																	0
12 - Used, exhibited, or possessed an illegal knife															1	0.0011	1
13 - Used, exhibited, or possessed a club																	0
14 - Used, exhibited, or possessed a prohibited weapon																	0
16 - Arson																	0
17 - Murder																	0
18 - Indecency with a child																	0
19 - Aggravated kidnapping																	0
22 - Criminal mischief																	0
23 - Emergency placement/expulsion																	0
26 - Terroristic threat																	0
27 - Assault against school employee or volunteer																	0
28 - Assault against someone other than employee																	0
29 - Aggravated assault against school district employee																	0
30 - Aggravated assault against someone other than employee																	0
31 - Sexual assault against school employee																	0
32 - Sexual assault against someone other than employee																	0
33 - Possessed, purchased, used, or accepted tobacco product																	0
34 - School-related gang violence																	0
35 - False alarm/false report																	0
36 - Felony controlled substance violation																	0
41 - Fighting/Mutual combat																	0
46 - Ag Robbery																	0
59 - Misbehavior while in a DAEP																	0
60- Harrassment																	0
61 - Bullying																	0
62- Marijuana/THC							1	0.0009									1
64 - Other controlled substance																	0
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**2**	**0.0018**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0011**	**3**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus / Enrollment	Francone		Frazier		Gleason		Hairgrove		Hamilton		Hancock		Hemmenway		
	728		659		902		761		1,021		752		973		5,796
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony															0
04 - Possessed, sold, or used marijuana or other controlled substance															0
05 - Possessed, sold, used, or was under the influence of alcohol															0
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure															0
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson					1	0.0011									1
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat															0
27 - Assault against school employee or volunteer															0
28 - Assault against someone other than employee															0
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report															0
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat															0
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP															0
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC											1	0.0013	1	0.0010	2
64 - Other controlled substance															0
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0011**	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0013**	**1**	**0.0010**	**3**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus Enrollment	Holbrook		Holmsley		Hoover		Horne		Jowell		Keith		Kirk		Lamkin		
	756		797		736		920		575		1,134		823		889		6,630
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony																	0
04 - Possessed, sold, or used marijuana or other controlled substance																	0
05 - Possessed, sold, used, or was under the influence of alcohol																	0
06 - Abuse of glue or aerosol paint																	0
07 - Public lewdness or indecent exposure																	0
08 - Retaliation against school employee																	0
11 - Used, exhibited, or possessed a firearm																	0
12 - Used, exhibited, or possessed an illegal knife																	0
13 - Used, exhibited, or possessed a club																	0
14 - Used, exhibited, or possessed a prohibited weapon																	0
16 - Arson																	0
17 - Murder																	0
18 - Indecency with a child																	0
19 - Aggravated kidnapping																	0
22 - Criminal mischief																	0
23 - Emergency placement/expulsion																	0
26 - Terroristic threat																	0
27 - Assault against school employee or volunteer																	0
28 - Assault against someone other than employee																	0
29 - Aggravated assault against school district employee																	0
30 - Aggravated assault against someone other than employee																	0
31 - Sexual assault against school employee																	0
32 - Sexual assault against someone other than employee																	0
33 - Possessed, purchased, used, or accepted tobacco product																	0
34 - School-related gang violence																	0
35 - False alarm/false report																	0
36 - Felony controlled substance violation																	0
41 - Fighting/Mutual combat																	0
46 - Ag Robbery																	0
59 - Misbehavior while in a DAEP																	0
60- Harrassment																	0
61 - Bullying																	0
62- Marijuana/THC																	0
64 - Other controlled substance																	0
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus Enrollment	Lee		Lieder		Lowery		Matzke		McFee		McGown		Metcalf		
	798		798		664		1,035		1,066		1354		888		6,603
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony															0
04 - Possessed, sold, or used marijuana or other controlled substance															0
05 - Possessed, sold, used, or was under the influence of alcohol															0
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure															0
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson															0
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat									1	0.0009					1
27 - Assault against school employee or volunteer															0
28 - Assault against someone other than employee															0
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report															0
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat															0
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP															0
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC									1	0.0009			1	0.0011	2
64 - Other controlled substance															0
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**2**	**0.0019**	**0**	**0.0000**	**1**	**0.0011**	**3**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus Enrollment	Millsap		Moore		Owens		Pope		Post		Postma		Reed		
	903		961		794		985		822		1,155		831		6,451
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony															0
04 - Possessed, sold, or used marijuana or other controlled substance															0
05 - Possessed, sold, used, or was under the influence of alcohol															0
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure															0
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson															0
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat															0
27 - Assault against school employee or volunteer															0
28 - Assault against someone other than employee											1	0.0009			1
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report															0
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat															0
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP															0
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC	2	0.0022													2
64 - Other controlled substance															0
TOTAL	**2**	**0.0022**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0009**	**0**	**0.0000**	**3**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus Enrollment	Rennell		Robinson		Robison		Sampson		Sheridan		Swenke		Tipps		
	1,211		876		999		892		947		931		1027		6,883
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony															0
04 - Possessed, sold, or used marijuana or other controlled substance															0
05 - Possessed, sold, used, or was under the influence of alcohol															0
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure															0
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson															0
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat															0
27 - Assault against school employee or volunteer															0
28 - Assault against someone other than employee															0
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report															0
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat															0
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP															0
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC															0
64 - Other controlled substance															0
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Campus Enrollment	Walker		Warner		Wells		Willbern		Wilson		Woodard		Yeager		
	810		1,187		1328		934		776		1,060		789		6,884
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	
02 - Conduct punishable as a felony															0
04 - Possessed, sold, or used marijuana or other controlled substance															0
05 - Possessed, sold, used, or was under the influence of alcohol															0
06 - Abuse of glue or aerosol paint															0
07 - Public lewdness or indecent exposure															0
08 - Retaliation against school employee															0
11 - Used, exhibited, or possessed a firearm															0
12 - Used, exhibited, or possessed an illegal knife															0
13 - Used, exhibited, or possessed a club															0
14 - Used, exhibited, or possessed a prohibited weapon															0
16 - Arson															0
17 - Murder															0
18 - Indecency with a child															0
19 - Aggravated kidnapping															0
22 - Criminal mischief															0
23 - Emergency placement/expulsion															0
26 - Terroristic threat															0
27 - Assault against school employee or volunteer															0
28 - Assault against someone other than employee															0
29 - Aggravated assault against school district employee															0
30 - Aggravated assault against someone other than employee															0
31 - Sexual assault against school employee															0
32 - Sexual assault against someone other than employee															0
33 - Possessed, purchased, used, or accepted tobacco product															0
34 - School-related gang violence															0
35 - False alarm/false report															0
36 - Felony controlled substance violation															0
41 - Fighting/Mutual combat															0
46 - Ag Robbery															0
59 - Misbehavior while in a DAEP															0
60- Harrassment															0
61 - Bullying															0
62- Marijuana/THC															0
64 - Other controlled substance															0
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

Total Elementary Students	**53,656**
Total Elementary Incidents	**14**
Total Rate for Elementary	**0.0003**

Campus Enrollment	Adaptive Behavior		ALC East		ALC West		Carlton		JJAEP		LBC	
									6			
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**
02 - Conduct punishable as a felony												
04 - Possessed, sold, or used marijuana or other controlled substance												
05 - Possessed, sold, used, or was under the influence of alcohol												
06 - Abuse of glue or aerosol paint												
07 - Public lewdness or indecent exposure												
08 - Retaliation against school employee												
11 - Used, exhibited, or possessed a firearm												
12 - Used, exhibited, or possessed an illegal knife												
13 - Used, exhibited, or possessed a club												
14 - Used, exhibited, or possessed a prohibited weapon												
16 - Arson												
17 - Murder												
18 - Indecency with a child												
19 - Aggravated kidnapping												
22 - Criminal mischief												
23 - Emergency placement/expulsion												
26 - Terroristic threat												
27 - Assault against school employee or volunteer												
28 - Assault against someone other than employee												
29 - Aggravated assault against school district employee												
30 - Aggravated assault against someone other than employee												
31 - Sexual assault against school employee												
32 - Sexual assault against someone other than employee												
33 - Possessed, purchased, used, or accepted tobacco product												
34 - School-related gang violence												
35 - False alarm/false report												
36 - Felony controlled substance violation												
41 - Fighting/Mutual combat												
46 - Ag Robbery												
59 - Misbehavior while in a DAEP												
60- Harrassment												
61 - Bullying												
62- Marijuana/THC												
64 - Other controlled substance												
TOTAL												

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per campus

A blank means zero

III. A. Violence Intervention Policies

Board Policies:

CK (Local)	Safety Programs/Risk Management
CKC (Legal & Local)	Safety Programs: Emergency Plans
CKE (Legal)	Safety Programs/Risk Management: Security Personnel/Peace Officers
FFF (Legal)	Student Welfare: Student Safety
FFG (Legal)	Student Welfare: Child Abuse and Neglect
FFI	Student Welfare: Freedom from Bullying
FNC (Legal)	Student Rights and Responsibilities: Student Conduct
FNCA (Legal & Local)	Student Conduct: Dress Code
FNCC (Legal)	Student Conduct: Hazing
FNCF (Legal)	Student Conduct: Alcohol and Drug Use
FNCG (Legal)	Student Conduct: Weapons
FNCH (Legal)	Student Conduct: Assaults
FNF (Legal & Local)	Student Rights and Responsibilities: Interrogations and Searches
FO (Legal & Local)	Student Discipline
FOC (Legal)	Student Discipline: Placement in Alternative Educational Setting
FODA (Legal)	Placement in Alternative Educational Setting: Juvenile Justice Alternative Education Program
FOB (Legal)	Student Discipline: Suspension of Students
FOE (Legal)	Student Discipline: Emergency Placement
FOD (Legal & Local)	Student Discipline: Expulsions
FFH (Legal & Local)	Student Welfare - Freedom from Discrimination, Harassment and Retaliation
FOCA (Legal)	Placement in a Disciplinary Alternative Education Setting - Disciplinary Alternative Education Program Operations

Other:

Cypress-Fairbanks I.S.D.	2023-2024 Code of Conduct

III. B. Violence Intervention Procedures

Academic Area Access Control
Alternative Education Programs (SOS, ALC, JJAEP)
Behavior Support Plans and Guide
Behavior Management Tiered Interventions and Support Guide
Building Drills (Fire, Secure, Lockdown, Shelter [Weather and Hazmat], Evacuate (Non-Fire)
CASE Blue Light Tower Emergency Communication Systems
Cisco Classroom Phone Intercom Feature
Clear Backpack Policy
Crime Stoppers Program
Criminal background checks for all employees, volunteers and mentors
Cy-Fair Police Department
- ☐ Office of Emergency Management

Cy-Fair Police K-9 Searches
Cy-Fair Tipline
District Emergency Operations Plan (Campuses & Facilities)
Dating Violence Prevention (speakers)
DIGISAFE (Internet Monitoring)
District-wide Discipline Management Plan (Code of Conduct)
Exterior Door Prop Alarms
Exterior Door Safety Audit
District Dispatch Center - Operational 24 hours - 7 days a week
District Gang Intervention Officers
District-wide emergency two-way radio communication with all schools and buses
ID Badges for Staff and Students
Interior and Exterior Safety Signs
Limited Access Points
Lock Classroom and Portable Classroom Doors
Lock and Monitor Exterior Doors
Mental Health Intervention Team (MHIT)
Navigate 360 Behavioral Threat Assessment & Suicide Case Management
Perimeter Security Fencing
Positive and Open Communication with Students
Random Metal Detector Searches
RAPTOR - Visitor Registration System
Red Phone
Safety and Security Committee
School Administrators use of Two-way Radios
School Safety Audits
Secure Vestibule Entry
Social Media Monitoring
Standardized Dress Code (currently utilized by both Alternative Learning Centers)
Staff Development Focused on Safety
Student Dress Code (as defined by the Student Handbook)
Student Intervention Team Process
Student Safety Pledges
Surveillance Cameras at all Schools, Support Facilities, and School Buses
Suspicious Mail/Packages Guidelines and Training
Teacher and Administrator Visibility/Supervision
Two-way Communication between District and Various Police Agencies
Visitor Sign-in Sheets
Weekly Exterior Door Sweeps

III. C. Violence Prevention Programs and Training

American Foundation for Suicide Prevention (AFSP) Training
Annual Legal Conference
Annual EOP Review
Anti-Bullying Program
- ☐ Bully Support Plans for Victim, Bully and Bystander

Avoid, Deny, Defend Training
C.P.I. - Crisis Prevention Intervention
Campus Crisis Plan Training
Campus Safety Committees
Campus Threat Assessment Teams
Campus Threat Assessment Trainings
Capturing Kids' Hearts
Character Education (Brining out the Best)
Conflict Resolution
Cy-Fair Drug Impairment Assessment
Cy-Fair Police Department
Cy-Fair Tipline Training
District and Campus Crisis Teams
District Gang Intervention Program
Emergency Operations Plan (EOP) Training
Everyday Speech (Social Skills Program provided by Special Education)
Family Interaction Training Clinic (FIT)
Guest Speakers
Intervention and Violence Counseling
Junior Police Academy
Junior Reserve Officers' Training Corps. (JROTC)
LEAD Academy
LSCI - Life Space Crisis Intervention Training
Mental Health Awareness Week
Mental Health Intervention Team
Mentor Programs
Navigate 360 BTAM
NIMS Incident Command Training
NOVA Training
PALs - Peer Assistance and Leadership
Parenting the Defiant Child
Peer Mediation
Positive Behavior Intervention and Support (Phases One and Two)
Positive Parenting Portal - Online
PRePARE Training
Psychological First Aid for Schools
Raptor Training
Red Ribbon Week
Ripple Effects
Safe Schools Committee
Self-Care Staff Development Series
Soccer Start
Social Media Parent Presentation
Staff Development Focused on Safety
Standard Response Protocol Training
Standard Reunification Training
State District Vulnerability Assessment Training
State Intruder Detection Audit Training
Street Law Class
Stress and Coping Development Series
Student Advisory Council
Student Contract for Behavior Modification
Student Mental Health Alliance
Student Support Plans - Training in addition to a “Help Guide” provided to staff
Student Intervention Team Process
Substance Abuse Counselor
Suicide/Crisis Hotline numbers on student badges
Suicide Prevention: Keeping Your Child Safe Video Series
Suicide Risk Response Handbook
Superintendent's Student Leadership Conference (High School)
Leadworthy Class
The Mental Health Minute
Trauma Training - Staff
Weekly Exterior Door Sweeps
Well Managed Schools Training

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Campus: Adam **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	44%	42%	46%	48%	48%	56%	51%	51%	54%
	Total Number Meets or Higher		47		55		58			
	Total Number Tested		113		115		104			
	Points away from or above target		-2		2		8		0	
	Difference from Prior Year				6		8		-5	
	Growth from Prior Year				14%		17%		-9%	
African Am.	Target and Actual Rate	11%		13%		15%	43%	18%	43%	21%
	Total Number Meets or Higher						3			
	Total Number Tested						7			
	Points away from or above target						28		25	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Hispanic	Target and Actual Rate	28%	41%	30%	42%	32%	43%	35%	47%	38%
	Total Number Meets or Higher		23		25		20			
	Total Number Tested		56		60		47			
	Points away from or above target		13		12		11		12	
	Difference from Prior Year				1		1		4	
	Growth from Prior Year				2%		2%		9%	
White	Target and Actual Rate	56%	41%	58%	62%	60%	69%	63%	53%	66%
	Total Number Meets or Higher		13		18		25			
	Total Number Tested		32		29		36			
	Points away from or above target		-15		4		9		-10	
	Difference from Prior Year				21		7		-16	
	Growth from Prior Year				51%		11%		-23%	
Asian	Target and Actual Rate	89%		91%		93%	86%	96%	73%	99%
	Total Number Meets or Higher						6			
	Total Number Tested						7			
	Points away from or above target						-7		-23	
	Difference from Prior Year								-13	
	Growth from Prior Year								-15%	
Two or More Races	Target and Actual Rate	33%		35%		37%	57%	40%	63%	43%
	Total Number Meets or Higher						4			
	Total Number Tested						7			
	Points away from or above target						20		23	
	Difference from Prior Year								6	
	Growth from Prior Year								11%	
Special Ed (Current)	Target and Actual Rate	25%		27%		29%	31%	32%	14%	35%
	Total Number Meets or Higher						5			
	Total Number Tested						16			
	Points away from or above target						2		-18	
	Difference from Prior Year								-17	
	Growth from Prior Year								-55%	
Special Ed (Former)	Target and Actual Rate	0%		2%		4%		7%	80%	10%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								73	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	35%	32%	37%	42%	39%	46%	42%	44%	45%
	Total Number Meets or Higher		23		36		31			
	Total Number Tested		72		85		67			
	Points away from or above target		-3		5		7		2	
	Difference from Prior Year				10		4		-2	
	Growth from Prior Year				31%		10%		-4%	
Emergent Bilingual	Target and Actual Rate	41%	37%	43%	35%	45%	52%	48%	42%	51%
	Total Number Meets or Higher		13		13		13			
	Total Number Tested		35		37		25			
	Points away from or above target		-4		-8		7		-6	
	Difference from Prior Year				-2		17		-10	
	Growth from Prior Year				-5%		49%		-19%	
Cont. Enrolled	Target and Actual Rate	48%	44%	50%	51%	52%	60%	55%	50%	58%
	Total Number Meets or Higher		44		49		53			
	Total Number Tested		100		96		89			
	Points away from or above target		-4		1		8		-5	
	Difference from Prior Year				7		9		-10	
	Growth from Prior Year				16%		18%		-17%	
Non-Cont. Enrolled	Target and Actual Rate	25%		27%		29%	33%	32%	58%	35%
	Total Number Meets or Higher						5			
	Total Number Tested						15			
	Points away from or above target						4		26	
	Difference from Prior Year								25	
	Growth from Prior Year								76%	

Campus: Andre **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	46%	44%	48%	54%	50%	46%	53%	53%	56%
	Total Number Meets or Higher		49		75		64			
	Total Number Tested		111		140		139			
	Points away from or above target		-2		6		-4		0	
	Difference from Prior Year				10		-8		7	
	Growth from Prior Year				23%		-15%		15%	
African Am.	Target and Actual Rate	42%	52%	44%	35%	46%	46%	49%	34%	52%
	Total Number Meets or Higher		15		12		23			
	Total Number Tested		29		34		50			
	Points away from or above target		10		-9		0		-15	
	Difference from Prior Year				-17		11		-12	
	Growth from Prior Year				-33%		31%		-26%	
Hispanic	Target and Actual Rate	48%	33%	50%	55%	52%	39%	55%	54%	58%
	Total Number Meets or Higher		17		41		21			
	Total Number Tested		52		75		54			
	Points away from or above target		-15		5		-13		-1	
	Difference from Prior Year				22		-16		15	
	Growth from Prior Year				67%		-29%		38%	
White	Target and Actual Rate	43%		45%		47%	68%	50%	68%	53%
	Total Number Meets or Higher						13			
	Total Number Tested						19			
	Points away from or above target						21		18	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Asian	Target and Actual Rate	71%		73%		75%	38%	78%	88%	81%
	Total Number Meets or Higher						3			
	Total Number Tested						8			
	Points away from or above target						-37		10	
	Difference from Prior Year								50	
	Growth from Prior Year								132%	
Two or More Races	Target and Actual Rate	0%		2%		4%	50%	7%	43%	10%
	Total Number Meets or Higher						4			
	Total Number Tested						8			
	Points away from or above target						46		36	
	Difference from Prior Year								-7	
	Growth from Prior Year								-14%	
Special Ed (Current)	Target and Actual Rate	13%		15%		17%	18%	20%	31%	23%
	Total Number Meets or Higher						3			
	Total Number Tested						17			
	Points away from or above target						2		12	
	Difference from Prior Year								13	
	Growth from Prior Year								72%	
Eco. Dis.	Target and Actual Rate	36%	34%	38%	43%	40%	39%	43%	46%	46%
	Total Number Meets or Higher		19		36		32			
	Total Number Tested		56		84		83			
	Points away from or above target		-2		5		-1		3	
	Difference from Prior Year				9		-4		7	
	Growth from Prior Year				26%		-9%		18%	
Emergent Bilingual	Target and Actual Rate	42%	24%	44%	54%	46%	33%	49%	58%	52%
	Total Number Meets or Higher		11		26		12			
	Total Number Tested		45		48		36			
	Points away from or above target		-18		10		-13		9	
	Difference from Prior Year				30		-21		25	
	Growth from Prior Year				125%		-39%		76%	
Cont. Enrolled	Target and Actual Rate	47%	45%	49%	56%	51%	49%	54%	56%	57%
	Total Number Meets or Higher		42		68		52			
	Total Number Tested		94		121		107			
	Points away from or above target		-2		7		-2		2	
	Difference from Prior Year				11		-7		7	
	Growth from Prior Year				24%		-13%		14%	
Non-Cont. Enrolled	Target and Actual Rate	43%		45%		47%	38%	50%	46%	53%
	Total Number Meets or Higher						12			
	Total Number Tested						32			
	Points away from or above target						-9		-4	
	Difference from Prior Year								8	
	Growth from Prior Year								21%	

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Campus: Ault **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	54%	45%	56%	73%	58%	62%	61%	62%	64%
	Total Number Meets or Higher		68		120		79			
	Total Number Tested		151		164		127			
	Points away from or above target		-9		17		4		1	
	Difference from Prior Year				28		-11		0	
	Growth from Prior Year				62%		-15%		0%	
African Am.	Target and Actual Rate	33%		35%		37%	42%	40%	36%	43%
	Total Number Meets or Higher						8			
	Total Number Tested						19			
	Points away from or above target						5		-4	
	Difference from Prior Year								-6	
	Growth from Prior Year								-14%	
Hispanic	Target and Actual Rate	41%	45%	43%	74%	45%	71%	48%	61%	51%
	Total Number Meets or Higher		17		40		27			
	Total Number Tested		38		54		38			
	Points away from or above target		4		31		26		13	
	Difference from Prior Year				29		-3		-10	
	Growth from Prior Year				64%		-4%		-14%	
White	Target and Actual Rate	62%	49%	64%	79%	66%	62%	69%	70%	72%
	Total Number Meets or Higher		37		55		33			
	Total Number Tested		76		70		53			
	Points away from or above target		-13		15		-4		1	
	Difference from Prior Year				30		-17		8	
	Growth from Prior Year				61%		-22%		13%	
Asian	Target and Actual Rate	67%		69%		71%	58%	74%	80%	77%
	Total Number Meets or Higher						7			
	Total Number Tested						12			
	Points away from or above target						-13		6	
	Difference from Prior Year								22	
	Growth from Prior Year								38%	
Two or More Races	Target and Actual Rate	50%		52%		54%		57%	43%	60%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-14	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	0%		2%		4%	32%	7%	16%	10%
	Total Number Meets or Higher						6			
	Total Number Tested						19			
	Points away from or above target						28		9	
	Difference from Prior Year								-16	
	Growth from Prior Year								-50%	
Eco. Dis.	Target and Actual Rate	30%	42%	32%	68%	34%	55%	37%	47%	40%
	Total Number Meets or Higher		22		43		24			
	Total Number Tested		53		63		44			
	Points away from or above target		12		36		21		10	
	Difference from Prior Year				26		-13		-8	
	Growth from Prior Year				62%		-19%		-15%	
Emergent Bilingual	Target and Actual Rate	55%	52%	57%	70%	59%	67%	62%	68%	65%
	Total Number Meets or Higher		15		21		8			
	Total Number Tested		29		30		12			
	Points away from or above target		-3		13		8		6	
	Difference from Prior Year				18		-3		1	
	Growth from Prior Year				35%		-4%		1%	
Cont. Enrolled	Target and Actual Rate	57%	45%	59%	72%	61%	62%	64%	63%	67%
	Total Number Meets or Higher		58		97		63			
	Total Number Tested		128		134		102			
	Points away from or above target		-12		13		1		-1	
	Difference from Prior Year				27		-10		1	
	Growth from Prior Year				60%		-14%		2%	
Non-Cont. Enrolled	Target and Actual Rate	32%		34%	77%	36%	64%	39%	59%	42%
	Total Number Meets or Higher				23		16			
	Total Number Tested				30		25			
	Points away from or above target				43		28		20	
	Difference from Prior Year						-13		-5	
	Growth from Prior Year						-17%		-8%	

Campus: Bane **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	25%	24%	27%	33%	29%	35%	32%	28%	35%
	Total Number Meets or Higher		26		35		34			
	Total Number Tested		109		105		97			
	Points away from or above target		-1		6		6		-4	
	Difference from Prior Year				9		2		-7	
	Growth from Prior Year				38%		6%		-20%	
African Am.	Target and Actual Rate	21%		23%	NA	25%	57%	28%	24%	31%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		7			
	Points away from or above target				NA		32		-4	
	Difference from Prior Year				NA				-33	
	Growth from Prior Year				NA				-58%	
Hispanic	Target and Actual Rate	26%	25%	28%	31%	30%	34%	33%	27%	36%
	Total Number Meets or Higher		22		26		28			
	Total Number Tested		88		83		82			
	Points away from or above target		-1		3		4		-6	
	Difference from Prior Year				6		3		-7	
	Growth from Prior Year				24%		10%		-21%	
Special Ed (Current)	Target and Actual Rate	6%		8%	NA	10%	18%	13%	23%	16%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		22			
	Points away from or above target				NA		8		10	
	Difference from Prior Year				NA				5	
	Growth from Prior Year				NA				28%	
Eco. Dis.	Target and Actual Rate	25%	24%	27%	32%	29%	33%	32%	28%	35%
	Total Number Meets or Higher		24		33		30			
	Total Number Tested		102		102		91			
	Points away from or above target		-1		5		4		-4	
	Difference from Prior Year				8		1		-5	
	Growth from Prior Year				33%		3%		-15%	
Emergent Bilingual	Target and Actual Rate	18%	25%	20%	25%	22%	33%	25%	24%	28%
	Total Number Meets or Higher		18		15		19			
	Total Number Tested		71		60		57			
	Points away from or above target		7		5		11		-1	
	Difference from Prior Year				0		8		-9	
	Growth from Prior Year				0%		32%		-27%	
Cont. Enrolled	Target and Actual Rate	27%	29%	29%	35%	31%	34%	34%	31%	37%
	Total Number Meets or Higher		22		29		25			
	Total Number Tested		77		83		73			
	Points away from or above target		2		6		3		-3	
	Difference from Prior Year				6		-1		-3	
	Growth from Prior Year				21%		-3%		-9%	
Non-Cont. Enrolled	Target and Actual Rate	22%	13%	24%	NA	26%	38%	29%	24%	32%
	Total Number Meets or Higher		4		NA		9			
	Total Number Tested		32		NA		24			
	Points away from or above target		-9		NA		12		-5	
	Difference from Prior Year				NA				-14	
	Growth from Prior Year				NA				-37%	

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Campus:	Bang	Early Childhood Reading Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	31%	44%	46%	46%	54%	49%	59%	52%
	Total Number Meets or Higher		38		58		59			
	Total Number Tested		121		125		109			
	Points away from or above target		-11		2		8		10	
	Difference from Prior Year				15		8		5	
	Growth from Prior Year				48%		17%		9%	
African Am.	Target and Actual Rate	35%	36%	37%	24%	39%	41%	42%	46%	45%
	Total Number Meets or Higher		9		7		11			
	Total Number Tested		25		29		27			
	Points away from or above target		1		-13		2		4	
	Difference from Prior Year				-12		17		5	
	Growth from Prior Year				-33%		71%		12%	
Hispanic	Target and Actual Rate	38%	25%	40%	38%	42%	56%	45%	53%	48%
	Total Number Meets or Higher		15		23		31			
	Total Number Tested		60		60		55			
	Points away from or above target		-13		-2		14		8	
	Difference from Prior Year				13		18		-3	
	Growth from Prior Year				52%		47%		-5%	
White	Target and Actual Rate	57%		59%		61%	74%	64%	88%	67%
	Total Number Meets or Higher						14			
	Total Number Tested						19			
	Points away from or above target						13		24	
	Difference from Prior Year								14	
	Growth from Prior Year								19%	
Asian	Target and Actual Rate	56%		58%		60%		63%	100%	66%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								37	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	33%		35%		37%		40%	57%	43%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								17	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	46%		48%		50%	27%	53%	26%	56%
	Total Number Meets or Higher						7			
	Total Number Tested						26			
	Points away from or above target						-23		-27	
	Difference from Prior Year								-1	
	Growth from Prior Year								-4%	
Special Ed (Former)	Target and Actual Rate	0%		2%		4%		7%	60%	10%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								53	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	35%	26%	37%	41%	39%	50%	42%	56%	45%
	Total Number Meets or Higher		23		38		43			
	Total Number Tested		88		92		86			
	Points away from or above target		-9		4		11		14	
	Difference from Prior Year				15		9		6	
	Growth from Prior Year				58%		22%		12%	
Emergent Bilingual	Target and Actual Rate	46%	16%	48%	36%	50%	48%	53%	55%	56%
	Total Number Meets or Higher		6		12		13			
	Total Number Tested		37		33		27			
	Points away from or above target		-30		-12		-2		2	
	Difference from Prior Year				20		12		7	
	Growth from Prior Year				125%		33%		15%	
Cont. Enrolled	Target and Actual Rate	45%	33%	47%	52%	49%	50%	52%	62%	55%
	Total Number Meets or Higher		30		51		42			
	Total Number Tested		91		98		84			
	Points away from or above target		-12		5		1		10	
	Difference from Prior Year				19		-2		12	
	Growth from Prior Year				58%		-4%		24%	
Non-Cont. Enrolled	Target and Actual Rate	33%	27%	35%	26%	37%	68%	40%	53%	43%
	Total Number Meets or Higher		8		7		17			
	Total Number Tested		30		27		25			
	Points away from or above target		-6		-9		31		13	
	Difference from Prior Year				-1		42		-15	
	Growth from Prior Year				-4%		162%		-22%	

Campus: Birkes **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	63%	56%	65%	63%	67%	64%	70%	78%	73%
	Total Number Meets or Higher		80		92		106			
	Total Number Tested		144		145		166			
	Points away from or above target		-7		-2		-3		8	
	Difference from Prior Year				7		1		14	
	Growth from Prior Year				13%		2%		22%	
African Am.	Target and Actual Rate	54%		56%	54%	58%	55%	61%	72%	64%
	Total Number Meets or Higher				14		17			
	Total Number Tested				26		31			
	Points away from or above target				-2		-3		11	
	Difference from Prior Year						1		17	
	Growth from Prior Year						2%		31%	
Hispanic	Target and Actual Rate	56%	45%	58%	59%	60%	59%	63%	64%	66%
	Total Number Meets or Higher		22		27		30			
	Total Number Tested		49		46		51			
	Points away from or above target		-11		1		-1		1	
	Difference from Prior Year				14		0		5	
	Growth from Prior Year				31%		0%		8%	
White	Target and Actual Rate	74%	63%	76%	67%	78%	63%	81%	86%	84%
	Total Number Meets or Higher		31		26		26			
	Total Number Tested		49		39		41			
	Points away from or above target		-11		-9		-15		5	
	Difference from Prior Year				4		-4		23	
	Growth from Prior Year				6%		-6%		37%	
Asian	Target and Actual Rate	74%		76%		78%	72%	81%	95%	84%
	Total Number Meets or Higher						18			
	Total Number Tested						25			
	Points away from or above target						-6		14	
	Difference from Prior Year								23	
	Growth from Prior Year								32%	
Two or More Races	Target and Actual Rate	43%		45%		47%		50%	82%	53%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								32	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	14%		16%		18%	21%	21%	37%	24%
	Total Number Meets or Higher						6			
	Total Number Tested						28			
	Points away from or above target						3		16	
	Difference from Prior Year								16	
	Growth from Prior Year								76%	
Eco. Dis.	Target and Actual Rate	51%	45%	53%	58%	55%	49%	58%	70%	61%
	Total Number Meets or Higher		29		38		42			
	Total Number Tested		64		66		85			
	Points away from or above target		-6		5		-6		12	
	Difference from Prior Year				13		-9		21	
	Growth from Prior Year				29%		-16%		43%	
Emergent Bilingual	Target and Actual Rate	70%	51%	72%	59%	74%	62%	77%	71%	80%
	Total Number Meets or Higher		18		17		13			
	Total Number Tested		35		29		21			
	Points away from or above target		-19		-13		-12		-6	
	Difference from Prior Year				8		3		9	
	Growth from Prior Year				16%		5%		15%	
Cont. Enrolled	Target and Actual Rate	63%	54%	65%	64%	67%	66%	70%	77%	73%
	Total Number Meets or Higher		67		83		88			
	Total Number Tested		125		130		134			
	Points away from or above target		-9		-1		-1		7	
	Difference from Prior Year				10		2		11	
	Growth from Prior Year				19%		3%		17%	
Non-Cont. Enrolled	Target and Actual Rate	71%		73%		75%	56%	78%	78%	81%
	Total Number Meets or Higher						18			
	Total Number Tested						32			
	Points away from or above target						-19		0	
	Difference from Prior Year								22	
	Growth from Prior Year								39%	

Campus: **Black** **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	58%	41%	60%	62%	62%	58%	65%	63%	68%
	Total Number Meets or Higher		61		108		120			
	Total Number Tested		149		174		208			
	Points away from or above target		-17		2		-4		-2	
	Difference from Prior Year				21		-4		5	
	Growth from Prior Year				51%		-6%		9%	
African Am.	Target and Actual Rate	55%		57%		59%	54%	62%	52%	65%
	Total Number Meets or Higher						19			
	Total Number Tested						35			
	Points away from or above target						-5		-10	
	Difference from Prior Year								-2	
	Growth from Prior Year								-4%	
Hispanic	Target and Actual Rate	47%	28%	49%	49%	51%	43%	54%	52%	57%
	Total Number Meets or Higher		15		29		32			
	Total Number Tested		53		59		75			
	Points away from or above target		-19		0		-8		-2	
	Difference from Prior Year				21		-6		9	
	Growth from Prior Year				75%		-12%		21%	
White	Target and Actual Rate	65%	51%	67%	70%	69%	66%	72%	76%	75%
	Total Number Meets or Higher		34		52		49			
	Total Number Tested		67		74		74			
	Points away from or above target		-14		3		-3		4	
	Difference from Prior Year				19		-4		10	
	Growth from Prior Year				37%		-6%		15%	
Asian	Target and Actual Rate	100%		100%		100%		100%	69%	100%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-31	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	100%		100%		100%	100%	100%	73%	100%
	Total Number Meets or Higher						11			
	Total Number Tested						11			
	Points away from or above target						0		-27	
	Difference from Prior Year								-27	
	Growth from Prior Year								-27%	
Special Ed (Current)	Target and Actual Rate	46%		48%		50%	26%	53%	21%	56%
	Total Number Meets or Higher						9			
	Total Number Tested						35			
	Points away from or above target						-24		-32	
	Difference from Prior Year								-5	
	Growth from Prior Year								-19%	
Eco. Dis.	Target and Actual Rate	45%	25%	47%	52%	49%	42%	52%	50%	55%
	Total Number Meets or Higher		14		40		41			
	Total Number Tested		56		77		97			
	Points away from or above target		-20		5		-7		-2	
	Difference from Prior Year				27		-10		8	
	Growth from Prior Year				108%		-19%		19%	
Emergent Bilingual	Target and Actual Rate	43%	35%	45%	47%	47%	45%	50%	48%	53%
	Total Number Meets or Higher		14		21		25			
	Total Number Tested		40		45		56			
	Points away from or above target		-8		2		-2		-2	
	Difference from Prior Year				12		-2		3	
	Growth from Prior Year				34%		-4%		7%	
Cont. Enrolled	Target and Actual Rate	61%	41%	63%	65%	65%	54%	68%	64%	71%
	Total Number Meets or Higher		50		94		93			
	Total Number Tested		123		144		171			
	Points away from or above target		-20		2		-11		-4	
	Difference from Prior Year				24		-11		10	
	Growth from Prior Year				59%		-17%		19%	
Non-Cont. Enrolled	Target and Actual Rate	44%	42%	46%	47%	48%	73%	51%	59%	54%
	Total Number Meets or Higher		11		14		27			
	Total Number Tested		26		30		37			
	Points away from or above target		-2		1		25		8	
	Difference from Prior Year				5		26		-14	
	Growth from Prior Year				12%		55%		-19%	

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Campus: Copeland **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	61%	51%	63%	65%	65%	64%	68%	73%	71%
	Total Number Meets or Higher		83		86		87			
	Total Number Tested		163		132		136			
	Points away from or above target		-10		2		-1		5	
	Difference from Prior Year				14		-1		9	
	Growth from Prior Year				27%		-2%		14%	
African Am.	Target and Actual Rate	68%	42%	70%	44%	72%	62%	75%	48%	78%
	Total Number Meets or Higher		15		14		21			
	Total Number Tested		36		32		34			
	Points away from or above target		-26		-26		-10		-27	
	Difference from Prior Year				2		18		-14	
	Growth from Prior Year				5%		41%		-23%	
Hispanic	Target and Actual Rate	48%	51%	50%	65%	52%	57%	55%	66%	58%
	Total Number Meets or Higher		29		28		27			
	Total Number Tested		57		43		47			
	Points away from or above target		3		15		5		11	
	Difference from Prior Year				14		-8		9	
	Growth from Prior Year				27%		-12%		16%	
White	Target and Actual Rate	64%	55%	66%	68%	68%	70%	71%	86%	74%
	Total Number Meets or Higher		28		26		21			
	Total Number Tested		51		38		30			
	Points away from or above target		-9		2		2		15	
	Difference from Prior Year				13		2		16	
	Growth from Prior Year				24%		3%		23%	
Asian	Target and Actual Rate	87%		89%		91%		94%	95%	97%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								1	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	67%		69%		71%		74%	88%	77%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								14	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	27%	27%	29%		31%	43%	34%	48%	37%
	Total Number Meets or Higher		7				9			
	Total Number Tested		26				21			
	Points away from or above target		0				12		14	
	Difference from Prior Year								5	
	Growth from Prior Year								12%	
Eco. Dis.	Target and Actual Rate	53%	45%	55%	48%	57%	50%	60%	61%	63%
	Total Number Meets or Higher		31		30		31			
	Total Number Tested		69		62		62			
	Points away from or above target		-8		-7		-7		1	
	Difference from Prior Year				3		2		11	
	Growth from Prior Year				7%		4%		22%	
Emergent Bilingual	Target and Actual Rate	55%	41%	57%	60%	59%	55%	62%	76%	65%
	Total Number Meets or Higher		12		15		11			
	Total Number Tested		29		25		20			
	Points away from or above target		-14		3		-4		14	
	Difference from Prior Year				19		-5		21	
	Growth from Prior Year				46%		-8%		38%	
Cont. Enrolled	Target and Actual Rate	61%	51%	63%	65%	65%	67%	68%	75%	71%
	Total Number Meets or Higher		73		70		71			
	Total Number Tested		142		107		106			
	Points away from or above target		-10		2		2		7	
	Difference from Prior Year				14		2		8	
	Growth from Prior Year				27%		3%		12%	
Non-Cont. Enrolled	Target and Actual Rate	63%		65%	64%	67%	53%	70%	60%	73%
	Total Number Meets or Higher				16		16			
	Total Number Tested				25		30			
	Points away from or above target				-1		-14		-10	
	Difference from Prior Year						-11		7	
	Growth from Prior Year						-17%		13%	

Campus: **Danish** **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	36%	44%	47%	46%	49%	49%	50%	52%
	Total Number Meets or Higher		44		55		61			
	Total Number Tested		121		118		124			
	Points away from or above target		-6		3		3		1	
	Difference from Prior Year				11		2		1	
	Growth from Prior Year				31%		4%		2%	
African Am.	Target and Actual Rate	31%	26%	33%	29%	35%	34%	38%	43%	41%
	Total Number Meets or Higher		9		10		15			
	Total Number Tested		34		34		44			
	Points away from or above target		-5		-4		-1		5	
	Difference from Prior Year				3		5		9	
	Growth from Prior Year				12%		17%		26%	
Hispanic	Target and Actual Rate	45%	32%	47%	51%	49%	56%	52%	58%	55%
	Total Number Meets or Higher		18		29		29			
	Total Number Tested		57		57		52			
	Points away from or above target		-13		4		7		6	
	Difference from Prior Year				19		5		2	
	Growth from Prior Year				59%		10%		4%	
White	Target and Actual Rate	47%	NA	49%		51%	64%	54%	46%	57%
	Total Number Meets or Higher		NA				9			
	Total Number Tested		NA				14			
	Points away from or above target		NA				13		-8	
	Difference from Prior Year								-18	
	Growth from Prior Year								-28%	
Asian	Target and Actual Rate	71%	NA	73%		75%		78%	40%	81%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-38	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	38%	NA	40%		42%	30%	45%	19%	48%
	Total Number Meets or Higher		NA				7			
	Total Number Tested		NA				23			
	Points away from or above target		NA				-12		-26	
	Difference from Prior Year								-11	
	Growth from Prior Year								-37%	
Special Ed (Former)	Target and Actual Rate	0%	NA	2%		4%		7%	50%	10%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						43	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	40%	31%	42%	42%	44%	47%	47%	47%	50%
	Total Number Meets or Higher		30		41		50			
	Total Number Tested		98		97		107			
	Points away from or above target		-9		0		3		0	
	Difference from Prior Year				11		5		0	
	Growth from Prior Year				35%		12%		0%	
Emergent Bilingual	Target and Actual Rate	52%	33%	54%	50%	56%	51%	59%	57%	62%
	Total Number Meets or Higher		16		21		19			
	Total Number Tested		49		42		37			
	Points away from or above target		-19		-4		-5		-2	
	Difference from Prior Year				17		1		6	
	Growth from Prior Year				52%		2%		12%	
Cont. Enrolled	Target and Actual Rate	43%	40%	45%	52%	47%	48%	50%	52%	53%
	Total Number Meets or Higher		39		45		42			
	Total Number Tested		97		87		88			
	Points away from or above target		-3		7		1		2	
	Difference from Prior Year				12		-4		4	
	Growth from Prior Year				30%		-8%		8%	
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	32%	45%	53%	48%	46%	51%
	Total Number Meets or Higher		NA		10		19			
	Total Number Tested		NA		31		36			
	Points away from or above target		NA		-11		8		-2	
	Difference from Prior Year						21		-7	
	Growth from Prior Year						66%		-13%	

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Campus: Duryea **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	35%	27%	37%	47%	39%	35%	42%	39%	45%
	Total Number Meets or Higher		29		59		39			
	Total Number Tested		106		126		111			
	Points away from or above target		-8		10		-4		-3	
	Difference from Prior Year				20		-12		4	
	Growth from Prior Year				74%		-26%		11%	
African Am.	Target and Actual Rate	19%	28%	21%	45%	23%	19%	26%	26%	29%
	Total Number Meets or Higher		7		15		5			
	Total Number Tested		25		33		27			
	Points away from or above target		9		24		-4		0	
	Difference from Prior Year				17		-26		7	
	Growth from Prior Year				61%		-58%		37%	
Hispanic	Target and Actual Rate	40%	26%	42%	44%	44%	39%	47%	45%	50%
	Total Number Meets or Higher		18		34		29			
	Total Number Tested		68		77		74			
	Points away from or above target		-14		2		-5		-2	
	Difference from Prior Year				18		-5		6	
	Growth from Prior Year				69%		-11%		15%	
White	Target and Actual Rate	0%		2%		4%	50%	7%	50%	10%
	Total Number Meets or Higher						4			
	Total Number Tested						8			
	Points away from or above target						46		43	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Special Ed (Current)	Target and Actual Rate	44%		46%		48%	13%	51%	15%	54%
	Total Number Meets or Higher						2			
	Total Number Tested						16			
	Points away from or above target						-35		-36	
	Difference from Prior Year								2	
	Growth from Prior Year								15%	
Eco. Dis.	Target and Actual Rate	35%	24%	37%	43%	39%	34%	42%	39%	45%
	Total Number Meets or Higher		22		42		31			
	Total Number Tested		91		98		91			
	Points away from or above target		-11		6		-5		-3	
	Difference from Prior Year				19		-9		5	
	Growth from Prior Year				79%		-21%		15%	
Emergent Bilingual	Target and Actual Rate	38%	19%	40%	47%	42%	30%	45%	47%	48%
	Total Number Meets or Higher		10		26		11			
	Total Number Tested		53		55		37			
	Points away from or above target		-19		7		-12		2	
	Difference from Prior Year				28		-17		17	
	Growth from Prior Year				147%		-36%		57%	
Cont. Enrolled	Target and Actual Rate	36%	29%	38%	46%	40%	35%	43%	40%	46%
	Total Number Meets or Higher		22		46		31			
	Total Number Tested		75		100		88			
	Points away from or above target		-7		8		-5		-3	
	Difference from Prior Year				17		-11		5	
	Growth from Prior Year				59%		-24%		14%	
Non-Cont. Enrolled	Target and Actual Rate	29%	23%	31%	50%	33%	35%	36%	36%	39%
	Total Number Meets or Higher		7		13		8			
	Total Number Tested		31		26		23			
	Points away from or above target		-6		19		2		0	
	Difference from Prior Year				27		-15		1	
	Growth from Prior Year				117%		-30%		3%	

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Campus: Emery **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	20%	44%	49%	46%	41%	49%	36%	52%
	Total Number Meets or Higher		20		68		59			
	Total Number Tested		99		138		145			
	Points away from or above target		-22		5		-5		-13	
	Difference from Prior Year				29		-8		-5	
	Growth from Prior Year				145%		-16%		-12%	
African Am.	Target and Actual Rate	38%	16%	40%	50%	42%	39%	45%	22%	48%
	Total Number Meets or Higher		5		23		17			
	Total Number Tested		31		46		44			
	Points away from or above target		-22		10		-3		-23	
	Difference from Prior Year				34		-11		-17	
	Growth from Prior Year				213%		-22%		-44%	
Hispanic	Target and Actual Rate	43%	19%	45%	49%	47%	40%	50%	43%	53%
	Total Number Meets or Higher		10		34		30			
	Total Number Tested		53		70		75			
	Points away from or above target		-24		4		-7		-7	
	Difference from Prior Year				30		-9		3	
	Growth from Prior Year				158%		-18%		7%	
White	Target and Actual Rate	44%	NA	46%		48%	64%	51%	40%	54%
	Total Number Meets or Higher		NA				7			
	Total Number Tested		NA				11			
	Points away from or above target		NA				16		-11	
	Difference from Prior Year								-24	
	Growth from Prior Year								-38%	
Asian	Target and Actual Rate	50%	NA	52%		54%	50%	57%	67%	60%
	Total Number Meets or Higher		NA				3			
	Total Number Tested		NA				6			
	Points away from or above target		NA				-4		10	
	Difference from Prior Year								17	
	Growth from Prior Year								34%	
Special Ed (Current)	Target and Actual Rate	17%	NA	19%	27%	21%	17%	24%	14%	27%
	Total Number Meets or Higher		NA		8		5			
	Total Number Tested		NA		30		30			
	Points away from or above target		NA		8		-4		-10	
	Difference from Prior Year						-10		-3	
	Growth from Prior Year						-37%		-18%	
Eco. Dis.	Target and Actual Rate	37%	20%	39%	48%	41%	35%	44%	36%	47%
	Total Number Meets or Higher		15		56		39			
	Total Number Tested		75		117		112			
	Points away from or above target		-17		9		-6		-8	
	Difference from Prior Year				28		-13		1	
	Growth from Prior Year				140%		-27%		3%	
Emergent Bilingual	Target and Actual Rate	43%	16%	45%	47%	47%	36%	50%	42%	53%
	Total Number Meets or Higher		6		24		20			
	Total Number Tested		37		51		56			
	Points away from or above target		-27		2		-11		-8	
	Difference from Prior Year				31		-11		6	
	Growth from Prior Year				194%		-23%		17%	
Cont. Enrolled	Target and Actual Rate	47%	21%	49%	50%	51%	36%	54%	38%	57%
	Total Number Meets or Higher		16		52		41			
	Total Number Tested		78		104		114			
	Points away from or above target		-26		1		-15		-16	
	Difference from Prior Year				29		-14		2	
	Growth from Prior Year				138%		-28%		6%	
Non-Cont. Enrolled	Target and Actual Rate	30%	NA	32%	47%	34%	58%	37%	31%	40%
	Total Number Meets or Higher		NA		16		18			
	Total Number Tested		NA		34		31			
	Points away from or above target		NA		15		24		-6	
	Difference from Prior Year						11		-27	
	Growth from Prior Year						23%		-47%	

Campus: Emmott **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	31%	32%	33%	51%	35%	43%	38%	44%	41%
	Total Number Meets or Higher		28		42		35			
	Total Number Tested		87		82		82			
	Points away from or above target		1		18		8		6	
	Difference from Prior Year				19		-8		1	
	Growth from Prior Year				59%		-16%		2%	
African Am.	Target and Actual Rate	20%	NA	22%	45%	24%	20%	27%	41%	30%
	Total Number Meets or Higher		NA		15		5			
	Total Number Tested		NA		33		25			
	Points away from or above target		NA		23		-4		14	
	Difference from Prior Year				NA		-25		21	
	Growth from Prior Year				NA		-56%		105%	
Hispanic	Target and Actual Rate	36%	32%	38%	NA	40%	43%	43%	43%	46%
	Total Number Meets or Higher		11		NA		13			
	Total Number Tested		34		NA		30			
	Points away from or above target		-4		NA		3		0	
	Difference from Prior Year				NA				0	
	Growth from Prior Year				NA				0%	
White	Target and Actual Rate	30%	NA	32%	NA	34%	60%	37%	53%	40%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		26		16	
	Difference from Prior Year				NA				-7	
	Growth from Prior Year				NA				-12%	
Special Ed (Current)	Target and Actual Rate	10%	NA	12%	NA	14%	29%	17%	19%	20%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		14			
	Points away from or above target		NA		NA		15		2	
	Difference from Prior Year				NA				-10	
	Growth from Prior Year				NA				-34%	
Eco. Dis.	Target and Actual Rate	29%	30%	31%	51%	33%	33%	36%	42%	39%
	Total Number Meets or Higher		17		35		18			
	Total Number Tested		57		69		54			
	Points away from or above target		1		20		0		6	
	Difference from Prior Year				21		-18		9	
	Growth from Prior Year				70%		-35%		27%	
Emergent Bilingual	Target and Actual Rate	29%	NA	31%	NA	33%	71%	36%	50%	39%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		38		14	
	Difference from Prior Year				NA				-21	
	Growth from Prior Year				NA				-30%	
Cont. Enrolled	Target and Actual Rate	32%	35%	34%	51%	36%	48%	39%	46%	42%
	Total Number Meets or Higher		26		32		29			
	Total Number Tested		75		63		61			
	Points away from or above target		3		17		12		7	
	Difference from Prior Year				16		-3		-2	
	Growth from Prior Year				46%		-6%		-4%	
Non-Cont. Enrolled	Target and Actual Rate	30%	NA	32%	NA	34%	29%	37%	39%	40%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		-5		2	
	Difference from Prior Year				NA				10	
	Growth from Prior Year				NA				34%	

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Campus: Farney **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	55%	60%	57%	70%	59%	63%	62%	75%	65%
	Total Number Meets or Higher		82		92		90			
	Total Number Tested		137		131		142			
	Points away from or above target		5		13		4		13	
	Difference from Prior Year				10		-7		12	
	Growth from Prior Year				17%		-10%		19%	
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	30%	67%	65%	70%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		-34		-2	
	Difference from Prior Year				NA				35	
	Growth from Prior Year				NA				117%	
Hispanic	Target and Actual Rate	44%	52%	46%	67%	48%	58%	51%	64%	54%
	Total Number Meets or Higher		23		38		28			
	Total Number Tested		44		57		48			
	Points away from or above target		8		21		10		13	
	Difference from Prior Year				15		-9		6	
	Growth from Prior Year				29%		-13%		10%	
White	Target and Actual Rate	59%	66%	61%	78%	63%	73%	66%	84%	69%
	Total Number Meets or Higher		38		35		37			
	Total Number Tested		58		45		51			
	Points away from or above target		7		17		10		18	
	Difference from Prior Year				12		-5		11	
	Growth from Prior Year				18%		-6%		15%	
Asian	Target and Actual Rate	59%	NA	61%	NA	63%	81%	66%	80%	69%
	Total Number Meets or Higher		NA		NA		13			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		18		14	
	Difference from Prior Year				NA				-1	
	Growth from Prior Year				NA				-1%	
Two or More Races	Target and Actual Rate	80%	NA	82%	NA	84%	86%	87%	80%	90%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		2		-7	
	Difference from Prior Year				NA				-6	
	Growth from Prior Year				NA				-7%	
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	31%	32%	44%	35%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		2		12	
	Difference from Prior Year				NA				13	
	Growth from Prior Year				NA				42%	
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	NA	100%		100%	40%	100%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-60	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	40%	47%	42%	68%	44%	44%	47%	72%	50%
	Total Number Meets or Higher		28		44		24			
	Total Number Tested		59		65		54			
	Points away from or above target		7		26		0		25	
	Difference from Prior Year				21		-24		28	
	Growth from Prior Year				45%		-35%		64%	
Emergent Bilingual	Target and Actual Rate	50%	57%	52%	60%	54%	72%	57%	81%	60%
	Total Number Meets or Higher		16		18		13			
	Total Number Tested		28		30		18			
	Points away from or above target		7		8		18		24	
	Difference from Prior Year				3		12		9	
	Growth from Prior Year				5%		20%		13%	
Cont. Enrolled	Target and Actual Rate	55%	60%	57%	73%	59%	66%	62%	73%	65%
	Total Number Meets or Higher		71		81		71			
	Total Number Tested		119		111		108			
	Points away from or above target		5		16		7		11	
	Difference from Prior Year				13		-7		7	
	Growth from Prior Year				22%		-10%		11%	
Non-Cont. Enrolled	Target and Actual Rate	57%	NA	59%	NA	61%	56%	64%	83%	67%
	Total Number Meets or Higher		NA		NA		19			
	Total Number Tested		NA		NA		34			
	Points away from or above target		NA		NA		-5		19	
	Difference from Prior Year				NA				27	
	Growth from Prior Year				NA				48%	

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Campus: Fiest **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	33%	42%	35%	48%	37%	50%	40%	39%	43%
	Total Number Meets or Higher		52		60		59			
	Total Number Tested		123		124		118			
	Points away from or above target		9		13		13		-1	
	Difference from Prior Year				6		2		-11	
	Growth from Prior Year				14%		4%		-22%	
African Am.	Target and Actual Rate	18%	37%	20%	31%	22%	37%	25%	16%	28%
	Total Number Meets or Higher		11		10		10			
	Total Number Tested		30		32		27			
	Points away from or above target		19		11		15		-9	
	Difference from Prior Year				-6		6		-21	
	Growth from Prior Year				-16%		19%		-57%	
Hispanic	Target and Actual Rate	32%	29%	34%	55%	36%	37%	39%	43%	42%
	Total Number Meets or Higher		12		29		15			
	Total Number Tested		41		53		41			
	Points away from or above target		-3		21		1		4	
	Difference from Prior Year				26		-18		6	
	Growth from Prior Year				90%		-33%		16%	
White	Target and Actual Rate	37%	57%	39%	56%	41%	71%	44%	47%	47%
	Total Number Meets or Higher		17		14		17			
	Total Number Tested		30		25		24			
	Points away from or above target		20		17		30		3	
	Difference from Prior Year				-1		15		-24	
	Growth from Prior Year				-2%		27%		-34%	
Asian	Target and Actual Rate	60%		62%		64%	72%	67%	59%	70%
	Total Number Meets or Higher						13			
	Total Number Tested						18			
	Points away from or above target						8		-8	
	Difference from Prior Year								-13	
	Growth from Prior Year								-18%	
Special Ed (Current)	Target and Actual Rate	8%		10%		12%	17%	15%	16%	18%
	Total Number Meets or Higher						3			
	Total Number Tested						18			
	Points away from or above target						5		1	
	Difference from Prior Year								-1	
	Growth from Prior Year								-6%	
Eco. Dis.	Target and Actual Rate	27%	36%	29%	40%	31%	42%	34%	35%	37%
	Total Number Meets or Higher		27		32		31			
	Total Number Tested		76		81		74			
	Points away from or above target		9		11		11		1	
	Difference from Prior Year				4		2		-7	
	Growth from Prior Year				11%		5%		-17%	
Emergent Bilingual	Target and Actual Rate	31%	42%	33%		35%	33%	38%	35%	41%
	Total Number Meets or Higher		13				7			
	Total Number Tested		31				21			
	Points away from or above target		11				-2		-3	
	Difference from Prior Year								2	
	Growth from Prior Year								6%	
Cont. Enrolled	Target and Actual Rate	38%	43%	40%	58%	42%	51%	45%	44%	48%
	Total Number Meets or Higher		40		57		44			
	Total Number Tested		94		99		87			
	Points away from or above target		5		18		9		-1	
	Difference from Prior Year				15		-7		-7	
	Growth from Prior Year				35%		-12%		-14%	
Non-Cont. Enrolled	Target and Actual Rate	18%	41%	20%	12%	22%	48%	25%	26%	28%
	Total Number Meets or Higher		12		3		15			
	Total Number Tested		29		25		31			
	Points away from or above target		23		-8		26		1	
	Difference from Prior Year				-29		36		-22	
	Growth from Prior Year				-71%		300%		-46%	

Campus: Francone **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	24%	31%	26%	47%	28%	49%	31%	49%	34%
	Total Number Meets or Higher		30		54		47			
	Total Number Tested		98		114		95			
	Points away from or above target		7		21		21		18	
	Difference from Prior Year				16		2		0	
	Growth from Prior Year				52%		4%		0%	
African Am.	Target and Actual Rate	20%	18%	22%	46%	24%	49%	27%	30%	30%
	Total Number Meets or Higher		7		21		19			
	Total Number Tested		38		46		39			
	Points away from or above target		-2		24		25		3	
	Difference from Prior Year				28		3		-19	
	Growth from Prior Year				156%		7%		-39%	
Hispanic	Target and Actual Rate	18%	33%	20%	44%	22%	50%	25%	53%	28%
	Total Number Meets or Higher		15		22		23			
	Total Number Tested		46		50		46			
	Points away from or above target		15		24		28		28	
	Difference from Prior Year				11		6		3	
	Growth from Prior Year				33%		14%		6%	
Special Ed (Current)	Target and Actual Rate	0%		2%		4%	0%	7%	30%	10%
	Total Number Meets or Higher						0			
	Total Number Tested						7			
	Points away from or above target						-4		23	
	Difference from Prior Year								30	
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	22%	30%	24%	46%	26%	46%	29%	44%	32%
	Total Number Meets or Higher		27		46		37			
	Total Number Tested		90		100		81			
	Points away from or above target		8		22		20		15	
	Difference from Prior Year				16		0		-2	
	Growth from Prior Year				53%		0%		-4%	
Emergent Bilingual	Target and Actual Rate	20%	38%	22%	47%	24%	33%	27%	41%	30%
	Total Number Meets or Higher		11		16		7			
	Total Number Tested		29		34		21			
	Points away from or above target		18		25		9		14	
	Difference from Prior Year				9		-14		8	
	Growth from Prior Year				24%		-30%		24%	
Cont. Enrolled	Target and Actual Rate	24%	30%	26%	57%	28%	51%	31%	52%	34%
	Total Number Meets or Higher		22		47		35			
	Total Number Tested		73		83		69			
	Points away from or above target		6		31		23		21	
	Difference from Prior Year				27		-6		1	
	Growth from Prior Year				90%		-11%		2%	
Non-Cont. Enrolled	Target and Actual Rate	24%	32%	26%	23%	28%	46%	31%	39%	34%
	Total Number Meets or Higher		8		7		12			
	Total Number Tested		25		31		26			
	Points away from or above target		8		-3		18		8	
	Difference from Prior Year				-9		23		-7	
	Growth from Prior Year				-28%		100%		-15%	

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Campus: Frazier **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	23%	31%	25%	40%	27%	44%	30%	49%	33%
	Total Number Meets or Higher		25		32		44			
	Total Number Tested		80		81		101			
	Points away from or above target		8		15		17		19	
	Difference from Prior Year				9		4		5	
	Growth from Prior Year				29%		10%		11%	
African Am.	Target and Actual Rate	38%	NA	40%	NA	42%	43%	45%	0%	48%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		1		-45	
	Difference from Prior Year				NA				-43	
	Growth from Prior Year				NA				-100%	
Hispanic	Target and Actual Rate	19%	28%	21%	38%	23%	35%	26%	42%	29%
	Total Number Meets or Higher		16		25		29			
	Total Number Tested		57		65		82			
	Points away from or above target		9		17		12		16	
	Difference from Prior Year				10		-3		7	
	Growth from Prior Year				36%		-8%		20%	
White	Target and Actual Rate	50%	NA	52%	NA	54%		57%	50%	60%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-7	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Asian	Target and Actual Rate	29%	NA	31%	NA	33%	100%	36%	100%	39%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		67		64	
	Difference from Prior Year				NA				0	
	Growth from Prior Year				NA				0%	
Special Ed (Current)	Target and Actual Rate	33%	NA	35%	NA	37%	22%	40%	18%	43%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		-15		-22	
	Difference from Prior Year				NA				-4	
	Growth from Prior Year				NA				-18%	
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	NA	100%		100%	80%	100%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-20	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	22%	25%	24%	38%	26%	42%	29%	43%	32%
	Total Number Meets or Higher		17		27		39			
	Total Number Tested		67		72		92			
	Points away from or above target		3		14		16		14	
	Difference from Prior Year				13		4		1	
	Growth from Prior Year				52%		11%		2%	
Emergent Bilingual	Target and Actual Rate	20%	28%	22%	39%	24%	37%	27%	49%	30%
	Total Number Meets or Higher		15		20		22			
	Total Number Tested		53		51		60			
	Points away from or above target		8		17		13		22	
	Difference from Prior Year				11		-2		12	
	Growth from Prior Year				39%		-5%		32%	
Cont. Enrolled	Target and Actual Rate	23%	34%	25%	47%	27%	54%	30%	50%	33%
	Total Number Meets or Higher		24		28		42			
	Total Number Tested		71		60		78			
	Points away from or above target		11		22		27		20	
	Difference from Prior Year				13		7		-4	
	Growth from Prior Year				38%		15%		-7%	
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	NA	28%	9%	31%	43%	34%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		23			
	Points away from or above target		NA		NA		-19		12	
	Difference from Prior Year				NA				34	
	Growth from Prior Year				NA				378%	

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Campus: Gleason **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	52%	53%	54%	60%	56%	57%	59%	63%	62%
	Total Number Meets or Higher		67		72		78			
	Total Number Tested		126		121		136			
	Points away from or above target		1		6		1		4	
	Difference from Prior Year				7		-3		6	
	Growth from Prior Year				13%		-5%		11%	
African Am.	Target and Actual Rate	40%	NA	42%		44%		47%	38%	50%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-9	
	Difference from Prior Year									
	Growth from Prior Year									
Hispanic	Target and Actual Rate	36%	43%	38%	59%	40%	49%	43%	54%	46%
	Total Number Meets or Higher		30		36		43			
	Total Number Tested		70		61		87			
	Points away from or above target		7		21		9		11	
	Difference from Prior Year				16		-10		5	
	Growth from Prior Year				37%		-17%		10%	
White	Target and Actual Rate	65%	NA	67%		69%	78%	72%	67%	75%
	Total Number Meets or Higher		NA				21			
	Total Number Tested		NA				27			
	Points away from or above target		NA				9		-5	
	Difference from Prior Year								-11	
	Growth from Prior Year								-14%	
Asian	Target and Actual Rate	82%	71%	84%		86%	100%	89%	91%	92%
	Total Number Meets or Higher		20				9			
	Total Number Tested		28				9			
	Points away from or above target		-11				14		2	
	Difference from Prior Year								-9	
	Growth from Prior Year								-9%	
Two or More Races	Target and Actual Rate	40%	NA	42%		44%		47%	80%	50%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						33	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	8%	NA	10%		12%	18%	15%	18%	18%
	Total Number Meets or Higher		NA				3			
	Total Number Tested		NA				17			
	Points away from or above target		NA				6		3	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Eco. Dis.	Target and Actual Rate	39%	41%	41%	49%	43%	46%	46%	50%	49%
	Total Number Meets or Higher		32		37		41			
	Total Number Tested		78		76		89			
	Points away from or above target		2		8		3		4	
	Difference from Prior Year				8		-3		4	
	Growth from Prior Year				20%		-6%		9%	
Emergent Bilingual	Target and Actual Rate	46%	49%	48%	52%	50%	45%	53%	59%	56%
	Total Number Meets or Higher		32		24		23			
	Total Number Tested		65		46		51			
	Points away from or above target		3		4		-5		6	
	Difference from Prior Year				3		-7		14	
	Growth from Prior Year				6%		-13%		31%	
Cont. Enrolled	Target and Actual Rate	55%	52%	57%	66%	59%	58%	62%	66%	65%
	Total Number Meets or Higher		56		62		62			
	Total Number Tested		107		94		107			
	Points away from or above target		-3		9		-1		4	
	Difference from Prior Year				14		-8		8	
	Growth from Prior Year				27%		-12%		14%	
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	37%	45%	55%	48%	45%	51%
	Total Number Meets or Higher		NA		10		16			
	Total Number Tested		NA		27		29			
	Points away from or above target		NA		-6		10		-3	
	Difference from Prior Year						18		-10	
	Growth from Prior Year						49%		-18%	

Campus: Hairgrove **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	52%	57%	54%	73%	56%	72%	59%	74%	62%
	Total Number Meets or Higher		47		81		81			
	Total Number Tested		82		111		112			
	Points away from or above target		5		19		16		15	
	Difference from Prior Year				16		-1		2	
	Growth from Prior Year				28%		-1%		3%	
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	82%	67%	46%	70%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		18		-21	
	Difference from Prior Year				NA				-36	
	Growth from Prior Year				NA				-44%	
Hispanic	Target and Actual Rate	52%	53%	54%	68%	56%	70%	59%	74%	62%
	Total Number Meets or Higher		35		61		65			
	Total Number Tested		66		90		93			
	Points away from or above target		1		14		14		15	
	Difference from Prior Year				15		2		4	
	Growth from Prior Year				28%		3%		6%	
White	Target and Actual Rate	67%	NA	69%	NA	71%		74%	100%	77%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				26	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	9%	NA	11%	NA	13%	50%	16%	39%	19%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		37		23	
	Difference from Prior Year				NA				-11	
	Growth from Prior Year				NA				-22%	
Eco. Dis.	Target and Actual Rate	51%	55%	53%	71%	55%	70%	58%	75%	61%
	Total Number Meets or Higher		36		69		71			
	Total Number Tested		65		97		101			
	Points away from or above target		4		18		15		17	
	Difference from Prior Year				16		-1		5	
	Growth from Prior Year				29%		-1%		7%	
Emergent Bilingual	Target and Actual Rate	51%	53%	53%	74%	55%	66%	58%	73%	61%
	Total Number Meets or Higher		29		45		41			
	Total Number Tested		55		61		62			
	Points away from or above target		2		21		11		15	
	Difference from Prior Year				21		-8		7	
	Growth from Prior Year				40%		-11%		11%	
Cont. Enrolled	Target and Actual Rate	49%	59%	51%	72%	53%	73%	56%	76%	59%
	Total Number Meets or Higher		43		71		67			
	Total Number Tested		73		98		92			
	Points away from or above target		10		21		20		20	
	Difference from Prior Year				13		1		3	
	Growth from Prior Year				22%		1%		4%	
Non-Cont. Enrolled	Target and Actual Rate	67%	NA	69%	NA	71%	70%	74%	68%	77%
	Total Number Meets or Higher		NA		NA		14			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		-1		-6	
	Difference from Prior Year				NA				-2	
	Growth from Prior Year				NA				-3%	

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Campus: Hamilton — **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	67%	72%	69%	82%	71%	77%	74%	85%	77%
	Total Number Meets or Higher		108		121		141			
	Total Number Tested		149		147		184			
	Points away from or above target		5		13		6		11	
	Difference from Prior Year				10		-5		8	
	Growth from Prior Year				14%		-6%		10%	
African Am.	Target and Actual Rate	33%	NA	35%	NA	37%	58%	40%	75%	43%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		19			
	Points away from or above target		NA		NA		21		35	
	Difference from Prior Year				NA				17	
	Growth from Prior Year				NA				29%	
Hispanic	Target and Actual Rate	64%	52%	66%	82%	68%	64%	71%	79%	74%
	Total Number Meets or Higher		15		27		25			
	Total Number Tested		29		33		39			
	Points away from or above target		-12		16		-4		8	
	Difference from Prior Year				30		-18		15	
	Growth from Prior Year				58%		-22%		23%	
White	Target and Actual Rate	67%	76%	69%	87%	71%	82%	74%	89%	77%
	Total Number Meets or Higher		63		76		80			
	Total Number Tested		83		87		97			
	Points away from or above target		9		18		11		15	
	Difference from Prior Year				11		-5		7	
	Growth from Prior Year				14%		-6%		9%	
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	83%	82%	100%	85%
	Total Number Meets or Higher		NA		NA		15			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		4		18	
	Difference from Prior Year				NA				17	
	Growth from Prior Year				NA				20%	
Two or More Races	Target and Actual Rate	75%	NA	77%	NA	79%		82%	78%	85%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-4	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	50%	57%	52%	60%
	Total Number Meets or Higher		NA		NA		13			
	Total Number Tested		NA		NA		26			
	Points away from or above target		NA		NA		-4		-5	
	Difference from Prior Year				NA				2	
	Growth from Prior Year				NA				4%	
Eco. Dis.	Target and Actual Rate	37%	NA	39%	83%	41%	49%	44%	71%	47%
	Total Number Meets or Higher		NA		24		19			
	Total Number Tested		NA		29		39			
	Points away from or above target		NA		44		8		27	
	Difference from Prior Year				NA		-34		22	
	Growth from Prior Year				NA		-41%		45%	
Emergent Bilingual	Target and Actual Rate	58%	NA	60%	NA	62%	50%	65%	88%	68%
	Total Number Meets or Higher		NA		NA		8			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-12		23	
	Difference from Prior Year				NA				38	
	Growth from Prior Year				NA				76%	
Cont. Enrolled	Target and Actual Rate	69%	75%	71%	82%	73%	76%	76%	89%	79%
	Total Number Meets or Higher		92		97		110			
	Total Number Tested		122		119		145			
	Points away from or above target		6		11		3		13	
	Difference from Prior Year				7		-6		13	
	Growth from Prior Year				9%		-7%		17%	
Non-Cont. Enrolled	Target and Actual Rate	56%	59%	58%	86%	60%	79%	63%	64%	66%
	Total Number Meets or Higher		16		24		31			
	Total Number Tested		27		28		39			
	Points away from or above target		3		28		19		1	
	Difference from Prior Year				27		-7		-15	
	Growth from Prior Year				46%		-8%		-19%	

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Campus: Hancock **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	44%	20%	46%	49%	48%	37%	51%	44%	54%
	Total Number Meets or Higher		17		65		48			
	Total Number Tested		83		133		130			
	Points away from or above target		-24		3		-11		-7	
	Difference from Prior Year				29		-12		7	
	Growth from Prior Year				145%		-24%		19%	
African Am.	Target and Actual Rate	34%	9%	36%	38%	38%	18%	41%	28%	44%
	Total Number Meets or Higher		3		15		9			
	Total Number Tested		33		40		50			
	Points away from or above target		-25		2		-20		-13	
	Difference from Prior Year				29		-20		10	
	Growth from Prior Year				322%		-53%		56%	
Hispanic	Target and Actual Rate	45%	27%	47%	43%	49%	53%	52%	55%	55%
	Total Number Meets or Higher		9		22		24			
	Total Number Tested		33		51		45			
	Points away from or above target		-18		-4		4		3	
	Difference from Prior Year				16		10		2	
	Growth from Prior Year				59%		23%		4%	
White	Target and Actual Rate	33%		35%		37%	38%	40%	60%	43%
	Total Number Meets or Higher						6			
	Total Number Tested						16			
	Points away from or above target						1		20	
	Difference from Prior Year								22	
	Growth from Prior Year								58%	
Asian	Target and Actual Rate	63%		65%		67%		70%	50%	73%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-20	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	86%		88%		90%	45%	93%	40%	96%
	Total Number Meets or Higher						5			
	Total Number Tested						11			
	Points away from or above target						-45		-53	
	Difference from Prior Year								-5	
	Growth from Prior Year								-11%	
Special Ed (Current)	Target and Actual Rate	50%		52%		54%	17%	57%	31%	60%
	Total Number Meets or Higher						3			
	Total Number Tested						18			
	Points away from or above target						-37		-26	
	Difference from Prior Year								14	
	Growth from Prior Year								82%	
Eco. Dis.	Target and Actual Rate	41%	19%	43%	45%	45%	35%	48%	40%	51%
	Total Number Meets or Higher		12		44		35			
	Total Number Tested		64		97		99			
	Points away from or above target		-22		2		-10		-8	
	Difference from Prior Year				26		-10		5	
	Growth from Prior Year				137%		-22%		14%	
Emergent Bilingual	Target and Actual Rate	56%	20%	58%	57%	60%	44%	63%	47%	66%
	Total Number Meets or Higher		5		16		7			
	Total Number Tested		25		28		16			
	Points away from or above target		-36		-1		-16		-16	
	Difference from Prior Year				37		-13		3	
	Growth from Prior Year				185%		-23%		7%	
Cont. Enrolled	Target and Actual Rate	47%	21%	49%	51%	51%	38%	54%	54%	57%
	Total Number Meets or Higher		12		47		33			
	Total Number Tested		58		93		86			
	Points away from or above target		-26		2		-13		0	
	Difference from Prior Year				30		-13		16	
	Growth from Prior Year				143%		-25%		42%	
Non-Cont. Enrolled	Target and Actual Rate	35%	20%	37%	45%	39%	34%	42%	25%	45%
	Total Number Meets or Higher		5		18		15			
	Total Number Tested		25		40		44			
	Points away from or above target		-15		8		-5		-17	
	Difference from Prior Year				25		-11		-9	
	Growth from Prior Year				125%		-24%		-26%	

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Campus: Hemmenway **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	41%	34%	43%	49%	45%	53%	48%	47%	51%
	Total Number Meets or Higher		49		79		90			
	Total Number Tested		145		162		169			
	Points away from or above target		-7		6		8		-1	
	Difference from Prior Year				15		4		-6	
	Growth from Prior Year				44%		8%		-11%	
African Am.	Target and Actual Rate	53%	48%	55%	53%	57%	56%	60%	47%	63%
	Total Number Meets or Higher		19		27		20			
	Total Number Tested		40		51		36			
	Points away from or above target		-5		-2		-1		-13	
	Difference from Prior Year				5		3		-9	
	Growth from Prior Year				10%		6%		-16%	
Hispanic	Target and Actual Rate	30%	26%	32%	50%	34%	49%	37%	48%	40%
	Total Number Meets or Higher		22		42		55			
	Total Number Tested		85		84		113			
	Points away from or above target		-4		18		15		11	
	Difference from Prior Year				24		-1		-1	
	Growth from Prior Year				92%		-2%		-2%	
White	Target and Actual Rate	50%		52%		54%	71%	57%	50%	60%
	Total Number Meets or Higher						5			
	Total Number Tested						7			
	Points away from or above target						17		-7	
	Difference from Prior Year								-21	
	Growth from Prior Year								-30%	
Special Ed (Current)	Target and Actual Rate	46%		48%		50%	33%	53%	18%	56%
	Total Number Meets or Higher						7			
	Total Number Tested						21			
	Points away from or above target						-17		-35	
	Difference from Prior Year								-15	
	Growth from Prior Year								-45%	
Eco. Dis.	Target and Actual Rate	43%	30%	45%	48%	47%	51%	50%	49%	53%
	Total Number Meets or Higher		33		59		72			
	Total Number Tested		110		122		142			
	Points away from or above target		-13		3		4		-1	
	Difference from Prior Year				18		3		-2	
	Growth from Prior Year				60%		6%		-4%	
Emergent Bilingual	Target and Actual Rate	30%	31%	32%	47%	34%	40%	37%	54%	40%
	Total Number Meets or Higher		21		37		34			
	Total Number Tested		67		78		85			
	Points away from or above target		1		15		6		17	
	Difference from Prior Year				16		-7		14	
	Growth from Prior Year				52%		-15%		35%	
Cont. Enrolled	Target and Actual Rate	40%	35%	42%	47%	44%	53%	47%	50%	50%
	Total Number Meets or Higher		38		58		68			
	Total Number Tested		110		124		128			
	Points away from or above target		-5		5		9		3	
	Difference from Prior Year				12		6		-3	
	Growth from Prior Year				34%		13%		-6%	
Non-Cont. Enrolled	Target and Actual Rate	43%	31%	45%	55%	47%	54%	50%	37%	53%
	Total Number Meets or Higher		11		21		22			
	Total Number Tested		35		38		41			
	Points away from or above target		-12		10		7		-13	
	Difference from Prior Year				24		-1		-17	
	Growth from Prior Year				77%		-2%		-31%	

Campus: Holbrook **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	58%	45%	60%	49%	62%	51%	65%	60%	68%
	Total Number Meets or Higher		37		61		70			
	Total Number Tested		82		125		136			
	Points away from or above target		-13		-11		-11		-5	
	Difference from Prior Year				4		2		9	
	Growth from Prior Year				9%		4%		18%	
African Am.	Target and Actual Rate	38%	NA	40%	44%	42%	33%	45%	47%	48%
	Total Number Meets or Higher		NA		16		14			
	Total Number Tested		NA		36		42			
	Points away from or above target		NA		4		-9		2	
	Difference from Prior Year				NA		-11		14	
	Growth from Prior Year				NA		-25%		42%	
Hispanic	Target and Actual Rate	62%	46%	64%	44%	66%	59%	69%	63%	72%
	Total Number Meets or Higher		25		35		48			
	Total Number Tested		54		79		81			
	Points away from or above target		-16		-20		-7		-6	
	Difference from Prior Year				-2		15		4	
	Growth from Prior Year				-4%		34%		7%	
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	34%	57%	30%	60%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		32			
	Points away from or above target		NA		NA		-20		-27	
	Difference from Prior Year				NA				-4	
	Growth from Prior Year				NA				-12%	
Eco. Dis.	Target and Actual Rate	55%	40%	57%	45%	59%	49%	62%	62%	65%
	Total Number Meets or Higher		27		50		59			
	Total Number Tested		68		111		121			
	Points away from or above target		-15		-12		-10		0	
	Difference from Prior Year				5		4		13	
	Growth from Prior Year				13%		9%		27%	
Emergent Bilingual	Target and Actual Rate	61%	45%	63%	42%	65%	57%	68%	65%	71%
	Total Number Meets or Higher		19		23		27			
	Total Number Tested		42		55		47			
	Points away from or above target		-16		-21		-8		-3	
	Difference from Prior Year				-3		15		8	
	Growth from Prior Year				-7%		36%		14%	
Cont. Enrolled	Target and Actual Rate	61%	45%	63%	48%	65%	54%	68%	64%	71%
	Total Number Meets or Higher		24		40		51			
	Total Number Tested		53		83		95			
	Points away from or above target		-16		-15		-11		-4	
	Difference from Prior Year				3		6		10	
	Growth from Prior Year				7%		13%		19%	
Non-Cont. Enrolled	Target and Actual Rate	53%	45%	55%	50%	57%	46%	60%	50%	63%
	Total Number Meets or Higher		13		21		19			
	Total Number Tested		29		42		41			
	Points away from or above target		-8		-5		-11		-10	
	Difference from Prior Year				5		-4		4	
	Growth from Prior Year				11%		-8%		9%	

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Campus: Holmsley **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	39%	37%	41%	55%	43%	47%	46%	53%	49%
	Total Number Meets or Higher		41		60		52			
	Total Number Tested		112		109		110			
	Points away from or above target		-2		14		4		7	
	Difference from Prior Year				18		-8		6	
	Growth from Prior Year				49%		-15%		13%	
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	27%	57%	54%	60%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		-27		-3	
	Difference from Prior Year				NA				27	
	Growth from Prior Year				NA				100%	
Hispanic	Target and Actual Rate	33%	31%	35%	49%	37%	46%	40%	52%	43%
	Total Number Meets or Higher		24		33		33			
	Total Number Tested		78		67		72			
	Points away from or above target		-2		14		9		12	
	Difference from Prior Year				18		-3		6	
	Growth from Prior Year				58%		-6%		13%	
White	Target and Actual Rate	35%	NA	37%	NA	39%		42%	54%	45%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				12	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Asian	Target and Actual Rate	63%	NA	65%	NA	67%	73%	70%	71%	73%
	Total Number Meets or Higher		NA		NA		8			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		6		1	
	Difference from Prior Year				NA				-2	
	Growth from Prior Year				NA				-3%	
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	13%	7%	30%	10%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		9		23	
	Difference from Prior Year				NA				17	
	Growth from Prior Year				NA				131%	
Special Ed (Former)	Target and Actual Rate	50%	NA	52%	NA	54%		57%	63%	60%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				6	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	36%	32%	38%	54%	40%	38%	43%	45%	46%
	Total Number Meets or Higher		26		44		32			
	Total Number Tested		82		81		85			
	Points away from or above target		-4		16		-2		2	
	Difference from Prior Year				22		-16		7	
	Growth from Prior Year				69%		-30%		18%	
Emergent Bilingual	Target and Actual Rate	35%	27%	37%	49%	39%	39%	42%	39%	45%
	Total Number Meets or Higher		16		26		17			
	Total Number Tested		59		53		44			
	Points away from or above target		-8		12		0		-3	
	Difference from Prior Year				22		-10		0	
	Growth from Prior Year				81%		-20%		0%	
Cont. Enrolled	Target and Actual Rate	38%	37%	40%	54%	42%	46%	45%	54%	48%
	Total Number Meets or Higher		33		45		43			
	Total Number Tested		89		83		93			
	Points away from or above target		-1		14		4		9	
	Difference from Prior Year				17		-8		8	
	Growth from Prior Year				46%		-15%		17%	
Non-Cont. Enrolled	Target and Actual Rate	45%	NA	47%	58%	49%	53%	52%	48%	55%
	Total Number Meets or Higher		NA		15		9			
	Total Number Tested		NA		26		17			
	Points away from or above target		NA		11		4		-4	
	Difference from Prior Year				NA		-5		-5	
	Growth from Prior Year				NA		-9%		-9%	

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Campus: Horne **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	37%	44%	48%	46%	31%	49%	41%	52%
	Total Number Meets or Higher		48		66		38			
	Total Number Tested		129		138		122			
	Points away from or above target		-5		4		-15		-8	
	Difference from Prior Year				11		-17		10	
	Growth from Prior Year				30%		-35%		32%	
African Am.	Target and Actual Rate	28%	28%	30%		32%	6%	35%	7%	38%
	Total Number Meets or Higher		7				1			
	Total Number Tested		25				16			
	Points away from or above target		0				-26		-28	
	Difference from Prior Year								1	
	Growth from Prior Year								17%	
Hispanic	Target and Actual Rate	38%	38%	40%	49%	42%	34%	45%	48%	48%
	Total Number Meets or Higher		30		42		30			
	Total Number Tested		79		86		88			
	Points away from or above target		0		9		-8		3	
	Difference from Prior Year				11		-15		14	
	Growth from Prior Year				29%		-31%		41%	
White	Target and Actual Rate	69%		71%		73%		76%	44%	79%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-32	
	Difference from Prior Year									
	Growth from Prior Year									
Asian	Target and Actual Rate	57%		59%		61%	50%	64%	44%	67%
	Total Number Meets or Higher						4			
	Total Number Tested						8			
	Points away from or above target						-11		-20	
	Difference from Prior Year								-6	
	Growth from Prior Year								-12%	
Special Ed (Current)	Target and Actual Rate	0%		2%		4%	36%	7%	27%	10%
	Total Number Meets or Higher						4			
	Total Number Tested						11			
	Points away from or above target						32		20	
	Difference from Prior Year								-9	
	Growth from Prior Year								-25%	
Eco. Dis.	Target and Actual Rate	43%	38%	45%	45%	47%	27%	50%	40%	53%
	Total Number Meets or Higher		43		49		25			
	Total Number Tested		112		109		91			
	Points away from or above target		-5		0		-20		-10	
	Difference from Prior Year				7		-18		13	
	Growth from Prior Year				18%		-40%		48%	
Emergent Bilingual	Target and Actual Rate	36%	29%	38%	42%	40%	33%	43%	49%	46%
	Total Number Meets or Higher		18		29		20			
	Total Number Tested		62		69		61			
	Points away from or above target		-7		4		-7		6	
	Difference from Prior Year				13		-9		16	
	Growth from Prior Year				45%		-21%		48%	
Cont. Enrolled	Target and Actual Rate	45%	39%	47%	50%	49%	30%	52%	46%	55%
	Total Number Meets or Higher		40		55		27			
	Total Number Tested		103		111		90			
	Points away from or above target		-6		3		-19		-6	
	Difference from Prior Year				11		-20		16	
	Growth from Prior Year				28%		-40%		53%	
Non-Cont. Enrolled	Target and Actual Rate	31%	31%	33%	41%	35%	34%	38%	26%	41%
	Total Number Meets or Higher		8		11		11			
	Total Number Tested		26		27		32			
	Points away from or above target		0		8		-1		-12	
	Difference from Prior Year				10		-7		-8	
	Growth from Prior Year				32%		-17%		-24%	

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Campus: Jowell **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	40%	37%	42%	48%	44%	37%	47%	49%	50%
	Total Number Meets or Higher		64		98		71			
	Total Number Tested		175		205		193			
	Points away from or above target		-3		6		-7		2	
	Difference from Prior Year				11		-11		12	
	Growth from Prior Year				30%		-23%		32%	
African Am.	Target and Actual Rate	36%	43%	38%	49%	40%	34%	43%	51%	46%
	Total Number Meets or Higher		20		28		18			
	Total Number Tested		46		57		53			
	Points away from or above target		7		11		-6		8	
	Difference from Prior Year				6		-15		17	
	Growth from Prior Year				14%		-31%		50%	
Hispanic	Target and Actual Rate	37%	33%	39%	47%	41%	37%	44%	48%	47%
	Total Number Meets or Higher		36		59		44			
	Total Number Tested		110		125		119			
	Points away from or above target		-4		8		-4		4	
	Difference from Prior Year				14		-10		11	
	Growth from Prior Year				42%		-21%		30%	
White	Target and Actual Rate	60%		62%		64%	20%	67%	47%	70%
	Total Number Meets or Higher						2			
	Total Number Tested						10			
	Points away from or above target						-44		-20	
	Difference from Prior Year								27	
	Growth from Prior Year								135%	
Two or More Races	Target and Actual Rate	60%		62%		64%	67%	67%	43%	70%
	Total Number Meets or Higher						4			
	Total Number Tested						6			
	Points away from or above target						3		-24	
	Difference from Prior Year								-24	
	Growth from Prior Year								-36%	
Special Ed (Current)	Target and Actual Rate	18%		20%	23%	22%	16%	25%	27%	28%
	Total Number Meets or Higher				7		5			
	Total Number Tested				31		31			
	Points away from or above target				3		-6		2	
	Difference from Prior Year						-7		11	
	Growth from Prior Year						-30%		69%	
Special Ed (Former)	Target and Actual Rate	29%	0%	31%	60%	33%	50%	36%	43%	39%
	Total Number Meets or Higher		0		3		3			
	Total Number Tested		5		5		6			
	Points away from or above target		-29		29		17		7	
	Difference from Prior Year				60		-10		-7	
	Growth from Prior Year						-17%		-14%	
Eco. Dis.	Target and Actual Rate	35%	33%	37%	41%	39%	33%	42%	47%	45%
	Total Number Meets or Higher		46		71		54			
	Total Number Tested		138		172		162			
	Points away from or above target		-2		4		-6		5	
	Difference from Prior Year				8		-8		14	
	Growth from Prior Year				24%		-20%		42%	
Emergent Bilingual	Target and Actual Rate	39%	30%	41%	47%	43%	33%	46%	49%	49%
	Total Number Meets or Higher		27		43		25			
	Total Number Tested		89		92		76			
	Points away from or above target		-9		6		-10		3	
	Difference from Prior Year				17		-14		16	
	Growth from Prior Year				57%		-30%		48%	
Cont. Enrolled	Target and Actual Rate	39%	38%	41%	50%	43%	34%	46%	52%	49%
	Total Number Meets or Higher		53		71		47			
	Total Number Tested		141		143		138			
	Points away from or above target		-1		9		-9		6	
	Difference from Prior Year				12		-16		18	
	Growth from Prior Year				32%		-32%		53%	
Non-Cont. Enrolled	Target and Actual Rate	43%	32%	45%	44%	47%	44%	50%	32%	53%
	Total Number Meets or Higher		11		27		24			
	Total Number Tested		34		62		55			
	Points away from or above target		-11		-1		-3		-18	
	Difference from Prior Year				12		0		-12	
	Growth from Prior Year				38%		0%		-27%	

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Campus: Keith — **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	64%	61%	66%	79%	68%	71%	71%	75%	74%
	Total Number Meets or Higher		104		121		136			
	Total Number Tested		171		154		192			
	Points away from or above target		-3		13		3		4	
	Difference from Prior Year				18		-8		4	
	Growth from Prior Year				30%		-10%		6%	
African Am.	Target and Actual Rate	71%		73%	NA	75%	57%	78%	67%	81%
	Total Number Meets or Higher				NA		13			
	Total Number Tested				NA		23			
	Points away from or above target				NA		-18		-11	
	Difference from Prior Year				NA				10	
	Growth from Prior Year				NA				18%	
Hispanic	Target and Actual Rate	54%	67%	56%	65%	58%	70%	61%	68%	64%
	Total Number Meets or Higher		28		22		38			
	Total Number Tested		42		34		54			
	Points away from or above target		13		9		12		7	
	Difference from Prior Year				-2		5		-2	
	Growth from Prior Year				-3%		8%		-3%	
White	Target and Actual Rate	60%	66%	62%	82%	64%	69%	67%	78%	70%
	Total Number Meets or Higher		54		62		51			
	Total Number Tested		82		76		74			
	Points away from or above target		6		20		5		11	
	Difference from Prior Year				16		-13		9	
	Growth from Prior Year				24%		-16%		13%	
Asian	Target and Actual Rate	93%		95%	NA	97%	83%	100%	84%	100%
	Total Number Meets or Higher				NA		25			
	Total Number Tested				NA		30			
	Points away from or above target				NA		-14		-16	
	Difference from Prior Year				NA				1	
	Growth from Prior Year				NA				1%	
Two or More Races	Target and Actual Rate	83%		85%	NA	87%		90%	64%	93%
	Total Number Meets or Higher				NA					
	Total Number Tested				NA					
	Points away from or above target				NA				-26	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	38%		40%	NA	42%	41%	45%	44%	48%
	Total Number Meets or Higher				NA		9			
	Total Number Tested				NA		22			
	Points away from or above target				NA		-1		-1	
	Difference from Prior Year				NA				3	
	Growth from Prior Year				NA				7%	
Special Ed (Former)	Target and Actual Rate	67%	0%	69%	80%	71%	50%	74%	55%	77%
	Total Number Meets or Higher		0		4		3			
	Total Number Tested		5		5		6			
	Points away from or above target		-67		11		-21		-19	
	Difference from Prior Year				80		-30		5	
	Growth from Prior Year				NA		-38%		10%	
Eco. Dis.	Target and Actual Rate	53%	48%	55%	70%	57%	67%	60%	67%	63%
	Total Number Meets or Higher		21		33		33			
	Total Number Tested		44		47		49			
	Points away from or above target		-5		15		10		7	
	Difference from Prior Year				22		-3		0	
	Growth from Prior Year				46%		-4%		0%	
Emergent Bilingual	Target and Actual Rate	68%		70%	77%	72%	76%	75%	83%	78%
	Total Number Meets or Higher				27		28			
	Total Number Tested				35		37			
	Points away from or above target				7		4		8	
	Difference from Prior Year				NA		-1		7	
	Growth from Prior Year				NA		-1%		9%	
Cont. Enrolled	Target and Actual Rate	64%	63%	66%	80%	68%	72%	71%	76%	74%
	Total Number Meets or Higher		90		105		120			
	Total Number Tested		143		132		166			
	Points away from or above target		-1		14		4		5	
	Difference from Prior Year				17		-8		4	
	Growth from Prior Year				27%		-10%		6%	
Non-Cont. Enrolled	Target and Actual Rate	69%	50%	71%	NA	73%	62%	76%	65%	79%
	Total Number Meets or Higher		14		NA		16			
	Total Number Tested		28		NA		26			
	Points away from or above target		-19		NA		-11		-11	
	Difference from Prior Year				NA				3	
	Growth from Prior Year				NA				5%	

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Campus: Kirk **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	38%	38%	40%	37%	42%	34%	45%	43%	48%
	Total Number Meets or Higher		39		50		38			
	Total Number Tested		102		134		112			
	Points away from or above target		0		-3		-8		-2	
	Difference from Prior Year				-1		-3		9	
	Growth from Prior Year				-3%		-8%		26%	
African Am.	Target and Actual Rate	35%	NA	37%	NA	39%	10%	42%	48%	45%
	Total Number Meets or Higher		NA		NA		1			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-29		6	
	Difference from Prior Year				NA				38	
	Growth from Prior Year				NA				380%	
Hispanic	Target and Actual Rate	30%	33%	32%	34%	34%	31%	37%	39%	40%
	Total Number Meets or Higher		20		30		26			
	Total Number Tested		61		89		85			
	Points away from or above target		3		2		-3		2	
	Difference from Prior Year				1		-3		8	
	Growth from Prior Year				3%		-9%		26%	
White	Target and Actual Rate	61%	NA	63%	NA	65%	56%	68%	67%	71%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		9			
	Points away from or above target		NA		NA		-9		-1	
	Difference from Prior Year				NA				11	
	Growth from Prior Year				NA				20%	
Asian	Target and Actual Rate	75%	NA	77%	NA	79%		82%	67%	85%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-15	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%		7%	29%	10%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				22	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	31%	NA	33%	NA	35%	6%	38%	31%	41%
	Total Number Meets or Higher		NA		NA		1			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		-29		-7	
	Difference from Prior Year				NA				25	
	Growth from Prior Year				NA				417%	
Special Ed (Former)	Target and Actual Rate	20%	NA	22%	NA	24%		27%	33%	30%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				6	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	26%	32%	28%	25%	30%	29%	33%	40%	36%
	Total Number Meets or Higher		24		24		26			
	Total Number Tested		76		96		91			
	Points away from or above target		6		-3		-1		7	
	Difference from Prior Year				-7		4		11	
	Growth from Prior Year				-22%		16%		38%	
Emergent Bilingual	Target and Actual Rate	27%	33%	29%	28%	31%	26%	34%	33%	37%
	Total Number Meets or Higher		21		19		15			
	Total Number Tested		63		69		57			
	Points away from or above target		6		-1		-5		-1	
	Difference from Prior Year				-5		-2		7	
	Growth from Prior Year				-15%		-7%		27%	
Cont. Enrolled	Target and Actual Rate	39%	43%	41%	41%	43%	39%	46%	53%	49%
	Total Number Meets or Higher		38		46		33			
	Total Number Tested		89		111		84			
	Points away from or above target		4		0		-4		7	
	Difference from Prior Year				-2		-2		14	
	Growth from Prior Year				-5%		-5%		36%	
Non-Cont. Enrolled	Target and Actual Rate	36%	NA	38%	NA	40%	18%	43%	16%	46%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		28			
	Points away from or above target		NA		NA		-22		-27	
	Difference from Prior Year				NA				-2	
	Growth from Prior Year				NA				-11%	

Campus: Lamkin **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	47%	41%	49%	55%	51%	56%	54%	52%	57%
	Total Number Meets or Higher		39		74		69			
	Total Number Tested		95		135		123			
	Points away from or above target		-6		6		5		-2	
	Difference from Prior Year				14		1		-4	
	Growth from Prior Year				34%		2%		-7%	
African Am.	Target and Actual Rate	25%	NA	27%	41%	29%	42%	32%	39%	35%
	Total Number Meets or Higher		NA		13		16			
	Total Number Tested		NA		32		38			
	Points away from or above target		NA		14		13		7	
	Difference from Prior Year						1		-3	
	Growth from Prior Year						2%		-7%	
Hispanic	Target and Actual Rate	40%	32%	42%	51%	44%	60%	47%	55%	50%
	Total Number Meets or Higher		11		23		26			
	Total Number Tested		34		45		43			
	Points away from or above target		-8		9		16		8	
	Difference from Prior Year				19		9		-5	
	Growth from Prior Year				59%		18%		-8%	
White	Target and Actual Rate	61%	59%	63%	68%	65%	60%	68%	55%	71%
	Total Number Meets or Higher		16		27		15			
	Total Number Tested		27		40		25			
	Points away from or above target		-2		5		-5		-13	
	Difference from Prior Year				9		-8		-5	
	Growth from Prior Year				15%		-12%		-8%	
Asian	Target and Actual Rate	75%	NA	77%		79%		82%	33%	85%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-49	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	60%	NA	62%		64%		67%	80%	70%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						13	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	33%	NA	35%		37%	29%	40%	29%	43%
	Total Number Meets or Higher		NA				7			
	Total Number Tested		NA				24			
	Points away from or above target		NA				-8		-11	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Eco. Dis.	Target and Actual Rate	35%	31%	37%	47%	39%	51%	42%	46%	45%
	Total Number Meets or Higher		16		42		44			
	Total Number Tested		52		89		87			
	Points away from or above target		-4		10		12		4	
	Difference from Prior Year				16		4		-5	
	Growth from Prior Year				52%		9%		-10%	
Emergent Bilingual	Target and Actual Rate	52%	NA	54%	59%	56%	65%	59%	45%	62%
	Total Number Meets or Higher		NA		17		15			
	Total Number Tested		NA		29		23			
	Points away from or above target		NA		5		9		-14	
	Difference from Prior Year						6		-20	
	Growth from Prior Year						10%		-31%	
Cont. Enrolled	Target and Actual Rate	46%	42%	48%	54%	50%	59%	53%	57%	56%
	Total Number Meets or Higher		32		58		53			
	Total Number Tested		77		107		90			
	Points away from or above target		-4		6		9		4	
	Difference from Prior Year				12		5		-2	
	Growth from Prior Year				29%		9%		-3%	
Non-Cont. Enrolled	Target and Actual Rate	48%	NA	50%	57%	52%	48%	55%	41%	58%
	Total Number Meets or Higher		NA		16		16			
	Total Number Tested		NA		28		33			
	Points away from or above target		NA		7		-4		-14	
	Difference from Prior Year						-9		-7	
	Growth from Prior Year						-16%		-15%	

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Campus: Lee **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	47%	32%	49%	53%	51%	45%	54%	57%	57%
	Total Number Meets or Higher		36		55		62			
	Total Number Tested		113		103		139			
	Points away from or above target		-15		4		-6		3	
	Difference from Prior Year				21		-8		12	
	Growth from Prior Year				66%		-15%		27%	
African Am.	Target and Actual Rate	50%		52%	NA	54%	22%	57%	39%	60%
	Total Number Meets or Higher				NA		5			
	Total Number Tested				NA		23			
	Points away from or above target				NA		-32		-18	
	Difference from Prior Year				NA				17	
	Growth from Prior Year				NA				77%	
Hispanic	Target and Actual Rate	36%	22%	38%	44%	40%	42%	43%	53%	46%
	Total Number Meets or Higher		16		27		35			
	Total Number Tested		72		62		83			
	Points away from or above target		-14		6		2		10	
	Difference from Prior Year				22		-2		11	
	Growth from Prior Year				100%		-5%		26%	
White	Target and Actual Rate	82%		84%	NA	86%		89%	100%	92%
	Total Number Meets or Higher				NA					
	Total Number Tested				NA					
	Points away from or above target				NA				11	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Asian	Target and Actual Rate	71%		73%	NA	75%	71%	78%	90%	81%
	Total Number Meets or Higher				NA		12			
	Total Number Tested				NA		17			
	Points away from or above target				NA		-4		12	
	Difference from Prior Year				NA				19	
	Growth from Prior Year				NA				27%	
Special Ed (Current)	Target and Actual Rate	30%		32%	NA	34%	22%	37%	29%	40%
	Total Number Meets or Higher				NA		6			
	Total Number Tested				NA		27			
	Points away from or above target				NA		-12		-8	
	Difference from Prior Year				NA				7	
	Growth from Prior Year				NA				32%	
Special Ed (Former)	Target and Actual Rate	0%		2%	40%	4%		7%	50%	10%
	Total Number Meets or Higher				2					
	Total Number Tested				5					
	Points away from or above target				38				43	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	37%	24%	39%	47%	41%	39%	44%	57%	47%
	Total Number Meets or Higher		20		37		40			
	Total Number Tested		85		78		103			
	Points away from or above target		-13		8		-2		13	
	Difference from Prior Year				23		-8		18	
	Growth from Prior Year				96%		-17%		46%	
Emergent Bilingual	Target and Actual Rate	43%	27%	45%	51%	47%	45%	50%	62%	53%
	Total Number Meets or Higher		17		23		26			
	Total Number Tested		63		45		58			
	Points away from or above target		-16		6		-2		12	
	Difference from Prior Year				24		-6		17	
	Growth from Prior Year				89%		-12%		38%	
Cont. Enrolled	Target and Actual Rate	50%	35%	52%	54%	54%	45%	57%	59%	60%
	Total Number Meets or Higher		30		48		50			
	Total Number Tested		86		89		110			
	Points away from or above target		-15		2		-9		2	
	Difference from Prior Year				19		-9		14	
	Growth from Prior Year				54%		-17%		31%	
Non-Cont. Enrolled	Target and Actual Rate	36%	22%	38%	NA	40%	41%	43%	44%	46%
	Total Number Meets or Higher		6		NA		12			
	Total Number Tested		27		NA		29			
	Points away from or above target		-14		NA		1		1	
	Difference from Prior Year				NA				3	
	Growth from Prior Year				NA				7%	

Campus: Lieder **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	35%	33%	37%	45%	39%	40%	42%	51%	45%
	Total Number Meets or Higher		37		45		38			
	Total Number Tested		112		101		94			
	Points away from or above target		-2		8		1		9	
	Difference from Prior Year				12		-5		11	
	Growth from Prior Year				36%		-11%		28%	
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	20%	57%	58%	60%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-34		1	
	Difference from Prior Year				NA				38	
	Growth from Prior Year				NA				190%	
Hispanic	Target and Actual Rate	30%	27%	32%	45%	34%	39%	37%	48%	40%
	Total Number Meets or Higher		22		38		27			
	Total Number Tested		81		84		69			
	Points away from or above target		-3		13		5		11	
	Difference from Prior Year				18		-6		9	
	Growth from Prior Year				67%		-13%		23%	
Asian	Target and Actual Rate	78%	NA	80%	NA	82%	63%	85%	71%	88%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		-19		-14	
	Difference from Prior Year				NA				8	
	Growth from Prior Year				NA				13%	
Special Ed (Current)	Target and Actual Rate	20%	NA	22%	NA	24%	13%	27%	44%	30%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		-11		17	
	Difference from Prior Year				NA				31	
	Growth from Prior Year				NA				238%	
Eco. Dis.	Target and Actual Rate	27%	32%	29%	45%	31%	37%	34%	51%	37%
	Total Number Meets or Higher		29		40		30			
	Total Number Tested		90		88		81			
	Points away from or above target		5		16		6		17	
	Difference from Prior Year				13		-8		14	
	Growth from Prior Year				41%		-18%		38%	
Emergent Bilingual	Target and Actual Rate	31%	30%	33%	44%	35%	35%	38%	49%	41%
	Total Number Meets or Higher		22		25		17			
	Total Number Tested		74		57		48			
	Points away from or above target		-1		11		0		11	
	Difference from Prior Year				14		-9		14	
	Growth from Prior Year				47%		-20%		40%	
Cont. Enrolled	Target and Actual Rate	39%	35%	41%	45%	43%	44%	46%	52%	49%
	Total Number Meets or Higher		33		38		31			
	Total Number Tested		95		84		70			
	Points away from or above target		-4		4		1		6	
	Difference from Prior Year				10		-1		8	
	Growth from Prior Year				29%		-2%		18%	
Non-Cont. Enrolled	Target and Actual Rate	23%	NA	25%	NA	27%	29%	30%	48%	33%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		24			
	Points away from or above target		NA		NA		2		18	
	Difference from Prior Year				NA				19	
	Growth from Prior Year				NA				66%	

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Campus: Lowery **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	47%	57%	49%	59%	51%	55%	54%	76%	57%
	Total Number Meets or Higher		71		77		68			
	Total Number Tested		125		131		123			
	Points away from or above target		10		10		4		22	
	Difference from Prior Year				2		-4		21	
	Growth from Prior Year				4%		-7%		38%	
African Am.	Target and Actual Rate	21%	NA	23%	NA	25%	50%	28%	71%	31%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		25		43	
	Difference from Prior Year				NA				21	
	Growth from Prior Year				NA				42%	
Hispanic	Target and Actual Rate	47%	46%	49%	57%	51%	52%	54%	71%	57%
	Total Number Meets or Higher		25		36		31			
	Total Number Tested		54		63		60			
	Points away from or above target		-1		8		1		17	
	Difference from Prior Year				11		-5		19	
	Growth from Prior Year				24%		-9%		37%	
White	Target and Actual Rate	58%	75%	60%	81%	62%	60%	65%	79%	68%
	Total Number Meets or Higher		33		29		18			
	Total Number Tested		44		36		30			
	Points away from or above target		17		21		-2		14	
	Difference from Prior Year				6		-21		19	
	Growth from Prior Year				8%		-26%		32%	
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	60%	57%	100%	60%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		5			
	Points away from or above target		NA		NA		6		43	
	Difference from Prior Year				NA				40	
	Growth from Prior Year				NA				67%	
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	70%	57%	80%	60%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		16		23	
	Difference from Prior Year				NA				10	
	Growth from Prior Year				NA				14%	
Special Ed (Current)	Target and Actual Rate	13%	NA	15%	NA	17%	24%	20%	45%	23%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		25			
	Points away from or above target		NA		NA		8		26	
	Difference from Prior Year				NA				21	
	Growth from Prior Year				NA				88%	
Eco. Dis.	Target and Actual Rate	31%	47%	33%	47%	35%	44%	38%	72%	41%
	Total Number Meets or Higher		27		36		30			
	Total Number Tested		58		76		68			
	Points away from or above target		16		14		9		34	
	Difference from Prior Year				0		-3		28	
	Growth from Prior Year				0%		-6%		64%	
Emergent Bilingual	Target and Actual Rate	48%	46%	50%	53%	52%	50%	55%	77%	58%
	Total Number Meets or Higher		12		16		12			
	Total Number Tested		26		30		24			
	Points away from or above target		-2		3		-2		22	
	Difference from Prior Year				7		-3		27	
	Growth from Prior Year				15%		-6%		54%	
Cont. Enrolled	Target and Actual Rate	49%	57%	51%	61%	53%	58%	56%	81%	59%
	Total Number Meets or Higher		61		62		56			
	Total Number Tested		107		101		96			
	Points away from or above target		8		10		5		25	
	Difference from Prior Year				4		-3		23	
	Growth from Prior Year				7%		-5%		40%	
Non-Cont. Enrolled	Target and Actual Rate	39%	NA	41%	50%	43%	44%	46%	47%	49%
	Total Number Meets or Higher		NA		15		12			
	Total Number Tested		NA		30		27			
	Points away from or above target		NA		9		1		1	
	Difference from Prior Year				NA		-6		3	
	Growth from Prior Year				NA		-12%		7%	

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Campus: Matzke — **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	37%	37%	39%	48%	41%	56%	44%	51%	47%
	Total Number Meets or Higher		42		73		75			
	Total Number Tested		114		153		135			
	Points away from or above target		0		9		15		7	
	Difference from Prior Year				11		8		-5	
	Growth from Prior Year				30%		17%		-9%	
African Am.	Target and Actual Rate	32%	NA	34%	36%	36%	51%	39%	53%	42%
	Total Number Meets or Higher		NA		14		22			
	Total Number Tested		NA		39		43			
	Points away from or above target		NA		2		15		14	
	Difference from Prior Year				NA		15		2	
	Growth from Prior Year				NA		42%		4%	
Hispanic	Target and Actual Rate	36%	36%	38%	46%	40%	55%	43%	43%	46%
	Total Number Meets or Higher		20		39		35			
	Total Number Tested		55		85		64			
	Points away from or above target		0		8		15		0	
	Difference from Prior Year				10		9		-12	
	Growth from Prior Year				28%		20%		-22%	
White	Target and Actual Rate	55%	NA	57%	NA	59%	50%	62%	67%	65%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		14			
	Points away from or above target		NA		NA		-9		5	
	Difference from Prior Year				NA				17	
	Growth from Prior Year				NA				34%	
Asian	Target and Actual Rate	39%	NA	41%	NA	43%	88%	46%	89%	49%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		45		43	
	Difference from Prior Year				NA				1	
	Growth from Prior Year				NA				1%	
Two or More Races	Target and Actual Rate	25%	NA	27%	NA	29%	67%	32%	33%	35%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		6			
	Points away from or above target		NA		NA		38		1	
	Difference from Prior Year				NA				-34	
	Growth from Prior Year				NA				-51%	
Special Ed (Current)	Target and Actual Rate	6%	NA	8%	NA	10%	17%	13%	18%	16%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		7		5	
	Difference from Prior Year				NA				1	
	Growth from Prior Year				NA				6%	
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%	71%	7%	40%	10%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		67		33	
	Difference from Prior Year				NA				-31	
	Growth from Prior Year				NA				-44%	
Eco. Dis.	Target and Actual Rate	33%	34%	35%	42%	37%	50%	40%	47%	43%
	Total Number Meets or Higher		29		43		49			
	Total Number Tested		85		103		98			
	Points away from or above target		1		7		13		7	
	Difference from Prior Year				8		8		-3	
	Growth from Prior Year				24%		19%		-6%	
Emergent Bilingual	Target and Actual Rate	38%	45%	40%	49%	42%	68%	45%	42%	48%
	Total Number Meets or Higher		20		25		23			
	Total Number Tested		44		51		34			
	Points away from or above target		7		9		26		-3	
	Difference from Prior Year				4		19		-26	
	Growth from Prior Year				9%		39%		-38%	
Cont. Enrolled	Target and Actual Rate	39%	39%	41%	49%	43%	54%	46%	54%	49%
	Total Number Meets or Higher		37		63		52			
	Total Number Tested		96		128		96			
	Points away from or above target		0		8		11		8	
	Difference from Prior Year				10		5		0	
	Growth from Prior Year				26%		10%		0%	
Non-Cont. Enrolled	Target and Actual Rate	28%	NA	30%	40%	32%	59%	35%	41%	38%
	Total Number Meets or Higher		NA		10		23			
	Total Number Tested		NA		25		39			
	Points away from or above target		NA		10		27		6	
	Difference from Prior Year				NA		19		-18	
	Growth from Prior Year				NA		48%		-31%	

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Campus: McFee **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	41%	33%	43%	52%	45%	54%	48%	44%	51%
	Total Number Meets or Higher		43		80		62			
	Total Number Tested		131		154		115			
	Points away from or above target		-8		9		9		-4	
	Difference from Prior Year				19		2		-10	
	Growth from Prior Year				58%		4%		-19%	
African Am.	Target and Actual Rate	49%	26%	51%	42%	53%	58%	56%	42%	59%
	Total Number Meets or Higher		9		23		18			
	Total Number Tested		34		55		31			
	Points away from or above target		-23		-9		5		-14	
	Difference from Prior Year				16		16		-16	
	Growth from Prior Year				62%		38%		-28%	
Hispanic	Target and Actual Rate	34%	29%	36%	53%	38%	47%	41%	47%	44%
	Total Number Meets or Higher		22		44		31			
	Total Number Tested		77		83		66			
	Points away from or above target		-5		17		9		6	
	Difference from Prior Year				24		-6		0	
	Growth from Prior Year				83%		-11%		0%	
White	Target and Actual Rate	55%		57%	NA	59%	57%	62%	17%	65%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		7			
	Points away from or above target				NA		-2		-45	
	Difference from Prior Year				NA				-40	
	Growth from Prior Year				NA				-70%	
Asian	Target and Actual Rate	50%		52%	NA	54%	80%	57%	50%	60%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		5			
	Points away from or above target				NA		26		-7	
	Difference from Prior Year				NA				-30	
	Growth from Prior Year				NA				-38%	
Two or More Races	Target and Actual Rate	50%		52%	NA	54%		57%	33%	60%
	Total Number Meets or Higher				NA					
	Total Number Tested				NA					
	Points away from or above target				NA				-24	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	8%		10%	NA	12%	47%	15%	24%	18%
	Total Number Meets or Higher				NA		9			
	Total Number Tested				NA		19			
	Points away from or above target				NA		35		9	
	Difference from Prior Year				NA				-23	
	Growth from Prior Year				NA				-49%	
Eco. Dis.	Target and Actual Rate	38%	33%	40%	50%	42%	52%	45%	44%	48%
	Total Number Meets or Higher		36		67		44			
	Total Number Tested		110		133		85			
	Points away from or above target		-5		10		10		-1	
	Difference from Prior Year				17		2		-8	
	Growth from Prior Year				52%		4%		-15%	
Emergent Bilingual	Target and Actual Rate	41%	30%	43%	48%	45%	39%	48%	52%	51%
	Total Number Meets or Higher		20		27		16			
	Total Number Tested		67		56		41			
	Points away from or above target		-11		5		-6		4	
	Difference from Prior Year				18		-9		13	
	Growth from Prior Year				60%		-19%		33%	
Cont. Enrolled	Target and Actual Rate	42%	30%	44%	54%	46%	52%	49%	49%	52%
	Total Number Meets or Higher		28		70		47			
	Total Number Tested		92		130		90			
	Points away from or above target		-12		10		6		0	
	Difference from Prior Year				24		-2		-3	
	Growth from Prior Year				80%		-4%		-6%	
Non-Cont. Enrolled	Target and Actual Rate	38%	38%	40%	NA	42%	60%	45%	29%	48%
	Total Number Meets or Higher		15		NA		15			
	Total Number Tested		39		NA		25			
	Points away from or above target		0		NA		18		-16	
	Difference from Prior Year				NA				-31	
	Growth from Prior Year				NA				-52%	

Campus: Metcalf **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	44%	32%	46%	52%	48%	39%	51%	43%	54%
	Total Number Meets or Higher		32		41		39			
	Total Number Tested		99		79		101			
	Points away from or above target		-12		6		-9		-8	
	Difference from Prior Year				20		-13		4	
	Growth from Prior Year				63%		-25%		10%	
African Am.	Target and Actual Rate	58%	NA	60%	NA	62%	39%	65%	52%	68%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		23			
	Points away from or above target		NA		NA		-23		-13	
	Difference from Prior Year				NA				13	
	Growth from Prior Year				NA				33%	
Hispanic	Target and Actual Rate	42%	29%	44%	50%	46%	38%	49%	35%	52%
	Total Number Meets or Higher		20		24		23			
	Total Number Tested		68		48		61			
	Points away from or above target		-13		6		-8		-14	
	Difference from Prior Year				21		-12		-3	
	Growth from Prior Year				72%		-24%		-8%	
White	Target and Actual Rate	40%	NA	42%	NA	44%		47%	50%	50%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				3	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	63%	57%	83%	60%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		9		26	
	Difference from Prior Year				NA				20	
	Growth from Prior Year				NA				32%	
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	23%	7%	13%	10%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		13			
	Points away from or above target		NA		NA		19		6	
	Difference from Prior Year				NA				-10	
	Growth from Prior Year				NA				-43%	
Eco. Dis.	Target and Actual Rate	44%	31%	46%	45%	48%	35%	51%	43%	54%
	Total Number Meets or Higher		25		30		31			
	Total Number Tested		81		66		89			
	Points away from or above target		-13		-1		-13		-8	
	Difference from Prior Year				14		-10		8	
	Growth from Prior Year				45%		-22%		23%	
Emergent Bilingual	Target and Actual Rate	45%	41%	47%	40%	49%	38%	52%	43%	55%
	Total Number Meets or Higher		21		16		19			
	Total Number Tested		51		40		50			
	Points away from or above target		-4		-7		-11		-9	
	Difference from Prior Year				-1		-2		5	
	Growth from Prior Year				-2%		-5%		13%	
Cont. Enrolled	Target and Actual Rate	41%	35%	43%	52%	45%	41%	48%	45%	51%
	Total Number Meets or Higher		27		34		33			
	Total Number Tested		78		66		81			
	Points away from or above target		-6		9		-4		-3	
	Difference from Prior Year				17		-11		4	
	Growth from Prior Year				49%		-21%		10%	
Non-Cont. Enrolled	Target and Actual Rate	58%	NA	60%	NA	62%	30%	65%	38%	68%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		-32		-27	
	Difference from Prior Year				NA				8	
	Growth from Prior Year				NA				27%	

Campus: **Millsap** **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	49%	50%	51%	61%	53%	58%	56%	57%	59%
	Total Number Meets or Higher		57		77		71			
	Total Number Tested		113		126		123			
	Points away from or above target		1		10		5		1	
	Difference from Prior Year				11		-3		-1	
	Growth from Prior Year				22%		-5%		-2%	
African Am.	Target and Actual Rate	35%		37%		39%	67%	42%	50%	45%
	Total Number Meets or Higher						8			
	Total Number Tested						12			
	Points away from or above target						28		8	
	Difference from Prior Year								-17	
	Growth from Prior Year								-25%	
Hispanic	Target and Actual Rate	45%	54%	47%	54%	49%	48%	52%	46%	55%
	Total Number Meets or Higher		28		33		27			
	Total Number Tested		52		61		56			
	Points away from or above target		9		7		-1		-6	
	Difference from Prior Year				0		-6		-2	
	Growth from Prior Year				0%		-11%		-4%	
White	Target and Actual Rate	56%	43%	58%	72%	60%	63%	63%	68%	66%
	Total Number Meets or Higher		16		31		30			
	Total Number Tested		37		43		48			
	Points away from or above target		-13		14		3		5	
	Difference from Prior Year				29		-9		5	
	Growth from Prior Year				67%		-13%		8%	
Two or More Races	Target and Actual Rate	0%		2%		4%		7%	60%	10%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								53	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	38%		40%	31%	42%	7%	45%	42%	48%
	Total Number Meets or Higher				8		1			
	Total Number Tested				26		15			
	Points away from or above target				-9		-35		-3	
	Difference from Prior Year						-24		35	
	Growth from Prior Year						-77%		500%	
Special Ed (Former)	Target and Actual Rate	0%		2%	80%	4%		7%	38%	10%
	Total Number Meets or Higher				4					
	Total Number Tested				5					
	Points away from or above target				78				31	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	38%	45%	40%	57%	42%	46%	45%	50%	48%
	Total Number Meets or Higher		28		45		31			
	Total Number Tested		62		79		68			
	Points away from or above target		7		17		4		5	
	Difference from Prior Year				12		-11		4	
	Growth from Prior Year				27%		-19%		9%	
Emergent Bilingual	Target and Actual Rate	50%	47%	52%	61%	54%	50%	57%	50%	60%
	Total Number Meets or Higher		14		20		21			
	Total Number Tested		30		33		42			
	Points away from or above target		-3		9		-4		-7	
	Difference from Prior Year				14		-11		0	
	Growth from Prior Year				30%		-18%		0%	
Cont. Enrolled	Target and Actual Rate	52%	50%	54%	61%	56%	57%	59%	59%	62%
	Total Number Meets or Higher		45		63		50			
	Total Number Tested		90		103		87			
	Points away from or above target		-2		7		1		0	
	Difference from Prior Year				11		-4		2	
	Growth from Prior Year				22%		-7%		4%	
Non-Cont. Enrolled	Target and Actual Rate	38%		40%		42%	58%	45%	53%	48%
	Total Number Meets or Higher						21			
	Total Number Tested						36			
	Points away from or above target						16		8	
	Difference from Prior Year								-5	
	Growth from Prior Year								-9%	

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Campus: Moore — **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	56%	50%	58%	58%	60%	60%	63%	44%	66%
	Total Number Meets or Higher		67		84		81			
	Total Number Tested		135		146		135			
	Points away from or above target		-6		0		0		-19	
	Difference from Prior Year				8		2		-16	
	Growth from Prior Year				16%		3%		-27%	
African Am.	Target and Actual Rate	29%	41%	31%	33%	33%	41%	36%	30%	39%
	Total Number Meets or Higher		12		13		11			
	Total Number Tested		29		39		27			
	Points away from or above target		12		2		8		-6	
	Difference from Prior Year				-8		8		-11	
	Growth from Prior Year				-20%		24%		-27%	
Hispanic	Target and Actual Rate	42%	38%	44%	69%	46%	63%	49%	41%	52%
	Total Number Meets or Higher		13		24		25			
	Total Number Tested		34		35		40			
	Points away from or above target		-4		25		17		-8	
	Difference from Prior Year				31		-6		-22	
	Growth from Prior Year				82%		-9%		-35%	
White	Target and Actual Rate	58%	58%	60%	56%	62%	60%	65%	58%	68%
	Total Number Meets or Higher		26		27		26			
	Total Number Tested		45		48		43			
	Points away from or above target		0		-4		-2		-7	
	Difference from Prior Year				-2		4		-2	
	Growth from Prior Year				-3%		7%		-3%	
Asian	Target and Actual Rate	88%		90%		92%	76%	95%	69%	98%
	Total Number Meets or Higher						13			
	Total Number Tested						17			
	Points away from or above target						-16		-26	
	Difference from Prior Year								-7	
	Growth from Prior Year								-9%	
Two or More Races	Target and Actual Rate	67%		69%		71%		74%	60%	77%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-14	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	23%		25%		27%	5%	30%	26%	33%
	Total Number Meets or Higher						1			
	Total Number Tested						19			
	Points away from or above target						-22		-4	
	Difference from Prior Year								21	
	Growth from Prior Year								420%	
Special Ed (Former)	Target and Actual Rate	0%		2%	33%	4%	80%	7%	43%	10%
	Total Number Meets or Higher				2		4			
	Total Number Tested				6		5			
	Points away from or above target				31		76		36	
	Difference from Prior Year						47		-37	
	Growth from Prior Year						142%		-46%	
Eco. Dis.	Target and Actual Rate	33%	26%	35%	48%	37%	53%	40%	35%	43%
	Total Number Meets or Higher		15		31		42			
	Total Number Tested		57		64		79			
	Points away from or above target		-7		13		16		-5	
	Difference from Prior Year				22		5		-18	
	Growth from Prior Year				85%		10%		-34%	
Emergent Bilingual	Target and Actual Rate	64%		66%		68%	52%	71%	40%	74%
	Total Number Meets or Higher						15			
	Total Number Tested						29			
	Points away from or above target						-16		-31	
	Difference from Prior Year								-12	
	Growth from Prior Year								-23%	
Cont. Enrolled	Target and Actual Rate	63%	53%	65%	63%	67%	60%	70%	43%	73%
	Total Number Meets or Higher		52		62		56			
	Total Number Tested		98		98		93			
	Points away from or above target		-10		-2		-7		-27	
	Difference from Prior Year				10		-3		-17	
	Growth from Prior Year				19%		-5%		-28%	
Non-Cont. Enrolled	Target and Actual Rate	37%	41%	39%	46%	41%	60%	44%	46%	47%
	Total Number Meets or Higher		15		22		25			
	Total Number Tested		37		48		42			
	Points away from or above target		4		7		19		2	
	Difference from Prior Year				5		14		-14	
	Growth from Prior Year				12%		30%		-23%	

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Campus: Owens **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	40%	42%	42%	64%	44%	47%	47%	56%	50%
	Total Number Meets or Higher		45		60		47			
	Total Number Tested		108		94		100			
	Points away from or above target		2		22		3		9	
	Difference from Prior Year				22		-17		9	
	Growth from Prior Year				52%		-27%		19%	
African Am.	Target and Actual Rate	38%	35%	40%	50%	42%	23%	45%	53%	48%
	Total Number Meets or Higher		9		13		6			
	Total Number Tested		26		26		26			
	Points away from or above target		-3		10		-19		8	
	Difference from Prior Year				15		-27		30	
	Growth from Prior Year				43%		-54%		130%	
Hispanic	Target and Actual Rate	37%	45%	39%	61%	41%	55%	44%	55%	47%
	Total Number Meets or Higher		25		27		24			
	Total Number Tested		56		44		44			
	Points away from or above target		8		22		14		11	
	Difference from Prior Year				16		-6		0	
	Growth from Prior Year				36%		-10%		0%	
White	Target and Actual Rate	50%		52%		54%	57%	57%	59%	60%
	Total Number Meets or Higher						8			
	Total Number Tested						14			
	Points away from or above target						3		2	
	Difference from Prior Year								2	
	Growth from Prior Year								4%	
Special Ed (Current)	Target and Actual Rate	28%		30%		32%	8%	35%	42%	38%
	Total Number Meets or Higher						1			
	Total Number Tested						13			
	Points away from or above target						-24		7	
	Difference from Prior Year								34	
	Growth from Prior Year								425%	
Special Ed (Former)	Target and Actual Rate	0%		2%		4%		7%	38%	10%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								31	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	33%	35%	35%	62%	37%	43%	40%	55%	43%
	Total Number Meets or Higher		29		40		29			
	Total Number Tested		83		65		67			
	Points away from or above target		2		27		6		15	
	Difference from Prior Year				27		-19		12	
	Growth from Prior Year				77%		-31%		28%	
Emergent Bilingual	Target and Actual Rate	30%	32%	32%	65%	34%	57%	37%	62%	40%
	Total Number Meets or Higher		13		24		21			
	Total Number Tested		41		37		37			
	Points away from or above target		2		33		23		25	
	Difference from Prior Year				33		-8		5	
	Growth from Prior Year				103%		-12%		9%	
Cont. Enrolled	Target and Actual Rate	43%	44%	45%	64%	47%	43%	50%	58%	53%
	Total Number Meets or Higher		39		47		35			
	Total Number Tested		88		73		81			
	Points away from or above target		1		19		-4		8	
	Difference from Prior Year				20		-21		15	
	Growth from Prior Year				45%		-33%		35%	
Non-Cont. Enrolled	Target and Actual Rate	35%		37%		39%	63%	42%	52%	45%
	Total Number Meets or Higher						12			
	Total Number Tested						19			
	Points away from or above target						24		10	
	Difference from Prior Year								-11	
	Growth from Prior Year								-17%	

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Campus: Pope **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	85%	75%	87%	82%	89%	82%	92%	84%	95%
	Total Number Meets or Higher		121		138		128			
	Total Number Tested		161		168		157			
	Points away from or above target		-10		-5		-7		-8	
	Difference from Prior Year				7		0		2	
	Growth from Prior Year				9%		0%		2%	
African Am.	Target and Actual Rate	88%	NA	90%		92%		95%	67%	98%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-28	
	Difference from Prior Year									
	Growth from Prior Year									
Hispanic	Target and Actual Rate	74%	70%	76%	80%	78%	83%	81%	77%	84%
	Total Number Meets or Higher		21		32		25			
	Total Number Tested		30		40		30			
	Points away from or above target		-4		4		5		-4	
	Difference from Prior Year				10		3		-6	
	Growth from Prior Year				14%		4%		-7%	
White	Target and Actual Rate	86%	79%	88%	81%	90%	83%	93%	84%	96%
	Total Number Meets or Higher		67		67		72			
	Total Number Tested		85		83		87			
	Points away from or above target		-7		-7		-7		-9	
	Difference from Prior Year				2		2		1	
	Growth from Prior Year				3%		2%		1%	
Asian	Target and Actual Rate	94%	87%	96%	92%	98%	79%	100%	96%	100%
	Total Number Meets or Higher		26		23		23			
	Total Number Tested		30		25		29			
	Points away from or above target		-7		-4		-19		-4	
	Difference from Prior Year				5		-13		17	
	Growth from Prior Year				6%		-14%		22%	
Two or More Races	Target and Actual Rate	88%	NA	90%		92%		95%	89%	98%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-6	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	67%	NA	69%	60%	71%	63%	74%	56%	77%
	Total Number Meets or Higher		NA		15		15			
	Total Number Tested		NA		25		24			
	Points away from or above target		NA		-9		-8		-18	
	Difference from Prior Year						3		-7	
	Growth from Prior Year						5%		-11%	
Eco. Dis.	Target and Actual Rate	100%	NA	102%		104%	45%	107%	60%	110%
	Total Number Meets or Higher		NA				5			
	Total Number Tested		NA				11			
	Points away from or above target		NA				-59		-47	
	Difference from Prior Year								15	
	Growth from Prior Year								33%	
Emergent Bilingual	Target and Actual Rate	82%	NA	84%		86%	67%	89%	75%	92%
	Total Number Meets or Higher		NA				8			
	Total Number Tested		NA				12			
	Points away from or above target		NA				-19		-14	
	Difference from Prior Year								8	
	Growth from Prior Year								12%	
Cont. Enrolled	Target and Actual Rate	86%	78%	88%	82%	90%	81%	93%	84%	96%
	Total Number Meets or Higher		107		125		111			
	Total Number Tested		137		152		137			
	Points away from or above target		-8		-6		-9		-9	
	Difference from Prior Year				4		-1		3	
	Growth from Prior Year				5%		-1%		4%	
Non-Cont. Enrolled	Target and Actual Rate	70%	NA	72%		74%	85%	77%	81%	80%
	Total Number Meets or Higher		NA				17			
	Total Number Tested		NA				20			
	Points away from or above target		NA				11		4	
	Difference from Prior Year								-4	
	Growth from Prior Year								-5%	

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Campus: Post **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	37%	38%	39%	56%	41%	53%	44%	61%	47%
	Total Number Meets or Higher		41		74		62			
	Total Number Tested		107		133		116			
	Points away from or above target		1		17		12		17	
	Difference from Prior Year				18		-3		8	
	Growth from Prior Year				47%		-5%		15%	
African Am.	Target and Actual Rate	28%	NA	30%	52%	32%	38%	35%	43%	38%
	Total Number Meets or Higher		NA		16		9			
	Total Number Tested		NA		31		24			
	Points away from or above target		NA		22		6		8	
	Difference from Prior Year						-14		5	
	Growth from Prior Year						-27%		13%	
Hispanic	Target and Actual Rate	29%	27%	31%	46%	33%	51%	36%	50%	39%
	Total Number Meets or Higher		14		32		34			
	Total Number Tested		51		69		67			
	Points away from or above target		-2		15		18		14	
	Difference from Prior Year				19		5		-1	
	Growth from Prior Year				70%		11%		-2%	
White	Target and Actual Rate	56%	NA	58%		60%	73%	63%	92%	66%
	Total Number Meets or Higher		NA				11			
	Total Number Tested		NA				15			
	Points away from or above target		NA				13		29	
	Difference from Prior Year								19	
	Growth from Prior Year								26%	
Special Ed (Current)	Target and Actual Rate	25%	NA	27%		29%	8%	32%	39%	35%
	Total Number Meets or Higher		NA				1			
	Total Number Tested		NA				12			
	Points away from or above target		NA				-21		7	
	Difference from Prior Year								31	
	Growth from Prior Year								388%	
Special Ed (Former)	Target and Actual Rate	75%	NA	77%	71%	79%		82%	100%	85%
	Total Number Meets or Higher		NA		5					
	Total Number Tested		NA		7					
	Points away from or above target		NA		-6				18	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	34%	28%	36%	45%	38%	48%	41%	47%	44%
	Total Number Meets or Higher		19		38		40			
	Total Number Tested		68		84		83			
	Points away from or above target		-6		9		10		6	
	Difference from Prior Year				17		3		-1	
	Growth from Prior Year				61%		7%		-2%	
Emergent Bilingual	Target and Actual Rate	35%	27%	37%	44%	39%	40%	42%	41%	45%
	Total Number Meets or Higher		12		19		16			
	Total Number Tested		44		43		40			
	Points away from or above target		-8		7		1		-1	
	Difference from Prior Year				17		-4		1	
	Growth from Prior Year				63%		-9%		2%	
Cont. Enrolled	Target and Actual Rate	35%	43%	37%	58%	39%	56%	42%	67%	45%
	Total Number Meets or Higher		38		64		48			
	Total Number Tested		88		110		85			
	Points away from or above target		8		21		17		25	
	Difference from Prior Year				15		-2		11	
	Growth from Prior Year				35%		-3%		20%	
Non-Cont. Enrolled	Target and Actual Rate	42%	NA	44%		46%	45%	49%	42%	52%
	Total Number Meets or Higher		NA				14			
	Total Number Tested		NA				31			
	Points away from or above target		NA				-1		-7	
	Difference from Prior Year								-3	
	Growth from Prior Year								-7%	

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Campus: Postma **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	58%	58%	60%	71%	62%	68%	65%	70%	68%
	Total Number Meets or Higher		84		105		119			
	Total Number Tested		146		148		175			
	Points away from or above target		0		11		6		5	
	Difference from Prior Year				13		-3		2	
	Growth from Prior Year				22%		-4%		3%	
African Am.	Target and Actual Rate	50%	56%	52%	56%	54%	67%	57%	63%	60%
	Total Number Meets or Higher		22		27		34			
	Total Number Tested		39		48		51			
	Points away from or above target		6		4		13		6	
	Difference from Prior Year				0		11		-4	
	Growth from Prior Year				0%		20%		-6%	
Hispanic	Target and Actual Rate	47%	45%	49%	64%	51%	49%	54%	64%	57%
	Total Number Meets or Higher		20		25		22			
	Total Number Tested		44		39		45			
	Points away from or above target		-2		15		-2		10	
	Difference from Prior Year				19		-15		15	
	Growth from Prior Year				42%		-23%		31%	
White	Target and Actual Rate	67%		69%		71%	76%	74%	77%	77%
	Total Number Meets or Higher						32			
	Total Number Tested						42			
	Points away from or above target						5		3	
	Difference from Prior Year								1	
	Growth from Prior Year								1%	
Asian	Target and Actual Rate	83%	68%	85%	88%	87%	83%	90%	92%	93%
	Total Number Meets or Higher		23		30		24			
	Total Number Tested		34		34		29			
	Points away from or above target		-15		3		-4		2	
	Difference from Prior Year				20		-5		9	
	Growth from Prior Year				29%		-6%		11%	
Two or More Races	Target and Actual Rate	78%		80%		82%	88%	85%	67%	88%
	Total Number Meets or Higher						7			
	Total Number Tested						8			
	Points away from or above target						6		-18	
	Difference from Prior Year								-21	
	Growth from Prior Year								-24%	
Special Ed (Current)	Target and Actual Rate	0%		2%		4%	53%	7%	33%	10%
	Total Number Meets or Higher						8			
	Total Number Tested						15			
	Points away from or above target						49		26	
	Difference from Prior Year								-20	
	Growth from Prior Year								-38%	
Special Ed (Former)	Target and Actual Rate	57%		59%		61%		64%	83%	67%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								19	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	51%	53%	53%	74%	55%	49%	58%	58%	61%
	Total Number Meets or Higher		32		46		33			
	Total Number Tested		60		62		68			
	Points away from or above target		2		21		-6		0	
	Difference from Prior Year				21		-25		9	
	Growth from Prior Year				40%		-34%		18%	
Emergent Bilingual	Target and Actual Rate	58%	55%	60%	74%	62%	66%	65%	67%	68%
	Total Number Meets or Higher		28		31		31			
	Total Number Tested		51		42		47			
	Points away from or above target		-3		14		4		2	
	Difference from Prior Year				19		-8		1	
	Growth from Prior Year				35%		-11%		2%	
Cont. Enrolled	Target and Actual Rate	59%	57%	61%	73%	63%	69%	66%	72%	69%
	Total Number Meets or Higher		73		90		101			
	Total Number Tested		127		124		147			
	Points away from or above target		-2		12		6		6	
	Difference from Prior Year				16		-4		3	
	Growth from Prior Year				28%		-5%		4%	
Non-Cont. Enrolled	Target and Actual Rate	57%		59%		61%	64%	64%	58%	67%
	Total Number Meets or Higher						18			
	Total Number Tested						28			
	Points away from or above target						3		-6	
	Difference from Prior Year								-6	
	Growth from Prior Year								-9%	

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Campus: Reed **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	43%	39%	45%	47%	47%	46%	50%	60%	53%
	Total Number Meets or Higher		49		55		49			
	Total Number Tested		126		118		106			
	Points away from or above target		-4		2		-1		10	
	Difference from Prior Year				8		-1		14	
	Growth from Prior Year				21%		-2%		30%	
African Am.	Target and Actual Rate	31%	NA	33%	NA	35%	67%	38%	33%	41%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		6			
	Points away from or above target		NA		NA		32		-5	
	Difference from Prior Year				NA				-34	
	Growth from Prior Year				NA				-51%	
Hispanic	Target and Actual Rate	38%	34%	40%	44%	42%	41%	45%	57%	48%
	Total Number Meets or Higher		31		38		33			
	Total Number Tested		92		86		81			
	Points away from or above target		-4		4		-1		12	
	Difference from Prior Year				10		-3		16	
	Growth from Prior Year				29%		-7%		39%	
White	Target and Actual Rate	86%	NA	88%	NA	90%	70%	93%	86%	96%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-20		-7	
	Difference from Prior Year				NA				16	
	Growth from Prior Year				NA				23%	
Asian	Target and Actual Rate	61%	NA	63%	NA	65%	56%	68%	70%	71%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		9			
	Points away from or above target		NA		NA		-9		2	
	Difference from Prior Year				NA				14	
	Growth from Prior Year				NA				25%	
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	48%	45%	24%	48%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		6		-21	
	Difference from Prior Year				NA				-24	
	Growth from Prior Year				NA				-50%	
Eco. Dis.	Target and Actual Rate	39%	37%	41%	41%	43%	47%	46%	58%	49%
	Total Number Meets or Higher		39		37		39			
	Total Number Tested		105		91		83			
	Points away from or above target		-2		0		4		12	
	Difference from Prior Year				4		6		11	
	Growth from Prior Year				11%		15%		23%	
Emergent Bilingual	Target and Actual Rate	37%	37%	39%	46%	41%	46%	44%	58%	47%
	Total Number Meets or Higher		27		26		22			
	Total Number Tested		73		56		48			
	Points away from or above target		0		7		5		14	
	Difference from Prior Year				9		0		12	
	Growth from Prior Year				24%		0%		26%	
Cont. Enrolled	Target and Actual Rate	44%	40%	46%	47%	48%	44%	51%	62%	54%
	Total Number Meets or Higher		45		47		37			
	Total Number Tested		113		99		85			
	Points away from or above target		-4		1		-4		11	
	Difference from Prior Year				7		-3		18	
	Growth from Prior Year				18%		-6%		41%	
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	NA	45%	57%	48%	45%	51%
	Total Number Meets or Higher		NA		NA		12			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		12		-3	
	Difference from Prior Year				NA				-12	
	Growth from Prior Year				NA				-21%	

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Campus:	Rennell	Early Childhood Reading Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	53%	63%	55%	78%	57%	75%	60%	79%	63%
	Total Number Meets or Higher		105		143		153			
	Total Number Tested		167		184		205			
	Points away from or above target		10		23		18		19	
	Difference from Prior Year				15		-3		4	
	Growth from Prior Year				24%		-4%		5%	
African Am.	Target and Actual Rate	43%		45%		47%	67%	50%	67%	53%
	Total Number Meets or Higher						14			
	Total Number Tested						21			
	Points away from or above target						20		17	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Hispanic	Target and Actual Rate	47%	61%	49%	64%	51%	67%	54%	75%	57%
	Total Number Meets or Higher		25		32		31			
	Total Number Tested		41		50		46			
	Points away from or above target		14		15		16		21	
	Difference from Prior Year				3		3		8	
	Growth from Prior Year				5%		5%		12%	
White	Target and Actual Rate	44%	60%	46%	86%	48%	74%	51%	76%	54%
	Total Number Meets or Higher		34		56		48			
	Total Number Tested		57		65		65			
	Points away from or above target		16		40		26		25	
	Difference from Prior Year				26		-12		2	
	Growth from Prior Year				43%		-14%		3%	
Asian	Target and Actual Rate	75%	70%	77%	79%	79%	86%	82%	89%	85%
	Total Number Meets or Higher		30		34		50			
	Total Number Tested		43		43		58			
	Points away from or above target		-5		2		7		7	
	Difference from Prior Year				9		7		3	
	Growth from Prior Year				13%		9%		3%	
Two or More Races	Target and Actual Rate	50%		52%		54%		57%	92%	60%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								35	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	50%		52%		54%	48%	57%	65%	60%
	Total Number Meets or Higher						13			
	Total Number Tested						27			
	Points away from or above target						-6		8	
	Difference from Prior Year								17	
	Growth from Prior Year								35%	
Special Ed (Former)	Target and Actual Rate	17%	60%	19%	80%	21%	100%	24%	63%	27%
	Total Number Meets or Higher		3		8		6			
	Total Number Tested		5		10		6			
	Points away from or above target		43		61		79		39	
	Difference from Prior Year				20		20		-37	
	Growth from Prior Year				33%		25%		-37%	
Eco. Dis.	Target and Actual Rate	41%		43%	71%	45%	56%	48%	74%	51%
	Total Number Meets or Higher				30		22			
	Total Number Tested				42		39			
	Points away from or above target				28		11		26	
	Difference from Prior Year						-15		18	
	Growth from Prior Year						-21%		32%	
Emergent Bilingual	Target and Actual Rate	49%	58%	51%	58%	53%	59%	56%	71%	59%
	Total Number Meets or Higher		19		19		16			
	Total Number Tested		33		33		27			
	Points away from or above target		9		7		6		15	
	Difference from Prior Year				0		1		12	
	Growth from Prior Year				0%		2%		20%	
Cont. Enrolled	Target and Actual Rate	53%	62%	55%	77%	57%	74%	60%	80%	63%
	Total Number Meets or Higher		77		115		108			
	Total Number Tested		124		149		146			
	Points away from or above target		9		22		17		20	
	Difference from Prior Year				15		-3		6	
	Growth from Prior Year				24%		-4%		8%	
Non-Cont. Enrolled	Target and Actual Rate	48%	65%	50%	80%	52%	76%	55%	73%	58%
	Total Number Meets or Higher		28		28		45			
	Total Number Tested		43		35		59			
	Points away from or above target		17		30		24		18	
	Difference from Prior Year				15		-4		-3	
	Growth from Prior Year				23%		-5%		-4%	

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Campus: Robinson, M — **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	41%	38%	43%	51%	45%	48%	48%	48%	51%
	Total Number Meets or Higher		62		85		88			
	Total Number Tested		164		167		183			
	Points away from or above target		-3		8		3		0	
	Difference from Prior Year				13		-3		0	
	Growth from Prior Year				34%		-6%		0%	
African Am.	Target and Actual Rate	44%	37%	46%	59%	48%	48%	51%	34%	54%
	Total Number Meets or Higher		15		30		23			
	Total Number Tested		41		51		48			
	Points away from or above target		-7		13		0		-17	
	Difference from Prior Year				22		-11		-14	
	Growth from Prior Year				59%		-19%		-29%	
Hispanic	Target and Actual Rate	39%	34%	41%	40%	43%	50%	46%	51%	49%
	Total Number Meets or Higher		32		38		53			
	Total Number Tested		94		94		106			
	Points away from or above target		-5		-1		7		5	
	Difference from Prior Year				6		10		1	
	Growth from Prior Year				18%		25%		2%	
White	Target and Actual Rate	36%		38%		40%	50%	43%	86%	46%
	Total Number Meets or Higher						4			
	Total Number Tested						8			
	Points away from or above target						10		43	
	Difference from Prior Year								36	
	Growth from Prior Year								72%	
Asian	Target and Actual Rate	50%		52%		54%	41%	57%	44%	60%
	Total Number Meets or Higher						7			
	Total Number Tested						17			
	Points away from or above target						-13		-13	
	Difference from Prior Year								3	
	Growth from Prior Year								7%	
Special Ed (Current)	Target and Actual Rate	40%		42%		44%	15%	47%	41%	50%
	Total Number Meets or Higher						3			
	Total Number Tested						20			
	Points away from or above target						-29		-6	
	Difference from Prior Year								26	
	Growth from Prior Year								173%	
Eco. Dis.	Target and Actual Rate	37%	36%	39%	49%	41%	48%	44%	48%	47%
	Total Number Meets or Higher		50		64		76			
	Total Number Tested		137		131		157			
	Points away from or above target		-1		10		7		4	
	Difference from Prior Year				13		-1		0	
	Growth from Prior Year				36%		-2%		0%	
Emergent Bilingual	Target and Actual Rate	36%	34%	38%	48%	40%	51%	43%	53%	46%
	Total Number Meets or Higher		29		38		45			
	Total Number Tested		86		80		89			
	Points away from or above target		-2		10		11		10	
	Difference from Prior Year				14		3		2	
	Growth from Prior Year				41%		6%		4%	
Cont. Enrolled	Target and Actual Rate	42%	34%	44%	49%	46%	49%	49%	53%	52%
	Total Number Meets or Higher		45		63		65			
	Total Number Tested		131		128		132			
	Points away from or above target		-8		5		3		4	
	Difference from Prior Year				15		0		4	
	Growth from Prior Year				44%		0%		8%	
Non-Cont. Enrolled	Target and Actual Rate	38%	52%	40%	56%	42%	45%	45%	38%	48%
	Total Number Meets or Higher		17		22		23			
	Total Number Tested		33		39		51			
	Points away from or above target		14		16		3		-7	
	Difference from Prior Year				4		-11		-7	
	Growth from Prior Year				8%		-20%		-16%	

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Campus: Robison, A **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	60%	57%	62%	64%	64%	55%	67%	75%	70%
	Total Number Meets or Higher		67		89		75			
	Total Number Tested		118		139		136			
	Points away from or above target		-3		2		-9		8	
	Difference from Prior Year				7		-9		20	
	Growth from Prior Year				12%		-14%		36%	
African Am.	Target and Actual Rate	35%	NA	37%	NA	39%	38%	42%	68%	45%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-1		26	
	Difference from Prior Year				NA				30	
	Growth from Prior Year				NA				79%	
Hispanic	Target and Actual Rate	63%	41%	65%	59%	67%	39%	70%	66%	73%
	Total Number Meets or Higher		15		26		16			
	Total Number Tested		37		44		41			
	Points away from or above target		-22		-6		-28		-4	
	Difference from Prior Year				18		-20		27	
	Growth from Prior Year				44%		-34%		69%	
White	Target and Actual Rate	62%	60%	64%	65%	66%	64%	69%	80%	72%
	Total Number Meets or Higher		33		43		34			
	Total Number Tested		55		66		53			
	Points away from or above target		-2		1		-2		11	
	Difference from Prior Year				5		-1		16	
	Growth from Prior Year				8%		-2%		25%	
Asian	Target and Actual Rate	82%	NA	84%	NA	86%	76%	89%	95%	92%
	Total Number Meets or Higher		NA		NA		13			
	Total Number Tested		NA		NA		17			
	Points away from or above target		NA		NA		-10		6	
	Difference from Prior Year				NA				19	
	Growth from Prior Year				NA				25%	
Two or More Races	Target and Actual Rate	71%	NA	73%	NA	75%		78%	77%	81%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-1	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	22%	NA	24%	NA	26%	19%	29%	52%	32%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		-7		23	
	Difference from Prior Year				NA				33	
	Growth from Prior Year				NA				174%	
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	88%	100%	40%	100%	50%	100%
	Total Number Meets or Higher		NA		7		2			
	Total Number Tested		NA		8		5			
	Points away from or above target		NA		-12		-60		-50	
	Difference from Prior Year				NA		-48		10	
	Growth from Prior Year				NA		-55%		25%	
Eco. Dis.	Target and Actual Rate	50%	44%	52%	46%	54%	44%	57%	63%	60%
	Total Number Meets or Higher		21		28		23			
	Total Number Tested		48		61		52			
	Points away from or above target		-6		-6		-10		6	
	Difference from Prior Year				2		-2		19	
	Growth from Prior Year				5%		-4%		43%	
Emergent Bilingual	Target and Actual Rate	68%	NA	70%	NA	72%	33%	75%	83%	78%
	Total Number Meets or Higher		NA		NA		8			
	Total Number Tested		NA		NA		24			
	Points away from or above target		NA		NA		-39		8	
	Difference from Prior Year				NA				50	
	Growth from Prior Year				NA				152%	
Cont. Enrolled	Target and Actual Rate	62%	57%	64%	65%	66%	57%	69%	75%	72%
	Total Number Meets or Higher		59		80		56			
	Total Number Tested		103		124		99			
	Points away from or above target		-5		1		-9		6	
	Difference from Prior Year				8		-8		18	
	Growth from Prior Year				14%		-12%		32%	
Non-Cont. Enrolled	Target and Actual Rate	47%	NA	49%	NA	51%	51%	54%	79%	57%
	Total Number Meets or Higher		NA		NA		19			
	Total Number Tested		NA		NA		37			
	Points away from or above target		NA		NA		0		25	
	Difference from Prior Year				NA				28	
	Growth from Prior Year				NA				55%	

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Campus: Sampson **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	77%	75%	79%	83%	81%	74%	84%	79%	87%
	Total Number Meets or Higher		88		118		119			
	Total Number Tested		118		143		160			
	Points away from or above target		-2		4		-7		-5	
	Difference from Prior Year				8		-9		5	
	Growth from Prior Year				11%		-11%		7%	
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%		47%	63%	50%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				16	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Hispanic	Target and Actual Rate	62%	61%	64%	76%	66%	64%	69%	78%	72%
	Total Number Meets or Higher		19		19		21			
	Total Number Tested		31		25		33			
	Points away from or above target		-1		12		-2		9	
	Difference from Prior Year				15		-12		14	
	Growth from Prior Year				25%		-16%		22%	
White	Target and Actual Rate	80%	73%	82%	84%	84%	76%	87%	80%	90%
	Total Number Meets or Higher		46		70		69			
	Total Number Tested		63		83		91			
	Points away from or above target		-7		2		-8		-7	
	Difference from Prior Year				11		-8		4	
	Growth from Prior Year				15%		-10%		5%	
Asian	Target and Actual Rate	91%	NA	93%	NA	95%	91%	98%	84%	100%
	Total Number Meets or Higher		NA		NA		21			
	Total Number Tested		NA		NA		23			
	Points away from or above target		NA		NA		-4		-14	
	Difference from Prior Year				NA				-7	
	Growth from Prior Year				NA				-8%	
Two or More Races	Target and Actual Rate	71%	NA	73%	NA	75%		78%	77%	81%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-1	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	40%	NA	42%	NA	44%	55%	47%	59%	50%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		11		12	
	Difference from Prior Year				NA				4	
	Growth from Prior Year				NA				7%	
Eco. Dis.	Target and Actual Rate	79%	NA	81%	NA	83%	63%	86%	56%	89%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-20		-30	
	Difference from Prior Year				NA				-7	
	Growth from Prior Year				NA				-11%	
Emergent Bilingual	Target and Actual Rate	100%	NA	100%	NA	100%	55%	100%	79%	100%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		-45		-21	
	Difference from Prior Year				NA				24	
	Growth from Prior Year				NA				44%	
Cont. Enrolled	Target and Actual Rate	77%	75%	79%	86%	81%	75%	84%	78%	87%
	Total Number Meets or Higher		78		103		101			
	Total Number Tested		104		120		135			
	Points away from or above target		-2		7		-6		-6	
	Difference from Prior Year				11		-11		3	
	Growth from Prior Year				15%		-13%		4%	
Non-Cont. Enrolled	Target and Actual Rate	74%	NA	76%	NA	78%	72%	81%	84%	84%
	Total Number Meets or Higher		NA		NA		18			
	Total Number Tested		NA		NA		25			
	Points away from or above target		NA		NA		-6		3	
	Difference from Prior Year				NA				12	
	Growth from Prior Year				NA				17%	

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Campus: Sheridan — **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	34%	31%	36%	52%	38%	51%	41%	52%	44%
	Total Number Meets or Higher		49		86		107			
	Total Number Tested		156		165		209			
	Points away from or above target		-3		16		13		11	
	Difference from Prior Year				21		-1		1	
	Growth from Prior Year				68%		-2%		2%	
African Am.	Target and Actual Rate	30%	18%	32%	55%	34%	42%	37%	51%	40%
	Total Number Meets or Higher		9		36		32			
	Total Number Tested		51		66		77			
	Points away from or above target		-12		23		8		14	
	Difference from Prior Year				37		-13		9	
	Growth from Prior Year				206%		-24%		21%	
Hispanic	Target and Actual Rate	36%	35%	38%	48%	40%	59%	43%	46%	46%
	Total Number Meets or Higher		29		37		54			
	Total Number Tested		83		77		91			
	Points away from or above target		-1		10		19		3	
	Difference from Prior Year				13		11		-13	
	Growth from Prior Year				37%		23%		-22%	
White	Target and Actual Rate	38%		40%		42%	32%	45%	64%	48%
	Total Number Meets or Higher						6			
	Total Number Tested						19			
	Points away from or above target						-10		19	
	Difference from Prior Year								32	
	Growth from Prior Year								100%	
Asian	Target and Actual Rate	14%		16%		18%	67%	21%	88%	24%
	Total Number Meets or Higher						8			
	Total Number Tested						12			
	Points away from or above target						49		67	
	Difference from Prior Year								21	
	Growth from Prior Year								31%	
Two or More Races	Target and Actual Rate	60%		62%		64%		67%	50%	70%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-17	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	19%		21%		23%	29%	26%	17%	29%
	Total Number Meets or Higher						8			
	Total Number Tested						28			
	Points away from or above target						6		-9	
	Difference from Prior Year								-12	
	Growth from Prior Year								-41%	
Special Ed (Former)	Target and Actual Rate	67%		69%		71%		74%	80%	77%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								6	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	33%	29%	35%	50%	37%	48%	40%	45%	43%
	Total Number Meets or Higher		32		69		79			
	Total Number Tested		112		137		164			
	Points away from or above target		-4		15		11		5	
	Difference from Prior Year				21		-2		-3	
	Growth from Prior Year				72%		-4%		-6%	
Emergent Bilingual	Target and Actual Rate	31%	35%	33%	49%	35%	58%	38%	56%	41%
	Total Number Meets or Higher		22		24		37			
	Total Number Tested		63		49		64			
	Points away from or above target		4		16		23		18	
	Difference from Prior Year				14		9		-2	
	Growth from Prior Year				40%		18%		-3%	
Cont. Enrolled	Target and Actual Rate	37%	34%	39%	57%	41%	54%	44%	52%	47%
	Total Number Meets or Higher		36		64		80			
	Total Number Tested		106		112		148			
	Points away from or above target		-3		18		13		8	
	Difference from Prior Year				23		-3		-2	
	Growth from Prior Year				68%		-5%		-4%	
Non-Cont. Enrolled	Target and Actual Rate	27%	26%	29%	42%	31%	44%	34%	50%	37%
	Total Number Meets or Higher		13		22		27			
	Total Number Tested		50		53		61			
	Points away from or above target		-1		13		13		16	
	Difference from Prior Year				16		2		6	
	Growth from Prior Year				62%		5%		14%	



Campus: Swenke **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	68%	68%	70%	77%	72%	82%	75%	76%	78%
	Total Number Meets or Higher		102		133		124			
	Total Number Tested		149		172		152			
	Points away from or above target		0		7		10		1	
	Difference from Prior Year				9		5		-6	
	Growth from Prior Year				13%		6%		-7%	
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	75%	67%	60%	70%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		11		-7	
	Difference from Prior Year				NA				-15	
	Growth from Prior Year				NA				-20%	
Hispanic	Target and Actual Rate	67%	58%	69%	75%	71%	77%	74%	93%	77%
	Total Number Meets or Higher		19		24		20			
	Total Number Tested		33		32		26			
	Points away from or above target		-9		6		6		19	
	Difference from Prior Year				17		2		16	
	Growth from Prior Year				29%		3%		21%	
White	Target and Actual Rate	63%	75%	65%	78%	67%	80%	70%	73%	73%
	Total Number Meets or Higher		61		82		77			
	Total Number Tested		81		105		96			
	Points away from or above target		12		13		13		3	
	Difference from Prior Year				3		2		-7	
	Growth from Prior Year				4%		3%		-9%	
Asian	Target and Actual Rate	100%	NA	100%	NA	100%	100%	100%	83%	100%
	Total Number Meets or Higher		NA		NA		17			
	Total Number Tested		NA		NA		17			
	Points away from or above target		NA		NA		0		-17	
	Difference from Prior Year				NA				-17	
	Growth from Prior Year				NA				-17%	
Two or More Races	Target and Actual Rate	80%	NA	82%	NA	84%	80%	87%	71%	90%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		5			
	Points away from or above target		NA		NA		-4		-16	
	Difference from Prior Year				NA				-9	
	Growth from Prior Year				NA				-11%	
Special Ed (Current)	Target and Actual Rate	39%	NA	41%	NA	43%	64%	46%	53%	49%
	Total Number Meets or Higher		NA		NA		14			
	Total Number Tested		NA		NA		22			
	Points away from or above target		NA		NA		21		7	
	Difference from Prior Year				NA				-11	
	Growth from Prior Year				NA				-17%	
Special Ed (Former)	Target and Actual Rate	50%	NA	52%	83%	54%	89%	57%	44%	60%
	Total Number Meets or Higher		NA		5		8			
	Total Number Tested		NA		6		9			
	Points away from or above target		NA		31		35		-13	
	Difference from Prior Year				NA		6		-45	
	Growth from Prior Year				NA		7%		-51%	
Eco. Dis.	Target and Actual Rate	40%	NA	42%	NA	44%	73%	47%	93%	50%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		29		46	
	Difference from Prior Year				NA				20	
	Growth from Prior Year				NA				27%	
Cont. Enrolled	Target and Actual Rate	68%	68%	70%	80%	72%	81%	75%	78%	78%
	Total Number Meets or Higher		96		121		111			
	Total Number Tested		141		152		137			
	Points away from or above target		0		10		9		3	
	Difference from Prior Year				12		1		-3	
	Growth from Prior Year				18%		1%		-4%	
Non-Cont. Enrolled	Target and Actual Rate	69%	NA	71%	NA	73%	87%	76%	61%	79%
	Total Number Meets or Higher		NA		NA		13			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		14		-15	
	Difference from Prior Year				NA				-26	
	Growth from Prior Year				NA				-30%	

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Campus: Tipps **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	28%	31%	30%	44%	32%	32%	35%	40%	38%
	Total Number Meets or Higher		31		61		46			
	Total Number Tested		101		138		143			
	Points away from or above target		3		14		0		5	
	Difference from Prior Year				13		-12		8	
	Growth from Prior Year				42%		-27%		25%	
African Am.	Target and Actual Rate	17%		19%	50%	21%	31%	24%	39%	27%
	Total Number Meets or Higher				14		11			
	Total Number Tested				28		35			
	Points away from or above target				31		10		15	
	Difference from Prior Year						-19		8	
	Growth from Prior Year						-38%		26%	
Hispanic	Target and Actual Rate	26%	28%	28%	40%	30%	32%	33%	34%	36%
	Total Number Meets or Higher		19		36		31			
	Total Number Tested		68		90		97			
	Points away from or above target		2		12		2		1	
	Difference from Prior Year				12		-8		2	
	Growth from Prior Year				43%		-20%		6%	
White	Target and Actual Rate	33%		35%		37%		40%	60%	43%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								20	
	Difference from Prior Year									
	Growth from Prior Year									
Asian	Target and Actual Rate	86%		88%		90%	40%	93%	89%	96%
	Total Number Meets or Higher						2			
	Total Number Tested						5			
	Points away from or above target						-50		-4	
	Difference from Prior Year								49	
	Growth from Prior Year								123%	
Special Ed (Current)	Target and Actual Rate	19%		21%		23%	21%	26%	21%	29%
	Total Number Meets or Higher						3			
	Total Number Tested						14			
	Points away from or above target						-2		-5	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Eco. Dis.	Target and Actual Rate	24%	28%	26%	43%	28%	30%	31%	36%	34%
	Total Number Meets or Higher		25		55		37			
	Total Number Tested		89		127		122			
	Points away from or above target		4		17		2		5	
	Difference from Prior Year				15		-13		6	
	Growth from Prior Year				54%		-30%		20%	
Emergent Bilingual	Target and Actual Rate	23%	27%	25%	45%	27%	36%	30%	32%	33%
	Total Number Meets or Higher		16		34		24			
	Total Number Tested		60		76		67			
	Points away from or above target		4		20		9		2	
	Difference from Prior Year				18		-9		-4	
	Growth from Prior Year				67%		-20%		-11%	
Cont. Enrolled	Target and Actual Rate	27%	32%	29%	41%	31%	33%	34%	45%	37%
	Total Number Meets or Higher		23		40		33			
	Total Number Tested		72		97		101			
	Points away from or above target		5		12		2		11	
	Difference from Prior Year				9		-8		12	
	Growth from Prior Year				28%		-20%		36%	
Non-Cont. Enrolled	Target and Actual Rate	31%	28%	33%	51%	35%	31%	38%	21%	41%
	Total Number Meets or Higher		8		21		13			
	Total Number Tested		29		41		42			
	Points away from or above target		-3		18		-4		-17	
	Difference from Prior Year				23		-20		-10	
	Growth from Prior Year				82%		-39%		-32%	

Campus: Walker **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	35%	44%	54%	46%	48%	49%	56%	52%
	Total Number Meets or Higher		44		68		68			
	Total Number Tested		127		125		143			
	Points away from or above target		-7		10		2		7	
	Difference from Prior Year				19		-6		8	
	Growth from Prior Year				54%		-11%		17%	
African Am.	Target and Actual Rate	28%	24%	30%	29%	32%	48%	35%	57%	38%
	Total Number Meets or Higher		9		10		22			
	Total Number Tested		37		35		46			
	Points away from or above target		-4		-1		16		22	
	Difference from Prior Year				5		19		9	
	Growth from Prior Year				21%		66%		19%	
Hispanic	Target and Actual Rate	46%	31%	48%	62%	50%	49%	53%	55%	56%
	Total Number Meets or Higher		19		41		39			
	Total Number Tested		62		66		79			
	Points away from or above target		-15		14		-1		2	
	Difference from Prior Year				31		-13		6	
	Growth from Prior Year				100%		-21%		12%	
White	Target and Actual Rate	50%		52%		54%	30%	57%	73%	60%
	Total Number Meets or Higher						3			
	Total Number Tested						10			
	Points away from or above target						-24		16	
	Difference from Prior Year								43	
	Growth from Prior Year								143%	
Asian	Target and Actual Rate	40%		42%		44%		47%	60%	50%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								13	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	60%		62%		64%		67%	43%	70%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-24	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	33%		35%		37%	22%	40%	39%	43%
	Total Number Meets or Higher						5			
	Total Number Tested						23			
	Points away from or above target						-15		-1	
	Difference from Prior Year								17	
	Growth from Prior Year								77%	
Eco. Dis.	Target and Actual Rate	38%	26%	40%	52%	42%	42%	45%	57%	48%
	Total Number Meets or Higher		26		50		44			
	Total Number Tested		99		97		106			
	Points away from or above target		-12		12		0		12	
	Difference from Prior Year				26		-10		15	
	Growth from Prior Year				100%		-19%		36%	
Emergent Bilingual	Target and Actual Rate	45%	34%	47%	57%	49%	50%	52%	57%	55%
	Total Number Meets or Higher		20		28		26			
	Total Number Tested		58		49		52			
	Points away from or above target		-11		10		1		5	
	Difference from Prior Year				23		-7		7	
	Growth from Prior Year				68%		-12%		14%	
Cont. Enrolled	Target and Actual Rate	46%	37%	48%	52%	50%	52%	53%	55%	56%
	Total Number Meets or Higher		35		50		56			
	Total Number Tested		94		97		108			
	Points away from or above target		-9		4		2		2	
	Difference from Prior Year				15		0		3	
	Growth from Prior Year				41%		0%		6%	
Non-Cont. Enrolled	Target and Actual Rate	28%	27%	30%	64%	32%	34%	35%	62%	38%
	Total Number Meets or Higher		9		18		12			
	Total Number Tested		33		28		35			
	Points away from or above target		-1		34		2		27	
	Difference from Prior Year				37		-30		28	
	Growth from Prior Year				137%		-47%		82%	

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Campus: Warner **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	72%	62%	74%	85%	76%	78%	79%	84%	82%
	Total Number Meets or Higher		100		159		138			
	Total Number Tested		161		186		176			
	Points away from or above target		-10		11		2		5	
	Difference from Prior Year				23		-7		6	
	Growth from Prior Year				37%		-8%		8%	
African Am.	Target and Actual Rate	61%		63%	80%	65%	62%	68%	86%	71%
	Total Number Meets or Higher				20		13			
	Total Number Tested				25		21			
	Points away from or above target				17		-3		18	
	Difference from Prior Year						-18		24	
	Growth from Prior Year						-23%		39%	
Hispanic	Target and Actual Rate	72%	52%	74%	76%	76%	67%	79%	66%	82%
	Total Number Meets or Higher		13		25		22			
	Total Number Tested		25		33		33			
	Points away from or above target		-20		2		-9		-13	
	Difference from Prior Year				24		-9		-1	
	Growth from Prior Year				46%		-12%		-1%	
White	Target and Actual Rate	69%	63%	71%	84%	73%	79%	76%	86%	79%
	Total Number Meets or Higher		35		46		46			
	Total Number Tested		56		55		58			
	Points away from or above target		-6		13		6		10	
	Difference from Prior Year				21		-5		7	
	Growth from Prior Year				33%		-6%		9%	
Asian	Target and Actual Rate	85%	64%	87%	94%	89%	91%	92%	89%	95%
	Total Number Meets or Higher		37		62		51			
	Total Number Tested		58		66		56			
	Points away from or above target		-21		7		2		-3	
	Difference from Prior Year				30		-3		-2	
	Growth from Prior Year				47%		-3%		-2%	
Two or More Races	Target and Actual Rate	50%		52%		54%		57%	90%	60%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								33	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	42%		44%		46%	55%	49%	50%	52%
	Total Number Meets or Higher						17			
	Total Number Tested						31			
	Points away from or above target						9		1	
	Difference from Prior Year								-5	
	Growth from Prior Year								-9%	
Special Ed (Former)	Target and Actual Rate	80%		82%		84%		87%	100%	90%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								13	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	50%		52%	81%	54%	57%	57%	79%	60%
	Total Number Meets or Higher				26		21			
	Total Number Tested				32		37			
	Points away from or above target				29		3		22	
	Difference from Prior Year						-24		22	
	Growth from Prior Year						-30%		39%	
Emergent Bilingual	Target and Actual Rate	81%	63%	83%	94%	85%	74%	88%	81%	91%
	Total Number Meets or Higher		20		45		17			
	Total Number Tested		32		48		23			
	Points away from or above target		-18		11		-11		-7	
	Difference from Prior Year				31		-20		7	
	Growth from Prior Year				49%		-21%		9%	
Cont. Enrolled	Target and Actual Rate	72%	62%	74%	85%	76%	79%	79%	85%	82%
	Total Number Meets or Higher		83		135		120			
	Total Number Tested		134		159		151			
	Points away from or above target		-10		11		3		6	
	Difference from Prior Year				23		-6		6	
	Growth from Prior Year				37%		-7%		8%	
Non-Cont. Enrolled	Target and Actual Rate	75%	63%	77%	89%	79%	72%	82%	76%	85%
	Total Number Meets or Higher		17		24		18			
	Total Number Tested		27		27		25			
	Points away from or above target		-12		12		-7		-6	
	Difference from Prior Year				26		-17		4	
	Growth from Prior Year				41%		-19%		6%	

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Campus: Wells **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	70%	70%	72%	73%	74%	79%	77%	70%	80%
	Total Number Meets or Higher		123		210		150			
	Total Number Tested		175		287		190			
	Points away from or above target		0		1		5		-7	
	Difference from Prior Year				3		6		-9	
	Growth from Prior Year				4%		8%		-11%	
African Am.	Target and Actual Rate	29%		31%	60%	33%	80%	36%	44%	39%
	Total Number Meets or Higher				21		20			
	Total Number Tested				35		25			
	Points away from or above target				29		47		8	
	Difference from Prior Year						20		-36	
	Growth from Prior Year						33%		-45%	
Hispanic	Target and Actual Rate	70%	59%	72%	77%	74%	70%	77%	61%	80%
	Total Number Meets or Higher		19		40		28			
	Total Number Tested		32		52		40			
	Points away from or above target		-11		5		-4		-16	
	Difference from Prior Year				18		-7		-9	
	Growth from Prior Year				31%		-9%		-13%	
White	Target and Actual Rate	68%	73%	70%	70%	72%	78%	75%	69%	78%
	Total Number Meets or Higher		61		78		43			
	Total Number Tested		84		111		55			
	Points away from or above target		5		0		6		-6	
	Difference from Prior Year				-3		8		-9	
	Growth from Prior Year				-4%		11%		-12%	
Asian	Target and Actual Rate	86%	76%	88%	86%	90%	82%	93%	84%	96%
	Total Number Meets or Higher		25		55		51			
	Total Number Tested		33		64		62			
	Points away from or above target		-10		-2		-8		-9	
	Difference from Prior Year				10		-4		2	
	Growth from Prior Year				13%		-5%		2%	
Two or More Races	Target and Actual Rate	67%		69%		71%	100%	74%	58%	77%
	Total Number Meets or Higher						8			
	Total Number Tested						8			
	Points away from or above target						29		-16	
	Difference from Prior Year								-42	
	Growth from Prior Year								-42%	
Special Ed (Current)	Target and Actual Rate	45%		47%	48%	49%	64%	52%	28%	55%
	Total Number Meets or Higher				15		9			
	Total Number Tested				31		14			
	Points away from or above target				1		15		-24	
	Difference from Prior Year						16		-36	
	Growth from Prior Year						33%		-56%	
Special Ed (Former)	Target and Actual Rate	67%		69%	71%	71%		74%	69%	77%
	Total Number Meets or Higher				5					
	Total Number Tested				7					
	Points away from or above target				2				-5	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	17%		19%	62%	21%	63%	24%	67%	27%
	Total Number Meets or Higher				21		15			
	Total Number Tested				34		24			
	Points away from or above target				43		42		43	
	Difference from Prior Year						1		4	
	Growth from Prior Year						2%		6%	
Emergent Bilingual	Target and Actual Rate	76%	52%	78%	72%	80%	59%	83%	68%	86%
	Total Number Meets or Higher		14		28		19			
	Total Number Tested		27		39		32			
	Points away from or above target		-24		-6		-21		-15	
	Difference from Prior Year				20		-13		9	
	Growth from Prior Year				38%		-18%		15%	
Cont. Enrolled	Target and Actual Rate	74%	71%	76%	71%	78%	77%	81%	69%	84%
	Total Number Meets or Higher		90		153		106			
	Total Number Tested		127		215		137			
	Points away from or above target		-3		-5		-1		-12	
	Difference from Prior Year				0		6		-8	
	Growth from Prior Year				0%		8%		-10%	
Non-Cont. Enrolled	Target and Actual Rate	63%	69%	65%	79%	67%	83%	70%	71%	73%
	Total Number Meets or Higher		33		57		44			
	Total Number Tested		48		72		53			
	Points away from or above target		6		14		16		1	
	Difference from Prior Year				10		4		-12	
	Growth from Prior Year				14%		5%		-14%	

Campus: Willbern **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	50%	46%	52%	55%	54%	51%	57%	42%	60%
	Total Number Meets or Higher		58		64		70			
	Total Number Tested		126		117		138			
	Points away from or above target		-4		3		-3		-15	
	Difference from Prior Year				9		-4		-9	
	Growth from Prior Year				20%		-7%		-18%	
African Am.	Target and Actual Rate	23%	NA	25%	NA	27%	54%	30%	26%	33%
	Total Number Meets or Higher		NA		NA		13			
	Total Number Tested		NA		NA		24			
	Points away from or above target		NA		NA		27		-4	
	Difference from Prior Year				NA				-28	
	Growth from Prior Year				NA				-52%	
Hispanic	Target and Actual Rate	53%	45%	55%	46%	57%	45%	60%	38%	63%
	Total Number Meets or Higher		29		32		36			
	Total Number Tested		64		69		80			
	Points away from or above target		-8		-9		-12		-22	
	Difference from Prior Year				1		-1		-7	
	Growth from Prior Year				2%		-2%		-16%	
White	Target and Actual Rate	63%	NA	65%	NA	67%	64%	70%	100%	73%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		-3		30	
	Difference from Prior Year				NA				36	
	Growth from Prior Year				NA				56%	
Asian	Target and Actual Rate	70%	NA	72%	NA	74%	56%	77%	64%	80%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-18		-13	
	Difference from Prior Year				NA				8	
	Growth from Prior Year				NA				14%	
Special Ed (Current)	Target and Actual Rate	36%	NA	38%	NA	40%	35%	43%	25%	46%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		26			
	Points away from or above target		NA		NA		-5		-18	
	Difference from Prior Year				NA				-10	
	Growth from Prior Year				NA				-29%	
Eco. Dis.	Target and Actual Rate	45%	44%	47%	48%	49%	46%	52%	34%	55%
	Total Number Meets or Higher		41		46		44			
	Total Number Tested		94		95		95			
	Points away from or above target		-1		1		-3		-18	
	Difference from Prior Year				4		-2		-12	
	Growth from Prior Year				9%		-4%		-26%	
Emergent Bilingual	Target and Actual Rate	50%	48%	52%	55%	54%	47%	57%	43%	60%
	Total Number Meets or Higher		29		30		26			
	Total Number Tested		61		55		55			
	Points away from or above target		-2		3		-7		-14	
	Difference from Prior Year				7		-8		-4	
	Growth from Prior Year				15%		-15%		-9%	
Cont. Enrolled	Target and Actual Rate	51%	47%	53%	55%	55%	51%	58%	43%	61%
	Total Number Meets or Higher		52		51		55			
	Total Number Tested		110		92		108			
	Points away from or above target		-4		2		-4		-15	
	Difference from Prior Year				8		-4		-8	
	Growth from Prior Year				17%		-7%		-16%	
Non-Cont. Enrolled	Target and Actual Rate	47%	NA	49%	52%	51%	50%	54%	38%	57%
	Total Number Meets or Higher		NA		13		15			
	Total Number Tested		NA		25		30			
	Points away from or above target		NA		3		-1		-16	
	Difference from Prior Year				NA		-2		-12	
	Growth from Prior Year				NA		-4%		-24%	

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Campus: Wilson **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	40%	48%	42%	58%	44%	64%	47%	58%	50%
	Total Number Meets or Higher		56		71		58			
	Total Number Tested		116		123		90			
	Points away from or above target		8		16		20		11	
	Difference from Prior Year				10		6		-6	
	Growth from Prior Year				21%		10%		-9%	
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	61%	57%	38%	60%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		7		-19	
	Difference from Prior Year				NA				-23	
	Growth from Prior Year				NA				-38%	
Hispanic	Target and Actual Rate	33%	47%	35%	56%	37%	60%	40%	56%	43%
	Total Number Meets or Higher		25		29		24			
	Total Number Tested		53		52		40			
	Points away from or above target		14		21		23		16	
	Difference from Prior Year				9		4		-4	
	Growth from Prior Year				19%		7%		-7%	
White	Target and Actual Rate	63%	NA	65%	63%	67%	72%	70%	75%	73%
	Total Number Meets or Higher		NA		17		13			
	Total Number Tested		NA		27		18			
	Points away from or above target		NA		-2		5		5	
	Difference from Prior Year				NA		9		3	
	Growth from Prior Year				NA		14%		4%	
Asian	Target and Actual Rate	40%	NA	42%	NA	44%	70%	47%	75%	50%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		26		28	
	Difference from Prior Year				NA				5	
	Growth from Prior Year				NA				7%	
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%		100%	71%	100%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-29	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	23%	NA	25%	NA	27%	20%	30%	40%	33%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-7		10	
	Difference from Prior Year				NA				20	
	Growth from Prior Year				NA				100%	
Eco. Dis.	Target and Actual Rate	34%	36%	36%	50%	38%	58%	41%	51%	44%
	Total Number Meets or Higher		24		42		30			
	Total Number Tested		67		84		52			
	Points away from or above target		2		14		20		10	
	Difference from Prior Year				14		8		-7	
	Growth from Prior Year				39%		16%		-12%	
Emergent Bilingual	Target and Actual Rate	36%	48%	38%	50%	40%	71%	43%	54%	46%
	Total Number Meets or Higher		19		19		15			
	Total Number Tested		40		38		21			
	Points away from or above target		12		12		31		11	
	Difference from Prior Year				2		21		-17	
	Growth from Prior Year				4%		42%		-24%	
Cont. Enrolled	Target and Actual Rate	43%	49%	45%	57%	47%	64%	50%	61%	53%
	Total Number Meets or Higher		48		58		48			
	Total Number Tested		98		101		75			
	Points away from or above target		6		12		17		11	
	Difference from Prior Year				8		7		-3	
	Growth from Prior Year				16%		12%		-5%	
Non-Cont. Enrolled	Target and Actual Rate	23%	NA	25%	NA	27%	67%	30%	50%	33%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		40		20	
	Difference from Prior Year				NA				-17	
	Growth from Prior Year				NA				-25%	

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Campus: Woodard **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	57%	55%	59%	73%	61%	71%	64%	71%	67%
	Total Number Meets or Higher		84		125		112			
	Total Number Tested		152		172		157			
	Points away from or above target		-2		14		10		7	
	Difference from Prior Year				18		-2		0	
	Growth from Prior Year				33%		-3%		0%	
African Am.	Target and Actual Rate	53%	50%	55%	76%	57%	58%	60%	65%	63%
	Total Number Meets or Higher		15		22		18			
	Total Number Tested		30		29		31			
	Points away from or above target		-3		21		1		5	
	Difference from Prior Year				26		-18		7	
	Growth from Prior Year				52%		-24%		12%	
Hispanic	Target and Actual Rate	48%	42%	50%	63%	52%	69%	55%	63%	58%
	Total Number Meets or Higher		20		40		38			
	Total Number Tested		48		64		55			
	Points away from or above target		-6		13		17		8	
	Difference from Prior Year				21		6		-6	
	Growth from Prior Year				50%		10%		-9%	
White	Target and Actual Rate	68%	68%	70%	73%	72%	71%	75%	77%	78%
	Total Number Meets or Higher		28		32		27			
	Total Number Tested		41		44		38			
	Points away from or above target		0		3		-1		2	
	Difference from Prior Year				5		-2		6	
	Growth from Prior Year				7%		-3%		8%	
Asian	Target and Actual Rate	71%	62%	73%	90%	75%	93%	78%	85%	81%
	Total Number Meets or Higher		16		27		28			
	Total Number Tested		26		30		30			
	Points away from or above target		-9		17		18		7	
	Difference from Prior Year				28		3		-8	
	Growth from Prior Year				45%		3%		-9%	
Two or More Races	Target and Actual Rate	0%		2%		4%		7%	60%	10%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								53	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	0%		2%		4%	44%	7%	32%	10%
	Total Number Meets or Higher						8			
	Total Number Tested						18			
	Points away from or above target						40		25	
	Difference from Prior Year								-12	
	Growth from Prior Year								-27%	
Eco. Dis.	Target and Actual Rate	46%	45%	48%	64%	50%	65%	53%	63%	56%
	Total Number Meets or Higher		39		65		53			
	Total Number Tested		87		101		81			
	Points away from or above target		-1		16		15		10	
	Difference from Prior Year				19		1		-2	
	Growth from Prior Year				42%		2%		-3%	
Emergent Bilingual	Target and Actual Rate	57%	45%	59%	66%	61%	79%	64%	72%	67%
	Total Number Meets or Higher		18		35		31			
	Total Number Tested		40		53		39			
	Points away from or above target		-12		7		18		8	
	Difference from Prior Year				21		13		-7	
	Growth from Prior Year				47%		20%		-9%	
Cont. Enrolled	Target and Actual Rate	58%	54%	60%	74%	62%	72%	65%	73%	68%
	Total Number Meets or Higher		68		103		98			
	Total Number Tested		126		139		136			
	Points away from or above target		-4		14		10		8	
	Difference from Prior Year				20		-2		1	
	Growth from Prior Year				37%		-3%		1%	
Non-Cont. Enrolled	Target and Actual Rate	52%	62%	54%	67%	56%	67%	59%	63%	62%
	Total Number Meets or Higher		16		22		14			
	Total Number Tested		26		33		21			
	Points away from or above target		10		13		11		4	
	Difference from Prior Year				5		0		-4	
	Growth from Prior Year				8%		0%		-6%	

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Campus: Yeager **Early Childhood Reading Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	38%	36%	40%	46%	42%	45%	45%	45%	48%
	Total Number Meets or Higher		39		60		46			
	Total Number Tested		107		131		103			
	Points away from or above target		-2		6		3		0	
	Difference from Prior Year				10		-1		0	
	Growth from Prior Year				28%		-2%		0%	
African Am.	Target and Actual Rate	36%	NA	38%	38%	40%	26%	43%	54%	46%
	Total Number Meets or Higher		NA		10		6			
	Total Number Tested		NA		26		23			
	Points away from or above target		NA		0		-14		11	
	Difference from Prior Year						-12		28	
	Growth from Prior Year						-32%		108%	
Hispanic	Target and Actual Rate	18%	21%	20%	39%	22%	44%	25%	47%	28%
	Total Number Meets or Higher		14		28		23			
	Total Number Tested		67		72		52			
	Points away from or above target		3		19		22		22	
	Difference from Prior Year				18		5		3	
	Growth from Prior Year				86%		13%		7%	
White	Target and Actual Rate	79%	NA	81%	64%	83%	56%	86%	14%	89%
	Total Number Meets or Higher		NA		16		9			
	Total Number Tested		NA		25		16			
	Points away from or above target		NA		-17		-27		-72	
	Difference from Prior Year						-8		-42	
	Growth from Prior Year						-13%		-75%	
Special Ed (Current)	Target and Actual Rate	25%	NA	27%		29%	14%	32%	11%	35%
	Total Number Meets or Higher		NA				2			
	Total Number Tested		NA				14			
	Points away from or above target		NA				-15		-21	
	Difference from Prior Year								-3	
	Growth from Prior Year								-21%	
Eco. Dis.	Target and Actual Rate	24%	30%	26%	36%	28%	42%	31%	52%	34%
	Total Number Meets or Higher		24		32		30			
	Total Number Tested		81		89		72			
	Points away from or above target		6		10		14		21	
	Difference from Prior Year				6		6		10	
	Growth from Prior Year				20%		17%		24%	
Emergent Bilingual	Target and Actual Rate	17%	17%	19%	35%	21%	40%	24%	44%	27%
	Total Number Meets or Higher		7		16		16			
	Total Number Tested		42		46		40			
	Points away from or above target		0		16		19		20	
	Difference from Prior Year				18		5		4	
	Growth from Prior Year				106%		14%		10%	
Cont. Enrolled	Target and Actual Rate	44%	38%	46%	48%	48%	47%	51%	54%	54%
	Total Number Meets or Higher		30		42		29			
	Total Number Tested		79		88		62			
	Points away from or above target		-6		2		-1		3	
	Difference from Prior Year				10		-1		7	
	Growth from Prior Year				26%		-2%		15%	
Non-Cont. Enrolled	Target and Actual Rate	26%	32%	28%	42%	30%	41%	33%	30%	36%
	Total Number Meets or Higher		9		18		17			
	Total Number Tested		28		43		41			
	Points away from or above target		6		14		11		-3	
	Difference from Prior Year				10		-1		-11	
	Growth from Prior Year				31%		-2%		-27%	

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Campus:	Adam	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	47%	29%	49%	34%	51%	41%	54%	32%	57%
	Total Number Meets or Higher		33		39		43			
	Total Number Tested		113		116		104			
	Points away from or above target		-18		-15		-10		-22	
	Difference from Prior Year				5		7		-9	
	Growth from Prior Year				17%		21%		-22%	
African Am.	Target and Actual Rate	22%		24%		26%	14%	29%	18%	32%
	Total Number Meets or Higher						1			
	Total Number Tested						7			
	Points away from or above target						-12		-11	
	Difference from Prior Year								4	
	Growth from Prior Year								29%	
Hispanic	Target and Actual Rate	30%	20%	32%	32%	34%	26%	37%	31%	40%
	Total Number Meets or Higher		11		19		12			
	Total Number Tested		56		60		47			
	Points away from or above target		-10		0		-8		-6	
	Difference from Prior Year				12		-6		5	
	Growth from Prior Year				60%		-19%		19%	
White	Target and Actual Rate	58%	41%	60%	38%	62%	64%	65%	38%	68%
	Total Number Meets or Higher		13		11		23			
	Total Number Tested		32		29		36			
	Points away from or above target		-17		-22		2		-27	
	Difference from Prior Year				-3		26		-26	
	Growth from Prior Year				-7%		68%		-41%	
Asian	Target and Actual Rate	89%		91%		93%	71%	96%	45%	99%
	Total Number Meets or Higher						5			
	Total Number Tested						7			
	Points away from or above target						-22		-51	
	Difference from Prior Year								-26	
	Growth from Prior Year								-37%	
Two or More Races	Target and Actual Rate	33%		35%		37%	29%	40%	38%	43%
	Total Number Meets or Higher						2			
	Total Number Tested						7			
	Points away from or above target						-8		-2	
	Difference from Prior Year								9	
	Growth from Prior Year								31%	
Special Ed (Current)	Target and Actual Rate	13%		15%		17%	19%	20%	11%	23%
	Total Number Meets or Higher						3			
	Total Number Tested						16			
	Points away from or above target						2		-9	
	Difference from Prior Year								-8	
	Growth from Prior Year								-42%	
Special Ed (Former)	Target and Actual Rate	50%		52%		54%		57%	40%	60%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-17	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	37%	21%	39%	33%	41%	28%	44%	23%	47%
	Total Number Meets or Higher		15		28		19			
	Total Number Tested		72		86		67			
	Points away from or above target		-16		-6		-13		-21	
	Difference from Prior Year				12		-5		-5	
	Growth from Prior Year				57%		-15%		-18%	
Emergent Bilingual	Target and Actual Rate	36%	29%	38%	30%	40%	32%	43%	21%	46%
	Total Number Meets or Higher		10		11		8			
	Total Number Tested		35		37		25			
	Points away from or above target		-7		-8		-8		-22	
	Difference from Prior Year				1		2		-11	
	Growth from Prior Year				3%		7%		-34%	
Cont. Enrolled	Target and Actual Rate	49%	30%	51%	34%	53%	42%	56%	31%	59%
	Total Number Meets or Higher		30		33		37			
	Total Number Tested		100		97		89			
	Points away from or above target		-19		-17		-11		-25	
	Difference from Prior Year				4		8		-11	
	Growth from Prior Year				13%		24%		-26%	
Non-Cont. Enrolled	Target and Actual Rate	35%		37%		39%	40%	42%	38%	45%
	Total Number Meets or Higher						6			
	Total Number Tested						15			
	Points away from or above target						1		-4	
	Difference from Prior Year								-2	
	Growth from Prior Year								-5%	

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Campus: Andre **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	25%	44%	39%	46%	42%	49%	29%	52%
	Total Number Meets or Higher		28		54		58			
	Total Number Tested		112		140		138			
	Points away from or above target		-17		-5		-4		-20	
	Difference from Prior Year				14		3		-13	
	Growth from Prior Year				56%		8%		-31%	
African Am.	Target and Actual Rate	35%	24%	37%	15%	39%	33%	42%	19%	45%
	Total Number Meets or Higher		7		5		16			
	Total Number Tested		29		34		49			
	Points away from or above target		-11		-22		-6		-23	
	Difference from Prior Year				-9		18		-14	
	Growth from Prior Year				-38%		120%		-42%	
Hispanic	Target and Actual Rate	38%	19%	40%	40%	42%	43%	45%	27%	48%
	Total Number Meets or Higher		10		30		23			
	Total Number Tested		52		75		54			
	Points away from or above target		-19		0		1		-18	
	Difference from Prior Year				21		3		-16	
	Growth from Prior Year				111%		7%		-37%	
White	Target and Actual Rate	57%		59%	NA	61%	63%	64%	42%	67%
	Total Number Meets or Higher				NA		12			
	Total Number Tested				NA		19			
	Points away from or above target				NA		2		-22	
	Difference from Prior Year				NA				-21	
	Growth from Prior Year				NA				-33%	
Asian	Target and Actual Rate	57%		59%	NA	61%	50%	64%	56%	67%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		8			
	Points away from or above target				NA		-11		-8	
	Difference from Prior Year				NA				6	
	Growth from Prior Year				NA				12%	
Two or More Races	Target and Actual Rate	0%		2%	NA	4%	38%	7%	14%	10%
	Total Number Meets or Higher				NA		3			
	Total Number Tested				NA		8			
	Points away from or above target				NA		34		7	
	Difference from Prior Year				NA				-24	
	Growth from Prior Year				NA				-63%	
Special Ed (Current)	Target and Actual Rate	13%		15%	NA	17%	29%	20%	20%	23%
	Total Number Meets or Higher				NA		5			
	Total Number Tested				NA		17			
	Points away from or above target				NA		12		0	
	Difference from Prior Year				NA				-9	
	Growth from Prior Year				NA				-31%	
Eco. Dis.	Target and Actual Rate	29%	21%	31%	30%	33%	37%	36%	24%	39%
	Total Number Meets or Higher		12		25		30			
	Total Number Tested		56		84		82			
	Points away from or above target		-8		-1		4		-12	
	Difference from Prior Year				9		7		-13	
	Growth from Prior Year				43%		23%		-35%	
Emergent Bilingual	Target and Actual Rate	38%	17%	40%	33%	42%	36%	45%	36%	48%
	Total Number Meets or Higher		8		16		13			
	Total Number Tested		46		48		36			
	Points away from or above target		-21		-7		-6		-9	
	Difference from Prior Year				16		3		0	
	Growth from Prior Year				94%		9%		0%	
Cont. Enrolled	Target and Actual Rate	42%	25%	44%	41%	46%	47%	49%	30%	52%
	Total Number Meets or Higher		24		50		50			
	Total Number Tested		95		121		107			
	Points away from or above target		-17		-3		1		-19	
	Difference from Prior Year				16		6		-17	
	Growth from Prior Year				64%		15%		-36%	
Non-Cont. Enrolled	Target and Actual Rate	43%		45%	NA	47%	26%	50%	27%	53%
	Total Number Meets or Higher				NA		8			
	Total Number Tested				NA		31			
	Points away from or above target				NA		-21		-23	
	Difference from Prior Year				NA				1	
	Growth from Prior Year				NA				4%	

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Campus: Ault **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	61%	46%	63%	63%	65%	52%	68%	59%	71%
	Total Number Meets or Higher		69		104		66			
	Total Number Tested		151		164		128			
	Points away from or above target		-15		0		-13		-9	
	Difference from Prior Year				17		-11		7	
	Growth from Prior Year				37%		-17%		13%	
African Am.	Target and Actual Rate	50%		52%		54%	32%	57%	27%	60%
	Total Number Meets or Higher						6			
	Total Number Tested						19			
	Points away from or above target						-22		-30	
	Difference from Prior Year								-5	
	Growth from Prior Year								-16%	
Hispanic	Target and Actual Rate	44%	50%	46%	61%	48%	49%	51%	59%	54%
	Total Number Meets or Higher		19		33		19			
	Total Number Tested		38		54		39			
	Points away from or above target		6		15		1		8	
	Difference from Prior Year				11		-12		10	
	Growth from Prior Year				22%		-20%		20%	
White	Target and Actual Rate	70%	50%	72%	69%	74%	57%	77%	69%	80%
	Total Number Meets or Higher		38		48		30			
	Total Number Tested		76		70		53			
	Points away from or above target		-20		-3		-17		-8	
	Difference from Prior Year				19		-12		12	
	Growth from Prior Year				38%		-17%		21%	
Asian	Target and Actual Rate	78%		80%		82%	67%	85%	70%	88%
	Total Number Meets or Higher						8			
	Total Number Tested						12			
	Points away from or above target						-15		-15	
	Difference from Prior Year								3	
	Growth from Prior Year								4%	
Two or More Races	Target and Actual Rate	63%		65%		67%		70%	43%	73%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-27	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	21%		23%		25%	26%	28%	24%	31%
	Total Number Meets or Higher						5			
	Total Number Tested						19			
	Points away from or above target						1		-4	
	Difference from Prior Year								-2	
	Growth from Prior Year								-8%	
Eco. Dis.	Target and Actual Rate	50%	43%	52%	60%	54%	43%	57%	47%	60%
	Total Number Meets or Higher		23		38		19			
	Total Number Tested		53		63		44			
	Points away from or above target		-7		8		-11		-10	
	Difference from Prior Year				17		-17		4	
	Growth from Prior Year				40%		-28%		9%	
Emergent Bilingual	Target and Actual Rate	55%	48%	57%	67%	59%	46%	62%	56%	65%
	Total Number Meets or Higher		14		20		6			
	Total Number Tested		29		30		13			
	Points away from or above target		-7		10		-13		-6	
	Difference from Prior Year				19		-21		10	
	Growth from Prior Year				40%		-31%		22%	
Cont. Enrolled	Target and Actual Rate	64%	48%	66%	64%	68%	54%	71%	61%	74%
	Total Number Meets or Higher		62		86		56			
	Total Number Tested		128		134		103			
	Points away from or above target		-16		-2		-14		-10	
	Difference from Prior Year				16		-10		7	
	Growth from Prior Year				33%		-16%		13%	
Non-Cont. Enrolled	Target and Actual Rate	37%		39%	60%	41%	40%	44%	48%	47%
	Total Number Meets or Higher				18		10			
	Total Number Tested				30		25			
	Points away from or above target				21		-1		4	
	Difference from Prior Year						-20		8	
	Growth from Prior Year						-33%		20%	

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Campus: Bane **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	20%	13%	22%	27%	24%	24%	27%	18%	30%
	Total Number Meets or Higher		14		28		23			
	Total Number Tested		109		105		97			
	Points away from or above target		-7		5		0		-9	
	Difference from Prior Year				14		-3		-6	
	Growth from Prior Year				108%		-11%		-25%	
African Am.	Target and Actual Rate	16%		18%	NA	20%	57%	23%	24%	26%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		7			
	Points away from or above target				NA		37		1	
	Difference from Prior Year				NA				-33	
	Growth from Prior Year				NA				-58%	
Hispanic	Target and Actual Rate	22%	12%	24%	28%	26%	21%	29%	15%	32%
	Total Number Meets or Higher		11		23		17			
	Total Number Tested		89		83		82			
	Points away from or above target		-10		4		-5		-14	
	Difference from Prior Year				16		-7		-6	
	Growth from Prior Year				133%		-25%		-29%	
Special Ed (Current)	Target and Actual Rate	0%		2%	NA	4%	18%	7%	14%	10%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		22			
	Points away from or above target				NA		14		7	
	Difference from Prior Year				NA				-4	
	Growth from Prior Year				NA				-22%	
Eco. Dis.	Target and Actual Rate	20%	12%	22%	26%	24%	23%	27%	18%	30%
	Total Number Meets or Higher		12		27		21			
	Total Number Tested		102		102		91			
	Points away from or above target		-8		4		-1		-9	
	Difference from Prior Year				14		-3		-5	
	Growth from Prior Year				117%		-12%		-22%	
Emergent Bilingual	Target and Actual Rate	18%	14%	20%	27%	22%	23%	25%	16%	28%
	Total Number Meets or Higher		10		16		13			
	Total Number Tested		71		60		57			
	Points away from or above target		-4		7		1		-9	
	Difference from Prior Year				13		-4		-7	
	Growth from Prior Year				93%		-15%		-30%	
Cont. Enrolled	Target and Actual Rate	22%	15%	24%	27%	26%	23%	29%	22%	32%
	Total Number Meets or Higher		12		22		17			
	Total Number Tested		78		83		73			
	Points away from or above target		-7		3		-3		-7	
	Difference from Prior Year				12		-4		-1	
	Growth from Prior Year				80%		-15%		-4%	
Non-Cont. Enrolled	Target and Actual Rate	16%	6%	18%	NA	20%	25%	23%	11%	26%
	Total Number Meets or Higher		2		NA		6			
	Total Number Tested		31		NA		24			
	Points away from or above target		-10		NA		5		-12	
	Difference from Prior Year				NA				-14	
	Growth from Prior Year				NA				-56%	

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Campus:	Bang	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	38%	18%	40%	28%	42%	32%	45%	26%	48%
	Total Number Meets or Higher		22		35		35			
	Total Number Tested		122		125		109			
	Points away from or above target		-20		-12		-10		-19	
	Difference from Prior Year				10		4		-6	
	Growth from Prior Year				56%		14%		-19%	
African Am.	Target and Actual Rate	26%	16%	28%	10%	30%	15%	33%	11%	36%
	Total Number Meets or Higher		4		3		4			
	Total Number Tested		25		29		27			
	Points away from or above target		-10		-18		-15		-22	
	Difference from Prior Year				-6		5		-4	
	Growth from Prior Year				-38%		50%		-27%	
Hispanic	Target and Actual Rate	32%	15%	34%	20%	36%	29%	39%	33%	42%
	Total Number Meets or Higher		9		12		16			
	Total Number Tested		61		60		55			
	Points away from or above target		-17		-14		-7		-6	
	Difference from Prior Year				5		9		4	
	Growth from Prior Year				33%		45%		14%	
White	Target and Actual Rate	57%		59%		61%	63%	64%	25%	67%
	Total Number Meets or Higher						12			
	Total Number Tested						19			
	Points away from or above target						2		-39	
	Difference from Prior Year								-38	
	Growth from Prior Year								-60%	
Asian	Target and Actual Rate	67%		69%		71%		74%	50%	77%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-24	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	33%		35%		37%		40%	14%	43%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-26	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	38%		40%		42%	23%	45%	15%	48%
	Total Number Meets or Higher						6			
	Total Number Tested						26			
	Points away from or above target						-19		-30	
	Difference from Prior Year								-8	
	Growth from Prior Year								-35%	
Special Ed (Former)	Target and Actual Rate	0%		2%		4%		7%	20%	10%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								13	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	32%	16%	34%	22%	36%	26%	39%	22%	42%
	Total Number Meets or Higher		14		20		22			
	Total Number Tested		89		92		86			
	Points away from or above target		-16		-12		-10		-17	
	Difference from Prior Year				6		4		-4	
	Growth from Prior Year				38%		18%		-15%	
Emergent Bilingual	Target and Actual Rate	41%	21%	43%	21%	45%	30%	48%	32%	51%
	Total Number Meets or Higher		8		7		8			
	Total Number Tested		38		33		27			
	Points away from or above target		-20		-22		-15		-16	
	Difference from Prior Year				0		9		2	
	Growth from Prior Year				0%		43%		7%	
Cont. Enrolled	Target and Actual Rate	43%	15%	45%	33%	47%	33%	50%	30%	53%
	Total Number Meets or Higher		14		32		28			
	Total Number Tested		91		98		84			
	Points away from or above target		-28		-12		-14		-20	
	Difference from Prior Year				18		0		-3	
	Growth from Prior Year				120%		0%		-9%	
Non-Cont. Enrolled	Target and Actual Rate	26%	26%	28%	11%	30%	28%	33%	16%	36%
	Total Number Meets or Higher		8		3		7			
	Total Number Tested		31		27		25			
	Points away from or above target		0		-17		-2		-17	
	Difference from Prior Year				-15		17		-12	
	Growth from Prior Year				-58%		155%		-43%	

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Campus: Birkes **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	65%	41%	67%	48%	69%	56%	72%	56%	75%
	Total Number Meets or Higher		60		70		93			
	Total Number Tested		145		145		166			
	Points away from or above target		-24		-19		-13		-16	
	Difference from Prior Year				7		8		0	
	Growth from Prior Year				17%		17%		0%	
African Am.	Target and Actual Rate	54%		56%	38%	58%	39%	61%	36%	64%
	Total Number Meets or Higher				10		12			
	Total Number Tested				26		31			
	Points away from or above target				-18		-19		-25	
	Difference from Prior Year						1		-3	
	Growth from Prior Year						3%		-8%	
Hispanic	Target and Actual Rate	50%	30%	52%	37%	54%	51%	57%	46%	60%
	Total Number Meets or Higher		15		17		26			
	Total Number Tested		50		46		51			
	Points away from or above target		-20		-15		-3		-11	
	Difference from Prior Year				7		14		-5	
	Growth from Prior Year				23%		38%		-10%	
White	Target and Actual Rate	78%	47%	80%	46%	82%	63%	85%	76%	88%
	Total Number Meets or Higher		23		18		26			
	Total Number Tested		49		39		41			
	Points away from or above target		-31		-34		-19		-9	
	Difference from Prior Year				-1		17		13	
	Growth from Prior Year				-2%		37%		21%	
Asian	Target and Actual Rate	81%		83%		85%	72%	88%	80%	91%
	Total Number Meets or Higher						18			
	Total Number Tested						25			
	Points away from or above target						-13		-8	
	Difference from Prior Year								8	
	Growth from Prior Year								11%	
Two or More Races	Target and Actual Rate	71%		73%		75%		78%	41%	81%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-37	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	21%		23%		25%	25%	28%	22%	31%
	Total Number Meets or Higher						7			
	Total Number Tested						28			
	Points away from or above target						0		-6	
	Difference from Prior Year								-3	
	Growth from Prior Year								-12%	
Eco. Dis.	Target and Actual Rate	50%	29%	52%	36%	54%	42%	57%	48%	60%
	Total Number Meets or Higher		19		24		36			
	Total Number Tested		65		66		85			
	Points away from or above target		-21		-16		-12		-9	
	Difference from Prior Year				7		6		6	
	Growth from Prior Year				24%		17%		14%	
Emergent Bilingual	Target and Actual Rate	63%	39%	65%	45%	67%	48%	70%	62%	73%
	Total Number Meets or Higher		14		13		10			
	Total Number Tested		36		29		21			
	Points away from or above target		-24		-20		-19		-8	
	Difference from Prior Year				6		3		14	
	Growth from Prior Year				15%		7%		29%	
Cont. Enrolled	Target and Actual Rate	66%	40%	68%	48%	70%	55%	73%	56%	76%
	Total Number Meets or Higher		50		62		74			
	Total Number Tested		126		130		134			
	Points away from or above target		-26		-20		-15		-17	
	Difference from Prior Year				8		7		1	
	Growth from Prior Year				20%		15%		2%	
Non-Cont. Enrolled	Target and Actual Rate	53%		55%		57%	59%	60%	52%	63%
	Total Number Meets or Higher						19			
	Total Number Tested						32			
	Points away from or above target						2		-8	
	Difference from Prior Year								-7	
	Growth from Prior Year								-12%	

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Campus:	Black	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	50%	23%	52%	51%	54%	46%	57%	48%	60%
	Total Number Meets or Higher		34		89		97			
	Total Number Tested		149		174		210			
	Points away from or above target		-27		-1		-8		-9	
	Difference from Prior Year				28		-5		2	
	Growth from Prior Year				122%		-10%		4%	
African Am.	Target and Actual Rate	35%		37%		39%	20%	42%	43%	45%
	Total Number Meets or Higher						7			
	Total Number Tested						35			
	Points away from or above target						-19		1	
	Difference from Prior Year								23	
	Growth from Prior Year								115%	
Hispanic	Target and Actual Rate	45%	9%	47%	44%	49%	35%	52%	38%	55%
	Total Number Meets or Higher		5		26		27			
	Total Number Tested		53		59		77			
	Points away from or above target		-36		-3		-14		-14	
	Difference from Prior Year				35		-9		3	
	Growth from Prior Year				389%		-20%		9%	
White	Target and Actual Rate	57%	33%	59%	54%	61%	64%	64%	60%	67%
	Total Number Meets or Higher		22		40		47			
	Total Number Tested		67		74		74			
	Points away from or above target		-24		-5		3		-4	
	Difference from Prior Year				21		10		-4	
	Growth from Prior Year				64%		19%		-6%	
Asian	Target and Actual Rate	67%		69%		71%		74%	38%	77%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-36	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	100%		100%		100%	73%	100%	55%	100%
	Total Number Meets or Higher						8			
	Total Number Tested						11			
	Points away from or above target						-27		-45	
	Difference from Prior Year								-18	
	Growth from Prior Year								-25%	
Special Ed (Current)	Target and Actual Rate	54%		56%		58%	17%	61%	16%	64%
	Total Number Meets or Higher						6			
	Total Number Tested						35			
	Points away from or above target						-41		-45	
	Difference from Prior Year								-1	
	Growth from Prior Year								-6%	
Eco. Dis.	Target and Actual Rate	42%	13%	44%	43%	46%	30%	49%	41%	52%
	Total Number Meets or Higher		7		33		29			
	Total Number Tested		56		77		97			
	Points away from or above target		-29		-1		-16		-8	
	Difference from Prior Year				30		-13		11	
	Growth from Prior Year				231%		-30%		37%	
Emergent Bilingual	Target and Actual Rate	35%	15%	37%	38%	39%	34%	42%	32%	45%
	Total Number Meets or Higher		6		17		19			
	Total Number Tested		40		45		56			
	Points away from or above target		-20		1		-5		-10	
	Difference from Prior Year				23		-4		-2	
	Growth from Prior Year				153%		-11%		-6%	
Cont. Enrolled	Target and Actual Rate	54%	24%	56%	54%	58%	43%	61%	46%	64%
	Total Number Meets or Higher		29		78		75			
	Total Number Tested		123		144		173			
	Points away from or above target		-30		-2		-15		-15	
	Difference from Prior Year				30		-11		3	
	Growth from Prior Year				125%		-20%		7%	
Non-Cont. Enrolled	Target and Actual Rate	33%	19%	35%	37%	37%	59%	40%	56%	43%
	Total Number Meets or Higher		5		11		22			
	Total Number Tested		26		30		37			
	Points away from or above target		-14		2		22		16	
	Difference from Prior Year				18		22		-3	
	Growth from Prior Year				95%		59%		-5%	

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Campus: Copeland — Early Childhood Math Board Outcome Goal

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	59%	47%	61%	48%	63%	57%	66%	65%	69%
	Total Number Meets or Higher		76		64		78			
	Total Number Tested		163		132		136			
	Points away from or above target		-12		-13		-6		-1	
	Difference from Prior Year				1		9		8	
	Growth from Prior Year				2%		19%		14%	
African Am.	Target and Actual Rate	61%	31%	63%	25%	65%	58%	68%	31%	71%
	Total Number Meets or Higher		11		8		19			
	Total Number Tested		36		32		33			
	Points away from or above target		-30		-38		-7		-37	
	Difference from Prior Year				-6		33		-27	
	Growth from Prior Year				-19%		132%		-47%	
Hispanic	Target and Actual Rate	43%	44%	45%	33%	47%	40%	50%	59%	53%
	Total Number Meets or Higher		25		14		19			
	Total Number Tested		57		43		47			
	Points away from or above target		1		-12		-7		9	
	Difference from Prior Year				-11		7		19	
	Growth from Prior Year				-25%		21%		48%	
White	Target and Actual Rate	66%	61%	68%	68%	70%	71%	73%	81%	76%
	Total Number Meets or Higher		31		26		22			
	Total Number Tested		51		38		31			
	Points away from or above target		-5		0		1		8	
	Difference from Prior Year				7		3		10	
	Growth from Prior Year				11%		4%		14%	
Asian	Target and Actual Rate	93%		95%		97%		100%	91%	100%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-9	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	67%		69%		71%		74%	88%	77%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								14	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	27%	31%	29%		31%	41%	34%	48%	37%
	Total Number Meets or Higher		8				9			
	Total Number Tested		26				22			
	Points away from or above target		4				10		14	
	Difference from Prior Year								7	
	Growth from Prior Year								17%	
Eco. Dis.	Target and Actual Rate	50%	38%	52%	31%	54%	44%	57%	48%	60%
	Total Number Meets or Higher		26		19		27			
	Total Number Tested		69		62		61			
	Points away from or above target		-12		-21		-10		-9	
	Difference from Prior Year				-7		13		4	
	Growth from Prior Year				-18%		42%		9%	
Emergent Bilingual	Target and Actual Rate	45%	45%	47%	48%	49%	45%	52%	61%	55%
	Total Number Meets or Higher		13		12		9			
	Total Number Tested		29		25		20			
	Points away from or above target		0		1		-4		9	
	Difference from Prior Year				3		-3		16	
	Growth from Prior Year				7%		-6%		36%	
Cont. Enrolled	Target and Actual Rate	60%	47%	62%	48%	64%	63%	67%	67%	70%
	Total Number Meets or Higher		67		51		67			
	Total Number Tested		142		107		107			
	Points away from or above target		-13		-14		-1		0	
	Difference from Prior Year				1		15		4	
	Growth from Prior Year				2%		31%		6%	
Non-Cont. Enrolled	Target and Actual Rate	56%		58%	52%	60%	38%	63%	56%	66%
	Total Number Meets or Higher				13		11			
	Total Number Tested				25		29			
	Points away from or above target				-6		-22		-7	
	Difference from Prior Year						-14		18	
	Growth from Prior Year						-27%		47%	

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Campus: Danish **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	38%	17%	40%	26%	42%	31%	45%	19%	48%
	Total Number Meets or Higher		21		30		39			
	Total Number Tested		121		117		124			
	Points away from or above target		-21		-14		-11		-26	
	Difference from Prior Year				9		5		-12	
	Growth from Prior Year				53%		19%		-39%	
African Am.	Target and Actual Rate	18%	0%	20%	15%	22%	11%	25%	17%	28%
	Total Number Meets or Higher		0		5		5			
	Total Number Tested		34		34		44			
	Points away from or above target		-18		-5		-11		-8	
	Difference from Prior Year				15		-4		6	
	Growth from Prior Year						-27%		55%	
Hispanic	Target and Actual Rate	45%	14%	47%	21%	49%	37%	52%	17%	55%
	Total Number Meets or Higher		8		12		19			
	Total Number Tested		57		56		52			
	Points away from or above target		-31		-26		-12		-35	
	Difference from Prior Year				7		16		-20	
	Growth from Prior Year				50%		76%		-54%	
White	Target and Actual Rate	53%	NA	55%		57%	50%	60%	29%	63%
	Total Number Meets or Higher		NA				7			
	Total Number Tested		NA				14			
	Points away from or above target		NA				-7		-31	
	Difference from Prior Year								-21	
	Growth from Prior Year								-42%	
Asian	Target and Actual Rate	57%	NA	59%		61%		64%	40%	67%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-24	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	38%	NA	40%		42%	30%	45%	14%	48%
	Total Number Meets or Higher		NA				7			
	Total Number Tested		NA				23			
	Points away from or above target		NA				-12		-31	
	Difference from Prior Year								-16	
	Growth from Prior Year								-53%	
Special Ed (Former)	Target and Actual Rate	0%	NA	2%		4%		7%	17%	10%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						10	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	34%	16%	36%	25%	38%	30%	41%	18%	44%
	Total Number Meets or Higher		16		24		32			
	Total Number Tested		98		97		107			
	Points away from or above target		-18		-11		-8		-23	
	Difference from Prior Year				9		5		-12	
	Growth from Prior Year				56%		20%		-40%	
Emergent Bilingual	Target and Actual Rate	43%	20%	45%	29%	47%	35%	50%	20%	53%
	Total Number Meets or Higher		10		12		13			
	Total Number Tested		49		42		37			
	Points away from or above target		-23		-16		-12		-30	
	Difference from Prior Year				9		6		-15	
	Growth from Prior Year				45%		21%		-43%	
Cont. Enrolled	Target and Actual Rate	38%	20%	40%	29%	42%	31%	45%	19%	48%
	Total Number Meets or Higher		19		25		27			
	Total Number Tested		97		86		88			
	Points away from or above target		-18		-11		-11		-26	
	Difference from Prior Year				9		2		-12	
	Growth from Prior Year				45%		7%		-39%	
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	16%	41%	33%	44%	17%	47%
	Total Number Meets or Higher		NA		5		12			
	Total Number Tested		NA		31		36			
	Points away from or above target		NA		-23		-8		-27	
	Difference from Prior Year						17		-16	
	Growth from Prior Year						106%		-48%	

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Campus:	Duryea	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	33%	11%	35%	33%	37%	35%	40%	22%	43%
	Total Number Meets or Higher		12		41		39			
	Total Number Tested		106		126		110			
	Points away from or above target		-22		-2		-2		-18	
	Difference from Prior Year				22		2		-13	
	Growth from Prior Year				200%		6%		-37%	
African Am.	Target and Actual Rate	22%	8%	24%	24%	26%	26%	29%	19%	32%
	Total Number Meets or Higher		2		8		7			
	Total Number Tested		25		33		27			
	Points away from or above target		-14		0		0		-10	
	Difference from Prior Year				16		2		-7	
	Growth from Prior Year				200%		8%		-27%	
Hispanic	Target and Actual Rate	36%	9%	38%	31%	40%	37%	43%	24%	46%
	Total Number Meets or Higher		6		24		27			
	Total Number Tested		68		77		73			
	Points away from or above target		-27		-7		-3		-19	
	Difference from Prior Year				22		6		-13	
	Growth from Prior Year				244%		19%		-35%	
White	Target and Actual Rate	50%		52%		54%	50%	57%	25%	60%
	Total Number Meets or Higher						4			
	Total Number Tested						8			
	Points away from or above target						-4		-32	
	Difference from Prior Year								-25	
	Growth from Prior Year								-50%	
Special Ed (Current)	Target and Actual Rate	56%		58%		60%	25%	63%	7%	66%
	Total Number Meets or Higher						4			
	Total Number Tested						16			
	Points away from or above target						-35		-56	
	Difference from Prior Year								-18	
	Growth from Prior Year								-72%	
Eco. Dis.	Target and Actual Rate	28%	11%	30%	34%	32%	36%	35%	21%	38%
	Total Number Meets or Higher		10		33		32			
	Total Number Tested		91		98		90			
	Points away from or above target		-17		4		4		-14	
	Difference from Prior Year				23		2		-15	
	Growth from Prior Year				209%		6%		-42%	
Emergent Bilingual	Target and Actual Rate	31%	8%	33%	33%	35%	24%	38%	24%	41%
	Total Number Meets or Higher		4		18		9			
	Total Number Tested		53		55		37			
	Points away from or above target		-23		0		-11		-14	
	Difference from Prior Year				25		-9		0	
	Growth from Prior Year				313%		-27%		0%	
Cont. Enrolled	Target and Actual Rate	35%	12%	37%	31%	39%	38%	42%	21%	45%
	Total Number Meets or Higher		9		31		33			
	Total Number Tested		75		100		87			
	Points away from or above target		-23		-6		-1		-21	
	Difference from Prior Year				19		7		-17	
	Growth from Prior Year				158%		23%		-45%	
Non-Cont. Enrolled	Target and Actual Rate	18%	10%	20%	38%	22%	26%	25%	25%	28%
	Total Number Meets or Higher		3		10		6			
	Total Number Tested		31		26		23			
	Points away from or above target		-8		18		4		0	
	Difference from Prior Year				28		-12		-1	
	Growth from Prior Year				280%		-32%		-4%	

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Campus: Emery **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	29%	12%	31%	30%	33%	34%	36%	25%	39%
	Total Number Meets or Higher		12		42		49			
	Total Number Tested		99		138		146			
	Points away from or above target		-17		-1		1		-11	
	Difference from Prior Year				18		4		-9	
	Growth from Prior Year				150%		13%		-26%	
African Am.	Target and Actual Rate	25%	13%	27%	26%	29%	40%	32%	13%	35%
	Total Number Meets or Higher		4		12		18			
	Total Number Tested		31		46		45			
	Points away from or above target		-12		-1		11		-19	
	Difference from Prior Year				13		14		-27	
	Growth from Prior Year				100%		54%		-68%	
Hispanic	Target and Actual Rate	30%	8%	32%	27%	34%	29%	37%	31%	40%
	Total Number Meets or Higher		4		19		22			
	Total Number Tested		53		70		75			
	Points away from or above target		-22		-5		-5		-6	
	Difference from Prior Year				19		2		2	
	Growth from Prior Year				238%		7%		7%	
White	Target and Actual Rate	39%	NA	41%		43%	36%	46%	40%	49%
	Total Number Meets or Higher		NA				4			
	Total Number Tested		NA				11			
	Points away from or above target		NA				-7		-6	
	Difference from Prior Year								4	
	Growth from Prior Year								11%	
Asian	Target and Actual Rate	0%	NA	2%		4%	50%	7%	50%	10%
	Total Number Meets or Higher		NA				3			
	Total Number Tested		NA				6			
	Points away from or above target		NA				46		43	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Special Ed (Current)	Target and Actual Rate	8%	NA	10%	20%	12%	20%	15%	11%	18%
	Total Number Meets or Higher		NA		6		6			
	Total Number Tested		NA		30		30			
	Points away from or above target		NA		10		8		-4	
	Difference from Prior Year						0		-9	
	Growth from Prior Year						0%		-45%	
Eco. Dis.	Target and Actual Rate	27%	12%	29%	29%	31%	31%	34%	27%	37%
	Total Number Meets or Higher		9		34		35			
	Total Number Tested		75		117		113			
	Points away from or above target		-15		0		0		-7	
	Difference from Prior Year				17		2		-4	
	Growth from Prior Year				142%		7%		-13%	
Emergent Bilingual	Target and Actual Rate	30%	16%	32%	24%	34%	30%	37%	23%	40%
	Total Number Meets or Higher		6		12		17			
	Total Number Tested		37		51		56			
	Points away from or above target		-14		-8		-4		-14	
	Difference from Prior Year				8		6		-7	
	Growth from Prior Year				50%		25%		-23%	
Cont. Enrolled	Target and Actual Rate	30%	13%	32%	35%	34%	30%	37%	28%	40%
	Total Number Meets or Higher		10		36		34			
	Total Number Tested		78		104		114			
	Points away from or above target		-17		3		-4		-9	
	Difference from Prior Year				22		-5		-2	
	Growth from Prior Year				169%		-14%		-7%	
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	18%	28%	47%	31%	19%	34%
	Total Number Meets or Higher		NA		6		15			
	Total Number Tested		NA		34		32			
	Points away from or above target		NA		-8		19		-12	
	Difference from Prior Year						29		-28	
	Growth from Prior Year						161%		-60%	

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Campus:	Emmott	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	26%	21%	28%	34%	30%	36%	33%	31%	36%
	Total Number Meets or Higher		18		28		30			
	Total Number Tested		87		82		84			
	Points away from or above target		-5		6		6		-2	
	Difference from Prior Year				13		2		-5	
	Growth from Prior Year				62%		6%		-14%	
African Am.	Target and Actual Rate	12%	NA	14%	33%	16%	24%	19%	28%	22%
	Total Number Meets or Higher		NA		11		6			
	Total Number Tested		NA		33		25			
	Points away from or above target		NA		19		8		9	
	Difference from Prior Year				NA		-9		4	
	Growth from Prior Year				NA		-27%		17%	
Hispanic	Target and Actual Rate	32%	12%	34%	NA	36%	35%	39%	27%	42%
	Total Number Meets or Higher		4		NA		11			
	Total Number Tested		34		NA		31			
	Points away from or above target		-20		NA		-1		-12	
	Difference from Prior Year				NA				-8	
	Growth from Prior Year				NA				-23%	
White	Target and Actual Rate	14%	NA	16%	NA	18%	56%	21%	53%	24%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		38		32	
	Difference from Prior Year				NA				-3	
	Growth from Prior Year				NA				-5%	
Special Ed (Current)	Target and Actual Rate	20%	NA	22%	NA	24%	50%	27%	19%	30%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		14			
	Points away from or above target		NA		NA		26		-8	
	Difference from Prior Year				NA				-31	
	Growth from Prior Year				NA				-62%	
Eco. Dis.	Target and Actual Rate	24%	16%	26%	35%	28%	25%	31%	27%	34%
	Total Number Meets or Higher		9		24		14			
	Total Number Tested		57		69		55			
	Points away from or above target		-8		9		-3		-4	
	Difference from Prior Year				19		-10		2	
	Growth from Prior Year				119%		-29%		8%	
Emergent Bilingual	Target and Actual Rate	32%	NA	34%	NA	36%	43%	39%	25%	42%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		7		-14	
	Difference from Prior Year				NA				-18	
	Growth from Prior Year				NA				-42%	
Cont. Enrolled	Target and Actual Rate	27%	23%	29%	37%	31%	40%	34%	31%	37%
	Total Number Meets or Higher		17		23		25			
	Total Number Tested		75		63		63			
	Points away from or above target		-4		8		9		-3	
	Difference from Prior Year				14		3		-9	
	Growth from Prior Year				61%		8%		-23%	
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	NA	28%	24%	31%	30%	34%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		-4		-1	
	Difference from Prior Year				NA				6	
	Growth from Prior Year				NA				25%	

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Campus:	Farney	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	63%	51%	65%	56%	67%	51%	70%	51%	73%
	Total Number Meets or Higher		70		73		72			
	Total Number Tested		137		131		142			
	Points away from or above target		-12		-9		-16		-19	
	Difference from Prior Year				5		-5		0	
	Growth from Prior Year				10%		-9%		0%	
African Am.	Target and Actual Rate	70%	NA	72%	NA	74%	25%	77%	35%	80%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		-49		-42	
	Difference from Prior Year				NA				10	
	Growth from Prior Year				NA				40%	
Hispanic	Target and Actual Rate	51%	39%	53%	46%	55%	46%	58%	45%	61%
	Total Number Meets or Higher		17		26		22			
	Total Number Tested		44		57		48			
	Points away from or above target		-12		-7		-9		-13	
	Difference from Prior Year				7		0		-1	
	Growth from Prior Year				18%		0%		-2%	
White	Target and Actual Rate	65%	55%	67%	67%	69%	59%	72%	55%	75%
	Total Number Meets or Higher		32		30		30			
	Total Number Tested		58		45		51			
	Points away from or above target		-10		0		-10		-17	
	Difference from Prior Year				12		-8		-4	
	Growth from Prior Year				22%		-12%		-7%	
Asian	Target and Actual Rate	65%	NA	67%	NA	69%	63%	72%	75%	75%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-6		3	
	Difference from Prior Year				NA				12	
	Growth from Prior Year				NA				19%	
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	71%	100%	20%	100%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		-29		-80	
	Difference from Prior Year				NA				-51	
	Growth from Prior Year				NA				-72%	
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	31%	32%	30%	35%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		2		-2	
	Difference from Prior Year				NA				-1	
	Growth from Prior Year				NA				-3%	
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	NA	100%		100%	20%	100%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-80	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	49%	37%	51%	46%	53%	37%	56%	45%	59%
	Total Number Meets or Higher		22		30		20			
	Total Number Tested		59		65		54			
	Points away from or above target		-12		-5		-16		-11	
	Difference from Prior Year				9		-9		8	
	Growth from Prior Year				24%		-20%		22%	
Emergent Bilingual	Target and Actual Rate	65%	68%	67%	57%	69%	50%	72%	62%	75%
	Total Number Meets or Higher		19		17		9			
	Total Number Tested		28		30		18			
	Points away from or above target		3		-10		-19		-10	
	Difference from Prior Year				-11		-7		12	
	Growth from Prior Year				-16%		-12%		24%	
Cont. Enrolled	Target and Actual Rate	64%	54%	66%	53%	68%	52%	71%	50%	74%
	Total Number Meets or Higher		64		59		56			
	Total Number Tested		119		111		108			
	Points away from or above target		-10		-13		-16		-21	
	Difference from Prior Year				-1		-1		-2	
	Growth from Prior Year				-2%		-2%		-4%	
Non-Cont. Enrolled	Target and Actual Rate	57%	NA	59%	NA	61%	47%	64%	53%	67%
	Total Number Meets or Higher		NA		NA		16			
	Total Number Tested		NA		NA		34			
	Points away from or above target		NA		NA		-14		-11	
	Difference from Prior Year				NA				6	
	Growth from Prior Year				NA				13%	

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Campus: Fiest **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	33%	44%	35%	46%	41%	49%	24%	52%
	Total Number Meets or Higher		40		44		48			
	Total Number Tested		123		125		118			
	Points away from or above target		-9		-9		-5		-25	
	Difference from Prior Year				2		6		-17	
	Growth from Prior Year				6%		17%		-41%	
African Am.	Target and Actual Rate	20%	30%	22%	18%	24%	30%	27%	3%	30%
	Total Number Meets or Higher		9		6		8			
	Total Number Tested		30		33		27			
	Points away from or above target		10		-4		6		-24	
	Difference from Prior Year				-12		12		-27	
	Growth from Prior Year				-40%		67%		-90%	
Hispanic	Target and Actual Rate	43%	29%	45%	38%	47%	27%	50%	25%	53%
	Total Number Meets or Higher		12		20		11			
	Total Number Tested		41		53		41			
	Points away from or above target		-14		-7		-20		-25	
	Difference from Prior Year				9		-11		-2	
	Growth from Prior Year				31%		-29%		-7%	
White	Target and Actual Rate	53%	30%	55%	40%	57%	58%	60%	33%	63%
	Total Number Meets or Higher		9		10		14			
	Total Number Tested		30		25		24			
	Points away from or above target		-23		-15		1		-27	
	Difference from Prior Year				10		18		-25	
	Growth from Prior Year				33%		45%		-43%	
Asian	Target and Actual Rate	70%		72%		74%	67%	77%	47%	80%
	Total Number Meets or Higher						12			
	Total Number Tested						18			
	Points away from or above target						-7		-30	
	Difference from Prior Year								-20	
	Growth from Prior Year								-30%	
Special Ed (Current)	Target and Actual Rate	17%		19%		21%	17%	24%	10%	27%
	Total Number Meets or Higher						3			
	Total Number Tested						18			
	Points away from or above target						-4		-14	
	Difference from Prior Year								-7	
	Growth from Prior Year								-41%	
Eco. Dis.	Target and Actual Rate	37%	26%	39%	28%	41%	32%	44%	18%	47%
	Total Number Meets or Higher		20		23		24			
	Total Number Tested		76		82		74			
	Points away from or above target		-11		-11		-9		-26	
	Difference from Prior Year				2		4		-14	
	Growth from Prior Year				8%		14%		-44%	
Emergent Bilingual	Target and Actual Rate	52%	42%	54%		56%	38%	59%	23%	62%
	Total Number Meets or Higher		13				8			
	Total Number Tested		31				21			
	Points away from or above target		-10				-18		-36	
	Difference from Prior Year								-15	
	Growth from Prior Year								-39%	
Cont. Enrolled	Target and Actual Rate	47%	33%	49%	42%	51%	40%	54%	28%	57%
	Total Number Meets or Higher		31		42		35			
	Total Number Tested		94		100		87			
	Points away from or above target		-14		-7		-11		-26	
	Difference from Prior Year				9		-2		-12	
	Growth from Prior Year				27%		-5%		-30%	
Non-Cont. Enrolled	Target and Actual Rate	26%	31%	28%	8%	30%	42%	33%	10%	36%
	Total Number Meets or Higher		9		2		13			
	Total Number Tested		29		25		31			
	Points away from or above target		5		-20		12		-23	
	Difference from Prior Year				-23		34		-32	
	Growth from Prior Year				-74%		425%		-76%	

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Campus:	Francone	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	30%	20%	32%	25%	34%	39%	37%	36%	40%
	Total Number Meets or Higher		20		29		38			
	Total Number Tested		98		114		97			
	Points away from or above target		-10		-7		5		-1	
	Difference from Prior Year				5		14		-3	
	Growth from Prior Year				25%		56%		-8%	
African Am.	Target and Actual Rate	20%	18%	22%	24%	24%	25%	27%	20%	30%
	Total Number Meets or Higher		7		11		10			
	Total Number Tested		38		46		40			
	Points away from or above target		-2		2		1		-7	
	Difference from Prior Year				6		1		-5	
	Growth from Prior Year				33%		4%		-20%	
Hispanic	Target and Actual Rate	27%	20%	29%	24%	31%	51%	34%	37%	37%
	Total Number Meets or Higher		9		12		24			
	Total Number Tested		46		50		47			
	Points away from or above target		-7		-5		20		3	
	Difference from Prior Year				4		27		-14	
	Growth from Prior Year				20%		113%		-27%	
Special Ed (Current)	Target and Actual Rate	0%		2%		4%	0%	7%	21%	10%
	Total Number Meets or Higher						0			
	Total Number Tested						7			
	Points away from or above target						-4		14	
	Difference from Prior Year								21	
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	29%	21%	31%	23%	33%	38%	36%	33%	39%
	Total Number Meets or Higher		19		23		31			
	Total Number Tested		90		100		82			
	Points away from or above target		-8		-8		5		-3	
	Difference from Prior Year				2		15		-5	
	Growth from Prior Year				10%		65%		-13%	
Emergent Bilingual	Target and Actual Rate	34%	21%	36%	32%	38%	38%	41%	28%	44%
	Total Number Meets or Higher		6		11		8			
	Total Number Tested		29		34		21			
	Points away from or above target		-13		-4		0		-13	
	Difference from Prior Year				11		6		-10	
	Growth from Prior Year				52%		19%		-26%	
Cont. Enrolled	Target and Actual Rate	33%	21%	35%	30%	37%	43%	40%	38%	43%
	Total Number Meets or Higher		15		25		30			
	Total Number Tested		73		83		70			
	Points away from or above target		-12		-5		6		-2	
	Difference from Prior Year				9		13		-5	
	Growth from Prior Year				43%		43%		-12%	
Non-Cont. Enrolled	Target and Actual Rate	21%	20%	23%	13%	25%	30%	28%	32%	31%
	Total Number Meets or Higher		5		4		8			
	Total Number Tested		25		31		27			
	Points away from or above target		-1		-10		5		4	
	Difference from Prior Year				-7		17		2	
	Growth from Prior Year				-35%		131%		7%	

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Campus:	Frazier	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	24%	44%	14%	46%	36%	49%	29%	52%
	Total Number Meets or Higher		19		11		37			
	Total Number Tested		80		81		102			
	Points away from or above target		-18		-30		-10		-20	
	Difference from Prior Year				-10		22		-7	
	Growth from Prior Year				-42%		157%		-19%	
African Am.	Target and Actual Rate	38%	NA	40%	NA	42%	29%	45%	0%	48%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		-13		-45	
	Difference from Prior Year				NA				-29	
	Growth from Prior Year				NA				-100%	
Hispanic	Target and Actual Rate	35%	19%	37%	15%	39%	31%	42%	27%	45%
	Total Number Meets or Higher		11		10		26			
	Total Number Tested		57		65		83			
	Points away from or above target		-16		-22		-8		-15	
	Difference from Prior Year				-4		16		-4	
	Growth from Prior Year				-21%		107%		-13%	
White	Target and Actual Rate	75%	NA	77%	NA	79%		82%	17%	85%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-65	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Asian	Target and Actual Rate	86%	NA	88%	NA	90%	100%	93%	67%	96%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		10		-26	
	Difference from Prior Year				NA				-33	
	Growth from Prior Year				NA				-33%	
Special Ed (Current)	Target and Actual Rate	44%	NA	46%	NA	48%	22%	51%	18%	54%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		-26		-33	
	Difference from Prior Year				NA				-4	
	Growth from Prior Year				NA				-18%	
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%		7%	40%	10%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				33	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	43%	19%	45%	13%	47%	37%	50%	25%	53%
	Total Number Meets or Higher		13		9		34			
	Total Number Tested		67		72		93			
	Points away from or above target		-24		-32		-10		-25	
	Difference from Prior Year				-6		24		-12	
	Growth from Prior Year				-32%		185%		-32%	
Emergent Bilingual	Target and Actual Rate	46%	32%	48%	18%	50%	34%	53%	31%	56%
	Total Number Meets or Higher		17		9		21			
	Total Number Tested		53		51		61			
	Points away from or above target		-14		-30		-16		-22	
	Difference from Prior Year				-14		16		-3	
	Growth from Prior Year				-44%		89%		-9%	
Cont. Enrolled	Target and Actual Rate	44%	25%	46%	18%	48%	39%	51%	28%	54%
	Total Number Meets or Higher		18		11		31			
	Total Number Tested		71		60		79			
	Points away from or above target		-19		-28		-9		-23	
	Difference from Prior Year				-7		21		-11	
	Growth from Prior Year				-28%		117%		-28%	
Non-Cont. Enrolled	Target and Actual Rate	33%	NA	35%	NA	37%	26%	40%	43%	43%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		23			
	Points away from or above target		NA		NA		-11		3	
	Difference from Prior Year				NA				17	
	Growth from Prior Year				NA				65%	

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Campus: Gleason **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	56%	39%	58%	40%	60%	47%	63%	44%	66%
	Total Number Meets or Higher		49		49		64			
	Total Number Tested		126		121		136			
	Points away from or above target		-17		-18		-13		-19	
	Difference from Prior Year				1		7		-3	
	Growth from Prior Year				3%		18%		-6%	
African Am.	Target and Actual Rate	40%	NA	42%		44%		47%	25%	50%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-22	
	Difference from Prior Year									
	Growth from Prior Year									
Hispanic	Target and Actual Rate	41%	27%	43%	31%	45%	38%	48%	35%	51%
	Total Number Meets or Higher		19		19		33			
	Total Number Tested		70		61		87			
	Points away from or above target		-14		-12		-7		-13	
	Difference from Prior Year				4		7		-3	
	Growth from Prior Year				15%		23%		-8%	
White	Target and Actual Rate	74%	NA	76%		78%	70%	81%	48%	84%
	Total Number Meets or Higher		NA				19			
	Total Number Tested		NA				27			
	Points away from or above target		NA				-8		-33	
	Difference from Prior Year								-22	
	Growth from Prior Year								-31%	
Asian	Target and Actual Rate	86%	57%	88%		90%	89%	93%	74%	96%
	Total Number Meets or Higher		16				8			
	Total Number Tested		28				9			
	Points away from or above target		-29				-1		-19	
	Difference from Prior Year								-15	
	Growth from Prior Year								-17%	
Two or More Races	Target and Actual Rate	60%	NA	62%		64%		67%	60%	70%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-7	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	25%	NA	27%		29%	12%	32%	0%	35%
	Total Number Meets or Higher		NA				2			
	Total Number Tested		NA				17			
	Points away from or above target		NA				-17		-32	
	Difference from Prior Year								-12	
	Growth from Prior Year								-100%	
Eco. Dis.	Target and Actual Rate	43%	31%	45%	21%	47%	35%	50%	31%	53%
	Total Number Meets or Higher		24		16		31			
	Total Number Tested		78		76		89			
	Points away from or above target		-12		-24		-12		-19	
	Difference from Prior Year				-10		14		-4	
	Growth from Prior Year				-32%		67%		-11%	
Emergent Bilingual	Target and Actual Rate	51%	35%	53%	28%	55%	31%	58%	37%	61%
	Total Number Meets or Higher		23		13		16			
	Total Number Tested		65		46		51			
	Points away from or above target		-16		-25		-24		-21	
	Difference from Prior Year				-7		3		6	
	Growth from Prior Year				-20%		11%		19%	
Cont. Enrolled	Target and Actual Rate	59%	40%	61%	45%	63%	50%	66%	50%	69%
	Total Number Meets or Higher		43		42		53			
	Total Number Tested		107		94		107			
	Points away from or above target		-19		-16		-13		-16	
	Difference from Prior Year				5		5		0	
	Growth from Prior Year				13%		11%		0%	
Non-Cont. Enrolled	Target and Actual Rate	44%	NA	46%	26%	48%	38%	51%	18%	54%
	Total Number Meets or Higher		NA		7		11			
	Total Number Tested		NA		27		29			
	Points away from or above target		NA		-20		-10		-33	
	Difference from Prior Year						12		-20	
	Growth from Prior Year						46%		-53%	

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Campus: Hairgrove **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	54%	45%	56%	59%	58%	56%	61%	49%	64%
	Total Number Meets or Higher		37		65		61			
	Total Number Tested		82		111		109			
	Points away from or above target		-9		3		-2		-12	
	Difference from Prior Year				14		-3		-7	
	Growth from Prior Year				31%		-5%		-13%	
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	45%	47%	23%	50%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		1		-24	
	Difference from Prior Year				NA				-22	
	Growth from Prior Year				NA				-49%	
Hispanic	Target and Actual Rate	53%	41%	55%	57%	57%	54%	60%	47%	63%
	Total Number Meets or Higher		27		51		49			
	Total Number Tested		66		90		90			
	Points away from or above target		-12		2		-3		-13	
	Difference from Prior Year				16		-3		-7	
	Growth from Prior Year				39%		-5%		-13%	
White	Target and Actual Rate	78%	NA	80%	NA	82%		85%	88%	88%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				3	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	9%	NA	11%	NA	13%	55%	16%	26%	19%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		42		10	
	Difference from Prior Year				NA				-29	
	Growth from Prior Year				NA				-53%	
Eco. Dis.	Target and Actual Rate	54%	37%	56%	57%	58%	58%	61%	48%	64%
	Total Number Meets or Higher		24		55		57			
	Total Number Tested		65		97		99			
	Points away from or above target		-17		1		0		-13	
	Difference from Prior Year				20		1		-10	
	Growth from Prior Year				54%		2%		-17%	
Emergent Bilingual	Target and Actual Rate	53%	40%	55%	56%	57%	54%	60%	47%	63%
	Total Number Meets or Higher		22		34		33			
	Total Number Tested		55		61		61			
	Points away from or above target		-13		1		-3		-13	
	Difference from Prior Year				16		-2		-7	
	Growth from Prior Year				40%		-4%		-13%	
Cont. Enrolled	Target and Actual Rate	53%	47%	55%	62%	57%	56%	60%	47%	63%
	Total Number Meets or Higher		34		61		50			
	Total Number Tested		73		98		89			
	Points away from or above target		-6		7		-1		-13	
	Difference from Prior Year				15		-6		-9	
	Growth from Prior Year				32%		-10%		-16%	
Non-Cont. Enrolled	Target and Actual Rate	61%	NA	63%	NA	65%	55%	68%	55%	71%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		-10		-13	
	Difference from Prior Year				NA				0	
	Growth from Prior Year				NA				0%	

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Campus: Hamilton **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	77%	60%	79%	69%	81%	64%	84%	65%	87%
	Total Number Meets or Higher		90		102		119			
	Total Number Tested		149		147		185			
	Points away from or above target		-17		-10		-17		-19	
	Difference from Prior Year				9		-5		1	
	Growth from Prior Year				15%		-7%		2%	
African Am.	Target and Actual Rate	67%	NA	69%	NA	71%	32%	74%	44%	77%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		19			
	Points away from or above target		NA		NA		-39		-30	
	Difference from Prior Year				NA				12	
	Growth from Prior Year				NA				38%	
Hispanic	Target and Actual Rate	79%	41%	81%	67%	83%	49%	86%	53%	89%
	Total Number Meets or Higher		12		22		19			
	Total Number Tested		29		33		39			
	Points away from or above target		-38		-14		-34		-33	
	Difference from Prior Year				26		-18		4	
	Growth from Prior Year				63%		-27%		8%	
White	Target and Actual Rate	72%	61%	74%	74%	76%	71%	79%	74%	82%
	Total Number Meets or Higher		51		64		70			
	Total Number Tested		83		87		98			
	Points away from or above target		-11		0		-5		-5	
	Difference from Prior Year				13		-3		3	
	Growth from Prior Year				21%		-4%		4%	
Asian	Target and Actual Rate	93%	NA	95%	NA	97%	83%	100%	88%	100%
	Total Number Meets or Higher		NA		NA		15			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		-14		-12	
	Difference from Prior Year				NA				5	
	Growth from Prior Year				NA				6%	
Two or More Races	Target and Actual Rate	75%	NA	77%	NA	79%		82%	44%	85%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-38	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	71%	NA	73%	NA	75%	46%	78%	34%	81%
	Total Number Meets or Higher		NA		NA		12			
	Total Number Tested		NA		NA		26			
	Points away from or above target		NA		NA		-29		-44	
	Difference from Prior Year				NA				-12	
	Growth from Prior Year				NA				-26%	
Eco. Dis.	Target and Actual Rate	63%	NA	65%	55%	67%	41%	70%	47%	73%
	Total Number Meets or Higher		NA		16		16			
	Total Number Tested		NA		29		39			
	Points away from or above target		NA		-10		-26		-23	
	Difference from Prior Year				NA		-14		6	
	Growth from Prior Year				NA		-25%		15%	
Emergent Bilingual	Target and Actual Rate	74%	NA	76%	NA	78%	44%	81%	69%	84%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-34		-12	
	Difference from Prior Year				NA				25	
	Growth from Prior Year				NA				57%	
Cont. Enrolled	Target and Actual Rate	76%	61%	78%	67%	80%	65%	83%	70%	86%
	Total Number Meets or Higher		74		80		94			
	Total Number Tested		122		119		145			
	Points away from or above target		-15		-11		-15		-13	
	Difference from Prior Year				6		-2		5	
	Growth from Prior Year				10%		-3%		8%	
Non-Cont. Enrolled	Target and Actual Rate	80%	59%	82%	79%	84%	63%	87%	39%	90%
	Total Number Meets or Higher		16		22		25			
	Total Number Tested		27		28		40			
	Points away from or above target		-21		-3		-21		-48	
	Difference from Prior Year				20		-16		-24	
	Growth from Prior Year				34%		-20%		-38%	

Campus: Hancock **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	43%	14%	45%	27%	47%	25%	50%	21%	53%
	Total Number Meets or Higher		12		36		33			
	Total Number Tested		83		133		130			
	Points away from or above target		-29		-18		-22		-29	
	Difference from Prior Year				13		-2		-4	
	Growth from Prior Year				93%		-7%		-16%	
African Am.	Target and Actual Rate	32%	6%	34%	18%	36%	12%	39%	8%	42%
	Total Number Meets or Higher		2		7		6			
	Total Number Tested		33		40		50			
	Points away from or above target		-26		-16		-24		-31	
	Difference from Prior Year				12		-6		-4	
	Growth from Prior Year				200%		-33%		-33%	
Hispanic	Target and Actual Rate	43%	21%	45%	22%	47%	33%	50%	28%	53%
	Total Number Meets or Higher		7		11		15			
	Total Number Tested		33		51		45			
	Points away from or above target		-22		-23		-14		-22	
	Difference from Prior Year				1		11		-5	
	Growth from Prior Year				5%		50%		-15%	
White	Target and Actual Rate	50%		52%		54%	44%	57%	20%	60%
	Total Number Meets or Higher						7			
	Total Number Tested						16			
	Points away from or above target						-10		-37	
	Difference from Prior Year								-24	
	Growth from Prior Year								-55%	
Asian	Target and Actual Rate	75%		77%		79%		82%	50%	85%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-32	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	57%		59%		61%	18%	64%	20%	67%
	Total Number Meets or Higher						2			
	Total Number Tested						11			
	Points away from or above target						-43		-44	
	Difference from Prior Year								2	
	Growth from Prior Year								11%	
Special Ed (Current)	Target and Actual Rate	17%		19%		21%	17%	24%	15%	27%
	Total Number Meets or Higher						3			
	Total Number Tested						18			
	Points away from or above target						-4		-9	
	Difference from Prior Year								-2	
	Growth from Prior Year								-12%	
Eco. Dis.	Target and Actual Rate	42%	14%	44%	19%	46%	22%	49%	14%	52%
	Total Number Meets or Higher		9		18		22			
	Total Number Tested		64		97		99			
	Points away from or above target		-28		-25		-24		-35	
	Difference from Prior Year				5		3		-8	
	Growth from Prior Year				36%		16%		-36%	
Emergent Bilingual	Target and Actual Rate	63%	24%	65%	43%	67%	25%	70%	18%	73%
	Total Number Meets or Higher		6		12		4			
	Total Number Tested		25		28		16			
	Points away from or above target		-39		-22		-42		-52	
	Difference from Prior Year				19		-18		-7	
	Growth from Prior Year				79%		-42%		-28%	
Cont. Enrolled	Target and Actual Rate	45%	17%	47%	31%	49%	30%	52%	26%	55%
	Total Number Meets or Higher		10		29		26			
	Total Number Tested		58		93		86			
	Points away from or above target		-28		-16		-19		-26	
	Difference from Prior Year				14		-1		-4	
	Growth from Prior Year				82%		-3%		-13%	
Non-Cont. Enrolled	Target and Actual Rate	38%	8%	40%	18%	42%	16%	45%	9%	48%
	Total Number Meets or Higher		2		7		7			
	Total Number Tested		25		40		44			
	Points away from or above target		-30		-22		-26		-36	
	Difference from Prior Year				10		-2		-7	
	Growth from Prior Year				125%		-11%		-44%	

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Campus: Hemmenway		Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	35%	23%	37%	38%	39%	34%	42%	28%	45%
	Total Number Meets or Higher		34		62		58			
	Total Number Tested		146		162		170			
	Points away from or above target		-12		1		-5		-14	
	Difference from Prior Year				15		-4		-6	
	Growth from Prior Year				65%		-11%		-18%	
African Am.	Target and Actual Rate	34%	22%	36%	41%	38%	35%	41%	21%	44%
	Total Number Meets or Higher		9		21		13			
	Total Number Tested		41		51		37			
	Points away from or above target		-12		5		-3		-20	
	Difference from Prior Year				19		-6		-14	
	Growth from Prior Year				86%		-15%		-40%	
Hispanic	Target and Actual Rate	33%	24%	35%	37%	37%	30%	40%	29%	43%
	Total Number Meets or Higher		20		31		34			
	Total Number Tested		85		84		113			
	Points away from or above target		-9		2		-7		-11	
	Difference from Prior Year				13		-7		-1	
	Growth from Prior Year				54%		-19%		-3%	
White	Target and Actual Rate	50%		52%		54%	71%	57%	33%	60%
	Total Number Meets or Higher						5			
	Total Number Tested						7			
	Points away from or above target						17		-24	
	Difference from Prior Year								-38	
	Growth from Prior Year								-54%	
Special Ed (Current)	Target and Actual Rate	54%		56%		58%	29%	61%	29%	64%
	Total Number Meets or Higher						6			
	Total Number Tested						21			
	Points away from or above target						-29		-32	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Eco. Dis.	Target and Actual Rate	34%	18%	36%	35%	38%	31%	41%	27%	44%
	Total Number Meets or Higher		20		43		44			
	Total Number Tested		111		122		142			
	Points away from or above target		-16		-1		-7		-14	
	Difference from Prior Year				17		-4		-4	
	Growth from Prior Year				94%		-11%		-13%	
Emergent Bilingual	Target and Actual Rate	32%	24%	34%	40%	36%	28%	39%	34%	42%
	Total Number Meets or Higher		16		31		24			
	Total Number Tested		67		78		85			
	Points away from or above target		-8		6		-8		-5	
	Difference from Prior Year				16		-12		6	
	Growth from Prior Year				67%		-30%		21%	
Cont. Enrolled	Target and Actual Rate	31%	24%	33%	35%	35%	35%	38%	30%	41%
	Total Number Meets or Higher		26		44		45			
	Total Number Tested		110		124		129			
	Points away from or above target		-7		2		0		-8	
	Difference from Prior Year				11		0		-5	
	Growth from Prior Year				46%		0%		-14%	
Non-Cont. Enrolled	Target and Actual Rate	50%	22%	52%	47%	54%	32%	57%	20%	60%
	Total Number Meets or Higher		8		18		13			
	Total Number Tested		36		38		41			
	Points away from or above target		-28		-5		-22		-37	
	Difference from Prior Year				25		-15		-12	
	Growth from Prior Year				114%		-32%		-38%	

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Campus: Holbrook **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	51%	35%	53%	25%	55%	34%	58%	29%	61%
	Total Number Meets or Higher		29		32		46			
	Total Number Tested		82		126		134			
	Points away from or above target		-16		-28		-21		-29	
	Difference from Prior Year				-10		9		-5	
	Growth from Prior Year				-29%		36%		-15%	
African Am.	Target and Actual Rate	31%	NA	33%	14%	35%	12%	38%	11%	41%
	Total Number Meets or Higher		NA		5		5			
	Total Number Tested		NA		36		41			
	Points away from or above target		NA		-19		-23		-27	
	Difference from Prior Year				NA		-2		-1	
	Growth from Prior Year				NA		-14%		-8%	
Hispanic	Target and Actual Rate	55%	39%	57%	24%	59%	43%	62%	34%	65%
	Total Number Meets or Higher		21		19		34			
	Total Number Tested		54		80		80			
	Points away from or above target		-16		-33		-16		-28	
	Difference from Prior Year				-15		19		-9	
	Growth from Prior Year				-38%		79%		-21%	
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	31%	57%	13%	60%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		32			
	Points away from or above target		NA		NA		-23		-44	
	Difference from Prior Year				NA				-18	
	Growth from Prior Year				NA				-58%	
Eco. Dis.	Target and Actual Rate	48%	34%	50%	24%	52%	34%	55%	29%	58%
	Total Number Meets or Higher		23		27		40			
	Total Number Tested		68		112		119			
	Points away from or above target		-14		-26		-18		-26	
	Difference from Prior Year				-10		10		-5	
	Growth from Prior Year				-29%		42%		-15%	
Emergent Bilingual	Target and Actual Rate	56%	48%	58%	25%	60%	46%	63%	37%	66%
	Total Number Meets or Higher		20		14		21			
	Total Number Tested		42		55		46			
	Points away from or above target		-8		-33		-14		-26	
	Difference from Prior Year				-23		21		-9	
	Growth from Prior Year				-48%		84%		-20%	
Cont. Enrolled	Target and Actual Rate	50%	38%	52%	26%	54%	38%	57%	31%	60%
	Total Number Meets or Higher		20		22		35			
	Total Number Tested		53		84		93			
	Points away from or above target		-12		-26		-16		-26	
	Difference from Prior Year				-12		12		-7	
	Growth from Prior Year				-32%		46%		-18%	
Non-Cont. Enrolled	Target and Actual Rate	53%	31%	55%	24%	57%	27%	60%	23%	63%
	Total Number Meets or Higher		9		10		11			
	Total Number Tested		29		42		41			
	Points away from or above target		-22		-31		-30		-37	
	Difference from Prior Year				-7		3		-4	
	Growth from Prior Year				-23%		13%		-15%	

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Campus: Holmsley **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	40%	29%	42%	42%	44%	37%	47%	31%	50%
	Total Number Meets or Higher		33		46		41			
	Total Number Tested		112		109		111			
	Points away from or above target		-11		0		-7		-16	
	Difference from Prior Year				13		-5		-6	
	Growth from Prior Year				45%		-12%		-16%	
African Am.	Target and Actual Rate	57%	NA	59%	NA	61%	20%	64%	23%	67%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		-41		-41	
	Difference from Prior Year				NA				3	
	Growth from Prior Year				NA				15%	
Hispanic	Target and Actual Rate	33%	27%	35%	39%	37%	33%	40%	27%	43%
	Total Number Meets or Higher		21		26		24			
	Total Number Tested		78		67		72			
	Points away from or above target		-6		4		-4		-13	
	Difference from Prior Year				12		-6		-6	
	Growth from Prior Year				44%		-15%		-18%	
White	Target and Actual Rate	24%	NA	26%	NA	28%		31%	46%	34%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				15	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Asian	Target and Actual Rate	88%	NA	90%	NA	92%	64%	95%	57%	98%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		-28		-38	
	Difference from Prior Year				NA				-7	
	Growth from Prior Year				NA				-11%	
Special Ed (Current)	Target and Actual Rate	5%	NA	7%	NA	9%	7%	12%	30%	15%
	Total Number Meets or Higher		NA		NA		1			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		-2		18	
	Difference from Prior Year				NA				23	
	Growth from Prior Year				NA				329%	
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%		7%	71%	10%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				64	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	36%	27%	38%	38%	40%	33%	43%	26%	46%
	Total Number Meets or Higher		22		31		28			
	Total Number Tested		82		81		86			
	Points away from or above target		-9		0		-7		-17	
	Difference from Prior Year				11		-5		-7	
	Growth from Prior Year				41%		-13%		-21%	
Emergent Bilingual	Target and Actual Rate	38%	24%	40%	36%	42%	33%	45%	20%	48%
	Total Number Meets or Higher		14		19		15			
	Total Number Tested		59		53		45			
	Points away from or above target		-14		-4		-9		-25	
	Difference from Prior Year				12		-3		-13	
	Growth from Prior Year				50%		-8%		-39%	
Cont. Enrolled	Target and Actual Rate	38%	28%	40%	37%	42%	37%	45%	31%	48%
	Total Number Meets or Higher		25		31		34			
	Total Number Tested		89		83		93			
	Points away from or above target		-10		-3		-5		-14	
	Difference from Prior Year				9		0		-6	
	Growth from Prior Year				32%		0%		-16%	
Non-Cont. Enrolled	Target and Actual Rate	50%	NA	52%	58%	54%	39%	57%	32%	60%
	Total Number Meets or Higher		NA		15		7			
	Total Number Tested		NA		26		18			
	Points away from or above target		NA		6		-15		-25	
	Difference from Prior Year				NA		-19		-7	
	Growth from Prior Year				NA		-33%		-18%	

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Campus: Horne **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	39%	22%	41%	33%	43%	29%	46%	24%	49%
	Total Number Meets or Higher		28		45		35			
	Total Number Tested		130		138		122			
	Points away from or above target		-17		-8		-14		-22	
	Difference from Prior Year				11		-4		-5	
	Growth from Prior Year				50%		-12%		-17%	
African Am.	Target and Actual Rate	36%	8%	38%		40%	13%	43%	7%	46%
	Total Number Meets or Higher		2				2			
	Total Number Tested		25				16			
	Points away from or above target		-28				-27		-36	
	Difference from Prior Year								-6	
	Growth from Prior Year								-46%	
Hispanic	Target and Actual Rate	28%	21%	30%	31%	32%	26%	35%	26%	38%
	Total Number Meets or Higher		17		27		23			
	Total Number Tested		80		86		88			
	Points away from or above target		-7		1		-6		-9	
	Difference from Prior Year				10		-5		0	
	Growth from Prior Year				48%		-16%		0%	
White	Target and Actual Rate	77%		79%		81%		84%	22%	87%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-62	
	Difference from Prior Year									
	Growth from Prior Year									
Asian	Target and Actual Rate	71%		73%		75%	63%	78%	33%	81%
	Total Number Meets or Higher						5			
	Total Number Tested						8			
	Points away from or above target						-12		-45	
	Difference from Prior Year								-30	
	Growth from Prior Year								-48%	
Special Ed (Current)	Target and Actual Rate	10%		12%		14%	36%	17%	17%	20%
	Total Number Meets or Higher						4			
	Total Number Tested						11			
	Points away from or above target						22		0	
	Difference from Prior Year								-19	
	Growth from Prior Year								-53%	
Eco. Dis.	Target and Actual Rate	38%	19%	40%	28%	42%	26%	45%	23%	48%
	Total Number Meets or Higher		22		30		24			
	Total Number Tested		113		109		91			
	Points away from or above target		-19		-12		-16		-22	
	Difference from Prior Year				9		-2		-3	
	Growth from Prior Year				47%		-7%		-12%	
Emergent Bilingual	Target and Actual Rate	35%	21%	37%	33%	39%	34%	42%	29%	45%
	Total Number Meets or Higher		13		23		21			
	Total Number Tested		62		69		61			
	Points away from or above target		-14		-4		-5		-13	
	Difference from Prior Year				12		1		-5	
	Growth from Prior Year				57%		3%		-15%	
Cont. Enrolled	Target and Actual Rate	41%	24%	43%	36%	45%	24%	48%	23%	51%
	Total Number Meets or Higher		25		40		22			
	Total Number Tested		103		111		90			
	Points away from or above target		-17		-7		-21		-25	
	Difference from Prior Year				12		-12		-1	
	Growth from Prior Year				50%		-33%		-4%	
Non-Cont. Enrolled	Target and Actual Rate	31%	11%	33%	19%	35%	41%	38%	26%	41%
	Total Number Meets or Higher		3		5		13			
	Total Number Tested		27		27		32			
	Points away from or above target		-20		-14		6		-12	
	Difference from Prior Year				8		22		-15	
	Growth from Prior Year				73%		116%		-37%	

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Campus: Jowell **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	37%	17%	39%	24%	41%	27%	44%	28%	47%
	Total Number Meets or Higher		30		48		51			
	Total Number Tested		177		203		190			
	Points away from or above target		-20		-15		-14		-16	
	Difference from Prior Year				7		3		1	
	Growth from Prior Year				41%		13%		4%	
African Am.	Target and Actual Rate	36%	17%	38%	21%	40%	19%	43%	22%	46%
	Total Number Meets or Higher		8		12		10			
	Total Number Tested		46		56		53			
	Points away from or above target		-19		-17		-21		-21	
	Difference from Prior Year				4		-2		3	
	Growth from Prior Year				24%		-10%		16%	
Hispanic	Target and Actual Rate	33%	15%	35%	23%	37%	28%	40%	28%	43%
	Total Number Meets or Higher		16		29		32			
	Total Number Tested		110		124		116			
	Points away from or above target		-18		-12		-9		-12	
	Difference from Prior Year				8		5		0	
	Growth from Prior Year				53%		22%		0%	
White	Target and Actual Rate	53%		55%		57%	20%	60%	47%	63%
	Total Number Meets or Higher						2			
	Total Number Tested						10			
	Points away from or above target						-37		-13	
	Difference from Prior Year								27	
	Growth from Prior Year								135%	
Two or More Races	Target and Actual Rate	40%		42%		44%	67%	47%	29%	50%
	Total Number Meets or Higher						4			
	Total Number Tested						6			
	Points away from or above target						23		-18	
	Difference from Prior Year								-38	
	Growth from Prior Year								-57%	
Special Ed (Current)	Target and Actual Rate	24%		26%	19%	28%	10%	31%	11%	34%
	Total Number Meets or Higher				6		3			
	Total Number Tested				31		31			
	Points away from or above target				-7		-18		-20	
	Difference from Prior Year						-9		1	
	Growth from Prior Year						-47%		10%	
Special Ed (Former)	Target and Actual Rate	29%	0%	31%	20%	33%	33%	36%	29%	39%
	Total Number Meets or Higher		0		1		2			
	Total Number Tested		5		5		6			
	Points away from or above target		-29		-11		0		-7	
	Difference from Prior Year				20		13		-4	
	Growth from Prior Year						65%		-12%	
Eco. Dis.	Target and Actual Rate	35%	15%	37%	18%	39%	25%	42%	26%	45%
	Total Number Meets or Higher		21		30		39			
	Total Number Tested		140		170		159			
	Points away from or above target		-20		-19		-14		-16	
	Difference from Prior Year				3		7		1	
	Growth from Prior Year				20%		39%		4%	
Emergent Bilingual	Target and Actual Rate	36%	16%	38%	25%	40%	27%	43%	28%	46%
	Total Number Meets or Higher		14		23		20			
	Total Number Tested		90		92		75			
	Points away from or above target		-20		-13		-13		-15	
	Difference from Prior Year				9		2		1	
	Growth from Prior Year				56%		8%		4%	
Cont. Enrolled	Target and Actual Rate	37%	19%	39%	25%	41%	26%	44%	31%	47%
	Total Number Meets or Higher		27		36		35			
	Total Number Tested		142		143		136			
	Points away from or above target		-18		-14		-15		-13	
	Difference from Prior Year				6		1		5	
	Growth from Prior Year				32%		4%		19%	
Non-Cont. Enrolled	Target and Actual Rate	37%	9%	39%	20%	41%	30%	44%	14%	47%
	Total Number Meets or Higher		3		12		16			
	Total Number Tested		35		60		54			
	Points away from or above target		-28		-19		-11		-30	
	Difference from Prior Year				11		10		-16	
	Growth from Prior Year				122%		50%		-53%	

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Campus:	Keith	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	71%	51%	73%	64%	75%	66%	78%	58%	81%
	Total Number Meets or Higher		87		99		127			
	Total Number Tested		171		154		192			
	Points away from or above target		-20		-9		-9		-20	
	Difference from Prior Year				13		2		-8	
	Growth from Prior Year				25%		3%		-12%	
African Am.	Target and Actual Rate	53%		55%	NA	57%	48%	60%	39%	63%
	Total Number Meets or Higher				NA		11			
	Total Number Tested				NA		23			
	Points away from or above target				NA		-9		-21	
	Difference from Prior Year				NA				-9	
	Growth from Prior Year				NA				-19%	
Hispanic	Target and Actual Rate	59%	50%	61%	59%	63%	61%	66%	36%	69%
	Total Number Meets or Higher		21		20		33			
	Total Number Tested		42		34		54			
	Points away from or above target		-9		-2		-2		-30	
	Difference from Prior Year				9		2		-25	
	Growth from Prior Year				18%		3%		-41%	
White	Target and Actual Rate	79%	60%	81%	61%	83%	66%	86%	64%	89%
	Total Number Meets or Higher		49		46		49			
	Total Number Tested		82		76		74			
	Points away from or above target		-19		-20		-17		-22	
	Difference from Prior Year				1		5		-2	
	Growth from Prior Year				2%		8%		-3%	
Asian	Target and Actual Rate	79%		81%	NA	83%	87%	86%	80%	89%
	Total Number Meets or Higher				NA		26			
	Total Number Tested				NA		30			
	Points away from or above target				NA		4		-6	
	Difference from Prior Year				NA				-7	
	Growth from Prior Year				NA				-8%	
Two or More Races	Target and Actual Rate	83%		85%	NA	87%		90%	45%	93%
	Total Number Meets or Higher				NA					
	Total Number Tested				NA					
	Points away from or above target				NA				-45	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	62%		64%	NA	66%	18%	69%	52%	72%
	Total Number Meets or Higher				NA		4			
	Total Number Tested				NA		22			
	Points away from or above target				NA		-48		-17	
	Difference from Prior Year				NA				34	
	Growth from Prior Year				NA				189%	
Special Ed (Former)	Target and Actual Rate	33%	20%	35%	60%	37%	83%	40%	45%	43%
	Total Number Meets or Higher		1		3		5			
	Total Number Tested		5		5		6			
	Points away from or above target		-13		25.0		46		5	
	Difference from Prior Year				40.0		23		-38	
	Growth from Prior Year				200%		38%		-46%	
Eco. Dis.	Target and Actual Rate	61%	32%	63%	57%	65%	61%	68%	31%	71%
	Total Number Meets or Higher		14		27		30			
	Total Number Tested		44		47		49			
	Points away from or above target		-29		-6		-4		-37	
	Difference from Prior Year				25		4		-30	
	Growth from Prior Year				78%		7%		-49%	
Emergent Bilingual	Target and Actual Rate	68%		70%	74%	72%	70%	75%	71%	78%
	Total Number Meets or Higher				26		26			
	Total Number Tested				35		37			
	Points away from or above target				4		-2		-4	
	Difference from Prior Year				NA		-4		1	
	Growth from Prior Year				NA		-5%		1%	
Cont. Enrolled	Target and Actual Rate	72%	53%	74%	66%	76%	69%	79%	58%	82%
	Total Number Meets or Higher		76		87		114			
	Total Number Tested		143		132		166			
	Points away from or above target		-19		-8		-7		-21	
	Difference from Prior Year				13		3		-11	
	Growth from Prior Year				25%		5%		-16%	
Non-Cont. Enrolled	Target and Actual Rate	62%	39%	64%	NA	66%	50%	69%	57%	72%
	Total Number Meets or Higher		11		NA		13			
	Total Number Tested		28		NA		26			
	Points away from or above target		-23		NA		-16		-12	
	Difference from Prior Year				NA				7	
	Growth from Prior Year				NA				14%	

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Campus:	Kirk	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	38%	22%	40%	25%	42%	26%	45%	19%	48%
	Total Number Meets or Higher		22		33		29			
	Total Number Tested		102		134		112			
	Points away from or above target		-16		-15		-16		-26	
	Difference from Prior Year				3		1		-7	
	Growth from Prior Year				14%		4%		-27%	
African Am.	Target and Actual Rate	24%	NA	26%	NA	28%	0%	31%	22%	34%
	Total Number Meets or Higher		NA		NA		0			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-28		-9	
	Difference from Prior Year				NA				22	
	Growth from Prior Year				NA					
Hispanic	Target and Actual Rate	32%	16%	34%	21%	36%	22%	39%	17%	42%
	Total Number Meets or Higher		10		19		19			
	Total Number Tested		61		89		85			
	Points away from or above target		-16		-13		-14		-22	
	Difference from Prior Year				5		1		-5	
	Growth from Prior Year				31%		5%		-23%	
White	Target and Actual Rate	71%	NA	73%	NA	75%	56%	78%	17%	81%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		9			
	Points away from or above target		NA		NA		-19		-61	
	Difference from Prior Year				NA				-39	
	Growth from Prior Year				NA				-70%	
Asian	Target and Actual Rate	75%	NA	77%	NA	79%		82%	33%	85%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-49	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%		7%	14%	10%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				7	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	31%	NA	33%	NA	35%	11%	38%	17%	41%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		-24		-21	
	Difference from Prior Year				NA				6	
	Growth from Prior Year				NA				55%	
Special Ed (Former)	Target and Actual Rate	20%	NA	22%	NA	24%		27%	33%	30%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				6	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	30%	14%	32%	18%	34%	18%	37%	15%	40%
	Total Number Meets or Higher		11		17		16			
	Total Number Tested		76		96		91			
	Points away from or above target		-16		-14		-16		-22	
	Difference from Prior Year				4		0		-3	
	Growth from Prior Year				29%		0%		-17%	
Emergent Bilingual	Target and Actual Rate	35%	21%	37%	23%	39%	14%	42%	13%	45%
	Total Number Meets or Higher		13		16		8			
	Total Number Tested		63		69		57			
	Points away from or above target		-14		-14		-25		-29	
	Difference from Prior Year				2		-9		-1	
	Growth from Prior Year				10%		-39%		-7%	
Cont. Enrolled	Target and Actual Rate	42%	25%	44%	27%	46%	32%	49%	22%	52%
	Total Number Meets or Higher		22		30		27			
	Total Number Tested		89		111		84			
	Points away from or above target		-17		-17		-14		-27	
	Difference from Prior Year				2		5		-10	
	Growth from Prior Year				8%		19%		-31%	
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	NA	28%	7%	31%	13%	34%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		28			
	Points away from or above target		NA		NA		-21		-18	
	Difference from Prior Year				NA				6	
	Growth from Prior Year				NA				86%	

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Campus:	Lamkin	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	54%	36%	56%	44%	58%	63%	61%	49%	64%
	Total Number Meets or Higher		34		59		77			
	Total Number Tested		95		135		123			
	Points away from or above target		-18		-12		5		-12	
	Difference from Prior Year				8		19		-14	
	Growth from Prior Year				22%		43%		-22%	
African Am.	Target and Actual Rate	25%	NA	27%	25%	29%	42%	32%	30%	35%
	Total Number Meets or Higher		NA		8		16			
	Total Number Tested		NA		32		38			
	Points away from or above target		NA		-2		13		-2	
	Difference from Prior Year						17		-12	
	Growth from Prior Year						68%		-29%	
Hispanic	Target and Actual Rate	53%	32%	55%	44%	57%	65%	60%	50%	63%
	Total Number Meets or Higher		11		20		28			
	Total Number Tested		34		45		43			
	Points away from or above target		-21		-11		8		-10	
	Difference from Prior Year				12		21		-15	
	Growth from Prior Year				38%		48%		-23%	
White	Target and Actual Rate	61%	48%	63%	55%	65%	80%	68%	62%	71%
	Total Number Meets or Higher		13		22		20			
	Total Number Tested		27		40		25			
	Points away from or above target		-13		-8		15		-6	
	Difference from Prior Year				7		25		-18	
	Growth from Prior Year				15%		45%		-23%	
Asian	Target and Actual Rate	83%	NA	85%		87%		90%	67%	93%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-23	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	90%	NA	92%		94%		97%	60%	100%
	Total Number Meets or Higher		NA							
	Total Number Tested		NA							
	Points away from or above target		NA						-37	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	22%	NA	24%		26%	33%	29%	38%	32%
	Total Number Meets or Higher		NA				8			
	Total Number Tested		NA				24			
	Points away from or above target		NA				7		9	
	Difference from Prior Year								5	
	Growth from Prior Year								15%	
Eco. Dis.	Target and Actual Rate	35%	21%	37%	30%	39%	53%	42%	43%	45%
	Total Number Meets or Higher		11		27		46			
	Total Number Tested		52		89		87			
	Points away from or above target		-14		-7		14		1	
	Difference from Prior Year				9		23		-10	
	Growth from Prior Year				43%		77%		-19%	
Emergent Bilingual	Target and Actual Rate	58%	NA	60%	48%	62%	83%	65%	45%	68%
	Total Number Meets or Higher		NA		14		19			
	Total Number Tested		NA		29		23			
	Points away from or above target		NA		-12		21		-20	
	Difference from Prior Year						35		-38	
	Growth from Prior Year						73%		-46%	
Cont. Enrolled	Target and Actual Rate	54%	36%	56%	46%	58%	67%	61%	53%	64%
	Total Number Meets or Higher		28		49		60			
	Total Number Tested		77		107		90			
	Points away from or above target		-18		-10		9		-8	
	Difference from Prior Year				10		21		-14	
	Growth from Prior Year				28%		46%		-21%	
Non-Cont. Enrolled	Target and Actual Rate	57%	NA	59%	36%	61%	52%	64%	38%	67%
	Total Number Meets or Higher		NA		10		17			
	Total Number Tested		NA		28		33			
	Points away from or above target		NA		-23		-9		-26	
	Difference from Prior Year						16		-14	
	Growth from Prior Year						44%		-27%	

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Campus: Lee **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	53%	30%	55%	39%	57%	48%	60%	49%	63%
	Total Number Meets or Higher		34		40		67			
	Total Number Tested		113		103		139			
	Points away from or above target		-23		-16		-9		-11	
	Difference from Prior Year				9		9		1	
	Growth from Prior Year				30%		23%		2%	
African Am.	Target and Actual Rate	40%		42%	NA	44%	26%	47%	41%	50%
	Total Number Meets or Higher				NA		6			
	Total Number Tested				NA		23			
	Points away from or above target				NA		-18		-6	
	Difference from Prior Year				NA				15	
	Growth from Prior Year				NA				58%	
Hispanic	Target and Actual Rate	45%	21%	47%	29%	49%	47%	52%	45%	55%
	Total Number Meets or Higher		15		18		39			
	Total Number Tested		72		62		83			
	Points away from or above target		-24		-18		-2		-7	
	Difference from Prior Year				8		18		-2	
	Growth from Prior Year				38%		62%		-4%	
White	Target and Actual Rate	73%		75%	NA	77%	42%	80%	80%	83%
	Total Number Meets or Higher				NA		-3			
	Total Number Tested				NA		-3			
	Points away from or above target				NA		-35		0	
	Difference from Prior Year				NA				38	
	Growth from Prior Year				NA				90%	
Asian	Target and Actual Rate	79%		81%	NA	83%	82%	86%	80%	89%
	Total Number Meets or Higher				NA		14			
	Total Number Tested				NA		17			
	Points away from or above target				NA		-1		-6	
	Difference from Prior Year				NA				-2	
	Growth from Prior Year				NA				-2%	
Special Ed (Current)	Target and Actual Rate	40%		42%	NA	44%	44%	47%	18%	50%
	Total Number Meets or Higher				NA		12			
	Total Number Tested				NA		27			
	Points away from or above target				NA		0		-29	
	Difference from Prior Year				NA				-26	
	Growth from Prior Year				NA				-59%	
Special Ed (Former)	Target and Actual Rate	100%		100%	20%	100%		100%	50%	100%
	Total Number Meets or Higher				1					
	Total Number Tested				5					
	Points away from or above target				-80.0				-50	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Eco. Dis.	Target and Actual Rate	47%	25%	49%	33%	51%	41%	54%	48%	57%
	Total Number Meets or Higher		21		26		42			
	Total Number Tested		85		78		103			
	Points away from or above target		-22		-16		-10		-6	
	Difference from Prior Year				8		8		7	
	Growth from Prior Year				32%		24%		17%	
Emergent Bilingual	Target and Actual Rate	53%	22%	55%	33%	57%	55%	60%	53%	63%
	Total Number Meets or Higher		14		15		32			
	Total Number Tested		63		45		58			
	Points away from or above target		-31		-22		-2		-7	
	Difference from Prior Year				11		22		-2	
	Growth from Prior Year				50%		67%		-4%	
Cont. Enrolled	Target and Actual Rate	56%	33%	58%	39%	60%	51%	63%	52%	66%
	Total Number Meets or Higher		28		35		56			
	Total Number Tested		86		89		110			
	Points away from or above target		-23		-19		-9		-11	
	Difference from Prior Year				6		12		1	
	Growth from Prior Year				18%		31%		2%	
Non-Cont. Enrolled	Target and Actual Rate	41%	22%	43%	NA	45%	38%	48%	35%	51%
	Total Number Meets or Higher		6		NA		11			
	Total Number Tested		27		NA		29			
	Points away from or above target		-19		NA		-7		-13	
	Difference from Prior Year				NA				-3	
	Growth from Prior Year				NA				-8%	

Campus: Lieder **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	33%	16%	35%	25%	37%	41%	40%	33%	43%
	Total Number Meets or Higher		18		25		39			
	Total Number Tested		113		101		94			
	Points away from or above target		-17		-10		4		-7	
	Difference from Prior Year				9		16		-8	
	Growth from Prior Year				56%		64%		-20%	
African Am.	Target and Actual Rate	63%	NA	65%	NA	67%	20%	70%	17%	73%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-47		-53	
	Difference from Prior Year				NA				-3	
	Growth from Prior Year				NA				-15%	
Hispanic	Target and Actual Rate	25%	12%	27%	21%	29%	41%	32%	32%	35%
	Total Number Meets or Higher		10		18		28			
	Total Number Tested		82		84		68			
	Points away from or above target		-13		-6		12		0	
	Difference from Prior Year				9		20		-9	
	Growth from Prior Year				75%		95%		-22%	
Asian	Target and Actual Rate	78%	NA	80%	NA	82%	44%	85%	71%	88%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		9			
	Points away from or above target		NA		NA		-38		-14	
	Difference from Prior Year				NA				27	
	Growth from Prior Year				NA				61%	
Special Ed (Current)	Target and Actual Rate	30%	NA	32%	NA	34%	27%	37%	28%	40%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		-7		-9	
	Difference from Prior Year				NA				1	
	Growth from Prior Year				NA				4%	
Eco. Dis.	Target and Actual Rate	27%	13%	29%	25%	31%	38%	34%	33%	37%
	Total Number Meets or Higher		12		22		31			
	Total Number Tested		91		88		81			
	Points away from or above target		-14		-4		7		-1	
	Difference from Prior Year				12		13		-5	
	Growth from Prior Year				92%		52%		-13%	
Emergent Bilingual	Target and Actual Rate	30%	15%	32%	23%	34%	40%	37%	37%	40%
	Total Number Meets or Higher		11		13		19			
	Total Number Tested		75		57		48			
	Points away from or above target		-15		-9		6		0	
	Difference from Prior Year				8		17		-3	
	Growth from Prior Year				53%		74%		-8%	
Cont. Enrolled	Target and Actual Rate	31%	17%	33%	26%	35%	42%	38%	31%	41%
	Total Number Meets or Higher		16		22		29			
	Total Number Tested		96		84		69			
	Points away from or above target		-14		-7		7		-7	
	Difference from Prior Year				9		16		-11	
	Growth from Prior Year				53%		62%		-26%	
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	NA	41%	40%	44%	43%	47%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		25			
	Points away from or above target		NA		NA		-1		-1	
	Difference from Prior Year				NA				3	
	Growth from Prior Year				NA				7%	

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Campus: Lowery **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	48%	42%	50%	45%	52%	50%	55%	53%	58%
	Total Number Meets or Higher		52		58		62			
	Total Number Tested		125		130		123			
	Points away from or above target		-6		-5		-2		-2	
	Difference from Prior Year				3		5		3	
	Growth from Prior Year				7%		11%		6%	
African Am.	Target and Actual Rate	25%	NA	27%	NA	29%	50%	32%	43%	35%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		21		11	
	Difference from Prior Year				NA				-7	
	Growth from Prior Year				NA				-14%	
Hispanic	Target and Actual Rate	40%	33%	42%	40%	44%	40%	47%	45%	50%
	Total Number Meets or Higher		18		25		24			
	Total Number Tested		54		62		60			
	Points away from or above target		-7		-2		-4		-2	
	Difference from Prior Year				7		0		5	
	Growth from Prior Year				21%		0%		13%	
White	Target and Actual Rate	65%	57%	67%	69%	69%	63%	72%	62%	75%
	Total Number Meets or Higher		25		25		19			
	Total Number Tested		44		36		30			
	Points away from or above target		-8		2		-6		-10	
	Difference from Prior Year				12		-6		-1	
	Growth from Prior Year				21%		-9%		-2%	
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	60%	57%	83%	60%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		5			
	Points away from or above target		NA		NA		6		26	
	Difference from Prior Year				NA				23	
	Growth from Prior Year				NA				38%	
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	70%	100%	60%	100%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-30		-40	
	Difference from Prior Year				NA				-10	
	Growth from Prior Year				NA				-14%	
Special Ed (Current)	Target and Actual Rate	19%	NA	21%	NA	23%	36%	26%	40%	29%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		25			
	Points away from or above target		NA		NA		13		14	
	Difference from Prior Year				NA				4	
	Growth from Prior Year				NA				11%	
Eco. Dis.	Target and Actual Rate	34%	31%	36%	33%	38%	40%	41%	40%	44%
	Total Number Meets or Higher		18		25		27			
	Total Number Tested		58		75		68			
	Points away from or above target		-3		-3		2		-1	
	Difference from Prior Year				2		7		0	
	Growth from Prior Year				6%		21%		0%	
Emergent Bilingual	Target and Actual Rate	55%	31%	57%	41%	59%	42%	62%	55%	65%
	Total Number Meets or Higher		8		12		10			
	Total Number Tested		26		29		24			
	Points away from or above target		-24		-16		-17		-7	
	Difference from Prior Year				10		1		13	
	Growth from Prior Year				32%		2%		31%	
Cont. Enrolled	Target and Actual Rate	50%	38%	52%	48%	54%	51%	57%	56%	60%
	Total Number Meets or Higher		41		48		49			
	Total Number Tested		107		100		96			
	Points away from or above target		-12		-4		-3		-1	
	Difference from Prior Year				10		3		5	
	Growth from Prior Year				26%		6%		10%	
Non-Cont. Enrolled	Target and Actual Rate	39%	NA	41%	33%	43%	48%	46%	40%	49%
	Total Number Meets or Higher		NA		10		13			
	Total Number Tested		NA		30		27			
	Points away from or above target		NA		-8		5		-6	
	Difference from Prior Year				NA		15		-8	
	Growth from Prior Year				NA		45%		-17%	

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Campus:	Matzke	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	35%	31%	37%	29%	39%	41%	42%	39%	45%
	Total Number Meets or Higher		35		44		55			
	Total Number Tested		114		153		134			
	Points away from or above target		-4		-8		2		-3	
	Difference from Prior Year				-2		12		-2	
	Growth from Prior Year				-6%		41%		-5%	
African Am.	Target and Actual Rate	20%	NA	22%	26%	24%	29%	27%	47%	30%
	Total Number Meets or Higher		NA		10		12			
	Total Number Tested		NA		39		42			
	Points away from or above target		NA		4		5		20	
	Difference from Prior Year				NA		3		18	
	Growth from Prior Year				NA		12%		62%	
Hispanic	Target and Actual Rate	30%	29%	32%	18%	34%	44%	37%	33%	40%
	Total Number Meets or Higher		16		15		28			
	Total Number Tested		55		85		64			
	Points away from or above target		-1		-14		10		-4	
	Difference from Prior Year				-11		26		-11	
	Growth from Prior Year				-38%		144%		-25%	
White	Target and Actual Rate	55%	NA	57%	NA	59%	43%	62%	39%	65%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		14			
	Points away from or above target		NA		NA		-16		-23	
	Difference from Prior Year				NA				-4	
	Growth from Prior Year				NA				-9%	
Asian	Target and Actual Rate	56%	NA	58%	NA	60%	75%	63%	78%	66%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		15		15	
	Difference from Prior Year				NA				3	
	Growth from Prior Year				NA				4%	
Two or More Races	Target and Actual Rate	25%	NA	27%	NA	29%	50%	32%	17%	35%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		6			
	Points away from or above target		NA		NA		21		-15	
	Difference from Prior Year				NA				-33	
	Growth from Prior Year				NA				-66%	
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	28%	32%	27%	35%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		18			
	Points away from or above target		NA		NA		-1		-5	
	Difference from Prior Year				NA				-1	
	Growth from Prior Year				NA				-4%	
Special Ed (Former)	Target and Actual Rate	29%	NA	31%	NA	33%	14%	36%	40%	39%
	Total Number Meets or Higher		NA		NA		1			
	Total Number Tested		NA		NA		7			
	Points away from or above target		NA		NA		-19		4	
	Difference from Prior Year				NA				26	
	Growth from Prior Year				NA				186%	
Eco. Dis.	Target and Actual Rate	31%	25%	33%	24%	35%	35%	38%	35%	41%
	Total Number Meets or Higher		21		25		34			
	Total Number Tested		85		103		97			
	Points away from or above target		-6		-9		0		-3	
	Difference from Prior Year				-1		11		0	
	Growth from Prior Year				-4%		46%		0%	
Emergent Bilingual	Target and Actual Rate	38%	34%	40%	16%	42%	56%	45%	30%	48%
	Total Number Meets or Higher		15		8		19			
	Total Number Tested		44		51		34			
	Points away from or above target		-4		-24		14		-15	
	Difference from Prior Year				-18		40		-26	
	Growth from Prior Year				-53%		250%		-46%	
Cont. Enrolled	Target and Actual Rate	38%	30%	40%	31%	42%	40%	45%	44%	48%
	Total Number Meets or Higher		29		40		38			
	Total Number Tested		96		128		95			
	Points away from or above target		-8		-9		-2		-1	
	Difference from Prior Year				1		9		4	
	Growth from Prior Year				3%		29%		10%	
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	16%	28%	44%	31%	20%	34%
	Total Number Meets or Higher		NA		4		17			
	Total Number Tested		NA		25		39			
	Points away from or above target		NA		-10		16		-11	
	Difference from Prior Year				NA		28		-24	
	Growth from Prior Year				NA		175%		-55%	

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Campus: McFee **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	42%	27%	44%	45%	46%	56%	49%	31%	52%
	Total Number Meets or Higher		36		69		64			
	Total Number Tested		132		154		115			
	Points away from or above target		-15		1		10		-18	
	Difference from Prior Year				18		11		-25	
	Growth from Prior Year				67%		24%		-45%	
African Am.	Target and Actual Rate	43%	15%	45%	27%	47%	52%	50%	20%	53%
	Total Number Meets or Higher		5		15		16			
	Total Number Tested		34		55		31			
	Points away from or above target		-28		-18		5		-30	
	Difference from Prior Year				12		25		-32	
	Growth from Prior Year				80%		93%		-62%	
Hispanic	Target and Actual Rate	34%	27%	36%	49%	38%	55%	41%	35%	44%
	Total Number Meets or Higher		21		41		36			
	Total Number Tested		78		83		66			
	Points away from or above target		-7		13		17		-6	
	Difference from Prior Year				22		6		-20	
	Growth from Prior Year				81%		12%		-36%	
White	Target and Actual Rate	64%		66%	NA	68%	71%	71%	50%	74%
	Total Number Meets or Higher				NA		5			
	Total Number Tested				NA		7			
	Points away from or above target				NA		3		-21	
	Difference from Prior Year				NA				-21	
	Growth from Prior Year				NA				-30%	
Asian	Target and Actual Rate	75%		77%	NA	79%	60%	82%	33%	85%
	Total Number Meets or Higher				NA		3			
	Total Number Tested				NA		5			
	Points away from or above target				NA		-19		-49	
	Difference from Prior Year				NA				-27	
	Growth from Prior Year				NA				-45%	
Two or More Races	Target and Actual Rate	100%		100%	NA	100%		100%	33%	100%
	Total Number Meets or Higher				NA					
	Total Number Tested				NA					
	Points away from or above target				NA				-67	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	17%		19%	NA	21%	58%	24%	28%	27%
	Total Number Meets or Higher				NA		11			
	Total Number Tested				NA		19			
	Points away from or above target				NA		37		4	
	Difference from Prior Year				NA				-30	
	Growth from Prior Year				NA				-52%	
Eco. Dis.	Target and Actual Rate	42%	26%	44%	45%	46%	53%	49%	32%	52%
	Total Number Meets or Higher		29		60		45			
	Total Number Tested		111		133		85			
	Points away from or above target		-16		1		7		-17	
	Difference from Prior Year				19		8		-21	
	Growth from Prior Year				73%		18%		-40%	
Emergent Bilingual	Target and Actual Rate	43%	34%	45%	59%	47%	51%	50%	37%	53%
	Total Number Meets or Higher		23		33		21			
	Total Number Tested		68		56		41			
	Points away from or above target		-9		14		4		-13	
	Difference from Prior Year				25		-8		-14	
	Growth from Prior Year				74%		-14%		-27%	
Cont. Enrolled	Target and Actual Rate	42%	29%	44%	48%	46%	56%	49%	35%	52%
	Total Number Meets or Higher		27		62		50			
	Total Number Tested		93		130		90			
	Points away from or above target		-13		4		10		-14	
	Difference from Prior Year				19		8		-21	
	Growth from Prior Year				66%		17%		-38%	
Non-Cont. Enrolled	Target and Actual Rate	43%	23%	45%	NA	47%	56%	50%	18%	53%
	Total Number Meets or Higher		9		NA		14			
	Total Number Tested		39		NA		25			
	Points away from or above target		-20		NA		9		-32	
	Difference from Prior Year				NA				-38	
	Growth from Prior Year				NA				-68%	

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Campus: Metcalf **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	41%	22%	43%	41%	45%	21%	48%	28%	51%
	Total Number Meets or Higher		22		32		21			
	Total Number Tested		99		79		101			
	Points away from or above target		-19		-2		-24		-20	
	Difference from Prior Year				19		-20		7	
	Growth from Prior Year				86%		-49%		33%	
African Am.	Target and Actual Rate	42%	NA	44%	NA	46%	9%	49%	29%	52%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		23			
	Points away from or above target		NA		NA		-37		-20	
	Difference from Prior Year				NA				20	
	Growth from Prior Year				NA				222%	
Hispanic	Target and Actual Rate	39%	24%	41%	40%	43%	23%	46%	22%	49%
	Total Number Meets or Higher		16		19		14			
	Total Number Tested		68		48		61			
	Points away from or above target		-15		-1		-20		-24	
	Difference from Prior Year				16		-17		-1	
	Growth from Prior Year				67%		-43%		-4%	
White	Target and Actual Rate	80%	NA	82%	NA	84%		87%	50%	90%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-37	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	38%	57%	67%	60%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		-16		10	
	Difference from Prior Year				NA				29	
	Growth from Prior Year				NA				76%	
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	23%	7%	9%	10%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		13			
	Points away from or above target		NA		NA		19		2	
	Difference from Prior Year				NA				-14	
	Growth from Prior Year				NA				-61%	
Eco. Dis.	Target and Actual Rate	39%	21%	41%	41%	43%	20%	46%	25%	49%
	Total Number Meets or Higher		17		27		18			
	Total Number Tested		81		66		89			
	Points away from or above target		-18		0		-23		-21	
	Difference from Prior Year				20		-21		5	
	Growth from Prior Year				95%		-51%		25%	
Emergent Bilingual	Target and Actual Rate	43%	25%	45%	40%	47%	24%	50%	34%	53%
	Total Number Meets or Higher		13		16		12			
	Total Number Tested		51		40		50			
	Points away from or above target		-18		-5		-23		-16	
	Difference from Prior Year				15		-16		10	
	Growth from Prior Year				60%		-40%		42%	
Cont. Enrolled	Target and Actual Rate	42%	27%	44%	42%	46%	23%	49%	27%	52%
	Total Number Meets or Higher		21		28		19			
	Total Number Tested		78		66		81			
	Points away from or above target		-15		-2		-23		-22	
	Difference from Prior Year				15		-19		4	
	Growth from Prior Year				56%		-45%		17%	
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	NA	41%	10%	44%	31%	47%
	Total Number Meets or Higher		NA		NA		2			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		-31		-13	
	Difference from Prior Year				NA				21	
	Growth from Prior Year				NA				210%	

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Campus: Millsap **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	50%	34%	52%	43%	54%	41%	57%	43%	60%
	Total Number Meets or Higher		39		54		51			
	Total Number Tested		114		126		123			
	Points away from or above target		-16		-9		-13		-14	
	Difference from Prior Year				9		-2		2	
	Growth from Prior Year				26%		-5%		5%	
African Am.	Target and Actual Rate	35%		37%		39%	50%	42%	25%	45%
	Total Number Meets or Higher						6			
	Total Number Tested						12			
	Points away from or above target						11		-17	
	Difference from Prior Year								-25	
	Growth from Prior Year								-50%	
Hispanic	Target and Actual Rate	41%	34%	43%	44%	45%	34%	48%	29%	51%
	Total Number Meets or Higher		18		27		19			
	Total Number Tested		53		61		56			
	Points away from or above target		-7		1		-11		-19	
	Difference from Prior Year				10		-10		-5	
	Growth from Prior Year				29%		-23%		-15%	
White	Target and Actual Rate	63%	30%	65%	49%	67%	46%	70%	59%	73%
	Total Number Meets or Higher		11		21		22			
	Total Number Tested		37		43		48			
	Points away from or above target		-33		-16		-21		-11	
	Difference from Prior Year				19		-3		13	
	Growth from Prior Year				63%		-6%		28%	
Two or More Races	Target and Actual Rate	0%		2%		4%		7%	60%	10%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								53	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	63%		65%	35%	67%	20%	70%	31%	73%
	Total Number Meets or Higher				9		3			
	Total Number Tested				26		15			
	Points away from or above target				-30		-47		-39	
	Difference from Prior Year						-15		11	
	Growth from Prior Year						-43%		55%	
Special Ed (Former)	Target and Actual Rate	50%		52%	40%	54%		57%	25%	60%
	Total Number Meets or Higher				2					
	Total Number Tested				5					
	Points away from or above target				-12				-32	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	41%	34%	43%	37%	45%	28%	48%	34%	51%
	Total Number Meets or Higher		21		29		19			
	Total Number Tested		62		79		68			
	Points away from or above target		-7		-6		-17		-14	
	Difference from Prior Year				3		-9		6	
	Growth from Prior Year				9%		-24%		21%	
Emergent Bilingual	Target and Actual Rate	40%	32%	42%	48%	44%	26%	47%	33%	50%
	Total Number Meets or Higher		10		16		11			
	Total Number Tested		31		33		42			
	Points away from or above target		-8		6		-18		-14	
	Difference from Prior Year				16		-22		7	
	Growth from Prior Year				50%		-46%		27%	
Cont. Enrolled	Target and Actual Rate	51%	34%	53%	43%	55%	44%	58%	45%	61%
	Total Number Meets or Higher		31		44		38			
	Total Number Tested		91		103		87			
	Points away from or above target		-17		-10		-11		-13	
	Difference from Prior Year				9		1		1	
	Growth from Prior Year				26%		2%		2%	
Non-Cont. Enrolled	Target and Actual Rate	46%		48%		50%	36%	53%	39%	56%
	Total Number Meets or Higher						13			
	Total Number Tested						36			
	Points away from or above target						-14		-14	
	Difference from Prior Year								3	
	Growth from Prior Year								8%	

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Campus:	Moore	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	64%	39%	66%	53%	68%	48%	71%	32%	74%
	Total Number Meets or Higher		53		77		65			
	Total Number Tested		135		146		136			
	Points away from or above target		-25		-13		-20		-39	
	Difference from Prior Year				14		-5		-16	
	Growth from Prior Year				36%		-9%		-33%	
African Am.	Target and Actual Rate	35%	14%	37%	23%	39%	26%	42%	18%	45%
	Total Number Meets or Higher		4		9		7			
	Total Number Tested		29		39		27			
	Points away from or above target		-21		-14		-13		-24	
	Difference from Prior Year				9		3		-8	
	Growth from Prior Year				64%		13%		-31%	
Hispanic	Target and Actual Rate	58%	24%	60%	60%	62%	39%	65%	31%	68%
	Total Number Meets or Higher		8		21		16			
	Total Number Tested		34		35		41			
	Points away from or above target		-34		0		-23		-34	
	Difference from Prior Year				36		-21		-8	
	Growth from Prior Year				150%		-35%		-21%	
White	Target and Actual Rate	60%	49%	62%	56%	64%	53%	67%	47%	70%
	Total Number Meets or Higher		22		27		23			
	Total Number Tested		45		48		43			
	Points away from or above target		-11		-6		-11		-20	
	Difference from Prior Year				7		-3		-6	
	Growth from Prior Year				14%		-5%		-11%	
Asian	Target and Actual Rate	96%		98%		100%	82%	100%	58%	100%
	Total Number Meets or Higher						14			
	Total Number Tested						17			
	Points away from or above target						-18		-42	
	Difference from Prior Year								-24	
	Growth from Prior Year								-29%	
Two or More Races	Target and Actual Rate	78%		80%		82%		85%	20%	88%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-65	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	23%		25%		27%	0%	30%	17%	33%
	Total Number Meets or Higher						0			
	Total Number Tested						19			
	Points away from or above target						-27		-13	
	Difference from Prior Year								17	
	Growth from Prior Year									
Special Ed (Former)	Target and Actual Rate	0%		2%	50%	4%	40%	7%	71%	10%
	Total Number Meets or Higher				3		2			
	Total Number Tested				6		5			
	Points away from or above target				48		36		64	
	Difference from Prior Year						-10		31	
	Growth from Prior Year						-20%		78%	
Eco. Dis.	Target and Actual Rate	49%	21%	51%	38%	53%	36%	56%	24%	59%
	Total Number Meets or Higher		12		24		29			
	Total Number Tested		57		64		80			
	Points away from or above target		-28		-13		-17		-32	
	Difference from Prior Year				17		-2		-12	
	Growth from Prior Year				81%		-5%		-33%	
Emergent Bilingual	Target and Actual Rate	77%		79%		81%	45%	84%	42%	87%
	Total Number Meets or Higher						13			
	Total Number Tested						29			
	Points away from or above target						-36		-42	
	Difference from Prior Year								-3	
	Growth from Prior Year								-7%	
Cont. Enrolled	Target and Actual Rate	70%	42%	72%	54%	74%	50%	77%	33%	80%
	Total Number Meets or Higher		41		53		47			
	Total Number Tested		98		98		94			
	Points away from or above target		-28		-18		-24		-44	
	Difference from Prior Year				12		-4		-17	
	Growth from Prior Year				29%		-7%		-34%	
Non-Cont. Enrolled	Target and Actual Rate	47%	32%	49%	50%	51%	43%	54%	30%	57%
	Total Number Meets or Higher		12		24		18			
	Total Number Tested		37		48		42			
	Points away from or above target		-15		1		-8		-24	
	Difference from Prior Year				18		-7		-13	
	Growth from Prior Year				56%		-14%		-30%	

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Campus: Owens **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	38%	34%	40%	53%	42%	48%	45%	36%	48%
	Total Number Meets or Higher		37		50		48			
	Total Number Tested		108		94		101			
	Points away from or above target		-4		13		6		-9	
	Difference from Prior Year				19		-5		-12	
	Growth from Prior Year				56%		-9%		-25%	
African Am.	Target and Actual Rate	24%	31%	26%	50%	28%	31%	31%	21%	34%
	Total Number Meets or Higher		8		13		8			
	Total Number Tested		26		26		26			
	Points away from or above target		7		24		3		-10	
	Difference from Prior Year				19		-19		-10	
	Growth from Prior Year				61%		-38%		-32%	
Hispanic	Target and Actual Rate	35%	30%	37%	41%	39%	52%	42%	35%	45%
	Total Number Meets or Higher		17		18		23			
	Total Number Tested		56		44		44			
	Points away from or above target		-5		4		13		-7	
	Difference from Prior Year				11		11		-17	
	Growth from Prior Year				37%		27%		-33%	
White	Target and Actual Rate	50%		52%		54%	60%	57%	47%	60%
	Total Number Meets or Higher						9			
	Total Number Tested						15			
	Points away from or above target						6		-10	
	Difference from Prior Year								-13	
	Growth from Prior Year								-22%	
Special Ed (Current)	Target and Actual Rate	28%		30%		32%	15%	35%	27%	38%
	Total Number Meets or Higher						2			
	Total Number Tested						13			
	Points away from or above target						-17		-8	
	Difference from Prior Year								12	
	Growth from Prior Year								80%	
Special Ed (Former)	Target and Actual Rate	100%		100%		100%		100%	13%	100%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-87	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	30%	29%	32%	48%	34%	40%	37%	31%	40%
	Total Number Meets or Higher		24		31		27			
	Total Number Tested		83		65		68			
	Points away from or above target		-1		16		6		-6	
	Difference from Prior Year				19		-8		-9	
	Growth from Prior Year				66%		-17%		-23%	
Emergent Bilingual	Target and Actual Rate	39%	34%	41%	54%	43%	42%	46%	31%	49%
	Total Number Meets or Higher		14		20		15			
	Total Number Tested		41		37		36			
	Points away from or above target		-5		13		-1		-15	
	Difference from Prior Year				20		-12		-11	
	Growth from Prior Year				59%		-22%		-26%	
Cont. Enrolled	Target and Actual Rate	44%	36%	46%	56%	48%	50%	51%	41%	54%
	Total Number Meets or Higher		32		41		41			
	Total Number Tested		88		73		82			
	Points away from or above target		-8		10		2		-10	
	Difference from Prior Year				20		-6		-9	
	Growth from Prior Year				56%		-11%		-18%	
Non-Cont. Enrolled	Target and Actual Rate	24%		26%		28%	37%	31%	20%	34%
	Total Number Meets or Higher						7			
	Total Number Tested						19			
	Points away from or above target						9		-11	
	Difference from Prior Year								-17	
	Growth from Prior Year								-46%	

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Campus: Pope **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	83%	77%	85%	76%	87%	79%	90%	75%	93%
	Total Number Meets or Higher		122		124		125			
	Total Number Tested		159		164		158			
	Points away from or above target		-6		-9		-8		-15	
	Difference from Prior Year				-1		3		-4	
	Growth from Prior Year				-1%		4%		-5%	
African Am.	Target and Actual Rate	88%	NA	90%	NA	92%		95%	55%	98%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-40	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Hispanic	Target and Actual Rate	78%	57%	80%	69%	82%	87%	85%	61%	88%
	Total Number Meets or Higher		17		27		26			
	Total Number Tested		30		39		30			
	Points away from or above target		-21		-11		5		-24	
	Difference from Prior Year				12		18		-26	
	Growth from Prior Year				21%		26%		-30%	
White	Target and Actual Rate	80%	85%	82%	77%	84%	76%	87%	75%	90%
	Total Number Meets or Higher		72		62		67			
	Total Number Tested		85		81		88			
	Points away from or above target		5		-5		-8		-12	
	Difference from Prior Year				-8		-1		-1	
	Growth from Prior Year				-9%		-1%		-1%	
Asian	Target and Actual Rate	94%	93%	96%	NA	98%	83%	100%	96%	100%
	Total Number Meets or Higher		26		NA		24			
	Total Number Tested		28		NA		29			
	Points away from or above target		-1		NA		-15		-4	
	Difference from Prior Year				NA				13	
	Growth from Prior Year				NA				16%	
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%		100%	89%	100%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-11	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	67%	NA	69%	40%	71%	58%	74%	45%	77%
	Total Number Meets or Higher		NA		10		15			
	Total Number Tested		NA		25		26			
	Points away from or above target		NA		-29		-13		-29	
	Difference from Prior Year				NA		18		-13	
	Growth from Prior Year				NA		45%		-22%	
Eco. Dis.	Target and Actual Rate	100%	NA	100%	NA	100%	45%	100%	52%	100%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		-55		-48	
	Difference from Prior Year				NA				7	
	Growth from Prior Year				NA				16%	
Emergent Bilingual	Target and Actual Rate	82%	NA	84%	NA	86%	75%	89%	75%	92%
	Total Number Meets or Higher		NA		NA		9			
	Total Number Tested		NA		NA		12			
	Points away from or above target		NA		NA		-11		-14	
	Difference from Prior Year				NA				0	
	Growth from Prior Year				NA				0%	
Cont. Enrolled	Target and Actual Rate	85%	79%	87%	77%	89%	79%	92%	75%	95%
	Total Number Meets or Higher		108		114		109			
	Total Number Tested		136		148		138			
	Points away from or above target		-6		-10		-10		-17	
	Difference from Prior Year				-2		2		-4	
	Growth from Prior Year				-3%		3%		-5%	
Non-Cont. Enrolled	Target and Actual Rate	60%	NA	62%	NA	64%	80%	67%	75%	70%
	Total Number Meets or Higher		NA		NA		16			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		16		8	
	Difference from Prior Year				NA				-5	
	Growth from Prior Year				NA				-6%	

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Campus: Post **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	49%	23%	51%	35%	53%	37%	56%	37%	59%
	Total Number Meets or Higher		25		46		43			
	Total Number Tested		107		133		115			
	Points away from or above target		-26		-16		-16		-19	
	Difference from Prior Year				12		2		0	
	Growth from Prior Year				52%		6%		0%	
African Am.	Target and Actual Rate	37%	NA	39%	26%	41%	25%	44%	19%	47%
	Total Number Meets or Higher		NA		8		6			
	Total Number Tested		NA		31		24			
	Points away from or above target		NA		-13		-16		-25	
	Difference from Prior Year						-1		-6	
	Growth from Prior Year						-4%		-24%	
Hispanic	Target and Actual Rate	42%	12%	44%	30%	46%	34%	49%	31%	52%
	Total Number Meets or Higher		6		21		23			
	Total Number Tested		51		69		67			
	Points away from or above target		-30		-14		-12		-18	
	Difference from Prior Year				18		4		-3	
	Growth from Prior Year				150%		13%		-9%	
White	Target and Actual Rate	68%	NA	70%		72%	64%	75%	65%	78%
	Total Number Meets or Higher		NA				9			
	Total Number Tested		NA				14			
	Points away from or above target		NA				-8		-10	
	Difference from Prior Year								1	
	Growth from Prior Year								2%	
Special Ed (Current)	Target and Actual Rate	25%	NA	27%		29%	17%	32%	35%	35%
	Total Number Meets or Higher		NA				2			
	Total Number Tested		NA				12			
	Points away from or above target		NA				-12		3	
	Difference from Prior Year								18	
	Growth from Prior Year								106%	
Special Ed (Former)	Target and Actual Rate	75%	NA	77%	57%	79%		82%	60%	85%
	Total Number Meets or Higher		NA		4					
	Total Number Tested		NA		7					
	Points away from or above target		NA		-20				-22	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	45%	18%	47%	26%	49%	30%	52%	23%	55%
	Total Number Meets or Higher		12		22		25			
	Total Number Tested		68		84		82			
	Points away from or above target		-27		-21		-19		-29	
	Difference from Prior Year				8		4		-7	
	Growth from Prior Year				44%		15%		-23%	
Emergent Bilingual	Target and Actual Rate	52%	18%	54%	26%	56%	25%	59%	19%	62%
	Total Number Meets or Higher		8		11		10			
	Total Number Tested		44		43		40			
	Points away from or above target		-34		-28		-31		-40	
	Difference from Prior Year				8		-1		-6	
	Growth from Prior Year				44%		-4%		-24%	
Cont. Enrolled	Target and Actual Rate	50%	25%	52%	37%	54%	42%	57%	42%	60%
	Total Number Meets or Higher		22		41		35			
	Total Number Tested		88		110		84			
	Points away from or above target		-25		-15		-12		-15	
	Difference from Prior Year				12		5		0	
	Growth from Prior Year				48%		14%		0%	
Non-Cont. Enrolled	Target and Actual Rate	47%	NA	49%		51%	26%	54%	23%	57%
	Total Number Meets or Higher		NA				8			
	Total Number Tested		NA				31			
	Points away from or above target		NA				-25		-31	
	Difference from Prior Year								-3	
	Growth from Prior Year								-12%	

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Campus:	Postma	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	53%	36%	55%	57%	57%	61%	60%	53%	63%
	Total Number Meets or Higher		53		85		106			
	Total Number Tested		146		148		175			
	Points away from or above target		-17		2		4		-7	
	Difference from Prior Year				21		4		-8	
	Growth from Prior Year				58%		7%		-13%	
African Am.	Target and Actual Rate	30%	33%	32%	46%	34%	51%	37%	44%	40%
	Total Number Meets or Higher		13		22		26			
	Total Number Tested		39		48		51			
	Points away from or above target		3		14		17		7	
	Difference from Prior Year				13		5		-7	
	Growth from Prior Year				39%		11%		-14%	
Hispanic	Target and Actual Rate	51%	25%	53%	41%	55%	42%	58%	46%	61%
	Total Number Meets or Higher		11		16		19			
	Total Number Tested		44		39		45			
	Points away from or above target		-26		-12		-13		-12	
	Difference from Prior Year				16		1		4	
	Growth from Prior Year				64%		2%		10%	
White	Target and Actual Rate	61%		63%		65%	76%	68%	50%	71%
	Total Number Meets or Higher						32			
	Total Number Tested						42			
	Points away from or above target						11		-18	
	Difference from Prior Year								-26	
	Growth from Prior Year								-34%	
Asian	Target and Actual Rate	83%	47%	85%	71%	87%	79%	90%	88%	93%
	Total Number Meets or Higher		16		24		23			
	Total Number Tested		34		34		29			
	Points away from or above target		-36		-14		-8		-2	
	Difference from Prior Year				24		8		9	
	Growth from Prior Year				51%		11%		11%	
Two or More Races	Target and Actual Rate	67%		69%		71%	75%	74%	83%	77%
	Total Number Meets or Higher						6			
	Total Number Tested						8			
	Points away from or above target						4		9	
	Difference from Prior Year								8	
	Growth from Prior Year								11%	
Special Ed (Current)	Target and Actual Rate	17%		19%		21%	47%	24%	24%	27%
	Total Number Meets or Higher						7			
	Total Number Tested						15			
	Points away from or above target						26		0	
	Difference from Prior Year								-23	
	Growth from Prior Year								-49%	
Special Ed (Former)	Target and Actual Rate	43%		45%		47%		50%	67%	53%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								17	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	46%	28%	48%	56%	50%	42%	53%	45%	56%
	Total Number Meets or Higher		17		35		29			
	Total Number Tested		60		62		69			
	Points away from or above target		-18		8		-8		-8	
	Difference from Prior Year				28		-14		3	
	Growth from Prior Year				100%		-25%		7%	
Emergent Bilingual	Target and Actual Rate	60%	43%	62%	55%	64%	62%	67%	59%	70%
	Total Number Meets or Higher		22		23		29			
	Total Number Tested		51		42		47			
	Points away from or above target		-17		-7		-2		-8	
	Difference from Prior Year				12		7		-3	
	Growth from Prior Year				28%		13%		-5%	
Cont. Enrolled	Target and Actual Rate	56%	35%	58%	57%	60%	63%	63%	57%	66%
	Total Number Meets or Higher		45		71		92			
	Total Number Tested		127		124		147			
	Points away from or above target		-21		-1		3		-6	
	Difference from Prior Year				22		6		-6	
	Growth from Prior Year				63%		11%		-10%	
Non-Cont. Enrolled	Target and Actual Rate	40%		42%		44%	50%	47%	39%	50%
	Total Number Meets or Higher						14			
	Total Number Tested						28			
	Points away from or above target						6		-8	
	Difference from Prior Year								-11	
	Growth from Prior Year								-22%	

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Campus: Reed **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	43%	28%	45%	28%	47%	29%	50%	34%	53%
	Total Number Meets or Higher		35		33		30			
	Total Number Tested		126		118		105			
	Points away from or above target		-15		-17		-18		-16	
	Difference from Prior Year				0		1		5	
	Growth from Prior Year				0%		4%		17%	
African Am.	Target and Actual Rate	13%	NA	15%	NA	17%	0%	20%	17%	23%
	Total Number Meets or Higher		NA		NA		0			
	Total Number Tested		NA		NA		6			
	Points away from or above target		NA		NA		-17		-3	
	Difference from Prior Year				NA				17	
	Growth from Prior Year				NA					
Hispanic	Target and Actual Rate	40%	21%	42%	24%	44%	26%	47%	28%	50%
	Total Number Meets or Higher		19		21		21			
	Total Number Tested		92		86		81			
	Points away from or above target		-19		-18		-18		-19	
	Difference from Prior Year				3		2		2	
	Growth from Prior Year				14%		8%		8%	
White	Target and Actual Rate	71%	NA	73%	NA	75%	50%	78%	71%	81%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-25		-7	
	Difference from Prior Year				NA				21	
	Growth from Prior Year				NA				42%	
Asian	Target and Actual Rate	78%	NA	80%	NA	82%	50%	85%	60%	88%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		-32		-25	
	Difference from Prior Year				NA				10	
	Growth from Prior Year				NA				20%	
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	33%	45%	12%	48%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		-9		-33	
	Difference from Prior Year				NA				-21	
	Growth from Prior Year				NA				-64%	
Eco. Dis.	Target and Actual Rate	37%	26%	39%	26%	41%	28%	44%	31%	47%
	Total Number Meets or Higher		27		24		23			
	Total Number Tested		105		91		82			
	Points away from or above target		-11		-13		-13		-13	
	Difference from Prior Year				0		2		3	
	Growth from Prior Year				0%		8%		11%	
Emergent Bilingual	Target and Actual Rate	43%	29%	45%	29%	47%	30%	50%	36%	53%
	Total Number Meets or Higher		21		16		14			
	Total Number Tested		73		56		47			
	Points away from or above target		-14		-16		-17		-14	
	Difference from Prior Year				0		1		6	
	Growth from Prior Year				0%		3%		20%	
Cont. Enrolled	Target and Actual Rate	44%	28%	46%	25%	48%	31%	51%	35%	54%
	Total Number Meets or Higher		32		25		26			
	Total Number Tested		113		99		84			
	Points away from or above target		-16		-21		-17		-16	
	Difference from Prior Year				-3		6		4	
	Growth from Prior Year				-11%		24%		13%	
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	NA	45%	19%	48%	30%	51%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		-26		-18	
	Difference from Prior Year				NA				11	
	Growth from Prior Year				NA				58%	

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Campus:	Rennell	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	66%	57%	68%	69%	70%	67%	73%	69%	76%
	Total Number Meets or Higher		95		127		136			
	Total Number Tested		168		184		203			
	Points away from or above target		-9		1		-3		-4	
	Difference from Prior Year				12		-2		2	
	Growth from Prior Year				21%		-3%		3%	
African Am.	Target and Actual Rate	65%		67%		69%	57%	72%	63%	75%
	Total Number Meets or Higher						12			
	Total Number Tested						21			
	Points away from or above target						-12		-9	
	Difference from Prior Year								6	
	Growth from Prior Year								11%	
Hispanic	Target and Actual Rate	53%	56%	55%	56%	57%	61%	60%	55%	63%
	Total Number Meets or Higher		23		28		28			
	Total Number Tested		41		50		46			
	Points away from or above target		3		1		4		-5	
	Difference from Prior Year				0		5		-6	
	Growth from Prior Year				0%		9%		-10%	
White	Target and Actual Rate	64%	55%	66%	78%	68%	64%	71%	71%	74%
	Total Number Meets or Higher		32		51		41			
	Total Number Tested		58		65		64			
	Points away from or above target		-9		12		-4		0	
	Difference from Prior Year				23		-14		7	
	Growth from Prior Year				42%		-18%		11%	
Asian	Target and Actual Rate	85%	70%	87%	79%	89%	86%	92%	82%	95%
	Total Number Meets or Higher		30		34		49			
	Total Number Tested		43		43		57			
	Points away from or above target		-15		-8		-3		-10	
	Difference from Prior Year				9		7		-4	
	Growth from Prior Year				13%		9%		-5%	
Two or More Races	Target and Actual Rate	50%		52%		54%		57%	77%	60%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								20	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	67%		69%		71%	52%	74%	52%	77%
	Total Number Meets or Higher						14			
	Total Number Tested						27			
	Points away from or above target						-19		-22	
	Difference from Prior Year								0	
	Growth from Prior Year								0%	
Special Ed (Former)	Target and Actual Rate	33%	60%	35%	80%	37%	100%	40%	88%	43%
	Total Number Meets or Higher		3		8		6			
	Total Number Tested		5		10		6			
	Points away from or above target		27		45		63		48	
	Difference from Prior Year				20		20		-12	
	Growth from Prior Year				33%		25%		-12%	
Eco. Dis.	Target and Actual Rate	56%		58%	57%	60%	42%	63%	53%	66%
	Total Number Meets or Higher				24		16			
	Total Number Tested				42		38			
	Points away from or above target				-1		-18		-10	
	Difference from Prior Year						-15		11	
	Growth from Prior Year						-26%		26%	
Emergent Bilingual	Target and Actual Rate	65%	50%	67%	61%	69%	70%	72%	43%	75%
	Total Number Meets or Higher		17		20		19			
	Total Number Tested		34		33		27			
	Points away from or above target		-15		-6		1		-29	
	Difference from Prior Year				11		9		-27	
	Growth from Prior Year				22%		15%		-39%	
Cont. Enrolled	Target and Actual Rate	68%	58%	70%	69%	72%	66%	75%	70%	78%
	Total Number Meets or Higher		72		103		96			
	Total Number Tested		124		149		145			
	Points away from or above target		-10		-1		-6		-5	
	Difference from Prior Year				11		-3		4	
	Growth from Prior Year				19%		-4%		6%	
Non-Cont. Enrolled	Target and Actual Rate	59%	52%	61%	69%	63%	69%	66%	63%	69%
	Total Number Meets or Higher		23		24		40			
	Total Number Tested		44		35		58			
	Points away from or above target		-7		8		6		-3	
	Difference from Prior Year				17		0		-6	
	Growth from Prior Year				33%		0%		-9%	

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Campus:	Robinson, M	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	36%	27%	38%	32%	40%	50%	43%	34%	46%
	Total Number Meets or Higher		45		54		92			
	Total Number Tested		164		167		183			
	Points away from or above target		-9		-6		10		-9	
	Difference from Prior Year				5		18		-16	
	Growth from Prior Year				19%		56%		-32%	
African Am.	Target and Actual Rate	30%	22%	32%	33%	34%	48%	37%	26%	40%
	Total Number Meets or Higher		9		17		23			
	Total Number Tested		41		51		48			
	Points away from or above target		-8		1		14		-11	
	Difference from Prior Year				11		15		-22	
	Growth from Prior Year				50%		45%		-46%	
Hispanic	Target and Actual Rate	36%	22%	38%	26%	40%	50%	43%	32%	46%
	Total Number Meets or Higher		21		24		53			
	Total Number Tested		94		94		105			
	Points away from or above target		-14		-12		10		-11	
	Difference from Prior Year				4		24		-18	
	Growth from Prior Year				18%		92%		-36%	
White	Target and Actual Rate	64%		66%		68%	75%	71%	43%	74%
	Total Number Meets or Higher						6			
	Total Number Tested						8			
	Points away from or above target						7		-28	
	Difference from Prior Year								-32	
	Growth from Prior Year								-43%	
Asian	Target and Actual Rate	40%		42%		44%	53%	47%	56%	50%
	Total Number Meets or Higher						9			
	Total Number Tested						17			
	Points away from or above target						9		9	
	Difference from Prior Year								3	
	Growth from Prior Year								6%	
Special Ed (Current)	Target and Actual Rate	33%		35%		37%	25%	40%	29%	43%
	Total Number Meets or Higher						5			
	Total Number Tested						20			
	Points away from or above target						-12		-11	
	Difference from Prior Year								4	
	Growth from Prior Year								16%	
Eco. Dis.	Target and Actual Rate	32%	25%	34%	29%	36%	50%	39%	31%	42%
	Total Number Meets or Higher		34		38		79			
	Total Number Tested		137		131		157			
	Points away from or above target		-7		-5		14		-8	
	Difference from Prior Year				4		21		-19	
	Growth from Prior Year				16%		72%		-38%	
Emergent Bilingual	Target and Actual Rate	30%	28%	32%	31%	34%	51%	37%	36%	40%
	Total Number Meets or Higher		24		25		46			
	Total Number Tested		86		80		91			
	Points away from or above target		-2		-1		17		-1	
	Difference from Prior Year				3		20		-15	
	Growth from Prior Year				11%		65%		-29%	
Cont. Enrolled	Target and Actual Rate	38%	25%	40%	34%	42%	51%	45%	35%	48%
	Total Number Meets or Higher		33		43		66			
	Total Number Tested		131		128		130			
	Points away from or above target		-13		-6		9		-10	
	Difference from Prior Year				9		17		-16	
	Growth from Prior Year				36%		50%		-31%	
Non-Cont. Enrolled	Target and Actual Rate	31%	36%	33%	28%	35%	49%	38%	32%	41%
	Total Number Meets or Higher		12		11		26			
	Total Number Tested		33		39		53			
	Points away from or above target		5		-5		14		-6	
	Difference from Prior Year				-8		21		-17	
	Growth from Prior Year				-22%		75%		-35%	

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Campus: Robison, A — **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	70%	50%	72%	63%	74%	63%	77%	66%	80%
	Total Number Meets or Higher		60		88		85			
	Total Number Tested		119		139		134			
	Points away from or above target		-20		-9		-11		-11	
	Difference from Prior Year				13		0		3	
	Growth from Prior Year				26%		0%		5%	
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	31%	67%	42%	70%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-33		-25	
	Difference from Prior Year				NA				11	
	Growth from Prior Year				NA				35%	
Hispanic	Target and Actual Rate	67%	38%	69%	50%	71%	49%	74%	56%	77%
	Total Number Meets or Higher		14		22		19			
	Total Number Tested		37		44		39			
	Points away from or above target		-29		-19		-22		-18	
	Difference from Prior Year				12		-1		7	
	Growth from Prior Year				32%		-2%		14%	
White	Target and Actual Rate	73%	59%	75%	70%	77%	75%	80%	74%	83%
	Total Number Meets or Higher		33		46		40			
	Total Number Tested		56		66		53			
	Points away from or above target		-14		-5		-2		-6	
	Difference from Prior Year				11		5		-1	
	Growth from Prior Year				19%		7%		-1%	
Asian	Target and Actual Rate	91%	NA	93%	NA	95%	94%	98%	90%	100%
	Total Number Meets or Higher		NA		NA		16			
	Total Number Tested		NA		NA		17			
	Points away from or above target		NA		NA		-1		-8	
	Difference from Prior Year				NA				-4	
	Growth from Prior Year				NA				-4%	
Two or More Races	Target and Actual Rate	71%	NA	73%	NA	75%		78%	69%	81%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-9	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	44%	NA	46%	NA	48%	24%	51%	36%	54%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		21			
	Points away from or above target		NA		NA		-24		-15	
	Difference from Prior Year				NA				12	
	Growth from Prior Year				NA				50%	
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	88%	100%	60%	100%	57%	100%
	Total Number Meets or Higher		NA		7		3			
	Total Number Tested		NA		8		5			
	Points away from or above target		NA		-12.0		-40		-43	
	Difference from Prior Year				NA		-28		-3	
	Growth from Prior Year				NA		-32%		-5%	
Eco. Dis.	Target and Actual Rate	62%	37%	64%	46%	66%	46%	69%	58%	72%
	Total Number Meets or Higher		18		28		23			
	Total Number Tested		49		61		50			
	Points away from or above target		-25		-18		-20		-11	
	Difference from Prior Year				9		0		12	
	Growth from Prior Year				24%		0%		26%	
Emergent Bilingual	Target and Actual Rate	74%	NA	76%	NA	78%	50%	81%	79%	84%
	Total Number Meets or Higher		NA		NA		12			
	Total Number Tested		NA		NA		24			
	Points away from or above target		NA		NA		-28		-2	
	Difference from Prior Year				NA				29	
	Growth from Prior Year				NA				58%	
Cont. Enrolled	Target and Actual Rate	71%	50%	73%	63%	75%	66%	78%	64%	81%
	Total Number Meets or Higher		52		78		64			
	Total Number Tested		104		124		97			
	Points away from or above target		-21		-10		-9		-14	
	Difference from Prior Year				13		3		-2	
	Growth from Prior Year				26%		5%		-3%	
Non-Cont. Enrolled	Target and Actual Rate	65%	NA	67%	NA	69%	57%	72%	76%	75%
	Total Number Meets or Higher		NA		NA		21			
	Total Number Tested		NA		NA		37			
	Points away from or above target		NA		NA		-12		4	
	Difference from Prior Year				NA				19	
	Growth from Prior Year				NA				33%	

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Campus:	Sampson	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	76%	64%	78%	64%	80%	69%	83%	68%	86%
	Total Number Meets or Higher		75		91		111			
	Total Number Tested		118		143		160			
	Points away from or above target		-12		-14		-11		-15	
	Difference from Prior Year				0		5		-1	
	Growth from Prior Year				0%		8%		-1%	
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%		47%	63%	50%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				16	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Hispanic	Target and Actual Rate	69%	42%	71%	44%	73%	58%	76%	58%	79%
	Total Number Meets or Higher		13		11		19			
	Total Number Tested		31		25		33			
	Points away from or above target		-27		-27		-15		-18	
	Difference from Prior Year				2		14		0	
	Growth from Prior Year				5%		32%		0%	
White	Target and Actual Rate	78%	71%	80%	67%	82%	69%	85%	70%	88%
	Total Number Meets or Higher		45		56		63			
	Total Number Tested		63		83		91			
	Points away from or above target		-7		-13		-13		-15	
	Difference from Prior Year				-4		2		1	
	Growth from Prior Year				-6%		3%		1%	
Asian	Target and Actual Rate	83%	NA	85%	NA	87%	91%	90%	89%	93%
	Total Number Meets or Higher		NA		NA		21			
	Total Number Tested		NA		NA		23			
	Points away from or above target		NA		NA		4		-1	
	Difference from Prior Year				NA				-2	
	Growth from Prior Year				NA				-2%	
Two or More Races	Target and Actual Rate	86%	NA	88%	NA	90%		93%	54%	96%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-39	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	47%	NA	49%	NA	51%	60%	54%	48%	57%
	Total Number Meets or Higher		NA		NA		12			
	Total Number Tested		NA		NA		20			
	Points away from or above target		NA		NA		9		-6	
	Difference from Prior Year				NA				-12	
	Growth from Prior Year				NA				-20%	
Eco. Dis.	Target and Actual Rate	86%	NA	88%	NA	90%	63%	93%	61%	96%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-27		-32	
	Difference from Prior Year				NA				-2	
	Growth from Prior Year				NA				-3%	
Emergent Bilingual	Target and Actual Rate	100%	NA	100%	NA	100%	64%	100%	79%	100%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		-36		-21	
	Difference from Prior Year				NA				15	
	Growth from Prior Year				NA				23%	
Cont. Enrolled	Target and Actual Rate	79%	64%	81%	67%	83%	70%	86%	66%	89%
	Total Number Meets or Higher		67		80		95			
	Total Number Tested		104		120		135			
	Points away from or above target		-15		-14		-13		-20	
	Difference from Prior Year				3		3		-4	
	Growth from Prior Year				5%		4%		-6%	
Non-Cont. Enrolled	Target and Actual Rate	58%	NA	60%	NA	62%	64%	65%	79%	68%
	Total Number Meets or Higher		NA		NA		16			
	Total Number Tested		NA		NA		25			
	Points away from or above target		NA		NA		2		14	
	Difference from Prior Year				NA				15	
	Growth from Prior Year				NA				23%	

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Campus:	Sheridan	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	39%	31%	41%	32%	43%	33%	46%	26%	49%
	Total Number Meets or Higher		49		52		69			
	Total Number Tested		157		165		209			
	Points away from or above target		-8		-9		-10		-20	
	Difference from Prior Year				1		1		-7	
	Growth from Prior Year				3%		3%		-21%	
African Am.	Target and Actual Rate	33%	20%	35%	26%	37%	27%	40%	15%	43%
	Total Number Meets or Higher		10		17		21			
	Total Number Tested		51		66		77			
	Points away from or above target		-13		-9		-10		-25	
	Difference from Prior Year				6		1		-12	
	Growth from Prior Year				30%		4%		-44%	
Hispanic	Target and Actual Rate	42%	31%	44%	31%	46%	34%	49%	21%	52%
	Total Number Meets or Higher		26		24		31			
	Total Number Tested		84		77		91			
	Points away from or above target		-11		-13		-12		-28	
	Difference from Prior Year				0		3		-13	
	Growth from Prior Year				0%		10%		-38%	
White	Target and Actual Rate	44%		46%		48%	37%	51%	73%	54%
	Total Number Meets or Higher						7			
	Total Number Tested						19			
	Points away from or above target						-11		22	
	Difference from Prior Year								36	
	Growth from Prior Year								97%	
Asian	Target and Actual Rate	43%		45%		47%	50%	50%	63%	53%
	Total Number Meets or Higher						6			
	Total Number Tested						12			
	Points away from or above target						3		13	
	Difference from Prior Year								13	
	Growth from Prior Year								26%	
Two or More Races	Target and Actual Rate	20%		22%		24%		27%	33%	30%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								6	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	13%		15%		17%	18%	20%	4%	23%
	Total Number Meets or Higher						5			
	Total Number Tested						28			
	Points away from or above target						1		-16	
	Difference from Prior Year								-14	
	Growth from Prior Year								-78%	
Special Ed (Former)	Target and Actual Rate	33%		35%		37%		40%	40%	43%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								0	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	34%	30%	36%	31%	38%	30%	41%	23%	44%
	Total Number Meets or Higher		34		43		49			
	Total Number Tested		113		137		164			
	Points away from or above target		-4		-5		-8		-18	
	Difference from Prior Year				1		-1		-7	
	Growth from Prior Year				3%		-3%		-23%	
Emergent Bilingual	Target and Actual Rate	38%	34%	40%	41%	42%	47%	45%	29%	48%
	Total Number Meets or Higher		22		20		30			
	Total Number Tested		64		49		64			
	Points away from or above target		-4		1		5		-16	
	Difference from Prior Year				7		6		-18	
	Growth from Prior Year				21%		15%		-38%	
Cont. Enrolled	Target and Actual Rate	41%	34%	43%	37%	45%	35%	48%	27%	51%
	Total Number Meets or Higher		36		41		52			
	Total Number Tested		107		112		148			
	Points away from or above target		-7		-6		-10		-21	
	Difference from Prior Year				3		-2		-8	
	Growth from Prior Year				9%		-5%		-23%	
Non-Cont. Enrolled	Target and Actual Rate	33%	26%	35%	21%	37%	28%	40%	23%	43%
	Total Number Meets or Higher		13		11		17			
	Total Number Tested		50		53		61			
	Points away from or above target		-7		-14		-9		-17	
	Difference from Prior Year				-5		7		-5	
	Growth from Prior Year				-19%		33%		-18%	

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Campus: Swenke **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	69%	58%	71%	69%	73%	72%	76%	73%	79%
	Total Number Meets or Higher		87		118		109			
	Total Number Tested		149		172		152			
	Points away from or above target		-11		-2		-1		-3	
	Difference from Prior Year				11		3		1	
	Growth from Prior Year				19%		4%		1%	
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	75%	47%	60%	50%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		8			
	Points away from or above target		NA		NA		31		13	
	Difference from Prior Year				NA				-15	
	Growth from Prior Year				NA				-20%	
Hispanic	Target and Actual Rate	67%	42%	69%	69%	71%	62%	74%	72%	77%
	Total Number Meets or Higher		14		22		16			
	Total Number Tested		33		32		26			
	Points away from or above target		-25		0		-9		-2	
	Difference from Prior Year				27		-7		10	
	Growth from Prior Year				64%		-10%		16%	
White	Target and Actual Rate	70%	65%	72%	69%	74%	70%	77%	72%	80%
	Total Number Meets or Higher		53		72		67			
	Total Number Tested		81		105		96			
	Points away from or above target		-5		-3		-4		-5	
	Difference from Prior Year				4		1		2	
	Growth from Prior Year				6%		1%		3%	
Asian	Target and Actual Rate	100%	NA	100%	NA	100%	100%	100%	83%	100%
	Total Number Meets or Higher		NA		NA		17			
	Total Number Tested		NA		NA		17			
	Points away from or above target		NA		NA		0		-17	
	Difference from Prior Year				NA				-17	
	Growth from Prior Year				NA				-17%	
Two or More Races	Target and Actual Rate	60%	NA	62%	NA	64%	60%	67%	100%	70%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		5			
	Points away from or above target		NA		NA		-4		33	
	Difference from Prior Year				NA				40	
	Growth from Prior Year				NA				67%	
Special Ed (Current)	Target and Actual Rate	33%	NA	35%	NA	37%	68%	40%	67%	43%
	Total Number Meets or Higher		NA		NA		15			
	Total Number Tested		NA		NA		22			
	Points away from or above target		NA		NA		31		27	
	Difference from Prior Year				NA				-1	
	Growth from Prior Year				NA				-1%	
Special Ed (Former)	Target and Actual Rate	67%	NA	69%	67%	71%	89%	74%	67%	77%
	Total Number Meets or Higher		NA		4		8			
	Total Number Tested		NA		6		9			
	Points away from or above target		NA		-2.0		18		-7	
	Difference from Prior Year				NA		22		-22	
	Growth from Prior Year				NA		33%		-25%	
Eco. Dis.	Target and Actual Rate	40%	NA	42%	NA	44%	67%	47%	93%	50%
	Total Number Meets or Higher		NA		NA		10			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		23		46	
	Difference from Prior Year				NA				26	
	Growth from Prior Year				NA				39%	
Cont. Enrolled	Target and Actual Rate	70%	58%	72%	72%	74%	72%	77%	74%	80%
	Total Number Meets or Higher		82		109		98			
	Total Number Tested		141		152		137			
	Points away from or above target		-12		0		-2		-3	
	Difference from Prior Year				14		0		2	
	Growth from Prior Year				24%		0%		3%	
Non-Cont. Enrolled	Target and Actual Rate	62%	NA	64%	NA	66%	73%	69%	72%	72%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		15			
	Points away from or above target		NA		NA		7		3	
	Difference from Prior Year				NA				-1	
	Growth from Prior Year				NA				-1%	

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Campus: Tipps **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	32%	27%	34%	30%	36%	21%	39%	29%	42%
	Total Number Meets or Higher		28		42		30			
	Total Number Tested		102		138		141			
	Points away from or above target		-5		-4		-15		-10	
	Difference from Prior Year				3		-9		8	
	Growth from Prior Year				11%		-30%		38%	
African Am.	Target and Actual Rate	26%		28%	21%	30%	21%	33%	26%	36%
	Total Number Meets or Higher				6		7			
	Total Number Tested				28		34			
	Points away from or above target				-7		-9		-7	
	Difference from Prior Year						0		5	
	Growth from Prior Year						0%		24%	
Hispanic	Target and Actual Rate	32%	26%	34%	30%	36%	19%	39%	28%	42%
	Total Number Meets or Higher		18		27		18			
	Total Number Tested		69		90		96			
	Points away from or above target		-6		-4		-17		-11	
	Difference from Prior Year				4		-11		9	
	Growth from Prior Year				15%		-37%		47%	
White	Target and Actual Rate	33%		35%		37%		40%	0%	43%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-40	
	Difference from Prior Year									
	Growth from Prior Year									
Asian	Target and Actual Rate	86%		88%		90%	60%	93%	67%	96%
	Total Number Meets or Higher						3			
	Total Number Tested						5			
	Points away from or above target						-30		-26	
	Difference from Prior Year								7	
	Growth from Prior Year								12%	
Special Ed (Current)	Target and Actual Rate	31%		33%		35%	23%	38%	7%	41%
	Total Number Meets or Higher						3			
	Total Number Tested						13			
	Points away from or above target						-12		-31	
	Difference from Prior Year								-16	
	Growth from Prior Year								-70%	
Eco. Dis.	Target and Actual Rate	30%	28%	32%	31%	34%	21%	37%	30%	40%
	Total Number Meets or Higher		25		39		25			
	Total Number Tested		90		127		120			
	Points away from or above target		-2		-1		-13		-7	
	Difference from Prior Year				3		-10		9	
	Growth from Prior Year				11%		-32%		43%	
Emergent Bilingual	Target and Actual Rate	36%	30%	38%	32%	40%	23%	43%	30%	46%
	Total Number Meets or Higher		18		24		15			
	Total Number Tested		61		76		66			
	Points away from or above target		-6		-6		-17		-13	
	Difference from Prior Year				2		-9		7	
	Growth from Prior Year				7%		-28%		30%	
Cont. Enrolled	Target and Actual Rate	32%	28%	34%	28%	36%	22%	39%	30%	42%
	Total Number Meets or Higher		20		27		22			
	Total Number Tested		72		97		99			
	Points away from or above target		-4		-6		-14		-9	
	Difference from Prior Year				0		-6		8	
	Growth from Prior Year				0%		-21%		36%	
Non-Cont. Enrolled	Target and Actual Rate	33%	27%	35%	37%	37%	19%	40%	25%	43%
	Total Number Meets or Higher		8		15		8			
	Total Number Tested		30		41		42			
	Points away from or above target		-6		3		-18		-15	
	Difference from Prior Year				10		-18		6	
	Growth from Prior Year				37%		-49%		32%	

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Campus: Walker **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	35%	15%	37%	26%	39%	39%	42%	35%	45%
	Total Number Meets or Higher		19		32		56			
	Total Number Tested		127		125		144			
	Points away from or above target		-20		-11		0		-7	
	Difference from Prior Year				11		13		-4	
	Growth from Prior Year				73%		50%		-10%	
African Am.	Target and Actual Rate	19%	8%	21%	6%	23%	38%	26%	30%	29%
	Total Number Meets or Higher		3		2		17			
	Total Number Tested		37		35		45			
	Points away from or above target		-11		-15		15		4	
	Difference from Prior Year				-2		32		-8	
	Growth from Prior Year				-25%		533%		-21%	
Hispanic	Target and Actual Rate	34%	18%	36%	35%	38%	38%	41%	32%	44%
	Total Number Meets or Higher		11		23		31			
	Total Number Tested		62		66		81			
	Points away from or above target		-16		-1		0		-9	
	Difference from Prior Year				17		3		-6	
	Growth from Prior Year				94%		9%		-16%	
White	Target and Actual Rate	64%		66%		68%	30%	71%	45%	74%
	Total Number Meets or Higher						3			
	Total Number Tested						10			
	Points away from or above target						-38		-26	
	Difference from Prior Year								15	
	Growth from Prior Year								50%	
Asian	Target and Actual Rate	60%		62%		64%		67%	80%	70%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								13	
	Difference from Prior Year									
	Growth from Prior Year									
Two or More Races	Target and Actual Rate	40%		42%		44%		47%	29%	50%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								-18	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	22%		24%		26%	17%	29%	26%	32%
	Total Number Meets or Higher						4			
	Total Number Tested						23			
	Points away from or above target						-9		-3	
	Difference from Prior Year								9	
	Growth from Prior Year								53%	
Eco. Dis.	Target and Actual Rate	28%	12%	30%	25%	32%	33%	35%	38%	38%
	Total Number Meets or Higher		12		24		35			
	Total Number Tested		99		97		107			
	Points away from or above target		-16		-5		1		3	
	Difference from Prior Year				13		8		5	
	Growth from Prior Year				108%		32%		15%	
Emergent Bilingual	Target and Actual Rate	33%	19%	35%	27%	37%	40%	40%	42%	43%
	Total Number Meets or Higher		11		13		21			
	Total Number Tested		58		49		53			
	Points away from or above target		-14		-8		3		2	
	Difference from Prior Year				8		13		2	
	Growth from Prior Year				42%		48%		5%	
Cont. Enrolled	Target and Actual Rate	38%	16%	40%	28%	42%	40%	45%	34%	48%
	Total Number Meets or Higher		15		27		44			
	Total Number Tested		94		97		109			
	Points away from or above target		-22		-12		-2		-11	
	Difference from Prior Year				12		12		-6	
	Growth from Prior Year				75%		43%		-15%	
Non-Cont. Enrolled	Target and Actual Rate	21%	12%	23%	18%	25%	34%	28%	38%	31%
	Total Number Meets or Higher		4		5		12			
	Total Number Tested		33		28		35			
	Points away from or above target		-9		-5		9		10	
	Difference from Prior Year				6		16		4	
	Growth from Prior Year				50%		89%		12%	

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Campus:	Warner	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	70%	58%	72%	75%	74%	77%	77%	73%	80%
	Total Number Meets or Higher		93		140		136			
	Total Number Tested		161		186		176			
	Points away from or above target		-12		3		3		-4	
	Difference from Prior Year				17		2		-4	
	Growth from Prior Year				29%		3%		-5%	
African Am.	Target and Actual Rate	57%		59%	64%	61%	62%	64%	57%	67%
	Total Number Meets or Higher				16		13			
	Total Number Tested				25		21			
	Points away from or above target				5		1		-7	
	Difference from Prior Year						-2		-5	
	Growth from Prior Year						-3%		-8%	
Hispanic	Target and Actual Rate	59%	44%	61%	64%	63%	61%	66%	63%	69%
	Total Number Meets or Higher		11		21		20			
	Total Number Tested		25		33		33			
	Points away from or above target		-15		3		-2		-3	
	Difference from Prior Year				20		-3		2	
	Growth from Prior Year				45%		-5%		3%	
White	Target and Actual Rate	71%	61%	73%	76%	75%	75%	78%	69%	81%
	Total Number Meets or Higher		34		42		45			
	Total Number Tested		56		55		60			
	Points away from or above target		-10		3		0		-9	
	Difference from Prior Year				15		-1		-6	
	Growth from Prior Year				25%		-1%		-8%	
Asian	Target and Actual Rate	85%	71%	87%	88%	89%	94%	92%	87%	95%
	Total Number Meets or Higher		41		58		51			
	Total Number Tested		58		66		54			
	Points away from or above target		-14		1		5		-5	
	Difference from Prior Year				17		6		-7	
	Growth from Prior Year				24%		7%		-7%	
Two or More Races	Target and Actual Rate	50%		52%		54%		57%	60%	60%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								3	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	58%		60%		62%	48%	65%	44%	68%
	Total Number Meets or Higher						15			
	Total Number Tested						31			
	Points away from or above target						-14		-21	
	Difference from Prior Year								-4	
	Growth from Prior Year								-8%	
Special Ed (Former)	Target and Actual Rate	40%		42%		44%		47%	80%	50%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								33	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	50%		52%	59%	54%	57%	57%	57%	60%
	Total Number Meets or Higher				19		21			
	Total Number Tested				32		37			
	Points away from or above target				7		3		0	
	Difference from Prior Year						-2		0	
	Growth from Prior Year						-3%		0%	
Emergent Bilingual	Target and Actual Rate	78%	59%	80%	77%	82%	82%	85%	75%	88%
	Total Number Meets or Higher		19		37		18			
	Total Number Tested		32		48		22			
	Points away from or above target		-19		-3		0		-10	
	Difference from Prior Year				18		5		-7	
	Growth from Prior Year				31%		6%		-9%	
Cont. Enrolled	Target and Actual Rate	71%	63%	73%	74%	75%	79%	78%	74%	81%
	Total Number Meets or Higher		84		118		120			
	Total Number Tested		134		159		151			
	Points away from or above target		-8		1		4		-4	
	Difference from Prior Year				11		5		-5	
	Growth from Prior Year				17%		7%		-6%	
Non-Cont. Enrolled	Target and Actual Rate	67%	33%	69%	81%	71%	64%	74%	70%	77%
	Total Number Meets or Higher		9		22		16			
	Total Number Tested		27		27		25			
	Points away from or above target		-34		12		-7		-4	
	Difference from Prior Year				48		-17		6	
	Growth from Prior Year				145%		-21%		9%	

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Campus:	Wells	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	71%	45%	73%	64%	75%	69%	78%	60%	81%
	Total Number Meets or Higher		78		183		130			
	Total Number Tested		175		287		189			
	Points away from or above target		-26		-9		-6		-18	
	Difference from Prior Year				19		5		-9	
	Growth from Prior Year				42%		8%		-13%	
African Am.	Target and Actual Rate	29%		31%	51%	33%	44%	36%	17%	39%
	Total Number Meets or Higher				18		11			
	Total Number Tested				35		25			
	Points away from or above target				20		11		-19	
	Difference from Prior Year						-7		-27	
	Growth from Prior Year						-14%		-61%	
Hispanic	Target and Actual Rate	70%	34%	72%	60%	74%	58%	77%	51%	80%
	Total Number Meets or Higher		11		31		23			
	Total Number Tested		32		52		40			
	Points away from or above target		-36		-12		-16		-26	
	Difference from Prior Year				26		-2		-7	
	Growth from Prior Year				76%		-3%		-12%	
White	Target and Actual Rate	68%	45%	70%	62%	72%	69%	75%	62%	78%
	Total Number Meets or Higher		38		69		37			
	Total Number Tested		84		111		54			
	Points away from or above target		-23		-8		-3		-13	
	Difference from Prior Year				17		7		-7	
	Growth from Prior Year				38%		11%		-10%	
Asian	Target and Actual Rate	91%	67%	93%	81%	95%	82%	98%	78%	100%
	Total Number Meets or Higher		22		52		51			
	Total Number Tested		33		64		62			
	Points away from or above target		-24		-12		-13		-20	
	Difference from Prior Year				14		1		-4	
	Growth from Prior Year				21%		1%		-5%	
Two or More Races	Target and Actual Rate	67%		69%		71%	100%	74%	42%	77%
	Total Number Meets or Higher						8			
	Total Number Tested						8			
	Points away from or above target						29		-32	
	Difference from Prior Year								-58	
	Growth from Prior Year								-58%	
Special Ed (Current)	Target and Actual Rate	36%		38%	29%	40%	71%	43%	22%	46%
	Total Number Meets or Higher				9		10			
	Total Number Tested				31		14			
	Points away from or above target				-9		31		-21	
	Difference from Prior Year						42		-49	
	Growth from Prior Year						145%		-69%	
Special Ed (Former)	Target and Actual Rate	33%		35%	57%	37%		40%	38%	43%
	Total Number Meets or Higher				4					
	Total Number Tested				7					
	Points away from or above target				22				-2	
	Difference from Prior Year									
	Growth from Prior Year									
Eco. Dis.	Target and Actual Rate	0%		2%	47%	4%	63%	7%	47%	10%
	Total Number Meets or Higher				16		15			
	Total Number Tested				34		24			
	Points away from or above target				45		59		40	
	Difference from Prior Year						16		-16	
	Growth from Prior Year						34%		-25%	
Emergent Bilingual	Target and Actual Rate	81%	44%	83%	69%	85%	59%	88%	67%	91%
	Total Number Meets or Higher		12		27		19			
	Total Number Tested		27		39		32			
	Points away from or above target		-37		-14		-26		-21	
	Difference from Prior Year				25		-10		8	
	Growth from Prior Year				57%		-14%		14%	
Cont. Enrolled	Target and Actual Rate	75%	46%	77%	64%	79%	68%	82%	58%	85%
	Total Number Meets or Higher		58		138		92			
	Total Number Tested		127		215		136			
	Points away from or above target		-29		-13		-11		-24	
	Difference from Prior Year				18		4		-10	
	Growth from Prior Year				39%		6%		-15%	
Non-Cont. Enrolled	Target and Actual Rate	64%	42%	66%	63%	68%	72%	71%	66%	74%
	Total Number Meets or Higher		20		45		38			
	Total Number Tested		48		72		53			
	Points away from or above target		-22		-3		4		-5	
	Difference from Prior Year				21		9		-6	
	Growth from Prior Year				50%		14%		-8%	

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Campus: Willbern **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	43%	32%	45%	48%	47%	34%	50%	34%	53%
	Total Number Meets or Higher		41		56		47			
	Total Number Tested		127		116		138			
	Points away from or above target		-11		3		-13		-16	
	Difference from Prior Year				16		-14		0	
	Growth from Prior Year				50%		-29%		0%	
African Am.	Target and Actual Rate	27%	NA	29%	NA	31%	29%	34%	26%	37%
	Total Number Meets or Higher		NA		NA		7			
	Total Number Tested		NA		NA		24			
	Points away from or above target		NA		NA		-2		-8	
	Difference from Prior Year				NA				-3	
	Growth from Prior Year				NA				-10%	
Hispanic	Target and Actual Rate	38%	25%	40%	35%	42%	26%	45%	30%	48%
	Total Number Meets or Higher		16		24		21			
	Total Number Tested		65		69		80			
	Points away from or above target		-13		-5		-16		-15	
	Difference from Prior Year				10		-9		4	
	Growth from Prior Year				40%		-26%		15%	
White	Target and Actual Rate	47%	NA	49%	NA	51%	45%	54%	80%	57%
	Total Number Meets or Higher		NA		NA		5			
	Total Number Tested		NA		NA		11			
	Points away from or above target		NA		NA		-6		26	
	Difference from Prior Year				NA				35	
	Growth from Prior Year				NA				78%	
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	69%	82%	50%	85%
	Total Number Meets or Higher		NA		NA		11			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-10		-32	
	Difference from Prior Year				NA				-19	
	Growth from Prior Year				NA				-28%	
Special Ed (Current)	Target and Actual Rate	41%	NA	43%	NA	45%	23%	48%	25%	51%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		26			
	Points away from or above target		NA		NA		-22		-23	
	Difference from Prior Year				NA				2	
	Growth from Prior Year				NA				9%	
Eco. Dis.	Target and Actual Rate	36%	31%	38%	41%	40%	27%	43%	28%	46%
	Total Number Meets or Higher		29		39		26			
	Total Number Tested		95		95		95			
	Points away from or above target		-5		3		-13		-15	
	Difference from Prior Year				10		-14		1	
	Growth from Prior Year				32%		-34%		4%	
Emergent Bilingual	Target and Actual Rate	45%	35%	47%	40%	49%	31%	52%	33%	55%
	Total Number Meets or Higher		22		22		17			
	Total Number Tested		62		55		55			
	Points away from or above target		-10		-7		-18		-19	
	Difference from Prior Year				5		-9		2	
	Growth from Prior Year				14%		-23%		6%	
Cont. Enrolled	Target and Actual Rate	44%	34%	46%	48%	48%	39%	51%	38%	54%
	Total Number Meets or Higher		38		44		42			
	Total Number Tested		111		91		108			
	Points away from or above target		-10		2		-9		-13	
	Difference from Prior Year				14		-9		-1	
	Growth from Prior Year				41%		-19%		-3%	
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	48%	41%	17%	44%	24%	47%
	Total Number Meets or Higher		NA		12		5			
	Total Number Tested		NA		25		30			
	Points away from or above target		NA		9		-24		-20	
	Difference from Prior Year				NA		-31		7	
	Growth from Prior Year				NA		-65%		41%	

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Campus: Wilson **Early Childhood Math Board Outcome Goal**

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	38%	29%	40%	36%	42%	37%	45%	37%	48%
	Total Number Meets or Higher		34		44		34			
	Total Number Tested		117		123		91			
	Points away from or above target		-9		-4		-5		-8	
	Difference from Prior Year				7		1		0	
	Growth from Prior Year				24%		3%		0%	
African Am.	Target and Actual Rate	44%	NA	46%	NA	48%	16%	51%	29%	54%
	Total Number Meets or Higher		NA		NA		3			
	Total Number Tested		NA		NA		19			
	Points away from or above target		NA		NA		-32		-22	
	Difference from Prior Year				NA				13	
	Growth from Prior Year				NA				81%	
Hispanic	Target and Actual Rate	31%	26%	33%	23%	35%	40%	38%	38%	41%
	Total Number Meets or Higher		14		12		16			
	Total Number Tested		54		52		40			
	Points away from or above target		-5		-10		5		0	
	Difference from Prior Year				-3		17		-2	
	Growth from Prior Year				-12%		74%		-5%	
White	Target and Actual Rate	53%	NA	55%	41%	57%	44%	60%	50%	63%
	Total Number Meets or Higher		NA		11		8			
	Total Number Tested		NA		27		18			
	Points away from or above target		NA		-14		-13		-10	
	Difference from Prior Year				NA		3		6	
	Growth from Prior Year				NA		7%		14%	
Asian	Target and Actual Rate	60%	NA	62%	NA	64%	60%	67%	44%	70%
	Total Number Meets or Higher		NA		NA		6			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		-4		-23	
	Difference from Prior Year				NA				-16	
	Growth from Prior Year				NA				-27%	
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%		100%	14%	100%
	Total Number Meets or Higher		NA		NA					
	Total Number Tested		NA		NA					
	Points away from or above target		NA		NA				-86	
	Difference from Prior Year				NA					
	Growth from Prior Year				NA					
Special Ed (Current)	Target and Actual Rate	31%	NA	33%	NA	35%	40%	38%	15%	41%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		10			
	Points away from or above target		NA		NA		5		-23	
	Difference from Prior Year				NA				-25	
	Growth from Prior Year				NA				-63%	
Eco. Dis.	Target and Actual Rate	32%	16%	34%	29%	36%	30%	39%	25%	42%
	Total Number Meets or Higher		11		24		16			
	Total Number Tested		68		84		53			
	Points away from or above target		-16		-5		-6		-14	
	Difference from Prior Year				13		1		-5	
	Growth from Prior Year				81%		3%		-17%	
Emergent Bilingual	Target and Actual Rate	34%	24%	36%	37%	38%	38%	41%	25%	44%
	Total Number Meets or Higher		10		14		8			
	Total Number Tested		41		38		21			
	Points away from or above target		-10		1		0		-16	
	Difference from Prior Year				13		1		-13	
	Growth from Prior Year				54%		3%		-34%	
Cont. Enrolled	Target and Actual Rate	38%	33%	40%	38%	42%	40%	45%	38%	48%
	Total Number Meets or Higher		32		38		30			
	Total Number Tested		98		101		75			
	Points away from or above target		-5		-2		-2		-7	
	Difference from Prior Year				5		2		-2	
	Growth from Prior Year				15%		5%		-5%	
Non-Cont. Enrolled	Target and Actual Rate	36%	NA	38%	NA	40%	25%	43%	35%	46%
	Total Number Meets or Higher		NA		NA		4			
	Total Number Tested		NA		NA		16			
	Points away from or above target		NA		NA		-15		-8	
	Difference from Prior Year				NA				10	
	Growth from Prior Year				NA				40%	

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Campus:	Woodard	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	52%	39%	54%	67%	56%	62%	59%	60%	62%
	Total Number Meets or Higher		60		115		97			
	Total Number Tested		153		172		157			
	Points away from or above target		-13		13		6		1	
	Difference from Prior Year				28		-5		-2	
	Growth from Prior Year				72%		-7%		-3%	
African Am.	Target and Actual Rate	47%	30%	49%	52%	51%	42%	54%	48%	57%
	Total Number Meets or Higher		9		15		13			
	Total Number Tested		30		29		31			
	Points away from or above target		-17		3		-9		-6	
	Difference from Prior Year				22		-10		6	
	Growth from Prior Year				73%		-19%		14%	
Hispanic	Target and Actual Rate	31%	22%	33%	69%	35%	62%	38%	48%	41%
	Total Number Meets or Higher		11		44		34			
	Total Number Tested		49		64		55			
	Points away from or above target		-9		36		27		10	
	Difference from Prior Year				47		-7		-14	
	Growth from Prior Year				214%		-10%		-23%	
White	Target and Actual Rate	73%	56%	75%	61%	77%	63%	80%	67%	83%
	Total Number Meets or Higher		23		27		24			
	Total Number Tested		41		44		38			
	Points away from or above target		-17		-14		-14		-13	
	Difference from Prior Year				5		2		4	
	Growth from Prior Year				9%		3%		6%	
Asian	Target and Actual Rate	71%	50%	73%	83%	75%	83%	78%	78%	81%
	Total Number Meets or Higher		13		25		25			
	Total Number Tested		26		30		30			
	Points away from or above target		-21		10		8		0	
	Difference from Prior Year				33		0		-5	
	Growth from Prior Year				66%		0%		-6%	
Two or More Races	Target and Actual Rate	25%		27%		29%		32%	60%	35%
	Total Number Meets or Higher									
	Total Number Tested									
	Points away from or above target								28	
	Difference from Prior Year									
	Growth from Prior Year									
Special Ed (Current)	Target and Actual Rate	17%		19%		21%	44%	24%	18%	27%
	Total Number Meets or Higher						8			
	Total Number Tested						18			
	Points away from or above target						23		-6	
	Difference from Prior Year								-26	
	Growth from Prior Year								-59%	
Eco. Dis.	Target and Actual Rate	40%	27%	42%	59%	44%	56%	47%	51%	50%
	Total Number Meets or Higher		24		60		45			
	Total Number Tested		88		101		81			
	Points away from or above target		-13		17		12		4	
	Difference from Prior Year				32		-3		-5	
	Growth from Prior Year				119%		-5%		-9%	
Emergent Bilingual	Target and Actual Rate	43%	38%	45%	68%	47%	72%	50%	69%	53%
	Total Number Meets or Higher		15		36		28			
	Total Number Tested		40		53		39			
	Points away from or above target		-5		23		25		19	
	Difference from Prior Year				30		4		-3	
	Growth from Prior Year				79%		6%		-4%	
Cont. Enrolled	Target and Actual Rate	54%	40%	56%	70%	58%	62%	61%	63%	64%
	Total Number Meets or Higher		51		97		84			
	Total Number Tested		127		139		136			
	Points away from or above target		-14		14		4		2	
	Difference from Prior Year				30		-8		1	
	Growth from Prior Year				75%		-11%		2%	
Non-Cont. Enrolled	Target and Actual Rate	44%	35%	46%	55%	48%	62%	51%	44%	54%
	Total Number Meets or Higher		9		18		13			
	Total Number Tested		26		33		21			
	Points away from or above target		-9		9		14		-7	
	Difference from Prior Year				20		7		-18	
	Growth from Prior Year				57%		13%		-29%	

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Campus:	Yeager	Early Childhood Math Board Outcome Goal								
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)
All	Target and Actual Rate	39%	22%	41%	21%	43%	43%	46%	25%	49%
	Total Number Meets or Higher		24		28		44			
	Total Number Tested		108		131		103			
	Points away from or above target		-17		-20		0		-21	
	Difference from Prior Year				-1		22		-18	
	Growth from Prior Year				-5%		105%		-42%	
African Am.	Target and Actual Rate	39%	NA	41%	19%	43%	13%	46%	21%	49%
	Total Number Meets or Higher		NA		5		3			
	Total Number Tested		NA		26		23			
	Points away from or above target		NA		-22		-30		-25	
	Difference from Prior Year						-6		8	
	Growth from Prior Year						-32%		62%	
Hispanic	Target and Actual Rate	25%	19%	27%	14%	29%	44%	32%	28%	35%
	Total Number Meets or Higher		13		10		23			
	Total Number Tested		67		72		52			
	Points away from or above target		-6		-13		15		-4	
	Difference from Prior Year				-5		30		-16	
	Growth from Prior Year				-26%		214%		-36%	
White	Target and Actual Rate	71%	NA	73%	28%	75%	69%	78%	14%	81%
	Total Number Meets or Higher		NA		7		11			
	Total Number Tested		NA		25		16			
	Points away from or above target		NA		-45		-6		-64	
	Difference from Prior Year						41		-55	
	Growth from Prior Year						146%		-80%	
Special Ed (Current)	Target and Actual Rate	25%	NA	27%		29%	21%	32%	6%	35%
	Total Number Meets or Higher		NA				3			
	Total Number Tested		NA				14			
	Points away from or above target		NA				-8		-26	
	Difference from Prior Year								-15	
	Growth from Prior Year								-71%	
Eco. Dis.	Target and Actual Rate	28%	21%	30%	10%	32%	38%	35%	26%	38%
	Total Number Meets or Higher		17		9		27			
	Total Number Tested		82		89		72			
	Points away from or above target		-7		-20		6		-9	
	Difference from Prior Year				-11		28		-12	
	Growth from Prior Year				-52%		280%		-32%	
Emergent Bilingual	Target and Actual Rate	19%	19%	21%	13%	23%	45%	26%	36%	29%
	Total Number Meets or Higher		8		6		18			
	Total Number Tested		42		46		40			
	Points away from or above target		0		-8		22		10	
	Difference from Prior Year				-6		32		-9	
	Growth from Prior Year				-32%		246%		-20%	
Cont. Enrolled	Target and Actual Rate	44%	23%	46%	23%	48%	45%	51%	26%	54%
	Total Number Meets or Higher		18		20		28			
	Total Number Tested		79		88		62			
	Points away from or above target		-21		-23		-3		-25	
	Difference from Prior Year				0		22		-19	
	Growth from Prior Year				0%		96%		-42%	
Non-Cont. Enrolled	Target and Actual Rate	30%	21%	32%	19%	34%	39%	37%	24%	40%
	Total Number Meets or Higher		6		8		16			
	Total Number Tested		29		43		41			
	Points away from or above target		-9		-13		5		-13	
	Difference from Prior Year				-2		20		-15	
	Growth from Prior Year				-10%		105%		-38%	

College, Career, and Military Readiness (CCMR)

Campus:	Bridgeland	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	NA	71%	71%	77%	73%	82%	75%	77%
	Total Number Met CCMR		536		598				
	Total Graduates		753		781				
	Points away from or above target		NA		6		9		
	Difference from Prior Year				5		5		
	Growth from Prior Year				8%		7%		
African American	Target and Actual Rate	NA	52%	52%	61%	54%	62%	56%	58%
	Total Number Met CCMR		43		58				
	Total Graduates		82		95				
	Points away from or above target		NA		9		8		
	Difference from Prior Year				9		1		
	Growth from Prior Year				17%		1%		
Hispanic	Target and Actual Rate	NA	61%	61%	72%	63%	81%	65%	67%
	Total Number Met CCMR		97		121				
	Total Graduates		159		169				
	Points away from or above target		NA		11		18		
	Difference from Prior Year				11		9		
	Growth from Prior Year				17%		13%		
White	Target and Actual Rate	NA	77%	77%	80%	79%	86%	81%	83%
	Total Number Met CCMR		315		344				
	Total Graduates		412		432				
	Points away from or above target		NA		3		7		
	Difference from Prior Year				3		6		
	Growth from Prior Year				4%		8%		
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	NA	86%	86%	91%	88%	87%	90%	92%
	Total Number Met CCMR		53		57				
	Total Graduates		62		63				
	Points away from or above target		NA		5		0		
	Difference from Prior Year				5		-3		
	Growth from Prior Year				6%		-3%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	74%	74%	78%	76%	90%	78%	80%
	Total Number Met CCMR		-3		14				
	Total Graduates		-3		18				
	Points away from or above target		NA		4		14		
	Difference from Prior Year				4		12		
	Growth from Prior Year				5%		16%		
Special Ed	Target and Actual Rate	NA	80%	80%	89%	82%	58%	84%	86%
	Total Number Met CCMR		32		39				
	Total Graduates		40		44				
	Points away from or above target		NA		9		-24		
	Difference from Prior Year				9		-30		
	Growth from Prior Year				11%		-34%		
Eco. Disadv.	Target and Actual Rate	NA	63%	63%	58%	65%	73%	67%	69%
	Total Number Met CCMR		67		73				
	Total Graduates		106		125				
	Points away from or above target		NA		-5		8		
	Difference from Prior Year				-5		15		
	Growth from Prior Year				-8%		25%		
Emergent Bilingual	Target and Actual Rate	NA	13%	13%	67%	15%	84%	17%	19%
	Total Number Met CCMR		1		6				
	Total Graduates		8		9				
	Points away from or above target		NA		54		69		
	Difference from Prior Year				54		18		
	Growth from Prior Year				434%		26%		



College, Career, and Military Readiness (CCMR)

Campus:	Cy-Fair	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	80%	63%	82%	65%	84%	70%	86%	88%
	Total Number Met CCMR		505		462				
	Total Graduates		796		715				
	Points away from or above target		-17		-17		-14		
	Difference from Prior Year				1		6		
	Growth from Prior Year				2%		9%		
African American	Target and Actual Rate	65%	41%	67%	42%	69%	44%	71%	73%
	Total Number Met CCMR		40		44				
	Total Graduates		97		105				
	Points away from or above target		-24		-25		-25		
	Difference from Prior Year				1		2		
	Growth from Prior Year				2%		5%		
Hispanic	Target and Actual Rate	73%	55%	75%	60%	77%	66%	79%	81%
	Total Number Met CCMR		153		153				
	Total Graduates		278		254				
	Points away from or above target		-18		-15		-11		
	Difference from Prior Year				5		5		
	Growth from Prior Year				9%		9%		
White	Target and Actual Rate	88%	72%	90%	72%	92%	80%	94%	96%
	Total Number Met CCMR		226		189				
	Total Graduates		314		263				
	Points away from or above target		-16		-18		-13		
	Difference from Prior Year				0		8		
	Growth from Prior Year				0%		11%		
American Indian	Target and Actual Rate	NA	33.3%	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		-3		NA				
	Total Graduates		-3		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	89%	91%	91%	83%	93%	95%	95%	97%
	Total Number Met CCMR		74		52				
	Total Graduates		81		63				
	Points away from or above target		2		-9		1		
	Difference from Prior Year				-9		12		
	Growth from Prior Year				-10%		15%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	53%	NA	85%	NA	62%	NA	NA
	Total Number Met CCMR		10		23				
	Total Graduates		19		27				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				33		-23		
	Growth from Prior Year				62%		-27%		
Special Ed	Target and Actual Rate	73%	70%	75%	80%	77%	32%	79%	81%
	Total Number Met CCMR		37		43				
	Total Graduates		53		54				
	Points away from or above target		-3		5		-45		
	Difference from Prior Year				10		-48		
	Growth from Prior Year				14%		-60%		
Eco. Disadv.	Target and Actual Rate	66%	51%	68%	56%	70%	58%	72%	74%
	Total Number Met CCMR		143		153				
	Total Graduates		283		272				
	Points away from or above target		-16		-12		-12		
	Difference from Prior Year				6		2		
	Growth from Prior Year				11%		4%		
Emergent Bilingual	Target and Actual Rate	46%	29%	48%	33%	50%	33%	52%	54%
	Total Number Met CCMR		7		8				
	Total Graduates		24		24				
	Points away from or above target		-17		-15		-17		
	Difference from Prior Year				4		0		
	Growth from Prior Year				14%		0%		



College, Career, and Military Readiness (CCMR)

Campus:	Cypress Creek	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	76%	61%	78%	57%	80%	65%	82%	84%
	Total Number Met CCMR		475		373				
	Total Graduates		780		660				
	Points away from or above target		-15		-22		-15		
	Difference from Prior Year				-4		8		
	Growth from Prior Year				-7%		15%		
African American	Target and Actual Rate	60%	48%	62%	42%	64%	39%	66%	68%
	Total Number Met CCMR		87		77				
	Total Graduates		181		182				
	Points away from or above target		-12		-20		-25		
	Difference from Prior Year				-6		-3		
	Growth from Prior Year				-12%		-8%		
Hispanic	Target and Actual Rate	75%	57%	77%	52%	79%	67%	81%	83%
	Total Number Met CCMR		164		126				
	Total Graduates		290		242				
	Points away from or above target		-18		-25		-12		
	Difference from Prior Year				-4		15		
	Growth from Prior Year				-8%		29%		
White	Target and Actual Rate	82%	71%	84%	66%	86%	79%	88%	90%
	Total Number Met CCMR		130		91				
	Total Graduates		184		139				
	Points away from or above target		-11		-19		-7		
	Difference from Prior Year				-5		14		
	Growth from Prior Year				-7%		21%		
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	91%	80%	93%	85%	95%	86%	97%	99%
	Total Number Met CCMR		84		61				
	Total Graduates		105		72				
	Points away from or above target		-11		-8		-9		
	Difference from Prior Year				5		2		
	Growth from Prior Year				6%		2%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	53%	NA	72%	NA	68%	NA	NA
	Total Number Met CCMR		9		18				
	Total Graduates		17		25				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				19		-4		
	Growth from Prior Year				36%		-5%		
Special Ed	Target and Actual Rate	84%	90%	86%	71%	88%	50%	90%	92%
	Total Number Met CCMR		46		40				
	Total Graduates		51		56				
	Points away from or above target		6		-15		-38		
	Difference from Prior Year				-19		-21		
	Growth from Prior Year				-21%		-30%		
Eco. Disadv.	Target and Actual Rate	71%	56%	73%	46%	75%	59%	77%	79%
	Total Number Met CCMR		223		162				
	Total Graduates		401		350				
	Points away from or above target		-15		-27		-16		
	Difference from Prior Year				-9		12		
	Growth from Prior Year				-17%		27%		
Emergent Bilingual	Target and Actual Rate	71%	27%	73%	44%	75%	53%	77%	79%
	Total Number Met CCMR		11		12				
	Total Graduates		41		27				
	Points away from or above target		-44		-29		-22		
	Difference from Prior Year				18		9		
	Growth from Prior Year				66%		20%		



College, Career, and Military Readiness (CCMR)

Campus:	Cypress Falls	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	70%	50%	72%	49%	74%	62%	76%	78%
	Total Number Met CCMR		346		320				
	Total Graduates		687		655				
	Points away from or above target		-20		-23		-12		
	Difference from Prior Year				-2		13		
	Growth from Prior Year				-3%		27%		
African American	Target and Actual Rate	58%	41%	60%	42%	62%	44%	64%	66%
	Total Number Met CCMR		58		58				
	Total Graduates		142		137				
	Points away from or above target		-17		-18		-18		
	Difference from Prior Year				2		2		
	Growth from Prior Year				4%		4%		
Hispanic	Target and Actual Rate	65%	44%	67%	44%	69%	58%	71%	73%
	Total Number Met CCMR		150		157				
	Total Graduates		342		356				
	Points away from or above target		-21		-23		-11		
	Difference from Prior Year				0		14		
	Growth from Prior Year				0%		32%		
White	Target and Actual Rate	83%	72%	85%	56%	87%	77%	89%	91%
	Total Number Met CCMR		86		49				
	Total Graduates		119		87				
	Points away from or above target		-11		-29		-10		
	Difference from Prior Year				-16		21		
	Growth from Prior Year				-22%		37%		
American Indian	Target and Actual Rate	NA	63.6%	NA	30.0%	NA	NA	NA	NA
	Total Number Met CCMR		7		3				
	Total Graduates		11		10				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				-33.6		NA		
	Growth from Prior Year				-52.83%		NA		
Asian	Target and Actual Rate	89%	63%	91%	85%	93%	86%	95%	97%
	Total Number Met CCMR		42		45				
	Total Graduates		67		53				
	Points away from or above target		-26		-6		-8		
	Difference from Prior Year				22		1		
	Growth from Prior Year				35%		1%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	50%	NA	67%	NA	73%	NA	NA
	Total Number Met CCMR		3		8				
	Total Graduates		6		12				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				17		7		
	Growth from Prior Year				33%		10%		
Special Ed	Target and Actual Rate	73%	76%	75%	70%	77%	30%	79%	81%
	Total Number Met CCMR		31		40				
	Total Graduates		41		57				
	Points away from or above target		3		-5		-47		
	Difference from Prior Year				-5		-41		
	Growth from Prior Year				-7%		-58%		
Eco. Disadv.	Target and Actual Rate	64%	45%	66%	44%	68%	54%	70%	72%
	Total Number Met CCMR		176		175				
	Total Graduates		391		396				
	Points away from or above target		-19		-22		-14		
	Difference from Prior Year				-1		9		
	Growth from Prior Year				-2%		21%		
Emergent Bilingual	Target and Actual Rate	53%	16%	55%	39%	57%	42%	59%	61%
	Total Number Met CCMR		8		24				
	Total Graduates		51		61				
	Points away from or above target		-37		-16		-15		
	Difference from Prior Year				24		2		
	Growth from Prior Year				150%		6%		



College, Career, and Military Readiness (CCMR)

Campus:	Cypress Lakes	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	73%	53%	75%	49%	77%	59%	79%	81%
	Total Number Met CCMR		384		361				
	Total Graduates		726		735				
	Points away from or above target		-20		-26		-19		
	Difference from Prior Year				-4		9		
	Growth from Prior Year				-7%		19%		
African American	Target and Actual Rate	65%	41%	67%	36%	69%	47%	71%	73%
	Total Number Met CCMR		79		70				
	Total Graduates		194		194				
	Points away from or above target		-24		-31		-22		
	Difference from Prior Year				-5		11		
	Growth from Prior Year				-11%		30%		
Hispanic	Target and Actual Rate	72%	56%	74%	49%	76%	59%	78%	80%
	Total Number Met CCMR		225		209				
	Total Graduates		403		429				
	Points away from or above target		-16		-25		-17		
	Difference from Prior Year				-7		11		
	Growth from Prior Year				-13%		22%		
White	Target and Actual Rate	79%	52%	81%	66%	83%	66%	85%	87%
	Total Number Met CCMR		26		31				
	Total Graduates		50		47				
	Points away from or above target		-27		-15		-17		
	Difference from Prior Year				14		0		
	Growth from Prior Year				27%		0%		
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	85%	78%	87%	85%	89%	76%	91%	93%
	Total Number Met CCMR		42		41				
	Total Graduates		54		48				
	Points away from or above target		-7		-2		-13		
	Difference from Prior Year				8		-9		
	Growth from Prior Year				10%		-11%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	82%	58%	84%	53%	86%	75%	88%	90%
	Total Number Met CCMR		11		-3				
	Total Graduates		19		-3				
	Points away from or above target		-24.1		-31		-11		
	Difference from Prior Year				-5		22		
	Growth from Prior Year				-8%		41%		
Special Ed	Target and Actual Rate	86%	74%	88%	63%	90%	73%	92%	94%
	Total Number Met CCMR		42		45				
	Total Graduates		57		72				
	Points away from or above target		-12		-26		-17		
	Difference from Prior Year				-11		11		
	Growth from Prior Year				-15%		17%		
Eco. Disadv.	Target and Actual Rate	70%	51%	72%	47%	74%	57%	76%	78%
	Total Number Met CCMR		236		234				
	Total Graduates		459		502				
	Points away from or above target		-19		-25		-17		
	Difference from Prior Year				-5		10		
	Growth from Prior Year				-9%		22%		
Emergent Bilingual	Target and Actual Rate	59%	34%	61%	19%	63%	42%	65%	67%
	Total Number Met CCMR		19		13				
	Total Graduates		56		67				
	Points away from or above target		-25		-42		-21		
	Difference from Prior Year				-15		23		
	Growth from Prior Year				-43%		116%		

College, Career, and Military Readiness (CCMR)

Campus:	Cypress Park	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	NA	44%	44%	46%	46%	51%	48%	50%
	Total Number Met CCMR		265		307				
	Total Graduates		601		661				
	Points away from or above target		NA		2		5		
	Difference from Prior Year				2		4		
	Growth from Prior Year				5%		9%		
African American	Target and Actual Rate	NA	33%	33%	41%	35%	46%	37%	39%
	Total Number Met CCMR		54		89				
	Total Graduates		165		219				
	Points away from or above target		NA		8		11		
	Difference from Prior Year				8		5		
	Growth from Prior Year				24%		13%		
Hispanic	Target and Actual Rate	NA	47%	47%	47%	49%	52%	51%	53%
	Total Number Met CCMR		169		168				
	Total Graduates		359		356				
	Points away from or above target		NA		0		3		
	Difference from Prior Year				0		5		
	Growth from Prior Year				0%		10%		
White	Target and Actual Rate	NA	47%	47%	55%	49%	41%	51%	53%
	Total Number Met CCMR		17		24				
	Total Graduates		36		44				
	Points away from or above target		NA		8		-8		
	Difference from Prior Year				7		-13		
	Growth from Prior Year				15%		-24%		
American Indian	Target and Actual Rate	NA	60.0%	60%	NA	62%	NA	64%	66%
	Total Number Met CCMR		3		NA				
	Total Graduates		5		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	NA	69%	69%	77%	71%	69%	73%	75%
	Total Number Met CCMR		18		20				
	Total Graduates		26		26				
	Points away from or above target		NA		8		-2		
	Difference from Prior Year				8		-8		
	Growth from Prior Year				11%		-10%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	40%	40%	39%	42%	71%	44%	46%
	Total Number Met CCMR		4		5				
	Total Graduates		10		13				
	Points away from or above target		NA		-2		29		
	Difference from Prior Year				-2		33		
	Growth from Prior Year				-4%		85%		
Special Ed	Target and Actual Rate	NA	95%	95%	71%	97%	69%	99%	101%
	Total Number Met CCMR		35		32				
	Total Graduates		37		45				
	Points away from or above target		NA		-24		-28		
	Difference from Prior Year				-24		-2		
	Growth from Prior Year				-25%		-4%		
Eco. Disadv.	Target and Actual Rate	NA	45%	45%	45%	47%	49%	49%	51%
	Total Number Met CCMR		182		204				
	Total Graduates		403		452				
	Points away from or above target		NA		0		2		
	Difference from Prior Year				0		3		
	Growth from Prior Year				0%		8%		
Emergent Bilingual	Target and Actual Rate	NA	32%	32%	32%	34%	40%	36%	38%
	Total Number Met CCMR		9		14				
	Total Graduates		28		44				
	Points away from or above target		NA		0		6		
	Difference from Prior Year				0		8		
	Growth from Prior Year				-1%		25%		

College, Career, and Military Readiness (CCMR)

Campus:	Cypress Ranch	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	88%	68%	90%	73%	92%	77%	94%	96%
	Total Number Met CCMR		531		623				
	Total Graduates		783		857				
	Points away from or above target		-20		-17		-15		
	Difference from Prior Year				5		5		
	Growth from Prior Year				7%		6%		
African American	Target and Actual Rate	76%	47%	78%	56%	80%	69%	82%	84%
	Total Number Met CCMR		58		84				
	Total Graduates		123		149				
	Points away from or above target		-29		-22		-12		
	Difference from Prior Year				9		12		
	Growth from Prior Year				19%		21%		
Hispanic	Target and Actual Rate	84%	65%	86%	71%	88%	67%	90%	92%
	Total Number Met CCMR		150		146				
	Total Graduates		231		207				
	Points away from or above target		-19		-16		-21		
	Difference from Prior Year				6		-4		
	Growth from Prior Year				9%		-5%		
White	Target and Actual Rate	90%	72%	92%	75%	94%	84%	96%	98%
	Total Number Met CCMR		212		231				
	Total Graduates		296		308				
	Points away from or above target		-18		-17		-10		
	Difference from Prior Year				3		9		
	Growth from Prior Year				5%		12%		
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	97%	84%	99%	85%	100%	92%	100%	100%
	Total Number Met CCMR		96		132				
	Total Graduates		115		155				
	Points away from or above target		-14		-14		-8		
	Difference from Prior Year				2		7		
	Growth from Prior Year				2%		8%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	81%	NA	85%	NA	79%	NA	NA
	Total Number Met CCMR		13		28				
	Total Graduates		16		33				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				4		-6		
	Growth from Prior Year				4%		-7%		
Special Ed	Target and Actual Rate	74%	73%	76%	94%	78%	69%	80%	82%
	Total Number Met CCMR		32		45				
	Total Graduates		44		48				
	Points away from or above target		-1		18		-9		
	Difference from Prior Year				21		-24		
	Growth from Prior Year				29%		-26%		
Eco. Disadv.	Target and Actual Rate	79%	56%	81%	63%	83%	69%	85%	87%
	Total Number Met CCMR		99		151				
	Total Graduates		177		240				
	Points away from or above target		-23		-18		-14		
	Difference from Prior Year				7		6		
	Growth from Prior Year				13%		10%		
Emergent Bilingual	Target and Actual Rate	82%	32%	84%	31%	86%	46%	88%	90%
	Total Number Met CCMR		6		9				
	Total Graduates		19		29				
	Points away from or above target		-50		-53		-40		
	Difference from Prior Year				-1		15		
	Growth from Prior Year				-2%		49%		



College, Career, and Military Readiness (CCMR)

Campus:	Cypress Ridge	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	76%	49%	78%	49%	80%	56%	82%	84%
	Total Number Met CCMR		344		350				
	Total Graduates		704		716				
	Points away from or above target		-27		-29		-24		
	Difference from Prior Year				0		7		
	Growth from Prior Year				0%		14%		
African American	Target and Actual Rate	71%	41%	73%	26%	75%	36%	77%	79%
	Total Number Met CCMR		54		33				
	Total Graduates		131		125				
	Points away from or above target		-30		-47		-39		
	Difference from Prior Year				-15		10		
	Growth from Prior Year				-36%		37%		
Hispanic	Target and Actual Rate	73%	43%	75%	47%	77%	55%	79%	81%
	Total Number Met CCMR		178		198				
	Total Graduates		416		426				
	Points away from or above target		-30		-29		-22		
	Difference from Prior Year				4		8		
	Growth from Prior Year				9%		18%		
White	Target and Actual Rate	87%	60%	89%	72%	91%	67%	93%	95%
	Total Number Met CCMR		38		38				
	Total Graduates		63		53				
	Points away from or above target		-27		-17		-24		
	Difference from Prior Year				11		-5		
	Growth from Prior Year				19%		-7%		
American Indian	Target and Actual Rate	NA	NA	NA	33.3%	NA	NA	NA	NA
	Total Number Met CCMR		NA		-3				
	Total Graduates		NA		-3				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	92%	82%	94%	81%	96%	87%	98%	100%
	Total Number Met CCMR		63		68				
	Total Graduates		77		84				
	Points away from or above target		-10		-13		-9		
	Difference from Prior Year				-1		6		
	Growth from Prior Year				-1%		7%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	69%	NA	53%	NA	69%	NA	NA
	Total Number Met CCMR		9		8				
	Total Graduates		13		15				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				-16		16		
	Growth from Prior Year				-23%		30%		
Special Ed	Target and Actual Rate	93%	84%	95%	75%	97%	71%	99%	100%
	Total Number Met CCMR		43		49				
	Total Graduates		51		65				
	Points away from or above target		-9		-20		-27		
	Difference from Prior Year				-9		-5		
	Growth from Prior Year				-11%		-6%		
Eco. Disadv.	Target and Actual Rate	75%	46%	77%	43%	79%	52%	81%	83%
	Total Number Met CCMR		204		219				
	Total Graduates		445		514				
	Points away from or above target		-29		-34		-28		
	Difference from Prior Year				-3		9		
	Growth from Prior Year				-7%		21%		
Emergent Bilingual	Target and Actual Rate	66%	30%	68%	28%	70%	43%	72%	74%
	Total Number Met CCMR		15		19				
	Total Graduates		50		67				
	Points away from or above target		-36		-40		-27		
	Difference from Prior Year				-2		15		
	Growth from Prior Year				-5%		52%		



College, Career, and Military Readiness (CCMR)

Campus:	Cypress Springs	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	72%	50%	74%	43%	76%	51%	78%	80%
	Total Number Met CCMR		300		221				
	Total Graduates		605		519				
	Points away from or above target		-22		-31		-25		
	Difference from Prior Year				-7		8		
	Growth from Prior Year				-14%		19%		
African American	Target and Actual Rate	66%	39%	68%	33%	70%	43%	72%	74%
	Total Number Met CCMR		72		53				
	Total Graduates		184		159				
	Points away from or above target		-27		-35		-27		
	Difference from Prior Year				-6		10		
	Growth from Prior Year				-15%		29%		
Hispanic	Target and Actual Rate	73%	51%	75%	43%	77%	51%	79%	81%
	Total Number Met CCMR		159		122				
	Total Graduates		312		284				
	Points away from or above target		-22		-32		-26		
	Difference from Prior Year				-8		8		
	Growth from Prior Year				-16%		19%		
White	Target and Actual Rate	73%	58%	75%	46%	77%	61%	79%	81%
	Total Number Met CCMR		28		13				
	Total Graduates		48		28				
	Points away from or above target		-15		-29		-16		
	Difference from Prior Year				-12		15		
	Growth from Prior Year				-20%		32%		
American Indian	Target and Actual Rate	NA	33.3%	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		-3		NA				
	Total Graduates		-3		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	94%	68%	96%	78%	98%	69%	100%	100%
	Total Number Met CCMR		30		25				
	Total Graduates		44		32				
	Points away from or above target		-26		-18		-29		
	Difference from Prior Year				10		-9		
	Growth from Prior Year				15%		-11%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	80%	NA	33%	NA	58%	NA	NA
	Total Number Met CCMR		8		4				
	Total Graduates		10		12				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				-47		25		
	Growth from Prior Year				-58%		75%		
Special Ed	Target and Actual Rate	86%	66%	88%	64%	90%	44%	92%	94%
	Total Number Met CCMR		35		29				
	Total Graduates		53		45				
	Points away from or above target		-20		-24		-46		
	Difference from Prior Year				-2		-20		
	Growth from Prior Year				-2%		-32%		
Eco. Disadv.	Target and Actual Rate	73%	48%	75%	37%	77%	48%	79%	81%
	Total Number Met CCMR		182		124				
	Total Graduates		383		334				
	Points away from or above target		-26		-38		-29		
	Difference from Prior Year				-10		11		
	Growth from Prior Year				-22%		30%		
Emergent Bilingual	Target and Actual Rate	61%	36%	63%	17%	65%	23%	67%	69%
	Total Number Met CCMR		10		7				
	Total Graduates		28		42				
	Points away from or above target		-25		-46		-42		
	Difference from Prior Year				-19		6		
	Growth from Prior Year				-53%		38%		



College, Career, and Military Readiness (CCMR)

Campus:	Cypress Woods	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	85%	74%	87%	73%	89%	82%	91%	93%
	Total Number Met CCMR		628		576				
	Total Graduates		847		786				
	Points away from or above target		-11		-14		-8		
	Difference from Prior Year				-1		8		
	Growth from Prior Year				-1%		11%		
African American	Target and Actual Rate	70%	57%	72%	54%	74%	71%	76%	78%
	Total Number Met CCMR		43		40				
	Total Graduates		76		74				
	Points away from or above target		-13		-18		-3		
	Difference from Prior Year				-2		17		
	Growth from Prior Year				-4%		31%		
Hispanic	Target and Actual Rate	79%	64%	81%	68%	83%	70%	85%	87%
	Total Number Met CCMR		152		126				
	Total Graduates		239		186				
	Points away from or above target		-15		-13		-13		
	Difference from Prior Year				4		2		
	Growth from Prior Year				6%		4%		
White	Target and Actual Rate	89%	79%	91%	79%	93%	88%	95%	97%
	Total Number Met CCMR		322		313				
	Total Graduates		407		398				
	Points away from or above target		-10		-12		-5		
	Difference from Prior Year				-1		10		
	Growth from Prior Year				-1%		12%		
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	91%	91%	93%	79%	95%	98%	97%	99%
	Total Number Met CCMR		90		79				
	Total Graduates		99		100				
	Points away from or above target		0		-14		3		
	Difference from Prior Year				-12		19		
	Growth from Prior Year				-13%		24%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	86%	NA	65%	NA	76%	NA	NA
	Total Number Met CCMR		19		-3				
	Total Graduates		22		-3				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				-21		11		
	Growth from Prior Year				-24%		16%		
Special Ed	Target and Actual Rate	68%	84%	70%	76%	72%	63%	74%	76%
	Total Number Met CCMR		52		34				
	Total Graduates		62		45				
	Points away from or above target		16		6		-9		
	Difference from Prior Year				-8		-12		
	Growth from Prior Year				-10%		-16%		
Eco. Disadv.	Target and Actual Rate	72%	57%	74%	58%	76%	73%	78%	80%
	Total Number Met CCMR		103		119				
	Total Graduates		181		206				
	Points away from or above target		-15		-16		-3		
	Difference from Prior Year				1		15		
	Growth from Prior Year				2%		26%		
Emergent Bilingual	Target and Actual Rate	69%	35%	71%	25%	73%	67%	75%	77%
	Total Number Met CCMR		7		6				
	Total Graduates		20		24				
	Points away from or above target		-34		-46		-6		
	Difference from Prior Year				-10		42		
	Growth from Prior Year				-29%		167%		



College, Career, and Military Readiness (CCMR)

Campus:	Jersey Village	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	75%	54%	77%	57%	79%	68%	81%	83%
	Total Number Met CCMR		416		420				
	Total Graduates		766		742				
	Points away from or above target		-21		-20		-11		
	Difference from Prior Year				2		11		
	Growth from Prior Year				4%		20%		
African American	Target and Actual Rate	64%	39%	66%	40%	68%	49%	70%	72%
	Total Number Met CCMR		35		26				
	Total Graduates		89		65				
	Points away from or above target		-25		-26		-19		
	Difference from Prior Year				1		9		
	Growth from Prior Year				2%		22%		
Hispanic	Target and Actual Rate	71%	47%	73%	50%	75%	65%	77%	79%
	Total Number Met CCMR		209		215				
	Total Graduates		448		433				
	Points away from or above target		-24		-23		-10		
	Difference from Prior Year				3		15		
	Growth from Prior Year				6%		31%		
White	Target and Actual Rate	87%	71%	89%	69%	91%	77%	93%	95%
	Total Number Met CCMR		74		75				
	Total Graduates		104		109				
	Points away from or above target		-16		-20		-14		
	Difference from Prior Year				-2		8		
	Growth from Prior Year				-3%		12%		
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	20%	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	91%	80%	93%	82%	95%	87%	97%	99%
	Total Number Met CCMR		84		92				
	Total Graduates		105		112				
	Points away from or above target		-11		-11		-8		
	Difference from Prior Year				2		5		
	Growth from Prior Year				3%		6%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	77%	NA	50%	NA	82%	NA	NA
	Total Number Met CCMR		-3		-3				
	Total Graduates		-3		-3				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				-27		32		
	Growth from Prior Year				-35%		64%		
Special Ed	Target and Actual Rate	88%	73%	90%	72%	92%	85%	94%	96%
	Total Number Met CCMR		40		38				
	Total Graduates		55		53				
	Points away from or above target		-15		-18		-7		
	Difference from Prior Year				-1		13		
	Growth from Prior Year				-1%		18%		
Eco. Disadv.	Target and Actual Rate	72%	50%	74%	53%	76%	64%	78%	80%
	Total Number Met CCMR		220		227				
	Total Graduates		438		431				
	Points away from or above target		-22		-21		-12		
	Difference from Prior Year				3		12		
	Growth from Prior Year				5%		22%		
Emergent Bilingual	Target and Actual Rate	62%	24%	64%	35%	66%	50%	68%	70%
	Total Number Met CCMR		12		25				
	Total Graduates		51		72				
	Points away from or above target		-39		-29		-17		
	Difference from Prior Year				11		15		
	Growth from Prior Year				48%		43%		



College, Career, and Military Readiness (CCMR)

Campus:	Langham Creek	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	76%	55%	78%	57%	80%	60%	82%	84%
	Total Number Met CCMR		361		396				
	Total Graduates		656		692				
	Points away from or above target		-21		-21		-20		
	Difference from Prior Year				2		3		
	Growth from Prior Year				4%		5%		
African American	Target and Actual Rate	70%	44%	72%	40%	74%	43%	76%	78%
	Total Number Met CCMR		52		45				
	Total Graduates		117		112				
	Points away from or above target		-26		-32		-31		
	Difference from Prior Year				-4		3		
	Growth from Prior Year				-9%		7%		
Hispanic	Target and Actual Rate	72%	48%	74%	51%	76%	55%	78%	80%
	Total Number Met CCMR		154		174				
	Total Graduates		320		340				
	Points away from or above target		-24		-23		-21		
	Difference from Prior Year				3		4		
	Growth from Prior Year				6%		7%		
White	Target and Actual Rate	85%	69%	87%	72%	89%	75%	91%	93%
	Total Number Met CCMR		93		115				
	Total Graduates		134		160				
	Points away from or above target		-16		-15		-14		
	Difference from Prior Year				3		4		
	Growth from Prior Year				4%		5%		
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Asian	Target and Actual Rate	84%	78%	86%	88%	88%	89%	90%	92%
	Total Number Met CCMR		52		49				
	Total Graduates		67		56				
	Points away from or above target		-6		2		1		
	Difference from Prior Year				10		1		
	Growth from Prior Year				13%		1%		
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA				
	Total Graduates		NA		NA				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				NA		NA		
	Growth from Prior Year				NA		NA		
Two or More Races	Target and Actual Rate	NA	67%	NA	52%	NA	46%	NA	NA
	Total Number Met CCMR		-3		-3				
	Total Graduates		-3		-3				
	Points away from or above target		NA		NA		NA		
	Difference from Prior Year				-14		-6		
	Growth from Prior Year				-21%		-12%		
Special Ed	Target and Actual Rate	82%	85%	84%	83%	86%	63%	88%	90%
	Total Number Met CCMR		39		35				
	Total Graduates		46		42				
	Points away from or above target		3		-1		-23		
	Difference from Prior Year				-2		-20		
	Growth from Prior Year				-2%		-24%		
Eco. Disadv.	Target and Actual Rate	70%	49%	72%	49%	74%	48%	76%	78%
	Total Number Met CCMR		146		157				
	Total Graduates		300		321				
	Points away from or above target		-21		-23		-26		
	Difference from Prior Year				0		-1		
	Growth from Prior Year				0%		-2%		
Emergent Bilingual	Target and Actual Rate	49%	23%	51%	28%	53%	31%	55%	57%
	Total Number Met CCMR		6		8				
	Total Graduates		26		29				
	Points away from or above target		-26		-23		-22		
	Difference from Prior Year				5		3		
	Growth from Prior Year				19%		11%		

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
JANUARY 2025
REGULAR BOARD MEETING MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in Regular Session on Thursday, January 16, 2025, in the Boardroom of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building, located at 11440 Matzke Road, Cypress, Texas 77429.

MEETING OPENING

Board Vice President Dr. Natalie Blasingame called the meeting to order at 6:00 p.m.

The following Trustees were present: Dr. Natalie Blasingame, Justin Ray, Julie Hinaman, Christine Kalmbach, Todd LeCompte, and Lucas Scanlon. Trustee Scott Henry was not present.

Reverend Joseph Camarillo, Senior Pastor of Life Family Church, delivered the invocation.

The following Cypress Lakes High School AFJROTC cadets performed the presentation of colors: Cadet 1st Lieutenant Ashley Pineda; Cadet 1st Lieutenant G'ovonni Marshall; Cadet Senior Master Sergeant Armin Aminaria; and Cadet Airmen First Class Abdullah Hassan. These cadets presented the colors under the direction of Senior Master Sergeant Jason Singletary, Retired USAF.

Trustee Christine Kalmbach read the District's Vision and Mission Statement.

1. Remarks and Announcements

1.A. Superintendent Dr. Douglas Killian presented the remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provided information regarding district and community events or items of interest.

Following Board Recognitions, Dr. Killian introduced Dr. Tonya Goree as the new Chief Academic Officer.

Dr. Goree introduced Marchelle Peters as the new Assistant Superintendent for Educational Support Services.

Christina Cole, Assistant Superintendent for School Leadership, introduced Lynn Blakeslee as the new principal for Goodson Middle School and Dr. Virginia Stout as the new principal for Jowell Elementary School.

2. Recognitions

2.A. In honor of Texas School Board Recognition Month, the Superintendent will recognize the Cypress-Fairbanks ISD Board of Trustees for their dedication, leadership, and continuing service to the children of the district.

Dr. Killian thanked CFISD's Trustees for making a sacrificial commitment of service to the community. They were presented with an appreciation video from campuses around the district.

Landon Reed, Assistant Director of Community Outreach & Special Events, representing Harris County Precinct 3 Commissioner Tom Ramsey, presented the Trustees with a Proclamation. Guest speakers Leslie Martone, President of the Cy-Fair Houston Chamber of Commerce and Essence Castro from the VIPS Executive Board thanked the Trustees for their service to the district and to the community. Belinda Pridgen, representing San Jacinto Girl Scout Troop 519, thanked the Trustees for their service and leadership and gifted them all Girl Scout cookies.

Dr. Killian thanked the campuses for delivering gifts and school swag to the Trustees for Board Recognition Month.

Dr. Blasingame called for a short recess at 6:44 p.m. and called the meeting back to order at 6:58 p.m.

3. Board Comments

3.A. Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

Trustee Julie Hinaman welcomed everyone and wished them a happy new year. Ms. Hinaman shared information on the upcoming 89th Legislative Session and shared that she has posted the district's legislative priorities on her

social media Trustee page. Over the break, Ms. Hinaman had the opportunity to spend time in the community and sit down with teachers across the district. She shared that the administration is taking steps to reduce the administrative workload for teachers. She also stated that the administration and the Board need to take more steps to address teacher concerns. Ms. Hinaman shared her comments on Board governance.

Trustee Christine Kalmbach expressed her appreciation for the Cy-Fair families, teachers, staff, maintenance and transportation personnel, administration and CFPD. Ms. Kalmbach shared upcoming events such as the Livestock Show & Sale, the Dance Showoffs, and the Robotics competition that the community may attend. She explained the procedures for reviewing, enhancing, eliminating and/or improving district polices. Ms. Kalmbach gave an update on the ASVP Committee meeting regarding transportation and recruiting bus drivers, reassessing areas/hazardous routes that need the most attention, the district's mission and vision statement, Guardrail 3, SHAC update, and safety and security. Ms. Kalmbach attended the first day of the 89th Legislative Session and concluded her comments by asking the community to volunteer in CFISD schools.

Trustee Todd LeCompte shared in-depth details about his campus visits to Brosnahan and McFee Elementary Schools and Thornton Middle School. He thanked the custodians at each school for keeping each campus in "tiptop" shape, as well as thanking the cafeteria staff for the job they do daily ensuring that the food prep areas are clean for serving CFISD students. Mr. LeCompte attended the Houston Methodist Cy-Hoops Invitational at the Berry Center and shared information on upcoming athletic events. He thanked the district's business partners, mentors, and everyone involved with community engagement, while encouraging the community to focus on businesses who advertise within the district.

Trustee Lucas Scanlon congratulated all new principals and thanked all principles throughout the district for bringing out their best so students can do their best. Mr. Scanlon congratulated Dr. Goree for her new position and stated how much he is looking forward to working with her. He is also looking forward to attending the CFISD Livestock Show, the upcoming wrestling tournament, and the Robotics competition. Mr. Scanlon shared how the Board will be working with legislators in the upcoming Legislative Session to increase funding for public schools. Mr. Scanlon gave an update on the Finance and Operations Committee and shared the following topics that were discussed: Employee benefits; revenue generating opportunities; the 25-26 budget calendar; SHARS update; JETI Agreement; bond refunding; transportation update; and surplus land.

Trustee Justin Ray thanked all involved in the making of the Board appreciation video as well as thanked the Girl Scouts for the gift of cookies. Mr. Ray shared comments on his attendance at the Brautigam Center Celebration of Success and Officer Eric Ward's "last call" as he retired last month. He welcomed Dr. Goree and Marchelle Peters to their new positions and congratulated the new principals. Mr. Ray shared how much he is looking forward to the next round of campus visits, upcoming sporting events, fine arts performances, and the Robotics competition. He commented on the rodeo art that is displayed at the VPAC and what a gallery-level atmosphere the VPAC provides. Mr. Ray also commented on the upcoming 89th Legislative Session and the district's legislative advocacy goals. He provided an update from the Governance Committee where they reviewed bills for the Legislative Session, developed next steps and meetings with legislators, reviewed changes to the district's vision and mission statement, the superintendent review process, and school district mandates.

Trustee Dr. Natalie Blasingame shared comments on the upcoming Martin Luther King, Jr. Day and what it means to all children in CFISD. Dr. Blasingame discussed the call for support to provide all students with the resources to achieve the high expectations in the district's new strategic plan. She suggested a committee be formed of community members and district staff to develop a new reading program ensuring all students are reading on level. Dr. Blasingame shared that she would like to address the Board Resolution that was crafted and signed in the past. She also addressed transportation issues, i.e. the lack of bus drivers and the hazardous routes situation. Dr. Blasingame requested that Board workshops be held on the 2025-2026 budget. She shared that she has spent time at the Capitol advocating for CFISD and funds to public schools. Dr. Blasingame thanked the SHAC members and the campuses for the Board appreciation. She asked the ASVP Committee to look into the Bluebonnet Curriculum and the options for learning that it provides. Dr. Blasingame provided an update on the Teacher Retention Committee regarding the teacher time study report, exit survey data, the Teacher Incentive Allotment, and the strategic staffing plan.

Dr. Blasingame turned the floor over to Board Secretary Justin Ray to proceed with **Citizen Participation**.

4. <u>Citizen Participation</u>

4.A. Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district

website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

Speakers:

1. Jill Center addressed the Board on transparency and certain policies listed on the January agenda.
2. Austin McGowan addressed the Board on "parent input" and the policy that this represents.
3. Julie Rix requested that the Ten Commandments be placed as poster-sized in every classroom in the district and on the next month's agenda.
4. Mark Goloby addressed the Board on the participation of an allotment for homeschooled children in UIL and property tax abatements and exemptions.
5. Jarred Hostetler addressed the Board on restoring all bus transportation to the district.

Dr. Blasingame announced that although the **Reports** portion of the agenda was presented at the Board Work Session on Monday, January 13, 2025, there were speakers for both topics this evening.

5.A. The administration will provide a report on formative assessment data.

Speaker:

1. Jen Williams addressed the Board on how the formative assessment data is taken from the special education population.

5.B. The administration will provide an update on the progress of Strategic Plan, Guardrail 3: Community Relations.

Speaker:

1. Frances Romero commented on how district staff continues to do an outstanding job promoting the district through various programs presented by the marketing and business relations department.

The Trustees continued with the **Consent Agenda Items**.

6.A. The Board will consider approving the minutes of the December 5, 2024, Regular Board Meeting.

6.B. The Board will consider approving the minutes of the December 9, 2024, Special-Called Board Meeting.

6.C. The Board will consider approving the AFJROTC Agreement between the Department of Air Force and CFISD.

6.D. The Board will consider authorizing the renewal of the Clinical Affiliation Agreement with Texas Woman's University.

6.E. The Board will consider granting a temporary construction easement to Harris County.

6.F. The Board will consider approving construction proposals and contracts paid from Bond Funds to the recommended contractors and authorize the Superintendent or designee to execute all necessary documents related to such contracts as follows:

6.F.1. 2024 Cy-Lakes HS Renovation
6.F.2. 2024 Cy-Ranch HS Renovation

6.G. The Board will consider approving and authorizing the Superintendent or designee to enter into the miscellaneous professional service contracts related to the following project:

6.G.1. 2024 Cy-Lakes HS Renovation - HVAC Test & Balancing Services

6.H. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

6.H.1. Broker Services for Employee Benefits
6.H.2. Commodity Processed Food for Nutrition Services
6.H.3. Steamer and Oven for Nutrition Services

Dr. Blasingame asked if any Board member wished to remove one or more of these items for further discussion. Upon hearing no further discussion or comments, Dr. Blasingame asked for a motion to approve the consensus action items as recommended or amended.

Trustee Christine Kalmbach made a motion to approve the Consent agenda items.
Trustee Justin Ray seconded.
Motion passed by a 6 to 0 vote.

The Trustees proceeded with the **Non-Consent Agenda Items.**

7.A. The Board will consider approving on first reading the additions, revisions, or deletions to district policies:

7.A.1. DCE (Local) Employment Practices: Other Types of Contracts (Revise)
7.A.2. DEC (Local) Compensation and Benefits: Leaves and Absences (Revise)
7.A.3. DGBA (Local) Personnel-Management Relations: Employee Complaints/Grievances (Revise)
7.A.4. FA (Local) Parents Rights and Responsibilities (Add)

Dr. Blasingame turned the floor over to Board Secretary Justin Ray to proceed with announcing speakers for 7.A.

Speakers:
1. Austin McGowan shared his opposition to board policy.
2. Jill Center shared her thoughts on board policy agenda item 7.A.4.
3. Serena Arzu addressed the Board on the parents' rights and responsibilities policy and how these potential additions may be harmful to students.
4. Moe Hatfield shared her support for transgender students.
5. Alissa Sundrani shared her opposition to board policy and her support of transgender students.
6. Xzavier Benson shared his comments and opposition to board policy agenda item 7.A.4.
7. William Choi-Kim shared his opposition to agenda item 7.A.4.
8. Nathaniel Burgardt shared his opposition to agenda item 7.A.4.
9. Jarred Burton shared his opposition to agenda item 7.A.4.
10. Olivia Penrod shared her opposition to agenda item 7.A.4.
11. Christian Kimbell shared his opposition to agenda item 7.A.4.
12. Mandy Giles shared her opposition to agenda item 7.A.4.
13. Julie Rix shared her comments on parents' rights and responsibilities.
14. Natalie Torres addressed the board on policies influencing performance and conduct amongst students.
15. Carunya Achar expressed how the education system should be safe and accessible for all students without censorship and bullying.
16. Aihanuwa Ale-Opinion addressed the Board on student's gender and biological sex and their safety.
17. Jennifer Lorenz addressed the Board on the concept of asking teachers to break their safety bond with students.
18. Dafne Sanchez addressed the Board on the requirement of staff to notify parents if their children use pronouns or names other than their assigned-at-birth name.
19. Matthew Duharte shared his opposition to agenda item 7.A.4.
20. Isabella Columbus addressed the Board on the unfairness of board policy regarding transgender students.
21. Martin Skoda addressed the Board on parental rights and responsibilities and gender identities.
22. Cody Szell addressed the Board on protection for transgender students.
23. Tammy Sandel addressed the Board on gender identity.
24. Kylie McNaught shared her opposition to agenda item 7.A.4.
25. Danielle Cockrell shared her thoughts on how staff members should not be required to report pronoun changes of students to their parents.
26. Nikki Cowart shared her opposition for teachers having to take on more responsibilities as posted in agenda item 7.A.4.
27. Linda Nuttall spoke in favor of board policy under agenda item 7.A.4.
28. Brett Robinson shared his comments on student's rights.
29. Zeo McGehee shared her opposition to agenda item 7.A.4.
30. Diana Martinez Alexander shared her opposition to agenda item 7.A.4.
31. Jen Williams shared her comments and support of students and the pronouns/names they choose.
32. Karol Trojacek declined to speak and will email her written comments.

Dr. Blasingame called for a motion.

Trustee Justin Ray made a motion that the Board approve on first reading the additions, revisions, or deletions to district policies: DCE (Local) Employment Practices: Other Types of Contracts (Revise); DEC (Local) Compensation and Benefits: Leaves and Absences (Revise); DGBA (Local) Personnel-Management Relations: Employee Complaints/Grievances (Revise); FA (Local) Parents Rights and Responsibilities (Add). Trustee Todd LeCompte seconded.

Trustee Hinaman shared her comments on FA (Local) and requested that the policy be tabled. No response from other Trustees. A vote was taken on 7.A.

5 votes in favor / 1 opposed / Motion passed.

7.B. The Board will consider approving the SHAC's recommendation to remove Health as a required course for graduation.

Speakers:

1. Austin McGowan shared his support for requiring students to take Health as a required course for graduation.
2. Jill Center shared her support for requiring students to take Health as a required course for graduation.
3. Moe Hatfield shared her comments on how important and necessary the Health course is and should be required for graduation.
4. Julie Rix shared her comments on why Health should not be a required course for graduation.
5. Jennifer Lorenz shared her comments on the importance of the Health course.
6. Wendy Cowen shared her thoughts and opposition for removing the Health class as a graduation requirement.
7. Christian Kimbell shared his comments and opposition on the proposal to eliminate health classes as a requirement for graduation.
8. Martin Skoda shared his opposition for the removal of Health as a graduation requirement.
9. Frances Romero requested the Board consider the district's 61% economically disadvantaged student population when deciding to approve SHAC's recommendation to remove Health as a required course for graduation.
10. Conner Barnes shared his support for requiring students to take Health as a required course for graduation.
11. Mark Goloby shared his comments on the voices of parents choosing what tools, resources and needs for their children.
12. Aihanuwa Ale-Opinion shared her support for requiring students to take Health as a required course for graduation.
13. Wendy Johnson encouraged the Board to consider the Health curriculum based on the merits of the curriculum itself as a graduation requirement for students.

Dr. Blasingame called for a motion.

Trustee Lucas Scanlon made a motion that the Board approve Option 2 to remove Health as a graduation requirement and offer the course as an elective. Trustee Christine Kalmbach seconded.
Motion passed by a 4 to 2 vote.

7.C. The Board will consider approving a request to TEA for a Low-Attendance-Day Waiver.

Trustee Lucas Scanlon made a motion that the Board approve a request to TEA for a Low-Attendance-Day Waiver. Trustee Justin Ray seconded.
Motion passed by a 6 to 0 vote.

7.D. The Board will consider approving the sale of approximately 0.26 acres to the Chimney Hill Municipal Utility District. [This item was discussed in closed session.]

Trustee Lucas Scanlon made a motion that the Board approve the sale of approximately 0.26 acres to the Chimney Hill Municipal Utility District. Trustee Todd LeCompte seconded.
Motion passed by a 6 to 0 vote.

7.E. The Board will consider making a determination that good cause did not exist as required by law for Margaret Maag, Veruskka Summers, Kenneth Carni, Juan Pablo Robayo, James Barber, Cathy Whiting, Maxima Vazquez, Kimyra Lagway, Sarah Brown, Rebecca Wells, Stephanie Shasteen, Kevin Benjamin, and Casondra Ogrodowicz to resign their respective employment contracts. [This item was discussed in closed session.]

Due to the nature of speaker Natalie Torres comments, the Board will hear those comments in closed session.

Dr. Blasingame called for a motion to move into closed session to hear speaker Natalie Torres, to discuss Item 7.E. and the Addendum, Item 1.A., to the agenda.

Trustee Justin Ray made a motion to move into closed session.
Trustee Dr. Natalie Blasingame seconded.
Motion passed by a 6 to 0 vote.

The Board adjourned to closed session at 9:13 p.m. and returned to open session at 9:30 p.m.

Dr. Blasingame called for a motion on Item 7.E.

Trustee Justin Ray made a motion that the Board render a finding under Texas Administrative Code chapter 249.17(d) that good cause did not exist as required by Texas Education Code sections 21.105(c), 21.160(c), or 21.210(c) that the individuals listed here to resign their respective employment contracts and notify these employees in accordance with the law that the District is submitting a complaint to the State Board of Educator Certification for contract abandonment.
Trustee Lucas Scanlon seconded.
Motion passed by a 6 to 0 vote.

7.F. The Board will consider approving the superintendent's recommendation to give notice to Eric James that it is proposed his employment with the District under a probationary contract be terminated. It is further recommended the President of the Board notify Mr. James of the proposed action to terminate his employment pursuant to 21.104 of the Texas Educator Code. [This item was discussed in closed session.]

Dr. Blasingame called for a motion.

Trustee Christine Kalmbach made a motion to approve the recommendation to notify the individual listed that his employment with the District under a probationary contract is proposed for termination and to provide him notice of the same in accordance with the law.
Trustee Lucas Scanlon seconded.
Motion passed by a 6 to 0 vote.

7.G. The Level IV appeal was cancelled due to the complainant's absence.

ADDENDUM

1.A. The Board will consider a determination that good cause exists to suspend Nathaniel Bryan without pay while on administrative leave pending discharge. (This item was discussed in closed session.]

Dr. Blasingame called for a motion.

Trustee Justin Ray moved that determination that good cause exists to suspend the individual listed here without pay while on administrative leave pending discharge.
Trustee Christine Kalmbach seconded.
Motion passed by a 6 to 0 vote.

8. <u>Adjournment</u>

Board Vice President Dr. Blasingame called for a motion to adjourn.

Trustee Christine Kalmbach made a motion.
Trustee Lucas Scanlon seconded.
Motion passed by a 6 to 0 vote.

Dr. Blasingame adjourned the January 16, 2025, Regular Board Meeting at 9:32 p.m.

Dr. Natalie Blasingame Vice President, Board of Trustees	Justin Ray Secretary, Board of Trustees

Approved: February 10, 2025

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

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BOARD BUDGET REVIEW

FISCAL YEAR 2024-2025
QUARTER 2

11440 Matzke Road
Cypress, Texas 77429

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDED 12/31/24

	GENERAL	FOOD SERVICE	SPECIAL REVENUE FUNDS	DEBT SERVICE	BOND FUNDS	ENTERPRISE FUND
Recommended Amendments to Estimated Revenues Increase (Decrease):						
Local/State/Federal Revenue - General Fund	$ 46,351,485	$	$	$	$	$
Local/State/Federal Estimated Revenue - Grant Funds			51,785,234			
Bond Funds					323,864,288	
TOTAL REVENUE AMENDMENTS	$ 46,351,485	$ -	$ 51,785,234	$ -	$323,864,288	$ -
Recommended Amendments to Appropriations Increase (Decrease):						
Budget Amendments:						
Allocate funds for insurance reimbursements	$ 129,833	$	$	$	$	$
Allocate funds for bicycle racks at campuses	86,299					
Allocate funds for HCAD annual fees	265,000					
Roll forward E-Rate funding from prior year	60,336					
Grant/Special Revenue Funds - Appropriations			51,785,234			
Bond Funds					323,834,699	
Function Transfers - Campuses and Departments:						
Function 11, Instruction	(1,048,663)					
Function 12, Instructional Resources & Media Services	1,211					
Function 13, Curriculum & Instructional Staff Development	43					
Function 21, Instructional Leadership	(27,358)					
Function 23, School Leadership	(2,390)					
Function 31, Guidance, Counseling, & Evaluation Services	30,400					
Function 33, Health Services	1,449					
Function 36, Cocurricular/Extracurricular Activities	(4,548)					
Function 41, General Administration	638,410					
Function 52, Security & Monitoring Services	197,051					
Function 71, Debt Service	214,395					
TOTAL EXPENDITURE AMENDMENTS	$ 541,468	$ -	$ 51,785,234	$ -	$323,834,699	$ -
NET EFFECT ON FUND BALANCE	$ 45,810,017	$ -	$ -	$ -	$ 29,589	$ -
FUND BALANCE RECAP:						
Audited Fund Balance at June 30, 2024	$ 560,683,990	$ 53,177,736	$ 12,620,687	$ 157,594,005	$466,707,571	$ 993,330
Adopted 2024-25 Budget - revenues over (under) expenditures	(77,474,389)					1,014,246
Budget Amendments Approved in 1st Quarter	(12,113,894)			636,303	(465,990,164)	
Recommended Amendments this Budget Review	45,810,017				29,589	
Revised Projected Fund Balance at June 30, 2025	$ 516,905,724	$ 53,177,736	$ 12,620,687	$ 158,230,308	$ 746,996	$ 2,007,576
PROJECTED FUND EQUITY COMPONENTS:						
Non-Spendable	$ 4,675,693	$	$	$	$	$
Restricted		53,177,736	1,025,296	158,230,308	746,996	
Committed	6,861,658		11,595,391			
Assigned	112,702,705					
Unassigned Fund Balance	392,665,668					2,007,576
Revised Projected Fund Balance at June 30, 2025	$ 516,905,724	$ 53,177,736	$ 12,620,687	$ 158,230,308	$ 746,996	$ 2,007,576

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
EXPLANATIONS OF BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDED 12/31/24

Recommended Amendments to Estimated Revenues:

General Fund

- Local Revenue - Adjust for increase in tax revenue due to the adoption of two disaster pennies
- Local Revenue - Adjust miscellaneous revenue for E-rate funding received
- Local Revenue - Adjust miscellaneous revenue for various rebates received
- Local Revenue - Adjust revenue for insurance reimbursements
- State Revenue - Adjust for increase in state funding due to the adoption of two disaster pennies, offset by a reduction in enrollment
- State Revenue - Adjust for prior year property value audit revenue
- State/Federal Revenue - Record indirect costs for grants
- Federal Revenue - Adjust for decrease in SHARS revenue due to HHSC changing criteria for allowable costs
- Federal Revenue - Record revenue for FEMA COVID Relief funds

Special Revenue Funds

- Local/State/Federal Estimated Revenue - Increase/(decrease) due to change in allocations
  (See breakdown by fund below)

Bond Funds

- Local Revenue - Adjust budget for interest income
- Other Resources - Establish budget for bond proceeds and premium on issuance of bonds

Recommended Amendments to Appropriations:

General Fund

- Plant Maintenance and Operations - Adjust for insurance reimbursements
- Security and Monitoring Services - Adjust for insurance reimbursements
- Plant Maintenance and Operations - Adjust for purchase of bicycle racks at several campuses
- Data Processing - Roll forward E-Rate funding from prior year for current year projects
- Intergovernmental Services - Allocate funds for additional Harris Central Appraisal District fees
- Function Transfers:
  1. Allocate additional funds for Teacher Incentive Allotment fee
  2. Allocate funds for TASB salary study
  3. Allocate funds for additional crossing guard expenditures
  4. Allocate funds for arbitrage payment

Special Revenue Funds

- Increase/(decrease) in estimated revenues and appropriations required to facilitate grant awards are as follows:

1.	Fund 206 - Education for the Homeless Children & Youth	$ 46,356
2.	Fund 211 - Title I, Part A - Improving Basic Programs	34,309,025
3.	Fund 255 - Title II, Part A - Supporting Effective Instruction	4,205,770
4.	Fund 263 - ESSA, Title III, Part A, English Language Acquisition & Enhancement	2,481,711
5.	Fund 289 - Federally Funded Special Revenue	2,472,469
6.	Fund 429 - State Funded Special Revenue	3,903,336
7.	Fund 435 - SSA Regional Day School for the Deaf	4,308,567
8.	Fund 499 - Locally Funded Special Revenue	58,000
	Total Grant/Special Revenue Funds Revenues and Appropriations	$ 51,785,234

Bond Funds

- Establish budget for construction, renovations and equipment purchases

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

BUDGET AMENDMENTS

REVENUES/OTHER RESOURCES/OTHER USES BY MAJOR OBJECT & EXPENDITURES BY FUNCTION

FOR THE THREE MONTHS ENDED 12/31/24

		GENERAL	FOOD SERVICE	SPECIAL REVENUE FUNDS	DEBT SERVICE	BOND FUNDS	ENTERPRISE FUND
Recommended Amendments to Estimated Revenues/ Other Resources - Increase (Decrease):							
BY MAJOR OBJECT:	Major Object No.						
Local and Intermediate Sources	5700	$ 25,870,069	$ -	$ 2,935,018	$ -	$ 6,774,589	$ -
State Program Revenues	5800	23,658,349		5,334,885			
Federal Program Revenues	5900	(3,176,933)		43,515,331			
Other Resources	7000					317,089,699	
TOTAL REVENUE AMENDMENTS - By Major Object		$ 46,351,485	$ -	$ 51,785,234	$ -	$323,864,288	$ -
Recommended Amendments to Appropriations/ Other Uses - Increase (Decrease):							
BY FUNCTION:	Function No.						
Instruction	11	$ (1,048,663)	$ -	$ 32,798,394	$ -	$ 16,546,554	$ -
Instructional Resources & Media Services	12	1,211		218,444			
Curriculum & Instructional Staff Development	13	43		9,872,013			
Instructional Leadership	21	(27,358)		513,679			
School Leadership	23	(2,390)		628,487			
Guidance, Counseling, & Evaluation Services	31	30,400		2,363,017			
Health Services	33	1,449					
Cocurricular/Extracurricular Activities	36	(4,548)					
General Administration	41	638,410				898	
Plant Maintenance & Operations	51	203,064				1,566,505	
Security & Monitoring Services	52	210,119		177,854			
Data Processing Services	53	60,336				13,717,656	
Community Services	61			1,310,010			
Debt Service	71	214,395					
Facilities Repair and Maintenance	81			3,903,336		292,003,086	
Other Intergovernmental Charges	99	265,000					
TOTAL EXPENDITURE AMENDMENTS- By Function		$ 541,468	$ -	$ 51,785,234	$ -	$323,834,699	$ -
NET EFFECT ON FUND BALANCE		$ 45,810,017	$ -	$ -	$ -	$ 29,589	$ -

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2025

SCHEDULE 26

GENERAL FUND (199)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes	462,402,404		21,939,876			21,939,876	484,342,280
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees	6,126,651					-	6,126,651
5740	Other Revenues from Local Sources	26,452,349		3,930,193			3,930,193	30,382,542
5750	Revenues from Co-Curricular Services	2,921,000					-	2,921,000
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	497,902,404	-	25,870,069	-	-	25,870,069	523,772,473
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues	501,747,194		23,616,930			23,616,930	525,364,124
5820	State Program Revenues from TEA			41,419			41,419	41,419
5830	State Program Revenues from Others	70,154,158					-	70,154,158
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	571,901,352	-	23,658,349	-	-	23,658,349	595,559,701
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA		674,682	1,233,329			1,908,011	1,908,011
5930	Federal Revenues Distributed by Others	16,000,000		(4,410,262)			(4,410,262)	11,589,738
5940	Federal Revenues Distributed Direct by Federal	500,000					-	500,000
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	16,500,000	674,682	(3,176,933)	-	-	(2,502,251)	13,997,749
5000	Total Revenues	1,086,303,756	674,682	46,351,485	-	-	47,026,167	1,133,329,923
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property	500,000					-	500,000
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7000	Total Other Resources	500,000	-	-	-	-	-	500,000
	TOTAL REVENUES AND OTHER RESOURCES	1,086,803,756	674,682	46,351,485	-	-	47,026,167	1,133,829,923
	EXPENDITURES:							
11	Instruction	764,214,912	6,331,778	(1,048,663)			5,283,115	769,498,027
12	Instructional Resources and Media Services	5,338,804		1,211			1,211	5,340,015
13	Curriculum Development and Instructional Staff	11,264,959	80,465	43			80,508	11,345,467
21	Instructional Leadership	9,059,411	20,056	(27,358)			(7,302)	9,052,109
23	School Leadership	64,262,743	1,435	(2,390)			(955)	64,261,788
31	Guidance, Counseling and Evaluation Services	48,445,444	(15,040)	30,400			15,360	48,460,804
32	Social Work Services	742,012					-	742,012
33	Health Services	13,557,683	36,199	1,449			37,648	13,595,331
34	Student (Pupil) Transportation	48,221,482	3,500,000				3,500,000	51,721,482
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities	24,255,093	84,704	(4,548)			80,156	24,335,249
41	General Administration	19,053,493	275,943	638,410			914,353	19,967,846
51	Plant Maintenance and Operations	92,695,713	1,370,251	203,064			1,573,315	94,269,028
52	Security and Monitoring Services	14,376,621		210,119			210,119	14,586,740
53	Data Processing Services	25,472,139	571,324	60,336			631,660	26,103,799
61	Community Services	11,051,055	276,029				276,029	11,327,084
71	Debt Service	2,627,821		214,395			214,395	2,842,216
81	Facilities Acquisition and Construction	487,500	255,432				255,432	742,932
93	Payments to Fiscal Agent	1,833,260					-	1,833,260
95	Payments to Juvenile Justice Alternative Pgms	55,000					-	55,000
99	Intergovernmental	7,263,000		265,000			265,000	7,528,000
00	Other Uses							-
6000	Total Expenditures	1,164,278,145	12,788,576	541,468	-	-	13,330,044	1,177,608,189
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses							
	TOTAL EXPENDITURES AND OTHER USES	1,164,278,145	12,788,576	541,468	-	-	13,330,044	1,177,608,189
	NET EFFECT ON FUND BALANCE	(77,474,389)	(12,113,894)	45,810,017	-	-	33,696,123	(43,778,266)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2025

INSTRUCTIONAL MATERIALS ALLOTMENT

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources						-	-
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	-	-	-	-	-	-
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA		12,950,000				12,950,000	12,950,000
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	12,950,000	-	-	-	12,950,000	12,950,000
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	-	12,950,000	-	-	-	12,950,000	12,950,000
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	-	12,950,000	-	-	-	12,950,000	12,950,000
	EXPENDITURES:							
11	Instruction		12,950,000				12,950,000	12,950,000
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	12,950,000	-	-	-	12,950,000	12,950,000
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	12,950,000	-	-	-	12,950,000	12,950,000
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2025

FOOD SERVICE FUND (240)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources	869,600					-	869,600
5750	Revenues from Co-Curricular Services	13,549,366					-	13,549,366
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	14,418,966	-	-	-	-	-	14,418,966
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	332,696					-	332,696
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	332,696	-	-	-	-	-	332,696
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA	58,022,612					-	58,022,612
5930	Federal Revenues Distributed by Others	890,400					-	890,400
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	58,913,012	-	-	-	-	-	58,913,012
5000	Total Revenues	73,664,674	-	-	-	-	-	73,664,674
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	73,664,674	-	-	-	-	-	73,664,674
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services	72,354,589					-	72,354,589
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations	1,310,085					-	1,310,085
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	73,664,674	-	-	-	-	-	73,664,674
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	73,664,674	-	-	-	-	-	73,664,674
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2025

Data Control Codes		SPECIAL REVENUE FUND						
		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts			2,877,018			2,877,018	2,877,018
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources		96,734				96,734	96,734
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources			58,000			58,000	58,000
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	96,734	2,935,018	-	-	3,031,752	3,031,752
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues			1,431,549			1,431,549	1,431,549
5820	State Program Revenues from TEA		3,236,372	3,903,336			7,139,708	7,139,708
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	3,236,372	5,334,885	-	-	8,571,257	8,571,257
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA		39,277,639	43,515,331			82,792,970	82,792,970
5930	Federal Revenues Distributed by Others		402,342				402,342	402,342
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	39,679,981	43,515,331	-	-	83,195,312	83,195,312
5000	Total Revenues	-	43,013,087	51,785,234	-	-	94,798,321	94,798,321
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	-	43,013,087	51,785,234	-	-	94,798,321	94,798,321
	EXPENDITURES:							
11	Instruction		20,093,008	32,798,394			52,891,402	52,891,402
12	Instructional Resources and Media Services		72,462	218,444			290,906	290,906
13	Curriculum Development and Instructional Staff		4,885,396	9,872,013			14,757,409	14,757,409
21	Instructional Leadership		12,288,242	513,679			12,801,921	12,801,921
23	School Leadership		13,438	628,487			641,925	641,925
31	Guidance, Counseling and Evaluation Services		1,727,244	2,363,017			4,090,261	4,090,261
32	Social Work Services		78,616				78,616	78,616
33	Health Services		512,342				512,342	512,342
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services		46,290	177,854			224,144	224,144
53	Data Processing Services						-	-
61	Community Services		92,486	1,310,010			1,402,496	1,402,496
71	Debt Service						-	-
81	Facilities Acquisition and Construction		3,203,563	3,903,336			7,106,899	7,106,899
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	43,013,087	51,785,234	-	-	94,798,321	94,798,321
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	43,013,087	51,785,234	-	-	94,798,321	94,798,321
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2025

DEBT SERVICE FUND (599)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes	265,924,661					-	265,924,661
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources	3,500,000					-	3,500,000
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	269,424,661	-	-	-	-	-	269,424,661
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	34,479,811					-	34,479,811
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	34,479,811	-	-	-	-	-	34,479,811
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal	168,864					-	168,864
5950	Shared Services Arrangements				.		-	-
5900	Total Federal Program Revenues	168,864	-	-	-	-	-	168,864
5000	Total Revenues	304,073,336	-	-	-	-	-	304,073,336
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds		8,318,068				8,318,068	8,318,068
7949	Other Resources		77,265,000				77,265,000	77,265,000
7000	Total Other Resources	-	85,583,068	-	-	-	85,583,068	85,583,068
	TOTAL REVENUES AND OTHER RESOURCES	304,073,336	85,583,068	-	-	-	85,583,068	389,656,404
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services						-	-
71	Debt Service	304,073,336					-	304,073,336
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses		84,946,765				84,946,765	84,946,765
6000	Total Expenditures	304,073,336	84,946,765	-	-	-	84,946,765	389,020,101
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	304,073,336	84,946,765	-	-	-	84,946,765	389,020,101
	NET EFFECT ON FUND BALANCE	-	636,303	-	-	-	636,303	636,303

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2025

CAPITAL PROJECTS FUND

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources		4,427,945	6,774,589			11,202,534	11,202,534
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	4,427,945	6,774,589	-	-	11,202,534	11,202,534
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	-	-	-	-	-	-
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	-	4,427,945	6,774,589	-	-	11,202,534	11,202,534
	OTHER RESOURCES:							
7911	Sale of Bonds			292,535,000			292,535,000	292,535,000
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds			24,554,699			24,554,699	24,554,699
7949	Other Resources						-	-
7000	Total Other Resources	-	-	317,089,699	-	-	317,089,699	317,089,699
	TOTAL REVENUES AND OTHER RESOURCES	-	4,427,945	323,864,288	-	-	328,292,233	328,292,233
	EXPENDITURES:							
11	Instruction		30,498,584	16,546,554			47,045,138	47,045,138
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation		2,367,465				2,367,465	2,367,465
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration		79,143	898			80,041	80,041
51	Plant Maintenance and Operations		1,775,055	1,566,505			3,341,560	3,341,560
52	Security and Monitoring Services		1,581,158				1,581,158	1,581,158
53	Data Processing Services		24,020,517	13,717,656			37,738,173	37,738,173
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction		410,096,187	292,003,086			702,099,273	702,099,273
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	470,418,109	323,834,699	-	-	794,252,808	794,252,808
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	470,418,109	323,834,699	-	-	794,252,808	794,252,808
	NET EFFECT ON FUND BALANCE	-	(465,990,164)	29,589	-	-	(465,960,575)	(465,960,575)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2025

ENTERPRISE FUND

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees	7,206,225					-	7,206,225
5740	Other Revenues from Local Sources						-	-
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	7,206,225	-	-	-	-	-	7,206,225
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	-	-	-	-	-	-
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	7,206,225	-	-	-	-	-	7,206,225
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	7,206,225	-	-	-	-	-	7,206,225
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services	6,191,979					-	6,191,979
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	6,191,979	-	-	-	-	-	6,191,979
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	6,191,979	-	-	-	-	-	6,191,979
	NET EFFECT ON FUND BALANCE	1,014,246	-	-	-	-	-	1,014,246

Page/
In association with
HarrisonKornberg Architects

TEL 713 871 8484
FAX 713 871 8440

Page Southerland Page, Inc.
1100 Louisiana Street, Suite One
Houston, Texas 77002
pagethink.com

February 10, 2025

Mr. Jesse Clayburn,
Assistant Superintendent of Facilities & Construction
Cypress-Fairbanks Independent School District
11440 Matzke Road
Houston, Texas 77429

Re: 2024 Cy Ridge HS Renovation

Cypress-Fairbanks Independent School District
CFISD Project Number:24-02-5752R-RFP
Project No: 33AC23221

Dear Mr. Clayburn,

On Thursday, January 09, 2025, competitive sealed proposals were received in the District's Facilities & Construction department for the 2024 Cy Ridge HS Renovation project. Three (3) offerors submitted proposals as requested. A tabulation of the proposal results is attached.

A Selection Committee made up of District administrators, architects and consultants evaluated the proposals on Friday, January 10, 2025, and ranked them based on the selection criteria published in the Instructions to Offerors section of the Contract Documents.

Page, in association with HarrisonKornberg, recommends to the Cypress-Fairbanks Independent School District Board of Trustees, the acceptance of the Selection Committee's recommendation to select ICI Construction, Inc. as the contractor for the 2024 Cy Ridge HS Renovation project in the amount of $33,290,000.00, which represents the base proposal, plus alternate numbers 1, 2C, 3C, and Post Proposal Addendum No 7.

ICI Construction, Inc. is a Houston, Texas based general contractor that has successfully executed numerous construction projects for a host of school districts in the Texas Gulf Coast area including several previous projects for Cypress-Fairbanks ISD. We would like to express our sincere thanks to you and your staff, the Board of Trustees, Dr. Killian and the Cypress-Fairbanks Independent School District for allowing us this exciting opportunity to be part of this important project.

We look forward to a successful partnership with the District and ICI Construction, Inc. in the construction of the 2024 Cy Ridge HS Renovation project.

Sincerely,

Wendy Heger

Wendy Heger, AIA
Principal

Attachments:
CFISD Proposal Tabulation Form - 2024 Cy Ridge HS Renovation project

CC: Shannon Thompson / Cypress-Fairbanks ISD

Krystal Ford / Cypress-Fairbanks ISD

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
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Facilities & Construction Department
11430 Perry Road, Houston, TX 77064

Jesse Clayburn
Assistant Superintendent, Facilities & Construction

TO: Dr. Douglas Killian
The Board of Trustees

FROM: Jesse Clayburn

DATE: February 10, 2025

RE: **2024 CY RIDGE HS RENOVATION**
CYPRESS-FAIRBANKS I.S.D. PROPOSAL NO. 24-02-5752R-RFP
CONSTRUCTION CONTRACT AWARD RECOMMENDATION

The District received a total of three (3) proposals from interested contractors on Thursday, January 9, 2025, for the above referenced project. Attached you will find the proposal tabulation form summarizing the proposals submitted and a recommendation letter from Page Southerland Page dated February 10, 2025.

Our department has carefully evaluated the submitted proposals and hereby recommends to the Board of Trustees, to award the construction contract to ICI Construction, Inc. in the amount of $33,290,000.00. This recommendation is based upon acceptance of the Base Proposal, Alternates No. 1, 2C, 3C and Post Proposal Addendum No. 7. The project is being funded from Bond funds. ICI Construction, Inc. has the highest ranking based upon the proposed price and scoring of the published criteria and therefore provides the best value to the District.

The scope of work for this project includes an orchestra addition of rehearsal hall and practice rooms, a black box addition, 2 new art rooms, 2 new tennis courts, miscellaneous athletic life cycle replacements, safety and security upgrades, new educational casework, new architectural finishes, a new roof, and other electrical, mechanical, and plumbing upgrades as per the bond scope for Cy Ridge High School.

ICI Construction, Inc., is a Houston, Texas based general contractor that has successfully executed projects for many school districts in the Texas Gulf Coast area, including Cypress-Fairbanks Independent School District.

If you should have any questions, please do not hesitate to call.

jc/rc

cc: Matt Morgan
Shannon Thompson
Project File 1.9 / 4.7

PROPOSAL TABULATION FORM

2024 Cy Ridge HS Renovation

Cypress-Fairbanks Independent School District
CFISD Project No. 24-02-5752R-RFP / Architect Project No. 33AC23221
Base Proposal Date/Time: Thursday, Jan. 09, 2025 at 2:00 p.m. (CST)
Alternate Proposal Date/Time: Thursday, Jan. 09, 2025 at 3:00 p.m. (CST)

		Recommended Proposer	
	DivisionOne Construction, LLC.	**ICI Construction, Inc.**	**Millennium Project Solutions, Inc.**
Proposal Bond (Section AD)	Yes	Yes	Yes
Base Proposal	$34,990,000.00	$32,000,000.00	$37,000,000.00
Addenda Acknowledged: 1, 2, 3 & 4	Yes	Yes	Yes
Alternate 1: Adjustment to Base Proposal	-$2,333,000.00	-$700,000.00	-$677,000.00
Subtotal: Base Proposal + Alternate 1	**$32,657,000.00**	**$31,300,000.00**	**$36,323,000.00**
Alternate Number 2A: Chillers by Carrier	$1,455,000.00	$1,485,000.00	$1,506,000.00
Alternate Number 2B: Chillers by Daikin - Water Cooled Centrifugal Chillers with VFD	NO BID	NO BID	NO BID
Alternate Number 2C: Chillers by Daikin - Water Cooled Magnetic Bearing Centrifugal Chillers with VFD	$1,417,000.00	$1,440,000.00	$1,467,000.00
Alternate Number 2D: Chillers by Trane	$1,428,000.00	$1,450,000.00	$1,478,000.00
Alternate Number 3A: Two Cell Counterflow Cooling Tower by Evapco	$668,000.00	$610,000.00	$803,000.00
Alternate Number 3B: Three Cell Counterflow Cooling Tower by Evapco	$585,000.00	$550,000.00	$761,000.00
Alternate Number 3C: Two Cell Counterflow Cooling Tower by Marley	$590,000.00	$555,000.00	$767,000.00
Post Proposal Addendum No. 7		-$5,000.00	
TOTAL + Alternates 1, 2C, 3C, and Post Proposal Addendum No. 7	**$34,664,000.00**	**$33,290,000.00**	**$38,557,000.00**
PROPOSER RANK	**2**	**1**	**3**

ARCADIS INC.
P.O. Box 891209
Houston TX 77289 USA
(281) 286-6605
arcadiseducationtx.com

January 27, 2025

Mr. Jesse Clayburn
Assistant Superintendent of Facilities & Construction
Cypress-Fairbanks Independent School District
11430-B Perry Road
Houston, Texas 77064

RE: 2024 Jersey Village High School Renovation
Cypress-Fairbanks Independent School District
CFISD Project Number: 24-02-5743-R-RFP
Arcadis Project Number: 30256099 – 145235-202319

Dear Mr. Clayburn,

On Thursday, January 16, 2025, competitive sealed proposals were received in the District's Facilities, Planning, and Construction Conference Room for the 2024 Jersey Village HS Renovation project. Three (3) offerors submitted proposals as requested. A tabulation of the proposal results is attached.

A Selection Committee made up of District Administrators and Architects evaluated the proposals immediately following the proposal opening and ranked them based on the selection criteria published in the Instructions to Offerors section of the Contract Documents.

Arcadis recommends to the Cypress-Fairbanks Independent School District Board of Trustees, the acceptance of the Selection Committee's recommendation to select DivisionOne Construction, LLC., as the Contractor for the 2024 Jersey Village HS Renovation project in the amount of $33,710,350.00, which represents the base proposal, alternate 1, and Post Addendum No. 10 per attached. All parties teamed with Cypress-Fairbanks ISD staff to confirm proposals contained fair and accurate pricing, ensuring the maximum value to the District was achieved.

DivisionOne Construction, LLC., is a Texas-based General Contractor that has successfully executed numerous construction projects for many school districts in the Texas Gulf Coast area, including several for Cypress-Fairbanks ISD. After discussions with their references, we feel that they are well qualified to execute the requirements of the Contract.

We would like to express our sincere thanks to you and your staff, the Board of Trustees, Dr. Killian and the Cypress-Fairbanks Independent School District for allowing us this exciting opportunity to be part of this important project.

We look forward to a successful partnership with the District and DivisionOne Construction, LLC., in the construction of the 2024 Jersey Village HS Renovation project.

Sincerely,

Laura J. Carroll, AIA
Principal

xc: Ms. Shannon Thompson/ Cypress-Fairbanks ISD
Mr. Dan Grosz/ Cypress-Fairbanks ISD
Mr. Steven Bryan / Cypress-Fairbanks ISD
Mr. Phillip Anderson/ Cypress-Fairbanks ISD
Ms. Amy Hayes/ Cypress-Fairbanks ISD
Mr. Greg Wang / Arcadis Inc.

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INDEPENDENT SCHOOL DISTRICT
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Facilities & Construction Department
11430 Perry Road, Houston, TX 77064

Jesse Clayburn
Assistant Superintendent, Facilities & Construction

TO: Dr. Douglas Killian
The Board of Trustees

FROM: Jesse Clayburn

DATE: January 27, 2025

RE: **2024 JERSEY VILLAGE HIGH SCHOOL RENOVATION**
CYPRESS-FAIRBANKS I.S.D. PROPOSAL NO. 24-02-5743R-RFP
CONSTRUCTION CONTRACT AWARD RECOMMENDATION

The District received a total of three (3) proposals from interested contractors on Thursday, January 16, 2025, for the above referenced project. Attached you will find the proposal tabulation form summarizing the proposals submitted and a recommendation letter from Arcadis Inc. dated January 27, 2025.

Our department has carefully evaluated the submitted proposals and hereby recommends to the Board of Trustees, to award the construction contract to Division One Construction, LLC in the amount of $33,710,350.00. This recommendation is based upon acceptance of the Base Proposals, Alternates No. 1, and Post Addendum No.10. Division One Construction, LLC has the highest ranking based upon the proposed price and scoring of the published criteria and therefore provides the best value to the District.

The scope of work for this project includes an orchestra addition of rehearsal hall and practice rooms, a black box addition, 2 new art rooms, new tennis courts, a new kitchen, miscellaneous athletic life cycle replacements, safety and security upgrades, new educational casework, new architectural finishes, new LED lighting and other electrical, mechanical, and plumbing upgrades as per the bond scope for Jersey Village High School.

Division One Construction, LLC is a Houston, Texas based general contractor that has successfully executed projects for many school districts in the Texas Gulf Coast area, including Cypress-Fairbanks Independent School District.

If you should have any questions, please do not hesitate to call.

cc: Matt Morgan
Shannon Thompson
Amy Hayes
Project File 1.9 / 4.2

PROPOSAL TABULATION FORM

2024 Jersey Village HS Renovation

Cypress-Fairbanks Independent School District

Arcadis Project No. 202319 - CFISD Proposal No. 24-02-5743-R-RFP

Proposal Date: 16 January, 2024 at 2:00pm & 3:00pm

	Recommended Proposer		
	DivisionOne Construction, LLC	**ICI Construction, Inc.**	**Millennium Project Solutions, Inc.**
Proposal Bond (Section AD)	Yes, 10%	Yes, 10%	Yes, 10%
Base Proposal	$35,749,000.00	$39,000,000.00	$40,000,000.00
Addenda Acknowledged 1, 2, 3, 4, 5, 6, 7, 8, 9	Y	Y	Y
Alternate No. 1 Base Bid Adjustment	($1,800,000.00)	($2,400,000.00)	($5,892,000.00)
Subtotal: Base Proposal + Alternate 1	**$33,949,000.00**	**$36,600,000.00**	**$34,108,000.00**
Post Proposal Addendum No. 10	($238,650.00)		
TOTAL BASE PROPOSAL AMOUNT + ALTERNATE 1 And Post Proposal Addendum No. 10	**$33,710,350.00**		
Proposer Rank	**1**	**3**	**2**

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
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To: **Darin Crawford**
Assistant Superintendent for Support Services

From: **Suzy Hunter**
Nutrition Services Director

Date: **January 8, 2025**

Re: **Breakfast Cart for Nutrition Services**
Contract #25-02-3974

The following bids were received and opened at 1:00 p.m., Friday, December 20, 2024, as advertised and specified in documents concerning **Contract #25-02-3974 Breakfast Cart for Nutrition Services.** The bids received are located on page 2.

[a] Overall best value to the District.

Recommendation: **Douglas Equipment**

Estimated Expenditure: **$1,078,235.25**

Contract Term: **February 11, 2025 - February 10, 2026**

Renewal: **1 Year**

pm

Line 1 **Breakfast Cart, 3 Pans, 3 Shelves for Elementary School**

SUPPLIER	MANUFACTURER/MODEL	QTY	UOM	UNIT PRICE	TOTAL PRICE
Douglas Equipment	**New Age 54161ELEM**	**125**	**EA**	**$5,368.68**	**$671,085.00** [a]
Associate Food Equipment & Supplies, Inc	New Age 54161ELEM	125	EA	$5,777.10	$722,137.50
Ace Mart Restaurant Supply Co.	New Age 54161ELEM	125	EA	$5,829.37	$728,671.25
Chef's Deal Restaurant Equipment Co.	New Age 54161ELEM	125	EA	$6,001.69	$750,211.25
Grady's Foodservice Equipment & Supplies	New Age 54161ELEM	125	EA	$6,032.95	$754,118.75
Tari Inc.	New Age 54161ELEM	125	EA	$6,200.47	$775,058.75
Central Restaurant Products	Lakeside SP-17771	125	EA	$6,276.57	$784,571.25
Mission Restaurant Supply	New Age 54161ELEM	125	EA	$6,289.00	$786,125.00
Mission Restaurant Supply	Lakeside SP-17771	125	EA	$6,309.00	$788,625.00
Sam Tell and Son Inc	New Age 54161ELEM	125	EA	$6,596.92	$824,615.00
Culinary Depot	New Age 54161ELEM	125	EA	$7,165.76	$895,720.00
Learnskilz Consultants LLC	Lakeside SP-17771	125	EA	$9,800.00	$1,225,000.00
Pasco Brokerage, Inc.	New Age 54161ELEM	125	EA	$13,172.00	$1,646,500.00

Line 2 **Breakfast Cart, 3 Pans, 3 Shelves for Middle and High School**

SUPPLIER	MANUFACTURER/MODEL	QTY	UOM	UNIT PRICE	TOTAL PRICE
Douglas Equipment	**New Age 54161HIGH**	**75**	**EA**	**$5,428.67**	**$407,150.25** [a]
Associate Food Equipment & Supplies, Inc	New Age 54161HIGH	75	EA	$5,853.68	$439,026.00
Ace Mart Restaurant Supply Co.	New Age 54161HIGH	75	EA	$5,950.58	$446,293.50
Chef's Deal Restaurant Equipment Co.	New Age 54161HIGH	75	EA	$6,069.82	$455,236.50
Grady's Foodservice Equipment & Supplies	New Age 54161HIGH	75	EA	$6,101.43	$457,607.25
Central Restaurant Products	Lakeside SP-17772	75	EA	$6,304.47	$472,835.25
Tari Inc.	New Age 54161HIGH	75	EA	$6,323.28	$474,246.00
Mission Restaurant Supply	Lakeside SP-17772	75	EA	$6,337.00	$475,275.00
Mission Restaurant Supply	New Age 54161HIGH	75	EA	$6,359.20	$476,940.00
Sam Tell and Son Inc	New Age 54161HIGH	75	EA	$6,671.80	$500,385.00
Culinary Depot	New Age 54161HIGH	75	EA	$7,247.10	$543,532.50
Learnskilz Consultants LLC	Lakeside SP-17772	75	EA	$9,900.00	$742,500.00
Pasco Brokerage, Inc.	New Age 54161HIGH	75	EA	$13,380.00	$1,003,500.00

Cypress-Fairbanks Independent School District
Nutrition Services Department
11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services
FROM: Suzy Hunter, Nutrition Services Director
DATE: 1/08/2025
RE: Breakfast Cart for Nutrition Services 25-02-3974

The purpose of this memo is to explain the evaluation scoring for the Breakfast Cart for Nutrition Services 25-02-3974 bid. The vendor awarded has the highest scores per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria include purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter
Suzy Hunter
Nutrition Services Director

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
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To: **Charles Franklin**
Assistant Superintendent of Technology and Information Services

From: **Kim Bowlin**
Assistant Director of Technology Support Services

Date: **January 8, 2025**

Re: **CFISD Cisco Phone and License Quote**
Contract ID: 24-07-1030

Item	Description	Qty	Netsync Network Solutions, Inc. DIR-CPO-4866 36 Month Term	Netsync Network Solutions, Inc. DIR-CPO-4866 60 Month Term
	Total Projected Expenditure		**$ 1,988,685.00**	$ 3,456,300.00
	Average Cost Per Year		$ 662,895.00	$ 691,260.00
Item 1	**Estimated Expenditure for Phone License (1 year)**	1	**$ 432,000.00**	$ 432,000.00
Item 2	**Estimated Expenditure for Phone Equipment (1 Year)**	560	**$ 156,185.40**	$ 184,550.40
Item 3	**Estimated Expenditure for Configuration and Installation (1 Year)**	560	**$ 74,709.60**	$ 74,709.60

* **Netsync Network Solutions, Inc. is a contracted vendor on the DIR (Department of Information Resources) Purchasing Cooperative Contract No. DIR-CPO-4866. The District invited vendors on cooperative contracts for Cisco to submit proposals for licenses, service extensions, and phones. Two (2) cooperative quotes were submitted for this bid. A third quote was submitted (higher priced). However, the vendor did not have a valid cooperative contract for Cisco. That quote was excluded from the tabulation.**

Recommendation: **Netsync Network Solutions, Inc. (Three Year Term)**

Estimated Expenditure:

$662,895.00	**Year 1**
$662,895.00	**Year 2**
$662,895.00	**Year 3**
$1,988,685.00	

Contract Term: **April 1, 2025 - March 31, 2028**

kb

April 1, 2025 - March 31, 2028 (36 months) or April 1, 2025 - March 31, 2030 (60 months)										
Vendors Submitting Quotes					Netsync Network Solutions, Inc.			Netsync Network Solutions, Inc.		
Item	Part Number	Product Description	Quantity	Term (months)	Unit Price or Monthly Recurring Cost for 36-Month Term	Extended Price for 36 Month Term	Term (months)	Unit Price or Monthly Recurring Cost for 60-Month Term	Extended Price for 60 Month Term	
1	A-Flex-3	Collaboration Flex Plan 3.0 **Initial Term 36 Months; Auto-Renewal Term 12 months; Billing Model - Annual Billing; Requested Start Date: April 1, 2025; Requested End Date: March 31, 2028** or **March 31, 2030**	1	36	$0.00	$0.00	60	$0.00	$0.00	
2	SVS-FLEX-SUPT-BAS	Basic Support for Flex Plan	11000	36	$0.00	$0.00	60	$0.00	$0.00	
3	A-FLEX-EAPL	EntW On-Premises Calling	5000	36	$4.50	$810,000.00	60	$4.50	$1,350,000.00	
4	A-FLEX-PL-COMMON	On-Premises Common Area Add-on	6000	36	$2.25	$486,000.00	60	$2.25	$810,000.00	
5	A-FLEX-SME-S	Session Manager (1)	1	36	$0.00	$0.00	60	$0.00	$0.00	
6	A-FLEX-SRST-E	SRST Endpoints (1)	16000	36	$0.00	$0.00	60	$0.00	$0.00	
7	A-FLEX-P-EA	On-Premises Smart License - EA (1)	6000	36	$0.00	$0.00	60	$0.00	$0.00	
8	A-FLEX-P-ACC	Access Smart License (1)	1000	36	$0.00	$0.00	60	$0.00	$0.00	
9	A-FLEX-P-CA	Common Area Smart License (1)	8500	36	$0.00	$0.00	60	$0.00	$0.00	
10	A-FLEX-P-UCXN	Unity Connection Smart License (1)	6000	36	$0.00	$0.00	60	$0.00	$0.00	
11	A-FLEX-P-ER	Emergency Responder Smart License (1)	15000	36	$0.00	$0.00	60	$0.00	$0.00	
12	A-FLEX-EXP-PAK	Expressway Product Authorization Key (1)	1	36	$0.00	$0.00	60	$0.00	$0.00	
13	A-FLEX-CCUSC-EA	Cloud Connected UC EA Standard ENT	6000	36	$0.00	$0.00	60	$0.00	$0.00	
14	A-FLEX-C-DEV-ENT	Cloud Device Registration Entitlement	6000	36	$0.00	$0.00	60	$0.00	$0.00	
15	A-FLEX-MSG-ENT	Messaging Entitlement	6000	36	$0.00	$0.00	60	$0.00	$0.00	
16	A-FLEX-FILESTG-ENT	File Storage Entitlement	120000	36	$0.00	$0.00	60	$0.00	$0.00	
17	A-FLEX-PROPACK-ENT	Pro Pack for Cisco Control Hub Entitlement	6000	36	$0.00	$0.00	60	$0.00	$0.00	
18	A-FLEX-EXP-RMS-S	Expressway Rich Media Session included with Flex (1)	1000	36	$0.00	$0.00	60	$0.00	$0.00	
19	A-FLEX-SW-15-K9	On-Premises SW Bundled V15	1	36	$0.00	$0.00	60	$0.00	$0.00	
20	A-SW-EXPWY-15X-K9	Expressway Version 15 Restricted Software	1	36	$0.00	$0.00	60	$0.00	$0.00	
21	CP-8851-K9	Cisco IP Phone 8851	100		$235.14	$70,542.00		$235.14	$117,570.00	
22	CON-SNT-P8RK95R1	Cisco IP Phone 8851SNTC-8X5XNBD	100		$77.70	$23,310.00		$129.60	$64,800.00	
23	DP-9851-K9	Cisco Desk Phone 9851, Carbon Black	50		$153.47	$23,020.50		$153.47	$38,367.50	
24	CON-SNT-DP9851K9	SNTC-8X5XNBD Cisco Desk Phone 9851, Carbon Black	50		$86.40	$12,960.00		$144.00	$36,000.00	
25	DP-9841-K9	Cisco UC Phone 9841	50		$122.47	$18,370.50		$122.47	$30,617.50	
26	CON-SNT-DP9841K9	SNTC-8X5XNBD Cisco Desk Phone 9841, Carbon Black	50		$69.10	$10,365.00		$115.20	$28,800.00	
27	CP-7841-K9	Cisco UC Phone 7841	300		$140.75	$126,675.00		$140.75	$211,125.00	
28	CON-SNT-P7PK94P1	Cisco UC Phone 7841SNTC-8X5XNBD	300		$45.30	$40,770.00		$75.60	$113,400.00	
29	CP-8832-K9	Cisco 8832 in Charcoal with accessories for North America	50		$657.94	$98,691.00		$657.94	$164,485.00	
30	CON-SNT-P8TK93T3	Cisco 8832 in Charcoal with accessories for North AmericaSNT	50		$257.00	$38,550.00		$428.40	$107,100.00	
31	CP-8832-POE	Cisco IP Conference Phone 8832 PoE Accessories for Worldwide	50		$0.00	$0.00		$0.00	$0.00	
32	ATA191-3PW-K9	191 Analog Telephone Adapter for MPP	10		$127.34	$3,820.20		$127.34	$6,367.00	
33	CON-SNT-TATK99T7	191 Analog Telephone Adapter for MPPSNTC-8x5xNBD	10		$49.40	$1,482.00		$82.40	$4,120.00	
34	ATA191-CLIP-NA	Cisco ATA191-CLIP-NA Power Clip for ATA 191 and ATA 192, North America	0		No Bid	No Bid				
35	Small Deployment	Cost for Configuration and Installation of Phone (unit cost for Small Deployment)	1		$155.26	$155.26		$155.26	$155.26	
36	Medium Deployment	Cost for Configuration and Installation of Phone (unit cost for Medium Deployment)	1		$130.69	$130.69		$130.69	$130.69	
37	Large Deployment	Cost for Configuration and Installation of Phone (unit cost for Large Deployment)	1		$114.28	$114.28		$114.28	$114.28	

ESTIMATED EXPENDITURE FOR PHONE LICENSE	**36 MONTH TERM**	**$ 1,296,000.00**	**60 MONTH TERM**	**$ 2,160,000.00**	
ESTIMATED EXPENDITURE FOR PHONE EQUIPMENT	**3 YEAR ESTIMATE**	**$ 468,556.20**	**5 YEAR ESTIMATE**	**$ 922,752.00**	
ESTIMATED EXPENDITURE FOR CONFIGURATION AND INSTALLATION	**3 YEAR ESTIMATE**	**$ 224,128.80**	**5 YEAR ESTIMATE**	**$ 373,548.00**	

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
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To: **Charles Franklin**
Assistant Superintendent of Technology and Information Services

From: **Kim Bowlin**
Assistant Director of Technology Support Services

Date: **January 3, 2025**

Re: **CFISD Content Filter Quote**
Contract ID: 24-07-1045

Item	Description	Qty	Ativion TIPS #210101	**Microshare PACE #P00165**	Secured Tech Solutions TIPS #220105
	Total Purchase Price		$ 569,600.00	**$ 499,740.00**	$ 534,000.00
Item 1	**StudentKeeper – Content Keeper Web Filter and Reporter w/App Defender (1 year)**	12000	$ 519,600.00	**$ 462,000.00**	$ 480,000.00
Item 2	**Student Keeper – Classroom Management SUB (1 Year)**	12000	$ -	**$ -**	$ -
Item 3	**NETOP (Remote Control) Subscription (for all staff-teacher devices) (1 Year)**	1	$ -	**$ -**	$ -
Item 4	**ContentKeeper Filtering and Load Balancing Hardware – Warranty Extension (1 Year)**	25	$ 42,500.00	**$ 33,750.00**	$ 50,000.00
Item 5	**StudentKeeper – Professional Services Scheduled Set-up and Training**	1	$ 7,500.00	**$ 3,990.00**	$ 4,000.00

*** Microshare is a contracted vendor on the PACE (Purchasing Association of Cooperative Entities) Purchasing Cooperative Contract No. P00165. The District invited vendors on cooperative contracts for ContentKeeper to submit proposals for warranty and service extension. Three (3) vendors submitted pricing for this bid.**

Recommendation: **Microshare**

Estimated Expenditure: **$499,740.00**

Contract Term: **February 11, 2025 to June 28, 2026**

kb

Vendor		Ativion				Microshare				Secured Tech Solutions			
Cooperative Contract Number		TIPS #210101				PACE #P00165				TIPS #220105			
Description	Quantity	Unit Price	Discount	Discounted Unit Price	Total	Unit Price	Discount	Discounted Unit Price	Total	Unit Price	Discount	Discounted Unit Price	Total
StudentKeeper – Content Keeper Web Filter and Reporter w/App Defender (1 year)	120000	$4.33	$0.00	$4.33	$519,600.00	$4.50	14.50%	$3.85	$462,000.00	$4.00	$0.00	$4.00	$480,000.00
Student Keeper – Classroom Management SUB (1 Year)	120000	$0.00	$0.00	$0.00	$0.00	$0.00	0%	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
NETOP (Remote Control) Subscription (for all staff-teacher devices) (1 Year)	1	$0.00	$0.00	$0.00	$0.00	$0.00	0%	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
ContentKeeper Filtering and Load Balancing Hardware – Warranty Extension (1 Year)	25	$1,700.00	$0.00	$1,700.00	$42,500.00	$2,000.00	32.50%	$1,350.00	$33,750.00	$2,000.00	$0.00	$2,000.00	$50,000.00
StudentKeeper – Professional Services Scheduled Set-up and Training	1	$7,500.00	$0.00	$7,500.00	$7,500.00	$7,000.00	43%	$3,990.00	$3,990.00	$4,000.00	$0.00	$4,000.00	$4,000.00
				Grand Total	$569,600.00				$499,740.00		$0.00		$534,000.00

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

To: James Briscoe
Director of Procurement Services

From: Jesse Clayburn
Assistant Superintendent of Facilities & Construction

Date: January 16, 2025

Re: February 2025 Board Meeting - Furniture and Equipment

Item Description	Cooperative Purchases

Furniture and Equipment for:

Hopper MS
Kahla MS
Labay MS
Smith MS
Spillane MS
Cy Creek HS
Cy Lakes HS
Cy Ranch HS
Cy Ridge HS
Jersey Village HS

Cook MS*
Hamilton MS*
Thornton MS*
Dean MS*
Truitt MS*
Watkins MS*
Bridgeland HS*
Cy Fair HS*
Cy Falls HS*
Cy Park HS*
Cy Springs HS*
Langham Creek HS*

*Furniture needs due to curriculum/program additions

Recommendation: Administrative and instructional furniture and equipment purchases to be made through approved vendors on BuyBoard (TASB), Texas Comptroller of Public Accounts (TXMAS), OMNIA Partners, and/or Choice Partners (HCDE).

Estimated Expenditure: $26,200,000.00

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

To: **Darin Crawford**
Assistant Superintendent for Support Services

From: **Suzy Hunter**
Nutrition Services Director

Date: **January 8, 2025**

Re: **Ground Coffee for Nutrition Services**
Contract #25-02-3975

The following bids were received and opened at 1:00 p.m., Friday, December 20, 2024, as advertised and specified in documents concerning **Contract #25-02-3975 Ground Coffee for Nutrition Services.** The bids received are located on page 2.

[a] Overall best value to the District.

Recommendation: **Robbins Sales Company Inc**

Estimated Expenditure: **$189,464.00**

Contract Term: **February 11, 2025 - February 10, 2026**

Renewal: **2 Years**

pm

Line 1 Ground Coffee, Medium Roast

SUPPLIER	BRAND/PRODUCT CODE	QTY	UOM	PRICE PER CASE	PRICE PER OZ
Robbins Sales Company Inc	**Pan American Coffee/Classic Roast**	**2200**	**CS**	**$86.12**	**$0.3299** [a]
Canteen Vending	Parks Happy Medium/PK-123201	2200	CS	**$142.94**	**$0.3700**
Canteen Vending	Parks Donut Time/PK-15109	2200	CS	**$142.94**	**$0.3700**
The Masters Distribution Systems Company, Inc.	KraftHeinz/ Maxwell House	2200	CS	**$79.79**	**$0.4683**
Canteen Vending	Folgers/2550030419	2200	CS	**$149.70**	**$0.6190**
More Signing Service, LLC	Folgers/2550030419	2200	CS	**$150.00**	**$0.6203**
Canteen Vending	Independence Coffee Company	2200	CS	**$306.54**	**$0.7660**
Trevor Neil	Folgers/2550030419	2200	CS	**$189.97**	**$0.7900**
Learnskilz Consultants LLC	Folgers/2550030419	2200	CS	**$201.00**	**$0.8300**

Cypress-Fairbanks Independent School District
Nutrition Services Department
11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services
FROM: Suzy Hunter, Nutrition Services Director
DATE: 1/08/2025
RE: Ground Coffee for Nutrition Services 25-02-3975

The purpose of this memo is to explain the evaluation scoring for the Ground Coffee for Nutrition Services 25-02-3975 bid. The vendor awarded has the highest scores per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria include purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter
Suzy Hunter
Nutrition Services Director

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS §

KNOW ALL MEN BY THESE PRESENTS:

COUNTY OF HARRIS §

THAT, **Cypress Fairbanks Independent School District**, of the County of Harris, State of Texas, hereinafter referred to as Grantor, whether one or more, for and in consideration of Grantee's gift to Grantor for the use and benefit of the public, does grant unto the **Harris County Municipal Utility District 155**, a conservation and reclamation district and body corporate and politic created and operating under the laws of the State of Texas, hereinafter referred to as Grantee, a temporary easement for the purpose of providing a construction work area to install a sidewalk upon and across the tract of land at the following address**: Aragon Middle School; 16823 West Road, Houston, Texas 77095**, see attached exhibit for sidewalk location.

This conveyance is made subject to the following agreements and understandings by and between Grantor and Grantee:

1. This instrument does not convey title in or to any part of land herein described or minerals therein or thereunder.

2. This conveyance is made subject to all prior rights of record granted by Grantor or Grantor's predecessors in title affecting the land covered hereby.

3. Improvements placed within the easement tract will be made at the sole cost and expense of Grantee, and no special charge or assessment will be made by Grantee for installation of such improvement.

4. Grantee's rights shall include, without limitation, the right to clear and remove signage, sidewalks, paving, irrigation piping and heads, trees, shrubbery, grass, soil and other growth from the Easement Tract, and the right to bring and operate such equipment thereon as may be necessary or appropriate to effectuate the purposes for which the Temporary Easement is granted; provided, however, any signage, sidewalks, paving, irrigation piping and heads, trees, shrubbery, grass, soil and/or other growth removed by the Grantee upon or across the Temporary Easement shall be restored to at least the condition it was in prior to Grantee's activities.

5. This conveyance and the rights granted to Grantee hereunder shall commence and be effective on the date of execution by Grantor and shall terminate one (1) year after the completion of construction, at the time that the one-year warranty ends.

6. This conveyance shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

TO HAVE AND TO HOLD the said easement unto Grantee, to be used for said purpose, in accordance with the provisions hereof.

EXECUTED this the _____ day of _____, 2025.

_____

Signature

Signature



N

W E

S

SCALE:1"=10'

TEXAS LAND ENGINEERS, INC.
7102 W. SAM HOUSTON PKY N. #230
HOUSTON, TX 77040
PH: (713) 955-0145

REVISIONS

NO.	DATE	DESCRIPTION

HC MUD 155 SIDEWALK DONATION
HC MUD 155 SIDEWALK TO PEDESTRIAN BRIDGE
HARRIS COUNTY
HOUSTON, TX 77095

ARAGON SITE PLAN

STATE OF TEXAS
JOHN D. GERDES
88497
LICENSED
PROFESSIONAL ENGINEER

REGISTRATION No. F-9553

TLE PROJECT NO: HC155-20-36
DATE: JANUARY 30, 2025
DRAWN BY: RG
CHECKED BY: JG

SHEET
EX1

COPYRIGHT © - BY TEXAS LAND ENGINEERS, ALL RIGHTS RESERVED. TO INCLUDE BUT NOT LIMITED TO ALL DESIGN ELEMENTS SUCH AS SITE PLAN, DRAWING, DRAINAGE, UTILITIES, AND CONCEPTUAL LAYOUT. THESE RIGHTS LIMIT THE USE OF THESE DRAWINGS BY ANY OTHER PARTY AND REQUIRE WRITTEN AUTHORIZATION BY TEXAS LAND ENGINEERS. ADDITIONALLY, ANY VIOLATIONS OF THE TEXAS ENGINEERING PRACTICE ACT AND RULES, MORE SPECIFICALLY §137.33 SEALING PROCEDURES WILL BE REPORTED TO THE TEXAS BOARD OF PROFESSIONAL ENGINEERS.

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS §

KNOW ALL MEN BY THESE PRESENTS:

COUNTY OF HARRIS §

THAT, **Cypress Fairbanks Independent School District**, of the County of Harris, State of Texas, hereinafter referred to as Grantor, whether one or more, does grant unto the **County of Harris**, a body corporate and politic under the laws of the State of Texas, hereinafter referred to as Grantee, a temporary easement for the purpose of providing a construction work area to tie-in the existing property to the new roadway, in, over, along, upon and across the tract of land at the following address**: Millsap Elementary School; 12424 Huffmeister Road, Cypress, TX 77429**, see attached exhibit for driveway locations on Shaft Drive.

This conveyance is made subject to the following agreements and understandings by and between Grantor and Grantee:

1. This instrument does not convey title in or to any part of land herein described or minerals therein or thereunder.

2. This conveyance is made subject to all prior rights of record granted by Grantor or Grantor's predecessors in title affecting the land covered hereby.

3. Improvements placed on the land covered hereby will be made at the sole cost and expense of Grantee, and no special charge or assessment will be made by Grantee for installation of such improvement.

4. Grantee's rights shall include, without limitation, the right to clear and remove signage, sidewalks, paving, irrigation piping and heads, trees, shrubbery, grass, soil and other growth from the Easement Track, and the right to bring and operate such equipment thereon as may be necessary or appropriate to effectuate the purposes for which the Easement is granted; provided, however, any signage, sidewalks, paving, irrigation piping and heads, trees, shrubbery, grass, soil and/or other growth removed by the Grantee upon or across the Easement shall be restored to at least the condition it was in prior to Grantee's activities.

5. This conveyance and the rights granted to Grantee hereunder shall commence and be effective on the date of execution by Grantor, and shall terminate one (1) year after the completion of construction, at the time that the one year warranty ends.

6. This conveyance shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

TO HAVE AND TO HOLD the said easement unto Grantee, to be used for said purpose, in accordance with the provisions hereof.

EXECUTED this the __ __ day of _____, 2024.

_____

Signature



NO.	REVISIONS	DATE	NAME
1			
2			
3			
4			
5			

HARRIS COUNTY PRECINCT 3

PROJECT TITLE: SHAFT ROAD FROM HUFFMEISTER ROAD TO ~500' WEST OF RAVENSONG DRIVE		HCED STANDARD
DRAWN BY: TL	SHEET DESCRIPTION: PROPOSED 5' SIDEWALK	
CK'D BY:		
SCALE: 1:60		SHEET NO: 1 / 2
DATE: 11/18/2024	APPROVED BY:	

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

WATER METER EASEMENT

STATE OF TEXAS §
§ KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS §

THAT **CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT** (hereinafter called "Grantor"), for and in consideration of the sum of TEN AND NO/100 DOLLARS ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, has GRANTED, SOLD, and CONVEYED and does by these presents GRANT, SELL, and CONVEY unto HARRIS COUNTY FRESH WATER SUPPLY DISTRICT NO. 61, a conservation and reclamation district and a political subdivision of the State of Texas having a mailing address at 2727 Allen Parkway, Suite 1100, Houston, Texas 77019 ("Grantee"), a water meter easement in, along, over, upon, across, and through the property (the "Easement Area") situated in Harris County, Texas, as described by and depicted on Exhibit "A" attached hereto and incorporated herein by reference for all purposes.

The easement, rights, and privileges herein granted shall be used only for the purposes of constructing, installing, operating, maintaining, repairing, replacing, reconstructing, changing the size of, relocating, and removing a water meter and any and all related facilities (the "Facilities") and for making connections therewith and thereto, together with any and all necessary incidentals and appurtenances thereto, in, along, over, upon, across, and through the Easement Area.

Subject to the foregoing and subsequent provisions hereof, Grantee, its successors, assigns, agents, employees, workmen, and representatives, shall, at all present and future times, have the right and privilege of ingress and egress in, along, over, upon, across, and through the Easement Area for the purposes hereof. If Grantor constructs a gate within the Easement Area, Grantor shall provide Grantee with a key or other means of access that will allow Grantee to exercise its right of ingress and egress in, along, over, upon, across, and through the Easement Area at all times.

This easement shall be subject to and governed by the following provisions:

(1) The easement rights and privileges granted herein are non-exclusive, and Grantor reserves and retains the right to use and enjoy the surface and subsurface of the Easement Area and to convey, plat, and/or dedicate similar rights and easements, as well as other types of rights and easements, to such other persons or entities as Grantor may deem proper, provided, however, that such other uses and conveyances do not materially affect Grantee's use of the Easement Area or Grantee's exercise of the rights and privileges conveyed herein. Grantor shall not have

the right to utilize the Easement Area for parking or planting trees. Further, Grantee, in furtherance of the use and maintenance of the Facilities, shall have the right, at any time and in its sole discretion, to remove, modify, or alter any improvements, including, but not limited to, landscaping and hardscaping, installed or constructed or caused to be installed or constructed by Grantor within the Easement Area. Grantee shall not be liable for the costs associated with the replacement or repair of any improvements removed, modified, or altered by Grantee in furtherance of its exercise of the rights granted herein.

(2) The easement, rights, and privileges herein granted shall be for so long as Grantee or its successor and assigns shall utilize the Easement Area for the purposes intended. The easement rights and privileges granted hereunder shall terminate when or at such time as the purposes hereof cease to exist, are abandoned by Grantee, or become impossible to perform.

(3) The easement, rights and privileges herein granted shall be subject to all valid and subsisting liens, encumbrances, conditions, covenants, restrictions, reservations, exceptions, rights-of-way, and easements of record, including building and zoning ordinances, as well as all laws, regulations, and restrictions by municipal or other governmental authority applicable to and enforceable against the easement hereby granted.

(4) The grant made hereunder is not a conveyance of the Easement Area nor of any interest in the oil, gas, and other minerals in, on, or under the land subject to easement herein granted, but is a grant solely of the easement as above described.

(5) The covenants contained herein shall be covenants running with the land and shall be binding on Grantee, its successors and assigns.

TO HAVE AND TO HOLD the above described easement for the said purposes, together with all and singular, the rights, privileges, and appurtenances thereto as described above in anywise belonging to said Grantee, its successors and assigns, forever, subject to the limitations, provisions, conditions, and restrictions set forth hereinabove, and Grantor hereby binds itself, its successors and assigns, to Warrant and Forever Defend said Easement Area unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof by, through, or under Grantor but not otherwise.

[remainder of this page is intentionally blank]

IN WITNESS WHEREOF, this instrument is executed this _____ day of _____, 2025.

GRANTOR:

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

By: _____

Printed Name: _____

Title: _____

STATE OF TEXAS §
§
COUNTY OF HARRIS §

This instrument was acknowledged before me on _____, by _____, the _____ of Cypress-Fairbanks Independent School District, for purposes intended.

_____
Notary Public in and for the State of Texas

EXHIBIT A

WATER METER EASEMENT

0.0086 ACRE
375 SQUARE FEET
FRANCIS FRY SURVEY
ABSTRACT NO. 268
HARRIS COUNTY, TEXAS

FIELD NOTE DESCRIPTION of a 0.0086 acre (375 square foot) tract of land located in the Francis Fry Survey, Abstract Number 268, Harris County, Texas and said 0.0086 acre tract of land being out of and a part of Restricted Reserve "A", Cy-Fair Independent School District High School Site No. 5, a subdivision recorded under Film Code Number (F.C. No.) 353012 of the Harris County Map Records (H.C.M.R.) and the called 50.000 acre tract described in the deed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) M047668, said 0.0086 acre tract being more particularly described by metes and bounds as follows: (The bearings described herein are oriented to the Texas Coordinate System, South Central Zone, NAD 1983.)

COMMENCING at a 5/8-inch iron rod found in the westerly Right-of-Way (R.O.W.) line of Huffmiester Road (based on a with of 100 feet) recorded under H.C.C.F. No. J702792 marking the southeast corner of Restricted Reserve "B", White Oaks Falls, Sec. 1, a subdivision recorded under F.C. No. 549162, H.C.M.R. and the northwest corner of said Restricted Reserve "A" and the beginning of a non-tangent curve to the left;

THENCE, in a southwesterly direction, along the westerly R.O.W. line of said Huffmiester Road and along said curve to the left, having a radius of 2,050.00 feet, a central angle of 07 degrees 36 minutes 06 seconds (chord bears, South 11 degrees 51 minutes 25 seconds West, 271.78 feet) and an arc distance of 271.98 feet, to the POINT OF BEGINNING and the northeast corner of the herein described tract;

THENCE, in a southwesterly direction, continuing along the westerly R.O.W. line of said Huffmiester Road and said curve to the left, having a radius of 2,050.00 feet, a central angle of 00 degrees 25 minutes 09 seconds (chord bears, South 07 degrees 50 minutes 47 seconds West, 15.00 feet) and an arc distance of 15.00 feet, to the southeast corner of the herein described tract;

THENCE, North 82 degrees 11 minutes 24 seconds West, departing the westerly R.O.W. line of said Huffmiester Road and over and across aforesaid Restricted Reserve "A", a distance of 25.00 feet, to the southwest corner of the herein described tract;

THENCE, North 07 degrees 50 minutes 47 seconds East, continuing over and across said Restricted Reserve "A", a distance of 15.00 feet, to the northwest corner of the herein described tract;

THENCE, South 82 degrees 11 minutes 24 seconds East, continuing over and across said Restricted Reserve "A", a distance of 25.00 feet, to the POINT OF BEGINNING and containing a computed area of 0.0086 acre (375 square feet) of land as depicted on the Water Meter Easement Exhibit dated: December 19, 2024, revised: January 8, 2025, prepared by West Belt Surveying, Inc., Project No. S229-0038J.

West Belt Surveying, Inc.
Certified Firm No. 10073800
21020 Park Row
Katy, Texas 77449
(281) 599-8288



Joel D. Walker Date: 1/8/25
Texas Registration No. 5189

CURVE TABLE					
CURVE	LENGTH	RADIUS	DELTA	CHORD BEARING	CHORD DISTANCE
C1	15.00'	2050.00'	0°25'09"	S07°50'47"W	15.00'

RESTRICTED RESERVE "B"
WHITE OAKS FALLS, SEC. 1
F.C. No. 549162, H.C.M.R.

POINT OF COMMENCING
5/8" I.R. FND.

RESTRICTED RESERVE "A"
CY-FAIR INDEPENDENT SCHOOL DISTRICT
HIGH SCHOOL SITE NO. 5
F.C. No. 353012, H.C.M.R.

CALLED 50.0000 ACRES
CYPRESS-FAIRBANKS INDEPENDENT
SCHOOL DISTRICT
H.C.C.F. No. M047668

0 15 30
SCALE: 1"= 30'

Δ=7°36'06" R=2050.00' L=271.98'
CB=S11°51'25"W CL=271.78'

HUFFMEISTER ROAD
(100' R.O.W.)
H.C.C.F. No. J702792

LINE TABLE		
LINE	BEARING	LENGTH
L1	N82°11'24"W	25.00'
L2	N07°50'47"E	15.00'
L3	S82°11'24"E	25.00'

0.0086 ACRE
(375 SQ. FT.)

L1 L2 L3 C1

POINT OF BEGINNING

SURVEYOR'S NOTES:

1. THE BEARINGS SHOWN HEREON ARE BASED ON THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 83.

2. THERE IS A METES & BOUNDS DESCRIPTION OF THE 0.0086 ACRE TRACT SHOWN HEREON, DATED: DECEMBER 19, 2024, REVISED: JANUARY 8, 2025, THAT ACCOMPANIES THIS PLAT.

3. THIS EXHIBIT HAS NOT BEEN STAKED ON THE GROUND.

ABBREVIATIONS

FC-FILM CODE
FND.-FOUND
H.C.C.F.-HARRIS COUNTY CLERK'S FILE
H.C.M.R.-HARRIS COUNTY MAP RECORDS
I.R.-IRON ROD
PG.-PAGE
R.O.W.-RIGHT-OF-WAY
SQ. FT.-SQUARE FEET
VOL.-VOLUME

STATE OF TEXAS
REGISTERED
JOEL D. WALKER
5189
PROFESSIONAL
LAND SURVEYOR

TO: CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

THIS SURVEY SUBSTANTIALLY COMPLIES WITH THE CURRENT TEXAS SOCIETY OF PROFESSIONAL SURVEYORS MANUAL OF PRACTICE REQUIREMENTS FOR A CATEGORY 1B, CONDITION 3 SURVEY AND THE CURRENT MINIMUM REQUIREMENTS OF THE PROFESSIONAL LAND SURVEYING ACT.

1/8/25
DATE

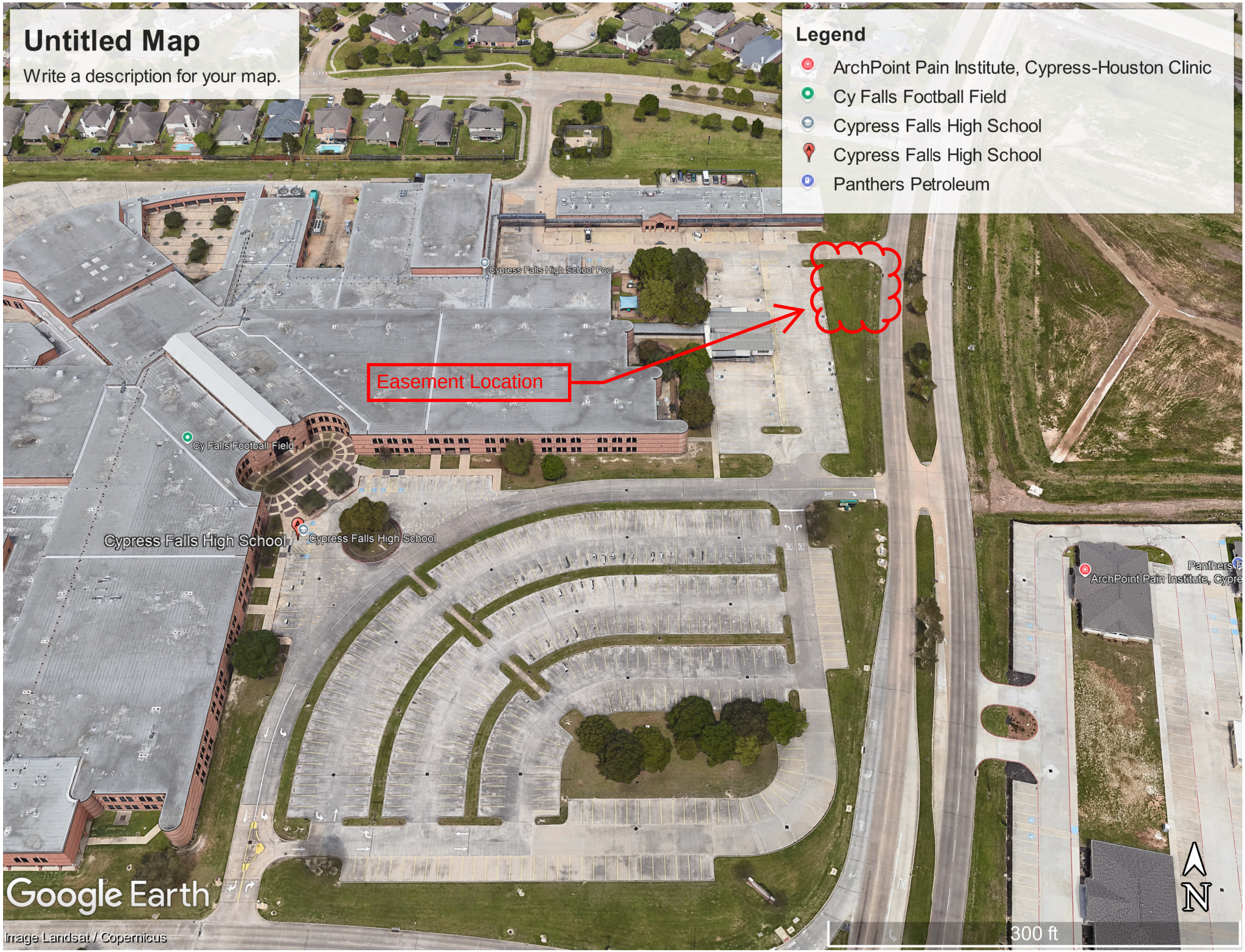
Joel D. Walker
JOEL D. WALKER, R.P.L.S.
TEXAS REGISTRATION NO. 5189

NO.	DATE	REVISIONS	BY
1	1/7/25	REVISED WATER METER ESMT. SIZE	AN

SCALE: 1" = 30'
DRAWN BY: AN
PROJECT NO. S229-0038J
DATE: DECEMBER 19, 2024

0.0086 ACRE (375 SQ. FT.) WATER METER EASEMENT OUT OF THE FRANCIS FRY SURVEY, ABSTRACT NO. 268 HARRIS COUNTY, TEXAS

WEST BELT
SURVEYING, INC.
21020 PARK ROW
KATY, TX. 77449
PHONE: (281) 599-8288
FAX: (281) 492-6026
CERTIFIED FIRM NO. 10073800


Untitled Map
Write a description for your map.
Legend
ArchPoint Pain Institute, Cypress-Houston Clinic
Cy Falls Football Field
Cypress Falls High School
Cypress Falls High School
Panthers Petroleum
Cypress Falls High School Pool
Easement Location
Cy Falls Football Field
Cypress Falls High School
Cypress Falls High School
ArchPoint Pain Institute, Cypre
Google Earth
Image Landsat / Copernicus
300 ft
N

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

Facilities & Construction Department
11440 Matzke Road, Houston, TX 77064

Matt Morgan
Chief Operations Officer

TO: Dr. Douglas Killian
Board of Trustees

FROM: Matt Morgan

DATE: February 10, 2025

RE: **Electricity Procurement**
Proposal #25-01-9300 RFP

Since 2002, which marked the beginning of deregulation of the electricity market in the State of Texas, CFISD has been actively engaged in negotiating the best pricing available for this commodity. The following bulleted items illustrate some of those negotiations:

- From 2002-2007, CFISD participated in an aggregation, which included the majority of surrounding school districts, with Strategic Energy.
- In 2006, CFISD began investigating other options, posted a Request for Proposal (RFP) for electricity pricing, and subsequently signed a contract with TXU Energy.
- In 2009, CFISD posted another Request for Proposal (RFP) for electricity and signed a new contract with TXU Energy.
- In 2015, the market conditions presented CFISD with some savings opportunities for the purchase of electricity in the natural gas futures market. The price of electricity is significantly determined by the natural gas market. We are currently under contract with TXU through April 2025. Since 2016, we have been able to secure rates between 2% and 11% lower through April 2025. The potential savings to the District is approximately $2.7 million for this period when compared to the contracted rate for May 2018 through April 2019.
- In 2019 the market continued to present favorable all time low rates. CFISD extended the contract with TXU and locked in a rate of .03185 per kwh from May 1, 2025, through April 30, 2029, with TXU Energy. This rate will yield a savings of 25 million dollars, compared to current market rates.

Since 2020, the market has not suggested that it will return to all-time lows now or in the perceivable future, making the 2019 contract even more remarkable. Although CFISD has four (4) years before the current contract expires. It is advantageous for CFISD to utilize “time” as a primary factor to best negotiate and execute the next contract. CFISD has issued an RFP that meets CFISD standards and criteria.

We are asking the Board to approve the authorization of the Superintendent or designee to negotiate and execute any and all agreements as may be required that will offer the District the

best value for the procurement of electricity per terms of the RFP and/or TIPS Purchasing Cooperative starting in May 2029. Administration will target a rate at or below a benchmark rate of $0.059/kWh, for an electricity contract past the existing term for up to sixty (60) months. Because of potential timing of the receipt of pricing from the proposers, which is done typically twice a day, and the short response time required to execute the order to purchase the block of electricity for the specified time period, it is critical for this authorization to be approved by the Board. Otherwise, a delay in the decision could result in a missed opportunity for significant savings to the District.

Upon approval of this agenda item, the District will continue to follow the electricity and natural gas futures market, request pricing from the selected Retail Electric Providers and then negotiate a final agreement and execute the order for the purchase of electricity that provides the best value to the District.

If you should have any questions, please do not hesitate to call.

cc: Matt Morgan,
Manny Villalobos, AEM

Proposed Vision Statement

Create a thriving educational community
where each student's full potential
is cultivated, realized, and celebrated
to ensure lifelong success.

CFISD

Proposed Mission Statement

Equip students today
to impact tomorrow.

CFISD

EMERGENCY OPERATIONS STAGING AREA SITE AGREEMENT

This Emergency Operations Staging Area Site Agreement (the "Agreement") is made and entered into on this 10th day of February, 2025 (the "Effective Date") between the property owner Cypress-Fairbanks Independent School District (hereinafter referred to as "Landlord") and CenterPoint Energy Houston Electric, LLC, a Texas limited liability company (hereinafter referred to as "Tenant").

In an effort to maintain and/or restore electric utility service when such service has been disrupted by acts of the elements, equipment malfunctions, accidents, sabotage, or any other occurrences (the "Disruption") where Tenant deems emergency operations to be necessary or advisable, Tenant will be providing emergency operations services in the affected area as a result of the Disruption.

Tenant will be using the BERRY CENTER OF NORTHWEST HOUSTON, 8877 Barker Cypress Rd, Cypress, TX 77433, (the "Property") as agreed to in Exhibit A ("Site Map") as a staging area site for materials, equipment, vehicles, service providers and personnel, and to perform and support the emergency operations.

Now, therefore, it is mutually agreed between the parties as follows:

1. Approved Staging Area – The Approved Staging Area is hereby defined as that certain portion of the Property as agreed to by the Landlord and Tenant and identified as the "Approved Staging Area" on Exhibit A attached hereto and incorporated herein. Tenant hereby accepts the Approved Staging Area in its "as is" condition and Landlord makes no representations, statements, warranties, (express or implied) in respect to the Approved Staging Area's condition and has no further responsibility or liability for its latent defects or general conditions.

2. Term – The term of this agreement shall commence on the Effective Date and shall, unless sooner terminated as provided herein, continue through June 30, 2030.

3. Use of Approved Staging Area – Tenant will use the Approved Staging Area as a staging area site for emergency operation materials, equipment, vehicles, service providers and personnel, and to perform and support emergency operation services. Tenant and its contractor(s) will provide, at Tenant's own cost and responsibility, all facilities, portable and temporary in nature, required as determined by Tenant, to perform the emergency operations. In addition to the emergency operations facilities and equipment, the facilities may also include modular lodging, portable buildings complete with temporary power, tents, trailers, vehicle fueling facilities, portable sanitation facilities, portable water facilities, waste management facilities, exterior lighting, security and safety equipment and supplies, and other temporary facilities as required by Tenant.

4. Rent – There is no rent or any other compensation due Landlord by Tenant under this agreement.

5. Indemnity and Insurance – **TENANT AGREES TO INDEMNIFY AND HOLD HARMLESS LANDLORD, ITS AGENTS, DIRECTORS, AND EMPLOYEES ("INDEMNIFIED PARTY") FROM ANY AND ALL CLAIMS, DAMAGES, LIABILITIES, OR EXPENSES ("CLAIM") ARISING OUT OF THE TENANT'S USE OF THE APPROVED STAGING AREA OR PROPERTY AND ANY ACT OF OMISSION OR NEGLIGENCE OF TENANT, ITS AGENTS, INVITEES OR EMPLOYEES, WHILE ON AND USING THE APPROVED STAGING AREA OR PROPERTY. TENANT'S INDEMNITY OBLIGATION WILL NOT APPLY TO ANY INDEMNIFIED PARTY WITH RESPECT TO ANY CLAIM RESULTING FROM THE INDEMNIFIED PARTY'S NEGLIGENCE OR WILLFUL MISCONDUCT.**

Tenant will maintain $2 million of General Liability Insurance, $2M of Automobile Liability Insurance, Statutory Workers' Compensation, Employer's Liability $500K, and $3M of Excess Liability Insurance for the duration of this agreement. Upon request, Tenant will provide a certificate of insurance evidencing the coverage. Tenant's insurance shall be primary coverage, without any right of contribution from any insurance carried by Landlord. With exception to Workers' Compensation and Employer's Liability, Tenant agrees to include Landlord as an additional insured on the insurance coverage evidenced herein. On all required insurance coverage, there shall be a waiver of subrogation endorsement in favor of the Landlord.

6. Care of the Approved Staging Area – Tenant will provide for the physical security of the Approved Staging Area, the contents, the facilities, and Tenant's personnel during the period of time that Tenant occupies the Approved Staging Area as a staging site and Landlord shall have no responsibility for same, other than for its own property, facilities, and equipment that are already present on the Approved Staging Area.

7. Termination of Agreement – Tenant will give Landlord a one-week notice of termination of this Agreement in writing. Tenant can terminate this Agreement at any time, for any reason, or for its convenience. Termination of this Agreement will not relieve or release Tenant of any obligation it has incurred under this Agreement prior to the effective date of termination.

8. Return of Property to Landlord – Tenant shall return the Property and Approved Staging Area to the Landlord in substantially the same condition in which it was received at the termination of this agreement, clear of any of Tenant's portable or temporary facilities, contents, or possessions. Tenant shall restore the Property and the Approved Staging Area to the same condition, as reasonably practicable, as the Property and Approved Staging Area were immediately prior to this Agreement.

9. Assignment of Agreement – Tenant shall not, without Landlord's prior written consent, sublet or assign the Approved Staging Area or any part thereof.

IN WITNESS WHEREOF, the respective parties hereto have caused this Agreement to be duly executed as of the date first herein written.

LANDLORD:	TENANT:
CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT	**CENTERPOINT ENERGY HOUSTON ELECTRIC, LLC**
BY: _____	BY: _____
NAME: _____	NAME: _____
TITLE: _____	TITLE: _____
DATE: _____	DATE: _____

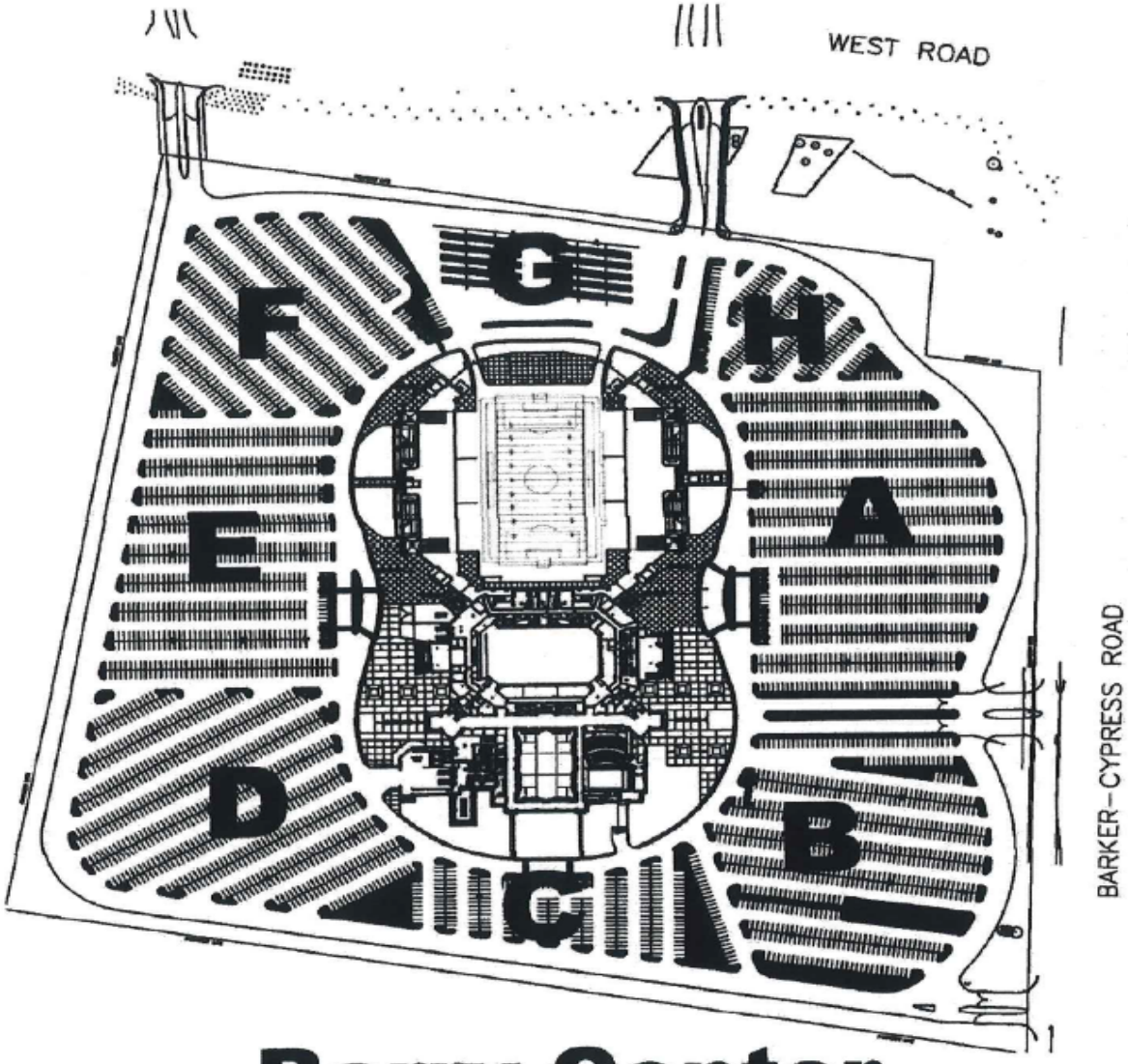
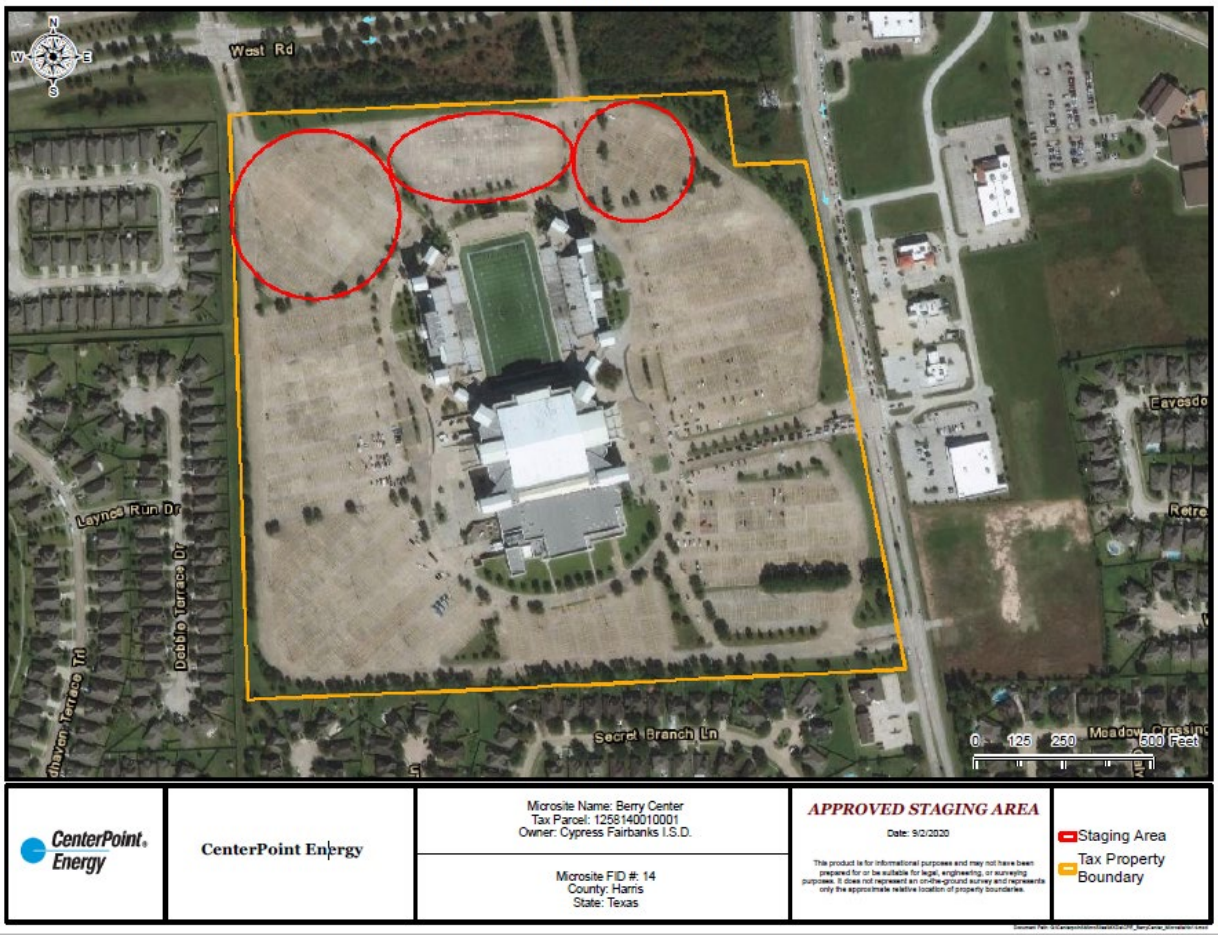

WEST ROAD
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BARKER-CYPRESS ROAD
Berry Center

Exhibit A



CenterPoint Energy	CenterPoint Energy	Microsite Name: Berry Center Tax Parcel: 1258140010001 Owner: Cypress Fairbanks I.S.D. Microsite FID #: 14 County: Harris State: Texas	*APPROVED STAGING AREA* Date: 9/2/2020 This product is for informational purposes and may not have been prepared for or be suitable for legal, engineering, or surveying purposes. It does not represent an on-the-ground survey and represents only the approximate relative location of property boundaries.	Staging Area Tax Property Boundary

EMERGENCY OPERATIONS STAGING AREA SITE AGREEMENT

This Emergency Operations Staging Area Site Agreement (the "Agreement") is made and entered into on this 10th day of February, 2025 (the "Effective Date") between the property owner Cypress-Fairbanks Independent School District (hereinafter referred to as "Landlord") and CenterPoint Energy Houston Electric, LLC, a Texas limited liability company (hereinafter referred to as "Tenant").

In an effort to maintain and/or restore electric utility service when such service has been disrupted by acts of the elements, equipment malfunctions, accidents, sabotage, or any other occurrences (the "Disruption") where Tenant deems emergency operations to be necessary or advisable, Tenant will be providing emergency operations services in the affected area as a result of the Disruption.

Tenant will be using the KEN PRIDGEON STADIUM, 11499 Bobcat Rd, Houston, TX 77064, (the "Property") as agreed to in Exhibit A ("Site Map") as a staging area site for materials, equipment, vehicles, service providers and personnel, and to perform and support the emergency operations.

Now, therefore, it is mutually agreed between the parties as follows:

1. Approved Staging Area – The Approved Staging Area is hereby defined as that certain portion of the Property as agreed to by the Landlord and Tenant and identified as the "Approved Staging Area" on Exhibit A attached hereto and incorporated herein. Tenant hereby accepts the Approved Staging Area in its "as is" condition and Landlord makes no representations, statements, warranties, (express or implied) in respect to the Approved Staging Area's condition and has no further responsibility or liability for its latent defects or general conditions.

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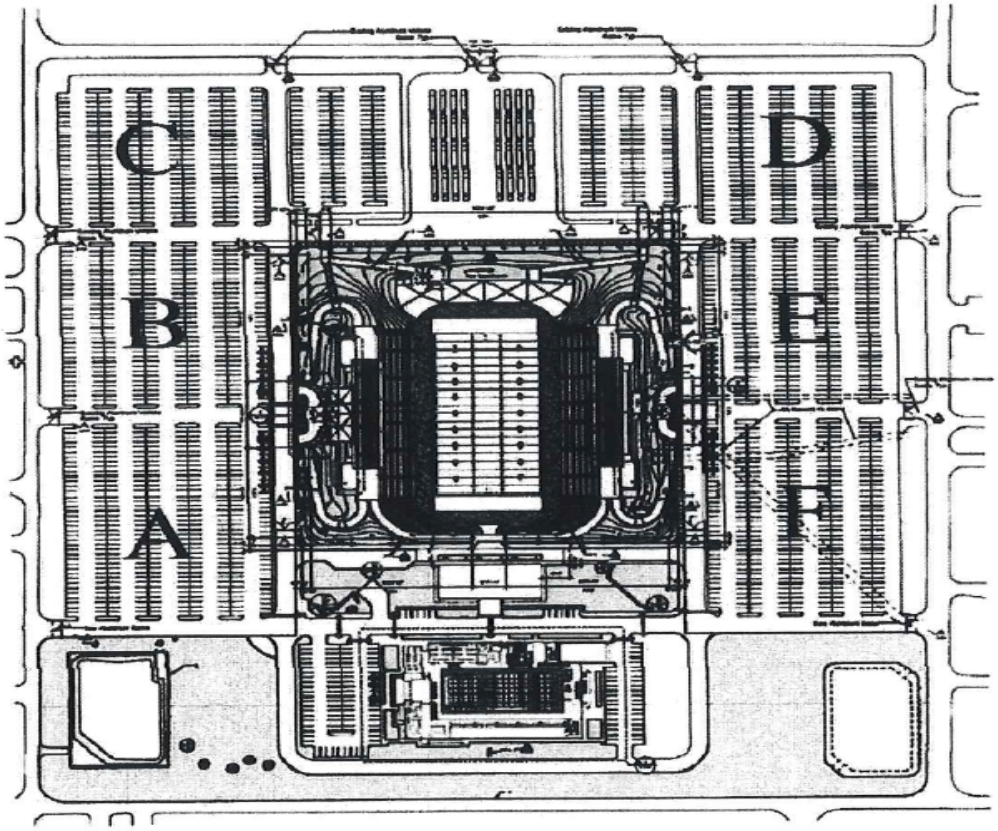
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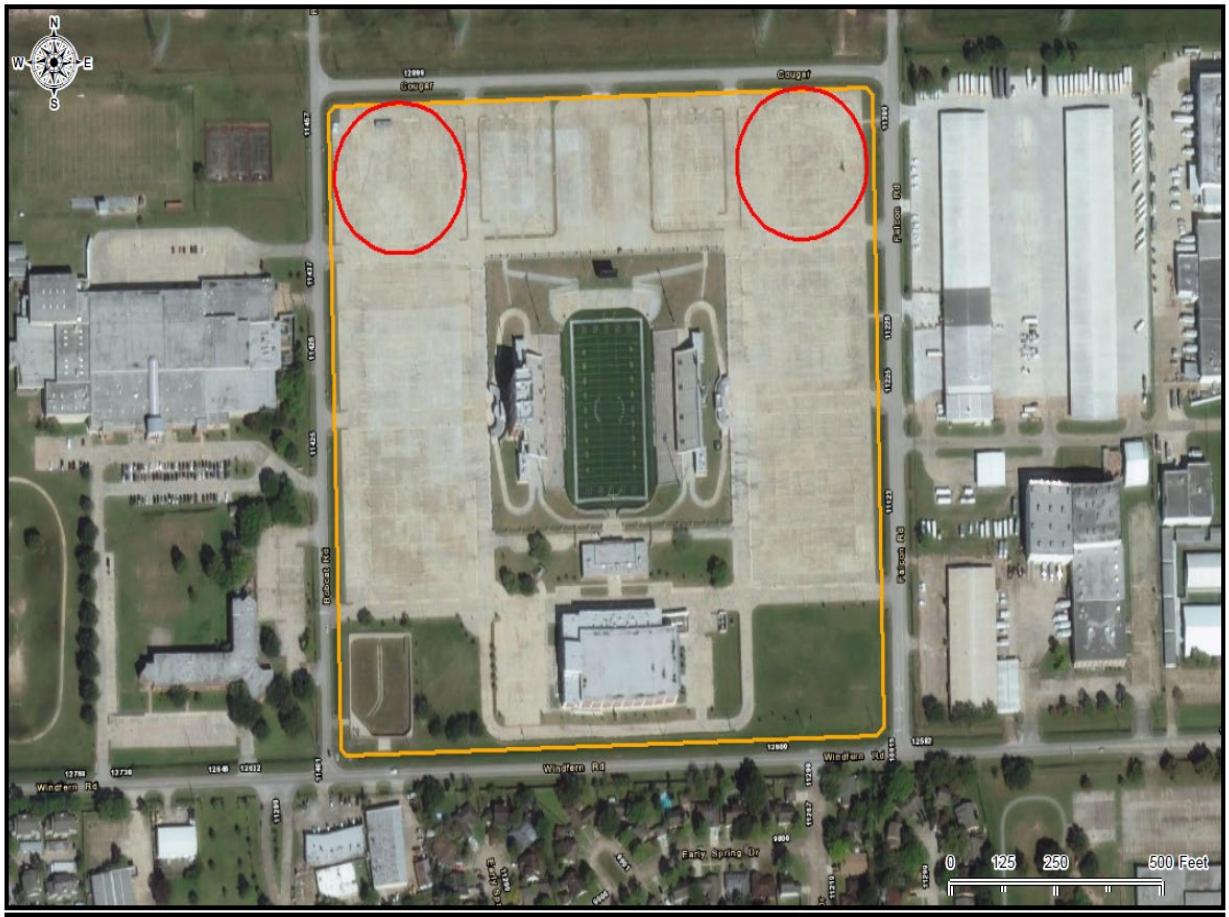
IN WITNESS WHEREOF, the respective parties hereto have caused this Agreement to be duly executed as of the date first herein written.

LANDLORD:	TENANT:
CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT	**CENTERPOINT ENERGY HOUSTON ELECTRIC, LLC**
BY: _____	BY: _____
NAME: _____	NAME: _____
TITLE: _____	TITLE: _____
DATE: _____	DATE: _____



Pridgeon Stadium

Exhibit A



CenterPoint Energy	CenterPoint Energy	Microsite Name: Pridgeon Stadium Complex Tax Parcel:1325080010001 Owner: Cypress Fairbanks I.S.D. Microsite FID #: 19A County: Harris State: Texas	***APPROVED STAGING AREA*** Date: 9/2/2020 This product is for informational purposes and may not have been prepared for or be suitable for legal, engineering, or surveying purposes. It does not represent an on-the-ground survey and represents only the approximate relative location of property boundaries.	Staging Area Tax Property Boundary

Non-Chapter 21 Contracts

Non-Chapter 21 contracts shall be provided for positions included on the list approved by the Board. A non-Chapter 21 contract shall not be governed by Chapter 21 of the Education Code.

Appeal of Employment Actions

AR-Termination During Contract Term

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period in accordance with DCE(LEGAL).

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

Definitions

The term “immediate family” is defined as:

Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis.*
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

To confirm a family relationship, the District may require the employee using leave to provide reasonable documentation, such as a child’s birth certificate, a marriage license, a court order, or a sworn statement from the employee.

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, use, or recording of leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full time or part time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a life-threatening condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time and, if applicable, vacation days, earned by that employee and to lose compensation from the District. Complications resulting from pregnancy shall be treated the same as any other condition.

Line of Duty Eligible Action

An eligible action taken in the line of duty for the purposes of Law Enforcement Line of Duty Leave is defined as a reasonable, lawful, and authorized law enforcement action required by or authorized because the employee is a commissioned police officer on duty for the District. An eligible action does not include illness or injury resulting from routine or administrative duties not specific to law enforcement that occur during the course of employment.

Availability

In accordance with administrative regulation DEC(REGULATION), the District shall make state personal leave and local leave for the current year available for use at the beginning of the fiscal year.

Earning Local Leave

An employee using full or proportionate paid leave shall be considered to be in paid status.

Deductions

Leave Without Pay

The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.

Leave Proration

Employed for Less Than Full Year

If an employee separates from employment with the District before his or her last duty day of the year, or begins employment after the first duty day, state personal leave and local leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for:

1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and
2. Local leave the employee used but had not earned as of the date of separation.

Recording

The following is provided to allow for absences of less than a full day for professional employees:

1. If a professional employee is absent more than three instructional periods or three hours of the day, he or she shall be charged with a full leave day of absence.
2. If a professional employee is absent two or three instructional periods, he or she shall be charged with one-half leave day of absence from duty.
3. Conference or planning periods shall be counted as periods of employment.
4. For the purpose of this provision, elementary schools and support facilities may use hours in the workday in lieu of instructional periods.

The following is provided to allow for absences of less than a full day for hourly and paraprofessional employees:

1. If a paraprofessional employee is absent in excess of 50 percent of his or her workday, the absence shall be charged as one full leave day.
2. If a paraprofessional employee is absent up to 50 percent of his or her workday, the absence shall be charged as one-half leave day.

3. If an hourly employee is absent a portion of his or her workday, the employee shall be charged for the absence on an hourly basis.

If an employee is taking intermittent Family and Medical Leave Act (FMLA) leave, leave shall be recorded in one-hour increments.

Order of Use

Earned compensatory time shall be used before any available paid state and local leave or vacation. [See DEAB]

Unless an employee requests a different order for leave or vacation, available paid leave and vacation shall be used in the following order, as applicable:

1. Local leave.
2. State sick leave accumulated before the 1995-96 school year.
3. Vacation, if applicable.
4. State personal leave.

Concurrent Use of Leave

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require the employee to use compensatory time and paid leave concurrently with FMLA leave. Temporary disability leave shall apply after FMLA leave is exhausted.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Medical Certification

An employee shall submit medical certification of the reason for absence if:

1. The employee is absent more than three consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
4. The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Limitations

Request for Leave

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes. Discretionary use of state personal leave shall be granted on a first-come, first-served basis on each campus or within each department.

Duration of Leave

Discretionary use of state personal leave shall not exceed three consecutive workdays except when used under the student teaching leave provisions for paraprofessional and ancillary employees.

Local Leave

All employees shall earn five paid local leave days per school year, in accordance with administrative regulation DEC(REGULATION), for the first 187 workdays of employment.

Employees in positions requiring more than 187 workdays per year shall earn additional local leave days, in accordance with administrative regulation DEC(REGULATION).

Local leave shall accumulate without limit.

Local leave may be used under the student teaching leave provisions for paraprofessional and ancillary employees.

Unless expressly stated otherwise in this policy, local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year. [See DEC(LEGAL)]

Sick Leave Bank

The District shall establish a sick leave bank that employees may join through contribution of local leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and vacation, if applicable.

If the employee is unable to request leave from the sick leave bank, a member of the employee's family or the employee's supervisor may submit the request.

The Superintendent or designee shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

Emergency Closure Leave

All eligible employees shall receive 10 leave days of emergency closure leave per fiscal year, in accordance with administrative regulation DEC(REGULATION). Emergency closure leave shall not carry over beyond the fiscal year in which it is allocated. Emergency closure leave may only be used if the Superintendent, in accordance with EB(LOCAL), has closed the District, individual campus(es), or facility as a result of a local, regional, or national disaster, epidemic, or other emergency condition resulting in the unplanned closure of the District, individual campus(es), or facility.

Compensation During Closure

Employees who are required to work during an emergency closure of the District or their respective campus(es) or facility shall be compensated in accordance with DEA(LOCAL) and DEA(REGULATION).

Parental Bonding

Local leave and/or state non-discretionary personal leave to a maximum of 10 leave days may be used by an employee for bonding with a child 12 months of age or younger. Paid leave for bonding shall not be granted in conjunction with the provisions of paid leave for adoption or foster care placement for more than a total of 30 days of paid leave. Use of paid leave for parental bonding under

this paragraph shall run concurrently with leave under the FMLA, if applicable.

Adoption / Foster Care

Local leave and/or state non-discretionary personal leave to a maximum of 30 leave days may be used for primary care of an adopted child or for the placement of a child with the employee for foster care if the child is 60 months of age or younger. If both parents of the child are employed by the District, the District shall permit combined paid leave for this purpose to a total of 30 days. Use of paid leave for adoption/foster care under this paragraph shall run concurrently with leave under the FMLA, if applicable.

Mental Health Leave

An employee is eligible for up to three days of mental health leave through administrative leave with pay, granted in response to a traumatic event that occurred in the scope of the employee's employment with the District, as defined in DEC(REGULATION). Mental health leave is provided without a deduction in salary or other leave. Requests for mental health leave must be submitted in writing to the employee's immediate supervisor within seven calendar days of the traumatic event. Mental health leave requests shall be treated with confidentiality.

Assault Leave

An eligible employee who is physically assaulted during the performance of regular duties is entitled to the number of days of leave necessary to recuperate from all physical injuries sustained as a result of the assault, for up to two (2) years from the date of injury. A District employee is physically assaulted if the person engaging in the conduct causing injury to the employee:

1. Could be prosecuted for assault; or
2. Could not be prosecuted for assault only because the person's age or mental capacity makes the person not responsible for purposes of criminal liability.

Assault Leave runs concurrent with any other eligible leave.

An employee is considered recuperated from physical injuries sustained once the employee can return to duty with or without accommodations, unless doing so would worsen an injury or additional leave would facilitate the healing process.

Communicable Disease Leave for Peace Officers

A commissioned peace officer employed by the District as a police officer pursuant to CKEA(LOCAL) is eligible for quarantine or isolation leave if the officer in the scope of employment is:

1. Exposed to or contracts a communicable disease defined as a notifiable condition by the Texas Department of State Health Services in Title 25 of the Texas Administrative Code Section 97.3; and

2. Is ordered by the chief of police or the Harris County Public Health Department to quarantine or isolate as a result of the notifiable condition. The communicable disease leave for District police officers under this provision is provided without a deduction in salary or other leave.

If a District police officer is ordered to quarantine by the Harris County Public Health Department under this provision, the officer is eligible for reimbursement for reasonable costs of lodging and meals for the ordered quarantine in accordance with DEC(REGULATION) and District policy.

Law Enforcement Line of Duty Leave

A commissioned peace officer employed by the District as a police officer pursuant to CKEA (LOCAL) is eligible for Law Enforcement Line of Duty Leave for physical illness or injury resulting from an eligible action taken while on duty. For up to one year, days of Law Enforcement Line of Duty Leave may not be deducted from the officer's personal leave. In the event an officer also qualifies for Assault Leave under this policy, the officer will also be placed on assault, which shall run concurrently with Law Enforcement Line of Duty Leave.

Following exhaustion of Law Enforcement Line of Duty leave, the District shall not extend the leave of absence for a police officer's line of duty illness or injury. However, the officer may utilize and any other eligible leave for which the officer qualifies under this policy (i.e., Assault Leave) or use accumulated personal leave and in accordance with DEC(REGULATION). Injuries or illness resulting from routine or administrative duties not specific to a law enforcement action that occur during employment may be covered by other leave or benefit entitlements for which the officer qualifies and is eligible.

Other Absences

Any other release time granted or approved days of absence shall result in a deduction of the daily rate of pay for each day of absence, unless otherwise provided. [See DMD]

Family and Medical Leave

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured backward from the date an employee uses FMLA leave.

Combined Leave for Spouses

If both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. [See DECA(LEGAL)]

Intermittent or Reduced Schedule Leave	The District shall not permit the use of intermittent or reduced schedule FMLA leave for the care of a newborn child or the adoption or placement of a child with the employee. [See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]
Certification of Leave	If an employee requests or is placed on leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA(LEGAL)] When the need for leave is foreseeable, the employee must return the completed medical certification to the human resources department within 15 calendar days of receiving the form. The healthcare provider must describe the appropriate medical facts regarding the person's health condition. Failure to return the forms on a timely basis, or submission of incomplete forms, may result in a delay or denial of leave and could result in the employee's absence being designated as unexcused and unprotected. The employee shall provide subsequent medical certification every 30 days except as provided by FMLA regulations.
Fitness-for-Duty Certification	If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. The medical certification shall contain a statement about the employee's ability to perform essential job functions. Failure to provide the certification may result in a delay or denial of restoration of employment. The costs associated with obtaining the certification shall be the employee's responsibility. The fitness-for-duty requirement shall not apply to employees returning from intermittent or reduced schedule leave. An employee shall give notice of the intent to return to duty before expiration of the FMLA leave. The employee ordinarily shall give notice two business days before his or her projected date of return in order to minimize potential workplace disruption and to allow for the smooth transition of assignments from other employees to the returning employee.
End-of-Semester Leave	If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. [See DECA(LEGAL), Leave at the End of a Semester]
Failure to Return	If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), Recovery of Benefit Cost]

Temporary Disability Leave

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave. The employee shall provide medical documentation of the need for leave.

A contract employee on temporary disability leave shall notify the Superintendent or designee of the desire to return to active duty at least 30 days prior to the expected date of return. The notice must include a fitness-for-duty certification.

A contract employee returning from temporary disability leave during the last month of service of a contract period must return a minimum of 10 workdays prior to the end of the contract period.

Contract Employees—Certified Educators

Any full-time contract employee whose position requires educator certification by the State Board of Educator Certification (an "educator") shall be eligible for temporary disability leave as stated herein. The maximum length of temporary disability leave shall be 180 calendar days or until all paid leave and vacation days, if any, have been exhausted, whichever is greater.

The Superintendent or designee shall have authority to place an employee on temporary disability leave, as appropriate, when in the judgment of the Superintendent or designee upon review of the medical documentation and/or in consultation with the physician who has performed a medical exam, the employee's condition interferes with the performance of regular duties. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An educator returning to active duty after a leave of absence for temporary disability is entitled to an assignment at the school where the educator formerly taught, subject to the availability of an appropriate teaching position. In any event, the educator shall be placed on active duty no later than the beginning of the next school year. A principal at another location may voluntarily approve the appointment of an educator who wishes to return from leave of absence. However, if no other principal approves the assignment of the educator by the beginning of the next school year, the District must place the educator at the school where the educator formerly taught or was assigned.

Contract Employees—Noncertified Positions

Other full-time contract employees (a "full-time employee") shall be eligible for temporary disability leave as stated herein. The maximum length of temporary disability leave shall be 180 calendar days or until all paid leave and vacation days, if any, have been exhausted, whichever is greater.

The Superintendent or designee shall have authority to place an employee on temporary disability leave, as appropriate, when in the judgment of the Superintendent or designee upon review of the medical documentation and/or in consultation with the physician who has performed a medical exam, the employee's condition interferes with the performance of regular duties. [See DBB(LOCAL)]

The District shall make an effort to place a full-time employee returning to active duty after a leave of absence for temporary disability in an assignment at the school or work location where the full-time employee formerly worked, subject to the availability of the same or a similar position. In any event, the full-time employee shall be placed on active duty no later than the beginning of the next school year; however, the assignment may not be in the same or a similar position.

Noncontract Employees

The District may grant a noncontract employee a leave of absence for temporary disability for a maximum of 60 workdays per 12-month period or until all paid leave is exhausted, whichever is greater. A 12-month period is measured backward from the date the employee was granted temporary disability.

The Superintendent or designee shall have authority to place an employee on temporary disability leave, as appropriate, when in the judgment of the Superintendent or designee upon review of the medical documentation and/or in consultation with the physician who has performed a medical exam, the employee's condition interferes with the performance of regular duties. [See DBB(LOCAL)]

A noncontract employee returning to active duty after a leave of absence for temporary disability shall be assigned to his or her former position, subject to the availability of the position. In the event the former position is no longer available, the employee shall be assigned to the first available comparable or similar position. If a comparable or similar position does not become available within six weeks from the employee's request to return to active duty, the District shall have no further obligation to return the employee to duty; and the employee's employment shall be terminated.

A noncontract employee unable or unwilling to return to work at the conclusion of temporary disability leave and exhaustion of all available leave shall be terminated.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use accumulated paid leave instead of receiving weekly income benefits.

An employee choosing to use paid leave shall not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-injury or pre-illness wage. If the employee does not elect to use paid leave, the employee shall receive workers' compensation wage benefits only, which may not equal his or her pre-injury or pre-illness wage.

Jury Duty

An employee shall be granted leave with pay and without loss of paid leave for jury duty. The employee shall be required to present documentation of the service and shall be allowed to retain any compensation for this service.

Other Court Appearances

An employee shall be granted leave with pay and without loss of paid leave for absences due to compliance with a valid subpoena in the following circumstances:

1. The employee, who is not a party to the litigation, is ordered to appear in a legal proceeding pursuant to a lawfully issued subpoena, in accordance with law. [See DEC(LEGAL)]
2. The employee is a defendant in a lawsuit based on actions taken in the course and scope of his or her employment, and the employee is requested by the District's legal counsel to participate in activities and proceedings related to the defense of the lawsuit.
3. The employee is not a party to a lawsuit involving the District but is otherwise requested by the District's legal counsel to provide information, assistance, or testimony in connection with litigation involving the District.

An employee who is a party to non-District litigation or legal proceedings and is absent due to activities and/or proceedings related to the litigation or legal proceedings must use available state personal leave for the absence.

Professional Study Leave

At the recommendation of a professional employee's principal or supervisor and the Superintendent, a leave of absence without pay may be granted by the Superintendent or designee for up to one contract year for the purposes of pursuing education study or research that are deemed beneficial to the District. The employee

must have been employed by the District for at least three years and hold a term or continuing contract with the District to be eligible to apply.

Return to employment in the position or at the site employed prior to the leave is not guaranteed by the District or the employee. Upon presentation to the District of acceptable documentation of fulfillment of the leave, an employee returning to the District from a professional study leave to the same type of position held immediately prior to the leave shall retain previously accumulated unused local leave, contract status earned in the position held immediately prior to the leave, and career ladder status, if any, in the position held immediately prior to the leave.

Paraprofessional / Ancillary Employee Leave for Student Teaching

At the recommendation of a paraprofessional/ancillary employee's principal or supervisor, the Superintendent or designee may grant a leave of absence with or without pay for one semester as identified on the current District school calendar for the purpose of student teaching. Student teaching is defined as on-campus classroom teaching at a District school under the direction of a university supervisor and cooperating teacher.

The paraprofessional/ancillary employee must have been employed by the District for at least three years and be currently enrolled in a program of study leading to a bachelor's degree, teacher certification, and qualification for highly qualified status under federal law.

The District shall not guarantee a return to employment in the same position or at the site employed prior to the leave. A paraprofessional/ancillary employee returning to the District from this leave shall be assigned to a comparable paraprofessional/ancillary position unless selected for a teaching position.

Reimbursement of Leave Upon Retirement

An employee eligible to earn paid leave benefits shall be reimbursed for earned accumulated local leave, state sick leave, and state personal leave if the employee is eligible to retire under the regulations of the Texas Teacher Retirement System (TRS) and submits a letter of resignation giving notice of retirement from the District.

For an employee whose local, state sick, and state personal leave days have been accumulated on less than a full-day (seven-hour) work schedule, leave days shall be converted to full-day equivalents for this benefit.

The following guidelines shall apply:

1. An eligible employee is defined as one who is eligible to retire and receive a standard annuity that is not reduced for early

retirement under the TRS Program. If an employee meets the criteria to retire under TRS and another state system, and elects the other retirement system, the employee is eligible for reimbursement of earned accumulated leave upon retirement.

2. Maximum benefits shall only be paid to employees who have been employed by the District for 10 years prior to retirement. Employees who have been employed five to nine years may draw 50 percent to 90 percent of the maximum benefit, respectively.

3. The one-time maximum benefit to an employee shall be $125 for each unused day of local leave, state sick leave, and state personal leave, not to exceed a maximum of 150 days.

4. This benefit shall be paid to employees who submit their resignation with the intent to retire either:

    a. At the completion of the semester as identified in the current school calendar; or

    b. At the completion of their annual work calendar year.

The last professional day in each semester for teachers may serve as the end of the semester for hourly employees for purposes of retirement and payment of this benefit. An eligible employee who has not completed a full semester as identified by the current school calendar or completed his or her annual work calendar because of medical conditions certified in writing by a physician shall be paid for his or her accumulated leave balance. Benefits shall be paid in the month following the retirement date.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with the DIA series.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with the DIA series.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with the DIA series.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
Formal Process	An employee may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the next level supervisor. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.
General Provisions	
Filing	Complaint forms and appeal notices may be filed by hand-delivery; electronic communication, including email and fax; or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may dismiss the complaint.

	If the complaint is dismissed, it may be refiled, but only if within the time period for filing a complaint.
Response	At Levels One, Two and Three, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days in accordance with the complainant's work calendar. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process. The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process regardless of the employee's representation.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may in its sole discretion consolidate the complaints.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference. A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.
Audio Recording	As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.
Level One	Complaint forms must be filed: 1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and 2. With the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor. If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One. If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator. The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the appropriate central office administrator.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Level Two administrator shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference.

The Level Two administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information that the Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two appeal to the Level Three administrator.

The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The Level Three administrator shall schedule a conference within ten days after the notice appeal is filed. The conference shall be limited to the issues and documents considered at Level One and Level Two and identified in the Level Three appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level Two decision. The Level Three administrator may set reasonable time limits for the conference.

The Level Three administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Three administrator may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Level Three administrator believes shall help resolve the complaint.

Level Four

If the employee did not receive the relief requested at Level Three or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice shall be filed in writing, on a form provided by the District, within ten days of the date of the written Level Three response, or if no response was received, within ten days of the Level Three response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint shall be on the agenda for submission to the Board.

The Superintendent or designee shall provide the Board the record of the Level Three appeal. The employee may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The notice of appeal from Level Two to Level Three.
4. The written response issued at Level Three and any attachments.
5. All other documents relied upon by the administration in reaching the Level Three decision.

The appeal shall be limited to the issues and documents considered at Level Three, except that if at the Level Four hearing the administration intends to rely on evidence not included in the Level Three record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the

next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Three.

The District shall determine whether the complaint shall be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

Education Code
Chapter 26

Definitions

Parent

For purposes of Chapter 26 of the Education Code, a parent includes a person standing in a parental relation who is listed as a parent or legal guardian in the records of the District. The term does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. *Education Code 26.002*

Biological Sex

In accordance with law, a person's biological sex is identified on the person's official birth certificate provided the statement was:

1. Entered at or near the time of the person's birth; or

2. Modified only to the extent necessary to correct any type of scrivener or clerical error in the person's biological sex.

[See Birth Certificate Statement in FM(LEGAL)]; *Education Code 33.0834*

Gender Fluidity

Any belief, theory, or ideology that:

1. Espouses the view that gender is merely a social construct; and/or

2. Espouses the view that it is possible for a person to be any gender or no gender (i.e., non-binary).

Gender Identity

Any belief, theory, or ideology that:

1. Espouses the view that an individual’s biological sex is different from that person’s biological sex or should be changed to “match” a gender different from that person’s biological sex; and/or

2. Supports hormone therapy or other medical treatments or procedures to temporarily or permanently alter a person’s body so that it “matches” a gender different from that person’s biological sex.

Parental Authority

Parents have the ultimate responsibility and role to guide the beliefs and protect the health and well-being of their children.

A parent has the right to full information concerning their student except as limited by law. An attempt by any District employee to encourage or coerce a student to withhold information from their parent is grounds for disciplinary action. *Education Code 26.008, 26.0085*

Except as limited by law, a parent is entitled to access all records of the District concerning the parent's child, including health and immunization information, teacher and school counselor evaluations, reports of behavioral patterns, and other items. *Education Code 26.004* The District may only withhold information from a parent to the extent authorized by law, and only to the extent reasonably necessary. *Family Code 32.004*

The District shall not diagnose or treat gender dysphoria. Parents have the right to determine when and if to seek professional psychological, psychiatric and/or medical support for their children related to gender dysphoria. *Tex. Att'y Gen. Op. No. KP-0401 (2022)*

Biological Sex-Specific Spaces

District schools shall maintain sex-segregated restrooms, locker rooms and other similar facilities designated for and used only by persons based on the person's biological sex in accordance with CS (Local).

Except as provided below, an interscholastic athletic team sponsored or authorized by the District may not allow a student to compete in an athletic competition sponsored or authorized by the District that is designated for the biological sex opposite to the student's biological sex.

An interscholastic athletic team sponsored or authorized by the District may allow a female student to compete in an interscholastic athletic competition that is designated for male students if a corresponding interscholastic athletic competition designated for female students is not offered or available. *Education Code 33.096; Tex. Att'y Gen. Op. No. KP-0396 (2021)*

Overnight travel accommodations related to team sports and other extracurricular activities requiring hotel rooms will be separated based on biological sex.

Accommodation Plans

In the event a student or a student's parent specifically requests or directs the use of specific pronouns for the student, District staff shall review and consider the request with the student and parent together and create a written plan for the student providing reasonable accommodations. In the event District staff indicate that a student's accommodations interfere with a sincerely held belief, the staff member may request a reasonable accommodation through the Human Resources department.

Except to the extent prohibited by law or in cases of suspected abuse, District staff will notify parents if their child requests a reasonable accommodation related to use of the student's legal name or use of different pronouns from student's biological sex at school,

as part of the interactive dialogue process to create reasonable accommodations for the student.

Gender Identity or Fluidity Materials

No course of instruction, unit of study, materials, instructional materials, or any other curricular or District-sponsored extracurricular offerings shall adopt, support, or promote gender identity or fluidity as part of any District instruction. This prohibition also includes any library or instructional materials that a teacher or administrator might seek to provide to any student, including any situation in which a teacher or administrator would allow a student to "borrow" such library or instructional materials from the District staff member's private collection. Any library or instructional materials accessible in any way to students must be in compliance with EFA (Local) and EFB (Local).

No District staff will instruct, refer, or otherwise guide any student to any Internet website, chat room, or other online forum for publication for instruction or other information regarding gender identity or fluidity, unless such website, chat room, or other online forum has been approved for use in the District's instructional materials. [See EFA]

Information Collection

Surveys

Parental Consent for Surveys

1. District staff will not survey students without affirmative parental consent.

2. Upon request, any survey proposed for student completion must be provided to a student's parent or guardian for review prior to administration to a student.

3. A completed survey by a student must be made available to the student's parent or guardian upon request.

REGION 4
EDUCATION SERVICE CENTER

REGION 4
SERVICES AGREEMENT

This Services Agreement ("Agreement") is made and entered into by and between Cypress-Fairbanks Independent School District ("Cypress-Fairbanks ISD") and Region 4 Education Service Center ("Region 4"), 7145 West Tidwell Road, Houston, Texas 77092 (sometimes collectively referred to as the "Parties" or individually as the "Party"), acting by and through their duly authorized officers or employees.

PREMISES

WHEREAS, Region 4 is competent to provide such services and wishes to enter into this Agreement; and

NOW, THEREFORE, Cypress-Fairbanks ISD and Region 4 agree that the following terms, conditions, and limitations shall govern this Agreement:

1. **Term and Termination**
   This Agreement shall commence on the Effective Date specified below and shall automatically terminate upon the completion of all duties outlined below.

2. **Region 4 Duties**
   Pursuant to this Agreement, Region 4 shall perform the following:
   - **2.1.** Provide one (1) specialist to conduct the professional development session titled "Delegation: The Role of the School Nurse," to be held February 14, 2025, from 9:00 a.m. to 11:00 a.m., at Mark Henry Administrative Building, 11440 Matzke Road, Cypress, Texas 77429, for a maximum of fifty (50) participants.
   - **2.2.** Submit an invoice to Cypress-Fairbanks ISD upon completion of services. An additional fee of twenty-five dollars ($25) plus applicable materials cost will be charged per attendee over the maximum number of participants as specified in Section 2.

3. **Cypress-Fairbanks ISD Duties**
   Pursuant to this Agreement, Cypress-Fairbanks ISD shall perform the following:
   - **3.1.** Recommend that participants preregister for this professional development (PD) session at least 48 hours prior to the training at www.esc4.net, Session ID 1878138.
   - **3.2.** Recommend that participants complete Region 4's online evaluation within one (1) week after services are rendered.
   - **3.3.** Provide space and accommodations, including a display device (data projector) and screen, necessary to ensure an interactive, hands-on professional development experience for participants.
   - **3.4.** Make payment to Region 4 according to Section 4.

3.5. Provide Region 4 with a valid Purchase Order Number in the signature section of this contract.

4. Compensation

In exchange for the Services, Cypress-Fairbanks ISD shall pay to Region 4 an amount not to exceed six hundred ten dollars ($610). If the number of attendees exceeds the maximum number of participants as specified in Section 2. Cypress-Fairbanks ISD shall pay an additional twenty-five dollars ($25) plus applicable materials cost per participant over the maximum number of participants as specified in Section 2.

Cypress-Fairbanks ISD shall pay all amounts due to Region 4 according to the terms of this Agreement within thirty (30) days of receiving an invoice.

5. Expenses

All expenses will be included in the fee for services, which is noted in Section 4.

6. Relationship of the Parties

It is understood and agreed that the parties are separate legal entities, and neither Region 4, nor any of its employees, volunteers, or agents contracted by it, shall be deemed for any purposes to be employees or agents of Cypress-Fairbanks ISD. Region 4 assumes full responsibility for the actions of its personnel and volunteers while performing any services incident to this Agreement and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of income taxes and Social Security), workers' compensation, disability benefits, and like requirements and obligations.

Nothing in this Agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.

7. No Assumption of Liability

Neither Party assumes the liability for the system(s) under the control of the other Party or for the actions of the employees of the other Party.

8. LIMITATION ON LIABILITY

CYPRESS-FAIRBANKS ISD ACKNOWLEDGES AND AGREES THAT THE CONSIDERATION THAT REGION 4 IS CHARGING UNDER THIS AGREEMENT DOES NOT INCLUDE ANY CONSIDERATION FOR ASSUMPTION OF THE RISK, BY REGION 4, OF CYPRESS-FAIRBANKS ISD'S CONSEQUENTIAL, INDIRECT, OR INCIDENTAL DAMAGES THAT MAY ARISE IN CONNECTION WITH THE SERVICES TO BE PROVIDED BY REGION 4 AS SPECIFIED IN SECTION 2. ACCORDINGLY, CYPRESS-FAIRBANKS ISD AGREES THAT REGION 4 SHALL NOT BE RESPONSIBLE TO CYPRESS-FAIRBANKS ISD FOR ANY LOSS OF PROFIT OR ANY INDIRECT, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR RELATED TO THIS AGREEMENT, THE

SERVICES, OR USE OF ANY PRODUCTS OR DOCUMENTS PROVIDED IN CONNECTION WITH THE SERVICES.

Notwithstanding any provision to the contrary, the total aggregate liability of Region 4 arising from or related to this Agreement, the Services provided as part of this Agreement, and/or any products or Documents provided in connection with the Services (whether such liability arises from any claim based on breach or repudiation of contract, warranty, tort, or otherwise) shall not exceed the amount paid to Region 4 by Cypress-Fairbanks ISD under this Agreement during the most recent twelve (12) month period.

9. No Waiver of Immunity

Neither party waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this Agreement and performance of the functions or obligations described herein.

Furthermore, nothing in this Agreement shall be construed to create a claim or cause of action against either Party for which it is not otherwise liable, nor to waive any immunity or defense to which either Party may be entitled, or to create an impermissible deficiency debt of Cypress-Fairbanks ISD or Region 4.

10. Ownership of and Rights to Intellectual Property

This Agreement shall not be construed to convey any rights of ownership or any other license, right, title, or interest in the other Party's trademarks, copyrights, or patents. Each Party to this Agreement retains the right of ownership in its respective intellectual property.

Furthermore, this is not a "work-for-hire" agreement, and Region 4 retains sole ownership of any original works it creates during the course of this Agreement.

11. Confidential and Proprietary Information

As part of this Agreement, the parties may disclose confidential and/or proprietary information, including employee information, technical information, data, drawings and specifications, reports, methods, diagrams, processes, intellectual property, research, and/or processes and procedures. The receiving party shall (i) hold the disclosing party's Confidential/Proprietary Information in strict confidence; (ii) except as previously authorized in writing by the disclosing party, not publish or disclose the disclosing party's Confidential Information to anyone other than the receiving party's employees on a need-to-know basis; and (iii) use the disclosing party's Confidential Information solely for performance of this Agreement. The foregoing requirement shall not apply to any portion of a party's Confidential Information that (a) becomes publicly known through no wrongful act or omission on the part of the receiving party; (b) is already known to the receiving party at the time of the disclosure without similar nondisclosure obligations; (c) is rightfully received by the receiving party from a third party without similar nondisclosure obligations; (d) is approved for release by written authorization of the disclosing party; (e) is clearly demonstrated by the receiving

party to have been independently developed by the receiving party without access to the disclosing party's Confidential Information; or (f) is required to be disclosed by order of a court or governmental body or by applicable law, including the Texas Public Information Act, provided that the party intending to make such required disclosure shall promptly notify the other party of such intended disclosure in order to allow such party to seek a protective order or other remedy.

Notwithstanding anything else contained in this Agreement to the contrary, the term of this Confidential Information section shall continue indefinitely, and this section shall survive the termination of this Agreement.

12. **Subcontractors**
Nothing in this Agreement shall be construed to prohibit Region 4 from using subcontractors to fulfill its duties under this Agreement.

13. **Criminal Background Checks**
Region 4 will comply with applicable statutory obligations regarding criminal background checks set forth in §22.085 and §22.0834 of the Texas Education Code.

14. **Texas Education Code §28.002**
Texas Education Code §28.002 prohibits the adoption and/or use of the Common Core Standards at the state, regional, or local level as a means of complying with essential knowledge and skills and other similar requirements under Chapter 28 of the Texas Education Code. Resources and services provided by Region 4 Education Service Center for Texas schools are aligned with, and designed to support, the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education.

15. **State and Federal Grant Provisions (if applicable)**
This agreement is only effective upon receipt by the subgrantee of the NOGA from the awarding agency. All professional services will be completed during the effective dates of the contract and will follow the provisions of 2 CFR 200.459 Professional Service costs.

16. **Miscellaneous**
No Waiver. No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

Health and Safety Measures. In light of the ongoing pandemic, the parties shall ensure appropriate protocols and safety measures are implemented during the provision of the professional development services, consistent with requirements and guidelines of federal, state and local governments and health officials. Both parties reserve the right at any time up to and during the service, upon a reasonable determination that the protocols or the implementation of same are insufficient to

protect the health and safety of the parties' employees or any other individuals involved with or attending the service, to suspend the in-person service, in which case the parties must reasonably cooperate to arrange for an alternative face to face or virtual service.

Unless otherwise noted below, the authorizing Local Education Agency (LEA) staff member whose signature appears at the end of this contract will be designated as **the contact for any questions or needs** regarding the health and safety measures that may arise before/during this service. If there is a different LEA staff member that is designated as this contact, please indicate this new contact information below:

_____	_____
Name of LEA Contact	LEA Contact Email and Phone Number

Notice. Any notice required to be given under the provisions of this Agreement shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office, and addressed to the other party at the following addresses:

To: Region 4 Education Service Center
Attn: Mr. Ken Culbreath
Director
Office of Emergency Management and School Safety
7145 West Tidwell Road
Houston, Texas 77092-2096
Phone: 713.744.6526
E-mail: ken.culbreath@esc4.net

To: Cypress-Fairbanks Independent School District
Attn: Ms. Melinda Hood
Director
Health Services
11440 Matzke Road
Cypress, Texas 77429
Phone: 281.897.4015
E-mail: melinda.hood@cfisd.net

Either party may designate a different address by giving the other party ten (10) days' prior written notice in the manner provided above.

No Assignment. No assignment of this Agreement or of any duty or obligation or performance hereunder shall be made in whole or in part of either party without the prior written consent of the other party.

Section Headings. The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

Governing Law. This Agreement is made in Texas and shall be construed, interpreted, and governed by the laws of such state. The parties irrevocably consent to the sole and exclusive jurisdiction and venue of the courts of Harris County, Texas, for any action under this Agreement.

Release of Information. The Parties each acknowledge that the other is a public entity subject to the Texas Public Information Act, Chapter 552.001, et. seq. of the Texas Government Code (the "Act"). This Agreement, and any other information submitted to a Party, is subject to disclosure under the Act unless the Texas Attorney General determines that an exception to the Act applies.

Complete Understanding. This Agreement shall constitute the complete understanding of Region 4 and the District and may not be modified in any manner without the express written consent of both parties.

Authorization of Agreement. Each party represents and warrants to the other that the execution of this Agreement has been duly authorized and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

This Agreement is executed in multiple counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument.

SIGNATURES APPEAR ON THE FOLLOWING PAGE

IN WITNESS THEREOF, authorized representatives of Cypress-Fairbanks ISD and Region 4 have executed this Agreement, which shall be effective upon execution by all parties.

BY: REGION 4

Ken Culbreath Digitally signed by Ken Culbreath Date: 2025.01.09 07:53:40 -06'00'

Director Signature Date

Ken Culbreath
Printed Name

Office of Emergency Management and School Safety
Department

BY: CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Authorized Signature Date

Printed Name

Purchase Order #

BY: REGION 4

Kelly Ingram, EdD Digitally signed by Kelly Ingram, EdD Date: 2025.01.14 10:52:53 -06'00'

Deputy Executive Director & Chief of Staff Signature Date

Kelly Ingram, EdD
Printed Name

Center for Strategic District Support
Center

INTERLOCAL CONTRACT
BETWEEN
THE DEPARTMENT OF INFORMATION RESOURCES
AND
CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
RELATING TO THE USE OF THE DIR SHARED SERVICES MASTER SERVICE AGREEMENTS

This Interlocal Contract ("ILC" or "Contract") is entered into by the governmental entities shown above as contracting parties (referred to individually as a "Party" and collectively as the "Parties") pursuant to the provisions of the Interlocal Cooperation Act, Chapter 791, Texas Government Code. This ILC is created under the authority of and to give effect to the intent and purpose of Chapters 2054 and 2059 of the Texas Government Code.

The entity receiving services under the DIR Shared Services Contracts through this ILC is hereinafter referred to as the "Receiving Entity" or the "DIR Customer."

This ILC authorizes DIR Customer to participate in the Department of Information Resources ("DIR" or "Performing Agency") Shared Services Program. The DIR Shared Services Program includes contracts that have been competitively procured by DIR. All specific services and products are purchased through the DIR Shared Services Program contracts and subject to the processes and terms therein.

DIR's Shared Services Program provides for a Multisourcing Service Integrator (MSI) service provider ("MSI SCP") and various Service Component Providers ("SCP"). The Shared Services Master Service Agreements, as amended, are defined on the Shared Services web page on the DIR website ("DIR Shared Services Contracts") and are incorporated herein. Unless otherwise referenced, the references to Exhibits and Attachments herein are references to Exhibits and Attachments of the DIR Shared Services Contracts.

DIR Customer acknowledges and agrees that this ILC is with DIR and, therefore, DIR Customer does not have privity of contract with the SCPs.

Capitalized terms not defined herein shall have the meaning set forth in the relevant DIR Shared Services Contract.

SECTION I
CONTRACTING PARTIES

DIR CUSTOMER: Cypress-Fairbanks Independent School District

PERFORMING AGENCY: Department of Information Resources

SECTION II
STATEMENT OF SERVICES TO BE PERFORMED

2.1 Effect of ILC and General Process

The DIR Shared Services Program offers a variety of services and related support and products. The list of such services is provided through the DIR Shared Services Catalog and the DIR Shared Services portal. Further, SCPs may work with third-party vendors to provide additional services or products within the requirements of the relevant DIR Shared Services Contract.

This ILC describes the rights and responsibilities of the Parties relating to implementation, operation, maintenance, use, payment, and other associated issues by and between DIR Customer and DIR related to the Services to be provided through the DIR Shared Services Contracts. DIR Customer shall receive the Services described in the DIR Shared Services Contracts, subject to the terms of the relevant DIR Shared Services Contracts and this ILC. DIR Customer is only subject to those specific terms to the extent DIR Customer requests services or products through those specific DIR Shared Services Contracts. Each specific DIR Shared Services program also has program-specific terms and conditions. Upon DIR Customer's approval of such terms and conditions, the program-specific terms and conditions are incorporated automatically herein.

The details of specific processes and procedures are contained in the relevant Service Management Manual ("SMM"), developed by the MSI and/or SCPs, approved by DIR, and incorporated herein. The DIR Shared Services Contracts require the MSI and SCPs to develop appropriately documented policies, processes, and procedures and to provide training to DIR Customer personnel where required to ensure effective service interfaces, before approval and adoption of the SMM.

The terms of the relevant DIR Shared Services Contracts will apply to this ILC and will remain in full force and effect except as may be expressly modified by any amendment to the specific DIR Shared Services Contract. Such amendments will automatically apply to this ILC with no further action by the Parties. DIR shall keep DIR Customer generally informed of such amendments and provide the opportunity to provide input to DIR through the Shared Services portal as well as the DIR Shared Services Program Governance structure described below.

2.2 DIR Shared Services Program Process

To obtain Services, DIR Customer shall either order services directly through the MSI Marketplace portal where certain services and pricing are established or request certain services and products through the Request for Services process. This process is detailed in the relevant SMM for each SCP. As part of the response to a Request for Service, DIR Customer will receive a proposal, including the proposed solution or service, estimated cost or other financial obligations, if any, and any other relevant program-specific terms and conditions related to the services provided for in response to the Request for Service.

DIR Customer may accept or decline those terms and services at that time. The final DIR Customer approved technical solution, financial solution, and related terms are contractually binding terms that incorporate the terms of this ILC and the relevant Shared Services Contract(s). The program-specific terms and all other service/solution related terms and conditions are incorporated herein automatically upon DIR Customer's approval of such terms and conditions. Later termination of a Service or solution after an original approval or any pre-payment, may result in additional cost to the DIR Customer and may not allow for any refund of payments already made.

2.3 Change Orders and Change Control

In accordance with the relevant SMM and Shared Services Contract requirements, DIR Customer will coordinate with the MSI and/or SCP for all change requests. Change Control processes and authority may vary between DIR Shared Services Contracts as it relates to the rights of Customers to request changes. Further, Change Control does not allow DIR Customers to alter terms and conditions of the DIR Shared Services Contracts.

SECTION III
DIR CUSTOMER PARTICIPATION

3.1 General Shared Services Governance

Governance of the DIR Shared Services Program is based on an owner-operator approach in which DIR Customers, in the role of operator, actively work with all SCPs to resolve local operational issues and participate in committees to address enterprise matters. Enterprise-level decisions, DIR Customer issues, and resolution of escalated DIR Customer-specific issues are carried out by standing governance committees, organized by subject area and comprised of representatives from DIR Customers, DIR management, SCP management, MSI management, and subject-matter experts. DIR Customers are structured into partner groups that select representatives to participate in these committees. DIR Customer shall participate within this Governance structure as described above and within the relevant SMM(s) ("Shared Services Governance").

3.2 DIR Customer and SCP Interaction and Issue Escalation

In accordance with the relevant SMM(s), DIR Customer shall interface with SCPs on the performance of "day-to-day" operations, including work practices requiring SCP and DIR Customer interaction, issues resolution, training, planning/coordination, and "sign-off." All issues are intended to be resolved at the lowest level possible. In those instances where it becomes necessary, the following escalation path is utilized. If DIR Customer is not able to resolve an issue directly with SCP staff, DIR customer escalates the issue to SCP management. If the issue cannot be resolved by SCP management, DIR Customer escalates to DIR. If the issue cannot be resolved by DIR, DIR Customer escalates to the appropriate DIR Shared Services Program Governance committee.

3.3 DIR Customer Specific Laws

Per the Compliance with Laws section of the DIR Shared Services Contracts, DIR Customer shall notify DIR, in writing, of all DIR Customer-specific laws ("DIR Customer-Specific Laws"), other than SCP Laws, that pertain to any part of DIR Customer's business that is supported by SCPs under the DIR Shared Services Contracts, and DIR will notify SCPs, in writing, of such DIR Customer-Specific Laws. The Parties intend that such DIR Customer-Specific Laws will be identified and included in the portion of the SMM specific to DIR Customer. DIR Customer shall use commercially reasonable efforts to notify DIR, in writing, of any changes to DIR Customer-Specific Laws that may, in any way, impact the performance, provision, receipt and use of Services under the DIR Shared Services Contracts. DIR shall advise SCPs of such change and require that any changes to DIR Customer-Specific Laws are identified and included in the SMM. If necessary to facilitate DIR compliance with the requirements of the DIR Shared Services Contracts, DIR Customer shall provide written interpretation to DIR of any DIR Customer-Specific Law.

3.4 DIR Customer responsibilities

Where appropriate, DIR Customer shall support the following:

(a) Software currency standards are established for the Shared Services environment through the owner operator governance model. DIR Customers will be engaged in approval of these standards and the development of technology roadmaps that employ these software currency standards. DIR Customers are expected to remediate applications in order to comply with the standards

(b) Technology standards (e.g. server naming standards, reference hardware architectures, operating system platforms) are established through Shared Services Governance. DIR Customers will adhere to these standards. Any exceptions will follow governance request processes.

(c) DIR Customer shall ensure network connectivity and sufficient bandwidth to meet DIR Customer's needs.

(d) DIR Customers will collaborate with SCPs to establish and leverage standard, regular change windows to support changes to enterprise systems. These change windows will be constructed to support varying degrees of service impact, from planned down-time to no service impact. Standard enterprise changes during these windows may affect all systems in one or more of the consolidated data centers simultaneously.

(e) DIR Customers will support the consolidation of commodity services into shared enterprise solutions that leverage common management and configuration practices delivered by the service providers. Examples of such commodity services are SMTP mail relay and DNS management.

(f) DIR Customers will support and align with standard enterprise Service Responsibilities Matrixes and associated processes for obtaining an exception or making improvements to the standard enterprise Service Responsibility Matrixes.

3.5 DIR Customer Equipment and Facilities

Any use by SCPs of DIR Customer Equipment and/or Facilities shall be limited to the purpose of fulfilling the requirements of this ILC or the DIR Shared Services Contracts.

DIR Customer will retain ownership of DIR Customer Equipment. DIR Customer shall comply with DIR refresh policies, as amended from time to time by DIR.

3.6 DIR Customer Contracts, Leases, and Software with Third Parties

DIR Customer will make available for use or use its best efforts to cause to be made available for use by DIR and/or SCPs the DIR Customer Contracts and Leases with third parties ("DIR Customer Third Party Contracts and Leases") and DIR Customer third party software ("DIR Customer-Licensed Third Party Software") that pertain to the Shared Services. Any use by DIR and/or SCPs of DIR Customer Third Party Contracts and Leases and/or DIR Customer-Licensed Third Party Software shall be limited to fulfilling the requirements of this ILC or the DIR Shared Services Contracts.

SCPs shall obtain all Required Consents in accordance with DIR Shared Services Contracts. DIR Customer will use its best efforts to assist SCPs to obtain from each Third Party Software licensor the right to use the DIR Customer-Licensed Third Party Software for Services provided under the DIR Shared Services Contracts. Except to the extent expressly provided otherwise and in accordance with the DIR Shared Services Contracts, SCPs shall pay all transfer, re-licensing, termination charges and other costs or expenses associated with obtaining any Required Consents or obtaining any licenses or agreements as to which SCPs are unable to obtain such Required Consents. If requested by DIR, DIR Customer shall cooperate with SCPs in obtaining the Required Consents by executing appropriate DIR approved written communications and other documents prepared or provided by SCPs.

3.7 Security

DIR Customer shall comply with recommended relevant security standards and relevant SCP security guides, as amended from time to time by DIR, the MSI, or the SCP. DIR Customer shall inform DIR as to any DIR Customer specific security considerations.

DIR Customer acknowledges that any failure on its part to follow recommended security standards, policies, and procedures may place its own data and operations at risk as well as those of SCP(s) and other governmental entities. DIR Customer accepts the related potential risks and liabilities that are created by DIR Customer's failure to comply with the recommendations if it is determined such recommendations would have prevented an issue. DIR accepts no responsibility for the risk or liability incurred due to a DIR

Customer's decision to not follow DIR's recommendations. SCP will not be liable for violations of security policies and procedures by DIR Customer. Additionally, failure to comply with security standards, policies, and procedures may lead to the suspension or termination of the availability of certain Applications and services. SCP will give DIR and the DIR Customer notification of non-compliance.

SECTION IV
CONTRACT AMOUNT

In accordance with terms of the DIR Shared Services Contracts, including all relevant pricing and accepted Request for Services proposals, and this ILC, DIR Customer shall be responsible for and agrees to pay DIR the applicable Charges for Services received from the SCPs and the MSI, Services DIR Customer agrees to pre-pay, the DIR recovery fees, any allocated charges, and any Pass Through Expenses incurred by DIR or SCPs on behalf of DIR Customer. The applicable fees are set out in the relevant DIR Shared Services Contracts as incorporated herein and, if applicable, specifically addressed in response to any Request for Services. Certain pricing is based upon DIR Customer's specific consumption; therefore, DIR Customer controls the amounts and duration of the contract amounts. It is understood and agreed that amounts are subject to change depending upon Services required and/or requested and approved and further dependent upon legislative direction and appropriations available for such Services.

Attachment A provides the estimated spend for services as approved by DIR Customer. DIR Customer may complete this form, as may be required by DIR Customer's own processes and procedures, and submit it to DIR. This form may be revised and updated by DIR Customer at any time as needed without a formal amendment from DIR by DIR Customer submitting to DIR an updated form. DIR Customer must adhere to its own policies and processes for authorizing an adjustment to such amounts internally. DIR Customer is solely responsible for monitoring compliance with Attachment A and to communicate any changes to Attachment A to DIR. DIR shall not be responsible for monitoring or ensuring such compliance.

SECTION V
PAYMENT FOR SERVICES

DIR shall electronically invoice DIR Customer for Services on a monthly basis. Certain Services may not require Customer payment and, thus, may not be invoiced. Each invoice shall include the applicable monthly charges for Services received from the SCPs, the DIR recovery fees, all allocated charges, and any Pass-Through Expenses incurred by DIR or SCPs on behalf of DIR Customer in accordance with the DIR Shared Services Contracts.

The DIR recovery fees shall be reviewed at least annually in accordance with the requirements for billed statewide central services as set forth in OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments (as updated, revised or restated) and other applicable statutes, rules, regulations and guidelines. DIR shall retain

documentation for the DIR recovery fees. DIR fees are also determined and reported in accordance with DIR processes and sections 2054.0345-0346 of the Texas Government Code.

Each invoice shall include sufficient detail for DIR Customer to allocate costs to all federal and state programs in accordance with the relative benefits received and to make federal claims according to the federal cost plan of DIR Customer.

In order to allow DIR to meet the statutory payment requirements in Chapter 2251, Texas Government Code, DIR Customer shall make monthly payments by check or Electronic Funds Transfer (EFT) within twenty (20) days following receipt of each invoice from DIR. For purposes of determination of the payment due date, DIR and DIR Customer shall use the date when the invoice is electronically transmitted by DIR to DIR Customer and posted on the chargeback system along with reports that substantiate the service volumes and associated charges. Although cash flow considerations require timely payments as required herein, the rights of DIR Customer and DIR to dispute charges shall be consistent with Texas law.

The MSI SCP is required to develop and maintain a chargeback system. DIR shall coordinate requirements and functionality for the chargeback system with DIR Customer needs and requirements under federal and state requirements for invoiced charges generated through the system. DIR Customer shall utilize this chargeback system to link the designated measurable activity indicators (such as applications or print jobs) with the appropriate financial coding streams. DIR Customer shall update this information monthly, or at such other intervals as are necessary, to enable the MSI SCP to generate accurate invoices reflecting the appropriate distribution of costs as designated by DIR Customer.

DIR Customer is liable for all costs and expenses associated with providing Services under the ILC to the extent such costs and expenses have been incurred by DIR and such Services have been provided to DIR Customer or DIR Customer agrees to pay for such Services prior to receiving them.

Except as allowed in Texas Government Code, Chapter 2251, DIR Customer shall have no right to set off, withhold or otherwise reduce payment on an invoice. In accordance with Texas Government Code, Section 791.015, to ensure enforceability of payment obligations, DIR Customer consents to DIR presenting this ILC and all unpaid invoices to the alternate dispute resolution process, as set forth in Chapter 2009, Texas Government Code. Provided, however, that such consent shall not constitute an agreement or stipulation that Services have been provided or that the invoices are correct. DIR Customer expressly retains all rights to which it is entitled under Texas Government Code, Chapter 2251, in the event of a disagreement with DIR as to whether Services have been provided and accepted or an invoice contains an error.

If DIR Customer disputes an invoice, it shall present the billing dispute in writing directly to the MSI through the Service Catalog within four (4) invoice cycles after the date DIR Customer receives the invoice and reports that substantiate the service volumes and

associated Charges from DIR. DIR Customer will provide to the MSI all relevant documentation to justify the billing dispute.

SECTION VI
TERM AND TERMINATION OF CONTRACT AND SERVICES

6.1 Term and Termination of ILC

The term of this ILC shall commence upon start of services or execution of this ILC, whichever shall come earlier, and shall terminate upon mutual agreement of the Parties.

This ILC is contingent on the continued appropriation of sufficient funds to pay the amounts specified in DIR Customer's Requests for Services, including the continued availability of sufficient relevant federal funds if applicable. Continuation of the ILC is also contingent on the continued statutory authority of the Parties to contract for the Services. If this ILC is terminated for any reason other than lack of sufficient funds, lack of statutory authority, or material breach by DIR, DIR Customer shall pay DIR an amount sufficient to reimburse DIR for any termination charges and any termination assistance charges incurred under the DIR Shared Services Contracts and this ILC as a result of such termination by DIR Customer. DIR Customer shall provide at least ninety (90) days' written notice to DIR prior to termination. Payment of such compensation by DIR Customer to DIR shall be a condition precedent to DIR Customer's termination.

DIR and DIR Customer acknowledge and agree that compliance with federal law and ongoing cooperation with federal authorities concerning the expenditure of federal funds in connection with the DIR Shared Services Contracts and this ILC are essential to the continued receipt of any relevant federal funds.

6.2 Termination of Services

If DIR Customer terminates certain Services, that it requested and approved, for convenience, DIR Customer shall pay the remaining requisite unrecovered costs that have already been incurred prior to the notice of termination, such unrecovered costs will be calculated in accordance with the relevant Shared Services Contract, SMM, or the approved services proposal and related terms. DIR Customer understands that it may not be able to terminate services or receive any refund of a pre-payment after approving the relevant financial solution.

SECTION VII
MISCELLANEOUS PROVISIONS

7.1 Public Information Act Requests

Under Chapter 552, Texas Government Code (the Public Information Act), information held by SCPs in connection with the DIR Shared Services Contracts is information collected, assembled, and maintained for DIR. DIR shall respond to Public Information Act requests for SCP information. If DIR Customer receives a Public Information Act request for SCP information that DIR Customer possesses, DIR Customer shall respond to the request as it relates to the information held by DIR Customer. Responses to requests for confidential information shall be handled in accordance with the provisions of the Public Information Act relating to Attorney General Decisions. Neither Party is authorized to receive or respond to Public Information Act requests on behalf of the other. If SCP or DIR receives a Public Information Act request for information or data owned by DIR Customer, DIR or SCP will refer the requestor to DIR Customer.

7.2 Inventory Control

DIR shall coordinate financial accounting and control processes between DIR Customer and SCPs and ensure inclusion of reasonable control and reporting mechanisms, including any control and reporting mechanisms specifically required by DIR Customer, in the Service Management Manual. Such procedures shall specifically recognize DIR Customer requirements for inventory control and accounting for state owned and leased equipment and facilities, including hardware, software, contracts, and other items of value that may be utilized by, or authorized for use under the direction and control of SCPs.

7.3 Confidential Information

DIR shall require SCPs to maintain the confidentiality of DIR Customer information to the same extent that DIR Customer is required to maintain the confidentiality of the information, and with the same degree of care SCPs use to protect their own confidential information. DIR acknowledges that DIR Customer may be legally prohibited from disclosing or allowing access to certain confidential data in its possession to any third party, including DIR and SCPs. The relevant SMM shall document detailed confidentiality procedures, including the process DIR Customer shall follow to identify confidential information it is legally prohibited from disclosing or allowing access to by DIR and SCPs and including confidentiality procedures required that are specific to DIR Customer. The DIR Shared Services Contracts sets forth the confidentiality obligations of SCPs.

DIR Customer shall notify DIR, in writing, (1) if DIR Customer is a covered entity subject to the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations at 45 Code of Federal Regulations Parts 160 and 164, that is required to enter into a business associate agreement with DIR or SCPs; (2) if DIR Customer receives Federal tax returns or return information; and (3) if DIR Customer is subject to any other requirements specific to the provision of Services. If DIR Customer receives federal tax returns or return information, then DIR Customer must comply with the requirement of IRS Publication 1075 and Exhibit 7 to IRS Publication 1075. In the event a DIR customer is subject to additional requirement as mentioned in this section, DIR shall require SCPs to maintain the confidentiality of DIR Customer information in accordance with language

included in Attachment B of this agreement. Such additional requirements as is included in Attachment B of this agreement shall be included in the relevant SMM.

7.4 Notification Information

Contact information for purposes of notification for each Party is set forth below.

DIR Customer's Primary Contact

Name: __Oscar Gonzalez_____
Title: ___Cybersecurity Manager_____
Address: _ 10300 Jones Road Houston, TX 77065__
Telephone: __281-897-4646_____
Email: _____oscar.gonzalez2@cfisd.net_____

DIR's Primary Contact

sharedservicescontractoffice@dir.texas.gov

The DIR Billing Contact is listed in the DIR Contacts section of the monthly Shared Services Payment Guidance letter, which is provided to the DIR Customer with the monthly Shared Services invoice.

7.5 Binding Effect

The Parties hereto bind themselves to the faithful performance of their respective obligations under this ILC.

7.6 Amendments

This ILC may not be amended except by written document signed by the Parties hereto or as specified within this ILC or the attachment being amended.

7.7 Conflicts between Agreements

If the terms of this Contract conflict with the terms of any other contract between the Parties, the most recent contract shall prevail. This Contract provides a general description of certain terms within the DIR Shared Services Contracts. If the terms of this Contract conflict with the terms of the DIR Shared Services Contracts, the DIR Shared Services Contracts' terms shall prevail. If the terms of this Contract conflict with the terms of an accepted proposal or solution from a Request for Services, this Contract shall prevail.

7.8 Responsibilities of the Parties

The Parties shall comply with all federal, state and local laws, statutes, ordinances, rules and regulations and with the orders and decrees of any courts or administrative bodies or tribunals in any manner affecting the performance of the ILC. The parties do not intend to create a joint venture. Each Party acknowledges it is not an agent, servant or employee of the other. Each Party is responsible for its own acts and deeds and for those of its agents, servants and employees. Notwithstanding the foregoing, DIR will cooperate with DIR Customer in all reasonable respects to resolve any issues pertaining to federal funding in connection with this ILC or the DIR Shared Services Contracts.

DIR and DIR Customer agree that Services contemplated in this ILC shall be governed by provisions in the DIR Shared Services Contracts regarding individual responsibilities of the parties, including Services provided by the SCPs. DIR Customer shall comply with all policies, procedures, and processes in the relevant SMM (s) and as provided by DIR. In the event DIR Customer actions, failure to perform certain responsibilities, or Request for Services result in financial costs to DIR, including interest accrued, those costs shall be the responsibility of DIR Customer. DIR and DIR Customer shall coordinate and plan for situations where conflicts, failure to perform or meet timely deadlines, or competition for resources may occur during the term of this contract. Unless otherwise specifically addressed, the governance process, addressed above, for the DIR Shared Services Contracts shall be used for issue resolution between DIR Customers, DIR and DIR SCPs.

7.9 Audit Rights of the State Auditor's Office

In accordance with Section 2262.154, Texas Government Code and other applicable law, the Parties acknowledge and agree that: (1) the state auditor, the Parties' internal auditors, and if applicable, the Office of Inspector General of DIR Customer or their designees may conduct audits or investigations of any entity receiving funds from the state directly under the Contract or the DIR Shared Services Contracts, or indirectly through a subcontract under the DIR Shared Services Contracts; (2) that the acceptance of funds directly through this Contract or indirectly through a subcontractor under the Contract acts as acceptance of the authority of the state auditor, under the direction of the legislative audit committee, the Parties' internal auditors, and if applicable, the Office of Inspector General of DIR Customer or their designees to conduct audits or investigations in connection with those funds; and (3) that the Parties shall provide such auditors or inspectors with access to any information considered relevant by such auditors or inspectors to their investigations or audits.

7.10 General Terms

Except as expressly provided herein, no provision of this ILC will constitute or be construed as a waiver of any of the privileges, rights, defenses, remedies or immunities available to DIR Customer. The failure to enforce or any delay in the enforcement of any privileges, rights, defenses, remedies, or immunities available to DIR Customer by law will not constitute a waiver of said privileges, rights, defenses, remedies, or immunities or be considered as a basis for estoppel. Except as expressly provided herein, DIR

Customer does not waive any privileges, rights, defenses, remedies or immunities available to DIR Customer.

This Customer Agreement will be construed and governed by the laws of the State of Texas. Venue for any action relating to this Customer Agreement is in Texas state courts in Austin, Travis County, Texas, or, with respect to any matter in which the federal courts have exclusive jurisdiction, the federal courts for Travis County, Texas.

If one or more provisions of this ILC, or the application of any provision to any Party or circumstance, is held invalid, unenforceable, or illegal in any respect, the remainder of this ILC and the application of the provision to other Parties or circumstances will remain valid and in full force and effect.

Signatory Warranty

Each signatory warrants requisite authority to execute the ILC on behalf of the entity represented.

SECTION VIII
CERTIFICATIONS

The undersigned Parties hereby certify that: (1) the matters specified above are necessary and essential for activities that are properly within the statutory functions and programs of the affected agencies of State Government; (2) this ILC serves the interest of efficient and economical administration of State Government; and (3) the Services, supplies or materials in this ILC are not required by Section 21, Article 16 of the Constitution of Texas to be supplied under contract given to the lowest responsible bidder.

IN WITNESS WHEREOF, the Parties have signed this ILC effective on date of last signature below.

RECEIVING ENTITY: Cypress-Fairbanks Independent School District

By: _____

Printed Name: _____Karen Smith_____

Title: _____Chief Financial Officer_____

Date: _____

PERFORMING AGENCY: DEPARTMENT OF INFORMATION RESOURCES

By: _____

Printed Name: Dale Richardson

Title: Chief Operating Officer

Date: _____

Legal: _____

Attachments to ILC

Attachment A Estimated Spend Form – (Customer may provide Attachment A to DIR if required by their processes.)

Attachment B Additional Confidentially Requirements – (As necessary and described in Section 7.3, Confidential Information)

Attachment A
Estimated Spend Form

*This form is to be used as needed by the DIR Customer to capture spend within the Shared Services Program. This amount may be based upon the DIR Customer's biennial budget(s).

Below are the estimated spend amounts for certain DIR Shared Services received through this IAC and may change based upon DIR Customer consumption. This amount is to be managed and monitored solely by the DIR Customer. Amounts may be transferred by the DIR Customer that change this amount. Such increases or decreases are strictly within the control of the DIR Customer.

DIR Customer is required to pay for any costs incurred in accordance with this IAC and the related DIR Shared Services Contracts regardless of the estimated spend amounts reflected herein.

Updates to this form may be executed through written notice by the DIR Customer to DIR.

Costs, such as incremental network expenses, which are billed directly to or paid by the DIR Customer, are not included in these amounts.

For the period February 11, 2024 through August 31, 2025, the estimated spend is $50,700 as the spend applies to Manage Security Services.

DIR Customer acknowledges and agrees that the responsibility to manage, monitor, and change the amounts contained in this form are the sole responsibility of the DIR Customer. Further, each signatory warrants requisite authority to execute any changes to this Attachment A in accordance with the DIR Customer's applicable approval processes.

By:_____

Printed Name:_____

Title:_____

Date: _____

NOTICE OF A PUBLIC MEETING &
NOTICE OF PROPOSED CONTRACT FOR LEGAL SERVICES

Notice is hereby given that a meeting of the Board of Trustees of Cypress-Fairbanks Independent School District be held on February 10, 2025, for the purpose of considering and taking action on all matters on the agenda for the meeting, including approval of an agreement with the law firms of Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC as special counsel to perform all legal services necessary to recover damages sustained by the District related to youth social media usage and any other action that may be necessary to pursue the best interests of the District in related litigation on a contingent fee basis.

The purpose of the agreement is to pursue any and all available causes of action in Multi District Litigation 3047 or JCCP 5255 seeking to recover damages due to youth social media usage and addiction sustained by Cypress-Fairbanks Independent School District. By way of this agreement, Cypress-Fairbanks Independent School District seeks to recover damages, court costs, penalties, and other relief under applicable law.

Thompson & Horton, LLP is a full-service school law firm whose mission is to provide the highest quality personalized legal service to public and private schools, institutions of higher education, local governments, and private individuals and companies. Thompson & Horton attorneys have unique and specialized qualifications based on several hundred years of combined experience. Leaders in the field, their attorneys have been directly involved in many of the most significant court cases, administrative decisions, and public policy developments affecting their clients over the past 40 years. Thompson & Horton has represented the District since 2009. Thompson & Horton discussed the social media litigation with the District in the Autumn of 2024. Thompson & Horton introduced O'Hanlon, Demerath & Castillo and Eiland & Bonnin to the District to consider the social media litigation.

Eiland & Bonnin, PC engages in complex contingent fee litigation which has required the investment of hundreds of thousands to millions of dollars of litigation expenses. Lawyers in the firm have served in past MDL leadership committees. The firm has worked in many high-profile litigations like the MGM Grand Las Vegas Mass Shooting, Syngenta GMO Corn, and BP Texas City Refinery Explosion. After 20 years of service as a member of the Texas House of Representatives for Districts 23 & 24, Craig Eiland has a unique understanding of what elected officials and public entities are confronted with when navigating complex litigation. Mr. Eiland regularly advises multiple Texas school districts in litigation. Thompson & Horton has represented the District since 2009. The inception of the relationship between Eiland & Bonnin and the District began when Thompson & Horton introduced Eiland & Bonnin to the District in the Autumn of 2024 to consider th e social media litigation.

O'Hanlon, Demerath & Castillo, PC regularly serves school districts across the state of Texas in a general counsel capacity and maintains a principal office in Austin, Texas and also offices in Pharr, San Antonio and Fort Worth. The firm has litigated statewide high profile public education related cases such as the No Pass No Play, the A-F litigation and multiple Edgewood decisions related to the school finance system. After serving as General Counsel for the Texas Education Agency and litigating various high-profile issues for the public education system for

the Attorney General of Texas, Kevin O'Hanlon founded the firm in 1992 to serve the needs of Public Entity clients. Justin Demerath operates a contingent fee litigation practice within the firm that regularly represents public entities on a contingent fee basis, often in the scope of property insurance disputes. Additionally, his practice has recovered millions of dollars in recovery in high-profile multi-district litigations, including Syngenta GMO Corn, General Motors ignition switch recall, Trans-vaginal mesh, and NFL concussion litigation, as well as serving in leadership of cases that garnered national attention like the Sutherland Springs Mass Shooting. Thompson & Horton has represented the District since 2009. The inception of the relationship between O'Hanlon, Demerath & Castillo and the District began when Thompson & Horton introduced O'Hanlon, Demerath & Castillo to the District in the Autumn of 2024 to consider the social media litigation.

Thompson & Horton has not previously represented Cypress-Fairbanks Independent School District on a contingency fee arrangement but has served the school district as outside counsel in a variety of litigation matters since 2009 and its attorneys have assisted the Board of Trustees with its last three superintendent searches. Eiland & Bonnin has not previously represented Cypress-Fairbanks Independent School District on a contingency fee arrangement. Eiland & Bonnin has not previously represented Cypress-Fairbanks ISD in any capacity. O'Hanlon Demerath and Castillo has not previously represented Cypress-Fairbanks Independent School District on a contingency fee arrangement. O'Hanlon Demerath and Castillo has not previously represented Cypress-Fairbanks ISD in any capacity. Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC have, and continue to represent, claimants with competence and professionalism.

The specialized legal services, advancement of significant expenses, and compensation on a contingent fee basis required by this agreement cannot be performed by the attorneys and supporting personnel of Cypress-Fairbanks Independent School District because the District does not currently employ attorneys who have specialized knowledge and experience regarding Multi-District Litigation and analysis and legal remedies under both Texas and federal law on a contingent fee basis. In addition, the District has not budgeted the financial resources necessary to advance the significant litigation expenses required by this type of litigation nor to compensate competent and experienced attorneys and staff regarding Multi-District Litigation as District employees or to reasonably compensate a firm in private practice with the necessary experience under a contract providing for payment on an hourly basis without contingency.

Due to the complexity of the matter and expected difficulties in performing the legal work for this matter, the risk of no recovery, the expected expenses, including expert witness fees and other litigation costs, a reasonable hourly fee for a firm in private practice to prosecute this matter would exceed the amount for which the District would be able to adequately budget and expend financial resources. The District also does not have the financial resources required to pay the additional, significant costs of implementing appropriate infrastructure and technology necessary to fully and properly perform the needed legal services. The District also does not have the financial resources required to properly pursue its claims and causes of action, including to retain independent experts as testifying witnesses and to finance all costs of litigation through final resolution of the matter. Additionally, many law firms that handle large, complex matters strictly on an hourly basis have institutional clients, including social media corporations, insurance companies, and social media corporations; and it would be difficult to find a firm with experience in this area that does not have a conflict of interest that would hinder the firm's ability to effectively

represent the District. The proposed law firms have certified that they have no such conflict of interest in representing Cypress-Fairbanks ISD.

The legal services cannot be reasonably obtained from attorneys in private practice charging hourly fees without contingency because a contract to pay attorneys on an hourly basis without contingency would represent an additional and significant cost to Cypress-Fairbanks Independent School District. Furthermore, the District would be responsible for payment of all costs and expenses of the litigation through appeals, including to retain independent experts as testifying witnesses and to finance all discovery expenses and other costs of litigation through final resolution of the matter. The District does not have the financial resources necessary to pay for these additional and significant expenses necessitated by this social media multi-district litigation.

Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC will be compensated on a contingent fee basis. Entering into the proposed agreement is in the best interests of the residents of Harris County, Texas. The District has sustained significant damages due to youth social media usage and addiction and for which there exists a potential recovery from the perpetrating social media corporations. Thompson & Horton, LLP, Eiland & Bonnin, and O'Hanlon, Demerath & Castillo, PC possess the specialized skills, knowledge, experience, financial, and technological resources needed to competently and fully pursue maximum potential recovery of the District's damages. Furthermore, the proposed agreement enables the District to pursue its legal remedies without diverting essential monies and resources from the ongoing needs and operations of its students, staff, and community at large. In addition, the proposed agreement shifts the financial risk and burden of litigation costs and expenses to Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC with the District owing no such monies to the law firms unless and until it recovers monies. Moreover, Texas statutory and common law provide for penalty damages and for recovery of court costs, and for recovery of attorneys' fees for certain of the District's claims, including for breaches of contract.

Additionally, time is of the essence in the provision of these legal services. Potentially impending legal deadlines require urgent action by counsel.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION RESOLUTION APPROVING
THE CONTINGENT FEE LEGAL SERVICES CONTRACT
WITH THOMPSON & HORTON, LLP, EILAND & BONNIN, PC, AND
O'HANLON, DEMERATH & CASTILLO, PC

After having provided adequate notice as required by Sec. 2254.1036 of the Texas Government Code, the approval of the Contingent Fee Legal Services Agreement ("Agreement") with Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC is approved and the Superintendent or any member of the Board of Education of the Cypress-Fairbanks Independent School District is authorized to execute this Agreement.

After exercising its due diligence, the Cypress-Fairbanks Independent School District ("District") Board of Education finds that:

1. There is a substantial need for the legal services to be provided pursuant to the Agreement;

2. These legal services cannot be adequately performed by the attorneys and supporting personnel of the District at a reasonable cost;

3. The specialized legal services, advancement of expenses, and compensation on a contingent fee basis required by this agreement cannot be performed by the attorneys and supporting personnel of Cypress-Fairbanks Independent School District because the District does not currently employ attorneys who have specialized knowledge and experience regarding Multi-District Litigation and related analysis and legal remedies under both Texas and federal law on a contingent fee basis. In addition, the District does not have budgeted the financial resources necessary to compensate competent and experienced attorneys and staff regarding Multi-District Litigation as District employees or to reasonably compensate a firm in private practice with the necessary experience under a contract providing for payment on an hourly basis without contingency.

4. Due to the complexity of the matter and expected difficulties in performing the legal work for this matter, the risk of no recovery, the expected expenses, including expert witness fees and other litigation costs, a reasonable hourly fee for a firm in private practice to prosecute this matter would exceed the amount for which the District would be able to adequately budget and expend financial resources. The District also does not have the financial resources required to pay the additional, significant costs of implementing appropriate infrastructure and technology necessary to fully and properly perform the needed legal services. The District also does not have the financial resources required to properly pursue its claims and causes of action, including to retain independent experts as testifying witnesses and to finance all costs of litigation through final resolution of the matter. Additionally, many law firms that handle large, complex matters strictly on an hourly basis have institutional clients, including social media corporations, and it would be difficult to find a firm with the required experience that does not have a conflict of interest that would hinder the firm's ability to effectively represent the District. The

proposed law firms have certified that they have no such conflict of interest in representing Cypress-Fairbanks Independent School District.

5. The legal services cannot be reasonably obtained from attorneys in private practice charging hourly fees without contingency because a contract to pay attorneys on an hourly basis without contingency would represent an additional and significant cost to Cypress-Fairbanks Independent School District. Furthermore, the District would be responsible for payment of all costs and expenses of the litigation through appeals, including to retain independent experts as testifying witnesses and to finance all discovery expenses and other costs of litigation through final resolution of the matter. The District does not have the financial resources necessary to pay for these additional and significant expenses necessitated by this social media multi-district litigation.

6. Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC are well qualified and competent to perform the legal services required to comply with the terms of this Agreement.

7. Thompson & Horton, LLP is a full-service school law firm whose mission is to provide the highest quality personalized legal service to public and private schools, institutions of higher education, local governments, and private individuals and companies. Thompson & Horton attorneys have unique and specialized qualifications based on several hundred years of combined experience. Leaders in the field, their attorneys have been directly involved in many of the most significant court cases, administrative decisions, and public policy developments affecting their clients over the past 40 years. Thompson & Horton has represented the District since 2009. Thompson & Horton discussed the social media litigation with the District in the Autumn of 2024. Thompson & Horton introduced O'Hanlon, Demerath & Castillo and Eiland & Bonnin to the District to consider the social media litigation.

8. Eiland & Bonnin, PC engages in complex contingent fee litigation which has required the investment of hundreds of thousands to millions of dollars of litigation expenses. Lawyers in the firm have served in past MDL leadership committees. The firm has worked in many high-profile litigations like the MGM Grand Las Vegas Mass Shooting, Syngenta GMO Corn, and BP Texas City Refinery Explosion. After 20 years of service as a member of the Texas House of Representatives for Districts 23 & 24, Craig Eiland has a unique understanding of what elected officials and public entities are confronted with when navigating complex litigation. Mr. Eiland regularly advises multiple Texas school districts in litigation. Mr. Eiland regularly advises multiple Texas school districts in litigation. Thompson & Horton has represented the District since 2009. The inception of the relationship between Eiland & Bonnin and the District began when Thompson & Horton introduced Eiland & Bonnin to the District in the Autumn of 2024 to consider the social media litigation.

9. O'Hanlon, Demerath & Castillo, PC regularly serves school districts across the state of Texas in a general counsel capacity and maintains a principal office in Austin, Texas and also offices in Pharr, San Antonio and Fort Worth. The firm has

litigated statewide high profile public education related cases such as the No Pass No Play, the A-F litigation and multiple Edgewood decisions related to the school finance system. After serving as General Counsel for the Texas Education Agency and litigating various high-profile issues for the public education system for the Attorney General of Texas, Kevin O'Hanlon founded the firm in 1992 to serve the needs of Public Entity clients. Justin Demerath regularly represents Texas School Districts on a contingent fee basis, often in property damage insurance recovery. He operates a contingent fee litigation practice within the firm that has recovered millions of dollars in recovery in high-profile multi-district litigations, including Syngenta GMO Corn, General Motors ignition switch recall, Trans-vaginal mesh, and NFL concussion litigation, as well as serving in leadership of cases that garnered national attention like the Sutherland Springs Mass Shooting. Thompson & Horton has represented the District since 2009. The inception of the relationship between O'Hanlon, Demerath & Castillo and the District began when Thompson & Horton introduced O'Hanlon, Demerath & Castillo to the District in the Autumn of 2024 to consider the social media litigation.

10. The approval of this Agreement with Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC is the result of an arm's length transaction between the District and Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC and is fair and reasonable. The relationship between the Cypress-Fairbanks Independent School District or the District's Board and the law firms being retained is not improper and would not appear improper to a reasonable person.

11. Additionally, time is of the essence in the provision of these legal services. Potentially impending legal deadlines require urgent action by counsel.

ADOPTED this 10th day of February, 2025 at a duly called meeting of the Cypress-Fairbanks Independent School District Board of Education.

_____ _____

Scott Henry, Board of Trustees President Justin Ray, Board of Trustees Secretary

PROFESSIONAL SERVICES AGREEMENT

The Parties to this Agreement ("**Agreement**") are **CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT** ("**CLIENT**") and **THOMPSON & HORTON, LLP, EILAND & BONNIN, PC,** and **O'HANLON, DEMERATH & CASTILLO, PC** (Hereinafter collectively referred to as "**ATTORNEYS**"). This Professional Services Agreement provides for legal services by ATTORNEYS to CLIENT. In consideration of the mutual promises herein contained, the parties hereto agree as follows:

I. Purpose of Representation

1.01 CLIENT has found a substantial need to employ ATTORNEYS to provide professional legal services in connection with litigation, and to pursue all remedies available to CLIENT regarding causes of action in Multi District Litigation 3047 or JCCP 5225 more fully described in the School District Master Complaint [MDL ECF 729] and incorporated herein by reference. ATTORNEYS will seek to recover damages sustained by CLIENT related to youth social media usage and addiction against Meta Platforms, Inc., Instagram LLC, Snap, Inc., TikTok, Inc., ByteDance, Inc., YouTube LLC, Google LLC, Alphabet Inc., and any other social media company named in the MDL or JCCP (collectively, "Defendants") (the matter referred to as "the Representation"). The scope of this agreement specifically excludes causes of action related to the Texas Deceptive Trade Practices Act.

1.02 CLIENT has found a substantial need for the legal services on a contingent fee basis which cannot be adequately performed by CLIENT'S attorneys or the attorneys of a governmental entity, and, because of the nature of the matter for which legal services will be obtained, the legal services required cannot be reasonably obtained from attorneys in private practice under a contract providing only for the payment of hourly fees, without regard to the outcome of the matter. The estimated amount that may be recovered from the litigation exceeds $100,000.00.

1.03 Subject to the supervision, direction, and control of the CLIENT or designee, ATTORNEYS will prosecute a civil case on behalf of CLIENT against Defendants or other defendants deemed necessary to the prosecution of the civil case. In the civil case, ATTORNEYS shall seek damages, civil penalties, and attorneys' fees, expenses, costs, and such other pecuniary recovery as may be provided for by the laws of the State of Texas and/or any relevant local, state and/or federal statutory and/or common law in connection with the Defendants' actions and any other applicable common law or statutory causes of action ("the Representation").

1.04 CLIENT has determined pursuant to Education Code §44.031 that this Agreement is for *professional services,* requiring work that is predominantly mental or intellectual, rather than physical or manual, requiring special knowledge or attainment and a high order of learning, skill, and academic intelligence.

1.05 The term of this Agreement shall not begin until this Agreement and related materials are reviewed and approved by the Attorney General of Texas. The term will end after the conclusion of the Representation, unless either party extends or terminates this Agreement in accordance with its provisions. ATTORNEYS are not authorized to take any action related to the Representation for the CLIENT until approval is granted by the Attorney General of Texas.

1.06 ATTORNEYS shall prosecute the action on behalf of CLIENT against Defendants and seek necessary and appropriate damages, civil penalties, and attorney's fees and such other pecuniary recovery as may be provided for by the laws of any relevant local, state, federal statutory and/or common law in connection with the activities of Defendants. The primary attorneys handling this representation are: **Craig Eiland of the EILAND & BONNIN, PC law firm** and **Justin Demerath of the O'HANLON, DEMERATH & CASTILLO, PC law firm**. Phillip Fraissinet is the primary attorney at THOMPSON & HORTON, LLP responsible for the representation. ATTORNEYS shall furnish the services for the Representation. ATTORNEYS agree to perform necessary legal work with reference to the Representation and will work specifically with the CLIENT or its designee.

1.07 To enable ATTORNEYS to provide effective representation, CLIENT agrees to do the following: (1) disclose to ATTORNEYS, fully and accurately and on a timely basis, all facts and documents within CLIENT'S knowledge that are or might be material or that ATTORNEYS may request, (2) keep ATTORNEYS apprised on a timely basis of all developments relating to the Representation that are or might be material, (3) attend meetings, conferences, and other proceedings when it is reasonable to do so, and (4) otherwise, cooperate fully with ATTORNEYS.

1.08 Neither party shall assign, in whole or in part, any duty or obligation of performance under this Agreement, without the express written permission of the other parties, unless otherwise authorized in this Agreement or ordered by a court of competent jurisdiction.

1.09 ATTORNEYS represent only CLIENT, and ATTORNEYS' attorney-client relationship does not include any related persons or entities (such as Client representatives, directors, trustees, officers, employees, or agents).

1.10 It is understood and agreed that ATTORNEYS' engagement described herein is limited to the Representation unless otherwise stated in another written agreement.

1.11 Any expressions on ATTORNEYS' part concerning the outcome or potential outcome of the Representation, or any other legal matters, are based on ATTORNEYS' professional judgment and are not guarantees or promises. Such expressions, even when described as opinions, are necessarily limited by ATTORNEYS' knowledge of the facts and are based on ATTORNEYS' views of the state of the law, at the time they are expressed, and/or certain estimates and probabilities (which may be uncertain). ATTORNEYS have made no promises

or guarantees to CLIENT about the outcome of the Representation, and nothing in these terms of engagement shall be construed as such a promise or guarantee.

1.12 Venue, or the specific court and legal jurisdiction in which a lawsuit is filed, is an important decision in litigation. Defendants in the Representation maintain offices in multiple venues and Venue may be established in various places including but not limited to Texas or other State Courts and Federal Courts. The Federal Judicial Panel on Multi District Litigation has issued a standing transfer order in the United States for all Federal lawsuits arising from allegations that a defendants' social media platforms are defective because they are designed to maximize screen time, which can encourage addictive behavior in adolescents. All current and future Federal cases are assigned to Multi District Litigation ("MDL") 3047 in The United States District Court for the Northern District of California. Closely coordinating with that litigation is another consolidation of cases involving the Representation in California State Court known as JCCP 5225. ("JCCP"). Due to various strategic reasons ATTORNEYS believe it is in the CLIENT'S best interest to file the cases in either MDL 3047 or JCCP 5225. In executing this Agreement, CLIENT consents to this venue choice and understands the scope of representation in this Agreement is expressly limited to those cases or matters in those venues only. This choice will subject ATTORNEYS to certain non-reimbursable case expenses that will be paid out of the attorneys' fees contemplated herein and will subject CLIENT to certain additional case expenses (i.e., "common benefit expenses") more fully described below.

II. Description and Disclosure of Involved Lawyers

2.01 Thompson & Horton, LLP: Is a full-service school law firm whose mission is to provide the highest quality personalized legal service to public and private schools, institutions of higher education, local governments, and private individuals and companies. Thompson & Horton attorneys have unique and specialized qualifications based on several hundred years of combined experience. Leaders in the field, their attorneys have been directly involved in many of the most significant court cases, administrative decisions, and public policy developments affecting their clients over the past 40 years. Thompson & Horton has represented the District since 2009. Thompson & Horton discussed the social media litigation with the District in the Autumn of 2024. Thompson & Horton introduced O'Hanlon, Demerath & Castillo and Eiland & Bonnin to the District to consider the social media litigation.

2.02 Eiland & Bonnin, PC: After 20 years of service as a member of the Texas House of Representatives for Districts 23 & 24, Craig Eiland has a unique understanding of what elected officials and public entities are confronted with when navigating complex litigation. Eiland & Bonnin engages in complex contingent fee litigation which has required the investment of hundreds of thousands to millions of dollars of litigation expenses. Mr. Eiland regularly advises multiple Texas school districts in litigation. Lawyers in the firm have served in past MDL leadership committees. The firm has worked in many high-profile litigations like the MGM Grand Las Vegas Mass Shooting, Syngenta GMO Corn, and BP

Texas City Refinery Explosion. Thompson & Horton has represented the District since 2009. The inception of the relationship between Eiland & Bonnin and the District began when Thompson & Horton introduced Eiland & Bonnin to the District in the Autumn of 2024 to consider the social media litigation.

2.03 O'Hanlon Demerath & Castillo, PC: After serving as General Counsel for the Texas Education Agency and litigating various high-profile issues for the public education system for the Attorney General of Texas, Kevin O'Hanlon founded the firm in 1992 to serve the needs of Public Entity clients. The firm regularly serves school districts across the state of Texas in a general counsel capacity and maintains a principal office in Austin, Texas and also fully staffed offices in Pharr, San Antonio, and Fort Worth. The firm has litigated statewide high profile public education related cases related to the school finance system, the A-F performance rating system, and other important issues. Justin Demerath operates a contingent fee litigation practice within the firm that has recovered millions of dollars in storm damage insurance claims for Texas schools on a contingent fee basis and has served in leadership roles for cases that garnered national attention like the Sutherland Springs Mass Shooting. His practice has recovered millions of dollars in recovery in high-profile multi-district litigations, including Syngenta GMO Corn, General Motors ignition switch recall, Trans-vaginal mesh, and the NFL concussion litigation. Thompson & Horton has represented the District since 2009. The inception of the relationship between O'Hanlon, Demerath & Castillo and the District began when Thompson & Horton introduced O'Hanlon, Demerath & Castillo to the District in the Autumn of 2024 to consider the social media litigation

2.04 "Court Appointed Leadership for Plaintiffs": By consenting to Venue in MDL 3047 or JCCP 5225 certain court orders govern CLIENT'S representation that is important to disclose transparently and fully. In Case Management Order ("CMO") No. 1 the MDL 3047 Court appointed various attorneys to serve as leaders for this litigation [ECF 75] and specifically School District Plaintiffs [ECF 451] which are incorporated herein by reference; similar orders have been adopted for the litigation proceeding in California state court JCCP 5225) (these attorneys in the MDL and JCCP litigation are court-appointed steering and leadership attorneys and are collectively referred to as "**Court Appointed Leadership for Plaintiffs**"). The names of the Court Appointed Leadership for Plaintiffs are contained in these court orders. Those court orders may be modified in the future to reflect different or additional attorneys appointed by the court or to reflect that one or more court-appointed attorneys will no longer serve. To the extent that the court or courts modifies its orders with respect to the names of the "Court Appointed Leadership for Plaintiffs" attorneys, this Agreement will include those changes in court appointments without the need for a formal amendment of this Agreement to include or delete certain names.[1]

[1] For clarity, "Court Appointed Leadership for Plaintiffs" will not be considered "subcontracted legal or support services performed by a person who is *not* a contracting attorney or a partner" (emphasis added) as that term is used in Texas Government Code 2254.106. Fees associated with "Court Appointed Leadership for Plaintiffs" will be considered litigation and other expenses stemming from "work performed by a person who is not a contracting attorney or a partner, shareholder, or employee of a contracting attorney or law firm" as that term is used in Texas Government Code 2254.108(d). Hours worked by "Court Appointed Leadership for Plaintiffs" will not be used to calculate the base fee

III. Compensation and Other Matters

3.01 For and in consideration of the services performed under this Agreement, subject to the limitations in this Agreement, CLIENT agrees to pay ATTORNEYS as follows:

3.02 Any fee payable to ATTORNEYS will be from the portion of any award, judgment, and/or settlement allocated by law to CLIENT. This Agreement shall not confer upon ATTORNEYS any rights to any portion of any sum awarded to the State of Texas as a result of the Representation.

3.03. In the event of a recovery against any Defendant or Defendants resulting from the Representation, the CLIENT agrees to pay ATTORNEYS the lesser of 30% of the gross recovery or four times ATTORNEYS' base fee computed in accordance with Subchapter C, Chapter 2254 of the Texas Government Code more fully discussed below. **Under no circumstances shall CLIENT'S general funds be obligated to satisfy the contingent Attorneys' fees.**

3.04 The contingent fee set forth in this section will be subject to the limitations set forth in this Agreement pursuant to Subchapter C, Chapter 2254 of the Texas Government Code.

3.05 The amount recovered for purposes of the contingent fee computation in paragraphs 3.03 and 3.04 is the amount CLIENT receives before reimbursable expenses are deducted.

3.06 This Agreement is **not** for mixed hourly and contingent fee services. The amount of the contingent fee and reimbursement of expenses under this Agreement will be computed in accordance with Subchapter C, Chapter 2254 of the Texas Government Code. Because of the expected difficulties in performing the work under this Agreement, the amount of expenses expected to be risked by ATTORNEYS, the expected risk of no recovery, and the expected long delay in recovery (if any), a reasonable multiplier for the base fee in this matter is four. ATTORNEYS' reasonable hourly rate for the work performed under the Agreement, based on the reasonable and customary rate for this type of litigation and on the relevant experience, demonstrated ability, and standard hourly billing rate for these attorneys, paralegals, and law clerks for this type of contingent fee work, is the statutory maximum:

David Thompson, Senior Counsel:	$1000/hour
Phillip Fraissinet, Senior Counsel:	$1000/hour
Craig Eiland, Senior Counsel:	$1000/hour
David Bonnin, Senior Counsel:	$1000/hour

contemplated in Texas Government Code 2254.106. Any attorneys' fees earned by "Court Appointed Leadership for Plaintiffs" as "common benefit" legal fees awarded by the courts will be considered a non-reimbursable case expense and shall be paid entirely out of the fees of ATTORNEYS, if any, contemplated in paragraph 3.03. However, expenses incurred by "Court Appointed Leadership for Plaintiffs", if ordered by the MDL or JCCP court, will be a reimbursable case expense contemplated under paragraph 3.18 (i.e., those court-ordered case expenses will be reimbursed by Client to Court Appointed Leadership for Plaintiffs; please see Attachment C for further illustration).

Kevin O'Hanlon, Senior Counsel:	$1000/hour
Justin B. Demerath, Senior Counsel:	$1000/hour
Ben Castillo, Senior Counsel:	$1000/hour
David Campbell, Senior Counsel:	$1000/hour
All other Senior Counsel:	$1000/hour
All other Senior Associates:	$750/hour
All other Associates:	$500/hour
All Paralegals:	$250/hour

These rates apply to the subcontracted work performed, if any, by an attorney, law clerk, or paralegal. The base fee will be computed pursuant to Chapter C, Section 2254 of the Texas Government Code by multiplying the number of hours the attorney, paralegal or law clerk worked in providing legal or support services for the CLIENT times the reasonable hourly rate for the work performed by the attorney, paralegal or law clerk. The base fee is computed by adding the resulting amounts. The computation of the base fee does not include hours or costs attributable to work performed by a person who is not employed by ATTORNEYS or a partner, shareholder, or employee of ATTORNEYS, including "Court Appointed Leadership for Plaintiffs". There are no differences in the method by which the contingent fee is computed if the matter is settled, tried, or tried and appealed.

3.07 Reimbursement of subcontracted work, if any, under Texas Government Code Section 2254.107 shall meet the requirements of Subchapter C, Chapter 2254 of the Texas Government Code's requirements, without regard to the expected or actual amount of recovery under this Agreement.

3.08 Payment of the contingent fee and reimbursement of expenses under this Agreement will be paid and limited by the requirements set forth in Subchapter C, Chapter 2254 of the Texas Government Code, including Section 2254.105(5) and all other applicable sections.

3.09 ATTORNEYS assume "**joint responsibility**" for the Representation, as "joint responsibility" is described in Rule 1.04(f) in the Texas Disciplinary Rules of Professional Conduct and its official Comments (which discuss the requirements for attorneys' fees-sharing among/between lawyers who are not in the same law firm, such as here). **From any attorneys' fees recovered (after the deduction of any "common benefit" attorneys' fees awarded by the courts), the remaining attorneys' fees will be divided as follows: 10% to THOMPSON HORTON, LLP**; **45% to EILAND & BONNIN, PC; and 45% to O'HANLON, DEMERATH & CASTILLO, PC. Please note that these are not percentages of the gross recovery, but rather percentages of the attorneys' fees. In no scenario will attorneys' fees exceed 30% of the gross recovery outlined in paragraph 3.03. CLIENT'S consent to this Agreement as a whole is also consent to this attorneys' fees-sharing among Attorneys.**

If there is a recovery, then upon recovery, CLIENT will instruct ATTORNEYS as to how to transfer the recovered funds in writing.

3.10 Pursuant to Texas Government Code 2254.1034 a political subdivision may require an attorney or law firm to indemnify or hold harmless the political subdivision for negligent acts or omission of the attorney or law firm. In this instance, CLIENT does not require such indemnification.

3.11 CLIENT shall have the absolute right to settle the case for no penalty, which would yield no contingent fee on penalties to ATTORNEYS. CLIENT will not be liable for reimbursable expenses if CLIENT settles the case for no penalty and makes no recovery of expenses or attorney's fees. CLIENT will assign any award of attorney's fees to ATTORNEYS, who shall have the obligation to collect them from the Defendants. ATTORNEYS will be responsible for paying all expenses of litigation directly to the vendor, such as, expert witness fees, deposition expenses, and other court costs/fees. CLIENT will not be required to advance any litigation expenses under this Agreement.

3.12 The fee to be paid under this Agreement shall come exclusively out of any recovery (including but not limited to any attorney's fees and expenses, as well as penalties) awarded in any way resulting from the Representation and CLIENT shall be liable to ATTORNEYS for no more than the fee and reimbursable expenses and costs as described below. CLIENT has specifically allocated and made available from currently budgeted funds the sum of $0 to discharge any obligation that CLIENT may incur arising out of this Agreement.

3.13 It is expressly understood that the fee described above shall be the sole source of compensation to ATTORNEYS for overhead costs and general firm expenses (with the exception of the Reimbursable Expenses listed below) and includes, but is not limited to, all costs for clerical work, including overtime, computer time, clerical filing, and proofreading.

3.14 In the event of a recovery, funds from CLIENT's recovery will be used to pay Reimbursable Expenses and interest on Reimbursable Expenses. Litigation expenses including but not limited to, expert witness fees, mediation fees, expenses associated with depositions and hearings or trial (such as costs of the transcript, and court reporter or videographer fees), hotel, air travel, rental cars, rideshare costs, research and investigation related fees and expenses, third party interest incurred on litigation expenses, Westlaw expenses, and expenses associated with creating demonstrative exhibits or other means of evidence presentation during trial or hearings (such as trial graphics) shall constitute the "Reimbursable Expenses". ATTORNEYS shall advance all the Reimbursable Expenses. Should ATTORNEYS elect to fund any expenses by borrowing the funds required, Client agrees to reimburse the full sum of all related interest charges for Reimbursable Expenses as well as a *pro rata* share of related interest charges[2] for Shared Expenses. Reimbursable Expenses shall be recovered by ATTORNEYS out of the CLIENT'S portion of any settlement or judgment that arises out of the Representation (the CLIENT'S portion—from which

[2] Interest rate charges shall be commercially reasonable rates not to exceed the official Prime Rate (at the time of the loan or extension of credit agreement) **plus** four percentage points.

Reimbursable Expenses will be deducted is what remains after the deduction of ATTORNEYS' fee). **In the event there is no recovery, CLIENT will not be responsible for the repayment of any expenses (or any related interest charges).**

3.15 Reimbursable Expenses includes Shared Expenses. ATTORNEYS may incur certain costs/expenses that jointly benefit multiple clients, including, for example, expenses for travel, experts, and copying (the "Shared Expenses"). CLIENT agrees that ATTORNEYS shall divide such expenses *pro rata*,[3] among such multiple clients, and deduct CLIENT'S portion of those expenses from CLIENT'S share of any recovery. Shared Expenses are Reimbursable Expenses.

3.16 Compensation for the duties performed by the "Court Appointed Leadership for Plaintiffs" attorneys is governed by Common Benefit Order [ECF 190] and similar orders in the JCCP. The purpose of a Common Benefit Order is to create, compensate, and reimburse such court-appointed "steering and leadership committee" of attorneys for various plaintiffs for their efforts and time in connection with their work on behalf of all plaintiffs (even those, such as CLIENT here, who previously had no direct attorney-client relationship with those "Court Appointed Leadership for Plaintiffs" attorneys). The Common Benefit Order directs that these "steering and leadership" attorneys shall receive fee compensation paid by all of the plaintiffs (including the CLIENT here) as a specified percentage of any gross recoveries.[4] The Common Benefit Orders require that all "Court Appointed Leadership for Plaintiffs" attorney fee compensation shall be paid entirely out of attorneys' fees contemplated in paragraph 3.03 and as such these attorneys' fees will be treated as a non-reimbursable case expense and paid solely by ATTORNEYS. A sample settlement statement is attached hereto as Exhibit C to illustrate how the attorneys' fees and expense provisions of this Agreement are intended to function concerning a hypothetical gross recovery for the Client.

3.17. A consequence of certain plaintiff attorneys serving on the court-appointed "Court Appointed Leadership for Plaintiffs" committee or committees, is that those attorneys will incur certain Common Benefit Expenses[5] that will benefit all plaintiffs, including those clients represented principally by other plaintiffs' attorneys (such as the CLIENT here). Common Benefit Expenses are Reimbursable Expenses.

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[3] "Equally" and "pro rata" are not the same. "Equally" refers to dividing such expenses on an equal basis to each client represented by the Attorneys under this Agreement regardless of what each client recovered compared to what other clients recovered; on the other hand, "*pro rata*" refers to dividing such expenses in proportion to each client's recovery compared to the total of all client recoveries (for example, totaling all of the client recoveries for a grand total and then calculating what each individual client's recovery is as a percentage of that grand total of all recoveries—and then applying that individual "client recovery" percentage to the total expenses as the amount of expenses attributable to that specific client). At this time, there is no court order related to whether to apply an "equally" or "pro rata" method to dividing any expenses among clients; however, if such an order is entered in the future related to some or all of the expenses, ATTORNEYS will be bound by that order for apportionment among all clients, including CLIENT.

[4] While subject to adjustment, the Common Benefit Fee that will be awarded to Court Appointed Leadership for Plaintiffs is currently set by the MDL Court at 8% of the gross recovery.

[5] Definitions and rules related to Common Benefit Expenses more fully described in the Common Benefit Order [ECF 190], Paragraph E and are incorporated herein by reference. While subject to adjustment, the Common Benefit Expense that will be awarded to Court Appointed Leadership for Plaintiffs is currently set at 2% of the gross recovery.

3.18. On behalf of ATTORNEYS, Demerath and Eiland will or have previously executed the Common Benefit Participation Agreement in the MDL [ECF 190 EX.C] and similar agreements in the JCCP and will utilize Common Benefit Work Product in the Representation and this action will further subject CLIENT to the associated Common Benefit Orders and similar agreements in the JCCP and their requirements, including the financial obligations. Thompson & Horton will not execute the Common Benefit Participation Agreement or any similar agreements in the JCCP. CLIENT consents to the execution of Demerath and Eiland's Common Benefit Participation Agreement, and by consenting to the Venue described in paragraph 1.12 above, further consent to be bound by the terms of the Common Benefit Orders and the resulting compensation structure for the "Court Appointed Leadership for Plaintiffs" attorneys. Such consent will not increase or alter the amount of attorneys' fees charged to the client, if any, under paragraph 3.03.

3.19. In signing the Common Benefit Participation Agreement ATTORNEYS will or have granted "Court Appointed Leadership for Plaintiffs" a right to withhold payment of, a lien upon, and a security interest in any amounts recovered in the Litigation sufficient to pay the "Court Appointed Leadership for Plaintiffs" attorneys' fees and Common Benefit Expenses defined in the Common Benefit Order in the MDL and/or similar orders in the JCCP. The parties agree that the final amounts ultimately subject to this withholding, lien and security interest were "actually incurred on behalf of the state governmental entity or political subdivision and paid for by the contracting attorney or law firm" as that phrase is contemplated in Texas Government Code 2254.108(d). Alternatively, it is anticipated at the end of the Litigation the MDL and JCCP courts will adopt orders which will require attorneys' fees and Common Benefit Expenses to be paid or reimbursed to the "Court Appointed Leadership for Plaintiffs" pursuant to the Common Benefit Order and withheld from the gross recovery available to satisfy the interest of CLIENT and ATTORNEYS. If such orders are entered, the parties further agree that these amounts should be considered "actually incurred on behalf of the state governmental entity or political subdivision and paid for by the contracting attorney or law firm" as that phrase is contemplated in Texas Government Code 2254.108(d).

3.20. By virtue of accepting their appointment, "Court Appointed Leadership for Plaintiffs" has accepted responsibility to provide legal services to clients that file their cases in the MDL or JCCP. By consenting to filing CLIENT'S claims in the MDL or JCCP, CLIENT is accepting the offer of the "Court Appointed Leadership for Plaintiffs" attorneys to provide court-ordered legal services in that venue. It is therefore agreed and understood by CLIENT that "Court Appointed Leadership for Plaintiffs" attorneys will be considered to have accepted "joint responsibility" for the purposes of Rule 1.04(f), Texas Disciplinary Rules of Professional Conduct, and the Rule's official comments.[6]

[6] This Texas Rule provides for certain disclosures and advance client consent, which this Agreement provides, whenever lawyers who are **not** in the same law firm share legal fees arising out of a client representation. Here, there will be multiple lawyers and law firms involved in the sharing of common legal fees and expenses under this Agreement and the referenced court orders. The exact percentages of any fees that any of the "Court Appointed Leadership for Plaintiffs" attorneys will receive, if anything, is not known at this time and will be determined by the court or courts at the conclusion

3.21 ATTORNEYS have been engaged to provide legal services in connection with the Representation, as specifically defined in this Agreement. After completion of the Representation, changes may occur in the applicable laws or regulations that could affect CLIENT'S future rights and liabilities in regard to the Representation. Unless ATTORNEYS are actually engaged after the completion of the Representation to provide additional advice on such issues, ATTORNEYS have no continuing obligation to give advice with respect to any future legal developments that may pertain to the Representation other than the obligations set out in this Agreement.

3.22 CLIENT understands and agrees that ATTORNEYS may be representing more than one client in this matter and that the following aspects of joint representation have been disclosed: (1) that the CLIENT might gain or lose some advantages if represented by separate counsel; (2) that ATTORNEYS cannot serve as an advocate for one client against another client, but must assist all clients in pursuing their common purposes; (3) that ATTORNEYS must deal impartially with every client, including CLIENT; (4) that information received by ATTORNEYS from or on behalf of any jointly represented client concerning the matter may not be confidential or privileged as between the jointly-represented clients and may be disclosed to other jointly-represented clients as is deemed proper or necessary; (5) if a conflict arises between clients that results in the discharge or withdrawal of the ATTORNEYS, ATTORNEYS might not be able to continue representing any of the clients involved; (6) when time is spent performing the Representation which benefits all clients represented by ATTORNEYS equally, ATTORNEYS will record that time for each client fully and equally (in other words, since each client, including CLIENT, receives the same full benefit from such time and service, that time will be recorded as though each client, including CLIENT, was represented individually for and during that time and service); and (7) that the representation of all clients by the ATTORNEYS will not necessarily expedite handling of the matter or reduce associated attorneys' fees and expenses. CLIENT consents to ATTORNEYS representing more than one client in this matter and all provisions in this paragraph.

3.23 AGGREGATE SETTLEMENTS: Often in cases where attorneys represent multiple clients in similar litigation, the opposing parties or defendants may attempt to settle or otherwise resolve the cases in a group or groups, by making a single settlement offer to settle numerous clients' cases or all cases simultaneously. There exists a potential conflict of interest whenever a lawyer represents multiple clients in a settlement of this type because it necessitates choices concerning the allocation of limited settlement amounts among the multiple clients. However, if all clients consent, a group settlement can be accomplished and a single offer can be fairly distributed among the clients by assigning settlement amounts based upon the relative strengths and weaknesses of each case, the severity and extent of damages, individual case evaluations, and other applied bases or

of this representation. The CLIENT's signature below to this Agreement constitutes acknowledgement and consent to this fee-sharing among all of the lawyers identified herein or by reference to the court orders identifying the "Court Appointed Leadership for Plaintiffs" attorneys and their law firms.

factors. In the event of a group or aggregate settlement proposal, ATTORNEYS may implement a settlement program, overseen by a third-party referee or special master, who may be appointed by a court, designed to ensure consistency and fairness for all claimants, and which will assign various settlement values and amounts to each client's case, including CLIENT's case, depending upon the facts and circumstances of each individual case and other factors determined by that third-party referee or special master or the court. CLIENT authorizes ATTORNEYS to enter into and engage in group settlement discussions which may include CLIENT's individual claims. Nonetheless, CLIENT retains the right to approve, and ATTORNEYS are required to obtain CLIENT's approval of, any settlement of CLIENT's case.

3.24 At the conclusion of the Representation, ATTORNEYS will return to CLIENT any documents that ATTORNEYS are specifically requested to return. As to any documents so returned, ATTORNEYS may elect to keep a copy of the documents in ATTORNEYS' stored files but shall not be obligated to do so. CLIENT owns all final work product generated by reason of CLIENT's Representation under this Agreement. Files and documents, whether paper or electronic, retained by ATTORNEYS are subject to their file and document retention policies and may, consistent with those policies, be deleted or destroyed no earlier than two years after the conclusion of CLIENT's representation.

3.25 Any notice required or permitted to be given by the CLIENT to ATTORNEYS hereunder may be given by hand delivery, facsimile, email, or certified United States Mail, postage prepaid, return receipt requested, addressed to:

Craig Eiland
EILAND & BONNIN, PC
1220 Colorado St. Suite 300
Austin, Texas 78701
ceiland@eilandlaw.com

and

Justin B. Demerath
O'HANLON, DEMERATH & CASTILLO, PC
808 West Avenue
Austin, Texas 78701
jdemerath@808west.com

and

Phillip Fraissinet
THOMPSON & HORTON, LLP
Phoenix Tower, Suite 2000
3200 Southwest Freeway
Houston, TX 77027
pfraissinet@thompsonhorton.com

Any notice required or permitted to be given by ATTORNEYS to the CLIENT hereunder may be given by hand delivery, facsimile, email, or certified United States Mail, postage or fee prepaid, return receipt requested, addressed to:

Attn: Scott Henry
Board of Trustees President
Cypress-Fairbanks Independent School District
11440 Matzke Rd.
Cypress, TX 77429

Such notices shall be considered given and complete upon successful transmission or upon deposit in the United States Mail.

3.26 ATTORNEYS affirmatively consent to the disclosure of email addresses that are provided to CLIENT. This consent is intended to comply with the requirements of the Texas Public Information Act, Texas Gov't Code §552.137, *et sequitur,* as amended, and shall survive termination of this Agreement. This consent shall apply to email addresses provided by ATTORNEYS and agents acting on ATTORNEYS' behalf and shall apply to any email address provided in any form for any reason whether related to this Agreement or otherwise.

3.27 It is expressly understood that ATTORNEYS have no authority to settle or otherwise compromise the position of CLIENT or any of its officers. CLIENT retains all authority to settle the case.

3.28 Nothing herein shall be construed as creating any personal liability on the part of any officer or agent of CLIENT.

3.29 If any provision or language of this Agreement is held in whole or in part to be unenforceable, void, or invalid for any reason by a court of competent jurisdiction, then such provision or language will be deleted or modified to reflect the parties' intention and to make the remaining provisions and language enforceable to the fullest extent. It is the parties' intention that the suit against Defendants shall continue regardless of whether any single part of this Agreement is unenforceable, void or invalid. This Agreement is under Texas law only and shall be interpreted accordingly. Any claims and/or disputes under this Agreement shall be brought in a court of competent jurisdiction in Travis County, Texas only.

IV. Required Recitals

4.01 This Agreement is not effective and enforceable until review and approval by the Office of the Attorney General for the State of Texas.

4.02 ATTORNEYS must and shall keep complete written time and expense records that describe in detail the time and money spent each day in performing the contract (this Agreement) as required by Section 2254.104(a) of the Texas Government Code.

4.03 ATTORNEYS shall permit CLIENT or CLIENT's attorney or CLIENT's governing body or other governing officials, the Attorney General for the State of Texas, the State Auditor, or any other appropriate official, to inspect or obtain copies of the time and expense records kept in accordance with Section 3.02, at any time on request, as required by Section 2254.l04(b) of the Texas Government Code. Upon request, ATTORNEYS shall provide CLIENT interim statements that describe the job-to-date time and expense records of ATTORNEYS, plus the expenses that are subject to reimbursement.

4.04 Upon conclusion of any matter for which ATTORNEYS were retained, ATTORNEYS shall provide CLIENT with a complete written statement that describes the outcome of the matter, states the amount of any recovery, shows ATTORNEYS' computation of the amount of the contingent fee, and contains the final complete time and expense records required by Section 2254.104(c) of the Texas Government Code. The complete written statement required under this section is public information under Chapter 552 of the Texas Government Code and may not be withheld from a requester under that chapter under Section 552.103 or any other exception from required disclosure.

4.05 All time and expense records required by Section 3.02 are public information subject to required disclosure under Chapter 552 of the Texas Government Code. Information contained in the time and expense records may be withheld from a member of the public under Section 552.103 only if, in addition to meeting the requirements of Section 552.103, the chief legal officer or employee of CLIENT determines that withholding the information is necessary to protect the CLIENT'S strategy or position in pending or reasonably anticipated litigation. If any information is withheld from public disclosure in accordance with this subsection, CLIENT shall segregate said information from information that is subject to required public disclosure.

4.06 Once approved under Section 2254.1036 Texas Government Code, this contract is public information under Chapter 552 of the Texas Government Code and may not be withheld from a requestor under Section 552.103 or any other exception from required disclosure.

4.07 The amount recovered for purposes of the contingent fee computation is the amount obtained before expenses are deducted.

4.08 Any subcontracted legal or support services performed by a person who is not ATTORNEYS or a partner, shareholder, or employee of ATTORNEYS is an expense subject to reimbursement only after receiving written permission from CLIENT and only in accordance with Subchapter C, Chapter 2254 of the Texas Government Code.

4.09. No fee payment or expense reimbursement to ATTORNEYS shall occur until the provisions of Texas Government Code § 2254.108 are met. Prior to the payment of fees or expenses, as more fully described in Texas Government Code § 2254.108, the political subdivision must review the appropriate documents, determine whether the expenses were reasonable, proper, necessary, actually incurred on behalf of the political subdivision, and paid for by ATTORNEYS and verify that the hours of work on which the fee computation is based were actually worked in performing reasonable and necessary services for the political subdivision under this contract.

4.10. Pursuant to Section 81.079 of the Texas Government Code, we provide the following notification and information to CLIENT: "The State Bar of Texas investigates and prosecutes professional misconduct committed by Texas attorneys. Although not every complaint against or dispute with a lawyer involves professional misconduct, the State Bar's Office of Chief Disciplinary Counsel will provide you with information about how to file a complaint. For more information, you may call 1-800-932-1900. This is a toll-free call."

AGREED:

CLIENT:

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

_____ Date: _____

Scott Henry, Board of Trustees President

ATTORNEYS:

THOMPSON & HORTON, LLP

_____ Date:_____

Authorized Individual

EILAND & BONNIN, PC

_____ Date:_____

Craig Eiland, Senior Counsel

O'HANLON, DEMERATH & CASTILLO, PC

_____ Date: _____
Justin B. Demerath, Senior Counsel

ATTACHMENT A

Rate Schedule for Named and Unnamed Persons in the Agreement is the allowable statutory maximum or less.

Rate Schedule

David Thompson, Senior Counsel:	$1000/hour
Phillip Fraissinet, Senior Counsel:	$1000/hour
Craig Eiland, Senior Counsel:	$1000/hour
David Bonnin, Senior Counsel:	$1000/hour
Kevin O'Hanlon, Senior Counsel:	$1000/hour
Justin B. Demerath, Senior Counsel:	$1000/hour
Ben Castillo, Senior Counsel:	$1000/hour
David Campbell, Senior Counsel:	$1000/hour
All other Senior Counsel:	$1000/hour
All other Senior Associates:	$750/hour
All other Associates:	$500/hour
All Paralegals:	$250/hour

ATTACHMENT B

The following is a schedule of publicly available documents that are incorporated herein by reference. Such documents have been accessed and reviewed by CLIENT at the following link: https://tinyurl.com/4jumrcpu prior to CLIENT signing this Agreement.

Incorporated Documents:

School District Master Complaint:	MDL ECF 729
Order Appointing Court Appointed Leadership for Plaintiffs	MDL ECF 75
Order Appointing School District Court Appointed Leadership	MDL ECF 451
Revised Order Appointing "Court Appointed Leadership for Plaintiffs"	MDL ECF 82
MDL Common Benefit Order	MDL ECF 190
Order Granting in Part and Denying in Part Defendants' Motion to Dismiss the School District and Local Government Entities' Master Complaint	MDL ECF 1267
Order Granting in Part and Denying in Part Defendants' Motion to Dismiss the School District and Local Government Entities' Master Complaint [allowing School Districts' public nuisance Claims to proceed in a majority of states]	MDL ECF 1332

ATTACHMENT C

SAMPLE SETTLEMENT STATEMENT ILLUSTRATION[7]

FOR EXAMPLE ONLY - ACTUAL FINAL VALUES (if any) WILL VARY

TEXAS ISD VS. SOCIAL MEDIA COMPANIES

GROSS RECOVERY:		$ 100,000.00
TOTAL ATTORNEY'S FEES 30%		$ - 30,000.00[8]
TOTAL ATTORNEYS FEES DIVIDIED AMONG FIRMS AS FOLLOWS:		
COURT APPOINTED LEADERSHIP FOR PLAINTIFFS FEES also known as Common Benefit Fees (8% of the gross recovery)	$	8,000.00[9]
THOMPSON & HORTON FEES (10% of fees after common benefit)	$	2,200.00
EILAND (45% of fees after common benefit fee deduction)	$	9,900.00
DEMERATH (45% of fees after common benefit fee deduction)	$	9,900.00
TOTAL EXPENSES		$- 4,000.00
TOTAL EXPENSES BROKEN DOWN AS FOLLOWS:		
EILAND, DEMERATH, T&H REIMBURSABLE EXPENSES:	$	1,800.00
EILAND, DEMERATH, T&H SHARED EXPENSES (Pro Rata):	$	200.00
MDL COURT APPOINTED LEADERSHIP FOR PLAINTIFFS (2% of Gross recovery)	$	2,000.00[10]:
ISD NET RECOVERY:		$ 66,000.00

[7] At the end of any contingent fee case, a settlement statement is generated by ATTORNEYS for CLIENT to account for the financial aspects of the case. This example is NOT intended as a representation of what the ultimate outcome of the case will be, but rather is furnished for the sole purpose of illustrating how the attorneys' fee and expense provisions of this contract are intended to function to aid in the Client's understanding.

[8] For simplicity and illustration, this model assumes that the fee cap outlined in paragraph 3.03 did not occur; that is to say the base fee times four was more than 30% of the total recovery. In a scenario where the attorneys' fees are capped, the total attorneys' fees would be reduced to the capped amount and under no circumstances would the total attorneys' fees exceed the capped amount.

[9] This model assumes the Common Benefit Fees for the Court Appointed Leadership for Plaintiffs are not adjusted in the future by the Courts. In the event Common Benefit Fees are adjusted in the future, the total attorneys' fees will not change, but rather the law firms' shares of fees will be adjusted.

[10] This model assumes the Common Benefit Expenses for the Court Appointed Leadership for Plaintiffs are not adjusted in the future by the Courts.