Notice of Board Work Session
by Videoconference or Telephone Call
Board of Trustees
Thursday, February 5, 2026

A Board Work Session of the Board of Trustees will be held on Thursday, February 5, 2026, 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 2, 2026, at 7:30 a.m.

MEETING OPENING

1. **Call to Order**
2. **Invocation and Pledge of Allegiance**
3. **District's Vision and Mission Statement**
4. **Recognitions and Awards 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.

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

MEETING AGENDA

5. **Public Comments**

A. **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.

SPEAKER:
1. Thomas Jackson

B. **Citizen Participation**

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 9, 2026.

6. **Reports**

A. The administration will provide an oral report on the status of the 2019 Bond Program.
B. The Long-Range Planning Committee will report on the results of the long-range planning process and present a recommendation for a bond referendum.
C. The administration will provide an update on the progress of the Technology Guardrails in the Strategic Plan.

7. **Public Hearing**

A. The Board will hold a public hearing on the Texas Academic Performance Report (TAPR) to discuss the 2024-25 Annual Report.

8. **Consent Items**

A. The Board will consider approving the minutes of the January 12, 2026, Board Work Session.
B. The Board will consider approving the minutes of the January 15, 2026, Regular Board Meeting.
C. The Board will consider approving on second reading the additions, revisions, or deletions to district policies:
1. FDE (Local) – Admissions: School Safety Transfers (Revise)
2. FEC (Local) – Attendance: Attendance for Credit (Revise)
D. The Board will consider approving the budget amendments for the period of October 1, 2025 through December 31, 2025.
E. The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with Lone Star College.
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:
1. 2025 Berry ESC and CFFCU Stadium Elevator Replacements
G. The Board will consider awarding bids and contracts and/or authorizing purchase orders as

recommended in the posted agenda item.

1. Transportation as a Service (TaaS)

9. **Non-Consent Items**

A. The Cypress-Fairbanks Independent School District Board of Trustees will consider the adoption of an order calling a Bond Election to be held within the District; making provisions for the conduct and the giving of notice of the election; and containing other provisions relating thereto.

A draft of the election order reflecting the proposed amounts and scope of the propositions is available for review on the District website, cfisd.net/Board of Trustees/Board Meetings/Board Agendas, under the February 5 and February 9, 2026, board meeting agendas (Item 9.A.), or upon request at superintendent@cfisd.net. The final amounts and the scope of any propositions to be presented to the voters are within the discretion of the Board of Trustees.

B. The Board will consider approving the District's instructional material recommendations for the following advanced courses:

- Perfection Learning/AMSCO, English Language and Composition, Advanced Placement Edition for the Advanced Placement and Dual Credit English III course.
- Perfection Learning/AMSCO, English Literature & Composition, Advanced Placement Edition for the Advanced Placement and Dual Credit English IV course.
- Bedford, Freeman, & Worth, American Government: Stories of a Nation for the Advanced Placement and Dual Credit US Government course.
- W. W. Norton & Company, Governing Texas for the Dual Credit Texas Government course.
- Bedford, Freeman, & Worth, Ways of the World for the Advanced Placement World History course.
- W. W. Norton & Company, The History of Art: A Global View for the Advanced Placement Art History course.
- Vista, Journeys to Chinese Proficiency for the Mandarin Chinese III course.
- McGraw Hill, Precalculus for the Precalculus course.
- Savvas, Algebra II for the Algebra II course.
- McGraw Hill, Geometry, for the Geometry course.
- Consenza, Algebraic Reasoning for the Algebraic Reasoning course.
- McGraw Hill, Mader, AP Biology for the Advanced Placement and Dual Credit course.
- Cengage Learning, Chemistry for the Advanced Placement and Dual Credit course.

C. The Board will consider permitting the use of all resource materials in adopted textbooks and direct the administration to ensure that materials meet community standards and present a fair and balanced perspective.

D. The Board will consider approving the Early Childhood Literacy and Mathematics Proficiency Plans.

E. The Board will consider approving changes to the Strategic Plan.

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

1. BE (Local) Board Meetings (Revise)
2. BED (Local) Board Meetings: Public Participation (Revise)
3. DGBA (Local) Personnel-Management Relations: Employee Complaints/Grievances (Revise)
4. DH (Local) Employee Standards of Conduct
5. FNG (Local) Student Rights and Responsibilities: Student and Parent Complaint/Grievances (Revise)

6. GF(Local) Public Complaints (Revise)

G. The Board will consider approving a site lease to SQF, LLC. [This item may be discussed in closed session.]

H. The Board will consider a resolution as required by Senate Bill 11 (2025) regarding a period of prayer and reading of religious text during the school day. [This matter may be discussed in closed session].

I. The Board will consider making a determination that good cause did not exist as required by law to John Hodges, Philippa McCormick, Eisha Roberson, Tanner Nguyen, Kelli Boudreaux, Jenny Bernas, Jordan Sekula, Darla Fondel, Daniel Montanes, and Grace Smith to resign their respective employment contracts. [This item may be discussed in closed session.]

J. The Board will consider approving the superintendent's recommendation to give notice to Diajinae Harris 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.]

10. **Discussion**

A. The administration will discuss Districtwide Intruder Detection Audit Report findings and corrective actions. [This item may be discussed in closed session.]

B. The Board will discuss and receive legal advice from the general counsel regarding a real estate matter. [This item may be discussed in closed session.]

11. **Board Comments**

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.

12. **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	I. For the purpose of considering the appointment, employment,

551.074	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.

13. **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)]

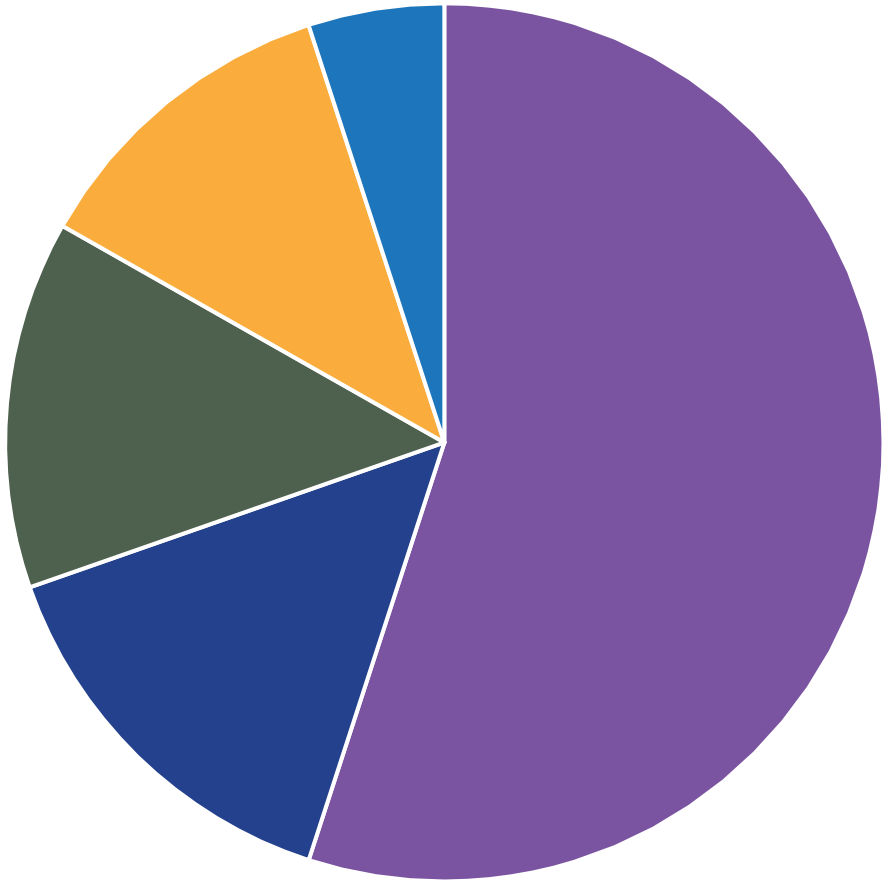
On February 2, 2026, 7:30 a.m., this notice was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building.

For the Board of Trustees

CFISD BOND 2019

Bond Update
February 5, 2026

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 is installed at 68 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 are complete









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



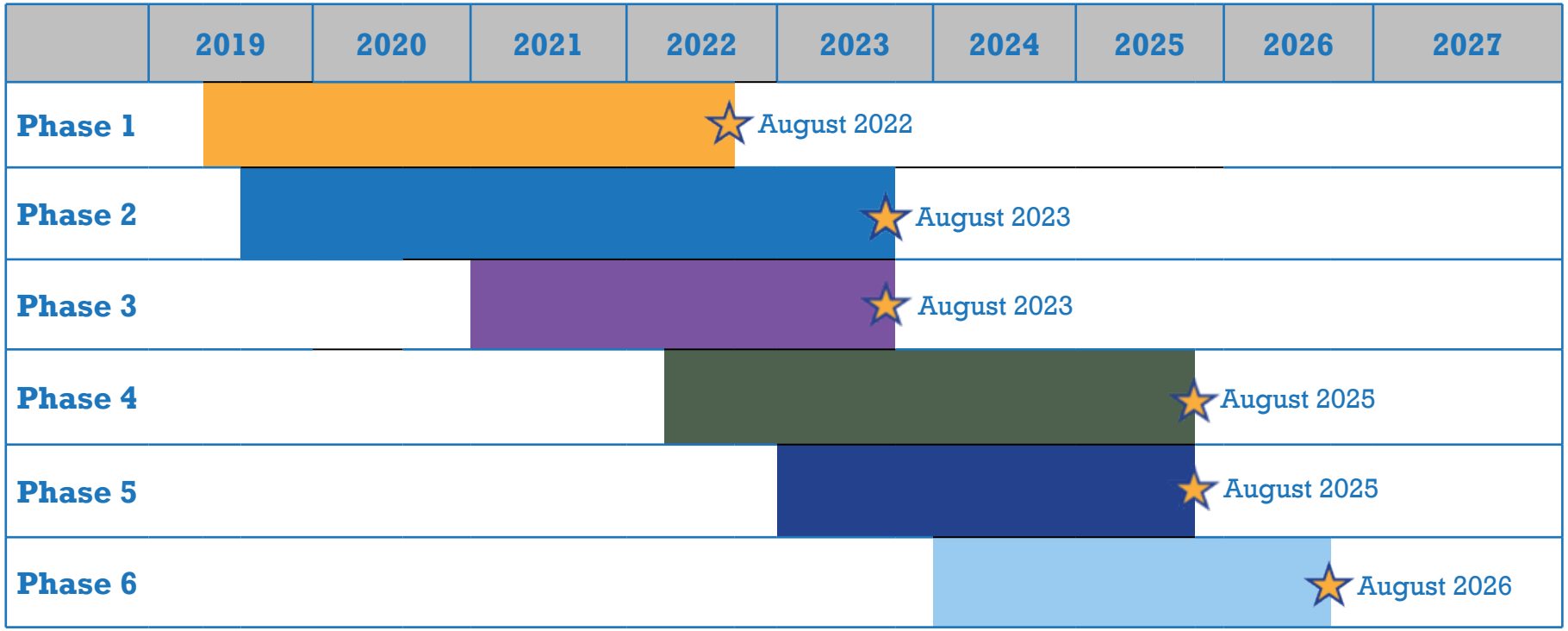






CFISD BOND 2019

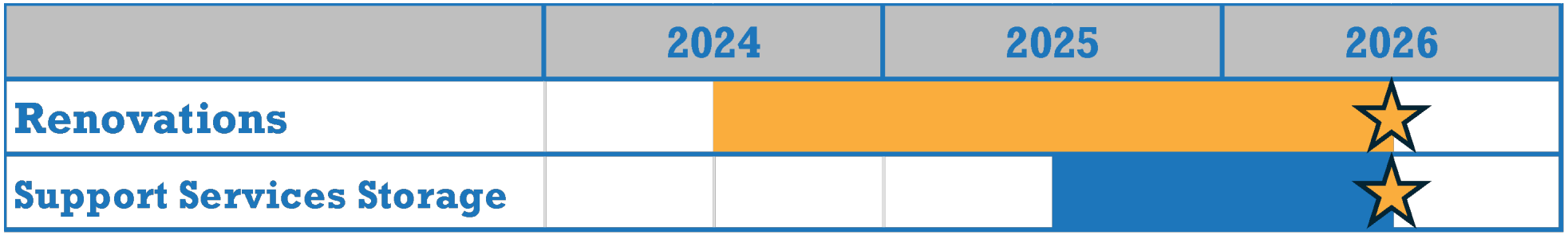
2019 Bond Project Phasing



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

CFISD BOND 2019

Technology Services – Bond 2019 Update

Project Name	Description of Project	Installation Status	Location	Percent Complete
Aruba Clearpass	Network Access Control for Wired Devices	Complete	All district sites	100%
Replace Administrative Devices	Upgrade devices based upon standard replacement cycle	Complete	District	100%
Enterprise Electronic Document Management	Reduce paper document and implement automated processes	In Process	ISC Data Center CyrusOne Data Center	80%
Data Governance	Develop data governance framework	In Process	District	95%







Instructional Technology – Bond Update

Project Name	Description of Project	Installation Status	Location	Percent Complete
1:1 Project Phase 2	Chromebooks Replacement	In Process	All Campuses	On-Going
Lightspeed Sound Systems	Replacement systems	Completed	All Campuses	100 %
Promethean Panels	Replacement	In Process	All Campuses	99 %
Teacher Laptops	Replacement	Completed	All Teachers	100 %

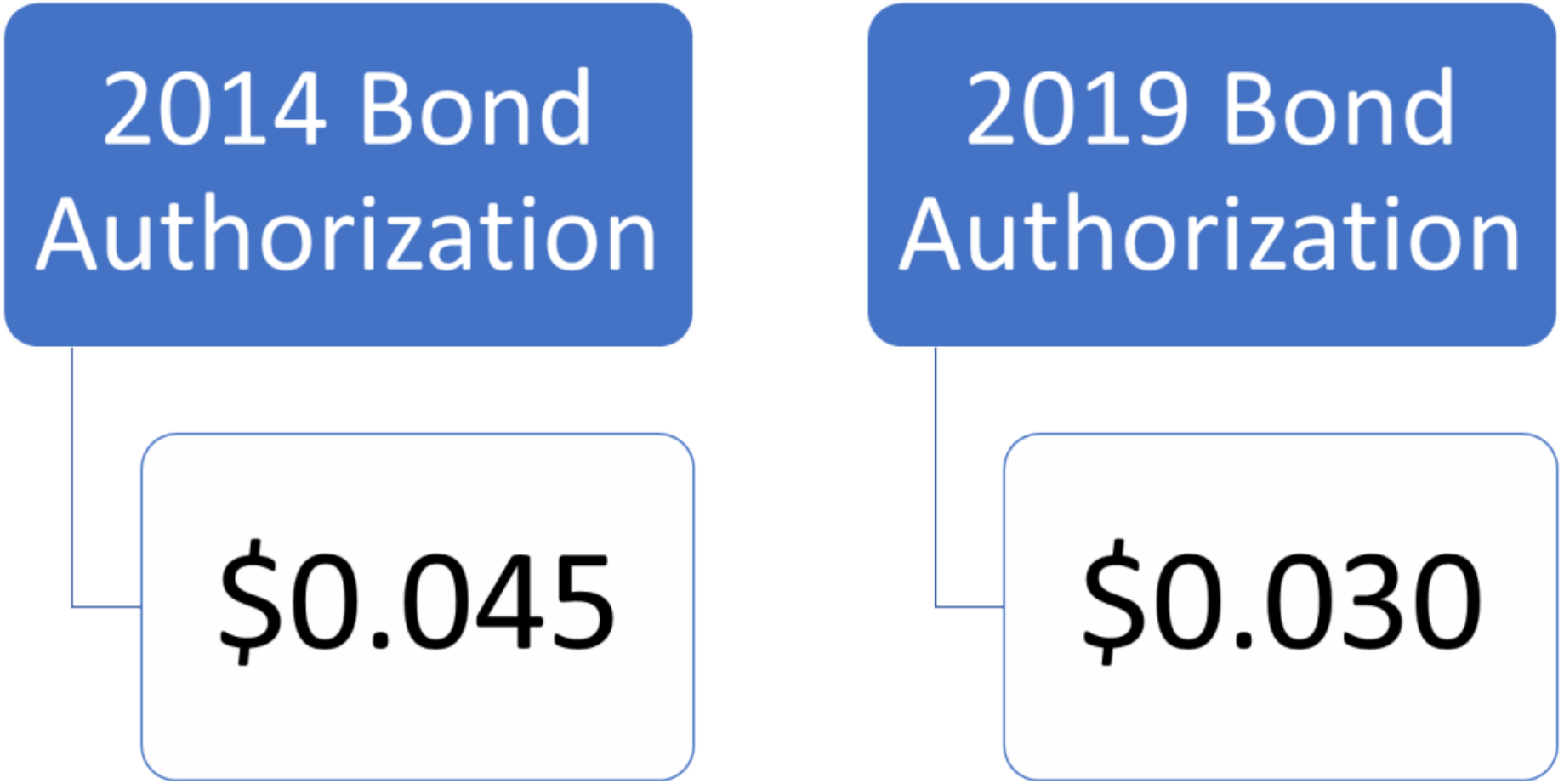
Bond Summary

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

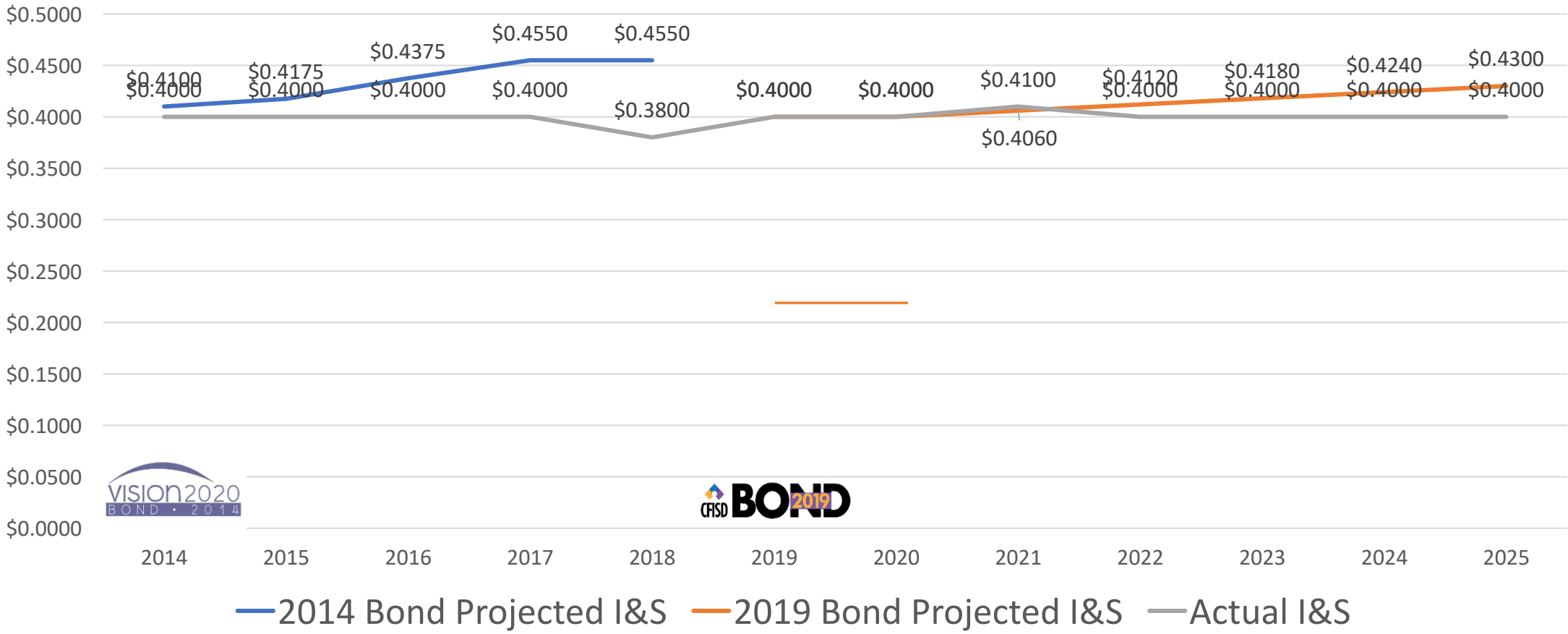
Items Influencing the I&S Tax Rate

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?

THE Roadmap TO AMAZING!

LONG-RANGE PLANNING COMMITTEE

FEBRUARY 5, 2026

LONG-RANGE PLANNING COMMITTEE

- CFISD Strategic Plan:
  - Guardrail 5:
    - The Superintendent shall ensure that facilities adequately support the educational program and other operations.
      - Performance Objective 5.5:
        - Develop a long-range plan to address projected enrollment and asset protection, infrastructure needs, and replacement cycles for existing facilities.

LONG-RANGE PLANNING COMMITTEE

Board Presentation	Date
Long-Range Planning Committee Overview	Monday, Sept. 8, 2025
Charge of the Long-Range Planning Committee	Thursday, Oct. 2, 2025
Attendance Boundaries	Monday, Nov. 10, 2025
Critical Infrastructure, Safety and Security, Technology Infrastructure, and Instructional Technology	Monday, Dec. 15, 2025
Transportation, Radio System, Athletics, Program Needs, and Financing of Capital Needs/Bond Programs	Thursday, Jan. 15, 2026

LONG-RANGE PLANNING COMMITTEE

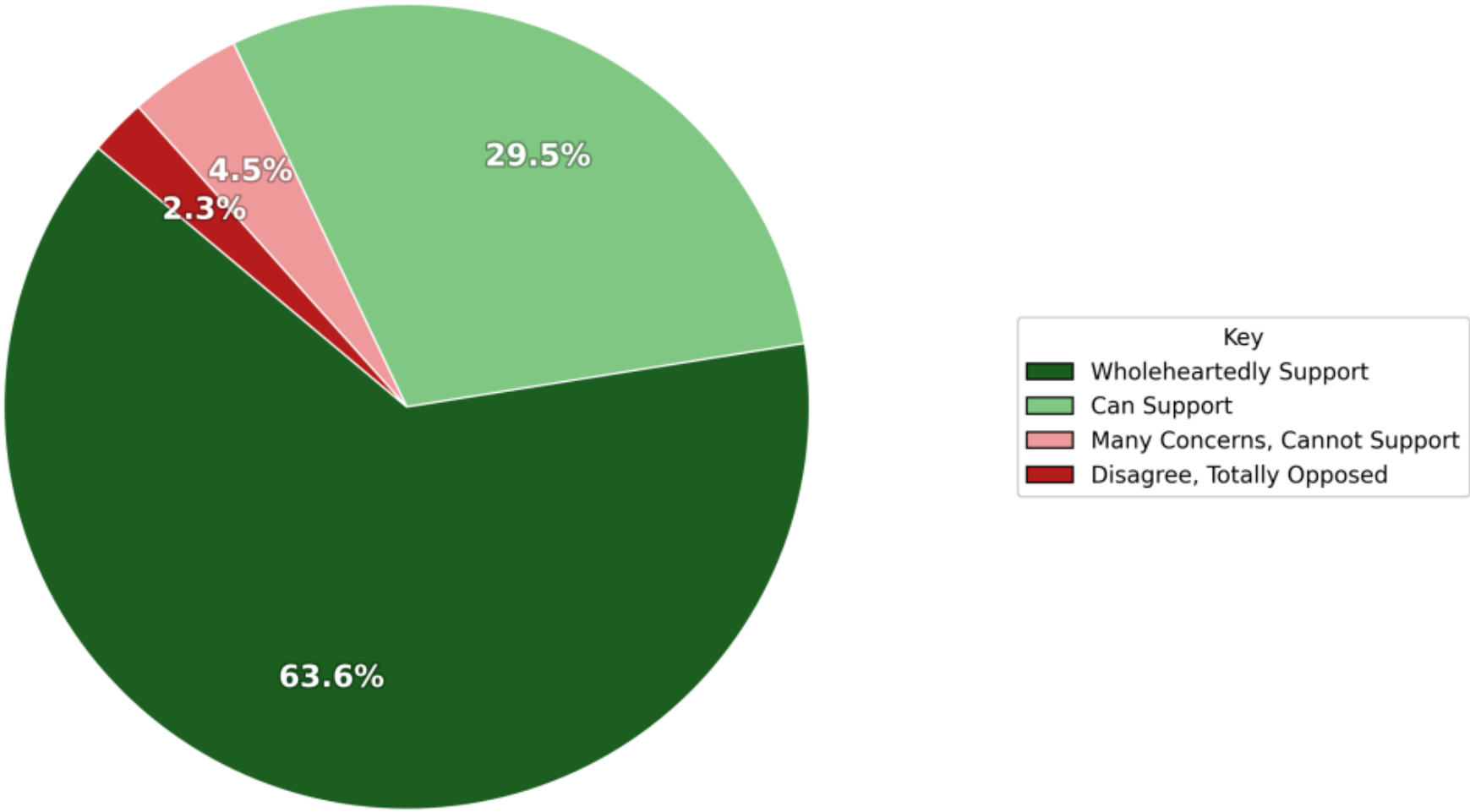
PROCESS	TIMELINE
Prioritize long-term needs	Wednesday, Jan. 14, 2026
Discuss the financial impact of priority needs and finalize recommendation	Wednesday, Jan. 28, 2026
Final Recommendation to Board of Trustees	Thursday, Feb. 5, 2026

Meeting 9 – Jan. 14

Goal:

- Reach a consensus on moving forward with, or postponing, a bond program
- Review information provided related to facility, safety & security, technology, transportation, athletics, instructional programs, and other needs
- Prioritize long-term needs

Do you support recommending a bond referendum to the Board of Trustees addressing identified capital needs?

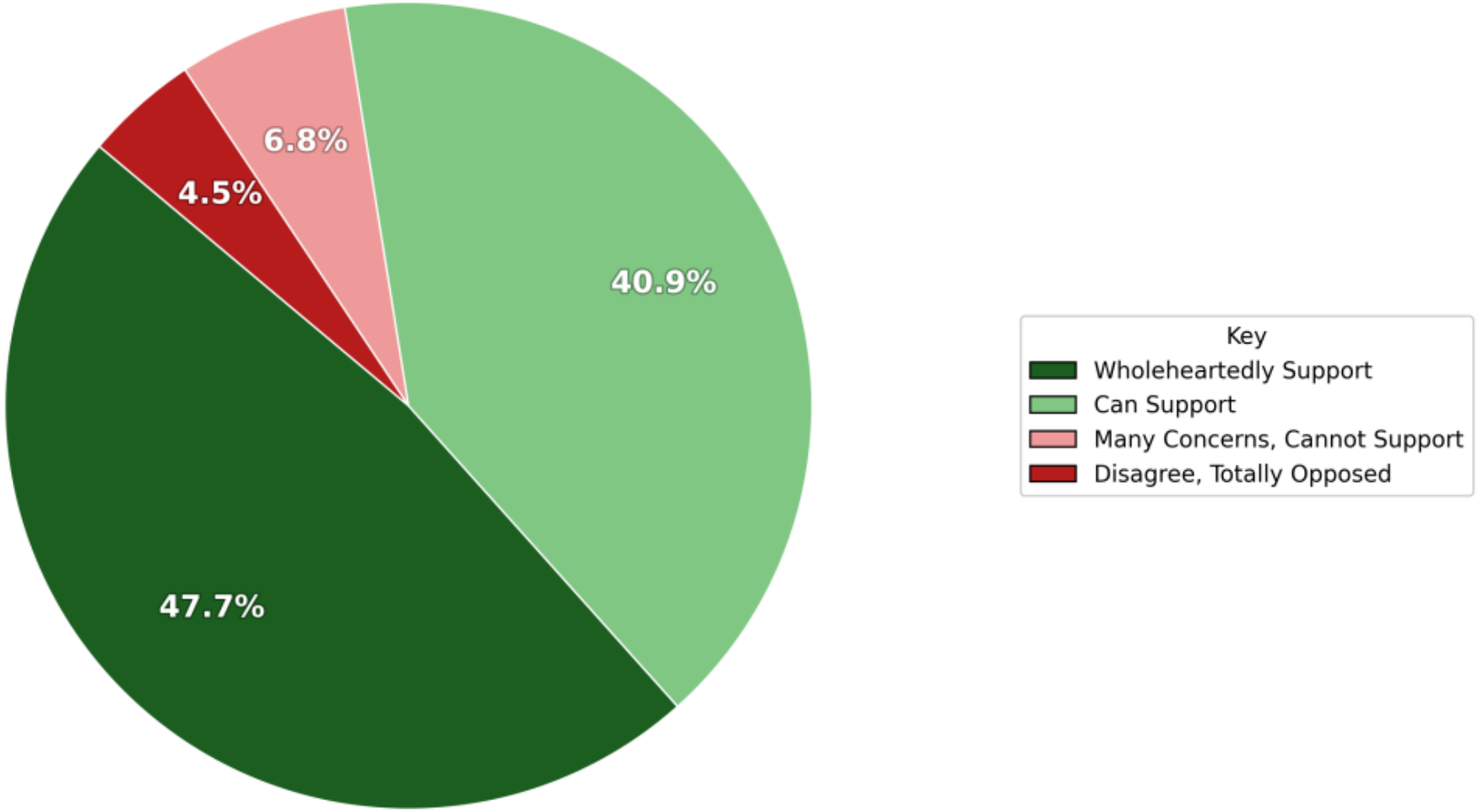


LONG-RANGE PLANNING COMMITTEE

Item	Total % Support	Total % Do Not Support
New Auditorium - Cy Creek & JV - Priority 1	79.60%	20.40%
Instructional Technology - Priority 2	84.10%	15.90%
Athletics - Priority 2	86.30%	13.60%
Band Storage - Priority 1	86.40%	13.60%
Playground Improvements - Priority 2	86.40%	13.60%
Athletics - Priority 1	88.70%	11.40%
Critical Infrastructure - Priority 2	90.90%	9.00%
Technology Infrastructure - Priority 2	90.90%	9.10%
Instructional Technology - Priority 1	93.10%	6.80%
White Fleet - Priority 2	93.10%	6.80%
Security Technology Infrastructure - Priority 1	93.20%	6.80%
Cybersecurity Measures - Priority 2	93.20%	6.80%
Playground Improvements - Priority 1	93.20%	6.80%
Portable Building Refresh	93.20%	6.80%

Item	Total % Support	Total % Do Not Support
Portable Building Refresh	93.20%	6.80%
Police Department Vehicles - Priority 1	95.40%	4.50%
Replace Radio System - Priority 1	95.40%	4.60%
TEA Security Requirements	95.40%	4.60%
Cybersecurity Measures - Priority 1	95.40%	4.50%
School Buses - Priority 2	95.50%	4.50%
Critical Infrastructure - Priority 1	97.70%	2.30%
Architectural - Priority 1	97.70%	2.30%
Industrial Ag & Tech - Priority 1	97.70%	2.30%
Transportation Safety & Security - Priority 1	97.70%	2.30%
School Buses - Priority 1	97.70%	2.30%
White Fleet - Priority 1	97.70%	2.30%
Technology Infrastructure - Priority 1	97.80%	2.30%

Do you support recommending a bond referendum to the Board of Trustees addressing identified capital needs totaling approximately - $1,744,034,004?



Meeting 10 – Jan. 28

Goal:

- Review all proposed bond propositions
- Discuss the financial impact of priority needs
- Finalize a recommendation

Proposed Cost Reductions

Item	Cost Reduction
5-Year Bond (Inflation Savings)	$83,434,271
Transportation - SB 546 Compliance/fewer buses	$24,085,784
Total	**$107,520,055**

2026 BOND PROPOSITIONS

Proposition	Cost
A – Critical Infrastructure, Safety & Security, Technology Infrastructure, and Transportation	$1,299,520,000
B - Instructional Technology	$256,075,000
C – Athletics	$60,800,000
D – Pools	$20,125,000
Total	**$1,636,520,000**

* Proposition cost rounded since bonds are sold in $5,000 increments.

I&S TAX RATE ASSUMPTIONS

Taxable Assessed Valuation	• Tax year 2025 value (excludes frozen value) • Future growth rate (2026-2030)	$72,758,804,693 4.00%
I&S Tax Rate and Collections	• Current I&S tax rate • Tax collections rate • Frozen & delinquent tax collections • Hold harmless payment from State	$0.40/$100 98.50% $7,972,540 $35,083,999
New Bonds	• Issuance timing • Amortization period - new projects • Interest rate • Principal Structure	Each Year 2026-30 25 Years 4.50% Level Debt Service

I&S Tax Rate Assumptions

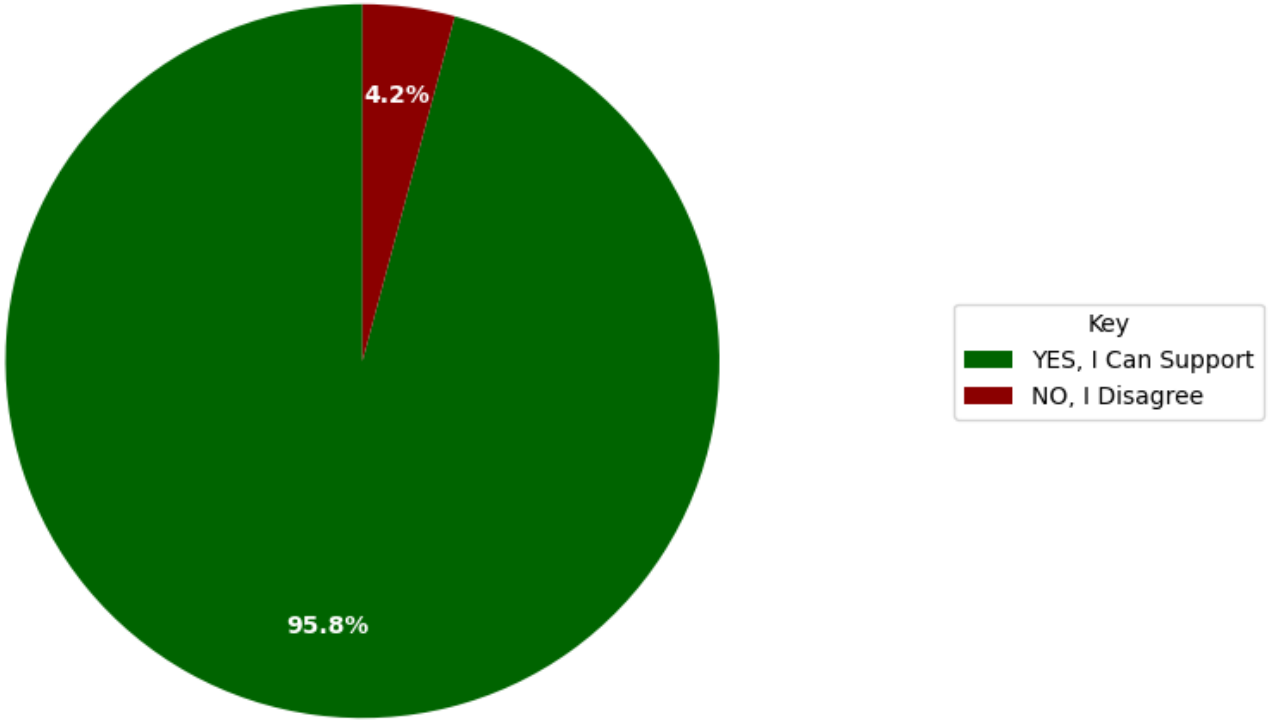
- Underlying Bond Ratings
  - Aa1 Moody's Investor Service
  - AA Standard & Poor's Rating Service
- Permanent School Fund Enhanced Ratings
  - Aaa Moody's Investor Service
  - AAA Standard & Poor's Rating Service
- Bond Maturities
  - Facilities – 25 years
  - Instructional Technology – 5 years
  - Infrastructure Technology – 5-15 years
  - Buses – 15 years

POTENTIAL I&S TAX RATE IMPACT

Election Amount	Current I&S Tax Rate	Estimated I&S Tax Rate
$1,636,520,000	$0.40	$0.39

*$140,000 Homestead Exemption Reduction

Do you support recommending a bond referendum as presented January 28, 2026, to the Board of Trustees?



LONG-RANGE PLANNING COMMITTEE

Recommendation:

Proposition	Cost
A – Critical Infrastructure, Safety & Security, Technology Infrastructure, and Transportation	$1,299,520,000
B - Instructional Technology	$256,075,000
C – Athletics	$60,800,000
D – Pools	$20,125,000
Total	**$1,636,520,000**

* Proposition cost rounded since bonds are sold in $5,000 increments.

STATUTORY PROVISIONS GOVERN THE CONTENTS OF AN ELECTION ORDER AND BALLOT LANGUAGE

- General Propositions
  - School districts may have a general proposition that covers the construction, acquisition and equipment of school buildings; the purchase of necessary sites for school buildings, the purchase of school buses, the retrofitting of school buses with emergency, safety, or security equipment, and the purchase of retrofitting of vehicles to be used for emergency, safety or security purposes

STATUTORY PROVISIONS GOVERN THE CONTENTS OF AN ELECTION ORDER AND BALLOT LANGUAGE

- **The Legislature made significant changes to statutes governing the contents of ballot propositions in 2019**
  - Special Purpose Propositions
    - For school districts, SB 30 now requires each of six special purposes to be stated in a separate proposition:
      - the construction, acquisition, or equipment of a **stadium with seating capacity for more than 1,000 spectators**;
      - the construction, acquisition, or equipment of a **natatorium**;
      - the construction, acquisition, or equipment of **another recreational facility other than a gymnasium, playground, or play area**;
      - the construction, acquisition, or equipment of a **performing arts facility**;
      - the construction, acquisition, or equipment of **housing for teachers** as determined by the district to be necessary to have a sufficient number of teachers for the district; and
      - an acquisition or update of **technology equipment, other than equipment used for school security purposes or technology infrastructure integral to the construction of a facility**
  - The Attorney General now requires the submission of election information prepared by the district in connection with a bond transcript to confirm compliance with the proposition guidelines

SAMPLE PROPOSITION A LANGUAGE

CYPRESS-FAIRBANKS ISD – PROPOSITION A

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell bonds of the District in the principal amount of $1,299,520,000 for the construction, acquisition, renovation, and equipment of school buildings in the District, for the purchase of new school buses, for the retrofitting of school buses with emergency, safety, or security equipment, and for the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

SAMPLE PROPOSITION B LANGUAGE

CYPRESS-FAIRBANKS ISD - PROPOSITION B

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of the Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell at any price or prices the bonds of the District in the amount of $256,075,000 for the acquisition or update of District technology equipment, including student, teacher and staff devices, which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

SAMPLE PROPOSITION C LANGUAGE

CYPRESS-FAIRBANKS ISD – PROPOSITION C

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of the Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell at any price or prices the bonds of the District in the amount of $60,800,000 for the construction, acquisition, and equipment of improvements to District stadium facilities, including capital repairs and renovations to such stadium facilities, which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

SAMPLE PROPOSITION D LANGUAGE

CYPRESS-FAIRBANKS ISD - PROPOSITION D

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of the Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell at any price or prices the bonds of the District in the amount of $20,125,000 for the construction, acquisition, and equipment of improvements to District swimming facilities, including capital repairs and renovations to such swimming facilities; which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

SAMPLE PROPOSITION A BALLOT LANGUAGE

CYPRESS-FAIRBANKS ISD – PROPOSITION A

☐ FOR)

☐ AGAINST)

"THIS IS A PROPERTY TAX INCREASE.

The issuance of $1,299,520,000 of bonds for the construction, acquisition, renovation, and equipment of school buildings in the District, for the purchase of new school buses, for the retrofitting of school buses with emergency, safety, or security equipment, and for the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, and the levying of a tax sufficient to pay the principal of and interest on the bonds and to pay the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

SAMPLE PROPOSITION B BALLOT LANGUAGE

CYPRESS-FAIRBANKS ISD – PROPOSITION B

☐ FOR)

☐ AGAINST)

"THIS IS A PROPERTY TAX INCREASE.

The issuance of $256,075,000 of bonds for the acquisition or update of District technology equipment, including student, teacher and staff devices, and the levying of a tax sufficient to pay the principal of and interest on the bonds and to pay the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

SAMPLE PROPOSITION C BALLOT LANGUAGE

CYPRESS-FAIRBANKS ISD – PROPOSITION C

☐ FOR)

☐ AGAINST)

"THIS IS A PROPERTY TAX INCREASE.

The issuance of $60,800,000 of bonds for the construction, acquisition and equipment of improvements to District stadium facilities, including capital repairs and renovations to such stadium facilities, and the levying of a tax sufficient to pay the principal of and interest on the bonds and to pay the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

SAMPLE PROPOSITION D BALLOT LANGUAGE

CYPRESS-FAIRBANKS ISD – PROPOSITION D

☐ FOR) "THIS IS A PROPERTY TAX INCREASE.

☐ AGAINST) The issuance of $20,125,000 of bonds for the construction, acquisition and equipment of improvements to District swimming facilities, including capital repairs and renovations to such swimming facilities, and the levying of a tax sufficient to pay the principal of and interest on the bonds and to pay the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

LONG-RANGE PLANNING COMMITTEE

Questions?

TECHNOLOGY SERVICES

CYPRESS-FAIRBANKS ISD

BOARD UPDATE - FEBRUARY 2026



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 4.4

- **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 4.5

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

CFISD

Performance Objective 1.4

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

Strategy 1 - Incident response and training of staff and students

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

Strategy 2 - Strengthen digital resource governance and data security

- **Expected Result/Impact:** Establish a consistent framework that ensures data privacy, security, and compliance across all digital tools and systems

Strategy 3 - 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 – INCIDENT RESPONSE AND TRAINING OF STAFF AND STUDENTS

- Incident Response Plan
- Manage Detection & Response
- Incident Readiness & Response Suite
- Forensic Investigations
- Identity and Password Management



CFISD

STRATEGY I – INCIDENT RESPONSE AND TRAINING OF STAFF AND STUDENTS

Cybersecurity Defense Statistics

67,200	Endpoint Detection Alerts
34,000	Phishing Alerts
84 Million	Blocked Malicious Emails
8.5 Billion	Unauthorized Blocked Websites
600	Network Detection Alerts
1,650	Reset Compromised Passwords

CFISD

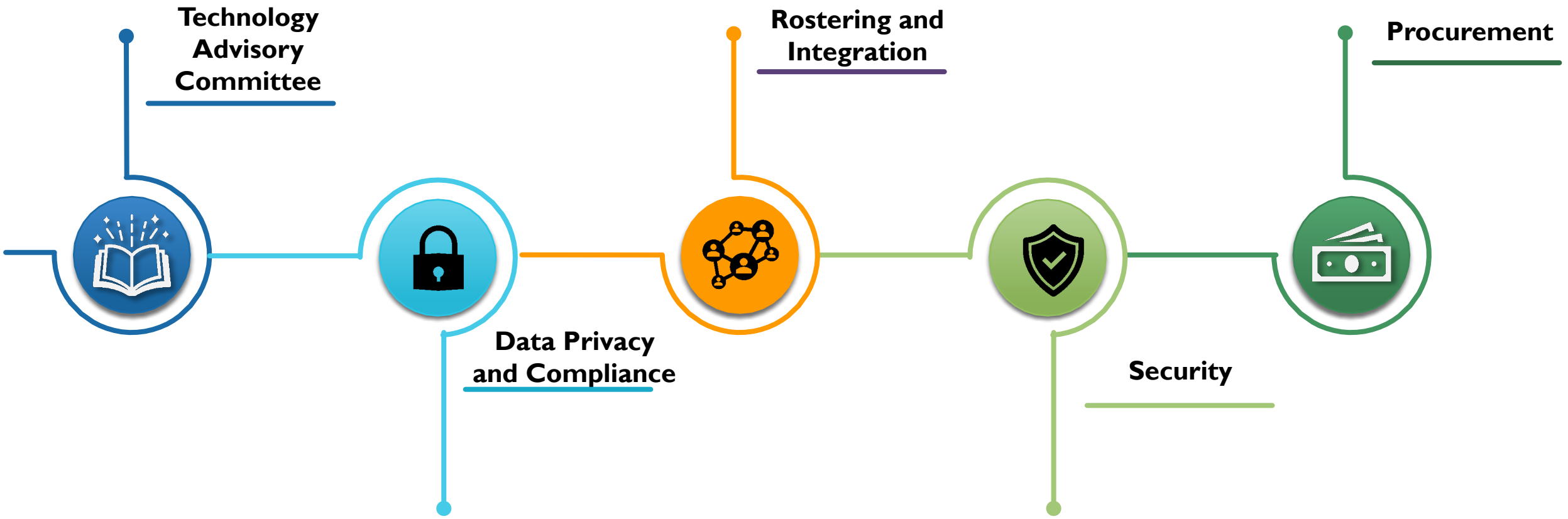
STRATEGY 1 - INCIDENT RESPONSE AND TRAINING OF STAFF AND STUDENTS

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



CFISD

STRATEGY 2: STRENGTHEN DIGITAL RESOURCE GOVERNANCE AND DATA SECURITY



STRATEGY 3: MAINTAIN LAYERED APPROACH TO PROTECTION BASED ON NATIONAL INSTITUTE OF STANDARDS CYBERSECURITY FRAMEWORK



CFISD

STRATEGY 3: MAINTAIN LAYERED APPROACH TO PROTECTION BASED ON NATIONAL INSTITUTE OF STANDARDS CYBERSECURITY FRAMEWORK



1 of 32 districts nationwide





1 of 9 districts statewide

CFISD

Performance Objective 4.4

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

Strategy 1 - 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 2 - 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 – EXPAND DISTRICT DATA DASHBOARDS

Advance the Impact of Data

- New Technology with Analytic Power
- Easily Answer Complex Questions

New Views of Data

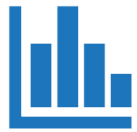
- Connect Key Data Points
- Compare Factors
  - Attendance to Assessment
  - Academics to Behavior



Data Governance



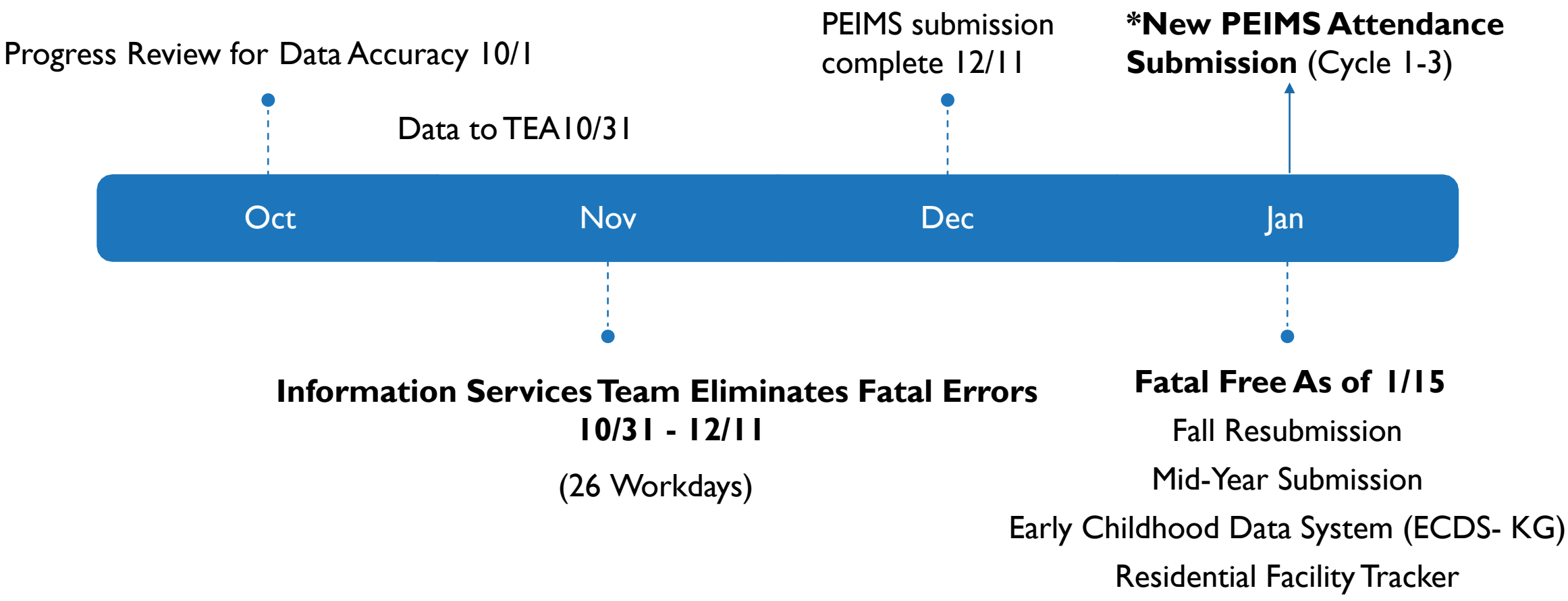
Report Creation



Data Dashboard

CFISD

STRATEGY 2 - TEXAS EDUCATION AGENCY TRANSITION TO ED-FI



Performance Objective 4.5

Develop a districtwide electronic documents environment, including automated workflows.

Strategy 1 - Implement and maintain automated processes

- **Expected Result/Impact:** Increased number of automated departmental and campus workflows

CFISD

STRATEGY 1 – IMPLEMENT AND MAINTAIN AUTOMATED PROCESSES

Electronic Document Management Overview



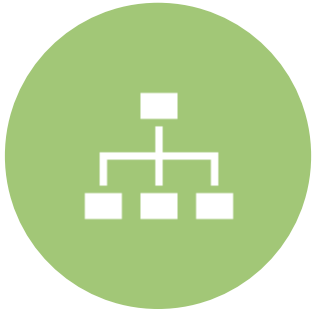
Delivered 15 new automations and 25 form updates including the SB 571 Allegation Reporting Form to support compliance, safety, and accountability.



Launched a secure SPED repository with a dedicated Laserfiche environment to protect sensitive student records and meet compliance requirements.



Automated travel expense requests for athletics, grants, CTE, and 700+ campus coaches, improving turnaround time.

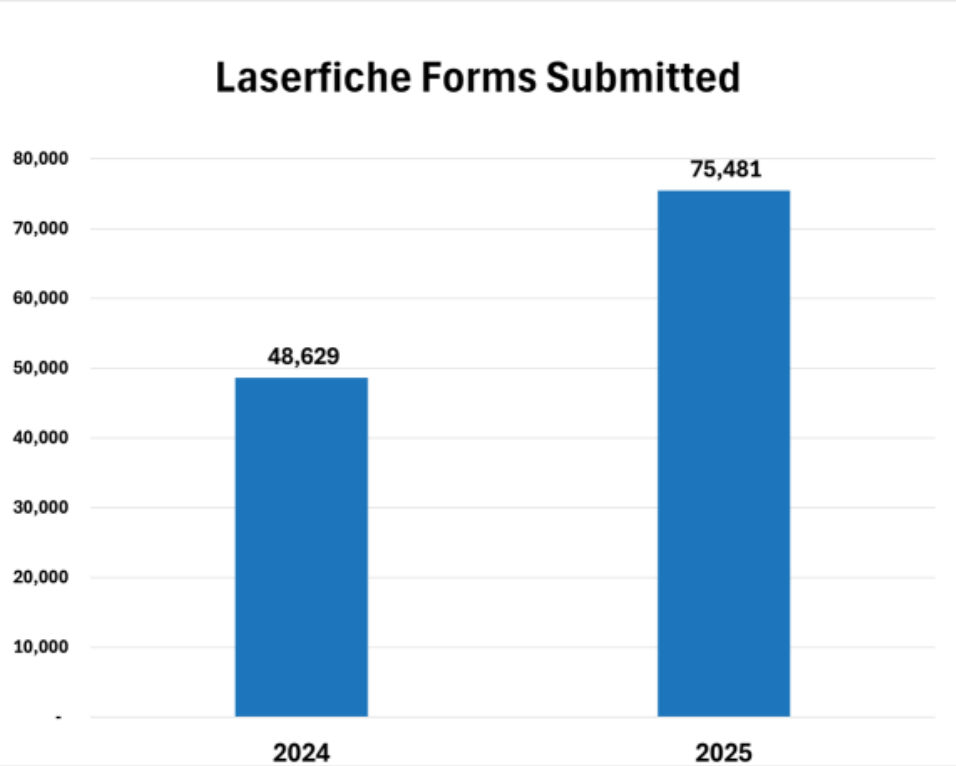


Completed 5 Transportation automations, including Absence From Duty, reducing manual work and streamlining processes.

CFISD

STRATEGY 1 – IMPLEMENT AND MAINTAIN AUTOMATED PROCESSES

Business Process Automation Improvements



- Utilization increased 55% from 48,600 (2024) to 75,000+ (2025)
- Reflects broader digital adoption across departments
- Reduces paper-based processing
- System supports higher volumes while improving efficiency

CFISD



TECHNOLOGY BY THE NUMBERS

CFISD

TECHNOLOGY SERVICES

CYPRESS-FAIRBANKS ISD

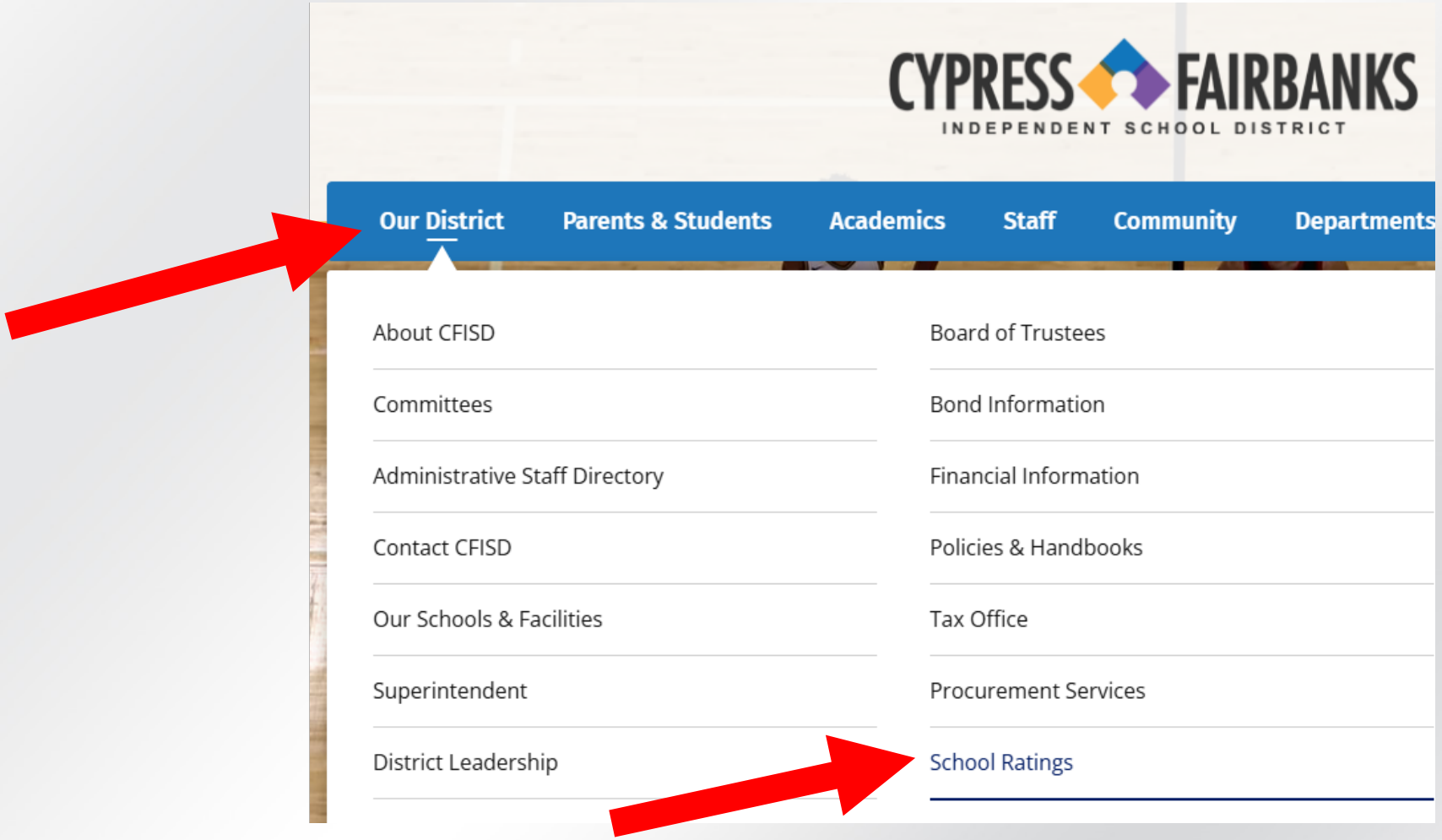
Questions?



Texas Academic Performance Report (TAPR) Public Hearing

February 5, 2025

Texas Academic Performance Report



District & Campus Ratings

Cypress-Fairbanks ISD is an Accredited school

+ Accountablity Ratings

+ Federal & State Report Cards

+ Texas Academic Performance Reports (TAPR)



Texas Education Agency
2024-25 STAAR Performance (TAPR)
CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

	School Year	EB/EL
Grade 3 Reading		
At Approaches Grade Level or Above	2025	
	2024	
At Meets Grade Level or Above	2025	
	2024	
At Masters Grade Level	2025	
	2024	
Grade 3 Mathematics		
At Approaches Grade Level or Above	2025	
	2024	
At Meets Grade Level or Above	2025	
	2024	
At Masters Grade Level	2025	
	2024	
Grade 4 Reading		
At Approaches Grade Level or Above	2025	
	2024	
At Meets Grade Level or Above	2025	
	2024	
At Masters Grade Level	2025	
	2024	

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

	S
Attendance Rate	
2023-24	9
2022-23	9
Chronic Absenteeism	
2023-24	1
2022-23	2
Annual Dropout Rate (Gr	
2023-24	
2022-23	
Annual Dropout Rate (Gr	
2023-24	
2022-23	
4-Year Longitudinal Rate	
Class of 2024	
Graduated	9
Received TxCHSE	
Continued HS	
Dropped Out	
Graduates and TxCHSE	9
Graduates, TxCHSE, and Continuers	9

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

Academic Year	State
College, Career, o	
2023-24	81.8%
2022-23	76.3%
College Ready (An	
2023-24	70.0%
2022-23	61.9%
TSI Criteria Gradu	
2023-24	69.5%
2022-23	62.8%
TSI Criteria Gradu	

Texas Education Agency
2024-25 Student Information (TAPR)
CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

Student Information
Total Students
Students by Grade
Early Childhood Educatior
Pre-Kindergarten
Pre-Kindergarten: 3-yea
Pre-Kindergarten: 4-yea
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5

Texas Education Agency
2024-25 Staff Information (TAPR)
CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**15,729.5**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	9,778.5	62.2%	487,682.3	63.8%
Teachers	7,664.1	48.7%	369,689.2	48.3%
Professional Support	1,605.0	10.2%	82,751.4	10.8%
Campus Administration (School Leadership)	418.9	2.7%	25,687.5	3.4%
Central Administration	90.5	0.6%	9,554.2	1.2%
Educational Aides	2,226.9	14.2%	81,972.7	10.7%
Auxiliary Staff	3,724.1	23.7%	195,202.8	25.5%

District	2025 Total Number of Students	2025 Eco Dis %	2025 Accountability Rating
Dallas ISD	139,776	89.3	83
Spring ISD	33,575	80.2	65
Houston ISD	176,039	77.8	84
Cypress-Fairbanks ISD	117,658	58.9	85
Spring Branch ISD	32,601	55.4	80
Klein ISD	52,297	54.9	86
Austin ISD	72,175	51.1	79
Northside ISD - Bexar Co.	99,729	49.9	75
Katy ISD	95,919	42.7	88
Tomball ISD	22,829	30.2	92

2024-25 STAAR 3-8 RLA, English I, English II Performance					
District	2025 Total Number of Students	2025 Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level or Above %
State			76%	54%	23%
Region 4			77%	56%	24%
Dallas ISD	139,776	89.3	71%	49%	21%
Spring ISD	33,575	80.2	64%	38%	12%
Houston ISD	176,039	77.8	74%	52%	22%
Cypress-Fairbanks ISD	117,658	58.9	82%	63%	30%
Spring Branch ISD	32,601	55.4	76%	59%	33%
Klein ISD	52,297	54.9	80%	61%	27%
Austin ISD	72,175	51.1	72%	55%	27%
Northside ISD - Bexar Co.	99,729	49.9	78%	55%	21%
Katy ISD	95,919	42.7	86%	72%	39%
Tomball ISD	22,829	30.2	90%	76%	42%

2024-25 STAAR 3-8 Math and Algebra I Performance					
District	2025 Total Number of Students	2025 Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level or Above %
State			72%	45%	20%
Region 4			74%	48%	23%
Dallas ISD	139,776	89.3	71%	43%	19%
Spring ISD	33,575	80.2	59%	30%	11%
Houston ISD	176,039	77.8	74%	47%	23%
Cypress-Fairbanks ISD	117,658	58.9	76%	51%	24%
Spring Branch ISD	32,601	55.4	78%	55%	30%
Klein ISD	52,297	54.9	78%	52%	24%
Austin ISD	72,175	51.1	68%	43%	21%
Northside ISD - Bexar Co.	99,729	49.9	71%	40%	16%
Katy ISD	95,919	42.7	83%	63%	36%
Tomball ISD	22,829	30.2	90%	72%	41%

2024-25 STAAR 5 & 8 Science and Biology Performance					
District	2025 Total Number of Students	2025 Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level or Above %
State			78%	47%	17%
Region 4			79%	50%	20%
Dallas ISD	139,776	89.3	74%	40%	13%
Spring ISD	33,575	80.2	66%	31%	8%
Houston ISD	176,039	77.8	75%	44%	18%
Cypress-Fairbanks ISD	117,658	58.9	84%	57%	26%
Spring Branch ISD	32,601	55.4	81%	55%	26%
Klein ISD	52,297	54.9	83%	55%	21%
Austin ISD	72,175	51.1	74%	49%	23%
Northside ISD - Bexar Co.	99,729	49.9	78%	51%	18%
Katy ISD	95,919	42.7	88%	67%	36%
Tomball ISD	22,829	30.2	92%	71%	37%

2024-25 STAAR 8 Social Studies and U.S. History					
District	2025 Total Number of Students	2025 Eco Dis %	At Approaches Grade Level or Above %	At Meets Grade Level or Above %	At Masters Grade Level or Above %
State			77%	50%	27%
Region 4			78%	53%	30%
Dallas ISD	139,776	89.3	76%	49%	26%
Spring ISD	33,575	80.2	64%	34%	15%
Houston ISD	176,039	77.8	75%	48%	27%
Cypress-Fairbanks ISD	117,658	58.9	82%	60%	37%
Spring Branch ISD	32,601	55.4	80%	58%	36%
Klein ISD	52,297	54.9	81%	56%	33%
Austin ISD	72,175	51.1	78%	56%	36%
Northside ISD - Bexar Co.	99,729	49.9	80%	55%	31%
Katy ISD	95,919	42.7	89%	72%	50%
Tomball ISD	22,829	30.2	87%	69%	47%

Distinction Designations

Campus	2025 #
Adam	2
Ault	4
Bane	1
Bang	5
Birkes	6
Black	3
Brosnahan	1
Byrd	6
Copeland	3
Danish	3
Emery	2
Emmott	1
Farney	6
Fiest	1
Francone	5
Gleason	5
Hairgrove	6
Hamilton ES	5
Hancock	1
Holbrook	6
Holmsley	1
Horne	1
Jowell	1
Keith	5
Kirk	1

Campus	2025 #
Lamkin	2
Lee	3
Lowery	6
Matzke	2
McFee	1
McGown	3
Millsap	4
Moore	3
Owens	1
Pope	6
Post	5
Postma	5
Rennell	3
Robinson (M.)	6
Robison (A.)	4
Sampson	6
Sheridan	2
Swenke	3
Tipps	1
Walker	1
Warner	5
Wells	3
Willbern	5
Woodard	6
Yeager	3

Campus	2025 #
Aragon	5
Arnold	2
Campbell	3
Cook	2
Goodson	4
Hamilton MS	2
Hopper	1
Kahla	1
Labay	4
Rowe	2
Smith	6
Spillane	5
Sprague	5
Truitt	1
Bridgeland	4
Cy-Fair	4
Cypress Creek	1
Cypress Lakes	3
Cypress Park	1
Cypress Ranch	2
Cypress Ridge	6
Cypress Springs	1
Cypress Woods	4
Jersey Village	3
Langham Creek	3

Graduation Rate: Class of 2024

Group	State	Region 4	CFISD
All	90.7%	90.8%	93.7%
African American	86.9%	88.8%	91.2%
Hispanic	89.3%	89.1%	92.5%
White	94.4%	94.7%	96.7%
Asian	97.1%	97.3%	98.4%
Economically Disadvantaged	88.2%	88.3%	91.8%

District Accreditation Status

Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**January 29, 2026**
SUBJECT:	**2024-2025 and 2025-2026 Assignment of Accreditation Statuses**
CATEGORY:	**Accreditation**
NEXT STEPS:	**Share with Appropriate Staff**

Background

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed in the Texas Administrative Code, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA) website.

The issuance of 2024 academic accountability ratings were pending and subject to judicial ruling due to litigation. Therefore, 2024-2025 accreditation statuses were delayed due to the pending accountability ratings. In July 2025, the Fifteenth Court of Appeals ruled that TEA could release 2024 accountability ratings, and those ratings were finalized on December 11, 2025. Because of the litigation, the issuance of the 2024-2025 accreditation statuses is outside the normal release cycle and is occurring concurrently with the issuance of the 2025-2026 accreditation statuses.

The purpose of this letter is to notify districts and charter schools that, under the authority of TEC §39.051 and §39.052 and 19 TAC §97.1055, TEA will assign accreditation statuses for the 2024-2025 and 2025-2026 school years. Accreditation statuses will be posted publicly to the TEA website on **February 12, 2026**, on the *Accreditation Status* homepage. When accessing the website, users can sort accreditation results by clicking the grid column heading to sort in ascending or descending order. Additionally, the results may be filtered using the search feature or by selecting pre-defined values from the column pick lists. Background information regarding the assignment of accreditation statuses will also be posted.

PEIMS Financial Standard Reports

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

Campus Performance Objectives

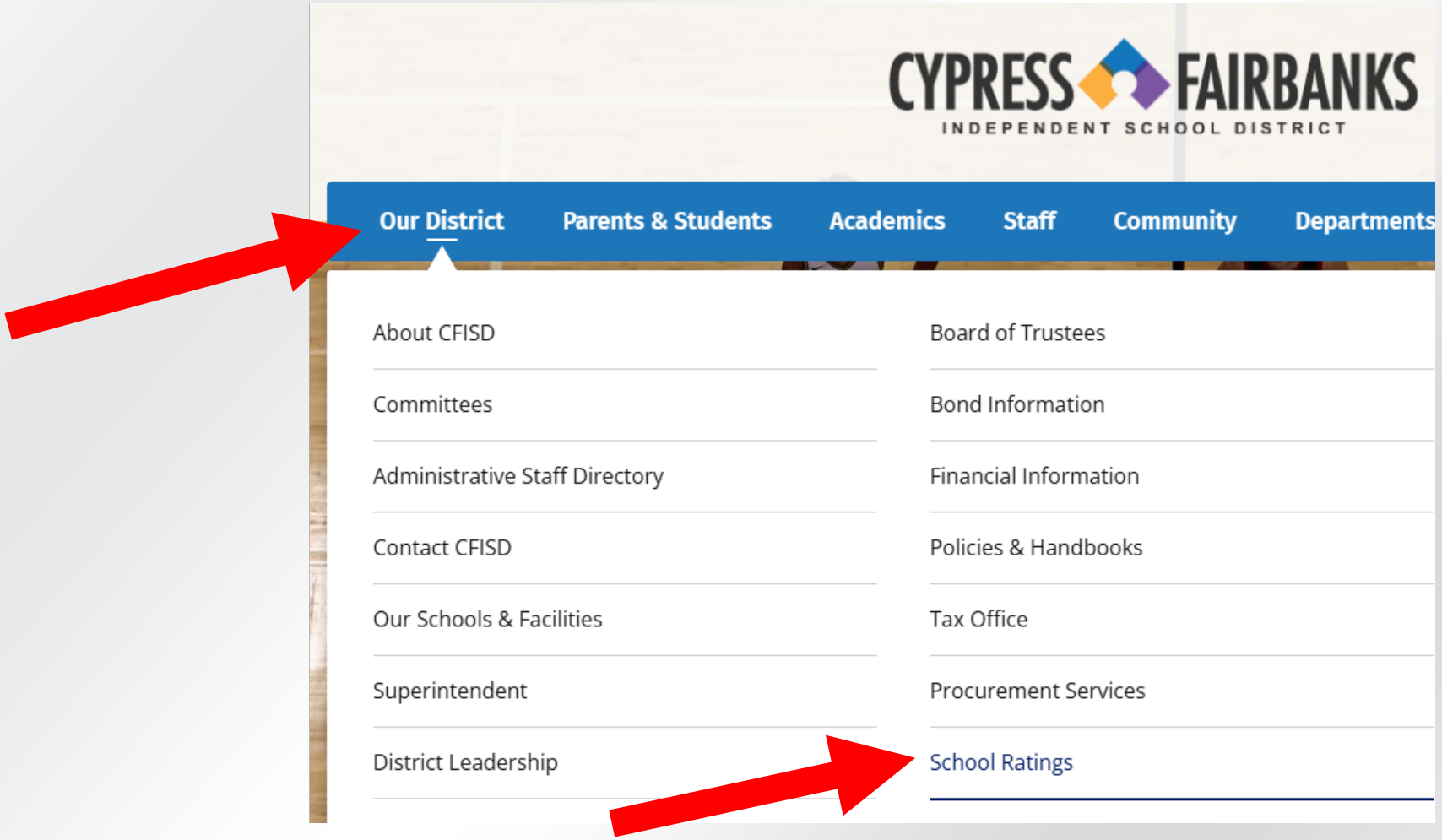
District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 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.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Accessing the Campus Improvement Plans



District & Campus Ratings

Cypress-Fairbanks ISD is an Accredited sch

- + Accountablity Ratings
- + Federal & State Report Cards
- + Texas Academic Performance Reports (TAPR)
- + District Improvement Plans
- − **Campus Improvement Plans**
  - + Elementary Schools
  - + Middle Schools
  - + High Schools
  - + Special Campuses



Special Education Determination Status

2024-25 Texas Academic Performance Report (TAPR)

District Name: CYPRESS-FAIRBANKS ISD

District Number: 101907

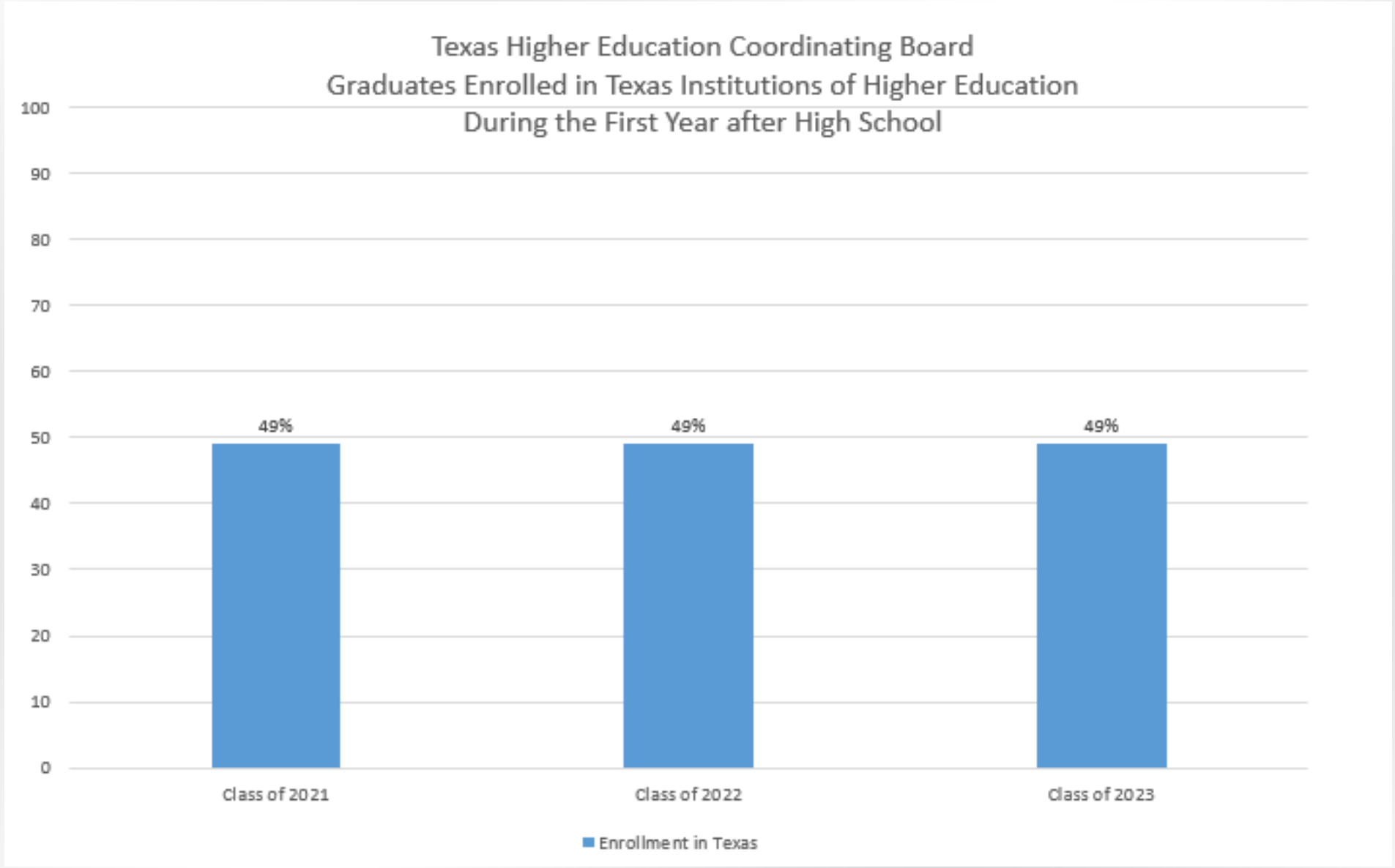
2025 District Accountability Score: B

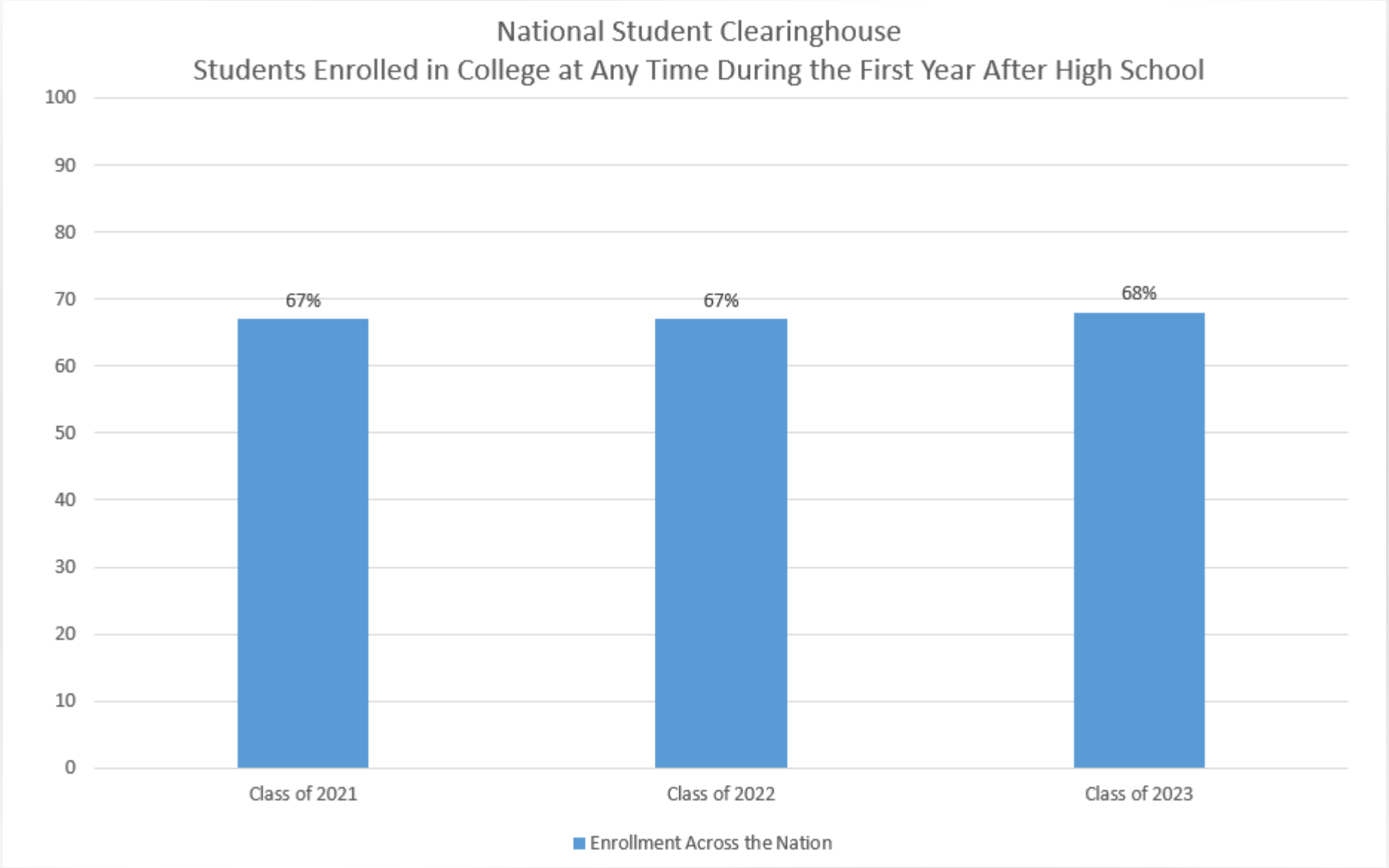
2025 Special Education Determination Status:

Meets Requirements

Report on Violent or Criminal Incidents

2024-25	
Total Student Population	117,658
Total Number of Incidents	1,485
Total Rate	.0126


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
49%
49%
49%
Class of 2021
Class of 2022
Class of 2023
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
67%
67%
68%
Class of 2021
Class of 2022
Class of 2023
Enrollment Across the Nation

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

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

Provide a 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

Early Childhood Reading Board Outcome Goal										
	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2023 (Actual)	2024 (Target)	2024 (Actual)	2025 (Target)	2025 (Actual)
Target and Actual Rate	38%	36%	40%	46%	42%	45%	45%	45%	48%	55%
Total Number Meets or Higher		39		60		46		39		46
Total Number Tested		107		131		103		87		83
Points away from or above target		-2		6		3		0		7
Difference from Prior Year				10		-1		0		10
Growth from Prior Year				28%		-2%		0%		22%

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

College, Career, and Military Readiness (CCMR)

[redacted]	2021 (Target)	2021 (Actual) (2022 TAPR)	2022 (Target)	2022 (Actual) (2023 TAPR)	2023 (Target)	2023 (Actual) (2024 TAPR)	2024 (Target)	2024 (Actual) (2025 TAPR)	2025 (Target)
Target and Actual Rate	NA	71%	71%	77%	73%	82%	75%	86%	77%
Total Number Met CCMR		536		598		700		737	
Total Graduates		753		781		855		858	
Points away from or above target		NA		6		9		11	
Difference from Prior Year				5		5		4	
Growth from Prior Year				8%		7%		5%	

Texas Academic Performance Report (TAPR) Public Hearing

February 5, 2025

2024-25 Texas Academic Performance Report (TAPR)

District Name: CYPRESS-FAIRBANKS ISD

District Number: 101907

2025 District Accountability Score: B

2025 Special Education Determination Status:

Meets Requirements

This page is intentionally blank.

	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	2025	77%	78%	**84%**	78%	80%	92%	62%	96%	*	87%	59%	92%	86%	76%	78%	80%
	2024	74%	75%	**81%**	70%	78%	91%	91%	94%	83%	83%	54%	86%	83%	72%	74%	79%
At Meets Grade Level or Above	2025	52%	53%	**62%**	53%	53%	77%	54%	86%	*	68%	34%	70%	64%	53%	51%	56%
	2024	48%	50%	**59%**	45%	53%	73%	69%	83%	50%	64%	32%	59%	62%	49%	49%	55%
At Masters Grade Level	2025	23%	25%	**33%**	23%	23%	49%	23%	59%	*	40%	10%	36%	34%	27%	20%	26%
	2024	21%	23%	**31%**	21%	24%	43%	31%	55%	17%	37%	9%	30%	33%	25%	21%	25%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	74%	**75%**	62%	69%	88%	62%	94%	*	82%	51%	84%	77%	68%	66%	74%
	2024	70%	72%	**74%**	58%	70%	86%	74%	92%	83%	76%	48%	78%	76%	66%	65%	73%
At Meets Grade Level or Above	2025	46%	49%	**51%**	36%	42%	70%	46%	80%	*	59%	30%	63%	53%	44%	39%	47%
	2024	42%	44%	**43%**	27%	35%	61%	34%	73%	50%	46%	25%	46%	45%	36%	31%	38%
At Masters Grade Level	2025	19%	21%	**23%**	12%	15%	37%	23%	47%	*	30%	10%	32%	24%	19%	13%	19%
	2024	15%	17%	**15%**	7%	9%	24%	3%	37%	0%	19%	6%	17%	16%	12%	8%	12%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	82%	**87%**	79%	84%	95%	91%	96%	83%	87%	61%	93%	89%	81%	81%	85%
	2024	81%	81%	**86%**	78%	83%	93%	68%	94%	100%	91%	57%	94%	87%	82%	80%	82%
At Meets Grade Level or Above	2025	54%	57%	**66%**	54%	60%	80%	76%	88%	67%	69%	34%	67%	70%	57%	56%	61%
	2024	51%	53%	**59%**	46%	52%	72%	35%	83%	80%	69%	26%	66%	61%	54%	48%	51%
At Masters Grade Level	2025	24%	26%	**34%**	23%	25%	46%	29%	62%	33%	41%	10%	33%	36%	28%	22%	27%
	2024	23%	24%	**29%**	19%	20%	42%	23%	56%	20%	42%	6%	35%	31%	26%	19%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	72%	**74%**	57%	70%	88%	82%	92%	50%	76%	47%	80%	77%	66%	65%	75%
	2024	69%	71%	**70%**	54%	65%	82%	45%	91%	100%	78%	41%	83%	72%	65%	61%	67%
At Meets Grade Level or Above	2025	47%	49%	**52%**	33%	44%	68%	62%	83%	50%	57%	29%	59%	55%	44%	39%	50%
	2024	46%	48%	**46%**	28%	38%	61%	29%	79%	80%	52%	22%	56%	48%	41%	34%	41%
At Masters Grade Level	2025	24%	26%	**27%**	13%	20%	40%	15%	60%	33%	30%	9%	33%	30%	21%	17%	26%
	2024	21%	23%	**20%**	10%	13%	30%	13%	49%	40%	28%	6%	24%	22%	17%	11%	17%
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	2025	77%	78%	**81%**	72%	77%	90%	66%	94%	100%	86%	46%	89%	83%	75%	74%	76%
	2024	79%	79%	**82%**	73%	78%	90%	78%	94%	60%	88%	51%	84%	84%	75%	75%	79%
At Meets Grade Level or Above	2025	58%	60%	**65%**	52%	59%	78%	45%	86%	80%	71%	26%	74%	68%	57%	54%	57%
	2024	55%	55%	**59%**	47%	51%	74%	41%	82%	50%	65%	27%	57%	62%	51%	48%	52%
At Masters Grade Level	2025	30%	32%	**37%**	25%	29%	50%	28%	65%	60%	47%	7%	39%	40%	30%	25%	28%
	2024	29%	30%	**33%**	23%	25%	46%	12%	62%	20%	41%	8%	32%	36%	27%	23%	27%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**78%**	66%	74%	88%	66%	95%	100%	81%	47%	87%	81%	71%	70%	75%
	2024	77%	77%	**76%**	63%	72%	89%	71%	94%	60%	79%	49%	83%	79%	70%	68%	74%
At Meets Grade Level or Above	2025	47%	50%	**53%**	37%	46%	68%	41%	85%	80%	60%	24%	64%	56%	46%	41%	47%
	2024	50%	52%	**52%**	37%	43%	70%	31%	84%	30%	57%	25%	58%	55%	44%	40%	48%
At Masters Grade Level	2025	22%	25%	**28%**	15%	21%	39%	28%	63%	40%	32%	7%	37%	30%	24%	18%	24%
	2024	19%	21%	**21%**	9%	12%	32%	5%	54%	10%	26%	6%	26%	23%	16%	12%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	66%	**76%**	63%	73%	89%	48%	92%	100%	80%	47%	87%	79%	70%	68%	72%
	2024	58%	59%	**68%**	54%	61%	84%	60%	89%	70%	73%	40%	71%	71%	59%	57%	62%
At Meets Grade Level or Above	2025	31%	33%	**44%**	30%	34%	62%	31%	74%	60%	53%	21%	52%	47%	37%	31%	36%
	2024	28%	29%	**36%**	24%	25%	54%	17%	65%	20%	44%	19%	38%	39%	29%	24%	28%
At Masters Grade Level	2025	12%	14%	**23%**	11%	14%	37%	21%	51%	20%	31%	6%	27%	25%	18%	12%	15%
	2024	11%	12%	**16%**	8%	9%	27%	0%	38%	0%	24%	6%	17%	18%	12%	8%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**80%**	72%	75%	91%	71%	95%	89%	85%	46%	86%	83%	72%	72%	67%
	2024	77%	77%	**81%**	71%	77%	91%	72%	95%	92%	85%	47%	84%	83%	75%	74%	71%
At Meets Grade Level or Above	2025	56%	58%	**61%**	50%	52%	78%	44%	86%	67%	69%	28%	64%	65%	50%	49%	42%
	2024	57%	57%	**63%**	49%	55%	79%	47%	88%	69%	69%	28%	63%	66%	56%	52%	47%
At Masters Grade Level	2025	29%	31%	**34%**	22%	24%	51%	22%	63%	22%	41%	8%	35%	37%	26%	22%	19%
	2024	26%	27%	**32%**	20%	23%	47%	22%	61%	23%	40%	8%	36%	34%	27%	20%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**74%**	62%	68%	89%	64%	95%	67%	81%	48%	84%	77%	67%	64%	66%
	2024	72%	72%	**76%**	63%	72%	88%	50%	94%	62%	79%	47%	83%	78%	70%	67%	66%

	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	2025	40%	42%	**42%**	27%	30%	63%	27%	82%	33%	49%	21%	52%	45%	36%	27%	29%
	2024	39%	41%	**45%**	29%	35%	65%	31%	81%	23%	53%	23%	54%	49%	38%	32%	32%
At Masters Grade Level	2025	16%	18%	**18%**	8%	10%	28%	4%	51%	22%	23%	5%	21%	19%	15%	9%	11%
	2024	14%	15%	**17%**	7%	10%	27%	11%	47%	0%	20%	6%	21%	19%	13%	8%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**80%**	71%	76%	89%	73%	95%	73%	86%	46%	84%	83%	72%	73%	68%
	2024	74%	75%	**78%**	68%	73%	91%	73%	96%	75%	85%	40%	83%	82%	69%	70%	62%
At Meets Grade Level or Above	2025	54%	56%	**59%**	46%	51%	75%	49%	87%	55%	65%	24%	63%	63%	49%	47%	41%
	2024	54%	56%	**60%**	46%	51%	78%	45%	87%	50%	70%	24%	66%	64%	48%	47%	38%
At Masters Grade Level	2025	27%	30%	**32%**	20%	24%	47%	20%	64%	36%	38%	7%	31%	35%	25%	20%	15%
	2024	29%	31%	**34%**	20%	24%	50%	25%	69%	38%	44%	6%	41%	37%	25%	20%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	57%	**66%**	50%	59%	83%	58%	92%	55%	75%	38%	74%	70%	57%	55%	55%
	2024	56%	57%	**66%**	50%	60%	84%	55%	93%	50%	75%	35%	77%	70%	58%	56%	54%
At Meets Grade Level or Above	2025	33%	35%	**47%**	31%	37%	68%	33%	83%	36%	54%	23%	54%	51%	37%	33%	32%
	2024	34%	35%	**46%**	28%	37%	67%	38%	82%	38%	56%	20%	58%	50%	36%	33%	31%
At Masters Grade Level	2025	11%	12%	**20%**	8%	12%	31%	10%	54%	9%	22%	7%	23%	21%	15%	10%	10%
	2024	11%	12%	**18%**	8%	11%	28%	18%	52%	0%	22%	5%	27%	20%	14%	9%	9%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	83%	**86%**	78%	82%	95%	83%	97%	89%	91%	54%	91%	89%	77%	80%	73%
	2024	81%	81%	**85%**	78%	82%	94%	69%	96%	80%	88%	51%	91%	88%	78%	80%	69%
At Meets Grade Level or Above	2025	58%	60%	**65%**	50%	58%	82%	54%	90%	56%	72%	26%	72%	70%	51%	53%	44%
	2024	56%	58%	**63%**	49%	55%	80%	47%	89%	50%	70%	25%	69%	66%	53%	50%	34%
At Masters Grade Level	2025	32%	34%	**38%**	24%	29%	55%	29%	71%	33%	45%	8%	39%	42%	26%	25%	17%
	2024	29%	32%	**36%**	25%	26%	54%	16%	69%	20%	43%	7%	39%	39%	28%	23%	11%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	73%	**63%**	55%	60%	75%	48%	89%	71%	68%	41%	70%	64%	60%	58%	57%
	2024	72%	74%	**69%**	62%	67%	81%	61%	89%	100%	75%	48%	76%	70%	67%	65%	63%
At Meets Grade Level or Above	2025	47%	50%	**32%**	25%	28%	48%	35%	68%	57%	41%	22%	41%	33%	31%	27%	26%
	2024	43%	45%	**34%**	25%	30%	50%	19%	71%	20%	41%	22%	41%	34%	34%	29%	28%

	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 Masters Grade Level	2025	18%	21%	**7%**	3%	4%	11%	6%	44%	0%	7%	6%	11%	7%	8%	5%	6%
	2024	16%	18%	**8%**	4%	5%	14%	3%	40%	20%	12%	6%	6%	8%	9%	6%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	76%	**81%**	69%	77%	93%	80%	96%	67%	86%	49%	89%	85%	70%	72%	68%
	2024	70%	71%	**76%**	65%	70%	92%	61%	95%	80%	81%	44%	87%	80%	66%	67%	56%
At Meets Grade Level or Above	2025	48%	51%	**59%**	42%	50%	80%	48%	89%	67%	67%	26%	67%	64%	44%	46%	40%
	2024	44%	46%	**53%**	36%	42%	76%	31%	85%	60%	61%	23%	61%	57%	41%	38%	28%
At Masters Grade Level	2025	19%	21%	**27%**	12%	17%	44%	18%	62%	11%	32%	6%	35%	30%	17%	15%	12%
	2024	17%	19%	**24%**	11%	15%	40%	14%	58%	30%	29%	6%	28%	26%	17%	12%	7%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	59%	**64%**	52%	57%	81%	51%	90%	56%	71%	36%	72%	69%	52%	52%	47%
	2024	60%	61%	**69%**	57%	62%	87%	45%	90%	70%	77%	35%	78%	72%	59%	58%	47%
At Meets Grade Level or Above	2025	32%	33%	**39%**	26%	28%	57%	29%	74%	22%	47%	19%	51%	42%	29%	26%	22%
	2024	33%	34%	**41%**	28%	31%	60%	22%	73%	40%	49%	17%	49%	44%	33%	28%	20%
At Masters Grade Level	2025	17%	18%	**22%**	13%	13%	35%	15%	53%	11%	25%	7%	32%	24%	14%	12%	9%
	2024	17%	18%	**23%**	14%	14%	38%	10%	50%	0%	33%	8%	27%	25%	17%	13%	7%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	69%	**77%**	67%	72%	91%	64%	94%	90%	84%	43%	78%	81%	66%	69%	58%
	2024	70%	70%	**78%**	70%	73%	92%	64%	94%	93%	84%	41%	79%	82%	69%	71%	56%
At Meets Grade Level or Above	2025	49%	50%	**59%**	47%	51%	82%	45%	86%	80%	67%	23%	57%	65%	45%	48%	31%
	2024	52%	51%	**62%**	49%	53%	84%	44%	88%	71%	72%	25%	60%	67%	49%	50%	30%
At Masters Grade Level	2025	15%	16%	**22%**	12%	14%	38%	12%	55%	20%	29%	5%	17%	25%	13%	12%	5%
	2024	16%	17%	**23%**	13%	15%	42%	14%	53%	14%	31%	5%	14%	26%	15%	14%	5%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	73%	**81%**	74%	76%	93%	71%	94%	92%	87%	45%	86%	85%	69%	74%	59%
	2024	75%	75%	**84%**	78%	81%	94%	79%	96%	77%	90%	50%	87%	88%	75%	79%	62%
At Meets Grade Level or Above	2025	55%	56%	**65%**	52%	58%	86%	55%	88%	83%	75%	27%	66%	71%	48%	54%	33%
	2024	58%	58%	**69%**	59%	63%	87%	64%	90%	62%	79%	31%	66%	75%	56%	60%	33%

	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	2025	8%	10%	**14%**	6%	8%	26%	6%	36%	8%	20%	3%	13%	16%	7%	7%	2%
	2024	9%	9%	**12%**	5%	8%	22%	10%	33%	23%	20%	4%	3%	15%	7%	7%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	81%	**86%**	77%	84%	94%	86%	98%	100%	87%	61%	88%	88%	79%	81%	79%
	2024	81%	81%	**89%**	83%	86%	95%	76%	98%	93%	89%	63%	92%	90%	84%	85%	82%
At Meets Grade Level or Above	2025	45%	51%	**62%**	47%	55%	82%	47%	92%	71%	68%	31%	72%	67%	49%	52%	48%
	2024	43%	46%	**61%**	47%	53%	79%	41%	93%	79%	68%	29%	69%	65%	52%	50%	43%
At Masters Grade Level	2025	27%	32%	**42%**	26%	33%	63%	25%	80%	43%	48%	13%	53%	46%	32%	30%	28%
	2024	24%	27%	**39%**	25%	30%	58%	22%	80%	64%	44%	10%	50%	42%	32%	27%	23%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**93%**	90%	92%	98%	89%	99%	100%	95%	78%	95%	95%	89%	91%	87%
	2024	91%	91%	**94%**	90%	93%	98%	84%	99%	100%	97%	81%	95%	95%	90%	92%	87%
At Meets Grade Level or Above	2025	61%	64%	**68%**	54%	61%	88%	45%	90%	60%	77%	35%	74%	73%	54%	57%	45%
	2024	56%	58%	**67%**	53%	60%	88%	45%	93%	77%	78%	33%	70%	73%	54%	56%	41%
At Masters Grade Level	2025	21%	24%	**28%**	15%	18%	48%	21%	60%	40%	35%	7%	32%	32%	18%	16%	11%
	2024	19%	22%	**27%**	14%	18%	47%	18%	62%	31%	36%	6%	26%	31%	18%	16%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	**97%**	95%	97%	99%	97%	99%	100%	98%	87%	99%	98%	96%	96%	92%
	2024	96%	96%	**97%**	96%	97%	99%	96%	99%	100%	99%	87%	96%	98%	96%	97%	91%
At Meets Grade Level or Above	2025	68%	71%	**79%**	69%	74%	92%	72%	93%	89%	84%	47%	82%	82%	69%	71%	53%
	2024	69%	70%	**78%**	68%	74%	91%	75%	93%	100%	85%	46%	71%	81%	68%	71%	49%
At Masters Grade Level	2025	37%	41%	**50%**	35%	42%	70%	41%	78%	22%	61%	18%	51%	54%	39%	40%	22%
	2024	37%	39%	**50%**	35%	42%	71%	36%	76%	100%	60%	17%	44%	54%	38%	39%	20%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	92%	**91%**	86%	85%	97%	82%	98%	*	94%	65%	100%	92%	82%	86%	68%
	2024	88%	91%	**93%**	87%	88%	97%	87%	98%	*	97%	93%	88%	93%	90%	89%	77%
At Meets Grade Level or Above	2025	59%	66%	**66%**	48%	51%	78%	27%	89%	*	69%	57%	82%	67%	50%	53%	35%
	2024	59%	67%	**70%**	56%	56%	81%	67%	90%	*	80%	67%	63%	71%	56%	57%	55%

	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 Masters Grade Level	2025	13%	17%	**12%**	3%	4%	12%	9%	38%	*	11%	9%	18%	13%	9%	6%	9%
	2024	12%	16%	**11%**	3%	5%	10%	13%	31%	*	13%	13%	0%	11%	8%	7%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	**80%**	70%	76%	91%	72%	95%	83%	84%	51%	86%	83%	72%	72%	71%
	2024	75%	75%	**80%**	70%	76%	91%	69%	95%	80%	84%	50%	84%	82%	73%	73%	69%
At Meets Grade Level or Above	2025	50%	52%	**58%**	44%	49%	75%	46%	85%	61%	64%	27%	63%	61%	47%	46%	43%
	2024	48%	50%	**56%**	42%	48%	74%	40%	84%	56%	64%	26%	58%	60%	47%	45%	39%
At Masters Grade Level	2025	21%	24%	**28%**	16%	20%	42%	19%	59%	24%	34%	8%	32%	30%	21%	17%	17%
	2024	20%	22%	**26%**	15%	18%	39%	15%	55%	23%	33%	7%	27%	28%	20%	16%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**82%**	73%	78%	92%	73%	95%	88%	86%	50%	88%	85%	73%	75%	71%
	2024	76%	76%	**82%**	73%	78%	92%	74%	95%	82%	87%	49%	86%	85%	74%	75%	71%
At Meets Grade Level or Above	2025	54%	56%	**63%**	50%	55%	80%	52%	87%	68%	70%	28%	67%	67%	51%	51%	46%
	2024	54%	55%	**62%**	49%	55%	79%	49%	86%	61%	70%	27%	63%	66%	52%	51%	43%
At Masters Grade Level	2025	23%	24%	**30%**	19%	21%	45%	19%	59%	27%	37%	7%	32%	32%	22%	18%	17%
	2024	22%	23%	**28%**	17%	20%	43%	19%	57%	22%	37%	7%	31%	31%	22%	18%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	74%	**76%**	63%	71%	88%	69%	94%	75%	80%	48%	82%	78%	68%	67%	70%
	2024	72%	73%	**76%**	64%	72%	88%	64%	94%	75%	80%	47%	82%	78%	70%	68%	69%
At Meets Grade Level or Above	2025	45%	48%	**51%**	35%	42%	69%	40%	84%	54%	58%	26%	59%	54%	42%	38%	42%
	2024	43%	45%	**49%**	33%	40%	68%	34%	82%	48%	56%	24%	55%	52%	41%	37%	38%
At Masters Grade Level	2025	20%	23%	**24%**	13%	17%	36%	15%	57%	21%	28%	8%	31%	26%	20%	15%	19%
	2024	17%	19%	**20%**	11%	13%	30%	11%	51%	20%	25%	7%	25%	22%	17%	12%	14%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	79%	**84%**	75%	81%	94%	77%	96%	88%	87%	57%	90%	87%	77%	77%	76%
	2024	75%	75%	**80%**	71%	76%	92%	68%	95%	85%	84%	54%	82%	83%	73%	73%	68%
At Meets Grade Level or Above	2025	47%	50%	**57%**	42%	49%	77%	42%	84%	63%	65%	27%	62%	62%	46%	45%	40%
	2024	43%	45%	**53%**	39%	44%	73%	31%	81%	55%	62%	25%	53%	57%	42%	40%	32%

	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 Masters Grade Level	2025	17%	20%	**26%**	13%	17%	43%	20%	58%	25%	32%	6%	31%	29%	18%	14%	13%
	2024	16%	18%	**23%**	12%	14%	38%	11%	53%	21%	30%	6%	23%	26%	16%	12%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**82%**	74%	78%	91%	74%	95%	78%	84%	58%	81%	84%	74%	74%	65%
	2024	78%	79%	**84%**	77%	80%	93%	64%	95%	82%	89%	59%	84%	86%	78%	78%	66%
At Meets Grade Level or Above	2025	50%	53%	**60%**	49%	52%	75%	50%	84%	56%	65%	31%	61%	63%	49%	49%	34%
	2024	51%	52%	**61%**	49%	54%	76%	42%	83%	65%	68%	31%	56%	64%	51%	50%	33%
At Masters Grade Level	2025	27%	30%	**37%**	24%	29%	54%	28%	66%	17%	43%	12%	38%	40%	27%	26%	14%
	2024	27%	29%	**38%**	25%	29%	55%	19%	64%	41%	47%	12%	32%	41%	28%	26%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	41%	**46%**	32%	36%	65%	46%	76%	*	54%	25%	58%	48%	39%	33%	41%
	2024	35%	37%	**39%**	24%	31%	56%	34%	70%	33%	42%	21%	39%	41%	33%	28%	34%
Reading and Mathematics Including EOC	2025	39%	41%	**46%**	32%	36%	65%	46%	76%	*	54%	25%	58%	48%	39%	33%	41%
	2024	35%	37%	**39%**	24%	31%	56%	34%	70%	33%	42%	21%	39%	41%	33%	28%	34%
Reading Including EOC	2025	52%	53%	**62%**	53%	53%	77%	54%	86%	*	68%	34%	70%	64%	53%	51%	56%
	2024	48%	50%	**59%**	45%	53%	73%	69%	83%	50%	64%	32%	59%	62%	49%	49%	55%
Math Including EOC	2025	46%	49%	**51%**	36%	42%	70%	46%	81%	*	59%	30%	63%	53%	44%	39%	48%
	2024	42%	44%	**43%**	27%	35%	61%	34%	73%	50%	46%	25%	46%	45%	37%	31%	38%
4th Graders																	
Reading and Mathematics	2025	40%	42%	**47%**	31%	39%	63%	56%	79%	50%	52%	23%	52%	51%	39%	35%	44%
	2024	38%	40%	**41%**	26%	32%	57%	26%	75%	80%	50%	17%	48%	43%	36%	29%	34%
Reading and Mathematics Including EOC	2025	40%	42%	**47%**	31%	39%	63%	56%	79%	50%	52%	23%	52%	51%	39%	35%	44%
	2024	38%	40%	**41%**	26%	32%	57%	26%	75%	80%	50%	17%	48%	43%	36%	29%	34%
Reading Including EOC	2025	54%	57%	**66%**	54%	60%	80%	76%	88%	67%	69%	34%	67%	70%	57%	56%	61%
	2024	51%	53%	**59%**	46%	52%	72%	35%	83%	80%	69%	26%	66%	61%	54%	48%	51%
Math Including EOC	2025	47%	50%	**52%**	33%	44%	68%	62%	83%	50%	57%	29%	59%	55%	44%	39%	50%
	2024	46%	48%	**46%**	28%	38%	61%	29%	79%	80%	52%	22%	56%	48%	41%	34%	41%
5th Graders																	
Reading and Mathematics	2025	42%	45%	**48%**	33%	40%	63%	31%	80%	80%	56%	16%	58%	51%	41%	35%	41%
	2024	42%	43%	**45%**	31%	35%	63%	22%	77%	20%	51%	19%	49%	48%	37%	32%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	42%	45%	**48%**	33%	40%	63%	31%	80%	80%	56%	16%	58%	51%	41%	35%	41%
	2024	42%	43%	**45%**	31%	35%	63%	22%	77%	20%	51%	19%	49%	48%	37%	32%	39%
Reading Including EOC	2025	58%	60%	**65%**	52%	59%	78%	45%	86%	80%	71%	26%	74%	68%	57%	54%	57%
	2024	55%	55%	**59%**	47%	51%	74%	41%	82%	50%	65%	27%	57%	62%	51%	48%	52%
Math Including EOC	2025	48%	50%	**53%**	37%	45%	68%	41%	85%	80%	60%	24%	64%	56%	46%	41%	47%
	2024	51%	52%	**52%**	37%	43%	70%	31%	84%	30%	57%	25%	58%	55%	44%	40%	48%
6th Graders																	
Reading and Mathematics	2025	37%	39%	**39%**	25%	27%	59%	22%	77%	38%	48%	17%	46%	42%	32%	24%	25%
	2024	36%	38%	**42%**	26%	31%	61%	29%	79%	23%	51%	20%	47%	45%	35%	29%	27%
Reading and Mathematics Including EOC	2025	37%	39%	**39%**	25%	27%	59%	22%	77%	38%	48%	17%	46%	42%	32%	24%	25%
	2024	36%	38%	**42%**	26%	31%	61%	29%	79%	23%	51%	20%	47%	45%	35%	29%	27%
Reading Including EOC	2025	56%	58%	**61%**	50%	52%	78%	44%	86%	67%	69%	28%	64%	65%	50%	49%	42%
	2024	57%	57%	**63%**	49%	55%	79%	47%	88%	69%	69%	28%	63%	66%	56%	52%	47%
Math Including EOC	2025	41%	43%	**42%**	27%	30%	63%	27%	82%	33%	49%	21%	52%	45%	36%	27%	29%
	2024	40%	42%	**46%**	29%	35%	65%	31%	82%	23%	54%	23%	54%	49%	38%	32%	32%
7th Graders																	
Reading and Mathematics	2025	36%	38%	**42%**	27%	32%	62%	28%	79%	36%	50%	18%	45%	46%	32%	28%	26%
	2024	35%	36%	**42%**	25%	32%	63%	33%	77%	38%	51%	17%	52%	46%	31%	28%	24%
Reading and Mathematics Including EOC	2025	38%	40%	**43%**	27%	32%	62%	28%	80%	36%	52%	18%	46%	46%	33%	29%	26%
	2024	36%	38%	**43%**	25%	32%	63%	33%	79%	38%	52%	17%	52%	47%	32%	29%	24%
Reading Including EOC	2025	54%	56%	**59%**	46%	51%	75%	49%	87%	55%	65%	24%	63%	63%	49%	47%	41%
	2024	54%	56%	**60%**	46%	51%	78%	45%	87%	50%	70%	24%	66%	64%	48%	47%	38%
Math Including EOC	2025	43%	45%	**48%**	31%	37%	68%	33%	84%	36%	56%	23%	54%	51%	38%	34%	33%
	2024	40%	42%	**47%**	28%	37%	67%	38%	83%	38%	55%	20%	58%	51%	36%	33%	31%
8th Graders																	
Reading and Mathematics	2025	30%	32%	**25%**	18%	21%	40%	19%	59%	29%	32%	17%	29%	26%	24%	20%	18%
	2024	28%	29%	**26%**	19%	22%	39%	17%	59%	20%	33%	16%	31%	25%	26%	20%	17%
Reading and Mathematics Including EOC	2025	44%	47%	**51%**	34%	41%	72%	34%	85%	44%	57%	19%	59%	56%	37%	37%	31%
	2024	41%	44%	**51%**	35%	41%	71%	31%	84%	45%	58%	18%	57%	54%	41%	36%	26%
Reading Including EOC	2025	59%	60%	**65%**	50%	58%	82%	54%	90%	56%	72%	26%	72%	70%	51%	53%	44%
	2024	57%	58%	**63%**	49%	55%	80%	47%	89%	45%	70%	25%	69%	66%	53%	50%	35%

	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)
Math Including EOC	2025	51%	54%	**57%**	40%	48%	76%	49%	90%	67%	63%	24%	67%	61%	43%	44%	39%
	2024	49%	52%	**58%**	42%	49%	77%	33%	90%	55%	64%	25%	65%	61%	48%	45%	37%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	40%	**42%**	28%	33%	61%	32%	77%	41%	50%	20%	51%	45%	35%	30%	34%
	2024	36%	37%	**40%**	25%	31%	58%	27%	74%	32%	47%	18%	46%	43%	33%	28%	31%
Reading and Mathematics Including EOC	2025	40%	42%	**46%**	30%	36%	64%	34%	80%	44%	53%	20%	53%	49%	37%	32%	36%
	2024	38%	40%	**44%**	28%	34%	62%	29%	77%	36%	50%	19%	48%	47%	36%	30%	32%
Reading Including EOC	2025	55%	57%	**63%**	51%	56%	78%	53%	87%	61%	69%	29%	68%	67%	53%	52%	51%
	2024	54%	55%	**60%**	47%	53%	76%	47%	85%	57%	68%	27%	63%	64%	52%	49%	47%
Math Including EOC	2025	46%	49%	**50%**	34%	41%	69%	42%	84%	50%	57%	25%	60%	54%	42%	37%	42%
	2024	45%	47%	**49%**	32%	40%	67%	33%	82%	42%	55%	24%	56%	52%	41%	36%	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	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	72%	**76%**	70%	73%	82%	81%	89%	83%	79%	59%	80%	77%	73%	71%	74%	94%
	2024	67%	68%	**72%**	65%	69%	78%	56%	86%	80%	76%	53%	79%	73%	70%	67%	70%	---
Grade 4 Mathematics	2025	65%	67%	**69%**	58%	66%	77%	79%	88%	67%	71%	56%	73%	71%	66%	63%	71%	95%
	2024	60%	62%	**57%**	46%	53%	62%	48%	78%	60%	61%	42%	61%	58%	53%	51%	58%	---
Grade 5 ELA/Reading	2025	69%	71%	**72%**	63%	69%	80%	68%	86%	80%	77%	48%	75%	73%	69%	66%	68%	95%
	2024	70%	71%	**73%**	66%	69%	80%	59%	86%	61%	75%	51%	73%	74%	68%	67%	70%	---
Grade 5 Mathematics	2025	67%	69%	**75%**	69%	71%	79%	73%	90%	90%	76%	61%	80%	76%	70%	69%	72%	95%
	2024	65%	66%	**65%**	57%	60%	72%	49%	84%	39%	63%	55%	68%	66%	62%	58%	63%	---
Grade 6 ELA/Reading	2025	64%	66%	**67%**	61%	60%	80%	55%	85%	100%	73%	45%	70%	70%	61%	59%	55%	95%
	2024	61%	62%	**64%**	54%	58%	76%	51%	83%	68%	69%	44%	70%	66%	60%	56%	53%	---
Grade 6 Mathematics	2025	56%	57%	**57%**	53%	50%	67%	38%	79%	56%	62%	53%	61%	57%	57%	50%	53%	84%
	2024	48%	50%	**54%**	48%	48%	63%	46%	75%	32%	57%	45%	57%	55%	53%	47%	47%	---
Grade 7 ELA/Reading	2025	64%	66%	**67%**	59%	62%	75%	58%	85%	64%	68%	43%	71%	69%	60%	60%	57%	90%
	2024	66%	67%	**68%**	58%	61%	79%	62%	89%	71%	74%	43%	73%	70%	61%	60%	55%	---
Grade 7 Mathematics	2025	50%	52%	**58%**	46%	51%	72%	53%	81%	45%	63%	41%	62%	60%	51%	49%	50%	88%
	2024	49%	51%	**54%**	44%	50%	63%	49%	77%	64%	60%	39%	62%	56%	51%	48%	49%	---
Grade 8 ELA/Reading	2025	72%	73%	**76%**	67%	74%	83%	71%	89%	69%	81%	55%	76%	79%	68%	70%	67%	94%
	2024	69%	71%	**73%**	67%	69%	79%	56%	90%	50%	79%	53%	78%	75%	69%	67%	62%	---
Grade 8 Mathematics	2025	68%	71%	**63%**	62%	61%	70%	64%	72%	67%	70%	50%	72%	64%	61%	61%	58%	82%
	2024	66%	70%	**69%**	69%	68%	72%	73%	82%	*	70%	62%	73%	69%	70%	68%	68%	---
End of Course English I	2025	63%	64%	**68%**	61%	65%	75%	70%	81%	94%	71%	46%	62%	71%	59%	62%	56%	87%
	2024	64%	65%	**68%**	63%	63%	77%	50%	80%	73%	68%	45%	64%	70%	62%	63%	52%	---
End of Course English II	2025	65%	66%	**68%**	63%	68%	71%	65%	75%	82%	71%	51%	73%	70%	62%	66%	61%	74%
	2024	69%	70%	**75%**	73%	75%	74%	84%	77%	86%	76%	58%	76%	77%	70%	74%	65%	---
End of Course Algebra I	2025	74%	78%	**84%**	77%	82%	91%	73%	95%	92%	84%	69%	86%	86%	80%	80%	80%	98%
	2024	72%	76%	**85%**	80%	82%	89%	78%	96%	92%	89%	71%	91%	85%	83%	81%	79%	---
All Grades Both Subjects	2025	65%	67%	**70%**	62%	66%	77%	65%	85%	75%	73%	52%	73%	71%	65%	64%	64%	90%
	2024	64%	66%	**68%**	61%	64%	74%	58%	83%	64%	71%	50%	70%	69%	64%	62%	61%	---
All Grades ELA/Reading	2025	67%	68%	**71%**	63%	67%	78%	66%	84%	81%	74%	50%	73%	73%	65%	65%	63%	90%
	2024	67%	68%	**70%**	64%	67%	78%	60%	84%	70%	74%	49%	74%	72%	66%	65%	62%	---
All Grades Mathematics	2025	64%	66%	**68%**	61%	64%	77%	63%	86%	65%	71%	55%	72%	70%	64%	62%	65%	92%
	2024	60%	63%	**64%**	57%	60%	70%	57%	82%	57%	66%	51%	67%	65%	62%	58%	60%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	42%	**45%**	41%	45%	55%	*	55%	*	45%	30%	70%	46%	44%	43%	44%	*
	2024	38%	38%	**43%**	36%	44%	51%	18%	52%	-	38%	28%	63%	46%	38%	41%	45%	---
Grade 4 Mathematics	2025	27%	28%	**29%**	22%	29%	40%	56%	43%	*	33%	17%	36%	31%	26%	27%	35%	*
	2024	26%	28%	**23%**	18%	24%	25%	14%	36%	-	22%	12%	36%	23%	23%	21%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	26%	**24%**	19%	24%	33%	10%	36%	-	25%	15%	47%	24%	24%	22%	25%	*
	2024	35%	36%	**36%**	32%	36%	38%	0%	48%	*	37%	24%	41%	38%	32%	34%	38%	---
Grade 5 Mathematics	2025	35%	35%	**40%**	37%	40%	50%	36%	55%	-	38%	25%	47%	43%	36%	37%	39%	*
	2024	41%	40%	**37%**	30%	37%	48%	30%	55%	*	34%	26%	46%	38%	34%	34%	38%	---
Grade 6 ELA/Reading	2025	27%	28%	**27%**	24%	26%	40%	20%	42%	*	28%	15%	35%	30%	23%	25%	22%	*
	2024	24%	24%	**25%**	19%	25%	39%	0%	43%	-	26%	17%	42%	27%	22%	23%	26%	---
Grade 6 Mathematics	2025	33%	33%	**31%**	27%	30%	40%	17%	47%	*	46%	23%	43%	33%	25%	28%	31%	*
	2024	27%	27%	**29%**	25%	29%	43%	0%	37%	*	34%	20%	39%	29%	28%	28%	25%	---
Grade 7 ELA/Reading	2025	25%	27%	**29%**	26%	29%	32%	20%	41%	*	40%	15%	37%	33%	24%	27%	26%	*
	2024	23%	23%	**22%**	19%	22%	31%	13%	37%	*	23%	13%	21%	24%	21%	21%	21%	---
Grade 7 Mathematics	2025	16%	17%	**16%**	12%	16%	24%	17%	26%	0%	26%	10%	17%	17%	15%	14%	16%	80%
	2024	14%	15%	**16%**	12%	16%	21%	11%	38%	*	14%	7%	17%	15%	16%	15%	19%	---
Grade 8 ELA/Reading	2025	40%	41%	**44%**	39%	44%	59%	40%	49%	*	49%	30%	56%	47%	39%	43%	40%	*
	2024	34%	36%	**40%**	39%	39%	41%	38%	50%	*	47%	24%	42%	43%	35%	39%	37%	---
Grade 8 Mathematics	2025	42%	45%	**41%**	39%	40%	49%	28%	52%	*	46%	23%	47%	43%	37%	39%	36%	100%
	2024	44%	47%	**48%**	45%	48%	56%	43%	71%	*	61%	32%	49%	51%	44%	46%	44%	---
End of Course English I	2025	23%	24%	**23%**	19%	24%	30%	31%	24%	*	34%	13%	27%	26%	19%	22%	20%	-
	2024	20%	21%	**21%**	22%	19%	22%	0%	38%	-	21%	14%	7%	23%	18%	19%	18%	---
End of Course English II	2025	29%	31%	**33%**	32%	33%	37%	25%	41%	-	38%	19%	53%	36%	30%	32%	30%	*
	2024	29%	31%	**37%**	36%	36%	48%	57%	33%	*	47%	24%	67%	42%	31%	36%	31%	---
End of Course Algebra I	2025	54%	58%	**59%**	53%	60%	65%	60%	74%	*	65%	42%	63%	60%	55%	57%	56%	*
	2024	55%	56%	**64%**	63%	64%	62%	46%	84%	-	61%	40%	65%	63%	65%	63%	61%	---
All Grades Both Subjects	2025	33%	34%	**35%**	31%	34%	43%	30%	45%	38%	40%	21%	44%	37%	31%	32%	32%	79%
	2024	32%	33%	**34%**	31%	35%	41%	24%	49%	29%	36%	22%	41%	36%	31%	33%	33%	---
All Grades ELA/Reading	2025	31%	32%	**33%**	29%	33%	42%	26%	41%	63%	38%	20%	48%	35%	30%	31%	30%	72%
	2024	30%	30%	**33%**	29%	32%	39%	20%	44%	43%	34%	21%	41%	35%	28%	31%	32%	---
All Grades Mathematics	2025	35%	36%	**36%**	32%	36%	45%	34%	48%	23%	41%	22%	41%	38%	32%	33%	35%	86%
	2024	35%	36%	**36%**	32%	36%	43%	27%	54%	14%	37%	22%	42%	37%	34%	34%	35%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	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	2025	75%	76%	**80%**	68%	73%	-	-	-	66%	62%	*	63%	54%	72%	82%	64%	94%
	2024	75%	75%	**80%**	64%	72%	-	-	-	61%	64%	36%	64%	62%	73%	81%	65%	92%
At Meets Grade Level or Above	2025	50%	52%	**58%**	34%	39%	-	-	-	33%	30%	*	30%	28%	43%	61%	32%	78%
	2024	48%	50%	**56%**	30%	37%	-	-	-	27%	32%	0%	32%	27%	45%	59%	33%	73%
At Masters Grade Level	2025	21%	24%	**28%**	9%	12%	-	-	-	8%	9%	*	9%	8%	14%	31%	9%	41%
	2024	20%	22%	**26%**	7%	9%	-	-	-	7%	9%	0%	9%	8%	16%	28%	9%	35%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	77%	**82%**	72%	77%	-	-	-	70%	60%	*	60%	59%	74%	84%	63%	96%
	2024	76%	76%	**82%**	73%	76%	-	-	-	72%	63%	*	63%	62%	77%	84%	66%	95%
At Meets Grade Level or Above	2025	54%	56%	**63%**	41%	44%	-	-	-	39%	31%	*	31%	32%	49%	67%	34%	86%
	2024	54%	55%	**62%**	37%	44%	-	-	-	34%	34%	*	34%	31%	51%	65%	36%	82%
At Masters Grade Level	2025	23%	24%	**30%**	10%	13%	-	-	-	9%	7%	*	7%	8%	14%	33%	8%	42%
	2024	22%	23%	**28%**	11%	13%	-	-	-	10%	9%	*	9%	7%	18%	32%	10%	38%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	74%	**76%**	67%	70%	-	-	-	65%	61%	*	62%	48%	67%	77%	63%	89%
	2024	72%	73%	**76%**	62%	71%	-	-	-	57%	65%	*	65%	60%	70%	77%	64%	89%
At Meets Grade Level or Above	2025	45%	48%	**51%**	33%	35%	-	-	-	32%	30%	*	31%	25%	39%	53%	31%	67%
	2024	43%	45%	**49%**	27%	32%	-	-	-	25%	32%	*	33%	26%	42%	52%	32%	64%
At Masters Grade Level	2025	20%	23%	**24%**	10%	12%	-	-	-	10%	12%	*	12%	8%	16%	26%	11%	36%
	2024	17%	19%	**20%**	5%	6%	-	-	-	5%	11%	*	11%	10%	16%	22%	10%	31%
All Grades Science																		

	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
At Approaches Grade Level or Above	2025	78%	79%	**84%**	61%	66%	-	-	-	61%	71%	-	72%	61%	80%	85%	71%	97%
	2024	75%	75%	**80%**	45%	43%	-	-	-	45%	67%	*	67%	66%	75%	82%	65%	91%
At Meets Grade Level or Above	2025	47%	50%	**57%**	19%	23%	-	-	-	19%	31%	-	31%	31%	46%	61%	31%	79%
	2024	43%	45%	**53%**	12%	9%	-	-	-	12%	28%	*	29%	19%	44%	57%	27%	68%
At Masters Grade Level	2025	17%	20%	**26%**	3%	5%	-	-	-	3%	7%	-	6%	10%	12%	29%	6%	38%
	2024	16%	18%	**23%**	3%	1%	-	-	-	3%	6%	*	6%	6%	14%	26%	6%	31%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**82%**	-	-	-	-	-	-	58%	-	59%	40%	65%	83%	59%	93%
	2024	78%	79%	**84%**	-	-	-	-	-	-	62%	*	62%	64%	69%	86%	63%	91%
At Meets Grade Level or Above	2025	50%	53%	**60%**	-	-	-	-	-	-	25%	-	26%	15%	29%	63%	25%	74%
	2024	51%	52%	**61%**	-	-	-	-	-	-	27%	*	27%	28%	37%	65%	28%	69%
At Masters Grade Level	2025	27%	30%	**37%**	-	-	-	-	-	-	8%	-	8%	4%	14%	40%	9%	46%
	2024	27%	29%	**38%**	-	-	-	-	-	-	9%	*	10%	9%	13%	42%	10%	42%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	67%	**70%**	66%	70%	-	-	-	65%	57%	-	58%	51%	63%	71%	59%	78%
	2024	64%	66%	**68%**	59%	64%	-	-	-	57%	57%	33%	57%	54%	64%	68%	58%	77%
All Grades ELA/Reading	2025	67%	68%	**71%**	65%	69%	-	-	-	64%	56%	-	56%	52%	65%	72%	58%	80%
	2024	67%	68%	**70%**	64%	69%	-	-	-	62%	56%	*	56%	53%	66%	72%	58%	79%
All Grades Mathematics	2025	64%	66%	**68%**	67%	70%	-	-	-	66%	59%	-	60%	50%	59%	69%	60%	76%
	2024	60%	63%	**64%**	54%	60%	-	-	-	53%	57%	*	58%	55%	61%	64%	57%	74%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	34%	**35%**	38%	46%	-	-	-	36%	30%	-	31%	25%	35%	35%	32%	56%
	2024	32%	33%	**34%**	37%	41%	-	-	-	35%	31%	*	31%	28%	38%	34%	32%	58%

	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 ELA/Reading	2025	31%	32%	**33%**	36%	51%	-	-	-	33%	28%	-	28%	30%	34%	34%	30%	62%
	2024	30%	30%	**33%**	43%	45%	-	-	-	42%	28%	*	28%	25%	38%	32%	31%	57%
All Grades Mathematics	2025	35%	36%	**36%**	39%	42%	-	-	-	38%	32%	-	33%	21%	35%	35%	34%	53%
	2024	35%	36%	**36%**	31%	37%	-	-	-	30%	34%	*	34%	31%	38%	35%	34%	58%

* 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	**94%**	92%	93%	98%	96%	95%	98%	94%	94%	96%	98%	85%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	3%	1%	2%	2%	2%	4%	4%	3%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	0%	3%	0%	1%	2%	0%	0%	1%	0%	1%	4%	2%	6%
Not Tested	1%	1%	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	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%	1%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
Included in Accountability	91%	91%	**93%**	92%	92%	98%	95%	94%	96%	94%	93%	96%	97%	84%	92%	86%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	3%	1%	1%	2%	3%	4%	3%	2%	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	4%	4%	**3%**	0%	5%	1%	3%	4%	0%	1%	2%	1%	1%	6%	3%	10%
Not Tested	1%	1%	**1%**	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%	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%	1%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	94%	94%	**95%**	92%	95%	98%	98%	96%	98%	94%	95%	96%	99%	85%	94%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	2%	2%	3%	2%	5%	4%	3%	1%	10%	4%	4%
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%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	0%	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%**	98%	99%	99%	98%	99%	100%	99%	98%	99%	99%	98%	98%	99%
Included in Accountability	94%	94%	**95%**	92%	95%	98%	94%	96%	100%	95%	95%	97%	98%	86%	94%	92%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	3%	1%	4%	2%	0%	4%	3%	2%	1%	9%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	1%	0%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	1%	**1%**	2%	1%	1%	2%	1%	0%	1%	2%	1%	1%	2%	2%	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%**	2%	1%	0%	2%	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%
Social Studies																
Assessment Participant	99%	99%	**99%**	98%	98%	99%	99%	100%	100%	98%	97%	99%	99%	98%	98%	98%
Included in Accountability	94%	95%	**95%**	93%	95%	98%	95%	97%	100%	96%	93%	97%	98%	87%	94%	91%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	2%	1%	4%	1%	0%	3%	4%	1%	1%	8%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	2%	0%	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	1%	**1%**	2%	2%	1%	1%	0%	0%	2%	3%	1%	1%	2%	2%	2%
Absent	1%	1%	**1%**	2%	1%	1%	1%	0%	0%	2%	3%	1%	1%	2%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	94%	**98%**	98%	97%	99%	100%	98%	*	99%	96%	100%	98%	89%	97%	98%
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%

	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%	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%
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%

* 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													
2023-24	93.6%	93.7%	**93.0%**	91.8%	92.4%	94.1%	91.4%	95.9%	94.4%	93.3%	91.8%	92.0%	93.0%
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%
Chronic Absenteeism													
2023-24	19.0%	18.3%	**18.9%**	25.8%	21.1%	12.7%	25.9%	6.4%	13.8%	18.4%	24.5%	23.5%	19.4%
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%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	1.0%	**0.7%**	1.1%	0.7%	0.3%	0.0%	0.3%	0.0%	0.7%	1.0%	0.9%	1.0%
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%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.9%	**1.1%**	1.8%	1.3%	0.5%	2.0%	0.3%	0.0%	1.5%	1.9%	1.5%	2.5%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	90.8%	**93.7%**	91.2%	92.5%	96.7%	89.7%	98.4%	100.0%	93.8%	84.1%	91.8%	85.7%
Received TxCHSE	0.3%	0.3%	**0.1%**	0.2%	0.1%	0.2%	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%	0.0%
Continued HS	3.1%	3.0%	**2.5%**	2.7%	3.3%	1.5%	3.4%	0.4%	0.0%	2.4%	7.9%	3.2%	6.4%
Dropped Out	5.8%	5.9%	**3.6%**	5.9%	4.1%	1.5%	6.9%	1.1%	0.0%	3.4%	7.8%	4.9%	7.8%
Graduates and TxCHSE	91.1%	91.1%	**93.9%**	91.4%	92.6%	96.9%	89.7%	98.4%	100.0%	94.1%	84.3%	91.9%	85.7%
Graduates, TxCHSE, and Continuers	94.2%	94.1%	**96.4%**	94.1%	95.9%	98.5%	93.1%	98.9%	100.0%	96.6%	92.2%	95.1%	92.2%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	91.5%	**94.9%**	92.5%	93.5%	97.5%	96.6%	99.2%	100.0%	95.2%	89.1%	93.0%	86.2%
Received TxCHSE	0.4%	0.4%	**0.3%**	0.2%	0.3%	0.3%	0.0%	0.1%	0.0%	0.4%	0.2%	0.2%	0.1%
Continued HS	1.0%	0.9%	**0.4%**	0.4%	0.7%	0.0%	0.0%	0.2%	0.0%	0.9%	2.5%	0.7%	0.4%
Dropped Out	6.5%	7.2%	**4.4%**	6.8%	5.5%	2.1%	3.4%	0.4%	0.0%	3.5%	8.2%	6.1%	13.3%
Graduates and TxCHSE	92.6%	91.9%	**95.2%**	92.8%	93.8%	97.8%	96.6%	99.4%	100.0%	95.6%	89.2%	93.2%	86.3%

	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	93.5%	92.8%	**95.6%**	93.2%	94.5%	97.9%	96.6%	99.6%	100.0%	96.5%	91.8%	93.9%	86.7%
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%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	91.6%	**95.2%**	93.2%	94.2%	97.1%	93.5%	99.1%	100.0%	96.0%	91.9%	93.2%	84.6%
Received TxCHSE	0.5%	0.5%	**0.3%**	0.4%	0.2%	0.7%	0.0%	0.0%	0.0%	0.0%	0.2%	0.3%	0.2%
Continued HS	0.5%	0.6%	**0.1%**	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.1%	0.0%
Dropped Out	6.8%	7.3%	**4.4%**	6.3%	5.5%	2.2%	6.5%	0.9%	0.0%	4.0%	7.0%	6.3%	15.2%
Graduates and TxCHSE	92.7%	92.1%	**95.6%**	93.5%	94.4%	97.8%	93.5%	99.1%	100.0%	96.0%	92.0%	93.5%	84.8%
Graduates, TxCHSE, and Continuers	93.2%	92.7%	**95.6%**	93.7%	94.5%	97.8%	93.5%	99.1%	100.0%	96.0%	93.0%	93.7%	84.8%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	90.8%	**92.7%**	89.8%	91.6%	95.9%	86.7%	97.6%	100.0%	92.8%	76.8%	90.5%	85.3%
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	54.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	96.3%	*	*	-	-	-	-	-	-	*	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	19.5%	**5.0%**	6.8%	6.4%	2.4%	3.8%	1.1%	0.0%	4.4%	17.4%	6.5%	13.9%
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%
FHSP-DLA Graduates (Longitudinal Rate)													

	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 2024	78.5%	68.2%	**76.2%**	66.7%	71.0%	86.4%	76.9%	94.2%	91.7%	79.0%	27.0%	68.6%	50.5%
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%
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	87.7%	**81.2%**	73.5%	77.4%	88.8%	80.8%	95.3%	91.7%	83.5%	44.5%	75.1%	64.4%
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%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	40.0%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	87.2%	*	*	-	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	19.5%	**5.1%**	6.9%	6.5%	2.4%	3.7%	1.4%	0.0%	4.0%	15.4%	6.6%	13.8%
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%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	66.3%	**73.6%**	63.8%	68.0%	84.9%	74.1%	92.9%	90.9%	77.5%	23.0%	65.7%	47.8%
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%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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)													
2023-24	87.8%	85.8%	**78.7%**	70.7%	74.5%	87.3%	77.8%	94.3%	90.9%	81.5%	38.4%	72.3%	61.6%
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%

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	8,794	100.0%	382,023	100.0%
By Ethnicity:				
African American	1,783	20.3%	48,064	12.6%
Hispanic	3,936	44.8%	200,942	52.6%
White	1,863	21.2%	101,714	26.6%
American Indian	27	0.3%	1,231	0.3%
Asian	898	10.2%	19,746	5.2%
Pacific Islander	11	0.1%	606	0.2%
Two or More Races	276	3.1%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	1,874	21.3%	46,183	12.1%
Foundation H.S. Program (Endorsement)	446	5.1%	42,042	11.0%
Foundation H.S. Program (DLA)	6,474	73.6%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	657	7.5%	35,935	9.4%
Economically Disadvantaged Graduates	4,649	52.9%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	803	9.1%	56,967	14.9%
At-Risk Graduates	3,134	35.6%	173,035	45.3%
CTE Completers	2,104	23.9%	127,800	33.5%

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)													
2023-24	81.8%	79.9%	**76.0%**	64.1%	71.4%	88.3%	59.3%	93.1%	90.9%	79.6%	55.6%	68.8%	55.9%
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%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	70.0%	**66.5%**	54.8%	59.6%	79.4%	55.6%	91.5%	81.8%	72.7%	40.3%	58.0%	42.9%
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)													
2023-24	69.5%	71.1%	**84.2%**	77.8%	80.7%	92.0%	74.1%	94.1%	90.9%	90.5%	45.3%	79.6%	71.6%
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%	50.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	63.1%	**58.4%**	47.2%	49.2%	73.8%	55.6%	87.1%	63.6%	66.2%	10.7%	48.4%	32.5%
2022-23	54.3%	53.7%	**48.2%**	32.2%	38.1%	64.5%	46.4%	80.8%	52.9%	56.0%	10.1%	35.2%	18.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	57.7%	**55.6%**	43.7%	46.0%	72.0%	51.9%	84.9%	54.5%	64.4%	9.6%	45.2%	29.0%
2022-23	48.4%	48.4%	**44.1%**	27.7%	33.5%	61.6%	35.7%	77.8%	52.9%	50.7%	8.9%	30.6%	15.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	24.3%	**20.6%**	8.2%	16.4%	27.2%	11.1%	48.0%	9.1%	27.3%	1.7%	14.0%	8.9%
2022-23	20.4%	23.3%	**21.8%**	8.4%	17.8%	28.5%	14.3%	47.5%	23.5%	20.9%	1.0%	14.6%	11.4%
Associate Degree (Annual Graduates)													
2023-24	3.1%	3.1%	**7.9%**	7.2%	6.4%	7.0%	18.5%	17.2%	0.0%	8.4%	0.3%	6.2%	0.1%
2022-23	2.5%	2.7%	**5.6%**	4.2%	5.1%	4.7%	3.6%	12.3%	11.8%	4.9%	0.8%	5.1%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	24.0%	**33.5%**	23.4%	27.5%	41.9%	33.3%	61.3%	45.5%	36.7%	3.7%	27.2%	7.0%
2022-23	23.6%	21.5%	**30.7%**	19.5%	24.6%	39.3%	17.9%	56.4%	52.9%	35.1%	2.2%	23.7%	3.4%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	5.0%	**0.1%**	0.1%	0.1%	0.3%	0.0%	0.1%	0.0%	0.4%	0.0%	0.2%	0.0%
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%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	5.2%	**2.9%**	3.6%	2.8%	2.9%	3.7%	1.6%	27.3%	1.8%	38.5%	3.1%	6.0%
2022-23	5.6%	5.1%	**2.7%**	3.6%	2.7%	2.9%	0.0%	1.0%	0.0%	1.3%	38.8%	3.2%	5.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	34.6%	**30.2%**	24.5%	31.4%	37.2%	25.9%	22.7%	36.4%	27.6%	29.0%	29.0%	24.4%

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
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)													
2023-24	34.9%	32.0%	**29.8%**	23.9%	31.1%	36.7%	25.9%	22.4%	27.3%	27.3%	26.1%	28.6%	24.1%
2022-23	33.4%	30.2%	**23.0%**	16.2%	23.9%	27.9%	14.3%	20.3%	23.5%	24.9%	16.5%	21.8%	18.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.7%	**0.0%**	0.0%	0.0%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
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%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.3%	**0.3%**	0.5%	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	3.5%	0.3%	0.6%
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%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.5%	**0.2%**	0.2%	0.2%	0.3%	0.0%	0.3%	9.1%	0.4%	0.0%	0.3%	0.0%
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.

	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	2023-24	20.1%	13.7%	**7.3%**	8.4%	6.7%	6.3%	11.1%	8.8%	9.1%	9.4%	2.0%	6.9%	1.6%
	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%
Mathematics	2023-24	21.3%	16.6%	**10.7%**	10.1%	9.8%	11.2%	14.8%	12.9%	18.2%	15.2%	1.5%	9.8%	3.7%
	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%
Both Subjects	2023-24	12.7%	8.1%	**3.2%**	3.6%	2.7%	3.1%	0.0%	4.2%	9.1%	4.7%	0.8%	2.9%	0.7%
	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%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	29.3%	**56.7%**	58.2%	58.8%	57.3%	40.7%	43.2%	63.6%	57.6%	41.7%	57.5%	68.5%
	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%
Mathematics	2023-24	29.5%	29.0%	**21.9%**	25.9%	23.7%	18.4%	22.2%	14.3%	18.2%	19.9%	6.2%	23.7%	25.8%
	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%
Both Subjects	2023-24	20.2%	20.5%	**17.4%**	20.8%	18.8%	14.9%	14.8%	10.7%	18.2%	15.2%	5.0%	18.9%	22.7%
	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%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	28.0%	**17.8%**	9.3%	13.4%	22.5%	7.1%	43.1%	17.6%	23.3%	1.4%	12.4%	8.8%
	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%
English Language Arts	2024	14.6%	15.4%	**7.0%**	4.0%	4.7%	8.4%	1.4%	19.1%	0.0%	11.2%	0.3%	4.6%	1.6%
	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%
Mathematics	2024	9.6%	11.4%	**7.5%**	2.9%	4.1%	9.8%	2.9%	27.2%	11.8%	8.7%	0.5%	4.2%	2.2%
	2023	7.4%	9.0%	**6.8%**	2.6%	3.6%	9.1%	5.1%	23.1%	14.3%	8.9%	0.7%	3.6%	1.2%
Science	2024	10.9%	11.6%	**6.7%**	2.7%	3.8%	7.9%	5.7%	24.9%	5.9%	7.1%	0.2%	4.2%	1.8%
	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%
Social Studies	2024	13.7%	15.2%	**7.3%**	3.5%	4.4%	10.3%	0.0%	20.3%	5.9%	13.3%	0.5%	4.3%	1.5%
	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%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	59.2%	**66.6%**	46.7%	56.7%	75.8%	60.0%	77.6%	*	77.1%	65.2%	54.0%	50.3%
	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%
English Language Arts	2024	48.8%	49.1%	**64.8%**	39.3%	51.2%	73.9%	*	81.6%	-	66.7%	80.0%	48.7%	7.4%
	2023	52.3%	52.4%	**75.1%**	59.6%	64.2%	78.3%	*	87.2%	*	74.5%	50.0%	62.4%	15.8%
Mathematics	2024	53.4%	55.8%	**63.8%**	50.5%	44.9%	68.6%	*	74.4%	*	77.6%	66.7%	47.7%	34.2%
	2023	50.1%	51.7%	**63.4%**	44.0%	46.9%	72.1%	*	70.5%	*	73.3%	36.4%	49.7%	38.9%
Science	2024	46.1%	52.4%	**59.3%**	29.1%	42.8%	67.9%	*	71.6%	*	62.5%	*	42.9%	18.8%
	2023	44.8%	48.9%	**61.9%**	44.8%	46.3%	67.5%	*	69.8%	*	73.8%	66.7%	45.3%	26.1%

	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	2024	56.8%	59.4%	**73.0%**	53.8%	60.1%	81.0%	-	84.3%	*	69.3%	87.5%	57.5%	34.6%
	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%
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	86.6%	**96.1%**	94.7%	94.2%	99.3%	92.6%	100.0%	100.0%	97.8%	71.6%	94.6%	94.2%
	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%
At/Above Criterion for All Examinees	2023-24	28.8%	30.5%	**34.3%**	17.5%	22.5%	54.5%	40.0%	71.2%	27.3%	41.1%	4.9%	21.4%	4.0%
	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%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	974	**986**	902	928	1081	1016	1173	997	1031	790	922	800
	2022-23	978	976	**989**	899	932	1081	928	1169	1063	1024	787	920	802
English Language Arts and Writing	2023-24	496	493	**494**	458	466	542	508	573	506	516	397	463	393
	2022-23	497	494	**496**	455	468	545	463	573	533	518	394	462	397
Mathematics	2023-24	479	481	**492**	445	462	539	508	600	491	515	393	459	406
	2022-23	482	483	**493**	443	464	536	465	596	531	506	394	458	406
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	19.8	**23.0**	19.1	21.8	23.9	*	27.2	-	23.2	17.5	20.2	17.4
	2022-23	19.2	20.3	**23.3**	19.0	22.1	24.4	25.0	26.7	20.5	22.1	16.2	20.7	17.0
English Language Arts	2023-24	19.0	19.5	**23.0**	18.9	21.8	23.9	*	27.6	-	22.6	16.6	20.1	17.0
	2022-23	18.8	20.1	**23.3**	18.9	21.9	24.5	23.8	27.0	20.8	21.3	15.1	20.6	15.9
Mathematics	2023-24	19.0	19.6	**22.4**	18.4	21.1	23.3	*	27.1	-	23.5	17.6	19.9	17.0
	2022-23	18.9	20.0	**22.7**	18.7	21.9	23.6	25.0	26.1	21.0	22.0	16.8	20.3	16.8
Science	2023-24	19.6	20.1	**23.1**	19.8	21.9	24.1	*	26.3	-	23.8	18.9	20.5	17.7
	2022-23	19.5	20.6	**23.4**	19.1	22.2	24.6	25.5	26.1	19.0	23.5	17.8	21.0	18.8

- 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	2023-24	45.7%	46.4%	**60.1%**	51.2%	54.7%	69.7%	50.3%	83.3%	73.8%	66.4%	30.9%	54.1%	42.3%
	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%
English Language Arts	2023-24	17.8%	20.1%	**40.4%**	36.0%	36.4%	44.7%	37.0%	57.3%	46.3%	46.1%	25.6%	37.1%	31.6%
	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%
Mathematics	2023-24	19.4%	20.2%	**23.8%**	17.6%	19.9%	30.2%	14.8%	41.1%	30.0%	26.3%	3.8%	18.9%	8.4%
	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%
Science	2023-24	21.9%	20.3%	**20.0%**	14.7%	16.3%	24.5%	10.7%	38.0%	24.3%	22.5%	2.7%	16.0%	5.4%
	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%
Social Studies	2023-24	24.5%	25.9%	**24.7%**	16.5%	18.6%	31.0%	16.4%	53.3%	33.3%	30.5%	1.7%	18.0%	3.6%
	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%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	48.7%	**49.2%**	44.4%	44.4%	54.9%	25.0%	66.0%	20.0%	49.4%	24.2%	43.5%	19.5%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	52.9%	**58.3%**	40.6%	48.7%	71.5%	60.0%	81.3%	50.0%	60.6%	12.5%	48.3%	15.5%

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

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**117,658**	**100.0%**	**5,530,499**	**100.0%**	**117,927**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	512	0.4%	18,464	0.3%	692	0.6%	26,099	0.5%
Pre-Kindergarten	4,156	3.5%	249,407	4.5%	4,156	3.5%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	4,156	3.5%	205,680	3.7%	4,156	3.5%	205,961	3.7%
Kindergarten	7,206	6.1%	359,286	6.5%	7,220	6.1%	359,871	6.5%
Grade 1	7,833	6.7%	377,900	6.8%	7,846	6.7%	378,335	6.8%
Grade 2	8,041	6.8%	389,823	7.0%	8,046	6.8%	390,170	7.0%
Grade 3	8,438	7.2%	406,424	7.3%	8,442	7.2%	406,747	7.3%
Grade 4	8,434	7.2%	405,454	7.3%	8,442	7.2%	405,715	7.3%
Grade 5	8,591	7.3%	404,900	7.3%	8,601	7.3%	405,128	7.3%
Grade 6	8,510	7.2%	404,802	7.3%	8,514	7.2%	404,988	7.3%
Grade 7	8,608	7.3%	407,375	7.4%	8,611	7.3%	407,512	7.4%
Grade 8	8,963	7.6%	410,722	7.4%	8,969	7.6%	410,871	7.4%
Grade 9	10,769	9.2%	459,854	8.3%	10,771	9.1%	460,045	8.3%
Grade 10	9,206	7.8%	439,300	7.9%	9,208	7.8%	439,519	7.9%
Grade 11	9,271	7.9%	410,245	7.4%	9,273	7.9%	410,503	7.4%
Grade 12	9,120	7.8%	386,543	7.0%	9,136	7.7%	388,877	7.0%
Ethnic Distribution								
African American	24,262	20.6%	706,216	12.8%	24,298	20.6%	707,648	12.8%
Hispanic	53,915	45.8%	2,961,084	53.5%	53,994	45.8%	2,967,187	53.5%
White	22,138	18.8%	1,347,596	24.4%	22,257	18.9%	1,352,852	24.4%
American Indian	497	0.4%	18,175	0.3%	497	0.4%	18,224	0.3%
Asian	12,080	10.3%	307,983	5.6%	12,101	10.3%	308,431	5.6%
Pacific Islander	101	0.1%	8,729	0.2%	102	0.1%	8,744	0.2%
Two or More Races	4,665	4.0%	180,716	3.3%	4,678	4.0%	181,169	3.3%
Sex								
Female	57,334	48.7%	2,702,798	48.9%	57,432	48.7%	2,707,618	48.8%
Male	60,324	51.3%	2,827,701	51.1%	60,495	51.3%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	69,291	58.9%	3,346,090	60.5%	69,352	58.8%	3,349,612	60.4%
Non-Educationally Disadvantaged	48,367	41.1%	2,184,409	39.5%	48,575	41.2%	2,194,643	39.6%
Section 504 Students	4,965	4.2%	375,297	6.8%	4,966	4.2%	375,601	6.8%
EB Students/EL	24,897	21.2%	1,343,669	24.3%	24,907	21.1%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	2,598	2.1%	122,515	2.1%				
Students w/ Dyslexia	5,098	4.3%	356,584	6.4%	5,100	4.3%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	191	0.2%	11,656	0.2%	192	0.2%	11,713	0.2%
Homeless	727	0.6%	77,954	1.4%	728	0.6%	78,060	1.4%
Immigrant	5,700	4.8%	193,676	3.5%	5,704	4.8%	193,831	3.5%
Migrant	11	0.0%	13,377	0.2%	11	0.0%	13,426	0.2%
Title I	79,995	68.0%	3,683,060	66.6%	79,995	67.8%	3,689,382	66.5%
Military Connected	4,325	3.7%	229,259	4.1%	4,326	3.7%	229,370	4.1%
At-Risk	63,058	53.6%	2,960,262	53.5%	63,093	53.5%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	23,782	20.2%	1,344,546	24.3%	23,792	20.2%	1,345,594	24.3%
Career and Technical Education	30,739	26.1%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	23,999	62.6%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	10,075	8.6%	483,301	8.7%	10,075	8.5%	483,373	8.7%
Special Education	16,375	13.9%	846,876	15.3%	16,629	14.1%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**16,375**		**843,012**					
Students with Intellectual Disabilities	7,049	43.0%	407,120	48.3%				
Students with Physical Disabilities	3,497	21.4%	143,568	17.0%				
Students with Autism	2,698	16.5%	141,526	16.8%				
Students with Behavioral Disabilities	2,581	15.8%	137,182	16.3%				
Students with Non-Categorical Early Childhood	550	3.4%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**14,184**	**12.4%**	**882,523**	**16.4%**				
African American	5,044	4.4%	180,657	3.3%				
Hispanic	6,384	5.6%	481,794	8.9%				
White	1,391	1.2%	157,650	2.9%				
American Indian	56	0.0%	3,546	0.1%				
Asian	741	0.6%	27,084	0.5%				
Pacific Islander	13	0.0%	1,905	0.0%				
Two or More Races	555	0.5%	29,887	0.6%				
Special Ed Students who are Mobile	2,257	14.2%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	3,810	17.0%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	11,000	15.8%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**15,220**	**16.5%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.9%	1.3%	3.7%	3.6%
Grade 1	1.6%	1.9%	1.7%	3.0%
Grade 2	0.6%	1.1%	0.7%	1.4%
Grade 3	0.3%	0.6%	0.6%	0.6%
Grade 4	0.1%	0.4%	0.3%	0.4%
Grade 5	0.1%	0.3%	0.4%	0.4%
Grade 6	0.2%	0.3%	0.3%	0.4%
Grade 7	0.2%	0.4%	0.3%	0.5%
Grade 8	0.2%	0.4%	0.1%	0.5%
Grade 9	12.5%	7.3%	22.1%	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	44	0.1%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	19.4	18.9
Grade 1	19.6	19.2
Grade 2	19.9	19.4
Grade 3	19.8	20.1
Grade 4	19.7	20.0
Grade 5	22.1	21.3
Grade 6	19.3	19.8
Secondary		
English/Language Arts	19.3	16.4
Foreign Languages	20.6	18.9
Mathematics	21.5	17.8
Science	21.9	18.9
Social Studies	22.5	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
CYPRESS-FAIRBANKS ISD (101907) - HARRIS COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**15,729.5**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	9,778.5	62.2%	487,682.3	63.8%
Teachers	7,664.1	48.7%	369,689.2	48.3%
Professional Support	1,605.0	10.2%	82,751.4	10.8%
Campus Administration (School Leadership)	418.9	2.7%	25,687.5	3.4%
Central Administration	90.5	0.6%	9,554.2	1.2%
Educational Aides	2,226.9	14.2%	81,972.7	10.7%
Auxiliary Staff	3,724.1	23.7%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	41.0	n/a	4,125.0	n/a
Part-time Librarians	1.0	n/a	583.0	n/a
Full-time Counselors	258.0	n/a	13,704.0	n/a
Part-time Counselors	13.0	n/a	1,298.0	n/a
Total Minority Staff	**8,739.2**	**55.6%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	1,337.1	17.4%	47,165.6	12.8%
Hispanic	1,747.2	22.8%	114,597.9	31.0%
White	4,124.9	53.8%	193,115.3	52.2%
American Indian	22.9	0.3%	1,235.8	0.3%
Asian	280.2	3.7%	8,295.0	2.2%
Pacific Islander	2.0	0.0%	466.9	0.1%
Two or More Races	149.8	2.0%	4,812.6	1.3%
Teachers by Sex				
Males	1,699.0	22.2%	90,958.2	24.6%
Females	5,965.1	77.8%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	127.6	1.7%	8,698.9	2.4%
Bachelors	5,252.5	68.5%	264,052.9	71.4%
Masters	2,212.1	28.9%	93,864.5	25.4%
Doctorate	71.9	0.9%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	497.6	6.5%	26,999.3	7.3%
1-5 Years Experience	2,177.6	28.4%	104,446.4	28.3%
6-10 Years Experience	1,580.8	20.6%	72,857.4	19.7%
11-20 Years Experience	2,199.8	28.7%	101,940.9	27.6%
21-30 Years Experience	1,022.0	13.3%	52,207.3	14.1%
Over 30 Years Experience	186.4	2.4%	11,237.9	3.0%
Number of Students per Teacher	15.4	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	7.8	6.0
Average Years Experience of Principals with District	7.7	5.1
Average Years Experience of Assistant Principals	6.9	5.1
Average Years Experience of Assistant Principals with District	6.3	4.3
Average Years Experience of Teachers	10.9	11.2
Average Years Experience of Teachers with District	7.6	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$51,012	$55,689
1-5 Years Experience	$64,202	$59,266
6-10 Years Experience	$67,075	$62,607
11-20 Years Experience	$71,072	$66,353
21-30 Years Experience	$77,154	$70,976
Over 30 Years Experience	$85,119	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$68,146	$63,751
Professional Support	$77,307	$75,909
Campus Administration (School Leadership)	$91,845	$88,786
Central Administration	$128,176	$118,447
Instructional Staff Percent	69.4%	64.8%
Turnover Rate for Teachers	17.7%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	529	$4,238	12,718	$5,567
Exemplary	477	$8,064	16,951	$11,062
Master	85	$15,065	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	240.2	3.1%	23,158.4	6.3%
Career and Technical Education	446.3	5.8%	20,492.0	5.5%
Compensatory Education	197.9	2.6%	9,612.7	2.6%
Gifted and Talented Education	309.6	4.0%	5,840.0	1.6%
Regular Education	4,599.5	60.0%	255,127.2	69.0%
Special Education	1,267.6	16.5%	42,195.7	11.4%
Other	603.0	7.9%	13,272.1	3.6%

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. *(Data source: PEIMS ArmedServicesVocAptBattery E1625)*

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

2024–25 Texas Academic Performance Report (TAPR) Glossary

STAAR Performance (2024–25)

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

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

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

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2024–25)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:

- STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
- STAAR Alternate 2 assessments with a score code of "N."
- Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
- Other exclusions specified in the 2025 Accountability Manual — Appendix G.

Not Tested

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

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

Attendance, Graduation, and Dropout Rates (2024–25)

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

Attendance is calculated as follows:

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

- 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:

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

For detailed information on data sources, see Appendix H in the *2025 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

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

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

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

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

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2020–21 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2020–21 but takes 5 years to graduate (i.e., graduates in May 2025) is still part of the 2024 cohort; he or she is not switched to the 2025 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2024. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

(3) *Continued High School:* The percentage of the 2024 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2023 cohort. It is calculated as follows:

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

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

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

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

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

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

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

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

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

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

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

6-year Extended Longitudinal Rate

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2022 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2022 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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

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

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

Additional Information about Federal Graduation Rates

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

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2023. It is calculated as follows:

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

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2022 cohort**}}$$

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

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

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools document located on the Completion, Graduation, and Dropout Reports website. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

2024–25 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2023-24 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-E}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

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

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2023–24 are also shown:

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

(Data source: PEIMS 40203)

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

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

number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance

---

total number of graduates in the 2023-24 school year

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

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

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

---

total number of graduates in the 2023-24 school year

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

College, Career, or Military* Readiness (CCMR) (2024–25)

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The

criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification (IBC):** A graduate earning an IBC under 19 TAC, §74.1003 and earned credit in a level 2 course or higher in an aligned Program of Study applies to the 2024 graduates. Alignment is determined by the IBC Crosswalk, which maps approved IBCs to their corresponding Programs of Study. The student must have earned the IBC associated with the Program of Study and also met the phase-in requirement. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. For prior graduating class IBC requirements please refer to "Chapter 2—Student Achievement Domain". *(Data source: PEIMS 40100)*

8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard or Reserves for their respective services. *(Data source: Department of Defense (DoD) Form 4 Submission).*

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps)*

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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
	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.

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

Mathematics.

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Both Subjects.

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

---

number of 2023-24 annual graduates

Any Subject.

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

---

number of 2023-24 annual graduates

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

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

---

number of 2023-24 annual graduates

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

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

---

number of 2023-24 annual graduates

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

number of 2023-24 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

Number of 2023-24 annual graduates

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

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

---

number of 2023-24 annual graduates

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification and earned credit in a level 2 course or higher in an aligned Program of Study. For additional information, see Chapter 2 of the *2025 Accountability Manual*. *(Data source: PEIMS 48011)*

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

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

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

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2025 Accountability Manual. *(Data source: PEIMS 40203)*

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

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard, or Reserves for their respective services. (Data source: Department of Defense (DoD) Form 4 Submission).

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2024–25)

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

English Language Arts.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2023-24 annual graduates

Mathematics.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2023-24 annual graduates

Both Subjects.

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

number of 2023-24 annual graduates

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

English Language Arts.

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

number of 2023-24 annual graduates

Mathematics.

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

number of 2023-24 annual graduates

Both Subjects.

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

number of 2023-24 annual graduates

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(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.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(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.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

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:

$$\frac{\text{number of 2023-24 graduates who took either the SAT or the ACT}}{\text{number of 2023-24 graduates reported}}$$

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2023-24 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2023-24 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

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

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

(Data source: College Board and PEIMS 40203)

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

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

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

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

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

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

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

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

Other Postsecondary Indicators (2024–25)

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

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

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

Any Subject.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

(Data source: PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2022-23 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2022-23 school year}}$$

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

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

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

Student Information (2024–25)

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

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

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

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

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

For 2024–25, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS DisciplineAction Entity)*

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

(B) includes —

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

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

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

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

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

$$\frac{\textbf{number of students in the 2024–25 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

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

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

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

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

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

- 01—Orthopedic Impairment (OI)
- 03—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

- 05—Deaf-Blindness (DB)
- 09—Speech or Language Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS StudentSpecialEducationProgramAssociation Entity)

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

$$\frac{\textbf{number of mobile students in 2023–24}}{\textbf{number of students who were in membership at any time during the 2023–24 school year}}$$

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\textbf{number of students enrolled in fall 2023 – number of students who returned in fall 2024}}{\textbf{number of students enrolled in fall 2023}}$$

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

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2024 in the same grade in which they were reported for the last six-week period of the prior school year (2023–24).

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

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

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

Percent of Underreported Students. Underreported students are 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 2023–24 the end of the school-start window was September 27, 2024)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2023–24 school year}}$$

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

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

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

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed

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

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

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

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

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

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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

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

Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

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

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

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

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

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

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

(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2024–25 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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

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

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that

they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

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

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

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2024-25 school year. *(Data source: Division of District Talent Systems)*

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Appendix A
Advanced Academic Courses

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

English Language Arts

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

Mathematics

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

Science

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Social Studies

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Foreign Language

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Appendix B

PEIMS Staff Classifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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

Report of 2022-2023 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2024

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 2022-2023 high school graduates who attended public four-year and two-year higher education in FY 2024. 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 2023, spring 2024, and summer 2024 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 2024, 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 2024 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 FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

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	253	19	14	35	73	111	1
		Two-Year Public Colleges	199	48	26	24	40	57	4
		Independent Colleges & Universities	32						
		Not Trackable	159						
		Not Found	215						
		Total High School Graduates	858						
	101907002	CY-FAIR H S							
		Four-Year Public University	193	32	14	22	48	76	1
		Two-Year Public Colleges	158	59	22	11	19	41	6
		Independent Colleges & Universities	22						
		Not Trackable	162						
		Not Found	231						
		Total High School Graduates	766						
	101907004	CYPRESS CREEK H S							
		Four-Year Public University	130	18	12	27	36	37	0
		Two-Year Public Colleges	148	51	17	11	31	33	5
		Independent Colleges & Universities	15						
		Not Trackable	136						
		Not Found	286						
		Total High School Graduates	715						

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 FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

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	100	15	19	16	25	25	0
		Two-Year Public Colleges	159	59	20	19	27	32	2
		Independent Colleges & Universities	16						
		Not Trackable	126						
		Not Found	232						
		Total High School Graduates	633						
	101907013	CYPRESS LAKES H S							
		Four-Year Public University	128	29	25	25	25	22	2
		Two-Year Public Colleges	164	67	20	25	22	26	4
		Independent Colleges & Universities	16						
		Not Trackable	123						
		Not Found	237						
		Total High School Graduates	668						
	101907015	CYPRESS PARK H S							
		Four-Year Public University	130	33	18	32	18	27	2
		Two-Year Public Colleges	173	86	24	20	23	20	0
		Independent Colleges & Universities	19						
		Not Trackable	114						
		Not Found	282						
		Total High School Graduates	718						
	101907012	CYPRESS RANCH H S							
		Four-Year Public University	272	25	29	38	62	115	3
		Two-Year Public Colleges	238	54	39	30	42	69	4
		Independent Colleges & Universities	22						
		Not Trackable	190						
		Not Found	180						
		Total High School Graduates	902						

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 FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

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	114	14	15	29	17	38	1
		Two-Year Public Colleges	119	37	13	17	23	28	1
		Independent Colleges & Universities	15						
		Not Trackable	146						
		Not Found	266						
		Total High School Graduates	660						
	101907009	CYPRESS SPRINGS H S							
		Four-Year Public University	95	28	15	15	20	17	0
		Two-Year Public Colleges	133	60	20	14	14	23	2
		Independent Colleges & Universities	8						
		Not Trackable	93						
		Not Found	189						
		Total High School Graduates	518						
	101907011	CYPRESS WOODS H S							
		Four-Year Public University	216	32	19	28	51	85	1
		Two-Year Public Colleges	210	69	19	28	32	57	5
		Independent Colleges & Universities	22						
		Not Trackable	140						
		Not Found	194						
		Total High School Graduates	782						
	101907003	JERSEY VILLAGE H S							
		Four-Year Public University	176	31	15	22	44	64	0
		Two-Year Public Colleges	178	67	22	19	31	37	2
		Independent Colleges & Universities	22						
		Not Trackable	96						
		Not Found	298						
		Total High School Graduates	770						

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 FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

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	141	18	13	23	26	61	0
		Two-Year Public Colleges	180	69	18	16	44	31	2
		Independent Colleges & Universities	9						
		Not Trackable	119						
		Not Found	218						
		Total High School Graduates	667						

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
2024-2025

Supplemental Data to the
Texas Academic Performance Report

CFISD

Annual Report on Violence & Violence Prevention

Table of Contents

I.	**Overview**	2
II.	**Violent or Criminal Incident Data**	
	A. District-wide	3
	B. High Schools	4-5
	C. Middle Schools	6-8
	D. Elementary Schools	9-16
	E. Special Campuses	17
III.	**School Violence Prevention**	
	A. Violence Intervention Policies	18
	B. Violence Intervention Procedures	19
	C. Violence Prevention Programs and Training	20

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.

In accordance with these statutory requirements, Cypress-Fairbanks ISD reported a total of **1,485 violent or criminal incidents** in the **2024-2025** school year. With a student population of **117,658**, this reflects a rate of **0.0126 incidents per student**.

This statistic includes only incidents associated with specific TEA "discipline action reason codes" as recommended by the Deputy Commissioner of Programs and Instruction. As a result, it does not include all infractions listed in the District's local Student Code of Conduct. Only incidents that occurred during the 2024-2025 school year are included.

School Year	2024-2025
Total Student Population	117,658
Total Number of Incidents	1,485
Total Rate	0.0126

This report provides information about the following topics:

- [x] 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);

- [x] 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 School	Special Campuses	Total Number of Incidents	Total Rate of Incidents
02 - Conduct punishable as a felony	3	8	0	0	11	0.0001
05 - Possessed, sold, used, or was under the influence of alcohol	29	3	2	0	34	0.0003
06 - Abuse of glue or aerosol paint	0	0	0	0	0	0.0000
07 - Public lewdness or indecent exposure	5	6	1	0	12	0.0001
08 - Retaliation against school employee	1	0	0	0	1	0.0000
11 - Used, exhibited, or possessed a firearm	4	1	0	0	5	0.0000
12 - Used, exhibited, or possessed an illegal knife	1	2	2	0	5	0.0000
14 - Used, exhibited, or possessed a prohibited weapon	0	0	0	0	0	0.0000
16 - Arson	1	0	0	0	1	0.0000
17 - Murder	0	0	0	0	0	0.0000
18 - Indecency with a child	0	0	0	0	0	0.0000
19 - Aggravated kidnapping	0	0	0	0	0	0.0000
22 - Criminal mischief	0	0	0	0	0	0.0000
23 - Emergency placement/expulsion	0	0	0	0	0	0.0000
26 - Terroristic threat	11	21	1	0	33	0.0003
27 - Assault against school employee or volunteer	18	17	2	0	37	0.0003
28 - Assault against someone other than employee	94	91	3	0	188	0.0016
29 - Aggravated assault against school district employee	0	0	0	0	0	0.0000
30 - Aggravated assault against someone other than employee	2	0	0	0	2	0.0000
31 - Sexual assault against school employee	0	0	0	0	0	0.0000
32 - Sexual assault against someone other than employee	0	0	0	0	0	0.0000
35 - False alarm/false report	1	4	2	0	7	0.0001
36 - Felony controlled substance violation	6	0	0	0	6	0.0001
41 - Fighting/Mutual combat (resulting in placement)	40	17	0	0	57	0.0005
46 - Aggravated Robbery	0	0	0	0	0	0.0000
47 - Manslaughter	0	0	0	0	0	0.0000
48 - Criminally negligent homicide	0	0	0	0	0	0.0000
55 - Registered sex offender (court supervised)	0	0	0	0	0	0.0000
56 - Registered sex offender (not court supervised)	0	0	0	0	0	0.0000
57 - Continuous sexual abuse of young child(ren)	0	0	0	0	0	0.0000
58 - Breach of computer security	0	0	0	0	0	0.0000
59 - Misbehavior while in a DAEP	3	0	0	0	3	0.0000
60 - Harrassment	2	0	0	0	2	0.0000
61 - Bullying	0	5	0	0	5	0.0000
62 - Marijuana/THC	774	196	2	0	972	0.0083
64 - Other controlled substance	86	18	0	0	104	0.0009
TOTAL	**1,081**	**389**	**15**	**0**	**1,485**	**0.0126**

District Total Students	**117,658**
District Total Incidents	**1,485**
District Total Rate	**0.0126**

Campus / Enrollment	Bridgeland		Cy-Fair		Cypress Creek		Cypress Falls		Cypress Lakes		Cypress Park	
	3,707		3,213		3,217		3,017		3,174		3,117	
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	0.0003
05 - Possessed, sold, used, or was under the influence of alcohol			5	0.0016	1	0.0003	4	0.0013	3	0.0009	4	0.0013
06 - Abuse of glue or aerosol paint												
07 - Public lewdness or indecent exposure					1	0.0003					2	0.0006
08 - Retaliation against school employee												
11 - Used, exhibited, or possessed a firearm			1	0.0003					1	0.0003		
12 - Used, exhibited, or possessed an illegal knife											1	0.0003
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			1	0.0003	1	0.0003	1	0.0003	1	0.0003	1	0.0003
27 - Assault against school employee or volunteer			2	0.0006	1	0.0003			2	0.0006	3	0.0010
28 - Assault against someone other than employee	1	0.0003	5	0.0016	6	0.0019	5	0.0017	10	0.0032	4	0.0013
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												
35 - False alarm/false report												
36 - Felony controlled substance violation			1	0.0003	1	0.0003	2	0.0007				
41 - Fighting/Mutual combat (resulting in placement)			2	0.0006	3	0.0009	2	0.0007	10	0.0032	6	0.0019
46 - Aggravated Robbery												
47 - Manslaughter												
48 - Criminally negligent homicide												
55 - Registered sex offender (court supervised)												
56 - Registered sex offender (not court supervised)												
57 - Continuous sexual abuse of young child(ren)												
58 - Breach of computer security												
59 - Misbehavior while in a DAEP											1	0.0003
60 - Harrassment									1	0.0003		
61 - Bullying												
62 - Marijuana/THC	26	0.0070	79	0.0246	55	0.0171	104	0.0345	27	0.0085	94	0.0302
64 - Other controlled substance	4	0.0011	5	0.0016	3	0.0009	6	0.0020	1	0.0003	34	0.0109
TOTAL	**31**	**0.0084**	**101**	**0.0314**	**72**	**0.0224**	**124**	**0.0411**	**56**	**0.0176**	**151**	**0.0484**

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 Ranch 3,460		Cypress Ridge 2,860		Cypress Springs 2,797		Cypress Woods 3,469		Jersey Village 3,320		Langham Creek 3,009	
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	0.0003									1	0.0003
05 - Possessed, sold, used, or was under the influence of alcohol	2	0.0006	2	0.0007			3	0.0009	1	0.0003	4	0.0013
06 - Abuse of glue or aerosol paint												
07 - Public lewdness or indecent exposure					2	0.0007						
08 - Retaliation against school employee	1	0.0003										
11 - Used, exhibited, or possessed a firearm									1	0.0003	1	0.0003
12 - Used, exhibited, or possessed an illegal knife												
14 - Used, exhibited, or possessed a prohibited weapon												
16 - Arson			1	0.0003								
17 - Murder												
18 - Indecency with a child												
19 - Aggravated kidnapping												
22 - Criminal mischief												
23 - Emergency placement/expulsion												
26 - Terroristic threat	2	0.0006			1	0.0004			2	0.0006	1	0.0003
27 - Assault against school employee or volunteer	1	0.0003	7	0.0024	1	0.0004					1	0.0003
28 - Assault against someone other than employee	12	0.0035	10	0.0035	15	0.0054	9	0.0026	9	0.0027	8	0.0027
29 - Aggravated assault against school district employee												
30 - Aggravated assault against someone other than employee					2	0.0007						
31 - Sexual assault against school employee												
32 - Sexual assault against someone other than employee												
35 - False alarm/false report	1	0.0003										
36 - Felony controlled substance violation			1	0.0003							1	0.0003
41 - Fighting/Mutual combat (resulting in placement)	1	0.0003			15	0.0054					1	0.0003
46 - Aggravated Robbery												
47 - Manslaughter												
48 - Criminally negligent homicide												
55 - Registered sex offender (court supervised)												
56 - Registered sex offender (not court supervised)												
57 - Continuous sexual abuse of young child(ren)												
58 - Breach of computer security												
59 - Misbehavior while in a DAEP					2	0.0007						
60 - Harrassment									1	0.0003		
61 - Bullying												
62 - Marijuana/THC	33	0.0095	122	0.0427	36	0.0129	40	0.0115	82	0.0247	76	0.0253
64 - Other controlled substance			14	0.0049	2	0.0007	8	0.0023	7	0.0021	2	0.0007
TOTAL	**54**	**0.0156**	**157**	**0.0549**	**76**	**0.0272**	**60**	**0.0173**	**103**	**0.0310**	**96**	**0.0319**

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	**38,360**
Total High School Incidents	**1,081**
Total Rate for High School	**0.0282**

Campus / Enrollment	Anthony		Aragon		Arnold		Bleyl		Campbell		Cook	
	1,441		1,423		1,376		1,322		1,075		1,374	
PEIMS Code – TEA Disciplinary Reason Code	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**	**NOI**	**ROI**
02 - Conduct punishable as a felony					2	0.0015	2	0.0015			1	0.0007
05 - Possessed, sold, used, or was under the influence of alcohol												
06 - Abuse of glue or aerosol paint												
07 - Public lewdness or indecent exposure			2	0.0014			1	0.0008				
08 - Retaliation against school employee												
11 - Used, exhibited, or possessed a firearm												
12 - Used, exhibited, or possessed an illegal knife												
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			1	0.0007					1	0.0009	1	0.0007
27 - Assault against school employee or volunteer	1	0.0007			5	0.0036	1	0.0008			3	0.0022
28 - Assault against someone other than employee	6	0.0042	1	0.0007	8	0.0058	5	0.0038	3	0.0028	6	0.0044
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												
35 - False alarm/false report							1	0.0008				
36 - Felony controlled substance violation												
41 - Fighting/Mutual combat (resulting in placement)	1	0.0007					1	0.0008			2	0.0015
46 - Aggravated Robbery												
47 - Manslaughter												
48 - Criminally negligent homicide												
55 - Registered sex offender (court supervised)												
56 - Registered sex offender (not court supervised)												
57 - Continuous sexual abuse of young child(ren)												
58 - Breach of computer security												
59 - Misbehavior while in a DAEP												
60 - Harrassment												
61 - Bullying							2	0.0015	1	0.0009	1	0.0007
62 - Marijuana/THC	2	0.0014	1	0.0007	30	0.0218	13	0.0098	13	0.0121	21	0.0153
64 - Other controlled substance					1	0.0007	3	0.0023				
TOTAL	**10**	**0.0069**	**5**	**0.0035**	**46**	**0.0334**	**29**	**0.0219**	**18**	**0.0167**	**35**	**0.0255**

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	
	1,143		1,358		1,472		873		1,125		1,066		1,481	
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	0.0009												
05 - Possessed, sold, used, or was under the influence of alcohol	1	0.0009												
06 - Abuse of glue or aerosol paint														
07 - Public lewdness or indecent exposure													2	0.0014
08 - Retaliation against school employee														
11 - Used, exhibited, or possessed a firearm														
12 - Used, exhibited, or possessed an illegal knife					1	0.0007								
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			2	0.0015	1	0.0007	1	0.0011	1	0.0009	1	0.0009	7	0.0047
27 - Assault against school employee or volunteer	1	0.0009			1	0.0007					1	0.0009		
28 - Assault against someone other than employee	7	0.0061			3	0.0020	1	0.0011	4	0.0036	14	0.0131	10	0.0068
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														
35 - False alarm/false report							1	0.0011						
36 - Felony controlled substance violation														
41 - Fighting/Mutual combat (resulting in placement)	7	0.0061							4	0.0036	2	0.0019		
46 - Aggravated Robbery														
47- Manslaughter														
48 - Criminally negligent homicide														
55 - Registered sex offender (court supervised)														
56 - Registered sex offender (not court supervised)														
57 - Continuous sexual abuse of young child(ren)														
58 - Breach of computer security														
59 - Misbehavior while in a DAEP														
60 - Harrassment														
61 - Bullying														
62 - Marijuana/THC	26	0.0227	3	0.0022	8	0.0054	2	0.0023	24	0.0213	21	0.0197	17	0.0115
64 - Other controlled substance	7	0.0061							1	0.0009	3	0.0028		
TOTAL	**50**	**0.0437**	**5**	**0.0037**	**14**	**0.0095**	**5**	**0.0057**	**34**	**0.0302**	**42**	**0.0394**	**36**	**0.0243**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per camp

A blank means zero

Campus / Enrollment	Salyards 1,413		Smith 1,089		Spillane 1,436		Sprague 1,555		Thornton 1,423		Truitt 1,353		Watkins 1,283	
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	0.0009									1	0.0008
05 - Possessed, sold, used, or was under the influence of alcohol	1	0.0007											1	0.0008
06 - Abuse of glue or aerosol paint														
07 - Public lewdness or indecent exposure									1	0.0007				
08 - Retaliation against school employee														
11 - Used, exhibited, or possessed a firearm			1	0.0009										
12 - Used, exhibited, or possessed an illegal knife													1	0.0008
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			1	0.0009			1	0.0006			1	0.0007	2	0.0016
27 - Assault against school employee or volunteer			2	0.0018					1	0.0007			1	0.0008
28 - Assault against someone other than employee			4	0.0037					10	0.0070	3	0.0022	6	0.0047
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														
35 - False alarm/false report									1	0.0007			1	0.0008
36 - Felony controlled substance violation														
41 - Fighting/Mutual combat (resulting in placement)														
46 - Aggravated Robbery														
47 - Manslaughter														
48 - Criminally negligent homicide														
55 - Registered sex offender (court supervised)														
56 - Registered sex offender (not court supervised)														
57 - Continuous sexual abuse of young child(ren)														
58 - Breach of computer security														
59 - Misbehavior while in a DAEP														
60 - Harrassment														
61 - Bullying									1	0.0007				
62 - Marijuana/THC									7	0.0049	3	0.0022	5	0.0039
64 - Other controlled substance									2	0.0014			1	0.0008
TOTAL	**1**	**0.0007**	**9**	**0.0083**	**0**	**0.0000**	**1**	**0.0006**	**23**	**0.0162**	**7**	**0.0052**	**19**	**0.0148**

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	**26,081**
Total Middle School Incidents	**389**
Total Rate for Middle School	**0.0149**

Campus / Enrollment	Adam		Andre		Ault		Bane		Bang		Birkes		Black	
	952		1008		925		872		947		1,003		1,120	
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														
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							1	0.0011						
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														
35 - False alarm/false report														
36 - Felony controlled substance violation														
41 - Fighting/Mutual combat (resulting in placement)														
46 - Aggravated Robbery														
47 - Manslaughter														
48 - Criminally negligent homicide														
55 - Registered sex offender (court supervised)														
56 - Registered sex offender (not court supervised)														
57 - Continuous sexual abuse of young child(ren)														
58 - Breach of computer security														
59 - Misbehavior while in a DAEP														
60 - Harrassment														
61 - Bullying														
62 - Marijuana/THC														
64 - Other controlled substance														
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0011**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**

NOI - Number of incidents

ROI = Rate of Incidents

Rate calculated using total student population and total infractions per c

A blank means zero

Campus / Enrollment	Brosnahan		Byrd		Copeland		Danish		Duryea		Emery		Emmott	
	1,035		1,134		944		917		1089		973		580	
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														
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														
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														
35 - False alarm/false report														
36 - Felony controlled substance violation														
41 - Fighting/Mutual combat (resulting in placement)														
46 - Aggravated Robbery														
47 - Manslaughter														
48 - Criminally negligent homicide														
55 - Registered sex offender (court supervised)														
56 - Registered sex offender (not court supervised)														
57 - Continuous sexual abuse of young child(ren)														
58 - Breach of computer security														
59 - Misbehavior while in a DAEP														
60 - Harrassment														
61 - Bullying														
62 - Marijuana/THC	1	0.0010												
64 - Other controlled substance														
TOTAL	**1**	**0.0010**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**

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	Farney		Fiest		Francone		Frazier		Gleason		Hairgrove		Hamilton	
	907		855		729		601		937		790		992	
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														
05 - Possessed, sold, used, or was under the influence of alcohol	1	0.0011							1	0.0011				
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														
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			1	0.0012										
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														
35 - False alarm/false report														
36 - Felony controlled substance violation														
41 - Fighting/Mutual combat (resulting in placement)														
46 - Aggravated Robbery														
47 - Manslaughter														
48 - Criminally negligent homicide														
55 - Registered sex offender (court supervised)														
56 - Registered sex offender (not court supervised)														
57 - Continuous sexual abuse of young child(ren)														
58 - Breach of computer security														
59 - Misbehavior while in a DAEP														
60 - Harrassment														
61 - Bullying														
62 - Marijuana/THC														
64 - Other controlled substance														
TOTAL	**1**	**0.0011**	**1**	**0.0012**	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0011**	**0**	**0.0000**	**0**	**0.0000**

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	Hancock		Hemmenway		Holbrook		Holmsley		Hoover		Horne		Jowell	
	748		942		756		781		658		906		574	
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														
05 - Possessed, sold, used, or was under the influence of alcohol														
06 - Abuse of glue or aerosol paint														
07 - Public lewdness or indecent exposure									1	0.0015				
08 - Retaliation against school employee														
11 - Used, exhibited, or possessed a firearm														
12 - Used, exhibited, or possessed an illegal knife														
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					1	0.0013								
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														
35 - False alarm/false report														
36 - Felony controlled substance violation														
41 - Fighting/Mutual combat (resulting in placement)														
46 - Aggravated Robbery														
47 - Manslaughter														
48 - Criminally negligent homicide														
55 - Registered sex offender (court supervised)														
56 - Registered sex offender (not court supervised)														
57 - Continuous sexual abuse of young child(ren)														
58 - Breach of computer security														
59 - Misbehavior while in a DAEP														
60 - Harrassment														
61 - Bullying														
62 - Marijuana/THC														
64 - Other controlled substance														
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0013**	**0**	**0.0000**	**1**	**0.0015**	**0**	**0.0000**	**0**	**0.0000**

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	Keith		Kirk		Lamkin		Lee		Lieder		Lowery		Matzke	
	1,130		741		822		778		740		656		1,025	
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														
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														
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					2	0.0024								
28 - Assault against someone other than employee			1	0.0013										
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														
35 - False alarm/false report														
36 - Felony controlled substance violation														
41 - Fighting/Mutual combat (resulting in placement)														
46 - Aggravated Robbery														
47 - Manslaughter														
48 - Criminally negligent homicide														
55 - Registered sex offender (court supervised)														
56 - Registered sex offender (not court supervised)														
57 - Continuous sexual abuse of young child(ren)														
58 - Breach of computer security														
59 - Misbehavior while in a DAEP														
60 - Harrassment														
61 - Bullying														
62 - Marijuana/THC													1	0.0010
64 - Other controlled substance														
TOTAL	**0**	**0.0000**	**1**	**0.0013**	**2**	**0.0024**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0010**

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	McFee		McGown		Metcalf		Millsap		Moore		Owens		Pope		Post	
	958		1,400		854		897		871		776		992		794	
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																
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					1	0.0012										
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	1	0.0010														
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																
35 - False alarm/false report	1	0.0010									1	0.0013				
36 - Felony controlled substance violation																
41 - Fighting/Mutual combat (resulting in placement)																
46 - Aggravated Robbery																
47 - Manslaughter																
48 - Criminally negligent homicide																
55 - Registered sex offender (court supervised)																
56 - Registered sex offender (not court supervised)																
57 - Continuous sexual abuse of young child(ren)																
58 - Breach of computer security																
59 - Misbehavior while in a DAEP																
60 - Harrassment																
61 - Bullying																
62 - Marijuana/THC																
64 - Other controlled substance																
TOTAL	**2**	**0.0021**	**0**	**0.0000**	**1**	**0.0012**	**0**	**0.0000**	**0**	**0.0000**	**1**	**0.0013**	**0**	**0.0000**	**0**	**0.0000**

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	Postma		Reed		Rennell		Robinson		Robison		Sampson		Sheridan		Swenke	
	750		843		1,258		908		1123		892		917		887	
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																
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																
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																
35 - False alarm/false report																
36 - Felony controlled substance violation																
41 - Fighting/Mutual combat (resulting in placement)																
46 - Aggravated Robbery																
47 - Manslaughter																
48 - Criminally negligent homicide																
55 - Registered sex offender (court supervised)																
56 - Registered sex offender (not court supervised)																
57 - Continuous sexual abuse of young child(ren)																
58 - Breach of computer security																
59 - Misbehavior while in a DAEP																
60 - Harrassment																
61 - Bullying																
62 - Marijuana/THC																
64 - Other controlled substance																
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**

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	Tipps		Walker		Warner		Wells		Willbern		Wilson		Woodard		Yeager	
	978		981		1,162		1,128		829		755		987		704	
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																
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																
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																
35 - False alarm/false report																
36 - Felony controlled substance violation																
41 - Fighting/Mutual combat (resulting in placement)																
46 - Aggravated Robbery																
47 - Manslaughter																
48 - Criminally negligent homicide																
55 - Registered sex offender (court supervised)																
56 - Registered sex offender (not court supervised)																
57 - Continuous sexual abuse of young child(ren)																
58 - Breach of computer security																
59 - Misbehavior while in a DAEP																
60 - Harrassment																
61 - Bullying																
62 - Marijuana/THC																
64 - Other controlled substance																
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**

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	**53,211**
Total Elementary Incidents	**15**
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**
01 - Removal by teacher (37.002 only)												
02 - Conduct punishable as a felony												
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												
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												
35 - False alarm/false report												
36 - Felony controlled substance violation												
41 - Fighting/Mutual combat												
46 - Aggravated Robbery												
47- Manslaughter												
48 - Criminally negligent homicide												
55 - Registered sex offender (court supervised)												
56 - Registered sex offender (not court supervised)												
57 - Continuous sexual abuse of young child(ren)												
58 - Breach of computer security												
59 - Misbehavior while in a DAEP												
60 - Harrassment												
61 - Bullying												
62 - Marijuana/THC												
64 - Other controlled substance												
TOTAL	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**	**0**	**0.0000**

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.	2024-2025 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
Cy-Fair 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
Bullying: Supplemental Lessons added to Character Education Program
Avoid, Deny, Defend Training
Bringing out the Best - Character Education Program
Campus Crisis Plan Training
Campus Safety Committees
Campus Threat Assessment Teams
Campus Threat Assessment Trainings
Capturing Kids' Hearts
CFISD Parent Collaborative - Digisafe Initiative
Character Education (Brining out the Best)
Crisis Prevention Institute (CPI)
Conflict Resolution
Cy-Fair Focused Neurological Assessment
Cy-Fair Police Department
Cy-Fair Tipline Training
Digital Citizenship Week
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)
Fentanyl Awareness
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
National Drug & Alcohol Facts Week (NDAFW)
Navigate 360 Behavioral Threat Assessment
NIMS Incident Command Training
NOVA Training
Online Recharging Station
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
Red Ribbon Week
Redefining 4/20 Expo
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 Use Awareness and Prevention Counselor
Suicide/Crisis Hotline numbers on student badges
Suicide Prevention: Keeping Your Child Safe Video Series
Suicide Prevention Newsletter
Suicide Risk Response Handbook
Superintendent's Student Leadership Conference (High School)
Leadworthy Class
The Mental Health Minute
Trauma Training - Staff
Weekly Exterior Door Sweeps

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	44%	42%	46%	48%	48%	56%	51%	51%	54%	48%
	Total Number Meets or Higher		47		55		58		81		58
	Total Number Tested		113		115		104		159		120
	Points away from or above target		-2		2		8		0		-6
	Difference from Prior Year				6		8		-5		-3
	Growth from Prior Year				14%		17%		-9%		-6%
African Am.	Target and Actual Rate	11%	NA	13%	NA	15%	43%	18%	43%	21%	70%
	Total Number Meets or Higher		NA		NA		3		9		16
	Total Number Tested		NA		NA		7		21		23
	Points away from or above target		NA		NA		28		25		49
	Difference from Prior Year				NA		NA		0		27
	Growth from Prior Year				NA		NA		0%		63%
Hispanic	Target and Actual Rate	28%	41%	30%	42%	32%	43%	35%	47%	38%	32%
	Total Number Meets or Higher		23		25		20		35		18
	Total Number Tested		56		60		47		74		56
	Points away from or above target		13		12		11		12		-6
	Difference from Prior Year				1		1		4		-15
	Growth from Prior Year				2%		2%		9%		-32%
White	Target and Actual Rate	56%	41%	58%	62%	60%	69%	63%	53%	66%	50%
	Total Number Meets or Higher		13		18		25		24		12
	Total Number Tested		32		29		36		45		24
	Points away from or above target		-15		4		9		-10		-16
	Difference from Prior Year				21		7		-16		-3
	Growth from Prior Year				51%		11%		-23%		-6%
Asian	Target and Actual Rate	89%	NA	91%	NA	93%	86%	96%	73%	99%	88%
	Total Number Meets or Higher		NA		NA		6		8		7
	Total Number Tested		NA		NA		7		11		8
	Points away from or above target		NA		NA		-7		-23		-11
	Difference from Prior Year				NA		NA		-13		15
	Growth from Prior Year				NA		NA		-15.1%		21%
Two or More Races	Target and Actual Rate	33%	NA	35%	NA	37%	57%	40%	63%	43%	56%
	Total Number Meets or Higher		NA		NA		4		5		5
	Total Number Tested		NA		NA		7		8		9
	Points away from or above target		NA		NA		20		23		13
	Difference from Prior Year				NA		NA		6		-7
	Growth from Prior Year				NA		NA		11%		-11%
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	31%	32%	14%	35%	17%
	Total Number Meets or Higher		NA		NA		5		5		3
	Total Number Tested		NA		NA		16		36		18
	Points away from or above target		NA		NA		2		-18		-18
	Difference from Prior Year				NA		NA		-17		3
	Growth from Prior Year				NA		NA		-55%		21%
Eco. Dis.	Target and Actual Rate	35%	32%	37%	42%	39%	46%	42%	44%	45%	40%
	Total Number Meets or Higher		23		36		31		50		33
	Total Number Tested		72		85		67		113		82
	Points away from or above target		-3		5		7		2		-5
	Difference from Prior Year				10		4		-2		-4
	Growth from Prior Year				31%		10%		-4%		-9%
Emergent Bilingual	Target and Actual Rate	41%	37%	43%	35%	45%	52%	48%	42%	51%	42%
	Total Number Meets or Higher		13		13		13		13		11
	Total Number Tested		35		37		25		41		26
	Points away from or above target		-4		-8		7		-6		-9
	Difference from Prior Year				-2		17		-10		0
	Growth from Prior Year				-5%		49%		-19%		0%
Cont. Enrolled	Target and Actual Rate	48%	44%	50%	51%	52%	60%	55%	50%	58%	49%
	Total Number Meets or Higher		44		49		53		66		47
	Total Number Tested		100		96		89		133		96
	Points away from or above target		-4		1		8		-5		-9
	Difference from Prior Year				7		9		-10		-1
	Growth from Prior Year				16%		18%		-17%		-2%
Non-Cont. Enrolled	Target and Actual Rate	25%	NA	27%	NA	29%	33%	32%	58%	35%	46%
	Total Number Meets or Higher		NA		NA		5		15		11
	Total Number Tested		NA		NA		15		26		24
	Points away from or above target		NA		NA		4		26		11
	Difference from Prior Year				NA		NA		25		-12
	Growth from Prior Year				NA		NA		76%		-21%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	46%	44%	48%	54%	50%	46%	53%	53%	56%	47%
	Total Number Meets or Higher		49		75		64		81		66
	Total Number Tested		111		140		139		152		141
	Points away from or above target		-2		6		-4		0		-9
	Difference from Prior Year				10		-8		7		-6
	Growth from Prior Year				23%		-15%		15%		-11%
African Am.	Target and Actual Rate	42%	52%	44%	35%	46%	46%	49%	34%	52%	36%
	Total Number Meets or Higher		15		12		23		14		18
	Total Number Tested		29		34		50		41		50
	Points away from or above target		10		-9		0		-15		-16
	Difference from Prior Year				-17		11		-12		2
	Growth from Prior Year				-33%		31%		-26%		6%
Hispanic	Target and Actual Rate	48%	33%	50%	55%	52%	39%	55%	54%	58%	48%
	Total Number Meets or Higher		17		41		21		37		29
	Total Number Tested		52		75		54		69		61
	Points away from or above target		-15		5		-13		-1		-10
	Difference from Prior Year				22		-16		15		-6
	Growth from Prior Year				67%		-29%		38%		-11%
White	Target and Actual Rate	43%	NA	45%	NA	47%	68%	50%	68%	53%	86%
	Total Number Meets or Higher		NA		NA		13		13		6
	Total Number Tested		NA		NA		19		19		7
	Points away from or above target		NA		NA		21		18		33
	Difference from Prior Year				NA		NA		0		18
	Growth from Prior Year				NA		NA		0%		26%
Asian	Target and Actual Rate	71%	NA	73%	NA	75%	38%	78%	88%	81%	64%
	Total Number Meets or Higher		NA		NA		3		14		9
	Total Number Tested		NA		NA		8		16		14
	Points away from or above target		NA		NA		-37		10		-17
	Difference from Prior Year				NA		NA		50		-24
	Growth from Prior Year				NA		NA		131.6%		-27%
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%	50%	7%	43%	10%	44%
	Total Number Meets or Higher		NA		NA		4		3		4
	Total Number Tested		NA		NA		8		7		9
	Points away from or above target		NA		NA		46		36		34
	Difference from Prior Year				NA		NA		-7		1
	Growth from Prior Year				NA		NA		-14%		2%
Special Ed (Current)	Target and Actual Rate	13%	NA	15%	NA	17%	18%	20%	31%	23%	25%
	Total Number Meets or Higher		NA		NA		3		9		7
	Total Number Tested		NA		NA		17		29		28
	Points away from or above target		NA		NA		2		12		3
	Difference from Prior Year				NA		NA		13		-6
	Growth from Prior Year				NA		NA		72%		-19%
Special Ed (Former)	Target and Actual Rate	33%	20%	35%	-1%	37%	NA	40%	NA	43%	60%
	Total Number Meets or Higher		1		-1		NA		-1		3
	Total Number Tested		5		-1		NA		-1		5
	Points away from or above target		-13		-36		NA		NA		17
	Difference from Prior Year				-21		NA		NA		NA
	Growth from Prior Year				-105%		NA		NA		NA
Eco. Dis.	Target and Actual Rate	36%	34%	38%	43%	40%	39%	43%	46%	46%	43%
	Total Number Meets or Higher		19		36		32		44		40
	Total Number Tested		56		84		83		96		94
	Points away from or above target		-2		5		-1		3		-3
	Difference from Prior Year				9		-4		7		-3
	Growth from Prior Year				26%		-9%		18%		-7%
Emergent Bilingual	Target and Actual Rate	42%	24%	44%	54%	46%	33%	49%	58%	52%	57%
	Total Number Meets or Higher		11		26		12		22		26
	Total Number Tested		45		48		36		39		46
	Points away from or above target		-18		10		-13		9		5
	Difference from Prior Year				30		-21		25		-1
	Growth from Prior Year				125%		-39%		76%		-2%
Cont. Enrolled	Target and Actual Rate	47%	45%	49%	56%	51%	49%	54%	56%	57%	50%
	Total Number Meets or Higher		42		68		52		62		44
	Total Number Tested		94		121		107		111		88
	Points away from or above target		-2		7		-2		2		-7
	Difference from Prior Year				11		-7		7		-6
	Growth from Prior Year				24%		-13%		14%		-11%
Non-Cont. Enrolled	Target and Actual Rate	43%	NA	45%	NA	47%	38%	50%	46%	53%	42%
	Total Number Meets or Higher		NA		NA		12		19		22
	Total Number Tested		NA		NA		32		41		53
	Points away from or above target		NA		NA		-9		-4		-11
	Difference from Prior Year				NA		NA		8		-4
	Growth from Prior Year				NA		NA		21%		-9%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	54%	45%	56%	73%	58%	62%	61%	62%	64%	69%
	Total Number Meets or Higher		68		120		79		96		100
	Total Number Tested		151		164		127		155		144
	Points away from or above target		-9		17		4		1		5
	Difference from Prior Year				28		-11		0		7
	Growth from Prior Year				62%		-15%		0%		11%
African Am.	Target and Actual Rate	33%	NA	35%	NA	37%	42%	40%	36%	43%	58%
	Total Number Meets or Higher		NA		NA		8		8		11
	Total Number Tested		NA		NA		19		22		19
	Points away from or above target		NA		NA		5		-4		15
	Difference from Prior Year				NA		NA		-6		22
	Growth from Prior Year				NA		NA		-14%		61%
Hispanic	Target and Actual Rate	41%	45%	43%	74%	45%	71%	48%	61%	51%	65%
	Total Number Meets or Higher		17		40		27		30		24
	Total Number Tested		38		54		38		49		37
	Points away from or above target		4		31		26		13		14
	Difference from Prior Year				29		-3		-10		4
	Growth from Prior Year				64%		-4%		-14%		7%
White	Target and Actual Rate	62%	49%	64%	79%	66%	62%	69%	70%	72%	76%
	Total Number Meets or Higher		37		55		33		47		54
	Total Number Tested		76		70		53		67		71
	Points away from or above target		-13		15		-4		1		4
	Difference from Prior Year				30		-17		8		6
	Growth from Prior Year				61%		-22%		13%		9%
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	32%	7%	16%	10%	35%
	Total Number Meets or Higher		NA		NA		6		6		15
	Total Number Tested		NA		NA		19		37		43
	Points away from or above target		NA		NA		28		9		25
	Difference from Prior Year				NA		NA		-16		19
	Growth from Prior Year				NA		NA		-50%		119%
Special Ed (Former)	Target and Actual Rate	0%	40%	2%	71%	4%	NA	7%	NA	10%	80%
	Total Number Meets or Higher		2		5		NA		-1		8
	Total Number Tested		5		7		NA		-1		10
	Points away from or above target		40		69		NA		NA		70
	Difference from Prior Year				31		NA		NA		NA
	Growth from Prior Year				78%		NA		NA		NA
Eco. Dis.	Target and Actual Rate	30%	42%	32%	68%	34%	55%	37%	47%	40%	51%
	Total Number Meets or Higher		22		43		24		30		23
	Total Number Tested		53		63		44		64		45
	Points away from or above target		12		36		21		10		11
	Difference from Prior Year				26		-13		-8		4
	Growth from Prior Year				62%		-19%		-15%		9%
Emergent Bilingual	Target and Actual Rate	55%	52%	57%	70%	59%	67%	62%	68%	65%	50%
	Total Number Meets or Higher		15		21		8		9		9
	Total Number Tested		29		30		12		17		18
	Points away from or above target		-3		13		8		6		-15
	Difference from Prior Year				18		-3		1		-18
	Growth from Prior Year				35%		-4%		1%		-26%
Cont. Enrolled	Target and Actual Rate	57%	45%	59%	72%	61%	62%	64%	63%	67%	70%
	Total Number Meets or Higher		58		97		63		80		83
	Total Number Tested		128		134		102		128		118
	Points away from or above target		-12		13		1		-1		3
	Difference from Prior Year				27		-10		1		7
	Growth from Prior Year				60%		-14%		2%		11%
Non-Cont. Enrolled	Target and Actual Rate	32%	NA	34%	77%	36%	64%	39%	59%	42%	65%
	Total Number Meets or Higher		NA		23		16		16		17
	Total Number Tested		NA		30		25		27		26
	Points away from or above target		NA		43		28		20		23
	Difference from Prior Year				NA		-13		-5		6
	Growth from Prior Year				NA		-17%		-8%		10%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	25%	24%	27%	33%	29%	35%	32%	28%	35%	47%
	Total Number Meets or Higher		26		35		34		31		69
	Total Number Tested		109		105		97		109		148
	Points away from or above target		-1		6		6		-4		12
	Difference from Prior Year				9		2		-7		19
	Growth from Prior Year				38%		6%		-20%		68%
African Am.	Target and Actual Rate	21%	NA	23%	NA	25%	57%	28%	24%	31%	50%
	Total Number Meets or Higher		NA		NA		4		4		13
	Total Number Tested		NA		NA		7		17		26
	Points away from or above target		NA		NA		32		-4		19
	Difference from Prior Year				NA		NA		-33		26
	Growth from Prior Year				NA		NA		-58%		108%
Hispanic	Target and Actual Rate	26%	25%	28%	31%	30%	34%	33%	27%	36%	46%
	Total Number Meets or Higher		22		26		28		23		51
	Total Number Tested		88		83		82		84		112
	Points away from or above target		-1		3		4		-6		10
	Difference from Prior Year				6		3		-7		19
	Growth from Prior Year				24%		10%		-21%		70%
White	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	40%
	Total Number Meets or Higher		NA		NA		NA		-1		2
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		30
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	NA	100%	NA	100%	60%
	Total Number Meets or Higher		NA		NA		NA		-1		3
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		-40
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	6%	NA	8%	NA	10%	18%	13%	23%	16%	27%
	Total Number Meets or Higher		NA		NA		4		7		9
	Total Number Tested		NA		NA		22		30		33
	Points away from or above target		NA		NA		8		10		11
	Difference from Prior Year				NA		NA		5		4
	Growth from Prior Year				NA		NA		28%		17%
Eco. Dis.	Target and Actual Rate	25%	24%	27%	32%	29%	33%	32%	28%	35%	46%
	Total Number Meets or Higher		24		33		30		30		66
	Total Number Tested		102		102		91		108		143
	Points away from or above target		-1		5		4		-4		11
	Difference from Prior Year				8		1		-5		18
	Growth from Prior Year				33%		3%		-15%		64%
Emergent Bilingual	Target and Actual Rate	18%	25%	20%	25%	22%	33%	25%	24%	28%	39%
	Total Number Meets or Higher		18		15		19		7		33
	Total Number Tested		71		60		57		45		84
	Points away from or above target		7		5		11		-1		11
	Difference from Prior Year				0		8		-9		15
	Growth from Prior Year				0%		32%		-27%		63%
Cont. Enrolled	Target and Actual Rate	27%	29%	29%	35%	31%	34%	34%	31%	37%	49%
	Total Number Meets or Higher		22		29		25		22		48
	Total Number Tested		77		83		73		71		98
	Points away from or above target		2		6		3		-3		12
	Difference from Prior Year				6		-1		-3		18
	Growth from Prior Year				21%		-3%		-9%		58%
Non-Cont. Enrolled	Target and Actual Rate	22%	13%	24%	NA	26%	38%	29%	24%	32%	42%
	Total Number Meets or Higher		4		NA		9		9		21
	Total Number Tested		32		NA		24		38		50
	Points away from or above target		-9		NA		12		-5		10
	Difference from Prior Year				NA		NA		-14		18
	Growth from Prior Year				NA		NA		-37%		75%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	31%	44%	46%	46%	54%	49%	59%	52%	59%
	Total Number Meets or Higher		38		58		59		69		95
	Total Number Tested		121		125		109		116		161
	Points away from or above target		-11		2		8		10		7
	Difference from Prior Year				15		8		5		0
	Growth from Prior Year				48%		17%		9%		0%
African Am.	Target and Actual Rate	35%	36%	37%	24%	39%	41%	42%	46%	45%	46%
	Total Number Meets or Higher		9		7		11		13		16
	Total Number Tested		25		29		27		28		35
	Points away from or above target		1		-13		2		4		1
	Difference from Prior Year				-12		17		5		0
	Growth from Prior Year				-33%		71%		12%		0%
Hispanic	Target and Actual Rate	38%	25%	40%	38%	42%	56%	45%	53%	48%	56%
	Total Number Meets or Higher		15		23		31		31		48
	Total Number Tested		60		60		55		58		86
	Points away from or above target		-13		-2		14		8		8
	Difference from Prior Year				13		18		-3		3
	Growth from Prior Year				52%		47%		-5%		6%
White	Target and Actual Rate	57%	NA	59%	NA	61%	74%	64%	88%	67%	77%
	Total Number Meets or Higher		NA		NA		14		14		20
	Total Number Tested		NA		NA		19		16		26
	Points away from or above target		NA		NA		13		24		10
	Difference from Prior Year				NA		NA		14		-11
	Growth from Prior Year				NA		NA		19%		-13%
Asian	Target and Actual Rate	56%	NA	58%	NA	60%	NA	63%	100%	66%	75%
	Total Number Meets or Higher		NA		NA		NA		-3		6
	Total Number Tested		NA		NA		NA		-3		8
	Points away from or above target		NA		NA		NA		37		9
	Difference from Prior Year				NA		NA		NA		-25
	Growth from Prior Year				NA		NA		NA		-25%
Two or More Races	Target and Actual Rate	33%	NA	35%	NA	37%	NA	40%	57%	43%	83%
	Total Number Meets or Higher		NA		NA		NA		4		5
	Total Number Tested		NA		NA		NA		7		6
	Points away from or above target		NA		NA		NA		17		40
	Difference from Prior Year				NA		NA		NA		26
	Growth from Prior Year				NA		NA		NA		46%
Special Ed (Current)	Target and Actual Rate	46%	NA	48%	NA	50%	27%	53%	26%	56%	42%
	Total Number Meets or Higher		NA		NA		7		7		16
	Total Number Tested		NA		NA		26		27		38
	Points away from or above target		NA		NA		-23		-27		-14
	Difference from Prior Year				NA		NA		-1		16
	Growth from Prior Year				NA		NA		-4%		62%
Eco. Dis.	Target and Actual Rate	35%	26%	37%	41%	39%	50%	42%	56%	45%	55%
	Total Number Meets or Higher		23		38		43		53		61
	Total Number Tested		88		92		86		95		110
	Points away from or above target		-9		4		11		14		10
	Difference from Prior Year				15		9		6		-1
	Growth from Prior Year				58%		22%		12%		-2%
Emergent Bilingual	Target and Actual Rate	46%	16%	48%	36%	50%	48%	53%	55%	56%	59%
	Total Number Meets or Higher		6		12		13		14		33
	Total Number Tested		37		33		27		27		56
	Points away from or above target		-30		-12		-2		2		3
	Difference from Prior Year				20		12		7		4
	Growth from Prior Year				125%		33%		15%		7%
Cont. Enrolled	Target and Actual Rate	45%	33%	47%	52%	49%	50%	52%	62%	55%	63%
	Total Number Meets or Higher		30		51		42		52		79
	Total Number Tested		91		98		84		84		126
	Points away from or above target		-12		5		1		10		8
	Difference from Prior Year				19		-2		12		1
	Growth from Prior Year				58%		-4%		24%		2%
Non-Cont. Enrolled	Target and Actual Rate	33%	27%	35%	26%	37%	68%	40%	53%	43%	46%
	Total Number Meets or Higher		8		7		17		17		16
	Total Number Tested		30		27		25		32		35
	Points away from or above target		-6		-9		31		13		3
	Difference from Prior Year				-1		42		-15		-7
	Growth from Prior Year				-4%		162%		-22%		-13%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	63%	56%	65%	63%	67%	64%	70%	78%	73%	74%
	Total Number Meets or Higher		80		92		106		114		122
	Total Number Tested		144		145		166		147		165
	Points away from or above target		-7		-2		-3		8		1
	Difference from Prior Year				7		1		14		-4
	Growth from Prior Year				13%		2%		22%		-5%
African Am.	Target and Actual Rate	54%	NA	56%	54%	58%	55%	61%	72%	64%	65%
	Total Number Meets or Higher		NA		14		17		18		22
	Total Number Tested		NA		26		31		25		34
	Points away from or above target		NA		-2		-3		11		1
	Difference from Prior Year				NA		1		17		-7
	Growth from Prior Year				NA		2%		31%		-10%
Hispanic	Target and Actual Rate	56%	45%	58%	59%	60%	59%	63%	64%	66%	65%
	Total Number Meets or Higher		22		27		30		30		37
	Total Number Tested		49		46		51		47		57
	Points away from or above target		-11		1		-1		1		-1
	Difference from Prior Year				14		0		5		1
	Growth from Prior Year				31%		0%		8%		2%
White	Target and Actual Rate	74%	63%	76%	67%	78%	63%	81%	86%	84%	80%
	Total Number Meets or Higher		31		26		26		32		33
	Total Number Tested		49		39		41		37		41
	Points away from or above target		-11		-9		-15		5		-4
	Difference from Prior Year				4		-4		23		-6
	Growth from Prior Year				6%		-6%		37%		-7%
Asian	Target and Actual Rate	74%	NA	76%	NA	78%	72%	81%	95%	84%	91%
	Total Number Meets or Higher		NA		NA		18		19		20
	Total Number Tested		NA		NA		25		20		22
	Points away from or above target		NA		NA		-6		14		7
	Difference from Prior Year				NA		NA		23		-4
	Growth from Prior Year				NA		NA		31.9%		-4%
Special Ed (Current)	Target and Actual Rate	14%	NA	16%	NA	18%	21%	21%	37%	24%	32%
	Total Number Meets or Higher		NA		NA		6		10		10
	Total Number Tested		NA		NA		28		27		31
	Points away from or above target		NA		NA		3		16		8
	Difference from Prior Year				NA		NA		16		-5
	Growth from Prior Year				NA		NA		76%		-14%
Special Ed (Former)	Target and Actual Rate	50%	0%	52%	71%	54%	NA	57%	NA	60%	100%
	Total Number Meets or Higher		0		5		NA		-1		5
	Total Number Tested		5		7		NA		-1		5
	Points away from or above target		-50		19		NA		NA		40
	Difference from Prior Year				71		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	51%	45%	53%	58%	55%	49%	58%	70%	61%	65%
	Total Number Meets or Higher		29		38		42		54		53
	Total Number Tested		64		66		85		77		81
	Points away from or above target		-6		5		-6		12		4
	Difference from Prior Year				13		-9		21		-5
	Growth from Prior Year				29%		-16%		43%		-7%
Emergent Bilingual	Target and Actual Rate	70%	51%	72%	59%	74%	62%	77%	71%	80%	63%
	Total Number Meets or Higher		18		17		13		6		17
	Total Number Tested		35		29		21		12		27
	Points away from or above target		-19		-13		-12		-6		-17
	Difference from Prior Year				8		3		9		-8
	Growth from Prior Year				16%		5%		15%		-11%
Cont. Enrolled	Target and Actual Rate	63%	54%	65%	64%	67%	66%	70%	77%	73%	76%
	Total Number Meets or Higher		67		83		88		96		110
	Total Number Tested		125		130		134		124		144
	Points away from or above target		-9		-1		-1		7		3
	Difference from Prior Year				10		2		11		-1
	Growth from Prior Year				19%		3%		17%		-1%
Non-Cont. Enrolled	Target and Actual Rate	71%	NA	73%	NA	75%	56%	78%	78%	81%	57%
	Total Number Meets or Higher		NA		NA		18		18		12
	Total Number Tested		NA		NA		32		23		21
	Points away from or above target		NA		NA		-19		0		-24
	Difference from Prior Year				NA		NA		22		-21
	Growth from Prior Year				NA		NA		39%		-27%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	58%	41%	60%	62%	62%	58%	65%	63%	68%	74%
	Total Number Meets or Higher		61		108		120		104		114
	Total Number Tested		149		174		208		164		155
	Points away from or above target		-17		2		-4		-2		6
	Difference from Prior Year				21		-4		5		11
	Growth from Prior Year				51%		-6%		9%		17%
African Am.	Target and Actual Rate	55%	NA	57%	NA	59%	54%	62%	52%	65%	60%
	Total Number Meets or Higher		NA		NA		19		11		9
	Total Number Tested		NA		NA		35		21		15
	Points away from or above target		NA		NA		-5		-10		-5
	Difference from Prior Year				NA		NA		-2		8
	Growth from Prior Year				NA		NA		-4%		15%
Hispanic	Target and Actual Rate	47%	28%	49%	49%	51%	43%	54%	52%	57%	64%
	Total Number Meets or Higher		15		29		32		29		42
	Total Number Tested		53		59		75		56		66
	Points away from or above target		-19		0		-8		-2		7
	Difference from Prior Year				21		-6		9		12
	Growth from Prior Year				75%		-12%		21%		23%
White	Target and Actual Rate	65%	51%	67%	70%	69%	66%	72%	76%	75%	81%
	Total Number Meets or Higher		34		52		49		47		42
	Total Number Tested		67		74		74		62		52
	Points away from or above target		-14		3		-3		4		6
	Difference from Prior Year				19		-4		10		5
	Growth from Prior Year				37%		-6%		15%		7%
Asian	Target and Actual Rate	100%	NA	100%	NA	100%	NA	100%	69%	100%	100%
	Total Number Meets or Higher		NA		NA		NA		9		14
	Total Number Tested		NA		NA		NA		13		14
	Points away from or above target		NA		NA		NA		-31		0
	Difference from Prior Year				NA		NA		NA		31
	Growth from Prior Year				NA		NA		NA		45%
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	100%	100%	73%	100%	88%
	Total Number Meets or Higher		NA		NA		11		-3		7
	Total Number Tested		NA		NA		11		-3		8
	Points away from or above target		NA		NA		0		-27		-12
	Difference from Prior Year				NA		NA		-27		15
	Growth from Prior Year				NA		NA		-27%		21%
Special Ed (Current)	Target and Actual Rate	46%	NA	48%	NA	50%	26%	53%	21%	56%	56%
	Total Number Meets or Higher		NA		NA		9		4		15
	Total Number Tested		NA		NA		35		19		27
	Points away from or above target		NA		NA		-24		-32		0
	Difference from Prior Year				NA		NA		-5		35
	Growth from Prior Year				NA		NA		-19%		167%
Special Ed (Former)	Target and Actual Rate	25%	0%	27%	NA	29%	63%	32%	NA	35%	100%
	Total Number Meets or Higher		0		NA		5		-1		5
	Total Number Tested		5		NA		8		-1		5
	Points away from or above target		-25		NA		34		NA		65
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	45%	25%	47%	52%	49%	42%	52%	50%	55%	57%
	Total Number Meets or Higher		14		40		41		35		35
	Total Number Tested		56		77		97		70		61
	Points away from or above target		-20		5		-7		-2		2
	Difference from Prior Year				27		-10		8		7
	Growth from Prior Year				108%		-19%		19%		14%
Emergent Bilingual	Target and Actual Rate	43%	35%	45%	47%	47%	45%	50%	48%	53%	59%
	Total Number Meets or Higher		14		21		25		10		27
	Total Number Tested		40		45		56		32		46
	Points away from or above target		-8		2		-2		-2		6
	Difference from Prior Year				12		-2		3		11
	Growth from Prior Year				34%		-4%		7%		23%
Cont. Enrolled	Target and Actual Rate	61%	41%	63%	65%	65%	54%	68%	64%	71%	76%
	Total Number Meets or Higher		50		94		93		88		101
	Total Number Tested		123		144		171		137		133
	Points away from or above target		-20		2		-11		-4		5
	Difference from Prior Year				24		-11		10		12
	Growth from Prior Year				59%		-17%		19%		19%
Non-Cont. Enrolled	Target and Actual Rate	44%	42%	46%	47%	48%	73%	51%	59%	54%	59%
	Total Number Meets or Higher		11		14		27		16		13
	Total Number Tested		26		30		37		27		22
	Points away from or above target		-2		1		25		8		5
	Difference from Prior Year				5		26		-14		0
	Growth from Prior Year				12%		55%		-19%		0%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	61%	51%	63%	65%	65%	64%	68%	73%	71%	66%
	Total Number Meets or Higher		83		86		87		113		103
	Total Number Tested		163		132		136		155		157
	Points away from or above target		-10		2		-1		5		-5
	Difference from Prior Year				14		-1		9		-7
	Growth from Prior Year				27%		-2%		14%		-10%
African Am.	Target and Actual Rate	68%	42%	70%	44%	72%	62%	75%	48%	78%	52%
	Total Number Meets or Higher		15		14		21		14		15
	Total Number Tested		36		32		34		29		29
	Points away from or above target		-26		-26		-10		-27		-26
	Difference from Prior Year				2		18		-14		4
	Growth from Prior Year				5%		41%		-23%		8%
Hispanic	Target and Actual Rate	48%	51%	50%	65%	52%	57%	55%	66%	58%	68%
	Total Number Meets or Higher		29		28		27		39		41
	Total Number Tested		57		43		47		59		60
	Points away from or above target		3		15		5		11		10
	Difference from Prior Year				14		-8		9		2
	Growth from Prior Year				27%		-12%		16%		3%
White	Target and Actual Rate	64%	55%	66%	68%	68%	70%	71%	86%	74%	78%
	Total Number Meets or Higher		28		26		21		32		31
	Total Number Tested		51		38		30		37		40
	Points away from or above target		-9		2		2		15		4
	Difference from Prior Year				13		2		16		-8
	Growth from Prior Year				24%		3%		23%		-9%
Asian	Target and Actual Rate	87%	NA	89%	NA	91%	NA	94%	95%	97%	65%
	Total Number Meets or Higher		NA		NA		NA		21		15
	Total Number Tested		NA		NA		NA		22		23
	Points away from or above target		NA		NA		NA		1		-32
	Difference from Prior Year				NA		NA		NA		-30
	Growth from Prior Year				NA		NA		NA		-32%
Two or More Races	Target and Actual Rate	67%	NA	69%	NA	71%	NA	74%	88%	77%	20%
	Total Number Meets or Higher		NA		NA		NA		7		1
	Total Number Tested		NA		NA		NA		8		5
	Points away from or above target		NA		NA		NA		14		-57
	Difference from Prior Year				NA		NA		NA		-68
	Growth from Prior Year				NA		NA		NA		-77%
Special Ed (Current)	Target and Actual Rate	27%	27%	29%	NA	31%	43%	34%	48%	37%	34%
	Total Number Meets or Higher		7		NA		9		14		15
	Total Number Tested		26		NA		21		29		44
	Points away from or above target		0		NA		12		14		-3
	Difference from Prior Year				NA		NA		5		-14
	Growth from Prior Year				NA		NA		12%		-29%
Eco. Dis.	Target and Actual Rate	53%	45%	55%	48%	57%	50%	60%	61%	63%	58%
	Total Number Meets or Higher		31		30		31		43		44
	Total Number Tested		69		62		62		71		76
	Points away from or above target		-8		-7		-7		1		-5
	Difference from Prior Year				3		2		11		-3
	Growth from Prior Year				7%		4%		22%		-5%
Emergent Bilingual	Target and Actual Rate	55%	41%	57%	60%	59%	55%	62%	76%	65%	60%
	Total Number Meets or Higher		12		15		11		13		24
	Total Number Tested		29		25		20		20		40
	Points away from or above target		-14		3		-4		14		-5
	Difference from Prior Year				19		-5		21		-16
	Growth from Prior Year				46%		-8%		38%		-21%
Cont. Enrolled	Target and Actual Rate	61%	51%	63%	65%	65%	67%	68%	75%	71%	67%
	Total Number Meets or Higher		73		70		71		98		91
	Total Number Tested		142		107		106		130		136
	Points away from or above target		-10		2		2		7		-4
	Difference from Prior Year				14		2		8		-8
	Growth from Prior Year				27%		3%		12%		-11%
Non-Cont. Enrolled	Target and Actual Rate	63%	NA	65%	64%	67%	53%	70%	60%	73%	57%
	Total Number Meets or Higher		NA		16		16		15		12
	Total Number Tested		NA		25		30		25		21
	Points away from or above target		NA		-1		-14		-10		-16
	Difference from Prior Year				NA		-11		7		-3
	Growth from Prior Year				NA		-17%		13%		-5%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	36%	44%	47%	46%	49%	49%	50%	52%	53%
	Total Number Meets or Higher		44		55		61		64		69
	Total Number Tested		121		118		124		128		131
	Points away from or above target		-6		3		3		1		1
	Difference from Prior Year				11		2		1		3
	Growth from Prior Year				31%		4%		2%		6%
African Am.	Target and Actual Rate	31%	26%	33%	29%	35%	34%	38%	43%	41%	54%
	Total Number Meets or Higher		9		10		15		20		21
	Total Number Tested		34		34		44		46		39
	Points away from or above target		-5		-4		-1		5		13
	Difference from Prior Year				3		5		9		11
	Growth from Prior Year				12%		17%		26%		26%
Hispanic	Target and Actual Rate	45%	32%	47%	51%	49%	56%	52%	58%	55%	49%
	Total Number Meets or Higher		18		29		29		35		32
	Total Number Tested		57		57		52		60		65
	Points away from or above target		-13		4		7		6		-6
	Difference from Prior Year				19		5		2		-9
	Growth from Prior Year				59%		10%		4%		-16%
White	Target and Actual Rate	47%	NA	49%	NA	51%	64%	54%	46%	57%	46%
	Total Number Meets or Higher		NA		NA		9		6		6
	Total Number Tested		NA		NA		14		13		13
	Points away from or above target		NA		NA		13		-8		-11
	Difference from Prior Year				NA		NA		-18		0
	Growth from Prior Year				NA		NA		-28%		0%
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	30%	45%	19%	48%	16%
	Total Number Meets or Higher		NA		NA		7		4		5
	Total Number Tested		NA		NA		23		21		32
	Points away from or above target		NA		NA		-12		-26		-32
	Difference from Prior Year				NA		NA		-11		-3
	Growth from Prior Year				NA		NA		-37%		-16%
Eco. Dis.	Target and Actual Rate	40%	31%	42%	42%	44%	47%	47%	47%	50%	50%
	Total Number Meets or Higher		30		41		50		51		53
	Total Number Tested		98		97		107		109		105
	Points away from or above target		-9		0		3		0		0
	Difference from Prior Year				11		5		0		3
	Growth from Prior Year				35%		12%		0%		6%
Emergent Bilingual	Target and Actual Rate	52%	33%	54%	50%	56%	51%	59%	57%	62%	52%
	Total Number Meets or Higher		16		21		19		22		23
	Total Number Tested		49		42		37		42		44
	Points away from or above target		-19		-4		-5		-2		-10
	Difference from Prior Year				17		1		6		-5
	Growth from Prior Year				52%		2%		12%		-9%
Cont. Enrolled	Target and Actual Rate	43%	40%	45%	52%	47%	48%	50%	52%	53%	57%
	Total Number Meets or Higher		39		45		42		48		57
	Total Number Tested		97		87		88		93		100
	Points away from or above target		-3		7		1		2		4
	Difference from Prior Year				12		-4		4		5
	Growth from Prior Year				30%		-8%		8%		10%
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	32%	45%	53%	48%	46%	51%	39%
	Total Number Meets or Higher		NA		10		19		16		12
	Total Number Tested		NA		31		36		35		31
	Points away from or above target		NA		-11		8		-2		-12
	Difference from Prior Year				NA		21		-7		-7
	Growth from Prior Year				NA		66%		-13%		-15%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	35%	27%	37%	47%	39%	35%	42%	39%	45%	43%
	Total Number Meets or Higher		29		59		39		63		61
	Total Number Tested		106		126		111		162		142
	Points away from or above target		-8		10		-4		-3		-2
	Difference from Prior Year				20		-12		4		4
	Growth from Prior Year				74%		-26%		11%		10%
African Am.	Target and Actual Rate	19%	28%	21%	45%	23%	19%	26%	26%	29%	36%
	Total Number Meets or Higher		7		15		5		16		15
	Total Number Tested		25		33		27		61		42
	Points away from or above target		9		24		-4		0		7
	Difference from Prior Year				17		-26		7		10
	Growth from Prior Year				61%		-58%		37%		38%
Hispanic	Target and Actual Rate	40%	26%	42%	44%	44%	39%	47%	45%	50%	43%
	Total Number Meets or Higher		18		34		29		38		35
	Total Number Tested		68		77		74		85		82
	Points away from or above target		-14		2		-5		-2		-7
	Difference from Prior Year				18		-5		6		-2
	Growth from Prior Year				69%		-11%		15%		-4%
White	Target and Actual Rate	0%	NA	2%	NA	4%	50%	7%	50%	10%	50%
	Total Number Meets or Higher		NA		NA		4		4		4
	Total Number Tested		NA		NA		8		8		8
	Points away from or above target		NA		NA		46		43		40
	Difference from Prior Year				NA		NA		0		0
	Growth from Prior Year				NA		NA		0%		0%
Special Ed (Current)	Target and Actual Rate	44%	NA	46%	NA	48%	13%	51%	15%	54%	16%
	Total Number Meets or Higher		NA		NA		2		4		5
	Total Number Tested		NA		NA		16		26		31
	Points away from or above target		NA		NA		-35		-36		-38
	Difference from Prior Year				NA		NA		2		1
	Growth from Prior Year				NA		NA		15%		7%
Eco. Dis.	Target and Actual Rate	35%	24%	37%	43%	39%	34%	42%	39%	45%	39%
	Total Number Meets or Higher		22		42		31		52		45
	Total Number Tested		91		98		91		135		115
	Points away from or above target		-11		6		-5		-3		-6
	Difference from Prior Year				19		-9		5		0
	Growth from Prior Year				79%		-21%		15%		0%
Emergent Bilingual	Target and Actual Rate	38%	19%	40%	47%	42%	30%	45%	47%	48%	51%
	Total Number Meets or Higher		10		26		11		9		26
	Total Number Tested		53		55		37		32		51
	Points away from or above target		-19		7		-12		2		3
	Difference from Prior Year				28		-17		17		4
	Growth from Prior Year				147%		-36%		57%		9%
Cont. Enrolled	Target and Actual Rate	36%	29%	38%	46%	40%	35%	43%	40%	46%	47%
	Total Number Meets or Higher		22		46		31		50		47
	Total Number Tested		75		100		88		126		100
	Points away from or above target		-7		8		-5		-3		1
	Difference from Prior Year				17		-11		5		7
	Growth from Prior Year				59%		-24%		14%		18%
Non-Cont. Enrolled	Target and Actual Rate	29%	23%	31%	50%	33%	35%	36%	36%	39%	33%
	Total Number Meets or Higher		7		13		8		13		14
	Total Number Tested		31		26		23		36		42
	Points away from or above target		-6		19		2		0		-6
	Difference from Prior Year				27		-15		1		-3
	Growth from Prior Year				117%		-30%		3%		-8%

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)	2025 (Actual)
All	Target and Actual Rate	42%	20%	44%	49%	46%	41%	49%	36%	52%	41%
	Total Number Meets or Higher		20		68		59		47		59
	Total Number Tested		99		138		145		130		144
	Points away from or above target		-22		5		-5		-13		-11
	Difference from Prior Year				29		-8		-5		5
	Growth from Prior Year				145%		-16%		-12%		14%
African Am.	Target and Actual Rate	38%	16%	40%	50%	42%	39%	45%	22%	48%	50%
	Total Number Meets or Higher		5		23		17		10		21
	Total Number Tested		31		46		44		45		42
	Points away from or above target		-22		10		-3		-23		2
	Difference from Prior Year				34		-11		-17		28
	Growth from Prior Year				213%		-22%		-44%		127%
Hispanic	Target and Actual Rate	43%	19%	45%	49%	47%	40%	50%	43%	53%	40%
	Total Number Meets or Higher		10		34		30		28		33
	Total Number Tested		53		70		75		65		82
	Points away from or above target		-24		4		-7		-7		-13
	Difference from Prior Year				30		-9		3		-3
	Growth from Prior Year				158%		-18%		7%		-7%
White	Target and Actual Rate	44%	NA	46%	NA	48%	64%	51%	40%	54%	29%
	Total Number Meets or Higher		NA		NA		7		4		2
	Total Number Tested		NA		NA		11		10		7
	Points away from or above target		NA		NA		16		-11		-25
	Difference from Prior Year				NA		NA		-24		-11
	Growth from Prior Year				NA		NA		-38%		-28%
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	50%	57%	67%	60%	50%
	Total Number Meets or Higher		NA		NA		3		-3		3
	Total Number Tested		NA		NA		6		-3		6
	Points away from or above target		NA		NA		-4		10		-10
	Difference from Prior Year				NA		NA		17		-17
	Growth from Prior Year				NA		NA		34.0%		-25%
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	NA	100%	NA	100%	0%
	Total Number Meets or Higher		NA		NA		NA		-1		0
	Total Number Tested		NA		NA		NA		-1		7
	Points away from or above target		NA		NA		NA		NA		-100
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	17%	NA	19%	27%	21%	17%	24%	14%	27%	17%
	Total Number Meets or Higher		NA		8		5		5		5
	Total Number Tested		NA		30		30		35		29
	Points away from or above target		NA		8		-4		-10		-10
	Difference from Prior Year				NA		-10		-3		3
	Growth from Prior Year				NA		-37%		-18%		21%
Special Ed (Former)	Target and Actual Rate	33%	NA	35%	NA	37%	NA	40%	NA	43%	67%
	Total Number Meets or Higher		NA		NA		NA		-1		4
	Total Number Tested		NA		NA		NA		-1		6
	Points away from or above target		NA		NA		NA		NA		24
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	37%	20%	39%	48%	41%	35%	44%	36%	47%	41%
	Total Number Meets or Higher		15		56		39		40		49
	Total Number Tested		75		117		112		112		119
	Points away from or above target		-17		9		-6		-8		-6
	Difference from Prior Year				28		-13		1		5
	Growth from Prior Year				140%		-27%		3%		14%
Emergent Bilingual	Target and Actual Rate	43%	16%	45%	47%	47%	36%	50%	42%	53%	44%
	Total Number Meets or Higher		6		24		20		13		27
	Total Number Tested		37		51		56		40		61
	Points away from or above target		-27		2		-11		-8		-9
	Difference from Prior Year				31		-11		6		2
	Growth from Prior Year				194%		-23%		17%		5%
Cont. Enrolled	Target and Actual Rate	47%	21%	49%	50%	51%	36%	54%	38%	57%	39%
	Total Number Meets or Higher		16		52		41		36		42
	Total Number Tested		78		104		114		94		109
	Points away from or above target		-26		1		-15		-16		-18
	Difference from Prior Year				29		-14		2		1
	Growth from Prior Year				138%		-28%		6%		3%
Non-Cont. Enrolled	Target and Actual Rate	30%	NA	32%	47%	34%	58%	37%	31%	40%	49%
	Total Number Meets or Higher		NA		16		18		11		17
	Total Number Tested		NA		34		31		36		35
	Points away from or above target		NA		15		24		-6		9
	Difference from Prior Year				NA		11		-27		18
	Growth from Prior Year				NA		23%		-47%		58%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	31%	32%	33%	51%	35%	43%	38%	44%	41%	46%
	Total Number Meets or Higher		28		42		35		41		42
	Total Number Tested		87		82		82		93		92
	Points away from or above target		1		18		8		6		5
	Difference from Prior Year				19		-8		1		2
	Growth from Prior Year				59%		-16%		2%		5%
African Am.	Target and Actual Rate	20%	NA	22%	45%	24%	20%	27%	41%	30%	28%
	Total Number Meets or Higher		NA		15		5		13		7
	Total Number Tested		NA		33		25		32		25
	Points away from or above target		NA		23		-4		14		-2
	Difference from Prior Year				NA		-25		21		-13
	Growth from Prior Year				NA		-56%		105%		-32%
Hispanic	Target and Actual Rate	36%	32%	38%	NA	40%	43%	43%	43%	46%	48%
	Total Number Meets or Higher		11		NA		13		16		24
	Total Number Tested		34		NA		30		37		50
	Points away from or above target		-4		NA		3		0		2
	Difference from Prior Year				NA		NA		0		5
	Growth from Prior Year				NA		NA		0%		12%
White	Target and Actual Rate	30%	NA	32%	NA	34%	60%	37%	53%	40%	63%
	Total Number Meets or Higher		NA		NA		9		8		5
	Total Number Tested		NA		NA		15		15		8
	Points away from or above target		NA		NA		26		16		23
	Difference from Prior Year				NA		NA		-7		10
	Growth from Prior Year				NA		NA		-12%		19%
Special Ed (Current)	Target and Actual Rate	10%	NA	12%	NA	14%	29%	17%	19%	20%	33%
	Total Number Meets or Higher		NA		NA		4		3		7
	Total Number Tested		NA		NA		14		16		21
	Points away from or above target		NA		NA		15		2		13
	Difference from Prior Year				NA		NA		-10		14
	Growth from Prior Year				NA		NA		-34%		74%
Eco. Dis.	Target and Actual Rate	29%	30%	31%	51%	33%	33%	36%	42%	39%	46%
	Total Number Meets or Higher		17		35		18		31		31
	Total Number Tested		57		69		54		73		67
	Points away from or above target		1		20		0		6		7
	Difference from Prior Year				21		-18		9		4
	Growth from Prior Year				70%		-35%		27%		10%
Emergent Bilingual	Target and Actual Rate	29%	NA	31%	NA	33%	71%	36%	50%	39%	50%
	Total Number Meets or Higher		NA		NA		5		4		5
	Total Number Tested		NA		NA		7		9		10
	Points away from or above target		NA		NA		38		14		11
	Difference from Prior Year				NA		NA		-21		0
	Growth from Prior Year				NA		NA		-30%		0%
Cont. Enrolled	Target and Actual Rate	32%	35%	34%	51%	36%	48%	39%	46%	42%	44%
	Total Number Meets or Higher		26		32		29		32		31
	Total Number Tested		75		63		61		70		70
	Points away from or above target		3		17		12		7		2
	Difference from Prior Year				16		-3		-2		-2
	Growth from Prior Year				46%		-6%		-4%		-4%
Non-Cont. Enrolled	Target and Actual Rate	30%	NA	32%	NA	34%	29%	37%	39%	40%	50%
	Total Number Meets or Higher		NA		NA		6		9		11
	Total Number Tested		NA		NA		21		23		22
	Points away from or above target		NA		NA		-5		2		10
	Difference from Prior Year				NA		NA		10		11
	Growth from Prior Year				NA		NA		34%		28%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	55%	60%	57%	70%	59%	63%	62%	75%	65%	57%
	Total Number Meets or Higher		82		92		90		111		78
	Total Number Tested		137		131		142		148		138
	Points away from or above target		5		13		4		13		-8
	Difference from Prior Year				10		-7		12		-18
	Growth from Prior Year				17%		-10%		19%		-24%
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	30%	67%	65%	70%	52%
	Total Number Meets or Higher		NA		NA		6		13		11
	Total Number Tested		NA		NA		20		20		21
	Points away from or above target		NA		NA		-34		-2		-18
	Difference from Prior Year				NA		NA		35		-13
	Growth from Prior Year				NA		NA		117%		-20%
Hispanic	Target and Actual Rate	44%	52%	46%	67%	48%	58%	51%	64%	54%	45%
	Total Number Meets or Higher		23		38		28		28		25
	Total Number Tested		44		57		48		44		56
	Points away from or above target		8		21		10		13		-9
	Difference from Prior Year				15		-9		6		-19
	Growth from Prior Year				29%		-13%		10%		-30%
White	Target and Actual Rate	59%	66%	61%	78%	63%	73%	66%	84%	69%	69%
	Total Number Meets or Higher		38		35		37		49		29
	Total Number Tested		58		45		51		58		42
	Points away from or above target		7		17		10		18		0
	Difference from Prior Year				12		-5		11		-15
	Growth from Prior Year				18%		-6%		15%		-18%
Asian	Target and Actual Rate	59%	NA	61%	NA	63%	81%	66%	80%	69%	75%
	Total Number Meets or Higher		NA		NA		13		16		9
	Total Number Tested		NA		NA		16		20		12
	Points away from or above target		NA		NA		18		14		6
	Difference from Prior Year				NA		NA		-1		-5
	Growth from Prior Year				NA		NA		-1.2%		-6%
Two or More Races	Target and Actual Rate	80%	NA	82%	NA	84%	86%	87%	80%	90%	57%
	Total Number Meets or Higher		NA		NA		6		-3		4
	Total Number Tested		NA		NA		7		-3		7
	Points away from or above target		NA		NA		2		-7		-33
	Difference from Prior Year				NA		NA		-6		-23
	Growth from Prior Year				NA		NA		-7%		-29%
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	31%	32%	44%	35%	28%
	Total Number Meets or Higher		NA		NA		5		12		9
	Total Number Tested		NA		NA		16		27		32
	Points away from or above target		NA		NA		2		12		-7
	Difference from Prior Year				NA		NA		13		-16
	Growth from Prior Year				NA		NA		42%		-36%
Eco. Dis.	Target and Actual Rate	40%	47%	42%	68%	44%	44%	47%	72%	50%	49%
	Total Number Meets or Higher		28		44		24		51		35
	Total Number Tested		59		65		54		71		71
	Points away from or above target		7		26		0		25		-1
	Difference from Prior Year				21		-24		28		-23
	Growth from Prior Year				45%		-35%		64%		-32%
Emergent Bilingual	Target and Actual Rate	50%	57%	52%	60%	54%	72%	57%	81%	60%	50%
	Total Number Meets or Higher		16		18		13		10		14
	Total Number Tested		28		30		18		15		28
	Points away from or above target		7		8		18		24		-10
	Difference from Prior Year				3		12		9		-31
	Growth from Prior Year				5%		20%		13%		-38%
Cont. Enrolled	Target and Actual Rate	55%	60%	57%	73%	59%	66%	62%	73%	65%	58%
	Total Number Meets or Higher		71		81		71		86		68
	Total Number Tested		119		111		108		118		117
	Points away from or above target		5		16		7		11		-7
	Difference from Prior Year				13		-7		7		-15
	Growth from Prior Year				22%		-10%		11%		-21%
Non-Cont. Enrolled	Target and Actual Rate	57%	NA	59%	NA	61%	56%	64%	83%	67%	48%
	Total Number Meets or Higher		NA		NA		19		25		10
	Total Number Tested		NA		NA		34		30		21
	Points away from or above target		NA		NA		-5		19		-19
	Difference from Prior Year				NA		NA		27		-35
	Growth from Prior Year				NA		NA		48%		-42%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	33%	42%	35%	48%	37%	50%	40%	39%	43%	55%
	Total Number Meets or Higher		52		60		59		47		72
	Total Number Tested		123		124		118		120		131
	Points away from or above target		9		13		13		-1		12
	Difference from Prior Year				6		2		-11		16
	Growth from Prior Year				14%		4%		-22%		41%
African Am.	Target and Actual Rate	18%	37%	20%	31%	22%	37%	25%	16%	28%	41%
	Total Number Meets or Higher		11		10		10		5		16
	Total Number Tested		30		32		27		31		39
	Points away from or above target		19		11		15		-9		13
	Difference from Prior Year				-6		6		-21		25
	Growth from Prior Year				-16%		19%		-57%		156%
Hispanic	Target and Actual Rate	32%	29%	34%	55%	36%	37%	39%	43%	42%	56%
	Total Number Meets or Higher		12		29		15		24		33
	Total Number Tested		41		53		41		56		59
	Points away from or above target		-3		21		1		4		14
	Difference from Prior Year				26		-18		6		13
	Growth from Prior Year				90%		-33%		16%		30%
White	Target and Actual Rate	37%	57%	39%	56%	41%	71%	44%	47%	47%	93%
	Total Number Meets or Higher		17		14		17		-3		14
	Total Number Tested		30		25		24		-3		15
	Points away from or above target		20		17		30		3		46
	Difference from Prior Year				-1		15		-24		46
	Growth from Prior Year				-2%		27%		-34%		98%
Asian	Target and Actual Rate	60%	NA	62%	NA	64%	72%	67%	59%	70%	64%
	Total Number Meets or Higher		NA		NA		13		10		7
	Total Number Tested		NA		NA		18		17		11
	Points away from or above target		NA		NA		8		-8		-6
	Difference from Prior Year				NA		NA		-13		5
	Growth from Prior Year				NA		NA		-18.1%		8%
Two or More Races	Target and Actual Rate	40%	NA	42%	NA	44%	50%	47%	NA	50%	29%
	Total Number Meets or Higher		NA		NA		4		-1		2
	Total Number Tested		NA		NA		8		-1		7
	Points away from or above target		NA		NA		6		NA		-21
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	8%	NA	10%	NA	12%	17%	15%	16%	18%	36%
	Total Number Meets or Higher		NA		NA		3		5		13
	Total Number Tested		NA		NA		18		31		36
	Points away from or above target		NA		NA		5		1		18
	Difference from Prior Year				NA		NA		-1		20
	Growth from Prior Year				NA		NA		-6%		125%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	50%	4%	NA	7%	NA	10%	43%
	Total Number Meets or Higher		NA		3		NA		-1		3
	Total Number Tested		NA		6		NA		-1		7
	Points away from or above target		NA		48		NA		NA		33
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	27%	36%	29%	40%	31%	42%	34%	35%	37%	50%
	Total Number Meets or Higher		27		32		31		31		42
	Total Number Tested		76		81		74		88		84
	Points away from or above target		9		11		11		1		13
	Difference from Prior Year				4		2		-7		15
	Growth from Prior Year				11%		5%		-17%		43%
Emergent Bilingual	Target and Actual Rate	31%	42%	33%	NA	35%	33%	38%	35%	41%	54%
	Total Number Meets or Higher		13		NA		7		3		15
	Total Number Tested		31		NA		21		17		28
	Points away from or above target		11		NA		-2		-3		13
	Difference from Prior Year				NA		NA		2		19
	Growth from Prior Year				NA		NA		6%		54%
Cont. Enrolled	Target and Actual Rate	38%	43%	40%	58%	42%	51%	45%	44%	48%	55%
	Total Number Meets or Higher		40		57		44		39		61
	Total Number Tested		94		99		87		89		110
	Points away from or above target		5		18		9		-1		7
	Difference from Prior Year				15		-7		-7		11
	Growth from Prior Year				35%		-12%		-14%		25%
Non-Cont. Enrolled	Target and Actual Rate	18%	41%	20%	12%	22%	48%	25%	26%	28%	52%
	Total Number Meets or Higher		12		3		15		8		11
	Total Number Tested		29		25		31		31		21
	Points away from or above target		23		-8		26		1		24
	Difference from Prior Year				-29		36		-22		26
	Growth from Prior Year				-71%		300%		-46%		100%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	24%	31%	26%	47%	28%	49%	31%	49%	34%	39%
	Total Number Meets or Higher		30		54		47		44		43
	Total Number Tested		98		114		95		90		111
	Points away from or above target		7		21		21		18		5
	Difference from Prior Year				16		2		0		-10
	Growth from Prior Year				52%		4%		0%		-20%
African Am.	Target and Actual Rate	20%	18%	22%	46%	24%	49%	27%	30%	30%	52%
	Total Number Meets or Higher		7		21		19		6		15
	Total Number Tested		38		46		39		20		29
	Points away from or above target		-2		24		25		3		22
	Difference from Prior Year				28		3		-19		22
	Growth from Prior Year				156%		7%		-39%		73%
Hispanic	Target and Actual Rate	18%	33%	20%	44%	22%	50%	25%	53%	28%	32%
	Total Number Meets or Higher		15		22		23		31		24
	Total Number Tested		46		50		46		59		74
	Points away from or above target		15		24		28		28		4
	Difference from Prior Year				11		6		3		-21
	Growth from Prior Year				33%		14%		6%		-40%
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	0%	7%	30%	10%	21%
	Total Number Meets or Higher		NA		NA		0		6		5
	Total Number Tested		NA		NA		7		20		24
	Points away from or above target		NA		NA		-4		23		11
	Difference from Prior Year				NA		NA		30		-9
	Growth from Prior Year				NA		NA		NA		-30%
Special Ed (Former)	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	NA	60%	29%
	Total Number Meets or Higher		NA		NA		NA		-1		2
	Total Number Tested		NA		NA		NA		-1		7
	Points away from or above target		NA		NA		NA		NA		-31
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	22%	30%	24%	46%	26%	46%	29%	44%	32%	34%
	Total Number Meets or Higher		27		46		37		36		32
	Total Number Tested		90		100		81		81		95
	Points away from or above target		8		22		20		15		2
	Difference from Prior Year				16		0		-2		-10
	Growth from Prior Year				53%		0%		-4%		-23%
Emergent Bilingual	Target and Actual Rate	20%	38%	22%	47%	24%	33%	27%	41%	30%	31%
	Total Number Meets or Higher		11		16		7		8		14
	Total Number Tested		29		34		21		27		45
	Points away from or above target		18		25		9		14		1
	Difference from Prior Year				9		-14		8		-10
	Growth from Prior Year				24%		-30%		24%		-24%
Cont. Enrolled	Target and Actual Rate	24%	30%	26%	57%	28%	51%	31%	52%	34%	39%
	Total Number Meets or Higher		22		47		35		35		34
	Total Number Tested		73		83		69		67		87
	Points away from or above target		6		31		23		21		5
	Difference from Prior Year				27		-6		1		-13
	Growth from Prior Year				90%		-11%		2%		-25%
Non-Cont. Enrolled	Target and Actual Rate	24%	32%	26%	23%	28%	46%	31%	39%	34%	38%
	Total Number Meets or Higher		8		7		12		9		9
	Total Number Tested		25		31		26		23		24
	Points away from or above target		8		-3		18		8		4
	Difference from Prior Year				-9		23		-7		-1
	Growth from Prior Year				-28%		100%		-15%		-3%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	23%	31%	25%	40%	27%	44%	30%	49%	33%	45%
	Total Number Meets or Higher		25		32		44		43		35
	Total Number Tested		80		81		101		87		78
	Points away from or above target		8		15		17		19		12
	Difference from Prior Year				9		4		5		-4
	Growth from Prior Year				29%		10%		11%		-8%
African Am.	Target and Actual Rate	38%	NA	40%	NA	42%	43%	45%	0%	48%	27%
	Total Number Meets or Higher		NA		NA		3		0		3
	Total Number Tested		NA		NA		7		5		11
	Points away from or above target		NA		NA		1		-45		-21
	Difference from Prior Year				NA		NA		-43		27
	Growth from Prior Year				NA		NA		-100%		NA
Hispanic	Target and Actual Rate	19%	28%	21%	38%	23%	35%	26%	42%	29%	45%
	Total Number Meets or Higher		16		25		29		25		27
	Total Number Tested		57		65		82		59		60
	Points away from or above target		9		17		12		16		16
	Difference from Prior Year				10		-3		7		3
	Growth from Prior Year				36%		-8%		20%		7%
Special Ed (Current)	Target and Actual Rate	33%	NA	35%	NA	37%	22%	40%	18%	43%	5%
	Total Number Meets or Higher		NA		NA		4		3		1
	Total Number Tested		NA		NA		18		17		19
	Points away from or above target		NA		NA		-15		-22		-38
	Difference from Prior Year				NA		NA		-4		-13
	Growth from Prior Year				NA		NA		-18%		-72%
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	NA	100%	NA	100%	80%	100%	17%
	Total Number Meets or Higher		NA		NA		NA		4		1
	Total Number Tested		NA		NA		NA		5		6
	Points away from or above target		NA		NA		NA		-20		-83
	Difference from Prior Year				NA		NA		NA		-63
	Growth from Prior Year				NA		NA		NA		-79%
Eco. Dis.	Target and Actual Rate	22%	25%	24%	38%	26%	42%	29%	43%	32%	44%
	Total Number Meets or Higher		17		27		39		31		31
	Total Number Tested		67		72		92		72		71
	Points away from or above target		3		14		16		14		12
	Difference from Prior Year				13		4		1		1
	Growth from Prior Year				52%		11%		2%		2%
Emergent Bilingual	Target and Actual Rate	20%	28%	22%	39%	24%	37%	27%	49%	30%	45%
	Total Number Meets or Higher		15		20		22		16		20
	Total Number Tested		53		51		60		41		44
	Points away from or above target		8		17		13		22		15
	Difference from Prior Year				11		-2		12		-4
	Growth from Prior Year				39%		-5%		32%		-8%
Cont. Enrolled	Target and Actual Rate	23%	34%	25%	47%	27%	54%	30%	50%	33%	45%
	Total Number Meets or Higher		24		28		42		40		30
	Total Number Tested		71		60		78		80		66
	Points away from or above target		11		22		27		20		12
	Difference from Prior Year				13		7		-4		-5
	Growth from Prior Year				38%		15%		-7%		-10%
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	NA	28%	9%	31%	43%	34%	42%
	Total Number Meets or Higher		NA		NA		2		3		5
	Total Number Tested		NA		NA		23		7		12
	Points away from or above target		NA		NA		-19		12		8
	Difference from Prior Year				NA		NA		34		-1
	Growth from Prior Year				NA		NA		378%		-2%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	52%	53%	54%	60%	56%	57%	59%	63%	62%	53%
	Total Number Meets or Higher		67		72		78		81		68
	Total Number Tested		126		121		136		129		128
	Points away from or above target		1		6		1		4		-9
	Difference from Prior Year				7		-3		6		-10
	Growth from Prior Year				13%		-5%		11%		-16%
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	38%	50%	28%
	Total Number Meets or Higher		NA		NA		NA		3		5
	Total Number Tested		NA		NA		NA		8		18
	Points away from or above target		NA		NA		NA		-9		-22
	Difference from Prior Year				NA		NA		NA		-10
	Growth from Prior Year				NA		NA		NA		-26%
Hispanic	Target and Actual Rate	36%	43%	38%	59%	40%	49%	43%	54%	46%	50%
	Total Number Meets or Higher		30		36		43		39		34
	Total Number Tested		70		61		87		72		68
	Points away from or above target		7		21		9		11		4
	Difference from Prior Year				16		-10		5		-4
	Growth from Prior Year				37%		-17%		10%		-7%
White	Target and Actual Rate	65%	NA	67%	NA	69%	78%	72%	67%	75%	59%
	Total Number Meets or Higher		NA		NA		21		14		10
	Total Number Tested		NA		NA		27		21		17
	Points away from or above target		NA		NA		9		-5		-16
	Difference from Prior Year				NA		NA		-11		-8
	Growth from Prior Year				NA		NA		-14%		-12%
Asian	Target and Actual Rate	82%	71%	84%	NA	86%	100%	89%	91%	92%	71%
	Total Number Meets or Higher		20		NA		9		21		10
	Total Number Tested		28		NA		9		23		14
	Points away from or above target		-11		NA		14		2		-21
	Difference from Prior Year				NA		NA		-9		-20
	Growth from Prior Year				NA		NA		-9.0%		-22%
Two or More Races	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	80%	50%	82%
	Total Number Meets or Higher		NA		NA		NA		4		9
	Total Number Tested		NA		NA		NA		5		11
	Points away from or above target		NA		NA		NA		33		32
	Difference from Prior Year				NA		NA		NA		2
	Growth from Prior Year				NA		NA		NA		2%
Special Ed (Current)	Target and Actual Rate	8%	NA	10%	NA	12%	18%	15%	18%	18%	27%
	Total Number Meets or Higher		NA		NA		3		2		4
	Total Number Tested		NA		NA		17		11		15
	Points away from or above target		NA		NA		6		3		9
	Difference from Prior Year				NA		NA		0		9
	Growth from Prior Year				NA		NA		0%		50%
Eco. Dis.	Target and Actual Rate	39%	41%	41%	49%	43%	46%	46%	50%	49%	45%
	Total Number Meets or Higher		32		37		41		39		35
	Total Number Tested		78		76		89		78		77
	Points away from or above target		2		8		3		4		-4
	Difference from Prior Year				8		-3		4		-5
	Growth from Prior Year				20%		-6%		9%		-10%
Emergent Bilingual	Target and Actual Rate	46%	49%	48%	52%	50%	45%	53%	59%	56%	58%
	Total Number Meets or Higher		32		24		23		15		30
	Total Number Tested		65		46		51		32		52
	Points away from or above target		3		4		-5		6		2
	Difference from Prior Year				3		-7		14		-1
	Growth from Prior Year				6%		-13%		31%		-2%
Cont. Enrolled	Target and Actual Rate	55%	52%	57%	66%	59%	58%	62%	66%	65%	52%
	Total Number Meets or Higher		56		62		62		71		54
	Total Number Tested		107		94		107		107		103
	Points away from or above target		-3		9		-1		4		-13
	Difference from Prior Year				14		-8		8		-14
	Growth from Prior Year				27%		-12%		14%		-21%
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	37%	45%	55%	48%	45%	51%	56%
	Total Number Meets or Higher		NA		10		16		10		14
	Total Number Tested		NA		27		29		22		25
	Points away from or above target		NA		-6		10		-3		5
	Difference from Prior Year				NA		18		-10		11
	Growth from Prior Year				NA		49%		-18%		24%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	52%	57%	54%	73%	56%	72%	59%	74%	62%	71%
	Total Number Meets or Higher		47		81		81		90		84
	Total Number Tested		82		111		112		121		119
	Points away from or above target		5		19		16		15		9
	Difference from Prior Year				16		-1		2		-3
	Growth from Prior Year				28%		-1%		3%		-4%
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	82%	67%	46%	70%	67%
	Total Number Meets or Higher		NA		NA		9		6		12
	Total Number Tested		NA		NA		11		13		18
	Points away from or above target		NA		NA		18		-21		-3
	Difference from Prior Year				NA		NA		-36		21
	Growth from Prior Year				NA		NA		-44%		46%
Hispanic	Target and Actual Rate	52%	53%	54%	68%	56%	70%	59%	74%	62%	71%
	Total Number Meets or Higher		35		61		65		70		62
	Total Number Tested		66		90		93		94		87
	Points away from or above target		1		14		14		15		9
	Difference from Prior Year				15		2		4		-3
	Growth from Prior Year				28%		3%		6%		-4%
White	Target and Actual Rate	67%	NA	69%	NA	71%	NA	74%	100%	77%	80%
	Total Number Meets or Higher		NA		NA		NA		8		4
	Total Number Tested		NA		NA		NA		8		5
	Points away from or above target		NA		NA		NA		26		3
	Difference from Prior Year				NA		NA		NA		-20
	Growth from Prior Year				NA		NA		NA		-20%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	NA	60%	71%
	Total Number Meets or Higher		NA		NA		NA		-1		5
	Total Number Tested		NA		NA		NA		-1		7
	Points away from or above target		NA		NA		NA		NA		11
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	9%	NA	11%	NA	13%	50%	16%	39%	19%	32%
	Total Number Meets or Higher		NA		NA		10		9		8
	Total Number Tested		NA		NA		20		23		25
	Points away from or above target		NA		NA		37		23		13
	Difference from Prior Year				NA		NA		-11		-7
	Growth from Prior Year				NA		NA		-22%		-18%
Eco. Dis.	Target and Actual Rate	51%	55%	53%	71%	55%	70%	58%	75%	61%	69%
	Total Number Meets or Higher		36		69		71		82		75
	Total Number Tested		65		97		101		109		109
	Points away from or above target		4		18		15		17		8
	Difference from Prior Year				16		-1		5		-6
	Growth from Prior Year				29%		-1%		7%		-8%
Emergent Bilingual	Target and Actual Rate	51%	53%	53%	74%	55%	66%	58%	73%	61%	74%
	Total Number Meets or Higher		29		45		41		40		48
	Total Number Tested		55		61		62		57		65
	Points away from or above target		2		21		11		15		13
	Difference from Prior Year				21		-8		7		1
	Growth from Prior Year				40%		-11%		11%		1%
Cont. Enrolled	Target and Actual Rate	49%	59%	51%	72%	53%	73%	56%	76%	59%	69%
	Total Number Meets or Higher		43		71		67		75		66
	Total Number Tested		73		98		92		99		95
	Points away from or above target		10		21		20		20		10
	Difference from Prior Year				13		1		3		-7
	Growth from Prior Year				22%		1%		4%		-9%
Non-Cont. Enrolled	Target and Actual Rate	67%	NA	69%	NA	71%	70%	74%	68%	77%	75%
	Total Number Meets or Higher		NA		NA		14		15		18
	Total Number Tested		NA		NA		20		22		24
	Points away from or above target		NA		NA		-1		-6		-2
	Difference from Prior Year				NA		NA		-2		7
	Growth from Prior Year				NA		NA		-3%		10%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	67%	72%	69%	82%	71%	77%	74%	85%	77%	84%
	Total Number Meets or Higher		108		121		141		149		125
	Total Number Tested		149		147		184		175		149
	Points away from or above target		5		13		6		11		7
	Difference from Prior Year				10		-5		8		-1
	Growth from Prior Year				14%		-6%		10%		-1%
African Am.	Target and Actual Rate	33%	NA	35%	NA	37%	58%	40%	75%	43%	64%
	Total Number Meets or Higher		NA		NA		11		12		7
	Total Number Tested		NA		NA		19		16		11
	Points away from or above target		NA		NA		21		35		21
	Difference from Prior Year				NA		NA		17		-11
	Growth from Prior Year				NA		NA		29%		-15%
Hispanic	Target and Actual Rate	64%	52%	66%	82%	68%	64%	71%	79%	74%	72%
	Total Number Meets or Higher		15		27		25		34		26
	Total Number Tested		29		33		39		43		36
	Points away from or above target		-12		16		-4		8		-2
	Difference from Prior Year				30		-18		15		-7
	Growth from Prior Year				58%		-22%		23%		-9%
White	Target and Actual Rate	67%	76%	69%	87%	71%	82%	74%	89%	77%	90%
	Total Number Meets or Higher		63		76		80		88		78
	Total Number Tested		83		87		97		99		87
	Points away from or above target		9		18		11		15		13
	Difference from Prior Year				11		-5		7		1
	Growth from Prior Year				14%		-6%		9%		1%
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	83%	82%	100%	85%	88%
	Total Number Meets or Higher		NA		NA		15		8		7
	Total Number Tested		NA		NA		18		8		8
	Points away from or above target		NA		NA		4		18		3
	Difference from Prior Year				NA		NA		17		-12
	Growth from Prior Year				NA		NA		20.5%		-12%
Two or More Races	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	78%	85%	100%
	Total Number Meets or Higher		NA		NA		NA		7		7
	Total Number Tested		NA		NA		NA		9		7
	Points away from or above target		NA		NA		NA		-4		15
	Difference from Prior Year				NA		NA		NA		22
	Growth from Prior Year				NA		NA		NA		28%
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	50%	57%	52%	60%	63%
	Total Number Meets or Higher		NA		NA		13		15		19
	Total Number Tested		NA		NA		26		29		30
	Points away from or above target		NA		NA		-4		-5		3
	Difference from Prior Year				NA		NA		2		11
	Growth from Prior Year				NA		NA		4%		21%
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	75%	100%	NA	100%	NA	100%	100%
	Total Number Meets or Higher		NA		6		NA		-1		5
	Total Number Tested		NA		8		NA		-1		5
	Points away from or above target		NA		-25		NA		NA		0
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	37%	NA	39%	83%	41%	49%	44%	71%	47%	62%
	Total Number Meets or Higher		NA		24		19		27		24
	Total Number Tested		NA		29		39		38		39
	Points away from or above target		NA		44		8		27		15
	Difference from Prior Year				NA		-34		22		-9
	Growth from Prior Year				NA		-41%		45%		-13%
Emergent Bilingual	Target and Actual Rate	58%	NA	60%	NA	62%	50%	65%	88%	68%	63%
	Total Number Meets or Higher		NA		NA		8		7		12
	Total Number Tested		NA		NA		16		9		19
	Points away from or above target		NA		NA		-12		23		-5
	Difference from Prior Year				NA		NA		38		-25
	Growth from Prior Year				NA		NA		76%		-28%
Cont. Enrolled	Target and Actual Rate	69%	75%	71%	82%	73%	76%	76%	89%	79%	84%
	Total Number Meets or Higher		92		97		110		131		118
	Total Number Tested		122		119		145		147		141
	Points away from or above target		6		11		3		13		5
	Difference from Prior Year				7		-6		13		-5
	Growth from Prior Year				9%		-7%		17%		-6%
Non-Cont. Enrolled	Target and Actual Rate	56%	59%	58%	86%	60%	79%	63%	64%	66%	88%
	Total Number Meets or Higher		16		24		31		18		7
	Total Number Tested		27		28		39		28		8
	Points away from or above target		3		28		19		1		22
	Difference from Prior Year				27		-7		-15		24
	Growth from Prior Year				46%		-8%		-19%		38%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	44%	20%	46%	49%	48%	37%	51%	44%	54%	50%
	Total Number Meets or Higher		17		65		48		43		55
	Total Number Tested		83		133		130		97		109
	Points away from or above target		-24		3		-11		-7		-4
	Difference from Prior Year				29		-12		7		6
	Growth from Prior Year				145%		-24%		19%		14%
African Am.	Target and Actual Rate	34%	9%	36%	38%	38%	18%	41%	28%	44%	43%
	Total Number Meets or Higher		3		15		9		10		20
	Total Number Tested		33		40		50		36		47
	Points away from or above target		-25		2		-20		-13		-1
	Difference from Prior Year				29		-20		10		15
	Growth from Prior Year				322%		-53%		56%		54%
Hispanic	Target and Actual Rate	45%	27%	47%	43%	49%	53%	52%	55%	55%	50%
	Total Number Meets or Higher		9		22		24		22		17
	Total Number Tested		33		51		45		40		34
	Points away from or above target		-18		-4		4		3		-5
	Difference from Prior Year				16		10		2		-5
	Growth from Prior Year				59%		23%		4%		-9%
White	Target and Actual Rate	33%	NA	35%	NA	37%	38%	40%	60%	43%	62%
	Total Number Meets or Higher		NA		NA		6		6		8
	Total Number Tested		NA		NA		16		10		13
	Points away from or above target		NA		NA		1		20		19
	Difference from Prior Year				NA		NA		22		2
	Growth from Prior Year				NA		NA		58%		3%
Asian	Target and Actual Rate	63%	NA	65%	NA	67%	NA	70%	50%	73%	86%
	Total Number Meets or Higher		NA		NA		NA		3		6
	Total Number Tested		NA		NA		NA		6		7
	Points away from or above target		NA		NA		NA		-20		13
	Difference from Prior Year				NA		NA		NA		36
	Growth from Prior Year				NA		NA		NA		72%
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	17%	57%	31%	60%	48%
	Total Number Meets or Higher		NA		NA		3		4		11
	Total Number Tested		NA		NA		18		13		23
	Points away from or above target		NA		NA		-37		-26		-12
	Difference from Prior Year				NA		NA		14		17
	Growth from Prior Year				NA		NA		82%		55%
Eco. Dis.	Target and Actual Rate	41%	19%	43%	45%	45%	35%	48%	40%	51%	48%
	Total Number Meets or Higher		12		44		35		32		42
	Total Number Tested		64		97		99		81		87
	Points away from or above target		-22		2		-10		-8		-3
	Difference from Prior Year				26		-10		5		8
	Growth from Prior Year				137%		-22%		14%		20%
Emergent Bilingual	Target and Actual Rate	56%	20%	58%	57%	60%	44%	63%	47%	66%	47%
	Total Number Meets or Higher		5		16		7		3		8
	Total Number Tested		25		28		16		8		17
	Points away from or above target		-36		-1		-16		-16		-19
	Difference from Prior Year				37		-13		3		0
	Growth from Prior Year				185%		-23%		7%		0%
Cont. Enrolled	Target and Actual Rate	47%	21%	49%	51%	51%	38%	54%	54%	57%	55%
	Total Number Meets or Higher		12		47		33		35		42
	Total Number Tested		58		93		86		65		77
	Points away from or above target		-26		2		-13		0		-2
	Difference from Prior Year				30		-13		16		1
	Growth from Prior Year				143%		-25%		42%		2%
Non-Cont. Enrolled	Target and Actual Rate	35%	20%	37%	45%	39%	34%	42%	25%	45%	41%
	Total Number Meets or Higher		5		18		15		8		13
	Total Number Tested		25		40		44		32		32
	Points away from or above target		-15		8		-5		-17		-4
	Difference from Prior Year				25		-11		-9		16
	Growth from Prior Year				125%		-24%		-26%		64%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	41%	34%	43%	49%	45%	53%	48%	47%	51%	56%
	Total Number Meets or Higher		49		79		90		64		77
	Total Number Tested		145		162		169		135		137
	Points away from or above target		-7		6		8		-1		5
	Difference from Prior Year				15		4		-6		9
	Growth from Prior Year				44%		8%		-11%		19%
African Am.	Target and Actual Rate	53%	48%	55%	53%	57%	56%	60%	47%	63%	50%
	Total Number Meets or Higher		19		27		20		16		19
	Total Number Tested		40		51		36		34		38
	Points away from or above target		-5		-2		-1		-13		-13
	Difference from Prior Year				5		3		-9		3
	Growth from Prior Year				10%		6%		-16%		6%
Hispanic	Target and Actual Rate	30%	26%	32%	50%	34%	49%	37%	48%	40%	58%
	Total Number Meets or Higher		22		42		55		42		49
	Total Number Tested		85		84		113		87		85
	Points away from or above target		-4		18		15		11		18
	Difference from Prior Year				24		-1		-1		10
	Growth from Prior Year				92%		-2%		-2%		21%
White	Target and Actual Rate	50%	NA	52%	NA	54%	71%	57%	50%	60%	57%
	Total Number Meets or Higher		NA		NA		5		3		4
	Total Number Tested		NA		NA		7		6		7
	Points away from or above target		NA		NA		17		-7		-3
	Difference from Prior Year				NA		NA		-21		7
	Growth from Prior Year				NA		NA		-30%		14%
Special Ed (Current)	Target and Actual Rate	46%	NA	48%	NA	50%	33%	53%	18%	56%	22%
	Total Number Meets or Higher		NA		NA		7		3		4
	Total Number Tested		NA		NA		21		17		18
	Points away from or above target		NA		NA		-17		-35		-34
	Difference from Prior Year				NA		NA		-15		4
	Growth from Prior Year				NA		NA		-45%		22%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	83%	4%	NA	7%	NA	10%	33%
	Total Number Meets or Higher		NA		5		NA		-1		2
	Total Number Tested		NA		6		NA		-1		6
	Points away from or above target		NA		81		NA		NA		23
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	43%	30%	45%	48%	47%	51%	50%	49%	53%	54%
	Total Number Meets or Higher		33		59		72		58		62
	Total Number Tested		110		122		142		119		115
	Points away from or above target		-13		3		4		-1		1
	Difference from Prior Year				18		3		-2		5
	Growth from Prior Year				60%		6%		-4%		10%
Emergent Bilingual	Target and Actual Rate	30%	31%	32%	47%	34%	40%	37%	54%	40%	54%
	Total Number Meets or Higher		21		37		34		20		32
	Total Number Tested		67		78		85		49		59
	Points away from or above target		1		15		6		17		14
	Difference from Prior Year				16		-7		14		0
	Growth from Prior Year				52%		-15%		35%		0%
Cont. Enrolled	Target and Actual Rate	40%	35%	42%	47%	44%	53%	47%	50%	50%	62%
	Total Number Meets or Higher		38		58		68		53		69
	Total Number Tested		110		124		128		105		111
	Points away from or above target		-5		5		9		3		12
	Difference from Prior Year				12		6		-3		12
	Growth from Prior Year				34%		13%		-6%		24%
Non-Cont. Enrolled	Target and Actual Rate	43%	31%	45%	55%	47%	54%	50%	37%	53%	31%
	Total Number Meets or Higher		11		21		22		11		8
	Total Number Tested		35		38		41		30		26
	Points away from or above target		-12		10		7		-13		-22
	Difference from Prior Year				24		-1		-17		-6
	Growth from Prior Year				77%		-2%		-31%		-16%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	58%	45%	60%	49%	62%	51%	65%	60%	68%	72%
	Total Number Meets or Higher		37		61		70		60		68
	Total Number Tested		82		125		136		100		94
	Points away from or above target		-13		-11		-11		-5		4
	Difference from Prior Year				4		2		9		12
	Growth from Prior Year				9%		4%		18%		20%
African Am.	Target and Actual Rate	38%	NA	40%	44%	42%	33%	45%	47%	48%	65%
	Total Number Meets or Higher		NA		16		14		9		11
	Total Number Tested		NA		36		42		19		17
	Points away from or above target		NA		4		-9		2		17
	Difference from Prior Year				NA		-11		14		18
	Growth from Prior Year				NA		-25%		42%		38%
Hispanic	Target and Actual Rate	62%	46%	64%	44%	66%	59%	69%	63%	72%	72%
	Total Number Meets or Higher		25		35		48		48		51
	Total Number Tested		54		79		81		76		71
	Points away from or above target		-16		-20		-7		-6		0
	Difference from Prior Year				-2		15		4		9
	Growth from Prior Year				-4%		34%		7%		14%
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	34%	57%	30%	60%	54%
	Total Number Meets or Higher		NA		NA		11		7		13
	Total Number Tested		NA		NA		32		23		24
	Points away from or above target		NA		NA		-20		-27		-6
	Difference from Prior Year				NA		NA		-4		24
	Growth from Prior Year				NA		NA		-12%		80%
Eco. Dis.	Target and Actual Rate	55%	40%	57%	45%	59%	49%	62%	62%	65%	73%
	Total Number Meets or Higher		27		50		59		55		59
	Total Number Tested		68		111		121		89		81
	Points away from or above target		-15		-12		-10		0		8
	Difference from Prior Year				5		4		13		11
	Growth from Prior Year				13%		9%		27%		18%
Emergent Bilingual	Target and Actual Rate	61%	45%	63%	42%	65%	57%	68%	65%	71%	73%
	Total Number Meets or Higher		19		23		27		25		33
	Total Number Tested		42		55		47		41		45
	Points away from or above target		-16		-21		-8		-3		2
	Difference from Prior Year				-3		15		8		8
	Growth from Prior Year				-7%		36%		14%		12%
Cont. Enrolled	Target and Actual Rate	61%	45%	63%	48%	65%	54%	68%	64%	71%	75%
	Total Number Meets or Higher		24		40		51		45		45
	Total Number Tested		53		83		95		70		60
	Points away from or above target		-16		-15		-11		-4		4
	Difference from Prior Year				3		6		10		11
	Growth from Prior Year				7%		13%		19%		17%
Non-Cont. Enrolled	Target and Actual Rate	53%	45%	55%	50%	57%	46%	60%	50%	63%	68%
	Total Number Meets or Higher		13		21		19		15		23
	Total Number Tested		29		42		41		30		34
	Points away from or above target		-8		-5		-11		-10		5
	Difference from Prior Year				5		-4		4		18
	Growth from Prior Year				11%		-8%		9%		36%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	39%	37%	41%	55%	43%	47%	46%	53%	49%	56%
	Total Number Meets or Higher		41		60		52		60		61
	Total Number Tested		112		109		110		114		108
	Points away from or above target		-2		14		4		7		7
	Difference from Prior Year				18		-8		6		3
	Growth from Prior Year				49%		-15%		13%		6%
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	27%	57%	54%	60%	38%
	Total Number Meets or Higher		NA		NA		4		7		6
	Total Number Tested		NA		NA		15		13		16
	Points away from or above target		NA		NA		-27		-3		-22
	Difference from Prior Year				NA		NA		27		-16
	Growth from Prior Year				NA		NA		100%		-30%
Hispanic	Target and Actual Rate	33%	31%	35%	49%	37%	46%	40%	52%	43%	60%
	Total Number Meets or Higher		24		33		33		41		44
	Total Number Tested		78		67		72		79		73
	Points away from or above target		-2		14		9		12		17
	Difference from Prior Year				18		-3		6		8
	Growth from Prior Year				58%		-6%		13%		15%
White	Target and Actual Rate	35%	NA	37%	NA	39%	NA	42%	54%	45%	78%
	Total Number Meets or Higher		NA		NA		NA		7		7
	Total Number Tested		NA		NA		NA		13		9
	Points away from or above target		NA		NA		NA		12		33
	Difference from Prior Year				NA		NA		NA		24
	Growth from Prior Year				NA		NA		NA		44%
Asian	Target and Actual Rate	63%	NA	65%	NA	67%	73%	70%	71%	73%	80%
	Total Number Meets or Higher		NA		NA		8		-3		4
	Total Number Tested		NA		NA		11		-3		5
	Points away from or above target		NA		NA		6		1		7
	Difference from Prior Year				NA		NA		-2		9
	Growth from Prior Year				NA		NA		-2.7%		13%
Two or More Races	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	NA	85%	0%
	Total Number Meets or Higher		NA		NA		NA		-1		0
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		-85
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	13%	7%	30%	10%	17%
	Total Number Meets or Higher		NA		NA		2		6		4
	Total Number Tested		NA		NA		15		20		23
	Points away from or above target		NA		NA		9		23		7
	Difference from Prior Year				NA		NA		17		-13
	Growth from Prior Year				NA		NA		131%		-43%
Eco. Dis.	Target and Actual Rate	36%	32%	38%	54%	40%	38%	43%	45%	46%	54%
	Total Number Meets or Higher		26		44		32		40		48
	Total Number Tested		82		81		85		89		89
	Points away from or above target		-4		16		-2		2		8
	Difference from Prior Year				22		-16		7		9
	Growth from Prior Year				69%		-30%		18%		20%
Emergent Bilingual	Target and Actual Rate	35%	27%	37%	49%	39%	39%	42%	39%	45%	63%
	Total Number Meets or Higher		16		26		17		15		29
	Total Number Tested		59		53		44		41		46
	Points away from or above target		-8		12		0		-3		18
	Difference from Prior Year				22		-10		0		24
	Growth from Prior Year				81%		-20%		0%		62%
Cont. Enrolled	Target and Actual Rate	38%	37%	40%	54%	42%	46%	45%	54%	48%	55%
	Total Number Meets or Higher		33		45		43		49		46
	Total Number Tested		89		83		93		91		84
	Points away from or above target		-1		14		4		9		7
	Difference from Prior Year				17		-8		8		1
	Growth from Prior Year				46%		-15%		17%		2%
Non-Cont. Enrolled	Target and Actual Rate	45%	NA	47%	58%	49%	53%	52%	48%	55%	63%
	Total Number Meets or Higher		NA		15		9		11		15
	Total Number Tested		NA		26		17		23		24
	Points away from or above target		NA		11		4		-4		8
	Difference from Prior Year				NA		-5		-5		15
	Growth from Prior Year				NA		-9%		-9%		31%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	37%	44%	48%	46%	31%	49%	41%	52%	49%
	Total Number Meets or Higher		48		66		38		43		63
	Total Number Tested		129		138		122		104		128
	Points away from or above target		-5		4		-15		-8		-3
	Difference from Prior Year				11		-17		10		8
	Growth from Prior Year				30%		-35%		32%		20%
African Am.	Target and Actual Rate	28%	28%	30%	NA	32%	6%	35%	7%	38%	46%
	Total Number Meets or Higher		7		NA		1		1		13
	Total Number Tested		25		NA		16		15		28
	Points away from or above target		0		NA		-26		-28		8
	Difference from Prior Year				NA		NA		1		39
	Growth from Prior Year				NA		NA		17%		557%
Hispanic	Target and Actual Rate	38%	38%	40%	49%	42%	34%	45%	48%	48%	47%
	Total Number Meets or Higher		30		42		30		32		40
	Total Number Tested		79		86		88		67		85
	Points away from or above target		0		9		-8		3		-1
	Difference from Prior Year				11		-15		14		-1
	Growth from Prior Year				29%		-31%		41%		-2%
Asian	Target and Actual Rate	57%	NA	59%	NA	61%	50%	64%	44%	67%	75%
	Total Number Meets or Higher		NA		NA		4		4		6
	Total Number Tested		NA		NA		8		9		8
	Points away from or above target		NA		NA		-11		-20		8
	Difference from Prior Year				NA		NA		-6		31
	Growth from Prior Year				NA		NA		-12.0%		70%
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	36%	7%	27%	10%	13%
	Total Number Meets or Higher		NA		NA		4		3		2
	Total Number Tested		NA		NA		11		11		16
	Points away from or above target		NA		NA		32		20		3
	Difference from Prior Year				NA		NA		-9		-14
	Growth from Prior Year				NA		NA		-25%		-52%
Eco. Dis.	Target and Actual Rate	43%	38%	45%	45%	47%	27%	50%	40%	53%	43%
	Total Number Meets or Higher		43		49		25		36		44
	Total Number Tested		112		109		91		89		102
	Points away from or above target		-5		0		-20		-10		-10
	Difference from Prior Year				7		-18		13		3
	Growth from Prior Year				18%		-40%		48%		7%
Emergent Bilingual	Target and Actual Rate	36%	29%	38%	42%	40%	33%	43%	49%	46%	45%
	Total Number Meets or Higher		18		29		20		17		28
	Total Number Tested		62		69		61		37		62
	Points away from or above target		-7		4		-7		6		-1
	Difference from Prior Year				13		-9		16		-4
	Growth from Prior Year				45%		-21%		48%		-8%
Cont. Enrolled	Target and Actual Rate	45%	39%	47%	50%	49%	30%	52%	46%	55%	56%
	Total Number Meets or Higher		40		55		27		37		58
	Total Number Tested		103		111		90		81		104
	Points away from or above target		-6		3		-19		-6		1
	Difference from Prior Year				11		-20		16		10
	Growth from Prior Year				28%		-40%		53%		22%
Non-Cont. Enrolled	Target and Actual Rate	31%	31%	33%	41%	35%	34%	38%	26%	41%	21%
	Total Number Meets or Higher		8		11		11		6		5
	Total Number Tested		26		27		32		23		24
	Points away from or above target		0		8		-1		-12		-20
	Difference from Prior Year				10		-7		-8		-5
	Growth from Prior Year				32%		-17%		-24%		-19%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	40%	37%	42%	48%	44%	37%	47%	49%	50%	48%
	Total Number Meets or Higher		64		98		71		86		90
	Total Number Tested		175		205		193		175		186
	Points away from or above target		-3		6		-7		2		-2
	Difference from Prior Year				11		-11		12		-1
	Growth from Prior Year				30%		-23%		32%		-2%
African Am.	Target and Actual Rate	36%	43%	38%	49%	40%	34%	43%	51%	46%	37%
	Total Number Meets or Higher		20		28		18		23		17
	Total Number Tested		46		57		53		45		46
	Points away from or above target		7		11		-6		8		-9
	Difference from Prior Year				6		-15		17		-14
	Growth from Prior Year				14%		-31%		50%		-27%
Hispanic	Target and Actual Rate	37%	33%	39%	47%	41%	37%	44%	48%	47%	49%
	Total Number Meets or Higher		36		59		44		49		57
	Total Number Tested		110		125		119		103		116
	Points away from or above target		-4		8		-4		4		2
	Difference from Prior Year				14		-10		11		1
	Growth from Prior Year				42%		-21%		30%		2%
White	Target and Actual Rate	60%	NA	62%	NA	64%	20%	67%	47%	70%	56%
	Total Number Meets or Higher		NA		NA		2		8		5
	Total Number Tested		NA		NA		10		17		9
	Points away from or above target		NA		NA		-44		-20		-14
	Difference from Prior Year				NA		NA		27		9
	Growth from Prior Year				NA		NA		135%		19%
Asian	Target and Actual Rate	56%	NA	58%	NA	60%	NA	63%	NA	66%	80%
	Total Number Meets or Higher		NA		NA		NA		-1		8
	Total Number Tested		NA		NA		NA		-1		10
	Points away from or above target		NA		NA		NA		NA		14
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Two or More Races	Target and Actual Rate	60%	NA	62%	NA	64%	67%	67%	43%	70%	60%
	Total Number Meets or Higher		NA		NA		4		3		3
	Total Number Tested		NA		NA		6		7		5
	Points away from or above target		NA		NA		3		-24		-10
	Difference from Prior Year				NA		NA		-24		17
	Growth from Prior Year				NA		NA		-36%		40%
Special Ed (Current)	Target and Actual Rate	18%	NA	20%	23%	22%	16%	25%	27%	28%	23%
	Total Number Meets or Higher		NA		7		5		10		10
	Total Number Tested		NA		31		31		37		44
	Points away from or above target		NA		3		-6		2		-5
	Difference from Prior Year				NA		-7		11		-4
	Growth from Prior Year				NA		-30%		69%		-15%
Special Ed (Former)	Target and Actual Rate	29%	0%	31%	60%	33%	50%	36%	43%	39%	80%
	Total Number Meets or Higher		0		3		3		3		4
	Total Number Tested		5		5		6		7		5
	Points away from or above target		-29		29		17		7		41
	Difference from Prior Year				60		-10		-7		37
	Growth from Prior Year				NA		-17%		-14%		86%
Eco. Dis.	Target and Actual Rate	35%	33%	37%	41%	39%	33%	42%	47%	45%	48%
	Total Number Meets or Higher		46		71		54		69		77
	Total Number Tested		138		172		162		147		162
	Points away from or above target		-2		4		-6		5		3
	Difference from Prior Year				8		-8		14		1
	Growth from Prior Year				24%		-20%		42%		2%
Emergent Bilingual	Target and Actual Rate	39%	30%	41%	47%	43%	33%	46%	49%	49%	56%
	Total Number Meets or Higher		27		43		25		26		44
	Total Number Tested		89		92		76		58		78
	Points away from or above target		-9		6		-10		3		7
	Difference from Prior Year				17		-14		16		7
	Growth from Prior Year				57%		-30%		48%		14%
Cont. Enrolled	Target and Actual Rate	39%	38%	41%	50%	43%	34%	46%	52%	49%	47%
	Total Number Meets or Higher		53		71		47		77		66
	Total Number Tested		141		143		138		147		140
	Points away from or above target		-1		9		-9		6		-2
	Difference from Prior Year				12		-16		18		-5
	Growth from Prior Year				32%		-32%		53%		-10%
Non-Cont. Enrolled	Target and Actual Rate	43%	32%	45%	44%	47%	44%	50%	32%	53%	52%
	Total Number Meets or Higher		11		27		24		9		24
	Total Number Tested		34		62		55		28		46
	Points away from or above target		-11		-1		-3		-18		-1
	Difference from Prior Year				12		0		-12		20
	Growth from Prior Year				38%		0%		-27%		63%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	64%	61%	66%	79%	68%	71%	71%	75%	74%	82%
	Total Number Meets or Higher		104		121		136		137		134
	Total Number Tested		171		154		192		183		164
	Points away from or above target		-3		13		3		4		8
	Difference from Prior Year				18		-8		4		7
	Growth from Prior Year				30%		-10%		6%		9%
African Am.	Target and Actual Rate	71%	NA	73%	NA	75%	57%	78%	67%	81%	70%
	Total Number Meets or Higher		NA		NA		13		12		19
	Total Number Tested		NA		NA		23		18		27
	Points away from or above target		NA		NA		-18		-11		-11
	Difference from Prior Year				NA		NA		10		3
	Growth from Prior Year				NA		NA		18%		4%
Hispanic	Target and Actual Rate	54%	67%	56%	65%	58%	70%	61%	68%	64%	74%
	Total Number Meets or Higher		28		22		38		23		26
	Total Number Tested		42		34		54		34		35
	Points away from or above target		13		9		12		7		10
	Difference from Prior Year				-2		5		-2		6
	Growth from Prior Year				-3%		8%		-3%		9%
White	Target and Actual Rate	60%	66%	62%	82%	64%	69%	67%	78%	70%	89%
	Total Number Meets or Higher		54		62		51		73		59
	Total Number Tested		82		76		74		94		66
	Points away from or above target		6		20		5		11		19
	Difference from Prior Year				16		-13		9		11
	Growth from Prior Year				24%		-16%		13%		14%
Asian	Target and Actual Rate	93%	NA	95%	NA	97%	83%	100%	84%	100%	86%
	Total Number Meets or Higher		NA		NA		25		21		19
	Total Number Tested		NA		NA		30		25		22
	Points away from or above target		NA		NA		-14		-16		-14
	Difference from Prior Year				NA		NA		1		2
	Growth from Prior Year				NA		NA		1.2%		2%
Two or More Races	Target and Actual Rate	83%	NA	85%	NA	87%	NA	90%	64%	93%	79%
	Total Number Meets or Higher		NA		NA		NA		-3		11
	Total Number Tested		NA		NA		NA		-3		14
	Points away from or above target		NA		NA		NA		-26		-14
	Difference from Prior Year				NA		NA		NA		15
	Growth from Prior Year				NA		NA		NA		23%
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	41%	45%	44%	48%	55%
	Total Number Meets or Higher		NA		NA		9		12		18
	Total Number Tested		NA		NA		22		27		33
	Points away from or above target		NA		NA		-1		-1		7
	Difference from Prior Year				NA		NA		3		11
	Growth from Prior Year				NA		NA		7%		25%
Special Ed (Former)	Target and Actual Rate	67%	0%	69%	80%	71%	50%	74%	55%	77%	71%
	Total Number Meets or Higher		0		4		3		6		5
	Total Number Tested		5		5		6		11		7
	Points away from or above target		-67		11		-21		-19		-6
	Difference from Prior Year				80		-30		5		16
	Growth from Prior Year				NA		-38%		10%		29%
Eco. Dis.	Target and Actual Rate	53%	48%	55%	70%	57%	67%	60%	67%	63%	77%
	Total Number Meets or Higher		21		33		33		28		30
	Total Number Tested		44		47		49		42		39
	Points away from or above target		-5		15		10		7		14
	Difference from Prior Year				22		-3		0		10
	Growth from Prior Year				46%		-4%		0%		15%
Emergent Bilingual	Target and Actual Rate	68%	NA	70%	77%	72%	76%	75%	83%	78%	86%
	Total Number Meets or Higher		NA		27		28		2		25
	Total Number Tested		NA		35		37		5		29
	Points away from or above target		NA		7		4		8		8
	Difference from Prior Year				NA		-1		7		3
	Growth from Prior Year				NA		-1%		9%		4%
Cont. Enrolled	Target and Actual Rate	64%	63%	66%	80%	68%	72%	71%	76%	74%	82%
	Total Number Meets or Higher		90		105		120		122		119
	Total Number Tested		143		132		166		160		146
	Points away from or above target		-1		14		4		5		8
	Difference from Prior Year				17		-8		4		6
	Growth from Prior Year				27%		-10%		6%		8%
Non-Cont. Enrolled	Target and Actual Rate	69%	50%	71%	NA	73%	62%	76%	65%	79%	83%
	Total Number Meets or Higher		14		NA		16		15		15
	Total Number Tested		28		NA		26		23		18
	Points away from or above target		-19		NA		-11		-11		4
	Difference from Prior Year				NA		NA		3		18
	Growth from Prior Year				NA		NA		5%		28%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	38%	38%	40%	37%	42%	34%	45%	43%	48%	52%
	Total Number Meets or Higher		39		50		38		51		58
	Total Number Tested		102		134		112		118		112
	Points away from or above target		0		-3		-8		-2		4
	Difference from Prior Year				-1		-3		9		9
	Growth from Prior Year				-3%		-8%		26%		21%
African Am.	Target and Actual Rate	35%	NA	37%	NA	39%	10%	42%	48%	45%	50%
	Total Number Meets or Higher		NA		NA		1		11		5
	Total Number Tested		NA		NA		10		23		10
	Points away from or above target		NA		NA		-29		6		5
	Difference from Prior Year				NA		NA		38		2
	Growth from Prior Year				NA		NA		380%		4%
Hispanic	Target and Actual Rate	30%	33%	32%	34%	34%	31%	37%	39%	40%	47%
	Total Number Meets or Higher		20		30		26		29		40
	Total Number Tested		61		89		85		75		85
	Points away from or above target		3		2		-3		2		7
	Difference from Prior Year				1		-3		8		8
	Growth from Prior Year				3%		-9%		26%		21%
White	Target and Actual Rate	61%	NA	63%	NA	65%	56%	68%	67%	71%	86%
	Total Number Meets or Higher		NA		NA		5		-3		6
	Total Number Tested		NA		NA		9		-3		7
	Points away from or above target		NA		NA		-9		-1		15
	Difference from Prior Year				NA		NA		11		19
	Growth from Prior Year				NA		NA		20%		28%
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	67%	85%	86%
	Total Number Meets or Higher		NA		NA		NA		4		6
	Total Number Tested		NA		NA		NA		6		7
	Points away from or above target		NA		NA		NA		-15		1
	Difference from Prior Year				NA		NA		NA		19
	Growth from Prior Year				NA		NA		NA		28%
Special Ed (Current)	Target and Actual Rate	31%	NA	33%	NA	35%	6%	38%	31%	41%	27%
	Total Number Meets or Higher		NA		NA		1		9		7
	Total Number Tested		NA		NA		18		29		26
	Points away from or above target		NA		NA		-29		-7		-14
	Difference from Prior Year				NA		NA		25		-4
	Growth from Prior Year				NA		NA		417%		-13%
Eco. Dis.	Target and Actual Rate	26%	32%	28%	25%	30%	29%	33%	40%	36%	43%
	Total Number Meets or Higher		24		24		26		38		37
	Total Number Tested		76		96		91		95		86
	Points away from or above target		6		-3		-1		7		7
	Difference from Prior Year				-7		4		11		3
	Growth from Prior Year				-22%		16%		38%		7%
Emergent Bilingual	Target and Actual Rate	27%	33%	29%	28%	31%	26%	34%	33%	37%	35%
	Total Number Meets or Higher		21		19		15		8		21
	Total Number Tested		63		69		57		47		60
	Points away from or above target		6		-1		-5		-1		-2
	Difference from Prior Year				-5		-2		7		2
	Growth from Prior Year				-15%		-7%		27%		6%
Cont. Enrolled	Target and Actual Rate	39%	43%	41%	41%	43%	39%	46%	53%	49%	57%
	Total Number Meets or Higher		38		46		33		46		53
	Total Number Tested		89		111		84		86		93
	Points away from or above target		4		0		-4		7		8
	Difference from Prior Year				-2		-2		14		4
	Growth from Prior Year				-5%		-5%		36%		8%
Non-Cont. Enrolled	Target and Actual Rate	36%	NA	38%	NA	40%	18%	43%	16%	46%	26%
	Total Number Meets or Higher		NA		NA		5		5		5
	Total Number Tested		NA		NA		28		32		19
	Points away from or above target		NA		NA		-22		-27		-20
	Difference from Prior Year				NA		NA		-2		10
	Growth from Prior Year				NA		NA		-11%		63%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	47%	41%	49%	55%	51%	56%	54%	52%	57%	47%
	Total Number Meets or Higher		39		74		69		64		54
	Total Number Tested		95		135		123		122		114
	Points away from or above target		-6		6		5		-2		-10
	Difference from Prior Year				14		1		-4		-5
	Growth from Prior Year				34%		2%		-7%		-10%
African Am.	Target and Actual Rate	25%	NA	27%	41%	29%	42%	32%	39%	35%	29%
	Total Number Meets or Higher		NA		13		16		13		10
	Total Number Tested		NA		32		38		33		35
	Points away from or above target		NA		14		13		7		-6
	Difference from Prior Year				NA		1		-3		-10
	Growth from Prior Year				NA		2%		-7%		-26%
Hispanic	Target and Actual Rate	40%	32%	42%	51%	44%	60%	47%	55%	50%	53%
	Total Number Meets or Higher		11		23		26		23		21
	Total Number Tested		34		45		43		42		40
	Points away from or above target		-8		9		16		8		3
	Difference from Prior Year				19		9		-5		-2
	Growth from Prior Year				59%		18%		-8%		-4%
White	Target and Actual Rate	61%	59%	63%	68%	65%	60%	68%	55%	71%	42%
	Total Number Meets or Higher		16		27		15		16		11
	Total Number Tested		27		40		25		29		26
	Points away from or above target		-2		5		-5		-13		-29
	Difference from Prior Year				9		-8		-5		-13
	Growth from Prior Year				15%		-12%		-8%		-24%
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	33%	85%	80%
	Total Number Meets or Higher		NA		NA		NA		-3		4
	Total Number Tested		NA		NA		NA		-3		5
	Points away from or above target		NA		NA		NA		-49		-5
	Difference from Prior Year				NA		NA		NA		47
	Growth from Prior Year				NA		NA		NA		142%
Two or More Races	Target and Actual Rate	60%	NA	62%	NA	64%	NA	67%	80%	70%	100%
	Total Number Meets or Higher		NA		NA		NA		8		8
	Total Number Tested		NA		NA		NA		10		8
	Points away from or above target		NA		NA		NA		13		30
	Difference from Prior Year				NA		NA		NA		20
	Growth from Prior Year				NA		NA		NA		25%
Special Ed (Current)	Target and Actual Rate	33%	NA	35%	NA	37%	29%	40%	29%	43%	26%
	Total Number Meets or Higher		NA		NA		7		6		8
	Total Number Tested		NA		NA		24		21		31
	Points away from or above target		NA		NA		-8		-11		-17
	Difference from Prior Year				NA		NA		0		-3
	Growth from Prior Year				NA		NA		0%		-10%
Special Ed (Former)	Target and Actual Rate	50%	NA	52%	43%	54%	71%	57%	NA	60%	67%
	Total Number Meets or Higher		NA		3		5		-1		6
	Total Number Tested		NA		7		7		-1		9
	Points away from or above target		NA		-9		17		NA		7
	Difference from Prior Year				NA		28		NA		NA
	Growth from Prior Year				NA		65%		NA		NA
Eco. Dis.	Target and Actual Rate	35%	31%	37%	47%	39%	51%	42%	46%	45%	43%
	Total Number Meets or Higher		16		42		44		41		35
	Total Number Tested		52		89		87		90		81
	Points away from or above target		-4		10		12		4		-2
	Difference from Prior Year				16		4		-5		-3
	Growth from Prior Year				52%		9%		-10%		-7%
Emergent Bilingual	Target and Actual Rate	52%	NA	54%	59%	56%	65%	59%	45%	62%	38%
	Total Number Meets or Higher		NA		17		15		2		6
	Total Number Tested		NA		29		23		7		16
	Points away from or above target		NA		5		9		-14		-24
	Difference from Prior Year				NA		6		-20		-7
	Growth from Prior Year				NA		10%		-31%		-16%
Cont. Enrolled	Target and Actual Rate	46%	42%	48%	54%	50%	59%	53%	57%	56%	52%
	Total Number Meets or Higher		32		58		53		51		43
	Total Number Tested		77		107		90		90		82
	Points away from or above target		-4		6		9		4		-4
	Difference from Prior Year				12		5		-2		-5
	Growth from Prior Year				29%		9%		-3%		-9%
Non-Cont. Enrolled	Target and Actual Rate	48%	NA	50%	57%	52%	48%	55%	41%	58%	34%
	Total Number Meets or Higher		NA		16		16		13		11
	Total Number Tested		NA		28		33		32		32
	Points away from or above target		NA		7		-4		-14		-24
	Difference from Prior Year				NA		-9		-7		-7
	Growth from Prior Year				NA		-16%		-15%		-17%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	47%	32%	49%	53%	51%	45%	54%	57%	57%	51%
	Total Number Meets or Higher		36		55		62		63		50
	Total Number Tested		113		103		139		111		99
	Points away from or above target		-15		4		-6		3		-6
	Difference from Prior Year				21		-8		12		-6
	Growth from Prior Year				66%		-15%		27%		-11%
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	22%	57%	39%	60%	42%
	Total Number Meets or Higher		NA		NA		5		7		5
	Total Number Tested		NA		NA		23		18		12
	Points away from or above target		NA		NA		-32		-18		-18
	Difference from Prior Year				NA		NA		17		3
	Growth from Prior Year				NA		NA		77%		8%
Hispanic	Target and Actual Rate	36%	22%	38%	44%	40%	42%	43%	53%	46%	41%
	Total Number Meets or Higher		16		27		35		40		28
	Total Number Tested		72		62		83		76		69
	Points away from or above target		-14		6		2		10		-5
	Difference from Prior Year				22		-2		11		-12
	Growth from Prior Year				100%		-5%		26%		-23%
White	Target and Actual Rate	82%	NA	84%	NA	86%	NA	89%	100%	92%	89%
	Total Number Meets or Higher		NA		NA		NA		-3		8
	Total Number Tested		NA		NA		NA		-3		9
	Points away from or above target		NA		NA		NA		11		-3
	Difference from Prior Year				NA		NA		NA		-11
	Growth from Prior Year				NA		NA		NA		-11%
Special Ed (Current)	Target and Actual Rate	30%	NA	32%	NA	34%	22%	37%	29%	40%	42%
	Total Number Meets or Higher		NA		NA		6		5		10
	Total Number Tested		NA		NA		27		17		24
	Points away from or above target		NA		NA		-12		-8		2
	Difference from Prior Year				NA		NA		7		13
	Growth from Prior Year				NA		NA		32%		45%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	40%	4%	NA	7%	50%	10%	60%
	Total Number Meets or Higher		NA		2		NA		3		3
	Total Number Tested		NA		5		NA		6		5
	Points away from or above target		NA		38		NA		43		50
	Difference from Prior Year				NA		NA		NA		10
	Growth from Prior Year				NA		NA		NA		20%
Eco. Dis.	Target and Actual Rate	37%	24%	39%	47%	41%	39%	44%	57%	47%	43%
	Total Number Meets or Higher		20		37		40		52		33
	Total Number Tested		85		78		103		92		77
	Points away from or above target		-13		8		-2		13		-4
	Difference from Prior Year				23		-8		18		-14
	Growth from Prior Year				96%		-17%		46%		-25%
Emergent Bilingual	Target and Actual Rate	43%	27%	45%	51%	47%	45%	50%	62%	53%	45%
	Total Number Meets or Higher		17		23		26		21		24
	Total Number Tested		63		45		58		39		53
	Points away from or above target		-16		6		-2		12		-8
	Difference from Prior Year				24		-6		17		-17
	Growth from Prior Year				89%		-12%		38%		-27%
Cont. Enrolled	Target and Actual Rate	50%	35%	52%	54%	54%	45%	57%	59%	60%	54%
	Total Number Meets or Higher		30		48		50		55		43
	Total Number Tested		86		89		110		93		80
	Points away from or above target		-15		2		-9		2		-6
	Difference from Prior Year				19		-9		14		-5
	Growth from Prior Year				54%		-17%		31%		-8%
Non-Cont. Enrolled	Target and Actual Rate	36%	22%	38%	NA	40%	41%	43%	44%	46%	37%
	Total Number Meets or Higher		6		NA		12		8		7
	Total Number Tested		27		NA		29		18		19
	Points away from or above target		-14		NA		1		1		-9
	Difference from Prior Year				NA		NA		3		-7
	Growth from Prior Year				NA		NA		7%		-16%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	35%	33%	37%	45%	39%	40%	42%	51%	45%	57%
	Total Number Meets or Higher		37		45		38		57		59
	Total Number Tested		112		101		94		111		104
	Points away from or above target		-2		8		1		9		12
	Difference from Prior Year				12		-5		11		6
	Growth from Prior Year				36%		-11%		28%		12%
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	20%	57%	58%	60%	71%
	Total Number Meets or Higher		NA		NA		2		7		10
	Total Number Tested		NA		NA		10		12		14
	Points away from or above target		NA		NA		-34		1		11
	Difference from Prior Year				NA		NA		38		13
	Growth from Prior Year				NA		NA		190%		22%
Hispanic	Target and Actual Rate	30%	27%	32%	45%	34%	39%	37%	48%	40%	53%
	Total Number Meets or Higher		22		38		27		42		41
	Total Number Tested		81		84		69		87		78
	Points away from or above target		-3		13		5		11		13
	Difference from Prior Year				18		-6		9		5
	Growth from Prior Year				67%		-13%		23%		10%
Asian	Target and Actual Rate	78%	NA	80%	NA	82%	63%	85%	71%	88%	100%
	Total Number Meets or Higher		NA		NA		5		5		6
	Total Number Tested		NA		NA		8		7		6
	Points away from or above target		NA		NA		-19		-14		12
	Difference from Prior Year				NA		NA		8		29
	Growth from Prior Year				NA		NA		12.7%		41%
Special Ed (Current)	Target and Actual Rate	20%	NA	22%	NA	24%	13%	27%	44%	30%	41%
	Total Number Meets or Higher		NA		NA		2		8		7
	Total Number Tested		NA		NA		15		18		17
	Points away from or above target		NA		NA		-11		17		11
	Difference from Prior Year				NA		NA		31		-3
	Growth from Prior Year				NA		NA		238%		-7%
Eco. Dis.	Target and Actual Rate	27%	32%	29%	45%	31%	37%	34%	51%	37%	54%
	Total Number Meets or Higher		29		40		30		51		47
	Total Number Tested		90		88		81		100		87
	Points away from or above target		5		16		6		17		17
	Difference from Prior Year				13		-8		14		3
	Growth from Prior Year				41%		-18%		38%		6%
Emergent Bilingual	Target and Actual Rate	31%	30%	33%	44%	35%	35%	38%	49%	41%	50%
	Total Number Meets or Higher		22		25		17		25		27
	Total Number Tested		74		57		48		58		54
	Points away from or above target		-1		11		0		11		9
	Difference from Prior Year				14		-9		14		1
	Growth from Prior Year				47%		-20%		40%		2%
Cont. Enrolled	Target and Actual Rate	39%	35%	41%	45%	43%	44%	46%	52%	49%	60%
	Total Number Meets or Higher		33		38		31		46		53
	Total Number Tested		95		84		70		88		88
	Points away from or above target		-4		4		1		6		11
	Difference from Prior Year				10		-1		8		8
	Growth from Prior Year				29%		-2%		18%		15%
Non-Cont. Enrolled	Target and Actual Rate	23%	NA	25%	NA	27%	29%	30%	48%	33%	38%
	Total Number Meets or Higher		NA		NA		7		11		6
	Total Number Tested		NA		NA		24		23		16
	Points away from or above target		NA		NA		2		18		5
	Difference from Prior Year				NA		NA		19		-10
	Growth from Prior Year				NA		NA		66%		-21%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	47%	57%	49%	59%	51%	55%	54%	76%	57%	67%
	Total Number Meets or Higher		71		77		68		73		78
	Total Number Tested		125		131		123		96		117
	Points away from or above target		10		10		4		22		10
	Difference from Prior Year				2		-4		21		-9
	Growth from Prior Year				4%		-7%		38%		-12%
African Am.	Target and Actual Rate	21%	NA	23%	NA	25%	50%	28%	71%	31%	50%
	Total Number Meets or Higher		NA		NA		9		5		6
	Total Number Tested		NA		NA		18		7		12
	Points away from or above target		NA		NA		25		43		19
	Difference from Prior Year				NA		NA		21		-21
	Growth from Prior Year				NA		NA		42%		-30%
Hispanic	Target and Actual Rate	47%	46%	49%	57%	51%	52%	54%	71%	57%	62%
	Total Number Meets or Higher		25		36		31		35		37
	Total Number Tested		54		63		60		49		60
	Points away from or above target		-1		8		1		17		5
	Difference from Prior Year				11		-5		19		-9
	Growth from Prior Year				24%		-9%		37%		-13%
White	Target and Actual Rate	58%	75%	60%	81%	62%	60%	65%	79%	68%	81%
	Total Number Meets or Higher		33		29		18		23		25
	Total Number Tested		44		36		30		29		31
	Points away from or above target		17		21		-2		14		13
	Difference from Prior Year				6		-21		19		2
	Growth from Prior Year				8%		-26%		32%		3%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	70%	57%	80%	60%	57%
	Total Number Meets or Higher		NA		NA		7		4		4
	Total Number Tested		NA		NA		10		5		7
	Points away from or above target		NA		NA		16		23		-3
	Difference from Prior Year				NA		NA		10		-23
	Growth from Prior Year				NA		NA		14%		-29%
Special Ed (Current)	Target and Actual Rate	13%	NA	15%	NA	17%	24%	20%	45%	23%	32%
	Total Number Meets or Higher		NA		NA		6		9		9
	Total Number Tested		NA		NA		25		20		28
	Points away from or above target		NA		NA		8		26		10
	Difference from Prior Year				NA		NA		21		-13
	Growth from Prior Year				NA		NA		88%		-29%
Eco. Dis.	Target and Actual Rate	31%	47%	33%	47%	35%	44%	38%	72%	41%	57%
	Total Number Meets or Higher		27		36		30		38		33
	Total Number Tested		58		76		68		53		58
	Points away from or above target		16		14		9		34		16
	Difference from Prior Year				0		-3		28		-15
	Growth from Prior Year				0%		-6%		64%		-21%
Emergent Bilingual	Target and Actual Rate	48%	46%	50%	53%	52%	50%	55%	77%	58%	53%
	Total Number Meets or Higher		12		16		12		10		9
	Total Number Tested		26		30		24		15		17
	Points away from or above target		-2		3		-2		22		-5
	Difference from Prior Year				7		-3		27		-24
	Growth from Prior Year				15%		-6%		54%		-31%
Cont. Enrolled	Target and Actual Rate	49%	57%	51%	61%	53%	58%	56%	81%	59%	67%
	Total Number Meets or Higher		61		62		56		66		68
	Total Number Tested		107		101		96		81		101
	Points away from or above target		8		10		5		25		8
	Difference from Prior Year				4		-3		23		-14
	Growth from Prior Year				7%		-5%		40%		-17%
Non-Cont. Enrolled	Target and Actual Rate	39%	NA	41%	50%	43%	44%	46%	47%	49%	63%
	Total Number Meets or Higher		NA		15		12		7		10
	Total Number Tested		NA		30		27		15		16
	Points away from or above target		NA		9		1		1		14
	Difference from Prior Year				NA		-6		3		16
	Growth from Prior Year				NA		-12%		7%		34%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	37%	37%	39%	48%	41%	56%	44%	51%	47%	60%
	Total Number Meets or Higher		42		73		75		72		91
	Total Number Tested		114		153		135		141		152
	Points away from or above target		0		9		15		7		13
	Difference from Prior Year				11		8		-5		9
	Growth from Prior Year				30%		17%		-9%		18%
African Am.	Target and Actual Rate	32%	NA	34%	36%	36%	51%	39%	53%	42%	52%
	Total Number Meets or Higher		NA		14		22		17		15
	Total Number Tested		NA		39		43		32		29
	Points away from or above target		NA		2		15		14		10
	Difference from Prior Year				NA		15		2		-1
	Growth from Prior Year				NA		42%		4%		-2%
Hispanic	Target and Actual Rate	36%	36%	38%	46%	40%	55%	43%	43%	46%	60%
	Total Number Meets or Higher		20		39		35		33		56
	Total Number Tested		55		85		64		76		94
	Points away from or above target		0		8		15		0		14
	Difference from Prior Year				10		9		-12		17
	Growth from Prior Year				28%		20%		-22%		40%
White	Target and Actual Rate	55%	NA	57%	NA	59%	50%	62%	67%	65%	71%
	Total Number Meets or Higher		NA		NA		7		12		12
	Total Number Tested		NA		NA		14		18		17
	Points away from or above target		NA		NA		-9		5		6
	Difference from Prior Year				NA		NA		17		4
	Growth from Prior Year				NA		NA		34%		6%
Asian	Target and Actual Rate	39%	NA	41%	NA	43%	88%	46%	89%	49%	71%
	Total Number Meets or Higher		NA		NA		7		8		5
	Total Number Tested		NA		NA		8		9		7
	Points away from or above target		NA		NA		45		43		22
	Difference from Prior Year				NA		NA		1		-18
	Growth from Prior Year				NA		NA		1.1%		-20%
Two or More Races	Target and Actual Rate	25%	NA	27%	NA	29%	67%	32%	33%	35%	60%
	Total Number Meets or Higher		NA		NA		4		2		3
	Total Number Tested		NA		NA		6		6		5
	Points away from or above target		NA		NA		38		1		25
	Difference from Prior Year				NA		NA		-34		27
	Growth from Prior Year				NA		NA		-51%		82%
Special Ed (Current)	Target and Actual Rate	6%	NA	8%	NA	10%	17%	13%	18%	16%	38%
	Total Number Meets or Higher		NA		NA		3		4		16
	Total Number Tested		NA		NA		18		22		42
	Points away from or above target		NA		NA		7		5		22
	Difference from Prior Year				NA		NA		1		20
	Growth from Prior Year				NA		NA		6%		111%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%	71%	7%	40%	10%	60%
	Total Number Meets or Higher		NA		NA		5		2		3
	Total Number Tested		NA		NA		7		5		5
	Points away from or above target		NA		NA		67		33		50
	Difference from Prior Year				NA		NA		-31		20
	Growth from Prior Year				NA		NA		-44%		50%
Eco. Dis.	Target and Actual Rate	33%	34%	35%	42%	37%	50%	40%	47%	43%	54%
	Total Number Meets or Higher		29		43		49		52		60
	Total Number Tested		85		103		98		111		111
	Points away from or above target		1		7		13		7		11
	Difference from Prior Year				8		8		-3		7
	Growth from Prior Year				24%		19%		-6%		15%
Emergent Bilingual	Target and Actual Rate	38%	45%	40%	49%	42%	68%	45%	42%	48%	63%
	Total Number Meets or Higher		20		25		23		10		22
	Total Number Tested		44		51		34		31		35
	Points away from or above target		7		9		26		-3		15
	Difference from Prior Year				4		19		-26		21
	Growth from Prior Year				9%		39%		-38%		50%
Cont. Enrolled	Target and Actual Rate	39%	39%	41%	49%	43%	54%	46%	54%	49%	65%
	Total Number Meets or Higher		37		63		52		60		77
	Total Number Tested		96		128		96		112		118
	Points away from or above target		0		8		11		8		16
	Difference from Prior Year				10		5		0		11
	Growth from Prior Year				26%		10%		0%		20%
Non-Cont. Enrolled	Target and Actual Rate	28%	NA	30%	40%	32%	59%	35%	41%	38%	41%
	Total Number Meets or Higher		NA		10		23		12		14
	Total Number Tested		NA		25		39		29		34
	Points away from or above target		NA		10		27		6		3
	Difference from Prior Year				NA		19		-18		0
	Growth from Prior Year				NA		48%		-31%		0%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	41%	33%	43%	52%	45%	54%	48%	44%	51%	52%
	Total Number Meets or Higher		43		80		62		68		82
	Total Number Tested		131		154		115		155		159
	Points away from or above target		-8		9		9		-4		1
	Difference from Prior Year				19		2		-10		8
	Growth from Prior Year				58%		4%		-19%		18%
African Am.	Target and Actual Rate	49%	26%	51%	42%	53%	58%	56%	42%	59%	49%
	Total Number Meets or Higher		9		23		18		19		23
	Total Number Tested		34		55		31		45		47
	Points away from or above target		-23		-9		5		-14		-10
	Difference from Prior Year				16		16		-16		7
	Growth from Prior Year				62%		38%		-28%		17%
Hispanic	Target and Actual Rate	34%	29%	36%	53%	38%	47%	41%	47%	44%	55%
	Total Number Meets or Higher		22		44		31		43		56
	Total Number Tested		77		83		66		92		102
	Points away from or above target		-5		17		9		6		11
	Difference from Prior Year				24		-6		0		8
	Growth from Prior Year				83%		-11%		0%		17%
White	Target and Actual Rate	55%	NA	57%	NA	59%	57%	62%	17%	65%	33%
	Total Number Meets or Higher		NA		NA		4		1		2
	Total Number Tested		NA		NA		7		6		6
	Points away from or above target		NA		NA		-2		-45		-32
	Difference from Prior Year				NA		NA		-40		16
	Growth from Prior Year				NA		NA		-70%		94%
Special Ed (Current)	Target and Actual Rate	8%	NA	10%	NA	12%	47%	15%	24%	18%	33%
	Total Number Meets or Higher		NA		NA		9		7		8
	Total Number Tested		NA		NA		19		29		24
	Points away from or above target		NA		NA		35		9		15
	Difference from Prior Year				NA		NA		-23		9
	Growth from Prior Year				NA		NA		-49%		38%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	80%
	Total Number Meets or Higher		NA		NA		NA		-1		4
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		70
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	38%	33%	40%	50%	42%	52%	45%	44%	48%	51%
	Total Number Meets or Higher		36		67		44		62		69
	Total Number Tested		110		133		85		140		136
	Points away from or above target		-5		10		10		-1		3
	Difference from Prior Year				17		2		-8		7
	Growth from Prior Year				52%		4%		-15%		16%
Emergent Bilingual	Target and Actual Rate	41%	30%	43%	48%	45%	39%	48%	52%	51%	49%
	Total Number Meets or Higher		20		27		16		15		37
	Total Number Tested		67		56		41		41		75
	Points away from or above target		-11		5		-6		4		-2
	Difference from Prior Year				18		-9		13		-3
	Growth from Prior Year				60%		-19%		33%		-6%
Cont. Enrolled	Target and Actual Rate	42%	30%	44%	54%	46%	52%	49%	49%	52%	52%
	Total Number Meets or Higher		28		70		47		57		62
	Total Number Tested		92		130		90		117		119
	Points away from or above target		-12		10		6		0		0
	Difference from Prior Year				24		-2		-3		3
	Growth from Prior Year				80%		-4%		-6%		6%
Non-Cont. Enrolled	Target and Actual Rate	38%	38%	40%	NA	42%	60%	45%	29%	48%	50%
	Total Number Meets or Higher		15		NA		15		11		20
	Total Number Tested		39		NA		25		38		40
	Points away from or above target		0		NA		18		-16		2
	Difference from Prior Year				NA		NA		-31		21
	Growth from Prior Year				NA		NA		-52%		72%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	44%	32%	46%	52%	48%	39%	51%	43%	54%	53%
	Total Number Meets or Higher		32		41		39		52		67
	Total Number Tested		99		79		101		121		126
	Points away from or above target		-12		6		-9		-8		-1
	Difference from Prior Year				20		-13		4		10
	Growth from Prior Year				63%		-25%		10%		23%
African Am.	Target and Actual Rate	58%	NA	60%	NA	62%	39%	65%	52%	68%	46%
	Total Number Meets or Higher		NA		NA		9		11		11
	Total Number Tested		NA		NA		23		21		24
	Points away from or above target		NA		NA		-23		-13		-22
	Difference from Prior Year				NA		NA		13		-6
	Growth from Prior Year				NA		NA		33%		-12%
Hispanic	Target and Actual Rate	42%	29%	44%	50%	46%	38%	49%	35%	52%	50%
	Total Number Meets or Higher		20		24		23		29		41
	Total Number Tested		68		48		61		83		82
	Points away from or above target		-13		6		-8		-14		-2
	Difference from Prior Year				21		-12		-3		15
	Growth from Prior Year				72%		-24%		-8%		43%
White	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	50%	50%	100%
	Total Number Meets or Higher		NA		NA		NA		3		6
	Total Number Tested		NA		NA		NA		6		6
	Points away from or above target		NA		NA		NA		3		50
	Difference from Prior Year				NA		NA		NA		50
	Growth from Prior Year				NA		NA		NA		100%
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	63%	57%	83%	60%	67%
	Total Number Meets or Higher		NA		NA		5		5		6
	Total Number Tested		NA		NA		8		6		9
	Points away from or above target		NA		NA		9		26		7
	Difference from Prior Year				NA		NA		20		-16
	Growth from Prior Year				NA		NA		31.7%		-19%
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	60%
	Total Number Meets or Higher		NA		NA		NA		-1		3
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		50
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	23%	7%	13%	10%	35%
	Total Number Meets or Higher		NA		NA		3		3		9
	Total Number Tested		NA		NA		13		23		26
	Points away from or above target		NA		NA		19		6		25
	Difference from Prior Year				NA		NA		-10		22
	Growth from Prior Year				NA		NA		-43%		169%
Eco. Dis.	Target and Actual Rate	44%	31%	46%	45%	48%	35%	51%	43%	54%	50%
	Total Number Meets or Higher		25		30		31		41		54
	Total Number Tested		81		66		89		95		109
	Points away from or above target		-13		-1		-13		-8		-4
	Difference from Prior Year				14		-10		8		7
	Growth from Prior Year				45%		-22%		23%		16%
Emergent Bilingual	Target and Actual Rate	45%	41%	47%	40%	49%	38%	52%	43%	55%	43%
	Total Number Meets or Higher		21		16		19		10		26
	Total Number Tested		51		40		50		32		60
	Points away from or above target		-4		-7		-11		-9		-12
	Difference from Prior Year				-1		-2		5		0
	Growth from Prior Year				-2%		-5%		13%		0%
Cont. Enrolled	Target and Actual Rate	41%	35%	43%	52%	45%	41%	48%	45%	51%	54%
	Total Number Meets or Higher		27		34		33		41		56
	Total Number Tested		78		66		81		92		104
	Points away from or above target		-6		9		-4		-3		3
	Difference from Prior Year				17		-11		4		9
	Growth from Prior Year				49%		-21%		10%		20%
Non-Cont. Enrolled	Target and Actual Rate	58%	NA	60%	NA	62%	30%	65%	38%	68%	50%
	Total Number Meets or Higher		NA		NA		6		11		11
	Total Number Tested		NA		NA		20		29		22
	Points away from or above target		NA		NA		-32		-27		-18
	Difference from Prior Year				NA		NA		8		12
	Growth from Prior Year				NA		NA		27%		32%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	49%	50%	51%	61%	53%	58%	56%	57%	59%	54%
	Total Number Meets or Higher		57		77		71		68		67
	Total Number Tested		113		126		123		120		123
	Points away from or above target		1		10		5		1		-5
	Difference from Prior Year				11		-3		-1		-3
	Growth from Prior Year				22%		-5%		-2%		-5%
African Am.	Target and Actual Rate	35%	NA	37%	NA	39%	67%	42%	50%	45%	57%
	Total Number Meets or Higher		NA		NA		8		8		12
	Total Number Tested		NA		NA		12		16		21
	Points away from or above target		NA		NA		28		8		12
	Difference from Prior Year				NA		NA		-17		7
	Growth from Prior Year				NA		NA		-25%		14%
Hispanic	Target and Actual Rate	45%	54%	47%	54%	49%	48%	52%	46%	55%	44%
	Total Number Meets or Higher		28		33		27		24		25
	Total Number Tested		52		61		56		52		57
	Points away from or above target		9		7		-1		-6		-11
	Difference from Prior Year				0		-6		-2		-2
	Growth from Prior Year				0%		-11%		-4%		-4%
White	Target and Actual Rate	56%	43%	58%	72%	60%	63%	63%	68%	66%	68%
	Total Number Meets or Higher		16		31		30		25		21
	Total Number Tested		37		43		48		37		31
	Points away from or above target		-13		14		3		5		2
	Difference from Prior Year				29		-9		5		0
	Growth from Prior Year				67%		-13%		8%		0%
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	31%	42%	7%	45%	42%	48%	32%
	Total Number Meets or Higher		NA		8		1		11		8
	Total Number Tested		NA		26		15		26		25
	Points away from or above target		NA		-9		-35		-3		-16
	Difference from Prior Year				NA		-24		35		-10
	Growth from Prior Year				NA		-77%		500%		-24%
Eco. Dis.	Target and Actual Rate	38%	45%	40%	57%	42%	46%	45%	50%	48%	51%
	Total Number Meets or Higher		28		45		31		40		43
	Total Number Tested		62		79		68		80		85
	Points away from or above target		7		17		4		5		3
	Difference from Prior Year				12		-11		4		1
	Growth from Prior Year				27%		-19%		9%		2%
Emergent Bilingual	Target and Actual Rate	50%	47%	52%	61%	54%	50%	57%	50%	60%	42%
	Total Number Meets or Higher		14		20		21		9		15
	Total Number Tested		30		33		42		21		36
	Points away from or above target		-3		9		-4		-7		-18
	Difference from Prior Year				14		-11		0		-8
	Growth from Prior Year				30%		-18%		0%		-16%
Cont. Enrolled	Target and Actual Rate	52%	50%	54%	61%	56%	57%	59%	59%	62%	61%
	Total Number Meets or Higher		45		63		50		48		55
	Total Number Tested		90		103		87		82		90
	Points away from or above target		-2		7		1		0		-1
	Difference from Prior Year				11		-4		2		2
	Growth from Prior Year				22%		-7%		4%		3%
Non-Cont. Enrolled	Target and Actual Rate	38%	NA	40%	NA	42%	58%	45%	53%	48%	36%
	Total Number Meets or Higher		NA		NA		21		20		12
	Total Number Tested		NA		NA		36		38		33
	Points away from or above target		NA		NA		16		8		-12
	Difference from Prior Year				NA		NA		-5		-17
	Growth from Prior Year				NA		NA		-9%		-32%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	56%	50%	58%	58%	60%	60%	63%	44%	66%	59%
	Total Number Meets or Higher		67		84		81		64		74
	Total Number Tested		135		146		135		145		125
	Points away from or above target		-6		0		0		-19		-7
	Difference from Prior Year				8		2		-16		15
	Growth from Prior Year				16%		3%		-27%		34%
African Am.	Target and Actual Rate	29%	41%	31%	33%	33%	41%	36%	30%	39%	33%
	Total Number Meets or Higher		12		13		11		15		9
	Total Number Tested		29		39		27		50		27
	Points away from or above target		12		2		8		-6		-6
	Difference from Prior Year				-8		8		-11		3
	Growth from Prior Year				-20%		24%		-27%		10%
Hispanic	Target and Actual Rate	42%	38%	44%	69%	46%	63%	49%	41%	52%	42%
	Total Number Meets or Higher		13		24		25		18		19
	Total Number Tested		34		35		40		44		45
	Points away from or above target		-4		25		17		-8		-10
	Difference from Prior Year				31		-6		-22		1
	Growth from Prior Year				82%		-9%		-35%		2%
White	Target and Actual Rate	58%	58%	60%	56%	62%	60%	65%	58%	68%	87%
	Total Number Meets or Higher		26		27		26		19		33
	Total Number Tested		45		48		43		33		38
	Points away from or above target		0		-4		-2		-7		19
	Difference from Prior Year				-2		4		-2		29
	Growth from Prior Year				-3%		7%		-3%		50%
Asian	Target and Actual Rate	88%	NA	90%	NA	92%	76%	95%	69%	98%	100%
	Total Number Meets or Higher		NA		NA		13		9		8
	Total Number Tested		NA		NA		17		13		8
	Points away from or above target		NA		NA		-16		-26		2
	Difference from Prior Year				NA		NA		-7		31
	Growth from Prior Year				NA		NA		-9.2%		45%
Two or More Races	Target and Actual Rate	67%	NA	69%	NA	71%	NA	74%	60%	77%	71%
	Total Number Meets or Higher		NA		NA		NA		3		5
	Total Number Tested		NA		NA		NA		5		7
	Points away from or above target		NA		NA		NA		-14		-6
	Difference from Prior Year				NA		NA		NA		11
	Growth from Prior Year				NA		NA		NA		18%
Special Ed (Current)	Target and Actual Rate	23%	NA	25%	NA	27%	5%	30%	26%	33%	42%
	Total Number Meets or Higher		NA		NA		1		9		10
	Total Number Tested		NA		NA		19		35		24
	Points away from or above target		NA		NA		-22		-4		9
	Difference from Prior Year				NA		NA		21		16
	Growth from Prior Year				NA		NA		420%		62%
Eco. Dis.	Target and Actual Rate	33%	26%	35%	48%	37%	53%	40%	35%	43%	51%
	Total Number Meets or Higher		15		31		42		28		36
	Total Number Tested		57		64		79		81		71
	Points away from or above target		-7		13		16		-5		8
	Difference from Prior Year				22		5		-18		16
	Growth from Prior Year				85%		10%		-34%		46%
Emergent Bilingual	Target and Actual Rate	64%	NA	66%	NA	68%	52%	71%	40%	74%	58%
	Total Number Meets or Higher		NA		NA		15		6		11
	Total Number Tested		NA		NA		29		15		19
	Points away from or above target		NA		NA		-16		-31		-16
	Difference from Prior Year				NA		NA		-12		18
	Growth from Prior Year				NA		NA		-23%		45%
Cont. Enrolled	Target and Actual Rate	63%	53%	65%	63%	67%	60%	70%	43%	73%	63%
	Total Number Meets or Higher		52		62		56		43		59
	Total Number Tested		98		98		93		99		94
	Points away from or above target		-10		-2		-7		-27		-10
	Difference from Prior Year				10		-3		-17		20
	Growth from Prior Year				19%		-5%		-28%		47%
Non-Cont. Enrolled	Target and Actual Rate	37%	41%	39%	46%	41%	60%	44%	46%	47%	48%
	Total Number Meets or Higher		15		22		25		21		15
	Total Number Tested		37		48		42		46		31
	Points away from or above target		4		7		19		2		1
	Difference from Prior Year				5		14		-14		2
	Growth from Prior Year				12%		30%		-23%		4%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	40%	42%	42%	64%	44%	47%	47%	56%	50%	48%
	Total Number Meets or Higher		45		60		47		61		50
	Total Number Tested		108		94		100		108		104
	Points away from or above target		2		22		3		9		-2
	Difference from Prior Year				22		-17		9		-8
	Growth from Prior Year				52%		-27%		19%		-14%
African Am.	Target and Actual Rate	38%	35%	40%	50%	42%	23%	45%	53%	48%	56%
	Total Number Meets or Higher		9		13		6		10		15
	Total Number Tested		26		26		26		19		27
	Points away from or above target		-3		10		-19		8		8
	Difference from Prior Year				15		-27		30		3
	Growth from Prior Year				43%		-54%		130%		6%
Hispanic	Target and Actual Rate	37%	45%	39%	61%	41%	55%	44%	55%	47%	42%
	Total Number Meets or Higher		25		27		24		36		25
	Total Number Tested		56		44		44		65		60
	Points away from or above target		8		22		14		11		-5
	Difference from Prior Year				16		-6		0		-13
	Growth from Prior Year				36%		-10%		0%		-24%
White	Target and Actual Rate	50%	NA	52%	NA	54%	57%	57%	59%	60%	50%
	Total Number Meets or Higher		NA		NA		8		10		4
	Total Number Tested		NA		NA		14		17		8
	Points away from or above target		NA		NA		3		2		-10
	Difference from Prior Year				NA		NA		2		-9
	Growth from Prior Year				NA		NA		4%		-15%
Special Ed (Current)	Target and Actual Rate	28%	NA	30%	NA	32%	8%	35%	42%	38%	42%
	Total Number Meets or Higher		NA		NA		1		11		8
	Total Number Tested		NA		NA		13		26		19
	Points away from or above target		NA		NA		-24		7		4
	Difference from Prior Year				NA		NA		34		0
	Growth from Prior Year				NA		NA		425%		0%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	38%	10%	43%
	Total Number Meets or Higher		NA		NA		NA		3		3
	Total Number Tested		NA		NA		NA		8		7
	Points away from or above target		NA		NA		NA		31		33
	Difference from Prior Year				NA		NA		NA		5
	Growth from Prior Year				NA		NA		NA		13%
Eco. Dis.	Target and Actual Rate	33%	35%	35%	62%	37%	43%	40%	55%	43%	45%
	Total Number Meets or Higher		29		40		29		46		34
	Total Number Tested		83		65		67		83		75
	Points away from or above target		2		27		6		15		2
	Difference from Prior Year				27		-19		12		-10
	Growth from Prior Year				77%		-31%		28%		-18%
Emergent Bilingual	Target and Actual Rate	30%	32%	32%	65%	34%	57%	37%	62%	40%	39%
	Total Number Meets or Higher		13		24		21		16		14
	Total Number Tested		41		37		37		30		36
	Points away from or above target		2		33		23		25		-1
	Difference from Prior Year				33		-8		5		-23
	Growth from Prior Year				103%		-12%		9%		-37%
Cont. Enrolled	Target and Actual Rate	43%	44%	45%	64%	47%	43%	50%	58%	53%	51%
	Total Number Meets or Higher		39		47		35		48		43
	Total Number Tested		88		73		81		83		85
	Points away from or above target		1		19		-4		8		-2
	Difference from Prior Year				20		-21		15		-7
	Growth from Prior Year				45%		-33%		35%		-12%
Non-Cont. Enrolled	Target and Actual Rate	35%	NA	37%	NA	39%	63%	42%	52%	45%	37%
	Total Number Meets or Higher		NA		NA		12		13		7
	Total Number Tested		NA		NA		19		25		19
	Points away from or above target		NA		NA		24		10		-8
	Difference from Prior Year				NA		NA		-11		-15
	Growth from Prior Year				NA		NA		-17%		-29%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	85%	75%	87%	82%	89%	82%	92%	84%	95%	84%
	Total Number Meets or Higher		121		138		128		128		147
	Total Number Tested		161		168		157		153		176
	Points away from or above target		-10		-5		-7		-8		-11
	Difference from Prior Year				7		0		2		0
	Growth from Prior Year				9%		0%		2%		0%
African Am.	Target and Actual Rate	88%	NA	90%	NA	92%	NA	95%	67%	98%	64%
	Total Number Meets or Higher		NA		NA		NA		8		7
	Total Number Tested		NA		NA		NA		12		11
	Points away from or above target		NA		NA		NA		-28		-34
	Difference from Prior Year				NA		NA		NA		-3
	Growth from Prior Year				NA		NA		NA		-4%
Hispanic	Target and Actual Rate	74%	70%	76%	80%	78%	83%	81%	77%	84%	72%
	Total Number Meets or Higher		21		32		25		23		28
	Total Number Tested		30		40		30		30		39
	Points away from or above target		-4		4		5		-4		-12
	Difference from Prior Year				10		3		-6		-5
	Growth from Prior Year				14%		4%		-7%		-6%
White	Target and Actual Rate	86%	79%	88%	81%	90%	83%	93%	84%	96%	88%
	Total Number Meets or Higher		67		67		72		64		70
	Total Number Tested		85		83		87		76		80
	Points away from or above target		-7		-7		-7		-9		-8
	Difference from Prior Year				2		2		1		4
	Growth from Prior Year				3%		2%		1%		5%
Asian	Target and Actual Rate	94%	87%	96%	92%	98%	79%	100%	96%	100%	92%
	Total Number Meets or Higher		26		23		23		25		36
	Total Number Tested		30		25		29		26		39
	Points away from or above target		-7		-4		-19		-4		-8
	Difference from Prior Year				5		-13		17		-4
	Growth from Prior Year				5.7%		-14.1%		21.5%		-4%
Special Ed (Current)	Target and Actual Rate	67%	NA	69%	60%	71%	63%	74%	56%	77%	57%
	Total Number Meets or Higher		NA		15		15		18		21
	Total Number Tested		NA		25		24		32		37
	Points away from or above target		NA		-9		-8		-18		-20
	Difference from Prior Year				NA		3		-7		1
	Growth from Prior Year				NA		5%		-11%		2%
Special Ed (Former)	Target and Actual Rate	100%	75%	100%	71%	100%	NA	100%	NA	100%	91%
	Total Number Meets or Higher		6		5		NA		-1		10
	Total Number Tested		8		7		NA		-1		11
	Points away from or above target		-25		-29		NA		NA		-9
	Difference from Prior Year				-4		NA		NA		NA
	Growth from Prior Year				-5%		NA		NA		NA
Eco. Dis.	Target and Actual Rate	100%	NA	102%	NA	104%	45%	107%	60%	110%	57%
	Total Number Meets or Higher		NA		NA		5		12		13
	Total Number Tested		NA		NA		11		20		23
	Points away from or above target		NA		NA		-59		-47		-53
	Difference from Prior Year				NA		NA		15		-3
	Growth from Prior Year				NA		NA		33%		-5%
Emergent Bilingual	Target and Actual Rate	82%	NA	84%	NA	86%	67%	89%	75%	92%	83%
	Total Number Meets or Higher		NA		NA		8		6		24
	Total Number Tested		NA		NA		12		8		29
	Points away from or above target		NA		NA		-19		-14		-9
	Difference from Prior Year				NA		NA		8		8
	Growth from Prior Year				NA		NA		12%		11%
Cont. Enrolled	Target and Actual Rate	86%	78%	88%	82%	90%	81%	93%	84%	96%	85%
	Total Number Meets or Higher		107		125		111		111		126
	Total Number Tested		137		152		137		132		149
	Points away from or above target		-8		-6		-9		-9		-11
	Difference from Prior Year				4		-1		3		1
	Growth from Prior Year				5%		-1%		4%		1%
Non-Cont. Enrolled	Target and Actual Rate	70%	NA	72%	NA	74%	85%	77%	81%	80%	78%
	Total Number Meets or Higher		NA		NA		17		17		21
	Total Number Tested		NA		NA		20		21		27
	Points away from or above target		NA		NA		11		4		-2
	Difference from Prior Year				NA		NA		-4		-3
	Growth from Prior Year				NA		NA		-5%		-4%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	37%	38%	39%	56%	41%	53%	44%	61%	47%	60%
	Total Number Meets or Higher		41		74		62		69		67
	Total Number Tested		107		133		116		114		112
	Points away from or above target		1		17		12		17		13
	Difference from Prior Year				18		-3		8		-1
	Growth from Prior Year				47%		-5%		15%		-2%
African Am.	Target and Actual Rate	28%	NA	30%	52%	32%	38%	35%	43%	38%	63%
	Total Number Meets or Higher		NA		16		9		9		12
	Total Number Tested		NA		31		24		21		19
	Points away from or above target		NA		22		6		8		25
	Difference from Prior Year				NA		-14		5		20
	Growth from Prior Year				NA		-27%		13%		47%
Hispanic	Target and Actual Rate	29%	27%	31%	46%	33%	51%	36%	50%	39%	57%
	Total Number Meets or Higher		14		32		34		29		39
	Total Number Tested		51		69		67		58		68
	Points away from or above target		-2		15		18		14		18
	Difference from Prior Year				19		5		-1		7
	Growth from Prior Year				70%		11%		-2%		14%
White	Target and Actual Rate	56%	NA	58%	NA	60%	73%	63%	92%	66%	80%
	Total Number Meets or Higher		NA		NA		11		24		12
	Total Number Tested		NA		NA		15		26		15
	Points away from or above target		NA		NA		13		29		14
	Difference from Prior Year				NA		NA		19		-12
	Growth from Prior Year				NA		NA		26%		-13%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	NA	60%	33%
	Total Number Meets or Higher		NA		NA		NA		-1		2
	Total Number Tested		NA		NA		NA		-1		6
	Points away from or above target		NA		NA		NA		NA		-27
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	8%	32%	39%	35%	17%
	Total Number Meets or Higher		NA		NA		1		9		4
	Total Number Tested		NA		NA		12		23		23
	Points away from or above target		NA		NA		-21		7		-18
	Difference from Prior Year				NA		NA		31		-22
	Growth from Prior Year				NA		NA		388%		-56%
Eco. Dis.	Target and Actual Rate	34%	28%	36%	45%	38%	48%	41%	47%	44%	50%
	Total Number Meets or Higher		19		38		40		39		36
	Total Number Tested		68		84		83		83		72
	Points away from or above target		-6		9		10		6		6
	Difference from Prior Year				17		3		-1		3
	Growth from Prior Year				61%		7%		-2%		6%
Emergent Bilingual	Target and Actual Rate	35%	27%	37%	44%	39%	40%	42%	41%	45%	56%
	Total Number Meets or Higher		12		19		16		6		20
	Total Number Tested		44		43		40		21		36
	Points away from or above target		-8		7		1		-1		11
	Difference from Prior Year				17		-4		1		15
	Growth from Prior Year				63%		-9%		2%		37%
Cont. Enrolled	Target and Actual Rate	35%	43%	37%	58%	39%	56%	42%	67%	45%	65%
	Total Number Meets or Higher		38		64		48		56		52
	Total Number Tested		88		110		85		83		80
	Points away from or above target		8		21		17		25		20
	Difference from Prior Year				15		-2		11		-2
	Growth from Prior Year				35%		-3%		20%		-3%
Non-Cont. Enrolled	Target and Actual Rate	42%	NA	44%	NA	46%	45%	49%	42%	52%	47%
	Total Number Meets or Higher		NA		NA		14		13		15
	Total Number Tested		NA		NA		31		31		32
	Points away from or above target		NA		NA		-1		-7		-5
	Difference from Prior Year				NA		NA		-3		5
	Growth from Prior Year				NA		NA		-7%		12%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	58%	58%	60%	71%	62%	68%	65%	70%	68%	60%
	Total Number Meets or Higher		84		105		119		119		67
	Total Number Tested		146		148		175		171		112
	Points away from or above target		0		11		6		5		-8
	Difference from Prior Year				13		-3		2		-10
	Growth from Prior Year				22%		-4%		3%		-14%
African Am.	Target and Actual Rate	50%	56%	52%	56%	54%	67%	57%	63%	60%	49%
	Total Number Meets or Higher		22		27		34		36		17
	Total Number Tested		39		48		51		57		35
	Points away from or above target		6		4		13		6		-11
	Difference from Prior Year				0		11		-4		-14
	Growth from Prior Year				0%		20%		-6%		-22%
Hispanic	Target and Actual Rate	47%	45%	49%	64%	51%	49%	54%	64%	57%	58%
	Total Number Meets or Higher		20		25		22		35		22
	Total Number Tested		44		39		45		55		38
	Points away from or above target		-2		15		-2		10		1
	Difference from Prior Year				19		-15		15		-6
	Growth from Prior Year				42%		-23%		31%		-9%
White	Target and Actual Rate	67%	NA	69%	NA	71%	76%	74%	77%	77%	64%
	Total Number Meets or Higher		NA		NA		32		20		9
	Total Number Tested		NA		NA		42		26		14
	Points away from or above target		NA		NA		5		3		-13
	Difference from Prior Year				NA		NA		1		-13
	Growth from Prior Year				NA		NA		1%		-17%
Asian	Target and Actual Rate	83%	68%	85%	88%	87%	83%	90%	92%	93%	80%
	Total Number Meets or Higher		23		30		24		24		16
	Total Number Tested		34		34		29		26		20
	Points away from or above target		-15		3		-4		2		-13
	Difference from Prior Year				20		-5		9		-12
	Growth from Prior Year				29.4%		-5.7%		10.8%		-13%
Two or More Races	Target and Actual Rate	78%	NA	80%	NA	82%	88%	85%	67%	88%	60%
	Total Number Meets or Higher		NA		NA		7		-3		3
	Total Number Tested		NA		NA		8		-3		5
	Points away from or above target		NA		NA		6		-18		-28
	Difference from Prior Year				NA		NA		-21		-7
	Growth from Prior Year				NA		NA		-24%		-10%
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	53%	7%	33%	10%	33%
	Total Number Meets or Higher		NA		NA		8		7		6
	Total Number Tested		NA		NA		15		21		18
	Points away from or above target		NA		NA		49		26		23
	Difference from Prior Year				NA		NA		-20		0
	Growth from Prior Year				NA		NA		-38%		0%
Eco. Dis.	Target and Actual Rate	51%	53%	53%	74%	55%	49%	58%	58%	61%	51%
	Total Number Meets or Higher		32		46		33		46		31
	Total Number Tested		60		62		68		80		61
	Points away from or above target		2		21		-6		0		-10
	Difference from Prior Year				21		-25		9		-7
	Growth from Prior Year				40%		-34%		18%		-12%
Emergent Bilingual	Target and Actual Rate	58%	55%	60%	74%	62%	66%	65%	67%	68%	69%
	Total Number Meets or Higher		28		31		31		22		20
	Total Number Tested		51		42		47		37		29
	Points away from or above target		-3		14		4		2		1
	Difference from Prior Year				19		-8		1		2
	Growth from Prior Year				35%		-11%		2%		3%
Cont. Enrolled	Target and Actual Rate	59%	57%	61%	73%	63%	69%	66%	72%	69%	62%
	Total Number Meets or Higher		73		90		101		101		53
	Total Number Tested		127		124		147		140		86
	Points away from or above target		-2		12		6		6		-7
	Difference from Prior Year				16		-4		3		-10
	Growth from Prior Year				28%		-5%		4%		-14%
Non-Cont. Enrolled	Target and Actual Rate	57%	NA	59%	NA	61%	64%	64%	58%	67%	54%
	Total Number Meets or Higher		NA		NA		18		18		14
	Total Number Tested		NA		NA		28		31		26
	Points away from or above target		NA		NA		3		-6		-13
	Difference from Prior Year				NA		NA		-6		-4
	Growth from Prior Year				NA		NA		-9%		-7%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	43%	39%	45%	47%	47%	46%	50%	60%	53%	52%
	Total Number Meets or Higher		49		55		49		80		60
	Total Number Tested		126		118		106		134		116
	Points away from or above target		-4		2		-1		10		-1
	Difference from Prior Year				8		-1		14		-8
	Growth from Prior Year				21%		-2%		30%		-13%
African Am.	Target and Actual Rate	31%	NA	33%	NA	35%	67%	38%	33%	41%	30%
	Total Number Meets or Higher		NA		NA		4		4		3
	Total Number Tested		NA		NA		6		12		10
	Points away from or above target		NA		NA		32		-5		-11
	Difference from Prior Year				NA		NA		-34		-3
	Growth from Prior Year				NA		NA		-51%		-9%
Hispanic	Target and Actual Rate	38%	34%	40%	44%	42%	41%	45%	57%	48%	48%
	Total Number Meets or Higher		31		38		33		52		43
	Total Number Tested		92		86		81		91		89
	Points away from or above target		-4		4		-1		12		0
	Difference from Prior Year				10		-3		16		-9
	Growth from Prior Year				29%		-7%		39%		-16%
White	Target and Actual Rate	86%	NA	88%	NA	90%	70%	93%	86%	96%	80%
	Total Number Meets or Higher		NA		NA		7		6		8
	Total Number Tested		NA		NA		10		7		10
	Points away from or above target		NA		NA		-20		-7		-16
	Difference from Prior Year				NA		NA		16		-6
	Growth from Prior Year				NA		NA		23%		-7%
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	48%	45%	24%	48%	24%
	Total Number Meets or Higher		NA		NA		10		6		8
	Total Number Tested		NA		NA		21		25		34
	Points away from or above target		NA		NA		6		-21		-24
	Difference from Prior Year				NA		NA		-24		0
	Growth from Prior Year				NA		NA		-50%		0%
Eco. Dis.	Target and Actual Rate	39%	37%	41%	41%	43%	47%	46%	58%	49%	49%
	Total Number Meets or Higher		39		37		39		66		46
	Total Number Tested		105		91		83		114		94
	Points away from or above target		-2		0		4		12		0
	Difference from Prior Year				4		6		11		-9
	Growth from Prior Year				11%		15%		23%		-16%
Emergent Bilingual	Target and Actual Rate	37%	37%	39%	46%	41%	46%	44%	58%	47%	47%
	Total Number Meets or Higher		27		26		22		14		21
	Total Number Tested		73		56		48		38		45
	Points away from or above target		0		7		5		14		0
	Difference from Prior Year				9		0		12		-11
	Growth from Prior Year				24%		0%		26%		-19%
Cont. Enrolled	Target and Actual Rate	44%	40%	46%	47%	48%	44%	51%	62%	54%	54%
	Total Number Meets or Higher		45		47		37		71		52
	Total Number Tested		113		99		85		114		96
	Points away from or above target		-4		1		-4		11		0
	Difference from Prior Year				7		-3		18		-8
	Growth from Prior Year				18%		-6%		41%		-13%
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	NA	45%	57%	48%	45%	51%	40%
	Total Number Meets or Higher		NA		NA		12		9		8
	Total Number Tested		NA		NA		21		20		20
	Points away from or above target		NA		NA		12		-3		-11
	Difference from Prior Year				NA		NA		-12		-5
	Growth from Prior Year				NA		NA		-21%		-11%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	53%	63%	55%	78%	57%	75%	60%	79%	63%	88%
	Total Number Meets or Higher		105		143		153		158		169
	Total Number Tested		167		184		205		201		193
	Points away from or above target		10		23		18		19		25
	Difference from Prior Year				15		-3		4		9
	Growth from Prior Year				24%		-4%		5%		11%
African Am.	Target and Actual Rate	43%	NA	45%	NA	47%	67%	50%	67%	53%	79%
	Total Number Meets or Higher		NA		NA		14		20		19
	Total Number Tested		NA		NA		21		30		24
	Points away from or above target		NA		NA		20		17		26
	Difference from Prior Year				NA		NA		0		12
	Growth from Prior Year				NA		NA		0%		18%
Hispanic	Target and Actual Rate	47%	61%	49%	64%	51%	67%	54%	75%	57%	82%
	Total Number Meets or Higher		25		32		31		33		31
	Total Number Tested		41		50		46		44		38
	Points away from or above target		14		15		16		21		25
	Difference from Prior Year				3		3		8		7
	Growth from Prior Year				5%		5%		12%		9%
White	Target and Actual Rate	44%	60%	46%	86%	48%	74%	51%	76%	54%	86%
	Total Number Meets or Higher		34		56		48		52		59
	Total Number Tested		57		65		65		68		69
	Points away from or above target		16		40		26		25		32
	Difference from Prior Year				26		-12		2		10
	Growth from Prior Year				43%		-14%		3%		13%
Asian	Target and Actual Rate	75%	70%	77%	79%	79%	86%	82%	89%	85%	98%
	Total Number Meets or Higher		30		34		50		41		54
	Total Number Tested		43		43		58		46		55
	Points away from or above target		-5		2		7		7		13
	Difference from Prior Year				9		7		3		9
	Growth from Prior Year				12.9%		8.9%		3.5%		10%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	92%	60%	86%
	Total Number Meets or Higher		NA		NA		NA		12		6
	Total Number Tested		NA		NA		NA		13		7
	Points away from or above target		NA		NA		NA		35		26
	Difference from Prior Year				NA		NA		NA		-6
	Growth from Prior Year				NA		NA		NA		-7%
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	48%	57%	65%	60%	50%
	Total Number Meets or Higher		NA		NA		13		20		15
	Total Number Tested		NA		NA		27		31		30
	Points away from or above target		NA		NA		-6		8		-10
	Difference from Prior Year				NA		NA		17		-15
	Growth from Prior Year				NA		NA		35%		-23%
Special Ed (Former)	Target and Actual Rate	17%	60%	19%	80%	21%	100%	24%	63%	27%	100%
	Total Number Meets or Higher		3		8		6		5		8
	Total Number Tested		5		10		6		8		8
	Points away from or above target		43		61		79		39		73
	Difference from Prior Year				20		20		-37		37
	Growth from Prior Year				33%		25%		-37%		59%
Eco. Dis.	Target and Actual Rate	41%	NA	43%	71%	45%	56%	48%	74%	51%	84%
	Total Number Meets or Higher		NA		30		22		25		26
	Total Number Tested		NA		42		39		34		31
	Points away from or above target		NA		28		11		26		33
	Difference from Prior Year				NA		-15		18		10
	Growth from Prior Year				NA		-21%		32%		14%
Emergent Bilingual	Target and Actual Rate	49%	58%	51%	58%	53%	59%	56%	71%	59%	89%
	Total Number Meets or Higher		19		19		16		9		31
	Total Number Tested		33		33		27		15		35
	Points away from or above target		9		7		6		15		30
	Difference from Prior Year				0		1		12		18
	Growth from Prior Year				0%		2%		20%		25%
Cont. Enrolled	Target and Actual Rate	53%	62%	55%	77%	57%	74%	60%	80%	63%	88%
	Total Number Meets or Higher		77		115		108		136		141
	Total Number Tested		124		149		146		171		161
	Points away from or above target		9		22		17		20		25
	Difference from Prior Year				15		-3		6		8
	Growth from Prior Year				24%		-4%		8%		10%
Non-Cont. Enrolled	Target and Actual Rate	48%	65%	50%	80%	52%	76%	55%	73%	58%	88%
	Total Number Meets or Higher		28		28		45		22		28
	Total Number Tested		43		35		59		30		32
	Points away from or above target		17		30		24		18		30
	Difference from Prior Year				15		-4		-3		15
	Growth from Prior Year				23%		-5%		-4%		21%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	41%	38%	43%	51%	45%	48%	48%	48%	51%	60%
	Total Number Meets or Higher		62		85		88		54		77
	Total Number Tested		164		167		183		112		129
	Points away from or above target		-3		8		3		0		9
	Difference from Prior Year				13		-3		0		12
	Growth from Prior Year				34%		-6%		0%		25%
African Am.	Target and Actual Rate	44%	37%	46%	59%	48%	48%	51%	34%	54%	63%
	Total Number Meets or Higher		15		30		23		12		22
	Total Number Tested		41		51		48		35		35
	Points away from or above target		-7		13		0		-17		9
	Difference from Prior Year				22		-11		-14		29
	Growth from Prior Year				59%		-19%		-29%		85%
Hispanic	Target and Actual Rate	39%	34%	41%	40%	43%	50%	46%	51%	49%	58%
	Total Number Meets or Higher		32		38		53		30		41
	Total Number Tested		94		94		106		59		71
	Points away from or above target		-5		-1		7		5		9
	Difference from Prior Year				6		10		1		7
	Growth from Prior Year				18%		25%		2%		14%
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	41%	57%	44%	60%	70%
	Total Number Meets or Higher		NA		NA		7		4		7
	Total Number Tested		NA		NA		17		9		10
	Points away from or above target		NA		NA		-13		-13		10
	Difference from Prior Year				NA		NA		3		26
	Growth from Prior Year				NA		NA		7.3%		59%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	NA	60%	50%
	Total Number Meets or Higher		NA		NA		NA		-1		3
	Total Number Tested		NA		NA		NA		-1		6
	Points away from or above target		NA		NA		NA		NA		-10
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	40%	NA	42%	NA	44%	15%	47%	41%	50%	28%
	Total Number Meets or Higher		NA		NA		3		7		7
	Total Number Tested		NA		NA		20		17		25
	Points away from or above target		NA		NA		-29		-6		-22
	Difference from Prior Year				NA		NA		26		-13
	Growth from Prior Year				NA		NA		173%		-32%
Special Ed (Former)	Target and Actual Rate	25%	29%	27%	NA	29%	67%	32%	NA	35%	80%
	Total Number Meets or Higher		2		NA		4		-1		4
	Total Number Tested		7		NA		6		-1		5
	Points away from or above target		4		NA		38		NA		45
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	37%	36%	39%	49%	41%	48%	44%	48%	47%	60%
	Total Number Meets or Higher		50		64		76		45		59
	Total Number Tested		137		131		157		93		99
	Points away from or above target		-1		10		7		4		13
	Difference from Prior Year				13		-1		0		12
	Growth from Prior Year				36%		-2%		0%		25%
Emergent Bilingual	Target and Actual Rate	36%	34%	38%	48%	40%	51%	43%	53%	46%	63%
	Total Number Meets or Higher		29		38		45		17		36
	Total Number Tested		86		80		89		35		57
	Points away from or above target		-2		10		11		10		17
	Difference from Prior Year				14		3		2		10
	Growth from Prior Year				41%		6%		4%		19%
Cont. Enrolled	Target and Actual Rate	42%	34%	44%	49%	46%	49%	49%	53%	52%	64%
	Total Number Meets or Higher		45		63		65		41		64
	Total Number Tested		131		128		132		78		100
	Points away from or above target		-8		5		3		4		12
	Difference from Prior Year				15		0		4		11
	Growth from Prior Year				44%		0%		8%		21%
Non-Cont. Enrolled	Target and Actual Rate	38%	52%	40%	56%	42%	45%	45%	38%	48%	45%
	Total Number Meets or Higher		17		22		23		13		13
	Total Number Tested		33		39		51		34		29
	Points away from or above target		14		16		3		-7		-3
	Difference from Prior Year				4		-11		-7		7
	Growth from Prior Year				8%		-20%		-16%		18%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	60%	57%	62%	64%	64%	55%	67%	75%	70%	69%
	Total Number Meets or Higher		67		89		75		126		116
	Total Number Tested		118		139		136		167		168
	Points away from or above target		-3		2		-9		8		-1
	Difference from Prior Year				7		-9		20		-6
	Growth from Prior Year				12%		-14%		36%		-8%
African Am.	Target and Actual Rate	35%	NA	37%	NA	39%	38%	42%	68%	45%	81%
	Total Number Meets or Higher		NA		NA		6		13		17
	Total Number Tested		NA		NA		16		19		21
	Points away from or above target		NA		NA		-1		26		36
	Difference from Prior Year				NA		NA		30		13
	Growth from Prior Year				NA		NA		79%		19%
Hispanic	Target and Actual Rate	63%	41%	65%	59%	67%	39%	70%	66%	73%	53%
	Total Number Meets or Higher		15		26		16		33		31
	Total Number Tested		37		44		41		50		58
	Points away from or above target		-22		-6		-28		-4		-20
	Difference from Prior Year				18		-20		27		-13
	Growth from Prior Year				44%		-34%		69%		-20%
White	Target and Actual Rate	62%	60%	64%	65%	66%	64%	69%	80%	72%	64%
	Total Number Meets or Higher		33		43		34		48		32
	Total Number Tested		55		66		53		60		50
	Points away from or above target		-2		1		-2		11		-8
	Difference from Prior Year				5		-1		16		-16
	Growth from Prior Year				8%		-2%		25%		-20%
Asian	Target and Actual Rate	82%	NA	84%	NA	86%	76%	89%	95%	92%	97%
	Total Number Meets or Higher		NA		NA		13		20		31
	Total Number Tested		NA		NA		17		21		32
	Points away from or above target		NA		NA		-10		6		5
	Difference from Prior Year				NA		NA		19		2
	Growth from Prior Year				NA		NA		25.0%		2%
Two or More Races	Target and Actual Rate	71%	NA	73%	NA	75%	NA	78%	77%	81%	71%
	Total Number Meets or Higher		NA		NA		NA		10		5
	Total Number Tested		NA		NA		NA		13		7
	Points away from or above target		NA		NA		NA		-1		-10
	Difference from Prior Year				NA		NA		NA		-6
	Growth from Prior Year				NA		NA		NA		-8%
Special Ed (Current)	Target and Actual Rate	22%	NA	24%	NA	26%	19%	29%	52%	32%	31%
	Total Number Meets or Higher		NA		NA		4		17		11
	Total Number Tested		NA		NA		21		33		35
	Points away from or above target		NA		NA		-7		23		-1
	Difference from Prior Year				NA		NA		33		-21
	Growth from Prior Year				NA		NA		174%		-40%
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	88%	100%	40%	100%	50%	100%	71%
	Total Number Meets or Higher		NA		7		2		3		10
	Total Number Tested		NA		8		5		6		14
	Points away from or above target		NA		-12		-60		-50		-29
	Difference from Prior Year				NA		-48		10		21
	Growth from Prior Year				NA		-55%		25%		42%
Eco. Dis.	Target and Actual Rate	50%	44%	52%	46%	54%	44%	57%	63%	60%	44%
	Total Number Meets or Higher		21		28		23		39		24
	Total Number Tested		48		61		52		62		55
	Points away from or above target		-6		-6		-10		6		-16
	Difference from Prior Year				2		-2		19		-19
	Growth from Prior Year				5%		-4%		43%		-30%
Emergent Bilingual	Target and Actual Rate	68%	NA	70%	NA	72%	33%	75%	83%	78%	86%
	Total Number Meets or Higher		NA		NA		8		20		32
	Total Number Tested		NA		NA		24		25		37
	Points away from or above target		NA		NA		-39		8		8
	Difference from Prior Year				NA		NA		50		3
	Growth from Prior Year				NA		NA		152%		4%
Cont. Enrolled	Target and Actual Rate	62%	57%	64%	65%	66%	57%	69%	75%	72%	65%
	Total Number Meets or Higher		59		80		56		100		89
	Total Number Tested		103		124		99		134		136
	Points away from or above target		-5		1		-9		6		-7
	Difference from Prior Year				8		-8		18		-10
	Growth from Prior Year				14%		-12%		32%		-13%
Non-Cont. Enrolled	Target and Actual Rate	47%	NA	49%	NA	51%	51%	54%	79%	57%	84%
	Total Number Meets or Higher		NA		NA		19		26		27
	Total Number Tested		NA		NA		37		33		32
	Points away from or above target		NA		NA		0		25		27
	Difference from Prior Year				NA		NA		28		5
	Growth from Prior Year				NA		NA		55%		6%

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)	2025 (Actual)
All	Target and Actual Rate	77%	75%	79%	83%	81%	74%	84%	79%	87%	79%
	Total Number Meets or Higher		88		118		119		115		119
	Total Number Tested		118		143		160		146		150
	Points away from or above target		-2		4		-7		-5		-8
	Difference from Prior Year				8		-9		5		0
	Growth from Prior Year				11%		-11%		7%		0%
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	63%	50%	86%
	Total Number Meets or Higher		NA		NA		NA		5		6
	Total Number Tested		NA		NA		NA		8		7
	Points away from or above target		NA		NA		NA		16		36
	Difference from Prior Year				NA		NA		NA		23
	Growth from Prior Year				NA		NA		NA		37%
Hispanic	Target and Actual Rate	62%	61%	64%	76%	66%	64%	69%	78%	72%	68%
	Total Number Meets or Higher		19		19		21		28		21
	Total Number Tested		31		25		33		36		31
	Points away from or above target		-1		12		-2		9		-4
	Difference from Prior Year				15		-12		14		-10
	Growth from Prior Year				25%		-16%		22%		-13%
White	Target and Actual Rate	80%	73%	82%	84%	84%	76%	87%	80%	90%	81%
	Total Number Meets or Higher		46		70		69		56		65
	Total Number Tested		63		83		91		70		80
	Points away from or above target		-7		2		-8		-7		-9
	Difference from Prior Year				11		-8		4		1
	Growth from Prior Year				15%		-10%		5%		1%
Asian	Target and Actual Rate	91%	NA	93%	NA	95%	91%	98%	84%	100%	90%
	Total Number Meets or Higher		NA		NA		21		16		19
	Total Number Tested		NA		NA		23		19		21
	Points away from or above target		NA		NA		-4		-14		-10
	Difference from Prior Year				NA		NA		-7		6
	Growth from Prior Year				NA		NA		-7.7%		7%
Two or More Races	Target and Actual Rate	71%	NA	73%	NA	75%	NA	78%	77%	81%	73%
	Total Number Meets or Higher		NA		NA		NA		10		8
	Total Number Tested		NA		NA		NA		13		11
	Points away from or above target		NA		NA		NA		-1		-8
	Difference from Prior Year				NA		NA		NA		-4
	Growth from Prior Year				NA		NA		NA		-5%
Special Ed (Current)	Target and Actual Rate	40%	NA	42%	NA	44%	55%	47%	59%	50%	50%
	Total Number Meets or Higher		NA		NA		11		16		18
	Total Number Tested		NA		NA		20		27		36
	Points away from or above target		NA		NA		11		12		0
	Difference from Prior Year				NA		NA		4		-9
	Growth from Prior Year				NA		NA		7%		-15%
Special Ed (Former)	Target and Actual Rate	75%	NA	77%	100%	79%	NA	82%	NA	85%	86%
	Total Number Meets or Higher		NA		6		NA		-1		6
	Total Number Tested		NA		6		NA		-1		7
	Points away from or above target		NA		23		NA		NA		1
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	79%	NA	81%	NA	83%	63%	86%	56%	89%	48%
	Total Number Meets or Higher		NA		NA		10		10		13
	Total Number Tested		NA		NA		16		18		27
	Points away from or above target		NA		NA		-20		-30		-41
	Difference from Prior Year				NA		NA		-7		-8
	Growth from Prior Year				NA		NA		-11%		-14%
Emergent Bilingual	Target and Actual Rate	100%	NA	100%	NA	100%	55%	100%	79%	100%	71%
	Total Number Meets or Higher		NA		NA		6		5		10
	Total Number Tested		NA		NA		11		8		14
	Points away from or above target		NA		NA		-45		-21		-29
	Difference from Prior Year				NA		NA		24		-8
	Growth from Prior Year				NA		NA		44%		-10%
Cont. Enrolled	Target and Actual Rate	77%	75%	79%	86%	81%	75%	84%	78%	87%	82%
	Total Number Meets or Higher		78		103		101		99		105
	Total Number Tested		104		120		135		127		128
	Points away from or above target		-2		7		-6		-6		-5
	Difference from Prior Year				11		-11		3		4
	Growth from Prior Year				15%		-13%		4%		5%
Non-Cont. Enrolled	Target and Actual Rate	74%	NA	76%	NA	78%	72%	81%	84%	84%	64%
	Total Number Meets or Higher		NA		NA		18		16		14
	Total Number Tested		NA		NA		25		19		22
	Points away from or above target		NA		NA		-6		3		-20
	Difference from Prior Year				NA		NA		12		-20
	Growth from Prior Year				NA		NA		17%		-24%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	34%	31%	36%	52%	38%	51%	41%	52%	44%	51%
	Total Number Meets or Higher		49		86		107		67		69
	Total Number Tested		156		165		209		130		135
	Points away from or above target		-3		16		13		11		7
	Difference from Prior Year				21		-1		1		-1
	Growth from Prior Year				68%		-2%		2%		-2%
African Am.	Target and Actual Rate	30%	18%	32%	55%	34%	42%	37%	51%	40%	59%
	Total Number Meets or Higher		9		36		32		21		32
	Total Number Tested		51		66		77		41		54
	Points away from or above target		-12		23		8		14		19
	Difference from Prior Year				37		-13		9		8
	Growth from Prior Year				206%		-24%		21%		16%
Hispanic	Target and Actual Rate	36%	35%	38%	48%	40%	59%	43%	46%	46%	42%
	Total Number Meets or Higher		29		37		54		29		25
	Total Number Tested		83		77		91		63		60
	Points away from or above target		-1		10		19		3		-4
	Difference from Prior Year				13		11		-13		-4
	Growth from Prior Year				37%		23%		-22%		-9%
White	Target and Actual Rate	38%	NA	40%	NA	42%	32%	45%	64%	48%	50%
	Total Number Meets or Higher		NA		NA		6		7		5
	Total Number Tested		NA		NA		19		11		10
	Points away from or above target		NA		NA		-10		19		2
	Difference from Prior Year				NA		NA		32		-14
	Growth from Prior Year				NA		NA		100%		-22%
Special Ed (Current)	Target and Actual Rate	19%	NA	21%	NA	23%	29%	26%	17%	29%	31%
	Total Number Meets or Higher		NA		NA		8		4		8
	Total Number Tested		NA		NA		28		24		26
	Points away from or above target		NA		NA		6		-9		2
	Difference from Prior Year				NA		NA		-12		14
	Growth from Prior Year				NA		NA		-41%		82%
Eco. Dis.	Target and Actual Rate	33%	29%	35%	50%	37%	48%	40%	45%	43%	46%
	Total Number Meets or Higher		32		69		79		44		47
	Total Number Tested		112		137		164		98		102
	Points away from or above target		-4		15		11		5		3
	Difference from Prior Year				21		-2		-3		1
	Growth from Prior Year				72%		-4%		-6%		2%
Emergent Bilingual	Target and Actual Rate	31%	35%	33%	49%	35%	58%	38%	56%	41%	61%
	Total Number Meets or Higher		22		24		37		11		23
	Total Number Tested		63		49		64		28		38
	Points away from or above target		4		16		23		18		20
	Difference from Prior Year				14		9		-2		5
	Growth from Prior Year				40%		18%		-3%		9%
Cont. Enrolled	Target and Actual Rate	37%	34%	39%	57%	41%	54%	44%	52%	47%	52%
	Total Number Meets or Higher		36		64		80		54		50
	Total Number Tested		106		112		148		104		97
	Points away from or above target		-3		18		13		8		5
	Difference from Prior Year				23		-3		-2		0
	Growth from Prior Year				68%		-5%		-4%		0%
Non-Cont. Enrolled	Target and Actual Rate	27%	26%	29%	42%	31%	44%	34%	50%	37%	50%
	Total Number Meets or Higher		13		22		27		13		19
	Total Number Tested		50		53		61		26		38
	Points away from or above target		-1		13		13		16		13
	Difference from Prior Year				16		2		6		0
	Growth from Prior Year				62%		5%		14%		0%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	68%	68%	70%	77%	72%	82%	75%	76%	78%	80%
	Total Number Meets or Higher		102		133		124		135		132
	Total Number Tested		149		172		152		177		164
	Points away from or above target		0		7		10		1		2
	Difference from Prior Year				9		5		-6		4
	Growth from Prior Year				13%		6%		-7%		5%
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	75%	67%	60%	70%	86%
	Total Number Meets or Higher		NA		NA		6		6		6
	Total Number Tested		NA		NA		8		10		7
	Points away from or above target		NA		NA		11		-7		16
	Difference from Prior Year				NA		NA		-15		26
	Growth from Prior Year				NA		NA		-20%		43%
Hispanic	Target and Actual Rate	67%	58%	69%	75%	71%	77%	74%	93%	77%	74%
	Total Number Meets or Higher		19		24		20		27		28
	Total Number Tested		33		32		26		29		38
	Points away from or above target		-9		6		6		19		-3
	Difference from Prior Year				17		2		16		-19
	Growth from Prior Year				29%		3%		21%		-20%
White	Target and Actual Rate	63%	75%	65%	78%	67%	80%	70%	73%	73%	81%
	Total Number Meets or Higher		61		82		77		86		79
	Total Number Tested		81		105		96		118		98
	Points away from or above target		12		13		13		3		8
	Difference from Prior Year				3		2		-7		8
	Growth from Prior Year				4%		3%		-9%		11%
Asian	Target and Actual Rate	100%	NA	100%	NA	100%	100%	100%	83%	100%	94%
	Total Number Meets or Higher		NA		NA		17		10		15
	Total Number Tested		NA		NA		17		12		16
	Points away from or above target		NA		NA		0		-17		-6
	Difference from Prior Year				NA		NA		-17		11
	Growth from Prior Year				NA		NA		-17.0%		13%
Two or More Races	Target and Actual Rate	80%	NA	82%	NA	84%	80%	87%	71%	90%	80%
	Total Number Meets or Higher		NA		NA		4		-3		4
	Total Number Tested		NA		NA		5		-3		5
	Points away from or above target		NA		NA		-4		-16		-10
	Difference from Prior Year				NA		NA		-9		9
	Growth from Prior Year				NA		NA		-11%		13%
Special Ed (Current)	Target and Actual Rate	39%	NA	41%	NA	43%	64%	46%	53%	49%	38%
	Total Number Meets or Higher		NA		NA		14		17		10
	Total Number Tested		NA		NA		22		32		26
	Points away from or above target		NA		NA		21		7		-11
	Difference from Prior Year				NA		NA		-11		-15
	Growth from Prior Year				NA		NA		-17%		-28%
Special Ed (Former)	Target and Actual Rate	50%	NA	52%	83%	54%	89%	57%	44%	60%	89%
	Total Number Meets or Higher		NA		5		8		4		16
	Total Number Tested		NA		6		9		9		18
	Points away from or above target		NA		31		35		-13		29
	Difference from Prior Year				NA		6		-45		45
	Growth from Prior Year				NA		7%		-51%		102%
Eco. Dis.	Target and Actual Rate	40%	NA	42%	NA	44%	73%	47%	93%	50%	62%
	Total Number Meets or Higher		NA		NA		11		13		13
	Total Number Tested		NA		NA		15		14		21
	Points away from or above target		NA		NA		29		46		12
	Difference from Prior Year				NA		NA		20		-31
	Growth from Prior Year				NA		NA		27%		-33%
Emergent Bilingual	Target and Actual Rate	89%	NA	91%	NA	93%	70%	96%	NA	99%	93%
	Total Number Meets or Higher		NA		NA		7		-1		13
	Total Number Tested		NA		NA		10		-1		14
	Points away from or above target		NA		NA		-23		NA		-6
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Cont. Enrolled	Target and Actual Rate	68%	68%	70%	80%	72%	81%	75%	78%	78%	80%
	Total Number Meets or Higher		96		121		111		124		114
	Total Number Tested		141		152		137		159		142
	Points away from or above target		0		10		9		3		2
	Difference from Prior Year				12		1		-3		2
	Growth from Prior Year				18%		1%		-4%		3%
Non-Cont. Enrolled	Target and Actual Rate	69%	NA	71%	NA	73%	87%	76%	61%	79%	82%
	Total Number Meets or Higher		NA		NA		13		11		18
	Total Number Tested		NA		NA		15		18		22
	Points away from or above target		NA		NA		14		-15		3
	Difference from Prior Year				NA		NA		-26		21
	Growth from Prior Year				NA		NA		-30%		34%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	28%	31%	30%	44%	32%	32%	35%	40%	38%	27%
	Total Number Meets or Higher		31		61		46		51		37
	Total Number Tested		101		138		143		128		137
	Points away from or above target		3		14		0		5		-11
	Difference from Prior Year				13		-12		8		-13
	Growth from Prior Year				42%		-27%		25%		-33%
African Am.	Target and Actual Rate	17%	NA	19%	50%	21%	31%	24%	39%	27%	39%
	Total Number Meets or Higher		NA		14		11		9		9
	Total Number Tested		NA		28		35		23		23
	Points away from or above target		NA		31		10		15		12
	Difference from Prior Year				NA		-19		8		0
	Growth from Prior Year				NA		-38%		26%		0%
Hispanic	Target and Actual Rate	26%	28%	28%	40%	30%	32%	33%	34%	36%	24%
	Total Number Meets or Higher		19		36		31		29		25
	Total Number Tested		68		90		97		86		105
	Points away from or above target		2		12		2		1		-12
	Difference from Prior Year				12		-8		2		-10
	Growth from Prior Year				43%		-20%		6%		-29%
Special Ed (Current)	Target and Actual Rate	19%	NA	21%	NA	23%	21%	26%	21%	29%	13%
	Total Number Meets or Higher		NA		NA		3		3		1
	Total Number Tested		NA		NA		14		14		8
	Points away from or above target		NA		NA		-2		-5		-16
	Difference from Prior Year				NA		NA		0		-8
	Growth from Prior Year				NA		NA		0%		-38%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	40%	4%	NA	7%	NA	10%	0%
	Total Number Meets or Higher		NA		2		NA		-1		0
	Total Number Tested		NA		5		NA		-1		5
	Points away from or above target		NA		38		NA		NA		-10
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	24%	28%	26%	43%	28%	30%	31%	36%	34%	25%
	Total Number Meets or Higher		25		55		37		41		31
	Total Number Tested		89		127		122		114		126
	Points away from or above target		4		17		2		5		-9
	Difference from Prior Year				15		-13		6		-11
	Growth from Prior Year				54%		-30%		20%		-31%
Emergent Bilingual	Target and Actual Rate	23%	27%	25%	45%	27%	36%	30%	32%	33%	26%
	Total Number Meets or Higher		16		34		24		16		23
	Total Number Tested		60		76		67		61		89
	Points away from or above target		4		20		9		2		-7
	Difference from Prior Year				18		-9		-4		-6
	Growth from Prior Year				67%		-20%		-11%		-19%
Cont. Enrolled	Target and Actual Rate	27%	32%	29%	41%	31%	33%	34%	45%	37%	29%
	Total Number Meets or Higher		23		40		33		45		29
	Total Number Tested		72		97		101		100		100
	Points away from or above target		5		12		2		11		-8
	Difference from Prior Year				9		-8		12		-16
	Growth from Prior Year				28%		-20%		36%		-36%
Non-Cont. Enrolled	Target and Actual Rate	31%	28%	33%	51%	35%	31%	38%	21%	41%	22%
	Total Number Meets or Higher		8		21		13		6		8
	Total Number Tested		29		41		42		28		37
	Points away from or above target		-3		18		-4		-17		-19
	Difference from Prior Year				23		-20		-10		1
	Growth from Prior Year				82%		-39%		-32%		5%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	35%	44%	54%	46%	48%	49%	56%	52%	58%
	Total Number Meets or Higher		44		68		68		63		87
	Total Number Tested		127		125		143		112		149
	Points away from or above target		-7		10		2		7		6
	Difference from Prior Year				19		-6		8		2
	Growth from Prior Year				54%		-11%		17%		4%
African Am.	Target and Actual Rate	28%	24%	30%	29%	32%	48%	35%	57%	38%	62%
	Total Number Meets or Higher		9		10		22		13		34
	Total Number Tested		37		35		46		23		55
	Points away from or above target		-4		-1		16		22		24
	Difference from Prior Year				5		19		9		5
	Growth from Prior Year				21%		66%		19%		9%
Hispanic	Target and Actual Rate	46%	31%	48%	62%	50%	49%	53%	55%	56%	53%
	Total Number Meets or Higher		19		41		39		36		39
	Total Number Tested		62		66		79		65		73
	Points away from or above target		-15		14		-1		2		-3
	Difference from Prior Year				31		-13		6		-2
	Growth from Prior Year				100%		-21%		12%		-4%
White	Target and Actual Rate	50%	NA	52%	NA	54%	30%	57%	73%	60%	86%
	Total Number Meets or Higher		NA		NA		3		8		6
	Total Number Tested		NA		NA		10		11		7
	Points away from or above target		NA		NA		-24		16		26
	Difference from Prior Year				NA		NA		43		13
	Growth from Prior Year				NA		NA		143%		18%
Asian	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	60%	50%	75%
	Total Number Meets or Higher		NA		NA		NA		-3		6
	Total Number Tested		NA		NA		NA		-3		8
	Points away from or above target		NA		NA		NA		13		25
	Difference from Prior Year				NA		NA		NA		15
	Growth from Prior Year				NA		NA		NA		25%
Special Ed (Current)	Target and Actual Rate	33%	NA	35%	NA	37%	22%	40%	39%	43%	27%
	Total Number Meets or Higher		NA		NA		5		9		7
	Total Number Tested		NA		NA		23		23		26
	Points away from or above target		NA		NA		-15		-1		-16
	Difference from Prior Year				NA		NA		17		-12
	Growth from Prior Year				NA		NA		77%		-31%
Eco. Dis.	Target and Actual Rate	38%	26%	40%	52%	42%	42%	45%	57%	48%	56%
	Total Number Meets or Higher		26		50		44		49		59
	Total Number Tested		99		97		106		86		105
	Points away from or above target		-12		12		0		12		8
	Difference from Prior Year				26		-10		15		-1
	Growth from Prior Year				100%		-19%		36%		-2%
Emergent Bilingual	Target and Actual Rate	45%	34%	47%	57%	49%	50%	52%	57%	55%	52%
	Total Number Meets or Higher		20		28		26		20		28
	Total Number Tested		58		49		52		40		54
	Points away from or above target		-11		10		1		5		-3
	Difference from Prior Year				23		-7		7		-5
	Growth from Prior Year				68%		-12%		14%		-9%
Cont. Enrolled	Target and Actual Rate	46%	37%	48%	52%	50%	52%	53%	55%	56%	61%
	Total Number Meets or Higher		35		50		56		47		55
	Total Number Tested		94		97		108		86		90
	Points away from or above target		-9		4		2		2		5
	Difference from Prior Year				15		0		3		6
	Growth from Prior Year				41%		0%		6%		11%
Non-Cont. Enrolled	Target and Actual Rate	28%	27%	30%	64%	32%	34%	35%	62%	38%	54%
	Total Number Meets or Higher		9		18		12		16		32
	Total Number Tested		33		28		35		26		59
	Points away from or above target		-1		34		2		27		16
	Difference from Prior Year				37		-30		28		-8
	Growth from Prior Year				137%		-47%		82%		-13%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	72%	62%	74%	85%	76%	78%	79%	84%	82%	83%
	Total Number Meets or Higher		100		159		138		157		161
	Total Number Tested		161		186		176		188		195
	Points away from or above target		-10		11		2		5		1
	Difference from Prior Year				23		-7		6		-1
	Growth from Prior Year				37%		-8%		8%		-1%
African Am.	Target and Actual Rate	61%	NA	63%	80%	65%	62%	68%	86%	71%	73%
	Total Number Meets or Higher		NA		20		13		18		24
	Total Number Tested		NA		25		21		21		33
	Points away from or above target		NA		17		-3		18		2
	Difference from Prior Year				NA		-18		24		-13
	Growth from Prior Year				NA		-23%		39%		-15%
Hispanic	Target and Actual Rate	72%	52%	74%	76%	76%	67%	79%	66%	82%	73%
	Total Number Meets or Higher		13		25		22		23		24
	Total Number Tested		25		33		33		35		33
	Points away from or above target		-20		2		-9		-13		-9
	Difference from Prior Year				24		-9		-1		7
	Growth from Prior Year				46%		-12%		-1%		11%
White	Target and Actual Rate	69%	63%	71%	84%	73%	79%	76%	86%	79%	83%
	Total Number Meets or Higher		35		46		46		44		53
	Total Number Tested		56		55		58		51		64
	Points away from or above target		-6		13		6		10		4
	Difference from Prior Year				21		-5		7		-3
	Growth from Prior Year				33%		-6%		9%		-3%
Asian	Target and Actual Rate	85%	64%	87%	94%	89%	91%	92%	89%	95%	92%
	Total Number Meets or Higher		37		62		51		63		49
	Total Number Tested		58		66		56		71		53
	Points away from or above target		-21		7		2		-3		-3
	Difference from Prior Year				30		-3		-2		3
	Growth from Prior Year				46.9%		-3.2%		-2.2%		3%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	90%	60%	92%
	Total Number Meets or Higher		NA		NA		NA		9		11
	Total Number Tested		NA		NA		NA		10		12
	Points away from or above target		NA		NA		NA		33		32
	Difference from Prior Year				NA		NA		NA		2
	Growth from Prior Year				NA		NA		NA		2%
Special Ed (Current)	Target and Actual Rate	42%	NA	44%	NA	46%	55%	49%	50%	52%	57%
	Total Number Meets or Higher		NA		NA		17		16		27
	Total Number Tested		NA		NA		31		32		47
	Points away from or above target		NA		NA		9		1		5
	Difference from Prior Year				NA		NA		-5		7
	Growth from Prior Year				NA		NA		-9%		14%
Special Ed (Former)	Target and Actual Rate	80%	NA	82%	NA	84%	NA	87%	100%	90%	100%
	Total Number Meets or Higher		NA		NA		NA		5		9
	Total Number Tested		NA		NA		NA		5		9
	Points away from or above target		NA		NA		NA		13		10
	Difference from Prior Year				NA		NA		NA		0
	Growth from Prior Year				NA		NA		NA		0%
Eco. Dis.	Target and Actual Rate	50%	NA	52%	81%	54%	57%	57%	79%	60%	67%
	Total Number Meets or Higher		NA		26		21		23		29
	Total Number Tested		NA		32		37		29		43
	Points away from or above target		NA		29		3		22		7
	Difference from Prior Year				NA		-24		22		-12
	Growth from Prior Year				NA		-30%		39%		-15%
Emergent Bilingual	Target and Actual Rate	81%	63%	83%	94%	85%	74%	88%	81%	91%	90%
	Total Number Meets or Higher		20		45		17		24		53
	Total Number Tested		32		48		23		34		59
	Points away from or above target		-18		11		-11		-7		-1
	Difference from Prior Year				31		-20		7		9
	Growth from Prior Year				49%		-21%		9%		11%
Cont. Enrolled	Target and Actual Rate	72%	62%	74%	85%	76%	79%	79%	85%	82%	82%
	Total Number Meets or Higher		83		135		120		131		130
	Total Number Tested		134		159		151		154		158
	Points away from or above target		-10		11		3		6		0
	Difference from Prior Year				23		-6		6		-3
	Growth from Prior Year				37%		-7%		8%		-4%
Non-Cont. Enrolled	Target and Actual Rate	75%	63%	77%	89%	79%	72%	82%	76%	85%	84%
	Total Number Meets or Higher		17		24		18		26		31
	Total Number Tested		27		27		25		34		37
	Points away from or above target		-12		12		-7		-6		-1
	Difference from Prior Year				26		-17		4		8
	Growth from Prior Year				41%		-19%		6%		11%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	70%	70%	72%	73%	74%	79%	77%	70%	80%	78%
	Total Number Meets or Higher		123		210		150		151		158
	Total Number Tested		175		287		190		217		202
	Points away from or above target		0		1		5		-7		-2
	Difference from Prior Year				3		6		-9		8
	Growth from Prior Year				4%		8%		-11%		11%
African Am.	Target and Actual Rate	29%	NA	31%	60%	33%	80%	36%	44%	39%	64%
	Total Number Meets or Higher		NA		21		20		8		14
	Total Number Tested		NA		35		25		18		22
	Points away from or above target		NA		29		47		8		25
	Difference from Prior Year				NA		20		-36		20
	Growth from Prior Year				NA		33%		-45%		45%
Hispanic	Target and Actual Rate	70%	59%	72%	77%	74%	70%	77%	61%	80%	79%
	Total Number Meets or Higher		19		40		28		25		31
	Total Number Tested		32		52		40		41		39
	Points away from or above target		-11		5		-4		-16		-1
	Difference from Prior Year				18		-7		-9		18
	Growth from Prior Year				31%		-9%		-13%		30%
White	Target and Actual Rate	68%	73%	70%	70%	72%	78%	75%	69%	78%	75%
	Total Number Meets or Higher		61		78		43		53		51
	Total Number Tested		84		111		55		77		68
	Points away from or above target		5		0		6		-6		-3
	Difference from Prior Year				-3		8		-9		6
	Growth from Prior Year				-4%		11%		-12%		9%
Asian	Target and Actual Rate	86%	76%	88%	86%	90%	82%	93%	84%	96%	87%
	Total Number Meets or Higher		25		55		51		57		54
	Total Number Tested		33		64		62		68		62
	Points away from or above target		-10		-2		-8		-9		-9
	Difference from Prior Year				10		-4		2		3
	Growth from Prior Year				13.2%		-4.7%		2.4%		4%
Special Ed (Current)	Target and Actual Rate	45%	NA	47%	48%	49%	64%	52%	28%	55%	23%
	Total Number Meets or Higher		NA		15		9		5		5
	Total Number Tested		NA		31		14		18		22
	Points away from or above target		NA		1		15		-24		-32
	Difference from Prior Year				NA		16		-36		-5
	Growth from Prior Year				NA		33%		-56%		-18%
Special Ed (Former)	Target and Actual Rate	67%	NA	69%	71%	71%	NA	74%	69%	77%	92%
	Total Number Meets or Higher		NA		5		NA		9		11
	Total Number Tested		NA		7		NA		13		12
	Points away from or above target		NA		2		NA		-5		15
	Difference from Prior Year				NA		NA		NA		23
	Growth from Prior Year				NA		NA		NA		33%
Eco. Dis.	Target and Actual Rate	17%	NA	19%	62%	21%	63%	24%	67%	27%	59%
	Total Number Meets or Higher		NA		21		15		24		19
	Total Number Tested		NA		34		24		36		32
	Points away from or above target		NA		43		42		43		32
	Difference from Prior Year				NA		1		4		-8
	Growth from Prior Year				NA		2%		6%		-12%
Emergent Bilingual	Target and Actual Rate	76%	52%	78%	72%	80%	59%	83%	68%	86%	72%
	Total Number Meets or Higher		14		28		19		12		31
	Total Number Tested		27		39		32		26		43
	Points away from or above target		-24		-6		-21		-15		-14
	Difference from Prior Year				20		-13		9		4
	Growth from Prior Year				38%		-18%		15%		6%
Cont. Enrolled	Target and Actual Rate	74%	71%	76%	71%	78%	77%	81%	69%	84%	79%
	Total Number Meets or Higher		90		153		106		111		133
	Total Number Tested		127		215		137		161		169
	Points away from or above target		-3		-5		-1		-12		-5
	Difference from Prior Year				0		6		-8		10
	Growth from Prior Year				0%		8%		-10%		14%
Non-Cont. Enrolled	Target and Actual Rate	63%	69%	65%	79%	67%	83%	70%	71%	73%	76%
	Total Number Meets or Higher		33		57		44		40		25
	Total Number Tested		48		72		53		56		33
	Points away from or above target		6		14		16		1		3
	Difference from Prior Year				10		4		-12		5
	Growth from Prior Year				14%		5%		-14%		7%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	50%	46%	52%	55%	54%	51%	57%	42%	60%	59%
	Total Number Meets or Higher		58		64		70		56		74
	Total Number Tested		126		117		138		134		126
	Points away from or above target		-4		3		-3		-15		-1
	Difference from Prior Year				9		-4		-9		17
	Growth from Prior Year				20%		-7%		-18%		40%
African Am.	Target and Actual Rate	23%	NA	25%	NA	27%	54%	30%	26%	33%	58%
	Total Number Meets or Higher		NA		NA		13		9		14
	Total Number Tested		NA		NA		24		34		24
	Points away from or above target		NA		NA		27		-4		25
	Difference from Prior Year				NA		NA		-28		32
	Growth from Prior Year				NA		NA		-52%		123%
Hispanic	Target and Actual Rate	53%	45%	55%	46%	57%	45%	60%	38%	63%	50%
	Total Number Meets or Higher		29		32		36		27		34
	Total Number Tested		64		69		80		71		68
	Points away from or above target		-8		-9		-12		-22		-13
	Difference from Prior Year				1		-1		-7		12
	Growth from Prior Year				2%		-2%		-16%		32%
Asian	Target and Actual Rate	70%	NA	72%	NA	74%	56%	77%	64%	80%	78%
	Total Number Meets or Higher		NA		NA		9		14		18
	Total Number Tested		NA		NA		16		22		23
	Points away from or above target		NA		NA		-18		-13		-2
	Difference from Prior Year				NA		NA		8		14
	Growth from Prior Year				NA		NA		14.3%		22%
Special Ed (Current)	Target and Actual Rate	36%	NA	38%	NA	40%	35%	43%	25%	46%	33%
	Total Number Meets or Higher		NA		NA		9		5		10
	Total Number Tested		NA		NA		26		20		30
	Points away from or above target		NA		NA		-5		-18		-13
	Difference from Prior Year				NA		NA		-10		8
	Growth from Prior Year				NA		NA		-29%		32%
Eco. Dis.	Target and Actual Rate	45%	44%	47%	48%	49%	46%	52%	34%	55%	53%
	Total Number Meets or Higher		41		46		44		36		49
	Total Number Tested		94		95		95		105		93
	Points away from or above target		-1		1		-3		-18		-2
	Difference from Prior Year				4		-2		-12		19
	Growth from Prior Year				9%		-4%		-26%		56%
Emergent Bilingual	Target and Actual Rate	50%	48%	52%	55%	54%	47%	57%	43%	60%	55%
	Total Number Meets or Higher		29		30		26		12		27
	Total Number Tested		61		55		55		36		49
	Points away from or above target		-2		3		-7		-14		-5
	Difference from Prior Year				7		-8		-4		12
	Growth from Prior Year				15%		-15%		-9%		28%
Cont. Enrolled	Target and Actual Rate	51%	47%	53%	55%	55%	51%	58%	43%	61%	65%
	Total Number Meets or Higher		52		51		55		42		62
	Total Number Tested		110		92		108		97		96
	Points away from or above target		-4		2		-4		-15		4
	Difference from Prior Year				8		-4		-8		22
	Growth from Prior Year				17%		-7%		-16%		51%
Non-Cont. Enrolled	Target and Actual Rate	47%	NA	49%	52%	51%	50%	54%	38%	57%	40%
	Total Number Meets or Higher		NA		13		15		14		12
	Total Number Tested		NA		25		30		37		30
	Points away from or above target		NA		3		-1		-16		-17
	Difference from Prior Year				NA		-2		-12		2
	Growth from Prior Year				NA		-4%		-24%		5%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	40%	48%	42%	58%	44%	64%	47%	58%	50%	55%
	Total Number Meets or Higher		56		71		58		63		60
	Total Number Tested		116		123		90		108		110
	Points away from or above target		8		16		20		11		5
	Difference from Prior Year				10		6		-6		-3
	Growth from Prior Year				21%		10%		-9%		-5%
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	61%	57%	38%	60%	53%
	Total Number Meets or Higher		NA		NA		11		9		10
	Total Number Tested		NA		NA		18		24		19
	Points away from or above target		NA		NA		7		-19		-7
	Difference from Prior Year				NA		NA		-23		15
	Growth from Prior Year				NA		NA		-38%		39%
Hispanic	Target and Actual Rate	33%	47%	35%	56%	37%	60%	40%	56%	43%	48%
	Total Number Meets or Higher		25		29		24		27		24
	Total Number Tested		53		52		40		48		50
	Points away from or above target		14		21		23		16		5
	Difference from Prior Year				9		4		-4		-8
	Growth from Prior Year				19%		7%		-7%		-14%
White	Target and Actual Rate	63%	NA	65%	63%	67%	72%	70%	75%	73%	57%
	Total Number Meets or Higher		NA		17		13		9		12
	Total Number Tested		NA		27		18		12		21
	Points away from or above target		NA		-2		5		5		-16
	Difference from Prior Year				NA		9		3		-18
	Growth from Prior Year				NA		14%		4%		-24%
Asian	Target and Actual Rate	40%	NA	42%	NA	44%	70%	47%	75%	50%	56%
	Total Number Meets or Higher		NA		NA		7		12		5
	Total Number Tested		NA		NA		10		16		9
	Points away from or above target		NA		NA		26		28		6
	Difference from Prior Year				NA		NA		5		-19
	Growth from Prior Year				NA		NA		7.1%		-25%
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	NA	100%	71%	100%	82%
	Total Number Meets or Higher		NA		NA		NA		-3		9
	Total Number Tested		NA		NA		NA		-3		11
	Points away from or above target		NA		NA		NA		-29		-18
	Difference from Prior Year				NA		NA		NA		11
	Growth from Prior Year				NA		NA		NA		15%
Special Ed (Current)	Target and Actual Rate	23%	NA	25%	NA	27%	20%	30%	40%	33%	26%
	Total Number Meets or Higher		NA		NA		2		8		5
	Total Number Tested		NA		NA		10		20		19
	Points away from or above target		NA		NA		-7		10		-7
	Difference from Prior Year				NA		NA		20		-14
	Growth from Prior Year				NA		NA		100%		-35%
Eco. Dis.	Target and Actual Rate	34%	36%	36%	50%	38%	58%	41%	51%	44%	45%
	Total Number Meets or Higher		24		42		30		39		29
	Total Number Tested		67		84		52		76		64
	Points away from or above target		2		14		20		10		1
	Difference from Prior Year				14		8		-7		-6
	Growth from Prior Year				39%		16%		-12%		-12%
Emergent Bilingual	Target and Actual Rate	36%	48%	38%	50%	40%	71%	43%	54%	46%	37%
	Total Number Meets or Higher		19		19		15		8		11
	Total Number Tested		40		38		21		20		30
	Points away from or above target		12		12		31		11		-9
	Difference from Prior Year				2		21		-17		-17
	Growth from Prior Year				4%		42%		-24%		-31%
Cont. Enrolled	Target and Actual Rate	43%	49%	45%	57%	47%	64%	50%	61%	53%	57%
	Total Number Meets or Higher		48		58		48		50		51
	Total Number Tested		98		101		75		82		90
	Points away from or above target		6		12		17		11		4
	Difference from Prior Year				8		7		-3		-4
	Growth from Prior Year				16%		12%		-5%		-7%
Non-Cont. Enrolled	Target and Actual Rate	23%	NA	25%	NA	27%	67%	30%	50%	33%	45%
	Total Number Meets or Higher		NA		NA		10		13		9
	Total Number Tested		NA		NA		15		26		20
	Points away from or above target		NA		NA		40		20		12
	Difference from Prior Year				NA		NA		-17		-5
	Growth from Prior Year				NA		NA		-25%		-10%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	57%	55%	59%	73%	61%	71%	64%	71%	67%	79%
	Total Number Meets or Higher		84		125		112		107		130
	Total Number Tested		152		172		157		150		165
	Points away from or above target		-2		14		10		7		12
	Difference from Prior Year				18		-2		0		8
	Growth from Prior Year				33%		-3%		0%		11%
African Am.	Target and Actual Rate	53%	50%	55%	76%	57%	58%	60%	65%	63%	67%
	Total Number Meets or Higher		15		22		18		15		16
	Total Number Tested		30		29		31		23		24
	Points away from or above target		-3		21		1		5		4
	Difference from Prior Year				26		-18		7		2
	Growth from Prior Year				52%		-24%		12%		3%
Hispanic	Target and Actual Rate	48%	42%	50%	63%	52%	69%	55%	63%	58%	65%
	Total Number Meets or Higher		20		40		38		29		40
	Total Number Tested		48		64		55		46		62
	Points away from or above target		-6		13		17		8		7
	Difference from Prior Year				21		6		-6		2
	Growth from Prior Year				50%		10%		-9%		3%
White	Target and Actual Rate	68%	68%	70%	73%	72%	71%	75%	77%	78%	93%
	Total Number Meets or Higher		28		32		27		23		39
	Total Number Tested		41		44		38		30		42
	Points away from or above target		0		3		-1		2		15
	Difference from Prior Year				5		-2		6		16
	Growth from Prior Year				7%		-3%		8%		21%
Asian	Target and Actual Rate	71%	62%	73%	90%	75%	93%	78%	85%	81%	97%
	Total Number Meets or Higher		16		27		28		34		28
	Total Number Tested		26		30		30		40		29
	Points away from or above target		-9		17		18		7		16
	Difference from Prior Year				28		3		-8		12
	Growth from Prior Year				45.2%		3.3%		-8.6%		14%
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	44%	7%	32%	10%	58%
	Total Number Meets or Higher		NA		NA		8		7		15
	Total Number Tested		NA		NA		18		22		26
	Points away from or above target		NA		NA		40		25		48
	Difference from Prior Year				NA		NA		-12		26
	Growth from Prior Year				NA		NA		-27%		81%
Eco. Dis.	Target and Actual Rate	46%	45%	48%	64%	50%	65%	53%	63%	56%	67%
	Total Number Meets or Higher		39		65		53		46		51
	Total Number Tested		87		101		81		73		76
	Points away from or above target		-1		16		15		10		11
	Difference from Prior Year				19		1		-2		4
	Growth from Prior Year				42%		2%		-3%		6%
Emergent Bilingual	Target and Actual Rate	57%	45%	59%	66%	61%	79%	64%	72%	67%	63%
	Total Number Meets or Higher		18		35		31		8		20
	Total Number Tested		40		53		39		17		32
	Points away from or above target		-12		7		18		8		-4
	Difference from Prior Year				21		13		-7		-9
	Growth from Prior Year				47%		20%		-9%		-13%
Cont. Enrolled	Target and Actual Rate	58%	54%	60%	74%	62%	72%	65%	73%	68%	79%
	Total Number Meets or Higher		68		103		98		90		108
	Total Number Tested		126		139		136		123		137
	Points away from or above target		-4		14		10		8		11
	Difference from Prior Year				20		-2		1		6
	Growth from Prior Year				37%		-3%		1%		8%
Non-Cont. Enrolled	Target and Actual Rate	52%	62%	54%	67%	56%	67%	59%	63%	62%	79%
	Total Number Meets or Higher		16		22		14		17		22
	Total Number Tested		26		33		21		27		28
	Points away from or above target		10		13		11		4		17
	Difference from Prior Year				5		0		-4		16
	Growth from Prior Year				8%		0%		-6%		25%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	38%	36%	40%	46%	42%	45%	45%	45%	48%	55%
	Total Number Meets or Higher		39		60		46		39		46
	Total Number Tested		107		131		103		87		83
	Points away from or above target		-2		6		3		0		7
	Difference from Prior Year				10		-1		0		10
	Growth from Prior Year				28%		-2%		0%		22%
African Am.	Target and Actual Rate	36%	NA	38%	38%	40%	26%	43%	54%	46%	50%
	Total Number Meets or Higher		NA		10		6		13		11
	Total Number Tested		NA		26		23		24		22
	Points away from or above target		NA		0		-14		11		4
	Difference from Prior Year				NA		-12		28		-4
	Growth from Prior Year				NA		-32%		108%		-7%
Hispanic	Target and Actual Rate	18%	21%	20%	39%	22%	44%	25%	47%	28%	41%
	Total Number Meets or Higher		14		28		23		20		16
	Total Number Tested		67		72		52		43		39
	Points away from or above target		3		19		22		22		13
	Difference from Prior Year				18		5		3		-6
	Growth from Prior Year				86%		13%		7%		-13%
White	Target and Actual Rate	79%	NA	81%	64%	83%	56%	86%	14%	89%	89%
	Total Number Meets or Higher		NA		16		9		2		16
	Total Number Tested		NA		25		16		14		18
	Points away from or above target		NA		-17		-27		-72		0
	Difference from Prior Year				NA		-8		-42		75
	Growth from Prior Year				NA		-13%		-75%		536%
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	14%	32%	11%	35%	17%
	Total Number Meets or Higher		NA		NA		2		2		3
	Total Number Tested		NA		NA		14		18		18
	Points away from or above target		NA		NA		-15		-21		-18
	Difference from Prior Year				NA		NA		-3		6
	Growth from Prior Year				NA		NA		-21%		55%
Eco. Dis.	Target and Actual Rate	24%	30%	26%	36%	28%	42%	31%	52%	34%	44%
	Total Number Meets or Higher		24		32		30		30		24
	Total Number Tested		81		89		72		58		55
	Points away from or above target		6		10		14		21		10
	Difference from Prior Year				6		6		10		-8
	Growth from Prior Year				20%		17%		24%		-15%
Emergent Bilingual	Target and Actual Rate	17%	17%	19%	35%	21%	40%	24%	44%	27%	33%
	Total Number Meets or Higher		7		16		16		8		8
	Total Number Tested		42		46		40		17		24
	Points away from or above target		0		16		19		20		6
	Difference from Prior Year				18		5		4		-11
	Growth from Prior Year				106%		14%		10%		-25%
Cont. Enrolled	Target and Actual Rate	44%	38%	46%	48%	48%	47%	51%	54%	54%	70%
	Total Number Meets or Higher		30		42		29		29		32
	Total Number Tested		79		88		62		54		46
	Points away from or above target		-6		2		-1		3		16
	Difference from Prior Year				10		-1		7		16
	Growth from Prior Year				26%		-2%		15%		30%
Non-Cont. Enrolled	Target and Actual Rate	26%	32%	28%	42%	30%	41%	33%	30%	36%	38%
	Total Number Meets or Higher		9		18		17		10		14
	Total Number Tested		28		43		41		33		37
	Points away from or above target		6		14		11		-3		2
	Difference from Prior Year				10		-1		-11		8
	Growth from Prior Year				31%		-2%		-27%		27%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	47%	29%	49%	34%	51%	41%	54%	32%	57%	39%
	Total Number Meets or Higher		33		39		43		52		46
	Total Number Tested		113		116		104		161		119
	Points away from or above target		-18		-15		-10		-22		-18
	Difference from Prior Year				5		7		-9		7
	Growth from Prior Year				17%		21%		-22%		22%
African Am.	Target and Actual Rate	22%	NA	24%	NA	26%	14%	29%	18%	32%	39%
	Total Number Meets or Higher		NA		NA		1		4		9
	Total Number Tested		NA		NA		7		22		23
	Points away from or above target		NA		NA		-12		-11		7
	Difference from Prior Year				NA		NA		4		21
	Growth from Prior Year				NA		NA		29%		117%
Hispanic	Target and Actual Rate	30%	20%	32%	32%	34%	26%	37%	31%	40%	22%
	Total Number Meets or Higher		11		19		12		23		12
	Total Number Tested		56		60		47		75		55
	Points away from or above target		-10		0		-8		-6		-18
	Difference from Prior Year				12		-6		5		-9
	Growth from Prior Year				60%		-19%		19%		-29%
White	Target and Actual Rate	58%	41%	60%	38%	62%	64%	65%	38%	68%	50%
	Total Number Meets or Higher		13		11		23		17		12
	Total Number Tested		32		29		36		45		24
	Points away from or above target		-17		-22		2		-27		-18
	Difference from Prior Year				-3		26		-26		12
	Growth from Prior Year				-7%		68%		-41%		32%
Asian	Target and Actual Rate	89%	NA	91%	NA	93%	71%	96%	45%	99%	100%
	Total Number Meets or Higher		NA		NA		5		5		8
	Total Number Tested		NA		NA		7		11		8
	Points away from or above target		NA		NA		-22		-51		1
	Difference from Prior Year				NA		NA		-26		55
	Growth from Prior Year				NA		NA		-37%		122%
Two or More Races	Target and Actual Rate	33%	NA	35%	NA	37%	29%	40%	38%	43%	56%
	Total Number Meets or Higher		NA		NA		2		3		5
	Total Number Tested		NA		NA		7		8		9
	Points away from or above target		NA		NA		-8		-2		13
	Difference from Prior Year				NA		NA		9		18
	Growth from Prior Year				NA		NA		31%		47%
Special Ed (Current)	Target and Actual Rate	13%	NA	15%	NA	17%	19%	20%	11%	23%	24%
	Total Number Meets or Higher		NA		NA		3		4		4
	Total Number Tested		NA		NA		16		36		17
	Points away from or above target		NA		NA		2		-9		1
	Difference from Prior Year				NA		NA		-8		13
	Growth from Prior Year				NA		NA		-42%		118%
Eco. Dis.	Target and Actual Rate	37%	21%	39%	33%	41%	28%	44%	23%	47%	28%
	Total Number Meets or Higher		15		28		19		26		23
	Total Number Tested		72		86		67		115		81
	Points away from or above target		-16		-6		-13		-21		-19
	Difference from Prior Year				12		-5		-5		5
	Growth from Prior Year				57%		-15%		-18%		22%
Emergent Bilingual	Target and Actual Rate	36%	29%	38%	30%	40%	32%	43%	21%	46%	31%
	Total Number Meets or Higher		10		11		8		8		8
	Total Number Tested		35		37		25		41		26
	Points away from or above target		-7		-8		-8		-22		-15
	Difference from Prior Year				1		2		-11		10
	Growth from Prior Year				3%		7%		-34%		48%
Cont. Enrolled	Target and Actual Rate	49%	30%	51%	34%	53%	42%	56%	31%	59%	41%
	Total Number Meets or Higher		30		33		37		42		39
	Total Number Tested		100		97		89		135		95
	Points away from or above target		-19		-17		-11		-25		-18
	Difference from Prior Year				4		8		-11		10
	Growth from Prior Year				13%		24%		-26%		32%
Non-Cont. Enrolled	Target and Actual Rate	35%	NA	37%	NA	39%	40%	42%	38%	45%	29%
	Total Number Meets or Higher		NA		NA		6		10		7
	Total Number Tested		NA		NA		15		26		24
	Points away from or above target		NA		NA		1		-4		-16
	Difference from Prior Year				NA		NA		-2		-9
	Growth from Prior Year				NA		NA		-5%		-24%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	25%	44%	39%	46%	42%	49%	29%	52%	36%
	Total Number Meets or Higher		28		54		58		45		50
	Total Number Tested		112		140		138		154		140
	Points away from or above target		-17		-5		-4		-20		-16
	Difference from Prior Year				14		3		-13		7
	Growth from Prior Year				56%		8%		-31%		24%
African Am.	Target and Actual Rate	35%	24%	37%	15%	39%	33%	42%	19%	45%	20%
	Total Number Meets or Higher		7		5		16		8		10
	Total Number Tested		29		34		49		42		49
	Points away from or above target		-11		-22		-6		-23		-25
	Difference from Prior Year				-9		18		-14		1
	Growth from Prior Year				-38%		120%		-42%		5%
Hispanic	Target and Actual Rate	38%	19%	40%	40%	42%	43%	45%	27%	48%	39%
	Total Number Meets or Higher		10		30		23		19		24
	Total Number Tested		52		75		54		70		61
	Points away from or above target		-19		0		1		-18		-9
	Difference from Prior Year				21		3		-16		12
	Growth from Prior Year				111%		7%		-37%		44%
White	Target and Actual Rate	57%	NA	59%	NA	61%	63%	64%	42%	67%	71%
	Total Number Meets or Higher		NA		NA		12		8		5
	Total Number Tested		NA		NA		19		19		7
	Points away from or above target		NA		NA		2		-22		4
	Difference from Prior Year				NA		NA		-21		29
	Growth from Prior Year				NA		NA		-33%		69%
Asian	Target and Actual Rate	57%	NA	59%	NA	61%	50%	64%	56%	67%	43%
	Total Number Meets or Higher		NA		NA		4		9		6
	Total Number Tested		NA		NA		8		16		14
	Points away from or above target		NA		NA		-11		-8		-24
	Difference from Prior Year				NA		NA		6		-13
	Growth from Prior Year				NA		NA		12%		-23%
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%	38%	7%	14%	10%	56%
	Total Number Meets or Higher		NA		NA		3		1		5
	Total Number Tested		NA		NA		8		7		9
	Points away from or above target		NA		NA		34		7		46
	Difference from Prior Year				NA		NA		-24		42
	Growth from Prior Year				NA		NA		-63%		300%
Special Ed (Current)	Target and Actual Rate	13%	NA	15%	NA	17%	29%	20%	20%	23%	18%
	Total Number Meets or Higher		NA		NA		5		6		5
	Total Number Tested		NA		NA		17		30		28
	Points away from or above target		NA		NA		12		0		-5
	Difference from Prior Year				NA		NA		-9		-2
	Growth from Prior Year				NA		NA		-31%		-10%
Eco. Dis.	Target and Actual Rate	29%	21%	31%	30%	33%	37%	36%	24%	39%	27%
	Total Number Meets or Higher		12		25		30		23		25
	Total Number Tested		56		84		82		97		93
	Points away from or above target		-8		-1		4		-12		-12
	Difference from Prior Year				9		7		-13		3
	Growth from Prior Year				43%		23%		-35%		13%
Emergent Bilingual	Target and Actual Rate	38%	17%	40%	33%	42%	36%	45%	36%	48%	50%
	Total Number Meets or Higher		8		16		13		12		23
	Total Number Tested		46		48		36		39		46
	Points away from or above target		-21		-7		-6		-9		2
	Difference from Prior Year				16		3		0		14
	Growth from Prior Year				94%		9%		0%		39%
Cont. Enrolled	Target and Actual Rate	42%	25%	44%	41%	46%	47%	49%	30%	52%	33%
	Total Number Meets or Higher		24		50		50		34		29
	Total Number Tested		95		121		107		113		88
	Points away from or above target		-17		-3		1		-19		-19
	Difference from Prior Year				16		6		-17		3
	Growth from Prior Year				64%		15%		-36%		10%
Non-Cont. Enrolled	Target and Actual Rate	43%	NA	45%	NA	47%	26%	50%	27%	53%	40%
	Total Number Meets or Higher		NA		NA		8		11		21
	Total Number Tested		NA		NA		31		41		52
	Points away from or above target		NA		NA		-21		-23		-13
	Difference from Prior Year				NA		NA		1		13
	Growth from Prior Year				NA		NA		4%		48%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	61%	46%	63%	63%	65%	52%	68%	59%	71%	59%
	Total Number Meets or Higher		69		104		66		91		84
	Total Number Tested		151		164		128		155		143
	Points away from or above target		-15		0		-13		-9		-12
	Difference from Prior Year				17		-11		7		0
	Growth from Prior Year				37%		-17%		13%		0%
African Am.	Target and Actual Rate	50%	NA	52%	NA	54%	32%	57%	27%	60%	47%
	Total Number Meets or Higher		NA		NA		6		6		9
	Total Number Tested		NA		NA		19		22		19
	Points away from or above target		NA		NA		-22		-30		-13
	Difference from Prior Year				NA		NA		-5		20
	Growth from Prior Year				NA		NA		-16%		74%
Hispanic	Target and Actual Rate	44%	50%	46%	61%	48%	49%	51%	59%	54%	59%
	Total Number Meets or Higher		19		33		19		29		22
	Total Number Tested		38		54		39		49		37
	Points away from or above target		6		15		1		8		5
	Difference from Prior Year				11		-12		10		0
	Growth from Prior Year				22%		-20%		20%		0%
White	Target and Actual Rate	70%	50%	72%	69%	74%	57%	77%	69%	80%	61%
	Total Number Meets or Higher		38		48		30		46		43
	Total Number Tested		76		70		53		67		70
	Points away from or above target		-20		-3		-17		-8		-19
	Difference from Prior Year				19		-12		12		-8
	Growth from Prior Year				38%		-17%		21%		-12%
Special Ed (Current)	Target and Actual Rate	21%	NA	23%	NA	25%	26%	28%	24%	31%	33%
	Total Number Meets or Higher		NA		NA		5		9		14
	Total Number Tested		NA		NA		19		37		42
	Points away from or above target		NA		NA		1		-4		2
	Difference from Prior Year				NA		NA		-2		9
	Growth from Prior Year				NA		NA		-8%		38%
Special Ed (Former)	Target and Actual Rate	0%	80%	2%	71%	4%	NA	7%	NA	10%	90%
	Total Number Meets or Higher		4		5		NA		-1		9
	Total Number Tested		5		7		NA		-1		10
	Points away from or above target		80		69		NA		NA		80
	Difference from Prior Year				-9		NA		NA		NA
	Growth from Prior Year				-11%		NA		NA		NA
Eco. Dis.	Target and Actual Rate	50%	43%	52%	60%	54%	43%	57%	47%	60%	40%
	Total Number Meets or Higher		23		38		19		30		18
	Total Number Tested		53		63		44		64		45
	Points away from or above target		-7		8		-11		-10		-20
	Difference from Prior Year				17		-17		4		-7
	Growth from Prior Year				40%		-28%		9%		-15%
Emergent Bilingual	Target and Actual Rate	55%	48%	57%	67%	59%	46%	62%	56%	65%	56%
	Total Number Meets or Higher		14		20		6		7		10
	Total Number Tested		29		30		13		17		18
	Points away from or above target		-7		10		-13		-6		-9
	Difference from Prior Year				19		-21		10		0
	Growth from Prior Year				40%		-31%		22%		0%
Cont. Enrolled	Target and Actual Rate	64%	48%	66%	64%	68%	54%	71%	61%	74%	60%
	Total Number Meets or Higher		62		86		56		78		71
	Total Number Tested		128		134		103		128		118
	Points away from or above target		-16		-2		-14		-10		-14
	Difference from Prior Year				16		-10		7		-1
	Growth from Prior Year				33%		-16%		13%		-2%
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	60%	41%	40%	44%	48%	47%	52%
	Total Number Meets or Higher		NA		18		10		13		13
	Total Number Tested		NA		30		25		27		25
	Points away from or above target		NA		21		-1		4		5
	Difference from Prior Year				NA		-20		8		4
	Growth from Prior Year				NA		-33%		20%		8%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	20%	13%	22%	27%	24%	24%	27%	18%	30%	36%
	Total Number Meets or Higher		14		28		23		20		53
	Total Number Tested		109		105		97		110		147
	Points away from or above target		-7		5		0		-9		6
	Difference from Prior Year				14		-3		-6		18
	Growth from Prior Year				108%		-11%		-25%		100%
African Am.	Target and Actual Rate	16%	NA	18%	NA	20%	57%	23%	24%	26%	32%
	Total Number Meets or Higher		NA		NA		4		4		8
	Total Number Tested		NA		NA		7		17		25
	Points away from or above target		NA		NA		37		1		6
	Difference from Prior Year				NA		NA		-33		8
	Growth from Prior Year				NA		NA		-58%		33%
Hispanic	Target and Actual Rate	22%	12%	24%	28%	26%	21%	29%	15%	32%	35%
	Total Number Meets or Higher		11		23		17		13		39
	Total Number Tested		89		83		82		85		112
	Points away from or above target		-10		4		-5		-14		3
	Difference from Prior Year				16		-7		-6		20
	Growth from Prior Year				133%		-25%		-29%		133%
White	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	60%
	Total Number Meets or Higher		NA		NA		NA		-1		3
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		50
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	NA	60%	60%
	Total Number Meets or Higher		NA		NA		NA		-1		3
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		0
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	18%	7%	14%	10%	25%
	Total Number Meets or Higher		NA		NA		4		4		8
	Total Number Tested		NA		NA		22		29		32
	Points away from or above target		NA		NA		14		7		15
	Difference from Prior Year				NA		NA		-4		11
	Growth from Prior Year				NA		NA		-22%		79%
Eco. Dis.	Target and Actual Rate	20%	12%	22%	26%	24%	23%	27%	18%	30%	35%
	Total Number Meets or Higher		12		27		21		19		50
	Total Number Tested		102		102		91		108		142
	Points away from or above target		-8		4		-1		-9		5
	Difference from Prior Year				14		-3		-5		17
	Growth from Prior Year				117%		-12%		-22%		94%
Emergent Bilingual	Target and Actual Rate	18%	14%	20%	27%	22%	23%	25%	16%	28%	30%
	Total Number Meets or Higher		10		16		13		6		25
	Total Number Tested		71		60		57		45		84
	Points away from or above target		-4		7		1		-9		2
	Difference from Prior Year				13		-4		-7		14
	Growth from Prior Year				93%		-15%		-30%		88%
Cont. Enrolled	Target and Actual Rate	22%	15%	24%	27%	26%	23%	29%	22%	32%	37%
	Total Number Meets or Higher		12		22		17		16		36
	Total Number Tested		78		83		73		72		98
	Points away from or above target		-7		3		-3		-7		5
	Difference from Prior Year				12		-4		-1		15
	Growth from Prior Year				80%		-15%		-4%		68%
Non-Cont. Enrolled	Target and Actual Rate	16%	6%	18%	NA	20%	25%	23%	11%	26%	35%
	Total Number Meets or Higher		2		NA		6		4		17
	Total Number Tested		31		NA		24		38		49
	Points away from or above target		-10		NA		5		-12		9
	Difference from Prior Year				NA		NA		-14		24
	Growth from Prior Year				NA		NA		-56%		218%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	38%	18%	40%	28%	42%	32%	45%	26%	48%	43%
	Total Number Meets or Higher		22		35		35		30		70
	Total Number Tested		122		125		109		116		161
	Points away from or above target		-20		-12		-10		-19		-5
	Difference from Prior Year				10		4		-6		17
	Growth from Prior Year				56%		14%		-19%		65%
African Am.	Target and Actual Rate	26%	16%	28%	10%	30%	15%	33%	11%	36%	29%
	Total Number Meets or Higher		4		3		4		3		10
	Total Number Tested		25		29		27		28		35
	Points away from or above target		-10		-18		-15		-22		-7
	Difference from Prior Year				-6		5		-4		18
	Growth from Prior Year				-38%		50%		-27%		164%
Hispanic	Target and Actual Rate	32%	15%	34%	20%	36%	29%	39%	33%	42%	41%
	Total Number Meets or Higher		9		12		16		19		35
	Total Number Tested		61		60		55		58		86
	Points away from or above target		-17		-14		-7		-6		-1
	Difference from Prior Year				5		9		4		8
	Growth from Prior Year				33%		45%		14%		24%
White	Target and Actual Rate	57%	NA	59%	NA	61%	63%	64%	25%	67%	62%
	Total Number Meets or Higher		NA		NA		12		4		16
	Total Number Tested		NA		NA		19		16		26
	Points away from or above target		NA		NA		2		-39		-5
	Difference from Prior Year				NA		NA		-38		37
	Growth from Prior Year				NA		NA		-60%		148%
Asian	Target and Actual Rate	67%	NA	69%	NA	71%	NA	74%	50%	77%	50%
	Total Number Meets or Higher		NA		NA		NA		-3		4
	Total Number Tested		NA		NA		NA		-3		8
	Points away from or above target		NA		NA		NA		-24		-27
	Difference from Prior Year				NA		NA		NA		0
	Growth from Prior Year				NA		NA		NA		0%
Two or More Races	Target and Actual Rate	33%	NA	35%	NA	37%	NA	40%	14%	43%	83%
	Total Number Meets or Higher		NA		NA		NA		1		5
	Total Number Tested		NA		NA		NA		7		6
	Points away from or above target		NA		NA		NA		-26		40
	Difference from Prior Year				NA		NA		NA		69
	Growth from Prior Year				NA		NA		NA		493%
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	23%	45%	15%	48%	24%
	Total Number Meets or Higher		NA		NA		6		4		9
	Total Number Tested		NA		NA		26		27		38
	Points away from or above target		NA		NA		-19		-30		-24
	Difference from Prior Year				NA		NA		-8		9
	Growth from Prior Year				NA		NA		-35%		60%
Eco. Dis.	Target and Actual Rate	32%	16%	34%	22%	36%	26%	39%	22%	42%	41%
	Total Number Meets or Higher		14		20		22		21		45
	Total Number Tested		89		92		86		95		110
	Points away from or above target		-16		-12		-10		-17		-1
	Difference from Prior Year				6		4		-4		19
	Growth from Prior Year				38%		18%		-15%		86%
Emergent Bilingual	Target and Actual Rate	41%	21%	43%	21%	45%	30%	48%	32%	51%	43%
	Total Number Meets or Higher		8		7		8		10		24
	Total Number Tested		38		33		27		27		56
	Points away from or above target		-20		-22		-15		-16		-8
	Difference from Prior Year				0		9		2		11
	Growth from Prior Year				0%		43%		7%		34%
Cont. Enrolled	Target and Actual Rate	43%	15%	45%	33%	47%	33%	50%	30%	53%	43%
	Total Number Meets or Higher		14		32		28		25		54
	Total Number Tested		91		98		84		84		126
	Points away from or above target		-28		-12		-14		-20		-10
	Difference from Prior Year				18		0		-3		13
	Growth from Prior Year				120%		0%		-9%		43%
Non-Cont. Enrolled	Target and Actual Rate	26%	26%	28%	11%	30%	28%	33%	16%	36%	46%
	Total Number Meets or Higher		8		3		7		5		16
	Total Number Tested		31		27		25		32		35
	Points away from or above target		0		-17		-2		-17		10
	Difference from Prior Year				-15		17		-12		30
	Growth from Prior Year				-58%		155%		-43%		188%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	65%	41%	67%	48%	69%	56%	72%	56%	75%	59%
	Total Number Meets or Higher		60		70		93		83		98
	Total Number Tested		145		145		166		149		165
	Points away from or above target		-24		-19		-13		-16		-16
	Difference from Prior Year				7		8		0		3
	Growth from Prior Year				17%		17%		0%		5%
African Am.	Target and Actual Rate	54%	NA	56%	38%	58%	39%	61%	36%	64%	41%
	Total Number Meets or Higher		NA		10		12		9		14
	Total Number Tested		NA		26		31		25		34
	Points away from or above target		NA		-18		-19		-25		-23
	Difference from Prior Year				NA		1		-3		5
	Growth from Prior Year				NA		3%		-8%		14%
Hispanic	Target and Actual Rate	50%	30%	52%	37%	54%	51%	57%	46%	60%	54%
	Total Number Meets or Higher		15		17		26		22		31
	Total Number Tested		50		46		51		48		57
	Points away from or above target		-20		-15		-3		-11		-6
	Difference from Prior Year				7		14		-5		8
	Growth from Prior Year				23%		38%		-10%		17%
White	Target and Actual Rate	78%	47%	80%	46%	82%	63%	85%	76%	88%	68%
	Total Number Meets or Higher		23		18		26		29		28
	Total Number Tested		49		39		41		38		41
	Points away from or above target		-31		-34		-19		-9		-20
	Difference from Prior Year				-1		17		13		-8
	Growth from Prior Year				-2%		37%		21%		-11%
Asian	Target and Actual Rate	81%	NA	83%	NA	85%	72%	88%	80%	91%	86%
	Total Number Meets or Higher		NA		NA		18		16		19
	Total Number Tested		NA		NA		25		20		22
	Points away from or above target		NA		NA		-13		-8		-5
	Difference from Prior Year				NA		NA		8		6
	Growth from Prior Year				NA		NA		11%		7%
Special Ed (Current)	Target and Actual Rate	21%	NA	23%	NA	25%	25%	28%	22%	31%	23%
	Total Number Meets or Higher		NA		NA		7		6		7
	Total Number Tested		NA		NA		28		27		31
	Points away from or above target		NA		NA		0		-6		-8
	Difference from Prior Year				NA		NA		-3		1
	Growth from Prior Year				NA		NA		-12%		5%
Special Ed (Former)	Target and Actual Rate	100%	40%	100%	29%	100%	NA	100%	NA	100%	80%
	Total Number Meets or Higher		2		2		NA		-1		4
	Total Number Tested		5		7		NA		-1		5
	Points away from or above target		-60		-71		NA		NA		-20
	Difference from Prior Year				-11		NA		NA		NA
	Growth from Prior Year				-28%		NA		NA		NA
Eco. Dis.	Target and Actual Rate	50%	29%	52%	36%	54%	42%	57%	48%	60%	51%
	Total Number Meets or Higher		19		24		36		37		41
	Total Number Tested		65		66		85		77		81
	Points away from or above target		-21		-16		-12		-9		-9
	Difference from Prior Year				7		6		6		3
	Growth from Prior Year				24%		17%		14%		6%
Emergent Bilingual	Target and Actual Rate	63%	39%	65%	45%	67%	48%	70%	62%	73%	52%
	Total Number Meets or Higher		14		13		10		5		14
	Total Number Tested		36		29		21		12		27
	Points away from or above target		-24		-20		-19		-8		-21
	Difference from Prior Year				6		3		14		-10
	Growth from Prior Year				15%		7%		29%		-16%
Cont. Enrolled	Target and Actual Rate	66%	40%	68%	48%	70%	55%	73%	56%	76%	63%
	Total Number Meets or Higher		50		62		74		71		90
	Total Number Tested		126		130		134		126		144
	Points away from or above target		-26		-20		-15		-17		-13
	Difference from Prior Year				8		7		1		7
	Growth from Prior Year				20%		15%		2%		13%
Non-Cont. Enrolled	Target and Actual Rate	53%	NA	55%	NA	57%	59%	60%	52%	63%	38%
	Total Number Meets or Higher		NA		NA		19		12		8
	Total Number Tested		NA		NA		32		23		21
	Points away from or above target		NA		NA		2		-8		-25
	Difference from Prior Year				NA		NA		-7		-14
	Growth from Prior Year				NA		NA		-12%		-27%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	50%	23%	52%	51%	54%	46%	57%	48%	60%	66%
	Total Number Meets or Higher		34		89		97		78		103
	Total Number Tested		149		174		210		163		155
	Points away from or above target		-27		-1		-8		-9		6
	Difference from Prior Year				28		-5		2		18
	Growth from Prior Year				122%		-10%		4%		38%
African Am.	Target and Actual Rate	35%	NA	37%	NA	39%	20%	42%	43%	45%	67%
	Total Number Meets or Higher		NA		NA		7		9		10
	Total Number Tested		NA		NA		35		21		15
	Points away from or above target		NA		NA		-19		1		22
	Difference from Prior Year				NA		NA		23		24
	Growth from Prior Year				NA		NA		115%		56%
Hispanic	Target and Actual Rate	45%	9%	47%	44%	49%	35%	52%	38%	55%	50%
	Total Number Meets or Higher		5		26		27		21		33
	Total Number Tested		53		59		77		55		66
	Points away from or above target		-36		-3		-14		-14		-5
	Difference from Prior Year				35		-9		3		12
	Growth from Prior Year				389%		-20%		9%		32%
White	Target and Actual Rate	57%	33%	59%	54%	61%	64%	64%	60%	67%	77%
	Total Number Meets or Higher		22		40		47		37		40
	Total Number Tested		67		74		74		62		52
	Points away from or above target		-24		-5		3		-4		10
	Difference from Prior Year				21		10		-4		17
	Growth from Prior Year				64%		19%		-6%		28%
Asian	Target and Actual Rate	67%	NA	69%	NA	71%	NA	74%	38%	77%	93%
	Total Number Meets or Higher		NA		NA		NA		5		13
	Total Number Tested		NA		NA		NA		13		14
	Points away from or above target		NA		NA		NA		-36		16
	Difference from Prior Year				NA		NA		NA		55
	Growth from Prior Year				NA		NA		NA		145%
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	73%	100%	55%	100%	88%
	Total Number Meets or Higher		NA		NA		8		-3		7
	Total Number Tested		NA		NA		11		-3		8
	Points away from or above target		NA		NA		-27		-45		-12
	Difference from Prior Year				NA		NA		-18		33
	Growth from Prior Year				NA		NA		-25%		60%
Special Ed (Current)	Target and Actual Rate	54%	NA	56%	NA	58%	17%	61%	16%	64%	52%
	Total Number Meets or Higher		NA		NA		6		3		14
	Total Number Tested		NA		NA		35		19		27
	Points away from or above target		NA		NA		-41		-45		-12
	Difference from Prior Year				NA		NA		-1		36
	Growth from Prior Year				NA		NA		-6%		225%
Special Ed (Former)	Target and Actual Rate	75%	20%	77%	NA	79%	38%	82%	NA	85%	80%
	Total Number Meets or Higher		1		NA		3		-1		4
	Total Number Tested		5		NA		8		-1		5
	Points away from or above target		-55		NA		-41		NA		-5
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	42%	13%	44%	43%	46%	30%	49%	41%	52%	51%
	Total Number Meets or Higher		7		33		29		29		31
	Total Number Tested		56		77		97		70		61
	Points away from or above target		-29		-1		-16		-8		-1
	Difference from Prior Year				30		-13		11		10
	Growth from Prior Year				231%		-30%		37%		24%
Emergent Bilingual	Target and Actual Rate	35%	15%	37%	38%	39%	34%	42%	32%	45%	54%
	Total Number Meets or Higher		6		17		19		5		25
	Total Number Tested		40		45		56		32		46
	Points away from or above target		-20		1		-5		-10		9
	Difference from Prior Year				23		-4		-2		22
	Growth from Prior Year				153%		-11%		-6%		69%
Cont. Enrolled	Target and Actual Rate	54%	24%	56%	54%	58%	43%	61%	46%	64%	67%
	Total Number Meets or Higher		29		78		75		63		89
	Total Number Tested		123		144		173		136		133
	Points away from or above target		-30		-2		-15		-15		3
	Difference from Prior Year				30		-11		3		21
	Growth from Prior Year				125%		-20%		7%		46%
Non-Cont. Enrolled	Target and Actual Rate	33%	19%	35%	37%	37%	59%	40%	56%	43%	64%
	Total Number Meets or Higher		5		11		22		15		14
	Total Number Tested		26		30		37		27		22
	Points away from or above target		-14		2		22		16		21
	Difference from Prior Year				18		22		-3		8
	Growth from Prior Year				95%		59%		-5%		14%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	59%	47%	61%	48%	63%	57%	66%	65%	69%	68%
	Total Number Meets or Higher		76		64		78		101		106
	Total Number Tested		163		132		136		155		156
	Points away from or above target		-12		-13		-6		-1		-1
	Difference from Prior Year				1		9		8		3
	Growth from Prior Year				2%		19%		14%		5%
African Am.	Target and Actual Rate	61%	31%	63%	25%	65%	58%	68%	31%	71%	55%
	Total Number Meets or Higher		11		8		19		9		16
	Total Number Tested		36		32		33		29		29
	Points away from or above target		-30		-38		-7		-37		-16
	Difference from Prior Year				-6		33		-27		24
	Growth from Prior Year				-19%		132%		-47%		77%
Hispanic	Target and Actual Rate	43%	44%	45%	33%	47%	40%	50%	59%	53%	63%
	Total Number Meets or Higher		25		14		19		35		38
	Total Number Tested		57		43		47		59		60
	Points away from or above target		1		-12		-7		9		10
	Difference from Prior Year				-11		7		19		4
	Growth from Prior Year				-25%		21%		48%		7%
White	Target and Actual Rate	66%	61%	68%	68%	70%	71%	73%	81%	76%	83%
	Total Number Meets or Higher		31		26		22		30		33
	Total Number Tested		51		38		31		37		40
	Points away from or above target		-5		0		1		8		7
	Difference from Prior Year				7		3		10		2
	Growth from Prior Year				11%		4%		14%		2%
Special Ed (Current)	Target and Actual Rate	27%	31%	29%	NA	31%	41%	34%	48%	37%	41%
	Total Number Meets or Higher		8		NA		9		14		18
	Total Number Tested		26		NA		22		29		44
	Points away from or above target		4		NA		10		14		4
	Difference from Prior Year				NA		NA		7		-7
	Growth from Prior Year				NA		NA		17%		-15%
Eco. Dis.	Target and Actual Rate	50%	38%	52%	31%	54%	44%	57%	48%	60%	56%
	Total Number Meets or Higher		26		19		27		34		42
	Total Number Tested		69		62		61		71		75
	Points away from or above target		-12		-21		-10		-9		-4
	Difference from Prior Year				-7		13		4		8
	Growth from Prior Year				-18%		42%		9%		17%
Emergent Bilingual	Target and Actual Rate	45%	45%	47%	48%	49%	45%	52%	61%	55%	63%
	Total Number Meets or Higher		13		12		9		10		25
	Total Number Tested		29		25		20		20		40
	Points away from or above target		0		1		-4		9		8
	Difference from Prior Year				3		-3		16		2
	Growth from Prior Year				7%		-6%		36%		3%
Cont. Enrolled	Target and Actual Rate	60%	47%	62%	48%	64%	63%	67%	67%	70%	70%
	Total Number Meets or Higher		67		51		67		87		95
	Total Number Tested		142		107		107		130		136
	Points away from or above target		-13		-14		-1		0		0
	Difference from Prior Year				1		15		4		3
	Growth from Prior Year				2%		31%		6%		4%
Non-Cont. Enrolled	Target and Actual Rate	56%	NA	58%	52%	60%	38%	63%	56%	66%	55%
	Total Number Meets or Higher		NA		13		11		14		11
	Total Number Tested		NA		25		29		25		20
	Points away from or above target		NA		-6		-22		-7		-11
	Difference from Prior Year				NA		-14		18		-1
	Growth from Prior Year				NA		-27%		47%		-2%

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)	2025 (Actual)
All	Target and Actual Rate	38%	17%	40%	26%	42%	31%	45%	19%	48%	39%
	Total Number Meets or Higher		21		30		39		24		51
	Total Number Tested		121		117		124		129		130
	Points away from or above target		-21		-14		-11		-26		-9
	Difference from Prior Year				9		5		-12		20
	Growth from Prior Year				53%		19%		-39%		105%
African Am.	Target and Actual Rate	18%	0%	20%	15%	22%	11%	25%	17%	28%	38%
	Total Number Meets or Higher		0		5		5		8		15
	Total Number Tested		34		34		44		46		39
	Points away from or above target		-18		-5		-11		-8		10
	Difference from Prior Year				15		-4		6		21
	Growth from Prior Year				NA		-27%		55%		124%
Hispanic	Target and Actual Rate	45%	14%	47%	21%	49%	37%	52%	17%	55%	33%
	Total Number Meets or Higher		8		12		19		10		21
	Total Number Tested		57		56		52		60		64
	Points away from or above target		-31		-26		-12		-35		-22
	Difference from Prior Year				7		16		-20		16
	Growth from Prior Year				50%		76%		-54%		94%
White	Target and Actual Rate	53%	NA	55%	NA	57%	50%	60%	29%	63%	31%
	Total Number Meets or Higher		NA		NA		7		4		4
	Total Number Tested		NA		NA		14		14		13
	Points away from or above target		NA		NA		-7		-31		-32
	Difference from Prior Year				NA		NA		-21		2
	Growth from Prior Year				NA		NA		-42%		7%
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	30%	45%	14%	48%	16%
	Total Number Meets or Higher		NA		NA		7		3		5
	Total Number Tested		NA		NA		23		21		32
	Points away from or above target		NA		NA		-12		-31		-32
	Difference from Prior Year				NA		NA		-16		2
	Growth from Prior Year				NA		NA		-53%		14%
Eco. Dis.	Target and Actual Rate	34%	16%	36%	25%	38%	30%	41%	18%	44%	35%
	Total Number Meets or Higher		16		24		32		20		36
	Total Number Tested		98		97		107		109		104
	Points away from or above target		-18		-11		-8		-23		-9
	Difference from Prior Year				9		5		-12		17
	Growth from Prior Year				56%		20%		-40%		94%
Emergent Bilingual	Target and Actual Rate	43%	20%	45%	29%	47%	35%	50%	20%	53%	44%
	Total Number Meets or Higher		10		12		13		6		19
	Total Number Tested		49		42		37		42		43
	Points away from or above target		-23		-16		-12		-30		-9
	Difference from Prior Year				9		6		-15		24
	Growth from Prior Year				45%		21%		-43%		120%
Cont. Enrolled	Target and Actual Rate	38%	20%	40%	29%	42%	31%	45%	19%	48%	43%
	Total Number Meets or Higher		19		25		27		18		43
	Total Number Tested		97		86		88		94		100
	Points away from or above target		-18		-11		-11		-26		-5
	Difference from Prior Year				9		2		-12		24
	Growth from Prior Year				45%		7%		-39%		126%
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	16%	41%	33%	44%	17%	47%	27%
	Total Number Meets or Higher		NA		5		12		6		8
	Total Number Tested		NA		31		36		35		30
	Points away from or above target		NA		-23		-8		-27		-20
	Difference from Prior Year				NA		17		-16		10
	Growth from Prior Year				NA		106%		-48%		59%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	33%	11%	35%	33%	37%	35%	40%	22%	43%	31%
	Total Number Meets or Higher		12		41		39		36		44
	Total Number Tested		106		126		110		163		142
	Points away from or above target		-22		-2		-2		-18		-12
	Difference from Prior Year				22		2		-13		9
	Growth from Prior Year				200%		6%		-37%		41%
African Am.	Target and Actual Rate	22%	8%	24%	24%	26%	26%	29%	19%	32%	19%
	Total Number Meets or Higher		2		8		7		12		8
	Total Number Tested		25		33		27		62		42
	Points away from or above target		-14		0		0		-10		-13
	Difference from Prior Year				16		2		-7		0
	Growth from Prior Year				200%		8%		-27%		0%
Hispanic	Target and Actual Rate	36%	9%	38%	31%	40%	37%	43%	24%	46%	34%
	Total Number Meets or Higher		6		24		27		20		28
	Total Number Tested		68		77		73		85		82
	Points away from or above target		-27		-7		-3		-19		-12
	Difference from Prior Year				22		6		-13		10
	Growth from Prior Year				244%		19%		-35%		42%
White	Target and Actual Rate	50%	NA	52%	NA	54%	50%	57%	25%	60%	63%
	Total Number Meets or Higher		NA		NA		4		2		5
	Total Number Tested		NA		NA		8		8		8
	Points away from or above target		NA		NA		-4		-32		3
	Difference from Prior Year				NA		NA		-25		38
	Growth from Prior Year				NA		NA		-50%		152%
Special Ed (Current)	Target and Actual Rate	56%	NA	58%	NA	60%	25%	63%	7%	66%	26%
	Total Number Meets or Higher		NA		NA		4		2		8
	Total Number Tested		NA		NA		16		27		31
	Points away from or above target		NA		NA		-35		-56		-40
	Difference from Prior Year				NA		NA		-18		19
	Growth from Prior Year				NA		NA		-72%		271%
Eco. Dis.	Target and Actual Rate	28%	11%	30%	34%	32%	36%	35%	21%	38%	28%
	Total Number Meets or Higher		10		33		32		28		32
	Total Number Tested		91		98		90		136		115
	Points away from or above target		-17		4		4		-14		-10
	Difference from Prior Year				23		2		-15		7
	Growth from Prior Year				209%		6%		-42%		33%
Emergent Bilingual	Target and Actual Rate	31%	8%	33%	33%	35%	24%	38%	24%	41%	43%
	Total Number Meets or Higher		4		18		9		4		22
	Total Number Tested		53		55		37		32		51
	Points away from or above target		-23		0		-11		-14		2
	Difference from Prior Year				25		-9		0		19
	Growth from Prior Year				313%		-27%		0%		79%
Cont. Enrolled	Target and Actual Rate	35%	12%	37%	31%	39%	38%	42%	21%	45%	36%
	Total Number Meets or Higher		9		31		33		27		36
	Total Number Tested		75		100		87		127		100
	Points away from or above target		-23		-6		-1		-21		-9
	Difference from Prior Year				19		7		-17		15
	Growth from Prior Year				158%		23%		-45%		71%
Non-Cont. Enrolled	Target and Actual Rate	18%	10%	20%	38%	22%	26%	25%	25%	28%	19%
	Total Number Meets or Higher		3		10		6		9		8
	Total Number Tested		31		26		23		36		42
	Points away from or above target		-8		18		4		0		-9
	Difference from Prior Year				28		-12		-1		-6
	Growth from Prior Year				280%		-32%		-4%		-24%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	29%	12%	31%	30%	33%	34%	36%	25%	39%	33%
	Total Number Meets or Higher		12		42		49		33		47
	Total Number Tested		99		138		146		130		143
	Points away from or above target		-17		-1		1		-11		-6
	Difference from Prior Year				18		4		-9		8
	Growth from Prior Year				150%		13%		-26%		32%
African Am.	Target and Actual Rate	25%	13%	27%	26%	29%	40%	32%	13%	35%	37%
	Total Number Meets or Higher		4		12		18		6		15
	Total Number Tested		31		46		45		45		41
	Points away from or above target		-12		-1		11		-19		2
	Difference from Prior Year				13		14		-27		24
	Growth from Prior Year				100%		54%		-68%		185%
Hispanic	Target and Actual Rate	30%	8%	32%	27%	34%	29%	37%	31%	40%	32%
	Total Number Meets or Higher		4		19		22		20		26
	Total Number Tested		53		70		75		65		82
	Points away from or above target		-22		-5		-5		-6		-8
	Difference from Prior Year				19		2		2		1
	Growth from Prior Year				238%		7%		7%		3%
White	Target and Actual Rate	39%	NA	41%	NA	43%	36%	46%	40%	49%	29%
	Total Number Meets or Higher		NA		NA		4		4		2
	Total Number Tested		NA		NA		11		10		7
	Points away from or above target		NA		NA		-7		-6		-20
	Difference from Prior Year				NA		NA		4		-11
	Growth from Prior Year				NA		NA		11%		-28%
Asian	Target and Actual Rate	0%	NA	2%	NA	4%	50%	7%	50%	10%	50%
	Total Number Meets or Higher		NA		NA		3		-3		3
	Total Number Tested		NA		NA		6		-3		6
	Points away from or above target		NA		NA		46		43		40
	Difference from Prior Year				NA		NA		0		0
	Growth from Prior Year				NA		NA		0%		0%
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	14%
	Total Number Meets or Higher		NA		NA		NA		-1		1
	Total Number Tested		NA		NA		NA		-1		7
	Points away from or above target		NA		NA		NA		NA		4
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	8%	NA	10%	20%	12%	20%	15%	11%	18%	18%
	Total Number Meets or Higher		NA		6		6		4		5
	Total Number Tested		NA		30		30		35		28
	Points away from or above target		NA		10		8		-4		0
	Difference from Prior Year				NA		0		-9		7
	Growth from Prior Year				NA		0%		-45%		64%
Special Ed (Former)	Target and Actual Rate	17%	NA	19%	NA	21%	NA	24%	NA	27%	50%
	Total Number Meets or Higher		NA		NA		NA		-1		3
	Total Number Tested		NA		NA		NA		-1		6
	Points away from or above target		NA		NA		NA		NA		23
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	27%	12%	29%	29%	31%	31%	34%	27%	37%	32%
	Total Number Meets or Higher		9		34		35		30		38
	Total Number Tested		75		117		113		112		118
	Points away from or above target		-15		0		0		-7		-5
	Difference from Prior Year				17		2		-4		5
	Growth from Prior Year				142%		7%		-13%		19%
Emergent Bilingual	Target and Actual Rate	30%	16%	32%	24%	34%	30%	37%	23%	40%	39%
	Total Number Meets or Higher		6		12		17		9		24
	Total Number Tested		37		51		56		40		61
	Points away from or above target		-14		-8		-4		-14		-1
	Difference from Prior Year				8		6		-7		16
	Growth from Prior Year				50%		25%		-23%		70%
Cont. Enrolled	Target and Actual Rate	30%	13%	32%	35%	34%	30%	37%	28%	40%	31%
	Total Number Meets or Higher		10		36		34		26		34
	Total Number Tested		78		104		114		94		108
	Points away from or above target		-17		3		-4		-9		-9
	Difference from Prior Year				22		-5		-2		3
	Growth from Prior Year				169%		-14%		-7%		11%
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	18%	28%	47%	31%	19%	34%	37%
	Total Number Meets or Higher		NA		6		15		7		13
	Total Number Tested		NA		34		32		36		35
	Points away from or above target		NA		-8		19		-12		3
	Difference from Prior Year				NA		29		-28		18
	Growth from Prior Year				NA		161%		-60%		95%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	26%	21%	28%	34%	30%	36%	33%	31%	36%	40%
	Total Number Meets or Higher		18		28		30		29		37
	Total Number Tested		87		82		84		93		92
	Points away from or above target		-5		6		6		-2		4
	Difference from Prior Year				13		2		-5		9
	Growth from Prior Year				62%		6%		-14%		29%
African Am.	Target and Actual Rate	12%	NA	14%	33%	16%	24%	19%	28%	22%	20%
	Total Number Meets or Higher		NA		11		6		9		5
	Total Number Tested		NA		33		25		32		25
	Points away from or above target		NA		19		8		9		-2
	Difference from Prior Year				NA		-9		4		-8
	Growth from Prior Year				NA		-27%		17%		-29%
Hispanic	Target and Actual Rate	32%	12%	34%	NA	36%	35%	39%	27%	42%	44%
	Total Number Meets or Higher		4		NA		11		10		22
	Total Number Tested		34		NA		31		37		50
	Points away from or above target		-20		NA		-1		-12		2
	Difference from Prior Year				NA		NA		-8		17
	Growth from Prior Year				NA		NA		-23%		63%
White	Target and Actual Rate	14%	NA	16%	NA	18%	56%	21%	53%	24%	38%
	Total Number Meets or Higher		NA		NA		9		8		3
	Total Number Tested		NA		NA		16		15		8
	Points away from or above target		NA		NA		38		32		14
	Difference from Prior Year				NA		NA		-3		-15
	Growth from Prior Year				NA		NA		-5%		-28%
Special Ed (Current)	Target and Actual Rate	20%	NA	22%	NA	24%	50%	27%	19%	30%	33%
	Total Number Meets or Higher		NA		NA		7		3		7
	Total Number Tested		NA		NA		14		16		21
	Points away from or above target		NA		NA		26		-8		3
	Difference from Prior Year				NA		NA		-31		14
	Growth from Prior Year				NA		NA		-62%		74%
Eco. Dis.	Target and Actual Rate	24%	16%	26%	35%	28%	25%	31%	27%	34%	37%
	Total Number Meets or Higher		9		24		14		20		25
	Total Number Tested		57		69		55		73		67
	Points away from or above target		-8		9		-3		-4		3
	Difference from Prior Year				19		-10		2		10
	Growth from Prior Year				119%		-29%		8%		37%
Emergent Bilingual	Target and Actual Rate	32%	NA	34%	NA	36%	43%	39%	25%	42%	40%
	Total Number Meets or Higher		NA		NA		3		1		4
	Total Number Tested		NA		NA		7		9		10
	Points away from or above target		NA		NA		7		-14		-2
	Difference from Prior Year				NA		NA		-18		15
	Growth from Prior Year				NA		NA		-42%		60%
Cont. Enrolled	Target and Actual Rate	27%	23%	29%	37%	31%	40%	34%	31%	37%	40%
	Total Number Meets or Higher		17		23		25		22		28
	Total Number Tested		75		63		63		70		70
	Points away from or above target		-4		8		9		-3		3
	Difference from Prior Year				14		3		-9		9
	Growth from Prior Year				61%		8%		-23%		29%
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	NA	28%	24%	31%	30%	34%	41%
	Total Number Meets or Higher		NA		NA		5		7		9
	Total Number Tested		NA		NA		21		23		22
	Points away from or above target		NA		NA		-4		-1		7
	Difference from Prior Year				NA		NA		6		11
	Growth from Prior Year				NA		NA		25%		37%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	63%	51%	65%	56%	67%	51%	70%	51%	73%	48%
	Total Number Meets or Higher		70		73		72		75		67
	Total Number Tested		137		131		142		148		139
	Points away from or above target		-12		-9		-16		-19		-25
	Difference from Prior Year				5		-5		0		-3
	Growth from Prior Year				10%		-9%		0%		-6%
African Am.	Target and Actual Rate	70%	NA	72%	NA	74%	25%	77%	35%	80%	43%
	Total Number Meets or Higher		NA		NA		5		7		9
	Total Number Tested		NA		NA		20		20		21
	Points away from or above target		NA		NA		-49		-42		-37
	Difference from Prior Year				NA		NA		10		8
	Growth from Prior Year				NA		NA		40%		23%
Hispanic	Target and Actual Rate	51%	39%	53%	46%	55%	46%	58%	45%	61%	40%
	Total Number Meets or Higher		17		26		22		20		23
	Total Number Tested		44		57		48		44		57
	Points away from or above target		-12		-7		-9		-13		-21
	Difference from Prior Year				7		0		-1		-5
	Growth from Prior Year				18%		0%		-2%		-11%
White	Target and Actual Rate	65%	55%	67%	67%	69%	59%	72%	55%	75%	52%
	Total Number Meets or Higher		32		30		30		32		22
	Total Number Tested		58		45		51		58		42
	Points away from or above target		-10		0		-10		-17		-23
	Difference from Prior Year				12		-8		-4		-3
	Growth from Prior Year				22%		-12%		-7%		-5%
Asian	Target and Actual Rate	65%	NA	67%	NA	69%	63%	72%	75%	75%	92%
	Total Number Meets or Higher		NA		NA		10		15		11
	Total Number Tested		NA		NA		16		20		12
	Points away from or above target		NA		NA		-6		3		17
	Difference from Prior Year				NA		NA		12		17
	Growth from Prior Year				NA		NA		19%		23%
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	71%	100%	20%	100%	29%
	Total Number Meets or Higher		NA		NA		5		-3		2
	Total Number Tested		NA		NA		7		-3		7
	Points away from or above target		NA		NA		-29		-80		-71
	Difference from Prior Year				NA		NA		-51		9
	Growth from Prior Year				NA		NA		-72%		45%
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	31%	32%	30%	35%	15%
	Total Number Meets or Higher		NA		NA		5		8		5
	Total Number Tested		NA		NA		16		27		33
	Points away from or above target		NA		NA		2		-2		-20
	Difference from Prior Year				NA		NA		-1		-15
	Growth from Prior Year				NA		NA		-3%		-50%
Eco. Dis.	Target and Actual Rate	49%	37%	51%	46%	53%	37%	56%	45%	59%	39%
	Total Number Meets or Higher		22		30		20		32		28
	Total Number Tested		59		65		54		71		71
	Points away from or above target		-12		-5		-16		-11		-20
	Difference from Prior Year				9		-9		8		-6
	Growth from Prior Year				24%		-20%		22%		-13%
Emergent Bilingual	Target and Actual Rate	65%	68%	67%	57%	69%	50%	72%	62%	75%	55%
	Total Number Meets or Higher		19		17		9		8		16
	Total Number Tested		28		30		18		15		29
	Points away from or above target		3		-10		-19		-10		-20
	Difference from Prior Year				-11		-7		12		-7
	Growth from Prior Year				-16%		-12%		24%		-11%
Cont. Enrolled	Target and Actual Rate	64%	54%	66%	53%	68%	52%	71%	50%	74%	50%
	Total Number Meets or Higher		64		59		56		59		59
	Total Number Tested		119		111		108		118		117
	Points away from or above target		-10		-13		-16		-21		-24
	Difference from Prior Year				-1		-1		-2		0
	Growth from Prior Year				-2%		-2%		-4%		0%
Non-Cont. Enrolled	Target and Actual Rate	57%	NA	59%	NA	61%	47%	64%	53%	67%	36%
	Total Number Meets or Higher		NA		NA		16		16		8
	Total Number Tested		NA		NA		34		30		22
	Points away from or above target		NA		NA		-14		-11		-31
	Difference from Prior Year				NA		NA		6		-17
	Growth from Prior Year				NA		NA		13%		-32%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	33%	44%	35%	46%	41%	49%	24%	52%	36%
	Total Number Meets or Higher		40		44		48		28		47
	Total Number Tested		123		125		118		119		129
	Points away from or above target		-9		-9		-5		-25		-16
	Difference from Prior Year				2		6		-17		12
	Growth from Prior Year				6%		17%		-41%		50%
African Am.	Target and Actual Rate	20%	30%	22%	18%	24%	30%	27%	3%	30%	21%
	Total Number Meets or Higher		9		6		8		1		8
	Total Number Tested		30		33		27		31		39
	Points away from or above target		10		-4		6		-24		-9
	Difference from Prior Year				-12		12		-27		18
	Growth from Prior Year				-40%		67%		-90%		600%
Hispanic	Target and Actual Rate	43%	29%	45%	38%	47%	27%	50%	25%	53%	35%
	Total Number Meets or Higher		12		20		11		14		20
	Total Number Tested		41		53		41		55		57
	Points away from or above target		-14		-7		-20		-25		-18
	Difference from Prior Year				9		-11		-2		10
	Growth from Prior Year				31%		-29%		-7%		40%
White	Target and Actual Rate	53%	30%	55%	40%	57%	58%	60%	33%	63%	80%
	Total Number Meets or Higher		9		10		14		-3		12
	Total Number Tested		30		25		24		-3		15
	Points away from or above target		-23		-15		1		-27		17
	Difference from Prior Year				10		18		-25		47
	Growth from Prior Year				33%		45%		-43%		142%
Asian	Target and Actual Rate	70%	NA	72%	NA	74%	67%	77%	47%	80%	45%
	Total Number Meets or Higher		NA		NA		12		8		5
	Total Number Tested		NA		NA		18		17		11
	Points away from or above target		NA		NA		-7		-30		-35
	Difference from Prior Year				NA		NA		-20		-2
	Growth from Prior Year				NA		NA		-30%		-4%
Two or More Races	Target and Actual Rate	40%	NA	42%	NA	44%	38%	47%	NA	50%	29%
	Total Number Meets or Higher		NA		NA		3		-1		2
	Total Number Tested		NA		NA		8		-1		7
	Points away from or above target		NA		NA		-6		NA		-21
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	17%	NA	19%	NA	21%	17%	24%	10%	27%	31%
	Total Number Meets or Higher		NA		NA		3		3		11
	Total Number Tested		NA		NA		18		31		36
	Points away from or above target		NA		NA		-4		-14		4
	Difference from Prior Year				NA		NA		-7		21
	Growth from Prior Year				NA		NA		-41%		210%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	50%	4%	NA	7%	NA	10%	29%
	Total Number Meets or Higher		NA		3		NA		-1		2
	Total Number Tested		NA		6		NA		-1		7
	Points away from or above target		NA		48		NA		NA		19
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	37%	26%	39%	28%	41%	32%	44%	18%	47%	33%
	Total Number Meets or Higher		20		23		24		16		27
	Total Number Tested		76		82		74		87		82
	Points away from or above target		-11		-11		-9		-26		-14
	Difference from Prior Year				2		4		-14		15
	Growth from Prior Year				8%		14%		-44%		83%
Emergent Bilingual	Target and Actual Rate	52%	42%	54%	NA	56%	38%	59%	23%	62%	25%
	Total Number Meets or Higher		13		NA		8		2		7
	Total Number Tested		31		NA		21		17		28
	Points away from or above target		-10		NA		-18		-36		-37
	Difference from Prior Year				NA		NA		-15		2
	Growth from Prior Year				NA		NA		-39%		9%
Cont. Enrolled	Target and Actual Rate	47%	33%	49%	42%	51%	40%	54%	28%	57%	37%
	Total Number Meets or Higher		31		42		35		25		41
	Total Number Tested		94		100		87		88		110
	Points away from or above target		-14		-7		-11		-26		-20
	Difference from Prior Year				9		-2		-12		9
	Growth from Prior Year				27%		-5%		-30%		32%
Non-Cont. Enrolled	Target and Actual Rate	26%	31%	28%	8%	30%	42%	33%	10%	36%	32%
	Total Number Meets or Higher		9		2		13		3		6
	Total Number Tested		29		25		31		31		19
	Points away from or above target		5		-20		12		-23		-4
	Difference from Prior Year				-23		34		-32		22
	Growth from Prior Year				-74%		425%		-76%		220%

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)	2025 (Actual)
All	Target and Actual Rate	30%	20%	32%	25%	34%	39%	37%	36%	40%	36%
	Total Number Meets or Higher		20		29		38		32		40
	Total Number Tested		98		114		97		88		111
	Points away from or above target		-10		-7		5		-1		-4
	Difference from Prior Year				5		14		-3		0
	Growth from Prior Year				25%		56%		-8%		0%
African Am.	Target and Actual Rate	20%	18%	22%	24%	24%	25%	27%	20%	30%	34%
	Total Number Meets or Higher		7		11		10		4		10
	Total Number Tested		38		46		40		20		29
	Points away from or above target		-2		2		1		-7		4
	Difference from Prior Year				6		1		-5		14
	Growth from Prior Year				33%		4%		-20%		70%
Hispanic	Target and Actual Rate	27%	20%	29%	24%	31%	51%	34%	37%	37%	34%
	Total Number Meets or Higher		9		12		24		21		25
	Total Number Tested		46		50		47		57		74
	Points away from or above target		-7		-5		20		3		-3
	Difference from Prior Year				4		27		-14		-3
	Growth from Prior Year				20%		113%		-27%		-8%
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	0%	7%	21%	10%	21%
	Total Number Meets or Higher		NA		NA		0		4		5
	Total Number Tested		NA		NA		7		19		24
	Points away from or above target		NA		NA		-4		14		11
	Difference from Prior Year				NA		NA		21		0
	Growth from Prior Year				NA		NA		NA		0%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	14%
	Total Number Meets or Higher		NA		NA		NA		-1		1
	Total Number Tested		NA		NA		NA		-1		7
	Points away from or above target		NA		NA		NA		NA		4
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	29%	21%	31%	23%	33%	38%	36%	33%	39%	31%
	Total Number Meets or Higher		19		23		31		26		29
	Total Number Tested		90		100		82		79		95
	Points away from or above target		-8		-8		5		-3		-8
	Difference from Prior Year				2		15		-5		-2
	Growth from Prior Year				10%		65%		-13%		-6%
Emergent Bilingual	Target and Actual Rate	34%	21%	36%	32%	38%	38%	41%	28%	44%	36%
	Total Number Meets or Higher		6		11		8		4		16
	Total Number Tested		29		34		21		27		45
	Points away from or above target		-13		-4		0		-13		-8
	Difference from Prior Year				11		6		-10		8
	Growth from Prior Year				52%		19%		-26%		29%
Cont. Enrolled	Target and Actual Rate	33%	21%	35%	30%	37%	43%	40%	38%	43%	37%
	Total Number Meets or Higher		15		25		30		25		32
	Total Number Tested		73		83		70		66		87
	Points away from or above target		-12		-5		6		-2		-6
	Difference from Prior Year				9		13		-5		-1
	Growth from Prior Year				43%		43%		-12%		-3%
Non-Cont. Enrolled	Target and Actual Rate	21%	20%	23%	13%	25%	30%	28%	32%	31%	33%
	Total Number Meets or Higher		5		4		8		7		8
	Total Number Tested		25		31		27		22		24
	Points away from or above target		-1		-10		5		4		2
	Difference from Prior Year				-7		17		2		1
	Growth from Prior Year				-35%		131%		7%		3%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	24%	44%	14%	46%	36%	49%	29%	52%	27%
	Total Number Meets or Higher		19		11		37		25		21
	Total Number Tested		80		81		102		87		78
	Points away from or above target		-18		-30		-10		-20		-25
	Difference from Prior Year				-10		22		-7		-2
	Growth from Prior Year				-42%		157%		-19%		-7%
African Am.	Target and Actual Rate	38%	NA	40%	NA	42%	29%	45%	0%	48%	18%
	Total Number Meets or Higher		NA		NA		2		0		2
	Total Number Tested		NA		NA		7		5		11
	Points away from or above target		NA		NA		-13		-45		-30
	Difference from Prior Year				NA		NA		-29		18
	Growth from Prior Year				NA		NA		-100%		NA
Hispanic	Target and Actual Rate	35%	19%	37%	15%	39%	31%	42%	27%	45%	25%
	Total Number Meets or Higher		11		10		26		16		15
	Total Number Tested		57		65		83		59		60
	Points away from or above target		-16		-22		-8		-15		-20
	Difference from Prior Year				-4		16		-4		-2
	Growth from Prior Year				-21%		107%		-13%		-7%
Special Ed (Current)	Target and Actual Rate	44%	NA	46%	NA	48%	22%	51%	18%	54%	5%
	Total Number Meets or Higher		NA		NA		4		3		1
	Total Number Tested		NA		NA		18		17		19
	Points away from or above target		NA		NA		-26		-33		-49
	Difference from Prior Year				NA		NA		-4		-13
	Growth from Prior Year				NA		NA		-18%		-72%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	40%	10%	17%
	Total Number Meets or Higher		NA		NA		NA		2		1
	Total Number Tested		NA		NA		NA		5		6
	Points away from or above target		NA		NA		NA		33		7
	Difference from Prior Year				NA		NA		NA		-23
	Growth from Prior Year				NA		NA		NA		-58%
Eco. Dis.	Target and Actual Rate	43%	19%	45%	13%	47%	37%	50%	25%	53%	25%
	Total Number Meets or Higher		13		9		34		18		18
	Total Number Tested		67		72		93		72		71
	Points away from or above target		-24		-32		-10		-25		-28
	Difference from Prior Year				-6		24		-12		0
	Growth from Prior Year				-32%		185%		-32%		0%
Emergent Bilingual	Target and Actual Rate	46%	32%	48%	18%	50%	34%	53%	31%	56%	20%
	Total Number Meets or Higher		17		9		21		10		9
	Total Number Tested		53		51		61		41		44
	Points away from or above target		-14		-30		-16		-22		-36
	Difference from Prior Year				-14		16		-3		-11
	Growth from Prior Year				-44%		89%		-9%		-35%
Cont. Enrolled	Target and Actual Rate	44%	25%	46%	18%	48%	39%	51%	28%	54%	27%
	Total Number Meets or Higher		18		11		31		22		18
	Total Number Tested		71		60		79		80		66
	Points away from or above target		-19		-28		-9		-23		-27
	Difference from Prior Year				-7		21		-11		-1
	Growth from Prior Year				-28%		117%		-28%		-4%
Non-Cont. Enrolled	Target and Actual Rate	33%	NA	35%	NA	37%	26%	40%	43%	43%	25%
	Total Number Meets or Higher		NA		NA		6		3		3
	Total Number Tested		NA		NA		23		7		12
	Points away from or above target		NA		NA		-11		3		-18
	Difference from Prior Year				NA		NA		17		-18
	Growth from Prior Year				NA		NA		65%		-42%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	56%	39%	58%	40%	60%	47%	63%	44%	66%	47%
	Total Number Meets or Higher		49		49		64		57		60
	Total Number Tested		126		121		136		129		128
	Points away from or above target		-17		-18		-13		-19		-19
	Difference from Prior Year				1		7		-3		3
	Growth from Prior Year				3%		18%		-6%		7%
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	25%	50%	17%
	Total Number Meets or Higher		NA		NA		NA		2		3
	Total Number Tested		NA		NA		NA		8		18
	Points away from or above target		NA		NA		NA		-22		-33
	Difference from Prior Year				NA		NA		NA		-8
	Growth from Prior Year				NA		NA		NA		-32%
Hispanic	Target and Actual Rate	41%	27%	43%	31%	45%	38%	48%	35%	51%	43%
	Total Number Meets or Higher		19		19		33		25		29
	Total Number Tested		70		61		87		72		68
	Points away from or above target		-14		-12		-7		-13		-8
	Difference from Prior Year				4		7		-3		8
	Growth from Prior Year				15%		23%		-8%		23%
White	Target and Actual Rate	74%	NA	76%	NA	78%	70%	81%	48%	84%	71%
	Total Number Meets or Higher		NA		NA		19		10		12
	Total Number Tested		NA		NA		27		21		17
	Points away from or above target		NA		NA		-8		-33		-13
	Difference from Prior Year				NA		NA		-22		23
	Growth from Prior Year				NA		NA		-31%		48%
Asian	Target and Actual Rate	86%	57%	88%	NA	90%	89%	93%	74%	96%	57%
	Total Number Meets or Higher		16		NA		8		17		8
	Total Number Tested		28		NA		9		23		14
	Points away from or above target		-29		NA		-1		-19		-39
	Difference from Prior Year				NA		NA		-15		-17
	Growth from Prior Year				NA		NA		-17%		-23%
Two or More Races	Target and Actual Rate	60%	NA	62%	NA	64%	NA	67%	60%	70%	73%
	Total Number Meets or Higher		NA		NA		NA		3		8
	Total Number Tested		NA		NA		NA		5		11
	Points away from or above target		NA		NA		NA		-7		3
	Difference from Prior Year				NA		NA		NA		13
	Growth from Prior Year				NA		NA		NA		22%
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	12%	32%	0%	35%	33%
	Total Number Meets or Higher		NA		NA		2		0		5
	Total Number Tested		NA		NA		17		11		15
	Points away from or above target		NA		NA		-17		-32		-2
	Difference from Prior Year				NA		NA		-12		33
	Growth from Prior Year				NA		NA		-100%		NA
Eco. Dis.	Target and Actual Rate	43%	31%	45%	21%	47%	35%	50%	31%	53%	36%
	Total Number Meets or Higher		24		16		31		24		28
	Total Number Tested		78		76		89		78		77
	Points away from or above target		-12		-24		-12		-19		-17
	Difference from Prior Year				-10		14		-4		5
	Growth from Prior Year				-32%		67%		-11%		16%
Emergent Bilingual	Target and Actual Rate	51%	35%	53%	28%	55%	31%	58%	37%	61%	44%
	Total Number Meets or Higher		23		13		16		7		23
	Total Number Tested		65		46		51		32		52
	Points away from or above target		-16		-25		-24		-21		-17
	Difference from Prior Year				-7		3		6		7
	Growth from Prior Year				-20%		11%		19%		19%
Cont. Enrolled	Target and Actual Rate	59%	40%	61%	45%	63%	50%	66%	50%	69%	49%
	Total Number Meets or Higher		43		42		53		53		50
	Total Number Tested		107		94		107		107		103
	Points away from or above target		-19		-16		-13		-16		-20
	Difference from Prior Year				5		5		0		-1
	Growth from Prior Year				13%		11%		0%		-2%
Non-Cont. Enrolled	Target and Actual Rate	44%	NA	46%	26%	48%	38%	51%	18%	54%	40%
	Total Number Meets or Higher		NA		7		11		4		10
	Total Number Tested		NA		27		29		22		25
	Points away from or above target		NA		-20		-10		-33		-14
	Difference from Prior Year				NA		12		-20		22
	Growth from Prior Year				NA		46%		-53%		122%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	54%	45%	56%	59%	58%	56%	61%	49%	64%	55%
	Total Number Meets or Higher		37		65		61		59		65
	Total Number Tested		82		111		109		121		119
	Points away from or above target		-9		3		-2		-12		-9
	Difference from Prior Year				14		-3		-7		6
	Growth from Prior Year				31%		-5%		-13%		12%
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	45%	47%	23%	50%	44%
	Total Number Meets or Higher		NA		NA		5		3		8
	Total Number Tested		NA		NA		11		13		18
	Points away from or above target		NA		NA		1		-24		-6
	Difference from Prior Year				NA		NA		-22		21
	Growth from Prior Year				NA		NA		-49%		91%
Hispanic	Target and Actual Rate	53%	41%	55%	57%	57%	54%	60%	47%	63%	56%
	Total Number Meets or Higher		27		51		49		44		49
	Total Number Tested		66		90		90		94		87
	Points away from or above target		-12		2		-3		-13		-7
	Difference from Prior Year				16		-3		-7		9
	Growth from Prior Year				39%		-5%		-13%		19%
White	Target and Actual Rate	78%	NA	80%	NA	82%	NA	85%	88%	88%	60%
	Total Number Meets or Higher		NA		NA		NA		7		3
	Total Number Tested		NA		NA		NA		8		5
	Points away from or above target		NA		NA		NA		3		-28
	Difference from Prior Year				NA		NA		NA		-28
	Growth from Prior Year				NA		NA		NA		-32%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	NA	60%	57%
	Total Number Meets or Higher		NA		NA		NA		-1		4
	Total Number Tested		NA		NA		NA		-1		7
	Points away from or above target		NA		NA		NA		NA		-3
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	9%	NA	11%	NA	13%	55%	16%	26%	19%	20%
	Total Number Meets or Higher		NA		NA		11		6		5
	Total Number Tested		NA		NA		20		23		25
	Points away from or above target		NA		NA		42		10		1
	Difference from Prior Year				NA		NA		-29		-6
	Growth from Prior Year				NA		NA		-53%		-23%
Eco. Dis.	Target and Actual Rate	54%	37%	56%	57%	58%	58%	61%	48%	64%	52%
	Total Number Meets or Higher		24		55		57		52		57
	Total Number Tested		65		97		99		109		109
	Points away from or above target		-17		1		0		-13		-12
	Difference from Prior Year				20		1		-10		4
	Growth from Prior Year				54%		2%		-17%		8%
Emergent Bilingual	Target and Actual Rate	53%	40%	55%	56%	57%	54%	60%	47%	63%	52%
	Total Number Meets or Higher		22		34		33		25		34
	Total Number Tested		55		61		61		57		65
	Points away from or above target		-13		1		-3		-13		-11
	Difference from Prior Year				16		-2		-7		5
	Growth from Prior Year				40%		-4%		-13%		11%
Cont. Enrolled	Target and Actual Rate	53%	47%	55%	62%	57%	56%	60%	47%	63%	56%
	Total Number Meets or Higher		34		61		50		47		53
	Total Number Tested		73		98		89		99		95
	Points away from or above target		-6		7		-1		-13		-7
	Difference from Prior Year				15		-6		-9		9
	Growth from Prior Year				32%		-10%		-16%		19%
Non-Cont. Enrolled	Target and Actual Rate	61%	NA	63%	NA	65%	55%	68%	55%	71%	50%
	Total Number Meets or Higher		NA		NA		11		12		12
	Total Number Tested		NA		NA		20		22		24
	Points away from or above target		NA		NA		-10		-13		-21
	Difference from Prior Year				NA		NA		0		-5
	Growth from Prior Year				NA		NA		0%		-9%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	77%	60%	79%	69%	81%	64%	84%	65%	87%	72%
	Total Number Meets or Higher		90		102		119		114		107
	Total Number Tested		149		147		185		175		149
	Points away from or above target		-17		-10		-17		-19		-15
	Difference from Prior Year				9		-5		1		7
	Growth from Prior Year				15%		-7%		2%		11%
African Am.	Target and Actual Rate	67%	NA	69%	NA	71%	32%	74%	44%	77%	36%
	Total Number Meets or Higher		NA		NA		6		7		4
	Total Number Tested		NA		NA		19		16		11
	Points away from or above target		NA		NA		-39		-30		-41
	Difference from Prior Year				NA		NA		12		-8
	Growth from Prior Year				NA		NA		38%		-18%
Hispanic	Target and Actual Rate	79%	41%	81%	67%	83%	49%	86%	53%	89%	61%
	Total Number Meets or Higher		12		22		19		23		22
	Total Number Tested		29		33		39		43		36
	Points away from or above target		-38		-14		-34		-33		-28
	Difference from Prior Year				26		-18		4		8
	Growth from Prior Year				63%		-27%		8%		15%
White	Target and Actual Rate	72%	61%	74%	74%	76%	71%	79%	74%	82%	79%
	Total Number Meets or Higher		51		64		70		73		69
	Total Number Tested		83		87		98		99		87
	Points away from or above target		-11		0		-5		-5		-3
	Difference from Prior Year				13		-3		3		5
	Growth from Prior Year				21%		-4%		4%		7%
Asian	Target and Actual Rate	93%	NA	95%	NA	97%	83%	100%	88%	100%	75%
	Total Number Meets or Higher		NA		NA		15		7		6
	Total Number Tested		NA		NA		18		8		8
	Points away from or above target		NA		NA		-14		-12		-25
	Difference from Prior Year				NA		NA		5		-13
	Growth from Prior Year				NA		NA		6%		-15%
Two or More Races	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	44%	85%	86%
	Total Number Meets or Higher		NA		NA		NA		4		6
	Total Number Tested		NA		NA		NA		9		7
	Points away from or above target		NA		NA		NA		-38		1
	Difference from Prior Year				NA		NA		NA		42
	Growth from Prior Year				NA		NA		NA		95%
Special Ed (Current)	Target and Actual Rate	71%	NA	73%	NA	75%	46%	78%	34%	81%	43%
	Total Number Meets or Higher		NA		NA		12		10		13
	Total Number Tested		NA		NA		26		29		30
	Points away from or above target		NA		NA		-29		-44		-38
	Difference from Prior Year				NA		NA		-12		9
	Growth from Prior Year				NA		NA		-26%		26%
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	63%	100%	NA	100%	NA	100%	80%
	Total Number Meets or Higher		NA		5		NA		-1		4
	Total Number Tested		NA		8		NA		-1		5
	Points away from or above target		NA		-37		NA		NA		-20
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	63%	NA	65%	55%	67%	41%	70%	47%	73%	54%
	Total Number Meets or Higher		NA		16		16		18		21
	Total Number Tested		NA		29		39		38		39
	Points away from or above target		NA		-10		-26		-23		-19
	Difference from Prior Year				NA		-14		6		7
	Growth from Prior Year				NA		-25%		15%		15%
Emergent Bilingual	Target and Actual Rate	74%	NA	76%	NA	78%	44%	81%	69%	84%	68%
	Total Number Meets or Higher		NA		NA		7		4		13
	Total Number Tested		NA		NA		16		9		19
	Points away from or above target		NA		NA		-34		-12		-16
	Difference from Prior Year				NA		NA		25		-1
	Growth from Prior Year				NA		NA		57%		-1%
Cont. Enrolled	Target and Actual Rate	76%	61%	78%	67%	80%	65%	83%	70%	86%	72%
	Total Number Meets or Higher		74		80		94		103		102
	Total Number Tested		122		119		145		147		141
	Points away from or above target		-15		-11		-15		-13		-14
	Difference from Prior Year				6		-2		5		2
	Growth from Prior Year				10%		-3%		8%		3%
Non-Cont. Enrolled	Target and Actual Rate	80%	59%	82%	79%	84%	63%	87%	39%	90%	63%
	Total Number Meets or Higher		16		22		25		11		5
	Total Number Tested		27		28		40		28		8
	Points away from or above target		-21		-3		-21		-48		-27
	Difference from Prior Year				20		-16		-24		24
	Growth from Prior Year				34%		-20%		-38%		62%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	43%	14%	45%	27%	47%	25%	50%	21%	53%	25%
	Total Number Meets or Higher		12		36		33		20		27
	Total Number Tested		83		133		130		97		109
	Points away from or above target		-29		-18		-22		-29		-28
	Difference from Prior Year				13		-2		-4		4
	Growth from Prior Year				93%		-7%		-16%		19%
African Am.	Target and Actual Rate	32%	6%	34%	18%	36%	12%	39%	8%	42%	13%
	Total Number Meets or Higher		2		7		6		3		6
	Total Number Tested		33		40		50		36		47
	Points away from or above target		-26		-16		-24		-31		-29
	Difference from Prior Year				12		-6		-4		5
	Growth from Prior Year				200%		-33%		-33%		63%
Hispanic	Target and Actual Rate	43%	21%	45%	22%	47%	33%	50%	28%	53%	29%
	Total Number Meets or Higher		7		11		15		11		10
	Total Number Tested		33		51		45		40		34
	Points away from or above target		-22		-23		-14		-22		-24
	Difference from Prior Year				1		11		-5		1
	Growth from Prior Year				5%		50%		-15%		4%
White	Target and Actual Rate	50%	NA	52%	NA	54%	44%	57%	20%	60%	38%
	Total Number Meets or Higher		NA		NA		7		2		5
	Total Number Tested		NA		NA		16		10		13
	Points away from or above target		NA		NA		-10		-37		-22
	Difference from Prior Year				NA		NA		-24		18
	Growth from Prior Year				NA		NA		-55%		90%
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	50%	85%	71%
	Total Number Meets or Higher		NA		NA		NA		3		5
	Total Number Tested		NA		NA		NA		6		7
	Points away from or above target		NA		NA		NA		-32		-14
	Difference from Prior Year				NA		NA		NA		21
	Growth from Prior Year				NA		NA		NA		42%
Special Ed (Current)	Target and Actual Rate	17%	NA	19%	NA	21%	17%	24%	15%	27%	35%
	Total Number Meets or Higher		NA		NA		3		2		8
	Total Number Tested		NA		NA		18		13		23
	Points away from or above target		NA		NA		-4		-9		8
	Difference from Prior Year				NA		NA		-2		20
	Growth from Prior Year				NA		NA		-12%		133%
Eco. Dis.	Target and Actual Rate	42%	14%	44%	19%	46%	22%	49%	14%	52%	21%
	Total Number Meets or Higher		9		18		22		11		18
	Total Number Tested		64		97		99		81		87
	Points away from or above target		-28		-25		-24		-35		-31
	Difference from Prior Year				5		3		-8		7
	Growth from Prior Year				36%		16%		-36%		50%
Emergent Bilingual	Target and Actual Rate	63%	24%	65%	43%	67%	25%	70%	18%	73%	35%
	Total Number Meets or Higher		6		12		4		1		6
	Total Number Tested		25		28		16		8		17
	Points away from or above target		-39		-22		-42		-52		-38
	Difference from Prior Year				19		-18		-7		17
	Growth from Prior Year				79%		-42%		-28%		94%
Cont. Enrolled	Target and Actual Rate	45%	17%	47%	31%	49%	30%	52%	26%	55%	26%
	Total Number Meets or Higher		10		29		26		17		20
	Total Number Tested		58		93		86		65		77
	Points away from or above target		-28		-16		-19		-26		-29
	Difference from Prior Year				14		-1		-4		0
	Growth from Prior Year				82%		-3%		-13%		0%
Non-Cont. Enrolled	Target and Actual Rate	38%	8%	40%	18%	42%	16%	45%	9%	48%	22%
	Total Number Meets or Higher		2		7		7		3		7
	Total Number Tested		25		40		44		32		32
	Points away from or above target		-30		-22		-26		-36		-26
	Difference from Prior Year				10		-2		-7		13
	Growth from Prior Year				125%		-11%		-44%		144%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	35%	23%	37%	38%	39%	34%	42%	28%	45%	48%
	Total Number Meets or Higher		34		62		58		38		66
	Total Number Tested		146		162		170		135		138
	Points away from or above target		-12		1		-5		-14		3
	Difference from Prior Year				15		-4		-6		20
	Growth from Prior Year				65%		-11%		-18%		71%
African Am.	Target and Actual Rate	34%	22%	36%	41%	38%	35%	41%	21%	44%	45%
	Total Number Meets or Higher		9		21		13		7		17
	Total Number Tested		41		51		37		34		38
	Points away from or above target		-12		5		-3		-20		1
	Difference from Prior Year				19		-6		-14		24
	Growth from Prior Year				86%		-15%		-40%		114%
Hispanic	Target and Actual Rate	33%	24%	35%	37%	37%	30%	40%	29%	43%	45%
	Total Number Meets or Higher		20		31		34		25		39
	Total Number Tested		85		84		113		87		86
	Points away from or above target		-9		2		-7		-11		2
	Difference from Prior Year				13		-7		-1		16
	Growth from Prior Year				54%		-19%		-3%		55%
White	Target and Actual Rate	50%	NA	52%	NA	54%	71%	57%	33%	60%	57%
	Total Number Meets or Higher		NA		NA		5		2		4
	Total Number Tested		NA		NA		7		6		7
	Points away from or above target		NA		NA		17		-24		-3
	Difference from Prior Year				NA		NA		-38		24
	Growth from Prior Year				NA		NA		-54%		73%
Special Ed (Current)	Target and Actual Rate	54%	NA	56%	NA	58%	29%	61%	29%	64%	22%
	Total Number Meets or Higher		NA		NA		6		5		4
	Total Number Tested		NA		NA		21		17		18
	Points away from or above target		NA		NA		-29		-32		-42
	Difference from Prior Year				NA		NA		0		-7
	Growth from Prior Year				NA		NA		0%		-24%
Special Ed (Former)	Target and Actual Rate	25%	NA	27%	50%	29%	NA	32%	NA	35%	33%
	Total Number Meets or Higher		NA		3		NA		-1		2
	Total Number Tested		NA		6		NA		-1		6
	Points away from or above target		NA		23		NA		NA		-2
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	34%	18%	36%	35%	38%	31%	41%	27%	44%	45%
	Total Number Meets or Higher		20		43		44		32		52
	Total Number Tested		111		122		142		119		116
	Points away from or above target		-16		-1		-7		-14		1
	Difference from Prior Year				17		-4		-4		18
	Growth from Prior Year				94%		-11%		-13%		67%
Emergent Bilingual	Target and Actual Rate	32%	24%	34%	40%	36%	28%	39%	34%	42%	47%
	Total Number Meets or Higher		16		31		24		15		28
	Total Number Tested		67		78		85		49		59
	Points away from or above target		-8		6		-8		-5		5
	Difference from Prior Year				16		-12		6		13
	Growth from Prior Year				67%		-30%		21%		38%
Cont. Enrolled	Target and Actual Rate	31%	24%	33%	35%	35%	35%	38%	30%	41%	50%
	Total Number Meets or Higher		26		44		45		32		56
	Total Number Tested		110		124		129		105		112
	Points away from or above target		-7		2		0		-8		9
	Difference from Prior Year				11		0		-5		20
	Growth from Prior Year				46%		0%		-14%		67%
Non-Cont. Enrolled	Target and Actual Rate	50%	22%	52%	47%	54%	32%	57%	20%	60%	38%
	Total Number Meets or Higher		8		18		13		6		10
	Total Number Tested		36		38		41		30		26
	Points away from or above target		-28		-5		-22		-37		-22
	Difference from Prior Year				25		-15		-12		18
	Growth from Prior Year				114%		-32%		-38%		90%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	51%	35%	53%	25%	55%	34%	58%	29%	61%	53%
	Total Number Meets or Higher		29		32		46		29		50
	Total Number Tested		82		126		134		100		94
	Points away from or above target		-16		-28		-21		-29		-8
	Difference from Prior Year				-10		9		-5		24
	Growth from Prior Year				-29%		36%		-15%		83%
African Am.	Target and Actual Rate	31%	NA	33%	14%	35%	12%	38%	11%	41%	29%
	Total Number Meets or Higher		NA		5		5		2		5
	Total Number Tested		NA		36		41		19		17
	Points away from or above target		NA		-19		-23		-27		-12
	Difference from Prior Year				NA		-2		-1		18
	Growth from Prior Year				NA		-14%		-8%		164%
Hispanic	Target and Actual Rate	55%	39%	57%	24%	59%	43%	62%	34%	65%	55%
	Total Number Meets or Higher		21		19		34		26		39
	Total Number Tested		54		80		80		76		71
	Points away from or above target		-16		-33		-16		-28		-10
	Difference from Prior Year				-15		19		-9		21
	Growth from Prior Year				-38%		79%		-21%		62%
Special Ed (Current)	Target and Actual Rate	50%	NA	52%	NA	54%	31%	57%	13%	60%	50%
	Total Number Meets or Higher		NA		NA		10		3		12
	Total Number Tested		NA		NA		32		23		24
	Points away from or above target		NA		NA		-23		-44		-10
	Difference from Prior Year				NA		NA		-18		37
	Growth from Prior Year				NA		NA		-58%		285%
Eco. Dis.	Target and Actual Rate	48%	34%	50%	24%	52%	34%	55%	29%	58%	52%
	Total Number Meets or Higher		23		27		40		26		42
	Total Number Tested		68		112		119		89		81
	Points away from or above target		-14		-26		-18		-26		-6
	Difference from Prior Year				-10		10		-5		23
	Growth from Prior Year				-29%		42%		-15%		79%
Emergent Bilingual	Target and Actual Rate	56%	48%	58%	25%	60%	46%	63%	37%	66%	53%
	Total Number Meets or Higher		20		14		21		14		24
	Total Number Tested		42		55		46		41		45
	Points away from or above target		-8		-33		-14		-26		-13
	Difference from Prior Year				-23		21		-9		16
	Growth from Prior Year				-48%		84%		-20%		43%
Cont. Enrolled	Target and Actual Rate	50%	38%	52%	26%	54%	38%	57%	31%	60%	53%
	Total Number Meets or Higher		20		22		35		22		32
	Total Number Tested		53		84		93		70		60
	Points away from or above target		-12		-26		-16		-26		-7
	Difference from Prior Year				-12		12		-7		22
	Growth from Prior Year				-32%		46%		-18%		71%
Non-Cont. Enrolled	Target and Actual Rate	53%	31%	55%	24%	57%	27%	60%	23%	63%	53%
	Total Number Meets or Higher		9		10		11		7		18
	Total Number Tested		29		42		41		30		34
	Points away from or above target		-22		-31		-30		-37		-10
	Difference from Prior Year				-7		3		-4		30
	Growth from Prior Year				-23%		13%		-15%		130%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	40%	29%	42%	42%	44%	37%	47%	31%	50%	51%
	Total Number Meets or Higher		33		46		41		35		55
	Total Number Tested		112		109		111		113		108
	Points away from or above target		-11		0		-7		-16		1
	Difference from Prior Year				13		-5		-6		20
	Growth from Prior Year				45%		-12%		-16%		65%
African Am.	Target and Actual Rate	57%	NA	59%	NA	61%	20%	64%	23%	67%	38%
	Total Number Meets or Higher		NA		NA		3		3		6
	Total Number Tested		NA		NA		15		13		16
	Points away from or above target		NA		NA		-41		-41		-29
	Difference from Prior Year				NA		NA		3		15
	Growth from Prior Year				NA		NA		15%		65%
Hispanic	Target and Actual Rate	33%	27%	35%	39%	37%	33%	40%	27%	43%	52%
	Total Number Meets or Higher		21		26		24		21		38
	Total Number Tested		78		67		72		78		73
	Points away from or above target		-6		4		-4		-13		9
	Difference from Prior Year				12		-6		-6		25
	Growth from Prior Year				44%		-15%		-18%		93%
White	Target and Actual Rate	24%	NA	26%	NA	28%	NA	31%	46%	34%	89%
	Total Number Meets or Higher		NA		NA		NA		6		8
	Total Number Tested		NA		NA		NA		13		9
	Points away from or above target		NA		NA		NA		15		55
	Difference from Prior Year				NA		NA		NA		43
	Growth from Prior Year				NA		NA		NA		93%
Asian	Target and Actual Rate	88%	NA	90%	NA	92%	64%	95%	57%	98%	60%
	Total Number Meets or Higher		NA		NA		7		-3		3
	Total Number Tested		NA		NA		11		-3		5
	Points away from or above target		NA		NA		-28		-38		-38
	Difference from Prior Year				NA		NA		-7		3
	Growth from Prior Year				NA		NA		-11%		5%
Two or More Races	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	NA	85%	0%
	Total Number Meets or Higher		NA		NA		NA		-1		0
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		-85
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	5%	NA	7%	NA	9%	7%	12%	30%	15%	17%
	Total Number Meets or Higher		NA		NA		1		6		4
	Total Number Tested		NA		NA		15		20		23
	Points away from or above target		NA		NA		-2		18		2
	Difference from Prior Year				NA		NA		23		-13
	Growth from Prior Year				NA		NA		329%		-43%
Eco. Dis.	Target and Actual Rate	36%	27%	38%	38%	40%	33%	43%	26%	46%	49%
	Total Number Meets or Higher		22		31		28		23		44
	Total Number Tested		82		81		86		88		89
	Points away from or above target		-9		0		-7		-17		3
	Difference from Prior Year				11		-5		-7		23
	Growth from Prior Year				41%		-13%		-21%		88%
Emergent Bilingual	Target and Actual Rate	38%	24%	40%	36%	42%	33%	45%	20%	48%	46%
	Total Number Meets or Higher		14		19		15		7		21
	Total Number Tested		59		53		45		41		46
	Points away from or above target		-14		-4		-9		-25		-2
	Difference from Prior Year				12		-3		-13		26
	Growth from Prior Year				50%		-8%		-39%		130%
Cont. Enrolled	Target and Actual Rate	38%	28%	40%	37%	42%	37%	45%	31%	48%	50%
	Total Number Meets or Higher		25		31		34		28		42
	Total Number Tested		89		83		93		91		84
	Points away from or above target		-10		-3		-5		-14		2
	Difference from Prior Year				9		0		-6		19
	Growth from Prior Year				32%		0%		-16%		61%
Non-Cont. Enrolled	Target and Actual Rate	50%	NA	52%	58%	54%	39%	57%	32%	60%	54%
	Total Number Meets or Higher		NA		15		7		7		13
	Total Number Tested		NA		26		18		22		24
	Points away from or above target		NA		6		-15		-25		-6
	Difference from Prior Year				NA		-19		-7		22
	Growth from Prior Year				NA		-33%		-18%		69%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	39%	22%	41%	33%	43%	29%	46%	24%	49%	39%
	Total Number Meets or Higher		28		45		35		25		50
	Total Number Tested		130		138		122		106		127
	Points away from or above target		-17		-8		-14		-22		-10
	Difference from Prior Year				11		-4		-5		15
	Growth from Prior Year				50%		-12%		-17%		63%
African Am.	Target and Actual Rate	36%	8%	38%	NA	40%	13%	43%	7%	46%	22%
	Total Number Meets or Higher		2		NA		2		1		6
	Total Number Tested		25		NA		16		15		27
	Points away from or above target		-28		NA		-27		-36		-24
	Difference from Prior Year				NA		NA		-6		15
	Growth from Prior Year				NA		NA		-46%		214%
Hispanic	Target and Actual Rate	28%	21%	30%	31%	32%	26%	35%	26%	38%	41%
	Total Number Meets or Higher		17		27		23		18		35
	Total Number Tested		80		86		88		69		85
	Points away from or above target		-7		1		-6		-9		3
	Difference from Prior Year				10		-5		0		15
	Growth from Prior Year				48%		-16%		0%		58%
Asian	Target and Actual Rate	71%	NA	73%	NA	75%	63%	78%	33%	81%	75%
	Total Number Meets or Higher		NA		NA		5		3		6
	Total Number Tested		NA		NA		8		9		8
	Points away from or above target		NA		NA		-12		-45		-6
	Difference from Prior Year				NA		NA		-30		42
	Growth from Prior Year				NA		NA		-48%		127%
Special Ed (Current)	Target and Actual Rate	10%	NA	12%	NA	14%	36%	17%	17%	20%	6%
	Total Number Meets or Higher		NA		NA		4		2		1
	Total Number Tested		NA		NA		11		12		16
	Points away from or above target		NA		NA		22		0		-14
	Difference from Prior Year				NA		NA		-19		-11
	Growth from Prior Year				NA		NA		-53%		-65%
Eco. Dis.	Target and Actual Rate	38%	19%	40%	28%	42%	26%	45%	23%	48%	38%
	Total Number Meets or Higher		22		30		24		21		38
	Total Number Tested		113		109		91		91		101
	Points away from or above target		-19		-12		-16		-22		-10
	Difference from Prior Year				9		-2		-3		15
	Growth from Prior Year				47%		-7%		-12%		65%
Emergent Bilingual	Target and Actual Rate	35%	21%	37%	33%	39%	34%	42%	29%	45%	45%
	Total Number Meets or Higher		13		23		21		11		28
	Total Number Tested		62		69		61		38		62
	Points away from or above target		-14		-4		-5		-13		0
	Difference from Prior Year				12		1		-5		16
	Growth from Prior Year				57%		3%		-15%		55%
Cont. Enrolled	Target and Actual Rate	41%	24%	43%	36%	45%	24%	48%	23%	51%	43%
	Total Number Meets or Higher		25		40		22		19		44
	Total Number Tested		103		111		90		83		103
	Points away from or above target		-17		-7		-21		-25		-8
	Difference from Prior Year				12		-12		-1		20
	Growth from Prior Year				50%		-33%		-4%		87%
Non-Cont. Enrolled	Target and Actual Rate	31%	11%	33%	19%	35%	41%	38%	26%	41%	25%
	Total Number Meets or Higher		3		5		13		6		6
	Total Number Tested		27		27		32		23		24
	Points away from or above target		-20		-14		6		-12		-16
	Difference from Prior Year				8		22		-15		-1
	Growth from Prior Year				73%		116%		-37%		-4%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	37%	17%	39%	24%	41%	27%	44%	28%	47%	42%
	Total Number Meets or Higher		30		48		51		50		78
	Total Number Tested		177		203		190		176		187
	Points away from or above target		-20		-15		-14		-16		-5
	Difference from Prior Year				7		3		1		14
	Growth from Prior Year				41%		13%		4%		50%
African Am.	Target and Actual Rate	36%	17%	38%	21%	40%	19%	43%	22%	46%	20%
	Total Number Meets or Higher		8		12		10		10		9
	Total Number Tested		46		56		53		46		46
	Points away from or above target		-19		-17		-21		-21		-26
	Difference from Prior Year				4		-2		3		-2
	Growth from Prior Year				24%		-10%		16%		-9%
Hispanic	Target and Actual Rate	33%	15%	35%	23%	37%	28%	40%	28%	43%	49%
	Total Number Meets or Higher		16		29		32		29		57
	Total Number Tested		110		124		116		103		116
	Points away from or above target		-18		-12		-9		-12		6
	Difference from Prior Year				8		5		0		21
	Growth from Prior Year				53%		22%		0%		75%
White	Target and Actual Rate	53%	NA	55%	NA	57%	20%	60%	47%	63%	40%
	Total Number Meets or Higher		NA		NA		2		8		4
	Total Number Tested		NA		NA		10		17		10
	Points away from or above target		NA		NA		-37		-13		-23
	Difference from Prior Year				NA		NA		27		-7
	Growth from Prior Year				NA		NA		135%		-15%
Asian	Target and Actual Rate	56%	NA	58%	NA	60%	NA	63%	NA	66%	60%
	Total Number Meets or Higher		NA		NA		NA		-1		6
	Total Number Tested		NA		NA		NA		-1		10
	Points away from or above target		NA		NA		NA		NA		-6
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Two or More Races	Target and Actual Rate	40%	NA	42%	NA	44%	67%	47%	29%	50%	40%
	Total Number Meets or Higher		NA		NA		4		2		2
	Total Number Tested		NA		NA		6		7		5
	Points away from or above target		NA		NA		23		-18		-10
	Difference from Prior Year				NA		NA		-38		11
	Growth from Prior Year				NA		NA		-57%		38%
Special Ed (Current)	Target and Actual Rate	24%	NA	26%	19%	28%	10%	31%	11%	34%	16%
	Total Number Meets or Higher		NA		6		3		4		7
	Total Number Tested		NA		31		31		37		44
	Points away from or above target		NA		-7		-18		-20		-18
	Difference from Prior Year				NA		-9		1		5
	Growth from Prior Year				NA		-47%		10%		45%
Special Ed (Former)	Target and Actual Rate	29%	0%	31%	20%	33%	33%	36%	29%	39%	80%
	Total Number Meets or Higher		0		1		2		2		4
	Total Number Tested		5		5		6		7		5
	Points away from or above target		-29		-11		0		-7		41
	Difference from Prior Year				20		13		-4		51
	Growth from Prior Year				NA		65%		-12%		176%
Eco. Dis.	Target and Actual Rate	35%	15%	37%	18%	39%	25%	42%	26%	45%	42%
	Total Number Meets or Higher		21		30		39		39		68
	Total Number Tested		140		170		159		148		163
	Points away from or above target		-20		-19		-14		-16		-3
	Difference from Prior Year				3		7		1		16
	Growth from Prior Year				20%		39%		4%		62%
Emergent Bilingual	Target and Actual Rate	36%	16%	38%	25%	40%	27%	43%	28%	46%	56%
	Total Number Meets or Higher		14		23		20		12		44
	Total Number Tested		90		92		75		58		78
	Points away from or above target		-20		-13		-13		-15		10
	Difference from Prior Year				9		2		1		28
	Growth from Prior Year				56%		8%		4%		100%
Cont. Enrolled	Target and Actual Rate	37%	19%	39%	25%	41%	26%	44%	31%	47%	45%
	Total Number Meets or Higher		27		36		35		46		63
	Total Number Tested		142		143		136		148		140
	Points away from or above target		-18		-14		-15		-13		-2
	Difference from Prior Year				6		1		5		14
	Growth from Prior Year				32%		4%		19%		45%
Non-Cont. Enrolled	Target and Actual Rate	37%	9%	39%	20%	41%	30%	44%	14%	47%	32%
	Total Number Meets or Higher		3		12		16		4		15
	Total Number Tested		35		60		54		28		47
	Points away from or above target		-28		-19		-11		-30		-15
	Difference from Prior Year				11		10		-16		18
	Growth from Prior Year				122%		50%		-53%		129%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	71%	51%	73%	64%	75%	66%	78%	58%	81%	73%
	Total Number Meets or Higher		87		99		127		105		119
	Total Number Tested		171		154		192		182		164
	Points away from or above target		-20		-9		-9		-20		-8
	Difference from Prior Year				13		2		-8		15
	Growth from Prior Year				25%		3%		-12%		26%
African Am.	Target and Actual Rate	53%	NA	55%	NA	57%	48%	60%	39%	63%	67%
	Total Number Meets or Higher		NA		NA		11		7		18
	Total Number Tested		NA		NA		23		18		27
	Points away from or above target		NA		NA		-9		-21		4
	Difference from Prior Year				NA		NA		-9		28
	Growth from Prior Year				NA		NA		-19%		72%
Hispanic	Target and Actual Rate	59%	50%	61%	59%	63%	61%	66%	36%	69%	60%
	Total Number Meets or Higher		21		20		33		12		21
	Total Number Tested		42		34		54		33		35
	Points away from or above target		-9		-2		-2		-30		-9
	Difference from Prior Year				9		2		-25		24
	Growth from Prior Year				18%		3%		-41%		67%
White	Target and Actual Rate	79%	60%	81%	61%	83%	66%	86%	64%	89%	77%
	Total Number Meets or Higher		49		46		49		60		51
	Total Number Tested		82		76		74		94		66
	Points away from or above target		-19		-20		-17		-22		-12
	Difference from Prior Year				1		5		-2		13
	Growth from Prior Year				2%		8%		-3%		20%
Asian	Target and Actual Rate	79%	NA	81%	NA	83%	87%	86%	80%	89%	91%
	Total Number Meets or Higher		NA		NA		26		20		20
	Total Number Tested		NA		NA		30		25		22
	Points away from or above target		NA		NA		4		-6		2
	Difference from Prior Year				NA		NA		-7		11
	Growth from Prior Year				NA		NA		-8%		14%
Two or More Races	Target and Actual Rate	83%	NA	85%	NA	87%	NA	90%	45%	93%	64%
	Total Number Meets or Higher		NA		NA		NA		-3		9
	Total Number Tested		NA		NA		NA		-3		14
	Points away from or above target		NA		NA		NA		-45		-29
	Difference from Prior Year				NA		NA		NA		19
	Growth from Prior Year				NA		NA		NA		42%
Special Ed (Current)	Target and Actual Rate	62%	NA	64%	NA	66%	18%	69%	52%	72%	45%
	Total Number Meets or Higher		NA		NA		4		14		15
	Total Number Tested		NA		NA		22		27		33
	Points away from or above target		NA		NA		-48		-17		-27
	Difference from Prior Year				NA		NA		34		-7
	Growth from Prior Year				NA		NA		189%		-13%
Special Ed (Former)	Target and Actual Rate	33%	20%	35%	60%	37%	83%	40%	45%	43%	86%
	Total Number Meets or Higher		1		3		5		5		6
	Total Number Tested		5		5		6		11		7
	Points away from or above target		-13		25		46		5		43
	Difference from Prior Year				40		23		-38		41
	Growth from Prior Year				200%		38%		-46%		91%
Eco. Dis.	Target and Actual Rate	61%	32%	63%	57%	65%	61%	68%	31%	71%	74%
	Total Number Meets or Higher		14		27		30		13		29
	Total Number Tested		44		47		49		42		39
	Points away from or above target		-29		-6		-4		-37		3
	Difference from Prior Year				25		4		-30		43
	Growth from Prior Year				78%		7%		-49%		139%
Emergent Bilingual	Target and Actual Rate	68%	NA	70%	74%	72%	70%	75%	71%	78%	83%
	Total Number Meets or Higher		NA		26		26		1		24
	Total Number Tested		NA		35		37		5		29
	Points away from or above target		NA		4		-2		-4		5
	Difference from Prior Year				NA		-4		1		12
	Growth from Prior Year				NA		-5%		1%		17%
Cont. Enrolled	Target and Actual Rate	72%	53%	74%	66%	76%	69%	79%	58%	82%	71%
	Total Number Meets or Higher		76		87		114		92		104
	Total Number Tested		143		132		166		159		146
	Points away from or above target		-19		-8		-7		-21		-11
	Difference from Prior Year				13		3		-11		13
	Growth from Prior Year				25%		5%		-16%		22%
Non-Cont. Enrolled	Target and Actual Rate	62%	39%	64%	NA	66%	50%	69%	57%	72%	83%
	Total Number Meets or Higher		11		NA		13		13		15
	Total Number Tested		28		NA		26		23		18
	Points away from or above target		-23		NA		-16		-12		11
	Difference from Prior Year				NA		NA		7		26
	Growth from Prior Year				NA		NA		14%		46%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	38%	22%	40%	25%	42%	26%	45%	19%	48%	38%
	Total Number Meets or Higher		22		33		29		23		42
	Total Number Tested		102		134		112		118		112
	Points away from or above target		-16		-15		-16		-26		-10
	Difference from Prior Year				3		1		-7		19
	Growth from Prior Year				14%		4%		-27%		100%
African Am.	Target and Actual Rate	24%	NA	26%	NA	28%	0%	31%	22%	34%	20%
	Total Number Meets or Higher		NA		NA		0		5		2
	Total Number Tested		NA		NA		10		23		10
	Points away from or above target		NA		NA		-28		-9		-14
	Difference from Prior Year				NA		NA		22		-2
	Growth from Prior Year				NA		NA		NA		-9%
Hispanic	Target and Actual Rate	32%	16%	34%	21%	36%	22%	39%	17%	42%	36%
	Total Number Meets or Higher		10		19		19		13		31
	Total Number Tested		61		89		85		75		85
	Points away from or above target		-16		-13		-14		-22		-6
	Difference from Prior Year				5		1		-5		19
	Growth from Prior Year				31%		5%		-23%		112%
White	Target and Actual Rate	71%	NA	73%	NA	75%	56%	78%	17%	81%	57%
	Total Number Meets or Higher		NA		NA		5		-3		4
	Total Number Tested		NA		NA		9		-3		7
	Points away from or above target		NA		NA		-19		-61		-24
	Difference from Prior Year				NA		NA		-39		40
	Growth from Prior Year				NA		NA		-70%		235%
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	NA	82%	33%	85%	71%
	Total Number Meets or Higher		NA		NA		NA		2		5
	Total Number Tested		NA		NA		NA		6		7
	Points away from or above target		NA		NA		NA		-49		-14
	Difference from Prior Year				NA		NA		NA		38
	Growth from Prior Year				NA		NA		NA		115%
Special Ed (Current)	Target and Actual Rate	31%	NA	33%	NA	35%	11%	38%	17%	41%	23%
	Total Number Meets or Higher		NA		NA		2		5		6
	Total Number Tested		NA		NA		18		29		26
	Points away from or above target		NA		NA		-24		-21		-18
	Difference from Prior Year				NA		NA		6		6
	Growth from Prior Year				NA		NA		55%		35%
Eco. Dis.	Target and Actual Rate	30%	14%	32%	18%	34%	18%	37%	15%	40%	30%
	Total Number Meets or Higher		11		17		16		14		26
	Total Number Tested		76		96		91		95		86
	Points away from or above target		-16		-14		-16		-22		-10
	Difference from Prior Year				4		0		-3		15
	Growth from Prior Year				29%		0%		-17%		100%
Emergent Bilingual	Target and Actual Rate	35%	21%	37%	23%	39%	14%	42%	13%	45%	30%
	Total Number Meets or Higher		13		16		8		3		18
	Total Number Tested		63		69		57		47		60
	Points away from or above target		-14		-14		-25		-29		-15
	Difference from Prior Year				2		-9		-1		17
	Growth from Prior Year				10%		-39%		-7%		131%
Cont. Enrolled	Target and Actual Rate	42%	25%	44%	27%	46%	32%	49%	22%	52%	40%
	Total Number Meets or Higher		22		30		27		19		37
	Total Number Tested		89		111		84		86		93
	Points away from or above target		-17		-17		-14		-27		-12
	Difference from Prior Year				2		5		-10		18
	Growth from Prior Year				8%		19%		-31%		82%
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	NA	28%	7%	31%	13%	34%	26%
	Total Number Meets or Higher		NA		NA		2		4		5
	Total Number Tested		NA		NA		28		32		19
	Points away from or above target		NA		NA		-21		-18		-8
	Difference from Prior Year				NA		NA		6		13
	Growth from Prior Year				NA		NA		86%		100%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	54%	36%	56%	44%	58%	63%	61%	49%	64%	46%
	Total Number Meets or Higher		34		59		77		60		52
	Total Number Tested		95		135		123		122		113
	Points away from or above target		-18		-12		5		-12		-18
	Difference from Prior Year				8		19		-14		-3
	Growth from Prior Year				22%		43%		-22%		-6%
African Am.	Target and Actual Rate	25%	NA	27%	25%	29%	42%	32%	30%	35%	29%
	Total Number Meets or Higher		NA		8		16		10		10
	Total Number Tested		NA		32		38		33		35
	Points away from or above target		NA		-2		13		-2		-6
	Difference from Prior Year				NA		17		-12		-1
	Growth from Prior Year				NA		68%		-29%		-3%
Hispanic	Target and Actual Rate	53%	32%	55%	44%	57%	65%	60%	50%	63%	50%
	Total Number Meets or Higher		11		20		28		21		20
	Total Number Tested		34		45		43		42		40
	Points away from or above target		-21		-11		8		-10		-13
	Difference from Prior Year				12		21		-15		0
	Growth from Prior Year				38%		48%		-23%		0%
White	Target and Actual Rate	61%	48%	63%	55%	65%	80%	68%	62%	71%	48%
	Total Number Meets or Higher		13		22		20		18		12
	Total Number Tested		27		40		25		29		25
	Points away from or above target		-13		-8		15		-6		-23
	Difference from Prior Year				7		25		-18		-14
	Growth from Prior Year				15%		45%		-23%		-23%
Asian	Target and Actual Rate	83%	NA	85%	NA	87%	NA	90%	67%	93%	80%
	Total Number Meets or Higher		NA		NA		NA		-3		4
	Total Number Tested		NA		NA		NA		-3		5
	Points away from or above target		NA		NA		NA		-23		-13
	Difference from Prior Year				NA		NA		NA		13
	Growth from Prior Year				NA		NA		NA		19%
Two or More Races	Target and Actual Rate	90%	NA	92%	NA	94%	NA	97%	60%	100%	75%
	Total Number Meets or Higher		NA		NA		NA		6		6
	Total Number Tested		NA		NA		NA		10		8
	Points away from or above target		NA		NA		NA		-37		-25
	Difference from Prior Year				NA		NA		NA		15
	Growth from Prior Year				NA		NA		NA		25%
Special Ed (Current)	Target and Actual Rate	22%	NA	24%	NA	26%	33%	29%	38%	32%	33%
	Total Number Meets or Higher		NA		NA		8		8		10
	Total Number Tested		NA		NA		24		21		30
	Points away from or above target		NA		NA		7		9		1
	Difference from Prior Year				NA		NA		5		-5
	Growth from Prior Year				NA		NA		15%		-13%
Special Ed (Former)	Target and Actual Rate	25%	NA	27%	14%	29%	71%	32%	NA	35%	33%
	Total Number Meets or Higher		NA		1		5		-1		3
	Total Number Tested		NA		7		7		-1		9
	Points away from or above target		NA		-13		42		NA		-2
	Difference from Prior Year				NA		57		NA		NA
	Growth from Prior Year				NA		407%		NA		NA
Eco. Dis.	Target and Actual Rate	35%	21%	37%	30%	39%	53%	42%	43%	45%	44%
	Total Number Meets or Higher		11		27		46		39		35
	Total Number Tested		52		89		87		90		80
	Points away from or above target		-14		-7		14		1		-1
	Difference from Prior Year				9		23		-10		1
	Growth from Prior Year				43%		77%		-19%		2%
Emergent Bilingual	Target and Actual Rate	58%	NA	60%	48%	62%	83%	65%	45%	68%	56%
	Total Number Meets or Higher		NA		14		19		2		9
	Total Number Tested		NA		29		23		7		16
	Points away from or above target		NA		-12		21		-20		-12
	Difference from Prior Year				NA		35		-38		11
	Growth from Prior Year				NA		73%		-46%		24%
Cont. Enrolled	Target and Actual Rate	54%	36%	56%	46%	58%	67%	61%	53%	64%	51%
	Total Number Meets or Higher		28		49		60		48		42
	Total Number Tested		77		107		90		90		82
	Points away from or above target		-18		-10		9		-8		-13
	Difference from Prior Year				10		21		-14		-2
	Growth from Prior Year				28%		46%		-21%		-4%
Non-Cont. Enrolled	Target and Actual Rate	57%	NA	59%	36%	61%	52%	64%	38%	67%	32%
	Total Number Meets or Higher		NA		10		17		12		10
	Total Number Tested		NA		28		33		32		31
	Points away from or above target		NA		-23		-9		-26		-35
	Difference from Prior Year				NA		16		-14		-6
	Growth from Prior Year				NA		44%		-27%		-16%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	53%	30%	55%	39%	57%	48%	60%	49%	63%	47%
	Total Number Meets or Higher		34		40		67		54		46
	Total Number Tested		113		103		139		110		98
	Points away from or above target		-23		-16		-9		-11		-16
	Difference from Prior Year				9		9		1		-2
	Growth from Prior Year				30%		23%		2%		-4%
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	26%	47%	41%	50%	45%
	Total Number Meets or Higher		NA		NA		6		7		5
	Total Number Tested		NA		NA		23		17		11
	Points away from or above target		NA		NA		-18		-6		-5
	Difference from Prior Year				NA		NA		15		4
	Growth from Prior Year				NA		NA		58%		10%
Hispanic	Target and Actual Rate	45%	21%	47%	29%	49%	47%	52%	45%	55%	39%
	Total Number Meets or Higher		15		18		39		34		27
	Total Number Tested		72		62		83		76		69
	Points away from or above target		-24		-18		-2		-7		-16
	Difference from Prior Year				8		18		-2		-6
	Growth from Prior Year				38%		62%		-4%		-13%
White	Target and Actual Rate	73%	NA	75%	NA	77%	42%	80%	80%	83%	56%
	Total Number Meets or Higher		NA		NA		-3		-3		5
	Total Number Tested		NA		NA		-3		-3		9
	Points away from or above target		NA		NA		-35		0		-27
	Difference from Prior Year				NA		NA		38		-24
	Growth from Prior Year				NA		NA		90%		-30%
Special Ed (Current)	Target and Actual Rate	40%	NA	42%	NA	44%	44%	47%	18%	50%	25%
	Total Number Meets or Higher		NA		NA		12		3		6
	Total Number Tested		NA		NA		27		17		24
	Points away from or above target		NA		NA		0		-29		-25
	Difference from Prior Year				NA		NA		-26		7
	Growth from Prior Year				NA		NA		-59%		39%
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	20%	100%	NA	100%	50%	100%	80%
	Total Number Meets or Higher		NA		1		NA		3		4
	Total Number Tested		NA		5		NA		6		5
	Points away from or above target		NA		-80		NA		-50		-20
	Difference from Prior Year				NA		NA		NA		30
	Growth from Prior Year				NA		NA		NA		60%
Eco. Dis.	Target and Actual Rate	47%	25%	49%	33%	51%	41%	54%	48%	57%	41%
	Total Number Meets or Higher		21		26		42		44		31
	Total Number Tested		85		78		103		92		76
	Points away from or above target		-22		-16		-10		-6		-16
	Difference from Prior Year				8		8		7		-7
	Growth from Prior Year				32%		24%		17%		-15%
Emergent Bilingual	Target and Actual Rate	53%	22%	55%	33%	57%	55%	60%	53%	63%	43%
	Total Number Meets or Higher		14		15		32		15		23
	Total Number Tested		63		45		58		39		53
	Points away from or above target		-31		-22		-2		-7		-20
	Difference from Prior Year				11		22		-2		-10
	Growth from Prior Year				50%		67%		-4%		-19%
Cont. Enrolled	Target and Actual Rate	56%	33%	58%	39%	60%	51%	63%	52%	66%	54%
	Total Number Meets or Higher		28		35		56		48		43
	Total Number Tested		86		89		110		93		79
	Points away from or above target		-23		-19		-9		-11		-12
	Difference from Prior Year				6		12		1		2
	Growth from Prior Year				18%		31%		2%		4%
Non-Cont. Enrolled	Target and Actual Rate	41%	22%	43%	NA	45%	38%	48%	35%	51%	16%
	Total Number Meets or Higher		6		NA		11		6		3
	Total Number Tested		27		NA		29		17		19
	Points away from or above target		-19		NA		-7		-13		-35
	Difference from Prior Year				NA		NA		-3		-19
	Growth from Prior Year				NA		NA		-8%		-54%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	33%	16%	35%	25%	37%	41%	40%	33%	43%	31%
	Total Number Meets or Higher		18		25		39		37		32
	Total Number Tested		113		101		94		111		104
	Points away from or above target		-17		-10		4		-7		-12
	Difference from Prior Year				9		16		-8		-2
	Growth from Prior Year				56%		64%		-20%		-6%
African Am.	Target and Actual Rate	63%	NA	65%	NA	67%	20%	70%	17%	73%	29%
	Total Number Meets or Higher		NA		NA		2		2		4
	Total Number Tested		NA		NA		10		12		14
	Points away from or above target		NA		NA		-47		-53		-44
	Difference from Prior Year				NA		NA		-3		12
	Growth from Prior Year				NA		NA		-15%		71%
Hispanic	Target and Actual Rate	25%	12%	27%	21%	29%	41%	32%	32%	35%	24%
	Total Number Meets or Higher		10		18		28		28		19
	Total Number Tested		82		84		68		87		78
	Points away from or above target		-13		-6		12		0		-11
	Difference from Prior Year				9		20		-9		-8
	Growth from Prior Year				75%		95%		-22%		-25%
Asian	Target and Actual Rate	78%	NA	80%	NA	82%	44%	85%	71%	88%	100%
	Total Number Meets or Higher		NA		NA		4		5		6
	Total Number Tested		NA		NA		9		7		6
	Points away from or above target		NA		NA		-38		-14		12
	Difference from Prior Year				NA		NA		27		29
	Growth from Prior Year				NA		NA		61%		41%
Special Ed (Current)	Target and Actual Rate	30%	NA	32%	NA	34%	27%	37%	28%	40%	24%
	Total Number Meets or Higher		NA		NA		4		5		4
	Total Number Tested		NA		NA		15		18		17
	Points away from or above target		NA		NA		-7		-9		-16
	Difference from Prior Year				NA		NA		1		-4
	Growth from Prior Year				NA		NA		4%		-14%
Eco. Dis.	Target and Actual Rate	27%	13%	29%	25%	31%	38%	34%	33%	37%	29%
	Total Number Meets or Higher		12		22		31		33		25
	Total Number Tested		91		88		81		100		87
	Points away from or above target		-14		-4		7		-1		-8
	Difference from Prior Year				12		13		-5		-4
	Growth from Prior Year				92%		52%		-13%		-12%
Emergent Bilingual	Target and Actual Rate	30%	15%	32%	23%	34%	40%	37%	37%	40%	35%
	Total Number Meets or Higher		11		13		19		19		19
	Total Number Tested		75		57		48		58		54
	Points away from or above target		-15		-9		6		0		-5
	Difference from Prior Year				8		17		-3		-2
	Growth from Prior Year				53%		74%		-8%		-5%
Cont. Enrolled	Target and Actual Rate	31%	17%	33%	26%	35%	42%	38%	31%	41%	34%
	Total Number Meets or Higher		16		22		29		27		30
	Total Number Tested		96		84		69		88		88
	Points away from or above target		-14		-7		7		-7		-7
	Difference from Prior Year				9		16		-11		3
	Growth from Prior Year				53%		62%		-26%		10%
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	NA	41%	40%	44%	43%	47%	13%
	Total Number Meets or Higher		NA		NA		10		10		2
	Total Number Tested		NA		NA		25		23		16
	Points away from or above target		NA		NA		-1		-1		-34
	Difference from Prior Year				NA		NA		3		-30
	Growth from Prior Year				NA		NA		7%		-70%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	48%	42%	50%	45%	52%	50%	55%	53%	58%	56%
	Total Number Meets or Higher		52		58		62		51		65
	Total Number Tested		125		130		123		96		117
	Points away from or above target		-6		-5		-2		-2		-2
	Difference from Prior Year				3		5		3		3
	Growth from Prior Year				7%		11%		6%		6%
African Am.	Target and Actual Rate	25%	NA	27%	NA	29%	50%	32%	43%	35%	42%
	Total Number Meets or Higher		NA		NA		9		3		5
	Total Number Tested		NA		NA		18		7		12
	Points away from or above target		NA		NA		21		11		7
	Difference from Prior Year				NA		NA		-7		-1
	Growth from Prior Year				NA		NA		-14%		-2%
Hispanic	Target and Actual Rate	40%	33%	42%	40%	44%	40%	47%	45%	50%	52%
	Total Number Meets or Higher		18		25		24		22		31
	Total Number Tested		54		62		60		49		60
	Points away from or above target		-7		-2		-4		-2		2
	Difference from Prior Year				7		0		5		7
	Growth from Prior Year				21%		0%		13%		16%
White	Target and Actual Rate	65%	57%	67%	69%	69%	63%	72%	62%	75%	71%
	Total Number Meets or Higher		25		25		19		18		22
	Total Number Tested		44		36		30		29		31
	Points away from or above target		-8		2		-6		-10		-4
	Difference from Prior Year				12		-6		-1		9
	Growth from Prior Year				21%		-9%		-2%		15%
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	70%	100%	60%	100%	29%
	Total Number Meets or Higher		NA		NA		7		3		2
	Total Number Tested		NA		NA		10		5		7
	Points away from or above target		NA		NA		-30		-40		-71
	Difference from Prior Year				NA		NA		-10		-31
	Growth from Prior Year				NA		NA		-14%		-52%
Special Ed (Current)	Target and Actual Rate	19%	NA	21%	NA	23%	36%	26%	40%	29%	21%
	Total Number Meets or Higher		NA		NA		9		8		6
	Total Number Tested		NA		NA		25		20		28
	Points away from or above target		NA		NA		13		14		-8
	Difference from Prior Year				NA		NA		4		-19
	Growth from Prior Year				NA		NA		11%		-48%
Eco. Dis.	Target and Actual Rate	34%	31%	36%	33%	38%	40%	41%	40%	44%	52%
	Total Number Meets or Higher		18		25		27		21		30
	Total Number Tested		58		75		68		53		58
	Points away from or above target		-3		-3		2		-1		8
	Difference from Prior Year				2		7		0		12
	Growth from Prior Year				6%		21%		0%		30%
Emergent Bilingual	Target and Actual Rate	55%	31%	57%	41%	59%	42%	62%	55%	65%	47%
	Total Number Meets or Higher		8		12		10		8		8
	Total Number Tested		26		29		24		15		17
	Points away from or above target		-24		-16		-17		-7		-18
	Difference from Prior Year				10		1		13		-8
	Growth from Prior Year				32%		2%		31%		-15%
Cont. Enrolled	Target and Actual Rate	50%	38%	52%	48%	54%	51%	57%	56%	60%	54%
	Total Number Meets or Higher		41		48		49		45		55
	Total Number Tested		107		100		96		81		101
	Points away from or above target		-12		-4		-3		-1		-6
	Difference from Prior Year				10		3		5		-2
	Growth from Prior Year				26%		6%		10%		-4%
Non-Cont. Enrolled	Target and Actual Rate	39%	NA	41%	33%	43%	48%	46%	40%	49%	63%
	Total Number Meets or Higher		NA		10		13		6		10
	Total Number Tested		NA		30		27		15		16
	Points away from or above target		NA		-8		5		-6		14
	Difference from Prior Year				NA		15		-8		23
	Growth from Prior Year				NA		45%		-17%		58%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	35%	31%	37%	29%	39%	41%	42%	39%	45%	39%
	Total Number Meets or Higher		35		44		55		56		59
	Total Number Tested		114		153		134		143		152
	Points away from or above target		-4		-8		2		-3		-6
	Difference from Prior Year				-2		12		-2		0
	Growth from Prior Year				-6%		41%		-5%		0%
African Am.	Target and Actual Rate	20%	NA	22%	26%	24%	29%	27%	47%	30%	33%
	Total Number Meets or Higher		NA		10		12		15		10
	Total Number Tested		NA		39		42		32		30
	Points away from or above target		NA		4		5		20		3
	Difference from Prior Year				NA		3		18		-14
	Growth from Prior Year				NA		12%		62%		-30%
Hispanic	Target and Actual Rate	30%	29%	32%	18%	34%	44%	37%	33%	40%	35%
	Total Number Meets or Higher		16		15		28		26		33
	Total Number Tested		55		85		64		78		93
	Points away from or above target		-1		-14		10		-4		-5
	Difference from Prior Year				-11		26		-11		2
	Growth from Prior Year				-38%		144%		-25%		6%
White	Target and Actual Rate	55%	NA	57%	NA	59%	43%	62%	39%	65%	59%
	Total Number Meets or Higher		NA		NA		6		7		10
	Total Number Tested		NA		NA		14		18		17
	Points away from or above target		NA		NA		-16		-23		-6
	Difference from Prior Year				NA		NA		-4		20
	Growth from Prior Year				NA		NA		-9%		51%
Asian	Target and Actual Rate	56%	NA	58%	NA	60%	75%	63%	78%	66%	43%
	Total Number Meets or Higher		NA		NA		6		7		3
	Total Number Tested		NA		NA		8		9		7
	Points away from or above target		NA		NA		15		15		-23
	Difference from Prior Year				NA		NA		3		-35
	Growth from Prior Year				NA		NA		4%		-45%
Two or More Races	Target and Actual Rate	25%	NA	27%	NA	29%	50%	32%	17%	35%	60%
	Total Number Meets or Higher		NA		NA		3		1		3
	Total Number Tested		NA		NA		6		6		5
	Points away from or above target		NA		NA		21		-15		25
	Difference from Prior Year				NA		NA		-33		43
	Growth from Prior Year				NA		NA		-66%		253%
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	28%	32%	27%	35%	24%
	Total Number Meets or Higher		NA		NA		5		6		10
	Total Number Tested		NA		NA		18		22		42
	Points away from or above target		NA		NA		-1		-5		-11
	Difference from Prior Year				NA		NA		-1		-3
	Growth from Prior Year				NA		NA		-4%		-11%
Special Ed (Former)	Target and Actual Rate	29%	NA	31%	NA	33%	14%	36%	40%	39%	60%
	Total Number Meets or Higher		NA		NA		1		2		3
	Total Number Tested		NA		NA		7		5		5
	Points away from or above target		NA		NA		-19		4		21
	Difference from Prior Year				NA		NA		26		20
	Growth from Prior Year				NA		NA		186%		50%
Eco. Dis.	Target and Actual Rate	31%	25%	33%	24%	35%	35%	38%	35%	41%	35%
	Total Number Meets or Higher		21		25		34		39		39
	Total Number Tested		85		103		97		113		112
	Points away from or above target		-6		-9		0		-3		-6
	Difference from Prior Year				-1		11		0		0
	Growth from Prior Year				-4%		46%		0%		0%
Emergent Bilingual	Target and Actual Rate	38%	34%	40%	16%	42%	56%	45%	30%	48%	43%
	Total Number Meets or Higher		15		8		19		8		15
	Total Number Tested		44		51		34		32		35
	Points away from or above target		-4		-24		14		-15		-5
	Difference from Prior Year				-18		40		-26		13
	Growth from Prior Year				-53%		250%		-46%		43%
Cont. Enrolled	Target and Actual Rate	38%	30%	40%	31%	42%	40%	45%	44%	48%	43%
	Total Number Meets or Higher		29		40		38		50		50
	Total Number Tested		96		128		95		113		117
	Points away from or above target		-8		-9		-2		-1		-5
	Difference from Prior Year				1		9		4		-1
	Growth from Prior Year				3%		29%		10%		-2%
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	16%	28%	44%	31%	20%	34%	26%
	Total Number Meets or Higher		NA		4		17		6		9
	Total Number Tested		NA		25		39		30		35
	Points away from or above target		NA		-10		16		-11		-8
	Difference from Prior Year				NA		28		-24		6
	Growth from Prior Year				NA		175%		-55%		30%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	42%	27%	44%	45%	46%	56%	49%	31%	52%	48%
	Total Number Meets or Higher		36		69		64		48		77
	Total Number Tested		132		154		115		155		160
	Points away from or above target		-15		1		10		-18		-4
	Difference from Prior Year				18		11		-25		17
	Growth from Prior Year				67%		24%		-45%		55%
African Am.	Target and Actual Rate	43%	15%	45%	27%	47%	52%	50%	20%	53%	36%
	Total Number Meets or Higher		5		15		16		9		17
	Total Number Tested		34		55		31		45		47
	Points away from or above target		-28		-18		5		-30		-17
	Difference from Prior Year				12		25		-32		16
	Growth from Prior Year				80%		93%		-62%		80%
Hispanic	Target and Actual Rate	34%	27%	36%	49%	38%	55%	41%	35%	44%	53%
	Total Number Meets or Higher		21		41		36		32		55
	Total Number Tested		78		83		66		92		103
	Points away from or above target		-7		13		17		-6		9
	Difference from Prior Year				22		6		-20		18
	Growth from Prior Year				81%		12%		-36%		51%
White	Target and Actual Rate	64%	NA	66%	NA	68%	71%	71%	50%	74%	67%
	Total Number Meets or Higher		NA		NA		5		3		4
	Total Number Tested		NA		NA		7		6		6
	Points away from or above target		NA		NA		3		-21		-7
	Difference from Prior Year				NA		NA		-21		17
	Growth from Prior Year				NA		NA		-30%		34%
Special Ed (Current)	Target and Actual Rate	17%	NA	19%	NA	21%	58%	24%	28%	27%	40%
	Total Number Meets or Higher		NA		NA		11		8		10
	Total Number Tested		NA		NA		19		29		25
	Points away from or above target		NA		NA		37		4		13
	Difference from Prior Year				NA		NA		-30		12
	Growth from Prior Year				NA		NA		-52%		43%
Special Ed (Former)	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	60%
	Total Number Meets or Higher		NA		NA		NA		-1		3
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		50
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	42%	26%	44%	45%	46%	53%	49%	32%	52%	48%
	Total Number Meets or Higher		29		60		45		45		66
	Total Number Tested		111		133		85		140		137
	Points away from or above target		-16		1		7		-17		-4
	Difference from Prior Year				19		8		-21		16
	Growth from Prior Year				73%		18%		-40%		50%
Emergent Bilingual	Target and Actual Rate	43%	34%	45%	59%	47%	51%	50%	37%	53%	54%
	Total Number Meets or Higher		23		33		21		13		41
	Total Number Tested		68		56		41		41		76
	Points away from or above target		-9		14		4		-13		1
	Difference from Prior Year				25		-8		-14		17
	Growth from Prior Year				74%		-14%		-27%		46%
Cont. Enrolled	Target and Actual Rate	42%	29%	44%	48%	46%	56%	49%	35%	52%	50%
	Total Number Meets or Higher		27		62		50		41		60
	Total Number Tested		93		130		90		117		119
	Points away from or above target		-13		4		10		-14		-2
	Difference from Prior Year				19		8		-21		15
	Growth from Prior Year				66%		17%		-38%		43%
Non-Cont. Enrolled	Target and Actual Rate	43%	23%	45%	NA	47%	56%	50%	18%	53%	41%
	Total Number Meets or Higher		9		NA		14		7		17
	Total Number Tested		39		NA		25		38		41
	Points away from or above target		-20		NA		9		-32		-12
	Difference from Prior Year				NA		NA		-38		23
	Growth from Prior Year				NA		NA		-68%		128%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	41%	22%	43%	41%	45%	21%	48%	28%	51%	33%
	Total Number Meets or Higher		22		32		21		34		42
	Total Number Tested		99		79		101		121		126
	Points away from or above target		-19		-2		-24		-20		-18
	Difference from Prior Year				19		-20		7		5
	Growth from Prior Year				86%		-49%		33%		18%
African Am.	Target and Actual Rate	42%	NA	44%	NA	46%	9%	49%	29%	52%	33%
	Total Number Meets or Higher		NA		NA		2		6		8
	Total Number Tested		NA		NA		23		21		24
	Points away from or above target		NA		NA		-37		-20		-19
	Difference from Prior Year				NA		NA		20		4
	Growth from Prior Year				NA		NA		222%		14%
Hispanic	Target and Actual Rate	39%	24%	41%	40%	43%	23%	46%	22%	49%	28%
	Total Number Meets or Higher		16		19		14		18		23
	Total Number Tested		68		48		61		83		82
	Points away from or above target		-15		-1		-20		-24		-21
	Difference from Prior Year				16		-17		-1		6
	Growth from Prior Year				67%		-43%		-4%		27%
White	Target and Actual Rate	80%	NA	82%	NA	84%	NA	87%	50%	90%	67%
	Total Number Meets or Higher		NA		NA		NA		3		4
	Total Number Tested		NA		NA		NA		6		6
	Points away from or above target		NA		NA		NA		-37		-23
	Difference from Prior Year				NA		NA		NA		17
	Growth from Prior Year				NA		NA		NA		34%
Asian	Target and Actual Rate	50%	NA	52%	NA	54%	38%	57%	67%	60%	56%
	Total Number Meets or Higher		NA		NA		3		4		5
	Total Number Tested		NA		NA		8		6		9
	Points away from or above target		NA		NA		-16		10		-4
	Difference from Prior Year				NA		NA		29		-11
	Growth from Prior Year				NA		NA		76%		-16%
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	40%
	Total Number Meets or Higher		NA		NA		NA		-1		2
	Total Number Tested		NA		NA		NA		-1		5
	Points away from or above target		NA		NA		NA		NA		30
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	0%	NA	2%	NA	4%	23%	7%	9%	10%	23%
	Total Number Meets or Higher		NA		NA		3		2		6
	Total Number Tested		NA		NA		13		23		26
	Points away from or above target		NA		NA		19		2		13
	Difference from Prior Year				NA		NA		-14		14
	Growth from Prior Year				NA		NA		-61%		156%
Eco. Dis.	Target and Actual Rate	39%	21%	41%	41%	43%	20%	46%	25%	49%	31%
	Total Number Meets or Higher		17		27		18		24		34
	Total Number Tested		81		66		89		95		109
	Points away from or above target		-18		0		-23		-21		-18
	Difference from Prior Year				20		-21		5		6
	Growth from Prior Year				95%		-51%		25%		24%
Emergent Bilingual	Target and Actual Rate	43%	25%	45%	40%	47%	24%	50%	34%	53%	28%
	Total Number Meets or Higher		13		16		12		8		17
	Total Number Tested		51		40		50		32		60
	Points away from or above target		-18		-5		-23		-16		-25
	Difference from Prior Year				15		-16		10		-6
	Growth from Prior Year				60%		-40%		42%		-18%
Cont. Enrolled	Target and Actual Rate	42%	27%	44%	42%	46%	23%	49%	27%	52%	31%
	Total Number Meets or Higher		21		28		19		25		32
	Total Number Tested		78		66		81		92		104
	Points away from or above target		-15		-2		-23		-22		-21
	Difference from Prior Year				15		-19		4		4
	Growth from Prior Year				56%		-45%		17%		15%
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	NA	41%	10%	44%	31%	47%	45%
	Total Number Meets or Higher		NA		NA		2		9		10
	Total Number Tested		NA		NA		20		29		22
	Points away from or above target		NA		NA		-31		-13		-2
	Difference from Prior Year				NA		NA		21		14
	Growth from Prior Year				NA		NA		210%		45%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	50%	34%	52%	43%	54%	41%	57%	43%	60%	38%
	Total Number Meets or Higher		39		54		51		52		46
	Total Number Tested		114		126		123		120		122
	Points away from or above target		-16		-9		-13		-14		-22
	Difference from Prior Year				9		-2		2		-5
	Growth from Prior Year				26%		-5%		5%		-12%
African Am.	Target and Actual Rate	35%	NA	37%	NA	39%	50%	42%	25%	45%	24%
	Total Number Meets or Higher		NA		NA		6		4		5
	Total Number Tested		NA		NA		12		16		21
	Points away from or above target		NA		NA		11		-17		-21
	Difference from Prior Year				NA		NA		-25		-1
	Growth from Prior Year				NA		NA		-50%		-4%
Hispanic	Target and Actual Rate	41%	34%	43%	44%	45%	34%	48%	29%	51%	23%
	Total Number Meets or Higher		18		27		19		15		13
	Total Number Tested		53		61		56		52		56
	Points away from or above target		-7		1		-11		-19		-28
	Difference from Prior Year				10		-10		-5		-6
	Growth from Prior Year				29%		-23%		-15%		-21%
White	Target and Actual Rate	63%	30%	65%	49%	67%	46%	70%	59%	73%	55%
	Total Number Meets or Higher		11		21		22		22		17
	Total Number Tested		37		43		48		37		31
	Points away from or above target		-33		-16		-21		-11		-18
	Difference from Prior Year				19		-3		13		-4
	Growth from Prior Year				63%		-6%		28%		-7%
Special Ed (Current)	Target and Actual Rate	63%	NA	65%	35%	67%	20%	70%	31%	73%	28%
	Total Number Meets or Higher		NA		9		3		8		7
	Total Number Tested		NA		26		15		26		25
	Points away from or above target		NA		-30		-47		-39		-45
	Difference from Prior Year				NA		-15		11		-3
	Growth from Prior Year				NA		-43%		55%		-10%
Eco. Dis.	Target and Actual Rate	41%	34%	43%	37%	45%	28%	48%	34%	51%	29%
	Total Number Meets or Higher		21		29		19		27		24
	Total Number Tested		62		79		68		80		84
	Points away from or above target		-7		-6		-17		-14		-22
	Difference from Prior Year				3		-9		6		-5
	Growth from Prior Year				9%		-24%		21%		-15%
Emergent Bilingual	Target and Actual Rate	40%	32%	42%	48%	44%	26%	47%	33%	50%	14%
	Total Number Meets or Higher		10		16		11		7		5
	Total Number Tested		31		33		42		21		36
	Points away from or above target		-8		6		-18		-14		-36
	Difference from Prior Year				16		-22		7		-19
	Growth from Prior Year				50%		-46%		27%		-58%
Cont. Enrolled	Target and Actual Rate	51%	34%	53%	43%	55%	44%	58%	45%	61%	44%
	Total Number Meets or Higher		31		44		38		37		40
	Total Number Tested		91		103		87		82		90
	Points away from or above target		-17		-10		-11		-13		-17
	Difference from Prior Year				9		1		1		-1
	Growth from Prior Year				26%		2%		2%		-2%
Non-Cont. Enrolled	Target and Actual Rate	46%	NA	48%	NA	50%	36%	53%	39%	56%	19%
	Total Number Meets or Higher		NA		NA		13		15		6
	Total Number Tested		NA		NA		36		38		32
	Points away from or above target		NA		NA		-14		-14		-37
	Difference from Prior Year				NA		NA		3		-20
	Growth from Prior Year				NA		NA		8%		-51%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	64%	39%	66%	53%	68%	48%	71%	32%	74%	47%
	Total Number Meets or Higher		53		77		65		47		59
	Total Number Tested		135		146		136		146		125
	Points away from or above target		-25		-13		-20		-39		-27
	Difference from Prior Year				14		-5		-16		15
	Growth from Prior Year				36%		-9%		-33%		47%
African Am.	Target and Actual Rate	35%	14%	37%	23%	39%	26%	42%	18%	45%	30%
	Total Number Meets or Higher		4		9		7		9		8
	Total Number Tested		29		39		27		50		27
	Points away from or above target		-21		-14		-13		-24		-15
	Difference from Prior Year				9		3		-8		12
	Growth from Prior Year				64%		13%		-31%		67%
Hispanic	Target and Actual Rate	58%	24%	60%	60%	62%	39%	65%	31%	68%	36%
	Total Number Meets or Higher		8		21		16		14		16
	Total Number Tested		34		35		41		45		45
	Points away from or above target		-34		0		-23		-34		-32
	Difference from Prior Year				36		-21		-8		5
	Growth from Prior Year				150%		-35%		-21%		16%
White	Target and Actual Rate	60%	49%	62%	56%	64%	53%	67%	47%	70%	61%
	Total Number Meets or Higher		22		27		23		16		23
	Total Number Tested		45		48		43		34		38
	Points away from or above target		-11		-6		-11		-20		-9
	Difference from Prior Year				7		-3		-6		14
	Growth from Prior Year				14%		-5%		-11%		30%
Asian	Target and Actual Rate	96%	NA	98%	NA	100%	82%	100%	58%	100%	100%
	Total Number Meets or Higher		NA		NA		14		7		8
	Total Number Tested		NA		NA		17		12		8
	Points away from or above target		NA		NA		-18		-42		0
	Difference from Prior Year				NA		NA		-24		42
	Growth from Prior Year				NA		NA		-29%		72%
Two or More Races	Target and Actual Rate	78%	NA	80%	NA	82%	NA	85%	20%	88%	57%
	Total Number Meets or Higher		NA		NA		NA		1		4
	Total Number Tested		NA		NA		NA		5		7
	Points away from or above target		NA		NA		NA		-65		-31
	Difference from Prior Year				NA		NA		NA		37
	Growth from Prior Year				NA		NA		NA		185%
Special Ed (Current)	Target and Actual Rate	23%	NA	25%	NA	27%	0%	30%	17%	33%	29%
	Total Number Meets or Higher		NA		NA		0		6		7
	Total Number Tested		NA		NA		19		36		24
	Points away from or above target		NA		NA		-27		-13		-4
	Difference from Prior Year				NA		NA		17		12
	Growth from Prior Year				NA		NA		NA		71%
Eco. Dis.	Target and Actual Rate	49%	21%	51%	38%	53%	36%	56%	24%	59%	34%
	Total Number Meets or Higher		12		24		29		20		24
	Total Number Tested		57		64		80		82		71
	Points away from or above target		-28		-13		-17		-32		-25
	Difference from Prior Year				17		-2		-12		10
	Growth from Prior Year				81%		-5%		-33%		42%
Emergent Bilingual	Target and Actual Rate	77%	NA	79%	NA	81%	45%	84%	42%	87%	53%
	Total Number Meets or Higher		NA		NA		13		6		10
	Total Number Tested		NA		NA		29		15		19
	Points away from or above target		NA		NA		-36		-42		-34
	Difference from Prior Year				NA		NA		-3		11
	Growth from Prior Year				NA		NA		-7%		26%
Cont. Enrolled	Target and Actual Rate	70%	42%	72%	54%	74%	50%	77%	33%	80%	50%
	Total Number Meets or Higher		41		53		47		33		47
	Total Number Tested		98		98		94		99		94
	Points away from or above target		-28		-18		-24		-44		-30
	Difference from Prior Year				12		-4		-17		17
	Growth from Prior Year				29%		-7%		-34%		52%
Non-Cont. Enrolled	Target and Actual Rate	47%	32%	49%	50%	51%	43%	54%	30%	57%	39%
	Total Number Meets or Higher		12		24		18		14		12
	Total Number Tested		37		48		42		47		31
	Points away from or above target		-15		1		-8		-24		-18
	Difference from Prior Year				18		-7		-13		9
	Growth from Prior Year				56%		-14%		-30%		30%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	38%	34%	40%	53%	42%	48%	45%	36%	48%	35%
	Total Number Meets or Higher		37		50		48		39		36
	Total Number Tested		108		94		101		108		104
	Points away from or above target		-4		13		6		-9		-13
	Difference from Prior Year				19		-5		-12		-1
	Growth from Prior Year				56%		-9%		-25%		-3%
African Am.	Target and Actual Rate	24%	31%	26%	50%	28%	31%	31%	21%	34%	41%
	Total Number Meets or Higher		8		13		8		4		11
	Total Number Tested		26		26		26		19		27
	Points away from or above target		7		24		3		-10		7
	Difference from Prior Year				19		-19		-10		20
	Growth from Prior Year				61%		-38%		-32%		95%
Hispanic	Target and Actual Rate	35%	30%	37%	41%	39%	52%	42%	35%	45%	27%
	Total Number Meets or Higher		17		18		23		23		16
	Total Number Tested		56		44		44		65		60
	Points away from or above target		-5		4		13		-7		-18
	Difference from Prior Year				11		11		-17		-8
	Growth from Prior Year				37%		27%		-33%		-23%
White	Target and Actual Rate	50%	NA	52%	NA	54%	60%	57%	47%	60%	38%
	Total Number Meets or Higher		NA		NA		9		8		3
	Total Number Tested		NA		NA		15		17		8
	Points away from or above target		NA		NA		6		-10		-22
	Difference from Prior Year				NA		NA		-13		-9
	Growth from Prior Year				NA		NA		-22%		-19%
Special Ed (Current)	Target and Actual Rate	28%	NA	30%	NA	32%	15%	35%	27%	38%	32%
	Total Number Meets or Higher		NA		NA		2		7		6
	Total Number Tested		NA		NA		13		26		19
	Points away from or above target		NA		NA		-17		-8		-6
	Difference from Prior Year				NA		NA		12		5
	Growth from Prior Year				NA		NA		80%		19%
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	NA	100%	NA	100%	13%	100%	43%
	Total Number Meets or Higher		NA		NA		NA		1		3
	Total Number Tested		NA		NA		NA		8		7
	Points away from or above target		NA		NA		NA		-87		-57
	Difference from Prior Year				NA		NA		NA		30
	Growth from Prior Year				NA		NA		NA		231%
Eco. Dis.	Target and Actual Rate	30%	29%	32%	48%	34%	40%	37%	31%	40%	33%
	Total Number Meets or Higher		24		31		27		26		25
	Total Number Tested		83		65		68		83		75
	Points away from or above target		-1		16		6		-6		-7
	Difference from Prior Year				19		-8		-9		2
	Growth from Prior Year				66%		-17%		-23%		6%
Emergent Bilingual	Target and Actual Rate	39%	34%	41%	54%	43%	42%	46%	31%	49%	36%
	Total Number Meets or Higher		14		20		15		6		13
	Total Number Tested		41		37		36		30		36
	Points away from or above target		-5		13		-1		-15		-13
	Difference from Prior Year				20		-12		-11		5
	Growth from Prior Year				59%		-22%		-26%		16%
Cont. Enrolled	Target and Actual Rate	44%	36%	46%	56%	48%	50%	51%	41%	54%	33%
	Total Number Meets or Higher		32		41		41		34		28
	Total Number Tested		88		73		82		83		85
	Points away from or above target		-8		10		2		-10		-21
	Difference from Prior Year				20		-6		-9		-8
	Growth from Prior Year				56%		-11%		-18%		-20%
Non-Cont. Enrolled	Target and Actual Rate	24%	NA	26%	NA	28%	37%	31%	20%	34%	42%
	Total Number Meets or Higher		NA		NA		7		5		8
	Total Number Tested		NA		NA		19		25		19
	Points away from or above target		NA		NA		9		-11		8
	Difference from Prior Year				NA		NA		-17		22
	Growth from Prior Year				NA		NA		-46%		110%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	83%	77%	85%	76%	87%	79%	90%	75%	93%	84%
	Total Number Meets or Higher		122		124		125		116		146
	Total Number Tested		159		164		158		154		174
	Points away from or above target		-6		-9		-8		-15		-9
	Difference from Prior Year				-1		3		-4		9
	Growth from Prior Year				-1%		4%		-5%		12%
African Am.	Target and Actual Rate	88%	NA	90%	NA	92%	NA	95%	55%	98%	64%
	Total Number Meets or Higher		NA		NA		NA		6		7
	Total Number Tested		NA		NA		NA		11		11
	Points away from or above target		NA		NA		NA		-40		-34
	Difference from Prior Year				NA		NA		NA		9
	Growth from Prior Year				NA		NA		NA		16%
Hispanic	Target and Actual Rate	78%	57%	80%	69%	82%	87%	85%	61%	88%	74%
	Total Number Meets or Higher		17		27		26		19		29
	Total Number Tested		30		39		30		31		39
	Points away from or above target		-21		-11		5		-24		-14
	Difference from Prior Year				12		18		-26		13
	Growth from Prior Year				21%		26%		-30%		21%
White	Target and Actual Rate	80%	85%	82%	77%	84%	76%	87%	75%	90%	86%
	Total Number Meets or Higher		72		62		67		58		69
	Total Number Tested		85		81		88		77		80
	Points away from or above target		5		-5		-8		-12		-4
	Difference from Prior Year				-8		-1		-1		11
	Growth from Prior Year				-9%		-1%		-1%		15%
Asian	Target and Actual Rate	94%	93%	96%	NA	98%	83%	100%	96%	100%	92%
	Total Number Meets or Higher		26		NA		24		25		34
	Total Number Tested		28		NA		29		26		37
	Points away from or above target		-1		NA		-15		-4		-8
	Difference from Prior Year				NA		NA		13		-4
	Growth from Prior Year				NA		NA		16%		-4%
Special Ed (Current)	Target and Actual Rate	67%	NA	69%	40%	71%	58%	74%	45%	77%	59%
	Total Number Meets or Higher		NA		10		15		15		22
	Total Number Tested		NA		25		26		33		37
	Points away from or above target		NA		-29		-13		-29		-18
	Difference from Prior Year				NA		18		-13		14
	Growth from Prior Year				NA		45%		-22%		31%
Special Ed (Former)	Target and Actual Rate	100%	63%	100%	100%	100%	NA	100%	NA	100%	82%
	Total Number Meets or Higher		5		6		NA		-1		9
	Total Number Tested		8		6		NA		-1		11
	Points away from or above target		-37		0		NA		NA		-18
	Difference from Prior Year				37		NA		NA		NA
	Growth from Prior Year				59%		NA		NA		NA
Eco. Dis.	Target and Actual Rate	100%	NA	100%	NA	100%	45%	100%	52%	100%	57%
	Total Number Meets or Higher		NA		NA		5		11		13
	Total Number Tested		NA		NA		11		21		23
	Points away from or above target		NA		NA		-55		-48		-43
	Difference from Prior Year				NA		NA		7		5
	Growth from Prior Year				NA		NA		16%		10%
Emergent Bilingual	Target and Actual Rate	82%	NA	84%	NA	86%	75%	89%	75%	92%	86%
	Total Number Meets or Higher		NA		NA		9		6		25
	Total Number Tested		NA		NA		12		8		29
	Points away from or above target		NA		NA		-11		-14		-6
	Difference from Prior Year				NA		NA		0		11
	Growth from Prior Year				NA		NA		0%		15%
Cont. Enrolled	Target and Actual Rate	85%	79%	87%	77%	89%	79%	92%	75%	95%	85%
	Total Number Meets or Higher		108		114		109		101		125
	Total Number Tested		136		148		138		134		147
	Points away from or above target		-6		-10		-10		-17		-10
	Difference from Prior Year				-2		2		-4		10
	Growth from Prior Year				-3%		3%		-5%		13%
Non-Cont. Enrolled	Target and Actual Rate	60%	NA	62%	NA	64%	80%	67%	75%	70%	78%
	Total Number Meets or Higher		NA		NA		16		15		21
	Total Number Tested		NA		NA		20		20		27
	Points away from or above target		NA		NA		16		8		8
	Difference from Prior Year				NA		NA		-5		3
	Growth from Prior Year				NA		NA		-6%		4%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	49%	23%	51%	35%	53%	37%	56%	37%	59%	52%
	Total Number Meets or Higher		25		46		43		42		59
	Total Number Tested		107		133		115		114		114
	Points away from or above target		-26		-16		-16		-19		-7
	Difference from Prior Year				12		2		0		15
	Growth from Prior Year				52%		6%		0%		41%
African Am.	Target and Actual Rate	37%	NA	39%	26%	41%	25%	44%	19%	47%	40%
	Total Number Meets or Higher		NA		8		6		4		8
	Total Number Tested		NA		31		24		21		20
	Points away from or above target		NA		-13		-16		-25		-7
	Difference from Prior Year				NA		-1		-6		21
	Growth from Prior Year				NA		-4%		-24%		111%
Hispanic	Target and Actual Rate	42%	12%	44%	30%	46%	34%	49%	31%	52%	49%
	Total Number Meets or Higher		6		21		23		18		33
	Total Number Tested		51		69		67		58		68
	Points away from or above target		-30		-14		-12		-18		-3
	Difference from Prior Year				18		4		-3		18
	Growth from Prior Year				150%		13%		-9%		58%
White	Target and Actual Rate	68%	NA	70%	NA	72%	64%	75%	65%	78%	80%
	Total Number Meets or Higher		NA		NA		9		17		12
	Total Number Tested		NA		NA		14		26		15
	Points away from or above target		NA		NA		-8		-10		2
	Difference from Prior Year				NA		NA		1		15
	Growth from Prior Year				NA		NA		2%		23%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	NA	60%	57%
	Total Number Meets or Higher		NA		NA		NA		-1		4
	Total Number Tested		NA		NA		NA		-1		7
	Points away from or above target		NA		NA		NA		NA		-3
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	17%	32%	35%	35%	21%
	Total Number Meets or Higher		NA		NA		2		8		5
	Total Number Tested		NA		NA		12		23		24
	Points away from or above target		NA		NA		-12		3		-14
	Difference from Prior Year				NA		NA		18		-14
	Growth from Prior Year				NA		NA		106%		-40%
Eco. Dis.	Target and Actual Rate	45%	18%	47%	26%	49%	30%	52%	23%	55%	38%
	Total Number Meets or Higher		12		22		25		19		28
	Total Number Tested		68		84		82		83		74
	Points away from or above target		-27		-21		-19		-29		-17
	Difference from Prior Year				8		4		-7		15
	Growth from Prior Year				44%		15%		-23%		65%
Emergent Bilingual	Target and Actual Rate	52%	18%	54%	26%	56%	25%	59%	19%	62%	36%
	Total Number Meets or Higher		8		11		10		1		13
	Total Number Tested		44		43		40		21		36
	Points away from or above target		-34		-28		-31		-40		-26
	Difference from Prior Year				8		-1		-6		17
	Growth from Prior Year				44%		-4%		-24%		89%
Cont. Enrolled	Target and Actual Rate	50%	25%	52%	37%	54%	42%	57%	42%	60%	53%
	Total Number Meets or Higher		22		41		35		35		43
	Total Number Tested		88		110		84		83		81
	Points away from or above target		-25		-15		-12		-15		-7
	Difference from Prior Year				12		5		0		11
	Growth from Prior Year				48%		14%		0%		26%
Non-Cont. Enrolled	Target and Actual Rate	47%	NA	49%	NA	51%	26%	54%	23%	57%	48%
	Total Number Meets or Higher		NA		NA		8		7		16
	Total Number Tested		NA		NA		31		31		33
	Points away from or above target		NA		NA		-25		-31		-9
	Difference from Prior Year				NA		NA		-3		25
	Growth from Prior Year				NA		NA		-12%		109%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	53%	36%	55%	57%	57%	61%	60%	53%	63%	47%
	Total Number Meets or Higher		53		85		106		92		52
	Total Number Tested		146		148		175		172		111
	Points away from or above target		-17		2		4		-7		-16
	Difference from Prior Year				21		4		-8		-6
	Growth from Prior Year				58%		7%		-13%		-11%
African Am.	Target and Actual Rate	30%	33%	32%	46%	34%	51%	37%	44%	40%	32%
	Total Number Meets or Higher		13		22		26		25		11
	Total Number Tested		39		48		51		57		34
	Points away from or above target		3		14		17		7		-8
	Difference from Prior Year				13		5		-7		-12
	Growth from Prior Year				39%		11%		-14%		-27%
Hispanic	Target and Actual Rate	51%	25%	53%	41%	55%	42%	58%	46%	61%	45%
	Total Number Meets or Higher		11		16		19		26		17
	Total Number Tested		44		39		45		56		38
	Points away from or above target		-26		-12		-13		-12		-16
	Difference from Prior Year				16		1		4		-1
	Growth from Prior Year				64%		2%		10%		-2%
White	Target and Actual Rate	61%	NA	63%	NA	65%	76%	68%	50%	71%	57%
	Total Number Meets or Higher		NA		NA		32		13		8
	Total Number Tested		NA		NA		42		26		14
	Points away from or above target		NA		NA		11		-18		-14
	Difference from Prior Year				NA		NA		-26		7
	Growth from Prior Year				NA		NA		-34%		14%
Asian	Target and Actual Rate	83%	47%	85%	71%	87%	79%	90%	88%	93%	65%
	Total Number Meets or Higher		16		24		23		23		13
	Total Number Tested		34		34		29		26		20
	Points away from or above target		-36		-14		-8		-2		-28
	Difference from Prior Year				24		8		9		-23
	Growth from Prior Year				51%		11%		11%		-26%
Two or More Races	Target and Actual Rate	67%	NA	69%	NA	71%	75%	74%	83%	77%	60%
	Total Number Meets or Higher		NA		NA		6		-3		3
	Total Number Tested		NA		NA		8		-3		5
	Points away from or above target		NA		NA		4		9		-17
	Difference from Prior Year				NA		NA		8		-23
	Growth from Prior Year				NA		NA		11%		-28%
Special Ed (Current)	Target and Actual Rate	17%	NA	19%	NA	21%	47%	24%	24%	27%	33%
	Total Number Meets or Higher		NA		NA		7		5		6
	Total Number Tested		NA		NA		15		21		18
	Points away from or above target		NA		NA		26		0		6
	Difference from Prior Year				NA		NA		-23		9
	Growth from Prior Year				NA		NA		-49%		38%
Eco. Dis.	Target and Actual Rate	46%	28%	48%	56%	50%	42%	53%	45%	56%	37%
	Total Number Meets or Higher		17		35		29		36		22
	Total Number Tested		60		62		69		80		60
	Points away from or above target		-18		8		-8		-8		-19
	Difference from Prior Year				28		-14		3		-8
	Growth from Prior Year				100%		-25%		7%		-18%
Emergent Bilingual	Target and Actual Rate	60%	43%	62%	55%	64%	62%	67%	59%	70%	55%
	Total Number Meets or Higher		22		23		29		20		16
	Total Number Tested		51		42		47		37		29
	Points away from or above target		-17		-7		-2		-8		-15
	Difference from Prior Year				12		7		-3		-4
	Growth from Prior Year				28%		13%		-5%		-7%
Cont. Enrolled	Target and Actual Rate	56%	35%	58%	57%	60%	63%	63%	57%	66%	50%
	Total Number Meets or Higher		45		71		92		80		43
	Total Number Tested		127		124		147		141		86
	Points away from or above target		-21		-1		3		-6		-16
	Difference from Prior Year				22		6		-6		-7
	Growth from Prior Year				63%		11%		-10%		-12%
Non-Cont. Enrolled	Target and Actual Rate	40%	NA	42%	NA	44%	50%	47%	39%	50%	36%
	Total Number Meets or Higher		NA		NA		14		12		9
	Total Number Tested		NA		NA		28		31		25
	Points away from or above target		NA		NA		6		-8		-14
	Difference from Prior Year				NA		NA		-11		-3
	Growth from Prior Year				NA		NA		-22%		-8%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	43%	28%	45%	28%	47%	29%	50%	34%	53%	31%
	Total Number Meets or Higher		35		33		30		45		36
	Total Number Tested		126		118		105		133		116
	Points away from or above target		-15		-17		-18		-16		-22
	Difference from Prior Year				0		1		5		-3
	Growth from Prior Year				0%		4%		17%		-9%
African Am.	Target and Actual Rate	13%	NA	15%	NA	17%	0%	20%	17%	23%	20%
	Total Number Meets or Higher		NA		NA		0		2		2
	Total Number Tested		NA		NA		6		12		10
	Points away from or above target		NA		NA		-17		-3		-3
	Difference from Prior Year				NA		NA		17		3
	Growth from Prior Year				NA		NA		NA		18%
Hispanic	Target and Actual Rate	40%	21%	42%	24%	44%	26%	47%	28%	50%	26%
	Total Number Meets or Higher		19		21		21		25		23
	Total Number Tested		92		86		81		90		89
	Points away from or above target		-19		-18		-18		-19		-24
	Difference from Prior Year				3		2		2		-2
	Growth from Prior Year				14%		8%		8%		-7%
White	Target and Actual Rate	71%	NA	73%	NA	75%	50%	78%	71%	81%	60%
	Total Number Meets or Higher		NA		NA		5		5		6
	Total Number Tested		NA		NA		10		7		10
	Points away from or above target		NA		NA		-25		-7		-21
	Difference from Prior Year				NA		NA		21		-11
	Growth from Prior Year				NA		NA		42%		-15%
Special Ed (Current)	Target and Actual Rate	38%	NA	40%	NA	42%	33%	45%	12%	48%	21%
	Total Number Meets or Higher		NA		NA		7		3		7
	Total Number Tested		NA		NA		21		25		34
	Points away from or above target		NA		NA		-9		-33		-27
	Difference from Prior Year				NA		NA		-21		9
	Growth from Prior Year				NA		NA		-64%		75%
Eco. Dis.	Target and Actual Rate	37%	26%	39%	26%	41%	28%	44%	31%	47%	27%
	Total Number Meets or Higher		27		24		23		35		25
	Total Number Tested		105		91		82		113		94
	Points away from or above target		-11		-13		-13		-13		-20
	Difference from Prior Year				0		2		3		-4
	Growth from Prior Year				0%		8%		11%		-13%
Emergent Bilingual	Target and Actual Rate	43%	29%	45%	29%	47%	30%	50%	36%	53%	27%
	Total Number Meets or Higher		21		16		14		6		12
	Total Number Tested		73		56		47		38		45
	Points away from or above target		-14		-16		-17		-14		-26
	Difference from Prior Year				0		1		6		-9
	Growth from Prior Year				0%		3%		20%		-25%
Cont. Enrolled	Target and Actual Rate	44%	28%	46%	25%	48%	31%	51%	35%	54%	30%
	Total Number Meets or Higher		32		25		26		39		29
	Total Number Tested		113		99		84		113		96
	Points away from or above target		-16		-21		-17		-16		-24
	Difference from Prior Year				-3		6		4		-5
	Growth from Prior Year				-11%		24%		13%		-14%
Non-Cont. Enrolled	Target and Actual Rate	41%	NA	43%	NA	45%	19%	48%	30%	51%	35%
	Total Number Meets or Higher		NA		NA		4		6		7
	Total Number Tested		NA		NA		21		20		20
	Points away from or above target		NA		NA		-26		-18		-16
	Difference from Prior Year				NA		NA		11		5
	Growth from Prior Year				NA		NA		58%		17%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	66%	57%	68%	69%	70%	67%	73%	69%	76%	79%
	Total Number Meets or Higher		95		127		136		138		152
	Total Number Tested		168		184		203		200		192
	Points away from or above target		-9		1		-3		-4		3
	Difference from Prior Year				12		-2		2		10
	Growth from Prior Year				21%		-3%		3%		14%
African Am.	Target and Actual Rate	65%	NA	67%	NA	69%	57%	72%	63%	75%	67%
	Total Number Meets or Higher		NA		NA		12		19		16
	Total Number Tested		NA		NA		21		30		24
	Points away from or above target		NA		NA		-12		-9		-8
	Difference from Prior Year				NA		NA		6		4
	Growth from Prior Year				NA		NA		11%		6%
Hispanic	Target and Actual Rate	53%	56%	55%	56%	57%	61%	60%	55%	63%	62%
	Total Number Meets or Higher		23		28		28		24		23
	Total Number Tested		41		50		46		44		37
	Points away from or above target		3		1		4		-5		-1
	Difference from Prior Year				0		5		-6		7
	Growth from Prior Year				0%		9%		-10%		13%
White	Target and Actual Rate	64%	55%	66%	78%	68%	64%	71%	71%	74%	80%
	Total Number Meets or Higher		32		51		41		48		55
	Total Number Tested		58		65		64		68		69
	Points away from or above target		-9		12		-4		0		6
	Difference from Prior Year				23		-14		7		9
	Growth from Prior Year				42%		-18%		11%		13%
Asian	Target and Actual Rate	85%	70%	87%	79%	89%	86%	92%	82%	95%	95%
	Total Number Meets or Higher		30		34		49		37		52
	Total Number Tested		43		43		57		45		55
	Points away from or above target		-15		-8		-3		-10		0
	Difference from Prior Year				9		7		-4		13
	Growth from Prior Year				13%		9%		-5%		16%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	77%	60%	86%
	Total Number Meets or Higher		NA		NA		NA		10		6
	Total Number Tested		NA		NA		NA		13		7
	Points away from or above target		NA		NA		NA		20		26
	Difference from Prior Year				NA		NA		NA		9
	Growth from Prior Year				NA		NA		NA		12%
Special Ed (Current)	Target and Actual Rate	67%	NA	69%	NA	71%	52%	74%	52%	77%	40%
	Total Number Meets or Higher		NA		NA		14		16		12
	Total Number Tested		NA		NA		27		31		30
	Points away from or above target		NA		NA		-19		-22		-37
	Difference from Prior Year				NA		NA		0		-12
	Growth from Prior Year				NA		NA		0%		-23%
Special Ed (Former)	Target and Actual Rate	33%	60%	35%	80%	37%	100%	40%	88%	43%	88%
	Total Number Meets or Higher		3		8		6		7		7
	Total Number Tested		5		10		6		8		8
	Points away from or above target		27		45		63		48		45
	Difference from Prior Year				20		20		-12		0
	Growth from Prior Year				33%		25%		-12%		0%
Eco. Dis.	Target and Actual Rate	56%	NA	58%	57%	60%	42%	63%	53%	66%	60%
	Total Number Meets or Higher		NA		24		16		18		18
	Total Number Tested		NA		42		38		34		30
	Points away from or above target		NA		-1		-18		-10		-6
	Difference from Prior Year				NA		-15		11		7
	Growth from Prior Year				NA		-26%		26%		13%
Emergent Bilingual	Target and Actual Rate	65%	50%	67%	61%	69%	70%	72%	43%	75%	79%
	Total Number Meets or Higher		17		20		19		5		27
	Total Number Tested		34		33		27		15		34
	Points away from or above target		-15		-6		1		-29		4
	Difference from Prior Year				11		9		-27		36
	Growth from Prior Year				22%		15%		-39%		84%
Cont. Enrolled	Target and Actual Rate	68%	58%	70%	69%	72%	66%	75%	70%	78%	79%
	Total Number Meets or Higher		72		103		96		119		127
	Total Number Tested		124		149		145		170		160
	Points away from or above target		-10		-1		-6		-5		1
	Difference from Prior Year				11		-3		4		9
	Growth from Prior Year				19%		-4%		6%		13%
Non-Cont. Enrolled	Target and Actual Rate	59%	52%	61%	69%	63%	69%	66%	63%	69%	78%
	Total Number Meets or Higher		23		24		40		19		25
	Total Number Tested		44		35		58		30		32
	Points away from or above target		-7		8		6		-3		9
	Difference from Prior Year				17		0		-6		15
	Growth from Prior Year				33%		0%		-9%		24%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	36%	27%	38%	32%	40%	50%	43%	34%	46%	48%
	Total Number Meets or Higher		45		54		92		38		62
	Total Number Tested		164		167		183		112		128
	Points away from or above target		-9		-6		10		-9		2
	Difference from Prior Year				5		18		-16		14
	Growth from Prior Year				19%		56%		-32%		41%
African Am.	Target and Actual Rate	30%	22%	32%	33%	34%	48%	37%	26%	40%	43%
	Total Number Meets or Higher		9		17		23		9		15
	Total Number Tested		41		51		48		35		35
	Points away from or above target		-8		1		14		-11		3
	Difference from Prior Year				11		15		-22		17
	Growth from Prior Year				50%		45%		-46%		65%
Hispanic	Target and Actual Rate	36%	22%	38%	26%	40%	50%	43%	32%	46%	47%
	Total Number Meets or Higher		21		24		53		19		33
	Total Number Tested		94		94		105		59		70
	Points away from or above target		-14		-12		10		-11		1
	Difference from Prior Year				4		24		-18		15
	Growth from Prior Year				18%		92%		-36%		47%
Asian	Target and Actual Rate	40%	NA	42%	NA	44%	53%	47%	56%	50%	70%
	Total Number Meets or Higher		NA		NA		9		5		7
	Total Number Tested		NA		NA		17		9		10
	Points away from or above target		NA		NA		9		9		20
	Difference from Prior Year				NA		NA		3		14
	Growth from Prior Year				NA		NA		6%		25%
Two or More Races	Target and Actual Rate	0%	NA	2%	NA	4%	NA	7%	NA	10%	33%
	Total Number Meets or Higher		NA		NA		NA		-1		2
	Total Number Tested		NA		NA		NA		-1		6
	Points away from or above target		NA		NA		NA		NA		23
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Special Ed (Current)	Target and Actual Rate	33%	NA	35%	NA	37%	25%	40%	29%	43%	33%
	Total Number Meets or Higher		NA		NA		5		5		8
	Total Number Tested		NA		NA		20		17		24
	Points away from or above target		NA		NA		-12		-11		-10
	Difference from Prior Year				NA		NA		4		4
	Growth from Prior Year				NA		NA		16%		14%
Special Ed (Former)	Target and Actual Rate	25%	43%	27%	-1%	29%	67%	32%	NA	35%	80%
	Total Number Meets or Higher		3		-1		4		-1		4
	Total Number Tested		7		-1		6		-1		5
	Points away from or above target		18		-28		38		NA		45
	Difference from Prior Year				-44		68		NA		NA
	Growth from Prior Year				-102%		-6800%		NA		NA
Eco. Dis.	Target and Actual Rate	32%	25%	34%	29%	36%	50%	39%	31%	42%	47%
	Total Number Meets or Higher		34		38		79		29		46
	Total Number Tested		137		131		157		93		98
	Points away from or above target		-7		-5		14		-8		5
	Difference from Prior Year				4		21		-19		16
	Growth from Prior Year				16%		72%		-38%		52%
Emergent Bilingual	Target and Actual Rate	30%	28%	32%	31%	34%	51%	37%	36%	40%	54%
	Total Number Meets or Higher		24		25		46		11		30
	Total Number Tested		86		80		91		35		56
	Points away from or above target		-2		-1		17		-1		14
	Difference from Prior Year				3		20		-15		18
	Growth from Prior Year				11%		65%		-29%		50%
Cont. Enrolled	Target and Actual Rate	38%	25%	40%	34%	42%	51%	45%	35%	48%	51%
	Total Number Meets or Higher		33		43		66		27		50
	Total Number Tested		131		128		130		78		99
	Points away from or above target		-13		-6		9		-10		3
	Difference from Prior Year				9		17		-16		16
	Growth from Prior Year				36%		50%		-31%		46%
Non-Cont. Enrolled	Target and Actual Rate	31%	36%	33%	28%	35%	49%	38%	32%	41%	41%
	Total Number Meets or Higher		12		11		26		11		12
	Total Number Tested		33		39		53		34		29
	Points away from or above target		5		-5		14		-6		0
	Difference from Prior Year				-8		21		-17		9
	Growth from Prior Year				-22%		75%		-35%		28%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	70%	50%	72%	63%	74%	63%	77%	66%	80%	64%
	Total Number Meets or Higher		60		88		85		112		107
	Total Number Tested		119		139		134		169		167
	Points away from or above target		-20		-9		-11		-11		-16
	Difference from Prior Year				13		0		3		-2
	Growth from Prior Year				26%		0%		5%		-3%
African Am.	Target and Actual Rate	60%	NA	62%	NA	64%	31%	67%	42%	70%	67%
	Total Number Meets or Higher		NA		NA		5		8		14
	Total Number Tested		NA		NA		16		19		21
	Points away from or above target		NA		NA		-33		-25		-3
	Difference from Prior Year				NA		NA		11		25
	Growth from Prior Year				NA		NA		35%		60%
Hispanic	Target and Actual Rate	67%	38%	69%	50%	71%	49%	74%	56%	77%	52%
	Total Number Meets or Higher		14		22		19		28		30
	Total Number Tested		37		44		39		50		58
	Points away from or above target		-29		-19		-22		-18		-25
	Difference from Prior Year				12		-1		7		-4
	Growth from Prior Year				32%		-2%		14%		-7%
White	Target and Actual Rate	73%	59%	75%	70%	77%	75%	80%	74%	83%	58%
	Total Number Meets or Higher		33		46		40		46		29
	Total Number Tested		56		66		53		62		50
	Points away from or above target		-14		-5		-2		-6		-25
	Difference from Prior Year				11		5		-1		-16
	Growth from Prior Year				19%		7%		-1%		-22%
Asian	Target and Actual Rate	91%	NA	93%	NA	95%	94%	98%	90%	100%	94%
	Total Number Meets or Higher		NA		NA		16		19		30
	Total Number Tested		NA		NA		17		21		32
	Points away from or above target		NA		NA		-1		-8		-6
	Difference from Prior Year				NA		NA		-4		4
	Growth from Prior Year				NA		NA		-4%		4%
Two or More Races	Target and Actual Rate	71%	NA	73%	NA	75%	NA	78%	69%	81%	67%
	Total Number Meets or Higher		NA		NA		NA		9		4
	Total Number Tested		NA		NA		NA		13		6
	Points away from or above target		NA		NA		NA		-9		-14
	Difference from Prior Year				NA		NA		NA		-2
	Growth from Prior Year				NA		NA		NA		-3%
Special Ed (Current)	Target and Actual Rate	44%	NA	46%	NA	48%	24%	51%	36%	54%	29%
	Total Number Meets or Higher		NA		NA		5		12		10
	Total Number Tested		NA		NA		21		33		35
	Points away from or above target		NA		NA		-24		-15		-25
	Difference from Prior Year				NA		NA		12		-7
	Growth from Prior Year				NA		NA		50%		-19%
Special Ed (Former)	Target and Actual Rate	100%	NA	100%	88%	100%	60%	100%	57%	100%	64%
	Total Number Meets or Higher		NA		7		3		4		9
	Total Number Tested		NA		8		5		7		14
	Points away from or above target		NA		-12		-40		-43		-36
	Difference from Prior Year				NA		-28		-3		7
	Growth from Prior Year				NA		-32%		-5%		12%
Eco. Dis.	Target and Actual Rate	62%	37%	64%	46%	66%	46%	69%	58%	72%	40%
	Total Number Meets or Higher		18		28		23		36		22
	Total Number Tested		49		61		50		62		55
	Points away from or above target		-25		-18		-20		-11		-32
	Difference from Prior Year				9		0		12		-18
	Growth from Prior Year				24%		0%		26%		-31%
Emergent Bilingual	Target and Actual Rate	74%	NA	76%	NA	78%	50%	81%	79%	84%	81%
	Total Number Meets or Higher		NA		NA		12		19		30
	Total Number Tested		NA		NA		24		25		37
	Points away from or above target		NA		NA		-28		-2		-3
	Difference from Prior Year				NA		NA		29		2
	Growth from Prior Year				NA		NA		58%		3%
Cont. Enrolled	Target and Actual Rate	71%	50%	73%	63%	75%	66%	78%	64%	81%	60%
	Total Number Meets or Higher		52		78		64		87		81
	Total Number Tested		104		124		97		136		135
	Points away from or above target		-21		-10		-9		-14		-21
	Difference from Prior Year				13		3		-2		-4
	Growth from Prior Year				26%		5%		-3%		-6%
Non-Cont. Enrolled	Target and Actual Rate	65%	NA	67%	NA	69%	57%	72%	76%	75%	81%
	Total Number Meets or Higher		NA		NA		21		25		26
	Total Number Tested		NA		NA		37		33		32
	Points away from or above target		NA		NA		-12		4		6
	Difference from Prior Year				NA		NA		19		5
	Growth from Prior Year				NA		NA		33%		7%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	76%	64%	78%	64%	80%	69%	83%	68%	86%	72%
	Total Number Meets or Higher		75		91		111		99		108
	Total Number Tested		118		143		160		146		151
	Points away from or above target		-12		-14		-11		-15		-14
	Difference from Prior Year				0		5		-1		4
	Growth from Prior Year				0%		8%		-1%		6%
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	63%	50%	71%
	Total Number Meets or Higher		NA		NA		NA		5		5
	Total Number Tested		NA		NA		NA		8		7
	Points away from or above target		NA		NA		NA		16		21
	Difference from Prior Year				NA		NA		NA		8
	Growth from Prior Year				NA		NA		NA		13%
Hispanic	Target and Actual Rate	69%	42%	71%	44%	73%	58%	76%	58%	79%	53%
	Total Number Meets or Higher		13		11		19		21		17
	Total Number Tested		31		25		33		36		32
	Points away from or above target		-27		-27		-15		-18		-26
	Difference from Prior Year				2		14		0		-5
	Growth from Prior Year				5%		32%		0%		-9%
White	Target and Actual Rate	78%	71%	80%	67%	82%	69%	85%	70%	88%	74%
	Total Number Meets or Higher		45		56		63		49		59
	Total Number Tested		63		83		91		70		80
	Points away from or above target		-7		-13		-13		-15		-14
	Difference from Prior Year				-4		2		1		4
	Growth from Prior Year				-6%		3%		1%		6%
Asian	Target and Actual Rate	83%	NA	85%	NA	87%	91%	90%	89%	93%	90%
	Total Number Meets or Higher		NA		NA		21		17		19
	Total Number Tested		NA		NA		23		19		21
	Points away from or above target		NA		NA		4		-1		-3
	Difference from Prior Year				NA		NA		-2		1
	Growth from Prior Year				NA		NA		-2%		1%
Two or More Races	Target and Actual Rate	86%	NA	88%	NA	90%	NA	93%	54%	96%	73%
	Total Number Meets or Higher		NA		NA		NA		7		8
	Total Number Tested		NA		NA		NA		13		11
	Points away from or above target		NA		NA		NA		-39		-23
	Difference from Prior Year				NA		NA		NA		19
	Growth from Prior Year				NA		NA		NA		35%
Special Ed (Current)	Target and Actual Rate	47%	NA	49%	NA	51%	60%	54%	48%	57%	43%
	Total Number Meets or Higher		NA		NA		12		13		16
	Total Number Tested		NA		NA		20		27		37
	Points away from or above target		NA		NA		9		-6		-14
	Difference from Prior Year				NA		NA		-12		-5
	Growth from Prior Year				NA		NA		-20%		-10%
Special Ed (Former)	Target and Actual Rate	63%	NA	65%	50%	67%	NA	70%	NA	73%	57%
	Total Number Meets or Higher		NA		3		NA		-1		4
	Total Number Tested		NA		6		NA		-1		7
	Points away from or above target		NA		-15		NA		NA		-16
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	86%	NA	88%	NA	90%	63%	93%	61%	96%	41%
	Total Number Meets or Higher		NA		NA		10		11		11
	Total Number Tested		NA		NA		16		18		27
	Points away from or above target		NA		NA		-27		-32		-55
	Difference from Prior Year				NA		NA		-2		-20
	Growth from Prior Year				NA		NA		-3%		-33%
Emergent Bilingual	Target and Actual Rate	100%	NA	100%	NA	100%	64%	100%	79%	100%	71%
	Total Number Meets or Higher		NA		NA		7		5		10
	Total Number Tested		NA		NA		11		8		14
	Points away from or above target		NA		NA		-36		-21		-29
	Difference from Prior Year				NA		NA		15		-8
	Growth from Prior Year				NA		NA		23%		-10%
Cont. Enrolled	Target and Actual Rate	79%	64%	81%	67%	83%	70%	86%	66%	89%	75%
	Total Number Meets or Higher		67		80		95		84		97
	Total Number Tested		104		120		135		127		129
	Points away from or above target		-15		-14		-13		-20		-14
	Difference from Prior Year				3		3		-4		9
	Growth from Prior Year				5%		4%		-6%		14%
Non-Cont. Enrolled	Target and Actual Rate	58%	NA	60%	NA	62%	64%	65%	79%	68%	50%
	Total Number Meets or Higher		NA		NA		16		15		11
	Total Number Tested		NA		NA		25		19		22
	Points away from or above target		NA		NA		2		14		-18
	Difference from Prior Year				NA		NA		15		-29
	Growth from Prior Year				NA		NA		23%		-37%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	39%	31%	41%	32%	43%	33%	46%	26%	49%	35%
	Total Number Meets or Higher		49		52		69		34		47
	Total Number Tested		157		165		209		130		134
	Points away from or above target		-8		-9		-10		-20		-14
	Difference from Prior Year				1		1		-7		9
	Growth from Prior Year				3%		3%		-21%		35%
African Am.	Target and Actual Rate	33%	20%	35%	26%	37%	27%	40%	15%	43%	30%
	Total Number Meets or Higher		10		17		21		6		16
	Total Number Tested		51		66		77		41		54
	Points away from or above target		-13		-9		-10		-25		-13
	Difference from Prior Year				6		1		-12		15
	Growth from Prior Year				30%		4%		-44%		100%
Hispanic	Target and Actual Rate	42%	31%	44%	31%	46%	34%	49%	21%	52%	39%
	Total Number Meets or Higher		26		24		31		13		23
	Total Number Tested		84		77		91		63		59
	Points away from or above target		-11		-13		-12		-28		-13
	Difference from Prior Year				0		3		-13		18
	Growth from Prior Year				0%		10%		-38%		86%
White	Target and Actual Rate	44%	NA	46%	NA	48%	37%	51%	73%	54%	30%
	Total Number Meets or Higher		NA		NA		7		8		3
	Total Number Tested		NA		NA		19		11		10
	Points away from or above target		NA		NA		-11		22		-24
	Difference from Prior Year				NA		NA		36		-43
	Growth from Prior Year				NA		NA		97%		-59%
Special Ed (Current)	Target and Actual Rate	13%	NA	15%	NA	17%	18%	20%	4%	23%	31%
	Total Number Meets or Higher		NA		NA		5		1		8
	Total Number Tested		NA		NA		28		24		26
	Points away from or above target		NA		NA		1		-16		8
	Difference from Prior Year				NA		NA		-14		27
	Growth from Prior Year				NA		NA		-78%		675%
Eco. Dis.	Target and Actual Rate	34%	30%	36%	31%	38%	30%	41%	23%	44%	31%
	Total Number Meets or Higher		34		43		49		23		31
	Total Number Tested		113		137		164		98		101
	Points away from or above target		-4		-5		-8		-18		-13
	Difference from Prior Year				1		-1		-7		8
	Growth from Prior Year				3%		-3%		-23%		35%
Emergent Bilingual	Target and Actual Rate	38%	34%	40%	41%	42%	47%	45%	29%	48%	49%
	Total Number Meets or Higher		22		20		30		4		18
	Total Number Tested		64		49		64		28		37
	Points away from or above target		-4		1		5		-16		1
	Difference from Prior Year				7		6		-18		20
	Growth from Prior Year				21%		15%		-38%		69%
Cont. Enrolled	Target and Actual Rate	41%	34%	43%	37%	45%	35%	48%	27%	51%	38%
	Total Number Meets or Higher		36		41		52		28		36
	Total Number Tested		107		112		148		104		96
	Points away from or above target		-7		-6		-10		-21		-13
	Difference from Prior Year				3		-2		-8		11
	Growth from Prior Year				9%		-5%		-23%		41%
Non-Cont. Enrolled	Target and Actual Rate	33%	26%	35%	21%	37%	28%	40%	23%	43%	29%
	Total Number Meets or Higher		13		11		17		6		11
	Total Number Tested		50		53		61		26		38
	Points away from or above target		-7		-14		-9		-17		-14
	Difference from Prior Year				-5		7		-5		6
	Growth from Prior Year				-19%		33%		-18%		26%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	69%	58%	71%	69%	73%	72%	76%	73%	79%	77%
	Total Number Meets or Higher		87		118		109		130		127
	Total Number Tested		149		172		152		177		164
	Points away from or above target		-11		-2		-1		-3		-2
	Difference from Prior Year				11		3		1		4
	Growth from Prior Year				19%		4%		1%		5%
African Am.	Target and Actual Rate	40%	NA	42%	NA	44%	75%	47%	60%	50%	57%
	Total Number Meets or Higher		NA		NA		6		6		4
	Total Number Tested		NA		NA		8		10		7
	Points away from or above target		NA		NA		31		13		7
	Difference from Prior Year				NA		NA		-15		-3
	Growth from Prior Year				NA		NA		-20%		-5%
Hispanic	Target and Actual Rate	67%	42%	69%	69%	71%	62%	74%	72%	77%	74%
	Total Number Meets or Higher		14		22		16		21		28
	Total Number Tested		33		32		26		29		38
	Points away from or above target		-25		0		-9		-2		-3
	Difference from Prior Year				27		-7		10		2
	Growth from Prior Year				64%		-10%		16%		3%
White	Target and Actual Rate	70%	65%	72%	69%	74%	70%	77%	72%	80%	78%
	Total Number Meets or Higher		53		72		67		85		76
	Total Number Tested		81		105		96		118		98
	Points away from or above target		-5		-3		-4		-5		-2
	Difference from Prior Year				4		1		2		6
	Growth from Prior Year				6%		1%		3%		8%
Asian	Target and Actual Rate	100%	NA	100%	NA	100%	100%	100%	83%	100%	94%
	Total Number Meets or Higher		NA		NA		17		10		15
	Total Number Tested		NA		NA		17		12		16
	Points away from or above target		NA		NA		0		-17		-6
	Difference from Prior Year				NA		NA		-17		11
	Growth from Prior Year				NA		NA		-17%		13%
Two or More Races	Target and Actual Rate	60%	NA	62%	NA	64%	60%	67%	100%	70%	80%
	Total Number Meets or Higher		NA		NA		3		-3		4
	Total Number Tested		NA		NA		5		-3		5
	Points away from or above target		NA		NA		-4		33		10
	Difference from Prior Year				NA		NA		40		-20
	Growth from Prior Year				NA		NA		67%		-20%
Special Ed (Current)	Target and Actual Rate	33%	NA	35%	NA	37%	68%	40%	67%	43%	31%
	Total Number Meets or Higher		NA		NA		15		22		8
	Total Number Tested		NA		NA		22		33		26
	Points away from or above target		NA		NA		31		27		-12
	Difference from Prior Year				NA		NA		-1		-36
	Growth from Prior Year				NA		NA		-1%		-54%
Special Ed (Former)	Target and Actual Rate	67%	NA	69%	67%	71%	89%	74%	67%	77%	83%
	Total Number Meets or Higher		NA		4		8		6		15
	Total Number Tested		NA		6		9		9		18
	Points away from or above target		NA		-2		18		-7		6
	Difference from Prior Year				NA		22		-22		16
	Growth from Prior Year				NA		33%		-25%		24%
Eco. Dis.	Target and Actual Rate	40%	NA	42%	NA	44%	67%	47%	93%	50%	57%
	Total Number Meets or Higher		NA		NA		10		13		12
	Total Number Tested		NA		NA		15		14		21
	Points away from or above target		NA		NA		23		46		7
	Difference from Prior Year				NA		NA		26		-36
	Growth from Prior Year				NA		NA		39%		-39%
Emergent Bilingual	Target and Actual Rate	89%	NA	91%	NA	93%	70%	96%	NA	99%	79%
	Total Number Meets or Higher		NA		NA		7		-1		11
	Total Number Tested		NA		NA		10		-1		14
	Points away from or above target		NA		NA		-23		NA		-20
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Cont. Enrolled	Target and Actual Rate	70%	58%	72%	72%	74%	72%	77%	74%	80%	77%
	Total Number Meets or Higher		82		109		98		117		109
	Total Number Tested		141		152		137		159		142
	Points away from or above target		-12		0		-2		-3		-3
	Difference from Prior Year				14		0		2		3
	Growth from Prior Year				24%		0%		3%		4%
Non-Cont. Enrolled	Target and Actual Rate	62%	NA	64%	NA	66%	73%	69%	72%	72%	82%
	Total Number Meets or Higher		NA		NA		11		13		18
	Total Number Tested		NA		NA		15		18		22
	Points away from or above target		NA		NA		7		3		10
	Difference from Prior Year				NA		NA		-1		10
	Growth from Prior Year				NA		NA		-1%		14%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	32%	27%	34%	30%	36%	21%	39%	29%	42%	31%
	Total Number Meets or Higher		28		42		30		37		43
	Total Number Tested		102		138		141		129		137
	Points away from or above target		-5		-4		-15		-10		-11
	Difference from Prior Year				3		-9		8		2
	Growth from Prior Year				11%		-30%		38%		7%
African Am.	Target and Actual Rate	26%	NA	28%	21%	30%	21%	33%	26%	36%	43%
	Total Number Meets or Higher		NA		6		7		6		10
	Total Number Tested		NA		28		34		23		23
	Points away from or above target		NA		-7		-9		-7		7
	Difference from Prior Year				NA		0		5		17
	Growth from Prior Year				NA		0%		24%		65%
Hispanic	Target and Actual Rate	32%	26%	34%	30%	36%	19%	39%	28%	42%	29%
	Total Number Meets or Higher		18		27		18		24		30
	Total Number Tested		69		90		96		87		105
	Points away from or above target		-6		-4		-17		-11		-13
	Difference from Prior Year				4		-11		9		1
	Growth from Prior Year				15%		-37%		47%		4%
Special Ed (Current)	Target and Actual Rate	31%	NA	33%	NA	35%	23%	38%	7%	41%	13%
	Total Number Meets or Higher		NA		NA		3		1		1
	Total Number Tested		NA		NA		13		14		8
	Points away from or above target		NA		NA		-12		-31		-28
	Difference from Prior Year				NA		NA		-16		6
	Growth from Prior Year				NA		NA		-70%		86%
Special Ed (Former)	Target and Actual Rate	33%	NA	35%	20%	37%	NA	40%	NA	43%	0%
	Total Number Meets or Higher		NA		1		NA		-1		0
	Total Number Tested		NA		5		NA		-1		5
	Points away from or above target		NA		-15		NA		NA		-43
	Difference from Prior Year				NA		NA		NA		NA
	Growth from Prior Year				NA		NA		NA		NA
Eco. Dis.	Target and Actual Rate	30%	28%	32%	31%	34%	21%	37%	30%	40%	29%
	Total Number Meets or Higher		25		39		25		35		37
	Total Number Tested		90		127		120		115		126
	Points away from or above target		-2		-1		-13		-7		-11
	Difference from Prior Year				3		-10		9		-1
	Growth from Prior Year				11%		-32%		43%		-3%
Emergent Bilingual	Target and Actual Rate	36%	30%	38%	32%	40%	23%	43%	30%	46%	31%
	Total Number Meets or Higher		18		24		15		16		28
	Total Number Tested		61		76		66		62		89
	Points away from or above target		-6		-6		-17		-13		-15
	Difference from Prior Year				2		-9		7		1
	Growth from Prior Year				7%		-28%		30%		3%
Cont. Enrolled	Target and Actual Rate	32%	28%	34%	28%	36%	22%	39%	30%	42%	30%
	Total Number Meets or Higher		20		27		22		30		30
	Total Number Tested		72		97		99		101		100
	Points away from or above target		-4		-6		-14		-9		-12
	Difference from Prior Year				0		-6		8		0
	Growth from Prior Year				0%		-21%		36%		0%
Non-Cont. Enrolled	Target and Actual Rate	33%	27%	35%	37%	37%	19%	40%	25%	43%	35%
	Total Number Meets or Higher		8		15		8		7		13
	Total Number Tested		30		41		42		28		37
	Points away from or above target		-6		3		-18		-15		-8
	Difference from Prior Year				10		-18		6		10
	Growth from Prior Year				37%		-49%		32%		40%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	35%	15%	37%	26%	39%	39%	42%	35%	45%	35%
	Total Number Meets or Higher		19		32		56		39		52
	Total Number Tested		127		125		144		112		149
	Points away from or above target		-20		-11		0		-7		-10
	Difference from Prior Year				11		13		-4		0
	Growth from Prior Year				73%		50%		-10%		0%
African Am.	Target and Actual Rate	19%	8%	21%	6%	23%	38%	26%	30%	29%	33%
	Total Number Meets or Higher		3		2		17		7		18
	Total Number Tested		37		35		45		23		55
	Points away from or above target		-11		-15		15		4		4
	Difference from Prior Year				-2		32		-8		3
	Growth from Prior Year				-25%		533%		-21%		10%
Hispanic	Target and Actual Rate	34%	18%	36%	35%	38%	38%	41%	32%	44%	34%
	Total Number Meets or Higher		11		23		31		21		25
	Total Number Tested		62		66		81		65		73
	Points away from or above target		-16		-1		0		-9		-10
	Difference from Prior Year				17		3		-6		2
	Growth from Prior Year				94%		9%		-16%		6%
White	Target and Actual Rate	64%	NA	66%	NA	68%	30%	71%	45%	74%	43%
	Total Number Meets or Higher		NA		NA		3		5		3
	Total Number Tested		NA		NA		10		11		7
	Points away from or above target		NA		NA		-38		-26		-31
	Difference from Prior Year				NA		NA		15		-2
	Growth from Prior Year				NA		NA		50%		-4%
Asian	Target and Actual Rate	60%	NA	62%	NA	64%	NA	67%	80%	70%	50%
	Total Number Meets or Higher		NA		NA		NA		-3		4
	Total Number Tested		NA		NA		NA		-3		8
	Points away from or above target		NA		NA		NA		13		-20
	Difference from Prior Year				NA		NA		NA		-30
	Growth from Prior Year				NA		NA		NA		-38%
Special Ed (Current)	Target and Actual Rate	22%	NA	24%	NA	26%	17%	29%	26%	32%	19%
	Total Number Meets or Higher		NA		NA		4		6		5
	Total Number Tested		NA		NA		23		23		26
	Points away from or above target		NA		NA		-9		-3		-13
	Difference from Prior Year				NA		NA		9		-7
	Growth from Prior Year				NA		NA		53%		-27%
Eco. Dis.	Target and Actual Rate	28%	12%	30%	25%	32%	33%	35%	38%	38%	30%
	Total Number Meets or Higher		12		24		35		33		32
	Total Number Tested		99		97		107		86		105
	Points away from or above target		-16		-5		1		3		-8
	Difference from Prior Year				13		8		5		-8
	Growth from Prior Year				108%		32%		15%		-21%
Emergent Bilingual	Target and Actual Rate	33%	19%	35%	27%	37%	40%	40%	42%	43%	41%
	Total Number Meets or Higher		11		13		21		13		22
	Total Number Tested		58		49		53		40		54
	Points away from or above target		-14		-8		3		2		-2
	Difference from Prior Year				8		13		2		-1
	Growth from Prior Year				42%		48%		5%		-2%
Cont. Enrolled	Target and Actual Rate	38%	16%	40%	28%	42%	40%	45%	34%	48%	31%
	Total Number Meets or Higher		15		27		44		29		28
	Total Number Tested		94		97		109		86		90
	Points away from or above target		-22		-12		-2		-11		-17
	Difference from Prior Year				12		12		-6		-3
	Growth from Prior Year				75%		43%		-15%		-9%
Non-Cont. Enrolled	Target and Actual Rate	21%	12%	23%	18%	25%	34%	28%	38%	31%	41%
	Total Number Meets or Higher		4		5		12		10		24
	Total Number Tested		33		28		35		26		59
	Points away from or above target		-9		-5		9		10		10
	Difference from Prior Year				6		16		4		3
	Growth from Prior Year				50%		89%		12%		8%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	70%	58%	72%	75%	74%	77%	77%	73%	80%	73%
	Total Number Meets or Higher		93		140		136		138		143
	Total Number Tested		161		186		176		189		195
	Points away from or above target		-12		3		3		-4		-7
	Difference from Prior Year				17		2		-4		0
	Growth from Prior Year				29%		3%		-5%		0%
African Am.	Target and Actual Rate	57%	NA	59%	64%	61%	62%	64%	57%	67%	61%
	Total Number Meets or Higher		NA		16		13		12		20
	Total Number Tested		NA		25		21		21		33
	Points away from or above target		NA		5		1		-7		-6
	Difference from Prior Year				NA		-2		-5		4
	Growth from Prior Year				NA		-3%		-8%		7%
Hispanic	Target and Actual Rate	59%	44%	61%	64%	63%	61%	66%	63%	69%	45%
	Total Number Meets or Higher		11		21		20		22		15
	Total Number Tested		25		33		33		35		33
	Points away from or above target		-15		3		-2		-3		-24
	Difference from Prior Year				20		-3		2		-18
	Growth from Prior Year				45%		-5%		3%		-29%
White	Target and Actual Rate	71%	61%	73%	76%	75%	75%	78%	69%	81%	77%
	Total Number Meets or Higher		34		42		45		36		49
	Total Number Tested		56		55		60		52		64
	Points away from or above target		-10		3		0		-9		-4
	Difference from Prior Year				15		-1		-6		8
	Growth from Prior Year				25%		-1%		-8%		12%
Asian	Target and Actual Rate	85%	71%	87%	88%	89%	94%	92%	87%	95%	92%
	Total Number Meets or Higher		41		58		51		62		49
	Total Number Tested		58		66		54		71		53
	Points away from or above target		-14		1		5		-5		-3
	Difference from Prior Year				17		6		-7		5
	Growth from Prior Year				24%		7%		-7%		6%
Two or More Races	Target and Actual Rate	50%	NA	52%	NA	54%	NA	57%	60%	60%	83%
	Total Number Meets or Higher		NA		NA		NA		6		10
	Total Number Tested		NA		NA		NA		10		12
	Points away from or above target		NA		NA		NA		3		23
	Difference from Prior Year				NA		NA		NA		23
	Growth from Prior Year				NA		NA		NA		38%
Special Ed (Current)	Target and Actual Rate	58%	NA	60%	NA	62%	48%	65%	44%	68%	53%
	Total Number Meets or Higher		NA		NA		15		15		25
	Total Number Tested		NA		NA		31		34		47
	Points away from or above target		NA		NA		-14		-21		-15
	Difference from Prior Year				NA		NA		-4		9
	Growth from Prior Year				NA		NA		-8%		20%
Special Ed (Former)	Target and Actual Rate	40%	NA	42%	NA	44%	NA	47%	80%	50%	89%
	Total Number Meets or Higher		NA		NA		NA		4		8
	Total Number Tested		NA		NA		NA		5		9
	Points away from or above target		NA		NA		NA		33		39
	Difference from Prior Year				NA		NA		NA		9
	Growth from Prior Year				NA		NA		NA		11%
Eco. Dis.	Target and Actual Rate	50%	NA	52%	59%	54%	57%	57%	57%	60%	51%
	Total Number Meets or Higher		NA		19		21		17		22
	Total Number Tested		NA		32		37		30		43
	Points away from or above target		NA		7		3		0		-9
	Difference from Prior Year				NA		-2		0		-6
	Growth from Prior Year				NA		-3%		0%		-11%
Emergent Bilingual	Target and Actual Rate	78%	59%	80%	77%	82%	82%	85%	75%	88%	75%
	Total Number Meets or Higher		19		37		18		22		44
	Total Number Tested		32		48		22		34		59
	Points away from or above target		-19		-3		0		-10		-13
	Difference from Prior Year				18		5		-7		0
	Growth from Prior Year				31%		6%		-9%		0%
Cont. Enrolled	Target and Actual Rate	71%	63%	73%	74%	75%	79%	78%	74%	81%	75%
	Total Number Meets or Higher		84		118		120		115		118
	Total Number Tested		134		159		151		156		157
	Points away from or above target		-8		1		4		-4		-6
	Difference from Prior Year				11		5		-5		1
	Growth from Prior Year				17%		7%		-6%		1%
Non-Cont. Enrolled	Target and Actual Rate	67%	33%	69%	81%	71%	64%	74%	70%	77%	66%
	Total Number Meets or Higher		9		22		16		23		25
	Total Number Tested		27		27		25		33		38
	Points away from or above target		-34		12		-7		-4		-11
	Difference from Prior Year				48		-17		6		-4
	Growth from Prior Year				145%		-21%		9%		-6%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	71%	45%	73%	64%	75%	69%	78%	60%	81%	76%
	Total Number Meets or Higher		78		183		130		130		151
	Total Number Tested		175		287		189		216		200
	Points away from or above target		-26		-9		-6		-18		-5
	Difference from Prior Year				19		5		-9		16
	Growth from Prior Year				42%		8%		-13%		27%
African Am.	Target and Actual Rate	29%	NA	31%	51%	33%	44%	36%	17%	39%	41%
	Total Number Meets or Higher		NA		18		11		3		9
	Total Number Tested		NA		35		25		18		22
	Points away from or above target		NA		20		11		-19		2
	Difference from Prior Year				NA		-7		-27		24
	Growth from Prior Year				NA		-14%		-61%		141%
Hispanic	Target and Actual Rate	70%	34%	72%	60%	74%	58%	77%	51%	80%	71%
	Total Number Meets or Higher		11		31		23		21		27
	Total Number Tested		32		52		40		41		38
	Points away from or above target		-36		-12		-16		-26		-9
	Difference from Prior Year				26		-2		-7		20
	Growth from Prior Year				76%		-3%		-12%		39%
White	Target and Actual Rate	68%	45%	70%	62%	72%	69%	75%	62%	78%	79%
	Total Number Meets or Higher		38		69		37		48		54
	Total Number Tested		84		111		54		77		68
	Points away from or above target		-23		-8		-3		-13		1
	Difference from Prior Year				17		7		-7		17
	Growth from Prior Year				38%		11%		-10%		27%
Asian	Target and Actual Rate	91%	67%	93%	81%	95%	82%	98%	78%	100%	84%
	Total Number Meets or Higher		22		52		51		52		51
	Total Number Tested		33		64		62		67		61
	Points away from or above target		-24		-12		-13		-20		-16
	Difference from Prior Year				14		1		-4		6
	Growth from Prior Year				21%		1%		-5%		8%
Special Ed (Current)	Target and Actual Rate	36%	NA	38%	29%	40%	71%	43%	22%	46%	24%
	Total Number Meets or Higher		NA		9		10		4		5
	Total Number Tested		NA		31		14		18		21
	Points away from or above target		NA		-9		31		-21		-22
	Difference from Prior Year				NA		42		-49		2
	Growth from Prior Year				NA		145%		-69%		9%
Special Ed (Former)	Target and Actual Rate	33%	NA	35%	57%	37%	NA	40%	38%	43%	92%
	Total Number Meets or Higher		NA		4		NA		5		11
	Total Number Tested		NA		7		NA		13		12
	Points away from or above target		NA		22		NA		-2		49
	Difference from Prior Year				NA		NA		NA		54
	Growth from Prior Year				NA		NA		NA		142%
Eco. Dis.	Target and Actual Rate	0%	NA	2%	47%	4%	63%	7%	47%	10%	48%
	Total Number Meets or Higher		NA		16		15		17		15
	Total Number Tested		NA		34		24		36		31
	Points away from or above target		NA		45		59		40		38
	Difference from Prior Year				NA		16		-16		1
	Growth from Prior Year				NA		34%		-25%		2%
Emergent Bilingual	Target and Actual Rate	81%	44%	83%	69%	85%	59%	88%	67%	91%	71%
	Total Number Meets or Higher		12		27		19		16		30
	Total Number Tested		27		39		32		26		42
	Points away from or above target		-37		-14		-26		-21		-20
	Difference from Prior Year				25		-10		8		4
	Growth from Prior Year				57%		-14%		14%		6%
Cont. Enrolled	Target and Actual Rate	75%	46%	77%	64%	79%	68%	82%	58%	85%	76%
	Total Number Meets or Higher		58		138		92		93		129
	Total Number Tested		127		215		136		160		169
	Points away from or above target		-29		-13		-11		-24		-9
	Difference from Prior Year				18		4		-10		18
	Growth from Prior Year				39%		6%		-15%		31%
Non-Cont. Enrolled	Target and Actual Rate	64%	42%	66%	63%	68%	72%	71%	66%	74%	71%
	Total Number Meets or Higher		20		45		38		37		22
	Total Number Tested		48		72		53		56		31
	Points away from or above target		-22		-3		4		-5		-3
	Difference from Prior Year				21		9		-6		5
	Growth from Prior Year				50%		14%		-8%		8%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	43%	32%	45%	48%	47%	34%	50%	34%	53%	40%
	Total Number Meets or Higher		41		56		47		46		51
	Total Number Tested		127		116		138		134		126
	Points away from or above target		-11		3		-13		-16		-13
	Difference from Prior Year				16		-14		0		6
	Growth from Prior Year				50%		-29%		0%		18%
African Am.	Target and Actual Rate	27%	NA	29%	NA	31%	29%	34%	26%	37%	21%
	Total Number Meets or Higher		NA		NA		7		9		5
	Total Number Tested		NA		NA		24		34		24
	Points away from or above target		NA		NA		-2		-8		-16
	Difference from Prior Year				NA		NA		-3		-5
	Growth from Prior Year				NA		NA		-10%		-19%
Hispanic	Target and Actual Rate	38%	25%	40%	35%	42%	26%	45%	30%	48%	38%
	Total Number Meets or Higher		16		24		21		21		26
	Total Number Tested		65		69		80		71		68
	Points away from or above target		-13		-5		-16		-15		-10
	Difference from Prior Year				10		-9		4		8
	Growth from Prior Year				40%		-26%		15%		27%
Asian	Target and Actual Rate	75%	NA	77%	NA	79%	69%	82%	50%	85%	61%
	Total Number Meets or Higher		NA		NA		11		11		14
	Total Number Tested		NA		NA		16		22		23
	Points away from or above target		NA		NA		-10		-32		-24
	Difference from Prior Year				NA		NA		-19		11
	Growth from Prior Year				NA		NA		-28%		22%
Special Ed (Current)	Target and Actual Rate	41%	NA	43%	NA	45%	23%	48%	25%	51%	33%
	Total Number Meets or Higher		NA		NA		6		5		10
	Total Number Tested		NA		NA		26		20		30
	Points away from or above target		NA		NA		-22		-23		-18
	Difference from Prior Year				NA		NA		2		8
	Growth from Prior Year				NA		NA		9%		32%
Eco. Dis.	Target and Actual Rate	36%	31%	38%	41%	40%	27%	43%	28%	46%	38%
	Total Number Meets or Higher		29		39		26		29		35
	Total Number Tested		95		95		95		105		93
	Points away from or above target		-5		3		-13		-15		-8
	Difference from Prior Year				10		-14		1		10
	Growth from Prior Year				32%		-34%		4%		36%
Emergent Bilingual	Target and Actual Rate	45%	35%	47%	40%	49%	31%	52%	33%	55%	41%
	Total Number Meets or Higher		22		22		17		8		20
	Total Number Tested		62		55		55		36		49
	Points away from or above target		-10		-7		-18		-19		-14
	Difference from Prior Year				5		-9		2		8
	Growth from Prior Year				14%		-23%		6%		24%
Cont. Enrolled	Target and Actual Rate	44%	34%	46%	48%	48%	39%	51%	38%	54%	50%
	Total Number Meets or Higher		38		44		42		37		48
	Total Number Tested		111		91		108		97		96
	Points away from or above target		-10		2		-9		-13		-4
	Difference from Prior Year				14		-9		-1		12
	Growth from Prior Year				41%		-19%		-3%		32%
Non-Cont. Enrolled	Target and Actual Rate	37%	NA	39%	48%	41%	17%	44%	24%	47%	10%
	Total Number Meets or Higher		NA		12		5		9		3
	Total Number Tested		NA		25		30		37		30
	Points away from or above target		NA		9		-24		-20		-37
	Difference from Prior Year				NA		-31		7		-14
	Growth from Prior Year				NA		-65%		41%		-58%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	38%	29%	40%	36%	42%	37%	45%	37%	48%	41%
	Total Number Meets or Higher		34		44		34		40		46
	Total Number Tested		117		123		91		108		112
	Points away from or above target		-9		-4		-5		-8		-7
	Difference from Prior Year				7		1		0		4
	Growth from Prior Year				24%		3%		0%		11%
African Am.	Target and Actual Rate	44%	NA	46%	NA	48%	16%	51%	29%	54%	38%
	Total Number Meets or Higher		NA		NA		3		7		8
	Total Number Tested		NA		NA		19		24		21
	Points away from or above target		NA		NA		-32		-22		-16
	Difference from Prior Year				NA		NA		13		9
	Growth from Prior Year				NA		NA		81%		31%
Hispanic	Target and Actual Rate	31%	26%	33%	23%	35%	40%	38%	38%	41%	32%
	Total Number Meets or Higher		14		12		16		18		16
	Total Number Tested		54		52		40		48		50
	Points away from or above target		-5		-10		5		0		-9
	Difference from Prior Year				-3		17		-2		-6
	Growth from Prior Year				-12%		74%		-5%		-16%
White	Target and Actual Rate	53%	NA	55%	41%	57%	44%	60%	50%	63%	43%
	Total Number Meets or Higher		NA		11		8		6		9
	Total Number Tested		NA		27		18		12		21
	Points away from or above target		NA		-14		-13		-10		-20
	Difference from Prior Year				NA		3		6		-7
	Growth from Prior Year				NA		7%		14%		-14%
Asian	Target and Actual Rate	60%	NA	62%	NA	64%	60%	67%	44%	70%	78%
	Total Number Meets or Higher		NA		NA		6		7		7
	Total Number Tested		NA		NA		10		16		9
	Points away from or above target		NA		NA		-4		-23		8
	Difference from Prior Year				NA		NA		-16		34
	Growth from Prior Year				NA		NA		-27%		77%
Two or More Races	Target and Actual Rate	100%	NA	100%	NA	100%	NA	100%	14%	100%	55%
	Total Number Meets or Higher		NA		NA		NA		-3		6
	Total Number Tested		NA		NA		NA		-3		11
	Points away from or above target		NA		NA		NA		-86		-45
	Difference from Prior Year				NA		NA		NA		41
	Growth from Prior Year				NA		NA		NA		293%
Special Ed (Current)	Target and Actual Rate	31%	NA	33%	NA	35%	40%	38%	15%	41%	16%
	Total Number Meets or Higher		NA		NA		4		3		3
	Total Number Tested		NA		NA		10		20		19
	Points away from or above target		NA		NA		5		-23		-25
	Difference from Prior Year				NA		NA		-25		1
	Growth from Prior Year				NA		NA		-63%		7%
Eco. Dis.	Target and Actual Rate	32%	16%	34%	29%	36%	30%	39%	25%	42%	35%
	Total Number Meets or Higher		11		24		16		19		23
	Total Number Tested		68		84		53		76		66
	Points away from or above target		-16		-5		-6		-14		-7
	Difference from Prior Year				13		1		-5		10
	Growth from Prior Year				81%		3%		-17%		40%
Emergent Bilingual	Target and Actual Rate	34%	24%	36%	37%	38%	38%	41%	25%	44%	33%
	Total Number Meets or Higher		10		14		8		3		10
	Total Number Tested		41		38		21		20		30
	Points away from or above target		-10		1		0		-16		-11
	Difference from Prior Year				13		1		-13		8
	Growth from Prior Year				54%		3%		-34%		32%
Cont. Enrolled	Target and Actual Rate	38%	33%	40%	38%	42%	40%	45%	38%	48%	41%
	Total Number Meets or Higher		32		38		30		31		37
	Total Number Tested		98		101		75		82		90
	Points away from or above target		-5		-2		-2		-7		-7
	Difference from Prior Year				5		2		-2		3
	Growth from Prior Year				15%		5%		-5%		8%
Non-Cont. Enrolled	Target and Actual Rate	36%	NA	38%	NA	40%	25%	43%	35%	46%	41%
	Total Number Meets or Higher		NA		NA		4		9		9
	Total Number Tested		NA		NA		16		26		22
	Points away from or above target		NA		NA		-15		-8		-5
	Difference from Prior Year				NA		NA		10		6
	Growth from Prior Year				NA		NA		40%		17%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	52%	39%	54%	67%	56%	62%	59%	60%	62%	67%
	Total Number Meets or Higher		60		115		97		90		111
	Total Number Tested		153		172		157		150		165
	Points away from or above target		-13		13		6		1		5
	Difference from Prior Year				28		-5		-2		7
	Growth from Prior Year				72%		-7%		-3%		12%
African Am.	Target and Actual Rate	47%	30%	49%	52%	51%	42%	54%	48%	57%	42%
	Total Number Meets or Higher		9		15		13		11		10
	Total Number Tested		30		29		31		23		24
	Points away from or above target		-17		3		-9		-6		-15
	Difference from Prior Year				22		-10		6		-6
	Growth from Prior Year				73%		-19%		14%		-13%
Hispanic	Target and Actual Rate	31%	22%	33%	69%	35%	62%	38%	48%	41%	60%
	Total Number Meets or Higher		11		44		34		22		37
	Total Number Tested		49		64		55		46		62
	Points away from or above target		-9		36		27		10		19
	Difference from Prior Year				47		-7		-14		12
	Growth from Prior Year				214%		-10%		-23%		25%
White	Target and Actual Rate	73%	56%	75%	61%	77%	63%	80%	67%	83%	79%
	Total Number Meets or Higher		23		27		24		20		33
	Total Number Tested		41		44		38		30		42
	Points away from or above target		-17		-14		-14		-13		-4
	Difference from Prior Year				5		2		4		12
	Growth from Prior Year				9%		3%		6%		18%
Asian	Target and Actual Rate	71%	50%	73%	83%	75%	83%	78%	78%	81%	86%
	Total Number Meets or Higher		13		25		25		31		25
	Total Number Tested		26		30		30		40		29
	Points away from or above target		-21		10		8		0		5
	Difference from Prior Year				33		0		-5		8
	Growth from Prior Year				66%		0%		-6%		10%
Special Ed (Current)	Target and Actual Rate	17%	NA	19%	NA	21%	44%	24%	18%	27%	42%
	Total Number Meets or Higher		NA		NA		8		4		11
	Total Number Tested		NA		NA		18		22		26
	Points away from or above target		NA		NA		23		-6		15
	Difference from Prior Year				NA		NA		-26		24
	Growth from Prior Year				NA		NA		-59%		133%
Eco. Dis.	Target and Actual Rate	40%	27%	42%	59%	44%	56%	47%	51%	50%	51%
	Total Number Meets or Higher		24		60		45		37		39
	Total Number Tested		88		101		81		73		76
	Points away from or above target		-13		17		12		4		1
	Difference from Prior Year				32		-3		-5		0
	Growth from Prior Year				119%		-5%		-9%		0%
Emergent Bilingual	Target and Actual Rate	43%	38%	45%	68%	47%	72%	50%	69%	53%	63%
	Total Number Meets or Higher		15		36		28		7		20
	Total Number Tested		40		53		39		17		32
	Points away from or above target		-5		23		25		19		10
	Difference from Prior Year				30		4		-3		-6
	Growth from Prior Year				79%		6%		-4%		-9%
Cont. Enrolled	Target and Actual Rate	54%	40%	56%	70%	58%	62%	61%	63%	64%	71%
	Total Number Meets or Higher		51		97		84		78		97
	Total Number Tested		127		139		136		123		137
	Points away from or above target		-14		14		4		2		7
	Difference from Prior Year				30		-8		1		8
	Growth from Prior Year				75%		-11%		2%		13%
Non-Cont. Enrolled	Target and Actual Rate	44%	35%	46%	55%	48%	62%	51%	44%	54%	50%
	Total Number Meets or Higher		9		18		13		12		14
	Total Number Tested		26		33		21		27		28
	Points away from or above target		-9		9		14		-7		-4
	Difference from Prior Year				20		7		-18		6
	Growth from Prior Year				57%		13%		-29%		14%

CFISD

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)	2025 (Actual)
All	Target and Actual Rate	39%	22%	41%	21%	43%	43%	46%	25%	49%	44%
	Total Number Meets or Higher		24		28		44		22		37
	Total Number Tested		108		131		103		87		84
	Points away from or above target		-17		-20		0		-21		-5
	Difference from Prior Year				-1		22		-18		19
	Growth from Prior Year				-5%		105%		-42%		76%
African Am.	Target and Actual Rate	39%	NA	41%	19%	43%	13%	46%	21%	49%	27%
	Total Number Meets or Higher		NA		5		3		5		6
	Total Number Tested		NA		26		23		24		22
	Points away from or above target		NA		-22		-30		-25		-22
	Difference from Prior Year				NA		-6		8		6
	Growth from Prior Year				NA		-32%		62%		29%
Hispanic	Target and Actual Rate	25%	19%	27%	14%	29%	44%	32%	28%	35%	28%
	Total Number Meets or Higher		13		10		23		12		11
	Total Number Tested		67		72		52		43		39
	Points away from or above target		-6		-13		15		-4		-7
	Difference from Prior Year				-5		30		-16		0
	Growth from Prior Year				-26%		214%		-36%		0%
White	Target and Actual Rate	71%	NA	73%	28%	75%	69%	78%	14%	81%	89%
	Total Number Meets or Higher		NA		7		11		2		16
	Total Number Tested		NA		25		16		14		18
	Points away from or above target		NA		-45		-6		-64		8
	Difference from Prior Year				NA		41		-55		75
	Growth from Prior Year				NA		146%		-80%		536%
Special Ed (Current)	Target and Actual Rate	25%	NA	27%	NA	29%	21%	32%	6%	35%	17%
	Total Number Meets or Higher		NA		NA		3		1		3
	Total Number Tested		NA		NA		14		18		18
	Points away from or above target		NA		NA		-8		-26		-18
	Difference from Prior Year				NA		NA		-15		11
	Growth from Prior Year				NA		NA		-71%		183%
Eco. Dis.	Target and Actual Rate	28%	21%	30%	10%	32%	38%	35%	26%	38%	31%
	Total Number Meets or Higher		17		9		27		15		17
	Total Number Tested		82		89		72		58		55
	Points away from or above target		-7		-20		6		-9		-7
	Difference from Prior Year				-11		28		-12		5
	Growth from Prior Year				-52%		280%		-32%		19%
Emergent Bilingual	Target and Actual Rate	19%	19%	21%	13%	23%	45%	26%	36%	29%	29%
	Total Number Meets or Higher		8		6		18		5		7
	Total Number Tested		42		46		40		17		24
	Points away from or above target		0		-8		22		10		0
	Difference from Prior Year				-6		32		-9		-7
	Growth from Prior Year				-32%		246%		-20%		-19%
Cont. Enrolled	Target and Actual Rate	44%	23%	46%	23%	48%	45%	51%	26%	54%	53%
	Total Number Meets or Higher		18		20		28		14		25
	Total Number Tested		79		88		62		54		47
	Points away from or above target		-21		-23		-3		-25		-1
	Difference from Prior Year				0		22		-19		27
	Growth from Prior Year				0%		96%		-42%		104%
Non-Cont. Enrolled	Target and Actual Rate	30%	21%	32%	19%	34%	39%	37%	24%	40%	32%
	Total Number Meets or Higher		6		8		16		8		12
	Total Number Tested		29		43		41		33		37
	Points away from or above target		-9		-13		5		-13		-8
	Difference from Prior Year				-2		20		-15		8
	Growth from Prior Year				-10%		105%		-38%		33%

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	NA	71%	71%	77%	73%	82%	75%	86%	77%
	Total Number Met CCMR		536		598		700		737	
	Total Graduates		753		781		855		858	
	Points away from or above target		NA		6		9		11	
	Difference from Prior Year				5		5		4	
	Growth from Prior Year				8%		7%		5%	
African American	Target and Actual Rate	NA	52%	52%	61%	54%	62%	56%	72%	58%
	Total Number Met CCMR		43		58		66		76	
	Total Graduates		82		95		107		106	
	Points away from or above target		NA		9		8		16	
	Difference from Prior Year				9		1		10	
	Growth from Prior Year				17%		1%		16%	
Hispanic	Target and Actual Rate	NA	61%	61%	72%	63%	81%	65%	83%	67%
	Total Number Met CCMR		97		121		158		169	
	Total Graduates		159		169		196		204	
	Points away from or above target		NA		11		18		18	
	Difference from Prior Year				11		9		2	
	Growth from Prior Year				17%		13%		3%	
White	Target and Actual Rate	NA	77%	77%	80%	79%	86%	81%	88%	83%
	Total Number Met CCMR		315		344		361		350	
	Total Graduates		412		432		420		396	
	Points away from or above target		NA		3		7		7	
	Difference from Prior Year				3		6		2	
	Growth from Prior Year				4%		8%		3%	
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	NA	86%	86%	91%	88%	87%	90%	96%	92%
	Total Number Met CCMR		53		57		83		100	
	Total Graduates		62		63		95		104	
	Points away from or above target		NA		5		0		7	
	Difference from Prior Year				5		-3		9	
	Growth from Prior Year				6%		-3%		10%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	74%	74%	78%	76%	90%	78%	86%	80%
	Total Number Met CCMR		-3		14		27		38	
	Total Graduates		-3		18		30		44	
	Points away from or above target		NA		4		14		8.1	
	Difference from Prior Year				4		12		-4	
	Growth from Prior Year				5%		16%		-4%	
Special Ed	Target and Actual Rate	NA	80%	80%	89%	82%	58%	84%	60%	86%
	Total Number Met CCMR		32		39		32		28	
	Total Graduates		40		44		55		47	
	Points away from or above target		NA		9		-24		-24	
	Difference from Prior Year				9		-30		1	
	Growth from Prior Year				11%		-34%		2%	
Eco. Disadv.	Target and Actual Rate	NA	63%	63%	58%	65%	73%	67%	70%	69%
	Total Number Met CCMR		67		73		112		111	
	Total Graduates		106		125		153		159	
	Points away from or above target		NA		-5		8		3	
	Difference from Prior Year				-5		15		-3	
	Growth from Prior Year				-8%		25%		-5%	
Emergent Bilingual	Target and Actual Rate	NA	13%	13%	67%	15%	84%	17%	69%	19%
	Total Number Met CCMR		1		6		16		18	
	Total Graduates		8		9		19		26	
	Points away from or above target		NA		54		69		52	
	Difference from Prior Year				54		18		-15	
	Growth from Prior Year				434%		26%		-18%	

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	80%	63%	82%	65%	84%	70%	86%	83%	88%
	Total Number Met CCMR		505		462		538		682	
	Total Graduates		796		715		766		821	
	Points away from or above target		-17		-17		-14		-3	
	Difference from Prior Year				1		6		13	
	Growth from Prior Year				2%		9%		18%	
African American	Target and Actual Rate	65%	41%	67%	42%	69%	44%	71%	70%	73%
	Total Number Met CCMR		40		44		46		91	
	Total Graduates		97		105		104		130	
	Points away from or above target		-24		-25		-25		-1	
	Difference from Prior Year				1		2		26	
	Growth from Prior Year				2%		5%		58%	
Hispanic	Target and Actual Rate	73%	55%	75%	60%	77%	66%	79%	80%	81%
	Total Number Met CCMR		153		153		187		239	
	Total Graduates		278		254		285		299	
	Points away from or above target		-18		-15		-11		1	
	Difference from Prior Year				5		5		14	
	Growth from Prior Year				9%		9%		22%	
White	Target and Actual Rate	88%	72%	90%	72%	92%	80%	94%	90%	96%
	Total Number Met CCMR		226		189		221		244	
	Total Graduates		314		263		278		272	
	Points away from or above target		-16		-18		-13		-4	
	Difference from Prior Year				0		8		10	
	Growth from Prior Year				0%		11%		13%	
American Indian	Target and Actual Rate	NA	33%	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		-3		NA		-1		-1	
	Total Graduates		-3		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	89%	91%	91%	83%	93%	95%	95%	94%	97%
	Total Number Met CCMR		74		52		69		80	
	Total Graduates		81		63		73		85	
	Points away from or above target		2		-9		1		-1	
	Difference from Prior Year				-9		12		0	
	Growth from Prior Year				-10%		15%		0%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1			
	Total Graduates		NA		NA		-1			
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	53%	NA	85%	NA	62%	NA	84%	NA
	Total Number Met CCMR		10		23		13		-3	
	Total Graduates		19		27		21		-3	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				33		-23		23	
	Growth from Prior Year				62%		-27%		36%	
Special Ed	Target and Actual Rate	73%	70%	75%	80%	77%	32%	79%	59%	81%
	Total Number Met CCMR		37		43		16		30	
	Total Graduates		53		54		50		51	
	Points away from or above target		-3		5		-45		-20	
	Difference from Prior Year				10		-48		27	
	Growth from Prior Year				14%		-60%		84%	
Eco. Disadv.	Target and Actual Rate	66%	51%	68%	56%	70%	58%	72%	76%	74%
	Total Number Met CCMR		143		153		179		275	
	Total Graduates		283		272		307		363	
	Points away from or above target		-16		-12		-12		4	
	Difference from Prior Year				6		2		18	
	Growth from Prior Year				11%		4%		30%	
Emergent Bilingual	Target and Actual Rate	46%	29%	48%	33%	50%	33%	52%	71%	54%
	Total Number Met CCMR		7		8		14		37	
	Total Graduates		24		24		42		52	
	Points away from or above target		-17		-15		-17		19	
	Difference from Prior Year				4		0		38	
	Growth from Prior Year				14%		0%		114%	

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	76%	61%	78%	57%	80%	65%	82%	70%	84%
	Total Number Met CCMR		475		373		462		529	
	Total Graduates		780		660		712		754	
	Points away from or above target		-15		-22		-15		-12	
	Difference from Prior Year				-4		8		5	
	Growth from Prior Year				-7%		15%		8%	
African American	Target and Actual Rate	60%	48%	62%	42%	64%	39%	66%	57%	68%
	Total Number Met CCMR		87		77		68		109	
	Total Graduates		181		182		175		192	
	Points away from or above target		-12		-20		-25		-9	
	Difference from Prior Year				-6		-3		18	
	Growth from Prior Year				-12%		-8%		46%	
Hispanic	Target and Actual Rate	75%	57%	77%	52%	79%	67%	81%	65%	83%
	Total Number Met CCMR		164		126		184		215	
	Total Graduates		290		242		273		331	
	Points away from or above target		-18		-25		-12		-16	
	Difference from Prior Year				-4		15		-2	
	Growth from Prior Year				-8%		29%		-4%	
White	Target and Actual Rate	82%	71%	84%	66%	86%	79%	88%	85%	90%
	Total Number Met CCMR		130		91		143		102	
	Total Graduates		184		139		181		120	
	Points away from or above target		-11		-19		-7		-3	
	Difference from Prior Year				-5		14		6	
	Growth from Prior Year				-7%		21%		8%	
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1			
	Total Graduates		NA		NA		-1			
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	91%	80%	93%	85%	95%	86%	97%	95%	99%
	Total Number Met CCMR		84		61		50		87	
	Total Graduates		105		72		58		92	
	Points away from or above target		-11		-8		-9		-2	
	Difference from Prior Year				5		2		8	
	Growth from Prior Year				6%		2%		10%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	53%	NA	72%	NA	68%	NA	83%	NA
	Total Number Met CCMR		9		18		15		-3	
	Total Graduates		17		25		22		-3	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				19		-4		15	
	Growth from Prior Year				36%		-5%		22%	
Special Ed	Target and Actual Rate	84%	90%	86%	71%	88%	50%	90%	51%	92%
	Total Number Met CCMR		46		40		26		31	
	Total Graduates		51		56		52		61	
	Points away from or above target		6		-15		-38		-39	
	Difference from Prior Year				-19		-21		1	
	Growth from Prior Year				-21%		-30%		2%	
Eco. Disadv.	Target and Actual Rate	71%	56%	73%	46%	75%	59%	77%	64%	79%
	Total Number Met CCMR		223		162		222		291	
	Total Graduates		401		350		379		454	
	Points away from or above target		-15		-27		-16		-13	
	Difference from Prior Year				-9		12		5	
	Growth from Prior Year				-17%		27%		9%	
Emergent Bilingual	Target and Actual Rate	71%	27%	73%	44%	75%	53%	77%	34%	79%
	Total Number Met CCMR		11		12		26		21	
	Total Graduates		41		27		49		61	
	Points away from or above target		-44		-29		-22		-43	
	Difference from Prior Year				18		9		-19	
	Growth from Prior Year				66%		20%		-35%	



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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	70%	50%	72%	49%	74%	62%	76%	75%	78%
	Total Number Met CCMR		346		320		391		511	
	Total Graduates		687		655		632		684	
	Points away from or above target		-20		-23		-12		-1	
	Difference from Prior Year				-2		13		13	
	Growth from Prior Year				-3%		27%		21%	
African American	Target and Actual Rate	58%	41%	60%	42%	62%	44%	64%	66%	66%
	Total Number Met CCMR		58		58		46		97	
	Total Graduates		142		137		104		146	
	Points away from or above target		-17		-18		-18		2	
	Difference from Prior Year				2		2		22	
	Growth from Prior Year				4%		4%		50%	
Hispanic	Target and Actual Rate	65%	44%	67%	44%	69%	58%	71%	74%	73%
	Total Number Met CCMR		150		157		205		272	
	Total Graduates		342		356		352		370	
	Points away from or above target		-21		-23		-11		3	
	Difference from Prior Year				0		14		15	
	Growth from Prior Year				0%		32%		26%	
White	Target and Actual Rate	83%	72%	85%	56%	87%	77%	89%	82%	91%
	Total Number Met CCMR		86		49		81		69	
	Total Graduates		119		87		105		84	
	Points away from or above target		-11		-29		-10		-7	
	Difference from Prior Year				-16		21		5	
	Growth from Prior Year				-22%		37%		6%	
American Indian	Target and Actual Rate	NA	64%	NA	30.0%	NA	NA	NA	NA	NA
	Total Number Met CCMR		7		3		-1		-1	
	Total Graduates		11		10		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				-33.6		NA		NA	
	Growth from Prior Year				-52.83%		NA		NA	
Asian	Target and Actual Rate	89%	63%	91%	85%	93%	86%	95%	96%	97%
	Total Number Met CCMR		42		45		47		51	
	Total Graduates		67		53		55		53	
	Points away from or above target		-26		-6		-8		1	
	Difference from Prior Year				22		1		11	
	Growth from Prior Year				35%		1%		13%	
Pacific Islander	Target and Actual Rate	NA	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		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	50%	NA	67%	NA	73%	NA	71%	NA
	Total Number Met CCMR		3		8		-3		-3	
	Total Graduates		6		12		-3		-3	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				17		7		-2	
	Growth from Prior Year				33%		10%		-3%	
Special Ed	Target and Actual Rate	73%	76%	75%	70%	77%	30%	79%	53%	81%
	Total Number Met CCMR		31		40		11		27	
	Total Graduates		41		57		37		51	
	Points away from or above target		3		-5		-47		-26	
	Difference from Prior Year				-5		-41		23	
	Growth from Prior Year				-7%		-58%		78%	
Eco. Disadv.	Target and Actual Rate	64%	45%	66%	44%	68%	54%	70%	74%	72%
	Total Number Met CCMR		176		175		211		326	
	Total Graduates		391		396		394		440	
	Points away from or above target		-19		-22		-14		4	
	Difference from Prior Year				-1		9		21	
	Growth from Prior Year				-2%		21%		38%	
Emergent Bilingual	Target and Actual Rate	53%	16%	55%	39%	57%	42%	59%	65%	61%
	Total Number Met CCMR		8		24		32		57	
	Total Graduates		51		61		77		88	
	Points away from or above target		-37		-16		-15		6	
	Difference from Prior Year				24		2		23	
	Growth from Prior Year				150%		6%		56%	

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	73%	53%	75%	49%	77%	59%	79%	72%	81%
	Total Number Met CCMR		384		361		391		519	
	Total Graduates		726		735		668		725	
	Points away from or above target		-20		-26		-19		-7	
	Difference from Prior Year				-4		9		13	
	Growth from Prior Year				-7%		19%		22%	
African American	Target and Actual Rate	65%	41%	67%	36%	69%	47%	71%	61%	73%
	Total Number Met CCMR		79		70		83		104	
	Total Graduates		194		194		177		172	
	Points away from or above target		-24		-31		-22		-11	
	Difference from Prior Year				-5		11		14	
	Growth from Prior Year				-11%		30%		29%	
Hispanic	Target and Actual Rate	72%	56%	74%	49%	76%	59%	78%	72%	80%
	Total Number Met CCMR		225		209		213		312	
	Total Graduates		403		429		359		431	
	Points away from or above target		-16		-25		-17		-6	
	Difference from Prior Year				-7		11		13	
	Growth from Prior Year				-13%		22%		22%	
White	Target and Actual Rate	79%	52%	81%	66%	83%	66%	85%	86%	87%
	Total Number Met CCMR		26		31		35		49	
	Total Graduates		50		47		53		57	
	Points away from or above target		-27		-15		-17		1	
	Difference from Prior Year				14		0		20	
	Growth from Prior Year				27%		0%		30%	
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		.		-1	
	Total Graduates		NA		NA		.		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	85%	78%	87%	85%	89%	76%	91%	80%	93%
	Total Number Met CCMR		42		41		45		36	
	Total Graduates		54		48		59		45	
	Points away from or above target		-7		-2		-13		-11	
	Difference from Prior Year				8		-9		4	
	Growth from Prior Year				10%		-11%		5%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	82%	58%	84%	53%	86%	75%	88%	94%	90%
	Total Number Met CCMR		11		-3		-3		16	
	Total Graduates		19		-3		-3		17	
	Points away from or above target		-24.1		-31		-11		6.1	
	Difference from Prior Year				-5		22		19	
	Growth from Prior Year				-8%		41%		25%	
Special Ed	Target and Actual Rate	86%	74%	88%	63%	90%	73%	92%	64%	94%
	Total Number Met CCMR		42		45		46		43	
	Total Graduates		57		72		63		67	
	Points away from or above target		-12		-26		-17		-28	
	Difference from Prior Year				-11		11		-9	
	Growth from Prior Year				-15%		17%		-12%	
Eco. Disadv.	Target and Actual Rate	70%	51%	72%	47%	74%	57%	76%	72%	78%
	Total Number Met CCMR		236		234		273		379	
	Total Graduates		459		502		479		528	
	Points away from or above target		-19		-25		-17		-4	
	Difference from Prior Year				-5		10		15	
	Growth from Prior Year				-9%		22%		26%	
Emergent Bilingual	Target and Actual Rate	59%	34%	61%	19%	63%	42%	65%	58%	67%
	Total Number Met CCMR		19		13		26		72	
	Total Graduates		56		67		62		125	
	Points away from or above target		-25		-42		-21		-7	
	Difference from Prior Year				-15		23		16	
	Growth from Prior Year				-43%		116%		37%	



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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	NA	44%	44%	46%	46%	51%	48%	72%	50%
	Total Number Met CCMR		265		307		365		503	
	Total Graduates		601		661		718		703	
	Points away from or above target		NA		2		5		24	
	Difference from Prior Year				2		4		21	
	Growth from Prior Year				5%		9%		41%	
African American	Target and Actual Rate	NA	33%	33%	41%	35%	46%	37%	65%	39%
	Total Number Met CCMR		54		89		91		150	
	Total Graduates		165		219		199		231	
	Points away from or above target		NA		8		11		28	
	Difference from Prior Year				8		5		19	
	Growth from Prior Year				24%		13%		42%	
Hispanic	Target and Actual Rate	NA	47%	47%	47%	49%	52%	51%	74%	53%
	Total Number Met CCMR		169		168		223		291	
	Total Graduates		359		356		430		394	
	Points away from or above target		NA		0		3		23	
	Difference from Prior Year				0		5		22	
	Growth from Prior Year				0%		10%		42%	
White	Target and Actual Rate	NA	47%	47%	55%	49%	41%	51%	82%	53%
	Total Number Met CCMR		17		24		14		31	
	Total Graduates		36		44		34		38	
	Points away from or above target		NA		8		-8		31	
	Difference from Prior Year				7		-13		40	
	Growth from Prior Year				15%		-24%		98%	
American Indian	Target and Actual Rate	NA	60%	60%	NA	62%	NA	64%	NA	66%
	Total Number Met CCMR		3		NA		-1		-1	
	Total Graduates		5		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	NA	69%	69%	77%	71%	69%	73%	85%	75%
	Total Number Met CCMR		18		20		27		22	
	Total Graduates		26		26		39		26	
	Points away from or above target		NA		8		-2		12	
	Difference from Prior Year				8		-8		15	
	Growth from Prior Year				11%		-10%		22%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		.		-1	
	Total Graduates		NA		NA		.		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	40%	40%	39%	42%	71%	44%	67%	46%
	Total Number Met CCMR		4		5		-3		8	
	Total Graduates		10		13		-3		12	
	Points away from or above target		NA		-2		29		22.7	
	Difference from Prior Year				-2		33		-5	
	Growth from Prior Year				-4%		85%		-7%	
Special Ed	Target and Actual Rate	NA	95%	95%	71%	97%	69%	99%	53%	101%
	Total Number Met CCMR		35		32		35		31	
	Total Graduates		37		45		51		58	
	Points away from or above target		NA		-24		-28		-46	
	Difference from Prior Year				-24		-2		-15	
	Growth from Prior Year				-25%		-4%		-22%	
Eco. Disadv.	Target and Actual Rate	NA	45%	45%	45%	47%	49%	49%	71%	51%
	Total Number Met CCMR		182		204		245		378	
	Total Graduates		403		452		505		533	
	Points away from or above target		NA		0		2		22	
	Difference from Prior Year				0		3		22	
	Growth from Prior Year				0%		8%		46%	
Emergent Bilingual	Target and Actual Rate	NA	32%	32%	32%	34%	40%	36%	64%	38%
	Total Number Met CCMR		9		14		25		63	
	Total Graduates		28		44		63		98	
	Points away from or above target		NA		0		6		28	
	Difference from Prior Year				0		8		25	
	Growth from Prior Year				-1%		25%		62%	



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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	88%	68%	90%	73%	92%	77%	94%	85%	96%
	Total Number Met CCMR		531		623		696		703	
	Total Graduates		783		857		901		830	
	Points away from or above target		-20		-17		-15		-9	
	Difference from Prior Year				5		5		8	
	Growth from Prior Year				7%		6%		10%	
African American	Target and Actual Rate	76%	47%	78%	56%	80%	69%	82%	72%	84%
	Total Number Met CCMR		58		84		100		116	
	Total Graduates		123		149		146		161	
	Points away from or above target		-29		-22		-12		-10	
	Difference from Prior Year				9		12		3	
	Growth from Prior Year				19%		21%		5%	
Hispanic	Target and Actual Rate	84%	65%	86%	71%	88%	67%	90%	78%	92%
	Total Number Met CCMR		150		146		190		183	
	Total Graduates		231		207		284		235	
	Points away from or above target		-19		-16		-21		-12	
	Difference from Prior Year				6		-4		11	
	Growth from Prior Year				9%		-5%		16%	
White	Target and Actual Rate	90%	72%	92%	75%	94%	84%	96%	93%	98%
	Total Number Met CCMR		212		231		217		234	
	Total Graduates		296		308		259		251	
	Points away from or above target		-18		-17		-10		-3	
	Difference from Prior Year				3		9		9	
	Growth from Prior Year				5%		12%		11%	
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	97%	84%	99%	85%	100%	92%	100%	95%	100%
	Total Number Met CCMR		96		132		159		143	
	Total Graduates		115		155		173		150	
	Points away from or above target		-14		-14		-8		-5	
	Difference from Prior Year				2		7		3	
	Growth from Prior Year				2%		8%		4%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	81%	NA	85%	NA	79%	NA	83%	NA
	Total Number Met CCMR		13		28		26		24	
	Total Graduates		16		33		33		29	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				4		-6		4	
	Growth from Prior Year				4%		-7%		5%	
Special Ed	Target and Actual Rate	74%	73%	76%	94%	78%	69%	80%	60%	82%
	Total Number Met CCMR		32		45		25		36	
	Total Graduates		44		48		36		60	
	Points away from or above target		-1		18		-9		-20	
	Difference from Prior Year				21		-24		-9	
	Growth from Prior Year				29%		-26%		-14%	
Eco. Disadv.	Target and Actual Rate	79%	56%	81%	63%	83%	69%	85%	74%	87%
	Total Number Met CCMR		99		151		169		174	
	Total Graduates		177		240		245		234	
	Points away from or above target		-23		-18		-14		-11	
	Difference from Prior Year				7		6		5	
	Growth from Prior Year				13%		10%		8%	
Emergent Bilingual	Target and Actual Rate	82%	32%	84%	31%	86%	46%	88%	69%	90%
	Total Number Met CCMR		6		9		18		20	
	Total Graduates		19		29		39		29	
	Points away from or above target		-50		-53		-40		-19	
	Difference from Prior Year				-1		15		23	
	Growth from Prior Year				-2%		49%		49%	

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	76%	49%	78%	49%	80%	56%	82%	64%	84%
	Total Number Met CCMR		344		350		369		400	
	Total Graduates		704		716		660		625	
	Points away from or above target		-27		-29		-24		-18	
	Difference from Prior Year				0		7		8	
	Growth from Prior Year				0%		14%		14%	
African American	Target and Actual Rate	71%	41%	73%	26%	75%	36%	77%	50%	79%
	Total Number Met CCMR		54		33		43		57	
	Total Graduates		131		125		119		114	
	Points away from or above target		-30		-47		-39		-27	
	Difference from Prior Year				-15		10		14	
	Growth from Prior Year				-36%		37%		39%	
Hispanic	Target and Actual Rate	73%	43%	75%	47%	77%	55%	79%	61%	81%
	Total Number Met CCMR		178		198		225		238	
	Total Graduates		416		426		410		391	
	Points away from or above target		-30		-29		-22		-18	
	Difference from Prior Year				4		8		6	
	Growth from Prior Year				9%		18%		11%	
White	Target and Actual Rate	87%	60%	89%	72%	91%	67%	93%	88%	95%
	Total Number Met CCMR		38		38		32		38	
	Total Graduates		63		53		48		43	
	Points away from or above target		-27		-17		-24		-5	
	Difference from Prior Year				11		-5		22	
	Growth from Prior Year				19%		-7%		33%	
American Indian	Target and Actual Rate	NA	NA	NA	33.3%	NA	NA	NA	60.00%	NA
	Total Number Met CCMR		NA		-3		-1		-3	
	Total Graduates		NA		-3		-1		-3	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	92%	82%	94%	81%	96%	87%	98%	93%	100%
	Total Number Met CCMR		63		68		59		52	
	Total Graduates		77		84		68		56	
	Points away from or above target		-10		-13		-9		-5	
	Difference from Prior Year				-1		6		6	
	Growth from Prior Year				-1%		7%		7%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	69%	NA	53%	NA	69%	NA	75%	NA
	Total Number Met CCMR		9		8		9		9	
	Total Graduates		13		15		13		12	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				-16		16		6	
	Growth from Prior Year				-23%		30%		8%	
Special Ed	Target and Actual Rate	93%	84%	95%	75%	97%	71%	99%	49%	100%
	Total Number Met CCMR		43		49		43		25	
	Total Graduates		51		65		61		51	
	Points away from or above target		-9		-20		-27		-50	
	Difference from Prior Year				-9		-5		-22	
	Growth from Prior Year				-11%		-6%		-30%	
Eco. Disadv.	Target and Actual Rate	75%	46%	77%	43%	79%	52%	81%	60%	83%
	Total Number Met CCMR		204		219		240		278	
	Total Graduates		445		514		466		464	
	Points away from or above target		-29		-34		-28		-21	
	Difference from Prior Year				-3		9		8	
	Growth from Prior Year				-7%		21%		16%	
Emergent Bilingual	Target and Actual Rate	66%	30%	68%	28%	70%	43%	72%	45%	74%
	Total Number Met CCMR		15		19		38		39	
	Total Graduates		50		67		88		87	
	Points away from or above target		-36		-40		-27		-27	
	Difference from Prior Year				-2		15		2	
	Growth from Prior Year				-5%		52%		4%	

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	72%	50%	74%	43%	76%	51%	78%	65%	80%
	Total Number Met CCMR		300		221		263		439	
	Total Graduates		605		519		518		677	
	Points away from or above target		-22		-31		-25		-13	
	Difference from Prior Year				-7		8		14	
	Growth from Prior Year				-14%		19%		28%	
African American	Target and Actual Rate	66%	39%	68%	33%	70%	43%	72%	59%	74%
	Total Number Met CCMR		72		53		72		143	
	Total Graduates		184		159		167		241	
	Points away from or above target		-27		-35		-27		-13	
	Difference from Prior Year				-6		10		16	
	Growth from Prior Year				-15%		29%		38%	
Hispanic	Target and Actual Rate	73%	51%	75%	43%	77%	51%	79%	64%	81%
	Total Number Met CCMR		159		122		134		199	
	Total Graduates		312		284		262		311	
	Points away from or above target		-22		-32		-26		-15	
	Difference from Prior Year				-8		8		13	
	Growth from Prior Year				-16%		19%		25%	
White	Target and Actual Rate	73%	58%	75%	46%	77%	61%	79%	78%	81%
	Total Number Met CCMR		28		13		22		38	
	Total Graduates		48		28		36		49	
	Points away from or above target		-15		-29		-16		-1	
	Difference from Prior Year				-12		15		17	
	Growth from Prior Year				-20%		32%		27%	
American Indian	Target and Actual Rate	NA	33%	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		-3		NA		-1		-1	
	Total Graduates		-3		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	94%	68%	96%	78%	98%	69%	100%	89%	100%
	Total Number Met CCMR		30		25		25		42	
	Total Graduates		44		32		36		47	
	Points away from or above target		-26		-18		-29		-11	
	Difference from Prior Year				10		-9		20	
	Growth from Prior Year				15%		-11%		29%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	80%	NA	33%	NA	58%	NA	59%	NA
	Total Number Met CCMR		8		4		7		16	
	Total Graduates		10		12		12		27	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				-47		25		1	
	Growth from Prior Year				-58%		75%		2%	
Special Ed	Target and Actual Rate	86%	66%	88%	64%	90%	44%	92%	46%	94%
	Total Number Met CCMR		35		29		15		25	
	Total Graduates		53		45		34		54	
	Points away from or above target		-20		-24		-46		-46	
	Difference from Prior Year				-2		-20		2	
	Growth from Prior Year				-2%		-32%		5%	
Eco. Disadv.	Target and Actual Rate	73%	48%	75%	37%	77%	48%	79%	61%	81%
	Total Number Met CCMR		182		124		174		272	
	Total Graduates		383		334		361		448	
	Points away from or above target		-26		-38		-29		-18	
	Difference from Prior Year				-10		11		13	
	Growth from Prior Year				-22%		30%		26%	
Emergent Bilingual	Target and Actual Rate	61%	36%	63%	17%	65%	23%	67%	45%	69%
	Total Number Met CCMR		10		7		9		25	
	Total Graduates		28		42		39		56	
	Points away from or above target		-25		-46		-42		-22	
	Difference from Prior Year				-19		6		22	
	Growth from Prior Year				-53%		38%		93%	



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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	85%	74%	87%	73%	89%	82%	91%	89%	93%
	Total Number Met CCMR		628		576		637		681	
	Total Graduates		847		786		782		763	
	Points away from or above target		-11		-14		-8		-2	
	Difference from Prior Year				-1		8		8	
	Growth from Prior Year				-1%		11%		10%	
African American	Target and Actual Rate	70%	57%	72%	54%	74%	71%	76%	83%	78%
	Total Number Met CCMR		43		40		66		72	
	Total Graduates		76		74		93		87	
	Points away from or above target		-13		-18		-3		7	
	Difference from Prior Year				-2		17		12	
	Growth from Prior Year				-4%		31%		17%	
Hispanic	Target and Actual Rate	79%	64%	81%	68%	83%	70%	85%	89%	87%
	Total Number Met CCMR		152		126		162		178	
	Total Graduates		239		186		231		201	
	Points away from or above target		-15		-13		-13		4	
	Difference from Prior Year				4		2		19	
	Growth from Prior Year				6%		4%		26%	
White	Target and Actual Rate	89%	79%	91%	79%	93%	88%	95%	90%	97%
	Total Number Met CCMR		322		313		304		316	
	Total Graduates		407		398		345		350	
	Points away from or above target		-10		-12		-5		-5	
	Difference from Prior Year				-1		10		2	
	Growth from Prior Year				-1%		12%		2%	
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		.		-1	
	Total Graduates		NA		NA		.		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	91%	91%	93%	79%	95%	98%	97%	92%	99%
	Total Number Met CCMR		90		79		85		93	
	Total Graduates		99		100		87		101	
	Points away from or above target		0		-14		3		-5	
	Difference from Prior Year				-12		19		-6	
	Growth from Prior Year				-13%		24%		-6%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	86%	NA	65%	NA	76%	NA	91%	NA
	Total Number Met CCMR		19		-3		-3		20	
	Total Graduates		22		-3		-3		22	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				-21		11		15	
	Growth from Prior Year				-24%		16%		20%	
Special Ed	Target and Actual Rate	68%	84%	70%	76%	72%	63%	74%	71%	76%
	Total Number Met CCMR		52		34		36		40	
	Total Graduates		62		45		57		56	
	Points away from or above target		16		6		-9		-3	
	Difference from Prior Year				-8		-12		8	
	Growth from Prior Year				-10%		-16%		13%	
Eco. Disadv.	Target and Actual Rate	72%	57%	74%	58%	76%	73%	78%	79%	80%
	Total Number Met CCMR		103		119		154		153	
	Total Graduates		181		206		211		195	
	Points away from or above target		-15		-16		-3		1	
	Difference from Prior Year				1		15		6	
	Growth from Prior Year				2%		26%		8%	
Emergent Bilingual	Target and Actual Rate	69%	35%	71%	25%	73%	67%	75%	59%	77%
	Total Number Met CCMR		7		6		14		17	
	Total Graduates		20		24		21		29	
	Points away from or above target		-34		-46		-6		-16	
	Difference from Prior Year				-10		42		-8	
	Growth from Prior Year				-29%		167%		-12%	

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	75%	54%	77%	57%	79%	68%	81%	72%	83%
	Total Number Met CCMR		416		420		521		539	
	Total Graduates		766		742		769		745	
	Points away from or above target		-21		-20		-11		-9	
	Difference from Prior Year				2		11		4	
	Growth from Prior Year				4%		20%		7%	
African American	Target and Actual Rate	64%	39%	66%	40%	68%	49%	70%	61%	72%
	Total Number Met CCMR		35		26		42		49	
	Total Graduates		89		65		86		80	
	Points away from or above target		-25		-26		-19		-9	
	Difference from Prior Year				1		9		13	
	Growth from Prior Year				2%		22%		26%	
Hispanic	Target and Actual Rate	71%	47%	73%	50%	75%	65%	77%	67%	79%
	Total Number Met CCMR		209		215		299		309	
	Total Graduates		448		433		461		460	
	Points away from or above target		-24		-23		-10		-10	
	Difference from Prior Year				3		15		2	
	Growth from Prior Year				6%		31%		4%	
White	Target and Actual Rate	87%	71%	89%	69%	91%	77%	93%	85%	95%
	Total Number Met CCMR		74		75		74		88	
	Total Graduates		104		109		96		104	
	Points away from or above target		-16		-20		-14		-8	
	Difference from Prior Year				-2		8		8	
	Growth from Prior Year				-3%		12%		10%	
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	20%	NA	NA	NA
	Total Number Met CCMR		NA		NA		-3		-1	
	Total Graduates		NA		NA		-3		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	91%	80%	93%	82%	95%	87%	97%	95%	99%
	Total Number Met CCMR		84		92		95		75	
	Total Graduates		105		112		109		79	
	Points away from or above target		-11		-11		-8		-2	
	Difference from Prior Year				2		5		8	
	Growth from Prior Year				3%		6%		9%	
Pacific Islander	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1			
	Total Graduates		NA		NA		-1			
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	77%	NA	50%	NA	82%	NA	84%	NA
	Total Number Met CCMR		-3		-3		9		-3	
	Total Graduates		-3		-3		11		-3	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				-27		32		2	
	Growth from Prior Year				-35%		64%		3%	
Special Ed	Target and Actual Rate	88%	73%	90%	72%	92%	85%	94%	43%	96%
	Total Number Met CCMR		40		38		50		30	
	Total Graduates		55		53		59		70	
	Points away from or above target		-15		-18		-7		-51	
	Difference from Prior Year				-1		13		-42	
	Growth from Prior Year				-1%		18%		-49%	
Eco. Disadv.	Target and Actual Rate	72%	50%	74%	53%	76%	64%	78%	68%	80%
	Total Number Met CCMR		220		227		311		309	
	Total Graduates		438		431		483		456	
	Points away from or above target		-22		-21		-12		-10	
	Difference from Prior Year				3		12		3	
	Growth from Prior Year				5%		22%		5%	
Emergent Bilingual	Target and Actual Rate	62%	24%	64%	35%	66%	50%	68%	44%	70%
	Total Number Met CCMR		12		25		46		39	
	Total Graduates		51		72		93		88	
	Points away from or above target		-39		-29		-17		-24	
	Difference from Prior Year				11		15		-5	
	Growth from Prior Year				48%		43%		-11%	

CFISD

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)	2024 (Actual) (2025 TAPR)	2025 (Target)
All	Target and Actual Rate	76%	55%	78%	57%	80%	60%	82%	72%	84%
	Total Number Met CCMR		361		396		401		427	
	Total Graduates		656		692		666		593	
	Points away from or above target		-21		-21		-20		-10	
	Difference from Prior Year				2		3		12	
	Growth from Prior Year				4%		5%		20%	
African American	Target and Actual Rate	70%	44%	72%	40%	74%	43%	76%	64%	78%
	Total Number Met CCMR		52		45		48		73	
	Total Graduates		117		112		111		115	
	Points away from or above target		-26		-32		-31		-13	
	Difference from Prior Year				-4		3		20	
	Growth from Prior Year				-9%		7%		47%	
Hispanic	Target and Actual Rate	72%	48%	74%	51%	76%	55%	78%	67%	80%
	Total Number Met CCMR		154		174		187		204	
	Total Graduates		320		340		340		305	
	Points away from or above target		-24		-23		-21		-11	
	Difference from Prior Year				3		4		12	
	Growth from Prior Year				6%		7%		22%	
White	Target and Actual Rate	85%	69%	87%	72%	89%	75%	91%	88%	93%
	Total Number Met CCMR		93		115		104		85	
	Total Graduates		134		160		138		97	
	Points away from or above target		-16		-15		-14		-3	
	Difference from Prior Year				3		4		12	
	Growth from Prior Year				4%		5%		16%	
American Indian	Target and Actual Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total Number Met CCMR		NA		NA		-1		-1	
	Total Graduates		NA		NA		-1		-1	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Asian	Target and Actual Rate	84%	78%	86%	88%	88%	89%	90%	92%	92%
	Total Number Met CCMR		52		49		54		54	
	Total Graduates		67		56		61		59	
	Points away from or above target		-6		2		1		2	
	Difference from Prior Year				10		1		3	
	Growth from Prior Year				13%		1%		3%	
Pacific Islander	Target and Actual Rate	NA	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		NA	
	Difference from Prior Year				NA		NA		NA	
	Growth from Prior Year				NA		NA		NA	
Two or More Races	Target and Actual Rate	NA	67%	NA	52%	NA	46%	NA	67%	NA
	Total Number Met CCMR		-3		-3		-3		-3	
	Total Graduates		-3		-3		-3		-3	
	Points away from or above target		NA		NA		NA		NA	
	Difference from Prior Year				-14		-6		21	
	Growth from Prior Year				-21%		-12%		44%	
Special Ed	Target and Actual Rate	82%	85%	84%	83%	86%	63%	88%	62%	90%
	Total Number Met CCMR		39		35		24		18	
	Total Graduates		46		42		38		29	
	Points away from or above target		3		-1		-23		-26	
	Difference from Prior Year				-2		-20		-1	
	Growth from Prior Year				-2%		-24%		-2%	
Eco. Disadv.	Target and Actual Rate	70%	49%	72%	49%	74%	48%	76%	67%	78%
	Total Number Met CCMR		146		157		160		246	
	Total Graduates		300		321		333		368	
	Points away from or above target		-21		-23		-26		-9	
	Difference from Prior Year				0		-1		19	
	Growth from Prior Year				0%		-2%		39%	
Emergent Bilingual	Target and Actual Rate	49%	23%	51%	28%	53%	31%	55%	64%	57%
	Total Number Met CCMR		6		8		15		39	
	Total Graduates		26		29		49		61	
	Points away from or above target		-26		-23		-22		9	
	Difference from Prior Year				5		3		33	
	Growth from Prior Year				19%		11%		109%	

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

JANUARY 12, 2026
BOARD WORK SESSION MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in a Board Work Session on Monday, January 12, 2026, in the Boardroom of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building, located at 11440 Matzke Road, Cypress, Texas.

MEETING OPENING

1. Call to Order

Board President Julie Hinaman called the meeting to order at 6:00 p.m.

The following Board members were present: Julie Hinaman, Dr. Cleveland O. Lane, Jr., Lesley Guilmart, Kendra Camarena, Christine Kalmbach, Todd LeCompte, and Justin Ray.

Ms.Hinaman announced that the following items would be presented at the Regular Board Meeting on Thursday, January 15, 2026: **Invocation and Pledge of Allegiance; Vision and Mission Statement; Recognitions and Awards Announcements;** and **Board Comments.** She then turned the floor over to superintendent Dr. Killian to announce the district's new chief of staff.

Dr. Killian introduced Brandy Baker as CFISD's new Chief of Staff.

MEETING AGENDA

The Board continued with **Public Comments**.

5. Public Comments

5.A. Agenda Comments

Per BED (Local), patrons may address the Board and make public comments on an agenda item during or before the board's consideration of the item. Individuals must register online in advance to speak. 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 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 Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

There were no speakers this evening.

Ms. Hinaman proceeded with Item 6.A. of the **Reports** portion of the agenda. Item 6.B. will be presented at the Regular Board Meeting on Thursday evening.

6. Reports

6.A. The administration provided an update on the performance of students with disabilities.

Trustee Guilmart requested a report with data disaggregating STAAR test results by student disability categories from Dr. Ashley Clayburn.

The Board reviewed the following **Consent Agenda Items. (**During the review of the following action items any Board member had the option to remove one or more of those items, at which time, those items would be addressed and voted on individually.)

7. Consent Agenda

7.A. The Board will consider approving the minutes of the December 11, 2025, Board Work Session.

7.B. The Board will consider approving the minutes of the December 15, 2025, Regular Board Meeting.

7.C. The Board will consider for acquisition all library materials that have been donated to or that are to be procured by a school library in the district.

7.D. The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with Stephen F. Austin University.

7.E. The Board will consider authorizing the superintendent to execute an Affiliation Agreement between University of Houston College of Liberal Arts & Social Sciences and Cypress-Fairbanks ISD.

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

7.F.1. BDAA (Local) Officers and Officials: Duties and Requirements of Officers (Revise)
7.F.2. CY (Local) Intellectual Property (Revise)
7.F.3. EEH (Local) Instructional Arrangements: Homebound Instruction (Revise)
7.F.4. EFA (Local) Instructional Resources: Instructional Materials (Revise)
7.F.5. EHB (Local) Curriculum Design: Special Programs (Revise)
7.F.6. EHBB (Local) Special Programs: Gifted and Talented Students (Revise)
7.F.7. EI (Local) Academic Achievement (Revise)
7.F.8. FFB (Local) Student Welfare: Crisis Intervention (Revise)
7.F.9. FO (Local) Student Discipline (Revise)

A discussion was held regarding Item 7.F.4. EFA (Local) – reconsideration of instructional materials. Trustee LeCompte requested that (per the redlined document) that "District resident" may request reconsideration of instructional materials be added back into the policy EFA (Local). Ms. Hinaman asked general counsel Sims to put that specific language back into the policy.

7.G. The Board will consider granting a temporary construction easement to Harris County MUD 130.

7.H. The Board will consider granting a water easement to Harris County MUD 130.

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

7.I.1. Automotive Fuels
7.I.2. Career and Technology Equipment Repair Service

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

The Board reviewed the following **Non-Consent Agenda Items.**

8. <u>Non-Consent Agenda</u>

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

8.A.1. FDE (Local) – Admissions: School Safety Transfers (Revise)
8.A.2. FEC (Local) – Attendance: Attendance for Credit (Revise)

8.B. The Board will consider authorizing the superintendent to approve personal service agreements under Texas Education Code Section 11.006.

8.C. The Board will consider approving the superintendent's recommendation to give notice to Diajinae Harris that it is proposed her employment with the District under a term contract be terminated. It is further recommended the President of the Board notify Ms. Harris of the proposed action to terminate her employment pursuant to 21.211 of the Texas Educator Code. [This item may be discussed in closed session.]

8.D. The Board will consider making a determination that good cause did not exist as required by law for Lawanda Eckert, Ashley Sheffield, Erika Roscoe, Brittany Weinstein, Araceli Nelson, Bahaa Sari Eddine, Janeth Rios Trevino, Jeremy Bledsoe, and Eric Hernandez to resign their respective employment contracts. [This item may be discussed in closed session.]

8.E. The Board will consider and take action on the Independent Hearing Examiner's recommendation in TEA Docket No. 008-LH-09-2025 regarding the proposed discharge of Kenah Lofton on Monday, January 12, 2026. [This item will be discussed in closed session pursuant to Section 551.074.]

Ms. Hinaman announced that the Board would move into closed session on Agenda Items 8.C., 8.D. and 8.E. Afterwards, the Board will return to open session and take action on Agenda Item 8.E.

10. Closed Session

Board President Hinaman asked for a motion to move into closed session.

Trustee Justin Ray made a motion to move into closed session.
Trustee Christine Kalmbach seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

Ms. Hinaman adjourned the meeting to closed session at 7:02 p.m. (Closed session began at 7:05 p.m.)

Ms. Hinaman called the meeting back to order at 8:05 p.m., and the Board continued with Agenda Item 8.E.

8.E. The Board will consider and take action on the Independent Hearing Examiner's recommendation in TEA Docket No. 008-LH-09-2025 regarding the proposed discharge of Kenah Lofton on Monday, January 12, 2026. [This item was discussed in closed session pursuant to Section 551.074.]

Ms. Hinaman called for a motion.

Concerning TEA Docket No. 008-LH-09-2025, I, Cleveland Lane, move that the Board of Trustees of Cypress-Fairbanks ISD adopt the findings of fact and conclusions of law submitted by the Independent Hearing Examiner, including the determination of good cause for the termination of the term contract between Kenah Lofton and Cy-Fair ISD.
Trustee Christine Kalmbach seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

11. Adjournment

Board President Hinaman adjourned the Board Work Session at 8:06 p.m.

Julie Hinaman
President, Board of Trustees

Lesley Guilmart
Secretary, Board of Trustees

Approved: February 9, 2026

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
JANUARY 2026
REGULAR BOARD MEETING MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in Regular Session on Thursday, January 15, 2026, 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

1. Call to Order

Board President Julie Hinaman called the meeting to order at 6:00 p.m.

The following Trustees were present: Julie Hinaman, Dr. Cleveland O. Lane, Jr., Lesley Guilmart, Kendra Camarena, Christine Kalmbach, Todd LeCompte, and Justin Ray.

President Hinaman recognized and welcomed representatives from Scout Troop 1187, Troop 1921 and representatives from Cy-Lakes High School Student Council.

2. Invocation and Pledge of Allegiance

Tim Gould, Pastor, Houston First Church of God, delivered the invocation.

The following Cy-Fair High School AFJROTC cadets presented the colors: On the Texas Rifle was Cadet 2nd Lieutenant Kendall Jackson; the Texas Flag was carried by Cadet Lieutenant Colonel Amaya Ortiz; the American Flag was carried by Cadet Major Cortez Williams; and on the American Rifle was Cadet 2nd Lieutenant Lakshmi Narindi. These cadets presented the colors under the direction of Lt. Colonel Chris Echols and Sr. Master Sgt. Michael Claiborn.

3. District's Vision and Mission Statement

Dr. Cleveland O. Lane, Jr. read the District's Vision and Mission Statement.

The Board proceeded with the **Remarks and Announcements** portion of the agenda.

4. Recognitions and Awards Announcements

4.A. Superintendent Dr. Douglas Killian made 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.

Dr. Killian announced that January is the designated school board recognition month. He thanked the district's seven Trustees for creating a broader future for students and shared a video from campuses and facilities across the district expressing their appreciation for the CFISD Board of Trustees and their service.

The following speakers shared their appreciation for the CFISD Board of Trustees: Cy-Fair Houston Chamber of Commerce President Leslie Martone; Paige Lemm, Community Outreach Coordinator for Harris County Precinct 3 Commissioner Tom Ramsey's office, read a proclamation to the Board for their faithful service; and Gregg Gutierrez, representing Harris County Precinct 1 Commissioner Rodney Ellis's office, honored the Board of Trustees with a proclamation for their service.

Dr. Killian thanked the culinary arts classes of several high schools for providing great treats in honor of Board recognition month, along with all the campuses who delivered gifts and certificates for the Trustees.

Dr. Killian announced that Beginning in May 2026, CFISD will recognize an FFA Member of the Year and that this award would be named in honor of former CFISD Board member Debbie Blackshear. Mrs. Blackshear served on the CFISD Board of Trustees from 2015-2023. A 47-year resident of the CFISD community, Mrs. Blackshear has been a passionate supporter of the school district and FFA programs for decades. She has participated in the CFISD Livestock Show and Sale as a volunteer and buyer for 34 years and is a former member of the Cy-Fair High School FFA Booster Club and Cypress Ranch High School FFA Booster Club.

Irene Ruiz, Chief Officer for School Leadership, introduced Justin Nichols as the new Principal for Truitt Middle School. Mr. Nichols introduced his family and expressed his appreciation to the Board and the administration for his principalship.

4.B. The Board recognized CFISD business partner CEO and President Cy-Fair Federal Credit Union Cameron Dickey and his team for their outstanding contributions to the district.

Board President Hinaman called for a recess at 6:38p.m.

Ms. Hinaman called the meeting back to order at 6:46 p.m. and proceeded with **Public Comments.**

MEETING AGENDA

5. Public Comments

5.A. Agenda Comments

Per BED (Local), patrons may address the Board and make public comments on an agenda item during or before the board's consideration of the item. Individuals must register online in advance to speak. 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 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 Agenda Comments 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 Item 6.A. – Special education and 504 services data collection/performance reports.
2. Mary Ann Jackson addressed the Board on Item 6.B. – Long-range planning and Virtual Pathways participation with online devices.
3. Jennifer Chenette addressed the Board on Item 7.C. – The need for more librarians and parental control on reading materials.
4. Jill Center addressed the Board on Item 7.F. – Regarding homebound instruction.
5. Jennifer Chenette addressed the Board on Item 7.F. – Community members ability to review textbook materials.
6. Monica Dean addressed the Board on Item 7.F.4. – Parent's ability to recommend/challenge textbook materials.
7. Bryan Henry addressed the Board on Item 7.F. – Regarding the revised language requesting reconsiderations of instruction materials.

5.B. Citizen Participation

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. Trace Looper introduced his mom as a candidate for Texas Legislature House District 126, which includes CFISD.
2. Cole Crews shared his appreciation to the Board for their support of all athletics in the district.
3. Darian Bridges thanked the Board and acknowledged their service to him and other student athletes in the district.
4. Barbara Denson shared issues in regards to the State Board of Education.
5. Thomas Jackson thanked the Board for their service and presented them with a certificate from the Sons of the American Revolution and a flash drive with a vignette about Thomas Paine.
6. Sophia Sandoval thanked the Board and the district for how much they support district sports.
7. Stacey McDaniel thanked the Board for their support of students and athletic programs.
8. William Blaylock II thanked the Board for their service and support of the district.
9. Jennifer Chenette shared how she is looking forward to the Board working together in a positive way and moving in the right direction.
10. Mary Ann Jackson shared comments regarding technology.
11. Crystal Lee shared her appreciation for the Board and their service to students and community.

Before moving on to the **Reports** portion of the agenda, President Hinaman recognized and welcomed Scout Troop 1075.

Ms. Hinaman shared that Item 6.A. of Reports was presented at the Board Work Session Monday evening and that the request for a report disaggregating STAAR test results by student disability categories had been withdrawn by the Board member who requested it. The Board proceeded with Item 6.B. of Reports.

6. Reports

6.B. The administration provided an update on the Long-Range Planning Committee.

Anya Lucas shared a PowerPoint presentation.

The Board continued with the **Consent Agenda Items**. (During review of the following action items any Board member may remove one or more of these items, at which time, these items will be addressed and voted on individually. If any board member has a question regarding an agenda item, please ask to be recognized on consent agenda items.)

7.A. The Board will consider approving the minutes of the December 11, 2025, Board Work Session.

7.B. The Board will consider approving the minutes of the December 15, 2025, Regular Board Meeting.

7.C. The Board will consider for acquisition all library materials that have been donated to or that are to be procured by a school library in the district.

7.D. The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with Stephen F. Austin University.

7.E. The Board will consider authorizing the superintendent to execute an Affiliation Agreement between University of Houston College of Liberal Arts & Social Sciences and Cypress-Fairbanks ISD.

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

7.F.1. BDAA (Local) Officers and Officials: Duties and Requirements of Officers (Revise)
7.F.2. CY (Local) Intellectual Property (Revise)
7.F.3. EEH (Local) Instructional Arrangements: Homebound Instruction (Revise)
7.F.4. EFA (Local) Instructional Resources: Instructional Materials (Revise)
7.F.5. EHB (Local) Curriculum Design: Special Programs (Revise)
7.F.6. EHBB (Local) Special Programs: Gifted and Talented Students (Revise)
7.F.7. EI (Local) Academic Achievement (Revise)
7.F.8. FFB (Local) Student Welfare: Crisis Intervention (Revise)
7.F.9. FO (Local) Student Discipline (Revise)

7.G. The Board will consider granting a temporary construction easement to Harris County MUD 130.

7.H. The Board will consider granting a water easement to Harris County MUD 130.

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

7.I.1. Automotive Fuels
7.I.2. Career and Technology Equipment Repair Service

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

Trustee Kendra Camarena requested that Item 7.F.4. be moved to Non-Consent.

President Hinaman announced that Item 7.F.4. EFA (Local) had been moved to Non-Consent.

Ms. Hinaman called for a motion to approve the consensus items as recommended or amended.

Trustee Justin Ray moved to approve the consent items.
Trustee Kendra Camarena seconded.
Camarena – Aye

Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

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

7.F.4. EFA (Local) Instructional Resources: Instructional Materials (Revise)

Ms. Hinaman called for a motion.

Trustee Kendra Camarena made a motion to table Item 7.F.4.
Trustee Lesley Guilmart seconded.

Trustee Justin Ray requested the rationale for tabling this item. Trustee Camarena explained that tabling this item would allow the Board to potentially unpack the need to address some of the root causes for concerns on this policy. Trustee Ray asked for a date the Board would need to address this, and Trustee Camarena stated the item would be tabled indefinitely.

A vote was taken on the motion.

Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Nay
Lane – Aye
LeCompte – Nay
Ray – Nay
4 votes in favor | 3 votes opposed | 0 abstentions. Motion carries.

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

8.A.1. FDE (Local) – Admissions: School Safety Transfers (Revise)
8.A.2. FEC (Local) – Attendance: Attendance for Credit (Revise)

Ms. Hinaman called for a motion.

Trustee Kendra Camarena made a motion.
Trustee Dr. Cleveland O. Lane, Jr. seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

8.B. The Board will consider authorizing the superintendent to approve personal service agreements under Texas Education Code Section 11.006.

Ms. Hinaman called for a motion.

Trustee Justin Ray moved that the Board authorize the superintendent to approve personal service agreements between Region 4 ESC and Kelly Mock, Lead Speech Language Pathologist and the professional service agreements between Safal Partners, LLC and Tara Wehmeyer, Assistant Principal, and Kayla Beesley, ELAR

Curriculum Coach.under Texas Education Code Section 11.006.
Trustee Christine Kalmbach seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

8.C. The Board will consider approving the superintendent's recommendation to give notice to Diajinae Harris that it is proposed her employment with the District under a term contract be terminated. It is further recommended the President of the Board notify Ms. Harris of the proposed action to terminate her employment pursuant to 21.211 of the Texas Educator Code. [This item was discussed in closed session.]

Ms. Hinaman called for a motion.

Trustee Todd LeCompte moved that the Board approve the recommendation to notify Diajinae Harris that her employment with the District under a term contract is proposed for termination and to provide her notice of the same in accordance with the law.
Trustee Christine Kalmbach seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

8.D. The Board will consider making a determination that good cause did not exist as required by law for Lawanda Eckert, Ashley Sheffield, Erika Roscoe, Brittany Weinstein, Araceli Nelson, Bahaa Sari Eddine, Janeth Rios Trevino, Jeremy Bledsoe, and Eric Hernandez to resign their respective employment contracts. [This item was discussed in closed session.]

Ms. Hinaman called for a motion.

Trustee Christine Kalmbach moved 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) for the following individuals 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 Justin Ray seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

8.E. The Board will consider and take action on the Independent Hearing Examiner's recommendation in TEA Docket No. 008-LH-09-2025 regarding the proposed discharge of Kenah Lofton on Monday, January 12, 2026. [This item was discussed in closed session pursuant to Section 551.074.]

This item was addressed and voted on at the Board Work Session on Thursday, 1/12/26.

The Board proceeded with **Board Comments**.

9. Board Comments

9.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.

Kendra Camarena thanked CFISD teachers, staff, and students who sent the "great" videos and well wishes for school board appreciation. She also thanked the Cy-Fair AFJROTC, the Cy-Lakes Student Council and the Cy-Ranch student athletes for coming out and participating in the agenda comments. "It means a lot."

Todd LeCompte shared his appreciation for the thank you's and gifts from everyone for board appreciation month. "Looking forward to the second semester and finishing strong for the school year." Mr. LeCompte thanked Debbie Blackshear for all that she has done over the years and recognized her for the award in her honor.

Lesley Guilmart expressed her gratitude for the outpouring of thanks from the community and the district. She reminded the community that she will be posting her comings and going in the district on Facebook and Instagram and shared the book she is reading, *King: A Life*, an autobiography of Dr. Martin Luther King. Ms. Guilmart paid tribute to Dr. King and honored his legacy.

Dr. Cleveland O. Lane, Jr. thanked the community for the opportunity to work in Carverdale during the holidays, handing out food and toys to the community. Dr. Lane shared that he had breakfast at Aragon MS and enjoyed both staff and students. "Thank you for allowing me to be a part of the school board, and I look forward to continuing to work with everyone."

Christine Kalmbach encouraged everyone to be aware of their surroundings looking out for students, for the buses, the autos, the bikers/hikers, and the walkers – to keep everyone safe. Ms. Kalmbach shared that the Long-Range Planning Committee presentations could be found on the district website for lots of good information. Ms. Kalmbach commented on how the district is always looking for mentors and global volunteers.

Justin Ray commented, "happy to be here and look forward to a great school year."

10. Closed Session

No closed session was held.

11. Adjournment

Board President Hinaman called for a motion to adjourn the meeting.

Trustee Christine Kalmbach made a motion.
Trustee Kendra Camarena seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

The meeting was adjourned at 8:23 p.m.

Julie Hinaman
President, Board of Trustees

Lesley Guilmart
Secretary, Board of Trustees

Approved: February 9, 2026

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, ~~as defined by the Penal Code~~, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
    a. Attempted murder;
    b. Indecency with a child;
    c. Aggravated kidnapping;
    d. Aggravated assault on someone other than a District employee or volunteer;
    e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
    f. Aggravated robbery; ~~or~~
    g. Continuous sexual abuse of a young child or disabled individual; or
    h. Bullying defined under TEC 37.0052(b)

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the

beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
    a. Attempted murder;
    b. Indecency with a child;
    c. Aggravated kidnapping;
    d. Aggravated assault on someone other than a District employee or volunteer;
    e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
    f. Aggravated robbery;
    g. Continuous sexual abuse of a young child or disabled individual; or
    h. Bullying defined under TEC 37.0052(b)

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

~~This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.~~

Absences Considered

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has ~~attended~~ been in attendance for 90 percent of the ~~required percentage of~~ days ~~under this policy.~~

Attendance Committees

The Board ~~shall establish~~ authorizes the establishment of an attendance committee or as many attendance committees as necessary for efficient implementation of ~~Education Code 25.092~~ state law.

The Superintendent or designee ~~shall~~ is authorized to make the specific appointments in accordance with legal requirements.

Parental Notice of Excessive Absences

A student in secondary school and the student's parent shall be notified following the student's fifth absence. A student in elementary school and the student's parent shall be notified following the student's tenth absence. A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Methods for Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

~~Petitions~~ A petition for credit or a final grade may be filed ~~at any time the student receives notice but, in any event, no later than 30 days after the last day of classes~~ in accordance with administrative regulations. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade.

~~The~~ Regardless of whether a petition is filed, the attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student who has lost credit or has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative regulations to document the attendance committee's decision.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]

The attendance committee shall consider whether the reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.

The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee or principal, as applicable, is not required to assign a student to attend a specified program for an amount of time equivalent to the student's absences (i.e., "seat time").

The attendance committee or principal, as applicable, shall consider the student's unique circumstances and, if necessary, shall impose conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class ~~rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences~~. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
2. Completing additional assignments, as specified by the committee or teacher.

3. Attending tutorial sessions as scheduled.
4. Completing other instructional programs, as specified by the committee.
5. Taking an examination to earn credit. [See EHDB]

In all cases, the student must earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of a campus attendance committee to the District-level attendance committee.

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

Absences Considered

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has been in attendance for 90 percent of the days.

Attendance Committees

The Board authorizes the establishment of an attendance committee or as many attendance committees as necessary for efficient implementation of state law.

The Superintendent or designee is authorized to make the specific appointments in accordance with legal requirements.

Parental Notice of Excessive Absences

A student in secondary school and the student's parent shall be notified following the student's fifth absence. A student in elementary school and the student's parent shall be notified following the student's tenth absence. A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Methods for Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

A petition for credit or a final grade may be filed in accordance with administrative regulations. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade.

Regardless of whether a petition is filed, the attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student who has lost credit or has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative regulations to document the attendance committee's decision.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]

The attendance committee shall consider whether the reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.

The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee or principal, as applicable, is not required to assign a student to attend a specified program for an amount of time equivalent to the student's absences (i.e., "seat time").

The attendance committee or principal, as applicable, shall consider the student's unique circumstances and, if necessary, shall impose conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
2. Completing additional assignments, as specified by the committee or teacher.
3. Attending tutorial sessions as scheduled.
4. Completing other instructional programs, as specified by the committee.
5. Taking an examination to earn credit. [See EHDB]

In all cases, the student must earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of a campus attendance committee to the District-level attendance committee.

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

BOARD BUDGET REVIEW

FISCAL YEAR 2025-2026
QUARTER 2

11440 Matzke Road
Cypress, Texas 77429

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDED 12/31/25

	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	$ 2,293,032	$	$	$	$	$
Local/State/Federal Estimated Revenue - Grant Funds			43,860,583			
Bond Funds					17,835,931	
TOTAL REVENUE AMENDMENTS	$ 2,293,032	$ -	$ 43,860,583	$ -	$ 17,835,931	$ -
Recommended Amendments to Appropriations Increase (Decrease):						
Budget Amendments:						
Allocate funds for Natatorium scoreboard	$ 89,610	$	$	$	$	$
Roll forward E-Rate funding from prior year	151,074					
Grant/Special Revenue Funds - Appropriations			43,860,583			
Bond Funds					17,835,931	
Function Transfers - Campuses and Departments:						
Function 11, Instruction	(265,275)					
Function 12, Instructional Resources & Media Services	549					
Function 13, Curriculum & Instructional Staff Development	(4,226)					
Function 21, Instructional Leadership	122,350					
Function 23, School Leadership	21,348					
Function 31, Guidance, Counseling, & Evaluation Services	(47,345)					
Function 32, Social Work Services	(3,000)					
Function 36, Cocurricular/Extracurricular Activities	21,456					
Function 41, General Administration	(23,000)					
Function 51, Plant Maintenance & Operations	40,118					
Function 52, Security & Monitoring Services	130,000					
Function 53, Data Processing Services	8,125					
Function 61, Community Services	(1,100)					46,857
TOTAL EXPENDITURE AMENDMENTS	$ 240,684	$ -	$ 43,860,583	$ -	$ 17,835,931	$ 46,857
NET EFFECT ON FUND BALANCE	$ 2,052,348	$ -	$ -	$ -	$ -	$ (46,857)
FUND BALANCE RECAP:						
Audited Fund Balance at June 30, 2025	$ 549,582,155	$ 47,447,131	$ 14,036,411	$169,988,302	$501,621,223	$3,471,438
Adopted 2025-26 Budget - revenues over (under) expenditure	(45,472,853)	(3,320,835)				1,431,617
Budget Amendments Approved in 1st Quarter	541,034				(501,621,223)	
Recommended Amendments this Budget Review	2,052,348					(46,857)
Revised Projected Fund Balance at June 30, 2026	$ 506,702,684	$ 44,126,296	$ 14,036,411	$169,988,302	$ -	$4,856,198
PROJECTED FUND EQUITY COMPONENTS:						
Non-Spendable	$ 4,707,161	$	$	$	$	$
Restricted		44,126,296	1,087,572	169,988,302		
Committed	6,157,694		12,948,839			
Assigned	83,632,310					
Unassigned Fund Balance	412,205,519					4,856,198
Revised Projected Fund Balance at June 30, 2026	$ 506,702,684	$ 44,126,296	$ 14,036,411	$169,988,302	$ -	$4,856,198

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
EXPLANATIONS OF BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDED 12/31/25

Recommended Amendments to Estimated Revenues:

General Fund

- Local Revenue - Adjust revenue for insurance reimbursements
- State/Federal Revenue - Record indirect costs for grants
- Federal Revenue - Adjust for E-Rate reimbursements received
- Federal Revenue - Record FEMA disaster relief revenue related to the Derecho storm

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 - Record revenue for Dunham land sale

Recommended Amendments to Appropriations:

General Fund

- Data Processing - Roll forward E-Rate funding from prior year for current year projects
- Facilities Acquisition and Construction - Allocate funds for replacement of Natatorium scoreboard offset by advertising revenue
- Function Transfers:
  1. Allocate funds for Police Department security shields
  2. Allocate funds for Director of Instruction and Administrative Assistant for Virtual Pathways program
  3. Allocate funds for NIL training for athletics students

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	$ 113,005
2.	Fund 211 - Title I, Part A - Improving Basic Programs	34,356,478
3.	Fund 255 - Title II, Part A - Supporting Effective Instruction	4,055,297
4.	Fund 263 - ESSA, Title III, Part A, English Language Acquisition & Enhancement	2,440,693
5.	Fund 289 - Federally Funded Special Revenue	2,585,414
6.	Fund 385 - State Supplemental Visually Impaired	20,000
7.	Fund 410 - Instructional Materials Allotment	170,000
8.	Fund 429 - State Funded Special Revenue	34
9.	Fund 499 - Locally Funded Special Revenue	119,662
	Total Grant/Special Revenue Funds Revenues and Appropriations	$ 43,860,583

Bond Funds

- Establish budget for construction, renovations and equipment purchases

Enterprise Funds

- Allocate funds for Spanish afterschool program

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENTS
REVENUES/OTHER RESOURCES/OTHER USES BY MAJOR OBJECT & EXPENDITURES BY FUNCTION
FOR THE THREE MONTHS ENDED 12/31/25

		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	$ 270,000	$	$ 119,662	$	$ 4,726,418	$
State Program Revenues	5800			190,034			
Federal Program Revenues	5900	2,023,032		43,550,887			
Other Resources	7000					13,109,513	
TOTAL REVENUE AMENDMENTS - By Major Object		$ 2,293,032	$ -	$ 43,860,583	$ -	$ 17,835,931	$ -
Recommended Amendments to Appropriations/ Other Uses - Increase (Decrease):							
BY FUNCTION:	Function No.						
Instruction	11	$ (265,275)	$	$ 27,239,893	$		$
Instructional Resources & Media Services	12	549		120,057			
Curriculum & Instructional Staff Development	13	(4,226)		10,964,626			
Instructional Leadership	21	122,350		432,945			
School Leadership	23	21,348		911,571			
Guidance, Counseling, & Evaluation Services	31	(47,345)		2,656,838			
Social Work Services	32	(3,000)		87,796			
Cocurricular/Extracurricular Activities	36	21,456					
General Administration	41	(23,000)					
Plant Maintenance & Operations	51	40,118					
Security & Monitoring Services	52	130,000		156,346			
Data Processing Services	53	159,199				49,500	
Community Services	61	(1,100)		1,290,511			46,857
Facilities Repair and Maintenance	81	89,610				17,786,431	
TOTAL EXPENDITURE AMENDMENTS- By Function		$ 240,684	$ -	$ 43,860,583	$ -	$ 17,835,931	$ 46,857
NET EFFECT ON FUND BALANCE		$ 2,052,348	$ -	$ -	$ -	$ -	$ (46,857)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2026

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	480,884,490					-	480,884,490
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees	6,660,421					-	6,660,421
5740	Other Revenues from Local Sources	29,502,893		270,000			270,000	29,772,893
5750	Revenues from Co-Curricular Services	2,848,500					-	2,848,500
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	519,896,304	-	270,000	-	-	270,000	520,166,304
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues	578,139,348					-	578,139,348
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others	74,911,139					-	74,911,139
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	653,050,487	-	-	-	-	-	653,050,487
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA		591,946	1,223,032			1,814,978	1,814,978
5930	Federal Revenues Distributed by Others	7,000,000		505,000			505,000	7,505,000
5940	Federal Revenues Distributed Direct by Federal	500,000		295,000			295,000	795,000
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	7,500,000	591,946	2,023,032	-	-	2,614,978	10,114,978
5000	Total Revenues	1,180,446,791	591,946	2,293,032	-	-	2,884,978	1,183,331,769
	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	1,180,946,791	591,946	2,293,032	-	-	2,884,978	1,183,831,769
	EXPENDITURES:							
11	Instruction	804,501,291	(3,347,277)	(265,275)			(3,612,552)	800,888,739
12	Instructional Resources and Media Services	5,270,044	3,530	549			4,079	5,274,123
13	Curriculum Development and Instructional Staff	10,083,466	(15,483)	(4,226)			(19,709)	10,063,757
21	Instructional Leadership	9,709,630	6,946	122,350			129,296	9,838,926
23	School Leadership	63,520,078	3,500	21,348			24,848	63,544,926
31	Guidance, Counseling and Evaluation Services	51,290,775	39,550	(47,345)			(7,795)	51,282,980
32	Social Work Services	788,361	(2,000)	(3,000)			(5,000)	783,361
33	Health Services	14,128,271	30,433				30,433	14,158,704
34	Student (Pupil) Transportation	58,894,837					-	58,894,837
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities	24,388,767	156,520	21,456			177,976	24,566,743
41	General Administration	20,485,124	822,132	(23,000)			799,132	21,284,256
51	Plant Maintenance and Operations	94,711,374	1,862,098	40,118			1,902,216	96,613,590
52	Security and Monitoring Services	15,433,559	164,941	130,000			294,941	15,728,500
53	Data Processing Services	29,745,307	89,355	159,199			248,554	29,993,861
61	Community Services	10,927,379		(1,100)			(1,100)	10,926,279
71	Debt Service	2,627,821					-	2,627,821
81	Facilities Acquisition and Construction	487,500	236,667	89,610			326,277	813,777
93	Payments to Fiscal Agent	1,833,260					-	1,833,260
95	Payments to Juvenile Justice Alternative Pgms	64,800					-	64,800
99	Intergovernmental	7,528,000					-	7,528,000
00	Other Uses						-	-
6000	Total Expenditures	1,226,419,644	50,912	240,684	-	-	291,596	1,226,711,240
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses							
	TOTAL EXPENDITURES AND OTHER USES	1,226,419,644	50,912	240,684	-	-	291,596	1,226,711,240
	NET EFFECT ON FUND BALANCE	(45,472,853)	541,034	2,052,348	-	-	2,593,382	(42,879,471)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2026

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		1,025,000	170,000			1,195,000	1,195,000
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	1,025,000	170,000	-	-	1,195,000	1,195,000
	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	-	1,025,000	170,000	-	-	1,195,000	1,195,000
	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	-	1,025,000	170,000	-	-	1,195,000	1,195,000
	EXPENDITURES:							
11	Instruction		1,025,000	170,000			1,195,000	1,195,000
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	-	1,025,000	170,000	-	-	1,195,000	1,195,000
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	1,025,000	170,000	-	-	1,195,000	1,195,000
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2026

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	1,050,800					-	1,050,800
5750	Revenues from Co-Curricular Services	12,759,563					-	12,759,563
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	13,810,363	-	-	-	-	-	13,810,363
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	337,062					-	337,062
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	337,062	-	-	-	-	-	337,062
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA	61,191,917					-	61,191,917
5930	Federal Revenues Distributed by Others	512,274					-	512,274
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	61,704,191	-	-	-	-	-	61,704,191
5000	Total Revenues	75,851,616	-	-	-	-	-	75,851,616
	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	75,851,616	-	-	-	-	-	75,851,616
	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	77,906,172					-	77,906,172
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations	1,266,279					-	1,266,279
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	79,172,451	-	-	-	-	-	79,172,451
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	79,172,451	-	-	-	-	-	79,172,451
	NET EFFECT ON FUND BALANCE	(3,320,835)	-	-	-	-	-	(3,320,835)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2026

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						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources		800	119,662			120,462	120,462
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources		30,817				30,817	30,817
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	31,617	119,662	-	-	151,279	151,279
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues			20,000			20,000	20,000
5820	State Program Revenues from TEA		645,939	34			645,973	645,973
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	645,939	20,034	-	-	665,973	665,973
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA		44,750,791	43,550,887			88,301,678	88,301,678
5930	Federal Revenues Distributed by Others		423,912				423,912	423,912
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	45,174,703	43,550,887	-	-	88,725,590	88,725,590
5000	Total Revenues	-	45,852,259	43,690,583	-	-	89,542,842	89,542,842
	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	-	45,852,259	43,690,583	-	-	89,542,842	89,542,842
	EXPENDITURES:							
11	Instruction		17,095,080	27,069,893			44,164,973	44,164,973
12	Instructional Resources and Media Services		52,595	120,057			172,652	172,652
13	Curriculum Development and Instructional Staff		8,785,335	10,964,626			19,749,961	19,749,961
21	Instructional Leadership		10,748,864	432,945			11,181,809	11,181,809
23	School Leadership		34,511	911,571			946,082	946,082
31	Guidance, Counseling and Evaluation Services		7,053,013	2,656,838			9,709,851	9,709,851
32	Social Work Services		30,883	87,796			118,679	118,679
33	Health Services		1,045,604				1,045,604	1,045,604
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services		6,874	156,346			163,220	163,220
53	Data Processing Services						-	-
61	Community Services		368,096	1,290,511			1,658,607	1,658,607
71	Debt Service						-	-
81	Facilities Acquisition and Construction		631,404				631,404	631,404
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	45,852,259	43,690,583	-	-	89,542,842	89,542,842
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	45,852,259	43,690,583	-	-	89,542,842	89,542,842
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2026

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	280,375,152					-	280,375,152
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	283,875,152	-	-	-	-	-	283,875,152
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	35,017,931					-	35,017,931
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	35,017,931	-	-	-	-	-	35,017,931
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal	84,432					-	84,432
5950	Shared Services Arrangements				.		-	-
5900	Total Federal Program Revenues	84,432	-	-	-	-	-	84,432
5000	Total Revenues	318,977,515	-	-	-	-	-	318,977,515
	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	318,977,515	-	-	-	-	-	318,977,515
	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	318,977,515					-	318,977,515
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	318,977,515	-	-	-	-	-	318,977,515
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	318,977,515	-	-	-	-	-	318,977,515
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2026

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		3,824,680	4,726,418			8,551,098	8,551,098
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	3,824,680	4,726,418	-	-	8,551,098	8,551,098
	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	-	3,824,680	4,726,418	-	-	8,551,098	8,551,098
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property			13,109,513			13,109,513	13,109,513
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7000	Total Other Resources	-	-	13,109,513	-	-	13,109,513	13,109,513
	TOTAL REVENUES AND OTHER RESOURCES	-	3,824,680	17,835,931	-	-	21,660,611	21,660,611
	EXPENDITURES:							
11	Instruction		39,887,691				39,887,691	39,887,691
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		1,710,645				1,710,645	1,710,645
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration		84,414				84,414	84,414
51	Plant Maintenance and Operations		3,422,870				3,422,870	3,422,870
52	Security and Monitoring Services		301,751				301,751	301,751
53	Data Processing Services		23,020,670	49,500			23,070,170	23,070,170
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction		437,017,862	17,786,431			454,804,293	454,804,293
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	505,445,903	17,835,931	-	-	523,281,834	523,281,834
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	505,445,903	17,835,931	-	-	523,281,834	523,281,834
	NET EFFECT ON FUND BALANCE	-	(501,621,223)	-	-	-	(501,621,223)	(501,621,223)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		ENTERPRISE 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						-	-
5730	Tuition and Fees	8,262,019					-	8,262,019
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	8,262,019	-	-	-	-	-	8,262,019
	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	8,262,019	-	-	-	-	-	8,262,019
	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	8,262,019	-	-	-	-	-	8,262,019
	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	6,830,402		46,857			46,857	6,877,259
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	6,830,402	-	46,857	-	-	46,857	6,877,259
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	6,830,402	-	46,857	-	-	46,857	6,877,259
	NET EFFECT ON FUND BALANCE	1,431,617	-	(46,857)	-	-	(46,857)	1,384,760

Dual Credit Partnership Agreement
Between Lone Star College and

Cypress Fairbanks ISD

This Dual Credit Partnership Agreement ("Agreement") between Lone Star College ("System") and Cypress Fairbanks ISD ("School") is designed to allow high school students to earn both high school credit and college credit (workforce and or transfer). Individually, the System and the School are referred to herein as "Party" and collectively as "Parties."

Texas Education Code ("TEC") §§ 28.009, 29.182, 29.184, and 19 Texas Administrative Code ("TAC") Part 1 Chapter 4, Subchapter D and Chapter 9, Subchapter H, authorizes the System to provide students dual-credit instruction via a contract with a public school district or private school.

Per 19 TAC Rule § 4.84, the System and the School desire to establish a dual credit program with the following conditions.

1. Eligible Courses

a. For the purposes of this agreement, "Dual Credit Course" shall be defined as outlined in TAC §4.83 (10).

b. The System shall evaluate Dual Credit Courses offered and approve them through the System's curriculum approval process and following Texas Education Code §28.009 b-2 (5) and all other statutory requirements.

c. Dual Credit Courses must be identified as college-level academic courses in the current *Lower Division Academic Course Guide Manual* or as college-level workforce education courses in the current *Workforce Education Course Manual* and be in the System's approved undergraduate course inventory.

d. Remedial and developmental courses are not offered for dual credit per 19 TAC § 4.85 (a)(4).

e. The System and the School shall collaborate to determine the specific course offerings.

f. The System may offer College Connect courses in accordance with 19 TAC § 4.86.

g. The Course Crosswalk is a dynamic document that identifies the high school and college credits that may be earned under this agreement and may be amended (See Schedule 3–Course Crosswalk).

i. Schedule 3–Course Crosswalk is a course equivalency for each high school course and its associated college course, including the number of credits, that may be earned for each course completed through the dual credit agreement.

ii. The Course Crosswalk does not grant the School the opportunity to offer every course equivalency under this Agreement. The System shall approve all courses in the dual credit program before implementation.

iii. The School may develop an approved course list specifically detailing which courses are selected from the Course Crosswalk to publish on both parties' website each academic year. The approved list will be attached to this Agreement and updated as

needed each year before publishing without need of a formal amendment. The approved list, however, must be approved by the applicable college Vice President of Instruction and an authorized individual from the School. The most recent approved list will be posted on each Parties internet website.

2. Student Eligibility Requirements

a. A high school student is eligible to enroll in dual credit courses per TAC Rule § 4.85 (b) if the student:

i. Is not a degree-seeking student as defined in 19 Texas Administrative Code § 4.83(9).

ii. Demonstrates that the student is exempt under the Texas Success Initiative ("TSI") provisions as set forth in 19 Texas Administrative Code §4.54.

iii. Demonstrates college readiness by achieving the TSI minimum passing standards as set forth in 19 Texas Administrative Code § 4.57 on relevant assessment instrument section(s) approved by the THECB in 19 Texas Administrative Code § 4.56, or

iv. Meets the eligibility requirements for a Texas First Diploma under 19 Texas Administrative Code § 21.52.

b. Except as provided in 19 Texas Administrative Code § 4.52(b), all students enrolled in secondary public (accredited or non-accredited), private, or home school are required to demonstrate college readiness, demonstrate a TSI-allowed exemption, or submit another approved dual credit eligibility assessment.

c. Students must meet all regular System prerequisite requirements designated for that course as outlined in TAC § 4.85 (b)(3).

d. Lone Star College requires students to maintain a "C" or better to continue dual credit program enrollment.

e. To the extent applicable, College Connect Courses as outlined in TAC § 4.86

i. An eligible student must be enrolled in a public school district or open-enrollment charter as defined in Texas Education Code, §5.001(6), and meet the requirement for dual credit courses to enroll in College Connect courses.

ii. A student who is not exempt or college-ready under the requirements of 19 Texas Administrative Code § 4.54 or § 4.57 may enroll in a math or communications College Connect course.

3. Dual Credit Course Locations

a. Dual credit courses may be offered at the School, System, online, or a combination.

b. The School's counselor or designee shall review each student's enrollment in an online dual credit course with the parent or guardian and the student. The review explains the online courses' requirements and expectations. The System shall make the ultimate enrollment decision consulting the School counselor or designee.

4. Student Course Composition

a. Dual credit courses may include only dual credit students or both dual- and college-credit students.

b. The Parties may grant exceptions for a mixed course combining college-credit and high-school-credit-only students per TAC 4.85 (d) with signed approval only when the School finds a high-school- credit-only course is not financially viable and only under the following conditions:

i. If the course involved is required under the State Board of Education High School Program graduation requirements;

ii. If the high-school-credit-only students are College Board Advance Placement or International Baccalaureate students; or

iii. If the course is a career and technical or college workforce education course and the high-school-credit-only students are eligible to earn articulated college credit.

5. Faculty Selection, Supervision, and Evaluation

a. The System shall select dual credit course instructors. These instructors must be regularly employed System faculty members or must meet the same System standards and approval procedures used to select faculty responsible for teaching the same courses at the System's campuses such as Qualified School Instructors. Qualified School Instructors are School employees who are qualified to teach dual credit classes as described in Texas Education Code § 130.008(g). Regularly employed System faculty members and Qualified School Instructors are collectively identified as "Instructors" throughout this Agreement.

b. Instructors must meet the Southern Association of Colleges and Schools Commission on College's minimal requirements, which are currently listed on the Faculty Credential Table located at https://www.lonestar.edu/faculty-qualifications.htm.

c. The Parties shall evaluate Instructors using the System's evaluation process for regularly employed full-time faculty members or adjunct instructors.

d. The System shall require Instructors to participate in outcomes assessment activities.

e. The System shall require Instructors to participate in System professional development activities.

f. The System shall require Instructors to submit each semester for the System's approval a syllabus for each course taught. The System shall require Instructors to post the approved syllabus no later than the seventh day after the first class day.

g. The System shall require Instructors to post a Curriculum Vitae no later than seven days after the first class day, and thereafter update as soon as practicable after the information changes.

h. The System shall require Instructors to post each major course assignment and examination grade, calculate final course grades at the semester's end, and provide students access to the System textbook utilizing the System Learning Management System's gradebook and other features. The System shall require Instructors to complete all required end-of-course materials, such as grades, exams, and assignments related to grading materials.

i. The System shall require Instructors to complete all administrative tasks as required by the College department.

j. The System shall require Instructors' official transcripts be received within the academic term's first 30 days.

k. The System shall require other pertinent employment documents be submitted prior to the

initial term and kept on file thereafter in the System Human Resources office.

l. Any Qualified School Instructor teaching the dual credit course at the School location will do so as part of a regular teaching assignment and will comply with the System's standards for instruction regardless of modality for in-person, hybrid, or online courses.

m. The System and the School shall ensure dual credit courses taught by Qualified School Instructors meet the State of Texas, SACSCOC, and System required instruction quality, rigor, uniformity, implementation, sequencing, and pacing. If the System determines that a Qualified School Instructor's dual credit course fails in any respect to meet any required standard, then the System shall provide the School notice of such failure and the School shall promptly remedy such deficiency. The System may take all appropriate actions up to and including the Qualified School Instructor's suspension or termination from the dual credit program if the School fails to promptly resolve noticed deficiencies.

n. The System may remove and or replace any Instructor who fails to meet the System's requirements. The System may also place an instructor on a probationary period for quality performance issues.

o. The School shall provide, without charge, a School employee or other individual approved by the System to proctor all assessments as needed for online dual credit courses, serve as a student mentor, receive student performance email notifications, and perform any other reasonably necessary duties to facilitate this Agreement.

6. Course Curriculum, Instruction, and Grading

a. A dual credit course and the corresponding course offered at a System campus are equivalent with respect to the curriculum, materials, instruction, and student evaluation method and rigor.

b. The Parties shall ensure workforce programs offered as dual credit meet requirements set forth by the System and its accrediting and oversight bodies and agreed upon using Exhibit B–Dual Credit Program Plan Amendment.

c. As stated in TAC §4.83(D), a student may earn a single grade toward both the college course and the high school credit or may earn two separate grades where the high school grade only reflects a student's mastery of secondary content.

d. As stated in TAC §4.86 and to the extent applicable, College Connect Courses offered through dual credit must confer both a college-level grade and a secondary-level grade upon a student's successful completion of the course. A grade conferred for the college-level course may be different from the secondary-level grade, to reflect whether a student has appropriately demonstrated college-level knowledge and skills as well as secondary-level knowledge and skills. An institution may determine how a student enrolled in this course may earn college credit, whether through college-level course completion or successful completion of a recognized college-level assessment that the institution would otherwise use to award college credit.

7. Academic Policies and Student Support Services

As outlined in TAC §4.84, the academic support and guidance provided to students participating in the dual credit program are listed below.

a. **Advising**. The School and the System shall establish common advising strategies and terminology related to dual credit and college readiness, provide for endorsements described by Texas Education Code § 28.025(c-1), and identify tools to assist school counselors, students, and families in selecting endorsements that align with dual credit

courses offered by the System.

The Parties shall ensure academic advisors are available to assist students with academic services including admissions, testing, advising, registration, campus and community resources referral, add/drop/withdrawal process, transfer planning, and graduation process. The School and the System shall designate at least one employee as responsible for providing academic advising to a student who enrolls in a dual credit course before the student begins the course as required under TAC §4.84(20). The School and the System may designate a specific department or position title instead of a named individual to serve as the academic advisor

Academic Advisor: LSC-CyFair Advising Department
Title/Department: _____
_____
_____
_____

The System shall require a student enrolled in a dual credit course to file a degree plan with the college no later than the second regular semester's end or term immediately following the semester or term in which the student earned 15 or more cumulative semester credit hours total for dual credit courses successfully completed by the student as outlined in TEC § 51.9685.

b. **Career Services**. The System's career services department is dedicated to helping students explore college majors and associated careers, research employers, and prepare for interviews.

c. **Learning Tools**. Each campus provides a learning center to extend learning beyond the classroom, including libraries, study aids, tutoring, and testing centers as outlined in TAC §4.85(g). The System shall provide dual credit students with similar access to services and facilities that System students have on the System's campuses.

Dual credit students are eligible to use the same or comparable support services afforded to all System students including services (e.g., academic advising and counseling), learning materials (e.g., library resources) and other benefits. Other services may be available on the campus based on student and community needs.

Online resources developed by the Texas Education Agency, Coordinating Board, or the Texas Workforce Commission, to assist counselors, students, and families in selecting endorsements offered by the school district and college courses offered by the institution under the agreement are also available.

d. **Disability Services.**

i. The System is dedicated to providing equitable access for all students. This includes providing reasonable accommodations as required by the Rehabilitation Act of 1973, Title V § 504 and § 508, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendment Act, and all applicable regulations.

ii. The System recognizes students' right to an equal opportunity to participate in and benefit from the System's services, programs, facilities, and activities. The System shall make reasonable accommodations, including furnishing auxiliary aids and services, for qualified students with disabilities and other qualifying conditions as required by law and in accordance with the System's Policies and Procedures.

iii. The School understands and acknowledges that student accommodations or service approved and provided by the School are not transferable to the System or the System course.

iv. Students with disabilities or other qualifying conditions are encouraged to register with their campus's Disability Services Office as early as possible to help ensure accommodations are in place before the semester's start. Students requesting accommodations for a disability in a System course must contact the System's Disability Services Office each semester to register for or renew accommodations for System courses. Seeking college accommodations is the student's responsibility. If the student does not make a request for accommodations and actively participate in the accommodation discussion as needed, the student will not receive accommodations. Additional information may be accessed online at http://LoneStar.edu/disability-services.htm.

v. Instructors must receive an approved accommodation letter via System email before students can use their System-approved accommodation in the Instructor's course.

vi. Assistive Technology is available for students who benefit from its various technologies based on approved accommodations as determined by the System's Disability Services Office. Students are encouraged to discuss their needs with the System's Disability Services Office when requesting accommodations or as soon as a need is recognized.

vii. The School acknowledges that it will provide college-level accommodations to qualified dual credit students attending that School's public, private, or charter location, applicable to School-owned or -leased sites (including sites leased from Lone Star College), as approved by Lone Star College. Each qualified dual credit student requesting accommodations in a dual credit course must complete the accommodation request process per LSCS Policy VI.D.11. Students with Disability Rights and Chancellor's Procedures (available at https://www.lonestar.edu/policy.htm). The School shall be responsible for providing such accommodations and any costs associated with providing such accommodations on the School's owned or leased location.

viii. Lone Star College will provide college-level accommodations to qualified dual credit students attending a Lone Star College location in accordance with LSCS Policy VI.D.11. Students with Disability Rights and Chancellor's Procedures (available at https://www.lonestar.edu/policy.htm). Lone Star College shall be responsible for providing such accommodations and any costs associated with providing such accommodations on Lone Star College locations.

e. **Transportation**. Transportation to and from dual credit courses is the responsibility of the School and/or students.

8. Transcription of Credit

a. The System and the School shall transcribe the respective credit immediately upon a student's completing the required performance in the course. Both the System and the School share responsibility for verifying the accuracy of the transcription list.

b. The School may release student transcripts to the System as appropriate and in compliance with applicable law.

9. Funding Provisions

a. Section 10 describes the offered dual credit courses' funding sources including the tuition, transportation, and any required fees, instructional materials, or textbooks funding sources.

b. Schedule 1–Dual Credit Financial Agreement provides funding provisions in accordance with the State Board of Education and the THECB.

10. Tuition, Fees, Textbooks, and Supplies

a. Schedule 1–Dual Credit Financial Agreement describes the tuition waivers, fees, textbooks, and supplies for students receiving dual credit. Textbooks to be used in dual credit courses must be approved by the System.

b. Tuition and Fees for dual credit courses will align with Schedule 2–Dual Credit Tuition and Fee Schedule, subject to any changes made by the System's Board of Trustees. Dual credit courses where students earn only System credit are not eligible for the dual credit tuition rate in Schedule 2. Students earning only System credit shall pay full tuition.

c. Additional supplies may be required in some programs and details will be agreed upon in writing using Exhibit B–Dual Credit Program Plan Amendment.

d. The School or the student shall provide all dual credit course and program transportation, textbooks, supplemental materials, supplies, and operational equipment required. If the course is offered on a high school campus with a high school-employed instructor, then the System shall not change dual credit textbooks for three years based on the publisher's availability and restrictions unless otherwise agreed upon in writing.

e. The School and the System shall consider using free or low-cost open educational resources in courses offered under the program.

f. The System participates in an Equitable Access Textbook Program. If after considering all options the applicable location chooses to participate in the System's Equitable Access Textbook Program, Students will then see a charge for their textbooks. Any student may, however, opt out of the program each semester they are enrolled. Students eligible for the Financial Aid for Swift Transfer ("FAST") program will receive a credit to cover the cost of these materials.

g. LSC allows dual credit Students one waived Texas Success Initiative Assessment fee administration.

h. To the extent applicable, the Parties shall work together and share information to ensure eligible students are able to enroll in the FAST program under Education Code §28.0095.

11. Program Requirements

The School and the System shall establish common terminology related to dual credit and, to the extent applicable, endorsements described by Texas Education Code § 28.025(c-1), and identify tools to assist school counselors, students, and families in selecting endorsements that algin with dual credit courses offered by the System.

12. Program Goals

Schedule 4–Statewide Dual Credit Goals describes how this Agreement's dual credit program goals match statewide goals outlined in Texas Education Code 28.009 (b-1). Statewide dual credit program goals address:

(1) a dual credit program's achievement of enrollment in and acceleration through postsecondary education;

(2) performance in college-level coursework; and

(3) the development of an effective bridge between secondary and postsecondary education in the state.

13. Roles and Responsibilities

The School and the System's respective roles and responsibilities in providing and ensuring the dual credit program's quality and instructional rigor are listed below.

The System

a. The System shall ensure that all Student Learning Outcomes are taught in the dual credit course and that instructional outcomes and materials for dual credit course sections are equivalent to the System course.

b. The System shall provide training on the Student Learning Outcome Assessment process.

c. The System shall provide professional development opportunities for Instructors every academic year.

d. The System shall approve textbooks used for System-level courses and require the Instructors use only textbooks approved by the System for the dual credit courses.

e. The System shall provide a syllabus guide and approve the syllabus for all dual credit courses taught.

f. The System shall verify the credentials for all Instructors.

The School

a. The School may award high school credit to students eligible to enroll in dual credit courses as outlined in 19 Texas Administrative Code § 74.25 with the School principal's or designee's approval.

b. The School shall determine if the System course for which high school credit is awarded provides advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course as outlined in TAC § 74.25.

c. The School shall provide the System with all student admission documentation.

d. The School shall provide one or more points of contact to support the dual credit program and perform duties that include, but are not limited to:

   i. Assisting students with obtaining assessment scores for student eligibility for the dual credit program.

e. The School shall support students in completing the requirements for exceptional admissions by:

   i. Submitting to the System in a timely manner all required paperwork, documentation, test scores and or registration documents.

   ii. Serving as subject matter expert to answer student, parent, instructor, and community questions about the dual credit program.

   iii. Explaining to stakeholders that Curriculum and instruction in dual credit courses will be the same as in "traditional college courses" and dual credit students will be expected

to perform at same level as traditional college students.

iv. Facilitating the dual credit program's day-to-day operations at the School location, or if applicable, space leased from the System.

v. Attending training twice a year (Fall/Spring) to learn how to facilitate the processes above.

f. To the extent applicable, the School shall determine whether the student meets the FAST program criteria under Education Code §28.0095 and notify the System.

g. To the extent applicable, the School shall provide to the System a list of Texas Student Data System numbers for each eligible or potentially eligible student based on educationally disadvantaged status the school year in which the student enrolls for dual credit or the four school years preceding the student's enrollment to the respective dual credit campus.

h. The School shall offer a minimum of 15 semester credit hours of dual credit courses each year.

14. Payment for Services

a. Payment for instructional services for Qualified School ISD Dual Credit Instructors during regular School hours as part of their School workload is explained in Schedule 1–Dual Credit Financial Agreement.

b. The System shall compensate the LSC faculty teaching dual credit courses per the LSC payment schedule.

c. Additional financial arrangements may be outlined in a subsequent Exhibit A–Dual Credit Third Party Billing Agreement and or Exhibit B–Dual Credit Program Plan Amendment.

d. The School acknowledges the System is not required to and will not pay ISD Dual Credit instructors any professional development stipends.

15. Civil Rights Compliance, Complaints about Student Conduct and Student Discipline

a. The System and the School have policies and procedures in place to receive, investigate, and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this Agreement changes each Parties' obligations to have in place and to utilize its own complaint resolution processes for students enrolled at the System or School including dual credit enrolled students. The System and the School shall each cooperate with any investigations conducted by the other.

b. If a student enrolled in the dual credit program taught at the System engages in conduct that would result in disciplinary action against a System student, the System shall advise the School prior to finalizing any disciplinary action against the student. However, the System may remove a student from the course or from the premises if the student engages in conduct that is disruptive, dangerous, or threatening to others, without prior communication with the School.

c. Students enrolled in dual credit educational programs are subject to both the System's and the School's academic and disciplinary policies and standards. The System and the School shall inform the other if a dual credit student is subject to disciplinary action that may affect their status as a dual credit enrolled student prior to finalizing any disciplinary action against the student.

16. FERPA Compliance and Data Sharing

a. If a student is enrolled concurrently at the System and the School in a dual credit program, the Parties may disclose an education record regarding the student as allowed by United States Code, 34 CFR § 99.34.

b. The School acknowledges that, once a student is registered in a System course, the student is under the Family Educational Rights and Privacy Act ("FERPA") post-secondary rules and students are given the privacy rights in their educational records when enrolled in System courses, regardless of their age. Any release of the student's records to parents, legal guardians, or third parties by the System is at the System's sole discretion.

c. The System acknowledges that the School may release FERPA protected information to the parent or legal guardian if requested and a FERPA Release form has been filed with the System.

d. The Parties acknowledge that each has a legitimate educational interest in the students' educational records for FERPA purposes. Both Parties shall ensure that its employees and agents comply with these and all other federal and state laws governing the dual credit students' rights to educational records and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

17. Term and Termination

a. This Agreement shall remain in effect for five of the System's academic years, including the current academic year, unless sooner terminated in accordance with applicable provisions of this Agreement.

b. Notwithstanding any other provision of this Agreement, either Party may terminate this Agreement for legislative updates or convenience upon thirty (30) calendar days' written notice to the other Party.

18. Legal Compliance

The Parties shall operate the dual credit program and perform their obligations under this Agreement in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, interpreting authorities, and administrative rules and requirements, including, but not limited to, **(a)** the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974; and Title IV of the Higher Education Act of 1965; **(b)** the Texas Constitution; **(c)** Texas Education Code's applicable provisions; **(d)** state and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; **(e)** state record retention laws; **(f)** Title 19 of the Texas Administrative Code's applicable provisions, including, without limitation, Chapter 4, Subchapters D and Chapter 9, Subchapter H; **(g)** TEA guidelines and requirements, including, the Student Attendance Accounting Handbook and the Financial Accountability System Resource Guide; **(h)** THECB guidelines and requirements; and **(i)** the rules, regulations, and requirements imposed by accrediting agencies applicable to either Party, including, the Southern Association of Colleges and Schools.

The Parties agree to operate the dual credit program in compliance with their respective

applicable board policies and procedures. The School shall be responsible for training the Qualified School Instructors in accordance with this provision.

19. Sexual Misconduct

The System and School have policies and procedures in place to receive, investigate, and promptly resolve student and employee complaints alleging sexual misconduct. The System and School agree to inform the other institution regarding any received complaints which may constitute sexual misconduct involving shared students or employees. The System and School agree that each will cooperate with any investigations conducted by the other.

20. Modification

This Agreement may only be modified by the Parties' mutual consent with at least 30 days' advance written notice.

21. Intellectual Property

Any programs, data, training materials, or other work product, in any format, created under this Agreement ("Intellectual Property") shall be the System's property, unless otherwise specifically set forth in the Agreement.

22. Publicity

School shall not use the System's name, logo, or likeness in any press release, marketing materials, or other public announcement without receiving the System's prior written approval.

23. Entire Agreement

This Agreement, including any exhibits, all of which are incorporated herein, constitutes the Parties' entire agreement regarding the subject matter herein described. This Agreement supersedes all negotiations or previous agreements between the Parties with respect to the subject matter hereof. The Parties expressly acknowledge that, in entering into and executing this Agreement, the Parties rely solely upon the representations and agreements contained in this Agreement and no others.

24. Execution

This Agreement will become effective on the date the last party executes the Agreement and will remain in effect until its term expires or the Agreement is terminated. The Parties shall post the Agreement on each of their internet websites as required by TAC §4.84(c).

25. Governing Law

This Agreement, the interpretation of its terms, and any disputes arising from this Agreement shall be governed by the laws of the State of Texas. The Parties consent to the jurisdiction and venue of the state or federal courts of Montgomery County, Texas, in the event of any dispute arising out of or related to this Agreement.

26. Severability

If any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision, and this Agreement shall be construed as if such invalid, illegal or unenforceable provisions had never been contained in it. To this end, this Agreement's provisions are declared to be severable. The Parties may mutually agree to renegotiate the Agreement to cure such illegality/invalidity or unconstitutionality if such may be reasonably accomplished.

27. Counterparts

This Agreement may be executed in identical counterparts, all of which will be deemed an original, but all of which will constitute one and the same instrument. Each Party may rely on facsimile or electronic signature pages as if such facsimile or electronic pages were originals.

28. Notice

Any notice given under this Agreement by either Party to the other may be affected either by personal delivery in writing or by mail, registered or certified postage prepaid with return receipt requested. Mailed notices shall be addressed to the Parties' addresses as they appear in the Agreement. Notices delivered personally shall be deemed communicated at the time of actual receipt. Mailed notice shall be deemed communicated three days after mailing.

SYSTEM:
Lone Star College
Office of Academic Success
20515 SH 249
Houston, TX 77070
Attn: Office of Academic Success

SCHOOL:
_____
_____
_____
_____

With a copy to:
Lone Star College
5000 Research Forest Drive
The Woodlands, TX 77381
Attn: Office of the General Counsel

With a copy to:
_____
_____
_____
_____

29. Authority

The persons signing below on behalf of the System and the School warrant that they have authority to execute this Agreement according to its terms.

LONE STAR COLLEGE

_____
Signature Date

Name:_____

Title:_____

SCHOOL

_____
Signature Date

Name:_____

Title:_____

LSC Organization ID: 7426260

Attachments (mark attachments applicable to this Agreement):
☒ Schedule 1–Dual Credit Financial Agreement
☒ Schedule 2–Dual Credit Tuition Schedule
☒ Schedule 3–Course Crosswalk
☒ Schedule 4–Statewide Dual Credit Goals
☐ Exhibit A–Dual Credit Third Party Billing Agreement (if applicable, sign and return to System)
☐ Exhibit B–Dual Credit Program Plan Amendment (if applicable, sign and return to System)

Schedule 1
Dual Credit Financial Agreement

1. Tuition, Fees, Textbooks, and Supplies

a. Dual credit students will pay a reduced tuition rate for applicable courses aligning with the System tuition schedule and as published in Schedule 2–Dual Credit Tuition Schedule. Waivers and tuition are subject to change with System Board approval.

b. Other than students who qualify for the Financial Aid for Swift Transfer ("FAST") program under TAC Rule 4.89(9), Students will pay all appropriate fees and purchase instructional support materials unless otherwise agreed upon by the School and System. Students will be responsible for the costs of textbooks and required course supplies when such costs are not being provided by the School. The System shall pay for FAST eligible students' books and supplies.

c. School and Students must follow specified dual credit registration and payment procedures. Procedures and deadlines may be different than for non-dual credit students.

d. Students enrolled in college credit only courses are responsible for payment of full tuition and fees.

e. For Schools utilizing third-party billing for payment of tuition and or fees, System will invoice the School based on 30 days after official day of enrollment. The official day of enrollment is the date the System certifies student enrollment to the state. Payment by the School is due 30 days following the receipt of such invoice.

f. If payment from the ISD/School is not received within 30 days after the invoice due date, the student(s) will be responsible for paying their unpaid balance and prevented from registering for future terms.

2. Funding Provisions

a. The state funding for dual credit courses will be available to public school districts, charter schools, and the System based upon the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.

b. The School shall determine whether the student meets the criteria for the FAST program under Education Code §28.0095 and notify the System so funds can be awarded.

3. Payment for Instructional Services

a. The System will reimburse the School based on course headcount 30 days after official day of enrollment. The official day of enrollment is the date the System certifies student enrollment to the state. Payment will be calculated using the base rate of pay for System adjunct instructors prorated for every 30 students enrolled in dual credit courses taught by School teachers during regular school hours as part of their School workload.

b. Dual Credit reimbursement is calculated based on the number of students enrolled at each ISD. This rate is determined by dividing the System adjunct faculty compensation for a 48-contact hour course by 30. This results in a fixed, per student rate to be used for all dual credit courses taught on the high school campus by high school teachers.

c. If the instructor is provided by the System, they will be compensated by the System in accordance with the System's policy and procedures.

Schedule 2
Lone Star College
Dual Credit Tuition and Fee Schedule
2025-2026 Academic Year

# Credits	In-District	Out-of-District Texas resident	International/ Out of State	Dual Credit In-District	Dual Credit Out-of- District TX Resident	Dual Credit International/ Out-of-State (Enrolled in TX High School)
1	$111	$249	$313	$43	$43	$43
2	$222	$498	$626	$86	$86	$86
3	$333	$747	$939	$129	$129	$129
4	$444	$996	$1,252	$172	$172	$172
5	$555	$1,245	$1,565	$215	$215	$215
6	$666	$1,494	$1,878	$258	$258	$258
7	$777	$1,743	$2,191	$301	$301	$301
8	$888	$1,992	$2,504	$344	$344	$344
9	$999	$2,241	$2,817	$387	$387	$387
10	$1,110	$2,490	$3,130	$430	$430	$430
11	$1,221	$2,739	$3,443	$473	$473	$473
12	$1,332	$2,988	$3,756	$516	$516	$516
13	$1,443	$3,237	$4,069	$559	$559	$559
14	$1,554	$3,486	$4,382	$602	$602	$602
15	$1,665	$3,735	$4,695	$645	$645	$645
16	$1,776	$3,984	$5,008	$688	$688	$688
17	$1,887	$4,233	$5,321	$731	$731	$731
18	$1,998	$4,482	$5,634	$774	$774	$774
19	$2,109	$4,731	$5,947	$817	$817	$817
20	$2,220	$4,980	$6,260	$860	$860	$860

Add lab fees, if applicable.

Add liability (insurance) fees, if applicable.

Add STAR Bundle Program fees, if applicable.[1]

Minimum tuition rates are set by the state legislature and are subject to change by legislative action. Student tuition and fees are subject to change by the Lone Star College System Board of Trustees. The above terms shall have the meanings assigned in Board Policy Section VI.B.1.02.

[1] Students participating in the STAR Bundle program for books and supplies will be charged $21 per credit hour. Visit https://www.lonestar.edu/starbundle for details.

Standard Form Approved
by Lone Star College
Office of the General Counsel

Schedule 4 Statewide Dual Credit Goals
Between Lone Star College and

Cypress Fairbanks ISD

The partnership goals between Lone Star College ("System") and Cypress Fairbanks ISD ("School") align with statewide dual credit program goals.

This Schedule's purpose is to outline a description of how this Agreement's dual credit program partnership goals align with the statewide goals. Texas Education Code § 28.009 requires the Texas Higher Education Coordinating Board ("THECB") and the Texas Education Agency ("TEA") to collaboratively develop statewide goals for Texas dual credit programs. These goals provide guidance to institutions of higher education ("IHEs") and independent school districts ("ISDs") on components that must be in place to ensure quality dual credit programs are provided to Texas high school students.

Statewide Goal	Partnership Goal	Metrics
STATEWIDE GOAL 1: a dual credit program's achievement of enrollment in and acceleration through postsecondary education	**PARTNERSHIP GOAL 1:** Analysis of measures in enrollment and degree completion.	Students completing 15 hours of dual credit, students completing a certificate and/or degree, and students enrollment in postsecondary after high school.
STATEWIDE GOAL 2: performance in college-level coursework	**PARTNERSHIP GOAL 2:** Analysis of completion and success in dual credit course work.	Completion and success rate of dual credit students.
STATEWIDE GOAL 3: the development of an effective bridge between secondary and postsecondary education in the state.	**PARTNERSHIP GOAL 3** Strengthen advising support, training, and resources for high school counselors and students	Create alignments between high school endorsements and college certificate and degree pathways

Standard Form Approved by
Lone Star College
Office of the General Counsel

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Communications	**6 hours (2 classes)**					
ENGL 1301 (Comp and Rhet. 1)	3	48	English III K A (Fall)	03220300	.5	11
ENGL 1302 (Comp and Rhet. 2)	3	48	English III K B (Spring)	03220300	.5	11
ENGL 1301 (Comp and Rhet. 1)	3	48	English IV K A (Fall)	03220400	.5	12
ENGL 1302 (Comp and Rhet. 2)	3	48	English IV K B (Spring)	03220400	.5	12
SPCH 1311 (Intro to Communication)	2	48	Communication Applications (Fall or Spring)	03241400	.5	11 & 12
Mathematics	**3 hours (1 class)**					
MATH 1314 (College Algebra)	3	48	Independent Study in Math (College Algebra K) (Full Year) 37-week	03102500	1	11 & 12
MATH 1342 (Statistics)	3	48	AP Statistics (Full Year) 37-week	A3100200	1	11 & 12
MATH 1316 (Trigonometry)	3	48	Precalculus K A (Fall) 21-week	03101100	.5	11 & 12
MATH 2412 (Pre-Calculus)	4	80	Precalculus K B (Spring)	03101100	.5	11 & 12
MATH 2413 (Calculus I)	4	80	AP Calculus AB (Full Year) 37-week	A3100101	1	11 & 12
MATH 2413 (Calculus I)	4	80	AP Calculus BC A (Fall)	A3100102	.5	11 & 12
MATH 2414 (Calculus II)	4	80	AP Calculus BC B (Spring)	A3100102	.5	11 & 12
Life & Physical Science	**6 hours (2 classes)** *Credit hours earned in excess of the six (6) required by Texas Core Curriculum will be applied to the Component Area Option [90] hours to complete the required hours for that category.*					
BIOL 1406 (Biology I)	4	96	AP Biology II (Fall) hybrid (WL)	A3010200	.5	11 & 12
BIOL 1407 (Biology II)	4	96	AP Biology II (Spring) hybrid (WL)	A3010200	.5	11 & 12
CHEM 1411 (Chemistry I)	4	96	AP Chemistry (Full Year) 37-week	A3040000	1	11 & 12
CHEM 1411 (Chemistry I)	4	96	AP Chemistry (Fall) hybrid (WL)	A3040000	.5	11 & 12
CHEM 1412 (Chemistry II)	4	96	AP Chemistry (Spring) hybrid (WL)	A3040000	.5	11 & 12
ENVR 1401 (Environmental Science I)	4	96	AP Environmental Science (Fall)	A3020000	.5	10 - 12
ENVR 1402 (Environmental Science II)	4	96	AP Environmental Science (Spring)	A3020000	.5	10-12
PHYS 1401 (General Physics I)	4	96	AP Physics I (Full Year) 37-week	A3050001	1	11 &12
PHYS 1402 (General Physics II)	4	96	AP Physics II (Full Year) 37-week	A3050002	1	12
Language, Philosophy, & Culture	**3 hours (1 class)**					
ENGL 2322 (Survey of British Lit.)	3	48	AP English IV A (Fall)	A3220200	.5	12
ENGL 2323 (Survey of British Lit.)	3	48	AP English IV B (Spring)	A3220200	.5	12
SPAN 2311 (Int. Spanish I)	3	48	AP Spanish IV (Spring)	A3440400	.5	9 - 12
SPAN 2312 (Int. Spanish II)	3	48	AP Spanish V (Spring)	A3440400	.5	9 - 12
FREN 2311 (Int. French I)	3	48	AP French IV (Spring)	A3410100	.5	9 - 12
FREN 2312 (Int. French II)	3	48	AP French V (Spring)	A3410100	.5	9 - 12
Creative Arts	**3 hours (1 class)**					
ARTS 1303 (Art History: Prehistoric to Gothic)	3	48	AP Art History (Fall)	A3500100	.5	11 & 12
ARTS 1304 (Art History: Renaissance to Modern)	3	48	AP Art History (Spring)	A3500100	.5	11 & 12
American History	**6 hours (2 classes)**					
HIST 1301 (US History)	3	48	AP United States History A (Fall)	A3340100	.5	11
HIST 1302 (US History)	3	48	AP United States History B (Spring)	A3340100	.5	11
Government	**6 hours (2 classes)**					
GOVT 2305 (Government)	3	48	AP Government (Fall or Spring)	A3330100	.5	12
GOVT 2306 (Government)	3	48	Special Topics in Social Studies K(SPTSS) (Fall or Spring)	03380002	.5	12
Social/Behavioral Sciences	**3 hours (1 class)**					
ECON 2301 (Macroeconomics)	3	48	AP Macroeconomics (Fall or Spring)	A3310200	.5	12
PSYC 2301 (Psychology)	3	48	AP Psychology (Fall or Spring)	A3350100	.5	11 & 12
SOCI 1301 (Principles of Sociology)	3	48	Sociology K (Fall or Spring)	03370100	.5	11 & 12
Component Area Option	**6 hours (2 classes)** *Credit hours earned in excess of the six (6) required by Texas Core Curriculum will be applied to the Component Area Option [90] hours to complete the required hours for that category.*					
Select from above, or for a comprehensive list of courses used to satisfy the Component Area Option, or for College Credit Only, please visit the Lone Star College Catalog: https://www.lonestar.edu/catalog.						
General Electives						

Each school district determines which courses they will offer as dual credit.

For the purpose of this agreement, a Dual Credit Course is a course that meets the following requirements:

(A) The course is offered pursuant to an agreement.

(B) A course for which the student may earn one or more of the following types of credit:

i. joint high school and junior college credit under Education Code, §130.008, or

ii. another course offered by an institution of higher education, for which a high school student may earn semester credit hours or equivalent of semester credit hours toward satisfaction of:

1. a [workforce or continuing education college course (must satisfy college credit)] that satisfies a requirement necessary to obtain an industry-recognized credential, certificate, or an associate degree;
2. a foreign language requirement at an institution of higher education;
3. a requirement in the core curriculum, as that term is defined by Education Code, §61.821, at an institution of higher education; or
4. a requirement in a field of study curriculum developed by the Coordinating Board under Education Code, §61.823.

Schedule 3
Dual Credit Course Crosswalk Approval
Workforce Courses

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Architectural Design | Level 1 Certificate (CERT1) | C1_ACS1			**Business & Industry**			
DFTG 2331 (Advanced Technologies in Architectural Design & Drafting)	3	80	Practicum Of Architecture Design I (Fall) (2-pd Block)	13004800	2	11 & 12
DFTG 1317 (Architectural Drafting Residential)	3	80	Practicum of Architecture Design I (Spring) (2-pd Block)	13004600		11 & 12
CNBT 1342 (Building Codes and Inspections)	3	96	Practicum of Architecture Design II (Yearlong) (Hybrid)	13004810	2	12
ARCE 1352 (Structural Drafting)	3	96	Practicum of Architecture Design II (Fall) (2-pd Block)	13004810		12
DFTG 2340 (Solid Modeling/Design)	3	96	Practicum of Architecture Design II (Spring) (2-pd Block)	13004810		12
Total Dual Credit Hours in Certificate	**15**					
Total Hours in Certificate	**30**					
Total percentage available in DC	**50%**					

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Shielded Metal Arc Welding (SMAW) |Level 1 Certificate | C1_WSM1			**Business & Industry**			
WLDG 1421 (Welding Fundamentals)	4	96	Welding I (Fall) (LSC Cypress Center)	13032300	1	10 - 12
WLDG 1417 (Introduction to Layout and Fabrication)	4	96	Welding I (Spring) (LSC Cypress Center)	13032300		10 - 12
WLDG 1428 (Introduction to Shielded Metal Arc Welding (SMAW))	4	96	Welding II (Fall) (LSC Cypress Center)	13032400	1	11 & 12
WLDG 1457 (Intermediate Shielded Metal Arc (SMAW))	4	96	Welding II (Spring) (LSC Cypress Center)	13032400		11 & 12
Total Dual Credit Hours in Certificate	**16**					
Total Hours in Certificate	**16**					
Total percentage available in DC	**100%**					

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Visual Communication | Level 2 Certificate | C2_VIDP2			**Business & Industry**			
ARTV 1351 (Digital Video)	3	96	Audio Video Production I (Fall) (2-pd Block) (LSC CyFair Campus)	13008500	2	10 - 12
IMED 1301 (Introduction to Digital Media)	3	96	Audio Video Production I (Spring) (2-pd Block) (LSC CyFair Campus)	13008500		10 - 12
FLMC 1300 (Production Management)	3	64	Audio Video Production II (Fall) (2-pd Block) (LSC CyFair Campus)	13008600	2	11 & 12
FLMC 1304 (Lighting for Film or Video)	3	96	Audio Video Production II (Spring) (2-pd Block) (LSC CyFair Campus)	13008600		11 & 12
ARTV 1343 (Digital Sound)	3	96	Practicum in Audio Video Production (Fall) (2-pd Block) (LSC CyFair Campus)	13008700	2	12
ARTV 2341 (Advanced Digital Video)	3	96	Practicum in Audio Video Production (Spring) (2-pd Block) (LSC CyFair Campus)	13008700		12
Total Dual Credit Hours in Certificate	**18**					
Total Hours in Certificate	**48**					
Total percentage available in DC	**38%**					

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Emergency Medical Services Profession-Paramedic | Level 1 Certificate | C1_EMP1			**Public Services**			
EMSP 1501 (EMT Basic)	6	144	Practicum in Health Science B (Spring) (LSC CyFair Campus)	13020500	2	12
EMSP 1160 (EMTB Clinical)		80				
Total Dual Credit Hours in Certificate	**6**					
Total Hours in Certificate	**41**					
Total percentage available in DC	**15%**					

Schedule 3
Dual Credit Course Crosswalk Approval
Workforce Courses

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Business Operations | Level 1 Certificate | (C1_BSM1)			**Business & Industry**			
BCIS 1305 (Business Computer Applications)	3	80	Business Information Management II (LSC CyFair Campus)	13011500	1	10 - 12
BUSI 1301 (Business Principles)	3	48	Business Management (Fall) (LSC CyFair Campus)	13012100	.5	11 & 12
BGMT 1327 (Principles of Mgmt)	3	48	Business Management (Spring) (LSC CyFair Campus)	13012100	.5	11 & 12
HRPO 1311 (Human Relations)	3	48	Human Resource Management (Fall or Spring) (LSC CyFair Campus)	13011900	.5	11 & 12
BMGT 1309 (Information and Project Mgmt)	3	48	Practicum in Business Management (Fall) (2-pd Block) (LSC CyFair Campus)	13012200	2	11 & 12
BMGT 2303 (Problem Solving and Decision Making)	3	48	Practicum in Business Management. (Spring) (2-pd Block) (LSC CyFair Campus)	13012200		11 & 12
Total Dual Credit Hours in Certificate	**18**					
Total Hours in Certificate	**21**					
Total percentage available in DC	**86%**					

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Education Field of Study | Associate of Arts in Teaching | AAT_EDUC			**Public Service**			
EDUC 1301 (Introduction to the Teaching Profession)	3	48	Teacher Prep II (Fall) (2-pd Block) (LSC CyFair Campus)	13014500	2	12
EDUC 2301 (Introduction – Special Populations)	3	48	Teacher Prep II (Spring) (2-pd Block) (LSC CyFair Campus)	13014500		12
Total Dual Credit Hours in Degree	**6**					
Total Hours in Degree	**60**					
Total percentage available in DC	**10%**					

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Computer Science | Associate of Science | AS_FCSC			**STEM**			
COSC 1436 (Programming Fundamentals I)	4	80	Computer Science II K (Fall) (LSC CyFair Campus) *Meets LOTE requirements for high school diploma	03580300	.5	10 - 12
COSC 1437 (Programming Fundamentals II)	4	80	Computer Science II K (Spring) (LSC CyFair Campus) *Meets LOTE requirements for high school diploma	03580300	.5	10 - 12
Total Dual Credit Hours in Degree	**8**					
Total Hours in Degree	**60**					
Total percentage available in DC	**13%**					

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Cisco Network Analyst | Level 1 Certificate | C1_CAN1			**STEM**			
COSC 1301 (Introduction to Computers)	3	48	Computer Science I K (Fall) (LSC CyFair Campus) *Meets LOTE requirements for high school diploma	03580200	.5	10 - 12
COSC 1315 (Introduction to Computer Programming)	3	48	Computer Science I K (Spring) (LSC CyFair Campus) *Meets LOTE requirements for high school diploma	03580200	.5	10 - 12
ITCC 1314 (CCNA 1: Introduction to Networks)	3	80	Internetworking Technologies I (Fall) (LSC CyFair Campus)	N1302803	.5	10 - 12
ITCC 1344 (CCNA 2: Switching, Routing, and Wireless Essentials)	3	80	Internetworking Technologies I (Spring) (LSC CyFair Campus	N1302803	.5	10 - 12
ITCC 2320 (CCNA 3: Enterprise Networking, Security and Automation)	3	80	Internetworking Technologies II (Fall) (LSC CyFair Campus)	N1302804	.5	11 & 12
ITCC 1330 (DevNet Associate)	3	80	Internetworking Technologies II (Spring) (LSC CyFair Campus)	N1302804	.5	11 & 12
Total Dual Credit Hours in Certificate	**18**					
Total Hours in Certificate	**24**					
Total percentage available in DC	**75%**					

Schedule 3
Dual Credit Course Crosswalk Approval
Workforce Courses

College Course *2nd digit of course # indicates # of college credit hours*	Credit Hours	Contact Hours	High School Credit Course	PEIMS	HS Credits	Course Grade Level
Biomedical Engineering | Associate of Science | AS_BMEN, Chemical Engineering | Associate of Science | AS_CHEN, Civil Engineering | Associate of Science | AS_CENG, Electrical Engineering | Associate of Science | AS_EENG, Industrial Engineering | Associate of Science | AS_IENG, Mechanical Engineering | Associate of Science | AS_MENG			**STEM**			
ENGR 1201 (Introduction to Engineering)	2	48	Engineering Design and Problem-Solving K (Full Year) 37-week	13037300	1	12
Total Dual Credit Hours in Degree	**2**					
Total Hours in Degree	**60**					
Total percentage available in DC	**3%**					

A complete list of approved dual credit academic courses can be found here:
https://www.lonestar.edu/college-departments/dualcredit/dualcredit-course-offerings.htm
TEA Resource: https://tea.texas.gov/about-tea/news-and-multimedia/brochures/e-grad-toolkit-choices.pdf

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

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 9, 2026

RE: **2025 Berry ESC and CFFCU Stadium Elevator Replacements**
CYPRESS-FAIRBANKS I.S.D. PROPOSAL NO. 25-04-5757-R-RFP
CONSTRUCTION CONTRACT AWARD RECOMMENDATION

The District received a total of three (4) proposals from interested contractors on Thursday, January 22, 2026, for the above referenced project. Attached you will find the proposal tabulation form summarizing the proposals submitted and a recommendation letter from PBK dated February 9, 2026.

Our department has carefully evaluated the submitted proposals and hereby recommends to the Board of Trustees, to award the construction contract to Millennium Project Solutions, Inc., in the amount of $3,238,000.00. This recommendation is based upon acceptance of the Base Proposal and Alternate No. 1. The project is being funded from Bond funds Millennium Project Solutions, 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 removal and replacement of 5 existing elevators at Berry Center and Cy-Fair Federal Credit Union Stadium.

Millennium Project Solutions, Inc., is a 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

11 Greenway Plaza, 22nd Floor
Houston, Texas 77046
Toll-free: 1-800-938-7272
Fax: 713-961-4571
PBK.com

February 9, 2026 **VIA: E-MAIL**

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

RE: 2025 Berry ESC and CFFCU Stadium Elevator Replacements
Cypress-Fairbanks Independent School District
CFISD Proposal Number: 25-04-5757-R-RFP
PBK Project Number: 250185

Dear Mr. Clayburn,

On Thursday, January 22, 2026, competitive sealed proposals were received in the District's Facilities & Construction Office for the 2025 Berry ESC and CFFCU Stadium Elevator Replacements project. Five (5) offerors submitted proposals as requested. Please find attached a tabulation of the proposal results.

A Selection Committee made up of District administrators, architects, and consultants evaluated the proposals on Thursday, January 22, 2026, and ranked them based on the selection criteria published in the Instructions to Offerors section of the Contract Documents.

PBK recommends to the Cypress-Fairbanks Independent School District's Board of Trustees the acceptance of the Selection Committee's recommendation to select Millennium Project Solutions, Inc. as the contractor for the 2025 Berry ESC and CFFCU Stadium Elevator Replacements project in the amount of $3,238,000.00, which represents the Base Proposal plus Alternate No. 1. All parties teamed up with the Cypress-Fairbanks ISD staff to confirm proposals contained fair and accurate pricing, ensuring that the maximum value to the district was achieved.

Millennium Project Solutions, Inc. is a Houston, Texas based contractor that has successfully executed numerous construction projects for a host of school districts in the Texas Gulf Coast area including projects with Cypress-Fairbanks Independent School District. Additionally, after discussions with their references, we feel 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 Millennium Project Solutions, Inc. in the construction of the 2025 Berry ESC and CFFCU Stadium Elevator Replacements project.

Sincerely,
PBK Architects, Inc.

Brandon Ross, AIA, LEED AP BD+C
Managing Senior Principal - Texas

PROPOSAL TABULATION SHEET

Proposal Date/Time: Thursday, January 22, 2026 at 2:00 P.M. Base Proposals, Alternate Proposals at 3:00 P.M.

2025 BERRY ESC AND CFFCU STADIUM ELEVATOR REPLACEMENTS

Cypress-Fairbanks Independent School District

Cypress-Fairbanks Independent School District Project No. 25-04-5757-R-RFP / PBK Project No. 250185

	DivisionOne Construction, LLC	GTT General Contractors, Inc.	ICI Construction, Inc.	M Scott Construction, Inc.	Recommended Proposer Millennium Project Solutions, Inc.
Base Proposal	$3,990,000.00	$3,450,000.00	$4,600,000.00	$4,000,000.00	$4,000,000.00
Proposal Bond (Section AD) -	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Addenda Acknowledged(1,2):	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
ALTERNATES					
Alternate Number 1: Base Bid Adjustment	-$130,000.00	$68,000.00	-$450,000.00	-$603,000.00	-$762,000.00
FINAL BASE PROPOSAL + ALTERNATES No. 1	$3,860,000.00	$3,518,000.00	$4,150,000.00	$3,397,000.00	$3,238,000.00
PROPOSER RANK	**4**	**3**	**5**	**2**	**1**

FINAL
01/23/2026

Highland®

Sourcewell
Awarded Contract
Contract # 051123-HEF

VENDOR: **HEF-P CyFair, LLC** (*a limited liability company to be formed by Highland Electric Fleets, Inc.) (*also, "Highland" or "Provider")
ADDRESS: 200 Cummings Center, Suite 273D
Beverly, MA 01916
CONTACT: Dominic Ricotta
EMAIL: dominic@highlandfleets.com

All quoted Services are Guaranteed Best Government Value, and have been Competitively Awarded for purchase using:

Sourcewell Contract
051123-HEF
Valid: 07/20/2023 – 07/19/2027

CUSTOMER:		QUOTE NUMBER:	QUOTE DATE:
CUSTOMER: Cypress-Fairbanks Independent School District		**TX-CyFair-0001**	**January 20, 2026**
ADDRESS:		**Freight Terms**	*Prepaid*
11430 Falcon Road Houston, TX 77064		**Payment Terms**	*Annual beginning Operational Date (see attached contract)*
CONTACT (name & title): Kayne Smith, Director of Transportation		**Est. Project Timeline**	*18 months after Contract execution*
EMAIL: kayne.smith@myhisd.net PHONE: (281) 897-4000		**Quote Effective Through:**	**January 31, 2026**

SKU	PRODUCT DESCRIPTION	QTY	LIST PRICE/	CONTRACT PRICE**	TOTAL*
SBS-0-60KW-19	School Bus & Shuttles -10 year contract for 16001 - 18000 miles & 40 - 60 kW Charger with Net VAC of $0 - $50k	**10**	**$61,875.00**	**$32,594,00**	**$325,940.00**
Discount	**Additional Discount**	**10**	**($23,294.00)**		**($232,940.00)**

10 Type C *Electric School Buses with EPA Clean School Bus Grant Incentive Program @*
$395,000.00 */School Bus applied*

Cypress-Fairbanks Independent School District is Sourcewell Member No. **10389**;
https://www.sourcewell-mn.gov/participating-agency/10389

SUBTOTAL:	**$93,000.00**
SALES TAX:	**N/A**
TOTAL CONTRACT PRICE, CONTRACT YEAR 1:	**$93,000.00**

This Quotation is subject to the provisions of Sourcewell Contract 051123-HEF, as noted on the following pages.

Noted Contract Price includes any Sourcewell Volume Discounts
PRICING IS FOR CONTRACT YEAR 1 UNLESS OTHERWISE STATED.

SCOPE OF SERVICES

This **Transportation Equipment Services Scope of Services ("Scope of Services")** is incorporated into and made part of the foregoing quote ("**Quote**" or, when executed, "**Purchase Order**") for Products or "Services" (as further described in this Scope of Services) provided to the Customer (also, "**District"**) by the Vendor (also "**Provider**"), as set forth on Page 1. Upon countersignature of this Quote by the District, the District will acknowledge and accept this Quote, including this Scope of Services, whereupon this Quote shall become a binding Purchase Order and Provider and Customer will execute and deliver the Sourcewell Contract, Contract #051123-HEF (a "**TESA**") that incorporates this Purchase Order and all Exhibits to the TESA (each a "**TESA Exhibit**").

This Scope of Services provides, in summary format, descriptions of the Services and Products to be provided by Provider to Customer. This Scope of Services is modified by the TESA, including the TESA Exhibits, described in this Scope of Services and in the TESA.

1. **Parties:**	The Parties and their respective notice addresses are as set forth on Page 1.
2. **Services:**	Customer retains Provider to provide, and Provider will provide the following **"Services"** in consideration of the Base Service Fee (defined below and in the TESA) and other fees payable under the TESA and described in this Scope of Services for the period identified below: (a) ***Consulting Services:*** Assist in planning for fleet electrification, including identifying incentives for future deployments; (b) ***Procurement Services:*** From the date the TESA is executed ("**Effective Date**") through the Operational Date (defined below), and thereafter in Provider's judgment, specify and procure the Vehicles (defined below); (c) ***Training Services:*** Before the Operational Date, at mutually agreed time(s), coordinate original equipment manufacturer ("**OEM**") training and provide training in use of the Vehicles to Customer personnel; (d) ***Charge Management Services:*** From the Operational Date through the remainder of the Term (defined below) charge Vehicles and license the Platform (defined below) to Customer as provided in the TESA; and (e) ***Operations Services***: From the Operational Date through the remainder of the Term provide Vehicles for use during the agreed Vehicle Operation Period or VOP (defined below) and reimburse Customer for Vehicle maintenance and repairs performed by Customer in accordance with the TESA.
3. **Vehicles; Platform:**	Provider's Services will be based on the operation and use of: (a) **Ten (10) Type C** electric school buses, as further described on **TESA Exhibit A** (the "**Vehicles**");and (b) The license to the Customer of Provider's intellectual property rights in the fleet management software platform that supports the Vehicles (the "**Platform**"), subject to the license terms set forth in the TESA.
4. **Premises:**	The Vehicles will be stored at the real property and improvements thereon (the "**Premises**") owned and occupied by Customer and having a street address of: **11430 Falcon Road, Houston, TX 77064**. **TESA Exhibit B** includes a preliminary plan ("**Site Plan**") reflecting the location of the Vehicles on the Premises and the layout on the Premises of charging stations and related equipment that support the Vehicles. The Site Plan is subject to revision as provided in the TESA.
5. **Operational Date; Anticipated Operational Date:**	The date the Parties agree that the Vehicles are delivered to the Premises and are capable of being operated in accordance with the TESA is the "**Operational Date,**" as further described in the TESA. All Vehicles, will be delivered to the Premises and operational, as contemplated by the TESA, on the date ("**Anticipated Operational Date")** that is **eighteen (18)** months after the Effective Date.
6. **Term:**	(a) "**Initial Term**": The period beginning the Operational Date and ending on the last day of the **ten (10)** Contract Year (defined below). (b) "**Extension Term"**: None, unless otherwise agreed.

	(c) "**Term**" means the period beginning the Effective Date and ending on the last day of the Initial Term or of the last Extension Term, as applicable, subject to earlier termination as provided in the TESA. (d) "**Contract Year**" means the 12-month period in the Term beginning the Operational Date or anniversary of the Operational Date.
7. **Service Promise:**	Provider agrees to promptly respond to Customer requests regarding Vehicle issues, to escalate Vehicle repair issues to appropriate parties, and to regularly evaluate Vehicles for performance matters.
8. **Operating Parameters:**	(a) **"Annual Mileage Allowance"**:**18,000** miles/Vehicle/Contract Year (b) "**Vehicle Operating Period**" or "**VOP**" means the periods on any day Customer's school operations are in regular or summer session when Vehicles are operated to provide student or other school transportation, excluding (i) at least 3 hours midday, and (ii) either 6 hours at the start and end of a day or 12 hours between days.
9. **Reserved:**	Reserved.
10. **Fees:**	(a) **"Base Service Fee"** means [**$9,300.00**] per Vehicle per Contract Year, subject to escalation beginning the second Contract Year at a rate ("**Annual Escalator**") equal to **3%**/year, subject to adjustment as provided in the TESA. The Base Service Fee for the first Contract Year also is referred to as the "Contract Price." (b) **"Excess Mileage Fee"**: **$3.00** per mile per Vehicle per Contract Year above Annual Mileage Allowance.
11. **Regular Maintenance Credit and Reimbursement Rates:**	Provider will reimburse Customer for Repair Work (defined in the TESA), including related Vehicle towing, all in accordance with the TESA based on the following: (a) Reimbursable Labor Rate: **$55.00** per hour for Vehicle Repair; (b) Towing Cap: **$650.00** per Vehicle per tow; (c) Parts – reimbursement at cost, subject to coordination with Provider.
12. **Existing Incentives:**	An "**Existing Incentive"** means any of the following: (a) EPA Clean School Bus Grant for **$395,000.00**/Vehicle, **$3,950,000.00** total ("**EPA CSB Incentive**") as to which Customer was the applicant and is the awardee; and (b) Accelerated depreciation for Vehicles. Existing Incentives shall be paid or credited to Provider. Each Party will comply with the Existing Incentive compliance requirements applicable to such Party set forth on **TESA Exhibit D.**
13. **Governing Law; Venue:**	This Purchase Order and the TESA shall be governed by and construed in accordance with the domestic laws of Texas, without reference to any choice of law principles. The state courts of Texas and the federal courts sitting in Houston, Texas shall have exclusive jurisdiction over any action or proceeding arising under the TESA, with venue lying in Houston, Texas.
14. **Other:**	See Customer Specific Provisions on **TESA Exhibit E**.

<<<End of Highland Scope of Services. Signature Page follows.>>>

To place your order using this Quotation, please fill in the following required information and sign where indicated below.

BILLING INFORMATION		**SHIPPING INFORMATION** ☐ Same as Billing	
Name:	Cypress-Fairbanks Independent School District	Name:	Cypress-Fairbanks Independent School District
Address:	11430 Falcon Road Houston, TX 77064	Address:	
Contact:	Kayne Smith	Contact:	Kayne Smith
Phone:	(281) 897-4000	Phone:	(281) 897-4000
Email:	kayne.smith@myhisd.net	Email:	kayne.smith@myhisd.net

CYPRESS FAIRBANKS ISD

Authorized Signatory Name (PRINT)	***Authorized Signatory's Signature***
Title	***Date***
Phone	***Email***

Remit signed Quotation/Orders to:

HEF-P CyFair, LLC

c/o HIGHLAND ELECTRIC FLEETS, INC.

200 Cummings Center, Suite 273D, Beverly, MA 01915

SOURCEWELLORDERS@HIGHLANDFLEETS.COM

THANK YOU FOR YOUR BUSINESS!

AN ORDER BY THE BOARD OF TRUSTEES OF THE CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT CALLING A BOND ELECTION TO BE HELD WITHIN THE DISTRICT; MAKING PROVISIONS FOR THE CONDUCT AND THE GIVING OF NOTICE OF THE ELECTION; AND CONTAINING OTHER PROVISIONS RELATING THERETO

WHEREAS, the Board of Trustees (the "Board") of the Cypress-Fairbanks Independent School District (the "District") finds that an election should be held to determine whether the Board shall be authorized to issue bonds of the District in the amounts and for the purposes hereinafter set forth; and

WHEREAS, the Board finds, determines and declares that the meeting at which this Order is considered is open to the public, and that the public notice of the time, place and purpose of the meeting was given, as required by Chapter 551, Texas Government Code, as amended;

NOW, THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT:

Section 1. Findings. The statements contained in the preamble of this Order are true and correct and are hereby adopted as findings of fact and as a part of the operative provisions hereof.

Section 2. Election Ordered; Date; Proposition. A bond election (the "Election") shall be held in the District on Saturday, May 2, 2026 ("Election Day"), a uniform election date as established by Section 41.001(a) of the Texas Election Code, as amended (the "Code"). At the Election, the following propositions (each a "Proposition" and collectively, the "Propositions") shall be submitted to the qualified voters of the District in accordance with law:

CYPRESS-FAIRBANKS ISD – PROPOSITION A

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell bonds of the District in the principal amount of $1,299,520,000 for the construction, acquisition, renovation, and equipment of school buildings in the District, for the purchase of new school buses, for the retrofitting of school buses with emergency, safety, or security equipment, and for the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in

relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

CYPRESS-FAIRBANKS ISD – PROPOSITION B

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of the Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell at any price or prices the bonds of the District in the amount of $256,075,000 for the acquisition or update of District technology equipment, including student, teacher and staff devices, which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

CYPRESS-FAIRBANKS ISD – PROPOSITION C

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of the Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell at any price or prices the bonds of the District in the amount of $60,800,000 for the construction, acquisition, and equipment of improvements to District stadium facilities, including capital repairs and renovations to such stadium facilities, which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

CYPRESS-FAIRBANKS ISD - PROPOSITION D

THIS IS A PROPERTY TAX INCREASE.

Shall the Board of Trustees (the "Board") of the Cypress-Fairbanks Independent School District (the "District") be authorized to issue and sell at any price or prices the bonds of the District in the amount of $20,125,000 for the construction, acquisition, and equipment of improvements to District swimming facilities, including capital repairs and renovations to such swimming facilities; which bonds may be issued in various issues or series, shall mature serially or otherwise not more than 40 years from their date, and shall bear interest at such rate or rates, not to exceed the maximum rate now or hereafter authorized by law, as shall be determined by the Board within the discretion of the Board at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on said bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds; said bonds to be issued and said taxes to be levied, pledged, assessed, and collected under the constitution and laws of the State of Texas, including the Texas Education Code?

Section 3. Official Ballot. Voting at the Election, and early voting therefor, shall be by the use of lawfully approved voting systems and ballots.

The preparation of the necessary equipment and the official ballots for the Election shall conform to the requirements of the Code so as to permit the electors to vote "FOR" or "AGAINST" each Proposition which shall be set forth on the ballots substantially in the following form:

CYPRESS-FAIRBANKS ISD – PROPOSITION A

☐ FOR)

☐ AGAINST)

"THIS IS A PROPERTY TAX INCREASE.

The issuance of $1,299,520,000 of bonds for the construction, acquisition, renovation, and equipment of school buildings in the District, for the purchase of new school buses, for the retrofitting of school buses with emergency, safety, or security equipment, and for the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, and the levying of a tax sufficient to pay the principal of and interest on the bonds and to pay the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

CYPRESS-FAIRBANKS ISD – PROPOSITION B

☐ FOR)
☐ AGAINST)

"THIS IS A PROPERTY TAX INCREASE. The issuance of $256,075,000 of bonds for the acquisition or update of District technology equipment, including student, teacher and staff devices, and the levying of a tax sufficient to pay the principal of and interest on the bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

CYPRESS-FAIRBANKS ISD – PROPOSITION C

☐ FOR)
☐ AGAINST)

"THIS IS A PROPERTY TAX INCREASE. The issuance of $60,800,000 of bonds for the construction, acquisition, and equipment of improvements to District stadium facilities, including capital repairs and renovations to such stadium facilities, and the levying of a tax sufficient to pay the principal of and interest on the bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

CYPRESS-FAIRBANKS ISD – PROPOSITION D

☐ FOR)
☐ AGAINST)

"THIS IS A PROPERTY TAX INCREASE. The issuance of $20,125,000 of bonds for the construction, acquisition, and equipment of improvements to District swimming facilities, including capital repairs and renovations to such swimming facilities, and the levying of a tax sufficient to pay the principal of and interest on the bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds."

Section 4. Bilingual Election Materials. All notices, instructions, and ballots pertaining to the Election shall be furnished to voters in English, Spanish, Chinese, and Vietnamese in compliance with the Federal Voting Rights Act of 1965, as amended (the "Voting Rights Act"), and the Code, including particularly Chapter 272 of the Code pertaining to multilingual requirements.

Section 5. Persons Qualified to Vote. All resident, qualified electors of the District shall be eligible to vote at the Election.

Section 6. Election Precincts, Voting Locations and Voting Hours on Election Day. The District hereby designates voting precincts for the Election as set forth in Exhibit A, attached hereto and incorporated herein. Each District precinct shall consist of that portion of the respective Harris County voting precincts identified in Exhibit A that are within the boundaries of the District. Voting on Election Day shall be conducted between the hours of 7:00 a.m. and 7:00 p.m. at the Election Day polling locations described in Exhibit A [KL1]attached hereto and

incorporated herein for each District voting precinct, or at such other locations as hereafter may be designated by the President of the Board or her designee.

Section 7. Early Voting Locations, Dates, and Times. (a) [_____] is hereby appointed as the Early Voting Clerk for purposes of this Election (the "Early Voting Clerk"). [____] is hereby appointed Presiding Judge of the Early Voting Ballot Board, [____] is hereby appointed Alternate Judge of the Early Voting Ballot Board, and [_____] is hereby appointed as member of the Early Voting Ballot Board. [KL2]

(b) The early voting places for the Election are hereby designated as set forth in Exhibit B[KL3], or at such other locations as hereafter may be designated by the President of the Board or her designee. The President of the Board or her designee is hereby authorized to update Exhibit B to reflect any such locations hereafter designated, and such locations are hereby approved.

(c) Early voting by personal appearance shall be conducted on the days and during the hours set forth in Exhibit B, as may be adjusted by the President of the Board or her designee.

(d) The main early voting polling place for the Election is hereby designated to be the location specified in Exhibit B attached hereto.

(e) The address for the Early Voting Clerk is [_____]. The Early Voting Clerk may be reached at: [__phone__], [__email__] and [__website__].

(f) Applications for early voting by mail shall be submitted to the Early Voting Clerk by regular mail to [_____], Attn: [____], Early Voting Clerk, or by common or contract carrier to [_____], Attn: [____], Early Voting Clerk.

(g) The Early Voting Clerk is hereby authorized to appoint additional members of the early voting ballot board and the presiding judges and alternate judges for each polling location as needed in accordance with the requirements of the Code. Each of the presiding judges shall be authorized to approve the necessary election clerks to assist in conducting the Election.

(h) The President of the Board or her designee is hereby authorized and directed to make such changes in voting times as may be necessary for the proper conduct of the Election. Voting times may be changed if so directed by the President of the Board or her designee without further action of the District.

Section 8. Election Services. [The District currently intends to contract with Harris County (the "County") for election services and enter into an election services agreement with the County in connection with the Election.]

Section 9. Notice of Election. Notice of the Election shall be given by: (i) publishing a substantial copy of this Order, in English, Spanish, Chinese, and Vietnamese, one time not earlier than the thirtieth (30th) day nor later than the tenth (10th) day prior to the date set for the Election, in a newspaper published in the District (or that otherwise complies with applicable

law); (ii) posting a copy of this Order and the Voter Information Documents (as hereinafter defined) in English, Spanish, Chinese, and Vietnamese on the bulletin board used for posting notices of meetings of the Board and in at least three (3) other public places within the boundaries of the District, not later than the twenty-first (21st) day prior to the date set for the Election; and (iii) posting a copy of this Order and the Voter Information Documents, in English, Spanish, Chinese, and Vietnamese, on the District's website, prominently and together with the notice of the Election and the contents of the Proposition and any sample ballot prepared for the Proposition, not later than the twenty-first (21st) day prior to the date set for the Election through Election Day. Additionally, on Election Day and during early voting by personal appearance, this Order and the Voter Information Documents shall be posted in a prominent location at each polling place. Notice of the Election shall also be provided to the county clerk and voter registrar of Harris County (the "County") not later than the 60th day before the Election Day; which notice the County is hereby authorized and directed to post to its website not later than the twenty-first (21st) day prior to the date set for the Election. Notice of the Election shall be posted to the District's internet website not later than the twenty-first (21st) day before the election, in compliance with Section 4.009, Texas Election Code, as amended. The website for the District can be found at www.cfisd.net.

Section 10. Conduct of Election. The Election shall be held in accordance with the Code, except as modified by the Texas Education Code, the Texas Government Code, and the Federal Voting Rights Act of 1965, as amended, including particularly Chapter 272 of the Code pertaining to multilingual requirements.

Section 11. Additional Information Required by Section 3.009 of the Election Code.

(a) District's Outstanding Debt. As of the effective date of this Order, the District's aggregate principal amount of outstanding of tax-supported debt was $[___][1] and the aggregate amount of outstanding interest on such tax-supported debt was $[___][2]. The District's total ad valorem tax rate for the current fiscal year is $1.0669 per $100 of taxable assessed valuation, which is comprised of a maintenance and operations tax rate component of $0.6669 per $100 of taxable assessed valuation and a debt service tax rate of $0.4000 per $100 of taxable assessed valuation.

(b) Issuance of New Debt. The District intends to issue the bonds authorized by the Propositions in a manner and in accordance with a schedule to be determined by the Board based upon a number of factors, including, but not limited to, the then-current needs of the District, demographic changes, prevailing market conditions, then-current market interest rates, the use of capitalized interest, the availability of other revenue to pay debt service, assessed valuations of property in the District, the use of variable rate debt, and management of the District's short-term and long-term interest rate exposure. Market conditions, demographics and assessed valuations of property vary based upon a number of factors beyond the District's control and the use of variable rate debt involves periodic adjustments in interest rates that vary based on market conditions and contractual obligations. Therefore, the District cannot and does not guarantee a particular

[1] FA to provide.
[2] FA to provide.

interest rate or tax rate associated with the bonds authorized by the Propositions. As such, the information contained in this paragraph is provided solely for illustrative purposes and does not establish any limitations or restrictions or create a contract with the voters. The District estimates that, based on the District's current taxable assessed valuation, current market conditions and estimated future growth in the District's taxable assessed valuation, if all of the bonds authorized by the Propositions were issued in accordance with the District's current project finance plan, the maximum interest rate on the bonds is not expected to exceed [___]%[3].

(c) Additional Information. The additional information required by Section 3.009 of the Code is located in Sections 2 and 3 of this Order.

Section 12. Voter Information Documents. The Board hereby approves a voter information document for each Proposition (each, a "Voter Information Document" and collectively, the "Voter Information Documents"), in substantially the forms presented to the Board, with such changes as may be approved by the President of the Board, the Superintendent of the District, or their designee, acting on behalf of the Board, in consultation with the District's general counsel, bond counsel, and financial advisor, as prescribed by Section 1251.052(b), Texas Government Code.

The President of the Board, the Superintendent of the District, or their designee, acting on behalf of the Board, are further authorized and directed to post or provide for the posting of the Voter Information Documents as provided herein.

Section 13. Findings and Determinations. The Board finds and determines that all facilities and equipment to be acquired, constructed, renovated, improved or equipped pursuant to Proposition A will be predominantly for required classroom instruction and essential administrative operations for faculty and staff; stadiums with seating capacity of less than 1,000 spectators; gymnasiums, playgrounds, or play areas; equipment used for school security purposes; and/or technology infrastructure integral to the construction of a facility.

Section 14. Necessary Actions. The President of the Board, the Superintendent of the District, or their designee, acting on behalf of the Board, in consultation with the District's general counsel and bond counsel, are hereby authorized and directed to take any and all actions necessary to comply with the provisions of the Code and the Federal Voting Rights Act in carrying out and conducting the Election, whether or not expressly authorized herein, including making changes or additions to polling places or procedures to the extent required or desirable as determined by the President of the Board or her designee or as may become necessary due to circumstances arising after the date of this Order.

Section 15. Severability. If any provision, section, subsection, sentence, clause or phrase of this Order, or the application of same to any person or set of circumstances is for any reason held to be unconstitutional, void, invalid, or unenforceable, neither the remaining portions of this Order nor their application to other persons or sets of circumstances shall be affected thereby, it being the intent of the Board in adopting this Order that no portion hereof or provision

[3] FA to provide.

or regulation contained herein shall become inoperative or fail by reason of any unconstitutionality, voidness, invalidity or unenforceability of any other portion hereof, and all provisions of this Order are declared to be severable for that purpose.

Section 16. Effective Date. This Order shall take effect immediately upon its approval.

[Remainder of page intentionally left blank]

PASSED AND APPROVED this [9th] [KL4]day of February, 2026.

By: _____

Name: Julie Hinaman
Title: President, Board of Trustees,
Cypress-Fairbanks ISD

ATTEST:

By: _____

Name: Lesley Guilmart
Title: Secretary, Board of Trustees
Cypress-Fairbanks ISD

[SEAL]

EXHIBIT A

PRECINCT NUMBERS AND ELECTION DAY POLLING LOCATIONS*
MAY 2, 2026 7:00 AM TO 7:00 PM

District Precinct Number	Election Day Polling Location	Harris County Precinct Numbers Assigned
1		
2		
3[KL5][KL6]		

* Subject to change. To verify, please go to the District's election information website, [_____].[KL7]

EXHIBIT B
Early Voting

Applications for Ballot by Mail*

[_____], Early Voting Clerk
[__address__]
[__phone__]
[__email__]
[__website__]

Main Early Voting Location*

[_____]

Early Voting Locations*

[_____][KL8]

Early Voting Schedule*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	April 20 Early Voting [____]	**April 21 Early Voting [____]**	**April 22 Early Voting [____]**	**April 23 Early Voting [____]**	**April 24 Early Voting [____]**	**None**
None	**April 27 Early Voting [____]**	**April 28 Early Voting [____]**	[KL9]			

* Subject to change. To verify, please go to the District's election information website, [_____].

Draft (01.30.2026)
Privileged and Confidential – Attorney/Client Communication

VOTER INFORMATION DOCUMENT[1]

Cypress-Fairbanks Independent School District – Proposition A

Election Day: May 2, 2026

Early Voting Period: April 20, 2026 – April 28, 2026

Ballot Language – Cypress-Fairbanks ISD Proposition A ("Proposition A")
THIS IS A PROPERTY TAX INCREASE. The issuance of $1,299,520,000 of bonds for the construction, acquisition, renovation, and equipment of school buildings in the District, for the purchase of new school buses, for the retrofitting of school buses with emergency, safety, or security equipment, and for the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, and the levying of a tax sufficient to pay the principal of and interest on the bonds and to pay the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds.

Information Regarding the Debt Obligations Proposed Under Proposition A

Principal Amount of the Debt Obligations Proposed Under Proposition A	**Estimated Interest on the Debt Obligations Proposed Under Proposition A**[2]	**Estimated Combined Principal and Interest Required to Pay the Debt Obligations Proposed Under Proposition A on Time and in Full**
$1,299,520,000	$[____]	$[_____]

Information Regarding the Outstanding Debt Obligations of the District as of February 9, 2026[3]

Principal Amount of the Outstanding Debt Obligations of the District	**Estimated Remaining Interest on the Outstanding Debt Obligations of the District**	**Estimated Combined Principal and Interest Required to Pay the Outstanding Debt Obligations of the District on Time and in Full**
$[_____]	$[_____]	$[_____]

[1] This Voter Information Document is provided in accordance with Section 1251.052 of the Texas Government Code. The information contained in this Voter Information Document is based on certain assumptions, and actual results may vary from such assumptions. The Voter Information Document is not intended to, and does not, create a contract with the voters.

[2] Based on assumptions set forth in "Assumptions Utilized in Calculating the Estimated Tax Impact" below.

[3] The information contained in this table reflects the District's outstanding debt obligations as of the date the Board of Trustees approved the Order calling the Bond Election.

Information Regarding the Estimated Maximum Annual Increase in the Amount of Ad Valorem Taxes on a Residence Homestead with an Appraised Value of $100,000 to Pay the Debt Obligations Proposed Under Proposition A
If the bonds authorized by Proposition A are approved, based on the assumptions set forth under "*Assumptions Utilized in Calculating the Estimated Tax Impact*" below, the District estimates that the maximum annual increase in the amount of ad valorem taxes on a residence homestead with an appraised value of $100,000 to pay the bonds proposed under Proposition A would be approximately $0.*

* See paragraph (4) of the "*Assumptions Utilized in Calculating the Estimated Tax Impact*" for information regarding the application of the state-mandated $140,000 homestead exemption and the expected tax rate impact of the proposed bonds.

Assumptions Utilized in Calculating the Estimated Tax Impact

If approved by the voters, the District intends to issue the bonds authorized by Proposition A over a period of years in a manner and in accordance with a schedule to be determined by the District's Board of Trustees based upon a number of factors, including, but not limited to, the then-current needs of the District, demographic changes, prevailing market conditions, then-current market interest rates, the use of capitalized interest, availability of other revenue sources to pay debt service, assessed valuations of property in the District, tax collection percentages, and management of the District's short-term and long-term interest rate exposure. The estimated tax impact is derived, in part, from projections obtained from the District's financial advisor. Actual results may vary from the assumptions used in calculating the estimated tax impact. For the purposes of estimating the maximum annual increase in taxes identified in this table, the District utilized the following major assumptions:

(1) The District has assumed the issuance of $1,299,520,000 of bonds in five separate series over a [five]-year period, with approximately $[_____] issued in 2026, $[_____] issued in 2027, $[_____] issued in 2028, $[_____] issued in 2029 and $[_____] issued in 2030. For the purposes of these projections, it has been assumed that each series of Bonds issued under Proposition A would be amortized over [25 years] as shown in the following schedule. The following is an estimated pro forma amortization schedule based on these assumptions. It shows the District's currently outstanding bonds and bonds authorized under Proposition A:

[Financial Advisor to provide amortization schedule]

(2) The District has assumed the bonds would bear interest at an estimated rate of [__]%.

(3) The District has assumed that the taxable assessed value within the District will grow at a rate of [___]% per year for the first year, [___]% for the following [__] years and then [__]% for the remaining life of the bonds. The District has assumed a tax collection percentage of [__]%.

(4) In calculating the tax impact on a residence homestead, the District applied the state-mandated $140,000 homestead exemption to the assessed valuation, resulting in a taxable assessed valuation of $0 on a residence homestead with an appraised value of $100,000. The District did not apply any other exemptions in connection with this calculation. A homeowner may qualify for exemptions not considered in calculating the tax impact, such as exemptions for the elderly and disabled. Based on the declining debt

service on the District's currently outstanding debt obligations, as shown in the amortization schedule above, and forecasted amounts of property tax revenue to be collected each year, the District estimates that if approved, the bonds authorized under Propositions A, B, C, and D could be paid while reducing the District's current debt service tax rate from $0.40 per $100 of taxable assessed valuation to $0.39 per $100 of taxable assessed value.

(5) The estimated tax impact assumes the availability of the Permanent School Fund Guarantee for each series of bonds issued under Proposition A.

(6) The estimated tax impact presented in this voter information document addresses the impact of the bonds proposed under Proposition A as provided in Section 1251.052 of the Texas Government Code. For information regarding the estimated tax impact of the bonds proposed under other propositions as provided in Section 1251.052 of the Texas Government Code, please refer to the voter information documents for such propositions.

Draft (01.30.2026)
Privileged and Confidential – Attorney/Client Communication

VOTER INFORMATION DOCUMENT[1]

Cypress-Fairbanks Independent School District – Proposition B

Election Day: May 2, 2026

Early Voting Period: April 20, 2026 – April 28, 2026

Ballot Language – Cypress-Fairbanks ISD Proposition B ("Proposition B")
THIS IS A PROPERTY TAX INCREASE. The issuance of $256,075,000 of bonds for the acquisition or update of District technology equipment, including student, teacher and staff devices, and the levying of a tax sufficient to pay the principal of and interest on the bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds.

Information Regarding the Debt Obligations Proposed Under Proposition B

Principal Amount of the Debt Obligations Proposed Under Proposition B	**Estimated Interest on the Debt Obligations Proposed Under Proposition B**[2]	**Estimated Combined Principal and Interest Required to Pay the Debt Obligations Proposed Under Proposition B on Time and in Full**
$256,075,000	$[____]	$[_____]

Information Regarding the Outstanding Debt Obligations of the District as of February 9, 2026[3]

Principal Amount of the Outstanding Debt Obligations of the District	**Estimated Remaining Interest on the Outstanding Debt Obligations of the District**	**Estimated Combined Principal and Interest Required to Pay the Outstanding Debt Obligations of the District on Time and in Full**
$[_____]	$[_____]	$[_____]

[1] This Voter Information Document is provided in accordance with Section 1251.052 of the Texas Government Code. The information contained in this Voter Information Document is based on certain assumptions, and actual results may vary from such assumptions. The Voter Information Document is not intended to, and does not, create a contract with the voters.

[2] Based on assumptions set forth in "Assumptions Utilized in Calculating the Estimated Tax Impact" below.

[3] The information contained in this table reflects the District's outstanding debt obligations as of the date the Board of Trustees approved the Order calling the Bond Election.

Information Regarding the Estimated Maximum Annual Increase in the Amount of Ad Valorem Taxes on a Residence Homestead with an Appraised Value of $100,000 to Pay the Debt Obligations Proposed Under Proposition B
If the bonds authorized by Proposition B are approved, based on the assumptions set forth under "*Assumptions Utilized in Calculating the Estimated Tax Impact*" below, the District estimates that the maximum annual increase in the amount of ad valorem taxes on a residence homestead with an appraised value of $100,000 to pay the bonds proposed under Proposition B would be approximately $0.*

* See paragraph (4) of the "*Assumptions Utilized in Calculating the Estimated Tax Impact*" for information regarding the application of the state-mandated $140,000 homestead exemption and the expected tax rate impact of the proposed bonds.

Assumptions Utilized in Calculating the Estimated Tax Impact

If approved by the voters, the District intends to issue the bonds authorized by Proposition B over a period of years in a manner and in accordance with a schedule to be determined by the District's Board of Trustees based upon a number of factors, including, but not limited to, the then-current needs of the District, demographic changes, prevailing market conditions, then-current market interest rates, the use of capitalized interest, availability of other revenue sources to pay debt service, assessed valuations of property in the District, tax collection percentages, and management of the District's short-term and long-term interest rate exposure. The estimated tax impact is derived, in part, from projections obtained from the District's financial advisor. Actual results may vary from the assumptions used in calculating the estimated tax impact. For the purposes of estimating the maximum annual increase in taxes identified in this table, the District utilized the following major assumptions:

(1) The District has assumed the issuance of $256,075,000 of bonds in [___ separate series] over a [five]-year period, with approximately $[_____] issued in 2026, $[_____] issued in 2027, $[_____] issued in 2028, $[_____] issued in 2029 and $[_____] issued in 2030. For the purposes of these projections, it has been assumed that each series of Bonds issued under Proposition B would be amortized over [5 years] as shown in the following schedule. The following is an estimated pro forma amortization schedule based on these assumptions. It shows the District's currently outstanding bonds and bonds authorized under Proposition B:

[Financial Advisor to provide amortization schedule]

(2) The District has assumed the bonds would bear interest at an estimated rate of [__]%.

(3) The District has assumed that the taxable assessed value within the District will grow at a rate of [___]% per year for the first year, [___]% for the following [__] years and then [__]% for the remaining life of the bonds. The District has assumed a tax collection percentage of [__]%.

(4) In calculating the tax impact on a residence homestead, the District applied the state-mandated $140,000 homestead exemption to the assessed valuation, resulting in a taxable assessed valuation of $0 on a residence homestead with an appraised value of $100,000. The District did not apply any other exemptions in connection with this calculation. A homeowner may qualify for exemptions not considered in calculating the tax impact, such as exemptions for the elderly and disabled. Based on the declining debt service on the District's currently outstanding debt obligations, as shown in the amortization schedule

above, and forecasted amounts of property tax revenue to be collected each year, the District estimates that if approved, the bonds authorized under Propositions A, B, C, and D could be paid while reducing the District's current debt service tax rate from $0.40 per $100 of taxable assessed valuation to $0.39 per $100 of taxable assessed value.

(5) The estimated tax impact assumes the availability of the Permanent School Fund Guarantee for each series of bonds issued under Proposition B.

(6) The estimated tax impact presented in this voter information document addresses the impact of the bonds proposed under Proposition B as provided in Section 1251.052 of the Texas Government Code. For information regarding the estimated tax impact of the bonds proposed under other propositions as provided in Section 1251.052 of the Texas Government Code, please refer to the voter information documents for such propositions.

Draft (01.30.2026)
Privileged and Confidential – Attorney/Client Communication

VOTER INFORMATION DOCUMENT[1]

Cypress-Fairbanks Independent School District – Proposition C

Election Day: May 2, 2026

Early Voting Period: April 20, 2026 – April 28, 2026

Ballot Language – Cypress-Fairbanks ISD Proposition C ("Proposition C")
THIS IS A PROPERTY TAX INCREASE. The issuance of $60,800,000 of bonds for the construction, acquisition, and equipment of improvements to District stadium facilities, including capital repairs and renovations to such stadium facilities, and the levying of a tax sufficient to pay the principal of and interest on the bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds.

Information Regarding the Debt Obligations Proposed Under Proposition C

Principal Amount of the Debt Obligations Proposed Under Proposition C	**Estimated Interest on the Debt Obligations Proposed Under Proposition C**[2]	**Estimated Combined Principal and Interest Required to Pay the Debt Obligations Proposed Under Proposition C on Time and in Full**
$60,800,000	$[____]	$[_____]

Information Regarding the Outstanding Debt Obligations of the District as of February 9, 2026[3]

Principal Amount of the Outstanding Debt Obligations of the District	**Estimated Remaining Interest on the Outstanding Debt Obligations of the District**	**Estimated Combined Principal and Interest Required to Pay the Outstanding Debt Obligations of the District on Time and in Full**
$[_____]	$[_____]	$[_____]

[1] This Voter Information Document is provided in accordance with Section 1251.052 of the Texas Government Code. The information contained in this Voter Information Document is based on certain assumptions, and actual results may vary from such assumptions. The Voter Information Document is not intended to, and does not, create a contract with the voters.

[2] Based on assumptions set forth in "Assumptions Utilized in Calculating the Estimated Tax Impact" below.

[3] The information contained in this table reflects the District's outstanding debt obligations as of the date the Board of Trustees approved the Order calling the Bond Election.

Information Regarding the Estimated Maximum Annual Increase in the Amount of Ad Valorem Taxes on a Residence Homestead with an Appraised Value of $100,000 to Pay the Debt Obligations Proposed Under Proposition C
If the bonds authorized by Proposition C are approved, based on the assumptions set forth under "*Assumptions Utilized in Calculating the Estimated Tax Impact*" below, the District estimates that the maximum annual increase in the amount of ad valorem taxes on a residence homestead with an appraised value of $100,000 to pay the bonds proposed under Proposition C would be approximately $0.*

* See paragraph (4) of the "*Assumptions Utilized in Calculating the Estimated Tax Impact*" for information regarding the application of the state-mandated $140,000 homestead exemption and the expected tax rate impact of the proposed bonds.

Assumptions Utilized in Calculating the Estimated Tax Impact

If approved by the voters, the District intends to issue the bonds authorized by Proposition C over a period of years in a manner and in accordance with a schedule to be determined by the District's Board of Trustees based upon a number of factors, including, but not limited to, the then-current needs of the District, demographic changes, prevailing market conditions, then-current market interest rates, the use of capitalized interest, availability of other revenue sources to pay debt service, assessed valuations of property in the District, tax collection percentages, and management of the District's short-term and long-term interest rate exposure. The estimated tax impact is derived, in part, from projections obtained from the District's financial advisor. Actual results may vary from the assumptions used in calculating the estimated tax impact. For the purposes of estimating the maximum annual increase in taxes identified in this table, the District utilized the following major assumptions:

(1) The District has assumed the issuance of $60,800,000 of bonds in [five separate series] over a [five]-year period, with approximately $[_____] issued in 2026, $[_____] issued in 2027, $[_____] issued in 2028, $[_____] issued in 2029 and $[_____] issued in 2030. For the purposes of these projections, it has been assumed that each series of Bonds issued under Proposition C would be amortized over [__ years] as shown in the following schedule. The following is an estimated pro forma amortization schedule based on these assumptions. It shows the District's currently outstanding bonds and bonds authorized under Proposition C:

[Financial Advisor to provide amortization schedule]

(2) The District has assumed the bonds would bear interest at an estimated rate of [__]%.

(3) The District has assumed that the taxable assessed value within the District will grow at a rate of [____]% per year for the first year, [____]% for the following [__] years and then [__]% for the remaining life of the bonds. The District has assumed a tax collection percentage of [__]%.

(4) In calculating the tax impact on a residence homestead, the District applied the state-mandated $140,000 homestead exemption to the assessed valuation, resulting in a taxable assessed valuation of $0 on a residence homestead with an appraised value of $100,000. The District did not apply any other exemptions in connection with this calculation. A homeowner may qualify for exemptions not considered in calculating the tax impact, such as exemptions for the elderly and disabled. Based on the declining debt

service on the District's currently outstanding debt obligations, as shown in the amortization schedule above, and forecasted amounts of property tax revenue to be collected each year, the District estimates that if approved, the bonds authorized under Propositions A, B, C, and D could be paid while reducing the District's current debt service tax rate from $0.40 per $100 of taxable assessed valuation to $0.39 per $100 of taxable assessed value.

(5) The estimated tax impact assumes the availability of the Permanent School Fund Guarantee for each series of bonds issued under Proposition C.

(6) The estimated tax impact presented in this voter information document addresses the impact of the bonds proposed under Proposition C as provided in Section 1251.052 of the Texas Government Code. For information regarding the estimated tax impact of the bonds proposed under other propositions as provided in Section 1251.052 of the Texas Government Code, please refer to the voter information documents for such propositions.

Draft (01.30.2026)
Privileged and Confidential – Attorney/Client Communication

VOTER INFORMATION DOCUMENT[1]

Cypress-Fairbanks Independent School District – Proposition D

Election Day: May 2, 2026

Early Voting Period: April 20, 2026 – April 28, 2026

Ballot Language – Cypress-Fairbanks ISD Proposition D ("Proposition D")
THIS IS A PROPERTY TAX INCREASE. The issuance of $20,125,000 of bonds for the construction, acquisition, and equipment of improvements to District swimming facilities, including capital repairs and renovations to such swimming facilities, and the levying of a tax sufficient to pay the principal of and interest on the bonds and the costs of any credit agreements executed or authorized in anticipation of, in relation to or in connection with the bonds.

Information Regarding the Debt Obligations Proposed Under Proposition D

Principal Amount of the Debt Obligations Proposed Under Proposition D	**Estimated Interest on the Debt Obligations Proposed Under Proposition D**[2]	**Estimated Combined Principal and Interest Required to Pay the Debt Obligations Proposed Under Proposition D on Time and in Full**
$20,125,000	$[____]	$[_____]

Information Regarding the Outstanding Debt Obligations of the District as of February 9, 2026[3]

Principal Amount of the Outstanding Debt Obligations of the District	**Estimated Remaining Interest on the Outstanding Debt Obligations of the District**	**Estimated Combined Principal and Interest Required to Pay the Outstanding Debt Obligations of the District on Time and in Full**
$[_____]	$[_____]	$[_____]

[1] This Voter Information Document is provided in accordance with Section 1251.052 of the Texas Government Code. The information contained in this Voter Information Document is based on certain assumptions, and actual results may vary from such assumptions. The Voter Information Document is not intended to, and does not, create a contract with the voters.

[2] Based on assumptions set forth in "Assumptions Utilized in Calculating the Estimated Tax Impact" below.

[3] The information contained in this table reflects the District's outstanding debt obligations as of the date the Board of Trustees approved the Order calling the Bond Election.

Information Regarding the Estimated Maximum Annual Increase in the Amount of Ad Valorem Taxes on a Residence Homestead with an Appraised Value of $100,000 to Pay the Debt Obligations Proposed Under Proposition D
If the bonds authorized by Proposition D are approved, based on the assumptions set forth under "*Assumptions Utilized in Calculating the Estimated Tax Impact*" below, the District estimates that the maximum annual increase in the amount of ad valorem taxes on a residence homestead with an appraised value of $100,000 to pay the bonds proposed under Proposition D would be approximately $0.*

* See paragraph (4) of the "*Assumptions Utilized in Calculating the Estimated Tax Impact*" for information regarding the application of the state-mandated $140,000 homestead exemption and the expected tax rate impact of the proposed bonds.

Assumptions Utilized in Calculating the Estimated Tax Impact

If approved by the voters, the District intends to issue the bonds authorized by Proposition D over a period of years in a manner and in accordance with a schedule to be determined by the District's Board of Trustees based upon a number of factors, including, but not limited to, the then-current needs of the District, demographic changes, prevailing market conditions, then-current market interest rates, the use of capitalized interest, availability of other revenue sources to pay debt service, assessed valuations of property in the District, tax collection percentages, and management of the District's short-term and long-term interest rate exposure. The estimated tax impact is derived, in part, from projections obtained from the District's financial advisor. Actual results may vary from the assumptions used in calculating the estimated tax impact. For the purposes of estimating the maximum annual increase in taxes identified in this table, the District utilized the following major assumptions:

(1) The District has assumed the issuance of $20,125,000 of bonds in __ separate series over a [_____]-year period, with approximately $[_____] issued in 2026, $[_____] issued in 2027, $[_____] issued in 2028, $[_____] issued in 2029 and $[_____] issued in 2030. For the purposes of these projections, it has been assumed that each series of Bonds issued under Proposition D would be amortized over [__] years as shown in the following schedule. The following is an estimated pro forma amortization schedule based on these assumptions. It shows the District's currently outstanding bonds and bonds authorized under Proposition D:

[Financial Advisor to provide amortization schedule]

(2) The District has assumed the bonds would bear interest at an estimated rate of [__]%.

(3) The District has assumed that the taxable assessed value within the District will grow at a rate of [____]% per year for the first year, [____]% for the following [__] years and then [__]% for the remaining life of the bonds. The District has assumed a tax collection percentage of [__]%.

(4) In calculating the tax impact on a residence homestead, the District applied the state-mandated $140,000 homestead exemption to the assessed valuation, resulting in a taxable assessed valuation of $0 on a residence homestead with an appraised value of $100,000. The District did not apply any other exemptions in connection with this calculation. A homeowner may qualify for exemptions not considered in calculating the tax impact, such as exemptions for the elderly and disabled. Based on the declining debt

service on the District's currently outstanding debt obligations, as shown in the amortization schedule above, and forecasted amounts of property tax revenue to be collected each year, the District estimates that if approved, the bonds authorized under Propositions A, B, C, and D could be paid while reducing the District's current debt service tax rate from $0.40 per $100 of taxable assessed valuation to $0.39 per $100 of taxable assessed value.

(5) The estimated tax impact assumes the availability of the Permanent School Fund Guarantee for each series of bonds issued under Proposition D.

(6) The estimated tax impact presented in this voter information document addresses the impact of the bonds proposed under Proposition D as provided in Section 1251.052 of the Texas Government Code. For information regarding the estimated tax impact of the bonds proposed under other propositions as provided in Section 1251.052 of the Texas Government Code, please refer to the voter information documents for such propositions.

English 3 (AP Language/DC 1301/02) Textbook Adoption

AMSCO *English Language & Composition, Advanced Placement Edition*

Community Viewing Feedback: None

Campus Participation: All 12 high schools submitted feedback, totaling **252 hours**.

AP English III Textbook Committee Members

Robert	Bugg	Bridgeland	AP Lang/DC 1301/02
Bethany	Adams	Cy Falls	AP Lang/DC 1301/02
Joshua	Lopez	Cy Woods	AP Lang/DC 1301/02
Gina	Horton	Cy-Fair	AP Lang/DC 1301/02
Shandi	Gomez	Bridgeland	AP Lang/DC 1301/05
Shawna	Guidry	Bridgeland	AP Lang/DC 1301/06
Kimberly	Stelly	Cy Creek	AP Lang/DC 1301/07
Rachel	Life	Cy Falls	AP Lang/DC 1301/10
Jennifer	Raynaldo	Cy Springs	AP Lang/DC 1301/12
Sara	Tovarez	Cy Lakes	AP Lang/DC 1301/17 & AP Lit/DC 2322/23
Ron	Fangmann	Cy Ridge	AP Lang/DC 1301/19
Jessica	Hibbitts	Cy Ridge	AP Lang/DC 1301/20
Victor	Balderas	Cy Creek	AP Lang/DC 1301/22
Ellen	Yelton	Cy Lakes	AP Lang/DC 1301/26 & AP Lit/DC 2322/23
Gretchen	Deveaux	Cy Park	AP Lang/DC 1301/27
Ryan	Rhodes	Cy Ranch	AP Lang/DC 1301/29
Tracey	Petway	Jersey Village	AP Lang/DC 1301/36
Deborah	Carbajal	Cy Ranch	AP Lang/DC 1301/40
Rodney	Rather	Cy Falls	AP Lit/DC 2322/23 & AP Lang/DC 1301/02

Teacher Feedback Summary

The textbook is highly aligned to AP Language expectations and TEKS, offering accurate, diverse, and relevant nonfiction texts paired with a coherent and easy-to-navigate structure. Skills build logically from foundational rhetorical concepts to advanced argument and synthesis, supported by anchor texts, targeted instruction, and consistent practice. Frequent AP-style assessments, including MCQs, FRQs, embedded rubrics, and full-length practice exams, ensure students receive meaningful feedback and rigorous exam preparation. Students will also benefit from regular checks for

understanding, scaffolded writing opportunities, and skill-aligned practice that mirrors AP task demands.

Teachers noted strong instructional resources, including graphic organizers, writing samples, close-reading questions, and a robust digital suite through the Perfection Next platform. While representation is diverse, some reviewers indicated a need for more explicit support for Emergent Bilingual and SPED learners, though tools like Microsoft Immersive Reader offer helpful accessibility features. The challenging texts, strategic writing opportunities, and focus on rhetorical analysis promote college-level rigor. Implementation is considered highly feasible due to clear pacing guides, ready-made slides, and user-friendly materials, making the curriculum adoption-ready with minimal need for redesign.

English 4 (AP Literature/DC 2322/23) Textbook Adoption

AMSCO *English Literature & Composition, Advanced Placement Edition*

Community Viewing Feedback: 1 response

CFISD Resident - Child enrolled in a CFISD school

What strengths did you notice within the textbook material reviewed?
Answer: *Balance of canonical and contemporary works*

What constraints did you notice within the textbook material reviewed?
Answer: *Included a relatively small number of titles compared to the AP reading list*

Now that you have had an opportunity to review the textbook material, please add any additional thoughts or feedback in this section.
Answer: *I am hopeful students will retain access to all the needed materials to cover the full DC curriculum.*

Campus Representation: 11 of the 12 high schools submitted feedback, totaling **231 review hours**

AP English 4 Textbook Committee Members

Laura	Braun	Bridgeland	AP Lit/DC 2322/23
Jennifer	Munro	Bridgeland	AP Lit/DC 2322/23
Michelle	Ybarra	Cy Creek	AP Lit/DC 2322/23
Brandi	Anzaldua	Cy Falls	AP Lit/DC 2322/23
Chase	Battino	Cy Park	AP Lit/DC 2322/23
Lori	Izaguirre	Cy Ranch	AP Lit/DC 2322/23
Katie	Lauver	Cy Ranch	AP Lit/DC 2322/23
Jordan	Hill	Cy Ridge	AP Lit/DC 2322/23
Emma	Pham	Cy Ridge	AP Lit/DC 2322/23
Sophronia	Beckford	Cy Springs	AP Lit/DC 2322/23
Daniel	Robinson	Cy Woods	AP Lit/DC 2322/23
Sarah	Lim	Cy Woods	AP Lit/DC 2322/23
Tyler	Deaton	Cy-Fair	AP Lit/DC 2322/23
Vanarie	Seunsom	Cy-Fair	AP Lit/DC 2322/23
Rachel	Mauldin	Cy-Fair	AP Lit/DC 2322/23
Alina	Castillo	Jersey Village	AP Lit/DC 2322/23
Tracy	Ballard	Langham Creek	AP Lit/DC 2322/23

Rodney	Rather	Cy Falls	AP Lit/DC 2322/23 & AP Lang/DC 1301/02
Sara	Tovarez	Cy Lakes	AP Lang/DC 1301/17 & AP Lit/DC 2322/23
Ellen	Yelton	Cy Lakes	AP Lang/DC 1301/26 & AP Lit/DC 2322/23

Teacher Feedback Summary:

The reviewed AP Literature resource is highly aligned to College Board standards and TEKS, offering clearly organized units, updated literary selections, and a consistent structure that supports both instruction and planning. Teachers found the text easy to navigate, visually accessible, and thorough in its approach, with explicit standards listed at the beginning of each unit. The program provides strong assessment support, including embedded rubrics, scoring guides, multiple-choice questions, and skills-based mini-assessments that help monitor student mastery. Frequent checks for understanding, such as annotation tasks, guided questions, and scaffolded writing opportunities, ensure students build skills progressively before moving into more complex AP-level tasks.

Reviewers also noted robust instructional resources, including modern and canonical literary works, engaging activities, and a digital suite that offers accessibility tools and ready-made classroom supports. Rigor is embedded throughout the curriculum, with exercises intentionally designed to mirror AP expectations and promote advanced literary analysis. While the text provides scaffolds for teachers and strong AP exam preparation, reviewers identified gaps in targeted supports for Emergent Bilingual (EB) and Dual Credit (DC) students, especially in areas requiring historical or sociopolitical literary criticism. Overall, the clarity of instruction, comprehensive guides, and ease of implementation make the program feasible for a wide range of instructors, though supplemental resources may be needed for diverse learner groups.

AP World History Textbook Adoption
Ways of the World, (5th Edition), BFW Publishers

Community Viewing Feedback - None

Campus Representation: The committee comprised 7 members and conducted **245 hours** of review.

AP World History Textbook Committee Members

Siems	Lisa	Bridgeland High School	AP World History
Miller	Thomas	Cypress Creek High School	AP World History
Wade	Kyle	Cypress Falls High School	AP World History
Gerescher	Jonathan	Cypress Lakes High School	AP World History
Bartley	Nicole	Cypress Park High School	AP World History
Lenahan	Taylor	Cypress Ranch High School	AP World History
Cox	Michelle	Cypress Springs High School	AP World History

Teacher Feedback Summary:

The curriculum demonstrates strong alignment with both the College Board Course and Exam Description (CED) and the Texas Essential Knowledge and Skills (TEKS), providing comprehensive coverage of required themes, skills, and content expectations. While the program follows the College Board unit structure to ensure clarity and coherence, it also identifies TEKS that may require minimal teacher mapping for complete state alignment. Its thematic, student-friendly layout and logical instructional flow support readability and deeper understanding of complex concepts. Assessments—including AP-style multiple-choice items, source-based questions, and frequent formal writing tasks—are consistently aligned to core skills, helping educators monitor student progress effectively.

Students benefit from regular opportunities for primary source analysis, map-based exercises, and targeted skill practice included in every unit. The curriculum incorporates high-quality primary and secondary sources, along with supplemental materials such as maps, timelines, and comprehensive teacher supports. Rigor is embedded throughout the program, with activities designed to meet Texas standards for depth and complexity while fostering analytical and historical thinking. The materials emphasize inclusivity with diverse perspectives and varied activity types, and although academically thorough, they remain flexible enough for teachers to adjust pacing. A strong thematic and skills-based design, combined with multiple assessment formats, ensures students have numerous pathways to demonstrate mastery of course concepts.

AP/DC US Government Textbook Adoption
American Government: Stories of a Nation, (2nd Edition), BFW Publishers

Community Viewing Feedback - 2 responses

Response 1: CFISD Resident - Child enrolled in CFISD school
Response 2: CFISD Resident - Child not enrolled in CFISD school

What strengths did you notice within the textbook material reviewed?
Response 1*: Organization of the text, comprehensive coverage of the material, specific AP targeted material at the end of each unit/section; balanced perspectives*
Response 2*: It provided factual information; case studies are well laid out - will help students prepare for the AP exam; provides examples that are relevant and of high student interest; the reading level and graphics/charts are appropriate for 12th grade; sources for charts/graphics are from respected and reputable sources in the political science field; I like the 'AP tips' and 'How to Prepare for the Exam' entries through the text, also the 'Remember know, think' boxes.*

What constraints did you notice within the textbook material reviewed?
Response 1*: None*
Response 2*: None*

Now that you have had an opportunity to review the textbook material, please add any additional thoughts or feedback in this section.
Response 1*: Thank you for the clarification during the board meeting explaining why we have to come see the books in person and for keeping the district in compliance with copyright laws.*
Response 2*: As a retired teacher of CFISD who taught Government for 33 years in this district, I believe this a quality textbook.*

Campus Participation: The teacher review committee comprised 7 members and conducted a total of **245 hours** of review.

AP/DC US Government Textbook Committee Members

Henke	Jamie	Bridgeland High School	AP US Government
Ross	Shannan	Cypress Woods	AP US Government
Villarreal	Julie	Jersey Village	AP US Government
Ramirez	Rachel	Langham Creek	AP US Government
Stablein	William	Cy-Fair	AP/DC Government & TX Government DC
Matthew	Mount	Cypress Falls	AP/DC Government & TX Government DC
Willis	Elmyra	Cypress Ridge	AP/DC Government & TX Government DC

Teacher Feedback Summary

The curriculum is fully aligned with both the TEKS and the College Board Course and Exam Description (CED), offering instructional content that directly mirrors the AP framework and its required Big Ideas. It includes all essential Supreme Court cases, foundational documents, and embedded test-taking strategies to prepare students for AP-level rigor. The structure of the program is highly coherent, following the official AP sequence with a well-organized table of contents and comprehensive pacing guides that simplify planning. A variety of assessments, including open-ended questions, tiered difficulty items, and multiple modalities, allow students to demonstrate mastery in multiple ways while chapter reviews, reading goals, and interactive quizzes support ongoing checks for understanding and immediate feedback.

Resource usage is similarly strong, with high-quality digital tools, eBooks, flashcards, outlines, and planning supports that enhance both classroom instruction and student engagement. The textbook maintains high rigor through customizable test banks, flexible exam-generation tools, and strong support for both multiple-choice and free-response formats. Accessibility features, such as text-to-speech, descriptive text for images, and intuitive navigation, support diverse learners, while professional teacher guides and a user-friendly digital platform ensure the materials are easy to implement. Concept development is reinforced through structured primary and secondary source analysis, AP-aligned free-response prompts, and real-world examples that connect content to modern contexts.

DC Texas Government Textbook Adoption

Governing Texas, (7th Edition), W. W. Norton & Company

Community Viewing Feedback: None

Campus Participation: The committee comprised 7 members and conducted a total of **147 hours** of review.

DC Texas Government Textbook Committee Members

Stablein	William	Cy-Fair	AP/DC Government & TX Government DC
Matthew	Mount	Cypress Falls	AP/DC Government & TX Government DC
Willis	Elmyra	Cypress Ridge	AP/DC Government & TX Government DC
Satterfield	Kevin	Bridgeland	TX Government DC
Maxey	Lon	Cypress Ranch	TX Government DC
Shirley	Casey	Cypress Springs	TX Government DC
Cross	Tiffany	Cypress Woods	TX Government DC

Teacher Feedback Summary:

The textbook is fully aligned with the TEKS and CED, offering accurate, current, and accessible instructional content presented through a clear, student-centered structure. Chapters follow a logical progression with explicit learning objectives and well-organized sections that support readability and pacing. Strategic subheadings and manageable content chunks enhance comprehension, while integrated assessment tools, including test banks, digital platforms like InQuizitive, and end-of-chapter reviews, provide consistent and aligned opportunities to measure student learning. Frequent formative checkpoints, targeted review questions, and skill-building activities ensure students not only recall information but also apply concepts at a deeper level.

Teachers benefit from a wide array of high-quality digital and print resources, including eBooks, flashcards, outlines, and curated external links, all designed to support planning and facilitate active student engagement. The curriculum maintains strong academic rigor through in-depth case studies, structured lessons, and calibrated pacing that meets advanced secondary and dual-credit expectations. Inclusive features, such as flexible activity filtering, embedded accessibility tools, and equitable instructional supports, ensure content is usable for diverse learners. With an intuitive digital interface and highly organized structure, the materials support smooth daily implementation while building concepts progressively through primary and secondary sources, reinforced by practical local government examples that connect theory to real-world application.

AP Art History Course Textbook Adoption

The History of Art: A Global View

Community Viewing Feedback- None

Campus Participation: The committee comprised 11 members, with a total of **63 hours** of review.

AP Art History Course Textbook Committee Members

Wauna Johnson	Cypress Springs High School
Ashley Sheffield	Langham Creek HS
Bryan Reese	Cypress Falls High School
Casey Blades	Cy Lakes
Sarah Hartman	Cy-Fair
Carmen Grigg	CY Park
Victoria Sturm	Jersey Village HS
Kristin Escobar	Cy Woods HS
Lacie Morris	Cypress Ridge High School
Erica Ciesielski Chaikin	Cy Creek
Elinor Cowan	Bridgeland

Teacher Feedback Summary:

The decision to select this publisher was largely influenced by the strength of its interactive and multimodal learning components, which support deeper comprehension of art history content. Features such as embedded pronunciation links, direct teacher feedback on student responses, and free, high-quality lesson plans contribute to a more engaging and accessible learning experience. The abundance of instructional resources, including an interactive textbook, flashcards, and audio-visual supports, offers students multiple pathways to connect with the material. These factors are expected to positively impact student outcomes by increasing comprehension, promoting independent study, and allowing learners to review content at their own pace.

The publisher also provides strong advantages for differentiation, offering layered resources suitable for emergent bilingual learners, gifted and talented students, and those who benefit from visual and auditory supports. Digital tools played a significant role in the selection decision because they increase efficiency in planning, align with digital-era expectations, and strengthen college-readiness through rigor-aligned activities.

AP/DC Biology Course Textbook Adoption

AP Biology (14th Edition)

Community Viewing Feedback: 1 response

CFISD Resident - Child enrolled in a CFISD school

What strengths did you notice within the textbook material reviewed?
Evolution, Vaccines - I viewed these subjects.

What constraints did you notice within the textbook material reviewed?
None at this time.

Now that you have had an opportunity to review the textbook material, please add any additional thoughts or feedback in this section.
No response.

Campus Participation: The committee comprised 8 members with a total of **120 hours** of review.

AP/DC Biology Course Textbook Committee Members

Taylor	Kippes	Cypress Ranch	AP Biology
Yipsel	Semones	Cy-Lakes HS	AP Biology, DC Biology
Benjamin	Morse	Cypress Falls	AP Biology
Benjamin	Khosravi	Cypress Creek	AP Biology, DC Biology
Andrea	Ramirez Ramos	Cypress Park	AP Biology, DC Biology
Tawnya	Mann	Cypress Ranch	DC Biology
Kevin	Hawkins	Cypress Springs	AP Biology, DC Biology
Aaron	Lauver	Cypress Woods	AP Biology, DC Biology

Teacher Feedback Summary:

The final decision to select this publisher was driven by the district's familiarity with the McGraw Hill interface, the platform's seamless integration with Schoology, and the strong alignment to both AP and Dual Credit objectives. The consolidation of textbooks, virtual labs, and instructional tools into one digital location creates a cohesive learning environment, building on the success already seen in the physics department.
High-quality virtual labs, customizable text segments, and easy digital access ensure students can safely and repeatedly explore complex scientific concepts, ultimately supporting stronger content mastery and smoother instructional delivery.

The platform’s ability to support diverse learners was another key factor, offering differentiated instruction through multiple modalities, adaptive quizzes, text-to-speech tools, and teacher-driven scaffolding. Digital resources played a major role in the decision, as they increase engagement, reduce administrative burdens, and provide consistent access, even without physical textbooks. Teachers valued the comprehensive dashboard, pre-made assessments, virtual labs, and AP lab correlation guides, all of which enhance instructional efficiency. Students benefit from frequent, varied opportunities to demonstrate understanding through formal assessments, virtual labs, digital homework, and real-time adaptive feedback that personalizes learning and supports academic growth.

AP/DC Chemistry Course Textbook Adoption

Chemistry (AP Edition), 11th Edition, ©2024, Zumdahl/Zumdahl/DeCoste

Community Viewing Feedback - None

Campus Participation: The committee comprised 3 members and conducted a total of **45 hours** of review.

AP/DC Chemistry Course Textbook Committee Members

Stephanie	Raney	Cypress Woods HS	DC Chemistry
Emily	Woon	Jersey Village High School	DC Chemistry
Jennifer	Wuellner	Cypress Falls	AP Chemistry, DC Chemistry

Qualitative feedback was not provided by the teachers.

Mandarin Chinese III Course Textbook Adoption

Journeys to Chinese Proficiency 1

Community Viewing Feedback- None

Campus Participation: The committee comprised 2 members and conducted a total of **32 hours** of review.

Mandarin Chinese III Course Textbook Committee Members

LANZHI	JIANG	ARNOLD MIDDLE SCHOOL
Min	Zhang	Hamilton MS

Teacher Feedback Summary:

The curriculum demonstrates strong alignment with TEKS and appropriate proficiency targets, supporting Novice High to Intermediate Low language development through well-scaffolded content and a steady introduction of 20–30 new characters per lesson. Its structure is logically organized and generally coherent, with pinyin support that gradually fades to encourage character recognition. While the material offers rich authentic resources, strong digital tools, and ample opportunities for interpretive, interpersonal, and presentational communication, there are some gaps in speaking rubrics and extended writing tasks. Frequent activities, workbook exercises, and multiple checkpoints help monitor understanding across communication modes, though certain transitions between sections and limited modeling may challenge learners at times.

The resource is accessible and feasible to implement across diverse instructional contexts, providing strong teacher supports, a user-friendly digital platform, and flexible pacing options. Its inclusivity features, such as predictable structures and gradual removal of pinyin, help accommodate learners at different proficiency levels, though reduced pinyin support in later chapters may pose difficulties for some students. While the curriculum maintains appropriate rigor and effectively builds foundational skills through copying, sentence frames, and guided writing, it offers fewer opportunities for creative or extended language production. Overall, the combination of authentic materials, digital tools, and structured language development supports consistent student progress within the target proficiency range.

Geometry Course Textbook Adoption
Grade 10 Texas Geometry, McGraw Hill

Community Viewing Feedback: None

Campus Participation: The committee comprised 2 members and completed **19.5 hours** of review.

Geometry Course Textbook Committee Members

Kellie	Brewer	Cypress Woods	Geometry
Jasmine	DeRiggs	Cypress Park	Geometry

Teacher Feedback Summary:

The decision to select this publisher was driven by its strong TEKS alignment, ease of navigation, and the inclusion of ALEKS, a powerful intervention and progress-monitoring system. ALEKS's interactive "pie" model helps identify learning gaps, supports targeted remediation, and allows students to track their own growth, factors that are expected to positively impact student outcomes by creating a more personalized and responsive learning experience. Additional digital tools, such as built-in PSAT and SAT practice and interactive discovery labs, further support college readiness and promote active engagement rather than passive learning.

The publisher also offers robust differentiation through its versatile ecosystem of modifiable discovery labs, interactive notebooks, varied assessments, and ALEKS-driven individualized learning pathways. These tools support emergent bilingual students, gifted learners, and struggling students alike by adjusting to individual needs. Teachers value the platform for its proven effectiveness with lower-level learners and its frequent opportunities for students to demonstrate understanding, supported by continuous knowledge checks and progress monitoring throughout each unit. Together, these features create a highly adaptive and data-driven instructional environment that empowers both teachers and students.

Algebra II Course Textbook Adoption
enVision Plus Texas Algebra II 2027, Savvas

Community Viewing Feedback - None

Campus Participation: The committee comprised 4 members, totaling **36.75 hours** of review.

Algebra II Course Textbook Committee Members

Stephanie	Genzer	Jersey Village	Algebra II
Ann Marie Gorman	Gorman	Cypress Woods	Algebra II
Debra	Hunter	Langham Creek	Algebra II
Victoria	Paun Sanchez	Cypress Park	Algebra II

Teacher Feedback Summary:

The final decision to select this publisher was driven by its blend of modern technology, particularly AI features and gaming elements, and strong instructional design through 3-Act tasks, all of which support a shift from passive to active learning. These features are expected to improve student outcomes by making content more engaging, interactive, and aligned with real problem-solving. The textbook also excels in differentiation, offering AI-driven adjustments in difficulty, modality, and method, while the Teacher Edition provides built-in scaffolds for struggling learners, enrichment for advanced students, and language supports aligned with ELPS for emergent bilinguals.

Digital tools played a major role in the selection process due to their high student appeal, including relatable videos and a gaming center with universally engaging elements such as a soundboard. Teachers also valued the user-friendly layout, which embeds suggestions and AI-supported guidance on every page to streamline planning and instruction. The curriculum provides frequent opportunities for students to demonstrate understanding through a comprehensive assessment suite, such as Readiness Assessments, Quick Checks, Exit Tickets, and a customizable test bank, ensuring ongoing monitoring of student progress.

Precalculus Course Textbook Adoption
Grade 12 Texas Math Precalculus, McGraw-Hill

Community Viewing Feedback - None

Campus Participation: The committee comprised 5 members, totaling **48.25 hours** of review.

Precalculus Course Textbook Committee Members

Dwight	Aikey	Cypress Ridge	Precalculus
Amy	Brewer	Cy-Fair	Precalculus
Cheryl	Richter	Cypress Falls	Precalculus
Julie	Sarzynski	Langham Creek	Precalculus
Dana	White	Cypress Woods	Precalculus

Teacher Feedback Summary:

The decision to select this publisher was driven by its extensive collection of examples and practice materials, which support consistent skill development and strong student mastery. The curriculum's numerous interactive resources also create frequent opportunities for students to demonstrate understanding, even though teachers may experience an initial learning curve. Additionally, the publisher's comprehensive core materials, such as the student textbook, teacher's edition, and supplemental workbook, were instrumental in the final selection because they offer a complete instructional package that supports both teaching and learning.

The publisher provides strong differentiation support through features like a multilingual dictionary and interactive elements that help meet the needs of emergent bilingual learners, gifted students, and others requiring targeted assistance. Digital tools also played a significant role in the decision, as the platform offers customizable resources that benefit absent students or those needing additional guidance beyond class time. These digital supports ensure continuity of learning and make the curriculum flexible enough to accommodate diverse learner needs.

Algebraic Reasoning Course Textbook Adoption
Algebraic Reasoning Student IMRA24, Cosenza

Community Viewing Feedback: None

Campus Participation: The committee comprised 2 members and conducted **11 hours** of review.

Algebraic Reasoning Course Textbook Committee Members

Jamie	Carden	Cypress Creek	Algebraic Reasoning
Jessica	Janis	Cypress Falls	Algebraic Reasoning

Teacher Feedback Summary:

The primary reason for selecting this publisher was the textbook's step-by-step problem setup, which aligns closely with the teacher's established instructional approach and supports consistent modeling for students. The textbook also offers a strong range of practice problems and activities that provide frequent opportunities for students to demonstrate understanding. While the teacher's edition is well-organized and includes a high-quality test bank, some answer keys were noted as vague or occasionally inaccurate, requiring teacher attention.

In terms of differentiation, the curriculum's structured examples and varied problem levels provide strong support for a wide range of learners, offering clear pathways for both reinforcement and challenge. Teachers can further tailor assignments to better meet the needs of emergent bilingual and SPED students, enhancing personalization. While digital tools played a smaller role in the selection process, the combination of print and online resources still gives teachers multiple ways to deliver instruction. Overall, the resource offers significant instructional value, especially through its clear modeling and abundant practice opportunities that reinforce student understanding and promote consistent skill growth.

HB 3 Early Childhood Literacy and Mathematics Proficiency Plans

February 2026

§ 11.185. EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS.

(a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

(b) Each plan adopted under Subsection (a) must:

(1) identify annual goals for students in each group evaluated under the closing the gaps domain under Section 39.053(c)(3);

(2) include annual goals for aggregate student growth on the third grade reading language arts or mathematics assessment instrument, as applicable, administered under Section 39.023 or on an alternative assessment instrument determined by the board of trustees;

(3) provide for targeted professional development for classroom teachers in kindergarten or first, second, or third grade who are assigned to campuses that the board of trustees identifies as not meeting the plan's goals;

(4) assign at least one district-level administrator or employee of the regional education service center for the district's region to:

(A) coordinate implementation of the plan; and

(B) submit an annual report to the board of trustees on the district's progress toward the goals set under the plan; and

(5) be reviewed annually by the board of trustees at a public meeting.

2019

- HB 3, passed by the 86th Texas Legislature, requires Early Childhood Literacy and Math Plans.

Fall of 2020

- CFISD collaborated with the Texas Education Agency, Region 4, surrounding districts, our curriculum team, and our principals to develop initial 5-year targets.

January 2021

- Initial 5-year targets were approved by the board.

2024-25 School Year

- Last year of the current approved targets.

Campus	Adam

3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)

	(Baseline%) 2024-25	Year 1 Target% 2025-26	(Year 2 Target% 2026-27	2027-28	(Year 3) 2028-29	(Year 4) 2029-30	(Year 5) 2030-31
All	39	41	43	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	39	41	43				
White	50	52	54				
Hispanic	22	24	26				
Am. Indian	0	2	4				
Two or More	56	58	60				
Asian	100	100	100				
Pac. Islander	0	2	4				
SPED	24	26	28				
Eco. Dis.	28	30	32				
EB	31	33	35				
Highly Mobile	0	2	4				
High Focus	30	32	34				

HB 3 Early Childhood Literacy and Mathematics Proficiency Plans

February 2026

Campus	Adam						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	48	50	52	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	70	72	74				
White	50	52	54				
Hispanic	32	34	36				
Am. Indian	No Testers	2	4				
Two or More	56	58	60				
Asian	88	90	92				
Pac. Islander	No Testers	2	4				
SPED	17	19	21				
Eco. Dis.	40	42	44				
EB	42	44	46				
Highly Mobile	50	52	54				
High Focus	41	43	45				

Campus	Andre'						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	47	49	51	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	36	38	40				
White	86	88	90				
Hispanic	48	50	52				
Am. Indian	No Testers	2	4				
Two or More	44	46	48				
Asian	64	66	68				
Pac. Islander	No Testers	2	4				
SPED	25	27	29				
Eco. Dis.	43	45	47				
EB	57	59	61				
Highly Mobile	0	2	4				
High Focus	43	45	47				

Campus	Ault						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	69	71	73	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	58	60	62				
White	76	78	80				
Hispanic	65	67	69				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	69	71	73				
Pac. Islander	No Testers	2	4				
SPED	35	37	39				
Eco. Dis.	51	53	55				
EB	50	52	54				
Highly Mobile	50	52	54				
High Focus	51	53	55				

Campus	Bane						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	47	49	51	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	50	52	54				
White	40	42	44				
Hispanic	46	48	50				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	No Testers	2	4				
Pac. Islander	No Testers	2	4				
SPED	27	29	31				
Eco. Dis.	46	48	50				
EB	39	41	43				
Highly Mobile	100	100	100				
High Focus	46	48	50				

Campus	Bang						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	59	61	63	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	46	48	50				
White	77	79	81				
Hispanic	56	58	60				
Am. Indian	No Testers	2	4				
Two or More	83	85	87				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	42	44	46				
Eco. Dis.	55	57	59				
EB	59	61	63				
Highly Mobile	0	2	4				
High Focus	57	59	61				

Campus	Birkes						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	74	76	78	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	65	67	69				
White	80	82	84				
Hispanic	65	67	69				
Am. Indian	0	2	4				
Two or More	100	100	100				
Asian	91	93	95				
Pac. Islander	No Testers	2	4				
SPED	32	34	36				
Eco. Dis.	65	67	69				
EB	63	65	67				
Highly Mobile	100	100	100				
High Focus	61	63	65				

Campus	Black						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	74	76	78	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	60	62	64				
White	81	83	85				
Hispanic	64	66	68				
Am. Indian	No Testers	2	4				
Two or More	88	90	92				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	56	58	60				
Eco. Dis.	57	59	61				
EB	59	61	63				
Highly Mobile	No Testers	2	4				
High Focus	63	65	67				

Campus	Brosnahan						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	55	57	59	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	55	57	59				
White	67	69	71				
Hispanic	50	52	54				
Am. Indian	No Testers	2	4				
Two or More	75	77	79				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	20	22	24				
Eco. Dis.	53	55	57				
EB	58	60	62				
Highly Mobile	No Testers	2	4				
High Focus	52	54	56				

Campus	Byrd						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	77	79	81	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	77	79	81				
White	75	77	79				
Hispanic	63	65	67				
Am. Indian	100	100	100				
Two or More	70	72	74				
Asian	89	91	93				
Pac. Islander	No Testers	2	4				
SPED	42	44	46				
Eco. Dis.	72	74	76				
EB	83	85	87				
Highly Mobile	No Testers	2	4				
High Focus	75	77	79				

Campus	Copeland						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	66	68	70	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	52	54	56				
White	78	80	82				
Hispanic	68	70	72				
Am. Indian	No Testers	2	4				
Two or More	20	22	24				
Asian	65	67	69				
Pac. Islander	No Testers	2	4				
SPED	34	36	38				
Eco. Dis.	58	60	62				
EB	60	62	64				
Highly Mobile	No Testers	2	4				
High Focus	57	59	61				

Campus	Danish						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	53	55	57	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	54	56	58				
White	46	48	50				
Hispanic	49	51	53				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	16	18	20				
Eco. Dis.	50	52	54				
EB	52	54	56				
Highly Mobile	100	100	100				
High Focus	49	51	53				

Campus	Duryea						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	43	45	47	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	36	38	40				
White	50	52	54				
Hispanic	43	45	47				
Am. Indian	No Testers	2	4				
Two or More	57	59	61				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	16	18	20				
Eco. Dis.	39	41	43				
EB	51	53	55				
Highly Mobile	50	52	54				
High Focus	39	41	43				

Campus	Emery						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	41	43	45	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	50	52	54				
White	29	31	33				
Hispanic	40	42	44				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	50	52	54				
Pac. Islander	No Testers	2	4				
SPED	17	19	21				
Eco. Dis.	41	43	45				
EB	44	46	48				
Highly Mobile	No Testers	2	4				
High Focus	40	42	44				

Campus	Emmott						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	46	48	50	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	28	30	32				
White	63	65	67				
Hispanic	48	50	52				
Am. Indian	No Testers	2	4				
Two or More	67	69	71				
Asian	75	77	79				
Pac. Islander	50	52	54				
SPED	33	35	37				
Eco. Dis.	46	48	50				
EB	50	52	54				
Highly Mobile	0	2	4				
High Focus	43	45	47				

Campus	Farney						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	57	59	61	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	52	54	56				
White	69	71	73				
Hispanic	45	47	49				
Am. Indian	No Testers	2	4				
Two or More	57	59	61				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	28	30	32				
Eco. Dis.	49	51	53				
EB	50	52	54				
Highly Mobile	No Testers	2	4				
High Focus	52	54	56				

Campus	Fiest						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	55	57	59	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	41	43	45				
White	93	95	97				
Hispanic	56	58	60				
Am. Indian	No Testers	2	4				
Two or More	29	31	33				
Asian	64	66	68				
Pac. Islander	No Testers	2	4				
SPED	36	38	40				
Eco. Dis.	50	52	54				
EB	54	56	58				
Highly Mobile	0	2	4				
High Focus	50	52	54				

Campus	Francone						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	39	41	43	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	52	54	56				
White	0	2	4				
Hispanic	32	34	36				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	21	23	25				
Eco. Dis.	34	36	38				
EB	31	33	35				
Highly Mobile	50	52	54				
High Focus	37	39	41				

Campus	Frazier						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	45	47	49	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	27	29	31				
White	33	35	37				
Hispanic	45	47	49				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	5	7	9				
Eco. Dis.	44	46	48				
EB	45	47	49				
Highly Mobile	0	2	4				
High Focus	42	44	46				

Campus	Gleason						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	53	55	57	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	28	30	32				
White	59	61	63				
Hispanic	50	52	54				
Am. Indian	No Testers	2	4				
Two or More	82	84	86				
Asian	71	73	75				
Pac. Islander	No Testers	2	4				
SPED	27	29	31				
Eco. Dis.	45	47	49				
EB	58	60	62				
Highly Mobile	No Testers	2	4				
High Focus	49	51	53				

Campus	Hairgrove						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	71	73	75	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	67	69	71				
White	80	82	84				
Hispanic	71	73	75				
Am. Indian	0	2	4				
Two or More	71	73	75				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	32	34	36				
Eco. Dis.	69	71	73				
EB	74	76	78				
Highly Mobile	0	2	4				
High Focus	69	71	73				

Campus	Hamilton ES						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	84	86	88	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	64	66	68				
White	90	92	94				
Hispanic	72	74	76				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	88	90	92				
Pac. Islander	No Testers	2	4				
SPED	63	65	67				
Eco. Dis.	62	64	66				
EB	63	65	67				
Highly Mobile	No Testers	2	4				
High Focus	70	72	74				

Campus	Hancock						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	50	52	54	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	43	45	47				
White	62	64	66				
Hispanic	50	52	54				
Am. Indian	No Testers	2	4				
Two or More	57	59	61				
Asian	86	88	90				
Pac. Islander	0	2	4				
SPED	48	50	52				
Eco. Dis.	48	50	52				
EB	47	49	51				
Highly Mobile	No Testers	2	4				
High Focus	49	51	53				

Campus	Hemmenway						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	56	58	60	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	50	52	54				
White	57	59	61				
Hispanic	58	60	62				
Am. Indian	No Testers	2	4				
Two or More	75	77	79				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	22	24	26				
Eco. Dis.	54	56	58				
EB	54	56	58				
Highly Mobile	No Testers	2	4				
High Focus	54	56	58				

Campus	Holbrook						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	72	74	76	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	65	67	69				
White	100	100	100				
Hispanic	72	74	76				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	54	56	58				
Eco. Dis.	73	75	77				
EB	73	75	77				
Highly Mobile	100	100	100				
High Focus	71	73	75				

Campus	Holmsley						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	56	58	60	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	38	40	42				
White	78	80	82				
Hispanic	60	62	64				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	80	82	84				
Pac. Islander	No Testers	2	4				
SPED	17	19	21				
Eco. Dis.	54	56	58				
EB	63	65	67				
Highly Mobile	0	2	4				
High Focus	55	57	59				

Campus	Horne						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	49	51	53	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	46	48	50				
White	33	35	37				
Hispanic	47	49	51				
Am. Indian	No Testers	2	4				
Two or More	75	77	79				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	13	15	17				
Eco. Dis.	43	45	47				
EB	45	47	49				
Highly Mobile	50	52	54				
High Focus	43	45	47				

Campus	Jowell						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	48	50	52	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	37	39	41				
White	56	58	60				
Hispanic	49	51	53				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	80	82	84				
Pac. Islander	No Testers	2	4				
SPED	23	25	27				
Eco. Dis.	48	50	52				
EB	56	58	60				
Highly Mobile	0	2	4				
High Focus	47	49	51				

Campus	Keith						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	82	84	86	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	70	72	74				
White	89	91	93				
Hispanic	74	76	78				
Am. Indian	No Testers	2	4				
Two or More	79	81	83				
Asian	86	88	90				
Pac. Islander	No Testers	2	4				
SPED	55	57	59				
Eco. Dis.	77	79	81				
EB	86	88	90				
Highly Mobile	No Testers	2	4				
High Focus	76	78	80				

Campus	Kirk						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	52	54	56	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	50	52	54				
White	86	88	90				
Hispanic	47	49	51				
Am. Indian	0	2	4				
Two or More	50	52	54				
Asian	86	88	90				
Pac. Islander	No Testers	2	4				
SPED	27	29	31				
Eco. Dis.	43	45	47				
EB	35	37	39				
Highly Mobile	0	2	4				
High Focus	43	45	47				

Campus	Lamkin						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	47	49	51	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	29	31	33				
White	42	44	46				
Hispanic	53	55	57				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	80	82	84				
Pac. Islander	No Testers	2	4				
SPED	26	28	30				
Eco. Dis.	43	45	47				
EB	38	40	42				
Highly Mobile	No Testers	2	4				
High Focus	42	44	46				

Campus	Lee						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	51	53	55	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	42	44	46				
White	89	91	93				
Hispanic	41	43	45				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	42	44	46				
Eco. Dis.	43	45	47				
EB	45	47	49				
Highly Mobile	No Testers	2	4				
High Focus	46	48	50				

Campus	Lieder						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	57	59	61	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	71	73	75				
White	50	52	54				
Hispanic	53	55	57				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	41	43	45				
Eco. Dis.	54	56	58				
EB	50	52	54				
Highly Mobile	No Testers	2	4				
High Focus	56	58	60				

Campus	Lowery						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	67	69	71	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	50	52	54				
White	81	83	85				
Hispanic	62	64	66				
Am. Indian	100	100	100				
Two or More	57	59	61				
Asian	83	85	87				
Pac. Islander	No Testers	2	4				
SPED	32	34	36				
Eco. Dis.	57	59	61				
EB	53	55	57				
Highly Mobile	100	100	100				
High Focus	55	57	59				

Campus	Matzke						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	60	62	64	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	52	54	56				
White	71	73	75				
Hispanic	60	62	64				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	71	73	75				
Pac. Islander	No Testers	2	4				
SPED	38	40	42				
Eco. Dis.	54	56	58				
EB	63	65	67				
Highly Mobile	0	2	4				
High Focus	56	58	60				

Campus	McFee						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	52	54	56	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	49	51	53				
White	33	35	37				
Hispanic	55	57	59				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	0	2	4				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	51	53	55				
EB	49	51	53				
Highly Mobile	25	27	29				
High Focus	50	52	54				

Campus	McGown						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	89	91	93	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	79	81	83				
White	92	94	96				
Hispanic	75	77	79				
Am. Indian	100	100	100				
Two or More	95	97	99				
Asian	97	99	100				
Pac. Islander	No Testers	2	4				
SPED	57	59	61				
Eco. Dis.	70	72	74				
EB	85	87	89				
Highly Mobile	No Testers	2	4				
High Focus	78	80	82				

Campus	Metcalf						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	53	55	57	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	46	48	50				
White	100	100	100				
Hispanic	50	52	54				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	35	37	39				
Eco. Dis.	50	52	54				
EB	43	45	47				
Highly Mobile	0	2	4				
High Focus	50	52	54				

Campus	Millsap						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	54	56	58	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	57	59	61				
White	68	70	72				
Hispanic	44	46	48				
Am. Indian	No Testers	2	4				
Two or More	73	75	77				
Asian	33	35	37				
Pac. Islander	No Testers	2	4				
SPED	32	34	36				
Eco. Dis.	51	53	55				
EB	42	44	46				
Highly Mobile	No Testers	2	4				
High Focus	50	52	54				

Campus	Moore						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	59	61	63	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	33	35	37				
White	87	89	91				
Hispanic	42	44	46				
Am. Indian	No Testers	2	4				
Two or More	71	73	75				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	42	44	46				
Eco. Dis.	51	53	55				
EB	58	60	62				
Highly Mobile	0	2	4				
High Focus	56	58	60				

Campus	Owens						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	48	50	52	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	56	58	60				
White	50	52	54				
Hispanic	42	44	46				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	42	44	46				
Eco. Dis.	45	47	49				
EB	39	41	43				
Highly Mobile	50	52	54				
High Focus	45	47	49				

Campus	Pope						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	84	86	88	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	64	66	68				
White	88	90	92				
Hispanic	72	74	76				
Am. Indian	100	100	100				
Two or More	83	85	87				
Asian	92	94	96				
Pac. Islander	No Testers	2	4				
SPED	57	59	61				
Eco. Dis.	57	59	61				
EB	83	85	87				
Highly Mobile	100	100	100				
High Focus	68	70	72				

Campus	Post						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	60	62	64	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	63	65	67				
White	80	82	84				
Hispanic	57	59	61				
Am. Indian	0	2	4				
Two or More	33	35	37				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	17	19	21				
Eco. Dis.	50	52	54				
EB	56	58	60				
Highly Mobile	50	52	54				
High Focus	49	51	53				

Campus	Postma						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	60	62	64	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	49	51	53				
White	64	66	68				
Hispanic	58	60	62				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	80	82	84				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	51	53	55				
EB	69	71	73				
Highly Mobile	0	2	4				
High Focus	54	56	58				

Campus	Reed						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	52	54	56	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	30	32	34				
White	80	82	84				
Hispanic	48	50	52				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	83	85	87				
Pac. Islander	No Testers	2	4				
SPED	24	26	28				
Eco. Dis.	49	51	53				
EB	47	49	51				
Highly Mobile	100	100	100				
High Focus	47	49	51				

Campus	Rennell						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	88	90	92	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	79	81	83				
White	86	88	90				
Hispanic	82	84	86				
Am. Indian	No Testers	2	4				
Two or More	86	88	90				
Asian	98	100	100				
Pac. Islander	No Testers	2	4				
SPED	50	52	54				
Eco. Dis.	84	86	88				
EB	89	91	93				
Highly Mobile	No Testers	2	4				
High Focus	75	77	79				

Campus	Robinson (M.)						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	60	62	64	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	63	65	67				
White	50	52	54				
Hispanic	58	60	62				
Am. Indian	100	100	100				
Two or More	50	52	54				
Asian	70	72	74				
Pac. Islander	No Testers	2	4				
SPED	28	30	32				
Eco. Dis.	60	62	64				
EB	63	65	67				
Highly Mobile	100	100	100				
High Focus	60	62	64				

Campus	Robison (A.)						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	69	71	73	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	81	83	85				
White	64	66	68				
Hispanic	53	55	57				
Am. Indian	No Testers	2	4				
Two or More	71	73	75				
Asian	97	99	100				
Pac. Islander	No Testers	2	4				
SPED	31	33	35				
Eco. Dis.	44	46	48				
EB	86	88	90				
Highly Mobile	No Testers	2	4				
High Focus	56	58	60				

Campus	Sampson						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	79	81	83	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	86	88	90				
White	81	83	85				
Hispanic	68	70	72				
Am. Indian	No Testers	2	4				
Two or More	73	75	77				
Asian	90	92	94				
Pac. Islander	No Testers	2	4				
SPED	50	52	54				
Eco. Dis.	48	50	52				
EB	71	73	75				
Highly Mobile	No Testers	2	4				
High Focus	58	60	62				

Campus	Sheridan						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	51	53	55	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	59	61	63				
White	50	52	54				
Hispanic	42	44	46				
Am. Indian	No Testers	2	4				
Two or More	33	35	37				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	31	33	35				
Eco. Dis.	46	48	50				
EB	61	63	65				
Highly Mobile	No Testers	2	4				
High Focus	47	49	51				

Campus	Swenke						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	80	82	84	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	86	88	90				
White	81	83	85				
Hispanic	74	76	78				
Am. Indian	No Testers	2	4				
Two or More	80	82	84				
Asian	94	96	98				
Pac. Islander	No Testers	2	4				
SPED	38	40	42				
Eco. Dis.	62	64	66				
EB	93	95	97				
Highly Mobile	No Testers	2	4				
High Focus	60	62	64				

Campus	Tipps						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	27	29	31	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	39	41	43				
White	50	52	54				
Hispanic	24	26	28				
Am. Indian	0	2	4				
Two or More	0	2	4				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	13	15	17				
Eco. Dis.	25	27	29				
EB	26	28	30				
Highly Mobile	No Testers	2	4				
High Focus	25	27	29				

Campus	Walker						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	58	60	62	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	62	64	66				
White	86	88	90				
Hispanic	53	55	57				
Am. Indian	0	2	4				
Two or More	40	42	44				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	27	29	31				
Eco. Dis.	56	58	60				
EB	52	54	56				
Highly Mobile	100	100	100				
High Focus	54	56	58				

Campus	Warner						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	83	85	87	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	73	75	77				
White	83	85	87				
Hispanic	73	75	77				
Am. Indian	No Testers	2	4				
Two or More	92	94	96				
Asian	92	94	96				
Pac. Islander	No Testers	2	4				
SPED	57	59	61				
Eco. Dis.	67	69	71				
EB	90	92	94				
Highly Mobile	No Testers	2	4				
High Focus	77	79	81				

Campus	Wells						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	78	80	82	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	64	66	68				
White	75	77	79				
Hispanic	79	81	83				
Am. Indian	100	100	100				
Two or More	70	72	74				
Asian	87	89	91				
Pac. Islander	No Testers	2	4				
SPED	23	25	27				
Eco. Dis.	59	61	63				
EB	72	74	76				
Highly Mobile	No Testers	2	4				
High Focus	67	69	71				

Campus	Willbern						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	59	61	63	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	58	60	62				
White	86	88	90				
Hispanic	50	52	54				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	78	80	82				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	53	55	57				
EB	55	57	59				
Highly Mobile	No Testers	2	4				
High Focus	55	57	59				

Campus	Wilson						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	55	57	59	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	53	55	57				
White	57	59	61				
Hispanic	48	50	52				
Am. Indian	No Testers	2	4				
Two or More	82	84	86				
Asian	56	58	60				
Pac. Islander	No Testers	2	4				
SPED	26	28	30				
Eco. Dis.	45	47	49				
EB	37	39	41				
Highly Mobile	No Testers	2	4				
High Focus	44	46	48				

Campus	Woodard						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	79	81	83	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	67	69	71				
White	93	95	97				
Hispanic	65	67	69				
Am. Indian	No Testers	2	4				
Two or More	86	88	90				
Asian	97	99	100				
Pac. Islander	100	100	100				
SPED	58	60	62				
Eco. Dis.	67	69	71				
EB	63	65	67				
Highly Mobile	100	100	100				
High Focus	69	71	73				

Campus	Yeager						
3rd Grade Early Childhood Reading Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	55	57	59	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	50	52	54				
White	89	91	93				
Hispanic	41	43	45				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	17	19	21				
Eco. Dis.	44	46	48				
EB	33	35	37				
Highly Mobile	100	100	100				
High Focus	42	44	46				

Campus	Adam						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	39	41	43	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	39	41	43				
White	50	52	54				
Hispanic	22	24	26				
Am. Indian	No Testers	2	4				
Two or More	56	58	60				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	24	26	28				
Eco. Dis.	28	30	32				
EB	31	33	35				
Highly Mobile	0	2	4				
High Focus	30	32	34				

Campus	Andre'						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	36	38	40	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	20	22	24				
White	71	73	75				
Hispanic	39	41	43				
Am. Indian	No Testers	2	4				
Two or More	56	58	60				
Asian	43	45	47				
Pac. Islander	No Testers	2	4				
SPED	18	20	22				
Eco. Dis.	27	29	31				
EB	50	52	54				
Highly Mobile	0	2	4				
High Focus	30	32	34				

Campus	Ault						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	59	61	63	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	47	49	51				
White	61	63	65				
Hispanic	59	61	63				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	62	64	66				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	40	42	44				
EB	56	58	60				
Highly Mobile	50	52	54				
High Focus	42	44	46				

Campus	Bane						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	36	38	40	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	32	34	36				
White	60	62	64				
Hispanic	35	37	39				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	No Testers	2	4				
Pac. Islander	No Testers	2	4				
SPED	25	27	29				
Eco. Dis.	35	37	39				
EB	30	32	34				
Highly Mobile	0	2	4				
High Focus	35	37	39				

Campus	Bang						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	43	45	47	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	29	31	33				
White	62	64	66				
Hispanic	41	43	45				
Am. Indian	No Testers	2	4				
Two or More	83	85	87				
Asian	50	52	54				
Pac. Islander	No Testers	2	4				
SPED	24	26	28				
Eco. Dis.	41	43	45				
EB	43	45	47				
Highly Mobile	0	2	4				
High Focus	40	42	44				

Campus	Birkes						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	59	61	63	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	41	43	45				
White	68	70	72				
Hispanic	54	56	58				
Am. Indian	0	2	4				
Two or More	60	62	64				
Asian	86	88	90				
Pac. Islander	No Testers	2	4				
SPED	23	25	27				
Eco. Dis.	51	53	55				
EB	52	54	56				
Highly Mobile	50	52	54				
High Focus	45	47	49				

Campus	Black						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	66	68	70	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	67	69	71				
White	77	79	81				
Hispanic	50	52	54				
Am. Indian	No Testers	2	4				
Two or More	88	90	92				
Asian	93	95	97				
Pac. Islander	No Testers	2	4				
SPED	52	54	56				
Eco. Dis.	51	53	55				
EB	54	56	58				
Highly Mobile	No Testers	2	4				
High Focus	56	58	60				

Campus	Brosnahan						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	38	40	42	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	34	36	38				
White	56	58	60				
Hispanic	33	35	37				
Am. Indian	No Testers	2	4				
Two or More	75	77	79				
Asian	86	88	90				
Pac. Islander	No Testers	2	4				
SPED	13	15	17				
Eco. Dis.	36	38	40				
EB	39	41	43				
Highly Mobile	No Testers	2	4				
High Focus	35	37	39				

Campus	Byrd						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	67	69	71	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	60	62	64				
White	69	71	73				
Hispanic	50	52	54				
Am. Indian	100	100	100				
Two or More	60	62	64				
Asian	84	86	88				
Pac. Islander	No Testers	2	4				
SPED	46	48	50				
Eco. Dis.	58	60	62				
EB	79	81	83				
Highly Mobile	No Testers	2	4				
High Focus	64	66	68				

Campus	Copeland						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	68	70	72	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	55	57	59				
White	83	85	87				
Hispanic	63	65	67				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	74	76	78				
Pac. Islander	No Testers	2	4				
SPED	41	43	45				
Eco. Dis.	56	58	60				
EB	63	65	67				
Highly Mobile	No Testers	2	4				
High Focus	59	61	63				

Campus	Danish						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	39	41	43	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	38	40	42				
White	31	33	35				
Hispanic	33	35	37				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	83	85	87				
Pac. Islander	No Testers	2	4				
SPED	16	18	20				
Eco. Dis.	35	37	39				
EB	44	46	48				
Highly Mobile	0	2	4				
High Focus	35	37	39				

Campus	Duryea						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	31	33	35	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	19	21	23				
White	63	65	67				
Hispanic	34	36	38				
Am. Indian	No Testers	2	4				
Two or More	14	16	18				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	26	28	30				
Eco. Dis.	28	30	32				
EB	43	45	47				
Highly Mobile	0	2	4				
High Focus	28	30	32				

Campus	Emery						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	33	35	37	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	37	39	41				
White	29	31	33				
Hispanic	32	34	36				
Am. Indian	No Testers	2	4				
Two or More	14	16	18				
Asian	50	52	54				
Pac. Islander	No Testers	2	4				
SPED	18	20	22				
Eco. Dis.	32	34	36				
EB	39	41	43				
Highly Mobile	No Testers	2	4				
High Focus	33	35	37				

Campus	Emmott						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	40	42	44	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	20	22	24				
White	38	40	42				
Hispanic	44	46	48				
Am. Indian	No Testers	2	4				
Two or More	33	35	37				
Asian	100	100	100				
Pac. Islander	100	100	100				
SPED	33	35	37				
Eco. Dis.	37	39	41				
EB	40	42	44				
Highly Mobile	50	52	54				
High Focus	35	37	39				

Campus	Farney						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	48	50	52	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	43	45	47				
White	52	54	56				
Hispanic	40	42	44				
Am. Indian	No Testers	2	4				
Two or More	29	31	33				
Asian	92	94	96				
Pac. Islander	No Testers	2	4				
SPED	15	17	19				
Eco. Dis.	39	41	43				
EB	55	57	59				
Highly Mobile	No Testers	2	4				
High Focus	43	45	47				

Campus	Fiest						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	36	38	40	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	21	23	25				
White	80	82	84				
Hispanic	35	37	39				
Am. Indian	No Testers	2	4				
Two or More	29	31	33				
Asian	45	47	49				
Pac. Islander	No Testers	2	4				
SPED	31	33	35				
Eco. Dis.	33	35	37				
EB	25	27	29				
Highly Mobile	0	2	4				
High Focus	33	35	37				

Campus	Francone						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	36	38	40	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	34	36	38				
White	33	35	37				
Hispanic	34	36	38				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	21	23	25				
Eco. Dis.	31	33	35				
EB	36	38	40				
Highly Mobile	0	2	4				
High Focus	34	36	38				

Campus	Frazier						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	27	29	31	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	18	20	22				
White	33	35	37				
Hispanic	25	27	29				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	5	7	9				
Eco. Dis.	25	27	29				
EB	20	22	24				
Highly Mobile	0	2	4				
High Focus	25	27	29				

Campus	Gleason						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	47	49	51	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	17	19	21				
White	71	73	75				
Hispanic	43	45	47				
Am. Indian	No Testers	2	4				
Two or More	73	75	77				
Asian	57	59	61				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	36	38	40				
EB	44	46	48				
Highly Mobile	No Testers	2	4				
High Focus	41	43	45				

Campus	Hairgrove						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	55	57	59	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	44	46	48				
White	60	62	64				
Hispanic	56	58	60				
Am. Indian	0	2	4				
Two or More	57	59	61				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	20	22	24				
Eco. Dis.	52	54	56				
EB	52	54	56				
Highly Mobile	0	2	4				
High Focus	53	55	57				

Campus	Hamilton ES						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	72	74	76	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	36	38	40				
White	79	81	83				
Hispanic	61	63	65				
Am. Indian	No Testers	2	4				
Two or More	86	88	90				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	43	45	47				
Eco. Dis.	54	56	58				
EB	68	70	72				
Highly Mobile	No Testers	2	4				
High Focus	57	59	61				

Campus	Hancock						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	25	27	29	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	13	15	17				
White	38	40	42				
Hispanic	29	31	33				
Am. Indian	No Testers	2	4				
Two or More	14	16	18				
Asian	71	73	75				
Pac. Islander	0	2	4				
SPED	35	37	39				
Eco. Dis.	21	23	25				
EB	35	37	39				
Highly Mobile	No Testers	2	4				
High Focus	22	24	26				

Campus	Hemmenway						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	48	50	52	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	45	47	49				
White	57	59	61				
Hispanic	45	47	49				
Am. Indian	No Testers	2	4				
Two or More	75	77	79				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	22	24	26				
Eco. Dis.	45	47	49				
EB	47	49	51				
Highly Mobile	No Testers	2	4				
High Focus	45	47	49				

Campus	Holbrook						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	53	55	57	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	29	31	33				
White	100	100	100				
Hispanic	55	57	59				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	50	52	54				
Eco. Dis.	52	54	56				
EB	53	55	57				
Highly Mobile	0	2	4				
High Focus	52	54	56				

Campus	Holmsley						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	51	53	55	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	38	40	42				
White	89	91	93				
Hispanic	52	54	56				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	60	62	64				
Pac. Islander	No Testers	2	4				
SPED	17	19	21				
Eco. Dis.	49	51	53				
EB	46	48	50				
Highly Mobile	0	2	4				
High Focus	48	50	52				

Campus	Horne						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	39	41	43	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	22	24	26				
White	0	2	4				
Hispanic	41	43	45				
Am. Indian	No Testers	2	4				
Two or More	75	77	79				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	6	8	10				
Eco. Dis.	38	40	42				
EB	45	47	49				
Highly Mobile	0	2	4				
High Focus	37	39	41				

Campus	Jowell						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	42	44	46	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	20	22	24				
White	40	42	44				
Hispanic	49	51	53				
Am. Indian	No Testers	2	4				
Two or More	40	42	44				
Asian	60	62	64				
Pac. Islander	No Testers	2	4				
SPED	16	18	20				
Eco. Dis.	42	44	46				
EB	56	58	60				
Highly Mobile	0	2	4				
High Focus	41	43	45				

Campus	Keith						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	73	75	77	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	67	69	71				
White	77	79	81				
Hispanic	60	62	64				
Am. Indian	No Testers	2	4				
Two or More	64	66	68				
Asian	91	93	95				
Pac. Islander	No Testers	2	4				
SPED	45	47	49				
Eco. Dis.	74	76	78				
EB	83	85	87				
Highly Mobile	No Testers	2	4				
High Focus	67	69	71				

Campus	Kirk						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	38	40	42	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	20	22	24				
White	57	59	61				
Hispanic	36	38	40				
Am. Indian	0	2	4				
Two or More	0	2	4				
Asian	71	73	75				
Pac. Islander	No Testers	2	4				
SPED	23	25	27				
Eco. Dis.	30	32	34				
EB	30	32	34				
Highly Mobile	0	2	4				
High Focus	30	32	34				

Campus	Lamkin						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	46	48	50	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	29	31	33				
White	48	50	52				
Hispanic	50	52	54				
Am. Indian	No Testers	2	4				
Two or More	75	77	79				
Asian	80	82	84				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	44	46	48				
EB	56	58	60				
Highly Mobile	No Testers	2	4				
High Focus	42	44	46				

Campus	Lee						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	47	49	51	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	45	47	49				
White	56	58	60				
Hispanic	39	41	43				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	25	27	29				
Eco. Dis.	41	43	45				
EB	43	45	47				
Highly Mobile	No Testers	2	4				
High Focus	43	45	47				

Campus	Lieder						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	31	33	35	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	29	31	33				
White	50	52	54				
Hispanic	24	26	28				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	24	26	28				
Eco. Dis.	29	31	33				
EB	35	37	39				
Highly Mobile	No Testers	2	4				
High Focus	31	33	35				

Campus	Lowery						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	56	58	60	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	42	44	46				
White	71	73	75				
Hispanic	52	54	56				
Am. Indian	100	100	100				
Two or More	29	31	33				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	21	23	25				
Eco. Dis.	52	54	56				
EB	47	49	51				
Highly Mobile	100	100	100				
High Focus	46	48	50				

Campus	Matzke						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	39	41	43	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	33	35	37				
White	59	61	63				
Hispanic	35	37	39				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	43	45	47				
Pac. Islander	No Testers	2	4				
SPED	24	26	28				
Eco. Dis.	35	37	39				
EB	43	45	47				
Highly Mobile	0	2	4				
High Focus	35	37	39				

Campus	McFee						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	48	50	52	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	36	38	40				
White	67	69	71				
Hispanic	53	55	57				
Am. Indian	No Testers	2	4				
Two or More	100	100	100				
Asian	0	2	4				
Pac. Islander	No Testers	2	4				
SPED	40	42	44				
Eco. Dis.	48	50	52				
EB	54	56	58				
Highly Mobile	0	2	4				
High Focus	48	50	52				

Campus	McGown						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	78	80	82	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	74	76	78				
White	83	85	87				
Hispanic	67	69	71				
Am. Indian	50	52	54				
Two or More	82	84	86				
Asian	82	84	86				
Pac. Islander	No Testers	2	4				
SPED	50	52	54				
Eco. Dis.	57	59	61				
EB	64	66	68				
Highly Mobile	No Testers	2	4				
High Focus	61	63	65				

Campus	Metcalf						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	33	35	37	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	33	35	37				
White	67	69	71				
Hispanic	28	30	32				
Am. Indian	No Testers	2	4				
Two or More	40	42	44				
Asian	56	58	60				
Pac. Islander	No Testers	2	4				
SPED	23	25	27				
Eco. Dis.	31	33	35				
EB	28	30	32				
Highly Mobile	0	2	4				
High Focus	32	34	36				

Campus	Millsap						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	38	40	42	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	24	26	28				
White	55	57	59				
Hispanic	23	25	27				
Am. Indian	No Testers	2	4				
Two or More	82	84	86				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	28	30	32				
Eco. Dis.	29	31	33				
EB	14	16	18				
Highly Mobile	No Testers	2	4				
High Focus	32	34	36				

Campus	Moore						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	47	49	51	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	30	32	34				
White	61	63	65				
Hispanic	36	38	40				
Am. Indian	No Testers	2	4				
Two or More	57	59	61				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	29	31	33				
Eco. Dis.	34	36	38				
EB	53	55	57				
Highly Mobile	100	100	100				
High Focus	41	43	45				

Campus	Owens						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	35	37	39	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	41	43	45				
White	38	40	42				
Hispanic	27	29	31				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	75	77	79				
Pac. Islander	No Testers	2	4				
SPED	32	34	36				
Eco. Dis.	33	35	37				
EB	36	38	40				
Highly Mobile	50	52	54				
High Focus	33	35	37				

Campus	Pope						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	84	86	88	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	64	66	68				
White	86	88	90				
Hispanic	74	76	78				
Am. Indian	100	100	100				
Two or More	100	100	100				
Asian	92	94	96				
Pac. Islander	No Testers	2	4				
SPED	59	61	63				
Eco. Dis.	57	59	61				
EB	86	88	90				
Highly Mobile	0	2	4				
High Focus	73	75	77				

Campus	Post						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	52	54	56	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	40	42	44				
White	80	82	84				
Hispanic	49	51	53				
Am. Indian	0	2	4				
Two or More	57	59	61				
Asian	67	69	71				
Pac. Islander	No Testers	2	4				
SPED	21	23	25				
Eco. Dis.	38	40	42				
EB	36	38	40				
Highly Mobile	0	2	4				
High Focus	38	40	42				

Campus	Postma						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	47	49	51	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	32	34	36				
White	57	59	61				
Hispanic	45	47	49				
Am. Indian	No Testers	2	4				
Two or More	60	62	64				
Asian	65	67	69				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	37	39	41				
EB	55	57	59				
Highly Mobile	0	2	4				
High Focus	38	40	42				

Campus	Reed						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	31	33	35	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	20	22	24				
White	60	62	64				
Hispanic	26	28	30				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	83	85	87				
Pac. Islander	No Testers	2	4				
SPED	21	23	25				
Eco. Dis.	27	29	31				
EB	27	29	31				
Highly Mobile	100	100	100				
High Focus	27	29	31				

Campus	Rennell						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	79	81	83	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	67	69	71				
White	80	82	84				
Hispanic	62	64	66				
Am. Indian	No Testers	2	4				
Two or More	86	88	90				
Asian	95	97	99				
Pac. Islander	No Testers	2	4				
SPED	40	42	44				
Eco. Dis.	60	62	64				
EB	79	81	83				
Highly Mobile	No Testers	2	4				
High Focus	62	64	66				

Campus	Robinson (M.)						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	48	50	52	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	43	45	47				
White	67	69	71				
Hispanic	47	49	51				
Am. Indian	100	100	100				
Two or More	33	35	37				
Asian	70	72	74				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	47	49	51				
EB	54	56	58				
Highly Mobile	0	2	4				
High Focus	49	51	53				

Campus	Robison (A.)						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	64	66	68	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	67	69	71				
White	58	60	62				
Hispanic	52	54	56				
Am. Indian	No Testers	2	4				
Two or More	67	69	71				
Asian	94	96	98				
Pac. Islander	No Testers	2	4				
SPED	29	31	33				
Eco. Dis.	40	42	44				
EB	81	83	85				
Highly Mobile	No Testers	2	4				
High Focus	51	53	55				

Campus	Sampson						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	72	74	76	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	71	73	75				
White	74	76	78				
Hispanic	53	55	57				
Am. Indian	No Testers	2	4				
Two or More	73	75	77				
Asian	90	92	94				
Pac. Islander	No Testers	2	4				
SPED	43	45	47				
Eco. Dis.	41	43	45				
EB	71	73	75				
Highly Mobile	No Testers	2	4				
High Focus	49	51	53				

Campus	Sheridan						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	35	37	39	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	30	32	34				
White	30	32	34				
Hispanic	39	41	43				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	63	65	67				
Pac. Islander	No Testers	2	4				
SPED	31	33	35				
Eco. Dis.	31	33	35				
EB	49	51	53				
Highly Mobile	No Testers	2	4				
High Focus	32	34	36				

Campus	Swenke						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	77	79	81	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	57	59	61				
White	78	80	82				
Hispanic	74	76	78				
Am. Indian	No Testers	2	4				
Two or More	80	82	84				
Asian	94	96	98				
Pac. Islander	No Testers	2	4				
SPED	31	33	35				
Eco. Dis.	57	59	61				
EB	79	81	83				
Highly Mobile	No Testers	2	4				
High Focus	53	55	57				

Campus	Tipps						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	31	33	35	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	43	45	47				
White	29	31	33				
Hispanic	29	31	33				
Am. Indian	0	2	4				
Two or More	25	27	29				
Asian	50	52	54				
Pac. Islander	No Testers	2	4				
SPED	13	15	17				
Eco. Dis.	29	31	33				
EB	31	33	35				
Highly Mobile	No Testers	2	4				
High Focus	30	32	34				

Campus	Walker						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	35	37	39	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	33	35	37				
White	43	45	47				
Hispanic	34	36	38				
Am. Indian	0	2	4				
Two or More	40	42	44				
Asian	50	52	54				
Pac. Islander	No Testers	2	4				
SPED	19	21	23				
Eco. Dis.	30	32	34				
EB	41	43	45				
Highly Mobile	0	2	4				
High Focus	34	36	38				

Campus	Warner						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	73	75	77	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	61	63	65				
White	77	79	81				
Hispanic	45	47	49				
Am. Indian	No Testers	2	4				
Two or More	83	85	87				
Asian	92	94	96				
Pac. Islander	No Testers	2	4				
SPED	53	55	57				
Eco. Dis.	51	53	55				
EB	75	77	79				
Highly Mobile	No Testers	2	4				
High Focus	68	70	72				

Campus	Wells						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	76	78	80	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	41	43	45				
White	79	81	83				
Hispanic	71	73	75				
Am. Indian	100	100	100				
Two or More	90	92	94				
Asian	84	86	88				
Pac. Islander	No Testers	2	4				
SPED	24	26	28				
Eco. Dis.	48	50	52				
EB	71	73	75				
Highly Mobile	No Testers	2	4				
High Focus	61	63	65				

Campus	Willbern						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	40	42	44	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	21	23	25				
White	86	88	90				
Hispanic	38	40	42				
Am. Indian	No Testers	2	4				
Two or More	0	2	4				
Asian	61	63	65				
Pac. Islander	No Testers	2	4				
SPED	33	35	37				
Eco. Dis.	38	40	42				
EB	41	43	45				
Highly Mobile	No Testers	2	4				
High Focus	39	41	43				

Campus	Wilson						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	41	43	45	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	38	40	42				
White	43	45	47				
Hispanic	32	34	36				
Am. Indian	No Testers	2	4				
Two or More	55	57	59				
Asian	78	80	82				
Pac. Islander	No Testers	2	4				
SPED	16	18	20				
Eco. Dis.	35	37	39				
EB	33	35	37				
Highly Mobile	No Testers	2	4				
High Focus	31	33	35				

Campus	Woodard						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	67	69	71	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	42	44	46				
White	79	81	83				
Hispanic	60	62	64				
Am. Indian	No Testers	2	4				
Two or More	86	88	90				
Asian	86	88	90				
Pac. Islander	0	2	4				
SPED	42	44	46				
Eco. Dis.	51	53	55				
EB	63	65	67				
Highly Mobile	0	2	4				
High Focus	58	60	62				

Campus	Yeager						
3rd Grade Early Childhood Math Board Outcome Goal (Meets or Higher)							
Student Groups	**(Baseline%) 2024-25**	**(Year 1 Target%) 2025-26**	**(Year 2 Target%) 2026-27**	**2027-28**	**(Year 3) 2028-29**	**(Year 4) 2029-30**	**(Year 5) 2030-31**
All	44	46	48	Student Success Tool Baseline TBD	TBD	TBD	TBD
African Am.	27	29	31				
White	89	91	93				
Hispanic	28	30	32				
Am. Indian	No Testers	2	4				
Two or More	50	52	54				
Asian	100	100	100				
Pac. Islander	No Testers	2	4				
SPED	17	19	21				
Eco. Dis.	31	33	35				
EB	29	31	33				
Highly Mobile	100	100	100				
High Focus	32	34	36				

CFISD Strategic Plan Goals

(Proposed Updates February 2026)

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 Objective 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.

Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

- **Performance Objective 2.1**: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.
- **Performance Objective 2.2**: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.
- **Performance Objective 2.3**: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc) will increase by 2% each year.

Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

- **Performance Objective 3.1:** The percentage of students who graduate within four years will increase by 1% each year.

Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

- **Performance Objective 4.1:** The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

~~**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.~~

- ~~**Performance Objective 5.1:** The percentage of students who meet the 50% AMIRA Reading Mastery Score (ARM) will increase by 8% each year.~~

~~**Goal 6:** The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 35% to 50% by 2029 or the percent making one point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.~~

- ~~**Performance Objective 6.1**: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Masters (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.~~

~~**Goal 7**~~ **Goal 5**: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

- **Performance Objective** ~~**7.1**~~ **5.1**: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Meeting Place and Time

Board meetings shall be held during a time that is outside of typical work hours. [See FA(LEGAL)]

The notice for a Board meeting shall reflect the date, time, and location of the meeting. ~~Board meetings shall generally be held outside of typical work hours.~~

Regular Meetings

Regular meetings of the Board shall normally be held on the second Monday of each month. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Board Work Session

The Board shall meet each Thursday immediately preceding the regular meeting in a work session to review those agenda items requiring Board action. When determined necessary and for the convenience of Board members, the Board president may change the date, time, or location of a work session with proper notice.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or one of the members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least ~~72 hours~~three business days prior to the scheduled ~~time~~date of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

Rules of Order

The Board shall observe the modified parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board operating procedures or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

~~Voting~~Record Vote

Voting on any item shall be ~~by voice~~a record vote ~~or~~by show of hands or roll call, as directed by the Board President. Any member may abstain from voting on an item, and a member's vote or failure to vote shall be recorded ~~upon that member's request~~in the minutes. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Minutes

Board action shall be carefully recorded by the Board Secretary; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

~~The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.~~[See CPC regarding retention of records.]

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President

shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Board Member Comment

Any Board member may make a comment regarding school district activities or events, or matters of interest or concern for the school District, during the comment section of the agenda. No prior notice of the topic need be posted. Comment items, however, may not be the subject of Board discussion or deliberation. If any member wishes to discuss or deliberate on a comment item, he or she shall request that it be made the subject of a posted action item or discussion item at a future Board meeting.

Limit on Participation

Audience participation at a Board meeting is limited to the portions of the meeting for citizen comments on the open session agenda items (hereinafter "agenda comment") or citizen comments on any item of interest or concern to the District (hereinafter "citizen participation"), which are designated for those purposes. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment

Public comment shall occur at the beginning of the meeting. [See FA]

Agenda Comment

At every open meeting of the Board (including special-called meetings and committee of the whole workshops), the Board shall allot time to hear persons who desire to make an agenda comment to the Board ~~at the beginning of the meeting and prior to consideration of or action on the item~~. Persons who wish to participate in this portion of the meeting must register in advance of the meeting as posted in the meeting agenda on the District's website. The Board may limit the amount of time for agenda comment in accordance with the established procedures posted on the District's website.

Citizen Participation

At each regular meeting of the Board, the Board shall allot time ~~at the beginning of the meeting~~ to hear persons who desire to speak during citizen participation. Persons who wish to participate in this portion of the meeting must register in advance of the meeting as posted in the meeting agenda on the District's website. ~~The Board may limit the amount of time and number of speakers for citizen participation in accordance with established procedures posted on the District's website. Any persons not chosen to speak during citizen participation may submit written comments to the Board.~~

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

Board's Response

Board members may ask questions of presenters to clarify the issues presented but are not required to do so. Board members may address agenda comments during consideration of the agenda item but are not required to do so. Specific factual information or recitation of existing policy may be furnished in response to citizen participation, but the Board shall not otherwise deliberate or decide regarding any matter raised in citizen participation that is not otherwise properly posted on the agenda for the meeting.

Public Hearings

The Board may hold a public hearing in which any interested persons shall be allowed to present information on the topic of the

hearing in accordance with established procedures posted on the District's website.

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer or parliamentarian, any person who continues to disrupt the meeting by his or her words or actions may be removed from the meeting.

Professional and Personal Conduct

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(REGULATION)]

Each District hourly wage employee shall be expected to adhere to the standards of conduct set out in the District's working agreement. The working agreement serves only as notice of conduct that may lead to disciplinary action, including termination, and is not an employment contract creating a property interest in employment or job position.

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

Each District employee is a role model for the District's students and is therefore responsible for his or her public conduct even when not acting as a District employee.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Employee Duty to Protect and Report

Each District employee has the responsibility to protect District assets and shall be expected to be alert to the potential for theft of property, theft of services, theft of anything of value, fraud, misappropriation, or financial impropriety.

Any employee who knows or has reason to know of or suspect an occurrence of fraud, misappropriation, financial impropriety, or covered activity shall immediately notify his or her supervisor. If the employee has reason to believe that the supervisor may be involved, the employee shall immediately notify his or her associate superintendent or the legal services office.

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, ~~intentionally or knowingly engaging in or assigning another person diversity, equity, and inclusion duties, or intentionally or knowingly engaging in or assigning to a student content or actions prohibited by EMB(LEGAL) or EMB(LOCAL)~~ may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Employee Duties ~~during~~During an Investigation

In the event of a District investigation or inquiry, every District employee has an affirmative duty to provide to his or her supervisor(s) or any other District official assigned to investigate all relevant and factual information about matters under investigation. An employee who fails to volunteer such information shall receive a directive from an administrator to provide a statement. An employee's failure to comply with such a directive constitutes insubordination, a violation that shall be grounds for disciplinary action, up to and including termination.

Electronic Recording

No employee shall electronically record another employee by audio, video, or other means, including any conversation or meeting, unless each employee present has been notified and consents to being electronically recorded.

These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, grievance hearings, or any other Board-sanctioned meeting recorded in accordance with Board policy. These provisions are not intended to limit or restrict electronic recordings involving authorized investigations conducted by District personnel.

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a ~~Texas~~ handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(REGULATION)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is prohibited~~. [See FFH and Penal Code Sec. 21.12]~~, even if consensual. A District student who is also employed by the District is not prohibited from dating a peer of a similar age.

As required by law, the District shall notify the parent of a student with whom ~~an educator~~a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. ~~[See FFF~~

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

Tobacco, Nicotine, and E-Cigarettes

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product that does not include the use of e-cigarettes or electronic vaporizing devices.

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;

2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;

2. Referral to employee assistance programs;

3. Termination from employment with the District; and

4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;

2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;

3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or

4. Crimes involving moral turpitude, which include:

   - Dishonesty; fraud; deceit; theft; misrepresentation;
   - Deliberate violence;
   - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
   - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;

- Felony driving while intoxicated (DWI); or
- Acts constituting abuse or neglect under the Texas Family Code.

Exception — The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses.

Consideration — Being convicted of or receiving adjudication for a crime shall not be an automatic basis for termination. The District shall consider the following factors in determining what action, if any, should be taken against an employee who receives deferred adjudication or who is convicted of a crime during employment with the District:

1. The nature of the offense;
2. The date of the offense; and
3. The relationship between the offense and the position to which the employee is assigned.

Dress and Grooming — An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

SITE LEASE AGREEMENT

This Lease Agreement (the "Lease") is made as of the date of the later of the two signatures of the Lease (the "Effective Date") by and between **Cypress Fairbanks ISD** ("**Lessor**") and **SQF, LLC**, a Delaware limited liability company ("**Lessee**"). Lessor and Lessee are at times collectively referred to hereinafter as the "**Parties**" or individually as a "**Party**."

RECITALS

WHEREAS, Lessor owns certain real property located in Cypress in the county of Harris**,** in the State of Texas ("**Property**") that is more particularly described or depicted in Exhibit A attached hereto and made a part hereof; and

WHEREAS, Lessor desires to lease to Lessee and Lessee desires lease from Lessor, on the terms hereinafter set forth, a portion of the Property, together with all necessary space and easements for access and utilities, more particularly described or depicted in Exhibit B attached hereto and made a part hereof (the "**Premises**"),

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. PREMISES. Lessor hereby leases to Lessee and Lessee hereby leases from Lessor, subject to the terms and conditions of this Lease, the Premises, comprised of a portion of the Property measuring approximately Five Thousand Six Hundred Twenty Five (5,625 SF) as further described and depicted on Exhibit B attached hereto and made a part hereof, together with non-exclusive easements on property adjacent thereto (if also owned by Lessor) and improvements thereon for access, parking, utilities, inspection, maintenance, installation, construction, operation, repair, removal, and placement at, from, of, and on the tract of land for the Facility, all as more specifically defined or described in this Lease.

2. PERMITTED USE.

a. The Premises are being leased for the purpose of constructing, maintaining, repairing, and operating a communications facility ("**Facility**") and all uses and activities incidental or related thereto, which may include, but is not limited to, the construction, operation, modification, and maintenance of a communications antenna tower (including aviation hazard lights when required), an access road, one or more equipment buildings, back-up power devices (including generators or energy storage systems), required landscaping, and a security fence, together with all necessary lines, anchors, connections, devices, legally required signage, and equipment for the transmission, reception, encryption, and translation of voice and data signals by means of radio frequency energy and landline carriage (collectively, "**Permitted Use**").

b. Beginning on the Effective Date hereof and at all times during the Term of this Lease, Lessor will not grant any ground lease, license, or easement with respect to the Property or any property adjacent to the Premises: (a) for any of the uses contemplated in Section 3(a) herein; or (b) if such lease, license, or easement would detrimentally impact the Facility, or Lessee's Permitted Use thereof. Lessor will not cause or permit the construction of radio or communications towers on the Property or on any

other property of Lessor adjacent or contiguous to, or in the immediate vicinity of, the Property, except for towers constructed by Lessee.

c. Beginning on the Effective Date Lessor does hereby authorize Lessee and its employees, representatives, agents and consultants to prepare, execute, submit, file and present on behalf of Lessor any Governmental Approvals. Lessor understands that any such Governmental Approvals or the satisfaction of any requirements thereof may require Lessor's cooperation, which Lessor hereby agrees to provide at no cost to Lessor. Beginning on the Effective Date and at all times during the Term of this Lease, Lessee, and its guests, agents, customers, sublessee, and assigns have the unrestricted, non-exclusive right of ingress and egress from a public right-of-way, seven (7) days a week, twenty-four (24) hours a day, over the Property to and from the Premises for the Permitted Use.

d. Lessee has the right to make any improvement, alteration, or modification to the Premises as deemed appropriate by Lessee. Lessee has the right to clear the Premises of any trees, vegetation, or undergrowth which, in Lessee's sole opinion, interferes with Lessee's use of the Premises for the Permitted Use. Lessee has the right to clear all trees, undergrowth, or other obstructions and to trim, cut and keep trimmed and cut all tree limbs, which may interfere with or fall upon the Facility or Premises.

e. Lessor represents and warrants that Lessee, upon paying the Rent and performing the obligations in this Lease shall peaceably and quietly have, hold and enjoy the Premises.

3. TERM.

a. This Lease commences and is effective as of the Effective Date ("**Commencement Date**").

b. The Initial Term of this Lease is ten (10) years ("**Initial Term**"). Lessee shall begin paying Rent (as defined herein) on the first day of the month following the date that Lessee begins construction on the Premises (**"Rent Commencement Date**"), which date shall be confirmed in writing by Lessee to Lessor and continue until the expiration or earlier termination of this Lease.

c. Lessee has the option to extend the Term of this Lease for six (6) consecutive additional periods of five (5) years each (each a "**Renewal Term**", and together with the Initial Term, collectively, the "**Term**") under the same terms and conditions as set forth herein, except that Rent will increase as provided herein. This Lease will automatically renew for each successive Renewal Term, unless Lessee delivers written notice to Lessor of its intention not to renew the Lease, such notice to be delivered not less than thirty (30) days prior to the end of the then-current Term.

4. HOLDOVER. Should Lessee, or any assignee, sublessee, or licensee of Lessee, remain on the Premises after the expiration of this Lease, such holdover shall constitute and be construed as a tenancy from month-to-month only, terminable upon thirty (30) days' notice by either Party but otherwise upon and subject to the same terms and conditions set forth in this Lease.

5. RENT.

a. Provided Lessee has received a completed W9 from Lessor and an executed original

memorandum of lease, Lessee shall pay to Lessor, beginning on Rent Commencement Date, and for each month for the duration of the Term, a rental payment of Two Thousand Dollars ($2,000.00) (the "**Base Rent**"). In no event will Lessee be required to remit Rent (as defined below) to more than one recipient at any given time. In the event Lessee makes an overpayment of Rent (as defined below) or any other fees or charges to Lessor during the Term of this Lease, Lessee may, but will not be required, to treat any such overpayment amount as prepaid Rent and apply such amount as a credit against future Rent due to Lessor.

b. In addition to the Base Rent, beginning on the first day of the month following the installation of equipment belonging to a second or subsequent sublessee or licensee, Lessee shall pay to Lessor a monthly sum equal to ($750.00), (the "**Additional Rent**") for each additional sub-lessee or licensee for the duration of such sublease or license. The Base Rent and Additional Rent are collectively referred to herein as "**Rent**."

c. **Rent Escalation Per Term** - For each annually, the Rent will increase by (Three Percent (3%)), annually.

6. INTERFERENCE. Lessee will not use the Premises in any way that interferes with the use of the Property by Lessor or lessees or licensees of Lessor with rights existing prior to Lessee's. Lessor will not use, nor permit its lessees, licensees, employees, invitees or agents to use, any portion of the Property in any way that interferes with the operations of Lessee (whether physical or electromagnetic). Such interference will be deemed a material breach by the interfering Party, who will, upon written notice from the other, be responsible for terminating said interference within 72 hours of receipt of notice of the interference. In the event any such interference does not cease within 72 hours, the Parties acknowledge that continuing interference may cause irreparable injury and, therefore, the injured Party shall have the right, in addition to any other rights that it may have at law or in equity, to bring action to enjoin the interference.

7. TAXES. Lessee acknowledges that any taxes due and owing on the Facility or any of Lessee's equipment will not be the responsibility of Lessor and will be paid directly by Lessee. Lessee has the right, at its sole option and at its sole cost and expense, to appeal, challenge, or seek modification of any tax assessment or billing for which Lessee is wholly or partly responsible for payment. Lessor shall pay when due all real estate taxes and other taxes and all other fees and assessments attributable to the Property. If Lessor fails to pay when due any taxes affecting the Property, Premises or any related easement, Lessee has the right but not the obligation to pay such taxes and deduct the full amount of the taxes paid by Lessee on Lessor's behalf from future installments of Rent. Any taxes directly assessed on the Facility or any of Lessee's equipment will be either paid to the taxing authority directly or reimbursed to Lessor within thirty (30) days of receiving the assessment and proof of payment from Lessor.

8. APPLICABLE LAWS. During the Term, Lessor will maintain the Property in compliance with all applicable laws, rules, regulations, ordinances, directives, covenants, easements, zoning, and land use regulations, and restrictions of record, permits, building codes, and the requirements of any applicable fire insurance underwriter or rating bureau, now in effect or which may hereafter come into effect (including, without limitation, the Americans with Disabilities Act and laws regulating hazardous substances) (collectively "Laws") except as to conditions created by Lessee. Lessee shall, in respect to the condition of the Premises and at Lessee's sole cost and expense, comply with (a) all Laws relating solely

to Lessee's specific and unique nature of use of the Premises; and (b) all building codes requiring modifications to the Premises due to the improvements being made by Lessee on the Premises.

9. ACCESS AND UTILITIES.

a. Lessor, its successors and assigns, grants and conveys to Lessee, its customers, employees, agents, invitees, successors, and assigns a nonexclusive easement for ingress and egress, as well as for the construction, installation, operation, and maintenance of overhead and underground electric and other utility facilities (including wires, poles, guys, cables, conduits and appurtenant equipment), with the right to reconstruct, improve, add to, enlarge, change, and remove such facilities, over, across, and through any easement for the benefit of and access to the Premises, subject to the terms and conditions set forth herein. The rights granted to Lessee herein shall also include the right to partially assign its rights hereunder to any public or private utility company or authority to facilitate the uses contemplated herein, and all other rights and privileges reasonably necessary for Lessee's safe and efficient use and enjoyment of the easement for the purposes described above (collectively, the "'**Easements**"). The Easements provided hereunder shall have the same term as this Lease.

b. Lessor will maintain access to the Premises in a free and open condition so that no interference is caused to Lessee by Lessor or lessees, licensees, invitees or agents of Lessor. In the event that Lessee's or any sublessee's or sublicensee's access to the Premises is impeded or denied by Lessor or Lessor's lessee's licensees, invitees, or agents without waiving any other rights that it may have at law or in equity, Lessee may it its sole discretion deduct from Rent due under this Lease an amount equal to $100.00 per day that such access is impeded or denied.

c. Lessee will have the right to install utilities, at Lessee's expense, and to improve present utilities on the Property and the Premises. Lessee will have the right to permanently place utilities on (or bring utilities across or under) the Premises to service the Facility.

d. If utilities necessary to serve the equipment of Lessee or the equipment of any sublessee or sublicensee cannot be located within the Premises, Lessor agrees to allow the installation of utilities on the Property or other real Property owned by Lessor without requiring additional compensation from Lessee or any sublessee or sublicensee. Lessor will, upon Lessee's request, execute a separate recordable written Easement or lease to the utility company providing such service evidencing this right.

e. If the Premises loses access to a public right of way during the Term, Lessor and Lessee will amend this Lease, at no imposed cost to either Party, to provide access to a public way by :(i) amending the location of the Easement; or (ii) granting an additional easement to Lessee.

f. To the extent damage (including wear and tear caused by normal usage) to the Easement or any other route contemplated hereunder (including access roads installed by Lessee) intended to provide Lessee with access to the Premises and the Facility is caused by Lessor or Lessor's tenants, licensees, invitees, or agents, Lessor will repair the damage at its own expense.

10. EQUIPMENT, FIXTURES, AND SIGNS. All improvements, equipment, or other property attached to or otherwise brought onto the Premises will always be the personal property of Lessee or its sublessee and licensees. Lessee or its subtenants and licensees have the right to erect, install, maintain, and operate

on the Premises such equipment, structures, fixtures, signs, and personal property as Lessee may deem necessary or appropriate, and such property, including the equipment, structures, fixtures, signs and personal property currently on the Premises, will not be deemed to be part of the Premises, but will remain the property of Lessee or its subtenants and licensees. At any time during the Term and within a reasonable time after termination hereof, Lessee or its subtenants and licensees have the right, but not the obligation, to remove their equipment, structures, fixtures, signs and personal property from the Premises. Upon termination or expiration of this Lease, Lessee may remove the Facility and any of its property located upon the Premises, excepting the foundation, and restore the Premises to substantially the condition existing on the Effective Date, except for ordinary wear and tear and casualty loss.

11. ASSIGNMENT AND SUBLEASE. Lessee may assign this Lease and the Easements granted herein to any person or entity at any time without the prior written consent of Lessor. Upon assignment by Lessee, Lessee will be relieved of all liability hereunder and Lessor will look to assignee for fulfillment of Lessee's obligations. Lessee may sublease or grant licenses to use the Premises and the Facility or any structure or equipment on the Premises without the prior written consent of the Lessor, but no such sublease or license shall relieve or release Lessee from its obligations under the Lease. Lessor may assign this Lease, in its entirety to any person or entity who acquires fee title to the Premises, provided that such assignment complies with the requirements of Sections 17 and 25 herein. Upon assignment by Lessor, Lessor will be relieved of all liability hereunder and Lessee will look to assignee for fulfillment of Lessor's obligations. Except for the foregoing, assignment of this Lease by Lessor must be approved by Lessee, with such approval being granted or withheld in Lessee's sole discretion.

12. TERMINATION. Notwithstanding any other termination rights available to Lessee under this Lease, Lessee, in its sole and absolute discretion, has the right to terminate this Lease with ninety (90) days prior written notice to Lessor.

13. WARRANTIES AND REPRESENTATIONS.

a. Lessor warrants and represents that it is the owner in fee simple of the Property, free and clear of all liens and encumbrances except as to those which may have been disclosed to Lessee, in writing prior to the execution hereof, and that it alone has full right to lease the Premises for the term set out herein.

b. Lessor represents and warrants that it will pay all taxes and assessments against the Premises when due and avoid any delinquencies with respect thereto and protect and indemnify Lessee for any lack of such payment. Lessor also represents and warrants that it will pay promptly, when due, any other amounts or sums due and owing with respect to its ownership and operation of the Premises, including, without limitation, judgments, liens, mortgage payments and other similar encumbrances. If Lessor fails to make any payments required under this Lease, such as the payment of taxes and assessments, or breaches any other obligation or covenant under this Lease, Lessee may (without obligation), after providing ten (10) days written notice to Lessor, make such payment or perform such obligation on behalf of Lessor. The full amount of any costs so incurred by Lessee (including any attorneys' fees incurred in connection with Lessee performing such obligation) will be paid by Lessor to Lessee with interest at the rate of nine percent (9%) per annum thereon within thirty (30) days of Lessor's receipt of an invoice for such costs.

c. Lessor represents and warrants it will cooperate with Lessee in any effort by Lessee to obtain any Governmental Approvals and agrees to execute any necessary applications, consents or other documents as may be reasonably necessary for Lessee to apply for and obtain such Governmental Approvals required to use and maintain the Premises and the Facility.

d. Lessor represents and warrants that it will not do anything that will interfere with or negate any special use permit or approval pertaining to the Premises or cause the Facility to be in nonconformance with applicable local, state, or federal laws.

e. Lessor represents and warrants that it has complied with all, and will continue to comply with environmental, health, and safety laws with respect to the Property, and to the best of Lessor's knowledge, no action, suit, proceeding, hearing, investigation, charge, complaint, claim, demand, or notice has been filed or commenced, or received by Lessor regarding the Property alleging any failure to comply. Without limiting the generality of the preceding sentence, to the best of Lessor's knowledge, Lessor and the Property are in compliance with all environmental, health, and safety laws. No asbestos-containing thermal insulation or products containing PCB, formaldehyde, chlordane, heptachlor or other hazardous substances, materials, or wastes have been placed, stored, disposed, or discharged on, under or about the Property by Lessor or, to the knowledge of Lessor, by any prior owner or user of the Property, or any other person. To the knowledge of Lessor, there has been no release of or contamination by hazardous materials, substances or wastes on the Premises (collectively, "**Hazardous Materials**"). Lessor represents and warrants that Lessee is not liable for any hazardous materials, substances, or wastes located on, under, or about the Property prior to Lessee's occupancy of the Premises, and Lessee is not liable for any violation of environmental law related to the Premises occurring or existing prior to Lessee's occupancy of the Premises.

f. Lessor represents and warrants all utilities required for the operation of the Facility and Lessee's improvements enter the Premises through adjoining public streets or, if they pass through an adjoining private tract, do so in accordance with valid public easements. All utilities are installed and operating, and all installation and connection charges have been paid in full.

g. Lessor represents and warrants it has no knowledge of any fact or condition that could result in the termination or reduction of the current access from the Premises to existing highways and roads, or to sewer or other utility services serving the Premises.

h. Lessor represents and warrants the Premises abuts on and has direct vehicular access to a public road or has access to a public road via a permanent, irrevocable, appurtenant easement benefiting the parcel of real property, and access to the Property is provided by paved public right-of-way with adequate curb cuts available.

i. Lessor represents and warrants, with respect to the Premises, except as disclosed in writing to Lessee prior to the execution hereof: there currently exist no licenses, sublicenses, or other agreements, written or oral, granting to any party or parties the right of use or occupancy of any portion of the Premises; there are no outstanding options or rights of first refusal to purchase the Property or any portion thereof or interest therein; and there are no parties (other than Lessor) in possession of the Premises.

14. INDEMNITY. Each Party shall indemnify and hold the other harmless from and against any claim of liability or loss from personal bodily injury or property damage resulting from or arising out of (i) the gross negligence or willful misconduct in the operations or activities on the Property of the indemnifying Party, its employees, contractors, or agents during the Term of this Lease, except to the extent such claims or damages may be due to or caused by the gross negligence or willful misconduct of the other Party, or its employees, contractors, or agents; or (ii) any material breach of any obligation, covenants, representations, or warranties contained in this Lease. This indemnity and hold harmless agreement includes indemnity against all reasonable costs, expenses, and liabilities incurred in or in connection with any such claim, and defense thereof, including reasonable attorneys' fees. The indemnifying Party's obligations under this section are contingent upon its receiving prompt written notice of any event giving rise to an obligation to indemnify the other Party and the indemnified Party's granting it the right to control the defense and settlement of the same. In no event will the indemnifying Party be authorized to agree to a settlement or defense that admits liability or creates an obligation on behalf the indemnified Party without prior written consent.

15. WAIVER AND RELEASE. Lessor hereby waives any and all lien rights it may have, statutory or otherwise, in and to the Facility or any portion thereof, regardless of whether or not such is deemed real or personal property under applicable laws. Neither Party will assert any claim whatsoever against the other for loss of anticipatory profits or any other indirect, special, incidental or consequential damages incurred as a result of the construction, maintenance, operation or use of the Premises and Facility by Lessee.

16. INSURANCE.

a. During the Term of this Lease, Lessee shall maintain Commercial General Liability Insurance in amounts of One Million and no/100 Dollars ($1,000,000.00) per occurrence and Two Million and no/100 Dollars ($2,000,000.00) aggregate. Lessee may satisfy this requirement by obtaining the appropriate endorsement to any master policy of liability insurance Lessee may maintain. All insurance policies required to be maintained by Lessee hereunder shall be with responsible insurance companies, authorized to do business in the state where the Premises are located if required by law, and shall provide for cancellation only upon 10 days' prior written notice to Lessor. Lessee shall evidence such insurance coverage by delivering to Lessor, if requested, a copy of all such policies or, at Lessee's option, certificates in lieu thereof issued by the insurance companies underwriting such risks.

b. Lessor shall carry, at no cost to Lessee, general property fire, hazard, and casualty insurance appropriate for Lessor's improvements on Lessor's Property, and in such amounts to cause the replacement or restoration of the Property (excluding Lessee's improvements and personal property) in the event of casualty.

c. Lessor and Lessee hereby mutually release each other (and their successors or assigns) from liability and waive all right of recovery against the other for any loss or damage covered by their respective first party property insurance policies for all perils insured thereunder. ln the event of such insured loss, neither Party's insurance company shall have a subrogated claim against the other.

d. Notwithstanding anything to the contrary in this Lease, the Parties hereby confirm that the provisions of this Section 17 shall survive the expiration or termination of this Lease.

e. Lessee shall not be responsible to Lessor, or any third-party, for any claims, costs or damages (including, fines and penalties) attributable to any pre-existing violations of applicable codes, statutes or other regulations governing the Property.

17. RIGHT OF FIRST REFUSAL. [RIGHT OF FIRST REFUSAL – OFFER TO PURCHASE REAL ESTATE] - If after the Effective Date of this Lease, Lessor receives a bona fide arm's length offer (including a letter of intent or memorandum of understanding), that Lessor is willing to accept, from any third party to purchase (in whole or in part) (i) Lessor's interest under this Lease; (ii) Lessor's rights to receive rents under the terms of this Lease; (iii) the Premises, or to purchase an easement or any other interest in the land underneath the Premises or underneath areas of access and or utility service to the Premises, (the "Purchase Offer"), Lessor shall serve a notice (the "Transfer Notice") upon Lessee. The foregoing rights, interest, and property described in (i), (ii), and (iii), herein shall collectively be referred to as the "Interest". The Transfer Notice shall set forth the exact terms of the Purchase Offer so received, together with a copy of such Purchase Offer, and shall state Lessor's desire to sell the Interest on such terms and conditions. Thereafter, Lessee shall have the right of first refusal ("Right of First Refusal") and option to so lease or purchase the same. If Lessee desires to exercise its option to purchase the Interest, it shall give notice (the "Counter Notice") to Lessor within ninety (90) days after receipt of the Transfer Notice by Lessee. The closing of the purchase and sale of the Interest pursuant to this option shall occur at the time set forth in the Purchase Offer, provided that Lessee shall not be required to close before the thirtieth (30^{th}) day following the date of Lessor's receipt of the Counter Notice. Lessee's failure to give a timely Counter Notice (or its notice of refusal to purchase) shall be deemed a waiver of its rights to exercise its Right of First Refusal to accept the Offer but shall not be deemed a waiver of its Right of First Refusal with respect to any modification to the Purchase Offer or future Purchase Offers.

18. OPTION TO PURCHASE. Lessee may purchase the Premises (including any easement(s)) at any time during the Term upon ninety (90) days prior written notice to Lessor, and the purchase price for the Premises will be fourteen (14) times the then-current annual Rent. This option to purchase will expire upon the termination or expiration of this Lease.

19. FORCE MAJEURE. The time for performance by Lessor or Lessee of any term, provision, or covenant of this Lease shall be deemed extended by time lost due to delays resulting from acts of God, strikes, civil riots, floods, pandemics, material or labor restrictions by governmental authority, and any other cause not within the control of Lessor or Lessee, as the case may be ("Force Majeure Event"). In no event will Lessee be in default for non-payment of Rent pursuant to this Agreement if Lessee cannot access the Premises for a period of more than fifteen (15) days due to a Force Majeure Event. Rent for the applicable month will be prorated based on the duration of the Force Majeure Event.

20. CONDEMNATION AND CASUALTY.

a. Notwithstanding any provision of the Lease to the contrary, in the event of condemnation of the Premises, the Lessor and Lessee may be entitled to separate awards with respect to the Premises, in the amount determined by the court conducting such condemnation proceedings based upon the Lessor's and Lessee's respective interests in the Premises. If a separate condemnation award is not determined by such court, Lessor may permit Lessee to participate in the allocation and distribution of the award. In no event shall the condemnation award to Lessor exceed the unimproved value of the

Premises, without taking into account the improvements located thereon, and in no event may the Lease be terminated or modified (other than an abatement of rent) due to a casualty or condemnation without the prior written consent of Lessee.

b. In case of damage to the Property or the Premises by fire or other casualty, Lessor shall, at its expense, cause such damage to be repaired to a condition as nearly as practicable to that existing prior to the damage and otherwise consistent with applicable law, with reasonable speed and diligence, but subject to delays which may arise by reason of adjustment of loss under insurance policies, applicable law, and beyond the reasonable control of Lessor, including force majeure. Lessor will not, however, be obligated to repair, restore, or rebuild any of Lessee's personal property. Lessor will not be liable for any inconvenience or annoyance to Lessee or injury to Lessee's business resulting in any way from such casualty or the repair thereof consistent with the terms of this Lease provided, to the extent and for the time that the Property or the Premises are hereby rendered unusable for the Permitted Use, the Rent will proportionately abate. Notwithstanding the foregoing, if (i) the damage involves the Property generally and is so extensive that Lessor decides not to repair the Property; (ii) the casualty shall not be of a type insured against under standard policies with extended type coverage; (iii) the holder or any mortgage, deed of trust, or similar security interest encumbering the Property shall not permit the application of adequate insurance proceeds for repair or restoration, the Lease will, at the option of Lessor, exercisable by written notice to Lessee given within twenty (20) days after the Lessor is notified or otherwise becomes aware of the occurrence of the casualty, be terminated as of the date of such casualty, and the Rent (taking into account any abatement aforesaid), shall be adjusted to the terminate date and Lessee will promptly vacate the Premises consistent with the terms of this Lease. Notwithstanding the foregoing, Lessee will be permitted to terminate this Lease if the Premises has been rendered unusable for the Permitted Use, and (i) Lessor's estimated period for completion of the repair and restoration of the Property as required under this Lease exceeds thirty (30) days from the date of the casualty (Lessor delivering such estimate to Lessee within twenty (20) days after the casualty), or (ii) Lessor does not complete such restoration within thirty (30) days from the date of such casualty (by giving Lessor two (2) days' notice at the expiration of such thirty (30) day period).

21. DEFAULT.

a. In the event there is a material breach by a Party with respect to any of the provisions of this Lease or its obligations under it, the non-breaching Party shall give the breaching Party written notice of such breach.

b. After receipt of such written notice, the breaching Party shall have thirty (30) days in which to cure any breach, provided the breaching Party shall have such period extended as may be required beyond the thirty (30) days if the breaching Party commences the cure within the thirty (30) day period and thereafter continuously and diligently pursues the cure to completion.

c. The non-breaching Party may not maintain any action or effect any remedies for default against the breaching Party unless and until the breaching Party has failed to cure the breach within the time periods provided in this paragraph.

22. REMEDIES.

a. In the event of a default by either Party with respect to a material provision of this Lease, without limiting the non-defaulting Party in the exercise of any right or remedy which the non-defaulting Party may have by reason of such default, the non-defaulting Party may terminate the Lease and pursue any remedy now or hereafter available to the non-defaulting Party under the laws or judicial decisions of the state in which the Premises are located including any equitable remedies that may be available.

b. Further, upon a default, the non-defaulting Party may at its option (but without obligation to do so), perform the defaulting Party's duty or obligation on the defaulting Party's behalf. The costs and expenses of any such enforcement action by the non-defaulting Party shall be due and payable by the defaulting Party upon invoice therefore.

23. DISPUTE RESOLUTION. All controversies and claims arising under or relating to this Lease are to be resolved by binding arbitration in accordance with the expedited rules of the American Arbitration Association. The arbitration is to be conducted in the state where the Premises is located. Each Party shall submit to any court of competent jurisdiction for purposes of the enforcement of any award, order or judgment. Any award, order or judgment pursuant to the arbitration is final and may be entered and enforced in any court of competent jurisdiction.

24. PRIOR AGREEMENTS. The Parties hereby covenant, recognize, and agree that the terms and provisions of this Lease shall constitute the sole embodiment of the arrangement between the Parties with regard to the Premises, and that all other written or unwritten agreements, contracts, or leases by and between the Parties with regard to the Premises are hereby terminated, superseded, and replaced by the terms hereof.

25. LENDER'S CONTINUATION RIGHTS. During the term of this Lease, Lessor covenants and agrees that it will not grant, create, or suffer any claim, lien, encumbrance, easement, restriction, or other charge or exception to title to the Premises (each, an "Encumbrance") without the prior written consent of Lessee; provided, however, that it is expressly agreed and understood that Lessor may subject its interest in the Premises to a first mortgage lien if its lender shall agree for itself and its successors and assigns, by written instrument in form and substance reasonably satisfactory to Lessee: (1) to be bound by the terms of this Lease; (2) not to disturb Lessee's or its subtenants' or licensees' use or possession of the Premises in the event of a foreclosure of such lien or encumbrance so long as Lessee is not in default hereunder; and (3) not to join Lessee or its subtenants or licensees as a party defendant in any such foreclosure proceeding that may be commenced. With regard to any existing Encumbrance, Lessor covenants and agrees that, upon the request of Lessee, it shall use its best efforts to cause the holder thereof to execute a customary Subordination Non-disturbance and Attornment Agreement providing to Lessee the rights afforded to Lessee above with regard to future first mortgage liens. For any Encumbrance existing prior to the Effective Date, Lessor covenants and agrees that, upon the request of Lessee, it shall use its best efforts to cause the holder thereof to (i) execute a customary Subordination Non-disturbance and Attornment Agreement providing to Lessee the rights afforded to Lessee above with regard to existing mortgage liens; and (ii) if required, provide its consent in accordance with the underlying Encumbrance.

26. NOTICES. All notices, requests, claims, demands, and other communications hereunder shall be in writing and may be hand delivered (provided the deliverer provides proof of delivery) or sent by nationally established overnight courier that provides proof of delivery, or certified or registered mail (postage prepaid, return receipt requested). Notice shall be deemed received on the date of delivery as demonstrated by the receipt of delivery. Notices shall be delivered to Parties at the address below, or to such other address that a Party below may provide from time to time:

If to Lessee:

SQF, LLC
ATTN: Joshua Broder
16 Middle Street, 4th Floor
Portland, ME 04101

With an electronic copy to: towers@tilsoninfrastructure.com and legal@tilsoninfrastructure.com.

If to Lessor:

Cypress Fairbanks ISD
ATTN: Matthew Morgan
11440 Matzke Road
Cypress, TX 77429
United States

With an electronic copy to: matthew.morgan@cfisd.com

27. CONFIDENTIALITY. Notwithstanding the foregoing or anything to the contrary herein, Lessor agrees and acknowledges that all the terms of this Agreement and any information furnished to Lessor by Lessee in connection therewith shall be and remain confidential. Except with Lessor's attorney, accountant, lender, a prospective fee simple purchaser of the Property, or if otherwise required by law, Lessor shall not disclose any such terms or information without the prior written consent of Lessee. The terms and provisions of this Section shall survive the execution and delivery of this Lease.

28. SEVERABILITY. If any provision of this Lease is determined to be invalid, illegal or unenforceable, the remaining provisions of this Lease shall remain in full force and effect provided the essential terms of this Lease for each Party remain valid, binding, and enforceable.

29. COUNTERPARTS. This Lease may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which shall constitute one and the same Lease. The exchange of signature pages by electronic signature software (i.e. Adobe Sign) or PDF transmission shall constitute effective delivery of such signature pages and may be used in lieu of the original signature pages for all purposes.

30. OFAC CERTIFICATION. Lessor and Lessee each represents and warrants to the other that neither it nor any of its affiliates or agent(s) acting on behalf of it with respect to this Lease (i) is listed on the Specially Designated Nationals and Blocked Persons List maintained by the Office of Foreign Asset Control,

Department of the Treasury ("OFAC") pursuant to Executive Order number 13224, 66 Federal Register 49079 (September 23, 2001) (the "Order"); (ii) is listed on any other list of terrorists or terrorist organizations maintained pursuant to the Order, the rules and regulations of the OFAC or any other applicable requirements contained in any enabling legislation or other executive orders in respect of the Order (the Order and such other rules, regulations, legislation or orders are collectively called the "Orders"); (iii) is engaged in activities prohibited in the Orders; or (iv) has been convicted, pleaded nolo contendere, indicted, arraigned or detained on charges involving money laundering or predicate crimes to money laundering.

31. MISCELLANEOUS.

a. Each Party hereto warrants and represents that it has the necessary power and authority to enter into and perform its respective obligations under this Lease.

b. All attached exhibits are hereby incorporated by this reference as if fully set forth herein.

c. Failure of a Party to insist on strict performance of any of the conditions or provisions of this Lease, or failure to exercise any of a Party's rights hereunder, shall not waive such rights.

d. This Lease shall be governed by and construed in accordance with the laws of the state in which the Premises are located.

e. The respective rights and obligations provided in this Agreement shall bind and shall inure to the benefit of the Parties hereto, their legal representative, heirs, successors and permitted assigns. No rights, however, shall inure to the benefit of any assignee, unless such assignment shall have been made in accordance with Section 12 of this Lease.

f. Each Party agrees to furnish to the other, within 30 days after request, such estoppel information as the other may reasonably request.

g. Any questions of particular interpretation shall not be interpreted against the drafter, but rather in accordance with the fair meaning thereof. No provision of this Lease will be deemed waived by either Party unless expressly waived in writing by the waiving Party. No waiver shall be implied by delay or any other act or omission of either Party. No waiver by either Party of any provision of this Lease shall be deemed a waiver of such provision with respect to any subsequent matter relating to such provision.

h. The descriptive headings of the Sections and subsections of this Lease are for convenience only, do not constitute a part of this Lease, and do not affect this Lease's construction or interpretation.

i. Within thirty (30) days of written request by either Party, the Parties agree to sign and have notarized a separate short-form Memorandum of Lease substantially in the form of the short-form Memorandum of Lease shown in Exhibit C attached hereto and made a part hereof. The Parties acknowledge and agree that, upon execution, such Memorandum of Lease will be recorded by Lessee in the official records of the county where the Property is located.

j. All Exhibits referred to herein and any Addenda are incorporated herein for all purposes. The Parties understand and acknowledge that Exhibits A and B may be attached to this Lease and the Memorandum of Lease, in preliminary form. Accordingly, the parties agree that upon the preparation of final, more complete exhibits, Exhibits A and/or B, as the case may be, may be replaced by Tenant with such final, more complete exhibit(s).

k. If either Party is represented by any broker or any other leasing agent, such Party is responsible for all commission fee or other payment to such agent and agrees to indemnify and hold the other Party harmless from all claims by such broker or anyone claiming through such broker.

[The Remainder of this page intentionally left blank. Signature page follows.]

IN WITNESS WHEREOF, the Parties hereto have executed this Site Lease Agreement as of the date first above written.

LESSOR:

Cypress Fairbanks ISD, a
Texas limited liability company

BY: _____

Print Name: _____

Its: _____

Date: _____

LESSEE:

SQF, LLC, a
Delaware limited liability company

BY: _____

Print Name: Joshua Broder

Its: President & CEO

Date: _____

THIS PAGE INTENTIONALLY LEFT BLANK

THIS PAGE INTENTIONALLY LEFT BLANK

EXHIBIT A
The Property

[*To be replaced with a legal parcel description, pending title review*]

EXHIBIT B

The Premises[1]

[1] This Exhibit may be replaced by a land survey and/or construction drawings of the Premises once received by Lessee.

EXHIBIT C

FORM OF MEMORANDUM OF LEASE

[SAMPLE FORM – PLEASE DO NOT EXECUTE]

MEMORANDUM OF LEASE

Prepared by:
SQF LLC dba Tilson Infrastructure
16 Middle Street, 4th Floor
Portland, ME 04101
Site ID:

Property Information:
Address:
Assessor or Parcel ID Number:
County:

After recording, please return to:
Tower Title and Closing
18 Imperial Place
Providence, RI 02903

This Memorandum of Lease evidences a Lease Agreement (the "Lease") dated _____ _____ between _____, ("Lessor"), whose address is _____ and SQF, LLC a Delaware limited liability company, whose mailing address is 16 Middle Street, 4th Floor, Portland, ME 04101 ("SQF") for a portion of the real property owned by Lessor (the "Property"), as depicted on Exhibit "A".

The portion of the property that is leased by SQF ("Premises") is more particularly described as _____ by ____ area of the (N, E,, S, W) section of the Property as depicted on Exhibit "B" with ingress and egress and utility access rights as depicted on Exhibit "C".

Lessor ratifies, restates, and confirms the Lease. The term of this Lease commenced on _____ _____ (the "Commencement Date"). The Lease of the Premises is for an initial term of ten (10) years and contains six (6) renewal options, each for an additional five (5) years. The Lease further provides:

1. Lessor will attorn to any leasehold mortgagee of SQF and will subordinate any Lessor's lien to the liens of SQF's leasehold mortgagee;
2. The Lease restricts Lessor's ability to utilize, or allow the utilization of its adjacent property for the construction, operation and/or maintenance of communications towers and related facilities;
3. The Premises may be used exclusively by SQF for all legal purposes, including, without limitation, erecting, installing, operating and maintaining communications towers, buildings, and equipment;
4. SQF is entitled to sublease and/or sublicense the Premises, including any communications tower located thereon; and
5. Under certain circumstances, SQF has a right of first refusal to acquire the Premises from Lessor.

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK.SIGNATURE PAGE FOLLOWS.]

TEMPLATE

IN WITNESS WHEREOF, the parties hereto have executed this MEMORANDUM OF LEASE as of the date last signed by a party hereto.

LESSOR: _____
a _____

By:_____

Name/Title: _____

Date:_____

LESSOR ACKNOWLEDGEMENT

STATE OF _____
COUNTY OF _____

On the _____ day of _____, in the year 202____, before me, the undersigned, a Notary Public in and for said State, personally appeared _____, personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument, the individual(s), or the person upon behalf of which the individual(s) acted, executed the instrument

_____
Notary Public
My Commission Expires:

TEMPLATE

SQF, LLC, dba Tilson Infrastructure
a Delaware limited liability company

By:_____
Name/Title:

Date:_____

SQF ACKNOWLEDGEMENT

STATE OF MAINE)
) ss.:
COUNTY OF CUMBERLAND)

On this ____day of_____ , 202___ before me personally appeared_____, the ___ _____of SQF, to me known (or proved to me on the basis of satisfactory evidence) to be the person(s) described in and who executed the foregoing instrument, and acknowledged that he/she/they executed the same as his free act and deed.

WITNESS my hand and Official Seal at office this__day of _____, 202.

_____
Notary Public
My Commission Expires:

TEMPLATE

Exhibit A
The Property

TEMPLATE

Exhibit B
The Premises

TEMPLATE

Exhibit C
Ingress, Egress and Utility Access Easement

TEMPLATE


Cy-Fair Community Health Center
20' wide easement
75'x75' ground lease area