Farmersville Independent School District

District Improvement Plan

2022-2023

Mission Statement

Steeped in tradition, pride, and unity, Farmersville ISD fights to provide every student the foundation to fulfill their potential so they will have the opportunity and confidence to dream big.

Vision

Tradition. Pride. Unity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville ISD is a small rural district in northeast Collin County. The district has four schools: Tatum Elementary (PK-2nd, Title 1 campus), Farmersville Intermediate (3rd -5th, Title 1 campus), Farmersville Junior High (6th - 8th), and Farmersville High School (9th - 12th). Although this improvement plan focuses on the 2022-2023 school year, the demographic information comes from the fall 2021-2022 Texas Academic Performance Report (TAPR).

Student enrollment at Farmersville ISD continues to steadily grow, and during the last five years it increased by over 25%, from 1680 students at the beginning of the 17-18 school year to over 2100 at the beginning of the 2022 school year. The primary District student groups are as follows:

- 48.3% White
- 42.6% Hispanic
- 4.5% African American
- 53.4% Economically Disadvantaged (slight decrease from previous year)
- 14.7% English Learners (slight decrease from previous year)

American Indian students make up 0.3% of the population, Asian students 0.8%, and 3.5% identify as two-or-more races.

The 12.3% student mobility rate for Farmersville ISD is slightly below the state average of 13.6% (change from prior year). The district does not have any students identified as migrant (at the time of the TAPR's publishing).

Demographics Strengths

Farmersville ISD has many strengths. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success. Students at Farmersville ISD are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff diversity in Farmersville ISD does not reflect the demographics of the student body. **Root Cause:** Applicants do not mirror the diversity to meet the demands of the district's growth.

Student Learning

Student Learning Summary

Based on the ratings from the 2022 Accountability Reports, in the Student Achievement Domain, which is primarily based on STAAR scores at the elementary level and STAAR, college and career readiness, and graduation rates at the secondary level, the District achieved the following:

Farmersville ISD scored an 92, or an "A" overall.

Farmersville HS scored a 91, or an "A" overall.

Farmersville JH scored an 84, or a "B" overall

Farmersville Intermediate scored a 79, or a "C" overall

In the School Progress Domain, which shows how students perform over time and how that growth compares to similar schools:

Farmersville ISD scored a 92, or an "A" overall.

Farmersville HS scored a 87, or a "B" overall.

Farmersville JH scored an 84, or a "B" overall.

Farmersville Intermediate scored an 82, or a "B" overall

In the Closing the Gaps Domain, which tells us how well different populations of students in a district are performing:

Farmersville ISD scored a 81, or a "B" overall.

Farmersville HS scored a 85, or a "B" overall.

Farmersville JH scored an 75, or a "C" overall.

Farmersville Intermediate scored a 73, or a "C" overall

The goal of Farmersville ISD is to receive an "A" rating. In order to achieve this goal, we will work to achieve the following scores:

- 90+% "Approaches", 60+% "Meets", and 30+% "Masters" in all areas

As with all aspects of our district, we strive to provide the best for our students and understand we have areas for improvement. We must continue to work on student growth and ensuring every student is moving forward from year to year.

Student Learning Strengths

Farmersville ISD has a population of hard-working, high achieving students. The following campus earned Distinction Designations in the following areas in 2021-2022:

Farmersville High School:

- Academic Achievement in Reading/English Language Arts

- Academic Achievement in Science

- Academic Achievement in Social Studies

- Top 25%: Comparative Academic Growth

Farmersville Junior High School:

- Academic Achievement in Reading/English Language Arts

- Academic Achievement in Science

- Post-Secondary Readines

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The District's STAAR scores in math have decreased. **Root Cause:** Student learning loss as a result of COVID-19 has continued to impact math achievement more than any other subject.

District Processes & Programs

District Processes & Programs Summary

Parents, teachers, and students at Farmersville ISD take pride in our schools and our school's reputation of success. The perception of Farmersville ISD is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Farmersville ISD's focus goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle with learning, campus and district leadership will make the necessary adjustments to improve overall instruction. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

The teaching staff in Farmersville ISD is passionate and highly qualified, resulting in students being surrounded by staff that hold high expectations for learning. It is important at Farmersville ISD to provide ongoing professional learning. Partially as a response to COVID-19, Farmersville ISD implemented a 4-day instructional calendar for the 2020-2021 school year and has continued the calendar in the following school years due to positive feedback received from our staff and the community.

The curriculum, instruction, and assessment focus at Farmersville ISD is guided by the standards established in the Texas Essential Knowledge and Skills, locally developed assessments, the TEKS Resource System, and the results of both State and local assessment data. FISD strives to promote 21st Century Skills including critical thinking and problem solving, communication skills, creativity, and collaboration.

Assessment plays a major role in decision making and takes on many different forms at Farmersville ISD. The campuses have been committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products, and presentations are regular practices at FISD. By ensuring all grade level skills are taught and that students learn them, Farmersville ISD can demonstrate how the essential 21st Century Skills are being mastered. Each campus disaggregates data based on essential standards on formative and summative assessments given periodically based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon mClass, fluency checks, and campus benchmarks for assessment. Third through high school grade levels focus on STAAR, local formative asessment, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is the major assessment for ELL students.

Grade levels meet regularly with the principals to analyze data and map out strategies. Response to Intervention (RTI) committee meetings are held regularly at each campus as determined by the building principal. The data from campus assessments are used to identify students that are performing below passing so that necessary interventions can be identified and put in place. Progress is monitored for all students, and all students are provided the encouragement and support to achieve at ever-increasing levels of academic achievement as demonstrated by State and local assessments.

Farmersville ISD has demonstrated its commitment to the integration of instructional technology by continuing to support a district 1-to-1 initiative that was implemented in 2020-2021 as a response to the global pandemic. The District's technology team provides on-going technical and instructional support for the purposes of supporting student achievement.

District Processes & Programs Strengths

Farmersville ISD has identified the following strengths:

1. The ability to interpret and use common assessment data to drive instructional decisions.
2. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community.
3. Teachers accommodate special populations with more time and individualized educational plans.
4. 100% of the certified staff have participated in multiple professional development opportunities during this past school year.

5. The district provides staffing support for ESL and GT students.
6. RTI is being utilized successfully with students being referred to the appropriate special population.
7. A 4-day instructional calendar maximizes the amount of time available for planning for teachers.
8. Interruptions to the instructional day are kept to a minimum.
9. Safety drills are performed frequently and efficiently.
10. Devices are available to all teachers and students.
11. The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Maintaining the small-town feel while dealing with rapid growth has been difficult. **Root Cause:** Farmersville ISD is located in the rapidly growing Collin County.

Perceptions

Perceptions Summary

Farmersville ISD works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our district and high mobility, Farmersville ISD has strengthened connections between home and school through Teacher Nights, Facebook pages, emails, SchoolStatus, and the District website to help with communication and keeping parents informed.

One of the core beliefs at Farmersville ISD is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Teachers and staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Perceptions Strengths

Farmersville ISD is committed to recruiting, hiring, and retaining the best teachers and staff available to provide rigorous instruction and a safe learning environment. The District prides itself on a strong support network of caring, involved campus and district administrators who maintain an "open door" policy and a passion for including teachers in instructional decisions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Continuing to support and sustain all teachers and staff as the District continues to experience rapid growth could become difficult. **Root Cause:** The District continues to experience year-to-year enrollment increases.

Priority Problem Statements

Problem Statement 1: Staff diversity in Farmersville ISD does not reflect the demographics of the student body.

Root Cause 1: Applicants do not mirror the diversity to meet the demands of the district's growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The District's STAAR scores in math have decreased.

Root Cause 2: Student learning loss as a result of COVID-19 has continued to impact math achievement more than any other subject.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Maintaining the small-town feel while dealing with rapid growth has been difficult.

Root Cause 3: Farmersville ISD is located in the rapidly growing Collin County.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Continuing to support and sustain all teachers and staff as the District continues to experience rapid growth could become difficult.

Root Cause 4: The District continues to experience year-to-year enrollment increases.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELA, Mathematics, Science, Social Studies)

Performance Objective 1: FISD will reach 90% Approaches, 60% Meets, and 30% Masters in all STAAR areas.

    Evaluation Data Sources: 2023 TEA Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: Utilize current and future staff to provide small-group accelerated instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports and STAAR scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent; Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Implement summative and formative assessment plan for all campuses to be analyzed at the central level as well as the campus / department level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. TEC 11.252(a)(3)(D) TEC 11.252(3)(F)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction				
Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators				

Strategy 4 Details		**Reviews**			
Strategy 4: Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. TEC 11.252(a)(3)(B)(iv)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students **Staff Responsible for Monitoring:** Campus Administrators; Dyslexia Staff					

Strategy 5 Details		**Reviews**			
Strategy 5: Teachers of "transition grade" students (PK, Kindergarten, 3rd, & 8th) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade. **Staff Responsible for Monitoring:** Campus Administrators					

Strategy 6 Details		**Reviews**			
Strategy 6: Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in differentiated instruction ~ Providing professional development on using data collected from assessments to create lessons that will lead to increased academic success TEC 11.252(c)(3)(H) TEC 11.252(3)(F)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrators					

Strategy 7 Details		**Reviews**			
Strategy 7: Students in "transition grades" will participate in campus visits and orientation for the new grade to become familiar with the teachers and logistics of the new school and schedule.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation. 2. IMPACT - Students will have the information and confidence needed to be successful from the first day in the new grade. **Staff Responsible for Monitoring:** Campus Administrators					

Strategy 8 Details	Reviews			
Strategy 8: Provide before-school, in-school, and after-school tutorials and summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments TEC 11.252(a)(3)(A)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Attendance sheets for tutorials and summer school. Data from formative and summative assessments 2. IMPACT - Students will receive effective and timely assistance according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus administrators Teachers				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELA, Mathematics, Science, Social Studies)

Performance Objective 2: FISD will be able to achieve 88% or more of graduates identified as College, Career, or Military Ready

    Evaluation Data Sources: 2023 TEA Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: Provide full funding (i.e. tuition, fees, and books) for students enrolled in dual-credit courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students who complete dual credit courses that are offered	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Campus principal Finance Director				

Strategy 2 Details	Reviews			
Strategy 2: Students can get credit for CCMR the following ways: 1. Dual Credit (9 hours of any subject or 3 hours of English or Math) 2. AP (passing any Collegeboard AP Exam with a 3 or higher) 3. ACT/SAT (scoring at the "college readiness" level on both English & Math) 4. Military (enlisting in the armed services) 5. Career (earning an industry certification) 6. TSI (passing both the Math & Reading portion) Any student not qualifying in one of these areas is placed in the TSI course to give them remediation to pass the TSI test. Several of the above are currently under review as a part of TEA's accountability reset. The District is monitoring these updates and will modify student expectations and supports as necessary. TEC 11.255 TEC 11.252(3)(G)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of students that are identified as College, Career, or Military Ready (CCMR) **Staff Responsible for Monitoring:** Principals, Counselors				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELA, Mathematics, Science, Social Studies)

Performance Objective 3: FISD will increase the English Language Proficiency Status score from 25% to 36%

    Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - ELL student progress reports and STAAR scores **Staff Responsible for Monitoring:** Superintendent; Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Utilize Eduphoria and Frontline systems to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the Eduphoria and Frontline systems.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers 2. IMPACT - Student accommodations allow for student success in classwork and assessments **Staff Responsible for Monitoring:** ESL Coordinator				

Strategy 3 Details	Reviews			
Strategy 3: Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in differentiated instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrators				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 1: Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

    Evaluation Data Sources: Personnel documentation
Teacher certificates

Strategy 1 Details	Reviews			
Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position **Staff Responsible for Monitoring:** Assistant Superintendent	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: District administrative personnel will participate in job fairs at ESC and local universities and hire certified teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired **Staff Responsible for Monitoring:** Assistant Superintendent	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide recruitment and retention stipends for teachers in hard-to-fill positions, including Special Education, CTE, and Bilingual/Spanish teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Stipend paid to Special Education, CTE, and Bilingual/Spanish teachers 2. IMPACT - Number of new teachers retained by district **Staff Responsible for Monitoring:** Superintendent; Business Manager HR Director	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			

Strategy 4: As part of the District's annual budget process, the LEA will conduct a review of staffing, curriculum and instructional supplies to ensure equitable appropriations for Title One campuses.
    Strategy's Expected Result/Impact: 1 - Improved recruitment and retention performance.
    Staff Responsible for Monitoring: Business Office
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 2: Continue to work on initiatives to increase teacher retention

Evaluation Data Sources: Exit interviews
HR data

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with instructional technology support, including training and support to campus teachers, administrators, and support staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Meeting agendas, training notes 2. IMPACT - improved teacher attitude surveys **Staff Responsible for Monitoring:** Instructional Technology Facilitator				

Strategy 2 Details	Reviews			
Strategy 2: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers **Staff Responsible for Monitoring:** Assistant Superintendent; Campus Administrators				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Practice procedures in place for emergencies to ensure staff and student safety.

    Evaluation Data Sources: Campus drill reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through online management system.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed, and documentation of online system
    2. IMPACT - eliminate number of strangers in hallways
    Staff Responsible for Monitoring: Front Office Staff;
Police Chief				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses
    2. IMPACT - immediate and appropriate intervention for students in crisis
    Staff Responsible for Monitoring: Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252(3)(B)(ii)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses
    2. IMPACT - immediate and appropriate intervention for students in crisis
    Staff Responsible for Monitoring: Campus Administrators				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Implement drug and violence prevention programs to help reduce incidences

    Evaluation Data Sources: Discipline report
School Police report

Strategy 1 Details	Reviews			
Strategy 1: Conduct unscheduled drug-dog searches of campus buildings and premises.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus **Staff Responsible for Monitoring:** Superintendent; District Police Chief	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: The district is committed to freedom from bullying for all students. Processes and procedures are continually reviewed and updated, per [TEC 11.252].	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention. **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention. TEC 11.252(3)(B)(i)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 4 Details		Reviews			
Strategy 4: Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. TEC 11.252(3)(B)(ii)		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents **Staff Responsible for Monitoring:** Campus Administrators; Counselors					

Strategy 5 Details		Reviews			
Strategy 5: District-wide discipline management system will be utilized, where administrators will log all discipline into the Ascender system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time. TEC 11.252(3)(E) TEC 37.083(a)		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Ascender discipline logs 2. IMPACT - reduced number of incidents in Ascender **Staff Responsible for Monitoring:** Campus Administrators; Counselors					

Strategy 6 Details		Reviews			
Strategy 6: All campus teachers, counselors, and administrators will be trained on: - Suicide Prevention - Strategies for Establishing & Maintaining Positive Relationships with Students (including Conflict Resolution) - Preventing, Identifying, Responding to, and Reporting Incidents of Bullying - Safety Training Program - Increasing Awareness of Issues Regarding Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children - Increasing Awareness & Implementation of Trauma-Informed Care - Administration of an Epinephrine Auto-Injector		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents **Staff Responsible for Monitoring:** Campus Administrators; Counselors					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Maintain a graduation rate above 95%

    Evaluation Data Sources: 2023 graduation rate

Strategy 1 Details		Reviews			
Strategy 1: Utilize the following programs for credit recovery:		**Formative**			**Summative**
~ Odyssey online courses ~ Saturday school ~ Evening school		**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - student participation in programs
    2. IMPACT - reduced number of students lacking the required credit hours
    Staff Responsible for Monitoring: Campus Administrators					

Strategy 2 Details		**Reviews**			
Strategy 2: Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - videos, web resources, and other materials provided for students
    2. IMPACT - decrease in number of students with incomplete work
    Staff Responsible for Monitoring: Campus Administration;
Technology Department;
Teachers					

Strategy 3 Details		**Reviews**			
Strategy 3: Provide homebound services to ensure pregnant students maintain grades and credits for graduation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Homebound Program documentation 2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators; Counselors					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 5: The district will increase the number of students graduating college, career, and/or military ready.

Performance Objective 1: Increase percentage of students meeting CCMR criteria from 78% in 2021-2022 to 88% in 2022-2023.

    Evaluation Data Sources: Number of students meeting CCMR criteria

Strategy 1 Details				Reviews			
Strategy 1: All Juniors and Seniors will receive information about the benefits of applying for Free/Reduced lunch, with a focus on opportunities for financial aid for college and entrance exams. TEC 11.252(c)(4)(A-D)				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increase in Free/Reduced Lunch applications **Staff Responsible for Monitoring:** HS Administrators; HS Counselors							

Strategy 2 Details				Reviews			
Strategy 2: HS counselors will provide SAT / ACT information to teachers and students, and encourage use of fee waivers granted to EcoDis senior students. TEC 11.252(c)(4)(A-D)				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - class meeting documentation / agendas 2. IMPACT - SAT / ACT registrations **Staff Responsible for Monitoring:** HS Administrators; HS Counselors							

Strategy 3 Details				Reviews			
Strategy 3: Students and families will receive information pertaining to college applications and financial aid (including TEXAS Grant and Teach for Texas Grant) - especially geared toward lower socioeconomic families - through brochures and district website. TEC 11.252(3)(G) TEC 11.252(c)(4)(A-D)				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website created and updated 2. IMPACT - site traffic statistics, increase in number of students applying for financial aid and college, and taking SAT/ACT **Staff Responsible for Monitoring:** HS Counselors; Webmaster							

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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District #043904
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Goal 6: The district will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: The district will meet or exceed the recommended attendance rate of 96%.

    Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan includes working with families to lessen the number of absences and to ensure students make up time/instruction missed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation
    2. IMPACT - increased attendance rate
    Staff Responsible for Monitoring: Campus Administration				

Strategy 2 Details	**Reviews**			
Strategy 2: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records
    2. IMPACT - increased attendance rate and participation
    Staff Responsible for Monitoring: Assistant Superintendent;
Campus Administrators;
Counselors				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 7: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 1: 100% of families of EB students will have communication provided in the home language.

Evaluation Data Sources: Documentation of home-school communication; website statistics

Strategy 1 Details	Reviews			
Strategy 1: Provide translation services on website.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website activated; site statistics	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - increased parent involvement of LEP students				
Staff Responsible for Monitoring: Instructional Technology Director				

Strategy 2 Details	Reviews			
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - increased parent involvement of LEP students				
Staff Responsible for Monitoring: Superintendent; Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - meeting attendance and minutes and handouts	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - increased parent involvement of LEP students				
Staff Responsible for Monitoring: ESL Coordinator				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 7: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 2: 100% of Title 1 students will have home-school compacts and family communication.

Evaluation Data Sources: Documentation of home-school communication; signed home-school compacts

Strategy 1 Details	Reviews			
Strategy 1: Provide parent communications in both English and Spanish for parents of elementary students, grades K-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success **Staff Responsible for Monitoring:** Principals; Title 1 Teachers	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on positive parent communication and teacher-parent conferences	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Sign-in sheets for staff development 2. IMPACT - Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences **Staff Responsible for Monitoring:** Campus principal Teachers	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,565,564.00
Total FTEs Funded by SCE: 12.766
Brief Description of SCE Services and/or Programs

61XX: Salary with Benefits - $790,511 6112: Substitute Teachers-CompEd - $14,550 611X: Salary-Extra Duty - $59,800 62XX: Contracted Services - $31,700 63XX: Supplies - $9,700 64XX: Misc Operations - $3,750

Personnel for District Improvement Plan

<u>Name</u>	Position	<u>FTE</u>
2nd Grade Teacher	Teacher	0.07
3rd Grade Math Teacher	Teacher	0.069
3rd Grade Math Teacher	Teacher	0.07
3rd Grade Reading Teacher	Teacher	0.07
3rd Grade Reading Teacher	Teacher	0.06
4th Grade Math Teacher	Teacher	0.06
4th Grade Reading Teacher	Teacher	0.059
4th Grade Reading Teacher	Teacher	0.07
4th Grade Reading Teacher	Teacher	0.06
5th Grade Math Teacher	Teacher	0.07
5th Grade Math Teacher	Teacher	0.06
5th Grade Reading Teacher	Teacher	0.059
5th Grade Science Teacher	Teacher	0.069
5th Grade Science Teacher	Teacher	0.066
6th Grade Reading Teacher	Teacher	0.059
6th Grade Science Teacher	Teacher	0.041
7th Grade Math Teacher	Teacher	0.06
7th Grade Reading Teacher	Teacher	0.06
7th Grade Science Teacher	Teacher	0.059

Name	Position	FTE
7th Grade Social Studies Teacher	Teacher	0.21
8th Grade Math Teacher	Teacher	0.059
8th Grade Reading Teacher	Teacher	0.04
8th Grade Reading Teacher	Teacher	0.059
8th Grade Science Teacher	Teacher	0.057
8th Grade Social Studies Teacher	Teacher	0.048
Alternative Teacher	Teacher	0.546
Classroom Aide	Aide	1
Classroom Aide	Aide	1
Classroom Aide	Aide	1
Classroom Aide	Aide	1
Computer Aide	Aide	1
Electives Teacher	Teacher	0.177
Electives Teacher	Teacher	0.05
Electives Teacher	Teacher	0.094
Electives Teacher	Teacher	0.094
Electives Teacher	Teacher	0.093
Electives Teacher	Teacher	0.055
High School Electives Teacher	Teacher	0.204
High School Electives Teacher	Teacher	0.165
High School English Teacher	Teacher	0.05
High School English Teacher	Teacher	0.05
High School English Teacher	Teacher	0.039
High School Math Teacher	Teacher	0.04
High School Math Teacher	Teacher	0.045
High School Math Teacher	Teacher	0.044
High School Math Teacher	Teacher	0.04
High School Science Teacher	Teacher	0.04
High School Science Teacher	Teacher	0.04
High School Science Teacher	Teacher	0.04
High School Science Teacher	Teacher	0.04

Name	Position	FTE
High School Social Studies Teacher	Teacher	0.04
High School Social Studies Teacher	Teacher	0.372
High School Social Studies Teacher	Teacher	0.043
High School Social Studies Teacher	Teacher	0.04
High School Spanish Teacher	Teacher	0.036
High School Spanish Teacher	Teacher	0.047
High School SPED Teacher	Teacher	1
Intervention Teacher	Teacher	1
Math Intervention Teacher	Teacher	1
Pre-K Teacher	Teacher	0.51
Secondary School Counselor	Counselor	0.011
Spanish Teacher	Teacher	0.057

Title I Personnel

Name	Position	Program	FTE
Pre-K Aide	Teacher's Aide	24	1
Pre-K Aide	Teacher's Aide	24	1
Reading Interventionist	Teacher	24	1
Reading Interventionist	Teacher	24	1

District Improvement Committee

Committee Role	Name	Position
Administrator	Micah Taylor	Administrator
Classroom Teacher	Carrie King	Teacher
Classroom Teacher	Angela Arnett	Teacher
Classroom Teacher	Bradley Arledge	Teacher
Parent	Candace Coffee	Parent
Classroom Teacher	Candy Delorantis	Teacher
Parent	Emily Dillard	Parent
Classroom Teacher	Harold Davis	Teacher
Campus-Level Professional	Jill Cooper	Counselor
District-level Professional	Jeremy Posey	Administrator
Classroom Teacher	Julie Simpson	Teacher
Business Representative	Kiel Cathey	Business Representative
Classroom Teacher	Karen Osinski	Teacher
Classroom Teacher	Meagan Gates	Teacher
Administrator	Nicole Hicks	Campus Principal
Classroom Teacher	Sandy Hemby	Teacher
Classroom Teacher	Sandy Jacobs	Teacher
Community Representative	Bryon Wiebold	Community Representative
Classroom Teacher	Jessica Phelps	Teacher

Farmersville ISD
Professional Development Plan

Professional development in Farmersville ISD will always be focused on providing teachers with targeted growth opportunities that lead to improved student achievement. Student safety and academic growth, TEKS-aligned instruction, and building teacher capacity will continue to serve as the central tenets of FISD professional development.

For professional development focused on student safety, FISD will provide training opportunities that are aligned with the State Board of Educator Certification (SBEC) Educator Training Clearinghouse recommendations, including professional development in:
- Suicide Prevention
- Strategies for Establishing & Maintaining Positive Relationships with Students (including Conflict Resolution)
- Preventing, Identifying, Responding to, and Reporting Incidents of Bullying
- Safety Training Program
- Increasing Awareness of Issues Regarding Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children
- Increasing Awareness & Implementation of Trauma-Informed Care
- Administration of an Epinephrine Auto-Injector

For professional development focused on TEKS-aligned instruction, student academic growth, and building teacher capacity, FISD will:
- Utilize embedded professional development days throughout the year to provide on-going, targeted training
- Respond to feedback gathered from classroom observations to provide training related to identified growth areas
- Tailor professional development to needs relayed by teachers to campus and district administration

2022-2023 ESSA: Title IV, Part A
Programs and Activities

Title IV – ESSA Statutory Citation: Section 4106(e)(1)(A-D)

(e) Contents Of Local Application.—Each application submitted under this section by a local educational agency, or a consortium of such agencies, shall include the following:

(1) Descriptions.—A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of—

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109;

Farmersville ISD Use of Funds to Support Title IV Activities

Farmersville ISD has reviewed data to identify how Title IV, Part A funds will best be used to support the needs of our students.

Farmersville ISD receives less than $30,000, therefore based on statute we can select funding one of the three focus areas, well-rounded education, safe and healthy students, and effective use of technology.

Based on the data reviewed and the input from stakeholders to prioritize our funds, it was determined that Farmersville ISD would fund activities to support safe and healthy students. Some examples of the activities being funded include:

- mental health and student safety presentations for students at Tatum Elementary, Farmersville Intermediate, Farmersville Junior High, and Farmersville High School;
- student health and safety drills and simulations on each campus; and,
- staff professional development pertaining to campus safety and student health initiatives.

Note: This policy addresses the prohibition against discrimination, harassment, and retaliation with respect to compensation, terms, conditions, or privileges of employment. For legally referenced material relating to the prohibition against discrimination in hiring and discharging employees, see DAA(LEGAL).

For provisions related to harassment of students, including the district's response to sexual harassment as defined by Title IX, see FFH.

Unlawful Employment Discrimination

It is an unlawful employment practice for a district to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's:

1.   Race, color, or national origin;

2.   Religion;

3.   Sex;

4.   Age;

5.   Disability; or

6.   Genetic information [see DAB].

Federal Law

Section 1981 of the Civil Rights Act of 1866 (Section 1981)—race. *42 U.S.C. 1981*

Title VII of the Civil Rights Act of 1964 (Title VII)—race, color, religion, sex, and national origin. *42 U.S.C. 2000e et seq.*

Age Discrimination in Employment Act of 1967 (ADEA)—age, over 40. *29 U.S.C. 621 et seq.*

Section 504 of the Rehabilitation Act of 1973 (Section 504)—disability in programs receiving federal funds. *29 U.S.C. 794*

Title I of the Americans with Disabilities Act of 1990 (ADA)—disability. *42 U.S.C. 12101 et seq.*

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)—genetic information. *42 U.S.C. 2000ff et seq.*

Note: Title VII, the ADA, and GINA do not apply to employers unless the employer has 15 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding calendar year. *42 U.S.C. 2000e(b); 42 U.S.C. 12111(5); 42 U.S.C. 2000ff(2)(B)*

State Law	Texas Commission on Human Rights Act (TCHRA)—race, color, disability, religion, sex, national origin, age, and genetic information. *Labor Code 21.051, .402*
	State policy on employment of persons with disabilities. *Human Resources Code 121.003(f)*

Prohibition on Retaliation

A district may not discriminate against any employee or applicant for employment because the employee or applicant has opposed any unlawful, discriminatory employment practices or participated in the investigation of any complaint related to an unlawful, discriminatory employment practice. *29 U.S.C. 623(d) (ADEA); 42 U.S.C. 2000e-3(a) (Title VII); 42 U.S.C. 12203 (ADA); Labor Code 21.055*

Harassment-Free Workplace

Harassment on the basis of a protected characteristic is a violation of Title VII. A district has an affirmative duty, under Title VII, to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin. *42 U.S.C. 2000e, et seq.; 29 C.F.R. 1604.11(a), 1606.8(a)*

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

29 C.F.R. 1604.11(a), (f), (g); Labor Code 21.141

An employer commits an unlawful employment practice if sexual harassment of an employee occurs and the employer or the employer's agents or supervisors know or should have known that the conduct constituting sexual harassment was occurring; and fail to take immediate and appropriate corrective action. *Labor Code 21.142*

Same-Sex Harassment	Same-sex sexual harassment constitutes sexual harassment. *Oncale v. Sundowner Offshore Services, Inc.,* 523 U.S. 75 (1998)
Criminal Offense—Official Oppression	A public servant acting under color of the public servant's office or employment commits an offense if the public servant intentionally subjects another to sexual harassment.
	A public servant acts under color of the public servant's office or employment if the person acts or purports to act in an official capacity or takes advantage of such actual or purported capacity.
	"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, submission to which is made a term or condition of a person's exercise or enjoyment of any right, privilege, power, or immunity, either explicitly or implicitly.
	Penal Code 39.03(a)(3), (b), (c)
Unpaid Interns	A district commits an unlawful employment practice if sexual harassment of an unpaid intern occurs and the district or its agents or supervisors know or should have known that the conduct constituting sexual harassment was occurring, and fail to take immediate and appropriate corrective action. *Labor Code 21.1065*
Prohibition on Use of Public Funds	A district may not use public money to settle or otherwise pay a sexual harassment claim made against a person who is an elected or appointed member of the board or an officer or employee of the district. *Local Gov't Code 180.008*
National Origin Harassment	Ethnic slurs and other verbal or physical conduct relating to an individual's national origin constitute harassment when this conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working environment;

2. Has the purpose or effect of unreasonably interfering with an individual's work performance; or

3. Otherwise adversely affects an individual's employment opportunities.

29 C.F.R. 1606.08(b)

Severe and Pervasive	Harassment violates Title VII if it is sufficiently severe and pervasive to alter the conditions of employment. *Pennsylvania State Police v. Suders*, 542 U.S. 129 (2004)
	Title VII does not prohibit all verbal and physical harassment in the workplace. For example, harassment between men and women is not automatically unlawful sexual harassment merely because the

words used have sexual content or connotations. *Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)*

Prevention

A district should take all steps necessary to prevent unlawful harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate penalties, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned. *29 C.F.R. 1604.11(f)*

Responsibility for Harassment by Third Parties

A district is responsible for acts of unlawful harassment by fellow employees and by nonemployees if the district, its agents, or its supervisory employees knew or should have known of the conduct, unless the district takes immediate and appropriate corrective action. *29 C.F.R. 1604.11(d), (e), 1606.8(d), (e)*

When no tangible employment action is taken, a district may raise the following affirmative defense:

1. That the district exercised reasonable care to prevent and promptly correct any harassing behavior; and

2. That the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise.

Burlington Industries, Inc. v. Ellerth, 524 U.S. 742 (1998); Faragher v. City of Boca Raton, 524 U.S. 775 (1998)

Religious Discrimination

The prohibition against discrimination on the basis of religion includes all aspects of religious observances and practice, as well as religious belief, unless a district demonstrates that it is unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship to the district's business. "Undue hardship" means more than a *de minimus* (minimal) cost. *42 U.S.C. 2000e(j); 29 C.F.R. 1605.2; Labor Code 21.108*

Burden on Free Exercise

A district may not substantially burden an employee's free exercise of religion, unless the burden is in furtherance of a compelling governmental interest and is the least restrictive means of furthering that interest. *Civ. Prac. & Rem. Code 110.003*

Sex Discrimination

Pregnancy

The prohibition against discrimination because of sex includes discrimination on the basis of pregnancy, childbirth, or related medical conditions. A district shall treat women affected by pregnancy, childbirth, or related medical conditions the same as other employees for all employment-related purposes, including receipt of benefits under fringe benefit programs. *42 U.S.C. 2000e(k); 29 C.F.R. 1604.10; Labor Code 21.106*

Gay and Transgender	The prohibition against discrimination because of sex includes discrimination on the basis of an individual being gay or transgender. *Bostock v. Clayton County, Georgia*, 17-1618, 2020 WL 3146686, (U.S. June 15, 2020)
Gender Stereotypes	A district may not evaluate employees by assuming or insisting that they match the stereotype associated with their group. *Price Waterhouse v. Hopkins*, 490 U.S. 228 (1989)
Age Discrimination	The prohibition against discrimination on the basis of age applies only to discrimination against an individual 40 years of age or older. *29 U.S.C. 631; Labor Code 21.101*
Bona Fide Employee Benefit Plan	A district may take an employment action on the basis of age pursuant to a bona fide seniority system or a bona fide employee benefit plan. However, a bona fide employee benefit plan shall not excuse the failure to hire any individual and no such benefit plan shall require or permit the involuntary retirement of any individual because of age. *29 U.S.C. 623(f); Labor Code 21.102*
Disability Discrimination	A district may not discriminate against a qualified individual on the basis of disability in job application procedures, hiring, advancement, or discharge of employees, compensation, job training, and other terms, conditions, and privileges of employment. *42 U.S.C. 12112(a); 29 C.F.R. 1630.4(b); Labor Code 21.051*
	In addition, each district that receives assistance under the Individuals with Disabilities Education Act (IDEA) must make positive efforts to employ, and advance in employment, qualified individuals with disabilities in programs assisted by the IDEA. *34 C.F.R. 300.177(b)*
Discrimination Based on Lack of Disability	The ADA and the TCHRA do not provide a basis for a claim that an individual was subject to discrimination because of the individual's lack of disability. *42 U.S.C. 12201(g); 29 C.F.R. 1630.4(b); Labor Code 21.005(c)*
Definition of Disability	"Disability" means:

1. An actual disability: a physical or mental impairment [see definition, below] that substantially limits one or more of an individual's major life activities;

2. A record of having such an impairment; or

3. Being regarded as having such an impairment.

An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

"Regarded as" Having an Impairment	An individual meets the requirement of being "regarded as" having an impairment if the individual establishes that he or she has been subjected to an action prohibited by the ADA because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
Transitory and Minor	The "regarded as" prong of the definition does not apply to impairments that are transitory or minor. A transitory impairment is one with an actual or expected duration of six months or less. The "transitory" exception does not apply to the "actual disability" or "record of disability" prongs of the definition.
Mitigating Measures	The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures, such as medication, medical supplies, low-vision devices, prosthetics, hearing aids, mobility devices, oxygen therapy, assistive technology, or learned behavioral or adaptive neurological modifications.
	The ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity. Ordinary eyeglasses and contact lenses are lenses that are intended to fully correct visual acuity or to eliminate refractive error.
	42 U.S.C. 12102(1), (3), (4); 29 C.F.R. 1630.2(g), (j)(1); Labor Code 21.002, .0021
Other Definitions	"Physical or mental impairment" means:
Physical or Mental Impairment	1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; or
	2. Any mental or psychological disorder, such as an intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness, and specific learning disabilities.
	29 C.F.R. 1630.2(h)
Major Life Activities	"Major life activities" include caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working.

"Major life activities" also include the operation of major bodily functions, including functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardio-vascular, endocrine, hemic, lymphatic, musculoskeletal, and repro-ductive functions. The operation of a major bodily function includes the operation of an individual organ within the body system.

42 U.S.C. 12102(2); 29 C.F.R. 1630.2(i); Labor Code 21.002

Qualified Individual

"Qualified individual" means an individual who:

1. Satisfies the requisite skill, experience, education, and other job-related requirements of the employment position such in-dividual holds or desires; and

2. With or without reasonable accommodation, can perform the essential functions of such position. Consideration shall be given to a district's judgment as to what functions of a job are essential. A written job description prepared before advertis-ing or interviewing applicants for the job is evidence of the job's essential functions.

42 U.S.C. 12111(8); 29 C.F.R. 1630.2(m)

Reasonable Accommodations

A district is required, absent undue hardship, to make a reasonable accommodation to an otherwise qualified individual who meets the definition of disability under the "actual disability" or "record of disa-bility" prongs. A district is not required to provide a reasonable ac-commodation to an individual who meets the definition of disability solely under the "regarded as" prong. *42 U.S.C. 12112(b)(5); 29 C.F.R. 1630.2(o)(4), .9; 29 U.S.C. 794; 34 C.F.R. 104.11; Labor Code 21.128* [See DBB regarding medical examinations and in-quiries under the Americans with Disabilities Act]

"Reasonable accommodation" includes:

1. Making existing facilities used by employees readily accessi-ble to and usable by individuals with disabilities; and

2. Job restructuring, part-time or modified work schedules, reas-signment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommo-dations for individuals with disabilities.

42 U.S.C. 12111(9); 29 C.F.R. 1630.2(o); 34 C.F.R. 104.12(b)

"Undue hardship" means an action requiring significant difficulty or expense when considered in light of the nature and cost of the accommodation needed, overall financial resources of the affected facility and the district, and other factors set out in law. *42 U.S.C. 12111(10); 29 C.F.R. 1630.2(p); 34 C.F.R. 104.12(c)*

Discrimination Based on Relationship

A district shall not exclude or deny equal jobs or benefits to, or otherwise discriminate against, a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a family, business, social, or other relationship or association. *42 U.S.C. 12112(b)(4); 29 C.F.R. 1630.8; 34 C.F.R. 104.11*

Illegal Drugs and Alcohol

The term "qualified individual with a disability" does not include any employee or applicant who is currently engaging in the illegal use of drugs, when a district acts on the basis of such use.

Drug Testing

A district is not prohibited from conducting drug testing of employees and applicants for the illegal use of drugs or making employment decisions based on the results of such tests.

42 U.S.C. 12114(c), (d); Labor Code 21.002(6)(A) [See DHE]

Alcohol Use

The term "qualified individual with a disability" does not include an individual who is an alcoholic and whose current use of alcohol prevents the employee from performing the duties of his or her job or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others. *42 U.S.C. 12114(a); 29 U.S.C. 705(20)(C); 29 C.F.R. 1630.3(a); 28 C.F.R. 35.104; Labor Code 21.002(6)(A)*

Qualification Standards

It is unlawful for a district to use qualification standards, employment tests, or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test, or other selection criteria, as used by the district, is shown to be job related for the position in question and is consistent with business necessity. *29 C.F.R. 1630.10(a)*

Direct Threat to Health or Safety

As a qualification standard, a district may require that an individual not pose a direct threat to the health or safety of other individuals in the workplace. "Direct threat" means a significant risk to the health or safety of the individual or others that cannot be eliminated by reasonable accommodation. *42 U.S.C. 12111(3); 29 C.F.R. 1630.2(r); Labor Code 21.002(6)(B)*

Vision Standards and Tests

A district shall not use qualification standards, employment tests, or other selection criteria based on an individual's uncorrected vision unless the standard, test, or other selection criteria, as used by the district, is shown to be job-related for the position in question and

consistent with business necessity. *42 U.S.C. 12113(c); 29 C.F.R. 1630.10(b); Labor Code 21.115(b)*

Communicable Diseases

A district may refuse to assign or continue to assign an individual to a job involving food handling if the individual has an infectious or communicable disease that is transmitted to others through handling of food. *42 U.S.C. 12113(e); 29 U.S.C. 705(20)(D); 29 C.F.R. 1630.16(e); Labor Code 21.002(6)(B)*

Service Animals

A district that is subject to the jurisdiction of Title I of the ADA (employment discrimination) or to Section 504 of the Rehabilitation Act (employment discrimination) shall comply with the reasonable accommodation requirements of those laws with respect to service animals. [See Reasonable Accommodations, above]

A district that is not subject to either Title I or Section 504 shall comply with Title II of the ADA (discrimination by public entity). An employer that is subject to Title II shall comply with 28 C.F.R. Part 35, including the requirements relating to service animals at 28 C.F.R. 35.136 [see FBA].

28 C.F.R. 35.140

Title IX

No person, on the basis of sex, shall be excluded from participation in, denied the benefits of, or be subjected to discrimination by a district receiving federal financial assistance. *20 U.S.C. 1681* [See FB, FFH]

Equal Pay

A district may not pay an employee at a rate less than the rate the district pays employees of the opposite sex for equal work on jobs the performance of which require equal skill, effort, or responsibility and which are performed under similar working conditions. This rule does not apply if the payment is pursuant to a seniority system, a merit system, a system that measures earnings by quantity or quality of production, or a differential based on any other factor other than sex. *29 U.S.C. 206(d) (Equal Pay Act); 34 C.F.R. 106.54 (Title IX)*

Grievance Procedures

Section 504

A district that receives federal financial assistance and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act. *34 C.F.R. 104.7(b), .11*

ADA

A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the ADA. *28 C.F.R. 35.107, .140*

Title IX	A district that receives federal financial assistance shall adopt and publish grievance procedures providing for prompt and equitable resolution of employee complaints alleging any action prohibited by Title IX. *34 C.F.R. 106.8(c);* <u>*North Haven Board of Education v. Bell*</u>*, 456 U.S. 512 (1982)* [For legally referenced material relating to Title IX grievance procedures, see FFH(LEGAL).]
Compliance Coordinators Section 504	A district that employs 15 or more persons shall designate at least one person to coordinate its efforts to comply with Section 504 of the Rehabilitation Act. The district's Section 504 notification [see DAA] shall also identify the responsible employee so designated. *34 C.F.R. 104.7(a), .8(a)*
ADA	A district that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the ADA, including any investigation of any complaint communicated to it alleging its noncompliance with the ADA or alleging any actions that would be prohibited by the ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee or employees so designated. *28 C.F.R. 35.107(a)*
ADEA	A district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Age Discrimination in Employment Act (ADEA), including investigation of any complaints that the district receives alleging any actions that are prohibited by the ADEA. A district shall notify its employees of the identity of the responsible employee by name or title, address, and telephone number. *34 C.F.R. 110.25(a), (b)*
Title IX	A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator." The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district of the name or title, office address, electronic mail address, and telephone number of the employee(s) so designated. *34 C.F.R. 106.8(a)*

Note:	This policy addresses discrimination, harassment, and retaliation against District employees. For Title IX and other provisions regarding discrimination, harassment, and retaliation against students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Definitions

Solely for purposes of this policy, the term "employee" includes former employees, applicants for employment, and unpaid interns.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;

2. Creates an intimidating, threatening, hostile, or offensive work environment; or

3. Otherwise adversely affects the employee's performance, environment, or employment opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or

practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or

2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communication, including electronic communication.

Reporting Procedures

Any employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]
Superintendent	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice of Report

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation	The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal or supervisor shall be involved in or informed of the investigation.
	The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.
	The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.
District Action	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.
	The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.
	The complainant may have a right to file a complaint with appropriate state or federal agencies.
Response to Sexual Harassment—Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;

- Consider the complainant's wishes with respect to supportive measures; and

- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;

2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures   Information regarding this policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Definitions	"Bullying":
Bullying	1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

     b.   Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1.   Prohibits the bullying of a student;

2.   Prevents and mediates bullying incidents between students that:

    a.   Interfere with a student's educational opportunities; or

    b.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;

3.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

4.   Establishes a procedure for providing notice of an incident of bullying to:

    a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

5.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

6.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

7.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

8.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;

9.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

	Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
		For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

2021-22 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

District Number: 043904

2022 Accountability Rating: B

2022 Special Education Determination Status:

 Meets Requirements

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	School Year	State	Region 10	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																	

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	**83%**	56%	77%	89%	-	-	-	*	57%	*	82%	83%	81%	73%
	2021	67%	68%	**73%**	50%	72%	78%	*	*	-	*	47%	*	77%	66%	71%	74%
At Meets Grade Level or Above	2022	51%	52%	**64%**	56%	58%	69%	-	-	-	*	43%	*	59%	75%	63%	50%
	2021	39%	40%	**45%**	17%	33%	57%	*	*	-	*	24%	*	46%	42%	34%	30%
At Masters Grade Level	2022	30%	32%	**40%**	11%	34%	46%	-	-	-	*	21%	*	36%	48%	38%	30%
	2021	19%	21%	**22%**	17%	13%	31%	*	*	-	*	6%	*	23%	21%	17%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**74%**	44%	72%	79%	-	-	-	*	43%	*	72%	77%	71%	70%
	2021	62%	64%	**77%**	67%	70%	83%	*	*	-	*	47%	*	80%	70%	77%	68%
At Meets Grade Level or Above	2022	43%	45%	**41%**	44%	32%	49%	-	-	-	*	36%	*	40%	44%	36%	27%
	2021	31%	33%	**35%**	33%	19%	46%	*	*	-	*	18%	*	32%	41%	25%	21%
At Masters Grade Level	2022	21%	23%	**15%**	11%	9%	20%	-	-	-	*	14%	*	12%	21%	13%	13%
	2021	14%	17%	**16%**	17%	4%	26%	*	*	-	*	0%	*	16%	16%	5%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	**93%**	86%	90%	98%	-	*	-	83%	65%	100%	93%	92%	90%	94%
	2021	63%	64%	**79%**	*	74%	85%	-	-	-	*	55%	67%	81%	75%	73%	76%
At Meets Grade Level or Above	2022	54%	55%	**63%**	71%	55%	69%	-	*	-	83%	29%	50%	64%	63%	56%	56%
	2021	36%	39%	**46%**	*	42%	49%	-	-	-	*	23%	50%	43%	50%	42%	45%
At Masters Grade Level	2022	28%	30%	**30%**	14%	20%	42%	-	*	-	17%	6%	50%	32%	27%	14%	13%
	2021	17%	19%	**22%**	*	22%	20%	-	-	-	*	9%	17%	17%	30%	18%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	**66%**	43%	53%	81%	-	*	-	67%	29%	83%	68%	63%	58%	50%
	2021	59%	62%	**62%**	*	55%	67%	-	-	-	*	52%	33%	62%	62%	54%	43%
At Meets Grade Level or Above	2022	43%	45%	**37%**	29%	27%	47%	-	*	-	50%	12%	50%	35%	40%	28%	22%
	2021	36%	39%	**36%**	*	37%	33%	-	-	-	*	26%	0%	35%	38%	31%	30%
At Masters Grade Level	2022	23%	25%	**15%**	14%	3%	24%	-	*	-	33%	0%	17%	16%	13%	4%	6%
	2021	21%	24%	**15%**	*	14%	13%	-	-	-	*	13%	0%	13%	18%	11%	13%
Grade 5 Reading																	

	School Year	State	Region 10	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	2022	81%	81%	**80%**	63%	81%	82%	-	-	-	*	54%	*	85%	74%	77%	79%
	2021	73%	75%	**74%**	*	67%	81%	-	*	-	*	44%	*	75%	72%	65%	59%
At Meets Grade Level or Above	2022	58%	59%	**55%**	38%	50%	61%	-	-	-	*	37%	*	61%	47%	49%	53%
	2021	46%	49%	**44%**	*	33%	55%	-	*	-	*	28%	*	45%	42%	33%	28%
At Masters Grade Level	2022	36%	38%	**36%**	38%	33%	40%	-	-	-	*	29%	*	36%	34%	32%	35%
	2021	30%	32%	**29%**	*	14%	42%	-	*	-	*	11%	*	29%	28%	18%	13%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	77%	**77%**	63%	74%	81%	-	-	-	*	66%	*	82%	69%	76%	74%
	2021	70%	72%	**73%**	*	67%	78%	-	*	-	*	44%	*	74%	70%	63%	66%
At Meets Grade Level or Above	2022	48%	50%	**46%**	38%	48%	45%	-	-	-	*	43%	*	51%	40%	46%	41%
	2021	44%	47%	**41%**	*	37%	44%	-	*	-	*	39%	*	40%	42%	32%	31%
At Masters Grade Level	2022	25%	27%	**17%**	25%	21%	15%	-	-	-	*	17%	*	15%	21%	15%	18%
	2021	25%	28%	**15%**	*	14%	16%	-	*	-	*	17%	*	14%	16%	13%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	66%	**79%**	63%	75%	85%	-	-	-	*	66%	*	77%	81%	76%	68%
	2021	62%	63%	**71%**	*	65%	77%	-	*	-	*	50%	*	75%	63%	58%	53%
At Meets Grade Level or Above	2022	38%	39%	**47%**	38%	46%	47%	-	-	-	*	37%	*	43%	51%	40%	47%
	2021	31%	33%	**37%**	*	19%	53%	-	*	-	*	39%	*	36%	37%	20%	16%
At Masters Grade Level	2022	18%	18%	**20%**	38%	14%	24%	-	-	-	*	26%	*	23%	17%	16%	12%
	2021	13%	14%	**13%**	*	9%	17%	-	*	-	*	17%	*	13%	14%	8%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	72%	**80%**	43%	77%	84%	-	*	-	*	48%	*	78%	83%	75%	74%
	2021	62%	64%	**75%**	71%	59%	89%	-	*	*	*	29%	83%	76%	73%	66%	58%
At Meets Grade Level or Above	2022	43%	45%	**55%**	43%	48%	63%	-	*	-	*	39%	*	52%	60%	42%	29%
	2021	32%	35%	**38%**	14%	20%	53%	-	*	*	*	24%	50%	40%	34%	22%	21%
At Masters Grade Level	2022	23%	25%	**27%**	29%	15%	36%	-	*	-	*	9%	*	24%	32%	21%	9%
	2021	15%	17%	**15%**	0%	6%	22%	-	*	*	*	12%	17%	17%	13%	6%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	76%	**58%**	57%	54%	60%	-	*	-	*	35%	*	53%	65%	49%	41%
	2021	68%	70%	**76%**	57%	69%	83%	-	*	*	*	41%	100%	78%	73%	70%	67%

	School Year	State	Region 10	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	2022	39%	42%	**17%**	14%	13%	20%	-	*	-	*	22%	*	17%	16%	11%	9%
	2021	36%	40%	**38%**	14%	25%	48%	-	*	*	*	24%	50%	40%	36%	24%	24%
At Masters Grade Level	2022	16%	18%	**2%**	0%	1%	2%	-	*	-	*	4%	*	2%	3%	2%	0%
	2021	15%	18%	**11%**	0%	4%	17%	-	*	*	*	6%	33%	11%	11%	4%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	80%	**92%**	86%	89%	95%	-	*	-	80%	50%	100%	95%	87%	88%	84%
	2021	69%	70%	**80%**	*	76%	82%	-	*	-	*	22%	80%	82%	76%	71%	69%
At Meets Grade Level or Above	2022	56%	58%	**72%**	57%	58%	81%	-	*	-	80%	29%	40%	73%	69%	62%	57%
	2021	45%	47%	**52%**	*	47%	56%	-	*	-	*	0%	40%	55%	47%	44%	51%
At Masters Grade Level	2022	37%	40%	**46%**	14%	31%	58%	-	*	-	60%	7%	40%	48%	43%	29%	24%
	2021	25%	27%	**25%**	*	23%	25%	-	*	-	*	0%	20%	22%	31%	19%	23%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	62%	**82%**	57%	75%	89%	-	*	-	80%	53%	80%	89%	73%	77%	79%
	2021	55%	59%	**77%**	*	69%	84%	-	*	-	*	22%	80%	77%	78%	66%	71%
At Meets Grade Level or Above	2022	31%	34%	**43%**	0%	29%	52%	-	*	-	80%	20%	20%	49%	34%	35%	29%
	2021	27%	32%	**39%**	*	27%	49%	-	*	-	*	0%	20%	34%	47%	27%	23%
At Masters Grade Level	2022	13%	17%	**14%**	0%	7%	18%	-	*	-	0%	7%	20%	18%	8%	10%	13%
	2021	12%	16%	**18%**	*	13%	19%	-	*	-	*	0%	20%	13%	27%	14%	11%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	84%	**92%**	100%	91%	95%	-	*	-	*	42%	*	93%	90%	91%	83%
	2021	73%	75%	**85%**	*	82%	89%	-	*	-	67%	60%	100%	93%	73%	78%	73%
At Meets Grade Level or Above	2022	58%	60%	**67%**	67%	59%	77%	-	*	-	*	0%	*	65%	71%	62%	47%
	2021	46%	48%	**50%**	*	47%	54%	-	*	-	17%	30%	60%	58%	37%	43%	36%
At Masters Grade Level	2022	37%	40%	**47%**	50%	45%	47%	-	*	-	*	0%	*	47%	47%	39%	27%
	2021	21%	23%	**20%**	*	16%	24%	-	*	-	17%	0%	20%	24%	14%	15%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**76%**	60%	79%	79%	-	-	-	-	33%	*	78%	72%	73%	78%
	2021	62%	62%	**75%**	*	71%	76%	-	*	-	*	50%	*	78%	73%	63%	56%
At Meets Grade Level or Above	2022	40%	41%	**35%**	40%	28%	50%	-	-	-	-	0%	*	31%	41%	24%	22%
	2021	36%	36%	**36%**	*	24%	44%	-	*	-	*	40%	*	33%	40%	21%	22%

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At Masters Grade Level	2022	14%	15%	**4%**	0%	5%	4%	-	-	-	-	0%	*	2%	7%	4%	6%
	2021	11%	11%	**1%**	*	0%	2%	-	*	-	*	10%	*	3%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	76%	**88%**	83%	85%	95%	-	*	-	*	42%	*	90%	84%	85%	73%
	2021	68%	70%	**86%**	*	82%	87%	-	*	-	100%	60%	100%	89%	80%	80%	77%
At Meets Grade Level or Above	2022	45%	48%	**60%**	50%	55%	68%	-	*	-	*	25%	*	57%	67%	49%	43%
	2021	43%	45%	**63%**	*	60%	66%	-	*	-	33%	40%	80%	67%	55%	54%	50%
At Masters Grade Level	2022	24%	26%	**26%**	0%	24%	29%	-	*	-	*	0%	*	22%	35%	17%	27%
	2021	24%	26%	**32%**	*	33%	34%	-	*	-	17%	0%	20%	36%	25%	28%	14%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	63%	**71%**	67%	66%	77%	-	*	-	*	8%	*	73%	67%	66%	52%
	2021	57%	60%	**74%**	*	72%	77%	-	*	-	50%	40%	100%	79%	65%	71%	55%
At Meets Grade Level or Above	2022	31%	33%	**37%**	50%	31%	42%	-	*	-	*	0%	*	29%	53%	28%	21%
	2021	28%	31%	**42%**	*	40%	45%	-	*	-	17%	30%	40%	44%	38%	35%	27%
At Masters Grade Level	2022	18%	20%	**18%**	33%	14%	19%	-	*	-	*	0%	*	14%	25%	9%	7%
	2021	14%	15%	**23%**	*	19%	25%	-	*	-	17%	0%	20%	25%	19%	22%	14%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	66%	**77%**	71%	69%	86%	-	*	-	78%	40%	50%	85%	67%	74%	46%
	2021	67%	67%	**78%**	*	71%	83%	*	-	-	*	31%	71%	81%	71%	72%	42%
At Meets Grade Level or Above	2022	47%	49%	**58%**	43%	54%	62%	-	*	-	67%	25%	33%	62%	52%	48%	31%
	2021	50%	51%	**59%**	*	51%	65%	*	-	-	*	25%	57%	64%	47%	50%	16%
At Masters Grade Level	2022	11%	12%	**12%**	0%	13%	10%	-	*	-	11%	0%	0%	12%	11%	7%	6%
	2021	12%	14%	**13%**	*	10%	13%	*	-	-	*	0%	0%	14%	9%	9%	5%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	**76%**	*	68%	82%	*	-	-	100%	35%	50%	81%	64%	68%	45%
	2021	71%	71%	**78%**	*	73%	81%	*	*	-	*	23%	60%	82%	69%	75%	46%
At Meets Grade Level or Above	2022	55%	56%	**61%**	*	52%	67%	*	-	-	100%	18%	30%	66%	49%	53%	27%
	2021	57%	58%	**64%**	*	53%	70%	*	*	-	*	23%	40%	71%	51%	60%	23%

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At Masters Grade Level	2022	9%	10%	**7%**	*	7%	6%	*	-	-	20%	6%	0%	7%	6%	6%	0%
	2021	11%	13%	**10%**	*	9%	9%	*	*	-	*	0%	0%	11%	9%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	76%	**91%**	88%	88%	93%		-	*	-	100%	63%	100%	92%	89%	88%	78%
	2021	73%	74%	**85%**	*	82%	87%	*	*	-	*	64%	86%	88%	77%	83%	78%
At Meets Grade Level or Above	2022	43%	46%	**63%**	38%	60%	65%	-	*	-	78%	50%	33%	66%	58%	58%	53%
	2021	41%	44%	**44%**	*	41%	46%	*	*	-	*	14%	43%	47%	36%	42%	33%
At Masters Grade Level	2022	27%	30%	**37%**	38%	37%	34%	-	*	-	67%	6%	17%	39%	34%	32%	33%
	2021	23%	27%	**25%**	*	24%	26%	*	*	-	*	0%	14%	24%	25%	20%	22%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	**87%**	86%	83%	90%	-	*	-	88%	60%	100%	90%	81%	81%	61%
	2021	82%	82%	**86%**	*	75%	95%	*	-	-	*	55%	60%	87%	84%	81%	56%
At Meets Grade Level or Above	2022	55%	56%	**59%**	14%	55%	66%	-	*	-	63%	27%	44%	68%	47%	58%	39%
	2021	55%	56%	**59%**	*	49%	65%	*	-	-	*	9%	40%	61%	51%	47%	25%
At Masters Grade Level	2022	21%	24%	**14%**	0%	6%	21%	-	*	-	13%	7%	22%	15%	13%	6%	3%
	2021	22%	24%	**19%**	*	14%	22%	*	-	-	*	0%	0%	20%	16%	10%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	**93%**	100%	92%	93%	*	*	-	100%	64%	*	96%	88%	94%	73%
	2021	88%	88%	**96%**	*	96%	96%	*	-	-	*	70%	*	98%	89%	95%	82%
At Meets Grade Level or Above	2022	68%	68%	**82%**	100%	74%	87%	*	*	-	86%	43%	*	84%	78%	78%	36%
	2021	69%	69%	**80%**	*	74%	84%	*	-	-	*	40%	*	85%	61%	74%	36%
At Masters Grade Level	2022	42%	43%	**49%**	33%	38%	59%	*	*	-	57%	14%	*	51%	45%	37%	0%
	2021	43%	44%	**53%**	*	45%	60%	*	-	-	*	10%	*	57%	39%	43%	27%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	94%	**96%**	-	100%	94%	-	-	-	*	-	-	96%	*	93%	*
	2021	95%	96%	**95%**	*	*	93%	*	*	-	-	-	-	94%	*	*	*
At Meets Grade Level or Above	2022	64%	70%	**48%**	-	50%	45%	-	-	-	*	-	-	48%	*	40%	*
	2021	69%	73%	**63%**	*	*	73%	-	*	-	-	-	-	61%	*	*	-

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At Masters Grade Level	2022	13%	19%	**4%**	-	5%	3%	-	-	-	*	-	-	2%	*	0%	*
	2021	14%	20%	**0%**	*	*	0%	-	*	-	-	-	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	**81%**	69%	77%	86%	*	90%	-	86%	50%	79%	83%	78%	77%	69%
	2021	67%	69%	**78%**	72%	72%	83%	89%	91%	*	80%	44%	80%	81%	72%	70%	63%
At Meets Grade Level or Above	2022	48%	50%	**54%**	44%	47%	59%	*	86%	-	68%	30%	37%	55%	52%	46%	38%
	2021	41%	44%	**47%**	40%	39%	54%	56%	73%	*	50%	25%	48%	50%	43%	37%	29%
At Masters Grade Level	2022	23%	25%	**24%**	18%	19%	27%	*	66%	-	35%	12%	20%	23%	24%	17%	15%
	2021	18%	21%	**19%**	16%	15%	23%	11%	36%	*	30%	6%	14%	20%	18%	14%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	75%	**83%**	72%	80%	88%	*	92%	-	87%	50%	78%	86%	79%	80%	73%
	2021	68%	69%	**78%**	75%	72%	84%	*	78%	*	74%	40%	78%	81%	72%	71%	64%
At Meets Grade Level or Above	2022	53%	54%	**62%**	56%	54%	68%	*	83%	-	76%	31%	46%	63%	60%	54%	44%
	2021	45%	46%	**50%**	43%	42%	58%	*	78%	*	44%	23%	50%	54%	43%	41%	33%
At Masters Grade Level	2022	25%	27%	**29%**	20%	24%	34%	*	58%	-	37%	13%	27%	29%	29%	23%	19%
	2021	18%	20%	**19%**	18%	14%	23%	*	44%	*	30%	6%	15%	19%	19%	14%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	**77%**	59%	72%	82%	-	80%	-	83%	48%	80%	78%	74%	71%	67%
	2021	66%	68%	**76%**	67%	70%	81%	*	100%	*	86%	47%	79%	78%	72%	69%	64%
At Meets Grade Level or Above	2022	42%	45%	**42%**	29%	36%	47%	-	80%	-	57%	29%	30%	44%	40%	35%	30%
	2021	37%	41%	**39%**	33%	31%	46%	*	67%	*	62%	24%	36%	39%	40%	30%	26%
At Masters Grade Level	2022	20%	23%	**16%**	14%	13%	18%	-	60%	-	30%	9%	13%	16%	17%	12%	13%
	2021	18%	20%	**15%**	13%	12%	18%	*	22%	*	29%	7%	15%	14%	16%	11%	10%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	**85%**	76%	81%	90%	-	100%	-	87%	60%	87%	87%	82%	81%	67%
	2021	71%	72%	**81%**	75%	74%	87%	*	*	-	92%	54%	86%	84%	76%	72%	61%
At Meets Grade Level or Above	2022	47%	49%	**56%**	33%	52%	61%	-	100%	-	67%	32%	33%	58%	53%	50%	43%
	2021	44%	45%	**53%**	50%	43%	62%	*	*	-	50%	31%	64%	56%	48%	39%	29%

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At Masters Grade Level	2022	21%	23%	**20%**	14%	14%	24%	-	80%	-	33%	16%	20%	19%	20%	13%	14%
	2021	20%	22%	**22%**	25%	18%	24%	*	*	-	25%	8%	7%	23%	19%	14%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	76%	**81%**	83%	77%	85%	*	*	-	91%	38%	63%	84%	76%	77%	58%
	2021	73%	74%	**85%**	*	84%	87%	*	*	-	63%	55%	100%	89%	74%	82%	64%
At Meets Grade Level or Above	2022	50%	51%	**58%**	75%	48%	65%	*	*	-	73%	23%	25%	56%	64%	47%	25%
	2021	49%	50%	**60%**	*	56%	65%	*	*	-	38%	35%	38%	66%	46%	54%	30%
At Masters Grade Level	2022	30%	32%	**32%**	33%	23%	40%	*	*	-	45%	8%	13%	32%	34%	20%	5%
	2021	29%	30%	**38%**	*	32%	43%	*	*	-	38%	5%	25%	43%	26%	32%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	38%	**38%**	44%	30%	44%	-	-	-	*	36%	*	35%	44%	35%	23%
	2021	24%	26%	**30%**	17%	15%	43%	*	*	-	*	12%	*	26%	38%	20%	15%
Reading and Mathematics Including EOC	2022	36%	38%	**38%**	44%	30%	44%	-	-	-	*	36%	*	35%	44%	35%	23%
	2021	24%	26%	**30%**	17%	15%	43%	*	*	-	*	12%	*	26%	38%	20%	15%
Reading Including EOC	2022	51%	52%	**64%**	56%	58%	69%	-	-	-	*	43%	*	59%	75%	63%	50%
	2021	38%	40%	**45%**	17%	33%	57%	*	*	-	*	24%	*	46%	42%	34%	30%
Math Including EOC	2022	43%	45%	**41%**	44%	32%	49%	-	-	-	*	36%	*	40%	44%	36%	27%
	2021	31%	33%	**35%**	33%	19%	46%	*	*	-	*	18%	*	32%	41%	25%	21%
4th Graders																	
Reading and Mathematics	2022	36%	38%	**33%**	29%	22%	42%	-	*	-	50%	12%	33%	31%	35%	22%	19%
	2021	26%	29%	**28%**	*	28%	27%	-	-	-	*	18%	0%	27%	30%	23%	24%
Reading and Mathematics Including EOC	2022	36%	38%	**33%**	29%	22%	42%	-	*	-	50%	12%	33%	31%	35%	22%	19%
	2021	26%	29%	**28%**	*	28%	27%	-	-	-	*	18%	0%	27%	30%	23%	24%
Reading Including EOC	2022	54%	55%	**63%**	71%	55%	69%	-	*	-	83%	29%	50%	64%	63%	56%	56%
	2021	36%	39%	**46%**	*	42%	49%	-	-	-	*	23%	50%	43%	50%	42%	45%
Math Including EOC	2022	43%	45%	**37%**	29%	27%	47%	-	*	-	50%	12%	50%	35%	40%	28%	22%
	2021	36%	39%	**36%**	*	37%	33%	-	-	-	*	26%	0%	35%	38%	31%	30%
5th Graders																	
Reading and Mathematics	2022	41%	43%	**37%**	38%	34%	40%	-	*	-	*	31%	*	43%	30%	35%	29%
	2021	34%	37%	**30%**	*	21%	39%	-	*	-	*	28%	*	29%	30%	20%	19%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	43%	**37%**	38%	34%	40%	-	-	-	*	31%	*	43%	30%	35%	29%
	2021	34%	37%	**30%**	*	21%	39%	-	*	-	*	28%	*	29%	30%	20%	19%
Reading Including EOC	2022	58%	59%	**54%**	38%	50%	61%	-	-	-	*	37%	*	61%	46%	49%	53%
	2021	46%	49%	**44%**	*	33%	55%	-	*	-	*	28%	*	45%	42%	33%	28%
Math Including EOC	2022	48%	50%	**46%**	38%	48%	45%	-	-	-	*	43%	*	51%	39%	46%	41%
	2021	44%	47%	**41%**	*	37%	44%	-	*	-	*	39%	*	40%	42%	32%	31%
6th Graders																	
Reading and Mathematics	2022	31%	34%	**16%**	0%	13%	20%	-	*	-	*	17%	*	17%	14%	10%	9%
	2021	24%	28%	**26%**	14%	14%	34%	-	*	*	*	24%	33%	28%	23%	13%	18%
Reading and Mathematics Including EOC	2022	31%	34%	**16%**	0%	13%	20%	-	*	-	*	17%	*	17%	14%	10%	9%
	2021	24%	28%	**26%**	14%	14%	34%	-	*	*	*	24%	33%	28%	23%	13%	18%
Reading Including EOC	2022	43%	45%	**55%**	43%	48%	63%	-	*	-	*	39%	*	52%	60%	42%	29%
	2021	32%	35%	**38%**	14%	20%	53%	-	*	*	*	24%	50%	40%	34%	22%	21%
Math Including EOC	2022	40%	44%	**17%**	14%	13%	20%	-	*	-	*	22%	*	17%	16%	11%	9%
	2021	36%	41%	**38%**	14%	25%	48%	-	*	*	*	24%	50%	40%	36%	24%	24%
7th Graders																	
Reading and Mathematics	2022	32%	35%	**40%**	0%	25%	48%	-	*	-	80%	21%	20%	45%	33%	31%	27%
	2021	26%	29%	**32%**	*	23%	40%	-	*	-	*	0%	20%	33%	31%	22%	20%
Reading and Mathematics Including EOC	2022	33%	37%	**40%**	0%	25%	48%	-	*	-	80%	21%	20%	45%	33%	31%	27%
	2021	27%	31%	**32%**	*	23%	40%	-	*	-	*	0%	20%	33%	31%	22%	20%
Reading Including EOC	2022	56%	58%	**72%**	57%	58%	81%	-	*	-	80%	29%	40%	73%	69%	62%	57%
	2021	45%	47%	**52%**	*	47%	56%	-	*	-	*	0%	40%	55%	47%	44%	51%
Math Including EOC	2022	37%	40%	**43%**	0%	29%	52%	-	*	-	80%	20%	20%	49%	34%	35%	29%
	2021	32%	36%	**39%**	*	27%	49%	-	*	-	*	0%	20%	34%	47%	27%	23%
8th Graders																	
Reading and Mathematics	2022	27%	27%	**30%**	40%	21%	46%	-	-	-	-	0%	*	24%	38%	20%	11%
	2021	21%	21%	**25%**	*	15%	32%	-	*	-	*	30%	*	18%	33%	13%	17%
Reading and Mathematics Including EOC	2022	41%	44%	**52%**	50%	44%	61%	-	*	-	*	0%	*	51%	55%	41%	23%
	2021	33%	36%	**41%**	*	33%	47%	-	*	-	17%	30%	60%	43%	37%	34%	27%
Reading Including EOC	2022	58%	60%	**67%**	67%	59%	77%	-	*	-	*	0%	*	65%	71%	62%	47%
	2021	47%	49%	**50%**	*	47%	54%	-	*	-	17%	30%	60%	58%	37%	43%	36%

	School Year	State	Region 10	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	2022	48%	51%	**60%**	50%	54%	68%	-	*	-	*	0%	*	60%	61%	48%	43%
	2021	43%	45%	**53%**	*	48%	54%	-	*	-	50%	40%	80%	53%	51%	44%	36%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	36%	**32%**	26%	24%	39%	-	71%	-	45%	23%	25%	33%	31%	25%	21%
	2021	26%	29%	**29%**	23%	20%	36%	*	71%	*	35%	19%	23%	28%	30%	19%	19%
Reading and Mathematics Including EOC	2022	36%	39%	**36%**	27%	28%	42%	-	75%	-	54%	23%	28%	37%	34%	29%	22%
	2021	28%	31%	**31%**	23%	23%	39%	*	71%	*	35%	19%	29%	31%	31%	22%	20%
Reading Including EOC	2022	53%	55%	**63%**	55%	55%	70%	-	75%	-	75%	33%	56%	62%	64%	55%	49%
	2021	41%	43%	**46%**	32%	38%	54%	*	71%	*	35%	23%	50%	48%	42%	37%	35%
Math Including EOC	2022	43%	46%	**40%**	30%	34%	46%	-	75%	-	54%	27%	32%	42%	38%	33%	28%
	2021	37%	40%	**41%**	32%	33%	46%	*	75%	*	65%	26%	39%	40%	42%	31%	27%

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

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
FARMERSVILLE ISD (043904) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	76	**90**	100	90	87	-	*	-	*	97	*	89	91	86	85
	2019	61	62	**70**	42	74	71	-	*	-	*	50	100	72	65	67	76
Grade 4 Mathematics	2022	74	75	**53**	29	45	62	-	*	-	*	28	*	51	55	47	46
	2019	65	67	**71**	75	65	72	-	*	-	*	68	92	70	73	65	58
Grade 5 ELA/Reading	2022	87	87	**81**	*	75	86	-	-	-	*	71	*	82	78	76	69
	2019	81	83	**83**	*	79	87	*	*	-	*	75	*	81	87	80	73
Grade 5 Mathematics	2022	79	78	**81**	80	85	78	-	-	-	*	91	*	79	86	81	90
	2019	83	85	**82**	*	82	82	*	*	-	*	72	*	81	83	83	77
Grade 6 ELA/Reading	2022	61	63	**71**	60	71	71	-	*	-	*	64	*	71	71	73	75
	2019	42	46	**53**	*	48	57	-	*	-	*	29	*	55	49	49	42
Grade 6 Mathematics	2022	61	62	**32**	20	35	30	-	*	-	*	39	*	27	42	29	34
	2019	54	58	**65**	*	60	68	-	*	-	*	46	*	65	66	61	54
Grade 7 ELA/Reading	2022	88	89	**96**	100	97	94	-	*	-	*	86	100	97	94	98	93
	2019	77	78	**81**	*	81	79	*	-	-	*	69	*	85	72	81	82
Grade 7 Mathematics	2022	60	60	**69**	57	64	73	-	*	-	*	77	50	77	57	69	75
	2019	62	64	**76**	*	78	73	*	-	-	*	62	*	79	71	76	77
Grade 8 ELA/Reading	2022	83	84	**85**	*	84	87	-	*	-	*	65	*	83	92	83	73
	2019	77	78	**78**	*	84	77	*	*	-	*	58	-	78	78	77	83
Grade 8 Mathematics	2022	74	72	**86**	*	93	78	-	-	-	-	80	*	87	84	89	88
	2019	82	81	**86**	*	84	84	*	*	-	*	80	-	87	84	87	88
End of Course English II	2022	71	73	**72**	*	69	74	*	-	-	*	55	64	73	68	67	68
	2019	69	71	**71**	*	77	66	-	*	-	*	68	*	72	70	75	*
End of Course Algebra I	2022	67	69	**79**	71	82	78	-	*	-	83	58	*	83	72	78	85
	2019	75	78	**68**	*	64	70	-	-	-	*	64	*	69	65	58	61
All Grades Both Subjects	2022	74	74	**74**	70	73	74	*	87	-	81	68	71	74	73	72	73
	2019	69	71	**74**	69	74	74	83	75	-	76	62	88	74	73	72	70
All Grades ELA/Reading	2022	78	79	**82**	90	81	83	*	100	-	88	74	76	81	83	80	78
	2019	68	70	**73**	58	75	73	*	64	-	71	59	88	74	71	72	71
All Grades Mathematics	2022	69	70	**65**	53	66	65	-	75	-	75	63	65	66	64	63	68
	2019	70	72	**74**	81	73	74	*	90	-	82	66	88	74	74	72	69

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE ISD (043904) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 10	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	2022	74%	75%	**81%**	-	-	-	-	-	-	65%	70%	58%	83%	*	84%	64%	95%
	2021	67%	69%	**78%**	56%	-	-	-	-	56%	29%	-	29%	-	87%	81%	56%	94%
At Meets Grade Level or Above	2022	48%	50%	**54%**	-	-	-	-	-	-	35%	40%	29%	50%	*	57%	32%	66%
	2021	41%	44%	**47%**	23%	-	-	-	-	23%	14%	-	14%	-	20%	51%	23%	64%
At Masters Grade Level	2022	23%	25%	**24%**	-	-	-	-	-	-	11%	18%	6%	17%	*	26%	10%	33%
	2021	18%	21%	**19%**	8%	-	-	-	-	8%	14%	-	14%	-	7%	22%	8%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	75%	**83%**	-	-	-	-	-	-	69%	80%	58%	95%	*	86%	68%	96%
	2021	68%	69%	**78%**	57%	-	-	-	-	57%	*	-	*	-	100%	81%	58%	97%
At Meets Grade Level or Above	2022	53%	54%	**62%**	-	-	-	-	-	-	41%	46%	32%	71%	*	66%	39%	74%
	2021	45%	46%	**50%**	25%	-	-	-	-	25%	*	-	*	-	17%	54%	25%	79%
At Masters Grade Level	2022	25%	27%	**29%**	-	-	-	-	-	-	15%	25%	6%	33%	*	32%	14%	36%
	2021	18%	20%	**19%**	9%	-	-	-	-	9%	*	-	*	-	17%	21%	9%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	**77%**	-	-	-	-	-	-	62%	60%	58%	81%	*	79%	62%	93%
	2021	66%	68%	**76%**	56%	-	-	-	-	56%	*	-	*	-	100%	79%	58%	92%
At Meets Grade Level or Above	2022	42%	45%	**42%**	-	-	-	-	-	-	26%	31%	22%	29%	*	45%	25%	52%
	2021	37%	41%	**39%**	22%	-	-	-	-	22%	*	-	*	-	17%	43%	22%	51%
At Masters Grade Level	2022	20%	23%	**16%**	-	-	-	-	-	-	10%	14%	9%	5%	*	17%	10%	30%
	2021	18%	20%	**15%**	8%	-	-	-	-	8%	*	-	*	-	0%	17%	7%	18%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	**85%**	-	-	-	-	-	-	63%	72%	57%	67%	-	89%	60%	100%
	2021	71%	72%	**81%**	55%	-	-	-	-	55%	*	-	*	-	*	85%	53%	94%
At Meets Grade Level or Above	2022	47%	49%	**56%**	-	-	-	-	-	-	43%	50%	37%	50%	-	59%	35%	77%
	2021	44%	45%	**53%**	25%	-	-	-	-	25%	*	-	*	-	*	57%	24%	60%
At Masters Grade Level	2022	21%	23%	**20%**	-	-	-	-	-	-	5%	11%	0%	8%	-	22%	5%	34%
	2021	20%	22%	**22%**	8%	-	-	-	-	8%	*	-	*	-	*	25%	7%	17%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	76%	**81%**	-	-	-	-	-	-	64%	*	70%	-	-	84%	50%	88%
	2021	73%	74%	**85%**	58%	-	-	-	-	58%	*	-	*	-	-	87%	58%	88%
At Meets Grade Level or Above	2022	50%	51%	**58%**	-	-	-	-	-	-	27%	*	30%	-	-	63%	14%	58%
	2021	49%	50%	**60%**	23%	-	-	-	-	23%	*	-	*	-	-	65%	23%	56%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE ISD (043904) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 10	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 Masters Grade Level	2022	30%	32%	**32%**	-	-	-	-	-	-	0%	*	0%	-	-	37%	0%	25%
	2021	29%	30%	**38%**	15%	-	-	-	-	15%	*	-	*	-	-	41%	15%	25%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	74%	**74%**	-	-	-	-	-	-	73%	73%	71%	76%	-	74%	73%	77%
	2019	69%	71%	**74%**	-	-	-	-	-		67%	63%	68%		-		67%	
All Grades ELA/Reading	2022	78%	79%	**82%**	-	-	-	-	-	-	80%	79%	81%	78%	-	83%	77%	85%
	2019	68%	70%	**73%**	-	-	-	-	-		70%	77%	69%		-		70%	
All Grades Mathematics	2022	69%	70%	**65%**	-	-	-	-	-	-	66%	67%	63%	74%	-	63%	69%	69%
	2019	70%	72%	**74%**	-	-	-	-	-		65%	50%	67%		-		65%	

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

- Indicates there are no students in the group.

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

	State	Region 10	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)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**94%**	88%	97%	95%	*	100%	-	98%	96%	74%	97%	89%	96%	95%
Not Included in Accountability: Mobile	5%	5%	**5%**	12%	2%	5%	*	0%	-	2%	3%	24%	2%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	1%	0%	*	0%	-	0%	0%	2%	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	86%	96%	95%	*	100%	-	97%	95%	72%	97%	88%	95%	92%
Not Included in Accountability: Mobile	5%	5%	**6%**	14%	2%	5%	*	0%	-	3%	3%	25%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	2%	0%	*	0%	-	0%	1%	4%	1%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	-	100%	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	88%	97%	95%	-	100%	-	100%	96%	75%	98%	88%	96%	95%
Not Included in Accountability: Mobile	5%	5%	**6%**	12%	2%	5%	-	0%	-	0%	4%	25%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	1%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	91%	99%	95%	-	100%	-	100%	98%	75%	99%	92%	97%	98%
Not Included in Accountability: Mobile	4%	5%	**4%**	9%	1%	5%	-	0%	-	0%	2%	25%	1%	8%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

	State	Region 10	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%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	98%
Included in Accountability	94%	94%	**96%**	100%	99%	96%	*	*	-	92%	96%	80%	98%	92%	97%	98%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	1%	4%	*	*	-	8%	4%	20%	2%	8%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	2%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	2%
Accelerated Testers																
SAT/ACT Participant	89%	95%	**91%**	-	91%	91%	-	-	-	*	-	-	93%	*	88%	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	**95%**	88%	96%	94%	82%	85%	*	89%	95%	91%	94%	95%	94%	98%
Included in Accountability	83%	87%	**89%**	69%	91%	90%	82%	85%	*	80%	87%	90%	92%	85%	89%	93%
Not Included in Accountability: Mobile	3%	3%	**5%**	19%	4%	4%	0%	0%	*	9%	8%	2%	2%	10%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	0%	1%	2%
Not Tested	12%	8%	**5%**	12%	4%	6%	18%	15%	*	11%	5%	9%	6%	5%	6%	2%
Absent	2%	1%	**1%**	4%	1%	1%	0%	0%	*	1%	3%	3%	1%	1%	1%	1%
Other	10%	7%	**4%**	8%	3%	5%	18%	15%	*	10%	3%	5%	5%	4%	4%	1%
Reading																
Assessment Participant	89%	92%	**95%**	90%	98%	94%	80%	82%	*	91%	95%	93%	95%	96%	95%	98%
Included in Accountability	83%	86%	**90%**	72%	92%	90%	80%	82%	*	82%	88%	91%	92%	85%	89%	91%
Not Included in Accountability: Mobile	3%	3%	**5%**	18%	4%	4%	0%	0%	*	9%	6%	2%	2%	10%	4%	3%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	2%	0%	0%	0%	*	0%	1%	0%	1%	1%	1%	4%
Not Tested	11%	8%	**5%**	10%	2%	6%	20%	18%	*	9%	5%	7%	5%	4%	5%	2%
Absent	2%	1%	**1%**	3%	0%	1%	0%	0%	*	0%	2%	2%	1%	0%	1%	0%
Other	10%	7%	**4%**	8%	2%	5%	20%	18%	*	9%	3%	5%	4%	4%	4%	2%
Mathematics																
Assessment Participant	88%	92%	**92%**	88%	93%	93%	*	90%	*	85%	95%	92%	91%	95%	92%	97%
Included in Accountability	84%	88%	**87%**	71%	88%	89%	*	90%	*	78%	88%	89%	89%	84%	88%	93%

2021-22 STAAR Participation (TAPR)
FARMERSVILLE ISD (043904) - COLLIN COUNTY

	State	Region 10	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	4%	3%	**5%**	18%	5%	4%	*	0%	*	7%	7%	3%	3%	10%	5%	4%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	8%	**8%**	12%	7%	7%	*	10%	*	15%	5%	8%	9%	5%	8%	3%
Absent	2%	1%	**1%**	3%	1%	1%	*	0%	*	0%	2%	3%	1%	1%	1%	1%
Other	10%	7%	**7%**	9%	6%	7%	*	10%	*	15%	3%	5%	8%	5%	6%	2%
Science																
Assessment Participant	87%	91%	**98%**	83%	98%	98%	*	*	-	100%	95%	93%	98%	97%	97%	97%
Included in Accountability	84%	87%	**93%**	67%	94%	95%	*	*	-	86%	89%	93%	96%	87%	92%	96%
Not Included in Accountability: Mobile	3%	3%	**5%**	17%	5%	4%	*	*	-	14%	7%	0%	2%	10%	4%	1%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	9%	**2%**	17%	2%	2%	*	*	-	0%	5%	7%	2%	3%	3%	3%
Absent	2%	2%	**1%**	8%	1%	1%	*	*	-	0%	5%	7%	1%	1%	2%	1%
Other	10%	7%	**1%**	8%	1%	1%	*	*	-	0%	0%	0%	1%	1%	2%	1%
Social Studies																
Assessment Participant	87%	91%	**95%**	86%	97%	95%	*	*	-	82%	88%	100%	94%	98%	92%	100%
Included in Accountability	84%	88%	**91%**	57%	94%	92%	*	*	-	73%	77%	100%	93%	87%	88%	100%
Not Included in Accountability: Mobile	3%	3%	**4%**	29%	3%	3%	*	*	-	9%	12%	0%	1%	11%	4%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	9%	**5%**	14%	3%	5%	*	*	-	18%	12%	0%	7%	2%	8%	0%
Absent	3%	2%	**1%**	14%	1%	0%	*	*	-	0%	8%	0%	1%	1%	1%	0%
Other	10%	7%	**4%**	0%	3%	5%	*	*	-	18%	4%	0%	6%	1%	7%	0%
Accelerated Testers																
SAT/ACT Participant	85%	92%	**39%**	*	10%	60%	-	*	-	*	-	-	40%	*	16%	-

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

- Indicates there are no students in the group.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.2%	**97.1%**	96.9%	96.8%	97.4%	*	99.1%	*	97.2%	95.5%	96.5%	96.7%
2019-20	98.3%	98.3%	**98.9%**	98.6%	99.0%	98.8%	*	99.4%	*	99.1%	98.5%	98.7%	99.3%
Chronic Absenteeism													
2020-21	15.0%	13.7%	**6.7%**	3.3%	7.2%	6.4%	0.0%	0.0%	*	12.2%	11.8%	8.3%	6.0%
2019-20	6.7%	6.4%	**4.7%**	3.5%	4.3%	5.3%	0.0%	0.0%	-	0.0%	8.2%	4.5%	1.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.8%	**0.8%**	5.6%	0.8%	0.6%	*	0.0%	-	0.0%	1.4%	1.4%	0.0%
2019-20	1.6%	2.2%	**0.3%**	5.6%	0.5%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	87.5%	**96.1%**	*	92.0%	98.6%	-	*	-	*	100.0%	92.3%	*
Received TxCHSE	0.3%	0.2%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	5.1%	**1.6%**	*	4.0%	0.0%	-	*	-	*	0.0%	1.9%	*
Dropped Out	5.8%	7.1%	**2.3%**	*	4.0%	1.4%	-	*	-	*	0.0%	5.8%	*
Graduates and TxCHSE	90.3%	87.7%	**96.1%**	*	92.0%	98.6%	-	*	-	*	100.0%	92.3%	*
Graduates, TxCHSE, and Continuers	94.2%	92.9%	**97.7%**	*	96.0%	98.6%	-	*	-	*	100.0%	94.2%	*
Class of 2020													
Graduated	90.3%	87.7%	**96.6%**	*	96.7%	96.3%	*	-	-	*	80.0%	93.0%	100.0%
Received TxCHSE	0.4%	0.3%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	5.4%	**3.4%**	*	3.3%	3.7%	*	-	-	*	20.0%	7.0%	0.0%
Dropped Out	5.4%	6.6%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.7%	88.0%	**96.6%**	*	96.7%	96.3%	*	-	-	*	80.0%	93.0%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	89.9%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.3%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.7%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.1%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.7%	90.2%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	91.9%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
Class of 2019													
Graduated	92.0%	90.6%	**96.0%**	*	89.7%	98.7%	*	*	-	*	66.7%	92.2%	*
Received TxCHSE	0.5%	0.4%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.3%	1.8%	**2.4%**	*	7.7%	0.0%	*	*	-	*	33.3%	5.9%	*
Dropped Out	6.1%	7.2%	**1.6%**	*	2.6%	1.3%	*	*	-	*	0.0%	2.0%	*
Graduates and TxCHSE	92.6%	91.0%	**96.0%**	*	89.7%	98.7%	*	*	-	*	66.7%	92.2%	*
Graduates, TxCHSE, and Continuers	93.9%	92.8%	**98.4%**	*	97.4%	98.7%	*	*	-	*	100.0%	98.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.3%	**98.4%**	*	97.3%	98.7%	*	*	-	*	100.0%	98.0%	*
Received TxCHSE	0.6%	0.5%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.7%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	7.6%	**1.6%**	*	2.7%	1.3%	*	*	-	*	0.0%	2.0%	*
Graduates and TxCHSE	93.2%	91.8%	**98.4%**	*	97.3%	98.7%	*	*	-	*	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	93.8%	92.4%	**98.4%**	*	97.3%	98.7%	*	*	-	*	100.0%	98.0%	*
Class of 2018													
Graduated	92.6%	91.9%	**96.6%**	100.0%	93.8%	97.3%	*	*	-	*	100.0%	93.8%	*
Received TxCHSE	0.7%	0.5%	**0.8%**	0.0%	0.0%	1.4%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.7%	**0.8%**	0.0%	0.0%	1.4%	*	*	-	*	0.0%	2.1%	*
Dropped Out	6.1%	6.9%	**1.7%**	0.0%	6.3%	0.0%	*	*	-	*	0.0%	4.2%	*
Graduates and TxCHSE	93.3%	92.4%	**97.5%**	100.0%	93.8%	98.6%	*	*	-	*	100.0%	93.8%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	**98.3%**	100.0%	93.8%	100.0%	*	*	-	*	100.0%	95.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	87.5%	**94.7%**	*	90.2%	97.1%	-	*	-	*	94.7%	90.6%	*
Class of 2020	90.3%	87.7%	**96.6%**	*	96.7%	96.3%	*	-	-	*	80.0%	93.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	62.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	91.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.0%	**9.7%**	*	8.7%	11.8%	-	*	-	*	38.9%	12.5%	*
Class of 2020	4.3%	5.2%	**5.3%**	*	6.9%	3.8%	*	-	-	*	12.5%	10.0%	20.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	79.4%	**73.4%**	*	71.7%	76.5%	-	*	-	*	22.2%	72.9%	*
Class of 2020	83.5%	80.4%	**88.6%**	*	86.2%	89.7%	*	-	-	*	50.0%	77.5%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	82.5%	**83.1%**	*	80.4%	88.2%	-	*	-	*	61.1%	85.4%	*
Class of 2020	87.8%	85.6%	**93.9%**	*	93.1%	93.6%	*	-	-	*	62.5%	87.5%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	19.6%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	50.7%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.1%	**9.3%**	*	8.5%	11.1%	-	*	-	*	35.0%	11.5%	*
2019-20	4.4%	5.3%	**5.1%**	*	6.9%	3.7%	*	-	-	*	10.0%	9.1%	20.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	77.8%	**71.3%**	*	70.2%	73.6%	-	*	-	*	20.0%	67.3%	*
2019-20	81.8%	78.7%	**87.3%**	*	86.2%	87.7%	*	-	-	*	40.0%	77.3%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	80.8%	**80.6%**	*	78.7%	84.7%	-	*	-	*	55.0%	78.8%	*
2019-20	85.8%	83.7%	**92.4%**	*	93.1%	91.4%	*	-	-	*	50.0%	86.4%	100.0%

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	129	100.0%	358,842	100.0%
By Ethnicity:				
African American	3	2.3%	44,018	12.3%
Hispanic	47	36.4%	183,306	51.1%
White	72	55.8%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	3	2.3%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	4	3.1%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	25	19.4%	56,281	15.7%
Foundation H.S. Program (Endorsement)	12	9.3%	13,582	3.8%
Foundation H.S. Program (DLA)	92	71.3%	287,316	80.1%
Special Education Graduates	20	15.5%	31,028	8.6%
Economically Disadvantaged Graduates	52	40.3%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	0.8%	32,809	9.1%
At-Risk Graduates	19	14.7%	155,884	43.4%
CTE Completers	6	4.7%	99,076	27.6%

Academic Year	State	Region 10	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)													
2020-21	65.2%	65.3%	**77.5%**	*	70.2%	81.9%	-	*	-	*	90.0%	76.9%	*
2019-20	63.0%	62.8%	**61.9%**	*	55.2%	63.0%	*	-	-	*	80.0%	56.8%	60.0%
					College Ready Graduates								
College Ready (Annual Graduates)													
2020-21	52.7%	55.3%	**64.3%**	*	63.8%	63.9%	-	*	-	*	45.0%	67.3%	*
2019-20	53.4%	55.1%	**44.9%**	*	37.9%	44.4%	*	-	-	*	20.0%	36.4%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	58.4%	**55.8%**	*	53.2%	55.6%	-	*	-	*	55.0%	53.8%	*
2019-20	59.7%	60.0%	**58.5%**	*	44.8%	60.5%	*	-	-	*	20.0%	43.2%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	46.2%	**43.4%**	*	31.9%	50.0%	-	*	-	*	55.0%	44.2%	*
2019-20	47.9%	47.6%	**51.7%**	*	41.4%	51.9%	*	-	-	*	30.0%	43.2%	60.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	41.7%	**37.2%**	*	27.7%	41.7%	-	*	-	*	45.0%	38.5%	*
2019-20	43.2%	43.8%	**36.4%**	*	24.1%	37.0%	*	-	-	*	10.0%	27.3%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	26.9%	**17.8%**	*	34.0%	8.3%	-	*	-	*	0.0%	25.0%	*
2019-20	21.1%	27.0%	**9.3%**	*	10.3%	9.9%	*	-	-	*	0.0%	2.3%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	3.3%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
2019-20	2.1%	2.6%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	25.6%	**36.4%**	*	29.8%	38.9%	-	*	-	*	0.0%	25.0%	*
2019-20	24.6%	23.1%	**28.8%**	*	10.3%	34.6%	*	-	-	*	10.0%	15.9%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	3.5%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
2019-20	4.0%	3.7%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
					Career / Military Ready Graduates								
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	20.4%	**27.9%**	*	21.3%	33.3%	-	*	-	*	80.0%	28.8%	*
2019-20	18.7%	14.9%	**25.4%**	*	24.1%	28.4%	*	-	-	*	80.0%	22.7%	60.0%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	14.9%	**20.2%**	*	14.9%	23.6%	-	*	-	*	30.0%	19.2%	*
2019-20	13.2%	8.9%	**21.2%**	*	20.7%	23.5%	*	-	-	*	30.0%	15.9%	40.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.9%	**1.6%**	*	2.1%	1.4%	-	*	-	*	0.0%	3.8%	*
2019-20	0.7%	0.9%	**0.8%**	*	3.4%	0.0%	*	-	-	*	10.0%	2.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.0%	**2.3%**	*	2.1%	2.8%	-	*	-	*	15.0%	3.8%	*
2019-20	2.4%	2.6%	**1.7%**	*	0.0%	2.5%	*	-	-	*	20.0%	2.3%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.1%	**8.5%**	*	8.5%	9.7%	-	*	-	*	55.0%	9.6%	*
2019-20	3.7%	3.8%	**4.2%**	*	6.9%	3.7%	*	-	-	*	50.0%	4.5%	20.0%

	Academic Year	State	Region 10	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	2020-21	25.9%	21.6%	**28.7%**	*	31.9%	25.0%	-	*	-	*	0.0%	26.9%	*
	2019-20	30.1%	25.3%	**55.9%**	*	41.4%	59.3%	*	-	-	*	20.0%	40.9%	0.0%
Mathematics	2020-21	19.4%	15.1%	**15.5%**	*	14.9%	15.3%	-	*	-	*	0.0%	17.3%	*
	2019-20	21.2%	16.6%	**33.9%**	*	10.3%	39.5%	*	-	-	*	0.0%	22.7%	0.0%
Both Subjects	2020-21	14.4%	10.7%	**14.0%**	*	14.9%	12.5%	-	*	-	*	0.0%	15.4%	*
	2019-20	16.4%	12.8%	**29.7%**	*	10.3%	33.3%	*	-	-	*	0.0%	20.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	7.0%	**17.8%**	*	17.0%	18.1%	-	*	-	*	55.0%	21.2%	*
	2019-20	7.3%	5.1%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	7.5%	**20.2%**	*	17.0%	22.2%	-	*	-	*	55.0%	25.0%	*
	2019-20	9.7%	6.8%	**15.3%**	*	24.1%	11.1%	*	-	-	*	30.0%	20.5%	60.0%
Both Subjects	2020-21	4.9%	3.7%	**14.7%**	*	12.8%	15.3%	-	*	-	*	45.0%	21.2%	*
	2019-20	4.2%	3.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	26.1%	**14.0%**	11.1%	19.6%	10.5%	*	*	-	12.5%	0.0%	14.6%	11.1%
	2020	22.0%	27.5%	**17.2%**	16.7%	21.7%	13.8%	*	*	-	14.3%	0.0%	13.5%	16.7%
English Language Arts	2021	12.1%	16.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.7%	16.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	8.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	6.4%	9.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Science	2021	8.7%	10.9%	**11.9%**	11.1%	14.3%	10.5%	*	*	-	12.5%	0.0%	10.8%	0.0%
	2020	9.4%	12.1%	**13.4%**	16.7%	9.6%	13.8%	*	*	-	14.3%	0.0%	7.2%	0.0%
Social Studies	2021	11.6%	14.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.4%	15.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	53.0%	**60.0%**	*	63.6%	50.0%	-	-	-	*	-	63.2%	*
	2020	59.0%	62.6%	**57.8%**	*	66.7%	59.1%	*	*	-	*	-	60.0%	*
English Language Arts	2021	42.7%	47.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	53.8%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	55.3%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	62.7%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	46.6%	**55.9%**	*	56.3%	50.0%	-	-	-	*	-	57.1%	-
	2020	47.6%	51.0%	**48.6%**	*	37.5%	59.1%	*	*	-	*	-	12.5%	-

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	48.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	57.4%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	80.5%	**22.5%**	*	10.6%	29.2%	-	*	-	*	0.0%	13.5%	*
	2019-20	76.7%	81.5%	**39.8%**	*	24.1%	44.4%	*	-	-	*	10.0%	32.6%	0.0%
At/Above Criterion for All Examinees	2020-21	32.9%	36.5%	**44.8%**	*	20.0%	52.4%	-	*	-	-	-	28.6%	-
	2019-20	35.7%	40.2%	**53.2%**	-	42.9%	52.8%	*	-	-	*	*	21.4%	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1015	**1078**	-	*	1097	-	*	-	-	-	*	-
	2019-20	1019	1035	**1069**	-	1040	1066	1060	-	-	1190	820	1030	-
English Language Arts and Writing	2020-21	504	509	**541**	-	*	540	-	*	-	-	-	*	-
	2019-20	513	520	**552**	-	510	557	550	-	-	590	450	521	-
Mathematics	2020-21	498	506	**537**	-	*	557	-	*	-	-	-	*	-
	2019-20	506	515	**517**	-	530	509	510	-	-	600	370	509	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.9	**22.3**	*	*	22.3	-	-	-	-	-	*	-
	2019-20	20.2	20.5	**22.6**	-	18.7	22.8	25.0	-	-	23.5	18.0	20.2	-
English Language Arts	2020-21	19.6	19.5	**22.1**	*	*	22.3	-	-	-	-	-	*	-
	2019-20	19.9	20.1	**22.8**	-	18.5	23.1	23.5	-	-	22.8	20.5	20.1	-
Mathematics	2020-21	19.9	20.0	**21.9**	*	*	21.7	-	-	-	-	-	*	-
	2019-20	20.1	20.5	**21.9**	-	16.3	22.1	25.0	-	-	25.0	15.0	19.9	-
Science	2020-21	20.3	20.3	**22.9**	*	*	22.6	-	-	-	-	-	*	-
	2019-20	20.5	20.7	**22.7**	-	20.7	22.6	28.0	-	-	24.0	16.0	20.4	-

	Academic Year	State	Region 10	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	2020-21	42.5%	46.6%	**42.3%**	42.9%	37.7%	44.6%	*	100.0%	-	53.8%	24.6%	34.1%	23.5%
	2019-20	46.3%	49.4%	**42.9%**	23.5%	39.9%	45.2%	20.0%	60.0%	-	61.5%	38.5%	38.1%	25.0%
English Language Arts	2020-21	16.3%	17.4%	**17.3%**	30.8%	11.5%	20.1%	*	80.0%	-	15.4%	0.0%	8.1%	0.0%
	2019-20	18.2%	18.6%	**6.9%**	0.0%	1.5%	9.6%	20.0%	0.0%	-	30.8%	0.0%	2.2%	0.0%
Mathematics	2020-21	19.3%	21.2%	**22.1%**	7.7%	19.5%	24.5%	*	40.0%	-	27.3%	6.4%	16.7%	10.0%
	2019-20	20.7%	22.2%	**23.9%**	21.4%	21.9%	24.4%	*	20.0%	-	46.2%	10.6%	20.8%	0.0%
Science	2020-21	20.6%	22.7%	**26.4%**	25.0%	27.4%	24.7%	*	20.0%	-	53.8%	26.8%	25.0%	12.1%
	2019-20	22.4%	23.9%	**28.1%**	15.4%	20.7%	33.3%	20.0%	40.0%	-	27.3%	33.3%	23.9%	15.6%
Social Studies	2020-21	22.8%	26.8%	**21.0%**	28.6%	12.3%	25.9%	*	100.0%	-	18.2%	0.0%	8.5%	0.0%
	2019-20	24.6%	27.7%	**15.7%**	9.1%	8.4%	19.5%	*	40.0%	-	27.3%	0.0%	7.2%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
	2019-20	58.5%	52.0%	**74.6%**	*	89.7%	72.8%	*	-	-	*	70.0%	72.7%	80.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	46.2%	**33.9%**	*	31.0%	34.6%	*	-	-	*	30.0%	18.6%	20.0%
	2018-19	52.6%	53.9%	**36.9%**	*	41.7%	36.3%	*	*	-	*	14.3%	36.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

| | ----------- Membership ----------- | | | | ------------ Enrollment ------------ | | | |
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	2,018	100.0%	5,402,928	100.0%	2,025	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	5	0.2%	14,290	0.3%	11	0.5%	21,375	0.4%
Pre-Kindergarten	74	3.7%	222,767	4.1%	74	3.7%	223,733	4.1%
Pre-Kindergarten: 3-year Old	21	1.0%	33,969	0.6%	21	1.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	53	2.6%	188,798	3.5%	53	2.6%	189,474	3.5%
Kindergarten	135	6.7%	370,054	6.8%	136	6.7%	371,502	6.8%
Grade 1	150	7.4%	384,494	7.1%	150	7.4%	386,232	7.1%
Grade 2	127	6.3%	382,008	7.1%	127	6.3%	383,838	7.1%
Grade 3	150	7.4%	383,078	7.1%	150	7.4%	384,872	7.1%
Grade 4	140	6.9%	383,959	7.1%	140	6.9%	386,011	7.1%
Grade 5	135	6.7%	387,945	7.2%	135	6.7%	389,971	7.2%
Grade 6	169	8.4%	398,640	7.4%	169	8.3%	400,447	7.4%
Grade 7	146	7.2%	418,486	7.7%	146	7.2%	418,788	7.7%
Grade 8	161	8.0%	424,287	7.9%	161	8.0%	424,544	7.8%
Grade 9	175	8.7%	475,437	8.8%	175	8.6%	475,746	8.8%
Grade 10	166	8.2%	408,393	7.6%	166	8.2%	408,700	7.5%
Grade 11	143	7.1%	389,034	7.2%	143	7.1%	389,454	7.2%
Grade 12	142	7.0%	360,056	6.7%	142	7.0%	362,157	6.7%
Ethnic Distribution:								
African American	91	4.5%	690,999	12.8%	91	4.5%	694,302	12.8%
Hispanic	859	42.6%	2,850,147	52.8%	859	42.4%	2,860,754	52.7%
White	975	48.3%	1,420,166	26.3%	982	48.5%	1,427,241	26.3%
American Indian	6	0.3%	17,944	0.3%	6	0.3%	18,028	0.3%
Asian	16	0.8%	259,342	4.8%	16	0.8%	261,788	4.8%
Pacific Islander	1	0.0%	8,443	0.2%	1	0.0%	8,477	0.2%
Two or More Races	70	3.5%	155,887	2.9%	70	3.5%	156,780	2.9%
Sex:								
Female	1,018	50.4%	2,640,313	48.9%	1,020	50.4%	2,650,563	48.8%
Male	1,000	49.6%	2,762,615	51.1%	1,005	49.6%	2,776,807	51.2%
Economically Disadvantaged	1,078	53.4%	3,278,452	60.7%	1,078	53.2%	3,289,420	60.6%
Non-Educationally Disadvantaged	940	46.6%	2,124,476	39.3%	947	46.8%	2,137,950	39.4%
Section 504 Students	173	8.6%	400,729	7.4%	173	8.5%	401,648	7.4%
EB Students/EL	297	14.7%	1,171,661	21.7%	297	14.7%	1,175,333	21.7%

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Disciplinary Placements (2020-21)	14	0.7%	34,054	0.6%				
Students w/ Dyslexia	139	6.9%	270,260	5.0%	139	6.9%	270,966	5.0%
Foster Care	12	0.6%	15,338	0.3%	12	0.6%	15,409	0.3%
Homeless	15	0.7%	61,433	1.1%	15	0.7%	61,687	1.1%
Immigrant	14	0.7%	108,510	2.0%	14	0.7%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	915	45.3%	3,473,996	64.3%	922	45.5%	3,487,333	64.3%
Military Connected	11	0.5%	176,253	3.3%	11	0.5%	176,554	3.3%
At-Risk	468	23.2%	2,892,191	53.5%	468	23.1%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	282	14.0%	1,182,035	21.9%	282	13.9%	1,185,511	21.8%
Gifted and Talented Education	99	4.9%	434,269	8.0%	99	4.9%	435,356	8.0%
Special Education	272	13.5%	624,256	11.6%	279	13.8%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	272		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	132	48.5%	268,673	43.0%				
Students with Physical Disabilities	66	24.3%	129,679	20.8%				
Students with Autism	30	11.0%	91,742	14.7%				
Students with Behavioral Disabilities	39	14.3%	125,096	20.0%				
Students with Non-Categorical Early Childhood	5	1.8%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	223	12.3%	705,063	13.6%				
By Ethnicity:								
African American	16	0.9%	131,970	2.5%				
Hispanic	85	4.7%	342,504	6.6%				
White	112	6.2%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	0	0.0%	16,716	0.3%				
Pacific Islander	1	0.1%	1,690	0.0%				
Two or More Races	9	0.5%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	55	20.0%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	22	8.7%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	132	13.7%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	173	13.0%	772,746	18.9%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.9%	1.9%	9.1%	5.2%
Grade 1	3.3%	2.9%	0.0%	4.2%
Grade 2	2.7%	1.7%	0.0%	2.2%
Grade 3	0.0%	1.0%	0.0%	1.0%
Grade 4	1.0%	0.7%	0.0%	0.7%
Grade 5	0.8%	0.5%	0.0%	0.7%
Grade 6	0.8%	0.6%	0.0%	0.6%
Grade 7	0.0%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	0.7%	10.5%	14.3%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.2%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	22.4	18.7
Grade 1	22.1	18.7
Grade 2	18.6	18.6
Grade 3	21.1	18.7
Grade 4	20.9	18.8
Grade 5	18.7	20.2
Grade 6	23.5	19.2
Secondary:		
English/Language Arts	18.0	16.3
Foreign Languages	19.8	18.4
Mathematics	19.6	17.5
Science	20.4	18.5
Social Studies	20.9	19.1

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	254.7	100.0%	749,473.4	100.0%
Professional Staff:	158.6	62.3%	480,632.3	64.1%
Teachers	123.7	48.6%	369,695.8	49.3%
Professional Support	20.8	8.2%	80,190.4	10.7%
Campus Administration (School Leadership)	8.1	3.2%	22,091.4	2.9%
Central Administration	6.0	2.4%	8,654.8	1.2%
Educational Aides:	30.4	11.9%	82,972.4	11.1%
Auxiliary Staff:	65.7	25.8%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	2.0	n/a	13,550.0	n/a
Part-time Counselors	2.0	n/a	1,176.0	n/a
Total Minority Staff:	53.3	20.9%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	2.0	1.6%	41,286.1	11.2%
Hispanic	5.6	4.5%	106,866.5	28.9%
White	113.4	91.7%	208,485.4	56.4%
American Indian	1.9	1.5%	1,235.6	0.3%
Asian	0.9	0.7%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
Teachers by Sex:				
Males	32.7	26.5%	89,015.4	24.1%
Females	91.0	73.5%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5,187.9	1.4%
Bachelors	94.9	76.7%	268,560.2	72.6%
Masters	27.9	22.6%	93,139.5	25.2%
Doctorate	0.9	0.7%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.9	1.5%	29,215.8	7.9%
1-5 Years Experience	24.3	19.6%	98,764.8	26.7%
6-10 Years Experience	32.6	26.4%	76,197.2	20.6%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
11-20 Years Experience	44.2	35.7%	105,811.4	28.6%
21-30 Years Experience	18.9	15.2%	48,804.6	13.2%
Over 30 Years Experience	1.9	1.5%	10,902.0	2.9%
Number of Students per Teacher	16.3	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.3	6.3
Average Years Experience of Principals with District	8.3	5.4
Average Years Experience of Assistant Principals	4.0	5.5
Average Years Experience of Assistant Principals with District	4.0	4.8
Average Years Experience of Teachers:	12.4	11.1
Average Years Experience of Teachers with District:	5.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$53,114	$51,054
1-5 Years Experience	$55,595	$54,577
6-10 Years Experience	$60,025	$57,746
11-20 Years Experience	$66,643	$61,377
21-30 Years Experience	$74,768	$65,949
Over 30 Years Experience	$75,552	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$63,893	$58,887
Professional Support	$77,221	$69,505
Campus Administration (School Leadership)	$87,400	$84,990
Central Administration	$121,533	$112,797
Instructional Staff Percent:	62.2%	64.9%
Turnover Rate for Teachers:	16.5%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	0.9%	22,926.8	6.2%
Career and Technical Education	10.6	8.6%	19,365.5	5.2%
Compensatory Education	9.5	7.7%	11,037.2	3.0%
Gifted and Talented Education	0.9	0.7%	6,465.0	1.7%
Regular Education	81.8	66.1%	261,685.1	70.8%
Special Education	13.3	10.7%	35,441.0	9.6%
Other	6.5	5.3%	12,775.1	3.5%

- \- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2020-21 Financial Actual Report
 (To open link in a new window, press the "Ctrl" key and click on the link.)

Early Childhood Literacy Board Outcome Goal

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 44% to 54% by August 2024.

Yearly Target Goals
State Target (All Students): 44%   Farmersville ISD (2023): 61%

2020	2021	2022	2023	2024
---	45%	61%	61%	61%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (Current and Monit.)	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
State Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
FISD (2018)	17%	27%	53%	*	*	-	*	28%	33%	38%	38%	41%	55%
FISD (2019)	*	36%	51%	*	*	-	*	36%	29%	39%	80%	43%	47%
2020	---	---	---	---	---	---	---	---	---	---	---	---	---
2021	*	37%	55%	*	*	*	*	34%	25%	11%	*	45%	45%
2022	*	58%	65%	*	*	*	*	54%	45%	22%	*	61%	61%
2023	-	44%	59%	-	-	-	-	44%	37%	47%	46%	51%	55%
2024	-	46%	61%	-	-	-	-	46%	39%	49%	48%	53%	57%

*Indicates results were masked by TEA due to small numbers to protect student confidentiality.

--- 2020: No STAAR Results due to COVID-19 Closure

Early Childhood Math Board Outcome Goal

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 51% to 61% by August 2024.

Yearly Target Goals
State Target (All Students): 49%   Farmersville ISD (2023): 51%

2020	2021	2022	2023	2024
---	35%	39%	59%	61%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (Current and Monit.)	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
State Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
FISD (2018)	17%	47%	56%	*	*	-	*	38%	57%	50%	38%	47%	70%
FISD (2019)	*	42%	58%	*	*	-	*	43%	35%	44%	60%	53%	47%
2020	---	---	---	---	---	---	---	---	---	---	---	---	---
2021	*	21%	44%	*	*	*	*	35%	20%	17%	*	36%	40%
2022	*	40%	46%	*	*	*	*	29%	23%	17%	*	42%	41%
2023	-	50%	66%	-	-	-	-	51%	43%	52%	46%	61%	55%
2024	-	52%	68%	-	-	-	-	53%	45%	54%	48%	63%	57%

*Indicates results were masked by TEA due to small numbers to protect student confidentiality.

--- 2020: No STAAR Results due to COVID-19 Closure

CCMR Board Outcome Goal

Goal 3: Increase the percent of meeting CCMR criteria from 63% to 73% by August 2024.

Yearly Target Goals
State Target (All Students): 47%   Farmersville ISD (2023): 78%

2020	2021	2022	2023	2024
65%	62%	78%	78%	78%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (Current and Monit.)	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
State Target	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%
FISD (16-17)	*	35%	47%	*	*	-	*	32%	*	-	*	44%	36%
FISD (17-18)	43%	52%	65%	*	*	-	*	52%	*	56%	*	63%	61%
2020	45%	54%	67%	-	-	-	-	54%	-	58%	-	65%	63%
2021	---	53%	63%	-	-	-	-	54%	-	82%	-	66%	33%
2022	---	66%	80%	-	-	-	-	73%	-	79%	-	82%	50%
2023	51%	60%	73%	-	-	-	-	60%	-	64%	-	71%	69%
2024	53%	62%	75%	-	-	-	-	62%	-	66%	-	73%	71%

*Indicates results were masked by TEA due to small numbers to protect student confidentiality.