

Farmersville Independent School District
Farmersville Intermediate
2023-2024 Campus Improvement Plan



Mission Statement

Farmersville Intermediate is committed to creating an engaging, high quality learning environment where students, teachers, and administrators are motivated to strive for excellence in all aspects of the curriculum.

Vision

Our vision for our campus is to educate every student to set purposeful goals that challenge them to grow as lifelong learners and equip them with 21st Century skills that will ensure their ability to be productive citizens in our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville Intermediate School consists of 594 students 3rd-6th Grade.

The staff at Farmersville Intermediate School includes 50 teachers, 11 paraprofessionals, 5 professional support members, 1 resident teacher and 2 administrators. The student population as of Fall 2023 consisted of 44.84% White, 5.55% African American, 43.76% Hispanic, .92% Asian, 4.31% Two or more races. Additionally, the campus serves 60.71% economically disadvantaged students, 17.41% special education students, 15.56% Dyslexia students and 18.64% Emergent Bilingual students. Attendance rates in 2022-2023 include 95.34% for the entire campus.

Demographics Strengths

- 100% Highly Qualified Teachers
- 8% Growth in overall population from 2021-2022 school year to the 2022-2023 school year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 95% of Teachers on campus are ESL certified. **Root Cause:** Teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.

Problem Statement 2 (Prioritized): Dyslexia Therapists are serving an increased number of students. **Root Cause:** Dyslexia population has grown by 7% within two years.

Student Learning

Student Learning Summary

On the 2023 STAAR, students performed as follows:

Reading

3rd Grade: Approaches Standard: 70, Meets: 46%, Masters:, 17%

4th Grade: Approaches Standard: 78%, Meets: 46%. Masters: 26%

5th Grade: Approaches Standard: 89%, Meets: 66%, Masters: 30%.

6th Grade: Approaches Standard: 78%, Meets: 48%, Masters: 15%.

Math

3rd Grade: Approaches Standard: 70%, Meets: 35%, Masters: 10%

4th Grade: Approaches Standard: 68%, Meets: 36%. Masters: 11%

5th Grade: Approaches Standard: 85%, Meets: 46%, Masters: 15%

6th Grade: Approaches Standard: 84%, Meets: 43%, Masters: 11%.

Science

5th Grade: Approaches Standard: 78%, Meets: 43%. Masters: 25%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have large gaps in RLA rooted in the pandemic. Scores regressed in 3rd and 4th grade RLA from 2022 levels. Gains were made in 4th, 5th, and 6th grade Math.

Intervention strategies have been implemented to accelerate learning and close this gap, including tutoring after school and Mondays. Additional minutes were added into instructional periods for targeted intervention for all students to grow, including for those students who should master concepts, but whose grade reflect higher mastery of skills. Individual students will be targeted for intervention and acceleration based upon formative and summative data. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups.

Student Learning Strengths

School Progress was rated a B for the 2022-2023 school year. We have not received ratings for the 2023-2024 school year due to on-going litigation against the Texas Education

Agency.

In addition to traditionally displaying excellence, the campus utilizes a system of interventions to help target student areas of weakness and build success within the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd and 4th grade scores in RLA declined during the 2022-2023 school year. **Root Cause:** Teacher mobility and learning gaps created by the pandemic impacted student performance.

Problem Statement 2 (Prioritized): The campus failed to meet multiple areas in the closing the gaps domain. **Root Cause:** On-going curriculum development and learning gaps created by the pandemic continue to exist.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instructional focus at Farmersville Intermediate School is guided by the TEKS, content area scope and sequences, along with the results of campus based assessments. The TEKS promote 21st century skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills. Each grading period, the teacher, along with an administrator analyze formative and summative assessments to map out specific skills and interventions needed for the upcoming grading period. During this time, teachers map out their plan for reaching all of their students to show growth through the disaggregation of data, and question-stem vocabulary.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FIS has hired 18 new teachers for the 2023-24 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district. New teachers were also provided with a campus mentor to meet with on a regular basis and give feedback to.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for multiple teacher planning and staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development over issues facing the Intermediate School at that time.

Overall the campus organization is positive. Teachers feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals.

School Processes & Programs Strengths

Subject and grade level meetings among teachers in each grade level

MTSS process and MTSS meetings at least once per six weeks

The ability to interpret and use summative and formative assessments to drive instructional decisions

Technology utilized in the classroom to give real time results and speed up the intervention process

100% of teachers are highly qualified

Frequent assessments to monitor student progress in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some tested subjects performed below regional averages for masters level performance on STAAR. **Root Cause:** Intervention needs continue to exist in order to address critical student weaknesses.

Perceptions

Perceptions Summary

Parents expressed that they feel they can contact administration with concerns, and that parents and teachers work together to make their students successful. Students expressed that teachers treat them fairly, and that there are clear rules and consequences for behavior.

Teachers believe that administrators back them up when they need it, and for the most part look forward to coming to work each day. School discipline procedures are clear to school staff members. Some teachers expressed that they feel satisfied with the security of the school. In the past, teachers have expressed the need for social-emotional learning within the classroom, we have hired a new counselor who now provides these services.

Perceptions Strengths

Collaborative environment between staff and parents.

Parents comfortable contacting school staff.

Students receive additional attention when needed.

School is clean, orderly and rules are consistent for all classrooms.

Teachers have confidence in students and care for them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are not aware of opportunities to volunteer on campus. **Root Cause:** There are a low percentage of parents joining campus PTO.

Priority Problem Statements

Problem Statement 1: 95% of Teachers on campus are ESL certified.

Root Cause 1: Teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3rd and 4th grade scores in RLA declined during the 2022-2023 school year.

Root Cause 2: Teacher mobility and learning gaps created by the pandemic impacted student performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Some tested subjects performed below regional averages for masters level performance on STAAR.

Root Cause 3: Intervention needs continue to exist in order to address critical student weaknesses.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The campus failed to meet multiple areas in the closing the gaps domain.

Root Cause 4: On-going curriculum development and learning gaps created by the pandemic continue to exist.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Dyslexia Therapists are serving an increased number of students.

Root Cause 5: Dyslexia population has grown by 7% within two years.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Parents are not aware of opportunities to volunteer on campus.

Root Cause 6: There are a low percentage of parents joining campus PTO.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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: Farmersville Intermediate School will reach 90% "Approaches," 60% "Meets," and 30% "Masters," in Math, ELAR, Science, and Social Studies.

Evaluation Data Sources: 2023 TEA Accountability Summary.

Strategy 1 Details	Reviews			
Strategy 1: Implement formative assessment plan for all campuses, to be analyzed at the campus and department level. A combination of tools will be used, including Google Classroom, and Eduphoria. TEC 39.053(c)(1-3) Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Test Data, Scheduled Data Analysis Meetings 2. IMPACT: Formative Assessment Scores Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Session sign-in sheets, handouts, Instructional Technology web page IMPACT: Increased use of technology in instruction Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize a 504 committee, as well as Special Education staff on campus to evaluate testing and determine appropriate services for students with Dyslexia. Strategy's Expected Result/Impact: IMPLEMENTATION: 504 committee records IMPACT: Gains in reading skills for identified students Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff Title I: 2.4, 2.6 Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 6th grade teachers will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement. Strategy's Expected Result/Impact: IMPLEMENTATION: Student data sheets and course assignment sheets. IMPACT: Students will receive needed services and instruction from the first day in 7th grade. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 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 ~ Ensure all teachers 3rd Grade teachers complete the Reading Academy by the end of the school year. ~Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success. -Utilizing Adaptive software programs such as Zearn, IXL, Summit K12, and Amplify to target student needs and build academic success. TEC 11.253 and TEC 29.081 Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: IMPLEMENTATION: Scheduled campus visits and documentation. IMPACT: Students will have information and confidence needed to be successful from the first day in the new grade. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 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. HB5, TEC 28.0217 and TEC 29.081 Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Data from IXL adaptive software program. IMPACT: Students will receive effective and timely assistance according to individual needs, leading to increased academic success. Staff Responsible for Monitoring: Campus Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Track student reading levels throughout year to show improvement in reading fluency. Strategy's Expected Result/Impact: IMPLEMENTATION: Reading passages through Reading A-Z will be utilized to track student fluency each six weeks for improvement. IMPACT: Student reading levels increase, helping to increase reading comprehension. Staff Responsible for Monitoring: Campus Administrators; Campus Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: 95% of Teachers on campus are ESL certified. Root Cause: Teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.
Problem Statement 2: Dyslexia Therapists are serving an increased number of students. Root Cause: Dyslexia population has grown by 7% within two years.
Student Learning
Problem Statement 1: 3rd and 4th grade scores in RLA declined during the 2022-2023 school year. Root Cause: Teacher mobility and learning gaps created by the pandemic impacted student performance.
School Processes & Programs
Problem Statement 1: Some tested subjects performed below regional averages for masters level performance on STAAR. Root Cause: Intervention needs continue to exist in order to address critical student weaknesses.

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: Farmersville Intermediate School will increase the English Language Proficiency Status score from 32% to meet the district at 41%

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Ensure the campus has Spanish-speaking personnel to work with students. Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing data, schedules IMPACT: ELL student progress reports and STAAR scores Staff Responsible for Monitoring: Superintendent; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize Frontline system 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 Frontline system. Strategy's Expected Result/Impact: IMPLEMENTATION: Student data is entered into the system, and accessed / updated by teachers IMPACT: Student accommodations allow for student success in classwork and assessments Staff Responsible for Monitoring: ESL Coordinator Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Newcomer students will have Chromebook issued to them, with Google Translate and beginning English apps such as Duolingo. Strategy's Expected Result/Impact: IMPLEMENTATION: Chromebooks checked out to students IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. Staff Responsible for Monitoring: ESL Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: EB students will utilize Summit K-12 for developing language skills and preparing for TELPAS. Strategy's Expected Result/Impact: IMPLEMENTATION : Accounts set up and used IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. Staff Responsible for Monitoring: ESL Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 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 "Differentiating Instruction with Menus" Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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 Strategy's Expected Result/Impact: IMPLEMENTATION: Communication and flyers regarding TExES administration dates IMPACT: Teachers will have certifications required for their position Staff Responsible for Monitoring: Assistant Superintendent Problem Statements: Demographics 1	Formative			Summative
	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 only certified teachers. Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of job fair attendance and applications acquired IMPACT: Percent of certified teachers hired Staff Responsible for Monitoring: Assistant Superintendent	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 95% of Teachers on campus are ESL certified. Root Cause: Teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.

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 staff development for new teachers at the campus level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F) Strategy's Expected Result/Impact: IMPLEMENTATION: PD Sign-in sheets, training handouts IMPACT: Increased retention rate among first year teachers Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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 Strategy's Expected Result/Impact: IMPLEMENTATION: Locks and security cameras installed, and documentation 2. IMPACT: Eliminate number of strangers in hallways Staff Responsible for Monitoring: Front Office Staff; Police Chief	Formative			Summative
	Nov	Jan	Mar	June
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, and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9) Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
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 AaAASS89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252(3)(B)(ii) Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Integrate Social-Emotional Learning within the school day to aid students in developing social skills, mutual respect, and kindness to all. Strategy's Expected Result/Impact: IMPLEMENTATION: Teachers will work with students daily to help build a culture of respect and improve social skills. IMPACT: Reduction of bullying behavior between students.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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: The district's freedom from bullying policy and procedures are attached to the district improvement plan, per [TEC 11.252]. All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention. Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All 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) Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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 11.253(3)(B)(ii) Strategy's Expected Result/Impact: IMPLEMENTATION: Counselor logs, training logs each year for all district staff IMPACT: Reduced number of incidents Staff Responsible for Monitoring: Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: District-wide discipline management system will be utilized, where administrators will log all discipline into 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. TEX 11.252 (3)(E) TEC 37.083(a) Strategy's Expected Result/Impact: IMPLEMENTATION: Ascender discipline logs IMPACT: Reduced number of incidents on Ascender Staff Responsible for Monitoring: Campus Administrators; Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All campus counselors and administrators will be trained on harassment and dating violence each year. TEC 37.0831 Strategy's Expected Result/Impact: IMPLEMENTATION: Region 10 certificates or sign in logs from each campus IMPACT: Appropriate response to incidents; reduced number of incidents Staff Responsible for Monitoring: Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 1: Maintain an attendance rate over 96%.

Evaluation Data Sources: Attendance Data
PEIMS

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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize the following programs for credit recovery: ~ Saturday school ~ Evening school TEC 11.253(d)(10) Strategy's Expected Result/Impact: IMPLEMENTATION: Student participation in attendance recovery programs IMPACT : reduced number of students lacking the required days attended, and missing instruction. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed. 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	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: 60% of students will score at Meets Grade Level on STAAR, a key indicator in success on SAT/ACT in later grades.

Evaluation Data Sources: TAPR
SAT/ACT Results

Strategy 1 Details	Reviews			
Strategy 1: Implementation of student tutorials with a special focus of moving students from "approaches" to "meets," and "meets" to "masters." Strategy's Expected Result/Impact: 1. Implementation--Assessment Scores. Tutorial Sessions, Campus Staff, Reading and Math Interventionists 2. Impact--Increase on state assessment scores and improved growth percentages in testing subjects. Staff Responsible for Monitoring: Campus Administrators; Classroom Teachers Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase Gifted/Talented minutes throughout the day. Strategy's Expected Result/Impact: IMPLEMENTATION: GT Minutes increased from 30 to 50 minutes per day. IMPACT: More time for students to be challenged with specially designed instruction to meet their needs. Staff Responsible for Monitoring: Campus Administrators; GT Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The campus failed to meet multiple areas in the closing the gaps domain. Root Cause: On-going curriculum development and learning gaps created by the pandemic continue to exist.

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

Performance Objective 1: The campus 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 will work with families to lessen the number of absences and to ensure students make up time/instruction missed. TEC 11.253.(d)(10)(c) Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance records, truancy plan documentation IMPACT: Increased attendance rate Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
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. Strategy's Expected Result/Impact: IMPLEMENTATION: PEIMS documentation for homeless, food service records IMPACT: Increased attendance rate and participation Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Incentive program developed for students achieving perfect attendance, and classes with highest attendance. Strategy's Expected Result/Impact: Implementation--Prizes for students achieving perfect attendance, Attendance Data Impact--Higher Attendance Rates Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 LEP 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. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B) Strategy's Expected Result/Impact: IMPLEMENTATION: Website activated; site statistics IMPACT: Increased parent involvement of LEP students Staff Responsible for Monitoring: Instructional Technology Director Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B) Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing IMPACT: Increased parent involvement of LEP students Staff Responsible for Monitoring: Superintendent; Campus Administrators Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

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. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B) Strategy's Expected Result/Impact: IMPLEMENTATION: Meeting attendance and minutes/handouts IMPACT: Increased parent involvement of LEP students Staff Responsible for Monitoring: ESL Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All school to home communication translated in non-English speakers home language. Strategy's Expected Result/Impact: Implementation--Staff members for translation services, e-mail and text communication in parents' home language. Impact--Increased parental involvement in school activities. Staff Responsible for Monitoring: Campus Administrators; Classroom Teachers; Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents are not aware of opportunities to volunteer on campus. Root Cause: There are a low percentage of parents joining campus PTO.

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 "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B) Strategy's Expected Result/Impact: IMPLEMENTATION: Newsletters sent home IMPACT: Parents knowledgeable of strategies / activities to be used at home to impact academic success Staff Responsible for Monitoring: Principals; Title 1 Teachers Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Host Title 1 Parent Night meeting at K-5 campuses. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B) Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets, agendas IMPACT: Parents knowledgeable of Title 1 program and its purpose to accelerate learning Staff Responsible for Monitoring: Title 1 Coordinator; Title 1 Teachers; Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on positive parent communication and teacher-parent conferences Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets for staff development IMPACT: Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences Staff Responsible for Monitoring: Campus principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for Farmersville Intermediate

Total SCE Funds: \$324,545.80

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Reading Interventionist	Teacher	24	1

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Ashley Holland	Special Education Teacher
Administrator	Duston Brown	Assistant Principal
Administrator	Jamie Virgel	Principal
Non-classroom Professional	Erin Christenson	Counselor
Classroom Teacher	Brooke Blue	3rd Grade Math
Classroom Teacher	Tracey Huffman	3rd Grade RLA
Classroom Teacher	Lacy Phillips	4th Math
Classroom Teacher	Sarah Odom	ESL Coordinator
Parent	Jessica Ream	Parent
Community Representative	Liz Chesson	Community Member
Classroom Teacher	Kirsten Vaughan	4th Grade Science/Social Studies
Classroom Teacher	Bri Hemby	5th Grade Math
Classroom Teacher	Vicki Turner	5th Grade RLA
Classroom Teacher	Bayleigh Manning	6th Grade RLA
Classroom Teacher	Dawn Barham	6th Grade Math
Classroom Teacher	Dwanna Harp	Reading Intervention Teacher
Parent	Lynn Hoeppner	Parent
Business Representative	Celia Atchison	Business Representative
Community Representative	Brandi Wiggins	Community Member
Classroom Teacher	Reagan VanAlstine	3rd Grade Math
Classroom Teacher	Shannon Waggoner	4th Grade RLA
Classroom Teacher	JonMarie Russmann	Math Intervention Teacher

Addendums

2022-23 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE INT

Campus Number: 043904102

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	70%	70%	*	66%	84%	-	*	-	33%	42%	*	72%	66%	55%	53%
	2022	76%	83%	83%	56%	77%	89%	-	-	-	*	57%	*	82%	83%	81%	73%
At Meets Grade Level or Above	2023	50%	48%	48%	*	43%	63%	-	*	-	17%	26%	*	53%	34%	32%	27%
	2022	51%	64%	64%	56%	58%	69%	-	-	-	*	43%	*	59%	75%	63%	50%
At Masters Grade Level	2023	20%	17%	17%	*	15%	24%	-	*	-	0%	3%	*	18%	14%	8%	7%
	2022	30%	40%	40%	11%	34%	46%	-	-	-	*	21%	*	36%	48%	38%	30%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	70%	60%	70%	77%	-	*	-	33%	47%	*	72%	65%	57%	58%
	2022	71%	74%	74%	44%	72%	79%	-	-	-	*	43%	*	72%	77%	71%	70%
At Meets Grade Level or Above	2023	45%	39%	39%	0%	41%	44%	-	*	-	17%	28%	*	41%	32%	30%	32%
	2022	43%	41%	41%	44%	32%	49%	-	-	-	*	36%	*	40%	44%	36%	27%
At Masters Grade Level	2023	19%	9%	9%	0%	6%	15%	-	*	-	0%	3%	*	12%	3%	3%	0%
	2022	21%	15%	15%	11%	9%	20%	-	-	-	*	14%	*	12%	21%	13%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	80%	78%	71%	86%	-	-	-	*	70%	60%	82%	77%	83%	66%
	2022	77%	93%	93%	86%	90%	98%	-	*	-	83%	65%	100%	93%	92%	90%	94%
At Meets Grade Level or Above	2023	48%	51%	51%	44%	41%	59%	-	-	-	*	52%	40%	54%	48%	49%	29%
	2022	54%	63%	63%	71%	55%	69%	-	*	-	83%	29%	50%	64%	63%	56%	56%
At Masters Grade Level	2023	22%	26%	26%	22%	20%	32%	-	-	-	*	11%	20%	27%	25%	26%	9%
	2022	28%	30%	30%	14%	20%	42%	-	*	-	17%	6%	50%	32%	27%	14%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	70%	70%	44%	64%	78%	-	-	-	*	59%	60%	70%	70%	68%	60%
	2022	70%	66%	66%	43%	53%	81%	-	*	-	67%	29%	83%	68%	63%	58%	50%
At Meets Grade Level or Above	2023	48%	43%	43%	33%	31%	54%	-	-	-	*	44%	20%	40%	45%	43%	20%
	2022	43%	37%	37%	29%	27%	47%	-	*	-	50%	12%	50%	35%	40%	28%	22%
At Masters Grade Level	2023	22%	13%	13%	0%	8%	17%	-	-	-	*	4%	20%	10%	17%	11%	3%
	2022	23%	15%	15%	14%	3%	24%	-	*	-	33%	0%	17%	16%	13%	4%	6%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	85%	85%	83%	79%	90%	-	*	-	100%	53%	63%	85%	84%	86%	76%
	2022	81%	80%	80%	63%	81%	82%	-	-	-	*	54%	*	85%	74%	77%	79%
At Meets Grade Level or Above	2023	57%	62%	62%	67%	49%	72%	-	*	-	83%	21%	50%	63%	60%	54%	35%
	2022	58%	55%	55%	38%	50%	61%	-	-	-	*	37%	*	61%	47%	49%	53%
At Masters Grade Level	2023	28%	29%	29%	0%	19%	41%	-	*	-	33%	5%	25%	32%	25%	20%	12%
	2022	36%	36%	36%	38%	33%	40%	-	-	-	*	29%	*	36%	34%	32%	35%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	81%	81%	43%	78%	90%	-	*	-	83%	56%	38%	83%	79%	78%	79%
	2022	77%	77%	77%	63%	74%	81%	-	-	-	*	66%	*	82%	69%	76%	74%
At Meets Grade Level or Above	2023	51%	42%	42%	14%	24%	60%	-	*	-	67%	17%	13%	41%	42%	33%	24%
	2022	48%	46%	46%	38%	48%	45%	-	-	-	*	43%	*	51%	40%	46%	41%
At Masters Grade Level	2023	21%	15%	15%	14%	5%	24%	-	*	-	17%	11%	13%	16%	13%	8%	3%
	2022	25%	17%	17%	25%	21%	15%	-	-	-	*	17%	*	15%	21%	15%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	77%	77%	57%	63%	91%	-	*	-	83%	53%	50%	72%	83%	64%	56%
	2022	66%	79%	79%	63%	75%	85%	-	-	-	*	66%	*	77%	81%	76%	68%
At Meets Grade Level or Above	2023	36%	43%	43%	29%	24%	63%	-	*	-	33%	32%	13%	43%	43%	29%	21%
	2022	38%	47%	47%	38%	46%	47%	-	-	-	*	37%	*	43%	51%	40%	47%
At Masters Grade Level	2023	16%	23%	23%	0%	16%	34%	-	*	-	17%	5%	13%	22%	25%	14%	18%
	2022	18%	20%	20%	38%	14%	24%	-	-	-	*	26%	*	23%	17%	16%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	78%	75%	78%	77%	-	-	-	*	52%	100%	80%	76%	75%	75%
	2022	70%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	52%	49%	49%	50%	45%	52%	-	-	-	*	31%	57%	58%	39%	49%	36%
	2022	43%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	22%	17%	17%	25%	17%	15%	-	-	-	*	10%	0%	14%	19%	14%	17%
	2022	23%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	85%	85%	63%	82%	89%	-	-	-	*	76%	100%	88%	81%	82%	81%
	2022	73%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	45%	45%	50%	45%	45%	-	-	-	*	38%	57%	47%	44%	42%	36%
	2022	39%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	12%	12%	38%	13%	9%	-	-	-	*	10%	0%	13%	11%	11%	14%
	2022	16%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	82%	77%	60%	72%	85%	-	29%	-	76%	56%	71%	78%	77%	72%	68%
	2022	74%	81%	79%	59%	75%	85%	-	*	-	74%	56%	85%	80%	77%	76%	73%
At Meets Grade Level or Above	2023	49%	55%	47%	35%	38%	57%	-	0%	-	48%	33%	38%	49%	44%	40%	29%
	2022	48%	54%	51%	45%	45%	56%	-	*	-	52%	36%	42%	50%	51%	45%	42%
At Masters Grade Level	2023	20%	20%	18%	13%	13%	24%	-	0%	-	15%	7%	16%	18%	18%	13%	9%
	2022	23%	24%	25%	21%	19%	30%	-	*	-	22%	18%	31%	24%	25%	19%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	83%	79%	70%	74%	84%	-	*	-	80%	54%	79%	80%	77%	75%	68%
	2022	75%	83%	85%	67%	83%	90%	-	*	-	83%	58%	92%	87%	83%	83%	82%
At Meets Grade Level or Above	2023	53%	63%	53%	44%	45%	61%	-	*	-	60%	33%	50%	57%	47%	46%	32%
	2022	53%	62%	61%	54%	54%	67%	-	*	-	67%	38%	58%	61%	61%	56%	53%
At Masters Grade Level	2023	20%	21%	23%	15%	18%	28%	-	*	-	20%	8%	21%	23%	22%	17%	11%
	2022	25%	29%	35%	21%	29%	43%	-	*	-	25%	21%	50%	35%	36%	29%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	79%	77%	52%	73%	83%	-	*	-	70%	59%	71%	78%	75%	72%	70%
	2022	72%	77%	72%	50%	66%	80%	-	*	-	67%	50%	83%	74%	69%	68%	65%
At Meets Grade Level or Above	2023	45%	43%	42%	28%	35%	51%	-	*	-	40%	33%	33%	42%	42%	37%	28%
	2022	42%	42%	42%	38%	36%	47%	-	*	-	33%	34%	33%	42%	41%	37%	30%
At Masters Grade Level	2023	19%	13%	12%	14%	8%	17%	-	*	-	10%	7%	13%	13%	12%	9%	5%
	2022	20%	16%	16%	17%	11%	19%	-	*	-	17%	13%	17%	14%	18%	11%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	82%	77%	57%	63%	91%	-	*	-	83%	53%	50%	72%	83%	64%	56%
	2022	76%	85%	79%	63%	75%	85%	-	-	-	*	66%	*	77%	81%	76%	68%
At Meets Grade Level or Above	2023	47%	51%	43%	29%	24%	63%	-	*	-	33%	32%	13%	43%	43%	29%	21%
	2022	47%	56%	47%	38%	46%	47%	-	-	-	*	37%	*	43%	51%	40%	47%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	21%	23%	0%	16%	34%	-	*	-	17%	5%	13%	22%	25%	14%	18%
	2022	21%	20%	20%	38%	14%	24%	-	-	-	*	26%	*	23%	17%	16%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	31%	31%	*	29%	39%	-	*	-	17%	23%	*	37%	17%	20%	17%
	2022	36%	38%	38%	44%	30%	44%	-	-	-	*	36%	*	35%	44%	35%	23%
Reading and Mathematics Including EOC	2023	37%	31%	31%	*	29%	39%	-	*	-	17%	23%	*	37%	17%	20%	17%
	2022	36%	38%	38%	44%	30%	44%	-	-	-	*	36%	*	35%	44%	35%	23%
Reading Including EOC	2023	50%	48%	48%	*	43%	63%	-	*	-	17%	26%	*	53%	34%	32%	27%
	2022	51%	64%	64%	56%	58%	69%	-	-	-	*	43%	*	59%	75%	63%	50%
Math Including EOC	2023	45%	39%	39%	0%	41%	44%	-	*	-	17%	28%	*	41%	32%	30%	32%
	2022	43%	41%	41%	44%	32%	49%	-	-	-	*	36%	*	40%	44%	36%	27%
4th Graders																	
Reading and Mathematics	2023	38%	39%	39%	33%	31%	46%	-	-	-	*	44%	20%	37%	41%	38%	20%
	2022	36%	33%	33%	29%	22%	42%	-	*	-	50%	12%	33%	31%	35%	22%	19%
Reading and Mathematics Including EOC	2023	38%	39%	39%	33%	31%	46%	-	-	-	*	44%	20%	37%	41%	38%	20%
	2022	36%	33%	33%	29%	22%	42%	-	*	-	50%	12%	33%	31%	35%	22%	19%
Reading Including EOC	2023	48%	51%	51%	44%	41%	59%	-	-	-	*	52%	40%	54%	48%	49%	29%
	2022	54%	63%	63%	71%	55%	69%	-	*	-	83%	29%	50%	64%	63%	56%	56%
Math Including EOC	2023	48%	43%	43%	33%	31%	54%	-	-	-	*	44%	20%	40%	45%	43%	20%
	2022	43%	37%	37%	29%	27%	47%	-	*	-	50%	12%	50%	35%	40%	28%	22%
5th Graders																	
Reading and Mathematics	2023	43%	39%	39%	17%	21%	57%	-	*	-	67%	17%	13%	40%	38%	28%	18%
	2022	41%	37%	37%	38%	34%	40%	-	-	-	*	31%	*	43%	30%	35%	29%
Reading and Mathematics Including EOC	2023	43%	39%	39%	17%	21%	57%	-	*	-	67%	17%	13%	40%	38%	28%	18%
	2022	41%	37%	37%	38%	34%	40%	-	-	-	*	31%	*	43%	30%	35%	29%
Reading Including EOC	2023	57%	62%	62%	67%	49%	72%	-	*	-	83%	21%	50%	63%	60%	54%	35%
	2022	58%	54%	54%	38%	50%	61%	-	-	-	*	37%	*	61%	46%	49%	53%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	42%	42%	14%	24%	60%	-	*	-	67%	17%	13%	41%	42%	33%	24%
	2022	48%	46%	46%	38%	48%	45%	-	-	-	*	43%	*	51%	39%	46%	41%
6th Graders																	
Reading and Mathematics	2023	35%	33%	33%	38%	32%	32%	-	-	-	*	28%	29%	35%	31%	34%	22%
Reading and Mathematics Including EOC	2023	35%	33%	33%	38%	32%	32%	-	-	-	*	28%	29%	35%	31%	34%	22%
Reading Including EOC	2023	52%	49%	49%	50%	45%	52%	-	-	-	*	31%	57%	58%	39%	49%	36%
Math Including EOC	2023	40%	45%	45%	50%	45%	45%	-	-	-	*	38%	57%	47%	44%	42%	36%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	36%	26%	28%	44%	-	*	-	40%	29%	25%	37%	33%	30%	19%
	2022	34%	32%	36%	38%	29%	42%	-	*	-	33%	29%	25%	36%	36%	31%	24%
Reading and Mathematics Including EOC	2023	39%	40%	36%	26%	28%	44%	-	*	-	40%	29%	25%	37%	33%	30%	19%
	2022	36%	36%	36%	38%	29%	42%	-	*	-	33%	29%	25%	36%	36%	31%	24%
Reading Including EOC	2023	53%	59%	53%	44%	45%	61%	-	*	-	60%	33%	50%	57%	47%	46%	32%
	2022	53%	63%	61%	54%	54%	67%	-	*	-	67%	38%	58%	61%	61%	56%	53%
Math Including EOC	2023	47%	45%	42%	28%	35%	51%	-	*	-	40%	33%	33%	42%	42%	37%	28%
	2022	43%	40%	41%	38%	36%	47%	-	*	-	33%	34%	33%	42%	41%	37%	30%

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

Texas Education Agency
2022-23 Progress (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	54%	67%	45%	58%	-	-	-	*	60%	50%	55%	52%	49%	36%
Grade 4 Mathematics	2023	63%	55%	55%	50%	45%	61%	-	-	-	*	50%	60%	54%	55%	57%	33%
Grade 5 ELA/Reading	2023	65%	64%	64%	83%	59%	65%	-	*	-	100%	42%	50%	60%	69%	56%	47%
Grade 5 Mathematics	2023	71%	69%	69%	57%	72%	69%	-	*	-	67%	81%	31%	71%	67%	69%	80%
Grade 6 ELA/Reading	2023	51%	49%	49%	56%	50%	46%	-	-	-	*	41%	57%	49%	48%	47%	53%
Grade 6 Mathematics	2023	54%	63%	63%	69%	61%	64%	-	-	-	*	63%	79%	59%	68%	61%	56%
All Grades Both Subjects	2023	64%	67%	59%	63%	56%	61%	-	*	-	69%	55%	54%	58%	60%	57%	51%
All Grades ELA/Reading	2023	63%	65%	56%	67%	52%	57%	-	*	-	77%	48%	53%	55%	56%	51%	46%
All Grades Mathematics	2023	66%	69%	62%	58%	60%	65%	-	*	-	62%	63%	55%	61%	63%	62%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	38%	38%	*	29%	50%	-	-	-	-	25%	*	42%	33%	42%	30%
Grade 4 Mathematics	2023	27%	14%	14%	0%	19%	15%	-	-	-	*	8%	*	14%	14%	16%	10%
Grade 5 ELA/Reading	2023	37%	43%	43%	*	56%	*	-	*	-	*	14%	*	20%	56%	67%	*
Grade 5 Mathematics	2023	48%	53%	53%	20%	62%	50%	-	*	-	*	43%	*	57%	47%	53%	63%
Grade 6 ELA/Reading	2023	26%	38%	38%	*	57%	20%	-	-	-	-	38%	-	40%	38%	35%	50%
Grade 6 Mathematics	2023	35%	43%	43%	*	44%	50%	-	-	-	-	60%	-	42%	44%	39%	45%
All Grades Both Subjects	2023	38%	46%	39%	16%	46%	34%	-	*	-	*	33%	11%	39%	38%	40%	41%
All Grades ELA/Reading	2023	35%	44%	39%	29%	46%	28%	-	*	-	*	29%	*	37%	41%	43%	38%
All Grades Mathematics	2023	40%	48%	38%	8%	46%	37%	-	*	-	*	36%	17%	40%	37%	39%	43%

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	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	2023	76%	82%	77%	-	-	-	-	-	-	62%	62%	67%	55%	69%	81%	64%	97%
	2022	74%	81%	79%	-	-	-	-	-	-	75%	72%	-	83%	*	80%	71%	94%
At Meets Grade Level or Above	2023	49%	55%	47%	-	-	-	-	-	-	24%	24%	17%	25%	25%	53%	24%	68%
	2022	48%	54%	51%	-	-	-	-	-	-	43%	41%	-	50%	*	53%	41%	56%
At Masters Grade Level	2023	20%	20%	18%	-	-	-	-	-	-	7%	9%	4%	9%	6%	21%	6%	35%
	2022	23%	24%	25%	-	-	-	-	-	-	18%	19%	-	17%	*	27%	17%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	83%	79%	-	-	-	-	-	-	62%	63%	58%	56%	72%	82%	64%	100%
	2022	75%	83%	85%	-	-	-	-	-	-	85%	81%	-	95%	*	86%	81%	100%
At Meets Grade Level or Above	2023	53%	63%	53%	-	-	-	-	-	-	25%	24%	25%	25%	31%	59%	26%	79%
	2022	53%	62%	61%	-	-	-	-	-	-	53%	47%	-	71%	*	63%	51%	75%
At Masters Grade Level	2023	20%	21%	23%	-	-	-	-	-	-	10%	12%	8%	13%	6%	26%	7%	43%
	2022	25%	29%	35%	-	-	-	-	-	-	27%	25%	-	33%	*	38%	26%	25%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	79%	77%	-	-	-	-	-	-	65%	65%	75%	55%	72%	79%	66%	100%
	2022	72%	77%	72%	-	-	-	-	-	-	66%	61%	-	81%	*	74%	63%	88%
At Meets Grade Level or Above	2023	45%	43%	42%	-	-	-	-	-	-	24%	26%	8%	24%	25%	47%	24%	64%
	2022	42%	42%	42%	-	-	-	-	-	-	31%	31%	-	29%	*	45%	30%	38%
At Masters Grade Level	2023	19%	13%	12%	-	-	-	-	-	-	3%	4%	0%	6%	3%	15%	2%	29%
	2022	20%	16%	16%	-	-	-	-	-	-	12%	14%	-	5%	*	17%	11%	25%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	82%	77%	-	-	-	-	-	-	42%	42%	-	-	56%	83%	50%	83%
	2022	76%	85%	79%	-	-	-	-	-	-	72%	76%	-	67%	-	83%	66%	*
At Meets Grade Level or Above	2023	47%	51%	43%	-	-	-	-	-	-	17%	17%	-	-	13%	50%	14%	50%
	2022	47%	56%	47%	-	-	-	-	-	-	52%	53%	-	50%	-	46%	47%	*
At Masters Grade Level	2023	18%	21%	23%	-	-	-	-	-	-	17%	17%	-	-	13%	25%	14%	33%
	2022	21%	20%	20%	-	-	-	-	-	-	10%	12%	-	8%	-	23%	9%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	59%	-	-	-	-	-	-	45%	44%	50%	38%	56%	61%	48%	70%
All Grades ELA/Reading	2023	63%	65%	56%	-	-	-	-	-	-	42%	38%	58%	42%	47%	59%	43%	64%
All Grades Mathematics	2023	66%	69%	62%	-	-	-	-	-	-	48%	50%	42%	35%	66%	64%	53%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	46%	39%	-	-	-	-	-	-	34%	32%	40%	*	50%	37%	40%	*

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	44%	39%	-	-	-	-	-	-	38%	40%	33%	*	38%	40%	38%	-
All Grades Mathematics	2023	40%	48%	38%	-	-	-	-	-	-	32%	28%	*	*	57%	36%	42%	*

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

- Indicates there are no students in the group.

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

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	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)
2023 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%	94%	95%	91%	99%	94%	*	70%	-	88%	98%	88%	96%	93%	94%	97%
Not Included in Accountability: Mobile	4%	5%	5%	9%	1%	6%	*	30%	-	12%	2%	13%	4%	6%	6%	2%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
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%
Included in Accountability	92%	93%	95%	90%	98%	94%	*	*	-	87%	98%	86%	96%	93%	94%	96%
Not Included in Accountability: Mobile	4%	5%	5%	10%	1%	6%	*	*	-	13%	2%	14%	4%	7%	6%	2%
Not Included in Accountability: Other Exclusions	3%	2%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	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%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	99%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	91%	99%	93%	*	*	-	87%	98%	86%	96%	93%	94%	98%
Not Included in Accountability: Mobile	5%	5%	5%	9%	1%	6%	*	*	-	13%	2%	14%	4%	6%	6%	1%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	*	-	100%	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	97%	100%	100%	96%	*	*	-	100%	100%	100%	98%	95%	97%	100%
Not Included in Accountability: Mobile	4%	5%	3%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	1%	*	*	-	0%	0%	0%	0%	2%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

				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)
	State	District	Campus													
Absent	1%	1%	1%	0%	0%	1%	*	*	-	0%	0%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	89%	98%	97%	-	*	-	100%	99%	84%	98%	89%	97%	93%
Not Included in Accountability: Mobile	5%	5%	6%	11%	2%	3%	-	*	-	0%	1%	16%	2%	11%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	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%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	94%	89%	98%	97%	-	*	-	100%	99%	86%	98%	89%	97%	93%
Not Included in Accountability: Mobile	5%	6%	6%	11%	2%	3%	-	*	-	0%	1%	14%	2%	11%	3%	7%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	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%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	89%	98%	97%	-	*	-	100%	99%	86%	98%	89%	97%	93%
Not Included in Accountability: Mobile	5%	6%	6%	11%	2%	3%	-	*	-	0%	1%	14%	2%	11%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	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%
Science																
Assessment Participant	98%	100%	100%	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	96%	89%	100%	97%	-	-	-	*	100%	*	100%	91%	99%	94%
Not Included in Accountability: Mobile	4%	4%	4%	11%	0%	3%	-	-	-	*	0%	*	0%	9%	1%	6%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	94.0%	94.2%	93.5%	94.3%	94.2%	*	*	-	94.7%	93.2%	94.1%	94.8%
2020-21	95.0%	97.1%	96.1%	96.5%	95.7%	96.3%	*	*	-	96.7%	95.2%	95.3%	96.0%
Chronic Absenteeism													
2021-22	25.7%	18.4%	17.6%	21.2%	17.2%	17.6%	*	*	-	21.7%	22.1%	20.2%	15.6%
2020-21	15.0%	6.7%	9.3%	4.3%	9.7%	9.5%	*	*	-	7.1%	11.9%	11.4%	7.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	84.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	83.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	9.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	71.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	80.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	133	368,686
By Ethnicity:				
African American	-	-	4	45,227
Hispanic	-	-	52	191,125
White	-	-	73	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	3	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	12	51,023
Foundation H.S. Program (Endorsement)	-	-	10	14,179
Foundation H.S. Program (DLA)	-	-	111	302,917
Special Education Graduates	-	-	12	32,447
Economically Disadvantaged Graduates	-	-	50	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	40,398
At-Risk Graduates	-	-	16	159,689
CTE Completers	-	-	18	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	598	100.0%	2,109	5,504,150	598	100.0%	2,115	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	3.1%	4.4%	0	0.0%	3.1%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.1%	3.7%	0	0.0%	3.1%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 2	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 3	140	23.4%	6.6%	7.2%	140	23.4%	6.6%	7.1%
Grade 4	161	26.9%	7.6%	7.2%	161	26.9%	7.6%	7.1%
Grade 5	151	25.3%	7.2%	7.2%	151	25.3%	7.1%	7.2%
Grade 6	146	24.4%	6.9%	7.3%	146	24.4%	6.9%	7.2%
Grade 7	0	0.0%	8.3%	7.4%	0	0.0%	8.3%	7.4%
Grade 8	0	0.0%	7.2%	7.7%	0	0.0%	7.1%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.6%	8.7%
Grade 10	0	0.0%	8.7%	7.9%	0	0.0%	8.7%	7.9%
Grade 11	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 12	0	0.0%	6.7%	6.6%	0	0.0%	6.7%	6.6%
Ethnic Distribution:								
African American	32	5.4%	4.5%	12.8%	32	5.4%	4.5%	12.8%
Hispanic	258	43.1%	42.7%	53.0%	258	43.1%	42.6%	52.9%
White	282	47.2%	48.0%	25.6%	282	47.2%	48.0%	25.7%
American Indian	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Asian	3	0.5%	0.6%	5.1%	3	0.5%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	22	3.7%	3.8%	3.0%	22	3.7%	3.8%	3.0%
Sex:								
Female	291	48.7%	49.1%	48.8%	291	48.7%	49.0%	48.8%
Male	307	51.3%	50.9%	51.2%	307	51.3%	51.0%	51.2%
Economically Disadvantaged	368	61.5%	59.1%	62.1%	368	61.5%	59.1%	62.0%
Non-Educationally Disadvantaged	230	38.5%	40.9%	37.9%	230	38.5%	40.9%	38.0%
Section 504 Students	59	9.9%	9.9%	7.4%	59	9.9%	9.8%	7.4%
EB Students/EL	115	19.2%	14.8%	23.1%	115	19.2%	14.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	5	0.8%	1.1%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	79	13.2%	8.9%	5.5%	79	13.2%	8.9%	5.5%
Foster Care	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Homeless	0	0.0%	0.7%	1.3%	0	0.0%	0.7%	1.3%
Immigrant	9	1.5%	0.9%	2.2%	9	1.5%	0.9%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	597	99.8%	52.7%	64.6%	597	99.8%	52.8%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	219	36.6%	32.8%	53.3%	219	36.6%	32.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	101	16.9%	12.3%	23.2%	101	16.9%	12.3%	23.2%
Career and Technical Education	0	0.0%	35.1%	26.5%	0	0.0%	35.1%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	81.5%	72.3%	0	-	81.4%	72.2%
Gifted and Talented Education	35	5.9%	5.0%	8.2%	35	5.9%	5.0%	8.2%
Special Education	116	19.4%	13.9%	12.6%	116	19.4%	14.2%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	116							
By Type of Primary Disability								
Students with Intellectual Disabilities	70	60.3%	53.1%	44.1%				
Students with Physical Disabilities	12	10.3%	17.7%	20.0%				
Students with Autism	16	13.8%	11.2%	15.5%				
Students with Behavioral Disabilities	18	15.5%	15.3%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.7%	1.6%				
Mobility (2021-22):								
Total Mobile Students	73	12.2%	11.7%	16.8%				
By Ethnicity:								
African American	4	0.7%	1.1%	3.3%				
Hispanic	25	4.2%	4.2%	8.7%				
White	41	6.9%	6.2%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.5%	0.3%	0.6%				
Count and Percent of Special Ed Students who are Mobile	14	10.3%	13.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	17	13.3%	11.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	42	12.4%	11.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	45	8.2%	10.3%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.5%	-	13.6%	4.5%
Grade 1	-	1.7%	2.5%	-	5.9%	3.6%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.8%	3.0%	3.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	0.7%	0.4%	-	0.0%	0.5%
Grade 9	-	0.0%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	19.8	19.1
Grade 2	1.0	21.3	19.1
Grade 3	19.9	19.9	19.3
Grade 4	19.7	19.7	19.4
Grade 5	18.6	18.6	20.8
Grade 6	20.5	20.5	19.2
Secondary:			
English/Language Arts	-	19.6	16.2
Foreign Languages	-	18.7	18.8
Mathematics	-	18.4	17.5
Science	-	20.3	18.5
Social Studies	-	23.2	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	52.0	100.0%	100.0%	100.0%
Professional Staff:	44.7	85.9%	62.3%	64.1%
Teachers	38.5	74.1%	47.5%	48.7%
Professional Support	4.2	8.0%	9.5%	10.9%
Campus Administration (School Leadership)	2.0	3.8%	2.9%	3.3%
Educational Aides:	7.3	14.1%	12.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	2.0	13,815.0
Part-time Counselors	1.0	n/a	3.0	1,240.0
Total Minority Staff:	4.3	8.3%	21.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.5%	11.8%
Hispanic	0.6	1.6%	4.9%	29.6%
White	36.1	93.6%	91.5%	54.9%
American Indian	1.9	4.8%	1.4%	0.3%
Asian	0.0	0.0%	0.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	2.8	7.2%	23.8%	24.4%
Females	35.8	92.8%	76.2%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	29.3	76.1%	72.8%	72.2%
Masters	9.2	23.9%	25.8%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.4	3.7%	2.7%	9.7%
1-5 Years Experience	6.5	16.8%	17.2%	26.3%
6-10 Years Experience	7.7	20.0%	22.0%	20.5%
11-20 Years Experience	14.5	37.5%	38.9%	27.2%
21-30 Years Experience	5.7	14.9%	16.3%	13.3%
Over 30 Years Experience	2.7	7.0%	2.8%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.5	n/a	16.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	3.3	6.1
Average Years Experience of Principals with District	6.0	3.3	5.3
Average Years Experience of Assistant Principals	2.0	5.3	5.2
Average Years Experience of Assistant Principals with District	2.0	3.3	4.4
Average Years Experience of Teachers:	13.7	13.5	11.0
Average Years Experience of Teachers with District:	6.7	5.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,173	\$54,496	\$53,300
1-5 Years Experience	\$56,540	\$58,000	\$56,516
6-10 Years Experience	\$61,278	\$61,772	\$59,732
11-20 Years Experience	\$67,292	\$69,253	\$63,389
21-30 Years Experience	\$75,475	\$77,109	\$67,876
Over 30 Years Experience	\$78,572	\$78,418	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$65,805	\$66,810	\$60,717
Professional Support	\$70,701	\$80,334	\$72,022
Campus Administration (School Leadership)	\$85,235	\$86,089	\$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.9%	0.7%	5.9%
Career and Technical Education	0.2	0.6%	7.5%	5.4%
Compensatory Education	4.0	10.4%	6.5%	3.2%
Gifted and Talented Education	0.8	2.0%	0.7%	1.7%
Regular Education	27.9	72.4%	70.0%	70.6%
Special Education	4.3	11.0%	10.3%	9.7%
Other	0.7	1.7%	4.3%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

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

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)