

Farmersville Independent School District

District Improvement Plan

2023-2024



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 -6th, Title 1 campus), Farmersville Junior High (7th - 8th), and Farmersville High School (9th - 12th). Although this improvement plan focuses on the 2023-2024 school year, the demographic information comes from the fall 2022-2023 Texas Academic Performance Report (TAPR).

Student enrollment at Farmersville ISD continues to steadily grow, and during the last five years it increased by over 29%, from 1702 students in the 18-19 school year to over 2200 at the beginning of the 2023 school year. The primary District student groups are as follows:

- 48.0% White
- 42.7% Hispanic
- 4.5% African American
- 59.1% Economically Disadvantaged
- 14.8% English Learners

American Indian students make up 0.3% of the population, Asian students 0.6%, and 3.8% identify as two-or-more races.

The 11.7% student mobility rate for Farmersville ISD is below the state average of 16.8% (decrease 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

As of February of 2024, accountability ratings for campuses and districts across the state have not been released by the Texas Education Agency (TEA) due to on-going litigation that has been filed against TEA related to recent changes to the accountability system.

The most recent accountability ratings that have been publicly released were the 2022 Accountability Reports. 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 maintain 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 campuses earned Distinction Designations in the following areas on the 2022 Accountability Reports:

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 Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The District's STAAR scores have remained below pre-COVID levels in some areas. **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, state-adopted curriculum resources, 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, MAP, fluency checks, and campus benchmarks for assessment. Third through high school grade levels focus on STAAR, local formative assessment, 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): The District desires to maintain the small-town feel while dealing with rapid growth. **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 have remained below pre-COVID levels in some areas.

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: The District desires to maintain the small-town feel while dealing with rapid growth.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

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 diagnostic reading assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- STEM and/or STEAM 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
- Class size averages by grade and subject
- 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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - 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: Implement summative and formative assessment plan for all campuses to be analyzed at the central level as well as the campus / department level. 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	Formative			Summative
	Nov	Jan	Mar	June
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) 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	Formative			Summative
	Nov	Jan	Mar	June





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) 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
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) 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June

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) 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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. Strategy's Expected Result/Impact: Increase the number of students who complete dual credit courses that are offered Staff Responsible for Monitoring: Counselor Campus principal Finance Director	Formative			Summative
	Nov	Jan	Mar	June
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) 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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 32% to 40%

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. 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 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. Also use Summit K-12 to provide on-going language-development lessons and assessments throughout the year. 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	Formative			Summative
	Nov	Jan	Mar	June
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 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	Formative			Summative
	Nov	Jan	Mar	June



No Progress



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. 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	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 certified teachers. 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	Formative			Summative
	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. 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	Formative			Summative
	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
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Meeting agendas, training notes 2. IMPACT - improved teacher attitude surveys Staff Responsible for Monitoring: Instructional Technology Facilitator	Formative			Summative
	Nov	Jan	Mar	June
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) 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to research, discuss, and implement recruitment strategies (e.g. improved salary schedules, stipends, four-day school week, Teacher Incentive Allotment (TIA), 403B matching program, telemedicine). Strategy's Expected Result/Impact: Increase retention rate Staff Responsible for Monitoring: HR Director Assistant Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 through online management system. 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	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, maltreatment of children, drug abuse, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9) 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	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 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) 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	Formative			Summative
	Nov	Jan	Mar	June



No Progress



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. 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	Formative			Summative
	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]. 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	Formative			Summative
	Nov	Jan	Mar	June
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) 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	Formative			Summative
	Nov	Jan	Mar	June

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) 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	Formative			Summative
	Nov	Jan	Mar	June
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) 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	Formative			Summative
	Nov	Jan	Mar	June
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 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% 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 a graduation rate above 95%

Evaluation Data Sources: 2023 graduation rate

Strategy 1 Details	Reviews			
Strategy 1: Utilize the following programs for credit recovery: ~ Odyssey online courses ~ Saturday school ~ Evening school 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	Formative			Summative
	Nov	Jan	Mar	June
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.). 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide homebound services to ensure pregnant students maintain grades and credits for graduation. 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 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 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 90.2% in 2022-2023 to 93% in 2023-2024.

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) 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	Formative			Summative
	Nov	Jan	Mar	June
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) Strategy's Expected Result/Impact: 1. IMPLEMENTATION - class meeting documentation / agendas 2. IMPACT - SAT / ACT registrations Staff Responsible for Monitoring: HS Administrators; HS Counselors	Formative			Summative
	Nov	Jan	Mar	June
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) 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	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate Staff Responsible for Monitoring: Campus Administration	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: 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
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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 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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Instructional Technology Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Superintendent; Campus Administrators	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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - meeting attendance and minutes and handouts 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: ESL Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 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. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on positive parent communication and teacher-parent conferences 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	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,799,028.00

Total FTEs Funded by SCE: 16.095

Brief Description of SCE Services and/or Programs

61XX: Salary with Benefits - \$810,207 6112: Substitute Teachers-CompEd - \$10,000 611X: Salary-Extra Duty - \$44,500 62XX: Contracted Services - \$31,700 63XX: Supplies - \$9,700 64XX: Misc Operations - \$1,250

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
2nd Grade Teacher	Teacher	0.07
3rd Grade Teacher	Teacher	0.07
3rd Grade Teacher	Teacher	0.069
4th Grade Teacher	Teacher	0.06
4th Grade Teacher	Teacher	0.059
5th Grade Teacher	Teacher	0.07
5th Grade Teacher	Teacher	0.069
5th Grade Teacher	Teacher	0.06
5th Grade Teacher	Teacher	0.066
6th Grade Teacher	Teacher	0.041
7th Elective Teacher	Teacher	0.086
7th Math Teacher	Teacher	0.08
7th RLA Teacher	Teacher	0.08
7th RLA Teacher	Teacher	0.08
7th Science Teacher	Teacher	0.079
7th Social Studies Teacher	Teacher	0.08
8th Elective Teacher	Teacher	0.086
8th Elective Teacher	Teacher	0.066

<u>Name</u>	<u>Position</u>	<u>FTE</u>
8th Math Teacher	Teacher	0.078
8th RLA Teacher	Teacher	0.08
8th Science Teacher	Teacher	0.08
8th Social Studies Teacher	Teacher	0.08
At-Risk Director	Administrator	1
Classroom Paraprofessional	Paraprofessional	1
Classroom Paraprofessional	Paraprofessional	1
Classroom Paraprofessional	Paraprofessional	1
Classroom Paraprofessional	Paraprofessional	1
Classroom Paraprofessional	Paraprofessional	0.639
Classroom Paraprofessional	Paraprofessional	1
Classroom Paraprofessional	Paraprofessional	1
Classroom Paraprofessional	Paraprofessional	1
Elementary Principal	Administrator	0.079
High School Teacher	Teacher	0.008
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.039
High School Teacher	Teacher	0.039
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.036
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.032
High School Teacher	Teacher	0.078
High School Teacher	Teacher	0.193
High School Teacher	Teacher	0.034
High School Teacher	Teacher	0.033
High School Teacher	Teacher	0.312
High School Teacher	Teacher	0.039

<u>Name</u>	<u>Position</u>	<u>FTE</u>
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.033
High School Teacher	Teacher	0.566
High School Teacher	Teacher	0.032
High School Teacher	Teacher	0.04
High School Teacher	Teacher	0.092
Intervention Teacher	Teacher	1
Intervention Teacher	Teacher	1
Pre-Kindergarten Teacher	Teacher	0.51
Pre-Kindergarten Teacher	Teacher	0.973
Secondary Counselor	Counselor	0.01
Secondary Elective Teacher	Teacher	0.076
Secondary Elective Teacher	Teacher	0.208
Secondary Elective Teacher	Teacher	0.085

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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	Paula Wilfong	Teacher
Administrator	Duston Brown	Administrator
Classroom Teacher	Bradley Arledge	Teacher
Parent	Candace Coffee	Parent
Classroom Teacher	Sandra Hoge	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	Terry Williams	Business Representative
Classroom Teacher	Karen Osinski	Teacher
Classroom Teacher	Meagan Gates	Teacher
Classroom Teacher	Lacy Phillips	Teacher
Classroom Teacher	Sandy Hemby	Teacher
Classroom Teacher	Krystal Mikeska	Teacher
Community Representative	Bryon Wiebold	Community Representative
Classroom Teacher	Elesha Shaw	Teacher
Classroom Teacher	Brooke Blue	Teacher
Classroom Teacher	Arian May	Teacher

Addendums

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

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.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
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	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.
Student Report	

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
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	<p>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.</p> <p>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.</p>
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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

District Action	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.
<i>Bullying</i>	
<i>Discipline</i>	<p>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.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.
<i>Improper Conduct</i>	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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a class-room, 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 class-room, 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]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

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

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

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

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

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)]

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>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.</p> <p>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.</p>
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	<p>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.</p> <p>Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.</p>
Investigation of Reports Other Than Title IX	<p>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.</p> <p>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.</p>
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.

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District Investigation	<p>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.</p> <p>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.</p>
Concluding the Investigation	<p>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.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.</p>
District Action	<p>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.</p> <p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.</p> <p>The complainant may have a right to file a complaint with appropriate state or federal agencies.</p>
Response to Sexual Harassment—Title IX	<p>For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).</p>
General Response	<p>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:</p>

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- 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;

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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.]

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**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.

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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)*

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State Law	<p>Texas Commission on Human Rights Act (TCHRA)—race, color, disability, religion, sex, national origin, age, and genetic information. <i>Labor Code 21.051, .402</i></p> <p>State policy on employment of persons with disabilities. <i>Human Resources Code 121.003(f)</i></p>
Prohibition on Retaliation	<p>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. <i>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</i></p>
Harassment-Free Workplace	<p>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. <i>42 U.S.C. 2000e, et seq.; 29 C.F.R. 1604.11(a), 1606.8(a)</i></p>
Sexual Harassment	<p>Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:</p> <ol style="list-style-type: none">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; or3. 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. <p>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.</p> <p><i>29 C.F.R. 1604.11(a), (f), (g); Labor Code 21.141</i></p> <p>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. <i>Labor Code 21.142</i></p>

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<i>Same-Sex Harassment</i>	Same-sex sexual harassment constitutes sexual harassment. <u><i>Oncale v. Sundowner Offshore Services, Inc.</i>, 523 U.S. 75 (1998)</u>
<i>Criminal Offense—Official Oppression</i>	<p>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.</p> <p>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.</p> <p>"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.</p> <p><i>Penal Code 39.03(a)(3), (b), (c)</i></p>
<i>Unpaid Interns</i>	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. <i>Labor Code 21.1065</i>
<i>Prohibition on Use of Public Funds</i>	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. <i>Local Gov't Code 180.008</i>
National Origin Harassment	<p>Ethnic slurs and other verbal or physical conduct relating to an individual's national origin constitute harassment when this conduct:</p> <ol style="list-style-type: none">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; or3. Otherwise adversely affects an individual's employment opportunities. <p><i>29 C.F.R. 1606.08(b)</i></p>
Severe and Pervasive	<p>Harassment violates Title VII if it is sufficiently severe and pervasive to alter the conditions of employment. <u><i>Pennsylvania State Police v. Suders</i>, 542 U.S. 129 (2004)</u></p> <p>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</p>

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	words used have sexual content or connotations. <u>Oncale v. Sun-downer Offshore Services, Inc.</u> , 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	<p>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)</p> <p>When no tangible employment action is taken, a district may raise the following affirmative defense:</p> <ol style="list-style-type: none">1. That the district exercised reasonable care to prevent and promptly correct any harassing behavior; and2. That the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise. <p><u>Burlington Industries, Inc. v. Ellerth</u>, 524 U.S. 742 (1998); <u>Faragher v. City of Boca Raton</u>, 524 U.S. 775 (1998)</p>
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 <i>de minimus</i> (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

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Gay and Transgender	The prohibition against discrimination because of sex includes discrimination on the basis of an individual being gay or transgender. <u><i>Bostock v. Clayton County, Georgia</i></u> , 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. <u><i>Price Waterhouse v. Hopkins</i></u> , 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	<p>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</p> <p>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)</p>
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	<p>"Disability" means:</p> <ol style="list-style-type: none">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; or3. Being regarded as having such an impairment. <p>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.</p>

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<i>“Regarded as” Having an Impairment</i>	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.
<i>Mitigating Measures</i>	<p>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.</p> <p>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.</p> <p><i>42 U.S.C. 12102(1), (3), (4); 29 C.F.R. 1630.2(g), (j)(1); Labor Code 21.002, .0021</i></p>
Other Definitions	“Physical or mental impairment” means:
<i>Physical or Mental Impairment</i>	<ol style="list-style-type: none">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; or2. 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. <p><i>29 C.F.R. 1630.2(h)</i></p>
<i>Major Life Activities</i>	“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.

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“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, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive 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 individual 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 advertising 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 disability” prongs. A district is not required to provide a reasonable accommodation 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 inquiries under the Americans with Disabilities Act]

“Reasonable accommodation” includes:

1. Making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and
2. Job restructuring, part-time or modified work schedules, reassignment 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 accommodations for individuals with disabilities.

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

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“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

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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*

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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. <i>34 C.F.R. 106.8(c); North Haven Board of Education v. Bell, 456 U.S. 512 (1982)</i> [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. <i>34 C.F.R. 104.7(a), .8(a)</i>
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. <i>28 C.F.R. 35.107(a)</i>
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. <i>34 C.F.R. 110.25(a), (b)</i>
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. <i>34 C.F.R. 106.8(a)</i>



2023-2024 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

District Number: 043904

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	76%	70%	*	66%	84%	-	*	-	33%	42%	*	72%	66%	55%	53%
	2022	76%	76%	83%	56%	77%	89%	-	-	-	*	57%	*	82%	83%	81%	73%
At Meets Grade Level or Above	2023	50%	52%	48%	*	43%	63%	-	*	-	17%	26%	*	53%	34%	32%	27%
	2022	51%	52%	64%	56%	58%	69%	-	-	-	*	43%	*	59%	75%	63%	50%
At Masters Grade Level	2023	20%	22%	17%	*	15%	24%	-	*	-	0%	3%	*	18%	14%	8%	7%
	2022	30%	32%	40%	11%	34%	46%	-	-	-	*	21%	*	36%	48%	38%	30%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	70%	60%	70%	77%	-	*	-	33%	47%	*	72%	65%	57%	58%
	2022	71%	72%	74%	44%	72%	79%	-	-	-	*	43%	*	72%	77%	71%	70%
At Meets Grade Level or Above	2023	45%	48%	39%	0%	41%	44%	-	*	-	17%	28%	*	41%	32%	30%	32%
	2022	43%	45%	41%	44%	32%	49%	-	-	-	*	36%	*	40%	44%	36%	27%
At Masters Grade Level	2023	19%	22%	9%	0%	6%	15%	-	*	-	0%	3%	*	12%	3%	3%	0%
	2022	21%	23%	15%	11%	9%	20%	-	-	-	*	14%	*	12%	21%	13%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	80%	78%	71%	86%	-	-	-	*	70%	60%	82%	77%	83%	66%
	2022	77%	76%	93%	86%	90%	98%	-	*	-	83%	65%	100%	93%	92%	90%	94%
At Meets Grade Level or Above	2023	48%	50%	51%	44%	41%	59%	-	-	-	*	52%	40%	54%	48%	49%	29%
	2022	54%	55%	63%	71%	55%	69%	-	*	-	83%	29%	50%	64%	63%	56%	56%
At Masters Grade Level	2023	22%	24%	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%	73%	70%	44%	64%	78%	-	-	-	*	59%	60%	70%	70%	68%	60%
	2022	70%	71%	66%	43%	53%	81%	-	*	-	67%	29%	83%	68%	63%	58%	50%
At Meets Grade Level or Above	2023	48%	51%	43%	33%	31%	54%	-	-	-	*	44%	20%	40%	45%	43%	20%
	2022	43%	45%	37%	29%	27%	47%	-	*	-	50%	12%	50%	35%	40%	28%	22%
At Masters Grade Level	2023	22%	25%	13%	0%	8%	17%	-	-	-	*	4%	20%	10%	17%	11%	3%
	2022	23%	25%	15%	14%	3%	24%	-	*	-	33%	0%	17%	16%	13%	4%	6%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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)
At Approaches Grade Level or Above	2023	81%	82%	85%	83%	79%	90%	-	*	-	100%	53%	63%	85%	84%	86%	76%
	2022	81%	81%	80%	63%	81%	82%	-	-	-	*	54%	*	85%	74%	77%	79%
At Meets Grade Level or Above	2023	57%	58%	62%	67%	49%	72%	-	*	-	83%	21%	50%	63%	60%	54%	35%
	2022	58%	59%	55%	38%	50%	61%	-	-	-	*	37%	*	61%	47%	49%	53%
At Masters Grade Level	2023	28%	31%	29%	0%	19%	41%	-	*	-	33%	5%	25%	32%	25%	20%	12%
	2022	36%	38%	36%	38%	33%	40%	-	-	-	*	29%	*	36%	34%	32%	35%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	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%	55%	42%	14%	24%	60%	-	*	-	67%	17%	13%	41%	42%	33%	24%
	2022	48%	50%	46%	38%	48%	45%	-	-	-	*	43%	*	51%	40%	46%	41%
At Masters Grade Level	2023	21%	25%	15%	14%	5%	24%	-	*	-	17%	11%	13%	16%	13%	8%	3%
	2022	25%	27%	17%	25%	21%	15%	-	-	-	*	17%	*	15%	21%	15%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	77%	57%	63%	91%	-	*	-	83%	53%	50%	72%	83%	64%	56%
	2022	66%	66%	79%	63%	75%	85%	-	-	-	*	66%	*	77%	81%	76%	68%
At Meets Grade Level or Above	2023	36%	37%	43%	29%	24%	63%	-	*	-	33%	32%	13%	43%	43%	29%	21%
	2022	38%	39%	47%	38%	46%	47%	-	-	-	*	37%	*	43%	51%	40%	47%
At Masters Grade Level	2023	16%	17%	23%	0%	16%	34%	-	*	-	17%	5%	13%	22%	25%	14%	18%
	2022	18%	18%	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%	72%	80%	43%	77%	84%	-	*	-	*	48%	*	78%	83%	75%	74%
At Meets Grade Level or Above	2023	52%	55%	49%	50%	45%	52%	-	-	-	*	31%	57%	58%	39%	49%	36%
	2022	43%	45%	55%	43%	48%	63%	-	*	-	*	39%	*	52%	60%	42%	29%
At Masters Grade Level	2023	22%	26%	17%	25%	17%	15%	-	-	-	*	10%	0%	14%	19%	14%	17%
	2022	23%	25%	27%	29%	15%	36%	-	*	-	*	9%	*	24%	32%	21%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	85%	63%	82%	89%	-	-	-	*	76%	100%	88%	81%	82%	81%
	2022	73%	76%	58%	57%	54%	60%	-	*	-	*	35%	*	53%	65%	49%	41%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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)
At Meets Grade Level or Above	2023	40%	44%	45%	50%	45%	45%	-	-	-	*	38%	57%	47%	44%	42%	36%
	2022	39%	42%	17%	14%	13%	20%	-	*	-	*	22%	*	17%	16%	11%	9%
At Masters Grade Level	2023	16%	19%	12%	38%	13%	9%	-	-	-	*	10%	0%	13%	11%	11%	14%
	2022	16%	18%	2%	0%	1%	2%	-	*	-	*	4%	*	2%	3%	2%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	80%	85%	*	83%	87%	*	*	-	*	36%	100%	88%	79%	81%	73%
	2022	80%	80%	92%	86%	89%	95%	-	*	-	80%	50%	100%	95%	87%	88%	84%
At Meets Grade Level or Above	2023	55%	58%	64%	*	54%	71%	*	*	-	*	23%	83%	62%	67%	53%	41%
	2022	56%	58%	72%	57%	58%	81%	-	*	-	80%	29%	40%	73%	69%	62%	57%
At Masters Grade Level	2023	27%	31%	27%	*	14%	38%	*	*	-	*	0%	50%	29%	22%	16%	5%
	2022	37%	40%	46%	14%	31%	58%	-	*	-	60%	7%	40%	48%	43%	29%	24%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	67%	76%	40%	74%	80%	*	*	-	*	52%	100%	74%	79%	67%	59%
	2022	61%	62%	82%	57%	75%	89%	-	*	-	80%	53%	80%	89%	73%	77%	79%
At Meets Grade Level or Above	2023	37%	42%	44%	20%	38%	51%	*	*	-	*	29%	50%	42%	47%	32%	19%
	2022	31%	34%	43%	0%	29%	52%	-	*	-	80%	20%	20%	49%	34%	35%	29%
At Masters Grade Level	2023	11%	16%	9%	0%	6%	11%	*	*	-	*	5%	17%	6%	14%	6%	3%
	2022	13%	17%	14%	0%	7%	18%	-	*	-	0%	7%	20%	18%	8%	10%	13%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	94%	83%	95%	97%	-	*	-	83%	71%	*	100%	87%	91%	92%
	2022	83%	84%	92%	100%	91%	95%	-	*	-	*	42%	*	93%	90%	91%	83%
At Meets Grade Level or Above	2023	58%	61%	78%	42%	70%	93%	-	*	-	67%	29%	*	83%	72%	68%	61%
	2022	58%	60%	67%	67%	59%	77%	-	*	-	*	0%	*	65%	71%	62%	47%
At Masters Grade Level	2023	28%	32%	36%	0%	25%	49%	-	*	-	50%	6%	*	40%	30%	24%	17%
	2022	37%	40%	47%	50%	45%	47%	-	*	-	*	0%	*	47%	47%	39%	27%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	77%	79%	82%	78%	77%	-	-	-	*	44%	*	71%	85%	74%	70%
	2022	71%	72%	76%	60%	79%	79%	-	-	-	-	33%	*	78%	72%	73%	78%
At Meets Grade Level or Above	2023	46%	48%	33%	27%	33%	38%	-	-	-	*	25%	*	32%	34%	24%	26%
	2022	40%	41%	35%	40%	28%	50%	-	-	-	-	0%	*	31%	41%	24%	22%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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)
At Masters Grade Level	2023	17%	18%	3%	0%	0%	8%	-	-	-	*	6%	*	3%	2%	0%	0%
	2022	14%	15%	4%	0%	5%	4%	-	-	-	-	0%	*	2%	7%	4%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	76%	82%	75%	70%	93%	-	*	-	83%	65%	*	92%	68%	74%	67%
	2022	74%	76%	88%	83%	85%	95%	-	*	-	*	42%	*	90%	84%	85%	73%
At Meets Grade Level or Above	2023	47%	50%	46%	17%	34%	57%	-	*	-	67%	24%	*	45%	47%	34%	28%
	2022	45%	48%	60%	50%	55%	68%	-	*	-	*	25%	*	57%	67%	49%	43%
At Masters Grade Level	2023	17%	19%	13%	0%	4%	22%	-	*	-	17%	6%	*	15%	10%	6%	3%
	2022	24%	26%	26%	0%	24%	29%	-	*	-	*	0%	*	22%	35%	17%	27%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	64%	80%	58%	75%	86%	-	*	-	83%	35%	*	86%	72%	74%	69%
	2022	61%	63%	71%	67%	66%	77%	-	*	-	*	8%	*	73%	67%	66%	52%
At Meets Grade Level or Above	2023	33%	36%	53%	33%	43%	64%	-	*	-	50%	29%	*	53%	53%	41%	31%
	2022	31%	33%	37%	50%	31%	42%	-	*	-	*	0%	*	29%	53%	28%	21%
At Masters Grade Level	2023	16%	19%	25%	8%	20%	30%	-	*	-	33%	0%	*	23%	28%	18%	17%
	2022	18%	20%	18%	33%	14%	19%	-	*	-	*	0%	*	14%	25%	9%	7%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	86%	63%	84%	91%	-	*	-	75%	50%	60%	91%	78%	84%	74%
	2022	65%	66%	77%	71%	69%	86%	-	*	-	78%	40%	50%	85%	67%	74%	46%
At Meets Grade Level or Above	2023	52%	54%	73%	50%	72%	78%	-	*	-	63%	29%	40%	81%	61%	70%	58%
	2022	47%	49%	58%	43%	54%	62%	-	*	-	67%	25%	33%	62%	52%	48%	31%
At Masters Grade Level	2023	13%	16%	17%	25%	16%	15%	-	*	-	38%	0%	10%	18%	16%	12%	3%
	2022	11%	12%	12%	0%	13%	10%	-	*	-	11%	0%	0%	12%	11%	7%	6%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	83%	63%	75%	92%	-	*	-	80%	47%	*	86%	77%	77%	53%
	2022	72%	72%	76%	*	68%	82%	*	-	-	100%	35%	50%	81%	64%	68%	45%
At Meets Grade Level or Above	2023	54%	56%	71%	38%	65%	79%	-	*	-	70%	33%	*	75%	62%	63%	34%
	2022	55%	56%	61%	*	52%	67%	*	-	-	100%	18%	30%	66%	49%	53%	27%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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)
At Masters Grade Level	2023	9%	10%	7%	0%	5%	10%	-	*	-	0%	0%	*	8%	3%	4%	0%
	2022	9%	10%	7%	*	7%	6%	*	-	-	20%	6%	0%	7%	6%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	80%	84%	50%	85%	86%	-	*	-	83%	54%	64%	87%	81%	82%	82%
	2022	76%	76%	91%	88%	88%	93%	-	*	-	100%	63%	100%	92%	89%	88%	78%
At Meets Grade Level or Above	2023	43%	45%	48%	50%	34%	56%	-	*	-	67%	15%	9%	54%	39%	38%	41%
	2022	43%	46%	63%	38%	60%	65%	-	*	-	78%	50%	33%	66%	58%	58%	53%
At Masters Grade Level	2023	23%	26%	24%	17%	14%	31%	-	*	-	33%	0%	9%	28%	18%	15%	21%
	2022	27%	30%	37%	38%	37%	34%	-	*	-	67%	6%	17%	39%	34%	32%	33%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	91%	*	85%	95%	-	*	-	*	80%	80%	94%	86%	83%	64%
	2022	83%	84%	87%	86%	83%	90%	-	*	-	88%	60%	100%	90%	81%	81%	61%
At Meets Grade Level or Above	2023	56%	57%	73%	*	76%	69%	-	*	-	*	40%	60%	75%	69%	64%	55%
	2022	55%	56%	59%	14%	55%	66%	-	*	-	63%	27%	44%	68%	47%	58%	39%
At Masters Grade Level	2023	21%	24%	29%	*	27%	31%	-	*	-	*	0%	20%	28%	31%	21%	18%
	2022	21%	24%	14%	0%	6%	21%	-	*	-	13%	7%	22%	15%	13%	6%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	96%	100%	95%	96%	*	-	-	100%	79%	100%	96%	96%	95%	86%
	2022	89%	89%	93%	100%	92%	93%	*	*	-	100%	64%	*	96%	88%	94%	73%
At Meets Grade Level or Above	2023	70%	70%	84%	80%	74%	92%	*	-	-	80%	21%	86%	85%	82%	78%	43%
	2022	68%	68%	82%	100%	74%	87%	*	*	-	86%	43%	*	84%	78%	78%	36%
At Masters Grade Level	2023	38%	39%	47%	60%	32%	54%	*	-	-	80%	7%	14%	46%	49%	38%	0%
	2022	42%	43%	49%	33%	38%	59%	*	*	-	57%	14%	*	51%	45%	37%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	89%	*	75%	97%	-	*	-	*	-	-	88%	*	80%	*
	2022	92%	94%	96%	-	100%	94%	-	-	-	*	-	-	96%	*	93%	*
At Meets Grade Level or Above	2023	61%	69%	56%	*	63%	50%	-	*	-	*	-	-	55%	*	45%	*
	2022	64%	70%	48%	-	50%	45%	-	-	-	*	-	-	48%	*	40%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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)
At Masters Grade Level	2023	12%	18%	6%	*	0%	9%	-	*	-	*	-	-	6%	*	0%	*
	2022	13%	19%	4%	-	5%	3%	-	-	-	*	-	-	2%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	82%	67%	77%	88%	*	78%	-	81%	55%	76%	84%	78%	77%	70%
	2022	74%	75%	81%	69%	77%	86%	*	90%	-	86%	50%	79%	83%	78%	77%	69%
At Meets Grade Level or Above	2023	49%	52%	55%	37%	47%	64%	*	67%	-	59%	30%	44%	58%	51%	47%	34%
	2022	48%	50%	54%	44%	47%	59%	*	86%	-	68%	30%	37%	55%	52%	46%	38%
At Masters Grade Level	2023	20%	23%	20%	11%	14%	26%	*	30%	-	24%	5%	18%	20%	19%	14%	8%
	2022	23%	25%	24%	18%	19%	27%	*	66%	-	35%	12%	20%	23%	24%	17%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	83%	71%	79%	88%	*	80%	-	79%	52%	79%	86%	79%	80%	71%
	2022	75%	75%	83%	72%	80%	88%	*	92%	-	87%	50%	78%	86%	79%	80%	73%
At Meets Grade Level or Above	2023	53%	55%	63%	44%	56%	71%	*	70%	-	65%	31%	57%	67%	57%	56%	41%
	2022	53%	54%	62%	56%	54%	68%	*	83%	-	76%	31%	46%	63%	60%	54%	44%
At Masters Grade Level	2023	20%	23%	21%	12%	16%	27%	*	30%	-	23%	5%	23%	22%	19%	15%	9%
	2022	25%	27%	29%	20%	24%	34%	*	58%	-	37%	13%	27%	29%	29%	23%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	79%	58%	76%	84%	*	67%	-	76%	56%	75%	79%	78%	73%	70%
	2022	72%	74%	77%	59%	72%	82%	-	80%	-	83%	48%	80%	78%	74%	71%	67%
At Meets Grade Level or Above	2023	45%	49%	43%	32%	36%	51%	*	44%	-	47%	30%	27%	45%	41%	36%	28%
	2022	42%	45%	42%	29%	36%	47%	-	80%	-	57%	29%	30%	44%	40%	35%	30%
At Masters Grade Level	2023	19%	22%	13%	9%	8%	17%	*	22%	-	15%	6%	11%	13%	12%	8%	7%
	2022	20%	23%	16%	14%	13%	18%	-	60%	-	30%	9%	13%	16%	17%	12%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	78%	82%	71%	70%	93%	-	80%	-	88%	61%	59%	85%	78%	72%	62%
	2022	76%	76%	85%	76%	81%	90%	-	100%	-	87%	60%	87%	87%	82%	81%	67%
At Meets Grade Level or Above	2023	47%	49%	51%	24%	39%	62%	-	80%	-	63%	29%	29%	52%	49%	39%	28%
	2022	47%	49%	56%	33%	52%	61%	-	100%	-	67%	32%	33%	58%	53%	50%	43%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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)
At Masters Grade Level	2023	18%	20%	21%	0%	14%	29%	-	20%	-	25%	5%	12%	21%	20%	12%	11%
	2022	21%	23%	20%	14%	14%	24%	-	80%	-	33%	16%	20%	19%	20%	13%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	88%	71%	86%	92%	*	*	-	91%	55%	100%	92%	83%	84%	75%
	2022	75%	76%	81%	83%	77%	85%	*	*	-	91%	38%	63%	84%	76%	77%	58%
At Meets Grade Level or Above	2023	52%	53%	69%	47%	59%	79%	*	*	-	64%	26%	73%	71%	66%	60%	35%
	2022	50%	51%	58%	75%	48%	65%	*	*	-	73%	23%	25%	56%	64%	47%	25%
At Masters Grade Level	2023	27%	29%	37%	24%	26%	44%	*	*	-	55%	3%	27%	36%	38%	28%	11%
	2022	30%	32%	32%	33%	23%	40%	*	*	-	45%	8%	13%	32%	34%	20%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	39%	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%	39%	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%	52%	48%	*	43%	63%	-	*	-	17%	26%	*	53%	34%	32%	27%
	2022	51%	52%	64%	56%	58%	69%	-	-	-	*	43%	*	59%	75%	63%	50%
Math Including EOC	2023	45%	48%	39%	0%	41%	44%	-	*	-	17%	28%	*	41%	32%	30%	32%
	2022	43%	45%	41%	44%	32%	49%	-	-	-	*	36%	*	40%	44%	36%	27%
4th Graders																	
Reading and Mathematics	2023	38%	41%	39%	33%	31%	46%	-	-	-	*	44%	20%	37%	41%	38%	20%
	2022	36%	38%	33%	29%	22%	42%	-	*	-	50%	12%	33%	31%	35%	22%	19%
Reading and Mathematics Including EOC	2023	38%	41%	39%	33%	31%	46%	-	-	-	*	44%	20%	37%	41%	38%	20%
	2022	36%	38%	33%	29%	22%	42%	-	*	-	50%	12%	33%	31%	35%	22%	19%
Reading Including EOC	2023	48%	50%	51%	44%	41%	59%	-	-	-	*	52%	40%	54%	48%	49%	29%
	2022	54%	55%	63%	71%	55%	69%	-	*	-	83%	29%	50%	64%	63%	56%	56%
Math Including EOC	2023	48%	51%	43%	33%	31%	54%	-	-	-	*	44%	20%	40%	45%	43%	20%
	2022	43%	45%	37%	29%	27%	47%	-	*	-	50%	12%	50%	35%	40%	28%	22%
5th Graders																	
Reading and Mathematics	2023	43%	46%	39%	17%	21%	57%	-	*	-	67%	17%	13%	40%	38%	28%	18%
	2022	41%	43%	37%	38%	34%	40%	-	-	-	*	31%	*	43%	30%	35%	29%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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	2023	43%	46%	39%	17%	21%	57%	-	*	-	67%	17%	13%	40%	38%	28%	18%
	2022	41%	43%	37%	38%	34%	40%	-	-	-	*	31%	*	43%	30%	35%	29%
Reading Including EOC	2023	57%	58%	62%	67%	49%	72%	-	*	-	83%	21%	50%	63%	60%	54%	35%
	2022	58%	59%	54%	38%	50%	61%	-	-	-	*	37%	*	61%	46%	49%	53%
Math Including EOC	2023	51%	55%	42%	14%	24%	60%	-	*	-	67%	17%	13%	41%	42%	33%	24%
	2022	48%	50%	46%	38%	48%	45%	-	-	-	*	43%	*	51%	39%	46%	41%
6th Graders																	
Reading and Mathematics	2023	35%	40%	33%	38%	32%	32%	-	-	-	*	28%	29%	35%	31%	34%	22%
	2022	31%	34%	16%	0%	13%	20%	-	*	-	*	17%	*	17%	14%	10%	9%
Reading and Mathematics Including EOC	2023	35%	40%	33%	38%	32%	32%	-	-	-	*	28%	29%	35%	31%	34%	22%
	2022	31%	34%	16%	0%	13%	20%	-	*	-	*	17%	*	17%	14%	10%	9%
Reading Including EOC	2023	52%	55%	49%	50%	45%	52%	-	-	-	*	31%	57%	58%	39%	49%	36%
	2022	43%	45%	55%	43%	48%	63%	-	*	-	*	39%	*	52%	60%	42%	29%
Math Including EOC	2023	40%	45%	45%	50%	45%	45%	-	-	-	*	38%	57%	47%	44%	42%	36%
	2022	40%	44%	17%	14%	13%	20%	-	*	-	*	22%	*	17%	16%	11%	9%
7th Graders																	
Reading and Mathematics	2023	37%	42%	41%	20%	32%	49%	*	*	-	*	23%	50%	39%	43%	29%	16%
	2022	32%	35%	40%	0%	25%	48%	-	*	-	80%	21%	20%	45%	33%	31%	27%
Reading and Mathematics Including EOC	2023	38%	43%	41%	20%	32%	49%	*	*	-	*	23%	50%	39%	43%	29%	16%
	2022	33%	37%	40%	0%	25%	48%	-	*	-	80%	21%	20%	45%	33%	31%	27%
Reading Including EOC	2023	55%	58%	63%	40%	54%	71%	*	*	-	*	22%	83%	62%	66%	53%	41%
	2022	56%	58%	72%	57%	58%	81%	-	*	-	80%	29%	40%	73%	69%	62%	57%
Math Including EOC	2023	43%	48%	45%	33%	38%	51%	*	*	-	*	32%	50%	42%	49%	33%	19%
	2022	37%	40%	43%	0%	29%	52%	-	*	-	80%	20%	20%	49%	34%	35%	29%
8th Graders																	
Reading and Mathematics	2023	31%	32%	30%	20%	31%	36%	-	-	-	*	20%	*	29%	31%	20%	26%
	2022	27%	27%	30%	40%	21%	46%	-	-	-	-	0%	*	24%	38%	20%	11%
Reading and Mathematics Including EOC	2023	44%	48%	58%	27%	52%	67%	-	*	-	50%	25%	*	62%	53%	47%	47%
	2022	41%	44%	52%	50%	44%	61%	-	*	-	*	0%	*	51%	55%	41%	23%
Reading Including EOC	2023	58%	61%	79%	45%	70%	93%	-	*	-	67%	31%	*	83%	73%	68%	61%
	2022	58%	60%	67%	67%	59%	77%	-	*	-	*	0%	*	65%	71%	62%	47%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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)
Math Including EOC	2023	51%	55%	59%	27%	54%	67%	-	*	-	67%	25%	*	64%	53%	49%	47%
	2022	48%	51%	60%	50%	54%	68%	-	*	-	*	0%	*	60%	61%	48%	43%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	40%	36%	24%	29%	45%	*	*	-	42%	27%	27%	37%	35%	29%	19%
	2022	34%	36%	32%	26%	24%	39%	-	71%	-	45%	23%	25%	33%	31%	25%	21%
Reading and Mathematics Including EOC	2023	39%	43%	40%	26%	32%	49%	*	43%	-	47%	27%	29%	42%	38%	33%	24%
	2022	36%	39%	36%	27%	28%	42%	-	75%	-	54%	23%	28%	37%	34%	29%	22%
Reading Including EOC	2023	53%	56%	59%	44%	50%	69%	*	57%	-	63%	31%	62%	62%	55%	51%	38%
	2022	53%	55%	63%	55%	55%	70%	-	75%	-	75%	33%	56%	62%	64%	55%	49%
Math Including EOC	2023	47%	50%	45%	28%	38%	54%	*	43%	-	50%	32%	35%	46%	45%	38%	30%
	2022	43%	46%	40%	30%	34%	46%	-	75%	-	54%	27%	32%	42%	38%	33%	28%

* 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 ISD (043904) - COLLIN COUNTY

	School Year	State	Region10	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	54%	67%	45%	58%	-	-	-	*	60%	50%	55%	52%	49%	36%
Grade 4 Mathematics	2023	63%	65%	55%	50%	45%	61%	-	-	-	*	50%	60%	54%	55%	57%	33%
Grade 5 ELA/Reading	2023	65%	68%	64%	83%	59%	65%	-	*	-	100%	42%	50%	60%	69%	56%	47%
Grade 5 Mathematics	2023	71%	74%	69%	57%	72%	69%	-	*	-	67%	81%	31%	71%	67%	69%	80%
Grade 6 ELA/Reading	2023	51%	54%	49%	56%	50%	46%	-	-	-	*	41%	57%	49%	48%	47%	53%
Grade 6 Mathematics	2023	54%	58%	63%	69%	61%	64%	-	-	-	*	63%	79%	59%	68%	61%	56%
Grade 7 ELA/Reading	2023	71%	74%	75%	*	76%	77%	*	*	-	*	43%	67%	78%	70%	74%	72%
Grade 7 Mathematics	2023	56%	60%	83%	80%	79%	86%	*	*	-	*	68%	92%	83%	81%	80%	67%
Grade 8 ELA/Reading	2023	63%	66%	76%	60%	76%	79%	-	*	-	50%	67%	*	76%	75%	72%	70%
Grade 8 Mathematics	2023	74%	73%	74%	78%	70%	81%	-	-	-	*	53%	*	66%	82%	70%	59%
End of Course English I	2023	57%	58%	60%	40%	63%	58%	-	*	-	80%	55%	56%	59%	63%	57%	74%
End of Course English II	2023	74%	75%	77%	64%	71%	84%	-	*	-	69%	61%	*	79%	71%	72%	57%
End of Course Algebra I	2023	76%	78%	69%	70%	66%	69%	-	*	-	90%	59%	36%	70%	68%	67%	73%
All Grades Both Subjects	2023	64%	66%	67%	64%	64%	69%	*	81%	-	68%	56%	59%	67%	66%	64%	60%
All Grades ELA/Reading	2023	63%	65%	65%	61%	63%	67%	*	75%	-	68%	51%	58%	66%	64%	62%	58%
All Grades Mathematics	2023	66%	68%	69%	66%	66%	71%	*	90%	-	69%	62%	60%	68%	69%	68%	61%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	32%	38%	*	29%	50%	-	-	-	-	25%	*	42%	33%	42%	30%
Grade 4 Mathematics	2023	27%	27%	14%	0%	19%	15%	-	-	-	*	8%	*	14%	14%	16%	10%
Grade 5 ELA/Reading	2023	37%	38%	43%	*	56%	*	-	*	-	*	14%	*	20%	56%	67%	*
Grade 5 Mathematics	2023	48%	50%	53%	20%	62%	50%	-	*	-	*	43%	*	57%	47%	53%	63%
Grade 6 ELA/Reading	2023	26%	26%	38%	*	57%	20%	-	-	-	-	38%	-	40%	38%	35%	50%
Grade 6 Mathematics	2023	35%	38%	43%	*	44%	50%	-	-	-	-	60%	-	42%	44%	39%	45%
Grade 7 ELA/Reading	2023	39%	41%	50%	*	60%	36%	-	*	-	-	8%	-	59%	30%	52%	70%
Grade 7 Mathematics	2023	22%	24%	58%	*	57%	61%	*	*	-	-	46%	*	54%	67%	50%	50%
Grade 8 ELA/Reading	2023	39%	40%	57%	*	67%	*	-	-	-	*	63%	-	100%	25%	58%	67%
Grade 8 Mathematics	2023	49%	49%	61%	*	54%	60%	-	-	-	*	0%	*	33%	74%	62%	38%
End of Course English I	2023	26%	26%	33%	-	33%	*	-	-	-	-	40%	*	29%	*	33%	*
End of Course English II	2023	41%	42%	48%	*	33%	75%	-	-	-	*	*	-	58%	33%	40%	25%
End of Course Algebra I	2023	58%	58%	47%	*	56%	50%	-	-	-	*	50%	*	50%	44%	53%	*
All Grades Both Subjects	2023	38%	39%	46%	29%	49%	47%	*	*	-	44%	33%	33%	48%	45%	47%	44%
All Grades ELA/Reading	2023	35%	36%	44%	36%	48%	40%	-	*	-	*	30%	*	51%	36%	46%	43%
All Grades Mathematics	2023	40%	42%	48%	25%	50%	50%	*	*	-	40%	36%	45%	45%	51%	47%	45%

* 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 ISD (043904) - COLLIN COUNTY

	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	2023	76%	78%	82%	-	-	-	-	-	-	65%	61%	67%	65%	65%	85%	64%	96%
	2022	74%	75%	81%	-	-	-	-	-	-	65%	70%	58%	83%	*	84%	64%	95%
At Meets Grade Level or Above	2023	49%	52%	55%	-	-	-	-	-	-	27%	24%	33%	25%	26%	61%	27%	76%
	2022	48%	50%	54%	-	-	-	-	-	-	35%	40%	29%	50%	*	57%	32%	66%
At Masters Grade Level	2023	20%	23%	20%	-	-	-	-	-	-	6%	9%	5%	5%	6%	23%	5%	27%
	2022	23%	25%	24%	-	-	-	-	-	-	11%	18%	6%	17%	*	26%	10%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	83%	-	-	-	-	-	-	66%	62%	63%	68%	69%	86%	66%	96%
	2022	75%	75%	83%	-	-	-	-	-	-	69%	80%	58%	95%	*	86%	68%	96%
At Meets Grade Level or Above	2023	53%	55%	63%	-	-	-	-	-	-	33%	24%	39%	33%	33%	68%	33%	88%
	2022	53%	54%	62%	-	-	-	-	-	-	41%	46%	32%	71%	*	66%	39%	74%
At Masters Grade Level	2023	20%	23%	21%	-	-	-	-	-	-	6%	12%	4%	7%	7%	24%	6%	28%
	2022	25%	27%	29%	-	-	-	-	-	-	15%	25%	6%	33%	*	32%	14%	36%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	79%	-	-	-	-	-	-	66%	65%	70%	60%	68%	81%	66%	96%
	2022	72%	74%	77%	-	-	-	-	-	-	62%	60%	58%	81%	*	79%	62%	93%
At Meets Grade Level or Above	2023	45%	49%	43%	-	-	-	-	-	-	24%	26%	13%	26%	23%	48%	23%	59%
	2022	42%	45%	42%	-	-	-	-	-	-	26%	31%	22%	29%	*	45%	25%	52%
At Masters Grade Level	2023	19%	22%	13%	-	-	-	-	-	-	5%	4%	7%	5%	3%	14%	3%	22%
	2022	20%	23%	16%	-	-	-	-	-	-	10%	14%	9%	5%	*	17%	10%	30%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	78%	82%	-	-	-	-	-	-	58%	42%	57%	75%	47%	88%	52%	90%
	2022	76%	76%	85%	-	-	-	-	-	-	63%	72%	57%	67%	-	89%	60%	100%
At Meets Grade Level or Above	2023	47%	49%	51%	-	-	-	-	-	-	19%	17%	43%	8%	13%	57%	16%	66%
	2022	47%	49%	56%	-	-	-	-	-	-	43%	50%	37%	50%	-	59%	35%	77%
At Masters Grade Level	2023	18%	20%	21%	-	-	-	-	-	-	10%	17%	14%	0%	7%	23%	8%	28%
	2022	21%	23%	20%	-	-	-	-	-	-	5%	11%	0%	8%	-	22%	5%	34%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	88%	-	-	-	-	-	-	69%	*	91%	57%	63%	91%	67%	100%
	2022	75%	76%	81%	-	-	-	-	-	-	64%	*	70%	-	-	84%	50%	88%
At Meets Grade Level or Above	2023	52%	53%	69%	-	-	-	-	-	-	19%	*	45%	0%	31%	76%	24%	80%
	2022	50%	51%	58%	-	-	-	-	-	-	27%	*	30%	-	-	63%	14%	58%
At Masters Grade Level	2023	27%	29%	37%	-	-	-	-	-	-	0%	*	0%	0%	19%	43%	7%	31%
	2022	30%	32%	32%	-	-	-	-	-	-	0%	*	0%	-	-	37%	0%	25%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	67%	-	-	-	-	-	-	56%	44%	64%	59%	59%	68%	57%	74%
All Grades ELA/Reading	2023	63%	65%	65%	-	-	-	-	-	-	56%	38%	67%	61%	54%	67%	55%	72%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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
All Grades Mathematics	2023	66%	68%	69%	-	-	-	-	-	-	57%	50%	60%	57%	64%	71%	59%	77%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	46%	-	-	-	-	-	-	37%	32%	30%	56%	52%	47%	43%	83%
All Grades ELA/Reading	2023	35%	36%	44%	-	-	-	-	-	-	39%	40%	21%	100%	50%	45%	43%	*
All Grades Mathematics	2023	40%	42%	48%	-	-	-	-	-	-	35%	28%	50%	33%	54%	48%	43%	*

* 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 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	100%	99%	100%	100%	-	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	92%	94%	92%	95%	93%	50%	90%	-	90%	94%	91%	96%	90%	93%	93%
Not Included in Accountability: Mobile	4%	5%	5%	7%	3%	6%	50%	10%	-	10%	5%	8%	3%	8%	5%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	0%	0%	-	0%	0%	1%	1%	1%	1%	3%
Not Tested	1%	1%	1%	1%	0%	1%	0%	0%	-	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	1%	0%	1%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	100%	99%	* 100%	-	100%	99%	100%	100%	99%	99%	99%	100%
Included in Accountability	92%	91%	93%	91%	94%	94%	* 91%	-	91%	94%	89%	95%	90%	92%	92%	90%
Not Included in Accountability: Mobile	4%	5%	5%	8%	2%	6%	* 9%	-	9%	4%	9%	3%	8%	5%	5%	3%
Not Included in Accountability: Other Exclusions	3%	4%	2%	0%	3%	0%	* 0%	-	0%	1%	2%	1%	2%	2%	2%	7%
Not Tested	1%	1%	1%	2%	0%	1%	* 0%	-	0%	1%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	2%	0%	0%	* 0%	-	0%	1%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	99%	* 100%	-	100%	99%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	93%	94%	91%	97%	93%	* 90%	-	87%	93%	90%	96%	91%	94%	94%	96%
Not Included in Accountability: Mobile	5%	5%	5%	9%	2%	6%	* 10%	-	13%	5%	10%	3%	8%	6%	6%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	1%	0%	0%	1%	* 0%	-	0%	1%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	1%	* 0%	-	0%	1%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	* 0%	-	0%	1%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	99%	99%	* 100%	-	100%	100%	100%	100%	98%	100%	100%	100%
Included in Accountability	93%	93%	94%	95%	96%	94%	* 83%	-	94%	95%	100%	97%	90%	95%	95%	95%
Not Included in Accountability: Mobile	4%	5%	5%	5%	4%	5%	* 17%	-	6%	5%	0%	3%	8%	5%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	* 0%	-	0%	0%	0%	0%	2%	0%	0%	0%

Texas Education Agency
2022-23 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	1%	0%	1%	1%	*	0%	-	0%	0%	0%	0%	2%	0%	0%
Other	0%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	99%	100%	98%	99%	*	*	-	100%	100%	100%	99%	98%	99%	100%
Included in Accountability	94%	94%	94%	94%	94%	93%	*	*	-	92%	94%	92%	97%	89%	95%	95%
Not Included in Accountability: Mobile	4%	4%	5%	6%	4%	6%	*	*	-	8%	6%	8%	2%	10%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	2%	1%	*	*	-	0%	0%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	2%	1%	*	*	-	0%	0%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	100%	*	100%	100%	-	*	-	*	-	-	100%	*	100%	*
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%

Texas Education Agency
2022-23 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
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%	*

* 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 ISD (043904) - COLLIN COUNTY

	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													
2021-22	92.2%	92.6%	94.0%	92.9%	93.6%	94.3%	*	96.6%	*	94.6%	92.9%	93.5%	94.1%
2020-21	95.0%	95.2%	97.1%	96.9%	96.8%	97.4%	*	99.1%	*	97.2%	95.5%	96.5%	96.7%
Chronic Absenteeism													
2021-22	25.7%	23.5%	18.4%	24.7%	20.0%	16.5%	*	0.0%	*	19.0%	21.9%	21.7%	16.3%
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%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	3.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.4%	2.8%	0.8%	5.6%	0.8%	0.6%	*	0.0%	-	0.0%	1.4%	1.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	87.3%	96.3%	57.1%	100.0%	97.3%	*	-	-	*	91.7%	92.6%	100.0%
Received TxCHSE	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	4.1%	0.7%	14.3%	0.0%	0.0%	*	-	-	*	0.0%	1.9%	0.0%
Dropped Out	6.4%	8.4%	2.9%	28.6%	0.0%	2.7%	*	-	-	*	8.3%	5.6%	0.0%
Graduates and TxCHSE	90.0%	87.5%	96.3%	57.1%	100.0%	97.3%	*	-	-	*	91.7%	92.6%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	91.6%	97.1%	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
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%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	97.7%	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Received TxCHSE	0.4%	0.3%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	1.0%	1.3%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	8.5%	2.3%	*	4.1%	1.4%	-	*	-	*	0.0%	5.9%	*
Graduates and TxCHSE	92.7%	90.3%	97.7%	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	91.5%	97.7%	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
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%
Graduates, TxCHSE, and Continuers	93.8%	91.9%	100.0%	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	90.5%	99.1%	*	96.7%	100.0%	*	-	-	*	90.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.7%	0.9%	*	3.3%	0.0%	*	-	-	*	10.0%	0.0%	0.0%
Dropped Out	6.2%	8.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	90.9%	99.1%	*	96.7%	100.0%	*	-	-	*	90.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	91.5%	100.0%	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.3%	96.4%	57.1%	100.0%	97.3%	*	-	-	*	91.7%	92.7%	100.0%
Class of 2021	90.0%	87.5%	94.7%	*	90.2%	97.1%	-	*	-	*	94.7%	90.6%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	55.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	62.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	6.9%	*	6.0%	8.2%	*	-	-	*	27.3%	8.0%	0.0%
Class of 2021	3.8%	3.0%	9.7%	*	8.7%	11.8%	-	*	-	*	38.9%	12.5%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Class of 2022	84.3%	85.9%	84.7%	*	86.0%	84.9%	*	-	-	*	27.3%	80.0%	60.0%
Class of 2021	81.9%	79.4%	73.4%	*	71.7%	76.5%	-	*	-	*	22.2%	72.9%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	89.4%	91.6%	*	92.0%	93.2%	*	-	-	*	54.5%	88.0%	60.0%
Class of 2021	85.7%	82.5%	83.1%	*	80.4%	88.2%	-	*	-	*	61.1%	85.4%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	19.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.7%	7.5%	*	7.7%	8.2%	*	-	-	*	25.0%	10.0%	0.0%
2020-21	3.8%	3.1%	9.3%	*	8.5%	11.1%	-	*	-	*	35.0%	11.5%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	83.5%	*	82.7%	84.9%	*	-	-	*	25.0%	80.0%	60.0%
2020-21	80.4%	77.8%	71.3%	*	70.2%	73.6%	-	*	-	*	20.0%	67.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.3%	91.0%	*	90.4%	93.2%	*	-	-	*	50.0%	90.0%	60.0%
2020-21	84.1%	80.8%	80.6%	*	78.7%	84.7%	-	*	-	*	55.0%	78.8%	*

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	133	100.0%	368,686	100.0%
By Ethnicity:				
African American	4	3.0%	45,227	12.3%
Hispanic	52	39.1%	191,125	51.8%
White	73	54.9%	103,171	28.0%
American Indian	1	0.8%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	3	2.3%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	12	9.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	10	7.5%	14,179	3.8%
Foundation H.S. Program (DLA)	111	83.5%	302,917	82.2%
Special Education Graduates	12	9.0%	32,447	8.8%
Economically Disadvantaged Graduates	50	37.6%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	3.8%	40,398	11.0%
At-Risk Graduates	16	12.0%	159,689	43.3%
CTE Completers	18	13.5%	107,502	29.2%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

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)													
2021-22	70.0%	70.7%	90.2%	*	90.4%	90.4%	*	-	-	*	83.3%	92.0%	100.0%
2020-21	65.2%	65.3%	77.5%	*	70.2%	81.9%	-	*	-	*	90.0%	76.9%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	54.8%	76.7%	*	78.8%	75.3%	*	-	-	*	58.3%	72.0%	40.0%
2020-21	52.7%	55.3%	64.3%	*	63.8%	63.9%	-	*	-	*	45.0%	67.3%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	57.9%	82.7%	*	80.8%	83.6%	*	-	-	*	66.7%	72.0%	40.0%
2020-21	56.1%	58.4%	55.8%	*	53.2%	55.6%	-	*	-	*	55.0%	53.8%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	48.4%	67.7%	*	69.2%	65.8%	*	-	-	*	58.3%	66.0%	40.0%
2020-21	45.7%	46.2%	43.4%	*	31.9%	50.0%	-	*	-	*	55.0%	44.2%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.7%	64.7%	*	65.4%	63.0%	*	-	-	*	58.3%	62.0%	40.0%
2020-21	40.4%	41.7%	37.2%	*	27.7%	41.7%	-	*	-	*	45.0%	38.5%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	25.8%	15.0%	*	26.9%	6.8%	*	-	-	*	0.0%	24.0%	0.0%
2020-21	21.3%	26.9%	17.8%	*	34.0%	8.3%	-	*	-	*	0.0%	25.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.1%	0.8%	*	1.9%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2020-21	2.6%	3.3%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	23.1%	29.3%	*	23.1%	34.2%	*	-	-	*	0.0%	20.0%	0.0%
2020-21	25.9%	25.6%	36.4%	*	29.8%	38.9%	-	*	-	*	0.0%	25.0%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.2%	0.8%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2020-21	4.4%	3.5%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	31.7%	28.6%	*	25.0%	30.1%	*	-	-	*	75.0%	36.0%	60.0%
2020-21	24.2%	20.4%	27.9%	*	21.3%	33.3%	-	*	-	*	80.0%	28.8%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	26.3%	22.6%	*	21.2%	23.3%	*	-	-	*	8.3%	32.0%	60.0%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

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%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.9%	1.6%	*	2.1%	1.4%	-	*	-	*	0.0%	3.8%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.2%	1.5%	*	0.0%	1.4%	*	-	-	*	16.7%	0.0%	0.0%
2020-21	2.4%	2.0%	2.3%	*	2.1%	2.8%	-	*	-	*	15.0%	3.8%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.9%	4.5%	*	3.8%	5.5%	*	-	-	*	50.0%	4.0%	0.0%
2020-21	4.4%	4.1%	8.5%	*	8.5%	9.7%	-	*	-	*	55.0%	9.6%	*

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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	2021-22	22.8%	17.8%	28.6%	*	26.9%	28.8%	*	-	-	*	8.3%	22.0%	0.0%
	2020-21	25.9%	21.6%	28.7%	*	31.9%	25.0%	-	*	-	*	0.0%	26.9%	*
Mathematics	2021-22	18.7%	13.9%	19.5%	*	19.2%	17.8%	*	-	-	*	0.0%	18.0%	0.0%
	2020-21	19.4%	15.1%	15.5%	*	14.9%	15.3%	-	*	-	*	0.0%	17.3%	*
Both Subjects	2021-22	12.6%	8.3%	15.8%	*	15.4%	13.7%	*	-	-	*	0.0%	14.0%	0.0%
	2020-21	14.4%	10.7%	14.0%	*	14.9%	12.5%	-	*	-	*	0.0%	15.4%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	9.5%	46.6%	*	50.0%	43.8%	*	-	-	*	66.7%	50.0%	40.0%
	2020-21	8.6%	7.0%	17.8%	*	17.0%	18.1%	-	*	-	*	55.0%	21.2%	*
Mathematics	2021-22	14.0%	11.3%	39.1%	*	40.4%	38.4%	*	-	-	*	58.3%	42.0%	40.0%
	2020-21	10.3%	7.5%	20.2%	*	17.0%	22.2%	-	*	-	*	55.0%	25.0%	*
Both Subjects	2021-22	7.5%	5.9%	35.3%	*	36.5%	34.2%	*	-	-	*	58.3%	38.0%	40.0%
	2020-21	4.9%	3.7%	14.7%	*	12.8%	15.3%	-	*	-	*	45.0%	21.2%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	28.4%	14.0%	9.1%	13.6%	13.8%	*	*	-	25.0%	0.0%	11.4%	6.7%
	2021	21.1%	26.1%	14.0%	11.1%	19.6%	10.5%	*	*	-	12.5%	0.0%	14.6%	11.1%
English Language Arts	2022	13.2%	17.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	16.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	9.3%	4.9%	0.0%	6.4%	3.9%	*	*	-	12.5%	0.0%	4.4%	0.0%
	2021	6.1%	8.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Science	2022	9.6%	12.0%	6.0%	9.1%	1.8%	7.9%	*	*	-	12.5%	0.0%	2.6%	0.0%
	2021	8.7%	10.9%	11.9%	11.1%	14.3%	10.5%	*	*	-	12.5%	0.0%	10.8%	0.0%
Social Studies	2022	12.5%	15.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	14.2%	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	2022	53.3%	58.5%	65.0%	*	66.7%	66.7%	-	*	-	*	-	61.5%	*
	2021	48.6%	53.0%	60.0%	*	63.6%	50.0%	-	-	-	*	-	63.2%	*
English Language Arts	2022	53.2%	59.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	47.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	57.3%	57.1%	-	71.4%	50.0%	-	-	-	*	-	60.0%	-
	2021	49.4%	55.3%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	50.8%	64.7%	*	*	66.7%	-	*	-	*	-	*	-
	2021	41.4%	46.6%	55.9%	*	56.3%	50.0%	-	-	-	*	-	57.1%	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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	2022	41.9%	49.2%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	48.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	82.2%	66.2%	*	63.5%	68.5%	*	-	-	*	25.0%	54.0%	60.0%
	2020-21	70.8%	80.5%	22.5%	*	10.6%	29.2%	-	*	-	*	0.0%	13.5%	*
At/Above Criterion for All Examinees	2021-22	32.1%	34.9%	30.7%	*	27.3%	30.0%	*	-	-	*	*	22.2%	*
	2020-21	32.9%	36.5%	44.8%	*	20.0%	52.4%	-	*	-	-	-	28.6%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1017	998	*	998	992	*	-	-	*	*	973	*
	2020-21	1002	1015	1078	-	1017	1097	-	1075	-	-	-	1040	-
English Language Arts and Writing	2021-22	506	512	499	*	492	500	*	-	-	*	*	480	*
	2020-21	504	509	541	-	533	540	-	555	-	-	-	528	-
Mathematics	2021-22	496	506	499	*	506	492	*	-	-	*	*	493	*
	2020-21	498	506	537	-	483	557	-	520	-	-	-	513	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.0	22.5	-	*	22.8	-	-	-	*	-	*	-
	2020-21	20.0	19.9	22.3	25.0	21.5	22.3	-	-	-	-	-	21.0	-
English Language Arts	2021-22	19.2	18.6	22.3	-	*	23.4	-	-	-	*	-	*	-
	2020-21	19.6	19.5	22.1	24.0	19.5	22.3	-	-	-	-	-	21.5	-
Mathematics	2021-22	19.3	19.0	22.5	-	*	21.3	-	-	-	*	-	*	-
	2020-21	19.9	20.0	21.9	27.0	21.5	21.7	-	-	-	-	-	19.7	-
Science	2021-22	19.8	19.2	22.1	-	*	22.0	-	-	-	*	-	*	-
	2020-21	20.3	20.3	22.9	24.0	25.0	22.6	-	-	-	-	-	21.7	-

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	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	2021-22	44.2%	47.5%	42.0%	23.1%	39.4%	45.2%	*	50.0%	-	42.1%	27.1%	36.4%	29.2%
	2020-21	42.5%	46.6%	42.3%	42.9%	37.7%	44.6%	*	100.0%	-	53.8%	24.6%	34.1%	23.5%
English Language Arts	2021-22	16.6%	17.8%	9.8%	7.7%	5.5%	12.8%	*	33.3%	-	5.9%	0.0%	5.4%	0.0%
	2020-21	16.3%	17.4%	17.3%	30.8%	11.5%	20.1%	*	80.0%	-	15.4%	0.0%	8.1%	0.0%
Mathematics	2021-22	19.9%	21.9%	22.2%	16.7%	19.8%	23.8%	*	33.3%	-	22.2%	17.1%	17.9%	13.3%
	2020-21	19.3%	21.2%	22.1%	7.7%	19.5%	24.5%	*	40.0%	-	27.3%	6.4%	16.7%	10.0%
Science	2021-22	21.1%	22.3%	27.1%	13.0%	27.3%	27.9%	*	16.7%	-	35.3%	28.0%	25.3%	21.4%
	2020-21	20.6%	22.7%	26.4%	25.0%	27.4%	24.7%	*	20.0%	-	53.8%	26.8%	25.0%	12.1%
Social Studies	2021-22	22.8%	26.5%	14.8%	12.5%	10.5%	17.6%	*	50.0%	-	13.3%	0.0%	8.2%	0.0%
	2020-21	22.8%	26.8%	21.0%	28.6%	12.3%	25.9%	*	100.0%	-	18.2%	0.0%	8.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.7%	45.7%	*	40.4%	48.6%	-	*	-	*	15.0%	34.6%	*
	2019-20	46.1%	46.2%	33.9%	*	31.0%	34.6%	*	-	-	*	30.0%	18.6%	20.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	2,109	100.0%	5,504,150	100.0%	2,115	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	1	0.0%	17,201	0.3%	5	0.2%	25,110	0.5%
Pre-Kindergarten	66	3.1%	243,493	4.4%	66	3.1%	244,284	4.4%
Pre-Kindergarten: 3-year Old	1	0.0%	40,199	0.7%	1	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	65	3.1%	203,294	3.7%	65	3.1%	203,749	3.7%
Kindergarten	141	6.7%	367,180	6.7%	141	6.7%	367,633	6.7%
Grade 1	150	7.1%	399,048	7.2%	150	7.1%	399,419	7.2%
Grade 2	157	7.4%	395,639	7.2%	157	7.4%	395,969	7.2%
Grade 3	140	6.6%	393,583	7.2%	140	6.6%	393,871	7.1%
Grade 4	161	7.6%	393,765	7.2%	161	7.6%	394,020	7.1%
Grade 5	151	7.2%	395,111	7.2%	151	7.1%	395,384	7.2%
Grade 6	146	6.9%	399,341	7.3%	146	6.9%	399,557	7.2%
Grade 7	176	8.3%	409,362	7.4%	176	8.3%	409,566	7.4%
Grade 8	151	7.2%	425,589	7.7%	151	7.1%	425,758	7.7%
Grade 9	180	8.5%	477,875	8.7%	181	8.6%	478,101	8.7%
Grade 10	184	8.7%	436,752	7.9%	185	8.7%	437,002	7.9%
Grade 11	164	7.8%	385,894	7.0%	164	7.8%	386,246	7.0%
Grade 12	141	6.7%	364,317	6.6%	141	6.7%	366,512	6.6%
Ethnic Distribution:								
African American	95	4.5%	705,310	12.8%	95	4.5%	706,775	12.8%
Hispanic	900	42.7%	2,915,219	53.0%	901	42.6%	2,921,416	52.9%
White	1,012	48.0%	1,410,571	25.6%	1,016	48.0%	1,416,240	25.7%
American Indian	6	0.3%	17,920	0.3%	6	0.3%	17,976	0.3%
Asian	13	0.6%	280,306	5.1%	13	0.6%	280,742	5.1%
Pacific Islander	3	0.1%	8,696	0.2%	3	0.1%	8,718	0.2%
Two or More Races	80	3.8%	166,128	3.0%	81	3.8%	166,565	3.0%
Sex:								
Female	1,036	49.1%	2,688,496	48.8%	1,036	49.0%	2,693,780	48.8%
Male	1,073	50.9%	2,815,654	51.2%	1,079	51.0%	2,824,652	51.2%
Economically Disadvantaged	1,246	59.1%	3,415,987	62.1%	1,249	59.1%	3,421,217	62.0%
Non-Educationally Disadvantaged	863	40.9%	2,088,163	37.9%	866	40.9%	2,097,215	38.0%
Section 504 Students	208	9.9%	407,619	7.4%	208	9.8%	407,904	7.4%
EB Students/EL	312	14.8%	1,269,408	23.1%	312	14.8%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	25	1.1%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	188	8.9%	302,409	5.5%	189	8.9%	302,615	5.5%
Foster Care	11	0.5%	13,415	0.2%	11	0.5%	13,453	0.2%
Homeless	14	0.7%	72,534	1.3%	14	0.7%	72,654	1.3%
Immigrant	20	0.9%	122,390	2.2%	20	0.9%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	1,112	52.7%	3,555,650	64.6%	1,116	52.8%	3,563,890	64.6%
Military Connected	9	0.4%	199,203	3.6%	9	0.4%	199,325	3.6%
At-Risk	691	32.8%	2,935,164	53.3%	693	32.8%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	260	12.3%	1,278,846	23.2%	260	12.3%	1,279,697	23.2%
Career and Technical Education	741	35.1%	1,459,380	26.5%	742	35.1%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	545	81.5%	1,203,083	72.3%	546	81.4%	1,203,363	72.2%
Gifted and Talented Education	106	5.0%	453,585	8.2%	106	5.0%	453,689	8.2%
Special Education	294	13.9%	693,061	12.6%	300	14.2%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	294		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	156	53.1%	305,800	44.1%				
Students with Physical Disabilities	52	17.7%	138,820	20.0%				
Students with Autism	33	11.2%	107,586	15.5%				
Students with Behavioral Disabilities	45	15.3%	130,018	18.8%				
Students with Non-Categorical Early Childhood	8	2.7%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	228	11.7%	893,031	16.8%				
By Ethnicity:								
African American	21	1.1%	176,665	3.3%				
Hispanic	81	4.2%	462,284	8.7%				
White	121	6.2%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	5	0.3%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	41	13.8%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	34	11.8%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	121	11.9%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	177	10.3%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	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%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	3.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	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%

	---- District ----		---- State ----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	6	0.6%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	20.3	18.7
Grade 1	19.8	19.1
Grade 2	21.3	19.1
Grade 3	19.9	19.3
Grade 4	19.7	19.4
Grade 5	18.6	20.8
Grade 6	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 ISD (043904) - COLLIN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	278.1	100.0%	763,729.4	100.0%
Professional Staff:	173.3	62.3%	489,326.8	64.1%
Teachers	132.2	47.5%	371,646.7	48.7%
Professional Support	26.4	9.5%	82,878.8	10.9%
Campus Administration (School Leadership)	8.2	2.9%	25,300.5	3.3%
Central Administration	6.5	2.3%	9,500.8	1.2%
Educational Aides:	33.5	12.0%	86,185.9	11.3%
Auxiliary Staff:	71.4	25.7%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	2.0	n/a	13,815.0	n/a
Part-time Counselors	3.0	n/a	1,240.0	n/a
Total Minority Staff:	58.8	21.1%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	2.0	1.5%	44,033.4	11.8%
Hispanic	6.5	4.9%	110,015.9	29.6%
White	121.0	91.5%	203,967.5	54.9%
American Indian	1.9	1.4%	1,274.2	0.3%
Asian	0.9	0.7%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.0	0.0%	4,531.1	1.2%
Teachers by Sex:				
Males	31.5	23.8%	90,752.5	24.4%
Females	100.7	76.2%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	0.7%	7,591.2	2.0%
Bachelors	96.2	72.8%	268,238.6	72.2%
Masters	34.1	25.8%	92,878.9	25.0%
Doctorate	0.9	0.7%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.6	2.7%	36,179.6	9.7%
1-5 Years Experience	22.8	17.2%	97,667.0	26.3%
6-10 Years Experience	29.1	22.0%	76,209.5	20.5%
11-20 Years Experience	51.5	38.9%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	21.6	16.3%	49,550.0	13.3%
Over 30 Years Experience	3.7	2.8%	10,867.4	2.9%
Number of Students per Teacher	16.0	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.3	6.1
Average Years Experience of Principals with District	3.3	5.3
Average Years Experience of Assistant Principals	5.3	5.2
Average Years Experience of Assistant Principals with District	3.3	4.4
Average Years Experience of Teachers:	13.5	11.0
Average Years Experience of Teachers with District:	5.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$54,496	\$53,300
1-5 Years Experience	\$58,000	\$56,516
6-10 Years Experience	\$61,772	\$59,732
11-20 Years Experience	\$69,253	\$63,389
21-30 Years Experience	\$77,109	\$67,876
Over 30 Years Experience	\$78,418	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$66,810	\$60,717
Professional Support	\$80,334	\$72,022
Campus Administration (School Leadership)	\$86,089	\$85,167
Central Administration	\$139,734	\$112,702
Instructional Staff Percent:	62.1%	65.1%
Turnover Rate for Teachers:	17.3%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	0.7%	22,050.2	5.9%
Career and Technical Education	10.0	7.5%	19,907.7	5.4%
Compensatory Education	8.5	6.5%	11,928.5	3.2%
Gifted and Talented Education	0.9	0.7%	6,181.8	1.7%
Regular Education	92.5	70.0%	262,398.5	70.6%
Special Education	13.7	10.3%	36,110.2	9.7%
Other	5.7	4.3%	13,069.7	3.5%

- 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.)