

Farmersville Independent School District
Farmersville Junior High
2024-2025 Campus Improvement Plan



Mission Statement

Live kind. Growth for all.

Farmersville Junior High School will promote a safe environment of positive support and kindness for each member of our school community. We will also provide a well-rounded, quality educational experience that promotes growth for all students and adults connected to our campus, including an emphasis upon academic, athletic, artistic and holistic growth towards excellence. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety supports.

Vision

The vision of Farmersville Junior High School is to grow students who ...

... contribute to the *community*,

... are ready for the *rigors* of high school,

... and have a foundation for *college readiness*.

At Farmersville Junior High School, our teachers and staff will provide a learning environment that challenges each student to achieve at the highest level in all of their academic, athletic, and artistic endeavors. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety nets. Our students will leave junior high school having already contributed to the community, ready to achieve success in high school, and possessing foundational skills that will lead to college readiness with continued development. In doing this, our unique students will become lifelong learners and productive citizens in a constantly changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As reported by the most recent TEA online data, Farmersville Junior High has a population of 354 students.

Student enrollment at Farmersville Junior High continues to steadily grow.

2023-24 TEA enrollment data shows that the Hispanic student group is the fastest growing population. The primary campus student groups are as follows:

- 64.4% are Low Socioeconomic
- 48.6% are White
- 42.1% are Hispanic
- 5.6% are African American
- 0.3% are Asian
- 3.4% are Two or More Races
- 17.8% of students receive ESL Services
- 18.4% of students receive Special Education Services

Demographics Strengths

Farmersville Junior High has many strengths. Some of the most notable demographics strengths include: 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. Farmersville Junior High continues to aim for an attendance rate above 96%. Students at Farmersville Junior High are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The latest TAPR report shows that junior high is above the state average in the number of students receiving special education services. **Root Cause:** There is a high percentage of students who are being identified with disabilities, but a low percentage exiting the program.

Problem Statement 2: Enrollment data indicates that the percentage of students identified as ELL is increasing each year. **Root Cause:** There is an increase of students who have moved to the campus who are moving in from non-English speaking countries.

Problem Statement 3: FJHS continues to make an effort to hire staff members in consideration of the proportional representation of its student population. **Root Cause:** The student population in Farmersville ISD is rapidly changing (both in makeup and size).

Student Achievement

Student Achievement Summary

Due to pending legal disputes, the Texas Education Agency has not released accountability ratings at this time. The provided information consists of STAAR percentages but not accountability ratings or distinctions.

Although we are proud of our scores, we know we can continue to move our students forward. On the most recent STAAR exam measuring for accountability, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

ELAR

7th Grade:

Overall:

- Approaches: 75%
- Meets: 54%
- Masters: 28%

SES:

- Approaches: 68%
- Meets: 46%
- Masters: 23%

HISP:

- Approaches: 68%
- Meets: 49%
- Masters: 22%

8th Grade:

Overall:

- Approaches 88%
- Meets: 67%
- Masters: 35%

SES:

- Approaches: 82%
- Meets: 59%
- Masters: 25%

HISP:

- Approaches: 86%
- Meets: 57%
- Masters: 23%

Math

7th Grade:

Overall:

- Approaches 71%
- Meets: 45%
- Masters: 9%

SES:

- Approaches: 65%
- Meets: 38%
- Masters: 6%

HISP:

- Approaches: 65%
- Meets: 37%
- Masters: 5%

8th Grade Math & Algebra 1 EOC Combined

Overall:

- Approaches 80%
- Meets: 34%
- Masters: 14%

SES:

- Approaches: 74%
- Meets: 25%
- Masters: 10%

HISP:

- Approaches: 74%
- Meets: 529%
- Masters: 9%

History

8th Grade: Overall:

Overall:

- Approaches 63%
- Meets: 32%
- Masters: 14%

SES:

- Approaches: 54%
- Meets: 22%
- Masters: 8%

HISP:

- Approaches: 58%
- Meets: 26%
- Masters: 6%

Science

8th Grade:

Overall:

- Approaches 77%
- Meets: 46%
- Masters: 10%

SES:

- Approaches: 66%
- Meets: 35%
- Masters: 6%

HISP:

- Approaches: 67%
- Meets: 38%
- Masters: 6%

A deep analysis of the above scores by grade level and by each student group reveals that some student groups have shown positive growth when comparing the most recent consecutive STAAR data. All of the student groups have been analyzed by individual student scores and academic standards. Intervention strategies have been implemented to

accelerate learning and close this gap. Individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Student Achievement Strengths

Farmersville Junior High has a population of hard-working, high achieving students. Farmersville Junior High maintains many different strengths. *23-24 Accountability ratings have not been provided due to pending legal disputes with the TEA and the current system.* The campus is performing above state standards in overall, social economic, and Hispanic population groups in the majority of subject areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Gaps in overall Math performance have grown since the most recent STAAR assessment for accountability. **Root Cause:** The pandemic and need for remote instruction along with teacher retirement in 6th grade impacted student learning.

Problem Statement 2: Gaps in overall Reading performance have grown since the most recent STAAR assessment for accountability. **Root Cause:** The pandemic and resulting need for remote instruction impacted student learning.

District Culture and Climate

District Culture and Climate Summary

School Culture and Climate Summary: 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. With this in mind, the entire district operates under what we call Excellence for ALL. 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. Students are taught, they practice, and then excellence with personal management and behavior is expected. Teachers and other 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. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. 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.

District Culture and Climate Strengths

The campus mission is summarized in the motto "Live kind, Growth for all." This is known by all students and staff on campus and is actively promoted for familiarity and application. Positive campus culture is attributed to strong daily attendance, strong social media responsiveness, and a reduction in disciplinary concerns.

Some examples of Positive Behavior Intervention Supports for students include:

- Character awards (Farmer GR²IT bracelets, tickets, certificates)
- Honor Roll recognition
- Student recognition (formal ceremonies and daily announcements)
- Theme days (homecoming, Red Robbin Week, and more)
- Kona Ice Days

Some examples of motivational practices for educators include:

- Modeling best practices and fun at the BOY Campus Academy
- Contests
- Staff breakfasts and treats
- Jeans all year

- Team-building efforts
- Schoolwide theme "Accomplish Greatness"

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Students, staff, and faculty are noticeably exhausted in comparison to previous school years.. **Root Cause:** The political climate and societal push to change education that includes school vouchers and other programs that will take away from public education.

Problem Statement 2: FJHS and Fisd continually tries to improve parent and community involvement through multiple means of communication such as email, text, School Status, school website, and social media. **Root Cause:** Every parent and community receives and reads information differently, the goal is to ensure all proper lines of communication are utilized to reach the desired audience.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

FJHS hired five teachers for the 24-25 school year. Campus Academy days and District In-Service training helped new staff members by targeting the needs of those who were new to the district. Additionally, new teachers are assigned to veteran teachers who serve as mentors.

Staff Quality, Recruitment, and Retention Strengths

It is important at Farmersville ISD to provide ongoing professional learning. FJHS is continuing with a four-day instructional week for students, which is an incentive for hiring and retaining staff. FJHS paid multiple bonuses to all district employees. FJHS offers a cafeteria lunch for all employees and allows jeans on most school days. All of these factors and more make Farmersville an attractive destination for applicants.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: FJHS continues to make an effort to hire staff members in consideration of the proportional representation of its student population. **Root Cause:** The student population in Farmersville ISD is rapidly changing (both in makeup and size).

Problem Statement 2: Students, staff, and faculty are noticeably exhausted in comparison to previous school years.. **Root Cause:** The political climate and societal push to change education that includes school vouchers and other programs that will take away from public education.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Farmersville Junior High is guided by the TEKS and content scope and sequences along with the results of campus based assessments. The TEKS promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills through unit Performance Indicators. Each grading period, each teacher, with administrative support, maps out the specific skills and standards that will be taught for the upcoming term. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and takes on many different forms at Farmersville Junior High. By ensuring all grade level skills are taught and that students learn them, Farmersville Junior High can demonstrate how the essential 21st Century Skills are being mastered. We disaggregate data based on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.

Curriculum, Instruction, and Assessment Strengths

Farmersville Junior High has identified the following strengths:

1. The ability to interpret and use summative and formative assessments data to drive instructional decisions.
2. The ability to personalize instruction through blended learning that includes live instruction and personalized software.
3. The effective use of an advisory period to target learning gaps and provide interventions.
4. Understanding of the Accountability Formula to drive instructional practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: FJHS continues to make an effort to analyze curriculum and instructional practices to make needed adjustments to meet the demands of STAAR and other areas of support and need. **Root Cause:** TEK changes in science and the need to be vertically and horizontally aligned in FISD.

Problem Statement 2: The latest TAPR report shows that junior high is above the state average in the number of students receiving special education services. **Root Cause:** There is a high percentage of students who are being identified with disabilities, but a low percentage exiting the program.

Problem Statement 3: Gaps in overall Math performance have grown since the most recent STAAR assessment for accountability. **Root Cause:** The pandemic and need for remote instruction along with teacher retirement in 6th grade impacted student learning.

Family and Community Engagement

Family and Community Engagement Summary

Farmersville Junior High 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 Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and the School Status Program and District website to help with communication and keeping parents informed.

We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. FJHS provides interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We take pride in the fact that parents report our office staff is parent-friendly.

Family and Community Engagement Strengths

Farmersville JHS has a largely followed and positively received social media presence.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: FJHS and FISD continually tries to improve parent and community involvement through multiple means of communication such as email, text, School Status, school website, and social media. **Root Cause:** Every parent and community receives and reads information differently, the goal is to ensure all proper lines of communication are utilized to reach the desired audience.

Problem Statement 2: Enrollment data indicates that the percentage of students identified as ELL is increasing each year. **Root Cause:** There is an increase of students who have moved to the campus who are moving in from non-English speaking countries.

District Organization

District Organization Summary

Parents, teachers, and students at Farmersville Junior High take pride in our school and in our reputation for success. The perception of Farmersville Junior High among all stakeholders 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 Junior High'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, you will see adjustments made within instruction, the school context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

District Organization Strengths

Farmersville Junior High is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently
6. FFT period provides students with the opportunity to receive targeted academic intervention and enrichment during the school day

Problem Statements Identifying District Organization Needs

Problem Statement 1: Students have become more involved with non-educationally based apps and devices that have inhibited focus and attention to education. **Root Cause:** Social media, games, and staying connected to non-educationally based programs have taken precedent in students minds.

Problem Statement 2: FJHS continues to make an effort to analyze curriculum and instructional practices to make needed adjustments to meet the demands of STAAR and other areas of support and need. **Root Cause:** TEK changes in science and the need to be vertically and horizontally aligned in FISD.

Technology

Technology Summary

We have implemented 1-to-1 Chromebook devices for all of our students, utilizing the Emergency Connectivity Fund to make these purchases. We also provide protective cases and chargers. We now use a single sign-on application called Clever to help access online resources easily. We changed to using Cloud-based systems like email (our .org account is hosted through google but our .net account was housed in our high school's server room), Google Classroom, Microsoft 365 (Word, PowerPoint, Excel online). We also purchased Hotspots for use during the pandemic to support families with little or no existing internet connectivity.

Technology Strengths

Farmersville ISD has made strides in overcoming digital inequity through strategic purchases, training, and implementation.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students have become more involved with non-educationally based apps and devices that have inhibited focus and attention to education. **Root Cause:** Social media, games, and staying connected to non-educationally based programs have taken precedent in students minds.

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Demographics Strengths

Farmersville Junior High has many strengths. Some of the most notable demographics strengths include: 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. The attendance rate at Farmersville Junior High has always been above 96%. Students at Farmersville Junior High are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment data indicated that the percentage of students identified as ELL is increasing each year. **Root Cause:** We have had an increase of students that moved to the campus that are moving in from non-English speaking countries.

Problem Statement 2 (Prioritized): The latest TAPR report shows that the junior high is below the state average in the amount of students receiving Gifted and Talented Education. **Root Cause:** There is low population of students that are being identified with Gifted and Talented requisites to qualify for GT education.

Problem Statement 3: FJHS continues to make an effort to hire staff members in consideration of the proportional representation of its student population. **Root Cause:** The student population in Farmersville ISD is rapidly changing (both in makeup and size).

Student Learning

Student Learning Summary

Due to pending legal disputes, the Texas Education Agency has not released accountability ratings at this time.

ELAR

7th & 8th Grade: Overall: 82%, SES: 75%, HISP: 77% (Slight Decrease from 22-23)

Math

7th, 8th, and Algebra 1 Overall: Overall: 76%, SES: 69%, HISP: 71%

8th US History: Overall: 63%, SES: 54%. HISP: 58%

8th Grade Science: Overall: 77%, SES: 66%. HISP: 67%

A deep analysis of the above scores by grade level and by each student group reveals that some student groups have shown positive growth when comparing recent STAAR data for consecutive years. All of the student groups have been analyzed by individual student scores and academic standards. Intervention strategies have been implemented to accelerate learning and close this gap. Individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Student Learning Strengths

Farmersville Junior High has a population of hard-working, high achieving students. Farmersville Junior High is maintaining many different strengths.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data reveals that special education and Hispanic population are our highest area of need **Root Cause:** The gradual increase in student population in both the areas of special education and Hispanic students.

Problem Statement 2: Gaps in overall Reading performance have grown since the most recent STAAR assessment for accountability. **Root Cause:** The pandemic and resulting need for remote instruction impacted student learning.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Farmersville Junior High is guided by the TEKS and content scope and sequences along with the results of campus based assessments. The TEKS promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills through unit Performance Indicators. Each grading period, each teacher, with administrative support, maps out the specific skills and standards that will be taught for the upcoming term. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and takes on many different forms at Farmersville Junior High. By ensuring all grade level skills are taught and that students learn them, Farmersville Junior High can demonstrate how the essential 21st Century Skills are being mastered. We disaggregate data based on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.

Parents, teachers, and students at Farmersville Junior High take pride in our schools and our school's reputation of success. The perception of Farmersville Junior High among all stakeholders 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 Junior High'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, you will see adjustments made within the instruction, the school context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

We have implemented 1-to-1 Chromebook devices for all of our students, utilizing the Emergency Connectivity Fund to make these purchases. We also provide protective cases and chargers. We now use a single sign-on application called Clever to help access online resources easily. We changed to using Cloud-based systems like email (our .org account is hosted through google but our .net account was housed in our high school's server room), Google Classroom, Microsoft 365 (Word, PowerPoint, Excel online).

School Processes & Programs Strengths

Farmersville Junior High has identified the following strengths:

1. The ability to interpret and use summative and formative assessments data to drive instructional decisions.
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2. Teachers accommodate special populations with more time and individualized instructional plans
3. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently
6. FFT period provides students with the opportunity to receive targeted academic intervention and enrichment during the school day

Farmersville ISD has made strides in overcoming digital inequity through strategic purchases, training, and implementation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): STAAR scores and the formative assessments identify some gaps in instruction and students achievement with our EB population. **Root Cause:** Lack of consistently providing instruction at a personalized level of rigor for our ELL students.

Problem Statement 2: The latest TAPR report shows that junior high is above the state average in the number of students receiving special education services. **Root Cause:** There is a high percentage of students who are being identified with disabilities, but a low percentage exiting the program.

Problem Statement 3: FJHS continues to make an effort to analyze curriculum and instructional practices to make needed adjustments to meet the demands of STAAR and other areas of support and need. **Root Cause:** TEK changes in science and the need to be vertically and horizontally aligned in FISD.

Perceptions

Perceptions Summary

School Culture and Climate Summary: 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. With this in mind, the entire district operates under what we call Excellence for ALL. 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. Students are taught, they practice, and then excellence with personal management and behavior is expected. Teachers and other 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. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. 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.

Farmersville Junior High 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 Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and a district wide use of SchoolStatus and District website to help with communication and keeping parents informed.

We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The district provides translations on the website and also with printed materials in all languages spoken in school communication. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We take pride in the fact that parents report our office staff are parent-friendly.

Perceptions Strengths

Farmersville Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and the SchoolStatus Program and District website to help with communication and keeping parents informed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The implementation of parent communication continues to be needed and is a high priority for the district **Root Cause:** There are constant changes in how we communicate with parents and meet the needs of all parents areas of communication.

Problem Statement 2: Students, staff, and faculty are noticeably exhausted in comparison to previous school years.. **Root Cause:** The political climate and societal push to change education that includes school vouchers and other programs that will take away from public education.

Problem Statement 3: FJHS and FISD continually tries to improve parent and community involvement through multiple means of communication such as email, text, School Status, school website, and social media. **Root Cause:** Every parent and community receives and reads information differently, the goal is to ensure all proper lines of communication are utilized to reach the desired audience.

Priority Problem Statements

Problem Statement 1: The implementation of parent communication continues to be needed and is a high priority for the district

Root Cause 1: There are constant changes in how we communicate with parents and meet the needs of all parents areas of communication.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Enrollment data indicated that the percentage of students identified as ELL is increasing each year.

Root Cause 2: We have had an increase of students that moved to the campus that are moving in from non-English speaking countries.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The latest TAPR report shows that the junior high is below the state average in the amount of students receiving Gifted and Talented Education.

Root Cause 3: There is low population of students that are being identified with Gifted and Talented requisites to qualify for GT education.

Problem Statement 3 Areas: Demographics

Problem Statement 4: STAAR scores and the formative assessments identify some gaps in instruction and students achievement with our EB population.

Root Cause 4: Lack of consistently providing instruction at a personalized level of rigor for our ELL students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: STAAR data reveals that special education and Hispanic population are our highest area of need

Root Cause 5: The gradual increase in student population in both the areas of special education and Hispanic students.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading, Mathematics, Science, Social Studies).

Performance Objective 1: FJHS will reach 90% "Approaches", 60% "Meets", and 30% "Masters" in Math, ELAR, 8th Grade Science, and 8th Grade US History

High Priority

Evaluation Data Sources: 2023-24 TEA Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: Implement formative assessment plans to be analyzed at the central level as well as the campus / department level. The Junior High School will use the Eduphoria, The Lowman Program, as well as investigate additional assessment resources including new interactive style questioning. TEC 11.252(a)(3)(D) 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 2 Details	Reviews			
Strategy 2: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts 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 3 Details	Reviews			
Strategy 3: 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 4 Details	Reviews			
Strategy 4: Teachers of "transition grade" students will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement. FJHS 7th grade teachers will receive information about their incoming students from FIS, and 8th grade teachers will provide information about the students going to FHS. 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 5 Details	Reviews			
Strategy 5: Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing professional development on using data collected from assessment 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 6 Details	Reviews			
Strategy 6: Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation. 2. IMPACT - Students will have information and confidence needed to be successful from the first day in the new grade. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide before school, in school, and after school tutorials, and also 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><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				





Goal 1: Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading, Mathematics, Science, Social Studies).

Performance Objective 2: FJHS will increase the English Language Proficiency Progress Rate score from 18% to 40%

High Priority

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 online software system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the online software system. 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: Newcomer students will have personal Chromebook issued and will have access to Google Translate, Rosetta Stone, Summit K12 Language learning software, and beginning English apps (at school and at home). Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Chromebooks checked out to students, software downloaded and explained to students 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. Staff Responsible for Monitoring: Campus ESL teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Differentiation of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" Strategy's Expected Result/Impact: 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; FISD GT Coordinator and FJHS Campus GT Teacher; FISD ESL Coordinator and FJHS Campus ESL Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Personnel documentation
Teacher certificates

Strategy 1 Details	Reviews			
Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position Staff Responsible for Monitoring: Curriculum Director Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Actively seek and review applicants that reflect student population demographics. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Intentional inclusion of demographically representative applicants in the interview pool. 2. IMPACT - Number of new teachers retained by district Staff Responsible for Monitoring: Superintendent; Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</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: Support technology integration and implementation through meaningful and practical training. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Documentation of technology training on relevant technology topics 2. IMPACT - improved teacher efficacy and confidence Staff Responsible for Monitoring: Instructional Technology Facilitator, Campus Administrators	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
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

Evaluation Data Sources: Campus drill reports





Strategy 1 Details	Reviews			
Strategy 1: Monitor security of doors with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas. In addition, door sensors added to all exterior doors to alert staff if a door is propped open. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed 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 mental health first aid training, student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. 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. 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
<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 2: Implement drug and violence prevention programs to help reduce incidences along with policies to decrease discipline referrals.

Evaluation Data Sources: Discipline report
School Police report
Counselor report

Strategy 1 Details	Reviews			
Strategy 1: FJHS will implement a new cell phone policy for the 24-25 school year- no cell phones during the school day from the time a student enters the building until 3:55pm. Strategy's Expected Result/Impact: Students remained focused on education outcomes. Staff Responsible for Monitoring: All FJHS Staff.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: 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 3 Details	Reviews			
Strategy 3: The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252]. All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention. Strategy's Expected Result/Impact: 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: All teachers will be trained on the topic of suicide prevention, 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 5 Details	Reviews			
Strategy 5: 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. 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 6 Details	Reviews			
Strategy 6: District-wide discipline management system will be utilized, where administrators will log all discipline into Ascender system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time. 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 7 Details	Reviews			
Strategy 7: All campus counselors and administrators will be trained on harassment and dating violence each year. 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>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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

Performance Objective 3: Maintain Farmer GR2IT Awards to promote positive and kindness acts around campus.

Evaluation Data Sources: Discipline Report
Farmer GR2IT Ticket Box

Strategy 1 Details	Reviews			
Strategy 1: All Campus Staff will utilize a system of rewards to reward good behavior for students in and out of the classroom. Strategy's Expected Result/Impact: Impact- promote and improve student behavior Staff Responsible for Monitoring: Administrators Counselors Teachers Paraprofessionals	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Through school engagement and academic planning efforts, Farmersville Junior High School will support the district goal of students remaining in school to obtain a high school diploma.





Performance Objective 1: Construct and maintain a new Career Investigations Course that allows students to engage in real-life topics that connect content learning and provide a pathway to high school and college.

Evaluation Data Sources: Student Feedback
Teacher Feedback

Goal 4: Through school engagement and academic planning efforts, Farmersville Junior High School will support the district goal of students remaining in school to obtain a high school diploma.

Performance Objective 2: Decrease the number of students failing one or more classes

Evaluation Data Sources: Grading period progress reports and report cards

Strategy 1 Details	Reviews			
Strategy 1: Intervention with counselor to discuss study skill and academic improvement strategies for students not passing with at least 70% in all classes at progress reports or report cards Strategy's Expected Result/Impact: 1. IMPLEMENTATION - scheduled students meetings with school counselor; Effective Advising Framework pilot district 2. IMPACT - reduced number of students not being successful in classes Staff Responsible for Monitoring: Campus Administrators Campus School Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide incentive program that rewards students for achieving the honor roll each six weeks Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Academic Records 2. IMPACT - increase the number of students students achieving the honor rolls Staff Responsible for Monitoring: Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Through school engagement and academic planning efforts, Farmersville Junior High School will support the district goal of students remaining in school to obtain a high school diploma.

Performance Objective 3: Increase efforts at long-term visioning for academic success

Evaluation Data Sources: Student academic planning guides

Strategy 1 Details	Reviews			
Strategy 1: Every student will have an academic plan and will meet with a counselor annually to review progress toward the completion of the plan. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - academic plans on file, notes when applicable; Effective Advising Framework pilot district 2. IMPACT - increase in graduation focus, planning Staff Responsible for Monitoring: Secondary Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assess student readiness for college-level courses in the dual-credit program by using the Texas Success Initiative exam (TSI) in 8th grade. Strategy's Expected Result/Impact: Increased freshmen enrollment in FISD dual-credit courses in the upcoming school year. Staff Responsible for Monitoring: Principal, counselor, select 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>				

Goal 5: Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts.

Performance Objective 1: Emphasize college options and planning with TSI Assessment support and Dual Credit Nights.

Evaluation Data Sources: Programs and opportunities for hearing, discussing college considerations

Strategy 1 Details	Reviews			
Strategy 1: Offer rigorous Advanced courses in Math, ELAR, Science, and History Strategy's Expected Result/Impact: 1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increased enrollment in advanced classes; demographic representation Staff Responsible for Monitoring: JH Administrators; JH Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts.

Performance Objective 2: Support course offerings for high school credit: Algebra 1, Spanish 1, BIM, Robotics, Rocketry, Data Entry, and Career Investigations.

Evaluation Data Sources: Numbers and types of courses offered, especially those for high school credit at FJHS.

Strategy 1 Details	Reviews			
Strategy 1: Provide junior high courses that provide high school credit: Spanish, Algebra 1, Business Information Management, Robotics, Rocketry, Data Entry, and Career Investigations. Strategy's Expected Result/Impact: Increase the number of students who will take courses for high school credit at FJHS. Staff Responsible for Monitoring: Principal, counselor, select 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>				

Goal 5: Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts.

Performance Objective 3: Support classes and programs that emphasize CTE and STEM priorities: Robotics and Engineering, Computer Data Entry, BIM, and Career Investigations





Evaluation Data Sources: Course selection guide and master scheduling

Strategy 1 Details	Reviews			
Strategy 1: Develop and support CTE courses in the context of other courses or programs Strategy's Expected Result/Impact: Future success of fully developed district-wide Engineering program Staff Responsible for Monitoring: Superintendents, Robotics and Engineering Director, Principal, select teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Goal 6: Farmersville Junior High School will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: Campus attendance rate will be monitored for attainment of 96% or greater

Evaluation Data Sources: TExEIS reports

Strategy 1 Details	Reviews			
Strategy 1: District Truancy Plan, will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation Staff Responsible for Monitoring: Curriculum Director; Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Attendance Committee Meetings will take place each term to develop interventions for at risk, truant students Strategy's Expected Result/Impact: At-risk, truant behaviors will decrease Staff Responsible for Monitoring: Campus Administrators, Counselor, Attendance Clerk, grade level teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 6: Farmersville Junior High School will meet or exceed the recommended attendance rate of 96%.





Performance Objective 2: Student incentives and attendance promotions utilized throughout the school year to promote perfect attendance.

Evaluation Data Sources: TExEIS reports
FFT tutorial observation

Goal 7: FJHS will support the district's efforts to emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

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





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

Strategy 1 Details	Reviews			
Strategy 1: Provide translation services on website. 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 Support Staff	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/handouts 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: ESL Coordinators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: FJHS will support the district's efforts to emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 2: Update website and expand communication outlets for families, and establish ongoing collaboration between campus and district communications positions

Evaluation Data Sources: Documentation of website updates and additional communication outlets, along with collaboration between campus and district communication positions.

Strategy 1 Details	Reviews			
Strategy 1: Provide messages with parent involvement tips in both English and Spanish. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development on positive teacher-parent interaction and on conducting effective parent conferences Strategy's Expected Result/Impact: 1. IMPLEMENTATION- Professional development on positive parent communication and conferences 2. IMPACT - Teachers knowledgeable of what positive parent conferencing looks like and confident in use of strategies resulting in effective parent communication and conferencing Staff Responsible for Monitoring: Campus principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

State Compensatory

Budget for Farmersville Junior High

Total SCE Funds: \$1,323,534.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Detailed SCE breakdown available on Farmersville ISD District Improvement Plan. Funding amount listed on Campus Improvement Plans is the District total for SCE funds.

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Parent	Jill Boyle	Parent
Parent	Bear Boyle	Parent
Community Representative	Robin DeStefano	Community Representative
Community Representative	Kevin DeStefano	Community Representative
Business Owner	Brittany Long	Bussiness Owner
Teacher	Quincy Roberts	Coach/Teacher
Teacher	Lorraine Stovall	Func. Acad. Teacher
Teacher	Brooke Sprong	RLA Teacher
Teacher	Kiristie Horne	SPED RLA Teacher
Teacher	Rhonda Hockett	SPED Math Teacher
Teacher	Peyton Rogers	Coach/Teacher
Teacher	Ryan Chambers	Band Director
Teacher	Stephen Parrish	Math Teacher
Teacher	Michael Daigrepoint	CTE Teacher
Teacher	Addison Christenson	History Teacher
Principal	Dean Johnson	Principal

Addendums

2023-24 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE J H

Campus Number: 043904041

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	75%	70%	68%	82%	-	-	-	*	31%	64%	76%	73%	68%	62%
	2023	78%	85%	85%	*	83%	87%	*	*	-	*	36%	100%	88%	79%	81%	73%
At Meets Grade Level or Above	2024	54%	54%	54%	50%	49%	60%	-	-	-	*	24%	27%	55%	53%	46%	41%
	2023	55%	64%	64%	*	54%	71%	*	*	-	*	23%	83%	62%	67%	53%	41%
At Masters Grade Level	2024	29%	28%	28%	40%	22%	33%	-	-	-	*	3%	9%	27%	31%	23%	11%
	2023	27%	27%	27%	*	14%	38%	*	*	-	*	0%	50%	29%	22%	16%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	71%	71%	50%	65%	81%	-	-	-	*	48%	64%	72%	69%	65%	59%
	2023	63%	76%	76%	40%	74%	80%	*	*	-	*	52%	100%	74%	79%	67%	59%
At Meets Grade Level or Above	2024	34%	45%	45%	40%	37%	53%	-	-	-	*	31%	18%	45%	46%	38%	27%
	2023	37%	44%	44%	20%	38%	51%	*	*	-	*	29%	50%	42%	47%	32%	19%
At Masters Grade Level	2024	11%	9%	9%	0%	5%	14%	-	-	-	*	7%	0%	8%	12%	6%	3%
	2023	11%	9%	9%	0%	6%	11%	*	*	-	*	5%	17%	6%	14%	6%	3%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	88%	88%	89%	86%	90%	-	*	-	83%	46%	100%	91%	84%	82%	71%
	2023	83%	94%	94%	83%	95%	97%	-	*	-	83%	71%	*	100%	87%	91%	92%
At Meets Grade Level or Above	2024	56%	67%	67%	67%	57%	75%	-	*	-	83%	23%	80%	66%	69%	59%	37%
	2023	58%	78%	78%	42%	70%	93%	-	*	-	67%	29%	*	83%	72%	68%	61%
At Masters Grade Level	2024	29%	35%	35%	33%	23%	44%	-	*	-	50%	0%	60%	34%	36%	25%	9%
	2023	28%	36%	36%	0%	25%	49%	-	*	-	50%	6%	*	40%	30%	24%	17%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	65%	65%	43%	65%	70%	-	-	-	*	37%	*	69%	59%	61%	54%
	2023	76%	79%	79%	82%	78%	77%	-	-	-	*	44%	*	71%	85%	74%	70%
At Meets Grade Level or Above	2024	43%	13%	13%	0%	18%	9%	-	-	-	*	15%	*	11%	16%	10%	11%
	2023	46%	33%	33%	27%	33%	38%	-	-	-	*	25%	*	32%	34%	24%	26%
At Masters Grade Level	2024	16%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
	2023	17%	3%	3%	0%	0%	8%	-	-	-	*	6%	*	3%	2%	0%	0%
Grade 8 Science																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	70%	77%	77%	56%	67%	87%	-	*	-	83%	37%	100%	79%	74%	66%	49%
	2023	74%	82%	82%	75%	70%	93%	-	*	-	83%	65%	*	92%	68%	74%	67%
At Meets Grade Level or Above	2024	44%	46%	46%	33%	38%	51%	-	*	-	83%	15%	80%	44%	49%	35%	20%
	2023	47%	46%	46%	17%	34%	57%	-	*	-	67%	24%	*	45%	47%	34%	28%
At Masters Grade Level	2024	17%	10%	10%	22%	6%	11%	-	*	-	17%	0%	20%	9%	10%	6%	0%
	2023	17%	13%	13%	0%	4%	22%	-	*	-	17%	6%	*	15%	10%	6%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	63%	63%	44%	58%	67%	-	*	-	83%	22%	80%	62%	64%	54%	40%
	2023	62%	80%	80%	58%	75%	86%	-	*	-	83%	35%	*	86%	72%	74%	69%
At Meets Grade Level or Above	2024	33%	32%	32%	11%	26%	39%	-	*	-	50%	15%	40%	29%	36%	22%	14%
	2023	33%	53%	53%	33%	43%	64%	-	*	-	50%	29%	*	53%	53%	41%	31%
At Masters Grade Level	2024	17%	14%	14%	11%	6%	20%	-	*	-	17%	4%	20%	10%	18%	8%	3%
	2023	16%	25%	25%	8%	20%	30%	-	*	-	33%	0%	*	23%	28%	18%	17%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	89%	100%	*	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
	2023	79%	84%	99%	*	100%	98%	-	*	-	*	*	*	98%	100%	100%	100%
At Meets Grade Level or Above	2024	43%	42%	66%	*	63%	67%	-	*	-	*	-	*	70%	61%	64%	43%
	2023	43%	48%	89%	*	90%	86%	-	*	-	*	*	*	86%	95%	93%	85%
At Masters Grade Level	2024	24%	18%	34%	*	30%	37%	-	*	-	*	-	*	30%	39%	30%	14%
	2023	23%	24%	53%	*	40%	57%	-	*	-	*	*	*	52%	55%	47%	46%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	78%	76%	61%	70%	82%	-	*	-	78%	37%	76%	77%	74%	68%	57%
	2023	76%	82%	84%	72%	80%	88%	*	100%	-	84%	50%	93%	87%	79%	78%	73%
At Meets Grade Level or Above	2024	48%	51%	47%	38%	40%	52%	-	*	-	66%	21%	38%	46%	48%	38%	26%
	2023	49%	55%	57%	32%	48%	67%	*	93%	-	66%	27%	57%	58%	57%	46%	38%
At Masters Grade Level	2024	20%	17%	18%	20%	12%	23%	-	*	-	25%	2%	17%	17%	21%	13%	5%
	2023	20%	20%	23%	5%	13%	31%	*	50%	-	31%	4%	29%	24%	21%	14%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	82%	82%	79%	77%	87%	-	*	-	80%	38%	75%	84%	79%	75%	67%
	2023	77%	83%	89%	81%	88%	91%	*	*	-	80%	51%	100%	93%	83%	85%	82%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	61%	61%	58%	54%	68%	-	*	-	70%	24%	44%	61%	62%	53%	39%
	2023	53%	63%	71%	44%	61%	81%	*	*	-	70%	26%	90%	71%	69%	60%	51%
At Masters Grade Level	2024	22%	24%	32%	37%	23%	39%	-	*	-	40%	2%	25%	31%	34%	24%	10%
	2023	20%	21%	31%	6%	19%	43%	*	*	-	40%	3%	40%	34%	26%	20%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	76%	53%	71%	83%	-	*	-	70%	43%	69%	78%	74%	69%	61%
	2023	75%	79%	82%	71%	79%	85%	*	*	-	90%	50%	100%	80%	85%	75%	70%
At Meets Grade Level or Above	2024	43%	38%	40%	32%	35%	45%	-	*	-	60%	23%	19%	41%	40%	32%	22%
	2023	45%	43%	51%	29%	45%	58%	*	*	-	70%	29%	40%	52%	51%	40%	33%
At Masters Grade Level	2024	17%	11%	12%	5%	8%	16%	-	*	-	20%	4%	6%	10%	15%	7%	3%
	2023	19%	13%	17%	6%	9%	23%	*	*	-	30%	5%	20%	17%	17%	11%	10%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	81%	77%	56%	67%	87%	-	*	-	83%	37%	100%	79%	74%	66%	49%
	2023	77%	82%	82%	75%	70%	93%	-	*	-	83%	65%	*	92%	68%	74%	67%
At Meets Grade Level or Above	2024	43%	52%	46%	33%	38%	51%	-	*	-	83%	15%	80%	44%	49%	35%	20%
	2023	47%	51%	46%	17%	34%	57%	-	*	-	67%	24%	*	45%	47%	34%	28%
At Masters Grade Level	2024	16%	10%	10%	22%	6%	11%	-	*	-	17%	0%	20%	9%	10%	6%	0%
	2023	18%	21%	13%	0%	4%	22%	-	*	-	17%	6%	*	15%	10%	6%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	63%	44%	58%	67%	-	*	-	83%	22%	80%	62%	64%	54%	40%
	2023	78%	88%	80%	58%	75%	86%	-	*	-	83%	35%	*	86%	72%	74%	69%
At Meets Grade Level or Above	2024	51%	53%	32%	11%	26%	39%	-	*	-	50%	15%	40%	29%	36%	22%	14%
	2023	52%	69%	53%	33%	43%	64%	-	*	-	50%	29%	*	53%	53%	41%	31%
At Masters Grade Level	2024	27%	27%	14%	11%	6%	20%	-	*	-	17%	4%	20%	10%	18%	8%	3%
	2023	27%	37%	25%	8%	20%	30%	-	*	-	33%	0%	*	23%	28%	18%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2024	35%	40%	40%	40%	31%	47%	-	-	-	*	21%	9%	40%	39%	33%	24%
	2023	37%	41%	41%	20%	32%	49%	*	*	-	*	23%	50%	39%	43%	29%	16%
Reading and Mathematics Including EOC	2024	36%	40%	40%	40%	31%	47%	-	-	-	*	21%	9%	40%	39%	33%	24%
	2023	38%	41%	41%	20%	32%	49%	*	*	-	*	23%	50%	39%	43%	29%	16%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2024	54%	54%	54%	50%	49%	60%	-	-	-	*	24%	27%	55%	53%	46%	41%
	2023	55%	63%	63%	40%	54%	71%	*	*	-	*	22%	83%	62%	66%	53%	41%
Math Including EOC	2024	40%	45%	45%	40%	37%	53%	-	-	-	*	31%	18%	45%	46%	38%	27%
	2023	43%	45%	45%	33%	38%	51%	*	*	-	*	32%	50%	42%	49%	33%	19%
8th Graders																	
Reading and Mathematics	2024	28%	11%	11%	0%	14%	9%	-	-	-	*	15%	*	10%	14%	9%	7%
	2023	31%	30%	30%	20%	31%	36%	-	-	-	*	20%	*	29%	31%	20%	26%
Reading and Mathematics Including EOC	2024	41%	35%	35%	22%	31%	38%	-	*	-	67%	15%	20%	36%	34%	25%	14%
	2023	44%	58%	58%	27%	52%	67%	-	*	-	50%	25%	*	62%	53%	47%	47%
Reading Including EOC	2024	57%	67%	67%	67%	57%	75%	-	*	-	83%	23%	80%	66%	69%	59%	37%
	2023	58%	79%	79%	45%	70%	93%	-	*	-	67%	31%	*	83%	73%	68%	61%
Math Including EOC	2024	49%	36%	36%	22%	33%	38%	-	*	-	67%	15%	20%	37%	35%	26%	17%
	2023	51%	59%	59%	27%	54%	67%	-	*	-	67%	25%	*	64%	53%	49%	47%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	31%	28%	24%	23%	32%	-	-	-	50%	18%	7%	28%	28%	23%	17%
	2023	37%	36%	37%	20%	31%	46%	*	*	-	50%	22%	33%	37%	38%	26%	20%
Reading and Mathematics Including EOC	2024	38%	34%	37%	32%	31%	42%	-	*	-	60%	18%	13%	38%	36%	29%	19%
	2023	39%	40%	49%	25%	41%	57%	*	*	-	60%	24%	40%	49%	48%	37%	32%
Reading Including EOC	2024	54%	56%	61%	58%	54%	68%	-	*	-	70%	24%	44%	61%	62%	53%	39%
	2023	53%	59%	71%	44%	61%	81%	*	*	-	70%	26%	90%	71%	69%	60%	51%
Math Including EOC	2024	45%	39%	40%	32%	35%	45%	-	*	-	60%	23%	19%	41%	40%	32%	22%
	2023	47%	45%	51%	29%	45%	58%	*	*	-	70%	29%	40%	52%	51%	40%	33%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2024	66%	68%	68%	61%	65%	71%	-	-	-	*	42%	55%	71%	64%	64%	53%
	2023	71%	75%	75%	*	76%	77%	*	*	-	*	43%	67%	78%	70%	74%	72%
Grade 7 Mathematics	2024	49%	60%	60%	33%	56%	66%	-	-	-	*	63%	50%	61%	57%	55%	46%
	2023	56%	83%	83%	80%	79%	86%	*	*	-	*	68%	92%	83%	81%	80%	67%
Grade 8 ELA/Reading	2024	69%	79%	79%	93%	75%	82%	-	*	-	83%	59%	100%	79%	81%	75%	57%
	2023	63%	76%	76%	60%	76%	79%	-	*	-	50%	67%	*	76%	75%	72%	70%
Grade 8 Mathematics	2024	66%	54%	54%	50%	53%	55%	-	-	-	*	50%	*	58%	46%	51%	44%
	2023	74%	74%	74%	78%	70%	81%	-	-	-	*	53%	*	66%	82%	70%	59%
End of Course Algebra I	2024	72%	63%	72%	*	69%	74%	-	*	-	*	-	*	78%	65%	73%	50%
	2023	76%	69%	91%	*	98%	86%	-	*	-	*	*	*	87%	100%	98%	88%
All Grades Both Subjects	2024	64%	64%	68%	61%	64%	71%	-	*	-	75%	53%	59%	70%	64%	63%	50%
	2023	64%	67%	79%	69%	78%	82%	*	100%	-	65%	58%	75%	79%	79%	77%	70%
All Grades ELA/Reading	2024	67%	70%	74%	75%	71%	77%	-	*	-	80%	50%	69%	75%	73%	70%	55%
	2023	63%	65%	76%	57%	76%	78%	*	*	-	50%	53%	60%	77%	73%	73%	71%
All Grades Mathematics	2024	60%	58%	61%	47%	57%	65%	-	*	-	70%	56%	50%	64%	56%	56%	46%
	2023	66%	69%	83%	80%	80%	85%	*	*	-	80%	63%	90%	81%	85%	80%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2024	23%	34%	34%	*	33%	43%	-	-	-	*	15%	*	42%	23%	27%	27%
	2023	39%	50%	50%	*	60%	36%	-	*	-	-	8%	-	59%	30%	52%	70%
Grade 7 Mathematics	2024	14%	17%	17%	*	8%	29%	-	-	-	*	14%	*	23%	10%	11%	0%
	2023	22%	58%	58%	*	57%	61%	*	*	-	-	46%	*	54%	67%	50%	50%
Grade 8 ELA/Reading	2024	34%	52%	52%	*	42%	57%	-	-	-	*	38%	-	57%	47%	50%	33%
	2023	39%	57%	57%	*	67%	*	-	-	-	*	63%	-	100%	25%	58%	67%
Grade 8 Mathematics	2024	44%	44%	44%	*	47%	47%	-	-	-	*	8%	-	58%	10%	43%	33%
	2023	49%	61%	61%	*	54%	60%	-	-	-	*	0%	*	33%	74%	62%	38%
End of Course Algebra I	2024	55%	61%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	58%	47%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
All Grades Both Subjects	2024	32%	34%	39%	40%	35%	46%	-	-	-	*	21%	0%	47%	27%	35%	25%
	2023	38%	46%	57%	58%	58%	54%	*	*	-	*	30%	*	56%	57%	54%	55%
All Grades ELA/Reading	2024	30%	39%	43%	*	37%	50%	-	-	-	*	28%	*	48%	36%	38%	30%
	2023	35%	44%	52%	60%	62%	39%	-	*	-	*	30%	-	68%	28%	54%	69%
All Grades Mathematics	2024	35%	30%	35%	33%	33%	41%	-	-	-	*	11%	*	46%	14%	33%	20%
	2023	40%	48%	59%	57%	57%	61%	*	*	-	*	30%	*	51%	71%	54%	46%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	78%	76%	-	-	-	-	-	-	55%	-	55%	55%	46%	80%	54%	86%
	2023	76%	82%	84%	-	-	-	-	-	-	74%	-	*	73%	62%	87%	67%	96%
At Meets Grade Level or Above	2024	48%	51%	47%	-	-	-	-	-	-	19%	-	14%	27%	29%	52%	20%	63%
	2023	49%	55%	57%	-	-	-	-	-	-	28%	-	*	26%	28%	64%	28%	68%
At Masters Grade Level	2024	20%	17%	18%	-	-	-	-	-	-	2%	-	2%	2%	7%	22%	3%	20%
	2023	20%	20%	23%	-	-	-	-	-	-	3%	-	*	1%	8%	26%	5%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	82%	82%	-	-	-	-	-	-	61%	-	67%	57%	75%	86%	63%	94%
	2023	77%	83%	89%	-	-	-	-	-	-	88%	-	*	87%	73%	91%	78%	100%
At Meets Grade Level or Above	2024	54%	61%	61%	-	-	-	-	-	-	28%	-	25%	30%	50%	67%	31%	94%
	2023	53%	63%	71%	-	-	-	-	-	-	46%	-	*	43%	39%	76%	41%	91%
At Masters Grade Level	2024	22%	24%	32%	-	-	-	-	-	-	6%	-	8%	3%	13%	37%	6%	44%
	2023	20%	21%	31%	-	-	-	-	-	-	0%	-	*	0%	9%	37%	5%	39%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	72%	76%	-	-	-	-	-	-	59%	-	67%	53%	38%	80%	56%	88%
	2023	75%	79%	82%	-	-	-	-	-	-	67%	-	*	65%	64%	85%	64%	96%
At Meets Grade Level or Above	2024	43%	38%	40%	-	-	-	-	-	-	15%	-	8%	20%	25%	46%	16%	47%
	2023	45%	43%	51%	-	-	-	-	-	-	33%	-	*	30%	21%	57%	26%	57%
At Masters Grade Level	2024	17%	11%	12%	-	-	-	-	-	-	0%	-	0%	0%	13%	15%	2%	12%
	2023	19%	13%	17%	-	-	-	-	-	-	8%	-	*	4%	3%	19%	5%	26%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	81%	77%	-	-	-	-	-	-	50%	-	50%	*	33%	83%	47%	78%
	2023	77%	82%	82%	-	-	-	-	-	-	77%	-	*	75%	38%	87%	58%	87%
At Meets Grade Level or Above	2024	43%	52%	46%	-	-	-	-	-	-	15%	-	13%	*	17%	52%	16%	56%
	2023	47%	51%	46%	-	-	-	-	-	-	15%	-	*	8%	15%	52%	15%	53%
At Masters Grade Level	2024	16%	10%	10%	-	-	-	-	-	-	0%	-	0%	*	0%	13%	0%	0%
	2023	18%	21%	13%	-	-	-	-	-	-	0%	-	*	0%	0%	16%	0%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	79%	63%	-	-	-	-	-	-	38%	-	38%	*	33%	67%	38%	78%
	2023	78%	88%	80%	-	-	-	-	-	-	62%	-	*	58%	54%	82%	58%	100%
At Meets Grade Level or Above	2024	51%	53%	32%	-	-	-	-	-	-	12%	-	8%	*	17%	36%	13%	44%
	2023	52%	69%	53%	-	-	-	-	-	-	0%	-	*	0%	31%	61%	15%	67%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	27%	14%	-	-	-	-	-	-	0%	-	0%	*	0%	17%	0%	11%
	2023	27%	37%	25%	-	-	-	-	-	-	0%	-	*	0%	23%	27%	12%	33%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	64%	68%	-	-	-	-	-	-	47%	-	46%	48%	44%	72%	47%	78%
	2023	64%	67%	79%	-	-	-	-	-	-	72%	-	*	71%	63%	81%	67%	86%
All Grades ELA/Reading	2024	67%	70%	74%	-	-	-	-	-	-	47%	-	46%	48%	69%	79%	50%	93%
	2023	63%	65%	76%	-	-	-	-	-	-	71%	-	*	70%	63%	76%	67%	89%
All Grades Mathematics	2024	60%	58%	61%	-	-	-	-	-	-	47%	-	46%	48%	19%	65%	43%	63%
	2023	66%	69%	83%	-	-	-	-	-	-	73%	-	*	72%	63%	87%	66%	83%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	34%	39%	-	-	-	-	-	-	27%	-	38%	18%	14%	45%	25%	*
	2023	38%	46%	57%	-	-	-	-	-	-	57%	-	-	57%	56%	57%	54%	*
All Grades ELA/Reading	2024	30%	39%	43%	-	-	-	-	-	-	29%	-	29%	30%	*	49%	30%	-
	2023	35%	44%	52%	-	-	-	-	-	-	*	-	-	*	64%	43%	69%	-
All Grades Mathematics	2024	35%	30%	35%	-	-	-	-	-	-	25%	-	44%	0%	*	41%	20%	*
	2023	40%	48%	59%	-	-	-	-	-	-	40%	-	-	40%	50%	63%	44%	*

* 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
2023-24 STAAR Participation (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	99%	-	*	-	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	92%	93%	95%	97%	94%	96%	-	*	-	80%	92%	100%	97%	91%	95%	89%
Not Included in Accountability: Mobile	4%	5%	4%	3%	3%	4%	-	*	-	20%	8%	0%	2%	7%	3%	7%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	0%	0%	0%	1%	-	*	-	0%	1%	0%	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	-	*	-	0%	1%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	*	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	91%	91%	94%	95%	93%	96%	-	*	-	83%	92%	100%	97%	91%	95%	88%
Not Included in Accountability: Mobile	4%	5%	4%	5%	5%	3%	-	*	-	17%	7%	0%	2%	7%	4%	9%
Not Included in Accountability: Other Exclusions	4%	3%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	1%	0%	1%	1%	-	*	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	0%	1%	0%	1%	1%	-	*	-	0%	2%	0%	1%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	95%	93%	97%	-	*	-	83%	93%	100%	98%	91%	95%	88%
Not Included in Accountability: Mobile	5%	5%	4%	5%	5%	3%	-	*	-	17%	7%	0%	2%	7%	4%	9%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	*	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	94%	100%	96%	94%	-	*	-	75%	90%	100%	96%	92%	96%	92%
Not Included in Accountability: Mobile	4%	5%	4%	0%	1%	5%	-	*	-	25%	10%	0%	3%	6%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	2%	5%
Not Tested	1%	1%	1%	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	1%	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	*	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	95%	94%	100%	96%	94%	-	*	-	75%	90%	100%	96%	92%	96%	92%
Not Included in Accountability: Mobile	4%	4%	4%	0%	1%	5%	-	*	-	25%	10%	0%	3%	6%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	2%	5%
Not Tested	1%	1%	1%	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	1%	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	98%	99%	99%	*	100%	-	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	93%	94%	91%	89%	95%	90%	*	100%	-	84%	89%	93%	96%	85%	93%	94%
Not Included in Accountability: Mobile	4%	5%	7%	9%	4%	9%	*	0%	-	16%	10%	7%	3%	12%	6%	5%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	1%	2%	1%	1%	*	0%	-	0%	1%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	2%	1%	1%	*	0%	-	0%	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	95%	99%	99%	*	*	-	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	92%	93%	92%	84%	96%	91%	*	*	-	83%	91%	91%	96%	85%	94%	94%
Not Included in Accountability: Mobile	4%	5%	7%	11%	4%	8%	*	*	-	17%	9%	9%	4%	12%	5%	4%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	1%	5%	1%	1%	*	*	-	0%	0%	0%	0%	2%	1%	0%
Absent	1%	0%	1%	5%	1%	1%	*	*	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	98%	*	*	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	92%	89%	96%	89%	*	*	-	83%	86%	91%	96%	86%	93%	96%
Not Included in Accountability: Mobile	5%	5%	7%	11%	4%	9%	*	*	-	17%	11%	9%	4%	13%	6%	4%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	2%	*	*	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	0%	1%	0%	0%	2%	*	*	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	98%	99%	-	*	-	100%	100%	*	100%	97%	99%	100%
Included in Accountability	93%	94%	91%	92%	93%	89%	-	*	-	86%	89%	*	97%	85%	93%	92%
Not Included in Accountability: Mobile	4%	5%	8%	8%	5%	9%	-	*	-	14%	11%	*	3%	13%	6%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	2%	1%	-	*	-	0%	0%	*	0%	3%	1%	0%
Absent	1%	1%	1%	0%	2%	1%	-	*	-	0%	0%	*	0%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	98%	100%	98%	97%	-	*	-	100%	100%	*	99%	97%	99%	100%
Included in Accountability	94%	94%	91%	92%	93%	88%	-	*	-	86%	89%	*	95%	85%	93%	92%
Not Included in Accountability: Mobile	4%	5%	8%	8%	5%	9%	-	*	-	14%	11%	*	3%	13%	6%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	2%	0%	2%	3%	-	*	-	0%	0%	*	1%	3%	1%	0%
Absent	1%	1%	2%	0%	2%	3%	-	*	-	0%	0%	*	1%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.3%	95.1%	92.5%	95.4%	95.2%	-	*	-	93.7%	92.7%	94.9%	96.1%
2021-22	92.2%	94.0%	94.5%	94.6%	94.7%	94.2%	-	95.6%	-	95.4%	93.2%	94.2%	94.8%
Chronic Absenteeism													
2022-23	20.3%	11.0%	12.1%	22.7%	9.8%	12.7%	-	*	-	7.1%	23.1%	12.4%	6.3%
2021-22	25.7%	18.4%	14.8%	17.4%	14.3%	15.4%	-	0.0%	-	15.4%	23.8%	16.8%	9.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	6.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	12.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	83.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	92.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	137	377,367
By Ethnicity:				
African American	-	-	7	46,822
Hispanic	-	-	55	197,333
White	-	-	67	103,009
American Indian	-	-	1	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	5	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	11	49,278
Foundation H.S. Program (Endorsement)	-	-	17	16,475
Foundation H.S. Program (DLA)	-	-	109	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	15	34,589
Economically Disadvantaged Graduates	-	-	70	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	50,229
At-Risk Graduates	-	-	51	168,430
CTE Completers	-	-	45	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	354	100.0%	2,234	5,517,464	354	100.0%	2,236	5,531,236
Students by Grade								
Grade 7	158	44.6%	7.1%	7.3%	158	44.6%	7.1%	7.3%
Grade 8	196	55.4%	8.8%	7.5%	196	55.4%	8.8%	7.5%
Ethnic Distribution								
African American	20	5.6%	4.4%	12.8%	20	5.6%	4.4%	12.8%
Hispanic	149	42.1%	43.8%	53.2%	149	42.1%	43.7%	53.2%
White	172	48.6%	46.5%	25.0%	172	48.6%	46.6%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.3%	0.7%	5.4%	1	0.3%	0.7%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	12	3.4%	4.3%	3.1%	12	3.4%	4.2%	3.1%
Sex								
Female	169	47.7%	48.9%	48.9%	169	47.7%	48.9%	48.8%
Male	185	52.3%	51.1%	51.1%	185	52.3%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	228	64.4%	60.2%	62.3%	228	64.4%	60.1%	62.2%
Non-Educationally Disadvantaged	126	35.6%	39.8%	37.7%	126	35.6%	39.9%	37.8%
Section 504 Students	41	11.6%	10.5%	7.2%	41	11.6%	10.5%	7.2%
EB Students/EL	63	17.8%	17.3%	24.4%	63	17.8%	17.3%	24.3%
Students w/ Disciplinary Placements (2022-23)	19	5.2%	1.8%	1.9%				
Students w/ Dyslexia	34	9.6%	9.4%	6.0%	34	9.6%	9.4%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	2	0.6%	0.9%	1.4%	2	0.6%	0.9%	1.4%
Immigrant	6	1.7%	1.0%	2.9%	6	1.7%	1.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	53.7%	65.7%	0	0.0%	53.8%	65.7%
Military Connected	4	1.1%	0.7%	3.9%	4	1.1%	0.7%	3.9%
At-Risk	148	41.8%	31.6%	53.2%	148	41.8%	31.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	56	15.8%	14.8%	24.5%	56	15.8%	14.8%	24.4%
Career and Technical Education	343	96.9%	40.1%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	81.3%	73.3%	-	-	-	-
Gifted and Talented Education	27	7.6%	5.0%	8.5%	27	7.6%	5.0%	8.5%
Special Education	65	18.4%	14.7%	13.9%	65	18.4%	14.8%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	65							

Texas Education Agency
2023-24 Student Information (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Intellectual Disabilities	41	63.1%	51.1%	45.7%				
Students with Physical Disabilities	*	*	17.9%	18.9%				
Students with Autism	**	**	14.6%	16.2%				
Students with Behavioral Disabilities	14	21.5%	13.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.0%	1.7%				
Mobility (2022-23)								
Total Mobile Students	56	15.3%	13.1%	16.1%				
African American	5	1.4%	1.1%	3.4%				
Hispanic	17	4.6%	4.6%	8.5%				
White	31	8.5%	6.5%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.8%	0.7%	0.5%				
Special Ed Students who are Mobile	14	26.9%	17.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	7	10.9%	11.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	32	15.0%	12.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	23	13.1%	13.1%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	23.7	19.9	16.3
Foreign Languages	22.6	19.2	18.8
Mathematics	16.0	17.2	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Class Size Information	Campus	District	State
Science	24.4	21.1	18.5
Social Studies	21.3	18.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	34.5	100.0%	100.0%	100.0%
Professional Staff	28.1	81.4%	62.6%	63.9%
Teachers	22.7	65.7%	46.7%	48.3%
Professional Support	2.9	8.5%	9.4%	11.1%
Campus Administration (School Leadership)	2.5	7.2%	3.3%	3.3%
Educational Aides	6.4	18.6%	11.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	0.0	n/a	3.0	13,870.0
Part-time Counselors	1.0	n/a	3.0	1,172.0
Total Minority Staff	4.5	13.1%	22.1%	54.4%
Teachers by Ethnicity				
African American	1.1	4.7%	1.4%	12.6%
Hispanic	0.8	3.3%	8.1%	30.1%
White	20.9	92.0%	89.1%	53.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.7%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	8.8	39.0%	27.8%	24.5%
Females	13.8	61.0%	72.2%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.8%	2.5%
Bachelors	13.2	58.1%	67.6%	71.7%
Masters	9.5	41.9%	31.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.2	1.1%	2.7%	8.7%
1-5 Years Experience	3.4	15.0%	19.5%	27.4%
6-10 Years Experience	6.3	27.8%	20.5%	20.2%
11-20 Years Experience	9.1	40.1%	35.5%	27.1%
21-30 Years Experience	3.1	13.7%	18.4%	13.7%
Over 30 Years Experience	0.5	2.3%	3.4%	3.0%
Number of Students per Teacher	15.6	n/a	16.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	2.8	6.0
Average Years Experience of Principals with District	2.0	2.8	5.1
Average Years Experience of Assistant Principals	6.0	5.0	5.1
Average Years Experience of Assistant Principals with District	2.0	4.0	4.3
Average Years Experience of Teachers	13.8	13.8	11.1
Average Years Experience of Teachers with District	5.0	5.6	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,727	\$56,744	\$54,272
1-5 Years Experience	\$59,329	\$59,768	\$58,185
6-10 Years Experience	\$62,631	\$63,340	\$61,494
11-20 Years Experience	\$71,170	\$71,529	\$65,219
21-30 Years Experience	\$79,456	\$80,649	\$69,723
Over 30 Years Experience	\$83,525	\$82,609	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$68,295	\$69,209	\$62,474
Professional Support	\$79,562	\$84,814	\$73,783
Campus Administration (School Leadership)	\$82,410	\$91,334	\$86,738
Instructional Staff Percent	n/a	61.2%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.2	1.0%	0.7%	6.0%
Career and Technical Education	2.4	10.5%	9.2%	5.5%
Compensatory Education	0.8	3.3%	6.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.7%	1.6%
Regular Education	14.1	62.0%	68.7%	69.8%
Special Education	2.5	11.0%	10.2%	10.3%
Other	2.8	12.2%	4.6%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

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

Texas Education Agency
2023-24 Staff Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)