



Bastrop ISD 2023 – 2024 Annual Report

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Bastrop ISD 2023 – 2024 Annual Report

Section 1

2023 – 2024 Texas Academic Performance (TAPR)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: BLUEBONNET EL

Campus Number: 011901109

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 7

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	49%	-	50%	47%	-	-	-	*	17%	*	52%	38%	49%	72%
	2023	76%	66%	63%	*	59%	75%	-	-	-	*	37%	50%	63%	61%	60%	53%
At Meets Grade Level or Above	2024	48%	30%	30%	-	30%	33%	-	-	-	*	8%	*	31%	25%	30%	52%
	2023	50%	38%	40%	*	34%	60%	-	-	-	*	17%	17%	42%	36%	37%	29%
At Masters Grade Level	2024	21%	9%	11%	-	11%	13%	-	-	-	*	4%	*	11%	13%	9%	16%
	2023	20%	13%	14%	*	11%	25%	-	-	-	*	0%	17%	16%	8%	11%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	42%	-	44%	40%	-	-	-	*	17%	*	48%	20%	42%	63%
	2023	73%	62%	65%	*	61%	80%	-	-	-	80%	37%	50%	68%	59%	62%	62%
At Meets Grade Level or Above	2024	42%	22%	21%	-	21%	20%	-	-	-	*	4%	*	21%	20%	18%	42%
	2023	45%	31%	35%	*	31%	40%	-	-	-	80%	20%	17%	35%	32%	31%	31%
At Masters Grade Level	2024	15%	5%	5%	-	3%	13%	-	-	-	*	0%	*	5%	7%	2%	0%
	2023	19%	9%	7%	*	6%	10%	-	-	-	0%	3%	0%	6%	11%	6%	2%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	69%	*	66%	92%	-	-	-	*	21%	57%	70%	68%	66%	63%
	2023	77%	68%	67%	80%	61%	82%	*	-	*	*	44%	*	65%	73%	62%	56%
At Meets Grade Level or Above	2024	51%	34%	32%	*	28%	58%	-	-	-	*	7%	29%	29%	38%	28%	17%
	2023	48%	37%	36%	40%	30%	50%	*	-	*	*	25%	*	33%	42%	32%	27%
At Masters Grade Level	2024	23%	12%	14%	*	10%	42%	-	-	-	*	0%	14%	16%	9%	9%	4%
	2023	22%	14%	15%	40%	8%	32%	*	-	*	*	6%	*	13%	18%	10%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	62%	*	59%	75%	-	-	-	*	19%	71%	60%	67%	59%	64%
	2023	71%	61%	68%	40%	68%	76%	*	-	*	*	31%	*	69%	66%	64%	64%
At Meets Grade Level or Above	2024	46%	26%	42%	*	39%	67%	-	-	-	*	15%	43%	39%	52%	37%	45%
	2023	48%	38%	50%	40%	46%	67%	*	-	*	*	25%	*	49%	53%	44%	49%
At Masters Grade Level	2024	21%	9%	17%	*	17%	25%	-	-	-	*	7%	14%	15%	21%	14%	23%
	2023	22%	13%	23%	40%	20%	29%	*	-	*	*	0%	*	25%	19%	22%	20%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 8

	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	79%	66%	70%	*	68%	90%	*	-	*	*	44%	*	66%	78%	65%	64%
	2023	81%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	40%	39%	*	35%	60%	*	-	*	*	17%	*	36%	48%	31%	27%
	2023	57%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	17%	22%	*	19%	40%	*	-	*	*	6%	*	17%	35%	17%	14%
	2023	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	77%	*	76%	90%	*	-	*	*	50%	*	76%	78%	73%	77%
	2023	80%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	29%	44%	*	42%	80%	*	-	*	*	28%	*	38%	61%	41%	47%
	2023	51%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	9%	12%	*	12%	20%	*	-	*	*	0%	*	10%	17%	13%	16%
	2023	21%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	33%	*	32%	50%	*	-	*	*	28%	*	29%	43%	28%	34%
	2023	65%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	10%	7%	*	4%	30%	*	-	*	*	6%	*	5%	13%	5%	5%
	2023	36%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	4%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
	2023	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	58%	56%	57%	67%	*	-	*	44%	26%	69%	58%	60%	55%	62%
	2023	76%	63%	66%	75%	62%	78%	*	-	*	83%	37%	55%	66%	64%	62%	58%
At Meets Grade Level or Above	2024	48%	31%	31%	56%	29%	48%	*	-	*	11%	12%	34%	29%	39%	28%	32%
	2023	49%	34%	40%	56%	35%	54%	*	-	*	83%	21%	30%	40%	41%	36%	33%
At Masters Grade Level	2024	20%	10%	12%	11%	11%	21%	*	-	*	11%	3%	10%	11%	15%	9%	11%
	2023	20%	10%	14%	38%	11%	24%	*	-	*	25%	2%	10%	14%	14%	12%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	63%	*	62%	73%	*	-	*	*	26%	77%	63%	64%	61%	65%
	2023	77%	62%	65%	88%	60%	79%	*	-	*	83%	39%	50%	64%	67%	61%	54%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 9

	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%	35%	33%	*	31%	49%	*	-	*	*	10%	46%	32%	38%	30%	28%
	2023	53%	35%	38%	63%	32%	55%	*	-	*	83%	20%	20%	38%	39%	35%	28%
At Masters Grade Level	2024	22%	10%	16%	*	13%	30%	*	-	*	*	3%	15%	15%	18%	11%	10%
	2023	20%	9%	14%	38%	10%	29%	*	-	*	33%	2%	10%	15%	13%	10%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	61%	*	60%	65%	*	-	*	*	26%	62%	61%	61%	58%	68%
	2023	75%	61%	67%	63%	64%	78%	*	-	*	83%	35%	60%	68%	62%	63%	63%
At Meets Grade Level or Above	2024	43%	25%	37%	*	35%	51%	*	-	*	*	15%	31%	33%	48%	33%	45%
	2023	45%	30%	42%	50%	37%	54%	*	-	*	83%	22%	40%	42%	42%	37%	39%
At Masters Grade Level	2024	17%	7%	12%	*	12%	19%	*	-	*	*	3%	8%	10%	17%	10%	16%
	2023	19%	10%	14%	38%	12%	20%	*	-	*	17%	2%	10%	14%	14%	13%	10%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	33%	*	32%	50%	*	-	*	*	28%	*	29%	43%	28%	34%
At Meets Grade Level or Above	2024	43%	29%	7%	*	4%	30%	*	-	*	*	6%	*	5%	13%	5%	5%
At Masters Grade Level	2024	16%	10%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	18%	-	19%	13%	-	-	-	*	4%	*	19%	13%	17%	42%
	2023	37%	24%	26%	*	23%	35%	-	-	-	*	17%	17%	26%	25%	22%	22%
Reading and Mathematics Including EOC	2024	35%	19%	18%	-	19%	13%	-	-	-	*	4%	*	19%	13%	17%	42%
	2023	37%	24%	26%	*	23%	35%	-	-	-	*	17%	17%	26%	25%	22%	22%
Reading Including EOC	2024	48%	30%	30%	-	30%	33%	-	-	-	*	8%	*	31%	25%	30%	52%
	2023	50%	38%	40%	*	34%	60%	-	-	-	*	17%	17%	42%	36%	37%	29%
Math Including EOC	2024	42%	22%	21%	-	21%	20%	-	-	-	*	4%	*	21%	20%	18%	42%
	2023	45%	31%	35%	*	31%	40%	-	-	-	80%	20%	17%	35%	32%	31%	31%
4th Graders																	
Reading and Mathematics	2024	38%	21%	25%	*	21%	50%	-	-	-	*	4%	29%	22%	33%	20%	15%
	2023	38%	26%	31%	40%	25%	48%	*	-	*	*	25%	*	30%	34%	28%	24%
Reading and Mathematics Including EOC	2024	38%	21%	25%	*	21%	50%	-	-	-	*	4%	29%	22%	33%	20%	15%
	2023	38%	26%	31%	40%	25%	48%	*	-	*	*	25%	*	30%	34%	28%	24%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 10

	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	51%	34%	32%	*	28%	58%	-	-	-	*	7%	29%	29%	38%	28%	17%
	2023	48%	37%	36%	40%	30%	50%	*	-	*	*	25%	*	33%	42%	32%	27%
Math Including EOC	2024	46%	26%	42%	*	39%	67%	-	-	-	*	15%	43%	39%	52%	37%	45%
	2023	48%	38%	50%	40%	46%	67%	*	-	*	*	25%	*	49%	53%	44%	49%
5th Graders																	
Reading and Mathematics	2024	42%	23%	25%	*	21%	60%	*	-	*	*	6%	*	21%	35%	19%	21%
Reading and Mathematics Including EOC	2024	42%	23%	25%	*	21%	60%	*	-	*	*	6%	*	21%	35%	19%	21%
Reading Including EOC	2024	55%	40%	39%	*	35%	60%	*	-	*	*	17%	*	36%	48%	31%	27%
Math Including EOC	2024	51%	29%	44%	*	42%	80%	*	-	*	*	28%	*	38%	61%	41%	47%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	23%	*	21%	38%	*	-	*	*	4%	23%	21%	30%	19%	23%
	2023	37%	21%	28%	50%	24%	41%	*	-	*	60%	20%	20%	28%	29%	25%	23%
Reading and Mathematics Including EOC	2024	38%	19%	23%	*	21%	38%	*	-	*	*	4%	23%	21%	30%	19%	23%
	2023	39%	23%	28%	50%	24%	41%	*	-	*	60%	20%	20%	28%	29%	25%	23%
Reading Including EOC	2024	54%	34%	33%	*	31%	49%	*	-	*	*	10%	46%	32%	38%	30%	28%
	2023	53%	34%	38%	63%	32%	55%	*	-	*	83%	20%	20%	38%	39%	35%	28%
Math Including EOC	2024	45%	24%	37%	*	35%	51%	*	-	*	*	15%	31%	33%	48%	33%	45%
	2023	47%	30%	42%	50%	37%	54%	*	-	*	83%	22%	40%	42%	42%	37%	39%

* 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)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 11

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	58%	*	54%	88%	-	-	-	*	38%	64%	59%	56%	53%	44%
	2023	55%	51%	56%	70%	49%	73%	*	-	*	*	57%	*	50%	74%	55%	52%
Grade 4 Mathematics	2024	60%	44%	62%	*	61%	79%	-	-	-	*	37%	86%	63%	61%	59%	68%
	2023	63%	61%	78%	80%	77%	84%	*	-	*	*	73%	*	80%	75%	78%	75%
Grade 5 ELA/Reading	2024	70%	56%	62%	*	58%	90%	*	-	*	-	44%	*	59%	70%	56%	58%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	66%	*	62%	90%	*	-	*	-	66%	*	56%	95%	66%	71%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	62%	75%	59%	86%	*	-	*	*	44%	78%	60%	68%	58%	60%
	2023	64%	55%	67%	75%	63%	78%	*	-	*	*	65%	44%	65%	75%	66%	64%
All Grades ELA/Reading	2024	67%	55%	60%	*	56%	89%	*	-	*	*	40%	75%	59%	61%	55%	51%
	2023	63%	51%	56%	70%	49%	73%	*	-	*	*	57%	*	50%	74%	55%	52%
All Grades Mathematics	2024	60%	49%	64%	*	62%	84%	*	-	*	*	48%	80%	60%	74%	62%	70%
	2023	66%	60%	78%	80%	77%	84%	*	-	*	*	73%	*	80%	75%	78%	75%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	36%	-	31%	*	-	-	-	*	11%	*	42%	23%	32%	29%
	2023	33%	29%	34%	*	28%	50%	-	-	*	-	45%	*	33%	38%	31%	30%
Grade 4 Mathematics	2024	26%	14%	26%	-	29%	*	-	-	-	*	0%	*	21%	36%	25%	32%
	2023	27%	22%	30%	*	30%	43%	-	-	*	-	9%	*	23%	46%	32%	28%
Grade 5 ELA/Reading	2024	35%	27%	42%	*	41%	*	-	-	-	-	40%	*	38%	57%	36%	40%
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	46%	*	43%	*	-	-	*	-	42%	*	45%	50%	48%	50%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	37%	*	35%	54%	-	-	*	*	18%	38%	36%	38%	34%	37%
	2023	38%	29%	32%	20%	29%	46%	-	-	*	-	27%	*	28%	43%	31%	29%
All Grades ELA/Reading	2024	30%	22%	39%	*	35%	71%	-	-	-	*	21%	*	40%	35%	34%	34%
	2023	35%	26%	34%	*	28%	50%	-	-	*	-	45%	*	33%	38%	31%	30%
All Grades Mathematics	2024	35%	25%	34%	*	34%	33%	-	-	*	*	16%	*	32%	40%	34%	40%
	2023	40%	32%	30%	*	30%	43%	-	-	*	-	9%	*	23%	46%	32%	28%

* 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) Annual Report 12
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP 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%	59%	58%	62%	67%	-	-	-	54%	64%	64%	-	-	27%	55%	61%	89%
	2023	76%	63%	66%	56%	56%	-	-	-	54%	79%	79%	-	-	50%	71%	57%	100%
At Meets Grade Level or Above	2024	48%	31%	31%	33%	37%	-	-	-	27%	27%	27%	-	-	0%	31%	31%	44%
	2023	49%	34%	40%	32%	32%	-	-	-	25%	43%	43%	-	-	10%	44%	31%	100%
At Masters Grade Level	2024	20%	10%	12%	10%	11%	-	-	-	9%	14%	14%	-	-	0%	13%	10%	33%
	2023	20%	10%	14%	8%	8%	-	-	-	2%	7%	7%	-	-	0%	18%	7%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	63%	67%	69%	-	-	-	63%	70%	70%	-	-	0%	62%	64%	*
	2023	77%	62%	65%	51%	51%	-	-	-	50%	71%	71%	-	-	60%	72%	52%	*
At Meets Grade Level or Above	2024	54%	35%	33%	29%	28%	-	-	-	32%	10%	10%	-	-	0%	38%	26%	*
	2023	53%	35%	38%	28%	28%	-	-	-	20%	29%	29%	-	-	0%	45%	26%	*
At Masters Grade Level	2024	22%	10%	16%	9%	8%	-	-	-	11%	10%	10%	-	-	0%	20%	8%	*
	2023	20%	9%	14%	7%	7%	-	-	-	3%	0%	0%	-	-	0%	19%	5%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	61%	69%	72%	-	-	-	62%	60%	60%	-	-	60%	55%	68%	*
	2023	75%	61%	67%	62%	62%	-	-	-	59%	86%	86%	-	-	40%	69%	62%	*
At Meets Grade Level or Above	2024	43%	25%	37%	48%	55%	-	-	-	35%	40%	40%	-	-	0%	30%	45%	*
	2023	45%	30%	42%	37%	37%	-	-	-	31%	57%	57%	-	-	20%	44%	37%	*
At Masters Grade Level	2024	17%	7%	12%	16%	18%	-	-	-	11%	20%	20%	-	-	0%	9%	15%	*
	2023	19%	10%	14%	10%	10%	-	-	-	0%	14%	14%	-	-	0%	17%	9%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	33%	32%	42%	-	-	-	21%	*	*	-	-	*	32%	32%	*
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	7%	3%	5%	-	-	-	0%	*	*	-	-	*	11%	5%	*
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	0%	0%	0%	-	-	-	0%	*	*	-	-	*	0%	0%	*
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	62%	61%	62%	-	-	-	59%	63%	63%	-	-	31%	63%	60%	67%
	2023	64%	55%	67%	59%	59%	-	-	-	-	92%	92%	-	-	*	70%	61%	100%
All Grades ELA/Reading	2024	67%	55%	60%	49%	51%	-	-	-	46%	58%	58%	-	-	*	69%	49%	*
	2023	63%	51%	56%	45%	45%	-	-	-	-	*	*	-	-	*	59%	49%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 13
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	64%	73%	73%	-	-	-	73%	67%	67%	-	-	*	58%	71%	*
	2023	66%	60%	78%	73%	73%	-	-	-	-	*	*	-	-	*	81%	73%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	37%	38%	36%	-	-	-	42%	*	*	-	-	*	36%	37%	-
	2023	38%	29%	32%	24%	24%	-	-	-	-	*	*	-	-	*	34%	29%	-
All Grades ELA/Reading	2024	30%	22%	39%	34%	36%	-	-	-	31%	*	*	-	-	*	45%	34%	-
	2023	35%	26%	34%	24%	24%	-	-	-	-	*	*	-	-	*	38%	30%	-
All Grades Mathematics	2024	35%	25%	34%	44%	37%	-	-	-	54%	*	*	-	-	*	29%	40%	-
	2023	40%	32%	30%	25%	25%	-	-	-	-	*	*	-	-	*	31%	28%	-

* 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)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 14

	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%	99%	100%	99%	100%	*	-	*	100%	99%	100%	100%	99%	99%	99%
Included in Accountability	92%	90%	82%	100%	82%	83%	*	-	*	100%	89%	94%	96%	59%	83%	74%
Not Included in Accountability: Mobile	4%	6%	11%	0%	10%	17%	*	-	*	0%	5%	6%	3%	24%	10%	12%
Not Included in Accountability: Other Exclusions	2%	4%	6%	0%	8%	0%	*	-	*	0%	5%	0%	1%	16%	7%	13%
Not Tested	1%	1%	1%	0%	1%	0%	*	-	*	0%	1%	0%	0%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	-	*	0%	1%	0%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	87%	83%	*	82%	84%	*	-	*	*	90%	93%	96%	59%	83%	74%
Not Included in Accountability: Mobile	4%	5%	11%	*	10%	16%	*	-	*	*	5%	7%	3%	24%	10%	12%
Not Included in Accountability: Other Exclusions	4%	6%	7%	*	8%	0%	*	-	*	*	5%	0%	1%	17%	7%	14%
Not Tested	1%	1%	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	*	99%	100%	*	-	*	*	97%	100%	99%	98%	99%	99%
Included in Accountability	93%	90%	82%	*	81%	84%	*	-	*	*	87%	93%	96%	58%	82%	73%
Not Included in Accountability: Mobile	5%	6%	11%	*	10%	16%	*	-	*	*	5%	7%	3%	24%	10%	12%
Not Included in Accountability: Other Exclusions	1%	2%	7%	*	8%	0%	*	-	*	*	5%	0%	0%	17%	7%	13%
Not Tested	1%	1%	1%	*	1%	0%	*	-	*	*	3%	0%	1%	2%	1%	1%
Absent	1%	1%	1%	*	1%	0%	*	-	*	*	3%	0%	1%	2%	1%	1%
Other	0%	0%	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	*	-	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	85%	*	85%	77%	*	-	*	*	95%	*	98%	62%	83%	80%
Not Included in Accountability: Mobile	4%	5%	11%	*	10%	23%	*	-	*	*	0%	*	2%	27%	12%	13%
Not Included in Accountability: Other Exclusions	1%	2%	4%	*	5%	0%	*	-	*	*	5%	*	0%	11%	5%	7%
Not Tested	1%	1%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 15

	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%	1%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	-	*	86%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	91%	94%	80%	95%	97%	*	-	*	86%	98%	100%	98%	85%	94%	92%
Not Included in Accountability: Mobile	4%	5%	3%	20%	2%	2%	*	-	*	0%	0%	0%	1%	7%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	3%	0%	*	-	*	0%	2%	0%	0%	7%	3%	5%
Not Tested	1%	1%	1%	0%	0%	1%	*	-	*	14%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	-	*	14%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	*	86%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	90%	95%	80%	95%	98%	*	-	*	86%	98%	100%	99%	85%	94%	92%
Not Included in Accountability: Mobile	4%	5%	3%	20%	2%	2%	*	-	*	0%	0%	0%	1%	6%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	3%	0%	*	-	*	0%	2%	0%	0%	7%	3%	5%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	*	14%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	*	14%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	100%	98%	*	-	*	86%	100%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	80%	94%	95%	*	-	*	86%	98%	100%	98%	84%	93%	91%
Not Included in Accountability: Mobile	5%	5%	3%	20%	2%	2%	*	-	*	0%	0%	0%	1%	7%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	3%	0%	*	-	*	0%	2%	0%	0%	7%	3%	5%
Not Tested	1%	2%	1%	0%	0%	2%	*	-	*	14%	0%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	0%	2%	*	-	*	14%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	1%	0%	0%	1%

* 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)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP 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%	92.0%	93.1%	92.6%	93.0%	94.1%	*	-	*	91.6%	92.2%	92.7%	92.6%
2021-22	92.2%	90.6%	91.7%	88.9%	91.7%	93.0%	*	-	*	85.2%	91.3%	91.3%	92.3%
Chronic Absenteeism													
2022-23	20.3%	27.6%	22.9%	31.8%	23.3%	16.7%	*	-	*	42.1%	26.4%	24.8%	26.5%
2021-22	25.7%	34.8%	30.1%	46.7%	31.4%	22.4%	*	-	*	36.4%	36.0%	31.8%	28.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Annual Report 17

	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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP 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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	748	100.0%	12,923	5,517,464	751	100.0%	13,010	5,531,236
Students by Grade								
Pre-Kindergarten	64	8.6%	4.7%	4.5%	64	8.5%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	64	8.6%	4.7%	3.7%	64	8.5%	4.7%	3.7%
Kindergarten	114	15.2%	6.4%	6.5%	114	15.2%	6.4%	6.5%
Grade 1	113	15.1%	6.7%	7.0%	113	15.0%	6.6%	7.0%
Grade 2	132	17.6%	7.6%	7.3%	133	17.7%	7.6%	7.3%
Grade 3	103	13.8%	6.9%	7.2%	103	13.7%	6.9%	7.2%
Grade 4	126	16.8%	7.0%	7.2%	126	16.8%	7.0%	7.2%
Grade 5	96	12.8%	6.6%	7.2%	96	12.8%	6.5%	7.2%
Ethnic Distribution								
African American	17	2.3%	2.9%	12.8%	17	2.3%	2.9%	12.8%
Hispanic	616	82.4%	75.7%	53.2%	618	82.3%	75.7%	53.2%
White	103	13.8%	18.4%	25.0%	104	13.8%	18.5%	25.0%
American Indian	3	0.4%	0.1%	0.3%	3	0.4%	0.1%	0.3%
Asian	0	0.0%	0.3%	5.4%	0	0.0%	0.3%	5.4%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	8	1.1%	2.5%	3.1%	8	1.1%	2.5%	3.1%
Sex								
Female	340	45.5%	48.7%	48.9%	341	45.4%	48.6%	48.8%
Male	408	54.5%	51.3%	51.1%	410	54.6%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	617	82.5%	70.7%	62.3%	619	82.4%	70.6%	62.2%
Non-Educationally Disadvantaged	131	17.5%	29.3%	37.7%	132	17.6%	29.4%	37.8%
Section 504 Students	37	4.9%	9.6%	7.2%	37	4.9%	9.6%	7.2%
EB Students/EL	365	48.8%	44.5%	24.4%	366	48.7%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.1%	4.3%	1.9%				
Students w/ Dyslexia	61	8.2%	9.2%	6.0%	62	8.3%	9.2%	6.0%
Foster Care	4	0.5%	0.3%	0.2%	4	0.5%	0.3%	0.2%
Homeless	23	3.1%	2.9%	1.4%	23	3.1%	2.9%	1.4%
Immigrant	27	3.6%	3.2%	2.9%	27	3.6%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Title I	748	100.0%	67.8%	65.7%	751	100.0%	67.5%	65.7%
Military Connected	9	1.2%	0.8%	3.9%	9	1.2%	0.8%	3.9%
At-Risk	534	71.4%	70.2%	53.2%	535	71.2%	70.2%	53.2%
Students by Instructional Program								

Texas Education Agency
2023-24 Student Information (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Bilingual/ESL Education	359	48.0%	43.6%	24.5%	359	47.8%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	60	8.0%	7.8%	8.5%	60	8.0%	7.7%	8.5%
Special Education	121	16.2%	13.8%	13.9%	124	16.5%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	121							
Students with Intellectual Disabilities	51	42.1%	54.2%	45.7%				
Students with Physical Disabilities	52	43.0%	20.7%	18.9%				
Students with Autism	11	9.1%	11.5%	16.2%				
Students with Behavioral Disabilities	**	**	13.1%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	89	14.8%	14.6%	16.1%				
African American	9	1.5%	0.8%	3.4%				
Hispanic	58	9.7%	10.6%	8.5%				
White	16	2.7%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	1.0%	0.5%	0.5%				
Special Ed Students who are Mobile	8	7.3%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	36	15.6%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	75	16.1%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	246	32.3%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	1.8%	1.0%	1.3%	0.0%	1.8%	3.9%
Grade 1	0.8%	0.1%	2.1%	0.0%	0.8%	3.3%
Grade 2	0.0%	0.4%	1.3%	0.0%	0.0%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	1.0%	0.3%	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
Elementary			
Kindergarten	21.0	19.7	18.4
Grade 1	18.0	19.4	18.8
Grade 2	18.7	19.6	19.1
Grade 3	20.1	19.5	19.4
Grade 4	18.8	19.7	19.4
Grade 5	15.0	19.0	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	86.2	100.0%	100.0%	100.0%
Professional Staff	62.4	72.4%	68.9%	63.9%
Teachers	50.7	58.9%	51.7%	48.3%
Professional Support	6.7	7.7%	12.1%	11.1%
Campus Administration (School Leadership)	5.0	5.8%	4.0%	3.3%
Educational Aides	23.8	27.6%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	42.6	49.4%	38.1%	54.4%
Teachers by Ethnicity				
African American	1.0	2.0%	6.0%	12.6%
Hispanic	25.2	49.6%	22.9%	30.1%
White	23.6	46.5%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	2.0%	0.7%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.3%
Teachers by Sex				
Males	5.7	11.2%	24.5%	24.5%
Females	45.1	88.8%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	1.5	3.0%	10.3%	2.5%
Bachelors	35.1	69.2%	68.7%	71.7%
Masters	12.1	23.9%	20.0%	24.9%
Doctorate	2.0	3.9%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	8.4%	8.7%
1-5 Years Experience	17.5	34.4%	36.2%	27.4%
6-10 Years Experience	7.1	13.9%	17.1%	20.2%
11-20 Years Experience	19.2	37.8%	21.5%	27.1%
21-30 Years Experience	5.0	9.9%	13.1%	13.7%
Over 30 Years Experience	2.0	3.9%	3.6%	3.0%
Number of Students per Teacher	14.7	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	4.3	6.0
Average Years Experience of Principals with District	2.0	3.6	5.1
Average Years Experience of Assistant Principals	5.0	5.1	5.1
Average Years Experience of Assistant Principals with District	3.5	4.1	4.3
Average Years Experience of Teachers	11.9	10.5	11.1
Average Years Experience of Teachers with District	8.3	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$54,662	\$54,272
1-5 Years Experience	\$56,644	\$57,912	\$58,185
6-10 Years Experience	\$57,235	\$57,935	\$61,494
11-20 Years Experience	\$59,648	\$60,870	\$65,219
21-30 Years Experience	\$64,111	\$66,003	\$69,723
Over 30 Years Experience	\$74,489	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$59,304	\$60,003	\$62,474
Professional Support	\$65,298	\$71,213	\$73,783
Campus Administration (School Leadership)	\$72,318	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	16.5	32.5%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	5.5	10.9%	6.1%	3.1%
Gifted and Talented Education	1.0	2.0%	1.5%	1.6%
Regular Education	22.5	44.4%	55.9%	69.8%
Special Education	5.2	10.3%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: BASTROP H S

Campus Number: 011901001

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Annual Report 31

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	55%	62%	69%	54%	78%	-	*	-	75%	20%	50%	63%	61%	56%	43%
	2023	72%	61%	68%	50%	65%	77%	*	*	*	74%	27%	87%	66%	72%	63%	48%
At Meets Grade Level or Above	2024	52%	33%	40%	41%	32%	60%	-	*	-	45%	11%	21%	41%	39%	33%	20%
	2023	52%	36%	42%	35%	38%	53%	*	*	*	47%	14%	47%	42%	42%	35%	21%
At Masters Grade Level	2024	16%	8%	10%	0%	6%	23%	-	*	-	5%	0%	0%	11%	10%	4%	2%
	2023	13%	5%	6%	0%	5%	8%	*	*	*	11%	4%	0%	5%	7%	4%	2%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	61%	71%	71%	67%	81%	*	*	*	72%	35%	60%	72%	70%	65%	50%
	2023	74%	60%	65%	70%	61%	75%	*	*	*	63%	24%	80%	64%	68%	58%	42%
At Meets Grade Level or Above	2024	58%	42%	53%	57%	48%	66%	*	*	*	56%	18%	60%	54%	51%	44%	27%
	2023	54%	37%	42%	35%	37%	59%	*	*	*	38%	5%	50%	43%	41%	34%	16%
At Masters Grade Level	2024	9%	4%	5%	0%	5%	8%	*	*	*	0%	5%	10%	5%	7%	3%	0%
	2023	9%	4%	5%	0%	4%	8%	*	*	*	13%	0%	0%	5%	5%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	72%	75%	72%	78%	-	-	-	53%	52%	75%	72%	72%	70%	68%
	2023	79%	75%	70%	63%	69%	74%	*	*	*	67%	42%	90%	68%	74%	69%	64%
At Meets Grade Level or Above	2024	43%	32%	24%	15%	20%	39%	-	-	-	18%	6%	33%	23%	25%	20%	18%
	2023	43%	36%	30%	19%	29%	35%	*	*	*	17%	18%	50%	26%	38%	29%	20%
At Masters Grade Level	2024	24%	13%	10%	5%	8%	19%	-	-	-	0%	0%	17%	9%	10%	8%	8%
	2023	23%	14%	10%	13%	9%	16%	*	*	*	0%	3%	30%	8%	16%	9%	5%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	83%	89%	96%	84%	98%	-	*	-	82%	69%	79%	90%	86%	87%	85%
	2023	88%	81%	84%	78%	81%	93%	*	*	-	94%	60%	100%	84%	85%	82%	71%
At Meets Grade Level or Above	2024	56%	44%	52%	43%	41%	77%	-	*	-	47%	14%	29%	55%	46%	43%	30%
	2023	56%	43%	49%	33%	44%	67%	*	*	-	47%	23%	38%	49%	50%	41%	26%
At Masters Grade Level	2024	19%	14%	16%	0%	10%	33%	-	*	-	0%	2%	0%	16%	15%	9%	4%
	2023	21%	12%	13%	0%	11%	21%	*	*	-	18%	5%	15%	14%	12%	9%	3%
End of Course U.S. History																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Annual Report 32

	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	96%	91%	94%	100%	92%	97%	*	*	*	87%	82%	86%	95%	91%	91%	87%
	2023	94%	89%	93%	100%	90%	98%	*	*	-	92%	73%	100%	92%	95%	91%	76%
At Meets Grade Level or Above	2024	69%	51%	63%	56%	55%	81%	*	*	*	47%	27%	71%	63%	60%	55%	40%
	2023	70%	58%	67%	69%	58%	82%	*	*	-	67%	30%	50%	67%	66%	60%	36%
At Masters Grade Level	2024	37%	21%	27%	22%	21%	42%	*	*	*	13%	6%	29%	25%	35%	21%	12%
	2023	38%	25%	28%	23%	25%	34%	*	*	-	42%	5%	17%	27%	32%	21%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	75%	73%	*	78%	72%	*	*	-	60%	-	*	76%	60%	62%	75%
	2023	90%	75%	76%	*	79%	74%	-	-	-	*	*	-	77%	*	75%	*
At Meets Grade Level or Above	2024	59%	38%	33%	*	33%	35%	*	*	-	20%	-	*	34%	27%	18%	25%
	2023	61%	39%	31%	*	28%	38%	-	-	-	*	*	-	32%	*	21%	*
At Masters Grade Level	2024	12%	3%	2%	*	4%	0%	*	*	-	0%	-	*	2%	0%	0%	13%
	2023	12%	2%	0%	*	0%	0%	-	-	-	*	*	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	76%	81%	72%	86%	*	100%	*	73%	48%	67%	78%	74%	72%	63%
	2023	76%	63%	75%	69%	72%	83%	82%	100%	80%	74%	42%	91%	74%	78%	71%	58%
At Meets Grade Level or Above	2024	48%	31%	46%	41%	39%	64%	*	100%	*	41%	14%	38%	48%	43%	38%	26%
	2023	49%	34%	45%	36%	40%	59%	36%	93%	0%	42%	17%	46%	45%	46%	38%	22%
At Masters Grade Level	2024	20%	10%	13%	4%	9%	24%	*	50%	*	3%	2%	9%	12%	13%	8%	4%
	2023	20%	10%	11%	5%	9%	16%	9%	7%	0%	15%	4%	11%	10%	13%	8%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	66%	70%	61%	79%	*	100%	*	74%	28%	54%	67%	65%	61%	46%
	2023	77%	62%	67%	59%	63%	76%	60%	100%	*	67%	26%	84%	65%	70%	61%	45%
At Meets Grade Level or Above	2024	54%	35%	47%	48%	40%	63%	*	100%	*	50%	15%	38%	47%	45%	38%	23%
	2023	53%	35%	42%	35%	38%	56%	20%	100%	*	42%	10%	48%	43%	42%	35%	18%
At Masters Grade Level	2024	22%	10%	8%	0%	5%	16%	*	50%	*	3%	3%	4%	8%	8%	4%	1%
	2023	20%	9%	6%	0%	4%	8%	0%	20%	*	12%	2%	0%	5%	7%	3%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	72%	74%	73%	75%	*	*	-	55%	52%	69%	73%	71%	69%	68%
	2023	75%	61%	71%	67%	70%	74%	*	*	*	57%	41%	90%	71%	73%	70%	64%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP 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	43%	25%	26%	13%	22%	37%	*	*	-	18%	6%	31%	26%	25%	20%	19%
	2023	45%	30%	30%	17%	29%	36%	*	*	*	14%	18%	50%	28%	37%	28%	19%
At Masters Grade Level	2024	17%	7%	8%	4%	7%	12%	*	*	-	0%	0%	15%	7%	9%	7%	8%
	2023	19%	10%	8%	11%	8%	10%	*	*	*	0%	3%	30%	5%	16%	8%	5%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	89%	96%	84%	98%	-	*	-	82%	69%	79%	90%	86%	87%	85%
	2023	77%	67%	84%	78%	81%	93%	*	*	-	94%	60%	100%	84%	85%	82%	71%
At Meets Grade Level or Above	2024	43%	29%	52%	43%	41%	77%	-	*	-	47%	14%	29%	55%	46%	43%	30%
	2023	47%	34%	49%	33%	44%	67%	*	*	-	47%	23%	38%	49%	50%	41%	26%
At Masters Grade Level	2024	16%	10%	16%	0%	10%	33%	-	*	-	0%	2%	0%	16%	15%	9%	4%
	2023	18%	10%	13%	0%	11%	21%	*	*	-	18%	5%	15%	14%	12%	9%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	70%	94%	100%	92%	97%	*	*	*	87%	82%	86%	95%	91%	91%	87%
	2023	78%	68%	93%	100%	90%	98%	*	*	-	92%	73%	100%	92%	95%	91%	76%
At Meets Grade Level or Above	2024	51%	36%	63%	56%	55%	81%	*	*	*	47%	27%	71%	63%	60%	55%	40%
	2023	52%	38%	67%	69%	58%	82%	*	*	-	67%	30%	50%	67%	66%	60%	36%
At Masters Grade Level	2024	27%	15%	27%	22%	21%	42%	*	*	*	13%	6%	29%	25%	35%	21%	12%
	2023	27%	16%	28%	23%	25%	34%	*	*	-	42%	5%	17%	27%	32%	21%	12%

* 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)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP 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																	
End of Course English I	2024	64%	56%	64%	81%	60%	70%	-	*	-	66%	37%	50%	64%	63%	62%	56%
	2023	57%	51%	49%	31%	49%	50%	-	*	-	60%	29%	80%	48%	53%	49%	37%
End of Course English II	2024	69%	65%	72%	72%	72%	70%	-	*	-	83%	41%	72%	76%	63%	68%	56%
	2023	74%	70%	76%	81%	74%	79%	-	*	*	69%	42%	88%	76%	74%	70%	62%
End of Course Algebra I	2024	72%	71%	75%	80%	75%	75%	-	-	-	77%	68%	90%	76%	73%	73%	71%
	2023	76%	76%	81%	94%	83%	79%	-	*	-	*	73%	89%	81%	82%	83%	83%
All Grades Both Subjects	2024	64%	53%	70%	77%	68%	71%	-	80%	-	74%	48%	70%	71%	66%	67%	60%
	2023	64%	55%	67%	67%	67%	67%	-	60%	*	63%	48%	85%	67%	68%	66%	59%
All Grades ELA/Reading	2024	67%	55%	68%	77%	66%	70%	-	80%	-	73%	39%	60%	70%	63%	65%	56%
	2023	63%	51%	63%	60%	62%	65%	-	*	*	66%	36%	83%	63%	63%	60%	49%
All Grades Mathematics	2024	60%	49%	75%	80%	75%	75%	-	-	-	77%	68%	90%	76%	73%	73%	71%
	2023	66%	60%	81%	94%	83%	79%	-	*	-	*	73%	89%	81%	82%	83%	83%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	21%	30%	*	24%	38%	-	-	-	40%	6%	14%	35%	20%	32%	31%
	2023	26%	25%	26%	0%	22%	45%	-	-	-	-	14%	*	25%	29%	24%	15%
End of Course English II	2024	29%	22%	29%	17%	32%	16%	-	-	-	*	11%	*	32%	21%	32%	24%
	2023	41%	36%	43%	56%	41%	46%	-	-	*	38%	18%	*	41%	46%	40%	33%
End of Course Algebra I	2024	55%	57%	53%	*	56%	41%	-	-	-	38%	47%	50%	53%	53%	52%	47%
	2023	58%	65%	57%	60%	57%	62%	-	-	-	*	39%	*	56%	60%	61%	48%
All Grades Both Subjects	2024	32%	24%	38%	57%	38%	32%	-	-	-	43%	22%	27%	40%	34%	39%	34%
	2023	38%	29%	43%	40%	41%	51%	-	-	*	33%	24%	70%	42%	46%	42%	33%
All Grades ELA/Reading	2024	30%	22%	29%	50%	28%	28%	-	-	-	50%	8%	11%	34%	21%	32%	27%
	2023	35%	26%	36%	33%	34%	46%	-	-	*	38%	16%	67%	36%	38%	34%	26%
All Grades Mathematics	2024	35%	25%	53%	*	56%	41%	-	-	-	38%	47%	50%	53%	53%	52%	47%
	2023	40%	32%	57%	60%	57%	62%	-	-	-	*	39%	*	56%	60%	61%	48%

* 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) Annual Report 35
 BASTROP H S (011901001) - BASTROP ISD - BASTROP 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%	59%	76%	-	-	-	-	-	-	63%	-	63%	62%	74%	82%	63%	90%
	2023	76%	63%	75%	-	-	-	-	-	-	57%	-	57%	65%	59%	81%	57%	91%
At Meets Grade Level or Above	2024	48%	31%	46%	-	-	-	-	-	-	25%	-	25%	24%	26%	54%	25%	70%
	2023	49%	34%	45%	-	-	-	-	-	-	21%	-	21%	27%	18%	53%	21%	69%
At Masters Grade Level	2024	20%	10%	13%	-	-	-	-	-	-	4%	-	4%	5%	7%	16%	4%	18%
	2023	20%	10%	11%	-	-	-	-	-	-	3%	-	3%	2%	5%	14%	3%	16%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	66%	-	-	-	-	-	-	45%	-	46%	41%	55%	75%	46%	90%
	2023	77%	62%	67%	-	-	-	-	-	-	45%	-	45%	50%	35%	74%	45%	93%
At Meets Grade Level or Above	2024	54%	35%	47%	-	-	-	-	-	-	23%	-	22%	23%	27%	57%	23%	76%
	2023	53%	35%	42%	-	-	-	-	-	-	18%	-	18%	28%	6%	51%	17%	75%
At Masters Grade Level	2024	22%	10%	8%	-	-	-	-	-	-	0%	-	0%	0%	9%	12%	1%	10%
	2023	20%	9%	6%	-	-	-	-	-	-	1%	-	1%	0%	0%	7%	1%	11%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	72%	-	-	-	-	-	-	67%	-	69%	64%	80%	75%	68%	67%
	2023	75%	61%	71%	-	-	-	-	-	-	65%	-	65%	75%	50%	73%	64%	77%
At Meets Grade Level or Above	2024	43%	25%	26%	-	-	-	-	-	-	18%	-	18%	19%	20%	29%	18%	29%
	2023	45%	30%	30%	-	-	-	-	-	-	20%	-	20%	19%	13%	33%	19%	38%
At Masters Grade Level	2024	17%	7%	8%	-	-	-	-	-	-	8%	-	6%	11%	0%	8%	7%	14%
	2023	19%	10%	8%	-	-	-	-	-	-	5%	-	5%	0%	13%	9%	5%	8%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	89%	-	-	-	-	-	-	84%	-	85%	79%	*	90%	84%	96%
	2023	77%	67%	84%	-	-	-	-	-	-	69%	-	69%	72%	83%	89%	70%	95%
At Meets Grade Level or Above	2024	43%	29%	52%	-	-	-	-	-	-	28%	-	28%	28%	*	61%	29%	70%
	2023	47%	34%	49%	-	-	-	-	-	-	23%	-	23%	33%	33%	57%	23%	80%
At Masters Grade Level	2024	16%	10%	16%	-	-	-	-	-	-	4%	-	4%	5%	*	22%	4%	13%
	2023	18%	10%	13%	-	-	-	-	-	-	3%	-	3%	6%	0%	17%	3%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	70%	94%	-	-	-	-	-	-	88%	-	87%	*	86%	95%	87%	100%
	2023	78%	68%	93%	-	-	-	-	-	-	72%	-	72%	-	100%	98%	75%	100%
At Meets Grade Level or Above	2024	51%	36%	63%	-	-	-	-	-	-	42%	-	41%	*	14%	68%	40%	82%
	2023	52%	38%	67%	-	-	-	-	-	-	33%	-	33%	-	38%	75%	34%	84%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 36
 BASTROP H S (011901001) - BASTROP ISD - BASTROP 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%	15%	27%	-	-	-	-	-	-	11%	-	11%	*	14%	31%	12%	38%
	2023	27%	16%	28%	-	-	-	-	-	-	11%	-	11%	-	13%	33%	11%	38%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	70%	-	-	-	-	-	-	60%	-	61%	56%	64%	73%	60%	85%
	2023	64%	55%	67%	-	-	-	-	-	-	59%	-	59%	49%	50%	69%	58%	79%
All Grades ELA/Reading	2024	67%	55%	68%	-	-	-	-	-	-	56%	-	57%	47%	58%	72%	56%	83%
	2023	63%	51%	63%	-	-	-	-	-	-	48%	-	48%	22%	36%	66%	48%	77%
All Grades Mathematics	2024	60%	49%	75%	-	-	-	-	-	-	70%	-	72%	67%	*	77%	70%	94%
	2023	66%	60%	81%	-	-	-	-	-	-	82%	-	82%	78%	*	80%	83%	88%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	38%	-	-	-	-	-	-	34%	-	31%	40%	*	42%	34%	38%
	2023	38%	29%	43%	-	-	-	-	-	-	33%	-	33%	47%	*	49%	33%	89%
All Grades ELA/Reading	2024	30%	22%	29%	-	-	-	-	-	-	28%	-	27%	30%	*	31%	27%	40%
	2023	35%	26%	36%	-	-	-	-	-	-	26%	-	26%	17%	*	43%	26%	83%
All Grades Mathematics	2024	35%	25%	53%	-	-	-	-	-	-	47%	-	45%	50%	-	57%	47%	*
	2023	40%	32%	57%	-	-	-	-	-	-	48%	-	48%	67%	-	63%	48%	*

* 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)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Annual Report 37

	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%	99%	98%	99%	99%	*	100%	*	99%	97%	98%	99%	99%	99%	99%
Included in Accountability	92%	90%	89%	90%	86%	96%	*	80%	*	92%	86%	92%	92%	81%	86%	78%
Not Included in Accountability: Mobile	4%	6%	4%	7%	4%	3%	*	0%	*	7%	6%	0%	2%	7%	5%	5%
Not Included in Accountability: Other Exclusions	2%	4%	6%	0%	9%	0%	*	20%	*	0%	6%	6%	4%	10%	8%	17%
Not Tested	1%	1%	1%	2%	1%	1%	*	0%	*	1%	3%	2%	1%	1%	1%	1%
Absent	1%	1%	1%	2%	1%	0%	*	0%	*	1%	3%	2%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	99%	100%	*	100%	*	98%	99%	97%	100%	99%	100%	100%
Included in Accountability	91%	87%	84%	91%	80%	96%	*	67%	*	90%	82%	83%	88%	77%	82%	69%
Not Included in Accountability: Mobile	4%	5%	4%	7%	4%	3%	*	0%	*	7%	5%	0%	3%	7%	5%	4%
Not Included in Accountability: Other Exclusions	4%	6%	11%	0%	15%	1%	*	33%	*	0%	12%	14%	9%	15%	13%	27%
Not Tested	1%	1%	1%	2%	1%	0%	*	0%	*	2%	1%	3%	0%	1%	0%	0%
Absent	1%	1%	1%	2%	1%	0%	*	0%	*	2%	1%	3%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	100%	98%	98%	*	*	-	100%	97%	100%	98%	99%	99%	99%
Included in Accountability	93%	90%	92%	92%	91%	96%	*	*	-	92%	89%	100%	96%	87%	90%	89%
Not Included in Accountability: Mobile	5%	6%	4%	8%	5%	2%	*	*	-	8%	8%	0%	2%	8%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	*	*	-	0%	0%	0%	0%	4%	2%	5%
Not Tested	1%	1%	2%	0%	2%	2%	*	*	-	0%	3%	0%	2%	1%	1%	1%
Absent	1%	1%	1%	0%	2%	0%	*	*	-	0%	3%	0%	1%	1%	1%	1%
Other	0%	0%	1%	0%	0%	2%	*	*	-	0%	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	98%	93%	97%	99%	-	*	-	100%	90%	100%	98%	98%	98%	98%
Included in Accountability	93%	92%	91%	85%	90%	95%	-	*	-	94%	84%	100%	95%	85%	89%	87%
Not Included in Accountability: Mobile	4%	5%	5%	7%	5%	4%	-	*	-	6%	7%	0%	3%	7%	7%	6%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	3%	0%	-	*	-	0%	0%	0%	0%	5%	2%	6%
Not Tested	1%	1%	2%	7%	3%	1%	-	*	-	0%	10%	0%	2%	2%	2%	2%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Annual Report 38

	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%	1%	2%	7%	3%	1%	-	*	-	0%	10%	0%	2%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	99%	98%	*	*	*	100%	100%	100%	99%	97%	99%	98%
Included in Accountability	94%	94%	94%	95%	91%	98%	*	*	*	94%	97%	100%	98%	81%	93%	85%
Not Included in Accountability: Mobile	4%	4%	3%	5%	4%	0%	*	*	*	6%	3%	0%	2%	8%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	1%	*	*	*	0%	0%	0%	0%	8%	2%	8%
Not Tested	1%	1%	1%	0%	1%	2%	*	*	*	0%	0%	0%	1%	3%	1%	2%
Absent	1%	1%	1%	0%	1%	2%	*	*	*	0%	0%	0%	1%	3%	1%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	97%	98%	*	100%	96%	*	*	-	100%	-	*	98%	100%	97%	100%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	98%	99%	98%	100%	100%	100%	96%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	91%	91%	89%	89%	96%	92%	71%	83%	92%	90%	98%	95%	79%	89%	82%
Not Included in Accountability: Mobile	4%	5%	4%	9%	4%	3%	8%	14%	17%	3%	3%	0%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	4%	0%	6%	0%	0%	14%	0%	0%	6%	2%	2%	9%	5%	13%
Not Tested	1%	1%	1%	2%	1%	2%	0%	0%	0%	4%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	2%	1%	1%	0%	0%	0%	4%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	98%	100%	100%	*	96%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	90%	88%	92%	85%	95%	83%	56%	*	90%	86%	96%	93%	76%	86%	77%
Not Included in Accountability: Mobile	4%	5%	5%	8%	5%	3%	17%	11%	*	6%	3%	0%	2%	12%	5%	4%
Not Included in Accountability: Other Exclusions	3%	5%	7%	0%	9%	0%	0%	33%	*	0%	10%	4%	4%	12%	8%	19%
Not Tested	1%	1%	1%	0%	0%	2%	0%	0%	*	4%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	0%	0%	*	4%	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	98%	98%	100%	98%	98%	*	*	*	93%	98%	100%	98%	97%	98%	98%
Included in Accountability	94%	92%	91%	86%	90%	94%	*	*	*	93%	94%	100%	96%	79%	91%	84%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Annual Report 39

	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: Mobile	5%	5%	4%	14%	4%	4%	*	*	*	0%	3%	0%	2%	11%	4%	6%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	4%	0%	*	*	*	0%	2%	0%	0%	8%	3%	8%
Not Tested	1%	2%	2%	0%	2%	2%	*	*	*	7%	2%	0%	2%	3%	2%	2%
Absent	1%	1%	1%	0%	1%	1%	*	*	*	7%	0%	0%	1%	2%	1%	1%
Other	0%	0%	1%	0%	1%	1%	*	*	*	0%	2%	0%	1%	1%	1%	1%
Science																
Assessment Participant	99%	98%	99%	100%	99%	99%	*	*	-	94%	98%	100%	99%	99%	99%	99%
Included in Accountability	93%	93%	94%	90%	94%	95%	*	*	-	94%	97%	100%	99%	83%	93%	90%
Not Included in Accountability: Mobile	4%	4%	4%	10%	3%	4%	*	*	-	0%	0%	0%	0%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	*	*	-	0%	2%	0%	0%	5%	2%	5%
Not Tested	1%	2%	1%	0%	1%	1%	*	*	-	6%	2%	0%	1%	1%	1%	1%
Absent	1%	2%	1%	0%	1%	1%	*	*	-	6%	2%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	88%	99%	98%	*	*	*	100%	98%	100%	98%	98%	98%	98%
Included in Accountability	94%	93%	94%	81%	92%	98%	*	*	*	100%	90%	100%	98%	84%	93%	87%
Not Included in Accountability: Mobile	4%	3%	2%	6%	3%	1%	*	*	*	0%	5%	0%	0%	7%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	4%	0%	*	*	*	0%	2%	0%	0%	7%	2%	9%
Not Tested	1%	2%	2%	13%	1%	2%	*	*	*	0%	2%	0%	2%	2%	2%	2%
Absent	1%	2%	2%	13%	1%	2%	*	*	*	0%	2%	0%	2%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	96%	*	94%	98%	-	-	-	*	*	-	96%	*	97%	*

* 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)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

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	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%	92.0%	91.7%	89.0%	91.5%	92.6%	92.9%	94.8%	*	88.5%	89.0%	90.4%	90.7%
2021-22	92.2%	90.6%	90.0%	89.0%	89.8%	90.9%	*	94.1%	*	87.9%	87.2%	88.0%	88.8%
Chronic Absenteeism													
2022-23	20.3%	27.6%	31.6%	44.0%	33.9%	24.8%	33.3%	10.0%	*	37.5%	43.5%	38.1%	39.4%
2021-22	25.7%	34.8%	37.1%	40.4%	38.4%	33.7%	50.0%	25.0%	*	42.2%	44.8%	45.0%	42.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.5%	0.1%	0.0%
2021-22	2.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	99.4%	100.0%	99.4%	99.1%	*	-	-	100.0%	100.0%	99.5%	100.0%
Received TxCHSE	0.3%	0.2%	0.3%	0.0%	0.0%	0.9%	*	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.5%	0.3%	0.0%	0.6%	0.0%	*	-	-	0.0%	0.0%	0.5%	0.0%
Graduates and TxCHSE	90.6%	97.7%	99.7%	100.0%	99.4%	100.0%	*	-	-	100.0%	100.0%	99.5%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.5%	99.7%	100.0%	99.4%	100.0%	*	-	-	100.0%	100.0%	99.5%	100.0%
Class of 2022													
Graduated	89.7%	97.3%	99.0%	100.0%	99.4%	98.2%	*	*	*	100.0%	100.0%	99.3%	100.0%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.5%	0.6%	0.0%	0.6%	0.9%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.4%	1.2%	0.3%	0.0%	0.0%	0.9%	*	*	*	0.0%	0.0%	0.7%	0.0%
Graduates and TxCHSE	90.0%	97.3%	99.0%	100.0%	99.4%	98.2%	*	*	*	100.0%	100.0%	99.3%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	98.8%	99.7%	100.0%	100.0%	99.1%	*	*	*	100.0%	100.0%	99.3%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	99.4%	100.0%	99.4%	99.1%	*	*	*	100.0%	96.7%	98.6%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	1.3%	0.6%	0.0%	0.6%	0.9%	*	*	*	0.0%	3.3%	1.4%	0.0%
Graduates and TxCHSE	92.2%	98.5%	99.4%	100.0%	99.4%	99.1%	*	*	*	100.0%	96.7%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	98.7%	99.4%	100.0%	99.4%	99.1%	*	*	*	100.0%	96.7%	98.6%	100.0%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	98.7%	99.1%	93.8%	100.0%	99.1%	*	*	*	87.5%	96.3%	98.9%	100.0%
Received TxCHSE	0.4%	0.4%	0.6%	0.0%	0.0%	0.9%	*	*	*	12.5%	3.7%	0.6%	0.0%
Continued HS	1.0%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.8%	0.3%	6.3%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.6%	0.0%
Graduates and TxCHSE	92.7%	99.0%	99.7%	93.8%	100.0%	100.0%	*	*	*	100.0%	100.0%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	99.7%	93.8%	100.0%	100.0%	*	*	*	100.0%	100.0%	99.4%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	99.1%	93.8%	100.0%	99.1%	*	*	*	87.5%	96.3%	98.9%	100.0%
Received TxCHSE	0.5%	0.4%	0.6%	0.0%	0.0%	0.9%	*	*	*	12.5%	3.7%	0.6%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.8%	0.3%	6.3%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.6%	0.0%
Graduates and TxCHSE	93.2%	99.2%	99.7%	93.8%	100.0%	100.0%	*	*	*	100.0%	100.0%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	99.7%	93.8%	100.0%	100.0%	*	*	*	100.0%	100.0%	99.4%	100.0%
Class of 2020													
Graduated	92.7%	98.3%	98.6%	100.0%	98.6%	99.1%	*	*	*	92.9%	96.0%	98.1%	96.3%
Received TxCHSE	0.5%	0.1%	0.4%	0.0%	0.7%	0.0%	*	*	*	0.0%	0.0%	0.6%	3.7%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.6%	1.1%	0.0%	0.7%	0.9%	*	*	*	7.1%	4.0%	1.3%	0.0%
Graduates and TxCHSE	93.2%	98.4%	98.9%	100.0%	99.3%	99.1%	*	*	*	92.9%	96.0%	98.7%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.4%	98.9%	100.0%	99.3%	99.1%	*	*	*	92.9%	96.0%	98.7%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	97.5%	100.0%	97.3%	97.3%	*	-	-	100.0%	78.6%	98.4%	100.0%
Class of 2022	89.7%	95.5%	97.5%	94.1%	97.7%	97.4%	*	*	*	100.0%	85.3%	97.2%	100.0%
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%	0.9%	1.9%	0.0%	2.3%	1.8%	*	-	-	0.0%	0.0%	3.2%	4.0%
Class of 2022	3.7%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	71.2%	91.0%	90.9%	92.1%	90.0%	*	-	-	84.6%	76.2%	88.8%	84.0%
Class of 2022	84.3%	72.7%	89.4%	100.0%	89.0%	89.2%	*	*	*	75.0%	82.8%	86.9%	86.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP 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	88.6%	72.2%	92.9%	90.9%	94.4%	91.8%	*	-	-	84.6%	76.2%	92.0%	88.0%
Class of 2022	88.0%	73.7%	89.4%	100.0%	89.0%	89.2%	*	*	*	75.0%	82.8%	86.9%	86.4%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	2.2%	9.1%	2.2%	1.8%	*	-	-	0.0%	0.0%	3.1%	4.0%
2021-22	3.9%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	88.8%	81.8%	90.7%	86.8%	*	-	-	84.6%	70.8%	87.4%	84.0%
2021-22	82.3%	69.7%	88.8%	94.1%	89.0%	88.2%	*	*	*	75.0%	77.4%	87.6%	86.4%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	69.9%	91.0%	90.9%	92.9%	88.6%	*	-	-	84.6%	70.8%	90.6%	88.0%
2021-22	86.0%	70.7%	88.8%	94.1%	89.0%	88.2%	*	*	*	75.0%	77.4%	87.6%	86.4%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	321	100.0%	886	377,367
By Ethnicity:				
African American	11	3.4%	27	46,822
Hispanic	182	56.7%	638	197,333
White	114	35.5%	195	103,009
American Indian	1	0.3%	2	1,181
Asian	0	0.0%	2	19,151
Pacific Islander	0	0.0%	1	574
Two or More Races	13	4.0%	21	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	29	9.0%	267	49,278
Foundation H.S. Program (Endorsement)	7	2.2%	8	16,475
Foundation H.S. Program (DLA)	285	88.8%	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	24	7.5%	78	34,589
Economically Disadvantaged Graduates	191	59.5%	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	50	15.6%	221	50,229
At-Risk Graduates	171	53.3%	515	168,430
CTE Completers	74	23.1%	213	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 BASTROP HS (011901001) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	47.6%	50.5%	54.5%	41.8%	65.8%	*	-	-	30.8%	83.3%	41.4%	26.0%
2021-22	70.0%	49.0%	52.2%	47.1%	45.7%	61.8%	*	*	*	62.5%	93.5%	43.1%	18.2%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	37.4%	39.6%	18.2%	33.0%	53.5%	*	-	-	23.1%	75.0%	31.4%	20.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	44.6%	51.1%	18.2%	51.6%	57.0%	*	-	-	23.1%	16.7%	46.1%	38.0%
2021-22	57.1%	44.4%	51.9%	41.2%	43.9%	67.3%	*	*	*	37.5%	9.7%	42.3%	20.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	27.7%	26.5%	0.0%	21.4%	38.6%	*	-	-	15.4%	0.0%	17.3%	2.0%
2021-22	48.2%	29.5%	31.7%	23.5%	22.5%	47.3%	*	*	*	25.0%	3.2%	23.4%	9.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	26.4%	26.2%	0.0%	21.4%	37.7%	*	-	-	15.4%	0.0%	17.3%	2.0%
2021-22	42.2%	27.7%	30.1%	23.5%	20.8%	45.5%	*	*	*	25.0%	3.2%	21.9%	6.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	11.9%	11.5%	0.0%	11.0%	14.0%	*	-	-	7.7%	0.0%	7.9%	2.0%
2021-22	20.5%	12.8%	9.3%	5.9%	5.2%	15.5%	*	*	*	12.5%	0.0%	3.6%	4.5%
Associate Degree (Annual Graduates)													
2022-23	2.5%	4.4%	0.9%	0.0%	0.5%	1.8%	*	-	-	0.0%	4.2%	0.5%	0.0%
2021-22	2.4%	3.7%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.0%	19.6%	0.0%	16.5%	28.9%	*	-	-	0.0%	4.2%	13.6%	10.0%
2021-22	24.0%	22.0%	16.7%	5.9%	13.3%	23.6%	*	*	*	12.5%	6.5%	8.8%	2.3%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2021-22	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	4.2%	5.3%	18.2%	4.4%	4.4%	*	-	-	7.7%	70.8%	6.8%	6.0%
2021-22	5.0%	4.9%	7.7%	11.8%	8.7%	3.6%	*	*	*	25.0%	77.4%	7.3%	6.8%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 BASTROP HS (011901001) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	18.4%	23.1%	36.4%	20.3%	28.1%	*	-	-	7.7%	29.2%	19.4%	18.0%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	14.1%	17.1%	18.2%	14.8%	22.8%	*	-	-	0.0%	4.2%	14.1%	6.0%
2021-22	28.0%	11.4%	16.0%	17.6%	15.0%	17.3%	*	*	*	12.5%	9.7%	16.8%	2.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.7%	1.9%	0.0%	2.7%	0.9%	*	-	-	0.0%	0.0%	2.1%	8.0%
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.4%	3.4%	18.2%	2.7%	3.5%	*	-	-	0.0%	25.0%	3.1%	4.0%
2021-22	2.5%	2.7%	3.5%	17.6%	1.2%	3.6%	*	*	*	25.0%	29.0%	1.5%	2.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.2%	1.9%	0.0%	1.1%	2.6%	*	-	-	7.7%	0.0%	1.0%	2.0%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

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	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	30.8%	33.3%	18.2%	36.8%	32.5%	*	-	-	7.7%	12.5%	28.8%	34.0%
	2021-22	22.8%	32.3%	30.1%	17.6%	31.2%	32.7%	*	*	*	0.0%	9.7%	23.4%	20.5%
Mathematics	2022-23	19.9%	18.4%	12.8%	0.0%	13.2%	14.9%	*	-	-	0.0%	0.0%	9.9%	2.0%
	2021-22	18.7%	24.1%	19.9%	17.6%	17.9%	22.7%	*	*	*	12.5%	3.2%	18.2%	4.5%
Both Subjects	2022-23	12.5%	16.6%	10.6%	0.0%	12.1%	10.5%	*	-	-	0.0%	0.0%	7.9%	2.0%
	2021-22	12.6%	18.9%	12.2%	17.6%	11.6%	12.7%	*	*	*	0.0%	3.2%	9.5%	4.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	4.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2021-22	11.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	2.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2021-22	14.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	1.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2021-22	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	22.4%	20.4%	8.7%	18.2%	25.2%	*	*	-	26.1%	0.0%	15.3%	10.8%
	2022	23.0%	15.8%	16.8%	15.2%	12.2%	24.9%	*	*	*	5.3%	0.0%	10.9%	1.1%
English Language Arts	2023	13.8%	8.6%	10.6%	8.7%	10.3%	11.8%	*	*	-	8.7%	0.0%	7.6%	3.3%
	2022	13.2%	4.8%	6.4%	9.1%	5.7%	7.9%	*	*	*	0.0%	0.0%	4.6%	1.1%
Mathematics	2023	7.0%	3.1%	1.0%	0.0%	1.1%	1.3%	*	*	-	0.0%	0.0%	0.5%	0.0%
	2022	6.9%	3.8%	2.6%	3.0%	2.4%	3.1%	*	*	*	0.0%	0.0%	1.0%	0.0%
Science	2023	10.3%	12.2%	10.0%	0.0%	8.2%	13.4%	*	*	-	17.4%	0.0%	6.1%	2.5%
	2022	9.6%	9.1%	10.7%	6.1%	7.3%	16.6%	*	*	*	5.3%	0.0%	5.9%	0.0%
Social Studies	2023	13.1%	9.8%	6.8%	4.3%	6.1%	8.0%	*	*	-	13.0%	0.0%	4.1%	3.3%
	2022	12.5%	7.9%	4.7%	0.0%	4.3%	6.6%	*	*	*	0.0%	0.0%	2.3%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	36.9%	34.3%	*	43.5%	25.0%	-	-	-	16.7%	-	25.0%	53.8%
	2022	53.3%	33.7%	27.3%	20.0%	17.8%	35.1%	-	*	*	*	-	15.2%	*
English Language Arts	2023	52.3%	28.6%	29.6%	*	28.2%	28.6%	-	-	-	*	-	13.3%	*
	2022	53.2%	30.0%	28.6%	*	28.6%	33.3%	-	-	-	-	-	7.1%	*
Mathematics	2023	50.8%	30.4%	57.1%	-	*	*	-	-	-	-	-	*	-
	2022	50.4%	12.5%	17.6%	*	11.1%	28.6%	-	-	-	-	-	*	-
Science	2023	44.8%	12.8%	25.4%	-	38.7%	15.6%	-	-	-	*	-	16.7%	*
	2022	44.7%	19.1%	24.3%	*	18.5%	26.3%	-	*	*	*	-	16.7%	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Annual Report 47

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	23.3%	17.4%	*	21.7%	15.8%	-	-	-	*	-	12.5%	*
	2022	41.9%	25.2%	19.4%	-	31.3%	6.7%	-	-	-	-	-	28.6%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	81.4%	92.2%	90.9%	91.2%	95.6%	*	-	-	84.6%	79.3%	93.3%	82.0%
	2021-22	71.5%	71.8%	97.1%	100.0%	96.0%	99.1%	*	*	*	100.0%	84.8%	100.0%	86.4%
At/Above Criterion for All Examinees	2022-23	28.9%	15.8%	16.2%	0.0%	11.4%	24.8%	-	-	-	18.2%	0.0%	8.8%	0.0%
	2021-22	32.1%	15.7%	15.2%	11.8%	6.6%	28.4%	-	*	*	12.5%	3.6%	5.8%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	881	897	785	876	948	-	-	-	817	758	862	762
	2021-22	1001	907	900	849	854	978	-	1080	855	904	761	856	768
English Language Arts and Writing	2022-23	497	443	456	397	444	484	-	-	-	419	385	436	380
	2021-22	506	457	454	434	428	497	-	490	415	470	379	436	381
Mathematics	2022-23	482	438	441	388	432	464	-	-	-	398	373	425	382
	2021-22	496	449	446	416	426	481	-	590	440	434	383	420	387
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.0	17.5	*	*	*	-	-	-	-	-	17.6	-
	2021-22	19.5	20.5	19.5	18.3	21.7	19.2	-	20.0	-	-	17.0	21.0	16.0
English Language Arts	2022-23	18.8	19.4	16.9	*	*	*	-	-	-	-	-	17.0	-
	2021-22	19.2	20.9	19.9	18.4	22.2	19.4	-	22.0	-	-	14.5	22.5	17.5
Mathematics	2022-23	18.9	19.7	16.9	*	*	*	-	-	-	-	-	16.0	-
	2021-22	19.3	18.6	17.8	17.5	20.3	16.6	-	18.0	-	-	21.0	18.0	13.0
Science	2022-23	19.5	21.3	19.3	*	*	*	-	-	-	-	-	20.4	-
	2021-22	19.8	21.1	20.2	18.5	21.3	21.2	-	18.0	-	-	19.0	20.0	16.0

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 BASTROP HS (011901001) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	42.2%	42.6%	31.1%	38.2%	53.9%	66.7%	50.0%	*	35.0%	19.4%	38.1%	25.1%
	2021-22	44.2%	39.1%	38.9%	31.5%	35.7%	46.6%	40.0%	57.1%	*	27.8%	20.5%	29.8%	22.4%
English Language Arts	2022-23	17.4%	15.5%	11.6%	6.7%	8.6%	18.1%	16.7%	30.0%	*	10.2%	0.0%	7.6%	1.9%
	2021-22	16.6%	16.2%	10.0%	7.0%	7.0%	16.2%	20.0%	14.3%	*	7.5%	0.0%	5.4%	1.0%
Mathematics	2022-23	19.5%	13.0%	10.5%	5.2%	8.6%	15.7%	16.7%	10.0%	*	9.4%	0.6%	8.9%	6.6%
	2021-22	19.9%	12.4%	11.7%	10.8%	10.5%	14.3%	0.0%	*	*	13.0%	2.5%	7.5%	2.2%
Science	2022-23	21.5%	24.3%	26.9%	15.3%	24.8%	34.0%	50.0%	20.0%	*	18.6%	17.0%	25.6%	17.3%
	2021-22	21.1%	24.0%	25.9%	25.0%	24.5%	29.7%	20.0%	14.3%	*	17.3%	19.5%	21.4%	16.1%
Social Studies	2022-23	24.0%	22.3%	20.2%	14.0%	16.1%	29.2%	20.0%	30.0%	*	22.0%	0.0%	13.8%	5.7%
	2021-22	22.8%	18.8%	16.1%	5.7%	12.6%	24.3%	20.0%	57.1%	*	9.3%	0.6%	8.6%	3.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	1,722	100.0%	12,923	5,517,464	1,729	100.0%	13,010	5,531,236
Students by Grade								
Grade 9	502	29.2%	10.2%	8.6%	502	29.0%	10.1%	8.5%
Grade 10	489	28.4%	8.6%	8.0%	489	28.3%	8.6%	7.9%
Grade 11	403	23.4%	7.1%	7.4%	403	23.3%	7.0%	7.4%
Grade 12	328	19.0%	6.4%	6.6%	335	19.4%	6.8%	6.7%
Ethnic Distribution								
African American	79	4.6%	2.9%	12.8%	79	4.6%	2.9%	12.8%
Hispanic	1,072	62.3%	75.7%	53.2%	1,078	62.3%	75.7%	53.2%
White	491	28.5%	18.4%	25.0%	492	28.5%	18.5%	25.0%
American Indian	5	0.3%	0.1%	0.3%	5	0.3%	0.1%	0.3%
Asian	12	0.7%	0.3%	5.4%	12	0.7%	0.3%	5.4%
Pacific Islander	3	0.2%	0.1%	0.2%	3	0.2%	0.1%	0.2%
Two or More Races	60	3.5%	2.5%	3.1%	60	3.5%	2.5%	3.1%
Sex								
Female	852	49.5%	48.7%	48.9%	854	49.4%	48.6%	48.8%
Male	870	50.5%	51.3%	51.1%	875	50.6%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	989	57.4%	70.7%	62.3%	993	57.4%	70.6%	62.2%
Non-Educationally Disadvantaged	733	42.6%	29.3%	37.7%	736	42.6%	29.4%	37.8%
Section 504 Students	254	14.8%	9.6%	7.2%	254	14.7%	9.6%	7.2%
EB Students/EL	450	26.1%	44.5%	24.4%	451	26.1%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	146	8.3%	4.3%	1.9%				
Students w/ Dyslexia	147	8.5%	9.2%	6.0%	148	8.6%	9.2%	6.0%
Foster Care	5	0.3%	0.3%	0.2%	5	0.3%	0.3%	0.2%
Homeless	53	3.1%	2.9%	1.4%	53	3.1%	2.9%	1.4%
Immigrant	46	2.7%	3.2%	2.9%	46	2.7%	3.2%	2.9%
Migrant	11	0.6%	0.3%	0.2%	11	0.6%	0.3%	0.2%
Title I	0	0.0%	67.8%	65.7%	0	0.0%	67.5%	65.7%
Military Connected	16	0.9%	0.8%	3.9%	16	0.9%	0.8%	3.9%
At-Risk	1,096	63.6%	70.2%	53.2%	1,101	63.7%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	431	25.0%	43.6%	24.5%	431	24.9%	43.5%	24.4%
Career and Technical Education	1,178	68.4%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	1,178	68.4%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	121	7.0%	7.8%	8.5%	121	7.0%	7.7%	8.5%
Special Education	189	11.0%	13.8%	13.9%	196	11.3%	14.1%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	189							
Students with Intellectual Disabilities	115	60.8%	54.2%	45.7%				
Students with Physical Disabilities	14	7.4%	20.7%	18.9%				
Students with Autism	21	11.1%	11.5%	16.2%				
Students with Behavioral Disabilities	39	20.6%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	255	14.6%	14.6%	16.1%				
African American	23	1.3%	0.8%	3.4%				
Hispanic	158	9.0%	10.6%	8.5%				
White	61	3.5%	2.7%	3.1%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	1	0.1%	0.0%	0.5%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	10	0.6%	0.5%	0.5%				
Special Ed Students who are Mobile	51	24.2%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	70	17.4%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	195	17.3%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	203	15.5%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	10.5%	17.6%	7.9%	10.9%	30.9%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	19.6	15.3	16.3
Foreign Languages	27.3	20.1	18.8
Mathematics	25.3	18.4	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Science	26.1	20.7	18.5
Social Studies	26.1	19.9	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	166.1	100.0%	100.0%	100.0%
Professional Staff	135.0	81.3%	68.9%	63.9%
Teachers	114.4	68.9%	51.7%	48.3%
Professional Support	12.5	7.5%	12.1%	11.1%
Campus Administration (School Leadership)	8.0	4.8%	4.0%	3.3%
Educational Aides	31.1	18.7%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	6.0	n/a	27.0	13,870.0
Part-time Counselors	2.0	n/a	4.0	1,172.0
Total Minority Staff	43.5	26.2%	38.1%	54.4%
Teachers by Ethnicity				
African American	11.0	9.6%	6.0%	12.6%
Hispanic	14.3	12.5%	22.9%	30.1%
White	82.5	72.1%	68.6%	53.4%
American Indian	1.0	0.9%	0.4%	0.3%
Asian	2.6	2.3%	0.7%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	3.0	2.6%	1.4%	1.3%
Teachers by Sex				
Males	45.9	40.1%	24.5%	24.5%
Females	68.5	59.9%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	10.4	9.1%	10.3%	2.5%
Bachelors	79.7	69.7%	68.7%	71.7%
Masters	24.3	21.3%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	6.0	5.2%	8.4%	8.7%
1-5 Years Experience	44.7	39.1%	36.2%	27.4%
6-10 Years Experience	17.4	15.2%	17.1%	20.2%
11-20 Years Experience	25.3	22.2%	21.5%	27.1%
21-30 Years Experience	16.9	14.7%	13.1%	13.7%
Over 30 Years Experience	4.1	3.6%	3.6%	3.0%
Number of Students per Teacher	15.0	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	4.3	6.0
Average Years Experience of Principals with District	5.0	3.6	5.1
Average Years Experience of Assistant Principals	4.8	5.1	5.1
Average Years Experience of Assistant Principals with District	3.8	4.1	4.3
Average Years Experience of Teachers	10.9	10.5	11.1
Average Years Experience of Teachers with District	5.1	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,000	\$54,662	\$54,272
1-5 Years Experience	\$56,308	\$57,912	\$58,185
6-10 Years Experience	\$57,263	\$57,935	\$61,494
11-20 Years Experience	\$61,273	\$60,870	\$65,219
21-30 Years Experience	\$73,288	\$66,003	\$69,723
Over 30 Years Experience	\$77,852	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,810	\$60,003	\$62,474
Professional Support	\$75,529	\$71,213	\$73,783
Campus Administration (School Leadership)	\$93,681	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	0.9%	14.9%	6.0%
Career and Technical Education	15.8	13.8%	4.4%	5.5%
Compensatory Education	4.4	3.9%	6.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.5%	1.6%
Regular Education	63.6	55.6%	55.9%	69.8%
Special Education	17.6	15.4%	12.2%	10.3%
Other	12.0	10.5%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: BASTROP INT

Campus Number: 011901104

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 57

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2024	79%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	81%	61%	69%	46%	68%	75%	-	100%	*	65%	14%	76%	65%	76%	64%	66%
At Meets Grade Level or Above	2024	55%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	57%	32%	40%	15%	36%	49%	-	67%	*	50%	8%	24%	34%	52%	36%	34%
At Masters Grade Level	2024	29%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	28%	10%	13%	8%	10%	18%	-	0%	*	25%	3%	12%	13%	14%	11%	9%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	80%	62%	70%	23%	63%	85%	-	100%	*	75%	47%	71%	68%	72%	62%	62%
At Meets Grade Level or Above	2024	50%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	51%	30%	36%	8%	32%	49%	-	67%	*	30%	12%	47%	36%	37%	29%	26%
At Masters Grade Level	2024	19%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	21%	10%	15%	8%	10%	26%	-	50%	*	15%	5%	24%	15%	16%	11%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	65%	55%	61%	23%	57%	73%	-	100%	*	58%	28%	76%	55%	72%	54%	54%
At Meets Grade Level or Above	2024	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	36%	25%	31%	8%	24%	48%	-	67%	*	37%	18%	47%	26%	41%	25%	18%
At Masters Grade Level	2024	11%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	16%	11%	14%	0%	10%	22%	-	33%	*	16%	2%	18%	12%	17%	11%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	59%	65%	47%	62%	77%	-	100%	*	59%	16%	62%	62%	71%	57%	50%
	2023	77%	56%	61%	67%	54%	75%	*	*	-	77%	21%	59%	61%	62%	55%	47%
At Meets Grade Level or Above	2024	57%	37%	44%	12%	37%	59%	-	100%	*	50%	7%	38%	41%	48%	32%	26%
	2023	52%	29%	35%	24%	29%	49%	*	*	-	46%	7%	23%	34%	37%	28%	25%
At Masters Grade Level	2024	26%	12%	16%	0%	10%	29%	-	40%	*	27%	1%	23%	13%	21%	10%	9%
	2023	22%	10%	13%	5%	9%	26%	*	*	-	8%	1%	14%	14%	12%	8%	7%
Grade 6 Mathematics																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 58

	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	72%	51%	57%	35%	52%	68%	-	100%	*	59%	29%	77%	55%	59%	48%	45%
	2023	75%	56%	60%	43%	55%	76%	*	*	-	69%	25%	73%	60%	62%	54%	56%
At Meets Grade Level or Above	2024	39%	18%	23%	12%	16%	33%	-	80%	*	36%	12%	31%	21%	25%	17%	18%
	2023	40%	23%	32%	14%	26%	48%	*	*	-	38%	6%	23%	32%	31%	24%	29%
At Masters Grade Level	2024	14%	4%	5%	0%	3%	9%	-	60%	*	0%	4%	8%	5%	4%	4%	3%
	2023	16%	7%	14%	0%	11%	22%	*	*	-	15%	1%	5%	14%	12%	10%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	61%	41%	57%	72%	-	100%	*	59%	23%	69%	59%	65%	53%	47%
	2023	76%	63%	64%	43%	59%	77%	*	100%	*	68%	26%	71%	62%	70%	58%	57%
At Meets Grade Level or Above	2024	48%	31%	33%	12%	27%	46%	-	90%	*	43%	10%	35%	31%	37%	25%	22%
	2023	49%	34%	35%	15%	29%	48%	*	70%	*	40%	10%	32%	32%	40%	28%	26%
At Masters Grade Level	2024	20%	10%	11%	0%	6%	19%	-	50%	*	14%	3%	15%	9%	13%	7%	6%
	2023	20%	10%	14%	4%	10%	23%	*	35%	*	16%	3%	14%	14%	15%	10%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	65%	47%	62%	77%	-	100%	*	59%	16%	62%	62%	71%	57%	50%
	2023	77%	62%	65%	59%	61%	75%	*	100%	*	70%	17%	67%	63%	70%	59%	56%
At Meets Grade Level or Above	2024	54%	35%	44%	12%	37%	59%	-	100%	*	50%	7%	38%	41%	48%	32%	26%
	2023	53%	35%	37%	21%	32%	49%	*	71%	*	48%	8%	23%	34%	45%	32%	29%
At Masters Grade Level	2024	22%	10%	16%	0%	10%	29%	-	40%	*	27%	1%	23%	13%	21%	10%	9%
	2023	20%	9%	13%	6%	10%	22%	*	14%	*	18%	2%	13%	13%	13%	9%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	57%	35%	52%	68%	-	100%	*	59%	29%	77%	55%	59%	48%	45%
	2023	75%	61%	65%	35%	59%	81%	*	100%	*	73%	35%	72%	63%	68%	58%	59%
At Meets Grade Level or Above	2024	43%	25%	23%	12%	16%	33%	-	80%	*	36%	12%	31%	21%	25%	17%	18%
	2023	45%	30%	34%	12%	29%	48%	*	71%	*	33%	9%	33%	34%	34%	27%	27%
At Masters Grade Level	2024	17%	7%	5%	0%	3%	9%	-	60%	*	0%	4%	8%	5%	4%	4%	3%
	2023	19%	10%	15%	3%	11%	24%	*	57%	*	15%	3%	13%	15%	14%	10%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	67%	61%	23%	57%	73%	-	100%	*	58%	28%	76%	55%	72%	54%	54%
At Meets Grade Level or Above	2023	47%	34%	31%	8%	24%	48%	-	67%	*	37%	18%	47%	26%	41%	25%	18%
At Masters Grade Level	2023	18%	10%	14%	0%	10%	22%	-	33%	*	16%	2%	18%	12%	17%	11%	6%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 59

	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)
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2023	43%	22%	28%	8%	25%	37%	-	67%	*	30%	9%	18%	26%	32%	23%	22%
Reading and Mathematics Including EOC	2023	43%	22%	28%	8%	25%	37%	-	67%	*	30%	9%	18%	26%	32%	23%	22%
Reading Including EOC	2023	57%	32%	40%	15%	36%	49%	-	67%	*	50%	8%	24%	34%	52%	36%	34%
Math Including EOC	2023	51%	30%	36%	8%	32%	49%	-	67%	*	30%	12%	47%	36%	37%	29%	26%
6th Graders																	
Reading and Mathematics	2024	36%	16%	21%	13%	14%	31%	-	80%	*	32%	6%	23%	19%	24%	15%	13%
	2023	35%	18%	27%	14%	21%	41%	*	*	-	31%	6%	18%	26%	28%	21%	21%
Reading and Mathematics Including EOC	2024	36%	16%	21%	13%	14%	31%	-	80%	*	32%	6%	23%	19%	24%	15%	13%
	2023	35%	18%	27%	14%	21%	41%	*	*	-	31%	6%	18%	26%	28%	21%	21%
Reading Including EOC	2024	57%	37%	44%	12%	37%	59%	-	100%	*	50%	7%	38%	41%	48%	32%	26%
	2023	52%	29%	35%	24%	29%	49%	*	*	-	46%	7%	23%	34%	37%	28%	25%
Math Including EOC	2024	40%	18%	23%	12%	16%	33%	-	80%	*	36%	12%	31%	21%	25%	17%	18%
	2023	40%	23%	32%	14%	26%	48%	*	*	-	38%	6%	23%	32%	31%	24%	29%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	21%	13%	14%	31%	-	80%	*	32%	6%	23%	19%	24%	15%	13%
	2023	37%	21%	28%	12%	23%	39%	*	71%	*	30%	7%	18%	26%	30%	22%	22%
Reading and Mathematics Including EOC	2024	38%	19%	21%	13%	14%	31%	-	80%	*	32%	6%	23%	19%	24%	15%	13%
	2023	39%	23%	28%	12%	23%	39%	*	71%	*	30%	7%	18%	26%	30%	22%	22%
Reading Including EOC	2024	54%	34%	44%	12%	37%	59%	-	100%	*	50%	7%	38%	41%	48%	32%	26%
	2023	53%	34%	37%	21%	32%	49%	*	71%	*	48%	8%	23%	34%	45%	32%	29%
Math Including EOC	2024	45%	24%	23%	12%	16%	33%	-	80%	*	36%	12%	31%	21%	25%	17%	18%
	2023	47%	30%	34%	12%	29%	48%	*	71%	*	33%	9%	33%	34%	34%	27%	27%

* 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)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 60

	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 5 ELA/Reading	2024	70%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	65%	43%	45%	42%	43%	45%	-	90%	*	63%	28%	25%	40%	55%	45%	53%
Grade 5 Mathematics	2024	65%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	71%	64%	68%	58%	63%	77%	-	90%	*	75%	67%	72%	67%	71%	65%	69%
Grade 6 ELA/Reading	2024	61%	52%	57%	27%	52%	70%	-	90%	*	57%	27%	50%	56%	59%	48%	43%
	2023	51%	37%	42%	50%	36%	50%	*	*	-	58%	25%	50%	41%	43%	38%	32%
Grade 6 Mathematics	2024	48%	34%	36%	43%	33%	36%	-	90%	*	45%	34%	38%	35%	38%	36%	29%
	2023	54%	51%	57%	38%	53%	70%	*	*	-	63%	50%	57%	54%	67%	54%	56%
All Grades Both Subjects	2024	64%	53%	47%	35%	43%	53%	-	90%	*	51%	31%	44%	46%	48%	42%	36%
	2023	64%	55%	53%	46%	49%	61%	*	92%	*	66%	42%	51%	50%	60%	50%	52%
All Grades ELA/Reading	2024	67%	55%	57%	27%	52%	70%	-	90%	*	57%	27%	50%	56%	59%	48%	43%
	2023	63%	51%	43%	47%	39%	48%	*	92%	*	61%	26%	39%	40%	50%	41%	42%
All Grades Mathematics	2024	60%	49%	36%	43%	33%	36%	-	90%	*	45%	34%	38%	35%	38%	36%	29%
	2023	66%	60%	62%	46%	58%	74%	*	92%	*	70%	58%	63%	59%	70%	59%	62%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 5 ELA/Reading	2024	35%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	37%	21%	22%	38%	20%	15%	-	*	-	29%	6%	-	15%	35%	20%	30%
Grade 5 Mathematics	2024	41%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	48%	34%	37%	9%	30%	61%	-	*	*	50%	37%	*	35%	42%	31%	30%
Grade 6 ELA/Reading	2024	24%	17%	18%	17%	18%	23%	-	-	*	0%	11%	*	15%	24%	16%	14%
	2023	26%	15%	20%	33%	16%	25%	-	-	-	*	13%	22%	18%	27%	19%	18%
Grade 6 Mathematics	2024	27%	14%	14%	17%	14%	15%	-	-	-	0%	9%	*	14%	13%	12%	11%
	2023	35%	27%	30%	10%	30%	36%	-	-	-	*	18%	44%	26%	39%	29%	31%
All Grades Both Subjects	2024	32%	24%	16%	17%	16%	20%	-	-	*	0%	10%	25%	15%	18%	14%	12%
	2023	38%	29%	28%	20%	24%	38%	-	*	*	46%	18%	27%	24%	37%	25%	27%
All Grades ELA/Reading	2024	30%	22%	18%	17%	18%	23%	-	-	*	0%	11%	*	15%	24%	16%	14%
	2023	35%	26%	21%	36%	17%	20%	-	*	-	45%	9%	22%	17%	31%	20%	23%
All Grades Mathematics	2024	35%	25%	14%	17%	14%	15%	-	-	-	0%	9%	*	14%	13%	12%	11%
	2023	40%	32%	34%	10%	30%	51%	-	*	*	46%	27%	31%	30%	40%	30%	30%

* 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) Annual Report 61
 BASTROP INT (011901104) - BASTROP ISD - BASTROP 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%	59%	61%	-	-	-	-	-	-	45%	83%	44%	-	*	67%	44%	100%
	2023	76%	63%	64%	54%	54%	-	-	-	54%	59%	60%	*	*	50%	67%	55%	93%
At Meets Grade Level or Above	2024	48%	31%	33%	-	-	-	-	-	-	20%	50%	19%	-	*	38%	19%	69%
	2023	49%	34%	35%	23%	23%	-	-	-	23%	32%	31%	*	*	22%	38%	24%	71%
At Masters Grade Level	2024	20%	10%	11%	-	-	-	-	-	-	5%	33%	4%	-	*	12%	5%	31%
	2023	20%	10%	14%	8%	8%	-	-	-	8%	15%	17%	*	*	11%	16%	9%	21%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	65%	-	-	-	-	-	-	48%	*	48%	-	*	72%	47%	100%
	2023	77%	62%	65%	53%	53%	-	-	-	53%	63%	65%	*	*	50%	69%	54%	91%
At Meets Grade Level or Above	2024	54%	35%	44%	-	-	-	-	-	-	23%	*	21%	-	*	51%	22%	100%
	2023	53%	35%	37%	26%	26%	-	-	-	26%	33%	30%	*	*	25%	41%	27%	82%
At Masters Grade Level	2024	22%	10%	16%	-	-	-	-	-	-	7%	*	6%	-	*	19%	6%	50%
	2023	20%	9%	13%	7%	7%	-	-	-	7%	11%	13%	*	*	13%	16%	7%	18%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	57%	-	-	-	-	-	-	42%	*	41%	-	*	62%	42%	100%
	2023	75%	61%	65%	56%	56%	-	-	-	56%	59%	61%	*	*	63%	67%	57%	91%
At Meets Grade Level or Above	2024	43%	25%	23%	-	-	-	-	-	-	17%	*	17%	-	*	25%	17%	38%
	2023	45%	30%	34%	23%	23%	-	-	-	23%	30%	30%	*	*	25%	37%	25%	82%
At Masters Grade Level	2024	17%	7%	5%	-	-	-	-	-	-	3%	*	2%	-	*	5%	3%	13%
	2023	19%	10%	15%	9%	9%	-	-	-	9%	22%	26%	*	*	13%	15%	11%	36%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	77%	67%	61%	52%	52%	-	-	-	52%	50%	50%	-	-	*	64%	51%	100%
At Meets Grade Level or Above	2024	43%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	47%	34%	31%	15%	15%	-	-	-	16%	33%	33%	-	-	*	37%	17%	33%
At Masters Grade Level	2024	16%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	18%	10%	14%	6%	6%	-	-	-	6%	8%	8%	-	-	*	17%	6%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	47%	-	-	-	-	-	-	36%	50%	35%	-	*	51%	35%	56%
	2023	64%	55%	53%	50%	50%	-	-	-	50%	63%	61%	*	*	47%	53%	51%	59%
All Grades ELA/Reading	2024	67%	55%	57%	-	-	-	-	-	-	41%	*	41%	-	*	63%	40%	88%
	2023	63%	51%	43%	39%	39%	-	-	-	39%	60%	59%	*	*	44%	44%	42%	45%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 62
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	36%	-	-	-	-	-	-	30%	*	29%	-	*	39%	29%	25%
	2023	66%	60%	62%	62%	62%	-	-	-	61%	65%	64%	*	*	50%	63%	61%	73%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	16%	-	-	-	-	-	-	12%	*	12%	-	*	18%	12%	-
	2023	38%	29%	28%	27%	27%	-	-	-	27%	17%	21%	*	*	40%	29%	27%	-
All Grades ELA/Reading	2024	30%	22%	18%	-	-	-	-	-	-	14%	*	14%	-	*	21%	14%	-
	2023	35%	26%	21%	23%	23%	-	-	-	24%	18%	22%	*	*	20%	19%	23%	-
All Grades Mathematics	2024	35%	25%	14%	-	-	-	-	-	-	11%	-	11%	-	-	16%	11%	-
	2023	40%	32%	34%	30%	30%	-	-	-	31%	17%	20%	*	*	60%	35%	30%	-

* 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)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 63

	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%	99%	95%	100%	99%	-	100%	*	98%	100%	94%	100%	98%	99%	100%
Included in Accountability	92%	90%	92%	85%	92%	93%	-	100%	*	90%	93%	81%	98%	85%	93%	92%
Not Included in Accountability: Mobile	4%	6%	7%	10%	7%	6%	-	0%	*	8%	7%	13%	2%	13%	6%	7%
Not Included in Accountability: Other Exclusions	2%	4%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	1%	5%	0%	1%	-	0%	*	2%	0%	6%	0%	2%	1%	0%
Absent	1%	1%	1%	5%	0%	1%	-	0%	*	2%	0%	6%	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%	100%	99%	-	100%	*	100%	100%	94%	100%	98%	99%	100%
Included in Accountability	91%	87%	92%	85%	92%	93%	-	100%	*	88%	93%	81%	98%	85%	93%	91%
Not Included in Accountability: Mobile	4%	5%	7%	10%	7%	6%	-	0%	*	12%	7%	13%	2%	13%	6%	7%
Not Included in Accountability: Other Exclusions	4%	6%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	1%	5%	0%	1%	-	0%	*	0%	0%	6%	0%	2%	1%	0%
Absent	1%	1%	1%	5%	0%	1%	-	0%	*	0%	0%	6%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	95%	100%	98%	-	100%	*	96%	100%	94%	100%	98%	99%	99%
Included in Accountability	93%	90%	92%	85%	93%	93%	-	100%	*	92%	93%	81%	98%	85%	93%	92%
Not Included in Accountability: Mobile	5%	6%	6%	10%	7%	6%	-	0%	*	4%	7%	13%	2%	12%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	1%	5%	0%	2%	-	0%	*	4%	0%	6%	0%	2%	1%	1%
Absent	1%	1%	1%	5%	0%	2%	-	0%	*	4%	0%	6%	0%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	*	99%	99%	100%	99%	100%	99%	99%
Included in Accountability	93%	91%	91%	90%	90%	93%	*	87%	*	93%	90%	95%	95%	85%	90%	88%
Not Included in Accountability: Mobile	4%	5%	8%	10%	8%	7%	*	13%	*	5%	8%	5%	4%	15%	8%	9%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	1%	1%	1%	2%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 64

	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 Tested	1%	1%	0%	0%	0%	0%	*	0%	*	1%	1%	0%	1%	0%	1%	1%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	1%	1%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	92%	92%	91%	93%	*	88%	*	94%	91%	95%	95%	84%	90%	89%
Not Included in Accountability: Mobile	4%	5%	8%	8%	8%	7%	*	13%	*	6%	8%	5%	4%	15%	8%	9%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	1%	1%	1%	3%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	100%	*	100%	*	100%	99%	100%	99%	100%	99%	99%
Included in Accountability	94%	92%	91%	92%	90%	94%	*	88%	*	94%	91%	95%	95%	85%	90%	88%
Not Included in Accountability: Mobile	5%	5%	7%	8%	8%	6%	*	13%	*	6%	7%	5%	4%	14%	8%	9%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	1%	1%	1%	2%
Not Tested	1%	2%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	1%	0%	1%	1%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	0%	1%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	100%	*	95%	97%	100%	98%	100%	99%	98%
Included in Accountability	93%	93%	90%	81%	90%	92%	-	86%	*	90%	85%	94%	94%	85%	90%	89%
Not Included in Accountability: Mobile	4%	4%	8%	19%	8%	8%	-	14%	*	5%	10%	6%	4%	15%	9%	9%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	*	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	2%	1%	0%	1%	0%	-	0%	*	5%	3%	0%	2%	0%	1%	2%
Absent	1%	2%	1%	0%	1%	0%	-	0%	*	5%	3%	0%	2%	0%	1%	2%
Other	0%	0%	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)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 65

	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%	92.0%	94.2%	92.9%	94.2%	94.3%	*	96.9%	*	93.7%	92.5%	93.7%	94.5%
2021-22	92.2%	90.6%	92.9%	92.1%	92.7%	93.7%	*	*	-	91.7%	90.7%	92.4%	93.8%
Chronic Absenteeism													
2022-23	20.3%	27.6%	16.1%	27.9%	15.7%	14.6%	*	0.0%	*	15.8%	25.5%	18.1%	16.0%
2021-22	25.7%	34.8%	25.9%	31.9%	28.5%	20.0%	*	*	-	20.7%	43.2%	29.1%	23.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP 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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP 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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Annual Report 72

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	416	100.0%	12,923	5,517,464	416	100.0%	13,010	5,531,236
Students by Grade								
Grade 6	416	100.0%	6.7%	7.3%	416	100.0%	6.7%	7.2%
Ethnic Distribution								
African American	19	4.6%	2.9%	12.8%	19	4.6%	2.9%	12.8%
Hispanic	246	59.1%	75.7%	53.2%	246	59.1%	75.7%	53.2%
White	122	29.3%	18.4%	25.0%	122	29.3%	18.5%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	6	1.4%	0.3%	5.4%	6	1.4%	0.3%	5.4%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	22	5.3%	2.5%	3.1%	22	5.3%	2.5%	3.1%
Sex								
Female	205	49.3%	48.7%	48.9%	205	49.3%	48.6%	48.8%
Male	211	50.7%	51.3%	51.1%	211	50.7%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	256	61.5%	70.7%	62.3%	256	61.5%	70.6%	62.2%
Non-Educationally Disadvantaged	160	38.5%	29.3%	37.7%	160	38.5%	29.4%	37.8%
Section 504 Students	45	10.8%	9.6%	7.2%	45	10.8%	9.6%	7.2%
EB Students/EL	116	27.9%	44.5%	24.4%	116	27.9%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	16	1.8%	4.3%	1.9%				
Students w/ Dyslexia	53	12.7%	9.2%	6.0%	53	12.7%	9.2%	6.0%
Foster Care	1	0.2%	0.3%	0.2%	1	0.2%	0.3%	0.2%
Homeless	12	2.9%	2.9%	1.4%	12	2.9%	2.9%	1.4%
Immigrant	7	1.7%	3.2%	2.9%	7	1.7%	3.2%	2.9%
Migrant	4	1.0%	0.3%	0.2%	4	1.0%	0.3%	0.2%
Title I	416	100.0%	67.8%	65.7%	416	100.0%	67.5%	65.7%
Military Connected	3	0.7%	0.8%	3.9%	3	0.7%	0.8%	3.9%
At-Risk	251	60.3%	70.2%	53.2%	251	60.3%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	114	27.4%	43.6%	24.5%	114	27.4%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	42	10.1%	7.8%	8.5%	42	10.1%	7.7%	8.5%
Special Education	71	17.1%	13.8%	13.9%	71	17.1%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	71							
Students with Intellectual Disabilities	39	54.9%	54.2%	45.7%				

Texas Education Agency
2023-24 Student Information (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Physical Disabilities	6	8.5%	20.7%	18.9%				
Students with Autism	9	12.7%	11.5%	16.2%				
Students with Behavioral Disabilities	17	23.9%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	134	15.5%	14.6%	16.1%				
African American	11	1.3%	0.8%	3.4%				
Hispanic	82	9.5%	10.6%	8.5%				
White	33	3.8%	2.7%	3.1%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	2	0.2%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.6%	0.5%	0.5%				
Special Ed Students who are Mobile	26	16.6%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	38	14.7%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	93	15.6%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	46	12.3%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.3%	0.4%	0.3%	0.0%	0.0%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	17.7	18.0	19.2

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	44.4	100.0%	100.0%	100.0%
Professional Staff	33.8	76.2%	68.9%	63.9%
Teachers	27.2	61.2%	51.7%	48.3%
Professional Support	3.7	8.2%	12.1%	11.1%
Campus Administration (School Leadership)	3.0	6.8%	4.0%	3.3%
Educational Aides	10.5	23.8%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	12.5	28.1%	38.1%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	6.0%	12.6%
Hispanic	5.5	20.1%	22.9%	30.1%
White	21.2	78.0%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.5	1.9%	0.7%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.3%
Teachers by Sex				
Males	10.0	36.8%	24.5%	24.5%
Females	17.2	63.2%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.8	2.8%	10.3%	2.5%
Bachelors	23.5	86.4%	68.7%	71.7%
Masters	3.0	10.9%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.8	10.5%	8.4%	8.7%
1-5 Years Experience	13.0	47.8%	36.2%	27.4%
6-10 Years Experience	2.8	10.2%	17.1%	20.2%
11-20 Years Experience	5.4	20.0%	21.5%	27.1%
21-30 Years Experience	1.1	4.2%	13.1%	13.7%
Over 30 Years Experience	2.0	7.4%	3.6%	3.0%
Number of Students per Teacher	15.3	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.0
Average Years Experience of Principals with District	1.0	3.6	5.1
Average Years Experience of Assistant Principals	7.0	5.1	5.1
Average Years Experience of Assistant Principals with District	7.0	4.1	4.3
Average Years Experience of Teachers	9.3	10.5	11.1
Average Years Experience of Teachers with District	4.8	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$55,999	\$54,662	\$54,272
1-5 Years Experience	\$56,631	\$57,912	\$58,185
6-10 Years Experience	\$67,673	\$57,935	\$61,494
11-20 Years Experience	\$59,040	\$60,870	\$65,219
21-30 Years Experience	\$79,217	\$66,003	\$69,723
Over 30 Years Experience	\$72,104	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,254	\$60,003	\$62,474
Professional Support	\$68,624	\$71,213	\$73,783
Campus Administration (School Leadership)	\$80,248	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	0.0	0.0%	6.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.5%	1.6%
Regular Education	24.7	91.0%	55.9%	69.8%
Special Education	2.4	9.0%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: BASTROP MIDDLE

Campus Number: 011901041

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 79

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	47%	52%	42%	46%	69%	*	*	-	54%	11%	43%	50%	57%	44%	40%
	2023	78%	63%	71%	65%	63%	85%	-	*	-	93%	33%	93%	69%	73%	70%	61%
At Meets Grade Level or Above	2024	54%	29%	35%	21%	28%	56%	*	*	-	38%	8%	21%	34%	38%	28%	26%
	2023	55%	35%	43%	47%	32%	64%	-	*	-	50%	20%	71%	42%	44%	42%	24%
At Masters Grade Level	2024	29%	12%	17%	5%	12%	32%	*	*	-	8%	3%	7%	18%	13%	10%	9%
	2023	27%	13%	20%	6%	14%	30%	-	*	-	36%	13%	29%	17%	23%	18%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	13%	15%	6%	13%	23%	-	-	-	29%	9%	25%	14%	17%	14%	17%
	2023	63%	34%	37%	29%	34%	46%	-	*	-	43%	26%	30%	32%	44%	37%	33%
At Meets Grade Level or Above	2024	34%	3%	4%	0%	3%	9%	-	-	-	0%	8%	0%	2%	7%	2%	3%
	2023	37%	9%	13%	7%	11%	20%	-	*	-	14%	19%	0%	8%	21%	12%	11%
At Masters Grade Level	2024	11%	1%	2%	0%	2%	3%	-	-	-	0%	8%	0%	1%	4%	2%	3%
	2023	11%	1%	3%	0%	3%	6%	-	*	-	0%	16%	0%	2%	5%	3%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	66%	75%	67%	70%	85%	-	*	-	88%	42%	70%	78%	69%	69%	64%
	2023	83%	64%	71%	71%	64%	83%	-	100%	-	72%	22%	78%	72%	69%	65%	51%
At Meets Grade Level or Above	2024	56%	36%	44%	40%	36%	59%	-	*	-	76%	17%	50%	44%	44%	34%	27%
	2023	58%	35%	42%	21%	32%	63%	-	80%	-	44%	8%	11%	43%	39%	31%	13%
At Masters Grade Level	2024	29%	15%	22%	20%	16%	31%	-	*	-	35%	8%	30%	23%	19%	15%	11%
	2023	28%	13%	18%	7%	10%	36%	-	60%	-	0%	2%	0%	19%	15%	10%	2%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	56%	66%	63%	61%	78%	*	*	-	93%	33%	58%	67%	65%	60%	59%
	2023	76%	60%	65%	53%	59%	80%	-	*	-	67%	20%	83%	66%	64%	66%	59%
At Meets Grade Level or Above	2024	43%	27%	39%	38%	34%	52%	*	*	-	40%	17%	25%	39%	38%	32%	36%
	2023	46%	34%	44%	27%	32%	67%	-	*	-	56%	16%	58%	44%	44%	45%	28%
At Masters Grade Level	2024	16%	7%	13%	6%	10%	19%	*	*	-	20%	10%	8%	13%	11%	9%	11%
	2023	17%	12%	17%	0%	14%	24%	-	*	-	17%	6%	42%	16%	19%	18%	11%
Grade 8 Science																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 80

	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%	52%	60%	44%	51%	80%	-	*	-	88%	31%	80%	61%	60%	50%	44%
	2023	74%	57%	57%	53%	45%	78%	-	80%	-	67%	22%	67%	59%	53%	46%	35%
At Meets Grade Level or Above	2024	44%	25%	33%	19%	22%	52%	-	*	-	71%	16%	40%	34%	30%	22%	17%
	2023	47%	29%	30%	13%	20%	50%	-	60%	-	28%	8%	44%	31%	27%	21%	11%
At Masters Grade Level	2024	17%	8%	10%	0%	6%	18%	-	*	-	12%	2%	30%	10%	10%	6%	3%
	2023	17%	8%	6%	0%	3%	14%	-	40%	-	0%	4%	0%	7%	4%	2%	1%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	47%	52%	50%	42%	71%	-	*	-	76%	28%	50%	53%	49%	39%	31%
	2023	62%	45%	53%	36%	41%	75%	-	100%	-	59%	15%	67%	55%	49%	42%	34%
At Meets Grade Level or Above	2024	33%	19%	22%	19%	17%	31%	-	*	-	35%	17%	30%	23%	20%	15%	11%
	2023	33%	16%	22%	0%	13%	41%	-	40%	-	12%	6%	11%	22%	20%	13%	5%
At Masters Grade Level	2024	17%	9%	11%	6%	8%	16%	-	*	-	24%	9%	20%	10%	13%	6%	4%
	2023	16%	6%	9%	0%	5%	17%	-	40%	-	0%	4%	0%	8%	10%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	96%	*	97%	94%	-	*	-	100%	*	*	94%	100%	97%	96%
	2023	79%	75%	89%	*	82%	96%	-	*	-	100%	-	*	89%	88%	80%	56%
At Meets Grade Level or Above	2024	43%	32%	65%	*	62%	66%	-	*	-	75%	*	*	63%	68%	61%	57%
	2023	43%	36%	56%	*	47%	68%	-	*	-	50%	-	*	55%	61%	39%	28%
At Masters Grade Level	2024	24%	13%	32%	*	27%	39%	-	*	-	13%	*	*	33%	29%	24%	25%
	2023	23%	14%	25%	*	16%	34%	-	*	-	33%	-	*	24%	30%	15%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	59%	47%	52%	76%	*	100%	-	79%	24%	57%	60%	58%	50%	47%
	2023	76%	63%	62%	53%	53%	79%	-	92%	-	70%	23%	72%	63%	61%	57%	47%
At Meets Grade Level or Above	2024	48%	31%	34%	24%	26%	49%	*	100%	-	51%	13%	32%	34%	33%	25%	23%
	2023	49%	34%	35%	19%	25%	56%	-	69%	-	37%	13%	38%	35%	35%	30%	16%
At Masters Grade Level	2024	20%	10%	14%	6%	10%	24%	*	100%	-	18%	7%	18%	15%	13%	9%	8%
	2023	20%	10%	13%	2%	9%	24%	-	54%	-	10%	7%	14%	13%	14%	11%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	64%	53%	58%	77%	*	*	-	73%	24%	54%	64%	63%	56%	53%
	2023	77%	62%	71%	68%	64%	84%	-	100%	-	81%	27%	87%	70%	71%	68%	57%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 81

	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%	35%	40%	29%	32%	58%	*	*	-	60%	12%	33%	39%	41%	31%	26%
	2023	53%	35%	43%	35%	32%	63%	-	88%	-	47%	14%	48%	43%	42%	37%	19%
At Masters Grade Level	2024	22%	10%	19%	12%	14%	32%	*	*	-	23%	5%	17%	20%	17%	13%	10%
	2023	20%	9%	19%	6%	12%	33%	-	63%	-	16%	7%	17%	18%	19%	15%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	58%	40%	51%	74%	*	*	-	80%	19%	54%	59%	57%	50%	50%
	2023	75%	61%	61%	45%	54%	77%	-	88%	-	68%	22%	63%	62%	59%	57%	48%
At Meets Grade Level or Above	2024	43%	25%	34%	23%	28%	49%	*	*	-	40%	11%	29%	34%	34%	26%	28%
	2023	45%	30%	37%	15%	27%	58%	-	75%	-	45%	17%	38%	36%	38%	32%	21%
At Masters Grade Level	2024	17%	7%	13%	3%	10%	23%	*	*	-	13%	9%	13%	14%	12%	9%	10%
	2023	19%	10%	14%	0%	10%	23%	-	63%	-	16%	11%	21%	14%	15%	12%	6%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	60%	44%	51%	80%	-	*	-	88%	31%	80%	61%	60%	50%	44%
	2023	77%	67%	57%	53%	45%	78%	-	80%	-	67%	22%	67%	59%	53%	46%	35%
At Meets Grade Level or Above	2024	43%	29%	33%	19%	22%	52%	-	*	-	71%	16%	40%	34%	30%	22%	17%
	2023	47%	34%	30%	13%	20%	50%	-	60%	-	28%	8%	44%	31%	27%	21%	11%
At Masters Grade Level	2024	16%	10%	10%	0%	6%	18%	-	*	-	12%	2%	30%	10%	10%	6%	3%
	2023	18%	10%	6%	0%	3%	14%	-	40%	-	0%	4%	0%	7%	4%	2%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	70%	52%	50%	42%	71%	-	*	-	76%	28%	50%	53%	49%	39%	31%
	2023	78%	68%	53%	36%	41%	75%	-	100%	-	59%	15%	67%	55%	49%	42%	34%
At Meets Grade Level or Above	2024	51%	36%	22%	19%	17%	31%	-	*	-	35%	17%	30%	23%	20%	15%	11%
	2023	52%	38%	22%	0%	13%	41%	-	40%	-	12%	6%	11%	22%	20%	13%	5%
At Masters Grade Level	2024	27%	15%	11%	6%	8%	16%	-	*	-	24%	9%	20%	10%	13%	6%	4%
	2023	27%	16%	9%	0%	5%	17%	-	40%	-	0%	4%	0%	8%	10%	5%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2024	35%	17%	25%	5%	19%	43%	*	*	-	31%	8%	14%	25%	24%	18%	20%
	2023	37%	24%	34%	18%	26%	52%	-	*	-	43%	20%	36%	32%	36%	32%	19%
Reading and Mathematics Including EOC	2024	36%	17%	25%	5%	19%	43%	*	*	-	31%	8%	14%	25%	24%	18%	20%
	2023	38%	24%	34%	18%	26%	52%	-	*	-	43%	20%	36%	32%	36%	32%	19%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 82

	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%	29%	35%	21%	28%	56%	*	*	-	38%	8%	21%	34%	38%	28%	26%
	2023	55%	35%	43%	47%	32%	64%	-	*	-	50%	20%	71%	42%	44%	42%	24%
Math Including EOC	2024	40%	21%	29%	11%	23%	47%	*	*	-	31%	8%	14%	30%	27%	20%	26%
	2023	43%	28%	38%	22%	29%	58%	-	*	-	57%	22%	33%	36%	43%	37%	24%
8th Graders																	
Reading and Mathematics	2024	28%	10%	15%	23%	12%	24%	-	-	-	22%	15%	17%	12%	19%	11%	10%
	2023	31%	12%	14%	9%	7%	32%	-	*	-	27%	6%	0%	10%	20%	13%	4%
Reading and Mathematics Including EOC	2024	41%	21%	32%	27%	24%	46%	-	*	-	47%	15%	50%	31%	33%	23%	18%
	2023	44%	24%	29%	7%	20%	48%	-	80%	-	35%	6%	11%	29%	28%	20%	8%
Reading Including EOC	2024	57%	36%	44%	40%	36%	59%	-	*	-	76%	17%	50%	44%	44%	34%	27%
	2023	58%	35%	42%	21%	32%	63%	-	80%	-	44%	8%	11%	43%	39%	31%	13%
Math Including EOC	2024	49%	26%	39%	38%	33%	51%	-	*	-	47%	16%	50%	39%	39%	32%	31%
	2023	51%	30%	35%	7%	25%	58%	-	80%	-	35%	12%	44%	37%	32%	25%	16%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	21%	13%	16%	36%	*	*	-	27%	11%	15%	20%	22%	15%	15%
	2023	37%	21%	26%	14%	18%	46%	-	*	-	36%	13%	24%	24%	30%	26%	13%
Reading and Mathematics Including EOC	2024	38%	19%	28%	15%	22%	45%	*	*	-	40%	11%	29%	28%	29%	20%	19%
	2023	39%	23%	31%	13%	23%	50%	-	75%	-	39%	13%	26%	31%	33%	27%	14%
Reading Including EOC	2024	54%	34%	40%	29%	32%	58%	*	*	-	60%	12%	33%	39%	41%	31%	26%
	2023	53%	34%	43%	35%	32%	63%	-	88%	-	47%	14%	48%	43%	42%	37%	19%
Math Including EOC	2024	45%	24%	34%	23%	28%	49%	*	*	-	40%	11%	29%	34%	34%	26%	29%
	2023	47%	30%	37%	15%	27%	58%	-	75%	-	45%	17%	38%	36%	38%	32%	21%

* 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)
BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 83

	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%	44%	46%	26%	41%	61%	*	*	-	46%	14%	39%	47%	44%	39%	41%
	2023	71%	59%	66%	59%	62%	76%	-	*	-	75%	33%	96%	66%	67%	66%	57%
Grade 7 Mathematics	2024	49%	27%	24%	13%	25%	30%	-	-	-	21%	27%	13%	28%	18%	22%	32%
	2023	56%	40%	41%	39%	39%	51%	-	*	-	43%	49%	25%	34%	53%	41%	35%
Grade 8 ELA/Reading	2024	69%	58%	66%	67%	63%	72%	-	*	-	78%	45%	56%	68%	63%	62%	60%
	2023	63%	46%	48%	50%	43%	57%	-	70%	-	47%	35%	44%	48%	48%	44%	39%
Grade 8 Mathematics	2024	66%	57%	64%	73%	61%	68%	*	*	-	82%	44%	46%	61%	69%	60%	64%
	2023	74%	63%	64%	50%	61%	71%	-	*	-	75%	48%	83%	65%	63%	66%	62%
End of Course Algebra I	2024	72%	71%	63%	*	65%	62%	-	*	-	29%	*	*	60%	70%	59%	60%
	2023	76%	76%	74%	*	71%	77%	-	*	-	58%	-	*	73%	80%	69%	66%
All Grades Both Subjects	2024	64%	53%	55%	44%	51%	64%	*	100%	-	59%	31%	43%	55%	54%	49%	53%
	2023	64%	55%	58%	53%	53%	67%	-	82%	-	62%	41%	67%	57%	60%	57%	50%
All Grades ELA/Reading	2024	67%	55%	56%	44%	52%	67%	*	*	-	64%	27%	46%	57%	54%	50%	51%
	2023	63%	51%	57%	55%	53%	66%	-	79%	-	60%	34%	76%	57%	58%	57%	49%
All Grades Mathematics	2024	60%	49%	53%	44%	50%	60%	*	*	-	54%	34%	40%	52%	54%	47%	54%
	2023	66%	60%	59%	50%	54%	68%	-	86%	-	64%	48%	57%	58%	61%	57%	50%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2024	23%	12%	13%	17%	13%	13%	-	-	-	*	4%	*	12%	16%	10%	15%
	2023	39%	28%	36%	40%	34%	39%	-	-	-	*	7%	80%	35%	36%	36%	34%
Grade 7 Mathematics	2024	14%	6%	5%	0%	4%	11%	-	-	-	*	4%	*	6%	0%	4%	4%
	2023	22%	11%	14%	22%	12%	17%	-	-	-	*	11%	*	10%	20%	14%	16%
Grade 8 ELA/Reading	2024	34%	29%	40%	50%	39%	45%	-	-	-	*	16%	-	42%	35%	37%	36%
	2023	39%	23%	26%	*	28%	16%	-	-	-	*	8%	*	26%	27%	27%	25%
Grade 8 Mathematics	2024	44%	30%	37%	56%	34%	38%	-	-	-	100%	14%	*	35%	41%	31%	34%
	2023	49%	29%	26%	40%	26%	24%	-	*	-	20%	5%	*	26%	27%	25%	26%
End of Course Algebra I	2024	55%	57%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
	2023	58%	65%	58%	*	47%	75%	-	-	-	*	-	-	59%	*	54%	36%
All Grades Both Subjects	2024	32%	24%	25%	29%	24%	28%	-	-	-	36%	8%	17%	24%	26%	21%	24%
	2023	38%	29%	28%	39%	27%	29%	-	*	-	29%	8%	44%	28%	28%	28%	27%
All Grades ELA/Reading	2024	30%	22%	25%	33%	25%	27%	-	-	-	0%	8%	*	25%	26%	22%	25%
	2023	35%	26%	31%	43%	31%	30%	-	-	-	29%	7%	67%	31%	32%	33%	30%
All Grades Mathematics	2024	35%	25%	24%	26%	22%	28%	-	-	-	56%	8%	13%	23%	27%	20%	22%
	2023	40%	32%	24%	35%	22%	28%	-	*	-	30%	8%	14%	24%	25%	23%	23%

* 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) Annual Report 84
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP 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%	59%	59%	-	-	-	-	-	-	45%	-	42%	55%	61%	66%	46%	88%
	2023	76%	63%	62%	-	-	-	-	-	-	45%	-	45%	49%	56%	69%	45%	75%
At Meets Grade Level or Above	2024	48%	31%	34%	-	-	-	-	-	-	22%	-	19%	29%	33%	39%	22%	52%
	2023	49%	34%	35%	-	-	-	-	-	-	14%	-	14%	14%	31%	43%	14%	47%
At Masters Grade Level	2024	20%	10%	14%	-	-	-	-	-	-	7%	-	6%	11%	6%	18%	7%	29%
	2023	20%	10%	13%	-	-	-	-	-	-	4%	-	4%	3%	6%	17%	4%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	64%	-	-	-	-	-	-	51%	-	47%	63%	69%	69%	52%	93%
	2023	77%	62%	71%	-	-	-	-	-	-	55%	-	55%	56%	67%	77%	55%	90%
At Meets Grade Level or Above	2024	54%	35%	40%	-	-	-	-	-	-	24%	-	20%	38%	44%	47%	25%	71%
	2023	53%	35%	43%	-	-	-	-	-	-	17%	-	17%	14%	25%	53%	17%	66%
At Masters Grade Level	2024	22%	10%	19%	-	-	-	-	-	-	10%	-	7%	19%	6%	24%	10%	36%
	2023	20%	9%	19%	-	-	-	-	-	-	5%	-	5%	4%	8%	24%	5%	24%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	58%	-	-	-	-	-	-	49%	-	43%	68%	53%	62%	49%	86%
	2023	75%	61%	61%	-	-	-	-	-	-	45%	-	45%	42%	67%	67%	46%	80%
At Meets Grade Level or Above	2024	43%	25%	34%	-	-	-	-	-	-	28%	-	24%	40%	24%	37%	28%	50%
	2023	45%	30%	37%	-	-	-	-	-	-	18%	-	18%	14%	42%	44%	19%	53%
At Masters Grade Level	2024	17%	7%	13%	-	-	-	-	-	-	10%	-	9%	13%	6%	15%	9%	29%
	2023	19%	10%	14%	-	-	-	-	-	-	6%	-	6%	2%	8%	18%	6%	17%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	60%	-	-	-	-	-	-	43%	-	41%	49%	63%	68%	44%	86%
	2023	77%	67%	57%	-	-	-	-	-	-	33%	-	33%	*	*	66%	33%	64%
At Meets Grade Level or Above	2024	43%	29%	33%	-	-	-	-	-	-	17%	-	17%	15%	25%	41%	17%	29%
	2023	47%	34%	30%	-	-	-	-	-	-	9%	-	9%	*	*	37%	10%	36%
At Masters Grade Level	2024	16%	10%	10%	-	-	-	-	-	-	3%	-	3%	3%	0%	14%	3%	14%
	2023	18%	10%	6%	-	-	-	-	-	-	1%	-	1%	*	*	8%	1%	5%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	70%	52%	-	-	-	-	-	-	29%	-	30%	26%	63%	63%	31%	86%
	2023	78%	68%	53%	-	-	-	-	-	-	32%	-	32%	*	*	60%	32%	59%
At Meets Grade Level or Above	2024	51%	36%	22%	-	-	-	-	-	-	10%	-	10%	10%	38%	27%	12%	43%
	2023	52%	38%	22%	-	-	-	-	-	-	4%	-	4%	*	*	28%	4%	23%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 85
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP 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%	15%	11%	-	-	-	-	-	-	4%	-	4%	3%	13%	14%	4%	29%
	2023	27%	16%	9%	-	-	-	-	-	-	0%	-	0%	*	*	12%	0%	9%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	55%	-	-	-	-	-	-	52%	-	49%	62%	52%	55%	52%	66%
	2023	64%	55%	58%	-	-	-	-	-	-	48%	-	48%	50%	67%	62%	49%	63%
All Grades ELA/Reading	2024	67%	55%	56%	-	-	-	-	-	-	50%	-	46%	60%	63%	59%	51%	75%
	2023	63%	51%	57%	-	-	-	-	-	-	48%	-	48%	59%	58%	61%	48%	57%
All Grades Mathematics	2024	60%	49%	53%	-	-	-	-	-	-	55%	-	52%	64%	41%	52%	54%	57%
	2023	66%	60%	59%	-	-	-	-	-	-	48%	-	48%	40%	77%	63%	49%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	25%	-	-	-	-	-	-	24%	-	21%	42%	14%	26%	24%	*
	2023	38%	29%	28%	-	-	-	-	-	-	27%	-	27%	27%	30%	28%	27%	40%
All Grades ELA/Reading	2024	30%	22%	25%	-	-	-	-	-	-	24%	-	22%	39%	29%	26%	25%	*
	2023	35%	26%	31%	-	-	-	-	-	-	31%	-	31%	33%	20%	32%	30%	*
All Grades Mathematics	2024	35%	25%	24%	-	-	-	-	-	-	24%	-	20%	45%	0%	26%	22%	*
	2023	40%	32%	24%	-	-	-	-	-	-	22%	-	22%	19%	40%	25%	23%	33%

* 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)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 86

	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%	99%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	92%	90%	94%	93%	93%	97%	*	100%	*	95%	91%	96%	98%	88%	92%	92%
Not Included in Accountability: Mobile	4%	6%	4%	7%	5%	2%	*	0%	*	5%	6%	4%	2%	9%	6%	5%
Not Included in Accountability: Other Exclusions	2%	4%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	3%	1%	2%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	91%	87%	94%	94%	92%	98%	*	*	*	91%	92%	92%	98%	87%	92%	91%
Not Included in Accountability: Mobile	4%	5%	5%	6%	5%	2%	*	*	*	9%	7%	8%	2%	9%	6%	5%
Not Included in Accountability: Other Exclusions	4%	6%	1%	0%	2%	0%	*	*	*	0%	1%	0%	0%	4%	2%	4%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	*	*	100%	99%	100%	100%	98%	99%	99%
Included in Accountability	93%	90%	93%	95%	92%	97%	*	*	*	94%	91%	96%	97%	86%	91%	92%
Not Included in Accountability: Mobile	5%	6%	5%	5%	6%	2%	*	*	*	6%	7%	4%	2%	9%	7%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	*	*	*	0%	1%	0%	0%	2%	1%	2%
Not Tested	1%	1%	1%	0%	1%	1%	*	*	*	0%	1%	0%	0%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	*	*	*	0%	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	1%	0%	1%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	96%	89%	95%	98%	-	*	-	100%	92%	100%	99%	90%	93%	95%
Not Included in Accountability: Mobile	4%	5%	4%	11%	4%	2%	-	*	-	0%	6%	0%	1%	8%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	*	-	0%	2%	0%	0%	2%	1%	1%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 87

	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%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	*	-	100%	96%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	95%	89%	94%	97%	-	*	-	100%	89%	100%	98%	90%	93%	95%
Not Included in Accountability: Mobile	4%	4%	4%	11%	4%	2%	-	*	-	0%	6%	0%	1%	8%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	*	-	0%	2%	0%	0%	2%	1%	1%
Not Tested	1%	1%	1%	0%	1%	1%	-	*	-	0%	4%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	0%	4%	0%	1%	1%	1%	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%	97%	99%	99%	-	100%	-	99%	97%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	95%	93%	95%	97%	-	100%	-	87%	93%	94%	97%	91%	95%	93%
Not Included in Accountability: Mobile	4%	5%	3%	4%	3%	2%	-	0%	-	12%	3%	3%	2%	6%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	0%	-	0%	1%	1%	0%	2%	0%	2%
Not Tested	1%	1%	1%	3%	1%	1%	-	0%	-	1%	3%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	1%	-	0%	-	1%	2%	1%	1%	1%	1%	1%
Other	0%	0%	0%	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	94%	99%	99%	-	100%	-	100%	99%	96%	99%	98%	99%	100%
Included in Accountability	92%	90%	95%	91%	94%	96%	-	100%	-	89%	94%	88%	98%	89%	95%	93%
Not Included in Accountability: Mobile	4%	5%	4%	3%	4%	3%	-	0%	-	11%	4%	4%	2%	7%	4%	5%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	-	0%	-	0%	1%	4%	0%	2%	1%	2%
Not Tested	1%	1%	1%	6%	1%	1%	-	0%	-	0%	1%	4%	1%	2%	1%	0%
Absent	1%	1%	1%	3%	1%	1%	-	0%	-	0%	1%	4%	1%	1%	1%	0%
Other	0%	0%	0%	3%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	99%	-	100%	-	97%	97%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	95%	97%	95%	96%	-	100%	-	86%	92%	96%	98%	90%	95%	93%
Not Included in Accountability: Mobile	5%	5%	4%	3%	4%	3%	-	0%	-	11%	4%	4%	2%	7%	4%	5%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 88

	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%	2%	1%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	1%	0%	1%	1%	-	0%	-	3%	3%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	-	0%	-	3%	3%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	98%	100%	98%	99%	-	100%	-	100%	96%	100%	99%	98%	98%	98%
Included in Accountability	93%	93%	95%	94%	95%	98%	-	100%	-	86%	94%	100%	96%	93%	94%	94%
Not Included in Accountability: Mobile	4%	4%	3%	6%	3%	1%	-	0%	-	14%	2%	0%	2%	3%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	2%	0%	2%	1%	-	0%	-	0%	4%	0%	1%	2%	2%	2%
Absent	1%	2%	1%	0%	1%	1%	-	0%	-	0%	2%	0%	1%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	2%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	94%	98%	99%	-	100%	-	100%	96%	100%	98%	97%	98%	98%
Included in Accountability	94%	93%	95%	88%	95%	98%	-	100%	-	85%	94%	100%	96%	93%	94%	94%
Not Included in Accountability: Mobile	4%	3%	2%	6%	2%	1%	-	0%	-	15%	2%	0%	2%	3%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	2%	6%	2%	1%	-	0%	-	0%	4%	0%	2%	3%	2%	2%
Absent	1%	2%	2%	6%	2%	1%	-	0%	-	0%	4%	0%	2%	3%	2%	2%
Other	0%	0%	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)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP 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%	92.0%	91.9%	89.5%	91.5%	93.2%	-	99.2%	-	89.1%	86.3%	91.3%	92.1%
2021-22	92.2%	90.6%	90.9%	86.9%	91.0%	91.4%	*	94.8%	-	88.0%	87.7%	89.8%	90.8%
Chronic Absenteeism													
2022-23	20.3%	27.6%	27.2%	33.3%	28.5%	22.6%	-	0.0%	-	38.5%	50.0%	29.8%	27.6%
2021-22	25.7%	34.8%	33.4%	52.5%	32.0%	33.1%	*	0.0%	-	40.5%	49.1%	38.8%	31.8%
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%	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%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP 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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP 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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	882	100.0%	12,923	5,517,464	882	100.0%	13,010	5,531,236
Students by Grade								
Grade 7	423	48.0%	7.4%	7.3%	423	48.0%	7.4%	7.3%
Grade 8	459	52.0%	7.4%	7.5%	459	52.0%	7.3%	7.5%
Ethnic Distribution								
African American	44	5.0%	2.9%	12.8%	44	5.0%	2.9%	12.8%
Hispanic	574	65.1%	75.7%	53.2%	574	65.1%	75.7%	53.2%
White	227	25.7%	18.4%	25.0%	227	25.7%	18.5%	25.0%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	3	0.3%	0.3%	5.4%	3	0.3%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	33	3.7%	2.5%	3.1%	33	3.7%	2.5%	3.1%
Sex								
Female	424	48.1%	48.7%	48.9%	424	48.1%	48.6%	48.8%
Male	458	51.9%	51.3%	51.1%	458	51.9%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	557	63.2%	70.7%	62.3%	557	63.2%	70.6%	62.2%
Non-Educationally Disadvantaged	325	36.8%	29.3%	37.7%	325	36.8%	29.4%	37.8%
Section 504 Students	137	15.5%	9.6%	7.2%	137	15.5%	9.6%	7.2%
EB Students/EL	298	33.8%	44.5%	24.4%	298	33.8%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	105	10.6%	4.3%	1.9%				
Students w/ Dyslexia	107	12.1%	9.2%	6.0%	107	12.1%	9.2%	6.0%
Foster Care	3	0.3%	0.3%	0.2%	3	0.3%	0.3%	0.2%
Homeless	30	3.4%	2.9%	1.4%	30	3.4%	2.9%	1.4%
Immigrant	12	1.4%	3.2%	2.9%	12	1.4%	3.2%	2.9%
Migrant	8	0.9%	0.3%	0.2%	8	0.9%	0.3%	0.2%
Title I	882	100.0%	67.8%	65.7%	882	100.0%	67.5%	65.7%
Military Connected	14	1.6%	0.8%	3.9%	14	1.6%	0.8%	3.9%
At-Risk	599	67.9%	70.2%	53.2%	599	67.9%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	282	32.0%	43.6%	24.5%	282	32.0%	43.5%	24.4%
Career and Technical Education	94	10.7%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	106	12.0%	7.8%	8.5%	106	12.0%	7.7%	8.5%
Special Education	120	13.6%	13.8%	13.9%	120	13.6%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	120							

Texas Education Agency
2023-24 Student Information (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Intellectual Disabilities	76	63.3%	54.2%	45.7%				
Students with Physical Disabilities	*	*	20.7%	18.9%				
Students with Autism	**	**	11.5%	16.2%				
Students with Behavioral Disabilities	27	22.5%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	111	11.3%	14.6%	16.1%				
African American	13	1.3%	0.8%	3.4%				
Hispanic	65	6.6%	10.6%	8.5%				
White	27	2.7%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	0.6%	0.5%	0.5%				
Special Ed Students who are Mobile	22	17.5%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	30	10.2%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	89	11.3%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	48	10.5%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	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	0.5%	0.2%	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	18.8	15.3	16.3
Foreign Languages	26.3	20.1	18.8
Mathematics	21.6	18.4	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Science	24.4	20.7	18.5
Social Studies	25.2	19.9	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	72.4	100.0%	100.0%	100.0%
Professional Staff	60.8	84.0%	68.9%	63.9%
Teachers	50.2	69.4%	51.7%	48.3%
Professional Support	6.5	9.0%	12.1%	11.1%
Campus Administration (School Leadership)	4.1	5.6%	4.0%	3.3%
Educational Aides	11.6	16.0%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	21.2	29.2%	38.1%	54.4%
Teachers by Ethnicity				
African American	4.0	8.0%	6.0%	12.6%
Hispanic	6.8	13.5%	22.9%	30.1%
White	37.3	74.3%	68.6%	53.4%
American Indian	0.4	0.8%	0.4%	0.3%
Asian	1.8	3.5%	0.7%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.3%
Teachers by Sex				
Males	16.9	33.6%	24.5%	24.5%
Females	33.4	66.4%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	8.3	16.5%	10.3%	2.5%
Bachelors	37.9	75.5%	68.7%	71.7%
Masters	4.0	8.0%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.8	7.7%	8.4%	8.7%
1-5 Years Experience	23.0	45.8%	36.2%	27.4%
6-10 Years Experience	6.4	12.8%	17.1%	20.2%
11-20 Years Experience	9.7	19.3%	21.5%	27.1%
21-30 Years Experience	7.1	14.1%	13.1%	13.7%
Over 30 Years Experience	0.2	0.5%	3.6%	3.0%
Number of Students per Teacher	17.6	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.0
Average Years Experience of Principals with District	1.0	3.6	5.1
Average Years Experience of Assistant Principals	4.7	5.1	5.1
Average Years Experience of Assistant Principals with District	1.0	4.1	4.3
Average Years Experience of Teachers	8.8	10.5	11.1
Average Years Experience of Teachers with District	5.0	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,104	\$54,662	\$54,272
1-5 Years Experience	\$57,848	\$57,912	\$58,185
6-10 Years Experience	\$55,357	\$57,935	\$61,494
11-20 Years Experience	\$59,103	\$60,870	\$65,219
21-30 Years Experience	\$65,040	\$66,003	\$69,723
Over 30 Years Experience	\$71,423	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$58,714	\$60,003	\$62,474
Professional Support	\$64,511	\$71,213	\$73,783
Campus Administration (School Leadership)	\$97,457	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.3	0.6%	14.9%	6.0%
Career and Technical Education	2.2	4.4%	4.4%	5.5%
Compensatory Education	2.1	4.3%	6.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.5%	1.6%
Regular Education	29.0	57.8%	55.9%	69.8%
Special Education	7.1	14.1%	12.2%	10.3%
Other	9.5	18.9%	5.0%	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)
BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

Annual Report 101

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: CEDAR CREEK EL

Campus Number: 011901103

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Annual Report 104

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	49%	-	47%	71%	-	-	-	-	25%	*	56%	36%	49%	54%
	2023	76%	66%	49%	*	48%	64%	-	-	-	*	16%	33%	51%	45%	48%	45%
At Meets Grade Level or Above	2024	48%	30%	18%	-	14%	71%	-	-	-	-	0%	*	24%	9%	17%	14%
	2023	50%	38%	22%	*	21%	36%	-	-	-	*	8%	22%	23%	18%	21%	17%
At Masters Grade Level	2024	21%	9%	5%	-	4%	29%	-	-	-	-	0%	*	7%	3%	5%	4%
	2023	20%	13%	4%	*	4%	9%	-	-	-	*	0%	11%	4%	4%	4%	3%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	60%	-	60%	71%	-	-	-	-	25%	*	66%	52%	60%	75%
	2023	73%	62%	47%	*	46%	64%	-	-	-	*	38%	44%	48%	44%	45%	46%
At Meets Grade Level or Above	2024	42%	22%	21%	-	19%	43%	-	-	-	-	8%	*	24%	15%	21%	24%
	2023	45%	31%	14%	*	13%	45%	-	-	-	*	8%	33%	18%	5%	13%	11%
At Masters Grade Level	2024	15%	5%	3%	-	2%	14%	-	-	-	-	0%	*	2%	6%	4%	4%
	2023	19%	9%	3%	*	2%	27%	-	-	-	*	4%	22%	5%	0%	2%	2%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	48%	*	46%	57%	-	-	-	*	30%	*	51%	39%	48%	42%
	2023	77%	68%	48%	*	48%	63%	-	-	-	*	31%	50%	54%	39%	44%	39%
At Meets Grade Level or Above	2024	51%	34%	17%	*	17%	29%	-	-	-	*	10%	*	22%	6%	16%	11%
	2023	48%	37%	19%	*	18%	50%	-	-	-	*	8%	17%	27%	7%	16%	14%
At Masters Grade Level	2024	23%	12%	2%	*	2%	0%	-	-	-	*	0%	*	3%	0%	2%	2%
	2023	22%	14%	5%	*	3%	38%	-	-	-	*	4%	0%	7%	1%	2%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	31%	*	27%	57%	-	-	-	*	17%	*	38%	16%	29%	29%
	2023	71%	61%	41%	*	40%	75%	-	-	-	*	23%	50%	46%	33%	38%	35%
At Meets Grade Level or Above	2024	46%	26%	14%	*	13%	43%	-	-	-	*	11%	*	16%	10%	11%	11%
	2023	48%	38%	18%	*	17%	50%	-	-	-	*	15%	50%	20%	16%	18%	14%
At Masters Grade Level	2024	21%	9%	2%	*	0%	29%	-	-	-	*	0%	*	3%	0%	0%	0%
	2023	22%	13%	3%	*	3%	13%	-	-	-	*	4%	0%	3%	4%	2%	1%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Annual Report 105

	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	79%	66%	48%	*	46%	*	-	-	-	-	33%	*	55%	32%	42%	47%
	2023	81%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	40%	25%	*	21%	*	-	-	-	-	17%	*	32%	8%	15%	22%
	2023	57%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	17%	9%	*	8%	*	-	-	-	-	8%	*	12%	4%	6%	8%
	2023	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	47%	*	45%	*	-	-	-	-	33%	*	57%	24%	39%	45%
	2023	80%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	29%	15%	*	14%	*	-	-	-	-	0%	*	18%	8%	13%	15%
	2023	51%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	9%	2%	*	1%	*	-	-	-	-	0%	*	2%	4%	1%	2%
	2023	21%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	20%	*	19%	*	-	-	-	-	8%	*	18%	24%	18%	23%
	2023	65%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	10%	5%	*	4%	*	-	-	-	-	0%	*	5%	4%	4%	5%
	2023	36%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	4%	1%	*	0%	*	-	-	-	-	0%	*	2%	0%	0%	0%
	2023	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	43%	50%	41%	70%	-	-	-	*	24%	44%	48%	33%	41%	44%
	2023	76%	63%	46%	20%	45%	66%	-	-	-	*	27%	43%	50%	39%	44%	41%
At Meets Grade Level or Above	2024	48%	31%	16%	8%	14%	51%	-	-	-	*	7%	8%	20%	9%	14%	14%
	2023	49%	34%	18%	0%	17%	45%	-	-	-	*	10%	30%	22%	12%	17%	14%
At Masters Grade Level	2024	20%	10%	4%	0%	2%	24%	-	-	-	*	1%	4%	4%	2%	3%	3%
	2023	20%	10%	4%	0%	3%	21%	-	-	-	*	3%	10%	5%	2%	3%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	48%	60%	46%	71%	-	-	-	*	30%	36%	54%	36%	47%	47%
	2023	77%	62%	48%	40%	48%	63%	-	-	-	*	24%	40%	52%	41%	46%	42%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Annual Report 106

	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%	35%	20%	20%	17%	59%	-	-	-	*	9%	9%	26%	8%	16%	15%
	2023	53%	35%	20%	0%	20%	42%	-	-	-	*	8%	20%	25%	12%	18%	15%
At Masters Grade Level	2024	22%	10%	5%	0%	4%	24%	-	-	-	*	2%	0%	7%	2%	4%	4%
	2023	20%	9%	4%	0%	4%	21%	-	-	-	*	2%	7%	6%	2%	3%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	46%	60%	44%	71%	-	-	-	*	24%	55%	53%	31%	43%	48%
	2023	75%	61%	44%	0%	43%	68%	-	-	-	*	30%	47%	47%	38%	42%	40%
At Meets Grade Level or Above	2024	43%	25%	17%	0%	15%	47%	-	-	-	*	7%	9%	19%	11%	15%	16%
	2023	45%	30%	16%	0%	15%	47%	-	-	-	*	12%	40%	19%	11%	16%	13%
At Masters Grade Level	2024	17%	7%	3%	0%	1%	24%	-	-	-	*	0%	9%	2%	3%	2%	2%
	2023	19%	10%	3%	0%	2%	21%	-	-	-	*	4%	13%	4%	2%	2%	2%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	20%	*	19%	*	-	-	-	-	8%	*	18%	24%	18%	23%
At Meets Grade Level or Above	2024	43%	29%	5%	*	4%	*	-	-	-	-	0%	*	5%	4%	4%	5%
At Masters Grade Level	2024	16%	10%	1%	*	0%	*	-	-	-	-	0%	*	2%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	13%	-	11%	43%	-	-	-	-	0%	*	16%	9%	13%	13%
	2023	37%	24%	11%	*	9%	36%	-	-	-	*	8%	22%	15%	2%	10%	7%
Reading and Mathematics Including EOC	2024	35%	19%	13%	-	11%	43%	-	-	-	-	0%	*	16%	9%	13%	13%
	2023	37%	24%	11%	*	9%	36%	-	-	-	*	8%	22%	15%	2%	10%	7%
Reading Including EOC	2024	48%	30%	18%	-	14%	71%	-	-	-	-	0%	*	24%	9%	17%	14%
	2023	50%	38%	22%	*	21%	36%	-	-	-	*	8%	22%	23%	18%	21%	17%
Math Including EOC	2024	42%	22%	21%	-	19%	43%	-	-	-	-	8%	*	24%	15%	21%	24%
	2023	45%	31%	14%	*	13%	45%	-	-	-	*	8%	33%	18%	5%	13%	11%
4th Graders																	
Reading and Mathematics	2024	38%	21%	10%	*	9%	29%	-	-	-	*	6%	*	13%	3%	8%	6%
	2023	38%	26%	12%	*	11%	38%	-	-	-	*	8%	17%	17%	6%	11%	9%
Reading and Mathematics Including EOC	2024	38%	21%	10%	*	9%	29%	-	-	-	*	6%	*	13%	3%	8%	6%
	2023	38%	26%	12%	*	11%	38%	-	-	-	*	8%	17%	17%	6%	11%	9%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Annual Report 107

	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	51%	34%	17%	*	17%	29%	-	-	-	*	10%	*	22%	6%	16%	11%
	2023	48%	37%	19%	*	18%	50%	-	-	-	*	8%	17%	27%	7%	16%	14%
Math Including EOC	2024	46%	26%	14%	*	13%	43%	-	-	-	*	11%	*	16%	10%	11%	11%
	2023	48%	38%	18%	*	17%	50%	-	-	-	*	15%	50%	20%	16%	18%	14%
5th Graders																	
Reading and Mathematics	2024	42%	23%	13%	*	11%	*	-	-	-	-	0%	*	15%	8%	10%	13%
Reading and Mathematics Including EOC	2024	42%	23%	13%	*	11%	*	-	-	-	-	0%	*	15%	8%	10%	13%
Reading Including EOC	2024	55%	40%	25%	*	21%	*	-	-	-	-	17%	*	32%	8%	15%	22%
Math Including EOC	2024	51%	29%	15%	*	14%	*	-	-	-	-	0%	*	18%	8%	13%	15%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	12%	0%	10%	41%	-	-	-	*	2%	9%	15%	7%	10%	11%
	2023	37%	21%	12%	0%	11%	37%	-	-	-	*	8%	20%	16%	4%	11%	8%
Reading and Mathematics Including EOC	2024	38%	19%	12%	0%	10%	41%	-	-	-	*	2%	9%	15%	7%	10%	11%
	2023	39%	23%	12%	0%	11%	37%	-	-	-	*	8%	20%	16%	4%	11%	8%
Reading Including EOC	2024	54%	34%	20%	20%	17%	59%	-	-	-	*	9%	9%	26%	8%	16%	15%
	2023	53%	34%	20%	0%	20%	42%	-	-	-	*	8%	20%	25%	12%	18%	15%
Math Including EOC	2024	45%	24%	17%	0%	15%	47%	-	-	-	*	7%	9%	19%	11%	15%	16%
	2023	47%	30%	16%	0%	15%	47%	-	-	-	*	12%	40%	19%	11%	16%	13%

* 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)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Annual Report 108

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	43%	*	40%	57%	-	-	-	*	37%	*	46%	36%	44%	33%
	2023	55%	51%	37%	*	36%	57%	-	-	-	*	32%	75%	46%	22%	36%	33%
Grade 4 Mathematics	2024	60%	44%	37%	*	33%	64%	-	-	-	*	26%	*	41%	29%	36%	29%
	2023	63%	61%	49%	*	49%	64%	-	-	-	*	56%	83%	49%	51%	50%	48%
Grade 5 ELA/Reading	2024	70%	56%	42%	*	40%	*	-	-	-	-	30%	*	49%	23%	37%	40%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	49%	*	47%	*	-	-	-	-	25%	*	54%	35%	44%	49%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	42%	70%	40%	65%	-	-	-	*	30%	35%	47%	31%	40%	38%
	2023	64%	55%	43%	*	43%	61%	-	-	-	*	44%	79%	47%	36%	43%	40%
All Grades ELA/Reading	2024	67%	55%	42%	60%	40%	60%	-	-	-	*	34%	29%	47%	31%	41%	37%
	2023	63%	51%	37%	*	36%	57%	-	-	-	*	32%	75%	46%	22%	36%	33%
All Grades Mathematics	2024	60%	49%	43%	80%	40%	70%	-	-	-	*	26%	42%	47%	31%	40%	39%
	2023	66%	60%	49%	*	49%	64%	-	-	-	*	56%	83%	49%	51%	50%	48%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	24%	*	20%	*	-	-	-	-	18%	*	23%	25%	27%	16%
	2023	33%	29%	14%	*	13%	*	-	-	-	-	6%	*	19%	8%	14%	10%
Grade 4 Mathematics	2024	26%	14%	10%	*	5%	*	-	-	-	-	0%	*	10%	11%	11%	7%
	2023	27%	22%	16%	*	15%	*	-	-	-	*	10%	*	15%	18%	15%	13%
Grade 5 ELA/Reading	2024	35%	27%	20%	*	21%	-	-	-	-	-	*	*	29%	6%	21%	19%
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	23%	*	22%	-	-	-	-	-	25%	*	35%	0%	19%	22%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	19%	57%	17%	43%	-	-	-	-	13%	0%	24%	12%	20%	16%
	2023	38%	29%	15%	*	14%	*	-	-	-	*	8%	25%	17%	14%	15%	12%
All Grades ELA/Reading	2024	30%	22%	22%	*	20%	*	-	-	-	-	14%	0%	25%	18%	24%	18%
	2023	35%	26%	14%	*	13%	*	-	-	-	-	6%	*	19%	8%	14%	10%
All Grades Mathematics	2024	35%	25%	16%	60%	13%	*	-	-	-	-	11%	0%	23%	6%	15%	15%
	2023	40%	32%	16%	*	15%	*	-	-	-	*	10%	*	15%	18%	15%	13%

* 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) Annual Report 109
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP 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%	59%	43%	45%	*	-	-	-	45%	42%	44%	-	40%	-	42%	44%	-
	2023	76%	63%	46%	41%	41%	-	-	-	41%	41%	41%	-	42%	-	60%	41%	-
At Meets Grade Level or Above	2024	48%	31%	16%	13%	*	-	-	-	13%	20%	33%	-	15%	-	21%	14%	-
	2023	49%	34%	18%	12%	12%	-	-	-	12%	22%	22%	-	25%	-	31%	14%	-
At Masters Grade Level	2024	20%	10%	4%	2%	*	-	-	-	2%	8%	6%	-	9%	-	6%	3%	-
	2023	20%	10%	4%	2%	2%	-	-	-	2%	1%	1%	-	4%	-	9%	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	48%	48%	*	-	-	-	47%	44%	38%	-	47%	-	50%	47%	-
	2023	77%	62%	48%	42%	42%	-	-	-	42%	41%	41%	-	42%	-	67%	42%	-
At Meets Grade Level or Above	2024	54%	35%	20%	14%	*	-	-	-	14%	22%	38%	-	16%	-	28%	15%	-
	2023	53%	35%	20%	13%	13%	-	-	-	13%	24%	24%	-	25%	-	35%	15%	-
At Masters Grade Level	2024	22%	10%	5%	3%	*	-	-	-	3%	15%	13%	-	16%	-	7%	4%	-
	2023	20%	9%	4%	3%	3%	-	-	-	3%	0%	0%	-	0%	-	9%	3%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	46%	50%	*	-	-	-	49%	41%	50%	-	37%	-	41%	48%	-
	2023	75%	61%	44%	41%	40%	-	-	-	40%	41%	41%	-	42%	-	53%	40%	-
At Meets Grade Level or Above	2024	43%	25%	17%	16%	*	-	-	-	16%	19%	25%	-	16%	-	18%	16%	-
	2023	45%	30%	16%	11%	11%	-	-	-	12%	20%	20%	-	25%	-	27%	13%	-
At Masters Grade Level	2024	17%	7%	3%	1%	*	-	-	-	1%	4%	0%	-	5%	-	4%	2%	-
	2023	19%	10%	3%	1%	1%	-	-	-	1%	2%	2%	-	8%	-	8%	2%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	20%	20%	-	-	-	-	20%	36%	*	-	33%	-	12%	23%	-
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	5%	2%	-	-	-	-	2%	18%	*	-	11%	-	4%	5%	-
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	1%	0%	-	-	-	-	0%	0%	*	-	0%	-	4%	0%	-
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	42%	37%	-	-	-	-	37%	39%	33%	-	42%	-	53%	38%	-
	2023	64%	55%	43%	38%	38%	-	-	-	38%	47%	47%	-	43%	-	53%	40%	-
All Grades ELA/Reading	2024	67%	55%	42%	36%	-	-	-	-	36%	39%	33%	-	42%	-	54%	37%	-
	2023	63%	51%	37%	30%	31%	-	-	-	30%	40%	40%	-	32%	-	51%	33%	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 110
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	43%	39%	-	-	-	-	39%	39%	33%	-	42%	-	51%	39%	-
	2023	66%	60%	49%	47%	46%	-	-	-	46%	55%	55%	-	55%	-	55%	48%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	19%	19%	-	-	-	-	19%	4%	0%	-	6%	-	27%	16%	-
	2023	38%	29%	15%	12%	12%	-	-	-	11%	10%	10%	-	0%	-	33%	12%	-
All Grades ELA/Reading	2024	30%	22%	22%	20%	-	-	-	-	20%	8%	*	-	11%	-	36%	18%	-
	2023	35%	26%	14%	10%	10%	-	-	-	10%	8%	8%	-	0%	-	42%	10%	-
All Grades Mathematics	2024	35%	25%	16%	18%	-	-	-	-	18%	0%	*	-	0%	-	20%	15%	-
	2023	40%	32%	16%	13%	13%	-	-	-	12%	13%	13%	-	0%	-	29%	13%	-

* 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)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Annual Report 111

	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%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	87%	100%	87%	93%	-	-	-	*	87%	100%	97%	72%	87%	84%
Not Included in Accountability: Mobile	4%	6%	6%	0%	6%	8%	-	-	-	*	10%	0%	2%	13%	6%	7%
Not Included in Accountability: Other Exclusions	2%	4%	6%	0%	7%	0%	-	-	-	*	4%	0%	1%	15%	7%	9%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	87%	87%	100%	86%	94%	-	-	-	*	88%	100%	97%	72%	87%	83%
Not Included in Accountability: Mobile	4%	5%	6%	0%	6%	6%	-	-	-	*	8%	0%	2%	13%	6%	7%
Not Included in Accountability: Other Exclusions	4%	6%	7%	0%	7%	0%	-	-	-	*	4%	0%	1%	15%	7%	10%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	87%	100%	87%	94%	-	-	-	*	88%	100%	97%	72%	87%	83%
Not Included in Accountability: Mobile	5%	6%	6%	0%	7%	6%	-	-	-	*	8%	0%	2%	13%	6%	7%
Not Included in Accountability: Other Exclusions	1%	2%	6%	0%	7%	0%	-	-	-	*	4%	0%	1%	15%	7%	9%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	88%	*	88%	*	-	-	-	-	80%	*	98%	69%	87%	86%
Not Included in Accountability: Mobile	4%	5%	6%	*	5%	*	-	-	-	-	20%	*	2%	14%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	6%	*	7%	*	-	-	-	-	0%	*	0%	17%	7%	9%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Annual Report 112

	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%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	98%	-	-	-	*	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	92%	100%	92%	90%	-	-	-	*	94%	100%	95%	86%	93%	91%
Not Included in Accountability: Mobile	4%	5%	5%	0%	5%	2%	-	-	-	*	3%	0%	3%	8%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	3%	5%	-	-	-	*	1%	0%	2%	6%	4%	5%
Not Tested	1%	1%	0%	0%	0%	2%	-	-	-	*	2%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	2%	-	-	-	*	2%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	92%	100%	92%	90%	-	-	-	*	94%	100%	95%	86%	93%	91%
Not Included in Accountability: Mobile	4%	5%	5%	0%	5%	5%	-	-	-	*	4%	0%	3%	8%	3%	4%
Not Included in Accountability: Other Exclusions	3%	5%	4%	0%	4%	5%	-	-	-	*	2%	0%	2%	6%	4%	5%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	95%	-	-	-	*	96%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	91%	100%	91%	90%	-	-	-	*	94%	100%	95%	86%	93%	90%
Not Included in Accountability: Mobile	5%	5%	5%	0%	5%	0%	-	-	-	*	2%	0%	2%	8%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	3%	5%	-	-	-	*	0%	0%	2%	5%	3%	4%
Not Tested	1%	2%	1%	0%	1%	5%	-	-	-	*	4%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	5%	-	-	-	*	4%	0%	1%	1%	1%	1%
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)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP 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%	92.0%	93.1%	*	93.1%	92.8%	*	-	-	*	93.0%	93.1%	93.5%
2021-22	92.2%	90.6%	91.9%	94.7%	92.0%	90.8%	-	-	-	89.9%	91.3%	91.9%	93.1%
Chronic Absenteeism													
2022-23	20.3%	27.6%	22.6%	16.7%	22.5%	25.0%	*	-	-	*	23.0%	22.8%	19.7%
2021-22	25.7%	34.8%	30.9%	12.5%	30.5%	37.8%	-	-	-	44.4%	31.9%	30.4%	25.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP 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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP 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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	747	100.0%	12,923	5,517,464	748	100.0%	13,010	5,531,236
Students by Grade								
Pre-Kindergarten	81	10.8%	4.7%	4.5%	81	10.8%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	81	10.8%	4.7%	3.7%	81	10.8%	4.7%	3.7%
Kindergarten	101	13.5%	6.4%	6.5%	101	13.5%	6.4%	6.5%
Grade 1	123	16.5%	6.7%	7.0%	123	16.4%	6.6%	7.0%
Grade 2	131	17.5%	7.6%	7.3%	131	17.5%	7.6%	7.3%
Grade 3	103	13.8%	6.9%	7.2%	103	13.8%	6.9%	7.2%
Grade 4	113	15.1%	7.0%	7.2%	113	15.1%	7.0%	7.2%
Grade 5	95	12.7%	6.6%	7.2%	95	12.7%	6.5%	7.2%
Ethnic Distribution								
African American	8	1.1%	2.9%	12.8%	8	1.1%	2.9%	12.8%
Hispanic	700	93.7%	75.7%	53.2%	701	93.7%	75.7%	53.2%
White	32	4.3%	18.4%	25.0%	32	4.3%	18.5%	25.0%
American Indian	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Asian	0	0.0%	0.3%	5.4%	0	0.0%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	0.7%	2.5%	3.1%	5	0.7%	2.5%	3.1%
Sex								
Female	362	48.5%	48.7%	48.9%	363	48.5%	48.6%	48.8%
Male	385	51.5%	51.3%	51.1%	385	51.5%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	651	87.1%	70.7%	62.3%	652	87.2%	70.6%	62.2%
Non-Educationally Disadvantaged	96	12.9%	29.3%	37.7%	96	12.8%	29.4%	37.8%
Section 504 Students	39	5.2%	9.6%	7.2%	39	5.2%	9.6%	7.2%
EB Students/EL	524	70.1%	44.5%	24.4%	524	70.1%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	4.3%	1.9%				
Students w/ Dyslexia	49	6.6%	9.2%	6.0%	49	6.6%	9.2%	6.0%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	8	1.1%	2.9%	1.4%	8	1.1%	2.9%	1.4%
Immigrant	66	8.8%	3.2%	2.9%	66	8.8%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Title I	747	100.0%	67.8%	65.7%	748	100.0%	67.5%	65.7%
Military Connected	2	0.3%	0.8%	3.9%	2	0.3%	0.8%	3.9%
At-Risk	628	84.1%	70.2%	53.2%	628	84.0%	70.2%	53.2%
Students by Instructional Program								

Texas Education Agency
2023-24 Student Information (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Bilingual/ESL Education	521	69.7%	43.6%	24.5%	521	69.7%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	45	6.0%	7.8%	8.5%	45	6.0%	7.7%	8.5%
Special Education	88	11.8%	13.8%	13.9%	89	11.9%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	88							
Students with Intellectual Disabilities	38	43.2%	54.2%	45.7%				
Students with Physical Disabilities	35	39.8%	20.7%	18.9%				
Students with Autism	**	**	11.5%	16.2%				
Students with Behavioral Disabilities	*	*	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	131	15.4%	14.6%	16.1%				
African American	2	0.2%	0.8%	3.4%				
Hispanic	121	14.2%	10.6%	8.5%				
White	7	0.8%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.5%	0.5%				
Special Ed Students who are Mobile	13	13.0%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	76	12.3%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	118	15.1%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	575	53.4%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	1.0%	1.3%	0.0%	1.8%	3.9%
Grade 1	0.0%	0.1%	2.1%	6.7%	0.8%	3.3%
Grade 2	0.6%	0.4%	1.3%	0.0%	0.0%	1.6%
Grade 3	1.3%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.3%	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
Elementary			
Kindergarten	19.0	19.7	18.4
Grade 1	20.7	19.4	18.8
Grade 2	17.1	19.6	19.1
Grade 3	16.0	19.5	19.4
Grade 4	15.5	19.7	19.4

Texas Education Agency
2023-24 Staff Information (TAPR)
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	84.4	100.0%	100.0%	100.0%
Professional Staff	59.2	70.2%	68.9%	63.9%
Teachers	47.9	56.7%	51.7%	48.3%
Professional Support	6.0	7.1%	12.1%	11.1%
Campus Administration (School Leadership)	5.3	6.3%	4.0%	3.3%
Educational Aides	25.2	29.8%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	37.7	44.7%	38.1%	54.4%
Teachers by Ethnicity				
African American	2.0	4.2%	6.0%	12.6%
Hispanic	14.0	29.2%	22.9%	30.1%
White	31.9	66.6%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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%	1.4%	1.3%
Teachers by Sex				
Males	4.0	8.4%	24.5%	24.5%
Females	43.9	91.6%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	3.5	7.3%	10.3%	2.5%
Bachelors	36.0	75.2%	68.7%	71.7%
Masters	8.3	17.4%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	9.0	18.8%	8.4%	8.7%
1-5 Years Experience	12.5	26.1%	36.2%	27.4%
6-10 Years Experience	10.0	20.9%	17.1%	20.2%
11-20 Years Experience	7.3	15.3%	21.5%	27.1%
21-30 Years Experience	7.0	14.7%	13.1%	13.7%
Over 30 Years Experience	2.0	4.2%	3.6%	3.0%
Number of Students per Teacher	15.6	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.5	4.3	6.0
Average Years Experience of Principals with District	2.5	3.6	5.1
Average Years Experience of Assistant Principals	2.5	5.1	5.1
Average Years Experience of Assistant Principals with District	2.5	4.1	4.3
Average Years Experience of Teachers	9.7	10.5	11.1
Average Years Experience of Teachers with District	4.9	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,000	\$54,662	\$54,272
1-5 Years Experience	\$58,513	\$57,912	\$58,185
6-10 Years Experience	\$57,110	\$57,935	\$61,494
11-20 Years Experience	\$59,477	\$60,870	\$65,219
21-30 Years Experience	\$58,501	\$66,003	\$69,723
Over 30 Years Experience	\$73,808	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$58,533	\$60,003	\$62,474
Professional Support	\$71,910	\$71,213	\$73,783
Campus Administration (School Leadership)	\$74,222	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	28.2	58.9%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	1.8	3.7%	6.1%	3.1%
Gifted and Talented Education	1.0	2.1%	1.5%	1.6%
Regular Education	15.0	31.3%	55.9%	69.8%
Special Education	2.0	4.1%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: CEDAR CREEK H S

Campus Number: 011901002

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 128

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	55%	48%	35%	46%	65%	*	-	-	60%	17%	54%	48%	47%	44%	39%
	2023	72%	61%	55%	47%	52%	83%	*	*	*	73%	16%	55%	56%	54%	53%	47%
At Meets Grade Level or Above	2024	52%	33%	25%	24%	23%	51%	*	-	-	30%	6%	29%	25%	26%	22%	17%
	2023	52%	36%	29%	18%	26%	57%	*	*	*	47%	6%	27%	30%	26%	25%	19%
At Masters Grade Level	2024	16%	8%	4%	0%	2%	21%	*	-	-	20%	2%	4%	4%	4%	2%	2%
	2023	13%	5%	3%	0%	1%	14%	*	*	*	7%	1%	0%	2%	4%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	61%	55%	50%	52%	77%	-	*	-	85%	18%	56%	56%	54%	53%	45%
	2023	74%	60%	57%	58%	54%	78%	*	*	-	75%	14%	*	60%	50%	54%	41%
At Meets Grade Level or Above	2024	58%	42%	33%	13%	31%	63%	-	*	-	46%	7%	11%	35%	30%	30%	22%
	2023	54%	37%	31%	50%	29%	52%	*	*	-	50%	6%	*	34%	25%	27%	15%
At Masters Grade Level	2024	9%	4%	2%	0%	1%	14%	-	*	-	0%	1%	0%	2%	3%	1%	0%
	2023	9%	4%	2%	0%	1%	8%	*	*	-	0%	0%	*	2%	1%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	73%	57%	73%	82%	-	-	-	75%	65%	69%	69%	79%	73%	71%
	2023	79%	75%	72%	73%	70%	94%	-	*	*	75%	58%	63%	72%	73%	72%	71%
At Meets Grade Level or Above	2024	43%	32%	29%	0%	28%	50%	-	-	-	38%	27%	19%	26%	34%	27%	26%
	2023	43%	36%	34%	53%	32%	41%	-	*	*	63%	27%	13%	35%	30%	33%	32%
At Masters Grade Level	2024	24%	13%	10%	0%	10%	18%	-	-	-	25%	7%	13%	9%	11%	9%	7%
	2023	23%	14%	12%	13%	11%	12%	-	*	*	38%	8%	0%	12%	12%	12%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	83%	78%	67%	77%	90%	-	-	-	89%	56%	79%	79%	76%	77%	73%
	2023	88%	81%	78%	69%	77%	91%	-	*	*	77%	51%	67%	80%	75%	76%	73%
At Meets Grade Level or Above	2024	56%	44%	35%	11%	33%	65%	-	-	-	44%	13%	26%	37%	32%	31%	25%
	2023	56%	43%	37%	31%	32%	76%	-	*	*	62%	13%	11%	38%	34%	33%	25%
At Masters Grade Level	2024	19%	14%	9%	11%	7%	27%	-	-	-	11%	5%	5%	9%	9%	5%	4%
	2023	21%	12%	8%	0%	5%	26%	-	*	*	31%	4%	0%	8%	7%	5%	2%
End of Course U.S. History																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 129

	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	96%	91%	90%	100%	90%	96%	*	*	-	83%	75%	88%	91%	89%	89%	83%
	2023	94%	89%	91%	90%	89%	100%	*	-	-	100%	68%	*	91%	88%	90%	86%
At Meets Grade Level or Above	2024	69%	51%	44%	56%	41%	63%	*	*	-	50%	14%	50%	45%	41%	39%	24%
	2023	70%	58%	55%	70%	50%	81%	*	-	-	88%	28%	*	56%	53%	52%	33%
At Masters Grade Level	2024	37%	21%	17%	22%	15%	35%	*	*	-	17%	5%	25%	18%	15%	14%	5%
	2023	38%	25%	22%	30%	17%	44%	*	-	-	50%	10%	*	22%	20%	19%	7%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	75%	76%	*	71%	86%	-	-	-	*	*	*	83%	61%	73%	60%
	2023	90%	75%	68%	50%	63%	89%	-	-	-	*	*	-	71%	55%	60%	31%
At Meets Grade Level or Above	2024	59%	38%	37%	*	29%	71%	-	-	-	*	*	*	44%	22%	29%	10%
	2023	61%	39%	36%	33%	29%	56%	-	-	-	*	*	-	39%	25%	32%	8%
At Masters Grade Level	2024	12%	3%	5%	*	2%	14%	-	-	-	*	*	*	6%	4%	2%	0%
	2023	12%	2%	0%	0%	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	66%	58%	65%	81%	*	*	-	80%	41%	66%	67%	66%	64%	58%
	2023	76%	63%	69%	64%	66%	89%	*	100%	*	79%	38%	62%	70%	66%	66%	60%
At Meets Grade Level or Above	2024	48%	31%	33%	22%	30%	60%	*	*	-	41%	13%	26%	33%	31%	29%	22%
	2023	49%	34%	36%	41%	32%	63%	*	50%	*	60%	14%	24%	38%	32%	32%	23%
At Masters Grade Level	2024	20%	10%	7%	7%	6%	23%	*	*	-	12%	4%	8%	8%	7%	5%	3%
	2023	20%	10%	8%	7%	6%	21%	*	0%	*	23%	4%	6%	8%	8%	6%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	51%	42%	49%	71%	*	*	-	74%	17%	55%	52%	50%	48%	41%
	2023	77%	62%	56%	52%	53%	81%	*	*	*	74%	15%	53%	58%	52%	53%	44%
At Meets Grade Level or Above	2024	54%	35%	29%	18%	27%	57%	*	*	-	39%	7%	24%	30%	28%	26%	19%
	2023	53%	35%	30%	31%	27%	55%	*	*	*	48%	6%	27%	32%	25%	26%	18%
At Masters Grade Level	2024	22%	10%	3%	0%	2%	18%	*	*	-	9%	2%	3%	3%	3%	2%	1%
	2023	20%	9%	2%	0%	1%	11%	*	*	*	4%	0%	0%	2%	2%	1%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	73%	67%	73%	83%	-	-	-	82%	65%	65%	71%	77%	73%	70%
	2023	75%	61%	72%	67%	69%	92%	-	*	*	78%	57%	63%	72%	71%	70%	70%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 130

	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	43%	25%	30%	11%	28%	57%	-	-	-	36%	26%	18%	28%	33%	28%	26%
	2023	45%	30%	34%	48%	31%	46%	-	*	*	67%	26%	13%	36%	30%	33%	31%
At Masters Grade Level	2024	17%	7%	9%	11%	9%	17%	-	-	-	18%	7%	12%	9%	10%	8%	7%
	2023	19%	10%	10%	10%	10%	8%	-	*	*	33%	7%	0%	10%	11%	11%	11%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	78%	67%	77%	90%	-	-	-	89%	56%	79%	79%	76%	77%	73%
	2023	77%	67%	78%	69%	77%	91%	-	*	*	77%	51%	67%	80%	75%	76%	73%
At Meets Grade Level or Above	2024	43%	29%	35%	11%	33%	65%	-	-	-	44%	13%	26%	37%	32%	31%	25%
	2023	47%	34%	37%	31%	32%	76%	-	*	*	62%	13%	11%	38%	34%	33%	25%
At Masters Grade Level	2024	16%	10%	9%	11%	7%	27%	-	-	-	11%	5%	5%	9%	9%	5%	4%
	2023	18%	10%	8%	0%	5%	26%	-	*	*	31%	4%	0%	8%	7%	5%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	70%	90%	100%	90%	96%	*	*	-	83%	75%	88%	91%	89%	89%	83%
	2023	78%	68%	91%	90%	89%	100%	*	-	-	100%	68%	*	91%	88%	90%	86%
At Meets Grade Level or Above	2024	51%	36%	44%	56%	41%	63%	*	*	-	50%	14%	50%	45%	41%	39%	24%
	2023	52%	38%	55%	70%	50%	81%	*	-	-	88%	28%	*	56%	53%	52%	33%
At Masters Grade Level	2024	27%	15%	17%	22%	15%	35%	*	*	-	17%	5%	25%	18%	15%	14%	5%
	2023	27%	16%	22%	30%	17%	44%	*	-	-	50%	10%	*	22%	20%	19%	7%

* 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)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP 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																	
End of Course English I	2024	64%	56%	46%	*	45%	52%	-	-	-	44%	28%	50%	47%	44%	44%	41%
	2023	57%	51%	50%	45%	47%	66%	-	*	*	67%	25%	43%	49%	53%	47%	45%
End of Course English II	2024	69%	65%	59%	46%	57%	77%	-	*	-	55%	29%	50%	62%	52%	56%	48%
	2023	74%	70%	63%	69%	62%	73%	*	*	-	71%	33%	*	67%	54%	60%	49%
End of Course Algebra I	2024	72%	71%	79%	*	78%	85%	-	-	-	100%	83%	83%	79%	80%	80%	78%
	2023	76%	76%	84%	75%	83%	97%	-	*	*	83%	84%	*	83%	85%	83%	83%
All Grades Both Subjects	2024	64%	53%	59%	50%	58%	69%	-	*	-	63%	47%	62%	60%	57%	58%	54%
	2023	64%	55%	63%	62%	62%	74%	*	*	*	72%	47%	50%	64%	62%	61%	58%
All Grades ELA/Reading	2024	67%	55%	52%	47%	51%	65%	-	*	-	50%	28%	50%	55%	48%	50%	45%
	2023	63%	51%	57%	55%	55%	69%	*	*	*	68%	29%	41%	58%	53%	54%	47%
All Grades Mathematics	2024	60%	49%	79%	*	78%	85%	-	-	-	100%	83%	83%	79%	80%	80%	78%
	2023	66%	60%	84%	75%	83%	97%	-	*	*	83%	84%	*	83%	85%	83%	83%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	21%	15%	*	16%	0%	-	-	-	*	12%	14%	17%	12%	15%	14%
	2023	26%	25%	23%	0%	21%	67%	-	-	-	*	2%	*	24%	21%	20%	18%
End of Course English II	2024	29%	22%	19%	29%	18%	*	-	-	-	-	2%	*	18%	20%	18%	15%
	2023	41%	36%	33%	*	33%	36%	*	-	-	*	10%	*	38%	23%	33%	23%
End of Course Algebra I	2024	55%	57%	60%	*	60%	67%	-	-	-	*	62%	43%	57%	66%	60%	57%
	2023	58%	65%	71%	43%	71%	100%	-	-	-	*	65%	*	68%	78%	69%	72%
All Grades Both Subjects	2024	32%	24%	31%	33%	30%	38%	-	-	-	50%	26%	29%	30%	32%	31%	28%
	2023	38%	29%	41%	20%	40%	61%	*	-	-	50%	26%	20%	42%	39%	39%	37%
All Grades ELA/Reading	2024	30%	22%	17%	25%	17%	8%	-	-	-	*	7%	20%	17%	16%	16%	14%
	2023	35%	26%	29%	0%	28%	45%	*	-	-	40%	6%	*	32%	22%	27%	21%
All Grades Mathematics	2024	35%	25%	60%	*	60%	67%	-	-	-	*	62%	43%	57%	66%	60%	57%
	2023	40%	32%	71%	43%	71%	100%	-	-	-	*	65%	*	68%	78%	69%	72%

* 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) Annual Report 132
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP 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%	59%	66%	-	-	-	-	-	-	58%	-	57%	60%	54%	75%	58%	92%
	2023	76%	63%	69%	-	-	-	-	-	-	59%	-	59%	57%	60%	74%	59%	92%
At Meets Grade Level or Above	2024	48%	31%	33%	-	-	-	-	-	-	22%	-	22%	21%	15%	44%	22%	65%
	2023	49%	34%	36%	-	-	-	-	-	-	22%	-	22%	14%	16%	45%	22%	67%
At Masters Grade Level	2024	20%	10%	7%	-	-	-	-	-	-	3%	-	3%	4%	0%	13%	3%	18%
	2023	20%	10%	8%	-	-	-	-	-	-	3%	-	3%	1%	4%	12%	3%	13%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	51%	-	-	-	-	-	-	41%	-	43%	34%	44%	62%	41%	88%
	2023	77%	62%	56%	-	-	-	-	-	-	43%	-	43%	25%	54%	64%	43%	92%
At Meets Grade Level or Above	2024	54%	35%	29%	-	-	-	-	-	-	19%	-	21%	13%	19%	40%	19%	69%
	2023	53%	35%	30%	-	-	-	-	-	-	17%	-	17%	6%	8%	38%	17%	65%
At Masters Grade Level	2024	22%	10%	3%	-	-	-	-	-	-	1%	-	1%	1%	0%	6%	1%	7%
	2023	20%	9%	2%	-	-	-	-	-	-	0%	-	0%	0%	0%	5%	0%	3%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	73%	-	-	-	-	-	-	70%	-	66%	76%	*	79%	70%	80%
	2023	75%	61%	72%	-	-	-	-	-	-	69%	-	69%	57%	67%	74%	69%	77%
At Meets Grade Level or Above	2024	43%	25%	30%	-	-	-	-	-	-	25%	-	21%	32%	*	38%	25%	34%
	2023	45%	30%	34%	-	-	-	-	-	-	30%	-	30%	0%	33%	37%	30%	44%
At Masters Grade Level	2024	17%	7%	9%	-	-	-	-	-	-	6%	-	5%	8%	*	14%	6%	17%
	2023	19%	10%	10%	-	-	-	-	-	-	10%	-	10%	0%	17%	8%	10%	17%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	78%	-	-	-	-	-	-	72%	-	73%	72%	80%	86%	72%	93%
	2023	77%	67%	78%	-	-	-	-	-	-	72%	-	72%	73%	*	83%	72%	95%
At Meets Grade Level or Above	2024	43%	29%	35%	-	-	-	-	-	-	24%	-	25%	22%	20%	51%	24%	73%
	2023	47%	34%	37%	-	-	-	-	-	-	24%	-	24%	0%	*	49%	23%	68%
At Masters Grade Level	2024	16%	10%	9%	-	-	-	-	-	-	3%	-	3%	3%	0%	17%	3%	23%
	2023	18%	10%	8%	-	-	-	-	-	-	1%	-	1%	0%	*	16%	1%	11%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	70%	90%	-	-	-	-	-	-	83%	-	83%	83%	*	96%	83%	99%
	2023	78%	68%	91%	-	-	-	-	-	-	86%	-	86%	91%	*	92%	86%	96%
At Meets Grade Level or Above	2024	51%	36%	44%	-	-	-	-	-	-	24%	-	27%	17%	*	55%	23%	69%
	2023	52%	38%	55%	-	-	-	-	-	-	31%	-	31%	30%	*	66%	31%	80%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 133
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP 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%	15%	17%	-	-	-	-	-	-	6%	-	7%	3%	*	25%	6%	27%
	2023	27%	16%	22%	-	-	-	-	-	-	6%	-	6%	4%	*	32%	6%	30%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	59%	-	-	-	-	-	-	54%	-	53%	56%	46%	65%	54%	78%
	2023	64%	55%	63%	-	-	-	-	-	-	58%	-	58%	*	68%	67%	58%	75%
All Grades ELA/Reading	2024	67%	55%	52%	-	-	-	-	-	-	44%	-	47%	36%	40%	60%	44%	77%
	2023	63%	51%	57%	-	-	-	-	-	-	47%	-	47%	*	50%	62%	47%	73%
All Grades Mathematics	2024	60%	49%	79%	-	-	-	-	-	-	77%	-	76%	78%	*	83%	77%	83%
	2023	66%	60%	84%	-	-	-	-	-	-	83%	-	83%	-	*	84%	83%	88%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	31%	-	-	-	-	-	-	28%	-	24%	34%	17%	39%	28%	33%
	2023	38%	29%	41%	-	-	-	-	-	-	36%	-	36%	*	*	45%	36%	80%
All Grades ELA/Reading	2024	30%	22%	17%	-	-	-	-	-	-	14%	-	15%	13%	*	24%	14%	17%
	2023	35%	26%	29%	-	-	-	-	-	-	21%	-	21%	*	*	35%	21%	81%
All Grades Mathematics	2024	35%	25%	60%	-	-	-	-	-	-	57%	-	53%	61%	*	69%	57%	*
	2023	40%	32%	71%	-	-	-	-	-	-	72%	-	72%	-	*	69%	72%	*

* 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)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 134

	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%	99%	92%	99%	98%	*	*	-	94%	97%	99%	99%	98%	98%	99%
Included in Accountability	92%	90%	87%	83%	86%	94%	*	*	-	94%	89%	91%	91%	80%	88%	83%
Not Included in Accountability: Mobile	4%	6%	4%	8%	4%	3%	*	*	-	0%	3%	5%	2%	7%	2%	4%
Not Included in Accountability: Other Exclusions	2%	4%	8%	0%	9%	1%	*	*	-	0%	4%	4%	6%	10%	8%	13%
Not Tested	1%	1%	1%	8%	1%	2%	*	*	-	6%	3%	1%	1%	2%	2%	1%
Absent	1%	1%	1%	8%	1%	2%	*	*	-	6%	3%	1%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	92%	99%	98%	*	*	-	96%	97%	100%	99%	98%	99%	100%
Included in Accountability	91%	87%	81%	85%	80%	93%	*	*	-	96%	87%	87%	85%	75%	82%	75%
Not Included in Accountability: Mobile	4%	5%	3%	8%	4%	2%	*	*	-	0%	3%	5%	2%	6%	2%	3%
Not Included in Accountability: Other Exclusions	4%	6%	14%	0%	16%	2%	*	*	-	0%	8%	8%	13%	17%	14%	21%
Not Tested	1%	1%	1%	8%	1%	2%	*	*	-	4%	3%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	8%	1%	2%	*	*	-	4%	3%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	97%	75%	98%	96%	-	-	-	100%	95%	94%	98%	96%	97%	98%
Included in Accountability	93%	90%	90%	75%	90%	91%	-	-	-	100%	90%	94%	95%	83%	93%	90%
Not Included in Accountability: Mobile	5%	6%	5%	0%	5%	4%	-	-	-	0%	4%	0%	3%	8%	3%	5%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	3%	0%	-	-	-	0%	1%	0%	0%	5%	2%	3%
Not Tested	1%	1%	3%	25%	2%	4%	-	-	-	0%	5%	6%	2%	4%	3%	2%
Absent	1%	1%	2%	25%	2%	4%	-	-	-	0%	5%	6%	1%	4%	3%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	100%	98%	98%	-	-	-	82%	97%	100%	98%	98%	98%	99%
Included in Accountability	93%	92%	92%	82%	92%	94%	-	-	-	82%	92%	90%	95%	86%	94%	92%
Not Included in Accountability: Mobile	4%	5%	5%	18%	5%	4%	-	-	-	0%	4%	10%	3%	8%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	-	-	-	0%	1%	0%	0%	4%	1%	3%
Not Tested	1%	1%	2%	0%	2%	2%	-	-	-	18%	3%	0%	2%	2%	2%	1%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 135

	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%	1%	2%	0%	2%	2%	-	-	-	18%	3%	0%	2%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	*	-	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	94%	94%	95%	90%	95%	98%	*	*	-	100%	97%	100%	99%	87%	96%	92%
Not Included in Accountability: Mobile	4%	4%	3%	10%	3%	2%	*	*	-	0%	2%	0%	1%	8%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	0%	0%	0%	0%	3%	1%	2%
Not Tested	1%	1%	1%	0%	1%	0%	*	*	-	0%	2%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	*	*	-	0%	2%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	97%	97%	*	97%	100%	-	-	-	*	*	*	98%	96%	98%	95%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	91%	97%	96%	*	100%	*	97%	96%	100%	98%	96%	97%	98%
Included in Accountability	93%	91%	87%	74%	87%	94%	*	100%	*	79%	88%	85%	91%	79%	86%	84%
Not Included in Accountability: Mobile	4%	5%	4%	16%	4%	2%	*	0%	*	12%	4%	8%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	6%	0%	6%	0%	*	0%	*	6%	4%	8%	5%	7%	6%	11%
Not Tested	1%	1%	3%	9%	3%	4%	*	0%	*	3%	4%	0%	2%	4%	3%	2%
Absent	1%	1%	3%	9%	2%	3%	*	0%	*	3%	4%	0%	2%	3%	3%	2%
Other	0%	0%	0%	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	88%	98%	95%	*	*	*	93%	96%	100%	98%	98%	98%	99%
Included in Accountability	92%	90%	83%	69%	83%	94%	*	*	*	77%	84%	79%	87%	75%	83%	77%
Not Included in Accountability: Mobile	4%	5%	4%	19%	4%	1%	*	*	*	7%	4%	5%	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	11%	0%	12%	0%	*	*	*	10%	9%	16%	10%	13%	11%	19%
Not Tested	1%	1%	2%	12%	2%	5%	*	*	*	7%	4%	0%	2%	2%	2%	1%
Absent	1%	1%	2%	12%	1%	4%	*	*	*	7%	3%	0%	2%	2%	2%	1%
Other	0%	0%	0%	0%	0%	1%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	97%	93%	97%	95%	-	*	*	100%	96%	100%	97%	96%	96%	98%
Included in Accountability	94%	92%	91%	78%	91%	93%	-	*	*	82%	90%	89%	95%	83%	90%	92%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 136

	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: Mobile	5%	5%	5%	15%	5%	2%	-	*	*	18%	6%	11%	2%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	*	*	0%	0%	0%	0%	2%	1%	2%
Not Tested	1%	2%	3%	7%	3%	5%	-	*	*	0%	4%	0%	3%	4%	4%	2%
Absent	1%	1%	3%	7%	3%	4%	-	*	*	0%	4%	0%	2%	4%	3%	2%
Other	0%	0%	0%	0%	0%	2%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	96%	89%	97%	95%	-	*	*	100%	95%	100%	98%	94%	96%	97%
Included in Accountability	93%	93%	91%	72%	91%	92%	-	*	*	87%	91%	90%	96%	82%	90%	91%
Not Included in Accountability: Mobile	4%	4%	5%	17%	5%	3%	-	*	*	13%	4%	10%	2%	10%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	*	*	0%	0%	0%	0%	2%	1%	1%
Not Tested	1%	2%	4%	11%	3%	5%	-	*	*	0%	5%	0%	2%	6%	4%	3%
Absent	1%	2%	3%	11%	3%	3%	-	*	*	0%	4%	0%	2%	5%	4%	2%
Other	0%	0%	0%	0%	0%	2%	-	*	*	0%	1%	0%	0%	0%	0%	1%
Social Studies																
Assessment Participant	99%	98%	96%	100%	96%	100%	*	-	-	100%	96%	*	96%	96%	96%	96%
Included in Accountability	94%	93%	92%	91%	91%	97%	*	-	-	73%	91%	*	95%	83%	91%	89%
Not Included in Accountability: Mobile	4%	3%	4%	9%	4%	3%	*	-	-	18%	5%	*	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	-	-	9%	0%	*	0%	3%	1%	2%
Not Tested	1%	2%	4%	0%	4%	0%	*	-	-	0%	4%	*	4%	4%	4%	4%
Absent	1%	2%	4%	0%	4%	0%	*	-	-	0%	4%	*	4%	4%	4%	4%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	98%	100%	98%	95%	-	-	-	*	*	-	97%	100%	98%	100%

* 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)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 137

	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%	92.0%	88.9%	87.9%	88.6%	90.8%	*	*	*	89.8%	85.9%	88.4%	88.6%
2021-22	92.2%	90.6%	88.3%	91.8%	87.9%	90.1%	*	*	*	87.8%	85.9%	87.2%	87.3%
Chronic Absenteeism													
2022-23	20.3%	27.6%	40.9%	38.9%	42.0%	34.9%	*	*	*	33.3%	50.8%	42.8%	42.7%
2021-22	25.7%	34.8%	43.2%	31.9%	44.1%	37.6%	*	*	*	54.1%	51.7%	47.3%	45.2%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	0.1%	0.0%	0.1%	0.0%	*	*	*	0.0%	0.4%	0.1%	0.1%
2021-22	2.2%	0.2%	0.1%	0.0%	0.1%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	98.5%	100.0%	98.2%	100.0%	-	-	-	*	89.7%	99.1%	100.0%
Received TxCHSE	0.3%	0.2%	0.3%	0.0%	0.4%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.1%	1.8%	0.9%	0.0%	1.1%	0.0%	-	-	-	*	6.9%	0.4%	0.0%
Dropped Out	6.3%	0.5%	0.3%	0.0%	0.4%	0.0%	-	-	-	*	3.4%	0.4%	0.0%
Graduates and TxCHSE	90.6%	97.7%	98.8%	100.0%	98.6%	100.0%	-	-	-	*	89.7%	99.1%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.5%	99.7%	100.0%	99.6%	100.0%	-	-	-	*	96.6%	99.6%	100.0%
Class of 2022													
Graduated	89.7%	97.3%	98.2%	100.0%	98.9%	94.9%	-	*	-	100.0%	92.3%	97.6%	97.5%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.5%	0.3%	0.0%	0.0%	1.7%	-	*	-	0.0%	3.8%	0.0%	0.0%
Dropped Out	6.4%	1.2%	1.5%	0.0%	1.1%	3.4%	-	*	-	0.0%	3.8%	2.4%	2.5%
Graduates and TxCHSE	90.0%	97.3%	98.2%	100.0%	98.9%	94.9%	-	*	-	100.0%	92.3%	97.6%	97.5%
Graduates, TxCHSE, and Continuers	93.6%	98.8%	98.5%	100.0%	98.9%	96.6%	-	*	-	100.0%	96.2%	97.6%	97.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	98.5%	100.0%	98.9%	96.6%	-	*	-	100.0%	96.0%	97.6%	97.5%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	1.3%	1.5%	0.0%	1.1%	3.4%	-	*	-	0.0%	4.0%	2.4%	2.5%
Graduates and TxCHSE	92.2%	98.5%	98.5%	100.0%	98.9%	96.6%	-	*	-	100.0%	96.0%	97.6%	97.5%
Graduates, TxCHSE, and Continuers	93.2%	98.7%	98.5%	100.0%	98.9%	96.6%	-	*	-	100.0%	96.0%	97.6%	97.5%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	98.7%	99.7%	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.8%	0.3%	0.0%	0.0%	1.6%	-	-	-	0.0%	0.0%	0.5%	0.0%
Graduates and TxCHSE	92.7%	99.0%	99.7%	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	99.7%	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	99.7%	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Received TxCHSE	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.8%	0.3%	0.0%	0.0%	1.6%	-	-	-	0.0%	0.0%	0.5%	0.0%
Graduates and TxCHSE	93.2%	99.2%	99.7%	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	99.7%	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Class of 2020													
Graduated	92.7%	98.3%	99.1%	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
Received TxCHSE	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.6%	0.9%	0.0%	1.1%	0.0%	-	*	-	0.0%	4.8%	1.4%	0.0%
Graduates and TxCHSE	93.2%	98.4%	99.1%	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.4%	99.1%	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	97.0%	81.8%	97.1%	100.0%	-	-	-	*	76.5%	98.7%	99.1%
Class of 2022	89.7%	95.5%	96.8%	100.0%	97.4%	93.3%	-	*	-	100.0%	77.4%	96.3%	96.3%
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%	0.9%	0.3%	0.0%	0.4%	0.0%	-	-	-	*	0.0%	0.4%	0.9%
Class of 2022	3.7%	1.0%	1.2%	0.0%	1.5%	0.0%	-	*	-	0.0%	8.3%	1.9%	2.6%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	71.2%	80.7%	88.9%	79.3%	85.7%	-	-	-	*	73.1%	77.3%	79.1%
Class of 2022	84.3%	72.7%	85.1%	85.7%	82.5%	94.6%	-	*	-	100.0%	62.5%	83.0%	75.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP 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	88.6%	72.2%	81.0%	88.9%	79.7%	85.7%	-	-	-	*	73.1%	77.7%	80.0%
Class of 2022	88.0%	73.7%	86.3%	85.7%	84.0%	94.6%	-	*	-	100.0%	70.8%	85.0%	78.2%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	0.3%	0.0%	0.4%	0.0%	-	-	-	*	0.0%	0.4%	0.9%
2021-22	3.9%	1.0%	1.2%	0.0%	1.5%	0.0%	-	*	-	0.0%	8.0%	1.9%	2.7%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	80.0%	88.9%	78.5%	86.0%	-	-	-	*	67.9%	77.4%	78.9%
2021-22	82.3%	69.7%	84.8%	85.7%	82.7%	91.4%	-	*	-	100.0%	60.0%	82.5%	76.0%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	69.9%	80.3%	88.9%	78.9%	86.0%	-	-	-	*	67.9%	77.8%	79.8%
2021-22	86.0%	70.7%	86.0%	85.7%	84.2%	91.4%	-	*	-	100.0%	68.0%	84.5%	78.7%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	335	100.0%	886	377,367
By Ethnicity:				
African American	9	2.7%	27	46,822
Hispanic	279	83.3%	638	197,333
White	43	12.8%	195	103,009
American Indian	0	0.0%	2	1,181
Asian	0	0.0%	2	19,151
Pacific Islander	0	0.0%	1	574
Two or More Races	4	1.2%	21	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	66	19.7%	267	49,278
Foundation H.S. Program (Endorsement)	1	0.3%	8	16,475
Foundation H.S. Program (DLA)	268	80.0%	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	28	8.4%	78	34,589
Economically Disadvantaged Graduates	239	71.3%	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	114	34.0%	221	50,229
At-Risk Graduates	222	66.3%	515	168,430
CTE Completers	136	40.6%	213	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

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Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	47.6%	56.9%	66.7%	54.1%	69.0%	-	-	-	*	85.7%	52.3%	48.2%
2021-22	70.0%	49.0%	56.4%	85.7%	51.5%	70.7%	-	*	-	77.8%	84.0%	54.4%	44.0%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	37.4%	42.2%	55.6%	38.4%	59.5%	-	-	-	*	67.9%	37.7%	30.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	44.6%	49.3%	77.8%	44.8%	69.8%	-	-	-	*	0.0%	44.8%	33.3%
2021-22	57.1%	44.4%	48.1%	85.7%	41.2%	70.7%	-	*	-	66.7%	12.0%	40.3%	12.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	27.7%	31.6%	55.6%	27.2%	51.2%	-	-	-	*	0.0%	26.4%	14.9%
2021-22	48.2%	29.5%	31.6%	71.4%	24.6%	53.4%	-	*	-	55.6%	0.0%	24.3%	4.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	26.4%	29.0%	55.6%	24.0%	51.2%	-	-	-	*	0.0%	23.8%	11.4%
2021-22	42.2%	27.7%	29.3%	71.4%	22.7%	48.3%	-	*	-	55.6%	0.0%	22.8%	2.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	11.9%	15.8%	11.1%	14.7%	25.6%	-	-	-	*	0.0%	13.4%	11.4%
2021-22	20.5%	12.8%	19.4%	14.3%	19.2%	17.2%	-	*	-	44.4%	0.0%	20.4%	13.3%
Associate Degree (Annual Graduates)													
2022-23	2.5%	4.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2021-22	2.4%	3.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.0%	16.1%	44.4%	11.8%	34.9%	-	-	-	*	0.0%	11.7%	7.0%
2021-22	24.0%	22.0%	24.5%	57.1%	18.8%	41.4%	-	*	-	44.4%	0.0%	19.9%	1.3%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.1%	0.3%	0.0%	0.4%	0.0%	-	-	-	*	0.0%	0.4%	0.9%
2021-22	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	4.2%	5.7%	0.0%	5.7%	4.7%	-	-	-	*	67.9%	6.7%	8.8%
2021-22	5.0%	4.9%	5.1%	0.0%	6.2%	1.7%	-	*	-	0.0%	68.0%	7.3%	14.7%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	18.4%	24.9%	11.1%	26.9%	14.3%	-	-	-	*	57.1%	26.8%	27.2%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	14.1%	20.6%	0.0%	22.6%	11.6%	-	-	-	*	28.6%	23.0%	23.7%
2021-22	28.0%	11.4%	14.0%	14.3%	15.4%	10.3%	-	*	-	0.0%	12.0%	16.0%	20.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.7%	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%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.4%	4.2%	0.0%	4.7%	2.3%	-	-	-	*	42.9%	3.8%	4.4%
2021-22	2.5%	2.7%	1.8%	0.0%	1.2%	5.2%	-	*	-	0.0%	24.0%	1.5%	1.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.2%	1.5%	11.1%	1.1%	2.3%	-	-	-	*	0.0%	1.3%	0.0%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

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	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	30.8%	30.7%	77.8%	26.2%	46.5%	-	-	-	*	0.0%	25.1%	8.8%
	2021-22	22.8%	32.3%	37.6%	71.4%	33.8%	44.8%	-	*	-	66.7%	12.0%	32.0%	10.7%
Mathematics	2022-23	19.9%	18.4%	21.8%	44.4%	17.2%	41.9%	-	-	-	*	0.0%	16.7%	5.3%
	2021-22	18.7%	24.1%	29.3%	71.4%	23.8%	43.1%	-	*	-	55.6%	0.0%	23.3%	4.0%
Both Subjects	2022-23	12.5%	16.6%	19.1%	44.4%	15.1%	34.9%	-	-	-	*	0.0%	14.6%	4.4%
	2021-22	12.6%	18.9%	23.6%	71.4%	19.2%	31.0%	-	*	-	55.6%	0.0%	18.9%	2.7%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	4.4%	11.6%	0.0%	13.6%	2.3%	-	-	-	*	0.0%	14.2%	21.9%
	2021-22	11.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	2.3%	5.7%	0.0%	6.8%	0.0%	-	-	-	*	0.0%	6.7%	9.6%
	2021-22	14.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	1.4%	3.6%	0.0%	4.3%	0.0%	-	-	-	*	0.0%	4.2%	6.1%
	2021-22	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	22.4%	30.7%	30.0%	27.8%	42.5%	*	-	-	66.7%	4.8%	27.2%	21.5%
	2022	23.0%	15.8%	19.1%	35.3%	15.5%	31.9%	*	*	-	35.3%	0.0%	14.0%	8.0%
English Language Arts	2023	13.8%	8.6%	10.4%	5.0%	8.4%	21.7%	*	-	-	16.7%	2.4%	7.5%	5.7%
	2022	13.2%	4.8%	5.3%	5.9%	4.0%	10.6%	*	*	-	11.8%	0.0%	3.3%	1.9%
Mathematics	2023	7.0%	3.1%	6.2%	10.0%	4.4%	14.2%	*	-	-	16.7%	1.2%	4.4%	1.1%
	2022	6.9%	3.8%	6.5%	23.5%	4.9%	10.6%	*	*	-	17.6%	0.0%	4.0%	0.0%
Science	2023	10.3%	12.2%	19.3%	20.0%	15.6%	33.3%	*	-	-	66.7%	1.2%	15.3%	10.0%
	2022	9.6%	9.1%	11.4%	23.5%	8.8%	20.4%	*	*	-	29.4%	0.0%	7.6%	2.3%
Social Studies	2023	13.1%	9.8%	13.9%	15.0%	10.9%	27.5%	*	-	-	33.3%	0.0%	9.8%	6.9%
	2022	12.5%	7.9%	11.8%	29.4%	7.7%	27.4%	*	*	-	23.5%	0.0%	7.8%	3.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	36.9%	34.3%	0.0%	33.0%	45.1%	*	-	-	25.0%	*	34.2%	32.1%
	2022	53.3%	33.7%	32.1%	0.0%	33.0%	33.3%	-	*	-	50.0%	-	37.3%	47.1%
English Language Arts	2023	52.3%	28.6%	26.8%	*	13.2%	57.7%	-	-	-	*	*	18.6%	0.0%
	2022	53.2%	30.0%	31.6%	*	26.1%	41.7%	-	-	-	*	-	35.7%	*
Mathematics	2023	50.8%	30.4%	26.5%	*	21.4%	35.3%	-	-	-	*	*	12.0%	*
	2022	50.4%	12.5%	10.6%	*	3.6%	25.0%	-	-	-	*	-	5.9%	-
Science	2023	44.8%	12.8%	7.2%	*	3.0%	17.5%	*	-	-	12.5%	*	3.4%	0.0%
	2022	44.7%	19.1%	14.6%	*	10.0%	26.1%	-	-	-	20.0%	-	6.3%	0.0%

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 144

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	23.3%	14.7%	*	5.8%	33.3%	-	-	-	*	-	8.9%	0.0%
	2022	41.9%	25.2%	16.5%	0.0%	6.8%	29.0%	-	*	-	*	-	9.1%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	81.4%	100.0%	100.0%	100.0%	100.0%	?	-	?	*	100.0%	100.0%	100.0%
	2021-22	71.5%	71.8%	86.9%	100.0%	84.6%	89.7%	-	*	?	100.0%	72.0%	86.7%	94.7%
At/Above Criterion for All Examinees	2022-23	28.9%	15.8%	9.3%	22.2%	5.2%	29.4%	*	-	*	40.0%	0.0%	5.9%	0.0%
	2021-22	32.1%	15.7%	13.7%	28.6%	8.6%	26.9%	-	*	*	55.6%	0.0%	9.7%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	881	837	901	811	979	*	-	*	912	730	811	755
	2021-22	1001	907	899	987	869	997	-	1030	790	1029	760	883	772
English Language Arts and Writing	2022-23	497	443	417	464	401	504	*	-	*	422	368	403	370
	2021-22	506	457	454	536	436	511	-	520	380	522	378	445	374
Mathematics	2022-23	482	438	420	437	409	475	*	-	*	490	362	408	384
	2021-22	496	449	445	451	433	485	-	510	410	507	382	438	399
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.0	*	-	-	*	-	-	-	*	-	*	-
	2021-22	19.5	20.5	22.2	-	18.0	23.3	-	-	-	-	-	22.0	-
English Language Arts	2022-23	18.8	19.4	*	-	-	*	-	-	-	*	-	*	-
	2021-22	19.2	20.9	22.2	-	16.0	23.8	-	-	-	-	-	24.0	-
Mathematics	2022-23	18.9	19.7	*	-	-	*	-	-	-	*	-	*	-
	2021-22	19.3	18.6	20.6	-	17.0	21.5	-	-	-	-	-	18.0	-
Science	2022-23	19.5	21.3	*	-	-	*	-	-	-	*	-	*	-
	2021-22	19.8	21.1	22.6	-	21.0	23.0	-	-	-	-	-	21.0	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	42.2%	37.8%	39.6%	34.8%	58.7%	*	*	*	42.1%	13.3%	34.1%	24.9%
	2021-22	44.2%	39.1%	35.1%	52.4%	31.8%	50.6%	*	*	*	50.0%	10.6%	30.5%	22.1%
English Language Arts	2022-23	17.4%	15.5%	9.8%	15.2%	7.8%	22.6%	*	*	*	17.1%	0.4%	7.1%	3.2%
	2021-22	16.6%	16.2%	12.2%	26.8%	9.2%	25.9%	*	*	*	25.0%	0.0%	9.2%	2.6%
Mathematics	2022-23	19.5%	13.0%	13.0%	11.6%	11.7%	22.5%	*	*	*	15.8%	5.4%	11.5%	7.3%
	2021-22	19.9%	12.4%	9.7%	18.4%	8.3%	15.2%	*	*	*	17.9%	0.6%	7.8%	4.4%
Science	2022-23	21.5%	24.3%	22.6%	20.0%	20.4%	38.1%	*	*	*	26.3%	9.7%	20.2%	15.3%
	2021-22	21.1%	24.0%	21.9%	37.5%	19.6%	31.6%	*	*	*	35.5%	7.6%	18.7%	14.4%
Social Studies	2022-23	24.0%	22.3%	19.5%	34.8%	15.5%	43.4%	*	*	*	35.1%	0.9%	15.2%	7.7%
	2021-22	22.8%	18.8%	17.6%	44.4%	13.4%	35.2%	*	*	*	36.4%	1.2%	12.6%	4.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Annual Report 146

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,111	100.0%	12,923	5,517,464	2,123	100.0%	13,010	5,531,236
Students by Grade								
Grade 9	736	34.9%	10.2%	8.6%	736	34.7%	10.1%	8.5%
Grade 10	561	26.6%	8.6%	8.0%	561	26.4%	8.6%	7.9%
Grade 11	430	20.4%	7.1%	7.4%	430	20.3%	7.0%	7.4%
Grade 12	384	18.2%	6.4%	6.6%	396	18.7%	6.8%	6.7%
Ethnic Distribution								
African American	47	2.2%	2.9%	12.8%	47	2.2%	2.9%	12.8%
Hispanic	1,797	85.1%	75.7%	53.2%	1,806	85.1%	75.7%	53.2%
White	223	10.6%	18.4%	25.0%	226	10.6%	18.5%	25.0%
American Indian	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Asian	3	0.1%	0.3%	5.4%	3	0.1%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	39	1.8%	2.5%	3.1%	39	1.8%	2.5%	3.1%
Sex								
Female	1,002	47.5%	48.7%	48.9%	1,003	47.2%	48.6%	48.8%
Male	1,109	52.5%	51.3%	51.1%	1,120	52.8%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,455	68.9%	70.7%	62.3%	1,461	68.8%	70.6%	62.2%
Non-Educationally Disadvantaged	656	31.1%	29.3%	37.7%	662	31.2%	29.4%	37.8%
Section 504 Students	216	10.2%	9.6%	7.2%	216	10.2%	9.6%	7.2%
EB Students/EL	1,012	47.9%	44.5%	24.4%	1,016	47.9%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	207	9.6%	4.3%	1.9%				
Students w/ Dyslexia	208	9.9%	9.2%	6.0%	208	9.8%	9.2%	6.0%
Foster Care	3	0.1%	0.3%	0.2%	3	0.1%	0.3%	0.2%
Homeless	31	1.5%	2.9%	1.4%	31	1.5%	2.9%	1.4%
Immigrant	21	1.0%	3.2%	2.9%	21	1.0%	3.2%	2.9%
Migrant	7	0.3%	0.3%	0.2%	7	0.3%	0.3%	0.2%
Title I	0	0.0%	67.8%	65.7%	0	0.0%	67.5%	65.7%
Military Connected	13	0.6%	0.8%	3.9%	13	0.6%	0.8%	3.9%
At-Risk	1,572	74.5%	70.2%	53.2%	1,580	74.4%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	996	47.2%	43.6%	24.5%	997	47.0%	43.5%	24.4%
Career and Technical Education	1,547	73.3%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	1,547	73.3%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	125	5.9%	7.8%	8.5%	125	5.9%	7.7%	8.5%
Special Education	270	12.8%	13.8%	13.9%	281	13.2%	14.1%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	270							
Students with Intellectual Disabilities	211	78.1%	54.2%	45.7%				
Students with Physical Disabilities	*	*	20.7%	18.9%				
Students with Autism	**	**	11.5%	16.2%				
Students with Behavioral Disabilities	41	15.2%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	354	16.4%	14.6%	16.1%				
African American	14	0.6%	0.8%	3.4%				
Hispanic	284	13.1%	10.6%	8.5%				
White	44	2.0%	2.7%	3.1%				
American Indian	2	0.1%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.0%	0.0%	0.0%				
Two or More Races	9	0.4%	0.5%	0.5%				
Special Ed Students who are Mobile	53	20.0%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	186	20.2%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	268	16.2%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	312	18.6%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	25.8%	17.6%	7.9%	45.1%	30.9%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	21.0	15.3	16.3
Foreign Languages	24.6	20.1	18.8
Mathematics	22.7	18.4	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Science	24.6	20.7	18.5
Social Studies	22.8	19.9	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	154.3	100.0%	100.0%	100.0%
Professional Staff	139.7	90.6%	68.9%	63.9%
Teachers	124.9	81.0%	51.7%	48.3%
Professional Support	10.1	6.5%	12.1%	11.1%
Campus Administration (School Leadership)	4.7	3.1%	4.0%	3.3%
Educational Aides	14.6	9.4%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	4.0	n/a	27.0	13,870.0
Part-time Counselors	2.0	n/a	4.0	1,172.0
Total Minority Staff	47.8	31.0%	38.1%	54.4%
Teachers by Ethnicity				
African American	13.8	11.1%	6.0%	12.6%
Hispanic	17.9	14.3%	22.9%	30.1%
White	88.7	71.0%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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	4.5	3.6%	1.4%	1.3%
Teachers by Sex				
Males	60.1	48.1%	24.5%	24.5%
Females	64.8	51.9%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	9.8	7.9%	10.3%	2.5%
Bachelors	84.2	67.4%	68.7%	71.7%
Masters	29.9	23.9%	20.0%	24.9%
Doctorate	1.0	0.8%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	9.7	7.7%	8.4%	8.7%
1-5 Years Experience	41.5	33.2%	36.2%	27.4%
6-10 Years Experience	19.8	15.9%	17.1%	20.2%
11-20 Years Experience	31.4	25.2%	21.5%	27.1%
21-30 Years Experience	15.2	12.2%	13.1%	13.7%
Over 30 Years Experience	7.3	5.9%	3.6%	3.0%
Number of Students per Teacher	16.9	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.0
Average Years Experience of Principals with District	1.0	3.6	5.1
Average Years Experience of Assistant Principals	5.3	5.1	5.1
Average Years Experience of Assistant Principals with District	3.0	4.1	4.3
Average Years Experience of Teachers	11.5	10.5	11.1
Average Years Experience of Teachers with District	5.0	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$49,053	\$54,662	\$54,272
1-5 Years Experience	\$57,964	\$57,912	\$58,185
6-10 Years Experience	\$58,064	\$57,935	\$61,494
11-20 Years Experience	\$64,870	\$60,870	\$65,219
21-30 Years Experience	\$65,489	\$66,003	\$69,723
Over 30 Years Experience	\$75,158	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,951	\$60,003	\$62,474
Professional Support	\$75,893	\$71,213	\$73,783
Campus Administration (School Leadership)	\$86,511	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	1.1	0.9%	14.9%	6.0%
Career and Technical Education	14.1	11.3%	4.4%	5.5%
Compensatory Education	2.2	1.8%	6.1%	3.1%
Gifted and Talented Education	4.6	3.7%	1.5%	1.6%
Regular Education	77.0	61.7%	55.9%	69.8%
Special Education	17.8	14.3%	12.2%	10.3%
Other	8.0	6.4%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: CEDAR CREEK INT

Campus Number: 011901108

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Annual Report 154

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2024	79%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	81%	61%	55%	*	53%	71%	-	-	-	60%	10%	88%	58%	50%	52%	54%
At Meets Grade Level or Above	2024	55%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	57%	32%	24%	*	20%	52%	-	-	-	60%	5%	31%	27%	20%	20%	20%
At Masters Grade Level	2024	29%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	28%	10%	7%	*	6%	12%	-	-	-	60%	0%	6%	7%	7%	6%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	80%	62%	55%	*	52%	83%	-	-	-	60%	19%	88%	57%	51%	52%	53%
At Meets Grade Level or Above	2024	50%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	51%	30%	25%	*	22%	44%	-	-	-	60%	3%	50%	27%	21%	22%	21%
At Masters Grade Level	2024	19%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	21%	10%	6%	*	5%	12%	-	-	-	40%	0%	6%	8%	4%	5%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	65%	55%	51%	*	47%	81%	-	-	-	60%	16%	81%	55%	43%	49%	47%
At Meets Grade Level or Above	2024	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	36%	25%	20%	*	16%	48%	-	-	-	60%	3%	31%	22%	16%	17%	13%
At Masters Grade Level	2024	11%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	16%	11%	8%	*	5%	29%	-	-	-	40%	2%	6%	9%	7%	5%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	59%	53%	*	51%	68%	-	-	-	*	19%	79%	53%	53%	50%	51%
	2023	77%	56%	52%	*	48%	88%	-	-	-	75%	14%	55%	55%	46%	50%	45%
At Meets Grade Level or Above	2024	57%	37%	30%	*	27%	51%	-	-	-	*	7%	36%	29%	30%	26%	25%
	2023	52%	29%	25%	*	21%	60%	-	-	-	38%	6%	25%	28%	19%	22%	18%
At Masters Grade Level	2024	26%	12%	8%	*	6%	24%	-	-	-	*	0%	7%	8%	9%	6%	6%
	2023	22%	10%	7%	*	5%	24%	-	-	-	0%	0%	0%	8%	5%	6%	3%
Grade 6 Mathematics																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Annual Report 155

	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	72%	51%	45%	*	43%	63%	-	-	-	*	16%	50%	47%	42%	43%	42%
	2023	75%	56%	53%	*	50%	76%	-	-	-	88%	23%	58%	54%	52%	52%	49%
At Meets Grade Level or Above	2024	39%	18%	14%	*	12%	34%	-	-	-	*	0%	21%	15%	13%	12%	10%
	2023	40%	23%	16%	*	14%	31%	-	-	-	25%	6%	16%	17%	13%	15%	11%
At Masters Grade Level	2024	14%	4%	2%	*	1%	7%	-	-	-	*	0%	0%	2%	2%	1%	1%
	2023	16%	7%	1%	*	1%	7%	-	-	-	0%	0%	0%	1%	2%	1%	1%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	49%	*	47%	66%	-	-	-	80%	18%	64%	50%	48%	46%	46%
	2023	76%	63%	53%	46%	50%	80%	-	-	-	71%	17%	72%	56%	49%	51%	49%
At Meets Grade Level or Above	2024	48%	31%	22%	*	19%	43%	-	-	-	80%	4%	29%	22%	22%	19%	17%
	2023	49%	34%	22%	15%	19%	47%	-	-	-	45%	5%	30%	24%	18%	19%	16%
At Masters Grade Level	2024	20%	10%	5%	*	4%	16%	-	-	-	80%	0%	4%	5%	6%	3%	4%
	2023	20%	10%	6%	0%	4%	17%	-	-	-	23%	0%	3%	6%	5%	4%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	53%	*	51%	68%	-	-	-	*	19%	79%	53%	53%	50%	51%
	2023	77%	62%	53%	40%	50%	80%	-	-	-	69%	13%	69%	56%	48%	51%	49%
At Meets Grade Level or Above	2024	54%	35%	30%	*	27%	51%	-	-	-	*	7%	36%	29%	30%	26%	25%
	2023	53%	35%	24%	20%	21%	56%	-	-	-	46%	5%	28%	27%	20%	21%	19%
At Masters Grade Level	2024	22%	10%	8%	*	6%	24%	-	-	-	*	0%	7%	8%	9%	6%	6%
	2023	20%	9%	7%	0%	5%	18%	-	-	-	23%	0%	3%	7%	6%	6%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	45%	*	43%	63%	-	-	-	*	16%	50%	47%	42%	43%	42%
	2023	75%	61%	54%	60%	51%	80%	-	-	-	77%	21%	71%	55%	52%	52%	51%
At Meets Grade Level or Above	2024	43%	25%	14%	*	12%	34%	-	-	-	*	0%	21%	15%	13%	12%	10%
	2023	45%	30%	20%	20%	17%	37%	-	-	-	38%	5%	31%	22%	17%	18%	15%
At Masters Grade Level	2024	17%	7%	2%	*	1%	7%	-	-	-	*	0%	0%	2%	2%	1%	1%
	2023	19%	10%	4%	0%	3%	10%	-	-	-	15%	0%	3%	4%	3%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	67%	51%	*	47%	81%	-	-	-	60%	16%	81%	55%	43%	49%	47%
At Meets Grade Level or Above	2023	47%	34%	20%	*	16%	48%	-	-	-	60%	3%	31%	22%	16%	17%	13%
At Masters Grade Level	2023	18%	10%	8%	*	5%	29%	-	-	-	40%	2%	6%	9%	7%	5%	5%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Annual Report 156

	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)
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2023	43%	22%	15%	*	11%	41%	-	-	-	60%	3%	13%	18%	11%	11%	11%
Reading and Mathematics Including EOC	2023	43%	22%	15%	*	11%	41%	-	-	-	60%	3%	13%	18%	11%	11%	11%
Reading Including EOC	2023	57%	32%	24%	*	20%	52%	-	-	-	60%	5%	31%	27%	20%	20%	20%
Math Including EOC	2023	51%	30%	25%	*	22%	44%	-	-	-	60%	3%	50%	27%	21%	22%	21%
6th Graders																	
Reading and Mathematics	2024	36%	16%	11%	*	9%	28%	-	-	-	*	0%	14%	11%	11%	8%	8%
	2023	35%	18%	12%	*	10%	29%	-	-	-	13%	2%	5%	13%	8%	10%	7%
Reading and Mathematics Including EOC	2024	36%	16%	11%	*	9%	28%	-	-	-	*	0%	14%	11%	11%	8%	8%
	2023	35%	18%	12%	*	10%	29%	-	-	-	13%	2%	5%	13%	8%	10%	7%
Reading Including EOC	2024	57%	37%	30%	*	27%	51%	-	-	-	*	7%	36%	29%	30%	26%	25%
	2023	52%	29%	25%	*	21%	60%	-	-	-	38%	6%	25%	28%	19%	22%	18%
Math Including EOC	2024	40%	18%	14%	*	12%	34%	-	-	-	*	0%	21%	15%	13%	12%	10%
	2023	40%	23%	16%	*	14%	31%	-	-	-	25%	6%	16%	17%	13%	15%	11%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	11%	*	9%	28%	-	-	-	*	0%	14%	11%	11%	8%	8%
	2023	37%	21%	13%	0%	11%	35%	-	-	-	31%	2%	9%	15%	10%	11%	9%
Reading and Mathematics Including EOC	2024	38%	19%	11%	*	9%	28%	-	-	-	*	0%	14%	11%	11%	8%	8%
	2023	39%	23%	13%	0%	11%	35%	-	-	-	31%	2%	9%	15%	10%	11%	9%
Reading Including EOC	2024	54%	34%	30%	*	27%	51%	-	-	-	*	7%	36%	29%	30%	26%	25%
	2023	53%	34%	24%	20%	21%	56%	-	-	-	46%	5%	28%	27%	20%	21%	19%
Math Including EOC	2024	45%	24%	14%	*	12%	34%	-	-	-	*	0%	21%	15%	13%	12%	10%
	2023	47%	30%	20%	20%	17%	37%	-	-	-	38%	5%	31%	22%	17%	18%	15%

* 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)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP 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 5 ELA/Reading	2024	70%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	65%	43%	42%	*	40%	60%	-	-	-	60%	18%	38%	45%	38%	40%	41%
Grade 5 Mathematics	2024	65%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	71%	64%	59%	*	58%	71%	-	-	-	80%	53%	66%	62%	55%	57%	57%
Grade 6 ELA/Reading	2024	61%	52%	46%	*	45%	61%	-	-	-	*	25%	50%	46%	47%	43%	43%
	2023	51%	37%	34%	*	32%	55%	-	-	-	25%	25%	28%	34%	34%	34%	31%
Grade 6 Mathematics	2024	48%	34%	33%	*	32%	36%	-	-	-	*	31%	29%	37%	27%	32%	31%
	2023	54%	51%	47%	*	47%	46%	-	-	-	44%	48%	29%	45%	49%	46%	44%
All Grades Both Subjects	2024	64%	53%	40%	*	38%	49%	-	-	-	90%	28%	39%	42%	37%	38%	37%
	2023	64%	55%	45%	20%	44%	58%	-	-	-	48%	36%	39%	46%	44%	44%	42%
All Grades ELA/Reading	2024	67%	55%	46%	*	45%	61%	-	-	-	*	25%	50%	46%	47%	43%	43%
	2023	63%	51%	38%	0%	36%	57%	-	-	-	38%	22%	32%	39%	36%	37%	35%
All Grades Mathematics	2024	60%	49%	33%	*	32%	36%	-	-	-	*	31%	29%	37%	27%	32%	31%
	2023	66%	60%	52%	40%	52%	59%	-	-	-	58%	51%	46%	53%	52%	51%	49%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 5 ELA/Reading	2024	35%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	37%	21%	21%	*	19%	40%	-	-	-	*	2%	*	21%	21%	20%	23%
Grade 5 Mathematics	2024	41%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	48%	34%	32%	*	30%	64%	-	-	-	*	15%	60%	35%	27%	30%	31%
Grade 6 ELA/Reading	2024	24%	17%	17%	*	17%	10%	-	-	-	-	13%	*	18%	15%	17%	15%
	2023	26%	15%	11%	-	11%	*	-	-	-	*	6%	0%	9%	14%	12%	9%
Grade 6 Mathematics	2024	27%	14%	15%	*	16%	0%	-	-	-	*	9%	*	17%	11%	15%	17%
	2023	35%	27%	25%	*	25%	22%	-	-	-	*	17%	17%	23%	28%	24%	23%
All Grades Both Subjects	2024	32%	24%	16%	*	16%	7%	-	-	-	*	11%	0%	18%	13%	16%	16%
	2023	38%	29%	23%	40%	22%	41%	-	-	-	29%	10%	24%	23%	23%	22%	22%
All Grades ELA/Reading	2024	30%	22%	17%	*	17%	10%	-	-	-	-	13%	*	18%	15%	17%	15%
	2023	35%	26%	16%	*	14%	33%	-	-	-	*	4%	10%	15%	17%	15%	15%
All Grades Mathematics	2024	35%	25%	15%	*	16%	0%	-	-	-	*	9%	*	17%	11%	15%	17%
	2023	40%	32%	28%	*	27%	48%	-	-	-	*	16%	36%	29%	27%	27%	27%

* 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) Annual Report 158
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP 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%	59%	49%	-	-	-	-	-	-	46%	-	49%	33%	*	54%	46%	90%
	2023	76%	63%	53%	47%	47%	-	-	-	47%	60%	63%	53%	66%	69%	60%	48%	94%
At Meets Grade Level or Above	2024	48%	31%	22%	-	-	-	-	-	-	17%	-	17%	14%	*	31%	17%	80%
	2023	49%	34%	22%	15%	15%	-	-	-	15%	18%	23%	6%	12%	13%	32%	15%	68%
At Masters Grade Level	2024	20%	10%	5%	-	-	-	-	-	-	3%	-	3%	5%	*	9%	3%	20%
	2023	20%	10%	6%	3%	3%	-	-	-	3%	5%	7%	0%	2%	0%	10%	3%	19%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	53%	-	-	-	-	-	-	50%	-	53%	39%	*	57%	50%	100%
	2023	77%	62%	53%	46%	46%	-	-	-	47%	61%	70%	44%	80%	86%	61%	48%	93%
At Meets Grade Level or Above	2024	54%	35%	30%	-	-	-	-	-	-	24%	-	25%	18%	*	39%	24%	100%
	2023	53%	35%	24%	17%	17%	-	-	-	17%	20%	23%	13%	20%	14%	35%	17%	79%
At Masters Grade Level	2024	22%	10%	8%	-	-	-	-	-	-	6%	-	5%	8%	*	13%	6%	20%
	2023	20%	9%	7%	4%	4%	-	-	-	4%	7%	10%	0%	7%	0%	11%	4%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	45%	-	-	-	-	-	-	42%	-	45%	27%	*	51%	42%	80%
	2023	75%	61%	54%	49%	49%	-	-	-	49%	59%	57%	63%	47%	71%	60%	50%	93%
At Meets Grade Level or Above	2024	43%	25%	14%	-	-	-	-	-	-	9%	-	9%	10%	*	22%	9%	60%
	2023	45%	30%	20%	15%	15%	-	-	-	15%	13%	20%	0%	7%	14%	27%	15%	50%
At Masters Grade Level	2024	17%	7%	2%	-	-	-	-	-	-	1%	-	1%	2%	*	4%	1%	20%
	2023	19%	10%	4%	2%	2%	-	-	-	2%	2%	3%	0%	0%	0%	5%	2%	14%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	77%	67%	51%	45%	45%	-	-	-	44%	63%	63%	-	73%	*	58%	46%	*
At Meets Grade Level or Above	2024	43%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	47%	34%	20%	11%	11%	-	-	-	11%	25%	25%	-	9%	*	33%	12%	*
At Masters Grade Level	2024	16%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	18%	10%	8%	4%	4%	-	-	-	4%	8%	8%	-	0%	*	15%	4%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	40%	-	-	-	-	-	-	37%	-	37%	35%	*	47%	37%	40%
	2023	64%	55%	45%	41%	41%	-	-	-	41%	45%	51%	34%	37%	54%	50%	42%	73%
All Grades ELA/Reading	2024	67%	55%	46%	-	-	-	-	-	-	43%	-	44%	37%	*	55%	43%	40%
	2023	63%	51%	38%	34%	34%	-	-	-	34%	37%	47%	19%	37%	43%	42%	34%	81%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 159
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
All Grades Mathematics	2024	60%	49%	33%	-	-	-	-	-	-	31%	-	30%	33%	*	38%	30%	40%	
	2023	66%	60%	52%	49%	49%	-	-	-	48%	53%	55%	50%	37%	64%	58%	49%	65%	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2024	32%	24%	16%	-	-	-	-	-	-	16%	-	17%	11%	*	16%	16%	-	
	2023	38%	29%	23%	21%	21%	-	-	-	21%	29%	38%	14%	30%	67%	25%	22%	*	
All Grades ELA/Reading	2024	30%	22%	17%	-	-	-	-	-	-	14%	-	13%	15%	*	23%	15%	-	
	2023	35%	26%	16%	14%	14%	-	-	-	15%	25%	40%	0%	*	*	16%	15%	*	
All Grades Mathematics	2024	35%	25%	15%	-	-	-	-	-	-	17%	-	20%	7%	-	9%	17%	-	
	2023	40%	32%	28%	26%	26%	-	-	-	27%	32%	36%	25%	17%	60%	31%	27%	*	

* 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)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Annual Report 160

	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%	99%	100%	99%	98%	-	-	-	83%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	90%	87%	67%	87%	87%	-	-	-	83%	92%	93%	96%	76%	87%	85%
Not Included in Accountability: Mobile	4%	6%	8%	33%	8%	9%	-	-	-	0%	8%	7%	3%	14%	8%	9%
Not Included in Accountability: Other Exclusions	2%	4%	4%	0%	4%	2%	-	-	-	0%	0%	0%	0%	8%	4%	6%
Not Tested	1%	1%	1%	0%	1%	2%	-	-	-	17%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	2%	-	-	-	17%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	*	100%	98%	-	-	-	*	100%	100%	100%	99%	99%	100%
Included in Accountability	91%	87%	87%	*	87%	87%	-	-	-	*	92%	93%	97%	76%	88%	86%
Not Included in Accountability: Mobile	4%	5%	8%	*	8%	9%	-	-	-	*	8%	7%	3%	14%	8%	9%
Not Included in Accountability: Other Exclusions	4%	6%	4%	*	4%	2%	-	-	-	*	0%	0%	0%	8%	4%	6%
Not Tested	1%	1%	1%	*	0%	2%	-	-	-	*	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	*	0%	2%	-	-	-	*	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	*	99%	98%	-	-	-	*	100%	100%	100%	98%	99%	99%
Included in Accountability	93%	90%	86%	*	86%	87%	-	-	-	*	92%	93%	96%	75%	87%	85%
Not Included in Accountability: Mobile	5%	6%	9%	*	9%	9%	-	-	-	*	8%	7%	3%	15%	8%	9%
Not Included in Accountability: Other Exclusions	1%	2%	4%	*	4%	2%	-	-	-	*	0%	0%	0%	8%	4%	6%
Not Tested	1%	1%	1%	*	1%	2%	-	-	-	*	0%	0%	0%	2%	1%	1%
Absent	1%	1%	1%	*	1%	2%	-	-	-	*	0%	0%	0%	2%	1%	1%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	-	-	100%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	91%	87%	91%	93%	-	-	-	100%	91%	99%	96%	84%	91%	92%
Not Included in Accountability: Mobile	4%	5%	6%	0%	6%	6%	-	-	-	0%	5%	0%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	2%	3%	2%	13%	2%	0%	-	-	-	0%	3%	0%	1%	2%	2%	2%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Annual Report 161

	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 Tested	1%	1%	1%	0%	1%	1%	-	-	-	0%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	-	-	-	0%	2%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	90%	91%	83%	91%	93%	-	-	-	100%	90%	100%	96%	84%	91%	92%
Not Included in Accountability: Mobile	4%	5%	6%	0%	6%	7%	-	-	-	0%	5%	0%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	3%	5%	2%	17%	2%	0%	-	-	-	0%	4%	0%	1%	3%	2%	3%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	98%	100%	98%	98%	-	-	-	100%	97%	97%	98%	97%	98%	99%
Included in Accountability	94%	92%	91%	83%	91%	92%	-	-	-	100%	91%	97%	95%	84%	90%	92%
Not Included in Accountability: Mobile	5%	5%	6%	0%	6%	6%	-	-	-	0%	4%	0%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	17%	1%	0%	-	-	-	0%	2%	0%	1%	2%	1%	1%
Not Tested	1%	2%	2%	0%	2%	2%	-	-	-	0%	3%	3%	2%	3%	2%	1%
Absent	1%	1%	2%	0%	2%	2%	-	-	-	0%	3%	3%	2%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	*	99%	100%	-	-	-	100%	100%	100%	100%	98%	99%	99%
Included in Accountability	93%	93%	92%	*	91%	95%	-	-	-	100%	94%	100%	96%	85%	92%	91%
Not Included in Accountability: Mobile	4%	4%	6%	*	6%	5%	-	-	-	0%	5%	0%	3%	10%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	2%	0%	-	-	-	0%	2%	0%	1%	2%	1%	2%
Not Tested	1%	2%	1%	*	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	1%
Absent	1%	2%	1%	*	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	1%
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)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP 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%	92.0%	92.4%	94.8%	92.3%	93.5%	-	-	-	91.8%	90.1%	92.1%	92.8%
2021-22	92.2%	90.6%	90.0%	92.5%	89.7%	91.6%	*	*	-	88.2%	86.7%	89.6%	90.3%
Chronic Absenteeism													
2022-23	20.3%	27.6%	26.9%	0.0%	26.8%	28.4%	-	-	-	35.7%	32.7%	28.1%	23.2%
2021-22	25.7%	34.8%	37.1%	33.3%	37.1%	32.5%	*	*	-	72.2%	50.0%	38.4%	35.9%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP 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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP 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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	455	100.0%	12,923	5,517,464	455	100.0%	13,010	5,531,236
Students by Grade								
Grade 6	455	100.0%	6.7%	7.3%	455	100.0%	6.7%	7.2%
Ethnic Distribution								
African American	2	0.4%	2.9%	12.8%	2	0.4%	2.9%	12.8%
Hispanic	405	89.0%	75.7%	53.2%	405	89.0%	75.7%	53.2%
White	45	9.9%	18.4%	25.0%	45	9.9%	18.5%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.3%	5.4%	0	0.0%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	0.7%	2.5%	3.1%	3	0.7%	2.5%	3.1%
Sex								
Female	229	50.3%	48.7%	48.9%	229	50.3%	48.6%	48.8%
Male	226	49.7%	51.3%	51.1%	226	49.7%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	360	79.1%	70.7%	62.3%	360	79.1%	70.6%	62.2%
Non-Educationally Disadvantaged	95	20.9%	29.3%	37.7%	95	20.9%	29.4%	37.8%
Section 504 Students	46	10.1%	9.6%	7.2%	46	10.1%	9.6%	7.2%
EB Students/EL	309	67.9%	44.5%	24.4%	309	67.9%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	10	1.0%	4.3%	1.9%				
Students w/ Dyslexia	67	14.7%	9.2%	6.0%	67	14.7%	9.2%	6.0%
Foster Care	1	0.2%	0.3%	0.2%	1	0.2%	0.3%	0.2%
Homeless	14	3.1%	2.9%	1.4%	14	3.1%	2.9%	1.4%
Immigrant	19	4.2%	3.2%	2.9%	19	4.2%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Title I	455	100.0%	67.8%	65.7%	455	100.0%	67.5%	65.7%
Military Connected	1	0.2%	0.8%	3.9%	1	0.2%	0.8%	3.9%
At-Risk	388	85.3%	70.2%	53.2%	388	85.3%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	307	67.5%	43.6%	24.5%	307	67.5%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	39	8.6%	7.8%	8.5%	39	8.6%	7.7%	8.5%
Special Education	72	15.8%	13.8%	13.9%	72	15.8%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	72							
Students with Intellectual Disabilities	59	81.9%	54.2%	45.7%				

Texas Education Agency
2023-24 Student Information (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Physical Disabilities	**	**	20.7%	18.9%				
Students with Autism	*	*	11.5%	16.2%				
Students with Behavioral Disabilities	**	**	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	148	14.5%	14.6%	16.1%				
African American	2	0.2%	0.8%	3.4%				
Hispanic	128	12.6%	10.6%	8.5%				
White	16	1.6%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.5%	0.5%				
Special Ed Students who are Mobile	31	18.7%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	87	13.6%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	142	15.8%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	56	13.3%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.5%	0.4%	0.3%	0.0%	0.0%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	18.7	18.0	19.2

Texas Education Agency
2023-24 Staff Information (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	45.2	100.0%	100.0%	100.0%
Professional Staff	35.9	79.6%	68.9%	63.9%
Teachers	28.8	63.8%	51.7%	48.3%
Professional Support	5.1	11.4%	12.1%	11.1%
Campus Administration (School Leadership)	2.0	4.4%	4.0%	3.3%
Educational Aides	9.2	20.4%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	15.5	34.4%	38.1%	54.4%
Teachers by Ethnicity				
African American	1.0	3.5%	6.0%	12.6%
Hispanic	5.4	18.8%	22.9%	30.1%
White	20.9	72.5%	68.6%	53.4%
American Indian	0.5	1.7%	0.4%	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	1.0	3.5%	1.4%	1.3%
Teachers by Sex				
Males	5.7	19.8%	24.5%	24.5%
Females	23.1	80.2%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	4.9	17.2%	10.3%	2.5%
Bachelors	17.6	61.0%	68.7%	71.7%
Masters	5.3	18.3%	20.0%	24.9%
Doctorate	1.0	3.5%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.4	5.0%	8.4%	8.7%
1-5 Years Experience	13.0	45.1%	36.2%	27.4%
6-10 Years Experience	4.1	14.3%	17.1%	20.2%
11-20 Years Experience	3.1	10.9%	21.5%	27.1%
21-30 Years Experience	5.5	19.0%	13.1%	13.7%
Over 30 Years Experience	1.6	5.7%	3.6%	3.0%
Number of Students per Teacher	15.8	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.0
Average Years Experience of Principals with District	1.0	3.6	5.1
Average Years Experience of Assistant Principals	8.0	5.1	5.1
Average Years Experience of Assistant Principals with District	6.0	4.1	4.3
Average Years Experience of Teachers	10.8	10.5	11.1
Average Years Experience of Teachers with District	6.3	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$35,838	\$54,662	\$54,272
1-5 Years Experience	\$58,549	\$57,912	\$58,185
6-10 Years Experience	\$57,939	\$57,935	\$61,494
11-20 Years Experience	\$59,678	\$60,870	\$65,219
21-30 Years Experience	\$63,140	\$66,003	\$69,723
Over 30 Years Experience	\$93,443	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,302	\$60,003	\$62,474
Professional Support	\$64,262	\$71,213	\$73,783
Campus Administration (School Leadership)	\$113,727	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	7.0	24.1%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	0.0	0.0%	6.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.5%	1.6%
Regular Education	16.7	57.9%	55.9%	69.8%
Special Education	5.0	17.5%	12.2%	10.3%
Other	0.1	0.5%	5.0%	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)
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

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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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: CEDAR CREEK MIDDLE

Campus Number: 011901106

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

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	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	47%	44%	-	40%	88%	-	*	-	*	11%	50%	47%	38%	39%	34%
	2023	78%	63%	56%	80%	53%	75%	-	*	-	67%	21%	73%	57%	53%	56%	49%
At Meets Grade Level or Above	2024	54%	29%	24%	-	20%	66%	-	*	-	*	6%	25%	26%	21%	19%	16%
	2023	55%	35%	27%	0%	24%	52%	-	*	-	33%	3%	36%	27%	26%	27%	20%
At Masters Grade Level	2024	29%	12%	8%	-	6%	27%	-	*	-	*	2%	0%	9%	7%	5%	4%
	2023	27%	13%	7%	0%	5%	17%	-	*	-	33%	0%	18%	7%	8%	7%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	13%	11%	-	11%	20%	-	*	-	-	11%	38%	9%	14%	12%	10%
	2023	63%	34%	31%	*	29%	46%	-	*	-	*	6%	43%	26%	39%	30%	25%
At Meets Grade Level or Above	2024	34%	3%	2%	-	2%	0%	-	*	-	-	5%	13%	1%	3%	2%	1%
	2023	37%	9%	6%	*	6%	12%	-	*	-	*	3%	14%	5%	7%	6%	3%
At Masters Grade Level	2024	11%	1%	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
	2023	11%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	66%	58%	86%	55%	75%	-	*	-	*	31%	63%	60%	53%	56%	49%
	2023	83%	64%	59%	40%	57%	81%	-	-	-	71%	23%	69%	60%	57%	55%	50%
At Meets Grade Level or Above	2024	56%	36%	28%	43%	24%	52%	-	*	-	*	5%	38%	27%	28%	27%	18%
	2023	58%	35%	30%	0%	26%	60%	-	-	-	57%	8%	23%	31%	28%	25%	18%
At Masters Grade Level	2024	29%	15%	9%	14%	8%	18%	-	*	-	*	0%	13%	8%	12%	8%	5%
	2023	28%	13%	9%	0%	6%	31%	-	-	-	57%	1%	0%	10%	8%	7%	3%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	56%	48%	*	45%	70%	-	-	-	29%	21%	69%	50%	44%	46%	42%
	2023	76%	60%	56%	60%	54%	73%	-	*	-	67%	27%	53%	57%	53%	54%	52%
At Meets Grade Level or Above	2024	43%	27%	17%	*	15%	37%	-	-	-	14%	4%	54%	17%	17%	16%	15%
	2023	46%	34%	25%	20%	20%	65%	-	*	-	33%	11%	33%	28%	20%	23%	17%
At Masters Grade Level	2024	16%	7%	2%	*	2%	3%	-	-	-	0%	0%	0%	2%	3%	3%	3%
	2023	17%	12%	7%	0%	5%	27%	-	*	-	11%	1%	7%	8%	6%	6%	3%
Grade 8 Science																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 177

	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%	52%	44%	57%	41%	75%	-	*	-	*	15%	63%	45%	41%	42%	36%
	2023	74%	57%	58%	80%	56%	73%	-	-	-	57%	30%	54%	61%	51%	54%	49%
At Meets Grade Level or Above	2024	44%	25%	18%	29%	14%	45%	-	*	-	*	4%	38%	17%	19%	15%	10%
	2023	47%	29%	29%	40%	24%	67%	-	-	-	43%	13%	31%	32%	23%	25%	18%
At Masters Grade Level	2024	17%	8%	6%	0%	5%	23%	-	*	-	*	0%	13%	7%	6%	4%	3%
	2023	17%	8%	9%	0%	7%	31%	-	-	-	14%	2%	23%	10%	8%	7%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	47%	42%	57%	38%	75%	-	*	-	*	15%	63%	43%	39%	40%	32%
	2023	62%	45%	38%	40%	34%	69%	-	-	-	29%	20%	38%	41%	32%	33%	27%
At Meets Grade Level or Above	2024	33%	19%	16%	14%	13%	43%	-	*	-	*	7%	50%	16%	17%	13%	9%
	2023	33%	16%	11%	40%	9%	29%	-	-	-	29%	10%	8%	12%	10%	9%	5%
At Masters Grade Level	2024	17%	9%	6%	0%	4%	25%	-	*	-	*	1%	25%	7%	5%	4%	2%
	2023	16%	6%	4%	0%	3%	13%	-	-	-	14%	4%	0%	4%	5%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	84%	*	82%	100%	-	*	-	*	*	*	85%	82%	82%	84%
	2023	79%	75%	84%	*	81%	96%	-	-	-	*	*	*	84%	78%	82%	76%
At Meets Grade Level or Above	2024	43%	32%	30%	*	24%	60%	-	*	-	*	*	*	28%	39%	24%	16%
	2023	43%	36%	46%	*	41%	67%	-	-	-	*	*	*	47%	39%	39%	30%
At Masters Grade Level	2024	24%	13%	11%	*	6%	35%	-	*	-	*	*	*	13%	7%	7%	1%
	2023	23%	14%	20%	*	15%	46%	-	-	-	*	*	*	21%	13%	15%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	46%	68%	42%	77%	-	67%	-	42%	18%	59%	48%	41%	43%	37%
	2023	76%	63%	52%	57%	50%	73%	-	*	-	58%	22%	56%	54%	49%	49%	44%
At Meets Grade Level or Above	2024	48%	31%	19%	21%	16%	48%	-	67%	-	29%	5%	36%	19%	19%	17%	12%
	2023	49%	34%	24%	20%	20%	52%	-	*	-	38%	8%	27%	25%	20%	21%	15%
At Masters Grade Level	2024	20%	10%	6%	4%	4%	19%	-	50%	-	21%	0%	8%	6%	6%	4%	3%
	2023	20%	10%	7%	0%	5%	24%	-	*	-	25%	2%	9%	8%	6%	6%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	51%	86%	47%	81%	-	*	-	63%	22%	54%	54%	45%	47%	41%
	2023	77%	62%	58%	60%	55%	78%	-	*	-	69%	22%	71%	59%	55%	55%	50%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 178

	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%	35%	26%	43%	22%	59%	-	*	-	38%	6%	29%	26%	24%	23%	17%
	2023	53%	35%	28%	0%	25%	56%	-	*	-	46%	6%	29%	29%	27%	26%	19%
At Masters Grade Level	2024	22%	10%	9%	14%	7%	22%	-	*	-	25%	1%	4%	8%	9%	7%	4%
	2023	20%	9%	8%	0%	6%	24%	-	*	-	46%	1%	8%	9%	8%	7%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	43%	71%	40%	74%	-	*	-	38%	17%	63%	46%	38%	41%	37%
	2023	75%	61%	52%	50%	49%	71%	-	*	-	62%	19%	52%	53%	50%	50%	45%
At Meets Grade Level or Above	2024	43%	25%	15%	0%	12%	40%	-	*	-	25%	4%	38%	15%	14%	13%	11%
	2023	45%	30%	22%	20%	18%	51%	-	*	-	31%	7%	32%	25%	17%	19%	14%
At Masters Grade Level	2024	17%	7%	3%	0%	2%	11%	-	*	-	13%	0%	4%	3%	3%	3%	2%
	2023	19%	10%	7%	0%	5%	25%	-	*	-	15%	1%	8%	8%	4%	5%	3%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	44%	57%	41%	75%	-	*	-	*	15%	63%	45%	41%	42%	36%
	2023	77%	67%	58%	80%	56%	73%	-	-	-	57%	30%	54%	61%	51%	54%	49%
At Meets Grade Level or Above	2024	43%	29%	18%	29%	14%	45%	-	*	-	*	4%	38%	17%	19%	15%	10%
	2023	47%	34%	29%	40%	24%	67%	-	-	-	43%	13%	31%	32%	23%	25%	18%
At Masters Grade Level	2024	16%	10%	6%	0%	5%	23%	-	*	-	*	0%	13%	7%	6%	4%	3%
	2023	18%	10%	9%	0%	7%	31%	-	-	-	14%	2%	23%	10%	8%	7%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	70%	42%	57%	38%	75%	-	*	-	*	15%	63%	43%	39%	40%	32%
	2023	78%	68%	38%	40%	34%	69%	-	-	-	29%	20%	38%	41%	32%	33%	27%
At Meets Grade Level or Above	2024	51%	36%	16%	14%	13%	43%	-	*	-	*	7%	50%	16%	17%	13%	9%
	2023	52%	38%	11%	40%	9%	29%	-	-	-	29%	10%	8%	12%	10%	9%	5%
At Masters Grade Level	2024	27%	15%	6%	0%	4%	25%	-	*	-	*	1%	25%	7%	5%	4%	2%
	2023	27%	16%	4%	0%	3%	13%	-	-	-	14%	4%	0%	4%	5%	2%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2024	35%	17%	11%	-	9%	30%	-	*	-	*	2%	19%	11%	10%	9%	8%
	2023	37%	24%	15%	0%	11%	43%	-	*	-	17%	1%	18%	17%	10%	15%	8%
Reading and Mathematics Including EOC	2024	36%	17%	11%	-	9%	30%	-	*	-	*	2%	19%	11%	10%	9%	8%
	2023	38%	24%	15%	0%	11%	43%	-	*	-	17%	1%	18%	17%	10%	15%	8%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 179

	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%	29%	24%	-	20%	66%	-	*	-	*	6%	25%	26%	21%	19%	16%
	2023	55%	35%	27%	0%	24%	52%	-	*	-	33%	3%	36%	27%	26%	27%	20%
Math Including EOC	2024	40%	21%	15%	-	13%	41%	-	*	-	*	5%	38%	16%	14%	14%	13%
	2023	43%	28%	17%	0%	14%	49%	-	*	-	17%	3%	18%	20%	13%	18%	10%
8th Graders																	
Reading and Mathematics	2024	28%	10%	5%	*	5%	13%	-	-	-	*	4%	20%	4%	8%	6%	4%
	2023	31%	12%	12%	*	10%	30%	-	-	-	33%	7%	18%	11%	12%	9%	8%
Reading and Mathematics Including EOC	2024	41%	21%	12%	0%	9%	32%	-	*	-	*	4%	25%	11%	14%	10%	7%
	2023	44%	24%	20%	0%	17%	48%	-	-	-	43%	7%	23%	22%	16%	15%	10%
Reading Including EOC	2024	57%	36%	28%	43%	24%	52%	-	*	-	*	5%	38%	27%	28%	27%	18%
	2023	58%	35%	30%	0%	26%	60%	-	-	-	57%	8%	23%	31%	28%	25%	18%
Math Including EOC	2024	49%	26%	14%	0%	12%	39%	-	*	-	*	4%	38%	14%	15%	12%	9%
	2023	51%	30%	26%	40%	22%	56%	-	-	-	43%	11%	38%	29%	20%	21%	16%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	9%	*	7%	23%	-	*	-	14%	3%	19%	8%	9%	8%	7%
	2023	37%	21%	13%	0%	10%	38%	-	*	-	25%	5%	18%	14%	11%	12%	8%
Reading and Mathematics Including EOC	2024	38%	19%	11%	0%	9%	31%	-	*	-	25%	3%	21%	11%	12%	10%	8%
	2023	39%	23%	17%	0%	14%	45%	-	*	-	31%	5%	21%	20%	13%	15%	9%
Reading Including EOC	2024	54%	34%	26%	43%	22%	59%	-	*	-	38%	6%	29%	26%	24%	23%	17%
	2023	53%	34%	28%	0%	25%	56%	-	*	-	46%	6%	29%	29%	27%	26%	19%
Math Including EOC	2024	45%	24%	15%	0%	12%	40%	-	*	-	25%	4%	38%	15%	14%	13%	11%
	2023	47%	30%	22%	20%	18%	53%	-	*	-	31%	7%	29%	25%	17%	19%	13%

* 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)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 180

	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%	44%	42%	-	40%	68%	-	-	-	*	24%	41%	44%	40%	38%	36%
	2023	71%	59%	52%	*	51%	62%	-	*	-	20%	30%	55%	55%	45%	52%	48%
Grade 7 Mathematics	2024	49%	27%	31%	-	30%	*	-	-	-	-	33%	50%	28%	34%	32%	29%
	2023	56%	40%	39%	*	38%	46%	-	-	-	*	38%	57%	38%	39%	39%	34%
Grade 8 ELA/Reading	2024	69%	58%	51%	67%	49%	64%	-	*	-	*	37%	56%	52%	48%	50%	43%
	2023	63%	46%	44%	*	42%	62%	-	-	-	71%	40%	38%	45%	41%	40%	39%
Grade 8 Mathematics	2024	66%	57%	51%	*	51%	51%	-	-	-	17%	44%	77%	52%	49%	51%	51%
	2023	74%	63%	62%	*	59%	75%	-	*	-	78%	51%	40%	59%	66%	60%	59%
End of Course Algebra I	2024	72%	71%	51%	*	50%	53%	-	*	-	*	*	*	52%	46%	50%	51%
	2023	76%	76%	53%	*	48%	75%	-	-	-	*	*	*	52%	59%	47%	40%
All Grades Both Subjects	2024	64%	53%	46%	63%	45%	59%	-	*	-	40%	35%	58%	47%	44%	45%	42%
	2023	64%	55%	50%	53%	48%	65%	-	*	-	58%	40%	47%	51%	49%	48%	46%
All Grades ELA/Reading	2024	67%	55%	47%	67%	44%	66%	-	*	-	50%	31%	46%	48%	43%	44%	40%
	2023	63%	51%	48%	44%	46%	62%	-	*	-	50%	36%	46%	50%	43%	46%	43%
All Grades Mathematics	2024	60%	49%	46%	58%	45%	51%	-	*	-	29%	39%	71%	46%	45%	46%	45%
	2023	66%	60%	53%	63%	50%	68%	-	*	-	67%	45%	48%	51%	56%	51%	48%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2024	23%	12%	12%	-	11%	*	-	-	-	*	4%	14%	12%	11%	9%	9%
	2023	39%	28%	23%	*	23%	27%	-	-	-	*	12%	*	25%	20%	22%	21%
Grade 7 Mathematics	2024	14%	6%	7%	-	7%	*	-	-	-	-	8%	20%	7%	8%	8%	7%
	2023	22%	11%	10%	*	9%	18%	-	-	-	*	6%	*	9%	12%	10%	5%
Grade 8 ELA/Reading	2024	34%	29%	23%	*	24%	17%	-	-	-	*	13%	*	27%	15%	22%	22%
	2023	39%	23%	21%	*	21%	25%	-	-	-	*	7%	40%	23%	17%	19%	21%
Grade 8 Mathematics	2024	44%	30%	24%	*	23%	38%	-	-	-	*	13%	60%	26%	21%	22%	22%
	2023	49%	29%	32%	*	33%	8%	-	-	-	*	18%	14%	32%	31%	31%	32%
End of Course Algebra I	2024	55%	57%	48%	-	48%	-	-	-	-	-	-	*	50%	*	39%	56%
	2023	58%	65%	38%	-	38%	-	-	-	-	-	-	*	*	40%	43%	17%
All Grades Both Subjects	2024	32%	24%	18%	*	17%	28%	-	-	-	0%	10%	32%	20%	14%	16%	16%
	2023	38%	29%	23%	33%	23%	19%	-	-	-	20%	11%	18%	23%	22%	22%	21%
All Grades ELA/Reading	2024	30%	22%	17%	*	17%	19%	-	-	-	*	8%	18%	19%	13%	15%	15%
	2023	35%	26%	22%	*	22%	26%	-	-	-	*	9%	29%	24%	19%	21%	21%
All Grades Mathematics	2024	35%	25%	19%	*	18%	35%	-	-	-	*	11%	45%	20%	16%	17%	18%
	2023	40%	32%	23%	33%	23%	13%	-	-	-	33%	12%	10%	22%	24%	23%	21%

* 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) Annual Report 181
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP 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%	59%	46%	0%	-	-	-	-	0%	36%	*	21%	44%	88%	57%	36%	82%
	2023	76%	63%	52%	-	-	-	-	-	-	42%	-	42%	41%	29%	63%	42%	84%
At Meets Grade Level or Above	2024	48%	31%	19%	0%	-	-	-	-	0%	11%	*	5%	15%	50%	29%	12%	46%
	2023	49%	34%	24%	-	-	-	-	-	-	13%	-	13%	11%	7%	36%	13%	50%
At Masters Grade Level	2024	20%	10%	6%	0%	-	-	-	-	0%	2%	*	0%	4%	0%	10%	2%	21%
	2023	20%	10%	7%	-	-	-	-	-	-	2%	-	2%	2%	0%	14%	2%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	51%	*	-	-	-	-	*	40%	*	19%	55%	*	64%	40%	95%
	2023	77%	62%	58%	-	-	-	-	-	-	47%	-	47%	48%	40%	68%	47%	92%
At Meets Grade Level or Above	2024	54%	35%	26%	*	-	-	-	-	*	16%	*	5%	23%	*	39%	16%	63%
	2023	53%	35%	28%	-	-	-	-	-	-	17%	-	17%	15%	20%	42%	17%	63%
At Masters Grade Level	2024	22%	10%	9%	*	-	-	-	-	*	3%	*	0%	6%	*	15%	3%	33%
	2023	20%	9%	8%	-	-	-	-	-	-	3%	-	3%	3%	0%	15%	2%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	43%	*	-	-	-	-	*	36%	*	20%	46%	*	53%	36%	77%
	2023	75%	61%	52%	-	-	-	-	-	-	44%	-	44%	44%	20%	61%	44%	81%
At Meets Grade Level or Above	2024	43%	25%	15%	*	-	-	-	-	*	10%	*	4%	15%	*	21%	10%	33%
	2023	45%	30%	22%	-	-	-	-	-	-	12%	-	12%	11%	0%	34%	12%	48%
At Masters Grade Level	2024	17%	7%	3%	*	-	-	-	-	*	2%	*	0%	3%	*	5%	2%	13%
	2023	19%	10%	7%	-	-	-	-	-	-	2%	-	2%	2%	0%	13%	2%	15%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	44%	-	-	-	-	-	-	34%	-	28%	36%	*	55%	35%	72%
	2023	77%	67%	58%	-	-	-	-	-	-	47%	-	47%	43%	*	71%	47%	84%
At Meets Grade Level or Above	2024	43%	29%	18%	-	-	-	-	-	-	8%	-	7%	9%	*	29%	9%	44%
	2023	47%	34%	29%	-	-	-	-	-	-	16%	-	16%	12%	*	44%	16%	55%
At Masters Grade Level	2024	16%	10%	6%	-	-	-	-	-	-	2%	-	0%	3%	*	11%	2%	20%
	2023	18%	10%	9%	-	-	-	-	-	-	3%	-	3%	1%	*	17%	3%	16%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	70%	42%	-	-	-	-	-	-	31%	-	30%	31%	*	53%	31%	80%
	2023	78%	68%	38%	-	-	-	-	-	-	25%	-	25%	19%	*	52%	25%	73%
At Meets Grade Level or Above	2024	51%	36%	16%	-	-	-	-	-	-	8%	-	5%	9%	*	26%	8%	40%
	2023	52%	38%	11%	-	-	-	-	-	-	4%	-	4%	2%	*	19%	4%	27%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 182
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP 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%	15%	6%	-	-	-	-	-	-	2%	-	0%	2%	*	13%	2%	16%
	2023	27%	16%	4%	-	-	-	-	-	-	1%	-	1%	0%	*	9%	1%	3%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	46%	0%	-	-	-	-	0%	42%	*	33%	48%	58%	52%	41%	67%
	2023	64%	55%	50%	-	-	-	-	-	-	45%	-	45%	46%	50%	57%	45%	60%
All Grades ELA/Reading	2024	67%	55%	47%	*	-	-	-	-	*	39%	*	30%	45%	*	57%	39%	69%
	2023	63%	51%	48%	-	-	-	-	-	-	42%	-	42%	45%	80%	54%	43%	58%
All Grades Mathematics	2024	60%	49%	46%	*	-	-	-	-	*	44%	*	35%	51%	*	46%	44%	65%
	2023	66%	60%	53%	-	-	-	-	-	-	47%	-	47%	46%	20%	60%	47%	62%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	18%	0%	-	-	-	-	0%	16%	*	10%	24%	-	21%	16%	46%
	2023	38%	29%	23%	-	-	-	-	-	-	21%	-	21%	24%	13%	26%	21%	47%
All Grades ELA/Reading	2024	30%	22%	17%	*	-	-	-	-	*	15%	-	8%	24%	-	21%	15%	*
	2023	35%	26%	22%	-	-	-	-	-	-	20%	-	20%	23%	*	24%	20%	71%
All Grades Mathematics	2024	35%	25%	19%	*	-	-	-	-	*	17%	*	12%	23%	-	22%	17%	33%
	2023	40%	32%	23%	-	-	-	-	-	-	21%	-	21%	25%	*	27%	21%	30%

* 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)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 183

	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%	98%	100%	98%	99%	-	100%	-	100%	98%	99%	99%	97%	98%	99%
Included in Accountability	92%	90%	92%	70%	92%	97%	-	100%	-	92%	94%	86%	98%	83%	95%	93%
Not Included in Accountability: Mobile	4%	6%	5%	25%	5%	2%	-	0%	-	8%	3%	11%	1%	12%	2%	4%
Not Included in Accountability: Other Exclusions	2%	4%	1%	5%	1%	0%	-	0%	-	0%	1%	1%	0%	2%	1%	2%
Not Tested	1%	1%	2%	0%	2%	1%	-	0%	-	0%	2%	1%	1%	3%	2%	1%
Absent	1%	1%	2%	0%	2%	1%	-	0%	-	0%	2%	1%	1%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	98%	99%	-	*	-	100%	97%	100%	99%	98%	98%	100%
Included in Accountability	91%	87%	92%	54%	92%	97%	-	*	-	89%	92%	86%	97%	84%	94%	93%
Not Included in Accountability: Mobile	4%	5%	5%	38%	5%	2%	-	*	-	11%	3%	11%	1%	12%	2%	5%
Not Included in Accountability: Other Exclusions	4%	6%	2%	8%	2%	0%	-	*	-	0%	1%	4%	1%	3%	1%	2%
Not Tested	1%	1%	1%	0%	2%	1%	-	*	-	0%	3%	0%	1%	2%	2%	0%
Absent	1%	1%	1%	0%	2%	1%	-	*	-	0%	3%	0%	1%	2%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	100%	98%	99%	-	*	-	100%	97%	96%	99%	96%	98%	99%
Included in Accountability	93%	90%	92%	64%	92%	97%	-	*	-	89%	95%	86%	98%	83%	95%	93%
Not Included in Accountability: Mobile	5%	6%	5%	27%	5%	2%	-	*	-	11%	2%	11%	1%	12%	2%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	9%	1%	0%	-	*	-	0%	1%	0%	0%	1%	1%	1%
Not Tested	1%	1%	2%	0%	2%	1%	-	*	-	0%	3%	4%	1%	4%	2%	1%
Absent	1%	1%	2%	0%	2%	1%	-	*	-	0%	3%	4%	1%	4%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	97%	99%	98%
Included in Accountability	93%	92%	93%	88%	92%	98%	-	*	-	*	95%	89%	99%	83%	96%	92%
Not Included in Accountability: Mobile	4%	5%	5%	13%	5%	2%	-	*	-	*	4%	11%	1%	12%	2%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	*	-	*	0%	0%	0%	3%	1%	2%
Not Tested	1%	1%	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	3%	1%	2%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 184

	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%	1%	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	3%	1%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	98%	100%	98%	100%	-	*	-	*	99%	100%	99%	97%	98%	98%
Included in Accountability	94%	94%	93%	88%	92%	98%	-	*	-	*	95%	89%	98%	83%	95%	92%
Not Included in Accountability: Mobile	4%	4%	5%	13%	5%	2%	-	*	-	*	4%	11%	1%	11%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	*	-	*	0%	0%	0%	3%	1%	2%
Not Tested	1%	1%	2%	0%	2%	0%	-	*	-	*	1%	0%	1%	3%	2%	2%
Absent	1%	1%	2%	0%	2%	0%	-	*	-	*	1%	0%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	97%	-	*	-	100%	97%	100%	99%	99%	99%	99%
Included in Accountability	93%	91%	93%	75%	93%	95%	-	*	-	100%	90%	100%	96%	87%	93%	93%
Not Included in Accountability: Mobile	4%	5%	5%	25%	5%	2%	-	*	-	0%	6%	0%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	*	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	1%	1%	0%	1%	3%	-	*	-	0%	3%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	3%	-	*	-	0%	3%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	98%	-	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	93%	77%	93%	95%	-	*	-	100%	91%	100%	96%	88%	93%	93%
Not Included in Accountability: Mobile	4%	5%	5%	23%	5%	3%	-	*	-	0%	5%	0%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	-	*	-	0%	2%	0%	1%	2%	1%	2%
Not Tested	1%	1%	0%	0%	0%	2%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	2%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	97%	-	*	-	100%	98%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	93%	77%	93%	94%	-	*	-	100%	92%	100%	96%	87%	93%	92%
Not Included in Accountability: Mobile	5%	5%	5%	23%	5%	3%	-	*	-	0%	5%	0%	2%	11%	5%	6%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 185

	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%	2%	1%	0%	1%	0%	-	*	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	1%	0%	1%	3%	-	*	-	0%	2%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	3%	-	*	-	0%	2%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	98%	100%	98%	96%	-	-	-	100%	94%	100%	99%	97%	98%	98%
Included in Accountability	93%	93%	93%	71%	93%	95%	-	-	-	100%	86%	100%	96%	87%	93%	92%
Not Included in Accountability: Mobile	4%	4%	4%	29%	4%	2%	-	-	-	0%	6%	0%	2%	8%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	2%	0%	2%	4%	-	-	-	0%	6%	0%	1%	3%	2%	2%
Absent	1%	2%	2%	0%	2%	4%	-	-	-	0%	6%	0%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	100%	98%	95%	-	-	-	100%	95%	100%	98%	98%	97%	98%
Included in Accountability	94%	93%	93%	71%	93%	95%	-	-	-	100%	86%	100%	95%	88%	92%	93%
Not Included in Accountability: Mobile	4%	3%	4%	29%	4%	0%	-	-	-	0%	7%	0%	2%	8%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	2%	0%	2%	5%	-	-	-	0%	5%	0%	2%	2%	3%	2%
Absent	1%	2%	2%	0%	2%	5%	-	-	-	0%	5%	0%	2%	2%	2%	2%
Other	0%	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)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP 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%	92.0%	91.3%	90.6%	91.2%	92.2%	-	*	-	87.8%	89.0%	91.1%	91.2%
2021-22	92.2%	90.6%	89.6%	90.6%	89.6%	89.4%	-	*	*	90.7%	86.4%	88.8%	90.0%
Chronic Absenteeism													
2022-23	20.3%	27.6%	30.5%	25.0%	30.7%	27.0%	-	*	-	52.9%	39.9%	31.5%	30.9%
2021-22	25.7%	34.8%	38.7%	27.8%	38.4%	42.3%	-	*	*	39.1%	50.6%	43.4%	38.4%
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%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 187

	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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP 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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	116,959

There is no data for this campus.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Annual Report 191

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	30.8%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	22.8%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	19.9%	18.4%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	18.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2022-23	12.5%	16.6%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	12.6%	18.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	11.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	20.2%	2.3%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	14.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2022-23	12.5%	1.4%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	7.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	22.4%	?	-	?	-	-	-	-	-	-	?	-
	2022	23.0%	15.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	13.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
	2022	13.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	7.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
	2022	6.9%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	10.3%	12.2%	-	-	-	-	-	-	-	-	-	-	-
	2022	9.6%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2023	13.1%	9.8%	-	-	-	-	-	-	-	-	-	-	-
	2022	12.5%	7.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	36.9%	*	-	*	-	-	-	-	-	-	*	-
	2022	53.3%	33.7%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	28.6%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	30.4%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	12.8%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	23.3%	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	25.2%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	81.4%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	71.5%	71.8%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2022-23	28.9%	15.8%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	32.1%	15.7%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	881	-	-	-	-	-	-	-	-	-	-	-
	2021-22	1001	907	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2022-23	497	443	-	-	-	-	-	-	-	-	-	-	-
	2021-22	506	457	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	482	438	-	-	-	-	-	-	-	-	-	-	-
	2021-22	496	449	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.0	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.5	20.5	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022-23	18.8	19.4	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.2	20.9	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	18.9	19.7	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.3	18.6	-	-	-	-	-	-	-	-	-	-	-
Science	2022-23	19.5	21.3	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.8	21.1	-	-	-	-	-	-	-	-	-	-	-

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

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	1,028	100.0%	12,923	5,517,464	1,028	100.0%	13,010	5,531,236
Students by Grade								
Grade 7	534	51.9%	7.4%	7.3%	534	51.9%	7.4%	7.3%
Grade 8	494	48.1%	7.4%	7.5%	494	48.1%	7.3%	7.5%
Ethnic Distribution								
African American	9	0.9%	2.9%	12.8%	9	0.9%	2.9%	12.8%
Hispanic	917	89.2%	75.7%	53.2%	917	89.2%	75.7%	53.2%
White	90	8.8%	18.4%	25.0%	90	8.8%	18.5%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.2%	0.3%	5.4%	2	0.2%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	10	1.0%	2.5%	3.1%	10	1.0%	2.5%	3.1%
Sex								
Female	493	48.0%	48.7%	48.9%	493	48.0%	48.6%	48.8%
Male	535	52.0%	51.3%	51.1%	535	52.0%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	814	79.2%	70.7%	62.3%	814	79.2%	70.6%	62.2%
Non-Educationally Disadvantaged	214	20.8%	29.3%	37.7%	214	20.8%	29.4%	37.8%
Section 504 Students	137	13.3%	9.6%	7.2%	137	13.3%	9.6%	7.2%
EB Students/EL	615	59.8%	44.5%	24.4%	615	59.8%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	100	8.9%	4.3%	1.9%				
Students w/ Dyslexia	157	15.3%	9.2%	6.0%	157	15.3%	9.2%	6.0%
Foster Care	1	0.1%	0.3%	0.2%	1	0.1%	0.3%	0.2%
Homeless	24	2.3%	2.9%	1.4%	24	2.3%	2.9%	1.4%
Immigrant	47	4.6%	3.2%	2.9%	47	4.6%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Title I	1,028	100.0%	67.8%	65.7%	1,028	100.0%	67.5%	65.7%
Military Connected	3	0.3%	0.8%	3.9%	3	0.3%	0.8%	3.9%
At-Risk	809	78.7%	70.2%	53.2%	809	78.7%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	612	59.5%	43.6%	24.5%	612	59.5%	43.5%	24.4%
Career and Technical Education	125	12.2%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	98	9.5%	7.8%	8.5%	98	9.5%	7.7%	8.5%
Special Education	151	14.7%	13.8%	13.9%	151	14.7%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	151							

Texas Education Agency
2023-24 Student Information (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Intellectual Disabilities	120	79.5%	54.2%	45.7%				
Students with Physical Disabilities	5	3.3%	20.7%	18.9%				
Students with Autism	6	4.0%	11.5%	16.2%				
Students with Behavioral Disabilities	20	13.2%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	134	12.0%	14.6%	16.1%				
African American	4	0.4%	0.8%	3.4%				
Hispanic	113	10.1%	10.6%	8.5%				
White	13	1.2%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.4%	0.5%	0.5%				
Special Ed Students who are Mobile	27	14.8%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	74	11.6%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	123	12.1%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	55	11.5%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	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%	0.2%	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	16.3	15.3	16.3
Foreign Languages	22.1	20.1	18.8
Mathematics	20.9	18.4	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Science	24.1	20.7	18.5
Social Studies	24.3	19.9	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	87.9	100.0%	100.0%	100.0%
Professional Staff	73.6	83.8%	68.9%	63.9%
Teachers	63.0	71.8%	51.7%	48.3%
Professional Support	4.4	5.0%	12.1%	11.1%
Campus Administration (School Leadership)	6.1	7.0%	4.0%	3.3%
Educational Aides	14.3	16.2%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	35.0	39.8%	38.1%	54.4%
Teachers by Ethnicity				
African American	8.2	13.0%	6.0%	12.6%
Hispanic	16.3	25.8%	22.9%	30.1%
White	37.6	59.6%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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	1.0	1.6%	1.4%	1.3%
Teachers by Sex				
Males	20.6	32.6%	24.5%	24.5%
Females	42.5	67.4%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	14.7	23.3%	10.3%	2.5%
Bachelors	36.4	57.7%	68.7%	71.7%
Masters	12.0	19.0%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	14.3	22.6%	8.4%	8.7%
1-5 Years Experience	29.0	46.1%	36.2%	27.4%
6-10 Years Experience	6.6	10.4%	17.1%	20.2%
11-20 Years Experience	9.2	14.5%	21.5%	27.1%
21-30 Years Experience	3.0	4.8%	13.1%	13.7%
Over 30 Years Experience	1.0	1.6%	3.6%	3.0%
Number of Students per Teacher	16.3	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	14.0	4.3	6.0
Average Years Experience of Principals with District	1.0	3.6	5.1
Average Years Experience of Assistant Principals	7.8	5.1	5.1
Average Years Experience of Assistant Principals with District	7.8	4.1	4.3
Average Years Experience of Teachers	5.7	10.5	11.1
Average Years Experience of Teachers with District	3.0	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,033	\$54,662	\$54,272
1-5 Years Experience	\$59,242	\$57,912	\$58,185
6-10 Years Experience	\$57,350	\$57,935	\$61,494
11-20 Years Experience	\$59,290	\$60,870	\$65,219
21-30 Years Experience	\$66,058	\$66,003	\$69,723
Over 30 Years Experience	\$68,022	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$58,789	\$60,003	\$62,474
Professional Support	\$65,710	\$71,213	\$73,783
Campus Administration (School Leadership)	\$89,431	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	1.6%	14.9%	6.0%
Career and Technical Education	2.9	4.6%	4.4%	5.5%
Compensatory Education	1.0	1.6%	6.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.5%	1.6%
Regular Education	41.2	65.4%	55.9%	69.8%
Special Education	11.3	17.9%	12.2%	10.3%
Other	5.6	8.9%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: COLONY OAKS EL

Campus Number: 011901111

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Annual Report 202

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	69%	67%	58%	79%	-	-	-	80%	17%	50%	71%	61%	61%	50%
At Meets Grade Level or Above	2024	48%	30%	39%	33%	30%	53%	-	-	-	40%	0%	50%	38%	43%	34%	17%
At Masters Grade Level	2024	21%	9%	13%	17%	9%	21%	-	-	-	7%	0%	0%	12%	18%	12%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	49%	60%	41%	58%	-	-	-	53%	0%	50%	45%	63%	37%	11%
At Meets Grade Level or Above	2024	42%	22%	28%	20%	19%	42%	-	-	-	27%	0%	50%	26%	33%	25%	11%
At Masters Grade Level	2024	15%	5%	8%	0%	2%	13%	-	-	-	20%	0%	0%	8%	7%	8%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	82%	60%	76%	91%	-	*	-	100%	57%	*	81%	83%	77%	56%
At Meets Grade Level or Above	2024	51%	34%	42%	20%	34%	54%	-	*	-	71%	7%	*	39%	46%	33%	13%
At Masters Grade Level	2024	23%	12%	17%	0%	4%	37%	-	*	-	43%	0%	*	21%	13%	11%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	58%	40%	50%	69%	-	*	-	86%	36%	*	53%	63%	52%	25%
At Meets Grade Level or Above	2024	46%	26%	26%	10%	16%	42%	-	*	-	43%	14%	*	24%	28%	19%	6%
At Masters Grade Level	2024	21%	9%	11%	0%	6%	17%	-	*	-	29%	0%	*	10%	11%	8%	0%
Grade 5 Reading																	
At Approaches Grade Level or Above	2024	79%	66%	77%	*	74%	93%	-	*	-	29%	38%	75%	77%	78%	61%	68%
At Meets Grade Level or Above	2024	55%	40%	61%	*	50%	87%	-	*	-	29%	13%	50%	66%	54%	39%	32%
At Masters Grade Level	2024	29%	17%	35%	*	29%	50%	-	*	-	14%	0%	25%	38%	30%	22%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	80%	*	79%	90%	-	*	-	43%	38%	88%	85%	73%	64%	68%
At Meets Grade Level or Above	2024	50%	29%	42%	*	33%	60%	-	*	-	14%	0%	63%	47%	35%	36%	26%
At Masters Grade Level	2024	19%	9%	19%	*	10%	33%	-	*	-	14%	0%	25%	21%	16%	11%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	65%	*	60%	79%	-	*	-	57%	25%	57%	65%	64%	49%	42%
At Meets Grade Level or Above	2024	28%	10%	33%	*	24%	54%	-	*	-	14%	0%	14%	35%	31%	20%	11%
At Masters Grade Level	2024	11%	4%	18%	*	12%	32%	-	*	-	14%	0%	14%	20%	17%	6%	5%
Grade 6 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Annual Report 2023

	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	77%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	57%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	26%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	39%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	14%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	34%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	44%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Annual Report 204

	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	33%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	52%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	58%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	24%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	83%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	69%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	59%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	12%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	68%	58%	62%	79%	-	60%	-	65%	30%	71%	66%	70%	57%	46%
At Meets Grade Level or Above	2024	48%	31%	38%	26%	29%	55%	-	0%	-	34%	5%	51%	38%	39%	29%	17%
At Masters Grade Level	2024	20%	10%	17%	7%	10%	28%	-	0%	-	18%	0%	20%	17%	16%	11%	3%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Annual Report 205

	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)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	76%	65%	69%	87%	-	*	-	72%	38%	71%	76%	76%	67%	58%
At Meets Grade Level or Above	2024	54%	35%	46%	30%	37%	63%	-	*	-	45%	6%	59%	45%	48%	35%	21%
At Masters Grade Level	2024	22%	10%	21%	10%	13%	35%	-	*	-	17%	0%	18%	21%	20%	14%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	61%	53%	55%	71%	-	*	-	59%	24%	76%	57%	66%	49%	36%
At Meets Grade Level or Above	2024	43%	25%	31%	21%	22%	47%	-	*	-	28%	6%	59%	31%	32%	25%	15%
At Masters Grade Level	2024	17%	7%	12%	5%	5%	20%	-	*	-	21%	0%	24%	12%	12%	9%	2%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	65%	*	60%	79%	-	*	-	57%	25%	57%	65%	64%	49%	42%
At Meets Grade Level or Above	2024	43%	29%	33%	*	24%	54%	-	*	-	14%	0%	14%	35%	31%	20%	11%
At Masters Grade Level	2024	16%	10%	18%	*	12%	32%	-	*	-	14%	0%	14%	20%	17%	6%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	26%	20%	19%	37%	-	-	-	27%	0%	50%	24%	33%	26%	11%
Reading and Mathematics Including EOC	2024	35%	19%	26%	20%	19%	37%	-	-	-	27%	0%	50%	24%	33%	26%	11%
Reading Including EOC	2024	48%	30%	39%	33%	30%	53%	-	-	-	40%	0%	50%	38%	43%	34%	17%
Math Including EOC	2024	42%	22%	28%	20%	19%	42%	-	-	-	27%	0%	50%	26%	33%	25%	11%
4th Graders																	
Reading and Mathematics	2024	38%	21%	22%	10%	12%	37%	-	*	-	43%	7%	*	21%	24%	16%	6%
Reading and Mathematics Including EOC	2024	38%	21%	22%	10%	12%	37%	-	*	-	43%	7%	*	21%	24%	16%	6%
Reading Including EOC	2024	51%	34%	42%	20%	34%	54%	-	*	-	71%	7%	*	39%	46%	33%	13%
Math Including EOC	2024	46%	26%	26%	10%	16%	42%	-	*	-	43%	14%	*	24%	28%	19%	6%
5th Graders																	
Reading and Mathematics	2024	42%	23%	39%	*	29%	60%	-	*	-	14%	0%	50%	45%	32%	31%	16%
Reading and Mathematics Including EOC	2024	42%	23%	39%	*	29%	60%	-	*	-	14%	0%	50%	45%	32%	31%	16%
Reading Including EOC	2024	55%	40%	61%	*	50%	87%	-	*	-	29%	13%	50%	66%	54%	39%	32%
Math Including EOC	2024	51%	29%	42%	*	33%	60%	-	*	-	14%	0%	63%	47%	35%	36%	26%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	29%	21%	19%	44%	-	*	-	28%	3%	53%	28%	29%	23%	11%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Annual Report 206

	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 and Mathematics Including EOC	2024	38%	19%	29%	21%	19%	44%	-	*	-	28%	3%	53%	28%	29%	23%	11%
Reading Including EOC	2024	54%	34%	46%	30%	37%	63%	-	*	-	45%	6%	59%	45%	48%	35%	21%
Math Including EOC	2024	45%	24%	31%	21%	22%	47%	-	*	-	28%	6%	59%	31%	32%	25%	15%

* 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)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Annual Report 207

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	63%	65%	56%	71%	-	*	-	75%	50%	*	62%	63%	59%	43%
	2023	55%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	60%	44%	43%	25%	38%	54%	-	*	-	58%	38%	*	43%	43%	43%	23%
	2023	63%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	70%	56%	70%	*	72%	78%	-	*	-	36%	31%	69%	71%	68%	57%	63%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	57%	*	55%	62%	-	*	-	50%	56%	75%	57%	56%	50%	47%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	58%	45%	54%	66%	-	*	-	54%	44%	75%	58%	57%	52%	46%
	2023	64%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	67%	55%	66%	61%	63%	75%	-	*	-	54%	43%	77%	66%	66%	59%	54%
	2023	63%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	60%	49%	49%	29%	46%	58%	-	*	-	54%	45%	73%	50%	49%	45%	37%
	2023	66%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	43%	33%	46%	*	-	-	-	-	17%	-	42%	44%	44%	50%
	2023	33%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	26%	14%	17%	0%	22%	17%	-	-	-	-	17%	-	15%	22%	21%	0%
	2023	27%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	35%	27%	28%	*	33%	*	-	-	-	*	*	*	10%	50%	18%	29%
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	43%	-	50%	*	-	*	-	*	50%	*	45%	40%	20%	56%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	31%	23%	36%	29%	-	*	-	0%	27%	*	26%	39%	27%	36%
	2023	38%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	30%	22%	36%	38%	40%	*	-	-	-	*	20%	*	27%	47%	34%	38%
	2023	35%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	35%	25%	28%	0%	33%	30%	-	*	-	*	33%	*	26%	32%	21%	33%
	2023	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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) Annual Report 208
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP 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%	59%	68%	44%	-	-	-	-	44%	52%	42%	-	83%	*	72%	45%	*
	2023	76%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	48%	31%	38%	17%	-	-	-	-	17%	8%	5%	-	17%	*	43%	15%	*
	2023	49%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	20%	10%	17%	2%	-	-	-	-	2%	0%	0%	-	0%	*	20%	2%	*
	2023	20%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	76%	54%	-	-	-	-	54%	70%	63%	-	*	*	79%	58%	*
	2023	77%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	35%	46%	22%	-	-	-	-	22%	10%	0%	-	*	*	52%	19%	*
	2023	53%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	22%	10%	21%	2%	-	-	-	-	2%	0%	0%	-	*	*	24%	2%	*
	2023	20%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	61%	34%	-	-	-	-	34%	40%	25%	-	*	*	66%	35%	*
	2023	75%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	25%	31%	15%	-	-	-	-	15%	10%	13%	-	*	*	34%	13%	*
	2023	45%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	7%	12%	2%	-	-	-	-	2%	0%	0%	-	*	*	14%	2%	*
	2023	19%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	65%	42%	-	-	-	-	42%	40%	*	-	*	*	71%	39%	*
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	33%	8%	-	-	-	-	8%	0%	*	-	*	*	40%	6%	*
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	18%	0%	-	-	-	-	0%	0%	*	-	*	*	22%	0%	*
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	58%	41%	-	-	-	-	41%	57%	45%	-	*	*	60%	44%	*
	2023	64%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	67%	55%	66%	54%	-	-	-	-	54%	50%	40%	-	*	*	69%	53%	*
	2023	63%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 209
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	49%	28%	-	-	-	-	28%	64%	50%	-	*	*	52%	35%	*
	2023	66%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	31%	35%	-	-	-	-	35%	43%	20%	-	*	*	30%	36%	-
	2023	38%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	30%	22%	36%	42%	-	-	-	-	42%	*	*	-	-	-	35%	38%	-
	2023	35%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	35%	25%	28%	25%	-	-	-	-	25%	50%	*	-	*	*	26%	33%	-
	2023	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Annual Report 210

	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%	98%	100%	99%	-	100%	-	100%	100%	98%	100%	99%	100%	100%
Included in Accountability	92%	90%	83%	75%	80%	85%	-	100%	-	97%	67%	98%	94%	69%	81%	71%
Not Included in Accountability: Mobile	4%	6%	15%	23%	17%	14%	-	0%	-	3%	30%	0%	6%	27%	17%	21%
Not Included in Accountability: Other Exclusions	2%	4%	2%	0%	3%	0%	-	0%	-	0%	3%	0%	0%	4%	2%	8%
Not Tested	1%	1%	0%	2%	0%	1%	-	0%	-	0%	0%	2%	0%	1%	0%	0%
Absent	1%	1%	0%	2%	0%	1%	-	0%	-	0%	0%	2%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	87%	83%	77%	79%	86%	-	*	-	97%	68%	100%	94%	69%	81%	71%
Not Included in Accountability: Mobile	4%	5%	16%	23%	17%	14%	-	*	-	3%	30%	0%	6%	27%	17%	21%
Not Included in Accountability: Other Exclusions	4%	6%	2%	0%	3%	0%	-	*	-	0%	2%	0%	0%	4%	2%	8%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	96%	100%	100%	-	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	90%	83%	73%	79%	86%	-	*	-	97%	68%	100%	94%	68%	81%	71%
Not Included in Accountability: Mobile	5%	6%	15%	23%	17%	14%	-	*	-	3%	30%	0%	6%	27%	17%	21%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	3%	0%	-	*	-	0%	2%	0%	0%	4%	2%	8%
Not Tested	1%	1%	0%	4%	0%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	4%	0%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	100%	100%	94%	-	*	-	100%	100%	88%	98%	98%	98%	100%
Included in Accountability	93%	92%	82%	80%	82%	78%	-	*	-	100%	62%	88%	92%	72%	80%	76%
Not Included in Accountability: Mobile	4%	5%	14%	20%	14%	17%	-	*	-	0%	31%	0%	6%	22%	16%	16%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	4%	0%	-	*	-	0%	8%	0%	0%	4%	2%	8%
Not Tested	1%	1%	2%	0%	0%	6%	-	*	-	0%	0%	13%	2%	2%	2%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP 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%	1%	2%	0%	0%	6%	-	*	-	0%	0%	13%	2%	2%	2%	0%
Other	0%	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.

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	709	100.0%	12,923	5,517,464	724	100.0%	13,010	5,531,236
Students by Grade								
Pre-Kindergarten	66	9.3%	4.7%	4.5%	66	9.1%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	66	9.3%	4.7%	3.7%	66	9.1%	4.7%	3.7%
Kindergarten	89	12.6%	6.4%	6.5%	89	12.3%	6.4%	6.5%
Grade 1	108	15.2%	6.7%	7.0%	109	15.1%	6.6%	7.0%
Grade 2	125	17.6%	7.6%	7.3%	128	17.7%	7.6%	7.3%
Grade 3	118	16.6%	6.9%	7.2%	118	16.3%	6.9%	7.2%
Grade 4	112	15.8%	7.0%	7.2%	112	15.5%	7.0%	7.2%
Grade 5	91	12.8%	6.6%	7.2%	91	12.6%	6.5%	7.2%
Ethnic Distribution								
African American	41	5.8%	2.9%	12.8%	41	5.7%	2.9%	12.8%
Hispanic	365	51.5%	75.7%	53.2%	375	51.8%	75.7%	53.2%
White	248	35.0%	18.4%	25.0%	253	34.9%	18.5%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	0.6%	0.3%	5.4%	4	0.6%	0.3%	5.4%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	50	7.1%	2.5%	3.1%	50	6.9%	2.5%	3.1%
Sex								
Female	358	50.5%	48.7%	48.9%	363	50.1%	48.6%	48.8%
Male	351	49.5%	51.3%	51.1%	361	49.9%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	377	53.2%	70.7%	62.3%	386	53.3%	70.6%	62.2%
Non-Educationally Disadvantaged	332	46.8%	29.3%	37.7%	338	46.7%	29.4%	37.8%
Section 504 Students	51	7.2%	9.6%	7.2%	51	7.0%	9.6%	7.2%
EB Students/EL	141	19.9%	44.5%	24.4%	141	19.5%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	4.3%	1.9%				
Students w/ Dyslexia	40	5.6%	9.2%	6.0%	42	5.8%	9.2%	6.0%
Foster Care	4	0.6%	0.3%	0.2%	4	0.6%	0.3%	0.2%
Homeless	16	2.3%	2.9%	1.4%	16	2.2%	2.9%	1.4%
Immigrant	16	2.3%	3.2%	2.9%	16	2.2%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Title I	709	100.0%	67.8%	65.7%	724	100.0%	67.5%	65.7%
Military Connected	17	2.4%	0.8%	3.9%	17	2.3%	0.8%	3.9%
At-Risk	337	47.5%	70.2%	53.2%	337	46.5%	70.2%	53.2%
Students by Instructional Program								

Texas Education Agency
2023-24 Student Information (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Bilingual/ESL Education	136	19.2%	43.6%	24.5%	136	18.8%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	78	11.0%	7.8%	8.5%	78	10.8%	7.7%	8.5%
Special Education	83	11.7%	13.8%	13.9%	98	13.5%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	83							
Students with Intellectual Disabilities	22	26.5%	54.2%	45.7%				
Students with Physical Disabilities	35	42.2%	20.7%	18.9%				
Students with Autism	11	13.3%	11.5%	16.2%				
Students with Behavioral Disabilities	15	18.1%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	-	-	14.6%	16.1%				
African American	-	-	0.8%	3.4%				
Hispanic	-	-	10.6%	8.5%				
White	-	-	2.7%	3.1%				
American Indian	-	-	0.1%	0.1%				
Asian	-	-	0.0%	0.5%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.5%	0.5%				
Special Ed Students who are Mobile	-	-	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	-	-	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	0	0.0%	27.6%	18.1%				

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	19.8	19.7	18.4
Grade 1	22.0	19.4	18.8
Grade 2	19.9	19.6	19.1
Grade 3	24.2	19.5	19.4

Texas Education Agency
2023-24 Student Information (TAPR)
COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Grade 4	22.0	19.7	19.4
Grade 5	18.3	19.0	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	63.0	100.0%	100.0%	100.0%
Professional Staff	48.4	76.9%	68.9%	63.9%
Teachers	41.5	65.9%	51.7%	48.3%
Professional Support	2.9	4.6%	12.1%	11.1%
Campus Administration (School Leadership)	4.0	6.4%	4.0%	3.3%
Educational Aides	14.6	23.1%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	14.3	22.7%	38.1%	54.4%
Teachers by Ethnicity				
African American	0.4	1.0%	6.0%	12.6%
Hispanic	5.8	14.1%	22.9%	30.1%
White	34.3	82.5%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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	1.0	2.4%	1.4%	1.3%
Teachers by Sex				
Males	2.6	6.3%	24.5%	24.5%
Females	38.9	93.7%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	4.7	11.4%	10.3%	2.5%
Bachelors	31.2	75.2%	68.7%	71.7%
Masters	5.6	13.5%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	4.8%	8.4%	8.7%
1-5 Years Experience	17.0	40.9%	36.2%	27.4%
6-10 Years Experience	11.5	27.8%	17.1%	20.2%
11-20 Years Experience	8.0	19.3%	21.5%	27.1%
21-30 Years Experience	3.0	7.2%	13.1%	13.7%
Over 30 Years Experience	0.0	0.0%	3.6%	3.0%
Number of Students per Teacher	17.1	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 COLONY OAKS EL (011901111) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	4.3	6.0
Average Years Experience of Principals with District	4.0	3.6	5.1
Average Years Experience of Assistant Principals	2.0	5.1	5.1
Average Years Experience of Assistant Principals with District	2.0	4.1	4.3
Average Years Experience of Teachers	7.7	10.5	11.1
Average Years Experience of Teachers with District	4.7	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,000	\$54,662	\$54,272
1-5 Years Experience	\$60,884	\$57,912	\$58,185
6-10 Years Experience	\$59,607	\$57,935	\$61,494
11-20 Years Experience	\$58,533	\$60,870	\$65,219
21-30 Years Experience	\$68,557	\$66,003	\$69,723
Over 30 Years Experience	-	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,395	\$60,003	\$62,474
Professional Support	\$63,005	\$71,213	\$73,783
Campus Administration (School Leadership)	\$78,850	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	5.3	12.8%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	4.2	10.1%	6.1%	3.1%
Gifted and Talented Education	1.0	2.4%	1.5%	1.6%
Regular Education	28.7	69.1%	55.9%	69.8%
Special Education	2.3	5.6%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: COLORADO RIVER COLLEGIATE ACADEMY

Campus Number: 011901005

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 225

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	55%	97%	-	96%	100%	-	*	-	*	-	*	95%	100%	97%	95%
	2023	72%	61%	91%	-	87%	100%	-	-	-	*	*	*	93%	86%	87%	71%
At Meets Grade Level or Above	2024	52%	33%	93%	-	91%	100%	-	*	-	*	-	*	93%	93%	92%	84%
	2023	52%	36%	81%	-	73%	100%	-	-	-	*	*	*	83%	77%	76%	57%
At Masters Grade Level	2024	16%	8%	55%	-	49%	64%	-	*	-	*	-	*	50%	63%	46%	32%
	2023	13%	5%	36%	-	22%	63%	-	-	-	*	*	*	36%	36%	24%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	61%	98%	-	97%	100%	-	-	-	*	-	-	97%	100%	96%	92%
	2023	74%	60%	100%	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2024	58%	42%	94%	-	90%	100%	-	-	-	*	-	-	94%	92%	96%	85%
	2023	54%	37%	98%	-	97%	100%	-	-	-	*	*	*	100%	93%	97%	*
At Masters Grade Level	2024	9%	4%	21%	-	19%	29%	-	-	-	*	-	-	18%	31%	22%	0%
	2023	9%	4%	33%	-	31%	40%	-	-	-	*	*	*	33%	33%	24%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	83%	-	83%	*	-	-	-	*	-	*	63%	93%	82%	75%
	2023	79%	75%	100%	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2024	43%	32%	52%	-	50%	*	-	-	-	*	-	*	38%	60%	53%	50%
	2023	43%	36%	50%	-	42%	*	-	-	-	-	*	-	55%	45%	47%	43%
At Masters Grade Level	2024	24%	13%	30%	-	28%	*	-	-	-	*	-	*	13%	40%	29%	25%
	2023	23%	14%	27%	-	26%	*	-	-	-	-	*	-	27%	27%	24%	29%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	83%	99%	-	98%	100%	-	*	-	*	*	*	98%	100%	97%	100%
	2023	88%	81%	97%	-	95%	100%	-	-	-	*	*	*	98%	96%	95%	90%
At Meets Grade Level or Above	2024	56%	44%	86%	-	82%	93%	-	*	-	*	*	*	84%	88%	76%	59%
	2023	56%	43%	88%	-	82%	100%	-	-	-	*	*	*	88%	87%	84%	67%
At Masters Grade Level	2024	19%	14%	61%	-	51%	93%	-	*	-	*	*	*	60%	62%	57%	24%
	2023	21%	12%	63%	-	50%	88%	-	-	-	*	*	*	63%	61%	53%	24%
End of Course U.S. History																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 226

	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	96%	91%	100%	-	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
	2023	94%	89%	100%	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2024	69%	51%	95%	-	94%	100%	-	-	-	-	-	*	94%	100%	92%	*
	2023	70%	58%	100%	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
At Masters Grade Level	2024	37%	21%	63%	-	53%	100%	-	-	-	-	-	*	60%	75%	48%	*
	2023	38%	25%	70%	-	63%	78%	-	*	-	*	*	-	68%	86%	66%	50%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	75%	80%	-	79%	75%	-	*	-	-	-	-	80%	-	88%	-
	2023	90%	75%	97%	-	95%	100%	-	*	-	*	-	-	96%	*	92%	*
At Meets Grade Level or Above	2024	59%	38%	68%	-	64%	63%	-	*	-	-	-	-	68%	-	75%	-
	2023	61%	39%	83%	-	79%	88%	-	*	-	*	-	-	86%	*	67%	*
At Masters Grade Level	2024	12%	3%	4%	-	7%	0%	-	*	-	-	-	-	4%	-	0%	-
	2023	12%	2%	13%	-	5%	38%	-	*	-	*	-	-	14%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	95%	-	95%	95%	-	100%	-	100%	*	100%	94%	99%	95%	93%
	2023	76%	63%	97%	-	96%	100%	-	100%	-	100%	70%	*	98%	95%	95%	88%
At Meets Grade Level or Above	2024	48%	31%	86%	-	84%	90%	-	100%	-	100%	*	60%	86%	87%	83%	74%
	2023	49%	34%	87%	-	82%	99%	-	100%	-	100%	20%	*	90%	80%	83%	62%
At Masters Grade Level	2024	20%	10%	45%	-	41%	57%	-	40%	-	67%	*	40%	41%	55%	41%	23%
	2023	20%	10%	45%	-	37%	64%	-	60%	-	78%	10%	*	45%	45%	37%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	97%	-	96%	100%	-	*	-	100%	-	*	96%	100%	97%	94%
	2023	77%	62%	95%	-	93%	100%	-	-	-	*	*	*	96%	92%	93%	75%
At Meets Grade Level or Above	2024	54%	35%	93%	-	90%	100%	-	*	-	100%	-	*	94%	93%	94%	84%
	2023	53%	35%	89%	-	84%	100%	-	-	-	*	*	*	91%	84%	86%	58%
At Masters Grade Level	2024	22%	10%	42%	-	38%	46%	-	*	-	60%	-	*	36%	53%	37%	19%
	2023	20%	9%	35%	-	26%	52%	-	-	-	*	*	*	35%	35%	24%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	81%	-	81%	75%	-	*	-	*	-	*	76%	93%	84%	75%
	2023	75%	61%	98%	-	97%	100%	-	*	-	*	*	-	97%	100%	97%	100%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 227

	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	43%	25%	60%	-	56%	58%	-	*	-	*	-	*	61%	60%	60%	50%
	2023	45%	30%	69%	-	61%	91%	-	*	-	*	*	-	77%	46%	55%	47%
At Masters Grade Level	2024	17%	7%	17%	-	19%	8%	-	*	-	*	-	*	6%	40%	20%	25%
	2023	19%	10%	19%	-	16%	36%	-	*	-	*	*	-	18%	23%	14%	24%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	99%	-	98%	100%	-	*	-	*	*	*	98%	100%	97%	100%
	2023	77%	67%	97%	-	95%	100%	-	-	-	*	*	*	98%	96%	95%	90%
At Meets Grade Level or Above	2024	43%	29%	86%	-	82%	93%	-	*	-	*	*	*	84%	88%	76%	59%
	2023	47%	34%	88%	-	82%	100%	-	-	-	*	*	*	88%	87%	84%	67%
At Masters Grade Level	2024	16%	10%	61%	-	51%	93%	-	*	-	*	*	*	60%	62%	57%	24%
	2023	18%	10%	63%	-	50%	88%	-	-	-	*	*	*	63%	61%	53%	24%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	70%	100%	-	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
	2023	78%	68%	100%	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2024	51%	36%	95%	-	94%	100%	-	-	-	-	-	*	94%	100%	92%	*
	2023	52%	38%	100%	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
At Masters Grade Level	2024	27%	15%	63%	-	53%	100%	-	-	-	-	-	*	60%	75%	48%	*
	2023	27%	16%	70%	-	63%	78%	-	*	-	*	*	-	68%	86%	66%	50%

* 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)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 228

	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																	
End of Course English I	2024	64%	56%	91%	-	93%	82%	-	*	-	*	-	*	89%	95%	97%	97%
	2023	57%	51%	68%	-	60%	87%	-	-	-	*	*	*	65%	76%	63%	63%
End of Course English II	2024	69%	65%	74%	-	80%	71%	-	-	-	*	-	-	71%	83%	83%	83%
	2023	74%	70%	88%	-	89%	87%	-	-	-	*	*	*	89%	87%	88%	*
End of Course Algebra I	2024	72%	71%	71%	-	74%	*	-	-	-	-	-	*	69%	73%	75%	81%
	2023	76%	76%	100%	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
All Grades Both Subjects	2024	64%	53%	82%	-	85%	74%	-	*	-	*	-	*	80%	86%	88%	89%
	2023	64%	55%	81%	-	78%	88%	-	-	-	*	60%	*	79%	85%	80%	77%
All Grades ELA/Reading	2024	67%	55%	84%	-	88%	76%	-	*	-	*	-	*	81%	91%	91%	91%
	2023	63%	51%	77%	-	73%	87%	-	-	-	*	*	*	76%	81%	75%	63%
All Grades Mathematics	2024	60%	49%	71%	-	74%	*	-	-	-	-	-	*	69%	73%	75%	81%
	2023	66%	60%	100%	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	21%	*	-	*	-	-	-	-	-	-	*	*	*	*	*
	2023	26%	25%	60%	-	60%	-	-	-	-	-	*	-	*	*	60%	60%
End of Course English II	2024	29%	22%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2023	41%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2024	55%	57%	50%	-	50%	-	-	-	-	-	-	-	*	*	60%	*
	2023	58%	65%	100%	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
All Grades Both Subjects	2024	32%	24%	55%	-	55%	-	-	-	-	-	-	*	29%	*	63%	57%
	2023	38%	29%	88%	-	88%	-	-	-	-	-	*	-	90%	86%	87%	86%
All Grades ELA/Reading	2024	30%	22%	60%	-	60%	-	-	-	-	-	-	*	*	*	*	*
	2023	35%	26%	60%	-	60%	-	-	-	-	-	*	-	*	*	60%	60%
All Grades Mathematics	2024	35%	25%	50%	-	50%	-	-	-	-	-	-	-	*	*	60%	*
	2023	40%	32%	100%	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%

* 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) Annual Report 229
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP 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%	59%	95%	-	-	-	-	-	-	93%	*	92%	86%	-	96%	93%	98%
	2023	76%	63%	97%	-	-	-	-	-	-	87%	-	87%	*	-	99%	87%	100%
At Meets Grade Level or Above	2024	48%	31%	86%	-	-	-	-	-	-	71%	*	73%	57%	-	89%	71%	91%
	2023	49%	34%	87%	-	-	-	-	-	-	59%	-	59%	*	-	94%	59%	98%
At Masters Grade Level	2024	20%	10%	45%	-	-	-	-	-	-	20%	*	22%	21%	-	54%	20%	41%
	2023	20%	10%	45%	-	-	-	-	-	-	17%	-	17%	*	-	59%	17%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	97%	-	-	-	-	-	-	93%	-	93%	83%	-	99%	93%	100%
	2023	77%	62%	95%	-	-	-	-	-	-	75%	-	75%	*	-	100%	75%	100%
At Meets Grade Level or Above	2024	54%	35%	93%	-	-	-	-	-	-	83%	-	81%	83%	-	96%	83%	100%
	2023	53%	35%	89%	-	-	-	-	-	-	58%	-	58%	*	-	96%	58%	100%
At Masters Grade Level	2024	22%	10%	42%	-	-	-	-	-	-	14%	-	15%	17%	-	51%	14%	47%
	2023	20%	9%	35%	-	-	-	-	-	-	4%	-	4%	*	-	48%	4%	25%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	81%	-	-	-	-	-	-	71%	-	67%	*	-	82%	71%	86%
	2023	75%	61%	98%	-	-	-	-	-	-	100%	-	100%	-	-	97%	100%	100%
At Meets Grade Level or Above	2024	43%	25%	60%	-	-	-	-	-	-	43%	-	50%	*	-	65%	43%	57%
	2023	45%	30%	69%	-	-	-	-	-	-	44%	-	44%	-	-	79%	44%	86%
At Masters Grade Level	2024	17%	7%	17%	-	-	-	-	-	-	29%	-	33%	*	-	18%	29%	0%
	2023	19%	10%	19%	-	-	-	-	-	-	25%	-	25%	-	-	21%	25%	0%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	99%	-	-	-	-	-	-	100%	-	100%	100%	-	98%	100%	100%
	2023	77%	67%	97%	-	-	-	-	-	-	90%	-	90%	*	-	100%	90%	100%
At Meets Grade Level or Above	2024	43%	29%	86%	-	-	-	-	-	-	53%	-	62%	50%	-	93%	53%	100%
	2023	47%	34%	88%	-	-	-	-	-	-	67%	-	67%	*	-	97%	67%	100%
At Masters Grade Level	2024	16%	10%	61%	-	-	-	-	-	-	20%	-	23%	33%	-	70%	20%	88%
	2023	18%	10%	63%	-	-	-	-	-	-	24%	-	24%	*	-	84%	24%	67%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	70%	100%	-	-	-	-	-	-	*	*	*	-	-	100%	*	100%
	2023	78%	68%	100%	-	-	-	-	-	-	*	-	*	-	-	100%	*	100%
At Meets Grade Level or Above	2024	51%	36%	95%	-	-	-	-	-	-	*	*	*	-	-	96%	*	93%
	2023	52%	38%	100%	-	-	-	-	-	-	*	-	*	-	-	100%	*	100%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 230
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP 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%	15%	63%	-	-	-	-	-	-	*	*	*	-	-	84%	*	29%
	2023	27%	16%	70%	-	-	-	-	-	-	*	-	*	-	-	85%	*	42%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	82%	-	-	-	-	-	-	88%	-	86%	94%	-	79%	88%	87%
	2023	64%	55%	81%	-	-	-	-	-	-	77%	-	77%	-	-	82%	77%	85%
All Grades ELA/Reading	2024	67%	55%	84%	-	-	-	-	-	-	90%	-	89%	92%	-	81%	90%	86%
	2023	63%	51%	77%	-	-	-	-	-	-	63%	-	63%	-	-	80%	63%	85%
All Grades Mathematics	2024	60%	49%	71%	-	-	-	-	-	-	79%	-	75%	*	-	64%	79%	*
	2023	66%	60%	100%	-	-	-	-	-	-	100%	-	100%	-	-	100%	100%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	55%	-	-	-	-	-	-	57%	-	40%	*	-	*	57%	-
	2023	38%	29%	88%	-	-	-	-	-	-	86%	-	86%	-	-	*	86%	-
All Grades ELA/Reading	2024	30%	22%	60%	-	-	-	-	-	-	*	-	*	*	-	*	*	-
	2023	35%	26%	60%	-	-	-	-	-	-	60%	-	60%	-	-	-	60%	-
All Grades Mathematics	2024	35%	25%	50%	-	-	-	-	-	-	*	-	*	*	-	*	*	-
	2023	40%	32%	100%	-	-	-	-	-	-	100%	-	100%	-	-	*	100%	-

* 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)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 231

	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%	-	100%	-	100%	*	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	98%	-	97%	100%	-	100%	-	100%	*	83%	97%	100%	98%	92%
Not Included in Accountability: Mobile	4%	6%	0%	-	0%	0%	-	0%	-	0%	*	0%	1%	0%	0%	0%
Not Included in Accountability: Other Exclusions	2%	4%	2%	-	2%	0%	-	0%	-	0%	*	17%	3%	0%	2%	8%
Not Tested	1%	1%	0%	-	0%	0%	-	0%	-	0%	*	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	0%	-	0%	*	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	0%	-	0%	*	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	-	100%	100%	-	*	-	100%	-	*	100%	100%	100%	100%
Included in Accountability	91%	87%	95%	-	93%	100%	-	*	-	100%	-	*	93%	100%	95%	86%
Not Included in Accountability: Mobile	4%	5%	1%	-	1%	0%	-	*	-	0%	-	*	1%	0%	0%	0%
Not Included in Accountability: Other Exclusions	4%	6%	4%	-	6%	0%	-	*	-	0%	-	*	6%	0%	5%	14%
Not Tested	1%	1%	0%	-	0%	0%	-	*	-	0%	-	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	*	-	0%	-	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	0%	-	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	-	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
Included in Accountability	93%	90%	100%	-	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	5%	6%	0%	-	0%	0%	-	*	-	*	-	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	0%	-	*	-	*	-	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	0%	-	*	-	*	-	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	*	-	*	-	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	-	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
Included in Accountability	93%	92%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	5%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 232

	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%	1%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	-	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
Included in Accountability	94%	94%	100%	-	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	4%	0%	-	0%	0%	-	-	-	-	-	*	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	-	-	-	-	*	0%	0%	0%	*
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	-	-	*	0%	0%	0%	*
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	-	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	-	-	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	97%	100%	-	100%	100%	-	*	-	-	-	-	100%	-	100%	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	-	100%	96%	-	100%	-	100%	100%	*	99%	99%	99%	99%
Included in Accountability	93%	91%	96%	-	96%	96%	-	100%	-	100%	100%	*	96%	96%	96%	91%
Not Included in Accountability: Mobile	4%	5%	0%	-	0%	0%	-	0%	-	0%	0%	*	0%	1%	1%	0%
Not Included in Accountability: Other Exclusions	2%	3%	2%	-	3%	0%	-	0%	-	0%	0%	*	2%	1%	3%	8%
Not Tested	1%	1%	1%	-	0%	4%	-	0%	-	0%	0%	*	1%	1%	1%	1%
Absent	1%	1%	0%	-	0%	0%	-	0%	-	0%	0%	*	0%	1%	1%	1%
Other	0%	0%	1%	-	0%	4%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	99%	-	99%	100%	-	-	-	*	*	*	100%	97%	99%	97%
Included in Accountability	92%	90%	94%	-	92%	100%	-	-	-	*	*	*	94%	95%	92%	77%
Not Included in Accountability: Mobile	4%	5%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	3%	5%	5%	-	7%	0%	-	-	-	*	*	*	6%	3%	6%	19%
Not Tested	1%	1%	1%	-	1%	0%	-	-	-	*	*	*	0%	3%	1%	3%
Absent	1%	1%	1%	-	1%	0%	-	-	-	*	*	*	0%	3%	1%	3%
Other	0%	0%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	95%	-	100%	79%	-	*	-	*	*	-	93%	100%	97%	100%
Included in Accountability	94%	92%	95%	-	100%	79%	-	*	-	*	*	-	93%	100%	97%	100%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 233

	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: Mobile	5%	5%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	2%	5%	-	0%	21%	-	*	-	*	*	-	7%	0%	3%	0%
Absent	1%	1%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	5%	-	0%	21%	-	*	-	*	*	-	7%	0%	3%	0%
Science																
Assessment Participant	99%	98%	100%	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Included in Accountability	93%	93%	100%	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	4%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Absent	1%	2%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	93%	98%	-	97%	100%	-	*	-	*	*	-	100%	88%	97%	100%
Not Included in Accountability: Mobile	4%	3%	2%	-	3%	0%	-	*	-	*	*	-	0%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	2%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Absent	1%	2%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	91%	-	100%	73%	-	*	-	*	-	-	90%	*	92%	*

* 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)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 234

	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%	92.0%	95.3%	*	95.6%	94.8%	-	*	-	96.1%	*	95.1%	96.9%
2021-22	92.2%	90.6%	94.2%	*	94.4%	93.5%	-	96.9%	-	92.5%	*	94.0%	95.1%
Chronic Absenteeism													
2022-23	20.3%	27.6%	13.1%	*	11.5%	13.6%	-	20.0%	-	22.2%	*	14.1%	3.3%
2021-22	25.7%	34.8%	17.5%	*	17.0%	18.5%	-	0.0%	-	28.6%	*	20.8%	13.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	0.0%	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.2%	0.2%	0.0%	*	0.0%	0.0%	-	0.0%	-	0.0%	*	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	98.1%	-	97.1%	100.0%	-	*	-	*	-	95.2%	*
Received TxCHSE	0.3%	0.2%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
Continued HS	3.1%	1.8%	1.9%	-	2.9%	0.0%	-	*	-	*	-	4.8%	*
Dropped Out	6.3%	0.5%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
Graduates and TxCHSE	90.6%	97.7%	98.1%	-	97.1%	100.0%	-	*	-	*	-	95.2%	*
Graduates, TxCHSE, and Continuers	93.7%	99.5%	100.0%	-	100.0%	100.0%	-	*	-	*	-	100.0%	*
Class of 2022													
Graduated	89.7%	97.3%	98.0%	-	97.1%	100.0%	-	*	-	*	*	95.7%	*
Received TxCHSE	0.3%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	3.5%	1.5%	2.0%	-	2.9%	0.0%	-	*	-	*	*	4.3%	*
Dropped Out	6.4%	1.2%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	90.0%	97.3%	98.0%	-	97.1%	100.0%	-	*	-	*	*	95.7%	*
Graduates, TxCHSE, and Continuers	93.6%	98.8%	100.0%	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	100.0%	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	1.0%	0.2%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Dropped Out	6.8%	1.3%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	92.2%	98.5%	100.0%	-	100.0%	100.0%	-	*	-	*	*	100.0%	*

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 235

	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%	98.7%	100.0%	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
Class of 2021													
Graduated	92.2%	98.7%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Received TxCHSE	0.4%	0.4%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Continued HS	1.0%	0.1%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Dropped Out	6.3%	0.8%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	92.7%	99.0%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Received TxCHSE	0.5%	0.4%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Continued HS	0.5%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Dropped Out	6.3%	0.8%	0.0%	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	93.2%	99.2%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Class of 2020													
Graduated	92.7%	98.3%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.1%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Dropped Out	6.2%	1.6%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	93.2%	98.4%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	98.1%	-	97.1%	100.0%	-	*	-	*	-	95.2%	*
Class of 2022	89.7%	95.5%	98.0%	-	97.1%	100.0%	-	*	-	*	*	95.7%	*
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%	0.9%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
Class of 2022	3.7%	1.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 236

	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%	71.2%	96.1%	-	100.0%	85.7%	-	*	-	*	-	95.0%	*
Class of 2022	84.3%	72.7%	75.5%	-	70.6%	81.8%	-	*	-	*	*	77.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	96.1%	-	100.0%	85.7%	-	*	-	*	-	95.0%	*
Class of 2022	88.0%	73.7%	75.5%	-	70.6%	81.8%	-	*	-	*	*	77.3%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
2021-22	3.9%	1.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	96.2%	-	100.0%	85.7%	-	*	-	*	-	95.2%	*
2021-22	82.3%	69.7%	75.5%	-	70.6%	81.8%	-	*	-	*	*	77.3%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	-	-	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	69.9%	96.2%	-	100.0%	85.7%	-	*	-	*	-	95.2%	*
2021-22	86.0%	70.7%	75.5%	-	70.6%	81.8%	-	*	-	*	*	77.3%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	52	100.0%	886	377,367
By Ethnicity:				
African American	0	0.0%	27	46,822
Hispanic	34	65.4%	638	197,333
White	14	26.9%	195	103,009
American Indian	0	0.0%	2	1,181
Asian	2	3.8%	2	19,151
Pacific Islander	0	0.0%	1	574
Two or More Races	2	3.8%	21	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	2	3.8%	267	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	8	16,475
Foundation H.S. Program (DLA)	50	96.2%	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	0	0.0%	78	34,589
Economically Disadvantaged Graduates	21	40.4%	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	5.8%	221	50,229
At-Risk Graduates	20	38.5%	515	168,430
CTE Completers	0	0.0%	213	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 238

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	47.6%	100.0%	-	100.0%	100.0%	-	*	-	*	-	100.0%	*
2021-22	70.0%	49.0%	100.0%	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	37.4%	100.0%	-	100.0%	100.0%	-	*	-	*	-	100.0%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	44.6%	100.0%	-	100.0%	100.0%	-	*	-	*	-	100.0%	*
2021-22	57.1%	44.4%	91.8%	-	91.2%	100.0%	-	*	-	*	*	100.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	27.7%	92.3%	-	91.2%	100.0%	-	*	-	*	-	90.5%	*
2021-22	48.2%	29.5%	83.7%	-	79.4%	100.0%	-	*	-	*	*	95.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	26.4%	92.3%	-	91.2%	100.0%	-	*	-	*	-	90.5%	*
2021-22	42.2%	27.7%	81.6%	-	76.5%	100.0%	-	*	-	*	*	95.5%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	11.9%	26.9%	-	17.6%	35.7%	-	*	-	*	-	14.3%	*
2021-22	20.5%	12.8%	28.6%	-	17.6%	54.5%	-	*	-	*	*	27.3%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	4.4%	69.2%	-	76.5%	50.0%	-	*	-	*	-	57.1%	*
2021-22	2.4%	3.7%	65.3%	-	61.8%	81.8%	-	*	-	*	*	68.2%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.0%	100.0%	-	100.0%	100.0%	-	*	-	*	-	100.0%	*
2021-22	24.0%	22.0%	100.0%	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.1%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
2021-22	4.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	4.2%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
2021-22	5.0%	4.9%	2.0%	-	2.9%	0.0%	-	*	-	*	*	0.0%	*
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	18.4%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	14.1%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
2021-22	28.0%	11.4%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.7%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
2021-22	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.4%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
2021-22	2.5%	2.7%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.2%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*

- Indicates there are no students in the group.

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 240

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	30.8%	100.0%	-	100.0%	100.0%	-	*	-	*	-	100.0%	*
	2021-22	22.8%	32.3%	91.8%	-	91.2%	100.0%	-	*	-	*	*	100.0%	*
Mathematics	2022-23	19.9%	18.4%	86.5%	-	88.2%	85.7%	-	*	-	*	-	90.5%	*
	2021-22	18.7%	24.1%	83.7%	-	79.4%	100.0%	-	*	-	*	*	95.5%	*
Both Subjects	2022-23	12.5%	16.6%	86.5%	-	88.2%	85.7%	-	*	-	*	-	90.5%	*
	2021-22	12.6%	18.9%	81.6%	-	76.5%	100.0%	-	*	-	*	*	95.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	4.4%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
	2021-22	11.7%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Mathematics	2022-23	20.2%	2.3%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
	2021-22	14.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Both Subjects	2022-23	12.5%	1.4%	0.0%	-	0.0%	0.0%	-	*	-	*	-	0.0%	*
	2021-22	7.5%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	22.4%	18.4%	-	16.2%	18.8%	-	60.0%	-	*	*	19.0%	33.3%
	2022	23.0%	15.8%	16.7%	-	10.3%	19.2%	-	*	-	*	*	7.5%	0.0%
English Language Arts	2023	13.8%	8.6%	0.9%	-	1.4%	0.0%	-	0.0%	-	*	*	1.7%	16.7%
	2022	13.2%	4.8%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
Mathematics	2023	7.0%	3.1%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	0.0%
	2022	6.9%	3.8%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
Science	2023	10.3%	12.2%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	0.0%
	2022	9.6%	9.1%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
Social Studies	2023	13.1%	9.8%	18.4%	-	16.2%	18.8%	-	60.0%	-	*	*	19.0%	33.3%
	2022	12.5%	7.9%	14.7%	-	10.3%	19.2%	-	*	-	*	*	5.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	36.9%	85.7%	-	83.3%	83.3%	-	*	-	-	-	81.8%	*
	2022	53.3%	33.7%	88.2%	-	71.4%	100.0%	-	*	-	*	-	*	-
English Language Arts	2023	52.3%	28.6%	*	-	*	-	-	-	-	-	-	*	*
	2022	53.2%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	30.4%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	12.8%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 241

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	23.3%	81.0%	-	75.0%	83.3%	-	*	-	-	-	72.7%	*
	2022	41.9%	25.2%	86.7%	-	71.4%	100.0%	-	*	-	*	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	81.4%	94.2%	-	100.0%	78.6%	-	*	-	*	-	95.2%	*
	2021-22	71.5%	71.8%	44.9%	-	38.2%	63.6%	-	*	-	*	*	50.0%	*
At/Above Criterion for All Examinees	2022-23	28.9%	15.8%	63.3%	-	52.9%	90.9%	-	*	-	*	-	45.0%	*
	2021-22	32.1%	15.7%	50.0%	-	38.5%	71.4%	-	*	-	-	-	36.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	881	1128	-	1091	1225	-	*	-	*	-	1068	*
	2021-22	1001	907	1095	-	1055	1183	-	1050	-	-	-	1017	1040
English Language Arts and Writing	2022-23	497	443	564	-	545	615	-	*	-	*	-	542	*
	2021-22	506	457	544	-	513	621	-	470	-	-	-	486	470
Mathematics	2022-23	482	438	564	-	545	610	-	*	-	*	-	527	*
	2021-22	496	449	552	-	542	561	-	580	-	-	-	531	570
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.0	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.5	20.5	25.0	-	-	25.0	-	-	-	-	-	-	-
English Language Arts	2022-23	18.8	19.4	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.2	20.9	28.0	-	-	28.0	-	-	-	-	-	-	-
Mathematics	2022-23	18.9	19.7	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.3	18.6	18.0	-	-	18.0	-	-	-	-	-	-	-
Science	2022-23	19.5	21.3	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.8	21.1	26.0	-	-	26.0	-	-	-	-	-	-	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 242

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	42.2%	97.9%	*	98.1%	100.0%	-	100.0%	-	77.8%	*	97.8%	93.1%
	2021-22	44.2%	39.1%	96.3%	*	94.5%	100.0%	-	100.0%	-	100.0%	*	94.4%	77.3%
English Language Arts	2022-23	17.4%	15.5%	93.0%	-	92.2%	95.2%	-	100.0%	-	85.7%	*	90.8%	72.4%
	2021-22	16.6%	16.2%	85.8%	*	83.2%	90.5%	-	100.0%	-	85.7%	*	80.3%	54.5%
Mathematics	2022-23	19.5%	13.0%	37.3%	-	38.1%	33.3%	-	*	-	*	*	36.0%	57.7%
	2021-22	19.9%	12.4%	43.7%	*	45.7%	39.3%	-	40.0%	-	50.0%	*	39.0%	63.2%
Science	2022-23	21.5%	24.3%	30.6%	-	29.1%	31.1%	-	80.0%	-	20.0%	*	24.8%	7.1%
	2021-22	21.1%	24.0%	37.6%	*	37.6%	35.5%	-	57.1%	-	42.9%	*	27.1%	20.0%
Social Studies	2022-23	24.0%	22.3%	76.3%	-	76.3%	77.2%	-	100.0%	-	50.0%	*	73.1%	39.1%
	2021-22	22.8%	18.8%	60.9%	*	58.8%	60.7%	-	100.0%	-	71.4%	*	53.9%	37.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
2023-24 Student Information (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Annual Report 243

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	222	100.0%	12,923	5,517,464	222	100.0%	13,010	5,531,236
Students by Grade								
Grade 9	69	31.1%	10.2%	8.6%	69	31.1%	10.1%	8.5%
Grade 10	51	23.0%	8.6%	8.0%	51	23.0%	8.6%	7.9%
Grade 11	44	19.8%	7.1%	7.4%	44	19.8%	7.0%	7.4%
Grade 12	58	26.1%	6.4%	6.6%	58	26.1%	6.8%	6.7%
Ethnic Distribution								
African American	1	0.5%	2.9%	12.8%	1	0.5%	2.9%	12.8%
Hispanic	155	69.8%	75.7%	53.2%	155	69.8%	75.7%	53.2%
White	55	24.8%	18.4%	25.0%	55	24.8%	18.5%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	1.8%	0.3%	5.4%	4	1.8%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	7	3.2%	2.5%	3.1%	7	3.2%	2.5%	3.1%
Sex								
Female	124	55.9%	48.7%	48.9%	124	55.9%	48.6%	48.8%
Male	98	44.1%	51.3%	51.1%	98	44.1%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	113	50.9%	70.7%	62.3%	113	50.9%	70.6%	62.2%
Non-Educationally Disadvantaged	109	49.1%	29.3%	37.7%	109	49.1%	29.4%	37.8%
Section 504 Students	31	14.0%	9.6%	7.2%	31	14.0%	9.6%	7.2%
EB Students/EL	32	14.4%	44.5%	24.4%	32	14.4%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.4%	4.3%	1.9%				
Students w/ Dyslexia	8	3.6%	9.2%	6.0%	8	3.6%	9.2%	6.0%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	0	0.0%	2.9%	1.4%	0	0.0%	2.9%	1.4%
Immigrant	0	0.0%	3.2%	2.9%	0	0.0%	3.2%	2.9%
Migrant	1	0.5%	0.3%	0.2%	1	0.5%	0.3%	0.2%
Title I	0	0.0%	67.8%	65.7%	0	0.0%	67.5%	65.7%
Military Connected	0	0.0%	0.8%	3.9%	0	0.0%	0.8%	3.9%
At-Risk	85	38.3%	70.2%	53.2%	85	38.3%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	32	14.4%	43.6%	24.5%	32	14.4%	43.5%	24.4%
Career and Technical Education	24	10.8%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	24	10.8%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	31	14.0%	7.8%	8.5%	31	14.0%	7.7%	8.5%
Special Education	5	2.3%	13.8%	13.9%	5	2.3%	14.1%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	5							
Students with Intellectual Disabilities	*	*	54.2%	45.7%				
Students with Physical Disabilities	0	0.0%	20.7%	18.9%				
Students with Autism	0	0.0%	11.5%	16.2%				
Students with Behavioral Disabilities	*	*	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	11	4.6%	14.6%	16.1%				
African American	1	0.4%	0.8%	3.4%				
Hispanic	5	2.1%	10.6%	8.5%				
White	3	1.3%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.8%	0.5%	0.5%				
Special Ed Students who are Mobile	1	20.0%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	2	6.5%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	8	5.8%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	31	16.8%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	0.0%	17.6%	7.9%	0.0%	30.9%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	12.4	15.3	16.3
Foreign Languages	6.2	20.1	18.8
Mathematics	14.8	18.4	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

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Class Size Information	Campus	District	State
Science	14.1	20.7	18.5
Social Studies	13.4	19.9	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	15.9	100.0%	100.0%	100.0%
Professional Staff	15.9	100.0%	68.9%	63.9%
Teachers	13.5	84.8%	51.7%	48.3%
Professional Support	1.4	8.9%	12.1%	11.1%
Campus Administration (School Leadership)	1.0	6.3%	4.0%	3.3%
Educational Aides	0.0	0.0%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	0.0	n/a	27.0	13,870.0
Part-time Counselors	1.0	n/a	4.0	1,172.0
Total Minority Staff	2.5	16.1%	38.1%	54.4%
Teachers by Ethnicity				
African American	1.2	8.7%	6.0%	12.6%
Hispanic	1.4	10.2%	22.9%	30.1%
White	10.9	81.1%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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%	1.4%	1.3%
Teachers by Sex				
Males	6.0	44.6%	24.5%	24.5%
Females	7.5	55.4%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	10.3%	2.5%
Bachelors	2.2	16.2%	68.7%	71.7%
Masters	9.4	69.7%	20.0%	24.9%
Doctorate	1.9	14.1%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	8.4%	8.7%
1-5 Years Experience	4.0	29.7%	36.2%	27.4%
6-10 Years Experience	4.0	29.7%	17.1%	20.2%
11-20 Years Experience	3.3	24.4%	21.5%	27.1%
21-30 Years Experience	1.2	8.7%	13.1%	13.7%
Over 30 Years Experience	1.0	7.4%	3.6%	3.0%
Number of Students per Teacher	16.5	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	11.0	4.3	6.0
Average Years Experience of Principals with District	11.0	3.6	5.1
Average Years Experience of Assistant Principals	11.0	5.1	5.1
Average Years Experience of Assistant Principals with District	11.0	4.1	4.3
Average Years Experience of Teachers	13.2	10.5	11.1
Average Years Experience of Teachers with District	8.4	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$54,662	\$54,272
1-5 Years Experience	\$60,756	\$57,912	\$58,185
6-10 Years Experience	\$60,007	\$57,935	\$61,494
11-20 Years Experience	\$64,408	\$60,870	\$65,219
21-30 Years Experience	\$69,394	\$66,003	\$69,723
Over 30 Years Experience	\$73,468	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$63,122	\$60,003	\$62,474
Professional Support	\$71,228	\$71,213	\$73,783
Campus Administration (School Leadership)	\$108,427	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	14.9%	6.0%
Career and Technical Education	0.3	2.4%	4.4%	5.5%
Compensatory Education	0.0	0.0%	6.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.5%	1.6%
Regular Education	8.0	59.2%	55.9%	69.8%
Special Education	0.0	0.0%	12.2%	10.3%
Other	5.2	38.5%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: CAMINO REAL EL

Campus Number: 011901112

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Annual Report 251

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	47%	-	47%	*	-	-	-	*	23%	*	49%	42%	46%	47%
At Meets Grade Level or Above	2024	48%	30%	20%	-	20%	*	-	-	-	*	14%	*	22%	16%	20%	20%
At Masters Grade Level	2024	21%	9%	1%	-	1%	*	-	-	-	*	0%	*	1%	0%	1%	1%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	34%	-	34%	*	-	-	-	*	18%	*	37%	28%	32%	34%
At Meets Grade Level or Above	2024	42%	22%	12%	-	12%	*	-	-	-	*	14%	*	8%	19%	12%	13%
At Masters Grade Level	2024	15%	5%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	51%	*	51%	*	-	-	-	*	0%	*	49%	54%	54%	47%
At Meets Grade Level or Above	2024	51%	34%	15%	*	15%	*	-	-	-	*	0%	*	14%	17%	16%	13%
At Masters Grade Level	2024	23%	12%	4%	*	2%	*	-	-	-	*	0%	*	2%	5%	4%	1%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	27%	*	26%	*	-	-	-	*	0%	*	26%	27%	29%	23%
At Meets Grade Level or Above	2024	46%	26%	7%	*	8%	*	-	-	-	*	0%	*	7%	7%	6%	7%
At Masters Grade Level	2024	21%	9%	2%	*	3%	*	-	-	-	*	0%	*	2%	2%	1%	3%
Grade 5 Reading																	
At Approaches Grade Level or Above	2024	79%	66%	56%	-	56%	*	-	-	-	-	21%	*	62%	48%	57%	49%
At Meets Grade Level or Above	2024	55%	40%	23%	-	22%	*	-	-	-	-	5%	*	23%	23%	24%	15%
At Masters Grade Level	2024	29%	17%	8%	-	8%	*	-	-	-	-	0%	*	10%	5%	7%	4%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	47%	-	47%	*	-	-	-	-	26%	*	51%	42%	51%	44%
At Meets Grade Level or Above	2024	50%	29%	17%	-	17%	*	-	-	-	-	16%	*	16%	19%	18%	17%
At Masters Grade Level	2024	19%	9%	7%	-	6%	*	-	-	-	-	5%	*	8%	5%	7%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	34%	-	34%	*	-	-	-	-	21%	*	38%	30%	35%	28%
At Meets Grade Level or Above	2024	28%	10%	9%	-	8%	*	-	-	-	-	5%	*	11%	5%	8%	6%
At Masters Grade Level	2024	11%	4%	1%	-	1%	*	-	-	-	-	5%	*	2%	0%	1%	0%
Grade 6 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Annual Report 252

	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	77%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	57%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	26%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	39%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	14%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	34%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	44%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Annual Report 253

	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	33%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	52%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	58%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	24%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	83%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	69%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	59%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	12%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	42%	*	42%	67%	-	-	-	*	18%	50%	45%	38%	43%	39%
At Meets Grade Level or Above	2024	48%	31%	15%	*	15%	33%	-	-	-	*	9%	17%	15%	15%	15%	13%
At Masters Grade Level	2024	20%	10%	3%	*	3%	11%	-	-	-	*	2%	4%	4%	2%	3%	2%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Annual Report 254

	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)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	51%	*	51%	*	-	-	-	*	18%	70%	54%	48%	52%	48%
At Meets Grade Level or Above	2024	54%	35%	20%	*	19%	*	-	-	-	*	8%	10%	20%	19%	20%	16%
At Masters Grade Level	2024	22%	10%	4%	*	4%	*	-	-	-	*	0%	0%	5%	3%	4%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	36%	*	36%	*	-	-	-	*	18%	40%	39%	32%	38%	34%
At Meets Grade Level or Above	2024	43%	25%	13%	*	13%	*	-	-	-	*	12%	20%	11%	15%	12%	12%
At Masters Grade Level	2024	17%	7%	3%	*	3%	*	-	-	-	*	2%	10%	3%	2%	3%	2%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	34%	-	34%	*	-	-	-	-	21%	*	38%	30%	35%	28%
At Meets Grade Level or Above	2024	43%	29%	9%	-	8%	*	-	-	-	-	5%	*	11%	5%	8%	6%
At Masters Grade Level	2024	16%	10%	1%	-	1%	*	-	-	-	-	5%	*	2%	0%	1%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	9%	-	10%	*	-	-	-	*	14%	*	7%	14%	10%	9%
Reading and Mathematics Including EOC	2024	35%	19%	9%	-	10%	*	-	-	-	*	14%	*	7%	14%	10%	9%
Reading Including EOC	2024	48%	30%	20%	-	20%	*	-	-	-	*	14%	*	22%	16%	20%	20%
Math Including EOC	2024	42%	22%	12%	-	12%	*	-	-	-	*	14%	*	8%	19%	12%	13%
4th Graders																	
Reading and Mathematics	2024	38%	21%	6%	*	6%	*	-	-	-	*	0%	*	7%	5%	6%	6%
Reading and Mathematics Including EOC	2024	38%	21%	6%	*	6%	*	-	-	-	*	0%	*	7%	5%	6%	6%
Reading Including EOC	2024	51%	34%	15%	*	15%	*	-	-	-	*	0%	*	14%	17%	16%	13%
Math Including EOC	2024	46%	26%	7%	*	8%	*	-	-	-	*	0%	*	7%	7%	6%	7%
5th Graders																	
Reading and Mathematics	2024	42%	23%	11%	-	10%	*	-	-	-	-	5%	*	10%	12%	10%	9%
Reading and Mathematics Including EOC	2024	42%	23%	11%	-	10%	*	-	-	-	-	5%	*	10%	12%	10%	9%
Reading Including EOC	2024	55%	40%	23%	-	22%	*	-	-	-	-	5%	*	23%	23%	24%	15%
Math Including EOC	2024	51%	29%	17%	-	17%	*	-	-	-	-	16%	*	16%	19%	18%	17%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	9%	*	9%	*	-	-	-	*	8%	10%	8%	10%	9%	8%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP 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 and Mathematics Including EOC	2024	38%	19%	9%	*	9%	*	-	-	-	*	8%	10%	8%	10%	9%	8%
Reading Including EOC	2024	54%	34%	20%	*	19%	*	-	-	-	*	8%	10%	20%	19%	20%	16%
Math Including EOC	2024	45%	24%	13%	*	13%	*	-	-	-	*	12%	20%	11%	15%	12%	12%

* 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)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Annual Report 256

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	42%	*	39%	*	-	-	-	*	11%	*	38%	45%	42%	40%
	2023	55%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	60%	44%	33%	*	32%	*	-	-	-	*	13%	*	28%	37%	32%	33%
	2023	63%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	70%	56%	52%	-	52%	*	-	-	-	-	26%	*	54%	50%	55%	48%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	43%	-	42%	*	-	-	-	-	34%	*	43%	43%	45%	44%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	43%	*	42%	*	-	-	-	*	25%	50%	42%	44%	44%	42%
	2023	64%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	67%	55%	48%	*	46%	*	-	-	-	*	21%	50%	48%	48%	49%	44%
	2023	63%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	60%	49%	38%	*	38%	*	-	-	-	*	28%	50%	37%	40%	39%	39%
	2023	66%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	26%	*	24%	*	-	-	-	-	0%	-	22%	31%	30%	23%
	2023	33%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	26%	14%	12%	*	11%	*	-	-	-	-	0%	*	9%	15%	15%	12%
	2023	27%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	35%	27%	24%	-	24%	-	-	-	-	-	17%	*	29%	19%	27%	20%
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	18%	-	18%	-	-	-	-	-	7%	*	22%	14%	22%	19%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	20%	*	19%	*	-	-	-	-	9%	0%	21%	19%	23%	18%
	2023	38%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	30%	22%	25%	*	24%	*	-	-	-	-	12%	*	25%	24%	28%	22%
	2023	35%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	35%	25%	16%	*	15%	*	-	-	-	-	5%	*	16%	15%	18%	15%
	2023	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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) Annual Report 257
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP 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%	59%	42%	38%	-	-	-	-	38%	42%	35%	51%	13%	47%	55%	39%	-
	2023	76%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	48%	31%	15%	13%	-	-	-	-	13%	8%	0%	14%	0%	29%	22%	13%	-
	2023	49%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	20%	10%	3%	2%	-	-	-	-	2%	1%	0%	2%	0%	0%	8%	2%	-
	2023	20%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	51%	47%	-	-	-	-	47%	55%	43%	67%	*	50%	64%	48%	-
	2023	77%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	35%	20%	16%	-	-	-	-	16%	14%	0%	22%	*	25%	33%	16%	-
	2023	53%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	22%	10%	4%	2%	-	-	-	-	2%	3%	0%	6%	*	0%	11%	2%	-
	2023	20%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	36%	33%	-	-	-	-	33%	38%	29%	50%	*	38%	46%	34%	-
	2023	75%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	25%	13%	12%	-	-	-	-	12%	7%	0%	11%	*	38%	13%	12%	-
	2023	45%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	7%	3%	2%	-	-	-	-	2%	0%	0%	0%	*	0%	7%	2%	-
	2023	19%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	34%	28%	-	-	-	-	28%	23%	33%	14%	-	*	54%	28%	-
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	9%	8%	-	-	-	-	8%	0%	0%	0%	-	*	15%	6%	-
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	1%	0%	-	-	-	-	0%	0%	0%	0%	-	*	4%	0%	-
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	43%	43%	-	-	-	-	43%	29%	32%	34%	*	50%	48%	42%	-
	2023	64%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	67%	55%	48%	44%	-	-	-	-	44%	50%	50%	63%	*	40%	60%	44%	-
	2023	63%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 258
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	38%	42%	-	-	-	-	42%	9%	14%	6%	*	60%	36%	39%	-
	2023	66%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	20%	20%	-	-	-	-	20%	9%	10%	13%	*	0%	28%	18%	-
	2023	38%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	30%	22%	25%	23%	-	-	-	-	23%	18%	20%	*	*	*	43%	22%	-
	2023	35%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	35%	25%	16%	18%	-	-	-	-	18%	0%	0%	*	*	*	17%	15%	-
	2023	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Annual Report 259

	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%	99%	*	99%	100%	-	-	-	*	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	90%	91%	*	91%	100%	-	-	-	*	97%	100%	98%	82%	92%	90%
Not Included in Accountability: Mobile	4%	6%	6%	*	6%	0%	-	-	-	*	3%	0%	1%	13%	6%	7%
Not Included in Accountability: Other Exclusions	2%	4%	2%	*	2%	0%	-	-	-	*	0%	0%	0%	4%	1%	3%
Not Tested	1%	1%	1%	*	1%	0%	-	-	-	*	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	*	1%	0%	-	-	-	*	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	*	100%	100%	100%	99%	100%	100%
Included in Accountability	91%	87%	91%	*	91%	*	-	-	-	*	96%	100%	98%	83%	93%	91%
Not Included in Accountability: Mobile	4%	5%	6%	*	6%	*	-	-	-	*	4%	0%	1%	12%	6%	7%
Not Included in Accountability: Other Exclusions	4%	6%	2%	*	2%	*	-	-	-	*	0%	0%	1%	4%	1%	3%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	*	99%	*	-	-	-	*	100%	100%	99%	99%	99%	99%
Included in Accountability	93%	90%	91%	*	91%	*	-	-	-	*	96%	100%	98%	83%	92%	90%
Not Included in Accountability: Mobile	5%	6%	6%	*	6%	*	-	-	-	*	4%	0%	1%	12%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	2%	*	2%	*	-	-	-	*	0%	0%	1%	4%	1%	3%
Not Tested	1%	1%	1%	*	1%	*	-	-	-	*	0%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	*	1%	*	-	-	-	*	0%	0%	1%	1%	1%	1%
Other	0%	0%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	-	99%	*	-	-	-	-	100%	*	100%	98%	99%	100%
Included in Accountability	93%	92%	89%	-	89%	*	-	-	-	-	100%	*	100%	77%	92%	88%
Not Included in Accountability: Mobile	4%	5%	8%	-	8%	*	-	-	-	-	0%	*	0%	16%	6%	9%
Not Included in Accountability: Other Exclusions	1%	2%	3%	-	3%	*	-	-	-	-	0%	*	0%	5%	1%	3%
Not Tested	1%	1%	1%	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP 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%	1%	1%	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	0%
Other	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.

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	737	100.0%	12,923	5,517,464	737	100.0%	13,010	5,531,236
Students by Grade								
Pre-Kindergarten	81	11.0%	4.7%	4.5%	81	11.0%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	81	11.0%	4.7%	3.7%	81	11.0%	4.7%	3.7%
Kindergarten	121	16.4%	6.4%	6.5%	121	16.4%	6.4%	6.5%
Grade 1	100	13.6%	6.7%	7.0%	100	13.6%	6.6%	7.0%
Grade 2	107	14.5%	7.6%	7.3%	107	14.5%	7.6%	7.3%
Grade 3	126	17.1%	6.9%	7.2%	126	17.1%	6.9%	7.2%
Grade 4	89	12.1%	7.0%	7.2%	89	12.1%	7.0%	7.2%
Grade 5	113	15.3%	6.6%	7.2%	113	15.3%	6.5%	7.2%
Ethnic Distribution								
African American	2	0.3%	2.9%	12.8%	2	0.3%	2.9%	12.8%
Hispanic	710	96.3%	75.7%	53.2%	710	96.3%	75.7%	53.2%
White	20	2.7%	18.4%	25.0%	20	2.7%	18.5%	25.0%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	0	0.0%	0.3%	5.4%	0	0.0%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.5%	2.5%	3.1%	4	0.5%	2.5%	3.1%
Sex								
Female	362	49.1%	48.7%	48.9%	362	49.1%	48.6%	48.8%
Male	375	50.9%	51.3%	51.1%	375	50.9%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	631	85.6%	70.7%	62.3%	631	85.6%	70.6%	62.2%
Non-Educationally Disadvantaged	106	14.4%	29.3%	37.7%	106	14.4%	29.4%	37.8%
Section 504 Students	31	4.2%	9.6%	7.2%	31	4.2%	9.6%	7.2%
EB Students/EL	582	79.0%	44.5%	24.4%	582	79.0%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	4.3%	1.9%				
Students w/ Dyslexia	52	7.1%	9.2%	6.0%	52	7.1%	9.2%	6.0%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	11	1.5%	2.9%	1.4%	11	1.5%	2.9%	1.4%
Immigrant	57	7.7%	3.2%	2.9%	57	7.7%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Title I	737	100.0%	67.8%	65.7%	737	100.0%	67.5%	65.7%
Military Connected	3	0.4%	0.8%	3.9%	3	0.4%	0.8%	3.9%
At-Risk	653	88.6%	70.2%	53.2%	653	88.6%	70.2%	53.2%
Students by Instructional Program								

Texas Education Agency
2023-24 Student Information (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Bilingual/ESL Education	562	76.3%	43.6%	24.5%	562	76.3%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	23	3.1%	7.8%	8.5%	23	3.1%	7.7%	8.5%
Special Education	85	11.5%	13.8%	13.9%	85	11.5%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	85							
Students with Intellectual Disabilities	47	55.3%	54.2%	45.7%				
Students with Physical Disabilities	28	32.9%	20.7%	18.9%				
Students with Autism	7	8.2%	11.5%	16.2%				
Students with Behavioral Disabilities	*	*	13.1%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	-	-	14.6%	16.1%				
African American	-	-	0.8%	3.4%				
Hispanic	-	-	10.6%	8.5%				
White	-	-	2.7%	3.1%				
American Indian	-	-	0.1%	0.1%				
Asian	-	-	0.0%	0.5%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.5%	0.5%				
Special Ed Students who are Mobile	-	-	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	-	-	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	0	0.0%	27.6%	18.1%				

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	14.5	19.7	18.4
Grade 1	15.5	19.4	18.8
Grade 2	14.0	19.6	19.1
Grade 3	6.0	19.5	19.4

Texas Education Agency
2023-24 Staff Information (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	59.7	100.0%	100.0%	100.0%
Professional Staff	48.0	80.4%	68.9%	63.9%
Teachers	41.4	69.4%	51.7%	48.3%
Professional Support	3.0	5.0%	12.1%	11.1%
Campus Administration (School Leadership)	3.5	5.9%	4.0%	3.3%
Educational Aides	11.7	19.6%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	31.1	52.1%	38.1%	54.4%
Teachers by Ethnicity				
African American	1.0	2.4%	6.0%	12.6%
Hispanic	20.9	50.5%	22.9%	30.1%
White	19.5	47.1%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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%	1.4%	1.3%
Teachers by Sex				
Males	6.0	14.5%	24.5%	24.5%
Females	35.4	85.5%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	7.0	16.9%	10.3%	2.5%
Bachelors	23.6	57.1%	68.7%	71.7%
Masters	10.8	26.0%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.0	12.1%	8.4%	8.7%
1-5 Years Experience	11.0	26.5%	36.2%	27.4%
6-10 Years Experience	14.7	35.4%	17.1%	20.2%
11-20 Years Experience	6.3	15.2%	21.5%	27.1%
21-30 Years Experience	4.5	10.9%	13.1%	13.7%
Over 30 Years Experience	0.0	0.0%	3.6%	3.0%
Number of Students per Teacher	17.8	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	4.3	6.0
Average Years Experience of Principals with District	1.0	3.6	5.1
Average Years Experience of Assistant Principals	1.0	5.1	5.1
Average Years Experience of Assistant Principals with District	1.0	4.1	4.3
Average Years Experience of Teachers	9.0	10.5	11.1
Average Years Experience of Teachers with District	4.8	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,360	\$54,662	\$54,272
1-5 Years Experience	\$56,856	\$57,912	\$58,185
6-10 Years Experience	\$57,897	\$57,935	\$61,494
11-20 Years Experience	\$61,107	\$60,870	\$65,219
21-30 Years Experience	\$65,824	\$66,003	\$69,723
Over 30 Years Experience	-	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$58,784	\$60,003	\$62,474
Professional Support	\$63,706	\$71,213	\$73,783
Campus Administration (School Leadership)	\$80,173	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	28.7	69.3%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	0.6	1.4%	6.1%	3.1%
Gifted and Talented Education	1.0	2.4%	1.5%	1.6%
Regular Education	7.3	17.6%	55.9%	69.8%
Special Education	3.8	9.2%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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)
CAMINO REAL EL (011901112) - BASTROP ISD - BASTROP COUNTY

Annual Report 270

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: EMILE EL

Campus Number: 011901101

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 273

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	64%	*	56%	78%	-	-	-	*	37%	*	64%	63%	54%	52%
	2023	76%	66%	77%	20%	74%	88%	-	-	-	71%	47%	100%	77%	76%	68%	88%
At Meets Grade Level or Above	2024	48%	30%	34%	*	25%	48%	-	-	-	*	16%	*	33%	37%	20%	14%
	2023	50%	38%	46%	0%	39%	63%	-	-	-	43%	29%	45%	44%	50%	36%	35%
At Masters Grade Level	2024	21%	9%	10%	*	8%	15%	-	-	-	*	5%	*	11%	5%	6%	5%
	2023	20%	13%	16%	0%	11%	25%	-	-	-	21%	12%	18%	15%	21%	10%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	65%	*	62%	70%	-	-	-	*	47%	*	68%	53%	55%	52%
	2023	73%	62%	69%	0%	65%	85%	-	-	-	64%	53%	73%	66%	79%	66%	79%
At Meets Grade Level or Above	2024	42%	22%	33%	*	26%	44%	-	-	-	*	11%	*	33%	32%	24%	24%
	2023	45%	31%	41%	0%	35%	58%	-	-	-	29%	29%	45%	40%	43%	34%	40%
At Masters Grade Level	2024	15%	5%	13%	*	6%	26%	-	-	-	*	5%	*	13%	11%	10%	14%
	2023	19%	9%	16%	0%	11%	27%	-	-	-	7%	18%	18%	14%	21%	11%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	83%	*	80%	86%	-	-	-	80%	27%	100%	83%	81%	77%	83%
	2023	77%	68%	79%	*	77%	78%	-	-	-	*	39%	*	80%	76%	70%	66%
At Meets Grade Level or Above	2024	51%	34%	63%	*	62%	68%	-	-	-	40%	18%	71%	60%	70%	61%	71%
	2023	48%	37%	42%	*	39%	50%	-	-	-	*	11%	*	49%	26%	32%	29%
At Masters Grade Level	2024	23%	12%	20%	*	15%	32%	-	-	-	0%	0%	0%	19%	22%	13%	17%
	2023	22%	14%	11%	*	10%	9%	-	-	-	*	0%	*	13%	6%	7%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	61%	*	60%	68%	-	-	-	33%	17%	71%	59%	67%	56%	72%
	2023	71%	61%	64%	*	63%	68%	-	-	-	*	29%	*	63%	67%	54%	63%
At Meets Grade Level or Above	2024	46%	26%	33%	*	26%	49%	-	-	-	0%	8%	57%	36%	26%	29%	40%
	2023	48%	38%	38%	*	38%	42%	-	-	-	*	12%	*	39%	33%	31%	45%
At Masters Grade Level	2024	21%	9%	12%	*	7%	22%	-	-	-	0%	0%	29%	12%	11%	7%	12%
	2023	22%	13%	11%	*	11%	13%	-	-	-	*	6%	*	10%	15%	7%	11%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 274

	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	79%	66%	77%	*	80%	71%	-	-	-	-	43%	*	78%	74%	68%	70%
	2023	81%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	40%	47%	*	47%	48%	-	-	-	-	14%	*	53%	32%	37%	35%
	2023	57%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	17%	22%	*	22%	19%	-	-	-	-	7%	*	24%	16%	13%	17%
	2023	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	66%	*	65%	71%	-	-	-	-	36%	*	67%	63%	58%	57%
	2023	80%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	29%	28%	*	25%	38%	-	-	-	-	21%	*	29%	26%	24%	22%
	2023	51%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	9%	8%	*	12%	0%	-	-	-	-	14%	*	7%	11%	13%	17%
	2023	21%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	42%	*	39%	48%	-	-	-	-	14%	*	42%	42%	29%	35%
	2023	65%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	10%	8%	*	8%	10%	-	-	-	-	7%	*	9%	5%	5%	4%
	2023	36%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	4%	3%	*	4%	0%	-	-	-	-	0%	*	4%	0%	3%	4%
	2023	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	66%	63%	63%	72%	-	-	-	53%	33%	89%	66%	64%	58%	61%
	2023	76%	63%	72%	44%	70%	81%	-	-	-	68%	42%	87%	71%	75%	65%	75%
At Meets Grade Level or Above	2024	48%	31%	36%	31%	32%	46%	-	-	-	27%	14%	53%	37%	34%	30%	31%
	2023	49%	34%	42%	17%	38%	55%	-	-	-	32%	20%	43%	43%	39%	34%	37%
At Masters Grade Level	2024	20%	10%	13%	6%	11%	18%	-	-	-	0%	5%	11%	13%	11%	9%	13%
	2023	20%	10%	14%	11%	11%	20%	-	-	-	12%	9%	13%	13%	17%	9%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	75%	71%	73%	80%	-	-	-	71%	36%	100%	76%	74%	67%	69%
	2023	77%	62%	78%	56%	75%	85%	-	-	-	76%	43%	100%	78%	76%	69%	78%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 275

	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%	35%	49%	43%	45%	56%	-	-	-	43%	16%	67%	49%	49%	40%	41%
	2023	53%	35%	44%	22%	39%	58%	-	-	-	41%	20%	40%	46%	39%	34%	32%
At Masters Grade Level	2024	22%	10%	17%	14%	15%	24%	-	-	-	0%	5%	0%	18%	15%	10%	13%
	2023	20%	9%	14%	22%	11%	19%	-	-	-	18%	6%	13%	14%	14%	9%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	64%	57%	62%	69%	-	-	-	38%	36%	78%	64%	62%	56%	61%
	2023	75%	61%	67%	33%	64%	78%	-	-	-	59%	41%	73%	65%	73%	61%	72%
At Meets Grade Level or Above	2024	43%	25%	32%	29%	26%	45%	-	-	-	13%	13%	44%	33%	28%	26%	29%
	2023	45%	30%	39%	11%	37%	52%	-	-	-	24%	21%	47%	40%	39%	33%	42%
At Masters Grade Level	2024	17%	7%	11%	0%	8%	18%	-	-	-	0%	7%	22%	11%	11%	10%	14%
	2023	19%	10%	14%	0%	11%	22%	-	-	-	6%	12%	13%	12%	19%	10%	14%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	42%	*	39%	48%	-	-	-	-	14%	*	42%	42%	29%	35%
At Meets Grade Level or Above	2024	43%	29%	8%	*	8%	10%	-	-	-	-	7%	*	9%	5%	5%	4%
At Masters Grade Level	2024	16%	10%	3%	*	4%	0%	-	-	-	-	0%	*	4%	0%	3%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	27%	*	15%	44%	-	-	-	*	11%	*	28%	21%	16%	10%
	2023	37%	24%	33%	0%	27%	50%	-	-	-	21%	29%	36%	32%	36%	23%	26%
Reading and Mathematics Including EOC	2024	35%	19%	27%	*	15%	44%	-	-	-	*	11%	*	28%	21%	16%	10%
	2023	37%	24%	33%	0%	27%	50%	-	-	-	21%	29%	36%	32%	36%	23%	26%
Reading Including EOC	2024	48%	30%	34%	*	25%	48%	-	-	-	*	16%	*	33%	37%	20%	14%
	2023	50%	38%	46%	0%	39%	63%	-	-	-	43%	29%	45%	44%	50%	36%	35%
Math Including EOC	2024	42%	22%	33%	*	26%	44%	-	-	-	*	11%	*	33%	32%	24%	24%
	2023	45%	31%	41%	0%	35%	58%	-	-	-	29%	29%	45%	40%	43%	34%	40%
4th Graders																	
Reading and Mathematics	2024	38%	21%	33%	*	25%	49%	-	-	-	0%	9%	57%	36%	26%	30%	38%
	2023	38%	26%	26%	*	24%	35%	-	-	-	*	6%	*	30%	18%	17%	24%
Reading and Mathematics Including EOC	2024	38%	21%	33%	*	25%	49%	-	-	-	0%	9%	57%	36%	26%	30%	38%
	2023	38%	26%	26%	*	24%	35%	-	-	-	*	6%	*	30%	18%	17%	24%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 276

	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	51%	34%	63%	*	62%	68%	-	-	-	40%	18%	71%	60%	70%	61%	71%
	2023	48%	37%	42%	*	39%	50%	-	-	-	*	11%	*	49%	26%	32%	29%
Math Including EOC	2024	46%	26%	33%	*	26%	49%	-	-	-	0%	8%	57%	36%	26%	29%	40%
	2023	48%	38%	38%	*	38%	42%	-	-	-	*	12%	*	39%	33%	31%	45%
5th Graders																	
Reading and Mathematics	2024	42%	23%	24%	*	24%	29%	-	-	-	-	14%	*	25%	21%	21%	22%
Reading and Mathematics Including EOC	2024	42%	23%	24%	*	24%	29%	-	-	-	-	14%	*	25%	21%	21%	22%
Reading Including EOC	2024	55%	40%	47%	*	47%	48%	-	-	-	-	14%	*	53%	32%	37%	35%
Math Including EOC	2024	51%	29%	28%	*	25%	38%	-	-	-	-	21%	*	29%	26%	24%	22%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	29%	29%	22%	42%	-	-	-	14%	11%	44%	30%	23%	23%	24%
	2023	37%	21%	30%	11%	26%	45%	-	-	-	18%	18%	27%	31%	28%	21%	25%
Reading and Mathematics Including EOC	2024	38%	19%	29%	29%	22%	42%	-	-	-	14%	11%	44%	30%	23%	23%	24%
	2023	39%	23%	30%	11%	26%	45%	-	-	-	18%	18%	27%	31%	28%	21%	25%
Reading Including EOC	2024	54%	34%	49%	43%	45%	56%	-	-	-	43%	16%	67%	49%	49%	40%	41%
	2023	53%	34%	44%	22%	39%	58%	-	-	-	41%	20%	40%	46%	39%	34%	32%
Math Including EOC	2024	45%	24%	32%	29%	26%	45%	-	-	-	13%	13%	44%	33%	28%	26%	29%
	2023	47%	30%	39%	11%	37%	52%	-	-	-	24%	21%	47%	40%	39%	33%	42%

* 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)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 277

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	72%	*	72%	77%	-	-	-	30%	36%	64%	72%	75%	72%	73%
	2023	55%	51%	45%	*	42%	47%	-	-	-	*	36%	*	45%	47%	44%	38%
Grade 4 Mathematics	2024	60%	44%	48%	*	46%	53%	-	-	-	42%	42%	50%	48%	48%	48%	62%
	2023	63%	61%	54%	*	56%	47%	-	-	-	*	44%	*	50%	65%	55%	70%
Grade 5 ELA/Reading	2024	70%	56%	62%	*	66%	55%	-	-	-	-	38%	*	62%	64%	53%	57%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	40%	*	42%	40%	-	-	-	-	46%	*	38%	47%	42%	41%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	56%	50%	56%	59%	-	-	-	36%	41%	53%	55%	59%	55%	59%
	2023	64%	55%	50%	69%	49%	47%	-	-	-	67%	40%	44%	47%	56%	50%	54%
All Grades ELA/Reading	2024	67%	55%	68%	*	69%	69%	-	-	-	30%	38%	63%	67%	70%	65%	65%
	2023	63%	51%	45%	*	42%	47%	-	-	-	*	36%	*	45%	47%	44%	38%
All Grades Mathematics	2024	60%	49%	45%	*	44%	48%	-	-	-	42%	44%	44%	44%	48%	46%	52%
	2023	66%	60%	54%	*	56%	47%	-	-	-	*	44%	*	50%	65%	55%	70%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	46%	*	47%	33%	-	-	-	-	17%	-	47%	43%	45%	*
	2023	33%	29%	44%	*	45%	25%	-	-	-	*	21%	-	32%	62%	38%	33%
Grade 4 Mathematics	2024	26%	14%	15%	*	22%	0%	-	-	-	*	10%	*	15%	13%	14%	25%
	2023	27%	22%	23%	*	26%	13%	-	-	-	*	0%	*	17%	33%	21%	31%
Grade 5 ELA/Reading	2024	35%	27%	40%	-	45%	*	-	-	-	-	30%	-	45%	*	33%	29%
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	28%	*	29%	29%	-	-	-	-	13%	-	21%	50%	23%	25%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	30%	*	34%	22%	-	-	-	*	18%	*	29%	32%	28%	26%
	2023	38%	29%	32%	*	35%	19%	-	-	-	*	12%	*	23%	46%	29%	32%
All Grades ELA/Reading	2024	30%	22%	44%	*	46%	30%	-	-	-	-	25%	-	46%	36%	41%	27%
	2023	35%	26%	44%	*	45%	25%	-	-	-	*	21%	-	32%	62%	38%	33%
All Grades Mathematics	2024	35%	25%	20%	*	25%	15%	-	-	-	*	11%	*	18%	29%	17%	25%
	2023	40%	32%	23%	*	26%	13%	-	-	-	*	0%	*	17%	33%	21%	31%

* 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) Annual Report 278
 EMILE EL (011901101) - BASTROP ISD - BASTROP 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%	59%	66%	61%	50%	-	-	-	65%	38%	60%	-	*	*	68%	60%	*
	2023	76%	63%	72%	76%	76%	-	-	-	78%	38%	*	-	*	*	71%	76%	*
At Meets Grade Level or Above	2024	48%	31%	36%	30%	20%	-	-	-	34%	0%	0%	-	*	*	38%	30%	*
	2023	49%	34%	42%	37%	37%	-	-	-	47%	13%	*	-	*	*	44%	38%	*
At Masters Grade Level	2024	20%	10%	13%	11%	10%	-	-	-	12%	0%	0%	-	*	*	13%	12%	*
	2023	20%	10%	14%	12%	12%	-	-	-	15%	0%	*	-	*	*	15%	13%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	75%	68%	50%	-	-	-	77%	*	*	-	*	*	77%	69%	*
	2023	77%	62%	78%	79%	79%	-	-	-	80%	*	*	-	*	*	78%	79%	*
At Meets Grade Level or Above	2024	54%	35%	49%	41%	15%	-	-	-	53%	*	*	-	*	*	52%	40%	*
	2023	53%	35%	44%	32%	32%	-	-	-	40%	*	*	-	*	*	49%	33%	*
At Masters Grade Level	2024	22%	10%	17%	11%	5%	-	-	-	14%	*	*	-	*	*	19%	12%	*
	2023	20%	9%	14%	12%	12%	-	-	-	15%	*	*	-	*	*	15%	11%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	64%	61%	50%	-	-	-	66%	*	*	-	*	*	65%	60%	*
	2023	75%	61%	67%	73%	73%	-	-	-	76%	*	*	-	*	*	65%	73%	*
At Meets Grade Level or Above	2024	43%	25%	32%	28%	25%	-	-	-	30%	*	*	-	*	*	33%	28%	*
	2023	45%	30%	39%	42%	42%	-	-	-	55%	*	*	-	*	*	38%	43%	*
At Masters Grade Level	2024	17%	7%	11%	14%	15%	-	-	-	14%	*	*	-	*	*	10%	15%	*
	2023	19%	10%	14%	13%	13%	-	-	-	16%	*	*	-	*	*	14%	14%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	42%	38%	-	-	-	-	38%	*	*	-	*	-	45%	35%	-
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	8%	5%	-	-	-	-	5%	*	*	-	*	-	10%	4%	-
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	3%	5%	-	-	-	-	5%	*	*	-	*	-	2%	4%	-
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	56%	57%	-	-	-	-	57%	*	*	-	*	*	56%	58%	*
	2023	64%	55%	50%	57%	57%	-	-	-	57%	33%	*	-	*	-	47%	55%	*
All Grades ELA/Reading	2024	67%	55%	68%	64%	-	-	-	-	64%	*	*	-	*	*	69%	64%	*
	2023	63%	51%	45%	40%	40%	-	-	-	40%	*	*	-	*	-	49%	39%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 279
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	45%	50%	-	-	-	-	50%	*	*	-	*	*	42%	51%	*
	2023	66%	60%	54%	74%	74%	-	-	-	75%	*	*	-	*	-	46%	72%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	30%	26%	-	-	-	-	26%	*	*	-	*	-	31%	26%	-
	2023	38%	29%	32%	35%	35%	-	-	-	35%	20%	*	-	*	-	33%	32%	-
All Grades ELA/Reading	2024	30%	22%	44%	22%	-	-	-	-	22%	*	*	-	*	-	50%	27%	-
	2023	35%	26%	44%	36%	36%	-	-	-	33%	*	*	-	*	-	50%	33%	-
All Grades Mathematics	2024	35%	25%	20%	29%	-	-	-	-	29%	*	*	-	*	-	19%	25%	-
	2023	40%	32%	23%	33%	33%	-	-	-	36%	*	*	-	*	-	17%	31%	-

* 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)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 280

	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%	99%	100%	99%	100%	-	-	-	94%	99%	100%	99%	100%	99%	99%
Included in Accountability	92%	90%	90%	89%	91%	89%	-	-	-	94%	94%	90%	98%	74%	87%	86%
Not Included in Accountability: Mobile	4%	6%	8%	0%	8%	11%	-	-	-	0%	5%	10%	2%	23%	10%	10%
Not Included in Accountability: Other Exclusions	2%	4%	1%	11%	1%	0%	-	-	-	0%	0%	0%	0%	2%	2%	3%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	6%	1%	0%	1%	0%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	6%	1%	0%	1%	0%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	88%	98%	100%	99%	100%	99%	100%
Included in Accountability	91%	87%	91%	88%	92%	89%	-	-	-	88%	96%	90%	97%	76%	88%	87%
Not Included in Accountability: Mobile	4%	5%	7%	0%	6%	11%	-	-	-	0%	2%	10%	1%	21%	8%	8%
Not Included in Accountability: Other Exclusions	4%	6%	1%	13%	2%	0%	-	-	-	0%	0%	0%	1%	3%	2%	5%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	13%	2%	0%	1%	0%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	13%	2%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	100%	100%	100%	99%	99%	99%	99%
Included in Accountability	93%	90%	91%	88%	92%	89%	-	-	-	100%	96%	90%	98%	76%	89%	87%
Not Included in Accountability: Mobile	5%	6%	8%	0%	7%	11%	-	-	-	0%	4%	10%	2%	21%	9%	9%
Not Included in Accountability: Other Exclusions	1%	2%	1%	13%	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	0%	0%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	0%	0%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	85%	*	85%	84%	-	-	-	-	88%	*	96%	63%	79%	79%
Not Included in Accountability: Mobile	4%	5%	15%	*	15%	16%	-	-	-	-	13%	*	4%	37%	21%	21%
Not Included in Accountability: Other Exclusions	1%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 281

	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%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	-	-	100%	96%	100%	100%	99%	99%	100%
Included in Accountability	93%	91%	95%	100%	93%	97%	-	-	-	100%	93%	100%	98%	88%	93%	92%
Not Included in Accountability: Mobile	4%	5%	3%	0%	4%	2%	-	-	-	0%	3%	0%	2%	7%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	5%	2%	5%
Not Tested	1%	1%	1%	0%	1%	1%	-	-	-	0%	4%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	-	-	0%	4%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	99%	100%	-	-	-	100%	97%	100%	100%	100%	99%	100%
Included in Accountability	92%	90%	95%	100%	93%	98%	-	-	-	100%	95%	100%	98%	88%	93%	92%
Not Included in Accountability: Mobile	4%	5%	3%	0%	4%	2%	-	-	-	0%	3%	0%	2%	7%	5%	3%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	5%	2%	5%
Not Tested	1%	1%	0%	0%	1%	0%	-	-	-	0%	3%	0%	0%	0%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	-	-	-	0%	3%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	99%	-	-	-	100%	95%	100%	100%	99%	99%	100%
Included in Accountability	94%	92%	95%	100%	93%	97%	-	-	-	100%	92%	100%	98%	87%	92%	92%
Not Included in Accountability: Mobile	5%	5%	3%	0%	4%	2%	-	-	-	0%	3%	0%	2%	7%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	5%	2%	5%
Not Tested	1%	2%	1%	0%	1%	1%	-	-	-	0%	5%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	-	-	0%	5%	0%	0%	1%	1%	0%
Other	0%	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)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 282

	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%	92.0%	93.3%	93.3%	92.9%	94.0%	-	*	-	93.4%	90.9%	92.3%	93.8%
2021-22	92.2%	90.6%	91.8%	91.9%	91.7%	92.2%	*	*	-	90.1%	90.5%	91.0%	92.4%
Chronic Absenteeism													
2022-23	20.3%	27.6%	20.0%	20.8%	23.8%	12.8%	-	*	-	18.4%	32.0%	26.8%	19.3%
2021-22	25.7%	34.8%	33.7%	28.1%	34.3%	31.4%	*	*	-	45.5%	40.0%	35.7%	33.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP 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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 284

	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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Annual Report 289

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	583	100.0%	12,923	5,517,464	586	100.0%	13,010	5,531,236
Students by Grade								
Pre-Kindergarten	51	8.7%	4.7%	4.5%	51	8.7%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	51	8.7%	4.7%	3.7%	51	8.7%	4.7%	3.7%
Kindergarten	73	12.5%	6.4%	6.5%	73	12.5%	6.4%	6.5%
Grade 1	84	14.4%	6.7%	7.0%	85	14.5%	6.6%	7.0%
Grade 2	100	17.2%	7.6%	7.3%	100	17.1%	7.6%	7.3%
Grade 3	86	14.8%	6.9%	7.2%	86	14.7%	6.9%	7.2%
Grade 4	110	18.9%	7.0%	7.2%	110	18.8%	7.0%	7.2%
Grade 5	79	13.6%	6.6%	7.2%	79	13.5%	6.5%	7.2%
Ethnic Distribution								
African American	15	2.6%	2.9%	12.8%	15	2.6%	2.9%	12.8%
Hispanic	351	60.2%	75.7%	53.2%	353	60.2%	75.7%	53.2%
White	193	33.1%	18.4%	25.0%	194	33.1%	18.5%	25.0%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	1	0.2%	0.3%	5.4%	1	0.2%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	22	3.8%	2.5%	3.1%	22	3.8%	2.5%	3.1%
Sex								
Female	282	48.4%	48.7%	48.9%	282	48.1%	48.6%	48.8%
Male	301	51.6%	51.3%	51.1%	304	51.9%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	359	61.6%	70.7%	62.3%	362	61.8%	70.6%	62.2%
Non-Educationally Disadvantaged	224	38.4%	29.3%	37.7%	224	38.2%	29.4%	37.8%
Section 504 Students	39	6.7%	9.6%	7.2%	39	6.7%	9.6%	7.2%
EB Students/EL	162	27.8%	44.5%	24.4%	162	27.6%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	4.3%	1.9%				
Students w/ Dyslexia	44	7.5%	9.2%	6.0%	44	7.5%	9.2%	6.0%
Foster Care	2	0.3%	0.3%	0.2%	2	0.3%	0.3%	0.2%
Homeless	25	4.3%	2.9%	1.4%	25	4.3%	2.9%	1.4%
Immigrant	8	1.4%	3.2%	2.9%	8	1.4%	3.2%	2.9%
Migrant	2	0.3%	0.3%	0.2%	2	0.3%	0.3%	0.2%
Title I	583	100.0%	67.8%	65.7%	586	100.0%	67.5%	65.7%
Military Connected	6	1.0%	0.8%	3.9%	6	1.0%	0.8%	3.9%
At-Risk	350	60.0%	70.2%	53.2%	350	59.7%	70.2%	53.2%
Students by Instructional Program								

Texas Education Agency
2023-24 Student Information (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Bilingual/ESL Education	160	27.4%	43.6%	24.5%	160	27.3%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	59	10.1%	7.8%	8.5%	59	10.1%	7.7%	8.5%
Special Education	83	14.2%	13.8%	13.9%	86	14.7%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	83							
Students with Intellectual Disabilities	25	30.1%	54.2%	45.7%				
Students with Physical Disabilities	31	37.3%	20.7%	18.9%				
Students with Autism	16	19.3%	11.5%	16.2%				
Students with Behavioral Disabilities	11	13.3%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	84	12.8%	14.6%	16.1%				
African American	7	1.1%	0.8%	3.4%				
Hispanic	51	7.8%	10.6%	8.5%				
White	23	3.5%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.5%	0.5%	0.5%				
Special Ed Students who are Mobile	18	18.0%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	23	11.6%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	61	14.3%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	394	49.1%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	1.0%	1.0%	1.3%	4.5%	1.8%	3.9%
Grade 1	0.0%	0.1%	2.1%	0.0%	0.8%	3.3%
Grade 2	0.8%	0.4%	1.3%	0.0%	0.0%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.3%	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
Elementary			
Kindergarten	18.8	19.7	18.4
Grade 1	20.0	19.4	18.8
Grade 2	20.0	19.6	19.1
Grade 3	16.8	19.5	19.4
Grade 4	19.3	19.7	19.4
Grade 5	17.0	19.0	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	76.3	100.0%	100.0%	100.0%
Professional Staff	50.8	66.6%	68.9%	63.9%
Teachers	41.9	54.9%	51.7%	48.3%
Professional Support	3.9	5.1%	12.1%	11.1%
Campus Administration (School Leadership)	5.0	6.6%	4.0%	3.3%
Educational Aides	25.5	33.4%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	18.7	24.5%	38.1%	54.4%
Teachers by Ethnicity				
African American	1.0	2.4%	6.0%	12.6%
Hispanic	7.0	16.7%	22.9%	30.1%
White	32.9	78.5%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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	1.0	2.4%	1.4%	1.3%
Teachers by Sex				
Males	2.0	4.8%	24.5%	24.5%
Females	39.9	95.2%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	1.0	2.4%	10.3%	2.5%
Bachelors	32.5	77.7%	68.7%	71.7%
Masters	8.3	19.9%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	2.4%	8.4%	8.7%
1-5 Years Experience	16.0	38.2%	36.2%	27.4%
6-10 Years Experience	7.3	17.4%	17.1%	20.2%
11-20 Years Experience	4.1	9.7%	21.5%	27.1%
21-30 Years Experience	10.5	25.1%	13.1%	13.7%
Over 30 Years Experience	3.0	7.2%	3.6%	3.0%
Number of Students per Teacher	13.9	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	4.3	6.0
Average Years Experience of Principals with District	7.0	3.6	5.1
Average Years Experience of Assistant Principals	3.5	5.1	5.1
Average Years Experience of Assistant Principals with District	2.5	4.1	4.3
Average Years Experience of Teachers	12.5	10.5	11.1
Average Years Experience of Teachers with District	7.5	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,000	\$54,662	\$54,272
1-5 Years Experience	\$56,718	\$57,912	\$58,185
6-10 Years Experience	\$57,118	\$57,935	\$61,494
11-20 Years Experience	\$60,361	\$60,870	\$65,219
21-30 Years Experience	\$65,745	\$66,003	\$69,723
Over 30 Years Experience	\$73,286	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,581	\$60,003	\$62,474
Professional Support	\$62,712	\$71,213	\$73,783
Campus Administration (School Leadership)	\$79,630	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	5.5	13.1%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	4.5	10.8%	6.1%	3.1%
Gifted and Talented Education	1.0	2.4%	1.5%	1.6%
Regular Education	26.5	63.3%	55.9%	69.8%
Special Education	4.4	10.5%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: GENESIS H S

Campus Number: 011901022

Campus Number: 011901022
(evaluated with alternative education accountability provisions)

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 297

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	55%	45%	*	45%	*	-	-	-	*	*	-	44%	47%	42%	35%
	2023	72%	61%	44%	*	35%	100%	-	-	-	*	*	-	42%	46%	43%	29%
At Meets Grade Level or Above	2024	52%	33%	7%	*	5%	*	-	-	-	*	*	-	0%	18%	8%	8%
	2023	52%	36%	5%	*	6%	0%	-	-	-	*	*	-	8%	0%	6%	4%
At Masters Grade Level	2024	16%	8%	0%	*	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
	2023	13%	5%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	61%	24%	*	23%	33%	-	-	-	*	*	*	12%	43%	24%	23%
	2023	74%	60%	22%	*	21%	36%	-	-	-	*	*	-	29%	12%	21%	8%
At Meets Grade Level or Above	2024	58%	42%	11%	*	7%	33%	-	-	-	*	*	*	3%	24%	10%	10%
	2023	54%	37%	6%	*	2%	27%	-	-	-	*	*	-	7%	4%	3%	0%
At Masters Grade Level	2024	9%	4%	0%	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
	2023	9%	4%	1%	*	0%	9%	-	-	-	*	*	-	0%	4%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	76%	39%	-	45%	*	-	-	-	*	*	-	38%	42%	41%	57%
	2023	79%	75%	43%	-	41%	*	-	-	-	-	-	-	25%	67%	47%	50%
At Meets Grade Level or Above	2024	43%	32%	4%	-	5%	*	-	-	-	*	*	-	6%	0%	5%	7%
	2023	43%	36%	5%	-	6%	*	-	-	-	-	-	-	0%	11%	5%	0%
At Masters Grade Level	2024	24%	13%	0%	-	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
	2023	23%	14%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	83%	68%	-	63%	*	-	-	-	*	*	-	69%	67%	64%	65%
	2023	88%	81%	43%	-	38%	*	-	-	-	-	*	-	47%	38%	43%	37%
At Meets Grade Level or Above	2024	56%	44%	5%	-	0%	*	-	-	-	*	*	-	0%	11%	0%	0%
	2023	56%	43%	0%	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
At Masters Grade Level	2024	19%	14%	0%	-	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
	2023	21%	12%	0%	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
End of Course U.S. History																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 298

	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	96%	91%	79%	*	75%	100%	-	-	-	*	67%	-	80%	78%	82%	75%
	2023	94%	89%	56%	*	56%	62%	-	-	-	*	22%	-	58%	54%	55%	50%
At Meets Grade Level or Above	2024	69%	51%	13%	*	8%	50%	-	-	-	*	17%	-	7%	22%	13%	4%
	2023	70%	58%	15%	*	15%	23%	-	-	-	*	0%	-	16%	14%	14%	3%
At Masters Grade Level	2024	37%	21%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
	2023	38%	25%	1%	*	0%	8%	-	-	-	*	0%	-	0%	4%	0%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	75%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
	2023	90%	75%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2024	59%	38%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
	2023	61%	39%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2024	12%	3%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
	2023	12%	2%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	50%	29%	49%	62%	-	-	-	57%	68%	*	46%	55%	49%	48%
	2023	76%	63%	41%	0%	38%	62%	-	-	-	*	13%	-	43%	38%	41%	32%
At Meets Grade Level or Above	2024	48%	31%	9%	0%	6%	29%	-	-	-	21%	26%	*	3%	17%	8%	6%
	2023	49%	34%	8%	0%	7%	15%	-	-	-	*	0%	-	9%	7%	7%	2%
At Masters Grade Level	2024	20%	10%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
	2023	20%	10%	1%	0%	0%	5%	-	-	-	*	0%	-	0%	2%	0%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	33%	*	33%	50%	-	-	-	33%	*	*	26%	45%	32%	29%
	2023	77%	62%	30%	*	26%	59%	-	-	-	*	0%	-	34%	23%	29%	16%
At Meets Grade Level or Above	2024	54%	35%	9%	*	6%	25%	-	-	-	33%	*	*	2%	21%	9%	9%
	2023	53%	35%	6%	*	4%	18%	-	-	-	*	0%	-	7%	3%	4%	2%
At Masters Grade Level	2024	22%	10%	0%	*	0%	0%	-	-	-	0%	*	*	0%	0%	0%	0%
	2023	20%	9%	1%	*	0%	6%	-	-	-	*	0%	-	0%	3%	0%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	40%	-	45%	33%	-	-	-	*	*	-	41%	38%	43%	57%
	2023	75%	61%	44%	-	39%	57%	-	-	-	-	-	-	36%	55%	48%	46%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 299

	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	43%	25%	3%	-	5%	0%	-	-	-	*	*	-	6%	0%	4%	7%
	2023	45%	30%	4%	-	6%	0%	-	-	-	-	-	-	0%	9%	5%	0%
At Masters Grade Level	2024	17%	7%	0%	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
	2023	19%	10%	0%	-	0%	0%	-	-	-	-	-	-	0%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	68%	-	63%	*	-	-	-	*	*	-	69%	67%	64%	65%
	2023	77%	67%	43%	-	38%	*	-	-	-	-	*	-	47%	38%	43%	37%
At Meets Grade Level or Above	2024	43%	29%	5%	-	0%	*	-	-	-	*	*	-	0%	11%	0%	0%
	2023	47%	34%	0%	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
At Masters Grade Level	2024	16%	10%	0%	-	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
	2023	18%	10%	0%	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	70%	79%	*	75%	100%	-	-	-	*	67%	-	80%	78%	82%	75%
	2023	78%	68%	56%	*	56%	62%	-	-	-	*	22%	-	58%	54%	55%	50%
At Meets Grade Level or Above	2024	51%	36%	13%	*	8%	50%	-	-	-	*	17%	-	7%	22%	13%	4%
	2023	52%	38%	15%	*	15%	23%	-	-	-	*	0%	-	16%	14%	14%	3%
At Masters Grade Level	2024	27%	15%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
	2023	27%	16%	1%	*	0%	8%	-	-	-	*	0%	-	0%	4%	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 STAAR Progress (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP 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																	
End of Course English II	2024	69%	65%	33%	-	*	-	-	-	-	*	*	-	*	*	*	*
	2023	74%	70%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades Both Subjects	2024	64%	53%	33%	-	*	-	-	-	-	*	*	-	*	*	*	*
	2023	64%	55%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades ELA/Reading	2024	67%	55%	33%	-	*	-	-	-	-	*	*	-	*	*	*	*
	2023	63%	51%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English II	2024	29%	22%	*	-	*	-	-	-	-	*	*	-	*	*	*	*
	2023	41%	36%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades Both Subjects	2024	32%	24%	*	-	*	-	-	-	-	*	*	-	*	*	*	*
	2023	38%	29%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades ELA/Reading	2024	30%	22%	*	-	*	-	-	-	-	*	*	-	*	*	*	*
	2023	35%	26%	*	-	*	*	-	-	-	-	*	-	-	*	*	*

* 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) Annual Report 301
 GENESIS H S (011901022) - BASTROP ISD - BASTROP 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%	59%	50%	-	-	-	-	-	-	48%	-	48%	50%	*	51%	48%	67%
	2023	76%	63%	41%	-	-	-	-	-	-	31%	-	32%	*	*	52%	32%	55%
At Meets Grade Level or Above	2024	48%	31%	9%	-	-	-	-	-	-	6%	-	6%	0%	*	13%	6%	0%
	2023	49%	34%	8%	-	-	-	-	-	-	2%	-	2%	*	*	16%	2%	18%
At Masters Grade Level	2024	20%	10%	0%	-	-	-	-	-	-	0%	-	0%	0%	*	0%	0%	0%
	2023	20%	10%	1%	-	-	-	-	-	-	0%	-	0%	*	*	2%	0%	0%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	33%	-	-	-	-	-	-	28%	-	29%	17%	*	38%	29%	*
	2023	77%	62%	30%	-	-	-	-	-	-	17%	-	17%	-	-	47%	17%	*
At Meets Grade Level or Above	2024	54%	35%	9%	-	-	-	-	-	-	9%	-	10%	0%	*	10%	9%	*
	2023	53%	35%	6%	-	-	-	-	-	-	2%	-	2%	-	-	9%	2%	*
At Masters Grade Level	2024	22%	10%	0%	-	-	-	-	-	-	0%	-	0%	0%	*	0%	0%	*
	2023	20%	9%	1%	-	-	-	-	-	-	0%	-	0%	-	-	2%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	40%	-	-	-	-	-	-	62%	-	62%	*	*	21%	57%	*
	2023	75%	61%	44%	-	-	-	-	-	-	55%	-	60%	*	*	45%	50%	*
At Meets Grade Level or Above	2024	43%	25%	3%	-	-	-	-	-	-	8%	-	8%	*	*	0%	7%	*
	2023	45%	30%	4%	-	-	-	-	-	-	0%	-	0%	*	*	9%	0%	*
At Masters Grade Level	2024	17%	7%	0%	-	-	-	-	-	-	0%	-	0%	*	*	0%	0%	*
	2023	19%	10%	0%	-	-	-	-	-	-	0%	-	0%	*	*	0%	0%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	68%	-	-	-	-	-	-	65%	-	65%	*	-	80%	65%	-
	2023	77%	67%	43%	-	-	-	-	-	-	35%	-	35%	-	*	*	39%	*
At Meets Grade Level or Above	2024	43%	29%	5%	-	-	-	-	-	-	0%	-	0%	*	-	20%	0%	-
	2023	47%	34%	0%	-	-	-	-	-	-	0%	-	0%	-	*	*	0%	*
At Masters Grade Level	2024	16%	10%	0%	-	-	-	-	-	-	0%	-	0%	*	-	0%	0%	-
	2023	18%	10%	0%	-	-	-	-	-	-	0%	-	0%	-	*	*	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	70%	79%	-	-	-	-	-	-	74%	-	73%	*	*	81%	75%	*
	2023	78%	68%	56%	-	-	-	-	-	-	47%	-	47%	-	*	61%	49%	*
At Meets Grade Level or Above	2024	51%	36%	13%	-	-	-	-	-	-	0%	-	0%	*	*	23%	4%	*
	2023	52%	38%	15%	-	-	-	-	-	-	3%	-	3%	-	*	27%	3%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 302
 GENESIS H S (011901022) - BASTROP ISD - BASTROP 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%	15%	0%	-	-	-	-	-	-	0%	-	0%	*	*	0%	0%	*
	2023	27%	16%	1%	-	-	-	-	-	-	0%	-	0%	-	*	3%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	33%	-	-	-	-	-	-	*	-	*	-	-	40%	*	-
	2023	64%	55%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades ELA/Reading	2024	67%	55%	33%	-	-	-	-	-	-	*	-	*	-	-	40%	*	-
	2023	63%	51%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2023	38%	29%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades ELA/Reading	2024	30%	22%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2023	35%	26%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-

* 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)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 303

	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%	97%	85%	98%	95%	-	-	-	100%	100%	*	98%	97%	97%	98%
Included in Accountability	92%	90%	55%	54%	53%	57%	-	-	-	88%	56%	*	73%	40%	55%	54%
Not Included in Accountability: Mobile	4%	6%	40%	31%	43%	38%	-	-	-	13%	29%	*	22%	55%	40%	40%
Not Included in Accountability: Other Exclusions	2%	4%	2%	0%	3%	0%	-	-	-	0%	15%	*	3%	2%	2%	4%
Not Tested	1%	1%	3%	15%	2%	5%	-	-	-	0%	0%	*	2%	3%	3%	2%
Absent	1%	1%	2%	8%	2%	3%	-	-	-	0%	0%	*	1%	3%	2%	2%
Other	0%	0%	1%	8%	0%	3%	-	-	-	0%	0%	*	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	100%	98%	94%	-	-	-	100%	100%	*	100%	96%	97%	98%
Included in Accountability	91%	87%	55%	57%	53%	50%	-	-	-	100%	33%	*	73%	39%	57%	53%
Not Included in Accountability: Mobile	4%	5%	38%	43%	39%	44%	-	-	-	0%	25%	*	20%	53%	36%	37%
Not Included in Accountability: Other Exclusions	4%	6%	5%	0%	6%	0%	-	-	-	0%	42%	*	6%	4%	4%	8%
Not Tested	1%	1%	2%	0%	2%	6%	-	-	-	0%	0%	*	0%	4%	3%	2%
Absent	1%	1%	2%	0%	2%	6%	-	-	-	0%	0%	*	0%	4%	3%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	92%	*	95%	89%	-	-	-	*	*	-	90%	94%	95%	96%
Included in Accountability	93%	90%	58%	*	55%	67%	-	-	-	*	*	-	81%	42%	58%	58%
Not Included in Accountability: Mobile	5%	6%	35%	*	40%	22%	-	-	-	*	*	-	10%	52%	38%	38%
Not Included in Accountability: Other Exclusions	1%	2%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	1%	8%	*	5%	11%	-	-	-	*	*	-	10%	6%	5%	4%
Absent	1%	1%	4%	*	5%	0%	-	-	-	*	*	-	5%	3%	3%	4%
Other	0%	0%	4%	*	0%	11%	-	-	-	*	*	-	5%	3%	3%	0%
Science																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	*	*	-	100%	100%	100%	100%
Included in Accountability	93%	92%	52%	-	51%	*	-	-	-	*	*	-	81%	35%	50%	53%
Not Included in Accountability: Mobile	4%	5%	48%	-	49%	*	-	-	-	*	*	-	19%	65%	50%	47%
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	*	*	-	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 304

	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%	1%	0%	-	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	98%	80%	99%	100%	-	-	-	100%	100%	-	98%	98%	99%	98%
Included in Accountability	94%	94%	54%	60%	51%	67%	-	-	-	67%	71%	-	65%	43%	53%	55%
Not Included in Accountability: Mobile	4%	4%	44%	20%	48%	33%	-	-	-	33%	29%	-	33%	55%	45%	43%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	2%	20%	1%	0%	-	-	-	0%	0%	-	2%	2%	1%	2%
Absent	1%	1%	2%	20%	1%	0%	-	-	-	0%	0%	-	2%	2%	1%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	97%	*	*	-	*	-	-	-	-	-	-	*	*	*	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	93%	56%	96%	94%	-	-	-	73%	83%	-	95%	90%	94%	96%
Included in Accountability	93%	91%	63%	31%	64%	74%	-	-	-	27%	52%	-	71%	53%	64%	63%
Not Included in Accountability: Mobile	4%	5%	28%	25%	28%	21%	-	-	-	45%	14%	-	21%	36%	27%	29%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	4%	0%	-	-	-	0%	17%	-	4%	1%	3%	5%
Not Tested	1%	1%	7%	44%	4%	6%	-	-	-	27%	17%	-	5%	10%	6%	4%
Absent	1%	1%	6%	44%	4%	4%	-	-	-	27%	17%	-	5%	8%	5%	3%
Other	0%	0%	1%	0%	1%	2%	-	-	-	0%	0%	-	0%	2%	1%	0%
Reading																
Assessment Participant	99%	99%	93%	50%	96%	95%	-	-	-	83%	83%	-	97%	88%	93%	96%
Included in Accountability	92%	90%	61%	38%	62%	77%	-	-	-	33%	42%	-	71%	50%	63%	59%
Not Included in Accountability: Mobile	4%	5%	26%	13%	26%	18%	-	-	-	50%	0%	-	18%	36%	25%	27%
Not Included in Accountability: Other Exclusions	3%	5%	6%	0%	7%	0%	-	-	-	0%	42%	-	8%	3%	6%	10%
Not Tested	1%	1%	7%	50%	4%	5%	-	-	-	17%	17%	-	3%	12%	7%	4%
Absent	1%	1%	6%	50%	4%	0%	-	-	-	17%	17%	-	3%	10%	6%	4%
Other	0%	0%	1%	0%	0%	5%	-	-	-	0%	0%	-	0%	1%	1%	0%
Mathematics																
Assessment Participant	99%	98%	85%	*	90%	90%	-	-	-	*	*	-	86%	85%	88%	89%
Included in Accountability	94%	92%	61%	*	62%	70%	-	-	-	*	*	-	67%	55%	64%	72%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 305

	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: Mobile	5%	5%	24%	*	28%	20%	-	-	-	*	*	-	19%	30%	24%	17%
Not Included in Accountability: Other Exclusions	1%	2%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	2%	15%	*	10%	10%	-	-	-	*	*	-	14%	15%	12%	11%
Absent	1%	1%	10%	*	3%	10%	-	-	-	*	*	-	14%	5%	6%	6%
Other	0%	0%	5%	*	7%	0%	-	-	-	*	*	-	0%	10%	6%	6%
Science																
Assessment Participant	99%	98%	93%	*	97%	*	-	-	-	-	*	-	96%	89%	97%	100%
Included in Accountability	93%	93%	56%	*	60%	*	-	-	-	-	*	-	65%	44%	58%	63%
Not Included in Accountability: Mobile	4%	4%	37%	*	37%	*	-	-	-	-	*	-	30%	44%	39%	37%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	1%	2%	7%	*	3%	*	-	-	-	-	*	-	4%	11%	3%	0%
Absent	1%	2%	7%	*	3%	*	-	-	-	-	*	-	4%	11%	3%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	96%	80%	97%	100%	-	-	-	*	92%	-	97%	96%	96%	96%
Included in Accountability	94%	93%	68%	40%	71%	72%	-	-	-	*	69%	-	74%	60%	68%	65%
Not Included in Accountability: Mobile	4%	3%	29%	40%	27%	28%	-	-	-	*	23%	-	22%	36%	28%	31%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	4%	20%	3%	0%	-	-	-	*	8%	-	3%	4%	4%	4%
Absent	1%	2%	4%	20%	3%	0%	-	-	-	*	8%	-	3%	4%	4%	4%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	67%	-	*	*	-	-	-	-	-	-	*	*	*	*

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

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	178	100.0%	886	377,367
By Ethnicity:				
African American	7	3.9%	27	46,822
Hispanic	143	80.3%	638	197,333
White	24	13.5%	195	103,009
American Indian	1	0.6%	2	1,181
Asian	0	0.0%	2	19,151
Pacific Islander	1	0.6%	1	574
Two or More Races	2	1.1%	21	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	170	95.5%	267	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	8	16,475
Foundation H.S. Program (DLA)	8	4.5%	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	26	14.6%	78	34,589
Economically Disadvantaged Graduates	140	78.7%	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	54	30.3%	221	50,229
At-Risk Graduates	102	57.3%	515	168,430
CTE Completers	3	1.7%	213	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 308

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	47.6%	9.6%	14.3%	7.0%	25.0%	*	-	*	*	23.1%	9.4%	7.4%
2021-22	70.0%	49.0%	11.3%	0.0%	11.9%	8.0%	-	-	-	25.0%	22.2%	10.2%	15.0%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	37.4%	6.2%	0.0%	3.5%	25.0%	*	-	*	*	3.8%	5.8%	5.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	44.6%	7.9%	0.0%	5.6%	25.0%	*	-	*	*	3.8%	6.4%	3.7%
2021-22	57.1%	44.4%	8.0%	0.0%	8.3%	4.0%	-	-	-	25.0%	0.0%	5.5%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	27.7%	3.4%	0.0%	0.7%	20.8%	*	-	*	*	0.0%	2.1%	0.0%
2021-22	48.2%	29.5%	4.3%	0.0%	4.1%	0.0%	-	-	-	25.0%	0.0%	3.6%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	26.4%	2.8%	0.0%	0.0%	20.8%	*	-	*	*	0.0%	1.4%	0.0%
2021-22	42.2%	27.7%	3.7%	0.0%	3.3%	0.0%	-	-	-	25.0%	0.0%	2.7%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	11.9%	0.6%	0.0%	0.0%	4.2%	*	-	*	*	0.0%	0.7%	1.9%
2021-22	20.5%	12.8%	1.2%	0.0%	1.7%	0.0%	-	-	-	0.0%	0.0%	1.8%	4.8%
Associate Degree (Annual Graduates)													
2022-23	2.5%	4.4%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
2021-22	2.4%	3.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.0%	4.5%	0.0%	2.8%	16.7%	*	-	*	*	0.0%	3.6%	1.9%
2021-22	24.0%	22.0%	3.7%	0.0%	1.7%	8.0%	-	-	-	25.0%	0.0%	2.7%	0.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
2021-22	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	4.2%	0.6%	0.0%	0.7%	0.0%	*	-	*	*	3.8%	0.7%	1.9%
2021-22	5.0%	4.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	18.4%	3.4%	14.3%	3.5%	0.0%	*	-	*	*	19.2%	3.6%	1.9%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	14.1%	0.6%	0.0%	0.7%	0.0%	*	-	*	*	0.0%	0.7%	1.9%
2021-22	28.0%	11.4%	0.6%	0.0%	0.8%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.7%	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%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.4%	2.8%	14.3%	2.8%	0.0%	*	-	*	*	19.2%	2.9%	0.0%
2021-22	2.5%	2.7%	3.7%	0.0%	5.0%	0.0%	-	-	-	0.0%	22.2%	4.5%	9.5%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.2%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 310

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	30.8%	6.2%	0.0%	4.9%	16.7%	*	-	*	*	0.0%	5.0%	1.9%
	2021-22	22.8%	32.3%	7.4%	0.0%	8.3%	4.0%	-	-	-	12.5%	0.0%	4.5%	0.0%
Mathematics	2022-23	19.9%	18.4%	2.2%	0.0%	0.0%	16.7%	*	-	*	*	0.0%	0.7%	0.0%
	2021-22	18.7%	24.1%	3.7%	0.0%	4.1%	0.0%	-	-	-	12.5%	0.0%	2.7%	0.0%
Both Subjects	2022-23	12.5%	16.6%	2.2%	0.0%	0.0%	16.7%	*	-	*	*	0.0%	0.7%	0.0%
	2021-22	12.6%	18.9%	3.1%	0.0%	3.3%	0.0%	-	-	-	12.5%	0.0%	1.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	4.4%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2021-22	11.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	2.3%	0.6%	0.0%	0.7%	0.0%	*	-	*	*	0.0%	0.7%	0.0%
	2021-22	14.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	1.4%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2021-22	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	22.4%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2022	23.0%	15.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
English Language Arts	2023	13.8%	8.6%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2022	13.2%	4.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2023	7.0%	3.1%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2022	6.9%	3.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Science	2023	10.3%	12.2%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2022	9.6%	9.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2023	13.1%	9.8%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2022	12.5%	7.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	36.9%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	33.7%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	28.6%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	30.4%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	12.8%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	23.3%	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	25.2%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	81.4%	0.6%	0.0%	0.7%	0.0%	*	-	*	*	0.0%	0.7%	1.2%
	2021-22	71.5%	71.8%	0.6%	0.0%	0.8%	0.0%	-	-	-	0.0%	0.0%	0.9%	0.0%
At/Above Criterion for All Examinees	2022-23	28.9%	15.8%	*	-	*	-	-	-	-	-	-	*	*
	2021-22	32.1%	15.7%	*	-	*	-	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	881	*	-	*	-	-	-	-	-	-	*	*
	2021-22	1001	907	870	-	870	-	-	-	-	-	-	870	-
English Language Arts and Writing	2022-23	497	443	*	-	*	-	-	-	-	-	-	*	*
	2021-22	506	457	370	-	370	-	-	-	-	-	-	370	-
Mathematics	2022-23	482	438	*	-	*	-	-	-	-	-	-	*	*
	2021-22	496	449	500	-	500	-	-	-	-	-	-	500	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.0	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.5	20.5	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022-23	18.8	19.4	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.2	20.9	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	18.9	19.7	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.3	18.6	-	-	-	-	-	-	-	-	-	-	-
Science	2022-23	19.5	21.3	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.8	21.1	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 312

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	42.2%	4.9%	0.0%	5.0%	6.5%	*	-	*	*	*	5.7%	0.0%
	2021-22	44.2%	39.1%	1.0%	0.0%	0.7%	0.0%	*	-	-	12.5%	*	0.0%	*
English Language Arts	2022-23	17.4%	15.5%	5.4%	0.0%	5.5%	6.9%	*	-	*	*	*	6.4%	0.0%
	2021-22	16.6%	16.2%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
Mathematics	2022-23	19.5%	13.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
	2021-22	19.9%	12.4%	1.7%	0.0%	1.2%	0.0%	-	-	-	20.0%	*	0.0%	-
Science	2022-23	21.5%	24.3%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
	2021-22	21.1%	24.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	*	0.0%	*
Social Studies	2022-23	24.0%	22.3%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	0.0%
	2021-22	22.8%	18.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	*	0.0%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Annual Report 313

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	112	100.0%	12,923	5,517,464	150	100.0%	13,010	5,531,236
Students by Grade								
Grade 9	6	5.4%	10.2%	8.6%	6	4.0%	10.1%	8.5%
Grade 10	12	10.7%	8.6%	8.0%	12	8.0%	8.6%	7.9%
Grade 11	37	33.0%	7.1%	7.4%	37	24.7%	7.0%	7.4%
Grade 12	57	50.9%	6.4%	6.6%	95	63.3%	6.8%	6.7%
Ethnic Distribution								
African American	4	3.6%	2.9%	12.8%	6	4.0%	2.9%	12.8%
Hispanic	89	79.5%	75.7%	53.2%	122	81.3%	75.7%	53.2%
White	15	13.4%	18.4%	25.0%	18	12.0%	18.5%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.3%	5.4%	0	0.0%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	3.6%	2.5%	3.1%	4	2.7%	2.5%	3.1%
Sex								
Female	36	32.1%	48.7%	48.9%	52	34.7%	48.6%	48.8%
Male	76	67.9%	51.3%	51.1%	98	65.3%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	83	74.1%	70.7%	62.3%	103	68.7%	70.6%	62.2%
Non-Educationally Disadvantaged	29	25.9%	29.3%	37.7%	47	31.3%	29.4%	37.8%
Section 504 Students	16	14.3%	9.6%	7.2%	23	15.3%	9.6%	7.2%
EB Students/EL	56	50.0%	44.5%	24.4%	73	48.7%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	5	2.0%	4.3%	1.9%				
Students w/ Dyslexia	8	7.1%	9.2%	6.0%	15	10.0%	9.2%	6.0%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	10	8.9%	2.9%	1.4%	12	8.0%	2.9%	1.4%
Immigrant	0	0.0%	3.2%	2.9%	1	0.7%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	2	1.3%	0.3%	0.2%
Title I	0	0.0%	67.8%	65.7%	0	0.0%	67.5%	65.7%
Military Connected	1	0.9%	0.8%	3.9%	1	0.7%	0.8%	3.9%
At-Risk	112	100.0%	70.2%	53.2%	150	100.0%	70.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	53	47.3%	43.6%	24.5%	70	46.7%	43.5%	24.4%
Career and Technical Education	31	27.7%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	31	27.7%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	7.8%	8.5%	0	0.0%	7.7%	8.5%
Special Education	27	24.1%	13.8%	13.9%	32	21.3%	14.1%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	27							
Students with Intellectual Disabilities	15	55.6%	54.2%	45.7%				
Students with Physical Disabilities	*	*	20.7%	18.9%				
Students with Autism	*	*	11.5%	16.2%				
Students with Behavioral Disabilities	10	37.0%	13.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	18	100.0%	14.6%	16.1%				
African American	2	11.1%	0.8%	3.4%				
Hispanic	11	61.1%	10.6%	8.5%				
White	5	27.8%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.5%	0.5%				
Special Ed Students who are Mobile	4	100.0%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	7	100.0%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	15	100.0%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	64	75.3%	27.6%	18.1%				

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	1.7	15.3	16.3
Foreign Languages	2.3	20.1	18.8
Mathematics	2.4	18.4	17.5
Science	2.1	20.7	18.5
Social Studies	2.0	19.9	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	9.9	100.0%	100.0%	100.0%
Professional Staff	9.9	100.0%	68.9%	63.9%
Teachers	7.5	75.5%	51.7%	48.3%
Professional Support	1.4	14.4%	12.1%	11.1%
Campus Administration (School Leadership)	1.0	10.1%	4.0%	3.3%
Educational Aides	0.0	0.0%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	0.0	n/a	27.0	13,870.0
Part-time Counselors	1.0	n/a	4.0	1,172.0
Total Minority Staff	3.4	35.0%	38.1%	54.4%
Teachers by Ethnicity				
African American	0.8	11.1%	6.0%	12.6%
Hispanic	2.6	35.2%	22.9%	30.1%
White	4.0	53.7%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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%	1.4%	1.3%
Teachers by Sex				
Males	2.0	26.8%	24.5%	24.5%
Females	5.5	73.2%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	10.3%	2.5%
Bachelors	4.8	64.8%	68.7%	71.7%
Masters	2.6	35.2%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	13.4%	8.4%	8.7%
1-5 Years Experience	0.0	0.0%	36.2%	27.4%
6-10 Years Experience	1.0	13.4%	17.1%	20.2%
11-20 Years Experience	1.6	21.8%	21.5%	27.1%
21-30 Years Experience	2.8	37.9%	13.1%	13.7%
Over 30 Years Experience	1.0	13.4%	3.6%	3.0%
Number of Students per Teacher	15.0	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	11.0	4.3	6.0
Average Years Experience of Principals with District	11.0	3.6	5.1
Average Years Experience of Assistant Principals	11.0	5.1	5.1
Average Years Experience of Assistant Principals with District	11.0	4.1	4.3
Average Years Experience of Teachers	19.4	10.5	11.1
Average Years Experience of Teachers with District	13.4	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,000	\$54,662	\$54,272
1-5 Years Experience	-	\$57,912	\$58,185
6-10 Years Experience	\$57,050	\$57,935	\$61,494
11-20 Years Experience	\$60,728	\$60,870	\$65,219
21-30 Years Experience	\$67,123	\$66,003	\$69,723
Over 30 Years Experience	\$71,423	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$63,460	\$60,003	\$62,474
Professional Support	\$71,228	\$71,213	\$73,783
Campus Administration (School Leadership)	\$108,427	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	14.9%	6.0%
Career and Technical Education	0.7	9.8%	4.4%	5.5%
Compensatory Education	6.0	81.1%	6.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.5%	1.6%
Regular Education	0.2	2.1%	55.9%	69.8%
Special Education	0.5	7.0%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: LOST PINES EL

Campus Number: 011901110

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 320

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	56%	*	56%	45%	-	-	-	*	28%	*	56%	58%	54%	55%
	2023	76%	66%	65%	*	63%	71%	-	-	*	*	18%	*	65%	64%	62%	59%
At Meets Grade Level or Above	2024	48%	30%	28%	*	28%	27%	-	-	-	*	6%	*	28%	26%	26%	29%
	2023	50%	38%	35%	*	31%	57%	-	-	*	*	12%	*	35%	36%	29%	23%
At Masters Grade Level	2024	21%	9%	6%	*	6%	9%	-	-	-	*	0%	*	6%	6%	6%	6%
	2023	20%	13%	15%	*	10%	50%	-	-	*	*	0%	*	15%	12%	11%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	36%	*	32%	45%	-	-	-	*	19%	*	35%	39%	35%	32%
	2023	73%	62%	62%	*	58%	80%	-	-	-	*	18%	*	62%	63%	58%	57%
At Meets Grade Level or Above	2024	42%	22%	15%	*	13%	27%	-	-	-	*	6%	*	16%	13%	14%	15%
	2023	45%	31%	33%	*	26%	67%	-	-	-	*	6%	*	33%	33%	30%	22%
At Masters Grade Level	2024	15%	5%	2%	*	3%	0%	-	-	-	*	0%	*	1%	6%	3%	1%
	2023	19%	9%	8%	*	6%	27%	-	-	-	*	0%	*	8%	8%	7%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	67%	*	66%	67%	-	-	*	*	16%	89%	67%	69%	68%	62%
	2023	77%	68%	70%	*	67%	85%	-	-	-	*	13%	*	64%	83%	68%	57%
At Meets Grade Level or Above	2024	51%	34%	30%	*	29%	17%	-	-	*	*	5%	56%	27%	38%	28%	23%
	2023	48%	37%	47%	*	43%	69%	-	-	-	*	13%	*	48%	43%	46%	31%
At Masters Grade Level	2024	23%	12%	7%	*	5%	8%	-	-	*	*	0%	0%	7%	9%	5%	5%
	2023	22%	14%	14%	*	10%	38%	-	-	-	*	0%	*	13%	17%	13%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	51%	*	47%	58%	-	-	*	*	11%	56%	49%	56%	48%	44%
	2023	71%	61%	63%	*	61%	85%	-	-	-	*	13%	*	62%	67%	60%	48%
At Meets Grade Level or Above	2024	46%	26%	30%	*	27%	33%	-	-	*	*	5%	33%	28%	33%	27%	25%
	2023	48%	38%	39%	*	39%	38%	-	-	-	*	13%	*	42%	33%	38%	34%
At Masters Grade Level	2024	21%	9%	7%	*	5%	17%	-	-	*	*	0%	11%	6%	9%	4%	7%
	2023	22%	13%	12%	*	13%	0%	-	-	-	*	0%	*	15%	3%	10%	11%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 321

	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	79%	66%	61%	*	59%	73%	-	-	-	*	8%	*	59%	63%	61%	48%
	2023	81%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	40%	36%	*	31%	60%	-	-	-	*	4%	*	38%	32%	35%	21%
	2023	57%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	17%	13%	*	11%	20%	-	-	-	*	0%	*	13%	12%	11%	11%
	2023	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	53%	*	51%	67%	-	-	-	*	8%	*	51%	56%	50%	41%
	2023	80%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	29%	21%	*	20%	27%	-	-	-	*	8%	*	22%	20%	19%	11%
	2023	51%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	9%	4%	*	4%	7%	-	-	-	*	0%	*	4%	5%	5%	1%
	2023	21%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	30%	*	26%	53%	-	-	-	*	8%	*	29%	32%	28%	23%
	2023	65%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	10%	8%	*	7%	7%	-	-	-	*	8%	*	8%	7%	6%	6%
	2023	36%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	4%	1%	*	0%	0%	-	-	-	*	0%	*	1%	0%	1%	0%
	2023	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	51%	75%	49%	59%	-	-	*	82%	15%	69%	50%	54%	49%	44%
	2023	76%	63%	65%	*	62%	80%	-	-	*	100%	15%	83%	63%	70%	62%	55%
At Meets Grade Level or Above	2024	48%	31%	24%	38%	22%	29%	-	-	*	65%	6%	45%	24%	25%	22%	19%
	2023	49%	34%	38%	*	34%	58%	-	-	*	83%	11%	25%	39%	37%	35%	28%
At Masters Grade Level	2024	20%	10%	6%	19%	5%	9%	-	-	*	18%	0%	7%	5%	7%	5%	5%
	2023	20%	10%	12%	*	10%	29%	-	-	*	17%	0%	0%	13%	10%	10%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	62%	86%	60%	63%	-	-	*	75%	19%	79%	61%	64%	61%	55%
	2023	77%	62%	67%	*	64%	78%	-	-	*	*	15%	83%	65%	75%	65%	58%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 322

	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%	35%	31%	43%	29%	37%	-	-	*	63%	5%	57%	31%	32%	30%	24%
	2023	53%	35%	41%	*	37%	63%	-	-	*	*	12%	17%	41%	40%	37%	27%
At Masters Grade Level	2024	22%	10%	9%	29%	7%	13%	-	-	*	25%	0%	7%	8%	9%	8%	8%
	2023	20%	9%	15%	*	10%	44%	-	-	*	*	0%	0%	15%	15%	12%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	47%	86%	43%	58%	-	-	*	88%	13%	64%	45%	51%	44%	39%
	2023	75%	61%	63%	*	59%	82%	-	-	-	*	15%	83%	62%	65%	59%	52%
At Meets Grade Level or Above	2024	43%	25%	22%	43%	20%	29%	-	-	*	63%	7%	36%	22%	23%	20%	17%
	2023	45%	30%	36%	*	32%	54%	-	-	-	*	9%	33%	37%	33%	34%	28%
At Masters Grade Level	2024	17%	7%	5%	14%	4%	8%	-	-	*	0%	0%	7%	3%	7%	4%	3%
	2023	19%	10%	10%	*	9%	14%	-	-	-	*	0%	0%	11%	6%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	30%	*	26%	53%	-	-	-	*	8%	*	29%	32%	28%	23%
At Meets Grade Level or Above	2024	43%	29%	8%	*	7%	7%	-	-	-	*	8%	*	8%	7%	6%	6%
At Masters Grade Level	2024	16%	10%	1%	*	0%	0%	-	-	-	*	0%	*	1%	0%	1%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	14%	*	13%	18%	-	-	-	*	3%	*	15%	13%	13%	15%
	2023	37%	24%	24%	*	18%	57%	-	-	-	*	6%	*	25%	21%	20%	12%
Reading and Mathematics Including EOC	2024	35%	19%	14%	*	13%	18%	-	-	-	*	3%	*	15%	13%	13%	15%
	2023	37%	24%	24%	*	18%	57%	-	-	-	*	6%	*	25%	21%	20%	12%
Reading Including EOC	2024	48%	30%	28%	*	28%	27%	-	-	-	*	6%	*	28%	26%	26%	29%
	2023	50%	38%	35%	*	31%	57%	-	-	*	*	12%	*	35%	36%	29%	23%
Math Including EOC	2024	42%	22%	15%	*	13%	27%	-	-	-	*	6%	*	16%	13%	14%	15%
	2023	45%	31%	33%	*	26%	67%	-	-	-	*	6%	*	33%	33%	30%	22%
4th Graders																	
Reading and Mathematics	2024	38%	21%	24%	*	23%	17%	-	-	*	*	5%	33%	23%	27%	23%	21%
	2023	38%	26%	35%	*	35%	31%	-	-	-	*	13%	*	36%	30%	34%	28%
Reading and Mathematics Including EOC	2024	38%	21%	24%	*	23%	17%	-	-	*	*	5%	33%	23%	27%	23%	21%
	2023	38%	26%	35%	*	35%	31%	-	-	-	*	13%	*	36%	30%	34%	28%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 323

	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	51%	34%	30%	*	29%	17%	-	-	*	*	5%	56%	27%	38%	28%	23%
	2023	48%	37%	47%	*	43%	69%	-	-	-	*	13%	*	48%	43%	46%	31%
Math Including EOC	2024	46%	26%	30%	*	27%	33%	-	-	*	*	5%	33%	28%	33%	27%	25%
	2023	48%	38%	39%	*	39%	38%	-	-	-	*	13%	*	42%	33%	38%	34%
5th Graders																	
Reading and Mathematics	2024	42%	23%	17%	*	16%	20%	-	-	-	*	4%	*	17%	17%	16%	8%
Reading and Mathematics Including EOC	2024	42%	23%	17%	*	16%	20%	-	-	-	*	4%	*	17%	17%	16%	8%
Reading Including EOC	2024	55%	40%	36%	*	31%	60%	-	-	-	*	4%	*	38%	32%	35%	21%
Math Including EOC	2024	51%	29%	21%	*	20%	27%	-	-	-	*	8%	*	22%	20%	19%	11%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	19%	29%	18%	18%	-	-	*	63%	4%	36%	18%	20%	17%	15%
	2023	37%	21%	29%	*	26%	44%	-	-	-	*	9%	0%	30%	26%	26%	20%
Reading and Mathematics Including EOC	2024	38%	19%	19%	29%	18%	18%	-	-	*	63%	4%	36%	18%	20%	17%	15%
	2023	39%	23%	29%	*	26%	44%	-	-	-	*	9%	0%	30%	26%	26%	20%
Reading Including EOC	2024	54%	34%	31%	43%	29%	37%	-	-	*	63%	5%	57%	31%	32%	30%	24%
	2023	53%	34%	41%	*	37%	63%	-	-	*	*	12%	17%	41%	40%	37%	27%
Math Including EOC	2024	45%	24%	22%	43%	20%	29%	-	-	*	63%	7%	36%	22%	23%	20%	17%
	2023	47%	30%	36%	*	32%	54%	-	-	-	*	9%	33%	37%	33%	34%	28%

* 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)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 324

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	49%	*	49%	35%	-	-	*	*	25%	83%	50%	46%	47%	47%
	2023	55%	51%	56%	*	52%	77%	-	-	-	*	31%	*	48%	75%	56%	45%
Grade 4 Mathematics	2024	60%	44%	40%	*	40%	32%	-	-	-	*	17%	61%	40%	40%	39%	40%
	2023	63%	61%	67%	*	69%	54%	-	-	-	*	47%	*	68%	65%	65%	64%
Grade 5 ELA/Reading	2024	70%	56%	49%	*	48%	50%	-	-	-	*	27%	*	48%	51%	50%	42%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	36%	*	35%	37%	-	-	-	*	21%	*	31%	45%	34%	29%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	44%	63%	43%	39%	-	-	*	63%	23%	70%	43%	46%	43%	40%
	2023	64%	55%	62%	*	60%	65%	-	-	-	*	39%	*	58%	70%	61%	55%
All Grades ELA/Reading	2024	67%	55%	49%	*	49%	44%	-	-	*	*	26%	85%	49%	49%	49%	44%
	2023	63%	51%	56%	*	52%	77%	-	-	-	*	31%	*	48%	75%	56%	45%
All Grades Mathematics	2024	60%	49%	38%	*	38%	35%	-	-	-	*	19%	55%	36%	43%	37%	35%
	2023	66%	60%	67%	*	69%	54%	-	-	-	*	47%	*	68%	65%	65%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	29%	-	28%	*	-	-	-	-	12%	*	29%	27%	30%	30%
	2023	33%	29%	32%	*	29%	*	-	-	-	-	7%	*	15%	73%	27%	21%
Grade 4 Mathematics	2024	26%	14%	11%	-	12%	*	-	-	-	-	7%	*	14%	0%	12%	10%
	2023	27%	22%	18%	*	19%	*	-	-	-	-	7%	*	17%	18%	14%	13%
Grade 5 ELA/Reading	2024	35%	27%	18%	-	16%	*	-	-	-	-	5%	-	16%	21%	17%	12%
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	11%	*	10%	*	-	-	-	-	0%	-	11%	12%	10%	8%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	17%	*	17%	22%	-	-	-	-	6%	*	18%	15%	17%	15%
	2023	38%	29%	25%	*	24%	*	-	-	-	-	7%	*	16%	45%	20%	16%
All Grades ELA/Reading	2024	30%	22%	24%	-	23%	*	-	-	-	-	8%	*	24%	24%	24%	21%
	2023	35%	26%	32%	*	29%	*	-	-	-	-	7%	*	15%	73%	27%	21%
All Grades Mathematics	2024	35%	25%	11%	*	11%	0%	-	-	-	-	3%	*	13%	7%	11%	9%
	2023	40%	32%	18%	*	19%	*	-	-	-	-	7%	*	17%	18%	14%	13%

* 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) Annual Report 325
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP 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%	59%	51%	43%	42%	-	-	-	44%	41%	44%	-	39%	70%	61%	44%	40%
	2023	76%	63%	65%	54%	55%	-	-	-	54%	55%	50%	-	*	63%	76%	55%	*
At Meets Grade Level or Above	2024	48%	31%	24%	19%	16%	-	-	-	20%	13%	22%	-	7%	50%	32%	19%	0%
	2023	49%	34%	38%	26%	27%	-	-	-	26%	35%	28%	-	*	50%	51%	28%	*
At Masters Grade Level	2024	20%	10%	6%	5%	4%	-	-	-	5%	2%	0%	-	4%	20%	7%	5%	0%
	2023	20%	10%	12%	8%	8%	-	-	-	8%	15%	11%	-	*	13%	16%	9%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	62%	54%	55%	-	-	-	54%	53%	50%	-	55%	80%	70%	55%	*
	2023	77%	62%	67%	57%	57%	-	-	-	58%	70%	67%	-	*	*	77%	58%	*
At Meets Grade Level or Above	2024	54%	35%	31%	24%	26%	-	-	-	24%	16%	25%	-	9%	60%	40%	25%	*
	2023	53%	35%	41%	25%	26%	-	-	-	24%	40%	33%	-	*	*	56%	27%	*
At Masters Grade Level	2024	22%	10%	9%	7%	9%	-	-	-	7%	5%	0%	-	9%	20%	10%	8%	*
	2023	20%	9%	15%	8%	8%	-	-	-	7%	20%	11%	-	*	*	21%	9%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	47%	40%	38%	-	-	-	41%	26%	38%	-	18%	60%	56%	40%	*
	2023	75%	61%	63%	52%	53%	-	-	-	50%	40%	33%	-	*	*	75%	53%	*
At Meets Grade Level or Above	2024	43%	25%	22%	17%	11%	-	-	-	20%	16%	25%	-	9%	40%	29%	17%	*
	2023	45%	30%	36%	27%	28%	-	-	-	29%	30%	22%	-	*	*	45%	28%	*
At Masters Grade Level	2024	17%	7%	5%	3%	2%	-	-	-	4%	0%	0%	-	0%	20%	6%	3%	*
	2023	19%	10%	10%	8%	8%	-	-	-	8%	10%	11%	-	*	*	12%	8%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	30%	19%	22%	-	-	-	17%	50%	*	-	50%	-	41%	23%	*
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	8%	6%	4%	-	-	-	9%	0%	*	-	0%	-	11%	6%	*
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	1%	0%	0%	-	-	-	0%	0%	*	-	0%	-	2%	0%	*
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	44%	40%	38%	-	-	-	41%	28%	*	-	36%	50%	49%	40%	*
	2023	64%	55%	62%	53%	53%	-	-	-	52%	69%	64%	-	*	*	71%	55%	*
All Grades ELA/Reading	2024	67%	55%	49%	44%	50%	-	-	-	43%	33%	*	-	43%	*	55%	44%	*
	2023	63%	51%	56%	43%	43%	-	-	-	42%	63%	57%	-	*	*	70%	44%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 326
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	38%	36%	26%	-	-	-	39%	22%	*	-	29%	*	43%	35%	*
	2023	66%	60%	67%	63%	64%	-	-	-	62%	75%	71%	-	*	*	72%	65%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	17%	15%	14%	-	-	-	15%	*	-	-	*	*	24%	15%	*
	2023	38%	29%	25%	17%	19%	-	-	-	17%	0%	0%	-	-	-	56%	17%	*
All Grades ELA/Reading	2024	30%	22%	24%	20%	17%	-	-	-	21%	*	-	-	*	*	33%	21%	-
	2023	35%	26%	32%	21%	23%	-	-	-	21%	*	*	-	-	-	75%	21%	-
All Grades Mathematics	2024	35%	25%	11%	10%	12%	-	-	-	9%	*	-	-	*	*	17%	9%	*
	2023	40%	32%	18%	13%	15%	-	-	-	13%	*	*	-	-	-	38%	13%	*

* 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)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 327

	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%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	93%	89%	93%	91%	-	-	*	89%	92%	91%	97%	85%	92%	94%
Not Included in Accountability: Mobile	4%	6%	6%	11%	6%	9%	-	-	*	11%	8%	9%	2%	14%	7%	5%
Not Included in Accountability: Other Exclusions	2%	4%	1%	0%	1%	0%	-	-	*	0%	1%	0%	0%	1%	1%	1%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	87%	92%	88%	93%	90%	-	-	*	89%	90%	93%	97%	84%	92%	93%
Not Included in Accountability: Mobile	4%	5%	7%	13%	6%	10%	-	-	*	11%	8%	7%	2%	15%	7%	6%
Not Included in Accountability: Other Exclusions	4%	6%	1%	0%	1%	0%	-	-	*	0%	1%	0%	1%	1%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	93%	88%	93%	90%	-	-	*	89%	91%	93%	97%	84%	92%	93%
Not Included in Accountability: Mobile	5%	6%	7%	13%	6%	10%	-	-	*	11%	9%	7%	2%	16%	7%	6%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	1%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	95%	*	95%	94%	-	-	-	*	96%	*	97%	91%	95%	97%
Not Included in Accountability: Mobile	4%	5%	5%	*	5%	6%	-	-	-	*	4%	*	3%	9%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 328

	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%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	*	100%	97%	-	-	*	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	91%	86%	*	87%	81%	-	-	*	75%	92%	67%	95%	65%	85%	87%
Not Included in Accountability: Mobile	4%	5%	10%	*	8%	16%	-	-	*	25%	6%	33%	4%	22%	10%	6%
Not Included in Accountability: Other Exclusions	2%	3%	4%	*	5%	0%	-	-	*	0%	3%	0%	0%	12%	4%	7%
Not Tested	1%	1%	1%	*	0%	3%	-	-	*	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	*	0%	3%	-	-	*	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	97%	-	-	*	*	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	90%	86%	*	87%	79%	-	-	*	*	92%	67%	96%	65%	86%	87%
Not Included in Accountability: Mobile	4%	5%	10%	*	8%	18%	-	-	*	*	6%	33%	4%	23%	10%	6%
Not Included in Accountability: Other Exclusions	3%	5%	4%	*	5%	0%	-	-	*	*	3%	0%	0%	12%	4%	7%
Not Tested	1%	1%	0%	*	0%	3%	-	-	*	*	0%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	*	0%	3%	-	-	*	*	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	98%	*	99%	97%	-	-	*	*	100%	100%	99%	98%	99%	99%
Included in Accountability	94%	92%	85%	*	86%	82%	-	-	*	*	92%	67%	95%	64%	85%	86%
Not Included in Accountability: Mobile	5%	5%	9%	*	8%	15%	-	-	*	*	6%	33%	4%	21%	10%	6%
Not Included in Accountability: Other Exclusions	1%	2%	4%	*	5%	0%	-	-	*	*	3%	0%	0%	12%	4%	7%
Not Tested	1%	2%	2%	*	1%	3%	-	-	*	*	0%	0%	1%	2%	1%	1%
Absent	1%	1%	2%	*	1%	3%	-	-	*	*	0%	0%	1%	2%	1%	1%
Other	0%	0%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP 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%	92.0%	93.4%	*	93.6%	92.3%	-	-	*	93.5%	93.7%	93.3%	94.2%
2021-22	92.2%	90.6%	91.9%	*	91.9%	91.9%	-	-	*	93.1%	91.0%	91.7%	92.2%
Chronic Absenteeism													
2022-23	20.3%	27.6%	20.2%	0.0%	18.6%	29.9%	-	-	*	30.0%	21.6%	20.2%	12.5%
2021-22	25.7%	34.8%	30.2%	60.0%	30.2%	29.4%	-	-	*	25.0%	35.0%	30.4%	28.2%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 330

	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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 331

	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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	876	100.0%	12,923	5,517,464	878	100.0%	13,010	5,531,236
Students by Grade								
Early Childhood Education	5	0.6%	0.3%	0.3%	7	0.8%	0.4%	0.5%
Pre-Kindergarten	102	11.6%	4.7%	4.5%	102	11.6%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	102	11.6%	4.7%	3.7%	102	11.6%	4.7%	3.7%
Kindergarten	113	12.9%	6.4%	6.5%	113	12.9%	6.4%	6.5%
Grade 1	128	14.6%	6.7%	7.0%	128	14.6%	6.6%	7.0%
Grade 2	135	15.4%	7.6%	7.3%	135	15.4%	7.6%	7.3%
Grade 3	128	14.6%	6.9%	7.2%	128	14.6%	6.9%	7.2%
Grade 4	142	16.2%	7.0%	7.2%	142	16.2%	7.0%	7.2%
Grade 5	123	14.0%	6.6%	7.2%	123	14.0%	6.5%	7.2%
Ethnic Distribution								
African American	11	1.3%	2.9%	12.8%	11	1.3%	2.9%	12.8%
Hispanic	743	84.8%	75.7%	53.2%	745	84.9%	75.7%	53.2%
White	103	11.8%	18.4%	25.0%	103	11.7%	18.5%	25.0%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	0	0.0%	0.3%	5.4%	0	0.0%	0.3%	5.4%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	17	1.9%	2.5%	3.1%	17	1.9%	2.5%	3.1%
Sex								
Female	436	49.8%	48.7%	48.9%	436	49.7%	48.6%	48.8%
Male	440	50.2%	51.3%	51.1%	442	50.3%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	775	88.5%	70.7%	62.3%	777	88.5%	70.6%	62.2%
Non-Educationally Disadvantaged	101	11.5%	29.3%	37.7%	101	11.5%	29.4%	37.8%
Section 504 Students	62	7.1%	9.6%	7.2%	62	7.1%	9.6%	7.2%
EB Students/EL	510	58.2%	44.5%	24.4%	512	58.3%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	4.3%	1.9%				
Students w/ Dyslexia	64	7.3%	9.2%	6.0%	64	7.3%	9.2%	6.0%
Foster Care	5	0.6%	0.3%	0.2%	5	0.6%	0.3%	0.2%
Homeless	50	5.7%	2.9%	1.4%	50	5.7%	2.9%	1.4%
Immigrant	33	3.8%	3.2%	2.9%	33	3.8%	3.2%	2.9%
Migrant	4	0.5%	0.3%	0.2%	4	0.5%	0.3%	0.2%
Title I	876	100.0%	67.8%	65.7%	878	100.0%	67.5%	65.7%
Military Connected	5	0.6%	0.8%	3.9%	5	0.6%	0.8%	3.9%
At-Risk	672	76.7%	70.2%	53.2%	674	76.8%	70.2%	53.2%

Texas Education Agency
2023-24 Student Information (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program								
Bilingual/ESL Education	494	56.4%	43.6%	24.5%	494	56.3%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	34	3.9%	7.8%	8.5%	34	3.9%	7.7%	8.5%
Special Education	131	15.0%	13.8%	13.9%	133	15.1%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	131							
Students with Intellectual Disabilities	53	40.5%	54.2%	45.7%				
Students with Physical Disabilities	46	35.1%	20.7%	18.9%				
Students with Autism	24	18.3%	11.5%	16.2%				
Students with Behavioral Disabilities	**	**	13.1%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	107	18.8%	14.6%	16.1%				
African American	3	0.5%	0.8%	3.4%				
Hispanic	74	13.0%	10.6%	8.5%				
White	27	4.7%	2.7%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.5%	0.5%	0.5%				
Special Ed Students who are Mobile	19	19.0%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	35	11.7%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	94	18.7%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	112	16.1%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	1.0%	1.3%	0.0%	1.8%	3.9%
Grade 1	0.0%	0.1%	2.1%	0.0%	0.8%	3.3%
Grade 2	0.0%	0.4%	1.3%	0.0%	0.0%	1.6%

Texas Education Agency
2023-24 Student Information (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.3%	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
Elementary			
Kindergarten	18.7	19.7	18.4
Grade 1	22.0	19.4	18.8
Grade 2	20.0	19.6	19.1
Grade 3	18.1	19.5	19.4
Grade 4	19.1	19.7	19.4
Grade 5	17.8	19.0	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	86.2	100.0%	100.0%	100.0%
Professional Staff	62.2	72.2%	68.9%	63.9%
Teachers	53.1	61.7%	51.7%	48.3%
Professional Support	6.3	7.3%	12.1%	11.1%
Campus Administration (School Leadership)	2.8	3.2%	4.0%	3.3%
Educational Aides	23.9	27.8%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	40.5	47.0%	38.1%	54.4%
Teachers by Ethnicity				
African American	2.0	3.8%	6.0%	12.6%
Hispanic	20.2	38.1%	22.9%	30.1%
White	30.9	58.2%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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%	1.4%	1.3%
Teachers by Sex				
Males	0.5	0.9%	24.5%	24.5%
Females	52.7	99.1%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	8.1	15.3%	10.3%	2.5%
Bachelors	40.5	76.1%	68.7%	71.7%
Masters	3.5	6.7%	20.0%	24.9%
Doctorate	1.0	1.9%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.0	9.4%	8.4%	8.7%
1-5 Years Experience	15.7	29.5%	36.2%	27.4%
6-10 Years Experience	11.0	20.7%	17.1%	20.2%
11-20 Years Experience	11.0	20.7%	21.5%	27.1%
21-30 Years Experience	8.2	15.5%	13.1%	13.7%
Over 30 Years Experience	2.2	4.2%	3.6%	3.0%
Number of Students per Teacher	16.5	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	4.3	6.0
Average Years Experience of Principals with District	3.0	3.6	5.1
Average Years Experience of Assistant Principals	3.0	5.1	5.1
Average Years Experience of Assistant Principals with District	3.0	4.1	4.3
Average Years Experience of Teachers	11.5	10.5	11.1
Average Years Experience of Teachers with District	7.0	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,000	\$54,662	\$54,272
1-5 Years Experience	\$60,042	\$57,912	\$58,185
6-10 Years Experience	\$57,364	\$57,935	\$61,494
11-20 Years Experience	\$59,655	\$60,870	\$65,219
21-30 Years Experience	\$61,105	\$66,003	\$69,723
Over 30 Years Experience	\$80,793	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,060	\$60,003	\$62,474
Professional Support	\$62,143	\$71,213	\$73,783
Campus Administration (School Leadership)	\$84,179	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	16.8	31.5%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	2.6	4.9%	6.1%	3.1%
Gifted and Talented Education	1.0	1.9%	1.5%	1.6%
Regular Education	26.4	49.7%	55.9%	69.8%
Special Education	6.4	12.0%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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)
LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Annual Report 341

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: MINA EL

Campus Number: 011901102

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 344

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	65%	40%	55%	85%	-	-	-	80%	33%	*	65%	67%	60%	41%
	2023	76%	66%	84%	33%	80%	95%	-	*	-	100%	42%	91%	83%	86%	73%	*
At Meets Grade Level or Above	2024	48%	30%	37%	20%	26%	56%	-	-	-	40%	5%	*	39%	33%	30%	24%
	2023	50%	38%	53%	11%	45%	67%	-	*	-	67%	8%	73%	45%	68%	44%	*
At Masters Grade Level	2024	21%	9%	12%	20%	4%	21%	-	-	-	20%	0%	*	15%	4%	10%	0%
	2023	20%	13%	23%	0%	14%	40%	-	*	-	33%	0%	27%	21%	27%	18%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	62%	45%	53%	79%	-	-	-	*	33%	*	61%	65%	54%	47%
	2023	73%	62%	77%	56%	71%	86%	-	*	-	83%	31%	91%	73%	84%	69%	*
At Meets Grade Level or Above	2024	42%	22%	27%	9%	20%	38%	-	-	-	*	6%	*	27%	27%	20%	18%
	2023	45%	31%	44%	11%	39%	60%	-	*	-	33%	8%	82%	41%	49%	32%	*
At Masters Grade Level	2024	15%	5%	6%	0%	0%	15%	-	-	-	*	6%	*	6%	4%	5%	0%
	2023	19%	9%	16%	0%	10%	28%	-	*	-	17%	0%	45%	17%	14%	10%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	87%	*	77%	97%	-	*	-	86%	25%	92%	86%	88%	85%	89%
	2023	77%	68%	84%	33%	84%	91%	-	*	-	60%	50%	100%	80%	91%	72%	83%
At Meets Grade Level or Above	2024	51%	34%	52%	*	44%	62%	-	*	-	57%	0%	67%	49%	60%	48%	56%
	2023	48%	37%	55%	17%	45%	72%	-	*	-	20%	0%	75%	56%	55%	40%	17%
At Masters Grade Level	2024	23%	12%	22%	*	21%	28%	-	*	-	14%	0%	25%	20%	28%	13%	0%
	2023	22%	14%	30%	0%	21%	42%	-	*	-	20%	0%	13%	30%	30%	27%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	63%	*	56%	69%	-	*	-	86%	17%	83%	61%	69%	52%	44%
	2023	71%	61%	74%	67%	67%	84%	-	*	-	40%	27%	88%	71%	77%	61%	58%
At Meets Grade Level or Above	2024	46%	26%	37%	*	24%	54%	-	*	-	43%	8%	33%	38%	35%	24%	11%
	2023	48%	38%	48%	0%	35%	66%	-	*	-	40%	7%	88%	46%	51%	36%	17%
At Masters Grade Level	2024	21%	9%	14%	*	10%	21%	-	*	-	14%	8%	17%	14%	15%	10%	11%
	2023	22%	13%	21%	0%	14%	30%	-	*	-	20%	7%	25%	23%	19%	15%	0%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 345

	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	79%	66%	83%	*	81%	85%	-	-	-	-	23%	100%	81%	88%	78%	67%
	2023	81%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	40%	58%	*	54%	64%	-	-	-	-	0%	67%	62%	53%	47%	42%
	2023	57%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	17%	25%	*	25%	28%	-	-	-	-	0%	50%	26%	23%	22%	8%
	2023	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	76%	*	77%	76%	-	-	-	-	14%	100%	80%	70%	75%	58%
	2023	80%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	29%	51%	*	46%	61%	-	-	-	-	0%	71%	54%	48%	43%	25%
	2023	51%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	9%	17%	*	11%	27%	-	-	-	-	0%	43%	17%	18%	8%	8%
	2023	21%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	55%	*	47%	67%	-	-	-	-	14%	71%	54%	56%	44%	25%
	2023	65%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	10%	12%	*	5%	21%	-	-	-	-	0%	43%	13%	10%	2%	0%
	2023	36%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	4%	6%	*	2%	10%	-	-	-	-	0%	0%	7%	3%	0%	0%
	2023	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	70%	51%	64%	79%	-	*	-	78%	24%	85%	69%	72%	63%	51%
	2023	76%	63%	80%	47%	76%	89%	-	88%	-	73%	38%	92%	77%	84%	69%	69%
At Meets Grade Level or Above	2024	48%	31%	39%	15%	31%	51%	-	*	-	48%	3%	54%	40%	38%	30%	24%
	2023	49%	34%	50%	10%	41%	67%	-	25%	-	41%	5%	79%	47%	55%	38%	19%
At Masters Grade Level	2024	20%	10%	14%	5%	10%	21%	-	*	-	13%	2%	23%	15%	13%	9%	3%
	2023	20%	10%	23%	0%	15%	35%	-	0%	-	23%	2%	29%	23%	23%	17%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	78%	61%	70%	89%	-	*	-	83%	28%	90%	77%	82%	73%	61%
	2023	77%	62%	84%	33%	83%	93%	-	*	-	82%	46%	95%	81%	89%	72%	81%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 346

	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%	35%	49%	28%	42%	61%	-	*	-	50%	2%	65%	49%	49%	40%	37%
	2023	53%	35%	54%	13%	45%	70%	-	*	-	45%	4%	74%	51%	60%	42%	19%
At Masters Grade Level	2024	22%	10%	20%	11%	16%	26%	-	*	-	17%	0%	30%	20%	18%	14%	3%
	2023	20%	9%	27%	0%	17%	41%	-	*	-	27%	0%	21%	26%	29%	22%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	67%	47%	63%	75%	-	*	-	73%	23%	86%	67%	68%	60%	50%
	2023	75%	61%	75%	60%	69%	85%	-	*	-	64%	29%	89%	72%	80%	65%	56%
At Meets Grade Level or Above	2024	43%	25%	39%	5%	31%	52%	-	*	-	45%	5%	48%	39%	38%	28%	18%
	2023	45%	30%	46%	7%	37%	64%	-	*	-	36%	7%	84%	44%	50%	34%	19%
At Masters Grade Level	2024	17%	7%	12%	0%	7%	21%	-	*	-	9%	5%	24%	12%	13%	7%	5%
	2023	19%	10%	19%	0%	12%	29%	-	*	-	18%	4%	37%	20%	17%	12%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	55%	*	47%	67%	-	-	-	-	14%	71%	54%	56%	44%	25%
At Meets Grade Level or Above	2024	43%	29%	12%	*	5%	21%	-	-	-	-	0%	43%	13%	10%	2%	0%
At Masters Grade Level	2024	16%	10%	6%	*	2%	10%	-	-	-	-	0%	0%	7%	3%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	22%	10%	12%	36%	-	-	-	*	6%	*	23%	19%	17%	12%
	2023	37%	24%	35%	0%	33%	50%	-	*	-	17%	0%	64%	28%	49%	26%	*
Reading and Mathematics Including EOC	2024	35%	19%	22%	10%	12%	36%	-	-	-	*	6%	*	23%	19%	17%	12%
	2023	37%	24%	35%	0%	33%	50%	-	*	-	17%	0%	64%	28%	49%	26%	*
Reading Including EOC	2024	48%	30%	37%	20%	26%	56%	-	-	-	40%	5%	*	39%	33%	30%	24%
	2023	50%	38%	53%	11%	45%	67%	-	*	-	67%	8%	73%	45%	68%	44%	*
Math Including EOC	2024	42%	22%	27%	9%	20%	38%	-	-	-	*	6%	*	27%	27%	20%	18%
	2023	45%	31%	44%	11%	39%	60%	-	*	-	33%	8%	82%	41%	49%	32%	*
4th Graders																	
Reading and Mathematics	2024	38%	21%	29%	*	18%	44%	-	*	-	29%	0%	33%	26%	36%	17%	11%
	2023	38%	26%	39%	0%	26%	56%	-	*	-	20%	0%	63%	39%	40%	24%	0%
Reading and Mathematics Including EOC	2024	38%	21%	29%	*	18%	44%	-	*	-	29%	0%	33%	26%	36%	17%	11%
	2023	38%	26%	39%	0%	26%	56%	-	*	-	20%	0%	63%	39%	40%	24%	0%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 347

	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	51%	34%	52%	*	44%	62%	-	*	-	57%	0%	67%	49%	60%	48%	56%
	2023	48%	37%	55%	17%	45%	72%	-	*	-	20%	0%	75%	56%	55%	40%	17%
Math Including EOC	2024	46%	26%	37%	*	24%	54%	-	*	-	43%	8%	33%	38%	35%	24%	11%
	2023	48%	38%	48%	0%	35%	66%	-	*	-	40%	7%	88%	46%	51%	36%	17%
5th Graders																	
Reading and Mathematics	2024	42%	23%	43%	*	38%	53%	-	-	-	-	0%	67%	48%	35%	32%	17%
Reading and Mathematics Including EOC	2024	42%	23%	43%	*	38%	53%	-	-	-	-	0%	67%	48%	35%	32%	17%
Reading Including EOC	2024	55%	40%	58%	*	54%	64%	-	-	-	-	0%	67%	62%	53%	47%	42%
Math Including EOC	2024	51%	29%	51%	*	46%	61%	-	-	-	-	0%	71%	54%	48%	43%	25%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	32%	6%	23%	45%	-	*	-	36%	2%	45%	32%	31%	21%	13%
	2023	37%	21%	37%	0%	30%	54%	-	*	-	18%	0%	63%	34%	43%	25%	6%
Reading and Mathematics Including EOC	2024	38%	19%	32%	6%	23%	45%	-	*	-	36%	2%	45%	32%	31%	21%	13%
	2023	39%	23%	37%	0%	30%	54%	-	*	-	18%	0%	63%	34%	43%	25%	6%
Reading Including EOC	2024	54%	34%	49%	28%	42%	61%	-	*	-	50%	2%	65%	49%	49%	40%	37%
	2023	53%	34%	54%	13%	45%	70%	-	*	-	45%	4%	74%	51%	60%	42%	19%
Math Including EOC	2024	45%	24%	39%	5%	31%	52%	-	*	-	45%	5%	48%	39%	38%	28%	18%
	2023	47%	30%	46%	7%	37%	64%	-	*	-	36%	7%	84%	44%	50%	34%	19%

* 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)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 348

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	63%	*	53%	70%	-	*	-	79%	23%	71%	64%	62%	63%	28%
	2023	55%	51%	62%	0%	57%	74%	-	*	-	*	43%	57%	62%	63%	54%	50%
Grade 4 Mathematics	2024	60%	44%	46%	*	35%	51%	-	*	-	64%	17%	42%	44%	50%	38%	22%
	2023	63%	61%	60%	33%	54%	71%	-	*	-	*	29%	71%	58%	65%	52%	42%
Grade 5 ELA/Reading	2024	70%	56%	66%	*	65%	66%	-	-	-	-	31%	83%	66%	66%	60%	67%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	71%	*	71%	72%	-	-	-	-	42%	100%	73%	68%	73%	42%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	62%	66%	58%	65%	-	*	-	71%	29%	69%	62%	62%	58%	42%
	2023	64%	55%	61%	17%	55%	72%	-	*	-	50%	36%	64%	60%	64%	53%	46%
All Grades ELA/Reading	2024	67%	55%	65%	81%	60%	67%	-	*	-	79%	27%	75%	65%	65%	61%	50%
	2023	63%	51%	62%	0%	57%	74%	-	*	-	*	43%	57%	62%	63%	54%	50%
All Grades Mathematics	2024	60%	49%	59%	50%	56%	63%	-	*	-	64%	30%	63%	59%	60%	56%	33%
	2023	66%	60%	60%	33%	54%	71%	-	*	-	*	29%	71%	58%	65%	52%	42%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	38%	*	11%	*	-	-	-	*	11%	*	38%	*	40%	*
	2023	33%	29%	33%	*	38%	33%	-	*	-	*	33%	-	27%	50%	27%	*
Grade 4 Mathematics	2024	26%	14%	12%	*	17%	0%	-	-	-	*	0%	*	16%	0%	0%	*
	2023	27%	22%	25%	*	24%	25%	-	-	-	*	10%	-	7%	46%	16%	40%
Grade 5 ELA/Reading	2024	35%	27%	33%	*	14%	*	-	-	-	-	14%	-	27%	*	29%	*
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	38%	*	41%	20%	-	-	-	-	0%	*	50%	18%	43%	*
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	29%	50%	24%	31%	-	-	-	*	6%	60%	33%	19%	28%	0%
	2023	38%	29%	29%	*	28%	29%	-	*	-	*	21%	-	17%	47%	21%	56%
All Grades ELA/Reading	2024	30%	22%	36%	*	13%	75%	-	-	-	*	13%	*	33%	*	35%	*
	2023	35%	26%	33%	*	38%	33%	-	*	-	*	33%	-	27%	50%	27%	*
All Grades Mathematics	2024	35%	25%	26%	40%	31%	11%	-	-	-	*	0%	*	32%	12%	25%	0%
	2023	40%	32%	25%	*	24%	25%	-	-	-	*	10%	-	7%	46%	16%	40%

* 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) Annual Report 349
 MINA EL (011901102) - BASTROP ISD - BASTROP 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%	59%	70%	52%	46%	-	-	-	58%	53%	53%	-	-	33%	73%	51%	-
	2023	76%	63%	80%	-	-	-	-	-	-	71%	71%	-	-	*	80%	69%	-
At Meets Grade Level or Above	2024	48%	31%	39%	28%	23%	-	-	-	33%	16%	16%	-	-	33%	41%	24%	-
	2023	49%	34%	50%	-	-	-	-	-	-	18%	18%	-	-	*	52%	19%	-
At Masters Grade Level	2024	20%	10%	14%	4%	0%	-	-	-	8%	0%	0%	-	-	17%	16%	3%	-
	2023	20%	10%	23%	-	-	-	-	-	-	0%	0%	-	-	*	24%	3%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	78%	61%	54%	-	-	-	70%	62%	62%	-	-	*	81%	61%	-
	2023	77%	62%	84%	-	-	-	-	-	-	86%	86%	-	-	*	84%	81%	-
At Meets Grade Level or Above	2024	54%	35%	49%	39%	31%	-	-	-	50%	31%	31%	-	-	*	51%	37%	-
	2023	53%	35%	54%	-	-	-	-	-	-	14%	14%	-	-	*	57%	19%	-
At Masters Grade Level	2024	22%	10%	20%	0%	0%	-	-	-	0%	0%	0%	-	-	*	22%	3%	-
	2023	20%	9%	27%	-	-	-	-	-	-	0%	0%	-	-	*	28%	6%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	67%	48%	38%	-	-	-	60%	54%	54%	-	-	*	70%	50%	-
	2023	75%	61%	75%	-	-	-	-	-	-	57%	57%	-	-	*	76%	56%	-
At Meets Grade Level or Above	2024	43%	25%	39%	22%	15%	-	-	-	30%	8%	8%	-	-	*	41%	18%	-
	2023	45%	30%	46%	-	-	-	-	-	-	21%	21%	-	-	*	48%	19%	-
At Masters Grade Level	2024	17%	7%	12%	9%	0%	-	-	-	20%	0%	0%	-	-	*	13%	5%	-
	2023	19%	10%	19%	-	-	-	-	-	-	0%	0%	-	-	*	20%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	55%	*	-	-	-	-	*	33%	33%	-	-	*	59%	25%	-
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	12%	*	-	-	-	-	*	0%	0%	-	-	*	13%	0%	-
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	6%	*	-	-	-	-	*	0%	0%	-	-	*	6%	0%	-
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	62%	43%	*	-	-	-	47%	39%	39%	-	-	*	65%	42%	-
	2023	64%	55%	61%	-	-	-	-	-	-	40%	40%	-	-	*	63%	46%	-
All Grades ELA/Reading	2024	67%	55%	65%	45%	*	-	-	-	44%	56%	56%	-	-	*	67%	50%	-
	2023	63%	51%	62%	-	-	-	-	-	-	40%	40%	-	-	*	63%	50%	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 350
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	59%	40%	*	-	-	-	50%	22%	22%	-	-	*	62%	33%	-
	2023	66%	60%	60%	-	-	-	-	-	-	40%	40%	-	-	*	62%	42%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	29%	*	-	-	-	-	*	*	*	-	-	*	33%	0%	-
	2023	38%	29%	29%	-	-	-	-	-	-	71%	71%	-	-	*	23%	56%	-
All Grades ELA/Reading	2024	30%	22%	36%	*	-	-	-	-	*	*	*	-	-	*	42%	*	-
	2023	35%	26%	33%	-	-	-	-	-	-	*	*	-	-	*	24%	*	-
All Grades Mathematics	2024	35%	25%	26%	*	-	-	-	-	*	*	*	-	-	*	29%	0%	-
	2023	40%	32%	25%	-	-	-	-	-	-	*	*	-	-	*	22%	40%	-

* 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)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 351

	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%	99%	98%	99%	99%	-	*	-	96%	97%	98%	99%	99%	99%	100%
Included in Accountability	92%	90%	90%	89%	87%	93%	-	*	-	85%	80%	94%	96%	78%	86%	79%
Not Included in Accountability: Mobile	4%	6%	8%	9%	8%	6%	-	*	-	11%	15%	4%	2%	17%	10%	13%
Not Included in Accountability: Other Exclusions	2%	4%	1%	0%	3%	0%	-	*	-	0%	2%	0%	0%	4%	3%	8%
Not Tested	1%	1%	1%	2%	1%	1%	-	*	-	4%	3%	2%	1%	1%	1%	0%
Absent	1%	1%	1%	2%	1%	1%	-	*	-	4%	3%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	2%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	95%	99%	99%	-	*	-	100%	98%	95%	98%	99%	98%	100%
Included in Accountability	91%	87%	89%	86%	87%	93%	-	*	-	92%	82%	91%	96%	76%	85%	78%
Not Included in Accountability: Mobile	4%	5%	8%	10%	9%	6%	-	*	-	8%	14%	5%	2%	18%	11%	12%
Not Included in Accountability: Other Exclusions	4%	6%	2%	0%	3%	0%	-	*	-	0%	2%	0%	0%	5%	3%	10%
Not Tested	1%	1%	1%	5%	1%	1%	-	*	-	0%	2%	5%	2%	1%	2%	0%
Absent	1%	1%	1%	5%	1%	1%	-	*	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	-	*	-	0%	0%	5%	0%	0%	1%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	98%	100%	-	*	-	92%	95%	100%	99%	99%	98%	100%
Included in Accountability	93%	90%	89%	90%	87%	94%	-	*	-	85%	79%	95%	96%	77%	86%	81%
Not Included in Accountability: Mobile	5%	6%	8%	10%	9%	6%	-	*	-	8%	14%	5%	2%	19%	11%	13%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	0%	-	*	-	0%	2%	0%	0%	3%	2%	6%
Not Tested	1%	1%	1%	0%	2%	0%	-	*	-	8%	5%	0%	1%	1%	2%	0%
Absent	1%	1%	1%	0%	2%	0%	-	*	-	8%	5%	0%	1%	1%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	*	100%	98%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	92%	92%	*	92%	94%	-	-	-	*	78%	100%	97%	85%	90%	80%
Not Included in Accountability: Mobile	4%	5%	5%	*	5%	4%	-	-	-	*	17%	0%	3%	9%	7%	13%
Not Included in Accountability: Other Exclusions	1%	2%	2%	*	3%	0%	-	-	-	*	6%	0%	0%	4%	3%	7%
Not Tested	1%	1%	1%	*	0%	2%	-	-	-	*	0%	0%	0%	2%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 352

	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%	1%	1%	*	0%	2%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	100%	-	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	93%	91%	88%	88%	83%	92%	-	100%	-	92%	82%	100%	94%	80%	85%	64%
Not Included in Accountability: Mobile	4%	5%	10%	12%	14%	7%	-	0%	-	8%	12%	0%	5%	18%	13%	28%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	2%	0%	-	0%	-	0%	3%	0%	0%	3%	1%	8%
Not Tested	1%	1%	1%	0%	0%	1%	-	0%	-	0%	3%	0%	1%	0%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	-	0%	-	0%	3%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	99%	-	*	-	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	92%	90%	88%	88%	84%	92%	-	*	-	92%	82%	100%	94%	80%	85%	64%
Not Included in Accountability: Mobile	4%	5%	10%	12%	14%	7%	-	*	-	8%	12%	0%	5%	18%	13%	28%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	2%	0%	-	*	-	0%	3%	0%	0%	3%	1%	8%
Not Tested	1%	1%	0%	0%	0%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	0%	0%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	99%	-	*	-	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	94%	92%	88%	88%	83%	92%	-	*	-	92%	82%	100%	93%	80%	85%	64%
Not Included in Accountability: Mobile	5%	5%	10%	12%	14%	7%	-	*	-	8%	12%	0%	5%	18%	13%	28%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	0%	-	*	-	0%	3%	0%	0%	3%	1%	8%
Not Tested	1%	2%	1%	0%	1%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Other	0%	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)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 353

	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%	92.0%	94.2%	92.9%	93.7%	94.9%	*	97.6%	*	94.5%	92.9%	93.5%	93.4%
2021-22	92.2%	90.6%	93.5%	93.7%	92.6%	94.4%	-	94.8%	*	92.6%	92.7%	92.6%	93.9%
Chronic Absenteeism													
2022-23	20.3%	27.6%	16.6%	25.6%	19.1%	12.7%	*	0.0%	*	12.2%	23.5%	21.3%	27.1%
2021-22	25.7%	34.8%	22.8%	21.6%	26.8%	17.7%	-	11.1%	*	37.8%	26.0%	28.7%	27.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP 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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP 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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Annual Report 360

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	752	100.0%	12,923	5,517,464	758	100.0%	13,010	5,531,236
Students by Grade								
Early Childhood Education	8	1.1%	0.3%	0.3%	11	1.5%	0.4%	0.5%
Pre-Kindergarten	77	10.2%	4.7%	4.5%	77	10.2%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	77	10.2%	4.7%	3.7%	77	10.2%	4.7%	3.7%
Kindergarten	107	14.2%	6.4%	6.5%	108	14.2%	6.4%	6.5%
Grade 1	92	12.2%	6.7%	7.0%	92	12.1%	6.6%	7.0%
Grade 2	132	17.6%	7.6%	7.3%	133	17.5%	7.6%	7.3%
Grade 3	114	15.2%	6.9%	7.2%	114	15.0%	6.9%	7.2%
Grade 4	101	13.4%	7.0%	7.2%	102	13.5%	7.0%	7.2%
Grade 5	121	16.1%	6.6%	7.2%	121	16.0%	6.5%	7.2%
Ethnic Distribution								
African American	64	8.5%	2.9%	12.8%	64	8.4%	2.9%	12.8%
Hispanic	374	49.7%	75.7%	53.2%	375	49.5%	75.7%	53.2%
White	278	37.0%	18.4%	25.0%	283	37.3%	18.5%	25.0%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	2	0.3%	0.3%	5.4%	2	0.3%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	33	4.4%	2.5%	3.1%	33	4.4%	2.5%	3.1%
Sex								
Female	371	49.3%	48.7%	48.9%	373	49.2%	48.6%	48.8%
Male	381	50.7%	51.3%	51.1%	385	50.8%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	452	60.1%	70.7%	62.3%	453	59.8%	70.6%	62.2%
Non-Educationally Disadvantaged	300	39.9%	29.3%	37.7%	305	40.2%	29.4%	37.8%
Section 504 Students	45	6.0%	9.6%	7.2%	45	5.9%	9.6%	7.2%
EB Students/EL	127	16.9%	44.5%	24.4%	127	16.8%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	4.3%	1.9%				
Students w/ Dyslexia	42	5.6%	9.2%	6.0%	42	5.5%	9.2%	6.0%
Foster Care	5	0.7%	0.3%	0.2%	5	0.7%	0.3%	0.2%
Homeless	45	6.0%	2.9%	1.4%	45	5.9%	2.9%	1.4%
Immigrant	11	1.5%	3.2%	2.9%	11	1.5%	3.2%	2.9%
Migrant	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Title I	752	100.0%	67.8%	65.7%	758	100.0%	67.5%	65.7%
Military Connected	9	1.2%	0.8%	3.9%	10	1.3%	0.8%	3.9%
At-Risk	364	48.4%	70.2%	53.2%	364	48.0%	70.2%	53.2%

Texas Education Agency
2023-24 Student Information (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program								
Bilingual/ESL Education	125	16.6%	43.6%	24.5%	125	16.5%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	85	11.3%	7.8%	8.5%	85	11.2%	7.7%	8.5%
Special Education	133	17.7%	13.8%	13.9%	139	18.3%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	133							
Students with Intellectual Disabilities	31	23.3%	54.2%	45.7%				
Students with Physical Disabilities	59	44.4%	20.7%	18.9%				
Students with Autism	27	20.3%	11.5%	16.2%				
Students with Behavioral Disabilities	**	**	13.1%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	100	15.7%	14.6%	16.1%				
African American	6	0.9%	0.8%	3.4%				
Hispanic	56	8.8%	10.6%	8.5%				
White	33	5.2%	2.7%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.6%	0.5%	0.5%				
Special Ed Students who are Mobile	13	16.0%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	14	29.2%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	70	19.9%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	435	55.4%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	1.9%	1.0%	1.3%	5.9%	1.8%	3.9%
Grade 1	0.0%	0.1%	2.1%	0.0%	0.8%	3.3%
Grade 2	0.8%	0.4%	1.3%	0.0%	0.0%	1.6%

Texas Education Agency
2023-24 Student Information (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.8%	0.3%	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
Elementary			
Kindergarten	21.2	19.7	18.4
Grade 1	17.6	19.4	18.8
Grade 2	19.9	19.6	19.1
Grade 3	19.7	19.5	19.4
Grade 4	18.0	19.7	19.4
Grade 5	14.9	19.0	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	89.0	100.0%	100.0%	100.0%
Professional Staff	61.8	69.5%	68.9%	63.9%
Teachers	51.3	57.7%	51.7%	48.3%
Professional Support	6.1	6.9%	12.1%	11.1%
Campus Administration (School Leadership)	4.4	4.9%	4.0%	3.3%
Educational Aides	27.1	30.5%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	18.6	20.9%	38.1%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	6.0%	12.6%
Hispanic	8.7	17.0%	22.9%	30.1%
White	42.6	83.0%	68.6%	53.4%
American Indian	0.0	0.0%	0.4%	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%	1.4%	1.3%
Teachers by Sex				
Males	2.0	3.9%	24.5%	24.5%
Females	49.3	96.1%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	4.0	7.8%	10.3%	2.5%
Bachelors	35.3	68.8%	68.7%	71.7%
Masters	12.0	23.4%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	8.4%	8.7%
1-5 Years Experience	17.5	34.1%	36.2%	27.4%
6-10 Years Experience	5.5	10.6%	17.1%	20.2%
11-20 Years Experience	19.2	37.5%	21.5%	27.1%
21-30 Years Experience	6.9	13.5%	13.1%	13.7%
Over 30 Years Experience	2.2	4.3%	3.6%	3.0%
Number of Students per Teacher	14.6	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	4.3	6.0
Average Years Experience of Principals with District	4.0	3.6	5.1
Average Years Experience of Assistant Principals	7.0	5.1	5.1
Average Years Experience of Assistant Principals with District	7.0	4.1	4.3
Average Years Experience of Teachers	12.9	10.5	11.1
Average Years Experience of Teachers with District	8.3	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$54,662	\$54,272
1-5 Years Experience	\$56,531	\$57,912	\$58,185
6-10 Years Experience	\$58,709	\$57,935	\$61,494
11-20 Years Experience	\$59,692	\$60,870	\$65,219
21-30 Years Experience	\$67,963	\$66,003	\$69,723
Over 30 Years Experience	\$76,644	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,351	\$60,003	\$62,474
Professional Support	\$64,147	\$71,213	\$73,783
Campus Administration (School Leadership)	\$80,222	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	6.0	11.7%	6.1%	3.1%
Gifted and Talented Education	1.0	1.9%	1.5%	1.6%
Regular Education	39.4	76.7%	55.9%	69.8%
Special Education	5.0	9.7%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

Campus Name: RED ROCK EL

Campus Number: 011901107

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 368

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	57%	55%	-	52%	69%	*	-	-	*	6%	*	57%	46%	52%	52%
	2023	76%	66%	68%	*	64%	85%	-	-	-	*	38%	80%	64%	79%	66%	57%
At Meets Grade Level or Above	2024	48%	30%	35%	-	33%	38%	*	-	-	*	0%	*	35%	31%	32%	35%
	2023	50%	38%	35%	*	31%	62%	-	-	-	*	21%	20%	36%	33%	31%	31%
At Masters Grade Level	2024	21%	9%	11%	-	8%	23%	*	-	-	*	0%	*	13%	0%	7%	6%
	2023	20%	13%	8%	*	2%	38%	-	-	-	*	0%	0%	9%	4%	4%	2%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	49%	50%	-	46%	64%	*	-	-	*	17%	*	52%	33%	44%	48%
	2023	73%	62%	58%	*	55%	75%	-	-	-	*	42%	20%	55%	67%	56%	54%
At Meets Grade Level or Above	2024	42%	22%	24%	-	21%	36%	*	-	-	*	0%	*	26%	13%	20%	23%
	2023	45%	31%	21%	*	17%	50%	-	-	-	*	17%	20%	19%	29%	17%	15%
At Masters Grade Level	2024	15%	5%	5%	-	2%	14%	*	-	-	*	0%	*	6%	0%	1%	3%
	2023	19%	9%	7%	*	2%	33%	-	-	-	*	0%	0%	7%	8%	4%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	65%	*	61%	88%	-	-	-	-	34%	*	68%	59%	61%	57%
	2023	77%	68%	71%	-	69%	79%	-	*	-	*	41%	50%	76%	62%	68%	71%
At Meets Grade Level or Above	2024	51%	34%	22%	*	16%	56%	-	-	-	-	13%	*	25%	16%	15%	16%
	2023	48%	37%	30%	-	26%	50%	-	*	-	*	18%	33%	35%	21%	24%	23%
At Masters Grade Level	2024	23%	12%	9%	*	5%	31%	-	-	-	-	0%	*	11%	5%	4%	3%
	2023	22%	14%	9%	-	5%	36%	-	*	-	*	9%	0%	7%	13%	5%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	49%	36%	*	33%	63%	-	-	-	-	25%	*	32%	46%	31%	36%
	2023	71%	61%	68%	-	65%	86%	-	*	-	*	36%	83%	72%	62%	64%	68%
At Meets Grade Level or Above	2024	46%	26%	17%	*	13%	44%	-	-	-	-	22%	*	15%	22%	13%	13%
	2023	48%	38%	42%	-	37%	64%	-	*	-	*	32%	50%	44%	38%	38%	44%
At Masters Grade Level	2024	21%	9%	6%	*	2%	31%	-	-	-	-	0%	*	5%	8%	2%	1%
	2023	22%	13%	12%	-	7%	43%	-	*	-	*	5%	17%	13%	10%	10%	8%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 369

	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	79%	66%	62%	-	59%	81%	-	*	-	-	19%	78%	69%	51%	57%	55%
	2023	81%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	40%	35%	-	31%	56%	-	*	-	-	5%	67%	38%	31%	29%	27%
	2023	57%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	17%	11%	-	8%	31%	-	*	-	-	0%	11%	15%	4%	6%	5%
	2023	28%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	61%	53%	-	51%	63%	-	*	-	-	19%	78%	56%	47%	49%	53%
	2023	80%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	29%	21%	-	18%	31%	-	*	-	-	10%	44%	23%	18%	19%	19%
	2023	51%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	9%	4%	-	2%	19%	-	*	-	-	0%	11%	4%	4%	0%	3%
	2023	21%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	22%	-	15%	56%	-	*	-	-	10%	56%	21%	22%	15%	15%
	2023	65%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	10%	6%	-	4%	19%	-	*	-	-	10%	11%	6%	7%	3%	3%
	2023	36%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	4%	2%	-	1%	6%	-	*	-	-	0%	0%	1%	2%	0%	1%
	2023	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	49%	*	45%	69%	*	*	-	*	20%	67%	51%	44%	44%	45%
	2023	76%	63%	66%	*	63%	81%	-	*	-	*	39%	59%	67%	66%	64%	63%
At Meets Grade Level or Above	2024	48%	31%	23%	*	19%	40%	*	*	-	*	10%	37%	24%	19%	19%	19%
	2023	49%	34%	32%	*	28%	57%	-	*	-	*	22%	32%	33%	30%	27%	28%
At Masters Grade Level	2024	20%	10%	7%	*	4%	22%	*	*	-	*	0%	9%	8%	4%	3%	3%
	2023	20%	10%	9%	*	4%	38%	-	*	-	*	3%	5%	9%	10%	6%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	60%	61%	*	57%	80%	*	*	-	*	23%	76%	64%	54%	57%	55%
	2023	77%	62%	70%	*	67%	81%	-	*	-	*	39%	64%	70%	68%	67%	65%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 370

	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%	35%	31%	*	27%	51%	*	*	-	*	7%	53%	33%	25%	25%	26%
	2023	53%	35%	32%	*	29%	56%	-	*	-	*	20%	27%	35%	25%	27%	27%
At Masters Grade Level	2024	22%	10%	10%	*	7%	29%	*	*	-	*	0%	12%	13%	4%	5%	5%
	2023	20%	9%	9%	*	4%	37%	-	*	-	*	4%	0%	8%	10%	5%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	46%	*	43%	63%	*	*	-	*	21%	65%	47%	44%	41%	46%
	2023	75%	61%	63%	*	60%	81%	-	*	-	*	39%	55%	63%	63%	60%	61%
At Meets Grade Level or Above	2024	43%	25%	21%	*	17%	37%	*	*	-	*	13%	35%	22%	19%	17%	18%
	2023	45%	30%	32%	*	27%	58%	-	*	-	*	24%	36%	31%	35%	27%	30%
At Masters Grade Level	2024	17%	7%	5%	*	2%	22%	*	*	-	*	0%	12%	5%	5%	1%	2%
	2023	19%	10%	10%	*	5%	38%	-	*	-	*	2%	9%	10%	10%	7%	4%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	22%	-	15%	56%	-	*	-	-	10%	56%	21%	22%	15%	15%
At Meets Grade Level or Above	2024	43%	29%	6%	-	4%	19%	-	*	-	-	10%	11%	6%	7%	3%	3%
At Masters Grade Level	2024	16%	10%	2%	-	1%	6%	-	*	-	-	0%	0%	1%	2%	0%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	19%	22%	-	19%	31%	*	-	-	*	0%	*	23%	15%	18%	21%
	2023	37%	24%	18%	*	13%	50%	-	-	-	*	13%	20%	19%	17%	13%	11%
Reading and Mathematics Including EOC	2024	35%	19%	22%	-	19%	31%	*	-	-	*	0%	*	23%	15%	18%	21%
	2023	37%	24%	18%	*	13%	50%	-	-	-	*	13%	20%	19%	17%	13%	11%
Reading Including EOC	2024	48%	30%	35%	-	33%	38%	*	-	-	*	0%	*	35%	31%	32%	35%
	2023	50%	38%	35%	*	31%	62%	-	-	-	*	21%	20%	36%	33%	31%	31%
Math Including EOC	2024	42%	22%	24%	-	21%	36%	*	-	-	*	0%	*	26%	13%	20%	23%
	2023	45%	31%	21%	*	17%	50%	-	-	-	*	17%	20%	19%	29%	17%	15%
4th Graders																	
Reading and Mathematics	2024	38%	21%	13%	*	9%	38%	-	-	-	-	9%	*	12%	14%	7%	9%
	2023	38%	26%	21%	-	16%	50%	-	*	-	*	18%	33%	25%	15%	16%	18%
Reading and Mathematics Including EOC	2024	38%	21%	13%	*	9%	38%	-	-	-	-	9%	*	12%	14%	7%	9%
	2023	38%	26%	21%	-	16%	50%	-	*	-	*	18%	33%	25%	15%	16%	18%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 371

	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	51%	34%	22%	*	16%	56%	-	-	-	-	13%	*	25%	16%	15%	16%
	2023	48%	37%	30%	-	26%	50%	-	*	-	*	18%	33%	35%	21%	24%	23%
Math Including EOC	2024	46%	26%	17%	*	13%	44%	-	-	-	-	22%	*	15%	22%	13%	13%
	2023	48%	38%	42%	-	37%	64%	-	*	-	*	32%	50%	44%	38%	38%	44%
5th Graders																	
Reading and Mathematics	2024	42%	23%	17%	-	14%	31%	-	*	-	-	5%	44%	18%	16%	14%	14%
Reading and Mathematics Including EOC	2024	42%	23%	17%	-	14%	31%	-	*	-	-	5%	44%	18%	16%	14%	14%
Reading Including EOC	2024	55%	40%	35%	-	31%	56%	-	*	-	-	5%	67%	38%	31%	29%	27%
Math Including EOC	2024	51%	29%	21%	-	18%	31%	-	*	-	-	10%	44%	23%	18%	19%	19%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	18%	17%	*	14%	33%	*	*	-	*	6%	35%	18%	15%	13%	14%
	2023	37%	21%	20%	*	15%	50%	-	*	-	*	15%	27%	22%	16%	15%	15%
Reading and Mathematics Including EOC	2024	38%	19%	17%	*	14%	33%	*	*	-	*	6%	35%	18%	15%	13%	14%
	2023	39%	23%	20%	*	15%	50%	-	*	-	*	15%	27%	22%	16%	15%	15%
Reading Including EOC	2024	54%	34%	31%	*	27%	51%	*	*	-	*	7%	53%	33%	25%	25%	26%
	2023	53%	34%	32%	*	29%	56%	-	*	-	*	20%	27%	35%	25%	27%	27%
Math Including EOC	2024	45%	24%	21%	*	17%	37%	*	*	-	*	13%	35%	22%	19%	17%	18%
	2023	47%	30%	32%	*	27%	58%	-	*	-	*	24%	36%	31%	35%	27%	30%

* 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)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 372

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	54%	48%	*	43%	75%	-	-	-	-	38%	*	45%	56%	41%	41%
	2023	55%	51%	59%	-	60%	58%	-	*	-	*	55%	42%	58%	62%	57%	64%
Grade 4 Mathematics	2024	60%	44%	36%	*	31%	77%	-	-	-	-	36%	*	28%	54%	31%	33%
	2023	63%	61%	64%	-	62%	73%	-	*	-	*	50%	75%	66%	61%	65%	68%
Grade 5 ELA/Reading	2024	70%	56%	47%	-	45%	57%	-	*	-	-	14%	61%	52%	38%	42%	44%
	2023	65%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	48%	32%	-	32%	30%	-	*	-	-	24%	39%	35%	28%	26%	30%
	2023	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	53%	41%	*	37%	60%	-	*	-	-	30%	48%	40%	43%	35%	37%
	2023	64%	55%	62%	-	61%	65%	-	*	-	*	52%	58%	62%	61%	61%	66%
All Grades ELA/Reading	2024	67%	55%	47%	*	44%	66%	-	*	-	-	28%	69%	48%	46%	42%	42%
	2023	63%	51%	59%	-	60%	58%	-	*	-	*	55%	42%	58%	62%	57%	64%
All Grades Mathematics	2024	60%	49%	34%	*	31%	53%	-	*	-	-	31%	27%	31%	40%	29%	31%
	2023	66%	60%	64%	-	62%	73%	-	*	-	*	50%	75%	66%	61%	65%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	31%	32%	-	29%	*	-	-	-	-	17%	*	33%	29%	28%	23%
	2023	33%	29%	36%	-	38%	*	-	-	-	-	19%	*	42%	28%	36%	44%
Grade 4 Mathematics	2024	26%	14%	11%	*	8%	40%	-	-	-	-	5%	*	3%	29%	11%	4%
	2023	27%	22%	33%	-	34%	*	-	-	-	-	7%	*	42%	21%	33%	33%
Grade 5 ELA/Reading	2024	35%	27%	23%	-	22%	*	-	-	-	-	12%	*	26%	19%	20%	26%
	2023	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	24%	14%	-	14%	*	-	-	-	-	11%	*	14%	13%	13%	16%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	24%	20%	*	18%	38%	-	-	-	-	11%	17%	18%	22%	18%	17%
	2023	38%	29%	34%	-	36%	*	-	-	-	-	13%	33%	42%	24%	34%	39%
All Grades ELA/Reading	2024	30%	22%	28%	-	26%	50%	-	-	-	-	15%	*	30%	23%	24%	25%
	2023	35%	26%	36%	-	38%	*	-	-	-	-	19%	*	42%	28%	36%	44%
All Grades Mathematics	2024	35%	25%	12%	*	11%	29%	-	-	-	-	8%	*	8%	21%	12%	10%
	2023	40%	32%	33%	-	34%	*	-	-	-	-	7%	*	42%	21%	33%	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 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 373
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP 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%	59%	49%	45%	-	-	-	-	45%	54%	55%	-	50%	13%	55%	45%	-
	2023	76%	63%	66%	62%	62%	-	-	-	62%	69%	69%	-	*	-	72%	63%	-
At Meets Grade Level or Above	2024	48%	31%	23%	18%	-	-	-	-	18%	36%	39%	-	17%	0%	28%	19%	-
	2023	49%	34%	32%	26%	26%	-	-	-	26%	46%	46%	-	*	-	38%	28%	-
At Masters Grade Level	2024	20%	10%	7%	3%	-	-	-	-	3%	8%	9%	-	0%	0%	13%	3%	-
	2023	20%	10%	9%	4%	4%	-	-	-	4%	0%	0%	-	*	-	19%	3%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	60%	61%	55%	-	-	-	-	55%	63%	57%	-	*	*	72%	55%	-
	2023	77%	62%	70%	64%	64%	-	-	-	64%	69%	69%	-	*	-	78%	65%	-
At Meets Grade Level or Above	2024	54%	35%	31%	26%	-	-	-	-	26%	38%	36%	-	*	*	38%	26%	-
	2023	53%	35%	32%	25%	25%	-	-	-	25%	46%	46%	-	*	-	41%	27%	-
At Masters Grade Level	2024	22%	10%	10%	5%	-	-	-	-	5%	6%	7%	-	*	*	19%	5%	-
	2023	20%	9%	9%	3%	3%	-	-	-	3%	0%	0%	-	*	-	19%	2%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	55%	46%	46%	-	-	-	-	46%	50%	57%	-	*	*	47%	46%	-
	2023	75%	61%	63%	61%	61%	-	-	-	61%	69%	69%	-	*	-	66%	61%	-
At Meets Grade Level or Above	2024	43%	25%	21%	16%	-	-	-	-	16%	44%	50%	-	*	*	25%	18%	-
	2023	45%	30%	32%	28%	28%	-	-	-	28%	46%	46%	-	*	-	35%	30%	-
At Masters Grade Level	2024	17%	7%	5%	2%	-	-	-	-	2%	13%	14%	-	*	*	10%	2%	-
	2023	19%	10%	10%	4%	4%	-	-	-	4%	0%	0%	-	*	-	19%	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	22%	12%	-	-	-	-	12%	43%	40%	-	*	*	33%	15%	-
	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	29%	6%	2%	-	-	-	-	2%	14%	20%	-	*	*	12%	3%	-
	2023	47%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	2%	2%	-	-	-	-	2%	0%	0%	-	*	*	2%	1%	-
	2023	18%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	53%	41%	35%	-	-	-	-	35%	48%	50%	-	*	*	47%	37%	-
	2023	64%	55%	62%	66%	66%	-	-	-	66%	71%	71%	-	-	-	54%	66%	-
All Grades ELA/Reading	2024	67%	55%	47%	41%	-	-	-	-	41%	50%	45%	-	*	*	56%	42%	-
	2023	63%	51%	59%	65%	65%	-	-	-	65%	57%	57%	-	-	-	51%	64%	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 374
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	49%	34%	30%	-	-	-	-	30%	46%	55%	-	*	*	39%	31%	-
	2023	66%	60%	64%	66%	66%	-	-	-	66%	86%	86%	-	-	-	58%	68%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	24%	20%	17%	-	-	-	-	17%	11%	11%	-	-	*	25%	17%	-
	2023	38%	29%	34%	40%	40%	-	-	-	40%	20%	20%	-	-	-	24%	39%	-
All Grades ELA/Reading	2024	30%	22%	28%	26%	-	-	-	-	26%	20%	20%	-	-	*	35%	25%	-
	2023	35%	26%	36%	47%	47%	-	-	-	47%	*	*	-	-	-	17%	44%	-
All Grades Mathematics	2024	35%	25%	12%	9%	-	-	-	-	9%	*	*	-	-	*	17%	10%	-
	2023	40%	32%	33%	33%	33%	-	-	-	33%	*	*	-	-	-	31%	33%	-

* 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)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 375

	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%	99%	*	*	-	*	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	90%	86%	*	84%	96%	*	*	-	*	96%	83%	96%	70%	89%	82%
Not Included in Accountability: Mobile	4%	6%	7%	*	8%	4%	*	*	-	*	2%	8%	2%	16%	4%	8%
Not Included in Accountability: Other Exclusions	2%	4%	6%	*	7%	0%	*	*	-	*	1%	10%	2%	14%	6%	10%
Not Tested	1%	1%	0%	*	0%	1%	*	*	-	*	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	*	0%	1%	*	*	-	*	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	*	100%	98%	*	*	-	*	99%	100%	100%	99%	99%	100%
Included in Accountability	91%	87%	86%	*	84%	94%	*	*	-	*	96%	81%	96%	68%	90%	83%
Not Included in Accountability: Mobile	4%	5%	7%	*	8%	4%	*	*	-	*	1%	10%	2%	16%	4%	8%
Not Included in Accountability: Other Exclusions	4%	6%	6%	*	7%	0%	*	*	-	*	1%	10%	1%	15%	6%	10%
Not Tested	1%	1%	1%	*	0%	2%	*	*	-	*	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	*	0%	2%	*	*	-	*	1%	0%	0%	1%	1%	0%
Other	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%
Included in Accountability	93%	90%	86%	*	85%	96%	*	*	-	*	97%	81%	96%	69%	90%	83%
Not Included in Accountability: Mobile	5%	6%	7%	*	8%	4%	*	*	-	*	1%	10%	2%	16%	4%	8%
Not Included in Accountability: Other Exclusions	1%	2%	6%	*	7%	0%	*	*	-	*	1%	10%	1%	15%	6%	10%
Not Tested	1%	1%	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	86%	-	84%	100%	-	*	-	-	95%	90%	95%	75%	87%	81%
Not Included in Accountability: Mobile	4%	5%	7%	-	8%	0%	-	*	-	-	5%	0%	1%	15%	5%	9%
Not Included in Accountability: Other Exclusions	1%	2%	7%	-	8%	0%	-	*	-	-	0%	10%	4%	10%	8%	10%
Not Tested	1%	1%	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 376

	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%	1%	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	*	100%	98%	-	*	-	*	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	91%	85%	*	84%	91%	-	*	-	*	96%	92%	94%	71%	85%	82%
Not Included in Accountability: Mobile	4%	5%	7%	*	7%	7%	-	*	-	*	2%	0%	3%	14%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	7%	*	9%	0%	-	*	-	*	2%	8%	3%	15%	8%	12%
Not Tested	1%	1%	0%	*	0%	2%	-	*	-	*	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	*	0%	2%	-	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	86%	*	84%	93%	-	*	-	*	96%	92%	94%	71%	85%	82%
Not Included in Accountability: Mobile	4%	5%	7%	*	7%	7%	-	*	-	*	2%	0%	3%	15%	7%	6%
Not Included in Accountability: Other Exclusions	3%	5%	7%	*	9%	0%	-	*	-	*	2%	8%	3%	15%	8%	12%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	*	100%	97%	-	*	-	*	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	92%	85%	*	84%	90%	-	*	-	*	96%	92%	93%	71%	85%	82%
Not Included in Accountability: Mobile	5%	5%	7%	*	7%	7%	-	*	-	*	2%	0%	3%	13%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	7%	*	9%	0%	-	*	-	*	2%	8%	3%	15%	8%	12%
Not Tested	1%	2%	1%	*	0%	3%	-	*	-	*	0%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	*	0%	3%	-	*	-	*	0%	0%	1%	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)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 377

	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%	92.0%	92.0%	*	92.1%	92.0%	*	*	-	*	89.4%	91.9%	92.9%
2021-22	92.2%	90.6%	90.6%	*	90.3%	91.9%	-	*	-	*	89.5%	90.2%	91.3%
Chronic Absenteeism													
2022-23	20.3%	27.6%	26.9%	*	27.2%	22.5%	*	*	-	40.0%	39.8%	28.2%	21.3%
2021-22	25.7%	34.8%	37.5%	*	38.6%	30.1%	-	*	-	50.0%	38.6%	39.4%	34.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 378

	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%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 379

	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%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
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%	69.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	886	377,367
By Ethnicity:				
African American	-	-	27	46,822
Hispanic	-	-	638	197,333
White	-	-	195	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	21	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)	-	-	267	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	611	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	78	34,589
Economically Disadvantaged Graduates	-	-	591	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	221	50,229
At-Risk Graduates	-	-	515	168,430
CTE Completers	-	-	213	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)
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Annual Report 384

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	823	100.0%	12,923	5,517,464	823	100.0%	13,010	5,531,236
Students by Grade								
Early Childhood Education	21	2.6%	0.3%	0.3%	21	2.6%	0.4%	0.5%
Pre-Kindergarten	85	10.3%	4.7%	4.5%	85	10.3%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	85	10.3%	4.7%	3.7%	85	10.3%	4.7%	3.7%
Kindergarten	114	13.9%	6.4%	6.5%	114	13.9%	6.4%	6.5%
Grade 1	114	13.9%	6.7%	7.0%	114	13.9%	6.6%	7.0%
Grade 2	125	15.2%	7.6%	7.3%	125	15.2%	7.6%	7.3%
Grade 3	118	14.3%	6.9%	7.2%	118	14.3%	6.9%	7.2%
Grade 4	116	14.1%	7.0%	7.2%	116	14.1%	7.0%	7.2%
Grade 5	130	15.8%	6.6%	7.2%	130	15.8%	6.5%	7.2%
Ethnic Distribution								
African American	6	0.7%	2.9%	12.8%	6	0.7%	2.9%	12.8%
Hispanic	664	80.7%	75.7%	53.2%	664	80.7%	75.7%	53.2%
White	139	16.9%	18.4%	25.0%	139	16.9%	18.5%	25.0%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	2	0.2%	0.3%	5.4%	2	0.2%	0.3%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	11	1.3%	2.5%	3.1%	11	1.3%	2.5%	3.1%
Sex								
Female	414	50.3%	48.7%	48.9%	414	50.3%	48.6%	48.8%
Male	409	49.7%	51.3%	51.1%	409	49.7%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	648	78.7%	70.7%	62.3%	648	78.7%	70.6%	62.2%
Non-Educationally Disadvantaged	175	21.3%	29.3%	37.7%	175	21.3%	29.4%	37.8%
Section 504 Students	57	6.9%	9.6%	7.2%	57	6.9%	9.6%	7.2%
EB Students/EL	455	55.3%	44.5%	24.4%	455	55.3%	44.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.1%	4.3%	1.9%				
Students w/ Dyslexia	80	9.7%	9.2%	6.0%	80	9.7%	9.2%	6.0%
Foster Care	3	0.4%	0.3%	0.2%	3	0.4%	0.3%	0.2%
Homeless	19	2.3%	2.9%	1.4%	19	2.3%	2.9%	1.4%
Immigrant	47	5.7%	3.2%	2.9%	47	5.7%	3.2%	2.9%
Migrant	1	0.1%	0.3%	0.2%	1	0.1%	0.3%	0.2%
Title I	823	100.0%	67.8%	65.7%	823	100.0%	67.5%	65.7%
Military Connected	2	0.2%	0.8%	3.9%	2	0.2%	0.8%	3.9%
At-Risk	625	75.9%	70.2%	53.2%	625	75.9%	70.2%	53.2%

Texas Education Agency
2023-24 Student Information (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program								
Bilingual/ESL Education	453	55.0%	43.6%	24.5%	453	55.0%	43.5%	24.4%
Career and Technical Education	0	0.0%	23.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	66.7%	73.3%	-	-	-	-
Gifted and Talented Education	59	7.2%	7.8%	8.5%	59	7.2%	7.7%	8.5%
Special Education	156	19.0%	13.8%	13.9%	156	19.0%	14.1%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	156							
Students with Intellectual Disabilities	64	41.0%	54.2%	45.7%				
Students with Physical Disabilities	48	30.8%	20.7%	18.9%				
Students with Autism	28	17.9%	11.5%	16.2%				
Students with Behavioral Disabilities	**	**	13.1%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	81	15.2%	14.6%	16.1%				
African American	0	0.0%	0.8%	3.4%				
Hispanic	69	13.0%	10.6%	8.5%				
White	10	1.9%	2.7%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.5%	0.5%				
Special Ed Students who are Mobile	17	17.2%	17.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	39	12.4%	14.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	67	14.4%	15.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	127	18.2%	27.6%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	2.0%	1.0%	1.3%	0.0%	1.8%	3.9%
Grade 1	0.0%	0.1%	2.1%	0.0%	0.8%	3.3%
Grade 2	0.0%	0.4%	1.3%	0.0%	0.0%	1.6%

Texas Education Agency
2023-24 Student Information (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.3%	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
Elementary			
Kindergarten	22.6	19.7	18.4
Grade 1	20.3	19.4	18.8
Grade 2	21.3	19.6	19.1
Grade 3	20.0	19.5	19.4
Grade 4	23.1	19.7	19.4
Grade 5	26.0	19.0	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	85.6	100.0%	100.0%	100.0%
Professional Staff	57.7	67.4%	68.9%	63.9%
Teachers	50.4	58.9%	51.7%	48.3%
Professional Support	3.4	4.0%	12.1%	11.1%
Campus Administration (School Leadership)	3.9	4.6%	4.0%	3.3%
Educational Aides	27.9	32.6%	17.3%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	9.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	27.0	13,870.0
Part-time Counselors	0.0	n/a	4.0	1,172.0
Total Minority Staff	35.0	40.8%	38.1%	54.4%
Teachers by Ethnicity				
African American	1.5	2.9%	6.0%	12.6%
Hispanic	14.1	28.0%	22.9%	30.1%
White	33.8	67.1%	68.6%	53.4%
American Indian	1.0	2.0%	0.4%	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%	1.4%	1.3%
Teachers by Sex				
Males	5.9	11.7%	24.5%	24.5%
Females	44.5	88.3%	75.5%	75.5%
Teachers by Highest Degree Held				
No Degree	5.5	11.0%	10.3%	2.5%
Bachelors	34.7	68.9%	68.7%	71.7%
Masters	10.1	20.1%	20.0%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	7.8	15.5%	8.4%	8.7%
1-5 Years Experience	18.1	35.9%	36.2%	27.4%
6-10 Years Experience	7.0	14.0%	17.1%	20.2%
11-20 Years Experience	10.3	20.4%	21.5%	27.1%
21-30 Years Experience	7.1	14.1%	13.1%	13.7%
Over 30 Years Experience	0.1	0.1%	3.6%	3.0%
Number of Students per Teacher	16.3	n/a	15.8	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.0
Average Years Experience of Principals with District	1.0	3.6	5.1
Average Years Experience of Assistant Principals	3.3	5.1	5.1
Average Years Experience of Assistant Principals with District	3.0	4.1	4.3
Average Years Experience of Teachers	9.8	10.5	11.1
Average Years Experience of Teachers with District	5.3	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,192	\$54,662	\$54,272
1-5 Years Experience	\$58,903	\$57,912	\$58,185
6-10 Years Experience	\$57,778	\$57,935	\$61,494
11-20 Years Experience	\$59,657	\$60,870	\$65,219
21-30 Years Experience	\$62,331	\$66,003	\$69,723
Over 30 Years Experience	\$71,423	\$76,076	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$58,978	\$60,003	\$62,474
Professional Support	\$74,944	\$71,213	\$73,783
Campus Administration (School Leadership)	\$88,588	\$85,722	\$86,738
Instructional Staff Percent	n/a	76.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	10.2	20.2%	14.9%	6.0%
Career and Technical Education	0.0	0.0%	4.4%	5.5%
Compensatory Education	3.0	5.9%	6.1%	3.1%
Gifted and Talented Education	0.6	1.1%	1.5%	1.6%
Regular Education	28.1	55.7%	55.9%	69.8%
Special Education	8.6	17.0%	12.2%	10.3%
Other	0.0	0.0%	5.0%	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.

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.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: BASTROP ISD

District Number: 011901

2024 Special Education Determination Status:

Needs Intervention

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 392

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	57%	57%	52%	73%	*	-	-	72%	24%	66%	59%	51%	53%	53%
	2023	76%	78%	66%	48%	61%	85%	-	*	*	82%	32%	74%	66%	66%	61%	56%
At Meets Grade Level or Above	2024	48%	50%	30%	24%	25%	48%	*	-	-	41%	7%	38%	32%	26%	26%	25%
	2023	50%	53%	38%	22%	31%	61%	-	*	*	54%	16%	37%	37%	39%	31%	25%
At Masters Grade Level	2024	21%	23%	9%	14%	6%	18%	*	-	-	7%	1%	7%	10%	6%	7%	5%
	2023	20%	23%	13%	9%	8%	31%	-	*	*	25%	2%	15%	13%	13%	9%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	69%	49%	57%	44%	64%	*	-	-	54%	23%	66%	50%	44%	44%	45%
	2023	73%	74%	62%	43%	57%	81%	-	*	-	76%	37%	63%	61%	65%	58%	56%
At Meets Grade Level or Above	2024	42%	44%	22%	14%	18%	38%	*	-	-	36%	7%	31%	23%	21%	19%	20%
	2023	45%	47%	31%	17%	24%	55%	-	*	-	45%	15%	46%	31%	30%	25%	20%
At Masters Grade Level	2024	15%	18%	5%	0%	2%	15%	*	-	-	11%	1%	3%	5%	5%	3%	2%
	2023	19%	22%	9%	4%	6%	25%	-	*	-	10%	4%	20%	9%	10%	6%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	69%	76%	63%	87%	-	*	*	89%	27%	81%	70%	67%	65%	56%
	2023	77%	79%	68%	67%	64%	84%	*	*	*	77%	36%	73%	69%	67%	61%	54%
At Meets Grade Level or Above	2024	51%	55%	34%	28%	27%	55%	-	*	*	56%	9%	52%	33%	35%	28%	20%
	2023	48%	54%	37%	28%	31%	61%	*	*	*	46%	12%	40%	40%	30%	29%	22%
At Masters Grade Level	2024	23%	27%	12%	10%	7%	30%	-	*	*	22%	0%	10%	13%	10%	7%	4%
	2023	22%	27%	14%	22%	8%	33%	*	*	*	23%	3%	3%	14%	13%	9%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	67%	49%	52%	43%	68%	-	*	*	71%	19%	63%	48%	51%	44%	40%
	2023	71%	71%	61%	50%	57%	79%	*	*	*	58%	27%	77%	63%	59%	54%	51%
At Meets Grade Level or Above	2024	46%	45%	26%	28%	21%	48%	-	*	*	29%	12%	35%	26%	26%	21%	20%
	2023	48%	49%	38%	17%	33%	58%	*	*	*	42%	18%	60%	39%	35%	32%	31%
At Masters Grade Level	2024	21%	21%	9%	3%	6%	21%	-	*	*	11%	2%	19%	9%	9%	6%	6%
	2023	22%	23%	13%	11%	10%	24%	*	*	*	25%	4%	13%	14%	11%	10%	7%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 393

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	81%	66%	67%	62%	83%	*	*	*	44%	26%	75%	68%	63%	60%	54%
	2023	81%	82%	61%	41%	59%	73%	-	100%	*	64%	12%	82%	61%	62%	56%	58%
At Meets Grade Level or Above	2024	55%	60%	40%	47%	33%	65%	*	*	*	44%	8%	50%	42%	35%	30%	24%
	2023	57%	60%	32%	18%	26%	49%	-	67%	*	52%	7%	27%	30%	35%	26%	24%
At Masters Grade Level	2024	29%	35%	17%	13%	14%	32%	*	*	*	33%	2%	19%	19%	15%	11%	9%
	2023	28%	33%	10%	6%	8%	16%	-	0%	*	32%	2%	9%	10%	10%	8%	7%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	61%	60%	57%	77%	*	*	*	44%	26%	76%	64%	55%	54%	51%
	2023	80%	80%	62%	24%	56%	84%	-	100%	*	72%	32%	79%	62%	61%	56%	55%
At Meets Grade Level or Above	2024	50%	52%	29%	13%	24%	52%	*	*	*	22%	11%	46%	30%	28%	24%	20%
	2023	51%	53%	30%	6%	26%	47%	-	67%	*	36%	7%	48%	31%	29%	25%	23%
At Masters Grade Level	2024	19%	22%	9%	7%	6%	21%	*	*	*	11%	2%	19%	9%	9%	6%	5%
	2023	21%	25%	10%	6%	7%	22%	-	50%	*	20%	2%	15%	11%	9%	7%	6%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	59%	37%	27%	31%	62%	*	*	*	56%	15%	53%	36%	38%	28%	25%
	2023	65%	67%	55%	24%	51%	75%	-	100%	*	58%	22%	79%	55%	56%	51%	49%
At Meets Grade Level or Above	2024	28%	30%	10%	7%	7%	25%	*	*	*	22%	5%	17%	11%	10%	6%	5%
	2023	36%	38%	25%	6%	19%	47%	-	67%	*	42%	10%	39%	24%	27%	20%	14%
At Masters Grade Level	2024	11%	13%	4%	0%	2%	11%	*	*	*	22%	1%	3%	4%	3%	1%	1%
	2023	16%	18%	11%	0%	7%	24%	-	33%	*	21%	2%	12%	10%	11%	7%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	78%	59%	47%	55%	74%	-	100%	*	63%	18%	70%	57%	62%	53%	51%
	2023	77%	78%	56%	65%	50%	79%	*	*	-	76%	18%	57%	58%	52%	52%	45%
At Meets Grade Level or Above	2024	57%	60%	37%	11%	31%	57%	-	100%	*	54%	7%	37%	35%	39%	28%	25%
	2023	52%	56%	29%	22%	24%	53%	*	*	-	43%	7%	24%	31%	26%	25%	20%
At Masters Grade Level	2024	26%	29%	12%	0%	7%	27%	-	40%	*	33%	1%	15%	10%	14%	8%	7%
	2023	22%	27%	10%	4%	6%	26%	*	*	-	5%	1%	7%	11%	7%	7%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	51%	32%	47%	67%	-	100%	*	60%	23%	63%	51%	50%	45%	43%
	2023	75%	76%	56%	48%	52%	76%	*	*	-	76%	24%	66%	57%	56%	53%	51%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 394

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	42%	18%	11%	13%	33%	-	80%	*	40%	6%	26%	18%	19%	14%	12%
	2023	40%	42%	23%	17%	18%	43%	*	*	-	33%	6%	20%	24%	19%	19%	16%
At Masters Grade Level	2024	14%	17%	4%	0%	2%	8%	-	60%	*	8%	2%	4%	4%	3%	2%	2%
	2023	16%	17%	7%	0%	5%	18%	*	*	-	10%	1%	2%	8%	6%	5%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	76%	47%	40%	42%	74%	*	*	-	59%	11%	47%	48%	45%	41%	36%
	2023	78%	79%	63%	68%	57%	82%	-	100%	-	85%	26%	84%	63%	64%	63%	53%
At Meets Grade Level or Above	2024	54%	58%	29%	20%	23%	59%	*	*	-	41%	7%	23%	30%	28%	23%	19%
	2023	55%	58%	35%	36%	27%	61%	-	100%	-	45%	10%	56%	34%	36%	34%	21%
At Masters Grade Level	2024	29%	34%	12%	5%	8%	31%	*	*	-	12%	2%	3%	13%	9%	7%	6%
	2023	27%	33%	13%	5%	9%	27%	-	60%	-	35%	5%	24%	12%	16%	13%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	51%	13%	6%	12%	23%	-	*	-	29%	10%	31%	11%	15%	13%	12%
	2023	63%	58%	34%	28%	31%	46%	-	*	-	40%	14%	35%	29%	41%	33%	28%
At Meets Grade Level or Above	2024	34%	30%	3%	0%	2%	8%	-	*	-	0%	6%	6%	2%	4%	2%	2%
	2023	37%	32%	9%	6%	8%	18%	-	*	-	10%	9%	6%	6%	14%	9%	6%
At Masters Grade Level	2024	11%	8%	1%	0%	1%	3%	-	*	-	0%	4%	0%	1%	2%	1%	1%
	2023	11%	7%	1%	0%	1%	4%	-	*	-	0%	6%	0%	1%	2%	1%	1%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	66%	73%	61%	82%	-	*	-	81%	35%	67%	68%	61%	61%	55%
	2023	83%	84%	64%	60%	59%	83%	-	100%	-	70%	22%	73%	65%	63%	59%	50%
At Meets Grade Level or Above	2024	56%	60%	36%	41%	29%	57%	-	*	-	67%	10%	44%	35%	36%	30%	21%
	2023	58%	61%	35%	15%	28%	62%	-	80%	-	44%	8%	18%	36%	33%	27%	17%
At Masters Grade Level	2024	29%	34%	15%	18%	11%	28%	-	*	-	33%	3%	22%	15%	15%	11%	7%
	2023	28%	33%	13%	5%	8%	35%	-	60%	-	15%	1%	0%	14%	11%	8%	3%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	56%	65%	51%	75%	*	*	-	73%	26%	64%	58%	53%	51%	48%
	2023	76%	78%	60%	52%	55%	78%	-	*	-	62%	24%	67%	61%	58%	59%	54%
At Meets Grade Level or Above	2024	43%	49%	27%	30%	22%	47%	*	*	-	32%	9%	40%	27%	26%	22%	22%
	2023	46%	53%	34%	24%	24%	66%	-	*	-	45%	12%	44%	35%	32%	33%	20%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 395

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	24%	7%	5%	5%	14%	*	*	-	14%	4%	4%	7%	7%	5%	5%
	2023	17%	25%	12%	0%	8%	25%	-	*	-	14%	3%	22%	11%	12%	11%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	73%	52%	48%	45%	79%	-	*	-	76%	21%	72%	53%	50%	45%	39%
	2023	74%	77%	57%	57%	52%	77%	-	80%	-	59%	27%	59%	60%	52%	51%	45%
At Meets Grade Level or Above	2024	44%	50%	25%	22%	18%	50%	-	*	-	62%	9%	39%	25%	25%	18%	12%
	2023	47%	54%	29%	19%	23%	55%	-	60%	-	30%	11%	36%	31%	25%	23%	16%
At Masters Grade Level	2024	17%	23%	8%	0%	5%	20%	-	*	-	14%	1%	22%	8%	8%	5%	3%
	2023	17%	23%	8%	0%	5%	18%	-	40%	-	4%	3%	14%	8%	6%	5%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	64%	47%	52%	39%	72%	-	*	-	67%	20%	56%	48%	44%	40%	31%
	2023	62%	66%	45%	35%	37%	74%	-	100%	-	46%	17%	50%	47%	40%	36%	29%
At Meets Grade Level or Above	2024	33%	38%	19%	17%	14%	35%	-	*	-	33%	11%	39%	19%	19%	14%	10%
	2023	33%	39%	16%	10%	10%	38%	-	40%	-	15%	8%	9%	17%	15%	11%	5%
At Masters Grade Level	2024	17%	22%	9%	4%	6%	19%	-	*	-	24%	4%	22%	9%	9%	5%	3%
	2023	16%	21%	6%	0%	4%	16%	-	40%	-	4%	4%	0%	6%	7%	3%	1%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	71%	55%	54%	50%	76%	*	*	-	71%	17%	54%	55%	54%	50%	41%
	2023	72%	73%	61%	45%	57%	81%	*	100%	*	73%	20%	75%	61%	62%	57%	47%
At Meets Grade Level or Above	2024	52%	55%	33%	32%	28%	60%	*	*	-	46%	8%	26%	33%	34%	28%	19%
	2023	52%	56%	36%	26%	31%	56%	*	100%	*	50%	9%	43%	37%	33%	30%	20%
At Masters Grade Level	2024	16%	20%	8%	0%	5%	25%	*	*	-	17%	2%	3%	8%	9%	4%	2%
	2023	13%	18%	5%	0%	3%	13%	*	20%	*	15%	2%	4%	5%	6%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	61%	58%	57%	80%	*	*	*	74%	24%	62%	62%	59%	56%	46%
	2023	74%	75%	60%	60%	56%	76%	60%	*	*	65%	17%	73%	62%	55%	54%	39%
At Meets Grade Level or Above	2024	58%	61%	42%	33%	37%	66%	*	*	*	53%	12%	43%	43%	38%	35%	24%
	2023	54%	58%	37%	35%	32%	58%	20%	*	*	41%	6%	47%	39%	31%	30%	15%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 396

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	9%	12%	4%	0%	3%	11%	*	*	*	3%	2%	5%	4%	5%	2%	0%
	2023	9%	12%	4%	0%	3%	10%	0%	*	*	11%	0%	0%	4%	4%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	79%	76%	71%	75%	85%	-	*	-	68%	60%	78%	75%	78%	74%	72%
	2023	79%	76%	75%	68%	72%	86%	*	100%	*	79%	52%	79%	75%	75%	73%	69%
At Meets Grade Level or Above	2024	43%	42%	32%	15%	28%	51%	-	*	-	38%	19%	33%	30%	34%	27%	25%
	2023	43%	43%	36%	32%	33%	50%	*	78%	*	43%	23%	46%	37%	35%	32%	28%
At Masters Grade Level	2024	24%	25%	13%	3%	10%	27%	-	*	-	14%	4%	19%	13%	13%	10%	8%
	2023	23%	25%	14%	11%	12%	25%	*	33%	*	25%	6%	21%	14%	15%	12%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	91%	83%	88%	80%	97%	-	*	-	87%	60%	79%	84%	81%	81%	76%
	2023	88%	88%	81%	76%	78%	93%	*	100%	*	88%	54%	88%	82%	78%	78%	71%
At Meets Grade Level or Above	2024	56%	60%	44%	34%	37%	75%	-	*	-	48%	13%	29%	46%	40%	37%	26%
	2023	56%	60%	43%	30%	37%	72%	*	100%	*	59%	16%	33%	44%	42%	37%	26%
At Masters Grade Level	2024	19%	25%	14%	3%	10%	36%	-	*	-	10%	4%	3%	15%	14%	9%	4%
	2023	21%	27%	12%	0%	9%	28%	*	0%	*	29%	4%	13%	13%	12%	8%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	91%	97%	89%	96%	*	*	*	85%	73%	88%	92%	89%	89%	83%
	2023	94%	94%	89%	86%	87%	97%	100%	100%	-	92%	65%	100%	90%	88%	87%	80%
At Meets Grade Level or Above	2024	69%	73%	51%	50%	46%	75%	*	*	*	41%	18%	65%	53%	46%	44%	27%
	2023	70%	74%	58%	57%	52%	79%	60%	86%	-	67%	26%	63%	60%	53%	52%	31%
At Masters Grade Level	2024	37%	44%	21%	19%	17%	41%	*	*	*	11%	5%	35%	21%	21%	16%	8%
	2023	38%	44%	25%	21%	20%	39%	20%	43%	-	42%	8%	38%	26%	24%	20%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	89%	75%	80%	75%	74%	*	*	-	75%	*	*	79%	59%	70%	64%
	2023	90%	90%	75%	63%	73%	80%	-	*	-	*	*	-	78%	52%	70%	47%
At Meets Grade Level or Above	2024	59%	68%	38%	20%	35%	44%	*	*	-	25%	*	*	42%	23%	28%	14%
	2023	61%	68%	39%	25%	35%	46%	-	*	-	*	*	-	41%	22%	30%	16%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 397

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	12%	19%	3%	20%	3%	3%	*	*	-	0%	*	*	4%	3%	1%	4%
	2023	12%	19%	2%	0%	1%	4%	-	*	-	*	*	-	2%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	59%	59%	55%	77%	69%	93%	60%	70%	28%	66%	60%	58%	54%	49%
	2023	76%	77%	63%	55%	59%	81%	84%	97%	67%	71%	29%	71%	64%	61%	59%	52%
At Meets Grade Level or Above	2024	48%	52%	31%	26%	26%	52%	38%	80%	20%	43%	10%	36%	32%	30%	25%	19%
	2023	49%	53%	34%	24%	28%	56%	47%	69%	27%	43%	12%	37%	35%	31%	28%	20%
At Masters Grade Level	2024	20%	24%	10%	5%	7%	22%	23%	46%	0%	14%	2%	11%	10%	10%	6%	4%
	2023	20%	24%	10%	5%	7%	23%	11%	30%	7%	18%	3%	11%	10%	10%	8%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	77%	60%	59%	55%	79%	67%	95%	*	72%	23%	66%	60%	58%	54%	48%
	2023	77%	78%	62%	56%	58%	80%	70%	100%	67%	73%	22%	73%	63%	61%	58%	49%
At Meets Grade Level or Above	2024	54%	57%	35%	30%	30%	59%	50%	86%	*	51%	9%	40%	36%	34%	29%	22%
	2023	53%	57%	35%	26%	29%	58%	40%	74%	22%	47%	9%	35%	36%	33%	29%	20%
At Masters Grade Level	2024	22%	26%	10%	6%	7%	25%	17%	45%	*	18%	2%	10%	11%	10%	7%	4%
	2023	20%	25%	9%	5%	6%	23%	10%	26%	0%	19%	2%	9%	9%	10%	7%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	55%	53%	51%	71%	*	89%	*	63%	27%	65%	56%	54%	50%	48%
	2023	75%	75%	61%	49%	57%	79%	*	93%	*	69%	31%	68%	62%	60%	57%	54%
At Meets Grade Level or Above	2024	43%	45%	25%	17%	20%	44%	*	72%	*	32%	10%	33%	25%	24%	20%	18%
	2023	45%	47%	30%	19%	25%	51%	*	62%	*	39%	13%	40%	31%	28%	26%	21%
At Masters Grade Level	2024	17%	20%	7%	3%	5%	16%	*	39%	*	10%	3%	12%	7%	7%	5%	5%
	2023	19%	22%	10%	5%	7%	21%	*	31%	*	15%	4%	14%	10%	10%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	76%	61%	61%	56%	81%	*	89%	*	79%	34%	67%	61%	61%	56%	51%
	2023	77%	78%	67%	58%	63%	82%	*	94%	*	71%	37%	76%	68%	64%	62%	57%
At Meets Grade Level or Above	2024	43%	48%	29%	24%	23%	53%	*	78%	*	49%	10%	26%	30%	28%	23%	16%
	2023	47%	51%	34%	21%	28%	59%	*	75%	*	45%	13%	37%	35%	33%	28%	20%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 398

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	21%	10%	1%	6%	24%	*	56%	*	13%	2%	7%	10%	9%	6%	3%
	2023	18%	23%	10%	0%	7%	23%	*	25%	*	19%	3%	13%	11%	10%	7%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	80%	70%	78%	66%	85%	*	100%	*	77%	45%	71%	73%	65%	65%	55%
	2023	78%	80%	68%	65%	63%	86%	100%	100%	-	68%	40%	63%	70%	62%	62%	52%
At Meets Grade Level or Above	2024	51%	56%	36%	36%	31%	56%	*	86%	*	38%	14%	51%	38%	31%	29%	18%
	2023	52%	57%	38%	38%	31%	61%	60%	67%	-	40%	17%	23%	40%	33%	32%	16%
At Masters Grade Level	2024	27%	33%	15%	13%	12%	30%	*	57%	*	17%	4%	29%	16%	15%	11%	5%
	2023	27%	33%	16%	13%	12%	29%	20%	42%	-	22%	6%	10%	17%	15%	12%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	19%	15%	14%	34%	*	-	-	36%	6%	28%	19%	17%	15%	15%
	2023	37%	40%	24%	13%	19%	47%	-	*	-	29%	13%	33%	24%	24%	18%	14%
Reading and Mathematics Including EOC	2024	35%	37%	19%	15%	14%	34%	*	-	-	36%	6%	28%	19%	17%	15%	15%
	2023	37%	40%	24%	13%	19%	47%	-	*	-	29%	13%	33%	24%	24%	18%	14%
Reading Including EOC	2024	48%	50%	30%	24%	25%	48%	*	-	-	41%	7%	38%	32%	26%	26%	25%
	2023	50%	53%	38%	22%	31%	61%	-	*	*	54%	16%	37%	37%	39%	31%	25%
Math Including EOC	2024	42%	44%	22%	14%	18%	38%	*	-	-	36%	7%	31%	23%	21%	19%	20%
	2023	45%	47%	31%	17%	24%	55%	-	*	-	45%	15%	46%	31%	30%	25%	20%
4th Graders																	
Reading and Mathematics	2024	38%	40%	21%	21%	15%	40%	-	*	*	26%	5%	33%	21%	20%	16%	13%
	2023	38%	42%	26%	17%	21%	47%	*	*	*	33%	12%	30%	28%	22%	20%	17%
Reading and Mathematics Including EOC	2024	38%	40%	21%	21%	15%	40%	-	*	*	26%	5%	33%	21%	20%	16%	13%
	2023	38%	42%	26%	17%	21%	47%	*	*	*	33%	12%	30%	28%	22%	20%	17%
Reading Including EOC	2024	51%	55%	34%	28%	27%	55%	-	*	*	56%	9%	52%	33%	35%	28%	20%
	2023	48%	54%	37%	28%	31%	61%	*	*	*	46%	12%	40%	40%	30%	29%	22%
Math Including EOC	2024	46%	46%	26%	28%	21%	48%	-	*	*	29%	12%	35%	26%	26%	21%	20%
	2023	48%	50%	38%	17%	33%	58%	*	*	*	42%	18%	60%	39%	35%	32%	31%
5th Graders																	
Reading and Mathematics	2024	42%	46%	23%	13%	18%	46%	*	*	*	22%	5%	39%	24%	21%	17%	13%
	2023	43%	47%	22%	6%	17%	38%	-	67%	*	36%	6%	15%	22%	21%	16%	14%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 399

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	46%	23%	13%	18%	46%	*	*	*	22%	5%	39%	24%	21%	17%	13%
	2023	43%	47%	22%	6%	17%	38%	-	67%	*	36%	6%	15%	22%	21%	16%	14%
Reading Including EOC	2024	55%	60%	40%	47%	33%	65%	*	*	*	44%	8%	50%	42%	35%	30%	24%
	2023	57%	60%	32%	18%	26%	49%	-	67%	*	52%	7%	27%	30%	35%	26%	24%
Math Including EOC	2024	51%	52%	29%	13%	24%	52%	*	*	*	22%	11%	46%	30%	28%	24%	20%
	2023	51%	53%	30%	6%	26%	47%	-	67%	*	36%	7%	48%	31%	29%	25%	23%
6th Graders																	
Reading and Mathematics	2024	36%	40%	16%	11%	11%	30%	-	80%	*	38%	3%	19%	15%	17%	11%	10%
	2023	35%	39%	18%	13%	14%	38%	*	*	-	24%	4%	12%	20%	16%	15%	11%
Reading and Mathematics Including EOC	2024	36%	40%	16%	11%	11%	30%	-	80%	*	38%	3%	19%	15%	17%	11%	10%
	2023	35%	39%	18%	13%	14%	38%	*	*	-	24%	4%	12%	20%	16%	15%	11%
Reading Including EOC	2024	57%	60%	37%	11%	31%	57%	-	100%	*	54%	7%	37%	35%	39%	28%	25%
	2023	52%	56%	29%	22%	24%	53%	*	*	-	43%	7%	24%	31%	26%	25%	20%
Math Including EOC	2024	40%	44%	18%	11%	13%	33%	-	80%	*	40%	6%	26%	18%	19%	14%	12%
	2023	40%	44%	23%	17%	18%	43%	*	*	-	33%	6%	20%	24%	19%	19%	16%
7th Graders																	
Reading and Mathematics	2024	35%	38%	17%	5%	13%	39%	*	*	-	29%	5%	17%	17%	16%	13%	12%
	2023	37%	41%	24%	14%	17%	49%	-	60%	-	35%	9%	28%	24%	24%	23%	12%
Reading and Mathematics Including EOC	2024	36%	41%	17%	5%	13%	39%	*	*	-	29%	5%	17%	17%	16%	13%	12%
	2023	38%	44%	24%	14%	17%	49%	-	60%	-	35%	9%	28%	24%	24%	23%	12%
Reading Including EOC	2024	54%	57%	29%	20%	23%	59%	*	*	-	41%	7%	23%	30%	28%	23%	19%
	2023	55%	58%	35%	36%	27%	61%	-	100%	-	45%	10%	56%	34%	36%	34%	21%
Math Including EOC	2024	40%	45%	21%	10%	17%	45%	*	*	-	29%	6%	27%	22%	19%	17%	16%
	2023	43%	48%	28%	17%	20%	55%	-	60%	-	45%	11%	27%	27%	28%	27%	15%
8th Graders																	
Reading and Mathematics	2024	28%	30%	10%	18%	8%	21%	-	-	-	17%	8%	18%	8%	13%	8%	6%
	2023	31%	34%	12%	6%	9%	31%	-	*	-	26%	7%	11%	11%	15%	10%	7%
Reading and Mathematics Including EOC	2024	41%	45%	21%	18%	16%	42%	-	*	-	43%	8%	39%	21%	23%	15%	11%
	2023	44%	48%	24%	5%	18%	48%	-	80%	-	35%	7%	18%	25%	21%	17%	10%
Reading Including EOC	2024	57%	60%	36%	41%	29%	57%	-	*	-	67%	10%	44%	35%	36%	30%	21%
	2023	58%	61%	35%	15%	28%	62%	-	80%	-	44%	8%	18%	36%	33%	27%	17%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 400

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2024	49%	51%	26%	26%	20%	48%	-	*	-	43%	9%	44%	26%	27%	20%	17%
	2023	51%	54%	30%	14%	23%	57%	-	80%	-	35%	11%	41%	32%	25%	22%	16%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	39%	18%	14%	13%	36%	*	55%	*	30%	5%	28%	18%	17%	13%	12%
	2023	37%	41%	21%	12%	16%	43%	*	44%	*	30%	8%	22%	22%	20%	18%	12%
Reading and Mathematics Including EOC	2024	38%	42%	19%	15%	14%	38%	*	64%	*	33%	5%	29%	20%	19%	14%	12%
	2023	39%	43%	23%	11%	17%	45%	*	55%	*	32%	8%	23%	24%	21%	18%	13%
Reading Including EOC	2024	54%	57%	34%	28%	28%	57%	*	79%	*	51%	8%	42%	34%	33%	27%	22%
	2023	53%	57%	34%	24%	28%	58%	*	73%	*	48%	10%	33%	35%	33%	29%	21%
Math Including EOC	2024	45%	47%	24%	18%	19%	44%	*	64%	*	34%	9%	35%	24%	23%	19%	17%
	2023	47%	49%	30%	15%	24%	53%	*	59%	*	39%	11%	40%	31%	28%	25%	20%

* 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)
BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 401

	School Year	State	Region13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	68%	54%	70%	49%	71%	-	*	*	65%	34%	69%	55%	54%	51%	43%
	2023	55%	58%	51%	50%	47%	65%	*	*	*	58%	42%	52%	51%	52%	49%	44%
Grade 4 Mathematics	2024	60%	57%	44%	48%	40%	56%	-	*	-	48%	30%	49%	43%	45%	41%	40%
	2023	63%	63%	61%	53%	60%	66%	*	*	*	73%	50%	74%	61%	61%	60%	60%
Grade 5 ELA/Reading	2024	70%	72%	56%	63%	53%	66%	*	*	*	44%	29%	67%	57%	53%	50%	48%
	2023	65%	68%	43%	32%	41%	49%	-	90%	*	62%	23%	31%	42%	45%	42%	44%
Grade 5 Mathematics	2024	65%	66%	48%	43%	46%	59%	*	*	*	57%	36%	65%	48%	49%	45%	42%
	2023	71%	73%	64%	56%	60%	75%	-	90%	*	76%	59%	69%	64%	63%	60%	60%
Grade 6 ELA/Reading	2024	61%	62%	52%	29%	48%	67%	-	90%	*	60%	26%	50%	51%	52%	45%	43%
	2023	51%	53%	37%	46%	34%	52%	*	*	-	45%	25%	39%	37%	38%	35%	31%
Grade 6 Mathematics	2024	48%	50%	34%	50%	32%	36%	-	90%	*	50%	33%	33%	36%	32%	33%	30%
	2023	54%	59%	51%	39%	49%	63%	*	*	-	55%	49%	44%	49%	56%	50%	47%
Grade 7 ELA/Reading	2024	66%	68%	44%	25%	40%	63%	*	*	-	50%	19%	40%	45%	41%	38%	38%
	2023	71%	73%	59%	57%	55%	72%	-	*	-	61%	31%	78%	60%	56%	59%	51%
Grade 7 Mathematics	2024	49%	46%	27%	12%	28%	32%	-	-	-	21%	30%	31%	28%	27%	27%	30%
	2023	56%	55%	40%	38%	38%	49%	-	*	-	33%	42%	38%	36%	45%	40%	34%
Grade 8 ELA/Reading	2024	69%	70%	58%	67%	55%	70%	-	*	-	70%	40%	56%	59%	55%	55%	49%
	2023	63%	64%	46%	44%	42%	59%	-	70%	-	52%	38%	41%	47%	44%	42%	39%
Grade 8 Mathematics	2024	66%	66%	57%	74%	55%	62%	*	*	-	63%	44%	62%	56%	58%	54%	56%
	2023	74%	73%	63%	53%	60%	72%	-	*	-	70%	49%	56%	61%	65%	62%	60%
End of Course English I	2024	64%	67%	56%	71%	53%	67%	-	*	-	62%	31%	52%	57%	55%	53%	47%
	2023	57%	61%	51%	36%	49%	58%	-	*	*	69%	26%	68%	50%	55%	48%	44%
End of Course English II	2024	69%	68%	65%	60%	64%	72%	-	*	-	63%	35%	66%	68%	58%	61%	51%
	2023	74%	75%	70%	74%	68%	77%	*	*	*	72%	37%	73%	72%	63%	65%	53%
End of Course Algebra I	2024	72%	72%	71%	72%	71%	69%	-	*	-	70%	78%	83%	70%	74%	71%	71%
	2023	76%	78%	76%	85%	75%	80%	-	83%	*	67%	79%	86%	74%	82%	75%	75%
All Grades Both Subjects	2024	64%	65%	53%	54%	50%	63%	*	86%	40%	59%	35%	57%	53%	51%	49%	46%
	2023	64%	66%	55%	52%	53%	65%	100%	78%	75%	63%	42%	55%	55%	56%	53%	49%
All Grades ELA/Reading	2024	67%	68%	55%	57%	52%	68%	*	85%	*	61%	30%	58%	56%	53%	51%	45%
	2023	63%	65%	51%	50%	48%	62%	*	76%	70%	61%	32%	51%	52%	50%	49%	43%
All Grades Mathematics	2024	60%	60%	49%	50%	48%	56%	*	88%	*	55%	41%	56%	49%	50%	47%	47%
	2023	66%	68%	60%	55%	58%	69%	*	81%	*	65%	54%	60%	59%	62%	58%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	37%	31%	55%	28%	58%	-	-	-	*	13%	20%	32%	30%	32%	24%
	2023	33%	33%	29%	43%	27%	36%	-	*	*	*	20%	20%	27%	32%	26%	24%
Grade 4 Mathematics	2024	26%	23%	14%	20%	14%	15%	-	-	-	25%	5%	20%	12%	19%	15%	11%
	2023	27%	26%	22%	22%	22%	24%	-	-	*	*	7%	50%	20%	27%	21%	20%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	35%	27%	40%	26%	37%	-	-	-	*	16%	13%	27%	26%	25%	23%
	2023	37%	38%	21%	30%	19%	25%	-	*	-	25%	4%	*	18%	26%	20%	25%
Grade 5 Mathematics	2024	41%	40%	24%	50%	23%	27%	-	*	*	*	14%	27%	28%	18%	22%	21%
	2023	48%	46%	34%	13%	29%	60%	-	*	*	45%	25%	33%	34%	33%	30%	31%
Grade 6 ELA/Reading	2024	24%	23%	17%	25%	17%	20%	-	-	*	0%	12%	0%	17%	18%	17%	14%
	2023	26%	26%	15%	33%	13%	22%	-	-	-	57%	9%	13%	13%	17%	15%	12%
Grade 6 Mathematics	2024	27%	25%	14%	14%	15%	12%	-	-	-	0%	9%	29%	16%	12%	14%	15%
	2023	35%	36%	27%	18%	26%	32%	-	-	-	40%	18%	33%	24%	31%	25%	25%
Grade 7 ELA/Reading	2024	23%	21%	12%	14%	12%	14%	-	-	-	*	4%	18%	12%	13%	10%	11%
	2023	39%	38%	28%	42%	27%	36%	-	-	-	40%	10%	57%	29%	27%	28%	25%
Grade 7 Mathematics	2024	14%	13%	6%	0%	6%	13%	-	-	-	*	6%	11%	7%	5%	6%	6%
	2023	22%	22%	11%	25%	10%	17%	-	-	-	17%	8%	0%	9%	15%	12%	8%
Grade 8 ELA/Reading	2024	34%	32%	29%	43%	29%	34%	-	-	-	*	14%	*	33%	23%	28%	26%
	2023	39%	36%	23%	33%	23%	19%	-	-	-	0%	7%	44%	24%	21%	22%	22%
Grade 8 Mathematics	2024	44%	36%	30%	58%	27%	38%	-	-	-	71%	13%	44%	30%	29%	25%	26%
	2023	49%	42%	29%	33%	31%	18%	-	*	-	27%	13%	20%	30%	29%	29%	31%
End of Course English I	2024	20%	20%	21%	67%	19%	27%	-	-	-	38%	10%	20%	23%	17%	20%	18%
	2023	26%	27%	25%	0%	23%	50%	-	-	-	*	6%	*	25%	24%	23%	19%
End of Course English II	2024	29%	26%	22%	20%	22%	18%	-	-	-	*	5%	20%	24%	19%	22%	18%
	2023	41%	39%	36%	42%	35%	40%	*	-	*	30%	13%	50%	39%	29%	35%	26%
End of Course Algebra I	2024	55%	51%	57%	67%	57%	50%	-	-	-	45%	55%	50%	54%	61%	56%	54%
	2023	58%	55%	65%	50%	65%	71%	-	-	-	*	55%	57%	63%	70%	65%	63%
All Grades Both Subjects	2024	32%	30%	24%	33%	23%	28%	-	*	*	24%	14%	24%	24%	23%	22%	21%
	2023	38%	37%	29%	29%	27%	37%	*	*	60%	34%	15%	33%	28%	29%	27%	26%
All Grades ELA/Reading	2024	30%	28%	22%	36%	21%	29%	-	-	*	17%	11%	17%	23%	20%	21%	19%
	2023	35%	35%	26%	30%	24%	33%	*	*	*	33%	10%	31%	26%	25%	25%	22%
All Grades Mathematics	2024	35%	32%	25%	30%	24%	28%	-	*	*	30%	17%	31%	25%	25%	24%	23%
	2023	40%	38%	32%	28%	31%	40%	-	*	*	35%	21%	34%	31%	33%	30%	30%

* 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) Annual Report 403
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	75%	59%	46%	53%	-	-	-	44%	49%	51%	48%	50%	54%	68%	48%	89%
	2023	76%	77%	63%	51%	51%	-	-	-	51%	51%	58%	51%	44%	56%	71%	51%	88%
At Meets Grade Level or Above	2024	48%	52%	31%	19%	25%	-	-	-	18%	19%	22%	19%	18%	25%	40%	19%	62%
	2023	49%	53%	34%	20%	20%	-	-	-	19%	18%	27%	17%	12%	21%	43%	19%	63%
At Masters Grade Level	2024	20%	24%	10%	4%	8%	-	-	-	3%	4%	5%	3%	5%	6%	15%	4%	21%
	2023	20%	24%	10%	5%	5%	-	-	-	5%	3%	6%	3%	2%	6%	15%	4%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	77%	60%	54%	60%	-	-	-	53%	44%	57%	42%	47%	51%	70%	47%	91%
	2023	77%	78%	62%	51%	51%	-	-	-	51%	47%	61%	46%	47%	54%	71%	48%	91%
At Meets Grade Level or Above	2024	54%	57%	35%	23%	26%	-	-	-	22%	20%	23%	20%	21%	28%	46%	21%	72%
	2023	53%	57%	35%	21%	21%	-	-	-	20%	17%	26%	17%	15%	18%	46%	19%	69%
At Masters Grade Level	2024	22%	26%	10%	5%	8%	-	-	-	4%	3%	5%	2%	5%	6%	16%	4%	19%
	2023	20%	25%	9%	5%	5%	-	-	-	5%	2%	5%	2%	2%	5%	15%	3%	11%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	72%	55%	45%	53%	-	-	-	44%	48%	49%	45%	53%	48%	62%	47%	78%
	2023	75%	75%	61%	52%	52%	-	-	-	51%	53%	54%	53%	44%	58%	67%	53%	79%
At Meets Grade Level or Above	2024	43%	45%	25%	20%	31%	-	-	-	17%	17%	24%	14%	20%	22%	31%	18%	37%
	2023	45%	47%	30%	21%	21%	-	-	-	20%	19%	27%	18%	12%	25%	38%	20%	48%
At Masters Grade Level	2024	17%	20%	7%	5%	10%	-	-	-	3%	4%	7%	4%	5%	5%	10%	4%	15%
	2023	19%	22%	10%	5%	5%	-	-	-	4%	5%	7%	5%	2%	8%	14%	5%	15%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	76%	61%	23%	30%	-	-	-	22%	59%	37%	64%	54%	60%	70%	50%	87%
	2023	77%	78%	67%	47%	47%	-	-	-	47%	59%	58%	59%	48%	52%	74%	56%	89%
At Meets Grade Level or Above	2024	43%	48%	29%	4%	4%	-	-	-	4%	19%	11%	22%	16%	24%	40%	16%	61%
	2023	47%	51%	34%	12%	12%	-	-	-	12%	20%	28%	20%	13%	14%	45%	18%	63%
At Masters Grade Level	2024	16%	21%	10%	1%	0%	-	-	-	1%	3%	0%	3%	3%	0%	16%	2%	24%
	2023	18%	23%	10%	4%	4%	-	-	-	5%	3%	8%	2%	2%	0%	17%	3%	15%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	80%	70%	-	-	-	-	-	-	54%	*	63%	42%	75%	78%	55%	96%
	2023	78%	80%	68%	-	-	-	-	-	-	50%	-	50%	34%	65%	76%	50%	90%
At Meets Grade Level or Above	2024	51%	56%	36%	-	-	-	-	-	-	17%	*	21%	11%	25%	45%	17%	67%
	2023	52%	57%	38%	-	-	-	-	-	-	15%	-	15%	8%	29%	48%	15%	68%
At Masters Grade Level	2024	27%	33%	15%	-	-	-	-	-	-	5%	*	6%	2%	10%	22%	5%	28%
	2023	27%	33%	16%	-	-	-	-	-	-	3%	-	3%	1%	6%	23%	4%	26%
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) Annual Report 404
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	65%	53%	43%	53%	-	-	-	41%	47%	42%	45%	50%	48%	58%	46%	73%
	2023	64%	66%	55%	46%	46%	-	-	-	45%	51%	54%	50%	46%	59%	60%	49%	71%
All Grades ELA/Reading	2024	67%	68%	55%	44%	51%	-	-	-	43%	45%	46%	45%	44%	53%	63%	45%	78%
	2023	63%	65%	51%	37%	38%	-	-	-	37%	46%	49%	45%	45%	54%	57%	43%	71%
All Grades Mathematics	2024	60%	60%	49%	42%	55%	-	-	-	40%	49%	38%	44%	57%	41%	51%	47%	63%
	2023	66%	68%	60%	55%	54%	-	-	-	53%	57%	60%	57%	47%	64%	63%	56%	72%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	30%	24%	21%	27%	-	-	-	20%	21%	13%	18%	27%	14%	28%	21%	37%
	2023	38%	37%	29%	22%	22%	-	-	-	22%	27%	25%	28%	24%	35%	32%	26%	65%
All Grades ELA/Reading	2024	30%	28%	22%	25%	29%	-	-	-	24%	17%	21%	16%	21%	17%	28%	19%	41%
	2023	35%	35%	26%	19%	19%	-	-	-	19%	23%	26%	23%	24%	29%	30%	22%	74%
All Grades Mathematics	2024	35%	32%	25%	18%	24%	-	-	-	17%	25%	5%	22%	32%	11%	28%	23%	33%
	2023	40%	38%	32%	25%	25%	-	-	-	25%	33%	25%	34%	25%	41%	34%	30%	50%

* 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)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 405

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	97%	99%	99%	100%	100%	92%	98%	98%	99%	99%	98%	99%	99%
Included in Accountability	92%	92%	90%	88%	89%	94%	100%	92%	83%	94%	91%	92%	96%	80%	90%	86%
Not Included in Accountability: Mobile	4%	5%	6%	9%	6%	5%	0%	3%	8%	4%	5%	5%	2%	12%	5%	6%
Not Included in Accountability: Other Exclusions	2%	2%	4%	1%	5%	0%	0%	5%	0%	0%	2%	2%	2%	7%	4%	8%
Not Tested	1%	2%	1%	3%	1%	1%	0%	0%	8%	2%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	1%	0%	0%	8%	2%	2%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	99%	99%	100%	100%	100%	98%	99%	99%	100%	99%	99%	100%
Included in Accountability	91%	90%	87%	88%	86%	94%	100%	85%	80%	93%	89%	90%	93%	78%	88%	82%
Not Included in Accountability: Mobile	4%	5%	5%	8%	5%	5%	0%	4%	20%	5%	5%	5%	2%	12%	5%	6%
Not Included in Accountability: Other Exclusions	4%	4%	6%	1%	8%	0%	0%	12%	0%	0%	4%	4%	5%	9%	7%	12%
Not Tested	1%	1%	1%	2%	1%	1%	0%	0%	0%	2%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	1%	2%	1%	1%	0%	0%	0%	2%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	97%	99%	99%	* 100%	* 100%	* 99%	98%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	92%	90%	87%	90%	93%	* 95%	* 95%	* 94%	91%	93%	97%	80%	91%	88%	88%
Not Included in Accountability: Mobile	5%	5%	6%	9%	6%	6%	* 5%	* 5%	* 5%	6%	5%	2%	13%	6%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	1%	3%	0%	* 0%	* 0%	* 0%	1%	1%	0%	5%	2%	4%	4%
Not Tested	1%	1%	1%	3%	1%	1%	* 0%	* 0%	* 1%	2%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	3%	1%	1%	* 0%	* 0%	* 1%	2%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	1%	0%	0%	* 0%	* 0%	* 0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	98%	99%	99%	* 100%	* 100%	* 97%	98%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	92%	88%	91%	94%	* 100%	* 100%	* 94%	90%	95%	97%	83%	92%	90%	90%
Not Included in Accountability: Mobile	4%	4%	5%	10%	5%	5%	* 0%	* 0%	* 3%	6%	3%	2%	11%	5%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	* 0%	* 0%	* 0%	1%	1%	0%	4%	2%	3%	3%
Not Tested	1%	2%	1%	3%	1%	1%	* 0%	* 0%	* 3%	2%	1%	1%	2%	1%	1%	1%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 406

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	1%	3%	1%	1%	*	0%	*	3%	2%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	99%	98%	99%	99%	*	100%	*	100%	98%	100%	99%	98%	99%	99%
Included in Accountability	94%	93%	94%	92%	93%	97%	*	100%	*	98%	95%	97%	98%	85%	94%	91%
Not Included in Accountability: Mobile	4%	4%	4%	7%	4%	1%	*	0%	*	2%	3%	3%	1%	9%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	4%	1%	3%
Not Tested	1%	2%	1%	2%	1%	1%	*	0%	*	0%	2%	0%	1%	2%	1%	1%
Absent	1%	2%	1%	2%	1%	1%	*	0%	*	0%	2%	0%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	97%	83%	98%	96%	*	*	-	100%	*	*	98%	95%	97%	97%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	96%	99%	98%	100%	100%	94%	98%	98%	100%	99%	98%	98%	99%
Included in Accountability	93%	92%	91%	89%	91%	95%	95%	91%	88%	93%	91%	96%	95%	84%	91%	88%
Not Included in Accountability: Mobile	4%	4%	5%	7%	5%	4%	5%	6%	6%	4%	4%	2%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	2%	2%	3%	0%	3%	0%	0%	3%	0%	1%	3%	1%	2%	5%	3%	6%
Not Tested	1%	2%	1%	4%	1%	2%	0%	0%	6%	2%	2%	0%	1%	2%	2%	1%
Absent	1%	1%	1%	4%	1%	1%	0%	0%	6%	2%	2%	0%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	95%	99%	99%	100%	100%	100%	97%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	91%	90%	88%	89%	95%	91%	86%	100%	92%	90%	95%	94%	82%	89%	85%
Not Included in Accountability: Mobile	4%	4%	5%	7%	5%	4%	9%	6%	0%	4%	4%	2%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	3%	3%	5%	0%	6%	0%	0%	8%	0%	1%	5%	2%	3%	7%	5%	10%
Not Tested	1%	1%	1%	5%	1%	1%	0%	0%	0%	3%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	4%	1%	1%	0%	0%	0%	3%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	98%	99%	98%	*	100%	80%	98%	98%	100%	99%	98%	98%	99%
Included in Accountability	94%	93%	92%	90%	91%	94%	*	94%	80%	93%	92%	96%	96%	84%	92%	90%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 407

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	5%	8%	5%	4%	*	6%	0%	4%	4%	3%	2%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	1%	2%	0%	*	0%	0%	0%	1%	0%	0%	4%	2%	3%
Not Tested	1%	1%	2%	2%	1%	2%	*	0%	20%	2%	2%	0%	1%	2%	2%	1%
Absent	1%	1%	1%	2%	1%	1%	*	0%	20%	2%	2%	0%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	98%	96%	98%	98%	*	100%	*	98%	96%	100%	99%	97%	98%	98%
Included in Accountability	93%	93%	93%	87%	93%	95%	*	89%	*	94%	91%	99%	97%	86%	92%	92%
Not Included in Accountability: Mobile	4%	4%	4%	10%	4%	3%	*	11%	*	3%	4%	1%	1%	9%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	2%
Not Tested	1%	2%	2%	4%	2%	2%	*	0%	*	2%	4%	0%	1%	3%	2%	2%
Absent	1%	2%	2%	4%	2%	1%	*	0%	*	2%	3%	0%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	93%	97%	98%	100%	100%	*	98%	96%	100%	98%	97%	97%	98%
Included in Accountability	94%	93%	93%	87%	93%	97%	100%	100%	*	91%	91%	100%	96%	87%	92%	91%
Not Included in Accountability: Mobile	4%	4%	3%	5%	3%	1%	0%	0%	*	5%	4%	0%	1%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	*	2%	1%	0%	0%	3%	1%	2%
Not Tested	1%	2%	2%	7%	3%	2%	0%	0%	*	2%	4%	0%	2%	3%	3%	2%
Absent	1%	2%	2%	7%	3%	2%	0%	0%	*	2%	4%	0%	2%	3%	3%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	95%	100%	95%	94%	-	*	-	*	*	-	96%	90%	95%	90%

* 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)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 408

	State	Region 13	District	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%	92.8%	92.0%	90.6%	91.7%	93.1%	92.4%	96.3%	88.0%	91.3%	89.8%	91.4%	91.9%
2021-22	92.2%	91.8%	90.6%	90.6%	90.3%	91.8%	87.8%	92.9%	88.0%	89.4%	88.5%	89.9%	90.6%
Chronic Absenteeism													
2022-23	20.3%	21.5%	27.6%	32.9%	28.9%	22.0%	35.0%	6.5%	44.4%	29.0%	36.6%	30.2%	27.8%
2021-22	25.7%	26.8%	34.8%	35.5%	35.9%	30.0%	40.0%	14.0%	40.0%	41.9%	43.7%	38.1%	34.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.5%	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%	2.3%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.8%	0.1%	0.1%
2021-22	2.2%	2.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.3%	0.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.2%	97.5%	100.0%	97.0%	99.5%	*	*	*	90.5%	92.1%	98.1%	97.5%
Received TxCHSE	0.3%	0.4%	0.2%	0.0%	0.2%	0.5%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	2.8%	1.8%	0.0%	2.2%	0.0%	*	*	*	9.5%	5.3%	1.2%	2.1%
Dropped Out	6.3%	5.5%	0.5%	0.0%	0.6%	0.0%	*	*	*	0.0%	2.6%	0.7%	0.4%
Graduates and TxCHSE	90.6%	91.6%	97.7%	100.0%	97.1%	100.0%	*	*	*	90.5%	92.1%	98.1%	97.5%
Graduates, TxCHSE, and Continuers	93.7%	94.5%	99.5%	100.0%	99.4%	100.0%	*	*	*	100.0%	97.4%	99.3%	99.6%
Class of 2022													
Graduated	89.7%	91.5%	97.3%	100.0%	97.4%	96.0%	*	*	*	100.0%	96.1%	95.8%	95.0%
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	3.3%	1.5%	0.0%	1.7%	1.5%	*	*	*	0.0%	1.3%	2.1%	2.8%
Dropped Out	6.4%	4.9%	1.2%	0.0%	0.9%	2.5%	*	*	*	0.0%	2.6%	2.1%	2.2%
Graduates and TxCHSE	90.0%	91.8%	97.3%	100.0%	97.4%	96.0%	*	*	*	100.0%	96.1%	95.8%	95.0%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	98.8%	100.0%	99.1%	97.5%	*	*	*	100.0%	97.4%	97.9%	97.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.3%	98.5%	100.0%	98.8%	97.0%	*	*	*	100.0%	96.1%	97.3%	97.2%
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.2%	0.2%	0.0%	0.2%	0.5%	*	*	*	0.0%	0.0%	0.4%	0.6%
Dropped Out	6.8%	5.1%	1.3%	0.0%	1.0%	2.5%	*	*	*	0.0%	3.9%	2.3%	2.2%
Graduates and TxCHSE	92.2%	93.7%	98.5%	100.0%	98.8%	97.0%	*	*	*	100.0%	96.1%	97.3%	97.2%
Graduates, TxCHSE, and Continuers	93.2%	94.9%	98.7%	100.0%	99.0%	97.5%	*	*	*	100.0%	96.1%	97.7%	97.8%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 409

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	93.5%	98.7%	93.8%	99.3%	98.6%	*	100.0%	*	88.9%	97.0%	98.1%	98.4%
Received TxCHSE	0.4%	0.5%	0.4%	0.0%	0.0%	0.5%	*	0.0%	*	11.1%	1.5%	0.4%	0.0%
Continued HS	1.0%	1.3%	0.1%	0.0%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.8%
Dropped Out	6.3%	4.7%	0.8%	6.3%	0.5%	0.9%	*	0.0%	*	0.0%	1.5%	1.3%	0.8%
Graduates and TxCHSE	92.7%	94.0%	99.0%	93.8%	99.3%	99.1%	*	100.0%	*	100.0%	98.5%	98.5%	98.4%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	99.2%	93.8%	99.5%	99.1%	*	100.0%	*	100.0%	98.5%	98.7%	99.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	93.8%	98.8%	93.8%	99.5%	98.6%	*	100.0%	*	88.9%	97.0%	98.3%	99.2%
Received TxCHSE	0.5%	0.6%	0.4%	0.0%	0.0%	0.5%	*	0.0%	*	11.1%	1.5%	0.4%	0.0%
Continued HS	0.5%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.8%	0.8%	6.3%	0.5%	0.9%	*	0.0%	*	0.0%	1.5%	1.3%	0.8%
Graduates and TxCHSE	93.2%	94.4%	99.2%	93.8%	99.5%	99.1%	*	100.0%	*	100.0%	98.5%	98.7%	99.2%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	99.2%	93.8%	99.5%	99.1%	*	100.0%	*	100.0%	98.5%	98.7%	99.2%
Class of 2020													
Graduated	92.7%	94.1%	98.3%	97.4%	98.5%	98.6%	*	*	*	92.9%	97.2%	97.4%	98.3%
Received TxCHSE	0.5%	0.5%	0.1%	0.0%	0.2%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.9%
Continued HS	0.5%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.7%	1.6%	2.6%	1.3%	1.4%	*	*	*	7.1%	2.8%	2.4%	0.9%
Graduates and TxCHSE	93.2%	94.6%	98.4%	97.4%	98.7%	98.6%	*	*	*	92.9%	97.2%	97.6%	99.1%
Graduates, TxCHSE, and Continuers	93.8%	95.3%	98.4%	97.4%	98.7%	98.6%	*	*	*	92.9%	97.2%	97.6%	99.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.2%	95.4%	89.3%	94.9%	98.5%	*	*	*	90.5%	80.7%	96.9%	95.5%
Class of 2022	89.7%	91.5%	95.5%	96.7%	95.5%	94.6%	*	*	*	100.0%	84.1%	94.1%	91.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	8.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	3.2%	0.9%	0.0%	0.8%	1.6%	*	*	*	0.0%	0.0%	1.3%	1.3%
Class of 2022	3.7%	3.1%	1.0%	0.0%	1.0%	0.5%	*	*	*	3.8%	2.7%	1.5%	1.2%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	87.2%	71.2%	72.0%	68.5%	78.1%	*	*	*	89.5%	51.4%	66.4%	57.8%
Class of 2022	84.3%	86.4%	72.7%	75.9%	69.1%	83.0%	*	*	*	65.4%	54.1%	66.6%	57.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	90.2%	72.2%	72.0%	69.4%	79.7%	*	*	*	89.5%	51.4%	67.7%	59.1%
Class of 2022	88.0%	89.4%	73.7%	75.9%	70.1%	83.5%	*	*	*	69.2%	56.8%	68.1%	58.5%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	5.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	3.3%	0.9%	3.7%	0.8%	1.0%	*	*	*	0.0%	0.0%	1.2%	1.4%
2021-22	3.9%	3.4%	1.0%	0.0%	0.9%	1.5%	*	*	*	3.7%	2.4%	1.3%	1.4%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	85.1%	69.0%	63.0%	66.3%	77.4%	*	*	*	81.0%	47.4%	63.8%	62.0%
2021-22	82.3%	84.4%	69.7%	68.8%	66.8%	77.9%	*	*	*	63.0%	47.6%	64.6%	67.6%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	87.5%	69.9%	66.7%	67.1%	78.5%	*	*	*	81.0%	47.4%	65.0%	63.3%
2021-22	86.0%	86.8%	70.7%	68.8%	67.7%	79.4%	*	*	*	66.7%	50.0%	65.9%	69.0%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	886	100.0%	377,367	100.0%
By Ethnicity:				
African American	27	3.0%	46,822	12.4%
Hispanic	638	72.0%	197,333	52.3%
White	195	22.0%	103,009	27.3%
American Indian	2	0.2%	1,181	0.3%
Asian	2	0.2%	19,151	5.1%
Pacific Islander	1	0.1%	574	0.2%
Two or More Races	21	2.4%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	267	30.1%	49,278	13.1%
Foundation H.S. Program (Endorsement)	8	0.9%	16,475	4.4%
Foundation H.S. Program (DLA)	611	69.0%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	78	8.8%	34,589	9.2%
Economically Disadvantaged Graduates	591	66.7%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	221	24.9%	50,229	13.3%
At-Risk Graduates	515	58.1%	168,430	44.6%
CTE Completers	213	24.0%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	76.5%	47.6%	48.1%	42.5%	63.9%	*	*	*	47.6%	64.1%	40.3%	33.9%
2021-22	70.0%	70.5%	49.0%	43.8%	44.6%	59.8%	*	*	*	59.3%	67.9%	43.1%	32.6%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	67.1%	37.4%	25.9%	32.3%	54.6%	*	*	*	42.9%	48.7%	30.3%	23.1%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	72.0%	44.6%	33.3%	40.9%	59.0%	*	*	*	38.1%	6.4%	38.1%	28.1%
2021-22	57.1%	66.5%	44.4%	40.6%	38.1%	62.3%	*	*	*	44.4%	8.3%	35.6%	14.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	62.5%	27.7%	18.5%	23.0%	43.6%	*	*	*	28.6%	0.0%	20.0%	9.5%
2021-22	48.2%	57.3%	29.5%	28.1%	23.0%	46.1%	*	*	*	37.0%	1.2%	22.5%	5.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	57.3%	26.4%	18.5%	21.5%	43.1%	*	*	*	28.6%	0.0%	18.8%	7.7%
2021-22	42.2%	51.9%	27.7%	28.1%	21.3%	43.6%	*	*	*	37.0%	1.2%	21.3%	4.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	29.2%	11.9%	3.7%	10.5%	16.9%	*	*	*	9.5%	0.0%	8.6%	6.8%
2021-22	20.5%	29.0%	12.8%	6.3%	11.4%	16.2%	*	*	*	18.5%	0.0%	11.6%	9.2%
Associate Degree (Annual Graduates)													
2022-23	2.5%	1.3%	4.4%	0.0%	4.2%	4.6%	*	*	*	4.8%	1.3%	2.2%	0.9%
2021-22	2.4%	0.7%	3.7%	0.0%	3.6%	4.4%	*	*	*	0.0%	0.0%	3.2%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.8%	20.0%	14.8%	15.8%	33.8%	*	*	*	19.0%	1.3%	13.5%	7.7%
2021-22	24.0%	21.9%	22.0%	15.6%	18.4%	30.9%	*	*	*	33.3%	3.6%	16.4%	2.8%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	12.1%	0.1%	0.0%	0.2%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.5%
2021-22	4.4%	12.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.2%	4.2%	7.4%	3.9%	3.6%	*	*	*	9.5%	47.4%	5.1%	6.3%
2021-22	5.0%	5.5%	4.9%	6.3%	5.4%	2.5%	*	*	*	7.4%	50.0%	5.3%	10.6%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	28.0%	18.4%	22.2%	18.4%	19.6%	*	*	*	9.5%	35.9%	18.0%	18.6%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	25.3%	14.1%	7.4%	14.3%	15.9%	*	*	*	4.8%	11.5%	14.0%	14.0%
2021-22	28.0%	18.8%	11.4%	12.5%	11.4%	12.3%	*	*	*	3.7%	7.1%	11.8%	11.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.3%	0.7%	0.0%	0.8%	0.5%	*	*	*	0.0%	0.0%	0.7%	1.8%
2021-22	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.6%	3.4%	11.1%	3.4%	2.6%	*	*	*	0.0%	29.5%	3.2%	3.2%
2021-22	2.5%	2.3%	2.7%	9.4%	1.9%	3.4%	*	*	*	7.4%	25.0%	2.1%	2.8%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	1.2%	3.7%	0.8%	2.1%	*	*	*	4.8%	0.0%	0.8%	0.5%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 414

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	20.6%	30.8%	33.3%	28.4%	38.5%	*	*	*	28.6%	3.8%	24.2%	14.0%
	2021-22	22.8%	20.3%	32.3%	25.0%	31.1%	36.3%	*	*	*	29.6%	8.3%	26.3%	13.4%
Mathematics	2022-23	19.9%	26.0%	18.4%	14.8%	16.0%	26.2%	*	*	*	19.0%	0.0%	13.4%	4.5%
	2021-22	18.7%	23.8%	24.1%	25.0%	21.3%	29.9%	*	*	*	29.6%	1.2%	20.4%	4.2%
Both Subjects	2022-23	12.5%	13.1%	16.6%	14.8%	14.7%	22.1%	*	*	*	19.0%	0.0%	11.8%	4.1%
	2021-22	12.6%	12.4%	18.9%	25.0%	17.0%	21.1%	*	*	*	25.9%	1.2%	15.8%	3.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	16.8%	4.4%	0.0%	6.0%	0.5%	*	*	*	0.0%	0.0%	5.8%	11.3%
	2021-22	11.7%	11.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	15.0%	2.3%	0.0%	3.1%	0.0%	*	*	*	0.0%	0.0%	2.9%	5.0%
	2021-22	14.0%	10.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	7.4%	1.4%	0.0%	1.9%	0.0%	*	*	*	0.0%	0.0%	1.7%	3.2%
	2021-22	7.5%	4.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	29.8%	22.4%	15.1%	20.4%	27.9%	16.7%	33.3%	*	33.3%	2.1%	19.0%	14.5%
	2022	23.0%	27.9%	15.8%	18.6%	12.2%	24.4%	*	100.0%	*	17.0%	0.0%	10.5%	4.8%
English Language Arts	2023	13.8%	16.3%	8.6%	5.7%	7.4%	12.9%	0.0%	0.0%	*	9.5%	1.0%	6.2%	4.1%
	2022	13.2%	15.6%	4.8%	6.8%	3.8%	7.5%	*	0.0%	*	4.3%	0.0%	3.1%	1.3%
Mathematics	2023	7.0%	10.8%	3.1%	3.8%	2.5%	4.8%	0.0%	0.0%	*	4.8%	0.5%	2.3%	0.6%
	2022	6.9%	10.7%	3.8%	8.5%	3.2%	4.7%	*	0.0%	*	6.4%	0.0%	2.2%	0.0%
Science	2023	10.3%	15.4%	12.2%	7.5%	10.3%	17.2%	16.7%	0.0%	*	28.6%	0.5%	9.3%	5.9%
	2022	9.6%	14.0%	9.1%	10.2%	6.7%	15.2%	*	16.7%	*	12.8%	0.0%	5.5%	1.3%
Social Studies	2023	13.1%	15.4%	9.8%	7.5%	8.2%	13.8%	0.0%	33.3%	*	16.7%	0.0%	6.9%	4.9%
	2022	12.5%	14.7%	7.9%	8.5%	5.8%	12.7%	*	50.0%	*	10.6%	0.0%	4.7%	1.9%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	69.6%	36.9%	12.5%	38.0%	36.8%	*	*	-	21.4%	*	33.9%	36.6%
	2022	53.3%	69.3%	33.7%	9.1%	30.0%	37.8%	-	66.7%	*	62.5%	-	30.5%	44.4%
English Language Arts	2023	52.3%	72.3%	28.6%	*	20.4%	42.6%	-	-	-	*	*	17.6%	5.0%
	2022	53.2%	72.2%	30.0%	*	27.3%	36.7%	-	-	-	*	-	21.4%	0.0%
Mathematics	2023	50.8%	67.1%	30.4%	*	28.1%	35.0%	-	-	-	*	*	18.5%	*
	2022	50.4%	65.1%	12.5%	0.0%	5.4%	26.3%	-	-	-	*	-	5.0%	-
Science	2023	44.8%	58.6%	12.8%	*	11.5%	16.7%	*	-	-	8.3%	*	6.3%	3.4%
	2022	44.7%	56.8%	19.1%	16.7%	13.0%	26.2%	-	*	*	33.3%	-	10.0%	0.0%

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 415

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	63.0%	23.3%	*	17.3%	32.8%	-	*	-	14.3%	-	18.1%	0.0%
	2022	41.9%	62.1%	25.2%	0.0%	19.4%	29.4%	-	*	-	60.0%	-	14.3%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	85.8%	81.4%	70.4%	79.8%	87.7%	*	*	*	85.7%	63.2%	79.3%	74.1%
	2021-22	71.5%	72.7%	71.8%	75.0%	67.9%	82.4%	*	*	*	63.0%	53.5%	69.1%	64.3%
At/Above Criterion for All Examinees	2022-23	28.9%	39.5%	15.8%	10.5%	10.4%	30.4%	*	*	*	27.8%	0.0%	8.7%	0.5%
	2021-22	32.1%	45.6%	15.7%	16.7%	8.8%	29.8%	-	*	*	35.3%	2.2%	9.0%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1025	881	840	851	975	*	*	*	878	742	841	761
	2021-22	1001	1062	907	890	868	992	-	1053	833	970	761	876	773
English Language Arts and Writing	2022-23	497	521	443	429	425	498	*	*	*	437	375	422	375
	2021-22	506	537	457	463	435	507	-	488	403	498	378	442	377
Mathematics	2022-23	482	504	438	411	426	477	*	*	*	442	367	420	386
	2021-22	496	525	449	426	434	486	-	565	430	472	382	434	396
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	22.2	20.0	*	*	*	-	-	-	*	-	18.7	-
	2021-22	19.5	23.7	20.5	18.3	20.8	21.4	-	20.0	-	-	17.0	21.2	16.0
English Language Arts	2022-23	18.8	22.1	19.4	*	*	*	-	-	-	*	-	17.9	-
	2021-22	19.2	23.9	20.9	18.4	20.6	22.0	-	22.0	-	-	14.5	22.8	17.5
Mathematics	2022-23	18.9	21.6	19.7	*	*	*	-	-	-	*	-	17.8	-
	2021-22	19.3	22.9	18.6	17.5	19.5	18.7	-	18.0	-	-	21.0	18.0	13.0
Science	2022-23	19.5	22.2	21.3	*	*	*	-	-	-	*	-	20.7	-
	2021-22	19.8	23.6	21.1	18.5	21.3	22.4	-	18.0	-	-	19.0	20.2	16.0

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Annual Report 416

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	47.4%	42.2%	33.6%	38.4%	57.5%	55.6%	61.1%	20.0%	40.4%	16.7%	37.7%	26.5%
	2021-22	44.2%	46.5%	39.1%	37.4%	35.6%	50.0%	22.2%	76.5%	40.0%	39.6%	15.7%	32.6%	23.4%
English Language Arts	2022-23	17.4%	18.6%	15.5%	9.9%	12.8%	25.3%	11.1%	44.4%	*	17.6%	1.0%	11.8%	4.5%
	2021-22	16.6%	18.3%	16.2%	14.7%	13.1%	25.0%	12.5%	52.9%	0.0%	19.6%	0.5%	12.2%	3.3%
Mathematics	2022-23	19.5%	22.3%	13.0%	7.6%	11.6%	18.7%	12.5%	29.4%	0.0%	11.5%	3.6%	11.4%	8.2%
	2021-22	19.9%	22.4%	12.4%	12.7%	11.0%	16.2%	0.0%	27.3%	*	17.9%	2.0%	9.2%	5.0%
Science	2022-23	21.5%	23.3%	24.3%	16.8%	22.0%	34.2%	50.0%	33.3%	20.0%	21.0%	12.7%	21.9%	15.7%
	2021-22	21.1%	22.6%	24.0%	28.2%	21.8%	30.0%	12.5%	31.3%	40.0%	24.5%	12.6%	19.6%	15.0%
Social Studies	2022-23	24.0%	26.3%	22.3%	22.0%	18.2%	36.2%	12.5%	50.0%	20.0%	27.6%	1.0%	16.9%	7.7%
	2021-22	22.8%	25.0%	18.8%	17.7%	15.0%	29.4%	12.5%	76.5%	0.0%	22.0%	1.2%	12.7%	4.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	12,923	100.0%	5,517,464	100.0%	13,010	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	34	0.3%	18,968	0.3%	55	0.4%	26,847	0.5%
Pre-Kindergarten	607	4.7%	247,979	4.5%	607	4.7%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	607	4.7%	205,531	3.7%	607	4.7%	205,907	3.7%
Kindergarten	832	6.4%	361,329	6.5%	833	6.4%	361,799	6.5%
Grade 1	862	6.7%	385,096	7.0%	864	6.6%	385,471	7.0%
Grade 2	987	7.6%	402,233	7.3%	992	7.6%	402,576	7.3%
Grade 3	896	6.9%	399,869	7.2%	896	6.9%	400,181	7.2%
Grade 4	909	7.0%	399,137	7.2%	910	7.0%	399,422	7.2%
Grade 5	848	6.6%	399,200	7.2%	848	6.5%	399,419	7.2%
Grade 6	871	6.7%	400,347	7.3%	871	6.7%	400,511	7.2%
Grade 7	957	7.4%	405,118	7.3%	957	7.4%	405,298	7.3%
Grade 8	953	7.4%	414,033	7.5%	953	7.3%	414,195	7.5%
Grade 9	1,313	10.2%	472,595	8.6%	1,313	10.1%	472,783	8.5%
Grade 10	1,113	8.6%	439,091	8.0%	1,113	8.6%	439,298	7.9%
Grade 11	914	7.1%	406,681	7.4%	914	7.0%	406,966	7.4%
Grade 12	827	6.4%	365,788	6.6%	884	6.8%	367,894	6.7%
Ethnic Distribution								
African American	369	2.9%	706,235	12.8%	371	2.9%	707,609	12.8%
Hispanic	9,778	75.7%	2,936,051	53.2%	9,844	75.7%	2,942,144	53.2%
White	2,384	18.4%	1,379,090	25.0%	2,403	18.5%	1,384,437	25.0%
American Indian	18	0.1%	17,886	0.3%	18	0.1%	17,939	0.3%
Asian	39	0.3%	295,946	5.4%	39	0.3%	296,367	5.4%
Pacific Islander	7	0.1%	8,831	0.2%	7	0.1%	8,844	0.2%
Two or More Races	328	2.5%	173,425	3.1%	328	2.5%	173,896	3.1%
Sex								
Female	6,290	48.7%	2,695,318	48.9%	6,318	48.6%	2,700,356	48.8%
Male	6,633	51.3%	2,822,146	51.1%	6,692	51.4%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	9,137	70.7%	3,434,955	62.3%	9,185	70.6%	3,439,856	62.2%
Non-Educationally Disadvantaged	3,786	29.3%	2,082,509	37.7%	3,825	29.4%	2,091,380	37.8%
Section 504 Students	1,243	9.6%	399,808	7.2%	1,250	9.6%	400,078	7.2%
EB Students/EL	5,754	44.5%	1,344,804	24.4%	5,779	44.4%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	589	4.3%	105,976	1.9%				
Students w/ Dyslexia	1,187	9.2%	329,004	6.0%	1,198	9.2%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	37	0.3%	12,418	0.2%	37	0.3%	12,469	0.2%
Homeless	371	2.9%	77,809	1.4%	373	2.9%	77,942	1.4%
Immigrant	417	3.2%	158,717	2.9%	418	3.2%	158,832	2.9%
Migrant	38	0.3%	13,481	0.2%	40	0.3%	13,528	0.2%
Title I	8,756	67.8%	3,624,288	65.7%	8,786	67.5%	3,632,539	65.7%
Military Connected	104	0.8%	212,919	3.9%	105	0.8%	213,035	3.9%
At-Risk	9,075	70.2%	2,937,834	53.2%	9,129	70.2%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	5,637	43.6%	1,350,113	24.5%	5,655	43.5%	1,350,920	24.4%
Career and Technical Education	2,999	23.2%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	2,780	66.7%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	1,005	7.8%	469,054	8.5%	1,005	7.7%	469,170	8.5%
Special Education	1,785	13.8%	764,858	13.9%	1,838	14.1%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	1,785		764,858					
Students with Intellectual Disabilities	968	54.2%	349,307	45.7%				
Students with Physical Disabilities	370	20.7%	144,191	18.9%				
Students with Autism	205	11.5%	124,254	16.2%				
Students with Behavioral Disabilities	233	13.1%	134,373	17.6%				
Students with Non-Categorical Early Childhood	9	0.5%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	1,757	14.6%	864,058	16.1%				
African American	97	0.8%	181,855	3.4%				
Hispanic	1,275	10.6%	455,070	8.5%				
White	318	2.7%	165,204	3.1%				
American Indian	6	0.1%	3,184	0.1%				
Asian	3	0.0%	27,631	0.5%				
Pacific Islander	2	0.0%	1,840	0.0%				
Two or More Races	56	0.5%	29,274	0.5%				
Special Ed Students who are Mobile	303	17.8%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	717	14.6%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	1,418	15.4%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	2,704	27.6%	767,390	18.1%				

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	1.0%	1.3%	1.8%	3.9%
Grade 1	0.1%	2.1%	0.8%	3.3%
Grade 2	0.4%	1.3%	0.0%	1.6%
Grade 3	0.3%	0.7%	0.0%	0.7%
Grade 4	0.3%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.4%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	0.0%	0.4%
Grade 8	0.2%	0.4%	0.0%	0.5%
Grade 9	17.6%	7.9%	30.9%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	13	0.2%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	19.7	18.4
Grade 1	19.4	18.8
Grade 2	19.6	19.1
Grade 3	19.5	19.4
Grade 4	19.7	19.4
Grade 5	19.0	20.9
Grade 6	18.0	19.2
Secondary		
English/Language Arts	15.3	16.3
Foreign Languages	20.1	18.8
Mathematics	18.4	17.5
Science	20.7	18.5
Social Studies	19.9	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,578.5	100.0%	775,882.5	100.0%
Professional Staff	1,088.3	68.9%	496,151.0	63.9%
Teachers	815.9	51.7%	374,799.9	48.3%
Professional Support	190.6	12.1%	86,026.7	11.1%
Campus Administration (School Leadership)	63.9	4.0%	25,836.1	3.3%
Central Administration	18.0	1.1%	9,488.3	1.2%
Educational Aides	272.3	17.3%	88,200.6	11.4%
Auxiliary Staff	217.8	13.8%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	9.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	27.0	n/a	13,870.0	n/a
Part-time Counselors	4.0	n/a	1,172.0	n/a
Total Minority Staff	601.3	38.1%	421,896.4	54.4%
Teachers by Ethnicity				
African American	48.9	6.0%	47,341.1	12.6%
Hispanic	187.1	22.9%	112,921.8	30.1%
White	559.5	68.6%	200,118.0	53.4%
American Indian	2.9	0.4%	1,286.9	0.3%
Asian	5.9	0.7%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	11.5	1.4%	4,726.6	1.3%
Teachers by Sex				
Males	199.8	24.5%	91,815.2	24.5%
Females	616.1	75.5%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	84.2	10.3%	9,453.8	2.5%
Bachelors	560.3	68.7%	268,886.4	71.7%
Masters	163.4	20.0%	93,414.7	24.9%
Doctorate	7.9	1.0%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	68.9	8.4%	32,507.6	8.7%
1-5 Years Experience	295.4	36.2%	102,619.4	27.4%
6-10 Years Experience	139.1	17.1%	75,585.4	20.2%
11-20 Years Experience	175.5	21.5%	101,415.3	27.1%
21-30 Years Experience	107.1	13.1%	51,471.9	13.7%
Over 30 Years Experience	29.8	3.6%	11,200.2	3.0%
Number of Students per Teacher	15.8	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 BASTROP ISD (011901) - BASTROP COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	4.3	6.0
Average Years Experience of Principals with District	3.6	5.1
Average Years Experience of Assistant Principals	5.1	5.1
Average Years Experience of Assistant Principals with District	4.1	4.3
Average Years Experience of Teachers	10.5	11.1
Average Years Experience of Teachers with District	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$54,662	\$54,272
1-5 Years Experience	\$57,912	\$58,185
6-10 Years Experience	\$57,935	\$61,494
11-20 Years Experience	\$60,870	\$65,219
21-30 Years Experience	\$66,003	\$69,723
Over 30 Years Experience	\$76,076	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$60,003	\$62,474
Professional Support	\$71,213	\$73,783
Campus Administration (School Leadership)	\$85,722	\$86,738
Central Administration	\$133,594	\$116,028
Instructional Staff Percent	76.8%	65.0%
Turnover Rate for Teachers	21.6%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	9,429	\$5,848
Exemplary	*	*	10,279	\$11,434
Master	-	-	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
BASTROP ISD (011901) - BASTROP COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	121.5	14.9%	22,656.0	6.0%
Career and Technical Education	36.2	4.4%	20,454.1	5.5%
Compensatory Education	50.0	6.1%	11,626.3	3.1%
Gifted and Talented Education	12.1	1.5%	6,181.4	1.6%
Regular Education	456.3	55.9%	261,452.4	69.8%
Special Education	99.4	12.2%	38,736.9	10.3%
Other	40.5	5.0%	13,749.8	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.

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.)



Bastrop ISD 2023 – 2024 Annual Report

Section 2

PEIMS Financial Standard Report (2022 – 2023 Financial Actual Report)

**2022 - 2023 Actual Financial Data
Totals for BASTROP ISD (011901)
Total Enrolled Membership: 12,449**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$63,668,626	55.96%	\$5,114	\$63,668,626	44.06%	\$5,114	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$45,017,378	39.56%	\$3,616	\$47,677,770	32.99%	\$3,830	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$2,179,650	1.92%	\$175	\$27,421,257	18.98%	\$2,203	\$14,132,922,804	20.03%	\$2,568
Other Local	\$2,916,452	2.56%	\$234	\$5,734,377	3.97%	\$461	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$113,782,106	100.00%	\$9,140	\$144,502,030	100.00%	\$11,608	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$29,723,967	89.57%	\$2,388	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$718,870	2.17%	\$58	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$699,118	2.11%	\$56	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$2,043,230	100.00%	\$164	\$2,043,230	6.16%	\$164	\$879,081,869	7.47%	\$160
Total Other Revenue	\$2,043,230	100.00%	\$164	\$33,185,185	100.00%	\$2,666	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$115,825,336	100.00%	\$9,304	\$177,687,215	100.00%	\$14,273	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$115,825,336	100.00%	\$9,304	\$177,687,215	100.00%	\$14,273	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$5,379,534	100.00%	\$432	\$5,535,215	100.00%	\$445	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$5,379,534	100.00%	\$432	\$5,535,215	100.00%	\$445	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$121,204,870	100.00%	\$9,736	\$183,222,430	100.00%	\$14,718	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

**2022 - 2023 Actual Financial Data
Totals for BASTROP ISD (011901)
Total Enrolled Membership: 12,449**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	\$86,178,633	76.01%	\$6,923	\$98,883,304	69.89%	\$7,943	\$53,061,122,304	77.83%	\$9,642
Professional & Contracted Services (Object 62xx)	\$17,524,864	15.46%	\$1,408	\$27,608,806	19.51%	\$2,218	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$8,008,067	7.06%	\$643	\$12,579,338	8.89%	\$1,010	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$1,669,320	1.47%	\$134	\$2,421,951	1.71%	\$195	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$113,380,884	100.00%	\$9,108	\$141,493,399	100.00%	\$11,366	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$87,430	0.08%	\$7	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$992,174	26.50%	\$80	\$31,456,302	28.63%	\$2,527	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$2,752,518	73.50%	\$221	\$78,332,385	71.29%	\$6,292	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$3,744,692	100.00%	\$301	\$109,876,117	100.00%	\$8,826	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$117,125,576	100.00%	\$9,408	\$251,369,516	100.00%	\$20,192	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$67,843,131	59.84%	\$5,450	\$79,605,024	56.26%	\$6,394	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$1,142,566	1.01%	\$92	\$1,143,808	0.81%	\$92	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$1,913,454	1.69%	\$154	\$3,012,141	2.13%	\$242	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$1,284,861	1.13%	\$103	\$1,412,606	1.00%	\$113	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$6,933,407	6.12%	\$557	\$7,142,723	5.05%	\$574	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$4,336,277	3.82%	\$348	\$5,969,258	4.22%	\$479	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$217,738	0.19%	\$17	\$924,821	0.65%	\$74	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$1,072,417	0.95%	\$86	\$1,075,777	0.76%	\$86	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$7,460,665	6.58%	\$599	\$8,167,712	5.77%	\$656	\$2,059,867,566	3.02%	\$374
Food Services (Function 35)	\$0	0.00%	\$0	\$6,773,852	4.79%	\$544	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$3,729,088	3.29%	\$300	\$5,172,799	3.66%	\$416	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$3,633,632	3.20%	\$292	\$3,638,186	2.57%	\$292	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$9,357,334	8.25%	\$752	\$11,157,796	7.89%	\$896	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$2,491,541	2.20%	\$200	\$2,723,889	1.93%	\$219	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$1,963,186	1.73%	\$158	\$2,072,760	1.46%	\$167	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$1,587	0.00%	\$0	\$1,500,247	1.06%	\$121	\$352,764,015	0.52%	\$64

**2022 - 2023 Actual Financial Data
Totals for BASTROP ISD (011901)
Total Enrolled Membership: 12,449**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4
Total Operating Expenditures by Function	\$113,380,884	100.00%	\$9,108	\$141,493,399	100.00%	\$11,366	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$87,430	0.08%	\$7	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$992,174	26.50%	\$80	\$31,456,302	28.63%	\$2,527	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$2,752,518	73.50%	\$221	\$78,332,385	71.29%	\$6,292	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$3,744,692	100.00%	\$301	\$109,876,117	100.00%	\$8,826	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$117,125,576	100.00%	\$9,408	\$251,369,516	100.00%	\$20,192	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$51,741,409	45.64%	\$4,156	\$52,263,278	36.94%	\$4,198	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$298,157	0.26%	\$24	\$298,157	0.21%	\$24	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$3,442,506	3.04%	\$277	\$3,822,400	2.70%	\$307	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$16,758,290	14.78%	\$1,346	\$21,049,354	14.88%	\$1,691	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$7,739,942	6.83%	\$622	\$20,476,779	14.47%	\$1,645	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$2,281,812	2.01%	\$183	\$2,699,410	1.91%	\$217	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$3,007,352	2.65%	\$242	\$3,007,352	2.13%	\$242	\$1,312,642,101	1.93%	\$239
Dyslexia or Related Disorder Services (PIC 37)	\$1,033,055	0.91%	\$83	\$1,033,055	0.73%	\$83	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$422,062	0.37%	\$34	\$422,062	0.30%	\$34	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$2,640,186	2.33%	\$212	\$2,640,186	1.87%	\$212	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$24,016,113	21.18%	\$1,929	\$33,781,366	23.87%	\$2,714	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$113,380,884	100.00%	\$9,108	\$141,493,399	100.00%	\$11,366	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$87,430	0.08%	\$7	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$992,174	26.50%	\$80	\$31,456,302	28.63%	\$2,527	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$2,752,518	73.50%	\$221	\$78,332,385	71.29%	\$6,292	\$13,009,251,112	53.68%	\$2,364

**2022 - 2023 Actual Financial Data
Totals for BASTROP ISD (011901)
Total Enrolled Membership: 12,449**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$3,744,692	100.00%	\$301	\$109,876,117	100.00%	\$8,826	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$117,125,576	100.00%	\$9,408	\$251,369,516	100.00%	\$20,192	\$92,414,047,078	100.00%	\$16,792

Disbursements
Total Disbursements

Operating Expenditures	\$113,380,884	95.41%	\$9,108	\$141,493,399	55.81%	\$11,366	\$68,178,348,415	68.96%	\$12,389
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$1,707,867	1.44%	\$137	\$2,177,278	0.86%	\$175	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$87,430	0.03%	\$7	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$992,174	0.83%	\$80	\$31,456,302	12.41%	\$2,527	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$2,752,518	2.32%	\$221	\$78,332,385	30.89%	\$6,292	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$118,833,443	100.00%	\$9,546	\$253,546,794	100.00%	\$20,367	\$98,870,180,389	100.00%	\$17,966

Tax Rates

2022 - 2023 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.8546			0.9123		
Interest & Sinking Tax Rate				0.4010			0.2273		
Total Tax Rate				1.2556			1.1396		

Tax Detail

Maximum Compressed Tax Rate (MCR)				0.8046			0.8185		
Tier I Tax Rate				0.8046			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0941		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$65,626		\$5	\$65,626		\$5	\$432,562,929		\$85
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**2022 - 2023 Actual Financial Data
Totals for BASTROP ISD (011901)
Total Enrolled Membership: 12,449**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	\$0		\$0	\$129,319,675		\$10,388	\$34,649,934,798		\$6,795
Committed Fund Balance	\$2,660,919		\$214	\$2,660,919		\$214	\$4,558,561,099		\$894
Assigned Fund Balance	\$5,102,000		\$410	\$5,102,000		\$410	\$4,079,140,041		\$800
Unassigned Fund Balance	\$28,266,382		\$2,271	\$28,266,382		\$2,271	\$17,788,393,141		\$3,488
Total Fund Balance**	\$36,094,927		\$2,899	\$165,414,602		\$13,287	\$61,508,592,008		\$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	\$33,723,511		\$2,823	\$230,317,527		\$19,278	\$50,783,175,728		\$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	\$328,186		\$26	\$-66,946,155		\$-5,378	\$-9,216,770,473		\$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$2,043,230		\$164	\$2,043,230		\$164	\$19,912,005,526		\$3,905
2022-2023 Uncommon Items	\$0		\$0	\$0		\$0	\$30,181,227		\$6
2022-2023 Total Fund Balance	\$36,094,927		\$2,899	\$165,414,602		\$13,287	\$61,508,592,008		\$12,062

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLUEBONNET EL (011901109)
BASTROP ISD**

Total Enrolled Membership: 750

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,778,020	100.00%	\$7,704	\$6,408,147	100.00%	\$8,544
Operating-Payroll	\$5,253,918	90.93%	\$7,005	\$5,769,374	90.03%	\$7,692
Other Operating	\$489,687	8.47%	\$653	\$583,358	9.10%	\$778
Non-Operating(Equipt/Supplies)	\$34,415	0.60%	\$46	\$55,415	0.86%	\$74
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,743,605	100.00%	\$7,658	\$6,352,732	100.00%	\$8,470
Instruction (11,95) *	\$4,786,390	83.33%	\$6,382	\$5,225,288	82.25%	\$6,967
Instructional Res/Media (12) *	\$82,513	1.44%	\$110	\$82,513	1.30%	\$110
Curriculum/Staff Develop (13) *	\$137,140	2.39%	\$183	\$137,971	2.17%	\$184
Instructional Leadership (21) *	\$94,049	1.64%	\$125	\$94,049	1.48%	\$125
School Leadership (23) *	\$324,960	5.66%	\$433	\$365,225	5.75%	\$487
Guidance/Counseling Svcs (31) *	\$234,865	4.09%	\$313	\$236,514	3.72%	\$315
Social Work Services (32) *	\$7,199	0.13%	\$10	\$7,199	0.11%	\$10
Health Services (33) *	\$64,989	1.13%	\$87	\$64,989	1.02%	\$87
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$6,916	0.11%	\$9
Extracurricular (36) **	\$11,500	0.20%	\$15	\$11,500	0.18%	\$15
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLUEBONNET EL (011901109)
BASTROP ISD**

Total Enrolled Membership: 750

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$5,743,605	100.00%	\$7,658	\$6,352,732	100.00%	\$8,470
Regular	\$3,339,844	58.15%	\$4,453	\$3,343,250	52.63%	\$4,458
Gifted & Talented	\$112,655	1.96%	\$150	\$112,655	1.77%	\$150
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$719,759	12.53%	\$960	\$729,873	11.49%	\$973
State Compensatory ED	\$370,803	6.46%	\$494	\$959,494	15.10%	\$1,279
Bilingual	\$401,766	7.00%	\$536	\$401,766	6.32%	\$536
Early Education Allotment	\$556,724	9.69%	\$742	\$556,724	8.76%	\$742
Dyslexia or Related Disorder Serv	\$230,554	4.01%	\$307	\$230,554	3.63%	\$307
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$11,500	0.20%	\$15	\$18,416	0.29%	\$25

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BASTROP H S (011901001)
BASTROP ISD**

Total Enrolled Membership: 1,612

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$13,283,128	100.00%	\$8,240	\$20,874,627	100.00%	\$12,950
Operating-Payroll	\$11,478,230	86.41%	\$7,120	\$12,161,304	58.26%	\$7,544
Other Operating	\$1,420,053	10.69%	\$881	\$1,474,039	7.06%	\$914
Non-Operating(Equipt/Supplies)	\$384,845	2.90%	\$239	\$7,239,284	34.68%	\$4,491
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$12,898,283	100.00%	\$8,001	\$13,635,343	100.00%	\$8,459
Instruction (11,95) *	\$9,448,737	73.26%	\$5,861	\$10,116,366	74.19%	\$6,276
Instructional Res/Media (12) *	\$138,727	1.08%	\$86	\$138,727	1.02%	\$86
Curriculum/Staff Develop (13) *	\$262,018	2.03%	\$163	\$266,951	1.96%	\$166
Instructional Leadership (21) *	\$178,145	1.38%	\$111	\$178,145	1.31%	\$111
School Leadership (23) *	\$821,078	6.37%	\$509	\$821,078	6.02%	\$509
Guidance/Counseling Svcs (31) *	\$679,670	5.27%	\$422	\$731,857	5.37%	\$454
Social Work Services (32) *	\$13,010	0.10%	\$8	\$13,010	0.10%	\$8
Health Services (33) *	\$135,783	1.05%	\$84	\$135,783	1.00%	\$84
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$12,311	0.09%	\$8
Extracurricular (36) **	\$1,171,454	9.08%	\$727	\$1,171,454	8.59%	\$727
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$49,661	0.39%	\$31	\$49,661	0.36%	\$31

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BASTROP H S (011901001)
BASTROP ISD**

Total Enrolled Membership: 1,612

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$12,898,283	100.00%	\$8,001	\$13,635,343	100.00%	\$8,459
Regular	\$7,132,873	55.30%	\$4,425	\$7,158,244	52.50%	\$4,441
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$1,462,132	11.34%	\$907	\$1,485,748	10.90%	\$922
Students with Disabilities	\$1,891,294	14.66%	\$1,173	\$2,422,945	17.77%	\$1,503
State Compensatory ED	\$960,253	7.44%	\$596	\$1,088,060	7.98%	\$675
Bilingual	\$46,814	0.36%	\$29	\$46,814	0.34%	\$29
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$196,302	1.52%	\$122	\$196,302	1.44%	\$122
Athletic Programming	\$946,481	7.34%	\$587	\$946,481	6.94%	\$587
Un-Allocated	\$262,134	2.03%	\$163	\$290,749	2.13%	\$180

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BASTROP INT (011901104)
BASTROP ISD**

Total Enrolled Membership: 780

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,967,143	100.00%	\$6,368	\$5,941,282	100.00%	\$7,617
Operating-Payroll	\$4,540,844	91.42%	\$5,822	\$5,167,752	86.98%	\$6,625
Other Operating	\$397,009	7.99%	\$509	\$459,852	7.74%	\$590
Non-Operating(Equipt/Supplies)	\$29,290	0.59%	\$38	\$313,678	5.28%	\$402
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,937,853	100.00%	\$6,331	\$5,627,604	100.00%	\$7,215
Instruction (11,95) *	\$3,801,386	76.98%	\$4,874	\$4,331,190	76.96%	\$5,553
Instructional Res/Media (12) *	\$90,874	1.84%	\$117	\$90,874	1.61%	\$117
Curriculum/Staff Develop (13) *	\$83,719	1.70%	\$107	\$83,719	1.49%	\$107
Instructional Leadership (21) *	\$61,127	1.24%	\$78	\$61,127	1.09%	\$78
School Leadership (23) *	\$456,695	9.25%	\$586	\$456,695	8.12%	\$586
Guidance/Counseling Svcs (31) *	\$322,581	6.53%	\$414	\$324,231	5.76%	\$416
Social Work Services (32) *	\$53,207	1.08%	\$68	\$100,569	1.79%	\$129
Health Services (33) *	\$50,223	1.02%	\$64	\$50,223	0.89%	\$64
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$18,041	0.37%	\$23	\$18,041	0.32%	\$23
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BASTROP INT (011901104)
BASTROP ISD**

Total Enrolled Membership: 780

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,937,853	100.00%	\$6,331	\$5,627,604	100.00%	\$7,215
Regular	\$3,265,844	66.14%	\$4,187	\$3,281,537	58.31%	\$4,207
Gifted & Talented	\$60,822	1.23%	\$78	\$60,822	1.08%	\$78
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,063,572	21.54%	\$1,364	\$1,340,555	23.82%	\$1,719
State Compensatory ED	\$403,442	8.17%	\$517	\$753,155	13.38%	\$966
Bilingual	\$67,452	1.37%	\$86	\$67,452	1.20%	\$86
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$58,680	1.19%	\$75	\$58,680	1.04%	\$75
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$18,041	0.37%	\$23	\$65,403	1.16%	\$84

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BASTROP MIDDLE (011901041)
BASTROP ISD**

Total Enrolled Membership: 929

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,778,478	100.00%	\$6,220	\$6,468,141	100.00%	\$6,962
Operating-Payroll	\$5,218,214	90.30%	\$5,617	\$5,609,167	86.72%	\$6,038
Other Operating	\$518,791	8.98%	\$558	\$556,453	8.60%	\$599
Non-Operating(Equipt/Supplies)	\$41,473	0.72%	\$45	\$302,521	4.68%	\$326
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,737,005	100.00%	\$6,175	\$6,165,620	100.00%	\$6,637
Instruction (11,95) *	\$4,240,151	73.91%	\$4,564	\$4,507,295	73.10%	\$4,852
Instructional Res/Media (12) *	\$104,638	1.82%	\$113	\$104,638	1.70%	\$113
Curriculum/Staff Develop (13) *	\$95,084	1.66%	\$102	\$95,880	1.56%	\$103
Instructional Leadership (21) *	\$70,540	1.23%	\$76	\$70,540	1.14%	\$76
School Leadership (23) *	\$594,740	10.37%	\$640	\$595,740	9.66%	\$641
Guidance/Counseling Svcs (31) *	\$298,289	5.20%	\$321	\$300,167	4.87%	\$323
Social Work Services (32) *	\$6,482	0.11%	\$7	\$65,534	1.06%	\$71
Health Services (33) *	\$63,106	1.10%	\$68	\$63,106	1.02%	\$68
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$40	0.00%	\$0
Extracurricular (36) **	\$218,908	3.82%	\$236	\$218,908	3.55%	\$236
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$45,067	0.79%	\$49	\$45,067	0.73%	\$49

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BASTROP MIDDLE (011901041)
BASTROP ISD**

Total Enrolled Membership: 929

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$5,737,005	100.00%	\$6,175	\$6,165,620	100.00%	\$6,637
Regular	\$3,766,653	65.66%	\$4,055	\$3,781,723	61.34%	\$4,071
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$136,918	2.39%	\$147	\$136,918	2.22%	\$147
Students with Disabilities	\$1,106,271	19.28%	\$1,191	\$1,204,041	19.53%	\$1,296
State Compensatory ED	\$427,243	7.45%	\$460	\$742,978	12.05%	\$800
Bilingual	\$35,421	0.62%	\$38	\$35,421	0.57%	\$38
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$524	0.01%	\$1	\$524	0.01%	\$1
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$162,294	2.83%	\$175	\$162,294	2.63%	\$175
Un-Allocated	\$101,681	1.77%	\$109	\$101,721	1.65%	\$109

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK EL (011901103)
BASTROP ISD**

Total Enrolled Membership: 1,074

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$6,409,939	100.00%	\$5,968	\$8,221,140	100.00%	\$7,655
Operating-Payroll	\$5,825,852	90.89%	\$5,424	\$6,592,082	80.18%	\$6,138
Other Operating	\$543,695	8.48%	\$506	\$698,353	8.49%	\$650
Non-Operating(Equipt/Supplies)	\$40,392	0.63%	\$38	\$930,705	11.32%	\$867
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$6,369,547	100.00%	\$5,931	\$7,290,435	100.00%	\$6,788
Instruction (11,95) *	\$5,385,202	84.55%	\$5,014	\$6,026,336	82.66%	\$5,611
Instructional Res/Media (12) *	\$90,053	1.41%	\$84	\$90,053	1.24%	\$84
Curriculum/Staff Develop (13) *	\$145,211	2.28%	\$135	\$148,403	2.04%	\$138
Instructional Leadership (21) *	\$93,959	1.48%	\$87	\$93,959	1.29%	\$87
School Leadership (23) *	\$370,981	5.82%	\$345	\$446,810	6.13%	\$416
Guidance/Counseling Svcs (31) *	\$177,583	2.79%	\$165	\$177,583	2.44%	\$165
Social Work Services (32) *	\$7,987	0.13%	\$7	\$7,987	0.11%	\$7
Health Services (33) *	\$89,634	1.41%	\$83	\$89,634	1.23%	\$83
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$26,059	0.36%	\$24
Extracurricular (36) **	\$8,937	0.14%	\$8	\$8,937	0.12%	\$8
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK EL (011901103)
BASTROP ISD**

Total Enrolled Membership: 1,074

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$20,400	0.28%	\$19
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$6,369,547	100.00%	\$5,931	\$7,285,132	100.00%	\$6,783
Regular	\$4,130,527	64.85%	\$3,846	\$4,135,201	56.76%	\$3,850
Gifted & Talented	\$90,113	1.41%	\$84	\$90,113	1.24%	\$84
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$683,236	10.73%	\$636	\$714,136	9.80%	\$665
State Compensatory ED	\$513,431	8.06%	\$478	\$1,367,383	18.77%	\$1,273
Bilingual	\$369,920	5.81%	\$344	\$369,920	5.08%	\$344
Early Education Allotment	\$466,412	7.32%	\$434	\$466,412	6.40%	\$434
Dyslexia or Related Disorder Serv	\$106,971	1.68%	\$100	\$106,971	1.47%	\$100
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$8,937	0.14%	\$8	\$34,996	0.48%	\$33

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK H S (011901002)
BASTROP ISD**

Total Enrolled Membership: 1,995

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$14,332,825	100.00%	\$7,184	\$19,608,533	100.00%	\$9,829
Operating-Payroll	\$12,331,014	86.03%	\$6,181	\$12,432,226	63.40%	\$6,232
Other Operating	\$1,536,284	10.72%	\$770	\$2,168,645	11.06%	\$1,087
Non-Operating(Equipt/Supplies)	\$465,527	3.25%	\$233	\$5,007,662	25.54%	\$2,510
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$13,867,298	100.00%	\$6,951	\$14,600,871	100.00%	\$7,319
Instruction (11,95) *	\$9,968,136	71.88%	\$4,997	\$10,129,050	69.37%	\$5,077
Instructional Res/Media (12) *	\$95,113	0.69%	\$48	\$95,113	0.65%	\$48
Curriculum/Staff Develop (13) *	\$302,976	2.18%	\$152	\$302,976	2.08%	\$152
Instructional Leadership (21) *	\$204,676	1.48%	\$103	\$204,676	1.40%	\$103
School Leadership (23) *	\$999,722	7.21%	\$501	\$999,722	6.85%	\$501
Guidance/Counseling Svcs (31) *	\$795,478	5.74%	\$399	\$809,999	5.55%	\$406
Social Work Services (32) *	\$81,634	0.59%	\$41	\$81,634	0.56%	\$41
Health Services (33) *	\$95,813	0.69%	\$48	\$95,813	0.66%	\$48
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$507,899	3.48%	\$255
Extracurricular (36) **	\$1,251,262	9.02%	\$627	\$1,251,262	8.57%	\$627
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$72,488	0.52%	\$36	\$72,488	0.50%	\$36

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK H S (011901002)
BASTROP ISD**

Total Enrolled Membership: 1,995

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$40,800	0.28%	\$20
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$13,867,298	100.00%	\$6,951	\$14,591,432	100.00%	\$7,314
Regular	\$7,248,429	52.27%	\$3,633	\$7,262,680	49.77%	\$3,640
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$1,821,959	13.14%	\$913	\$1,920,949	13.16%	\$963
Students with Disabilities	\$2,202,945	15.89%	\$1,104	\$2,218,127	15.20%	\$1,112
State Compensatory ED	\$1,150,014	8.29%	\$576	\$1,237,826	8.48%	\$620
Bilingual	\$122,900	0.89%	\$62	\$122,900	0.84%	\$62
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$596	0.00%	\$0	\$596	0.00%	\$0
Athletic Programming	\$953,235	6.87%	\$478	\$953,235	6.53%	\$478
Un-Allocated	\$367,220	2.65%	\$184	\$875,119	6.00%	\$439

Note: Some amounts may not total due to rounding.

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** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK INT (011901108)
BASTROP ISD**

Total Enrolled Membership: 932

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,121,915	100.00%	\$5,496	\$5,927,222	100.00%	\$6,360
Operating-Payroll	\$4,584,652	89.51%	\$4,919	\$4,997,269	84.31%	\$5,362
Other Operating	\$506,588	9.89%	\$544	\$559,660	9.44%	\$600
Non-Operating(Equipt/Supplies)	\$30,675	0.60%	\$33	\$370,293	6.25%	\$397
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,091,240	100.00%	\$5,463	\$5,556,929	100.00%	\$5,962
Instruction (11,95) *	\$4,057,855	79.70%	\$4,354	\$4,327,515	77.88%	\$4,643
Instructional Res/Media (12) *	\$85,650	1.68%	\$92	\$85,650	1.54%	\$92
Curriculum/Staff Develop (13) *	\$89,197	1.75%	\$96	\$90,373	1.63%	\$97
Instructional Leadership (21) *	\$59,667	1.17%	\$64	\$59,667	1.07%	\$64
School Leadership (23) *	\$434,512	8.53%	\$466	\$434,512	7.82%	\$466
Guidance/Counseling Svcs (31) *	\$265,012	5.21%	\$284	\$267,396	4.81%	\$287
Social Work Services (32) *	\$5,871	0.12%	\$6	\$66,638	1.20%	\$72
Health Services (33) *	\$74,467	1.46%	\$80	\$74,467	1.34%	\$80
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$12,317	0.22%	\$13
Extracurricular (36) **	\$19,009	0.37%	\$20	\$19,009	0.34%	\$20
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK INT (011901108)
BASTROP ISD**

Total Enrolled Membership: 932

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$5,091,240	100.00%	\$5,463	\$5,556,929	100.00%	\$5,962
Regular	\$3,359,820	65.99%	\$3,605	\$3,360,506	60.47%	\$3,606
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,064,772	20.91%	\$1,142	\$1,064,772	19.16%	\$1,142
State Compensatory ED	\$331,874	6.52%	\$356	\$784,560	14.12%	\$842
Bilingual	\$204,011	4.01%	\$219	\$204,011	3.67%	\$219
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$111,754	2.20%	\$120	\$111,754	2.01%	\$120
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$19,009	0.37%	\$20	\$31,326	0.56%	\$34

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK MIDDLE (011901106)
BASTROP ISD**

Total Enrolled Membership: 1,039

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$6,481,632	100.00%	\$6,238	\$7,182,886	100.00%	\$6,913
Operating-Payroll	\$5,841,804	90.13%	\$5,623	\$6,141,428	85.50%	\$5,911
Other Operating	\$596,864	9.21%	\$574	\$653,123	9.09%	\$629
Non-Operating(Equipt/Supplies)	\$42,964	0.66%	\$41	\$388,335	5.41%	\$374
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$6,438,668	100.00%	\$6,197	\$6,794,551	100.00%	\$6,540
Instruction (11,95) *	\$5,018,509	77.94%	\$4,830	\$5,205,223	76.61%	\$5,010
Instructional Res/Media (12) *	\$82,980	1.29%	\$80	\$82,980	1.22%	\$80
Curriculum/Staff Develop (13) *	\$118,141	1.83%	\$114	\$118,141	1.74%	\$114
Instructional Leadership (21) *	\$81,820	1.27%	\$79	\$81,820	1.20%	\$79
School Leadership (23) *	\$496,898	7.72%	\$478	\$496,898	7.31%	\$478
Guidance/Counseling Svcs (31) *	\$367,075	5.70%	\$353	\$368,953	5.43%	\$355
Social Work Services (32) *	\$7,969	0.12%	\$8	\$77,737	1.14%	\$75
Health Services (33) *	\$22,037	0.34%	\$21	\$22,037	0.32%	\$21
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$7,231	0.11%	\$7
Extracurricular (36) **	\$209,129	3.25%	\$201	\$209,129	3.08%	\$201
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$34,110	0.53%	\$33	\$34,110	0.50%	\$33

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CEDAR CREEK MIDDLE (011901106)
BASTROP ISD**

Total Enrolled Membership: 1,039

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$6,438,668	100.00%	\$6,197	\$6,794,551	100.00%	\$6,540
Regular	\$4,407,571	68.45%	\$4,242	\$4,407,571	64.87%	\$4,242
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$22	0.00%	\$0	\$22	0.00%	\$0
Students with Disabilities	\$1,405,105	21.82%	\$1,352	\$1,416,076	20.84%	\$1,363
State Compensatory ED	\$307,566	4.78%	\$296	\$645,247	9.50%	\$621
Bilingual	\$75,165	1.17%	\$72	\$75,165	1.11%	\$72
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$157,300	2.44%	\$151	\$157,300	2.32%	\$151
Un-Allocated	\$85,939	1.33%	\$83	\$93,170	1.37%	\$90

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR COLONY OAKS EL (011901111)
BASTROP ISD**

Total Enrolled Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$12,264	100.00%	\$0	\$23,324,336	100.00%	\$0
Operating-Payroll	\$11,873	96.81%	\$0	\$11,873	0.05%	\$0
Other Operating	\$391	3.19%	\$0	\$1,855	0.01%	\$0
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$23,310,608	99.94%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$12,264	100.00%	\$0	\$13,728	100.00%	\$0
Instruction (11,95) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Instructional Res/Media (12) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Curriculum/Staff Develop (13) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Instructional Leadership (21) *	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (23) *	\$11,873	96.81%	\$0	\$11,873	86.49%	\$0
Guidance/Counseling Svcs (31) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$1,464	10.66%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR COLONY OAKS EL (011901111)
BASTROP ISD**

Total Enrolled Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$12,264	100.00%	\$0	\$13,728	100.00%	\$0
Regular	\$0	0.00%	\$0	\$0	0.00%	\$0
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$0	0.00%	\$0	\$0	0.00%	\$0
State Compensatory ED	\$0	0.00%	\$0	\$0	0.00%	\$0
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$12,264	100.00%	\$0	\$13,728	100.00%	\$0

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR COLORADO RIVER COLLEGIATE ACADEMY (011901005)
BASTROP ISD**

Total Enrolled Membership: 236

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,510,712	100.00%	\$6,401	\$1,726,236	100.00%	\$7,315
Operating-Payroll	\$1,283,706	84.97%	\$5,439	\$1,285,153	74.45%	\$5,446
Other Operating	\$217,831	14.42%	\$923	\$230,608	13.36%	\$977
Non-Operating(Equipt/Supplies)	\$9,175	0.61%	\$39	\$210,475	12.19%	\$892
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,501,537	100.00%	\$6,362	\$1,515,761	100.00%	\$6,423
Instruction (11,95) *	\$1,210,564	80.62%	\$5,130	\$1,218,594	80.39%	\$5,164
Instructional Res/Media (12) *	\$165	0.01%	\$1	\$165	0.01%	\$1
Curriculum/Staff Develop (13) *	\$17,854	1.19%	\$76	\$17,854	1.18%	\$76
Instructional Leadership (21) *	\$11,162	0.74%	\$47	\$11,162	0.74%	\$47
School Leadership (23) *	\$194,821	12.97%	\$826	\$194,821	12.85%	\$826
Guidance/Counseling Svcs (31) *	\$52,043	3.47%	\$221	\$53,490	3.53%	\$227
Social Work Services (32) *	\$1,319	0.09%	\$6	\$1,319	0.09%	\$6
Health Services (33) *	\$1,958	0.13%	\$8	\$1,958	0.13%	\$8
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$4,747	0.31%	\$20
Extracurricular (36) **	\$11,651	0.78%	\$49	\$11,651	0.77%	\$49
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR COLORADO RIVER COLLEGIATE ACADEMY (011901005)
BASTROP ISD**

Total Enrolled Membership: 236

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,501,537	100.00%	\$6,362	\$1,515,761	100.00%	\$6,423
Regular	\$1,450,375	96.59%	\$6,146	\$1,458,405	96.22%	\$6,180
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$4,000	0.27%	\$17	\$4,000	0.26%	\$17
Students with Disabilities	\$1,244	0.08%	\$5	\$1,244	0.08%	\$5
State Compensatory ED	\$19,805	1.32%	\$84	\$21,252	1.40%	\$90
Bilingual	\$12,995	0.87%	\$55	\$12,995	0.86%	\$55
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$1,467	0.10%	\$6	\$1,467	0.10%	\$6
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$11,651	0.78%	\$49	\$16,398	1.08%	\$69

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CAMINO REAL EL (011901112)
BASTROP ISD**

Total Enrolled Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$42,368	100.00%	\$0	\$26,822,430	100.00%	\$0
Operating-Payroll	\$42,139	99.46%	\$0	\$42,139	0.16%	\$0
Other Operating	\$229	0.54%	\$0	\$1,693	0.01%	\$0
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$26,778,598	99.84%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$42,368	100.00%	\$0	\$43,832	100.00%	\$0
Instruction (11,95) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Instructional Res/Media (12) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Curriculum/Staff Develop (13) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Instructional Leadership (21) *	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (23) *	\$42,139	99.46%	\$0	\$42,139	96.14%	\$0
Guidance/Counseling Svcs (31) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$1,464	3.34%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CAMINO REAL EL (011901112)
BASTROP ISD**

Total Enrolled Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$42,368	100.00%	\$0	\$43,832	100.00%	\$0
Regular	\$0	0.00%	\$0	\$0	0.00%	\$0
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$0	0.00%	\$0	\$0	0.00%	\$0
State Compensatory ED	\$0	0.00%	\$0	\$0	0.00%	\$0
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$42,368	100.00%	\$0	\$43,832	100.00%	\$0

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR EMILE EL (011901101)
BASTROP ISD**

Total Enrolled Membership: 797

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,895,114	100.00%	\$7,397	\$7,071,308	100.00%	\$8,872
Operating-Payroll	\$5,383,423	91.32%	\$6,755	\$5,861,085	82.89%	\$7,354
Other Operating	\$474,936	8.06%	\$596	\$512,776	7.25%	\$643
Non-Operating(Equipt/Supplies)	\$36,755	0.62%	\$46	\$697,447	9.86%	\$875
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,858,359	100.00%	\$7,351	\$6,373,861	100.00%	\$7,997
Instruction (11,95) *	\$4,806,819	82.05%	\$6,031	\$5,192,964	81.47%	\$6,516
Instructional Res/Media (12) *	\$107,388	1.83%	\$135	\$107,388	1.68%	\$135
Curriculum/Staff Develop (13) *	\$117,739	2.01%	\$148	\$117,739	1.85%	\$148
Instructional Leadership (21) *	\$81,707	1.39%	\$103	\$81,707	1.28%	\$103
School Leadership (23) *	\$398,970	6.81%	\$501	\$416,935	6.54%	\$523
Guidance/Counseling Svcs (31) *	\$240,432	4.10%	\$302	\$241,828	3.79%	\$303
Social Work Services (32) *	\$7,148	0.12%	\$9	\$7,148	0.11%	\$9
Health Services (33) *	\$87,167	1.49%	\$109	\$87,167	1.37%	\$109
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$4,997	0.08%	\$6
Extracurricular (36) **	\$10,989	0.19%	\$14	\$10,989	0.17%	\$14
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR EMILE EL (011901101)
BASTROP ISD**

Total Enrolled Membership: 797

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$5,858,359	100.00%	\$7,351	\$6,373,861	100.00%	\$7,997
Regular	\$3,885,405	66.32%	\$4,875	\$3,885,405	60.96%	\$4,875
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$801,392	13.68%	\$1,006	\$802,913	12.60%	\$1,007
State Compensatory ED	\$358,191	6.11%	\$449	\$867,175	13.61%	\$1,088
Bilingual	\$234,093	4.00%	\$294	\$234,093	3.67%	\$294
Early Education Allotment	\$387,215	6.61%	\$486	\$387,215	6.08%	\$486
Dyslexia or Related Disorder Serv	\$181,074	3.09%	\$227	\$181,074	2.84%	\$227
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$10,989	0.19%	\$14	\$15,986	0.25%	\$20

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GENESIS H S (011901022)
BASTROP ISD**

Total Enrolled Membership: 137

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,014,779	100.00%	\$7,407	\$1,015,420	100.00%	\$7,412
Operating-Payroll	\$977,107	96.29%	\$7,132	\$977,107	96.23%	\$7,132
Other Operating	\$36,119	3.56%	\$264	\$36,760	3.62%	\$268
Non-Operating(Equipt/Supplies)	\$1,553	0.15%	\$11	\$1,553	0.15%	\$11
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,013,226	100.00%	\$7,396	\$1,013,867	100.00%	\$7,400
Instruction (11,95) *	\$608,051	60.01%	\$4,438	\$608,692	60.04%	\$4,443
Instructional Res/Media (12) *	\$99	0.01%	\$1	\$99	0.01%	\$1
Curriculum/Staff Develop (13) *	\$10,416	1.03%	\$76	\$10,416	1.03%	\$76
Instructional Leadership (21) *	\$6,718	0.66%	\$49	\$6,718	0.66%	\$49
School Leadership (23) *	\$154,508	15.25%	\$1,128	\$154,508	15.24%	\$1,128
Guidance/Counseling Svcs (31) *	\$47,996	4.74%	\$350	\$47,996	4.73%	\$350
Social Work Services (32) *	\$792	0.08%	\$6	\$792	0.08%	\$6
Health Services (33) *	\$184,646	18.22%	\$1,348	\$184,646	18.21%	\$1,348
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GENESIS H S (011901022)
BASTROP ISD**

Total Enrolled Membership: 137

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,013,226	100.00%	\$7,396	\$1,013,867	100.00%	\$7,400
Regular	\$0	0.00%	\$0	\$641	0.06%	\$5
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$3,020	0.30%	\$22	\$3,020	0.30%	\$22
State Compensatory ED	\$1,007,501	99.43%	\$7,354	\$1,007,501	99.37%	\$7,354
Bilingual	\$2,705	0.27%	\$20	\$2,705	0.27%	\$20
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$0	0.00%	\$0

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LOST PINES EL (011901110)
BASTROP ISD**

Total Enrolled Membership: 695

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,509,554	100.00%	\$7,927	\$6,204,750	100.00%	\$8,928
Operating-Payroll	\$5,028,780	91.27%	\$7,236	\$5,613,620	90.47%	\$8,077
Other Operating	\$448,049	8.13%	\$645	\$541,705	8.73%	\$779
Non-Operating(Equipt/Supplies)	\$32,725	0.59%	\$47	\$49,425	0.80%	\$71
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,476,829	100.00%	\$7,880	\$6,155,325	100.00%	\$8,857
Instruction (11,95) *	\$4,397,175	80.29%	\$6,327	\$4,915,455	79.86%	\$7,073
Instructional Res/Media (12) *	\$83,631	1.53%	\$120	\$83,631	1.36%	\$120
Curriculum/Staff Develop (13) *	\$129,380	2.36%	\$186	\$131,646	2.14%	\$189
Instructional Leadership (21) *	\$91,439	1.67%	\$132	\$91,439	1.49%	\$132
School Leadership (23) *	\$481,771	8.80%	\$693	\$482,353	7.84%	\$694
Guidance/Counseling Svcs (31) *	\$207,471	3.79%	\$299	\$208,706	3.39%	\$300
Social Work Services (32) *	\$6,980	0.13%	\$10	\$6,980	0.11%	\$10
Health Services (33) *	\$70,817	1.29%	\$102	\$70,817	1.15%	\$102
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$39,894	0.65%	\$57
Extracurricular (36) **	\$8,165	0.15%	\$12	\$8,165	0.13%	\$12
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LOST PINES EL (011901110)
BASTROP ISD**

Total Enrolled Membership: 695

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$5,476,829	100.00%	\$7,880	\$6,155,325	100.00%	\$8,857
Regular	\$3,296,751	60.19%	\$4,744	\$3,297,893	53.58%	\$4,745
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$922,051	16.84%	\$1,327	\$951,723	15.46%	\$1,369
State Compensatory ED	\$275,661	5.03%	\$397	\$883,449	14.35%	\$1,271
Bilingual	\$334,719	6.11%	\$482	\$334,719	5.44%	\$482
Early Education Allotment	\$469,238	8.57%	\$675	\$469,238	7.62%	\$675
Dyslexia or Related Disorder Serv	\$170,244	3.11%	\$245	\$170,244	2.77%	\$245
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$8,165	0.15%	\$12	\$48,059	0.78%	\$69

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MINA EL (011901102)
BASTROP ISD**

Total Enrolled Membership: 777

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,522,407	100.00%	\$7,107	\$15,657,801	100.00%	\$20,152
Operating-Payroll	\$5,036,576	91.20%	\$6,482	\$5,933,566	37.90%	\$7,637
Other Operating	\$451,701	8.18%	\$581	\$504,166	3.22%	\$649
Non-Operating(Equipt/Supplies)	\$34,130	0.62%	\$44	\$9,220,069	58.88%	\$11,866
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,488,277	100.00%	\$7,063	\$6,437,732	100.00%	\$8,285
Instruction (11,95) *	\$4,504,227	82.07%	\$5,797	\$5,354,306	83.17%	\$6,891
Instructional Res/Media (12) *	\$94,764	1.73%	\$122	\$94,764	1.47%	\$122
Curriculum/Staff Develop (13) *	\$109,010	1.99%	\$140	\$109,010	1.69%	\$140
Instructional Leadership (21) *	\$93,220	1.70%	\$120	\$93,220	1.45%	\$120
School Leadership (23) *	\$383,671	6.99%	\$494	\$401,702	6.24%	\$517
Guidance/Counseling Svcs (31) *	\$251,039	4.57%	\$323	\$253,170	3.93%	\$326
Social Work Services (32) *	\$6,902	0.13%	\$9	\$6,902	0.11%	\$9
Health Services (33) *	\$33,977	0.62%	\$44	\$33,977	0.53%	\$44
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$168	0.00%	\$0
Extracurricular (36) **	\$11,467	0.21%	\$15	\$11,467	0.18%	\$15
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MINA EL (011901102)
BASTROP ISD**

Total Enrolled Membership: 777

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$5,488,277	100.00%	\$7,063	\$6,437,732	100.00%	\$8,285
Regular	\$3,413,696	62.20%	\$4,393	\$3,423,406	53.18%	\$4,406
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,167,818	21.28%	\$1,503	\$1,632,348	25.36%	\$2,101
State Compensatory ED	\$171,055	3.12%	\$220	\$646,102	10.04%	\$832
Bilingual	\$27,867	0.51%	\$36	\$27,867	0.43%	\$36
Early Education Allotment	\$632,017	11.52%	\$813	\$632,017	9.82%	\$813
Dyslexia or Related Disorder Serv	\$64,357	1.17%	\$83	\$64,357	1.00%	\$83
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$11,467	0.21%	\$15	\$11,635	0.18%	\$15

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED ROCK EL (011901107)
BASTROP ISD**

Total Enrolled Membership: 696

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,497,701	100.00%	\$7,899	\$6,496,118	100.00%	\$9,334
Operating-Payroll	\$4,979,566	90.58%	\$7,155	\$5,471,452	84.23%	\$7,861
Other Operating	\$486,490	8.85%	\$699	\$560,731	8.63%	\$806
Non-Operating(Equipt/Supplies)	\$31,645	0.58%	\$45	\$463,935	7.14%	\$667
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,466,056	100.00%	\$7,854	\$6,032,183	100.00%	\$8,667
Instruction (11,95) *	\$4,364,030	79.84%	\$6,270	\$4,832,055	80.10%	\$6,943
Instructional Res/Media (12) *	\$85,539	1.56%	\$123	\$85,539	1.42%	\$123
Curriculum/Staff Develop (13) *	\$128,817	2.36%	\$185	\$128,817	2.14%	\$185
Instructional Leadership (21) *	\$98,670	1.81%	\$142	\$98,670	1.64%	\$142
School Leadership (23) *	\$467,923	8.56%	\$672	\$468,564	7.77%	\$673
Guidance/Counseling Svcs (31) *	\$228,400	4.18%	\$328	\$228,400	3.79%	\$328
Social Work Services (32) *	\$7,228	0.13%	\$10	\$7,228	0.12%	\$10
Health Services (33) *	\$77,025	1.41%	\$111	\$77,025	1.28%	\$111
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$8,424	0.15%	\$12	\$8,424	0.14%	\$12
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED ROCK EL (011901107)
BASTROP ISD**

Total Enrolled Membership: 696

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$5,466,056	100.00%	\$7,854	\$6,032,183	100.00%	\$8,667
Regular	\$3,021,902	55.28%	\$4,342	\$3,049,920	50.56%	\$4,382
Gifted & Talented	\$34,567	0.63%	\$50	\$34,567	0.57%	\$50
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,094,461	20.02%	\$1,573	\$1,175,638	19.49%	\$1,689
State Compensatory ED	\$356,075	6.51%	\$512	\$813,007	13.48%	\$1,168
Bilingual	\$345,984	6.33%	\$497	\$345,984	5.74%	\$497
Early Education Allotment	\$495,746	9.07%	\$712	\$495,746	8.22%	\$712
Dyslexia or Related Disorder Serv	\$108,897	1.99%	\$156	\$108,897	1.81%	\$156
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$8,424	0.15%	\$12	\$8,424	0.14%	\$12

Note: Some amounts may not total due to rounding.

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Bastrop ISD 2023 – 2024 Annual Report

Section 3

2022 – 2023 District Accreditation Status

The District Accreditation Status for 2022 – 2023 is ACCREDITED

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned.

These rules may be viewed at the [Texas Administrative Code](#) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.



Bastrop ISD 2023 – 2024 Annual Report

Section 4

Campus Performance Objectives for Each Campus

Bastrop Independent School District
District Improvement Plan
2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: By May 2024, implement the BISD MTSS Model with 90% fidelity across all schools resulting in increased student engagement.

Evaluation Data Sources: Tier I Fidelity Measurement Tool, 6:1 Acknowledgement/Correction Ratio, SEL Curriculum Measurement tool

Summative Evaluation: Met Objective

Next Year's Recommendation: Move this goal to campus PBIS protocols

Strategy 1 Details	Reviews		
<p>Strategy 1: Revise MTSS new hire and paraprofessional professional development sessions in response to survey data and aligned to professional experience.</p> <p>Strategy's Expected Result/Impact: Professional development sessions will result in greater effectiveness of understanding and implementation.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: MTSS Coordinator Salary - 289 - Title IV</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Review and upgrade secondary Social-Emotional Learning (SEL) curricular resources.</p> <p>Strategy's Expected Result/Impact: Resources used in secondary classrooms will be relevant for teachers and students, resulting in greater efficacy of social-emotional skill implementation.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: SEL Instructional Materials - 289 - Title IV</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Collaborate with Campus Committees and Personnel to ensure programming and services related to the MTSS framework are provided, monitored, and evaluated.</p> <p>Strategy's Expected Result/Impact: Campus leaders will be provided with customized guidance in serving staff and students.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 467 Reviews		
Strategy 4: Develop and implement an effective social work framework to address the social, emotional and behavioral needs of all students through evidence based social work practices. Strategy's Expected Result/Impact: Students and their families will be provided with support that will result in higher attendance and increased student achievement. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 65% to 72%.

Evaluation Data Sources: Self-Management indicator on student survey administered 2x/year

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Move this goal to campus PBIS protocols

Strategy 1 Details	Reviews		
Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment. Strategy's Expected Result/Impact: Students will remain in the appropriate instructional environment to the greatest extent possible. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Regular review of district and campus discipline dashboards to identify trends, disproportionality, and possible adaptations. Strategy's Expected Result/Impact: District and campus leaders will create systems and processes to proactively address discipline issues. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Annual Report 468 Reviews		
Strategy 3: Monitor and provide campus support for Tier 1 PBIS campus-based and district systems, Behavior RtI, Social Emotional Learning, and Restorative practices. Strategy's Expected Result/Impact: Fidelity of implementation will create learning environments where students want to attend and engage in learning. Staff Responsible for Monitoring: Director of Student Services Funding Sources: Capacity Building Partners - 289 - Title IV	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Provide targeted support for campus Implementation of the Comprehensive School Counseling Program. Strategy's Expected Result/Impact: School counselors will receive targeted support and will be able to serve students on a consistent basis. Staff Responsible for Monitoring: Counseling Coordinator	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 30% to 50% and STAAR Reading from 36% to 50%

Evaluation Data Sources: 2024 Accountability Data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25 with data sets based on 2024 STAAR

Strategy 1 Details	Reviews		
Strategy 1: Provide instructional leaders with ongoing coaching to support implementation of instructional leadership systems. Strategy's Expected Result/Impact: Campus leaders will engage in a partnership to address critical leadership systems resulting in increased student engagement. Staff Responsible for Monitoring: Directors of Elementary/Secondary Funding Sources: Instructional Leadership Development with Capacity Building partners - 211 - Title I, School Improvement Grant	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 469 Reviews		
<p>Strategy 2: Provide campus instructional leaders with best practice resources to promote student ownership toward measurable academic and behavioral goals.</p> <p>Strategy's Expected Result/Impact: Students will understand how to track personalized qualitative and quantitative data, resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Directors of Elementary/Secondary</p> <p>Funding Sources: Instructional Leadership Development with Capacity Building partners - 211 - Title I, School Improvement Grant</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Facilitate monthly training for K-3 teachers on the implementation of content presented in Texas Reading Academies.</p> <p>Strategy's Expected Result/Impact: Participating teachers will successfully complete Texas Reading Academy content and will implement new learning as applicable.</p> <p>Staff Responsible for Monitoring: Director of Elementary</p>	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: High Quality Instructional Materials (HQIM)-Aligned Measurement Tool

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue for 24-25, add Science

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide training and follow-up coaching on High-Quality Instructional Materials (HQIM) lesson internalization and execution.</p> <p>Strategy's Expected Result/Impact: Teaching staff will thoroughly understand lesson content and delivery strategies prior to lesson execution. Following lessons, feedback on lesson success or upgrades will be provided in order to inform future lessons.</p> <p>Staff Responsible for Monitoring: Directors of Elementary/Secondary</p>	Formative		Summative
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Strategy 2 Details	Annual Report 470 Reviews		
Strategy 2: Support campus instructional leaders in providing feedback on teacher pacing and adherence to the level of rigor in instructional materials. Strategy's Expected Result/Impact: Students will be provided with on grade-level content and will progress through curriculum at a pace that will ensure coverage of grade level TEKS in one school year. Staff Responsible for Monitoring: Directors of Elementary/Secondary	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Design and implement curriculum implementation rubrics to measure High-Quality Instructional Materials (HQIM) implementation. Strategy's Expected Result/Impact: Leaders will be able to provide specific feedback based on agreed upon systems and teaching staff will have a clear understanding of implementation expectations. Staff Responsible for Monitoring: Directors of Elementary/Secondary	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Supplement curricular resources with evidence-based digital learning platforms. Strategy's Expected Result/Impact: Student interest, engagement, and pathways to mastery of content will be enhanced Staff Responsible for Monitoring: Director of Digital Learning Funding Sources: Supplemental Instructional Resources - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
Strategy 5: Implement blended model strategies to include station rotation model, goal setting, conferencing. Strategy's Expected Result/Impact: Teaching staff will be able to implement innovative strategies when designing and implementing learning experiences. Staff Responsible for Monitoring: Director of Digital Learning	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Evaluation Data Sources: 2024 Accountability Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement a Dual Language program model for elementary campuses. Strategy's Expected Result/Impact: Students will become bilingual and biliterate with high levels of proficiency in both languages. Staff Responsible for Monitoring: Multilingual Director Funding Sources: Supplemental Instructional Resources - 263 - Title III</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Upgrade the district Newcomer Academy with year-long training and support for implementation staff. Strategy's Expected Result/Impact: Teaching Staff will be able to implement evidence-based strategies to assist students in developing the linguistic skills necessary to fully engage in learning in all environments. Staff Responsible for Monitoring: Multilingual Director Funding Sources: Supplemental Instructional Resources - 263 - Title III</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide training for Curriculum and Instruction Specialists and District Instructional Coaches on accommodations and co-teaching strategies embedded in the curriculum. Strategy's Expected Result/Impact: Expert guidance and implementation support will be provided to teaching staff, resulting in lesson execution that systematically supports all learners. Staff Responsible for Monitoring: Director of Special Programs</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Curriculum-Based Professional Learning (CBPL) teams will receive exemplar accommodations and co-teaching suggestions to use as a foundation for planning and lesson internalization. Strategy's Expected Result/Impact: Teaching staff will be able to design learning experiences where all students can effectively access High-Quality Instructional Materials (HQIM). Staff Responsible for Monitoring: Director of Special Programs</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 5 Details	Annual Report 472 Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 5: Implement coordinated and proactive structures to address intervention and/or enrichment for all students. Strategy's Expected Result/Impact: Specialized support will be designed to address students that are performing below or above grade level, resulting in increased achievement over the course of the school year. Staff Responsible for Monitoring: Academic RtI Coordinator/ Advanced Academic Coordinator			
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data gathered at every district-designated professional development day

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 1: Develop a system for communicating to employees the professional development expectations and opportunities available within and outside the district. Strategy's Expected Result/Impact: Clarity around the progression through professional development pathways will result in relevant, continuous professional learning for all staff members. Staff Responsible for Monitoring: Associate Director of Accountability & Professional Learning			
Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 2: Develop an evaluation and monitoring system to determine the effectiveness of professional development. Strategy's Expected Result/Impact: Participant feedback and implementation measures will be used to review and upgrade professional learning, resulting in applicable and relevant training. Staff Responsible for Monitoring: Associate Director of Accountability & Professional Learning			

Strategy 3 Details	Annual Report 473 Reviews		
Strategy 3: Create personalized professional learning portfolios to monitor progress. Strategy's Expected Result/Impact: Staff members, leaders, and trainers will have a systematic way to manage, support, or upgrade professional learning. Staff Responsible for Monitoring: Associate Director of Accountability & Professional Learning	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Create a structure for cross-district model classroom observation of the implementation of High Quality Instructional Materials. Strategy's Expected Result/Impact: Teaching staff and leaders will be able to observe exemplar models of HQIM implementation, thereby creating opportunities for increasing the efficacy of implementation in additional classrooms. Staff Responsible for Monitoring: Directors of Elementary/Secondary	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: By May 2024, increase student attendance from 92% to 94%.

Evaluation Data Sources: PEIMS Attendance Data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Revise and implement a district attendance initiative to monitor students with chronic absences or are at high risk for not meeting attendance requirements, to include students in the District Alternative Education Program. Strategy's Expected Result/Impact: increased student attendance Staff Responsible for Monitoring: Director for PEIMS and Data Quality	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 474 Reviews		
Strategy 2: Match McKinney-Vento students with low academic performance and low attendance with a mentor trained in a systematic and structured intervention program. Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Coordinator of Family and Social Services Funding Sources: - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide training and support for campus leaders on utilizing customized data reporting to improve student attendance. Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Director for PEIMS and Data Quality	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: By May 2024, Student positive perceptions of physical and psychological safety at schools will increase by 9%.

Evaluation Data Sources: School Safety indicator on student surveys administered 2x/year and parent surveys administered 1x/year

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Provide follow-up support for campuses based on door-lock fidelity checks. Strategy's Expected Result/Impact: All campus doors will be locked every school day. Staff Responsible for Monitoring: Chief of Police, Safety, and Security	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 475 Reviews		
Strategy 2: Conduct specialized campus-based school safety and security training to include training on silent panic alert systems. Strategy's Expected Result/Impact: Campus staff will be trained and ready to respond to crisis situations. Staff Responsible for Monitoring: Chief of Police, Safety, and Security	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Strengthen suicide and mental health crisis protocols to ensure safe, respectful and responsible schools. Strategy's Expected Result/Impact: All students will have the support needed to effectively engage in learning. Staff Responsible for Monitoring: Counseling Coordinator	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: By May 2024, reduce teacher turnover to 11%.

Evaluation Data Sources: Human Resources and Texas Performance Reporting System (TPRS) retention data.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Increase effectiveness of human resources onboarding. Strategy's Expected Result/Impact: New staff will be in place as quickly as possible Staff Responsible for Monitoring: Director of Human Resources	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 476 Reviews		
Strategy 2: Assist campus leaders in employing personalized strategies to retain staff. Strategy's Expected Result/Impact: Campuses will experience decreased staff turnover Staff Responsible for Monitoring: Director of Human Resources Funding Sources: Capacity Building Partners - 255 - Title II	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide guidance for mentor teachers by implementing written mentoring processes, including monthly checklists. Strategy's Expected Result/Impact: New teachers will remain with BISD. Staff Responsible for Monitoring: Director of Human Resources	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Parent and family engagement surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Administer customized surveys for parents, teachers, staff, and other key stakeholders to determine specific engagement needs. Strategy's Expected Result/Impact: District and campus personnel will create engagement opportunities customized to the unique needs of BISD families. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 477 Reviews		
Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. Strategy's Expected Result/Impact: Attendance and achievement rates will increase for these student groups. Staff Responsible for Monitoring: Coordinator of Family and Social Services Funding Sources: Migrant Education Program Specialist Salary - 212 - Title I, Part C Migrant, Coordinator, Family & Social Services - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide campuses with best practice resources, training and tools for engaging parents and families as partners resulting in increased student achievement. Strategy's Expected Result/Impact: Campus leaders will be able to increase parent and family engagement activities focused on student outcomes. Staff Responsible for Monitoring: Coordinator of Family and Social Services	Formative		Summative
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Strategy 4 Details	Reviews		
Strategy 4: Collaborate with campus PTA/PTSA organizations to provide support and increase meaningful parent and family engagement efforts. Strategy's Expected Result/Impact: Parent and family engagement will increase. Staff Responsible for Monitoring: Director of Community Relations	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: By May 2024, the number of community and business members participating in district and campus committees and events will increase by 10%.

Evaluation Data Sources: Volunteer registration platform data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Annual Report 478 Reviews		
Strategy 1: Expand communication to include face-to-face interaction with current and potential partners. Strategy's Expected Result/Impact: Community members will be provided with timely information on partnership opportunities. Staff Responsible for Monitoring: Director of Communications and Marketing	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Connect campus-based needs with available community resources using an online volunteer platform. Strategy's Expected Result/Impact: Increased volunteers for district and campus activities. Staff Responsible for Monitoring: Director of Community Relations	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Support campus-based contacts in identifying and effectively utilizing volunteers. Strategy's Expected Result/Impact: Campus leaders will effectively recruit and employ volunteers. Staff Responsible for Monitoring: Director of Community Relations	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Target businesses and community organizations not currently partnering with BISD for potential partnership opportunities. Strategy's Expected Result/Impact: Increased district and campus support Staff Responsible for Monitoring: Director of Communications and Marketing	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
Strategy 5: Provide structured guidance to support mentors for highly mobile students. Strategy's Expected Result/Impact: Increased attendance and achievement for students experiencing homelessness, student in foster care, and migrant students. Staff Responsible for Monitoring: Coordinator of Family and Social Services Results Driven Accountability	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 3: By May 2024, Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 48% to 63%

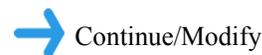
Evaluation Data Sources: 2024 Accountability Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase participation in Pathways in Technology Early College High School (PTECH) by adding additional grade levels and additional partners for work-based learning and industry-based certifications.</p> <p>Strategy's Expected Result/Impact: Increased certifications for students</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide opportunities for teachers to engage in industry-based training resulting in certification.</p> <p>Strategy's Expected Result/Impact: Teachers will be well-prepared to provide instruction that will result in students earning certification</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Improve systems supporting test preparation for PSAT, SAT, AP, and TSI.</p> <p>Strategy's Expected Result/Impact: Increased student passing rates and increased readiness for post-secondary success.</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Implement software designed to track college applications and FAFSA submissions.</p> <p>Strategy's Expected Result/Impact: Students will successfully submit college applications and will be financially prepared to cover tuition costs.</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 4: Execute and oversee the 2021 and 2023 Bond Programs with fidelity.

Evaluation Data Sources: Bond timeline, financial reporting, facility plans

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Engage external user groups and stakeholders in a continuous feedback process and provide consistent communication regarding bond budget and timelines. Strategy's Expected Result/Impact: Stakeholders will receive timely and transparent communication Staff Responsible for Monitoring: Director of Communications and Marketing</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize district communication systems to update internal staff and leaders on construction timelines and outcomes. Strategy's Expected Result/Impact: Campus leaders will know how to plan around campus changes and upgrades. Staff Responsible for Monitoring: Director of Operations</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize bond financing in a manner that aligns amortization schedules to the anticipated life expectancy of bond financed projects. Strategy's Expected Result/Impact: Bond budgets and expenditures will be planned and executed to attain the best value and timelines possible. Staff Responsible for Monitoring: Director of Finance</p>	Formative		Summative
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Strategy 4 Details

Strategy 4: Maintain proper oversight and accountability for proceeds of voter approved bonds.
Strategy's Expected Result/Impact: Bond projects and expenditures will be prudent, transparent, and effective.
Staff Responsible for Monitoring: Director of Finance

Reviews

Formative		Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Bastrop Independent School District
Bastrop Intermediate
2023-2024 Formative Review



Bastrop Intermediate School

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Brag Board Data and Discipline Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue and Modify MTSS Model at BIS

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices</p> <p>Strategy's Expected Result/Impact: Staff will have a greater understanding of Tier 1 systems for student management.</p> <p>Staff Responsible for Monitoring: MTSS Committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 485 Reviews		
<p>Strategy 2: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: Staff will be able to teach students the schoolwide expectations to ensure they have a greater understanding.</p> <p>Staff Responsible for Monitoring: MTSS Committee</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Monitor implementation of SEL curriculum</p> <p>Strategy's Expected Result/Impact: Students will be able to develop their self-awareness, self-control, and interpersonal skills.</p> <p>Staff Responsible for Monitoring: MTSS Committee and Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase by 5%.

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to improve

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data Strategy's Expected Result/Impact: Enhance the positive impact on student's well being Staff Responsible for Monitoring: MTSS Committee and Counselor</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
<p>Strategy 2: Conduct campus investigations that promote and support a safe and orderly learning environment Strategy's Expected Result/Impact: Decrease rates of recidivism and lost instructional minutes from time out of class. Staff Responsible for Monitoring: MTSS Committee and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations Strategy's Expected Result/Impact: Reduce major disciplinary infractions in order to increase instructional time Staff Responsible for Monitoring: MTSS Committee and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable communication.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success. Aligned Performance Objective: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 34% to 45% and STAAR Reading from 37% to 45%.

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to put measures in place to improve Reading and Math progress

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal setting</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their learning and educational needs</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures</p> <p>Strategy's Expected Result/Impact: Teachers will provide better instruction and teach on grade level</p> <p>Staff Responsible for Monitoring: Instructional Coach and Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 488 Reviews		
<p>Strategy 3: Implement an adaptive 1:1 math learning platform, Mathia, to supplement instruction in Mathematics</p> <p>Strategy's Expected Result/Impact: Close gaps in students foundational skills in math</p> <p>Staff Responsible for Monitoring: Instructional Coach and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool and Walkthrough Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Improve in year 2 progress toward implementation of new curriculum

Strategy 1 Details	Reviews		
<p>Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed</p> <p>Strategy's Expected Result/Impact: Increase student accountability through grade level instructional materials</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
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Strategy 2 Details	Annual Report 489 Reviews		
Strategy 2: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution Strategy's Expected Result/Impact: Teachers will be able to implement lessons more effectively by understanding what students will learn in each lesson and how they are assessed Staff Responsible for Monitoring: Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate Strategy's Expected Result/Impact: Builds stronger teachers through collaboration Staff Responsible for Monitoring: Instructional Coach Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to support EB, Sped and Eco Dis student populations

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: This will help Emergent Bilingual students perform better on TELPAS and STAAR testing</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students</p> <p>Strategy's Expected Result/Impact: This will help close learning gaps for students in order to meet their individual needs</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 491 Reviews		
<p>Strategy 3: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations</p> <p>Strategy's Expected Result/Impact: This will boost productivity and performance in the classroom as well as on assessments</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this through next year

Strategy 1 Details	Annual Report 492 Reviews		
<p>Strategy 1: Create a structure for cross-campus peer observation of High-Quality Instructional Materials and strategy implementation, to include debrief and action planning</p> <p>Strategy's Expected Result/Impact: This will build stronger teachers by allowing for reflection on their own teaching practices</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices</p> <p>Strategy's Expected Result/Impact: This gives teachers the ability to view education from the lens of the learner as opposed to the instructor</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Develop and implement a campus-based system for creating, practicing, and delivering professional learning</p> <p>Strategy's Expected Result/Impact: Creates teachers that are life-long learners and continue to grow as educators</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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 No Progress
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 94.2% to 95%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Implement Attendance Incentives

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements</p> <p>Strategy's Expected Result/Impact: This will help students attend school more frequently therefore increasing student achievement</p> <p>Staff Responsible for Monitoring: Attendance Committee</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Annual Report 494 Reviews		
Strategy 2: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures Strategy's Expected Result/Impact: Increases family's understanding of the importance of educational foundations for students Staff Responsible for Monitoring: Attendance Committee Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Provide training to campus staff on the district's procedures to address attendance requirements Strategy's Expected Result/Impact: This will help staff help communicate with students and families the importance of attending school Staff Responsible for Monitoring: Attendance Committee Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISSD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase by 5%.

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to modify practices

Strategy 1 Details	Annual Report 495 Reviews		
Strategy 1: Provide safety drill training and debrief for staff and students throughout the year Strategy's Expected Result/Impact: This will help to increase student safety Staff Responsible for Monitoring: Safety Assistant Principal	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs Strategy's Expected Result/Impact: This will help increase students safety Staff Responsible for Monitoring: Principal and Office Staff	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Implement a monitoring system for door lock fidelity checks Strategy's Expected Result/Impact: This will help increase student safety Staff Responsible for Monitoring: Safety Team and BISD PD Title I: 2.5	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, reduce teacher turnover to 10%

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to increase positive school culture

Strategy 1 Details	Annual Report 496 Reviews		
Strategy 1: Employ personalized strategies to retain staff Strategy's Expected Result/Impact: Teachers are eager to come to work and join the school community Staff Responsible for Monitoring: Principal and Mentors Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Develop and strategically deploy marketing materials that present the school as an attractive place to work Strategy's Expected Result/Impact: This will help to attract highly qualified teachers Staff Responsible for Monitoring: Principal and Webmaster TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Provide ongoing support for teacher leaders in adult facilitation and team dynamics Strategy's Expected Result/Impact: This will create an inclusive environment for teams to create trust and collaboration practices Staff Responsible for Monitoring: Principal and Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		Summative
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate

student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform (VOLY)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Work with PTA to increase family engagement opportunities

Strategy 1 Details	Reviews		
<p>Strategy 1: Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts</p> <p>Strategy's Expected Result/Impact: This will contribute to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.</p> <p>Staff Responsible for Monitoring: Principal and PTA</p> <p>Title I: 4.1</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Integrate multiple communication strategies with families into teacher roles and responsibilities</p> <p>Strategy's Expected Result/Impact: This will open the lines of communication between our parents and teachers to help support the students in their academic success</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Schedule monthly Principal Chat meetings, at various dates and times</p> <p>Strategy's Expected Result/Impact: This will help parents and caregivers support each other by sharing resources and knowledge</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p>	Formative		Summative
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform (VOLY)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Work to increase community and business partners

Strategy 1 Details	Reviews		
<p>Strategy 1: Engage community and business partners in meaningful opportunities to participate Strategy's Expected Result/Impact: This will establish long term effective partnerships for greater sense of community ownership Staff Responsible for Monitoring: Principal and PTA ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media Strategy's Expected Result/Impact: This will increase shareholder communication and partnerships Staff Responsible for Monitoring: Principal</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Establish an inclusive campus welcoming system that engages all visitors Strategy's Expected Result/Impact: This will increase parent participation which in turn increases student achievement Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Bastrop Independent School District

Bastrop Middle

2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observational data, Brag Board data, Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: See notes in "Summative Year End Review" sections for next year's recommendations.

Strategy 1 Details	Reviews		
<p>Strategy 1: Regularly implement Second Step (SEL) curriculum during dedicated class time (4th period) to proactively teach and practice mental health and wellness skills.</p> <p>Strategy's Expected Result/Impact: Addressing social emotional and behavioral needs of students will help students develop the skills needed to be successful in developing relationship and creating a sense of belonging.</p> <p>Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team</p> <p>Title I: 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture 	Formative		Summative
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Strategy 2 Details	Annual Report 502 Reviews		
<p>Strategy 2: Create opportunities to celebrate students who model expectations and demonstrate behaviors that reflect campus values. Strategy's Expected Result/Impact: More students will engage in actions that are safe, respectful, responsible, and kind due to the positive reinforcement for meeting our campus expectations. Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Students in need of more intensified social-emotional support will be identified for and receive behavior interventions and partnered with an adult mentor on campus. Strategy's Expected Result/Impact: Students will develop positive self-esteem and a trusting relationship with their campus mentor by practicing daily goal setting and celebrating daily successes. Staff Responsible for Monitoring: Admin/ MTSS Coach/Campus Mentors</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISSD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 60% to 80%

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: See "Summative Year End Review" notes below for next year's recommendations.

Strategy 1 Details	Reviews		
<p>Strategy 1: MTSS committee will use leadership input, data from surveys and observational data to identify key skills for developing self-management and a growth mindset. The campus will develop systems for delivering content designed to improve those skills.</p> <p>Strategy's Expected Result/Impact: Students will develop greater self-management and a growth mindset in order to be better prepared for the challenges of secondary education. The campus will see a decrease in discipline referrals for conflicts and unsafe actions.</p> <p>Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations, and ensure consistency in responses to behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease in undesired behaviors and an increase in student capacity to self-regulate, resulting in an increase in academic achievement</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 504 Reviews		
<p>Strategy 3: Create a plan to address social-emotional learning teacher and student survey data.</p> <p>Strategy's Expected Result/Impact: Targeted response to social-emotional deficits from both staff and student feedback</p> <p>Staff Responsible for Monitoring: MTSS coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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 Accomplished
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Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: By May 2024, increase the percentage of 7th grade students at Meets Grade Level on STAAR Math from 9% to 30% and STAAR Reading from 41% to 50%. By May 2024, increase the percentage of 8th grade students at Meets Grade Level on STAAR Math from 42% to 51% and STAAR Reading from 41% to 55%.

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: See "Summative Year End Review" notes below for next year's recommendations.

Strategy 1 Details	Annual Report 505 Reviews		
<p>Strategy 1: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal-setting through grade checks each Friday during Bear Time and weekly emails from students to their parents on academic grades and progress.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate academic growth and an increased percentage of students will score at the Meets Grade Level on STAAR at the end of the year.</p> <p>Staff Responsible for Monitoring: CBPL Leads, DCs, and Admin team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Build capacity within all campus teams to implement and facilitate effective CBPL practices using our high quality instructional materials.</p> <p>Strategy's Expected Result/Impact: Fidelity of implementation of HQIM, consistency across grade level content, accurate response to data</p> <p>Staff Responsible for Monitoring: CBPL Leads, DCs, and Admin team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 506 Reviews		
<p>Strategy 3: Implement MyPath Reading and Amplify Boost to supplement instruction in ELA. Implement MyPath Math and Mathia to supplement instruction in Math.</p> <p>Strategy's Expected Result/Impact: Closing gaps in student mastery of TEKS; Acceleration of students who have already mastered TEKS</p> <p>Staff Responsible for Monitoring: Classroom teachers, Bear Time teachers, Admin, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: See "Summative Year End Review" notes below for next year's recommendations.

Strategy 1 Details	Annual Report 507 Reviews		
<p>Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed in Reading and Mathematics.</p> <p>Strategy's Expected Result/Impact: Consistency of instruction across grade level teams, Fidelity of implementation of new curriculum, Increased teaching capacity and efficacy</p> <p>Staff Responsible for Monitoring: CBPL leads, DCs, District Specialists, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Ensure teachers have sufficient collaborative planning time and supplies/materials to allow teachers the necessary time to internalize lessons, analyze student work through data protocols, and plan for targeted instruction.</p> <p>Strategy's Expected Result/Impact: Highly-prepared instructional lessons, consistency across grade level content areas, fidelity to curriculum; Ensures effective implementation of planned lessons</p> <p>Staff Responsible for Monitoring: Admin, DC, District Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 3 Details	Annual Report 508 Reviews		
<p>Strategy 3: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution.</p> <p>Strategy's Expected Result/Impact: Consistency of instruction across grade level teams, Fidelity of implementation of new curriculum, Increased teaching capacity and efficacy</p> <p>Staff Responsible for Monitoring: Admin, IC, District Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual: Math 77%, Reading 62%

Special Education: Math 62%, Reading 48%

Economically Disadvantaged: Math 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: See "Summative Year End Review" notes below for next year's recommendations.

Strategy 1 Details	Annual Report 509 Reviews		
<p>Strategy 1: Implement formative assessments processes through Summit K12 for monitoring EB performance in listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: Access to TELPAS format resulting in improved performance on TELPAS; increased English proficiency in listening, speaking, reading, and writing.</p> <p>Staff Responsible for Monitoring: EB teacher, EB para, DC, District Multilingual Specialist, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide implementation support for teachers and supplies/materials to maintain high expectations, increase engagement, and address the needs of all learners including special populations.</p> <p>Strategy's Expected Result/Impact: Ensure that all students have access to grade-level material</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Support Staff, DC, Admin, District Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 3 Details	Annual Report 510 Reviews		
<p>Strategy 3: Implement coordinated and proactive structures to address intervention and enrichment for all students, including special populations.</p> <p>Strategy's Expected Result/Impact: Student achievement goals will be met on STAAR and on TELPAS.</p> <p>Staff Responsible for Monitoring: Admin, DC, District Specialists, EB teacher, EB para</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: See "Summative Year End Review" notes below for next year's recommendations.

Strategy 1 Details	Annual Report 511 Reviews		
<p>Strategy 1: Campus calendar indicates dedicated time for training and ongoing job-embedded professional development on content-specific teaching practices.</p> <p>Strategy's Expected Result/Impact: Ensure that all teachers have required PD and feel supported in a new curriculum adoption for ELAR and Math; To increase effectiveness and efficacy of all teaching staff</p> <p>Staff Responsible for Monitoring: Admin, DC, District Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Create a campus-based system for monitoring professional learning portfolios.</p> <p>Strategy's Expected Result/Impact: Ensure that all teachers have required PD and feel supported in a new curriculum adoption for ELAR and Math; To increase effectiveness and efficacy of all teaching staff</p> <p>Staff Responsible for Monitoring: Admin, DC, District Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 3 Details	Annual Report 512 Reviews		
<p>Strategy 3: Create a structure for cross-campus peer learning walks (observation) of HQIM and strategy implementation, to include debrief and action planning.</p> <p>Strategy's Expected Result/Impact: To increase teacher capacity and efficacy in pedagogical strategies and support consistent implementation of newly-adopted curriculum</p> <p>Staff Responsible for Monitoring: Admin, DC, District Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 91.5% to 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: See "Summative Year In Review" notes below for next year's recommendations.

Strategy 1 Details	Annual Report 513 Reviews		
<p>Strategy 1: Implement a written process for truancy prevention to monitor students with chronic absences or who are at risk of not meeting attendance requirements.</p> <p>Strategy's Expected Result/Impact: With real-time parent communication and accountability, attendance will increase, and with consistent attendance, students will receive the instruction needed to improve achievement.</p> <p>Staff Responsible for Monitoring: Admin, Attendance Clerk</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide training to campus staff on the district's attendance procedures to meet requirements.</p> <p>Strategy's Expected Result/Impact: Accurate attendance reporting and outreach to truant students across campus staff</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide incentives for students with good attendance.</p> <p>Strategy's Expected Result/Impact: With incentives, attendance will increase, and with consistent attendance, students will receive the instruction needed to improve achievement.</p> <p>Staff Responsible for Monitoring: Admin, Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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 No Progress
  Accomplished
  Continue/Modify
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISSD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase from 41% to 80%)

High Priority

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Strategy 1 Details	Reviews		
<p>Strategy 1: The campus will provide ongoing classroom management training and regular implementation of SEL lessons regarding bullying prevention, and utilization of the district's discipline matrix.</p> <p>Strategy's Expected Result/Impact: Greater consistency in classroom and school-wide behavior expectations resulting in improved student behavior and increased academic achievement</p> <p>Staff Responsible for Monitoring: Admin, MTSS Coach, MTSS Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Annual Report 515 Reviews		
Strategy 2: Provide safety drill training for staff and students throughout the year, and debrief for staff throughout the year. Strategy's Expected Result/Impact: To increase campus safety; To ensure policies are being followed; To prepare staff and students in case of a real emergency Staff Responsible for Monitoring: SRO, Admin Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Implement a monitoring system for door lock fidelity checks. Strategy's Expected Result/Impact: To increase campus safety; To ensure policies are being followed Staff Responsible for Monitoring: Hall Monitor, SRO, Admin Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

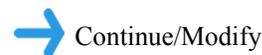
Aligned Performance Objective: By May 2024, reduce teacher turnover from 60% to 15%.

High Priority

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings, New Teacher Academy, Monitor responses from teacher surveys throughout the year

Strategy 1 Details	Annual Report 516 Reviews		
<p>Strategy 1: Monthly new teacher breakfasts to provide a safe space for new staff members to discuss concerns, needs, and ideas for campus improvement</p> <p>Strategy's Expected Result/Impact: New staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 24-25 school year</p> <p>Staff Responsible for Monitoring: Admin, Human Resources</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: The campus staff will be provided with formal and informal methods for communicating campus celebrations and concerns through surveys, Staff Brag Board, staff birthdays in Bear Bulletin, and shout outs in staff meetings.</p> <p>Strategy's Expected Result/Impact: All staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 24-25 school year. The campus will be able to make adjustments based upon staff feedback.</p> <p>Staff Responsible for Monitoring: Admin and DCs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Develop and strategically deploy marketing materials through social media platforms that present the school as an attractive place to work.</p> <p>Strategy's Expected Result/Impact: To recruit highly qualified staff members; To retain current staff members; To increase our social media presence within the community</p> <p>Staff Responsible for Monitoring: Campus Communications Liaison, Admin, DC, Campus Secretary</p> <p>Title I: 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISSD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: See "Summative Year End Review" for notes on Next Year's Recommendations

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide weekly communication with parents/guardians through the BMS Broadcast about campus updates and events, academic updates, and attendance monitoring.</p> <p>Strategy's Expected Result/Impact: Improved attendance at campus events and communication between parents/guardians and the campus</p> <p>Staff Responsible for Monitoring: Admin, Counselors, Social worker, MTSS Coach, and DC</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Annual Report 518 Reviews		
<p>Strategy 2: Administer customized surveys for parents to determine and address family engagement needs.</p> <p>Strategy's Expected Result/Impact: To respond to parent feedback; To increase family engagement; To increase positive presence within the community</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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	N/A		
Strategy 3 Details	Reviews		
<p>Strategy 3: Integrate multiple communication strategies with families into teacher roles and responsibilities.</p> <p>Strategy's Expected Result/Impact: To increase communication between school and home; To increase students' academic and behavioral success</p> <p>Staff Responsible for Monitoring: Admin, Counselors, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

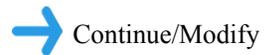
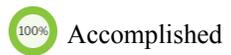
Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Engage business and community partners in meaningful opportunities to participate. Strategy's Expected Result/Impact: Increase community involvement within our school Staff Responsible for Monitoring: Admin, Campus Secretary</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Establish an inclusive welcoming system that engages all visitors. Strategy's Expected Result/Impact: To increase community/parent involvement within our school Staff Responsible for Monitoring: Admin, Campus Secretary</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Create and communicate volunteer opportunities within our online volunteer platform. Strategy's Expected Result/Impact: To increase community/parent involvement within our school Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Bastrop Independent School District

Bluebonnet Elementary

2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

High Priority

Evaluation Data Sources: Brag Board Data, Observational Data

Summative Evaluation: Met Objective

Next Year's Recommendation: BES will continue this goal for next school year.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices.</p> <p>Strategy's Expected Result/Impact: Staff will have relevant and best practice strategies to use in the classroom to move learning forward.</p> <p>Staff Responsible for Monitoring: MTSS</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: We will monitor implementation of SEL curriculum in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will have specific, research based instruction that will foster a sense of belonging and allow for safe and productive learning spaces.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		Summative
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Strategy 3 Details	Annual Report 524 Reviews		
Strategy 3: The MTSS team will meet to review and discuss consistency in application of expectations across the campus. Strategy's Expected Result/Impact: When behavioral expectations are consistent across the campus, regardless the staff member in charge at the moment or where the student may be at that time, there is clear accountability of rules and expectations. Staff Responsible for Monitoring: MTSS	Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase to 75% (currently 66%).

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue but refine the goals of increase student self management.

Strategy 1 Details	Reviews		
Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment Strategy's Expected Result/Impact: Striving to get to the root of an issue and spending time to reteach appropriate behavior in various situations will yield long term behavioral changes. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Create a plan to address Social Emotional Learning teacher and student data Strategy's Expected Result/Impact: Our campus leadership will remain cognizant of the current campus perceptions as well as have the ability to make next steps to increase overall survey data. Staff Responsible for Monitoring: MTSS	Formative		Summative
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Strategy 3 Details	Annual Report 525 Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 3: Campus counselor will meet with flagged students with poor survey data in order to address their specific needs Strategy's Expected Result/Impact: Our most vulnerable students will receive prescriptive individual feedback and wrap around support in order to have the best learning experience possible. Staff Responsible for Monitoring: Counselor			
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 41% to 49% and STAAR Reading from 37% to 46%.

Evaluation Data Sources: AT Data, Interim Assessment Data, 2024 STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We do not have formal data at this time but we will continue to raise the bar academically for our students in achievement.

Strategy 1 Details	Reviews		
	Formative		Summative
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Strategy 1: Campus Leadership will meet with teacher teams following unit/module assessments in math and reading to progress monitor next steps specific to moving the data forward in relation to individual students. Strategy's Expected Result/Impact: There will be clear understanding of where our gaps in learning current exist and how students are performing from unit to unit or module to module. Staff Responsible for Monitoring: Principal			
Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices and structures. Strategy's Expected Result/Impact: Teams doing the work each day have an intimate knowledge of the curriculum and when individuals and teams are strengthened there is a greater self reliance and ability to problem solve in the moment for student success. Staff Responsible for Monitoring: Instructional Coaches			

Strategy 3 Details	Annual Report 526 Reviews		
Strategy 3: Through the use of Zearn, Amplify, and Summit students will have access to online enrichment specific to their current needs. Strategy's Expected Result/Impact: Each day students will be engaged with an intervention specific to their needs in both math and reading. Staff Responsible for Monitoring: RTI Leads	Formative		Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool, Campus Walkthrough Data Tracker

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We consistently maintained between a 95-100% fidelity.

Strategy 1 Details	Reviews		
Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed Strategy's Expected Result/Impact: Through consistent monitoring, we will assure our students are receiving grade level appropriate instruction Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
Strategy 2: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials Strategy's Expected Result/Impact: Teachers will have support in making the most effective instructional moves to meet their student's needs. Staff Responsible for Monitoring: Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 527 Reviews		
Strategy 3: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate Strategy's Expected Result/Impact: Well prepared teachers will excel in lesson delivery in the classroom Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Ensure teachers have opportunities to see one another in practice using our HQIMs Strategy's Expected Result/Impact: Teachers will learn from one another and refine their individual practices for greater student success Staff Responsible for Monitoring: Principal	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT Data, Interim Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to have this focus and strive for these targets.

Strategy 1 Details	Reviews		
Strategy 1: Implement a dual language program model Strategy's Expected Result/Impact: Students that participate in the dual language model will have research proven success and perform comparably to their non bilingual peers. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 528 Reviews		
Strategy 2: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations Strategy's Expected Result/Impact: These research based best practices yield academic success for all learners. Staff Responsible for Monitoring: Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Support Special Programs staff in providing exemplar accommodations and co-teaching suggestions to use as a foundation for planning and lesson internalization Strategy's Expected Result/Impact: Students receiving special programming support will benefit from refined practices and strengthened systems of support. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing Strategy's Expected Result/Impact: Emergent Bilingual students will increase in their TELPAS and STAAR performance Staff Responsible for Monitoring: Assistant Principals Funding Sources: Headphones with Mic - 211 - Title I, School Improvement Grant - \$1,200	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan Evaluation Data

Summative Evaluation: Met Objective

Next Year's Recommendation: We will modify this goal but continue towards the general positive perception and implementation of the PD plan.

Strategy 1 Details	Annual Report 529 Reviews		
Strategy 1: Create a campus-based system for monitoring professional learning portfolios Strategy's Expected Result/Impact: Staff will remain current on relevant teaching practices and curricular development Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Create a structure for cross-campus peer observation of High-Quality Instructional Materials and strategy implementation, to include debrief and action planning Strategy's Expected Result/Impact: The staff will see others across the district in action and have live professional development and refinement of best practices. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices Strategy's Expected Result/Impact: Teachers will remain current and fluent in best practices for the highest quality delivery of lessons Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: By May 2024, increase student attendance from 92.59% to 94%

Evaluation Data Sources: PEIMS attendance reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue this goal, we have a refined plan to put into place moving forward.

Strategy 1 Details	Annual Report 530 Reviews		
Strategy 1: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures Strategy's Expected Result/Impact: My expected result is students and families to have different modalities to learn about attendance procedures that will directly contribute to meeting our campus goal. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Create specific student centered goals and incentivize attendance with our most frequently tardy. Strategy's Expected Result/Impact: My expected results are students that are most frequently tardy will have goals and incentives that will increase our campus goal of 94% daily attendance. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Create a classroom attendance goal and incentives for reaching classroom goal attendance Strategy's Expected Result/Impact: My expected result is to create attendance goals and incentives at the classroom level which result in increase student attendance. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: By May 2024, Student positive perceptions of physical and psychological safety at school will increase by 5%, from 65% to 70%.

Evaluation Data Sources: Panorama Annual Student Survey

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue this moving forward at BES.

Strategy 1 Details	Annual Report 531 Reviews		
Strategy 1: Create a schoolwide safety team comprised of students Strategy's Expected Result/Impact: Expected result/impact is to create and maintain a safe learning environment where students are invested and involved in the schoolwide safety process. Staff Responsible for Monitoring: MTSS	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide safety drill training and debrief for staff and students throughout the year Strategy's Expected Result/Impact: All staff and students will proficient procedures and processes in case of an emergency. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs Strategy's Expected Result/Impact: Our school will have a secure systems for visitor check-in/out that all staff follow with fidelity. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: By May 2024, reduce teacher turnover to 10%.

Evaluation Data Sources: Staff Retention Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We had a significant loss of staff (predominately Bilingual staff), we will set this goal into place for next year as well.

Strategy 1 Details	Annual Report 532 Reviews		
Strategy 1: Employ personalized strategies to retain staff Strategy's Expected Result/Impact: Staff will have a deeper sense of belonging and choose to remain at BES. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Develop and strategically deploy marketing materials that present the school as an attractive place to work Strategy's Expected Result/Impact: The campus culture of excellence will be evident in appearance of the building and conditions of the workplace. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide ongoing support for teacher leaders in adult facilitation and team dynamics Strategy's Expected Result/Impact: Team members will be more equip to handle small stressors Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder Surveys, Volunteer Registration on VOLY

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We will continue this goal at BES.

Strategy 1 Details	Annual Report 533 Reviews		
Strategy 1: Administer customized surveys for parents and families to determine specific engagement needs Strategy's Expected Result/Impact: My expected result is that parents and families have access to customized surveys to give feedback that will help determine specific engagement needs that impact campus decisions. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students Strategy's Expected Result/Impact: My expected result is to implement processes and strategies that will support our families of students experiencing homelessness, foster care students, and migrant students that will show increase in survey data. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide capacity-building events for parents and families on critical aspects of student learning Strategy's Expected Result/Impact: My expected result is that there will be capacity-building events for parents and families to attend throughout the school year. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Provide family engagement conversational opportunities for each grade level, each semester. This will be morning coffee at drop off and after zoom meetings. Strategy's Expected Result/Impact: Families will have greater access to principal and chances to offer improvement ideas. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Volunteer Registration on VOLY

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue this goal at BES.

Strategy 1 Details	Reviews		
Strategy 1: Engage community and business partners in meaningful opportunities to participate Strategy's Expected Result/Impact: Families and community members will feel comfortable engaging in campus events and we will foster meaningful relationships. Staff Responsible for Monitoring: Counselor	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Establish an inclusive campus welcoming system that engages all visitors Strategy's Expected Result/Impact: Visitors will feel welcomed and will continue to support our campus needs. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Create and communicate specific volunteer opportunities within our online volunteer platform Strategy's Expected Result/Impact: Community members and parents will have the ability to participate in campus events. Staff Responsible for Monitoring: Counselor	Formative		Summative
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 3: Parental participation in twice annual student conferences will reach 80% attendance.

Evaluation Data Sources: Student Conference Sign In Sheets

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We had over 90% participation in student conferences in fall.

Strategy 1 Details	Annual Report 535 Reviews		
Strategy 1: We will plan, communicate, and schedule parent teacher conferences Strategy's Expected Result/Impact: Families will be scheduled to attend a spring conference that allows them to see their child's growth from the fall semester. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Families will leave from conferences with specific next steps they can support their child in, in relation to math, reading, and attendance. Strategy's Expected Result/Impact: Families will be clear in grade level expectations for their child as well as have the ability to continue learning at home. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Teachers will have sub coverage for a spring day of conferences to further ensure parents schedules are prioritized for spring conferences. Strategy's Expected Result/Impact: Teachers will have undivided attention for families on the day of their spring conference. Staff Responsible for Monitoring: Principal	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Bastrop Independent School District
Camino Real Elementary
2023-2024 Formative Review

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observational data, Brag Board data, Discipline data

Summative Evaluation: Met Objective

Next Year's Recommendation: Consider how a program model at the classroom level can be implemented and monitored with fidelity.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices</p> <p>Strategy's Expected Result/Impact: Teachers and staff will understand and recognize the behavior and social-emotional needs of students more readily thus leading to meaningful referrals for support.</p> <p>Staff Responsible for Monitoring: MTSS Campus Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	 <p>80%</p>	 <p>90%</p>	 <p>100%</p>

Strategy 2 Details	Annual Report 539 Reviews		
<p>Strategy 2: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful, and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: Students and staff will be informed of expected behavior thus allowing for a more positive campus environment.</p> <p>Staff Responsible for Monitoring: MTSS Campus Coach</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Monitor implementation of SEL curriculum.</p> <p>Strategy's Expected Result/Impact: This will ensure both fidelity in the program model and that students are receiving instruction to support their development.</p> <p>Staff Responsible for Monitoring: MTSS Campus Coach</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will show at least a 65% favorable rating

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Summative Evaluation: Met Objective

Next Year's Recommendation: Add a component for students to take ownership of their attendance.

Strategy 1 Details	Annual Report 540 Reviews		
<p>Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment</p> <p>Strategy's Expected Result/Impact: This will ensure fairness in our process as well as work towards a safe school.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Schedule recurring conferences with social work and/or counseling staff to address schoolwide or individual student needs</p> <p>Strategy's Expected Result/Impact: This will ensure students' needs are being addressed in a timely manner.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Schedule regular reviews of the campus discipline dashboard to identify trends, disproportionality, and possible adaptations</p> <p>Strategy's Expected Result/Impact: This will ensure students' behavioral needs are being met in a timely manner and specific to the student.</p> <p>Staff Responsible for Monitoring: MTSS Campus Coach</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable communication.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: By May 2024, student STAAR scores at Meets Grade Level will be the following: Math at 45% and Reading at 50%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Implement data tracking system within the first grading period of the next academic year tailored specifically by grade level bands.

Strategy 1 Details	Reviews		
<p>Strategy 1: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures</p> <p>Strategy's Expected Result/Impact: This will lead to teachers taking ownership of their students' performance and being able to communicate that clearly to all stakeholders.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide implementation support for teachers engaged in Texas Reading Academies</p> <p>Strategy's Expected Result/Impact: This will help teachers develop and grow in their abilities to support reading development in students in Kinder through 3rd Grade.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 542 Reviews		
<p>Strategy 3: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal-setting</p> <p>Strategy's Expected Result/Impact: Students will be able to understand their academic development and begin the process of self-advocacy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with this goal

Strategy 1 Details	Annual Report 543 Reviews		
<p>Strategy 1: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate</p> <p>Strategy's Expected Result/Impact: This will allow teachers time to internalize the lessons and prepare for student learning.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, and CBPL Leaders</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Regularly monitor the usage and implementation of provided adopted materials as designed</p> <p>Strategy's Expected Result/Impact: This will ensure HQIM will be used with fidelity in both reading and math instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials</p> <p>Strategy's Expected Result/Impact: This will ensure teachers are staying on schedule and addressing the TEKS as required by TEA.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners. Annual Report 544

Performance Objective 2: Strategic Priority: BISSD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with this goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations</p> <p>Strategy's Expected Result/Impact: Students in special population groups will be afforded the same support and academic rigor as their grade-level peers not identified in special populations.</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 545 Reviews		
<p>Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students</p> <p>Strategy's Expected Result/Impact: This will ensure intervention time is meaningful and aligned with HQIM and resources.</p> <p>Staff Responsible for Monitoring: RTI Lead and Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement a Dual Language program model</p> <p>Strategy's Expected Result/Impact: This will ensure fidelity in a language model that aims to build biliteracy among Emergent Bilingual students.</p> <p>Staff Responsible for Monitoring: Bilingual Teachers, Campus Administration, Multilingual Dept. Support Staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Campus calendar indicates dedicated time for training and ongoing job-embedded professional development on content-specific teaching practices</p> <p>Strategy's Expected Result/Impact: This will ensure teachers and staff have dedicated time to reflect on their practices and ensure their professional growth in teaching and learning practices.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop and implement a campus-based system for creating, practicing, and delivering professional learning</p> <p>Strategy's Expected Result/Impact: This will ensure teachers have designated time and space to grow in their craft, learn new strategies, and have the opportunity to engage with colleagues.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 547 Reviews		
<p>Strategy 3: Create a structure for cross-campus peer observation of High-Quality Instructional Materials and strategy implementation, including debrief and action planning</p> <p>Strategy's Expected Result/Impact: This will allow content-specific teachers the opportunity to observe, learn from, and engage in conversations with their colleagues to grow their knowledge and skills as they support their students.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, the student attendance rate will be 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with goal

Strategy 1 Details	Annual Report 548 Reviews		
<p>Strategy 1: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures</p> <p>Strategy's Expected Result/Impact: Parents and families will be informed of the state's and district's requirements for student attendance and thus improve students' attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide training to campus staff on the district's procedures to address attendance requirements</p> <p>Strategy's Expected Result/Impact: Teachers will be better informed and can communicate accurate information to parents and families.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance</p> <p>Strategy's Expected Result/Impact: Teachers and staff will build positive relationships with students, parents, and families.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will show a favorable rating of at least 60%

Evaluation Data Sources: Panorama SEL student surveys administered two times per year

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide safety drill training and debriefing for staff and students throughout the year</p> <p>Strategy's Expected Result/Impact: Staff will be informed of best practices and required actions for emergency situations to ensure a safe learning environment for all.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 550 Reviews		
Strategy 2: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs Strategy's Expected Result/Impact: This will ensure campus procedures are effective and that all needed resources are available. Staff Responsible for Monitoring: Campus Receptionist Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement a monitoring system for door lock fidelity checks Strategy's Expected Result/Impact: This will ensure our campus remains in compliance with both district and state requirements to increase the safety and security of students and staff. Staff Responsible for Monitoring: Assistant Principals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, the teacher turnover rate will be 10% or less.

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with goal

Strategy 1 Details	Annual Report 551 Reviews		
<p>Strategy 1: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p>Strategy's Expected Result/Impact: This will ensure teachers are provided feedback that is both clear and meaningful to help them develop their teaching skills.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Employ personalized strategies to retain staff</p> <p>Strategy's Expected Result/Impact: This aims to build positive rapport between staff and campus leadership and ensure staff are both supported and have a platform to express their concerns and questions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Assign mentors to both new to the profession and new to BISD teachers</p> <p>Strategy's Expected Result/Impact: New teachers will have another layer of professional support to turn to for questions, planning, and overall help</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISSD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show a positive perception of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Schedule monthly Principal Chat meetings, at various dates and times</p> <p>Strategy's Expected Result/Impact: This will forge pathways of communication between parents/families and campus administration.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students</p> <p>Strategy's Expected Result/Impact: Students and their families experiencing situations such as these will have sources to turn to for information and support.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Social Worker</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Annual Report 553 Reviews		
<p>Strategy 3: Provide capacity-building events for parents and families on critical aspects of student learning</p> <p>Strategy's Expected Result/Impact: Parents and families will have a reliable source of information on how to support their student's learning and academic growth.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Social Worker, Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISSD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, community and business members will participate in campus committees and events

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Establish an inclusive campus welcoming system that engages all visitors</p> <p>Strategy's Expected Result/Impact: Visitors and volunteers will feel welcomed and realize their skills and time are valuable to our students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
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Strategy 2 Details	Annual Report 554 Reviews		
<p>Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media</p> <p>Strategy's Expected Result/Impact: This strategy aims to positively influence the campus' relationship with local businesses and thus provide additional sources of support for all staff.</p> <p>Staff Responsible for Monitoring: Campus Media Liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Create a written process for utilizing volunteers</p> <p>Strategy's Expected Result/Impact: This aims to ensure volunteers are used in areas where they can have the greatest impact on student's academic performance as well as their social-emotional well-being.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
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Bastrop Independent School District

Cedar Creek Elementary

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observational data, Brag Board data, Discipline data

Summative Evaluation: Met Objective

Next Year's Recommendation: Focus SEL being consisted across the campus since we are losing our MTSS coach. Also want to work closely with counselor and coaches to develop lessons to build academic skills that will increase student agency.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices</p> <p>Strategy's Expected Result/Impact: Staff will have tools and strategies ready to address student behavior, both positive and negative, in a productive way.</p> <p>Staff Responsible for Monitoring: MTSS Team</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: Campus leaders will be able to proactively address common issues.</p> <p>Staff Responsible for Monitoring: MTSS Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Annual Report 558 Reviews		
Strategy 3: Monitor implementation of SEL curriculum Strategy's Expected Result/Impact: Students will receive timely lesson on managing social skills and emotions Staff Responsible for Monitoring: MTSS Team ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase by will increase from 63% to 70%.

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will no longer be using the Panorama survey. Create a committee to pick up this work and then formulate surveys to be utilized periodically in the school year. Want to determine a way to capture kinder-2nd grade data as well.

Strategy 1 Details	Reviews		
Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data Strategy's Expected Result/Impact: We will be able to use student and teacher voice to directly impact SEL implementation and to inform proactive planning. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Strategy 2 Details	Annual Report 559 Reviews		
Strategy 2: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations Strategy's Expected Result/Impact: Student engagement will remain high as we will be able to proactively pinpoint student behavior needs Staff Responsible for Monitoring: Assistant Principal Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Schedule recurring conferences with social work and/or counseling staff to address schoolwide or individual student needs Strategy's Expected Result/Impact: Student support will be efficient and targeted, thereby increasing time engaged in class work. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success. Aligned Performance Objective: By May 2024, Increase the percentage of students at Meets Grade Level on STAAR Math from 18% to 28% and STAAR Reading from 20% to 40%.

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with the majority of these goals as they directly support the launching of blended learning and our SAF grant.

Strategy 1 Details	Annual Report 560 Reviews		
Strategy 1: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal setting Strategy's Expected Result/Impact: Students will develop an understanding of how they can use goal setting to increase their own achievement Staff Responsible for Monitoring: Principal Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning (CBPL) structures Strategy's Expected Result/Impact: Teacher teams will have a thorough understanding of lessons prior to execution Staff Responsible for Monitoring: District Coaches ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement digital resources to supplement instruction in Math, Reading, Science, and Social Studies Strategy's Expected Result/Impact: Instruction will be extended or reviewed with lessons and activities that are at each student's level Staff Responsible for Monitoring: Assistant Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with internalization and coaching to support teachers and also with the introduction of a new science curriculum. Focus on student achievement to align with studios and blended learning grant.

Strategy 1 Details	Reviews		
<p>Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed</p> <p>Strategy's Expected Result/Impact: Campus leaders will have a clear understanding of the level of implementation and will be able to provide targeted support to teachers that need assistance. This will result in students receiving on grade-level instruction.</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution</p> <p>Strategy's Expected Result/Impact: Teachers will have a thorough understanding of lesson outcomes and will be able to address students misconceptions as they arise.</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate</p> <p>Strategy's Expected Result/Impact: Teachers will have dedicated time in their CBPL teams to prepare for teaching as well as to analyze student daily work and student assessment data.</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Growth is still not happening across the board for our learners. We will need to continue these goals, but be more specific and targeted with our special pops.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement a Dual Language program model</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will master bilingualism and biliteracy</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase in English Language Proficiency</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 563 Reviews		
Strategy 3: Implement coordinated and proactive structures to address intervention and/or enrichment for all students Strategy's Expected Result/Impact: Student needs beyond Tier I instruction will be met through personalized learning Staff Responsible for Monitoring: Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue these goals and make sure that they align with the Empowered Eagles Framework and SAF grant requirements.

Strategy 1 Details	Reviews		
Strategy 1: Create a campus-based system for monitoring professional learning portfolios Strategy's Expected Result/Impact: Campus leaders will have a clear understanding of how to guide staff through their professional development requirements. Staff will complete professional development resulting in increased teaching effectiveness. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		Summative
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	N/A		

Strategy 2 Details	Annual Report 564 Reviews		
<p>Strategy 2: Create a structure for cross-campus peer observation of High-Quality Instructional Materials and strategy implementation, to include debrief and action planning</p> <p>Strategy's Expected Result/Impact: Teachers will have a systematic way to observe each other and collaborate on how to improve HQIM implementation in their own classrooms.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices</p> <p>Strategy's Expected Result/Impact: Teachers will receive training that is relevant and based on timely needs.</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 92% to 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue what we have started this year, but focus on something other than attendance in our CIP.

Strategy 1 Details	Annual Report 565 Reviews		
Strategy 1: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements Strategy's Expected Result/Impact: Increased student attendance, resulting in increased student achievement Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures Strategy's Expected Result/Impact: Increased student attendance, resulting in increased student achievement Staff Responsible for Monitoring: Principal Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance Strategy's Expected Result/Impact: Increased student attendance, resulting in increased student achievement Staff Responsible for Monitoring: Registrar Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISS will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase from 49% to 59%

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Met Objective

Next Year's Recommendation: This has become a part of our culture and does not warrant targeting again. We can move on to another component of culture that we would like to strengthen like school spirit.

Strategy 1 Details	Reviews		
<p>Strategy 1: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs</p> <p>Strategy's Expected Result/Impact: The campus will remain free from interruptions, leading to full use of instructional minutes</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a monitoring system for door lock fidelity checks</p> <p>Strategy's Expected Result/Impact: The campus will remain free from interruptions, leading to full use of instructional minutes</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives</p> <p>Strategy's Expected Result/Impact: Staff, students, and families will feel supported and instructional time will be uninterrupted.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success. AmBISD Report 567

Aligned Performance Objective: By May 2024, reduce teacher turnover to 15%.

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with these strategies and expand what we are currently doing.

Strategy 1 Details	Reviews		
<p>Strategy 1: Employ personalized strategies to retain high-performing teachers Strategy's Expected Result/Impact: Reduced teacher turnover Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop and strategically deploy marketing materials that present the school as an attractive place to work Strategy's Expected Result/Impact: Reduced teacher turnover Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice Strategy's Expected Result/Impact: Increased number of high-performing teachers Staff Responsible for Monitoring: District Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
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<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

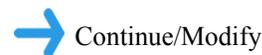
Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Parent involvement is still low for CCE, but a good foundation has been laid to continue this work next year.

Strategy 1 Details	Reviews		
Strategy 1: Administer customized surveys for parents and families to determine specific engagement needs Strategy's Expected Result/Impact: Meaningful parent and family activities will result in increased engagement Staff Responsible for Monitoring: Principal	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts Strategy's Expected Result/Impact: Meaningful parent and family activities will result in increased engagement Staff Responsible for Monitoring: Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Provide capacity-building events for parents and families on critical aspects of student learning Strategy's Expected Result/Impact: Meaningful parent and family activities will result in increased engagement Staff Responsible for Monitoring: Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to provide information about volunteering options and get teachers onboard to communicate with parents specific opportunities that would benefit their specific child.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create and communicate specific volunteer opportunities within our online volunteer platform</p> <p>Strategy's Expected Result/Impact: Increased support and volunteers from the community</p> <p>Staff Responsible for Monitoring: Social Work Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media</p> <p>Strategy's Expected Result/Impact: Increased support and volunteers from the community</p> <p>Staff Responsible for Monitoring: Campus Digital Media Representative</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details

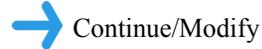
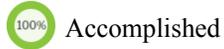
Annual Report 570

Strategy 3: Create a written process for utilizing volunteers
Strategy's Expected Result/Impact: Volunteers will effectively support campus activities
Staff Responsible for Monitoring: Social Work Staff

ESF Levers:
 Lever 3: Positive School Culture

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Bastrop Independent School District

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observational data, Brag Board data, Discipline data

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices. Strategy's Expected Result/Impact: Staff will have a better understanding of how to appropriately support student needs. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: The Academic MTSS team will monitor students using data shared from teachers and classes. Strategy's Expected Result/Impact: The monitoring system will ensure student's have the resources they need to be successful with grade level curriculum. Staff Responsible for Monitoring: Associate Principal, Assistant Principal</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: The Behavior MTSS team will monitor students using data shared from teachers and discipline referrals. Strategy's Expected Result/Impact: Data from teachers can help the Behavior MTSS team create wrap around support for students. Staff Responsible for Monitoring: Assistant Principal</p>	Formative		Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase by 3%.

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Strategy 1 Details	Reviews		
<p>Strategy 1: School counselors and family support specialists will provide campus wide guidance and support on student well being to both teachers and students.</p> <p>Strategy's Expected Result/Impact: Consistent guidance and support will help students have a sense of belonging.</p> <p>Staff Responsible for Monitoring: School Counselors, Family Support Specialist</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Meet with school counselors and family support specialists weekly to address schoolwide and individual student.</p> <p>Strategy's Expected Result/Impact: Addressing needs individually and holistically will give student's the confidence to continue to seek support.</p> <p>Staff Responsible for Monitoring: School Counselors, Family Support Specialists</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Review discipline trends weekly to address new student trends, dis-proportionality, and possible adaptations.</p> <p>Strategy's Expected Result/Impact: Reviewing discipline trends will help school administrators respond more effectively while also developing additional supports for staff.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		Summative
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Copy this into Performance Objective 3 Box:

Aligned Performance Objective: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 34% to 42% and STAAR Reading from 32% to 42%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Strategy 1 Details	Reviews		
Strategy 1: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures. Strategy's Expected Result/Impact: Building capacity within Campus Based Professional Learning Teams will ensure that teachers are confident in delivering grade level curriculum. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide implementation support to teachers implementing Carnegie and Study Sync curriculum. Strategy's Expected Result/Impact: Continuous support with new curriculum will help teachers become more confident and proficient in their subject area. Staff Responsible for Monitoring: Principal, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement student goal setting and conferencing in all EOC subject areas to support individual student needs. Strategy's Expected Result/Impact: Student conferences and reviewing of student goals will help students to be focused on their individual growth. Teachers understanding student's individual needs will help drive individual growth. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Instructional Coaches, CBPL Leads	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Strategy 1 Details	Reviews		
Strategy 1: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution Strategy's Expected Result/Impact: Continuous coaching and feedback will help teachers feel supported as they become more comfortable with lesson internalization and lesson execution Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials Strategy's Expected Result/Impact: Feedback on pacing can help ensure teachers are continuing to stay on track with the unit calendar and year at a glance set forth by the district. Staff Responsible for Monitoring: Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate Strategy's Expected Result/Impact: Sufficient planning and collaboration creates a stronger Content Based Professional Learning environment among teachers, while building confidence and morale. Staff Responsible for Monitoring: Principal, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize Summit K12 as a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: Monitoring Emergent Bilingual Performance will ensure learning gaps in reading, writing, speaking, and listening are addressed throughout the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize the My Path program to provide students with individual intervention for math and reading.</p> <p>Strategy's Expected Result/Impact: Individualized scaffolds and supports through My Path will allow students to reach academic growth targets in Math and Reading EOC areas.</p> <p>Staff Responsible for Monitoring: Intervention Teachers, Instructional Coaches, Associate Principal, Principal</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize the implementation of RTI Scheduler to pull students groups for targeted Tier 1 and Tier 2 intervention during SOAR time.</p> <p>Strategy's Expected Result/Impact: Providing consistent Tier 1 and Tier 2 intervention to students will increase student scores to grade level targets.</p> <p>Staff Responsible for Monitoring: SOAR Teachers, Instructional Coaches, Assistant Principals, Associate Principal, Principal</p>	Formative		Summative
	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Strategy 1 Details	Annual Report 578 Reviews		
Strategy 1: Professional Development Learning Portfolios will be reviewed each school year to lessen teachers repeating already attended training and professional development and providing new, relevant training. Strategy's Expected Result/Impact: Providing new and relevant training to teachers will create on going professional growth allowing teachers more opportunities of engagement withing the profession.	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: As a campus, create dedicated time within the school year for ongoing training and professional development for each content area. Strategy's Expected Result/Impact: Providing ongoing training throughout the year will ensure teachers are engaged with new curriculum and relevant teaching strategies. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement opportunities for teachers to visit model classrooms to view the implementation of High-Quality Instructional Materials, debrief on the implementation, and plan for their own implementation. Strategy's Expected Result/Impact: Allowing opportunities for teachers to visit model classrooms, debrief, and plan for implementation will ensure a level of consistency to students while providing professional growth to educators. Staff Responsible for Monitoring: Principals, Associate Principal, Instructional Coaches, Department Heads, CBPL Leads	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 89% to 93%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Strategy 1 Details	Annual Report 579 Reviews		
Strategy 1: Create a written campus attendance action plan. Strategy's Expected Result/Impact: The written campus attendance plan ensures the proper steps are in place to support students and parents; it also encompasses roles and responsibilities of staff, teachers, counselors, and administrators. Clear roles and responsibilities provides clarity and consistency on how students will be supported in attendance. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements Strategy's Expected Result/Impact: A consistent truancy prevention process ensures that all student's are supported in the removing of attendance barriers. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures. Strategy's Expected Result/Impact: Education of attendance through the daily engagement of parent meetings, phone calls, School Status, and Skyward will positively impact students and families understanding campus attendance procedures. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISS will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase by 6%.

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Strategy 1 Details	Annual Report 580 Reviews		
Strategy 1: Provide safety drill training and debrief for staff and students throughout the year Strategy's Expected Result/Impact: Educating students and staff on emergency drills, while also providing opportunities to practice drills, will provide the knowledge and understanding of how to stay safe in an emergency situation. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Strategy's Expected Result/Impact: Providing students with multiple experiences and perspectives within the realm of routines will provide a sense of consistency and belonging to the campus. Staff Responsible for Monitoring: Teachers, Assistant Principals, Associate Principals, Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Create a student-led campus safety team. Strategy's Expected Result/Impact: Providing opportunities for student leadership will create meaningful relationships between students and staff as they work together to help maintain a healthy, safe, and positive environment. Staff Responsible for Monitoring: Teachers, Assistant Principal, Associate Principal, Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its on-boarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, reduce teacher turnover to 15%

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Strategy 1 Details	Annual Report 581 Reviews		
Strategy 1: Develop normed tools and processes to conduct observations, capture trends, and track progress over time. Strategy's Expected Result/Impact: Cedar Creek High School will use the T-TESS model and BISD walkthrough form to conduct observations and provide ongoing feedback to teachers throughout the school year. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide ongoing support for teacher leaders in adult facilitation and team dynamics. Strategy's Expected Result/Impact: The revamped campus New Teacher Academy will provide ongoing support through face to face interactions throughout the year; this opportunity will help new to BISD teachers interact with campus leaders in a more personal environment. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. Strategy's Expected Result/Impact: Providing clear actionable feedback will help teachers focus on one strategy at a time; this approach will create a more meaningful relationship between the teacher and appraiser. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Strategy 1 Details	Annual Report 582 Reviews		
Strategy 1: Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts. Strategy's Expected Result/Impact: Collaboration with PTA/PTSA can help parents engage more positively with the campus. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide capacity-building events for parents and families on critical aspects of student learning Strategy's Expected Result/Impact: Events centered around campus-wide opportunities that link directly to a student receiving a high school diploma will result in parent support and the academic and personal growth of the student. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students Strategy's Expected Result/Impact: Individualized support for the unique needs of students and families can create a more trusting relationship with the campus Staff Responsible for Monitoring: Principal, School Counselors, Family Support Specialists	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Strategy 1 Details	Annual Report 583 Reviews		
Strategy 1: Recognize community and business participation and/or sponsorship in campus newsletters and on social media Strategy's Expected Result/Impact: Recognition of community partners can result in gaining more community partners Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Engage community and business partners in meaningful opportunities to participate Strategy's Expected Result/Impact: Inviting community and business partners to campus activities and events will create a more meaningful relationship for the campus and the partner. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide opportunities for students to visit community partners and business. Strategy's Expected Result/Impact: Providing opportunities for students to visit business can support a shared vision and workforce opportunities between the campus and partner, Staff Responsible for Monitoring: Principal, PTECH Staff, PTA/PTSA	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 3: Strategic Priority: BISD will strengthen external partnerships to help students attain industry certifications, work experience, and/or sponsorship opportunities.

Aligned Performance Objective: By May 2024, Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 40% to 55%.

Evaluation Data Sources: 2024 Accountability Data

Strategy 1 Details	Annual Report 584 Reviews		
Strategy 1: Conduct quarterly tracking and reporting of CCMR indicators by cohort. Strategy's Expected Result/Impact: Quarterly tracking will help identify students who have not met CCMR and allow for planning on how more students can reach college and career readiness. Staff Responsible for Monitoring: Principal, Associate Principal, School Counselors, College & Career Specialist	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
Strategy 2: Offer post secondary planning information sessions to encourage higher parent participation rates. Strategy's Expected Result/Impact: Information sessions beginning when students enter high school will result in parents understanding the multiple avenues to become college, career, or military ready and meet the CCMR indicator. Staff Responsible for Monitoring: Principal, Associate Principal, School Counselors, College & Career Specialist	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
Strategy 3: Partner with outside organizations and individuals to offer individualized test prep for TSI, PSAT, and SAT tests. Strategy's Expected Result/Impact: Targeted, structured, individualized test prep will individually support students in their highest needs area. Staff Responsible for Monitoring: Principal, Associate Principal, College Access Specialist	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Bastrop Independent School District

Cedar Creek Intermediate

2023-2024 Formative Review



Cedar Creek
INTERMEDIATE SCHOOL

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: observational data, Brag Board data, Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue work to refine Tier 1 with an emphasis on Tier 2 and consistent SEL; Focus on building relationships

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices.</p> <p>Strategy's Expected Result/Impact: Reduced students discipline referrals.</p> <p>Staff Responsible for Monitoring: MTSS Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
<p>Strategy 2: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: All staff members and students will have a full understanding of campus expectations. Staff will utilize positive feedback, resulting in reduced student discipline issues.</p> <p>Staff Responsible for Monitoring: MTSS Team</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 588 Reviews		
Strategy 3: Monitor implementation of SEL curriculum. Strategy's Expected Result/Impact: Teachers will be provided with lesson support and students will grow in social-emotional skills. Staff Responsible for Monitoring: MTSS Team	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISSD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 59% to 67%

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Will need to have a related PO - perhaps related to sense of belonging. - connection to adult.

Strategy 1 Details	Reviews		
Strategy 1: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations. Strategy's Expected Result/Impact: Discipline incidents will decrease and proactive, rather than reactive, strategies will be put into place. Staff Responsible for Monitoring: Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
	N/A		

Strategy 2 Details	Annual Report 589 Reviews		
Strategy 2: Schedule recurring conferences with social work and/or counseling staff to address schoolwide or individual student needs. Strategy's Expected Result/Impact: Students with social work or counseling needs will learn strategies that will keep them in classroom instruction as much as possible, leading to increased student achievement. Staff Responsible for Monitoring: Counselor Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Create a plan to address Social Emotional Learning teacher and student survey data. Strategy's Expected Result/Impact: The voices of students and staff will directly impact upgrades to campus-wide expectations. Staff Responsible for Monitoring: Counselor	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 19% to 35% and STAAR Reading from 24% to 40%

High Priority

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: work setting goals based on incoming student performance, so it is more of a cohort growth look.

Strategy 1 Details	Annual Report 590 Reviews		
Strategy 1: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal setting Strategy's Expected Result/Impact: Students will have a clear understanding of where they are academically and will be able to create goals based on gaining higher achievement Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures Strategy's Expected Result/Impact: Teachers will deliver on-grade level content with high-quality instructional materials to fidelity Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
Strategy 3: Implement digital resources to supplement instruction in Reading, Math, Science, and Social Studies Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Assistant Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

High Priority

Evaluation Data Sources: HQIM-Aligned Measurement Tool, student achievement data

Summative Evaluation: Met Objective

Next Year's Recommendation: Campus will have a lot of new teachers next year in math and science. May need to keep objective, but increase to 90% and include science. also how capture more focus with infusing instructional best practices.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution</p> <p>Strategy's Expected Result/Impact: Teachers will deliver on grade-level content which will lead to improved student achievement</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in upgrading teaching methods which will result in increased student achievement</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 592 Reviews		
Strategy 3: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate Strategy's Expected Result/Impact: Teachers will deliver on grade-level content which will lead to improved student achievement Staff Responsible for Monitoring: District Instructional Coaches Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

High Priority

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Realign with new performance data and accountability targets

Strategy 1 Details	Annual Report 593 Reviews		
Strategy 1: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. Strategy's Expected Result/Impact: Increased student achievement and language proficiency for Emergent Bilingual students Staff Responsible for Monitoring: Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
Strategy 3: Support Special Programs staff in providing exemplar accommodations and co-teaching suggestions to use as a foundation for planning and lesson internalization Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Special Programs Team	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISS will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

High Priority

Evaluation Data Sources: Professional Learning Plan evaluation data, staff surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a campus-based system for monitoring professional learning portfolios</p> <p>Strategy's Expected Result/Impact: All staff will receive assigned training and will effectively be able to deliver high-quality instruction, resulting in increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Create a structure for cross-campus peer observation of High-Quality Instructional Materials and strategy implementation, to include debrief and action planning</p> <p>Strategy's Expected Result/Impact: Teachers will be able to upgrade their lesson execution, resulting in increased student achievement</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 595 Reviews		
<p>Strategy 3: Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices</p> <p>Strategy's Expected Result/Impact: Teachers will receive just-in-time training and support to upgrade lesson execution, resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: District Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 92% to 94%

High Priority

Evaluation Data Sources: Skyward reports, PEIMS attendance reports, student achievement data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Did not address this year. Need to roll forward. Include incorporating Absentee plans.

Strategy 1 Details	Annual Report 596 Reviews		
Strategy 1: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements Strategy's Expected Result/Impact: increased student attendance, resulting in increased student achievement Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 2 Details	Reviews		
Strategy 2: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures Strategy's Expected Result/Impact: Increased student attendance, resulting in increased student achievement Staff Responsible for Monitoring: Counselor Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 3 Details	Reviews		
Strategy 3: Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance Strategy's Expected Result/Impact: Increased student attendance, resulting in increased student achievement Staff Responsible for Monitoring: Counselor Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase by 10%.

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Keep as is

Strategy 1 Details	Reviews		
<p>Strategy 1: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs Strategy's Expected Result/Impact: The campus will remain free from interruptions, leading to full use of instructional minutes Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a monitoring system for door lock fidelity checks Strategy's Expected Result/Impact: The campus will remain free from interruptions, leading to full use of instructional minutes Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 598 Reviews		
<p>Strategy 3: Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives</p> <p>Strategy's Expected Result/Impact: Staff, students, and families will feel supported and instructional time will be uninterrupted.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	 15%	 55%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, reduce teacher turnover to 14%

High Priority

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Reduce turnover to 20%

Strategy 1 Details	Reviews		
<p>Strategy 1: Employ personalized strategies to retain high-performing teachers</p> <p>Strategy's Expected Result/Impact: Reduced teacher turnover</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	

Strategy 2 Details	Annual Report 599 Reviews		
Strategy 2: Develop and strategically deploy marketing materials that present the school as an attractive place to work Strategy's Expected Result/Impact: Reduced teacher turnover Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 3 Details	Reviews		
Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice Strategy's Expected Result/Impact: Increased number of high-performing teachers Staff Responsible for Monitoring: District Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

High Priority

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Keep. think about how to collect pre and post data.

Strategy 1 Details	Annual Report 600 Reviews		
Strategy 1: Administer customized surveys for parents and families to determine specific engagement needs Strategy's Expected Result/Impact: Meaningful parent and family activities will result in increased engagement Staff Responsible for Monitoring: Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 2 Details	Reviews		
Strategy 2: Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts Strategy's Expected Result/Impact: Meaningful parent and family activities will result in increased engagement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 3 Details	Reviews		
Strategy 3: Provide capacity-building events for parents and families on critical aspects of student learning Strategy's Expected Result/Impact: Meaningful parent and family activities will result in increased engagement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through

positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Create and communicate specific volunteer opportunities within our online volunteer platform</p> <p>Strategy's Expected Result/Impact: Increased support and volunteers from the community</p> <p>Staff Responsible for Monitoring: Social Worker</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
<p>Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media</p> <p>Strategy's Expected Result/Impact: Increased support and volunteers from the community</p> <p>Staff Responsible for Monitoring: Campus Digital Media Representative</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Create a written process for utilizing volunteers</p> <p>Strategy's Expected Result/Impact: Volunteers will effectively support campus activities</p> <p>Staff Responsible for Monitoring: Social Worker</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Bastrop Independent School District
Cedar Creek Middle
2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: observational data, Brag Board data, Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices</p> <p>Strategy's Expected Result/Impact: Staff will be better able to support and manage students resulting in a decrease in disciplinary incidents.</p> <p>Staff Responsible for Monitoring: MTSS Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: Framing behavior in terms of what is allowed vs what is not allowed will give students a better understanding of expected behavior resulting in decreased disciplinary incidents.</p> <p>Staff Responsible for Monitoring: MTSS Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 606 Reviews		
<p>Strategy 3: Each teacher at CCMS will have a minimum of 10 positive parent contacts per grading cycle.</p> <p>Strategy's Expected Result/Impact: Increased parental awareness and involvement resulting in reduced disciplinary incidents.</p> <p>Staff Responsible for Monitoring: MTSS Coach, Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase by 10%.

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data</p> <p>Strategy's Expected Result/Impact: By reviewing and acting upon student and teacher feedback , students and teacher we will be better able to address SEL needs resulting improved campus climate</p> <p>Staff Responsible for Monitoring: MTSS Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 607 Reviews		
Strategy 2: Conduct campus investigations that promote and support a safe and orderly learning environment. Strategy's Expected Result/Impact: Equitable findings that positively impact classroom and building-wide learning environments. Staff Responsible for Monitoring: Campus administration	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations Strategy's Expected Result/Impact: Consistent data that reflect equitable disciplinary practices. Staff Responsible for Monitoring: Campus administration	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 17% to 40% and STAAR Reading from 28% to 40%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to only look at Meets and Masters for Common and Unit assessments.

Strategy 1 Details	Annual Report 608 Reviews		
Strategy 1: Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting Strategy's Expected Result/Impact: Establishment of individual student goals promote student ownership over academic performance Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
Strategy 2: Build capacity in all campus teams to implement and facilitate effective CBPL structures Strategy's Expected Result/Impact: Increased CBPL effectiveness resulting improved student learning Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Stipend for PLC Leads - 211 - Title I, Part A - \$14,809.50	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
Strategy 3: Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Strategy's Expected Result/Impact: Increased student engagement resulting in improved student academic performance Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
Strategy 4: Support students through after school and Saturday tutoring and attendance recovery Strategy's Expected Result/Impact: Increased student performance on all STAAR tests and Algebra I EOC. Staff Responsible for Monitoring: Assistant Principal Funding Sources: Staff and Supplies - 211 - Title I, Part A - \$7,606.14	Formative		Summative
	Nov	Feb	Apr
			

Strategy 5 Details	Annual Report 609 Reviews		
Strategy 5: Develop comprehensive technology integration protocols including 1:1 device utilization, systems, and processes. Strategy's Expected Result/Impact: Increased access to and utilization will better prepare students for 21st century careers. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Chromebooks - 211 - Title I, Part A - \$10,500	Formative		Summative
	Nov	Feb	Apr
Strategy 6 Details	Reviews		
Strategy 6: Math and RLA interventions/extensions for ALL students during EAGLE TIME. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

High Priority

Evaluation Data Sources: HQIM-Aligned Measurement Tool

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Annual Report 610 Reviews		
<p>Strategy 1: Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching</p> <p>Strategy's Expected Result/Impact: Improved instructional practice resulting in increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, DCs, Assistant Principals</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: Utilization of formative data to inform classroom practices resulting in attainment of TELPAS progress indicator</p> <p>Staff Responsible for Monitoring: TELPAS CTC</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Headphone with Microphones - 211 - Title I, Part A - \$3,000</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement coordinated and proactive structures to address intervention and/or enrichment for all students</p> <p>Strategy's Expected Result/Impact: Student will receive timely and targeted intervention and enrichment resulting improved student achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 611 Reviews		
<p>Strategy 4: Staff and equip support classes in Math, Read, and Writing.</p> <p>Strategy's Expected Result/Impact: Growth measures for students enrolled reading and math classes. Improved Domain I scores.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional coaches, Read Lab, Math Lab, and Creative Writing Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Annual Report 612 Reviews		
<p>Strategy 1: Create a focused, year-long plan for training, implementing and monitoring of campus and district instructional priorities including the Big 3</p> <p>Strategy's Expected Result/Impact: Increased teacher instructional efficacy and consistency resulting in improved student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Create a structure for cross-campus peer observation of campus and district instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased teacher instructional efficacy and consistency resulting in improved student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitute Teachers - 211 - Title I, Part A - \$1,000</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Ongoing training and support for campus instructional leaders</p> <p>Strategy's Expected Result/Impact: Increase campus instructional leadership capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A - \$5,000</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 613 Reviews		
<p>Strategy 4: Staff campus with second instructional coach</p> <p>Strategy's Expected Result/Impact: Increased instructional support for teacher resulting in improved student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - 211 - Title I, Part A - \$70,638</p>	Formative		Summative
	Nov	Feb	Apr
	 80%	 80%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data, other campus data source

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase teacher, student, and family training on online learning platforms including learning management systems and video conferencing software</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy engaging and instruction online learners</p> <p>Staff Responsible for Monitoring: Campus and District leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
	 40%	 50%	

Strategy 2 Details	Annual Report 614 Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 2: Develop and sustain a 1:1 student to device ratio Strategy's Expected Result/Impact: Increased student access to devices Staff Responsible for Monitoring: Campus Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 90% to 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 1: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements Strategy's Expected Result/Impact: Increased student attendance and reduced chronic absenteeism Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Annual Report 615 Reviews		
Strategy 2: Provide training to campus staff on the district's procedures and supports to address attendance requirements Strategy's Expected Result/Impact: Increased awareness for procedures and supports for staff will improve their ability to respond to and support student with attendance concerns there by increasing student attendance. Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Recognition of students and parents, guardians, or caregivers for improved school attendance and perfect attendance Strategy's Expected Result/Impact: Engagement and acknowledgement of stakeholders will create buy in to attendance initiatives thereby improving school attendance for students Staff Responsible for Monitoring: Attendance Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase by 10%.

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Annual Report 616 Reviews		
Strategy 1: Provide safety drill training and debrief for staff and students throughout the year Strategy's Expected Result/Impact: Increased clarity for the role staff and students in campus safety. Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs Strategy's Expected Result/Impact: Review of process and systems may show areas of need that can be improved upon thereby increase campus safety. Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Improve facility infrastructure to positively impact campus safety Strategy's Expected Result/Impact: Improved campus safety Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop normed tools and processes to conduct observations, capture trends, and track progress over time.</p> <p>Strategy's Expected Result/Impact: Use data to drive training and support to address staff needs creating a supportive environment for teachers thereby increasing retention</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide ongoing support for teacher leaders in adult facilitation and team dynamics</p> <p>Strategy's Expected Result/Impact: Increasing campus leadership capacity increases support available to teachers resulting in improved retention</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p>Strategy's Expected Result/Impact: Providing timely and meaningful feedback to teachers will increase retention</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Collaborate with campus PTA to provide support and increase parent engagement efforts</p> <p>Strategy's Expected Result/Impact: Increased parental engagement resulting strengthened partnership with families</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Integrate multiple communication strategies with families into teacher roles and responsibilities</p> <p>Strategy's Expected Result/Impact: Increased parental engagement resulting strengthened partnership with families</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Annual Report 619 Reviews		
Strategy 3: Provide capacity-building events for parents and families on critical aspects of student learning Strategy's Expected Result/Impact: Working in conjunction with parents to address needs of students Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Schedule various engagement events such as Coffee with Principal , Open House and Connexions at various times Strategy's Expected Result/Impact: Increased involvement from parents and community stakeholders Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A - \$4,000	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Annual Report 620 Reviews		
Strategy 1: Engage community and business partners in meaningful opportunities to participate Strategy's Expected Result/Impact: Increased partnership with campus Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levels: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media Strategy's Expected Result/Impact: Strengthened engagement and connection with business community Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levels: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Establish an inclusive campus welcoming system that engages all visitors Strategy's Expected Result/Impact: Increased community engagement by creating a welcoming environment Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levels: Lever 3: Positive School Culture	Formative		Summative
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Bastrop Independent School District

Colony Oaks Elementary

2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observational data, Brag Board data, Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will need to redistribute all MTSS duties, roles, and responsibilities for the 24-25 school year as the MTSS position has been eliminated.

Strategy 1 Details	Reviews		
<p>Strategy 1: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful, responsible, and kind actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: All stakeholders will know the campus expectations of being safe, respectful, responsible, and kind and be able to follow them with fidelity.</p> <p>Staff Responsible for Monitoring: MTSS Coach, MTSS Team</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement campus training resources to ensure meaningful and timely training of MTSS best practices</p> <p>Strategy's Expected Result/Impact: Colony Oaks Elementary has implemented SEL lessons into the master schedule to ensure the fidelity of delivery</p> <p>Staff Responsible for Monitoring: MTSS Coach, MTSS Team, Leadership Team</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 624 Reviews		
	Formative		Summative
	Nov	Feb	Apr
	Strategy 3: Monitor implementation of SEL curriculum Strategy's Expected Result/Impact: Six-indicator walkthrough forms will be used for classrooms observations Staff Responsible for Monitoring: MTSS and Administrative Team		
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will show at least a 65% favorable rating

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: This continues to be one of our biggest challenges so we will need to come up with a plan on how to successfully continue the work without a Social Worker or MTSS Coach.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
	Strategy 1: Schedule regular reviews of the campus discipline dashboard to identify trends, disproportionality, and possible adaptations Strategy's Expected Result/Impact: The MTSS Team will disseminate the data during monthly meetings to identify trends and how to address them Staff Responsible for Monitoring: MTSS Team & Assistant Principal		
Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
	Strategy 2: Schedule recurring conferences with social work and/or counseling staff to address schoolwide or individual student needs Strategy's Expected Result/Impact: 9-week meetings with RTI, SPED, District Coaches, MTSS, Teachers, and Assistant Principals to discuss students within the tiered system. Staff Responsible for Monitoring: Assistant Principals		

Strategy 3 Details	Annual Report 625 Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 3: Create a plan to address Social-Emotional Learning teacher and student survey data Strategy's Expected Result/Impact: Create opportunities using the Panorama survey for student and staff data to be collected to inform areas of strength/weakness Staff Responsible for Monitoring: Administration			
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISSD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: By May 2024, student STAAR scores at Meets Grade Level will be the following: Math at 45% and Reading at 50%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue to deliver HQIM by using RBIS and using CBPL time effectively.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 1: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures Strategy's Expected Result/Impact: Develop and implement best practices for weekly CBPLs to positively impact student learning and growth Staff Responsible for Monitoring: District Coaches and Administration			
Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 2: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal-setting Strategy's Expected Result/Impact: Providing an environment that allows students to understand and set realistic personal goals Staff Responsible for Monitoring: District Coaches			

Strategy 3 Details	Annual Report 626 Reviews		
Strategy 3: Provide implementation support for teachers engaged in Texas Reading Academies Strategy's Expected Result/Impact: Teachers will be allowed time to complete Texas Reading Academies to provide a positive impact on the foundations of reading Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool,

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to implement HQIM that are aligned to Amplify and Eureka.

Strategy 1 Details	Reviews		
Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed Strategy's Expected Result/Impact: As usage of new curriculum is monitored and supported, both confidence in teacher implementation and student achievement will increase. Staff Responsible for Monitoring: Instructional Coach and ELT	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 627 Reviews		
Strategy 2: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution Strategy's Expected Result/Impact: Educator confidence will increase as our campus provides weekly avenues for teachers to plan, internalize, and execute our new curricula. Staff Responsible for Monitoring: Instructional Coaches, ELT Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate Strategy's Expected Result/Impact: As accountability of educators increase, teachers will be provided with ample planning both with their team and instructional leaders. These increased opportunities will build campus community and student achievement. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will monitor the data for these sub population more closely to include data meetings.

Strategy 1 Details	Annual Report 628 Reviews		
Strategy 1: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations Strategy's Expected Result/Impact: Incorporating the CBPL processes will allow for lesson internalization by teachers to include differentiation to address various learners and special populations within the classroom. Staff Responsible for Monitoring: District Instructional Coaches and Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Support Special Programs staff in providing exemplar accommodations and co-teaching suggestions to use as a foundation for planning and lesson internalization. Strategy's Expected Result/Impact: Providing opportunities for co-teachers to plan and internalize lessons focusing on blended teaching strategies and behavior support to address student needs within the classroom. Teachers will be able to see co-teaching modeled with possible class and campus visits. Staff Responsible for Monitoring: District Instructional Coaches and MTSS Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. Strategy's Expected Result/Impact: The use of SummitK12 in the classroom focused on the listening and speaking components of TELPAS; while providing interdisciplinary reading and writing opportunities for all students. Staff Responsible for Monitoring: Assistant Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We need to schedule out monthly campus instructional walks across the campus.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a structure for cross-campus peer observation of High-Quality Instructional Materials and strategy implementation, including debriefing and action planning</p> <p>Strategy's Expected Result/Impact: Schedules will be made for multi-grade level visits. Teachers will be able to observe and visit various classrooms as well as a designated person to visit vertical CBPLs and then share with grade level to action plan implementation.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, District Instructional Coaches, MTSS Coach</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop and implement a campus-based system for creating, practicing, and delivering professional learning</p> <p>Strategy's Expected Result/Impact: Wednesdays have been designated as campus professional development. These campus days will be used to include needed campus development of various content.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Team Leads</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Create a campus-based system for monitoring professional learning portfolios</p> <p>Strategy's Expected Result/Impact: District Portfolios have been created to monitor mandated professional development opportunities as well as designated campus-based development</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		Summative
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISSD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, the student attendance rate will be 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to be a positive place for students, families, and stakeholders.

Strategy 1 Details	Annual Report 630 Reviews		
Strategy 1: Create a written campus attendance action plan Strategy's Expected Result/Impact: The campus will have an attendance committee to monitor truancy Staff Responsible for Monitoring: Attendance clerk, Assistant Principal, Counselor, and Social Worker	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide training to campus staff on the district's procedures to address attendance requirements Strategy's Expected Result/Impact: Attendance will be monitored and reported if students show excessive absences and or tardies. Teachers will be trained to use the protocol of parent contact, and attendance clerk notification before a concern arises. Staff Responsible for Monitoring: Attendance clerk	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures Strategy's Expected Result/Impact: School status, Skyward, and Email will be used to notify families before a concern proves to be a problem. Staff Responsible for Monitoring: Attendance Clerk and Assistant Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will show a favorable rating of at least 60%

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will be able to finalize our campus safety plans and continue our expectations of safe, respectful, and responsible.

Strategy 1 Details	Annual Report 631 Reviews		
Strategy 1: Provide safety drill training and debrief for staff and students throughout the year. Strategy's Expected Result/Impact: Increased practice will make teachers, staff, and students more confident and able to act safely during an actual emergency. Staff Responsible for Monitoring: Assistant Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement a monitoring system for door lock fidelity checks Strategy's Expected Result/Impact: This will maintain the expectation of all doors being locked at all times. Staff Responsible for Monitoring: Assistant Principals	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Create a student-led campus safety patrol Strategy's Expected Result/Impact: When students have ownership of their responsibilities, they are more likely to hold themselves and each other accountable. Staff Responsible for Monitoring: Patrol Club Leader- Staff/ Teacher	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, the teacher turnover rate will be 10% or less.

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We are currently at a 9.5% turnover rate going into 24-25 so we will continue to make improvements to our mentor/mentee program.

Strategy 1 Details	Annual Report 632 Reviews		
Strategy 1: Employ personalized strategies to retain staff Strategy's Expected Result/Impact: When teachers feel valued, trusted, and have some flexibility, it boosts morale and creates a desirable campus to be employed by. Staff Responsible for Monitoring: Principal/ Assistant Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. Strategy's Expected Result/Impact: When teachers receive small, specific feedback, they will more often make adjustments and internalize shift in their instruction. Staff Responsible for Monitoring: Principal/ Assistant Principal Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide ongoing support for teacher leaders in adult facilitation and team dynamics Strategy's Expected Result/Impact: Supporting teachers in leadership roles will promote continued growth throughout the team. Staff Responsible for Monitoring: Principal/ Assistant Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show a positive perception of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Next Year's Recommendation: We will continue to communicate and welcome parents with a goal of getting more parent volunteers on campus.

Strategy 1 Details	Reviews		
<p>Strategy 1: Administer customized surveys for parents and families to determine specific engagement needs</p> <p>Strategy's Expected Result/Impact: Parents and families will feel more invested and increase campus volunteering and involvement.</p> <p>Staff Responsible for Monitoring: MTSS Coach</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 2 Details	Reviews		
<p>Strategy 2: Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts</p> <p>Strategy's Expected Result/Impact: As Colony Oaks has a very involved PTA, this will increase the level of outreach to recruit more parent and community involvement. The PTA will also be able to provide support for parent, teacher, and student events that would not be possible without a strong PTA.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Integrate multiple communication strategies with families into teacher roles and responsibilities</p> <p>Strategy's Expected Result/Impact: Open communication promotes student achievement, family engagement, teacher and parent accountability, and strong sense of community between school and home.</p> <p>Staff Responsible for Monitoring: Principal/ Assistant Principal</p>	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, community and business members will participate in campus committees and events

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to reach out and welcome community support.

Strategy 1 Details	Reviews		
Strategy 1: Engage community and business partners in meaningful opportunities to participate Strategy's Expected Result/Impact: An increase in opportunities will facilitate a community wide network to increase student academic and social emotional growth. Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media Strategy's Expected Result/Impact: Each time a business contributes, sponsors, or volunteers, we will share photographs, needs met, and positive impacts made to our campus. Staff Responsible for Monitoring: Principal/ Principal's Secretary	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Establish an inclusive campus welcoming system that engages all visitors Strategy's Expected Result/Impact: Educator, parent, student, and community moral will increase as we will have more opportunities to create positive experiences throughout. Staff Responsible for Monitoring: Principal/ Assistant Principal	Formative		Summative
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Bastrop Independent School District Colorado River Collegiate Academy 2023-2024 Formative Review



Colorado River Collegiate Academy
Creating Ability Through Effort

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques.

Evaluation Data Sources: Discipline Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: All CRCA staff will attend the Trauma Informed Schools Training as well as training in sexual abuse, human trafficking and other maltreatment of children, during the district PD week to start school.</p> <p>Strategy's Expected Result/Impact: CRCA faculty and staff will understand their role in preventing the abuse of children and increasing their efficacy in managing student behavior.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: CRCA will continue education for teachers and staff on trauma sensitive care on how grief and trauma affects student learning and behavior.</p> <p>Strategy's Expected Result/Impact: Teacher - student interaction will be more effective in all situations.</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 3 Details	Annual Report 638 Reviews		
Strategy 3: CRCA will establish common campus expectations through an active PBIS committee. Strategy's Expected Result/Impact: Student behavior expectations will be consistent across classrooms and teacher at CRCA. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: CRCA Counselor and College Access Specialist will provide ongoing SEL lessons and support for all CRCA students. Strategy's Expected Result/Impact: CRCA's low disciplinary referral rate will continue unabated. Staff Responsible for Monitoring: Counselor and College Access Specialist ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills from 74 to 78%.

Evaluation Data Sources: Discipline Data

Summative Evaluation: Met Objective

Strategy 1 Details	Annual Report 639 Reviews		
<p>Strategy 1: The principal and assistant principal will discuss all discipline infractions and agree on coding. Strategy's Expected Result/Impact: Alignment of coding between administrators at CRCA. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: The assistant principal will advise the principal of all district changes in regards to discipline coding. Strategy's Expected Result/Impact: Alignment of coding to district expectations. Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: CRCA administration will conduct campus investigations that promote and support a safe and orderly learning environment. Strategy's Expected Result/Impact: There will be a decrease in disciplinary and bullying incidents at CRCA. Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 640 Reviews		
<p>Strategy 4: CRCA administration and teachers will implement the district wide MTSS practices and training in bullying prevention.</p> <p>Strategy's Expected Result/Impact: A greater number of 9th, 10th and 11th grade students will decide to stay at CRCA rather than transferring to BHS or CCHS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p>Strategy 5: CRCA administration will address bullying in a consistent manner with other campuses in the district per district training.</p> <p>Strategy's Expected Result/Impact: Bullying investigations at CRCA will follow district protocols.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<p>Strategy 6: All disciplinary data will be reviewed on a monthly basis by the safety committee and administration.</p> <p>Strategy's Expected Result/Impact: CRCA's low disciplinary referral rate will continue unabated.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 7 Details	Annual Report 641 Reviews		
<p>Strategy 7: All disciplinary infractions will be entered into Skyward by an administrator at CRCA.</p> <p>Strategy's Expected Result/Impact: Consistency in use of discipline codes and entry will result in data that is sound.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>ESF Levels: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 8 Details	Reviews		
<p>Strategy 8: Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily.</p> <p>Strategy's Expected Result/Impact: CRCA students will make note of how safe they feel in any and all surveys given to them. Increased student achievement and attendance will also be realized.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levels: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 9 Details	Reviews		
<p>Strategy 9: CRCA will implement the BISD MTSS model to address the whole child.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase and students will have a greater sense of efficacy in the academic world.</p> <p>Staff Responsible for Monitoring: Teachers, Administration and Counselor</p> <p>ESF Levels: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 50% to 90% and STAAR Reading from 94% to 95%.

Evaluation Data Sources: Spring STAAR EOC scores

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Ensure interventions and supports are provided and documented for students to address instructional gaps. All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students.</p> <p>Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p>Staff Responsible for Monitoring: The principal creates each CRCA student's Friday schedule (based on testing data). The counselor loads the schedules into Skyward. The academic core teachers teach the classes.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 643 Reviews		
<p>Strategy 2: Ensure interventions and supports are provided and documented for students to address instructional gaps. All CRCA teachers will enact a mandatory tutorial for students whose grades fall below an 80. English 1, English 2, Biology, Algebra 1 and US History teachers will require tutorials for students performing below the satisfactory mark on district assessments. Students who require transportation after school will access the late bus from the BTB After School Program.</p> <p>Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p>Staff Responsible for Monitoring: Academic core teachers will run the tutorials before and after school.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 644 Reviews		
<p>Strategy 3: Ensure interventions and supports are provided and documented for students to address instructional gaps. A zero period RTI is built into every student's schedule. Zero period is 3:40 to 4:10 each day.</p> <p>Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p>Staff Responsible for Monitoring: The counselor has scheduled all of the students. Each teacher is on duty and has a section.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISSD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

Evaluation Data Sources: TTESS Appraisals, Master Schedule, STAAR EOC results

Summative Evaluation: Met Objective

Strategy 1 Details

Strategy 1: Ensure interventions and supports are provided and documented for students to address instructional gaps. English Learners and special education students attending CRCA access the same academic supports as the rest of the student body. These supports are augmented by their individual accommodations per their LPAC and IEP directives.

Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:

English 1 EOC - 100/95/25

English 2 EOC - 100/95/25

Algebra 1 EOC - 100/90/45

Biology EOC - 100/90/45

US History EOC - 100/90/60

Staff Responsible for Monitoring: The principal is the testing coordinator and insures that accommodations are provided for.

ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Superintendent Goals:**

SG 2

Formative

Summative

Nov

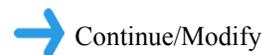
Feb

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Strategy 2 Details	Annual Report 646 Reviews		
<p>Strategy 2: In accordance with HB1416, CRCA will provide tutoring (small group instruction) and progress monitoring to the 9th grade students identified as being at risk of not approaching the standard on the E1, A1 and BI STAAR EOC exams.</p> <p>Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p>Staff Responsible for Monitoring: The 9th Grade interdisciplinary PLC team is in charge of monitoring each of the 9th grader's progress toward the campus STAAR EOC goals.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Require all CRCA teachers to be ESL endorsed.</p> <p>Strategy's Expected Result/Impact: The five CRCA teachers that are not ESL endorsed will earn their certification by the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Refine, support and monitor CRCA's content based ESL program.</p> <p>Strategy's Expected Result/Impact: ESL student success will increase.</p> <p>Staff Responsible for Monitoring: LPAC, ELA Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			






Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas.

Evaluation Data Sources: PLC Agendas, CRCA Design Team Meeting (EoY)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide training and support to teacher leads on the effective facilitation of PLCs. The CRCA 9th grade team will meet in PLC, Monday - Thursday, from 8:40 to 9:30. The PLC will determine student interventions, conduct parent contact, review assessment data and make recommendations to the school's administrative staff regarding the 9th grade students and their individual needs.</p> <p>Strategy's Expected Result/Impact: Domains 1-3 in the state accountability system will provide the documentation of whether the 9th grade PLC was successful.</p> <p>Staff Responsible for Monitoring: The CRCA assistant principal will monitor the 9th grade PLC.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 648 Reviews		
<p>Strategy 2: Train, support and monitor the fidelity of use of B.I.G. 8 strategies across disciplines at CRCA. The required training of teachers for evaluation and appraisal in TTESS will be conducted during the beginning of the year PD week..</p> <p>Strategy's Expected Result/Impact: Teachers will know the TTESS timeline, process and their responsibilities regarding the evaluation.</p> <p>Staff Responsible for Monitoring: The campus will use the online TTESS training and documentation of teacher completion will be kept by the TTESS appraisers.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Train, support and monitor the fidelity of use of B.I.G. 8 strategies across disciplines at CRCA. All CRCA teachers will participate in the goal setting, pre-conference, formal observation, lesson reflection, post and summative conference cycles of TTESS during the 2023-24 school year.</p> <p>Strategy's Expected Result/Impact: Implementation of the TTESS process will improve each teacher's skills inside the classroom.</p> <p>Staff Responsible for Monitoring: The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. All parts of the process will be contained in Eduphoria. Electronic signatures will signify completion.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Train, support and monitor the fidelity of use of B.I.G. 8 strategies across disciplines at CRCA. Walkthrough evaluations will be conducted in an effort to increase instructional effectiveness, teacher understanding of the TTESS rubric and student achievement.</p> <p>Strategy's Expected Result/Impact: Each teacher's understanding of the TTESS rubric will increase over the school year.</p> <p>Staff Responsible for Monitoring: The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. Walkthrough evaluations will be documented in Eduphoria and electronic signatures will signify the teachers' receipt of the appraisals.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr

Strategy 5 Details	Annual Report 649 Reviews		
Strategy 5: Teachers will have access to Pear Deck, Google Classrooms and Zoom. ACC adjuncts will use Blackboard. Strategy's Expected Result/Impact: Online presentations will be interactive. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
Strategy 6 Details	Reviews		
Strategy 6: All CRCA faculty members will meet in a weekly Friday PLC. Strategy's Expected Result/Impact: Teacher leadership will be enhanced. Staff Responsible for Monitoring: CRCA Teachers ESF Levers: Lever 1: Strong School Leadership and Planning - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 95.33% to 98%.

Evaluation Data Sources: Six Weeks, Semesters and EoY ADA

Summative Evaluation: Met Objective

Strategy 1 Details	Annual Report 650 Reviews		
<p>Strategy 1: CRCA administration and attendance clerk will monitor and implement attendance protocols and procedures to increase attendance rates.</p> <p>Strategy's Expected Result/Impact: EoY ADA will increase.</p> <p>Staff Responsible for Monitoring: Principal and Attendance Clerk</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: All calls and emails will be answered within 24 hours or sooner.</p> <p>Strategy's Expected Result/Impact: Call logs and emails</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: The importance of attendance will be explained to students and parents in our parent meetings and weekly announcements. Perfect attendance will be celebrated in CRCA's academic pep rallies.</p> <p>Strategy's Expected Result/Impact: Increased ADA</p> <p>Staff Responsible for Monitoring: Attendance Clerk and Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 651 Reviews		
<p>Strategy 4: The Speak Up, Speak Out student group (SUSO) will conduct a fall and spring service learning project and enter the project in the SUSO competition run by the Annette Strauss Institute for Civic Life at the University of Texas.</p> <p>Strategy's Expected Result/Impact: Documentation of SUSO's success in the projects will be evinced by its place in the fall and spring competitions.</p> <p>Staff Responsible for Monitoring: The SUSO sponsor is responsible for leading the organization in the projects.</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p>Strategy 5: The NHS and STUCO chapters at CRCA will document two major service learning projects over the school year.</p> <p>Strategy's Expected Result/Impact: Documentation of the NHS and STUCO service learning projects will be noted in its annual report to principal.</p> <p>Staff Responsible for Monitoring: The NHS and STUCO sponsors are responsible for monitoring the organization's work.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<p>Strategy 6: The Class of 2024 will host CRCA's fourth Prom in the Spring.</p> <p>Strategy's Expected Result/Impact: The dance is held and the students attend.</p> <p>Staff Responsible for Monitoring: The Student Council Sponsor has taken on the role of organizing Prom.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 7 Details	Annual Report 652 Reviews		
<p>Strategy 7: CRCA will hold an academic pep rally at the beginning of each semester. Registration for school clubs, activities and events will occur during the pep rally. Celebrations of academic achievement will occur during the spring semester pep rally.</p> <p>Strategy's Expected Result/Impact: CRCA student life will improve.</p> <p>Staff Responsible for Monitoring: The College Access Specialist will organize the pep rallies.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 8 Details	Reviews		
<p>Strategy 8: CRCA 10th, 11th and 12th grade students will have the opportunity to join ACC Student Life club. 11th and 12th grade students will have the opportunity to join the ACC Book Club.</p> <p>Strategy's Expected Result/Impact: CRCA student life will improve.</p> <p>Staff Responsible for Monitoring: The College Access Specialist will show the students how to access Student Life and the Book Club.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 9 Details	Reviews		
<p>Strategy 9: CRCA students will participate in the Sames Ford contest where one BISD high school student will win a car at the end of the year. Students must have perfect attendance to have a shot at winning the car.</p> <p>Strategy's Expected Result/Impact: ADA will increase.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools to 90%

Evaluation Data Sources: Panorama Student and Parent Survey Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: CRCA staff will participate in campus drills and invite city and county officials to participate in these drills. Strategy's Expected Result/Impact: CRCA will be prepared in the event of an emergency. Staff Responsible for Monitoring: The assistant principal will schedule the drills and maintain a log of their completion.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: CRCA administrators and counselors will attend district training in emergency response and create a campus safety team. Strategy's Expected Result/Impact: CRCA will be prepared in the event of an emergency. Staff Responsible for Monitoring: The training will be monitored at the district level. The campus safety team will be organized by the assistant principal.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 654 Reviews		
<p>Strategy 3: With assistance from the BISD Police Department, the assistant principal will schedule, monitor and assess all safety drills during the 2023-24 school year.</p> <p>Strategy's Expected Result/Impact: Safety drills will be conducted and audited. Action reviews will be conducted after each safety drill.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: With assistance from the BISD Police Department, the principal and assistant principal will develop and implement a comprehensive safety plan.</p> <p>Strategy's Expected Result/Impact: Safety plan will be implemented at CRCA.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p>Strategy 5: CRCA will conduct threat assessments with ongoing training and implementation of a multi-hazard emergency operations plans.</p> <p>Strategy's Expected Result/Impact: CRCA will become a safer learning environment.</p> <p>Staff Responsible for Monitoring: Threat Assessment Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 6 Details	Annual Report 655 Reviews		
Strategy 6: Work with all community, campus and district partners (ACC advisers, social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met. Strategy's Expected Result/Impact: Enrollment at CRCA will increase. Staff Responsible for Monitoring: Administration and Teachers Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Retain 100% of teachers.

Evaluation Data Sources: Panorama staff, student and parent surveys.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
Strategy 1: New CRCA teachers will be paired with an experienced mentor within their discipline. Strategy's Expected Result/Impact: New CRCA teachers will have a mentor to assist them in teaching and navigating campus and district procedures. Staff Responsible for Monitoring: Assistant Principal and Mentor Teacher	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities.

Evaluation Data Sources: Sign in sheets and Panorama Survey Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: The CRCA principal and counselor will participate in the BISD recruiting 8th grade students at BMS and CCMS to the districts CCRSMs by being members of the High School Planning Meeting presentation team.</p> <p>Strategy's Expected Result/Impact: 80 or more applications will be submitted by Spring Break, 2024.</p> <p>Staff Responsible for Monitoring: The High School Planning Meeting is coordinated by Amanda Brantley, the Director of CTE.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: CRCA administrators and counselors will increase the level of communication with the middle school administrators and counselors in the recruiting effort.</p> <p>Strategy's Expected Result/Impact: 80 or more applications will be submitted by Spring Break, 2024.</p> <p>Staff Responsible for Monitoring: The Principal at CRCA will coordinate communication between the three schools.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Grade level parent meetings will be scheduled, advertised and held by September 29, 2023. The fall meetings will cover the campus handbook, SAP and dealing with student stress. Meetings will be in English and Spanish.</p> <p>Strategy's Expected Result/Impact: A sign in sheet will be kept for all the meetings.</p> <p>Staff Responsible for Monitoring: The CRCA principal will select the dates of the meetings. The counselor will conduct the advertisement and both will participate in the presentation of the meetings. The counselor will provide support in Spanish.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 657 Reviews		
<p>Strategy 4: A fall and a spring meeting will be held for the parents with students in the 11th grade. The focus will be FAFSA and university admissions.</p> <p>Strategy's Expected Result/Impact: A sign in sheet will be kept for all the meetings.</p> <p>Staff Responsible for Monitoring: The College Access Specialist and the CRCA Counselor are charged with the FAFSA/ University Admissions meeting. The counselor will provide support in Spanish.</p> <p>Superintendent Goals: SG 2, SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p>Strategy 5: The campus Webmaster will oversee all aspects of CRCA's virtual world outreach, consolidating the existing Facebook pages, X accounts and other means CRCA employs in cyberspace.</p> <p>Strategy's Expected Result/Impact: Our electronic presence will be consolidated and cohesive.</p> <p>Staff Responsible for Monitoring: The campus webmaster is responsible for CRCA's electronic footprint. The assistant principal will monitor the webmaster.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<p>Strategy 6: CRCA will begin a Future Flyers program aimed at recruiting students in the 5th, 6th and 7th grades. Future Flyers will involve current CRCA students in mentoring relationships with the younger students as well as the production of a video to promote the ECHS program in BISD. The video will be produced in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: The success of the Future Flyers program will be measured by the actual production of the video and campus visits to 5th, 6th and 7th grade classes. Whether this program is a long term success or not will be measured by the sustainability of 80+ applications to CRCA in the years following its inception.</p> <p>Staff Responsible for Monitoring: Future Flyers will be monitored by the campus TIG, assistant principal and principal.</p>	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 7 Details	Reviews		
<p>Strategy 7: The large group presentations that have been made in the past to the 8th grade audiences at BMS and CCMS will be complimented by ongoing, small group interactions conducted before school and at lunch.</p> <p>Strategy's Expected Result/Impact: More than 80 applications will be submitted for the Class of 2028.</p> <p>Staff Responsible for Monitoring: The CRCA counselor will spend a half day in the mornings at BMS and CCMS, one day a week.</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 8 Details	Annual Report 658 Reviews		
<p>Strategy 8: At risk 8th grade students attending BMS and CCMS will receive letters in the mail encouraging them to complete the application process and enroll in CRCA. These letters will be mailed to students at the end of January, 2024.</p> <p>Strategy's Expected Result/Impact: 80 or more applications will be submitted by Spring Break, 2024.</p> <p>Staff Responsible for Monitoring: CRCA Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 9 Details	Reviews		
<p>Strategy 9: Parent recruitment meetings will be held following the presentations at BMS and CCMS. The parent recruitment meetings will be held at CRCA and conducted in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets will be kept.</p> <p>Staff Responsible for Monitoring: The principal, assistant principal and counselor are charged with organizing and conducting the meetings.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 10 Details	Reviews		
<p>Strategy 10: The CRCA PTA goals for the year will be:</p> <ol style="list-style-type: none"> 1. increase the number of monthly meetings 2. increase membership 3. increase fundraising 4. increase CRCA faculty participation 5. Award two \$500.00 scholarships to graduating Seniors <p>Strategy's Expected Result/Impact: Bi-monthly meeting notes will be posted outside the CRCA office.</p> <p>Staff Responsible for Monitoring: The PTA officers are charged with operating the organization. The CRCA principal, a member of the PTA board, will facilitate the group's efforts to meet their goals.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 11 Details	Annual Report 659 Reviews		
<p>Strategy 11: Reporting and addressing all campus infrastructure issues on a timely basis by completing maintenance request when a problem is noted will be done.</p> <p>Strategy's Expected Result/Impact: Maintenance and technology issues will be dealt with in a timely manner.</p> <p>Staff Responsible for Monitoring: All staff - Principal's administrative assistant enters the tickets.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: CRCA will participate in We Believe in BISD.</p> <p>Strategy's Expected Result/Impact: CRCA will host the We Believe in BISD team.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 660 Reviews		
<p>Strategy 2: Provide customer service training to front office staff to ensure that everyone is greeted and feels welcome on campus.</p> <p>Strategy's Expected Result/Impact: Everyone is greeted and feels welcome on campus.</p> <p>Staff Responsible for Monitoring: Receptionists and Administration</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: CRCA students will participate in community activities such as leading the Pledge of Allegiance at City Council Meetings, YAC to the City Council, helping in the organization of Veterans' Day Car Rally, participating in the Fisherman's Park clean up, serving as election clerks, participating in local parades and other such endeavors.</p> <p>Strategy's Expected Result/Impact: CRCA will continue to expand its presence in the community.</p> <p>Staff Responsible for Monitoring: NHS and STUCO sponsors</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 3: Strategic Priority: BISD will strengthen external partnerships to help students attain industry certifications, work experience, and/or sponsorship opportunities.

Aligned Performance Objective: Maintain the percentage of graduates that are college, career, and/or military ready (CCMR) from 100% to 100%.

Summative Evaluation: Met Objective

Strategy 1 Details	Annual Report 661 Reviews		
<p>Strategy 1: Provide training and support for SAT, ACT, TSIA2 readiness and dual credit attainment. All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students.</p> <p>Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p>Maintain 85% completion rate in college level courses at ACC.</p> <p>Staff Responsible for Monitoring: The principal creates each CRCA student's Friday schedule (based on testing data). The counselor loads the schedules into Skyward. The academic core teachers teach the classes.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 662 Reviews		
<p>Strategy 2: Provide support for dual credit attainment. All CRCA 11th grade students will take a US History course at CRCA that mirrors HIST 1301/1302 at ACC. The instructor for ACC HIST 1301 and 1302 will be a CRCA teacher who will also run the Friday intervention on campus. CRCA 11th grade students take HIST 1301/1302 at ACC Elgin.</p> <p>Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>US History EOC - 100/90/60</p> <p>Maintain 85% completion rate in college level courses at ACC.</p> <p>Staff Responsible for Monitoring: The 11th grade social studies teacher is responsible for teaching the course. The principal schedules the students in the course.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide training and support for SAT, ACT, TSIA2 readiness and differentiation in Honors and AP coursework. CRCA will continue to increase the number of students taking AP exams in World History, US History, Spanish Language, English Language, English Literature and AB Calculus.</p> <p>Strategy's Expected Result/Impact: CRCA will earn the distinction in ELA, math and social studies and our College Readiness measure in the USNWR Best High Schools in America report will increase.</p> <p>Staff Responsible for Monitoring: The principal will ensure that the required number of exams are ordered and the students sit for these tests.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 663 Reviews		
<p>Strategy 4: Provide training and support for SAT, ACT, TSIA2 readiness. Four sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 950 on the math TSIA2. The math instructors will teach the course using resources from KNOWSYS.</p> <p>Strategy's Expected Result/Impact: A minimum of twenty-five 10th graders that are currently not TSIA2 compliant in mathematics will be by the end of the 2023-24 school year.</p> <p>Staff Responsible for Monitoring: The principal will monitor the conduct of the TSIA2 course. The students assigned to TSIA2 math will remain in the course for the duration of the year. After making the cut score, students will work on improving their PSAT math score.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p>Strategy 5: Provide training and support for SAT, ACT, TSIA2 readiness. The 53 students from the 10th grade will take the math TSIA2 by the end of the fall semester. Subsequent testing dates will be on Fridays during the spring semester for students who need to make the cut.</p> <p>Strategy's Expected Result/Impact: A minimum of 25 10th graders that are currently not TSIA2 compliant in mathematics will be by the end of the 2023-24 school year.</p> <p>Staff Responsible for Monitoring: The principal will monitor the conduct of the TSIA2 course.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<p>Strategy 6: Provide training and support for SAT, ACT, TSIA2 readiness. All 9th grade students will be scheduled into a TSIA2 prep course, taught by the English 2 and English 4 teachers. Students will be moved out of the course immediately upon meeting the college readiness standard of 945 in ELAR and a 5 on the essay. The English 2 teacher is ESL certified and will use explicit instruction in reading and writing.</p> <p>Strategy's Expected Result/Impact: 90% of the Class of 2027 will meet the ELAR cut score by the end of the 1st semester.</p> <p>Staff Responsible for Monitoring: The principal will monitor the conduct of the TSIA2 course. The counselor will be responsible for moving students out of the TSIA2 course immediately after the student masters the TSI reading and writing exams.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 7 Details	Annual Report 664 Reviews		
<p>Strategy 7: Provide training and support for SAT, ACT, TSIA2 readiness. CRCA is a TSIA2 testing site. TSIA2 testing will occur in three tiers. 9th grade students will be tested August 1-3 and September 15, 22 and 29. The TSIA2 will be given on Fridays for students who need to make the cut. Additional testing dates will be scheduled in the spring semester, on Saturdays, if they are needed.</p> <p>Strategy's Expected Result/Impact: 90% of the Class of 2027 will meet the ELAR cut score by the end of the 1st semester.</p> <p>Staff Responsible for Monitoring: The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 8 Details	Reviews		
<p>Strategy 8: Provide training and support for SAT, ACT, TSIA2 readiness. Six sections of TSIA2 math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 950 on the math TSIA2. The math instructors will teach the course using resources from KNOWSYS.</p> <p>Strategy's Expected Result/Impact: The 36 students (14 seniors and 22 juniors) that were not TSIA2 compliant in mathematics at the start of the 2023-24 school year, will be by the end of the first semester.</p> <p>Staff Responsible for Monitoring: The principal will monitor the conduct of the TSIA2 course. The counselor will be responsible for moving students out of the TSIA2 course immediately after the student masters the TSIA2 math exam.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 9 Details	Reviews		
<p>Strategy 9: Provide support for dual credit attainment. All 9th grade students who are TSIA2 compliant in ELAR by the start of the Spring Semester will be enrolled in the EDUC 1300 course. The course is designed to teach study skills and those 'soft' skills students require to be successful in a college course.</p> <p>Strategy's Expected Result/Impact: 100% of the enrolled students will complete the course with an A, B or C grade.</p> <p>Staff Responsible for Monitoring: EDUC 1300 instructor will teach the course and the assistant principal will monitor it.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 10 Details	Annual Report 665 Reviews		
<p>Strategy 10: Provide training and support for SAT, ACT, TSIA2 readiness. All 10th and 11th grade students will be placed in a College Prep Advisory class. Lessons for the class will be orchestrated by the College Access Specialist and disseminated to the section teachers. Section teachers will employ an electronic grade check/reflection system designed by CRCA teachers. College Prep Advisory teachers are empowered to assign students to tutorials for ACC courses where the grade is below an 80. Input from ACC (Early Alert System) will also be used to track students in academic trouble.</p> <p>Strategy's Expected Result/Impact: 90% of the ACC courses taken by CRCA students will have a grade of A, B or C by the end of each semester..</p> <p>Staff Responsible for Monitoring: The College Access Specialist and College Prep Advisory Teachers conduct this support class. The CRCA Counselor monitors the Early Alert program the instructors from ACC are supposed to interact with.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 11 Details	Reviews		
<p>Strategy 11: Provide support for dual credit attainment. All 10th grade ACC students will be assigned to a SPAN 1411 and SPAN 1412 tutorial at CRCA. The tutorial class is taught by the CRCA Spanish teacher and is a support class.</p> <p>Strategy's Expected Result/Impact: All CRCA 10th graders taking Spanish 1411 will earn a grade of C or higher, enabling them to enroll in SPAN 1412 in the Spring. All CRCA 10th graders in ACC SPAN 1412 will earn a C or higher allowing them to use the course in their associate's plan.</p> <p>Staff Responsible for Monitoring: The CRCA Spanish teacher will run the support class.</p> <p>Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 12 Details	Reviews		
<p>Strategy 12: Provide support for dual credit attainment. 11th grade ACC students taking MATH 1314 or 1414/2412 will take Algebra 2 or Pre-Calculus at CRCA. They will also be placed in an RTI tutorial period with their CRCA math teacher. 12th grade students taking an ACC math course for their associates will take either MATH 1314 or MATH 1332.</p> <p>Strategy's Expected Result/Impact: All 46 students in MATH 1314, 1414/2412 and 1332 will earn a C or higher in the courses.</p> <p>Staff Responsible for Monitoring: The Algebra 2/Pre-Calculus teacher is responsible for the support of the MATH 1314/1414-2412/1332 students.</p> <p>ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 1, SG 3</p>	Formative		Summative
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Strategy 13 Details	Annual Report 666 Reviews		
<p>Strategy 13: Provide support for dual credit attainment. 11th grade ACC students will take a Friday ENGL 1301 and 1302 tutorial class on Fridays. This tutorial is a support class, taught by the ACC adjunct, for Comp 1 and 2.</p> <p>Strategy's Expected Result/Impact: All CRCA 11th grade students will earn a C or higher for ENGL 1301 and ENGL 1302.</p> <p>Staff Responsible for Monitoring: ACC ENGL 1301/1302 adjunct is also an ELA teacher for CRCA. He will conduct the support class.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 14 Details	Reviews		
<p>Strategy 14: Provide support for dual credit attainment. The CRCA seniors enrolled in MATH 2412 (Fall) and MATH 2413 (Spring) will receive tutoring on demand on Fridays.</p> <p>Strategy's Expected Result/Impact: CRCA will graduate at least 8 students in 2023 who have completed Calculus 1 at ACC.</p> <p>Staff Responsible for Monitoring: The Algebra 2/Pre-Calculus teacher is responsible for supporting the 2412/2413 students.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 15 Details	Reviews		
<p>Strategy 15: Provide support for dual credit attainment. CRCA students enrolled in ACC courses during the summer session will have their progress monitored by CRCA administrators and counselors. A check in system, including logging into the students' Blackboard accounts, will be devised and implemented.</p> <p>Strategy's Expected Result/Impact: The successful completion rate of courses will increase during the summer session.</p> <p>Staff Responsible for Monitoring: The CRCA counselor and/or assistant principal will be responsible for the summer monitoring system when the principal is on break. The principal will be responsible for the progress monitoring during summer.</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 16 Details	Annual Report 667 Reviews		
<p>Strategy 16: The 36 students from the 11th and 12th grades will take the math TSIA2 on 11/17. Subsequent testing dates will be Saturdays during the fall and spring semester for students who need to make the cut.</p> <p>Strategy's Expected Result/Impact: The 36 students that were not TSIA2 compliant in mathematics at the start of the 2023-24 school year, will be by the end of the second semester.</p> <p>Staff Responsible for Monitoring: The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.</p> <p>Additional Targeted Support Strategy - Superintendent Goals: SG 1, SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 17 Details	Reviews		
<p>Strategy 17: Provide support and coaching to CRCA teachers. CRCA administration will grow its own Austin Community College adjunct instructors. Teachers who are SACS (Southern Association of Colleges and Schools) certified are given preference in staffing positions at CRCA. SACS certified teachers are motivated to apply at ACC. ACC is very receptive to accepting our teachers. All who have gone through the process have become adjuncts.</p> <p>Strategy's Expected Result/Impact: At the end of the 2023-24 school year, CRCA will have the following adjuncts on staff:</p> <ol style="list-style-type: none"> 1. One EDUC 1300 instructor 2. One BIOL 1408 instructor 3. Two ENGL 1301/1302 instructors 4. Two ENGL 2322 instructor 5. One HIST 1301/1302 instructor 6. One SPAN 1411/1412 instructor <p>Staff Responsible for Monitoring: The principal and IHE liaison are responsible for guiding teachers through the process.</p> <p>ESF Levers: Lever 2: Strategic Staffing - Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 18 Details	Annual Report 668 Reviews		
<p>Strategy 18: Provide training and support for SAT, ACT, TSIA2 readiness. A zero period RTI is built into every student's schedule. Zero period is 3:40 to 4:10 each day.</p> <p>Strategy's Expected Result/Impact: Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p>Staff Responsible for Monitoring: The counselor has scheduled all of the students. Each teacher is on duty and has a section.</p> <p>ESF Levers: Lever 2: Strategic Staffing - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 19 Details	Reviews		
<p>Strategy 19: Provide training and support for SAT, ACT, TSIA2 readiness. Implement, monitor and provide instructional feedback on the TSIA2 reading and writing program employed at CRCA.</p> <p>Strategy's Expected Result/Impact: 90% of the Class of 2027 will meet the ELAR cut score by the end of the 1st semester.</p> <p>Staff Responsible for Monitoring: The English 2 and Creative Writing teachers will organize materials, create the curriculum and teach the ELA TSIA2 prep courses. The principal and assistant principal will provide instructional feedback. The class of 9th graders will be monitored by the teacher, administrators and counselor at CRCA.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 20 Details	Reviews		
<p>Strategy 20: Provide training and support for SAT, ACT, TSIA2 readiness. Implement and monitor NWEA MAP Testing for grades 9-11 in mathematics and reading language arts.</p> <p>Strategy's Expected Result/Impact: Increase aggregate passing rates in TSIA2 RLA and Mathematics. Increase individual scores in PSAT and SAT.</p> <p>Staff Responsible for Monitoring: CTC and Administration</p>	Formative		Summative
	Nov	Feb	Apr
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Bastrop Independent School District
Emile Elementary
2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observation data

Brag Board data

Discipline data

Office Support data

Summative Evaluation: Met Objective

Next Year's Recommendation: Due to staffing changes, this goal will need to be revised.

Strategy 1 Details	Reviews		
<p>Strategy 1: Review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: All students and staff will know and understand the campus wide expectations for being safe, respectful, and responsible.</p> <p>Staff Responsible for Monitoring: MTSS Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Monitor implementation of SEL curriculum</p> <p>Strategy's Expected Result/Impact: SEL curriculum will be implemented with fidelity and students will utilize strategies in the classroom.</p> <p>Staff Responsible for Monitoring: Counselor MTSS Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Annual Report 673 Reviews		
Strategy 3: Review behavior interventions and supports for individual students in behavior RtI Strategy's Expected Result/Impact: Students will receive the correct interventions and supports to support their engagement in tier 1 instruction. Staff Responsible for Monitoring: MTSS Coach ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 69% to 75%.

Evaluation Data Sources: Panorama Survey results
 Discipline data
 Daily Behavior Report Card data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue goal and modify the percentage from 75% to 80%

Strategy 1 Details	Reviews		
Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment Strategy's Expected Result/Impact: Students will feel safe at school. Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 674 Reviews		
Strategy 2: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionately, and possible adaptations Strategy's Expected Result/Impact: Adjustments to student and/or teacher supports can be implemented in a timely manner. Staff Responsible for Monitoring: Assistant Principals ESF Levels: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Campus admin, MTSS coach, Student and Family Specialist, and Counselor will meet weekly to review campus wide supports for students and teachers. Strategy's Expected Result/Impact: Students will be able to receive the most appropriate interventions and supports in a timely manner. Staff Responsible for Monitoring: Principal ESF Levels: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.
 Aligned Performance Objective: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 38% to 50 % and STAAR Reading from 42% to 50%.

Evaluation Data Sources: 2024 Accountability Data
 AT data
 Interim STAAR Data
 Campus Based Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify goal based on STAAR scores that will be received in June

Strategy 1 Details	Annual Report 675 Reviews		
Strategy 1: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning (CBPL) structure Strategy's Expected Result/Impact: Teachers will be able to collaborate and plan for appropriate implementation of the curriculum. Staff Responsible for Monitoring: Instructional Coaches ESF Levels: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement Pear Deck to supplement instruction in reading and math to support digital writing Strategy's Expected Result/Impact: Students will become fluent in digital writing. Staff Responsible for Monitoring: Tech Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement grade-appropriate data folders for goals setting and progress monitoring of academic and behavior goals Strategy's Expected Result/Impact: Students will take ownership of academic and behavior goals. Staff Responsible for Monitoring: Principal ESF Levels: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool

Summative Evaluation: Met Objective

Next Year's Recommendation: Modify this goal based on year 2 of HQIM

Strategy 1 Details	Reviews		
<p>Strategy 1: Initial campus Curriculum Based Planning training that includes lesson internalization process for all grade level teachers in reading and math</p> <p>Strategy's Expected Result/Impact: All reading and math teachers will know and utilize the process for lesson internalization and be able to implement the intended lessons.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials</p> <p>Strategy's Expected Result/Impact: The feedback provided to teachers will increase the fidelity of the implementation.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate</p> <p>Strategy's Expected Result/Impact: Teachers will be able to have the dedicated plan</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 677 Reviews		
Strategy 4: Coaching cycles with teacher to support appropriate implementation of curriculum Strategy's Expected Result/Impact: Teachers will be able to learn from their peers and implement the curriculum with fidelity. Staff Responsible for Monitoring: Instructional Coaches Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.
Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Evaluation Data Sources: 2024 Accountability Data
AT data, Interim STAAR Data
Campus Based Assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Modify based on STAAR scores that will be receive in June

Strategy 1 Details	Annual Report 678 Reviews		
<p>Strategy 1: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: The monitoring system will ensure students continue to make progress toward the goals established for each domain.</p> <p>Staff Responsible for Monitoring: LPAC administrator</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students</p> <p>Strategy's Expected Result/Impact: All students will be given opportunities to meet academic goals.</p> <p>Staff Responsible for Monitoring: RTI Lead Teacher Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Support Special Programs staff in providing exemplar accommodations and co-teaching suggestions to use as a foundation for planning and lesson internalization</p> <p>Strategy's Expected Result/Impact: Students receiving special programs services will have access to grade level curriculum.</p> <p>Staff Responsible for Monitoring: SPED Depart Chair Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 679 Reviews		
<p>Strategy 4: Regularly scheduled data meetings conducted with teams and the campus to ensure all students are making progress toward academic goals</p> <p>Strategy's Expected Result/Impact: Each teacher will know academic performance level and academic goal for each student.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
	 35%	 50%	 100%

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices</p> <p>Strategy's Expected Result/Impact: Teachers/staff will receive the support needed to implement curriculum with fidelity.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
	 75%	 80%	 100%

Strategy 2 Details	Annual Report 680 Reviews		
Strategy 2: Develop and implement a campus-based system for creating, practicing, and delivering professional learning Strategy's Expected Result/Impact: Teachers will be able to implement new learning into the classroom to have a positive impact on instruction. Staff Responsible for Monitoring: Instructional Coaches Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Conduct learning walks with peers to conduct to extend professional learning opportunities Strategy's Expected Result/Impact: Teachers will be able to see new learning in the context of their teaching assignment. Staff Responsible for Monitoring: Instructional Coaches Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 93% to 95%.

Evaluation Data Sources: Skyward reports
PEIMS attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue next year

Strategy 1 Details	Annual Report 681 Reviews		
Strategy 1: Create a written campus attendance action plan Strategy's Expected Result/Impact: Teachers, students, and parents will be aware of the attendance policy. Staff Responsible for Monitoring: Attendance AP	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements Strategy's Expected Result/Impact: Interventions for truancy can be implemented in time for students to correct chronic absences. Staff Responsible for Monitoring: Attendance AP	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Attendance incentives and recognition systems will be established to recognize students with excellent and/or perfect attendance. Strategy's Expected Result/Impact: Students will be reward and feel accomplished when they demonstrate excellent and/or perfect attendance. Staff Responsible for Monitoring: Attendance AP	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase from 49% to 60%.

Evaluation Data Sources: Panorama SEL student surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue next year

Strategy 1 Details	Annual Report 682 Reviews		
Strategy 1: Provide safety drill training and debrief for staff and students throughout the year Strategy's Expected Result/Impact: Stakeholders will know and be confident in expected procedures in the event of an emergency. Staff Responsible for Monitoring: Safety and Security AP	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Create a student-led campus safety patrol Strategy's Expected Result/Impact: Students will take ownership of age appropriate safety procedures on campus. Staff Responsible for Monitoring: Safety and Security AP	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Create an anonymously reporting system for students to report concerns to campus administration. Strategy's Expected Result/Impact: Students will speak up when they feel they need help. Staff Responsible for Monitoring: Counselor Assistant Principal	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, reduce teacher turnover from 14% to 10%.

Evaluation Data Sources: Staff retention data reports
New Hire Meeting data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue goal next year

Strategy 1 Details	Annual Report 683 Reviews		
<p>Strategy 1: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p>Strategy's Expected Result/Impact: Teachers will successful and confident in their assignment.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop normed tools and processes to conduct observations, capture trends, and track progress over time.</p> <p>Strategy's Expected Result/Impact: The effectiveness of the curriculum will be measured regularly and adjustments made as needed.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Monthly check-ins with new staff</p> <p>Strategy's Expected Result/Impact: Staff will feel support and needs for the classroom will be met.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys
Volunteer registration platform (VOLY)

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue this goal next year

Strategy 1 Details	Reviews		
Strategy 1: Provide capacity-building events for parents and families on critical aspects of student learning Strategy's Expected Result/Impact: Parents will be more informed on student learning. Staff Responsible for Monitoring: Principal Title I: 4.1	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Schedule monthly Principal Chat meetings, at various dates and times Strategy's Expected Result/Impact: Parents will have a voice in the school community. Staff Responsible for Monitoring: Principal Title I: 4.2	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Collaborate with campus PTA to provide support and increase parent engagement efforts Strategy's Expected Result/Impact: Parent and school will partner together to advocate for the needs of students. Staff Responsible for Monitoring: Principal Title I: 4.2	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings
 Staff/family newsletters, agendas, meeting notes, sign-in sheets
 Volunteer registration platform (VOLY)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue next year

Strategy 1 Details	Reviews		
Strategy 1: Recognize community and business participation and/or sponsorship in campus newsletters and on social media Strategy's Expected Result/Impact: Increase partnership between community partners and the school Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Create and communicate specific volunteer opportunities within our online volunteer platform Strategy's Expected Result/Impact: Multiple opportunities will be given for a variety of schedules and availability to increase involvement. Staff Responsible for Monitoring: Assistant Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Engage community and business partners in meaningful opportunities to participate Strategy's Expected Result/Impact: Community partners will be able to utilize their strengths in the school community. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college	Formative		Summative
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>			

Bastrop Independent School District

Genesis High

2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques.

Evaluation Data Sources: Discipline Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices.</p> <p>Strategy's Expected Result/Impact: Decrease in OSS.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: During intake, the principal will review each student's discipline record with both the student and their parent/guardian. Genesis discipline procedures will be explained to the new student and parent during the intake interview.</p> <p>Strategy's Expected Result/Impact: Students and parent will understand Genesis discipline procedures and we will have the lowest per capita OSS and DAEP placements in the school district.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 689 Reviews		
<p>Strategy 3: The assistant principal's office will be moved to the Genesis wing and teachers will not write referrals.</p> <p>Strategy's Expected Result/Impact: Administration will deal with discipline issues in real time. Increased student time in class.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Genesis will conduct threat assessments with ongoing training and implementation of a multi-hazard emergency operations plans.</p> <p>Strategy's Expected Result/Impact: Genesis will become a safer learning environment.</p> <p>Staff Responsible for Monitoring: Threat Assessment Team</p> <p>ESF Levels: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
<p>Strategy 5: Genesis will provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat.</p> <p>Strategy's Expected Result/Impact: Genesis will become a safer learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levels: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills.

Evaluation Data Sources: Panorama SEL Student Survey Data
 Discipline Data
 Graduation Rate

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports.</p> <p>Strategy's Expected Result/Impact: Decrease in OSS and DAEP placements.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: All Genesis staff will attend the Trauma-Informed Schools Training as well as training in sexual abuse, human trafficking and other maltreatment of children, during the district PD week at the start school.</p> <p>Strategy's Expected Result/Impact: Genesis faculty and staff will understand their role in preventing the abuse of children and increasing their efficacy in managing student behavior.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Superintendent Goals: SG 1, SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Conduct campus investigations that promote and support a safe and orderly learning environment.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of bullying incidents and threat assessments.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 691 Reviews		
<p>Strategy 4: Assistant principal will code discipline descriptively using local codes and state codes. Strategy's Expected Result/Impact: Measure implementation and analyze data to share with staff and improve student behavior. Staff Responsible for Monitoring: Principal and assistant principal</p> <p>Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p>Strategy 5: Genesis teachers and administrators will provide ongoing SEL lessons and support for all Genesis students. Strategy's Expected Result/Impact: Genesis's low disciplinary referral rate will continue unabated. Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1, SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<p>Strategy 6: All disciplinary data will be reviewed on a monthly basis by the safety committee and administration. Strategy's Expected Result/Impact: Genesis's low disciplinary referral rate will continue unabated. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1, SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 7 Details	Reviews		
<p>Strategy 7: Genesis administration will address bullying in a consistent manner with other campuses in the district per district training. Strategy's Expected Result/Impact: Bullying investigations at Genesis will follow district protocols. Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 8 Details	Annual Report 692 Reviews		
<p>Strategy 8: All disciplinary infractions will be entered into Skyward by an administrator at Genesis.</p> <p>Strategy's Expected Result/Impact: Consistency in use of discipline codes and entry will result in data that is sound.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 0% to 10% and STAAR Reading from 5% to 15%

Evaluation Data Sources: Fall 2023 STAAR EOC Results
Spring 2024 STAAR EOC Results

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to Increase the percentage of students at Meets Grade Level on STAAR Math and Reading

Strategy 1 Details	Annual Report 693 Reviews		
<p>Strategy 1: Ensure interventions and supports are provided and document for students to address instructional gaps and deficiencies due to COVID-slide</p> <p>Strategy's Expected Result/Impact: EOC Targets: E1 and E2 - 30/10/10 A1 - 50/10/10 BI - 60/10/10 US - 70/10/10</p> <p>Staff Responsible for Monitoring: Principal and assistant principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement small group instruction with fidelity.</p> <p>Strategy's Expected Result/Impact: EOC Targets: E1 and E2 - 30/10/10 A1 - 50/10/10 BI - 60/10/10 US - 70/10/10</p> <p>Staff Responsible for Monitoring: TTESS Appraisers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel

and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

Evaluation Data Sources: Number of credits and diplomas earned.
Number of EOCs met, mastered, and approaching grade level.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews		
<p>Strategy 1: All Genesis teachers will have ESL endorsement. Strategy's Expected Result/Impact: Growth on TELPAS. Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Refine, support, and monitor the ESL program: content-based. Strategy's Expected Result/Impact: Growth on TELPAS and STAAR EOCs. Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 695 Reviews		
<p>Strategy 3: Provide support by scheduling the special education chair one dedicated period for special education case management to assist teachers in the classroom with special education students, provide the accommodation documentation to the teachers upon enrollment, prepare for ARDs and attend ARDs.</p> <p>Strategy's Expected Result/Impact: Case management appraisal.</p> <p>Staff Responsible for Monitoring: SPED department chair</p> <p>Superintendent Goals: SG 1</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Implement small group instruction and one on one tutorials with fidelity.</p> <p>Strategy's Expected Result/Impact: Growth on TELPAS and STAAR EOCs.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
<p>Strategy 5: Provide teachers direct access to TAMS for test data on each of their students.</p> <p>Strategy's Expected Result/Impact: Teachers will be better able to tailor the tutorials and small group instruction to the individual needs of the students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas.

Evaluation Data Sources: Professional development teaching and learning strategies imbedded in teaching and learning resulting in improved academic achievement of students.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide support and coaching to Genesis teachers.</p> <p>Strategy's Expected Result/Impact: Increase in the number of credits earned and students graduating.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Support Genesis staff by having monthly staff meetings to coach, support instruction, and work together refine strategies.</p> <p>Strategy's Expected Result/Impact: Increase in the number of credits earned and students graduating.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 50% to 70%.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews		
<p>Strategy 1: Communicate with parents and community members through various mediums. Strategy's Expected Result/Impact: Call logs and emails Increased student completion rates Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Support students by providing informative links on the website regarding graduation requirements, bell schedule, school application, graduation (foundation high school program and graduation plan). Strategy's Expected Result/Impact: Accurate information and links on the website Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Return all calls and emails within 24 hours and ensure a welcoming environment in the front office for parents and visitors. Strategy's Expected Result/Impact: Genesis will be regarded as a caring school. Staff Responsible for Monitoring: Front Office Staff and Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
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Strategy 4 Details	Annual Report 698 Reviews		
<p>Strategy 4: During intake, the principal will review each student's attendance record with both the student and their parent/guardian. Genesis attendance procedures will be explained to the new student and parent during the intake interview.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase.</p> <p>Staff Responsible for Monitoring: Principal and Attendance Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
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Strategy 5 Details	Reviews		
<p>Strategy 5: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance rates.</p> <p>Staff Responsible for Monitoring: Principal and Attendance Clerk.</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 6 Details	Reviews		
<p>Strategy 6: Provide training to Campus staff on the district's procedures to address attendance requirements.</p> <p>Strategy's Expected Result/Impact: Increased student attendance.</p> <p>Staff Responsible for Monitoring: Principal and Attendance Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISSD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools.

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue. Develop process for students to complete the survey.

Strategy 1 Details	Reviews		
<p>Strategy 1: Work with all community, campus and district partners (advisers, social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met.</p> <p>Strategy's Expected Result/Impact: Increased student completion rates</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide safety drill training and debrief for staff and students throughout the year.</p> <p>Strategy's Expected Result/Impact: All required safety drills will be conducted.</p> <p>Staff Responsible for Monitoring: Assistant Principal and BISD PD</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
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Strategy 3 Details	Annual Report 700 Reviews		
<p>Strategy 3: Improve facility infrastructure to positively impact campus safety. Submit maintenance requests in a timely manner on all door and gate/fence issues.</p> <p>Strategy's Expected Result/Impact: Building will be safer.</p> <p>Staff Responsible for Monitoring: Administration and Principal's Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily.</p> <p>Strategy's Expected Result/Impact: Increased student attendance.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
<p>Strategy 5: Administration will ensure that Genesis students have access to social worker to provide for mental health needs ad supports.</p> <p>Strategy's Expected Result/Impact: Students will have access to counselors when needed.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
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<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success. **AmBISD** Report 701

Aligned Performance Objective: Retain 100% of teachers.

Evaluation Data Sources: Feedback from new teacher meetings and mentor/new teacher meetings and support throughout the year.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue for new hires

Strategy 1 Details	Reviews		
<p>Strategy 1: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p>Strategy's Expected Result/Impact: Increased effectiveness in TTESS appraisals.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Connect new teachers with experienced mentors.</p> <p>Strategy's Expected Result/Impact: New teachers will stay with Genesis and BISD.</p> <p>Staff Responsible for Monitoring: Principal and Teacher Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
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Strategy 3 Details	Annual Report 702 Reviews		
<p>Strategy 3: Ensure that all teachers have the necessary tools and supplies to conduct their classrooms and teach.</p> <p>Strategy's Expected Result/Impact: 100% of Genesis teachers will return next year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities.

Evaluation Data Sources: Survey data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. Principal will connect all incoming students with the services they need during the intake interview.</p> <p>Strategy's Expected Result/Impact: New Genesis students and their parent/guardian will regard Genesis as a caring school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 2 Details	Annual Report 703 Reviews		
<p>Strategy 2: Matriculate students from BHS and CCHS that have been placed at DAEP if their placements are greater than 45 days.</p> <p>Strategy's Expected Result/Impact: Long term DAEP students will graduate from high school faster and the perception of BISD will be positive.</p> <p>Staff Responsible for Monitoring: Genesis and DAEP Principals</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Implement mandatory student improvement on STAAR EOC exams for the IGC (Individual Graduation Committee) process. The process will be explained to the student and parent/guardian by the principal during the intake process.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on STAAR EOC and a positive student/parent perception regarding Genesis.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: Conduct a comprehensive transcript and testing history audit during the intake process. Timelines will be discussed as well.</p> <p>Strategy's Expected Result/Impact: Every Genesis student and their parent/guardian will know exactly what the student needs to do to graduate.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
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<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue this work with Dr. Henn

Strategy 1 Details	Reviews		
<p>Strategy 1: Engage community and business partners in meaningful opportunities to participate. Strategy's Expected Result/Impact: Increase in business and community member participation in campus committees and events. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media. Strategy's Expected Result/Impact: Increase in business and community member participation in campus committees and events. Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 4</p>	Formative		Summative
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 3: Strategic Priority: BISD will strengthen external partnerships to help students attain industry certifications, work experience, and/or

Aligned Performance Objective: Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 18% to 25%.

Evaluation Data Sources: Notes regarding discipline and facilities to see correlations

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase student participation in youth career day opportunities and industry-specific job fairs.</p> <p>Strategy's Expected Result/Impact: More Genesis students will land jobs.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Increase the number of Genesis students taking the TSIA2.</p> <p>Strategy's Expected Result/Impact: More Genesis students will be college ready in reading, writing and mathematics upon graduation.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 3 Details

Strategy 3: Implement transition planning in Genesis.

Strategy's Expected Result/Impact: More Genesis students will pursue post-secondary education and /or job training opportunities.

Staff Responsible for Monitoring: Coordinator of Work Based Learning and Principal

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

- **Superintendent Goals:**

SG 4

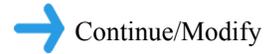
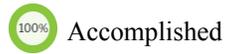
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Bastrop Independent School District

Lost Pines Elementary

2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: observational data, Brag Board data, Discipline data,

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue campus practices...even though we won't have MTSS support.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices. Strategy's Expected Result/Impact: All teachers and classrooms will be aligned and equipped to target the needs of students. Staff Responsible for Monitoring: Admin, DCs, ELT, MTSS paras</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 2 Details	Annual Report 710 Reviews		
<p>Strategy 2: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: The campus will be aligned in practices and strategies. Common language will be used for teachers, students and families.</p> <p>Staff Responsible for Monitoring: MTSS APs, Principal, district MTSS coordinators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Monitor implementation of SEL curriculum.</p> <p>Strategy's Expected Result/Impact: To ensure that students are receiving this research based curriculum that addresses their social and emotional needs.</p> <p>Staff Responsible for Monitoring: MTSS APs, Principals, district MTSS coordinators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 67% to 75%.

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue to work towards this goal. Big changes in curriculum left students feeling unable to meet mastery often times...which gave them lower self esteem.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data.</p> <p>Strategy's Expected Result/Impact: This will ensure that we are continuing to refine our practices based on data of what students and staff are telling us.</p> <p>Staff Responsible for Monitoring: MTSS APs, Principal, Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Schedule regular reviews of campus discipline dashboard to identify trends, dis-proportionality, and possible adaptations.</p> <p>Strategy's Expected Result/Impact: This will ensure that we are looking at our Tier I practices and strategies to see if they need improvement.</p> <p>Staff Responsible for Monitoring: MTSS APs</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 3 Details	Annual Report 712 Reviews		
<p>Strategy 3: Teach, promote, and incentivize character traits for all students.</p> <p>Strategy's Expected Result/Impact: All students will be exposed to these lifelong character traits and be recognized if exhibiting them.</p> <p>Staff Responsible for Monitoring: classroom teachers, APs, principal, counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.
 Aligned Performance Objective: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 35% to 45% and STAAR Reading from 38% to 45%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue learning new curriculum and making it more accessible for all students.

Strategy 1 Details	Annual Report 713 Reviews		
<p>Strategy 1: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal setting.</p> <p>Strategy's Expected Result/Impact: This will ensure that students are being guided to hold themselves accountable in their own learning.</p> <p>Staff Responsible for Monitoring: APs and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures.</p> <p>Strategy's Expected Result/Impact: This will ensure that we are devoting ample amount of time to instructional practices and aligning as teams, grade levels and a campus.</p> <p>Staff Responsible for Monitoring: Principals, APs, DCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 3 Details	Annual Report 714 Reviews		
<p>Strategy 3: Implement digital Amplify for ELA and digital Zearn for Math to supplement that specific instruction. Strategy's Expected Result/Impact: This will help fill in gaps of student's skills in reading and math. Staff Responsible for Monitoring: teachers, principals, APs and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 1</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: Implement blended learning strategies to include station rotation model, goal setting, and conferencing. Strategy's Expected Result/Impact: This is to ensure that student's individual needs are being met. Staff Responsible for Monitoring: classroom teacher, DCs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 1</p>	Formative		Summative
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<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

High Priority

HB3 Goal

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue work with our HQIMs in all subjects.

Strategy 1 Details	Reviews		
<p>Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed</p> <p>Strategy's Expected Result/Impact: This will ensure that all students have equity in instruction and ensure that we are teaching to the utmost of grade level standards.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELT, district specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution.</p> <p>Strategy's Expected Result/Impact: This will ensure that teachers are prepared for lessons. This will also ensure that students are receiving the best instructional strategies that have been discussed with a team of teachers before lesson implementation.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELT, PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
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Strategy 3 Details	Annual Report 716 Reviews		
<p>Strategy 3: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials.</p> <p>Strategy's Expected Result/Impact: This will ensure that students are receiving equitable instruction.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELT, PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate.</p> <p>Strategy's Expected Result/Impact: This will result in better prepared and aligned teachers grade level and campus wide which translates to increased student learning.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELTs, PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
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Strategy 5 Details	Annual Report 717 Reviews		
<p>Strategy 5: Teachers will engage in grade level and vertically aligned learning walks to learn from each other when it comes to lesson implementation and pacing.</p> <p>Strategy's Expected Result/Impact: This will result in better alignment across the campus among best practices of lesson implementation.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELTs, PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISSD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

High Priority

HB3 Goal

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to learn and hone our HQIM practices and learning how to take the scripted material and differentiate for our special populations.

Strategy 1 Details	Annual Report 718 Reviews		
<p>Strategy 1: Implement a Dual Language program model.</p> <p>Strategy's Expected Result/Impact: This will result in students laying a better foundation in their first language to then transfer learning more successfully in the second language.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELTs, district EB specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations.</p> <p>Strategy's Expected Result/Impact: According to the Opportunity Myth, this will result in increased learning.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELTs, PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners. Annual Report 719

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to train the staff on district's vision of this. Make sure they are trained up even with changes each year.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a campus-based system for monitoring professional learning portfolios.</p> <p>Strategy's Expected Result/Impact: This will ensure that all staff is meeting PD Plan requirements to best be able to support their students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 720 Reviews		
<p>Strategy 2: Create a structure for cross-campus peer observation of High-Quality Instructional Materials and strategy implementation, to include debrief and action planning.</p> <p>Strategy's Expected Result/Impact: This will result in better aligned grade level and campus teaching which gives students access to better grade level appropriate instruction.</p> <p>Staff Responsible for Monitoring: Principal, APs, DCs, ELTs, PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Campus will follow/align campus PD to that of district PD that teachers will receive monthly at the district level.</p> <p>Strategy's Expected Result/Impact: This will result in better alignment.</p> <p>Staff Responsible for Monitoring: Principal, district C&I staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISSD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 92.8% to 94%.

Evaluation Data Sources: Skyward reports, PEIMS attendance reports, Parent Survey results, Dialogue through Coffee with Principal

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to keep customer service as top priority.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a written campus attendance action plan.</p> <p>Strategy's Expected Result/Impact: This will ensure that we are exhausting every effort to make sure students are coming to school to receive the learning.</p> <p>Staff Responsible for Monitoring: Attendance Clerk and attendance AP and Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements.</p> <p>Strategy's Expected Result/Impact: The result of this would be to motivate parents to bring their child to school daily.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Attendance AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 722 Reviews		
<p>Strategy 3: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures.</p> <p>Strategy's Expected Result/Impact: This will ensure that parents feel informed and have adequate information to make the best decision for their child's education.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Attendance AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Provide training to campus staff on the district's procedures to address attendance requirements.</p> <p>Strategy's Expected Result/Impact: This will result in greater understanding of procedures to help inform parents and help get kids to school.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Attendance AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase by 15%.

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to explain wording in this particular survey. We have received feedback from students and staff that the wording is confusing.

Strategy 1 Details	Reviews		
<p>Strategy 1: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs. Strategy's Expected Result/Impact: Ensure the safety of our campus. Staff Responsible for Monitoring: Principal, APs</p> <p>Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a monitoring system for door lock fidelity checks. Strategy's Expected Result/Impact: Maintain a campus that classroom are safe at all times. Staff Responsible for Monitoring: Campus SRO, APs, Principal</p> <p>Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 724 Reviews		
<p>Strategy 3: Create a student-led campus safety patrol.</p> <p>Strategy's Expected Result/Impact: This helps to build leadership skills of students, which also motivates other students to want to be leaders, as well.</p> <p>Staff Responsible for Monitoring: Principal, APs, counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its on-boarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, reduce teacher turnover to 12%.

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Met Objective

Next Year's Recommendation: At this time, we have met this goal of less than 12% turnover rate.

Strategy 1 Details	Annual Report 725 Reviews		
<p>Strategy 1: Employ personalized strategies to retain staff.</p> <p>Strategy's Expected Result/Impact: This will help to build relationship and community so that teachers will want to come back to this campus.</p> <p>Staff Responsible for Monitoring: District staff, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop normed tools and processes to conduct observations, capture trends, and track progress over time.</p> <p>Strategy's Expected Result/Impact: This ensures that we are aligning instruction and practices to what we have planned during our PLC time together.</p> <p>Staff Responsible for Monitoring: Principal, APs, coaches, ELT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 726		
	Reviews		
	Formative	Summative	
<p>Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p>Strategy's Expected Result/Impact: This gives the teachers an opportunity to grow in a specific area and not be overwhelmed with too many pieces all at once.</p> <p>Staff Responsible for Monitoring: Principal, APs, coaches, ELT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Superintendent Goals: SG 3</p>	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform (VOLY)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: The best PTA year we have had. Lots of involvement, participation and money raised for our students and campus.

Strategy 1 Details	Annual Report 727 Reviews		
<p>Strategy 1: Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts.</p> <p>Strategy's Expected Result/Impact: This is great way to bring in the community and families to build a better school experience for all students.</p> <p>Staff Responsible for Monitoring: Principal, PTA staff, counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide capacity-building events for parents and families on critical aspects of student learning.</p> <p>Strategy's Expected Result/Impact: This also helps to build community, make families feel welcome and give them info on what/how students learn daily and how they can help students at home.</p> <p>Staff Responsible for Monitoring: Principal, APs, counselor</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
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Strategy 3 Details	Annual Report 728 Reviews		
<p>Strategy 3: Schedule monthly Principal Chat meetings, at various dates and times. Coffee with Principal</p> <p>Strategy's Expected Result/Impact: Open up building to make families feel welcomed and gain understanding of different pieces of their child's education.</p> <p>Staff Responsible for Monitoring: Principal, APs, counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
	 70%	 85%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%.

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform (VOLY)

Summative Evaluation: Met Objective

Next Year's Recommendation: Community Involvement at every PTA sponsored event.

Strategy 1 Details	Annual Report 729 Reviews		
<p>Strategy 1: Engage community and business partners in meaningful opportunities to participate.</p> <p>Strategy's Expected Result/Impact: Build connections with community and get them involved with the children that live in their community.</p> <p>Staff Responsible for Monitoring: Principal, counselor</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media.</p> <p>Strategy's Expected Result/Impact: Highlighting this work will build stronger relationships with the businesses and also let parents know that our community is backing our school.</p> <p>Staff Responsible for Monitoring: Principal, APs, social media specialist, counselor</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Superintendent Goals: SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details

Strategy 3: Establish an inclusive campus welcoming system that engages all visitors.

Strategy's Expected Result/Impact: This is key in customer service. Families want to participate more in their child's education when they feel welcomed.

Staff Responsible for Monitoring: Principal

Title I:
4.2

- **TEA Priorities:**
Improve low-performing schools

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Superintendent Goals:**
SG 4

Formative		Summative
Nov	Feb	Apr
 80%	 85%	 100%

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Bastrop Independent School District

Mina Elementary

2023-2024 Formative Review



Mina
ELEMENTARY SCHOOL

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority:

BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observational data, Brag Board data, Discipline data, other campus data source

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices</p> <p>Strategy's Expected Result/Impact: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Staff Responsible for Monitoring: Assistant Principals, MTSS Coach and PBIS Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Annual Report 734 Reviews		
<p>Strategy 2: Implement campus reviews on expectations school wide. Based on student needs we will be proactive in addressing the behaviors before they disturb the learning environment.</p> <p>Strategy's Expected Result/Impact: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Staff Responsible for Monitoring: MTSS coach, assistant principals, and PBIS committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement school wide incentives tied to completion of brag boards for PK-5th grade.</p> <p>Strategy's Expected Result/Impact: Positive incentives and relationships with students will lead to academic success.</p> <p>Staff Responsible for Monitoring: MTSS coach, assistant principals, and PBIS committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISSD will identify work/life skills most important for students to know and create a framework for implementing them.

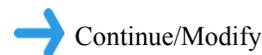
Aligned Performance Objective: By May 2024, students perceptions of their ability to manage their emotions, thoughts, and behaviors, will increase from 71% to 75% increase students' positive self perception of self-management and growth mindset skills

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2X/year, observational data, Discipline data, other campus data source

Summative Evaluation: Met Objective

Strategy 1 Details	Annual Report 735 Reviews		
<p>Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data.</p> <p>Strategy's Expected Result/Impact: Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences.</p> <p>Staff Responsible for Monitoring: Assistant Principal, MTSS coach, PBIS committee members</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Conduct campus investigations that promote and support a safe and orderly learning environment.</p> <p>Strategy's Expected Result/Impact: The MTSS team will meet to review and update current campus investigations and support provided for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Staff Responsible for Monitoring: Assistant Principal, MTSS coach, CBS coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations.</p> <p>Strategy's Expected Result/Impact: Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences.</p> <p>Staff Responsible for Monitoring: Assistant Principals, MTSS coach, CBS coach, and PBIS committee</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority:

BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective:

Increase the percentage of students at Meets Grade Level on STAAR Math from 43% to 63% and STAAR Reading from 52% to 72%

Evaluation Data Sources: 2024 Accountability Data, AT data, Mock STAAR Data, Formative assessment data, other campus data source, interim STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement grade-appropriate and ferasible academic and behavioral processes to ensure student ownership of individual goal setting</p> <p>Strategy's Expected Result/Impact: Using academic and SEL data, students will be able to target specific Essentials Standards and monitor their own growth. In doing this, students will take ownership of their learning and motivate them to growth in their learning.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Guiding Collation</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Annual Report 737 Reviews		
<p>Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPL) structures</p> <p>Strategy's Expected Result/Impact: By having effective CBPLs, grade levels will see a consistent set of standards across the campus and use time effectively to talk about all students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, CBPL leads</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives.</p> <p>Strategy's Expected Result/Impact: Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals. MTSS coach</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High Quality Instructional Materials aligned to Math and Literacy Framework with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool, Amplify, Zearn, Eureka

Strategy 1 Details	Reviews		
<p>Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed.</p> <p>Strategy's Expected Result/Impact: By implementing Eureka and Amplify curriculum with fidelity, the learning of all students will ultimately support the academic achievement and growth in all areas.</p> <p>Staff Responsible for Monitoring: Principal, ELAR Instructional coach, Early Literacy Coach, CBPL leads</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials</p> <p>Strategy's Expected Result/Impact: By implementing Eureka and Amplify curriculum with fidelity, the learning of all students will ultimately support the academic achievement and growth in all areas.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 739			
	Reviews			
	Formative		Summative	
<p>Strategy 3: Ensure teachers have sufficient planning time to internalize and /or prepare lessons, analyze students work and collaborate</p> <p>Strategy's Expected Result/Impact: By having effective planning time, grade levels will see a consistent set of standards across the campus and use time effectivity to talk about all students. With students at the focal point of our PLC's, the impact on the growth will increase.</p> <p>Staff Responsible for Monitoring: Principal, Early Literacy Teacher, Instructional Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Nov	Feb	Apr	
	<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet growth targets for STAAR Math and Reading

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, interim STAAR data, formative assessment data, other campus data sources

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Annual Report 740 Reviews		
<p>Strategy 1: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners including special populations</p> <p>Strategy's Expected Result/Impact: Strong co-teach practices allow students with disabilities equitable access to the curriculum. When students have access to a guaranteed and viable curriculum they are able to gain a deeper understanding of the content and master essential standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, RTI, Special Education, Dyslexia teachers,</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: Implement a daily schedule for EB students lead by our ESL TA to target Listening, Speaking, Reading and Writing skills by utilizing Summit K12 program. This will increase scores on TELPAS to show one years growth for each EB identified student.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESLteachers, Bilingual teacher PK-1st</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 741 Reviews		
<p>Strategy 3: Implement coordinated and proactive structures to address intervention and/or enrichment for all students</p> <p>Strategy's Expected Result/Impact: Strong reading and math interventions and/or enrichment practices, during WIN time, allow students with equitable access to the interventions based on 'what they need' . When students have access to a guaranteed and viable interventions, they are able to gain a more growth in their current instruction.</p> <p>Staff Responsible for Monitoring: Principal, RTI Lead Teacher, RTI TA's, GT teacher, Instructional Coaches,</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Possible Data Source(s): Professional Learning Plan evaluation data, TTESS, employee portfolios

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Annual Report 742 Reviews		
<p>Strategy 1: Create a campus based system for monitoring professional learning portfolios.</p> <p>Strategy's Expected Result/Impact: At Mina Elementary, we will provide training and support of implementing HQMI practices, so that all teachers will be trained for consistency. Having consistency will lead to equitable learning environments for all students .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Campus calendar indicates dedicated time fo training and ongoing job embedded professional development on content specific teaching practices</p> <p>Strategy's Expected Result/Impact: At Mina Elementary, we will provide training and support of implementing HQIM practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 743 Reviews		
<p>Strategy 3: Develop and implement a campus based system for creating, practicing, and delivering professional learning</p> <p>Strategy's Expected Result/Impact: At Mina Elementary, we will provide training and support of implementing HQIM practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, instructional Coaches,</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 92.84% to 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Met Objective

Strategy 1 Details	Annual Report 744 Reviews		
<p>Strategy 1: Create a campus attendance action plan.</p> <p>Strategy's Expected Result/Impact: Meet and/or exceed the districts attendance goal of 94% because we know when students are at school they are learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Classroom Teachers, Truancy Officer,</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement truancy prevention process to monitor students with chronic absences and/or who are at high risk for not meeting attendance requirements.</p> <p>Strategy's Expected Result/Impact: Increase our attendance percentage by 2 points; 95% meaning more students are present to receive an education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Classroom Teachers, Truancy Officer</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Implement attendance incentive to target attendance, tardies and early pickups.</p> <p>Strategy's Expected Result/Impact: See a decrease in tardies and early pickups and in increase in attendance. Being at school on time ensures students start the day with their peers and when they are pulled out early, they miss out on important instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk, Classroom teachers</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools will increase from 71% to 75%

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide safety drill training and debrief for staff and students throughout the year.</p> <p>Strategy's Expected Result/Impact: Improve overall response time to a crisis/emergency situation by practicing monthly drills.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Annual Report 746 Reviews		
<p>Strategy 2: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs</p> <p>Strategy's Expected Result/Impact: Review current practices to ensure they are aligned with campus expectations monthly to address areas of concern in order to decrease the time it takes for tardy students/parent to check-in and get to their classrooms and avoiding lost instruction time.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Improve facility infrastructure to positively impact campus safety</p> <p>Strategy's Expected Result/Impact: Consistency throughout campus for all Teacher & Staff have classroom doors locked during the day; Staff approach unfamiliar guests to ensure check-in at the office; adhere to expected safety protocols established by Campus Safety Team for all areas in and around the campus.</p> <p>Weekly interior and exterior door checks throughout campus completed by Assistant Principals and/or BISD PD and results housed in Safety Binder in the front office to monitor issues and address ongoing issues quickly.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, reduce teacher turnover from 9% to 5%

Evaluation Data Sources: Staff retention data reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Employing personalized strategies to retain staff</p> <p>Strategy's Expected Result/Impact: When teachers feel welcomed, support, and valued on a campus, they are more likely to return from year to year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Sunshine Committee</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide ongoing support for teacher leaders in adult facilitation and team dynamics</p> <p>Strategy's Expected Result/Impact: Time spent on team building and restoration has a huge impact on the quality of education that students receive on a daily basis.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Mentors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Annual Report 748 Reviews		
<p>Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p>Strategy's Expected Result/Impact: Teacher seek out feedback, peer observations, and team coaching which has a huge impact on the quality of education that students receive on a daily basis as well as how teachers feel about their teaching ability.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Mentors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

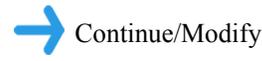
Aligned Performance Objective: By May 2024, Survey data will show an 8% increased positive perceptions of parent and community engagement opportunities

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Annual Report 749 Reviews		
<p>Strategy 1: Collaborate with campus PTA to provide support and increase parent engagement efforts</p> <p>Strategy's Expected Result/Impact: Attending our PTA meetings as well as PTA board meetings on our campus, gives a good gauge of how we doing as a campus. They bring ideas and feedback that help make our campus better and stronger.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, PTA Board</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide capacity-building events for parents and families on critical aspects of student learning</p> <p>Strategy's Expected Result/Impact: When parents are on our campus, they are seeing all the great things that are taking place along with given ideas, strategies, and activities that they can do at home to support students at home.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Integrate multiple communication strategies with families into teacher roles and responsibilities</p> <p>Strategy's Expected Result/Impact: Communication is often the key to a successful school. Keeping everyone informed and on the page, will ensure students are getting the best home to school connection possible.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Staff PTA members</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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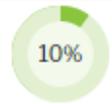

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of business and community member participating in campus committees and events will increase by 8%.

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Engage community and business partners in meaningful opportunities to participate</p> <p>Strategy's Expected Result/Impact: Students need to see that the Bastrop community and business they visit are involved in their learning and see that it is just as important as their parents and teachers do.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Annual Report 751 Reviews		
<p>Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media</p> <p>Strategy's Expected Result/Impact: Students, parents, and teachers need to see that the Bastrop community and business they visit are involved in their learning and see that it is just as important as they do.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Establish an inclusive campus welcoming system that engages all visitors</p> <p>Strategy's Expected Result/Impact: When parents are on our campus, they are seeing all the great things that are taking place along with given ideas, strategies, and activities that they can do at home to support students at home.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
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Bastrop Independent School District
Red Rock Elementary
2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: MTSS Walkthrough form

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to work on objective and build in strategic planning and action plans for campus.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices.</p> <p>Strategy's Expected Result/Impact: Implementing best MTSS practices will create safe learning environments for all students in all places on campus.</p> <p>Staff Responsible for Monitoring: MTSS coach, MTSS committee, Counselor, APs, and Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful, and responsible actions stated in a positive manner.</p> <p>Strategy's Expected Result/Impact: Implementing best MTSS practices will create a safe learning environment for all students. They will also be able to make needed adjustments to ensure our practices/procedures are aligned to current needs of the campus.</p> <p>Staff Responsible for Monitoring: MTSS Coach, MTSS committee, Counselor, APs, and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Annual Report 755 Reviews		
<p>Strategy 3: RRE will establish common campus expectations through an active MTSS committee and practices including a positive reinforcement system, such as, Beep Beep Store, Brag Boards and Character Commendations.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder understanding of common expectations and a safer learning environment.</p> <p>Staff Responsible for Monitoring: MTSS Coach, MTSS Committee, Counselor, APs, and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies for Beep Beep Store - 211 - Title I, Part A - \$1,000</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: RRE will staff and utilize Campus Behavior Support personnel to improve student behavior and increase learning time.</p> <p>Strategy's Expected Result/Impact: There will be a reduction in student referrals and an increase in learning time for all students.</p> <p>Staff Responsible for Monitoring: Admin team and CBS coach</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: CBS Coach Salary (50% funded by title I/50% funded SPED) - 211 - Title I, School Improvement Grant - \$11,205</p>	Formative		Summative
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Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 68% to 75%

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Summative Evaluation: Met Objective

Next Year's Recommendation: Review data with staff and students regularly to respond and promote safe, respectful, responsible, and kind behaviors across the campus.

Strategy 1 Details	Annual Report 756 Reviews		
Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data. Strategy's Expected Result/Impact: Using SEL data will allow the MTSS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences. Staff Responsible for Monitoring: MTSS Coach, MTSS Committee, Counselor, APs and Principal ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Conduct campus investigations that promote and support a safe and orderly learning environment. Strategy's Expected Result/Impact: Increased consistency among investigations and referral data. Staff Responsible for Monitoring: MTSS committee and Admin Team ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations. Strategy's Expected Result/Impact: Increased consistency among investigations and referral data. This data will also allow us to target specific trends/needs at the campus level. Staff Responsible for Monitoring: MTSS committee and Admin team	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 29% to 40% and STAAR Reading from 31% to 40%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting.</p> <p>Strategy's Expected Result/Impact: Students set personal goals for their learning, they take on additional ownership of their learning thus positively impacting academic achievement.</p> <p>Staff Responsible for Monitoring: DCs and Leadership Team</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Build capacity in all campus teams to implement and facilitate effective CBPL structures through continued coaching support with district leadership.</p> <p>Strategy's Expected Result/Impact: Strong CBPL practices support the learning of all students. Teachers having a clear understanding of what they are teaching, what it looks like when they are teaching, and the student mastery for that TEKS builds the academic achievement of all learners.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, CBPL Team Leads</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement campus-wide expectations and policies ensure that classroom routines and procedures, instructional activities, physical space, and social environment validate multiple experiences and perspectives.</p> <p>Strategy's Expected Result/Impact: Strong PBIS practices support a calm and efficient learning environment as instruction time is maximized through strong routines/procedures. Classrooms should be organized in a manner to allow students access to needed materials (including their devices).</p> <p>Staff Responsible for Monitoring: MTSS Coach, DCs, and Admin Team</p> <p>Title I: 2.5</p>	Formative		Summative
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Strategy 4 Details	Annual Report 758 Reviews		
<p>Strategy 4: Implement Zearn to supplement instruction in math and Amplify to supplement instruction in reading.</p> <p>Strategy's Expected Result/Impact: Supplemental instruction allows students time to work on very targeted skills that are identified through screeners and testing data. Students working on targeted skills increases their academic achievement.</p> <p>Staff Responsible for Monitoring: RtI, DCs, ELT, and Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
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Strategy 5 Details	Reviews		
<p>Strategy 5: Students will have access to supplemental programs such as Brain Pop, Jr and Pebble Go to allow them to make visual connections to essential standards being taught for science and social studies.</p> <p>Strategy's Expected Result/Impact: When students have access to a visual representation of the standard being taught, it increases their ability to connect with the content and further build their background knowledge.</p> <p>Staff Responsible for Monitoring: Library Media Specialist, DCs, and Admin Team</p> <p>Funding Sources: Brain Pop Jr. and Pebble Go - 211 - Title I, School Improvement Grant - Title 1, Part A - \$3,000</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Keep objective the same for next year.

Strategy 1 Details	Annual Report 759 Reviews		
<p>Strategy 1: Ensure all classroom teachers are trained on RBIS, Amplify, and Eureka curriculum.</p> <p>Strategy's Expected Result/Impact: Developing an understanding of the research based instructional strategies (RBIS) and the newly adopted Amplify and Eureka curriculum to ensure effective implementation.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide weekly curriculum based professional learning (CBPL) in grades K-5 to monitor and support implementation of HQIMs on campus.</p> <p>Strategy's Expected Result/Impact: Strong CBPL practices will support the learning of teachers and students. Teachers have a clear understanding of what they are teaching and student mastery builds the academic achievement of all learners.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide opportunity for extended CBPL meeting time and quarterly 1/2 day planning to ensure K-5 teachers are supported through the entire CBPL practice model.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to fully understand the curriculum they are implementing by participating in the CBPL practice model, which includes, unit and lesson internalization, lesson rehearsal, and student work analysis.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: 1/2 Day Planning Time Quarterly - 211 - Title I, Part A - \$17,859.16</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 760 Reviews		
<p>Strategy 4: Weekly data leadership meetings will focus on student learning outcomes utilizing district adopted curriculum (Amplify and Eureka) and teacher supports needed for effective learning.</p> <p>Strategy's Expected Result/Impact: Supporting teachers based on their individual needs will ensure students are getting the best curriculum delivery based on walkthrough data and student outcome data.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Economically Disadvantaged Math: 74%, Reading 67%

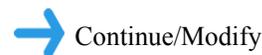
Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue working on performance standard.

Strategy 1 Details	Annual Report 761 Reviews		
<p>Strategy 1: During CBPL meetings student work analysis and data review will incorporate sub-population groups (emergent bilingual, special education, economically disadvantaged) to monitor and adjust based on need.</p> <p>Strategy's Expected Result/Impact: Actively reviewing sub-pop data will help ensure student needs are being met through Tier 1 instruction and adjust instructional strategies utilizing the Amplify and Eureka curriculum.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Weekly curriculum based professional learning meetings will include the special education teacher that supports the grade level.</p> <p>Strategy's Expected Result/Impact: Providing time for the special education teacher to participate in CBPL will ensure a more targeted and effective approach during inclusion supports in the general education setting.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT, CBPL Leads</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Weekly curriculum based professional learning will include specified time for bilingual teachers in K-1 (dual language program) & 2nd (early exit program) to work with the multilingual department for Tier 1 support.</p> <p>Strategy's Expected Result/Impact: Targeted strategies to support emergent bilingual students using the Tier 1 curriculum (Amplify and Eureka) will grow the target sub group.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT, Multilingual Dept.</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Classroom teachers will work through lesson internalization by selecting one of the Big 3 instructional strategies that supports the academic growth of sub-populations.</p> <p>Strategy's Expected Result/Impact: Ensuring classroom teachers are supported in developing the use of BIG 3 will directly impact the academic growth of specified sub-pops.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			






Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

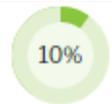
Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue working towards performance objective.

Strategy 1 Details	Reviews		
<p>Strategy 1: CBPL meetings will consist of lesson rehearsal to ensure classroom teachers are able to observe and successfully practice lessons prior to implementation.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaboratively work together to ensure their Tier 1 academic content, practical work skills and critical thinking questions to support student growth.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Staff will participate in learning walks to further develop their understanding of Amplify, Eureka, and Big 3 teaching strategies.</p> <p>Strategy's Expected Result/Impact: Teachers participating in learning walks allows them a deeper understanding of the curriculum and effective instructional strategies and how to implement these practices within their own classroom as planned. New curriculum and Big 3 practices engages all learners which positively impacts student achievement and growth.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Annual Report 763 Reviews		
<p>Strategy 3: Incorporate instructional rounds twice per academic year with specific focus to help support the growth of campus teachers and student learning.</p> <p>Strategy's Expected Result/Impact: Teachers supporting teacher growth will have a positive impact on curriculum implementation, teacher learning, and student learning.</p> <p>Staff Responsible for Monitoring: Admin Team, DCs, ELT, CBPL Leads</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
		N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISSD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By May 2024, increase student attendance from 91.80% to 94.00%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to utilize structures to support attendance growth which has made significant progress this school year. Continue to support teacher understanding and teaching for the next school year.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a written campus attendance action plan</p> <p>Strategy's Expected Result/Impact: A written campus action plan allows the attendance committee to have a targeted intervention plan to support students with chronic absenteeism. Increased student attendance supports the student's academic and social development.</p> <p>Staff Responsible for Monitoring: Attendance clerk, Attendance Committee and Admin</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 764 Reviews		
Strategy 2: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements Strategy's Expected Result/Impact: RRE will follow the BISD attendance protocols for students with chronic absenteeism. Truancy prevention measures will be developed based on students targeted need which will increase their overall attendance. Increased attendance supports the student's overall academic and social development. Staff Responsible for Monitoring: Attendance clerk, Attendance Committee and Admin Funding Sources: Extra Duty Pay for Attendance Recovery - 211 - Title I, Part A - \$3,000	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide training to Campus staff on the district's procedures to address attendance requirements Strategy's Expected Result/Impact: When staff have a deeper understanding of attendance requirements, they become more involved in helping families understand the importance of student attendance which will positively impact the attendance of the campus. Staff Responsible for Monitoring: Attendance clerk, Attendance Committee and Admin	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Students with perfect attendance will be recognized at each 9-weeks grading period and at each awards ceremony. Classrooms with perfect attendance will be celebrated using the campus-wide brag board. Additionally, students with perfect attendance for three-weeks will be eligible to be entered into a drawing for a bike at the end of the school year. Strategy's Expected Result/Impact: Celebrating perfect attendance of students increases their desire to attend school which supports their social and academic growth. Staff Responsible for Monitoring: Attendance clerk, Attendance Committee and Admin	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase from 46% to 54%

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
Strategy 1: Provide safety drill training and debrief for staff and students throughout the year Strategy's Expected Result/Impact: All staff and students will be trained on safety drill procedures and participate in practice drills that are aligned to the I Love You Guys safety protocols. Training and practice allows staff and students to be better prepared for potential emergent situations which increases the safety of all students. Staff Responsible for Monitoring: Admin and District PD	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: The front office staff will be trained on the Raptor system and will consistently utilize Raptor for visitor check-in/out procedures. Strategy's Expected Result/Impact: Having consistent visitor check-in/out practices increases the safety for all learners. Staff Responsible for Monitoring: Admin and Front Office Team	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Improve facility infrastructure to positively impact campus safety Strategy's Expected Result/Impact: All staff have been trained on the BISD safety protocols. Admin and District PD walk the campus each day to ensure safety protocols are being followed which has increased the overall safety of the campus. All maintenance needs regarding safety are turned in immediately and our campus police officer is made aware. Staff Responsible for Monitoring: Admin and District PD	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Staff will receive training on the BISD discipline matrix and RRE infraction protocol process. Strategy's Expected Result/Impact: Consistent implementation of the BISD discipline matrix and practices increases the safety and learning for all students. Staff Responsible for Monitoring: Admin and MTSS coach	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Copy this into Performance Objective 3 Box:

Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: By May 2024, reduce teacher turnover to 9%.

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to invest in instructional leadership training and retain high quality teachers.

Strategy 1 Details	Reviews		
<p>Strategy 1: Employing personalized strategies to retain staff such as mentoring supports and new teacher support.</p> <p>Strategy's Expected Result/Impact: Supporting new to campus/profession teachers increases their connection to the campus which ultimately increases teacher retention.</p> <p>Staff Responsible for Monitoring: Admin, ICs, MTSS and mentor teachers</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop normed tools and processes to conduct observations, capture trends, and track progress over time.</p> <p>Strategy's Expected Result/Impact: RRE will utilize the BISD walk-through forms, T-TESS observation tool, and student data to track campus trends and progress. Targeted plans of support will be developed for staff needing extra coaching. Normed practices allow RRE an objective plan to support the development of the teaching team.</p> <p>Staff Responsible for Monitoring: ICs, MTSS and Admin</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: The Instructional Leadership team will receive training in facilitating CBPL practices and team dynamics</p> <p>Strategy's Expected Result/Impact: Strong CBPL practices increases the understanding of all learners. Growing the leadership capacity of teacher leaders increases the shared ownership of the achievement of all students.</p> <p>Staff Responsible for Monitoring: ILT, ICs, ELT, MTSS and Admin</p> <p>Funding Sources: PLC Stipends - 211 - Title I, Part A - \$21,000</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice</p> <p>Strategy's Expected Result/Impact: When teachers receive consistent and actionable feedback they are able to immediately impact student learning with adjustments to their instructional practices.</p> <p>Staff Responsible for Monitoring: ICs, MTSS, ELT and Admin</p>	Formative		Summative
	Nov	Feb	Apr
			

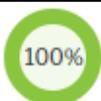
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Strategy 1 Details	Reviews		
<p>Strategy 1: Administer customized surveys for parents and families to determine specific engagement needs</p> <p>Strategy's Expected Result/Impact: BISD administers at least one parent survey per year to gain feedback on engagement needs. RRE provides platforms for feedback at Title 1 meetings in the fall and spring. Feedback from families allows RRE to plan for strategies to support families and increase the school/home connection.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. These students will have access to our school counselor and Student & Family Support Specialists.</p> <p>Strategy's Expected Result/Impact: When students' basic needs are supported, they are better able to develop social and academic skills.</p> <p>Staff Responsible for Monitoring: Counselor, Social Worker and Admin</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Collaborate with campus PTA to provide support and increase parent engagement efforts</p> <p>Strategy's Expected Result/Impact: A strong home to school connection increases the overall academic achievement and attendance of all learners.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1, 4.2</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 768 Reviews		
Strategy 4: Provide capacity-building events for parents and families to support the reading, math and science skills of students Strategy's Expected Result/Impact: RRE will host summer library hours, Kickstart for PK/K registration, a literacy and math/science night that teaches parents strategies to support the academic development of their students. A strong home to school connection increases the overall academic achievement and attendance of all learners. Staff Responsible for Monitoring: ICs, ELT, MTSS and Admin	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
Strategy 5: Integrate multiple communication strategies (i.e. Blackboard, Smore and School Status) with families into teacher roles and responsibilities Strategy's Expected Result/Impact: When families are able to easily understand campus events, they are able to become more involved with the school and their child's learning. Staff Responsible for Monitoring: Admin	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Strategy 1 Details	Reviews		
Strategy 1: Engage community and business partners in meaningful opportunities to participate such as mentoring and career day. Strategy's Expected Result/Impact: Engaging community partners provides students to learn about a variety of career paths which increases their understanding of the importance of school. Staff Responsible for Monitoring: Counselor, social worker and Admin	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 769 Reviews		
Strategy 2: Establish an inclusive campus welcoming system that engages all visitors Strategy's Expected Result/Impact: When families feel welcome at the campus they increase their participation with the campus. A strong home to school connection increases the learning for all students. Staff Responsible for Monitoring: Front Office Team and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
Strategy 3: RRE will have a variety of volunteer opportunities for families to participate in. Strategy's Expected Result/Impact: A strong home to school connection increases the overall academic achievement and attendance of all learners.	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Bastrop Independent School District
District Improvement Plan
2023-2024 Formative Review



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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: By May 2024, implement the BISD MTSS Model with 90% fidelity across all schools resulting in increased student engagement.

Evaluation Data Sources: Tier I Fidelity Measurement Tool, 6:1 Acknowledgement/Correction Ratio, SEL Curriculum Measurement tool

Summative Evaluation: Met Objective

Next Year's Recommendation: Move this goal to campus PBIS protocols

Strategy 1 Details	Reviews		
<p>Strategy 1: Revise MTSS new hire and paraprofessional professional development sessions in response to survey data and aligned to professional experience.</p> <p>Strategy's Expected Result/Impact: Professional development sessions will result in greater effectiveness of understanding and implementation.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: MTSS Coordinator Salary - 289 - Title IV</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Review and upgrade secondary Social-Emotional Learning (SEL) curricular resources.</p> <p>Strategy's Expected Result/Impact: Resources used in secondary classrooms will be relevant for teachers and students, resulting in greater efficacy of social-emotional skill implementation.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: SEL Instructional Materials - 289 - Title IV</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Collaborate with Campus Committees and Personnel to ensure programming and services related to the MTSS framework are provided, monitored, and evaluated.</p> <p>Strategy's Expected Result/Impact: Campus leaders will be provided with customized guidance in serving staff and students.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Annual Report 773 Reviews		
Strategy 4: Develop and implement an effective social work framework to address the social, emotional and behavioral needs of all students through evidence based social work practices. Strategy's Expected Result/Impact: Students and their families will be provided with support that will result in higher attendance and increased student achievement. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 65% to 72%.

Evaluation Data Sources: Self-Management indicator on student survey administered 2x/year

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Move this goal to campus PBIS protocols

Strategy 1 Details	Reviews		
Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment. Strategy's Expected Result/Impact: Students will remain in the appropriate instructional environment to the greatest extent possible. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Regular review of district and campus discipline dashboards to identify trends, disproportionality, and possible adaptations. Strategy's Expected Result/Impact: District and campus leaders will create systems and processes to proactively address discipline issues. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Annual Report 774 Reviews		
<p>Strategy 3: Monitor and provide campus support for Tier 1 PBIS campus-based and district systems, Behavior RtI, Social Emotional Learning, and Restorative practices.</p> <p>Strategy's Expected Result/Impact: Fidelity of implementation will create learning environments where students want to attend and engage in learning.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: Capacity Building Partners - 289 - Title IV</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Provide targeted support for campus Implementation of the Comprehensive School Counseling Program.</p> <p>Strategy's Expected Result/Impact: School counselors will receive targeted support and will be able to serve students on a consistent basis.</p> <p>Staff Responsible for Monitoring: Counseling Coordinator</p>	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: By May 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 30% to 50% and STAAR Reading from 36% to 50%

Evaluation Data Sources: 2024 Accountability Data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25 with data sets based on 2024 STAAR

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide instructional leaders with ongoing coaching to support implementation of instructional leadership systems.</p> <p>Strategy's Expected Result/Impact: Campus leaders will engage in a partnership to address critical leadership systems resulting in increased student engagement.</p> <p>Staff Responsible for Monitoring: Directors of Elementary/Secondary</p> <p>Funding Sources: Instructional Leadership Development with Capacity Building partners - 211 - Title I, School Improvement Grant</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 775 Reviews		
<p>Strategy 2: Provide campus instructional leaders with best practice resources to promote student ownership toward measurable academic and behavioral goals.</p> <p>Strategy's Expected Result/Impact: Students will understand how to track personalized qualitative and quantitative data, resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Directors of Elementary/Secondary</p> <p>Funding Sources: Instructional Leadership Development with Capacity Building partners - 211 - Title I, School Improvement Grant</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Facilitate monthly training for K-3 teachers on the implementation of content presented in Texas Reading Academies.</p> <p>Strategy's Expected Result/Impact: Participating teachers will successfully complete Texas Reading Academy content and will implement new learning as applicable.</p> <p>Staff Responsible for Monitoring: Director of Elementary</p>	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: High Quality Instructional Materials (HQIM)-Aligned Measurement Tool

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue for 24-25, add Science

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide training and follow-up coaching on High-Quality Instructional Materials (HQIM) lesson internalization and execution.</p> <p>Strategy's Expected Result/Impact: Teaching staff will thoroughly understand lesson content and delivery strategies prior to lesson execution. Following lessons, feedback on lesson success or upgrades will be provided in order to inform future lessons.</p> <p>Staff Responsible for Monitoring: Directors of Elementary/Secondary</p>	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 776 Reviews		
Strategy 2: Support campus instructional leaders in providing feedback on teacher pacing and adherence to the level of rigor in instructional materials. Strategy's Expected Result/Impact: Students will be provided with on grade-level content and will progress through curriculum at a pace that will ensure coverage of grade level TEKS in one school year. Staff Responsible for Monitoring: Directors of Elementary/Secondary	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Design and implement curriculum implementation rubrics to measure High-Quality Instructional Materials (HQIM) implementation. Strategy's Expected Result/Impact: Leaders will be able to provide specific feedback based on agreed upon systems and teaching staff will have a clear understanding of implementation expectations. Staff Responsible for Monitoring: Directors of Elementary/Secondary	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Supplement curricular resources with evidence-based digital learning platforms. Strategy's Expected Result/Impact: Student interest, engagement, and pathways to mastery of content will be enhanced Staff Responsible for Monitoring: Director of Digital Learning Funding Sources: Supplemental Instructional Resources - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
Strategy 5: Implement blended model strategies to include station rotation model, goal setting, conferencing. Strategy's Expected Result/Impact: Teaching staff will be able to implement innovative strategies when designing and implementing learning experiences. Staff Responsible for Monitoring: Director of Digital Learning	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.

Emergent Bilingual Math: 77%, Reading 62%

Special Education Math: 62%, Reading 48%

Evaluation Data Sources: 2024 Accountability Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement a Dual Language program model for elementary campuses. Strategy's Expected Result/Impact: Students will become bilingual and biliterate with high levels of proficiency in both languages. Staff Responsible for Monitoring: Multilingual Director Funding Sources: Supplemental Instructional Resources - 263 - Title III</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Upgrade the district Newcomer Academy with year-long training and support for implementation staff. Strategy's Expected Result/Impact: Teaching Staff will be able to implement evidence-based strategies to assist students in developing the linguistic skills necessary to fully engage in learning in all environments. Staff Responsible for Monitoring: Multilingual Director Funding Sources: Supplemental Instructional Resources - 263 - Title III</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide training for Curriculum and Instruction Specialists and District Instructional Coaches on accommodations and co-teaching strategies embedded in the curriculum. Strategy's Expected Result/Impact: Expert guidance and implementation support will be provided to teaching staff, resulting in lesson execution that systematically supports all learners. Staff Responsible for Monitoring: Director of Special Programs</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Curriculum-Based Professional Learning (CBPL) teams will receive exemplar accommodations and co-teaching suggestions to use as a foundation for planning and lesson internalization. Strategy's Expected Result/Impact: Teaching staff will be able to design learning experiences where all students can effectively access High-Quality Instructional Materials (HQIM). Staff Responsible for Monitoring: Director of Special Programs</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 5 Details	Annual Report 778 Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 5: Implement coordinated and proactive structures to address intervention and/or enrichment for all students. Strategy's Expected Result/Impact: Specialized support will be designed to address students that are performing below or above grade level, resulting in increased achievement over the course of the school year. Staff Responsible for Monitoring: Academic RtI Coordinator/ Advanced Academic Coordinator			
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data gathered at every district-designated professional development day

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 1: Develop a system for communicating to employees the professional development expectations and opportunities available within and outside the district. Strategy's Expected Result/Impact: Clarity around the progression through professional development pathways will result in relevant, continuous professional learning for all staff members. Staff Responsible for Monitoring: Associate Director of Accountability & Professional Learning			
Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
Strategy 2: Develop an evaluation and monitoring system to determine the effectiveness of professional development. Strategy's Expected Result/Impact: Participant feedback and implementation measures will be used to review and upgrade professional learning, resulting in applicable and relevant training. Staff Responsible for Monitoring: Associate Director of Accountability & Professional Learning			

Strategy 3 Details	Annual Report 779 Reviews		
Strategy 3: Create personalized professional learning portfolios to monitor progress. Strategy's Expected Result/Impact: Staff members, leaders, and trainers will have a systematic way to manage, support, or upgrade professional learning. Staff Responsible for Monitoring: Associate Director of Accountability & Professional Learning	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Create a structure for cross-district model classroom observation of the implementation of High Quality Instructional Materials. Strategy's Expected Result/Impact: Teaching staff and leaders will be able to observe exemplar models of HQIM implementation, thereby creating opportunities for increasing the efficacy of implementation in additional classrooms. Staff Responsible for Monitoring: Directors of Elementary/Secondary	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: By May 2024, increase student attendance from 92% to 94%.

Evaluation Data Sources: PEIMS Attendance Data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Revise and implement a district attendance initiative to monitor students with chronic absences or are at high risk for not meeting attendance requirements, to include students in the District Alternative Education Program. Strategy's Expected Result/Impact: increased student attendance Staff Responsible for Monitoring: Director for PEIMS and Data Quality	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 780 Reviews		
Strategy 2: Match McKinney-Vento students with low academic performance and low attendance with a mentor trained in a systematic and structured intervention program. Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Coordinator of Family and Social Services Funding Sources: - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide training and support for campus leaders on utilizing customized data reporting to improve student attendance. Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Director for PEIMS and Data Quality	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: By May 2024, Student positive perceptions of physical and psychological safety at schools will increase by 9%.

Evaluation Data Sources: School Safety indicator on student surveys administered 2x/year and parent surveys administered 1x/year

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Provide follow-up support for campuses based on door-lock fidelity checks. Strategy's Expected Result/Impact: All campus doors will be locked every school day. Staff Responsible for Monitoring: Chief of Police, Safety, and Security	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 781 Reviews		
Strategy 2: Conduct specialized campus-based school safety and security training to include training on silent panic alert systems. Strategy's Expected Result/Impact: Campus staff will be trained and ready to respond to crisis situations. Staff Responsible for Monitoring: Chief of Police, Safety, and Security	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
Strategy 3: Strengthen suicide and mental health crisis protocols to ensure safe, respectful and responsible schools. Strategy's Expected Result/Impact: All students will have the support needed to effectively engage in learning. Staff Responsible for Monitoring: Counseling Coordinator	Formative		Summative
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: By May 2024, reduce teacher turnover to 11%.

Evaluation Data Sources: Human Resources and Texas Performance Reporting System (TPRS) retention data.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Increase effectiveness of human resources onboarding. Strategy's Expected Result/Impact: New staff will be in place as quickly as possible Staff Responsible for Monitoring: Director of Human Resources	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Annual Report 782 Reviews		
Strategy 2: Assist campus leaders in employing personalized strategies to retain staff. Strategy's Expected Result/Impact: Campuses will experience decreased staff turnover Staff Responsible for Monitoring: Director of Human Resources Funding Sources: Capacity Building Partners - 255 - Title II	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide guidance for mentor teachers by implementing written mentoring processes, including monthly checklists. Strategy's Expected Result/Impact: New teachers will remain with BISD. Staff Responsible for Monitoring: Director of Human Resources	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: By May 2024, Survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Parent and family engagement surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
Strategy 1: Administer customized surveys for parents, teachers, staff, and other key stakeholders to determine specific engagement needs. Strategy's Expected Result/Impact: District and campus personnel will create engagement opportunities customized to the unique needs of BISD families. Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr

Strategy 2 Details	Annual Report 783 Reviews		
Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. Strategy's Expected Result/Impact: Attendance and achievement rates will increase for these student groups. Staff Responsible for Monitoring: Coordinator of Family and Social Services Funding Sources: Migrant Education Program Specialist Salary - 212 - Title I, Part C Migrant, Coordinator, Family & Social Services - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide campuses with best practice resources, training and tools for engaging parents and families as partners resulting in increased student achievement. Strategy's Expected Result/Impact: Campus leaders will be able to increase parent and family engagement activities focused on student outcomes. Staff Responsible for Monitoring: Coordinator of Family and Social Services	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Collaborate with campus PTA/PTSA organizations to provide support and increase meaningful parent and family engagement efforts. Strategy's Expected Result/Impact: Parent and family engagement will increase. Staff Responsible for Monitoring: Director of Community Relations	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: By May 2024, the number of community and business members participating in district and campus committees and events will increase by 10%.

Evaluation Data Sources: Volunteer registration platform data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Annual Report 784 Reviews		
Strategy 1: Expand communication to include face-to-face interaction with current and potential partners. Strategy's Expected Result/Impact: Community members will be provided with timely information on partnership opportunities. Staff Responsible for Monitoring: Director of Communications and Marketing	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Connect campus-based needs with available community resources using an online volunteer platform. Strategy's Expected Result/Impact: Increased volunteers for district and campus activities. Staff Responsible for Monitoring: Director of Community Relations	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Support campus-based contacts in identifying and effectively utilizing volunteers. Strategy's Expected Result/Impact: Campus leaders will effectively recruit and employ volunteers. Staff Responsible for Monitoring: Director of Community Relations	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Target businesses and community organizations not currently partnering with BISD for potential partnership opportunities. Strategy's Expected Result/Impact: Increased district and campus support Staff Responsible for Monitoring: Director of Communications and Marketing	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
Strategy 5: Provide structured guidance to support mentors for highly mobile students. Strategy's Expected Result/Impact: Increased attendance and achievement for students experiencing homelessness, student in foster care, and migrant students. Staff Responsible for Monitoring: Coordinator of Family and Social Services Results Driven Accountability	Formative		Summative
	Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 3: By May 2024, Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 48% to 63%

Evaluation Data Sources: 2024 Accountability Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue for 24-25

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase participation in Pathways in Technology Early College High School (PTECH) by adding additional grade levels and additional partners for work-based learning and industry-based certifications.</p> <p>Strategy's Expected Result/Impact: Increased certifications for students</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide opportunities for teachers to engage in industry-based training resulting in certification.</p> <p>Strategy's Expected Result/Impact: Teachers will be well-prepared to provide instruction that will result in students earning certification</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Improve systems supporting test preparation for PSAT, SAT, AP, and TSI.</p> <p>Strategy's Expected Result/Impact: Increased student passing rates and increased readiness for post-secondary success.</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Implement software designed to track college applications and FAFSA submissions.</p> <p>Strategy's Expected Result/Impact: Students will successfully submit college applications and will be financially prepared to cover tuition costs.</p> <p>Staff Responsible for Monitoring: Director of College, Career, and Military Readiness</p>	Formative		Summative
	Nov	Feb	Apr
			



Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 4: Execute and oversee the 2021 and 2023 Bond Programs with fidelity.

Evaluation Data Sources: Bond timeline, financial reporting, facility plans

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Engage external user groups and stakeholders in a continuous feedback process and provide consistent communication regarding bond budget and timelines.</p> <p>Strategy's Expected Result/Impact: Stakeholders will receive timely and transparent communication</p> <p>Staff Responsible for Monitoring: Director of Communications and Marketing</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize district communication systems to update internal staff and leaders on construction timelines and outcomes.</p> <p>Strategy's Expected Result/Impact: Campus leaders will know how to plan around campus changes and upgrades.</p> <p>Staff Responsible for Monitoring: Director of Operations</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize bond financing in a manner that aligns amortization schedules to the anticipated life expectancy of bond financed projects.</p> <p>Strategy's Expected Result/Impact: Bond budgets and expenditures will be planned and executed to attain the best value and timelines possible.</p> <p>Staff Responsible for Monitoring: Director of Finance</p>	Formative		Summative
	Nov	Feb	Apr

Strategy 4 Details

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Strategy 4: Maintain proper oversight and accountability for proceeds of voter approved bonds.
Strategy's Expected Result/Impact: Bond projects and expenditures will be prudent, transparent, and effective.
Staff Responsible for Monitoring: Director of Finance

Formative

Summative

Nov

Feb

Apr



No Progress

Accomplished

Continue/Modify

Discontinue



Bastrop ISD 2023 – 2024 Annual Report

Section 5

Report on Violent or Criminal Incidents on Campuses

Report on Violent or Criminal Incidents

Texas Education Code (TEC), §39.306

The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB).

Report on Violent or Criminal Incidents

The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

- The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
- Findings from evaluations conducted under the Safe and Drug-Free Schools & Communities Act

School Violence Prevention & Intervention Policies

The following violence prevention and intervention policies are located in Bastrop ISD Board Policy Manual, the BISD 2024-2025 Employee Handbook, the BISD 2024-2025 Student Handbook, and the 2024-2025 Student Code of Conduct:

- BISD Board Policy Manual: <https://pol.tasb.org/PolicyOnline?key=150>
- BISD 2024-2025 Employee Handbook: <https://www.bisdtx.org/Page/1274>
- BISD 2024-2025 Student Handbook: <https://www.bisdtx.org/Page/87>
- BISD 2024-2025 Student Code of Conduct: <https://www.bisdtx.org/Page/87>
 - Alcohol and Drug-Abuse Prevention (Policy DH)
 - Bullying (Policy FFI)
 - Electronic Communications between Employees and Students (Policy DH)
 - Emergencies (Policies CKC, CKD)
 - Gang-Free Zones (Policy FNCC)
 - Hazing (Policy FNCC)
 - Prohibited Possession of Firearms and Weapons (Policies FNCG, GKA)
 - Prohibited Tobacco Products and E-Cigarette Usage (Policies DH, FNCD, GKA)
 - Notification of Law Violations (Policies FL, GBA, GRAA)
 - Reporting Crime (Policy DG)
 - Reporting Dating Violence, Discrimination, Harassment, and Retaliation (Policy FFH)
 - Reporting Suspected Child Abuse (Policies DG, FFG, GRA)
 - Safety (Policies CK series)
 - Searches in the interest of promoting student safety (Policy FNF)
 - Student Conduct and Discipline (Policies FN series and FO series)

School Violence Prevention & Intervention Procedures

The district engages in the following intervention procedures/activities:

- **Threat Assessment and Safe and Supportive School Team** – A team established at each campus responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual. The Campus Behavior Coordinator (CBC) or other appropriate administrator works closely with the campus threat assessment and safe and supportive school team to implement the district’s threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.
- **Positive Behavior Interventions and Supports (PBIS)** – Utilized on all campuses
- **Climate and Culture Teams** – Utilized on all campuses to support schoolwide practices, initiatives, and programs such as Positive Behavior Intervention and Supports (PBIS), Bullying, Restorative Practices, Trauma-Informed Practices, Attendance, etc.
- **Restorative Practices** - Restorative Practices (RP) is an approach to discipline and conflict resolution that focuses on repairing harm caused by wrongdoing. Restorative practices focus on building effective relationships between staff-to-students, students-to-staff, and students-to-students. It is used as an additional strategy to supplement administrative actions taken in accordance with the code of conduct.
- **Trauma-Informed Practices** – Trauma-informed practices refer to teaching methods and support systems that recognize and respond to the impact of trauma on students' learning, behavior, and emotional well-being. These practices aim to create a safe, supportive, and empathetic environment, by helping students feel understood and supported, despite past or ongoing challenges.
- **Bullying (including Cyberbullying) Prevention and Reporting** – Anonymous tip line for districtwide reporting by phone message, text, or online form submission
- **Red Ribbon Week** – Activities on drug awareness and substance abuse prevention (Grades K-8)
- **Second Step Program** – Utilized in Grades K-5; social-emotional learning (SEL) program designed to help students practice safe, respectful, and responsible behaviors at school in in their community
- **Personal Counseling** – School counselors (PK-12) and licensed social workers (6-12) are available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse
- **Substance Abuse Prevention and Intervention** – Secondary counselors and licensed social workers trained in Seeking Safety Prevention/Intervention techniques
- **Bluebonnet Trails** – District-community partner program to address substance abuse, behavioral health, mental health challenges, and crisis intervention. Students and families are provided with a comprehensive assessment and direct individual, family or group counseling.

- **Texas Child Health Access Through Telemedicine (TCHAT)** – Mental health services provided for students who are experiencing mental health challenges, including, but not limited to, aggression/violence, suicide ideation, sudden negative changes in behavior and/or difficulty adjusting to life stressors
- **Preparedness Drills** - Evacuation, Severe Weather, and Other Emergencies
- **BISD Police Officers** – All campuses are assigned an officer to respond to emergencies, conduct wellness checks, and provide education to students about choices and outcomes
- **Annual Training** – District employees receive annual professional development hours for training courses in the areas of Title IX: Preventing Sexual Harassment; Bullying Recognition & Response; Child Abuse Identification & Intervention, Online Safety; and Human Trafficking

The Texas Education Agency requires all districts to maintain an accurate record of the number, rate, and type of violent or criminal incidents that occur on each district campus. The following table identifies all available discipline codes of violent or criminal incidents and provides district-wide total counts of violent and criminal incidents that occurred in the 2023-2024 school year.

Bastrop ISD

2023-24 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) *(To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is 5 or less than)*

Reason Code	Description	011901001	011901002	011901005	011901022
		BASTROP H S	CEDAR CREEK H S	COLORADO RIVER COLLEGIATE ACADEMY	GENESIS H S
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)				
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)				
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)				
16	Arson – TEC §37.007(a)(2)(B)				
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)				
18	Indecency With A Child – TEC §37.007(a)(2)(D)				
19	Aggravated Kidnapping – TEC §37.007(a)(2)€				
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)				
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)		*		*
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)				
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)				
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	*			*
37	Felony Alcohol Violation – TEC §37.007(a)(3)				
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)				
47	Manslaughter – TEC §37.007(a)(2)(G)				
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)				
49	Engages in Deadly Conduct - TEC §37.007(b)(3)		*		
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)				
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	*	*		
Total Incidents		*	*	0	*
Student Enrollment (Fall 2023 PEIMS Snapshot)		1,729	2,123	222	150
Incident Rate		0.003%	0.003%	0.000%	0.027%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Bastrop ISD

2023-24 School Year Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)
(To comply with FERPA, data are masked with an asterisk () if the number of students involved is less than 5)*

Reason Code	Description	011901041	011901106	011901104	011901108
		BASTROP MIDDLE	CEDAR CREEK MIDDLE	BASTROP INT	CEDAR CREEK INT
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)				
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)				
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)				
16	Arson – TEC §37.007(a)(2)(B)		*		
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)				
18	Indecency With A Child – TEC §37.007(a)(2)(D)				
19	Aggravated Kidnapping – TEC §37.007(a)(2)€				
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)				
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)				
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)				
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)				
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)				
37	Felony Alcohol Violation – TEC §37.007(a)(3)				
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)				
47	Manslaughter – TEC §37.007(a)(2)(G)				
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)				
49	Engages in Deadly Conduct - TEC §37.007(b)(3)				
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)				
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)				
Total Incidents		0	*	0	0
Student Enrollment (Fall 2023 PEIMS Snapshot)		882	1,028	416	455
Incident Rate		0.000%	*	0.000%	0.000%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

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Reason Code	Description	011901101	011901102	011901103	011901107	011901109	011901110	11901111	11901112
		EMILE EL	MINA EL	CEDAR CREEK EL	RED ROCK EL	BLUEBONNET EL	LOST PINES EL	COLONY OAKS EL	CAMINO REAL EL
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)								
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007 (a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)								
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)								
16	Arson – TEC §37.007(a)(2)(B)								
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)								
18	Indecency With A Child – TEC §37.007(a)(2)(D)								
19	Aggravated Kidnapping – TEC §37.007(a)(2)E								
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)								
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)								
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)								
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)								
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)								
37	Felony Alcohol Violation – TEC §37.007(a)(3)								
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)								
47	Manslaughter – TEC §37.007(a)(2)(G)								
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)								
49	Engages in Deadly Conduct - TEC §37.007(b)(3)								
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)								
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)								
Total Incidents		0	0	0	0	0	0	0	0
Student Enrollment (Fall 2023 PEIMS Snapshot)		586	758	748	823	751	878	724	737
Incident Rate		0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.



Bastrop ISD 2023 – 2024 Annual Report

Section 6

Student Performance in Postsecondary Institutions (2021 – 2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education)

Report of 2021-2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2023

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2021-2022 high school graduates who attended public four-year and two-year higher education in FY 2023. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2022, spring 2023, and summer 2023 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2023, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2023 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5		
BASTROP									
BASTROP ISD									
	011901001	BASTROP H S							
		Four-Year Public University	61	9	11	11	14	15	1
		Two-Year Public Colleges	42	15	7	5	5	5	5
		Independent Colleges & Universities	7						
		Not Trackable	17						
		Not Found	185						
		Total High School Graduates	312						
	011901002	CEDAR CREEK H S							
		Four-Year Public University	72	18	7	15	17	15	0
		Two-Year Public Colleges	42	12	6	3	11	7	3
		Independent Colleges & Universities	4						
		Not Trackable	24						
		Not Found	193						
		Total High School Graduates	335						
	011901005	COLORADO RIVER COLLEGIATE ACADEMY							
		Four-Year Public University	18	3	2	3	6	4	0
		Two-Year Public Colleges	8	1	3	1	3	0	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	49						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk
	011901022 GENESIS H S							
		Four-Year Public University	0					
		Two-Year Public Colleges	4					
		Independent Colleges & Universities	1					
		Not Trackable	14					
		Not Found	143					
		Total High School Graduates	162					

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



Bastrop ISD 2023 – 2024 Annual Report

Section 7

Progress of the District and Each Campus Toward Board-adopted HB 3 Goals

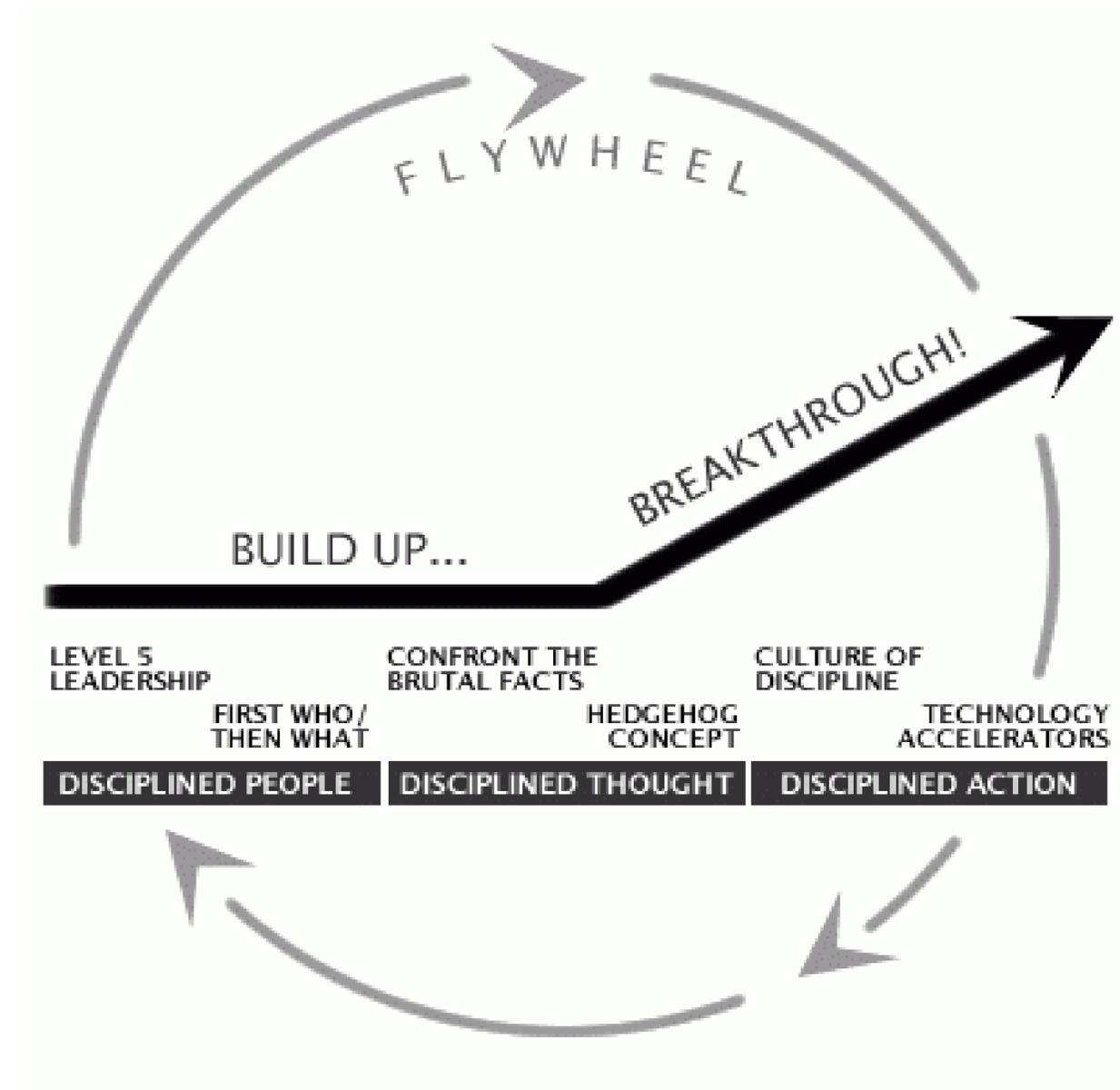
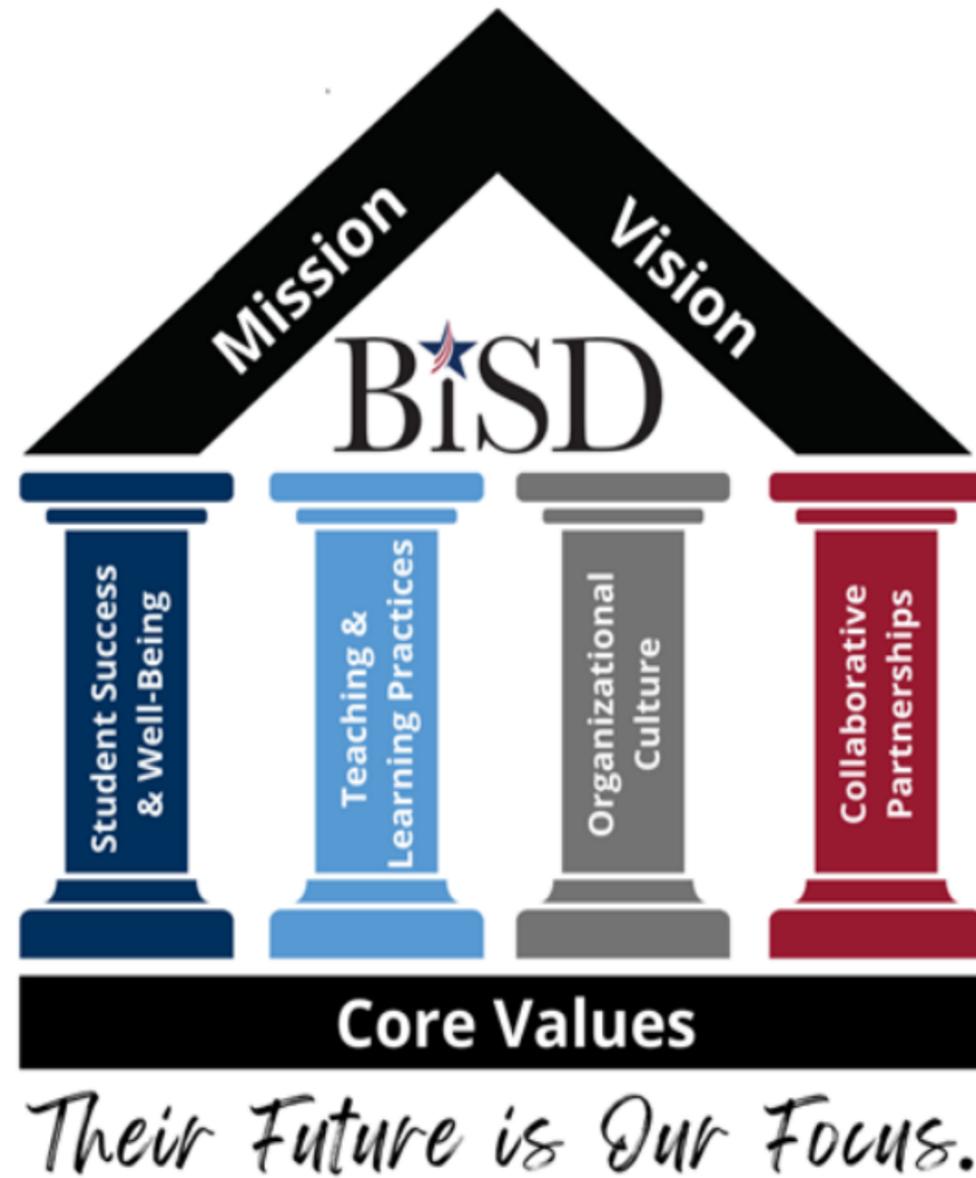
HOUSE BILL 3

BOARD GOALS & PLANS

Amanda Brantley, Director of CCMR
Jennifer Eberly, Chief Academic Officer
November 19, 2024



BISD is moving from *Good to Great*



College, Career, and Military Readiness

College, Career, and Military Readiness

- ★ Campuses and districts demonstrate CCMR performance via indicators that measure graduates' preparedness for college, the workforce, or the military. Students can achieve readiness in any one of the following ways:
- ★ College ready:
 - Meet criteria of 3 on AP examinations or 4 on IB examinations.
 - Meet TSI criteria (SAT/ACT/TSIA/college prep course) in reading and mathematics.
 - Complete a course for dual credit (nine hours or more in any subject or three hours or more in ELAR/mathematics).
 - Earn an associate degree.
 - Complete an OnRamps course in any subject and earn college credit.
- ★ Career ready:
 - Earn an industry-based certification *and* complete a CTE program of study.
 - Graduate with completed IEP and workforce readiness.
 - Earn a Level I or Level II certificate.
 - Graduate under an advanced degree plan and be identified as a current special education student.
- ★ Military ready:
 - Enlist in the United States Armed Forces. *returning for 2023 graduates and beyond

CCMR Indicator	Class of 2024	Class of 2025 (11/11/24)	Class of 2025 Goal
College Ready Score (SAT, ACT, TSIA) in both ELA and Math	56%	9%	25%
Advanced Placement Score of 3, 4, or 5	13%	9%	15%
Dual Credit (3 hours Math or ELA; 9 hours any subject)	22%	20%	25%
Industry-Based Certification	8%	11%	15%
Completed Associate Degree	4%	0%	4%
CCMR Met by Any Indicator	70%	31%	80%

CCMR Plan

- ★ Tailor student advising process and graduation plans to meet postsecondary goals, including preparation for industry-based certification, college entrance exams, Advanced Placement participation
- ★ Increase preparation for and access to college entrance testing, including school-day and/or Saturday testing for SAT and ACT
- ★ Expand opportunities for tutoring and testing on the Texas Success Initiative Assessment (TSIA)
- ★ Expand student opportunities to access dual credit courses through Austin Community College (ACC)

CCMR Plan

- ★ Increase student college visits and targeted application, FAFSA, and enrollment training and help for students and families
- ★ Implement Career Academies through ACC to increase student opportunity to earn a Level I Certificate
- ★ Increase number of industry-based certification opportunities available to students, ensuring alignment to in-demand, high-wage occupations and Career and Technical Education programs of study

Early Literacy and Math

Pre-K Math and Reading Goals

PK CLI Circle	BOY Benchmark 23-24	BOY Benchmark 24-25	EOY Goal 24-25
Math	65%	69%	80%
Reading	61%	64%	75%

K-3rd Reading Goals

mClass Reading	BOY Benchmark 23-24	BOY Benchmark 24-25	EOY Goal 24-25
Kinder	53%	54%	63%
First	46%	51%	60%
Second	44%	51%	56%
Third	46%	46%	56%

K-3rd Math Goals

MAP Math	BOY Benchmark 23-24	BOY Benchmark 24-25	EOY Goal 24-25
Kinder	47%	59%	64%
First	39%	45%	54%
Second	43%	37%	50%
Third	35%	38%	50%

Support Strategies

- ★ **Strategy 1:** Implement our literacy and math framework that sets the vision and guides instruction in Bastrop ISD.
- ★ **Strategy 2:** Train all staff in the Research Based Instructional Strategies in literacy and math.
- ★ **Strategy 3:** Implement High Quality Instructional Materials that focus on explicit, systematic phonics instruction and knowledge building in literacy and balancing procedural and conceptual concepts in math.

Support Strategies

- ★ **Strategy 4:** Implement the strategies learned in the Texas Reading Academies to support the skillful implementation of foundational literacy.
- ★ **Strategy 5:** Utilize the math and literacy screener data to gain diagnostic information and monitor growth in order to support the development of all students.
- ★ **Strategy 6:** Implement a professional learning plan that is grounded in the district approved High Quality Instructional Materials.

THANK YOU!
Are there any questions?





Bastrop ISD 2023 – 2024 Annual Report

Section 8

TAPR Glossary

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

2023–24 Texas Academic Performance Report

(TAPR) Glossary

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

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

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

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

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

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

2023–24 Texas Academic Performance Report (TAPR) Glossary

for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

Attendance, Graduation, and Dropout Rates (2023–24)

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

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

2023–24 Texas Academic Performance Report (TAPR) Glossary

services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2023

number of students in the 2023 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2023

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number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

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

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023 plus

number of students from the cohort who received a TxCHSE by August 31, 2023 plus

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

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

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

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

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

number of students in the 2021 cohort*

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

number of students in the 2021 cohort*

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

number of students in the 2021 cohort*

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

number of students in the 2021 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

number of students in the 2021 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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plus

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2021 cohort*

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

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

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort**

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

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

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 with reported graduation plans

(excludes graduates with FHSP graduation plans)

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 with reported FHSP graduation plans

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

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

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number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

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number of graduates in SY 2022–23 with reported graduation plans

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

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

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

(Data source: PEIMS 40203)

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

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

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

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

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

number of graduates in the 2022–23 school year considered as at risk

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total number of graduates in the 2022-23 school year

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

College, Career, or Military* Readiness (CCMR) (2023–24)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

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Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

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

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

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score \geq 351 on Reading				
	TSIA2	Score \geq 945 on the ELAR College Readiness Classification (CRC)	AND		Score \geq 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score \geq 5 on the diagnostic	AND	Score \geq 5 on the essay

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	Combination	Score \geq 945 on the ELAR CRC on the TSIA2	AND		Score \geq 5 on the TSIA1 essay	
		OR				
		Score $<$ 945 on the ELAR CRC on the TSIA2	AND	Score \geq 5 on the diagnostic on the TSIA2	AND	Score \geq 5 on the TSIA1 essay
Mathematics	TSIA1	Score \geq 350 on Mathematics				
	TSIA2	Score \geq 950 on the Mathematics CRC				
		OR				
		Score $<$ 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2022-23 annual graduates

Any Subject.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2022-23 annual graduates

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

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number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 annual graduates

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 48011*)

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number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

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

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 annual graduates

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

All Subjects.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

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placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2022-23 graduates who took either the SAT or the ACT

number of 2022-23 graduates reported

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

number of 2022-23 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2022-23 graduates reported

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the
SAT

number of 2022-23 graduates who took the SAT

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

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$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

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number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

Science.

number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(Data source: PEIMS 43415)

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

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

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

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

Student Information (2023–24)

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

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

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

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

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

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

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

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

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

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Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

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

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

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

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

number of students who were in attendance at any time during the school year

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

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

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

(B) includes —

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

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

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

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

(Data source: PEIMS 40100)

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

(Data source: PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

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

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

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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

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

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

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

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2022–23

**number of students who were in membership at any time during the
2022–23 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

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same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

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

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

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

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

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2022-23](#) available from TEA. *(Data source: PEIMS 40110)*

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas

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public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2023–24)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. (Data source: PEIMS 30040, 30050, and 30090)

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

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

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

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

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

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

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

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

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

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Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

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Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HGH LVL

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Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

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Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

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Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

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Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

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Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

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Foreign Language	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

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Foreign Language	
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110300	IB LANGUAGE AB INITIO STD LEVEL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Other	
I3305100	IB WORLD RELIGIONS STANDRD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV
N1290322	IB THEORY OF KNOWLEDGE

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Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

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058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor
105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
115	Psychiatric Nurse
116	Licensed Clinical Social Worker
117	Licensed Professional Counselor
118	Licensed Marriage & Family Therapist
TEACHERS	
087	Teacher
047	Substitute Teacher
EDUCATIONAL AIDES	
033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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