

# THE ROLE OF DATA CONTEXT IN DISTRICT LEADERSHIP

28 Years of Growth and Accomplishment at SCUC-ISD as Context for Today's Decisions

Dan Swart, Trustee, Seat 6

2024-07-11



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# Preface

”My aim here is to contribute something to the improvement of learning in our school district; or any school district. My goal with this book is to create a reference work that our Trustees can use in preparation for every meeting where data is to be discussed. It provides the critical local context needed to understand the meaning and limitations of today’s data.”

Dan Swart

Why me...I have the needed background and experience with quality improvement data; Why you...You don’t, which makes you vulnerable and weak Why now...now more than ever Why this...this is the minimum required context to properly interpret today’s data

Trustees review many statistical summaries, scores, ‘metrics’, and other numbers in their normal monthly work. Few (if any) have any background in the proper use of data in improving quality in their districts. Once they become Trustees they receive no

## Preface

meaningful training in how to interpret the results generated by their district such as district goals, targets, standardized scores, etc. In fact, the standard training offered, and the received ‘wisdom’ from education academia, often leads to wrong answers when it comes to performance data.

What does a number that is lower than the one before mean, if anything? What does a number that is higher than the one before mean, if anything? What does it mean if two numbers differ, if anything? People with political agendas are more than happy to ‘tell you what it means.’

To understand what their district has produced, and WILL produce in the future, Trustees must be able to see the context in which these numbers arise. The primary context needed are the outputs from prior periods presented as a running record, in order of occurrence. As it turns out, the order of occurrence contains vital information not available in any other form. And, the more prior-periods the better.

Two barriers stand in the way of better understanding:

- Lack of accessible prior-period data, and
- Lack of exposure to atatistical methods within the education community

I felt compelled to make this information available to our district. It’s the only way to justify the obscene amount of time required to wrangle the data from the TEA website and compile that data into plots that are useful for planning and governance.

The charts are the starting point for defining goals and improvement efforts that have practical meaning - not the jargon or euphemisms that are currently en vogue.

Each chart tells a real story about real things. Taken together they tell a story of how one school district met the challenges successive school boards faced. The time frames involved provide the context needed to understand the outputs of the systems of learning in our District. While being a reference work, this book also chronicles the amazing story of the growth and accomplishments of the SCUC-ISD over the past 28 years. More than 152 charts visually illustrate the steady improvement of students, teachers, administration and facilities even as successive challenges arose. The demographics of the district changed; the legislative environment changed; the district continues to become stronger.

Over the 28-year span, successive boards and superintendents navigated myriad challenges while raising most standardized scores, addressing staffing needs, and constructing new schools all while maintaining favorable student-teacher ratios, balancing administrative costs with instructional resources, and building adequate financial reserves. All without the so-called ‘good governance’ rubrik so popular in today’s academic circles.

A note about the accompanying run charts. A run chart is a simple plot of observations (results of some process) sequentially over time. The longer the time plotted the more informative the plot becomes. They are the starting point to gain predictive insight into instructional and administrative practices.

The centerline is the median; the point where half the points lie above the line and half below it. It is not the average, and except under specific circumstances it is not a predictor of future results. It simply helps your eye understand the overall shape of the results. Sometimes Upward is the ‘good’ direction, sometimes Downward is the ‘good’ direction. Decide which direction is ‘good’ for any metric and see how the district has fared in that area.

In case you’re worried about understanding run charts, here’s a photo of a run chart created by 4th graders at Leander ISD with magic markers and newsprint. This simple chart enabled students to dramatically reduce the number of ‘loss of control’ incidents during the day. The chart tells this story simply, and clearly.

## Preface



# Dedication

To Rose Mary,

who endured the many, many long hours required to compile this work. Thank you for your patience and love.

## Dedication

# Acknowledgements ~

To the Trustees Who Came Before...

who as volunteers met the many challenges unafraid - in no particular order:

Malford E. Brehm Jr. (1980, 1982, 1985, 1988) Frank P. Leuck (1983, 1986, resigned 04/87) Tom DeKunder (1984, 1987, 1990, resigned 11/19/92) Ollie G. Burkett (1985, 1988, 1991, 1994, 1997) Sylvia Schlather (1980, 1983, 1986, 1989, resigned 1/22/90) Gordon Davis (1983, 1984) Roy Richard, Jr. (1984, 1987, resigned 9/87) Bill Pachal (1987, 1990, 1993, 1996) Darwin Peek (1987 - appointed 6/87, 1988, 1989, 1992, 1995, 1998, resigned 6/1/99) Byron Nichols (1987 - appointed 9/87, 1988, 1990, 1993, 1996) Helen Rook (1990 5/90, 1992, 1994, resigned 6/20/94) Stephen Springer (1991, 1994) Pat Sassman (1993 appointed 1/93, elected 1993, 1996) Hector Leal (8/18/94 appointed, elected 5/95, resigned 6/95) Richard G. Power (10/19/95 appointed) James J. Davidson (1996 (2 yr.unexpired), 1998, 2001, 2004) Kenneth Ratcliff (1997, 2000) Henry Hagen (1999) Rodger Olson (1999) George Ricks (1999 - special election 8/14/99 - 2 yr., 2001) Gary Inmon (2000, 2003, 2006, 2009, 2017) Timothy McClellan (2002) Gregory Coolidge (2002) Malford E. Brehm Jr. (2003) Joyce Briscoe (2004) Joe Trevino (appointed 12/2004) Scott Harrod (2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015) Katherine Peel (2005, 2006, 2007, 2008, 2009, 2010) Edward Finley, Jr. (2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2017, 2021, 2023) Terry Hinze (1999, 2000, 2001, 2002, 2003, 2004, 2007, 2008) David Pevoto (2007, 2008, 2009, 2010, 2011, 2012 , 2013, 2014, 2015, 2017) George Ricks (1999, 2007 , 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015 resigned November 2015) Mark Wilson (2009, 2010, 2011, 2012, 2013, 2014, 2015,

## Acknowledgements ~

retired in October 2017) Robert Westbrook (2011, 2012, 2013, 2014, 2015, 2019) Gerald “Jerry” Perkins (2015, 2019, 2023) John C. Correu (2015, resigned Sept. 22, 2018) Amy Driesbach (2015-special election, 2017) - Letticia Sever (2018 - appointed to replace John Correu Sept. 24, 2018, 2019, 2023) - Amy Thomas (2021) - Dan Swart (2021) - Belinda Evans (2021) - Margaret Carlin (2023)

# Note to Reviewers

If you are helping to review this book, please keep the following in mind:

Consider anything that might make the book more useful, such as:

Can the title be improved?

Can the chapters have better names?

Is there a better order for the chapters?

Is it clear which direction on the chart is ‘good’ and which direction is the ‘bad’ direction?

Are there any charts that would be better seen as a group?

Verify some of your beliefs. For instance, if you feel attendance has been dropping, find that run chart and verify that the data supports that conclusion. Likewise, say you feel that SpEd takes up more of the student body than ever before. Check out the plot that covers the relative segments of the student body.

NOTE: I will never produce a chart, or group of charts, that invite the reader to compare performance by skin color or ethnic group. That is a VERY BAD, and VERY DESTRUCTIVE thing to do. There are technical, moral and ethical objections to classifying performance by skin color or heredity.

You may find it easier to review the book in pdf or Word format. There is a download button on the left side of the screen where you can download a version of the book more convenient for you.

There is currently very little narrative - on purpose. My notions should not influence your review of the information.

## Note to Reviewers

That being said, my general observation is that whenever an upward trend signifies improvement, the District shows an upward trend. Whenever a downward trend signifies improvement, the District shows a downward trend. Over time, most metrics become stable - which make them predictable and the process can be seen as reliable. This observation inspired the superlatives found in the title.

Please make notes, make corrections, or otherwise let me know your ideas for improving this book.

Thank you for taking the time to collaborate with me on the project!

Dan

# How to Use This Book

I felt compelled to make this information available to our district. It's the only way to justify the obscene amount of time required to wrangle the data from the TEA website and compile that data into plots that are useful for planning and governance.

The charts are the starting point for defining goals and improvement efforts that have practical meaning - not the jargon or euphemisms that are currently en vogue.

Each chart tells a real story about real things. Taken together they tell a story of how one school district met the challenges successive school boards faced. The time frames involved provide the context needed to understand the outputs of the systems of learning in our District.

All categories and definitions are those of the Texas Education Agency and not of the author.

There are a LOT of charts contained in these chapters. I suggest that you browse the Table of Contents and start with a chapter, or topic, you are particularly interested in and move outward from there. To view them in order might invite a nap!

Some may be interested in scholastic performance, some in financial performance, some in general demographic information, some in budgetary matters.

The Table of Contents has links to the various chapters. Once you are in a Chapter, the sidebar on the right side has links to the various charts within the chapter.

Nearly all the plots are run charts. The exact numbers are not as important as gaining the overall range of values and any trends present in the measurements. Is it trending up, down, or stable at a given level? Is an upward trend good news, or bad?

## How to Use This Book

Once you find a chart, or group of charts, that represent an area you feel might be important for district improvement further analysis and study can guide you more precisely.



# Introduction

”My aim here is to contribute something to the improvement of learning in our school district; or any school district. My goal is to build a collaborative community helping each other find better and better ways of using data to guide, improve and govern their systems of learning.

I look forward to the day when everyone at every level is comfortable thinking of ways to improve, trying the changes on a small scale, and plotting the results to see if the changes worked. This will encourage the study of different ideas of learning and administration (inputs) and their impact on the results observed (outputs) at the local level.

The important question is never, Did a method work somewhere? but always, Does it work here (and why)?

Those interested in using data to help improve learning in their district please feel free to contact me.”

Dan Swart

## A WORD ABOUT THE DATA

The Texas Education Agency defines, and often re-defines the metrics and categories supplied. When a new metric is introduced you will see measurements begin in the year introduced. Measurements cease when discontinued by TEA. No Standardized Scores were issued for the year 2020 and, accordingly, some charts show a gap for that year.

This book was created from Quarto and executable code.

A citation (Author 2023).

## Introduction

# District Performance



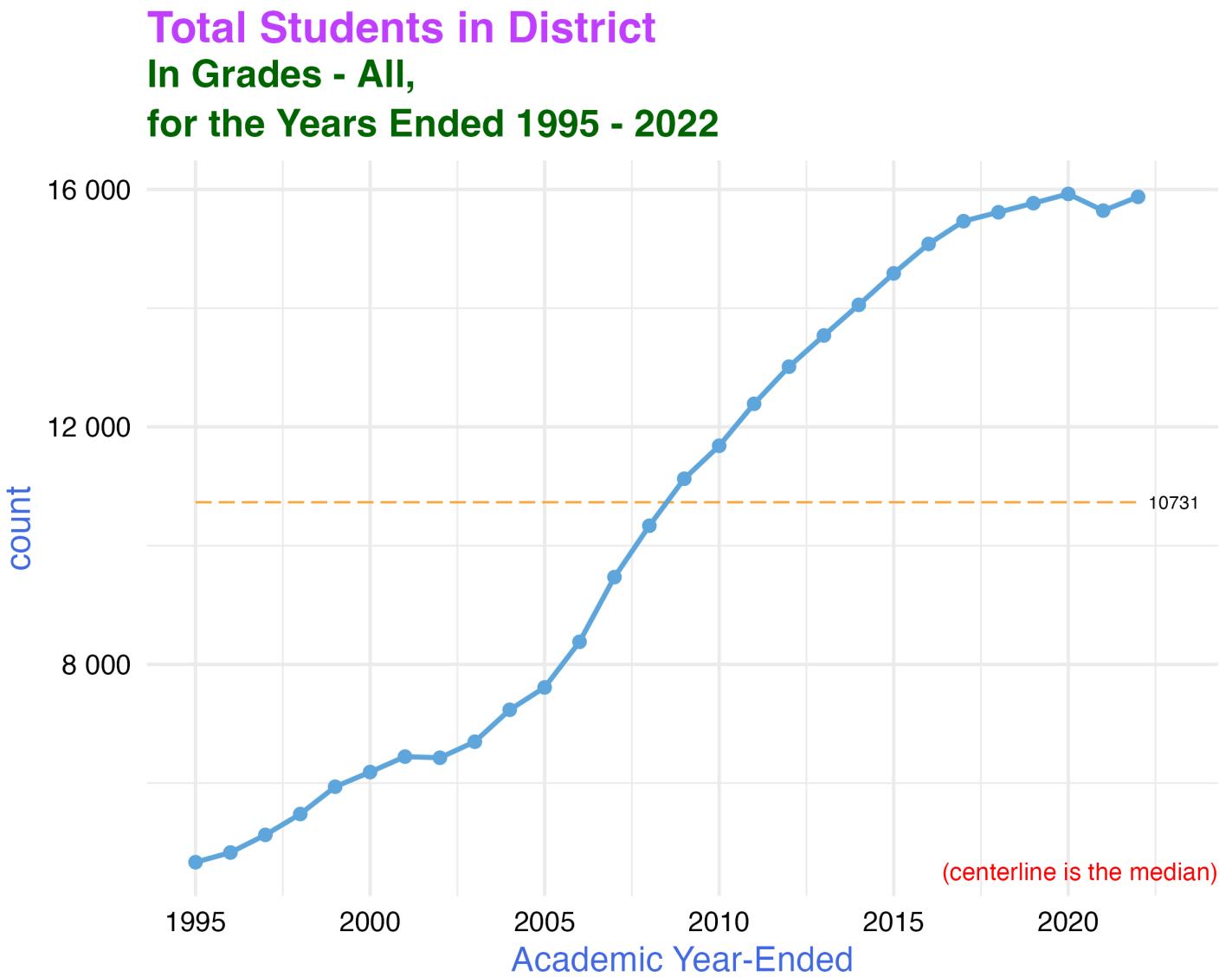
# Growth, Attendance, Attrition

Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

Enjoy!

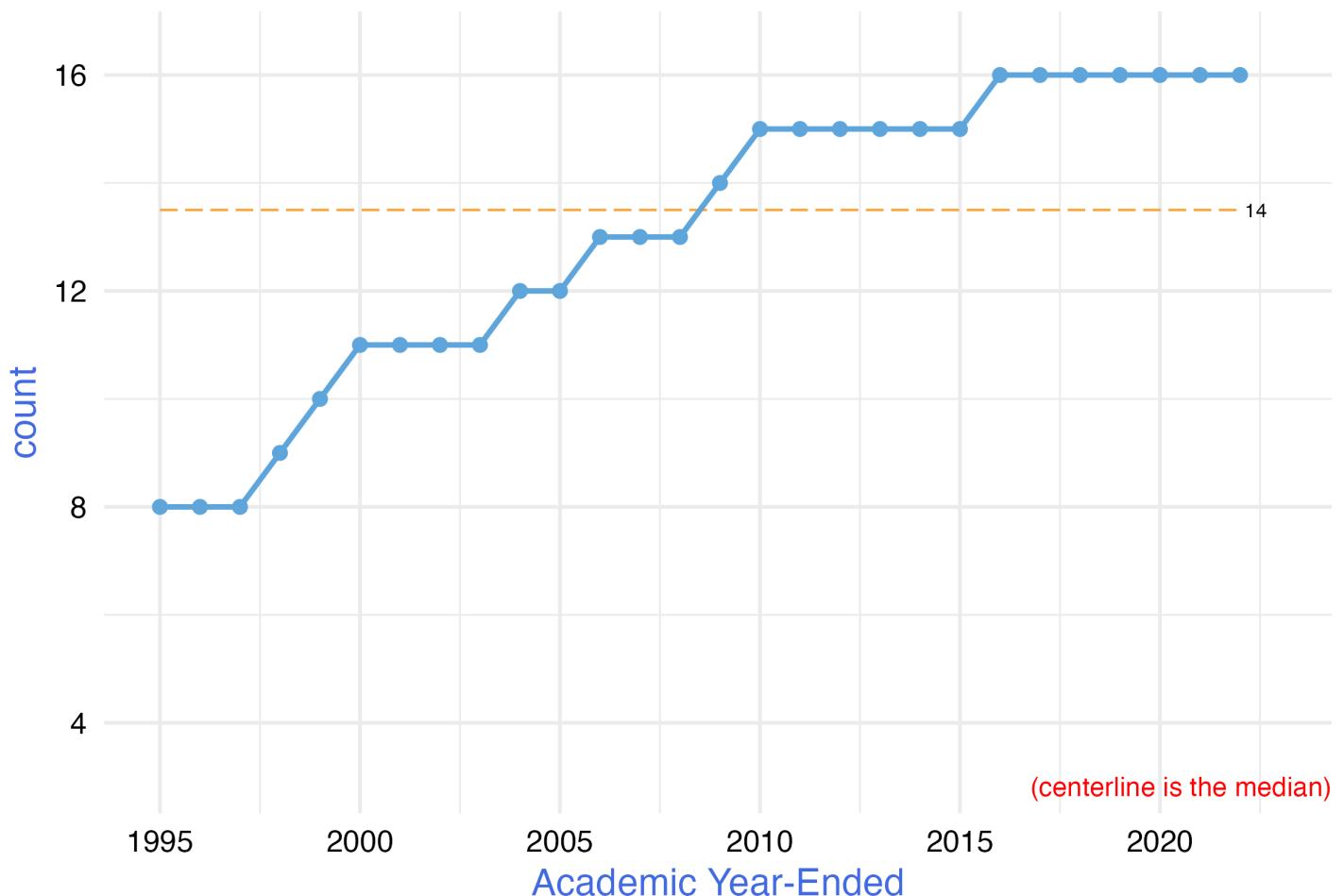
## Growth, Attendance, Attrition

Comment:



Comment:

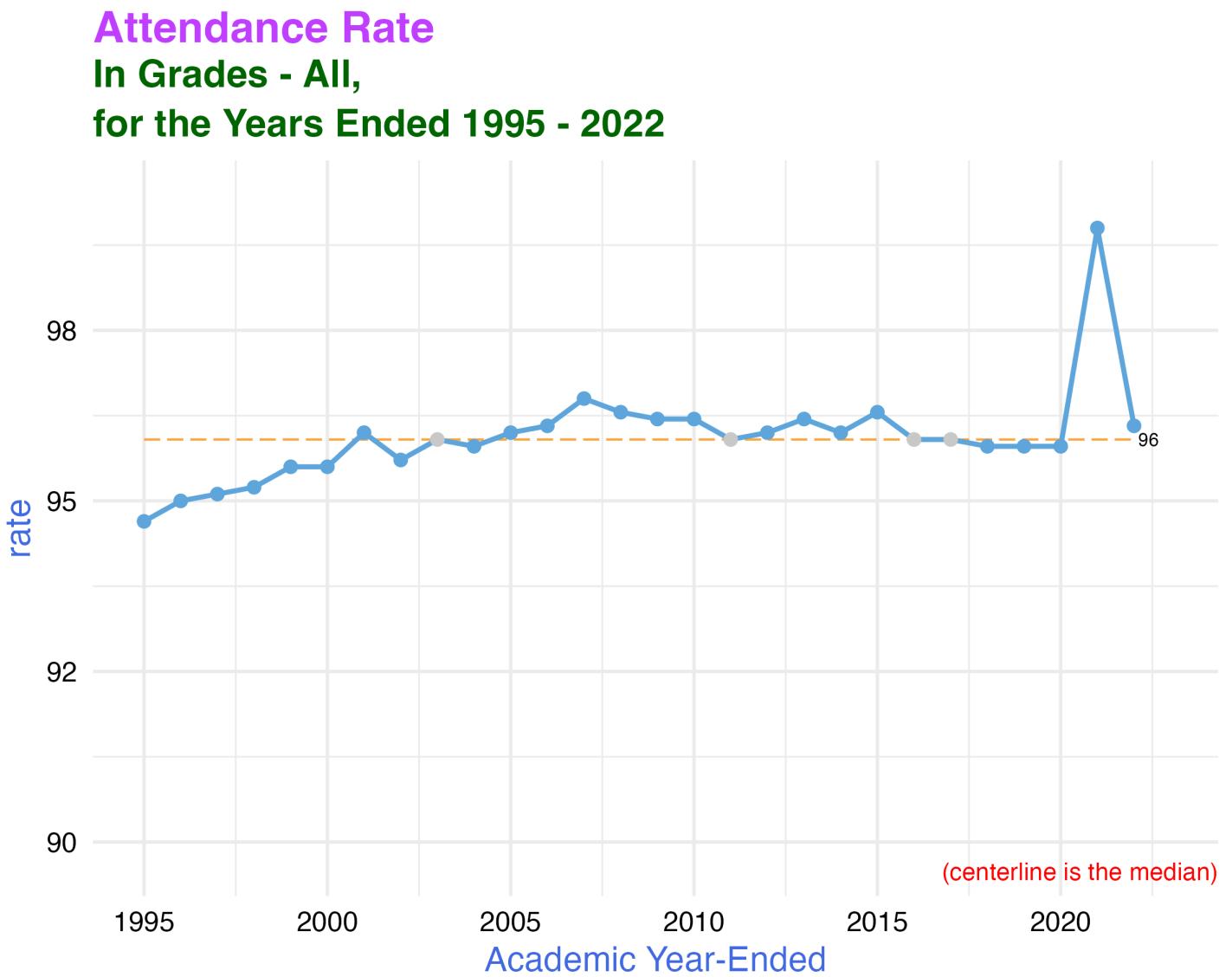
### Total Number of Schools In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

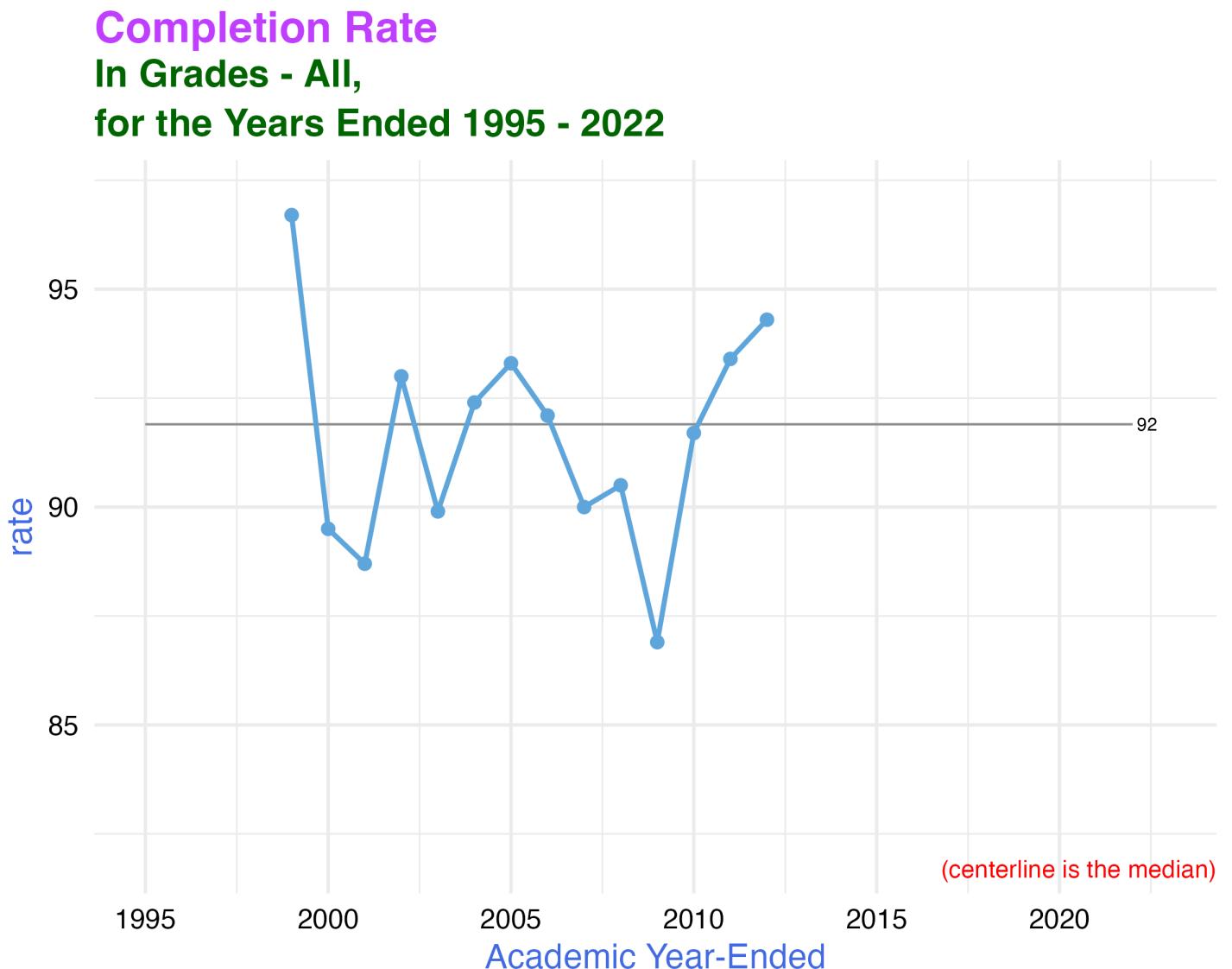
## Growth, Attendance, Attrition

Comment:



Source: <https://tea.texas.gov/reports-and-data>

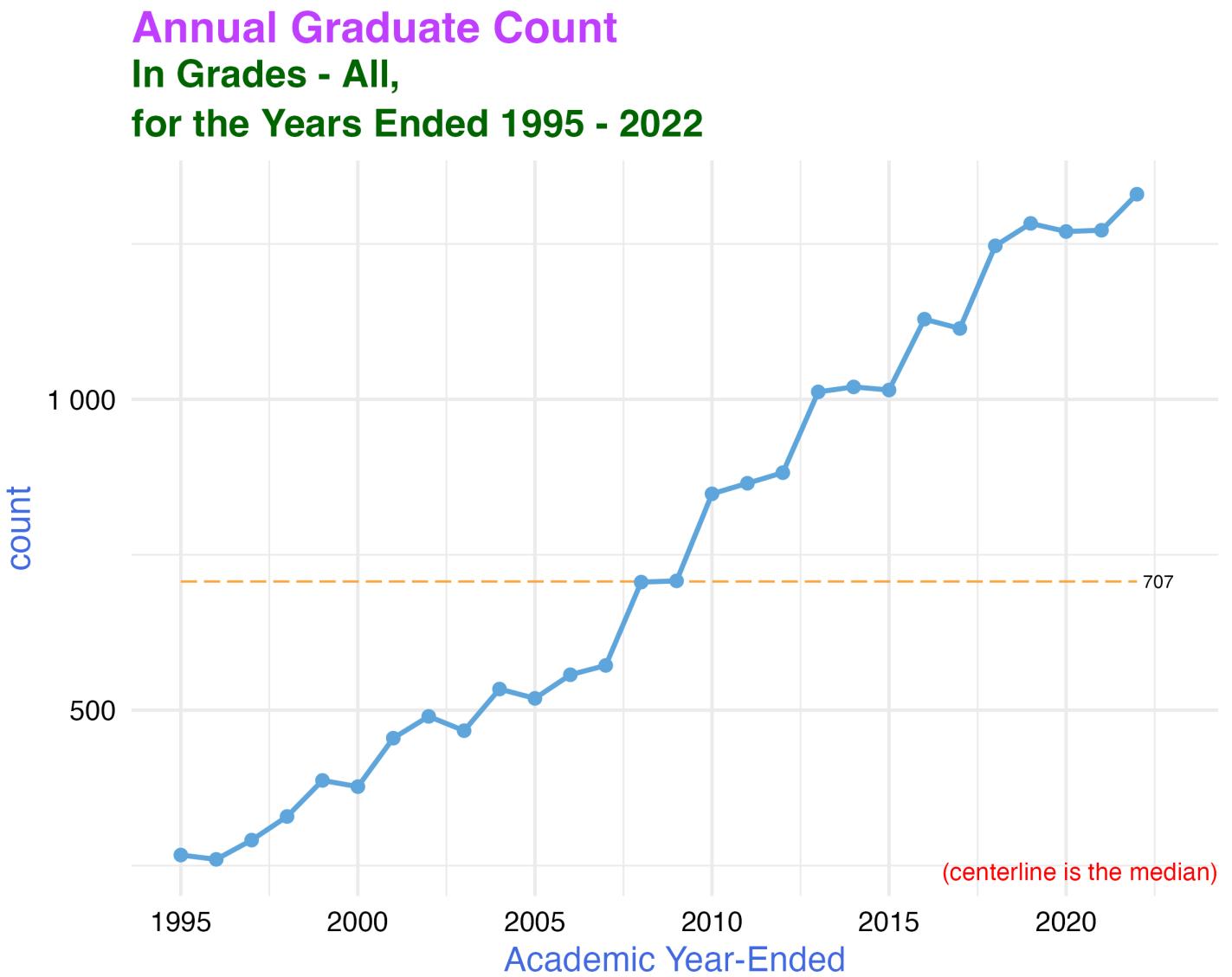
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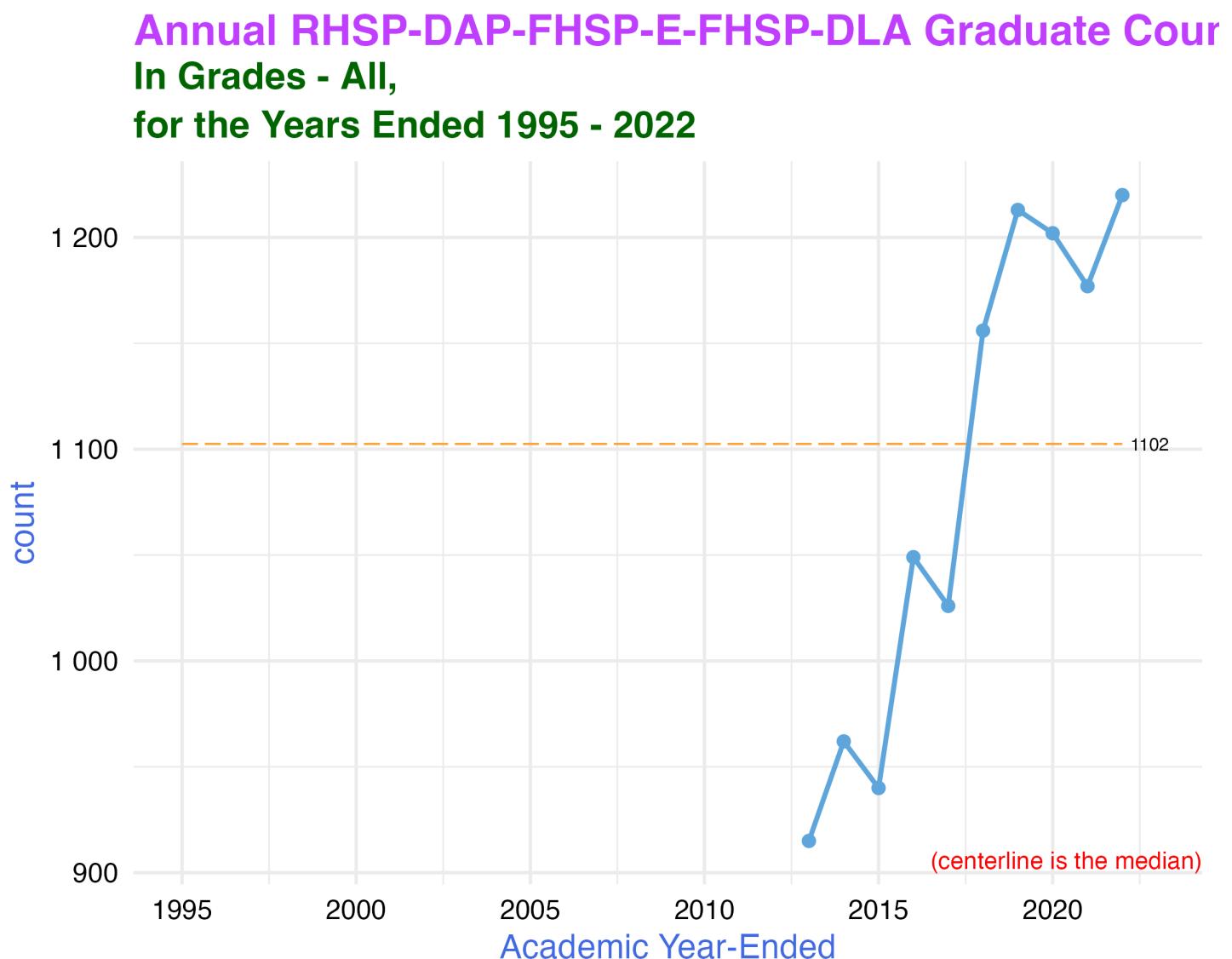
Source: <https://tea.texas.gov/reports-and-data>

## Growth, Attendance, Attrition

Comment:



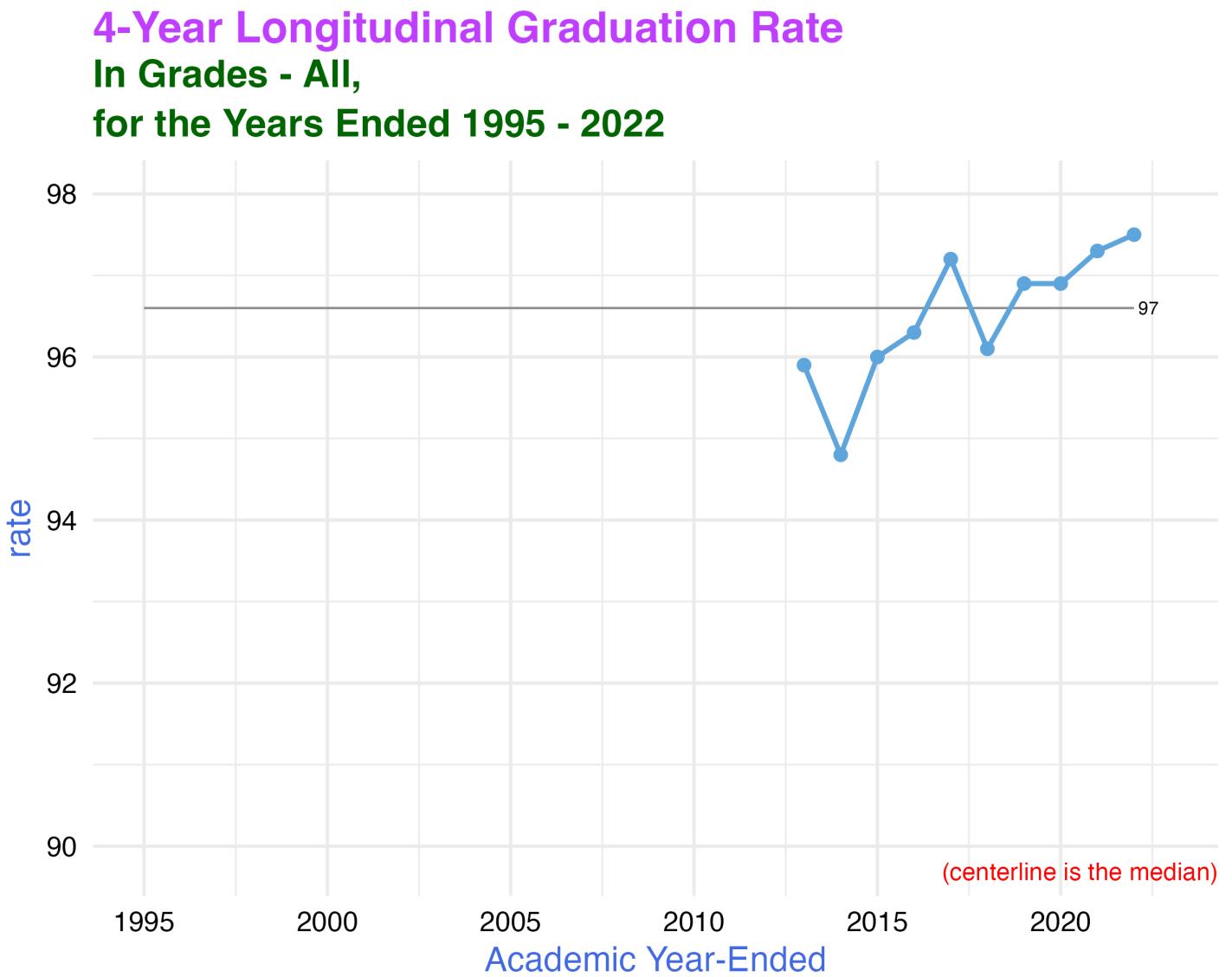
Comment:



Source: <https://tea.texas.gov/reports-and-data>

## Growth, Attendance, Attrition

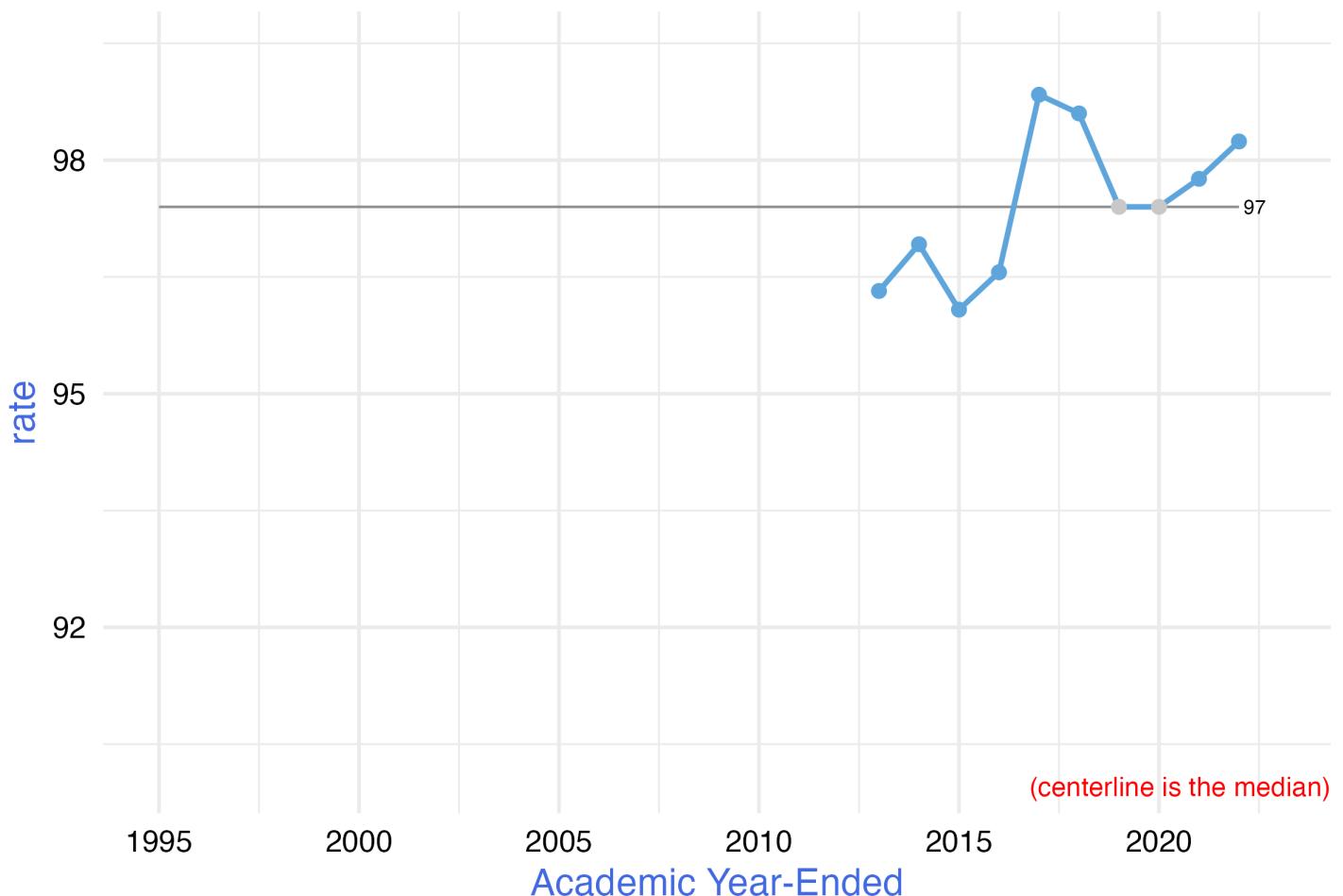
Comment:



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**5-Year Longitudinal Graduation Rate  
In Grades - All,  
for the Years Ended 1995 - 2022**

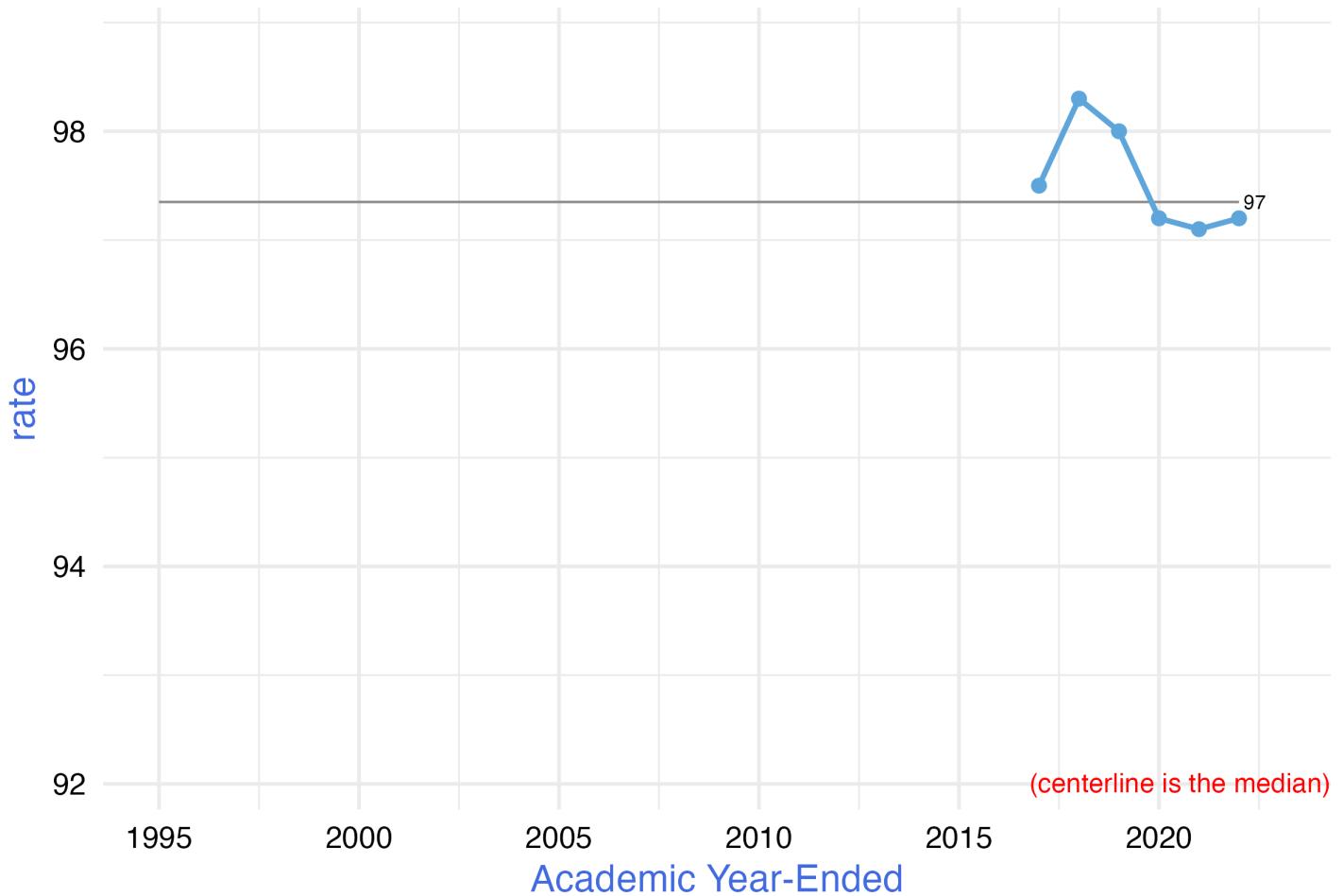


**Source: <https://tea.texas.gov/reports-and-data>**

## Growth, Attendance, Attrition

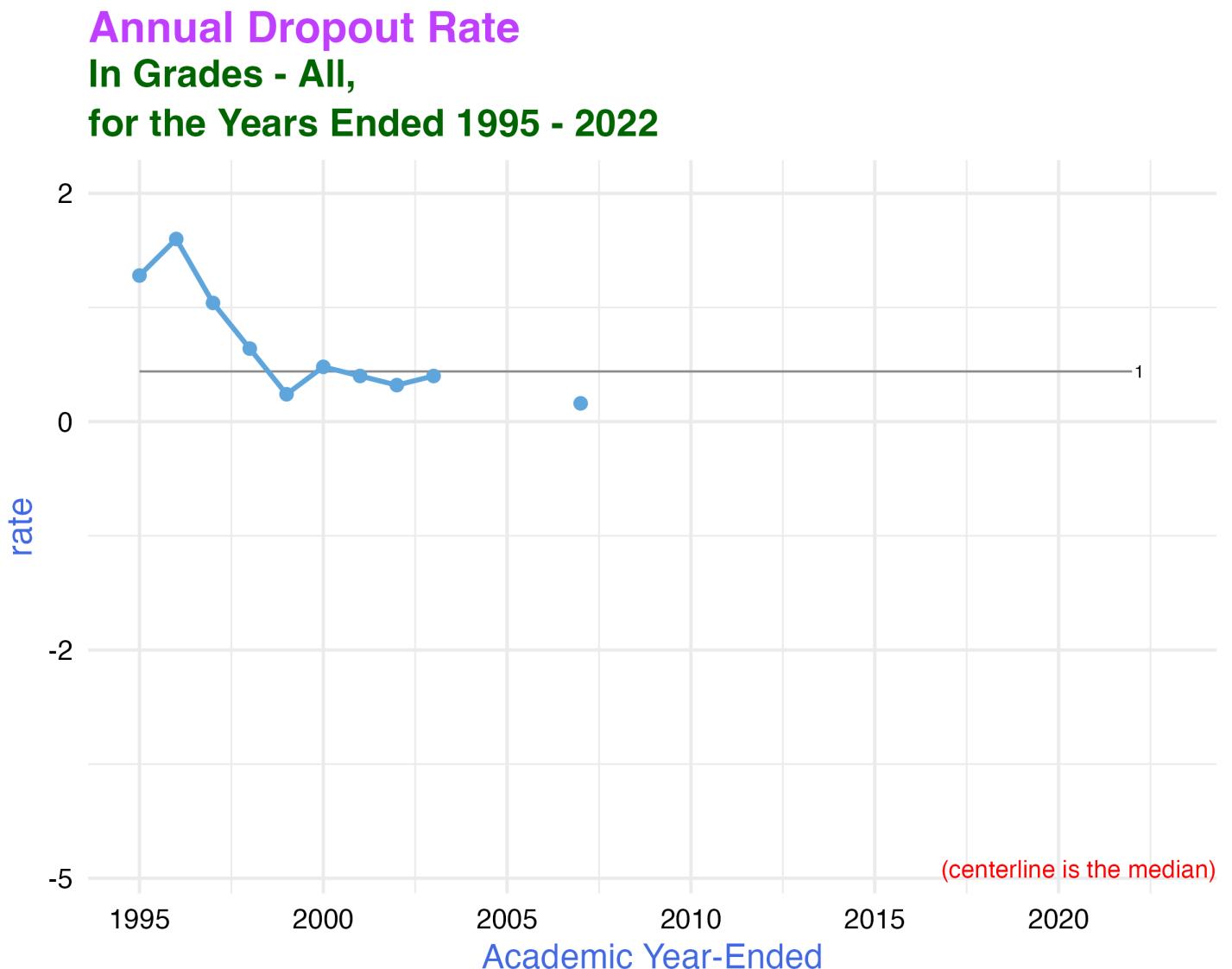
Comment:

### 6-Year Longitudinal Graduation Rate In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

Comment:

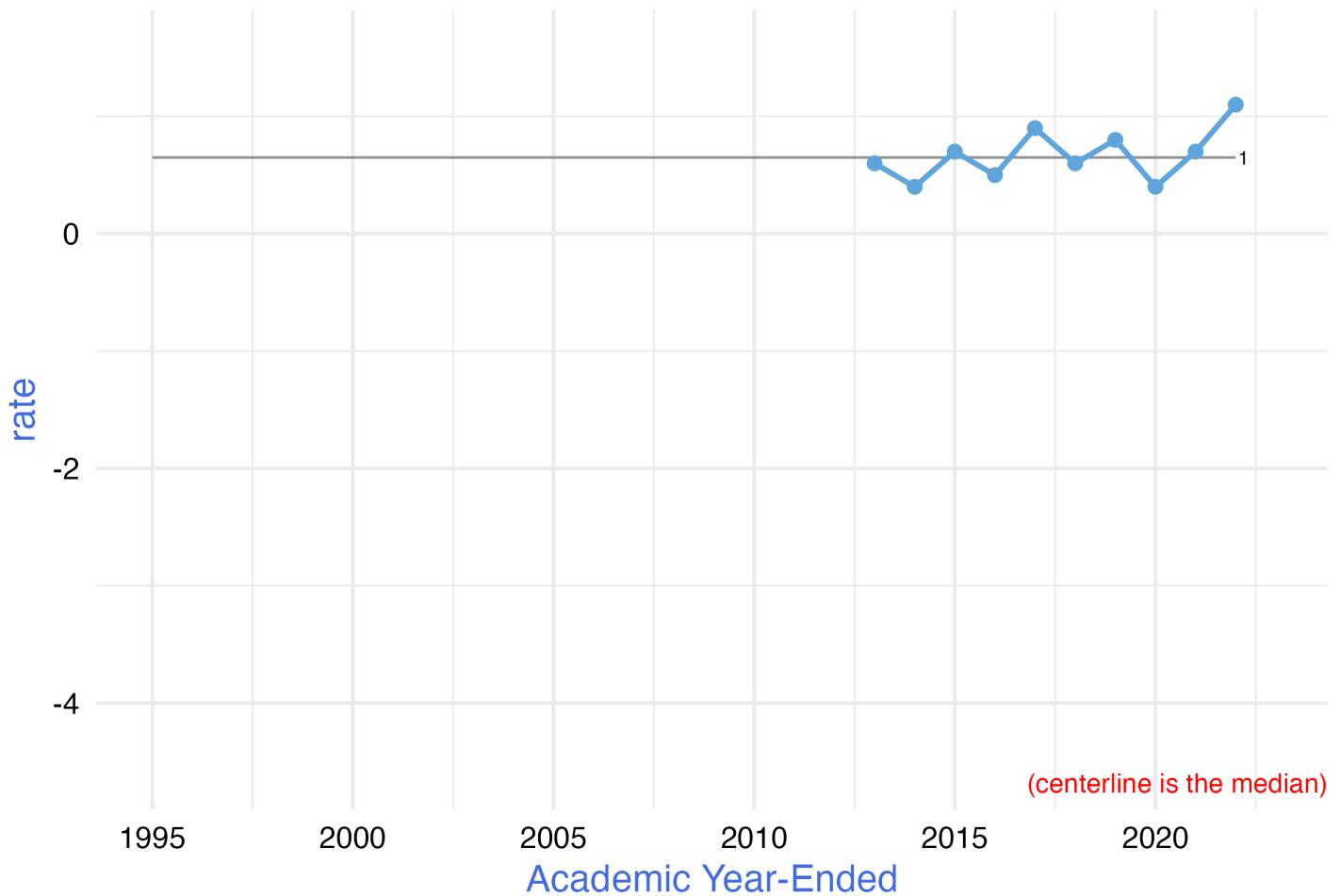


Source: <https://tea.texas.gov/reports-and-data>

## Growth, Attendance, Attrition

Comment:

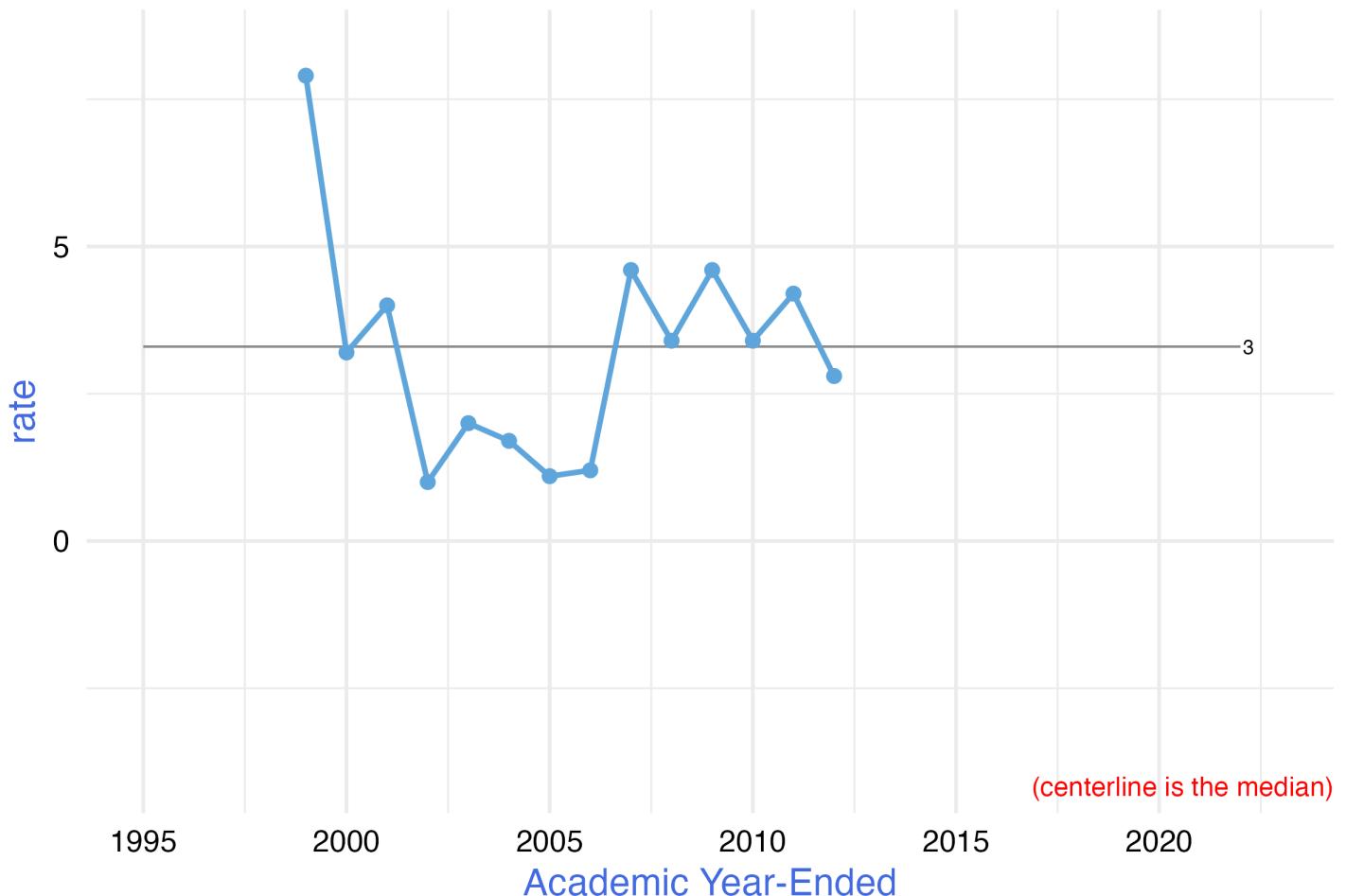
### Annual Dropout Rate Gr 9-12 In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

Comment:

### Four-year Dropout Rate In Grades - All, for the Years Ended 1995 - 2022

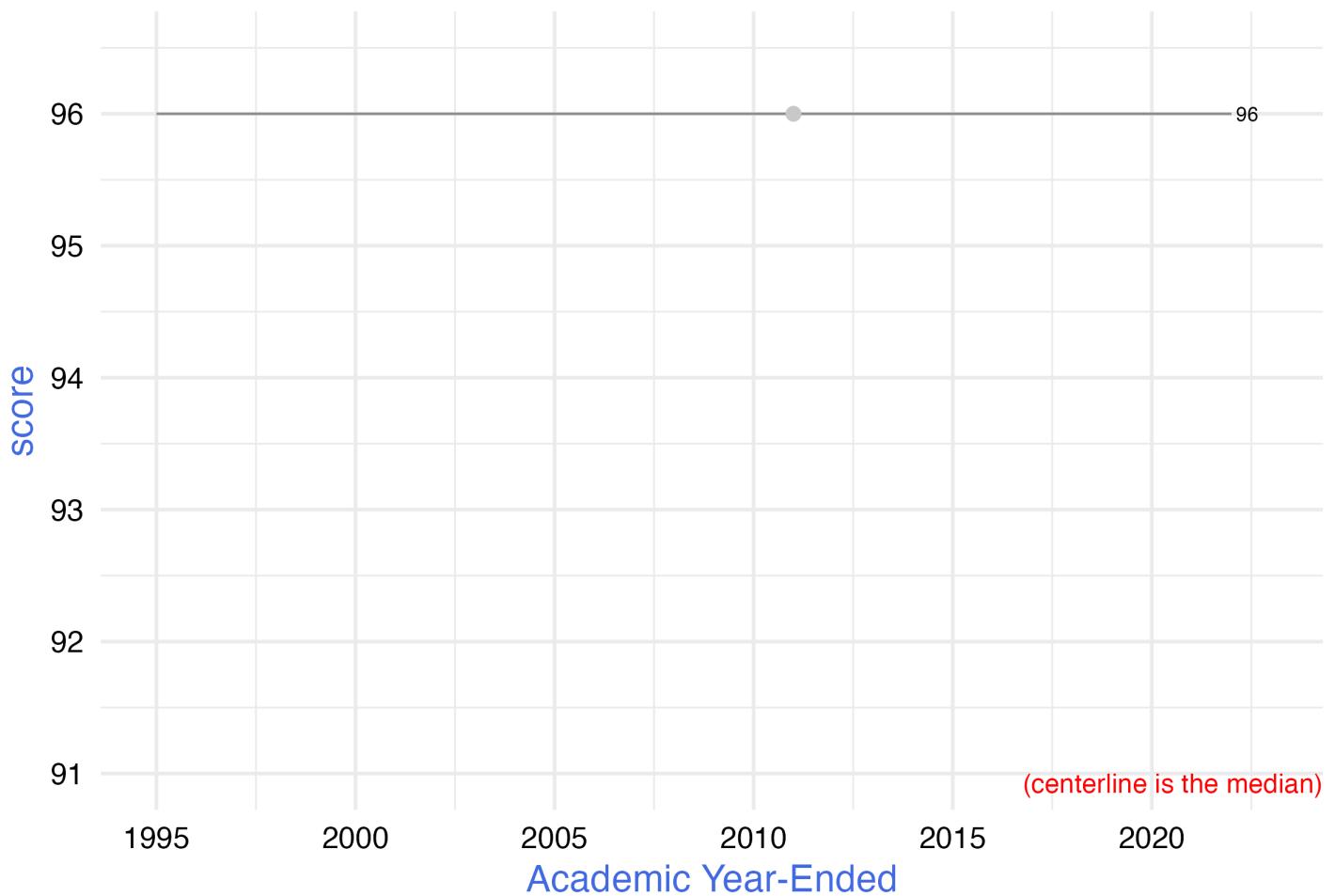


Source: <https://tea.texas.gov/reports-and-data>

## Growth, Attendance, Attrition

Comment:

### **Exit-Level Cumulative Pass Rate In Grades - All, for the Years Ended 1995 - 2022**



**Source: <https://tea.texas.gov/reports-and-data>**

# Students



# Changes in Composition

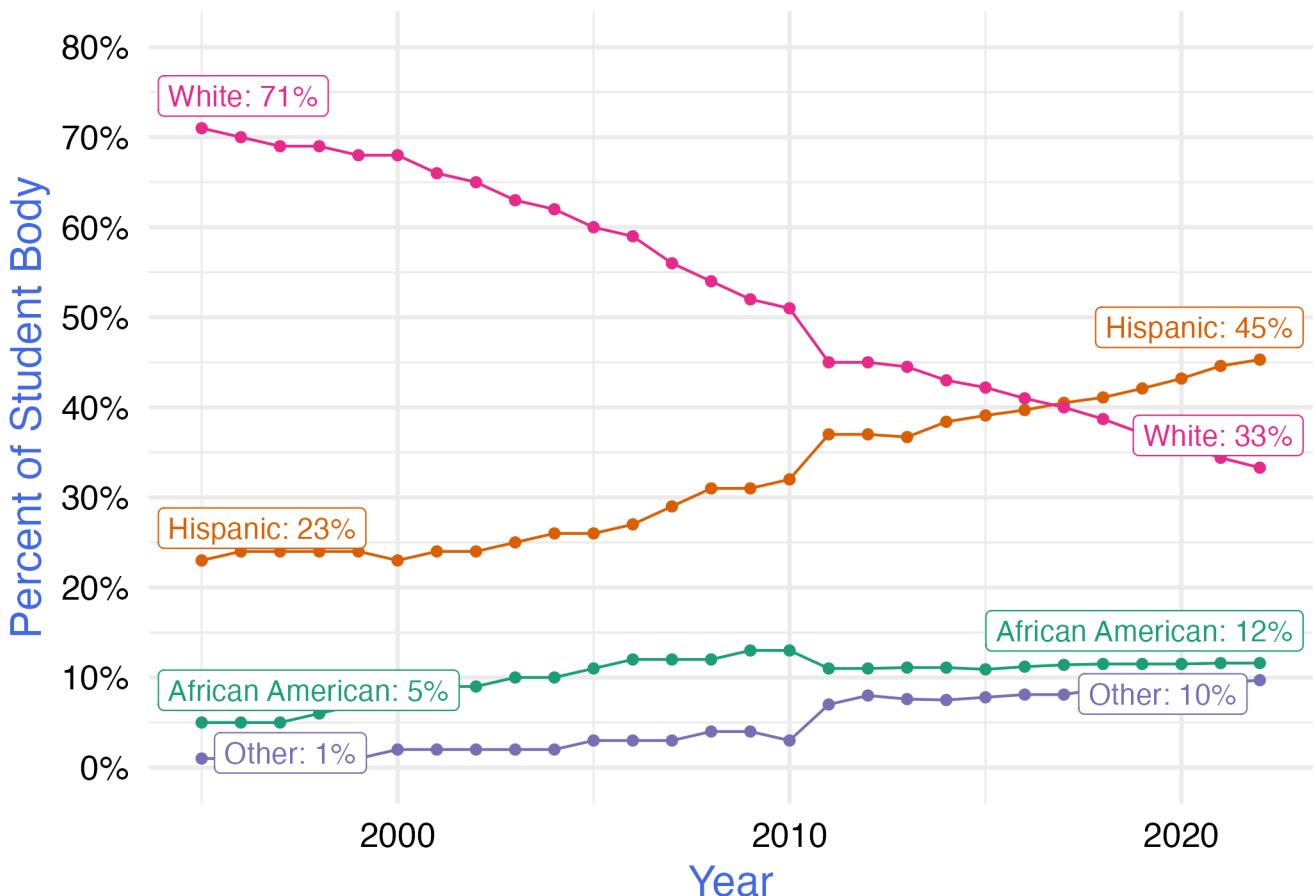
Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

Enjoy!

## Changes in Composition

Comment: For those who prefer static charts

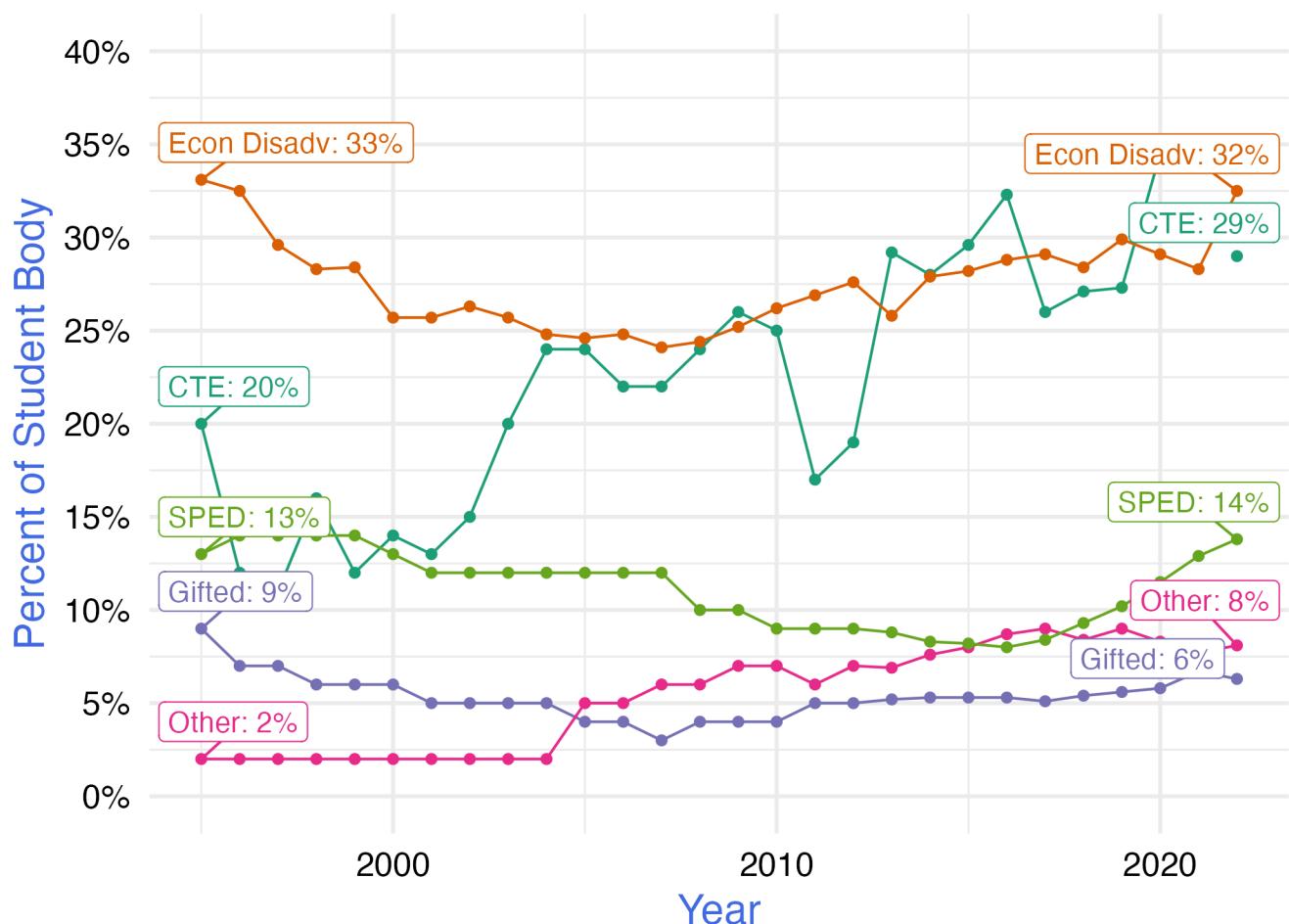
### Changes in Ethnic Makeup of Students Over Time 1995 - 2022



Comment:

## Changes in Other TEA Categories

1995 - 2022.



## Changes in Composition

# Standardized Scores



# STAAR Scores by Subject

Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

Enjoy!

Enjoy!

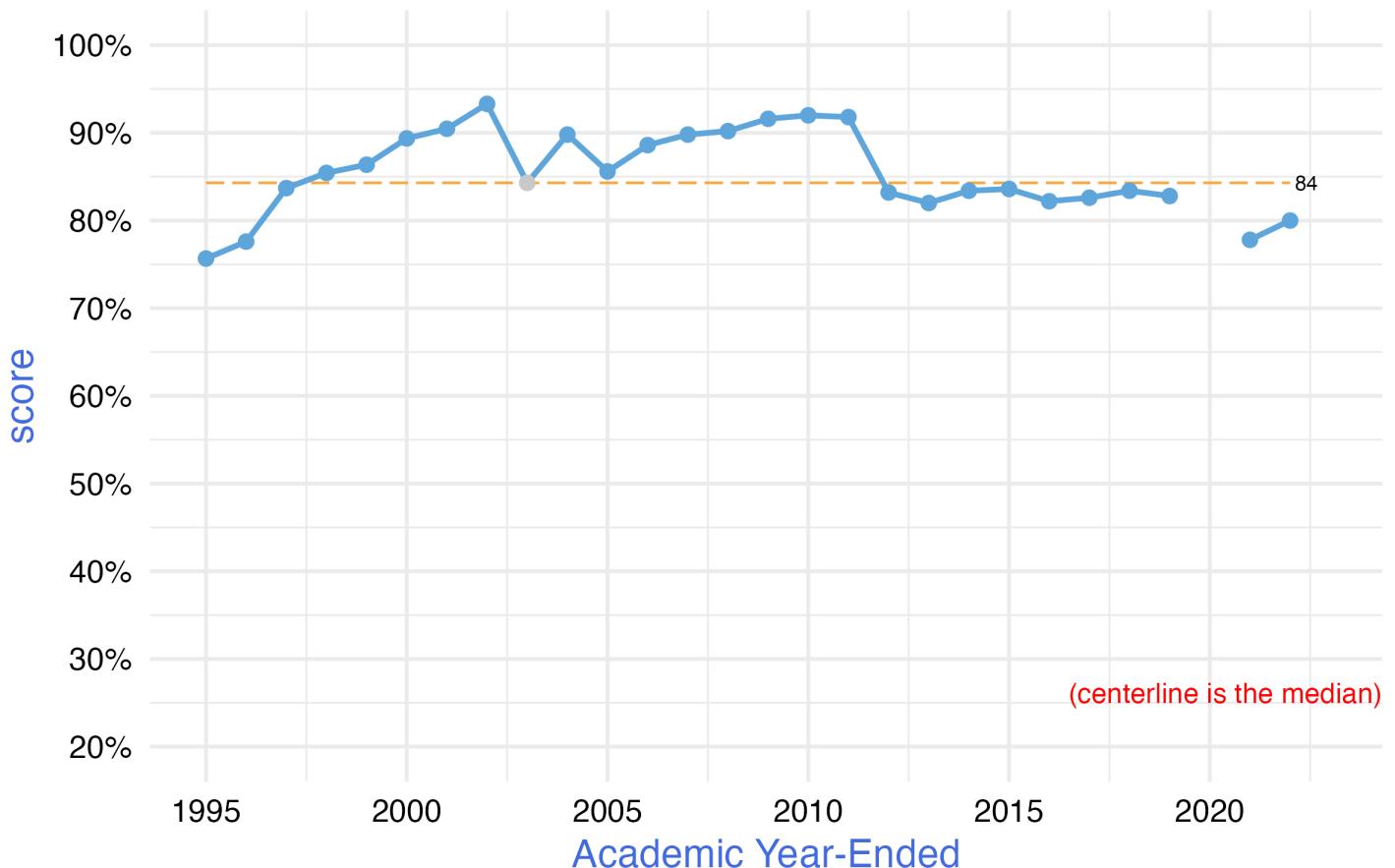
## STAAR Scores by Subject

Level Achieved: Approaches and Higher

All Subjects Combined

Comment:

**Average STAAR Scores by Subject  
Classified as All Subjects  
In Grades - All, at the Level of Approaches\_or\_Above  
for the Years Ended 1995 - 2022**

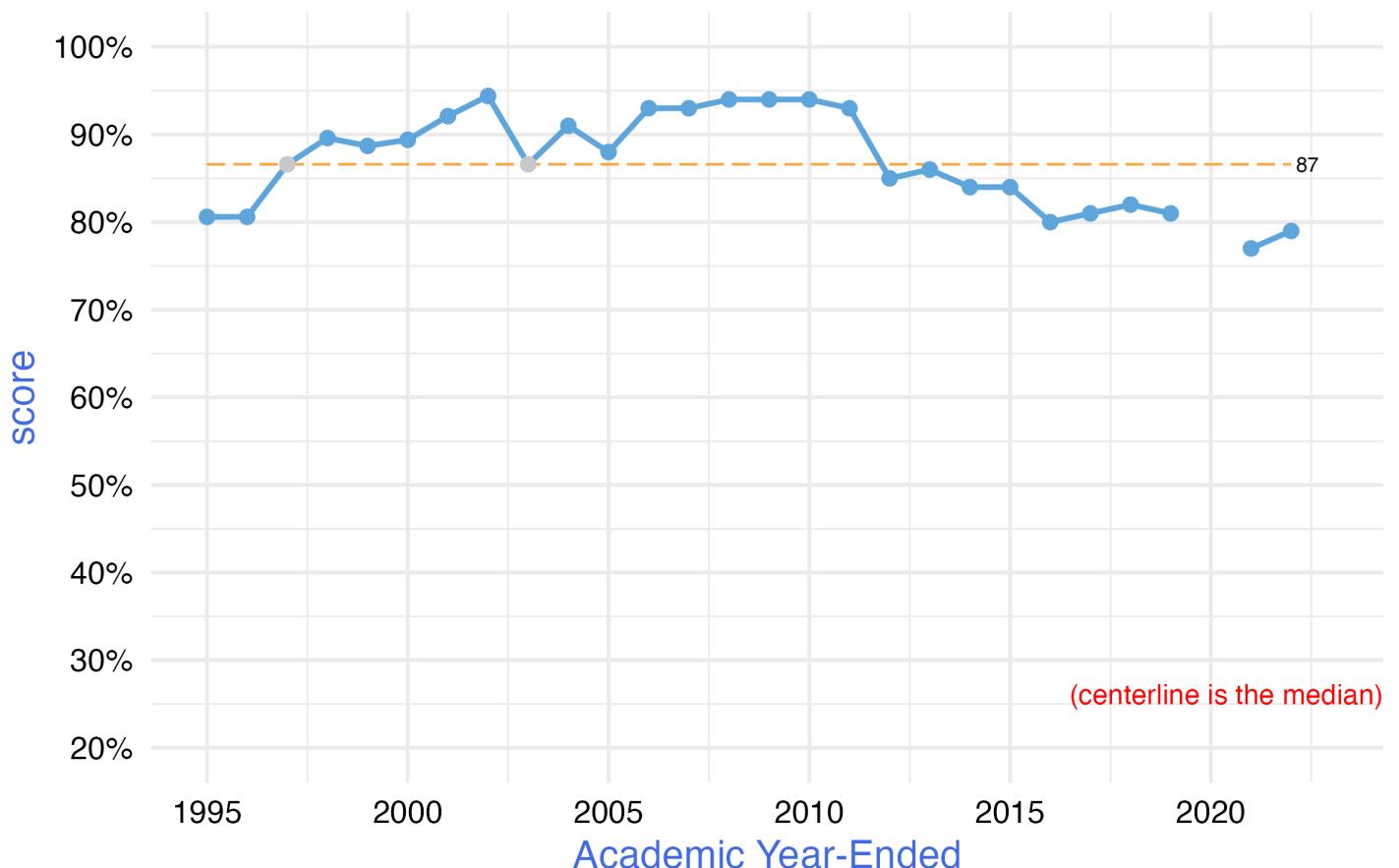


Source: <https://tea.texas.gov/reports-and-data>

## Reading/ELA

Comment:

### Average STAAR Scores by Subject Classified as Reading-ELA In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022



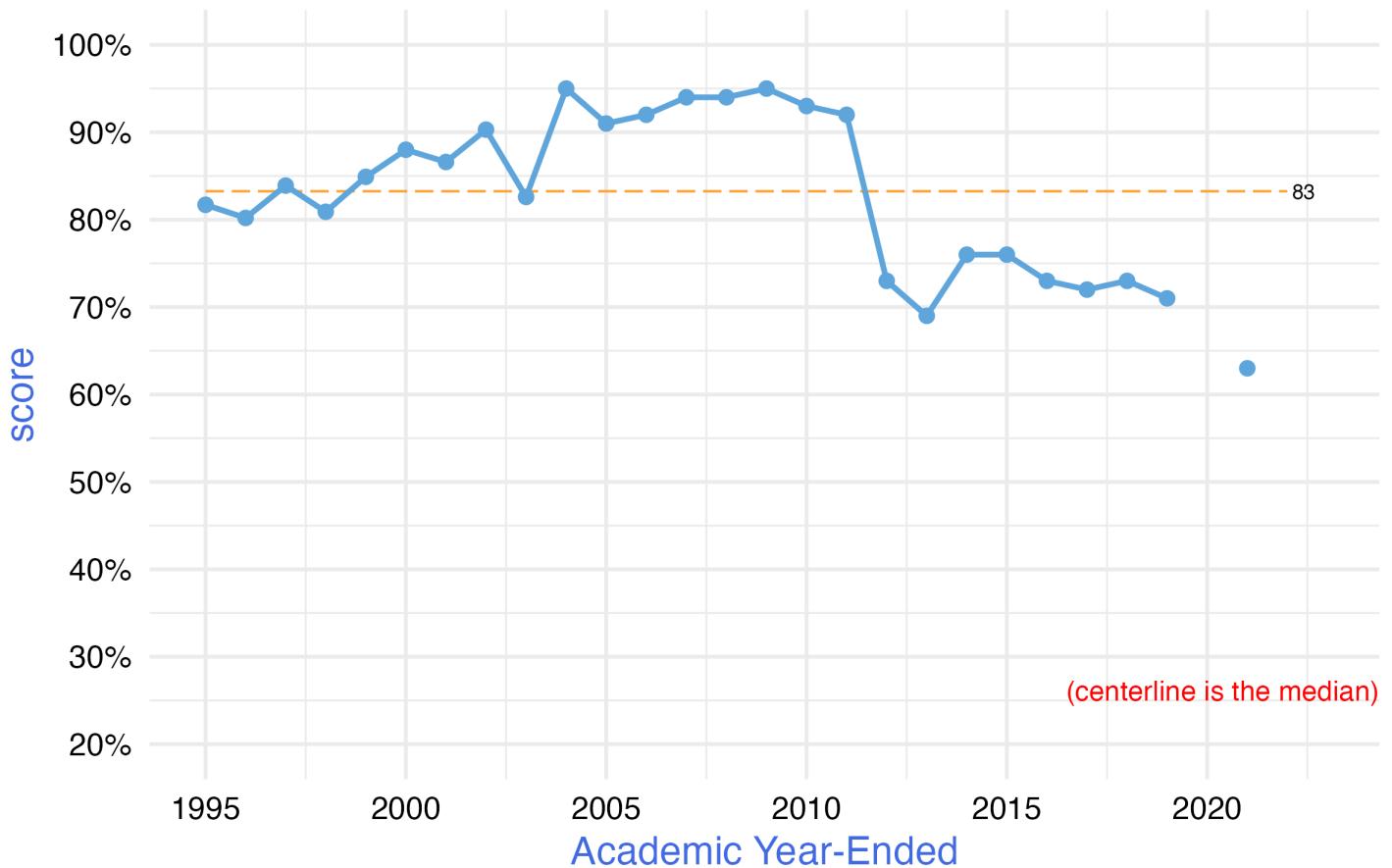
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

### Writing

Comment:

#### Average STAAR Scores by Subject Classified as Writing In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022

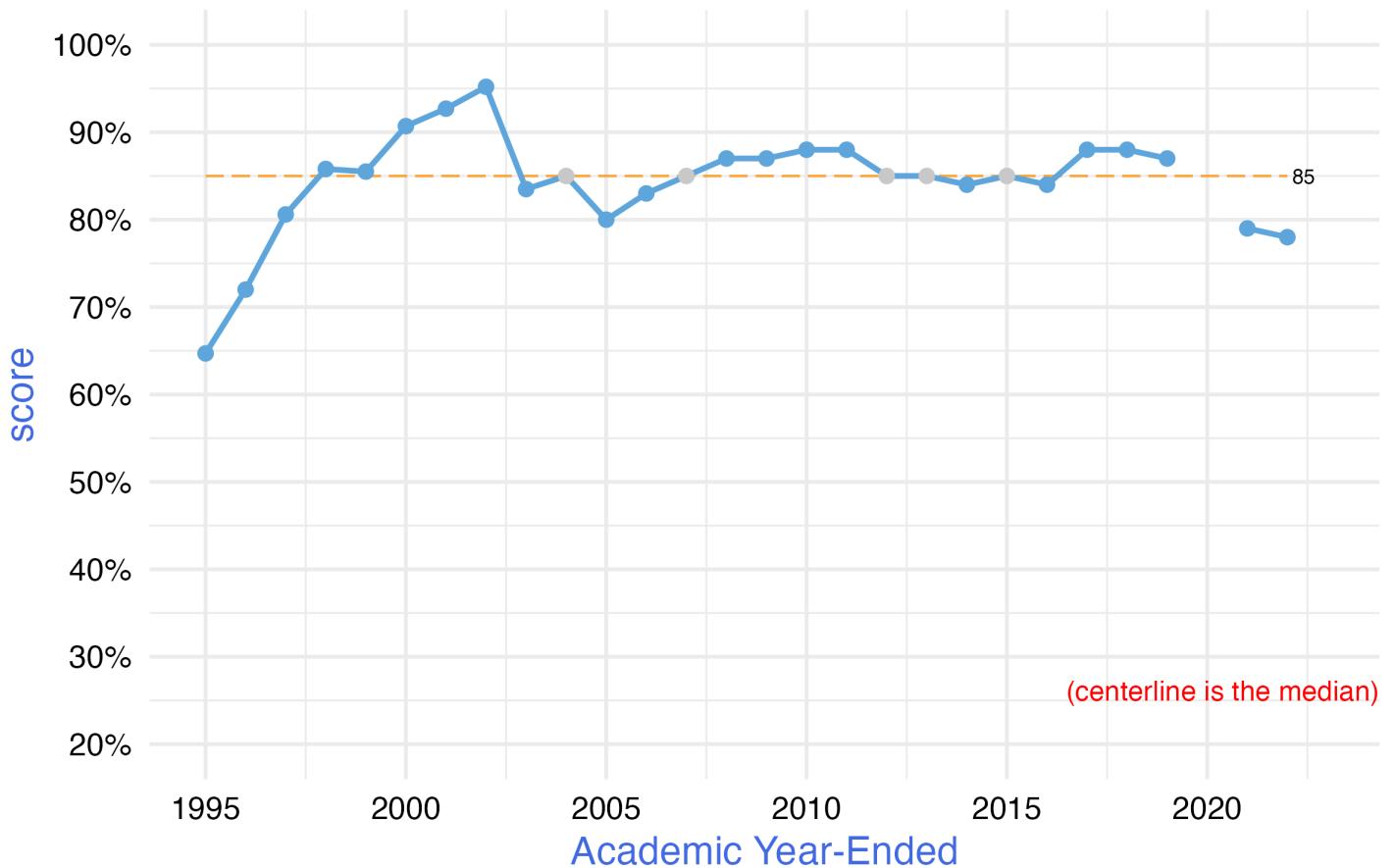


Source: <https://tea.texas.gov/reports-and-data>

## Mathematics

Comment:

### Average STAAR Scores by Subject Classified as Mathematics In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022



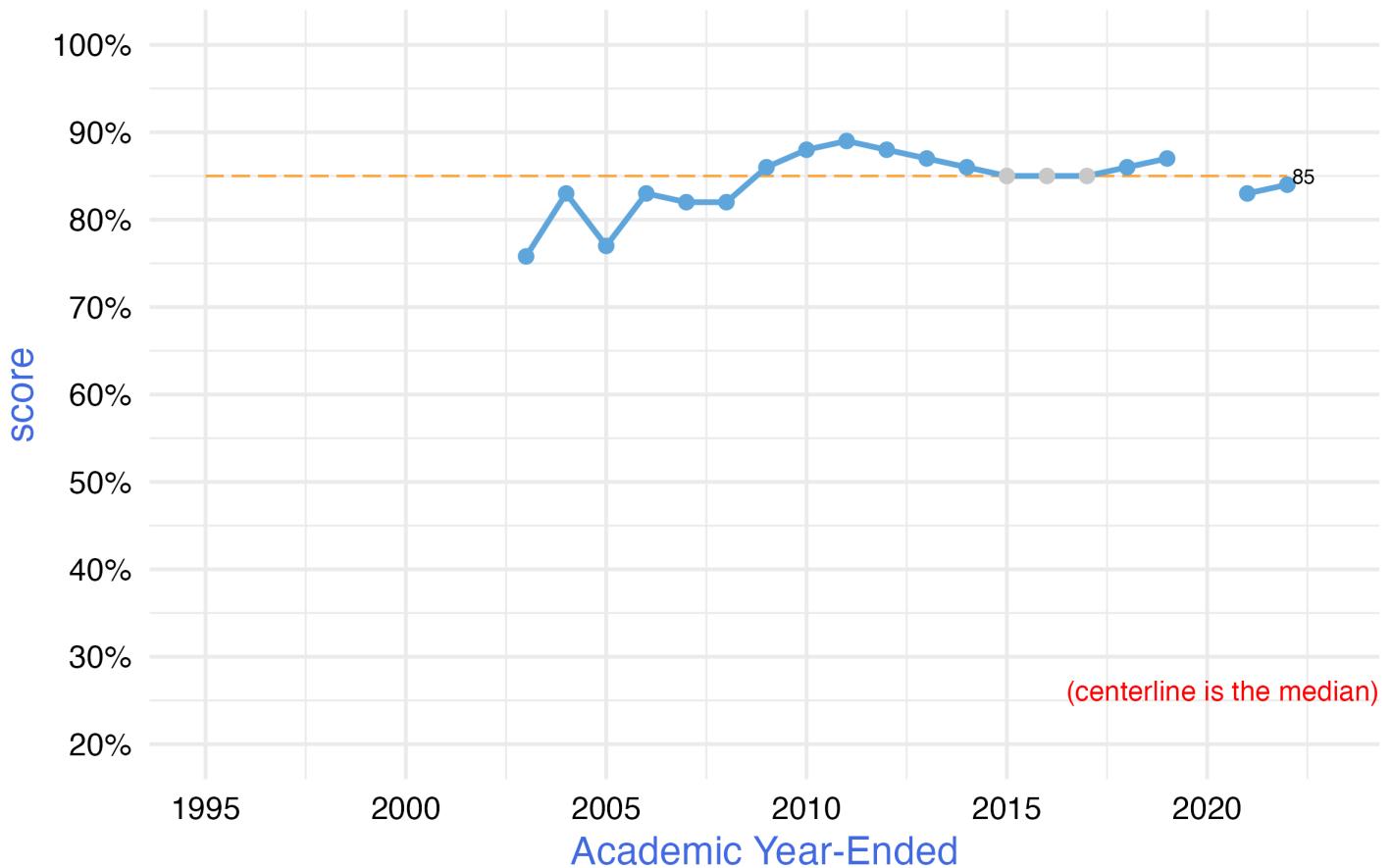
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

### Science

Comment:

#### Average STAAR Scores by Subject Classified as Science In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022

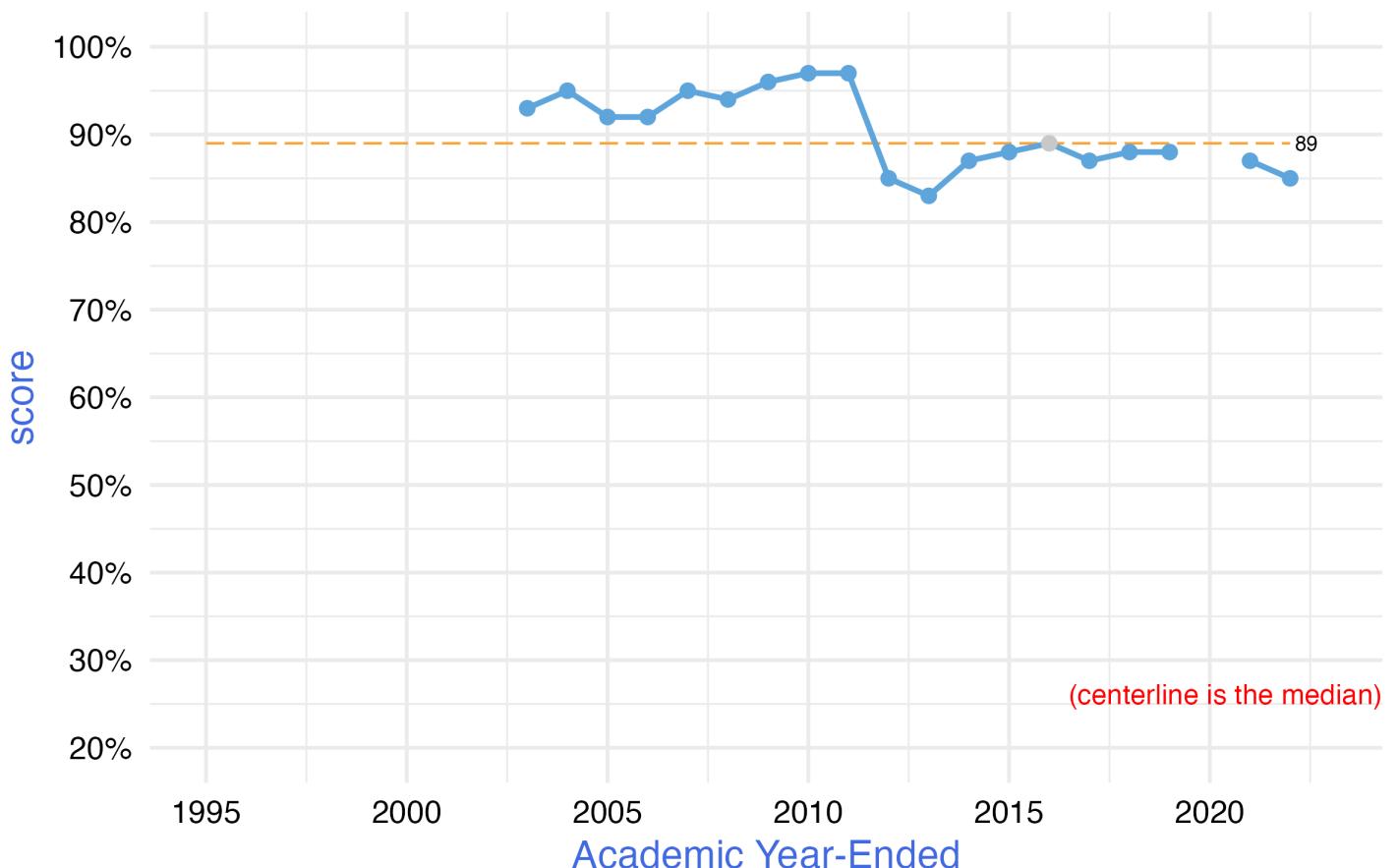


Source: <https://tea.texas.gov/reports-and-data>

## Social Studies

Comment:

### Average STAAR Scores by Subject Classified as Social Studies In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

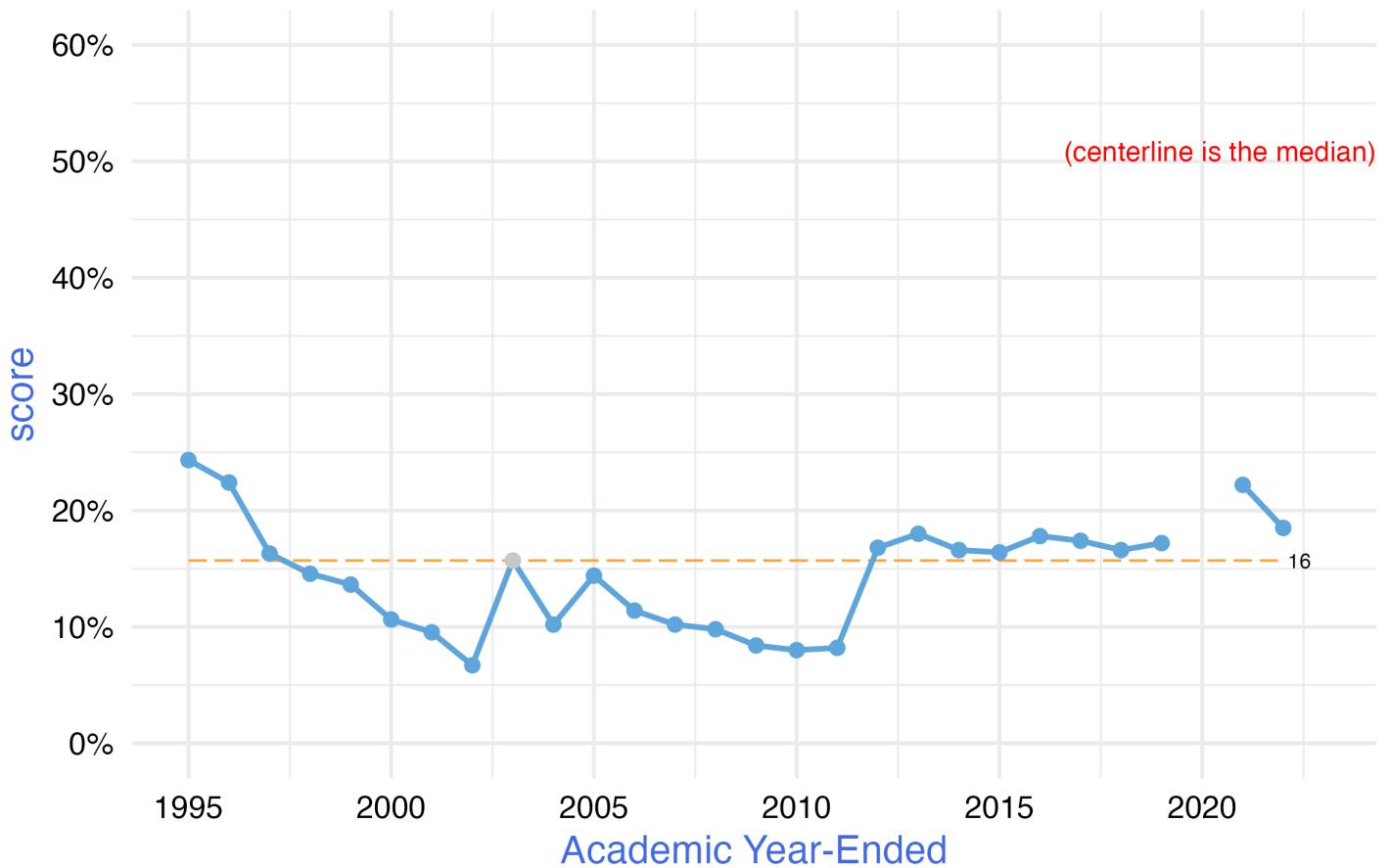
STAAR Scores by Subject

Level Achieved: Failing

All Subjects Combined

Comment:

**Average STAAR Scores by Subject  
Classified as All Subjects  
In Grades - All, at the Level of Failing  
for the Years Ended 1995 - 2022**

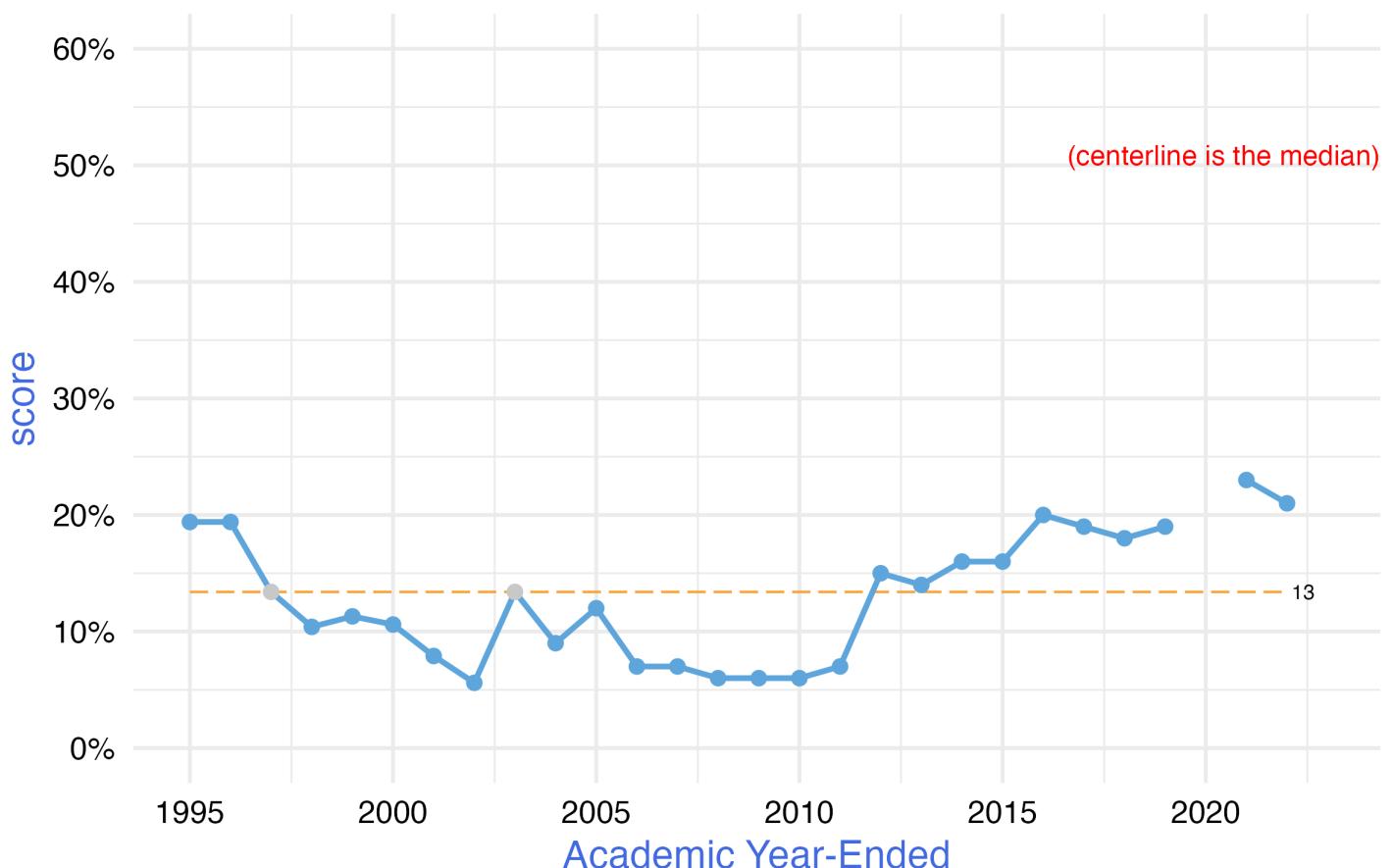


Source: <https://tea.texas.gov/reports-and-data>

## Reading/ELA

Comment:

### Average STAAR Scores by Subject Classified as Reading-ELA In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022



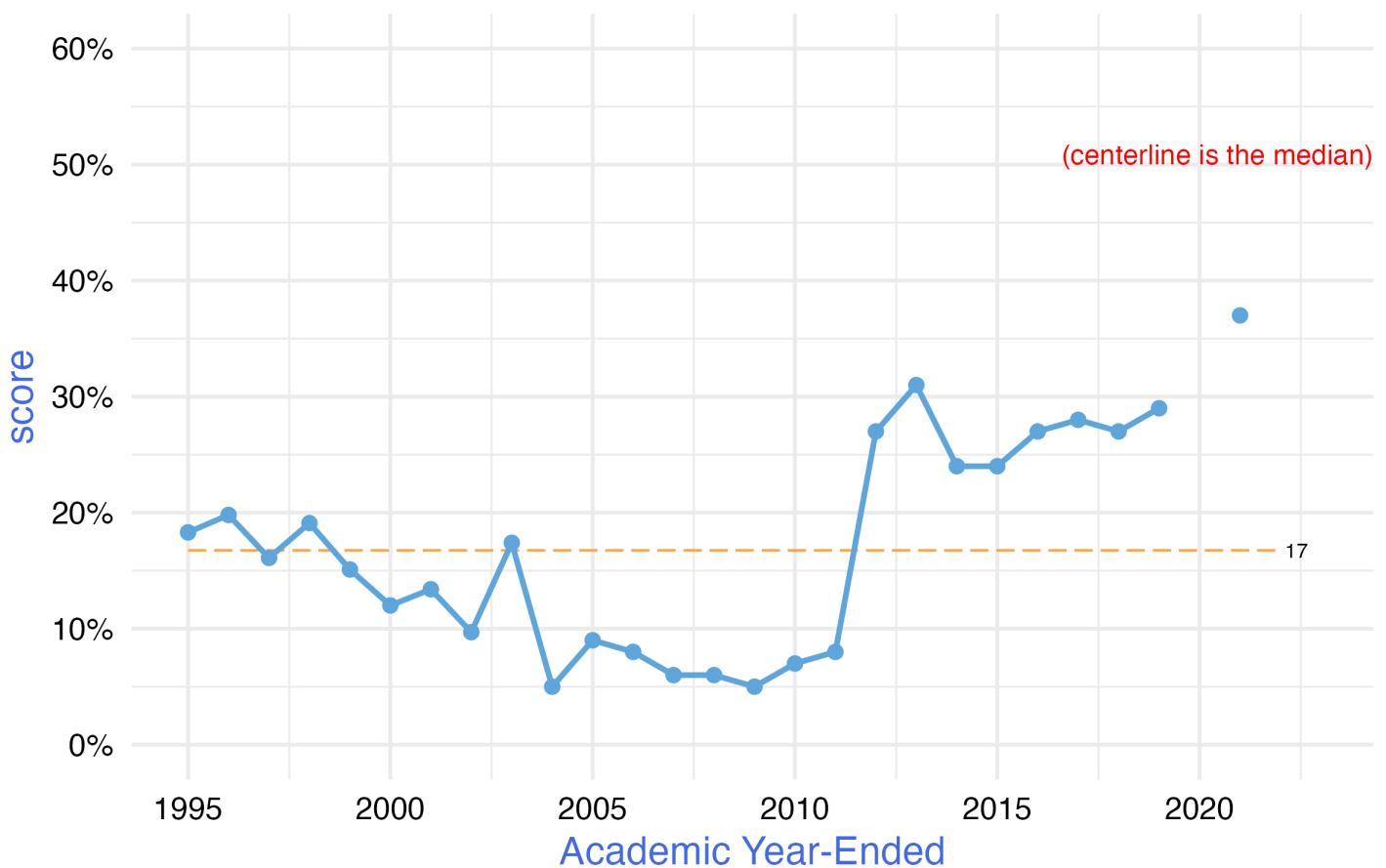
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

### Writing

Comment:

#### Average STAAR Scores by Subject Classified as Writing In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022

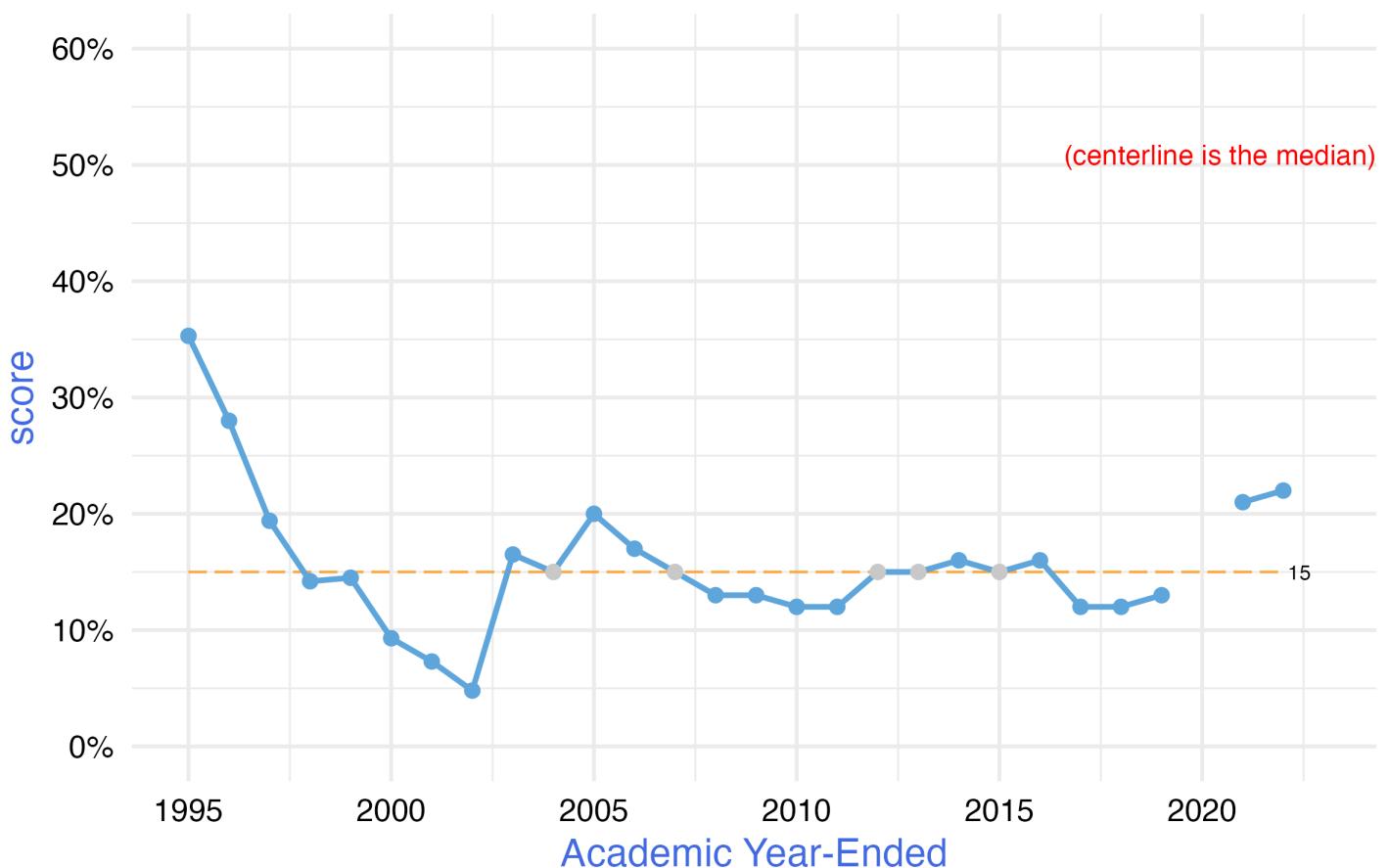


Source: <https://tea.texas.gov/reports-and-data>

## Mathematics

Comment:

### Average STAAR Scores by Subject Classified as Mathematics In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022



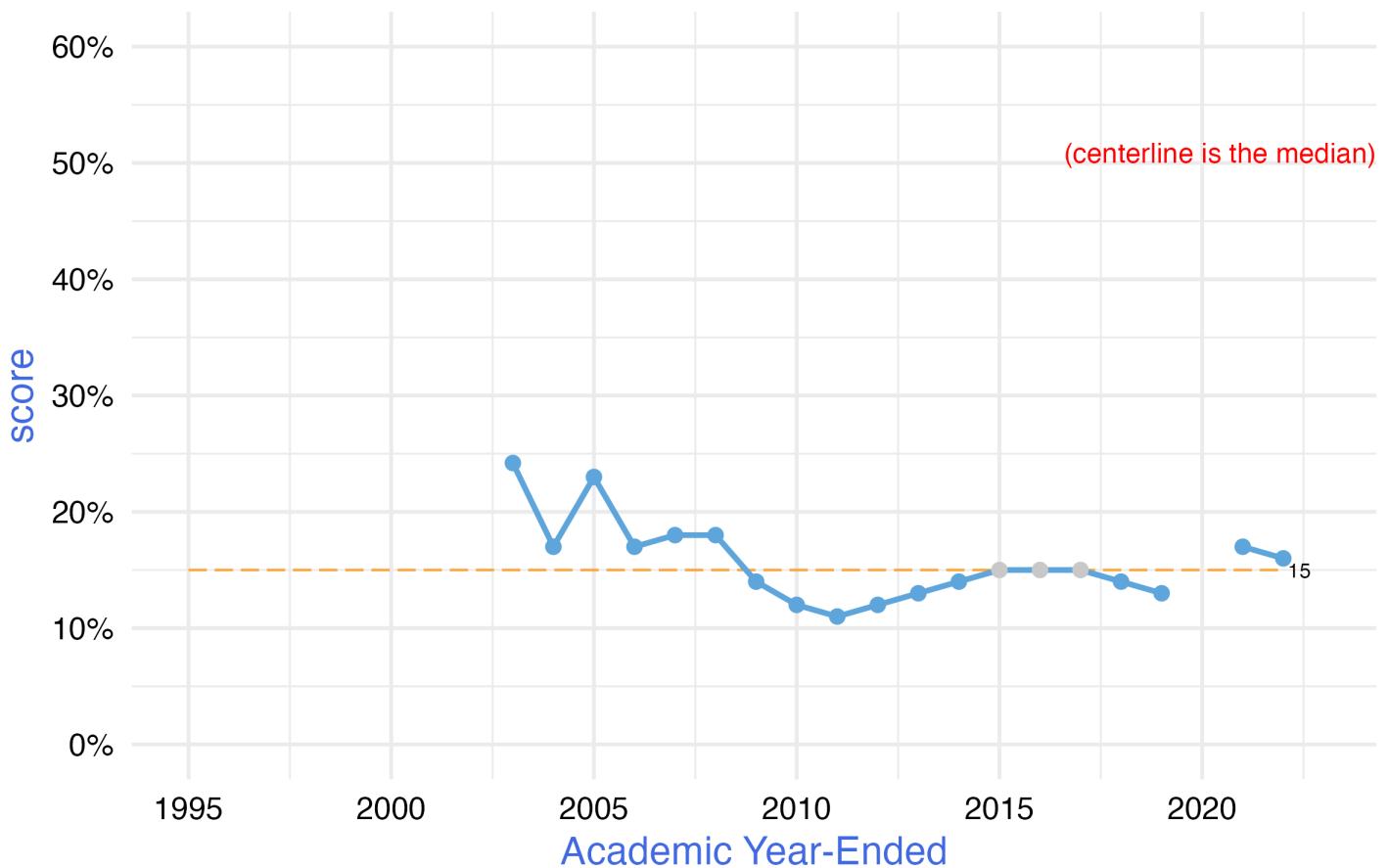
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

Science

Comment:

### Average STAAR Scores by Subject Classified as Science In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022

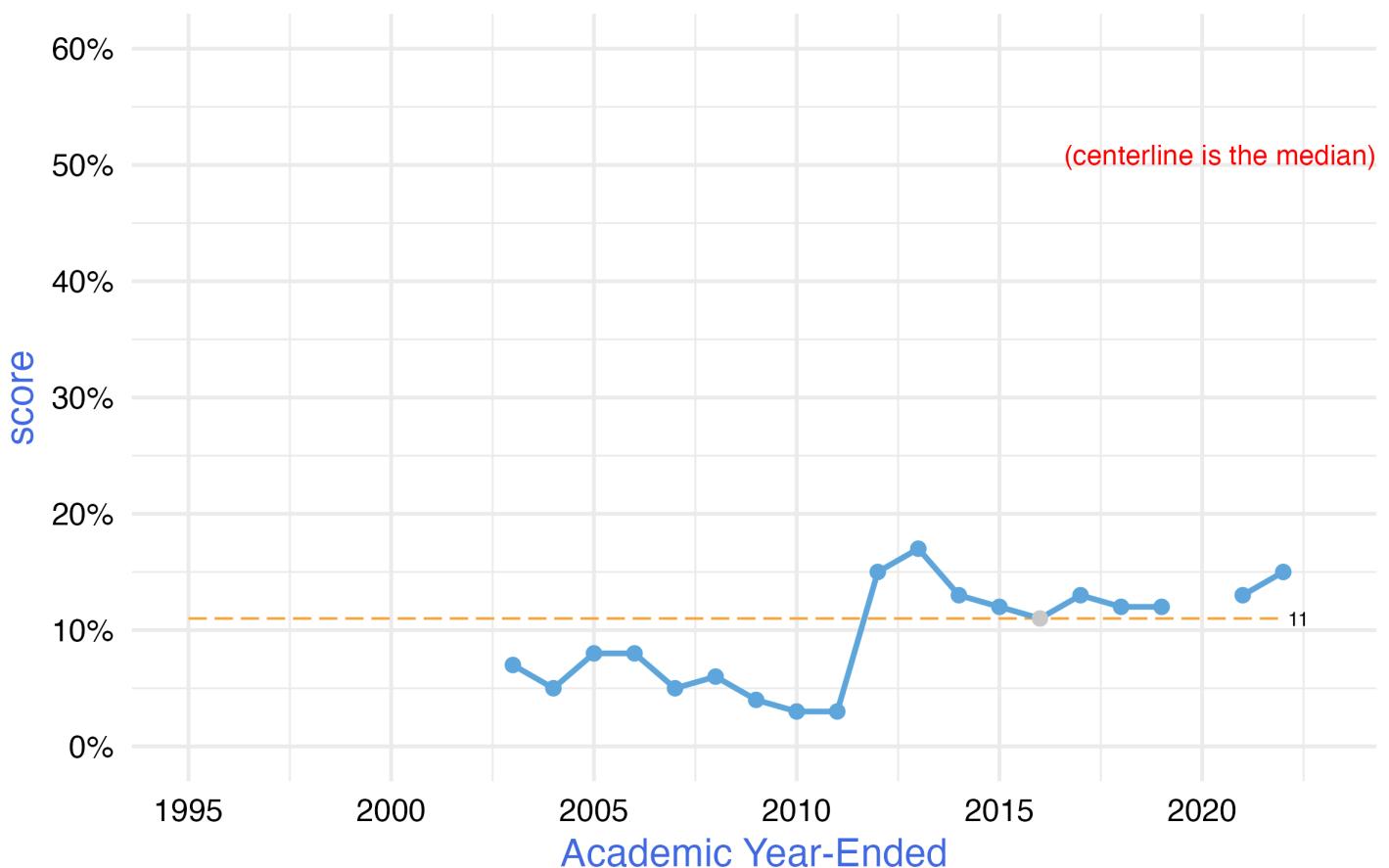


Source: <https://tea.texas.gov/reports-and-data>

## Social Studies

Comment:

### Average STAAR Scores by Subject Classified as Social Studies In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

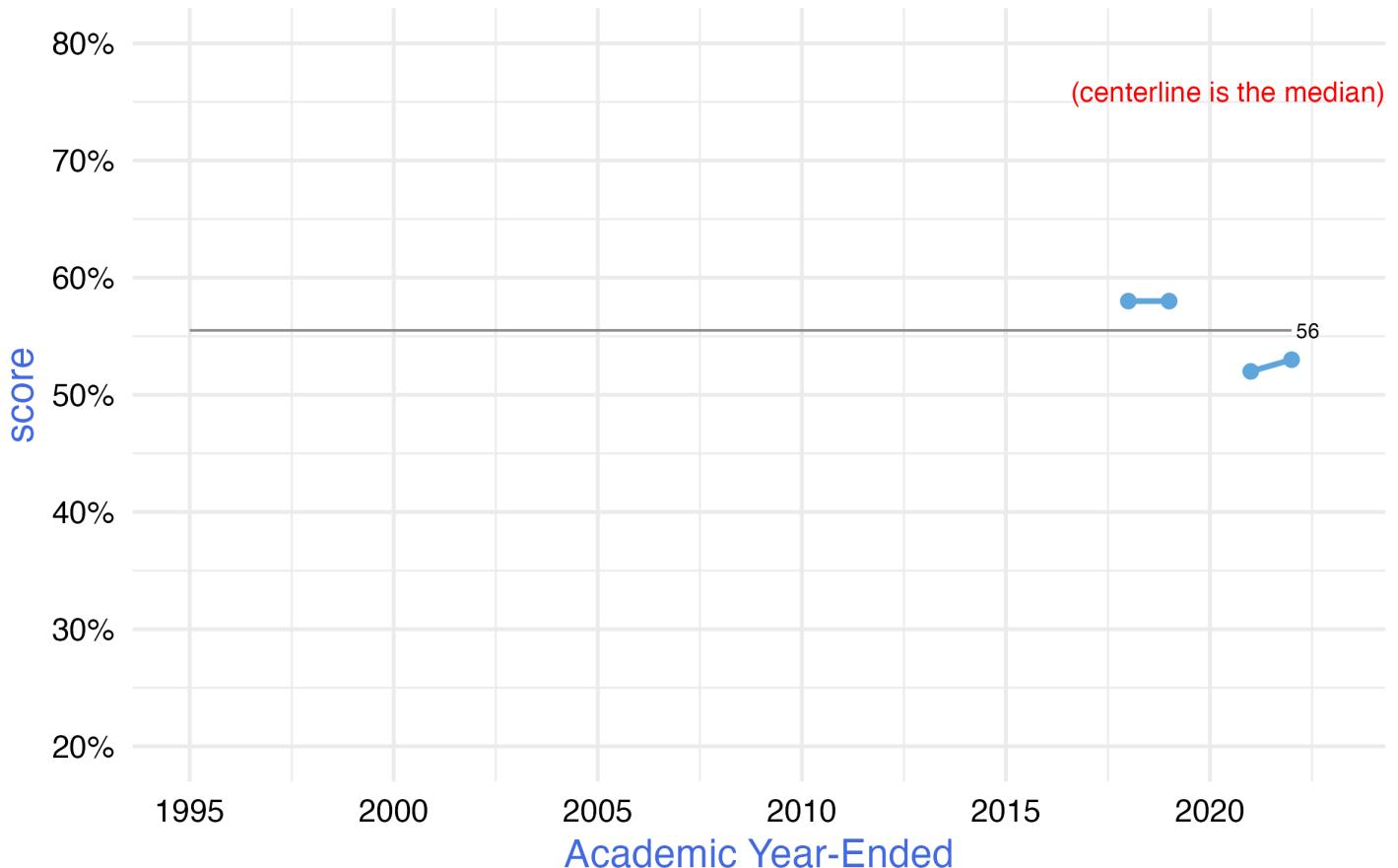
STAAR Scores by Subject

Level Achieved: Meets or Above

All Subjects Combined

Comment:

**Average STAAR Scores by Subject  
Classified as All Subjects  
In Grades - All, at the Level of Meets\_or\_Above  
for the Years Ended 1995 - 2022**

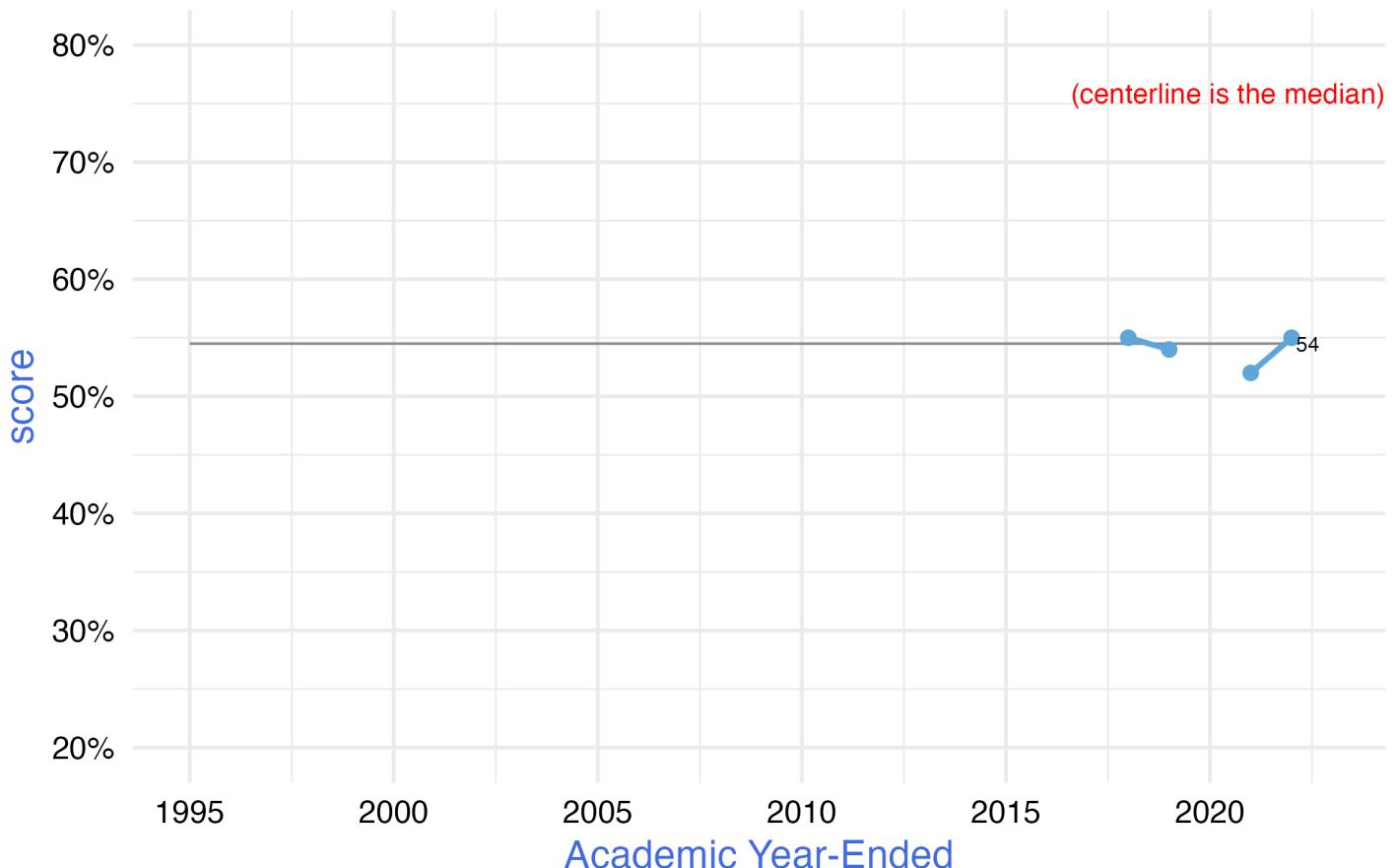


Source: <https://tea.texas.gov/reports-and-data>

## Reading/ELA

Comment:

### Average STAAR Scores by Subject Classified as Reading-ELA In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022



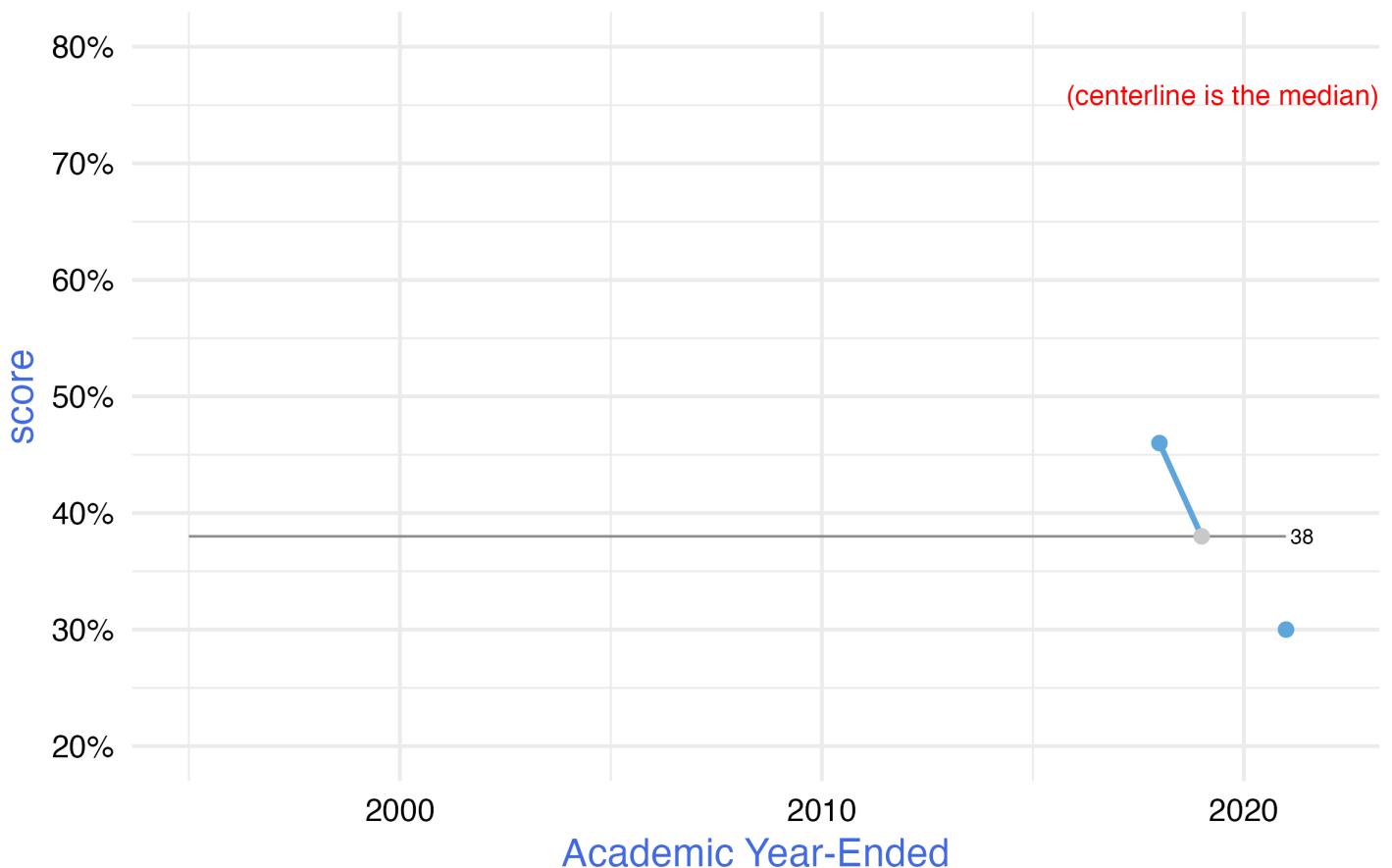
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

### Writing

Comment:

#### Average STAAR Scores by Subject Classified as Writing In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022

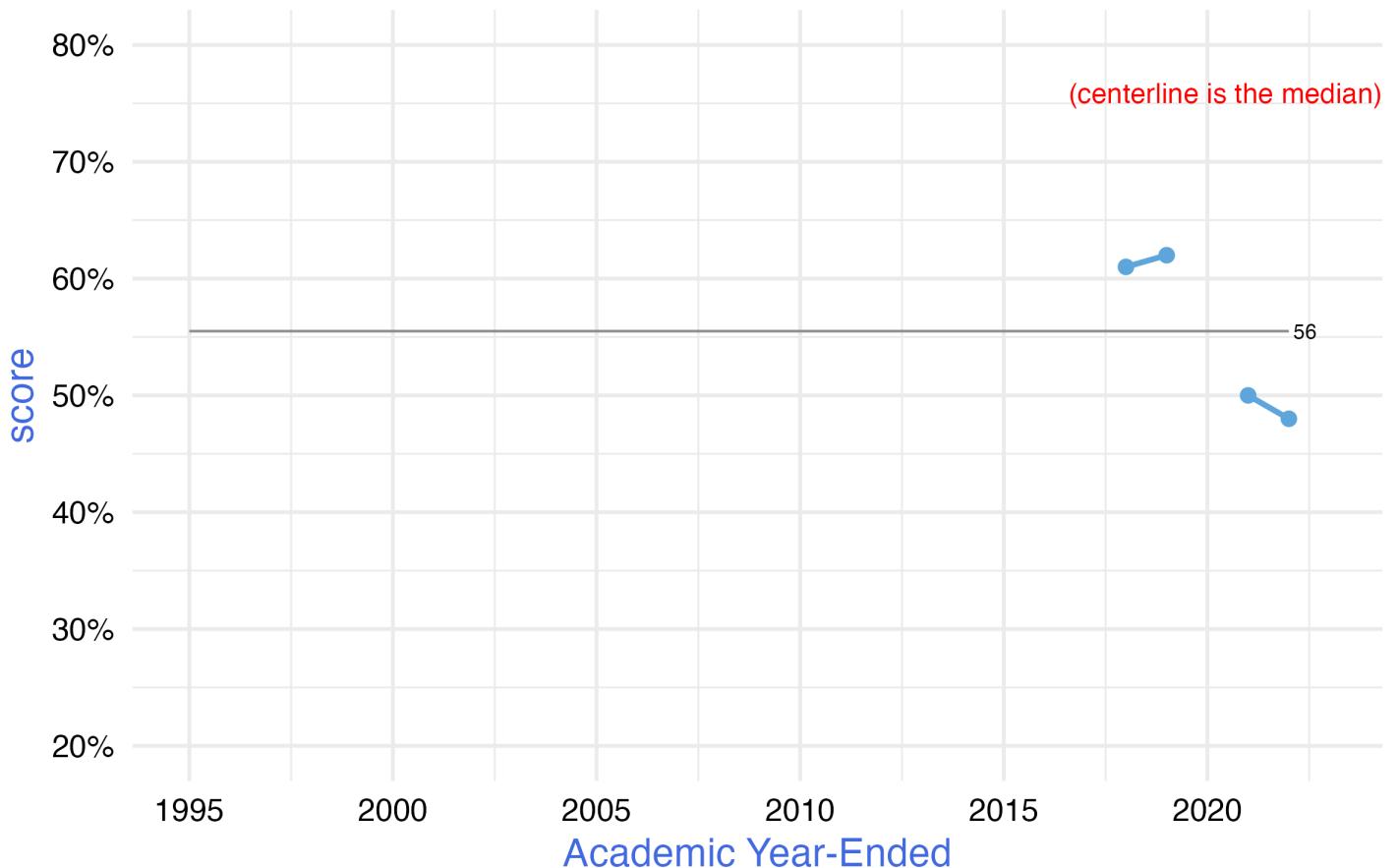


Source: <https://tea.texas.gov/reports-and-data>

## Mathematics

Comment:

### Average STAAR Scores by Subject Classified as Mathematics In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022



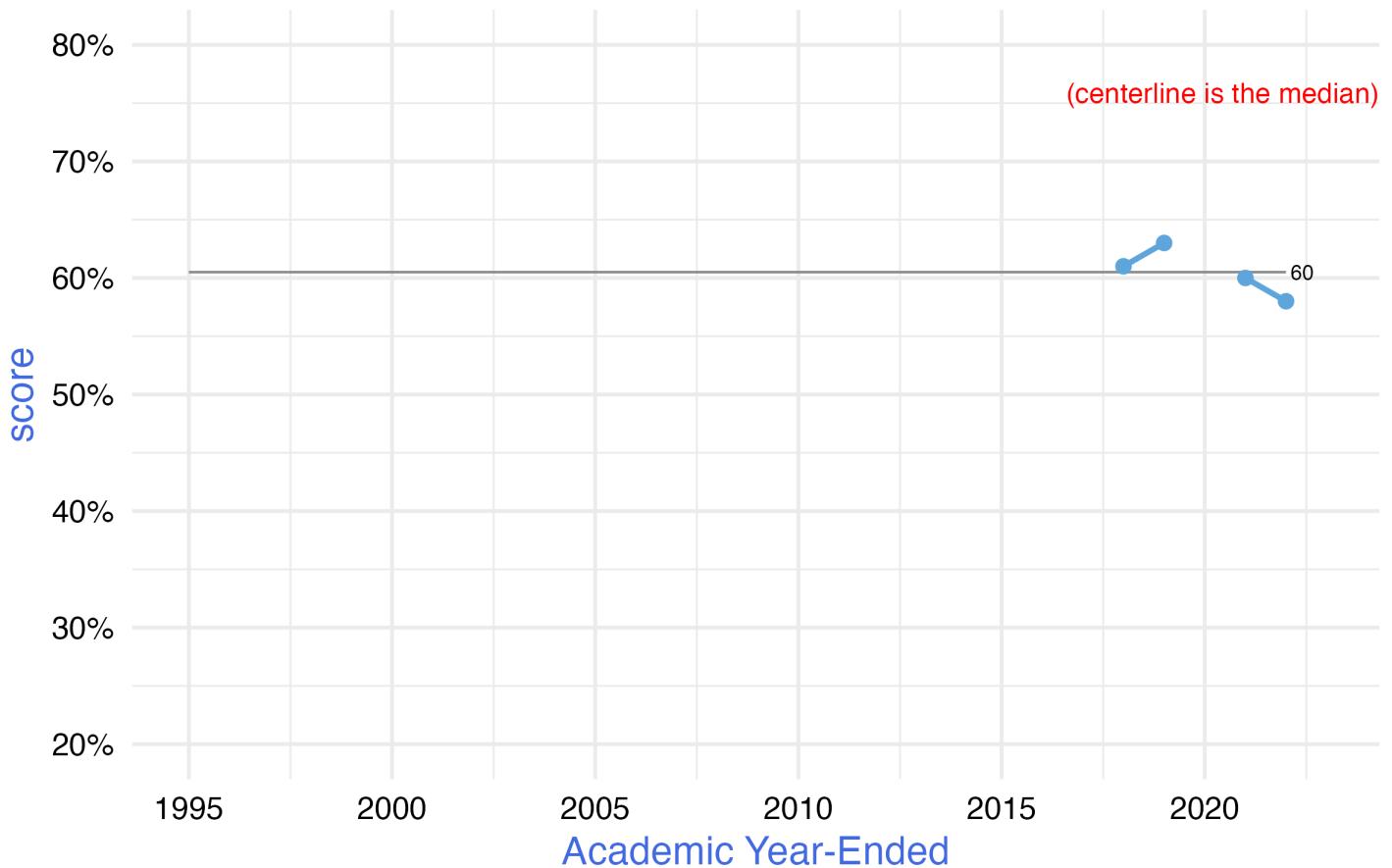
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

### Science

Comment:

#### Average STAAR Scores by Subject Classified as Science In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022

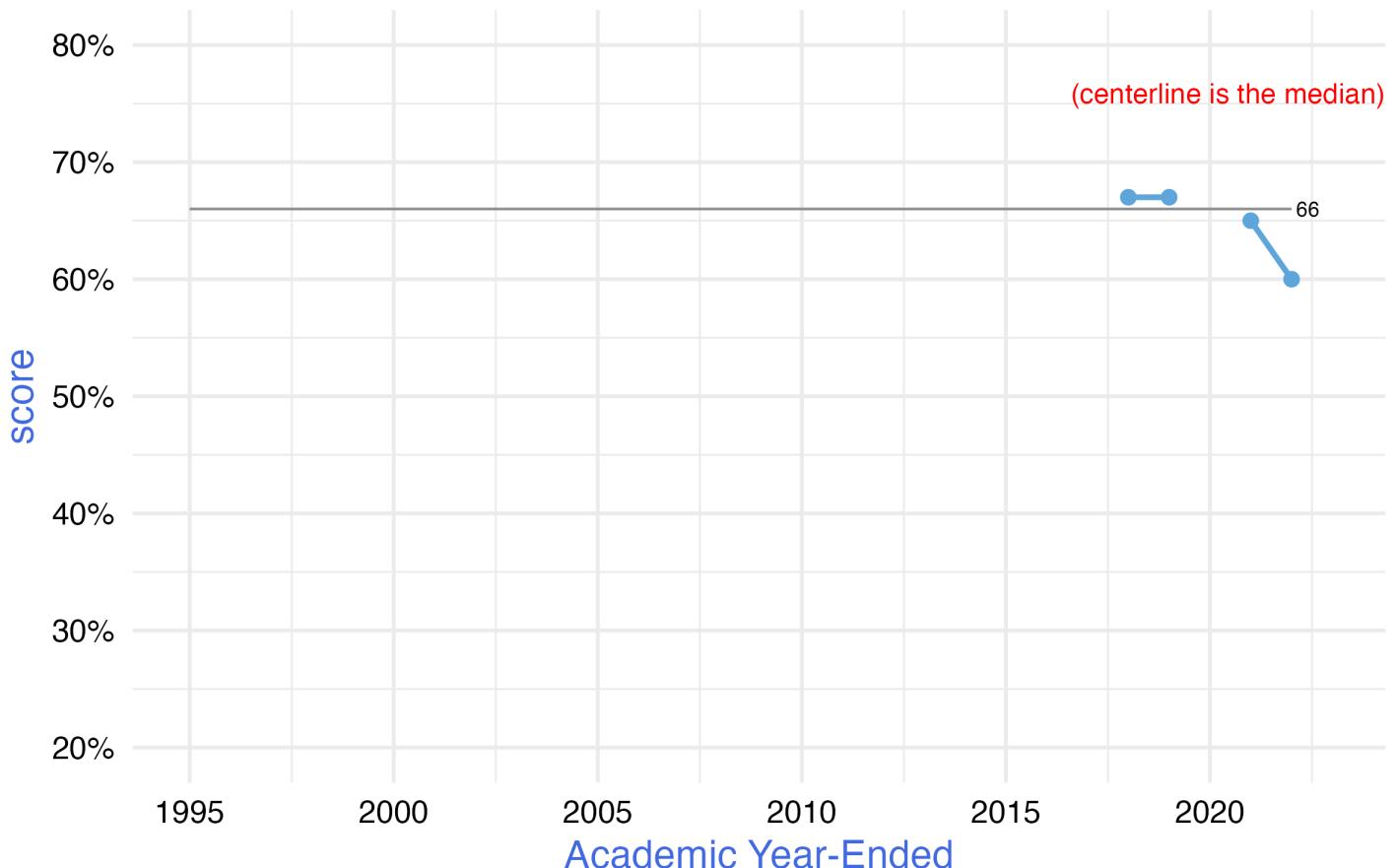


Source: <https://tea.texas.gov/reports-and-data>

## Social Studies

Comment:

### Average STAAR Scores by Subject Classified as Social Studies In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

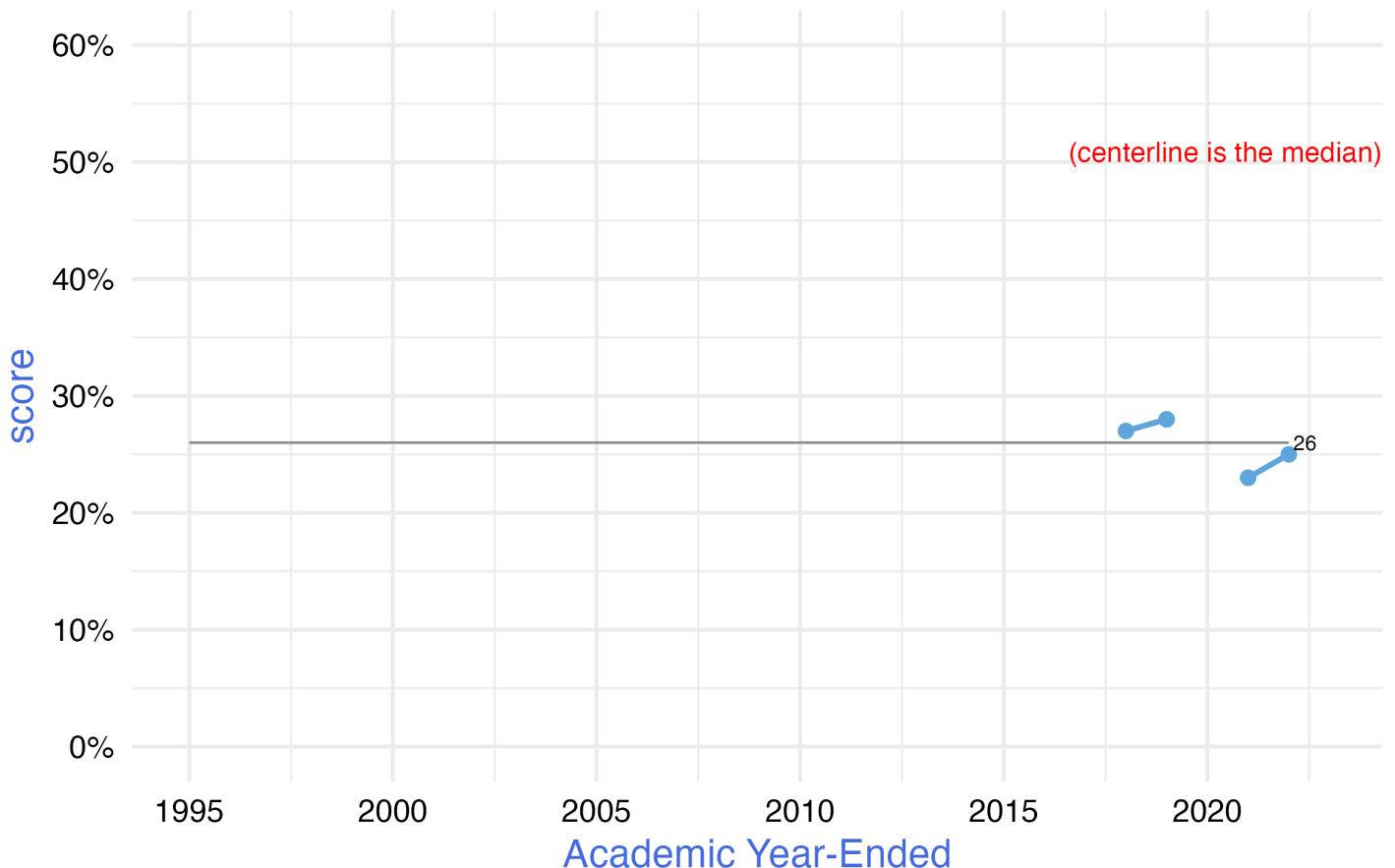
STAAR Scores by Subject

Level Achieved: Masters

All Subjects Combined

Comment:

**Average STAAR Scores by Subject  
Classified as All Subjects  
In Grades - All, at the Level of Masters  
for the Years Ended 1995 - 2022**

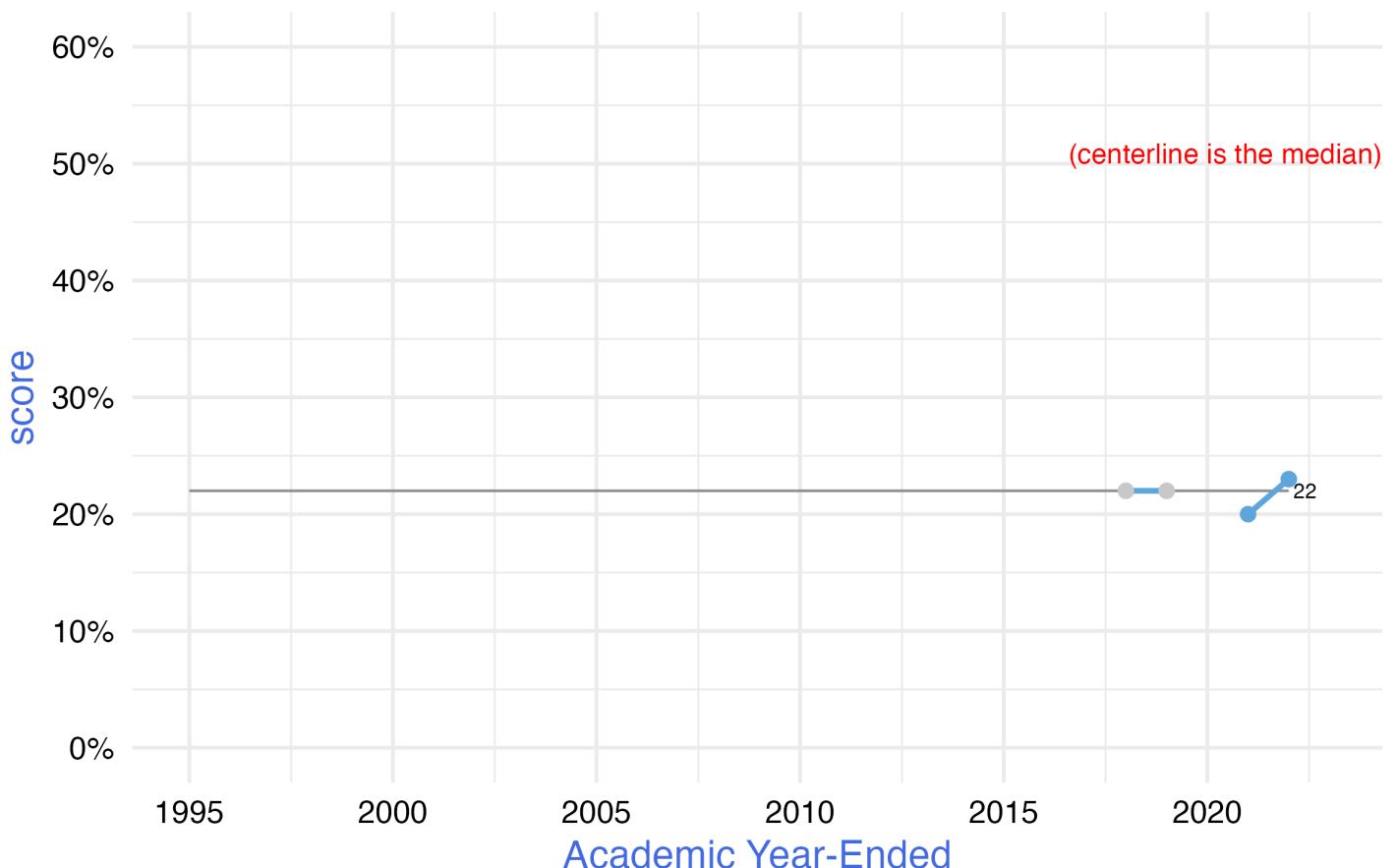


Source: <https://tea.texas.gov/reports-and-data>

## Reading/ELA

Comment:

### Average STAAR Scores by Subject Classified as Reading-ELA In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022



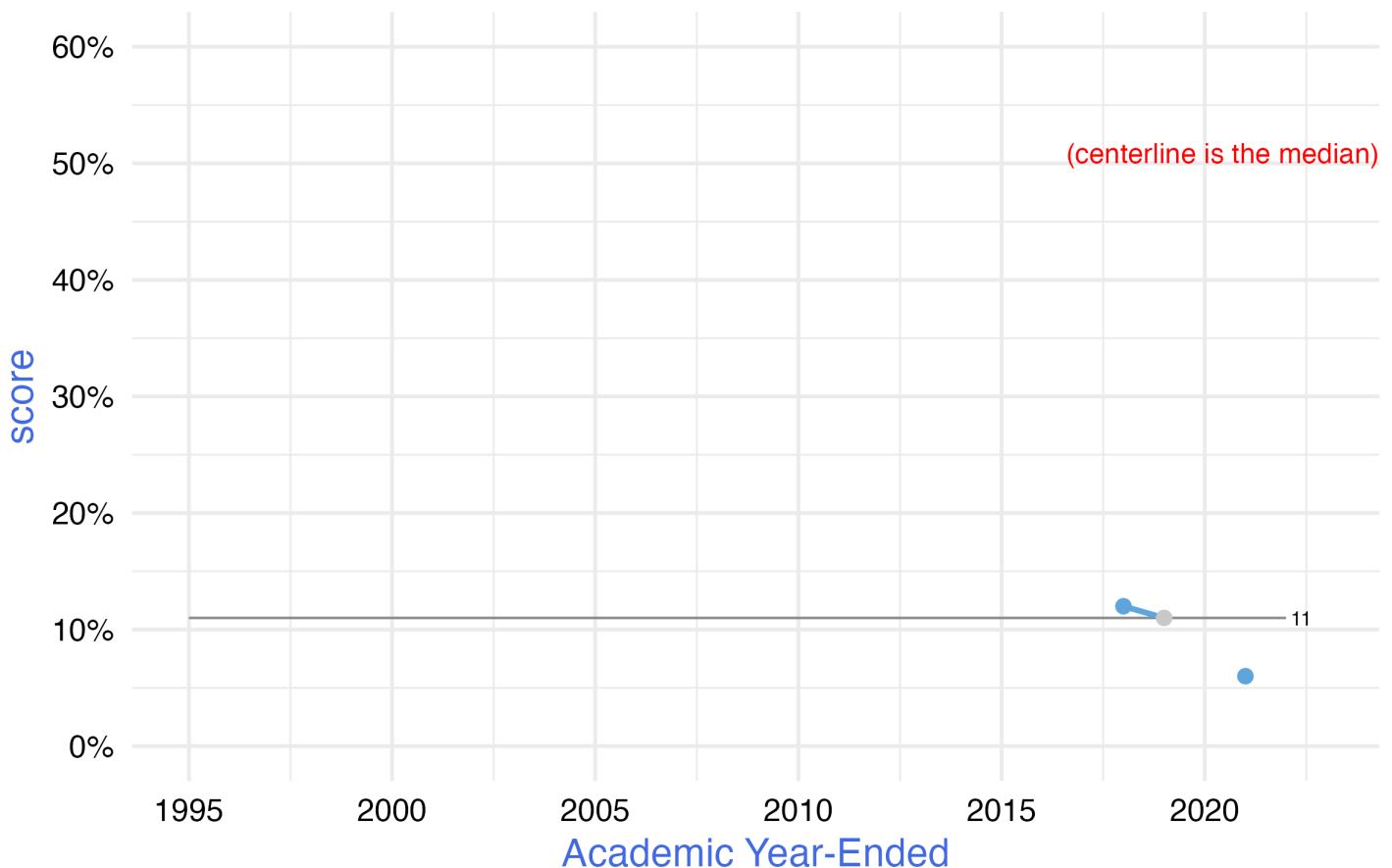
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

### Writing

Comment:

#### Average STAAR Scores by Subject Classified as Writing In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022

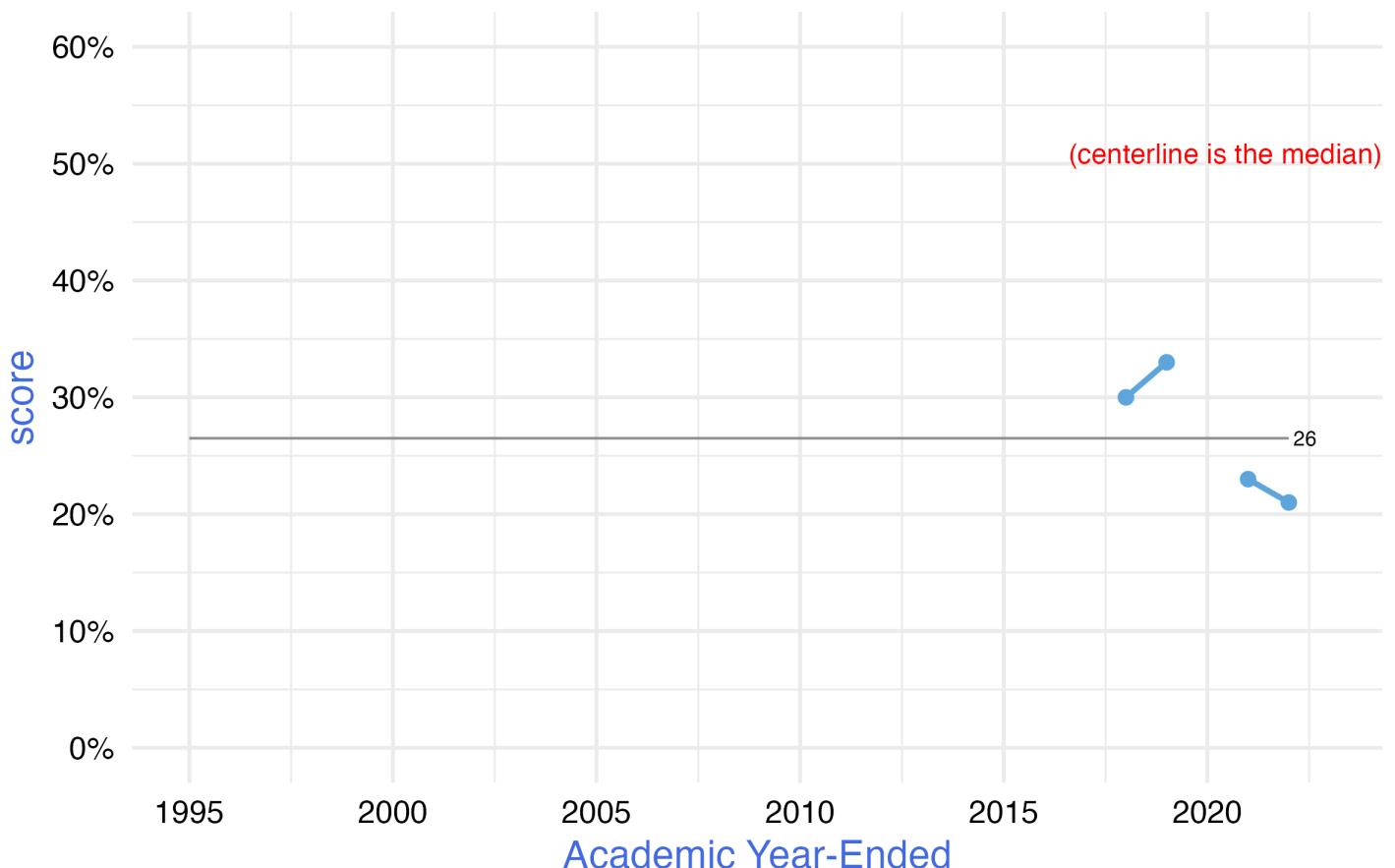


Source: <https://tea.texas.gov/reports-and-data>

## Mathematics

Comment:

### Average STAAR Scores by Subject Classified as Mathematics In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022



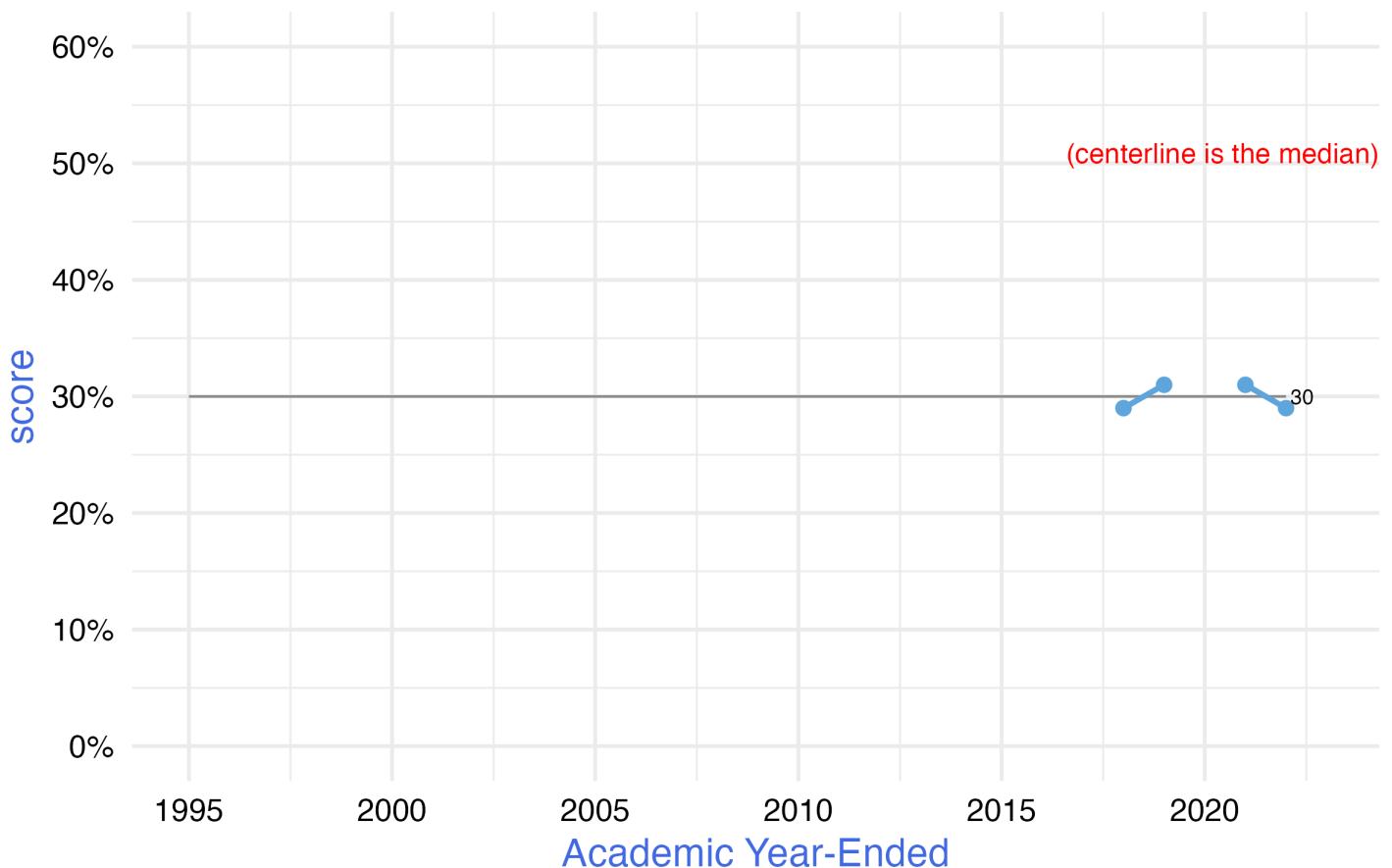
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

### Science

Comment:

#### Average STAAR Scores by Subject Classified as Science In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022

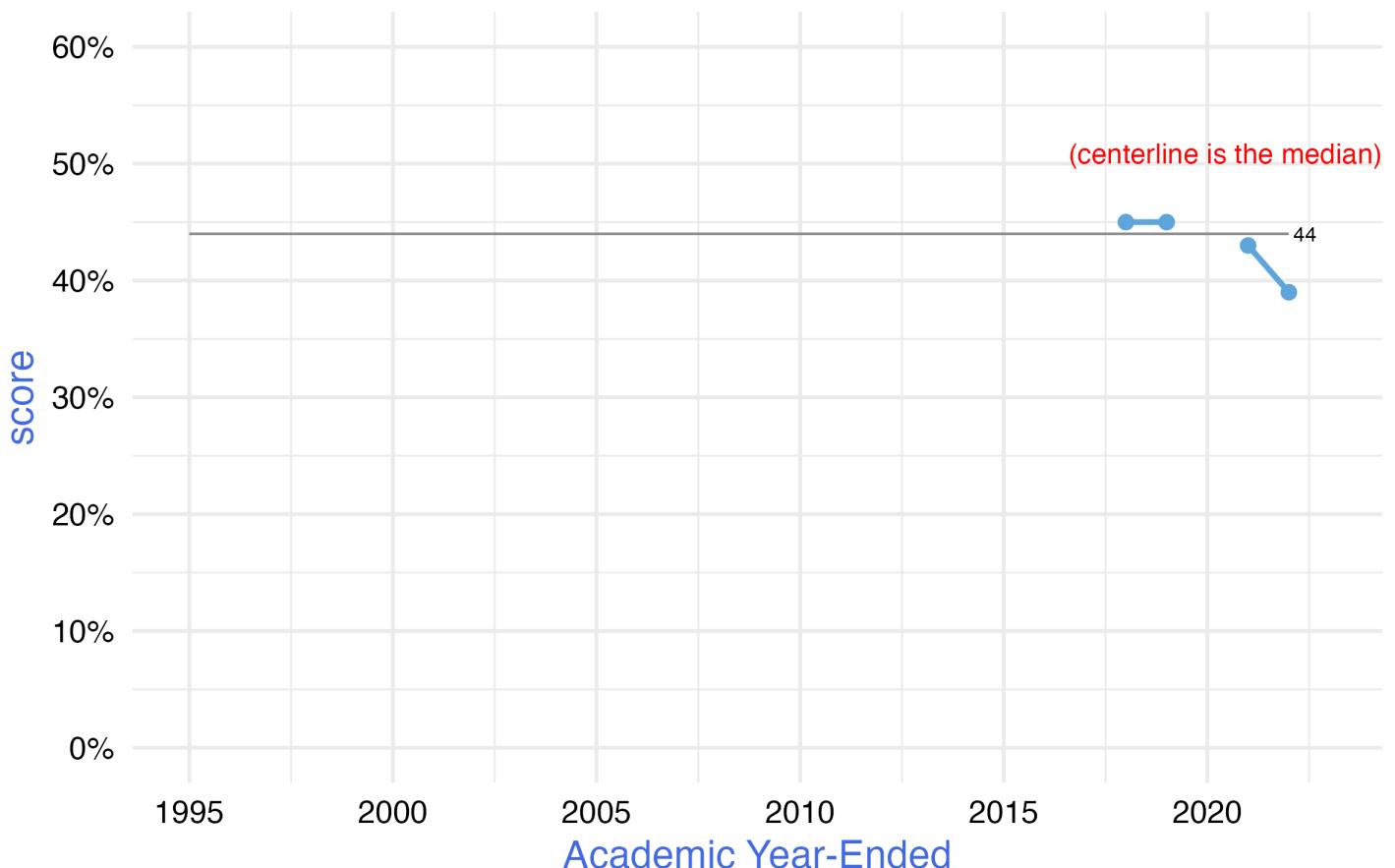


Source: <https://tea.texas.gov/reports-and-data>

## Social Studies

Comment:

### Average STAAR Scores by Subject Classified as Social Studies In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Subject

# STAAR Scores by Student Grouping

Summarizing performance by skin color, ethnicity, sex, economic level, etc. was mandated years ago by federal law. While the drafters of the law meant well, the results are a distraction at best, and destructive and divisive at worst. The practice presupposes that the groups are ‘all alike’ within the group. Ethnic groups labeled as ‘black’ are no more ‘all alike’ than all Hispanics, Asians, Whites or Pacific Islanders are ‘all alike.’

Yet, comparing groups this way assumes all members of the groups ARE all alike within the group and that the meaningful differences are between the groups. Time and time again the studies show that most meaningful differences are within the groups, not between them.

Led by academia, it has become popular to seize upon any ‘differences’ between groups, re-label the differences as ‘disparities’, and claim that those differences reflect differences in treatment of the groups by ‘someone’, usually the ‘system.’

This practice violates statistical principles, as well as moral and ethical principles. Accordingly, I steadfastly refuse to present data in a manner that invites comparisons that divide us and distract us from the fundamental goal of helping ALL students gain useful knowledge and skills for their futures.

Enjoy!

Enjoy!

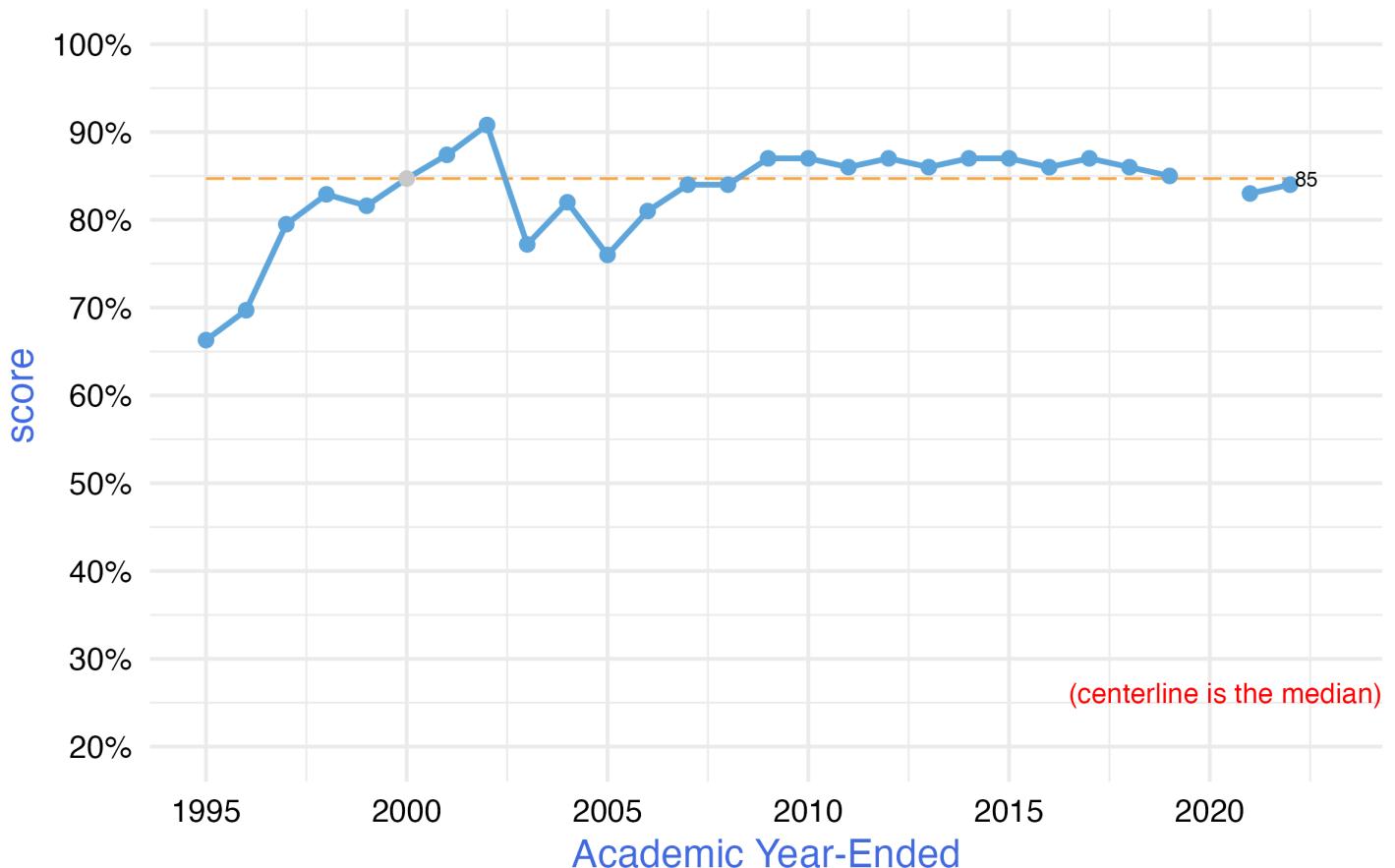
## STAAR Scores by Student Grouping

Level Achieved: Approaches and Higher

Students Classified as White

Comment:

### Average STAAR Scores for Students Classified as White In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022

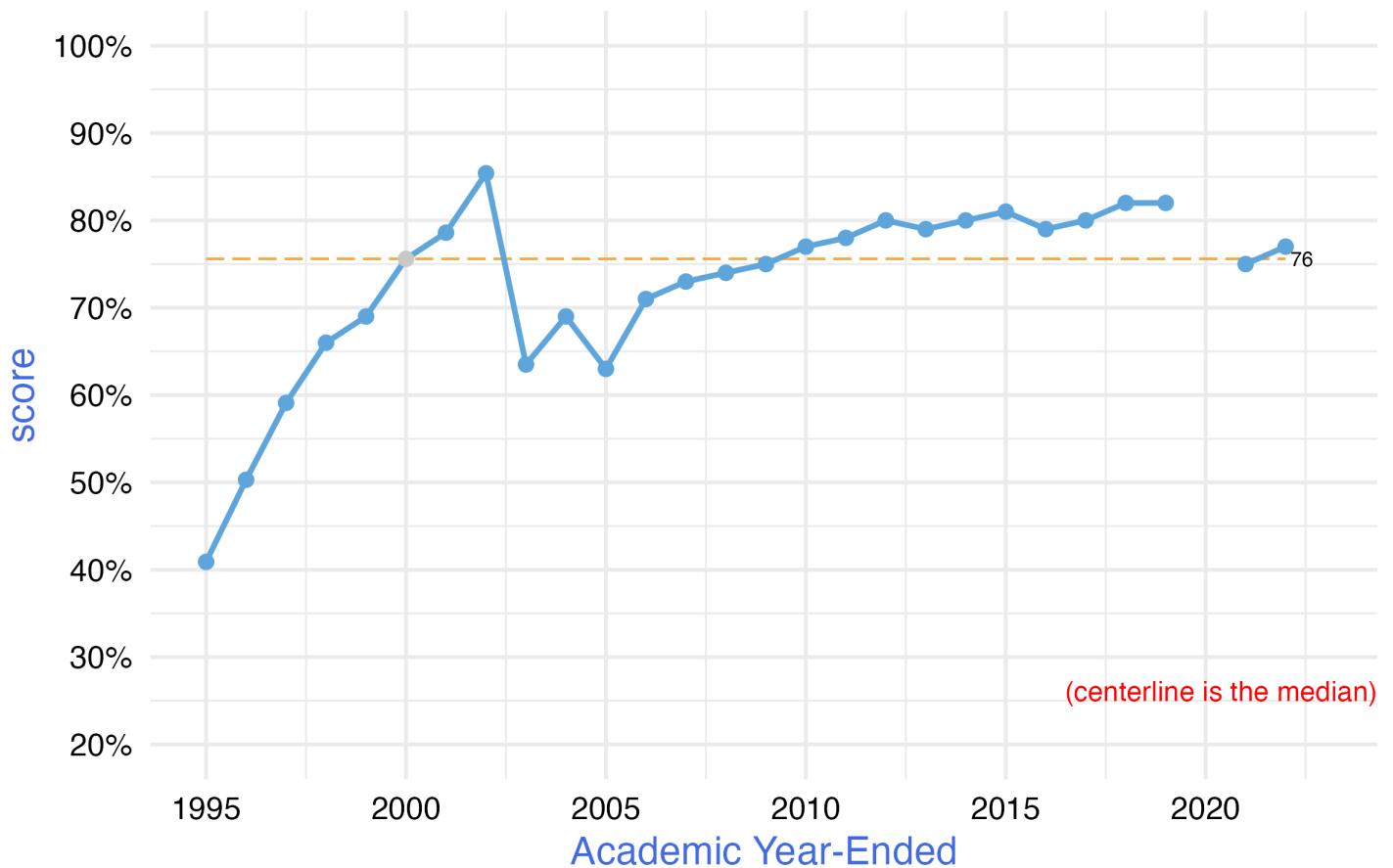


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as Hispanic

Comment:

### Average STAAR Scores for Students Classified as Hispanic In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022



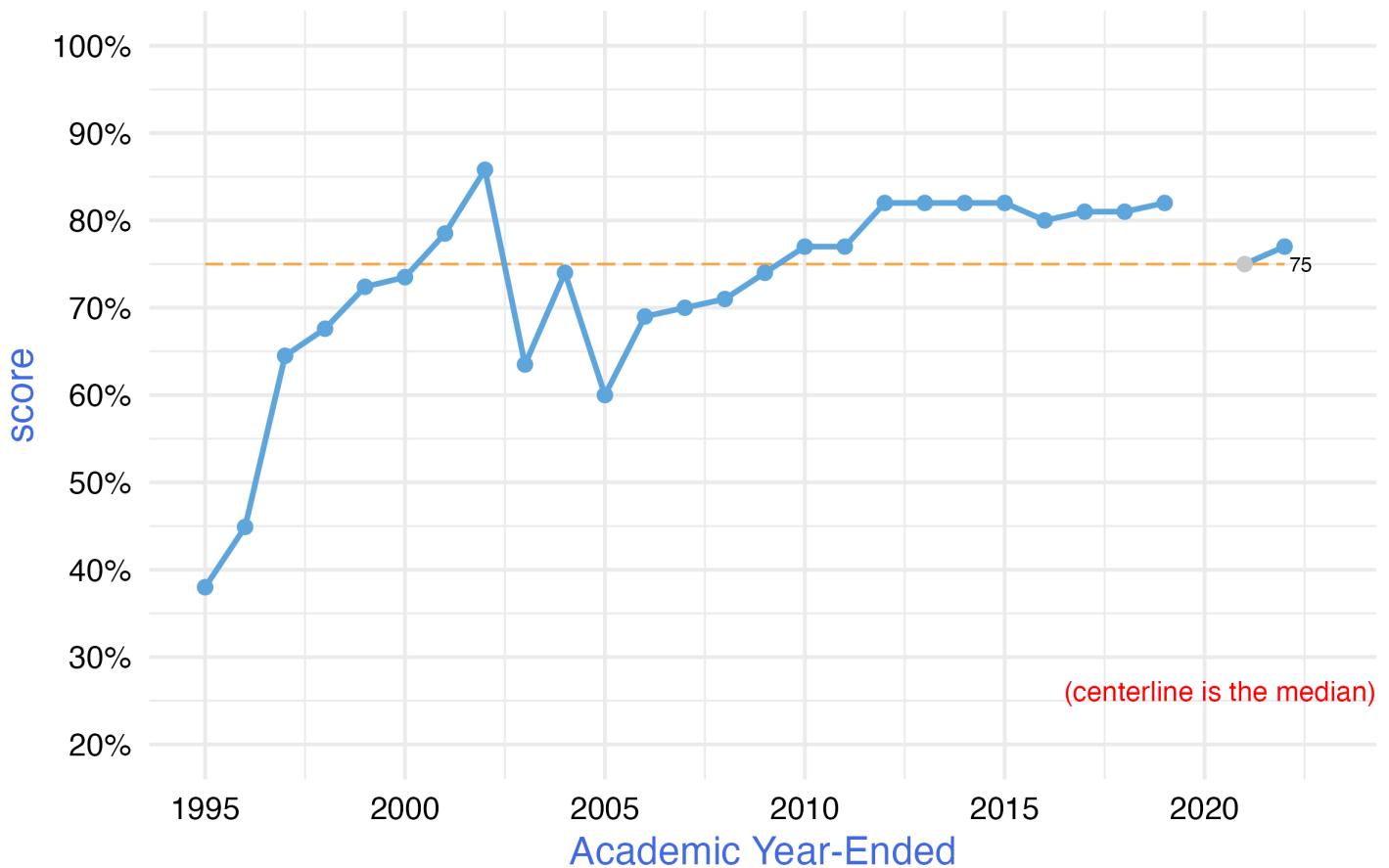
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as African American

Comment:

#### Average STAAR Scores for Students Classified as African American In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022

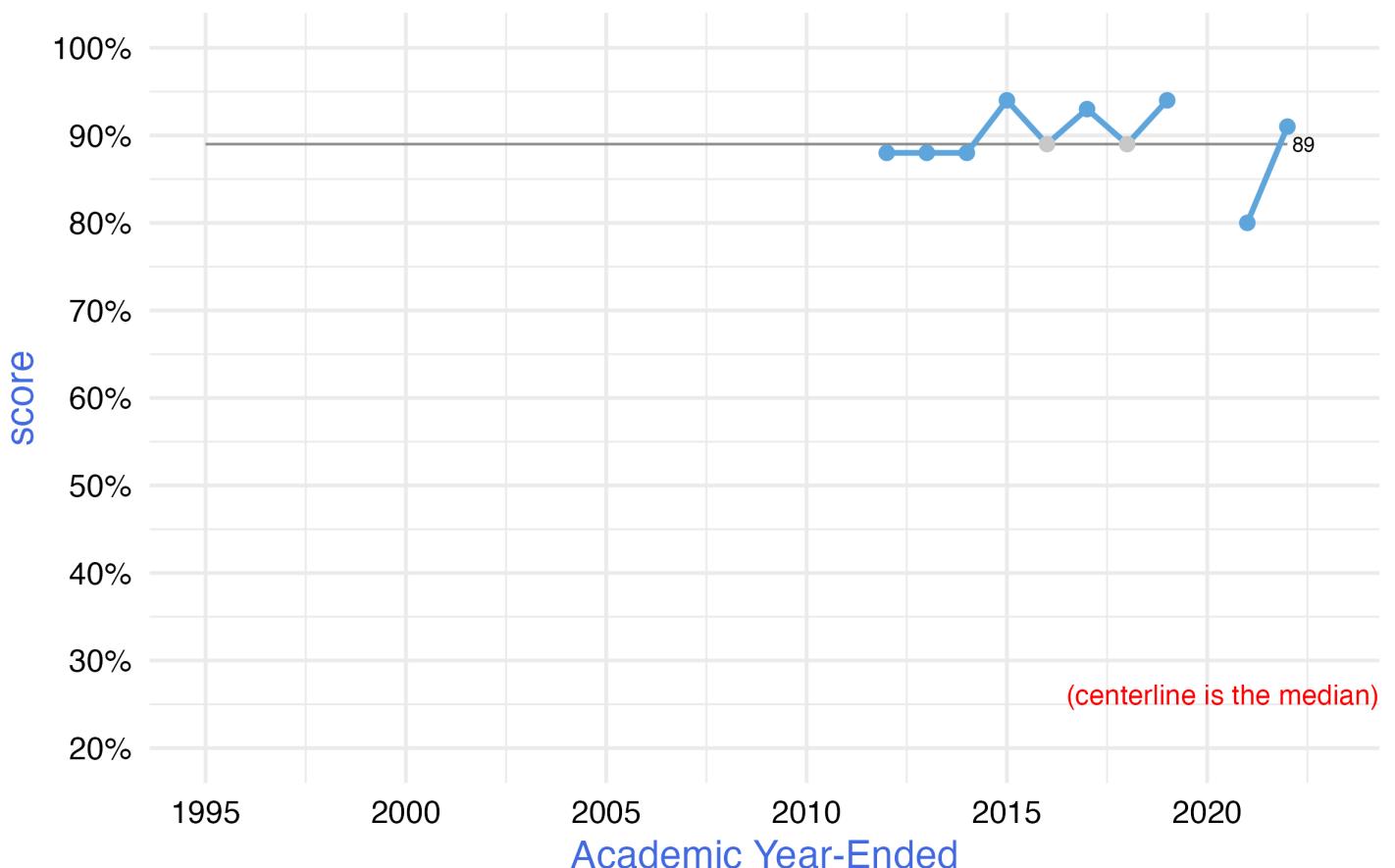


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as American Indian

Comment:

### Average STAAR Scores for Students Classified as American Indian In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022



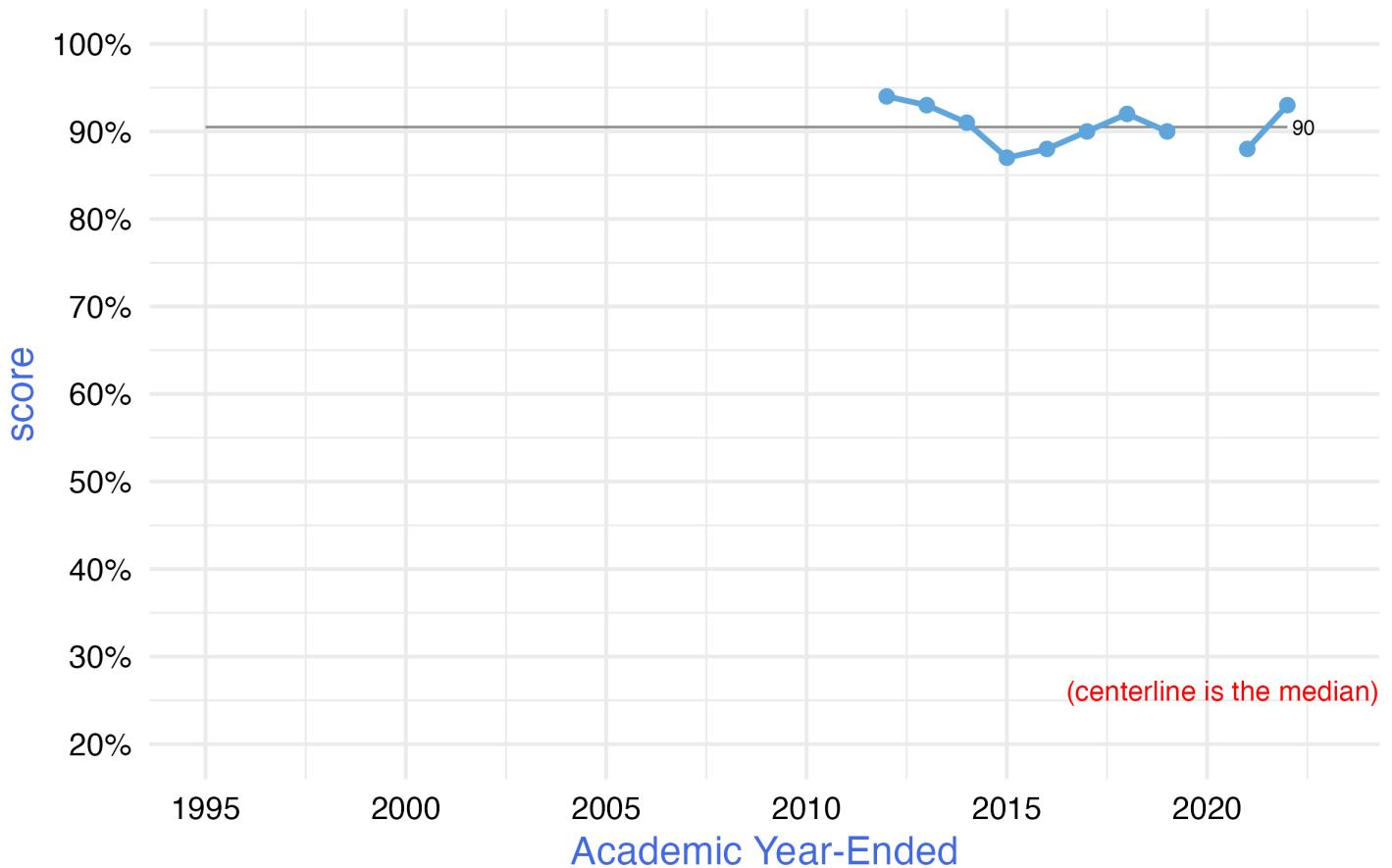
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as Asian

Comment:

#### Average STAAR Scores for Students Classified as Asian In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022

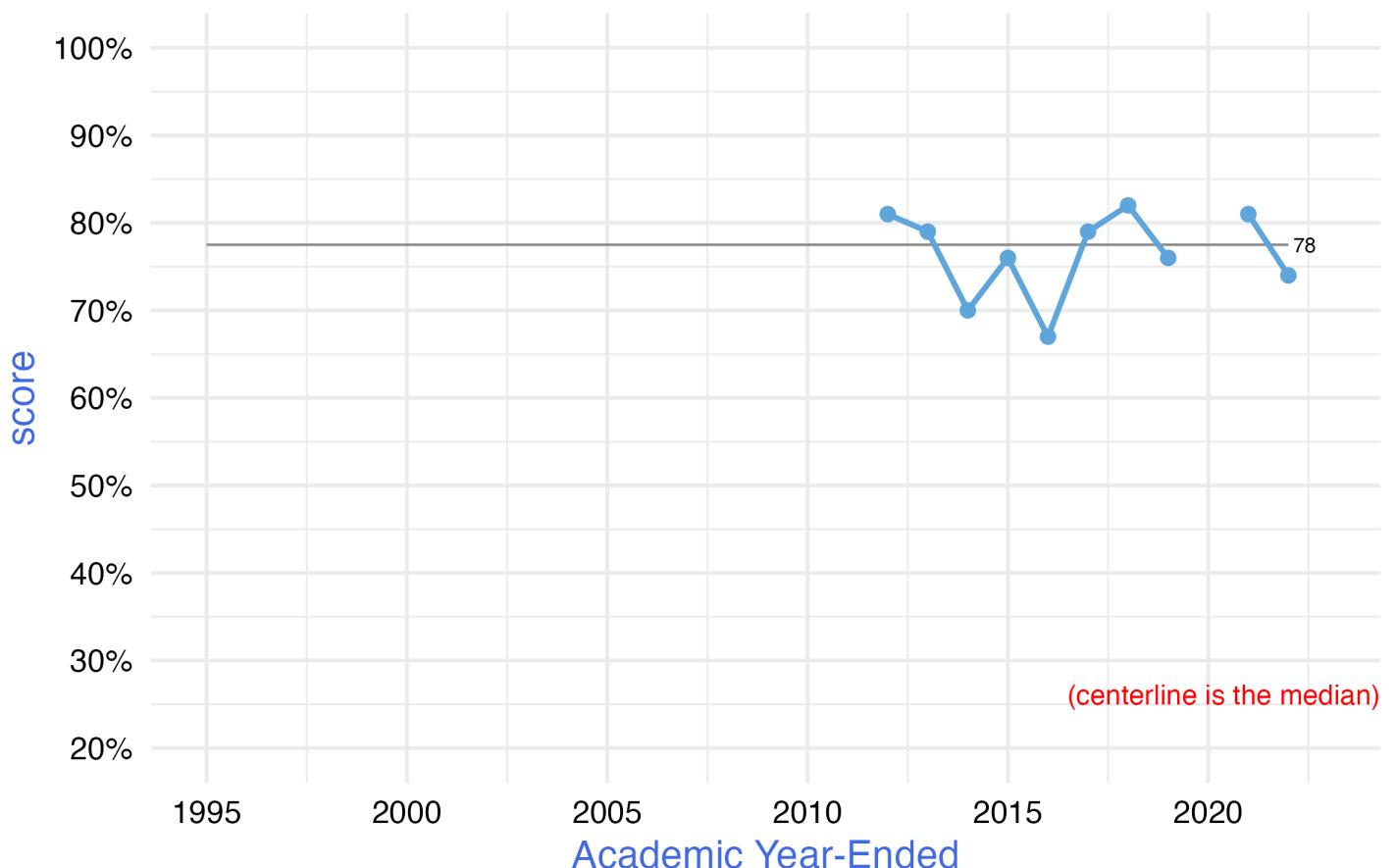


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as Pacific Islander

Comment:

### Average STAAR Scores for Students Classified as Pacific Islander In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022



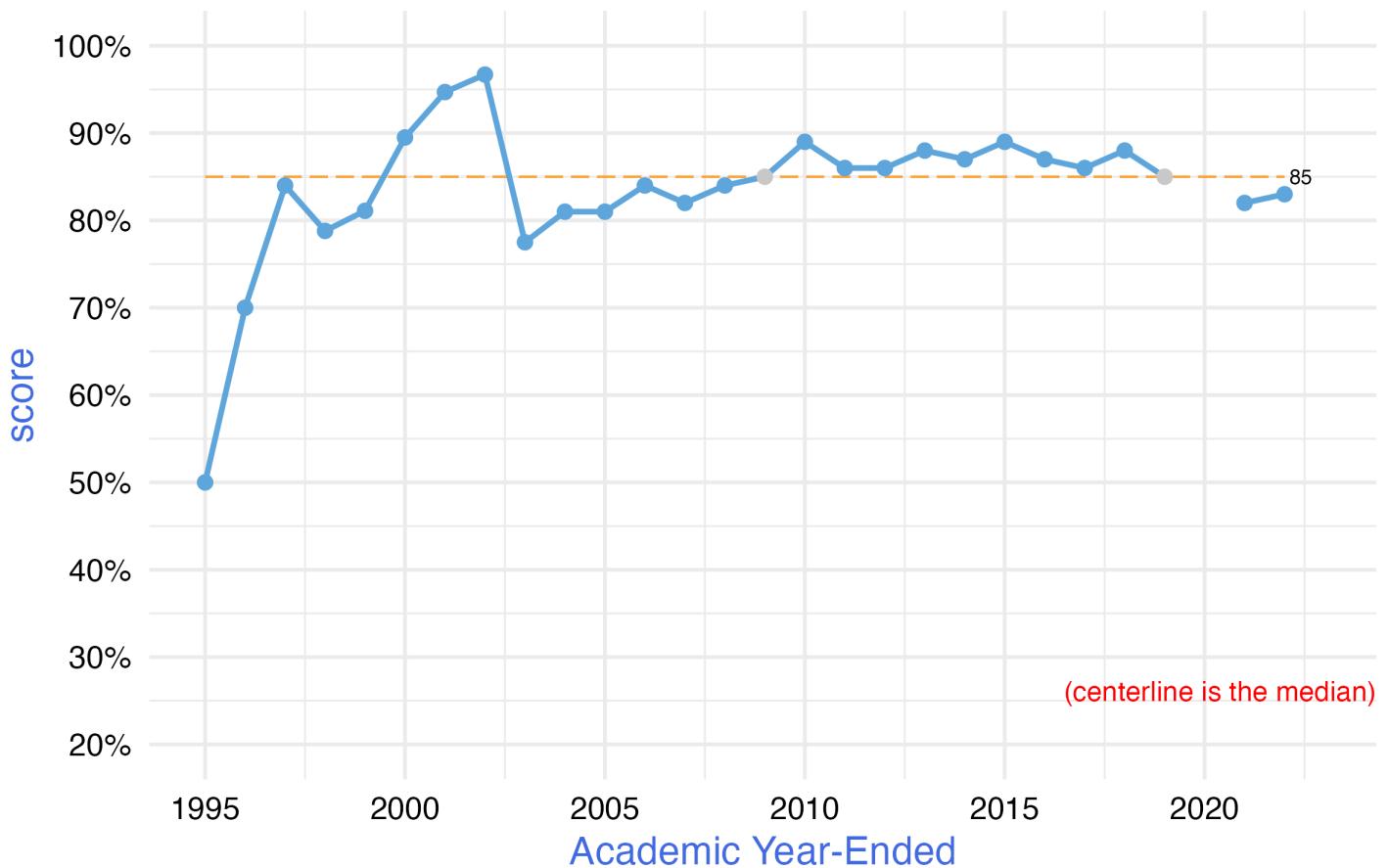
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as 2 or More Races

Comment:

#### Average STAAR Scores for Students Classified as 2 or More Races In Grades - All, at the Level of Approaches\_or\_Above for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

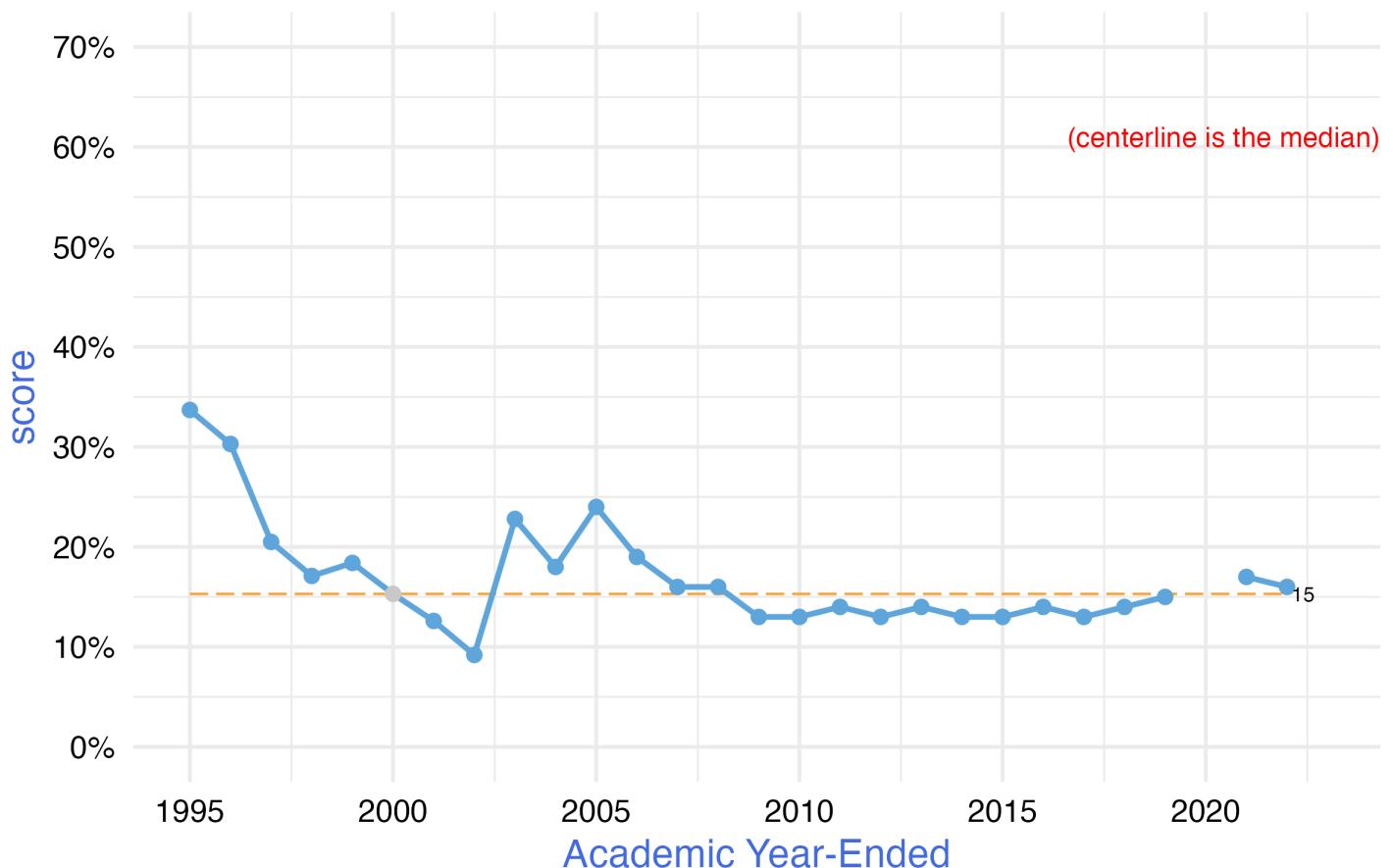
Level Achieved: Failing

Level Achieved: Failing

Students Classified as White

Comment:

**Average STAAR Scores for Students  
Classified as White  
In Grades - All, at the Level of Failing  
for the Years Ended 1995 - 2022**



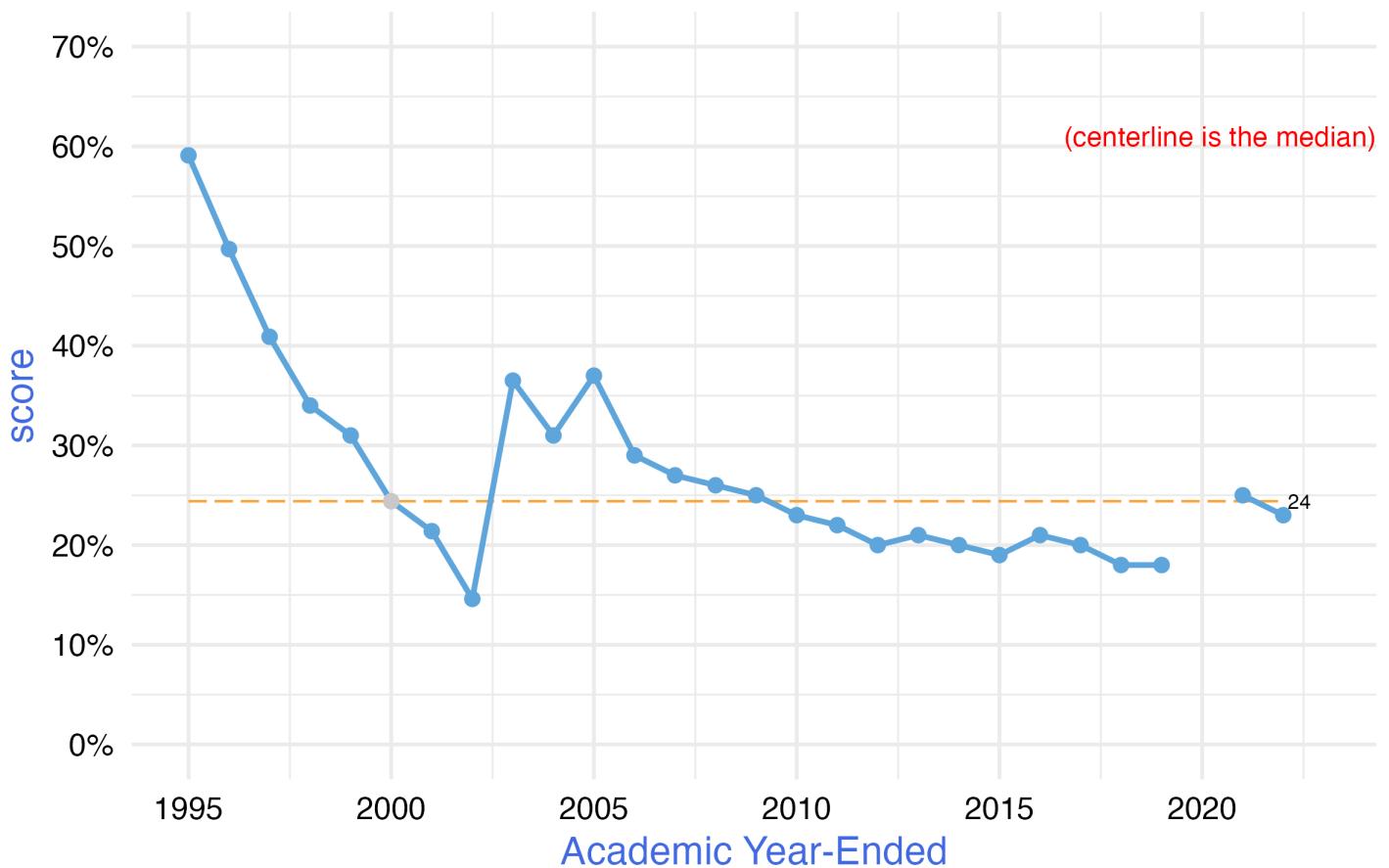
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as Hispanic

Comment:

#### Average STAAR Scores for Students Classified as Hispanic In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022

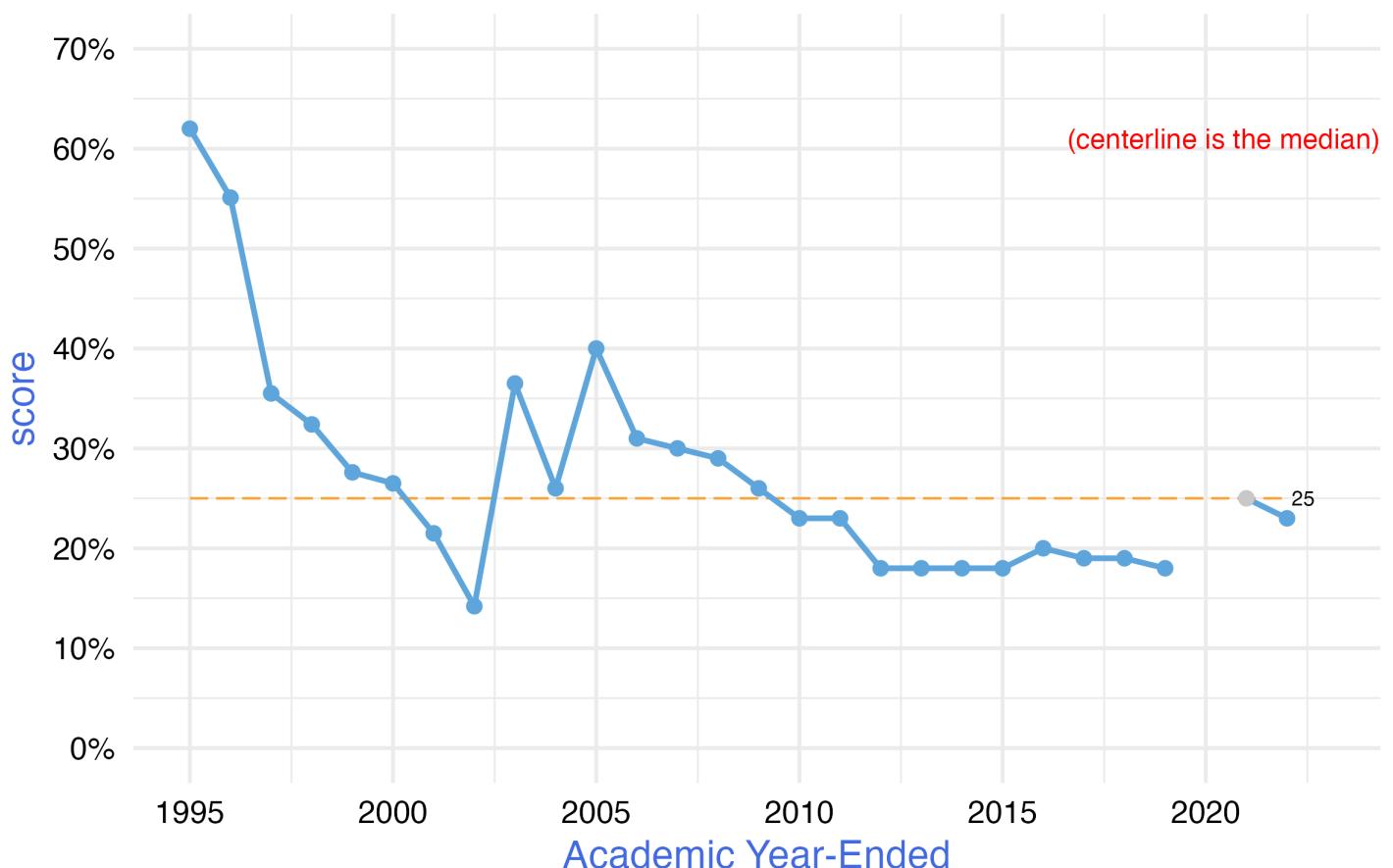


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as African American

Comment:

### Average STAAR Scores for Students Classified as African American In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022



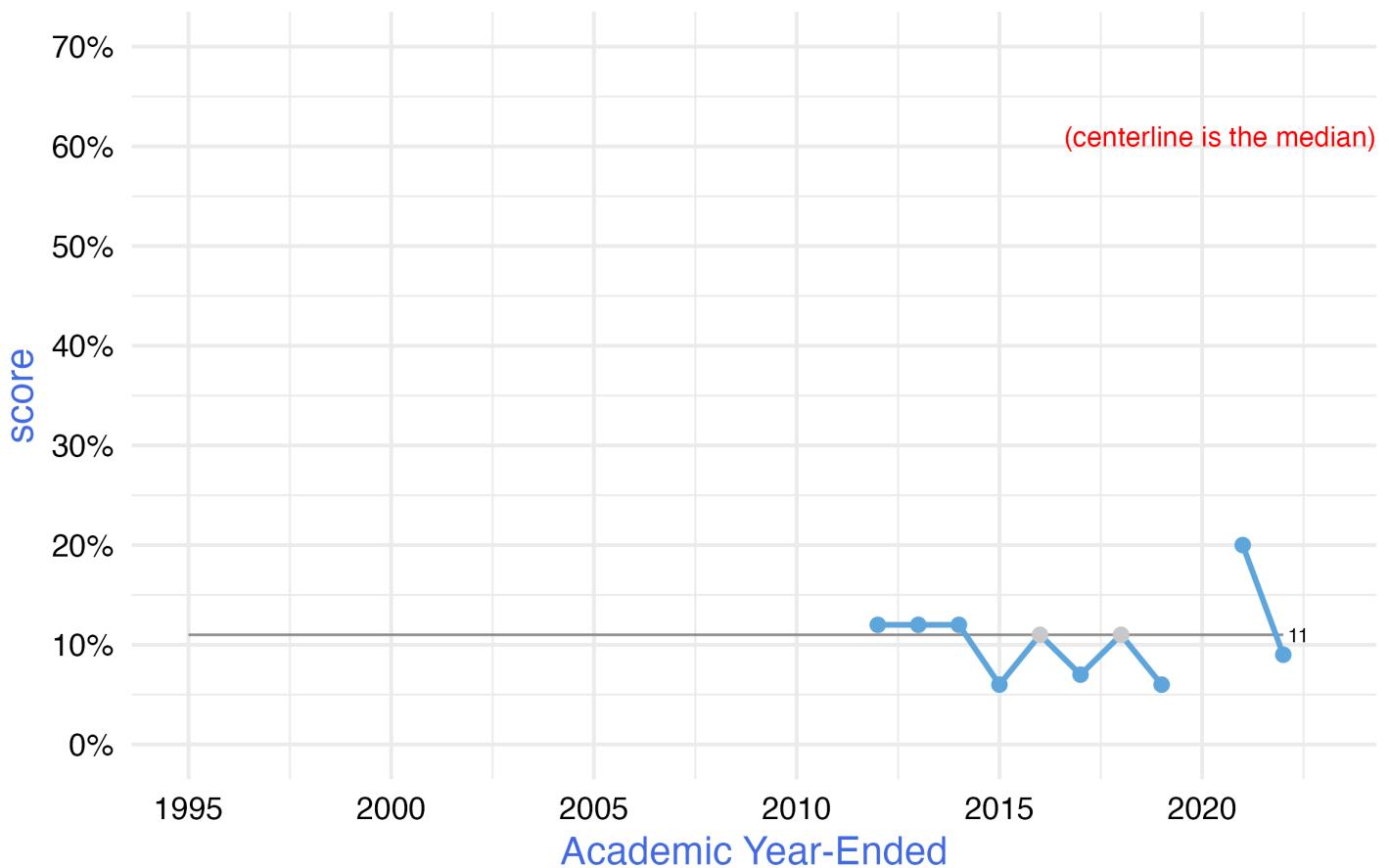
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as American Indian

Comment:

#### Average STAAR Scores for Students Classified as American Indian In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022

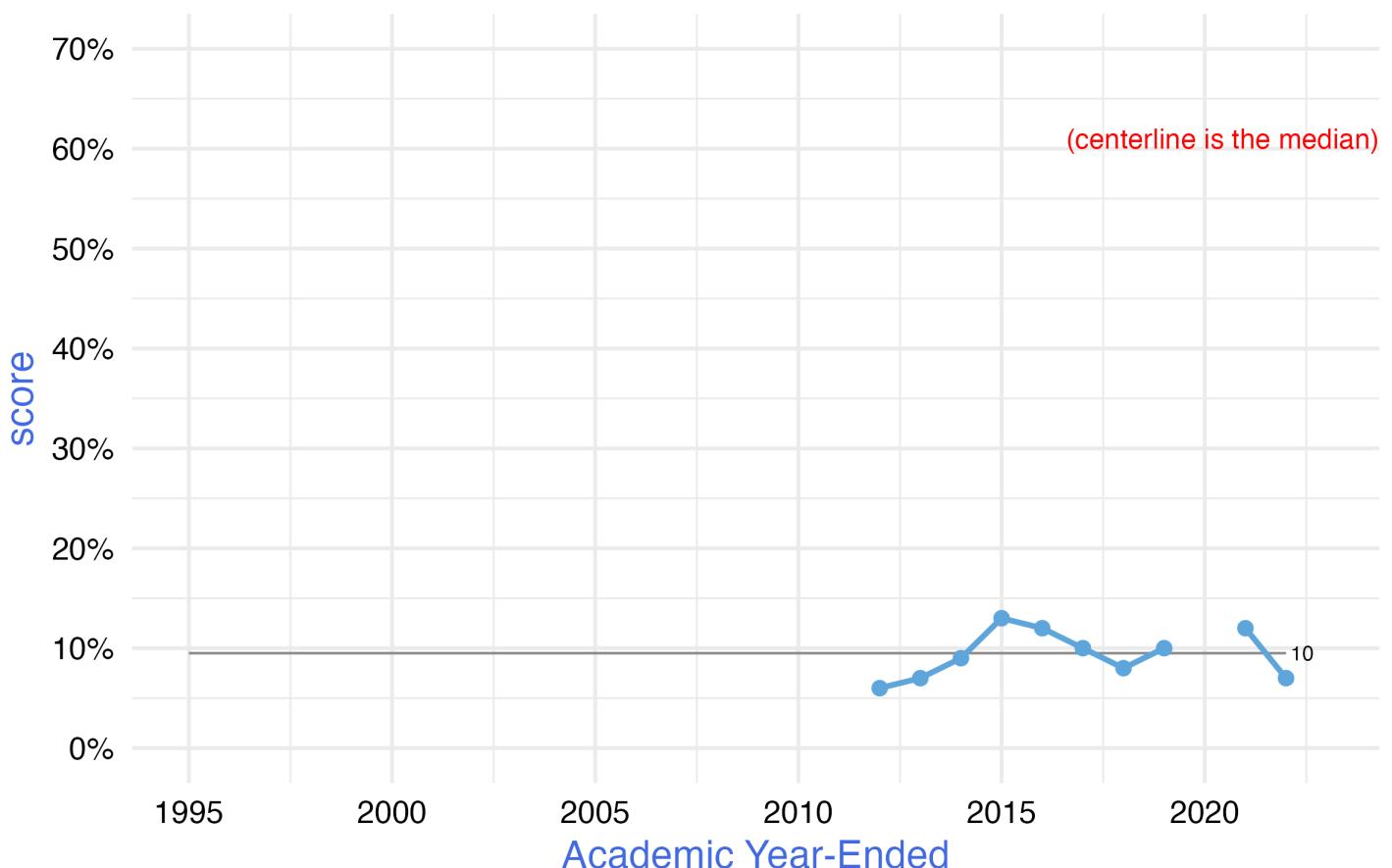


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as Asian

Comment:

### Average STAAR Scores for Students Classified as Asian In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022



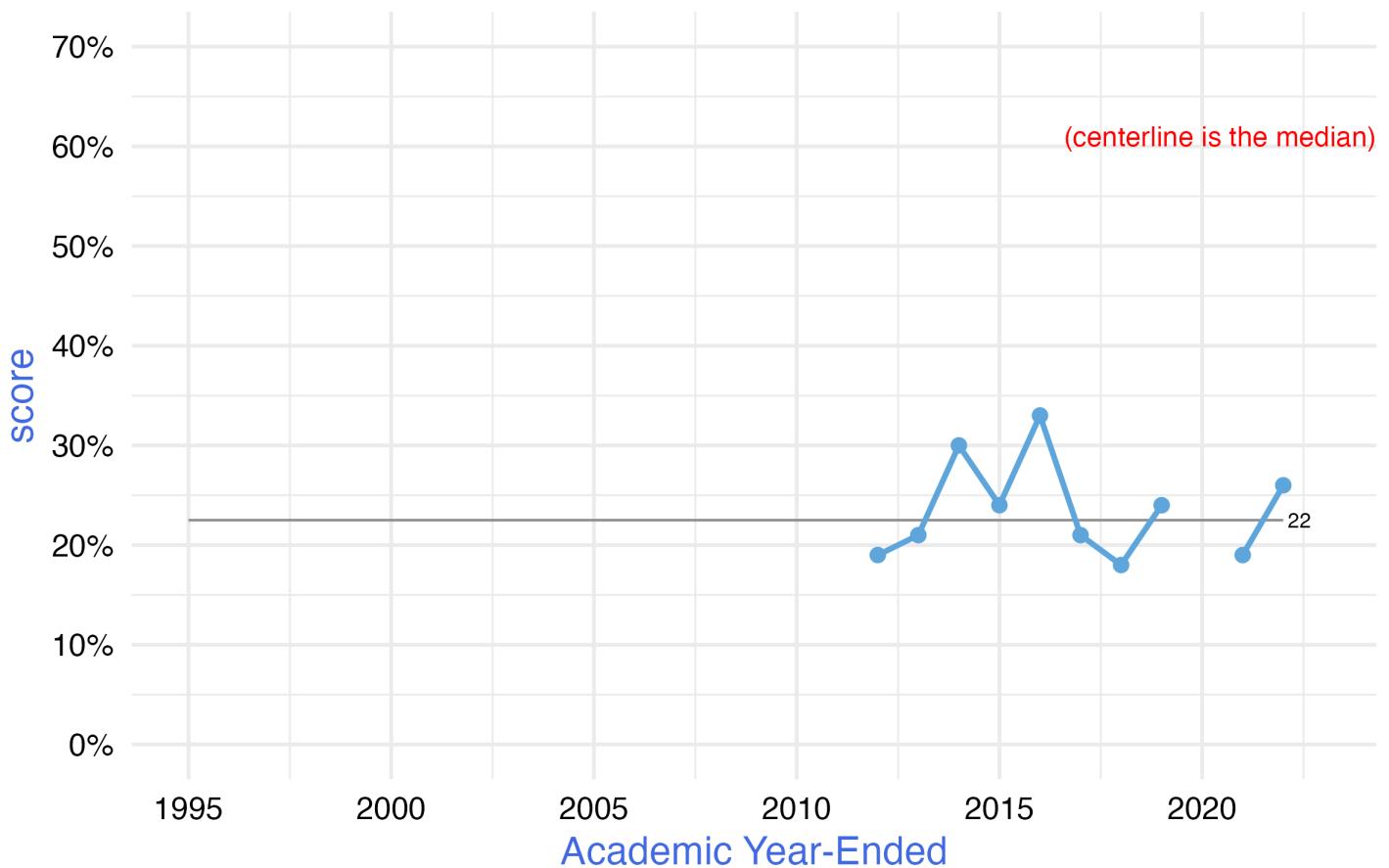
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as Pacific Islander

Comment:

#### Average STAAR Scores for Students Classified as Pacific Islander In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022

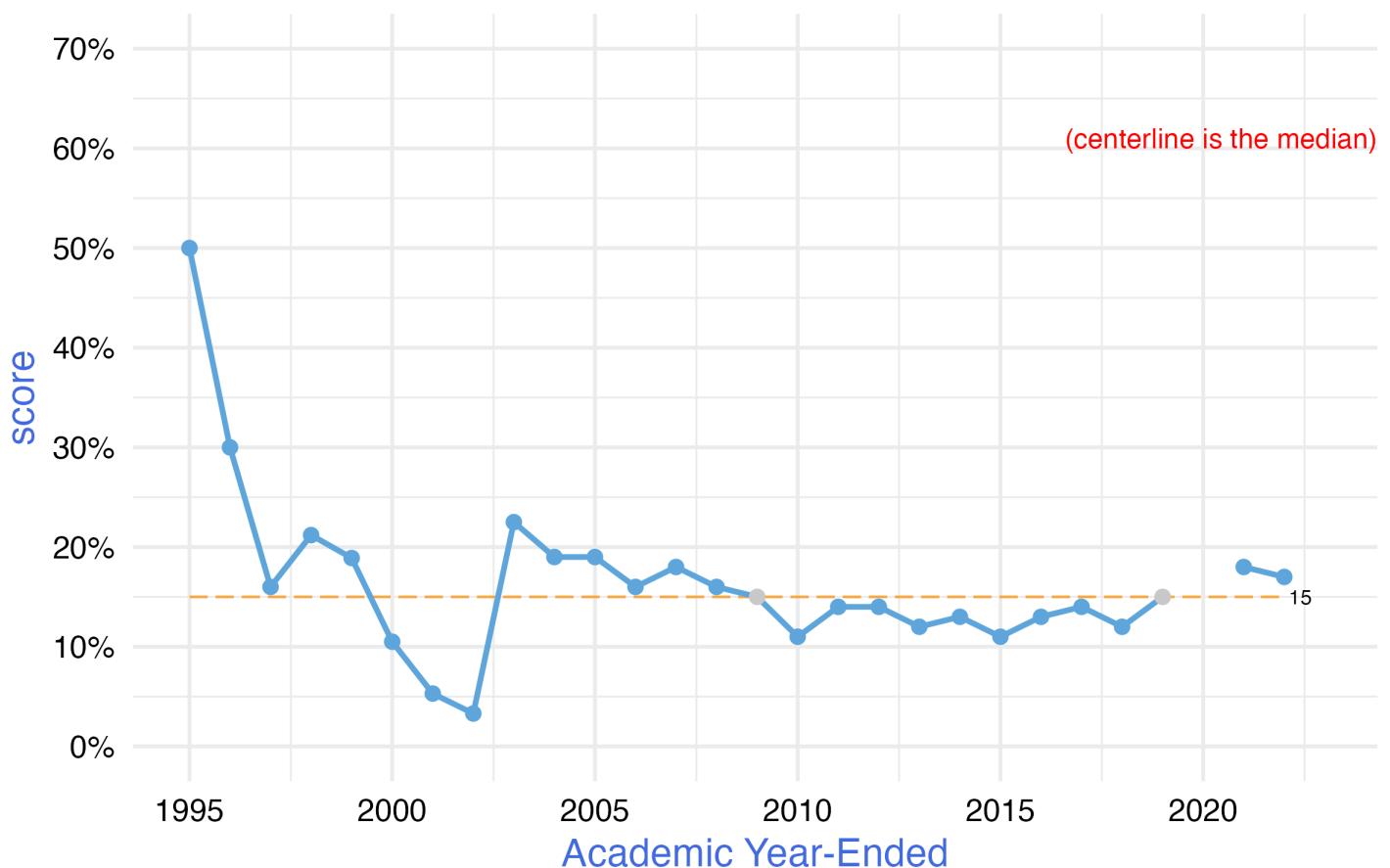


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as 2 or More Races

Comment:

### Average STAAR Scores for Students Classified as 2 or More Races In Grades - All, at the Level of Failing for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

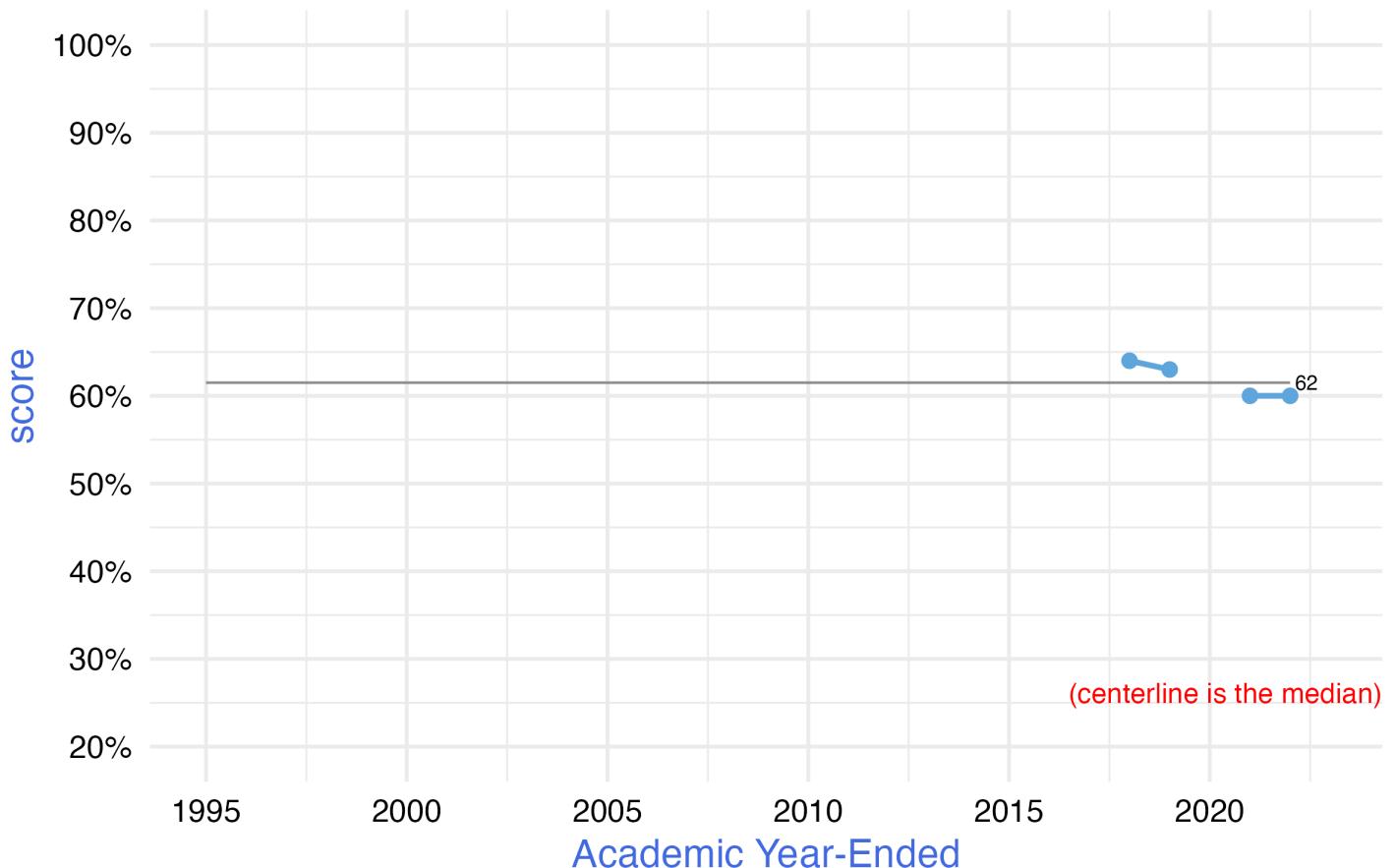
## STAAR Scores by Student Grouping

Level Achieved: Meets or Above

Students Classified as White

Comment:

### Average STAAR Scores for Students Classified as White In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022

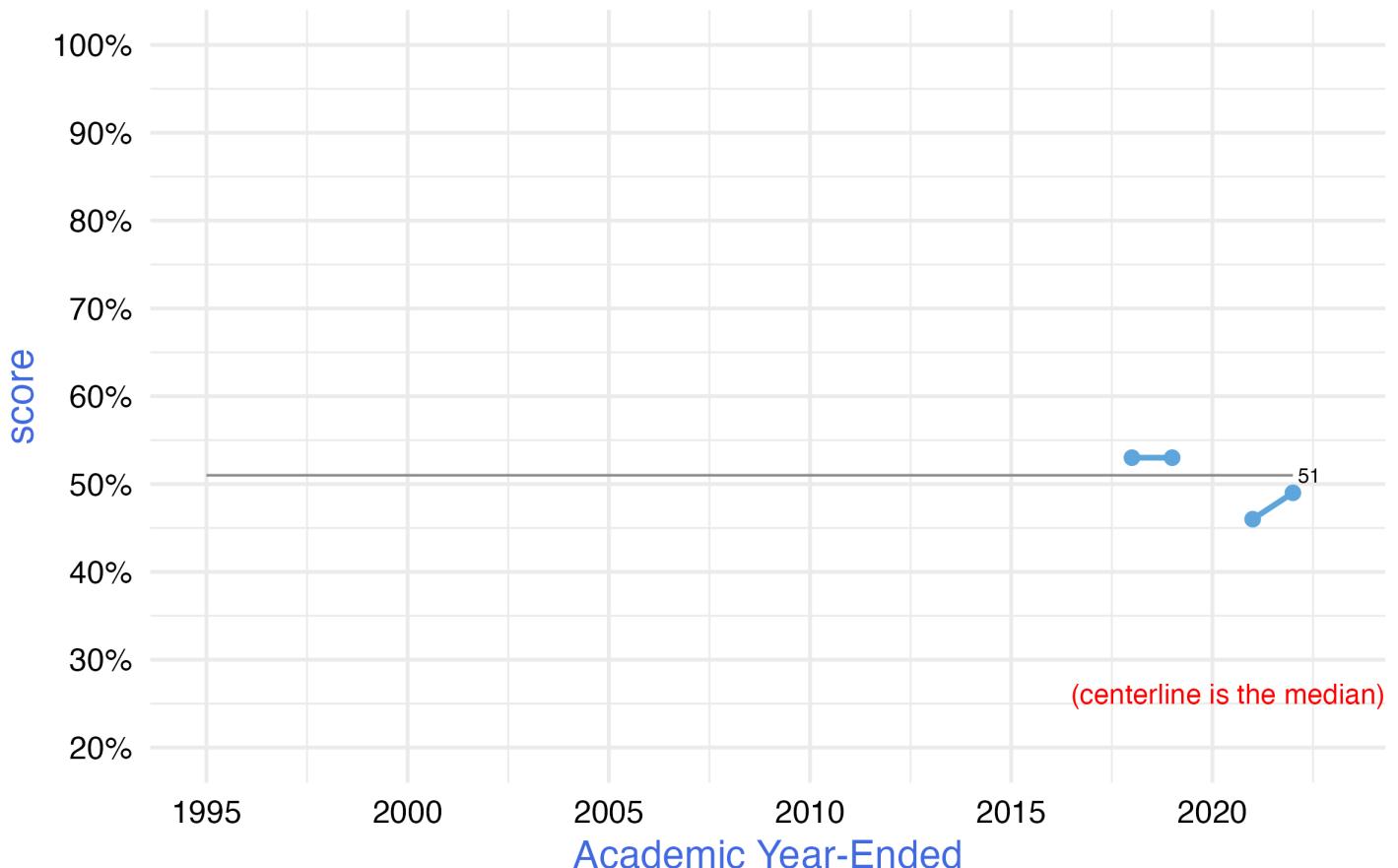


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as Hispanic

Comment:

### Average STAAR Scores for Students Classified as Hispanic In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022



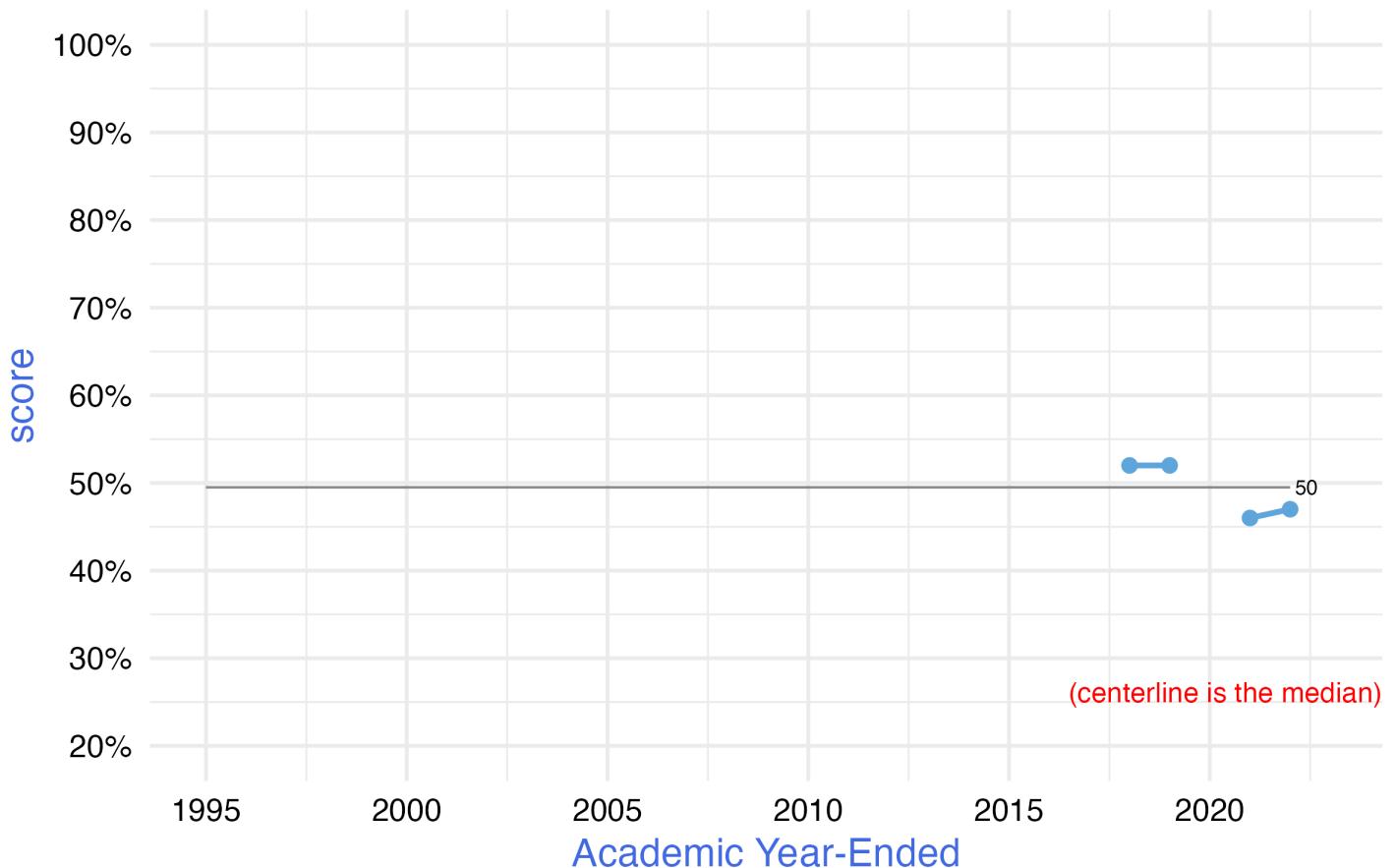
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as African American

Comment:

#### Average STAAR Scores for Students Classified as African American In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022

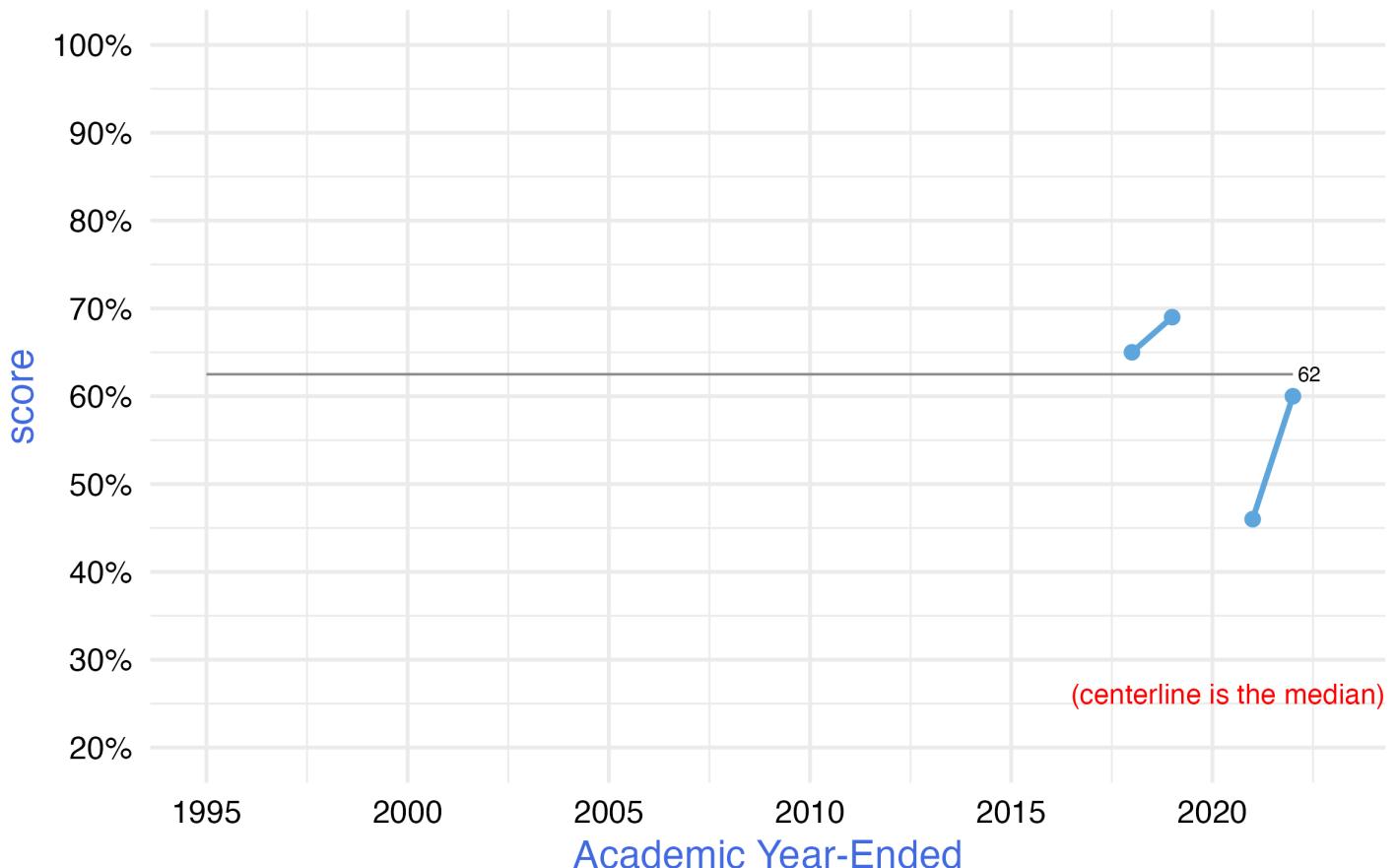


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as American Indian

Comment:

### Average STAAR Scores for Students Classified as American Indian In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022



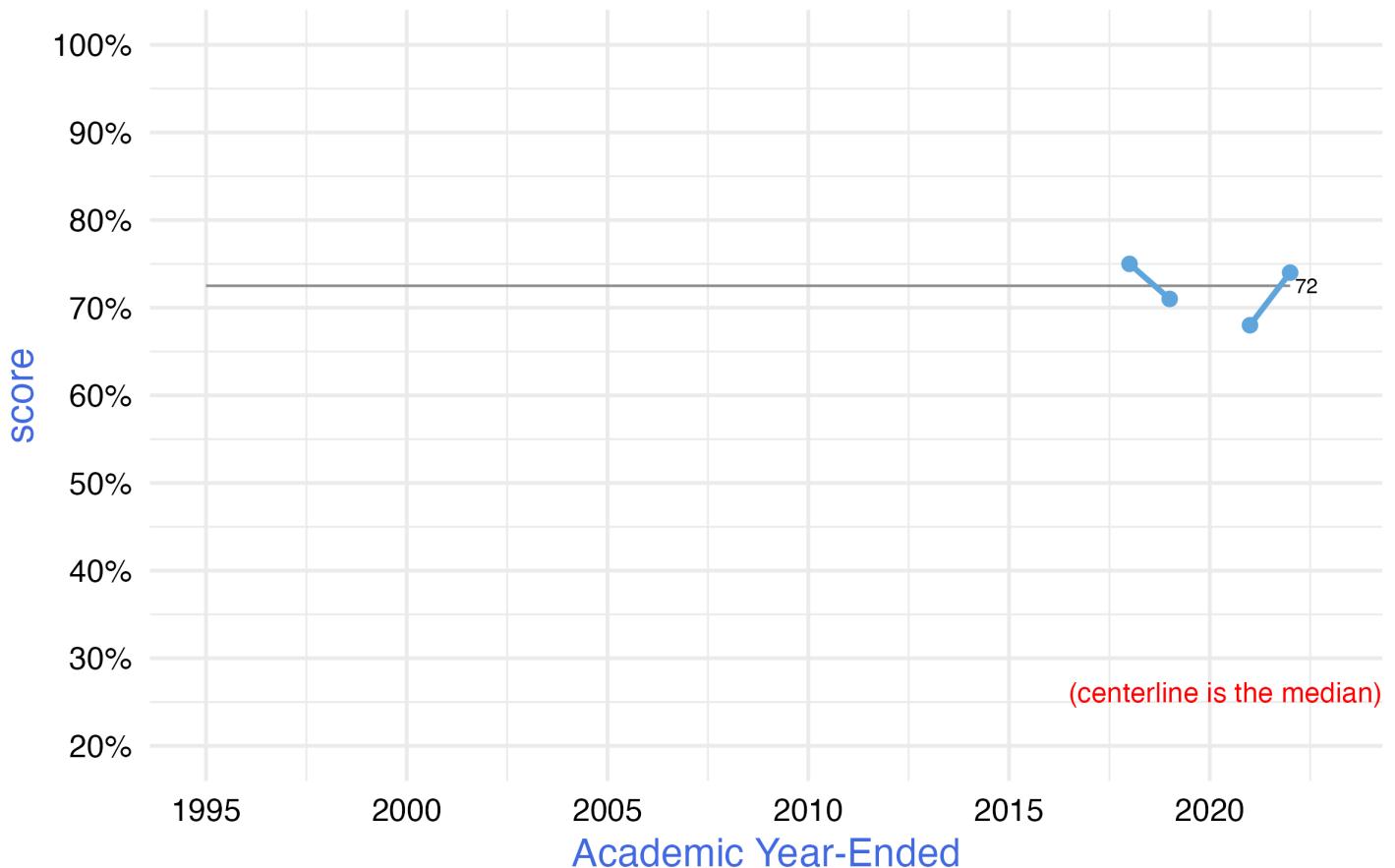
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as Asian

Comment:

#### Average STAAR Scores for Students Classified as Asian In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022

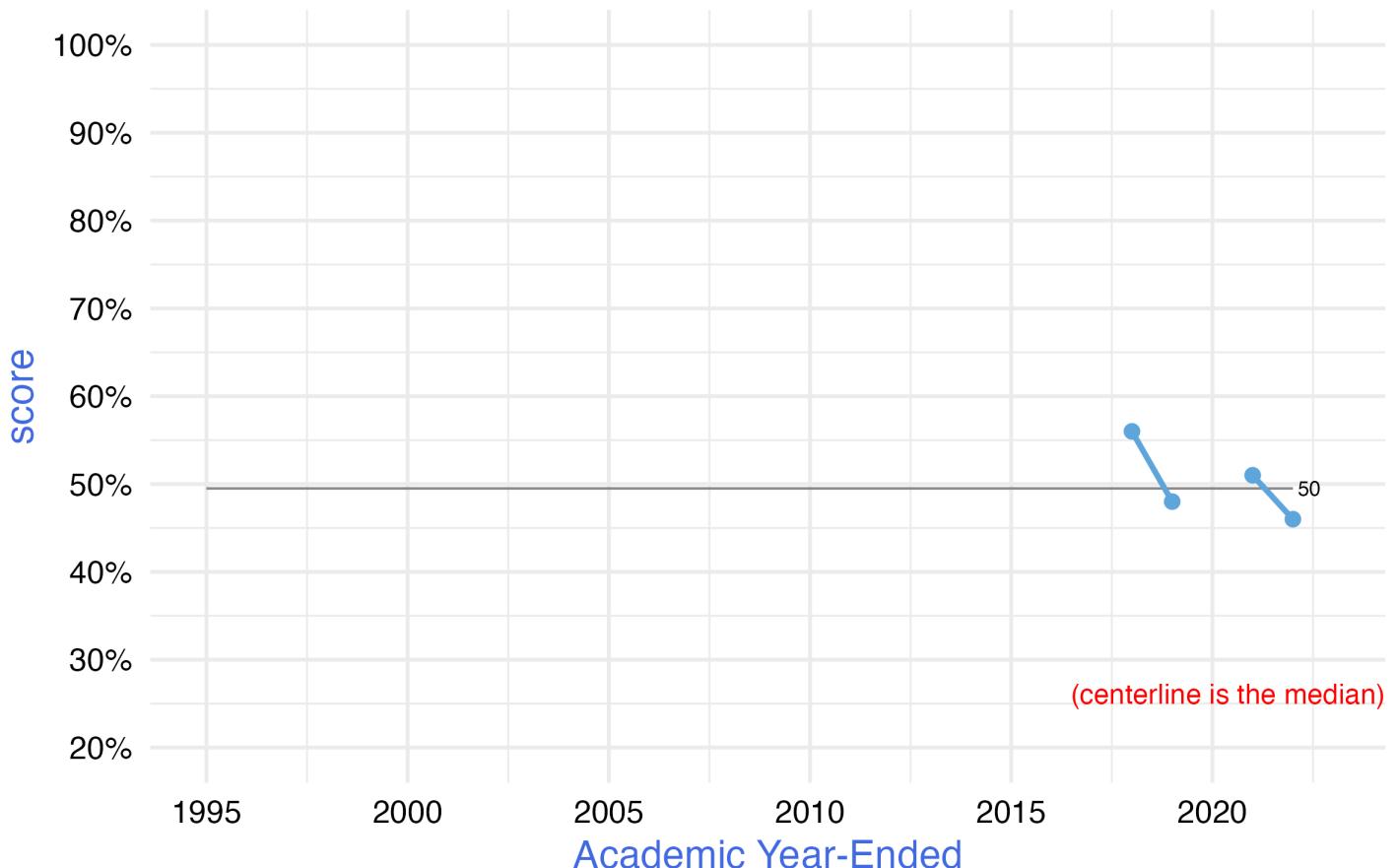


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as Pacific Islander

Comment:

### Average STAAR Scores for Students Classified as Pacific Islander In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022



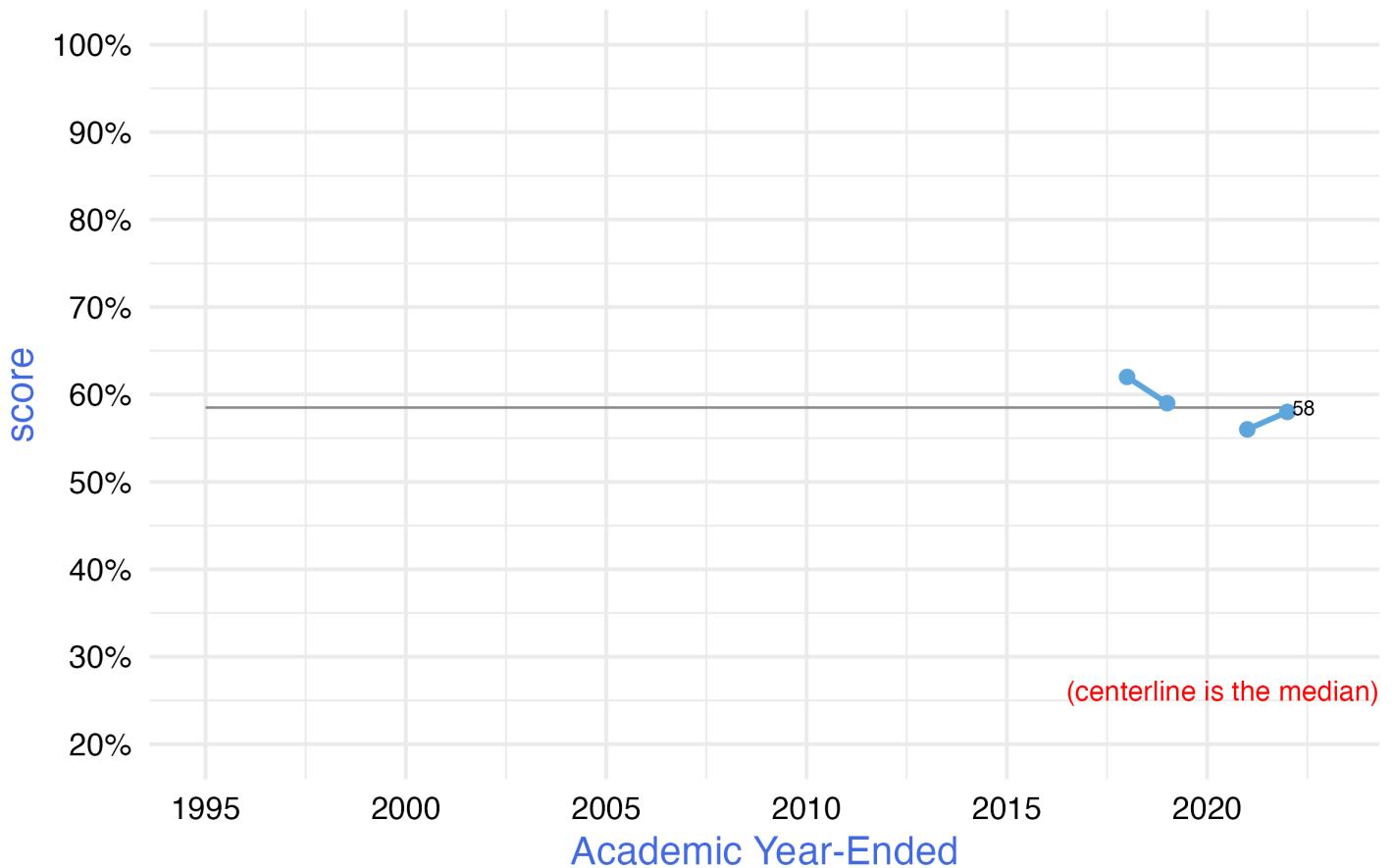
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as 2 or More Races

Comment:

#### Average STAAR Scores for Students Classified as 2 or More Races In Grades - All, at the Level of Meets\_or\_Above for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

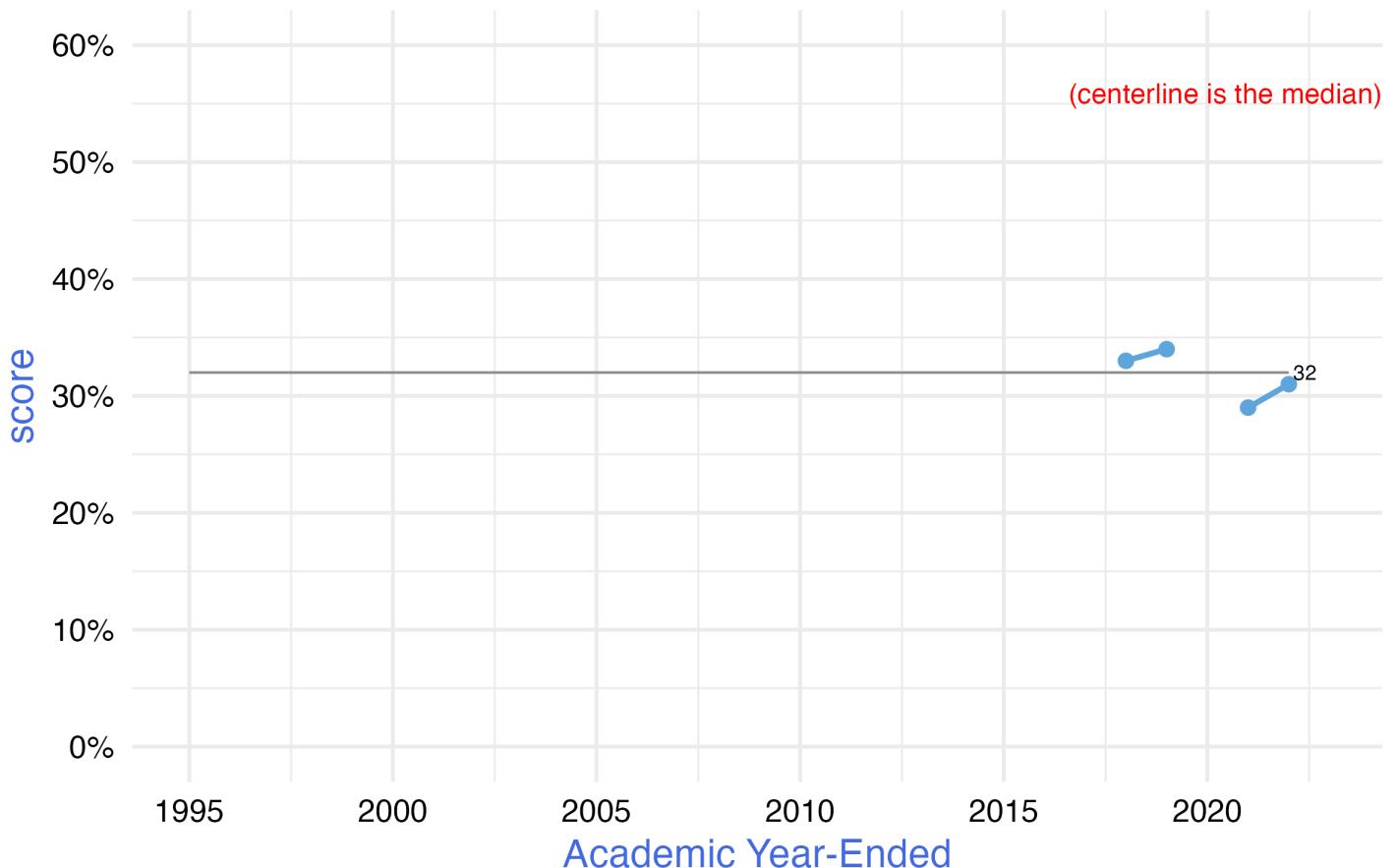
Level Achieved: Masters

Level Achieved: Masters

Students Classified as White

Comment:

**Average STAAR Scores for Students  
Classified as White  
In Grades - All, at the Level of Masters  
for the Years Ended 1995 - 2022**



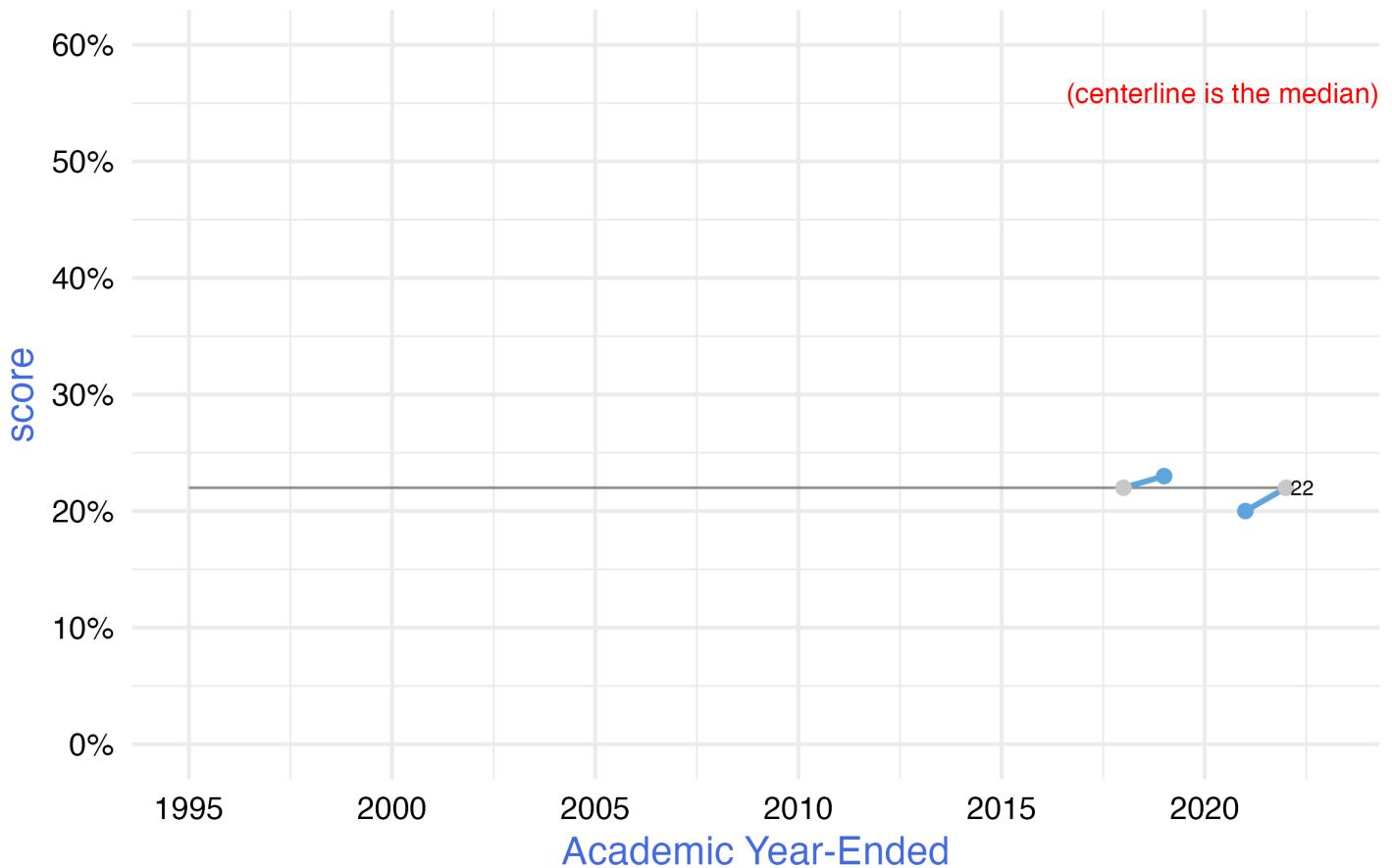
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as Hispanic

Comment:

#### Average STAAR Scores for Students Classified as Hispanic In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022

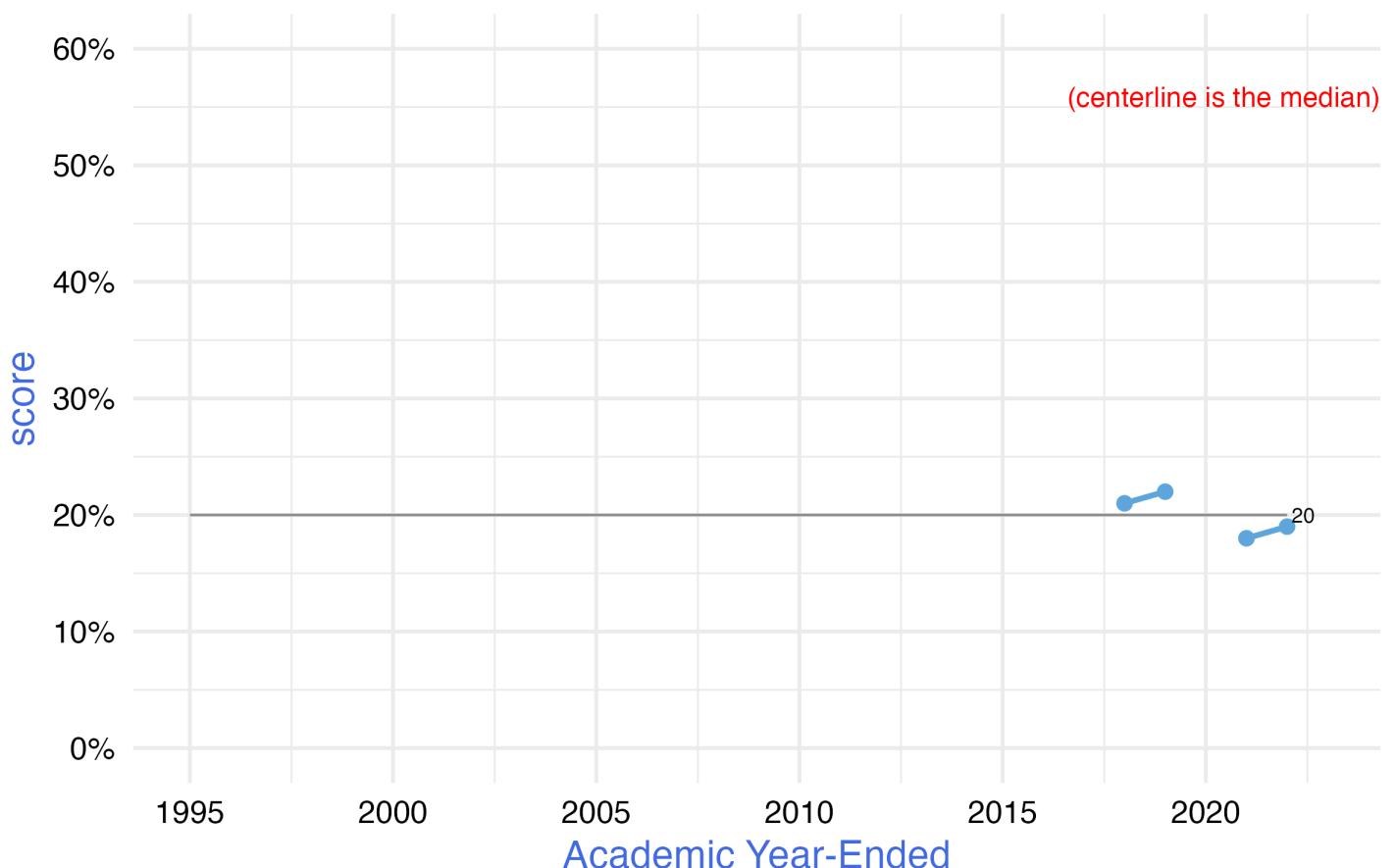


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as African American

Comment:

### Average STAAR Scores for Students Classified as African American In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022



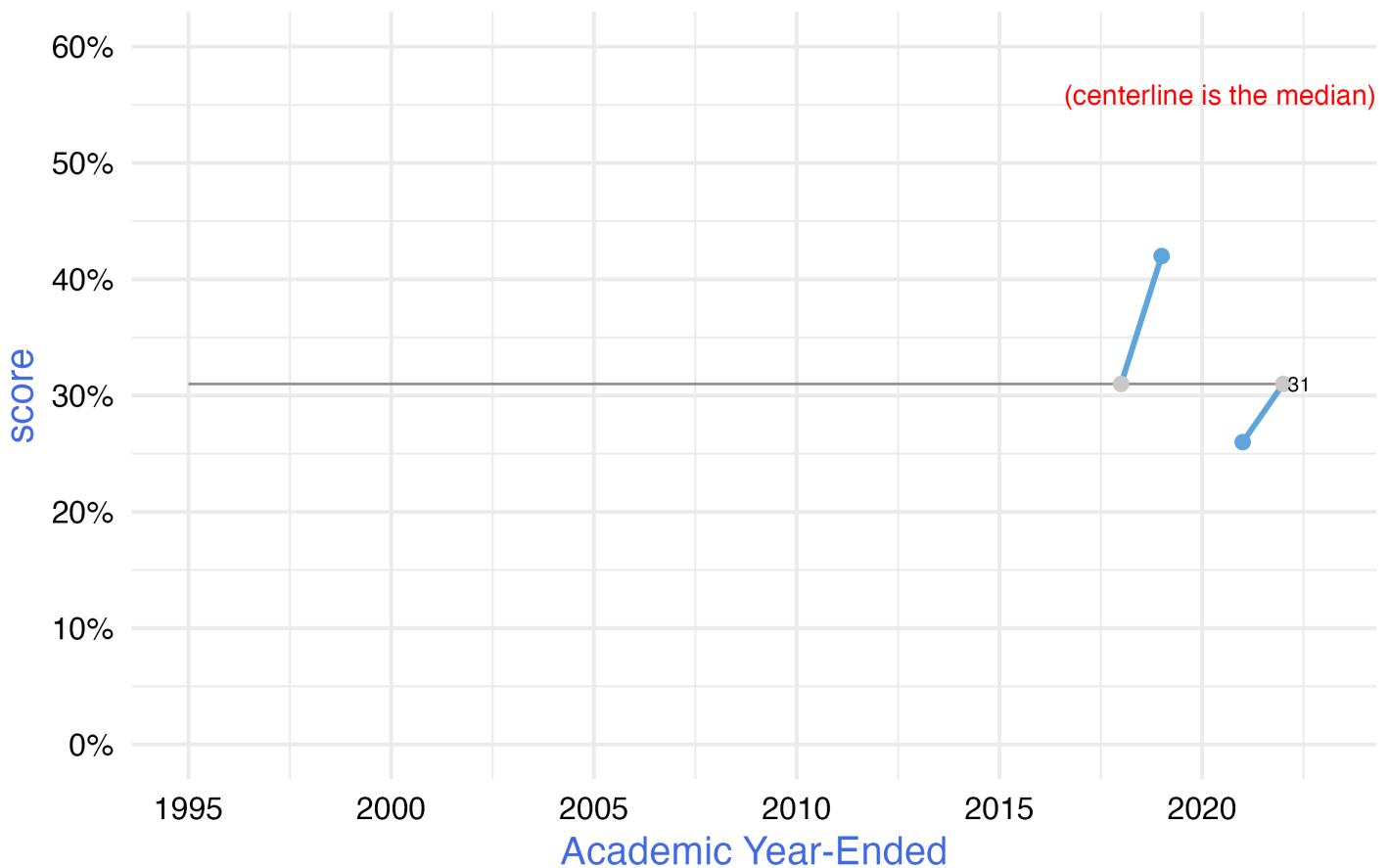
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as American Indian

Comment:

#### Average STAAR Scores for Students Classified as American Indian In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022

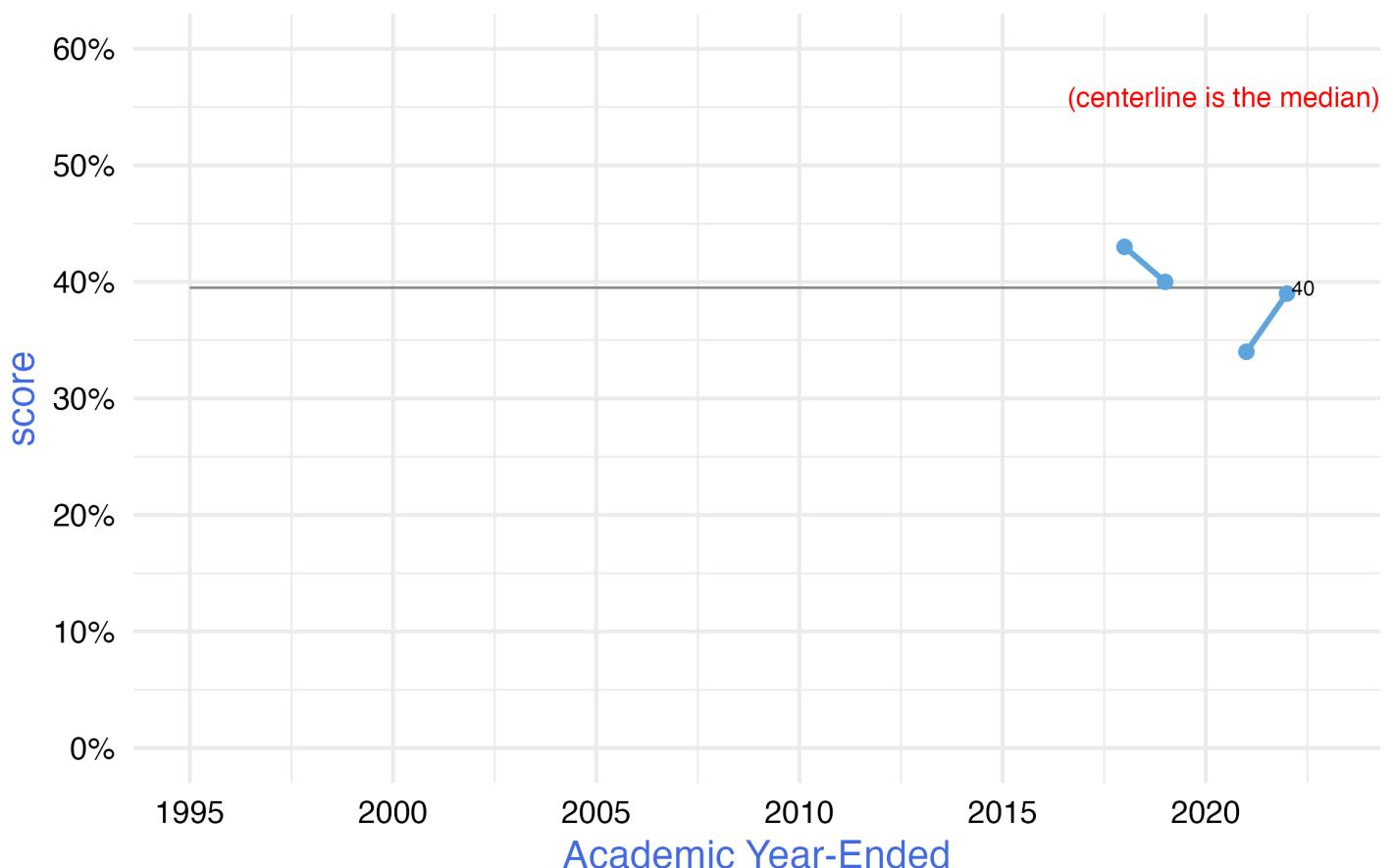


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as Asian

Comment:

### Average STAAR Scores for Students Classified as Asian In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022



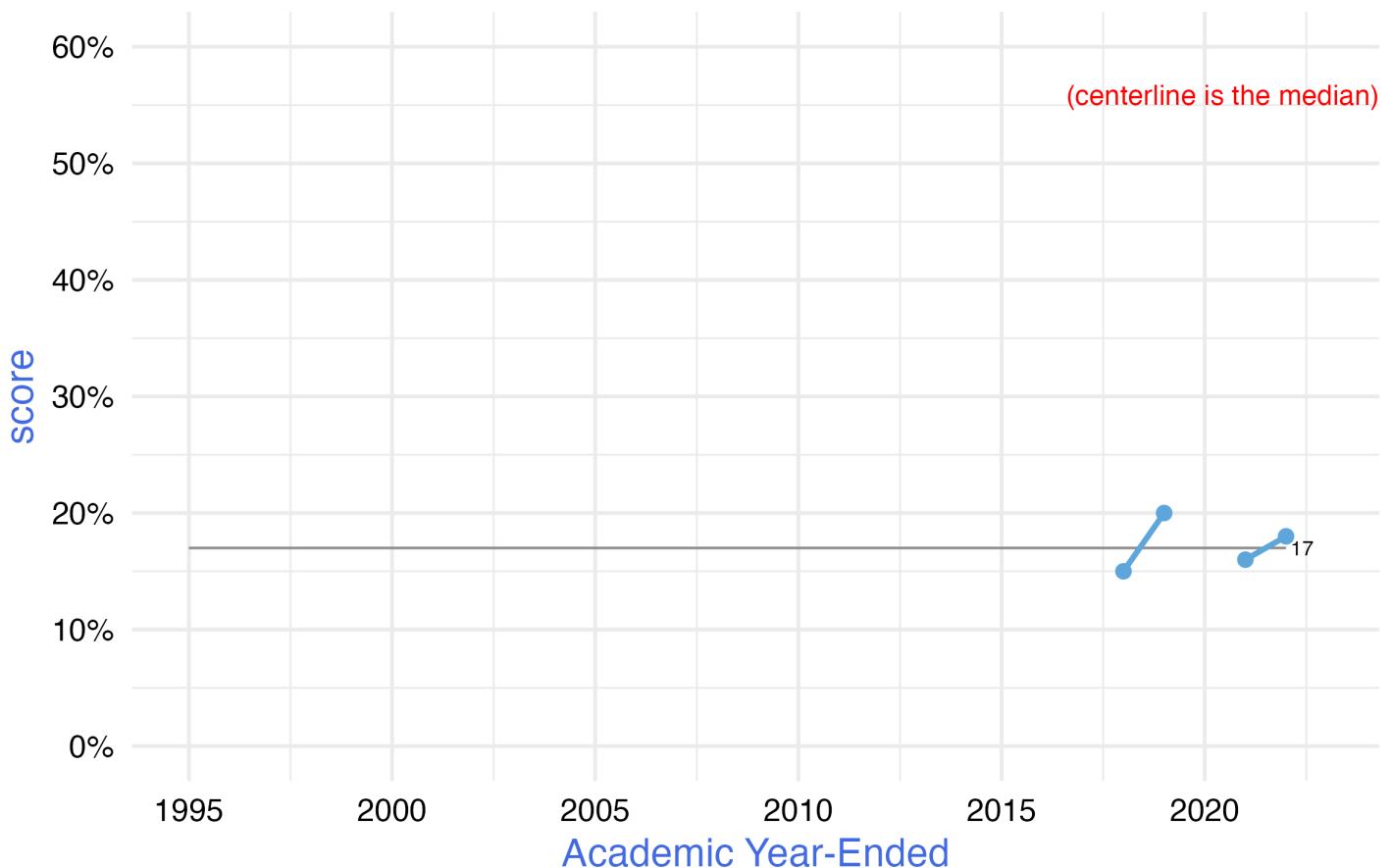
Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

### Students Classified as Pacific Islander

Comment:

#### Average STAAR Scores for Students Classified as Pacific Islander In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022

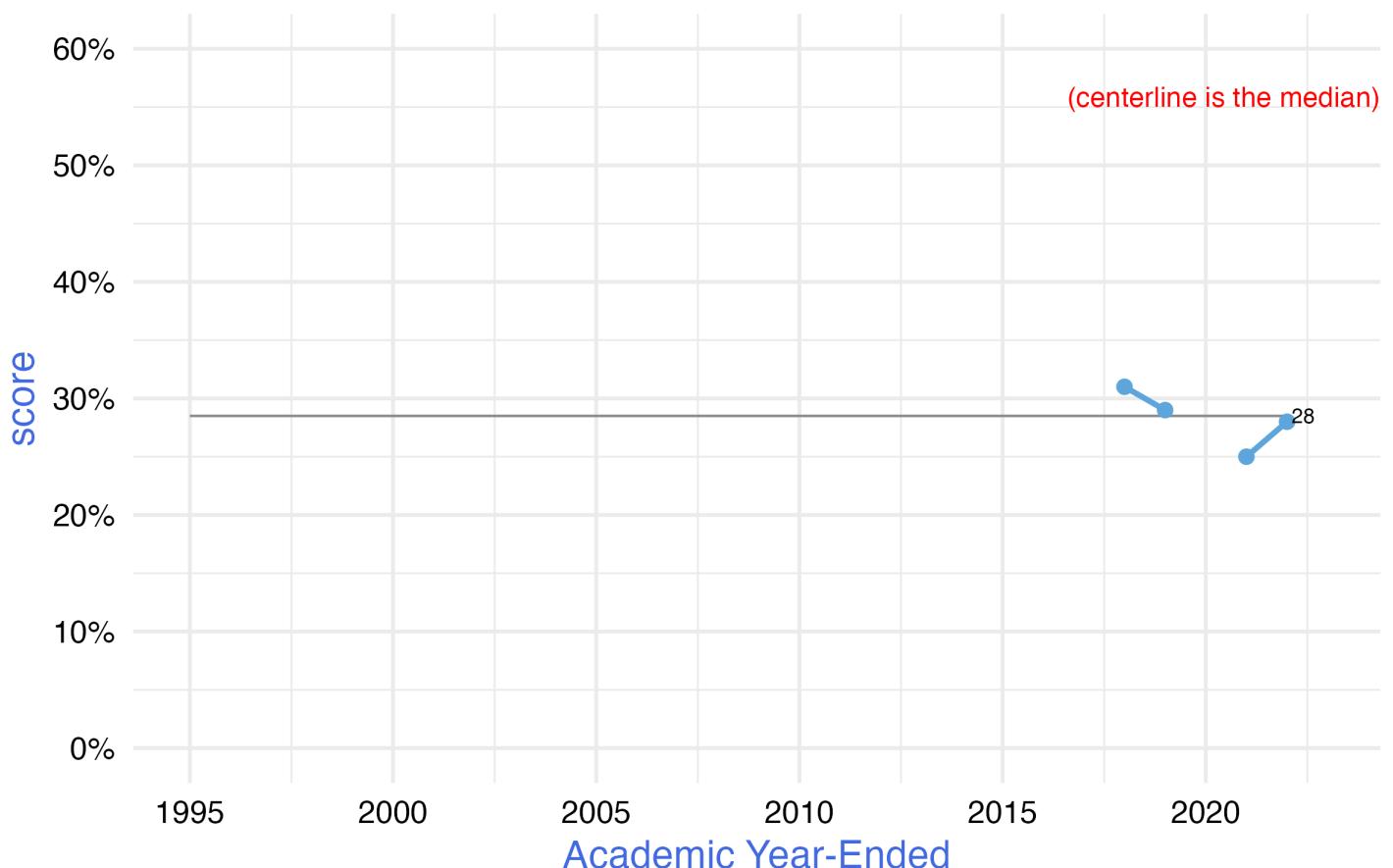


Source: <https://tea.texas.gov/reports-and-data>

## Students Classified as 2 or More Races

Comment:

### Average STAAR Scores for Students Classified as 2 or More Races In Grades - All, at the Level of Masters for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

## STAAR Scores by Student Grouping

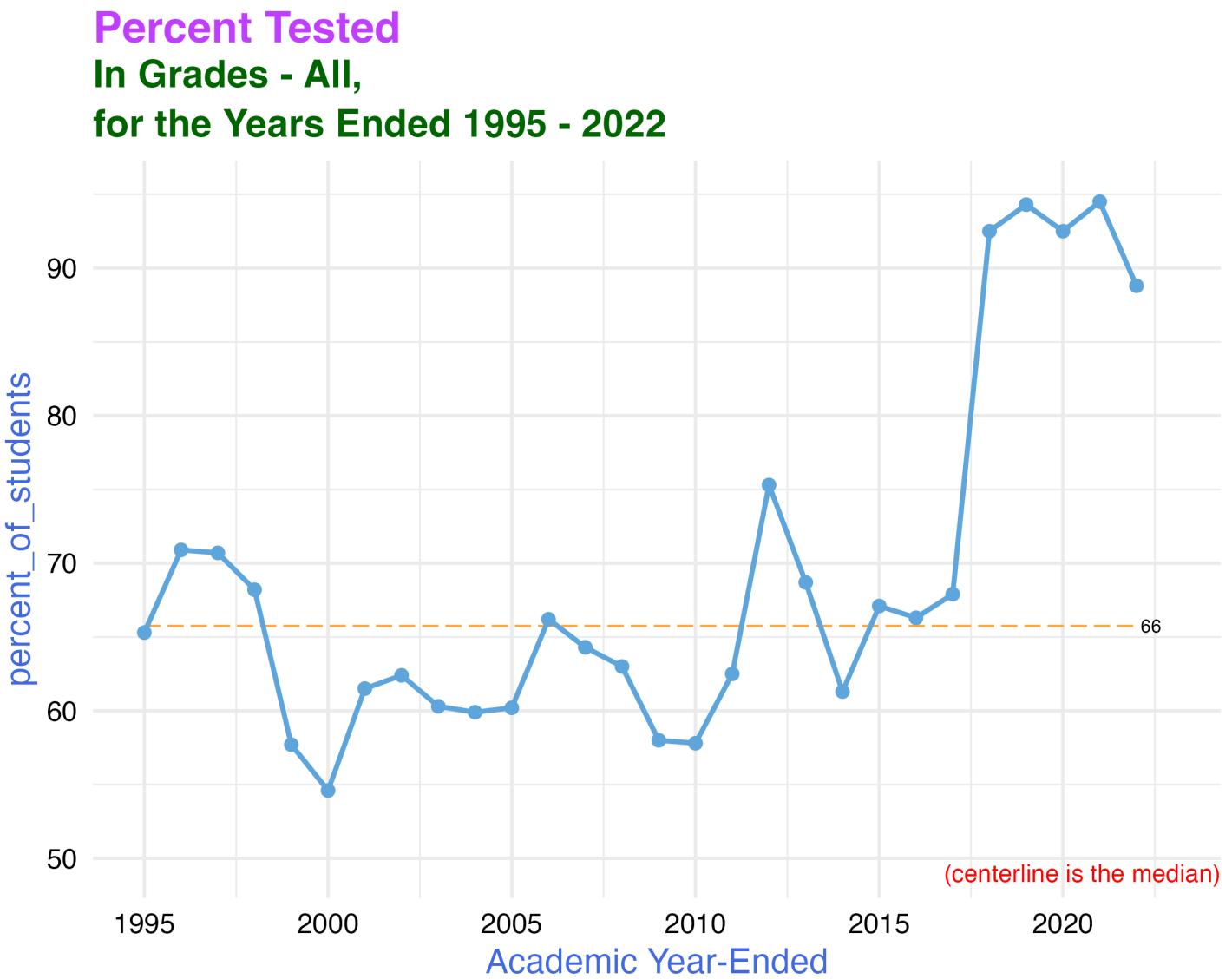
# SAT and ACT Testing

Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

Enjoy!

## SAT and ACT Testing

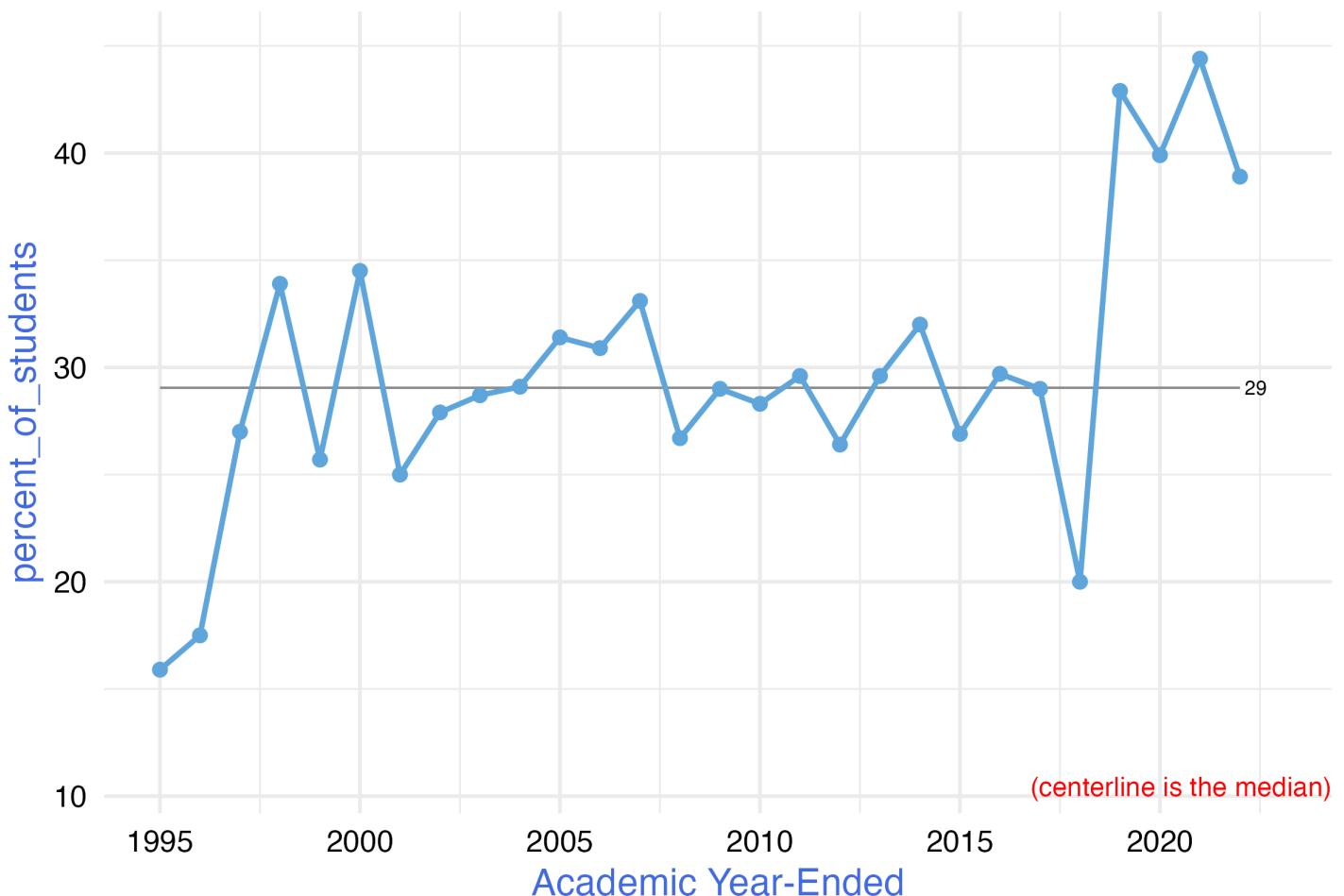
Comment:



Source: <https://tea.texas.gov/reports-and-data>

Comment:

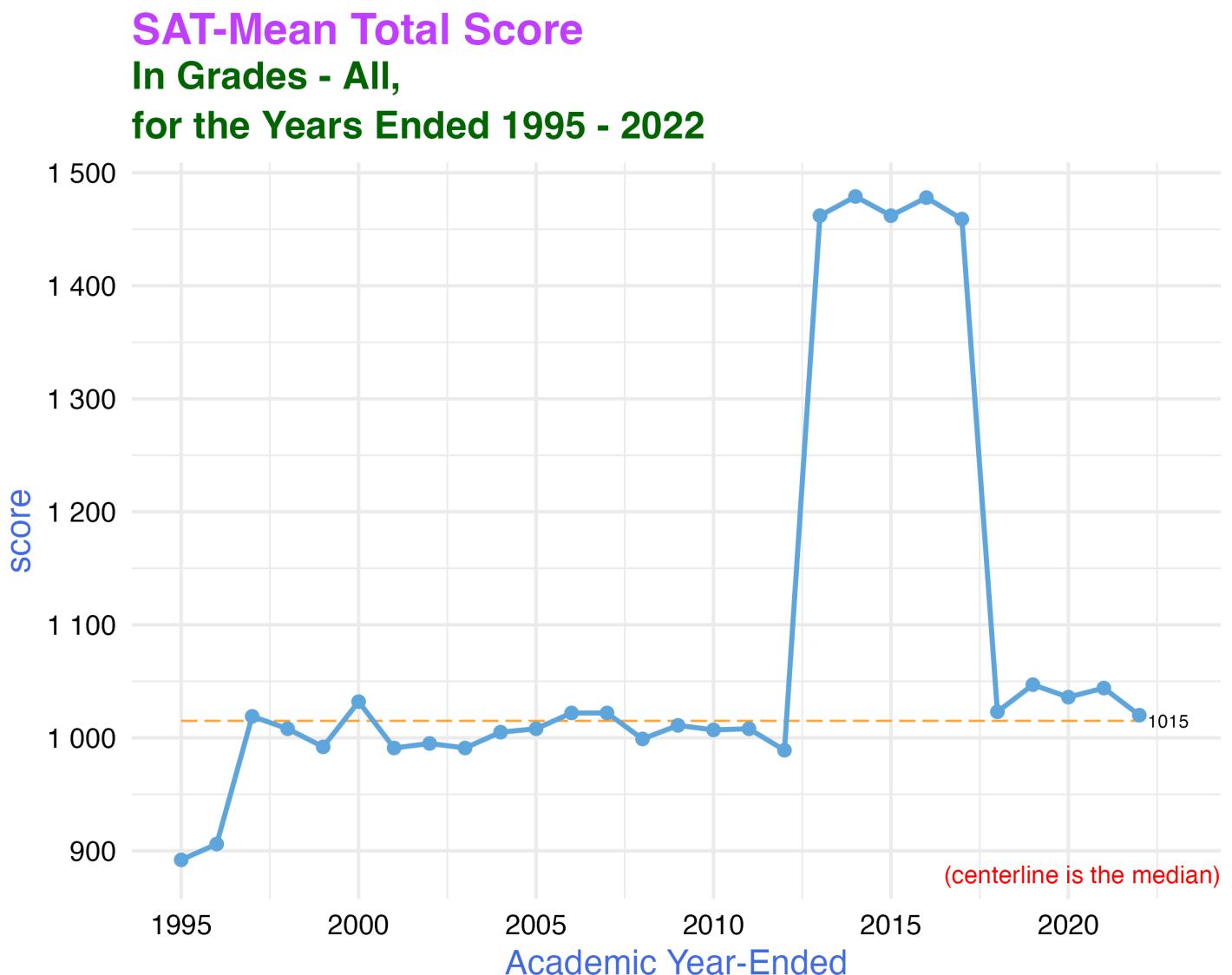
**Percent At Or Above Criterion  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

## SAT and ACT Testing

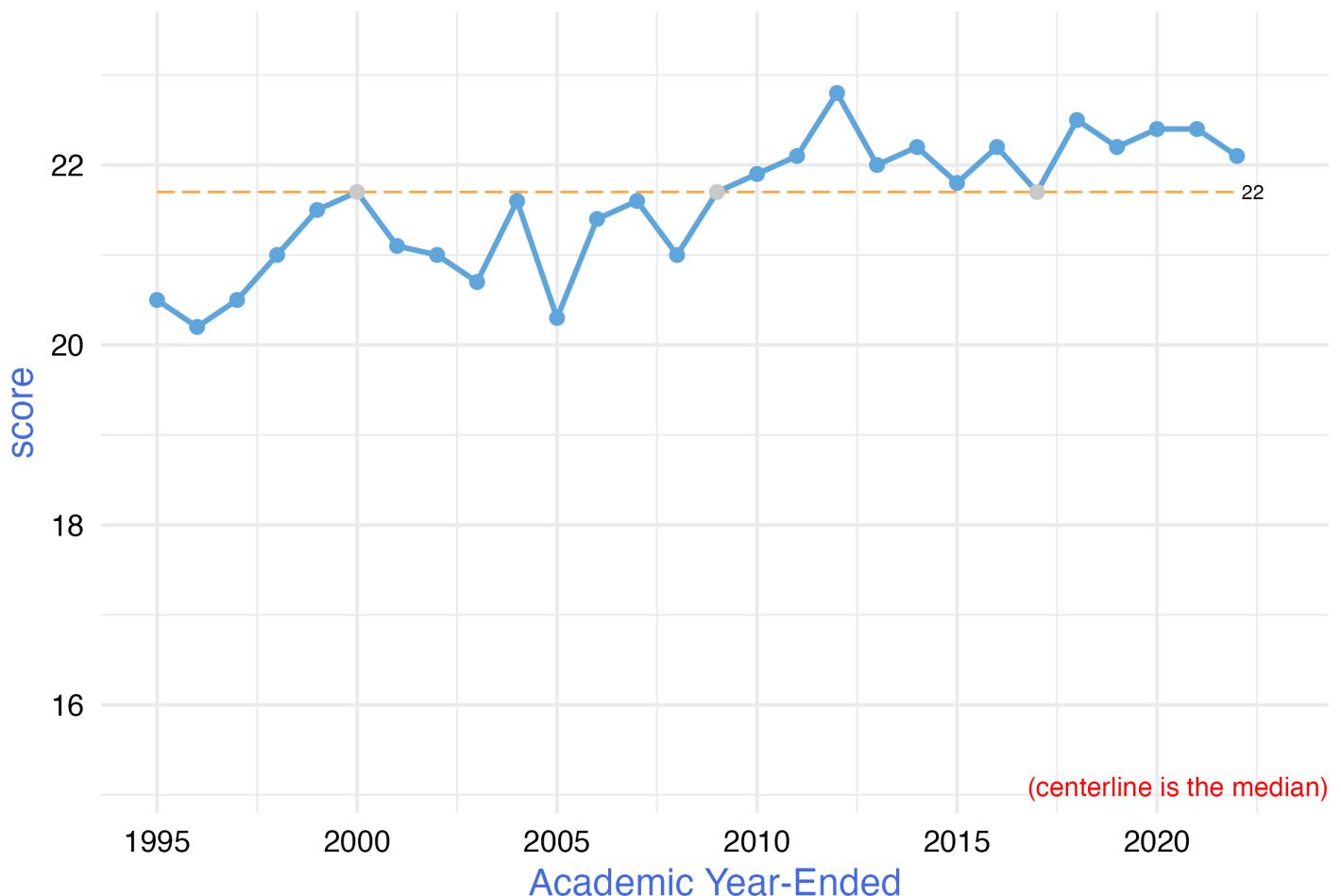
Comment:



Source: <https://tea.texas.gov/reports-and-data>

Comment:

### ACT-Mean Composite Score In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

## SAT and ACT Testing

# Personnel



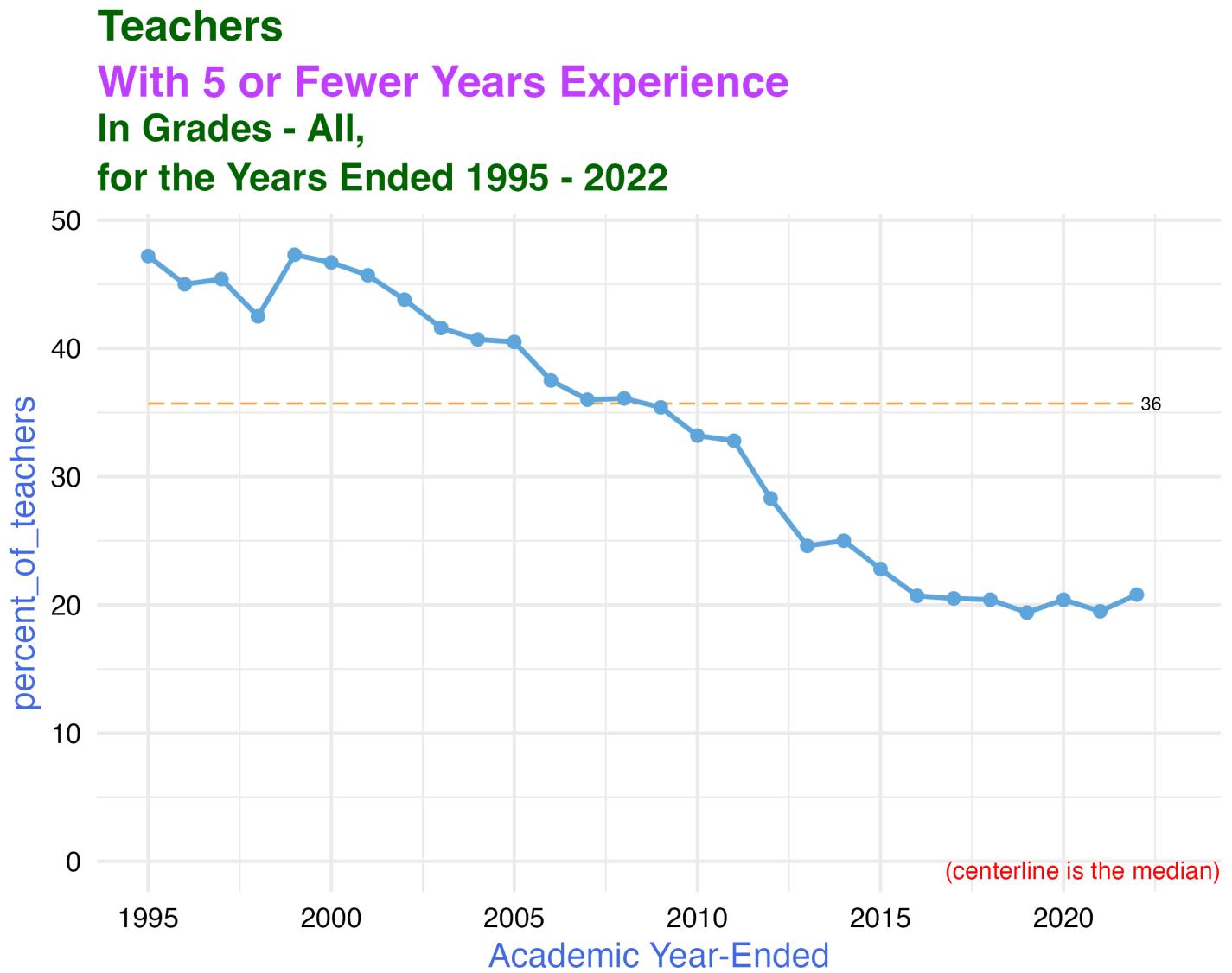
# Teachers

Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

Enjoy!

Teachers

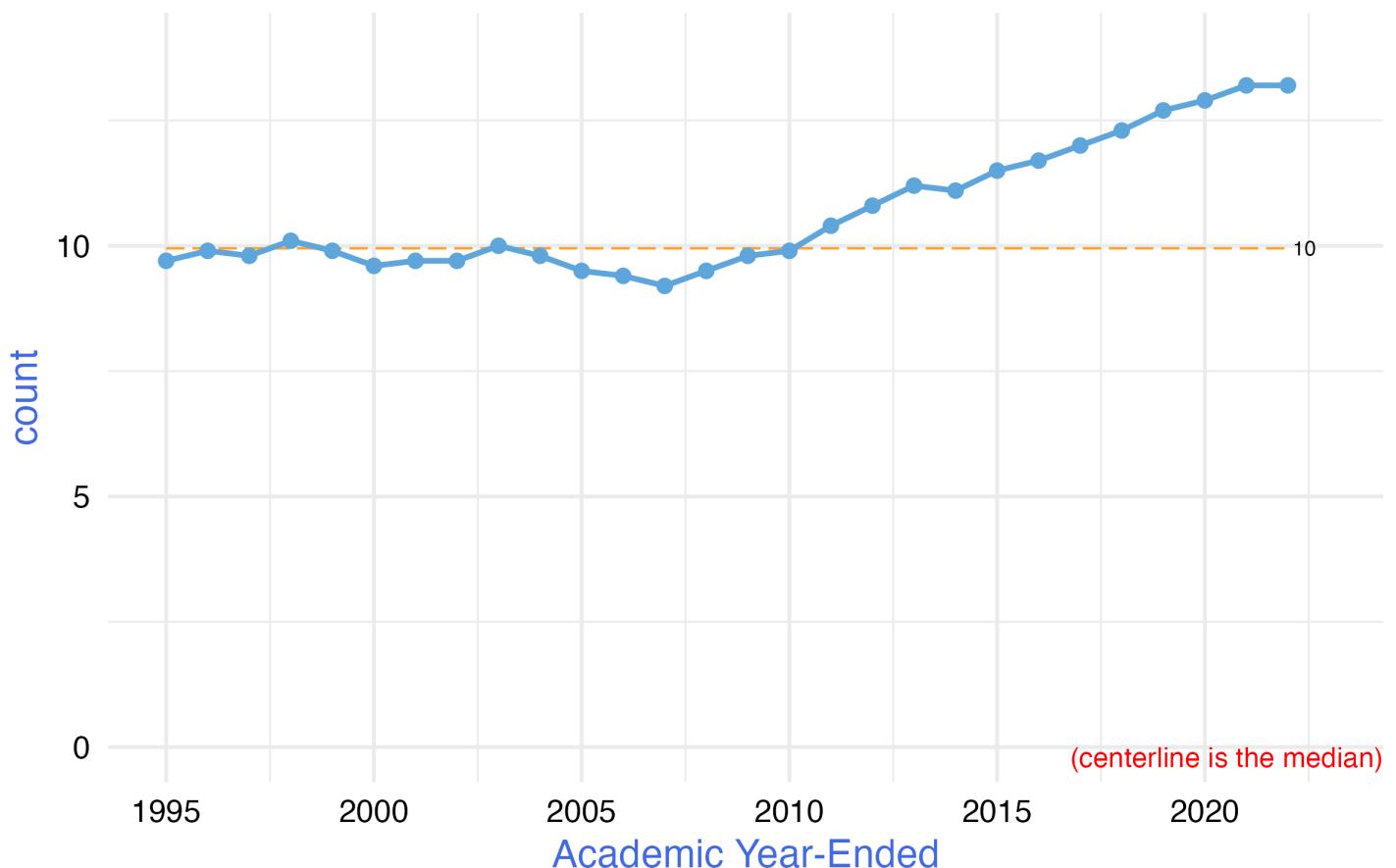
Comment:



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Teachers**  
**Average Years of Experience**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

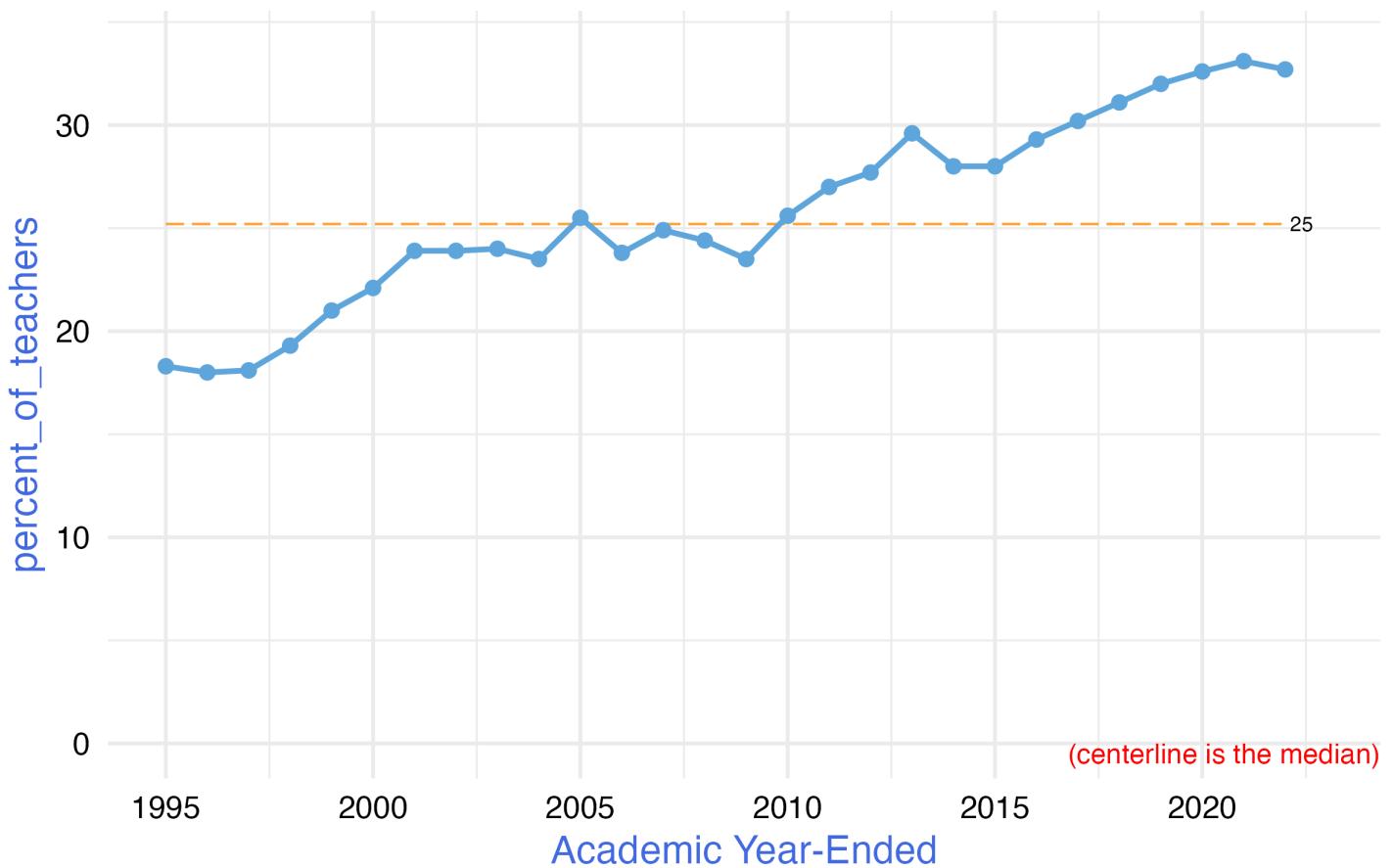


Source: <https://tea.texas.gov/reports-and-data>

Teachers

Comment:

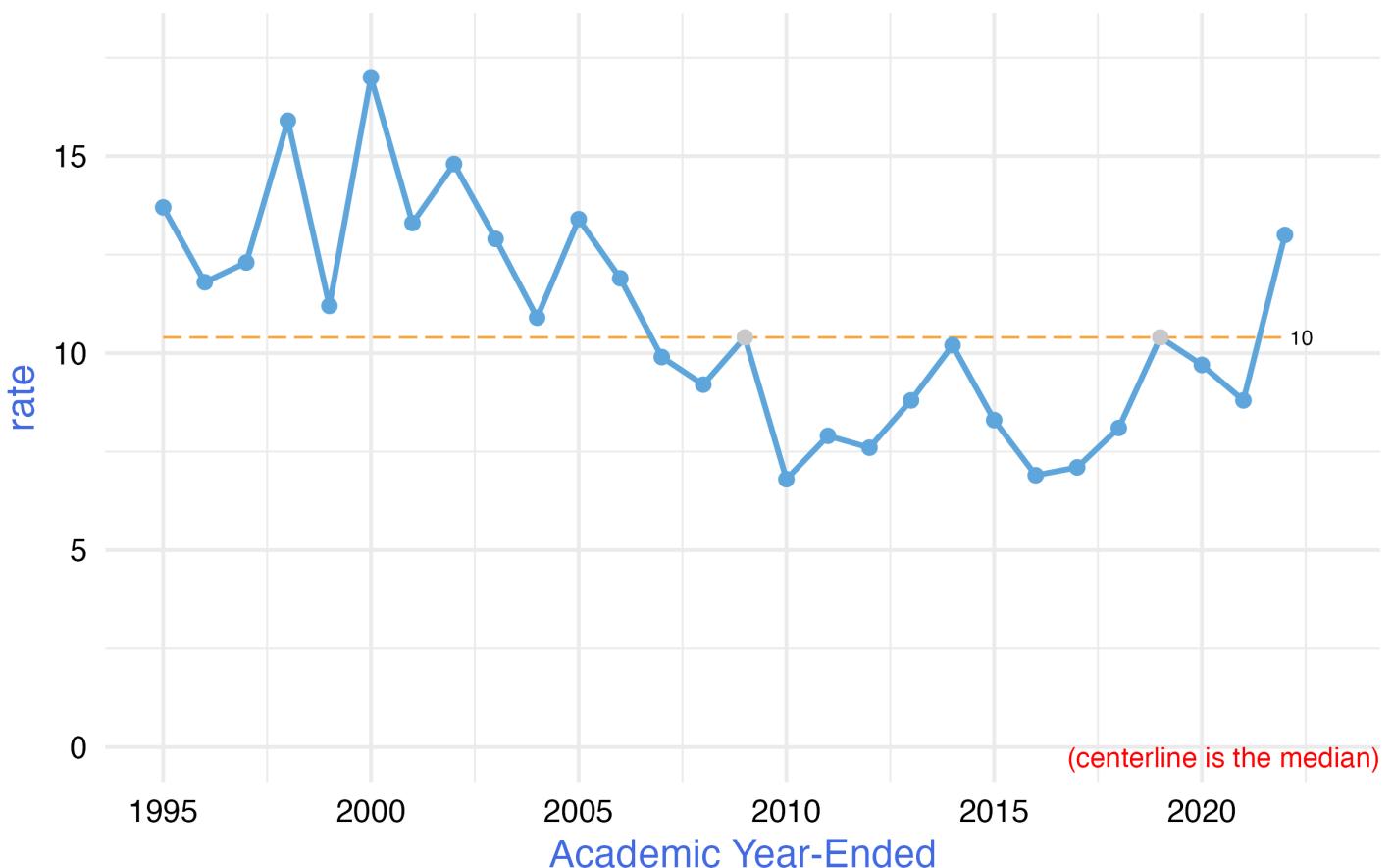
**Teachers  
With Advanced Degrees  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Teachers**  
**Teacher Turnover Rate**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

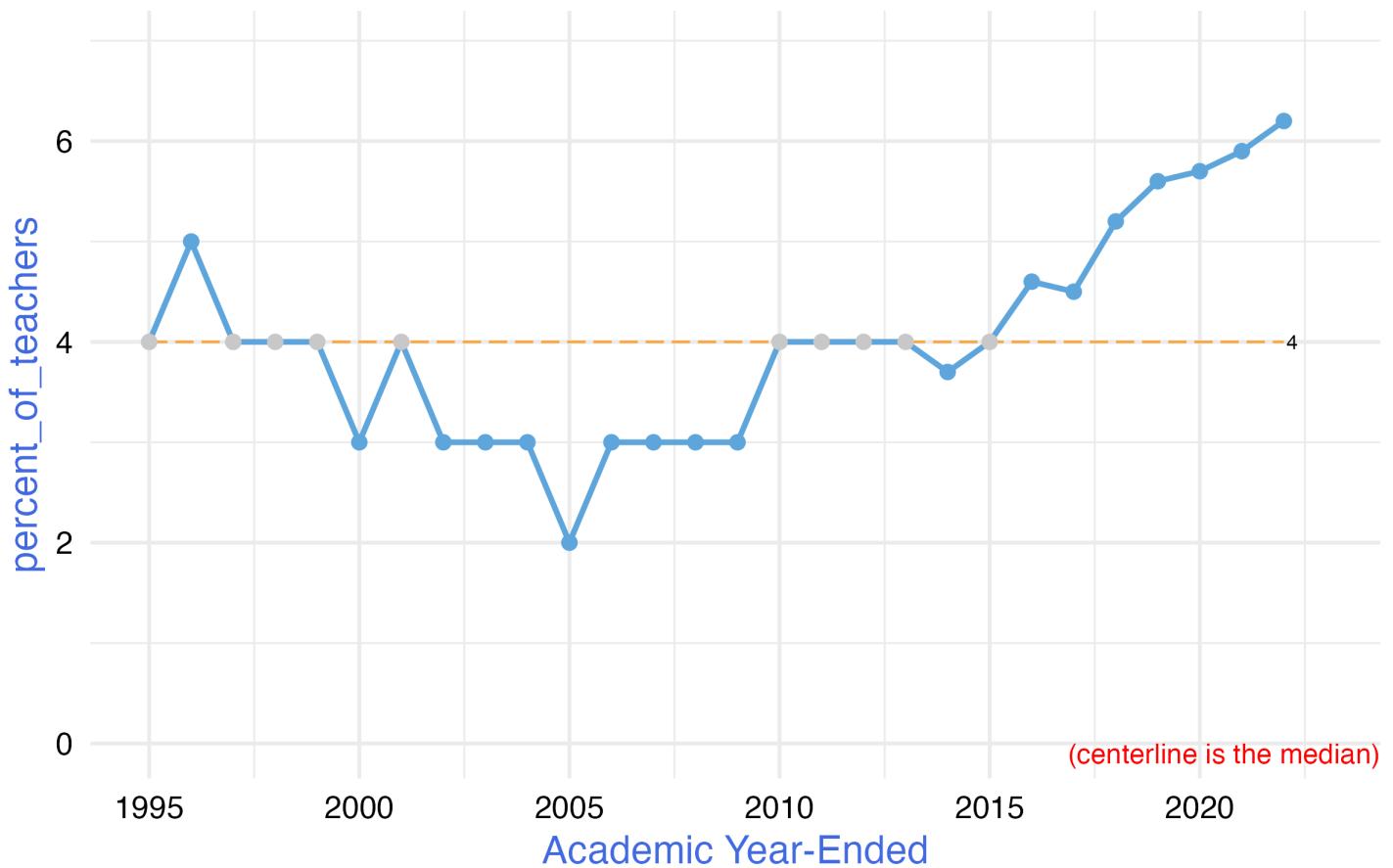


Source: <https://tea.texas.gov/reports-and-data>

Teachers

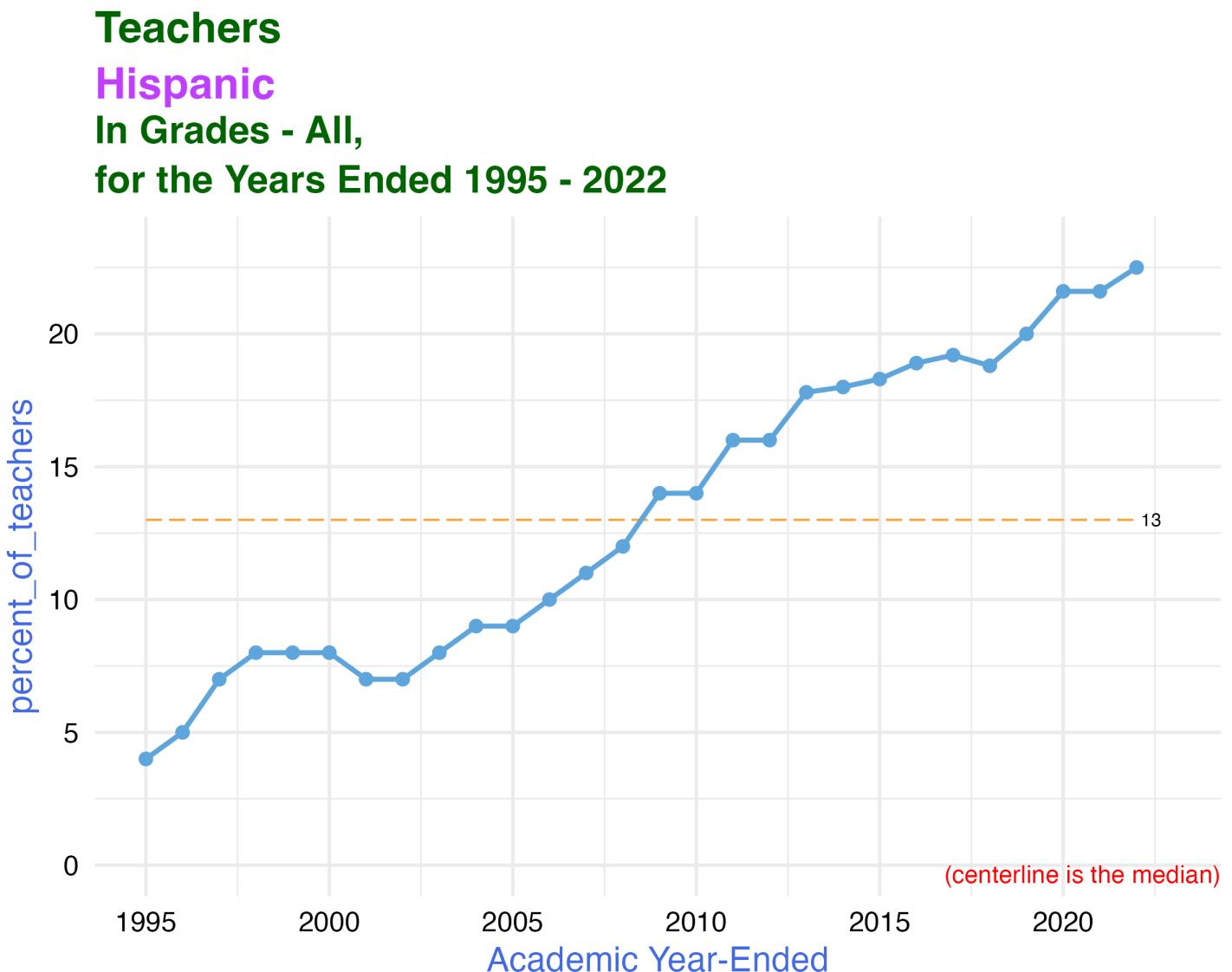
Comment:

**Teachers  
African American  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

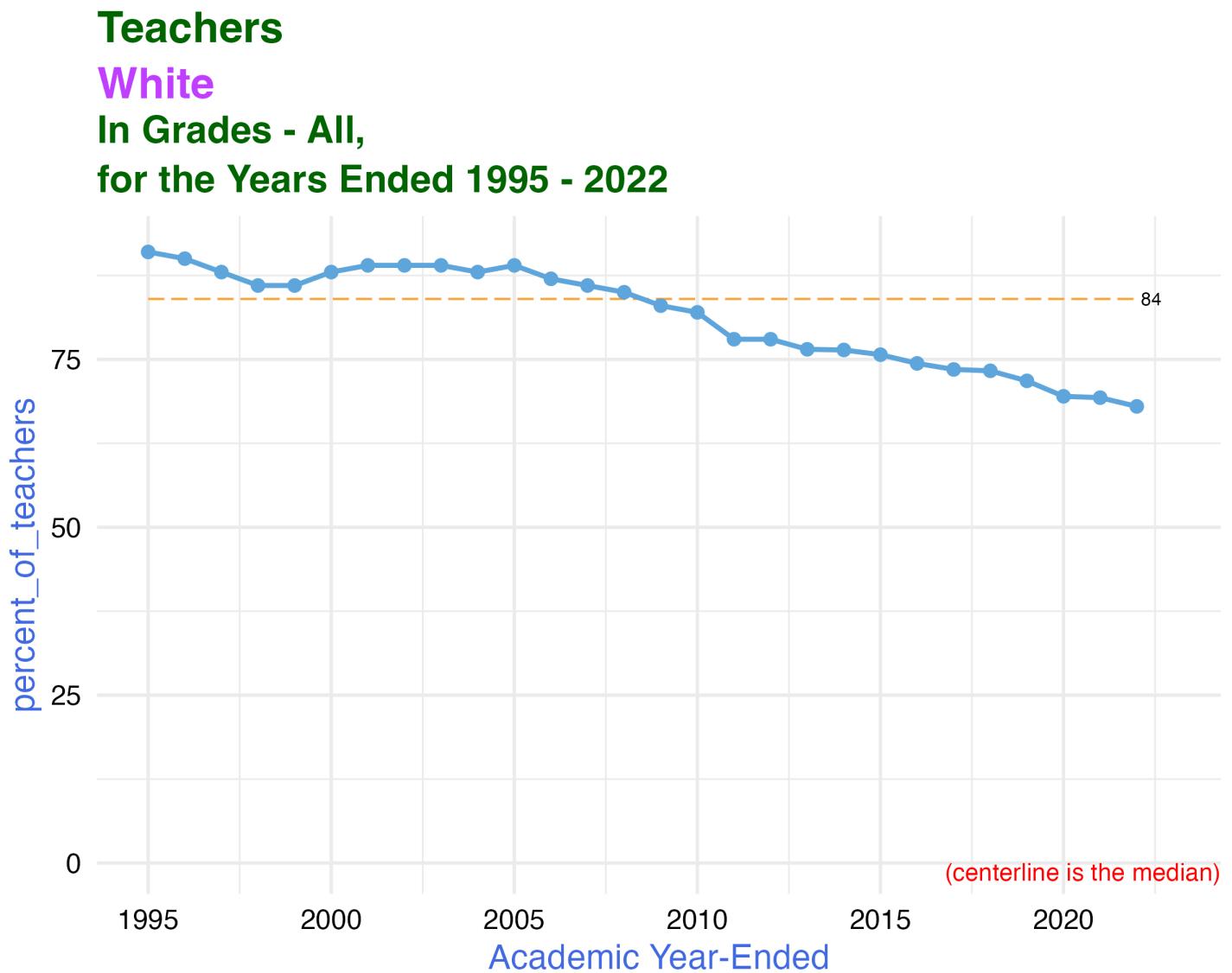
Comment:



Source: <https://tea.texas.gov/reports-and-data>

Teachers

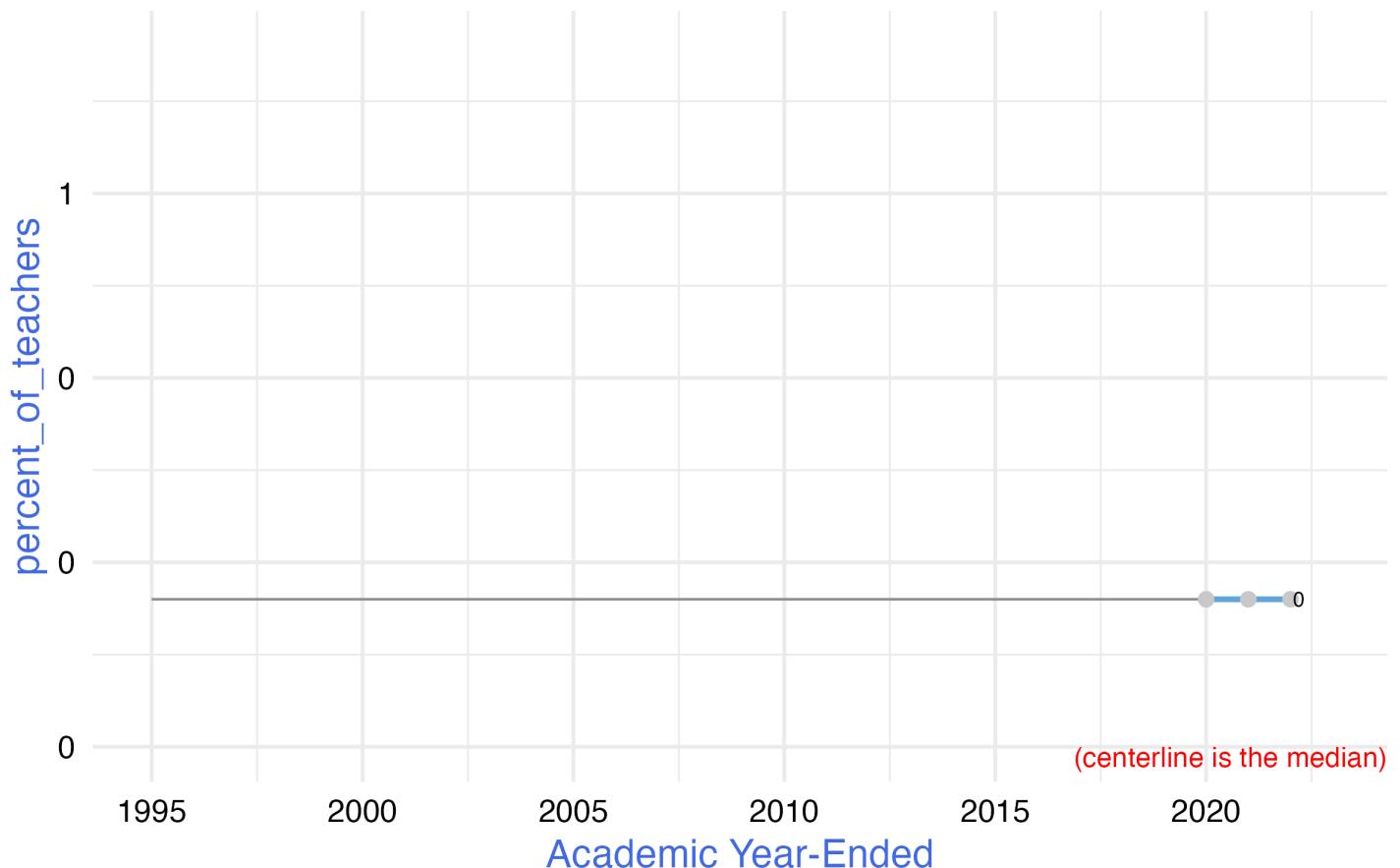
Comment:



Source: <https://tea.texas.gov/reports-and-data>

Comment:

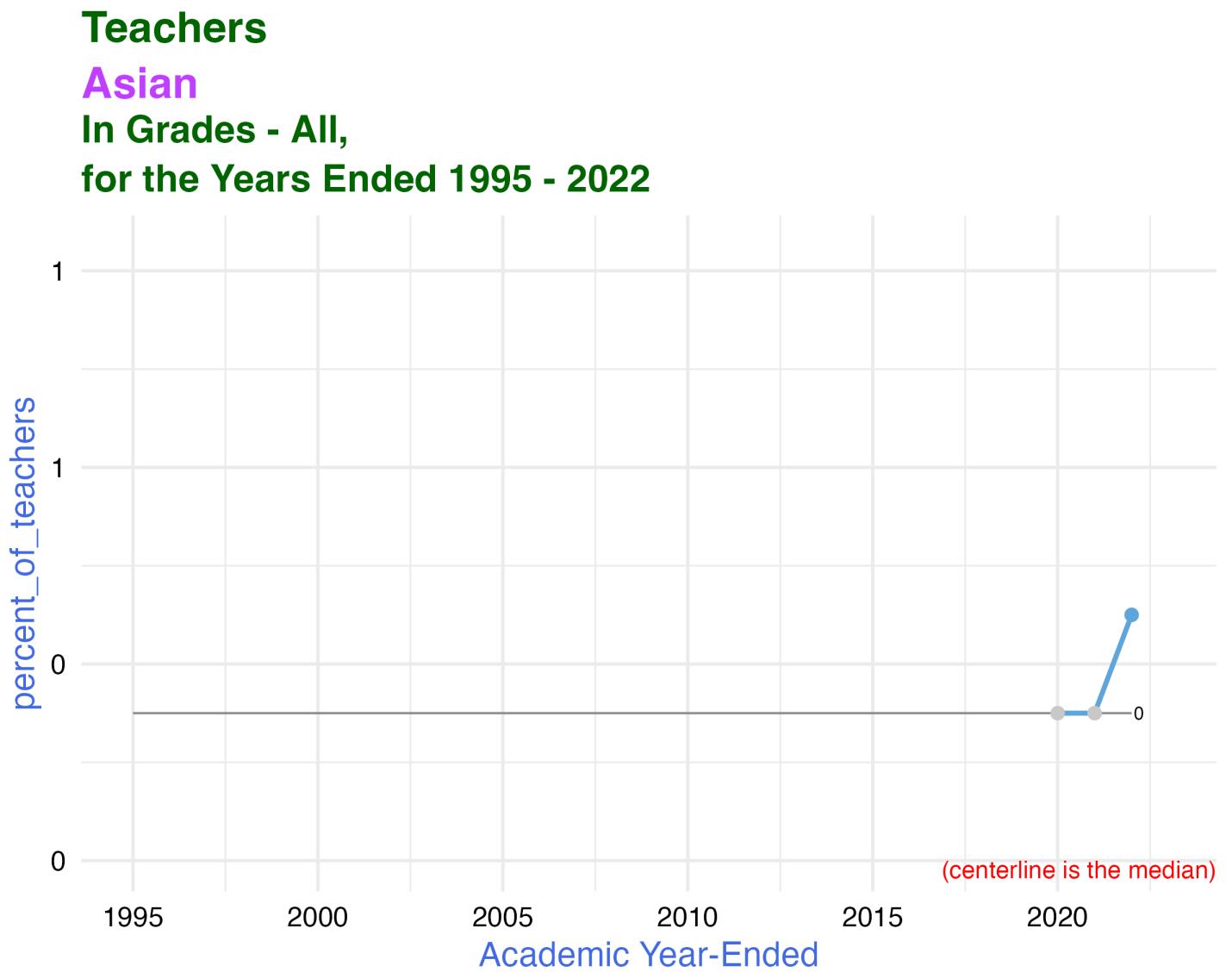
# **Teachers American Indian In Grades - All, for the Years Ended 1995 - 2022**



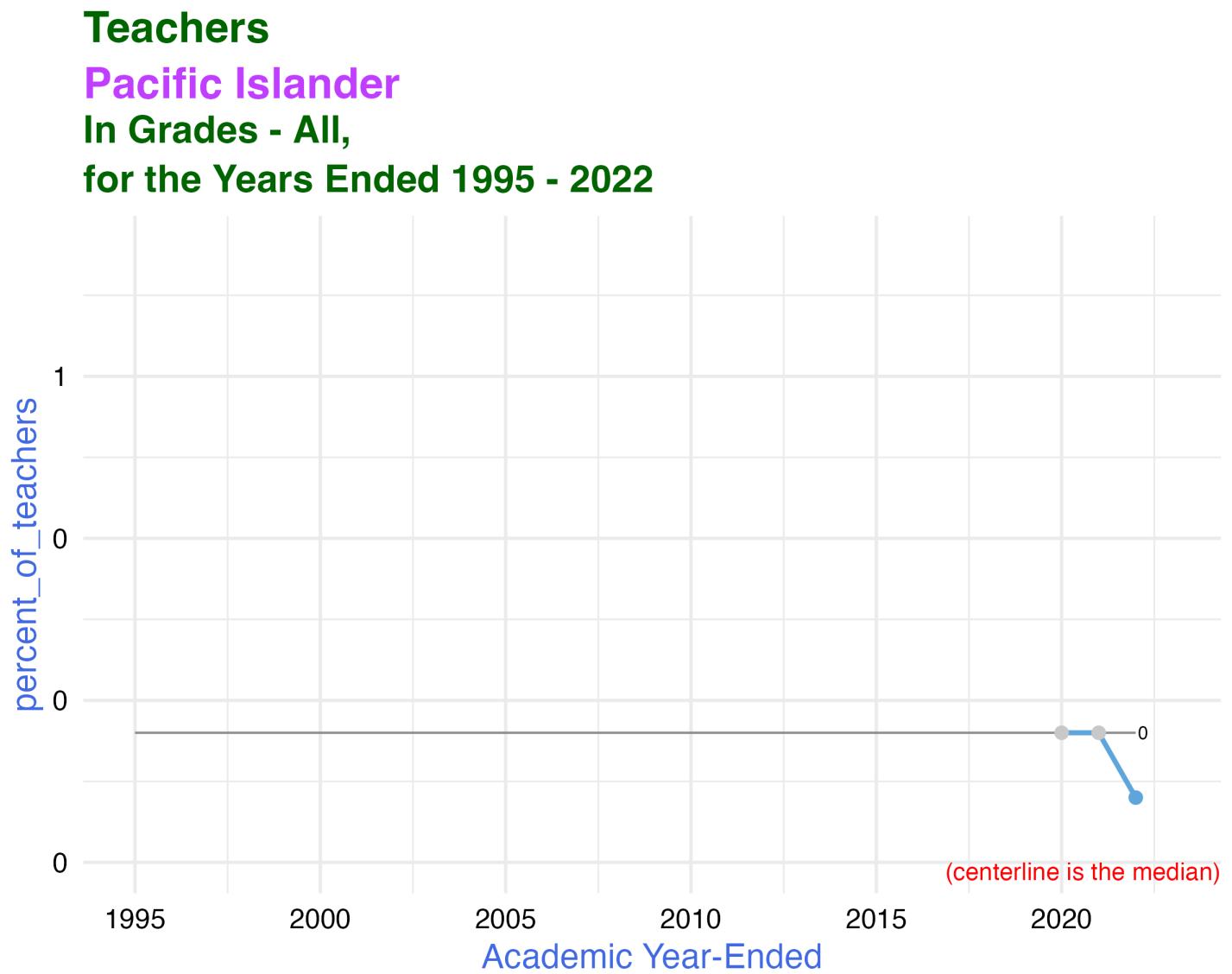
Source: <https://tea.texas.gov/reports-and-data>

Teachers

Comment:



Comment:

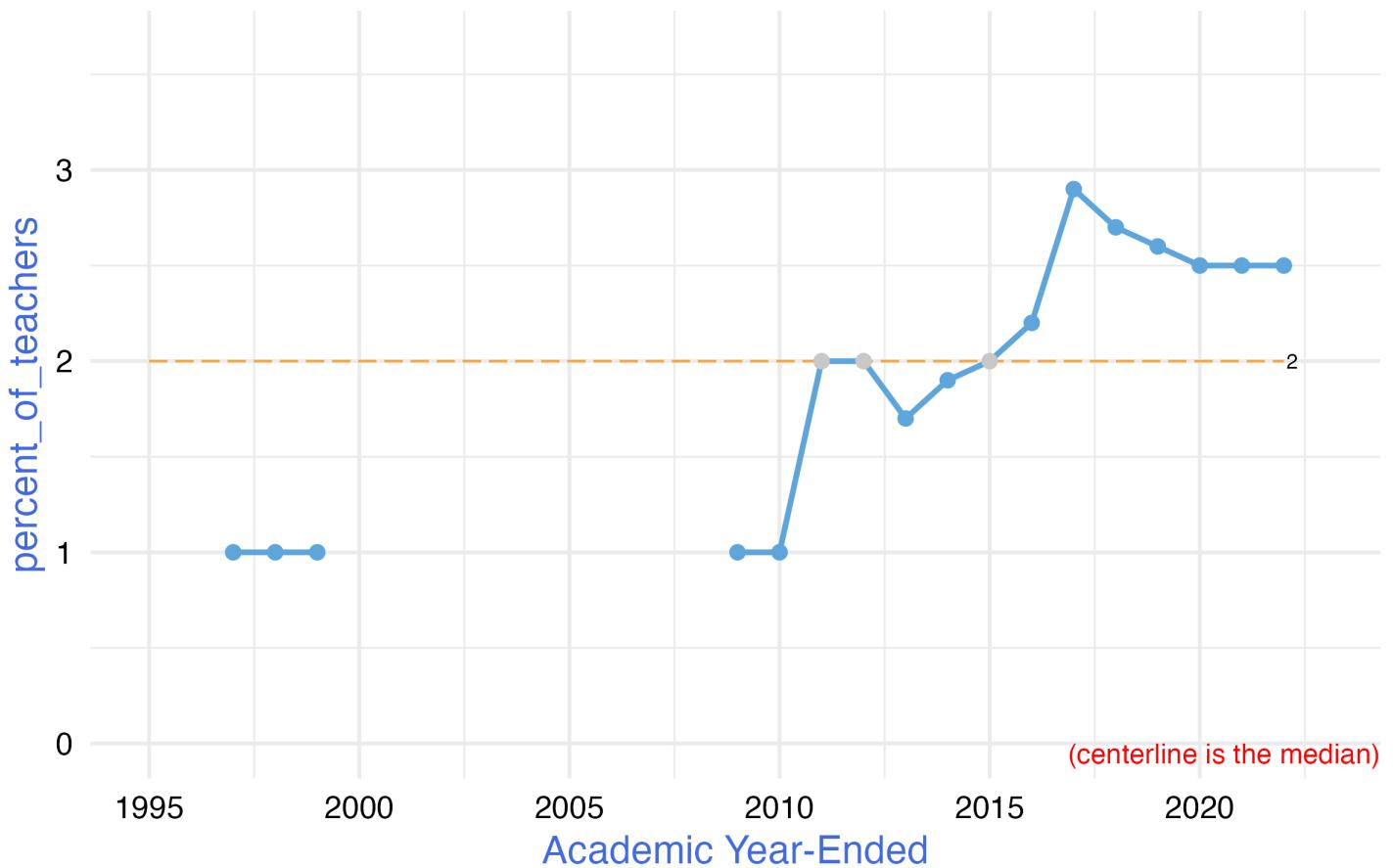


**Source: <https://tea.texas.gov/reports-and-data>**

Teachers

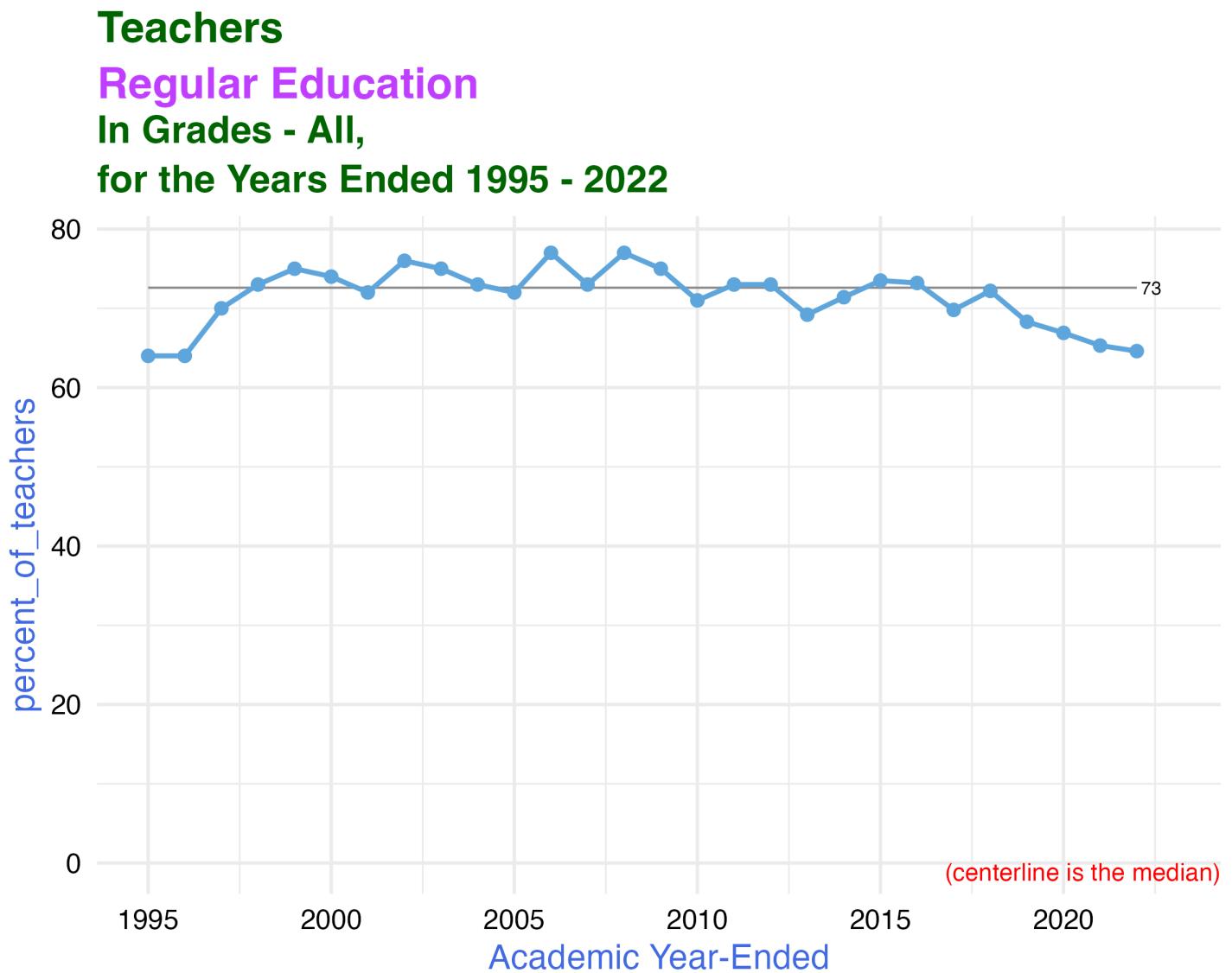
Comment:

**Teachers  
Two or More Races  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

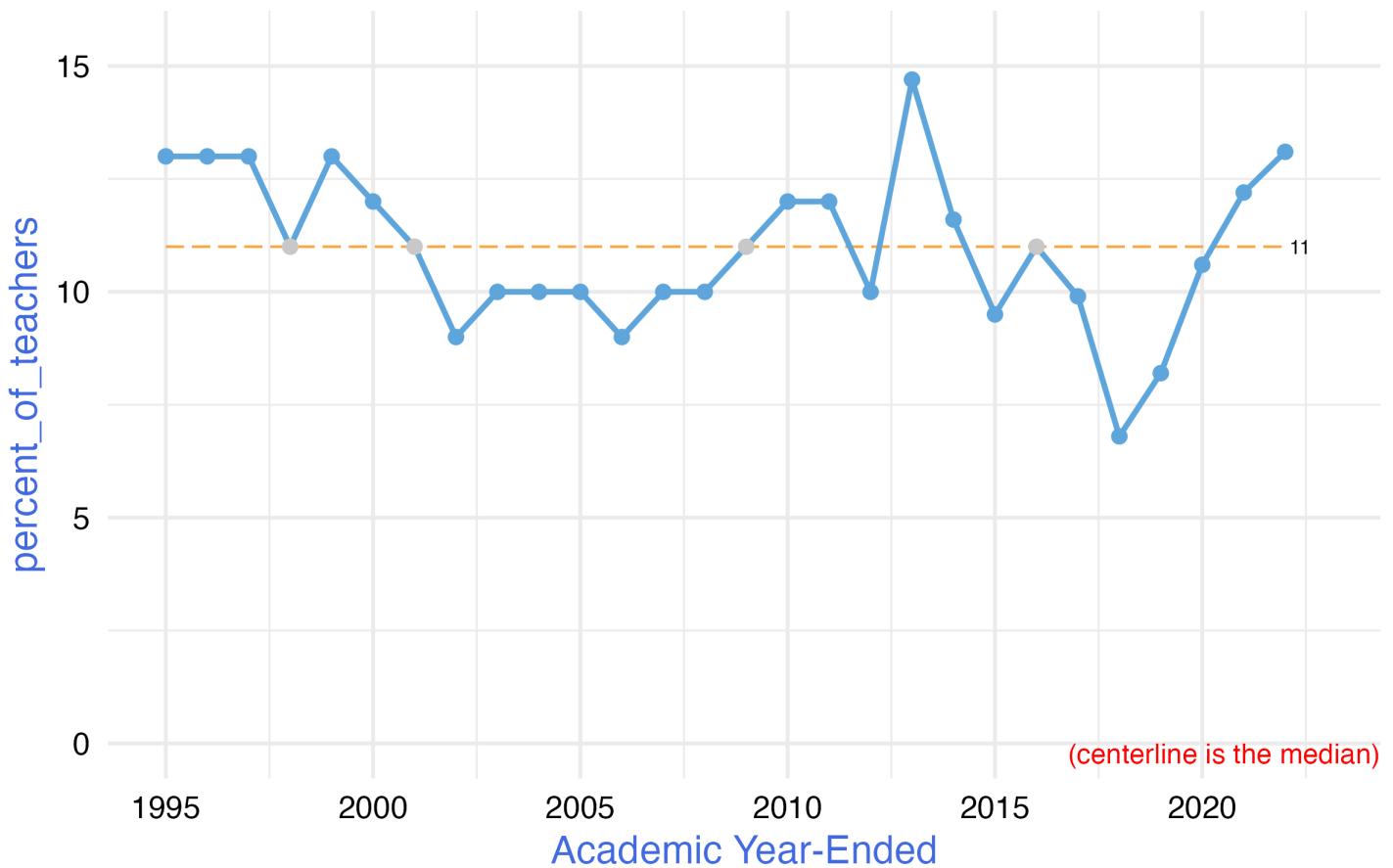


Source: <https://tea.texas.gov/reports-and-data>

Teachers

Comment:

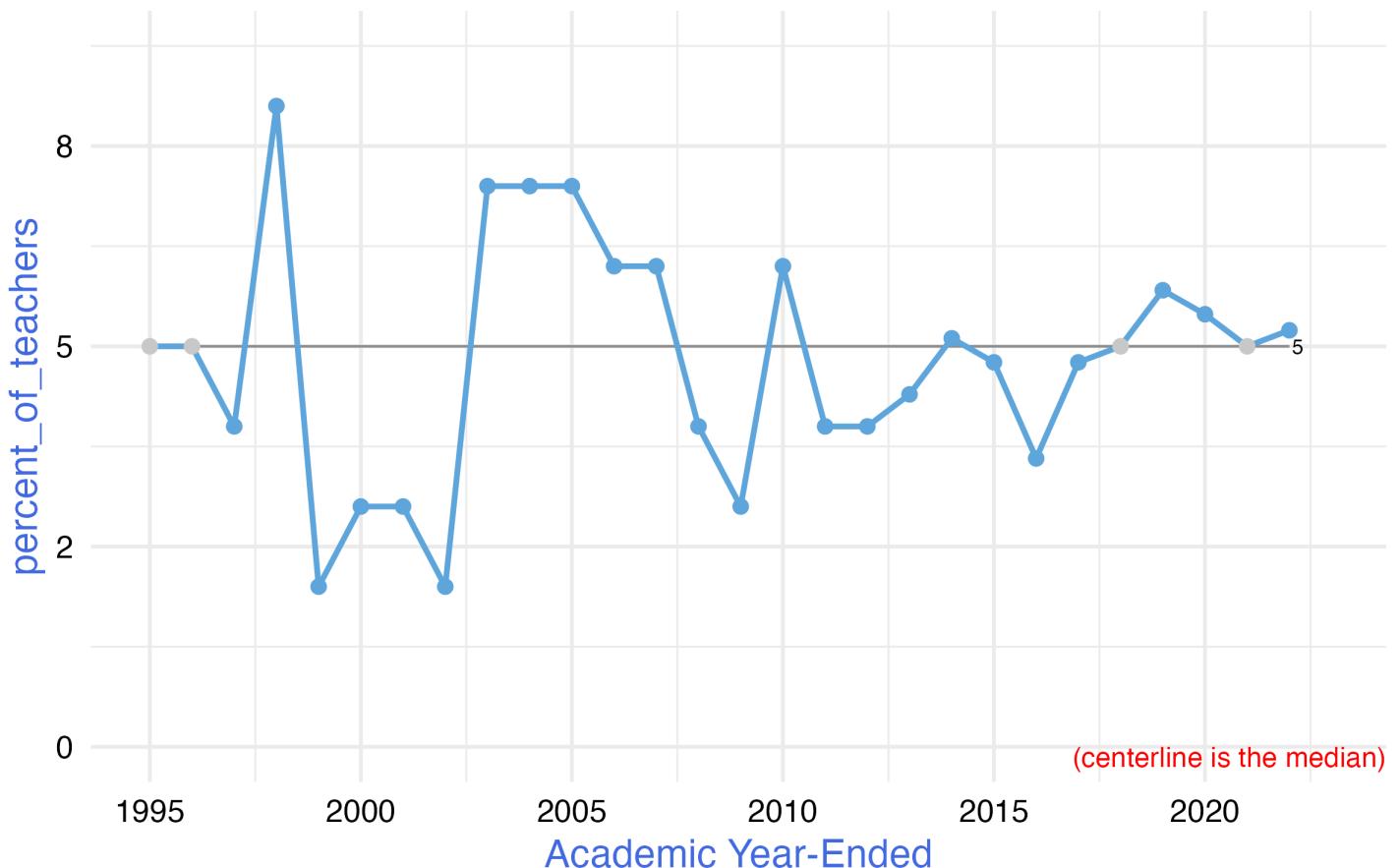
**Teachers  
Special Education  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Teachers  
Compensatory Education  
In Grades - All,  
for the Years Ended 1995 - 2022**

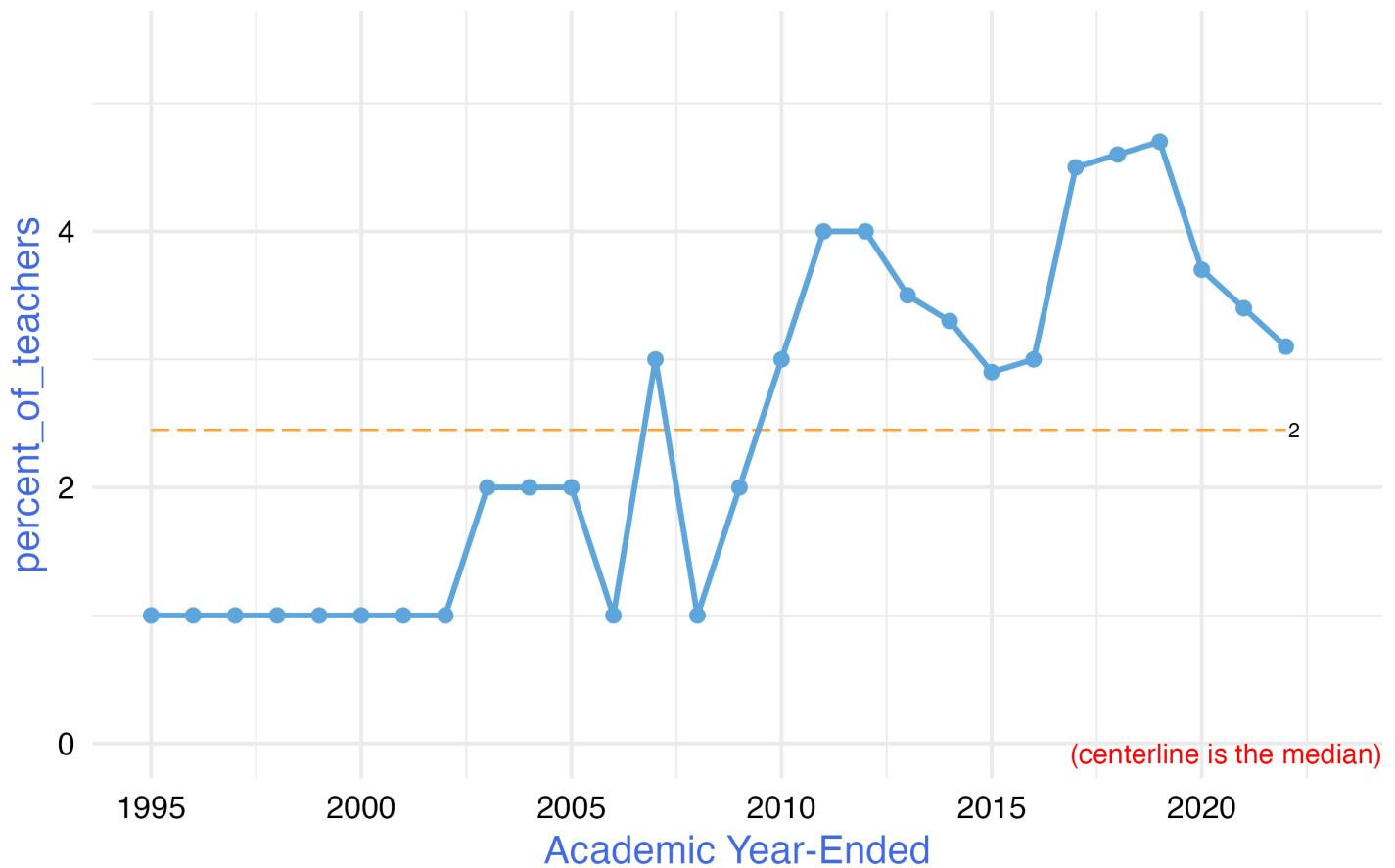


Source: <https://tea.texas.gov/reports-and-data>

Teachers

Comment:

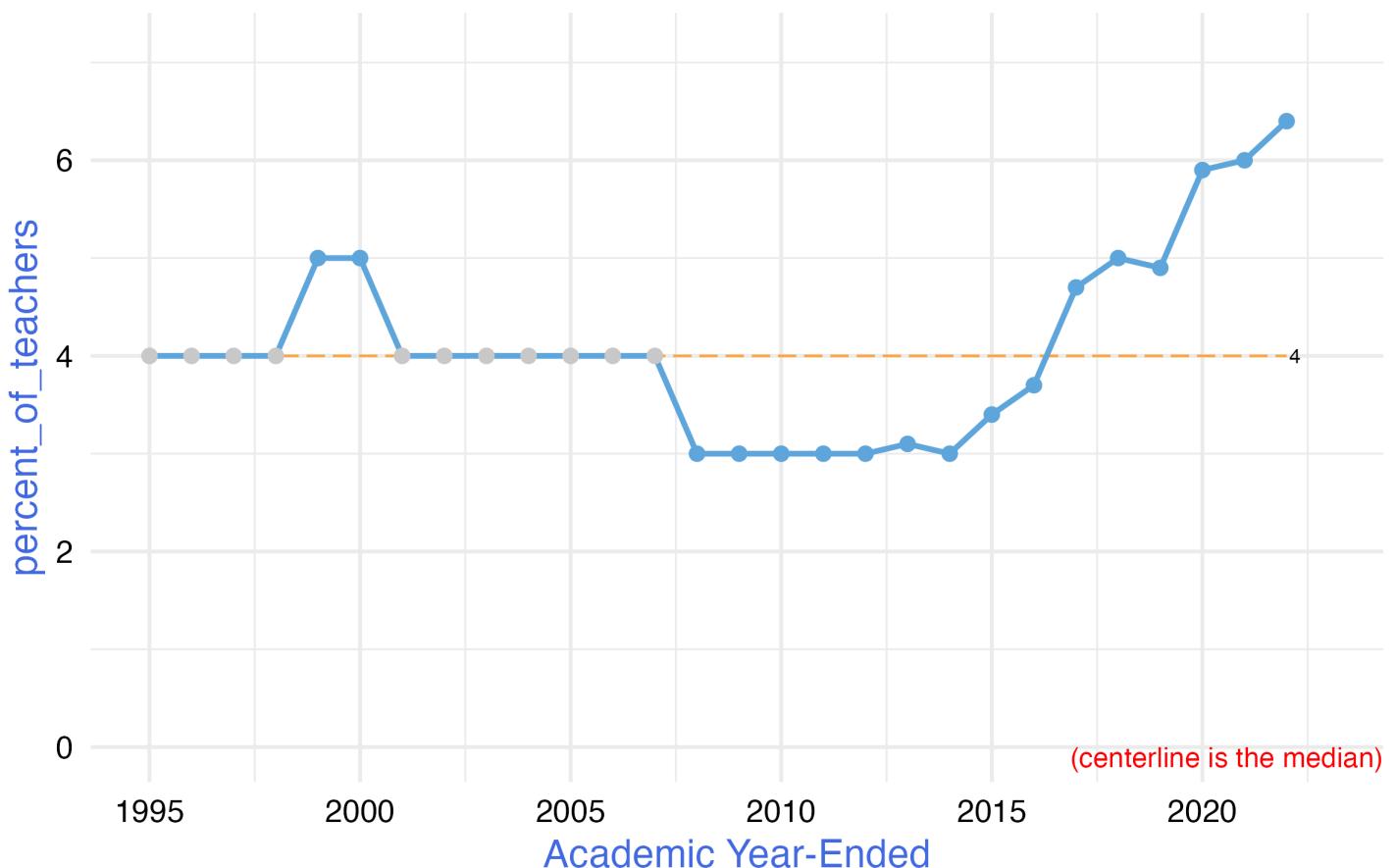
**Teachers  
Bilingual-ESL Education  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Teachers**  
**Career and Technology Education**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

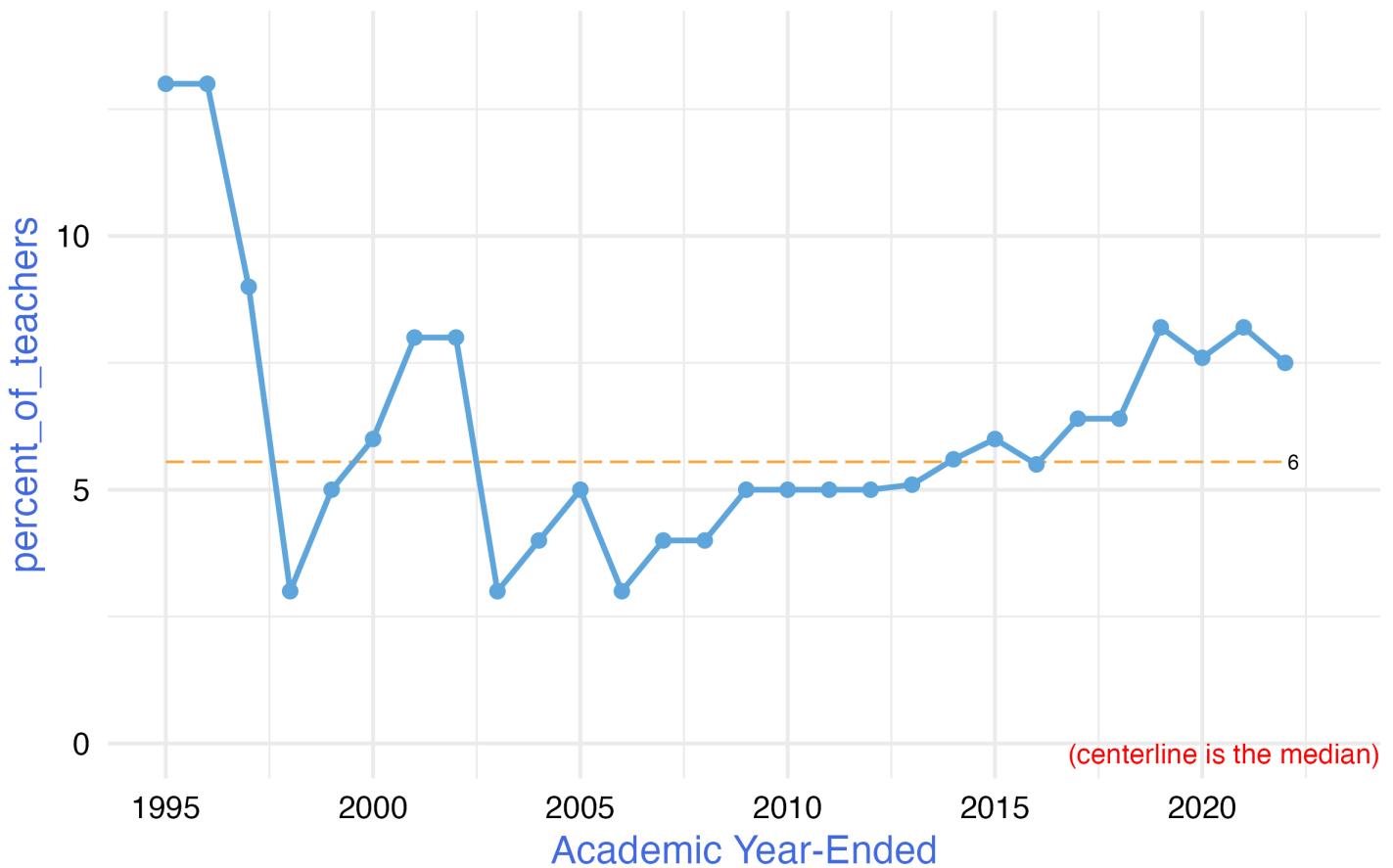


Source: <https://tea.texas.gov/reports-and-data>

Teachers

Comment:

**Teachers**  
**Other Education-Includes G and T**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

# Staff

Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

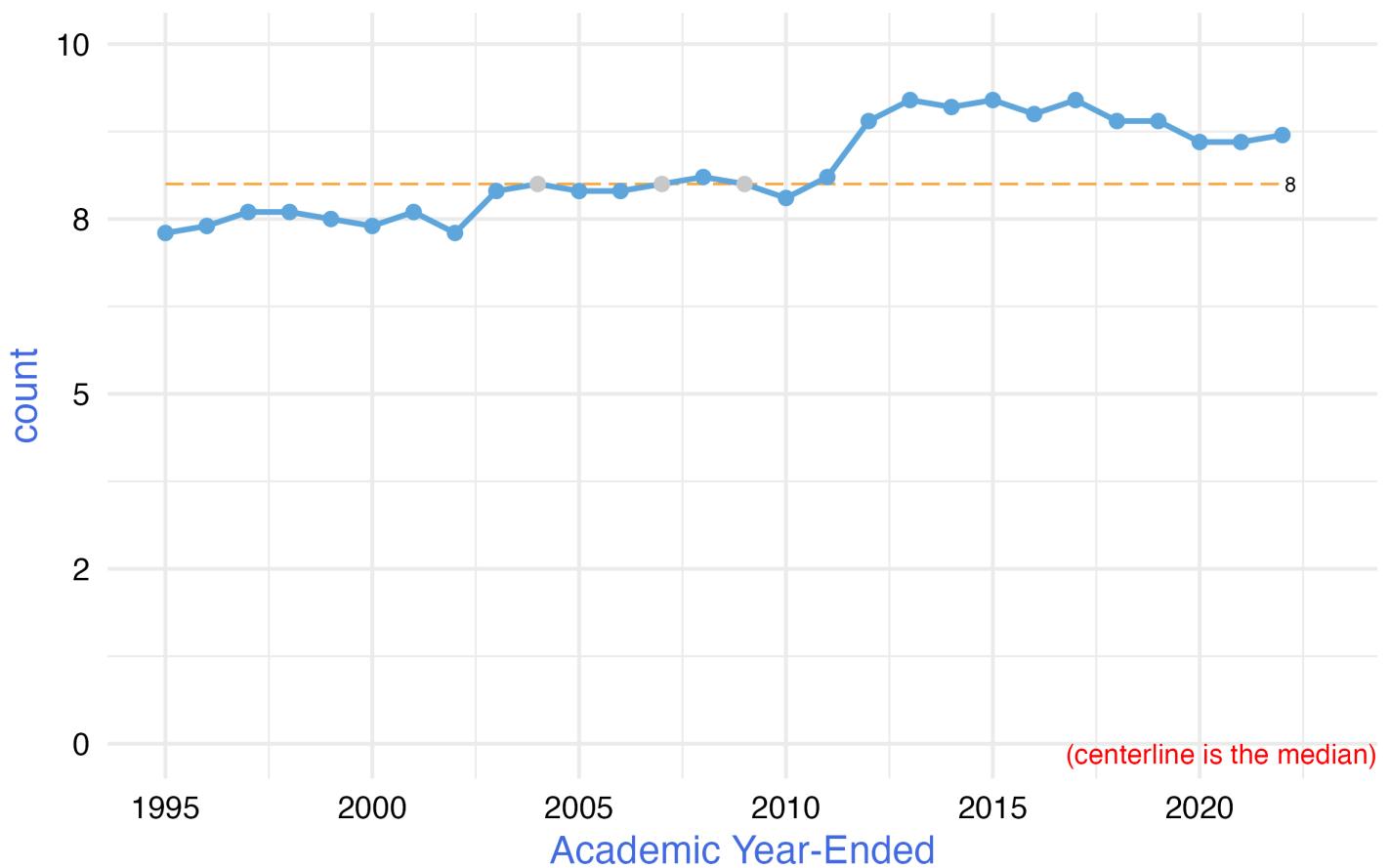
Enjoy!

Staff

Comment:

## Staff

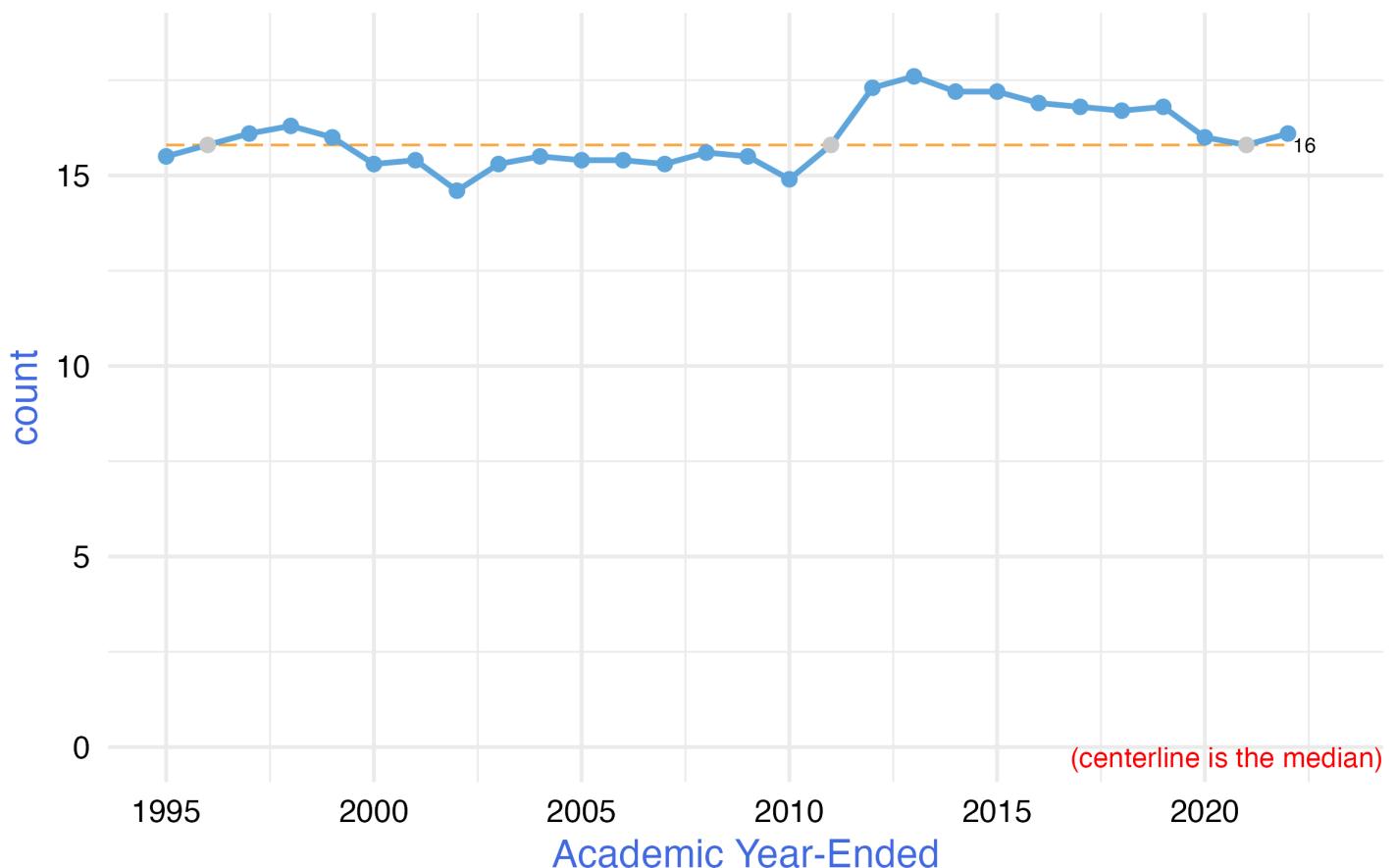
### Number of Students Per Total Staff In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

Comment:

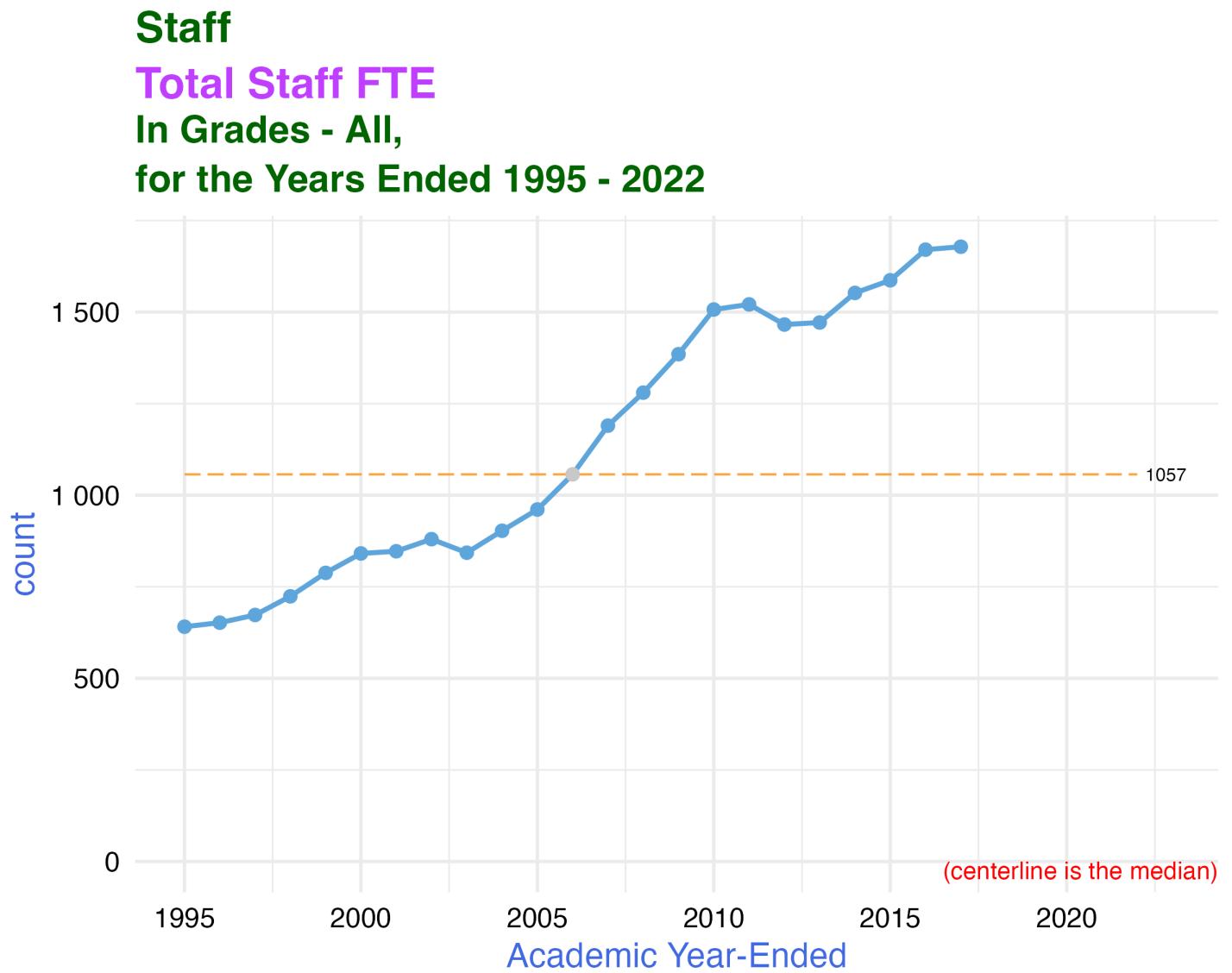
**Staff**  
**Number of Students Per Teacher**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

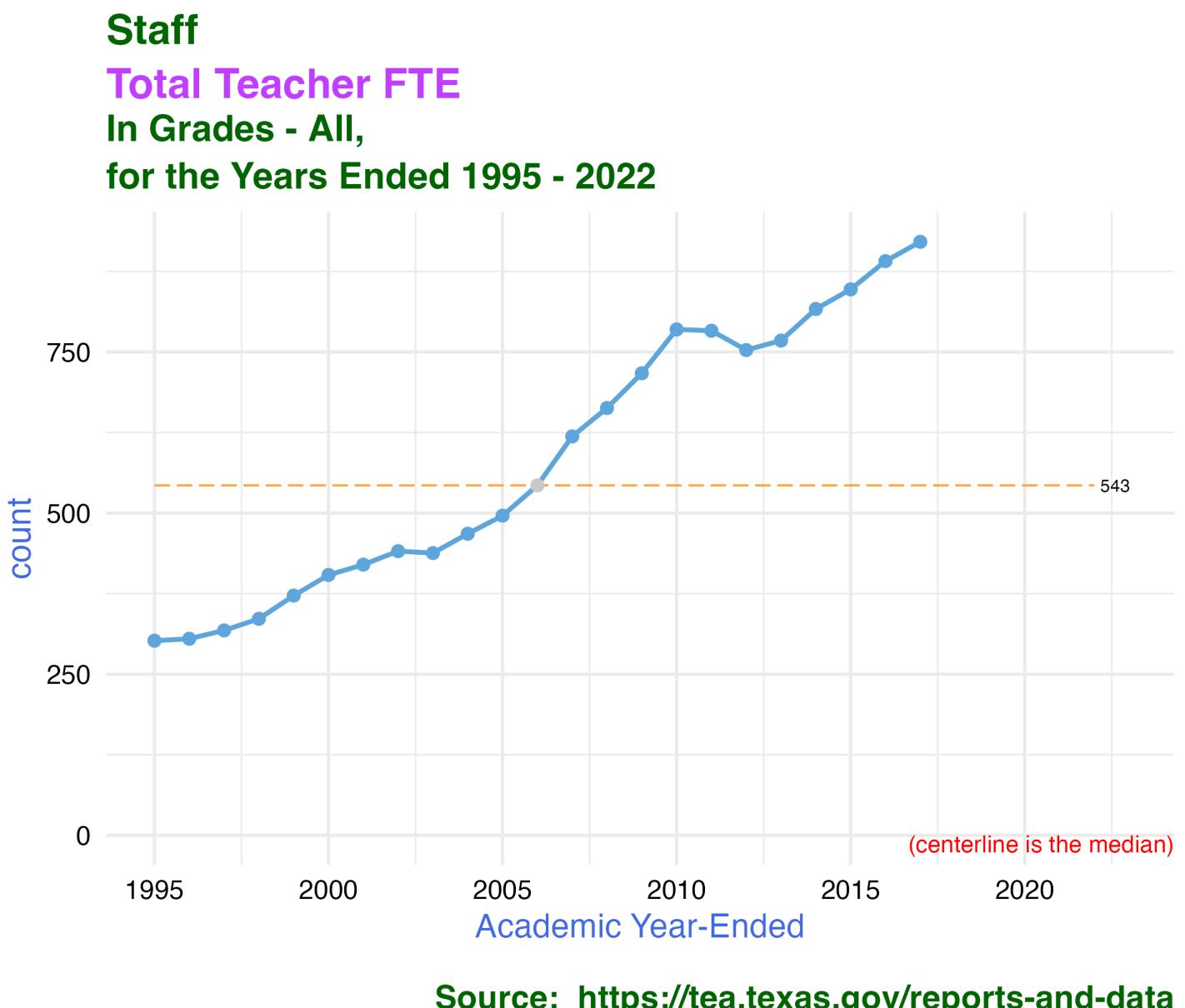
Staff

Comment:



Source: <https://tea.texas.gov/reports-and-data>

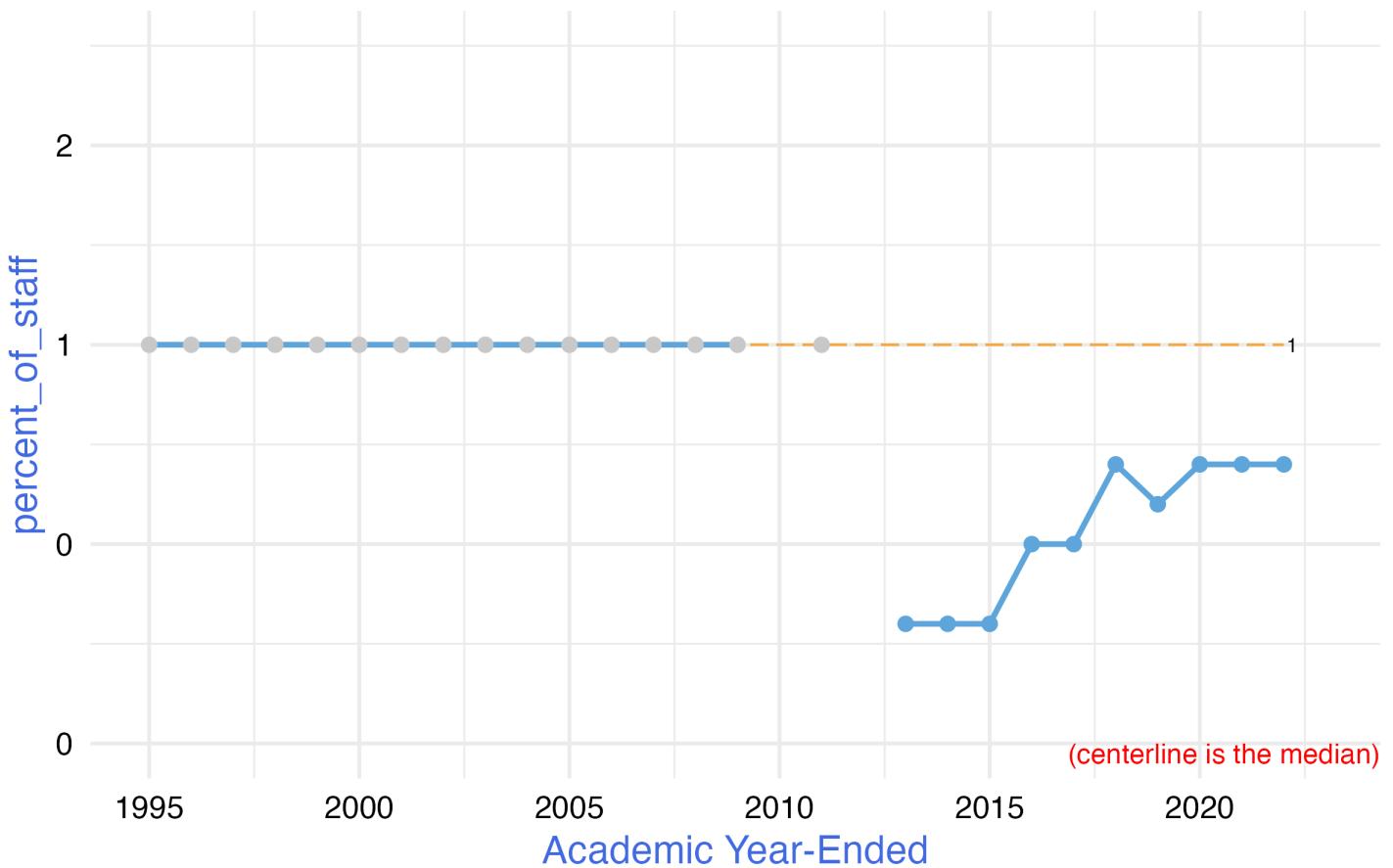
Comment:



Staff

Comment:

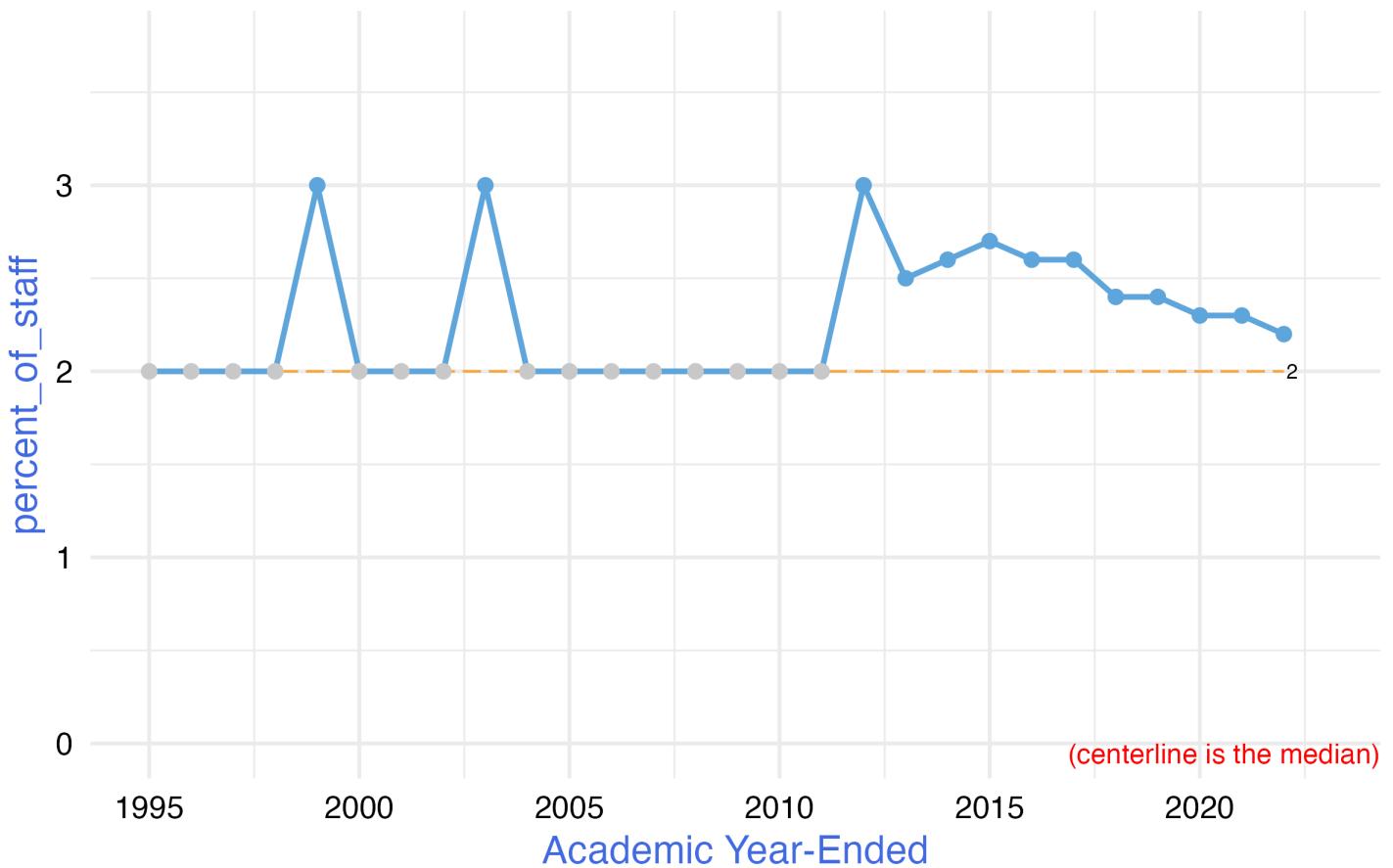
**Staff  
Central Administrative  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Staff**  
**School Administrative**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

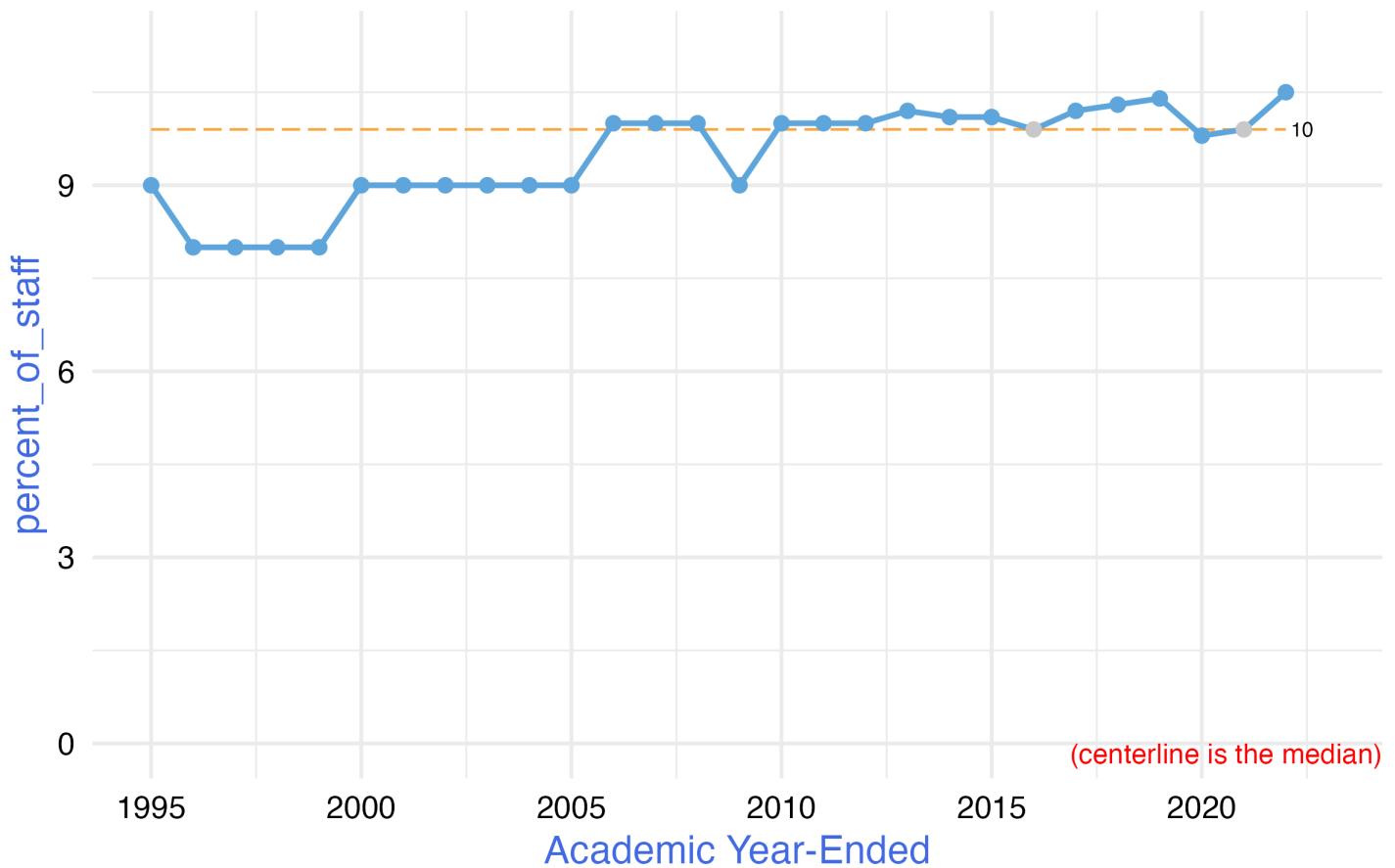


Source: <https://tea.texas.gov/reports-and-data>

Staff

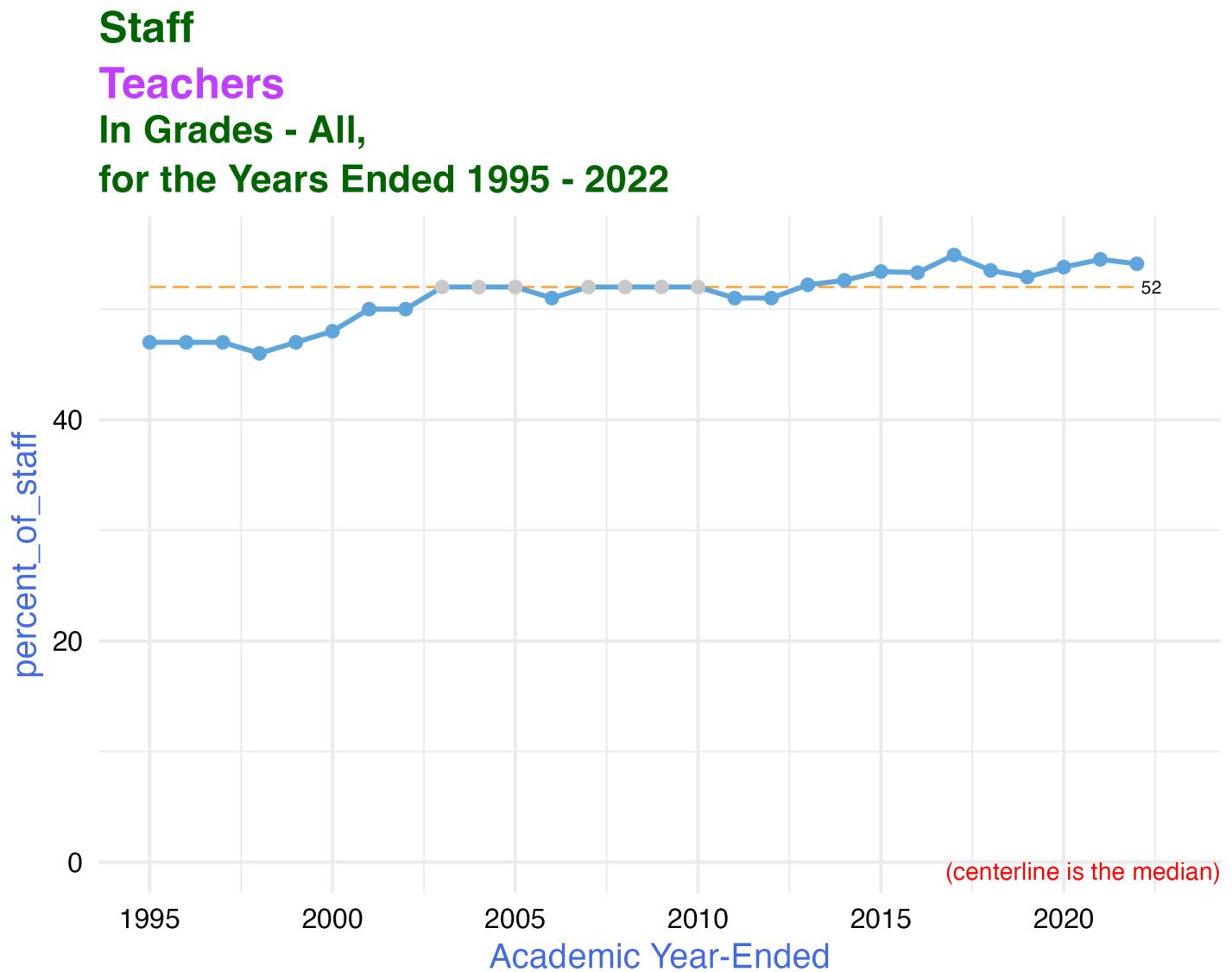
Comment:

**Staff**  
**Professional Support Staff**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

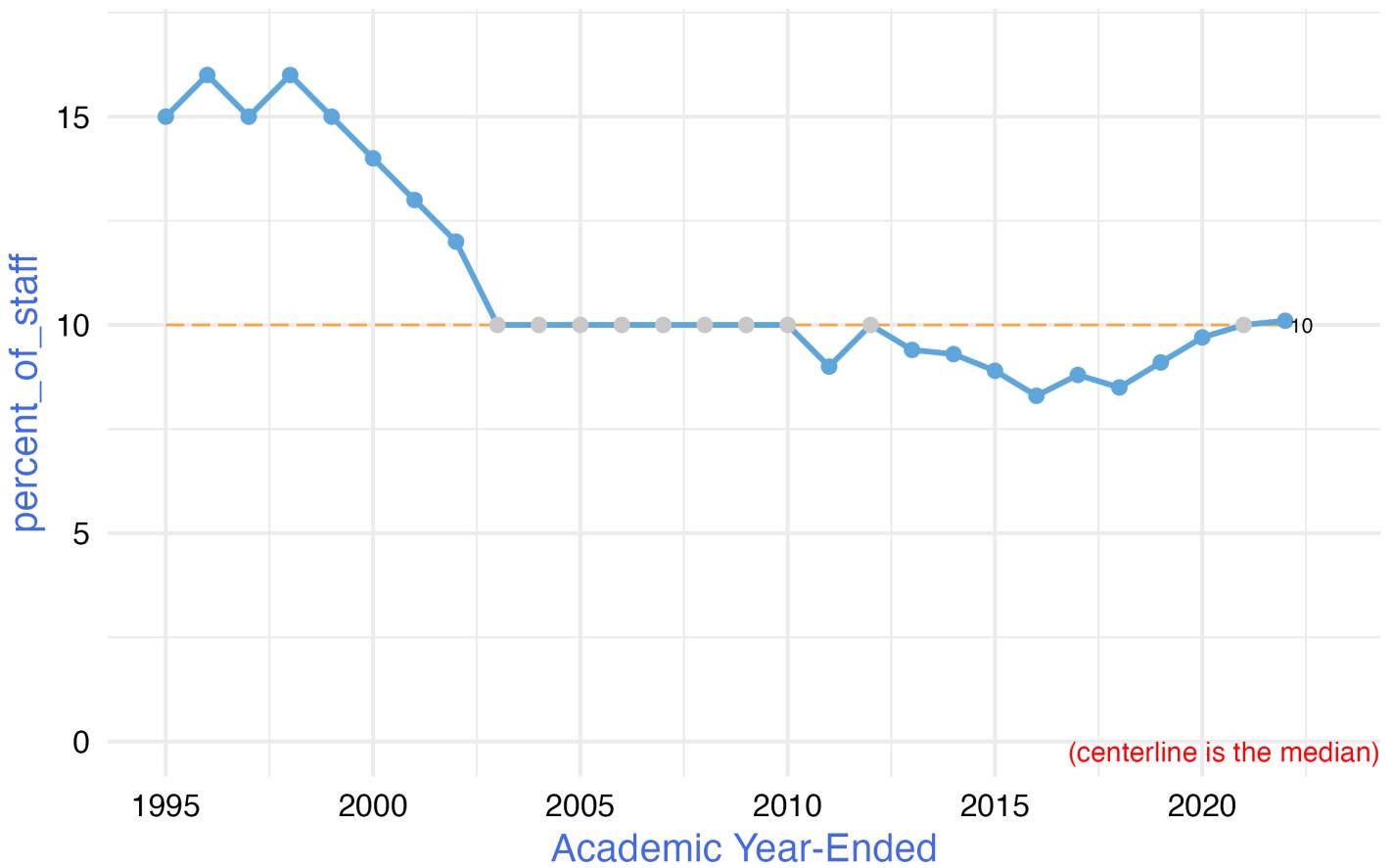


Source: <https://tea.texas.gov/reports-and-data>

Staff

Comment:

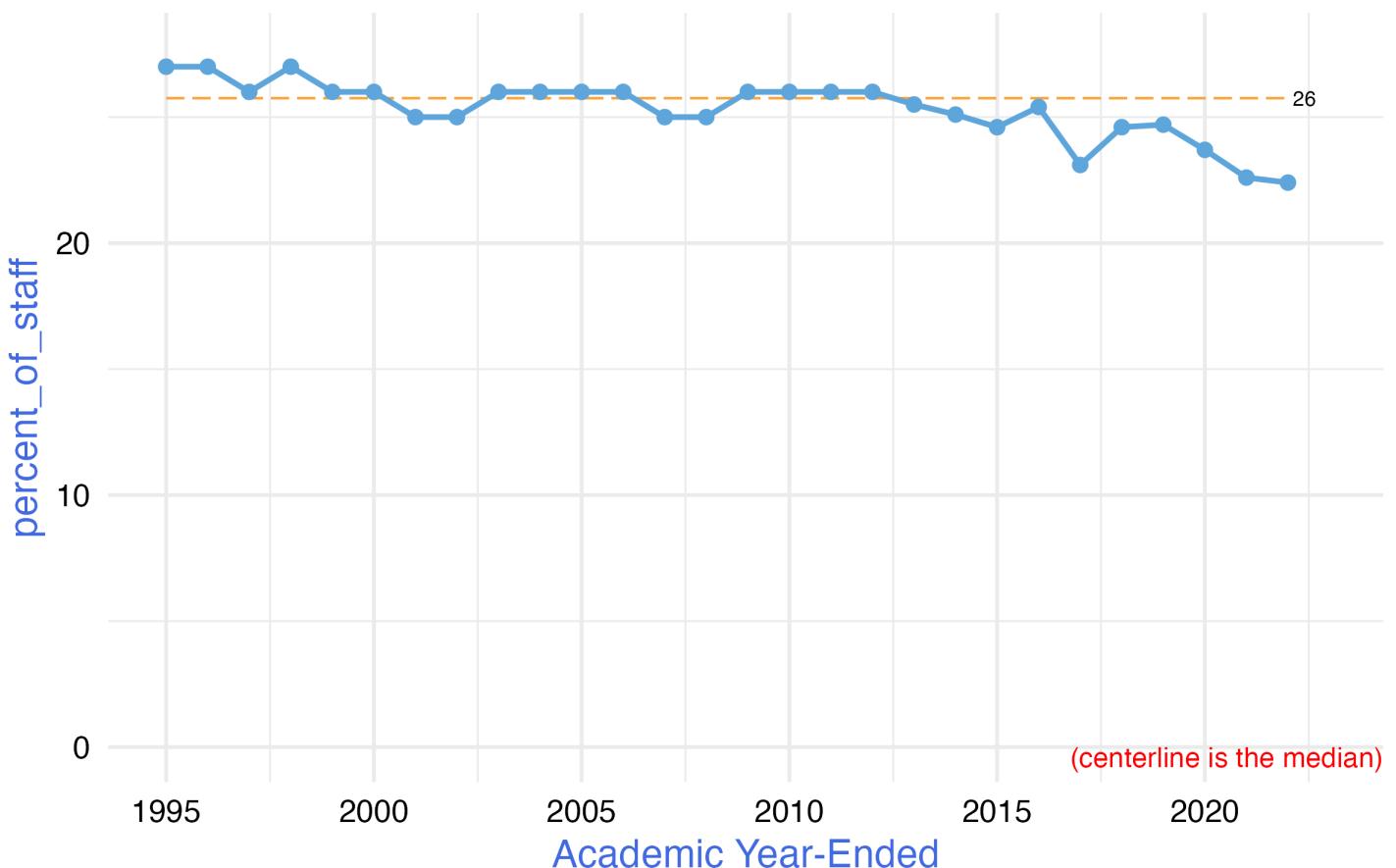
**Staff  
Educational Aides  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Staff**  
**Auxiliary Staff**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



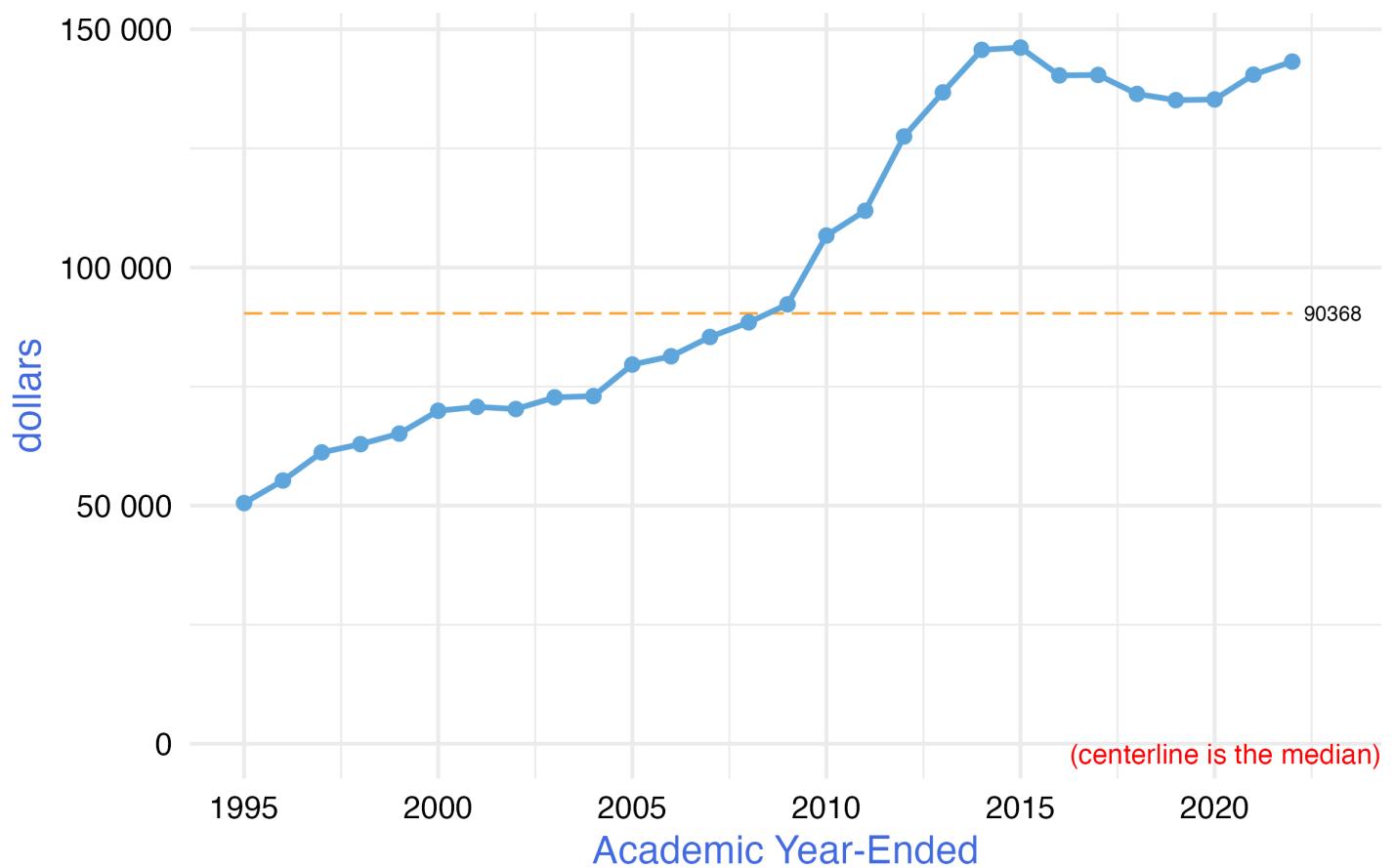
Source: <https://tea.texas.gov/reports-and-data>

Staff

Comment:

## Staff

### Average Central Administr Salary In Grades - All, for the Years Ended 1995 - 2022

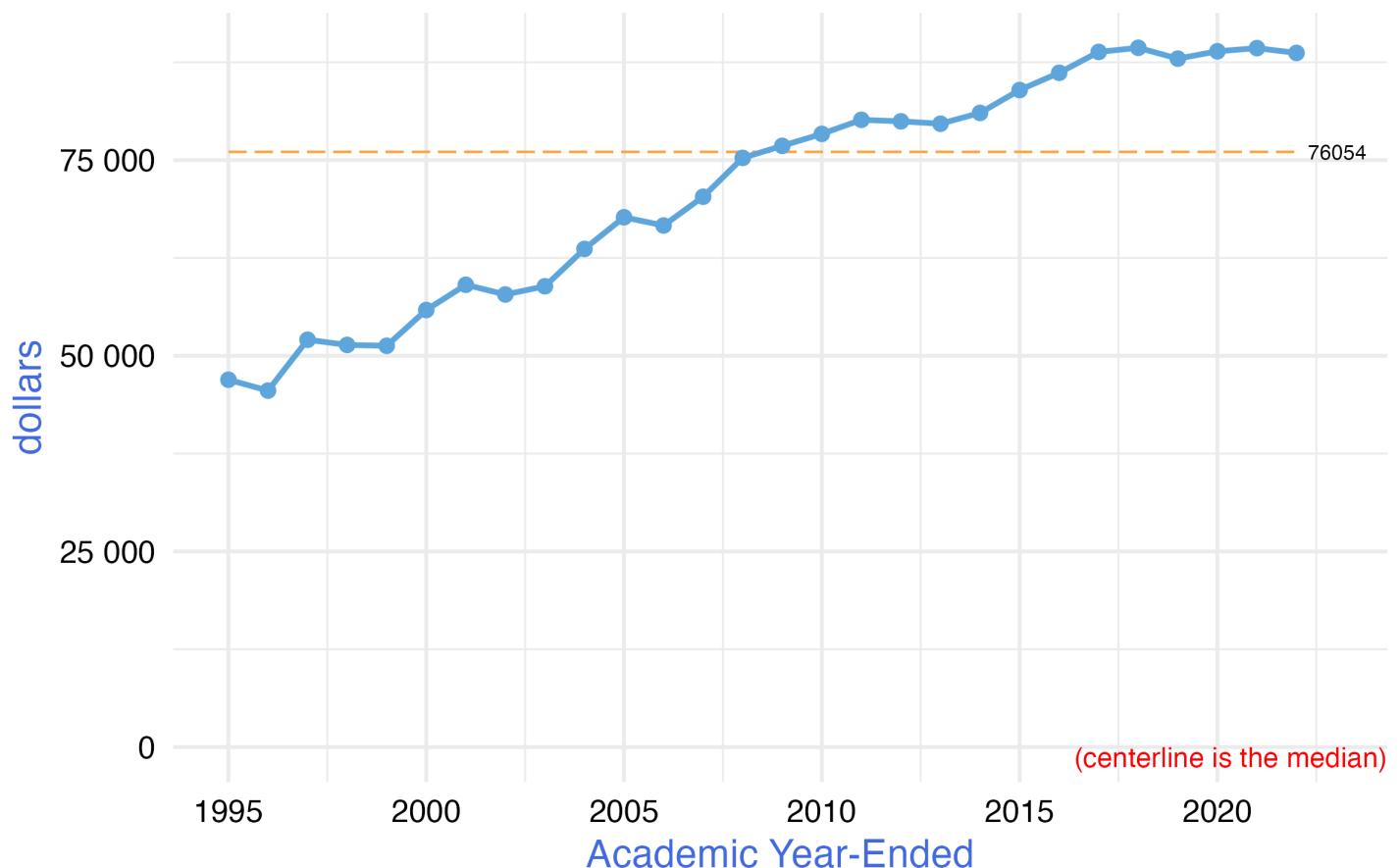


Source: <https://tea.texas.gov/reports-and-data>

Comment:

## Staff

### Average School Administrstr Salary In Grades - All, for the Years Ended 1995 - 2022



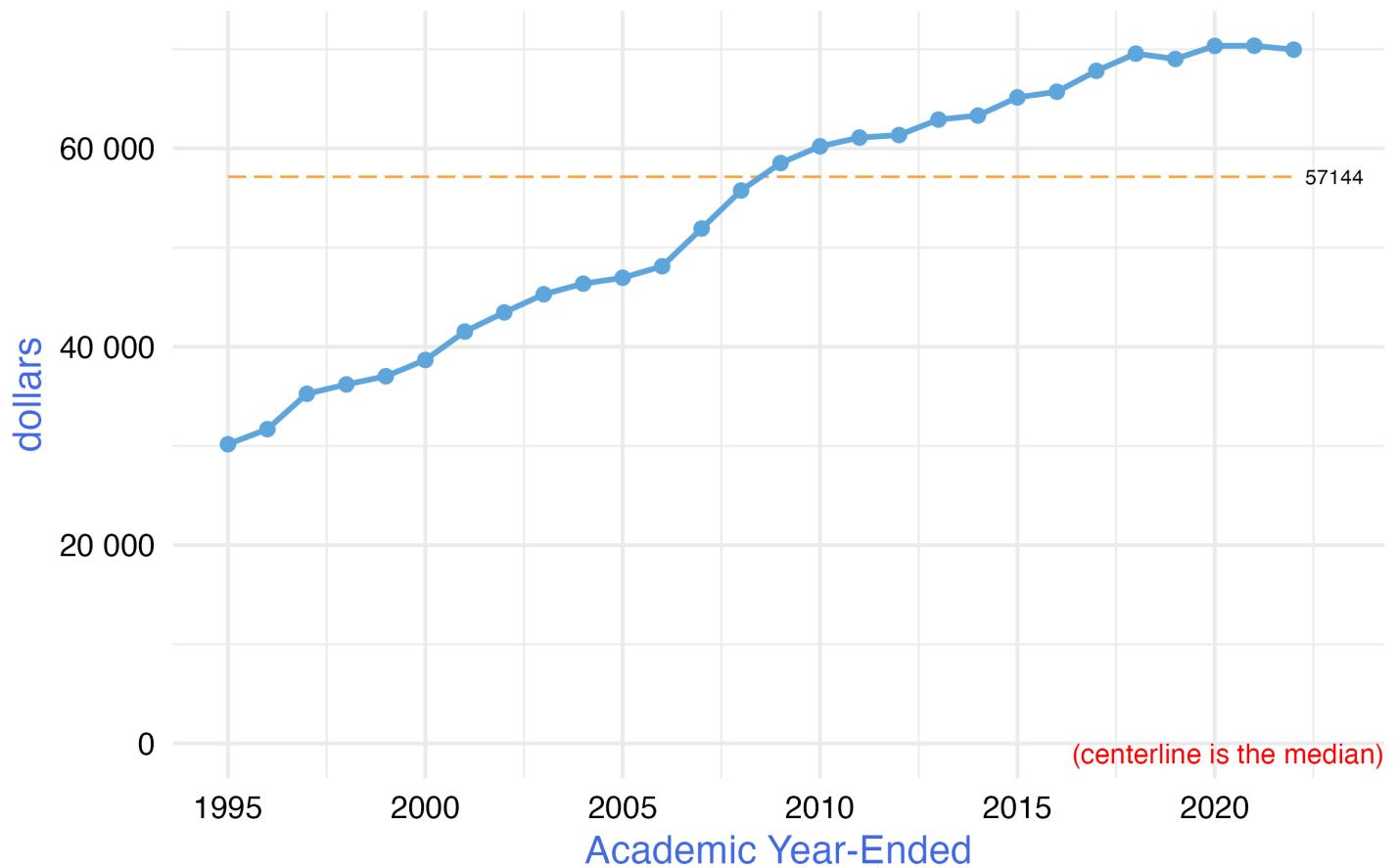
Source: <https://tea.texas.gov/reports-and-data>

Staff

Comment:

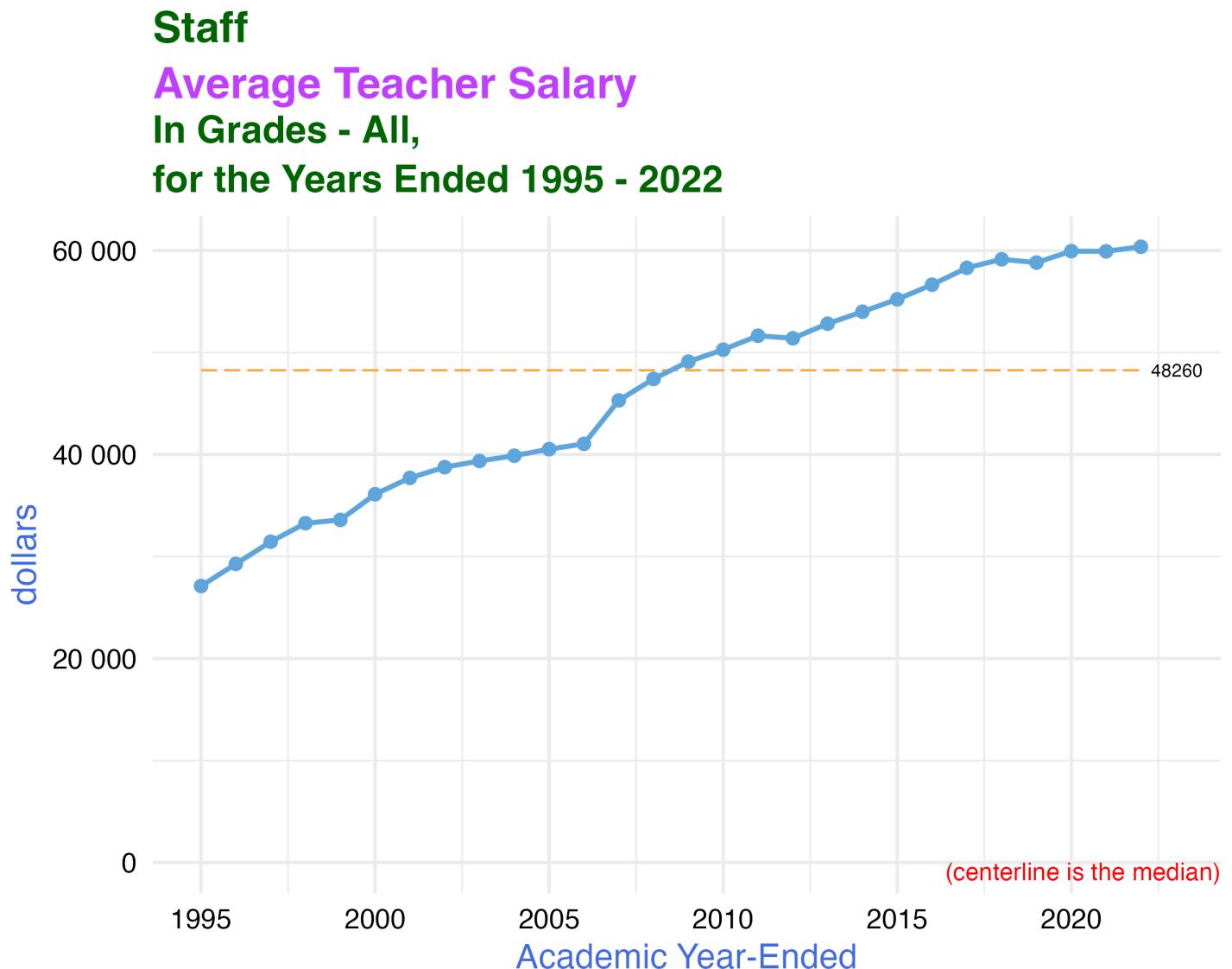
## Staff

### Average Profess Support Staff Salary In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

Comment:

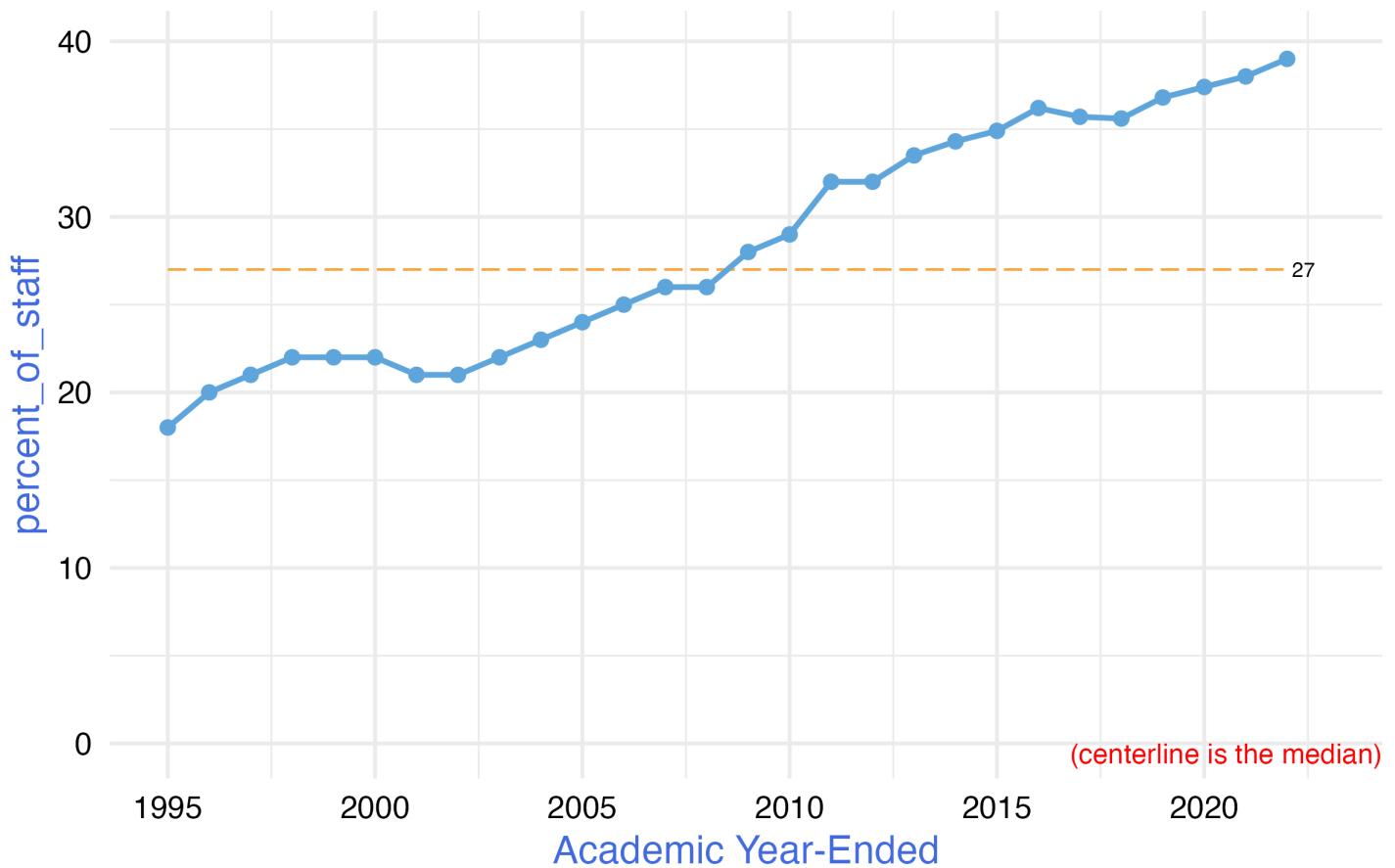


Source: <https://tea.texas.gov/reports-and-data>

Staff

Comment:

**Staff  
Minority  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

# Finances



# Taxes and Revenues

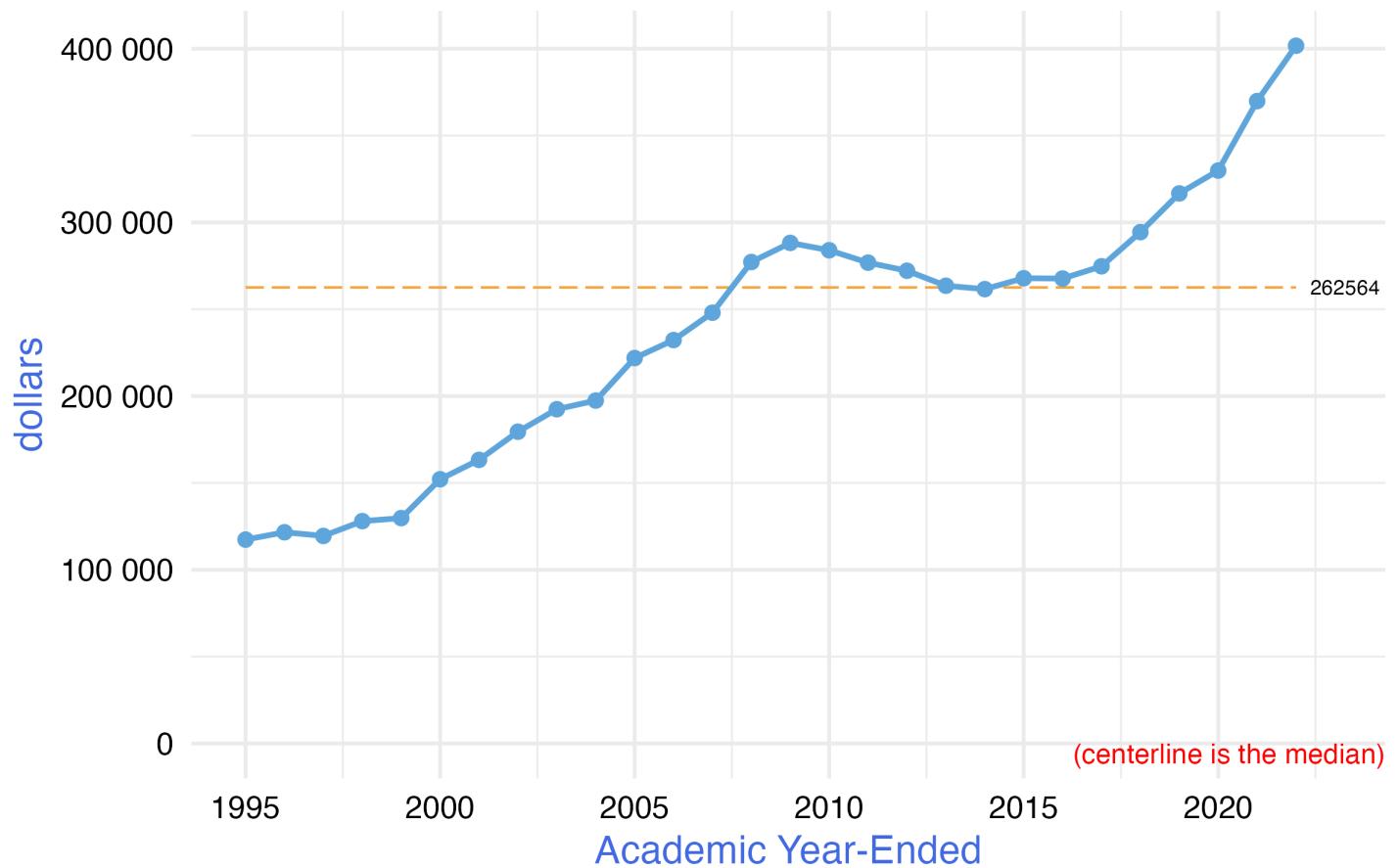
Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

Enjoy!

## Taxes and Revenues

Comment:

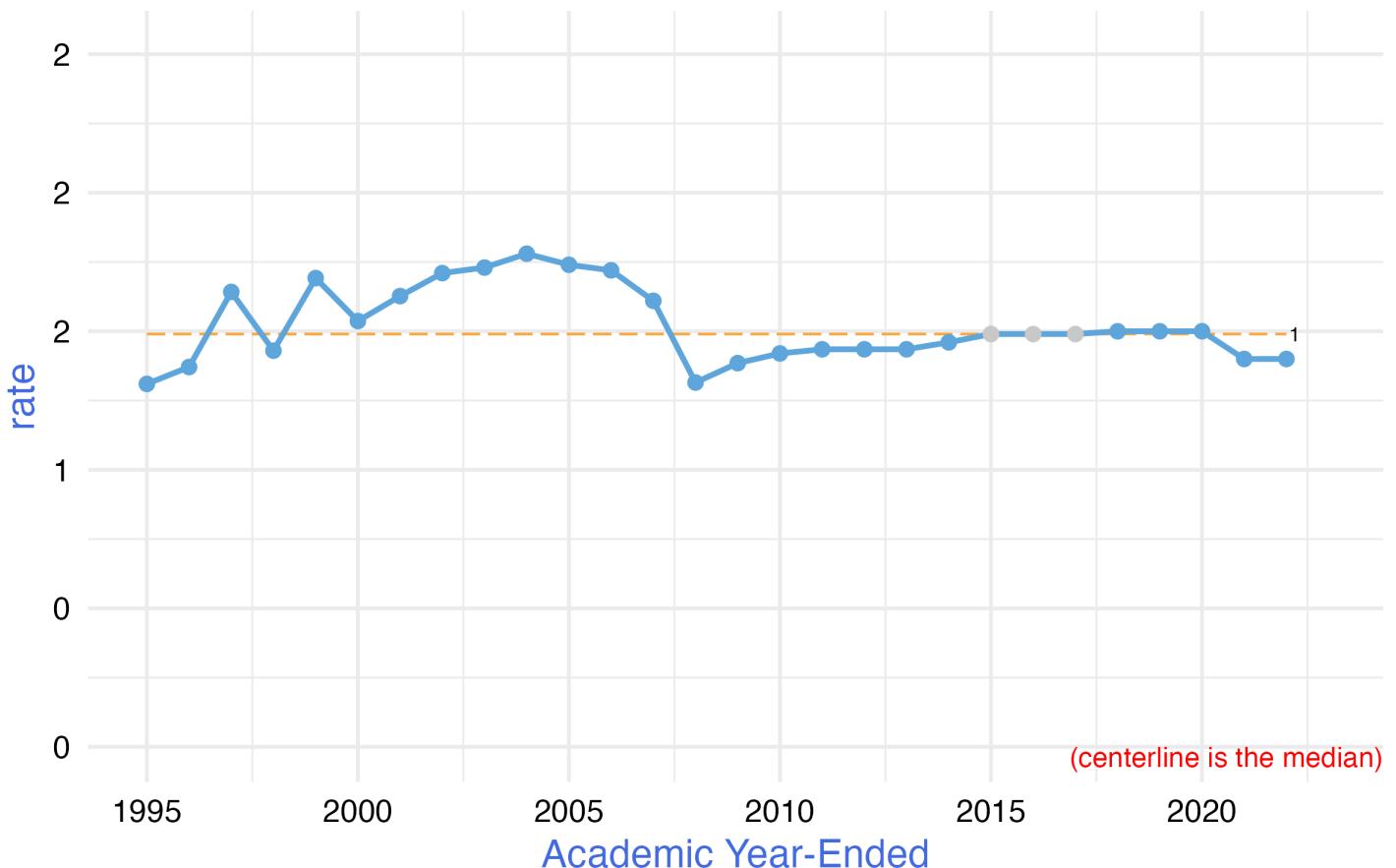
### **Taxes and Revenues Taxable Value Per Pupil In Grades - All, for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Taxes and Revenues**  
**Locally Adopted Tax Rate**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

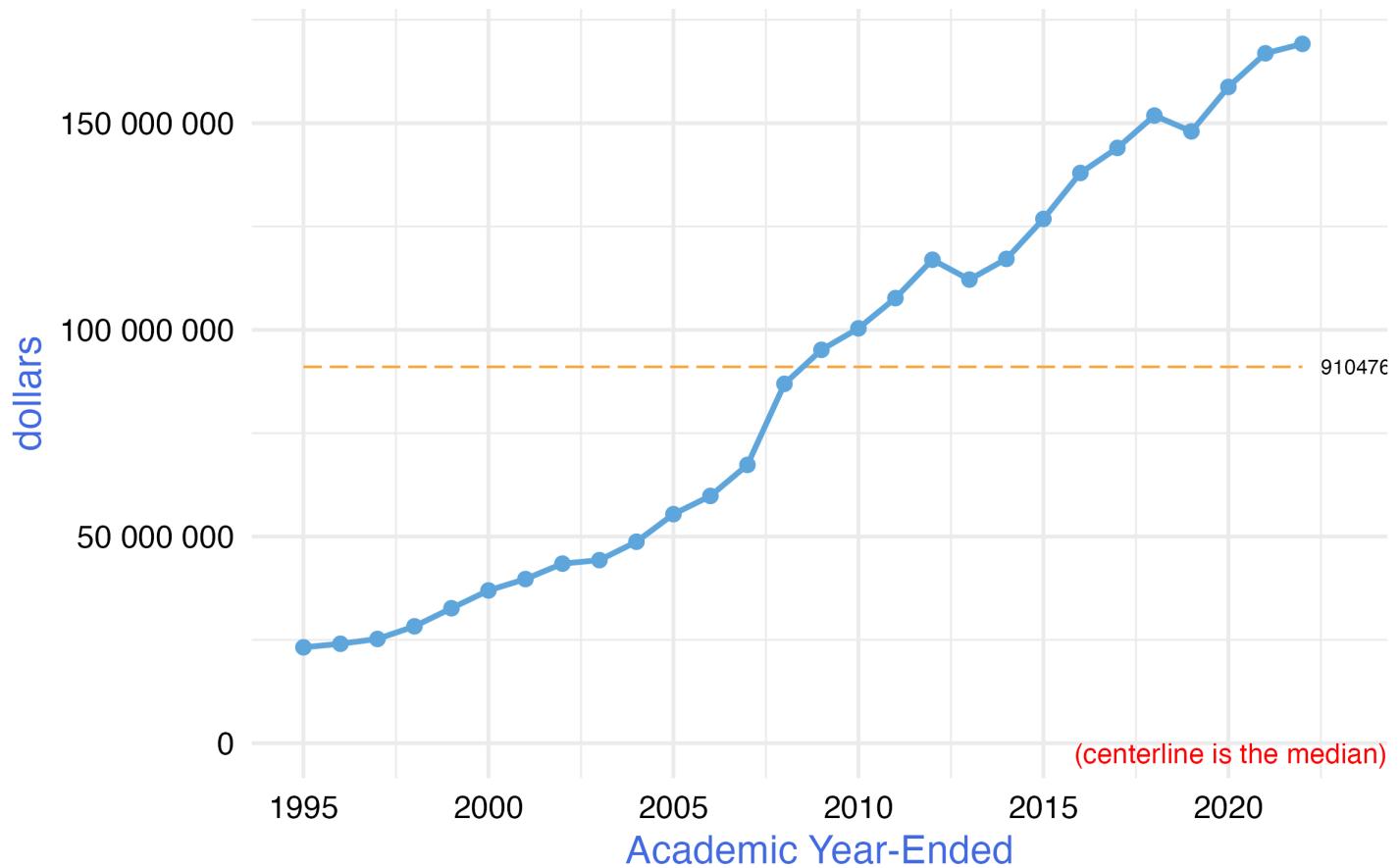


Source: <https://tea.texas.gov/reports-and-data>

## Taxes and Revenues

Comment:

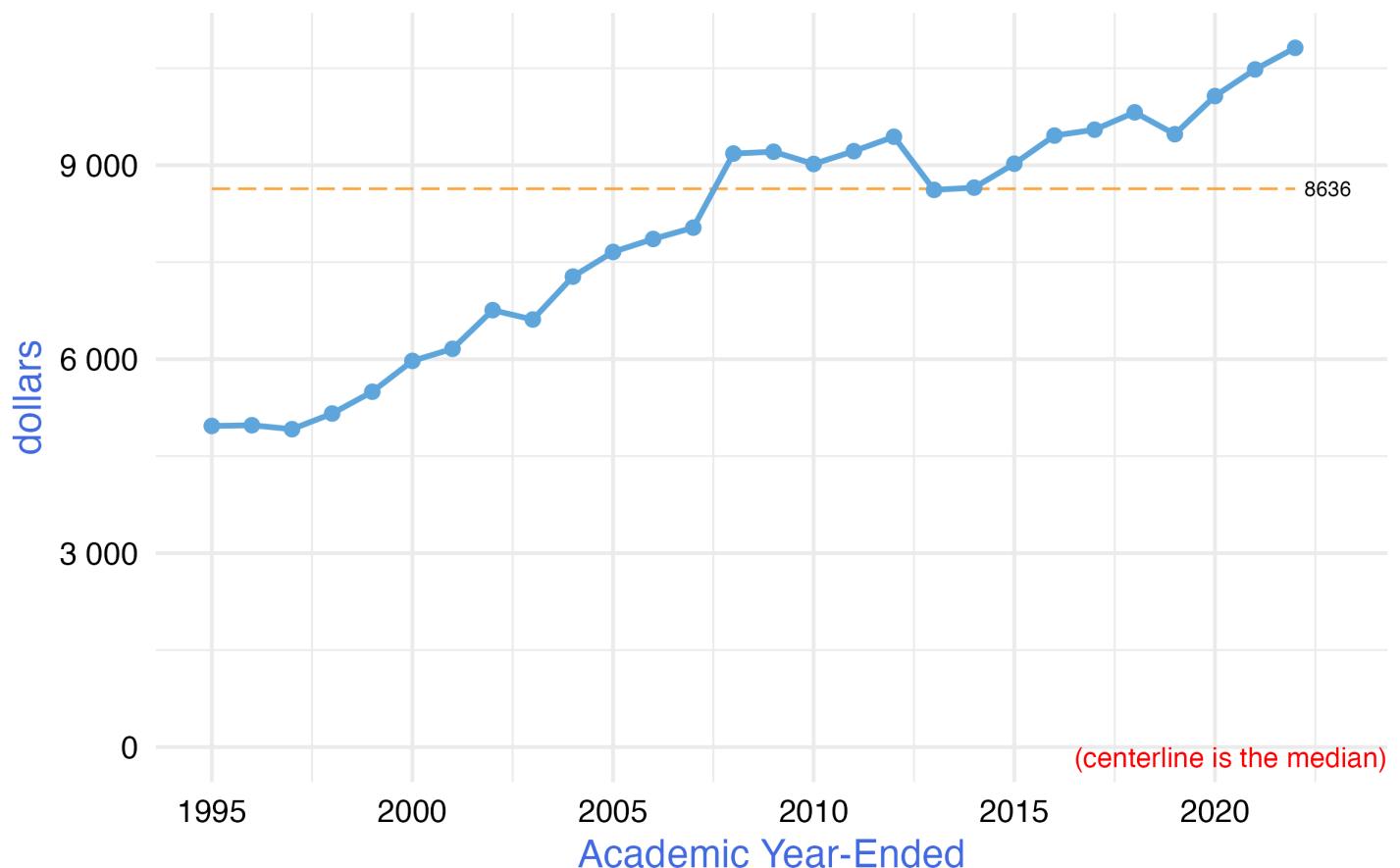
### **Taxes and Revenues Total Revenue In Grades - All, for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

## **Taxes and Revenues** **Total Revenue Per Pupil** **In Grades - All,** **for the Years Ended 1995 - 2022**

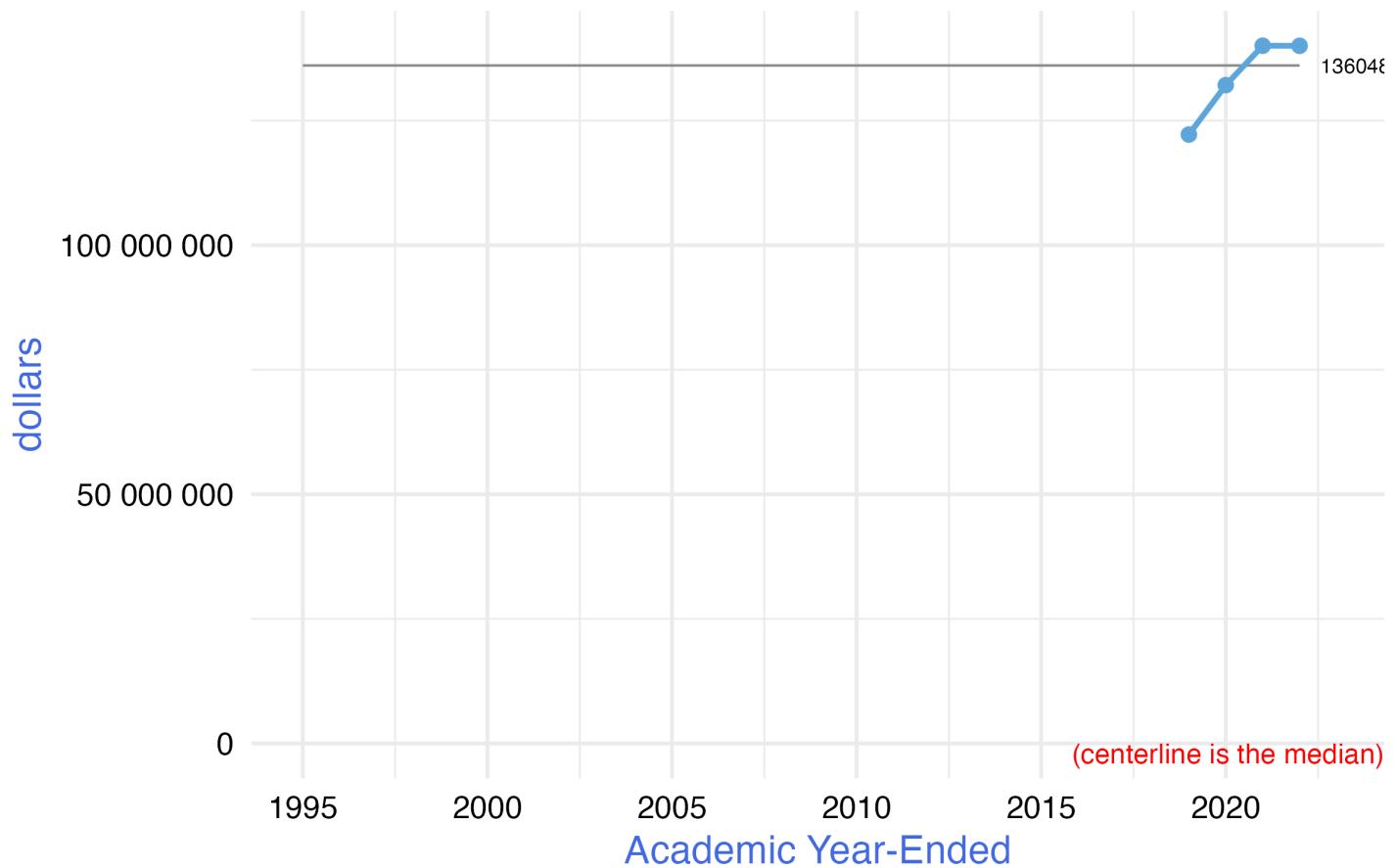


**Source: <https://tea.texas.gov/reports-and-data>**

## Taxes and Revenues

Comment:

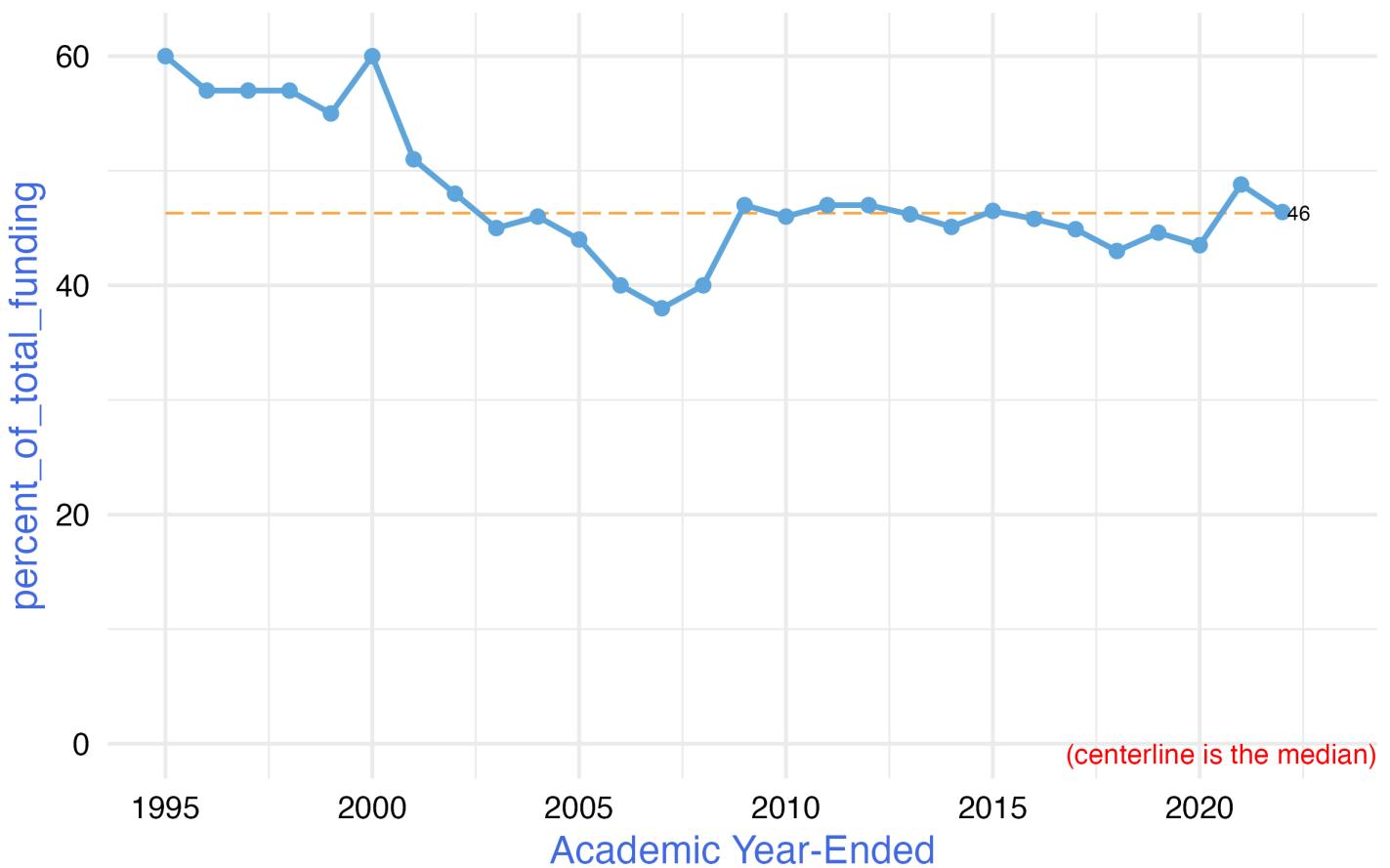
### **Taxes and Revenues Total Operating Revenue In Grades - All, for the Years Ended 1995 - 2022**



**Source: <https://tea.texas.gov/reports-and-data>**

Comment:

**Taxes and Revenues**  
**State**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

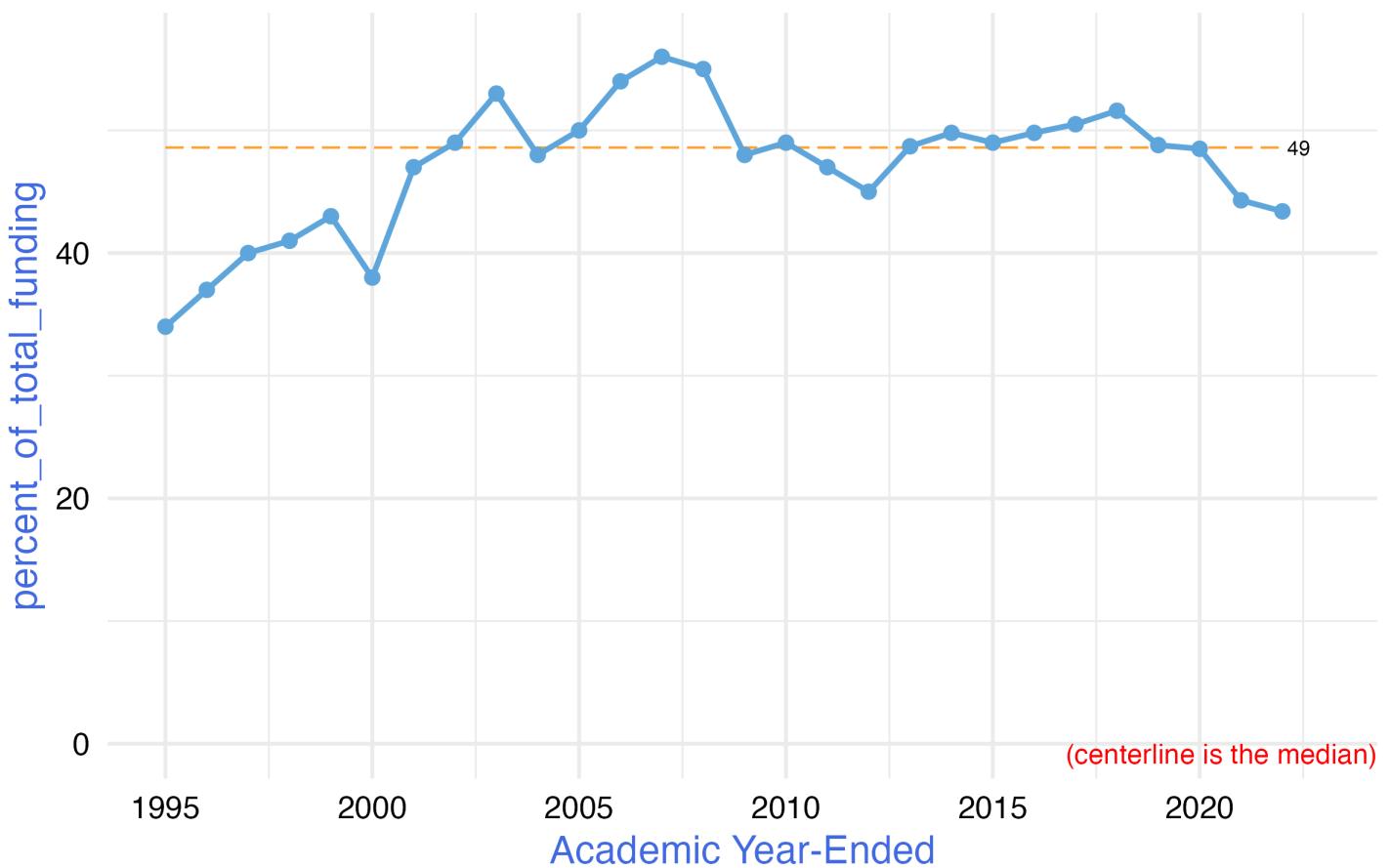


Source: <https://tea.texas.gov/reports-and-data>

## Taxes and Revenues

Comment:

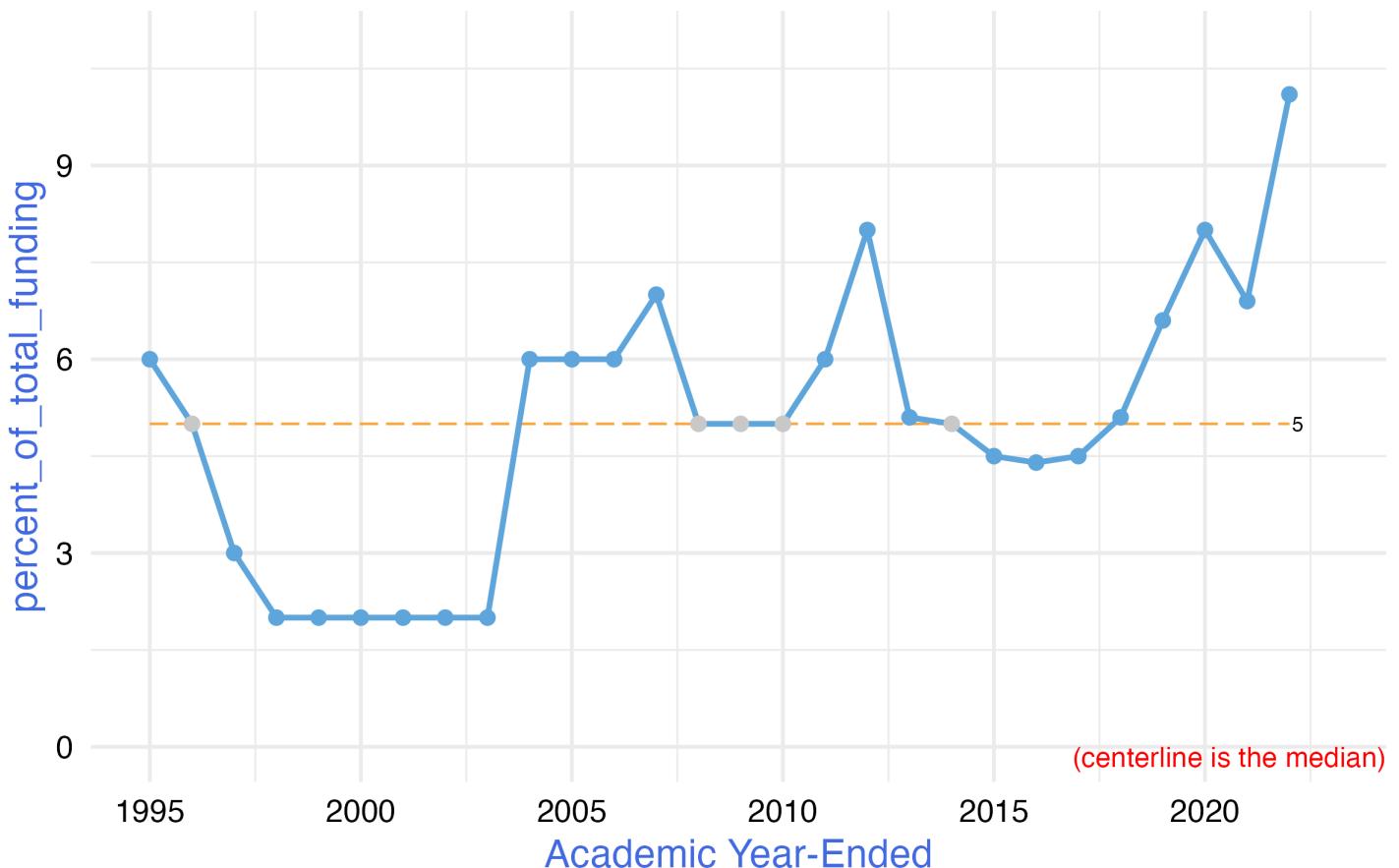
### **Taxes and Revenues Local and Other In Grades - All, for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

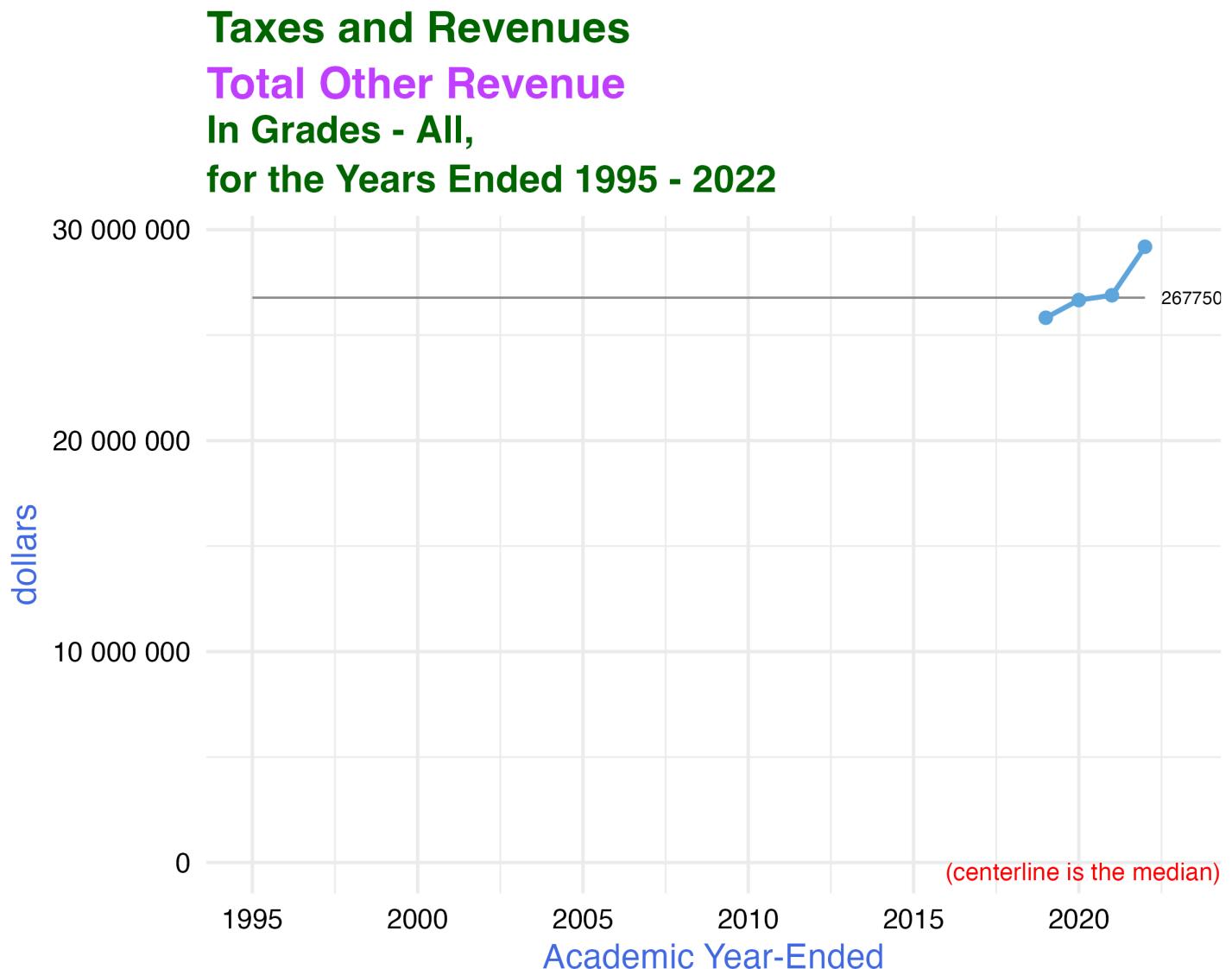
**Taxes and Revenues**  
**Federal**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

## Taxes and Revenues

Comment:



Source: <https://tea.texas.gov/reports-and-data>

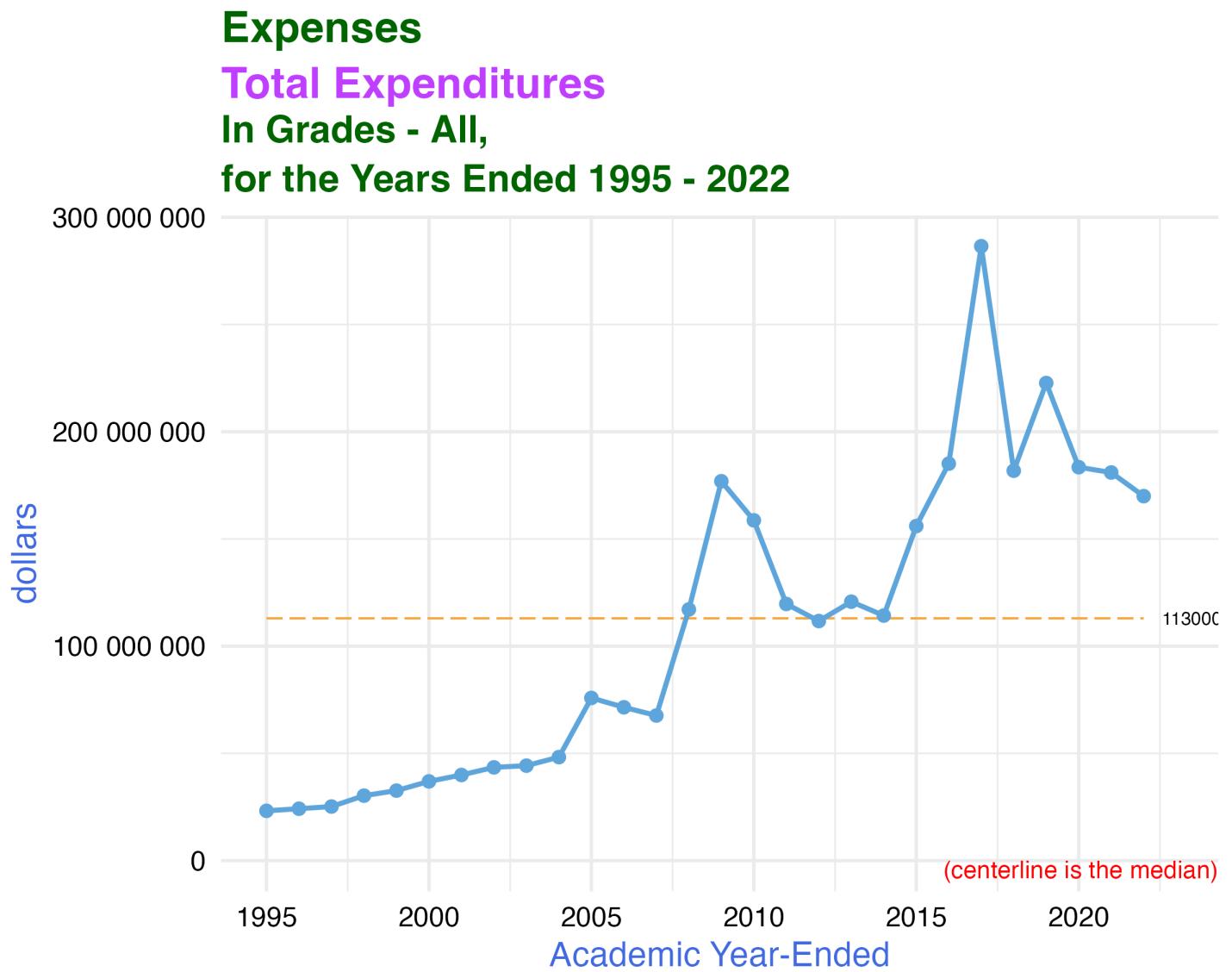
# District Expenses

Let your eyes wander over these plots and get a sense of the growth and development of the district over the last 28 years. Using just your eyes you will gain an appreciation for the accomplishments and growth of the district.

Enjoy!

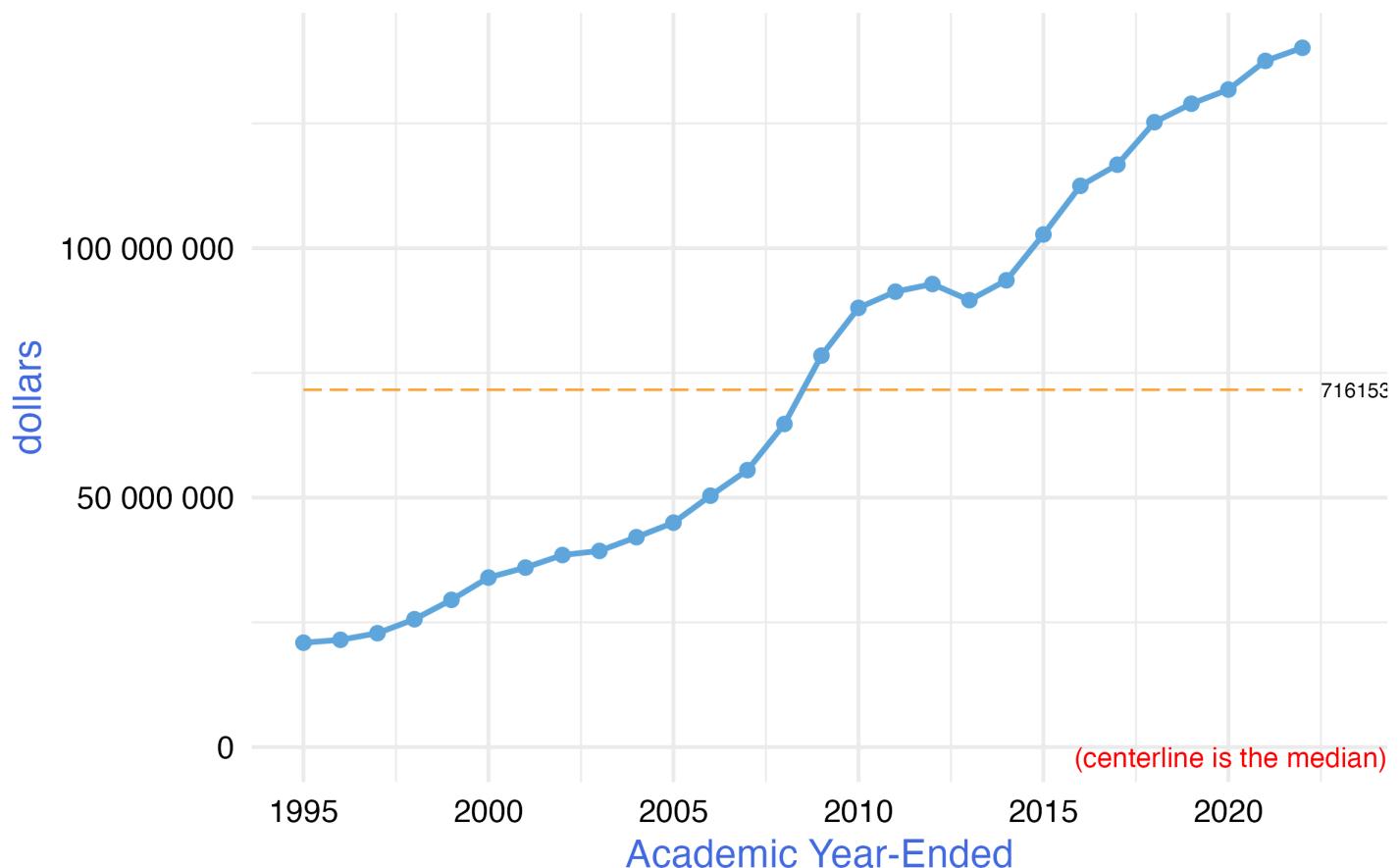
## District Expenses

Comment:



Comment:

**Expenses**  
**Total Operating Expenditures**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



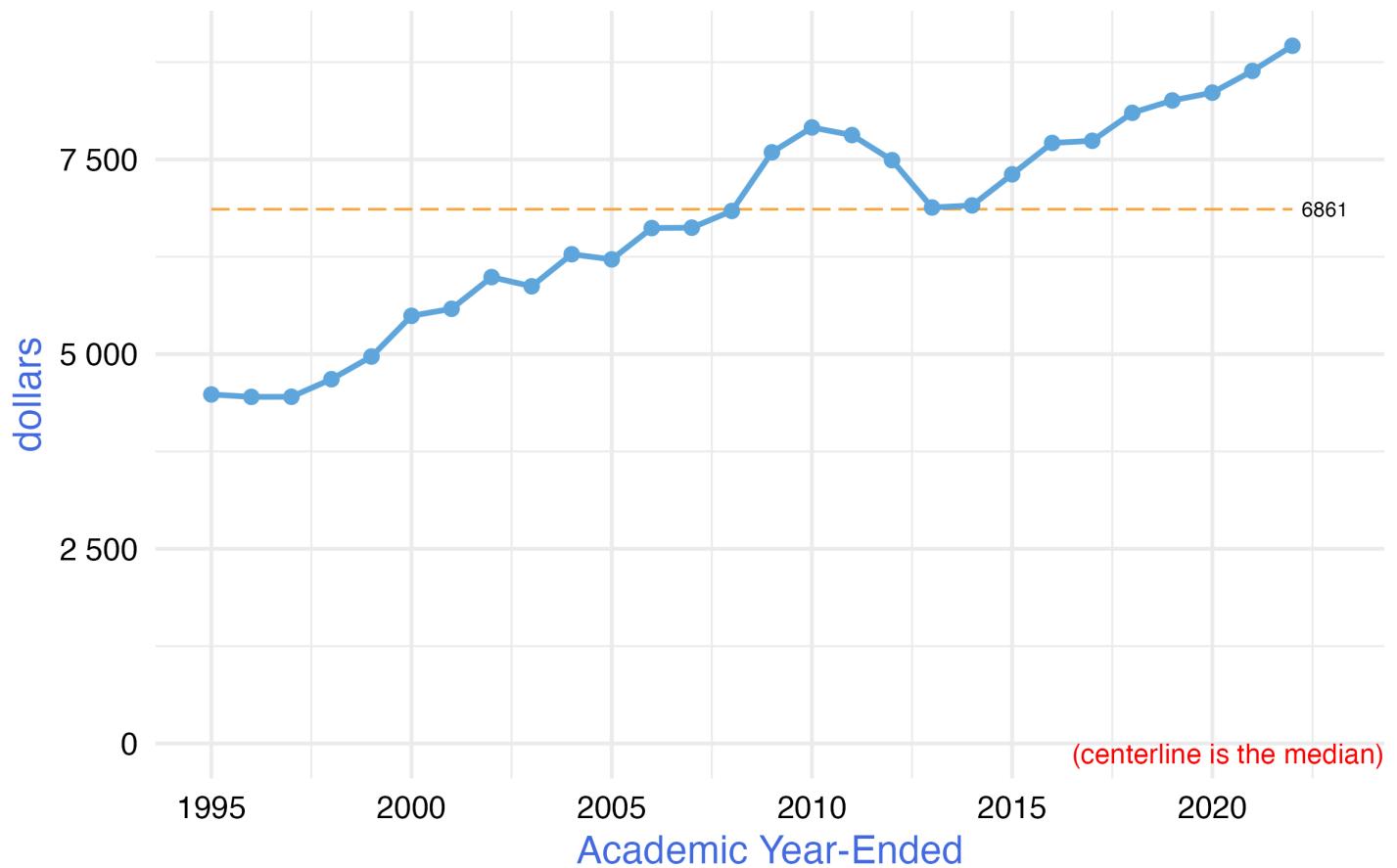
Source: <https://tea.texas.gov/reports-and-data>

## District Expenses

Comment:

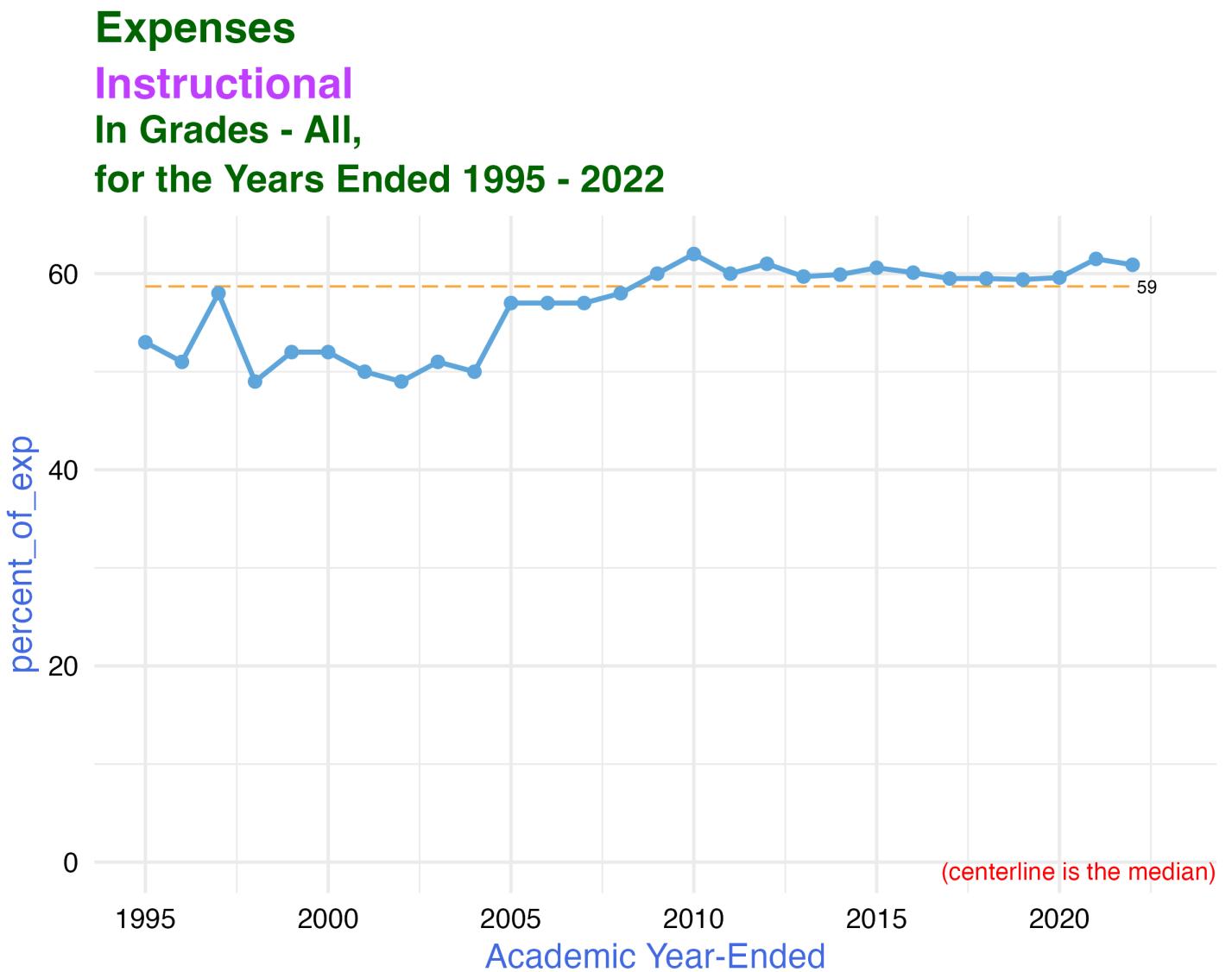
### Expenses

**Total Operating Expend Per Pupil  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

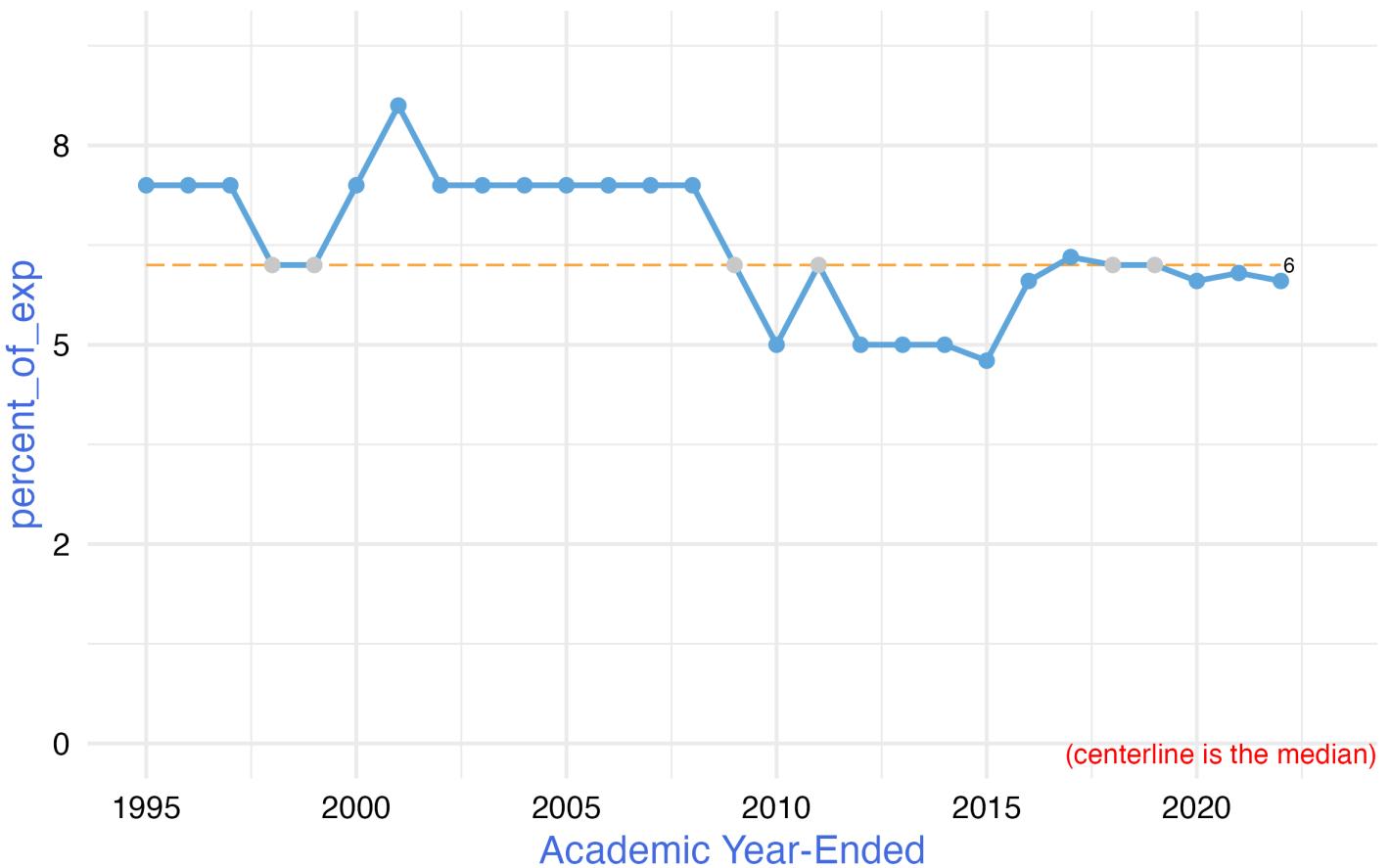


Source: <https://tea.texas.gov/reports-and-data>

## District Expenses

Comment:

### Expenses Central Administrative In Grades - All, for the Years Ended 1995 - 2022

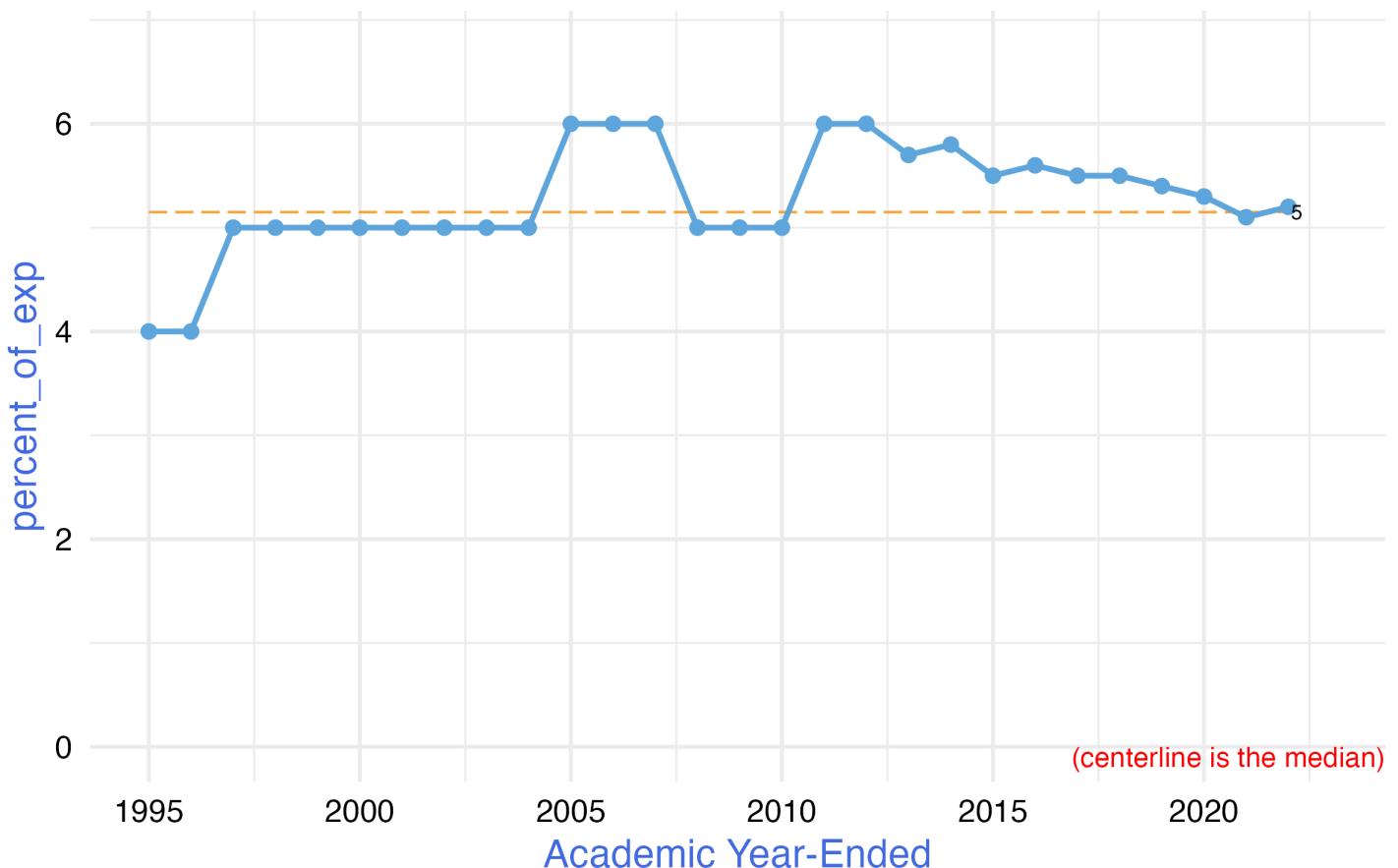


Source: <https://tea.texas.gov/reports-and-data>

Comment:

## Expenses

### Campus Administrative-School Leadership In Grades - All, for the Years Ended 1995 - 2022

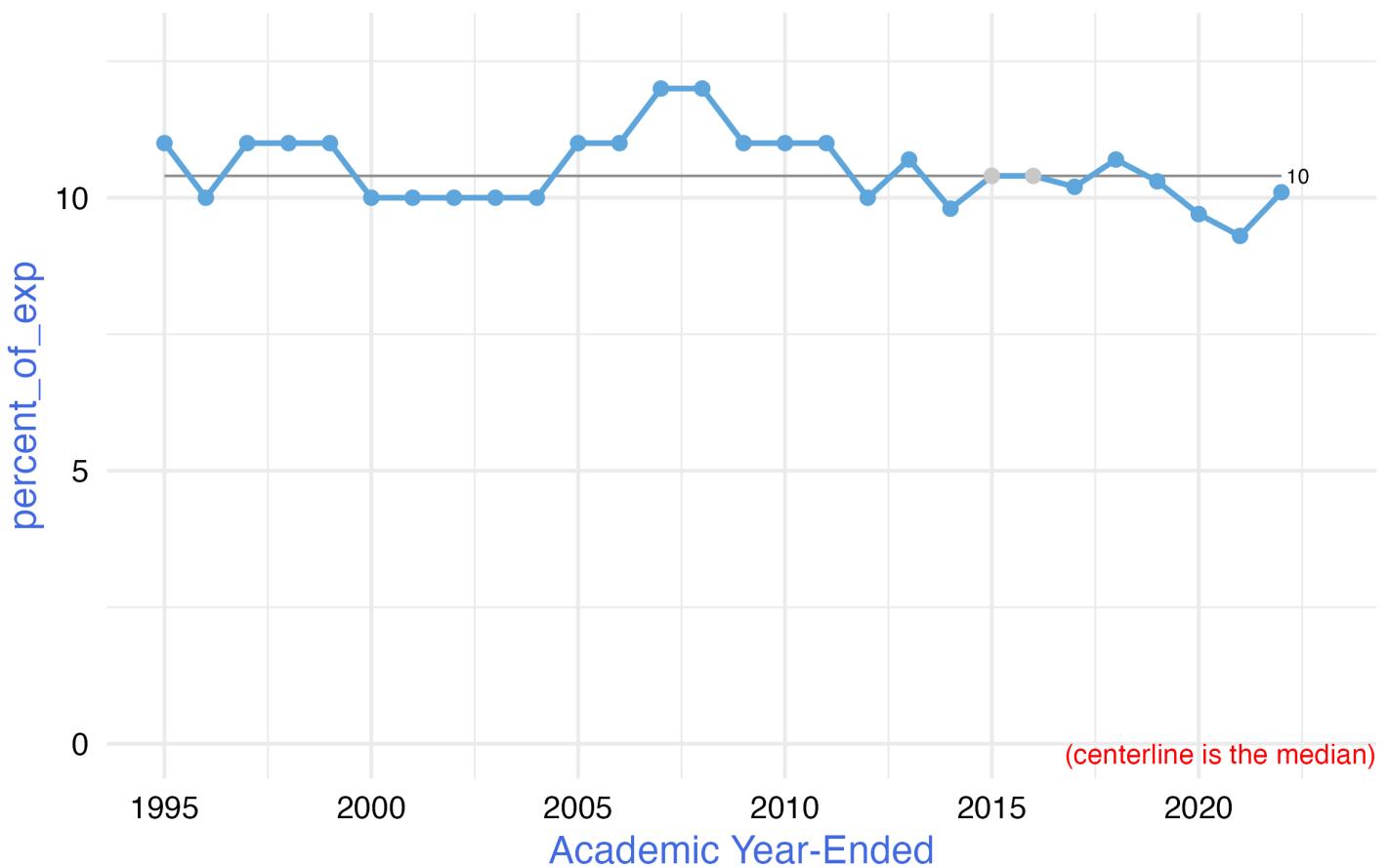


Source: <https://tea.texas.gov/reports-and-data>

## District Expenses

Comment:

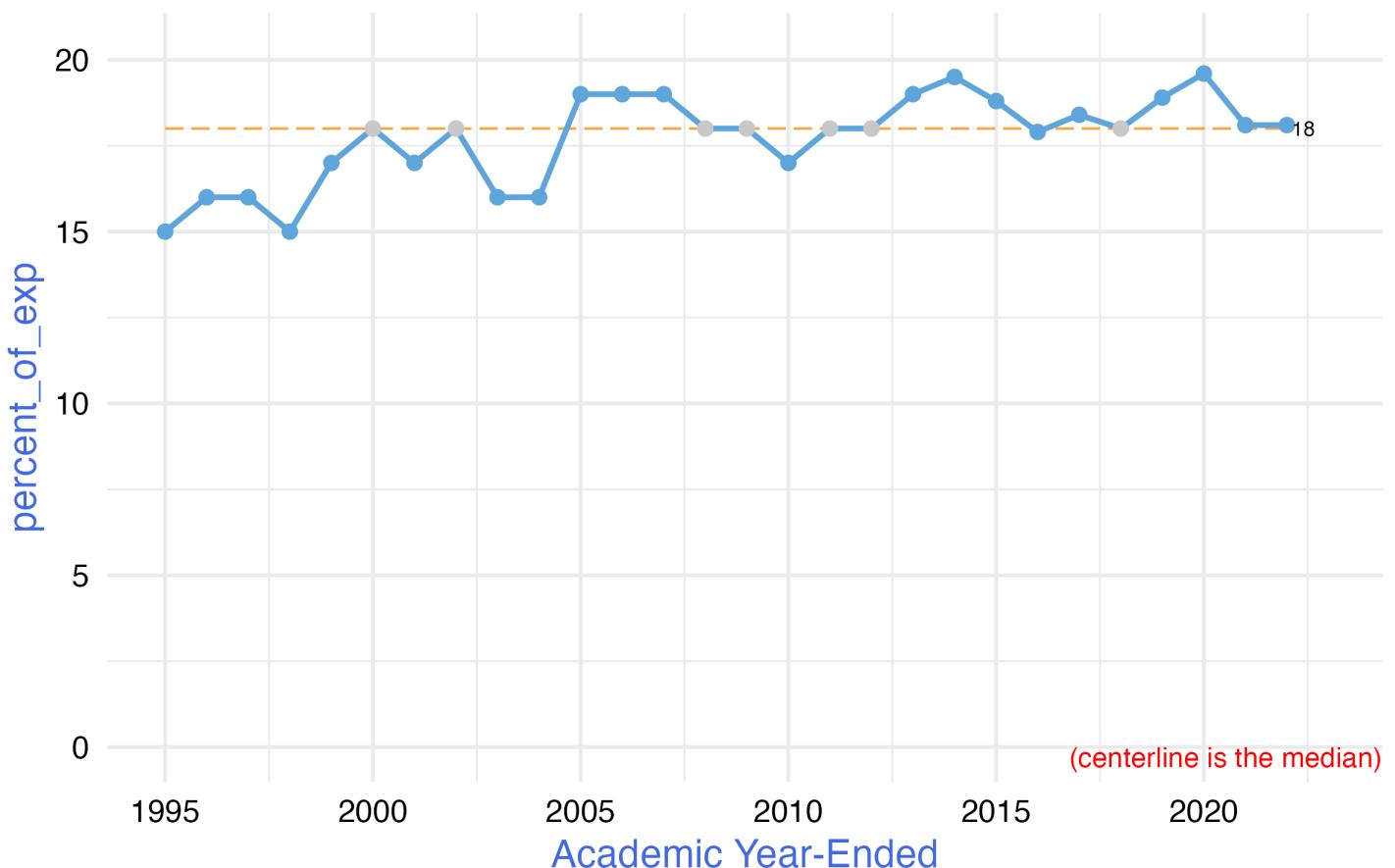
### Expenses Plant Services In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

Comment:

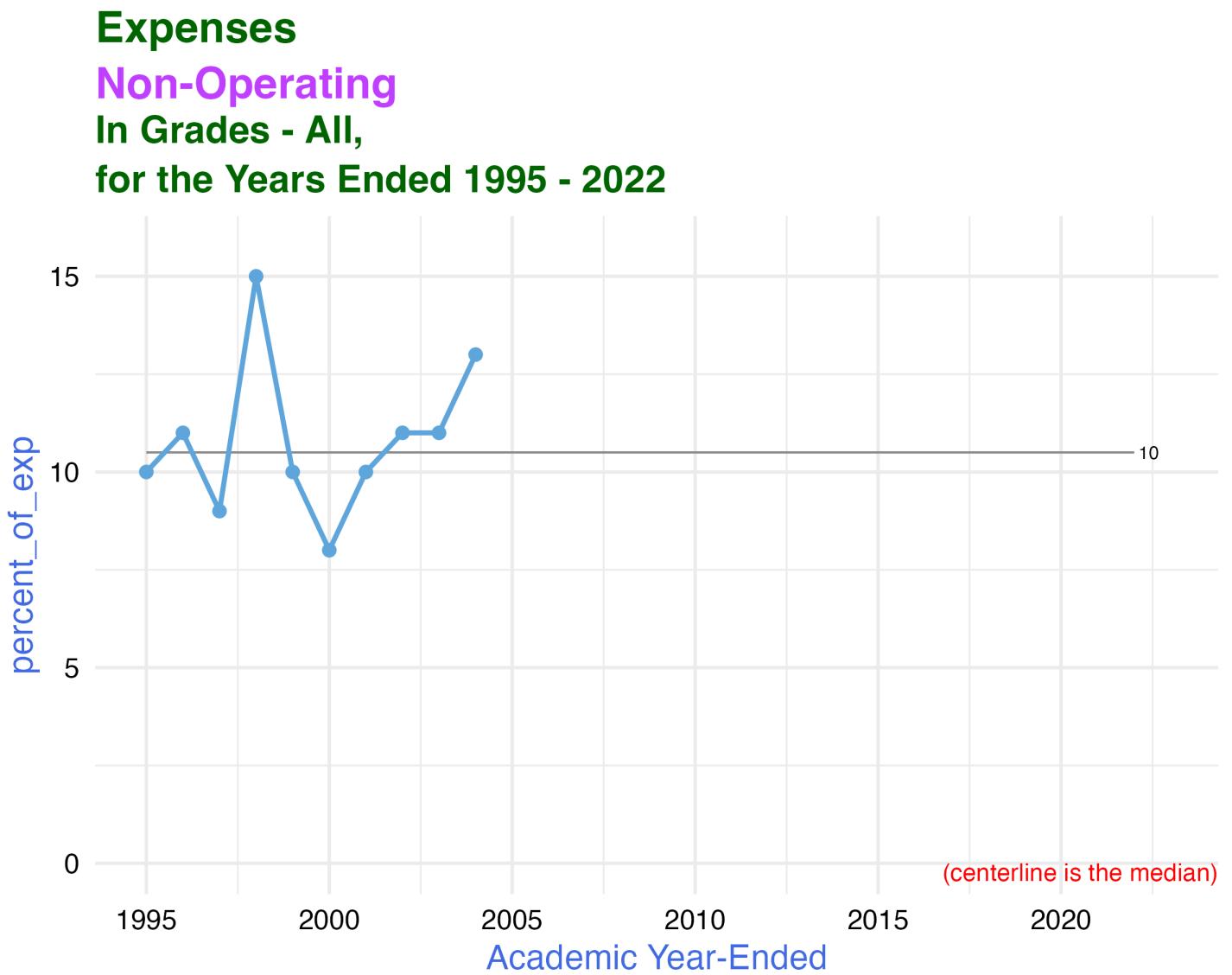
**Expenses**  
**Other Operating**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

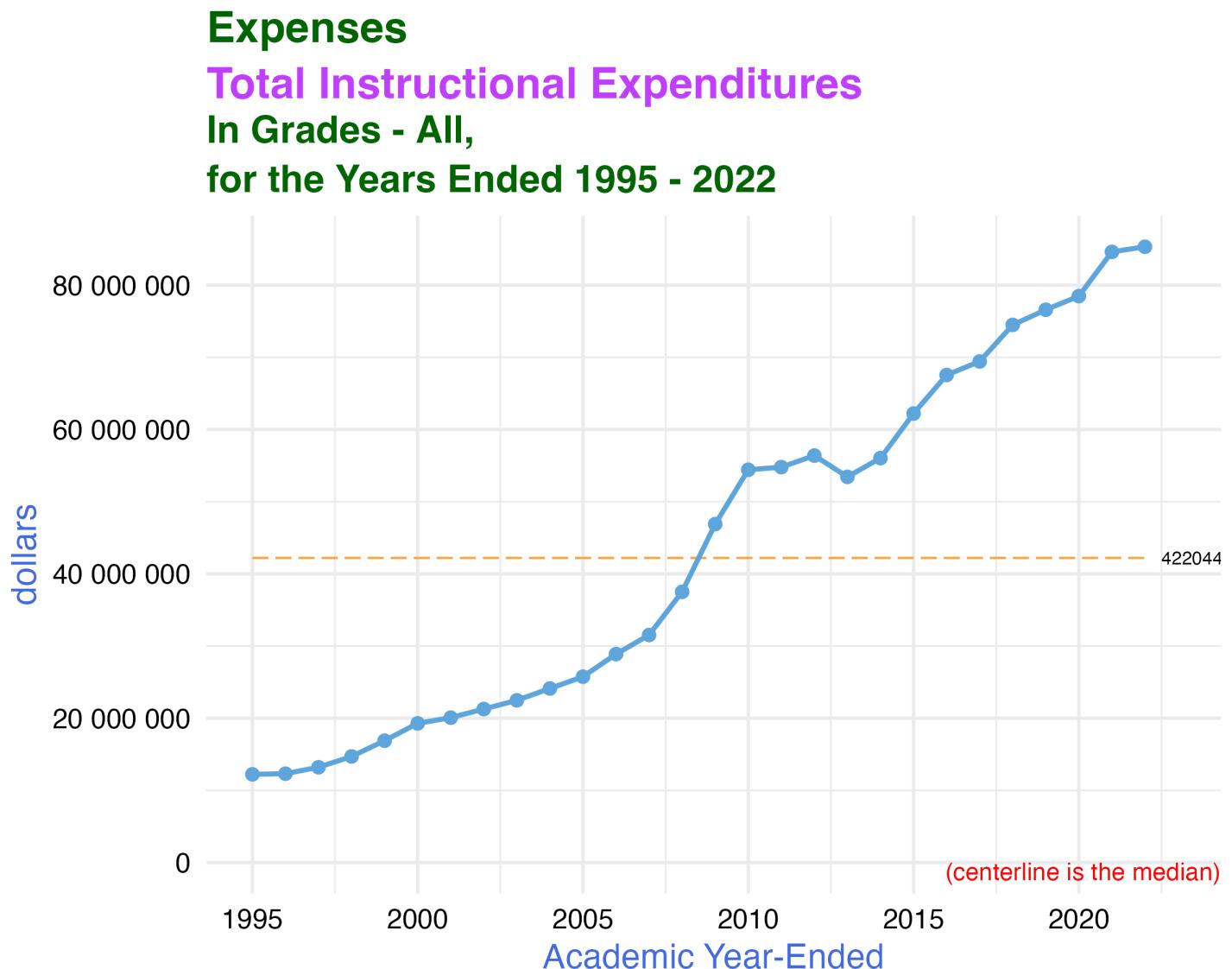
## District Expenses

Comment:



Source: <https://tea.texas.gov/reports-and-data>

Comment:



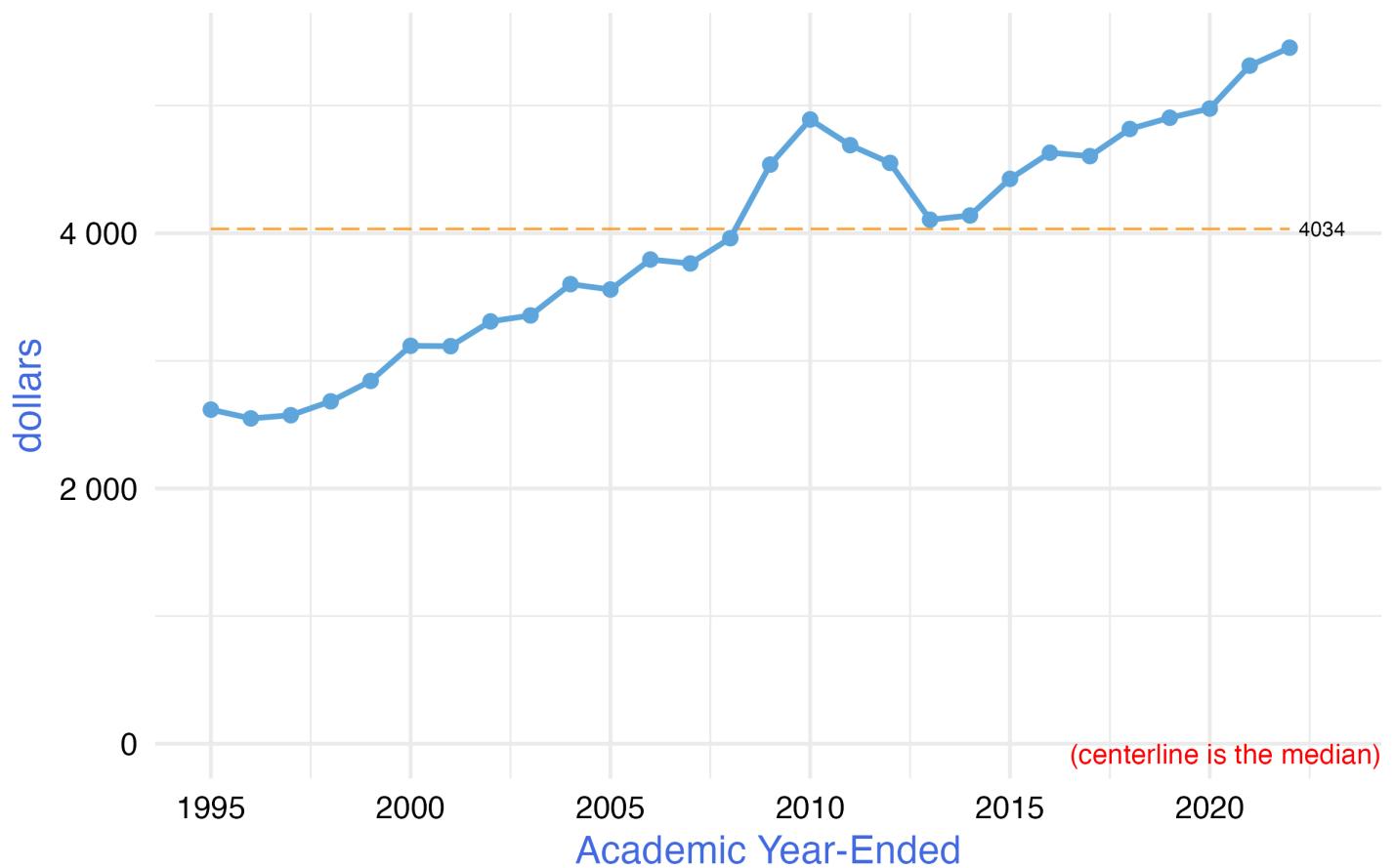
Source: <https://tea.texas.gov/reports-and-data>

## District Expenses

Comment:

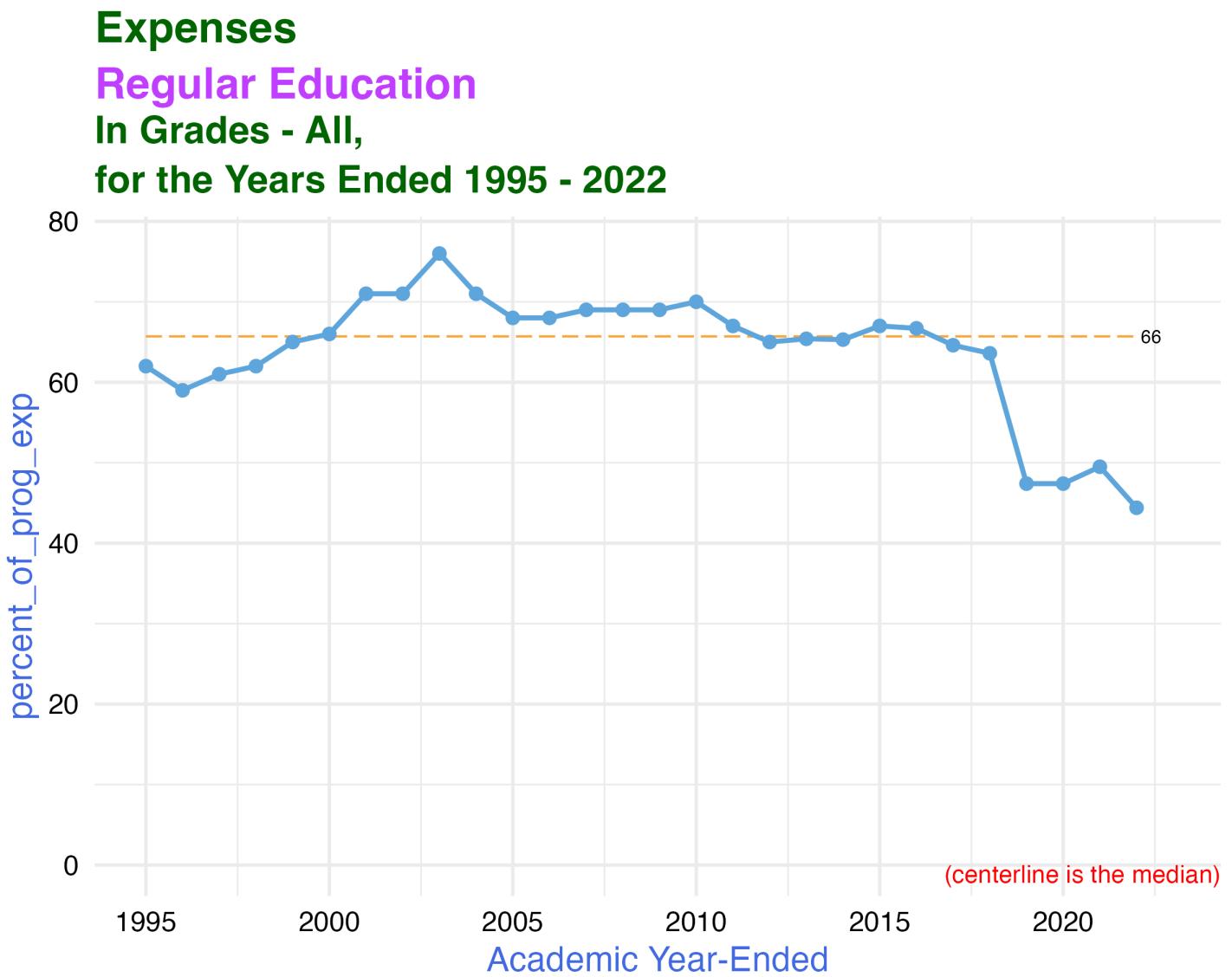
### Expenses

**Total Instructional Expenditures Per Pupil  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

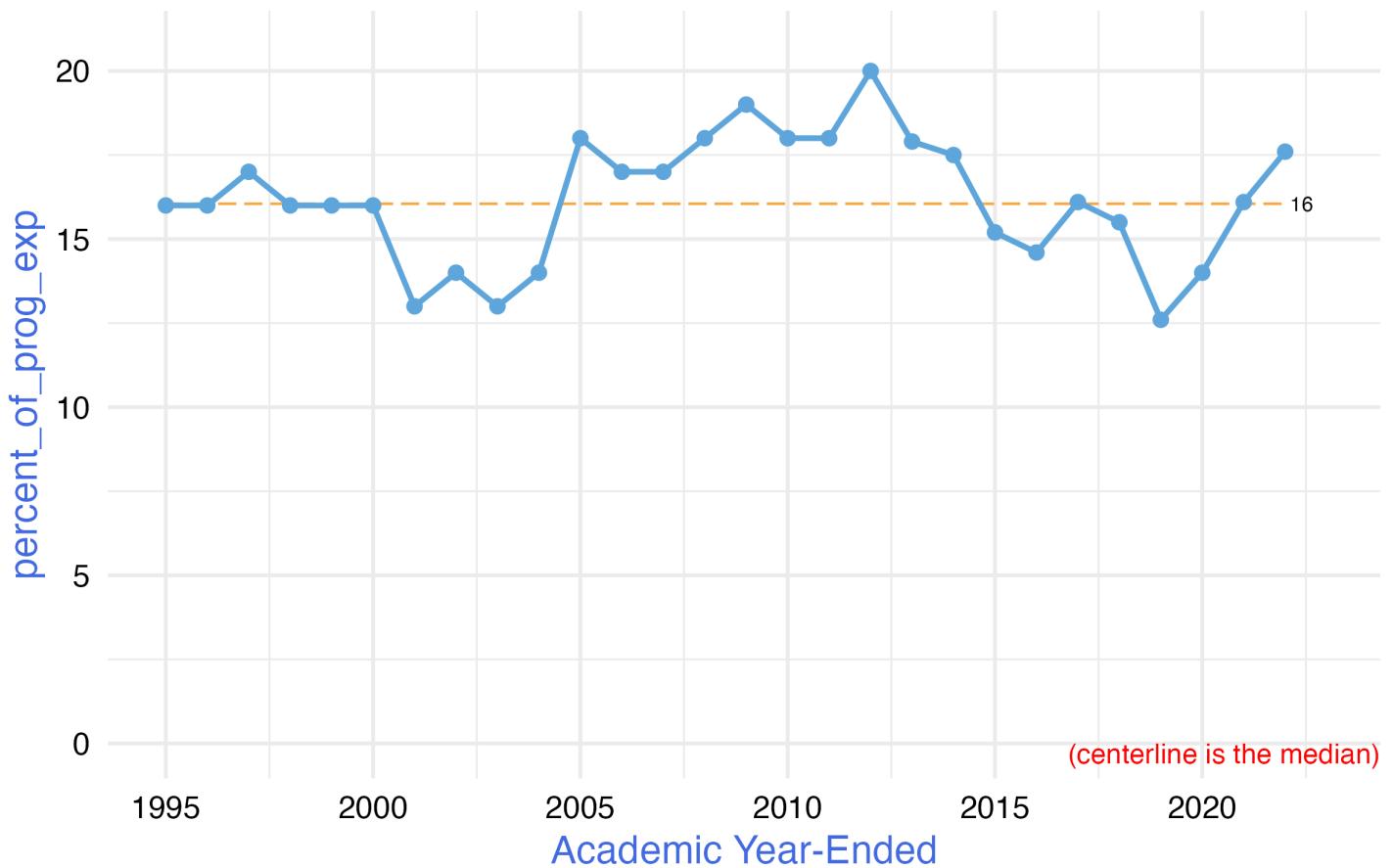


Source: <https://tea.texas.gov/reports-and-data>

## District Expenses

Comment:

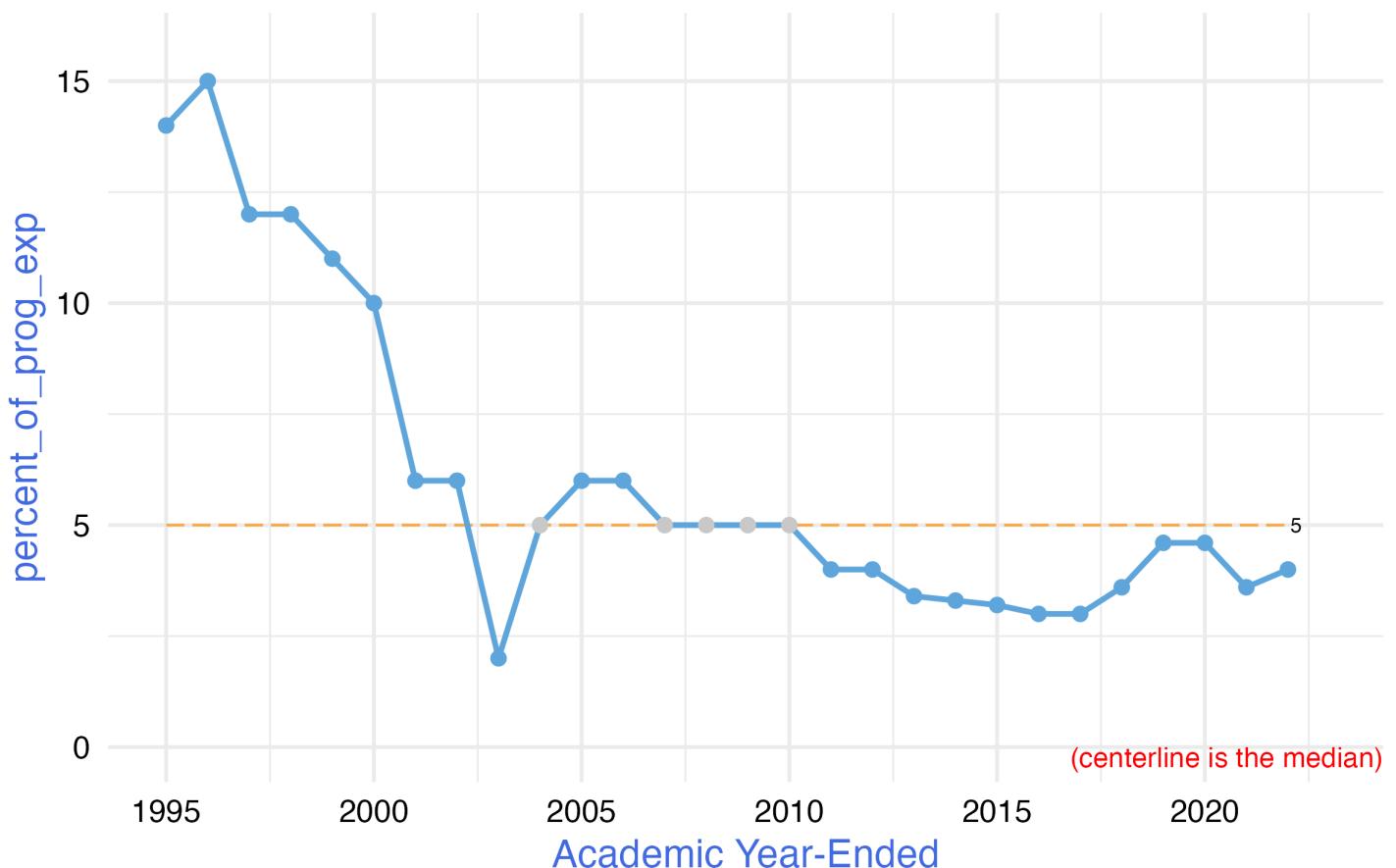
### Expenses Special Education In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

Comment:

## Expenses Compensatory-Accelerated Education In Grades - All, for the Years Ended 1995 - 2022

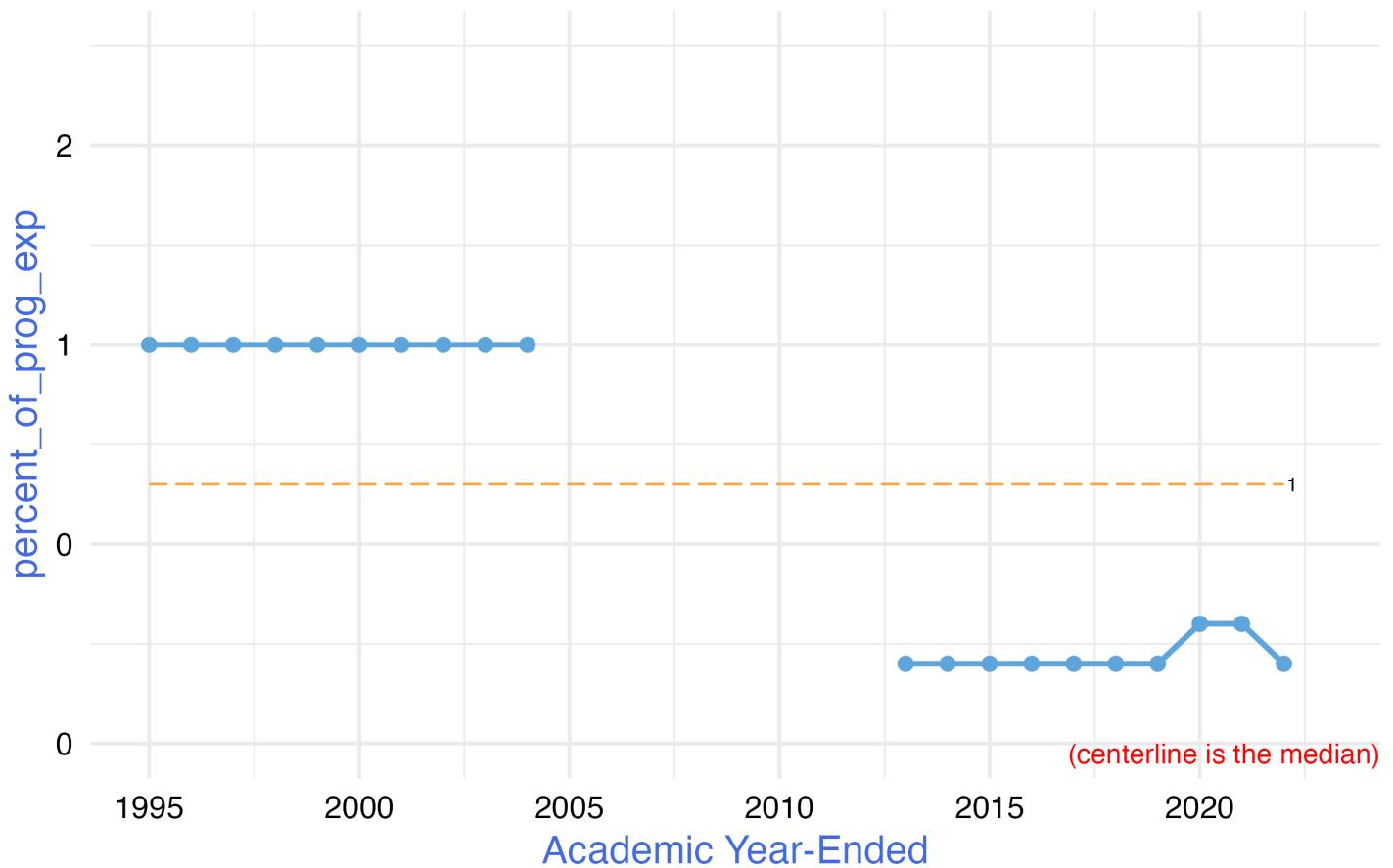


Source: <https://tea.texas.gov/reports-and-data>

District Expenses

Comment:

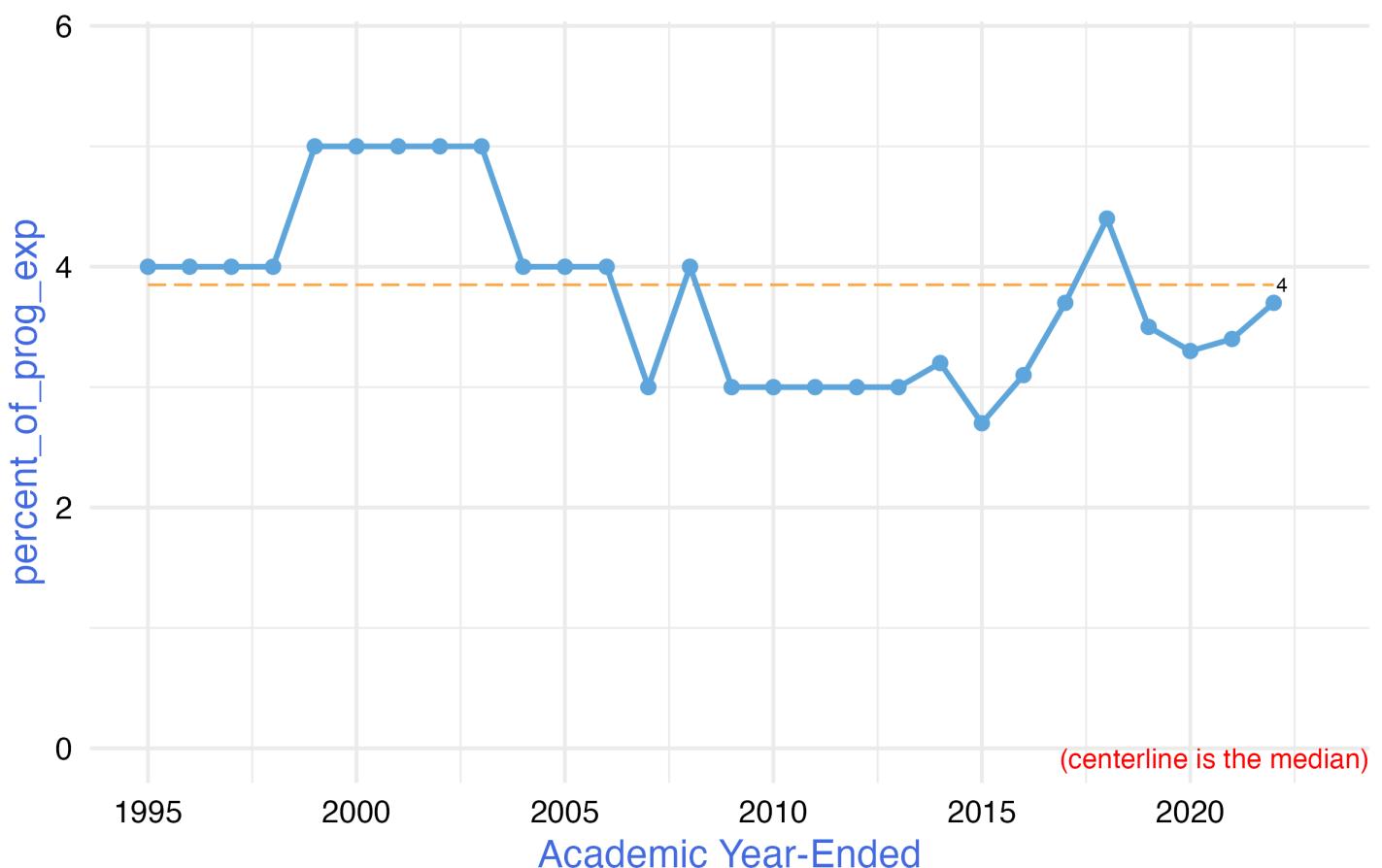
**Expenses  
Bilingual-ESL Education  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Expenses**  
**Career and Technology Education**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

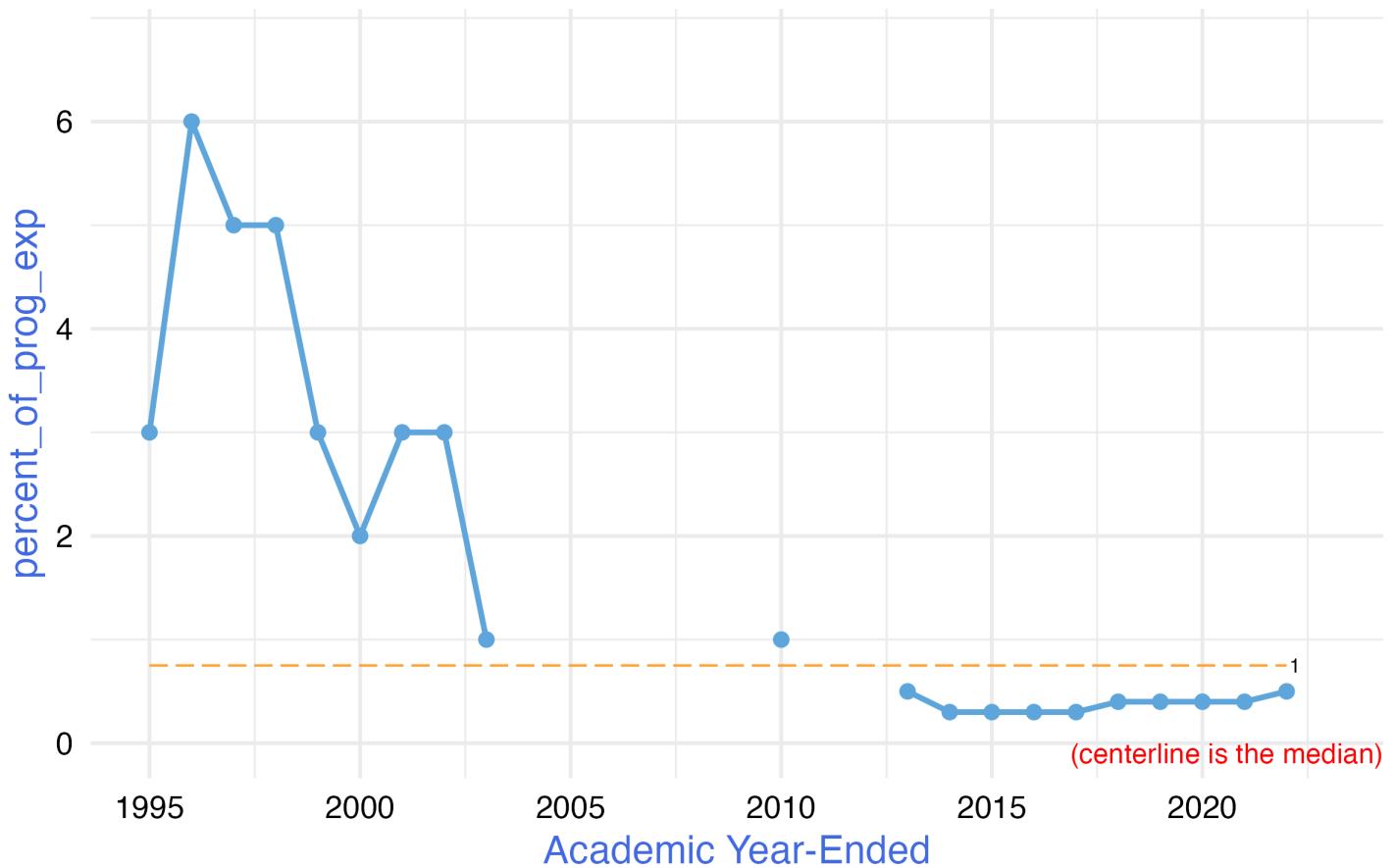


Source: <https://tea.texas.gov/reports-and-data>

District Expenses

Comment:

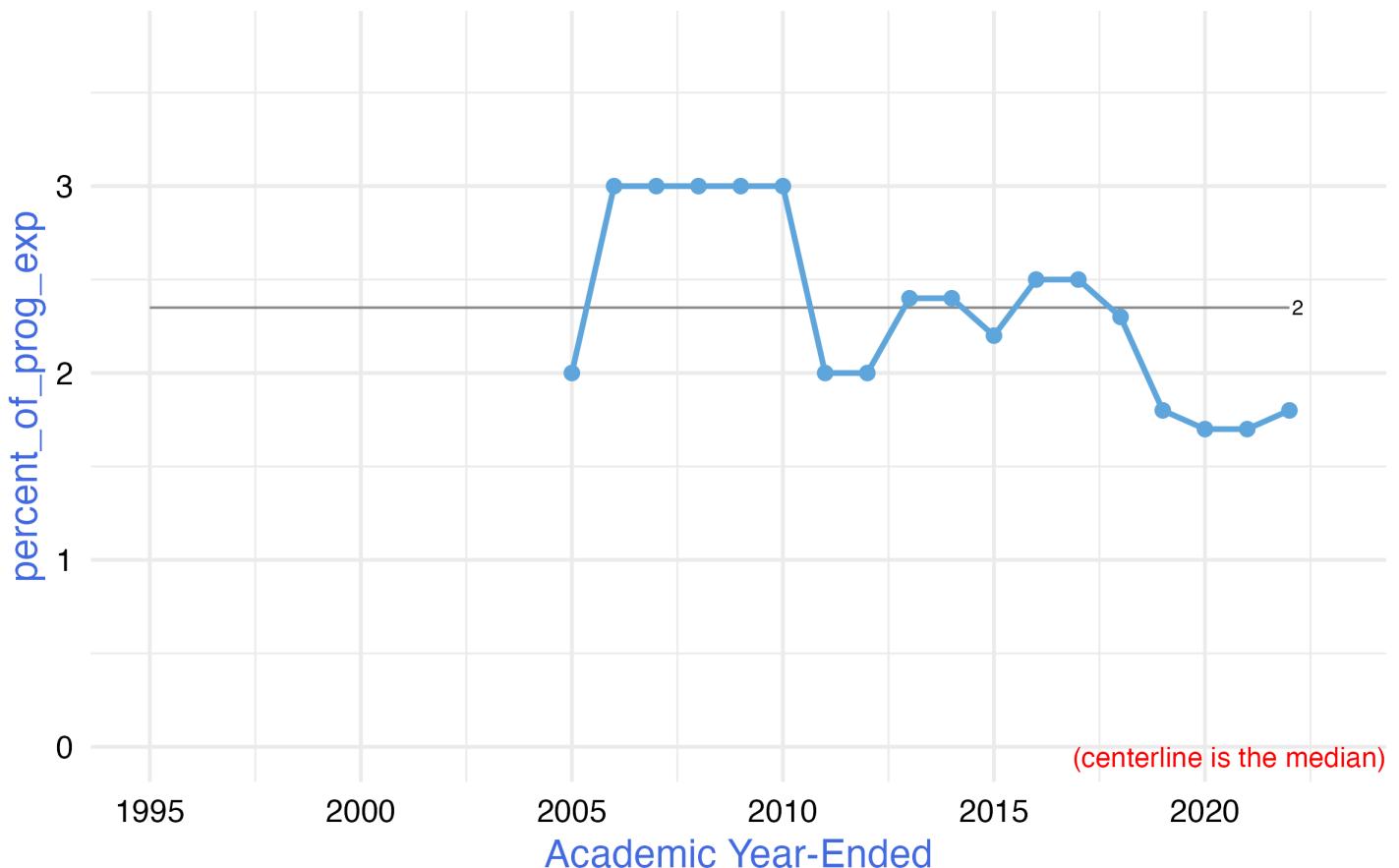
**Expenses  
Gifted and Talented Education  
In Grades - All,  
for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

Comment:

**Expenses**  
**Athletics-Related Activities**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**

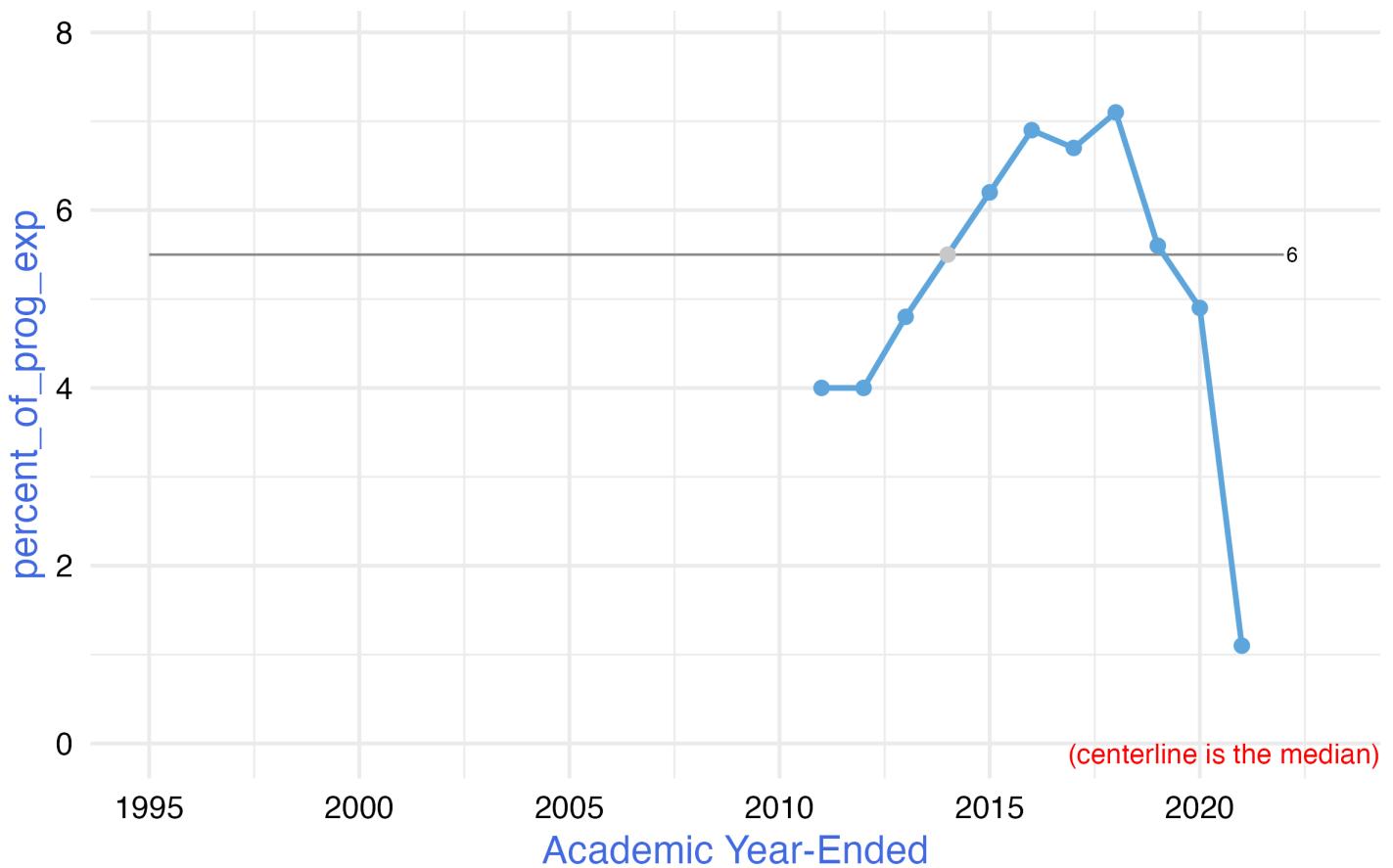


Source: <https://tea.texas.gov/reports-and-data>

## District Expenses

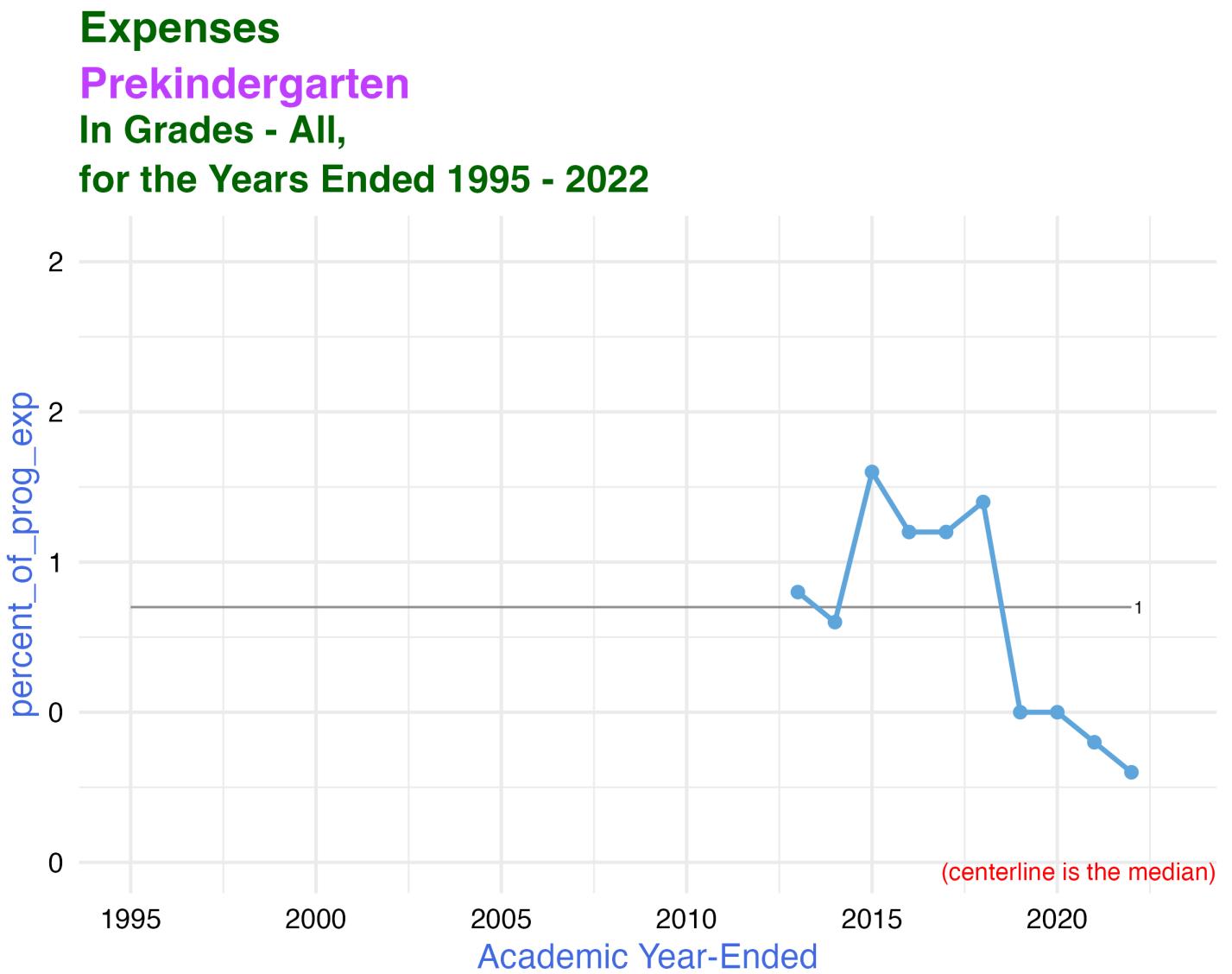
Comment:

### Expenses High School Allotment In Grades - All, for the Years Ended 1995 - 2022



Source: <https://tea.texas.gov/reports-and-data>

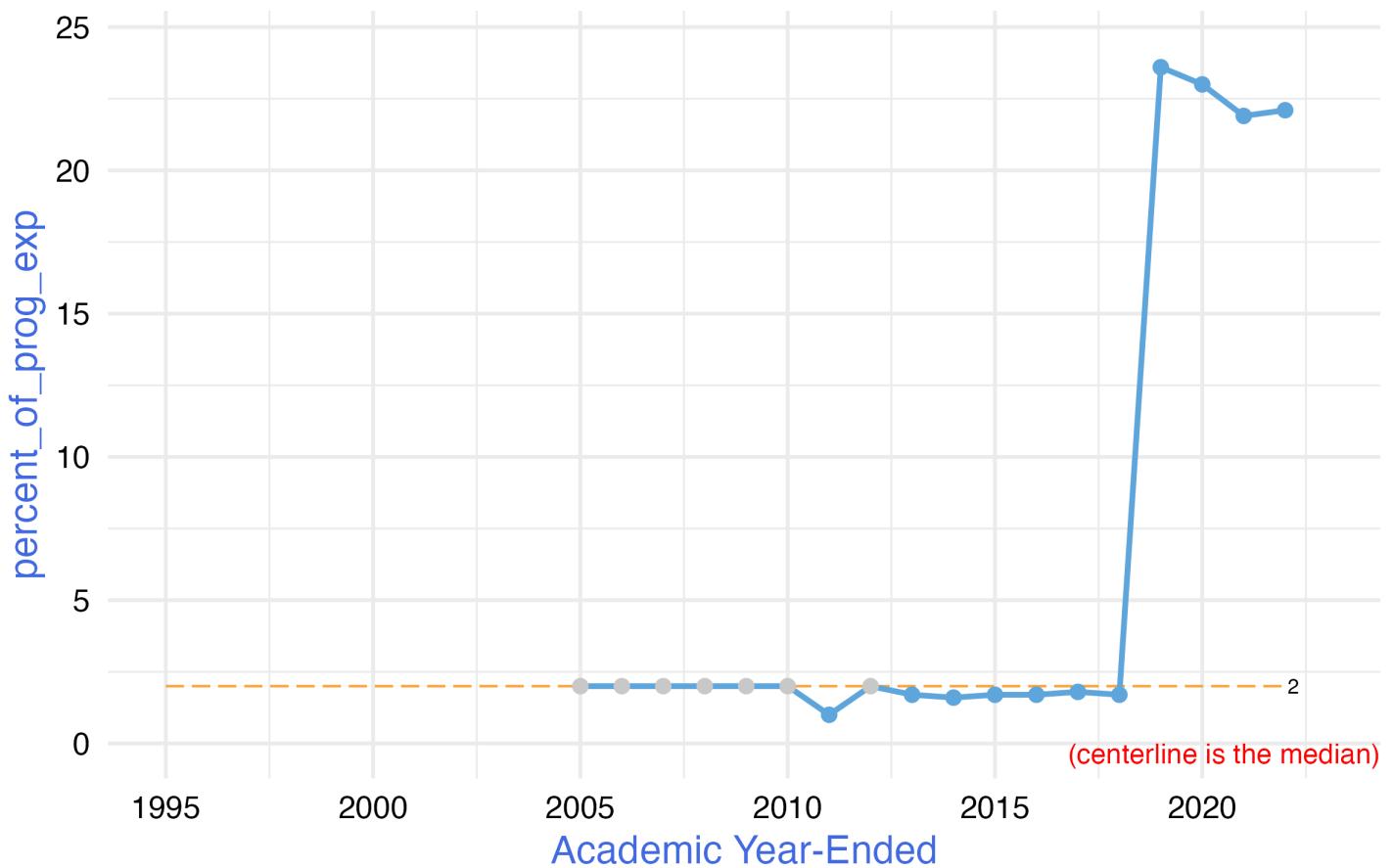
Comment:



District Expenses

Comment:

**Expenses**  
**Un-Allocated Expenditures**  
**In Grades - All,**  
**for the Years Ended 1995 - 2022**



Source: <https://tea.texas.gov/reports-and-data>

# Summary

In summary, this chapter has no content whatsoever.

[1] 2

## Summary

# References

Author, A. 2023. “Example Article.” Journal of Examples 1: 1–10.

