



Doral Academy of Texas

Updated HB3 goals and progress measures 2026–2027 through 2030–2031

Prepared October 6, 2026 • Proposed for board review

A single district and campus plan for early childhood literacy, mathematics, and college, career, and military readiness. The plan reflects service through grade 9 in 2026–27 and the planned opening of grades 9–12 in 2027–28.

Section	Five-year outcome / purpose
K–2 Reading	Build foundational literacy; 90% at grade level on EOY i-Ready by 2031.
K–2 Mathematics	Build number sense; 90% at grade level on EOY i-Ready by 2031.
Grade 3 Reading	Increase STAAR Meets or above from 47% (2025) to 80% by 2031.
Grade 3 Mathematics	Increase STAAR Meets or above from 62% (2025) to 85% by 2031.
CCMR	Start with 70% of annual graduates meeting at least one qualifying indicator; reach 85% by 2031.

Data integrity and adoption status

The latest available TAPR is 2024–25. TEA schedules the 2025–26 TAPR for December 2026 [1]. Grade 3 results here use the verified TAPR baseline [2]. K–2 actuals come from highlighted 2023–2024 cells in the supplied plans; 2025–2027 entries are historical targets, not verified results. No graduate CCMR baseline is available.

All future percentages are proposed local targets, not TEA-mandated thresholds. Before adoption, enter current assessment actuals, verify student-group counts, and finalize any group targets requiring an unavailable baseline. Board adoption date: _____.

K–2 Reading

Purpose: provide predictive progress measures for the corresponding third-grade STAAR board outcome goal.

Attached data and prior targets

Measure	2023 actual	2024 actual	2025 target	2026 target	2027 target
Kindergarten BOY i-Ready reading	22%	25%	30%	35%	38%
K–2 EOY i-Ready reading	70%	69%	75%	80%	85%
Grade 2 EOY mCLASS	73%	54%	65%	70%	75%

Actual versus target status follows the yellow highlighting and “Actual Numbers” legend in the source. Current 2025 and 2026 actuals were not supplied. Year labels are retained exactly as shown.

Updated annual targets

Progress measure	2027	2028	2029	2030	2031
Kindergarten BOY i-Ready reading	38%	40%	42%	44%	45%
K–2 EOY i-Ready reading	85%	87%	88%	89%	90%
Grade 2 EOY mCLASS	75%	78%	80%	83%	85%

Five-year progress goal: By spring 2031, at least 90% of K–2 students will score at or above grade level on the EOY i-Ready Reading Diagnostic, and 85% of grade 2 students will meet or exceed the mCLASS benchmark.

Use mCLASS “at/above benchmark” terminology rather than the STAAR label “Meets Grade Level.” Maintain consistent vendor cut scores across years. The kindergarten entry target resolves the source’s 35% narrative versus 38% table conflict by using 38%.

Instruction, measurement, and ownership

Deliver daily explicit phonological awareness and phonics; strengthen decoding, fluency, vocabulary, and comprehension; use diagnostic skill groups and targeted intervention. Provide coaching in foundational literacy, mCLASS interpretation, and language supports for emergent bilingual students.

Calculation: students meeting the specified benchmark ÷ students with valid results in the specified grade(s) and assessment window × 100. Report participation and missing tests separately; do not average classroom percentages.

Monitor: BOY, MOY, and EOY plus classroom checks every 4–6 weeks. Kindergarten BOY is an entry-context measure, reviewed annually; use MOY/EOY growth to assess school impact. Enter 2026–27 BOY actual now; apply later BOY targets to each incoming kindergarten class.

Lead: Principal Kelley Cast and Instructional Coach Yvette Staley; superintendent coordinates reporting. Student-group target method appears in the student-group section.

K–2 Mathematics

Purpose: provide predictive progress measures for the corresponding third-grade STAAR board outcome goal.

Attached data and prior targets

Measure	2023 actual	2024 actual	2025 target	2026 target	2027 target
Kindergarten BOY i-Ready math	23%	6%	17%	25%	28%
K–2 EOY i-Ready math	66%	62%	70%	75%	80%
Grade 2 EOY i-Ready math	56%	44%	65%	70%	75%

Actual versus target status follows the yellow highlighting and “Actual Numbers” legend in the source. Current 2025 and 2026 actuals were not supplied. Year labels are retained exactly as shown.

Updated annual targets

Progress measure	2027	2028	2029	2030	2031
Kindergarten BOY i-Ready math	28%	30%	32%	34%	35%
K–2 EOY i-Ready math	80%	83%	85%	88%	90%
Grade 2 EOY i-Ready math	75%	78%	80%	83%	85%

Five-year progress goal: By spring 2031, at least 90% of K–2 students and 85% of grade 2 students will score at or above grade level on the EOY i-Ready Mathematics Diagnostic.

The kindergarten entry target resolves the source's 25% narrative versus 28% table conflict by using 28%. Use a consistent definition of overall on-grade-level placement; do not substitute Typical Growth attainment for proficiency.

Instruction, measurement, and ownership

Deliver explicit number-sense instruction, concrete-to-representational-to-abstract lessons, math discussion, and problem solving; regroup from diagnostic domains. Provide coaching on early numeracy, formative checks, and mathematical language supports.

Calculation: students meeting the specified benchmark ÷ students with valid results in the specified grade(s) and assessment window × 100. Report participation and missing tests separately; do not average classroom percentages.

Monitor: BOY, MOY, and EOY plus classroom checks every 4–6 weeks. Kindergarten BOY is an entry-context measure, reviewed annually; use MOY/EOY growth to assess school impact. Enter 2026–27 BOY actual now; apply later BOY targets to each incoming kindergarten class.

Lead: Principal Kelley Cast and Instructional Coach Yvette Staley; superintendent coordinates reporting. Student-group target method appears in the student-group section.

Grade 3 Reading

Proposed board outcome goal: Increase the percentage of third-grade students scoring Meets Grade Level or above on STAAR RLA from 47% in 2025 to 80% by spring 2031.

Verified TAPR baseline | 2024–25

Measure	Doral	Region 13	Texas
Meets or above	47%	54%	52%
Approaches or above	74%	—	—
Masters	9%	—	—

Source [2], printed page 3. Comparisons use the same tested grade and subject. Dashes above indicate comparisons omitted from this summary.

Annual board targets

2025 actual	2027 target	2028 target	2029 target	2030 target	2031 target
47%	70%	73%	75%	78%	80%

The 2027 target preserves the attached 70% goal. Moving from 47% to 70% is an ambitious 23-point increase; verify spring 2026 actuals and current diagnostics before adoption.

Historical plan reconciliation

Attached year	2023	2024	2025	2026	2027
Source value	60%	54%	60%	65%	70%

2023–2024 are highlighted actuals; 2025–2027 are targets. The historical mathematics plan shows 47% for 2024, whereas the newer TAPR reports 46%; use the newer TAPR for comparisons. The reading attachment labels its RLA goal as “Math”; this document corrects that heading.

Progress measures and action plan

1. Review grade 3 i-Ready placement and skill needs at BOY/MOY/EOY; initial EOY on-grade-level target: 80% in 2027, rising to 90% by 2031 (83%, 85%, 88% in intervening years).
2. Review aligned interim assessments quarterly; initial predicted Meets-or-above target matches each year’s STAAR target. Use a documented prediction method; predictions are not STAAR actuals.
3. Review intervention rosters and common skill checks every 4–6 weeks; target 100% of identified students receiving documented support, with progress used to adjust instruction.

Strengthen vocabulary, knowledge building, text evidence, written responses, and fluency. Provide targeted teacher coaching and accommodations aligned to special education and language-program needs.

Owner: superintendent (plan coordinator), principal, instructional coach, and grade 3 team. Calculate outcomes from qualifying students and valid assessment results using the same TAPR definition; report tested counts and participation.



Grade 3 Mathematics

Proposed board outcome goal: Increase the percentage of third-grade students scoring Meets Grade Level or above on STAAR Mathematics from 62% in 2025 to 85% by spring 2031.

Verified TAPR baseline | 2024–25

Measure	Doral	Region 13	Texas
Meets or above	62%	47%	46%
Approaches or above	91%	—	—
Masters	32%	—	—

Source [2], printed page 3. Comparisons use the same tested grade and subject. Dashes above indicate comparisons omitted from this summary.

Annual board targets

2025 actual	2027 target	2028 target	2029 target	2030 target	2031 target
62%	70%	75%	78%	82%	85%

The 2027 target preserves the attached 70% goal. The verified baseline is eight points below the proposed 2027 target.

Historical plan reconciliation

Attached year	2023	2024	2025	2026	2027
Source value	66%	47%	60%	65%	70%

2023–2024 are highlighted actuals; 2025–2027 are targets. The historical mathematics plan shows 47% for 2024, whereas the newer TAPR reports 46%; use the newer TAPR for comparisons. The reading attachment labels its RLA goal as “Math”; this document corrects that heading.

Progress measures and action plan

1. Review grade 3 i-Ready placement and skill needs at BOY/MOY/EOY; initial EOY on-grade-level target: 80% in 2027, rising to 90% by 2031 (83%, 85%, 88% in intervening years).
2. Review aligned interim assessments quarterly; initial predicted Meets-or-above target matches each year's STAAR target. Use a documented prediction method; predictions are not STAAR actuals.
3. Review intervention rosters and common skill checks every 4–6 weeks; target 100% of identified students receiving documented support, with progress used to adjust instruction.

Strengthen place value, operations, models, multi-step reasoning, and mathematical discourse. Provide targeted teacher coaching and accommodations aligned to special education and language-program needs.

Owner: superintendent (plan coordinator), principal, instructional coach, and grade 3 team. Calculate outcomes from qualifying students and valid assessment results using the same TAPR definition; report tested counts and participation.



CCMR | Start early, verify at graduation

Proposed five-year board goal: Beginning with Doral's first annual graduating class, at least 70% of annual graduates will meet one or more TEA CCMR indicators, increasing to 85% by the graduating Class of 2031.

Doral currently serves through grade 9 and plans grades 9–12 in 2027–28. Transfer seniors could produce graduates in spring 2028; the existing ninth-grade class would normally graduate in 2030. Targets apply to any actual annual graduates, regardless of cohort. Confirm cohort membership and expected graduation year from student records.

School year ending	Graduate outcome target	Implementation focus
2027	N/A — no graduates expected	Open grade 8–9 trackers; audit existing evidence.
2028	70%, if graduates exist	Audit incoming seniors and provide completion options.
2029	75%, if graduates exist	Expand qualifying opportunities and evidence checks.
2030	80%, if graduates exist	Monitor the current grade 9 cohort through graduation.
2031	85%, if graduates exist	Sustain access and improve readiness for every group.

TAPR reports no district CCMR data [2, pp. 23–25]. N/A is not 0%. These are starting targets rather than growth from a measured graduate baseline. Revisit target feasibility after the first full senior audit.

Three progress measures

Measure	2027	2028	2029	2030	2031
Grade 8–12 students with an audited pathway plan	100%	100%	100%	100%	100%
Grade 11 students with a verified qualifying indicator	N/A*	50%	55%	60%	65%
Seniors verified ready by MOY	N/A*	60%	65%	70%	75%

*N/A when the grade is not served. For grades 8–9, establish the completed-indicator baseline through the first audit; do not invent an early-grade completion rate. Review every student's progress at least quarterly.

Calculation and governance

Graduate readiness rate = unique annual graduates with at least one verified qualifying indicator ÷ eligible annual graduates × 100. Apply TEA exclusions, caps, and data windows for the applicable accountability year. A student meeting several indicators counts once. Local grade-level rates use enrolled students in that grade, and must remain separate from the graduate outcome rate.

Superintendent oversees the CCMR plan; the designated counselor/CCMR lead audits records with the registrar/PEIMS lead and principal. CCMR is reported after graduation in state accountability [3–4]. Recheck rules annually as future accountability requirements are adopted.

CCMR | What counts and what to track

Use the adopted 2027 manual as the current rule reference; validate each student under the rules and data windows applicable to the eventual graduating class [3–6]. Record evidence as soon as it is earned, including in eighth grade when eligible.

Route	Qualifying evidence / tracking rule
TSI readiness	Readiness in BOTH RLA and mathematics through permitted assessments or eligible college-prep credits. A single subject is partial completion.
Dual credit	At least 3 college hours in RLA or mathematics, OR 9 college hours in any subject; verify transcript and course equivalency.
AP / IB	AP exam score ≥ 3 or IB exam score ≥ 4 in a subject. Course enrollment or a course grade alone does not qualify.
OnRamps	Completed dual-enrollment course with eligibility for at least 3 college credit hours.
Industry certification + program	Approved aligned IBC AND program-of-study Completer status. Track both; certification alone is insufficient.
Associate degree / college certificate	Earned associate degree, or qualifying Level I / II postsecondary certificate; verify award and timing.
Military / eligible special education routes	Verify enlistment or qualifying graduation/IEP conditions through TEA-accepted evidence and coding.

Eighth-grade identification

Open a record for every eighth grader. A qualifying exam or college-credit achievement may be recorded early, subject to applicable eligibility and TEA data-window checks. Mark it “criterion documented—pending graduation verification,” rather than claiming a state graduate outcome.

Passing Algebra I or Biology EOC, earning high school credit, taking PSAT, completing career exploration, and selecting an endorsement are useful milestones; none independently establishes CCMR. A grade 8 record may therefore show preparation with no qualifying indicator completed.

Cohort-sensitive checks

For the IBC route, verify the approved certification list and aligned program completion. Completer status requires at least three courses totaling four or more credits, including a level 3 or 4 course in the same program [6].

College-prep CCMR eligibility is restricted to grade 12; from the Class of 2027, courses must also be on TEA's approved list [5]. Use official score reports and the relevant year's Appendix H to check assessment thresholds, dates, and accepted reporting sources.

An eighth-grade score or credential is not automatically eligible years later. Revalidate the data window, source match, and any additional pathway requirements before finalizing the graduate indicator. Outcome-bonus eligibility is a separate calculation.

CCMR | Student and cohort tracking charts

Blank templates for local completion. No individual student records or grade 8 CCMR actuals were supplied. Maintain the student tracker in a restricted student-data system; publish only appropriately masked aggregates.

Student record | Begin in grade 8

Field	Required entry
Identity and cohort	Student ID; grade; campus; expected graduation year; entry/exit dates; applicable student groups.
Pathway and milestones	Selected route; endorsement/CTE plan; EOC and high school credits tracked separately.
TSI subjects	RLA met? Math met? Assessment / eligible course, score, date, and evidence link for each.
Other qualifying evidence	Dual-credit hours by subject; AP/IB scores; OnRamps status; IBC code and aligned Completer status; other route evidence.
Readiness status	Not started / in progress / criterion documented / graduate verified. Any full indicator? Yes / No / pending.
Verification and next step	Indicator earned date and grade; rule year and data window; source document; reviewer/date; next action, owner, deadline.

Grade 8–12 cohort dashboard | Populate quarterly

Grade	Enrolled N	Plans audited N / %	Full criterion documented N / %	In progress N	Missing evidence N
8	___	___ / ___	___ / ___	___	___
9	___	___ / ___	___ / ___	___	___
10	___	___ / ___	___ / ___	___	___
11	___	___ / ___	___ / ___	___	___
12	___	___ / ___	___ / ___	___	___

Dashboard date: ____ Reviewer: ____ Graduation class: _____. Use N/A for grades not served. Completed counts are unique students, not numbers of credentials. Define “in progress” as students without a full documented indicator who have an active pathway; missing evidence is a separate audit flag and may overlap.

Graduate closeout | Keep separate from the grade dashboard

Class year	Eligible graduates N	Verified CCMR N	Actual %	Target %
2028	___	___	___	70%
2029	___	___	___	75%
2030	___	___	___	80%
2031	___	___	___	85%

Readiness percentage = qualifying unique students ÷ relevant denominator × 100. If denominator is zero, record N/A. Investigate mismatches between local evidence, PEIMS, and TEA tracker/verifier records before certification.



Student-group targets and reporting

For each applicable Closing the Gaps group with at least 25 students, adopt annual targets for the relevant goal and progress measures [7]. TAPR masking and HB3 public-report thresholds are different; published TAPR group rates do not establish that a group meets the HB3 planning threshold.

Grade 3 | Proposed annual paths from published 2025 rates

Group / subject	2025	2027	2028	2029	2030	2031
Hispanic / RLA	36%	45%	54%	63%	72%	80%
Hispanic / Math	55%	61%	67%	73%	79%	85%
White / RLA	50%	56%	62%	68%	74%	80%
White / Math	70%	73%	76%	79%	82%	85%
Two or more races / RLA	40%	48%	56%	64%	72%	80%
Two or more races / Math	40%	49%	58%	67%	76%	85%
Current special ed. / RLA	13%	27%	40%	54%	67%	80%
Current special ed. / Math	50%	57%	64%	71%	78%	85%
Continuously enrolled / RLA	46%	53%	60%	67%	74%	80%
Continuously enrolled / Math	58%	64%	69%	75%	80%	85%
Non-continuously enrolled / RLA	50%	56%	62%	68%	74%	80%
Non-continuously enrolled / Math	70%	73%	76%	79%	82%	85%
Econ. disadvantaged / RLA	47%	54%	61%	67%	74%	80%
Econ. disadvantaged / Math	67%	71%	75%	78%	82%	85%
EB/EL current + monitored / RLA	38%	47%	55%	64%	72%	80%
EB/EL current + monitored / Math	63%	68%	72%	77%	81%	85%

Source baseline [2, p. 3]. Annual group targets close the gap in five equal steps, rounded up. These are local proposals conditional on verified group size; report small groups only in restricted internal review.

African American and Asian baselines are masked; American Indian, Pacific Islander, and former special education have no reported grade 3 results. Do not treat a masked or missing result as zero. If any becomes applicable, use a verified internal baseline B and adopt targets $B + (T - B) \times 1/5, 2/5, 3/5, 4/5, \text{ and } 5/5$, rounded up, where T is at least 80% RLA / 85% math and never below B.

For K–2 and grade 3 local progress measures, use each group's valid 2026–27 baseline B and a five-step path to at least the 2031 all-student target; preserve a higher baseline. For CCMR, apply the graduate annual targets (70%, 75%, 80%, 85%) to each applicable group; establish unknown baselines with the first audit. Complete the numerical K–2/group addendum before adoption. Omit enrollment-history/former-special-education categories where not applicable to K–2.

Monitoring, implementation, and source record

Board monitoring calendar | Repeat annually

Review window	Report to the board
October–November	BOY K–3 results, group counts, target feasibility, CCMR pathway audit, participation and interventions.
January–February	MOY literacy/math, interim predictions, grade 11/senior CCMR evidence and completion risks.
April–May	Progress checks, intervention response, credential completion and remaining senior actions.
August–September	EOY K–2, spring grade 3 STAAR, verified annual graduates, goal attainment and next-year adjustments.

Present each board outcome at least annually in a public meeting; this plan schedules four reviews. Each report includes actual numerator/denominator, annual target, group results when reportable, campus progress, interpretation, and specific next steps [7].

Implementation responsibilities

Courtney Oliver, superintendent, coordinates all plans and board reporting. Principal Kelley Cast manages implementation; Instructional Coach Yvette Staley leads K–3 data review and targeted professional development. The designated CCMR/counseling and PEIMS leads maintain readiness evidence and reporting. Verify roles before adoption. Align actions with the district/campus improvement plan and post the adopted HB3 plan on the school website.

Sources and reconciliation

[1] TEA TAPR availability; 2025–26 release scheduled December 2026

[2] Doral 2024–25 District TAPR, district 105804; pp. 3, 23–25

[3] Final 2027 Accountability Manual adoption, March 19, 2026

[4] 2027 Accountability System Administrator's Guide

[5] 2027 Accountability Manual, Chapter 2; CCMR and college prep

[6] 2027 Appendix H; data sources and program-of-study requirements

[7] User-supplied hb-3-board-goals-plans-faq.pdf; historical guidance for goal structure, student groups, monitoring, coordinators, and public posting. Current accountability criteria use sources [3–6].

[8] User-supplied K–2 Reading Goals.pdf, K–2 Math goals.pdf, Grade 3 Reading goals.pdf, and Grade 3 math goals.pdf. Their complete original pages follow as a historical-data appendix, including older Closing the Gaps and 2024 Federal Report Card tables. Those statewide long-term targets are historical reference data, not the new Doral targets.

Readiness for adoption: replace unavailable local actuals, confirm qualifying group counts and group addendum, review target feasibility, name the CCMR lead, and record the board's adoption date.

Early Childhood Literacy Progress Measure 1

The number of students entering K at or above grade level in Reading as shown on the iReady Reading Diagnostic will increase from 20% to 35% by the beginning of the 2026-2027 school year.

Yearly Target Goals

2023	2024	2025	2026	2027
22%	25%	30%	35%	38%

Early childhood Literacy Progress Measure 2

The number of K-2 students scoring at or above grade level on the iReady Reading Diagnostic EOY assessment will increase from 70% to 85% by the end of the 2026-2027 school year.

Yearly Target Goals

2023	2024	2025	2026	2027
70%	69%	75%	80%	85%

Early childhood Literacy Progress Measure 3

The number of 2nd grade students scoring meets grade level or above on the MCLASS EOY will increase from 50% to 75% by the end of the 2026-2027 school year.

Yearly Target Goals

2023	2024	2025	2026	2027
73%	54%	65%	70%	75%

*Actual Numbers

Early Childhood Math Progress Measure 1

The number of students entering K at or above grade level in Math as shown on the iReady Mathematics Diagnostic will increase from 20% to 25% by the beginning of the 2026-2027 school year.

Yearly Target Goals

2023	2024	2025	2026	2027
23%	6%	17%	25%	28%

Early childhood Math Progress Measure 2

The number of K-2 students scoring at or above grade level on the iReady Mathematics Diagnostic EOY assessment will increase from 50% to 80% by the end of the 2026-2027 school year.

Yearly Target Goals

2023	2024	2025	2026	2027
66%	62%	70%	75%	80%

Early childhood Math Progress Measure 3

The number of 2nd grade students scoring meets grade level or above on the iReady Mathematics Diagnostic EOY will increase from 50% to 75% by the end of the 2026-2027 school year.

Yearly Target Goals

2023	2024	2025	2026	2027
56%	44%	65%	70%	75%

*Actual Numbers

Early Childhood Math Progress Measure 1				
The number of 3rd grade students that score meets grade level and above on the STAAR RLA Assessment will increase from 50% to 70% by the end of the 2026-2027 school year.				
Yearly Target Goals				
2023	2024	2025	2026	2027
60%	54%	60%	65%	70%
Closing the GAPS Report TAPR 2022-2023				
Hispanic	African American	SPED	ECO DIS	
44%	*not reported enrollment minimum	17%	38%	
Closing the GAPS Report TAPR 2023-2024				
Hispanic	African American	SPED	ECO DIS	
50%	*not reported enrollment minimum	33%	33%	

Federal Report Card Indicators (2024 Federal Report Card)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	Y		Y			Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	Y	N	Y		N			N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N		N			N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	N	Y		N			Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	Y		N			N	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N		N			N	N	N

Early Childhood Math Progress Measure 1				
The number of 3rd grade students that score meets grade level and above on the STAAR Math Assessment will increase from 50% to 70% by the end of the 2026-2027 school year.				
Yearly Target Goals				
2023	2024	2025	2026	2027
66%	47%	60%	65%	70%
Closing the GAPS Report TAPR 2022-2023				
Hispanic	African American	SPED	ECO DIS	
50%	*not reported enrollment minimum	50%	38%	
Closing the GAPS Report TAPR 2023-2024				
Hispanic	African American	SPED	ECO DIS	
42%	*not reported enrollment minimum	50%	33%	

Federal Report Card Indicators (2024 Federal Report Card)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	Y		Y			Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	Y	N	Y		N			N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N		N			N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	N	Y		N			Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	Y		N			N	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N		N			N	N	N