



Annual Report

Thrive Center for Success

2024-2025

Presented April 17, 2026

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Guidelines for the TAPR Annual Report 2024-2025

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2024–25 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of the Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

- 1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
 - a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives; the progress toward those objectives; district accreditation status with each campus awarded a distinction designation or has been identified as an unacceptable campus; the district's current special education compliance status (included in the district PDF TAPR cover page); information on violent or criminal incidents and prevention and intervention policies; findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994; information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district; and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185 and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
 - b. Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2026. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.
- 2. PEIMS Financial Standard Reports (2023–24 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.
- 3. District Accreditation Status** Each district's annual report must include the 2024–25 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.

2024–25 Texas Academic Performance Report

The report must also include any campuses that earned a distinction designation or has been identified as an unacceptable campus.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The first page explains the purpose of the report and data calculation methods. Please note that THECB's tentative timeline for releasing the updated report is mid-January 2026.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and
 - (B) college, career, and military readiness plans adopted under Section 11.186.

2024–25 Texas Academic Performance Report

- 9. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place.
- 10. Accessing the PDF TAPR** The TAPR is available on the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.
- 11. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*
- 12. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is **separate** from widely releasing the annual report to the public. This means for the 2025-26 school year, the 2023-2024 TAPR was posted on District websites as it is the most recent.
- 13. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 14. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 15. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

2024–25 Texas Academic Performance Report

- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the 2024 and 2025 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot. See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
 - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html>.
- 16. Recommended Meetings Beyond** The requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.



Texas Academic Performance

District Performance Report 2024-2025

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2024-25 Texas Academic Performance Report (TAPR)

District Name: THRIVE CENTER FOR SUCCESS

District Number: 170802

2025 District Accountability Score: C

This district is a Charter District.

2025 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	African American	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 3 Reading															
At Approaches Grade Level or Above	2025	77%	78%	62%	80%	43%	67%	-	-	62%	-	67%	58%	*	*
	2024	74%	76%	59%	*	60%	50%	-	-	65%	-	-	59%	*	*
At Meets Grade Level or Above	2025	52%	53%	57%	80%	29%	67%	-	-	57%	-	67%	50%	*	*
	2024	48%	51%	55%	*	60%	43%	-	-	60%	-	-	55%	*	*
At Masters Grade Level	2025	23%	24%	5%	0%	0%	11%	-	-	5%	-	11%	0%	*	*
	2024	21%	22%	0%	*	0%	0%	-	-	0%	-	-	0%	*	*
Grade 3 Mathematics															
At Approaches Grade Level or Above	2025	71%	73%	62%	80%	43%	67%	-	-	62%	-	67%	58%	*	*
	2024	70%	73%	59%	*	40%	57%	-	-	62%	-	-	59%	*	*
At Meets Grade Level or Above	2025	46%	48%	62%	80%	43%	67%	-	-	62%	-	67%	58%	*	*
	2024	42%	44%	55%	*	40%	50%	-	-	57%	-	-	55%	*	*
At Masters Grade Level	2025	19%	21%	0%	0%	0%	0%	-	-	0%	-	0%	0%	*	*
	2024	15%	16%	0%	*	0%	0%	-	-	0%	-	-	0%	*	*
Grade 4 Reading															
At Approaches Grade Level or Above	2025	81%	83%	68%	*	40%	79%	-	-	67%	-	-	68%	*	*
	2024	81%	82%	47%	-	40%	50%	-	*	50%	*	-	47%	*	*
At Meets Grade Level or Above	2025	54%	57%	59%	*	40%	64%	-	-	57%	-	-	59%	*	*
	2024	51%	53%	33%	-	40%	25%	-	*	42%	*	-	33%	*	*
At Masters Grade Level	2025	24%	25%	9%	*	0%	14%	-	-	5%	-	-	9%	*	*
	2024	23%	24%	0%	-	0%	0%	-	*	0%	*	-	0%	*	*
Grade 4 Mathematics															
At Approaches Grade Level or Above	2025	69%	73%	86%	*	80%	93%	-	-	86%	-	-	86%	*	*
	2024	69%	73%	44%	-	40%	44%	-	*	46%	*	-	44%	*	*
At Meets Grade Level or Above	2025	47%	52%	73%	*	80%	71%	-	-	76%	-	-	73%	*	*
	2024	46%	52%	38%	-	40%	33%	-	*	46%	*	-	38%	*	*
At Masters Grade Level	2025	24%	28%	0%	*	0%	0%	-	-	0%	-	-	0%	*	*
	2024	21%	25%	0%	-	0%	0%	-	*	0%	*	-	0%	*	*
Grade 5 Reading															

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	76%	56%	-	40%	67%	-	*	-	*	50%	-	-	56%	*
	2024	79%	79%	78%	*	86%	-	-	-	-	78%	-	-	78%	*	
	2025	58%	58%	56%	-	40%	67%	-	*	-	*	50%	-	-	56%	*
	2024	55%	55%	67%	*	71%	-	-	-	-	-	67%	-	-	67%	*
	2025	30%	31%	0%	-	0%	0%	-	*	-	*	0%	-	-	0%	*
	2024	29%	28%	11%	*	14%	-	-	-	-	-	11%	-	-	11%	*
Grade 5 Mathematics																
At Approaches Grade Level or Above	2025	74%	75%	61%	-	40%	78%	-	*	-	*	56%	-	-	61%	*
	2024	77%	78%	56%	*	71%	-	-	-	-	56%	-	-	56%	*	
	2025	47%	49%	61%	-	40%	78%	-	*	-	*	56%	-	-	61%	*
	2024	50%	52%	44%	*	57%	-	-	-	-	-	44%	-	-	44%	*
	2025	22%	24%	22%	-	20%	33%	-	*	-	*	13%	-	-	22%	*
	2024	19%	21%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*
Grade 5 Science																
At Approaches Grade Level or Above	2025	65%	67%	56%	-	60%	56%	-	*	-	*	56%	-	-	56%	*
	2024	58%	63%	67%	*	57%	-	-	-	-	67%	-	-	67%	*	
	2025	31%	35%	56%	-	60%	56%	-	*	-	*	56%	-	-	56%	*
	2024	28%	32%	67%	*	57%	-	-	-	-	-	67%	-	-	67%	*
	2025	12%	15%	6%	-	0%	11%	-	*	-	*	6%	-	-	6%	*
	2024	11%	13%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*
Grade 6 Reading																
At Approaches Grade Level or Above	2025	77%	78%	64%	*	56%	-	-	-	-	70%	*	-	64%	-	
	2024	77%	77%	38%	*	*	-	*	-	-	38%	-	-	38%	*	
	2025	56%	57%	55%	*	44%	-	-	-	-	60%	*	-	55%	-	
	2024	57%	58%	25%	*	*	-	-	*	-	25%	-	-	25%	*	
	2025	29%	30%	9%	*	11%	-	-	-	-	10%	*	-	9%	-	
	2024	26%	27%	0%	*	*	-	-	*	-	0%	-	-	0%	*	
Grade 6 Mathematics																
At Approaches Grade Level or Above	2025	74%	76%	55%	*	56%	-	-	-	-	60%	*	-	55%	-	
	2024	72%	74%	44%	*	40%	-	*	-	-	44%	-	-	44%	*	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	School Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	44%	45%	*	* 44%	-	-	-	-	-	50%	*	-	45%	-	-
	2024	39%	44%	33%	*	* 20%	-	-	-	-	-	33%	-	-	33%	*	*
	2025	16%	21%	9%	*	* 11%	-	-	-	-	-	10%	*	-	9%	-	-
	2024	14%	19%	0%	*	* 0%	-	-	-	-	-	0%	-	-	0%	*	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	75%	50%	*	* 43%	-	-	*	-	-	56%	-	-	50%	*	*
	2024	74%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2025	54%	54%	30%	*	* 29%	-	-	*	-	-	33%	-	-	30%	*	*
	2024	54%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2025	27%	28%	0%	*	* 0%	-	-	*	-	-	0%	-	-	0%	*	*
	2024	29%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	50%	64%	*	* 57%	-	-	*	-	-	60%	-	-	64%	*	*
	2024	56%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2025	33%	28%	45%	*	* 29%	-	-	*	-	-	40%	-	-	45%	*	*
	2024	34%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2025	11%	7%	9%	*	* 0%	-	-	*	-	-	10%	-	-	9%	*	*
	2024	11%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	63%	78%	52%	68%	-	50%	-	50%	63%	*	67%	63%	81%	67%
	2024	75%	76%	55%	67%	44%	56%	-	*	-	*	57%	*	-	55%	46%	50%
	2025	50%	51%	57%	78%	48%	58%	-	50%	-	50%	57%	*	67%	56%	78%	61%
	2024	48%	51%	47%	67%	44%	44%	-	*	-	*	51%	*	-	47%	46%	50%
At Masters Grade Level	2025	21%	23%	6%	0%	5%	9%	-	0%	-	0%	5%	*	6%	6%	7%	6%
	2024	20%	21%	1%	0%	0%	1%	-	*	-	*	1%	*	-	1%	0%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	61%	78%	47%	65%	-	*	-	*	61%	*	67%	60%	64%	57%
	2024	76%	77%	56%	*	46%	58%	-	*	-	*	59%	*	-	56%	50%	50%
	2025	54%	55%	54%	78%	37%	56%	-	*	-	*	53%	*	67%	52%	64%	43%
	2024	54%	55%	46%	*	46%	42%	-	*	-	*	51%	*	-	46%	50%	50%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
All Grades Mathematics																
At Approaches Grade Level or Above																
2025	72%	73%	67%	78%	55%	73%	-	*	-	*	67%	*	67%	68%	92%	63%
2024	72%	74%	52%	*	38%	54%	-	*	-	*	54%	*	-	52%	33%	50%
At Meets Grade Level or Above																
2025	45%	46%	60%	78%	55%	60%	-	*	-	*	60%	*	67%	59%	83%	63%
2024	43%	46%	45%	*	38%	43%	-	*	-	*	48%	*	-	45%	33%	50%
At Masters Grade Level																
2025	20%	22%	7%	0%	10%	8%	-	*	-	*	5%	*	0%	8%	17%	13%
2024	17%	19%	0%	*	0%	0%	-	*	-	*	0%	*	-	0%	0%	0%
All Grades Science																
At Approaches Grade Level or Above																
2025	78%	79%	56%	-	60%	56%	-	*	-	*	56%	-	-	56%	*	*
2024	75%	77%	67%	*	*	57%	-	-	-	-	67%	-	-	67%	*	-
At Meets Grade Level or Above																
2025	47%	50%	56%	-	60%	56%	-	*	-	*	56%	-	-	56%	*	*
2024	43%	47%	67%	*	*	57%	-	-	-	-	67%	-	-	67%	*	-
At Masters Grade Level																
2025	17%	19%	6%	-	0%	11%	-	*	-	*	6%	-	-	6%	*	*
2024	16%	17%	0%	*	*	0%	-	-	-	-	0%	-	-	0%	*	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																
3rd Graders																
Reading and Mathematics																
2025	39%	41%	57%	80%	29%	67%	-	-	-	-	57%	-	67%	50%	*	*
2024	35%	37%	52%	*	40%	46%	-	*	-	-	55%	-	-	52%	*	*
Reading and Mathematics Including EOC																
2025	39%	41%	57%	80%	29%	67%	-	-	-	-	57%	-	67%	50%	*	*
2024	35%	37%	52%	*	40%	46%	-	*	-	-	55%	-	-	52%	*	*
Reading Including EOC																
2025	52%	53%	57%	80%	29%	67%	-	-	-	-	57%	-	67%	50%	*	*
2024	48%	51%	55%	*	60%	43%	-	*	-	-	60%	-	-	55%	*	*
Math Including EOC																
2025	46%	48%	62%	80%	43%	67%	-	-	-	-	62%	-	67%	58%	*	*
2024	42%	44%	55%	*	40%	50%	-	*	-	-	57%	-	-	55%	*	*
4th Graders																
Reading and Mathematics																
2025	40%	43%	50%	*	40%	50%	-	*	-	-	52%	-	-	50%	*	*
2024	38%	43%	33%	-	40%	25%	-	-	-	*	42%	*	-	33%	*	*
Reading and Mathematics Including EOC																
2025	40%	43%	50%	*	40%	50%	-	*	-	-	52%	-	-	50%	*	*
2024	38%	43%	33%	-	40%	25%	-	-	-	*	42%	*	-	33%	*	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
5th Graders															
Reading and Mathematics															
2025	42%	44%	56%	-	40%	67%	-	*	-	*	50%	-	-	56%	*
2024	42%	42%	44%	*	57%	57%	-	-	-	-	44%	-	-	44%	*
Reading and Mathematics Including EOC															
2025	42%	44%	56%	-	40%	67%	-	*	-	*	50%	-	-	56%	*
2024	42%	42%	44%	*	57%	57%	-	-	-	-	44%	-	-	44%	*
Reading Including EOC															
2025	58%	58%	56%	-	40%	67%	-	*	-	*	50%	-	-	56%	*
2024	55%	55%	67%	*	71%	71%	-	-	-	-	67%	-	-	67%	*
Math Including EOC															
2025	48%	49%	61%	-	40%	78%	-	*	-	*	56%	-	-	61%	*
2024	51%	52%	44%	*	57%	57%	-	-	-	-	44%	-	-	44%	*
6th Graders															
Reading and Mathematics															
2025	37%	39%	45%	*	44%	44%	-	-	-	-	50%	*	-	45%	-
2024	36%	40%	25%	*	*	*	-	*	-	-	25%	-	-	25%	*
Reading and Mathematics Including EOC															
2025	37%	39%	45%	*	44%	44%	-	-	-	-	50%	*	-	45%	-
2024	36%	40%	25%	*	*	*	-	*	-	-	25%	-	-	25%	*
Reading Including EOC															
2025	56%	57%	55%	*	44%	44%	-	-	-	-	60%	*	-	55%	-
2024	57%	58%	25%	*	*	*	-	*	-	-	25%	-	-	25%	*
Math Including EOC															
2025	41%	44%	45%	*	44%	44%	-	-	-	-	50%	*	-	45%	-
2024	40%	44%	33%	*	20%	20%	-	*	-	-	33%	-	-	33%	*
7th Graders															
Reading and Mathematics															
2025	36%	38%	20%	*	14%	14%	-	*	-	-	22%	-	-	20%	*
2025	38%	39%	20%	*	14%	14%	-	*	-	-	22%	-	-	20%	*
Reading and Mathematics Including EOC															
2025	54%	54%	30%	*	29%	29%	-	*	-	-	33%	-	-	30%	*
2025	43%	44%	45%	*	29%	29%	-	*	-	-	40%	-	-	45%	*
3rd - 8th Graders															
Reading and Mathematics															
2025	38%	39%	49%	67%	37%	50%	-	*	-	*	49%	*	67%	47%	64%
2024	36%	38%	42%	*	38%	41%	-	*	-	*	45%	*	-	42%	33%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	School Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	40%	41%	49%	67%	37%	50%	-	*	-	*	49%	*	67%	47%	64%	43%
	2024	38%	40%	42%	*	38%	41%	-	*	-	*	45%	*	-	42%	33%	50%
Reading Including EOC	2025	55%	56%	54%	78%	37%	56%	-	*	-	*	53%	*	67%	52%	64%	43%
	2024	54%	54%	46%	*	46%	42%	-	*	-	*	51%	*	-	46%	50%	50%
Math Including EOC	2025	46%	48%	60%	78%	55%	60%	-	*	-	*	60%	*	67%	59%	83%	63%
	2024	45%	48%	45%	*	38%	43%	-	*	-	*	48%	*	-	45%	33%	50%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2025	70%	72%	61%	*	50%	65%	-	*	-	59%	-	-	61%	*	*	-
	2024	67%	67%	60%	-	*	*	-	-	*	56%	-	-	60%	-	*	---
Grade 4 Mathematics	2025	65%	69%	82%	*	90%	82%	-	*	-	81%	-	-	82%	*	*	-
	2024	60%	65%	50%	-	*	33%	-	-	*	55%	-	-	50%	-	*	---
Grade 5 ELA/Reading	2025	69%	67%	33%	-	*	38%	-	*	-	36%	-	-	33%	*	*	-
	2024	70%	67%	79%	*	-	75%	-	-	-	79%	-	-	79%	*	-	---
Grade 5 Mathematics	2025	67%	64%	61%	-	*	75%	-	*	-	58%	-	-	61%	*	*	-
	2024	65%	62%	69%	*	*	92%	-	-	-	69%	-	-	69%	*	-	---
Grade 6 ELA/Reading	2025	64%	66%	50%	*	*	38%	-	-	-	56%	*	-	50%	-	-	-
	2024	61%	62%	60%	-	*	*	-	-	-	60%	-	-	60%	*	*	---
Grade 6 Mathematics	2025	56%	60%	75%	*	*	75%	-	-	-	72%	*	-	75%	-	-	-
	2024	48%	54%	79%	-	*	70%	-	-	-	79%	-	-	79%	*	*	---
Grade 7 ELA/Reading	2025	64%	62%	79%	*	*	*	-	*	-	79%	-	-	79%	*	*	-
	2024	66%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics	2025	50%	44%	67%	*	*	50%	-	*	-	67%	-	-	67%	*	*	-
	2024	49%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2025	65%	65%	63%	88%	61%	63%	-	33%	*	63%	*	-	63%	85%	77%	-
	2024	64%	63%	65%	*	58%	68%	-	-	*	65%	-	-	65%	*	88%	---
All Grades ELA/Reading	2025	67%	67%	53%	*	50%	52%	-	*	-	54%	*	-	53%	67%	70%	-
	2024	67%	65%	66%	*	50%	73%	-	-	*	64%	-	-	66%	*	*	---
All Grades Mathematics	2025	64%	63%	72%	*	71%	73%	-	*	-	70%	*	-	72%	100%	83%	-
	2024	60%	60%	63%	*	64%	65%	-	-	*	66%	-	-	63%	*	*	---
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2025	40%	42%	*	-	*	*	-	-	-	*	-	-	*	-	*	-
	2024	38%	39%	57%	-	*	*	-	-	*	57%	-	-	57%	-	*	---
Grade 4 Mathematics	2025	27%	29%	60%	-	*	*	-	-	-	*	-	-	60%	-	*	-
	2024	26%	26%	33%	-	*	*	-	-	-	33%	-	-	33%	-	*	---
Grade 5 ELA/Reading	2025	25%	20%	20%	-	*	*	-	*	-	20%	-	-	20%	-	-	-
	2024	35%	31%	*	-	-	*	-	-	-	*	-	-	*	-	-	---
Grade 5 Mathematics	2025	35%	31%	*	-	*	*	-	*	-	*	-	-	*	-	-	-
	2024	41%	39%	*	-	-	*	-	-	-	*	-	-	*	-	-	---
Grade 6 ELA/Reading	2025	27%	27%	*	-	*	*	-	-	-	*	*	-	*	-	-	-
	2024	24%	23%	*	-	*	*	-	-	-	*	-	-	*	-	-	---
Grade 6 Mathematics	2025	33%	33%	33%	*	*	*	-	-	-	40%	*	-	33%	-	-	-
	2024	27%	27%	*	-	*	*	-	-	-	*	-	-	*	-	*	---
Grade 7 ELA/Reading	2025	25%	22%	*	*	*	*	-	*	-	*	-	-	*	-	*	-
	2024	23%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
				40%	*	*	-	-	-	-	40%	-	-	40%	-	40%	-
Grade 7 Mathematics	2025	15%	40%	*	*	*	-	-	-	-	40%	-	-	40%	-	*	-
	2024	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2025	31%	32%	*	38%	29%	-	*	-	*	30%	*	-	32%	-	33%	-
	2024	31%	46%	-	40%	50%	-	-	-	*	46%	-	-	46%	-	60%	---
All Grades ELA/Reading	2025	30%	29%	*	33%	29%	-	*	-	*	27%	*	-	29%	-	*	-
	2024	28%	58%	-	40%	80%	-	-	-	*	58%	-	-	58%	-	*	---
All Grades Mathematics	2025	33%	35%	*	43%	30%	-	*	-	-	33%	*	-	35%	-	*	-
	2024	34%	36%	-	40%	33%	-	-	-	-	36%	-	-	36%	-	*	---

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

- Indicates there are no students in the group.

--- First reported in 2025.

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL (Current)	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	63%	-	-	-	-	-	60%	-	-	-	-	63%	67%	-
	2024	75%	76%	55%	-	-	-	-	-	50%	-	-	-	-	55%	50%	-
At Meets Grade Level or Above	2025	50%	51%	57%	-	-	-	-	-	53%	-	-	-	*	56%	61%	-
	2024	48%	51%	47%	-	-	-	-	-	50%	-	-	-	-	47%	50%	-
At Masters Grade Level	2025	21%	23%	6%	-	-	-	-	-	7%	-	-	-	*	6%	6%	-
	2024	20%	21%	1%	-	-	-	-	-	0%	-	-	-	-	1%	0%	-
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	61%	-	-	-	-	-	50%	-	-	-	*	61%	57%	-
	2024	76%	77%	56%	-	-	-	-	-	50%	-	-	-	-	56%	50%	-
At Meets Grade Level or Above	2025	54%	55%	54%	-	-	-	-	-	33%	-	-	-	*	55%	43%	-
	2024	54%	55%	46%	-	-	-	-	-	50%	-	-	-	-	46%	50%	-
At Masters Grade Level	2025	23%	23%	5%	-	-	-	-	-	0%	-	-	-	*	5%	0%	-
	2024	22%	22%	2%	-	-	-	-	-	0%	-	-	-	-	2%	0%	-
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	73%	67%	-	-	-	-	-	57%	-	-	-	*	68%	63%	-
	2024	72%	74%	52%	-	-	-	-	-	50%	-	-	-	-	52%	50%	-
At Meets Grade Level or Above	2025	45%	46%	60%	-	-	-	-	-	57%	-	-	-	*	60%	63%	-
	2024	43%	46%	45%	-	-	-	-	-	50%	-	-	-	-	44%	50%	-
At Masters Grade Level	2025	20%	22%	7%	-	-	-	-	-	14%	-	-	-	*	7%	13%	-
	2024	17%	19%	0%	-	-	-	-	-	0%	-	-	-	-	0%	0%	-
All Grades Science																	

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

School Year	State	Region 06	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	79%	56%	-	-	-	-	-	*	*	-	-	*	47%	*	-
	2024	75%	77%	67%	-	-	-	-	-	-	-	-	-	-	67%	-	-
	2025	47%	50%	56%	-	-	-	-	-	*	*	-	-	*	47%	*	-
At Meets Grade Level or Above	2024	43%	47%	67%	-	-	-	-	-	-	-	-	-	-	67%	-	-
	2025	17%	19%	6%	-	-	-	-	-	*	*	-	-	*	7%	*	-
	2024	16%	17%	0%	-	-	-	-	-	-	-	-	-	-	0%	-	-
School Progress - Annual Growth																	
All Grades Both Subjects	2025	65%	65%	63%	-	-	-	-	-	72%	72%	-	-	*	61%	77%	-
	2024	64%	63%	65%	-	-	-	-	-	88%	88%	-	-	-	60%	88%	-
	2025	67%	67%	53%	-	-	-	-	-	*	*	-	-	*	51%	70%	-
All Grades ELA/Reading	2024	67%	65%	66%	-	-	-	-	-	*	*	-	-	-	64%	*	-
	2025	64%	63%	72%	-	-	-	-	-	80%	80%	-	-	*	71%	83%	-
	2024	60%	60%	63%	-	-	-	-	-	*	*	-	-	-	57%	*	-
School Progress - Accelerated Learning																	
All Grades Both Subjects	2025	33%	31%	32%	-	-	-	-	-	33%	33%	-	-	-	32%	33%	-
	2024	32%	31%	46%	-	-	-	-	-	60%	60%	-	-	-	43%	60%	-
	2025	31%	30%	29%	-	-	-	-	-	*	*	-	-	-	29%	*	-
All Grades ELA/Reading	2024	30%	28%	58%	-	-	-	-	-	*	*	-	-	-	56%	*	-
	2025	35%	33%	35%	-	-	-	-	-	*	*	-	-	-	35%	*	-
	2024	35%	34%	36%	-	-	-	-	-	*	*	-	-	-	33%	*	-

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

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)															
All Tests															
Assessment Participant	99%	99%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	92%	90%	98%	93%	100%	-	100%	92%	*	69%	95%	90%	86%
Not Included in Accountability: Mobile	4%	4%	6%	0%	0%	5%	0%	-	0%	5%	*	23%	3%	0%	10%
Not Included in Accountability: Other Exclusions	2%	2%	3%	10%	2%	2%	0%	-	0%	3%	*	8%	2%	10%	5%
Not Tested	1%	1%	0%	0%	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%
Reading															
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	91%	92%	90%	90%	95%	92%	-	*	*	91%	*	69%	94%	85%	78%
Not Included in Accountability: Mobile	4%	4%	7%	0%	0%	6%	-	*	*	6%	*	23%	4%	0%	11%
Not Included in Accountability: Other Exclusions	4%	3%	3%	10%	5%	2%	-	*	*	4%	*	8%	3%	15%	11%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	*	0%	0%	0%	0%
Mathematics															
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	91%	90%	100%	92%	-	*	*	92%	*	69%	95%	92%	89%
Not Included in Accountability: Mobile	4%	4%	7%	0%	0%	6%	-	*	*	6%	*	23%	4%	0%	11%
Not Included in Accountability: Other Exclusions	1%	1%	2%	10%	0%	2%	-	*	*	2%	*	8%	1%	8%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	*	0%	0%	0%	0%
Science															
Assessment Participant	99%	99%	100%	-	100%	100%	-	*	*	100%	-	-	100%	*	*
Included in Accountability	94%	94%	100%	-	100%	100%	-	*	*	100%	-	-	100%	*	*
Not Included in Accountability: Mobile	4%	4%	0%	-	0%	0%	-	*	*	0%	-	-	0%	*	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	*	0%	-	-	0%	*	*
Not Tested	1%	1%	0%	-	0%	0%	-	*	*	0%	-	-	0%	*	*

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disady	EB/EL (Current & Monitored)
Absent	1%	1%	0%	-	0%	0%	-	*	-	*	0%	-	-	0%	*	*
Other	0%	0%	0%	-	0%	0%	-	*	-	*	0%	-	-	0%	*	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	*	-	*	99%	*	100%	99%	100%	100%
Included in Accountability	92%	93%	94%	100%	100%	91%	-	*	-	*	96%	*	0%	99%	87%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	0%	5%	-	*	-	*	2%	*	67%	0%	0%	0%
Not Included in Accountability: Other Exclusions	2%	2%	2%	0%	0%	2%	-	*	-	*	2%	*	33%	0%	13%	0%
Not Tested	1%	1%	1%	0%	0%	1%	-	*	-	*	1%	*	0%	1%	0%	0%
Absent	1%	1%	1%	0%	0%	1%	-	*	-	*	1%	*	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	*	100%	*	*	100%	100%	100%
Included in Accountability	91%	92%	95%	*	100%	92%	-	*	-	*	96%	*	*	100%	86%	100%
Not Included in Accountability: Mobile	4%	4%	4%	*	0%	6%	-	*	-	*	2%	*	*	0%	0%	0%
Not Included in Accountability: Other Exclusions	4%	3%	2%	*	0%	3%	-	*	-	*	2%	*	*	0%	14%	0%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	*	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	*	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	*	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	*	100%	97%	-	*	-	*	98%	*	*	98%	100%	100%
Included in Accountability	93%	94%	93%	*	100%	90%	-	*	-	*	95%	*	*	98%	86%	100%
Not Included in Accountability: Mobile	5%	4%	3%	*	0%	5%	-	*	-	*	2%	*	*	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	0%	3%	-	*	-	*	2%	*	*	0%	14%	0%
Not Tested	1%	1%	2%	*	0%	3%	-	*	-	*	2%	*	*	2%	0%	0%
Absent	1%	1%	2%	*	0%	3%	-	*	-	*	2%	*	*	2%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	*	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	* 100%	* 100%	-	-	-	-	100%	-	-	100%	*	-
Included in Accountability	93%	94%	100%	*	* 100%	* 100%	-	-	-	-	100%	-	-	100%	*	-
Not Included in Accountability: Mobile	4%	4%	0%	*	* 0%	* 0%	-	-	-	-	0%	-	-	0%	*	-

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	*	0%	-	-	-	-	0%	-	-	0%	*	-
Not Tested	1%	1%	0%	*	*	0%	-	-	-	-	0%	-	-	0%	*	-
Absent	1%	1%	0%	*	*	0%	-	-	-	-	0%	-	-	0%	*	-
Other	0%	0%	0%	*	*	0%	-	-	-	-	0%	-	-	0%	*	-

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

2024-25 Attendance, Graduation, and Dropout Rates (TAPR)

THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.3%	88.9%	91.3%	89.0%	88.8%	-	*	-	*	89.2%	88.4%	89.5%
2022-23	93.3%	94.3%	89.4%	93.8%	91.5%	89.0%	*	*	*	*	89.2%	87.2%	-
Chronic Absenteeism													
2023-24	19.0%	15.8%	46.3%	40.0%	52.0%	42.7%	-	100.0%	-	*	44.2%	58.8%	66.7%
2022-23	20.3%	15.9%	34.4%	37.5%	22.7%	32.7%	*	*	*	*	34.4%	36.8%	-
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	95.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	83.3%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	5.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	4.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	88.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	382,023	100.0%
By Ethnicity:				
African American	-	-	48,064	12.6%
Hispanic	-	-	200,942	52.6%
White	-	-	101,714	26.6%
American Indian	-	-	1,231	0.3%
Asian	-	-	19,746	5.2%
Pacific Islander	-	-	606	0.2%
Two or More Races	-	-	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	-	-	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	-	-	101	0.0%
Foundation H.S. Program (No Endorsement)	-	-	46,183	12.1%
Foundation H.S. Program (Endorsement)	-	-	42,042	11.0%
Foundation H.S. Program (DLA)	-	-	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	356	0.1%
Special Education Graduates				
Special Education Graduates	-	-	35,935	9.4%
Economically Disadvantaged Graduates	-	-	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	56,967	14.9%
At-Risk Graduates	-	-	173,035	45.3%
CTE Completers	-	-	127,800	33.5%

There is no data for this district.

There is no data for this district.

There is no data for this district.

Texas Education Agency
2024-25 Student Information (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

Student Information	Membership			Enrollment		
	District	State	State	District	State	State
Total Students	Count	Percent	Count	Percent	Count	Percent
Students by Grade	150	100.0%	5,530,499	100.0%	150	100.0%
Early Childhood Education	0	0.0%	18,464	0.3%	0	0.0%
Pre-Kindergarten	0	0.0%	249,407	4.5%	0	0.0%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%
Pre-Kindergarten: 4-year Old	0	0.0%	205,680	3.7%	0	0.0%
Kindergarten	12	8.0%	359,286	6.5%	12	8.0%
Grade 1	21	14.0%	377,900	6.8%	21	14.0%
Grade 2	25	16.7%	389,823	7.0%	25	16.7%
Grade 3	24	16.0%	406,424	7.3%	24	16.0%
Grade 4	24	16.0%	405,454	7.3%	24	16.0%
Grade 5	21	14.0%	404,900	7.3%	21	14.0%
Grade 6	12	8.0%	404,802	7.3%	12	8.0%
Grade 7	11	7.3%	407,375	7.4%	11	7.3%
Grade 8	0	0.0%	410,722	7.4%	0	0.0%
Grade 9	0	0.0%	459,854	8.3%	0	0.0%
Grade 10	0	0.0%	439,300	7.9%	0	0.0%
Grade 11	0	0.0%	410,245	7.4%	0	0.0%
Grade 12	0	0.0%	386,543	7.0%	0	0.0%
Ethnic Distribution						
African American	25	16.7%	706,216	12.8%	25	16.7%
Hispanic	34	22.7%	2,961,084	53.5%	34	22.7%
White	84	56.0%	1,347,596	24.4%	84	56.0%
American Indian	0	0.0%	18,175	0.3%	0	0.0%
Asian	4	2.7%	307,983	5.6%	4	2.7%
Pacific Islander	0	0.0%	8,729	0.2%	0	0.0%
Two or More Races	3	2.0%	180,716	3.3%	3	2.0%
Sex						
Female	33	22.0%	2,702,798	48.9%	33	22.0%
Male	117	78.0%	2,827,701	51.1%	117	78.0%
Other Student Cohorts						
Economically Disadvantaged	20	13.3%	3,346,090	60.5%	20	13.3%
Non-Educationally Disadvantaged	130	86.7%	2,184,409	39.5%	130	86.7%
Section 504 Students	2	1.3%	375,297	6.8%	2	1.3%
EB Students/EL	12	8.0%	1,343,669	24.3%	12	8.0%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	122,515	2.1%		
Students w/ Dyslexia	4	2.7%	356,584	6.4%	4	2.7%

Texas Education Agency
2024-25 Student Information (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

Student Information	District		Membership		Enrollment	
	Count	Percent	Count	Percent	Count	Percent
Foster Care	0	0.0%	11,656	0.2%	0	0.0%
Homeless	0	0.0%	77,954	1.4%	0	0.0%
Immigrant	0	0.0%	193,676	3.5%	0	0.0%
Migrant	0	0.0%	13,377	0.2%	0	0.0%
Title I	0	0.0%	3,683,060	66.6%	0	0.0%
Military Connected	5	3.3%	229,259	4.1%	5	3.3%
At-Risk	97	64.7%	2,960,262	53.5%	97	64.7%
Students by Instructional Program						
Bilingual/ESL Education	11	7.3%	1,344,546	24.3%	11	7.3%
Career and Technical Education	0	0.0%	1,531,679	27.7%	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	1,254,694	74.0%	-	-
Gifted and Talented Education	0	0.0%	483,301	8.7%	0	0.0%
Special Education	131	87.3%	846,876	15.3%	131	87.3%
Students with Disabilities by Type of Primary Disability						
Total Students with Disabilities	131		843,012			
Students with Intellectual Disabilities	*	*	407,120	48.3%		
Students with Physical Disabilities	6	4.6%	143,568	17.0%		
Students with Autism	115	87.8%	141,526	16.8%		
Students with Behavioral Disabilities	6	4.6%	137,182	16.3%		
Students with Non-Categorical Early Childhood	*	*	13,616	1.6%		
Mobility (2023-24)						
Total Mobile Students	27	21.8%	882,523	16.4%		
African American	3	2.4%	180,657	3.3%		
Hispanic	6	4.8%	481,794	8.9%		
White	15	12.1%	157,650	2.9%		
American Indian	0	0.0%	3,546	0.1%		
Asian	3	2.4%	27,084	0.5%		
Pacific Islander	0	0.0%	1,905	0.0%		
Two or More Races	0	0.0%	29,887	0.6%		
Special Ed Students who are Mobile	19	16.8%	149,136	17.3%		
Count and Percent of EB Students/EL who are Mobile	1	16.7%	233,506	17.9%		
Count and Percent of Econ Dis Students who are Mobile	6	33.3%	645,101	19.0%		
Student Attrition (2023-24)						
Total Student Attrition	27	21.3%	765,408	18.0%		

Texas Education Agency
2024-25 Student Information (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	-	1.3%	9.1%	3.6%
Grade 1	0.0%	1.9%	4.5%	3.0%
Grade 2	0.0%	1.1%	5.3%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	0.0%	0.4%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	-	0.3%	0.0%	0.4%
Grade 7	-	0.4%	-	0.5%
Grade 8	-	0.4%	-	0.5%
Grade 9	-	7.3%	-	11.0%

Data Quality	District		State	
	Count	Percent	Count	Percent
Underreported Students	0	0.0%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	-	18.9
Grade 1	-	19.2
Grade 2	-	19.4
Grade 3	-	20.1
Grade 4	-	20.0
Grade 5	-	21.3
Grade 6	-	19.8
Secondary		
English/Language Arts	-	16.4
Foreign Languages	-	18.9
Mathematics	-	17.8
Science	-	18.9
Social Studies	-	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	53.5	100.0%	764,857.7	100.0%
Professional Staff	28.7	53.7%	487,682.3	63.8%
Teachers	18.8	35.2%	369,689.2	48.3%
Professional Support	6.9	12.9%	82,751.4	10.8%
Campus Administration (School Leadership)	1.0	1.9%	25,687.5	3.4%
Central Administration	2.0	3.7%	9,554.2	1.2%
Educational Aides	22.8	42.6%	81,972.7	10.7%
Auxiliary Staff	2.0	3.7%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	0.0	n/a	13,704.0	n/a
Part-time Counselors	0.0	n/a	1,298.0	n/a
Total Minority Staff	23.9	44.7%	423,307.3	55.3%
Teachers by Ethnicity				
African American	2.9	15.3%	47,165.6	12.8%
Hispanic	6.0	31.8%	114,597.9	31.0%
White	10.0	52.9%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	0.0	0.0%	4,812.6	1.3%
Teachers by Sex				
Males	3.0	15.9%	90,958.2	24.6%
Females	15.8	84.1%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	8,698.9	2.4%
Bachelors	11.9	63.0%	264,052.9	71.4%
Masters	7.0	37.0%	93,864.5	25.4%
Doctorate	0.0	0.0%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.9	9.9%	26,999.3	7.3%
1-5 Years Experience	10.0	52.9%	104,446.4	28.3%
6-10 Years Experience	2.0	10.6%	72,857.4	19.7%
11-20 Years Experience	3.0	15.9%	101,940.9	27.6%
21-30 Years Experience	2.0	10.6%	52,207.3	14.1%
Over 30 Years Experience	0.0	0.0%	11,237.9	3.0%
Number of Students per Teacher	8.0	n/a	15.0	n/a

Texas Education Agency
2024-25 Staff Information (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	3.0	6.0
Average Years Experience of Principals with District	1.0	5.1
Average Years Experience of Assistant Principals	0.0	5.1
Average Years Experience of Assistant Principals with District	0.0	4.3
Average Years Experience of Teachers	6.8	11.2
Average Years Experience of Teachers with District	0.6	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$46,689	\$55,689
1-5 Years Experience	\$52,576	\$59,266
6-10 Years Experience	\$61,848	\$62,607
11-20 Years Experience	\$67,471	\$66,353
21-30 Years Experience	\$69,500	\$70,976
Over 30 Years Experience	-	\$75,042
Average Actual Salaries (regular duties only)		
Teachers	\$57,142	\$63,751
Professional Support	\$66,552	\$75,909
Campus Administration (School Leadership)	\$130,000	\$88,786
Central Administration	\$107,500	\$118,447
Instructional Staff Percent	78.0%	64.8%
Turnover Rate for Teachers	60.2%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District	State
Designation	Average Payout	Average Payout
Teacher Incentive Allotment		
Recognized	-	12,718
Exemplary	-	16,951
Master	-	10,103
		\$5,567
		\$11,062
		\$20,910

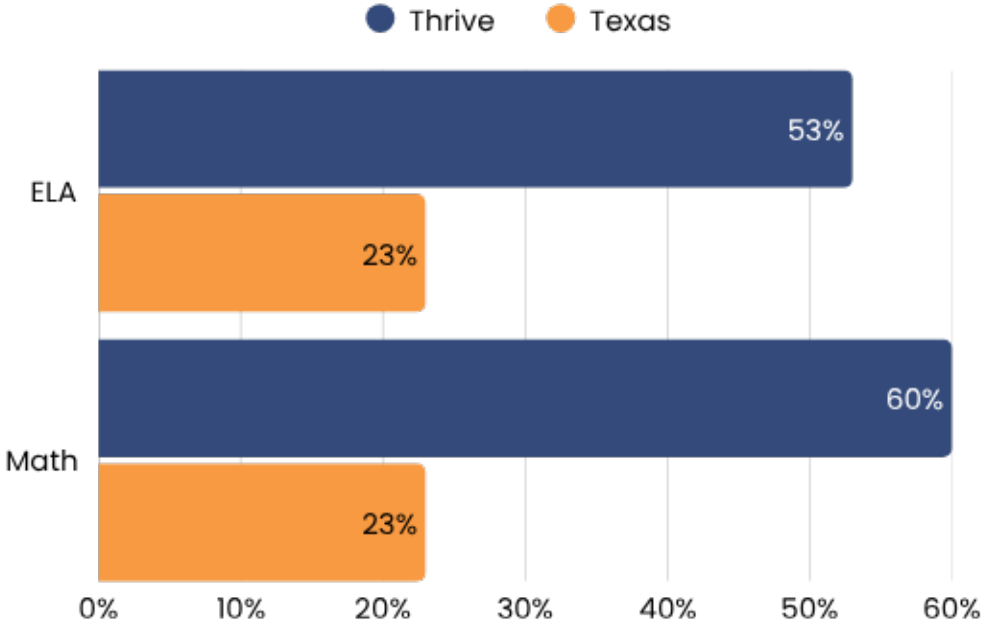
Texas Education Agency
2024-25 Staff Information (TAPR)
 THRIVE CENTER FOR SUCCESS (170802) - MONTGOMERY COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	23,158.4	6.3%
Career and Technical Education	0.0	0.0%	20,492.0	5.5%
Compensatory Education	0.0	0.0%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	0.0	0.0%	255,127.2	69.0%
Special Education	18.8	100.0%	42,195.7	11.4%
Other	0.0	0.0%	13,272.1	3.6%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2025 STAAR: 3rd-7th Grade Special Education Students Meets or higher





PEIMS Financial Standards Reports

2023-2024

Financial Actual Reports

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org

2023 - 2024 Actual Financial Data
Totals for THRIVE CENTER FOR SUCCESS (170802)
Total Enrolled Membership: 127

	District				State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$25,115,673,157	34.92%	\$4,553
State Operating Funds	\$1,806,174	69.43%	\$14,222	\$3,194,690	76.64%	\$25,155	\$30,587,705,535	42.53%	\$5,545
Federal Funds	\$5,933	0.23%	\$47	\$184,522	4.43%	\$1,453	\$11,797,301,551	16.40%	\$2,138
Other Local	\$789,359	30.34%	\$6,215	\$789,359	18.94%	\$6,215	\$4,418,441,068	6.14%	\$801
Total Operating Revenue	\$2,601,466	100.00%	\$20,484	\$4,168,571	100.00%	\$32,823	\$71,919,121,311	100.00%	\$13,037
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,895,016,475	80.59%	\$1,975
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,105,366,975	8.18%	\$200
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$389,717,405	2.88%	\$71
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,129,524,892	8.35%	\$205
Total Other Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$13,519,625,747	100.00%	\$2,451
Subtotal: Operating and Other Revenue	\$2,601,466	100.00%	\$20,484	\$4,168,571	100.00%	\$32,823	\$85,438,747,058	100.00%	\$15,487
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
Subtotal: Operating, Other and Recaptured Revenue	\$2,601,466	100.00%	\$20,484	\$4,168,571	100.00%	\$32,823	\$88,132,050,638	100.00%	\$15,975
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,466,427,330	53.10%	\$628
Estimated State TRS Contributions	\$141,693	100.00%	\$1,116	\$141,693	100.00%	\$1,116	\$3,062,147,998	46.90%	\$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$141,693	100.00%	\$1,116	\$141,693	100.00%	\$1,116	\$6,528,575,328	100.00%	\$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$2,743,159	100.00%	\$21,600	\$4,310,264	100.00%	\$33,939	\$91,967,322,386	100.00%	\$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$1,489,598	59.77%	\$11,729	\$2,415,158	63.74%	\$19,017	\$55,579,370,977	77.80%	\$10,075
Professional & Contracted Services (Object 62xx)	\$823,518	33.04%	\$6,484	\$1,140,142	30.09%	\$8,977	\$7,412,529,453	10.38%	\$1,344

2023 - 2024 Actual Financial Data
Totals for THRIVE CENTER FOR SUCCESS (170802)
Total Enrolled Membership: 127

	District				State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$67,918	2.72%	\$535	\$116,007	3.06%	\$913	\$6,022,343,036	8.43%	\$1,092
Other Operating Expenditures (Object 64xx)	\$111,386	4.47%	\$877	\$117,490	3.10%	\$925	\$2,426,950,644	3.40%	\$440
Total Operating Expenditures by Object	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	43.70%	\$2,261
Capital Outlay (Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Object	\$0	0.00%	\$0	\$0	0.00%	\$0	\$28,546,823,519	100.00%	\$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$99,988,017,629	100.00%	\$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$995,113	39.93%	\$7,836	\$2,009,573	53.04%	\$15,823	\$39,176,659,787	54.84%	\$7,101
Instructional Resources & Media Services (Function 12)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$657,456,589	0.92%	\$119
Curriculum & Staff Development (Function 13)	\$52,095	2.09%	\$410	\$69,210	1.83%	\$545	\$1,768,032,392	2.47%	\$320
Instructional Leadership (Function 21)	\$152,951	6.14%	\$1,204	\$152,951	4.04%	\$1,204	\$1,299,882,283	1.82%	\$236
School Leadership (Function 23)	\$278,019	11.15%	\$2,189	\$326,706	8.62%	\$2,572	\$4,090,184,319	5.73%	\$741
Guidance Counseling Services (Function 31)	\$98,421	3.95%	\$775	\$243,182	6.42%	\$1,915	\$2,896,985,750	4.06%	\$525
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$248,791,333	0.35%	\$45
Health Services (Function 33)	\$81,712	3.28%	\$643	\$81,712	2.16%	\$643	\$730,487,490	1.02%	\$132
Transportation (Function 34)	\$28,016	1.12%	\$221	\$28,016	0.74%	\$221	\$2,180,244,579	3.05%	\$395
Food Services (Function 35)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,765,975,564	5.27%	\$683
Extracurricular (Function 36)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,209,273,631	3.09%	\$400
General Administration (Function 41,92)	\$113,693	4.56%	\$895	\$145,539	3.84%	\$1,146	\$2,353,926,229	3.29%	\$427
Facilities Maintenance & Operations (Function 51)	\$624,026	25.04%	\$4,914	\$639,582	16.88%	\$5,036	\$7,189,345,570	10.06%	\$1,303
Security & Monitoring Services (Function 52)	\$12,322	0.49%	\$97	\$15,582	0.41%	\$123	\$1,152,159,150	1.61%	\$209
Data Processing Services (Function 53)	\$56,052	2.25%	\$441	\$76,744	2.03%	\$604	\$1,330,101,476	1.86%	\$241
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$367,631,791	0.51%	\$67
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,056,177	0.03%	\$4
Total Operating Expenditures by Function	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$71,441,194,110	100.00%	\$12,950

2023 - 2024 Actual Financial Data
Totals for THRIVE CENTER FOR SUCCESS (170802)
Total Enrolled Membership: 127

	District				State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Function	\$0	0.00%	\$0	\$0	0.00%	\$0	\$28,546,823,519	100.00%	\$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$99,988,017,629	100.00%	\$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$573,974	23.03%	\$4,519	\$681,377	17.98%	\$5,365	\$28,879,935,685	40.42%	\$5,235
Gifted and Talented (PIC 21)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$387,893,289	0.54%	\$70
Career and Technical (PIC 22)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,465,499,880	3.45%	\$447
Students with Disabilities (PICs 23,33,43)	\$999,670	40.11%	\$7,871	\$2,033,190	53.66%	\$16,009	\$9,477,470,234	13.27%	\$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	\$28,248	1.13%	\$222	\$28,248	0.75%	\$222	\$6,534,482,938	9.15%	\$1,184
Bilingual (PICs 25,35)	\$2,848	0.11%	\$22	\$2,848	0.08%	\$22	\$830,420,586	1.16%	\$151
Early Education Allotment (PIC 36)	\$20,584	0.83%	\$162	\$20,584	0.54%	\$162	\$1,353,176,371	1.89%	\$245
Dyslexia or Related Disorder Services (PIC 37)	\$32,987	1.32%	\$260	\$32,987	0.87%	\$260	\$417,573,465	0.58%	\$76
College, Career, and Military Readiness (CCMR) (PIC 38)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$394,493,831	0.55%	\$72
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,419,449,950	1.99%	\$257
Un-Allocated (PIC 99)	\$834,109	33.47%	\$6,568	\$989,563	26.12%	\$7,792	\$19,280,797,881	26.99%	\$3,495
Total Operating Expenditures by Program Intent Code (PIC)	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$28,546,823,519	100.00%	\$5,175
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$99,988,017,629	100.00%	\$18,125

2023 - 2024 Actual Financial Data
Totals for THRIVE CENTER FOR SUCCESS (170802)
Total Enrolled Membership: 127

	District				State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Disbursements									
Total Disbursements									
Operating Expenditures	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$71,441,194,110	68.44%	\$12,950
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	2.58%	\$488
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$915,610,042	0.88%	\$166
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$782,603,994	0.75%	\$142
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.04%	\$7
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$12,475,005,940	11.95%	\$2,261
Capital Projects (Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$16,033,551,537	15.36%	\$2,906
Total Disbursements	\$2,492,420	100.00%	\$19,625	\$3,788,797	100.00%	\$29,833	\$104,379,535,245	100.00%	\$18,921
Net Assets**									
Net Assets									
Unrestricted Net Assets	\$0		\$0	\$805,739		\$6,344	\$870,413,514		\$2,059
Temporary Restricted Net Assets	\$0		\$0	\$197,251		\$1,553	\$1,687,729,471		\$3,991
Total Net Asset Balance**	\$0		\$0	\$1,002,990		\$7,898	\$2,560,848,069		\$6,056
Net Assets Reconciliation									
2022-2023 Total Net Assets (Previous Year)	\$0		\$0	\$481,519		\$5,234	\$2,338,075,466		\$5,791
2023-2024 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$521,471		\$4,106	\$271,086,796		\$641
2023-2024 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$-21,007,164		\$-50
2023-2024 Uncommon Items	\$0		\$0	\$0		\$0	\$-27,307,029		\$-65
2023-2024 Total Net Assets	\$0		\$0	\$1,002,990		\$7,898	\$2,560,848,069		\$6,056



Special Education Determination Status

2024-2025

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org



2025 Results Driven Accountability

District Report

County-District Number: 170802

Region: 06

District Name: *THRIVE CENTER FOR SUCCESS*

Bilingual Education/English as a Second Language/Emergent Bilingual (BE/ESL/EB)

Domain I - Academic Achievement (Indicators 1-8)

Domain II - Post-Secondary Readiness (Indicators 9-10)

Other Special Populations (OSP)

Domain I - Academic Achievement (Indicators 1-2)

Domain II - Post-Secondary Readiness (Indicators 3-4)

Special Education (SPED)

Domain I - Academic Achievement (Indicators 1-3)

Domain II - Post-Secondary Readiness (Indicators 4-5)

Domain III - Disproportionate Analysis (Indicators 6-15)

Summary

Performance Level Summary

Federally Required Elements

Determination Levels

2025 Results Driven Accountability

BE/ESL/EB Domain I

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

1. BE STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	

2. ESL STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	57.1	*	*	NA
	2024			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	50.0	*	*	NA
	2024			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	*	*	*	0
	2024			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	

3. ALP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	

2025 Results Driven Accountability

BE/ESL/EB Domain I

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

4. EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	*	*	*	0
	2024			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	*	*	*	0
	2024			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	*	*	*	0
	2024			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	

5. EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	

2025 Results Driven Accountability

BE/ESL/EB Domain I

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

6. EB STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(ii) Biology</i>	2025	75.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iii) U.S. History</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iv) English I and II</i>	2025	60.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	

7. TELPAS Reading Beginning Proficiency Level Rate

		PL 0 Cut Points	Rate	Beginning	Tested	Performance Level
	2025	0 - 7.5	*	*	*	NA SA
	2024			*	*	
	2023			*	*	

8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

		PL 0 Cut Points	Rate	BEG./INT.	Tested	Performance Level
	2025	0 - 27.6	*	*	*	No Data

2025 Results Driven Accountability

BE/ESL/EB Domain II

County-District Number: 170802

Region: 06

District Name: *THRIVE CENTER FOR SUCCESS*

9. EB Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2025	80.0 - 100	*	*	*	No Data
2024			*	*	
2023			*	*	

10. EB Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2025	0 - 1.8	*	*	*	No Data
2024			*	*	
2023			*	*	

2025 Results Driven Accountability

OSP Domain I

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

1. OSP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	*	*	*	No Data
	<i>Foster Care</i>		*	*	*	
	<i>Homeless</i>		*	*	*	
	<i>Military</i>		*	*	*	
	2024			*	*	
	2023			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	*	*	*	No Data
	<i>Foster Care</i>		*	*	*	
	<i>Homeless</i>		*	*	*	
	<i>Military</i>		*	*	*	
	2024			*	*	
	2023			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	*	*	*	No Data
	<i>Foster Care</i>		*	*	*	
	<i>Homeless</i>		*	*	*	
	<i>Military</i>		*	*	*	
	2024			*	*	
	2023			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	<i>Foster Care</i>		*	*	*	
	<i>Homeless</i>		*	*	*	
	<i>Military</i>		*	*	*	
	2024			*	*	
	2023			*	*	

2025 Results Driven Accountability

OSP Domain I

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

2. OSP STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2025	65.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
	2024			*	*	
	2023			*	*	
<i>(ii) Biology</i>	2025	75.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
	2024			*	*	
	2023			*	*	
<i>(iii) U.S. History</i>	2025	70.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
	2024			*	*	
	2023			*	*	
<i>(iv) English I and II</i>	2025	60.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
	2024			*	*	
	2023			*	*	

2025 Results Driven Accountability

OSP Domain II

County-District Number: 170802

Region: 06

District Name: *THRIVE CENTER FOR SUCCESS*

3. OSP Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2025	80.0 - 100	*	*	*	No Data
<i>Foster Care</i>		*	*	*	
<i>Homeless</i>		*	*	*	
<i>Military</i>		*	*	*	
2024			*	*	
2023			*	*	

4. OSP Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2025	0 - 1.8	*	*	*	No Data
<i>Foster Care</i>		*	*	*	
<i>Homeless</i>		*	*	*	
<i>Military</i>		*	*	*	
2024			*	*	
2023			*	*	

2025 Results Driven Accountability

SPED Domain I

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

1. SPED STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	66.7	52	78	0 RI
	2024		53.8	28	52	
	2023			11	34	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	61.0	47	77	1
	2024			29	49	
	2023			8	30	
<i>(iii) Science</i>	2025	65.0 - 100	56.3	9	16	NA SA
	2024			6	9	
	2023			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	

2. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	

2025 Results Driven Accountability

SPED Domain I

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

3. SPED STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(ii) Biology</i>	2025	75.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iii) U.S. History</i>	2025	70.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	
<i>(iv) English I and II</i>	2025	60.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	

2025 Results Driven Accountability

SPED Domain II

County-District Number: 170802

Region: 06

District Name: *THRIVE CENTER FOR SUCCESS*

4. SPED Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2025	80.0 - 100	*	*	*	No Data
2024			*	*	
2023			*	*	

5. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2025	0 - 1.8	*	*	*	No Data
2024			*	*	
2023			*	*	

2025 Results Driven Accountability

SPED Domain III

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

6. SPED Regular Early Childhood Program Rate (preschool-aged)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2025	30.0 - 100	*	*	*	No Data
2024			*	*	
2023			*	*	

7. SPED Regular Class ≥80% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2025	70.0 - 100	5.3	*	*	NA SA
2024			*	*	
2023			*	*	

8. SPED Regular Class <40% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2025	0 - 10.0	94.7	*	*	3
2024			*	*	
2023			*	*	

9. SPED Separate Settings Rate (school-aged)

	Separate Settings	SPED Students
2025	*	*

10. SPED Representation (Ages 3-21)

	SPED Students	All Students
2025	131	150

Detailed information on the assignment of performance levels can be found in the [2025 Accountability Manual RDA Chapter 12 \(including Appendix K\)](#). If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, then the alternate risk ratio, the comparison group's state rate, numerator, and denominator are each presented in parentheses.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2025 Results Driven Accountability

SPED Domain III

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

11. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

		SPED OSS/EXP≤10	SPED Students
2025		*	*

12. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2025	0 - 1.0	*	*	*	0

13. SPED ISS ≤10 Days Rate (Ages 3-21)

		SPED ISS≤10	SPED Students
2025		*	*

14. SPED ISS >10 Days Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED ISS>10	SPED Students	Performance Level
2025	0 - 1.3	*	*	*	0

15. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2025	0 - 19.0	4.0	*	*	0
2024			*	*	
2023			*	*	

Detailed information on the assignment of performance levels can be found in the [2025 Accountability Manual RDA Chapter 12 \(including Appendix K\)](#). If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, then the alternate risk ratio, the comparison group's state rate, numerator, and denominator are each presented in parentheses.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2025 Results Driven Accountability Summary

County-District Number: 170802

Region: 06

District Name: THRIVE CENTER FOR SUCCESS

Performance Level Summary by Each Program Area

2025 Performance Level Counts									
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	SD, SD RP	SD Year3
BE/ESL/EB	4					3	21		
OSP							10		
SPED	8	1		1		2	12		

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Office of Special Populations and Student Supports (OSPSS) at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Determination Levels

For information about LEA Determinations visit [Local Education Agency Public Reporting; Reports and Determinations](#) or contact the Office of Special Populations and Student Supports (OSPSS) at (512)463-9414.

	Determination Level
BE/ESL/EB	Meets Requirements (DL 1)
OSP	.
SPED	Meets Requirements (DL 1)



District Accreditation Status

2024-2025

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org

CDN	DISTRICT NAME	ESC	2025 FIRST Rating	2025 Accountability Rating	2025-2026 Accreditation Status	Reason For Status	Notes
170802	THRIVE CENTER FOR SUCCESS	6	B - Above Standard Achievement	C	ACCREDITED		



Campus Performance Objectives

2025-2026

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org



Thrive Center for Success

32100 Dobbins Huffsmith, Magnolia, TX 77354

Campus/District Improvement Plan

2025-2026

Date Approved: April 17, 2026

School Support Team

CNA/CIP Team Members

NAME	ROLE
Elizabeth Goldsmith	Superintendent (School Leader)
Alicia Hernandez	Principal
Alyssa Coleman	Special Education Director
Mary Elizabeth Mueller	Curriculum Director/ Director of Operations
Dr. Lauren Link	BCBA Director/ CABAS Instructional Coach

Mission Statement

To create a revolutionary, first of its kind autism-focused charter school in Texas to serve as a gold standard across the country as the best academic model for students with autism with proven results.

Vision

For every student to develop their fullest potential and have increased independence and satisfaction in all aspects of life.

Comprehensive Needs Assessment

School Profile

Thrive Center for Success is a K-8 open-enrollment public charter school located in Magnolia, Texas. The school opened in 2022 for K-5 students, and will continue to add a grade level each year until the school expands through 12th grade. The school is specifically designed for students with autism, but accepts all students regardless of disabling conditions. The cornerstones to this approach include low student-to-staff ratios, highly-specialized curriculum, and highly-specialized instruction. Currently, 92% of all students enrolled are served under the Special Education program. Educational programming that sets Thrive apart from traditional public school models are:

- Incorporating Applied Behavior Analysis into academic and behavioral programming
- Specialized curriculum includes the Comprehensive Application of Behavior Analysis in Schooling (CABAS) program, which leverages verbal development in all students
- Specialized curriculum includes universal social skills training for all levels
- Utilizing multi-aged flexible groupings within classrooms
- Employing staff highly trained in autism support or behavioral management strategies
- Providing robust access to specialists, therapists, and sensory supports for all students

Comprehensive Needs Assessment Process

Thrive Center for Success utilizes frequent communication with stakeholders to monitor and target campus needs while also facilitating ongoing district growth. In addition to adding a grade level each academic year, Thrive is continuously adding additional resources to meet the diverse needs of our student population and current campus expansion, while planning systems and structures for future campus expansion. Stakeholder surveys assist in prioritizing areas for development. Data considered in developing the 2025-2026 Campus Improvement Plan include the following:

Information Considered

Staff Feedback from Surveys and Interviews

Parent and Community Stakeholder Feedback from Surveys and Interviews

Student Achievement: Academic, Functional, Behavioral, Social-Emotional, Verbal Behavior Development

- STAAR, STAAR Alternate, TELPAS and TELPAS Alternate
- Early Learner Curriculum and Achievement Record (ELCAR)
- iReady Math and Reading
- CCMR Goal Reports
- Special Education IEP Progress
- mCLASS BOY & EOY Data (K-2nd)

Campus Trend Data: Behavior and Injury Reports

Staff Quality and Capacity – ie: # of years teaching experience, certifications, experience with specialized curriculum, turnover rates
Needs of special student populations – ie: 504, Special Education, Dyslexia, Bilingual/ESL, Homeless, Economically Disadvantaged

CABAS Implementation in all Classes

Staff Development

Enrollment

Attendance

Parent Participation/Family Events/ Parent Training Attendance

School Safety

Master Schedule

Org Chart

Technology Inventory/Technology usage reports

Teacher Incentive Allotment designations

T-TESS Observations

Needs Assessment Dates and Activities

Relevant dates and activities for designing the 2025-2026 Campus Improvement Plan are detailed here:

January 2025: Conduct one-on-one staff conferences scheduled with all employees to discuss individualized feedback.

February 2025: Parent Meeting for Career and Technical Education (CTE) programming planning. Collected and reviewed parents and student surveys.

June 2025: End-of-year feedback surveys collected from all parents and staff.

August 2025 Professional Development: Review survey results, back-to-school needs assessment, and school response with all 2025-2026 staff. Initial draft of 25-26 CIP/ DIP discussed.

October 2025: Staff meeting reviewing updates to needs assessment. Review 2025-2026 Campus Improvement Plan updates.

April 2026: Submit final 2025-2026 CIP/ DIP for Board approval.

Strengths and Challenges

The CNA/CIP Team reviewed the data listed above to identify areas of strengths and areas for future development.

<p>Demographics:</p>	<p>Strengths: Embedded school supports attract and aid students within Special Education program. Improved systemic supports aid in child find initiatives and help students qualify for other related services.</p>
	<p>Problems: Child-find continues to be a challenge for students with limited school history and vocal development. Identifying students as emergent bilinguals (EBs) or other at risk criteria lags behind Special Education supports.</p>
<p>Student Achievement:</p>	<p>Strengths: Tremendous growth in student verbal behavior development is observed in ELCAR progress. Significant growth in STAAR and STAAR Alternate observed in 2025 TAPR. Significant STAAR achievement of Thrive students compared to Special Education peer groups throughout the state. iReady achievement in Math and Reading significantly increased during 2025-2026 school year.</p>

	<p>Problems: More work to be done in TELPAS and TELPAS Alternate achievement and Life Skills programming. Long-term student growth outcomes for Teacher Incentive Allotment (TIA) require increased goal attainment.</p>
<p>Family and Community Involvement:</p>	<p>Strengths: Whole group parent training occurs monthly. 2025-2026 showed increased in individualized parent trainings.</p> <p>Problems: Parents request more parent training to induce parent use of CABAS model and verbal development at home.</p>
<p>Curriculum, Instruction, and Assessment:</p>	<p>Strengths: CABAS model being utilized in all classes. Three-station model results in increased instructional delivery for all students across all classes. Increase in TEKS-focused curriculum and instruction. Increased teacher capacity of content knowledge and expertise. More resources available for and implementation of early literacy initiatives. New digital portfolio increases parent access to student progress reporting. Supplementing iReady instruction with IXL access increases student performance. Enhanced teacher appraisal system includes monthly classroom observations for Student Engagement, CABAS Components, and T-TESS appraisals.</p> <p>Expansion of enrichment programs increase student access to Career Technical Education (CTE), music, movement, educational technology, art, and physical education. Adoption of new social skills curriculum includes Zone of Regulation for all classes.</p> <p>Problems: More collaboration with lead teachers is needed to share outcomes of staff appraisal systems. Additional time, resources, and collaboration is needed to provide teacher with content expertise development.</p>
<p>Staff Quality, Recruitment and Retention:</p>	<p>Strengths: Frequent professional development gradually increases staff capacity to serve students with autism, increase their verbal behavior development, and support social-emotional, whole-child learning. Lead Teacher weekly PLCs increases sharing across teams and development of talent room within the organization. Growing our Own teachers results in improved adoption of the CABAS model. Three-way classroom model makes everyone a teacher and divides the work load among classroom staff. Addition of campus support staff assist to increase teacher support and capacity from the classroom. Continuation of CABAS Consultants assist with high-impact student and classroom CABAS support.</p>

	<p>Problems: Most special education teachers and paraprofessionals serving students with autism in a public-school setting are not trained in the CABAS® model. Staff turnover is improving but is still occurring in Teaching Assistant positions. Provision of RBT supervision for internal RBT Behavior Specialists teaching assistants with systematically unsustainable and hampers CABAS adoption. Need more highly-trained CABAS leaders onsite daily by growing within in addition to outside consulting.</p>
<p>School Culture and Climate:</p>	<p>Strengths: High campus culture improves staff buy-in to school Mission and Vision. Professional development is designed to increase staff morale during monthly training schedule. Frequent staff feedback surveys. Teacher Store rewards all staff for executing roles and responsibilities consistently. Launch of Safe and Civil Schools launch and RISE crew fosters collaboration across organization and leadership from within. RISE Crew will build and implement systems and structures for student and staff behavior.</p> <p>Expansion of weekly Electives, CTE courses, student enrichment opportunities, and student clubs improves student and staff engagement.</p>
<p>School Organization:</p>	<p>Problems: Staff turnover and high student behavior place additional hardships on loyal employees. Refined systems for screening and onboarding news hire mid-year is a high priority. Ensuring mid-year new hires are prepared to contribute to the classes they are assigned to takes more time and development than is currently used.</p> <p>Campus safety initiatives have increased significantly and staff members understand their roles within safety expectations. Criminal activities outside of our control continue to impact normal campus operations.</p> <p>Strengths: Clear organizational chart. Weekly meetings occur within special teams (EX: School leadership, Special Education team, Campus Support team) and classroom teams. Additional personnel added to campus technology, school operations, electives team, and Special Education supports, and behavioral supports.</p>

	<p>Problems: Additional human capital in the behavior support team aided in immediate student support, but resulted in challenges within teacher support, communication, and prioritization of roles. High number of Special Education student evaluations stretched capacity of evaluation staff.</p>
<p>Technology:</p>	<p>Strengths: Increase in student access to Chromebooks and iPads for academic programming and AAC communication. Increase in staff access to devices ensures trainings and correspondence are addressed promptly by all staff.</p> <p>Additional FTE for campus technology support increases student and staff access to technology and digital curriculum. Enhancements within STEAM and CTE course provisions increased student access and interest in special programs.</p> <p>Problems: Investing in additional school technology pulls funding sources from other programs in order to maintain technology as it ages. Typical life of student or staff device is three years.</p>

Summary of Identified Problems

- 1.) There is an identified problem with increasing staff capacity for assessment, curriculum access, and instruction.
 - **Root Cause:** The nature of public education in Texas today requires so many compliance-sensitive trainings, certifications, and day-to-day tasks that are daunting to a general education teacher. Our student population brings even higher needs for functional, behavioral, social-emotional and academic support, in addition to Special Education service intensity. This results in an ongoing need to increase the capacity of our lead teachers, as well as our assistant teachers. There is overwhelming evidence that the CABAS model meets these demands, but implementation of the CABAS model with fidelity requires ongoing professional development and future systems planning to develop ongoing systemic support. There is an additional need to tailor CABAS training to individualized staff development as well as whole-school, systemic support. Learning the CABAS model fluently can pull time and resources for navigating other supplemental curricular and instructional opportunities for teacher. Staff fluency of curricular programs, CABAS components, and Special Education compliance results in increased overall student engagement across all class types.

- 2.) There is an identified need to expand the school's capacity to serve students in 9th grade and beyond.
- **Root Cause:** Because Thrive grows by one grade level each year, students will enroll in 9th grade coursework during the 2026-2027 school year. Current enhancements are priming this expansion for current 8th grade enrollment, but significant planning and upgrades are required to support 9th-12th grade.
- 3.) There is an identified need to expand district's capacity for enrollment at a second campus.
- **Root Cause:** School stakeholders have continued to advocate for an expansion to a second campus. With over 400 students on our enrollment waitlist annually, and with the demonstrate student achievement success we have already observed, we have identified that there are opportunities to expand access for students with autism in other areas throughout the Greater Houston metroplex.
- 4.) There is a need to refine systems for quality control within the Thrive organization.
- **Root Cause:** After three years of student enrollment, Thrive is primed to enhance all internal systems and structures for a more standardized student and staff experience across classrooms. With proof-point procedures already established, 2025-2026 is the year Thrive will enhance these procedures into a truly premier school experience. Standardization of enhanced policies and procedures will aid in replication and expansion of our school model to reach more students and families impacted by autism.

Four Areas of Focus for the 2025-2026 School Year

1. Campus Culture
2. Upper School Planning
3. Expansion Planning
4. Premierness

1. Campus Culture

Goal 1: All Thrive staff will understand and implement classroom systems for behavior, instruction, and engagement.

Objective A: By May 2026, all classrooms will increase observable CABAS Classroom Tier 1 components.

Objective B: By May 2026, all students will demonstrate achievement or growth in schoolwide student engagement outcomes.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> All classroom teams will participate in Engagement walkthrough data collection and observations 	Principal, Educational Consultant, Administrative Appraisal team	Monthly		Engagement Data Collection Tool	In Progress
<ul style="list-style-type: none"> All classroom teams will participate in CABAS classroom walkthrough data collection and observations 	Principal, Educational Consultant, CABAS Instructional Coach	Monthly		Tiered Walkthrough Checklist	In Progress
<ul style="list-style-type: none"> All lead teachers will receive three T-TESS appraisals and two post-conferences 	Principal	BOY, MOY, EOY		T-TESS/ CABAS Appraisal Rubric	In Progress
<ul style="list-style-type: none"> Lead teachers participate in weekly PLCs for CABAS implementation compliance, behavior support, and Special Education action items 	CABAS Instructional Coach, Principals, BCBAs, Special Education Director	Weekly		PLC attendance records	In Progress
<ul style="list-style-type: none"> Facilitate weekly/ monthly TPRA (Teacher Perfance Rate and Accuracy) measurements of all classrooms 	CABAS Instructional Coach, CABAS Consultants	Monthly		Teacher Perfance Rate and Accuracy (TPRA) records	In Progress
<ul style="list-style-type: none"> Monthly Professional Development schedule for all staff in CABAS model, Special Education compliance, and instructional best practices. 	CABAS Instructional Coach, Principal, Director of Curriculum	Monthly		Monthly PD Agendas and Sign In Sheets	In Progress
<ul style="list-style-type: none"> Continued CABAS Academy I and addition of CABAS Academy II 	CABAS Instructional Coach	Weekly		Academy Attendance, sign-in sheets,	In Progress

					assigned and completed assignments	
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Goal 2: All Thrive staff will understand and implement schoolwide systems for behavior, instruction, and engagement.

Objective A: By May 2026, staff will develop student and staff expectations for shared spaces.

Objective B: By May 2026, students and staff will meet expectations while using shared campus spaces.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Thrive will designate a RISE Crew Committee to develop and support Safe and Civil Schools internal implementation 	Principal, PBIS Coordinator	Summer 2026			Completed
<ul style="list-style-type: none"> RISE Crew meets monthly to develop campus support refinements for shared spaces, share with all staff during monthly PD trainings. 	PBIS Coordinator, RISE Crew	Monthly		RISE Crew meeting notes, PD agendas	In progress

Goal 1: Develop systems for launching 9th grade in August 2026.

Objective A: By May 2026, Thrive will develop curriculum, instruction, and an Upper School manual.

2. Upper School Planning

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Campus Leadership will work to develop 9th grade programming to support Special Education and General Education students. 	Executive Director, Principal, Curriculum Director, Educational Consultant	annual		Completed Upper School Academic Handbook	In progress

<ul style="list-style-type: none"> • Purchase of new curriculum and materials for 9th grade coursework long-term ELCAR goals for all students 	Director of Operations	Summer 2026	Complete purchase order	In development/ not completed
<ul style="list-style-type: none"> • Hiring/ assignment of 9th grade certified teachers and support staff 	Principal	Summer 2026	Complete purchase order	In development/ not completed
<ul style="list-style-type: none"> • Hire/onboard Upper School consultant 	Executive Director, Principal	March 2026	Contractor evaluation	Completed
<ul style="list-style-type: none"> • Board Approval of Upper School Manual 	Executive Director	April 2026	Board agenda and minutes	In progress
<ul style="list-style-type: none"> • Host parent meeting for 9th grade students for Upper School information and coursework selection 	Principal, Educational Consultant, Upper School Consultant	May 2026	Meeting Agenda and sign in attendance	In progress

Goal 2: Increase student access to introductory career pathways and Career and Technical Education for students in K-8.

Objective A: By May 2026, all students in grades K-5 will explore careers once each Nine Weeks grading period through the CTE Lab.

Objective B: By May 2026, all students in grades 6-8 will explore careers interests and skills weekly through the CTE Lab.

Objective C: By May 2026, some students will complete extension learning through the eDynamic platform.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> • Design, build and furnish CTE Lab 	Executive Director, Director of Operations	July 2025		Building renovation plans	Completed
<ul style="list-style-type: none"> • Purchase Practical Assessment Exploration System (PAES) Lab curriculum. 	Director of Operations	July 2025		Executed purchase orders	Completed
<ul style="list-style-type: none"> • Renew eDynamic CTE student licenses 	Director of Operations	July 2025		Executed purchase orders	Completed

<ul style="list-style-type: none"> • Hire CTE Teacher/ Consultant 	Principal	Summer 2026	Moody grant	Employment contract	Completed
<ul style="list-style-type: none"> • Present career exploration instruction for all K-5 students each Nine Weeks quarter 	Principal, CTE Teacher Consultant	Quarterly		Student/ class participation records, CTE lesson plans	In progress
<ul style="list-style-type: none"> • Present career exploration instruction for all 6-8 students weekly 	Principal, CTE Teacher Consultant	weekly		Student/ class participation records, CTE lesson plans, PAES Lab data collection	In progress
<ul style="list-style-type: none"> • Pilot supplemental technological careers through STEAM Lab and drone program 	Principal, Educational Consultant, Educational Technology Specialist	weekly		Student participation logs	In progress

3. Expansion Planning

Goal 1: Open a second campus in the Greater Houston area.

Objective A: By August 2026, Thrive will launch a second campus in the Cypress area for grades K-1.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> • Increase staff capacity and leadership at Magnolia campus to prepare to send veteran staff to open a new site. 	Principal, CABAS Instructional Coach	Monthly		TPRAS, classroom walkthrough checklists, PLC meeting notes, T-TESS appraisals	In Progress
<ul style="list-style-type: none"> • Selection of site and co-location partners 	Executive Director	January 2026		Lease agreement	Completed

<ul style="list-style-type: none"> • Development of strategic timelines for second location 	Executive Director, Principal and Director of Operations	March 2026		Expansion Plan	In progress
<ul style="list-style-type: none"> • Train Magnolia staff in campus operations to prepare for second school systems 	Principal, Director of Operations, select classroom staff	May 2026		Expansion Plan notes	In development/ not completed
<ul style="list-style-type: none"> • Signed Lease agreement with co-location school 	Executive Director	May 2026		Lease agreement	In development/ not completed
<ul style="list-style-type: none"> • Hire/ Onboard Assistant Principal Campus 2 lead 	Executive Director, Principal	April 2026		Employment contract	In progress
<ul style="list-style-type: none"> • Campus 2 operations, logistics, technology and facilities established in July 2026 	Executive Director, Principal, Director of Operations, CABAS Instructional Coach, Assistant Principal, Campus Lead Classroom Staff	July 2026			In development/ not completed
<ul style="list-style-type: none"> • Receive new K-1 students on first day of school 	Principal, Director of Operations, CABAS Instructional Coach, Assistant Principal, Campus Lead Classroom Staff	August 2026		Enrollment records	Not completed

4. Premierness

Goal 1: Thrive Center for Success will refine existing school systems for effective educational programming and campus operations for school expansion and replication.

Objective A: By May 2026, Thrive will enhance educational technology for student and staff access to data collection and progress reporting systems.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Purchase 1:1 staff tablets for data collection and progress reporting 	Director of Operations, Educational Technology Specialist	August 2025		Executed purchase orders	Completed
<ul style="list-style-type: none"> Launch of digital student portfolios for report card grading and IEP progress reporting every Nine Weeks grading period 	Principal, Educational Technology Specialist	Quarterly		Digital Portfolios	Completed
<ul style="list-style-type: none"> Launch of Support Requests Forums for teachers and assistant teachers 	Principal, CABAS Instructional Coach, Educational Technology Specialist	November 2025		TEAMS channel correspondence	Completed
<ul style="list-style-type: none"> Develop digital data collection application and digital progress reporting 	Principal, CABAS Instructional Coach, Educational Technology Specialist, Model Classroom Teachers	Ongoing, finalize August 2026		Final Data Collection Application	In Progress

Objective B: By May 2026, Thrive will enhance student enrichment opportunities outside or core content curriculum and instruction.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Purchase new social skills curriculum: Zones of Regulation 	Director of Operations	July 2025		Executed purchase orders	Completed
<ul style="list-style-type: none"> Train classroom staff on implementation of new social skills curriculum 	Principal, Special Education Director	August 2025		PD Agenda and training materials	Completed
<ul style="list-style-type: none"> Design, build and furnish CTE Lab 	Executive Director, Director of Operations	July 2025		Building renovation plans	Completed
<ul style="list-style-type: none"> Purchase Practical Assessment Exploration System (PAES) Lab curriculum. 	Director of Operations	July 2025		Executed purchase orders	Completed
<ul style="list-style-type: none"> Renew eDynamic CTE student licenses 	Director of Operations	July 2025		Executed purchase orders	Completed
<ul style="list-style-type: none"> Implementation of guest educator enrichment series: Houston Ballet, Martial Arts, Soccer Shots 	Curriculum Director	Ongoing		Student participation, weekly campus schedules	In progress
<ul style="list-style-type: none"> Implementation of whole-campus units of student: Safety, First Responders, Egg-to-Chick embryology, plant science 	Curriculum Director	Ongoing		Staff training agendas, curricular resources, TEAMS channel updates	In progress
<ul style="list-style-type: none"> Launch of schoolwide clubs: Rock Band, Garden Club, Sibling Support Group 	Principal, Curriculum Director, Special Education Director	Ongoing		Student participation consents, meeting agendas	In progress



Violent or Criminal Incidents Report

2024-2025

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org

There were no violent or criminal offenses to report at Thrive Center for Success during the 2024-2025 school year.



Student Performance in Postsecondary Institutions

2024-2025

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org

Thrive Center for Success is a Kindergarten through 8th Grade public charter school. No data available for student performance in post-secondary institutions.



Campus Distinction Designation

2024-2025

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org

2024-2025 Campus Distinction Designations not applicable

As of December 2024, the TAPR does not include A–F ratings or Distinction Designations.



House Bill 3 Board Goals

2025-2026

Thrive Center for Success
32100 Dobbin Huffsmith,
Magnolia, TX 77354
(936) 297-0417
thrivesuccess.org

Thrive Center for Success: HB 3 Board Adopted Goals

The goals below were adopted at the 3/24/23 meeting of the Thrive Board of Directors. This plan is overseen by Elizabeth Goldsmith, Executive Director of Thrive Center for Success. These goals will be reviewed at least annually at the board at a public meeting.

HB 3 Goals: Thrive Center for Success

Goal 1:

Board Outcome Goal 1: Early Childhood Literacy	
By EOY 27-28, 80% of Thrive’s third grade Academic and some Transitions students who take the iReady assessment and who are enrolled for a full academic year will meet or excel individual reading growth goals as set by BOY iReady assessment or demonstrate significant growth (at least 25% of typical growth goal) in the area of reading .	
Yearly Target Goals	

22-23	23-24	24-25	25-26	26-27	27-28
Baseline	60%	65%	70%	75%	80%

- All other grade level progress measures are aligned to the outcome goal, as students in those grades will also complete the iReady assessment.
- Foundations and some Transitions students will be exempt from iReady assessment

	23-24	24-25	25-26	26-27	27-28
All	70%	82%			
3 rd Grade	60%	75%			

Goal 2:

Board Outcome Goal 2: Early Childhood Mathematics					
By EOY 27-28, 80% of Thrive’s third grade Academic and some Transitions students who take the iReady assessment and who are enrolled for a full academic year will meet or excel individual growth goals in mathematics as set by BOY iReady assessment or demonstrate significant growth (at least 25% of typical growth goal) in the area of mathematics .					
Yearly Target Goals					
22-23	23-24	24-25	25-26	26-27	27-28
Baseline	60%	65%	70%	75%	80%

- All other grade level progress measures are aligned to the outcome goal, as students in those grades will also complete the iReady assessment.
- Foundations and some Transitions students will be exempt from iReady assessment

	23-24	24-25	25-26	26-27	27-28
All	78%	89%			
3 rd Grade	50%	100%			

Goal 3:

Board Outcome Goal 3: Early Childhood Literacy					
By EOY 27-28, 80% of Thrive’s third grade Foundations and some Transitions students who take the ELCAR assessment and who are enrolled for a full academic year will demonstrate significant growth on ELCAR goals assigned in the area of English Language Arts by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by minimum of 10% growth), demonstrating the need for fewer prompts.					
Yearly Target Goals					

22-23	23-24	24-25	25-26	26-27	27-28
Baseline	60%	65%	70%	75%	80%

- All other grade level progress measures are aligned to the outcome goal, as Foundations and some Transitions students in those grades will also work on goals based in the ELCAR program.

	23-24	24-25	25-26	26-27	27-28
All	94%	97%			
3 rd Grade	100%	95%			

Goal 4:

Board Outcome Goal 4: Early Childhood Mathematics

By EOY 27-28, **80% of Thrive’s third grade Foundations and some Transitions students who take the ELCAR assessment** and who are enrolled for a full academic year will demonstrate significant growth on ELCAR goals assigned in the **area of mathematics** by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by minimum of 10% growth), demonstrating the need for fewer prompts.

Yearly Target Goals

22-23	23-24	24-25	25-26	26-27	27-28
Baseline	60%	65%	70%	75%	80%

- All other grade level progress measures are aligned to the outcome goal, as Foundations and some Transitions students in those grades will also work on goals based in the ELCAR program.

	23-24	24-25	25-26	26-27	27-28
All	80%	93%			
3 rd Grade	91%	90%			

Goal 5:

Goal 5: College, Career, and Military Readiness (CCMR)				
By EOY 27-28, 80% of Thrive’s students in grades 3 and older will investigate three careers of interest by Spring 2029.				
Yearly Target Goals				
23-24	24-25	25-26	26-27	27-28
40%	50%	60%	70%	80%

	23-24	24-25	25-26	26-27	27-28
All	45%	62%			