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# DISTRICT ANNUAL REPORT

2023-24 Texas Academic Performance Report  
(TAPR) Public Hearing

February 20, 2025

[WWW.BMTISD.COM](http://WWW.BMTISD.COM)

# 8 Sections to the District Annual Report

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2023–24 Texas Academic Performance Report (PDF TAPR)  
For the District and each Campus in the District

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**4**

Campus Performance Objectives

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Progress Toward Board adopted HB 3 Goals  
For the District and each Campus in the District

1

# 2023–24 Texas Academic Performance Report (TAPR)

## Compiled by TEA for every district and campus using

- PEIMS
- Student Assessment Data

## 2023–24 TAPR is published as a PDF

- Includes a wide range of information on the performance of students in each district and campus in the state
- Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
- Provides extensive information on school and district staff, programs, and student demographics
- Access to **district** report and **campuses** report

# 2023–24 Texas Academic Performance Report (TAPR)

## Student Information

- ❑ Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)

## Staff Information

- ❑ Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

## Program Information

- ❑ Student Enrollment by Program
- ❑ Teachers by Program (population served)

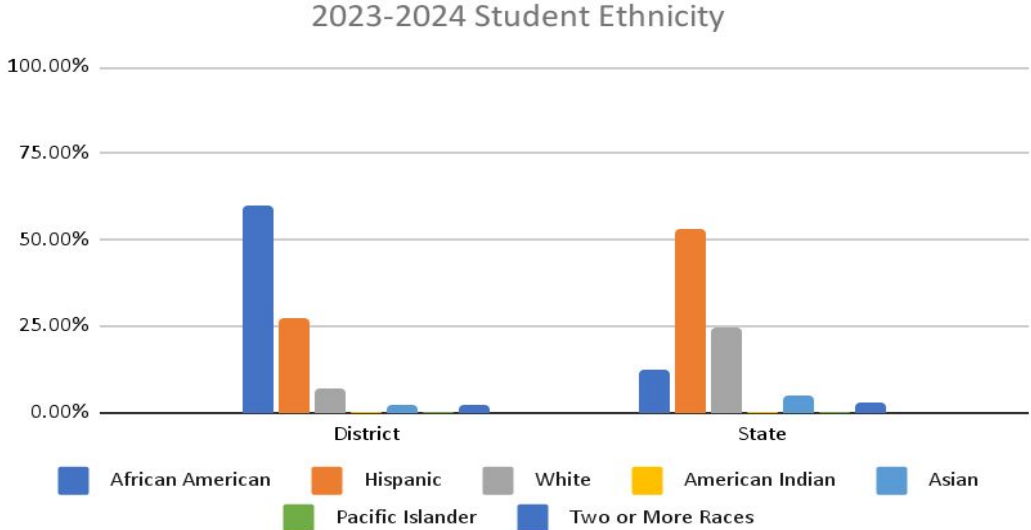


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# STUDENT INFORMATION

# 2023–2024 Student Ethnic Distribution

2023-2024 Student Ethnic Distribution Membership		
Ethnicity	District	State
African American	60.1%	12.8%
Hispanic	27.6%	53.2%
White	6.9%	25.0%
American Indian	0.30%	0.30%
Asian	2.6%	5.4%
Pacific Islander	0.1%	0.20%
Two or More Races	2.3%	3.1%

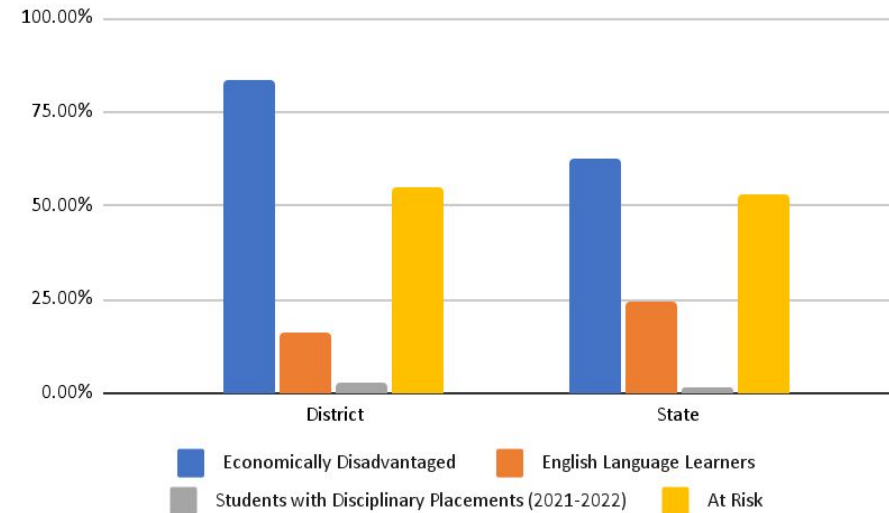


# 2023–2024 Student Membership Demographic Percentages

2023-2024 Student Membership Percentages

Indicator	District	State
Economically Disadvantaged	83.7%	62.3%
English Language Learners	16.1%	24.4%
Students with Disciplinary Placements (2021-2022)	2.6%	1.9%
At Risk	55.2%	53.2%

2023-2024 Student Membership Percentages



Data found on TAPR District Report page 28

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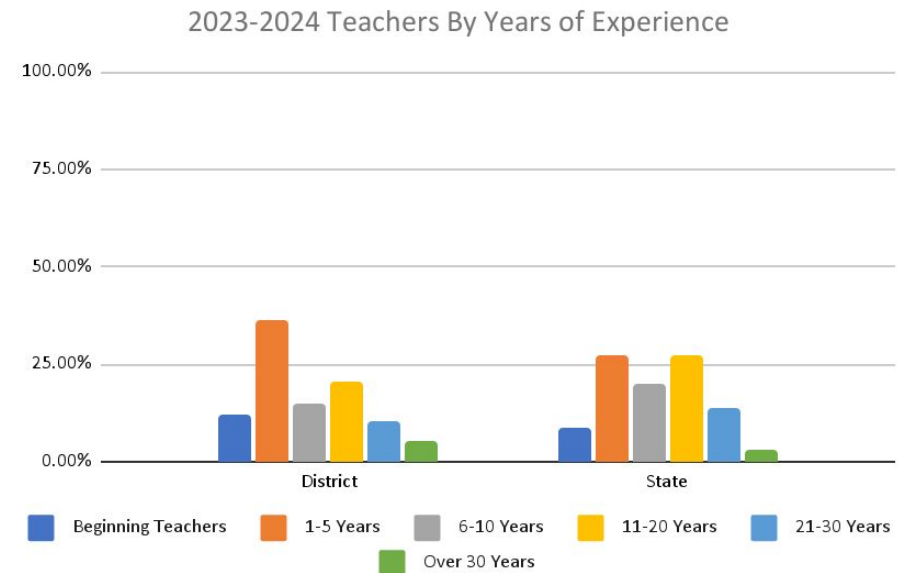


# STAFF INFORMATION

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# Teachers By Years of Experience

2023-2024 Teachers By Years of Experience	District	State
Beginning Teachers	12.1%	8.7%
1-5 Years	36.3%	27.4%
6-10 Years	14.8%	20.2%
11-20 Years	20.7%	27.1%
21-30 Years	10.5%	13.7%
Over 30 Years	5.6%	3.0%

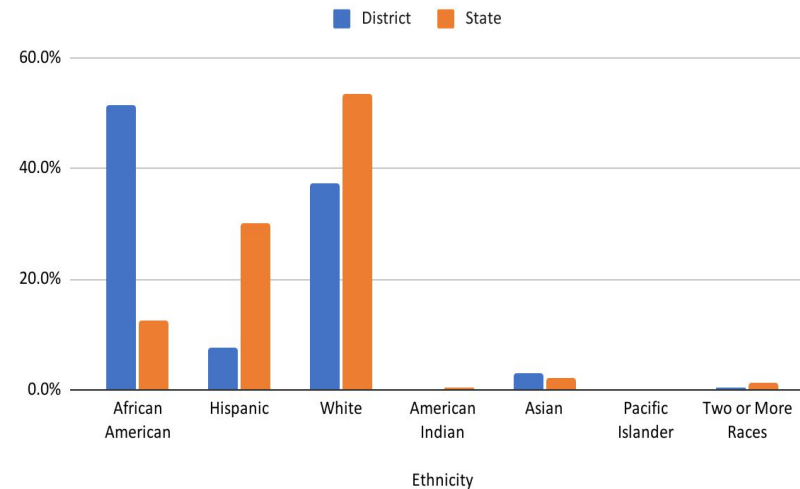


Data found on TAPR District Report page 31

# Teachers By Ethnicity

2023-2024 Teacher by Ethnicity		
Ethnicity	District	State
African American	51.5%	12.6%
Hispanic	7.5%	30.1%
White	37.4%	53.4%
American Indian	0.10%	0.3%
Asian	3.0%	2.1%
Pacific Islander	0.10%	0.1%
Two or More Races	0.40%	1.3%

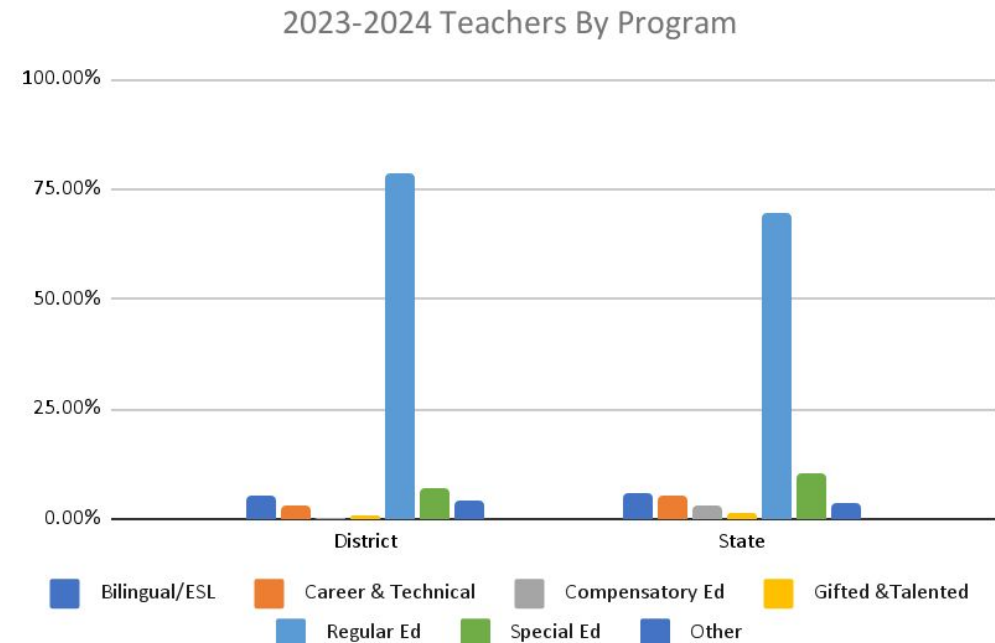
2023-2024 District and State Teacher by Ethnicity



Data found on TAPR District Report page 31

# Teachers By Program

2023-2024 Teachers By Program	District	State
Bilingual/ESL	5.4%	6.0%
Career & Technical	2.9%	5.5%
Compensatory Ed	0.4%	3.1%
Gifted & Talented	1.0%	1.6%
Regular Ed	78.6%	69.8%
Special Ed	7.1%	10.3%
Other	4.5%	3.7%



Data found on TAPR District Report page 33



# STAAR PERFORMANCE

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# 2023–24 Texas Academic Performance Report (TAPR)

## STAAR Performance – reported for 2023 and 2024

### All 3 performance rates:



Approaches  
Grade Level or  
Above



Meets Grade Level  
or Above



Masters Grade  
Level

### Reported for:

- **Each Assessment (including SAT/ACT for Accelerated Testers)**
- All Grades All Subjects
- All Grades by Subject
- By Enrolled Grade (3<sup>rd</sup> Graders through 8<sup>th</sup> Graders) at Meets Grade Level or Above
  - Reading and Math
    - Grade 3–8 assessments only and
    - Grade 3–8 assessments and EOCs
  - Reading (Grade 3–8 assessments and EOCs)
  - Math (Grade 3–8 assessments and EOCs)

# 2024 STAAR 3–8 Reading, Eng 1 & Eng 2 Performance: Percent at Approaches Grade Level and Above

2024 STAAR RLA Performance								
Percent at Approaches Grade Level and Above								
Reading/ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English 1	English 2
All	53%	68%	62%	52%	57%	64%	54%	59%
African American	47%	62%	55%	48%	50%	59%	48%	53%
Hispanic	57%	72%	72%	55%	64%	64%	57%	61%
White	77%	93%	74%	77%	84%	86%	79%	86%
Asian	89%	91%	91%	75%	83%	94%	89%	88%
SpEd (Current)	39%	55%	38%	31%	27%	32%	28%	29%
EcoDis	49%	65%	59%	50%	52%	60%	50%	55%
EB/EL	53%	65%	67%	48%	59%	58%	45%	50%

Data found on TAPR District Report  
pages 3-6

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# 2024 STAAR 3–8 Math, Alg 1 Performance: Percent at Approaches Grade Level and Above

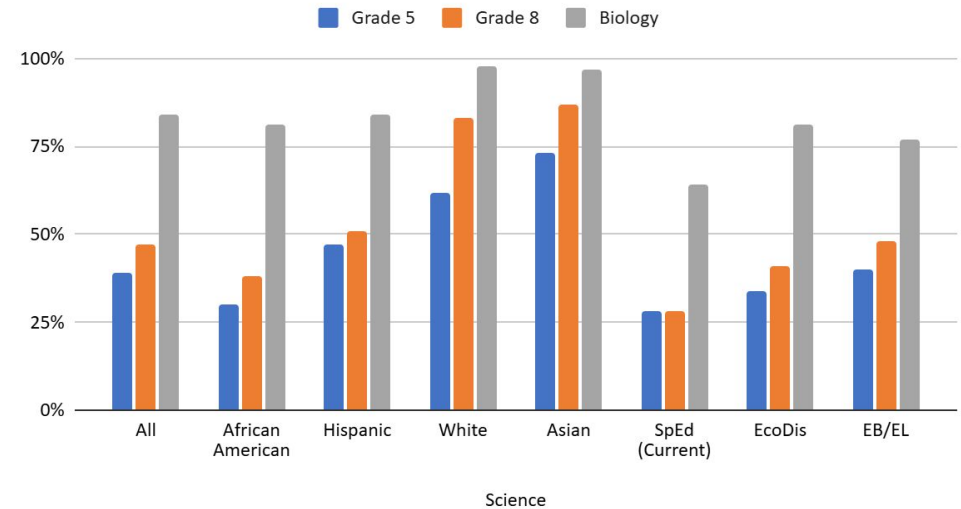
2024 STAAR Math Performance							
Percent at Approaches Grade Level and Above							
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra 1
All	48%	46%	59%	44%	21%	55%	69%
African American	41%	36%	51%	39%	17%	46%	65%
Hispanic	57%	60%	69%	47%	28%	65%	74%
White	67%	62%	72%	74%	40%	77%	79%
Asian	81%	82%	88%	94%	50%	97%	98%
SpEd (Current)	45%	41%	39%	31%	28%	32%	44%
EcoDis	45%	42%	55%	41%	20%	51%	67%
EB/EL	56%	57%	67%	44%	30%	64%	72%

Data found on TAPR  
District Report  
pages 3-7

# 2024 STAAR Science Performance: Percent at Approaches Grade Level and Above

2024 STAAR Science Performance			
Percent at Approaches Grade Level and Above			
Science	Grade 5	Grade 8	Biology
All	39%	47%	84%
African American	30%	38%	81%
Hispanic	47%	51%	84%
White	62%	83%	98%
Asian	73%	87%	97%
SpEd (Current)	28%	28%	64%
EcoDis	34%	41%	81%
EB/EL	40%	48%	77%

2024 STAAR Science Grade 5, Grade 8, and Biology

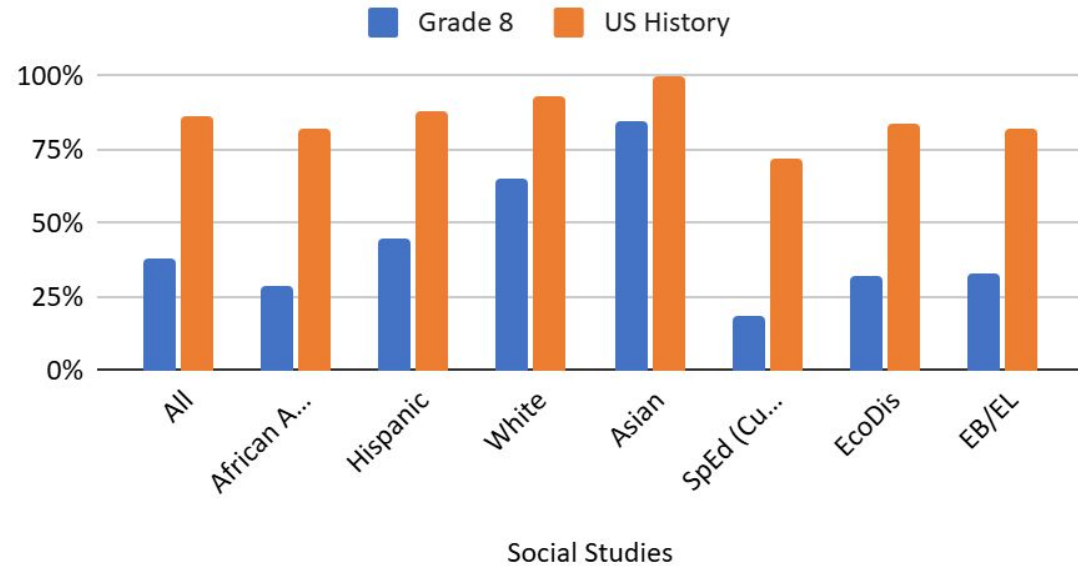


Data found on TAPR District Report pages 5-7

# 2024 STAAR Social Studies Performance: Percent at Approaches Grade Level and Above

2024 STAAR Social Studies Performance		
Percent at Approaches Grade Level and Above		
Social Studies	Grade 8	US History
All	38%	86%
African American	29%	82%
Hispanic	45%	88%
White	65%	93%
Asian	85%	100%
SpEd (Current)	18%	72%
EcoDis	32%	84%
EB/EL	33%	82%

2024 STAAR Grade 8 SS and US History

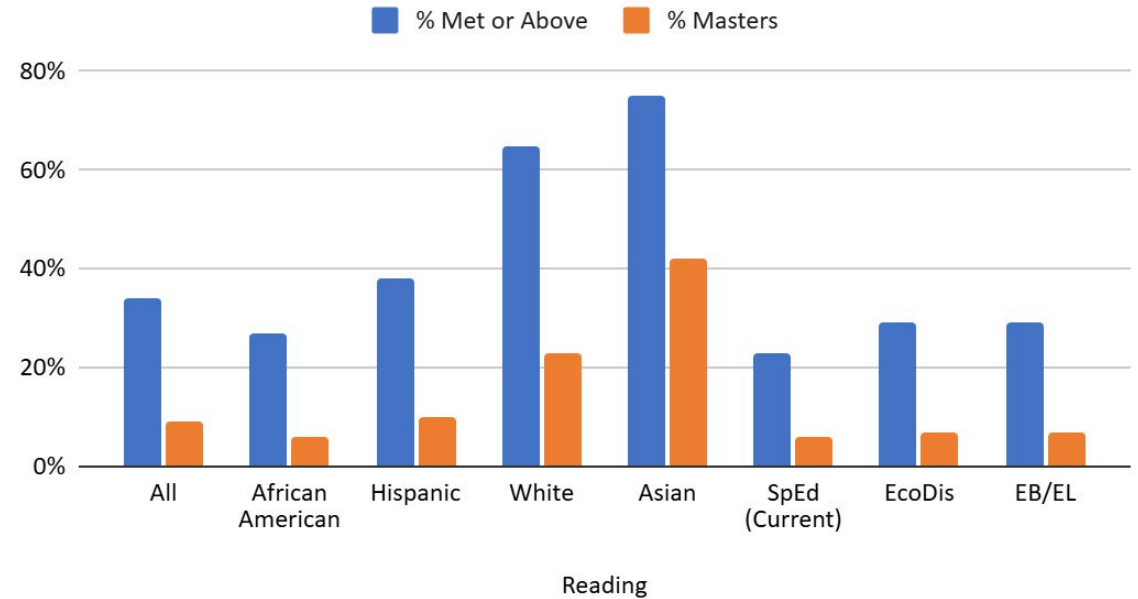


Data found on TAPR District  
Report pages 6-7

# 2024 STAAR Reading Performance: Percent at Meets Grade Level and Above for All Grade Levels

2024 STAAR Reading Performance		
Percent at Meets Grade Level or Above and Percent of Masters-All Grade Levels		
Reading	% Met or Above	% Masters
All	34%	9%
African American	27%	6%
Hispanic	38%	10%
White	65%	23%
Asian	75%	42%
SpEd (Current)	23%	6%
EcoDis	29%	7%
EB/EL	29%	7%

2024 STAAR RLA Performance % Met or Above and % Masters

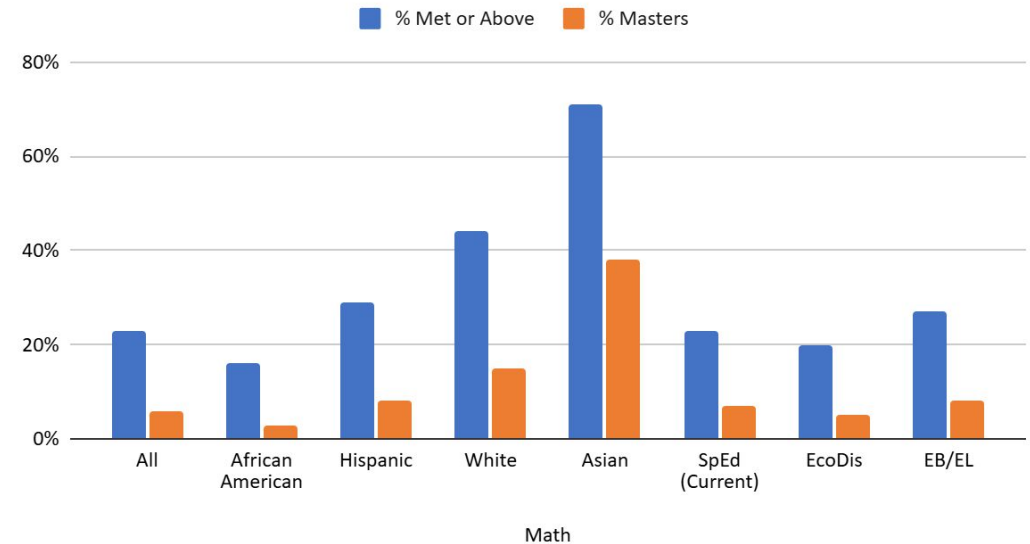


Data found on TAPR District Report page 8

# 2024 STAAR Math Performance: Percent at Meets Grade Level and Above for All Grade Levels

2024 STAAR Math Performance		
Percent at Meets Grade Level or Above and Percent of Masters-All Grade Levels		
Math	% Met or Above	% Masters
All	23%	6%
African American	16%	3%
Hispanic	29%	8%
White	44%	15%
Asian	71%	38%
SpEd (Current)	23%	7%
EcoDis	20%	5%
EB/EL	27%	8%

2024 STAAR Math % Met or Above and % Masters



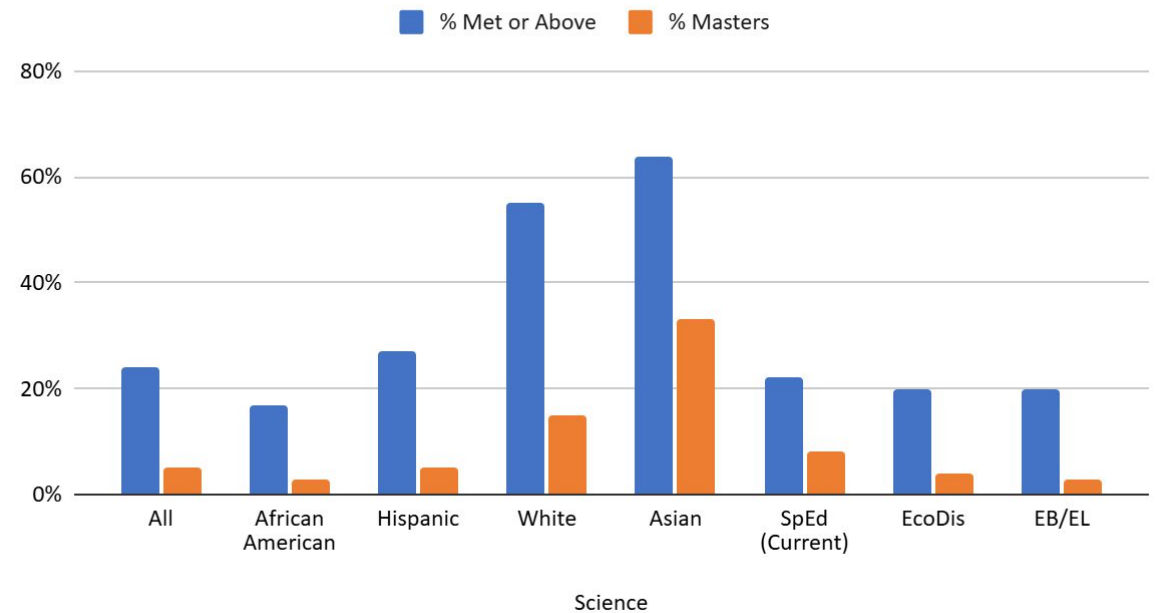
Data found on TAPR District Report page 8

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# 2024 STAAR Science Performance: Percent at Meets Grade Level and Above for All Grade Levels

2024 STAAR Science Performance		
Percent at Meets Grade Level or Above and Percent of Masters-All Grade Levels		
Science	% Met or Above	% Masters
All	24%	5%
African American	17%	3%
Hispanic	27%	5%
White	55%	15%
Asian	64%	33%
SpEd (Current)	22%	8%
EcoDis	20%	4%
EB/EL	20%	3%

2024 STAAR Science % Met or Above and % Masters



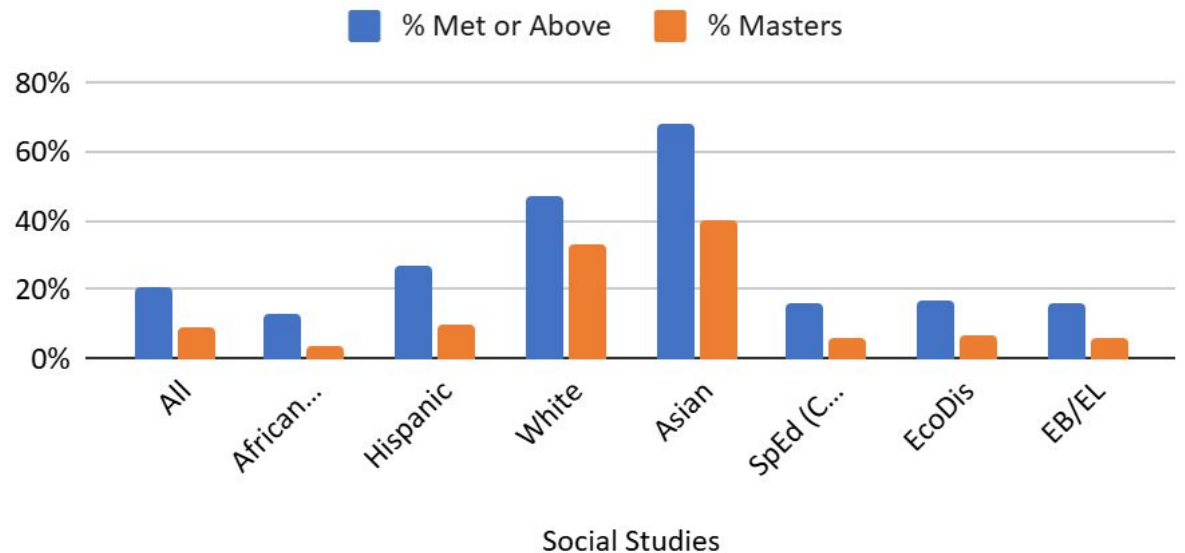
Data found on TAPR District Report pages 8-9

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# 2024 STAAR Social Studies Performance: Percent at Meets Grade Level and Above for All Grade Levels

2024 STAAR Social Studies Performance		
Percent at Meets Grade Level or Above and Percent of Masters-All Grade Levels		
Social Studies	% Met or Above	% Masters
All	21%	9%
African American	13%	4%
Hispanic	27%	10%
White	47%	33%
Asian	68%	40%
SpEd (Current)	16%	6%
EcoDis	17%	7%
EB/EL	16%	6%

2024 STAAR Social Studies % Met or Above and % Masters



Data found on TAPR District Report page 9

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# 2023–24 Texas Academic Performance Report (TAPR)

## School Progress (Academic Growth)

### Annual Growth

Reported by Grade and  
Subject of assessment  
(RLA and Math)

### Accelerated Instruction

*(HB 1416)*

Reported by Grade and  
Subject of assessment  
(RLA and Math)

### Academic Growth

*(Domain II-A in Accountability)*

A combination of Annual  
Growth and Accelerated  
Learning

# 2024 School Progress: Annual Growth by Grade and Subject

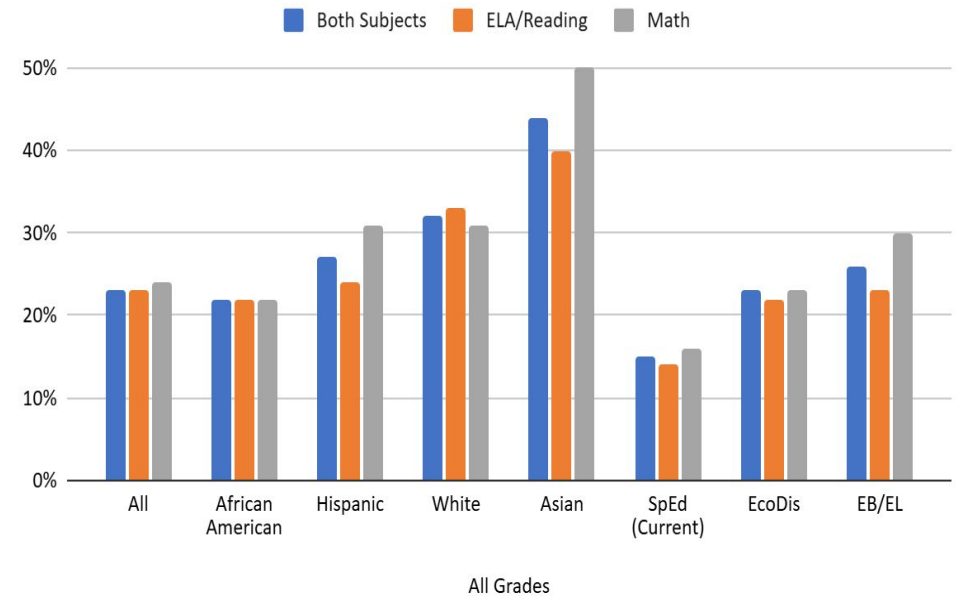
## 2024 School Progress: Annual Growth by Grade and by Subject

Grade	4th		5th		6th		7th		8th		EOC		
Subject	ELA/Reading	Math	ELA/Reading	Math	ELA/Reading	Math	ELA/Reading	Math	ELA/Reading	Math	English 1	English 2	Algebra 1
All	56%	45%	58%	60%	42%	34%	49%	34%	57%	56%	58%	66%	67%
African American	53%	40%	51%	54%	39%	33%	47%	32%	53%	54%	53%	63%	66%
Hispanic	59%	52%	67%	68%	42%	32%	52%	35%	59%	59%	62%	68%	66%
White	65%	51%	64%	65%	55%	39%	55%	45%	73%	53%	65%	73%	68%
Asian	76%	73%	80%	77%	56%	64%	69%	45%	89%	79%	76%	90%	89%
SpEd (Current)	55%	46%	42%	50%	36%	40%	33%	39%	38%	50%	40%	40%	64%
EcoDis	55%	43%	56%	57%	40%	33%	47%	33%	55%	56%	56%	63%	66%
EB/EL	57%	53%	64%	68%	38%	28%	50%	33%	54%	63%	54%	63%	64%

# 2024 School Progress: All Grades Both Subjects

2024 Progress All Grades Both Subjects and by Subject			
All Grades	Both Subjects	ELA/Reading	Math
All	23%	23%	24%
African American	22%	22%	22%
Hispanic	27%	24%	31%
White	32%	33%	31%
Asian	44%	40%	50%
SpEd (Current)	15%	14%	16%
EcoDis	23%	22%	23%
EB/EL	26%	23%	30%

2024 Both Subjects, ELA/Reading and Math



Data found on TAPR District Report page 13

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# Annual Dropout, **Graduation**, and Attendance Rates

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# 2023–24 Texas Academic Performance Report (TAPR)

## Attendance, Graduation, and Dropout Rates – reported for 2022–23 and 2021–22 (the most recent years for which data have been reported to TEA)

- Attendance Rate
- Chronic Absenteeism
- Annual Dropout Rate (Gr. 7–8 and Gr. 9–12)
- 4-year Longitudinal Graduation Rate
- 5-year Extended Longitudinal Graduation Rate
- 6-year Extended Longitudinal Graduation Rate
- 4-Year Federal Graduation Rate without Exclusions
- Graduation Plan Rates (Longitudinal and Annual)
  - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

## Graduation Profile – 2022–23 Graduates

- Total Graduates
- By Ethnicity
- By Graduation Type
- By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

# 2023-2024 Attendance, Absenteeism, Graduation, and Drop-Out Rates

2023-2024 Attendance, Absenteeism, Graduation, and Drop Out (One Year Behind)

*2022-2023	Attendance Rate	Chronic Absenteeism	Annual Dropout Rate (Gr. 7-8)	Annual Dropout (Gr. 9-12)
	2022-2023			
State	93.3%	20.3%	0.80%	2.0%
Region	92.9%	22.0%	1.0%	1.8%
District	89.6%	35.4%	2.9%	4.5%
African American	88.9%	38.9%	2.5%	4.1%
Hispanic	90.2%	31.7%	2.7%	5.9%
White	90.9%	30.0%	6.3%	3.9%
Asian	95.4%	12.0%	5.2%	1.9%
SpEd (Current)	88.0%	41.1%	4.2%	4.1%
EcoDis	89.2%	37.3%	2.8%	4.9%
EB/EL	90.3%	30.0%	4.0%	10.0%

\*One year behind

Data found on TAPR District Report page 19

# Class of 2023

## 4 Year Longitudinal Graduation Rate Grades 9-12

4 Year Longitudinal Graduation Rate for Grades 9-12				
Class of 2023				
4 Year Longitudinal	Graduated	Received a TXCHSE	Continued HS	Dropped Out
All	84.4%	0.40%	0.80%	14.3%
African American	86.6%	0.30%	1.2%	9.8%
Hispanic	76.6%	0.0%	0.30%	23.1%
White	80.3%	2.6%	0.90%	16.2%
Asian	95.2%	0.0%	0.0%	4.8%
SpEd (Current)	86.7%	0.0%	1.9%	6.3%
EcoDis	86.3%	0.1%	1.0%	12.6%
EB/EL	54.7%	0.0%	0.70%	44.6%

Data found on TAPR District Report page 19

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# Class of 2022

## 5 Year Longitudinal Graduation Rate Grades 9-12

### 5 Year Extended Longitudinal Graduation Rate Grades 9-12

#### Class of 2022

5 Year Longitudinal	Graduated	Received a TXCHSE	Continued HS	Dropped Out
All	85.1%	0.3%	0.0%	14.5%
African American	87.3%	0.2%	0.0%	12.5%
Hispanic	80.1%	0.0%	0.0%	19.9%
White	80.6%	2.2%	0.0%	17.3%
Asian	96.4%	0.0%	0.0%	3.6%
SpEd (Current)	87.9%	0.0%	0.0%	12.1%
EcoDis	84.0%	0.4%	0.0%	15.6%
EB/EL	57.1%	0.0%	0.0%	42.9%

# Class of 2021

## 6 Year Longitudinal Graduation Rate Grades 9-12

6 Year Extended Longitudinal Graduation Rate Grades 9-12				
Class of 2021				
6 Year Longitudinal	Graduated	Received a TXCHSE	Continued HS	Dropped Out
All	86.7%	0.30%	0.0%	13.0%
African American	88.1%	0.20%	0.0%	11.7%
Hispanic	85.2%	0.30%	0.0%	14.4%
White	86.7%	0.70%	0.0%	12.6%
Asian	91.9%	0.0%	0.0%	8.1%
SpEd (Current)	88.6%	0.0%	0.0%	11.4%
EcoDis	85.9%	0.1%	0.0%	14.0%
EB/EL	72.0%	0.0%	0.0%	28.0%

Data found on TAPR District Report page 20

# Class of 2023

## 4 Year Federal Graduation Rate Without Exclusions

### 4 Year Federal Graduation Rate Without Exclusions (9-12)

#### Class of 2023

4 Year Graduation Rate w/o Exclusions	District	Early College	Beaumont United	Paul Brown	West Brook
All	81.4%	98.4%	79.6%	61.2%	85.2%
African American	85.1%	100.0%	86.7%	52.4%	89.6%
Hispanic	75.1%	100.0%	68.7%	76.2%	76.4%
White	74.8%	87.5%	42.9%	50.0%	80.4%
Asian	95.2%	*	*	-	94.7%
SpEd (Current)	76.4%	-	78.6%	50.0%	76.4%
EcoDis	83.8%	97.6%	84.9%	63.0%	87.3%
EB/EL	54.1%	100%	41.3%	71.4%	59.6%

• Data found on the TAPR District Report page 19

• ECHS, Beaumont United, Paul Brown, and West Brook data found on their Campus TAPR Report page 13

• Exclusions: Die or become permanently disabled, leave to join the armed forces, leave to serve with a foreign aid service of the federal government, such as the Peace Corps, leave to serve on official church missions.

# \*2023 Graduation Profile

2022-2023 Graduation Profile (Percentages)	Early College	Beaumont United	Paul Brown	West Brook
Total Graduates	100.0%	100.0%	100.0%	100.0%
Minimum HS Program	0.0%	0.0%	0.0%	0.0%
Recommended HS Program/Distinguished Achievement Program	0.0%	0.0%	0.0%	0.0%
Foundation HS Program (No Endorsement)	1.4%	14.9%	91.7%	20.1%
Foundation HS Program (With Endorsement)	0.0%	7.1%	3.6%	7.5%
Foundation HS Program (*DLA)	98.6%	78.0%	4.8%	72.4%

Data found on their individual campus TAPR reports on page 15

\*One year data lag

\*\*DLA: Distinguished Level of Achievement



# CCMR

## RELATED INDICATORS

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# College, Career and Military Readiness (CCMR) Indicators

## College, Career and Military Readiness (CCMR) – reported for 2023–22 and 2021–22 graduates

- CCMR Graduates
- College Ready Graduates (overall and by specific college ready indicator)
- Career/Military Ready Graduates (overall and by specific career/military ready indicator)

## CCMR-Related Indicators – reported for 2022–23 and 2021–22 graduates

- TSIA Results
- Completed and Received Credit for College Prep Courses
- AP/IB Results
- SAT/ACT Results

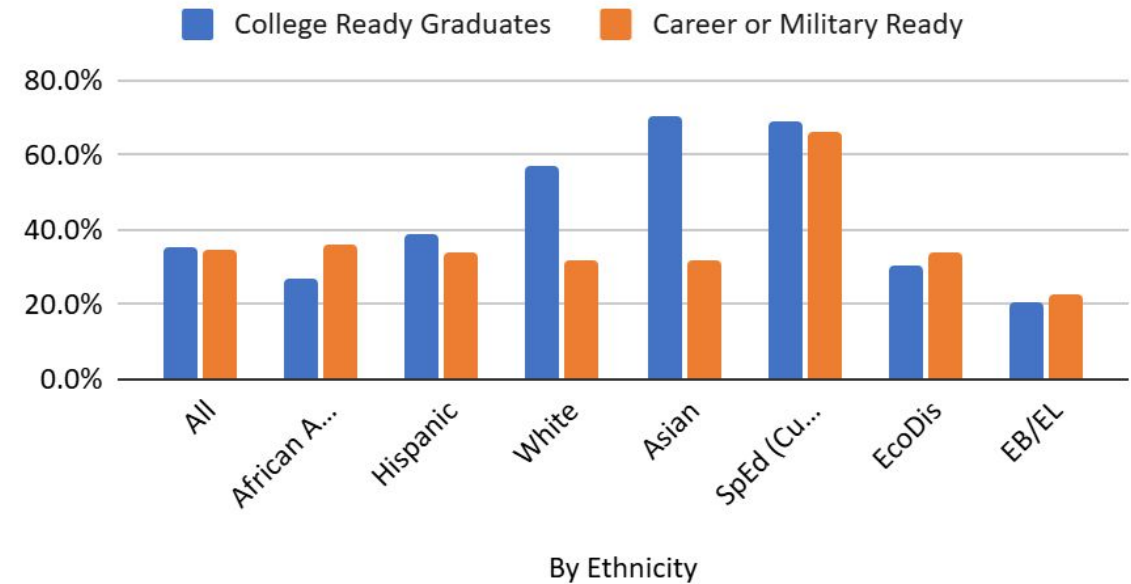
## Other Postsecondary Indicators

- Advanced Dual-Credit Course Completion – 2022–23 and 2021–22 school years
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2021–22 and 2020–21 school years
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2021–22 and 2020–21 school years

# College, Career, and Military Ready

2022-2023 College, Career, and Military Readiness (CCMR)		
By Ethnicity	College Ready Graduates	Career or Military Ready
All	35.2%	34.6%
African American	27.0%	35.6%
Hispanic	38.5%	33.7%
White	56.7%	32.0%
Asian	70.5%	31.8%
SpEd (Current)	69.2%	66.3%
EcoDis	30.4%	34.0%
EB/EL	20.8%	22.9%

2022-2023 College, Career, and Military Ready



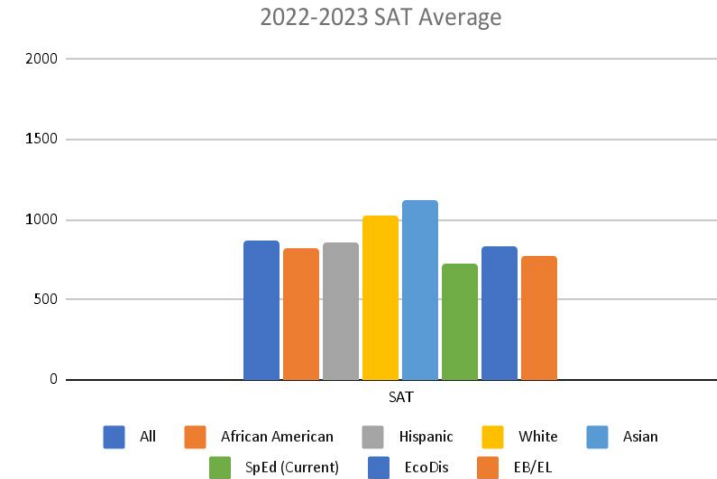
Annual Graduates for 2022-2023 School Year  
\*One year data lag

Data found on TAPR District Report pages 23-24

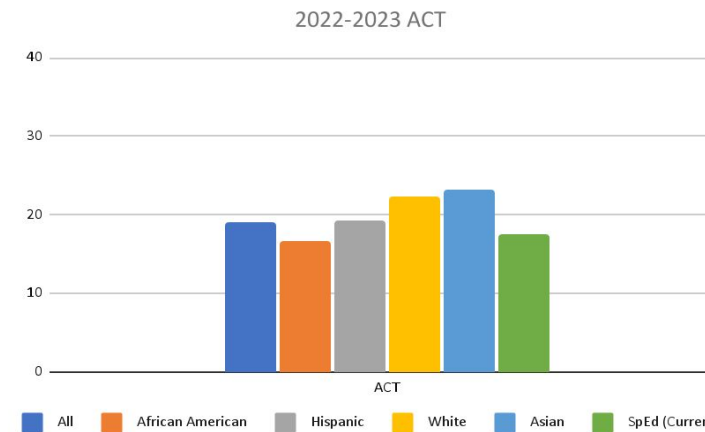
# \*2022–2023 Average SAT and ACT Score Annual Graduates

2022-2023 Average SAT and ACT Score Annual Graduates		
ALL Subjects	SAT	ACT
All	874	19
African American	824	16.6
Hispanic	863	19.3
White	1030	22.3
Asian	1119	23.3
SpEd (Current)	724	*
EcoDis	832	17.6
EB/EL	774	*

Data found on TAPR District Report page 26  
 \*One year data lag



SAT Total Possible Points:  
1,600



ACT Total Possible Points:  
36

**2**

## **PEIMS Financial Standard Reports** (2022–23 Financial Actual Reports)



### **2022–23 Actual Financial Data (District)**

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance



### **2022–23 Actual Financial Data (Campus)**

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2022–23 is the most recent year for which these data are available.  
[TEA website](#) to access this report.

# 2023–2024 Budgeted Financial Data Totals for BEAUMONT ISD

## Revenues

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>						
<b>Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$94,812,571	57.67%	\$5,652	\$94,812,571	53.18%	\$5,652
State Operating Funds	\$49,631,924	30.19%	\$2,959	\$49,683,143	27.86%	\$2,962
Federal Funds	\$7,897,910	4.80%	\$471	\$21,209,803	11.90%	\$1,264
Other Local	\$12,068,653	7.34%	\$719	\$12,596,200	7.06%	\$751
<b>Total Operating Revenue</b>	<b>\$164,411,058</b>	<b>100.00%</b>	<b>\$9,801</b>	<b>\$178,301,717</b>	<b>100.00%</b>	<b>\$10,629</b>
<b>Other Revenue</b>						
Local Property Tax from I&S	\$0	0.00%	\$0	\$39,235,983	96.86%	\$2,339
State Assistance for Debt Service	\$0	0.00%	\$0	\$571,509	1.41%	\$34
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$598,368	1.48%	\$36
Other Receipts (excluding debt service financing)	\$100,000	100.00%	\$6	\$100,000	0.25%	\$6
<b>Total Other Revenue</b>	<b>\$100,000</b>	<b>100.00%</b>	<b>\$6</b>	<b>\$40,505,860</b>	<b>100.00%</b>	<b>\$2,415</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$164,511,058</b>	<b>100.00%</b>	<b>\$9,807</b>	<b>\$218,807,577</b>	<b>100.00%</b>	<b>\$13,044</b>
<b>Recapture Revenue</b>						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Recaptured Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$164,511,058</b>	<b>100.00%</b>	<b>\$9,807</b>	<b>\$218,807,577</b>	<b>100.00%</b>	<b>\$13,044</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$7,670,000	100.00%	\$457	\$7,670,000	100.00%	\$457
<b>Total Debt Service Financing and TRS Estimate Revenue</b>	<b>\$7,670,000</b>	<b>100.00%</b>	<b>\$457</b>	<b>\$7,670,000</b>	<b>100.00%</b>	<b>\$457</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$172,181,058</b>	<b>100.00%</b>	<b>\$10,264</b>	<b>\$226,477,577</b>	<b>100.00%</b>	<b>\$13,501</b>

# 2023–2024 Budgeted Financial Data Totals for BEAUMONT ISD

## Expenditures by Object

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures</b>						
<b>Operating Expenditures by Object (61xx-</b>						
Payroll Expenditures (Object 61xx)	\$124,241,915	70.95%	\$7,406	\$129,660,898	68.60%	\$7,729
Professional & Contracted Services (Object 62xx)	\$32,549,470	18.59%	\$1,940	\$33,199,397	17.57%	\$1,979
Supplies & Materials (Object 63xx)	\$10,019,180	5.72%	\$597	\$17,779,729	9.41%	\$1,060
Other Operating Expenditures (Object 64xx)	\$8,298,374	4.74%	\$495	\$8,359,574	4.42%	\$498
<b>Total Operating Expenditures by Object</b>	<b>\$175,108,939</b>	<b>100.00%</b>	<b>\$10,439</b>	<b>\$188,999,598</b>	<b>100.00%</b>	<b>\$11,267</b>
<b>Non-Operating Expenditures by Object</b>						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$1,114,965	67.67%	\$66	\$41,520,825	93.61%	\$2,475
Capital Outlay (Object 66xx)	\$532,673	32.33%	\$32	\$2,832,673	6.39%	\$169
<b>Total Non-Operating Expenditures by Object</b>	<b>\$1,647,638</b>	<b>100.00%</b>	<b>\$98</b>	<b>\$44,353,498</b>	<b>100.00%</b>	<b>\$2,644</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$176,756,577</b>	<b>100.00%</b>	<b>\$10,537</b>	<b>\$233,353,096</b>	<b>100.00%</b>	<b>\$13,911</b>

# 2023-2024 Budgeted Financial Data Totals for BEAUMONT ISD Expenditures by Object

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Operating Expenditures by Function (61xx-64xx only)</b>						
Instruction (Function 11,95)	\$91,269,394	52.12%	\$5,441	\$91,269,394	48.29%	\$5,441
Instructional Resources & Media Services (Function 12)	\$1,250,048	0.71%	\$75	\$1,250,048	0.66%	\$75
Curriculum & Staff Development (Function 13)	\$549,370	0.31%	\$33	\$549,370	0.29%	\$33
Instructional Leadership (Function 21)	\$3,749,149	2.14%	\$223	\$3,749,149	1.98%	\$223
School Leadership (Function 23)	\$9,675,750	5.53%	\$577	\$9,675,750	5.12%	\$577
Guidance Counseling Services (Function 31)	\$6,121,985	3.50%	\$365	\$6,121,985	3.24%	\$365
Social Work Services (Function 32)	\$323,837	0.18%	\$19	\$323,837	0.17%	\$19
Health Services (Function 33)	\$2,061,270	1.18%	\$123	\$2,061,270	1.09%	\$123
Transportation (Function 34)	\$6,765,906	3.86%	\$403	\$6,765,906	3.58%	\$403
Food Services (Function 35)	\$0	0.00%	\$0	\$13,578,064	7.18%	\$809
Extracurricular (Function 36)	\$5,650,934	3.23%	\$337	\$5,650,934	2.99%	\$337
General Administration (Function 41,92)	\$7,193,681	4.11%	\$429	\$7,193,681	3.81%	\$429
Facilities Maintenance & Operations (Function 51)	\$31,536,616	18.01%	\$1,880	\$31,849,211	16.85%	\$1,899
Security & Monitoring Services (Function 52)	\$4,860,576	2.78%	\$290	\$4,860,576	2.57%	\$290
Data Processing Services (Function 53)	\$3,841,513	2.19%	\$229	\$3,841,513	2.03%	\$229
Community Services (Function 61)	\$258,910	0.15%	\$15	\$258,910	0.14%	\$15
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Operating Expenditures by Function</b>	<b>\$175,108,939</b>	<b>100.00%</b>	<b>\$10,439</b>	<b>\$188,999,598</b>	<b>100.00%</b>	<b>\$11,267</b>
<b>Non-Operating Expenditures by Function</b>						
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$1,114,965	67.67%	\$66	\$41,520,825	93.61%	\$2,475
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$532,673	32.33%	\$32	\$2,832,673	6.39%	\$169
<b>Total Non-Operating Expenditures by Function</b>	<b>\$1,647,638</b>	<b>100.00%</b>	<b>\$98</b>	<b>\$44,353,498</b>	<b>100.00%</b>	<b>\$2,644</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	<b>\$176,756,577</b>	<b>100.00%</b>	<b>\$10,537</b>	<b>\$233,353,096</b>	<b>100.00%</b>	<b>\$13,911</b>

# 2023-2024 Budgeted Financial Data Totals for BEAUMONT ISD Expenditures by Program

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>						
Basic Educational Services (PIC 11)	\$56,526,644	32.28%	\$3,370	\$56,526,644	29.91%	\$3,370
Gifted and Talented (PIC 21)	\$2,866,370	1.64%	\$171	\$2,866,370	1.52%	\$171
Career and Technical (PIC 22)	\$5,553,930	3.17%	\$331	\$5,553,930	2.94%	\$331
Students with Disabilities (PICs 23,33,43)	\$17,914,755	10.23%	\$1,068	\$17,914,755	9.48%	\$1,068
State Compensatory Education (PICs 24,26,28,29,30,34)	\$26,959,149	15.40%	\$1,607	\$26,959,149	14.26%	\$1,607
Bilingual (PICs 25,35)	\$922,341	0.53%	\$55	\$922,341	0.49%	\$55
Early Education Allotment (PIC 36)	\$3,620,321	2.07%	\$216	\$3,620,321	1.92%	\$216
Dyslexia or Related Disorder Services (PIC 37)	\$766,254	0.44%	\$46	\$766,254	0.41%	\$46
College, Career, and Military Readiness (CCMR) (PIC 38)	\$766,150	0.44%	\$46	\$766,150	0.41%	\$46
Athletics/Related Activities (PIC 91)	\$4,106,926		\$245	\$4,106,926		\$245
Un-Allocated (PIC 99)	\$55,106,099	31.47%	\$3,285	\$68,996,758	36.51%	\$4,113
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$175,108,939</b>	<b>100.00%</b>	<b>\$10,439</b>	<b>\$188,999,598</b>	<b>100.00%</b>	<b>\$11,267</b>
<b>Non-Operating Expenditures by PIC</b>						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$1,114,965	67.67%	\$66	\$41,520,825	93.61%	\$2,475
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$532,673	32.33%	\$32	\$2,832,673	6.39%	\$169
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$1,647,638</b>	<b>100.00%</b>	<b>\$98</b>	<b>\$44,353,498</b>	<b>100.00%</b>	<b>\$2,644</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$176,756,577</b>	<b>100.00%</b>	<b>\$10,537</b>	<b>\$233,353,096</b>	<b>100.00%</b>	<b>\$13,911</b>

# 2023–2024 Budgeted Financial Data Totals for BEAUMONT ISD Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Disbursements</b>						
<b>Total Disbursements</b>						
Operating Expenditures	\$175,108,939	98.00%	\$10,439	\$188,999,598	80.33%	\$11,267
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$1,927,950	1.08%	\$115	\$1,927,950	0.82%	\$115
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$1,114,965	0.62%	\$66	\$41,520,825	17.65%	\$2,475
Capital Projects (Object 6600)	\$532,673	0.30%	\$32	\$2,832,673	1.20%	\$169
<b>Total Disbursements</b>	<b>\$178,684,527</b>	<b>100.00%</b>	<b>\$10,652</b>	<b>\$235,281,046</b>	<b>100.00%</b>	<b>\$14,026</b>

Click [here](#) to view the report.

## 3 Section 3: 2022–23 District Accreditation Status

**TEA has not assigned any of the four accreditation statuses due to litigation.**

**Accredited**

**Accredited–Warned**

**Accredited–Probation**

**Not Accredited–Revoked**

*Last Accreditation Status for the District is 2022–23:*

**Accredited**

In assigning an accreditation status to a district, TEA considers

- ✓ Academic accountability ratings
- ✓ Financial accountability ratings
- ✓ Data integrity
- ✓ Program–area deficiencies identified through Results Driven Accountability (RDA)

[TEA Website](#) to access previous year’s reports



# ANNUAL REPORT ON CAMPUS PERFORMANCE OBJECTIVES

*we can  
we will  
we must*

# 4

## Campus Performance Objectives

### Campus Improvement Plans (CIPs)

- ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253
- ❑ Each CIP includes performance objectives (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- ❑ Each campus periodically measures progress toward its performance objectives
- ❑ Updated CIPs for the 2024–25 school year (which show both the objectives of each campus and each campus's progress toward meeting its performance objectives) are posted on the district's website and are available for review at the district's central office or at the applicable campus

# Campus Improvement Plans

Campus Improvement Plans (CIP) are created yearly by campus leadership and stakeholders. They are living, working documents that are developed based upon the campus's individual needs and goals.

The goals of each plan mirror the goals of the district's plan. Performance objectives are developed for each goal that add specificity and success metrics.

Performance objectives are reviewed and assessed for implementation through the formative review process which is conducted in November, January, March and June each year.

Each performance objective has strategies attached to it that are edited and updated during formative reviews.

Summative reviews are completed at the end of the school year to assist in preparation for the next year's plan.

Plans for the upcoming school year must be created before submission of the ESSA grant can occur in July, as the Campus Improvement Plans help drive the expenditure of federal funds

**District and Campus Improvement Plans Available in the BISD Website under Research, Planning, and Evaluation Department.**





# **SPECIAL EDUCATION DETERMINATION STATUS**

*we can  
we will  
we must*

## 5 2023 Determination Levels Special Education

The TEA, per its obligation under 20 USC §1416(a) and 34 CFR §300.600(a)(2), makes annual determinations on the performance of LEAs in SPED using four determination levels (DLs):

- Meets Requirements (DL1),
- Needs Assistance (DL2),
- Needs Intervention (DL3),
- Needs Substantial Intervention (DL4)

The higher the PL value, the lower the LEA's performance.

Meets Requirements (DL1)

Needs Assistance (DL2)

Needs Intervention (DL3)

Needs Substantial Intervention (DL4)

# RDA's Key Improvements

## SpEd STAAR EOC Passing Rate

- The pass rates for STAAR EOC exams across subjects (including Algebra I, Biology, and U.S. History) have shown a significant increase compared to last year.
  - **Algebra I:** The pass rate improved by 10 percentage points, from 35.1% in 2023 to 45.1% in 2024. Performance level has improved from a Level 3 to a Level 2 reflecting significant progress.
  - **Biology:** Biology saw an improvement of 6.5 percentage points, from 58.8% in 2023 to 65.3% in 2024. Noted improvement in Performance levels from a PL 2 to a PL 1.
  - **U.S. History:** U.S. History pass rates rose by 11.6 percentage points, from 60.3% in 2023 to 71.9% in 2024. PL 0

## SpEd Regular Class $\geq$ 80% Rate (School Aged)

- Significant improvement in the percentage of special education students who are served in regular education classrooms for 80% or more of the day.
  - Percent of special education students served in regular classrooms increased 3.3 percentage points, from 55.8% in 2023 to 59.1% in 2024. Performance level also improved from a PL 2 to a PL 1.

# RDA's Key Improvements

## SpEd OSS and Expulsion > 10 Days Rate

- o Ages 3-21 SD Year 2 AFR AM  
A reduction in the rate of out-of-school suspensions within our district, reflecting our ongoing commitment to fostering a positive and supportive school climate. While we have made some progress in lowering suspension rates (3.7 % decrease in risk ratio), we acknowledge that our current rate of 9.0% is still above the state benchmark of >2.5%, which remains a key area for continued focus and improvement.

## Beaumont ISD RDA Rate Comparison Chart for BE/ESL/EB (Years 2022-2023-2024)



# VIOLENT AND CRIMINAL INCIDENTS

*we can  
we will  
we must*

# 6

## Report on Violent or Criminal Incidents

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus

The report must include

- Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
- Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act



The district's report for the 2023–24 school year is available for review at the district's central office and at each campus in the district.

## Violent and Criminal Incidents Texas Statute (TEC 39.053)

Texas statute (TEC 39.053) requires every district to publish an annual report on violent and criminal incidents at campuses in the district.

### **The report must include:**

- Number, rate and type of incidents
- Information concerning school violence prevention and intervention policies and procedures used by the district
- Findings that result from Safe and Drug-Free Schools and Communities Act

# Violent and Criminal Incidents Texas Statute (TEC 39.053)



## Beaumont Independent School District 2023-2024 Report on Violent or Criminal Incidents

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Education Rights and Privacy Act (FERPA) of 1974.

		Disciplinary Action Reason Codes																		
Campus		11	12	13	14	16	17	18	19	29	30	31	32	36	37	46	47	48	49	57
High Schools	Beaumont United	0	0	0	0	0	0	0	0	0	*	0	0	0	0	0	0	0	0	0
	Early College HS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	West Brook	*	0	0	0	0	0	0	0	0	0	0	0	*	0	0	0	0	0	0
Altern. Ctrs.	Brown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pathways	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	JCYA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	King	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Marshall	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Odom	0	0	0	0	0	0	0	0	0	0	0	0	*	0	0	0	0	0	0
	Smith	0	0	0	0	0	0	0	0	0	*	0	0	0	0	0	0	0	0	0
	Vincent	0	*	0	0	0	0	0	0	*	0	0	0	0	0	0	0	0	0	0
Elementary Schools	Amelia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Blanchette	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Caldwood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Charl-Poll	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Curtis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Dishman	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Fehl-Price	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Fletcher	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Guess	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Homer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Jones- Clark	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Martin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pie-Mac	0	*	0	*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Regina	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
PK Ctrs.	Bingman PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lucas PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District Totals*		*	*	0	*	0	0	0	0	*	*	0	0	*	0	0	0	0	0	0

### Violent or Criminal Incident Codes-PEIMS 425 Action Reasons

- 11-Used, exhibited or possessed firearm
- 12-Used, exhibited or possessed and illegal knife
- 13-Used, exhibited or possessed a club
- 14-Used, exhibited or possessed a weapon
- 16-Arson
- 17-Murder, attempted murder**
- 18-Indecency with a child**
- 19-Aggravated kidnapping**
- 29-Aggravated assault on district employee or volunteer
- 30-Aggravated assault on someone other than district employee or volunteer**
- 31-Sexual assault or aggravated sexual assault against employee or volunteer
- 32-Sexual assault or aggravated sexual assault against someone other than district employee/volunteer**
- 36-Felony controlled substance violation
- 46-Aggravated robbery**
- 47-Manslaughter
- 48-Criminally negligent homicide
- 49-Engages in Deadly Conduct
- 57-Continuous Sexual Abuse of Young Child(ren)

Note: The bolded codes are those specified by TEA as violent criminal offenses in the School Safety Choice Option Guide. The remaining codes are monitored by TEA and may be used in the identification of persistently dangerous schools. Beaumont I.S.D. continues to address Safe and Drug Free Schools and Communities goals and objectives through district and campus improvement plans involving students, parents, teachers, and community, restorative discipline practices, Social and Emotional Learning Specialists, Behavior Interventionists, the Student Code of Conduct and School Board Policies.



**TX HIGH SCHOOL  
GRADUATES  
FY 2023  
ENROLLED IN  
HIGHER ED FY 2024**

*we can  
we will  
we must*

# 7

## Student Performance in Post-Secondary Institutions

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school


These data are compiled by the Texas Higher Education Coordinating Board (THECB)

The most current report is for [2022-23 High School Graduates](#)

- ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2022-23 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2024
- ❑ For each student, the grade points and college-level semester credit hours earned by a student in fall 2023, spring 2024, and summer 2024 are added together and averaged to determine the GPA


***NOTE: THECB's most recent report is for the 2022-23 High School Graduates.  
It is posted at: [THECB Website](#)***

# Texas High School Graduates from FY 2023 Enrolled in Texas Public or Independent Higher Education in 2024



**Early College  
GPA for 1st Year in Public  
Higher Education in Texas**


	Total Graduates	<2.0	2.0- 2.49	2.5- 2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	34	8	5	3	7	10	1
Two-Year Public Colleges	10	7	0	0	1	2	0
Independent Colleges & Universities	1						
Not Trackable	7						
Not Found	17						



**Paul Brown  
GPA for 1st Year in Public  
Higher Education in Texas**


	Total Graduates	<2.0	2.0- 2.49	2.5- 2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	1						
Two-Year Public Colleges	6	3	0	0	2	1	0
Independent Colleges & Universities	0						
Not Trackable	14						
Not Found	63						

# Texas High School Graduates from FY 2023 Enrolled in Texas Public or Independent Higher Education in 2024



**Beaumont United**  
GPA for 1st Year in Public Higher Education in Texas

	Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	98	55	12	10	8	12	1
Two-Year Public Colleges	58	27	5	6	6	8	6
Independent Colleges & Universities	8						
Not Trackable	29						
Not Found	217						



**West Brook**  
GPA for 1st Year in Public Higher Education in Texas

	Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
Four-Year Public University	157	42	15	29	34	35	2
Two-Year Public Colleges	94	29	15	14	16	13	7
Independent Colleges & Universities	8						
Not Trackable	28						
Not Found	221						

# 8

## Progress of the District and Each Campus Toward Meeting Board Adopted HB 3 Goals

TEC Section 39.306 requires each district to include, as part of its Annual Report, 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
- ❑ CCMR plans adopted under TEC §11.186

The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board.

# Board Outcome Goals

**BISD Vision:** In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all the students.

**BISD Mission:** We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment

- The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from **16% to 55%** by **June 2025**.
- The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from **11% to 50%** by **June 2025**.
- The percentage of graduates that meet the criteria for CCMR will increase from **36.6% to 65%** by **August 2025**.
- Beaumont ISD will **improve its perception** in the community as indicated on an annual net promoter survey.
- Beaumont ISD will increase the percentage of students in "**A or B**" rated schools from **34% to 50%** by **August 2025**.


# Beaumont ISD HB3 Goals

## Goal 1 (HB3)

### Early Childhood Literacy Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase 16% to 55% by June 2025.

Yearly Target Goals					
2020	2021	2022	2023	2024	2025
25%	16%	25%	35%	45%	55%
				2024 - Actual	
				27%	

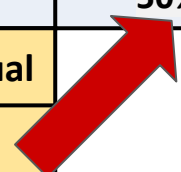


## Goal 2 (HB3)

### Early Childhood Math Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Yearly Target Goals					
2020	2021	2022	2023	2024	2025
22%	11%	22%	30%	40%	50%
				2024 - Actual	
				21%	



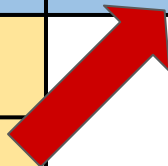
# Beaumont ISD HB3 Goals

## Goal 3 (HB3)

### CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 65% by August 2025.

Yearly Target Goals					
2020	2021	2022	2023	2024	2025
49%	36.6%	49%	50%	55%	65%
				2024 - Actual	
				56%	



# TAPR Glossary

## 2023–24 Texas Academic Performance Report (TAPR) Glossary

### Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

**2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

### Performance

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

#### Other Important Information:

**STAAR (with and without accommodations) and STAAR Alternate 2.** The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

**Spanish STAAR.** All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

**Rounding of STAAR results.** STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

**Masking.** STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

### STAAR Performance (2023–24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance—All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

- Each year, TEA prepares and publishes a [TAPR Glossary](#)
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR



## Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks of this presentation
  - ☐ March 6, 2025
- Paper copies will also be available at the district's central office and on each campus by request
- Also available online via the TEA website



**For questions or more information, contact:**

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