Annual Report

2024-2025

Public Hearing – February 17, 2026

2025-2026

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8 Sections of the 2024-2025 District Annual Report

1. 2024-2025 Texas Academic Performance Report (TAPR)
2. PEIMS Financial Standard Report
   - (2023-2024 Financial Actual Report)
3. District Accreditation Status
4. District and Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campus
6. Student Performance in Postsecondary Institutions
7. Progress Toward Board-adopted HB3 Goals
8. 2024-2025 TAPR Glossary

2024-2025 Texas Academic Performance Report (TAPR)

Section 1

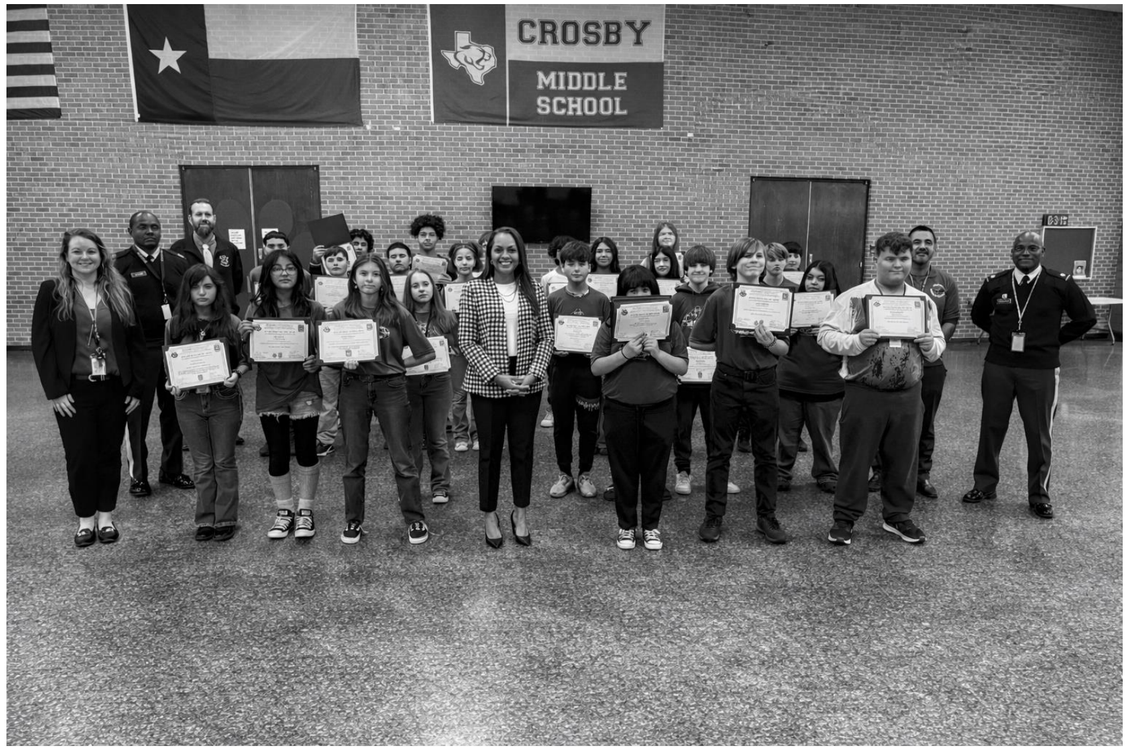
2024-2025 Texas Academic Performance Report (TAPR)

- Compiled by TEA for District and Campus using PEIMS and Student Assessment Data.
- 2024-2025 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.

Link to District and Campus TAPR Reports

2024-2025 Texas Academic Performance Report (TAPR)

- **Cover Page**
  - 2025 Accountability Rating
  - 2025 Special Education Determination Status (only on District TAPR)
  - 2025 Distinction Designations



Link to District and Campus TAPR Reports

2024-2025 Texas Academic Performance Report (TAPR)

- **STAAR Performance (reported for 2025 and 2024)**
  - All three performance levels: Approaches Grade Level or Above, Meets Grade Level or Above, and Masters Grade Level
  - Reported for: Each Assessment (including SAT/ACT for Accelerated Testers), All Grades all Subjects, All Grades by Subject, By Enrolled Grade (3-8 and EOCs) at Meets Grade Level or Above (Reading and Math together, Reading separately, and Math separately)

Link to District and Campus TAPR Reports

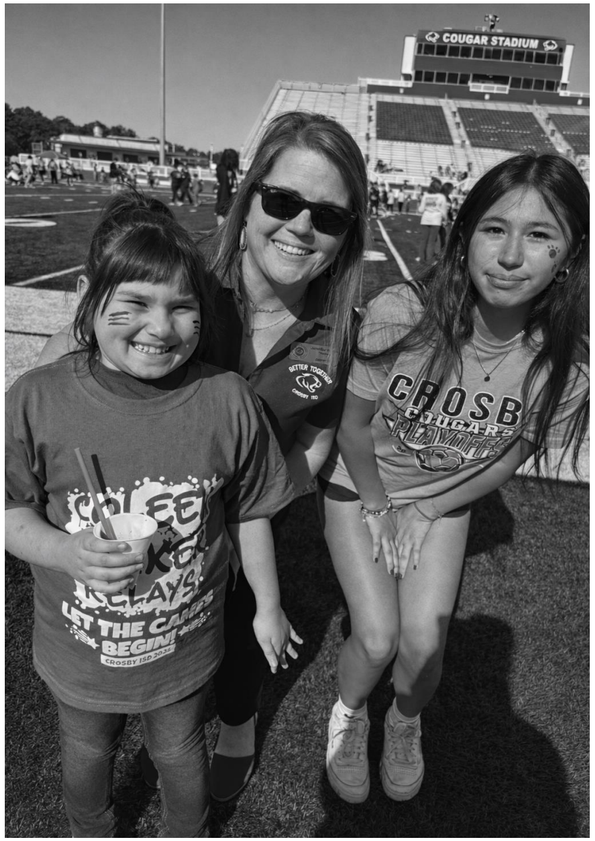
2024-2025 Texas Academic Performance Report (TAPR)

- **School Progress**
  - Annual Growth - Reported by grade and subject of assessment (RLA and Math)
  - Accelerated Learning (HB 1416 Performance) - Reported by grade and subject of assessment (RLA and Math)
  - Academic Growth (Domain 2A in Accountability)

Link to District and Campus TAPR Reports

2024-2025 Texas Academic Performance Report (TAPR)

- **Bilingual Education (BE) and English as a Second Language (ESL)**
  - Disaggregated data for various BE/ESL program instructional models and groups
  - STAAR Performance
  - Annual Growth
  - Accelerated Learning



Link to District and Campus TAPR Reports

2024-2025 Texas Academic Performance Report (TAPR)

- **STAAR Participation**
  - Data Reported
    - Assessment Participant
      - Included in Accountability
      - Not included in Accountability: Mobile
      - Not included in Accountability: Other
      - Exclusions
    - Not Tested
      - Absent, Other
  - Reported for all tests, by subject area, and for Accelerated Testers

Link to District and Campus TAPR Reports

2024-2025 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Drop Out Rates**
  - Attendance Rate, Chronic Absenteeism, Annual Dropout Rate (Gr 7-8 and Gr 9-12), 4-year Longitudinal Graduation Rate, 5-year Longitudinal Graduation Rate, 6-year Extended Longitudinal Graduation Rate, 4-year Federal Graduation Rate with Exclusions, and Graduation Plan Rates (Longitudinal and Annual)
- **Graduation Profile 2022-2023 Graduates**
  - Total Graduates, by Ethnicity, Graduation Type, Program/Student Attribute (SPED, Eco Dis, ED/EL, At-Risk, CTE Completers)

Link to District and Campus TAPR Reports

2024-2025 Texas Academic Performance Report (TAPR)

- **College, Career, and Military Readiness (CCMR)**
  - CCMR Graduates, College Ready Graduates, and Career/Military Ready Graduates
- **CCMR – Related Indicators**
  - TSIA Results, Completed and Received Credit for College Prep Courses, AP/IB Results, SAT/ACT Results
- **Other Postsecondary Indicators**
  - Advanced Dual Credit Course Completion, Graduates Enrolled in Texas Institutes of Higher Education (TX IHE), Graduates in TX IHE completing one year without enrollment in a developmental education course

Link to District and Campus TAPR Reports

2024-2025 Texas Academic Performance Report (TAPR)

- **Student Information**
  - Student enrollment – by grade level, ethnicity, student identification indicators, and students with disabilities by primary eligibility category
  - Other student information including graduation information, retention rates, and class size information
- **Staff Information**
  - Includes 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 and teachers by program

Link to District and Campus TAPR Reports

PEIMS Financial Standard Report (2023-2024 Financial Actual Report)

Section 2

PEIMS Financial Standard Report (2023-2024 FINANCIAL ACTUAL REPORT)

- **2023-2024 Actual Financial Data (District)**
  - Includes district revenues, expenditures, disbursements, tax rates, and fund balance
- **2023-2024 Actual Financial Data (Campus)**
  - Includes expenditures by object, expenditures by function, and program expenditures by program

Link to PEIMS District Actual Financial Data Reports
Link to PEIMS Campus Actual Financial Data Reports

2024-2025 District Accreditation Status

Section 3

District Accreditation Status

- Each year TEA assigns one of four accreditation statuses to each district in the state: Accredited, Accredited-Warned, Accredited-Probation, Not Accredited-Revoked.
- In assigning an accreditation status to a district, TEA considers academic accountability ratings, financial accountability ratings, data integrity, and program-area deficiencies identified through Results Driven Accountability (RDA).
- The District's 2024-2025 accreditation status is ACCREDITED.

Link to District Accreditation Status

District and Campus Performance Objectives

Section 4

District and Campus Improvement Plans

- **District and Campus Improvement Plans (DIP and CIP)**
  - The district and each campus has developed and is implementing a DIP and CIP, respectively, as required by TEC §11.253.
  - The DIP and CIP includes performance objectives approved by the board that are based on data analysis and needs assessments.
  - Each campus periodically measures progress towards its performance objectives.
  - DIP and CIPs for the 2024-2025 school year are posted on the district's website and are available for review at the Operations Center or at the applicable campus.

Link to District and Campus Improvement Plans

Report of Violent or Criminal Incidents on Campuses

Section 5

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
    - 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 2024-2025 school year is available for review at the district's central office and each campus in the district.

Link to Report on Violent or Criminal Incidents
Link to Student Code of Conduct
Link to Board Policy

Student Performance in Postsecondary Institutions

Section 6

Student Performance in Postsecondary 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.
- This data is compiled by the Texas Higher Education Coordinator Board (THECB)
- The most current report is for 2022-2023 High School Graduates
  - Student performance is measured by the GPA of 2022–2023 graduates who attended public two- or four-year colleges in fiscal year 2024.
  - For each student, grade points and college credit hours from Fall 2023, Spring 2024, and Summer 2024 are averaged to calculate GPA.

Link to Student Performance in Postsecondary Institutions

Progress Toward Board-Adopted HB3 Goals

Section 7

Progress Toward Board-Adopted HB3 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 HB3 Progress Report provided to the Board.

Link to Campus HB3 Goals

Early Childhood Literacy

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% to 63% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
44% Milestone 1: 30%	52% Milestone 1: 38%	54%	57%	60%	63%

Early Childhood Literacy Board Outcome Goal - STAAR

The percent of 3rd grade students that scored meets grade level or above on CISD Reading STAAR.
(Testing Date: STAAR April 2025)

Approaches	Meets	Masters
70%	43%	17%

Early Childhood Literacy Board Outcome Goal – Milestone 1

The percent of 3rd grade students that scored meets grade level or above on CISD Milestone 1.
(Testing Date: November 2025)

Approaches	Meets	Masters
62%	38%	13%

Early Childhood Literacy Board Outcome Goal

Closing the Gaps Student Groups Yearly Targets										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco Dis	EB
2025 Data										
2025	38%	38%	56%	*	*	*	47%	16%	39%	31%
House Bill 3 Goals										
2026	38% MOY: 38%	42% MOY: 31%	61% MOY: 50%	*	*	*	71% MOY: 65%	30% MOY: 10%	41% MOY: 33%	41% MOY: 22%
2027	40%	45%	63%	*	*	*	73%	32%	43%	43%
2028	42%	47%	65%	*	*	*	75%	34%	45%	45%
2029	44%	49%	67%	*	*	*	77%	36%	47%	46%
2030	45%	50%	68%	*	*	*	79%	38%	48%	48%

Early Childhood Literacy Progress Measure 1 – 2nd Grade

The percent of 2nd grade students that score at benchmark or above on the EOY Literacy Assessments will increase from 70% to 90% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
65% MOY: 53%	70% BOY: 60% MOY: 57%	75%	80%	85%	90%

Early Childhood Literacy Progress Measure 2 – 1st Grade

The percent of 1st grade students that score at benchmark or above on the EOY Assessments will increase from 75% to 95% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
70% MOY: 53%	75% BOY: 62% MOY: 54%	80%	85%	90%	95%

Early Childhood Literacy Progress Measure 3 - Kindergarten

The percent of kindergarten students that score at benchmark or above on the EOY Literacy Assessments will increase from 81% to 93% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
77% MOY: 59%	81% BOY: 47% MOY: 59%	84%	87%	90%	93%

Early Childhood Literacy Progress Measure 1 – Prekindergarten

The percent of Prekindergarten students that scored on grade level or above on the EOY CLI Engage Circle PM Assessment in Emergent Literacy Reading will increase from 85% to 100% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
81% MOY: 56%	85% BOY: 23% MOY: 61%	90%	95%	100%	100%

Early Childhood Math

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 65% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
40% Milestone 1: 25%	46% Milestone 1: 26%	51%	55%	60%	65%

Early Childhood Literacy Board Outcome Goal - STAAR

The percent of 3rd grade students that scored meets grade level or above on CISD Math STAAR.
(Testing Date: STAAR April 2025)

Approaches	Meets	Masters
66%	40%	14%

Early Childhood Literacy Board Outcome Goal – Milestone 1

The percent of 3rd grade students that scored meets grade level or above on CISD Milestone 1.
(Testing Date: November 2025)

Approaches	Meets	Masters
53%	26%	6%

Early Childhood Math Board Outcome Goal

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco Dis	EB
2025 Data										
2025	22%	39%	47%	*	*	*	40%	15%	36%	42%
House Bill 3 Goals										
2026	36% MOY: 14%	47% MOY: 25%	62% MOY: 34%	*	*	*	57% MOY: 41%	33% MOY: 9%	43% MOY: 19%	48% MOY: 20%
2027	38%	49%	63%	*	*	*	59%	35%	45%	49%
2028	40%	50%	64%	*	*	*	61%	37%	47%	51%
2029	42%	52%	66%	*	*	*	62%	39%	49%	53%
2030	44%	53%	67%				63%	41%	50%	54%

Early Childhood Math Progress Measure 1 - 2nd Grade

The percent of 2nd grade students that score at benchmark or above on the EOY Amplify mClass Math Assessment will increase from 56% to 76% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
51% MOY: 29%	56% BOY: 41% MOY: 56%	61%	66%	71%	76%

Early Childhood Math Progress Measure 2 - 1st Grade

The percent of 1st grade students that score at benchmark or above on the EOY Amplify mClass Math Assessment will increase from 55% to 75% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
50% MOY: 29%	55% BOY: 35% MOY: 41%	60%	65%	70%	75%

Early Childhood Math Progress Measure 3 - Kindergarten

The percent of kindergarten students that score at benchmark or above on the EOY Amplify mClass Math Assessment will increase from 72% to 92% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
67% MOY: 28%	72% BOY: 28% MOY: 60%	77%	82%	87%	92%

Early Childhood Math Progress Measure 4 – Prekindergarten

The percent of prekindergarten students that scored on grade level or above on the EOY CLI Engage Circle PM Math Assessment will increase from 98% to 100% by June 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
95% MOY: 35%	98% BOY: 56% MOY: 89%	99%	100%	100%	100%

2025-2026 Action Plan

Action Steps

- Provide TEKS training with a focus on student expectation verbs.
- Dedicate planning time with Curriculum Coordinators to ensure campus and district alignment.
- Provide questioning and vocabulary staff development utilizing Lead4ward resources.

College, Career, Military Readiness (CCMR)

College, Career, and Military Readiness Board Outcome Goals

The percent of CISD graduates that are college, career, and military ready will increase from 75% to 94% in 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
75% MOY: 60%	90% MOY: 53%	91%	92%	93%	94%

College, Career, and Military Readiness
Board Outcome Goals

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco Dis	EB
2025 Data										
2025	38.1%	44.4%	59%	*	*	*	87.7%	75.7%	66.1%	66.7%
House Bill 3 Goals										
2026	61% MOY: 40%	74% MOY: 53%	86% MOY: 57%	*	*	*	88% MOY: 56%	75% MOY: 56%	79% MOY: 58%	68% MOY: 48%
2027	64%	77%	89%	*	*	*	91%	77%	80%	70%
2028	67%	80%	92%	*	*	*	93%	79%	81%	72%
2029	70%	83%	95%	*	*	*	95%	81%	82%	74%
2030	73%	86%	98%	*	*	*	96%	83%	83%	76%

College, Career, and Military Readiness
Progress Measure 1

The percent of CISD graduates that are college ready
will increase from 53.2% to 62% in 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
53.2% MOY: 26%	56% MOY: 30%	58%	60%	61%	62%

College, Career, and Military Readiness
Progress Measure 2

The percent of CISD graduates that are career ready
will increase from 57.5% to 73% in 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
57.5% MOY: 38%	65% MOY: 32%	67%	69%	71%	73%

College, Career, and Military Readiness
Progress Measure 3

The percent of CISD graduates that are military ready
will increase from 1% to 3% in 2030

Yearly Target Goals

2025	2026	2027	2028	2029	2030
1% MOY: 0%	1.2% MOY: 0%	1.6%	2%	2.5%	3%

2025-2026 Action Plan

Action Steps

- Financial Math & College Prep courses are preparing students for success on the TSIA 2 exam.
- Provide TSIA 2 interventions to prepare seniors to successfully pass the exam.
- ACT preparation through in-school and after-school tutorials
- Track and ensure completion of CTE programs of study and industry-based certifications to increase student career readiness.

TAPR Glossary

Section 8

TAPR Glossary

- Each year, TEA prepares and publishes a TAPR Glossary.
- The 2024-2025 TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR.
- A Spanish version of the TAPR Glossary is available.

Link to TAPR Glossary – English
Link to TAPR Glosario – Spanish

The district's TAPR is posted on the Crosby ISD website.

Paper copies will also be available at the Operations Center and on each campus in the district.

For questions or more information, please contact:

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