2024-25 District Annual Report Public Hearing

Sheldon ISD

February 17, 2026

8 Sections to the 2024-25 District Annual Report

1. 2024-25 Texas Academic Performance Report (PDF TAPR)
   - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2023-24 Financial Actual Report)
   - ❑ For the District and each Campus in the District
3. District Accreditation Status (2023-24 School Year)
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
   - ❑ For each High School Campus in the District
7. Progress Toward Board-adopted HB 3 Goals
   - ❑ For the District and each Campus in the District
8. 2024-25 TAPR Glossary

The 2024-2025 District Annual Report will be posted on the district's website at:
https://www.sheldonisd.com/required-documentation

2024-25 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
  - PEIMS
  - Student Assessment Data
- 2024-25 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

2024-25 Texas Academic Performance Report (TAPR)

Cover Page

- 2025 Accountability Rating
  - A, B, C, D or F
  - Reported for the District and for each Campus
- 2025 Special Education Determination Status
  - Only reported on the District's TAPR
- 2025 Armed Services Vocational Aptitude Battery (ASVAB) Test
  - Only reported on the District's TAPR and only reported if the District did not offer the ASVAB Test or offered an ASVAB Alternative Test
- 2025 Distinction Designations
  - Reported for the District and for each Campus

Section 1

2024-25 Texas Academic Performance Report (TAPR)

- **STAAR Performance – reported for 2025 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** (3rd Graders through 8th 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)

Section 1

2024-25 Texas Academic Performance Report (TAPR)

- **School Progress – Reported for 2025 and 2024**
  - **Annual Growth**
    - Reported by Grade and Subject of assessment
      - RLA
      - Math
  - **Accelerated Learning (1416 Performance)**
    - Reported by Grade and Subject of assessment
      - RLA
      - Math
  - ***Academic Growth (Domain 2A in Accountability)* which is a combination of *Annual Growth* and *Accelerated Learning* is NOT reported**

Section 1

2024-25 Texas Academic Performance Report (TAPR)

- **Bilingual Education (BE) / English as a Second Language (ESL)**
  - Disaggregated data for various BE/ESL program instructional models and groups:

1. Total BE
2. BE Trans Early Exit
3. BE Trans Late Exit
4. BE Dual Two-Way
5. BE Dual One-Way
6. Alternative Language Program (ALP) Bilingual (Exception)
7. ALP ESL (Waiver)
8. Total ESL
9. ESL Content Based
10. ESL Pull-Out
11. EB/ESL with Parental Denial
12. Never Emergent Bilingual (EB)/English Learner (EL)
13. Total EB/EL
14. Monitored and Former EB/EL

  - **STAAR Performance – reported for 2025 and 2024**
    - All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)
  - **Annual Growth - reported for 2025 and 2024**
    - All Grades – Both Subjects, All Grades – RLA, All Grades – Math
  - **Accelerated Learning - reported for 2025 and 2024**
    - All Grades – Both Subjects, All Grades – RLA, All Grades – Math

Section 1

2024-25 Texas Academic Performance Report (TAPR)

- **STAAR Participation – reported for 2025 and 2024**
  - 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

Section 1

2024-25 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2023-24 and 2022-23***
  - 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 – 2023-24 Graduates***
  - Total Graduates
  - By Ethnicity
  - By Graduation Type
  - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

* *Attendance, Graduation and Dropout Data for 2024-25 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2023-24 and 2022-23.*

Section 1

2024-25 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) – 2023-24 and 2022-23 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 – 2023-24 and 2022-23 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 – 2023-24 and 2022-23 school years
  - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2022-23 and 2021-22 school years
  - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2022-23 and 2021-22 school years

* *CCMR data for 2024-25 graduates was not complete until January 2026 (as part of Fall 2025 PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2023-24 and 2022-23.*

Section 1

2024-25 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)

Section 2

PEIMS Financial Standard Reports (2023-24 Financial Actual Reports)

2023-24 Actual Financial Data (District)

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

2023-24 Actual Financial Data (Campus)

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

2023-24 is the most recent year for which these data are available.

Section 2

PEIMS Financial Standard Reports (2023-24 Financial Actual Reports)

Other links to access Financial Standard Reports:

TEA's PEIMS Financial Standard Reports Webpage

2023-24 PEIMS Financial Actual Reports for Districts

2023-24 PEIMS Financial Actual Reports for Campuses

2023-24 is the most recent year for which these data are available.

Section 3

District Accreditation Status (2023-24 School Year)

- Each year TEA assigns one of four accreditation statuses to each district in the state:
  1. *Accredited*
  2. *Accredited-Warned*
  3. *Accredited-Probation*
  4. *Not Accredited-Revoked*
- 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 assigned accreditation statuses for the 2023-24 school year on September 25, 2025
- The release of the 2023-24 accreditation statuses was delayed due to the litigation relating to the issuance of 2023 A-F Accountability ratings
- Districts can expect the 2024-25 accreditation statuses to be issued in the spring of 2026
- The 2024-25 District Annual Report must include the District's 2023-24 accreditation status

The District's 2023-24 Accreditation Status is:

Accredited

Section 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

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 (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 2024-25 school year is available for review at the district's central office and at each campus in the district

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**
- 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 the student in **Fall 2023**, **Spring 2024**, and **Summer 2024** are added together and averaged to determine the GPA

NOTE: ***The THECB released the most recent report in mid-January 2025. The report is posted at the THECB Website.***

Section 7

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
  - Literacy and Math - Grade 3
  - Early Childhood Literacy (K-2)
  - Early Childhood Math (K-2)
  - CCMR

Proficiency Plan

Sheldon ISD

Elementary Language Arts,

Elementary Math, and CCMR

February 2026

Proficiency Plan Background

State's Goal

June 2027

HB3 requires all districts to create and approve proficiency plans.



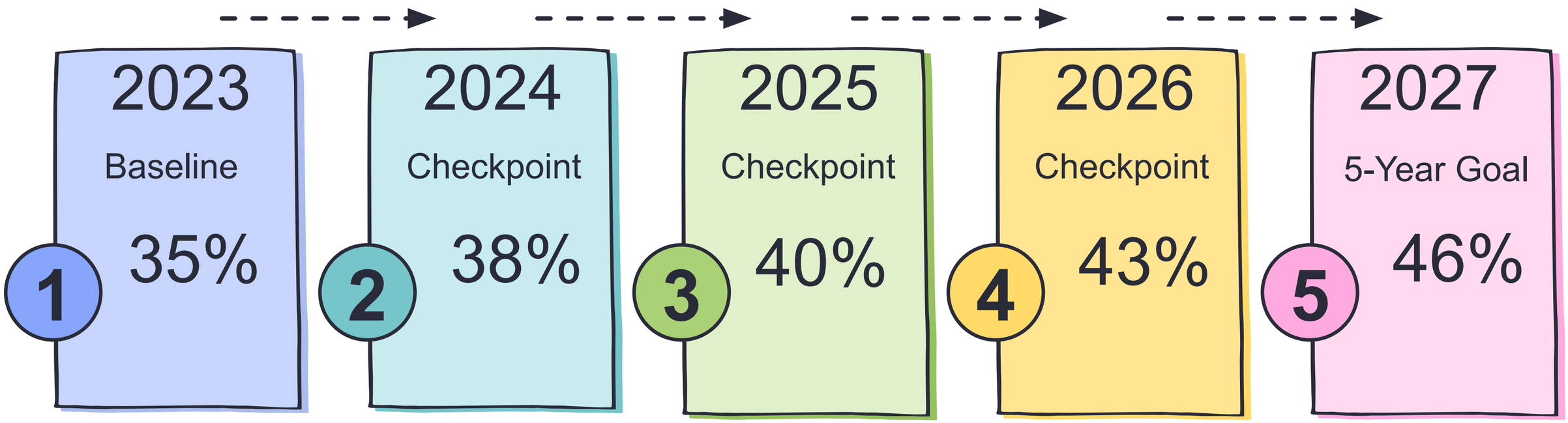
The state set the 5-year goal for student achievement.



Curriculum & Instruction Department set district goals based on the state goal and then created campus goals based on the district's goal.

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 35% to 46% by June 2027



Goals and Progress Measures for Early Literacy, Grades K-2

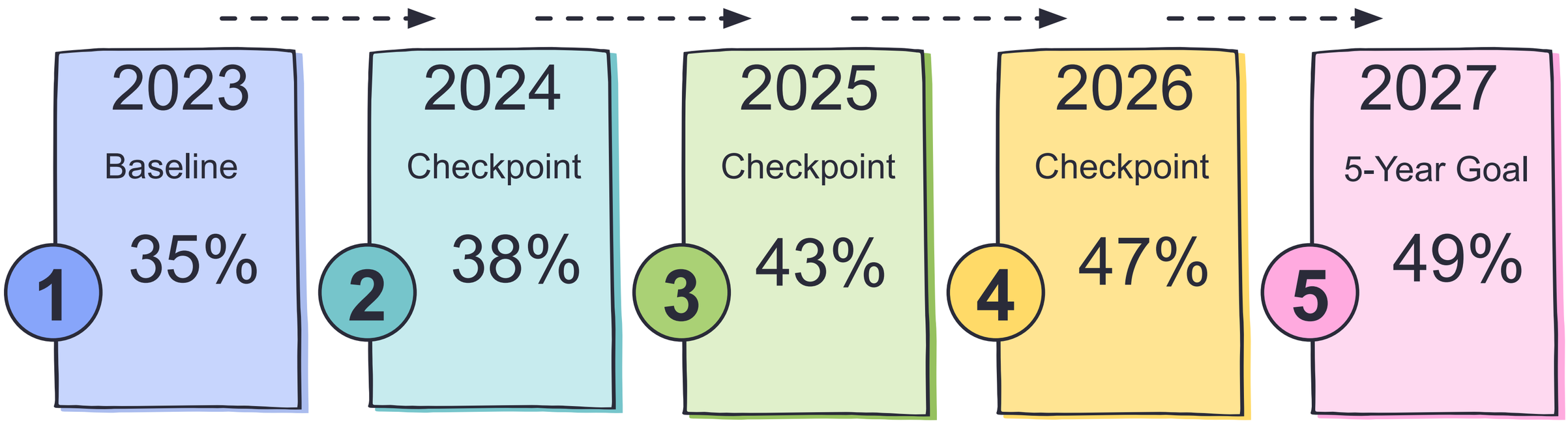
Grade	2023	2024 Target	2024 Actual	2025 Target	2025 Actual	2026	2027
K	53%	56%	53%	59%	77%	61%	63%
1	26%	31%	25%	36%	46%	41%	46%
2	35%	38%	39%	41%	47%	44%	46%
3	35%	38%	34%	40%	36%	43%	46%

2025-2026 Professional Learning and Support

- All K-5 grade teachers will complete The Science of Reading Academies over the next two years.
- Emphasis on phonological awareness and phonics professional development in PK - 2.
- Continue Phase 2 of Guided Reading instruction
- Quarterly Power Ups
- District support during PLC and Planning
- Literacy Now support at early childhood academies

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 35% to 49% by June 2027



Goals and Progress Measures for Early Childhood Math, Grades K-3

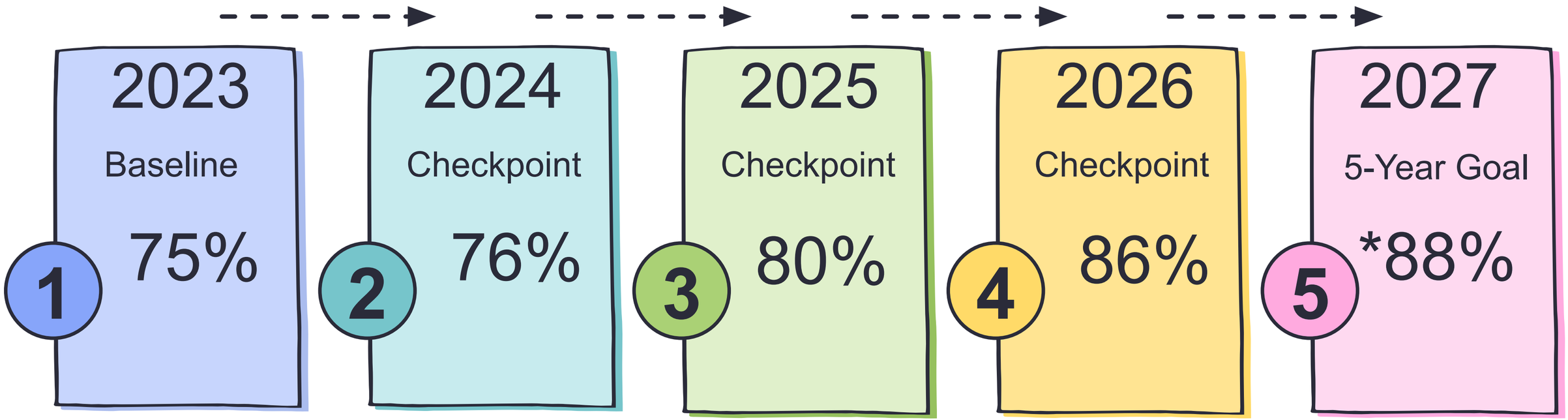
Grade	2023	2024 Target	2024 Actual	2025 Target	2025 Actual	2026	2027
K	42%	45%	48%	48%	59%	51%	54%
1	39%	42%	43%	45%	52%	48%	51%
2	41%	44%	42%	47%	52%	50%	53%
3	35%	39%	30%	43%	35%	47%	49%

2025-2026 Professional Learning and Support

- TEA Math Academies over the next three years.
- Implementing new math curriculum and guided math instruction
- Quarterly Power-Up Sessions throughout the school year

COLLEGE, CAREER, AND MILITARY READINESS BOARD OUTCOME GOAL

The percent of **graduates** that meet the criteria for CCMR will increase from 75% to 88% by August 2027.



*The five-year CCMR goal is set by the district.

Goals and Progress Measures for CCMR

	2023	2024 Target	2024 Actual	2025 Target	2025 Actual	2026	2027
Overall	75%	76%	79%	80%	75%	84%	88%
TSI	36%	40%	52%	53%	41%	56%	60%
Dual Credit	42%	43%	36%	45%	33%	47%	50%
Certifications	13%	14%	31%	33%	38%	36%	40%

2025-2026 Strategies and Support

- Targeted TSIA tutorials for students
- Increase advising and KHS opportunities for dual enrollment
- Increase opportunities for certifications aligned to Programs of Study

State's Goal

2027



Campus goals and progress can be found on the district website.

Section 8

TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *2024-25 TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is also available.

Resources and Availability of Annual Report

- The District's 2024-25 TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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