2024-2025 Annual Report Summary
Aledo Independent School District

Public Hearing February 16, 2026

Department of Assessment and Accountability

Texas Academic Performance Report (TAPR)

8 Required Sections to the 2024-2025 District Annual Report

1. 2024-25 Texas Academic Performance Report (PDF TAPR)
2. PEIMS Financial Standard Report (2023-24 Financial Actual Report)
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
7. Progress Toward Board-adopted HB 3 Goals
8. 2024-25 TAPR Glossary

Texas Academic Performance Report (TAPR)

2025 District Accountability Rating: A

2025 Campus Accountability Rating:

Aledo High School	A
Daniel Ninth Grade	A
Aledo Middle School	B
McAnally Middle School	A
Annetta Elementary	B
Coder Elementary	A
McCall Elementary	A
McKinney Elementary	A
Stuard Elementary	A
Vandagriff Elementary	A
Walsh Elementary	A

2025 Special Education Determination Status (District Only):
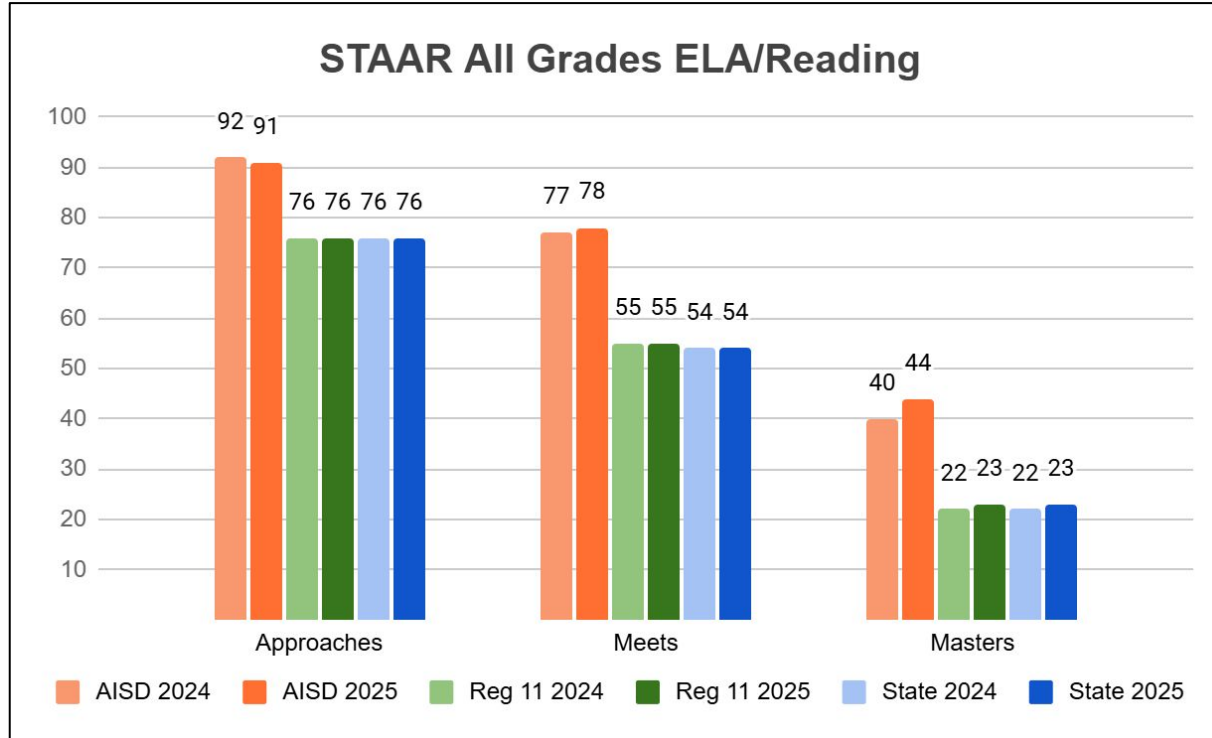*Meets Requirements*

Texas Academic Performance Report (TAPR)

2025 Distinction Designations:

Aledo High School: Closing the Gaps

Daniel Ninth Grade: Social Studies

McAnally Middle School: Closing the Gaps

Annetta Elementary: Science

Coder Elementary: Reading Language Arts; Science; Academic Growth; Closing the Gaps; Postsecondary Readiness

McCall Elementary: Science; Academic Growth; Closing the Gaps; Postsecondary Readiness

McKinney Elementary: Science

Stuard Elementary: Science; Academic Growth; Closing the Gaps

Vandagriff Elementary: Mathematics; Science; Postsecondary Readiness

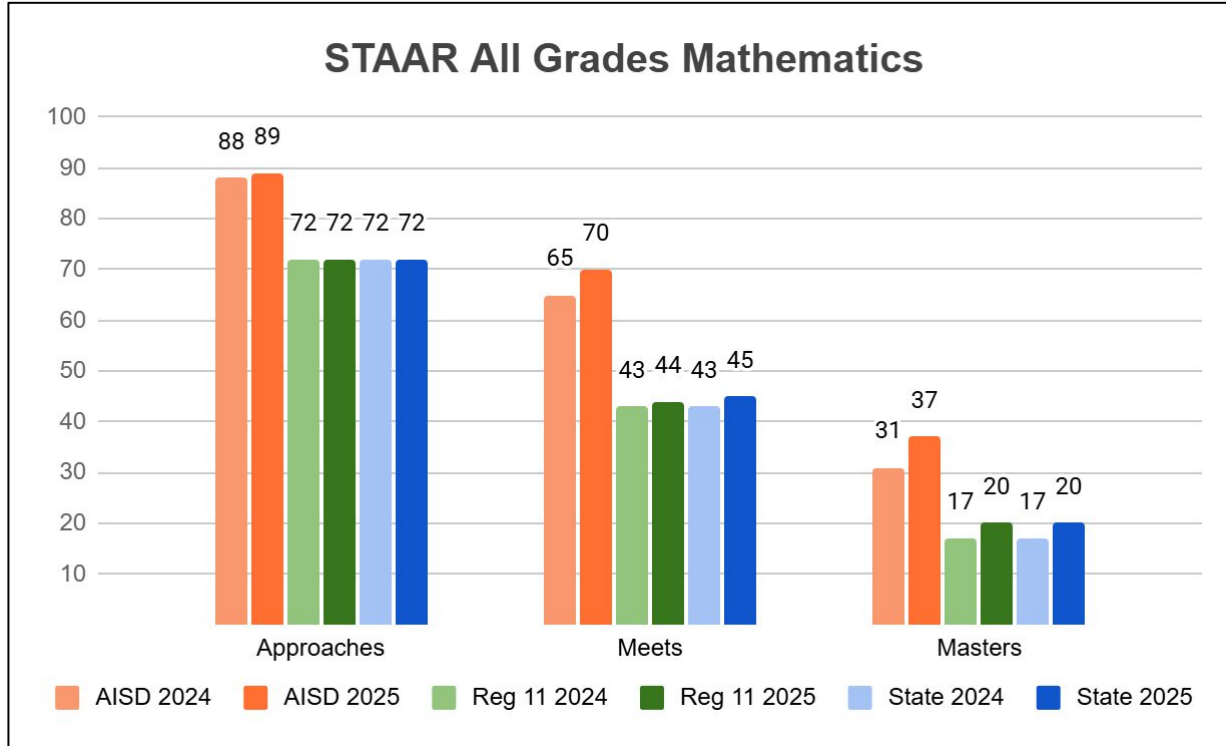**Walsh Elementary:** Reading Language Arts; Closing the Gaps; Postsecondary Readiness

Texas Academic Performance Report (TAPR)

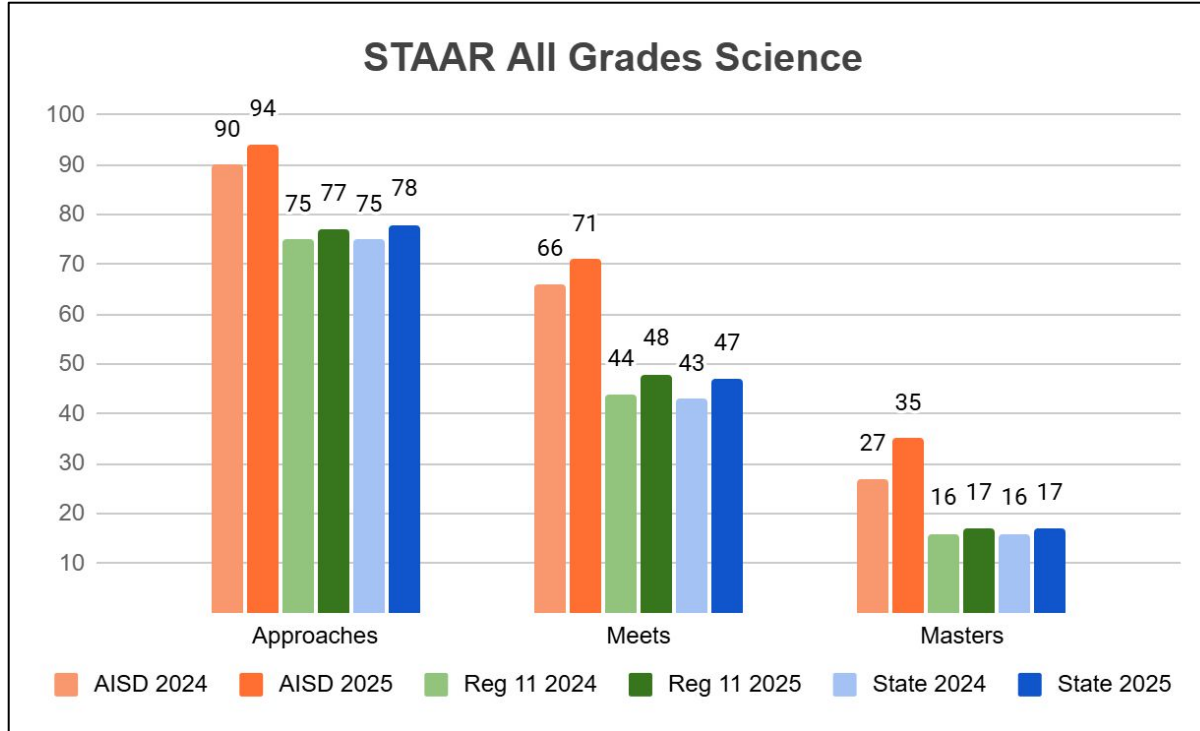STAAR All Grades ELA/Reading

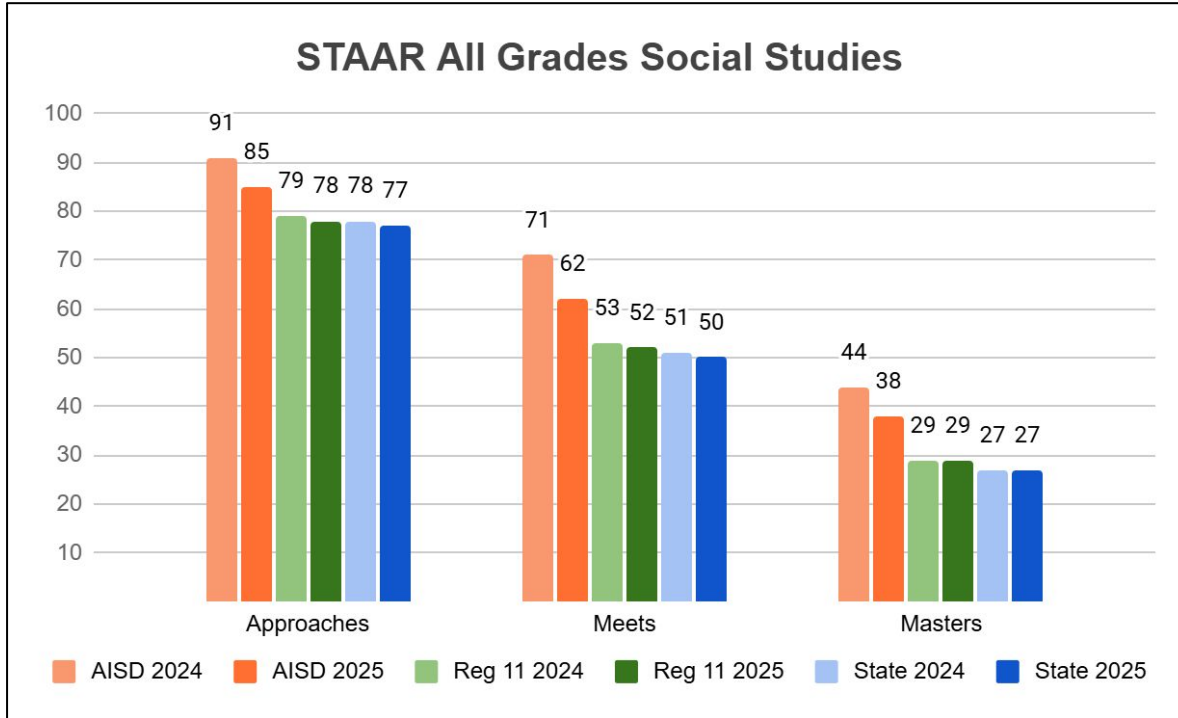# Texas Academic Performance Report (TAPR)

STAAR All Grades Mathematics

Texas Academic Performance Report (TAPR)

STAAR All Grades Science

Texas Academic Performance Report (TAPR)

STAAR All Grades Social Studies

Texas Academic Performance Report (TAPR)

Attendance			
Year	**District**	**Region 11**	**State**
2023-24	**95.5%**	**94.1%**	**93.6%**
2022-23	**95.3%**	**93.9%**	**93.3%**

Drop-Out Rate (9-12)			
Year	**District**	**Region 11**	**State**
2023-24	**0.1%**	**1.6%**	**1.9%**
2022-23	**0.3%**	**1.8%**	**2.0%**

Graduation			
Class of	**District**	**Region 11**	**State**
2024	**97.2%**	**90.5%**	**90.7%**
2023	**98.1%**	**89.9%**	**90.3%**

CCMR			
Class of	**District**	**Region 11**	**State**
2024	**87.6%**	**79.8%**	**81.8%**
2023	**81.6%**	**73.7%**	**76.3%**

Texas Academic Performance Report (TAPR)

SAT/ACT (Tested)			
Class of	District	Region 11	State
2024	97.4%	78.4%	79.1%
2023	97.4%	80.5%	79.3%

SAT/ACT (At/Above Criterion)			
Class of	District	Region 11	State
2024	49.9%	31.8%	28.8%
2023	48.7%	31.4%	28.9%

AP/IB Results (Examinees >= Criterion)				
Year	**Subjects**	**District**	**Region 11**	**State**
2023-24	**All Subjects**	**74.9%**	**63.0%**	**56.9%**
2022-23		**74.5%**	**57.4%**	**53.3%**
2023-24	**ELA**	**82.3%**	**58.0%**	**48.8%**
2022-23		**81.1%**	**61.0%**	**52.3%**
2023-24	**Math**	**65.9%**	**61.8%**	**53.4%**
2022-23		**83.5%**	**54.2%**	**50.8%**
2023-24	**Science**	**63.1%**	**50.4%**	**46.1%**
2022-23		**55.1%**	**49.2%**	**44.8%**
2023-24	**Social Studies**	**72.8%**	**66.2%**	**56.8%**
2022-23		**50.7%**	**48.7%**	**42.0%**

Advanced Course/Dual Enrollment Completion (9-12)				
Year	Subjects	District	Region 11	State
2023-24	Any Subject	65.4%	43.4%	45.7%
2022-23		62.3%	42.0%	45.4%
2023-24	ELA	15.1%	15.7%	17.8%
2022-23		19.4%	14.9%	17.4%
2023-24	Math	18.5%	17.5%	19.4%
2022-23		19.1%	17.3%	19.5%
2023-24	Science	31.7%	21.0%	21.9%
2022-23		31.8%	20.6%	21.5%
2023-24	Social Studies	51.8%	24.4%	24.5%
2022-23		46.8%	23.6%	24.0%

PEIMS Financial Standards 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

The 2023-2024 Financial Actual Report can be accessed using the link below and is also posted on the AISD Assessment and Accountability Department webpage.

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=sfadhoc.actual_report_2024.sas&_service=appserv&_debug=0&who_box=184907

2023-2024 District Accreditation Status

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
  - *Accredited*
  - *Accredited-Warned*
  - *Accredited-Probation*
  - *Not Accredited-Revoked*

> The District's 2023-24 Accreditation Status is:
> ***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 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

District & Campus Performance Objectives

- Campus Improvement Plans (CIP)

    - 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 (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

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 on the district's Assessment and Accountability Department webpage.

- 2024-2025 AISD Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents

Bullying Prevention
> Counselor guidance lessons on topics of bullying definition, mechanisms for reporting, resiliency, responsible behavior; school-wide character program, the Positivity Project; teacher training on bullying definition and mechanisms for reporting

Human Trafficking
> Training for all staff; Play It Safe Programs for middle students; Counselor-created opt in lesson provided to 9-12th grade students

Child Abuse Awareness
> Annual training for all staff; *Play It Safe* or *P.S. It's My Body* programs; *Play It Safe* or *P.S. It's My Body* Preview opportunity for parents at individual campuses: Counselor-created opt in lesson provided to 9-12th grade students

Police
> Licensed Peace Officers; presence at each campus every day, including at arrival and dismissal times

Drug Awareness Prevention
> *C*ounselor guidance lessons on topics including responsible behavior, interpersonal effectiveness, self-confidence, resiliency, communication skills; drug awareness program for parents
> Vaping Intervention Plan-consistent consequences with educational component
> STANFORD MEDICINE Tobacco Prevention Toolkit

Reporting Mechanisms for students, parents, staff
> Online or paper Bullying Report
> Bearcat Watch Tip Line
> Crime Stoppers (7-12)

Threat Assessment Protocols
> District-wide threat assessment team to evaluate and monitor threats of violence made by students

Suicide Prevention
> Lifelines Suicide prevention curriculum presented to 6th grade students and SOS: Signs of Suicide prevention curriculum and screener delivered to all 7th & 8th grade students annually; Counselor-created opt in lesson provided to 9-12th grade students

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)

2022-23 High School Graduates' Enrollment and Academic Performance in Texas Public (or Independent) Higher Education in FY 2024							
Postsecondary Institution	**Total Graduates**	**<2.0**	**2.0-2.49**	**2.5-2.99**	**3.0-3.49**	**>3.5**	**Unknown**
Four-Year Public University	145	11	7	19	32	76	0
Two-Year Public College	118	34	11	14	29	27	3

NOTE: The THECB anticipates releasing an updated report for 2023-24 High School Graduates at a later time spring 2026.
That report, when available, will be posted on the THECB website using the link below.
http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB650050560100A9

HB 3 AISD Reading Goal

Aledo ISD Created This Goal Based on 2019 STAAR Data

The percent of 3rd grade students that score <u>meets grade level or above</u> on STAAR Reading will increase from 65% to 70%.

*AISD chose to set goals based on meets and masters performance rather than on passing.

Old STAAR Test Design		
2019	65%	Baseline data for original goal the district set
2020	No Data	No STAAR testing per TEA due to COVID
2021	62%	Post-COVID data
2022	80%	Increased 18% post-COVID
New STAAR Test Redesign		
2023	75%	New baseline data with STAAR redesigned test
2024	75%	Maintained 75% STAAR redesigned test
2025	78%	Increased 3%

HB 3 AISD Math Goal

Aledo ISD Created This Goal Based on 2019 STAAR Data

The percent of 3rd grade students that score <u>meets grade level or above</u> on STAAR Math will increase from 71% to 76%.
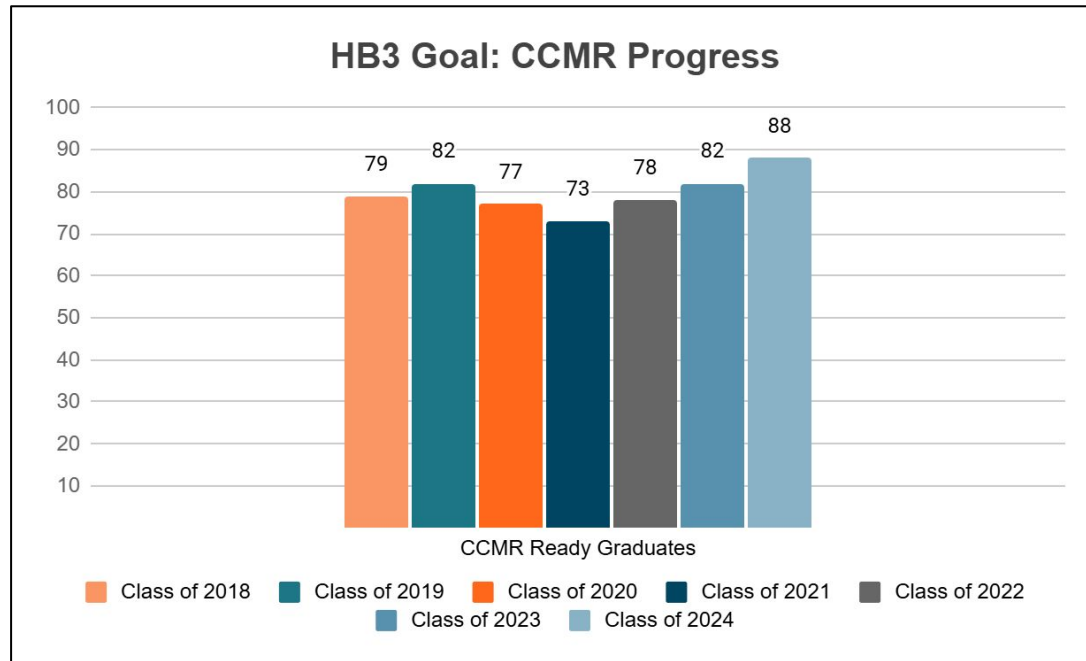
*AISD chose to set goals based on meets and masters performance rather than on passing.

Old STAAR Test Design		
2019	71%	Baseline data for original goal the district set
2020	No Data	No STAAR testing per TEA due to COVID
2021	55%	Post-COVID data
2022	70%	Increased 15% post-COVID
New STAAR Test Redesign		
2023	65%	New baseline data with STAAR redesigned test
2024	68%	Increased 3% on STAAR redesigned test
2025	73%	Increased 5%

Progress Toward HB 3 Goals

The percentage of graduates that meet the criteria for CCMR will increase from 79% to 84%.

HB3 Goal: CCMR Progress

CCMR Ready Graduates

- Class of 2018: 79
- Class of 2019: 82
- Class of 2020: 77
- Class of 2021: 73
- Class of 2022: 78
- Class of 2023: 82
- Class of 2024: 88

TAPR Glossary

➤ 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

➤ The TAPR Glossary is posted on the district website under the Assessment and Accountability Department

2024-2025 TAPR Glossary (English)
2024-2025 TAPR Glossary (Spanish)

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention Needs
Substantial Intervention

2025 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. *(Data source: PEIMS ArmedServicesVocAptBattery E1625)*

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/2025/masking.html.