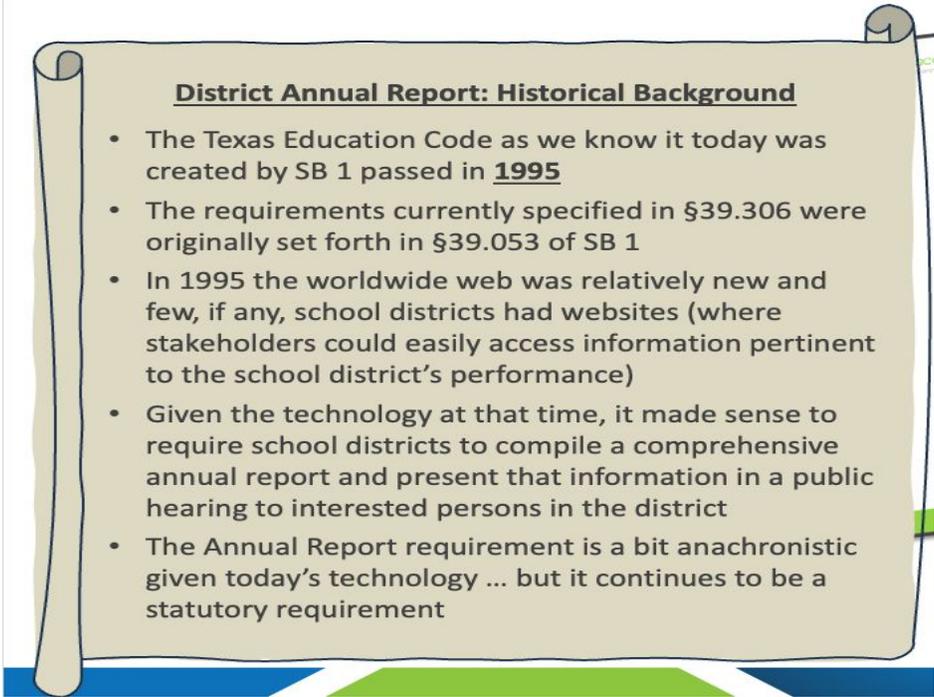


2024-25 District Annual Report Public Hearing

Uvalde CISD
February 23, 2026

Purpose/Origin of the District Annual Report



District Annual Report: Historical Background

- The Texas Education Code as we know it today was created by SB 1 passed in 1995
- The requirements currently specified in §39.306 were originally set forth in §39.053 of SB 1
- In 1995 the worldwide web was relatively new and few, if any, school districts had websites (where stakeholders could easily access information pertinent to the school district’s performance)
- Given the technology at that time, it made sense to require school districts to compile a comprehensive annual report and present that information in a public hearing to interested persons in the district
- The Annual Report requirement is a bit anachronistic given today’s technology ... but it continues to be a statutory requirement

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 2024-25 District Annual Report is posted on the district's website at:

<https://www.ucisd.net/about-ucisd/required-postings>

Section 1

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

Section 1

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)
 -

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

2024-25 Texas Academic Performance Report (TAPR)

- [24-25 UCISD TAPR](#)
- [24-25 Dalton TAPR](#)
- [24-25 Uvalde Elementary at Flores TAPR](#)
- [24-25 Morales Junior High TAPR](#)
- [24-25 Uvalde High School TAPR](#)
- [24-25 Batesville School TAPR](#)
- [24-25 Uvalde Dual Language Academy TAPR](#)
- [24-25 Crossroads Academy TAPR](#)

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)

- [23-24 District Financial Actual Report](#)
- [23-24 Dalton Actual Financial Report](#)
- [23-24 Uvalde Elementary at Flores Actual Financial Report](#)
- [23-24 Morales Junior High Actual Financial Report](#)
- [23-24 Uvalde High School Actual Financial Report](#)
- [23-24 Batesville School Actual Financial Report](#)
- [23-24 Uvalde Dual Language Academy Actual Financial Report](#)
- [23-24 Crossroads Academy Actual Financial Report](#)

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*

The District's 2023-24 Accreditation Status is:
ACCREDITED
[**\(Link to TEA Website\)**](#)

- 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

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 4

Campus Performance Objectives

- [24-25 District Improvement Plan](#)
- [24-25 C&I Improvement Plan](#)
- [24-25 B&O Improvement Plan](#)
- [24-25 Dalton Campus Improvement Plan](#)
- [24-25 Uvalde Elementary at Flores Campus Improvement Plan](#)
- [24-25 Morales Junior High Campus Improvement Plan](#)
- [24-25 Uvalde High School Campus Improvement Plan](#)
- [24-25 Batesville School Campus Improvement Plan](#)
- [24-25 Uvalde Dual Language Academy Campus Improvement Plan](#)
- [24-25 Crossroads Academy Campus Improvement Plan](#)

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)** [Link - Uvalde EI @ Flores Data](#)
 - **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students** [Link - UCISD Bullying Prevention](#)
 - **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 - [Link](#)**
 - 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: *As of 02/05/26, the THECB has not yet released an updated report for 2023-24 High School Graduates. That report, when available, will be posted at: [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 UCISD HB 3 Goals are embedded in the District and Campus Improvement Plans. The progress is noted in each section of the plan. The plans are linked in **Section 4** of this presentation.

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 linked as well.

Resources and Availability of Annual Report

- The District's 2024-25 TAPR is posted on the district's website.
- 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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