2023-2024
TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Board Presentation

January 2025

Section 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

Section 1
   2023-24 Texas Academic Performance Report (TAPR)

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   ❑ **2022-2023 and 2023-2024 Accountability Rating**
- *A, B, C or Not Rated: Senate Bill 1365*
- Reported for the District and for each Campus
- ***Delayed***

   ❑ **2022-2023 and 2023-2024 Distinction Designations**
- Reported for the District and for each Campus
- ***Delayed***

      23-24 Accreditation Status- Delayed
      22-23 Accreditation Status- Accredited

      22-23 FIRST Rating- Superior Achievement

CONSIDERATIONS

22-23

- STAAR Redesign- New item type implementation and scoring system
- Writing assessed in Grades 3-10; During the previous year, writing was assessed in high school only.
- Resulted in a 100% increase in tested TEKS for Grades 3-8 Reading
- Human scoring of student constructed responses for Science, Social Studies, and ELA.

23-24

- Hybrid scoring of student constructed responses for Science, Social Studies, and ELA.
- TEA alignment of dyslexia with federal guidance and increasing SPED numbers (Domain 3)

3rd-5th RLA

3rd-5th Reading	Approaches	Meets	Masters
23-24 District	71%	39%	15%
23-24 Region	78%	53%	26%
23-24 State	78%	51%	25%
22-23 District	71%	43%	17%
22-23 Region	78%	52%	24%
22-23 State	78%	49%	24%

3ʳᵈ-5ᵗʰ Math

3rd-5th Math	Approaches	Meets	Masters
23-24 District	62%	34%	10%
23-24 Region	73%	48%	20%
23-24 State	72%	46%	20%
22-23 District	68%	39%	14%
22-23 Region	74%	42%	22%
22-23 State	75%	48%	21%

5th Science

Science	Approaches	Meets	Masters
23-24 District	63%	34%	12%
23-24 Region	59%	29%	12%
23-24 State	58%	28%	11%
22-23 District	64%	35%	13%
22-23 Region	64%	35%	15%
22-23 State	65%	36%	16%

3rd-5th Overall

3rd-5th All Assessments	Approaches	Meets	Masters
23-24 District	66%	37%	13%
23-24 Region	69%	42%	19%
23-24 State	70%	43%	19%
22-23 District	66%	39%	16%
22-23 Region	72%	43%	20%
22-23 State	73%	44%	19%

6th-8th RLA

6th-8th Reading	Approaches	Meets	Masters
23-24 District	68%	43%	12%
23-24 Region	77%	57%	30%
23-24 State	77%	56%	28%
22-23 District	73%	45%	14%
22-23 Region	79%	56%	30%
22-23 State	79%	55%	26%

6th-8th Math

6th-8th Math	Approaches	Meets	Masters
23-24 District	62%	36%	11%
23-24 Region	68%	40%	15%
23-24 State	67%	39%	14%
22-23 District	70%	41%	13%
22-23 Region	71%	41%	16%
22-23 State	71%	41%	15%

8th Science

8th Science	Approaches	Meets	Masters
23-24 District	59%	31%	9%
23-24 Region	71%	46%	19%
23-24 State	70%	44%	17%
22-23 District	66%	35%	10%
22-23 Region	75%	49%	19%
22-23 State	74%	44%	17%

8th Social Studies

8th Social Studies	Approaches	Meets	Masters
23-24 District	42%	14%	5%
23-24 Region	61%	34%	18%
23-24 State	60%	33%	17%
22-23 District	47%	18%	8%
22-23 Region	62%	34%	18%
22-23 State	62%	33%	16%

6th-8th Overall

6th-8th All Assessments	Approaches	Meets	Masters
23-24 District	58%	31%	9%
23-24 Region	69%	44%	21%
23-24 State	69%	43%	17%
22-23 District	64%	35%	14%
22-23 Region	72%	45%	21%
22-23 State	72%	43%	19%

End of Course

ENG I	Approaches	Meets	Masters
23-24 District	64%	43%	10%
23-24 Region	70%	51%	17%
23-24 State	70%	52%	16%
22-23 District	68%	44%	9%
22-23 State	71%	51%	14%
22-23 Region	72%	52%	13%

End of Course

ENG II	Approaches	Meets	Masters
23-24 District	70%	51%	5%
23-24 Region	75%	58%	9%
23-24 State	75%	58%	9%
22-23 District	69%	47%	5%
22-23 Region	73%	53%	9%
22-23 State	74%	54%	9%

End of Course

ALG I	Approaches	Meets	Masters
23-24 District	79%	40%	22%
23-24 Region	81%	46%	27%
23-24 State	81%	43%	24%
22-23 District	82%	46%	24%
22-23 Region	79%	46%	26%
22-23 State	79%	43%	23%

End of Course

US History	Approaches	Meets	Masters
23-24 District	94%	65%	35%
23-24 Region	96%	70%	39%
23-24 State	96%	69%	37%
22-23 District	93%	67%	35%
22-23 Region	94%	71%	41%
22-23 State	94%	70%	38%

End of Course

Biology	Approaches	Meets	Masters
23-24 District	89%	50%	15%
23-24 Region	91%	58%	22%
23-24 State	91%	56%	19%
22-23 District	88%	54%	17%
22-23 Region	87%	56%	23%
22-23 State	88%	56%	21%

EOC Overall

EOC All Assessments	Approaches	Meets	Masters
23-24 District	77%	50%	17%
23-24 Region	83%	57%	23%
23-24 State	83%	56%	21%
22-23 District	80%	51%	18%
22-23 Region	81%	55%	23%
22-23 State	81%	55%	21%

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CCMR	
22-23 District	89.8%
22-23 Region	73.9%
22-23 State	76.3%
21-22 District	84.6%
21-22 Region	66.7%
21-22 State	70.0%

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College Ready Graduates

22-23 District	71.1%
22-23 Region	57.3%
22-23 State	57.8%

2023-24 Texas Academic Performance Report (TAPR)

Other Post Secondary Readiness Indicators

22-23	Dual credit course completion in any subject	TSI Criteria in both Subjects	Associate Degrees
District	36.7%	52.3%	5.4%
Region	21.5%	48.4%	2.7%
State	23.6%	48.4%	2.5%

2023-24 Texas Academic Performance Report (TAPR)

Attendance, Graduation, and Dropout rates

22-23	Attendance	Graduation Rate	Drop out rate
District	93.2%	94.9%	0.8%
Region	93.3%	89.6%	2.1%
State	93.3%	90.3%	2.0%

TAPR Glossary

- [TAPR glossary.pdf](TAPR%20glossary.pdf)

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.

Other data found in the TAPR that departments are required to present annually:

- PEIMS Financial Standards Report- Presented by Brigitte Clark during the **December 6 2024 Board meeting**

- Special Education Determination update will be provided by Special Ed department in an upcoming Superintendent's report on February 17, 2025

- Staffing Updates will be provided by Human Resources on February 17, 2025 in the form of a Superintendent's report.

Questions

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