

ANNUAL PERFORMANCE REPORT

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March 12, 2026

Snyder ISD School Board Meeting



SNYDER
INDEPENDENT SCHOOL DISTRICT

What is TAPR?

Understanding the public hearing process

- Texas Academic Performance Report (TAPR) is an annual report from the Texas Education Agency (TEA).
- Provides comprehensive data on student achievement, academic growth, college/career readiness, and district operations.
- Purpose of Public Hearing:
 - Ensure transparency and accountability.
 - Review district performance and identify areas for improvement.
 - Guide strategic planning and resource allocation.



District Profile

Commitment to Student Diversity and Growth

Snyder Independent School District proudly serves a diverse student population. Our focus on improving Tier 1 instruction reflects our commitment to continuous improvement aligned with our strategic plan to emphasize equity, rigor and engagement.

- Enrollment: 2,308 Students
 - Hispanic: 62.7%
 - White: 31.5%
 - African American: 1.9%
 - Two or More Races: 2.4%
- Economically Disadvantaged: 70.2%
- Emergent Bilingual (EB/EL): 14%
- Special Education: 14.2%



Performance Highlights

Positive Trends from 2024-2025:

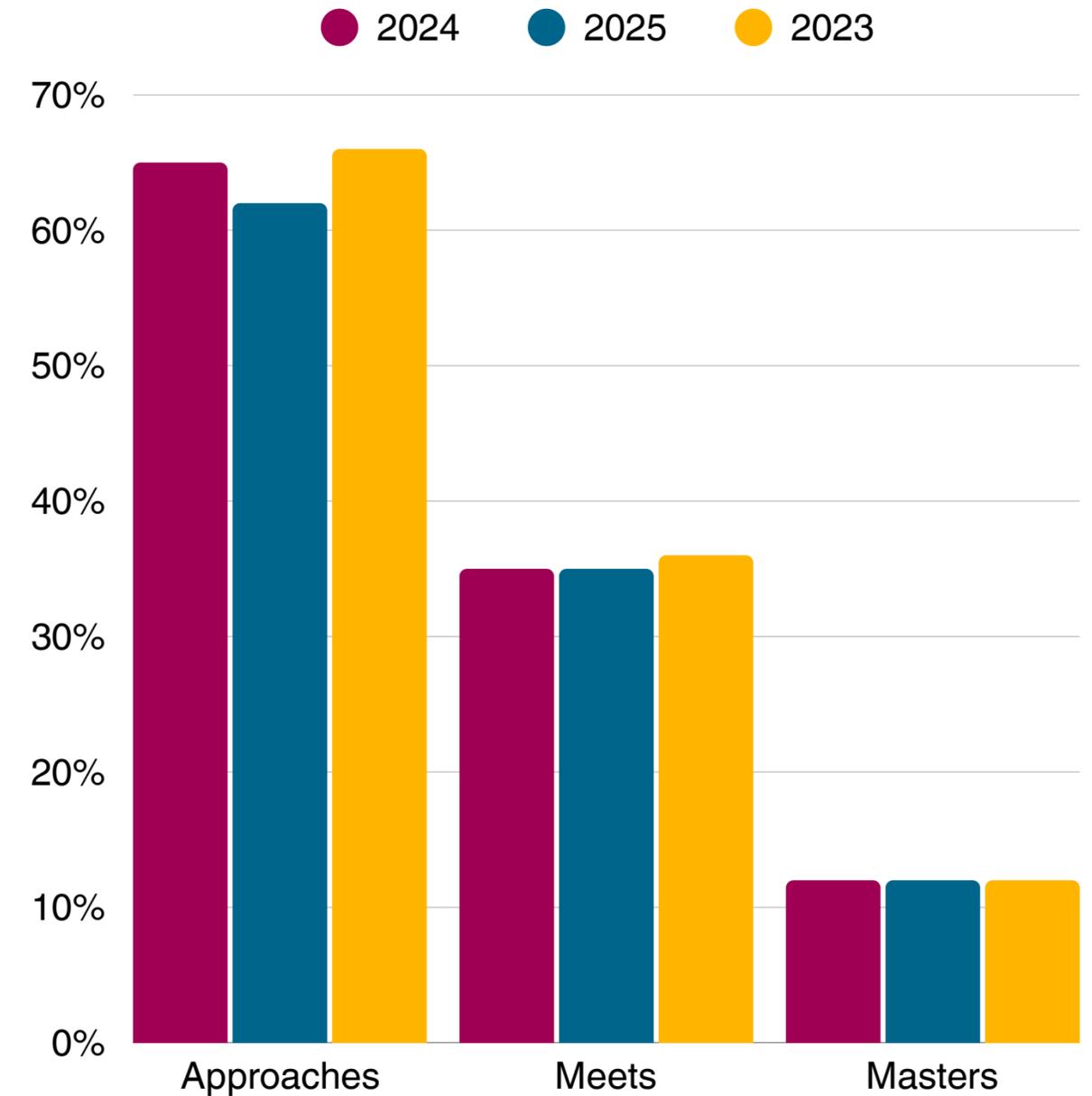
- Overall Performance Stability - Despite accountability challenges, the district avoided regression at higher performance levels - an important foundation for growth
- Strong High School Outcomes - US History, Biology, and Algebra I are demonstrating solid content mastery and growth.
- Early Academic Foundations are Strengthening - 3rd grade RLA and Math along with 5th grade Science grew in Meets and Masters
- 65% of ALL students met growth expectations
- Most notable growth:
 - 5th grade Reading Math
 - Algebra I
 - 8th grade Reading
- Targeted supports are showing impact in specific student groups
- Science is a strength across grade bands



Academic Growth

Trends in Student Performance

- District-wide Growth Stabilization
 - (All Grades - All Subjects)
- Growth metrics are stable or slightly improving districtwide
- Student growth percentages (Annual Growth) remain stable across three year



CCMR Highlights

Overview of College, Career, and Military Readiness

The Snyder Independent School District is dedicated to enhancing student readiness through robust programs and resources that prepare students for college, career, and military opportunities, fostering lifelong success.

Highlights: (2021-2022 compared to 2023-2024)*

- Attendance rate for the district has improved from 90.8% to 93.6%
- Dropout rate has improved from 1% to 0.5%
- At-Risk graduates have improved from 44.6% to 66.7%
- CTE Completers have improved from 31% to 71.5%
- Dual Credit Credits in Any Subject has increased from 32.6% to 47.3%
- TSIA Ready improvement
 - Reading 40.6% to 54.5%
 - Math 31% to 64.2%
 - Both Subjects 26.2% to 47.3%



*Note: CCMR data is mostly 2 years ago. Data on the 2024-2025 report refers to the students who graduated during the 2023-2024 school year.

Student and Staff Information

Key Metrics for Academic Success

District Breakdown for the 2024-2025 School Year:

Students

- 2,308 Total Students
- 70.2% Economically Disadvantaged
- 14.1% EB Students/EL
- 48.4% At-Risk
- 16.9% Bilingual/ESL Education
- 83.6% Career and Technical Education (9-12 grade)
- 6.1% Gifted & Talented
- 14.2% Special Education
 - 45.9% Students with Intellectual Disabilities
 - 26.6% Students with Physical Disabilities
 - 17.4% Students with Behavioral Disabilities

Staff

- 331.3 Total Staff
- 158.1 Teachers
- 20 Professional Staff
- 55.3 Educational Aides
- 0% - Beginning Year Teachers
- 46.8% - 1-5 Years Experience
- 18.3% - 6-10 Years Experience
- 17.0% - 11-20 Years Experience
- 11.8% - 21-30 Years Experience
- 6.2% - Over 30 Years Experience
- 14.6 - Number of Students per Teacher
- SISD went from 22 to 30 TIA teachers in the 2024-2025 School Year!
 - 5 Recognized
 - 14 Exemplary
 - 11 Master



Accountability Rating

Summary of Performance Metrics

Snyder ISD received an overall accountability rating of a D

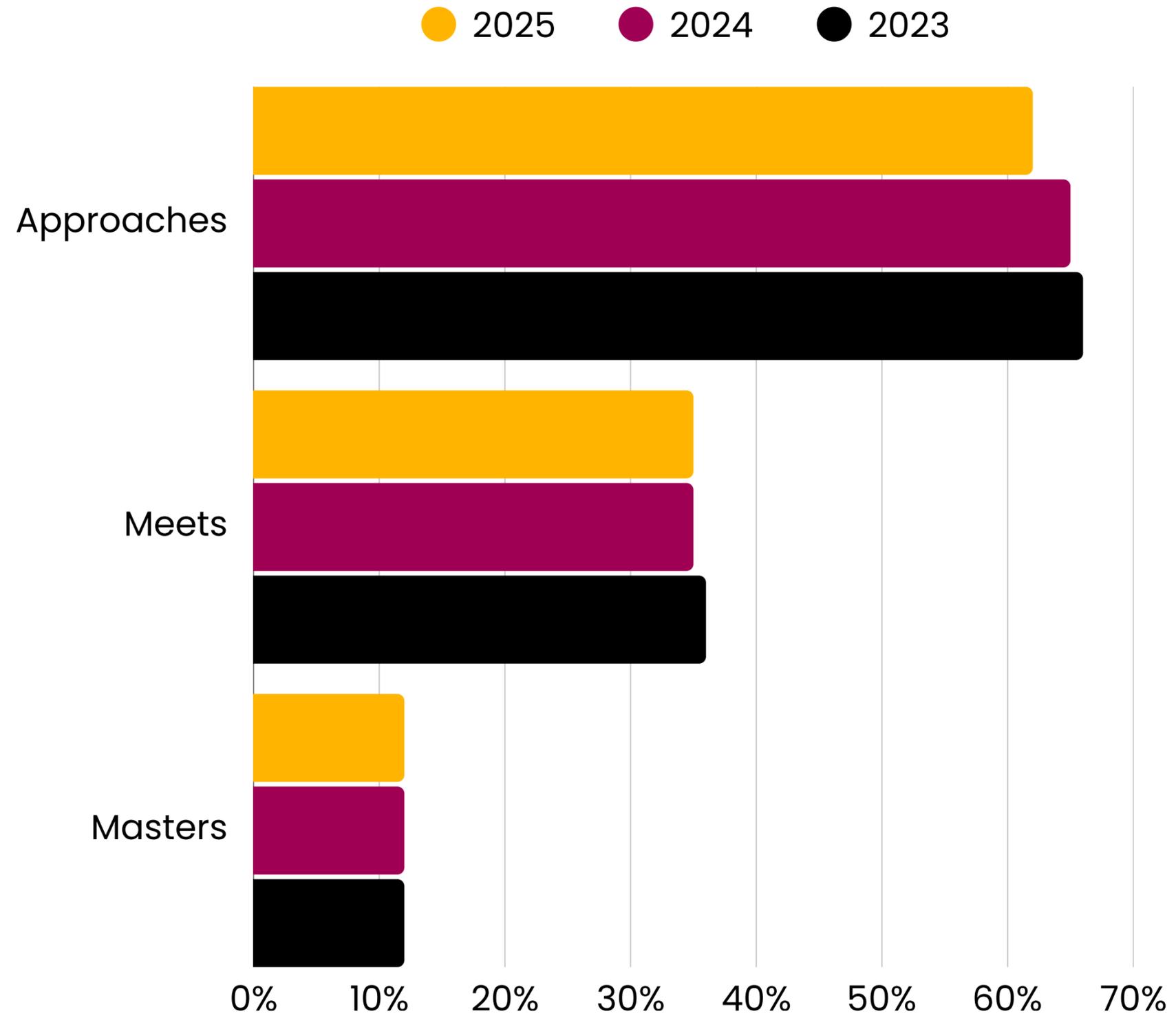
2025 Special Education Determination Status: Needs Improvement

Focused improvement identified in Junior High and Special Education

Continue commitment to targeted instructional improvement, strengthening student growth across all grade levels, and leveraging identified areas of strength to accelerate overall academic performance.



All Grades-All Subjects -3 Year Comparison



All Grades RLA	Approaches	Meets	Masters
2025	60	35	10
2024	66	37	10
2023	67	36	9

All Grades Math	Approaches	Meets	Masters
2025	65	37	15
2024	67	38	13
2023	65	35	12

All Grades Science	Approaches	Meets	Masters
2025	70	38	12
2024	71	37	11
2023	66	34	11

All Grades Social St.	Approaches	Meets	Masters
2025	67	44	23
2024	63	42	23
2023	65	44	26



Special Education Determination

2025 Special Education Determination Status: Needs Improvement

Why?

- Special Education STAAR 3-8 Passing Rate (want to be level 0)
 - Math - Level 2
 - RLA - Level 2
 - Science - Level 2
 - Social Studies - Level 3
- Special Education EOC Pass Rate
 - Algebra I - 3
 - Biology - 3
 - US History - 1
 - English - 4
- Disciplinary Removal Rate
 - Level 3



Special Education Determination

SISD Plan

SISD has been working on improving the Special Education department. First a committee was formed comprised of Special Education staff, general education teachers, and principals. The committee reviewed the data and set the first priority:

Priority Area #1:

- *Students who receive special education services in grades 3–8 are not performing at the same level as their peers at the state level in Social Studies.*

Goal:

- Increase the percentage of special education students approaching grade level on STAAR Social Studies by 10% by May 2027.

Plan:

- Targeted training and professional development for staff to improve student outcomes.



Special Education Determination

SISD Plan

SISD has been working on improving the Special Education department. First a committee was formed comprised of Special Education staff, general education teachers, and principals. The committee reviewed the data and set the first priority:

Priority Area #2:

- *Students who receive special education services in grades 9-12 are not performing at the same level as their peers at the state level in EOC ELA I & II.*

Goal:

- Increase the percentage of special education students approaching grade level on EOC Eng I & II by 10% by May 2027.

Plan:

- Targeted training and professional development for staff to improve student outcomes.



Key Board Take-Aways

- Overall Accountability Rating: D
 - The district did not meet state accountability standards and must prioritize focused academic improvement efforts.
- Student Growth Remains a Lever for Improvement
 - Growth measures remain relatively stable, indicating instructional systems are producing progress for many students — providing a strong foundation for acceleration.
- Exceptional Graduation & CCMR Outcomes
 - Graduation rates near 99% and over 90% of graduates meeting College, Career, or Military Readiness indicators demonstrate strong postsecondary preparation.
- Special Education Outcomes Require Immediate Attention
 - The district received a “Needs Intervention” determination for Special Education, which contributed to overall accountability concerns.



Strategic Response

Enhancing Instructional Effectiveness and Engagement

Our strategic response focuses on **instructional coaching**, TEKS alignment, and lesson internalization to boost rigor and engagement, directly addressing TAPR needs for improved student outcomes.

Next Steps:

- Instructional Coaches - added to provide assistance in RLA and Math
- Focus on TEKS alignment and internalization
 - Increase rigor and student engagement
- Secondary Math and literacy remain priority areas
- Accountability results provide clear direction



