



December Benchmark 2025

Board Meeting on January 15, 2026

2025-2026 Assessment Calendar



District Calendar

DRAFT SNYDER 2025

2025

July **August** **September**

October **November** **December**

2026

January **February** **March**

April **May**

Legend:

- First Day of School
- Last Day of School
- Early Release
- No School
- Non-Instructional Staff
- Professional Development (PD)
- New Teacher Orientation (NTD)
- STAAR Testing

The calendar is subject to change. View the most current calendar at www.snyderisd.net/calendar



= NWEA MAP



= Benchmark /
Finals (not doing
Interim)



= STAAR

Assessment Considerations



- December Benchmark percentages represent taught TEKS.
- Testing strategies have not been taught explicitly
- Rockin' Review will begin in March, which prepares the students for the STAAR
- Secondary RLA: $\approx 26\%$ of tested TEKS on benchmark are not covered in the HQIM until second semester
- 50% through the year, with 13 weeks of school left before STAAR



Overall Trends

	RLA	Math
Approaches	52.5%	47.5%
Meets	27.6%	15.4%
Masters	5.6%	1.5%

High School End-of-Course Exams



English I			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	47%	46%	46%
Meets	25%	29%	32%
Masters	4%	4%	6%

High School End-of-Course Exams



English II			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	56%	55%	55%
Meets	33%	32%	35%
Masters	3%	0%	0%

High School End-of-Course Exams



US History			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	95%	85%	84%
Meets	68%	60%	54%
Masters	38%	19%	17%

High School End-of-Course Exams



Algebra I			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	64%	40%	26%
Meets	27%	16%	6%
Masters	13%	6%	1%

High School End-of-Course Exams



Biology			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	81%	75%	77%
Meets	62%	41%	42%
Masters	10%	8%	8%

Next Steps for High School



- Implement reteach cycles based on item analysis
- Targeted intervention for “bubble” students
- Strengthen data-driven instruction during PLCs
- Increase instructional rigor to help advance students from “approaches” to “meets”
- Analyze student growth trends during PLC & Department chair meetings

Junior High STAAR



6th Grade Reading Language Arts			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	62%	50%	50%
Meets	33%	27%	27%
Masters	13%	7%	8%

Junior High STAAR



7th Grade Reading Language Arts			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	55%	50%	52%
Meets	30%	29%	29%
Masters	9%	9%	14%

Junior High STAAR



8th Grade Reading Language Arts			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	59%	54%	50%
Meets	27%	17%	17%
Masters	9%	4%	4%

Junior High STAAR



8th Grade Social Studies			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	36%	37%	26%
Meets	30%	12%	6%
Masters	9%	5%	2%

Junior High STAAR



6th Grade Math			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	66%	64%	47%
Meets	26%	17%	12%
Masters	9%	3%	1%

Junior High STAAR



7th Grade Math			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	33%	32%	30%
Meets	18%	14%	10%
Masters	3%	5%	4%

Junior High STAAR



8th Grade Math			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	35%*	21%	15%
Meets	15%*	2%	1%
Masters	2%*	0%	0%

**Combined 8th grade and 8th grade Algebra 1 scores*

Junior High STAAR



8th Grade Algebra I			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	35%*	67%	51%
Meets	15%*	21%	9%
Masters	2%*	9%	2%

**Combined 8th grade and 8th grade Algebra 1 scores*

Junior High STAAR



8th Grade Science			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	62%	44%	49%
Meets	46%	11%	18%
Masters	9%	3%	5%

Next Steps for Junior High



- Adjustment to academic approach
- Adjusted PLC schedule
- Implementation of SWAP protocol
- Implementation of literacy program
- Additional test prep during AI period

Intermediate STAAR



4th Grade Reading Language Arts			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	56%	64%	64%
Meets	29%	29%	29%
Masters	14%	6%	7%

Intermediate STAAR



5th Grade Reading Language Arts			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	63%	57%	57%
Meets	42%	36%	36%
Masters	18%	12%	12%

Intermediate STAAR



4th Grade Math			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	48%	65%	41%
Meets	23%	19%	8%
Masters	12%	2%	1%

Intermediate STAAR



5th Grade Math			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	70%	62%	53%
Meets	44%	22%	17%
Masters	14%	9%	3%

Intermediate STAAR



5th Grade Science			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	66%	68%	34%
Meets	29%	25%	5%
Masters	16%	6%	1%

Next Steps for Intermediate



- **Implemented a Revised Master Schedule**
Designed to maximize instructional minutes and reduce lost learning time across the school day.
- **Increased Instructional Time for Core Content Areas**
Prioritized reading, math, and science to ensure consistent daily exposure to grade-level TEKS.
- **Built in Flexible Time for Targeted Instruction**
Created structured opportunities outside of core instruction for small-group, one-on-one tutoring, and TEKS-specific intervention based on student need.
- **Expanded In-Class Instructional Support**
Increased adult presence during instruction to support differentiation, immediate feedback, and reteaching within the classroom setting.
- **Maximized the Use of Auxiliary Staff**
Strategically scheduled paraprofessionals and support staff to directly support instruction and intervention rather than pulling students away from learning.
- **Focused Support for “Level-Up” Students**
Identified students who are close to the next level (approach/meet/master) and provided targeted instruction to accelerate progress and move them to mastery.

Primary STAAR



3rd Grade Reading Language Arts			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	70%	44%	45%
Meets	49%	19%	18%
Masters	14%	3%	3%

Primary STAAR



3rd Grade Math			
	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	75%	29%	23%
Meets	44%	12%	7%
Masters	22%	5%	0%

Next Steps for Primary



- **Identify students needing additional time and support** in 3rd Grade RLA and Math using data, TEKS focus areas, and campus assessments (Approaches, Meets, Masters).
- **RLA Focus:** Provide explicit instruction on test-taking strategies, with emphasis on the top two TKES “Give Me” question types where text is not required and tools may be used.
- **Instructional Structure (RLA):** Shorten Tier 1 direct instruction and implement station rotation, including a teacher table targeting vocabulary/phonics, reading comprehension, and writing application for students at Approaches, Meets, and Masters levels.
- **Math Focus:** Use student grouping by teacher to provide additional time and support for all identified students, excluding those already demonstrating mastery.
- **Instructional Time (Math):** Utilize Science and Social Studies instructional time to target Math readiness standards through small-group instruction.
- **Intervention & Progress Monitoring:** Implement Tier 2 interventions focusing on skill development before moving into word problems, using resources such as Fast Focus and Countdown to STAAR, and monitor success through formative checks and student performance data.

Every day, in every school, in every classroom across Snyder ISD, students will ... receive **high-quality, differentiated, and engaging instruction.**



Every day, in every school, in every classroom across Snyder ISD, students will ... **be equipped to achieve and empowered** to take ownership of their learning and future.

