

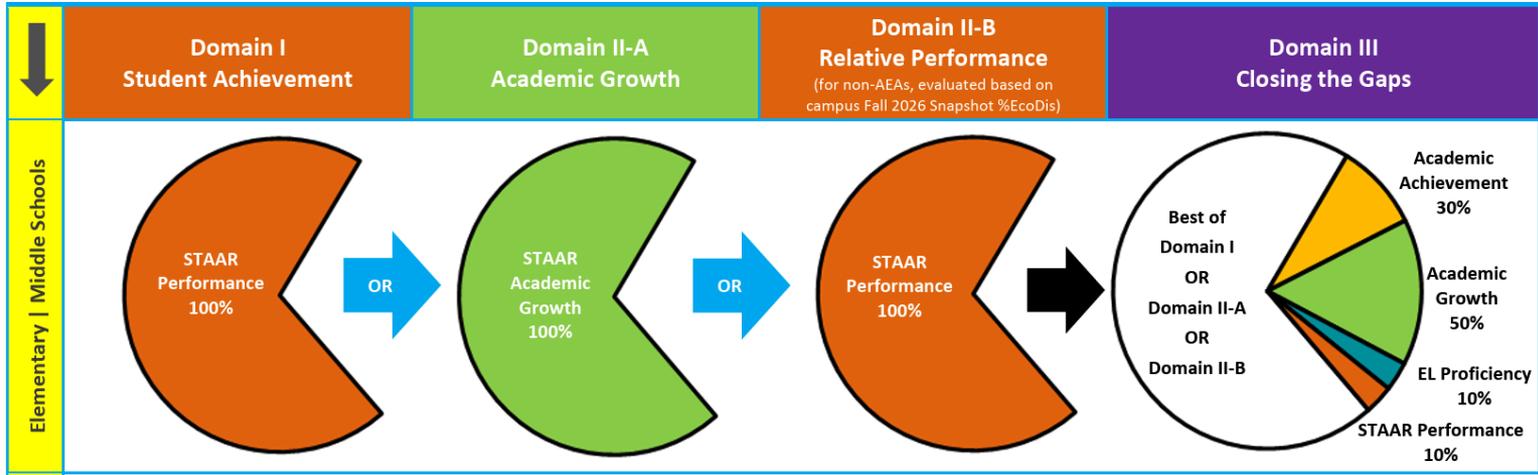


# STAAR / EOC Results

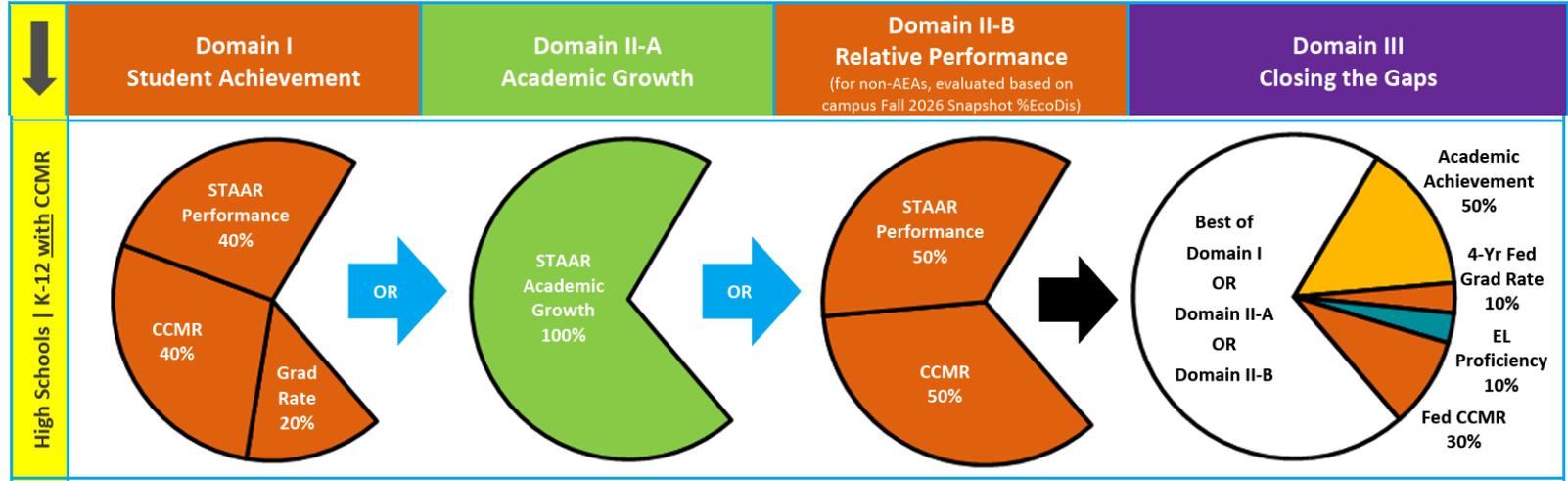
## 2024-2025

**Board Meeting on June 12, 2025**

# TEA Accountability System: Elementary and Middle Schools



# TEA Accountability System: High Schools with CCMR



# District Highlights



- Statistically speaking, STAAR Interim demonstrated more alignment with preliminary STAAR performance levels.
- Majority of Fall to Spring MAP results demonstrate projected growth in STAAR proficiency performance levels.
- 5 formal assessment windows for 3rd grade - EOC, STAAR protocols practiced and followed, respected testing environment
- Data-driven practices reinforced through professional development after testing windows, with over 250 attendees (total)
- Refined district-level testing practices, in accordance with Teacher Incentive Allotment (TEA Handbook) expectations
- Over 1,000 classroom walkthroughs, supported by on-the-spot coaching
- Tiered systems of support with Department Chairs + PLC Leads
- Mentor / mentee "Grow Where You're Planted" professional development
- "Rockin' Review" cycles implemented before STAAR / EOC testing
- Testing windows / timeframes adjusted for 25-26, based on administrator and teacher feedback

# High School Highlights



- Fall MAP to Spring MAP - growth in all projected proficiency levels for English I and English II
- Increase in meets percentage for English I and English II, per cohort, from 2024 results → impacting growth
- Algebra I (including 8th grade) increased in approaches and meets
- Biology increased in masters
- US History increased in approaches and meets

# High School Contributing Factors



- Mid-year Principal change
- Interim Principal → 1st year Principal
- Lacking full-time Assistant Principal for 1 semester
- 1st year Assistant Principal, uncertified
- Mid-year Assistant Principal resignation
- Redefined role of Department Chair
- Major shift in PLC practices and expectations related to collaboration, planning, and data
- No HQIM, meaning teachers are piecing together their Tier 1 instruction
- 3 mid-year resignations
- High number of newly hired educators, with 13 teachers new to the campus
- Implementation of the new Science TEKS
- One mid-year ELA resignation resulted in the reassignment of students to different teachers

# Historical High School Performance-Level Data



**STAAR 2025:**  
preliminary results listed  
in table, final results are  
expected to drop July  
11th for EOCs and July  
22nd for 3-8.

English I EOC (9th grade)				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	58%	63%	60%	54.5%
Meets	33%	37%	41%	30.19%
Masters	5%	7%	9%	4.31%

English II EOC (10th grade)				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	63%	64%	70%	58.82%
Meets	47%	36%	47%	42.65%
Masters	7%	5%	4%	2.94%

Key: green = increase; yellow = less than 3% decrease

# Historical High School Performance-Level Data



Algebra I EOC (9th grade)				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025) + 8th grade
Approaches	71%	69%	68%	68.55%
Meets	33%	37%	26%	30.24%
Masters	24%	17%	16%	14.52%

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Biology EOC				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	74%	76%	91%	81.38%
Meets	35%	40%	49%	42.07%
Masters	17%	9%	9%	9.66%

Key: green = increase; yellow = less than 3% decrease

# Historical High School Performance-Level Data



US History				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	90%	97%	94%	95%
Meets	65%	76%	70%	72.25%
Masters	37%	47%	42%	38.13%

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EOCs and July 22nd for 3-8.**

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# Junior High Highlights



- Increases in all performance level results (approaches, meets, and masters) in 6th grade RLA
- Increases in all performance level results (approaches, meets, and masters) in 6th grade Math
- 7th & 8th grade RLA results were within 3% or less of prior year's results (statistically insignificant)
- Increases in all performance level results (approaches, meets, and masters) in 8th grade Science
- Increases in approaches and masters for 8th grade Social Studies, while meets remained within 3% of prior year's results (statistically insignificant)

# Junior High Contributing Factors



- New Assistant Principal to campus
- New HQIM for Math, RLA, Science
- Major adjustment in PLC frequency and expectations
- Mid-year resignation of RLA Department Chair / 6th RLA teacher
- Instructional coach spent 95% of time support RLA department
- Largest turnover year over year, with 40%+ for the last 3 years
- Highest percentage of year 0-5 teachers for the district, 61% on 2024 TAPR
- 8th RLA had a long-term sub for year, following resignation
- Switch of 8th RLA and 6th RLA teacher (need for students)
- 7th Math began the year with combined classes (vacancy), mid-semester in fall hired uncertified teacher
- 8th Math resignation mid-semester in spring

# Historical Junior High Performance-Level Data



6th Reading Language Arts				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	49%	62%	59%	60.2%
Meets	25%	24%	30%	31.5%
Masters	10%	6%	8%	12.3%
7th Reading Language Arts				
Approaches	66%	72%	53%	52.1%
Meets	37%	40%	31%	28.1%
Masters	22%	12%	9%	6.8%
8th Reading Language Arts				
Approaches	75%	71%	63%	60.2%
Meets	45%	35%	30%	28.1%
Masters	26%	11%	9%	9.6%

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# Historical Junior High Performance-Level Data



6th Math				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	65%	62%	51%	64.4%
Meets	24%	21%	17%	24.7%
Masters	9%	6%	4%	8.9%
7th Math				
Approaches	50%	54%	36%	31.5%
Meets	21%	30%	20%	15.7%
Masters	10%	8%	5%	1.4%
8th Math (Alg I included in HS)				
Approaches	70%	60%	53% (no Alg 1 offered)	33.3% (Alg 1 added)
Meets	37%	32%	24%	14.9%
Masters	11%	11%	12%	2.1%

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# Historical Junior High Performance-Level Data



8th Science				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	64%	50%	49%	61.6%
Meets	32%	23%	24%	34.9%
Masters	16%	9%	7%	9.6%

8th Social Studies				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	58%	33%	35%	37.7%
Meets	29%	12%	17%	15.1%
Masters	16%	4%	7%	8.9%

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# Intermediate Highlights



- Projected STAAR results for approaches and meets mirrored Fall - Spring MAP and Fall - Spring Interim, meaning reliable metrics of data used throughout the year
- Increases in all performance level results (approaches, meets, and masters) in 5th Science
- 5th RLA remained within 3% of prior year's results in approaches and meets
- Increase in masters percentage for 4th and 5th RLA, per cohort, from 2024 results → impacting growth
- Increase in approaches and meets percentage for 4th Math, per cohort, from 2024 results → impacting growth
- Increase in approaches and meets percentage for 5th Math, per cohort, from 2024 results → impacting growth

# Intermediate Contributing Factors



- New Principal to campus
- Mid-year Assistant Principal resignation
- Interim Assistant Principal → New Assistant Principal, uncertified
- Addition of PLC Leads for Math, RLA and 5th grade Science
- HQIM began in 2023 for RLA and Math
- 4th Math: teacher retirement in fall semester and another teacher leave in spring semester → pod restructure / multiple changes
- 5th Math: 2 new to 5th Math and Snyder ISD teachers
- 5th RLA: all brand-new teachers to the grade-level and / or content.
- 5th RLA mid-year shift due to AP assignment
- 4th RLA: teacher maternity leave at semester → pod restructure with paraprofessional filling in / multiple changes
- 59% turnover year over year for core content
- 4 mid-year resignations
- New Science TEKS and curriculum implemented this year
- Science team added new teacher to subject upon AP transition

# Historical Intermediate Performance-Level Data



4th Reading Language Arts				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	76%	67%	70%	59%
Meets	47%	36%	39%	29.8%
Masters	22%	12%	11%	14.2%

5th Reading Language Arts				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	75%	70%	71%	63%
Meets	41%	36%	40%	42%
Masters	19%	12%	21%	18%

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# Historical Intermediate Performance-Level Data



4th Math				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	72%	66%	63%	45.5%
Meets	44%	42%	40%	22.2%
Masters	21%	18%	20%	12.0%

5th Math				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	77%	76%	77%	68.7%
Meets	52%	42%	51%	42.9%
Masters	28%	12%	22%	13.5%

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# Historical Intermediate Performance-Level Data



5th Science				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	76%	72%	64%	65.4%
Meets	45%	40%	33%	35.6%
Masters	25%	16%	15%	15.2%

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# Primary Highlights



- Evidence of strong foundation laid in primary grade-levels
- Highest performance level results (approaches, meets, and masters) in RLA and Math since 2022
- Increases in all performance level results (approaches, meets, and masters) in 3rd RLA
- Increases in meets and masters performance level results in 3rd Math, with approaches remained within 1% of prior year's results (statistically insignificant)
- No growth measure available (with only 3rd grade tested), therefore promising results for performance level results

# Primary Contributing Factors



- Mid-year Principal resignation x 2
- Interim Principal remainder of year
- Assistant Principal Resident → New Assistant Principal, uncertified
- Smallest turnover year-over-year
- HQIM began in 2023 for RLA and Math
- Challenge with “skills” portion of HQIM (phonics)
- Inaugural year of PLC Lead meetings
- Peer observations of multiple grade-levels to enhance collaboration and learning from within
- 2nd grade teacher to 3rd grade RLA teacher
- HQIM began in 2023
- Addition of PLC Leads for Math and RLA
- X% turnover year over year
- X mid-year resignations

# Historical Primary Performance-Level Data



3rd RLA				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	79%	66%	66%	68.2%
Meets	44%	36%	36%	43.5%
Masters	26%	10%	11%	14.3%

3rd Math				
	STAAR (2022)	STAAR (2023)	STAAR (2024)	STAAR (2025)
Approaches	81%	63%	65%	64.5%
Meets	52%	37%	36%	40.11%
Masters	27%	12%	10%	20.3%

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# Questions?

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