

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held Monday, March 2, 2026, beginning at Executive Session 5:30pm; Open Session 6:30pm in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

During the course of this meeting the Board of Trustees may determine that a closed meeting of the Board of Trustees is required, to discuss the items set forth below. Such closed meeting is authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The closed meeting will be held by the School Board at the date, hour and place indicated in this Notice/Agenda or as soon after the commencement of the meeting covered by this Notice/ Agenda as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to, the sections and purposes covered by the following sections of the Texas Government Code: 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.083, 551.084. Should any final action, decision or vote be required with regard to any matter considered in closed session, the final action, decision or vote shall be in the open meeting, or at a subsequent public meeting, with notice.

1. Roll Call, Establish Quorum, Welcome Visitors
2. Closed Executive Session
 - 2.A. Section 551.074 - Resignations, Retirements, New Hires
3. Pledge of Allegiance to the American and Texas Flags
Pledge Leaders Austyn Cadigan and Kannon Marquis, Barber Middle School
4. Invocation
5. Recognitions
 - 5.A. SuperGator Alumni
 - 5.B. HEB Excellence in Education Student Ambassadors
 - 5.C. MJHS One Act Play
 - 5.D. KJHS One Act Play
 - 5.E. DJHS One Act Play
 - 5.F. DHS Girls Basketball
 - 5.G. DHS Boys Basketball
6. Public Comment: Agenda Items
7. Open Forum: Non agenda Items
8. Action on Closed Executive Session Items
 - 8.A. Consider Approval of Resignations, Retirements, New Hires

9. Written Reports

9.A. Tax Report for January 2026 and Year to Date

10. 2024-2025 Annual Report and Public Hearing Presentation

11. MOY MAP and mClass Data Presentation

12. 2026-2027 Instructional Materials Certification

13. Authorize and Engage Auditor for 2025-2026 Fiscal Year

14. Ruth E Laird Elementary Furniture Purchase

15. Student Standard of Dress 2026-2027

16. Action Items

16.A. Certification of Unopposed Candidates

16.B. Consent Agenda Items

- Budget Amendments/Adjustments for February 12, 19, 2026
- Campus Fundraising Request-DMS

17. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Tuesday, February 24, 2026 at or before 4:30 p.m.

DISD complies with Title II and will make efforts to ensure that board meetings are accessible to qualified individuals with disabilities by furnishing appropriate auxiliary aids and services and making reasonable accommodations. Contact the Asst. Supt. for Administration at (281) 229-6024 should you need accessibility.



Dr. Rebecca Brown

Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: March 2, 2026

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071 Consultation with attorney** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.072 Real Property** – To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.073 Prospective Gifts** – To deliberate a negotiated contract for a prospective gift to the district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.074 Personnel Matters** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.076 Security** – To deliberate the deployment, or specific occasions for implementation, of security personnel or devices or a security audit; **Section 551.082 Student discipline** - school children; school district employees; disciplinary matter or complaint, and **Section 551.0821 Student Information** - for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation; **Section 551.087 Economic development.**

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Meeting Date: March 2, 2026

Item Title: Recognitions

Background Information:

- SuperGator Alumni
- Heb Excellence in Education Student Ambassadors
- MJHS One Act Play
- KJHS One Act Play
- DJHS One Act Play
- DHS Girls Basketball
- DHS Boys Basketball

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: March 2, 2026

Item Title: Super Gator

Agenda Item: Jenna Simsen

Background Information:

Susan Wilcox is a proud member of the Dickinson High School Class of 1968 and a lifelong servant leader in education and in our community.

She attended Dickinson Primary School – now the site of our Administration Building – and graduated from Dickinson ISD in 1968. As a student, she served as President of the Future Teachers of America Club, worked as a library assistant, and contributed to the yearbook – early signs of a lifelong commitment to education.

In 1972, Susan began her career in Dickinson ISD at K.E. Little Elementary, serving students in Special Education, first grade, Gifted & Talented, and Art. She later served as an administrator in Houston ISD and worked with the Texas Department of Education before returning to Dickinson ISD after retirement to continue supporting students and campuses.

Beyond the classroom, Susan has faithfully served the Dickinson community through the Dickinson Pilot Club and through her work with the City of Dickinson, including service on the Building Standards Commission. She has also maintained membership in both the Texas State Teachers Association and the Dickinson Education Association for over 54 years – an extraordinary testament to her dedication to the profession of education.

Susan Wilcox truly embodies what it means to Live the Gator Legacy, and we are proud to recognize her as a Super Gator.

Congratulations: Susan Wilcox

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: March 2, 2026

Item Title: H-E-B Excellence in Education Student Ambassadors

Agenda Item: Jenna Simsen

Description: The Board of Trustees will recognize students from **Dunbar Middle School** and **Dickinson High School** who represented Dickinson ISD during the district’s first-ever nomination and site visit for the prestigious **H-E-B Excellence in Education Award**.

The H-E-B Excellence in Education Award is one of the most respected recognitions in Texas public education, honoring districts for excellence in student achievement, innovation, and community impact. As part of the rigorous selection process, Dickinson ISD hosted a campus tour and formal panel interview with state education leaders.

During the campus visit, only students were permitted to lead tours. Five students from Dunbar Middle School and four students from Dickinson High School served as tour guides, demonstrating exceptional preparation, leadership, and confidence as they shared the story of their schools. In addition, two students participated in the panel interview, speaking thoughtfully about their educational experiences and the impact of district programs.

Their knowledge, poise, and pride shined throughout the visit, and they represented Dickinson ISD with professionalism and authenticity. The Board proudly recognizes these student ambassadors for their outstanding leadership and for helping showcase the very best of Gator Nation.

From Dunbar Middle School: Lillian Cowen (5 th) Charlotte Bell (5 th) Jackson Chapman (5 th) Ryder Hoke (5 th) Jaliah Vidales (4 th) Principal: Brandi Pope	From Dickinson High School: Barbara Baeza (11 th) Abby Barnes (12 th) Jacey Long (12 th) Yann Schmirgel (11 th) Grace Langs (12 th) Randall Soliz (11 th) Principal: Courtney Ramirez
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DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: March 2, 2026

Item Title: McAdams JH OAP

Agenda Item: Jenna Simsen

The McAdams Junior High One-Act Play cast and crew delivered an outstanding performance of The Caucasian Chalk Circle during the 2025–2026 UIL season.

On February 10, the Company competed in the Zone A Contest against five other schools and earned 1st place overall, advancing to the District Contest.

At District on February 14, the top three schools from Zone A faced off against the top three schools from Zone B to determine the final rankings. McAdams rose to the top once again, earning the gold medal and 1st place overall.

This marks the third consecutive year that McAdams has been crowned District Champions. In addition to the Company's success, several students received individual honors for their outstanding performances and technical execution throughout the competition.

The McAdams cast and crew includes:

Alanna Alvarez - Zone A Outstanding Technical Crew

Malina Canales

Kaiden DePoyster- Zone A Honorable Mention All-Star Cast; District Honorable Mention All-Star Cast

Augustus Dickey

Ayla Gonzales - District All-Star Cast

Riley Hernandez - Zone A Outstanding Technical Crew; Zone A All-Star Technician
Cade Kussman

Aeryn Marak - Zone A Best Performer; District Best Performer

Gracelyn Mason

Caitlynn Mata

Devin Pearson

Cataleya Riccard

Marlena Rios - Zone A All-Star Cast; District All-Star Cast

Madilyn Romero - Zone A Outstanding Technical Crew; District All-Star Technician

Kennady Sabatier

Eli Spencer - Zone A Honorable Mention All-Star Cast; District Honorable Mention All-Star Cast

Annayra Smith

Brynlee Spendlove

Paige Spendlove - Zone A Outstanding Technical Crew

Isabella Valencia

The McAdams UIL One-Act Play and Theatre Department is led by Tara Jones Wright.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: March 2, 2026

Item Title: Kranz JH OAP

Agenda Item: Jenna Simsen

The Kranz Junior High One-Act Play “Anatomy of Gray” delivered an outstanding performance during this year’s UIL competition. Competing at the district level, the Kranz theatre program earned 3rd Place District Champions, continuing a strong tradition of excellence in theatre arts.

This achievement marks the fifth consecutive year that Kranz Junior High has placed in the Top 3 at the District level, a testament to the dedication, growth, and artistry of the students and the leadership of their theatre directors.

The following students earned individual and team honors:

Ainsley Lamb

Alessandra Elmore

Aliana Flores – District Outstanding Technical Crew

Areli Duarte

Ayden Edwards – Zone All-Star Cast

Belinda Rodriguez

Bella Perdomo

Bethany Spies

Brandon Roberts II – Zone Honorable Mention All-Star Cast

Brianna Garcia

Carlos Leon

Delianis Mejias Diaz – District Honorable Mention All-Star Cast

Elizabeth Martinez – District Outstanding Technician; District Outstanding Technical Crew

Eloise Lungaro – Zone All-Star Cast; District All-Star Cast

Emma Wyllie – District Honorable Mention All-Star Cast

Hayzel Humphreys – District Outstanding Technical Crew

Ismaily Morales

Jasmine Naranjo

Katelyn Drugosh

Leah Francis – District Outstanding Technical Crew

Luke Rothermel – Zone Honorable Mention All-Star Cast

Mallie Hill

Olivia Herring

Victoria Scheafnocker – Zone Outstanding Technician; District Outstanding Technical Crew

Zoe Johnson

The Kranz UIL One-Act Play and Theatre Department is led by Kyle Crawford and Amanda Mutz.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: March 2, 2026

Item Title: Dickinson JH OAP

Agenda Item: Jenna Simsen

The Dickinson Junior High One-Act Play delivered a strong performance during this year's UIL competition, showcasing the dedication, growth, and artistry of its student performers and technical crew.

Several students earned individual honors for their performances and technical contributions during the competition.

Gracelyn Brown

Anthony Cummings

Charlie Ervin

Jace Fattig – Zone Outstanding Technician

Shyer Ferguson – Zone All-Star Cast

Alena Figlus

Eliana Galvan

Elaina Gonzales

Shane Guesnard

Phoebe Harrison

Skylar McGuire

Riley Minton

Talia Morrison

Caylee Osterman

Aleyah Pride – District All-Star Cast; Zone All-Star Cast

Eli Santiago Romero – Zone Honorable Mention All-Star Cast

Zoie Sanabria

Luciana Sparks – District All-Star Cast; Zone All-Star Cast

Preston Sparks – District Honorable Mention All-Star Cast; Zone Honorable Mention All-Star Cast

Jacob Torres

Zachary Villarreal

Samuel Wallach

The Dickinson Junior High UIL One-Act Play and Theatre Department is led by Gerek Lyssy & Sammi Pierce.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: March 2, 2026

Item Title: DHS Girls Varsity Basketball Season Awards

Agenda Item: Jenna Simsen

Description: The Dickinson High School 2025-2026 Girls Basketball Team finished the season with a 26-7 overall record and 12-2 in district, finishing second place. Several members of the team also earned individual UIL 24-6A postseason honors for their performances this season. We would like to recognize the team for their success this season.

Recognitions include:

Ivana Alejardo

Kylie Cleveland

Kiera Gooden

Naomi Jenkins

Hazel Symannk – 2nd Team All-District

Makinley Peterson – 24-6A Newcomer of the Year

Jordyn Rodriguez – Honorable Mention All-District

Lindsey Scott – 1st Team All-District

Ania Singleton

Tessa Treat – 2nd Team All-District

Pyper Trancucci – All-Academic Team

Managers - Haley Cavil, Jordan Peterson, Maysen Walker

Student Trainers: Hailey Saldana, Brianna Mungin

Coaching Staff: Toya Peterson – Head Coach, Jessieka Palmer – Varsity Assistant Coach, Steve Casteel – JV Coach, Shelby Hollen – Freshman Coach

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: March 2, 2026

Item Title: DHS Boys Varsity Basketball Season Awards

Agenda Item: Jenna Simsen

Description: The Dickinson High School 2025-2026 Boys Basketball Team finished the season with a 26-7 overall record and 12-2 in district, finishing second place. Several members of the team also earned individual UIL 24-6A postseason honors for their performances this season. We would like to recognize the team for their success this season.

Recognitions include:

William Abney – Honorable Mention

TroyNelle Belle – Co-District MVP

Braeylon Bradley

Omar Chavez – All-Academic Team

Isaiah Gutierrez – Honorable Mention; All-Academic Team

Chase Lewis – 2nd Team All District

Caleb Lopez – Honorable Mention; All-Academic Team

Jayce Minteer – Honorable Mention

Jeremy Mixon – Honorable Mention; All-Academic Team

James Turner – Co-Defensive Player of the Year

Tremaine Thomas

Jaxon Walker – Honorable Mention; All-Academic Team

Managers: Mikel Barnwell, Jordyn Perez

Athletic Trainers: Amayah Garcia, Micah Lea, Thera Vang

Coaches:

Jason Wilson – Head Coach, Xavier Brosseit-Aguirre, Teron Guidry, Matthew Klingenberg, Shannon Jones, Justin Wilson

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Dr. Rebecca Brown

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening regarding agenda items per HB 2840. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Open Forum

Agenda Item: Dr. Rebecca Brown

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received. Each will be limited to no more than three minutes. No one may begin addressing the Board thirty minutes from this time.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: March 2, 2026

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have twenty two (22) resignations: two (2) Teachers at K.E. Little Elementary, and one (1) Counselor at K.E. Little Elementary, two (2) Teachers at Lobit Elementary School, two (2) Teachers at Hughes Road Elementary, four (4) teachers at Calder Road Elementary, one (1) Teacher at Dunbar Middle School, one (1) Librarian at Barber Middle School, one (1) Assistant Principal at McAdams JR High School, one (1) Teacher at McAdams JR High School, one (1) Librarian at Kranz Jr High School, five (5) Teachers at Dickinson High School, and one (1) Teacher at DALC.
We have zero (8) retirement: one (1) Teacher at Hughes Road Elementary, one (1) Teacher at Bay Colony Elementary, one (1) Teacher at Dunbar Middle School, one (1) Teacher at Barber Middle School, one (1) Teacher at Kranz Jr High School, and three (3) Teachers at Dickinson High School.

Recommendation:

The Superintendent recommends the employment and ratification of the resignations/retirement of the above personnel.

Action Item: [checked] Yes _____ No

Motion made by _____ seconded by _____ vote _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: March 2, 2026

Item Title: Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Magliolo will move to the next item.

Background Information:

Written Reports

- Tax Report for January 2025 and Year to Date

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: March 2, 2026

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for January 2026 and year to date is attached.

Recommendation:

Information only.

Action Item: _____ Yes No

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected	Dickinson Independent School District Monthly Tax Collections Report Maintenance Operations and Interest Sinking									
2025	\$6,572,606,692	\$1.142	\$75,059,168	\$54,381,223	72.45%										
2024	\$6,717,687,426	\$1.136	\$76,312,929	\$74,848,126	98.08%										
2023	\$6,192,588,390	\$1.178	\$72,948,691	\$71,429,308	97.92%										
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2025 Tax Year	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Mar-26	Apr-26	May-26	Jun-26	Jul-26	Aug-26	Sep-26	Totals:	% To Total	
Current Year Tax	Pending Billing	\$283,661	\$3,443,748	\$29,805,043	\$20,848,770								\$54,381,223		
YTD % Collected	0.00%	0.38%	4.97%	44.67%	72.45%	72.45%	72.45%	72.45%	72.45%	72.45%	72.45%	72.45%	72.45%	72.45%	
Prior Years Tax	\$76,670	\$295,000	\$71,816	\$104,540	-\$45,451								\$502,576		
Subtotal Taxes	\$76,670	\$578,662	\$3,515,564	\$29,909,583	\$20,803,319	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$54,883,798	73.12%	
Penalty & Interest	\$45,093	\$101,800	\$19,311	\$28,771	\$31,480								\$226,454		
Total Taxes & P&I	\$121,763	\$680,462	\$3,534,875	\$29,938,354	\$20,834,798	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$55,110,252	73.42%	
Attorney Fees	\$39,667	\$88,844	\$14,547	\$22,409	\$20,689								\$186,155		
Total Collections	\$161,429	\$769,306	\$3,549,422	\$29,960,762	\$20,855,487	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$55,296,407	N/A	
2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945	\$1,020,459	\$1,089,228	\$543,641	\$469,157	\$453,478	\$348,601	\$74,848,126		
YTD % Collected	0.00%	1.32%	6.77%	46.44%	79.44%	92.94%	94.28%	95.70%	96.41%	97.03%	97.62%	98.08%	98.08%	98.08%	
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642	\$8,352	\$61,996	-\$48,917	\$21,128	\$77,918	\$42,489	\$978,184		
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$1,028,811	\$1,151,224	\$494,724	\$490,285	\$531,397	\$391,090	\$75,826,310	99.36%	
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267	\$82,171	\$99,039	\$53,617	\$51,187	\$105,858	\$56,890	\$766,149		
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$1,110,981	\$1,250,263	\$548,341	\$541,472	\$637,254	\$447,981	\$76,592,459	100.37%	
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053	\$19,912	\$24,641	\$18,992	\$12,694	\$76,489	\$50,672	\$432,953		
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$1,130,894	\$1,274,904	\$567,333	\$554,167	\$713,744	\$498,653	\$77,025,412	N/A	
2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total	
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281	\$821,637	\$693,793	\$417,791	\$660,870	\$439,143	\$216,247	\$71,429,308		
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%	97.92%	97.92%	
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955	\$61,384	\$24,711	\$470,948		
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$500,527	\$240,958	\$71,900,255	98.56%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719	\$54,699	\$658,452		
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$567,246	\$295,657	\$72,558,708	99.47%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337	\$44,769	\$326,150		
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$613,583	\$340,426	\$72,884,857	N/A	
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889		
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728		
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: March 2, 2026

Item Title: 2024-2025 Annual Report and Public Hearing

Agenda Item: Dr. Veonda Emholtz

Background Information:

The 2024-2025 Annual Report will be discussed in a public hearing.

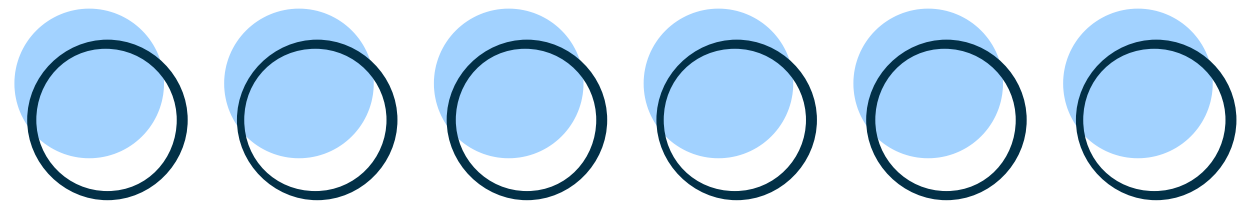
The 2024-25 Annual Report, which includes the Texas Academic Performance Report (TAPR), can be found at

<https://sites.google.com/apps.dickinsonisd.org/disd2024-2025annualreport/>

Recommendation:

Information only

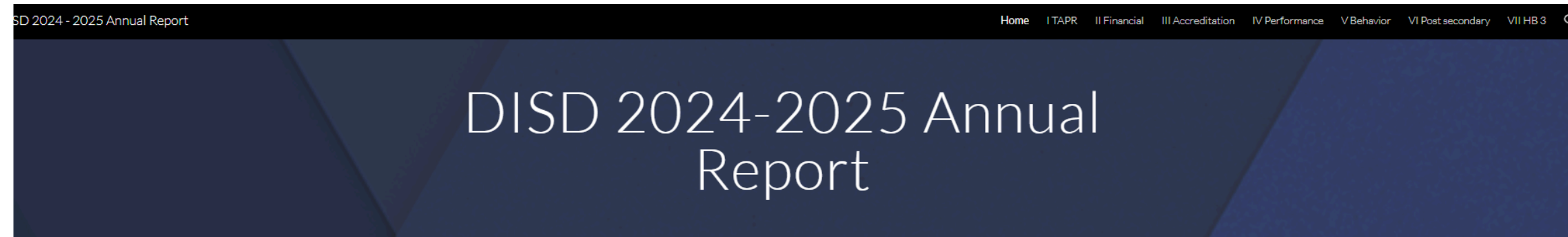
Action Item: _____ Yes _____√_____ No



Review of Dickinson ISD 2024-2025 Annual Report

March 2, 2026

Presented by: Dr. Veonda Emholtz, Director of Research & Accountability

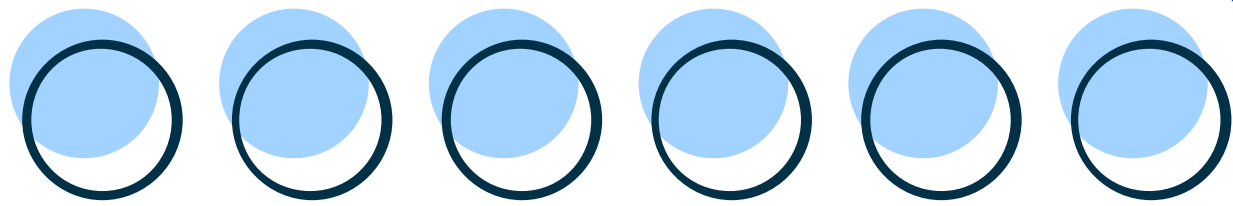


Public hearing at the Dickinson ISD Board of Trustees regular meeting on February 9, 2026 at 6:30 P.M.

Presented by Dr. Veonda Emholtz, Director of Accountability for Dickinson ISD

Please direct questions or requests for paper copies to vemholtz@dickinsonisd.org



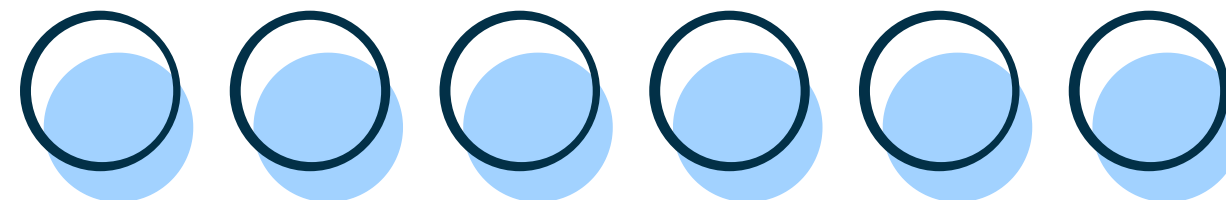


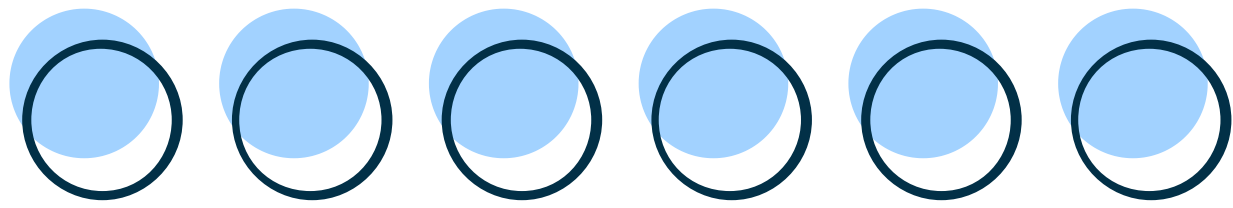
Dickinson ISD Public Hearing Set for February 9, 2026 on the 2024-2025 Texas Academic Performance Report

Dickinson Independent School District will hold a public hearing on Monday, February 9, 2026 at 6:30 PM in the Education Service Center Boardroom located at 2218 FM 517 Rd E, Dickinson, TX 77539, for the purpose of hearing public discussion on the 2024-2025 Texas Academic Performance Report (TAPR).

The hearing presentation will take place during the DISD Board of Trustees Regular Board meeting. Any citizen who desires to address the Board regarding the TAPR should arrive prior to the start of the Regular Board meeting to sign in and complete the required Public Hearing Comment Card.

Please direct any questions to Dr. Veonda Emholtz , DISD Director of Research and Accountability at vemholtz@dickinsonisd.org.





**Objective: To analyze the Texas Academic Performance Reports
TAPR for the 2024-2025 school year.**

Key Topics Covered:

Section I: TAPR

Section II: Financial

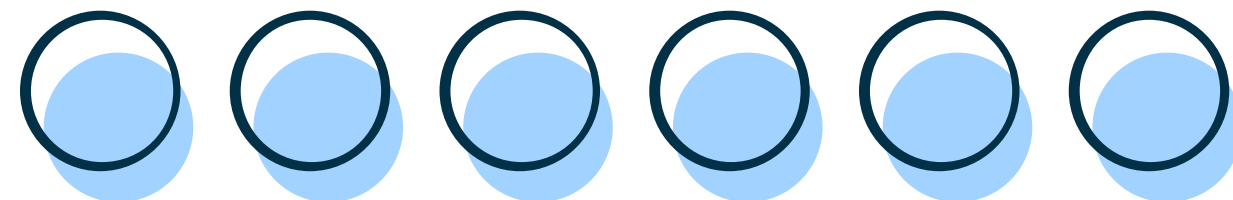
Section III: Accreditation

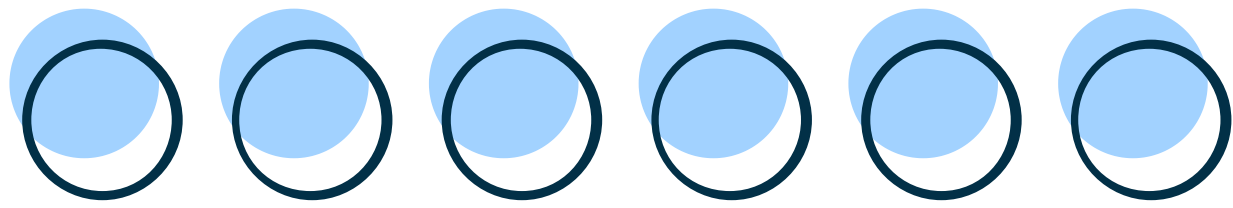
Section IV: Performance

Section V: Behavior

Section VI: Post Secondary

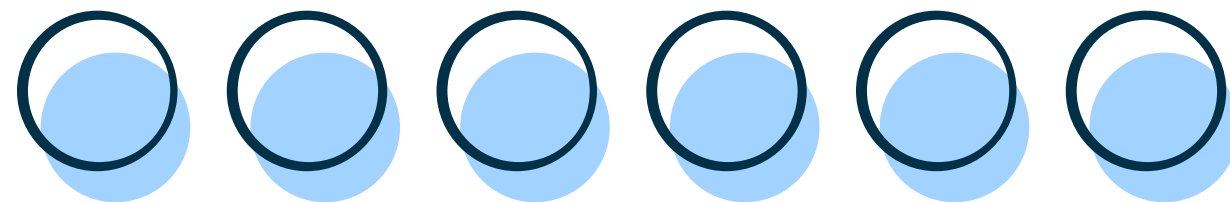
Section VII: HB3

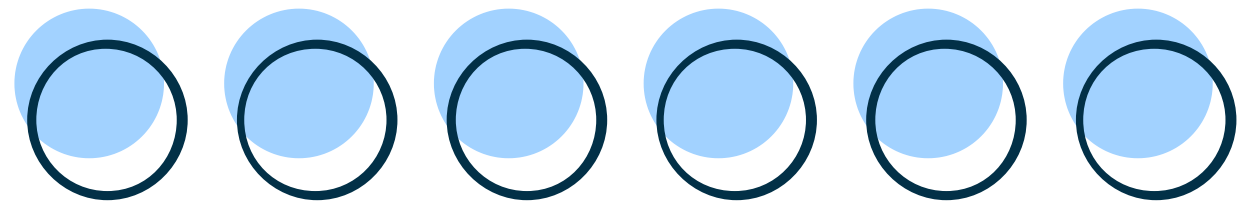




Section I. Texas Academic Performance Reports [TAPR] 2024-2025

The Texas Academic Performance Report (TAPR) is an annual report by the Texas Education Agency that provides comprehensive data on student performance, staff, programs, and demographics for every school district and campus in Texas. It is used to evaluate school accountability, analyze academic growth, and inform public school notification requirements.



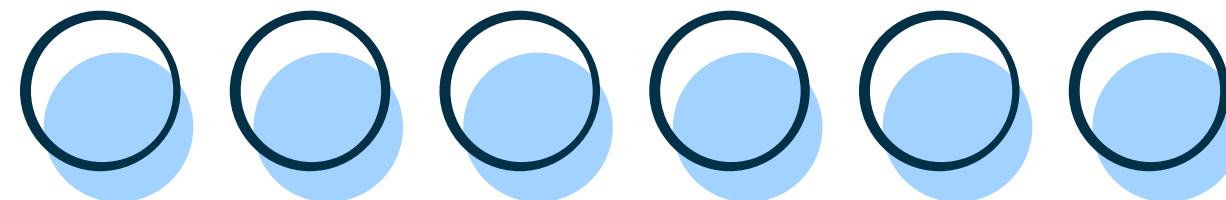


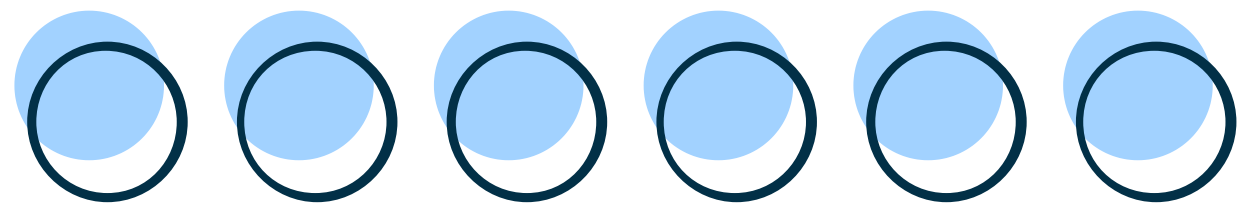
Section II. PEIMS Financial Standard Reports

2024-2025 Dickinson ISD Rating: B= Above Standard Achievement

2024-25 Actual Financial Data
(District)
Revenues
Expenditures
Disbursements
Tax Rates
Fund Balance

2024-25 Actual Financial Data
(Campus)
Expenditures by Object
Expenditures by Function
Program Expenditures by
Program





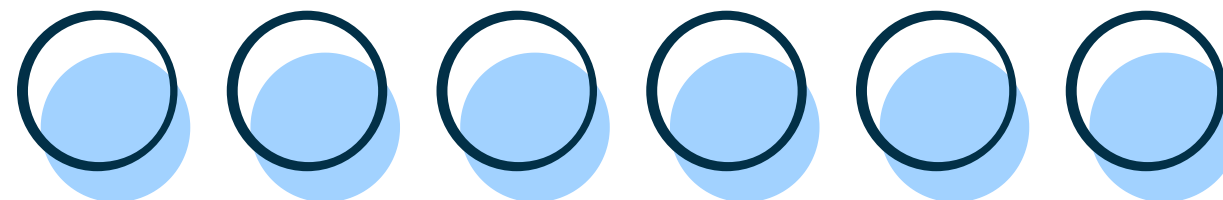
Section III District Accreditation Status

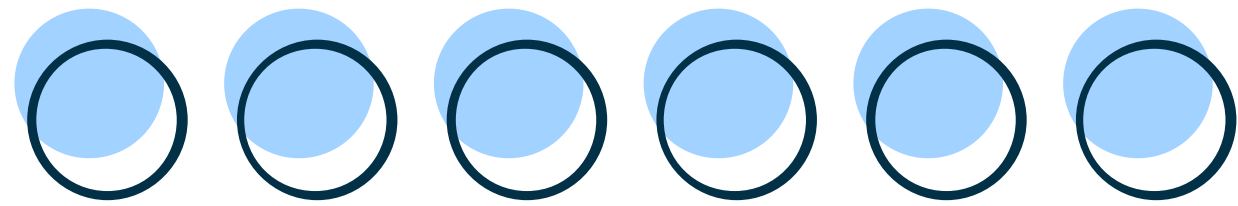
(TEA): Districts must submit an Annual Financial and Compliance Report (AFR) audited by a CPA, and publish a Texas Academic Performance Report (TAPR) with campus ratings, financial data, and student performance metrics.

The district accreditation status for 2024-2025:

–

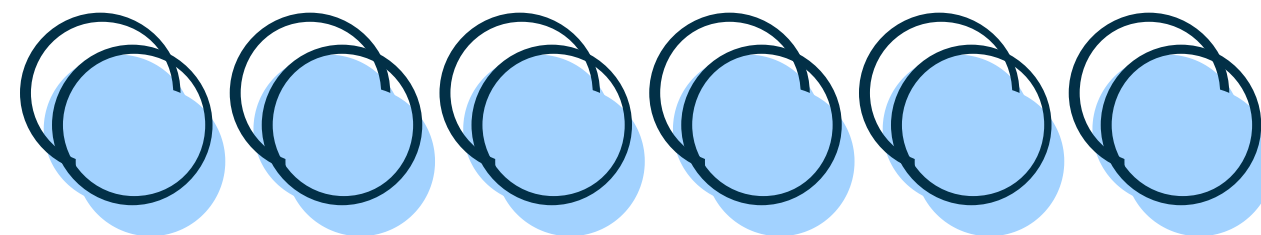
B - Above Standard Achievement ACCREDITED

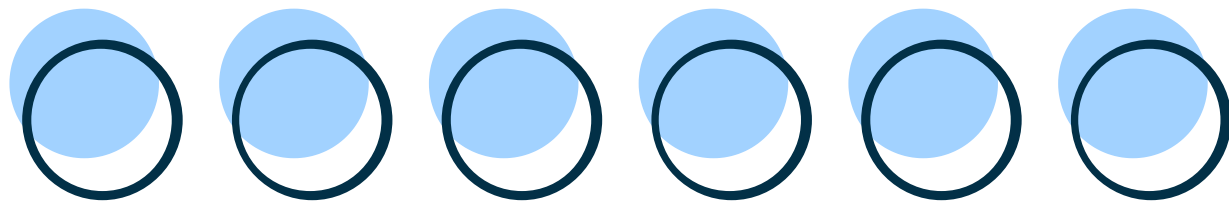




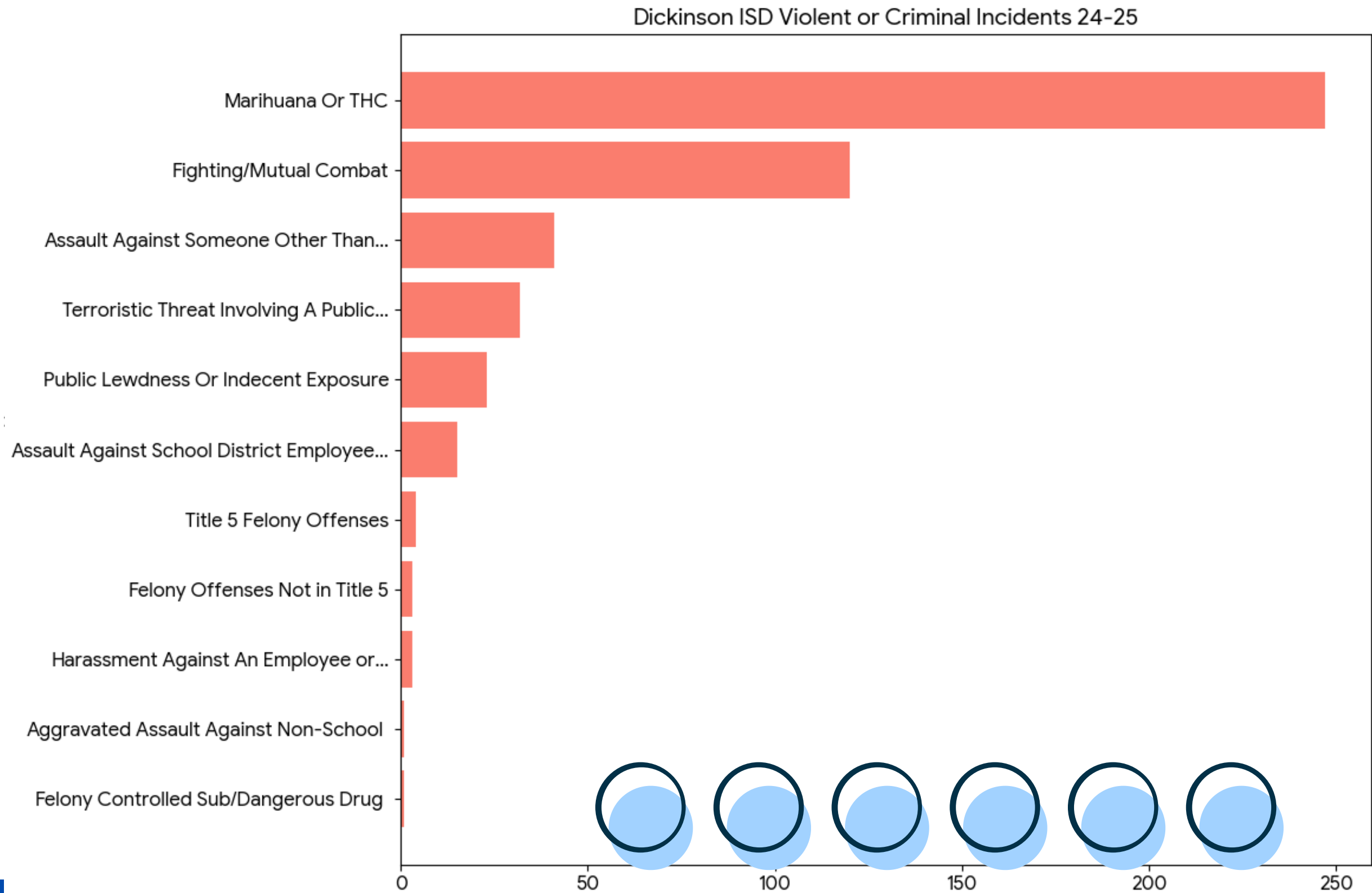
Section IV. Campus Performance Objectives 2025-2026

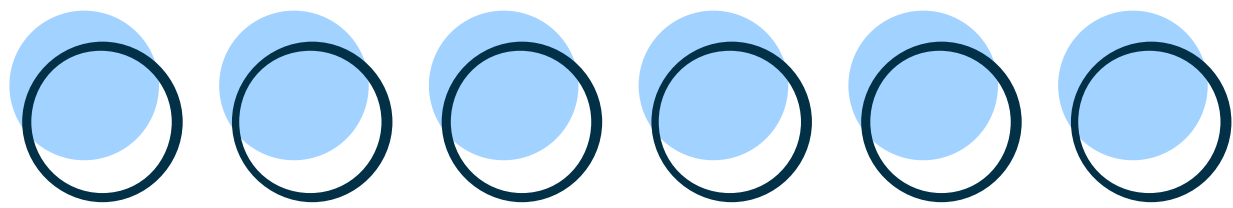
Reviews the Campus Improvement Plans (CIP) for to share the alignment of the campus with the district performance objectives.





Section V: Report on Violent or Criminal Incidents





Section VI. Postsecondary Performance (Fall 2024 Graduates)

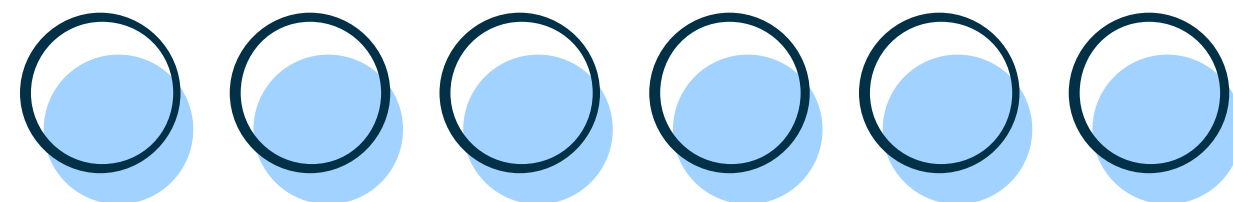
Track how Dickinson High School graduates perform once they enter Texas institutions of higher education (colleges and universities).

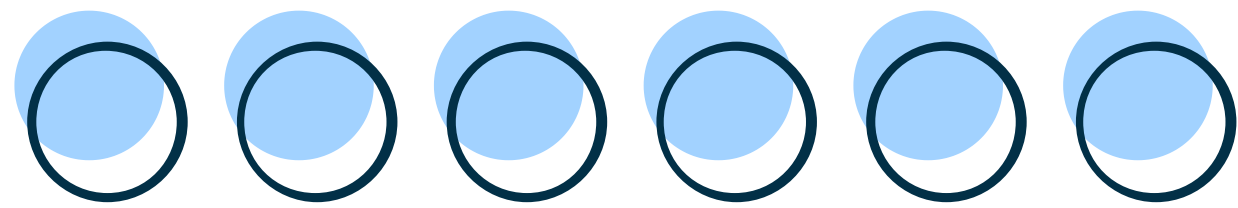
Top 3 Schools:

COLLEGE OF THE MAINLAND COMMUN (007096) 227

SAN JACINTO COLLEGE (029137) 19

UNIVERSITY OF HOUSTON (003652) 18



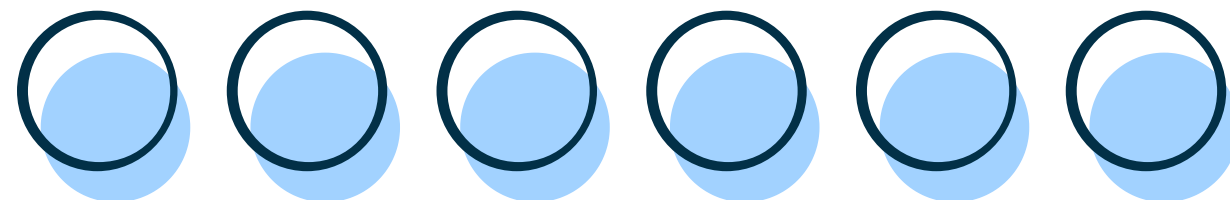


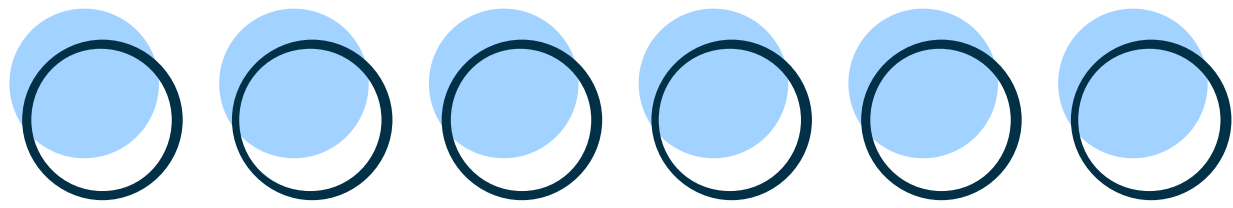
Section VII Meeting HB 3 Goals

The data in Section VI serves as a report card for the district's ability to prepare students through a concentration on Early Childhood Literacy/ Mathematics and CCMR Postsecondary Readiness.

Continuous monitoring of these trends allows the district to adjust high school programming to better meet college expectations.

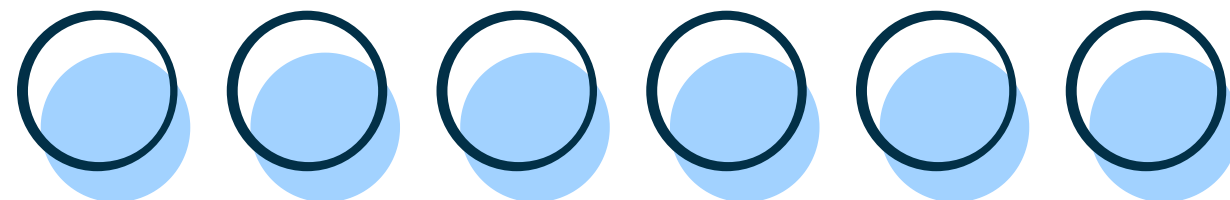
HB 3 Goal presentation to the DISD School Board

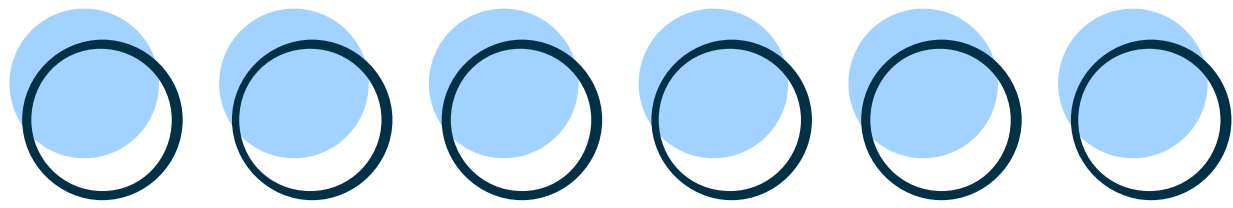




Conclusion & Summary

For the school year of 2024-2025 Dickinson ISD demonstrated a clear commitment to Financial, Instructional, Behavioral and Post-secondary transparency....
and continues it's commitment in 2025-2026.

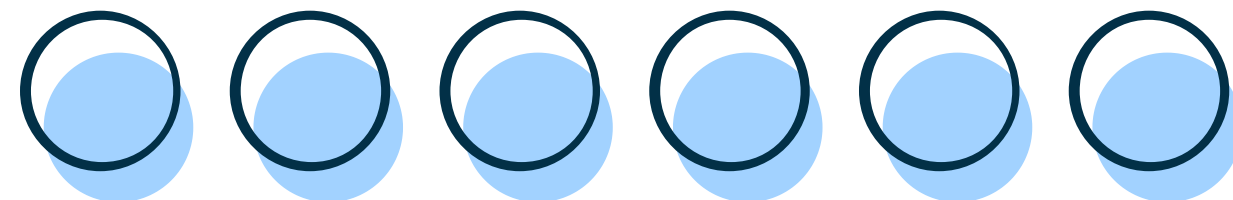




THANK YOU

Questions?

[Reference Link: DISD 2024-2025 Annual Report](#)



2024-25 Texas Academic Performance Report (TAPR)

District Name: DICKINSON ISD

District Number: 084901

2025 District Accountability Score: B

2025 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	79%	72%	77%	86%	80%	92%	*	82%	55%	85%	80%	79%	72%	72%
	2024	74%	75%	74%	67%	72%	80%	60%	83%	*	83%	49%	83%	75%	73%	68%	61%
At Meets Grade Level or Above	2025	52%	53%	55%	48%	49%	65%	60%	77%	*	74%	32%	68%	55%	56%	46%	38%
	2024	48%	50%	47%	42%	42%	56%	40%	67%	*	46%	25%	42%	48%	44%	38%	32%
At Masters Grade Level	2025	23%	25%	24%	16%	18%	34%	20%	46%	*	41%	10%	26%	24%	25%	16%	15%
	2024	21%	23%	18%	16%	14%	25%	20%	39%	*	8%	4%	25%	19%	15%	12%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	74%	81%	69%	80%	86%	80%	92%	*	79%	61%	94%	83%	72%	75%	82%
	2024	70%	72%	74%	69%	72%	76%	80%	83%	*	83%	49%	96%	75%	69%	68%	74%
At Meets Grade Level or Above	2025	46%	49%	56%	40%	51%	69%	40%	77%	*	69%	32%	76%	58%	49%	48%	52%
	2024	42%	44%	43%	32%	41%	48%	60%	56%	*	46%	25%	65%	45%	37%	34%	42%
At Masters Grade Level	2025	19%	21%	26%	13%	22%	37%	20%	46%	*	36%	12%	44%	27%	23%	20%	22%
	2024	15%	17%	15%	8%	13%	21%	20%	22%	*	8%	6%	17%	16%	11%	10%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	82%	82%	77%	81%	83%	100%	89%	-	100%	64%	92%	82%	83%	78%	72%
	2024	81%	81%	74%	67%	72%	80%	*	94%	*	82%	48%	70%	73%	76%	69%	67%
At Meets Grade Level or Above	2025	54%	57%	53%	49%	48%	60%	50%	61%	-	77%	26%	71%	55%	47%	43%	45%
	2024	51%	53%	41%	38%	37%	50%	*	50%	*	45%	22%	45%	39%	44%	35%	37%
At Masters Grade Level	2025	24%	26%	21%	17%	17%	29%	17%	33%	-	18%	7%	21%	23%	17%	14%	16%
	2024	23%	24%	13%	10%	10%	18%	*	31%	*	36%	3%	5%	12%	17%	9%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	72%	74%	64%	72%	78%	83%	89%	-	87%	51%	92%	78%	64%	67%	65%
	2024	69%	71%	61%	59%	57%	69%	*	75%	*	91%	40%	55%	59%	65%	55%	51%
At Meets Grade Level or Above	2025	47%	49%	49%	42%	44%	59%	33%	67%	-	57%	31%	50%	52%	44%	38%	38%
	2024	46%	48%	38%	38%	32%	47%	*	69%	*	59%	22%	45%	37%	41%	32%	29%
At Masters Grade Level	2025	24%	26%	26%	18%	22%	33%	33%	28%	-	22%	14%	42%	28%	19%	17%	20%
	2024	21%	23%	13%	12%	10%	17%	*	56%	*	27%	4%	10%	14%	12%	10%	11%
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	78%	72%	63%	72%	80%	*	69%	*	76%	39%	81%	73%	71%	67%	72%
	2024	79%	79%	73%	68%	68%	84%	*	90%	*	76%	48%	76%	72%	76%	69%	63%
At Meets Grade Level or Above	2025	58%	60%	53%	48%	49%	63%	*	63%	*	64%	26%	68%	52%	55%	47%	46%
	2024	55%	55%	46%	39%	41%	60%	*	50%	*	40%	28%	52%	45%	48%	42%	29%
At Masters Grade Level	2025	30%	32%	22%	18%	20%	28%	*	44%	*	36%	6%	24%	22%	23%	20%	19%
	2024	29%	30%	19%	12%	18%	25%	*	25%	*	20%	7%	28%	21%	13%	15%	12%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	75%	64%	74%	81%	*	81%	*	76%	47%	78%	75%	74%	69%	73%
	2024	77%	77%	78%	68%	78%	85%	*	90%	*	76%	60%	83%	80%	75%	77%	80%
At Meets Grade Level or Above	2025	47%	50%	47%	43%	45%	52%	*	69%	*	56%	27%	68%	48%	44%	42%	43%
	2024	50%	52%	49%	30%	49%	60%	*	60%	*	60%	32%	54%	52%	44%	46%	47%
At Masters Grade Level	2025	22%	25%	20%	20%	18%	21%	*	50%	*	28%	10%	35%	20%	20%	18%	22%
	2024	19%	21%	15%	7%	14%	20%	*	30%	*	12%	9%	21%	16%	11%	12%	12%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	66%	67%	59%	62%	78%	*	93%	*	84%	45%	76%	66%	70%	61%	56%
	2024	58%	59%	57%	44%	49%	75%	*	75%	*	68%	39%	56%	56%	57%	51%	40%
At Meets Grade Level or Above	2025	31%	33%	32%	24%	28%	41%	*	60%	*	48%	25%	35%	32%	31%	27%	25%
	2024	28%	29%	22%	12%	17%	34%	*	35%	*	28%	21%	28%	22%	21%	17%	10%
At Masters Grade Level	2025	12%	14%	10%	7%	8%	13%	*	27%	*	24%	6%	5%	10%	9%	8%	12%
	2024	11%	12%	7%	4%	4%	15%	*	15%	*	8%	7%	16%	8%	7%	4%	2%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	79%	74%	74%	89%	*	91%	*	85%	56%	74%	80%	76%	73%	65%
	2024	77%	77%	76%	68%	74%	84%	*	92%	-	79%	50%	75%	77%	74%	72%	68%
At Meets Grade Level or Above	2025	56%	58%	56%	49%	53%	67%	*	55%	*	65%	34%	53%	58%	52%	48%	40%
	2024	57%	57%	51%	38%	46%	64%	*	67%	-	62%	27%	61%	52%	48%	44%	39%
At Masters Grade Level	2025	29%	31%	25%	16%	21%	36%	*	41%	*	31%	13%	26%	27%	20%	19%	13%
	2024	26%	27%	18%	14%	13%	28%	*	42%	-	17%	8%	14%	18%	18%	13%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	75%	63%	73%	83%	*	91%	*	85%	56%	79%	77%	70%	70%	73%
	2024	72%	72%	67%	56%	64%	75%	*	75%	-	76%	43%	68%	68%	66%	61%	62%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	42%	38%	26%	35%	50%	*	55%	*	48%	24%	35%	40%	33%	33%	27%
	2024	39%	41%	31%	25%	27%	39%	*	58%	-	38%	21%	36%	34%	25%	26%	29%
At Masters Grade Level	2025	16%	18%	13%	8%	11%	19%	*	41%	*	11%	10%	15%	13%	12%	10%	8%
	2024	14%	15%	9%	8%	6%	13%	*	17%	-	7%	8%	0%	9%	7%	6%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	81%	75%	77%	88%	*	100%	-	87%	59%	85%	82%	76%	75%	71%
	2024	74%	75%	75%	76%	71%	81%	*	93%	*	65%	47%	70%	73%	77%	70%	69%
At Meets Grade Level or Above	2025	54%	56%	56%	50%	52%	66%	*	75%	-	57%	36%	50%	57%	52%	49%	41%
	2024	54%	56%	50%	52%	44%	62%	*	67%	*	35%	22%	56%	49%	53%	43%	39%
At Masters Grade Level	2025	27%	30%	26%	24%	20%	36%	*	50%	-	23%	15%	21%	26%	25%	20%	17%
	2024	29%	31%	23%	27%	18%	33%	*	33%	*	10%	8%	26%	23%	25%	17%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	57%	49%	42%	47%	55%	*	67%	-	45%	40%	58%	49%	47%	45%	44%
	2024	56%	57%	39%	33%	38%	46%	*	83%	*	27%	31%	60%	36%	44%	36%	37%
At Meets Grade Level or Above	2025	33%	35%	24%	23%	21%	29%	*	67%	-	35%	28%	25%	23%	25%	22%	20%
	2024	34%	35%	14%	10%	14%	16%	*	33%	*	7%	17%	25%	10%	21%	13%	14%
At Masters Grade Level	2025	11%	12%	5%	5%	4%	6%	*	33%	-	5%	16%	4%	5%	5%	5%	5%
	2024	11%	12%	2%	4%	1%	2%	*	17%	*	7%	5%	0%	1%	4%	2%	1%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	83%	85%	82%	83%	89%	*	100%	-	85%	57%	89%	87%	81%	81%	78%
	2024	81%	81%	80%	80%	76%	86%	*	88%	*	91%	59%	70%	82%	74%	74%	68%
At Meets Grade Level or Above	2025	58%	60%	59%	53%	56%	67%	*	76%	-	65%	27%	56%	61%	54%	53%	46%
	2024	56%	58%	55%	47%	50%	67%	*	81%	*	63%	30%	40%	57%	49%	47%	41%
At Masters Grade Level	2025	32%	34%	31%	25%	28%	41%	*	47%	-	40%	10%	26%	33%	28%	27%	14%
	2024	29%	32%	28%	18%	23%	41%	*	56%	*	34%	9%	20%	31%	21%	20%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	73%	76%	71%	74%	82%	*	93%	-	71%	52%	87%	78%	71%	72%	71%
	2024	72%	74%	65%	59%	64%	72%	*	71%	*	71%	46%	65%	69%	57%	61%	61%
At Meets Grade Level or Above	2025	47%	50%	47%	44%	42%	58%	*	64%	-	33%	22%	65%	49%	43%	42%	40%
	2024	43%	45%	34%	25%	31%	43%	*	50%	*	43%	22%	26%	37%	24%	32%	30%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	18%	21%	16%	16%	10%	25%	*	43%	-	25%	4%	26%	16%	15%	11%	11%
	2024	16%	18%	9%	8%	8%	13%	*	29%	*	7%	11%	9%	10%	6%	9%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	76%	81%	71%	78%	90%	*	94%	-	80%	59%	86%	81%	78%	77%	74%
	2024	70%	71%	74%	63%	70%	85%	*	89%	*	79%	52%	81%	76%	67%	68%	64%
At Meets Grade Level or Above	2025	48%	51%	51%	45%	45%	65%	*	76%	-	52%	30%	69%	52%	50%	46%	42%
	2024	44%	46%	43%	37%	36%	58%	*	63%	*	44%	29%	31%	43%	41%	37%	29%
At Masters Grade Level	2025	19%	21%	15%	9%	11%	24%	*	35%	-	16%	7%	23%	15%	16%	12%	10%
	2024	17%	19%	12%	11%	10%	18%	*	26%	*	15%	12%	8%	13%	12%	10%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	59%	61%	57%	56%	72%	*	94%	-	65%	42%	74%	63%	57%	54%	45%
	2024	60%	61%	62%	51%	58%	72%	*	81%	*	75%	44%	57%	64%	54%	57%	52%
At Meets Grade Level or Above	2025	32%	33%	29%	23%	25%	38%	*	47%	-	55%	23%	30%	30%	25%	24%	17%
	2024	33%	34%	33%	23%	27%	48%	*	69%	*	38%	25%	33%	36%	25%	24%	25%
At Masters Grade Level	2025	17%	18%	13%	14%	9%	18%	*	35%	-	30%	11%	15%	14%	12%	10%	4%
	2024	17%	18%	18%	9%	14%	29%	*	50%	*	16%	8%	14%	20%	12%	14%	13%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	69%	71%	70%	67%	80%	*	85%	*	84%	42%	84%	73%	68%	66%	53%
	2024	70%	70%	70%	67%	66%	80%	60%	87%	*	79%	31%	80%	70%	71%	66%	55%
At Meets Grade Level or Above	2025	49%	50%	51%	45%	46%	64%	*	75%	*	63%	24%	47%	53%	46%	44%	29%
	2024	52%	51%	51%	45%	47%	65%	20%	70%	*	62%	18%	65%	52%	49%	46%	32%
At Masters Grade Level	2025	15%	16%	14%	7%	12%	23%	*	50%	*	26%	11%	9%	15%	12%	11%	6%
	2024	16%	17%	12%	10%	8%	18%	0%	39%	*	24%	7%	10%	13%	8%	9%	3%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	73%	71%	66%	67%	81%	*	87%	*	85%	31%	85%	75%	60%	65%	50%
	2024	75%	75%	71%	65%	68%	81%	*	79%	*	83%	40%	78%	72%	68%	67%	50%
At Meets Grade Level or Above	2025	55%	56%	52%	44%	47%	64%	*	78%	*	78%	12%	50%	57%	38%	44%	28%
	2024	58%	58%	53%	50%	49%	64%	*	58%	*	74%	25%	56%	55%	48%	48%	25%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	8%	10%	6%	4%	4%	11%	*	30%	*	7%	3%	5%	7%	3%	4%	1%
	2024	9%	9%	5%	4%	4%	9%	*	11%	*	13%	4%	0%	6%	2%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	81%	87%	83%	86%	91%	*	100%	*	93%	68%	93%	89%	83%	84%	83%
	2024	81%	81%	88%	84%	88%	91%	*	95%	*	92%	66%	100%	89%	85%	86%	87%
At Meets Grade Level or Above	2025	45%	51%	58%	48%	56%	67%	*	80%	*	60%	35%	68%	62%	46%	52%	47%
	2024	43%	46%	52%	50%	48%	60%	*	82%	*	67%	23%	72%	54%	48%	48%	42%
At Masters Grade Level	2025	27%	32%	34%	24%	33%	42%	*	60%	*	33%	19%	25%	37%	27%	31%	27%
	2024	24%	27%	25%	19%	22%	32%	*	64%	*	29%	9%	56%	28%	18%	20%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	94%	94%	91%	98%	*	100%	*	100%	83%	100%	95%	91%	92%	86%
	2024	91%	91%	93%	89%	92%	97%	*	95%	*	100%	79%	100%	94%	90%	92%	89%
At Meets Grade Level or Above	2025	61%	64%	68%	56%	64%	81%	*	94%	*	82%	44%	77%	73%	55%	62%	49%
	2024	56%	58%	60%	54%	54%	76%	*	90%	*	76%	24%	88%	64%	52%	54%	40%
At Masters Grade Level	2025	21%	24%	26%	14%	20%	42%	*	71%	*	33%	12%	33%	29%	17%	20%	12%
	2024	19%	22%	20%	14%	17%	27%	*	65%	*	36%	5%	29%	24%	13%	16%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	95%	96%	94%	96%	*	95%	*	100%	84%	92%	96%	93%	94%	92%
	2024	96%	96%	95%	95%	94%	97%	100%	100%	*	100%	86%	100%	96%	94%	94%	89%
At Meets Grade Level or Above	2025	68%	71%	66%	61%	63%	78%	*	58%	*	75%	39%	75%	69%	56%	61%	35%
	2024	69%	70%	63%	57%	58%	77%	100%	81%	*	88%	45%	57%	65%	57%	58%	28%
At Masters Grade Level	2025	37%	41%	33%	28%	28%	48%	*	47%	*	50%	19%	42%	36%	25%	27%	10%
	2024	37%	39%	29%	21%	24%	43%	20%	44%	*	35%	17%	29%	31%	20%	25%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	92%	90%	83%	88%	97%	*	100%	*	80%	*	*	91%	75%	86%	*
	2024	88%	91%	90%	78%	91%	92%	*	100%	*	80%	*	-	89%	100%	80%	*
At Meets Grade Level or Above	2025	59%	66%	49%	20%	46%	68%	*	89%	*	20%	*	*	50%	25%	46%	*
	2024	59%	67%	51%	25%	53%	57%	*	60%	*	60%	*	-	51%	56%	39%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	13%	17%	3%	0%	3%	5%	*	0%	*	0%	*	*	3%	8%	0%	*
	2024	12%	16%	4%	3%	3%	5%	*	20%	*	0%	*	-	4%	11%	2%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	77%	72%	75%	84%	77%	91%	93%	83%	54%	84%	79%	73%	72%	68%
	2024	75%	75%	73%	68%	71%	81%	74%	87%	82%	80%	50%	75%	74%	71%	69%	64%
At Meets Grade Level or Above	2025	50%	52%	51%	43%	46%	61%	44%	69%	44%	61%	29%	57%	53%	45%	44%	37%
	2024	48%	50%	45%	39%	41%	56%	36%	64%	27%	51%	25%	48%	46%	42%	39%	32%
At Masters Grade Level	2025	21%	24%	20%	15%	17%	28%	15%	42%	4%	27%	11%	23%	21%	17%	16%	13%
	2024	20%	22%	16%	12%	12%	23%	8%	36%	0%	18%	7%	16%	17%	13%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	77%	72%	74%	84%	79%	89%	90%	85%	49%	84%	78%	73%	72%	65%
	2024	76%	76%	74%	70%	70%	82%	69%	88%	100%	80%	46%	75%	74%	73%	69%	62%
At Meets Grade Level or Above	2025	54%	56%	54%	48%	50%	65%	39%	70%	40%	68%	27%	58%	56%	49%	46%	38%
	2024	54%	55%	50%	45%	45%	61%	27%	63%	45%	54%	24%	52%	50%	48%	43%	34%
At Masters Grade Level	2025	23%	24%	20%	14%	17%	29%	11%	42%	0%	28%	9%	21%	21%	18%	16%	12%
	2024	22%	23%	17%	13%	13%	25%	4%	34%	0%	21%	6%	18%	17%	14%	12%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	74%	75%	68%	74%	81%	80%	90%	90%	78%	54%	84%	77%	70%	70%	70%
	2024	72%	73%	70%	63%	68%	76%	67%	84%	73%	76%	48%	75%	71%	67%	66%	66%
At Meets Grade Level or Above	2025	45%	48%	47%	39%	43%	57%	44%	69%	50%	53%	29%	57%	49%	40%	40%	38%
	2024	43%	45%	39%	31%	36%	48%	29%	63%	18%	48%	23%	46%	41%	35%	34%	34%
At Masters Grade Level	2025	20%	23%	20%	15%	17%	27%	20%	40%	0%	24%	13%	28%	21%	17%	16%	16%
	2024	17%	19%	13%	10%	11%	18%	5%	37%	0%	14%	7%	15%	14%	10%	10%	11%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	79%	81%	77%	78%	89%	67%	96%	100%	89%	62%	86%	82%	80%	78%	73%
	2024	75%	75%	76%	68%	72%	86%	86%	87%	86%	81%	56%	76%	77%	73%	72%	66%
At Meets Grade Level or Above	2025	47%	50%	51%	43%	47%	63%	44%	78%	33%	61%	33%	59%	53%	46%	46%	39%
	2024	43%	45%	43%	36%	38%	56%	57%	62%	14%	49%	25%	44%	45%	39%	37%	27%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	17%	20%	17%	10%	13%	27%	11%	44%	0%	25%	8%	20%	18%	14%	13%	11%
	2024	16%	18%	14%	10%	11%	20%	29%	35%	0%	19%	8%	16%	15%	11%	10%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	78%	77%	76%	84%	*	94%	*	83%	64%	79%	80%	73%	74%	65%
	2024	78%	79%	78%	73%	76%	84%	100%	91%	*	84%	63%	68%	80%	72%	75%	67%
At Meets Grade Level or Above	2025	50%	53%	48%	43%	44%	57%	*	53%	*	65%	31%	44%	51%	39%	43%	25%
	2024	51%	52%	48%	41%	42%	61%	71%	75%	*	55%	34%	39%	51%	40%	41%	26%
At Masters Grade Level	2025	27%	30%	23%	22%	19%	32%	*	42%	*	40%	15%	23%	25%	17%	19%	7%
	2024	27%	29%	23%	16%	19%	36%	14%	47%	*	22%	12%	18%	26%	16%	19%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	41%	45%	30%	39%	57%	40%	69%	*	64%	25%	65%	45%	43%	36%	33%
	2024	35%	37%	34%	23%	30%	44%	40%	50%	*	33%	17%	39%	35%	30%	25%	24%
Reading and Mathematics Including EOC	2025	39%	41%	45%	30%	39%	57%	40%	69%	*	64%	25%	65%	45%	43%	36%	33%
	2024	35%	37%	34%	23%	30%	44%	40%	50%	*	33%	17%	39%	35%	30%	25%	24%
Reading Including EOC	2025	52%	53%	55%	48%	49%	65%	60%	77%	*	74%	32%	68%	55%	56%	46%	38%
	2024	48%	50%	47%	42%	42%	56%	40%	67%	*	46%	25%	42%	48%	44%	38%	32%
Math Including EOC	2025	46%	49%	56%	40%	51%	69%	40%	77%	*	69%	32%	76%	58%	50%	48%	52%
	2024	42%	44%	43%	32%	41%	48%	60%	56%	*	46%	25%	65%	45%	37%	34%	42%
4th Graders																	
Reading and Mathematics	2025	40%	42%	41%	38%	35%	50%	17%	56%	-	50%	23%	50%	43%	37%	30%	30%
	2024	38%	40%	29%	30%	23%	39%	*	50%	*	45%	17%	40%	28%	33%	24%	23%
Reading and Mathematics Including EOC	2025	40%	42%	41%	38%	35%	50%	17%	56%	-	50%	23%	50%	43%	37%	30%	30%
	2024	38%	40%	29%	30%	23%	39%	*	50%	*	45%	17%	40%	28%	33%	24%	23%
Reading Including EOC	2025	54%	57%	53%	49%	48%	60%	50%	61%	-	77%	26%	71%	55%	47%	43%	45%
	2024	51%	53%	41%	38%	37%	50%	*	50%	*	45%	22%	45%	39%	44%	35%	37%
Math Including EOC	2025	47%	50%	49%	42%	44%	59%	33%	67%	-	57%	31%	50%	52%	43%	38%	38%
	2024	46%	48%	38%	38%	32%	47%	*	69%	*	59%	22%	45%	37%	41%	32%	29%
5th Graders																	
Reading and Mathematics	2025	42%	45%	40%	37%	37%	46%	*	56%	*	52%	22%	59%	41%	38%	35%	36%
	2024	42%	43%	36%	26%	32%	51%	*	40%	*	36%	23%	42%	37%	34%	31%	22%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	42%	45%	40%	37%	37%	46%	*	56%	*	52%	22%	59%	41%	38%	35%	36%
	2024	42%	43%	36%	26%	32%	51%	*	40%	*	36%	23%	42%	37%	34%	31%	22%
Reading Including EOC	2025	58%	60%	53%	48%	49%	63%	*	63%	*	64%	26%	68%	52%	55%	47%	46%
	2024	55%	55%	46%	39%	41%	60%	*	50%	*	40%	28%	52%	45%	48%	42%	29%
Math Including EOC	2025	48%	50%	47%	43%	45%	52%	*	69%	*	56%	27%	68%	48%	44%	42%	43%
	2024	51%	52%	49%	30%	49%	60%	*	60%	*	60%	32%	54%	52%	44%	46%	47%
6th Graders																	
Reading and Mathematics	2025	37%	39%	35%	26%	31%	45%	*	50%	*	46%	23%	32%	37%	29%	28%	22%
	2024	36%	38%	27%	20%	22%	37%	*	58%	-	38%	17%	32%	30%	22%	22%	23%
Reading and Mathematics Including EOC	2025	37%	39%	35%	26%	31%	45%	*	50%	*	46%	23%	32%	37%	29%	28%	22%
	2024	36%	38%	27%	20%	22%	37%	*	58%	-	38%	17%	32%	30%	22%	22%	23%
Reading Including EOC	2025	56%	58%	56%	49%	53%	67%	*	55%	*	65%	34%	53%	58%	52%	48%	40%
	2024	57%	57%	51%	38%	46%	64%	*	67%	-	62%	27%	61%	52%	48%	44%	39%
Math Including EOC	2025	41%	43%	38%	26%	35%	50%	*	55%	*	48%	24%	35%	40%	33%	33%	27%
	2024	40%	42%	31%	25%	27%	39%	*	58%	-	38%	21%	36%	34%	25%	26%	29%
7th Graders																	
Reading and Mathematics	2025	36%	38%	35%	30%	30%	45%	*	67%	-	37%	24%	35%	36%	33%	29%	27%
	2024	35%	36%	25%	18%	23%	34%	*	40%	*	20%	14%	33%	26%	24%	21%	18%
Reading and Mathematics Including EOC	2025	38%	40%	35%	30%	30%	45%	*	67%	-	37%	24%	35%	36%	33%	29%	27%
	2024	36%	38%	25%	18%	23%	34%	*	40%	*	20%	14%	33%	26%	24%	21%	18%
Reading Including EOC	2025	54%	56%	56%	50%	52%	66%	*	75%	-	57%	36%	50%	57%	52%	49%	41%
	2024	54%	56%	50%	52%	44%	62%	*	67%	*	35%	22%	56%	49%	53%	43%	39%
Math Including EOC	2025	43%	45%	39%	36%	34%	50%	*	75%	-	40%	29%	47%	41%	35%	34%	31%
	2024	40%	42%	30%	20%	28%	39%	*	47%	*	24%	20%	37%	31%	28%	26%	26%
8th Graders																	
Reading and Mathematics	2025	30%	32%	28%	27%	25%	34%	*	38%	-	21%	16%	43%	28%	27%	24%	21%
	2024	28%	29%	18%	14%	17%	22%	*	20%	*	32%	17%	0%	20%	14%	18%	15%
Reading and Mathematics Including EOC	2025	44%	47%	45%	39%	41%	55%	*	65%	-	45%	21%	48%	48%	37%	39%	33%
	2024	41%	44%	37%	25%	33%	49%	*	69%	*	53%	20%	20%	41%	27%	31%	28%
Reading Including EOC	2025	59%	60%	59%	53%	56%	67%	*	76%	-	65%	27%	56%	61%	54%	53%	46%
	2024	57%	58%	55%	47%	50%	67%	*	81%	*	63%	30%	40%	57%	49%	47%	41%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2025	51%	54%	51%	47%	48%	60%	*	71%	-	45%	26%	56%	54%	44%	45%	41%
	2024	49%	52%	41%	30%	36%	54%	*	75%	*	56%	24%	24%	45%	31%	35%	33%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	40%	38%	31%	33%	47%	24%	56%	33%	48%	22%	48%	39%	34%	31%	28%
	2024	36%	37%	29%	22%	24%	39%	22%	45%	11%	35%	18%	33%	30%	26%	24%	21%
Reading and Mathematics Including EOC	2025	40%	42%	40%	34%	35%	50%	27%	59%	33%	50%	23%	48%	42%	36%	33%	30%
	2024	38%	40%	32%	24%	27%	42%	22%	51%	11%	39%	18%	35%	33%	28%	26%	23%
Reading Including EOC	2025	55%	57%	55%	50%	51%	65%	41%	66%	33%	67%	30%	61%	56%	53%	48%	43%
	2024	54%	55%	48%	43%	43%	60%	28%	63%	44%	50%	26%	50%	49%	48%	42%	36%
Math Including EOC	2025	46%	49%	47%	39%	42%	57%	41%	67%	50%	54%	28%	56%	49%	41%	40%	38%
	2024	45%	47%	39%	29%	35%	48%	28%	61%	11%	48%	24%	43%	41%	34%	33%	34%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	72%	70%	69%	70%	68%	83%	72%	-	86%	60%	71%	70%	70%	67%	68%	92%
	2024	67%	68%	54%	48%	53%	59%	*	56%	*	61%	46%	53%	53%	56%	52%	51%	---
Grade 4 Mathematics	2025	65%	67%	67%	59%	64%	73%	58%	81%	-	80%	60%	67%	70%	59%	61%	56%	94%
	2024	60%	62%	53%	55%	48%	57%	*	72%	*	68%	46%	53%	52%	55%	49%	44%	---
Grade 5 ELA/Reading	2025	69%	71%	67%	61%	68%	70%	*	70%	*	68%	45%	74%	67%	68%	64%	69%	88%
	2024	70%	71%	62%	59%	61%	65%	*	83%	*	65%	47%	66%	62%	63%	60%	56%	---
Grade 5 Mathematics	2025	67%	69%	75%	70%	78%	73%	*	73%	*	74%	63%	82%	76%	74%	75%	81%	88%
	2024	65%	66%	63%	58%	64%	64%	*	70%	*	63%	59%	67%	63%	63%	64%	70%	---
Grade 6 ELA/Reading	2025	64%	66%	72%	66%	69%	81%	*	73%	*	77%	60%	73%	72%	70%	67%	61%	91%
	2024	61%	62%	63%	54%	61%	71%	*	58%	-	57%	46%	61%	64%	61%	58%	56%	---
Grade 6 Mathematics	2025	56%	57%	57%	56%	52%	66%	*	70%	*	74%	57%	58%	57%	59%	54%	44%	73%
	2024	48%	50%	44%	53%	40%	44%	*	68%	-	52%	40%	37%	45%	40%	43%	41%	---
Grade 7 ELA/Reading	2025	64%	66%	71%	68%	71%	73%	*	60%	-	67%	55%	56%	72%	69%	68%	65%	84%
	2024	66%	67%	64%	70%	58%	72%	*	79%	*	45%	44%	67%	62%	67%	59%	56%	---
Grade 7 Mathematics	2025	50%	52%	50%	43%	49%	56%	*	*	-	56%	45%	52%	52%	46%	47%	47%	70%
	2024	49%	51%	31%	26%	31%	35%	*	40%	*	21%	34%	43%	29%	36%	29%	33%	---
Grade 8 ELA/Reading	2025	72%	73%	76%	66%	76%	79%	*	91%	-	87%	54%	69%	77%	72%	74%	74%	96%
	2024	69%	71%	70%	73%	65%	77%	*	72%	*	80%	61%	70%	72%	66%	65%	61%	---
Grade 8 Mathematics	2025	68%	71%	75%	78%	74%	75%	*	88%	-	66%	60%	81%	76%	71%	72%	72%	87%
	2024	66%	70%	59%	54%	59%	62%	*	54%	*	73%	54%	54%	62%	51%	61%	63%	---
End of Course English I	2025	63%	64%	66%	64%	64%	69%	*	94%	*	77%	52%	66%	67%	65%	64%	61%	79%
	2024	64%	65%	65%	68%	64%	67%	*	75%	*	64%	45%	68%	65%	66%	65%	54%	---
End of Course English II	2025	65%	66%	69%	67%	69%	71%	*	83%	*	72%	44%	64%	72%	61%	66%	62%	76%
	2024	69%	70%	67%	67%	66%	67%	*	69%	*	82%	55%	67%	67%	65%	65%	57%	---
End of Course Algebra I	2025	74%	78%	90%	86%	89%	94%	*	93%	*	82%	83%	87%	91%	86%	87%	87%	100%
	2024	72%	76%	83%	88%	80%	84%	*	98%	*	76%	76%	86%	83%	81%	82%	78%	---
All Grades Both Subjects	2025	65%	67%	70%	67%	69%	73%	72%	79%	60%	74%	57%	70%	71%	67%	67%	65%	87%
	2024	64%	66%	61%	61%	59%	65%	52%	71%	55%	63%	50%	60%	61%	60%	58%	56%	---
All Grades ELA/Reading	2025	67%	68%	70%	66%	69%	73%	71%	78%	50%	76%	53%	68%	71%	68%	67%	66%	87%
	2024	67%	68%	64%	64%	61%	69%	59%	71%	60%	65%	49%	64%	64%	63%	60%	56%	---
All Grades Mathematics	2025	64%	66%	70%	67%	68%	74%	72%	80%	71%	73%	62%	72%	71%	66%	67%	64%	88%
	2024	60%	63%	57%	58%	55%	60%	43%	72%	50%	61%	51%	55%	58%	55%	56%	55%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	42%	44%	41%	44%	41%	*	*	-	*	35%	*	42%	48%	44%	42%	*
	2024	38%	38%	30%	23%	28%	35%	*	*	-	*	19%	*	30%	29%	27%	23%	---
Grade 4 Mathematics	2025	27%	28%	33%	26%	32%	37%	*	*	-	*	26%	*	38%	26%	30%	23%	*
	2024	26%	28%	20%	21%	16%	25%	*	*	*	*	8%	14%	15%	34%	19%	13%	---

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	26%	22%	17%	25%	23%	*	*	-	0%	12%	17%	20%	30%	22%	34%	*
	2024	35%	36%	30%	32%	30%	27%	-	*	-	33%	21%	*	30%	31%	30%	33%	---
Grade 5 Mathematics	2025	35%	35%	43%	27%	49%	40%	*	*	-	*	23%	33%	41%	50%	42%	52%	60%
	2024	41%	40%	43%	41%	45%	44%	-	*	*	0%	32%	60%	43%	44%	44%	54%	---
Grade 6 ELA/Reading	2025	27%	28%	41%	43%	36%	51%	-	*	-	67%	34%	45%	43%	35%	37%	27%	-
	2024	24%	24%	32%	32%	32%	30%	*	*	-	*	17%	17%	32%	30%	29%	29%	---
Grade 6 Mathematics	2025	33%	33%	39%	36%	40%	35%	-	*	-	50%	36%	88%	40%	38%	36%	40%	-
	2024	27%	27%	25%	25%	25%	20%	*	*	-	43%	16%	*	24%	28%	24%	21%	---
Grade 7 ELA/Reading	2025	25%	27%	38%	37%	38%	36%	*	-	-	50%	29%	40%	38%	38%	33%	35%	*
	2024	23%	23%	29%	32%	29%	29%	-	*	-	33%	21%	14%	29%	31%	28%	28%	---
Grade 7 Mathematics	2025	16%	17%	19%	12%	21%	18%	*	*	-	14%	14%	11%	22%	12%	18%	20%	*
	2024	14%	15%	8%	5%	10%	5%	*	*	-	20%	8%	0%	6%	13%	8%	11%	---
Grade 8 ELA/Reading	2025	40%	41%	53%	47%	52%	59%	-	*	-	60%	36%	50%	56%	45%	51%	50%	-
	2024	34%	36%	40%	54%	32%	40%	*	*	-	83%	32%	29%	40%	40%	37%	24%	---
Grade 8 Mathematics	2025	42%	45%	54%	60%	53%	52%	*	*	-	44%	40%	57%	56%	50%	53%	50%	*
	2024	44%	47%	37%	33%	36%	41%	*	*	*	44%	25%	40%	39%	30%	36%	38%	---
End of Course English I	2025	23%	24%	31%	29%	31%	32%	-	*	-	*	18%	40%	33%	28%	27%	24%	*
	2024	20%	21%	22%	31%	18%	17%	*	-	-	-	13%	*	19%	26%	20%	16%	---
End of Course English II	2025	29%	31%	30%	37%	26%	28%	*	-	-	*	22%	*	38%	14%	27%	19%	-
	2024	29%	31%	28%	19%	26%	43%	-	*	-	*	17%	*	31%	23%	25%	19%	---
End of Course Algebra I	2025	54%	58%	76%	81%	70%	85%	-	*	*	83%	62%	83%	79%	68%	70%	67%	-
	2024	55%	56%	65%	60%	66%	70%	*	-	*	*	52%	*	68%	58%	63%	63%	---
All Grades Both Subjects	2025	33%	34%	42%	41%	41%	42%	53%	56%	*	49%	30%	46%	43%	38%	39%	38%	80%
	2024	32%	33%	32%	33%	31%	33%	33%	38%	60%	41%	22%	30%	32%	32%	30%	29%	---
All Grades ELA/Reading	2025	31%	32%	37%	36%	36%	39%	50%	50%	-	53%	27%	42%	39%	35%	35%	33%	80%
	2024	30%	30%	31%	33%	28%	33%	38%	53%	-	45%	20%	28%	31%	31%	29%	25%	---
All Grades Mathematics	2025	35%	36%	45%	45%	46%	44%	57%	59%	*	46%	33%	49%	47%	41%	42%	43%	80%
	2024	35%	36%	33%	32%	33%	33%	29%	17%	60%	38%	23%	32%	32%	34%	32%	33%	---

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 --- First reported in 2025.

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	76%	77%	69%	-	-	-	71%	64%	62%	73%	63%	59%	75%	80%	64%	94%
	2024	75%	75%	73%	57%	-	-	-	62%	52%	62%	66%	62%	54%	65%	76%	61%	91%
At Meets Grade Level or Above	2025	50%	52%	51%	40%	-	-	-	42%	34%	27%	40%	28%	24%	40%	54%	30%	80%
	2024	48%	50%	45%	26%	-	-	-	32%	19%	28%	34%	28%	21%	35%	48%	28%	69%
At Masters Grade Level	2025	21%	24%	20%	17%	-	-	-	20%	10%	6%	13%	6%	6%	7%	22%	8%	37%
	2024	20%	22%	16%	6%	-	-	-	9%	3%	7%	3%	8%	4%	9%	17%	7%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	77%	77%	70%	-	-	-	70%	68%	57%	70%	58%	56%	71%	81%	61%	94%
	2024	76%	76%	74%	59%	-	-	-	61%	53%	58%	65%	60%	50%	67%	78%	59%	89%
At Meets Grade Level or Above	2025	54%	56%	54%	42%	-	-	-	42%	41%	27%	40%	27%	26%	45%	59%	31%	86%
	2024	54%	55%	50%	25%	-	-	-	29%	17%	30%	32%	32%	21%	39%	54%	30%	74%
At Masters Grade Level	2025	23%	24%	20%	17%	-	-	-	19%	11%	5%	10%	4%	4%	6%	23%	7%	35%
	2024	22%	23%	17%	6%	-	-	-	9%	2%	7%	5%	8%	3%	12%	19%	7%	22%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	74%	75%	73%	-	-	-	74%	70%	63%	74%	65%	57%	73%	77%	67%	94%
	2024	72%	73%	70%	67%	-	-	-	63%	71%	63%	65%	63%	53%	65%	71%	64%	87%
At Meets Grade Level or Above	2025	45%	48%	47%	44%	-	-	-	46%	38%	27%	37%	28%	22%	36%	49%	32%	75%
	2024	43%	45%	39%	36%	-	-	-	34%	33%	29%	38%	29%	20%	31%	41%	31%	61%
At Masters Grade Level	2025	20%	23%	20%	20%	-	-	-	22%	12%	9%	16%	9%	7%	7%	21%	11%	39%
	2024	17%	19%	13%	8%	-	-	-	9%	5%	8%	0%	9%	5%	8%	14%	8%	29%
All Grades Science																		

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Approaches Grade Level or Above	2025	78%	79%	81%	53%	-	-	-	55%	51%	73%	-	73%	71%	82%	84%	68%	96%	
	2024	75%	75%	76%	25%	-	-	-	-	25%	71%	*	67%	70%	69%	78%	62%	93%	
At Meets Grade Level or Above	2025	47%	50%	51%	21%	-	-	-	22%	21%	33%	-	35%	28%	47%	54%	30%	82%	
	2024	43%	45%	43%	2%	-	-	-	-	2%	26%	*	26%	24%	40%	47%	23%	65%	
At Masters Grade Level	2025	17%	20%	17%	9%	-	-	-	14%	5%	5%	-	6%	4%	8%	18%	5%	41%	
	2024	16%	18%	14%	1%	-	-	-	-	1%	6%	*	6%	4%	2%	15%	4%	25%	
All Grades Social Studies																			
At Approaches Grade Level or Above	2025	77%	78%	78%	-	-	-	-	-	-	59%	*	60%	57%	85%	80%	61%	94%	
	2024	78%	79%	78%	-	-	-	-	-	-	61%	*	60%	51%	43%	79%	60%	96%	
At Meets Grade Level or Above	2025	50%	53%	48%	-	-	-	-	-	-	18%	*	18%	17%	30%	51%	19%	75%	
	2024	51%	52%	48%	-	-	-	-	-	-	17%	*	16%	13%	24%	50%	17%	70%	
At Masters Grade Level	2025	27%	30%	23%	-	-	-	-	-	-	3%	*	1%	8%	9%	27%	4%	36%	
	2024	27%	29%	23%	-	-	-	-	-	-	5%	*	6%	5%	5%	25%	5%	33%	
School Progress - Annual Growth																			
All Grades Both Subjects	2025	65%	67%	70%	66%	-	-	-	64%	71%	60%	*	62%	57%	65%	71%	62%	85%	
	2024	64%	66%	61%	53%	-	-	-	48%	58%	53%	-	53%	50%	57%	62%	54%	75%	
All Grades ELA/Reading	2025	67%	68%	70%	68%	-	-	-	68%	68%	61%	*	62%	61%	64%	71%	62%	84%	
	2024	67%	68%	64%	47%	-	-	-	50%	45%	55%	-	55%	50%	61%	66%	54%	73%	
All Grades Mathematics	2025	64%	66%	70%	65%	-	-	-	61%	74%	59%	*	62%	52%	67%	72%	61%	86%	
	2024	60%	63%	57%	59%	-	-	-	46%	71%	52%	-	51%	50%	53%	57%	53%	79%	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2025	33%	34%	42%	38%	-	-	-	35%	41%	36%	*	37%	36%	46%	43%	37%	81%	
	2024	32%	33%	32%	32%	-	-	-	20%	40%	27%	-	27%	26%	30%	33%	29%	52%	

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	32%	37%	35%	-	-	-	36%	32%	32%	*	30%	37%	45%	40%	33%	56%
	2024	30%	30%	31%	28%	-	-	-	24%	30%	23%	-	24%	21%	28%	34%	25%	43%
All Grades Mathematics	2025	35%	36%	45%	41%	-	-	-	34%	49%	41%	*	44%	34%	46%	46%	41%	88%
	2024	35%	36%	33%	36%	-	-	-	15%	53%	32%	-	30%	31%	33%	32%	33%	62%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates there are no data available in the group.

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	99%	100%	99%	99%	100%	99%	98%	99%	99%
Included in Accountability	93%	93%	94%	95%	93%	95%	88%	95%	100%	93%	93%	97%	97%	87%	93%	93%
Not Included in Accountability: Mobile	4%	4%	4%	5%	4%	4%	12%	3%	0%	7%	5%	2%	2%	10%	4%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	0%	1%	0%	0%	1%	0%	1%	2%	1%	4%
Not Tested	1%	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	0%	1%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	100%	100%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	91%	91%	93%	95%	92%	95%	90%	96%	100%	91%	93%	97%	96%	86%	92%	89%
Not Included in Accountability: Mobile	4%	4%	4%	5%	4%	4%	10%	2%	0%	8%	5%	3%	2%	10%	4%	3%
Not Included in Accountability: Other Exclusions	4%	4%	2%	0%	4%	0%	0%	2%	0%	0%	1%	0%	2%	3%	3%	8%
Not Tested	1%	1%	1%	0%	1%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	98%	100%	99%	100%	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	94%	94%	95%	94%	95%	89%	97%	100%	93%	93%	97%	97%	87%	94%	94%
Not Included in Accountability: Mobile	4%	4%	4%	5%	4%	4%	11%	3%	0%	7%	5%	2%	2%	10%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	2%
Not Tested	1%	1%	1%	0%	1%	2%	0%	1%	0%	0%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	1%	0%	1%	1%	0%	1%	0%	0%	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	99%	99%	98%	99%	98%	98%	100%	95%	100%	100%	99%	100%	98%	98%	98%	99%
Included in Accountability	94%	94%	94%	94%	94%	94%	82%	91%	100%	97%	93%	99%	97%	88%	94%	97%
Not Included in Accountability: Mobile	4%	4%	4%	5%	3%	4%	18%	4%	0%	3%	5%	1%	1%	9%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	2%	1%	2%	2%	0%	5%	0%	0%	1%	0%	2%	2%	2%	1%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	1%	1%	1%	1%	0%	2%	0%	0%	1%	0%	1%	2%	1%	1%
Other	0%	0%	1%	1%	1%	1%	0%	4%	0%	0%	0%	0%	1%	1%	1%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	100%	*	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	95%	96%	96%	96%	95%	80%	97%	*	95%	95%	98%	98%	89%	95%	97%
Not Included in Accountability: Mobile	4%	3%	3%	4%	2%	4%	20%	3%	*	5%	4%	3%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	1%
Not Tested	1%	1%	1%	0%	1%	1%	0%	0%	*	0%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	*	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	94%	80%	93%	76%	79%	*	75%	*	100%	*	*	83%	50%	77%	60%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	99%	100%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	92%	92%	94%	93%	93%	95%	94%	94%	100%	96%	94%	90%	97%	85%	94%	92%
Not Included in Accountability: Mobile	4%	4%	4%	6%	4%	3%	5%	3%	0%	3%	4%	9%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	2%	2%	0%	0%	1%	0%	1%	3%	2%	5%
Not Tested	1%	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	99%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	91%	91%	93%	94%	92%	95%	93%	91%	100%	96%	94%	90%	97%	85%	93%	89%
Not Included in Accountability: Mobile	4%	4%	4%	6%	4%	4%	4%	3%	0%	3%	4%	9%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	4%	4%	2%	0%	4%	0%	4%	5%	0%	0%	1%	0%	1%	4%	3%	8%
Not Tested	1%	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	98%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	93%	94%	93%	94%	95%	91%	95%	100%	97%	94%	90%	98%	86%	94%	93%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	4%	6%	4%	4%	9%	3%	0%	3%	4%	9%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	2%	1%	3%
Not Tested	1%	1%	1%	1%	1%	1%	0%	2%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	1%	0%	1%	0%	0%	0%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	99%	98%	97%	100%	100%	100%	98%	98%	100%	98%	98%	98%	99%
Included in Accountability	93%	93%	94%	94%	94%	94%	100%	97%	100%	95%	94%	92%	97%	87%	94%	96%
Not Included in Accountability: Mobile	4%	4%	4%	5%	3%	3%	0%	3%	0%	3%	4%	8%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	2%	1%	2%	3%	0%	0%	0%	2%	2%	0%	2%	2%	2%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Other	0%	0%	1%	0%	2%	2%	0%	0%	0%	1%	1%	0%	2%	1%	1%	0%
Social Studies																
Assessment Participant	99%	99%	98%	99%	98%	99%	100%	100%	* 100%	98%	100%	99%	97%	98%	98%	98%
Included in Accountability	94%	94%	94%	92%	93%	97%	100%	100%	* 96%	94%	80%	98%	84%	95%	91%	
Not Included in Accountability: Mobile	4%	3%	3%	7%	3%	2%	0%	0%	* 4%	4%	20%	1%	10%	3%	3%	
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	* 0%	0%	0%	0%	2%	1%	4%	
Not Tested	1%	1%	2%	1%	2%	1%	0%	0%	* 0%	2%	0%	1%	3%	2%	2%	
Absent	1%	1%	2%	1%	2%	1%	0%	0%	* 0%	2%	0%	1%	3%	2%	2%	
Other	0%	0%	0%	0%	0%	0%	0%	0%	* 0%	0%	0%	0%	1%	0%	0%	
Accelerated Testers																
SAT/ACT Participant	93%	93%	84%	95%	84%	81%	* 83%	* 71%	* -	85%	64%	83%	*			

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	93.7%	93.9%	94.3%	93.7%	94.0%	92.9%	96.5%	92.4%	93.4%	93.2%	93.4%	94.5%
2022-23	93.3%	93.3%	93.6%	94.1%	93.5%	93.4%	92.7%	96.2%	90.4%	93.3%	92.9%	93.0%	94.2%
Chronic Absenteeism													
2023-24	19.0%	18.3%	18.8%	17.2%	19.3%	18.8%	26.0%	7.5%	23.5%	24.0%	22.7%	21.2%	15.2%
2022-23	20.3%	20.0%	18.8%	17.4%	19.2%	19.1%	21.6%	8.4%	23.5%	21.9%	22.3%	21.6%	15.6%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	1.0%	0.3%	0.3%	0.6%	0.0%	0.0%	0.0%	*	0.0%	0.3%	0.4%	1.2%
2022-23	0.8%	1.0%	0.7%	0.6%	0.6%	0.7%	0.0%	0.0%	*	3.2%	1.2%	1.0%	0.5%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.9%	0.3%	0.3%	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.3%
2022-23	2.0%	2.1%	0.8%	0.7%	0.6%	1.3%	0.0%	0.0%	0.0%	0.0%	1.6%	1.0%	0.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	90.8%	96.5%	96.2%	97.6%	94.0%	*	100.0%	*	96.0%	94.6%	95.8%	95.1%
Received TxCHSE	0.3%	0.3%	0.1%	0.0%	0.0%	0.5%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	3.1%	3.0%	0.7%	0.5%	0.4%	1.4%	*	0.0%	*	0.0%	0.8%	0.7%	0.0%
Dropped Out	5.8%	5.9%	2.8%	3.3%	2.0%	4.1%	*	0.0%	*	4.0%	4.7%	3.3%	4.9%
Graduates and TxCHSE	91.1%	91.1%	96.6%	96.2%	97.6%	94.5%	*	100.0%	*	96.0%	94.6%	96.0%	95.1%
Graduates, TxCHSE, and Continuers	94.2%	94.1%	97.2%	96.7%	98.0%	95.9%	100.0%	100.0%	100.0%	96.0%	95.3%	96.7%	95.1%
Class of 2023													
Graduated	90.3%	89.6%	95.3%	99.3%	93.1%	96.0%	*	100.0%	*	95.0%	87.2%	93.6%	90.6%
Received TxCHSE	0.3%	0.3%	0.3%	0.0%	0.5%	0.0%	*	0.0%	*	0.0%	1.1%	0.4%	0.0%
Continued HS	3.1%	3.1%	1.7%	0.0%	2.4%	1.5%	*	0.0%	*	5.0%	4.3%	2.1%	4.7%
Dropped Out	6.3%	7.0%	2.7%	0.7%	4.0%	2.5%	*	0.0%	*	0.0%	7.4%	3.9%	4.7%
Graduates and TxCHSE	90.6%	89.9%	95.6%	99.3%	93.6%	96.0%	*	100.0%	*	95.0%	88.3%	94.0%	90.6%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	97.3%	99.3%	96.0%	97.5%	*	100.0%	*	100.0%	92.6%	96.1%	95.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	91.5%	97.0%	99.3%	95.5%	97.5%	*	100.0%	*	100.0%	91.6%	95.7%	95.3%
Received TxCHSE	0.4%	0.4%	0.3%	0.0%	0.5%	0.0%	*	0.0%	*	0.0%	1.1%	0.4%	0.0%
Continued HS	1.0%	0.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.5%	7.2%	2.7%	0.7%	4.0%	2.5%	*	0.0%	*	0.0%	7.4%	3.9%	4.7%
Graduates and TxCHSE	92.6%	91.9%	97.3%	99.3%	96.0%	97.5%	*	100.0%	*	100.0%	92.6%	96.1%	95.3%
Graduates, TxCHSE, and Continuers	93.5%	92.8%	97.3%	99.3%	96.0%	97.5%	*	100.0%	*	100.0%	92.6%	96.1%	95.3%

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	91.2%	95.8%	95.2%	96.4%	94.3%	100.0%	100.0%	*	100.0%	89.6%	94.0%	95.2%
Received TxCHSE	0.4%	0.4%	0.6%	0.0%	0.5%	1.4%	0.0%	0.0%	*	0.0%	0.0%	0.8%	1.6%
Continued HS	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	7.3%	3.5%	4.8%	3.1%	4.3%	0.0%	0.0%	*	0.0%	10.4%	5.2%	3.2%
Graduates and TxCHSE	92.2%	91.7%	96.5%	95.2%	96.9%	95.7%	100.0%	100.0%	*	100.0%	89.6%	94.8%	96.8%
Graduates, TxCHSE, and Continuers	93.2%	92.7%	96.5%	95.2%	96.9%	95.7%	100.0%	100.0%	*	100.0%	89.6%	94.8%	96.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	91.6%	96.0%	95.8%	96.4%	94.3%	100.0%	100.0%	*	100.0%	90.7%	94.3%	95.2%
Received TxCHSE	0.5%	0.5%	0.6%	0.0%	0.5%	1.4%	0.0%	0.0%	*	0.0%	0.0%	0.8%	1.6%
Continued HS	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	7.3%	3.4%	4.2%	3.1%	4.3%	0.0%	0.0%	*	0.0%	9.3%	5.0%	3.2%
Graduates and TxCHSE	92.7%	92.1%	96.6%	95.8%	96.9%	95.7%	100.0%	100.0%	*	100.0%	90.7%	95.0%	96.8%
Graduates, TxCHSE, and Continuers	93.2%	92.7%	96.6%	95.8%	96.9%	95.7%	100.0%	100.0%	*	100.0%	90.7%	95.0%	96.8%
Class of 2021													
Graduated	92.7%	92.7%	94.4%	94.0%	95.3%	92.1%	100.0%	100.0%	*	95.5%	90.2%	93.5%	96.0%
Received TxCHSE	0.5%	0.4%	0.5%	0.0%	0.5%	0.9%	0.0%	0.0%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.3%	5.1%	6.0%	4.2%	7.0%	0.0%	0.0%	*	4.5%	9.8%	6.1%	4.0%
Graduates and TxCHSE	93.2%	93.1%	94.9%	94.0%	95.8%	93.0%	100.0%	100.0%	*	95.5%	90.2%	93.9%	96.0%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	94.9%	94.0%	95.8%	93.0%	100.0%	100.0%	*	95.5%	90.2%	93.9%	96.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	90.8%	95.3%	95.2%	96.2%	93.2%	*	100.0%	*	96.0%	90.4%	94.8%	92.9%
Class of 2023	90.3%	89.6%	94.5%	99.3%	91.7%	95.6%	*	100.0%	*	95.0%	83.7%	92.6%	87.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	54.5%	*	-	-	*	-	-	-	-	-	-	-
Class of 2023	72.3%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	19.5%	8.9%	11.9%	9.6%	4.4%	*	0.0%	*	16.7%	19.7%	9.7%	10.3%
Class of 2023	4.3%	4.6%	5.6%	6.1%	5.1%	5.7%	*	5.0%	*	10.5%	11.0%	4.8%	1.7%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	68.2%	65.1%	67.6%	61.7%	71.1%	*	100.0%	*	37.5%	31.1%	57.7%	47.4%
Class of 2023	84.3%	82.0%	70.7%	75.0%	66.7%	71.6%	*	95.0%	*	73.7%	35.4%	68.1%	51.7%
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	87.7%	73.9%	79.5%	71.3%	75.6%	*	100.0%	*	54.2%	50.8%	67.4%	57.7%
Class of 2023	88.6%	86.6%	76.3%	81.1%	71.8%	77.3%	*	100.0%	*	84.2%	46.3%	72.9%	53.4%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	40.0%	*	-	-	*	-	-	-	-	-	-	-
2022-23	38.4%	87.2%	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	19.5%	9.4%	12.1%	9.6%	6.2%	*	0.0%	*	22.7%	17.4%	10.6%	12.4%
2022-23	4.4%	4.6%	6.0%	7.1%	5.9%	5.3%	*	5.0%	*	9.1%	10.3%	4.9%	1.6%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	66.3%	63.2%	67.0%	58.9%	69.5%	*	93.3%	*	40.9%	28.8%	56.2%	41.6%
2022-23	82.5%	80.1%	66.3%	71.4%	61.9%	67.9%	*	95.0%	*	63.6%	29.9%	62.7%	48.4%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.8%	72.5%	79.1%	68.5%	75.4%	*	93.3%	*	63.6%	46.2%	66.7%	53.9%
2022-23	86.8%	84.7%	72.4%	78.6%	67.7%	73.3%	*	100.0%	*	72.7%	40.2%	67.6%	50.0%

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	903	100.0%	382,023	100.0%
By Ethnicity:				
African American	182	20.2%	48,064	12.6%
Hispanic	470	52.0%	200,942	52.6%
White	211	23.4%	101,714	26.6%
American Indian	1	0.1%	1,231	0.3%
Asian	15	1.7%	19,746	5.2%
Pacific Islander	2	0.2%	606	0.2%
Two or More Races	22	2.4%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	1	0.1%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	247	27.4%	46,183	12.1%
Foundation H.S. Program (Endorsement)	85	9.4%	42,042	11.0%
Foundation H.S. Program (DLA)	570	63.1%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	132	14.6%	35,935	9.4%
Economically Disadvantaged Graduates	568	62.9%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	89	9.9%	56,967	14.9%
At-Risk Graduates	554	61.4%	173,035	45.3%
CTE Completers	260	28.8%	127,800	33.5%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	79.9%	79.6%	78.0%	78.9%	81.3%	*	93.3%	*	77.3%	87.9%	76.6%	71.9%
2022-23	76.3%	73.9%	71.4%	71.4%	67.4%	75.7%	*	100.0%	*	72.7%	82.5%	67.6%	45.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	70.0%	59.2%	54.9%	57.4%	64.6%	*	86.7%	*	54.5%	47.7%	51.9%	42.7%
2022-23	61.9%	61.1%	59.8%	61.0%	52.4%	67.1%	*	95.0%	*	72.7%	43.3%	55.1%	26.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	71.1%	74.7%	73.6%	73.8%	76.6%	*	86.7%	*	72.7%	28.8%	71.7%	62.9%
2022-23	62.8%	63.7%	70.8%	74.7%	63.6%	79.5%	*	80.0%	*	72.7%	41.2%	68.4%	43.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	63.1%	56.0%	45.1%	56.4%	62.7%	*	80.0%	*	54.5%	22.0%	49.5%	52.8%
2022-23	54.3%	53.7%	58.3%	59.1%	54.3%	61.0%	*	80.0%	*	77.3%	12.4%	54.9%	29.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	57.7%	49.8%	40.1%	50.2%	56.0%	*	73.3%	*	40.9%	15.2%	43.5%	41.6%
2022-23	48.4%	48.4%	50.4%	50.6%	44.7%	56.2%	*	70.0%	*	72.7%	11.3%	46.8%	21.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	24.3%	13.8%	6.6%	13.4%	20.1%	*	20.0%	*	13.6%	1.5%	8.5%	0.0%
2022-23	20.4%	23.3%	9.2%	5.8%	7.5%	12.9%	*	30.0%	*	9.1%	0.0%	5.9%	1.6%
Associate Degree (Annual Graduates)													
2023-24	3.1%	3.1%	2.6%	1.1%	2.1%	3.8%	*	13.3%	*	0.0%	0.0%	2.1%	0.0%
2022-23	2.5%	2.7%	2.0%	2.6%	1.6%	2.9%	*	0.0%	*	0.0%	0.0%	1.3%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	24.0%	15.1%	10.4%	14.0%	21.1%	*	26.7%	*	9.1%	0.0%	10.2%	1.1%
2022-23	23.6%	21.5%	16.8%	14.3%	15.2%	18.6%	*	50.0%	*	18.2%	1.0%	12.5%	3.1%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	5.0%	4.3%	2.2%	4.7%	5.7%	*	0.0%	*	4.5%	0.0%	1.9%	0.0%
2022-23	4.8%	3.4%	1.0%	0.6%	1.1%	1.4%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	5.2%	6.8%	13.7%	3.6%	7.2%	*	0.0%	*	18.2%	46.2%	6.0%	1.1%
2022-23	5.6%	5.1%	5.0%	5.8%	3.5%	6.7%	*	5.0%	*	4.5%	40.2%	5.1%	3.1%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	34.6%	44.6%	49.5%	46.0%	38.8%	*	46.7%	*	36.4%	67.4%	46.0%	38.2%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	32.7%	29.6%	25.3%	33.7%	24.3%	*	55.0%	*	13.6%	52.6%	30.1%	29.7%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	32.0%	37.1%	36.3%	40.0%	33.0%	*	46.7%	*	18.2%	20.5%	36.6%	31.5%
2022-23	33.4%	30.2%	23.9%	20.8%	27.0%	18.6%	*	50.0%	*	13.6%	7.2%	24.4%	18.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.7%	0.1%	0.0%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
2022-23	0.8%	0.5%	0.1%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.3%	8.2%	14.3%	6.4%	6.7%	*	0.0%	*	18.2%	55.3%	10.0%	6.7%
2022-23	2.7%	2.4%	5.9%	4.5%	6.7%	6.2%	*	5.0%	*	0.0%	47.4%	5.7%	10.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.5%	0.6%	0.0%	0.6%	1.0%	*	0.0%	*	0.0%	0.0%	0.4%	0.0%
2022-23	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	13.7%	12.3%	11.5%	11.7%	13.7%	*	26.7%	*	4.5%	2.3%	9.7%	1.1%
	2022-23	21.0%	14.3%	13.6%	11.0%	13.1%	16.2%	*	25.0%	*	9.1%	2.1%	9.7%	0.0%
Mathematics	2023-24	21.3%	16.6%	11.1%	8.8%	10.0%	16.6%	*	13.3%	*	0.0%	0.0%	8.1%	1.1%
	2022-23	19.9%	15.4%	8.5%	7.1%	8.0%	11.4%	*	5.0%	*	4.5%	0.0%	5.5%	0.0%
Both Subjects	2023-24	12.7%	8.1%	6.9%	5.5%	6.6%	9.0%	*	13.3%	*	0.0%	0.0%	5.1%	0.0%
	2022-23	12.5%	7.6%	5.9%	4.5%	5.9%	7.1%	*	5.0%	*	4.5%	0.0%	3.4%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	29.3%	45.0%	50.0%	47.9%	33.6%	*	46.7%	*	54.5%	27.3%	50.5%	59.6%
	2022-23	18.2%	17.8%	40.9%	51.9%	36.5%	41.4%	*	25.0%	*	45.5%	37.1%	45.6%	37.5%
Mathematics	2023-24	29.5%	29.0%	35.0%	33.5%	37.2%	30.3%	*	33.3%	*	45.5%	22.0%	35.9%	50.6%
	2022-23	20.2%	18.1%	41.4%	49.4%	39.2%	38.1%	*	35.0%	*	59.1%	11.3%	43.6%	28.1%
Both Subjects	2023-24	20.2%	20.5%	25.0%	25.8%	27.2%	19.0%	*	26.7%	*	31.8%	13.6%	26.9%	38.2%
	2022-23	12.5%	11.4%	25.0%	33.1%	21.1%	23.8%	*	25.0%	*	45.5%	10.3%	27.8%	15.6%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	28.0%	18.4%	14.7%	16.7%	23.5%	20.0%	38.2%	*	17.6%	1.6%	13.6%	1.1%
	2023	24.2%	26.7%	16.1%	12.4%	13.6%	22.1%	*	36.1%	*	18.4%	0.9%	11.6%	2.4%
English Language Arts	2024	14.6%	15.4%	7.3%	4.5%	6.9%	10.8%	0.0%	8.8%	*	2.9%	0.8%	5.5%	0.6%
	2023	13.8%	14.8%	5.5%	4.5%	4.8%	8.6%	*	0.0%	*	2.6%	0.5%	4.0%	0.8%
Mathematics	2024	9.6%	11.4%	7.8%	5.1%	8.1%	8.9%	0.0%	11.8%	*	8.8%	0.4%	5.6%	0.0%
	2023	7.4%	9.0%	3.9%	2.2%	3.0%	5.7%	*	16.7%	*	5.3%	0.0%	2.7%	0.0%
Science	2024	10.9%	11.6%	8.8%	6.9%	7.1%	13.2%	20.0%	20.6%	*	5.9%	0.8%	5.9%	0.6%
	2023	10.3%	11.6%	8.7%	6.7%	6.5%	14.0%	*	19.4%	*	7.9%	0.9%	5.4%	1.6%
Social Studies	2024	13.7%	15.2%	10.3%	8.7%	9.7%	12.2%	0.0%	20.6%	*	11.8%	0.8%	7.9%	0.0%
	2023	13.1%	15.0%	9.0%	7.3%	7.1%	13.2%	*	13.9%	*	10.5%	0.5%	6.6%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	59.2%	45.3%	24.5%	41.2%	61.0%	*	38.5%	-	66.7%	*	35.8%	*
	2023	53.3%	54.7%	46.0%	30.8%	37.1%	63.5%	*	53.8%	-	42.9%	*	31.8%	*
English Language Arts	2024	48.8%	49.1%	39.8%	26.7%	28.6%	58.7%	-	*	-	*	*	23.3%	*
	2023	52.3%	52.4%	32.9%	21.4%	16.2%	57.6%	-	-	-	*	*	18.4%	*
Mathematics	2024	53.4%	55.8%	51.5%	35.3%	50.0%	60.5%	-	*	-	*	*	44.3%	-
	2023	50.1%	51.7%	51.7%	14.3%	47.8%	59.1%	-	66.7%	-	*	-	46.2%	-
Science	2024	46.1%	52.4%	41.6%	34.8%	36.9%	53.6%	*	14.3%	-	*	*	34.4%	*
	2023	44.8%	48.9%	52.6%	42.9%	42.0%	68.5%	-	42.9%	-	*	*	39.2%	*

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	59.4%	21.0%	6.9%	20.2%	30.8%	-	28.6%	-	*	*	12.8%	-
	2023	42.0%	44.4%	20.1%	4.3%	20.0%	29.4%	*	20.0%	-	*	*	14.3%	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	86.6%	79.0%	78.0%	76.6%	84.8%	*	80.0%	*	77.3%	45.9%	75.1%	65.2%
	2022-23	79.3%	86.2%	75.8%	85.7%	70.4%	77.6%	*	95.0%	*	63.6%	41.2%	75.2%	78.1%
At/Above Criterion for All Examinees	2023-24	28.8%	30.5%	18.8%	8.5%	18.9%	25.7%	*	33.3%	*	11.8%	0.0%	12.4%	1.7%
	2022-23	28.9%	30.3%	16.3%	10.6%	14.0%	22.1%	*	36.8%	*	21.4%	0.0%	10.2%	2.0%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	974	901	871	892	942	*	957	*	831	757	859	752
	2022-23	978	976	892	843	879	938	945	1015	780	916	732	864	765
English Language Arts and Writing	2023-24	496	493	454	444	446	478	*	468	*	427	385	432	373
	2022-23	497	494	449	422	441	477	470	496	420	462	370	433	378
Mathematics	2023-24	479	481	447	428	446	465	*	489	*	404	371	427	379
	2022-23	482	483	444	421	438	461	475	519	360	454	362	431	387
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	19.8	21.2	19.0	21.3	22.0	-	*	-	*	*	19.3	-
	2022-23	19.2	20.3	21.9	20.0	20.7	23.8	-	-	-	22.0	-	21.7	-
English Language Arts	2023-24	19.0	19.5	21.0	19.2	20.8	22.0	-	*	-	*	*	18.7	-
	2022-23	18.8	20.1	22.5	20.0	20.8	25.1	-	-	-	22.0	-	22.5	-
Mathematics	2023-24	19.0	19.6	21.0	17.8	21.8	21.3	-	*	-	*	*	19.7	-
	2022-23	18.9	20.0	20.4	20.0	18.7	21.8	-	-	-	18.0	-	20.0	-
Science	2023-24	19.6	20.1	21.1	18.8	21.4	22.0	-	*	-	*	*	19.2	-
	2022-23	19.5	20.6	22.0	20.3	22.3	22.7	-	-	-	24.0	-	21.0	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	46.4%	39.0%	38.4%	35.8%	45.6%	58.3%	57.1%	*	30.7%	21.5%	35.2%	17.4%
	2022-23	45.4%	45.5%	34.9%	36.3%	30.8%	40.5%	40.0%	59.2%	60.0%	32.1%	20.6%	30.5%	16.5%
English Language Arts	2023-24	17.8%	20.1%	12.5%	10.9%	11.4%	16.1%	8.3%	18.8%	*	7.1%	1.6%	9.7%	2.4%
	2022-23	17.4%	19.5%	10.2%	9.0%	8.3%	14.0%	0.0%	21.4%	20.0%	11.4%	0.6%	7.0%	2.7%
Mathematics	2023-24	19.4%	20.2%	14.5%	14.7%	13.5%	16.1%	8.3%	23.5%	*	9.6%	6.1%	12.3%	3.5%
	2022-23	19.5%	19.7%	11.6%	11.0%	10.4%	13.4%	10.0%	24.6%	20.0%	11.3%	3.9%	9.2%	1.5%
Science	2023-24	21.9%	20.3%	23.8%	25.1%	22.3%	25.9%	36.4%	32.8%	*	17.5%	16.3%	22.2%	14.4%
	2022-23	21.5%	19.7%	22.8%	25.0%	20.7%	24.5%	20.0%	36.6%	60.0%	19.0%	17.7%	21.3%	14.8%
Social Studies	2023-24	24.5%	25.9%	20.7%	17.9%	17.3%	28.3%	36.4%	42.0%	*	20.0%	2.3%	15.5%	1.7%
	2022-23	24.0%	24.6%	16.7%	15.6%	13.3%	22.4%	20.0%	39.4%	20.0%	17.7%	1.9%	11.6%	1.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	48.7%	50.5%	56.6%	45.7%	53.9%	33.3%	68.8%	50.0%	51.9%	29.4%	43.4%	22.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	52.9%	35.1%	28.7%	29.7%	45.0%	0.0%	90.9%	0.0%	28.6%	6.5%	23.4%	7.7%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- *** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	12,522	100.0%	5,530,499	100.0%	12,554	100.0%	5,544,255	100.0%
Students by Grade								
Early Childhood Education	75	0.6%	18,464	0.3%	92	0.7%	26,099	0.5%
Pre-Kindergarten	439	3.5%	249,407	4.5%	439	3.5%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	439	3.5%	205,680	3.7%	439	3.5%	205,961	3.7%
Kindergarten	847	6.8%	359,286	6.5%	849	6.8%	359,871	6.5%
Grade 1	815	6.5%	377,900	6.8%	818	6.5%	378,335	6.8%
Grade 2	886	7.1%	389,823	7.0%	886	7.1%	390,170	7.0%
Grade 3	871	7.0%	406,424	7.3%	872	6.9%	406,747	7.3%
Grade 4	918	7.3%	405,454	7.3%	918	7.3%	405,715	7.3%
Grade 5	923	7.4%	404,900	7.3%	923	7.4%	405,128	7.3%
Grade 6	952	7.6%	404,802	7.3%	952	7.6%	404,988	7.3%
Grade 7	944	7.5%	407,375	7.4%	944	7.5%	407,512	7.4%
Grade 8	947	7.6%	410,722	7.4%	947	7.5%	410,871	7.4%
Grade 9	1,115	8.9%	459,854	8.3%	1,115	8.9%	460,045	8.3%
Grade 10	1,026	8.2%	439,300	7.9%	1,027	8.2%	439,519	7.9%
Grade 11	916	7.3%	410,245	7.4%	918	7.3%	410,503	7.4%
Grade 12	848	6.8%	386,543	7.0%	854	6.8%	388,877	7.0%
Ethnic Distribution								
African American	1,877	15.0%	706,216	12.8%	1,878	15.0%	707,648	12.8%
Hispanic	6,643	53.1%	2,961,084	53.5%	6,658	53.0%	2,967,187	53.5%
White	3,293	26.3%	1,347,596	24.4%	3,307	26.3%	1,352,852	24.4%
American Indian	58	0.5%	18,175	0.3%	58	0.5%	18,224	0.3%
Asian	234	1.9%	307,983	5.6%	234	1.9%	308,431	5.6%
Pacific Islander	13	0.1%	8,729	0.2%	13	0.1%	8,744	0.2%
Two or More Races	404	3.2%	180,716	3.3%	406	3.2%	181,169	3.3%
Sex								
Female	6,086	48.6%	2,702,798	48.9%	6,092	48.5%	2,707,618	48.8%
Male	6,436	51.4%	2,827,701	51.1%	6,462	51.5%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	7,812	62.4%	3,346,090	60.5%	7,819	62.3%	3,349,612	60.4%
Non-Educationally Disadvantaged	4,710	37.6%	2,184,409	39.5%	4,735	37.7%	2,194,643	39.6%
Section 504 Students	763	6.1%	375,297	6.8%	763	6.1%	375,601	6.8%
EB Students/EL	2,497	19.9%	1,343,669	24.3%	2,500	19.9%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	437	3.2%	122,515	2.1%				
Students w/ Dyslexia	822	6.6%	356,584	6.4%	822	6.5%	356,830	6.4%

Texas Education Agency
2024-25 Student Information (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	17	0.1%	11,656	0.2%	17	0.1%	11,713	0.2%
Homeless	163	1.3%	77,954	1.4%	163	1.3%	78,060	1.4%
Immigrant	278	2.2%	193,676	3.5%	279	2.2%	193,831	3.5%
Migrant	1	0.0%	13,377	0.2%	1	0.0%	13,426	0.2%
Title I	12,407	99.1%	3,683,060	66.6%	12,435	99.1%	3,689,382	66.5%
Military Connected	1,090	8.7%	229,259	4.1%	1,090	8.7%	229,370	4.1%
At-Risk	7,451	59.5%	2,960,262	53.5%	7,460	59.4%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	2,422	19.3%	1,344,546	24.3%	2,425	19.3%	1,345,594	24.3%
Career and Technical Education	3,947	31.5%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	2,966	76.0%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	910	7.3%	483,301	8.7%	910	7.2%	483,373	8.7%
Special Education	2,215	17.7%	846,876	15.3%	2,241	17.9%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	2,215		843,012					
Students with Intellectual Disabilities	946	42.7%	407,120	48.3%				
Students with Physical Disabilities	378	17.1%	143,568	17.0%				
Students with Autism	329	14.9%	141,526	16.8%				
Students with Behavioral Disabilities	501	22.6%	137,182	16.3%				
Students with Non-Categorical Early Childhood	61	2.8%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	2,009	16.2%	882,523	16.4%				
African American	430	3.5%	180,657	3.3%				
Hispanic	933	7.5%	481,794	8.9%				
White	556	4.5%	157,650	2.9%				
American Indian	10	0.1%	3,546	0.1%				
Asian	13	0.1%	27,084	0.5%				
Pacific Islander	3	0.0%	1,905	0.0%				
Two or More Races	64	0.5%	29,887	0.6%				
Special Ed Students who are Mobile	421	18.6%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	309	12.9%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	1,352	16.5%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	1,405	15.7%	765,408	18.0%				

Texas Education Agency
2024-25 Student Information (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	1.5%	1.3%	7.2%	3.6%
Grade 1	0.7%	1.9%	0.0%	3.0%
Grade 2	0.1%	1.1%	0.9%	1.4%
Grade 3	0.1%	0.6%	0.5%	0.6%
Grade 4	0.1%	0.4%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.3%	0.3%	0.6%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.1%	0.4%	0.0%	0.5%
Grade 9	8.7%	7.3%	12.6%	11.0%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	17	0.3%	11,417	0.4%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	District	State
Elementary		
Kindergarten	19.5	18.9
Grade 1	18.4	19.2
Grade 2	20.0	19.4
Grade 3	18.2	20.1
Grade 4	19.9	20.0
Grade 5	20.1	21.3
Grade 6	14.9	19.8
Secondary		
English/Language Arts	13.2	16.4
Foreign Languages	20.0	18.9
Mathematics	14.0	17.8
Science	16.8	18.9
Social Studies	16.6	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,807.5	100.0%	764,857.7	100.0%
Professional Staff	1,154.7	63.9%	487,682.3	63.8%
Teachers	859.6	47.6%	369,689.2	48.3%
Professional Support	237.9	13.2%	82,751.4	10.8%
Campus Administration (School Leadership)	43.8	2.4%	25,687.5	3.4%
Central Administration	13.4	0.7%	9,554.2	1.2%
Educational Aides	223.1	12.3%	81,972.7	10.7%
Auxiliary Staff	429.6	23.8%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	11.0	n/a	4,125.0	n/a
Part-time Librarians	2.0	n/a	583.0	n/a
Full-time Counselors	26.0	n/a	13,704.0	n/a
Part-time Counselors	1.0	n/a	1,298.0	n/a
Total Minority Staff	848.8	47.0%	423,307.3	55.3%
Teachers by Ethnicity				
African American	137.2	16.0%	47,165.6	12.8%
Hispanic	165.2	19.2%	114,597.9	31.0%
White	536.9	62.5%	193,115.3	52.2%
American Indian	6.0	0.7%	1,235.8	0.3%
Asian	9.0	1.0%	8,295.0	2.2%
Pacific Islander	1.0	0.1%	466.9	0.1%
Two or More Races	4.3	0.5%	4,812.6	1.3%
Teachers by Sex				
Males	188.9	22.0%	90,958.2	24.6%
Females	670.7	78.0%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	12.5	1.5%	8,698.9	2.4%
Bachelors	666.4	77.5%	264,052.9	71.4%
Masters	176.7	20.6%	93,864.5	25.4%
Doctorate	4.0	0.5%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	23.8	2.8%	26,999.3	7.3%
1-5 Years Experience	269.0	31.3%	104,446.4	28.3%
6-10 Years Experience	226.4	26.3%	72,857.4	19.7%
11-20 Years Experience	229.9	26.7%	101,940.9	27.6%
21-30 Years Experience	94.5	11.0%	52,207.3	14.1%
Over 30 Years Experience	16.0	1.9%	11,237.9	3.0%
Number of Students per Teacher	14.6	n/a	15.0	n/a

Texas Education Agency
2024-25 Staff Information (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	4.3	6.0
Average Years Experience of Principals with District	3.9	5.1
Average Years Experience of Assistant Principals	4.7	5.1
Average Years Experience of Assistant Principals with District	3.6	4.3
Average Years Experience of Teachers	10.6	11.2
Average Years Experience of Teachers with District	5.7	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$59,161	\$55,689
1-5 Years Experience	\$61,120	\$59,266
6-10 Years Experience	\$63,534	\$62,607
11-20 Years Experience	\$66,620	\$66,353
21-30 Years Experience	\$72,416	\$70,976
Over 30 Years Experience	\$78,566	\$75,042
Average Actual Salaries (regular duties only)		
Teachers	\$64,740	\$63,751
Professional Support	\$73,622	\$75,909
Campus Administration (School Leadership)	\$100,401	\$88,786
Central Administration	\$143,710	\$118,447
Instructional Staff Percent	67.5%	64.8%
Turnover Rate for Teachers	19.0%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	2.2	398.6
Contracted Instructional Staff	0.0	1,637.7

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	26	\$4,447	12,718	\$5,567
Exemplary	35	\$9,219	16,951	\$11,062
Master	15	\$16,854	10,103	\$20,910

Texas Education Agency
2024-25 Staff Information (TAPR)
 DICKINSON ISD (084901) - GALVESTON COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	56.6	6.6%	23,158.4	6.3%
Career and Technical Education	45.6	5.3%	20,492.0	5.5%
Compensatory Education	17.3	2.0%	9,612.7	2.6%
Gifted and Talented Education	0.2	0.0%	5,840.0	1.6%
Regular Education	615.7	71.6%	255,127.2	69.0%
Special Education	89.1	10.4%	42,195.7	11.4%
Other	35.2	4.1%	13,272.1	3.6%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)

(To open link in a new window, press the "Ctrl" key and click on the link.)

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: March 2, 2026

Item Title: MOY MAP and mCLASS Data

Agenda Item: Dr. Veonda Emholtz

Background Information:

All students in grades Kindergarten and 1st took the MOY mClass assessment which measures foundational reading skills. Students who are well below grade level in grades 2nd and 3rd also took the mClass assessment.

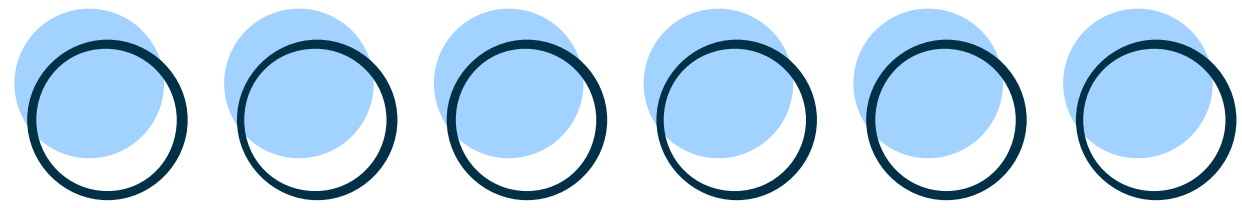
All students in grades Kindergarten through 5th grade took the MAP assessment in both Math and Reading. The MAP assessment is a computer-adaptive assessment measuring individual student growth and achievement in reading and math.

Dr. Emholtz will present an overview of these assessment scores.

Recommendation:

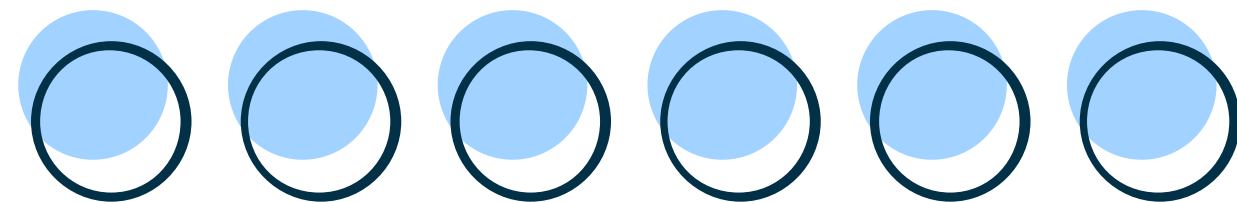
Information only

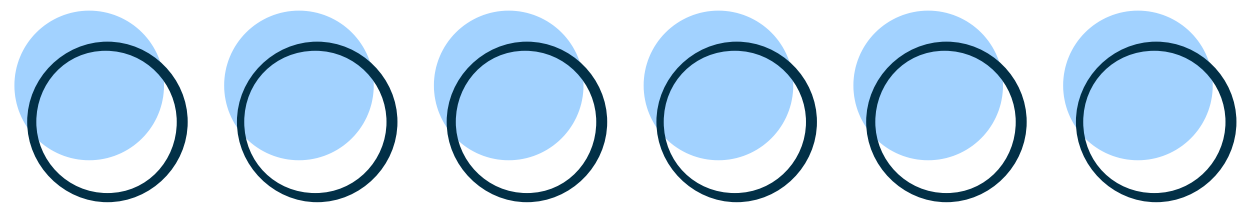
Action Item: _____ Yes No



MOY NWEA MAP / mClass Board Review

Presented By:
Dr. Veonda Emholtz
Director of Research & Accountability



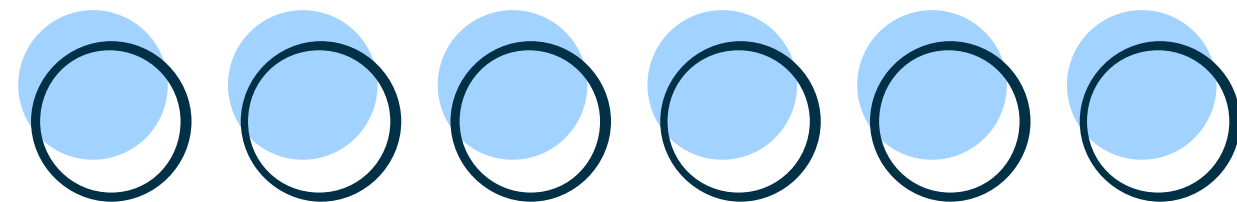


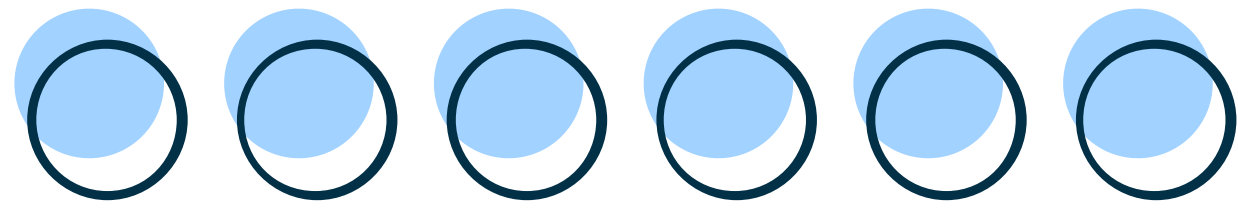
NWEA MAP MOY

Growth & Achievement

It is a computer-adaptive assessment that measures individual student growth and achievement in K-12 math, reading, language usage, and science.

It helps educators identify learning levels, track progress over time (Fall to Spring), and tailor instruction to meet specific student needs.





ASSESSING NWEA MAP MATH RESULTS

District Profile

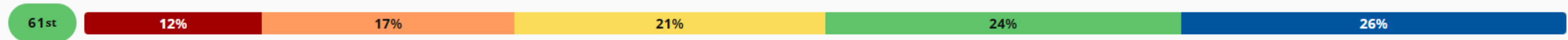
Growth and Achievement Overview

Clarkson ISD | Math K-12

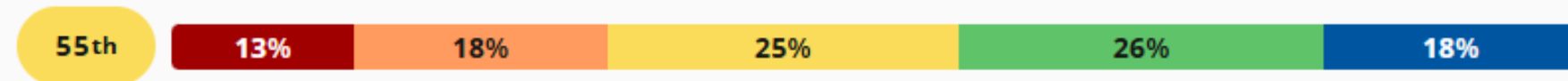
Grade

All Grades

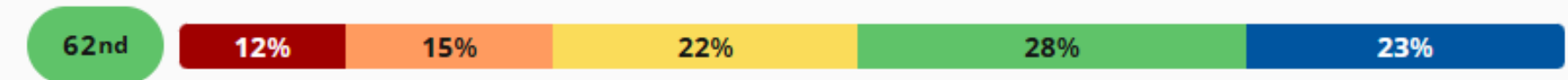
Growth Median and Distribution



Achievement Fall 2025-2026 Median and Distribution



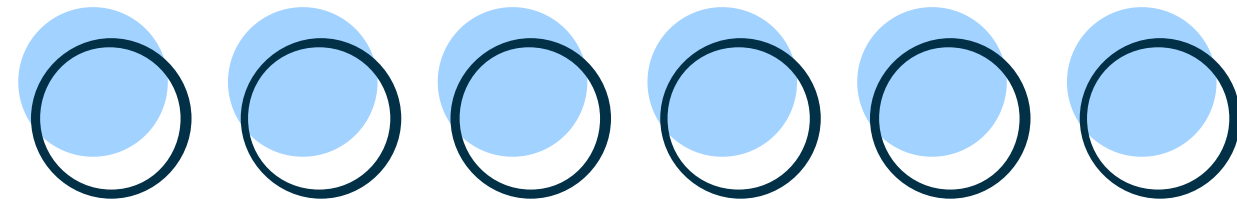
Achievement Winter 2025-2026 Median and Distribution

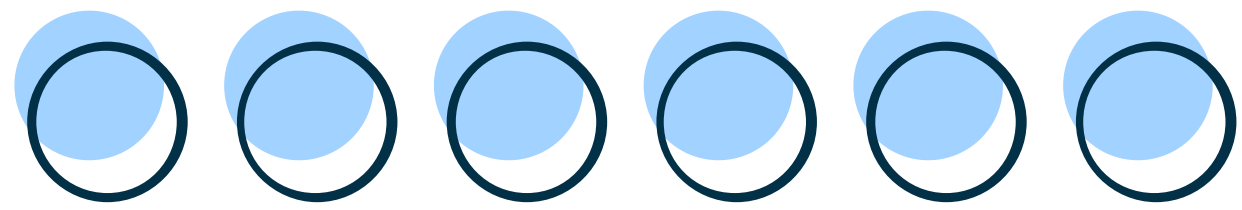


Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered V
Tested Fall 2025-2026 - V

[More information about this chart](#) ▾





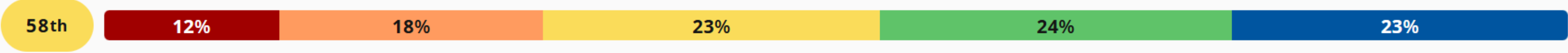

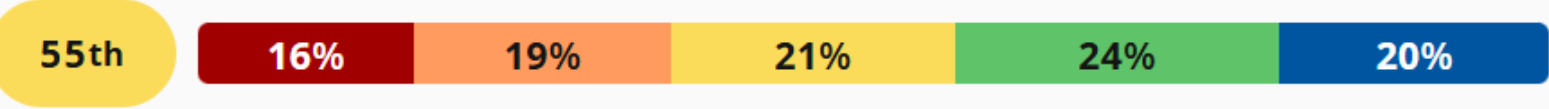
ASSESSING NWEA READING MOY RESULTS

Dickinson ISD

District Profile

Growth and Achievement Overview

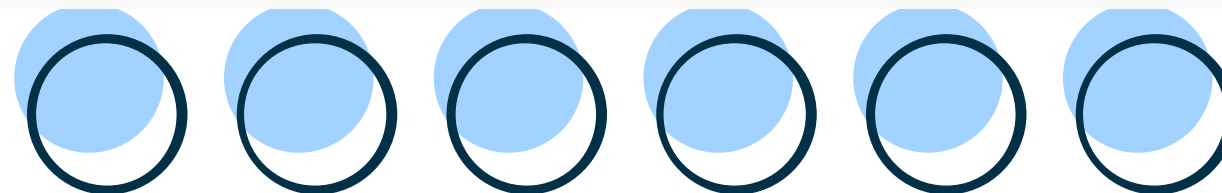
Dickinson ISD | Reading

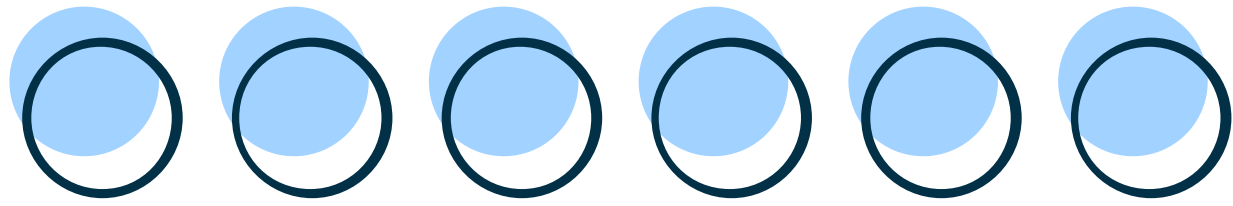
Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2025-2026 Median and Distribution</p>  <p>Achievement Winter 2025-2026 Median and Distribution</p> 	4508

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

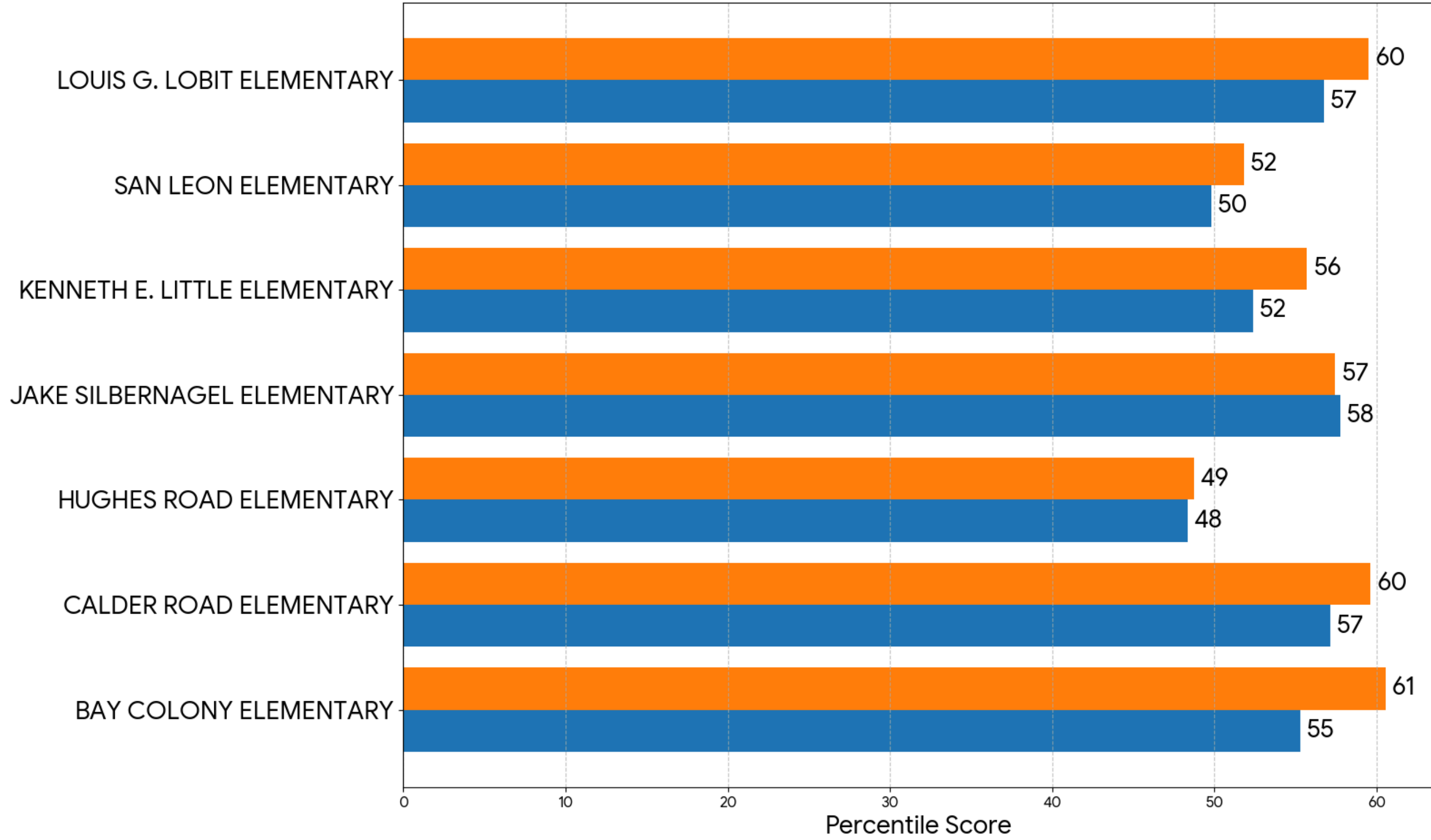
Rostered Winter 2025-2026
Tested Fall 2025-2026 - Winter 2025-2026

[More information about this chart](#) ▾

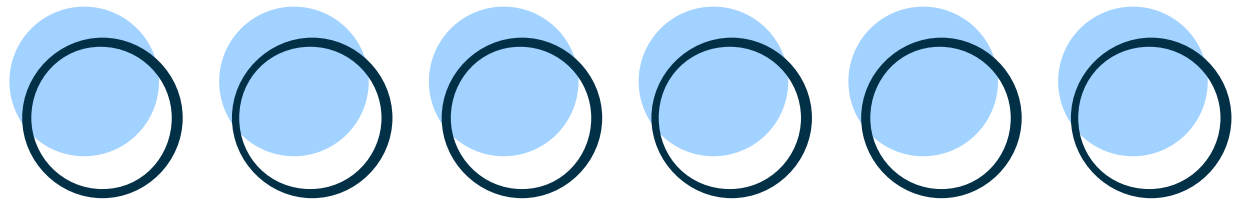




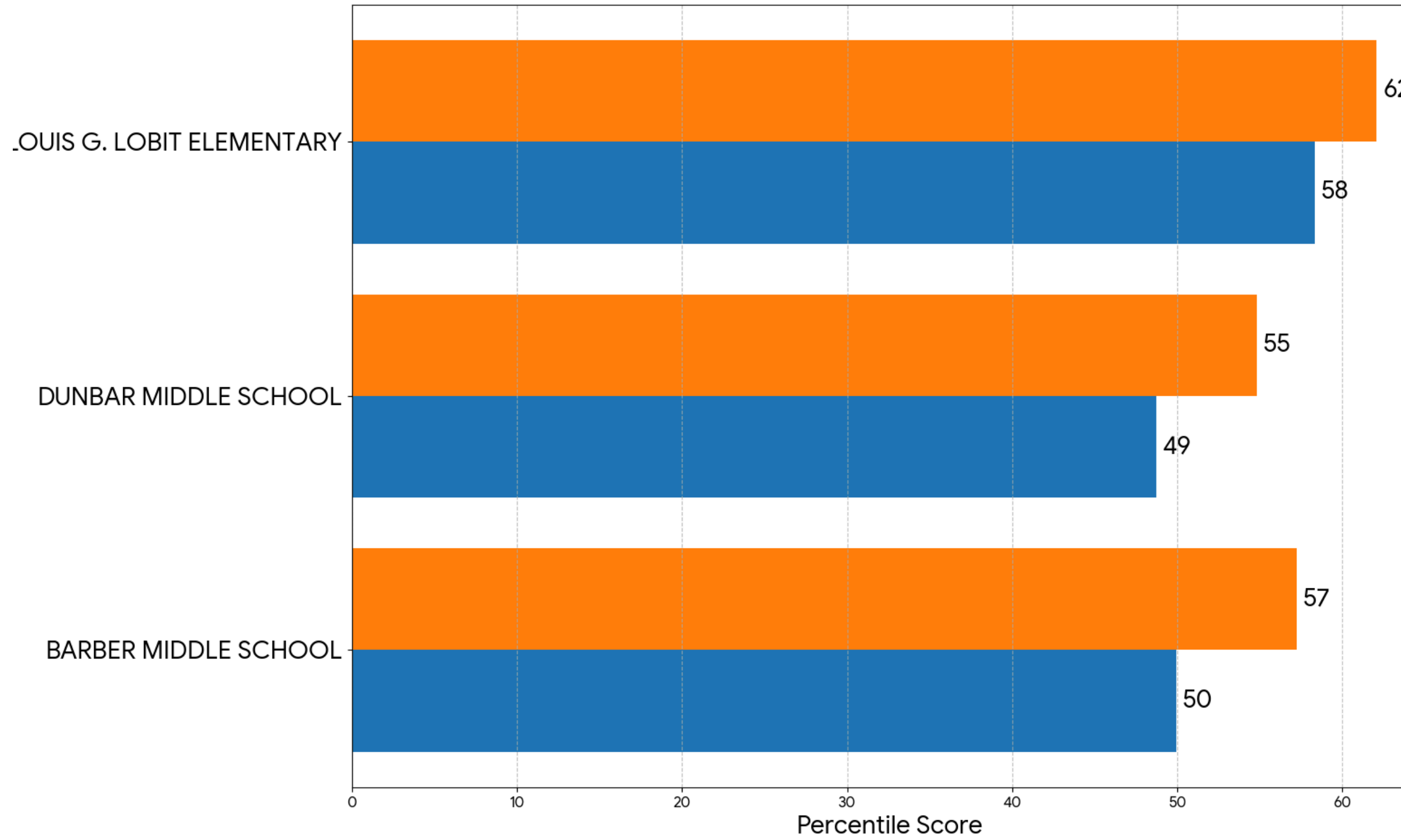
Elementary School Percentile Comparison (MOY)



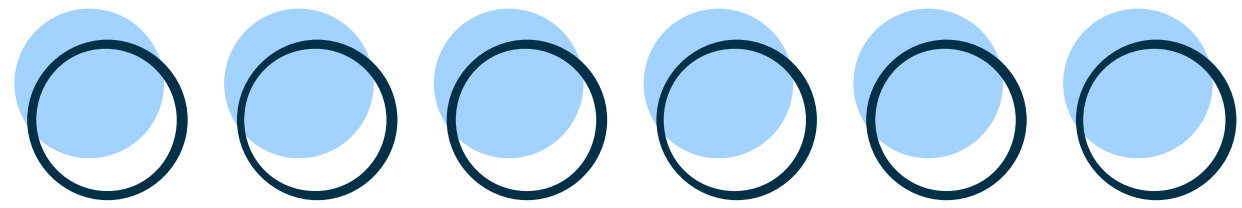
Reading/ELA Mathematics



Middle School Percentile Comparison (MOY)

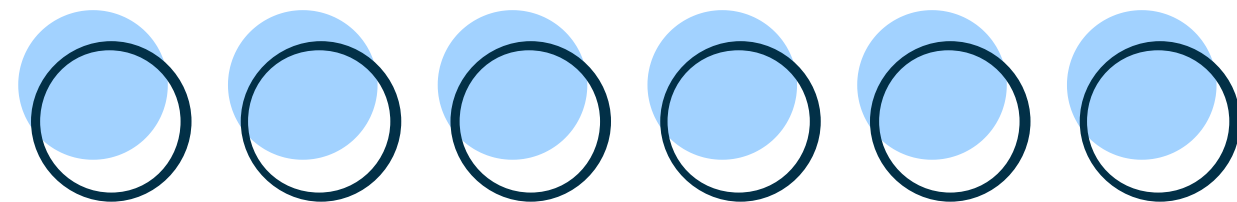


Reading/ELA Mathematics



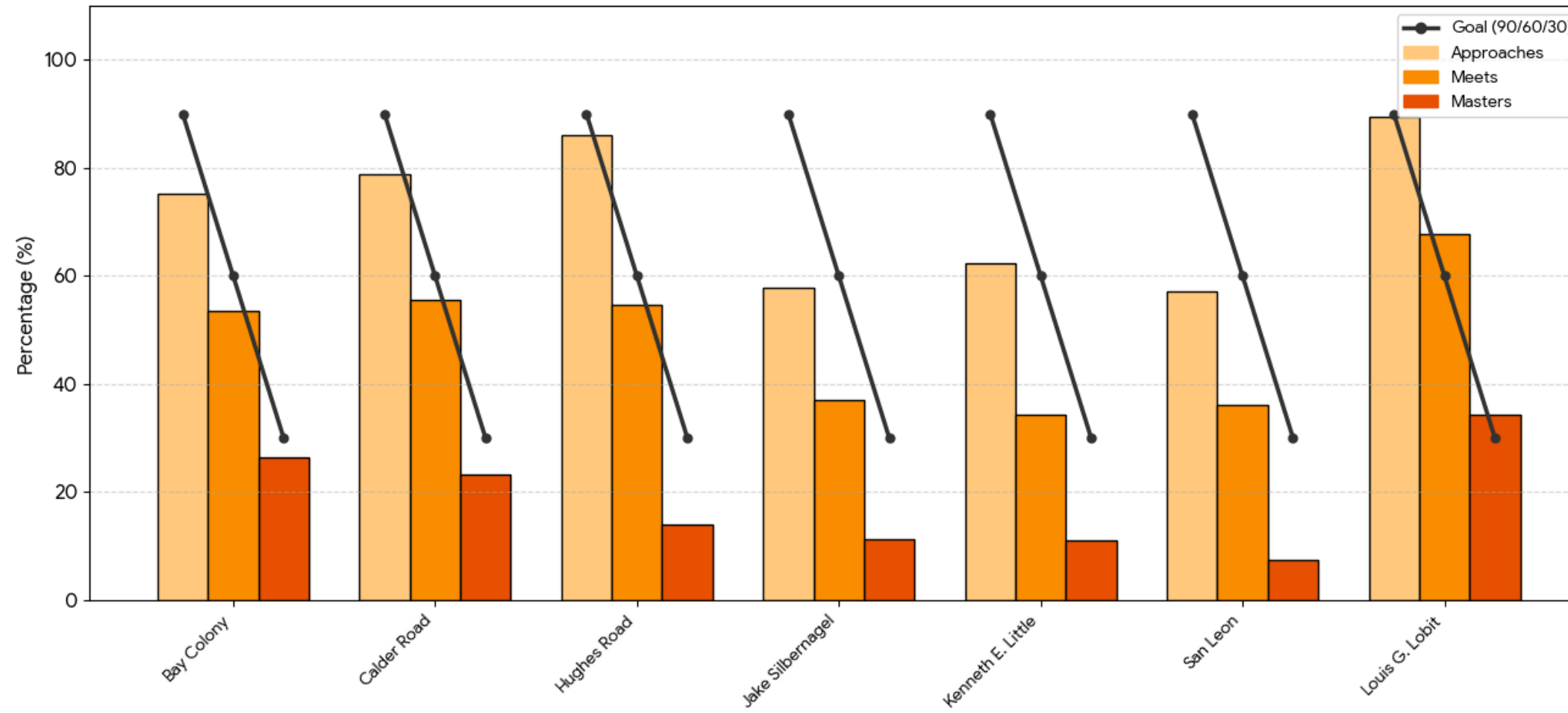
STAAR PROJECTIONS

STAAR Projections For Each Campus Are Available in Your Handout

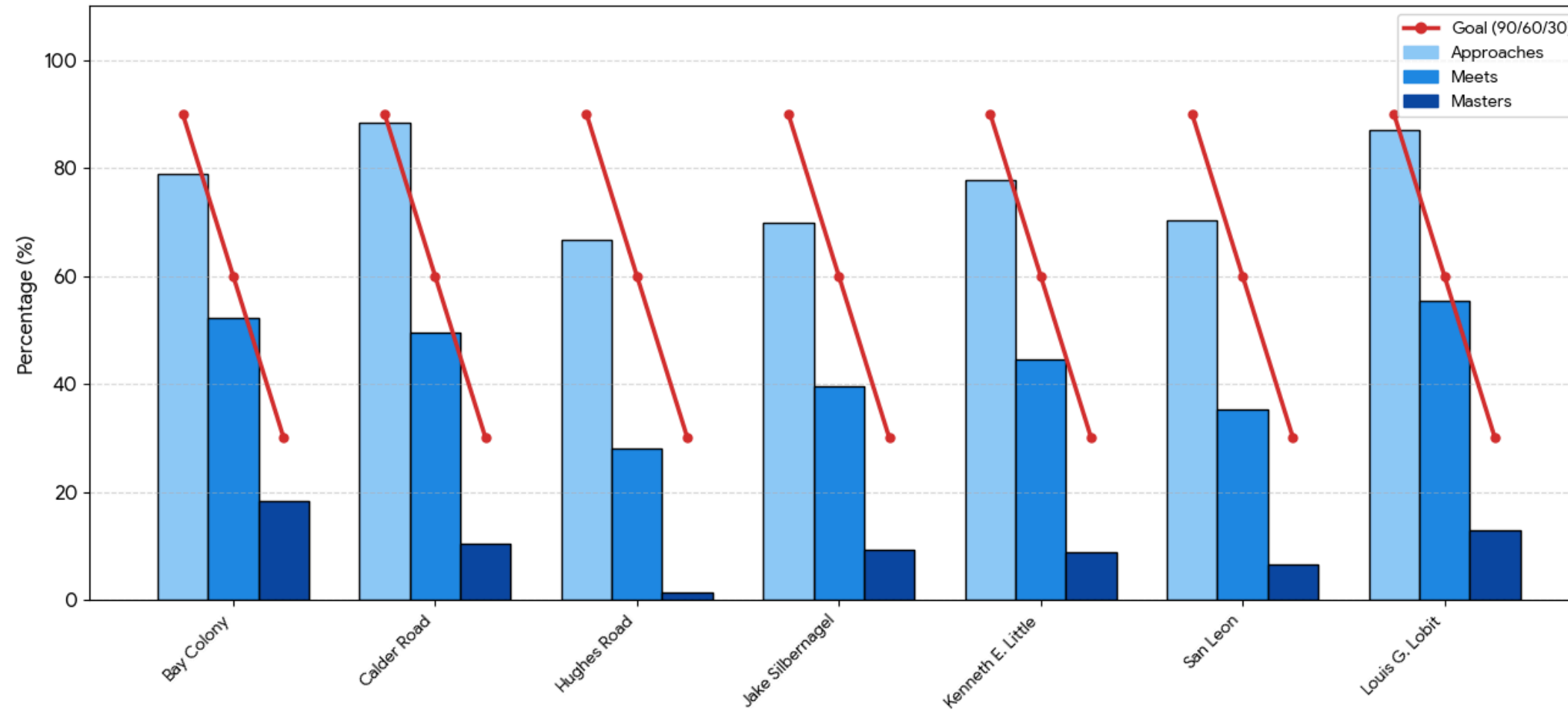


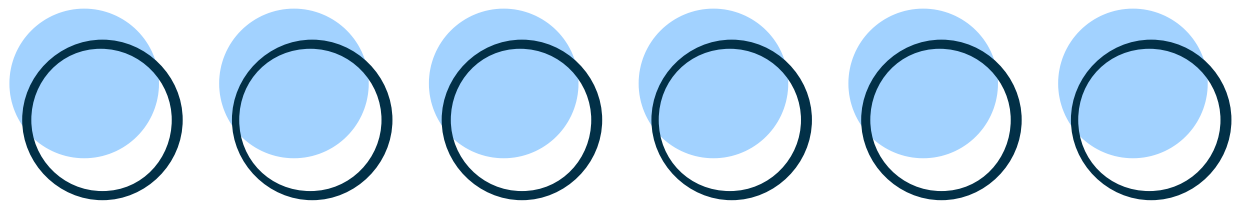


Elementary School Reading STAAR Projections (Reading: Orange)

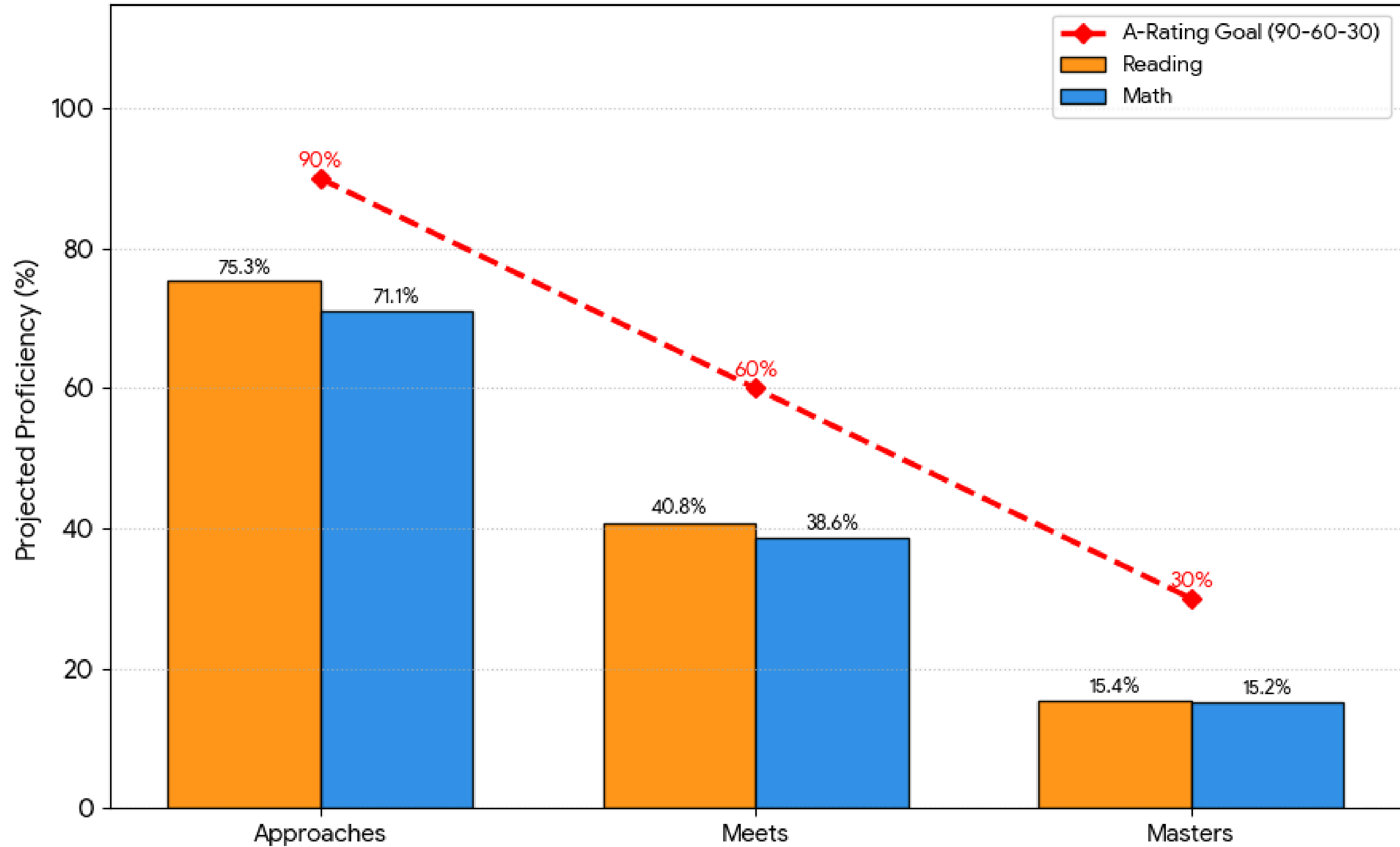


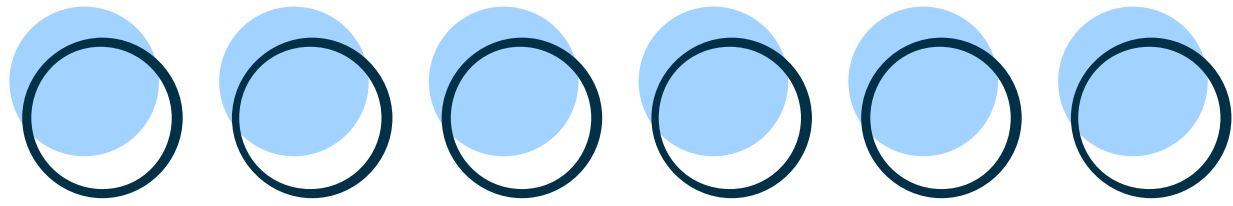
Elementary School Math STAAR Projections (Math: Blue)



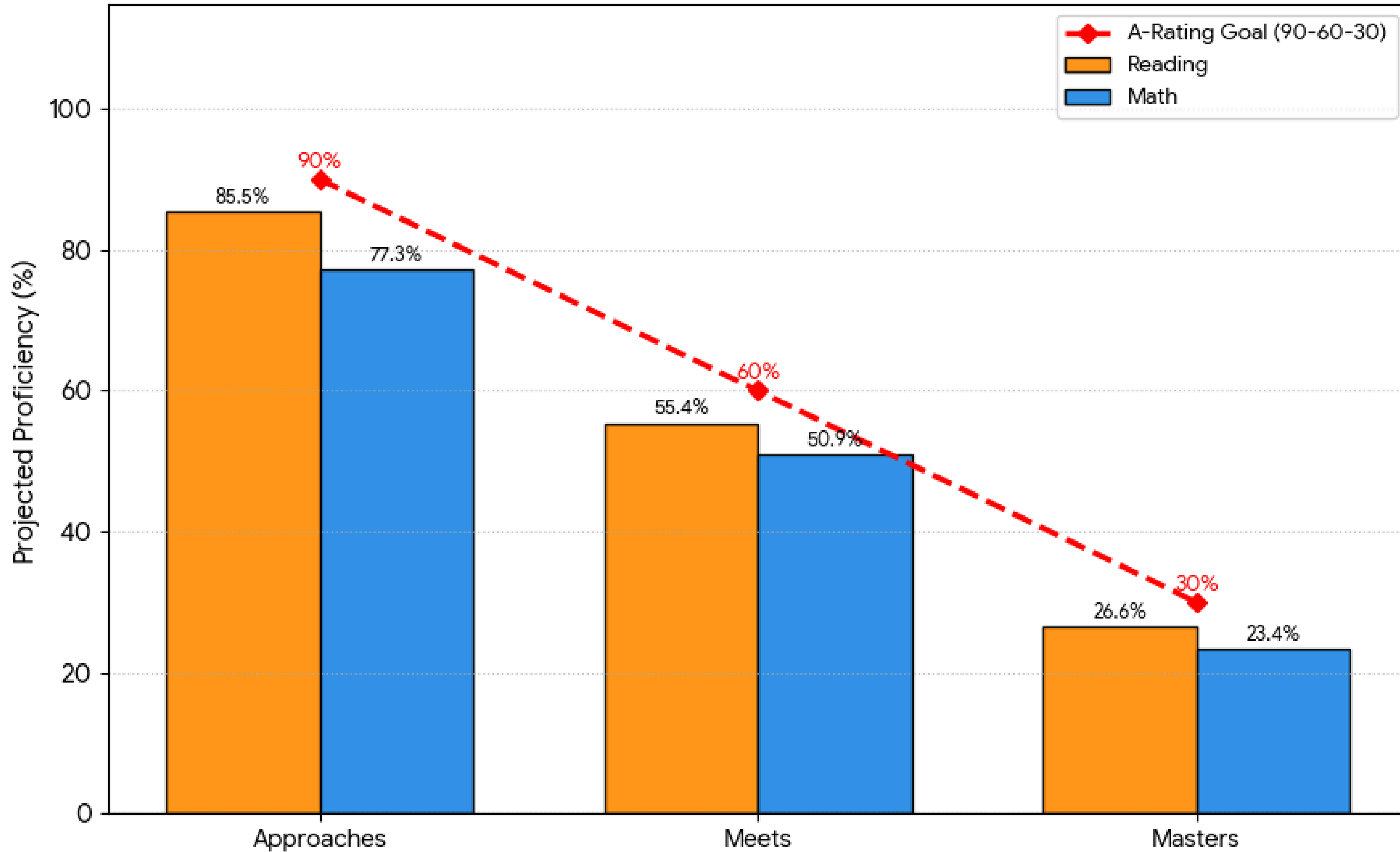


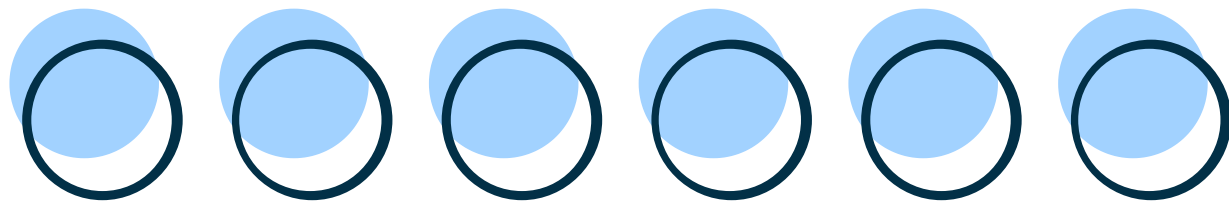
Dunbar Middle (Middle) STAAR Projections



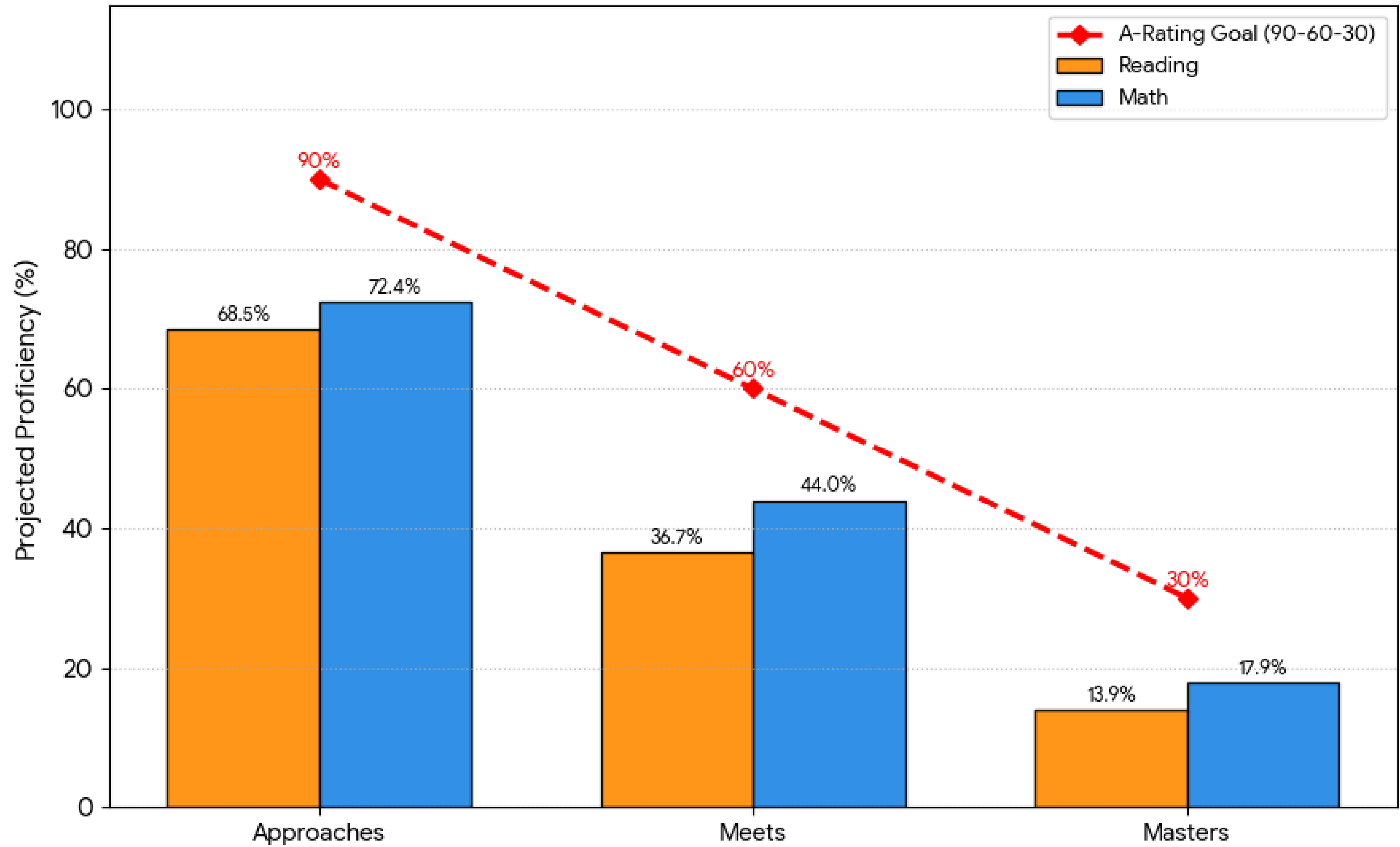


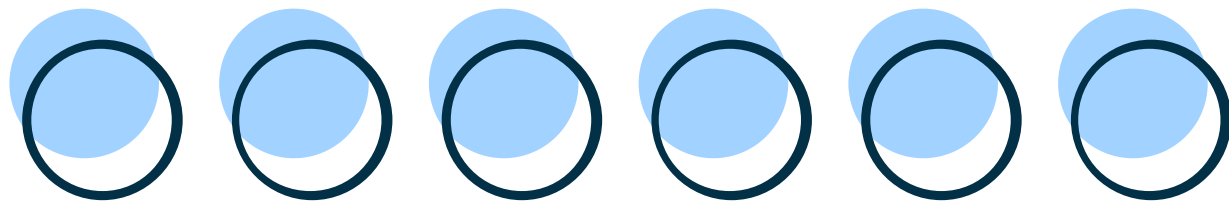
Louis G. Lobit (Middle) STAAR Projections



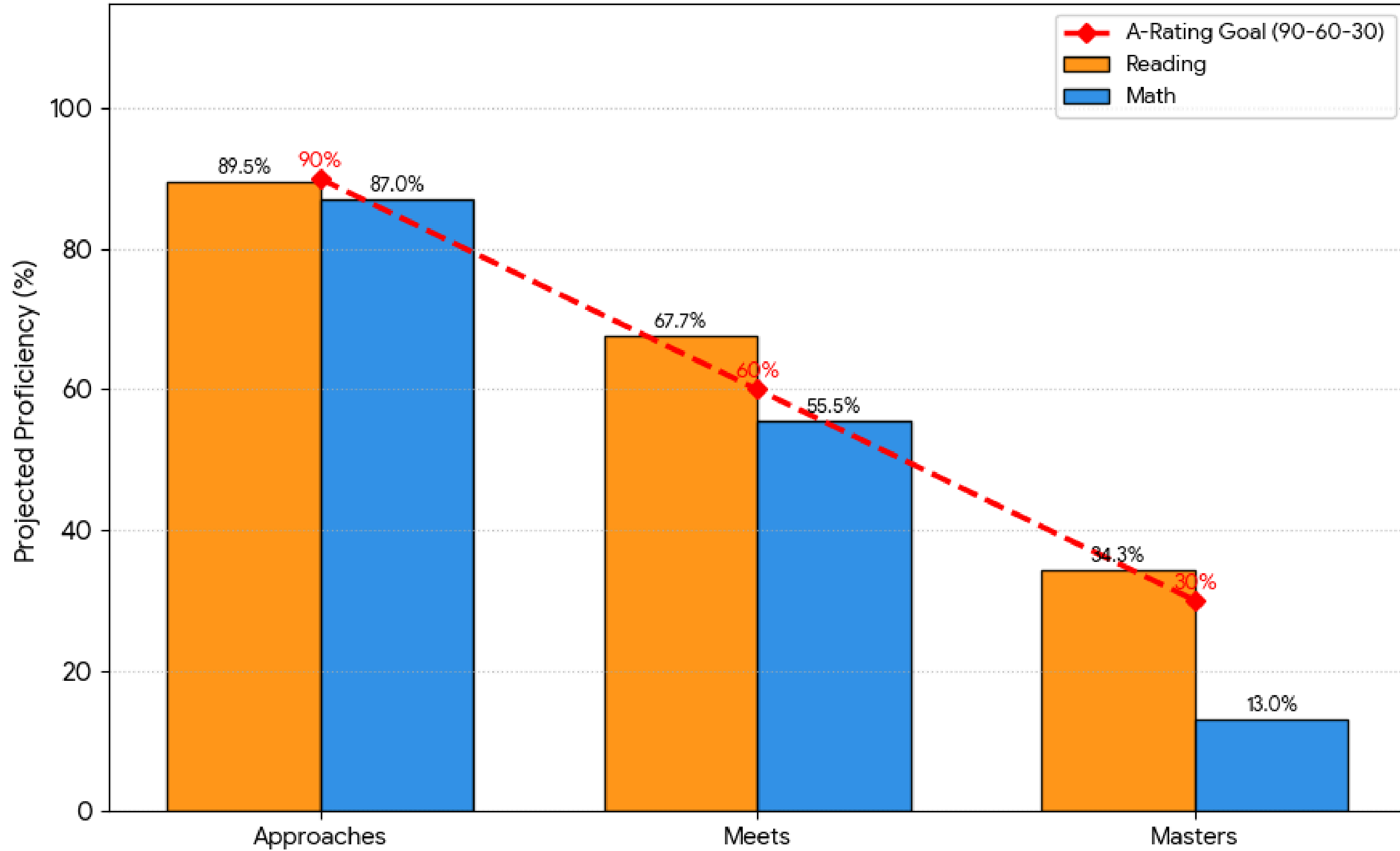


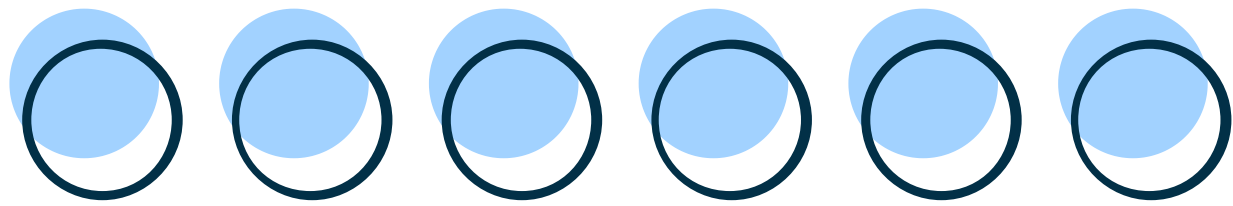
Barber Middle (Middle) STAAR Projections



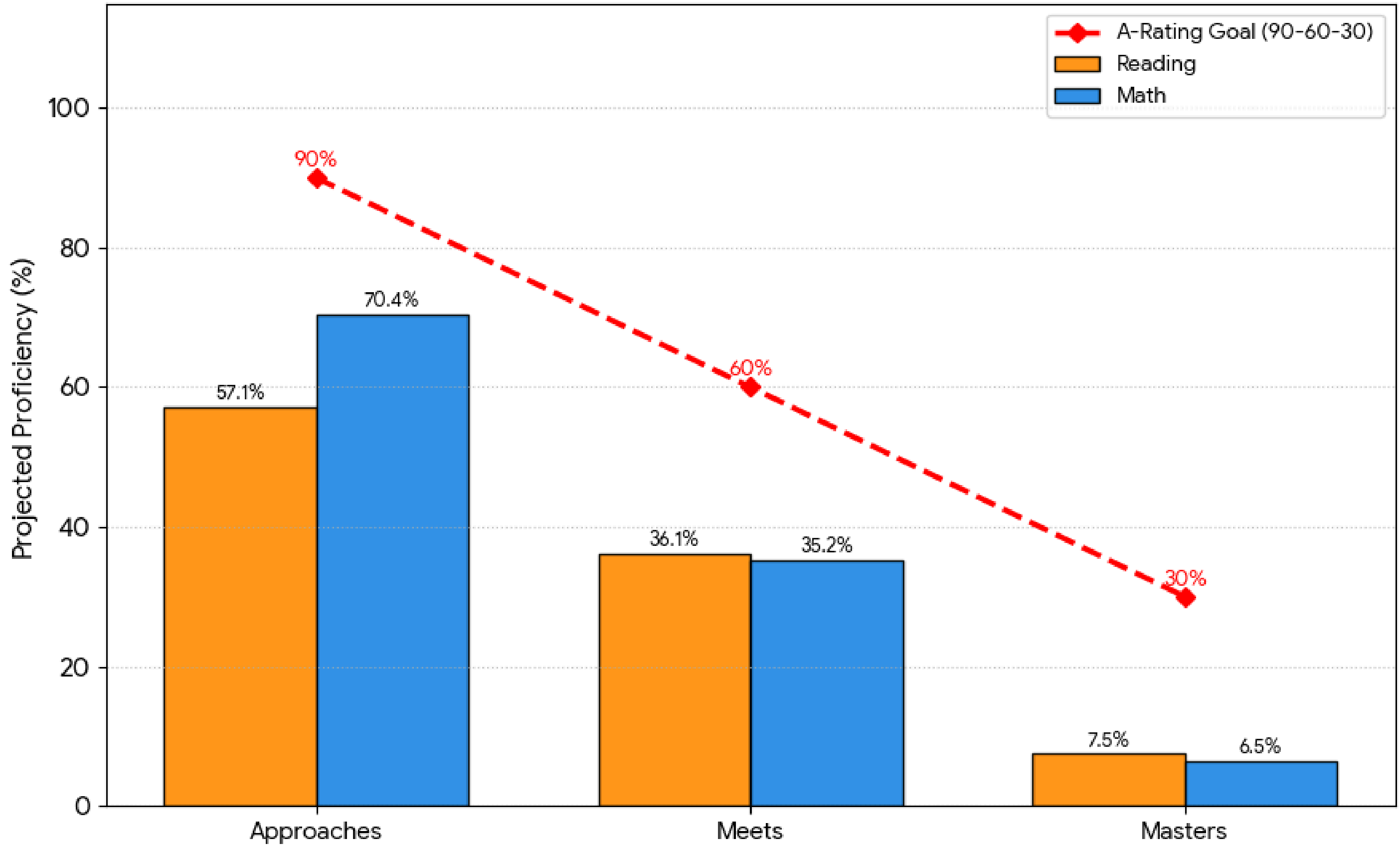


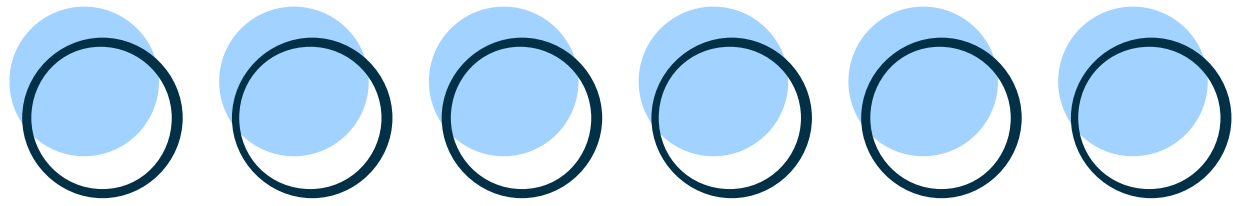
Louis G. Lobit (Elementary) STAAR Projections



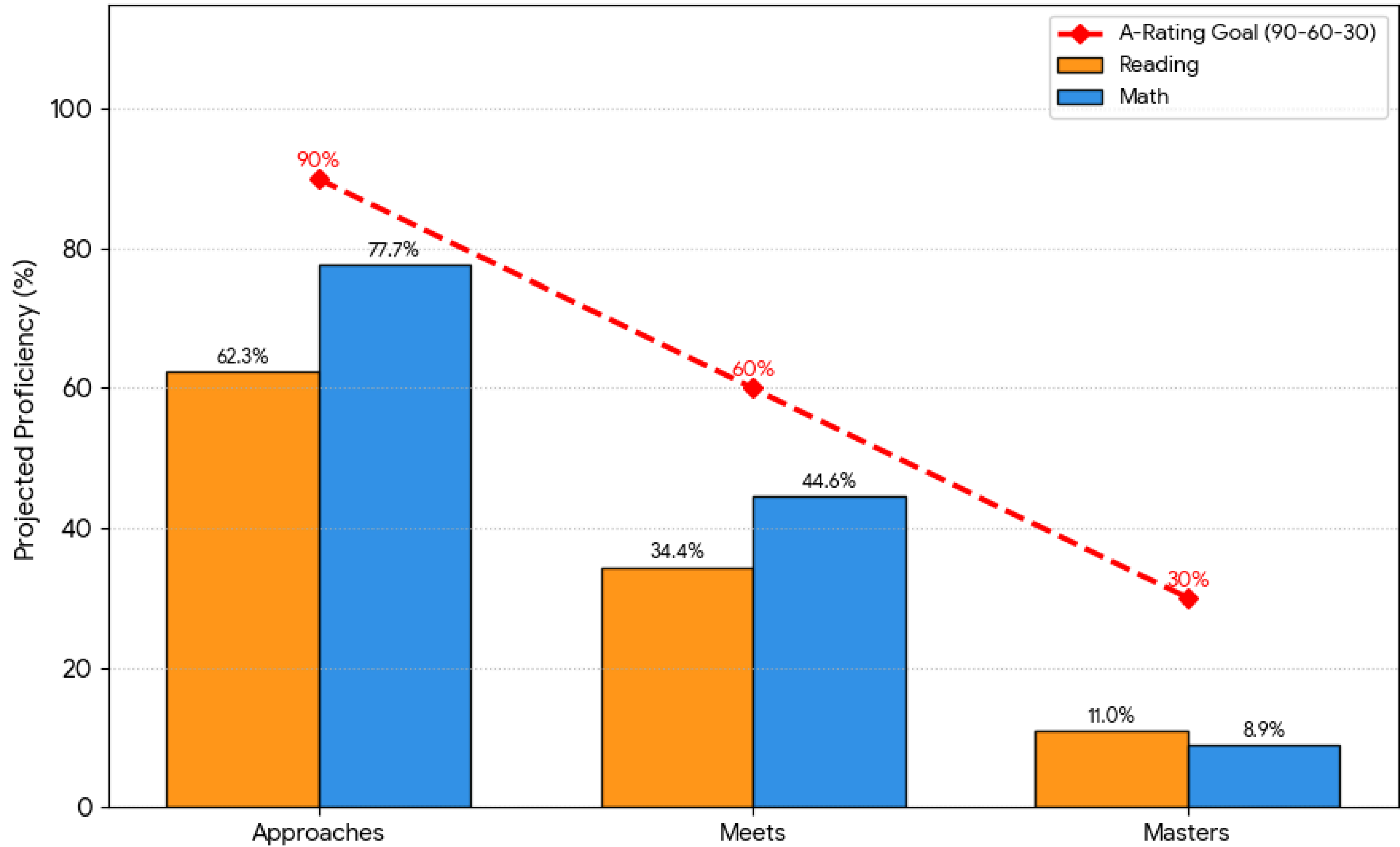


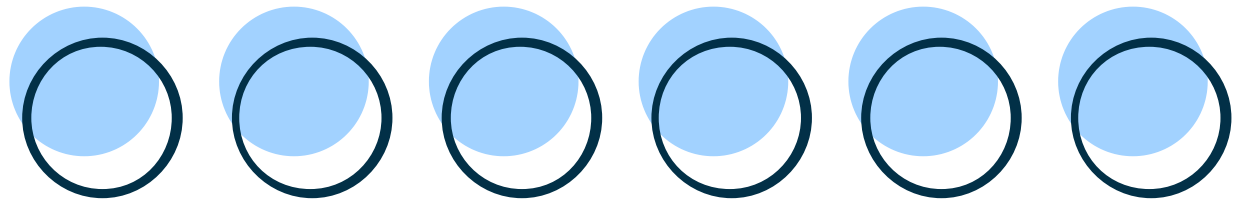
San Leon (Elementary) STAAR Projections



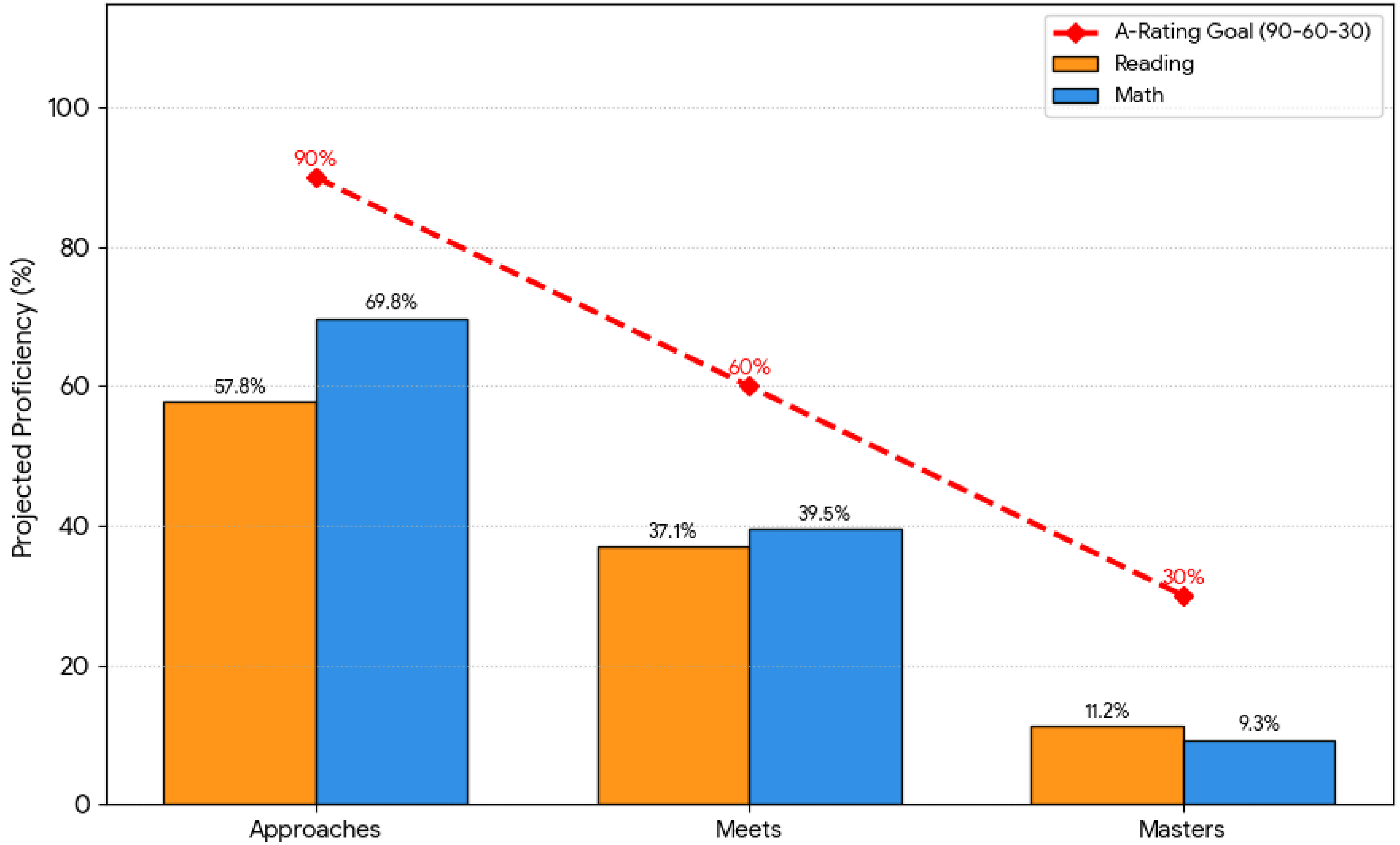


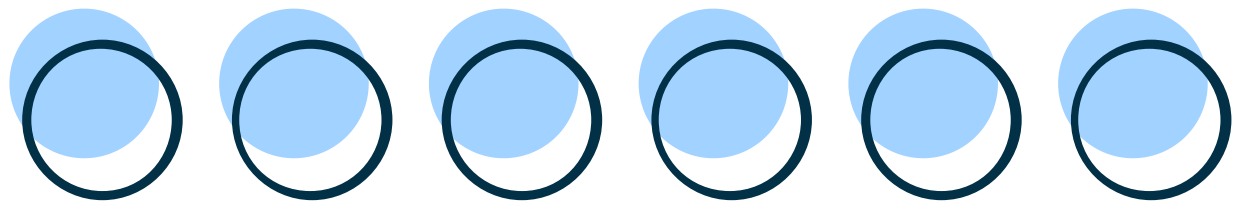
Kenneth E. Little (Elementary) STAAR Projections



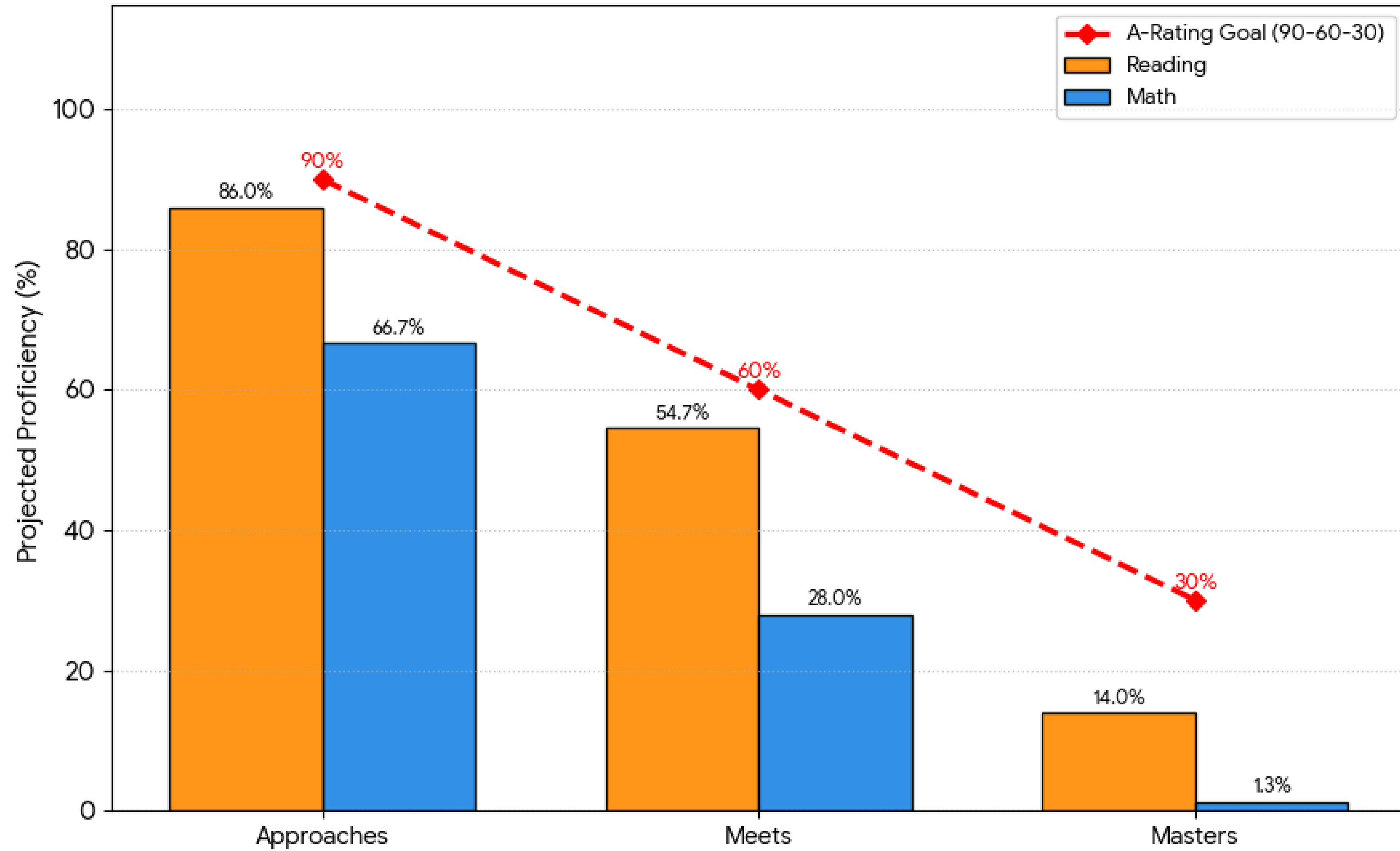


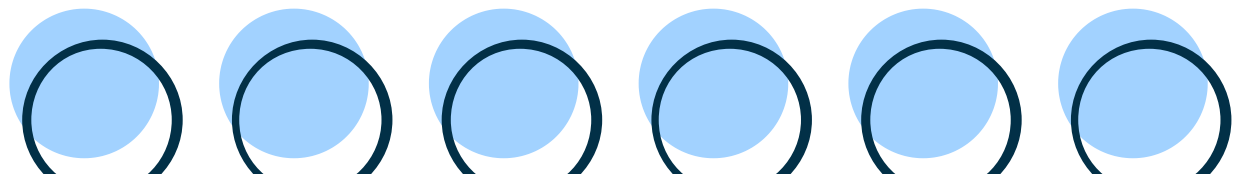
Jake Silbernagel (Elementary) STAAR Projections



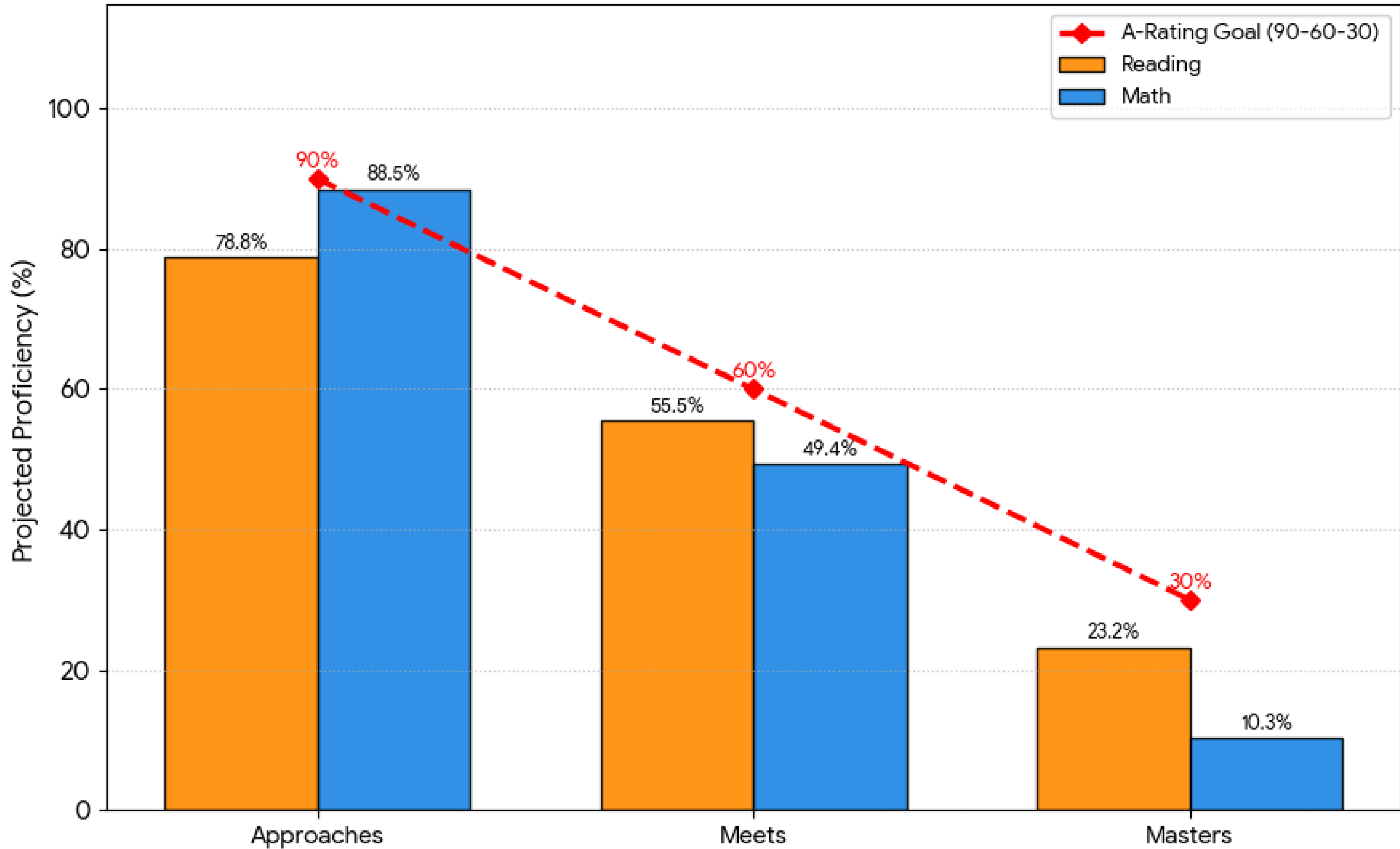


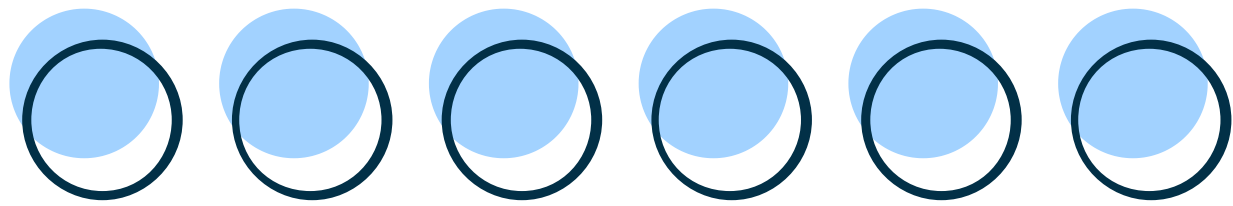
Hughes Road (Elementary) STAAR Projections



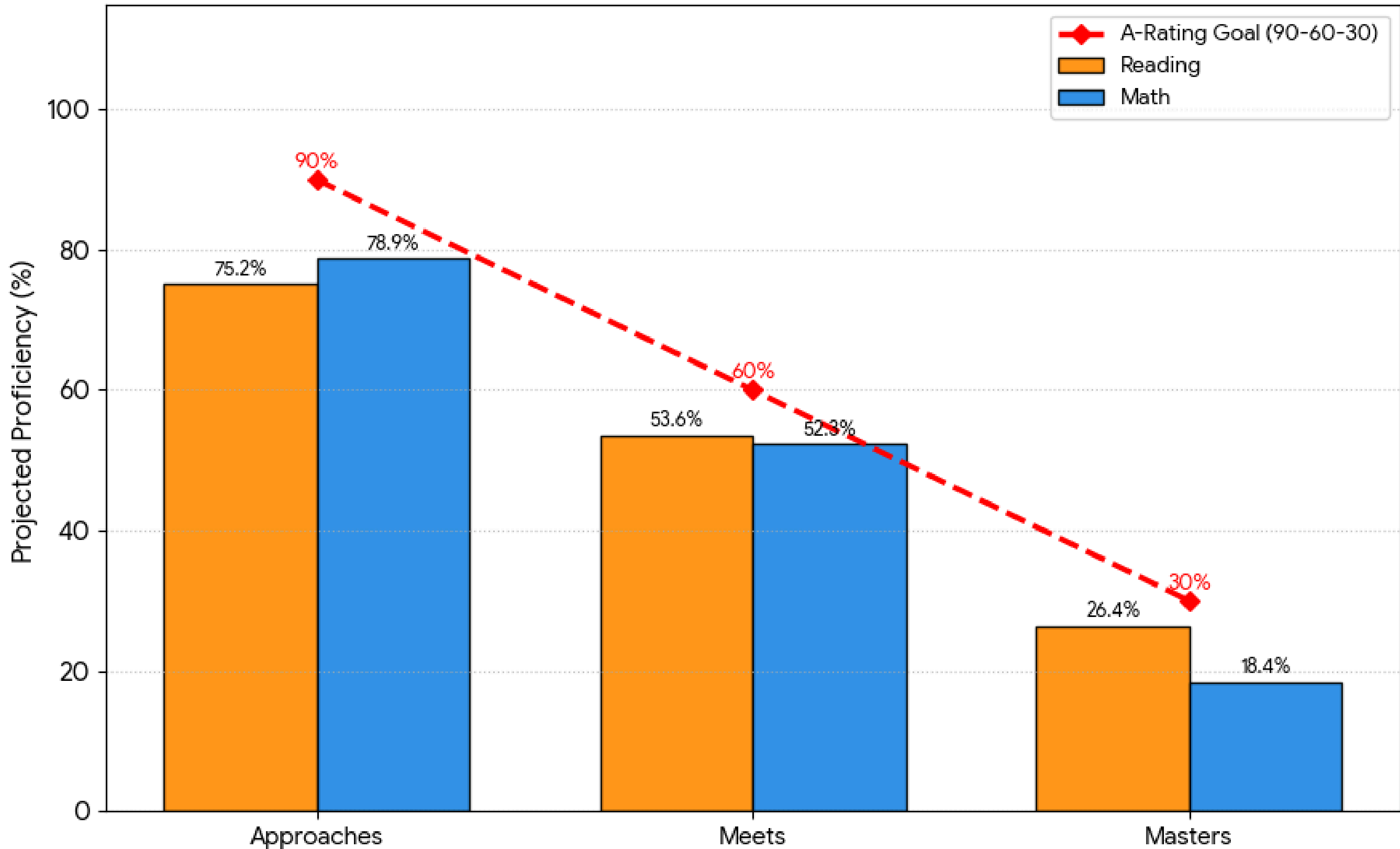


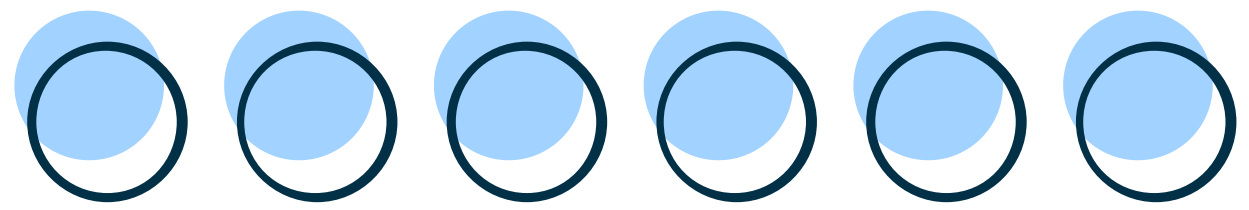
Calder Road (Elementary) STAAR Projections





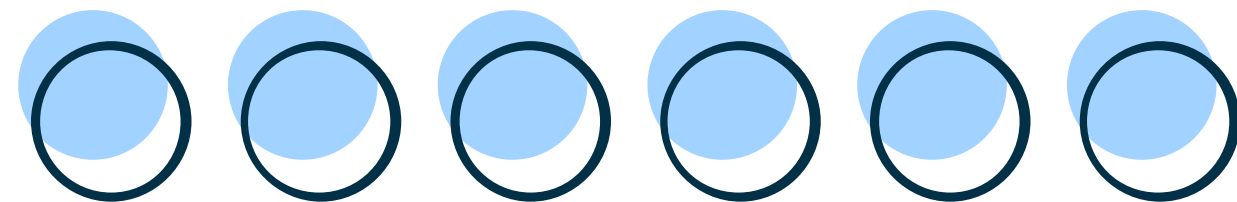
Bay Colony (Elementary) STAAR Projections

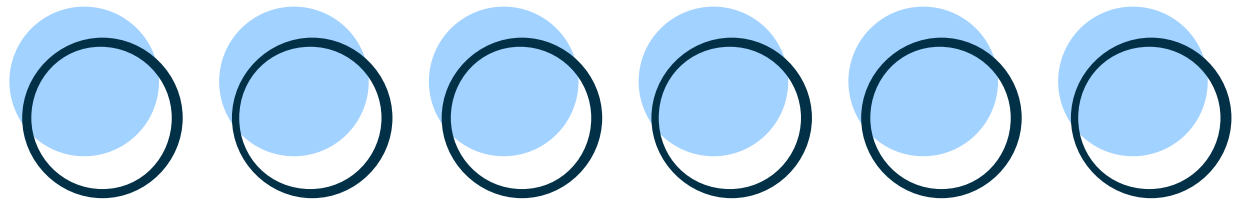




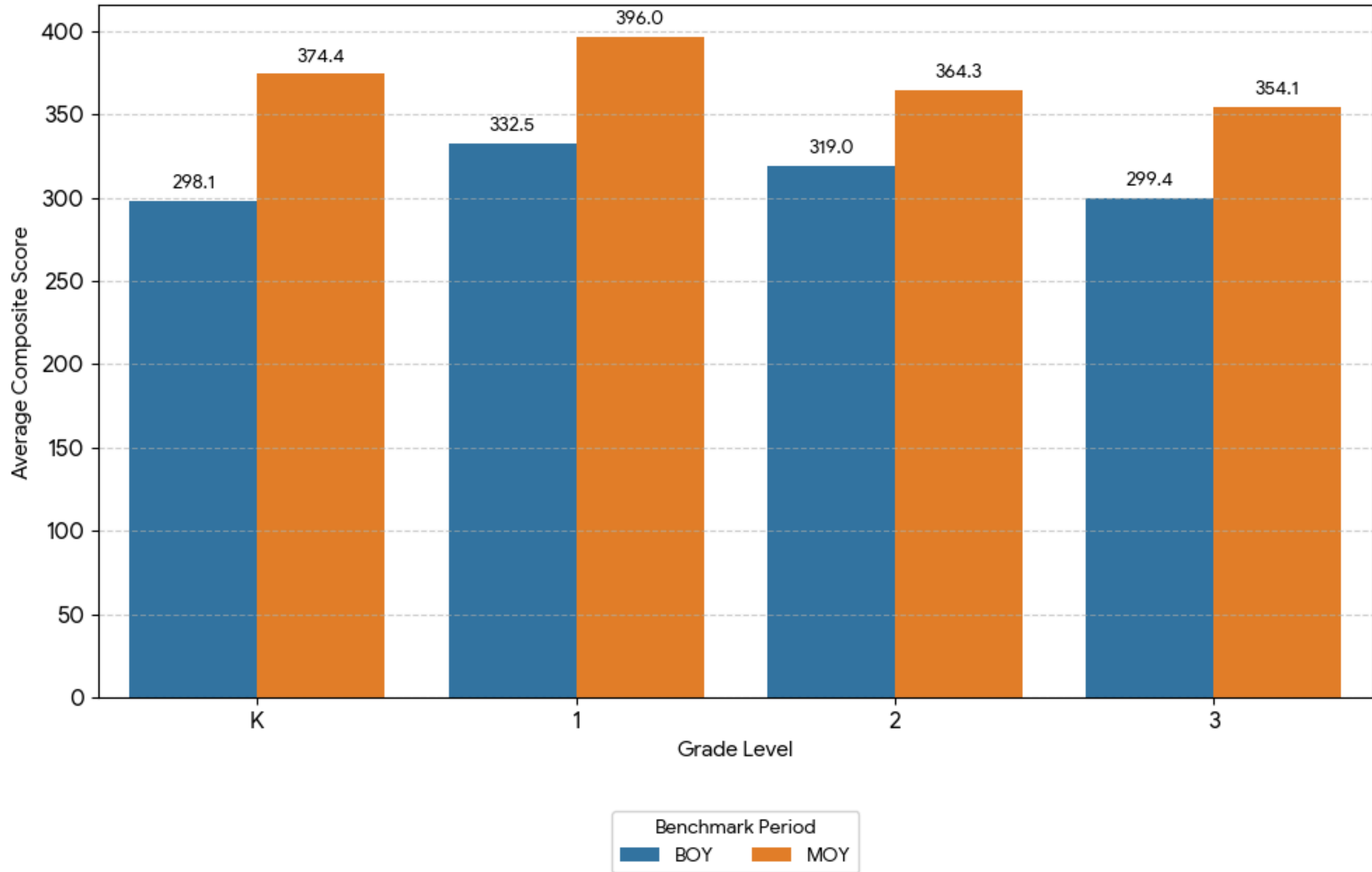
mCLASS

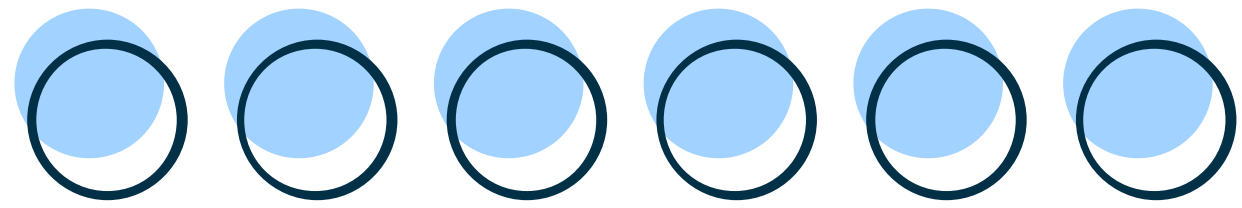
Measures foundational reading skills to identify dyslexia risk and inform instruction. It assesses phonemic awareness, phonics, fluency, vocabulary, and comprehension.





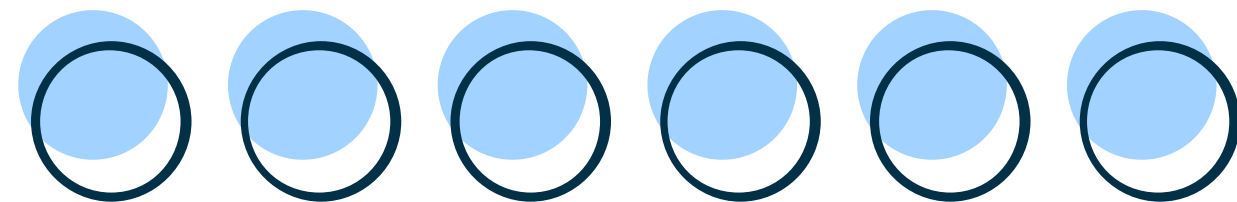
District Comparison by Grade Level (K-3): BOY vs MOY
(Grades without MOY data removed)

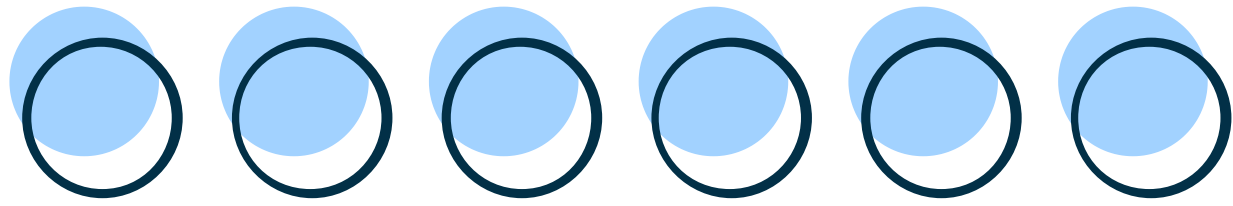




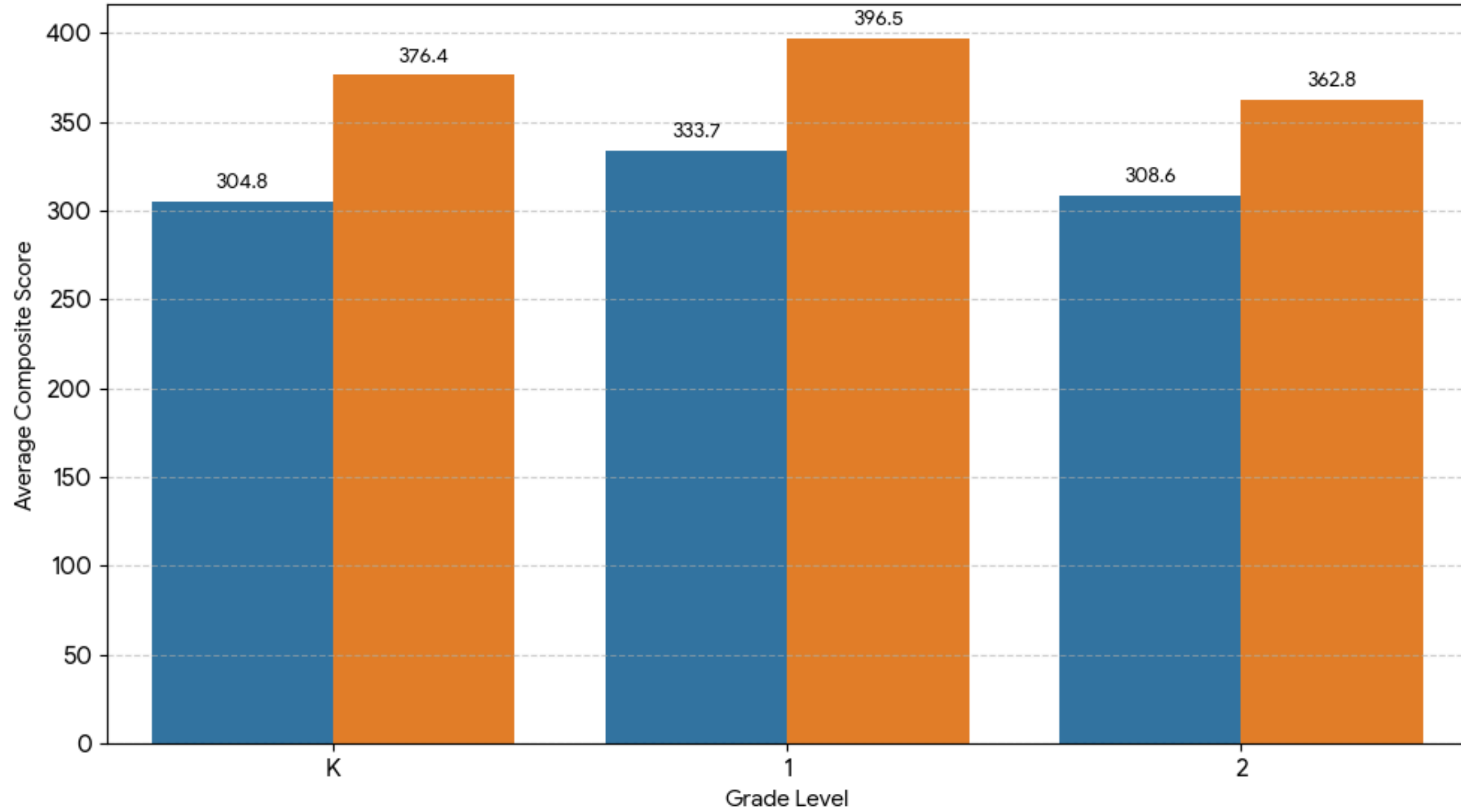
mCLASS

Data By School Is Available In Your Handout



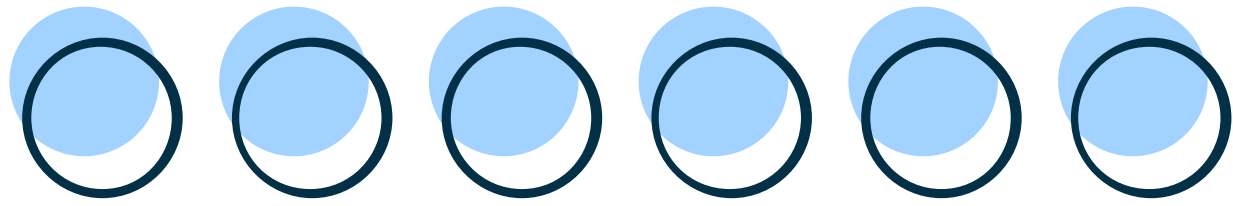


Silbernagel Elementary: BOY vs MOY Composite Score (K-3)
(Grades without MOY data removed)

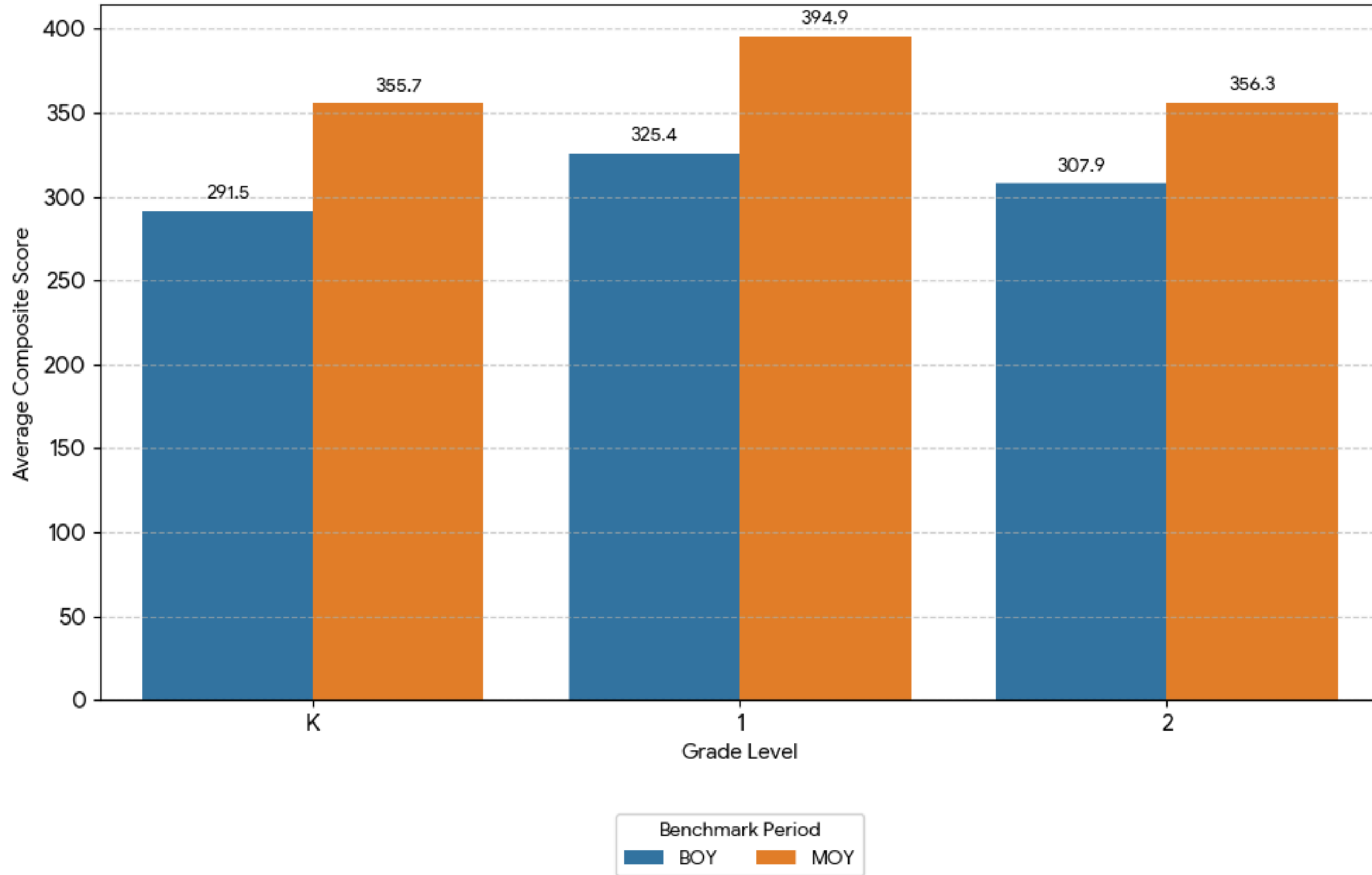


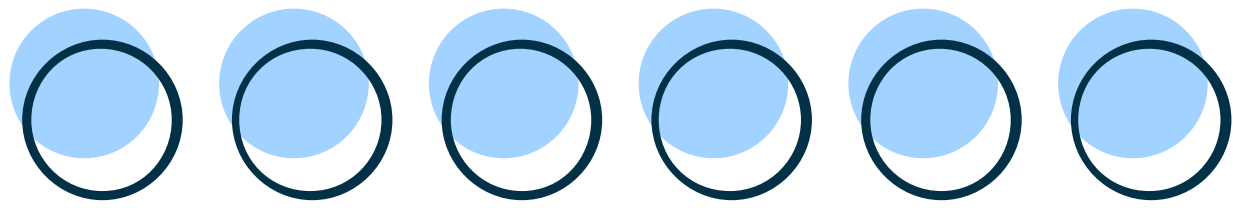
Benchmark Period
BOY MOY



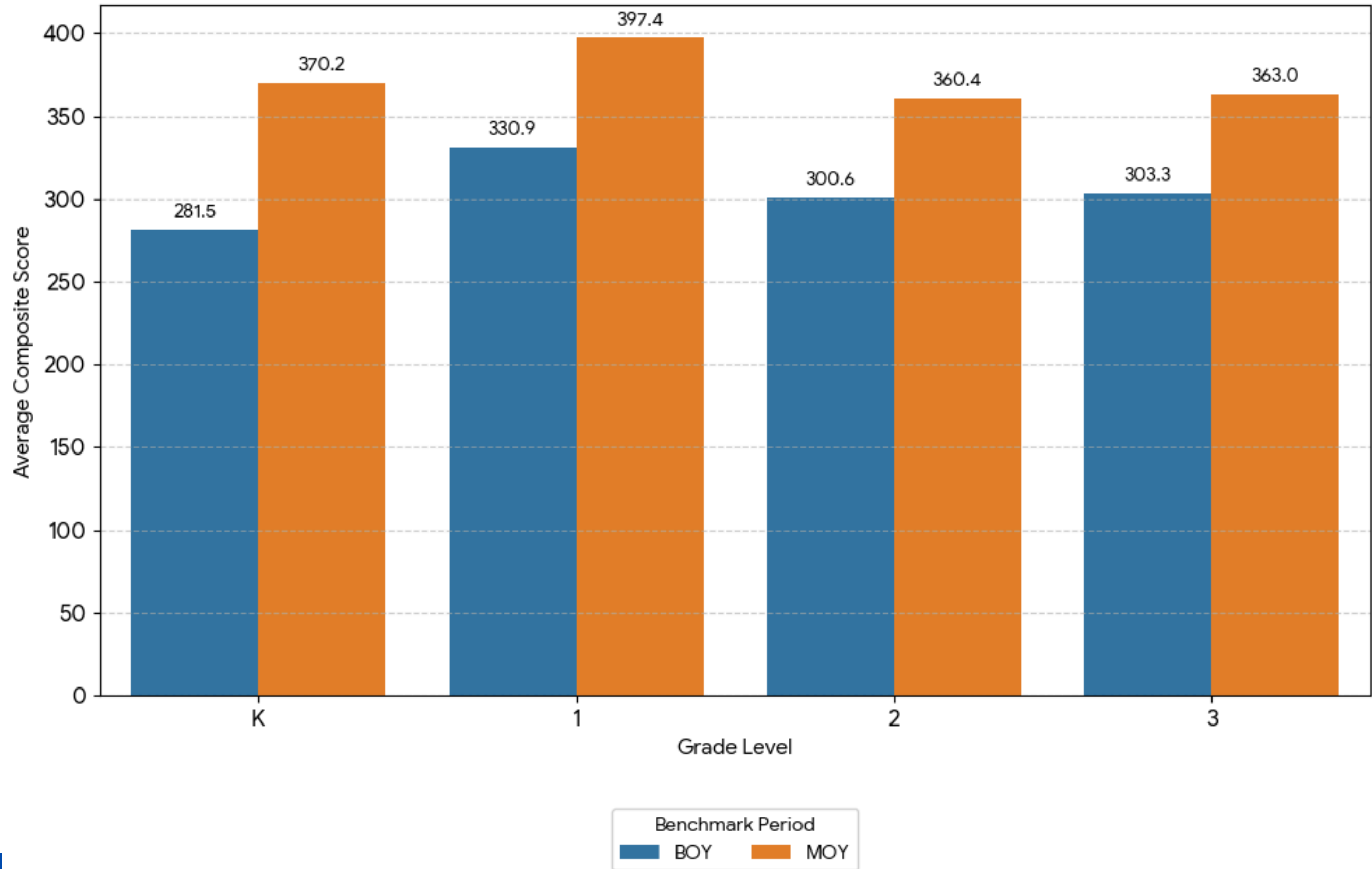


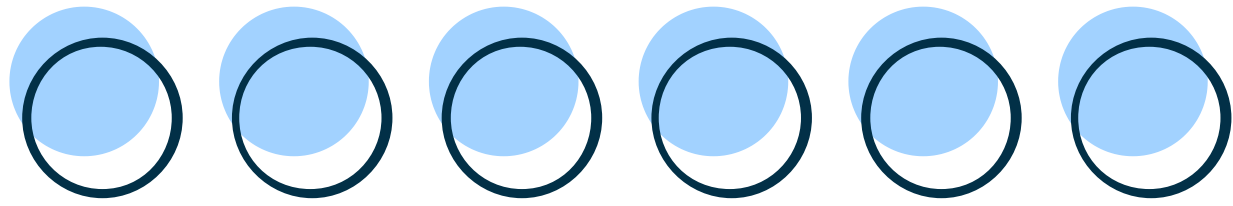
San Leon EI: BOY vs MOY Composite Score (K-3)
(Grades without MOY data removed)



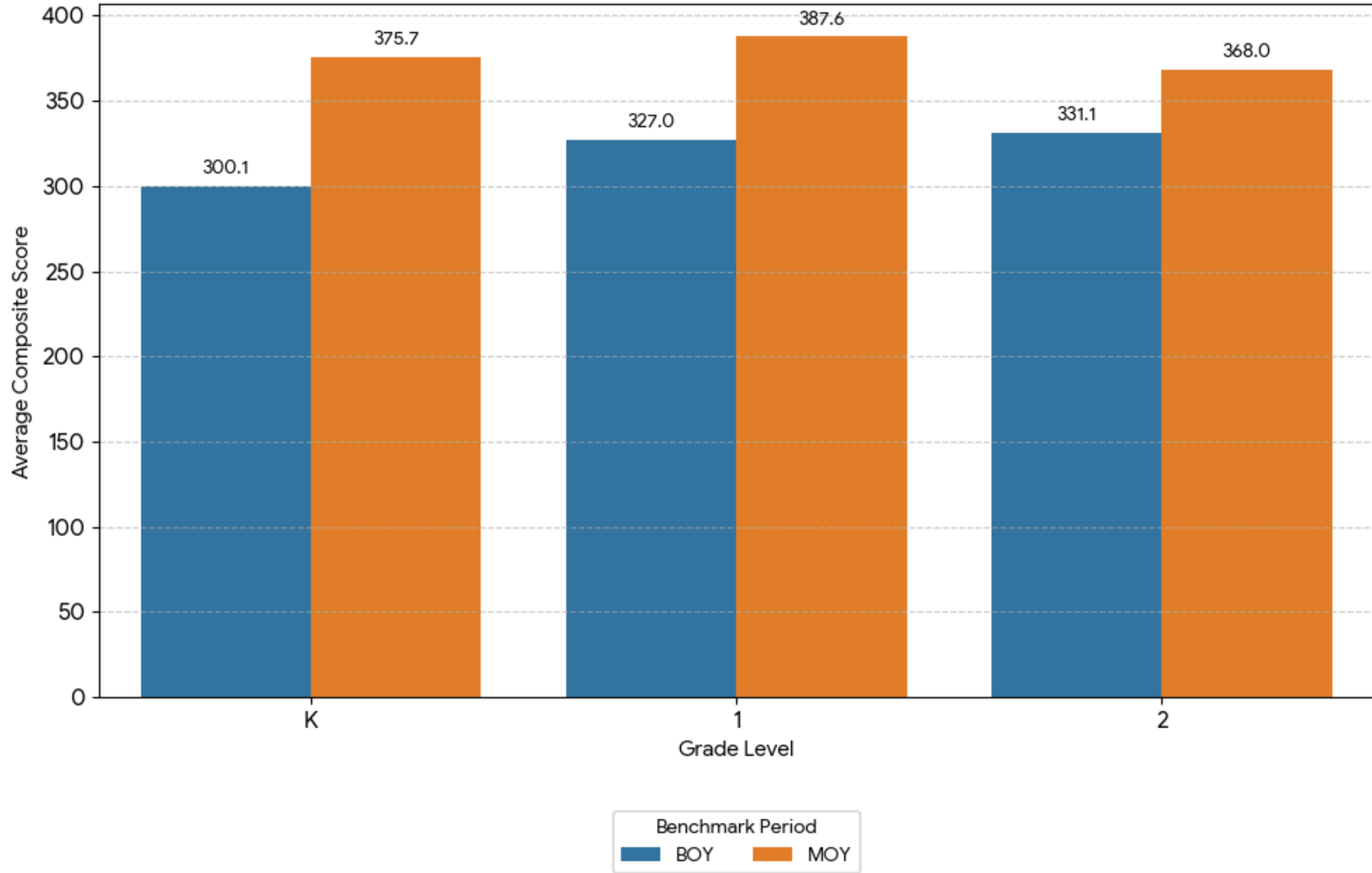


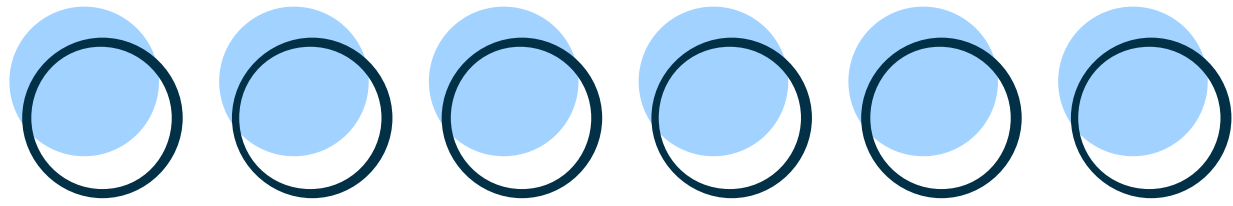
Kenneth E Little El: BOY vs MOY Composite Score (K-3)
(Grades without MOY data removed)



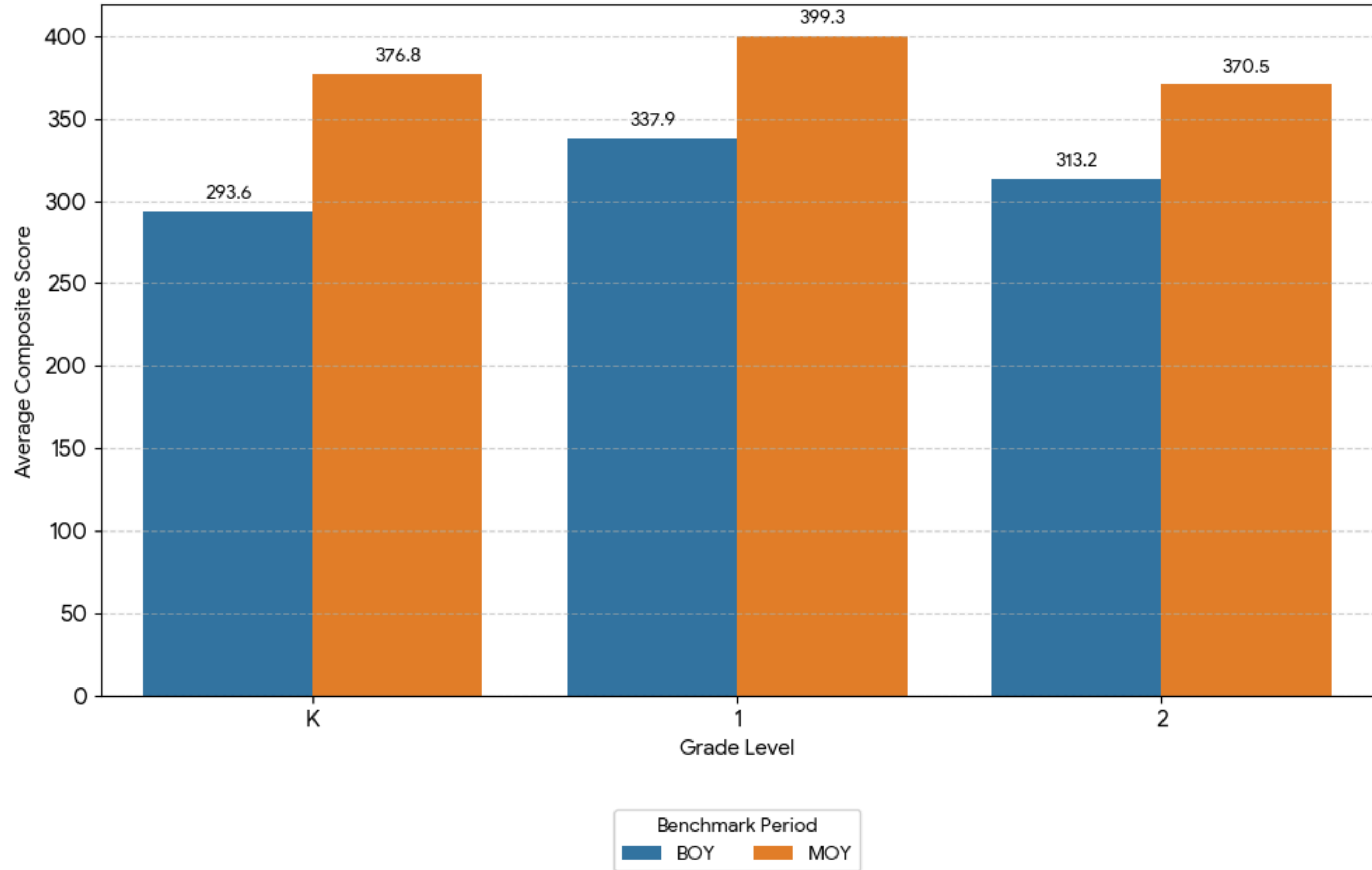


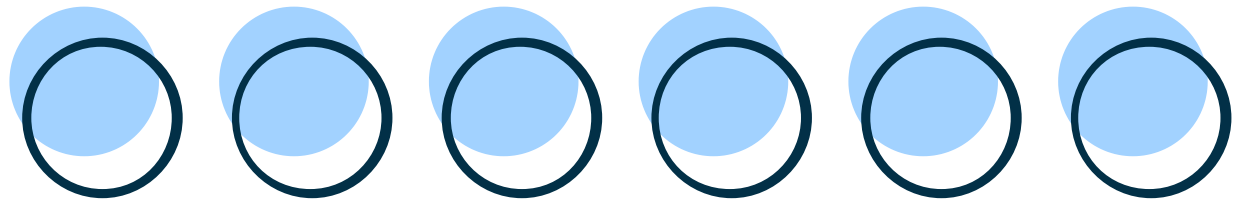
Hughes Road EI: BOY vs MOY Composite Score (K-3)
(Grades without MOY data removed)



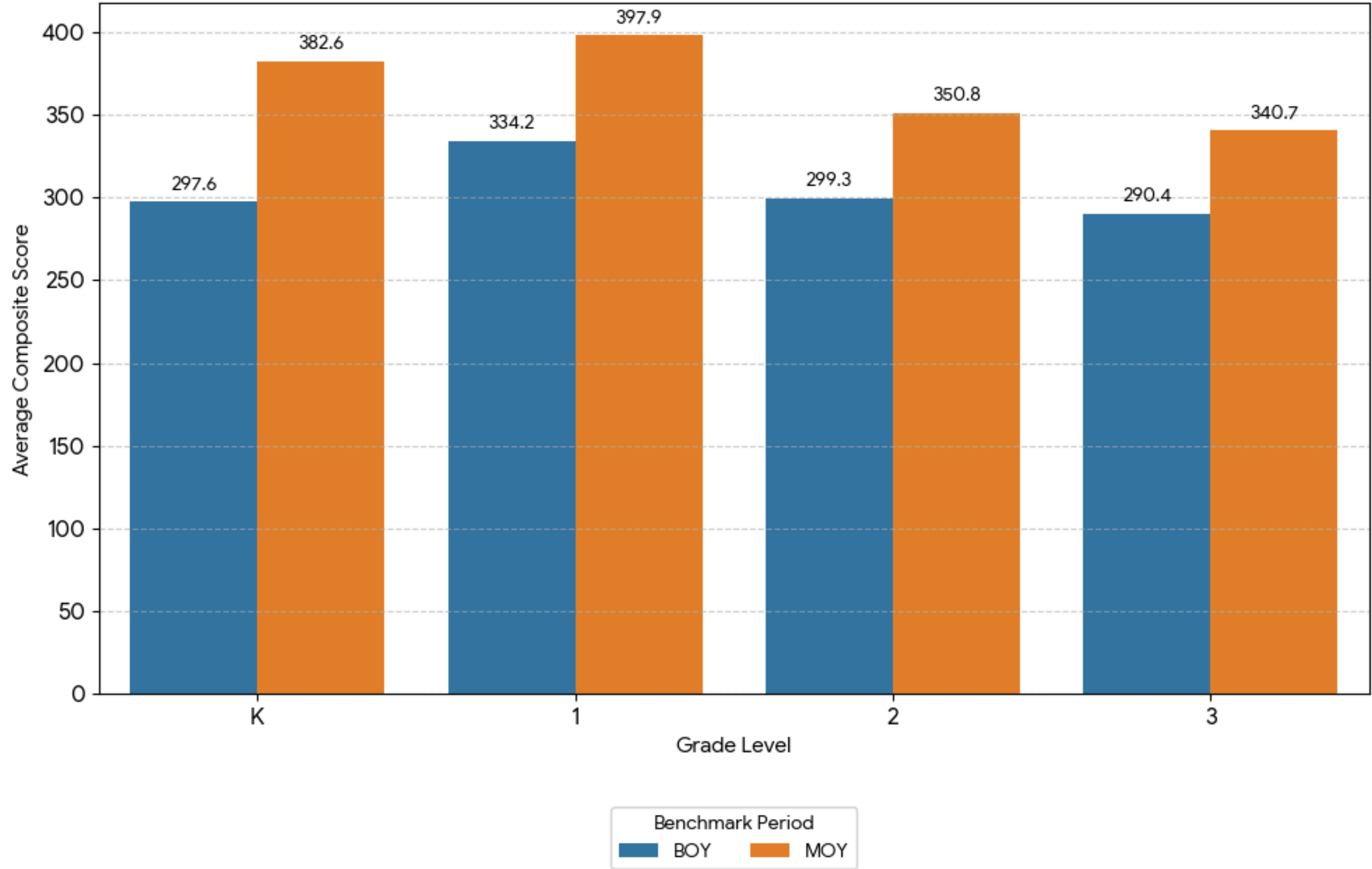


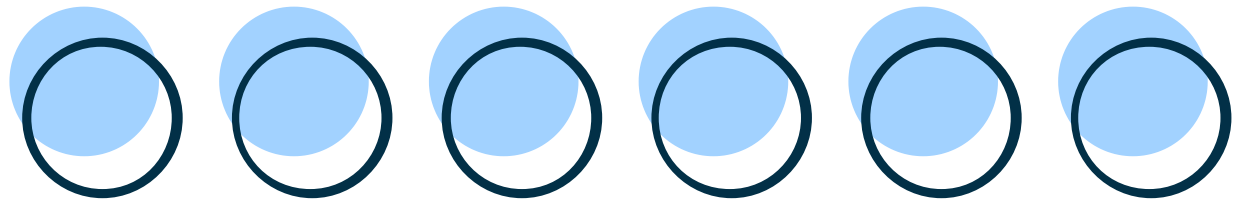
Calder Rd Elementary School: BOY vs MOY Composite Score (K-3)
(Grades without MOY data removed)



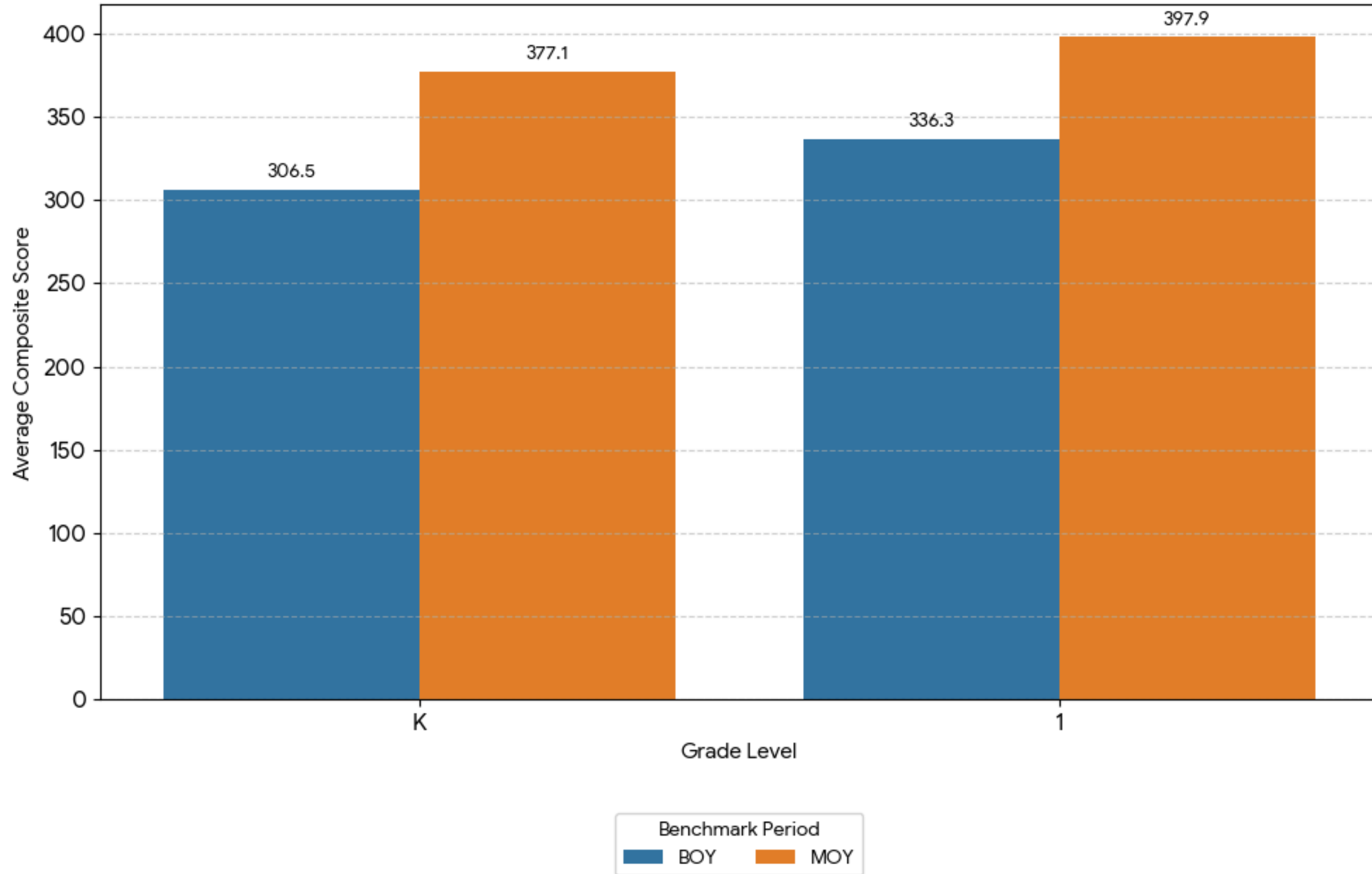


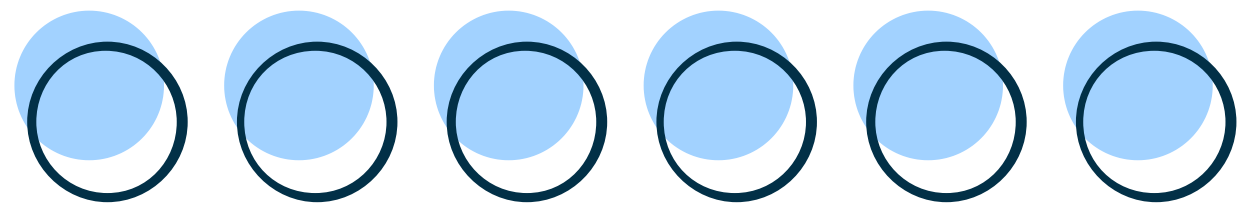
Bay Colony Elementary School: BOY vs MOY Composite Score (K-3)
(Grades without MOY data removed)



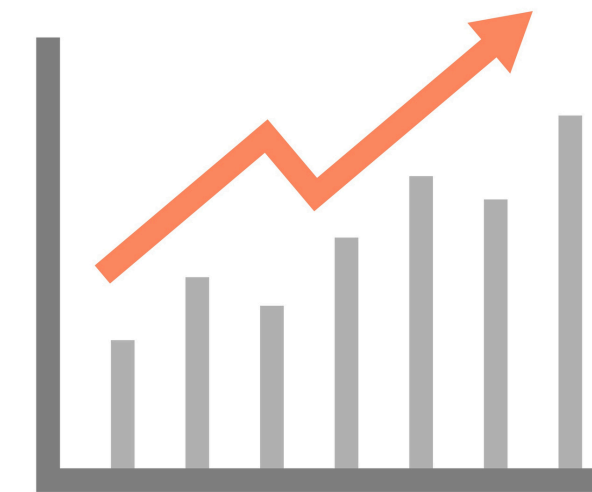
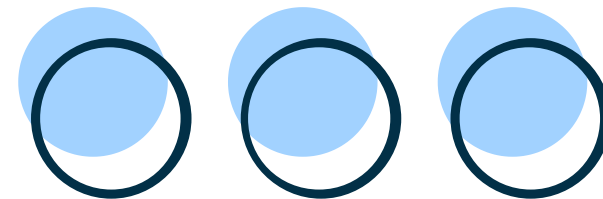
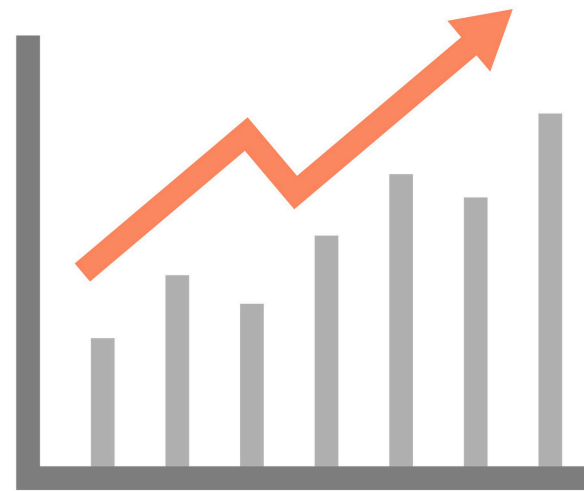


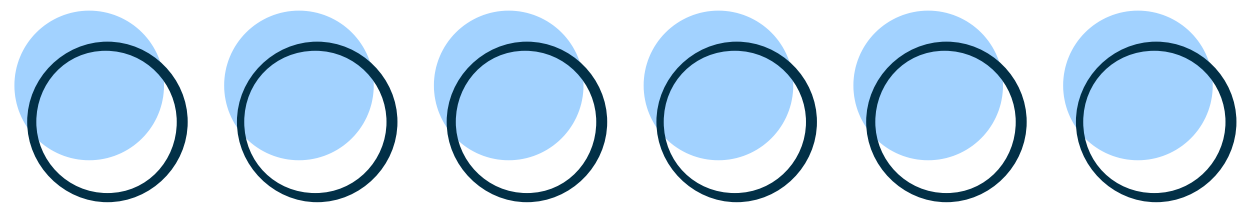
Lobit Elementary: BOY vs MOY Composite Score (K-3)
(Grades without MOY data removed)



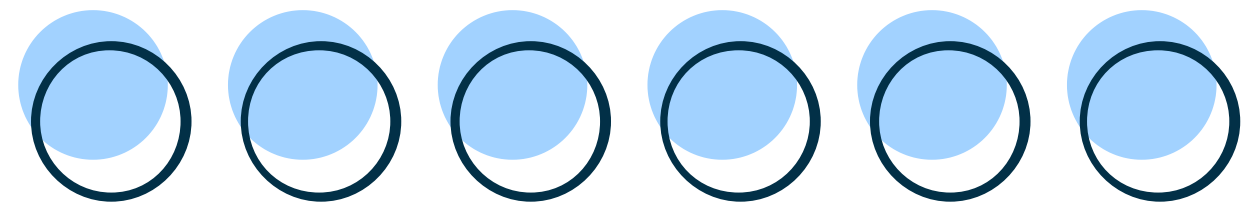


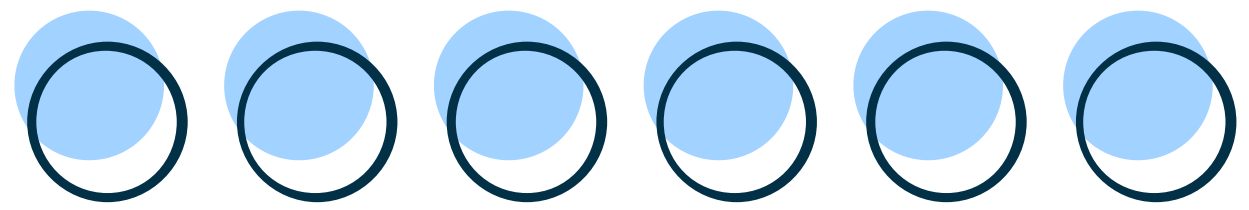
"Dickinson ISD is proud to report consistent academic advancement across the district. Our students are demonstrating measurable growth on every campus and at every grade level. Furthermore, our student body, as a whole, is currently achieving above established grade-level norms, reflecting the hard work of our educators and the resilience of our learners."



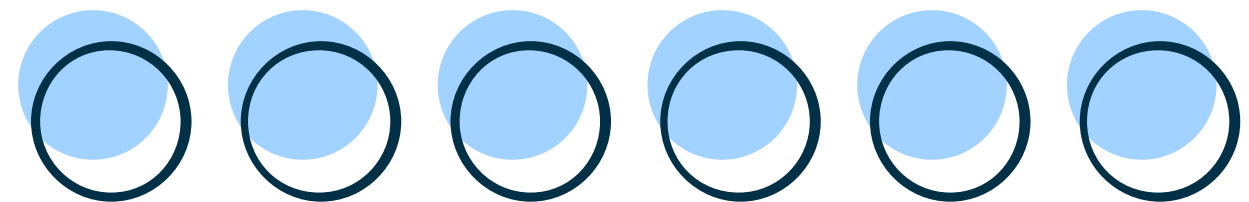


Questions?





Thank you



DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: March 2, 2026

Item Title: 2026-27 Instruction Materials Certification

Agenda Item: Lindsey Suarez

Background Information:

In accordance with Texas Education Code (TEC) §31.101, local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section 28.0022; (iii) Section 43.22, Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2026-27 Survey includes a section for LEAs to certify they meet this requirement.

Recommendation:

The Superintendent and the Executive Director of Teaching and Learning recommend ratification of the 2026-27 Instruction Materials Certification.

Action Item: Yes No

26-27 Instructional Materials TEKS Certification

[Informational slide deck](#) | [List of Approved Instructional Materials](#)

[IMRA Cycle 2025 List of Proposed SBOE-Rejected Instructional Materials](#)

Overview: Annual TEKS certification is a legal mandate under Texas Education Code (TEC) §31.1011, requiring school systems to certify to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering 100% of the Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Why is this important to you?

As a specialist, your role is critical in the "Gathering Information" phase of the five-step process. You must ensure the following for your specific content area:

- **Verified TEKS Coverage:** You must confirm that the selected materials (whether full-subject, supplemental, or district-developed) cover every required standard for the 2026–2027 school year.
- **Strict Naming Conventions:** When listing materials on the Prewrite Form, you must use the exact title and publisher name found on the state’s Resource List. You cannot use acronyms or abbreviations, as the final survey uses specific drop-down menus that must match your entries precisely.
- **Prohibition of Rejected Materials:** Beginning in the 2026–27 school year, school systems are legally prohibited from adopting, using, or spending funds on any materials placed on the [SBOE-Rejected Instructional Materials list](#).
- **Board Ratification:** The information you provide is compiled into a Prewrite Form that must be formally ratified by the local board of trustees in an open, public meeting before the final survey submission.

TEA recommends that all internal information gathering and survey submissions be completed by May 1, 2026, to ensure uninterrupted access to allotment funds.

(click image to enlarge)

Navigating the 2026–27 Instructional Materials Certification

Material Classification & Funding

Material Status	IMTA Funds Eligible	HB 1805 Funding Eligible
SBOE-Approved	✓	✓
SBOE-No Action	✓	✗
State-Adopted (Prior)	✓	✗

SBOE-Approved Materials (IMRA)
Qualifies for both House Bill 1605 entitlements and standard IMTA funding.

SBOE-Rejected Materials
Prohibited for local adoption, use, or procurement beginning in the 2026–27 school year.

Full-Subject Materials
Full-subject materials aim for TEKS mastery without requiring additional instructional supplementation.

Supplemental Materials

Survey Reporting Requirements

The "Regular Use" Threshold
Only select materials used regularly, defined as once a week or more.

100% TEKS Coverage
Selected materials must ensure teachers cover all essential knowledge and skills.

Multi-Subject Reporting
Covers Reading Language Arts, Mathematics, Social Studies, and Science across grades K-12.

© NotebookLM

Terminology

Full-subject instructional materials are designed to, if implemented as intended, provide students with mastery of the essential knowledge and skills for a specific subject and grade level, eliminating the need for supplementation.

- o Full-subject instructional materials are often referred to as Tier One or core instructional materials.

- **Supplemental materials** are instructional materials designed to assist in the instruction of one or more essential knowledge and skills.

- o Supplemental materials may be used in Tier One, Tier Two, or Tier Three educational settings.

- **SBOE-Approved Instructional Materials** are materials that have gone through the Instructional Materials Review and Approval (IMRA) process and have been approved by the State Board of Education (SBOE).

- o SBOE-approved instructional materials qualify for additional funding through House Bill (HB) 1605 entitlements.

- **SBOE-No Action Instructional Materials** are materials that have gone through the IMRA process and were neither approved nor rejected by the SBOE.

- o Instructional materials that had no action taken can still be procured using a school system's Instructional Materials and Technology Allotment (IMTA) funds, but do not qualify for any additional HB 1605 funding.

- **SBOE-Rejected Instructional Materials** are materials that have gone through the IMRA process and have been rejected by the SBOE.

- o Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the List of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

- **SBOE-Proposed Rejected Instructional** are materials that have gone through IMRA Cycle 2025 and were found to require revisions to avoid being placed on the Rejected Instructional Materials List. Publisher-submitted revisions will be re-reviewed in summer 2026, with a final decision on placement being made in November 2026.

- **State-Adopted Materials (Prior Proclamations)** are instructional materials that were previously adopted through the former Texas Resource Review (TRR) and Proclamation review process.

- o Not all subject-area courses and grade levels have gone through the IMRA process; as such, the list of state-adopted materials is still relevant for many instructional material categories.

- o State-adopted materials can be procured with IMTA funds, but do not qualify for any additional HB 1605 funding.

- **Not Yet Reviewed Instructional Materials** are materials that have not gone through any formal instructional review process in Texas.

- o Instructional materials that have not been reviewed can still be procured with IMTA funds.

RLA (K-5)

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

- Yes
 No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the English RLA TEKS grades K–5? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

- Yes
 No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for English RLA and/or Phonics grades K–5 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

English RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Amplify, Tutoring with mCLASS Intervention (K-1)
Amplify, mCLASS
Children's Learning Institute (PK)
Literacy Resources LLC, Heggerty Phonemic Awareness Curriculum (PK-1)
Curriculum Associates, i-Ready
Lead4Ward, Lead4Ward ELAR Grades K-5
Learning Ally, Audiobook Solution
IXL Learning, IXL Language Arts
Wilson Language, Foundations (PK-3)
Texas Education Agency; Bluebonnet Learning Foundational Skills Grade K
Texas Education Agency; Bluebonnet Learning Foundational Skills Grade 1
Texas Education Agency; Bluebonnet Learning Foundational Skills Grade 2

Texas Education Agency; Bluebonnet Learning Kindergarten Reading Language Arts Edition 1
Texas Education Agency; Bluebonnet Learning Reading Language Arts Grade 1, Edition 1
Texas Education Agency; Bluebonnet Learning Reading Language Arts Grade 2, Edition 1
Texas Education Agency; Bluebonnet Learning Reading Language Arts Grade 3, Edition 1
Texas Education Agency; Bluebonnet Learning English Language Arts 4
Texas Education Agency; Bluebonnet Learning English Language Arts 5

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K–5) in their classroom on a regular basis?

K-950
1-975
2-975
3-1150
4-950
5-975

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K–3) in their classroom on a regular basis?

K-950
1-975
2-975

SRLA

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the full subject and/or supplemental publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for Spanish RLA and/or Phonics grades K–5 instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Texas Education Agency ; Aprendizaje Bluebonnet, Artes del lenguaje y lectura K–5 Grado K
Texas Education Agency ; Aprendizaje Bluebonnet, Artes del lenguaje y lectura K–5 Grado 1
Texas Education Agency ; Aprendizaje Bluebonnet, Artes del lenguaje y lectura K–5 Grado 2
Texas Education Agency ; Aprendizaje Bluebonnet, Artes del lenguaje y lectura K–5 Grado 3
Texas Education Agency ; Aprendizaje Bluebonnet, Artes del lenguaje y lectura K–5 Grado 4
Texas Education Agency ; Aprendizaje Bluebonnet, Artes del lenguaje y lectura K–5 Grado 5
Texas Education Agency; Aprendizaje Bluebonnet, Destrezas fundamentales K–3 Grado K
Texas Education Agency ; Aprendizaje Bluebonnet, Destrezas fundamentales K–3 Grado 1
Texas Education Agency ; Aprendizaje Bluebonnet, Destrezas fundamentales K–3 Grado 2
Texas Education Agency ; Aprendizaje Bluebonnet, Destrezas fundamentales K–3 Grado 3
Pacific Learning, El Camino Al Éxito (Spanish Phonics)
El Próximo Paso Al Éxito (Spanish Phonics)
Amplify, mCLASS Lectura
IXL Learning, IXL Language Arts
Curriculum Associates, i-Ready
Lead4Ward Grades K-5
Literacy Resources LLC, Heggerty Phonemic Awareness Curriculum
Summit K-12, Accelerated Literacy & Language Development
Imagine Learning Español

QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

875

QUESTION 7.2:

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

610

RLA (6-8)

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the English RLA TEKS grades 6–8? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
 No

QUESTION 9.0:

Share the full subject and/or supplemental publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for English RLA grades 6–8 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

College Board, SpringBoard Texas Edition
Houghton Mifflin Harcourt (HMH), Into Literature Texas
Curriculum Associates (formally Mentoring Minds), Think Up!
IXL Learning, IXL Language Arts
Lead4Ward, Lead4Ward ELAR Grades 6-8
Learning Ally, The Audiobook Solution (ABS)
NoRedInk Corp., NoRedInk
Quill, Quill ELAR Resources
Stenhouse Publishers, Patterns of Power
Summit K-12, Accelerated Literacy & Language Development
Texas Education Agency (TEA), Texas Gateway

RLA (9-12)

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the English RLA TEKS grades 9–12? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

QUESTION 11.0:

Are the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for English RLA grades 9–12 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Savvas Learning Company (formerly Pearson), my Perspectives
Bedford, Freeman & Worth Publishing Group, Advanced Language and Literature
Bedford, Freeman & Worth Publishing Group, Foundations of Language and Literature
Bedford, Freeman & Worth Publishing Group, The Language of Composition
Bedford, Freeman & Worth Publishing Group, Literature & Composition
IXL Learning, IXL Language Arts
McGraw Hill School Division (Contract Vendor)-Study Sync Texas EOC
College Board, AP Central Provided Assessments and Resources
Edgenuity Inc., Imagine Learning
Houghton Mifflin Harcourt (HMH), Read 180
Lead4Ward, Lead4Ward
DBQ Online
Quizziz
Edpuzzle
Summit K-12
Curipod
Edge Fundamentals
Interchange Intro
Interchange 1
Great Writing Volume 1

Great Writing Foundations

Impact Foundations

Rosetta Stone

Math (K-5)

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

- Yes
 No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the mathematics TEKS grades K–5? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
 No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for mathematics grades K–5 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Texas Education Agency; Bluebonnet Learning Grade K Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 1 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 2 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 3 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 4 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 5 Math, Edition 1
Texas Education Agency; Aprendizaje Bluebonnet Matemáticas K–5 Grado K
Texas Education Agency; Aprendizaje Bluebonnet Matemáticas K–5 Grado 1
Texas Education Agency; Aprendizaje Bluebonnet Matemáticas K–5 Grado 2
Texas Education Agency; Aprendizaje Bluebonnet Matemáticas K–5 Grado 3
Texas Education Agency; Aprendizaje Bluebonnet Matemáticas K–5 Grado 4
Texas Education Agency; Aprendizaje Bluebonnet Matemáticas K–5 Grado 5
MIND Education Supplemental; ST Math Texas Grade K
MIND Education Supplemental; ST Math Texas Grade 1
MIND Education Supplemental; ST Math Texas Grade 2

MIND Education Supplemental; ST Math Texas Grade 3
Zearn Supplemental; Zearn Math for Texas – Kindergarten
Zearn Supplemental; Zearn Math for Texas, Grade 1
Zearn Supplemental; Zearn Math for Texas, Grade 2
Zearn Supplemental; Zearn Math for Texas, Grade 3
Zearn Supplemental; Zearn Math for Texas, Grade 4
Zearn Supplemental; Zearn Math for Texas, Grade 5
IXL Learning, Inc. Supplemental; IXL Math Grade 4
IXL Learning, Inc. Supplemental; IXL Math Grade 5
Curriculum Associates (formally Mentoring Minds); Think Up!
Curriculum Associates; i-Ready
ETA Hand2Mind, Guided Math K-2
Baker and Petsche Publishing; Countdown to Math STAAR
Building Fact Fluency – Graham Fletcher
Khan Academy, Khan Academy Math Resources
Russell's Educational Consulting, Teks AIRR Math
Engaging Math, Engaging Math Resources
Classwork

QUESTION 14.1: (If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

5,350

Math (6-8)

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0

For school year 2026–27, will your local school system provide materials to cover 100% of the mathematics TEKS grades 6–8? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

- Yes
 No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for mathematics grades 6–8 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1
Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1
Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1

IXL Learning, Inc. Supplemental; IXL Math Grade 6
IXL Learning, Inc. Supplemental; IXL Math Grade 7
IXL Learning, Inc. Supplemental; IXL Math Grade 8

Zearn Supplemental; Zearn Math for Texas, Grade 6
Zearn Supplemental; Zearn Math for Texas, Grade 7
Zearn Supplemental; Zearn Math for Texas, Grade 8

Region 4, Engaging Math, Engaging Math Resources
Region 4, Closing The Distance

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

2,962

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for advanced mathematics grades 6–8 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Advanced Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Carnegie Learning, Inc.; Texas Middle School Math Solution, Accelerated Grade 6
Carnegie Learning, Inc.; Texas Middle School Math Solution, Accelerated Grade 7
Carnegie Learning, Inc.; Texas Middle School Math Solution, Accelerated Grade 8

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1
College Board; AP Central Provided Assessments and Resources

Math (9-12)

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the mathematics TEKS grades 9–12? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
 No

Mathematics 9–12 Instructional Materials

QUESTION 19.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for mathematics grades 9–12 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Cengage Learning (formerly Thomson Learning/Brooks-Cole), Precalculus + Limits, A Graphing Approach
Cosenza & Associates, LLC, Algebraic Reasoning
McGraw-Hill, School Education Group, Algebra 2, Geometry, and/or Precalculus
Desmos Studio, PBC, Desmos Math Tools and/or Classroom Resources
Bedford Freeman and Worth Publishers - Stats
Bedford Freeman and Worth Publishers - AP Stats
College Board, AP Central Provided Assessments and Resources
AP Precalculus - Precalculus.FlippedMath.com workbook
Edgenuity Inc., Imagine Learning Math
Education Service Center Region - based products
IXL Learning, IXL Math Resources
Kuta Software, Kuta Math Resources
Lead4Ward, Lead4Ward Math
Texas Home Learning (Texas Education Agency),
Bluebonnet (Texas Education Agency),
Texas College Bridge
The University of Texas at Austin, OnRamps
Delta Math

Social Studies (K-5)

Social Studies Certification

Scope and Sequence: All Grade Levels Social Studies

QUESTION 20.0:

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

Social Studies K–5 TEKS Coverage Certification

QUESTION 21.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the social studies TEKS grades K–5? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies K–5 Instructional Materials

QUESTION 22.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for social studies grades K–5 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Studies Weekly DBQ Online Texas LRE

Social Studies (6-8)

Social Studies 6–8 TEKS Coverage Certification

QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the social studies TEKS grades 6–8? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies 6–8 Instructional Materials

QUESTION 24.0:

Select full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for social studies grades 6–8 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

Prework Form for the Certification of Provision of Instructional Materials Survey 2026–27 | 22

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Region IV 5Es Over World Cultures
Region IV 5Es Over Texas
Region IV 5Es Over America
Socialstudies+
Texas LRE
Discovery Education Social Studies Techbook
DBQ Online

Social Studies (9-12)

Social Studies 9–12 TEKS Coverage Certification

QUESTION 25.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the social studies TEKS grades 9–12? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
 No

Social Studies 9–12 Instructional Materials

QUESTION 26.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for social studies grades 9–12 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Discovery Education
Lemoney Learning
Ramsey Solutions
DBQ Online
Khan Academy
Cengage
Geography by Design
BFW Publishers
McGraw Hill
IXL
AP Classroom | College Board

Science (K-5)

Scope and Sequence: All Grade Levels Science

QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
 No

Science K–5 TEKS Coverage Certification

QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the science TEKS grades K–5? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science K–5 Instructional Materials

QUESTION 29.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for science grades K–5 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Science grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill School Division; McGraw Hill Ciencias para Texas Kindergarten
McGraw-Hill School Division; McGraw Hill Ciencias para Texas Grado 1
McGraw-Hill School Division; McGraw Hill Ciencias para Texas Grado 2
McGraw-Hill School Division; McGraw Hill Ciencias para Texas Grado 3
McGraw-Hill School Division; McGraw Hill Ciencias para Texas Grado 4
McGraw-Hill School Division; McGraw Hill Ciencias para Texas Grado 5
McGraw-Hill School Division; McGraw Hill Texas Science Grade Kindergarten
McGraw-Hill School Division; McGraw Hill Texas Science Grade 1
McGraw-Hill School Division; McGraw Hill Texas Science Grade 2
McGraw-Hill School Division; McGraw Hill Texas Science Grade 3
McGraw-Hill School Division; McGraw Hill Texas Science Grade 4
McGraw-Hill School Division; McGraw Hill Texas Science Grade 5
Capstone; Pebble Go
Curriculum Associates LLC; i-Ready and/or Think Up! with i-Ready
Discovery Education Inc; Discovery Education Science Techbook

Science (6-8)

Science 6–8 TEKS Coverage Certification

QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the science TEKS grades 6–8? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 31.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for science grades 6–8 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill School Division; McGraw Hill Texas Science Grade 6 McGraw-Hill School Division; McGraw Hill Texas Science Grade 7 McGraw-Hill School Division; McGraw Hill Texas Science Grade 8 Discovery Education Inc; Discovery Education Science Techbook College Board; AP Central Provided Assessments and Resources

Science (9-12)

Science 9–12 TEKS Coverage Certification

QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the science TEKS grades 9–12? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science 9–12 Instructional Materials

QUESTION 33.0:

Share the full-subject and/or supplemental publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for science grades 9–12 instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use does not appear in the list, enter the full publisher and product names.

Science grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw Hill Texas Science
Savvas
Cengage
Stemscopes
Pearson
Discovery Education Inc.
IXL Learning, IXL Science Resources
Lead4Ward, Lead4Ward Science
TEA TEKS Guide

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: March 2, 2026
Item Title: Engage Auditor for 2025-2026 Fiscal Year
Agenda Item: Ryan Boone/Kelly Logsdon/Leslie Hudson

Background Information:

The audit firm of Mays & Associates PLLC proposal is attached for them to serve as the District Auditor for the 2025-2026 fiscal year. The maximum fee, not to exceed \$60,000, is the same as last year.

Recommendation:

The Superintendent, Chief of Finance and Operations, Executive Director of Business Operations and Executive Director of Payroll recommend approval of the firm Mays & Associates PLLC to serve as the district auditor for the 2025-2026 fiscal year.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____



MAYS & ASSOCIATES PLLC
CERTIFIED PUBLIC ACCOUNTANTS

February 18, 2026

Board of Trustees
Dickinson Independent School District
Dickinson, Texas

Dear Trustees:

We are pleased to confirm our understanding of the services we are to provide for Dickinson Independent School District (the District) for the year ending August 31, 2026.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the District as of and for year ending August 31, 2026. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- Management's Discussion and Analysis
- Budgetary Comparison Schedule – General Fund
- Pension Plan Schedules
- Other Post-employment Benefit Plan Schedules

We have also been engaged to report on supplementary information other than RSI that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

- Schedule of Expenditures of Federal Awards
- Combining Balance Sheet – Non-major Governmental Funds
- Combining Statement of Revenues, Expenditures, and Changes in Fund Balance – Non-major Governmental Funds
- Schedule of Delinquent Taxes Receivable
- Budgetary Comparison Schedule – Child Nutrition
- Budgetary Comparison Schedule – Debt Service Fund

- Schedule of State Compensatory and Bilingual Education Program Expenditures

Our audit will also include the performance of certain audit procedures for the purpose of reviewing the accuracy of fiscal information provided by the District through the Public Education Information Management System (PEIMS), as required by Section 44.008(b) of the Texas Education Code.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditors' Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

Planning has not concluded; therefore, we have not identified any significant risk(s) of material misstatement. If significant risk(s) are identified during fieldwork, we will communicate them to those charged with governance in a timely manner.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures - Internal Control

We will obtain an understanding of the District and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for the 12 months after the financial statement date or shortly thereafter (for example, within an additional three months, if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review prior to release of the report.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19 related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information. With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

Additionally, the District will be responsible for ensuring that the audit reports are received by the Texas Education Agency (TEA) within 150 days of the close of the fiscal year.

The District will further be responsible for ensuring that other appropriate governmental agencies receive copies of the audit reports according to instructions in the TEA's Financial Accountability System Resource Guide.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under Government Auditing Standards and such services will not be conducted in accordance with Government Auditing Standards. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Mays & Associates, PLLC (the Firm) and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the TEA or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Firm personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the TEA or Regional Office of Inspector General. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Albert Garcia is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in June-July 2026 and to issue our reports no later than the January 2027 board meeting.

Our fees for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, typing, postage, travel, copies, telephone, bank confirmation fees, etc.). We presently anticipate our fees to range between \$58,000 and \$60,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. We will endeavor, of course, to keep our fees as low as possible. If significant additional time is necessary, we will keep you informed of any problems we encounter, and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of continued service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign and return it to us.

Very truly yours,


Mays & Associates, PLLC

RESPONSE:

This letter correctly sets forth the understanding of Dickinson Independent School District.

By: _____

Title: _____

Date: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: March 2, 2026
Item Title: Ruth E Laird Elementary Furniture Purchase
Agenda Item: Ryan Boone/Jim Rubach

Background Information:

Dickinson ISD has used School Specialty as our vendor to supply and install furniture for our new schools since 2000-2001. We have been very pleased with their products and installation procedures. Their warranty follow-up has been excellent. We feel they have been and are this time giving us a good price thru OMNIA Co-op. we recommend accepting their proposal not to exceed \$1,145,815.10.

Recommendation:

The Superintendent, Executive Director for Facility Planning and Construction and Chief of Finance and Operations recommend approving the furniture purchase not to exceed \$1,145,815.10.

Action Item: X Yes _____ No

Motion made by _____ **seconded by** _____ **vote** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: March 3, 2026

Item Title: Student Standard of Dress 2026-2027

Agenda Item: Robert Cobb

Background Information:

Attached are the 2026-2027 Dickinson ISD Student Standard of Dress. There are no changes based on input from campus administration and parent comments throughout the year.

Recommendation:

The Superintendent and Executive Director for Student Support Services recommend approval of the Student Standard of Dress for 2026-2027.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

2026-2027 DICKINSON ISD DRESS EXPECTATIONS

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. The Dickinson ISD Dress Code is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption, avoid safety hazards, teach respect for authority, and prepare our students for the future.

The student's appearance (clothing, shoes, accessories and grooming) shall not reflect gang affiliation, cause a distraction, nor conceal contraband. ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING.

GRADES 6-12

PANTS, SLACKS, JEANS, SKIRTS, DRESSES, JUMPERS, SHORTS, SHIRTS, BLOUSES OR PULLOVERS:

- May be any color or design
- Shall be appropriately sized, fitting at the waist, and cuffed/hemmed at or below mid-calf.
- Jeans/pants with tears/holes above the knee must be worn with tights underneath.
- Shorts may be no shorter than mid-thigh in length with a hem. No cut off shorts.
- The lengths/slits of skirts, shorts, dresses and jumpers must be no more than 4" above the top of the knee when standing upright.
- Leggings or yoga pants may be worn with acceptable clothing over them. Coverage should extend to top of the thigh in the front and below the posterior end.
- Leggings and/or jeggings must be appropriately sized and made from fabric that adequately conceals the body and the undergarment(s).
- Shirts, blouses, or pullovers must have sleeves. Must be appropriately sized and buttoned.
- Shirts, blouses, or pullovers may NOT be: sheer, lace, any see-through material (even if worn with an undergarment/camisole/slip), backless, cut-out, off-the-shoulder, spaghetti strap, tank-style, sleeveless, low-cut, or midriff.
- Shirts, blouses, or pullover must not be revealing in any way. Shoulders, the back, and the midriff must be covered.
- No vinyl, leather, suede, fleece,
- Pajamas or any form of clothing designed for lounging or sleep may not be worn.
- Under garments may not be worn as outer clothes including men's T shirts.

OUTSIDE JACKETS AND COATS

- All jackets/coats that are $\frac{3}{4}$ lengths (or less) are acceptable.
- "Trench" coats or "Dusters" are not allowed.
- No inappropriate pictures or messages allowed.

SHOES

- Shoes must be safe and appropriate for school.
- No house slippers, slides, flip flops, or shoes with skates, wheels or cleats.
- Campuses with stairs may require shoes with backs for safety reasons.

HAIR

- Hair (including facial hair) must be neat, clean, and well-groomed.
- No distracting/extreme styles or coloring.

BACKPACKS

- May be any fabric.
- No inappropriate pictures or messages allowed.

PROHIBITED ITEMS:

- Tattoos with designs, symbols, or words that refer to alcohol, drugs including marijuana, tobacco/vaping, violence, death, racism, profanity, nudity/obscenity, Satanism/occult, or gang affiliation are not permitted and must be covered at all times while on school property.
- Sunglasses
- Any type of head covering including the following: caps, hats, hairnets, hair rollers, combs/picks, wave caps.
- Body piercing other than the ear
- Heavy chains, heavy chain necklaces, spike necklaces, or other inappropriate types of jewelry
- Inappropriate decorations or advertisements including, but not limited to, violence, drugs, alcohol, the occult, gang membership, sex, death, suicide, etc.
- Bandanas worn or displayed in any manner (all colors).
- Any attire or icons that are distracting, that causes a disturbance or interferes with daily school activities, or identifies a student as part of an unauthorized group, gang, or society are not permitted.

2026-2027 DICKINSON ISD DRESS EXPECTATIONS

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. The Dickinson ISD Dress Code is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption, avoid safety hazards, teach respect for authority, and prepare our students for the future.

The student's appearance (clothing, shoes, accessories and grooming) *shall not reflect gang affiliation, cause a distraction, nor conceal contraband.* **ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING.**

GRADES PK-5

PANTS, SLACKS, JEANS, SKIRTS, DRESSES, JUMPERS, SHORTS, SHIRTS, BLOUSES OR PULLOVERS:

- May be any color or design
- Shall be appropriately sized, fitting at the waist, and cuffed/hemmed at or below mid-calf.
- Jeans/pants with tears/holes above the knee must be worn with tights underneath
- Shorts may be no shorter than mid-thigh in length with a hem. No cut off shorts.
- The length/slits of skirts, dresses, and jumpers must be clearly below mid-thigh.
- Leggings or yoga pants may be worn with acceptable clothing over them. Coverage should extend to top of the thigh in the front and below the posterior end.
- Shirts, blouses, or pullovers must have sleeves and must be appropriately sized and buttoned.
- Shirts, blouses, or pullovers may not be sheer, lace, or any see-through material (even if worn with an undergarment/camisole/slip), backless, cut-out, off-the-shoulder, spaghetti strap, sundress, tank-style, sleeveless, low-cut, back exposed, or revealing in any way
- No vinyl, leather, suede, fleece, spandex/stretch, oversized pockets, pajamas, overalls, sweatpants, or coveralls.
- No inappropriate pictures or messages allowed.
- Underclothes may not be worn as outer clothes, including men's T shirts.

OUTSIDE JACKETS AND COATS

- All jackets/coats that are $\frac{3}{4}$ lengths (or less) are acceptable.
- "Trench" coats or "Dusters" are not allowed.
- No inappropriate pictures, messages, or buttons allowed.

SHOES

- Shoes must be safe and appropriate for school.
- No house slippers, slides, flip flops, or shoes with skates, wheels or cleats.
- Campuses with stairs may require shoes with backs for safety reasons.

HAIR

- Hair (including facial hair) must be neat, clean, and well-groomed.
- No distracting/extreme styles or coloring.

BACKPACKS

- May be any fabric.
- No inappropriate pictures or messages allowed.

PROHIBITED ITEMS:

- Glitter, writing or drawing on the face or skin
- Tattoos (temporary and permanent)
- Sunglasses
- Any type of head covering (no cap, hat, hair net, hair rollers, combs, or picks may be worn inside the building)
- Body piercing other than the ear
- Heavy chains, heavy chain necklaces, spike necklaces, or other inappropriate types of jewelry
- Inappropriate decorations or advertisements including, but not limited to, violence, drugs, alcohol, the occult, gang membership, sex, death, suicide, etc.
- Any attire or icons that are distracting, that causes a disturbance or interferes with daily school activities, or identifies a student as part of an unauthorized group, gang, or society are not permitted.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: March 2, 2026

Item Title: Approval of Agenda Items A-B

Agenda Item: Dr. Rebecca Brown

Background Information:

Agenda Items:

- A. Certification of Unopposed Candidates
- B. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A-B.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: March 2, 2026

Item Title: Certification of Unopposed Candidates for the May 2, 2026
Board of Trustees Election

Agenda Item: Robert Cobb

Background Information:

Per Sections 2.051 - 2.053(a) of the Texas Election Code, Mike Mackey and Veanna Veasey have been certified as unopposed candidates for School Board Trustee Single Member Districts #1 and #2.

Recommendation:

The Superintendent and Executive Director for Student Support Services recommend approval of the attached Certification of Unopposed Candidate for the May 2, 2026 Board of Trustees election.

Action Item: Yes No

Prescribed by Secretary of State
Section 2.051 – 2.053, Texas Election Code

**DICKINSON INDEPENDENT SCHOOL DISTRICT
CERTIFICATION OF UNOPPOSED CANDIDATE
*CERTIFICACIÓN DE CANDIDATOS ÚNICOS***

To: Presiding Officer of Governing Body

Al: Presidente de la entidad gobernante

As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on May 2, 2026.

Como autoridad a cargo de la preparación de la boleta de votación oficial, por la presente certifico que los siguientes candidatos son candidatos únicos para elección para un cargo en la elección que se llevará a cabo el Mayo 2, 2026.

List office and name of candidates:

Lista de cargos y nombres de los candidatos:

Office (Cargo)

(Candidato)

School Board Trustee Single Member District #1

School Board Trustee Single Member District #2

Candidate

Mike Mackey

Veanna Veasey

Signature (Firma)

Corey Magliolo

Printed name (*Nombre en letra de molde*)

President of Board of Trustees

Title (*Puesto*)

March 2, 2026

Date of Signing (*Fecha de firma*)

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: March 2, 2026

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for February 12, 19, 2026
- Campus Fundraising Request-DMS

Recommendation:

The Superintendent recommends the Board's ratification of the above consent items.

Action Item: **Yes** **No**