



2023-2024
Annual Performance Report
as required by Texas Education Code §39.306

District and Academic Affairs Committee: March 19, 2024

Components of the Annual Report



District Accreditation Status



Campus Performance Objectives
2023-2024



Texas Academic Performance Report
(TAPR)
2022-2023



Report on Violent/Criminal Incidents
2022-2023



PEIMS Financial Standard Report
2021-2022 Actual Financial Report



Postsecondary Performance

Class of 2021; provided for District and each campus

For the District and each campus in the district

For the District and each campus in the district

2022-2023 TAPR Glossary

Accreditations and Ratings Summary



Accreditation Status

2022-2023 Accreditation Status	<i>Accredited</i>
2022-2023 FIRST Rating	A-Superior
2023 Accountability Rating	Delayed
2023 Special Education Determination Status	Delayed

Texas Academic Performance Report

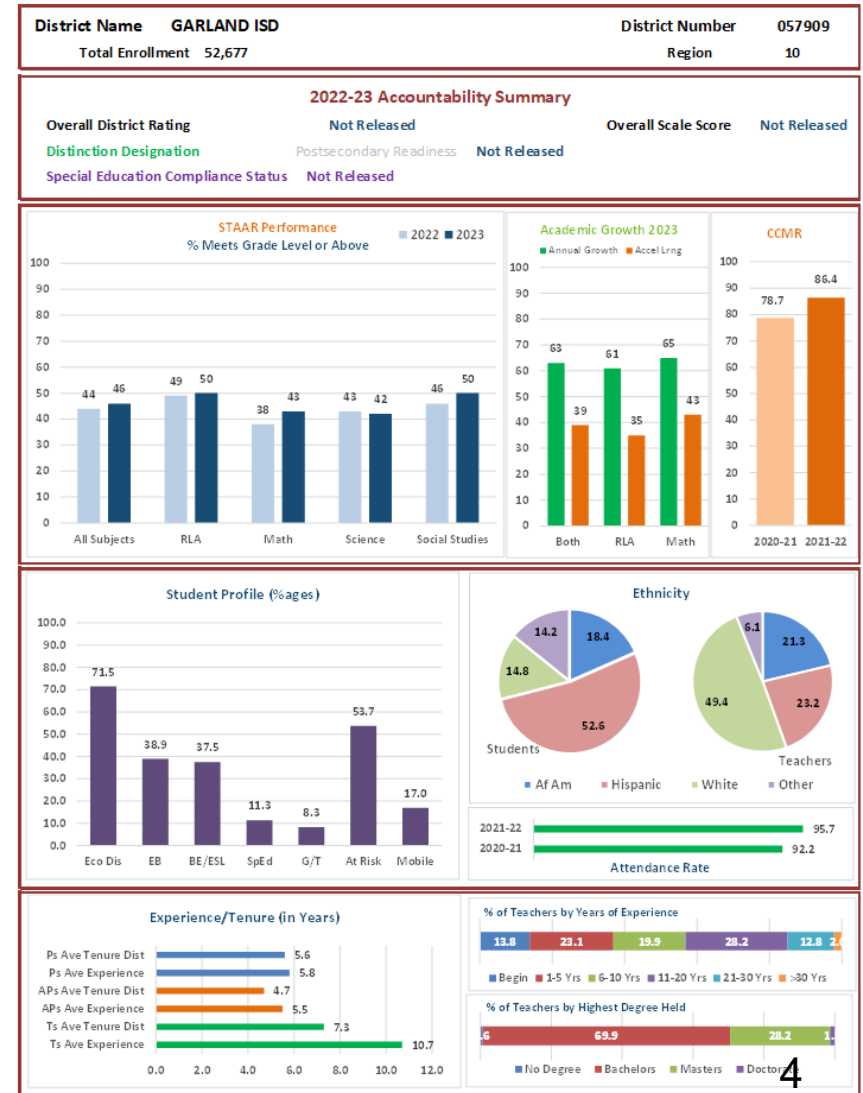


The Texas Academic Performance Report (TAPR) is a state mandated performance report prepared by the Texas Education Agency.

District and Campus reports include:

- STAAR Performance, progress, and participation
- Attendance, graduation, and dropout rates
- College, Career, and Military Readiness (CCMR) and other Postsecondary Indicators
- Student information
- Staff information
- PEIMS Financial Standards Reports
- Comprehensive Glossary

2022-23 District Snapshot



TAPR: STAAR Performance (pp. 3-11)



- All 3 performance rates
 - Approaches Grade Level or Above
 - Meets Grade Level or Above
 - Masters Grade Level
- Reported for
 - Each Assessment
 - All Grades All Subjects
 - All Grades by Subject

ALL GRADES ALL SUBJECTS
75% Approaches Grade Level
46% Meets Grade Level
18% Masters Grade Level

- Performance data includes results from **2022 and 2023 Accountability Year**
- Only includes results for students in the **accountability subset** (students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date)



School Progress Domain: Academic Growth Score by Grade and Subject

- Reported separately and collectively for
 - Grade 4-8 ELA/Reading
 - English I EOC
 - English II EOC
 - Grade 4-8 Mathematics
 - Algebra I EOC
- Represents the percentage of students that earn Expected or Accelerated Progress on the STAAR assessments from one year to the next
- Academic Growth data includes results from **2023**

ALL GRADES ALL SUBJECTS

(2022)

61% Met Reading Progress

65% Met Math Progress



- STAAR performance for students participating in Bilingual or ESL programs
- Disaggregated by BE/ESL instructional model
- Reports performance by content area and includes all three performance levels
 - Approaches Grade Level or Above
 - Meets Grade Level or Above
 - Masters Grade Level
- Reports School Progress Domain – Academic Growth Score performance
- Reports Student Success Initiative performance

37.5% of GISD students participate in BE/ESL programs

TAPR: Other Success Indicators (pp. 15-26)



- STAAR Participation
- Attendance, Graduation, and Dropout Rates
- Graduation Profile
- College, Career and Military Readiness (CCMR)
- CCMR-related indicators
 - e.g., TSIA results, college prep courses, AP/IB results, SAT/ACT results, etc.
- Other Postsecondary Indicators
 - e.g., dual-credit courses (9-12), college enrollment, and college development education courses

**Class of 2022 Enrollment in a TX
Higher Education Institution**

44.2%



- **Student Enrollment Information**

- Including enrollment by grade level, ethnicity, and other student demographic indicators, including students with disabilities by primary eligibility category)

- **Staff Information**

- Including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information

- **Program Information**

- Student enrollment by program
- Teachers by program

PEIMS Financial Standards Reports

(2022-2023 Financial Actual Reports)



The Public Education Information Management System's (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publically available for review. The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund balances. These resources help districts manage budgets in a manner that maximizes fund allocations for direct instructional purposes.

DISTRICT REPORT

- Revenues
- Program Expenditures
- Disbursements
- Tax Rates
- Fund Balances

CAMPUS REPORTS

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

Campus Performance Objectives



The TEA requires that each campus identify board approved campus performance objectives as part of the campus improvement plan. Districts must monitor and publically report each campuses progress towards meeting the identified objectives.

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each campus **periodically measures progress** toward its performance objectives
- Updated CIPs (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

Report on Violent or Criminal Incidents



TEC §39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents at each campus in the district

The report must include:

- Number, rate and type of violent or criminal incidents that occurred
- Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students
- Findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

POSTSECONDARY PERFORMANCE



- TEC §39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- Data are compiled by the Texas Higher Education Coordinating Board (THECB)
- Most current report is for **2020-2021 high school graduates**:
 - Student performance is measured by the Grade Point Average (GPA) earned by 2020 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2021
 - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2021**, **Spring 2022**, and **Summer 2022** are added together and averaged to determine the GPA

QUESTIONS?