



2022-2023

District Annual Report

Executive Director of School Improvement

February 20, 2024

Sections of the District Annual Report



- Section 1: 2022-2023 Texas Academic Performance Report (PDF TAPR)
 - For the District and each Campus in the District
- Section 2: PEIMS Financial Standard Report (2021-2022 Financial Actual Report)
 - For the District and each Campus in the District
- Section 3: 2022-2023 District Accreditation Status
- Section 4: Campus Performance Objectives
- Section 5: Report on Violent or Criminal Incidents on Campuses
- Section 6: Student Performance in Postsecondary Institutions
 - For each High School Campus in the District
- Section 7: Progress Toward Board-adopted HB 3 Goals
 - For the District and each Campus in the District
- Section 8: 2022-2023 TAPR Glossary

Section 1: 2022-2023 TAPR



- Compiled by TEA for every district and campus using
 - PEIMS
 - Student Assessment Data
- 2022-2023 TAPR is published as a PDF
 - Includes a wide range of information on the performance of students in each district and campus in the state
 - Performance is shown disaggregated by student groups, including ethnicity and socio-economic status
 - Provides extensive information on school and district staff, programs, and student demographics
- TAPR PDF is available at the link below:
 - <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Section 1: 2022-2023 TAPR



Cover Page

- Only includes district or campus name and number
- Typically, the Cover Page includes the following information:
 - Accountability Rating
 - Special Education Determination Status (District TAPR only)
 - District Designations
 - ASVAB Test
 - ❖ Only reported on the district's TAPR and only reported if the district did not offer the ASVAB Test or offered an ASVAB Alternative Test

The 2022-2023 TAPR Glossary includes the following language:

- ❖ Currently, the TAPR does not include scale scores, A-F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A-F ratings under 2023 rule is pending and subject to change.

Section 1: 2022-2023 TAPR



STAAR Performance (pg. 3-11) – reported for 2023 and 2022

- All 3 performance rates
 - *Approaches Grade Level or Above*
 - *Meets Grade Level or Above*
 - *Masters Grade Level or Above*
- Reported for
 - Each Assessment (including SAT/ACT for Accelerated Testers)
 - All Grades All Subjects
 - All Grades by Subject

Section 1: 2022-2023 TAPR



STAAR Performance (continued) – reported for 2023 and 2022

- Reported for
 - **By Enrolled Grade** (3rd graders through 8th graders) at *Meets Grade Level or Above*
 - Reading and Math
 - ❖ Grades 3-8 assessments only and
 - ❖ Grades 3-8 assessments and EOCs
 - Reading (Grades 3-8 assessment and EOCs)
 - Math (Grades 3-8 assessments and EOCs)

Section 1: 2022-2023 TAPR



School Progress – Academic Growth (pg. 12) – only reported for 2023 due to change in methodology used to calculate Academic Growth

- **Annual Growth**
 - Reported by Grade and Subject of assessment (RLA and Math)
- **Accelerated Learning** (HB 4545 Performance)
 - Reported by Grade and Subject of assessment (RLA and Math)
- **Academic Growth** (Domain II-A in Accountability), which is a combination of Annual Growth and Accelerated Learning, is NOT reported

Section 1: 2022-2023 TAPR



Bilingual Education (BE)/English as a Second Language (ESL) (pg. 13-14)

- Disaggregated data for various BE/ESL program instructional models and groups
- **STAAR Performance** – reported for 2023 and 2022
 - All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)
- **Annual Growth** – reported only for 2023
 - All Grades Both Subjects, All Grades (RLA), All Grades (Math)
- **Accelerated Learning** – reported only for 2023
 - All Grades Both Subjects, All Grades (RLA), All Grades (Math)

Section 1: 2022-2023 TAPR



STAAR Participation (pg. 15-17) – reported for 2023 and 2022

- Data reported
 - **Assessment Participant**
 - ❖ Included in Accountability
 - ❖ Not Included in Accountability: Mobile
 - ❖ Not Included in Accountability: Other
 - ❖ Exclusions
 - **Not Tested**
 - ❖ Absent
 - ❖ Other
- Reported for All Tests, by Subject Area, and for Accelerated Testers

Section 1: 2022-2023 TAPR



Attendance, Graduation, and Dropout Rates (pg. 18-20) – reported for 2021-2022 and 2020-2021 (the most recent years for which data have been reported to TEA)

- Attendance Rate
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rates
- 5-year Extended Longitudinal Graduation Rates
- 6-year Extended Longitudinal Graduation Rates
- Graduation Plan Rates (Longitudinal and Annual)

Section 1: 2022-2023 TAPR



Graduation Profile (pg. 21) – 2021-2022 Graduates

- Total Graduates
- By Ethnicity
- By Graduation Type
- By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

Section 1: 2022-2023 TAPR



College, Career and Military Readiness (CCMR) (pg. 22-23) – reported for 2021-2022 and 2020-2021 graduates

- CCMR Graduates
- College Ready Graduates (overall and by specific college ready indicator)
- Career/Military Ready Graduates (overall and by specific career/military ready indicator)

CCMR – Related Indicators (pg. 24-25) – reported for 2021-2022 and 2020-2021 graduates

- TSIA Results
- Completed and Received Credit for College Prep Courses
- AP/IB Results
- SAT/ACT Results

Section 1: 2022-2023 TAPR



Other Postsecondary Indicators (pg. 26)

- Advanced Dual-Credit Course Completion – 2021-2022 and 2020-2021 school years
- Graduates Enrolled in Texas Institutions for Higher Education (TX IHE) – 2020-2021 and 2019-2020 school years
- Graduates in TX IHE Completing One Year without Enrollment in a Developmental Education Course – 2020-2021 and 2019-2020 school years

Section 1: 2022-2023 TAPR



Student Information (pg. 27-29)

- Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)

Staff Information (pg. 30-32)

- 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 (pg. 27-32)

- Student Enrollment by Program
- Teachers by Program (population served)

Section 2: PEIMS Financial Standard Reports



2021-2022 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2021-2022 Actual Financial Data (Campus)

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

- 2021-2022 is the most recent year for which these data are available.
- Link to PEIMS Financial Standard Reports is available on the final page of the district TAPR report.

Section 3: District Accreditation Status



2022-2023 District Accreditation Status

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 - Accredited
 - Accredited-Warned
 - Accredited-Probation
 - Not Accredited-Revoked
- In assigning an accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)
- **Greenville ISD 2022-2023 Accreditation Status is Accredited.**

Section 4: Campus Performance Objectives



Campus Improvement Plans (CIPs)

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- Each campus **periodically measures progress** toward its performance objectives
- Updated CIPs for the 2022-2023 school year (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

Section 5: Report on Violent or Criminal Incidents



- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2022-2023 school year is available for review at the district's central office and at each campus in the district

Section 5: Report on Violent or Criminal Incidents



Report on Violent or Criminal Incidents

Persistently Dangerous School Reason Codes

- Disciplinary Reason Codes – 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47, 48, 49 and 57 were the codes used by TEA in identifying a “Persistently Dangerous School”

GISD Reporting

During the 2022-2023 school year, GISD had NO reports of incidents using the disciplinary reason codes tied to a persistently dangerous school.

PEIMS/TSDS Action-Reason Code (C165)	Description of Behavior
13	Unlawful Carrying of a Club under Penal Code 46.02 – TEC 37.007(a)(1)
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)
16	Arson – TEC §37.007(a)(2)(B)
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)
18	Indecency With A Child – TEC §37.007(a)(2)(D)
19	Aggravated Kidnapping – TEC §37.007(a)(2)(E)
29	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer – TEC §37.007(d)
30	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)
31	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer – TEC §37.007(d)
32	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)
37	Felony Alcohol Violation – TEC §37.007(a)(3)
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)
47	Manslaughter – TEC §37.007(a)(2)(G)
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)
49	Engages in Deadly Conduct - TEC §37.007(b)(3)
57	Continuous Sexual Abuse of Young Child or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property - TEC §37.007(a)(2)(I)

Section 5: Report on Violent or Criminal Incidents



- As required by TEA, the district has taken the following actions prior to the start of the 2022-2023 school year:
 - Conduct a Summer Targeted Partial Safety Audit
 - Conduct an Exterior Door Safety Audit
 - Convene the district's Safety and Security Committee to review:
 - The multi-hazard emergency operations plan (EOP)
 - And, as a component of the EOP, the district's active threat plan
 - Ensure all campus staff (including substitutes) are trained on their specific district and campus safety procedures
 - Schedule all mandatory drills for the school year
 - Ensure all threat assessment team members are trained
 - Review and, as necessary, update access control procedures
- Additional descriptions of school violence prevention and violence intervention policies and procedures that the district is using to protect students are available in the District Improvement Plan and the corresponding Campus Improvement Plans (which are posted on the district's website).

Section 6: Student Performance in Postsecondary Institutions



- TEC Section 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**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for the **2020-2021 High School Graduates**
 - Student performance is measured by the Grade Point Average (GPA) earned by 2020-2021 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

Section 6: Student Performance in Postsecondary Institutions



2020-2021 Graduates in Higher Education in 2022

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
GREENVILLE ISD								
	116905002 GREENVILLE H S							
	Four-Year Public University	48	21	4	3	7	11	2
	Two-Year Public Colleges	57	17	3	6	9	18	4
	Independent Colleges & Universities	5						
	Not Trackable	15						
	Not Found	181						
	Total High School Graduates	306						
	116905001 NEW HORIZONS LEARNING CENTER							
	Four-Year Public University	0						
	Two-Year Public Colleges	2						
	Independent Colleges & Universities	1						
	Not Trackable	4						
	Not Found	28						
	Total High School Graduates	35						

Section 7: HB 3 Goals



Progress of the District and Campuses Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - Early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
 - CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus, as of the end of the 2022-2023 school year, was summarized in the HB 3 Progress Report provided to the Board during the November 2023 board meeting.

Section 8: TAPR Glossary



Section 8: TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- The *TAPR Glossary* is available in English and Spanish

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

Resources and Availability of Annual Report



- The District's Annual Report will be posted on the district's website tomorrow.
 - <http://www.greenvilleisd.com/Domain/656>
- Paper copies of the District's Annual Report will also be available at the district's central office and on each campus in the district
- If the public has questions please, contact:

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Questions?