

# Annual Report 2023-2024 Gregory-Portland ISD



Educate. *Inspire.* **EMPOWER!**

# G-PISD 2023-24 Annual Report

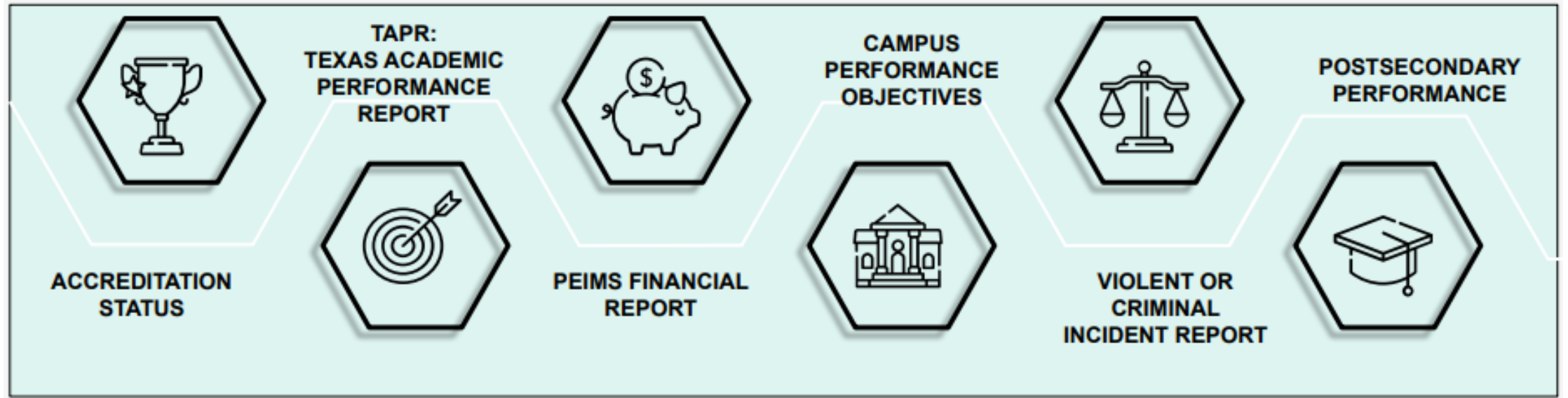
**Texas Education Code §39.306 requires each district to:**

- Publish an Annual Report
- Hold a public hearing of the Annual Report
- Widely disseminate the Annual Report throughout the district

**The complete Annual Report is available at the following locations:**

- [G-PISD website](#)
- G-PISD Central Office

# Components of the Annual Report



# District Accreditation Status



<u>2023-24 Accreditation Status</u>	Accredited
<u>2023-24 FIRST Rating</u>	A = Superior Achievement
2024 Accountability Rating	Withheld Pending Litigation
<u>2023 Emergent Bilingual/ESL Determination Status</u>	Meets Requirements (DL 1)
<u>2023 Other Special Populations Determination Status</u>	Meets Requirements (DL 1)
<u>2023 Special Education Determination Status</u>	Meets Requirements (DL 1)

# TAPR: Texas Academic Performance Report



**The Texas Academic Performance Report (TAPR) is a state mandated performance report prepared by the Texas Education Agency.** The TAPR is published annually, and shared via the district's website and TEA's website.

A report is created for each campus and the district as a whole. The TAPR includes:

- 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
- TAPR Glossary

# TAPR: District STAAR Performance

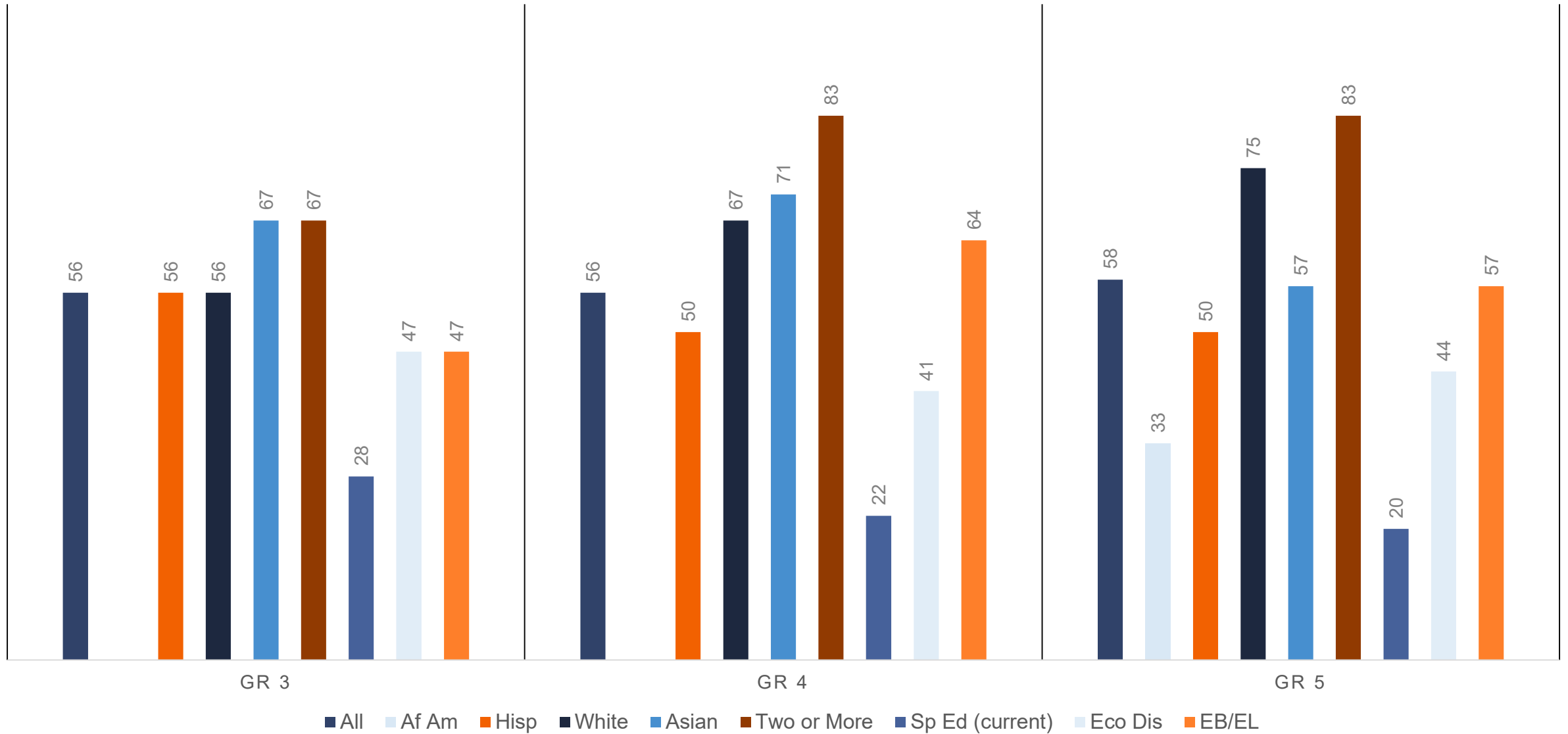


STAAR is the state's testing program for students in grades 3-12 and is based on state curriculum standards in reading, writing, mathematics, science, and social studies. STAAR tests are designed to measure what students are learning in each grade and whether or not they are ready for the next grade.

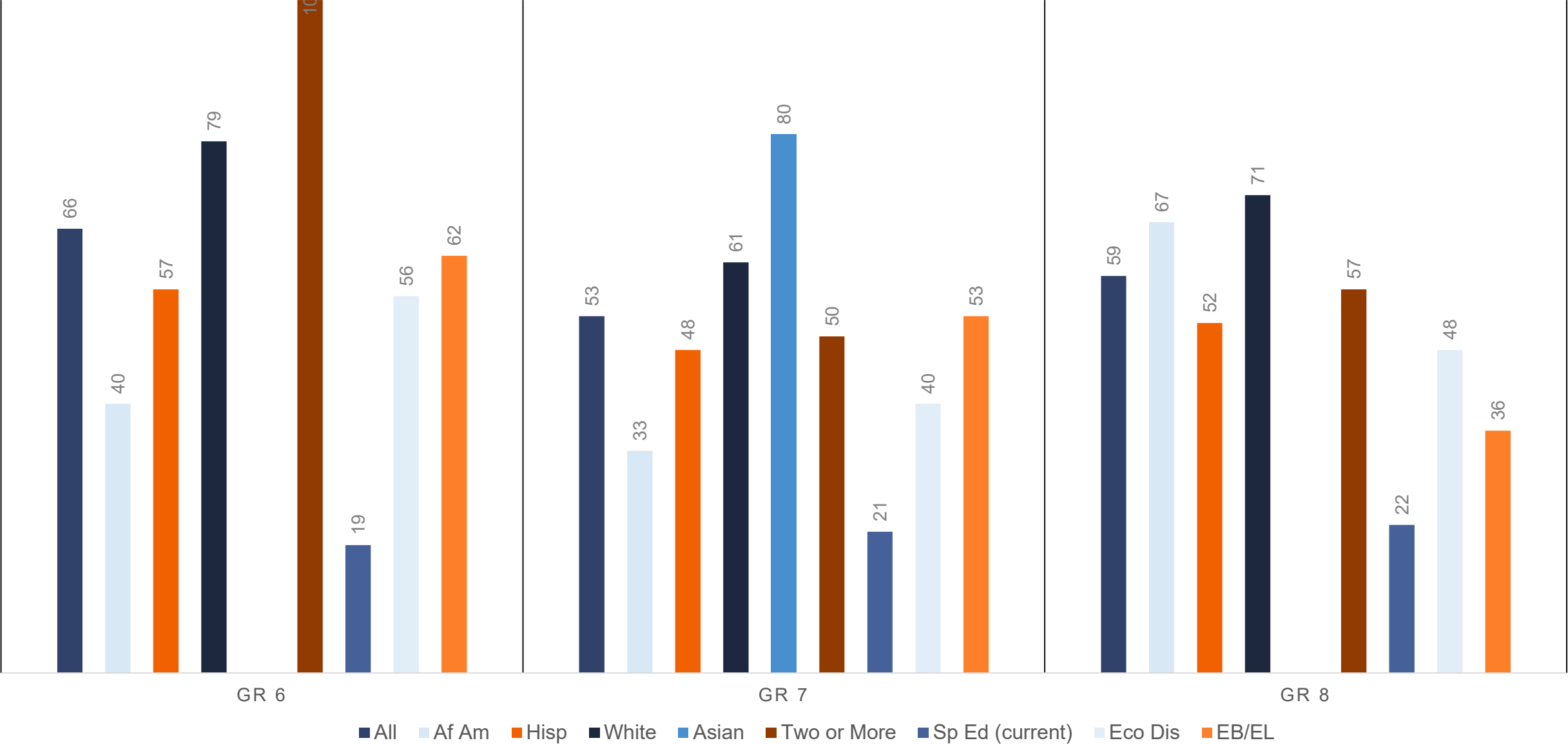
**Performance Level Descriptors provide a snapshot of students' academic characteristics based on performance on a given STAAR assessment:**

- **Masters Grade Level:** Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
- **Meets Grade Level:** Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- **Approaches Grade Level:** Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **Did Not Meet Grade Level:** Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

# 2024 STAAR 3-5 Reading Performance Percent at Meets Grade Level or Above

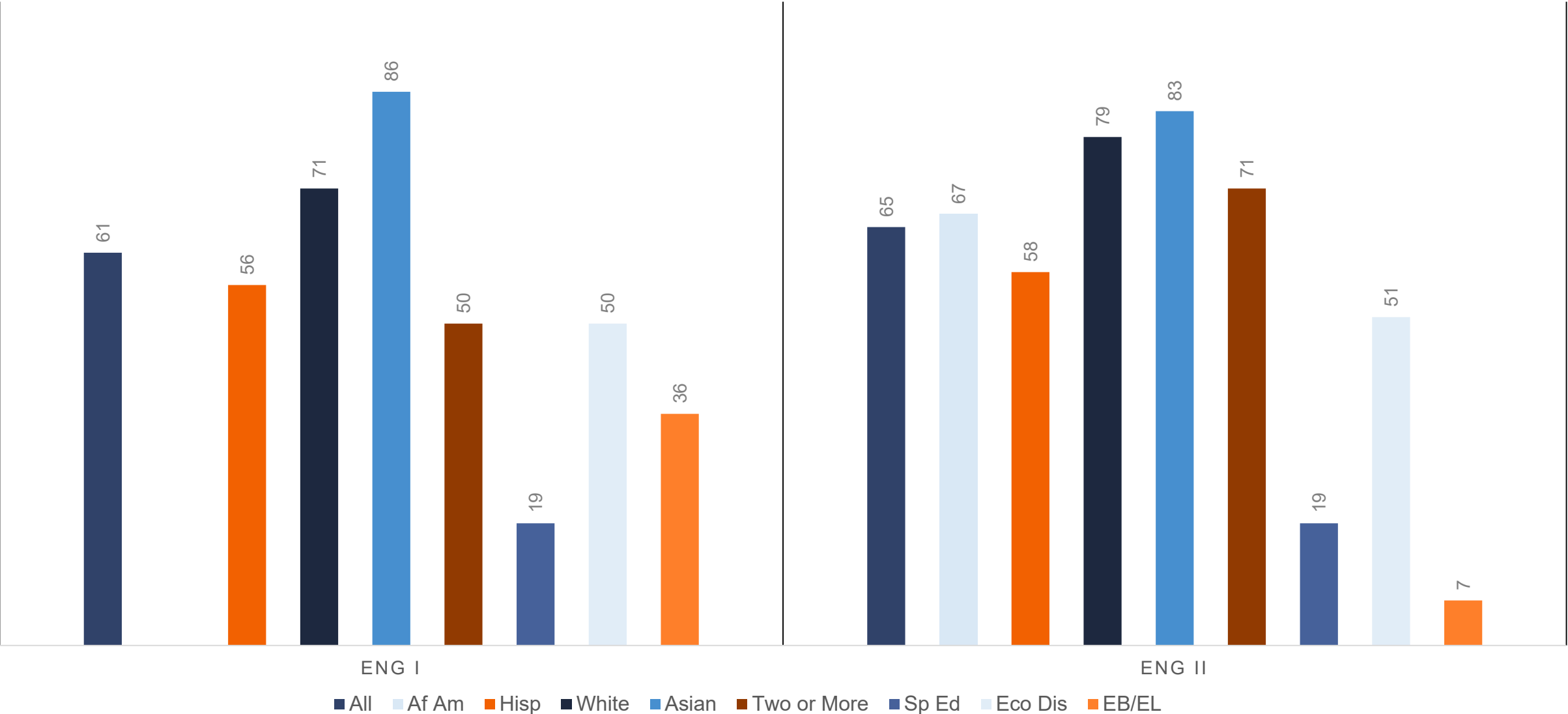


# 2024 STAAR 6-8 Reading Performance Percent at Meets Grade Level or Above



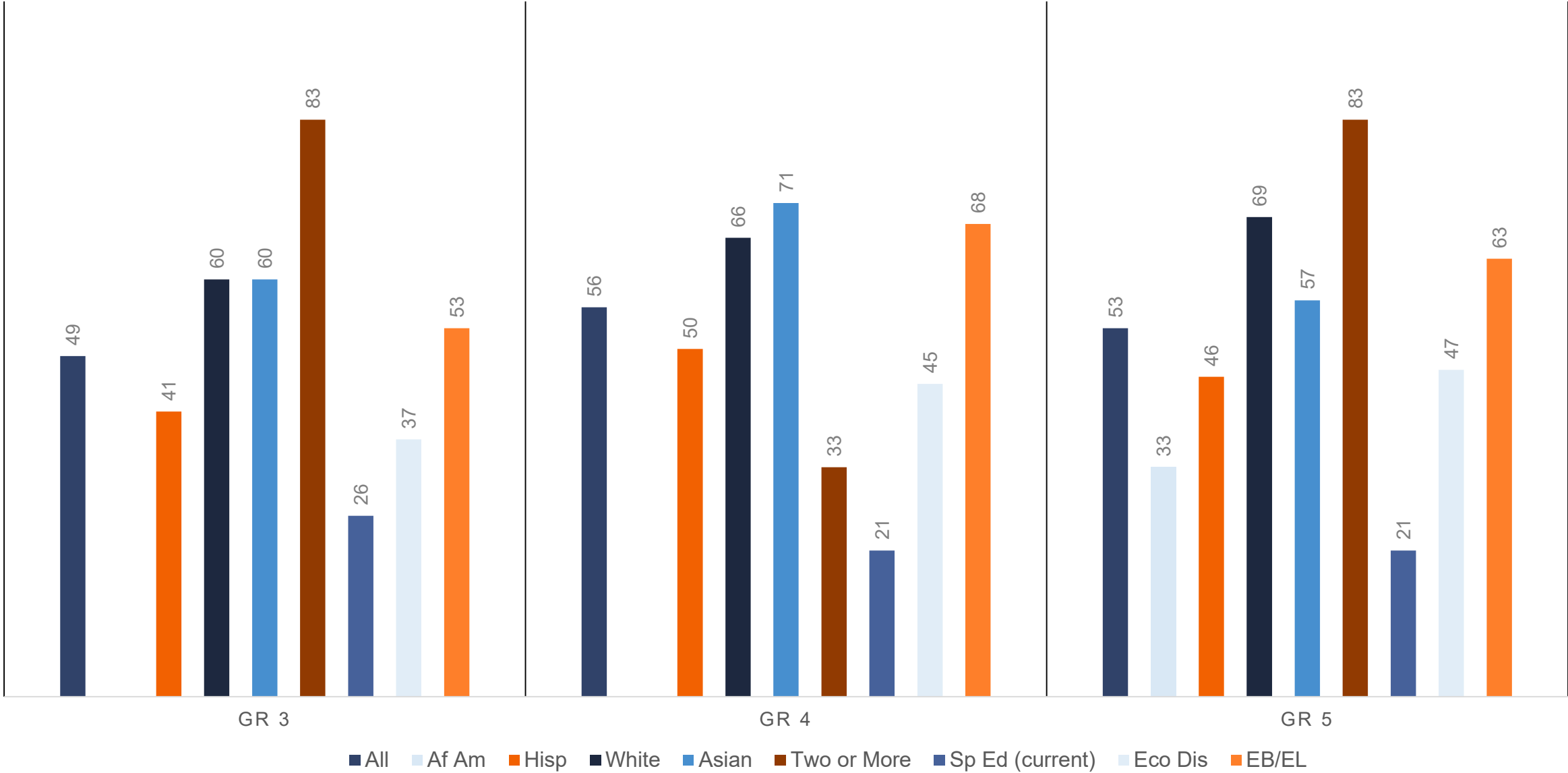


# 2024 STAAR End-of-Course: English Language Arts Percent at Meets Grade Level or Above



# 2024 STAAR 3-5 Math Performance

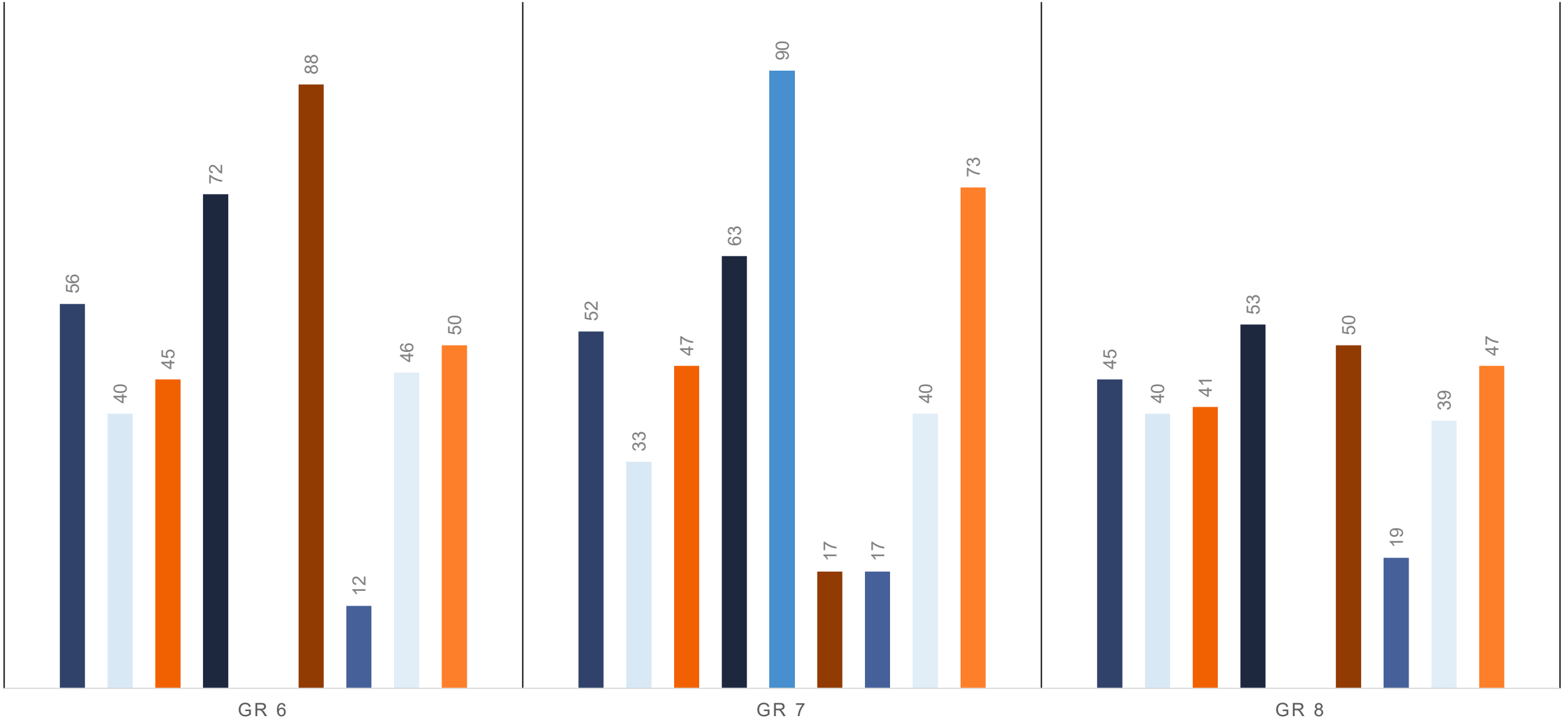
## Percent at Meets Grade Level or Above



# 2024 STAAR 6-8 Math Performance

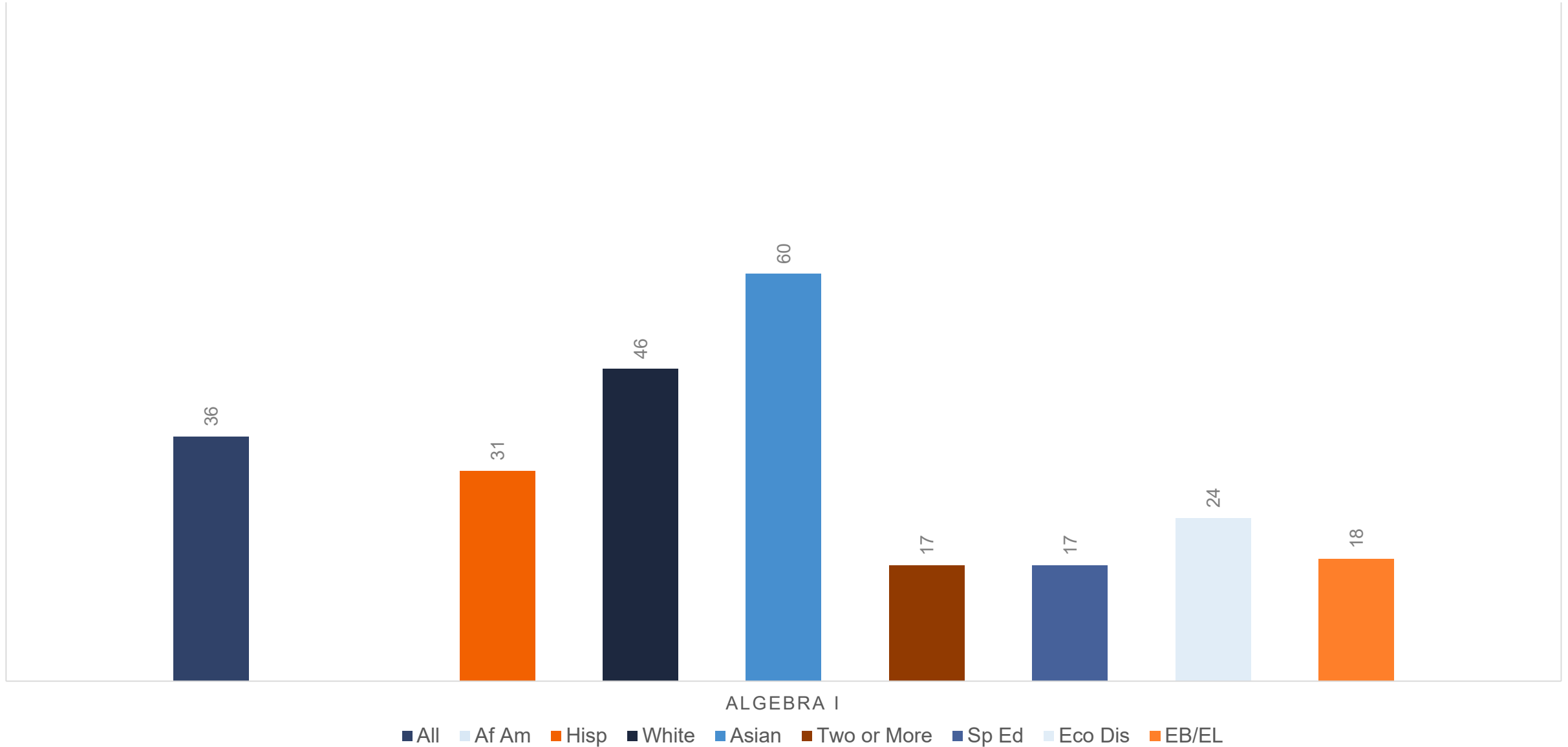
## Percent at Meets Grade Level or Above

■ All ■ Af Am ■ Hisp ■ White ■ Asian ■ Two or More ■ Sp Ed (current) ■ Eco Dis ■ EB/EL



# 2024 STAAR End-of-Course: Algebra I

## Percent at Meets Grade Level or Above

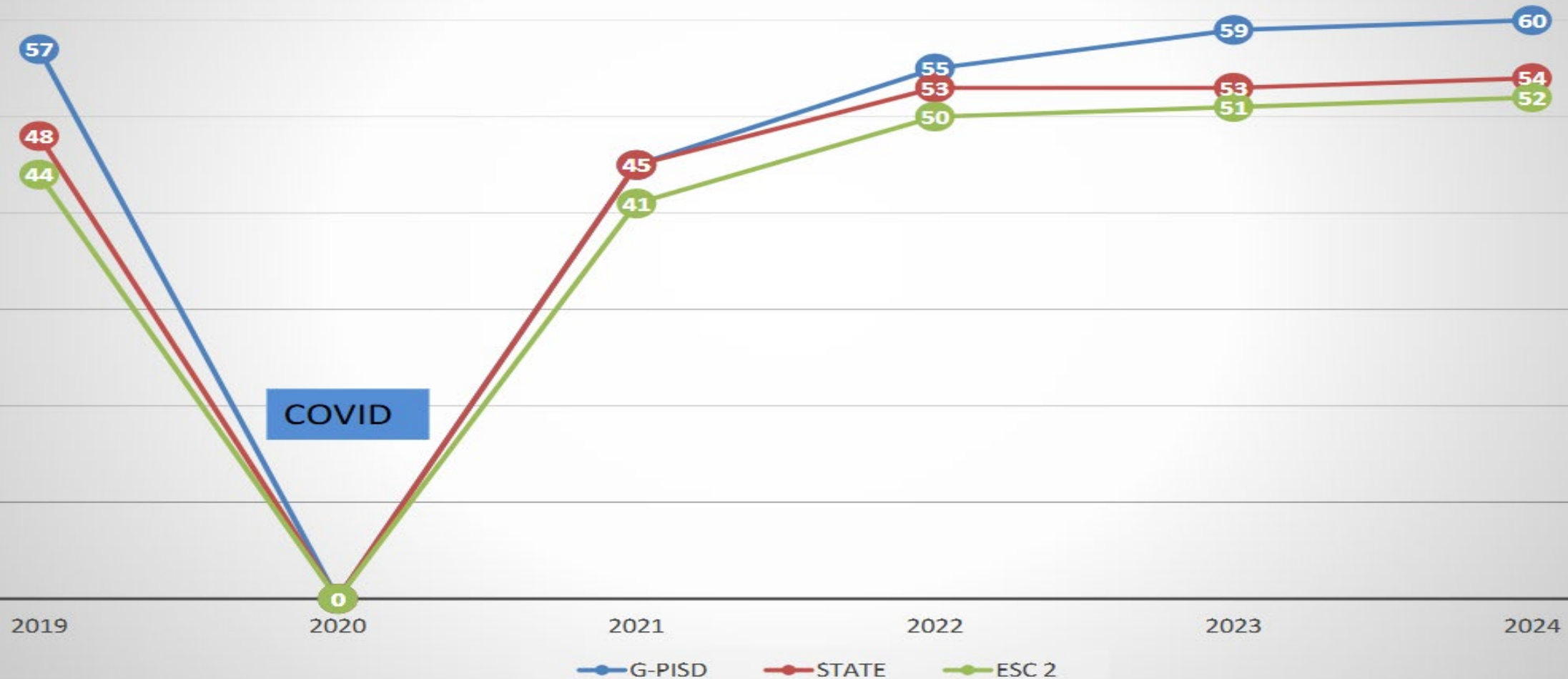


# TAPR: Texas Academic Performance Report



## Overall RLA – Grades 3-8, English I & II 2019-2024

*\*\*Percent of Students that Met Grade Level or Higher*

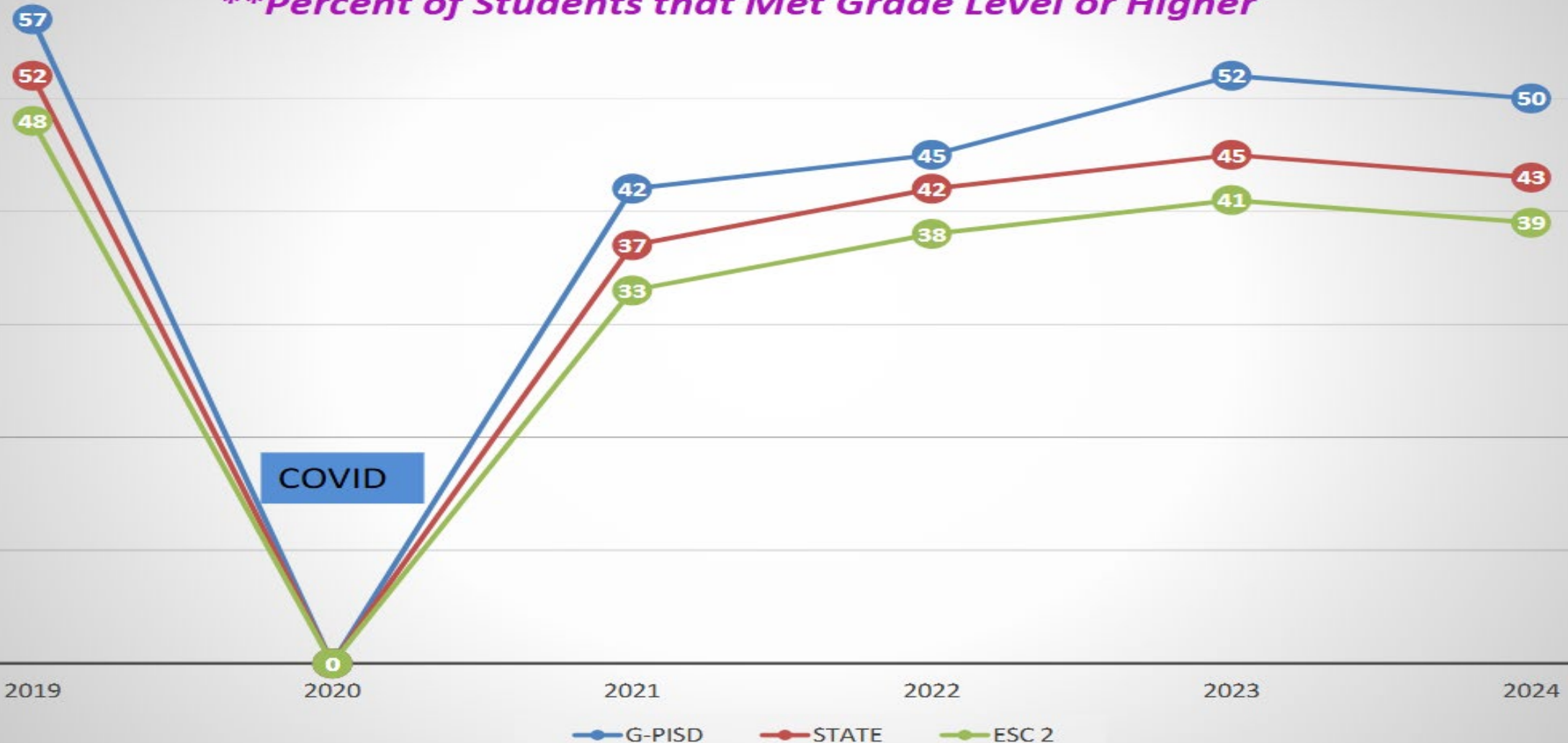


# TAPR: Texas Academic Performance Report



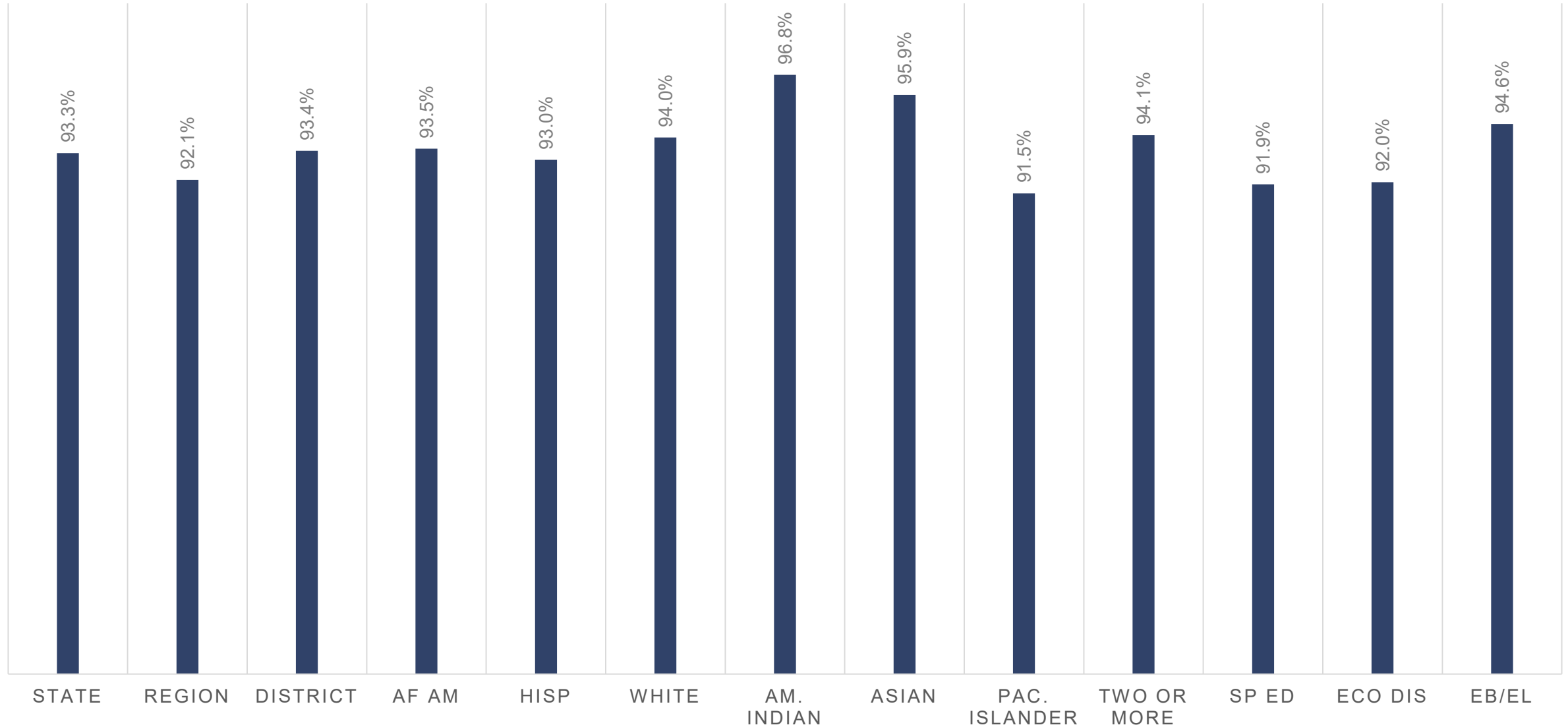
## Overall MATH – Grades 3-8, Algebra I 2019-2024

*\*\*Percent of Students that Met Grade Level or Higher*

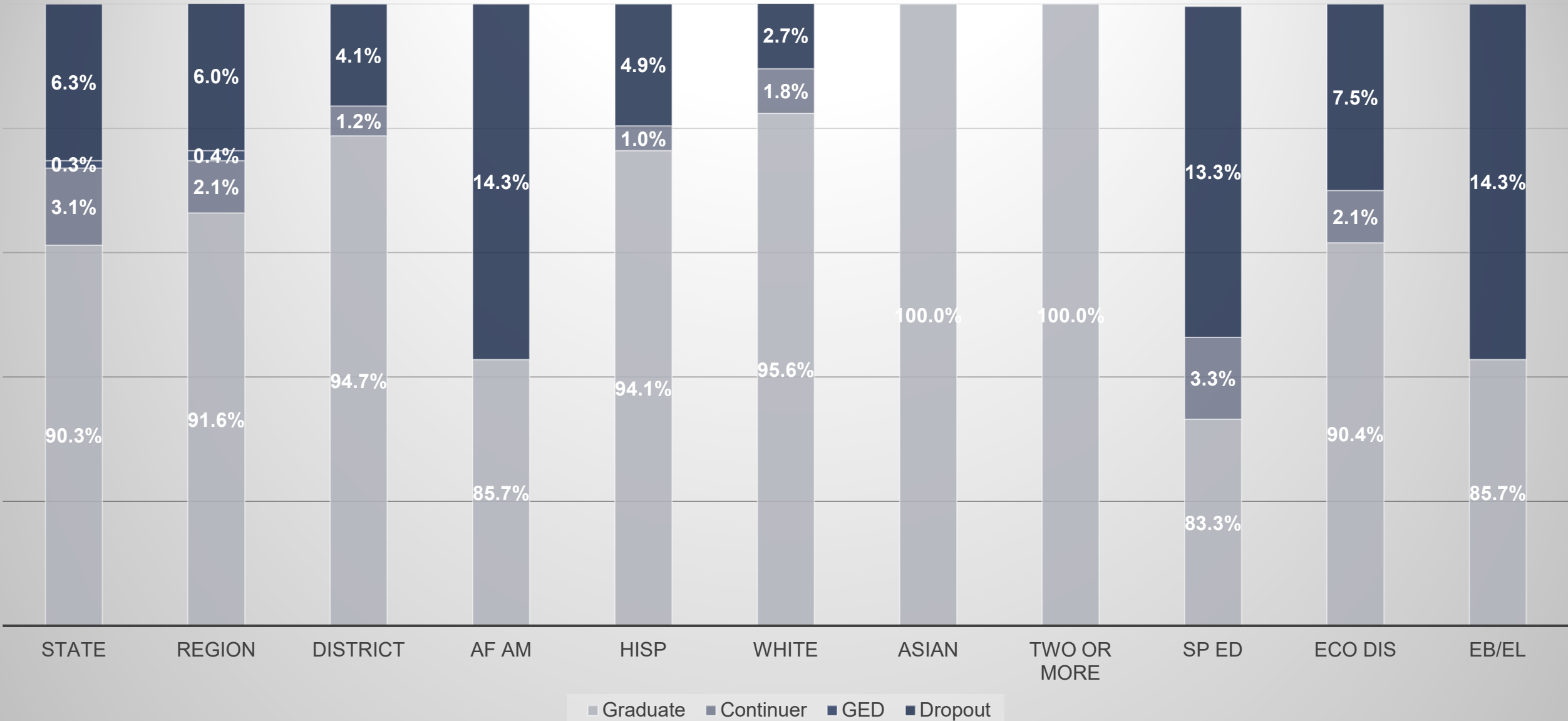


# TAPR: 2022-23 Attendance Rates

## Lagging Indicator

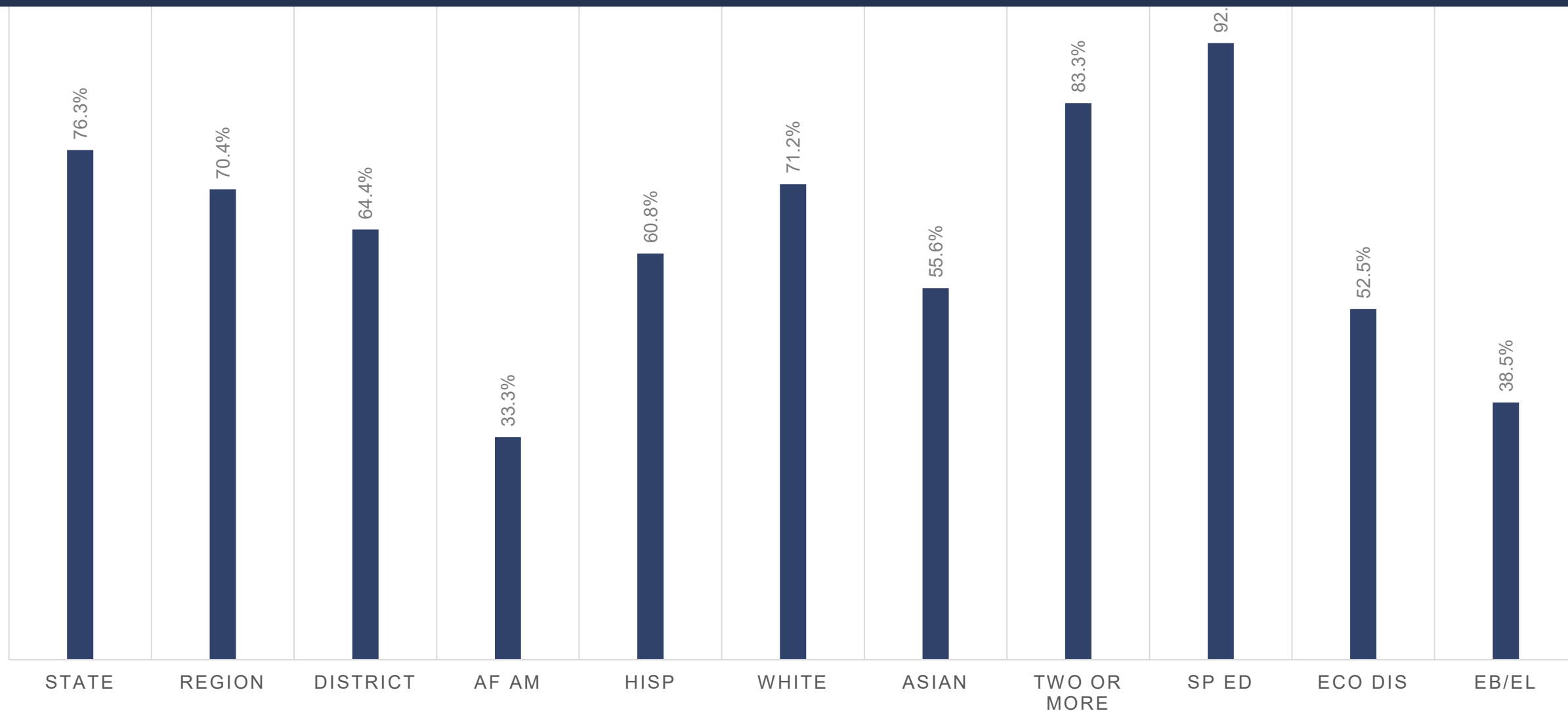


# TAPR: 4-Year State Longitudinal Graduation Rates



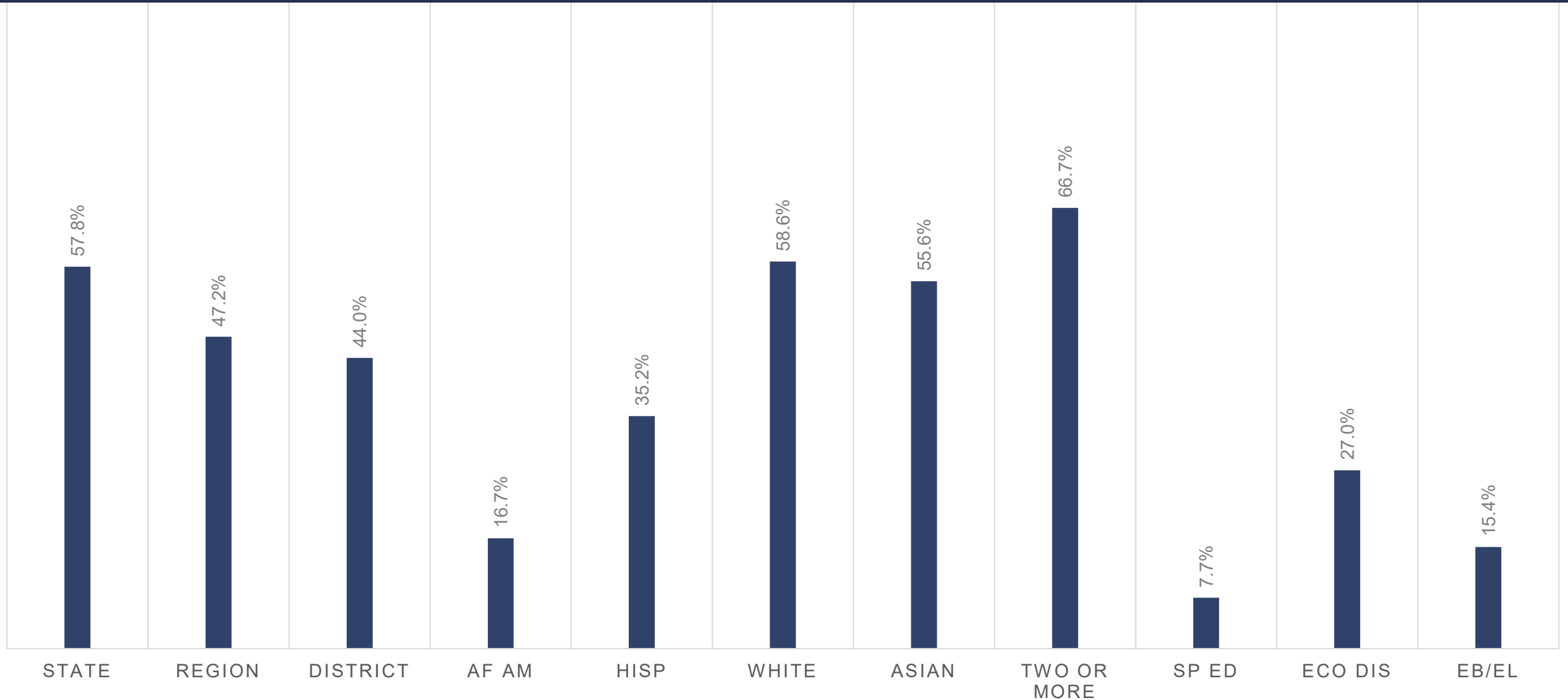


# TAPR: CCMR – 2022-23 College, Career, or Military Ready Graduates Lagging Indicator



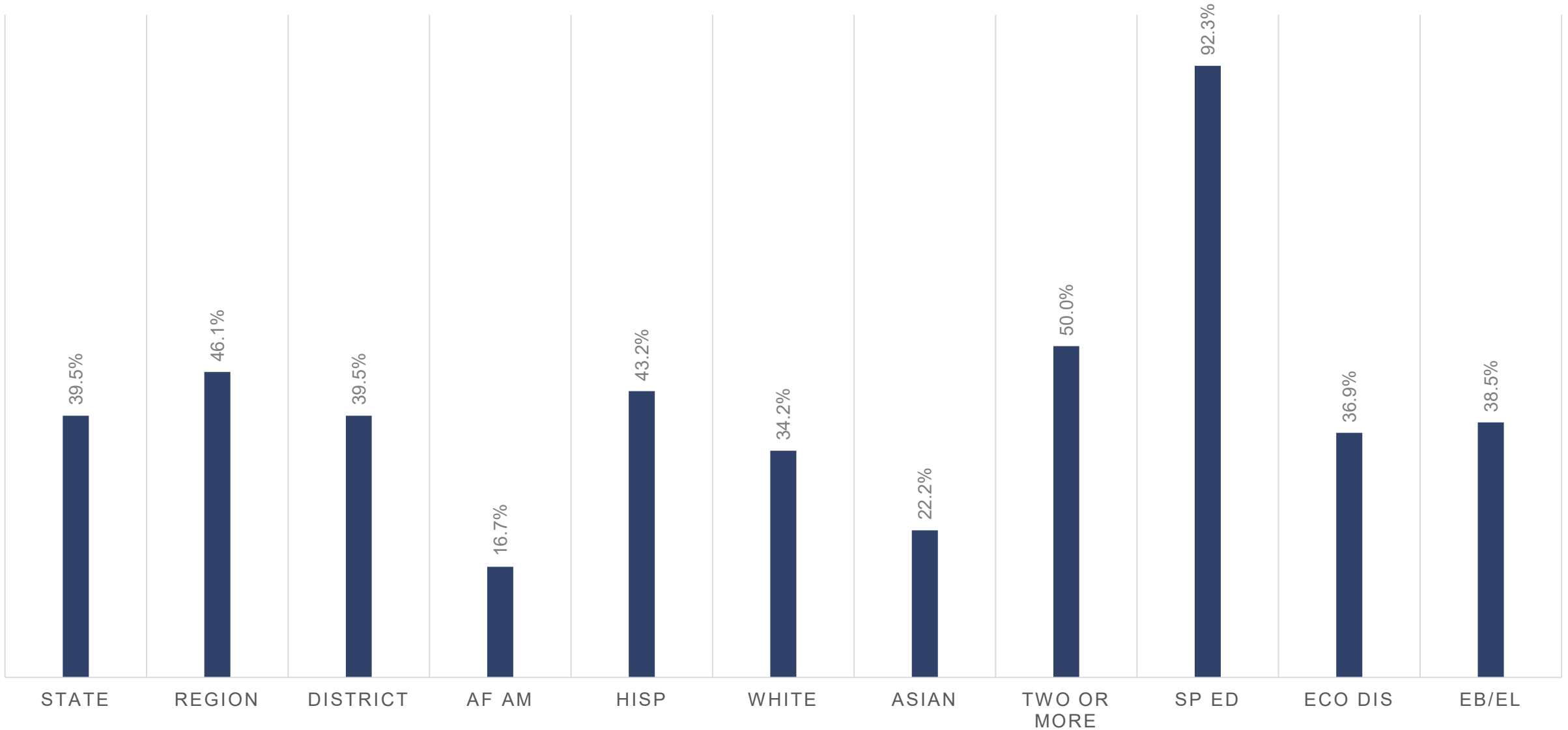
# TAPR: CCMR – 2022-23 College Ready Graduates

## Lagging Indicator



# TAPR: CCMR – 2023-24 Career or Military Ready Graduates

## Lagging Indicator

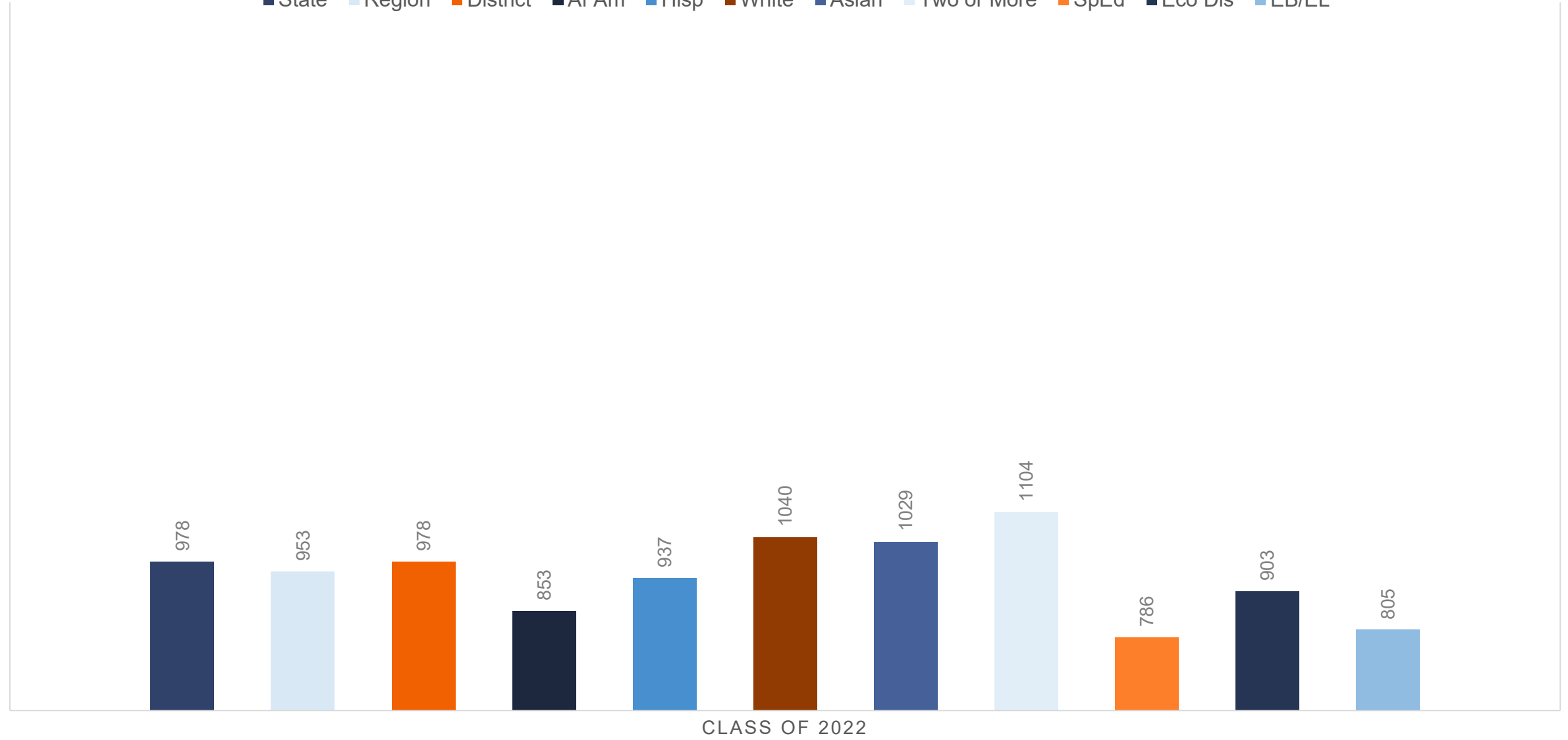


# TAPR: 2022-23 Average SAT Score, All Subjects

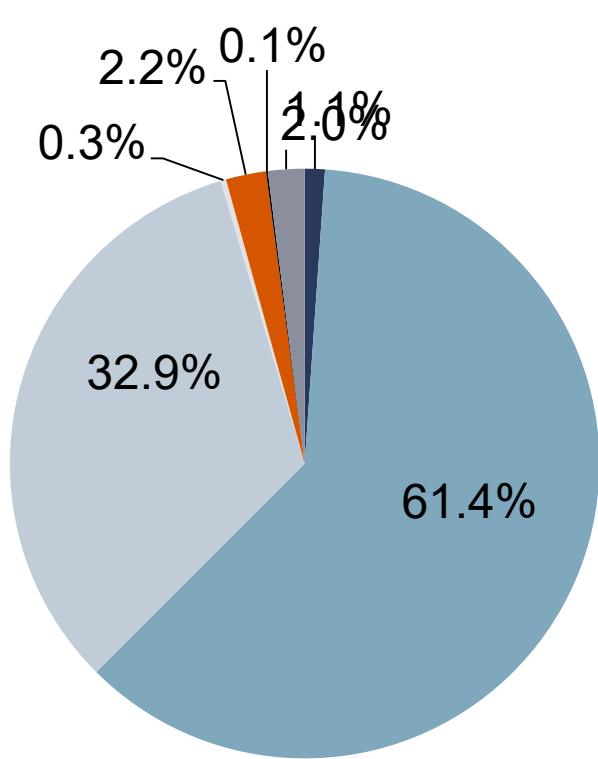
## Lagging Indicator



■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Asian ■ Two or More ■ SpEd ■ Eco Dis ■ EB/EL

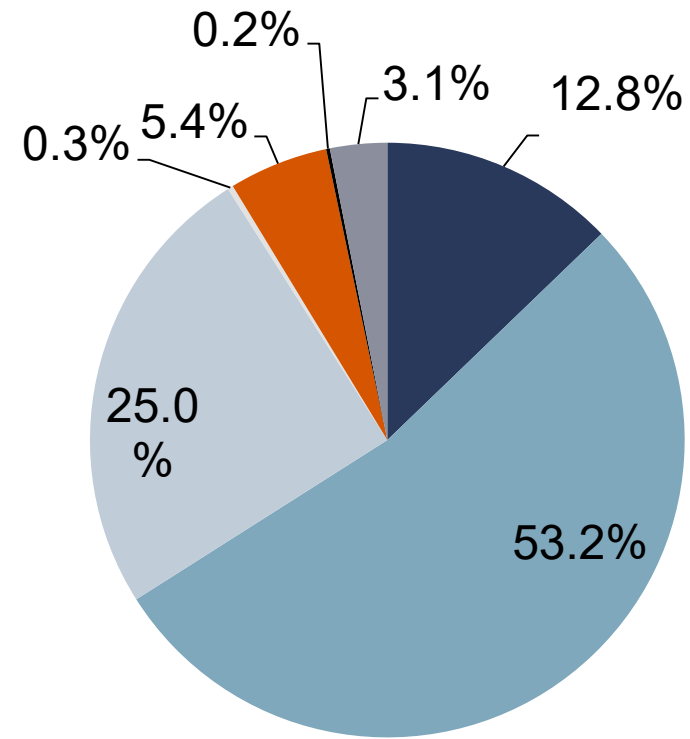


# TAPR: Student Race & Ethnicity Profile



**District**

- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races



**State**

# TAPR: Student Demographics & Program Enrollment



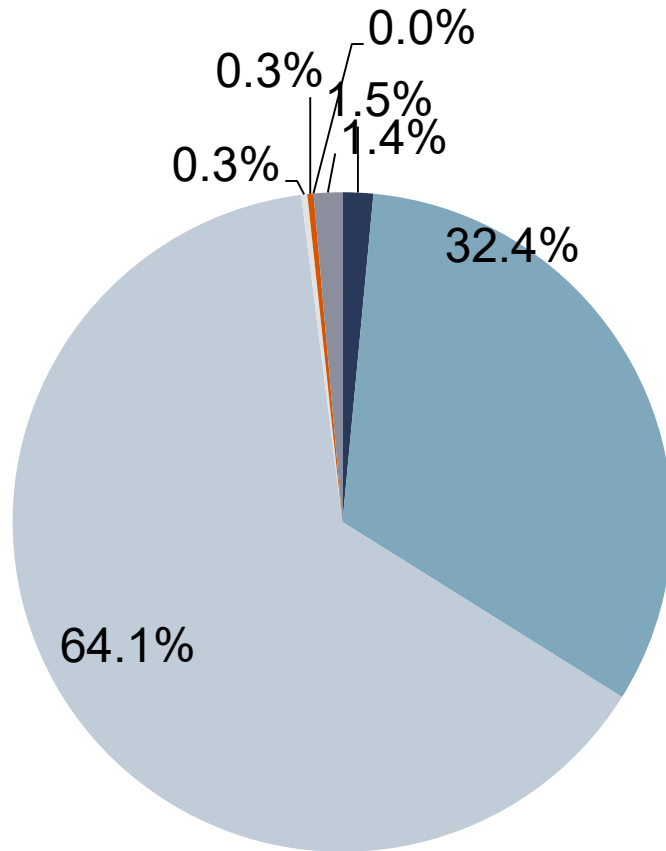
	<b>District</b>	<b>State</b>
Economically Disadvantaged	<b>53.3%</b>	<b>62.2%</b>
Emergent Bilingual/EL	<b>7.0%</b>	<b>24.3%</b>
Students w/Disciplinary Placements (2022-2023)	<b>3.0%</b>	<b>1.9%</b>
At-Risk	<b>43.8%</b>	<b>53.2%</b>

# TAPR: Student Demographics & Program Enrollment



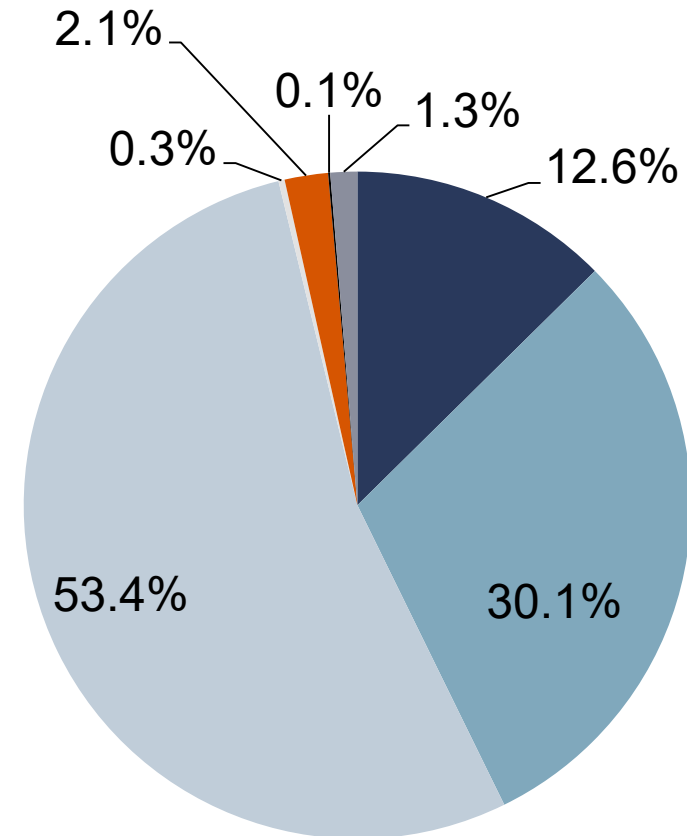
	District	State
Bilingual/ESL	6.6%	24.4%
Gifted & Talented Education	7.0%	8.5%
Special Education	16.5%	14.0%

# TAPR: Teacher Race & Ethnicity Profile



**District**

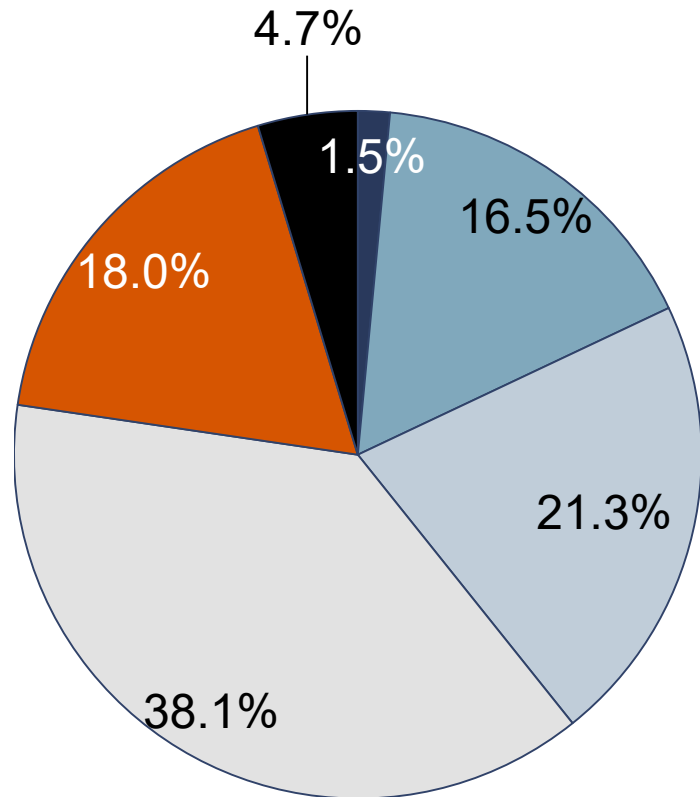
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races



**State**

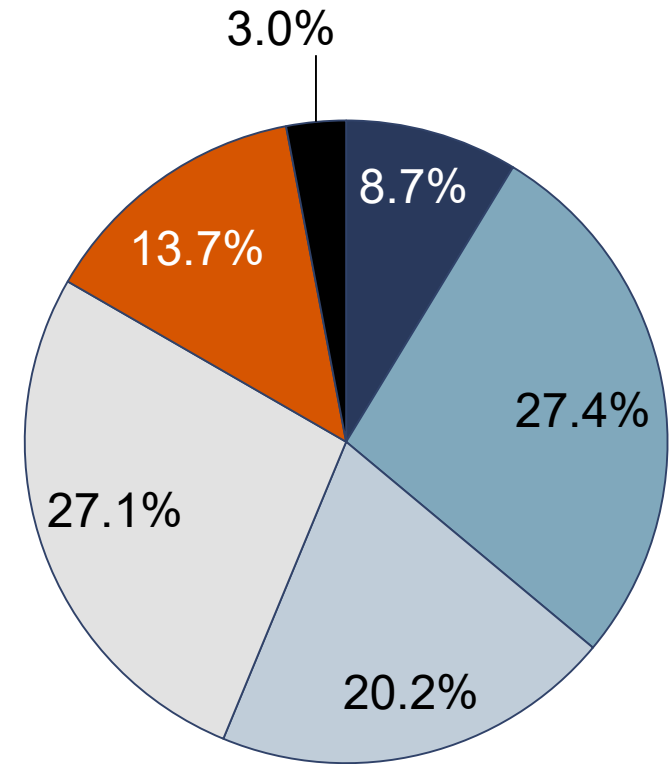


# TAPR: Teacher, Years of Experience



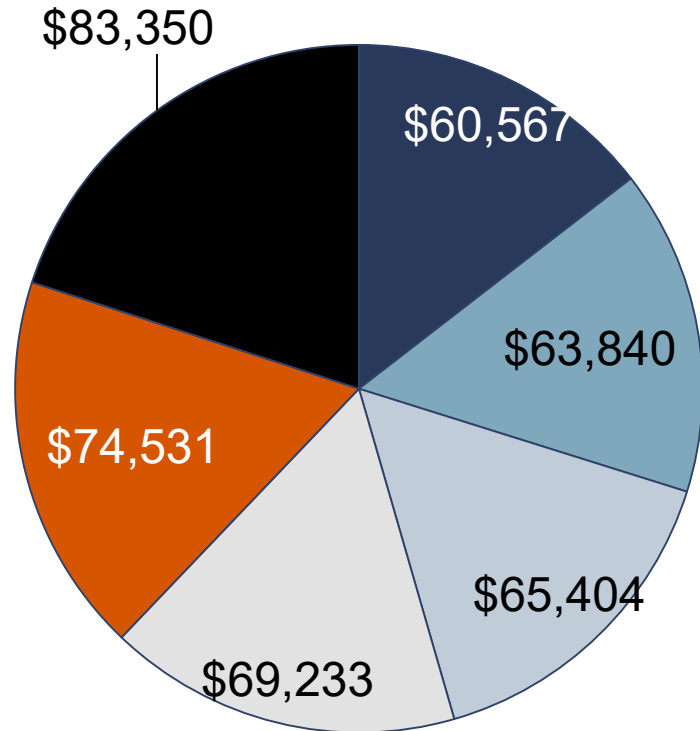
**District**

- Beginning
- 1-5 Years
- 6-10 Years
- 11-20 Years
- Over 20 years
- Over 30 Years



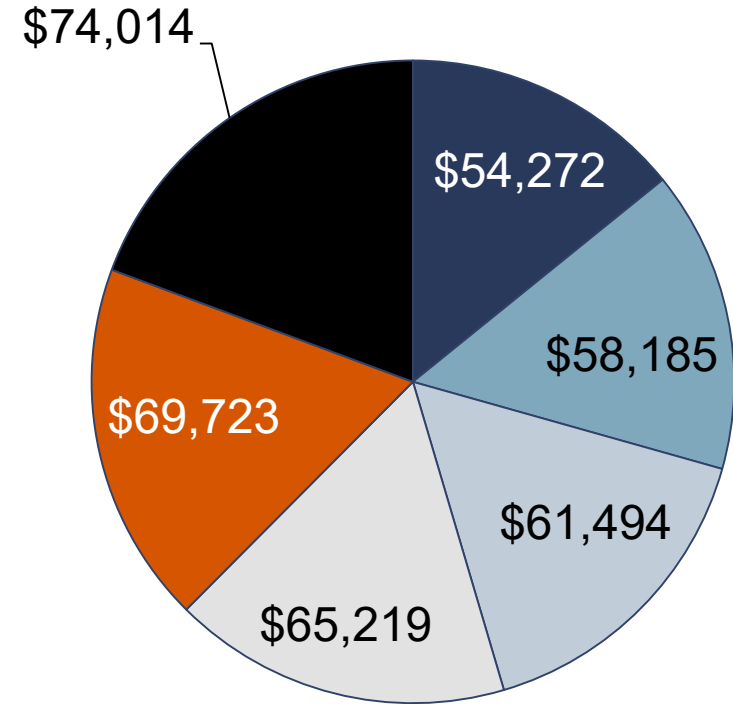
**State**

# TAPR: Teacher Salaries by Years of Experience



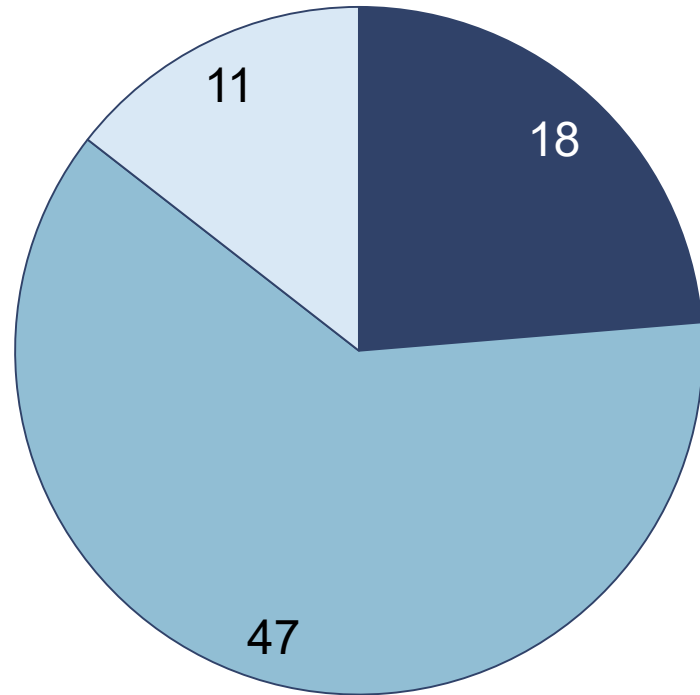
**District**

- Beginning
- 1-5 Years
- 6-10 Years
- 11-20 Years
- Over 20 years
- Over 30 Years



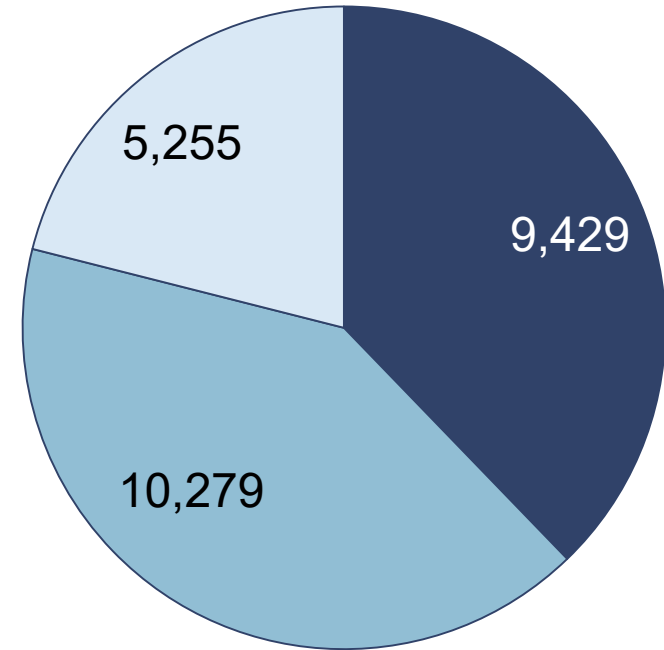
**State**

# TAPR: Teacher Incentive Allotment, Headcount



**District**  
**(76 Teachers)**

- Recognized
- Exemplary
- Master



**State**  
**(24,963 Teachers)**

# TAPR: Teacher Incentive Allotment, Average Payout



DESIGNATION	DISTRICT	STATE
Recognized	\$5,563	\$5,848
Exemplary	\$9,564	\$11,434
Master	\$17,984	\$21,235

# Campus Performance Objectives



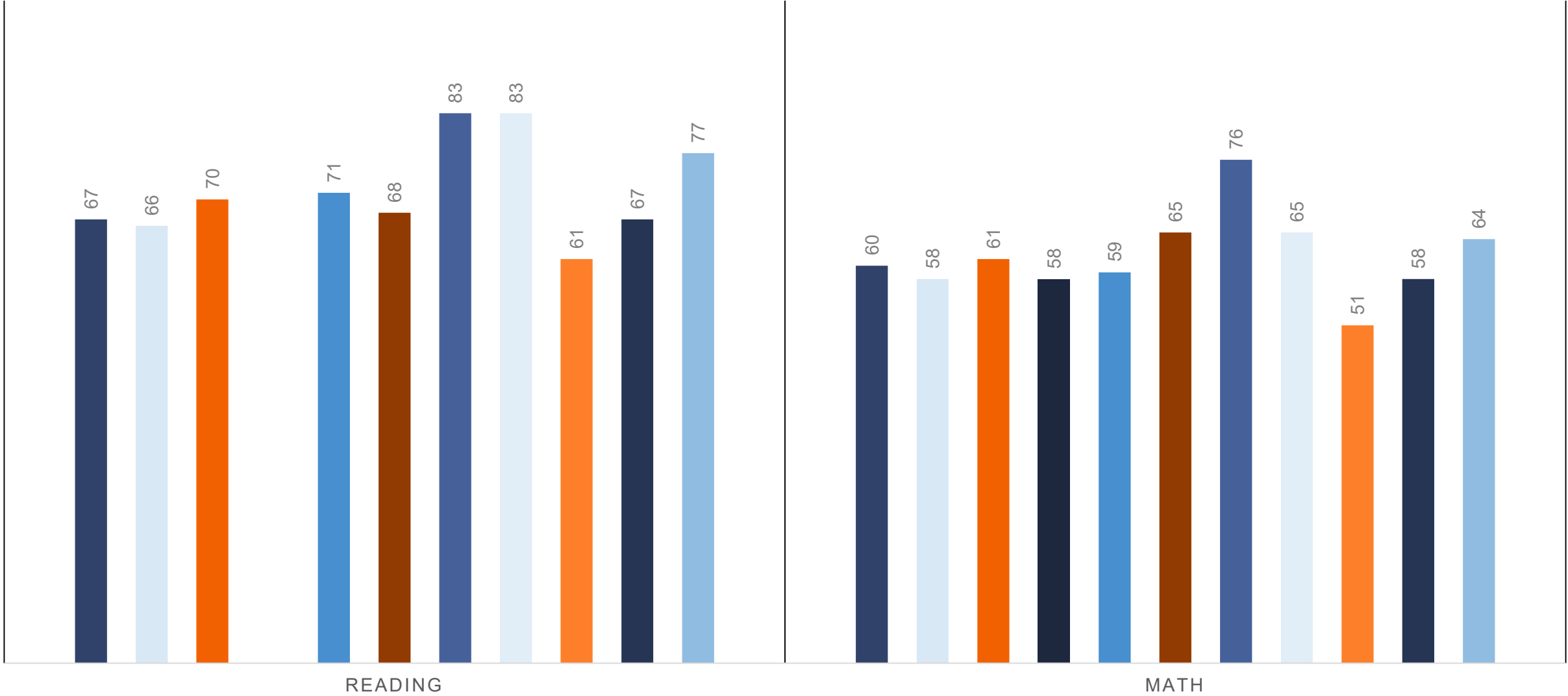
**The TEA requires that each campus identify board approved campus performance objectives as part of the campus improvement plan. Districts must monitor and publically report each campus' progress toward meeting identified objectives.**

G-PISD utilizes the Balanced Scorecard to identify, evaluate, and report campus performance objectives throughout the district. Schools create campus improvement plans aligned to the priorities outlined in the Balanced Scorecard.

# 2023 Academic Growth Score

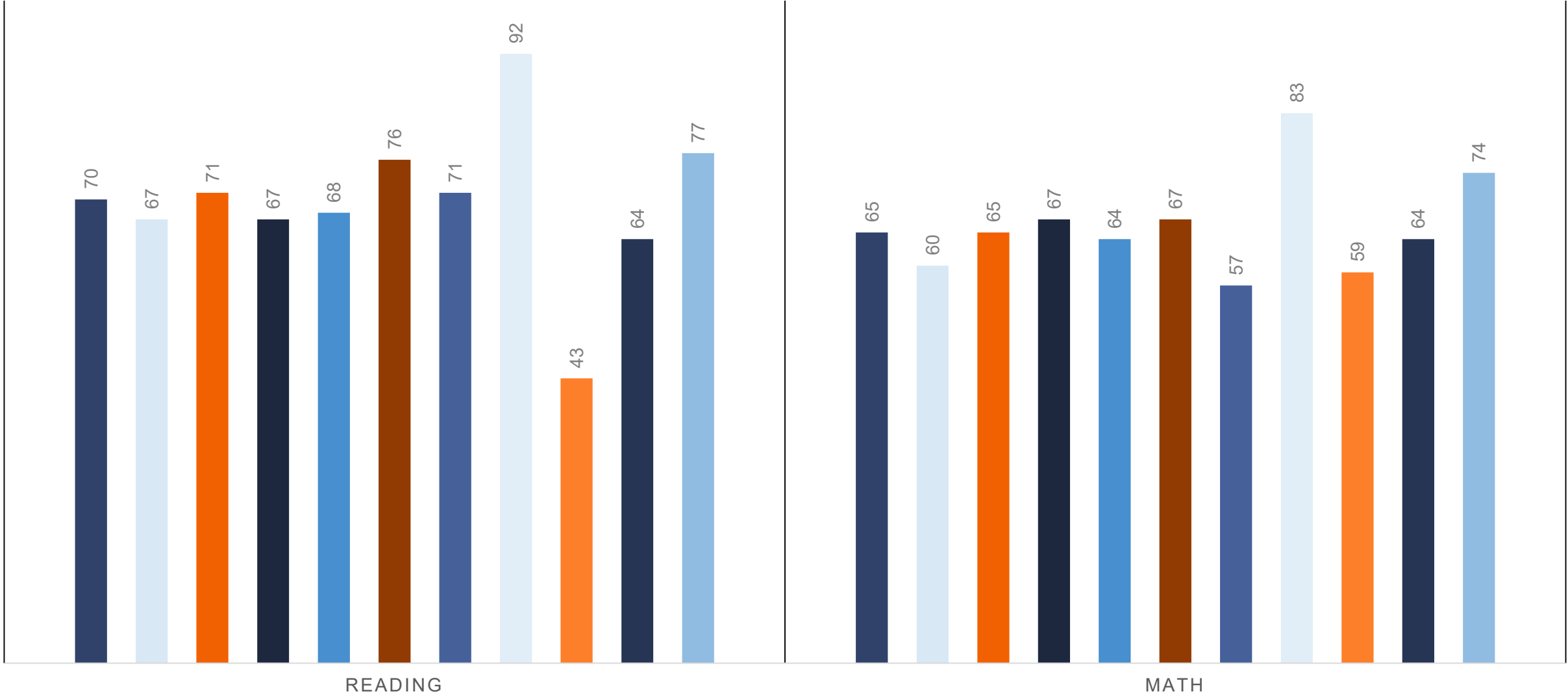
## 4<sup>th</sup> Grade Reading and Math

■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Asian ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL



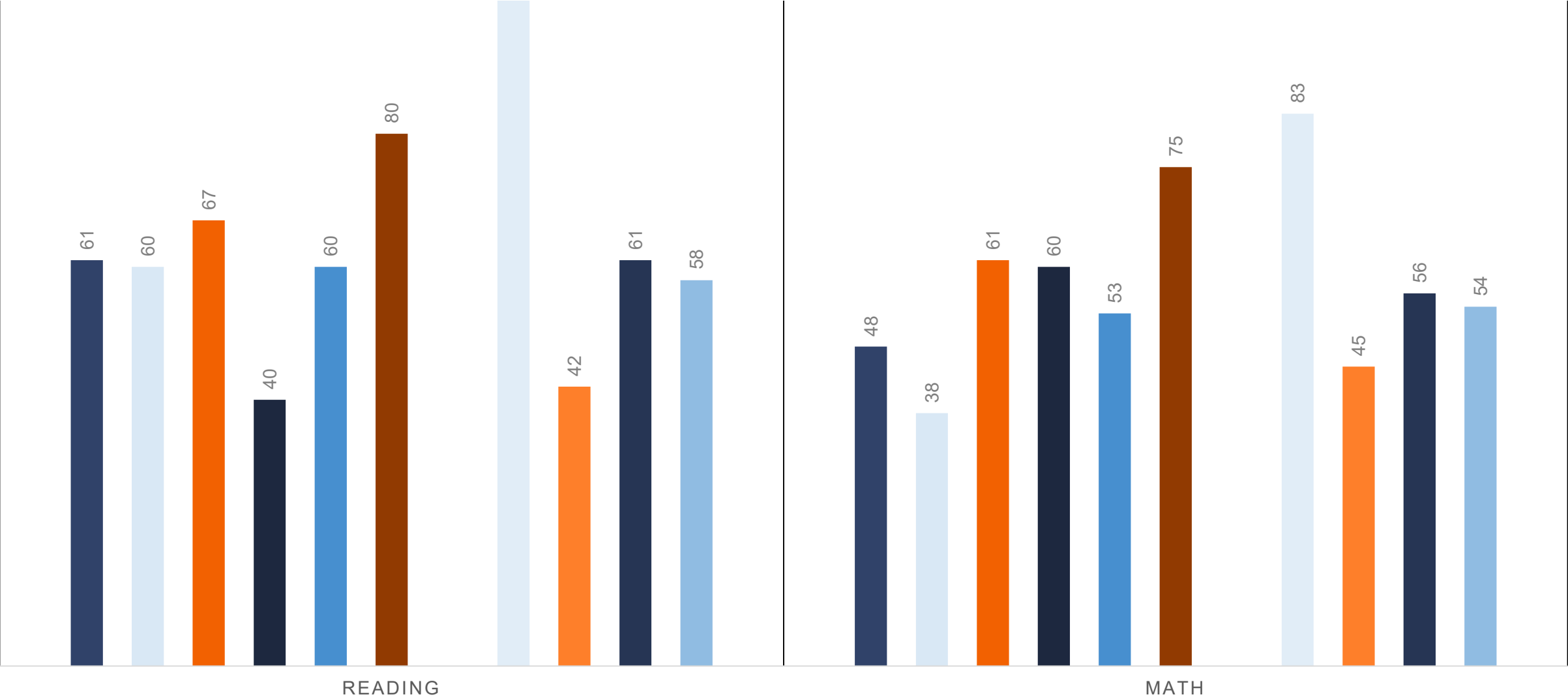
# 2023 Academic Growth Score 5<sup>th</sup> Grade Reading and Math

■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Asian ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL



# 2023 Academic Growth Score 6<sup>th</sup> Grade Reading and Math

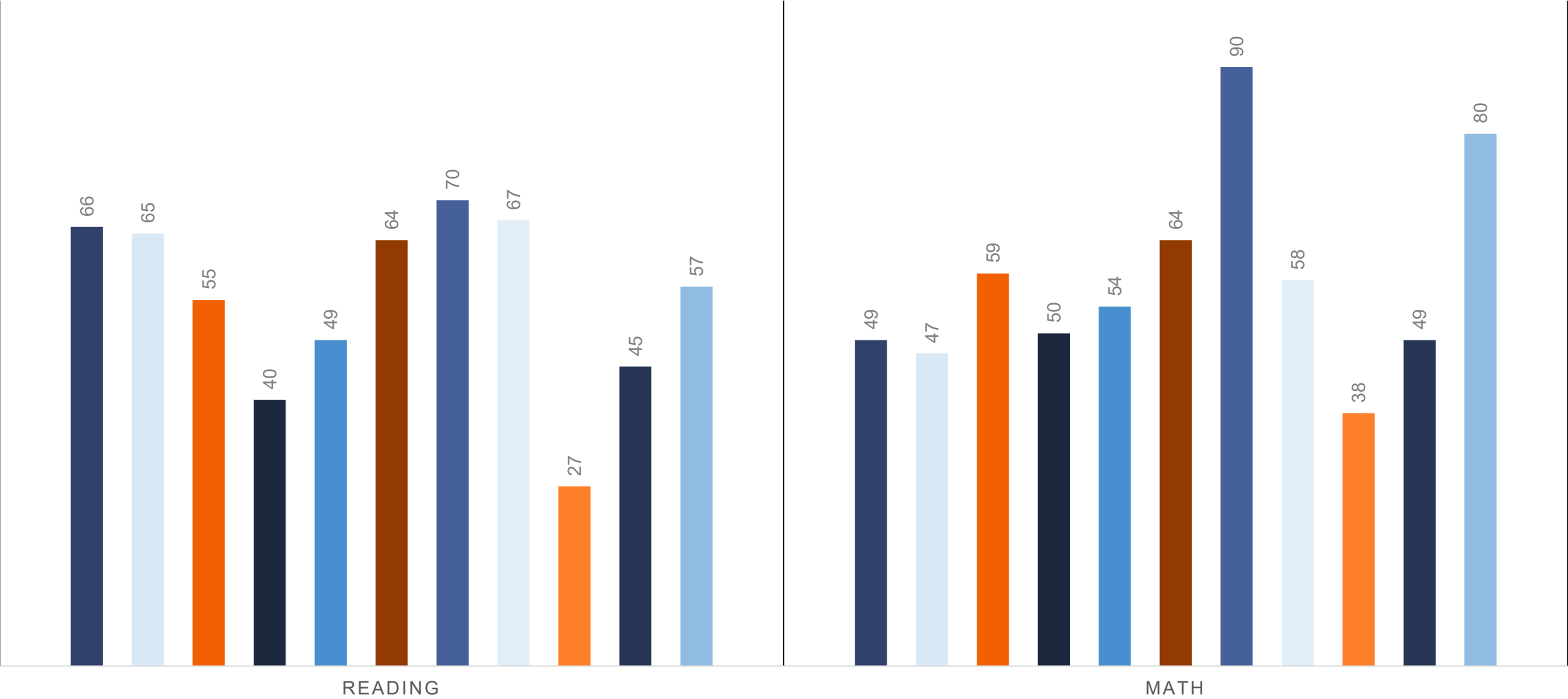
■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Asian ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL





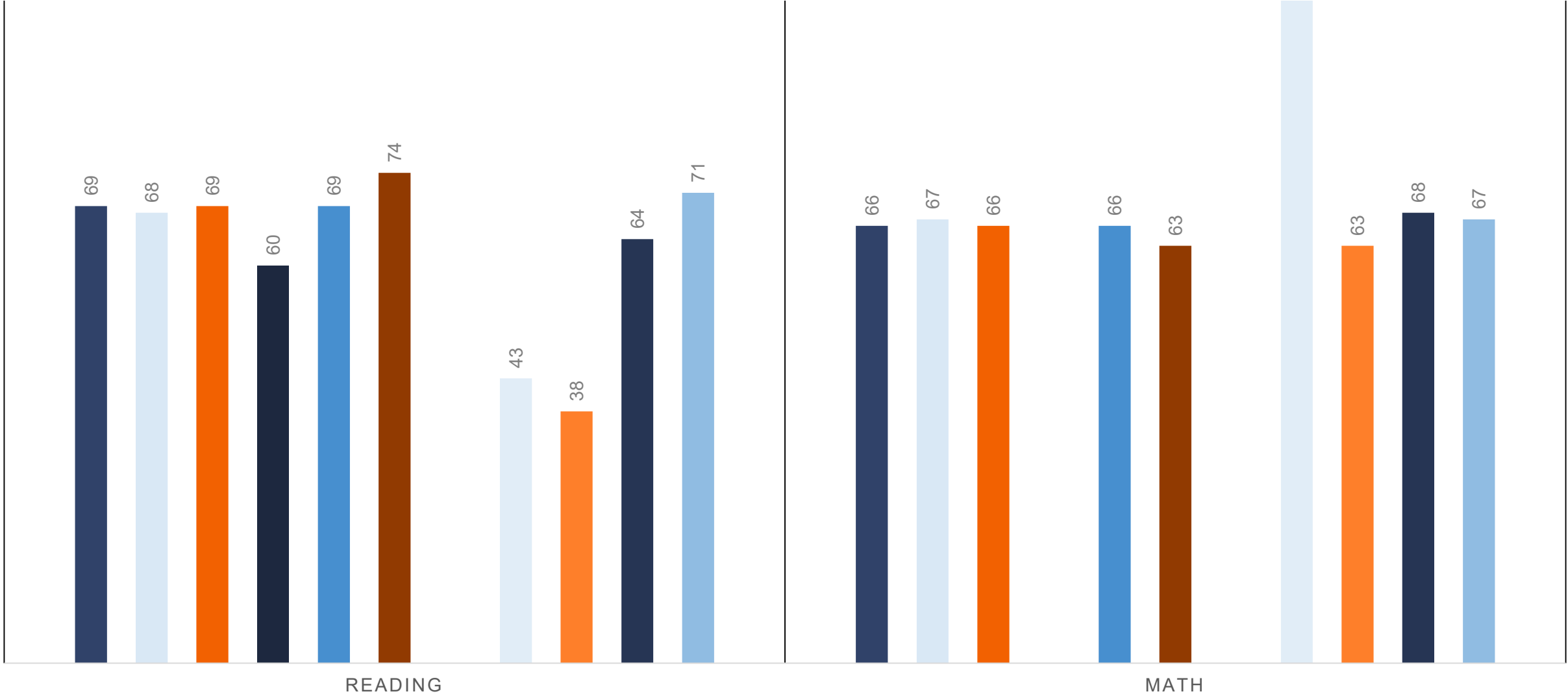
# 2023 Academic Growth Score 7<sup>th</sup> Grade Reading and Math

■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Asian ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL



# 2023 Academic Growth Score 8<sup>th</sup> Grade Reading and Math

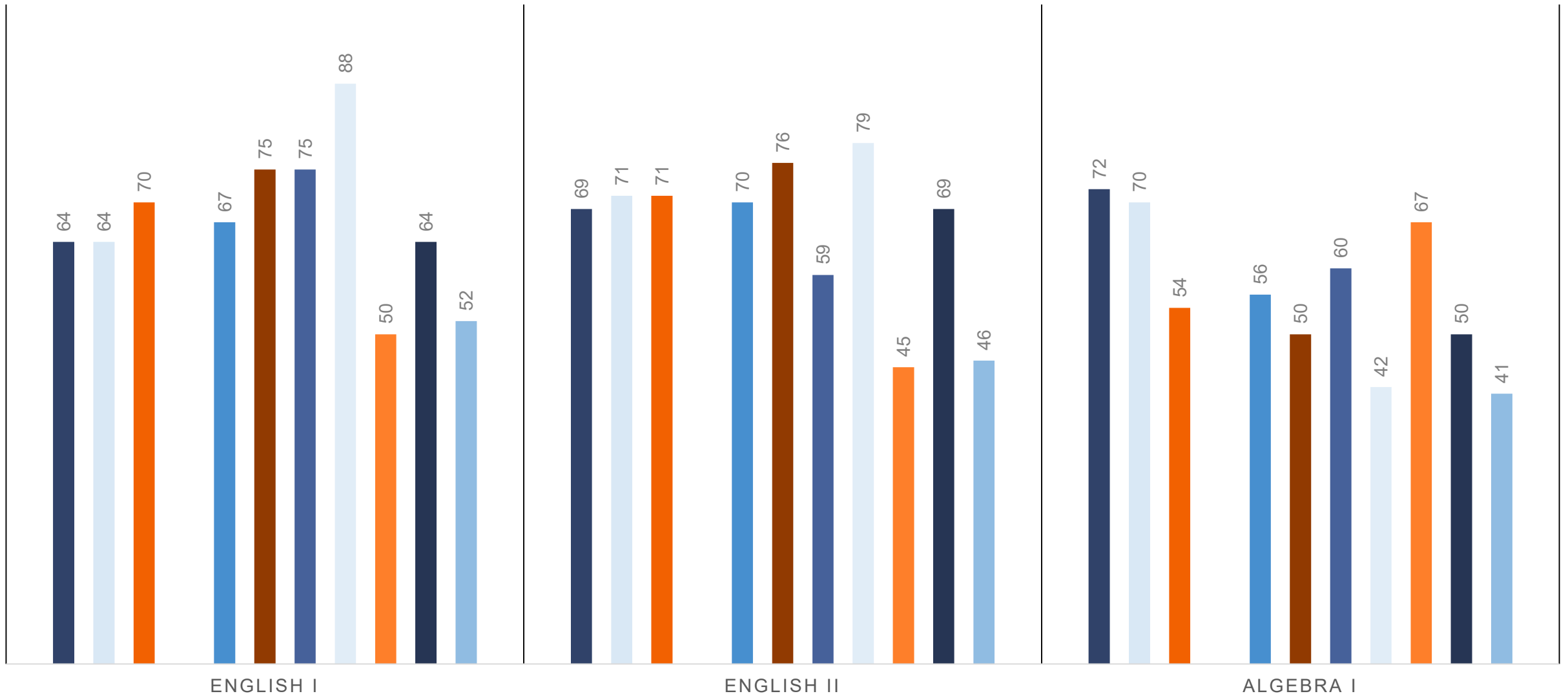
■ State 
 ■ Region 
 ■ District 
 ■ Af Am 
 ■ Hisp 
 ■ White 
 ■ Asian 
 ■ Two or More 
 ■ Sp Ed 
 ■ Eco Dis 
 ■ EB/EL



# 2023 Academic Growth Score

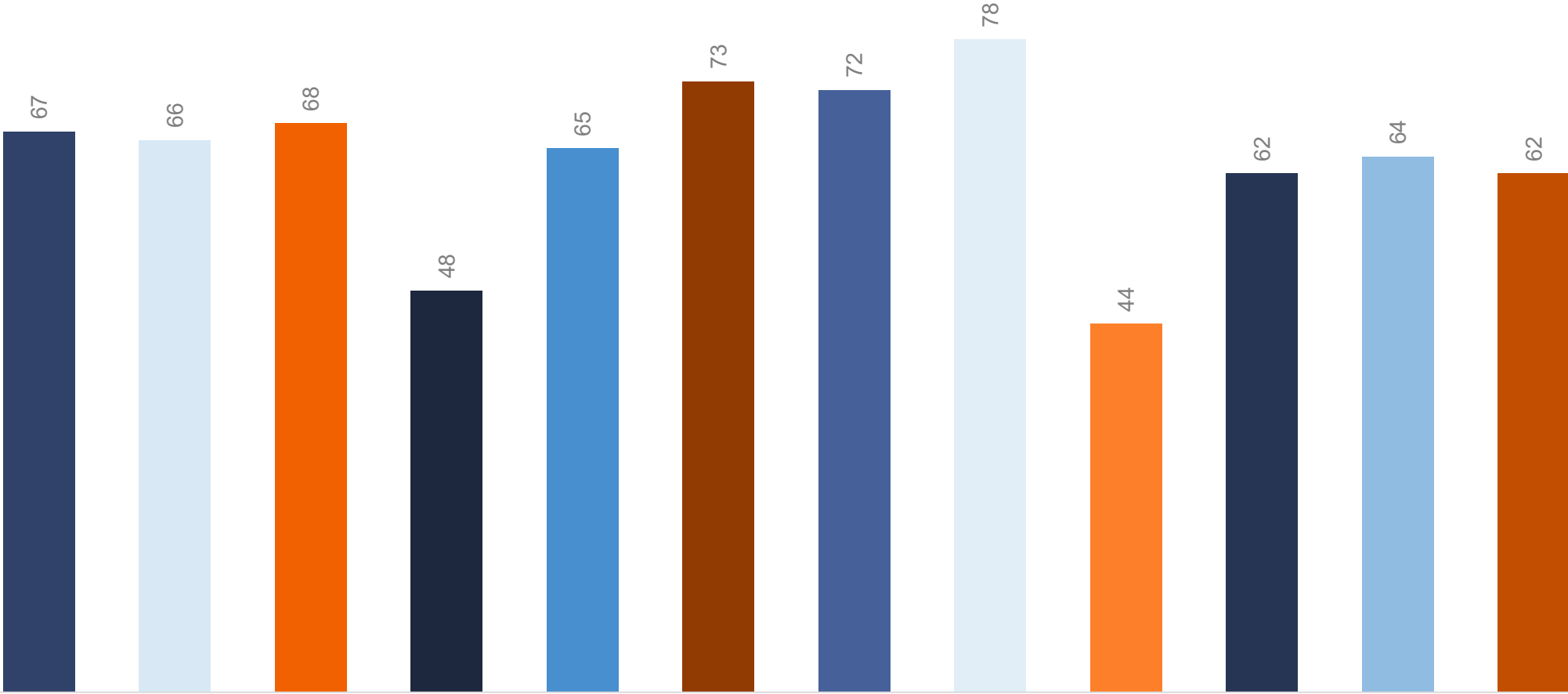
## EOC: English I, English II, and Algebra I

■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Asian ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL



# 2024 Academic Growth Score All Grades ELA/Reading

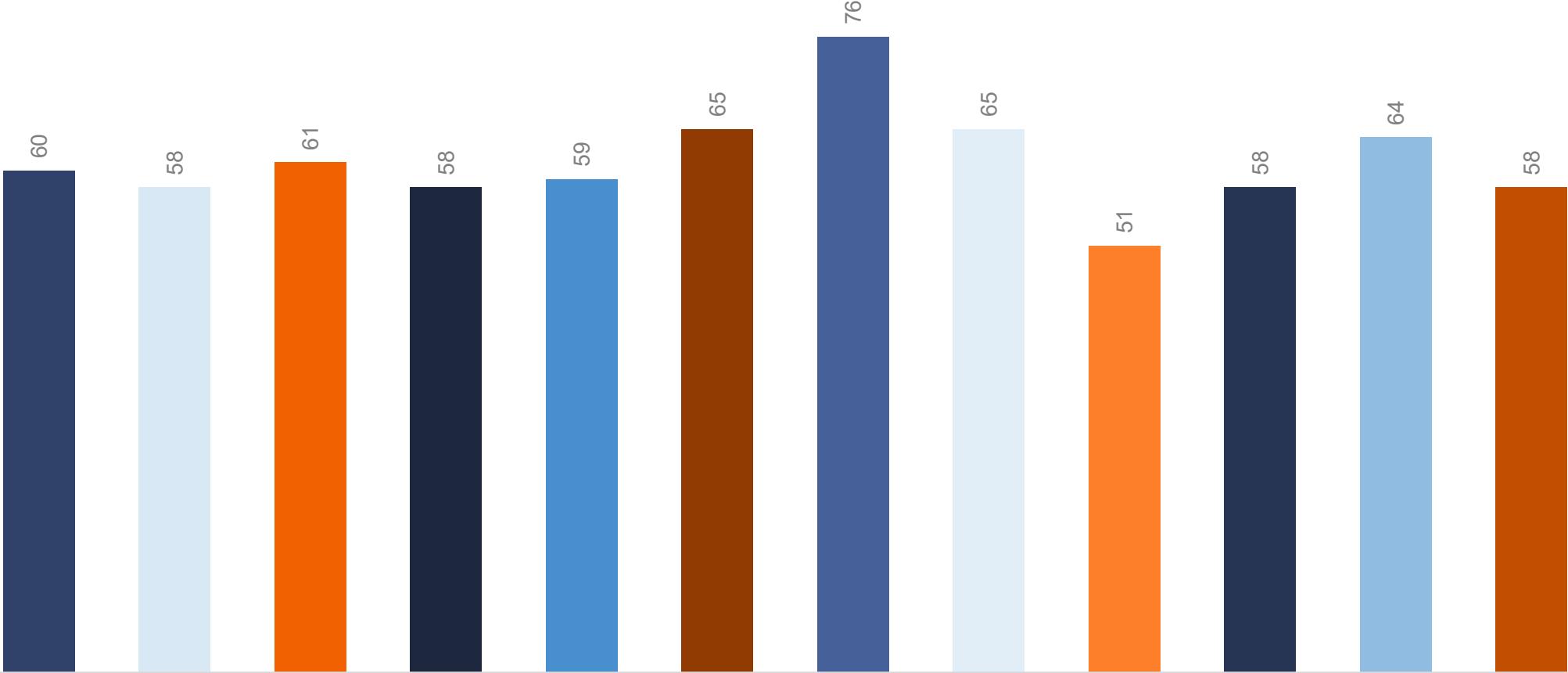
■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Am. Indian ■ Asian ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL



ALL GRADES/ELA/READING

# 2024 Academic Growth Score All Grades Mathematics

■ State ■ Region ■ District ■ Af Am ■ Hisp ■ White ■ Am. Indian ■ Asian ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL

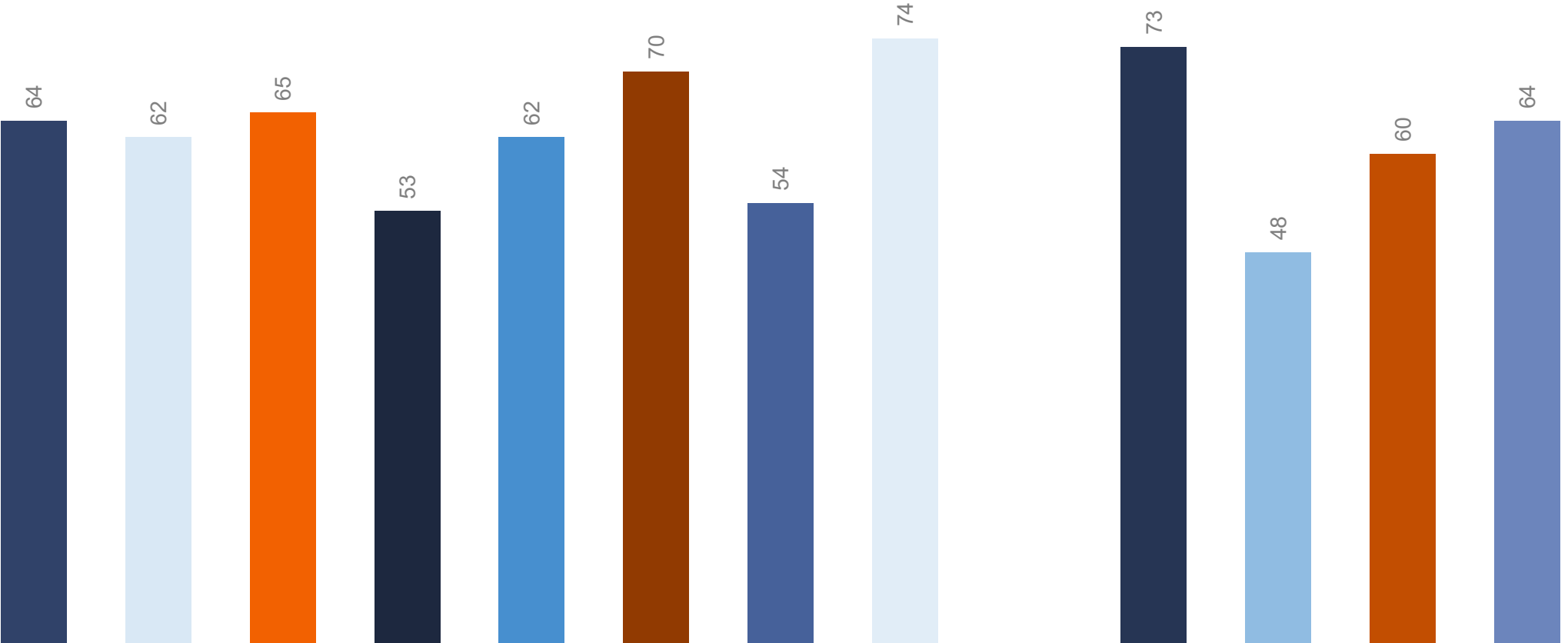


ALL GRADES MATH

# 2024 Academic Growth Score

## All Grades Both Subjects

■ State ■ District ■ All ■ Af Am ■ Hisp ■ White ■ Am. Indian ■ Asian ■ Pac. Islander ■ Two or More ■ Sp Ed ■ Eco Dis ■ EB/EL



ALL GRADES/BOTH SUBJECTS



# Postsecondary Performance

- Texas statute (TEC 51.403e) requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school.
- The report includes:
  - Number of Total Graduates, disaggregated by attendance in Institutes of Higher Education
  - Number of Students within each GPA reporting band

# 2021-22 Postsecondary Performance

## Lagging Indicator



Gregory-Portland High School	Total Graduates	GPA for 1 <sup>st</sup> Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	79	21	6	16	17	19	0
Two-Year Public Colleges	74	22	10	7	12	19	4
Independent Colleges & Universities	7						
Not Trackable	5						
Not Found	127						
Total High School Graduates	292	<a href="#">Click here to get the report</a>					



# Violent and Criminal Incidents



Texas statute (TEC 39.053) requires every district to publish an annual report on violent and criminal incidents at campuses in the district.

The report must include:

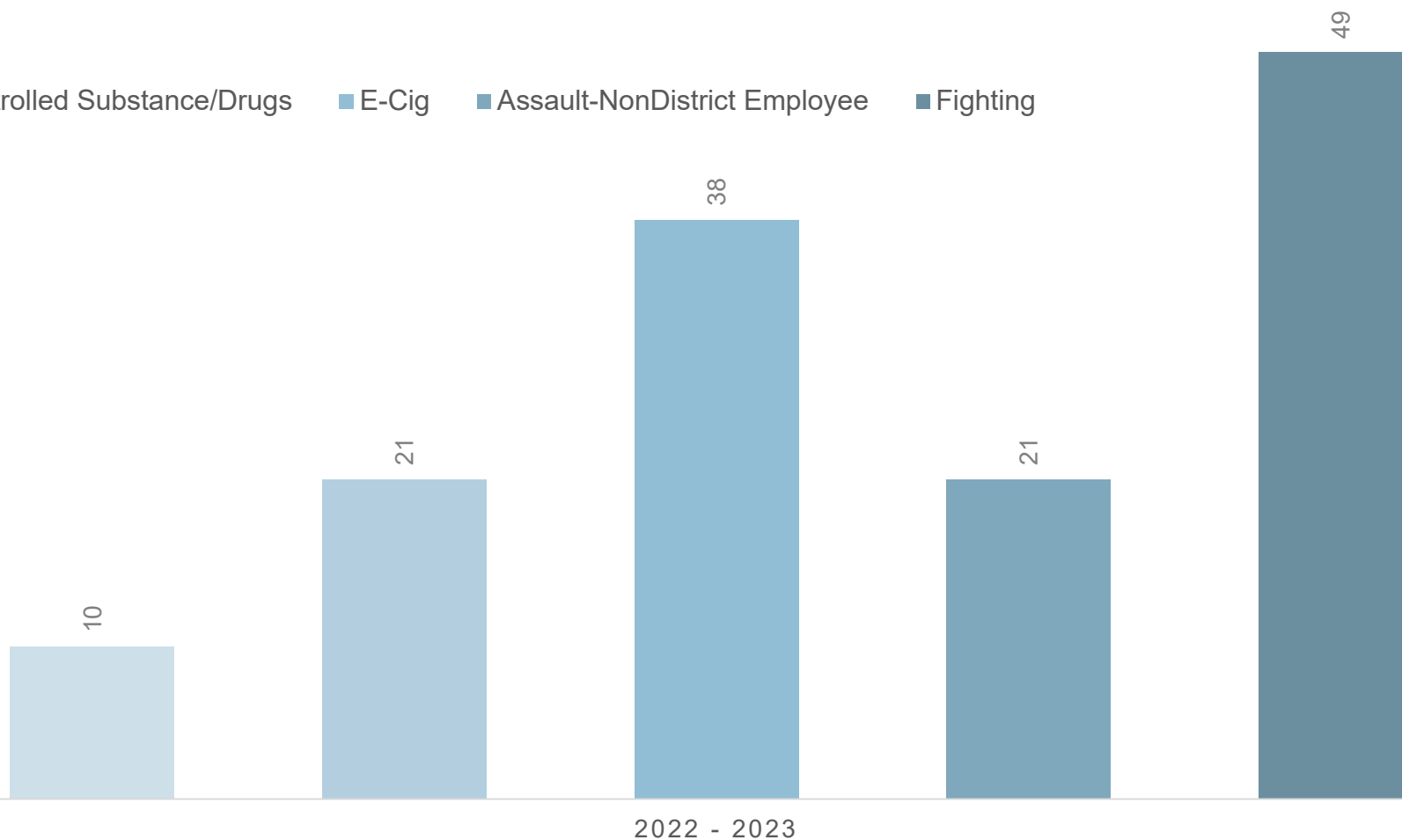
- Number, rate and type of incidents
- Information concerning school violence prevention and intervention policies and procedures used by the district
- Findings that result from Safe and Drug-Free Schools and Communities Act

# Violent and Criminal Incidents



[Click here to access the report](#)

■ THC   ■ Other Controlled Substance/Drugs   ■ E-Cig   ■ Assault-NonDistrict Employee   ■ Fighting





PEIMS Financial Standard  
Reports/**2022 – 2023** Financial  
Actual Report  
[Click here](#)

# PEIMS Financial Report: Total Monetary Disbursements



## G-PISD TOTAL MONETARY DISBURSEMENTS

	DISTRICT					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Operating Expenditures</b>	\$63,027,177	50.05%	\$12,821	\$67,299,785	40.43%	\$13,690
<b>Recapture</b>	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Other Uses</b>	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$810,000	0.64%	\$165	\$810,000	0.49%	\$165
Capital Outlay (Object 61xx-64xx)	\$14,695	0.01%	\$3	\$14,695	0.01%	\$3
Debt Service (Object 6500)	\$68,601	0.05%	\$14	\$36,300,824	21.81%	\$7,384
Capital Projects (Object 6600)	\$62,016,566	49.24%	\$12,615	\$62,016,566	37.26%	\$12,615
<b>Total Disbursements</b>	\$125,937,039	100.00%	\$25,618	\$166,441,870	100.00%	\$33,857

For more information, please contact:

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*School Leadership & Accountability*  
*[mnorris2@g-pisd.org](mailto:mnorris2@g-pisd.org)*  
*361.777.1091*