

# 2023-24 District Annual Report Public Hearing



Groesbeck ISD

February 24, 2025

## 8 Sections to the 2023-24 District Annual Report

1. 2023-24 Texas Academic Performance Report (PDF TAPR)
  - For the District and each Campus in the District
2. PEIMS Financial Standard Report (2022-23 Financial Actual Report)
  - For the District and each Campus in the District
3. District Accreditation Status (2022-23 School Year)
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
7. Progress Toward HB 3 Goals
8. 2023-24 TAPR Glossary

The 2023-24 District Annual Report is posted  
on the district's website at:  
[www.groesbeckisd.net](http://www.groesbeckisd.net)

**Section 1**  
**2023-24 Texas Academic Performance Report (TAPR)**

Compiled by TEA for every district and campus using

- PEIMS
- Student Assessment Data

TAPR Link:

[TEA: TAPR Link](#)

**Section 1**  
**2023-24 Texas Academic Performance Report (TAPR)**

**Cover Page**

- Only includes district or campus name and number
- The **Cover Page** includes the following information:
  - Accountability Rating
  - Special Education Determination Status (District TAPR only)
  - Distinction Designations\*

***\*NOTE: As of January 2025, the TAPR does not include A–F ratings or Distinction Designations.  
The issuance of the A–F ratings under 2024 rule is pending and subject to change.***

**Section 1**  
**2023-24 Texas Academic Performance Report (TAPR)**

**STAAR Performance – reported for 2024 and 2023**

- All 3 performance rates
  - **Approaches Grade Level or Above**
  - **Meets Grade Level or Above**
  - **Masters Grade Level**
- Reported for
  - **Each Assessment** (including SAT/ACT for Accelerated Testers)
  - **All Grades All Subjects**
  - **All Grades by Subject**
  - **By Enrolled Grade** (3<sup>rd</sup> Graders through 8<sup>th</sup> Graders) at **Meets Grade Level or Above**
    - Reading and Math
      - » Grade 3-8 assessments only and
      - » Grade 3-8 assessments and EOCs)
    - Reading (Grade 3-8 assessments and EOCs)
    - Math (Grade 3-8 assessments and EOCs)

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**Section 1**  
**2023-24 Texas Academic Performance Report (TAPR)**

**School Progress**

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

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**Section 1**  
**2023-24 Texas Academic Performance Report (TAPR)**

**Bilingual Education (BE) / English as a Second Language (ESL)**

- Disaggregated data for various BE/ESL program instructional models and groups:
  1. Total BE
  2. BE Trans Early Exit
  3. BE Trans Late Exit
  4. BE Dual Two-Way
  5. BE Dual One-Way
  6. Alternative Language Program (ALP) Bilingual (Exception)
  7. ALP ESL (Waiver)
  8. Total ESL
  9. ESL Content Based
  10. ESL Pull-Out
  11. EB/ESL with Parental Denial
  12. Never Emergent Bilingual (EB)/English Learner (EL)
  13. Total EB/EL
  14. Monitored and Former EB/EL
- STAAR Performance** – reported for 2024 and 2023
  - All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)
- Annual Growth** - reported for 2024 and 2023
  - All Grades – Both Subjects, All Grades – RLA, All Grades – Math
- Accelerated Learning** - reported for 2024 and 2023
  - All Grades – Both Subjects, All Grades – RLA, All Grades – Math

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**Section 1**  
**2023-24 Texas Academic Performance Report (TAPR)**

**STAAR Participation – reported for 2024 and 2023**

- 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

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## Section 1 2023-24 Texas Academic Performance Report (TAPR)

### Attendance, Graduation, and Dropout Rates – reported for 2022-23 and 2021-22\*

- Attendance Rate
- Chronic Absenteeism
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rate
- 5-year Extended Longitudinal Graduation Rate
- 6-year Extended Longitudinal Graduation Rate
- 4-Year Federal Graduation Rate without Exclusions
- Graduation Plan Rates (Longitudinal and Annual)
  - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

### Graduation Profile – 2022-23 Graduates\*

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

\* Attendance, Graduation and Dropout Data for 2023-24 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2022-23 and 2021-22.

## Data

	2022-2023	2021-2022
<b>Attendance Rate</b>	<b>94.2%</b>	93.2%
<b>4-Year Graduation Rate</b>	<b>93.4%</b>	93.2%
<b>Total Graduates</b>	<b>85 100%</b>	106 100%
<b>Total credit for CCMR Criteria</b>	<b>61.2%</b>	51.%

## Demographic Information

	2022-2023	2021-2022
<b>Total Students</b>	<b>1543</b>	1570
<b>African American</b>	<b>150</b>	149
<b>Hispanic</b>	<b>446</b>	470
<b>White</b>	<b>834</b>	854
<b>American Indian</b>	<b>07</b>	06
<b>Asian</b>	<b>24</b>	14
<b>Pacific Islander</b>	<b>01</b>	0
<b>Two or More</b>	<b>81</b>	77
<b>Economically Dis.</b>	<b>994</b>	1023

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## Staff Demographic Information

	2022-2023	2021-2022
<b>Total Staff</b>	<b>248.8</b>	270.9
<b>Teachers</b>	<b>112.0</b>	124.1
<b>Professional Support</b>	<b>12.5</b>	12.9
<b>Campus Admin</b>	<b>8.5</b>	7.7
<b>Central Admin</b>	<b>4.0</b>	3.6
<b>Educational Aides</b>	<b>30.3</b>	41.0
<b>Auxiliary</b>	<b>81.3</b>	81.6

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## Section 1 2023-24 Texas Academic Performance Report (TAPR)

### College, Career and Military Readiness (CCMR) - 2022-23 and 2021-22 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 - 2022-23 and 2021-22 graduates\*

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

### Other Postsecondary Indicators

- Advanced Dual-Credit Course Completion – 2022-23 and 2021-22 school years
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2021-22 and 2020-21 school years
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2021-22 and 2020-21 school years

\* CCMR data for 2023-24 graduates are not be reported to TEA until January 2025 (as part of Fall PEIMS/TSDS Submission 1).  
The most recent years for which CCMR data are available are 2022-23 and 2021-22.

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## Section 1 2023-24 Texas Academic Performance Report (TAPR)

### Student Information

- 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

- 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 (population served)

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## Section 2

### PEIMS Financial Standard Reports (2022-23 Financial Actual Reports)

#### 2022-23 Actual Financial Data (District)

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

#### 2022-23 Actual Financial Data (Campus)

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

**2022-23 is the most recent year for which these data are available.**

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## Section 3

### District Accreditation Status (2022-23 School Year)

Generally, each year TEA assigns one of four accreditation statuses to each district in the state:

1. *Accredited*
2. *Accredited-Warning*
3. *Accredited-Probation*
4. *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)

**TEA has not issued district accreditation statuses for the 2023-24 school year as the issuance of the A-F ratings under the 2023 and 2024 rules are pending and subject to change**

**The 2023-24 District Annual Report must include the District's 2022-23 accreditation status**

The District's 2022-23 Accreditation Status is: **B**

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## 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 2023-24 school year (which show both the **objectives of each campus** and 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

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## 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 2023-24 school year is available for review at the district's central office and at each campus in the district

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## 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 2021-22 High School Graduates**

- Student performance is measured by the Grade Point Average (GPA) earned by 2021-22 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2023
- For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2022, Spring 2023, and Summer 2023** are added together and averaged to determine the GPA

**NOTE:** *The THECB anticipates releasing an updated report for 2022-23 High School Graduates in mid-January 2025. That report, when available, will be posted at: [THECB Website](#)*

## Section 7 Progress of the District 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

