



CROSBY INDEPENDENT SCHOOL DISTRICT

ANNUAL REPORT

2023-2024

Public Hearing – February 10, 2025





2023-2024 Annual Report

8 Sections

1. 2023-2024 Texas Academic Performance Report (TAPR)
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Section 1

2023-2024 Texas Academic Performance Report (TAPR)



2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Compiled by TEA for District and Campus using PEIMS and Student Assessment Data.

Includes a wide range of information on the performance of students in each district and campus in the state.

Performance is shown disaggregated by students groups, including ethnicity and socioeconomic status.

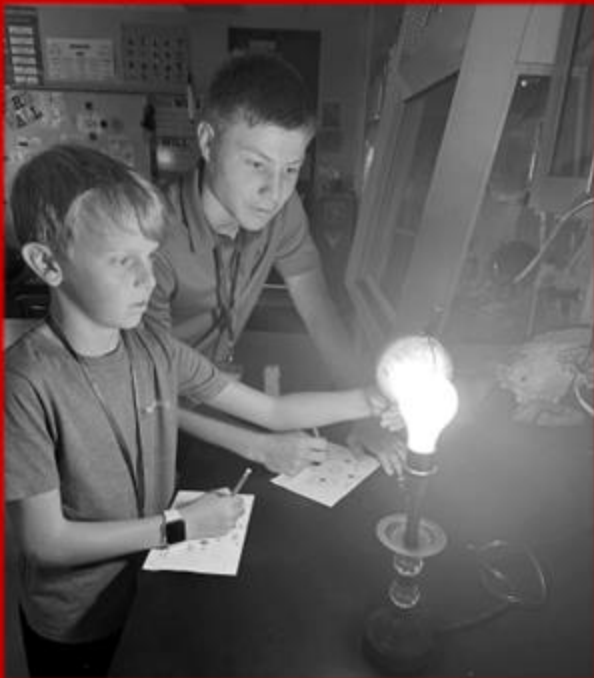
Provides extensive information on school and district staff, programs, and student demographics.

[Link to District and Campus TAPR Reports](#)





2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)



Cover Page

- Only includes district or campus name and number
- Typically the cover page includes the accountability rating, SPED Determination Status (District TAPR), Distinction Designations, and ASVAB Test (District TAPR)

NOTE: As of December 2024, 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.



2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

- STAAR Performance
 - All three performance levels:
 - 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 (3-8) at Meets Grade level or Above
 - Reading and Math (3-8 and EOCs)
 - Reading (3-8 and EOCs)
 - Math (3-8 and EOCs)



2023-2024 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





2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Bilingual Education (BE) and English as a Second Language (ESL)

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





2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

STAAR Participation

- 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



2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

- Attendance, Graduation and Drop Out Rates
 - Attendance Rate, Chronic Absenteeism, Annual Dropout Rate (Gr 7-8 and Gr 9-12), 4 year Longitudinal Graduation Rate, 5-year Longitudinal Graduation Rate, 6-year Extended Longitudinal Graduation Rate, 4-year Federal Graduation Rate with Exclusions, and Graduation Plan Rates (Longitudinal and Annual)
- Graduation Profile 2022-2023 Graduates
 - Total Graduates, by Ethnicity, by Graduation Type, by Program/Student Attribute (SPED, EcoDis, ED/EL, At-Risk, CTE Completers)





2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

- College, Career and Military Readiness (CCMR)
 - CCMR Graduates, College Ready Graduates, and Career/Military Ready Graduates
- CCMR – Related Indicators
 - TSIA Results, Completed and Received Credit for College Prep Courses, AP/IB Results, SAT/ACT Results
- Other Postsecondary Indicators
 - Advanced Dual Credit Course Completion, Graduates Enrolled in Texas Institutes of High Education TX IHE), Graduates in TX IHE completing one year without enrollment in a developmental education course



2023-2024 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

- Student Information
 - Student enrollment – by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category
 - Other student information including graduation information, retention rates, and class size information
- Staff Information
 - Includes 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 and teachers by program





Section 2

**PEIMS Financial
Standard Report
(2022-2023 Financial
Actual Report)**



PIEMS FINANCIAL STANDARD REPORT (2022-2023 FINANCIAL ACTUAL REPORT)



- 2022-2023 Actual Financial Data (DISTRICT): includes district revenues, expenditures, disbursements, tax rates, and fund balance.
- 2022-2023 Actual Financial Data (CAMPUS): includes expenditures by object, expenditures by function and program expenditures by program



Section 3

2023-2024 District
Accreditation Status



2023-2024 District Accreditation Status

Generally, each year TEA assigns one of four accreditation statuses to each district in the state: accredited, accredited-warned, accredited-probation, 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 2023-2023 school year as the issuance of the A-F ratings under the 2023 and 2024 rules are pending and subject to change.

The 2023-2024 District Annual Report must include the District's 2022-2023 accreditation status.

The District's 2022-2023 accreditation status is ACCREDITED.





Section 4

District and Campus Performance Objectives



District and Campus Improvement Plans



District and Campus Improvement Plans (DIP and CIP)

The district and each campus have developed and is implementing a DIP and CIP, respectively, as required by TEC §11.253.

THE DIP and CIP includes performance objectives approved by the board that are based on data analysis and needs assessments.

Each campus periodically measures progress towards its performance objectives.

Updated DIP and CIPs for the 2023-2024 school year are posted on the district's website and are available for review at the Operations Center or at the applicable campus.

[Link to District and Campus Improvement Plans](#)



Section 5

Report of Violent or Criminal Incidents on Campuses



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 districts report for the 2023-2024 school year is available for review at the district's central office and at each campus in the district,





Section 6

Student Performance in Postsecondary Institutions

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

This data is compiled by the Texas Higher Education Coordinator Board (THECB)

The most current report is for 2021-2022 High School Graduates

- Student performance is measured by the Grade Point Average (GPA) earned by 2021-2022 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 averages to determine the GPA



Section 7

Progress Toward
Board-adopted HB3 Goals



Progress Toward Board-adopted HB3 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 is summarized in the HB3 Progress Report provided to the Board.





Early Childhood Literacy

Early Childhood Literacy Board Outcome Goal



The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% to 62% by June 2026

Yearly Target Goals

- 2024 Milestone was the administered 2023 STAAR test with all new item types
 - Assessment included TEKS that have been taught

2021(Baseline)	2022	2023	2024	2025	2026
38%	53%	54%	56% Milestone 2: 38%	58% Milestone 1: 30%	62%

Early Childhood Literacy Board Outcome Goal - STAAR

The percent of 3rd grade students that scored meets grade level or above on CISD Reading STAAR.
(Testing Date: STAAR April 2024)

Approaches	Meets	Masters
71%	42%	12%

Early Childhood Literacy Board Outcome Goal – Milestone 1

The percent of 3rd grade students that scored meets grade level or above on CISD Milestone 1.
(Testing Date: November 2024)

Approaches	Meets	Masters
63%	30%	7%



Early Childhood Literacy Progress Measure 1 – 2nd Grade

The percent of 2nd grade students that score at benchmark or above on the EOY Literacy Assessments will increase from 71% to 80% by June 2026.

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
60%	71%	72%	74% MOY: 52%	76%	80%
				Amplify BOY: 56% MOY: 53%	DRA BOY: 31% MOY: 41%

Early Childhood Literacy Progress Measure 2 – 1st Grade



The percent of 1st grade students that score at benchmark or above on the EOY Assessments will increase from 70% to 80% by June 2026

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026	
56%	70%	71%	73% MOY: 55%	75%	80%	
				Amplify BOY: 61% MOY: 53%	DRA BOY: 64% MOY: 63%	

Early Childhood Literacy Progress Measure 3 - Kindergarten

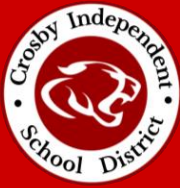


The percent of kindergarten students that score at benchmark or above on the EOY Literacy Assessments will increase from 74% to 83% by June 2026

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026	
57%	74%	75%	77% MOY 65%	79%	83%	
				Amplify BOY- 50% MOY-59%	DRA BOY: 36% MOY: 86%	

Early Childhood Literacy Progress Measure 1 – Prekindergarten



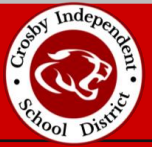
The percent of Prekindergarten students that scored on grade level or above on the EOY CLI Engage Circle PM Assessment in Emergent Literacy Reading will increase from 92% to 100% by June 2026

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
57%	92%	93%	95% MOY: 57%	97% BOY: 42% MOY: 56%	100%



Early Childhood Math



Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 39% to 60% by June 2026

Yearly Target Goals

- 2024 Milestone was the administered 2023 STAAR test with all new item types
 - Assessment included TEKS that have been taught

2021(Baseline)	2022	2023	2024	2025	2026
34%	39%	42%	45% Milestone 2: 14%	52% Milestone 1: 25%	60%

Early Childhood Literacy Board Outcome Goal - STAAR

The percent of 3rd grade students that scored meets grade level or above on CISD Math STAAR.
(Testing Date: STAAR April 2024)

Approaches	Meets	Masters
65%	32%	8%

Early Childhood Literacy Board Outcome Goal – Milestone 1

The percent of 3rd grade students that scored meets grade level or above on CISD Milestone 1.
(Testing Date: November 2024)

Approaches	Meets	Masters
53%	25%	6%

Early Childhood Math Progress Measure 1 - 2nd Grade

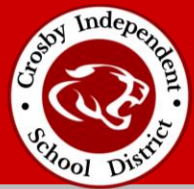


The percent of 2nd grade students that score at benchmark or above on the EOY Amplify mClass Math Assessment will increase from 52% to 64% by June 2026

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
25%	52%	54%	57% MOY: 13%	60% BOY: 20% MOY: 29%	64%

Early Childhood Math Progress Measure 2 - 1st Grade

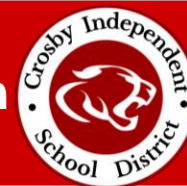


The percent of 1st grade students that score at benchmark or above on the EOY Amplify mClass Math Assessment will increase from 54% to 66% by June 2026

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
41%	54%	56%	59% MOY: 22%	62% BOY: 20% MOY: 28%	66%

Early Childhood Math Progress Measure 3 - Kindergarten



The percent of kindergarten students that score at benchmark or above on the EOY Amplify mClass Math Assessment will increase from 80% to 92% by June 2026

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
39%	80%	82%	85% MOY: 42%	88% BOY: 14% MOY: 35%	92%

Early Childhood Math Progress Measure 4 – Prekindergarten



The percent of prekindergarten students that scored on grade level or above on the EOY CLI Engage Circle PM Math Assessment will increase from 93% to 100% by June 2026

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
82%	93%	95%	98% MOY: 87%	100% BOY: 53% MOY: 79%	100%



2024-2025 Action Plan

Action Steps

Provide TEKS training with a focus on student expectation verbs.

Dedicate planning time with Curriculum Coordinators to ensure campus and district alignment.

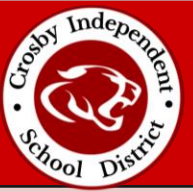
Provide questioning and vocabulary staff development utilizing Lead4ward resources.

Train teachers on Teach Like a Champion and student engagement strategies.



College, Career, Military Readiness (CCMR)

College, Career, and Military Readiness Board Outcome Goals



The percent of CISD graduates that are college, career, and military ready will increase from 65.9% to 72% in 2026

Yearly Target Goals

2021(TAPR)	2022	2023	2024	2025	2026
65.9%	70%	70.5%	71% (MOY: 52%)	71.5% (MOY: 60%)	72%

College, Career, and Military Readiness Progress Measure 1

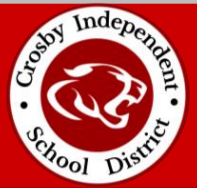


The percent of CISD graduates that are college ready will increase from 53.5% to 55.5% in 2026

Yearly Target Goals

2021(TAPR)	2022	2023	2024	2025	2026
53%	53.5%	54%	54.5% (MOY: 29%)	55% (MOY: 26%)	55.5%

College, Career, and Military Readiness Progress Measure 2

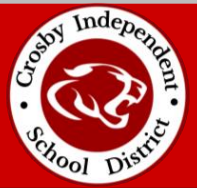


The percent of CISD graduates that are career ready will increase from 25.5% to 27.5% in 2026

Yearly Target Goals

2021(TAPR)	2022	2023	2024	2025	2026
25%	25.5%	26%	26.5% (MOY: 43%)	27% (MOY: 38%)	27.5%

College, Career, and Military Readiness Progress Measure 3



The percent of CISD graduates that are military ready will increase from 10% to 14% in 2026

Yearly Target Goals

2021(TAPR)	2022	2023	2024	2025	2026
*	*	*	10% (MOY: 0%)	12% (MOY: 0%)	14%



2024-2025 Action Plan

Action Steps

- Financial Math & College Prep Courses are preparing students for success on the TSIA 2 exam.
- TSIA 2 interventions are designed to equip seniors with the skills and strategies needed to successfully pass the TSIA 2 exam.
- Tracking and ensuring successful completion of the CTE program of study & Industry-Based Certifications to increase the number of students who are career ready.



Section 8

TAPR Glossary

TAPR Glossary

Each year, TEA prepares and published a TAPR Glossary.

The TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR.

A Spanish version of the TAPR Glossary is scheduled for release in early 2025.



2023-24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A-F ratings or Distinction Designations. The actual release does not include the District or Campus Accountability Reports. The issuance of the A-F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (districts serving grades 10-12) Senate Bill 1848 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.

Performance

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://www.teks.gov/Curriculum/teks/>.

Other Important Information

STAAR levels 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 58.5% 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://texas101.texas.gov/act/reports/2024/masking.html>.

STAAR Performance (2023-24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability system, which are students enrolled in the same district/campus on both the snapshot date (PEPS/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 system.

THANK YOU

The district's TAPR is posted on the Crosby ISD website.

Paper copies will also be available at the Operations Center and on each campus in the district.

For questions or more information, please contact:

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