



**Agenda of TAPR Public Hearing
February 20, 2023
The Board of Trustees
Wichita Falls Independent School District**

In Compliance with the Texas Government Code, Chapter 551, Subchapter C, the Board of Trustees of the Wichita Falls Independent School District will meet for a TAPR Public Hearing at 5:30 PM, on February 20, 2023, in the Board Room at the Education Center, 1104 Broad St, Wichita Falls, TX 76301.

The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

I. Call to Order

II. Texas Academic Performance Report (TAPR)

2

III. Public Comments on the TAPR Report

IV. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on Friday, February 17, 2023 at 2:00 pm.

For the Board of Trustees

WICHITA FALLS ISD BOARD OF TRUSTEES
February 20, 2023

Agenda Item: Texas Education Agency Annual Report

Administrator Responsible: Peter Griffiths, Associate Superintendent

Attachments: No Attachments

Action Needed Future Action Presentation Report

Administrative Information:

Texas Education Code Chapter 39 requires each district's board of trustees to publish an annual report that includes the Texas Academic Performance Report (TAPR), campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code 51.403 (e) from the Texas Higher Education Coordinating Board (THECB). The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

District Annual Report
2021-22
Public Hearing



Wichita Falls Independent School District

February 21, 2023

District Annual Report

A look back at the 2021-22 school year

- Compilation of District and campus information from various sources
- A final report for the 2021-2022 school year



4

8 Sections to 2021-2022 District Annual Report

2021-2022 Texas Academic Performance Report

--For the District and Each Campus

2021-2022 PEIMS Financial Standard Report

--For the District and Each Campus

2021-2022 District Accreditations Status

2021-2022 Campus Performance Objectives



2021-2022 Report on Violent or Criminal Incidents on Campuses

2020-2021 Student Performance in Postsecondary Institutions

– Each High school in the District

2021-2022 Progress Toward Board Adopted HB3 Goals

– For the District and Each Campus

2021-2022 TAPR Glossary

Section 1

2021-22 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data
- 2021-22 TAPR is published as a PDF
 - ❑ Includes a wide range of information on the performance of students in each district and campuses in the state
 - ❑ Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - ❑ Provides extensive information on school and district staff, programs, and student demographics
- Link to *Texas Academic Performance Reports Web Page on the Texas Education Agency Website* → <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Section 1

2021-22 Texas Academic Performance Report (TAPR)

➤ Cover Page

- ❑ 2022 Accountability Rating
 - *A, B, C or Not Rated: Senate Bill 1365*
 - Reported for the District and for each Campus
- ❑ 2022 Special Education Determination Status
 - Only reported on the district's TAPR
- ❑ 2022 Armed Services Vocational Aptitude Battery (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
- ❑ 2022 Distinction Designations
 - Reported for the District and for each Campus

District Rating: B

Fowler	Sheppard AFB Elem	Rider HS	Wichita Falls HS	Booker T Washington Elem	Burgess Elem	Crockett Elem	Cunningham Elem	Fain Elem	Jefferson Elem	Scotland Park Elem	West Foundation Elem	Brook Village ECC	Farris ECC	Northwest Head Start	Hirschi HS	Barwise MS	McNiel MS	Franklin Elem	Haynes Elem	Lamar Elem	Milam Elem	Zundelowitz	Kirby MS	Southern Hills Elem	Wichita Co JJEAP
A		B													C							No Rating			

Academic Achievement



Hirschi High School
Rider High School
Wichita Falls High School



Hirschi High School
Wichita Falls High School



Hirschi High School
Rider High School
Wichita Falls High School
Fain Elem
Lamar Elem
Scotland Park Elem



Barwise Middle School

Top 25 %

Comparative Academic Growth
Burgess Elem
Fowler Elem

Comparative Closing the Gaps
Sheppard AFB Elem

Section 1

2021-22 Texas Academic Performance Report (TAPR)

➤ STAAR Performance – reported for 2022 and 2021

- ❑ 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

➤ STAAR – Academic Growth – reported for 2022 and 2019

- ❑ Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
- ❑ Reported by Grade and Subject
- ❑ Because Academic Growth requires consecutive years of STAAR performance, it could not be calculated for 2020 or 2021 (due to the cancellation of STAAR in 2020)

Section 1

2021-22 Texas Academic Performance Report (TAPR)

- **Bilingual Education/English as a Second Language**
 - ☐ Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELs)
 - Reported for 2022 and 2021

- **STAAR Participation**
 - ☐ Reported for 2022 and 2021

2021-22 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2020-21 and 2019-20 (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 (State and Federal Rates)
 - ❑ 5-year Extended Longitudinal Graduation Rates (State)
 - ❑ 6-year Extended Longitudinal Graduation Rates (State)
 - ❑ Graduation Plan Rates (Longitudinal and Annual)

- **Graduation Profile – 2020-21 Graduates**

Section 1

2021-22 Texas Academic Performance Report (TAPR)

➤ College, Career and Military Readiness (CCMR)

- CCMR Graduates
- College Ready Graduates
- Career/Military Ready Graduates

➤ CCMR-Related Indicators

- TSIA Results
- CTE Coherent Sequence
- 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 Institutions of Higher Education (TX IHE)
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

The most recent data for these measures are from the 2020-21 school year. Therefore, performance on these measures is reported for the 2020-21 and 2019-20 school years.

Section 1

2021-22 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, and class size information)

➤ **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**

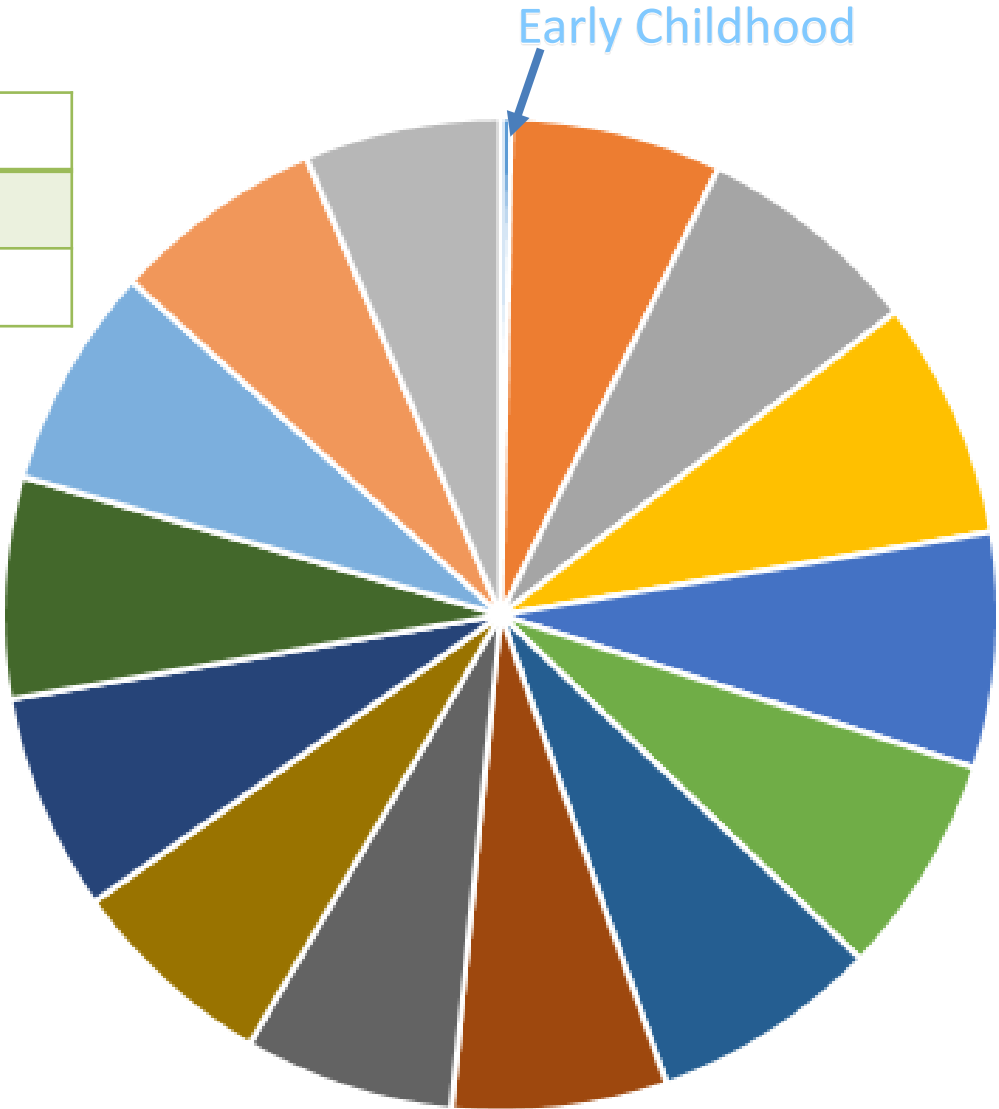
- Student Enrollment by Program
- Teachers by Program (population served)

Student Enrollment by Grade Level

Average Grade Level Size

Elementary Grade Levels	PK – 5 th Gr	Avg: 979 students
Middle School Grade Levels	6 th – 8 th Gr	Avg: 923 students
High School Grade Levels	9 th –12 th G	Avg: 927 students

- Early Childhood
- Pre-Kindergarten
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade



Section 2

PEIMS Financial Standard Reports (2020-21 Financial Actual Reports)

2020-21 Actual Financial Data (District)

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

Link to TEA's PEIMS Financial Standards Report webpage →
<https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports>

2020-21 Actual Financial Data (Campus)

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

Link to TEA's PEIMS Individual Campus Financial Actual Reports →
https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2021_new_camp_actual.html

2020-21 is the most recent year for which these data are available.

Section 3

2021-22 District Accreditation Status

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 1. *Accredited*
 2. *Accredited-Warned*
 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)
- **Due to the impact of COVID and the unique challenges faced by schools in the 2019-20 and 2020-21 school years, the Commissioner has decided not to assign accreditation statuses until the 2022-23 school year**
- **Therefore, the district was not assigned an accreditation status for 2021-22**

Link to TEA's "To the Administrator Addressed" Letter: 2021-2022 Assignment of Accreditation Status → <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/2021-2022-assignment-of-accreditation-statuses>

Link to TEA's Accreditation Status Webpage → <https://tea.texas.gov/texas-schools/accountability/accreditation/accreditation-status>

Campus Performance Objectives

- Campus Improvement Plans (CIP)
 - ❑ 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 2021-22 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

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 2021-22 school year is available for review at the district's central office and at each campus in the district

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 – held on September 9, 2022.
 - ❑ Conduct an Exterior Door Safety Audit – Completed on a weekly basis with documentation maintained at the campus level.
 - ❑ 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 –Staff, including substitutes, are trained. Full-time staff are trained at the beginning of the year and complete specified on-line trainings as directed by the Human Resources Department. Substitutes and tutors are trained in an on-going basis as they are hired throughout the school year. This training is provided as a collaboration between the Human Resources department and the District’s Safety and Security Coordinator.
 - ❑ Schedule all mandatory drills for the school year – Total of 12 drills scheduled for each campus during a 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)

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 **2018-19 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2018-19 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2019, Spring 2020, and Summer 2020** are added together and averaged to determine the GPA

Link to the [High School Graduates GPA in Higher Education](http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB650050560100A9) Webpage → <http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB650050560100A9>

Progress of the District and Each Campus 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 2021-22 school year is summarized in the HB 3 Progress Report provided to the Board on October 17, 2022.

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
- A Spanish version of the *TAPR Glossary* is scheduled for release in late winter

Link to the [2021-22 Texas Academic Performance Report \(TAPR\) Glossary](https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/glossary.pdf) →

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/glossary.pdf>

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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