

CROSBY INDEPENDENT SCHOOL DISTRICT

2022-2023

ANNUAL REPORT

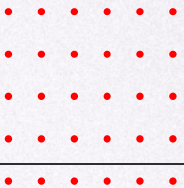
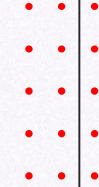
Public Hearing – February 26, 2024

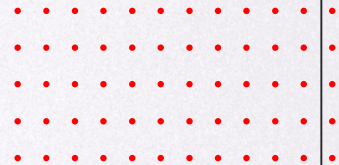


2022-2023 ANNUAL REPORT

8 SECTIONS

1. 2022-2023 Texas Academic Performance Report (TAPR)
2. PEIMS Financial Standard Report (2021-2022 Financial Actual Report)
3. 2022-2023 District Accreditation Status
4. District and Campus Performance Objectives
5. Report on Violet or Criminal Incidents on Campus
6. High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education
7. Progress of the District and Each Campus Towards Meeting Board-adopted HB3 Goals
8. 2022-2023 TAPR Glossary

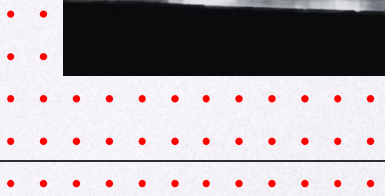
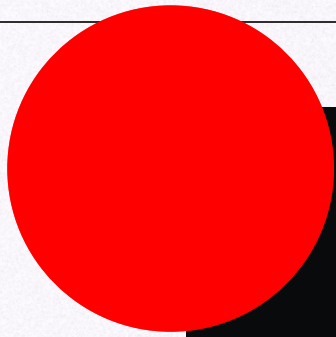




SECTION 1

2022-2023 Texas Academic
Performance Report (TAPR)





2022-2023 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 student 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](#)



2022-2023 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

- COVER PAGE
 - Only includes district or campus name and number
 - Typically the cover page includes accountability rating, SPED Determination Status (District TAPR), Distinction Designations, and ASVAB Test (District TAPR)
 - 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 the 2023 rule is pending and subject to change.”



2022-2023 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)



2022-2023 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

- SCHOOL PROGRESS (Academic Growth) – 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 (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.



2022-2023 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

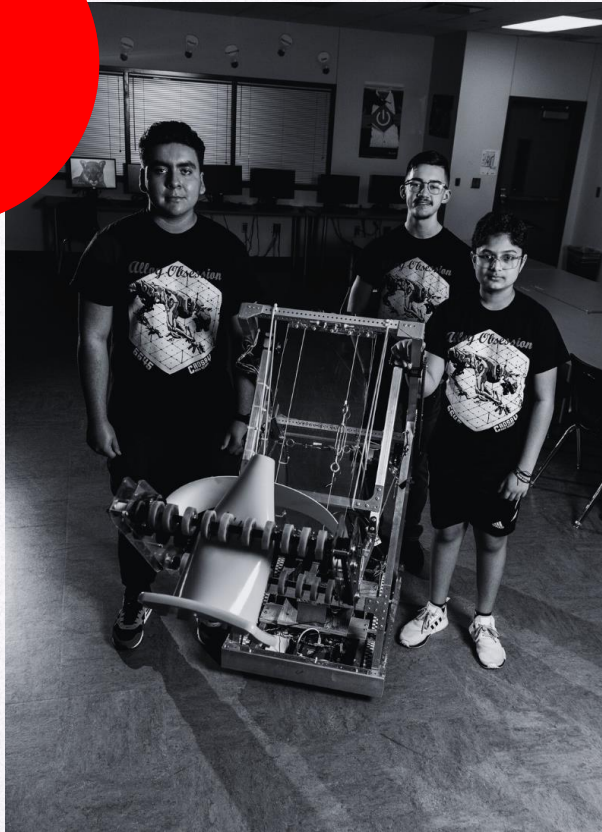
- Bilingual Education / English as a Second Language
 - Disaggregated by various BE/ESL program instructional models and groups
 - Includes STAAR performance (all grades all subjects, all grades per subject)
 - Annual Growth (reported only for 2023)
 - Accelerated Learning



2022-2023 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.





2022-2023 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

- Attendance, Graduation and Drop Out Rates
 - Attendance Rate, Chronic Absenteeism, Annual Drop Out Rate, 4-year Longitudinal Graduation Rate, 5-year Extended 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 – 2021-2022 Graduates
 - Total Graduates, by Ethnicity, by Graduation Type, by Program/Student Attribute (SPED, EcoDis, EB/EL, At-Risk, CTE Completers)



2022-2023 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

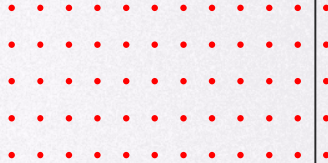
- College, Career and Military Readiness (CCMR)
 - CCMR Graduates, College Ready Graduates, and Career/Military Ready Graduates
- CCMR – Related Indicators
 - TSIA Results, Completed and Received Credit for College Prep Courses, AP/IB Results, SAT/ACT Results
- Other Postsecondary Indicators
 - Advanced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



2022-2023 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)



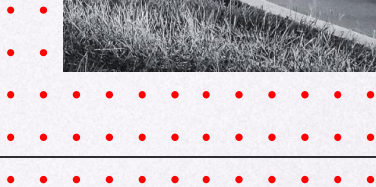
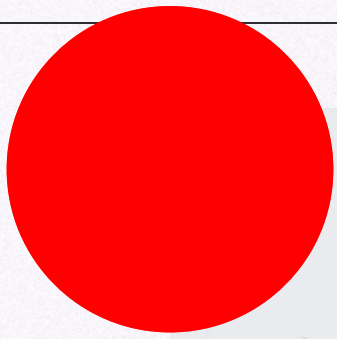
- Student Information
 - Student enrollment – by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category
 - Other Student Information including graduation information, retention rates, and class size information
- Staff Information
 - 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 (2021-2022 Financial
Actual Report)



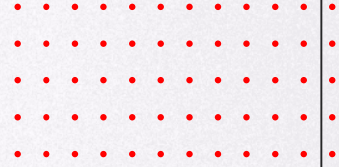


PEIMS FINANCIAL STANDARD REPORT (2021-2022 FINANCIAL ACTUAL REPORT

2021-2022 Actual Financial Data (DISTRICT):
includes district revenues, expenditures,
disbursements, tax rates, and fund balance.

2021-2022 Actual Financial Data (CAMPUS):
expenditures by object, expenditures by
function and program expenditures by program





SECTION 3

2022-2023 District
Accreditation Status



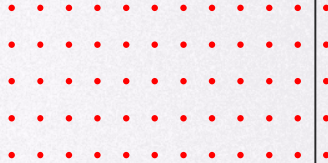
2022-2023 DISTRICT ACCREDITATION STATUS

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).

Crosby ISD accreditation status for 2022-2023 is Accredited.

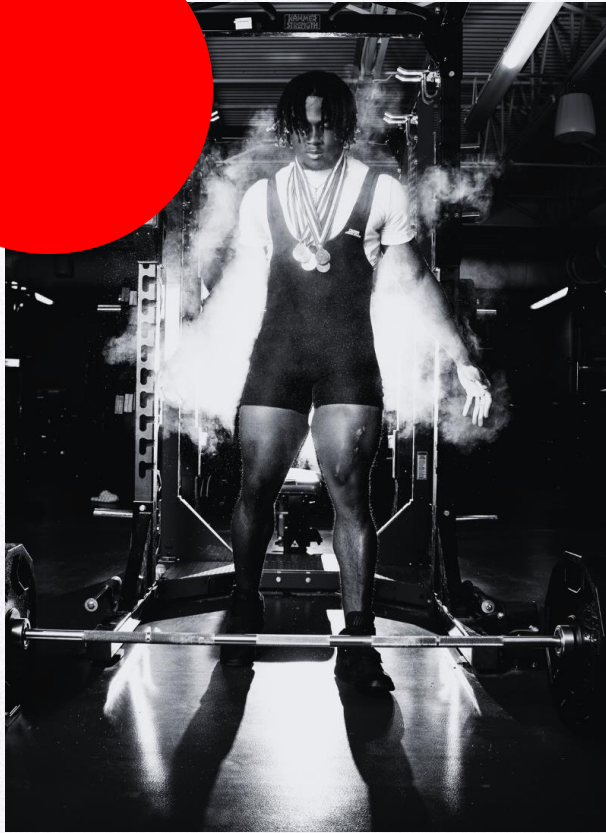
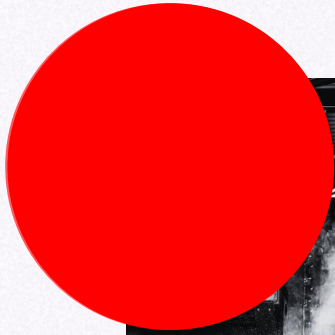




SECTION 4

District and Campus
Performance Objectives





DISTRICT AND CAMPUS PERFORMANCE OBJECTIVES

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.

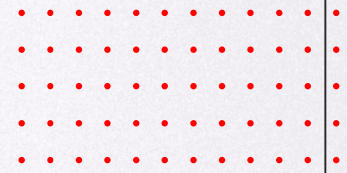
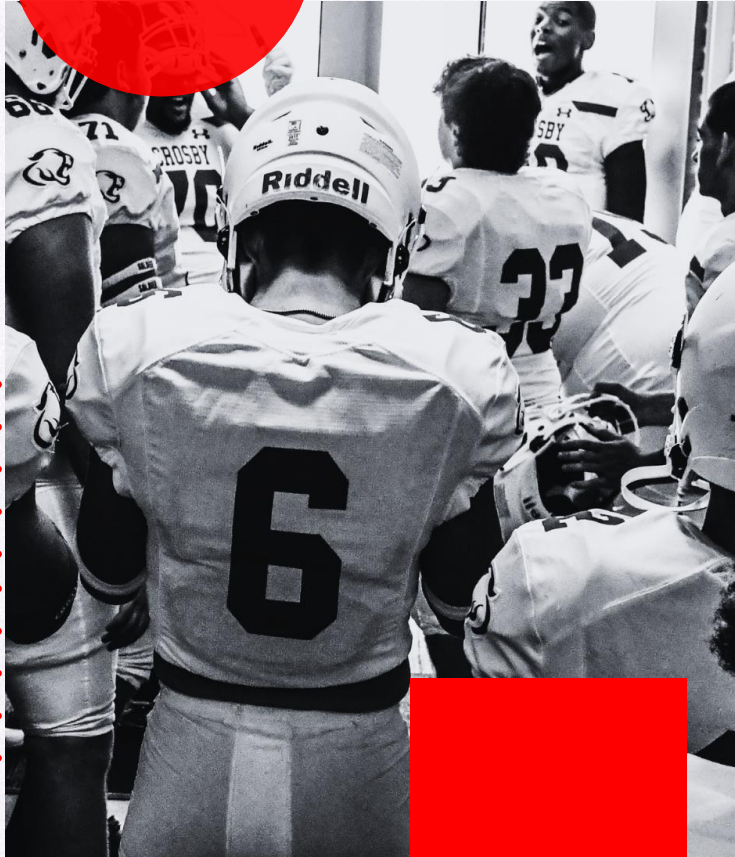
THE DIP and CIP includes performance objectives approved by the board that are based on data analysis and needs assessments.

Each campus periodically measures progress towards its performance objectives.

Updated DIP and CIPs for the 2022-2023 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

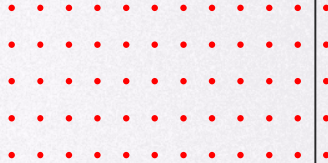
TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents on each campus in the district.

The report must include

- Number, rate and type of violent or criminal incidents that occurred on each campus
- Description of school violence prevention, 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 is available for review at Operations Center and at each campus in the district.



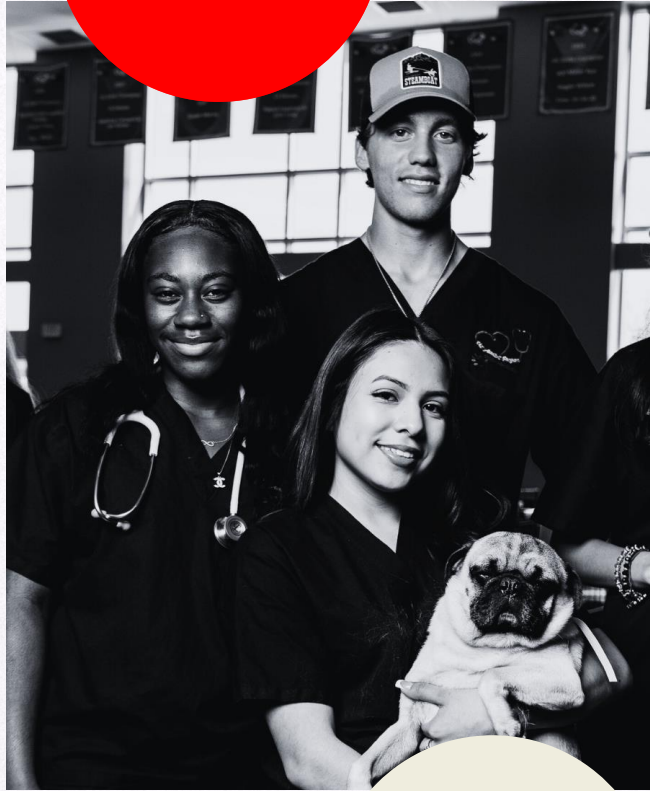


SECTION 6

Student Performance in
Postsecondary Institutions

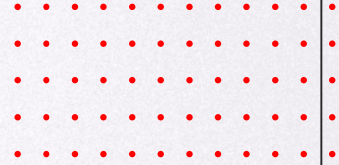
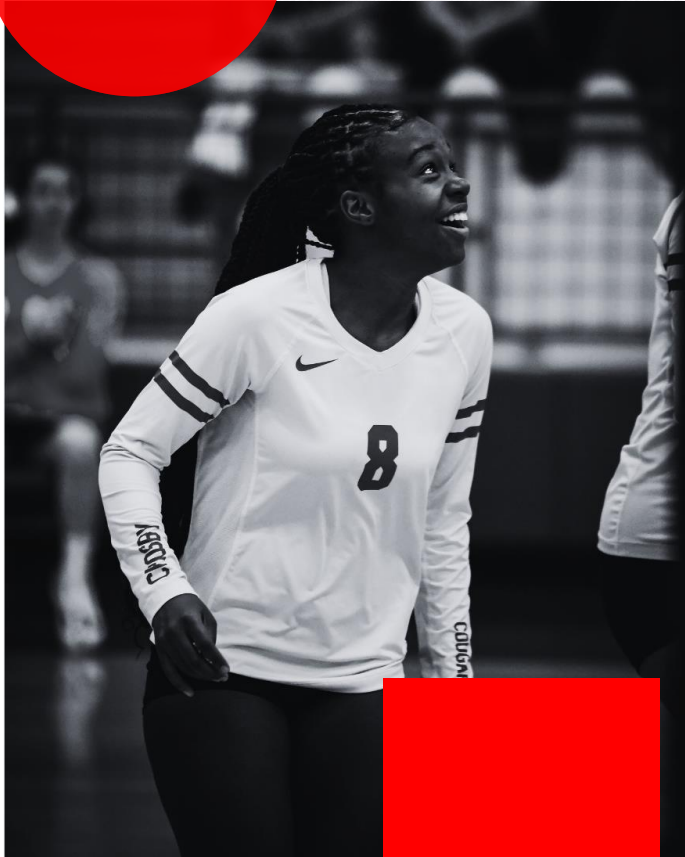


STUDENT PERFORMANCE IN POSTSECONDARY INSTITUTIONS



- 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 Coordinating Board (THECB)
- The most current report is the 2020-2021 high school Graduates
 - Student performance is measured by the grade point average (GPA) earned by the graduated who attended public four-year and two-year institutions of higher education.





SECTION 7

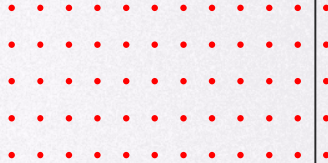
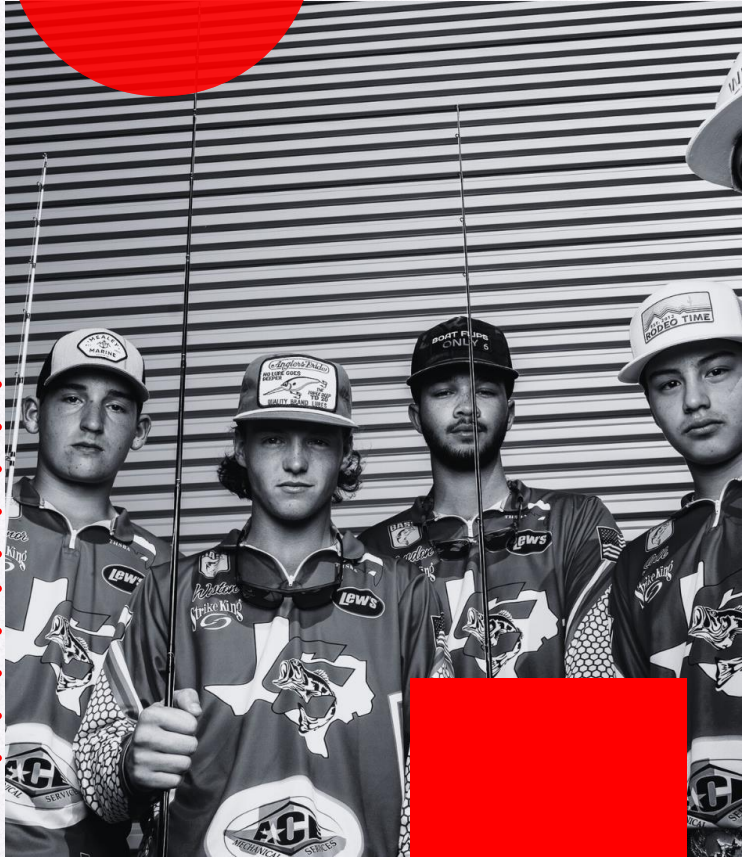
Progress of the District and
Each Campus Toward
Meeting Board-adopted HB3
Goals



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 plants adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board.





SECTION 8

TAPR Glossary





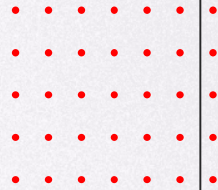
TAPR GLOSSARY

- 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 early 2024





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, contact:

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