

A poster for a DPAC Regular Meeting. The background is a vibrant pink with a dense, white, abstract pattern resembling torn paper or a marbled effect. On the far left, there is a vertical black bar with a subtle, pebbled texture. Centered on the poster is a white rectangular box with rounded corners and a thick black border. Inside this box, the text is arranged vertically: 'DPAC' in a large, black, serif font at the top; 'Regular Meeting' in a pink, cursive script font in the middle; and 'February 10, 2025' in a black, serif font at the bottom. Each line of text is flanked by thin horizontal black lines.

DPAC

Regular Meeting

February 10, 2025

WELCOME TO DPAC

Ms. Ella Moreaux

ACCOUNTABILITY UPDATE

Dr. Kimberly Martin

2023-2024
Annual Report
Public Hearing

Galena Park ISD
February 3, 2025

Background

- Required to hold a public meeting
- Required to be posted online
- Majority of information had already been released through previous reports to the district
- Statutory requirement prior to a variety of links and online reports.

8 Sections to the 2023-24 District Annual Report

1. **2023-24 Texas Academic Performance Report (PDF TAPR) - For the District & each Campus in the District**
2. **PEIMS Financial Standard Report (2022-23 Financial Actual Report) - For the District & 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 - For each High School Campus in the District**
7. **Progress Toward Board-adopted HB 3 Goals - For the District and each Campus in the District**
8. **2023-24 TAPR Glossary**

Ratings

- 2024 Accountability Rating –Not Publicly Available – Projecting a B
- Per TEA - The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling.
- 2024 Special Education Determinization Status: *Needs Assistance*
- 2024 FIRST Rating – A-Superior
- Latest Accreditation Status - Accredited

Texas academic performance report

- The TAPR include six parts:
 - Cover Page
 - Student Performance & Progress
 - Student Participation
 - Attendance, Graduation, & Dropout Rates
 - College, Career, & Military Readiness
 - Profile

Section 1

2023-24 Texas Academic Performance Report (TAPR)

- **Cover Page**

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

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.

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 (3rd Graders through 8th 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)

GPISD Highlights from STAAR Performance

- At or above the state in
 - 3rd grade - Math Approaches & Meets, ELAR Approaches, Meets, Masters
 - 4th grade - Math Approaches & Meets, ELAR Approaches
 - 5th grade Math Approaches & Meets, ELAR Approaches
 - 6th grade Math Approaches & Meets, ELAR Approaches
 - 7th ELA Approaches
 - 8th ELA Approaches & Meets, 8th Math Approaches, Meets, & Masters
 - 8th Science Approaches
 - English I Approaches, Algebra I Approaches, Meets, & Masters, Biology Approaches, and Accelerated Testers on ACT/SAT Approaches
- At or above the state in Progress for 4th, 5th, 6th & 8th grade Math, 5th-8th grade ELAR and Algebra I
- Consistently beat the State with the sub-populations of African American, Hispanic, English Learners, and Economically Disadvantaged

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)	1.Total ESL 2.ESL Content Based 3.ESL Pull-Out 4.EB/ESL with Parental Denial 5.Never Emergent Bilingual (EB)/English Learner (EL) 6.Total EB/EL 7.Monitored and Former EB/EL
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- **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

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

GPISD Participation Highlights

- 96% Participation for Accelerated Testers
- Participation Rates on:
 - All tests – 99%
 - ELA – 99%
 - Math – 100%
 - Science – 99%
 - Social Studies – 100%

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.

GPISD Attendance, Graduation, & Dropout Highlights

Information is lagging one year

- 2022-2023 Attendance – 93.6% - Above the State %
- 2022-2023 Chronic Absenteeism – 18.8% - Fewer Chronically Absent than the State
- 2022-2023 Grade 7-8 Dropout Rate – 0.6% - State is 0.8%
- 2022-2023 Grade 9-12 Dropout Rate – 2.6% - State is 2.0%
- 2023 4-year Graduation Rate – 89.6% - State is 90.3%
- 2022 5-year Graduation Rate – 91.0% - State is 91.8%
- 2021 6-year Graduation Rate – 94.9% - Above the State %

GPISD Graduate Profile – Lagging Information

2023 GPISD Graduates

- AA – 15.9%
- H – 79.4%
- W – 3.0%
- SPED – 10.3%
- ED – 84.9%
- EB – 22.0%
- At-Risk – 54.4%

2023 State Graduates

- AA – 12.4%
- H – 52.3%
- W – 27.3%
- SPED – 9.2%
- ED – 54.7%
- EL – 13.7%
- At-Risk – 44.6%

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.

GPISD College, Career, & Military Readiness – lagging information – Class of 2022

- CCMR Graduates – 81.5% - Above the State %
- College Ready Graduates – 68.9% - Above the State %
- TSI Criteria in both ELA/Math – 52.9% - Above the State %
- AP in any Subject – 12.7%
- Dual Credit Courses – 27.1% - Above the State %
- Career Ready Graduates – 36.4% - Above the State %
- Industry Based Certificates – 28.3% - Above the State %
- Graduates Identified as SPED and graduate with an Advanced Diploma – 7.0% - Above the State %

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)

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.

Link to PEIMS 2022-2023 Actual Financial Data

- Local Property Tax from M&O
- State Operating Funds
- Federal Funds
- State TRS Contribution
- Payroll Expenditures
- Professional & Contracted Services
- Supplies & Materials
- Operating Expenditures by Function
- Operating Expenditures by Program Intent Code
- Disbursements
- Tax Rates
- Fund Balance
- Capital Outlay

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?
_service=marykay&_service=appserv&_debug=0&_program=sfadhoc.actual_report_2023.sas&who_box=&who_list=101910](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_service=appserv&_debug=0&_program=sfadhoc.actual_report_2023.sas&who_box=&who_list=101910)

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-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)
- ***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***

Campus performance Objectives

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, campus performance objectives and progress toward those objectives.
- The district and each campus has developed and implemented an improvement plan, as required by TEC §11.253.
- Each improvement plan includes performance objectives (approved by the Board) that are based on data analysis and needs assessments- including data reported in the annual TAPR.
- The district and each campus measures progress toward its performance objectives with quarterly reviews.
- Improvement plans are posted on the district and campus websites and are available for review at the district's central office or at the applicable campus.

Incidents of Violence or Criminal Acts

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur
- Posted with the TAPR on our website

	Disciplinary Action Reason Codes																						
School Year (Enrollment)	(11) - Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	(12) - Unlawful Carrying Of A Location-Restricted Knife Under Penal Code 46.02	(14) - Elements Of Offense Relating To Prohibited Weapons Under Penal Code 46.05	(16) - Arson	(17) - Murder, Capital Murder, Criminal Attempt To Commit Murder Or Capital Murder	(18) - Indecency With A Child	(19) - Aggravated Kidnapping	(29) - Aggravated Assault Penal Code 22.02 Against School District Emp/Vol	(30) - Aggravated Assault Penal Code 22.02 Against Non School District Emp/Vol	(31) - Sexual Aslt PC 22.011 Or Agg Sexual Aslt PC 22.021 Agst Dist Emp/Vol	(32) - Sexual Aslt PC 22.011 Or Agg Sexual Aslt PC 22.021 Agst Non Dist Emp/Vol	(36) - Felony Controlled Substance Violation	(37) - Felony Alcohol Violation	(46) - Aggravated Robbery	(47) - Manslaughter	(48) - Criminal Negligent Homicide	(49) - Engages In Deadly Conduct Or Children Under Penal Code 21.02	(59) - Serious Misbehavior as defined by TEC 37.007(c) while in a DAEP	Total				
2023 - 2024 (22,838)	1 (0.00%)	0	2 (0.01%)	0	0	0	0	0	0	0	1 (0.00%)	0	0	0	0	0	0	4 (0.02%)					
2022 - 2023 (22,860)	1 (0.00%)	0	0	0	0	0	0	0	0	1 (0.00%)	0	0	0	0	0	0	4 (0.02%)	6 (0.03%)					
2021 - 2022 (22,993)	0	0	0	0	0	0	0	0	0	3 (0.01%)	0	0	0	0	0	0	2 (0.01%)	5 (0.02%)					
Grand Total	2	0	2	0	0	0	0	0	0	5	0	0	0	0	0	0	6	15					

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](#)*

Student Enrollment in Post Secondary Institutions

- Reported in GPISD’s 2023-2024 □ Federal Report Card
- 2022 Graduates - This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	52%	44%	54%	47%	*	*	*	*	50%	33%	53%
In-State Private Institutions	2%	6%	2%	*	-	-	-	-	2%	*	1%
Out-of-State Institutions	4%	11%	2%	*	-	*	-	-	3%	3%	2%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

HB 3 Performance 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
- Holli Malloy and Dr. Kimberly Martin reported to the BOT our progress at the October 7, 2024 Board Meeting

Section 8

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 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 initial 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 1843 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://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with 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 59.5% 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://rptsvr1.tea.texas.gov/perfreport/tapr/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 subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS 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 subset.

- TAPR Reports and Glossary - Includes link to PEIMS Financial Standard Report
- https://www.galenaparkisd.com/cms/lib/TX02217083/Centricity/Domain/5148/TAPR_101910_GPISD.pdf
- Federal Report Cards - <https://www.galenaparkisd.com/Page/11279>
 - Includes Post Secondary Student Information
- Annual Report of Violent or Criminal Incidents - <https://www.galenaparkisd.com/Page/11002>
- Accreditation Status - https://tea4avcastro.tea.state.tx.us/accountability/accreditation/2022_2023_accreditation_stat_uses.html
- Improvement Plans/Performance Objectives - <https://www.galenaparkisd.com/Page/10903>
- HB 3 Outcome Goals - <https://docs.google.com/presentation/d/1egbgzUYH20tHbtA2ugi2IM9ANsemZa2G/edit?usp=sharing&ouid=109956038373474256175&rtpof=true&sd=true>



Paper copies, if needed, can be requested at the district's central office or at each campus in the district.

Questions?

2025-2026 ACADEMIC CALENDAR

NEXT MEETING:
MARCH 11TH - BOARD ROOM

ANNOUNCEMENTS & REMINDERS

The background is a vibrant pink color with a dense, black, abstract pattern that resembles torn paper or a marbled effect. In the center of the image is a white rectangular box with rounded corners and a thick black border. Inside this box, the word "Questions?" is written in a pink, cursive script font. The text is positioned between two horizontal black lines. There are two more horizontal black lines, one above and one below the word, creating a space for additional text or a list.

Questions?