2022-2023 District Annual Report Public Hearing

Olton Independent School District

February 12, 2024

8 Sections to the District Annual Report

1. 2022-23 Texas Academic Performance Report (PDF TAPR)
   ◦ For the District and each Campus in the District

2. PEIMS Financial Standard Report (2021-22 Financial Actual Report)
   ◦ For the District and each Campus in the District

3. 2022-23 District Accreditation Status

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. 2022-23 TAPR Glossary

Accessing the TAPR and TPRS Reports

1) https://oltonisd.socs.net/

2) 701 6th St, Olton, Tx 79064

3) TAPR Website:
https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports

4) Texas Performance Reporting System (TPRS) website:
https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-performance-reporting-system

Section 1:
2022-2023 Texas Academic Performance Report (TAPR)

❑ Compiled using PEIMS and Student Assessment Data for every district and campus in Texas

❑ Includes:

  ❑ Information on the performance of students

  ❑ Performance is shown by student groups, ethnicity, socioeconomic status

  ❑ Information on staff, programs, student demographics

❑Does NOT Include:

The 2022-2023 TAPR does not include 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 2023 rule is pending and subject to change.

Section 1:
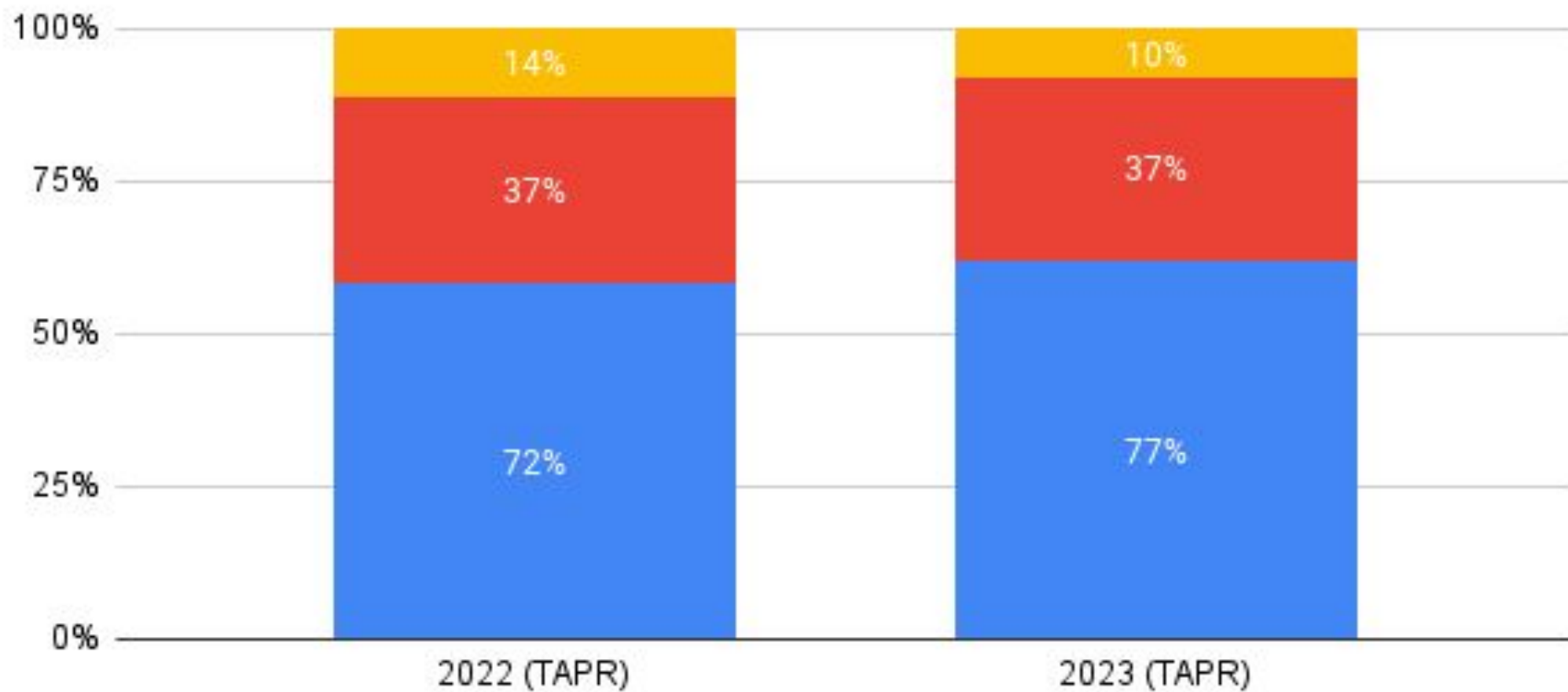## 2022-2023 Texas Academic Performance Report (TAPR)

❑ [STAAR Performance](STAAR%20Performance)
   ❑ Results for 2022 and 2023
   ❑ See pages 3 - 11 for STAAR / EOC Performance - Charts Provided
        All performance levels– Approaches, Meets, Masters
        All grades
        All subjects
        Sub Populations that did not receive a score are not included
   ❑ Each assessment (including SAT/ACT for Accelerated Testers)

STAAR / EOC
All Subjects / All Grade Levels
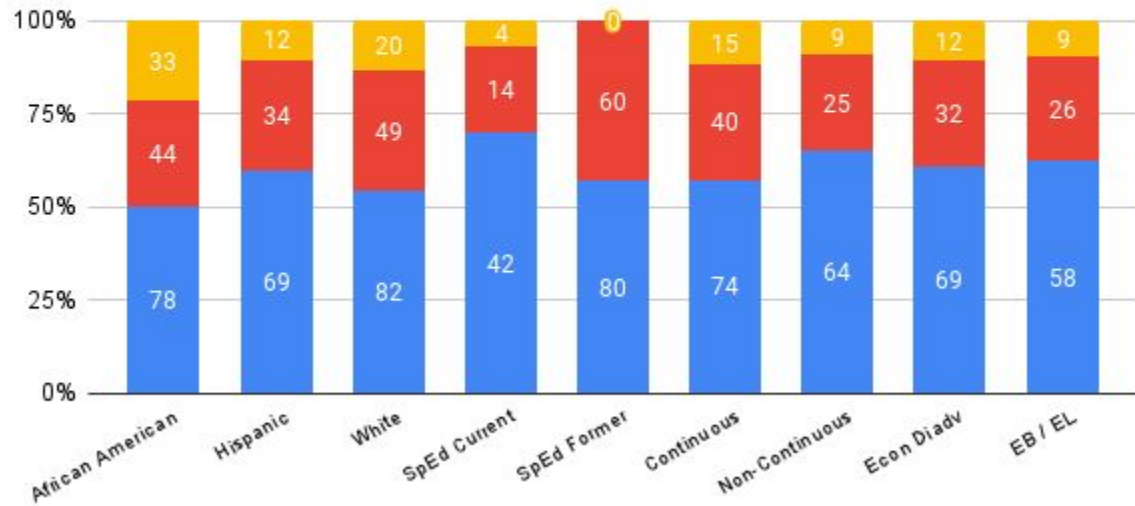
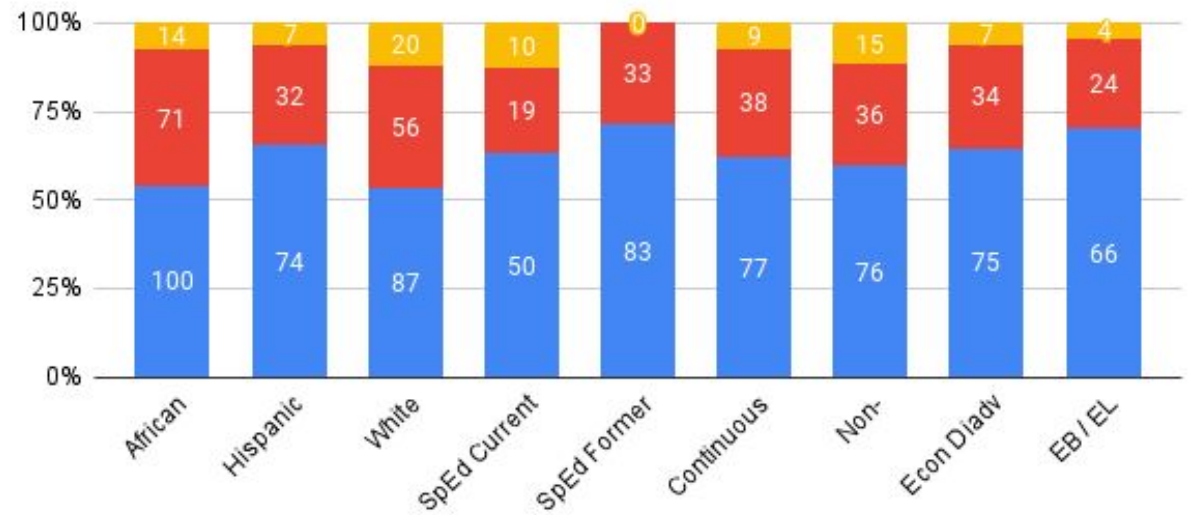■ Masters GL   ■ Meets GL or Above   ■ Approaches GL or Above

	2022 (TAPR)	2023 (TAPR)
Masters GL	14%	10%
Meets GL or Above	37%	37%
Approaches GL or Above	72%	77%

Updated February 2024

2022 STAAR / EOC
All Grades / All Subjects

Legend: Masters GL | Meets GL | Approaches GL

Group	Approaches GL	Meets GL	Masters GL
African American	78	44	33
Hispanic	69	34	12
White	82	49	20
SpEd Current	42	14	4
SpEd Former	80	60	0
Continuous	74	40	15
Non-Continuous	64	25	9
Econ Diadv	69	32	12
EB / EL	58	26	9

2023 STAAR / EOC
All Grades / All Subjects

Legend: Masters GL | Meets GL | Approaches GL

Group	Approaches GL	Meets GL	Masters GL
African	100	71	14
Hispanic	74	32	7
White	87	56	20
SpEd Current	50	19	10
SpEd Former	83	33	0
Continuous	77	38	9
Non-	76	36	15
Econ Diadv	75	34	7
EB / EL	66	24	4

Updated February 2024

STAAR / EOC
Reading/Language Arts / All Grade Levels
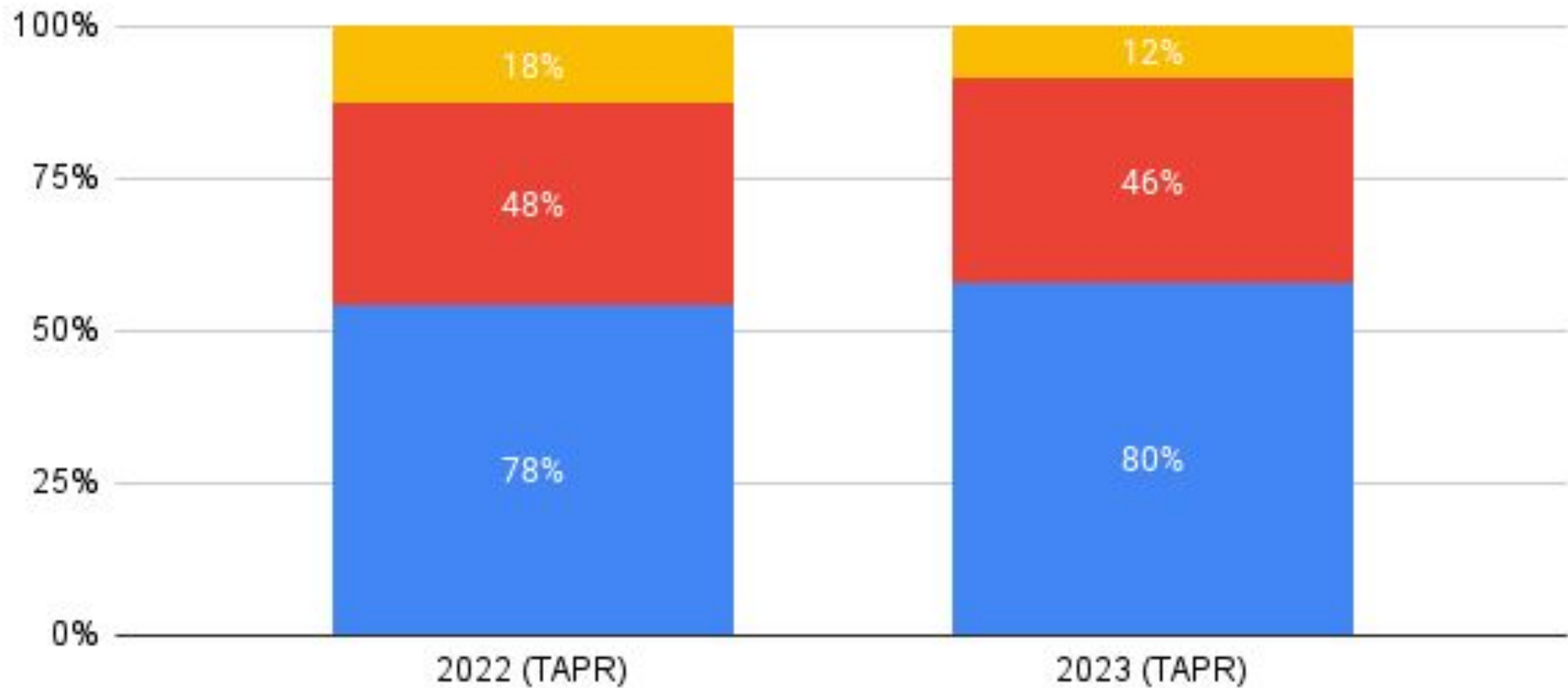
■ Masters GL　　■ Meets GL or Above　　■ Approaches GL or Above

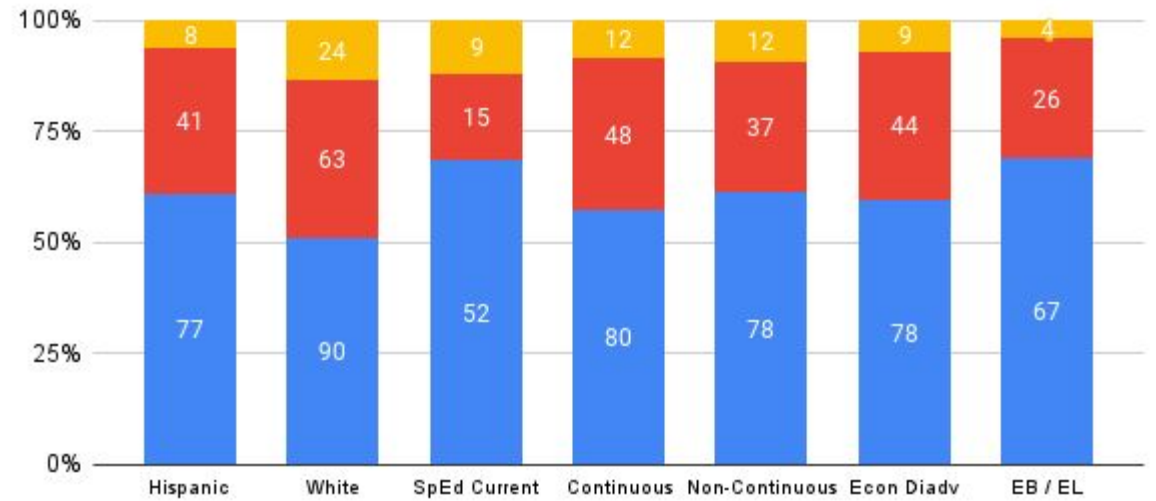|	2022 (TAPR)	2023 (TAPR)
Masters GL	18%	12%
Meets GL or Above	48%	46%
Approaches GL or Above	78%	80%

Updated February 2024

2022 STAAR / EOC
All Grades / ELA Reading

■ Masters GL ■ Meets GL ■ Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	17	22	5	20	11	17	10
Meets GL	45	58	18	52	31	43	33
Approaches GL	76	84	43	81	68	77	68

2023 STAAR / EOC
All Grades / ELA Reading

■ Masters GL ■ Meets GL ■ Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	8	24	9	12	12	9	4
Meets GL	41	63	15	48	37	44	26
Approaches GL	77	90	52	80	78	78	67

Updated February 2024
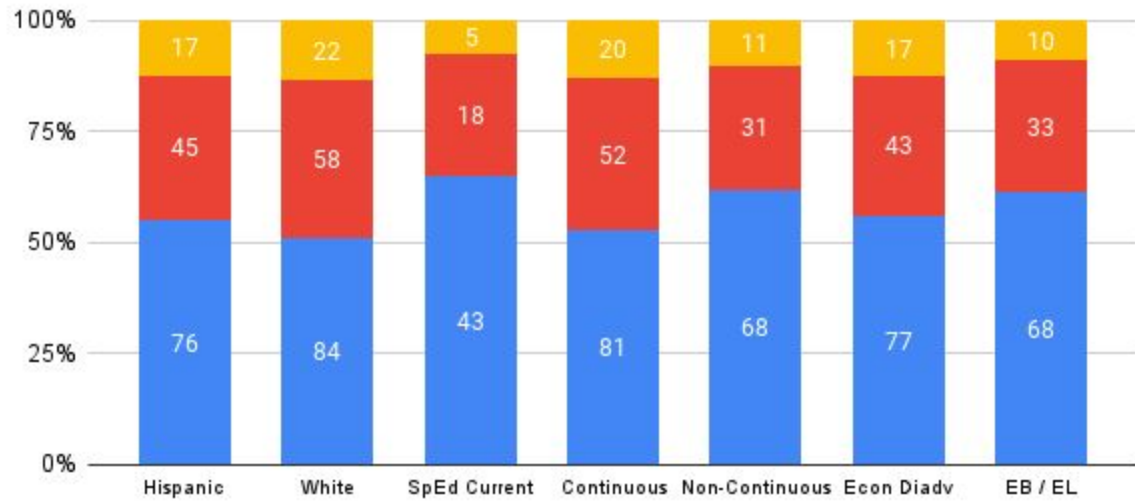
STAAR / EOC
Mathematics / All Grade Levels
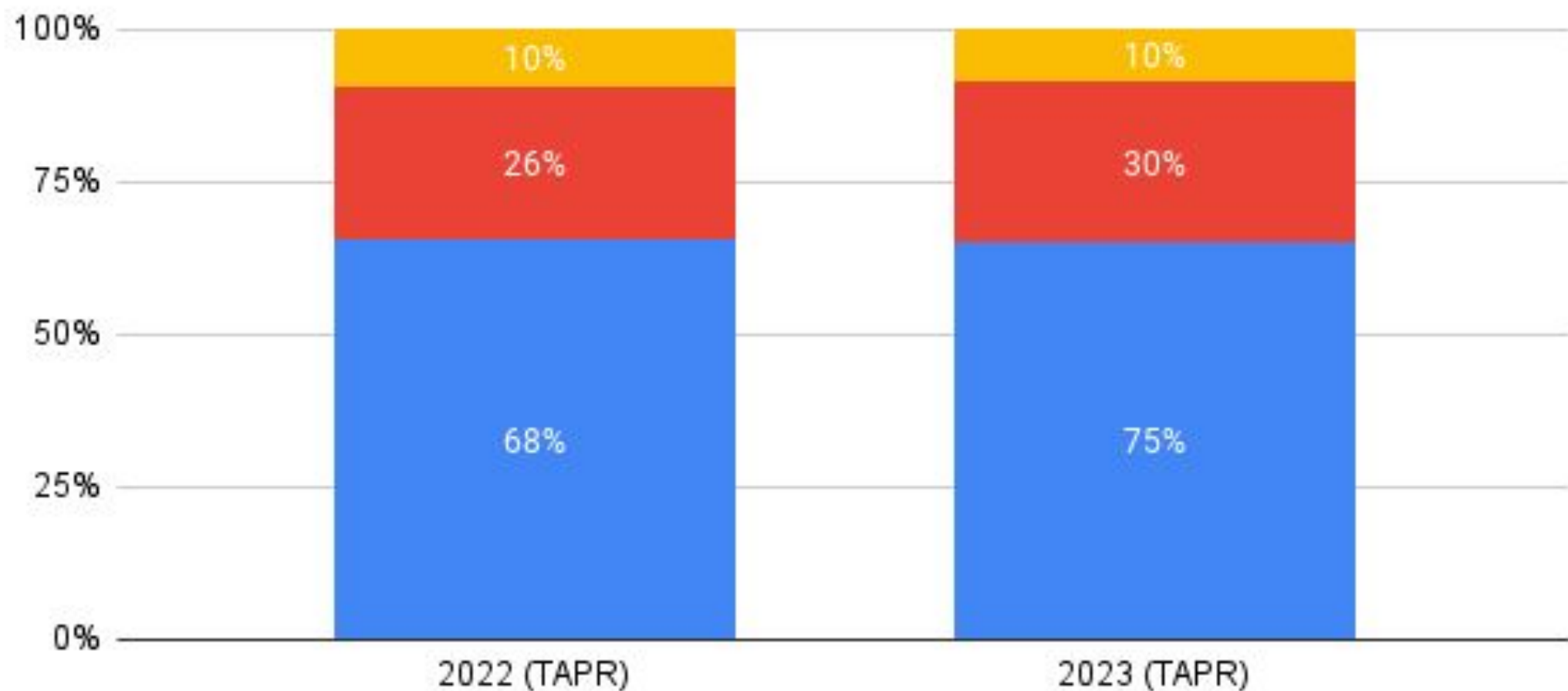
Masters GL   Meets GL or Above   Approaches GL or Above

	2022 (TAPR)	2023 (TAPR)
Masters GL	10%	10%
Meets GL or Above	26%	30%
Approaches GL or Above	68%	75%

Updated February 2024

2022 STAAR / EOC
All Grades / Mathematics

Masters GL Meets GL Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	8	18	2	12	5	9	8
Meets GL	23	38	9	29	17	23	18
Approaches GL	65	80	37	71	59	66	53

2023 STAAR / EOC
All Grades / Mathematics

Masters GL Meets GL Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	8	21	9	9	20	8	3
Meets GL	24	51	14	30	30	27	20
Approaches GL	71	87	49	76	70	73	61

Updated February 2024
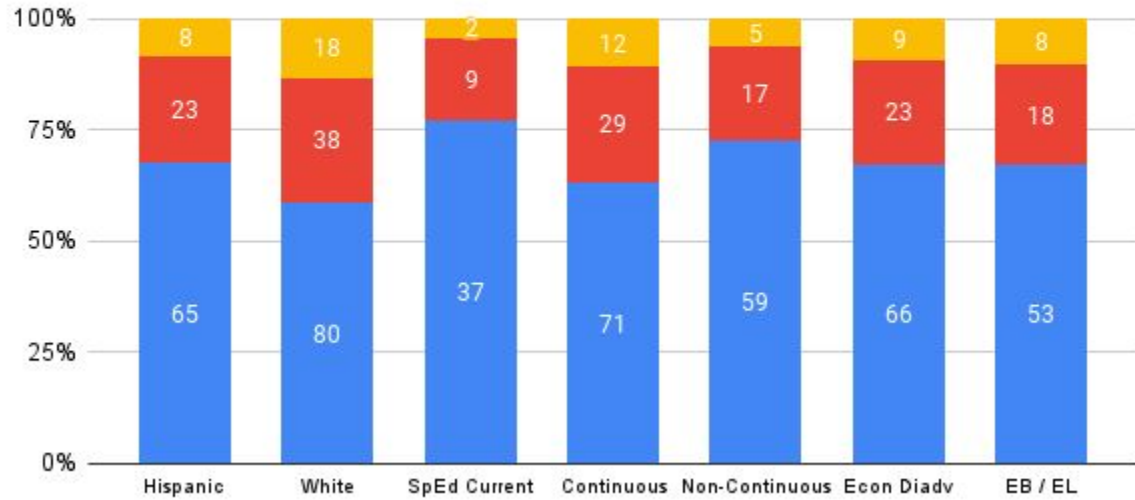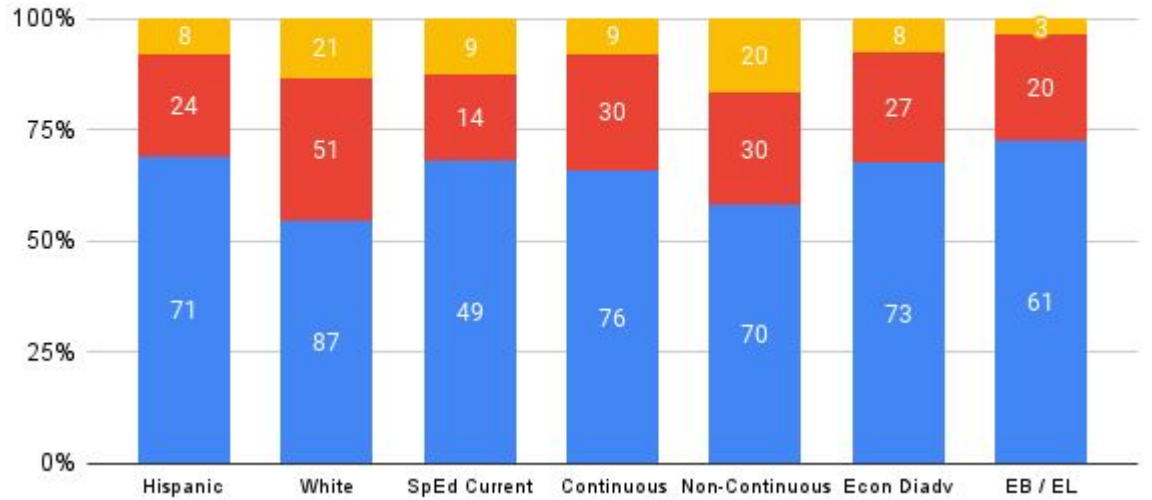
STAAR / EOC
Science / All Grade Levels

Masters GL | Meets GL or Above | Approaches GL or Above
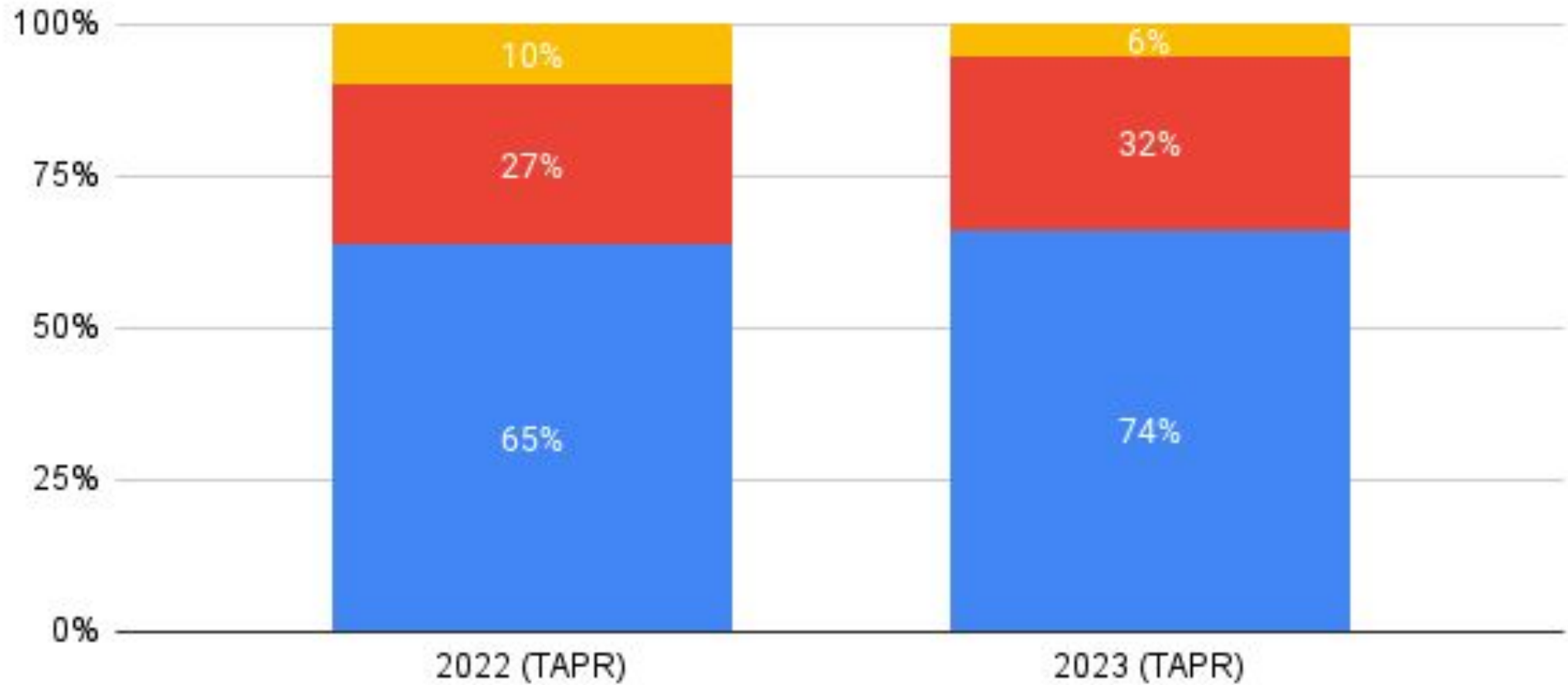
2022 (TAPR): Masters GL 10%, Meets GL or Above 27%, Approaches GL or Above 65%

2023 (TAPR): Masters GL 6%, Meets GL or Above 32%, Approaches GL or Above 74%

Updated February 2024

2022 STAAR / EOC
All Grades / Science

Masters GL | Meets GL | Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	8	17	5	10	9	9	8
Meets GL	25	39	5	31	15	22	22
Approaches GL	61	86	40	67	61	61	56

2023 STAAR / EOC
All Grades / Science

Masters GL | Meets GL | Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	4	14	11	4	14	5	7
Meets GL	29	48	28	30	43	31	18
Approaches GL	71	83	39	74	75	74	64
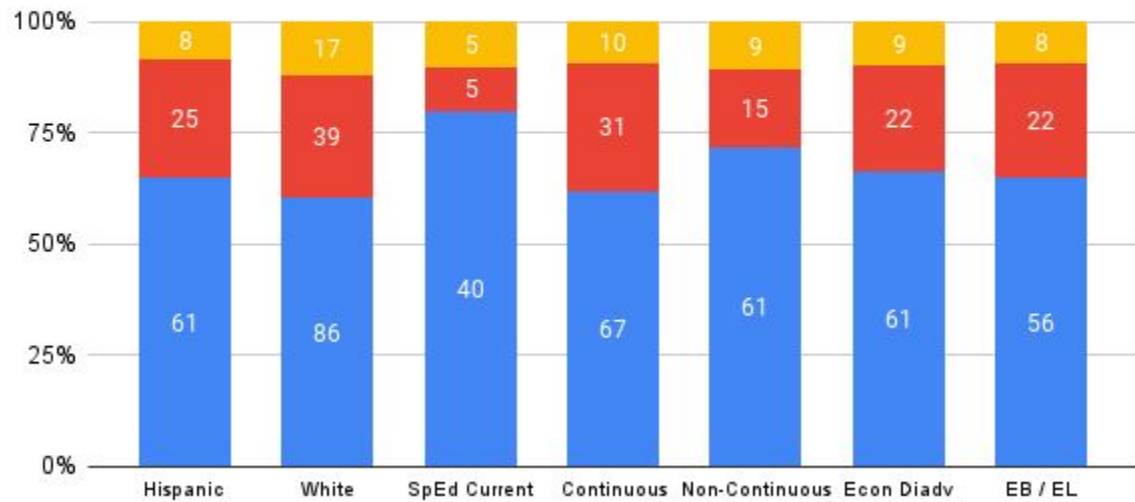
STAAR / EOC
Social Studies / All Grade Levels
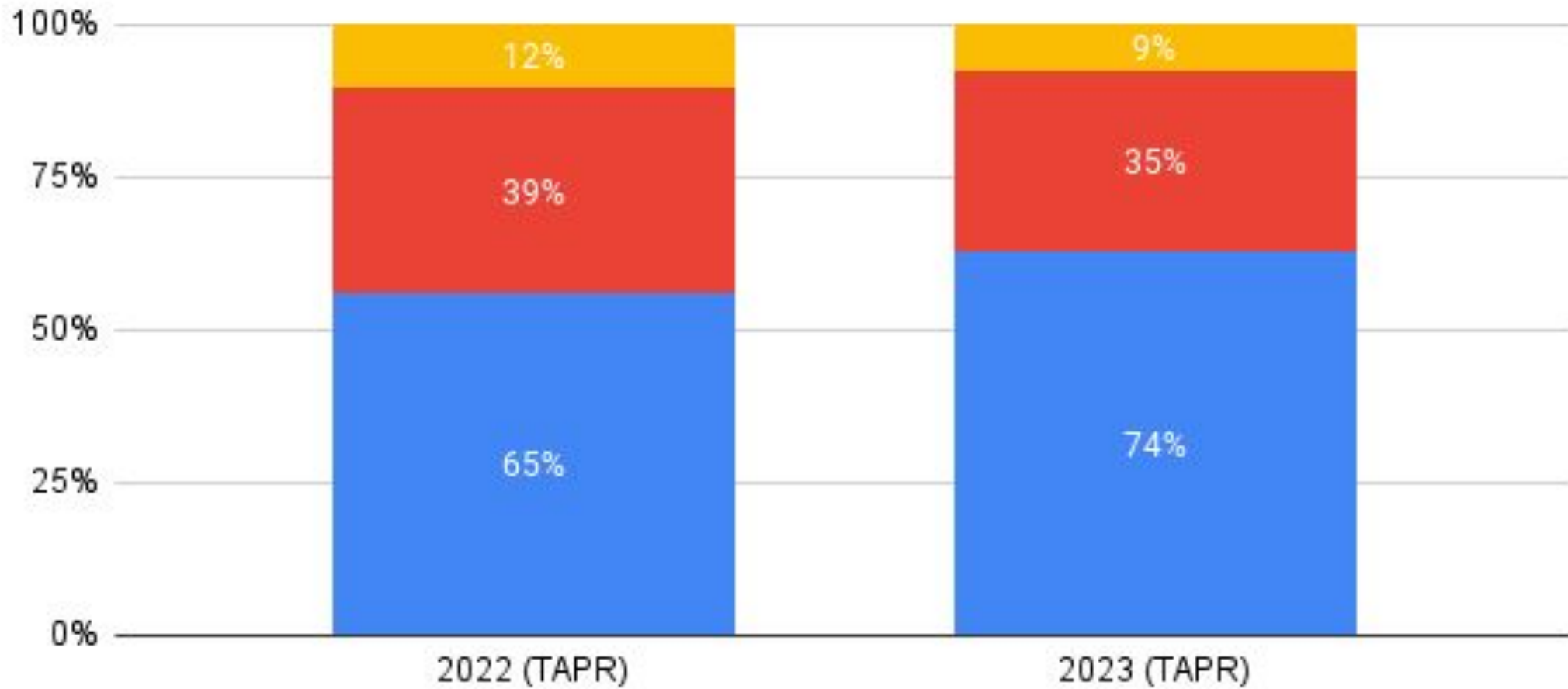
Masters GL | Meets GL or Above | Approaches GL or Above

2022 (TAPR): Masters GL 12%, Meets GL or Above 39%, Approaches GL or Above 65%
2023 (TAPR): Masters GL 9%, Meets GL or Above 35%, Approaches GL or Above 74%

Updated February 2024

2022 STAAR / EOC
All Grades / Social Studies

■ Masters GL ■ Meets GL ■ Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	12	14	7	13	12	10	8
Meets GL	36	57	29	39	38	29	29
Approaches GL	65	71	57	64	69	60	46

2023 STAAR / EOC
All Grades / Social Studies

■ Masters GL ■ Meets GL ■ Approaches GL

	Hispanic	White	SpEd Current	Continuous	Non-Continuous	Econ Diadv	EB / EL
Masters GL	6	17	15	8	13	7	4
Meets GL	30	56	38	34	38	26	31
Approaches GL	73	78	62	71	88	71	73
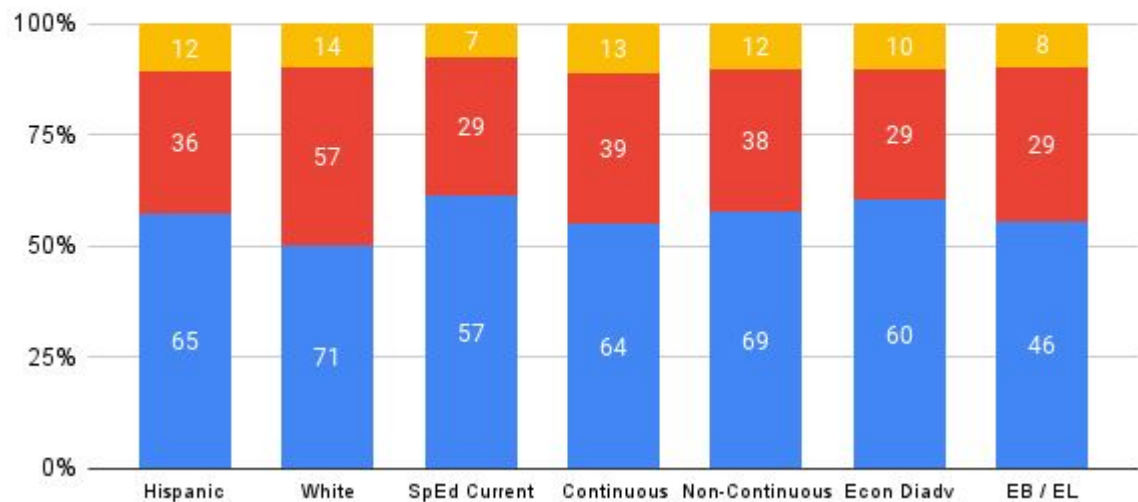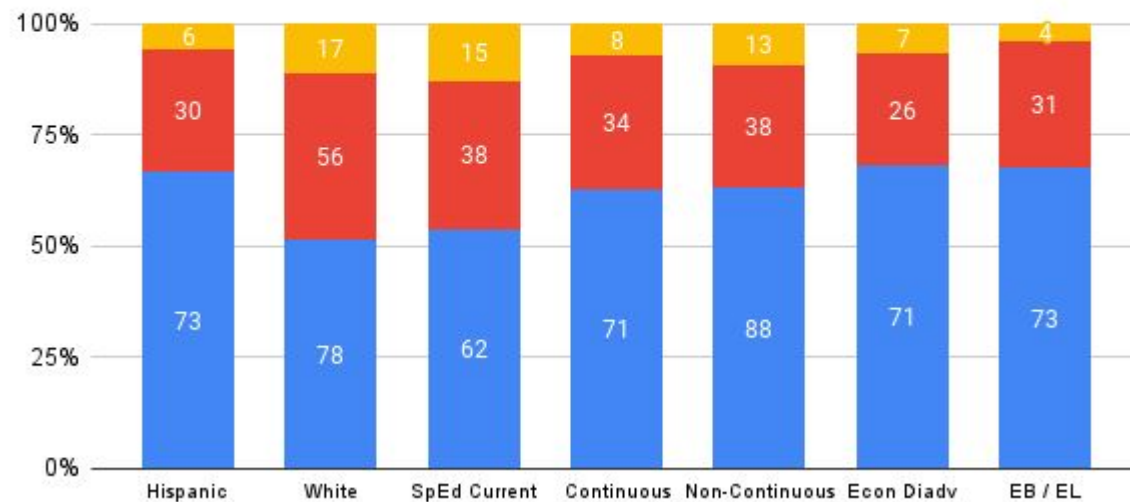
Section 1:
2022-2023 Texas Academic Performance Report (TAPR)

❏ **School Progress (Academic Growth)** − *only reported for 2023 due to change in methodology used to calculate Academic Growth*

    ❏ **Annual Growth** by Grade and Subject (RLA and Math only)

    Information can be found on page 12

    ❏ **Accelerated Learning** by Grade and Subject (RLA and Math only)
    (Accelerated Learners: Students who did not meet grade level on STAAR in 2022, received intervention/tutoring, and performed at Approaches or above in 2023)

    Information can be found on page 12

Section 1:
2022-2023 Texas Academic Performance Report (TAPR)

❑ Bilingual Education (BE) / English as a Second Language (ESL)
  Information is found on pages 13-14

  ❑ Data for 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)

Section 1:
2022-2023 Texas Academic Performance Report (TAPR) (Continued)

❑ *STAAR Performance for 2022 & 2023– all grades, all subjects*

   ❑ *Annual Growth– 2023 only, all grades, RLA and Math*

   ❑ *Accelerated Learning– 2023 only, all grades, RLA and Math*

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

Section 1:
2022-2023 Texas Academic Performance Report (TAPR)

❏ **STAAR Participation** – **reported for 2023 and 2022** - Information is found on pages 15-17
  - ❏ 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
  - ❏ Olton ISD STAAR Participation Rate is 100%

Section 1:
2022-2023 Texas Academic Performance Report (TAPR)

❑ **Attendance, Graduation, and Dropout Rates** – reported for 2021-22 and 2020-21 (the most recent years for which data have been reported to TEA) - Information can be found on pages 18-20
- ❑ 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** – 2021-22 Graduates - Information can be found on page 21
- ❑ Total Graduates
- ❑ By Ethnicity
- ❑ By Graduation Type
- ❑ By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

Section 1:
2022-2023 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR)** – reported for 2021-22 and 2020-21 graduates - Information can be found on pages 22, 23
  - ❑ CCMR Graduates
  - ❑ College Ready Graduates – Indicators: TSI in RLA/Math, AP/IB, Associate Degree, Dual Credits, Onramps
  - ❑ Career/Military Ready Graduate– Indicators: Approved IBC, Level I or II Certificate, Graduate with completed IEP and Workforce Readiness, Graduates under Advanced Diploma Plan who are SpEd

- **CCMR-Related Indicators** – reported for 2021-22 and 2020-21 graduates - Information can be found on pages 24, 25
  - ❑ TSIA Results
  - ❑ Completed and Received Credit for College Prep Courses
  - ❑ AP/IB Results
  - ❑ SAT/ACT Results

- **Other Postsecondary Indicators** - Information can be found on page 26
  - ❑ Advanced Dual-Credit Course Completion – 2021-22 and 2020-21 school years
  - ❑ Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2020-21 and 2019-20 school years
  - ❑ Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2020-21 and 2019-20 school years

Section 1:
2022-2023 Texas Academic Performance Report (TAPR)

- **Student Information** - information can be found on pages 27-29
  - Student enrollment (by grade level, ethnicity, 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** - information can be found on pages 30-32
  - Staff information (by classification, ethnicity and gender, highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

- **Program Information** - information can be found on page 32
  - Student Enrollment by Program
  - Teachers by Program (population served)

Section 2: 2021-2022 PEIMS Financial Standard Report

- District– Revenues, Expenditures, Disbursements, Tax Rates, Fund Balance

- Campus– Expenditures by Object, Expenditures by Function, Program Expenditures by Program

- Direct links

  - 2021-22 Financial Actual Reports for Districts: https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_FinActRep.html

  - 2021-22 Financial Actual Reports for Campuses: https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_new_camp_actual.html

Section 3: 2022-2023 District Accreditation Status

- TEA annually 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 RDA

- Link to TEA's Accreditation Status Website: http://tea.texas.gov/accredstatus/

Accreditation Status for Olton ISD is: <mark>ACCREDITED</mark>

Section 4: Campus Performance Objectives / Progress

H.P. Webb Elementary

- Performance Objective 1: H.P Webb students will grow 3% from 2023 BOY to 2024 EOY.

- Performance Objective 2: H.P. Webb Elementary subpopulations will improve by 3% Meets GL and 1% Masters GL from 2022-2023 STAAR.

- Performance Objective 3: H.P. Webb Elementary staff will establish meaningful relationships and professionally communicate with parents/guardians.

- Performance Objective 4: H.P. Webb Elementary students will achieve a yearly attendance rate of 95%.

Section 4: Campus Performance Objectives / Progress

[Olton Junior High](#)

▪Performance Objective 1: Olton Jr. High will improve by 4% at the Meets Grade Level and by 2% at the Masters Grade Level standards compared to the 2022-2023 STAAR Exams.

▪Performance Objective 2: Olton Jr. High will improve Special Education and EB students in STAAR Math and Reading at the Meets Grade Level by 4% and Masters Level by 2% from the 2022-2023 STAAR Results.

▪Performance Objective 3: Olton Jr. High will make use of research based practices, legal and safety updates, and Stakeholder feedback to develop and/or maintain effective school wide systems.

▪Performance Objective 4: Olton Jr. High will provide in-person academic meetings, academic related school messenger callouts/emails/sms, newsletters and information posted on websites and social media.

▪Performance Objective 5: Olton Jr. High students will achieve a yearly attendance rate of 95%.

Section 4: Campus Performance Objectives / Progress

Olton High School

▪Performance Objective 1: Olton High School will improve at the Meets and Masters Grade Levels standard compared to the 2022-2023 EOC

▪Performance Objective 2: OHS will provide students who are seeking post high school education, military service, and/or industry certifications with multiple learning, testing, and social/emotional support opportunities.

▪Performance Objective 3: Students will be informed of and encouraged to enroll in CTE classes. Each year during registration meetings, students will be informed of all CTE classes and certifications that are offered earning that CTE credit.

▪Performance Objective 4: Systems/Safety-Make use of research based practices, legal and safety updates, and Stakeholder feedback to develop and/or maintain effective school wide systems.

▪Performance Objective 5: OHS will provide in-person academic meetings, academic related school messenger callouts/emails/sms, newsletters and information posted on website and social media.

▪Performance Objective 6: Address all system safeguards

Section 5: Report on Violent or Criminal Incidents on Campuses

◦ The **District's Annual Report** includes:

  ◦ A statement of the **number, rate and type of violent or criminal incidents** that occurred on each district campus (to the extent permitted by FERPA)

  ◦ **Descriptions of school violence prevention and violence intervention** policies and procedures that the district is using to protect students

  ◦ Findings (if any) that result from Safe and Drug-Free Schools and Communities Act

Link to Annual District Discipline Reports:
https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_District_Summaries.html

◦ Additional Resources

Code of Conduct and Student Handbook

Olton ISD Board Policy Online

Section 6: Student Performance in Postsecondary Institutions

- Student performance during the 1st year of enrollment after high school graduation

- Compiled by the Texas Higher Education Coordinating Board

- Most current report is for 2019-2020 High School Graduates

- Student performance is measured by the GPA earned by 2019-2020 high school graduates who attended a public 2-year or 4-year institution of higher education in 2021

- GPA and credit hours earned by the student in Fall 2020, Spring 2021, and Summer 2021 are added together and averaged to determine the GPA

- Link to Report: http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB650050560100A9

Section 7: Progress Toward Meeting Board-Adopted HB 3 Goals

- Progress toward meeting Board-Adopted HB3 Goals are discussed at [meetings of the Olton ISD Board of Trustees.](#)

- The current adopted monitoring calendar (found on the school board meeting agenda) includes dates that HB3 goals will be discussed.

Section 8: TAPR Glossary

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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 2023 rule is pending and subject to change.

2023 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.

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

https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/glossary.pdf

For More Information, Please Contact:

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