



LONGVIEW
INDEPENDENT SCHOOL DISTRICT



2021-2022

District Annual Report

Believe in Excellence for All

Public Hearing, February 13, 2023

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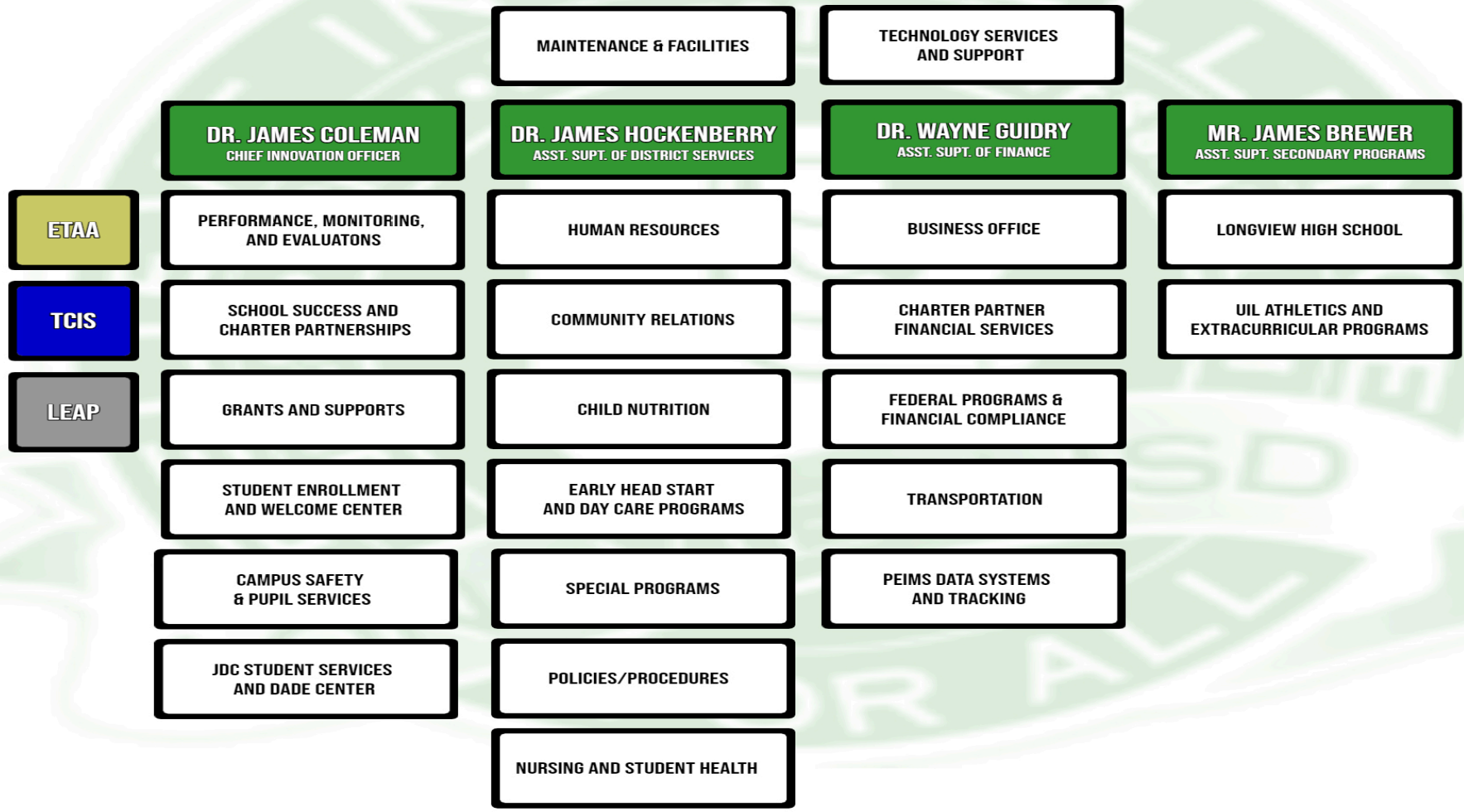
District Leadership



BOARD OF TRUSTEES

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MR. HORACE WILLIAMS
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Message from the Superintendent



Dear Longview ISD Patrons:

All Texas school districts are required by law to annually publish and widely distribute the Texas Academic Performance Report (TAPR). This document contains district/state student performance data, financial information, employment profiles, district/campus student performance objectives, a report on violent and criminal incidents, and a glossary.

The Texas Education Agency uses this report to spotlight areas of excellence and areas of improvement. LISD is especially proud of its participation in AP/IB courses. Recognizing our commitment to high standards, we continue to improve scores in the four core subject areas. Our teachers, administrators, and staff are to be commended for their efforts to improve student achievement in LISD.

Our Board of Trustees and our district are committed to attaining excellence for Longview ISD. Extensive planning, training, and hard work are going into this effort, and all campuses are to be commended for their contributions. I encourage you to read and study this report, which is used to develop district and campus improvement plans. Please contact the superintendent's office if you have questions about any of the information in this report or any other area of district programs, policies, or operations.

We all share in the success, or failure, of our students in the Longview community. Our hope is that we only share success and all students are performing at their highest level of academic ability. We all need each other and we all should be "Champions for Children."

A handwritten signature in black ink that reads "James E. Wilcox".

James E. Wilcox, Ed.D.
Superintendent

8 Sections to the 2021-22 District Annual Report



1. 2021-22 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2020-2021 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. 2021-2022 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. 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 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

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 Cover Page



2021-22 Texas Academic Performance Report (TAPR)

District Name: LONGVIEW ISD

District Number: 092903

2022 Accountability Rating: A

Distinction Designations:

Postsecondary Readiness

2022 Special Education Determination Status:

Meets Requirements

[TEA's TAPR Website](#)

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

Section 1

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 – 2021 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)

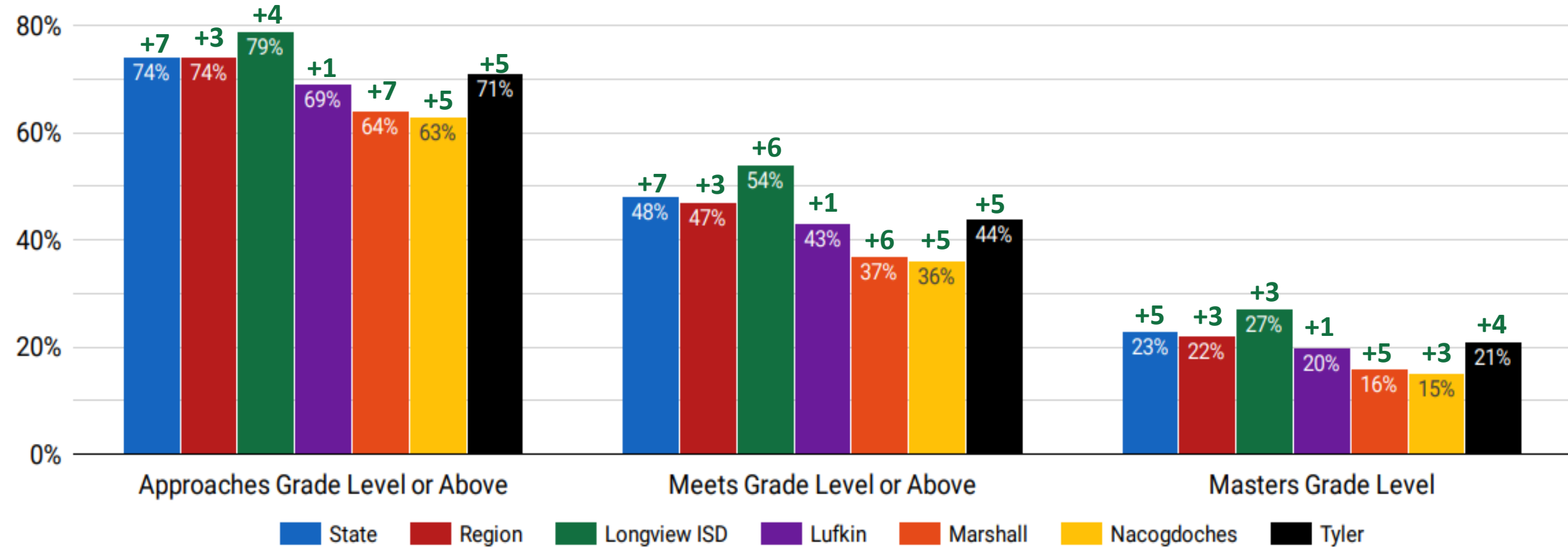
➤ Staff Information

- 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)

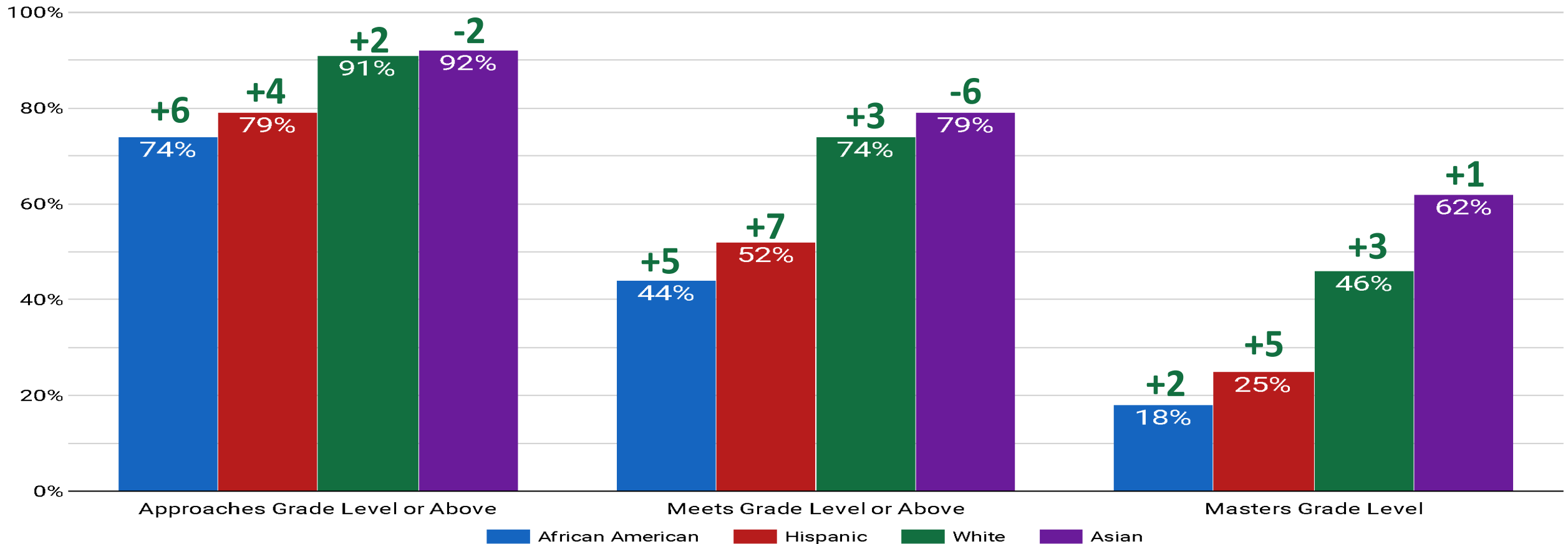
➤ Program Information

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

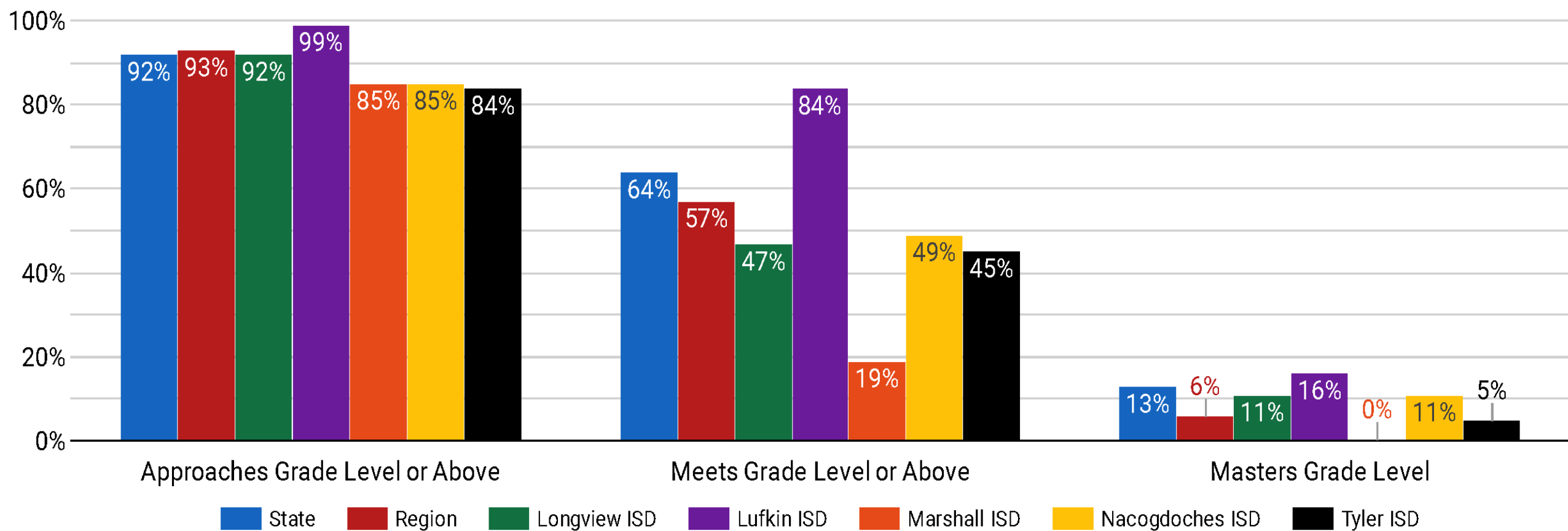
STAAR Performance – All Grades, All Subjects 2021 – 2022



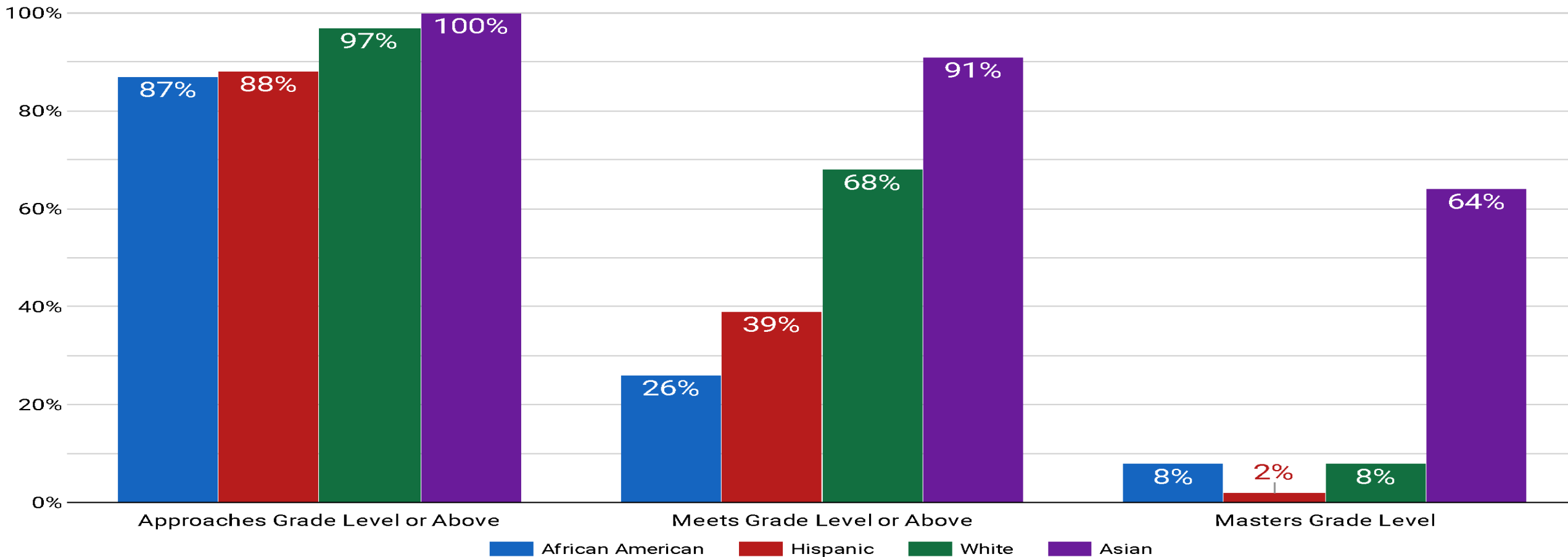
STAAR Performance – All Grades, All Subjects LISD – 2021 – 2022



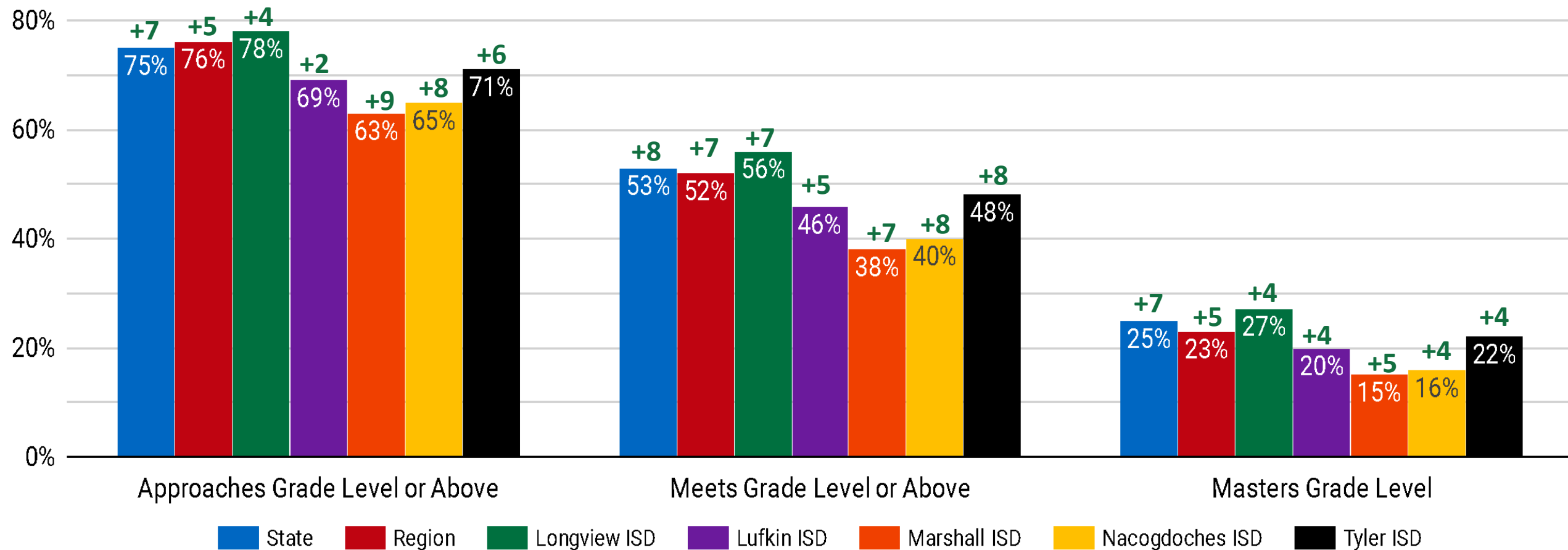
STAAR Performance – SAT/ACT, All Subjects 2021 – 2022



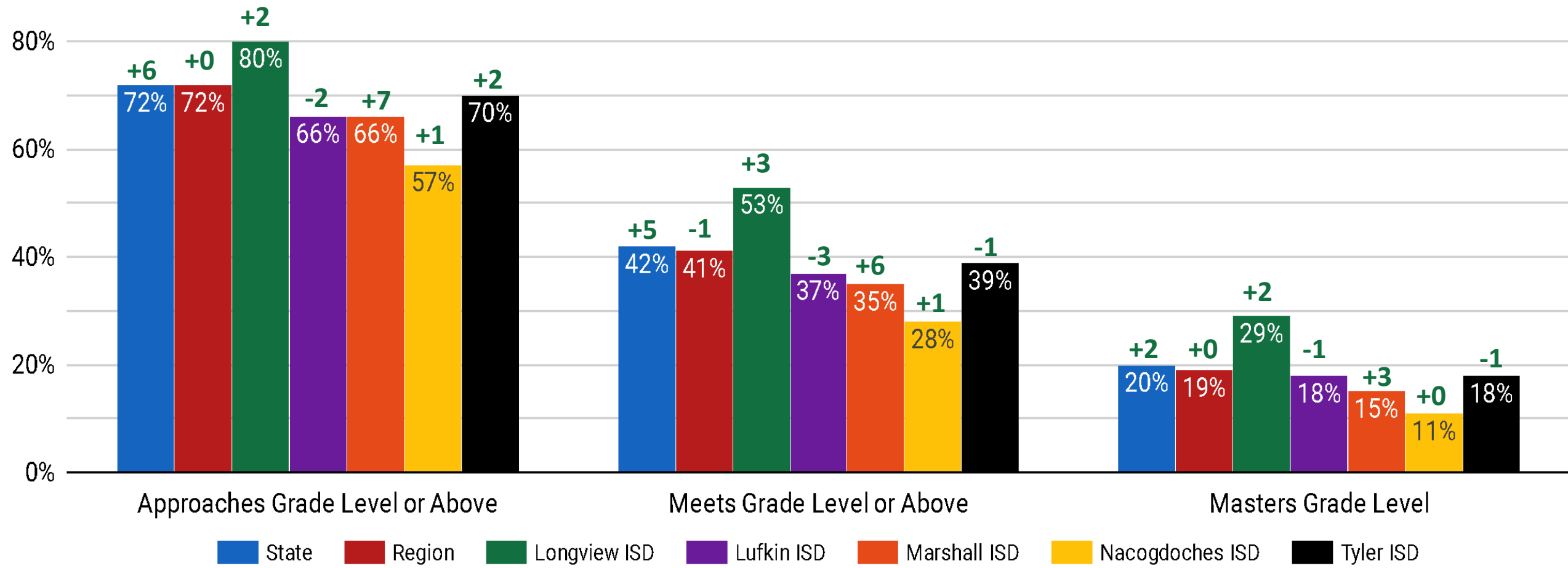
STAAR Performance – SAT/ACT, All Subjects LISD – 2021 – 2022



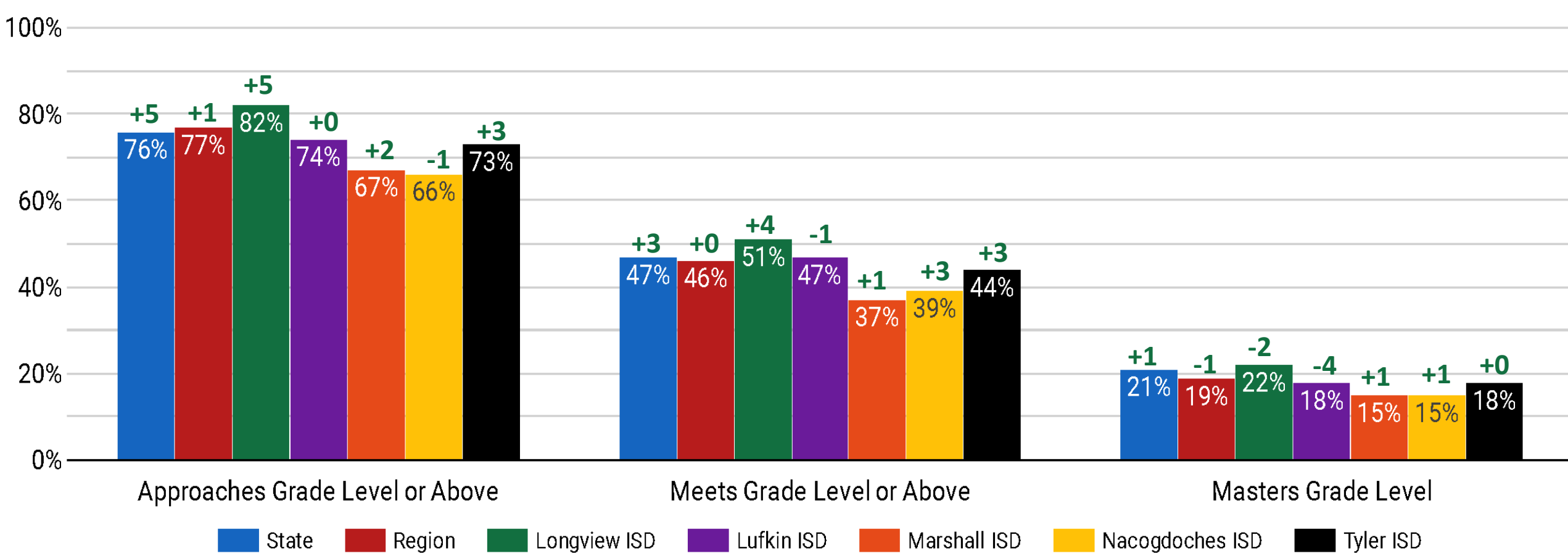
STAAR Performance – All Grades, ELA/Reading 2021 – 2022



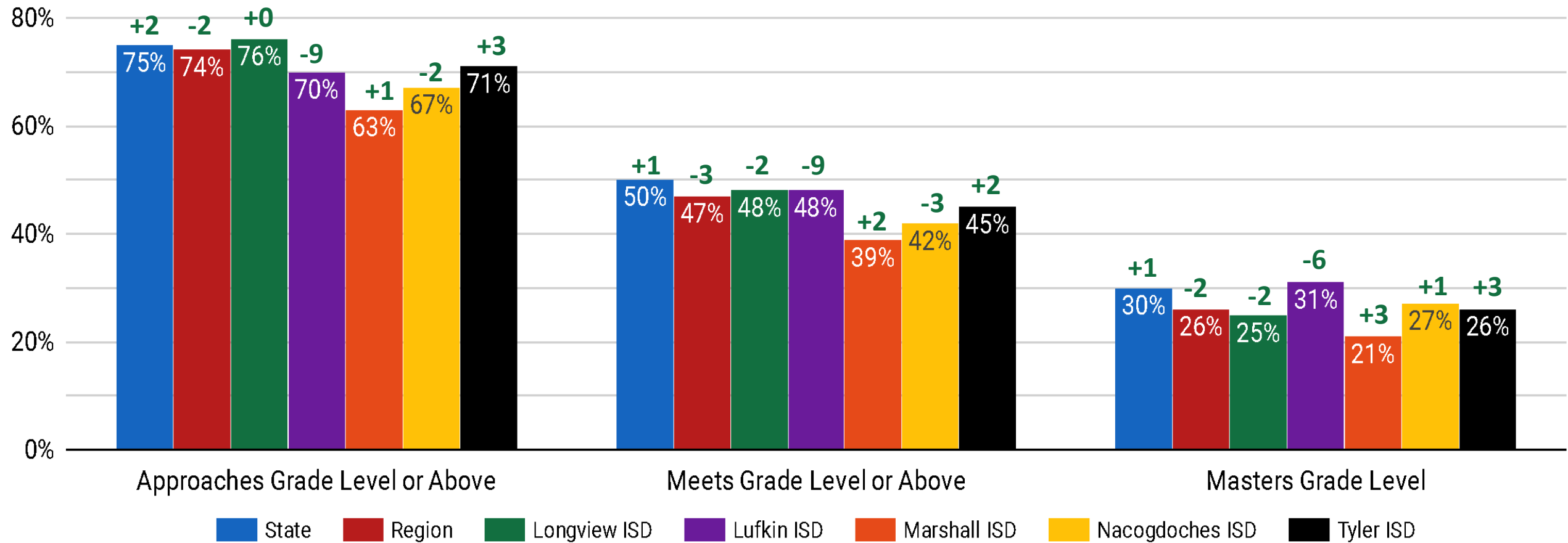
STAAR Performance – All Grades, Mathematics 2021 – 2022



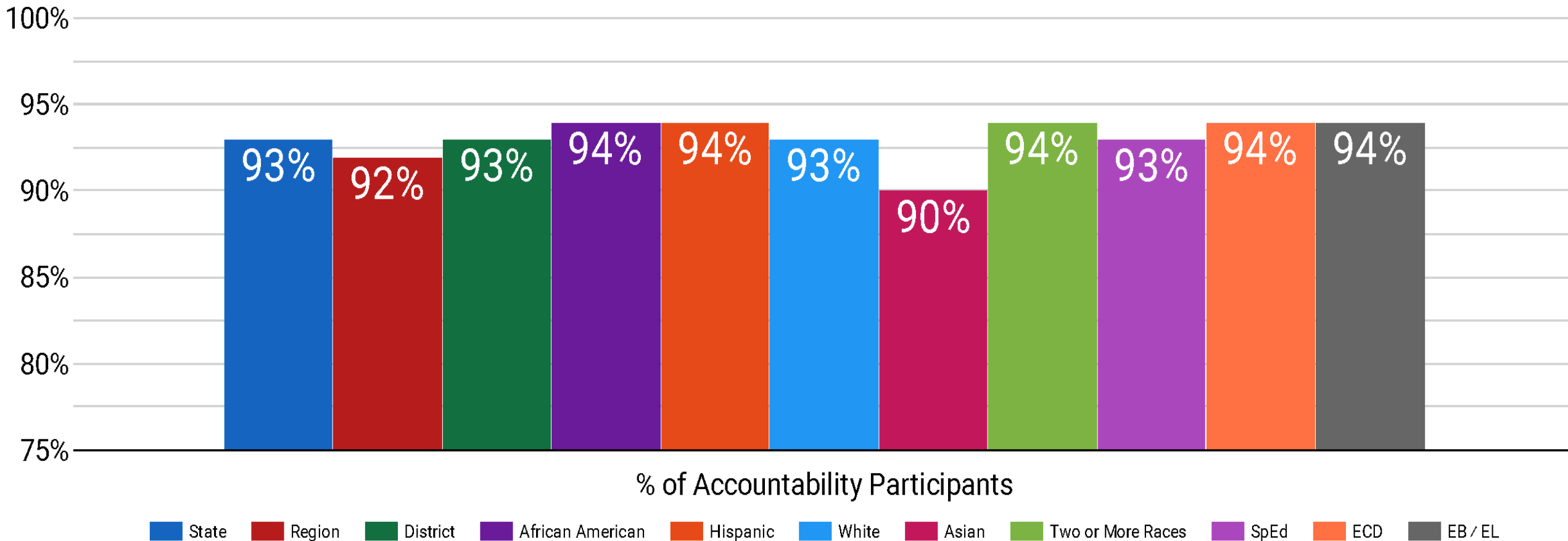
STAAR Performance – All Grades, Science 2021 – 2022



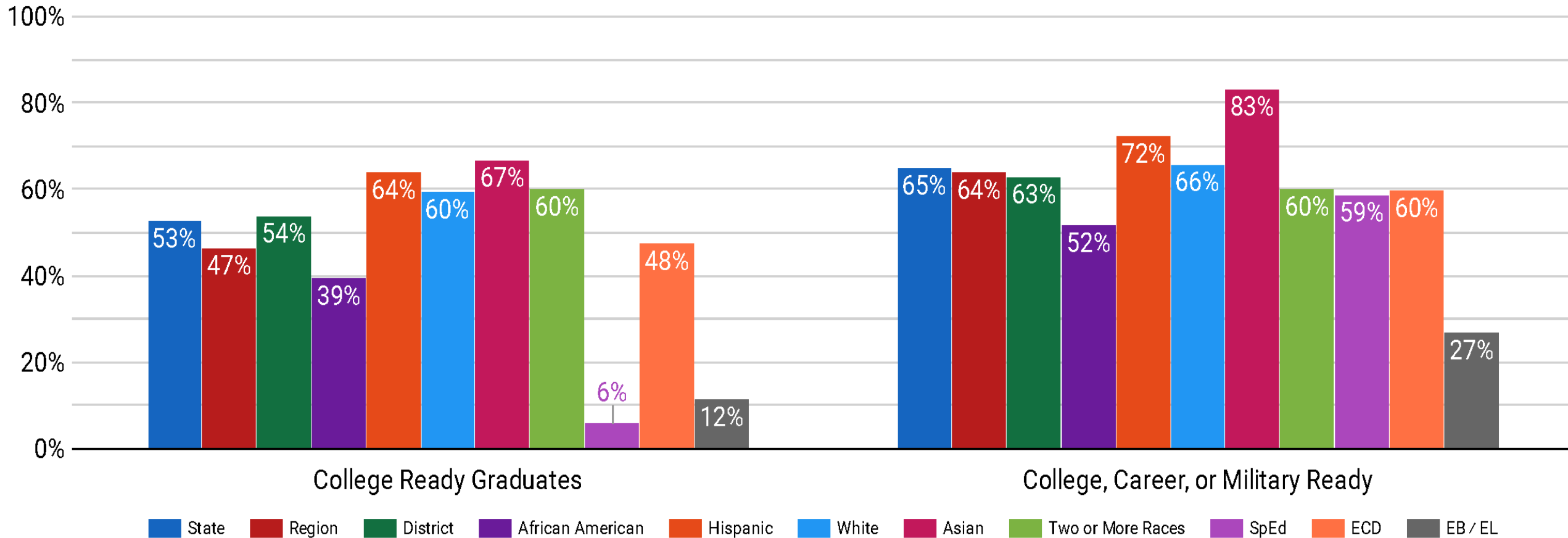
STAAR Performance – All Grades, Social Studies 2021 – 2022



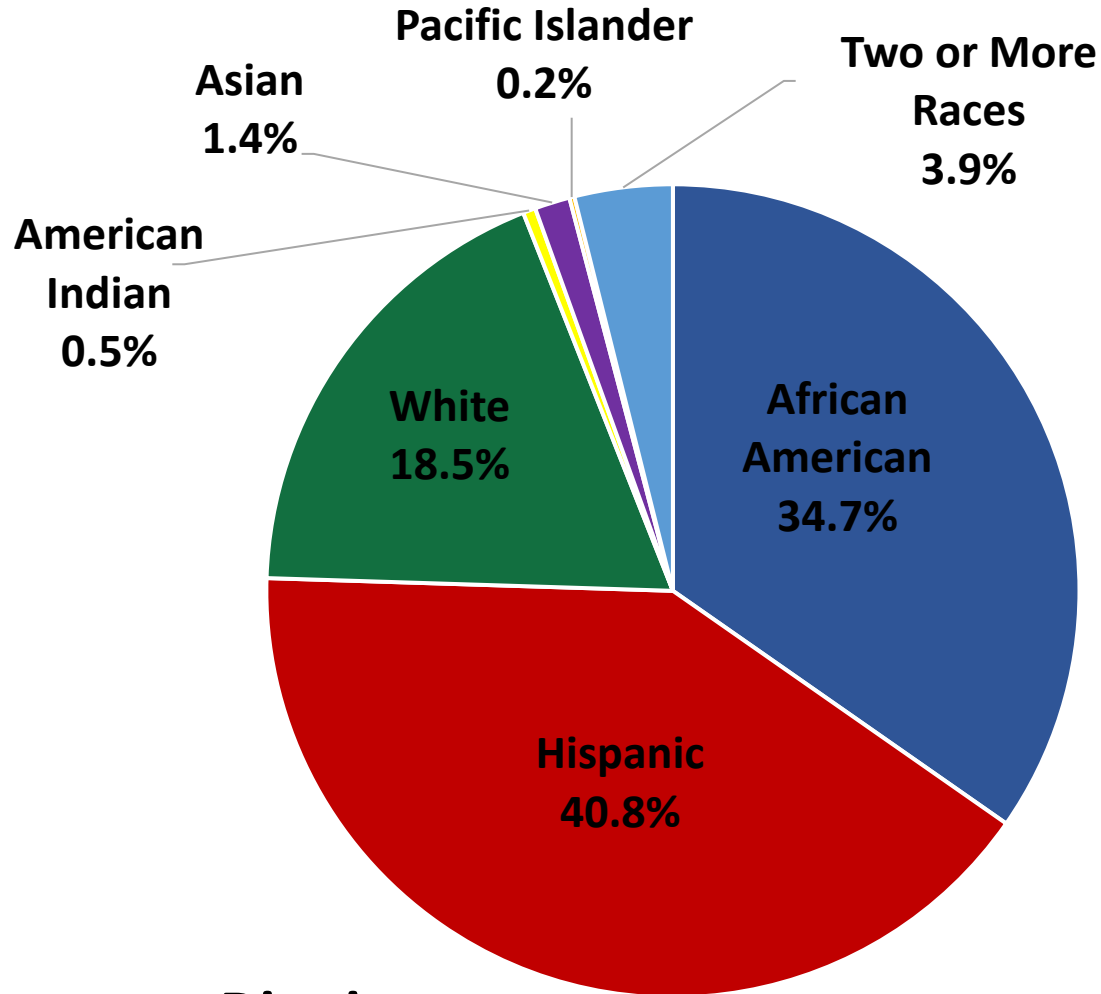
2021-2022 STAAR Participation LISD – All Grades



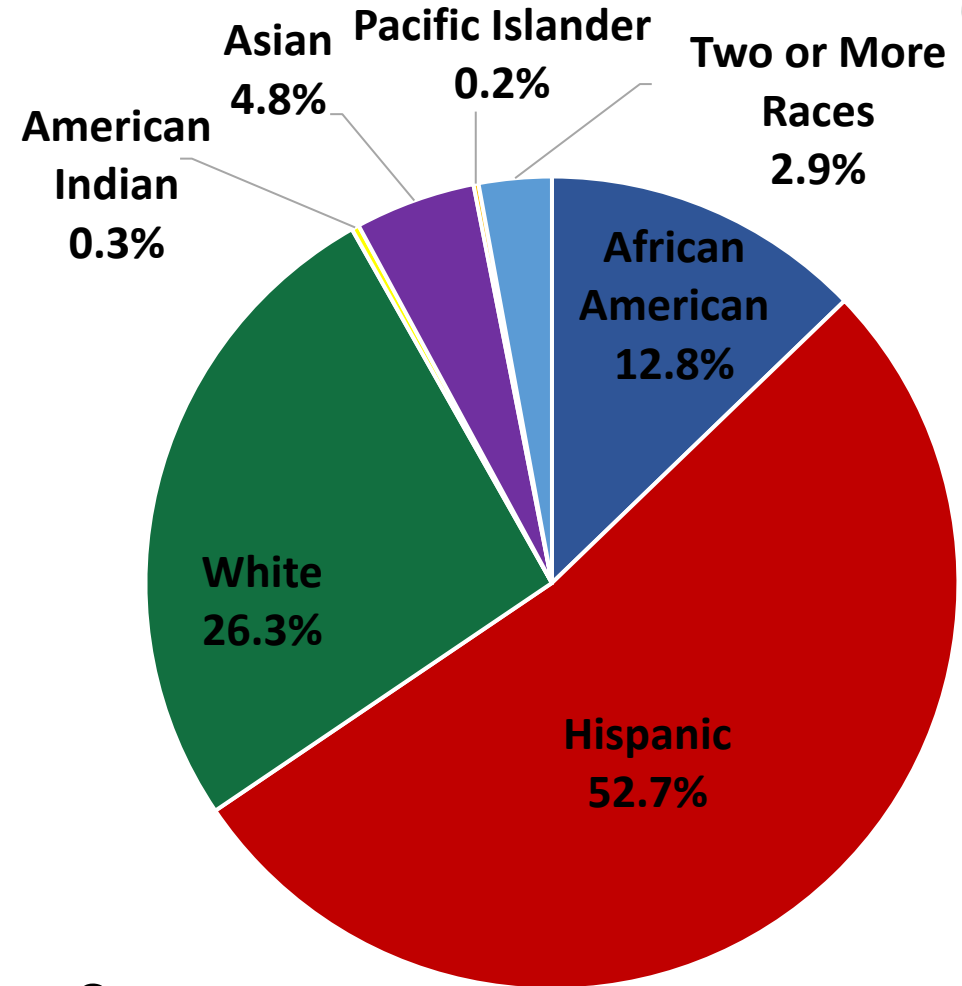
College, Career, and Military Readiness (CCMR) LISD – 2020 – 2021 Annual Graduates



Student Information – Students by Ethnicity LISD – 2021 – 2022 Enrollment



District



State

Student Information – Enrollment



Enrollment Percent

	ECD	504	EB/EL	DYSLEXIA	TITLE I	AT-RISK
LISD	85.2 %	6.2 %	21.8 %	4.1 %	99.8 %	54.6 %
State	60.7 %	7.4 %	21.8 %	5.0 %	64.3 %	53.5 %

Total Student Attrition (+1.5%)

LISD – 20.4%

State – 18.9%

Student Information – Instructional Program



Special Education

LISD: 9.7%
State: 11.7%

Bilingual/ESL Education

LISD: 21.8%
State: 21.8%

Gifted and Talented Education

LISD: 5.6%
State: 8.0%

Class Size Average

K – 6

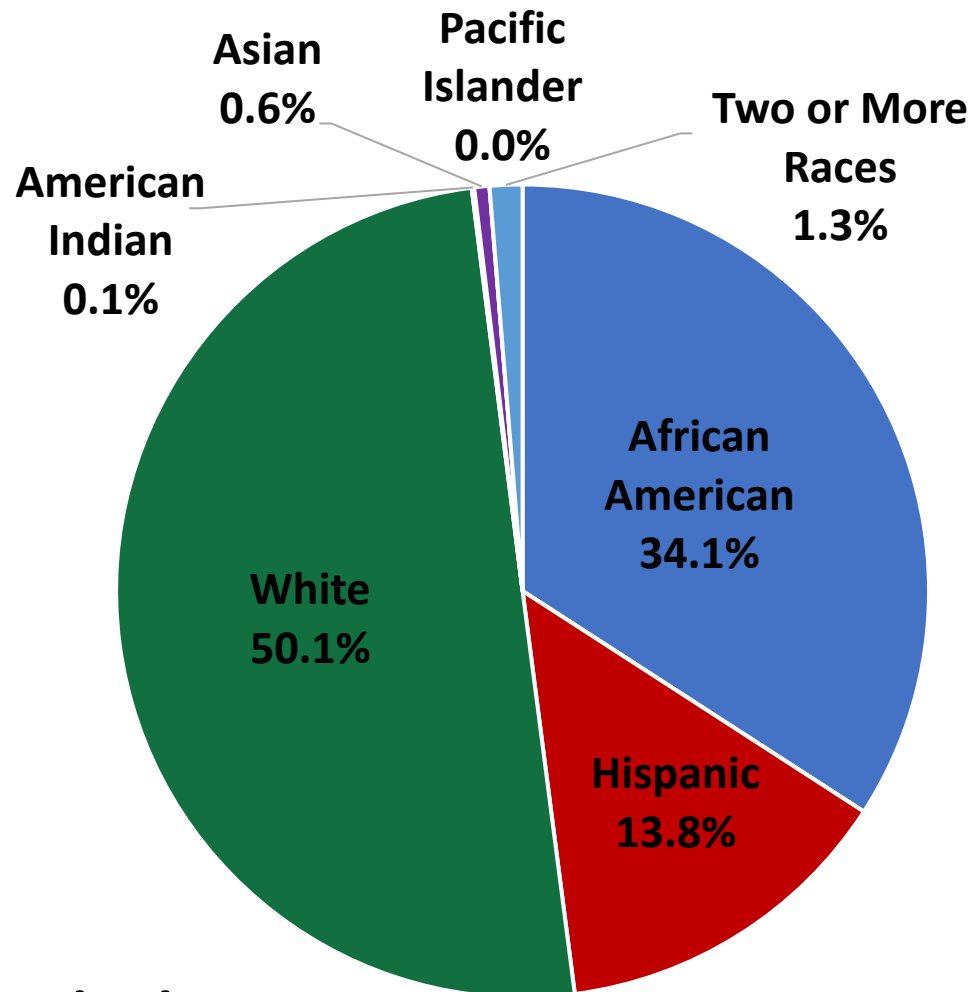
LISD: 19.9%
State: 19.0%

Class Size Average

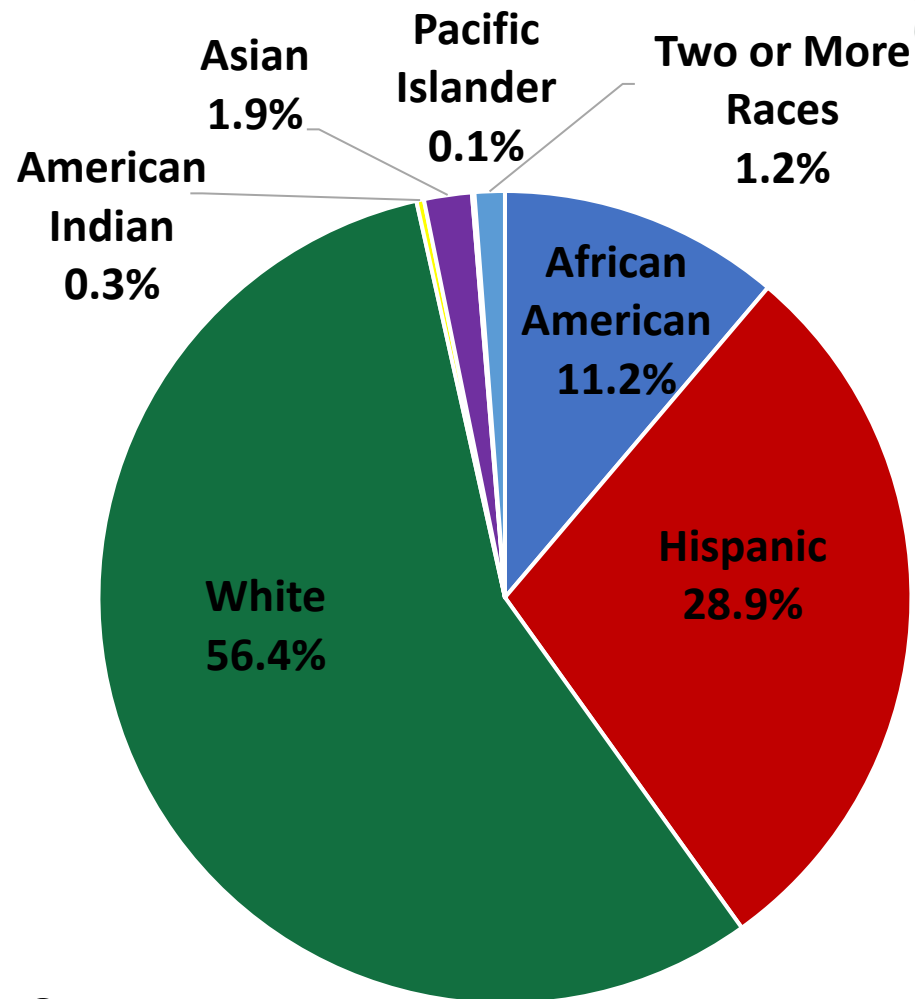
Secondary Core

LISD: 15.5%
State: 18.0%

Staff Information – LISD Teachers by Ethnicity



District



State

Staff Information



Teachers by Years of Experience

	Beginning	1-5 Years	6-10 Years	11-20 Years	21-30 Years	Over 30 Years	Avg Years with District
LISD	5.0%	29.7%	17.2%	24.7%	16.2%	7.2%	7.0
State	7.9%	26.7%	20.6%	28.6%	13.2%	2.9%	7.2

Turnover Rate for Teachers (-1.8%)

LISD – 15.9%

State – 17.7%

Experience of Campus Leadership

	Principals		Assistant Principals	
	Average Years Experience	Average Years with District	Average Years Experience	Average Years with District
LISD	7.2	6.0	6.9	5.0
State	6.3	5.4	5.5	4.8

Section 2

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



2020-21 Actual Financial Data (District)

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

2020-21 Actual Financial Data (Campus)

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

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

[2020-2021 Actual Financial Data Website](#)

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, no district was assigned an accreditation status for 2021-22

Accreditation Status

2019-2020 District Accreditation Status



The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school. The district accreditation status for 2019-2020 is listed below:

CDN	Name	ESC	2019 FIRST Rating	2019 Accountability Rating	2019 – 2020 Accreditation Status
092903	LONGVIEW ISD	7	A – Superior	B	ACCREDITED

Section 4

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.
 - ❑ Campus CIPs are posted on the district’s website and are available for review at the district’s central office or at the applicable campus.

[District's Website/Campus Plans](#)

Section 5

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

Section 5

Report on Violent or Criminal Incidents



- As required by TEA, the district has taken the following actions prior to the start of the 2022-23 school year:
 - ❑ Conduct a Summer Targeted Partial Safety Audit
 - ❑ Conduct an Exterior Door Safety Audit
 - ❑ 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
 - ❑ Schedule all mandatory drills for the 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)

Report on Violent or Criminal Incidents 2020-2021 School Year (To the Extent Permitted under FERPA)



	East Texas Montessori PREP Academy	Bramlette ES	Everhart ES	Hudson PEP ES	Johnston- McQueen ES	Clarence W Bailey ES	Ned E Williams ES	Forest Park MS	Foster MS	Judson MS	Longview HS	Longview Early Grad HS (LEAD)
Total Incidents	0	0	*	0	0	0	0	0	0	0	0	0

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

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 **2019-20 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2019-20 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2021
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2020, Spring 2021, and Summer 2021** are added together and averaged to determine the GPA

Section 6

Student Performance in Postsecondary Institutions



Texas High School Graduates from FY2020 Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
LONGVIEW ISD								
	092903004 LEAD ACADEMY H S							
	Four-Year Public University	3						
	Two-Year Public Colleges	16	13	1	1	0	1	0
	Independent Colleges & Universities	2						
	Not Trackable	13						
	Not Found	128						
	Total High School Graduates	162						
	092903001 LONGVIEW H S							
	Four-Year Public University	81	17	11	17	15	21	0
	Two-Year Public Colleges	127	44	23	15	18	22	5
	Independent Colleges & Universities	18						
	Not Trackable	23						
	Not Found	237						
	Total High School Graduates	486						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

Section 7

Progress of the District and Each Campus Toward Meeting 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

Section 7

Progress of the District and Each Campus Toward Meeting HB 3 Goals



➤ All K-3 teachers, including special education teachers, and principals complete the HB 3 Reading Academy by 2023.

- ❑ Completed training: 58% (Teachers) and 50% (Admins)
- ❑ Currently enrolled: 41% (Teachers) and 50% (Admins)

	Total HB3 Staff	Completed Required Course	Currently Enrolled
District	161 Teachers 16 Admins	93/161 Teachers = 58% 8/16 Admins= 50%	66/161 Teachers 8/16 Admins
Bramlette	17 Teachers 2 Admins	12/17 Teachers = 71% 2/2 Admins= 100%	5/17 Teachers 0/2 Admins
Clarence Bailey	13 Teachers 2 Admins	3/13 Teachers = 23% 0/2 Admins = 0%	10/13 Teachers 2/2 Admins
ETMPA	40 Teachers 3 Admins	32/40 Teachers = 80% 3/3 Admins= 100%	8/40 Teachers 0/3 Admins
Hudson PEP	18 Teachers 1 Admins	4/18 Teachers = 22% 0/1 Admins = 0%	14/18 Teachers 1/1 Admins
J L Everhart	19 Teachers 2 Admins	14/19 Teachers = 74% 1/2 Admins= 50%	5/19 Teachers 1/2 Admins
Johnston McQueen	21 Teachers 2 Admins	16/21 Teachers = 76% 1/2 Admins= 50	5/21 Teachers 1/2 Admins
Ned Williams	15 Teachers 2 Admins	1/15 Teachers = 7% 0/2 Admins = 0%	12/15 Teachers 2/2 Admins
Ware	18 Teachers 2 Admins	11/18 Teachers = 61% 1/2 Admins= 50%	7/18 Teachers 1/2 Admins

Section 7

Progress of the District and Each Campus Toward Meeting HB 3 Goals



➤ 10% increase in the number of 3rd Grade Mathematics students scoring “Meets Grade Level or Above” across the District

- ❑ District increased from 38% to 48%
- ❑ District exceeded Regional (44%) and State (43%)

	2019	2020	2021	2022	% Change
District	54%	COVID	38%	48%	10%
Bramlette	56%	COVID	27%	46%	19%
Clarence Bailey	39%	COVID	25%	30%	5%
Hudson PEP	92%	COVID	81%	89%	8%
J L Everhart	39%	COVID	33%	28%	-5%
Johnston McQueen	37%	COVID	31%	37%	6%
Ned Williams	58%	COVID	31%	52%	21%
Ware	37%	COVID	23%	35%	12%

Section 7

Progress of the District and Each Campus Toward Meeting HB 3 Goals



➤ CCMR goal for the District of 60x30 (State Goal)

- District increased from 59.5% to 63.1%
 - District met Goal
- District below Regional (63.9%) and State (65.2%)

	2019	2020	2021
District	63.9%	59.5%	63.1%
LEGHS	12.5%	24.5%	7.6%
LHS	78.6%	71%	77.1%

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 late winter

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 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:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 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>

2022 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.

TAPR Glossary

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:

Name	LaShundra Rodgers
Position	Coordinator of Planning and Analysis
Phone	903-381-2200
Email	lrodgers@lisd.org



Questions