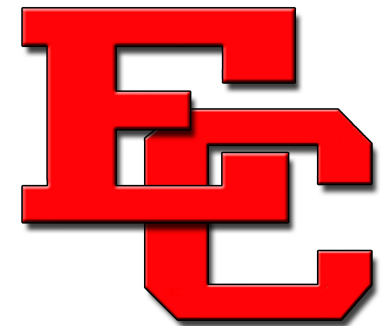


2020-21
District Annual Report
Public Hearing



El Campo ISD

January 18, 2022

8 Sections to the District Annual Report

1. 2020-21 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District [ECISD](#) [ECHS](#) [ECMS](#) [NS](#) [HUT](#) [MY](#)
2. PEIMS Financial Standard Report (2019-20 Financial Actual Report)
 - ❑ For the District and each Campus in the District [ECISD](#) [ECHS](#) [ECMS](#) [NS](#) [HUT](#) [MY](#)
3. 2020-21 District Accreditation Status [ECISD](#) [*March 4, 2021 TAA](#)
4. Campus Performance Objectives [ECISD](#) [ECHS](#) [ECMS](#) [NS](#) [HUT](#) [MY](#)
5. Report on Violent or Criminal Incidents on Campuses [ECISD](#)
6. Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District (18-19) [ECHS](#)
7. Progress Toward Board-adopted HB 3 Goals
 - ❑ For the District and each Campus in the District [ECISD](#)
8. 2020-21 TAPR [Glossary](#)

Section 1

2020-21 Texas Academic Performance Report (TAPR)

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

- Compiled by TEA for every district and campus using
 - PEIMS
 - Student Assessment Data

- 2020-21 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

2020-21 Texas Academic Performance Report (TAPR)

□ Cover Page

- 2021 Accountability Rating
 - Same rating for the district and all campuses: **Not Rated: Declared State of Disaster**
- 2021 Special Education Determination Status
 - Only reported on the district's TAPR
- 2021 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
- 2021 Distinction Designations
 - *No Distinction Designations were awarded at the district or campus level in 2021*

Section 1

2020-21 Texas Academic Performance Report (TAPR)

- **STAAR Performance – reported for 2021 and 2019 (2020 STAAR was cancelled)**
 - 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 2019 and 2018**
 - 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 2021 (due to the cancellation of STAAR in 2020)
 - Academic Growth IS anticipated to be calculated for 2022 STAAR

Section 1

2020-21 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 2021 and 2019

□ **STAAR Participation**

- Reported for 2021 and 2019

Section 1

2020-21 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2019-20 and 2018-19 (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 – 2019-20 Graduates**

Section 1

2020-21 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 2019-20 school year. Therefore, performance on these measures is reported for the 2019-20 and 2018-19 school years.

Section 1

2020-21 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)

Section 2

PEIMS Financial Standard Reports (2019-20 Financial Actual Reports)

2019-20 Actual Financial Data (District)

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

2019-20 Actual Financial Data (Campus)

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

2019-20 is the most recent year for which these data are available.

Section 3

2020-21 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)

- **Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2021-22 school year**

- **Therefore, no district was assigned an accreditation status for 2020-21**

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
 - Updated CIPs for the 2020-21 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

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 2020-21 school year is available for review at the district's central office and at each campus in the district

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 **2018-19 High School Graduates**
 - Student performance is measured by the Grade Point Average (GPA) earned by 2017-18 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

Section 7

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 is summarized in the HB 3 Progress Report provided to the Board

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

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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