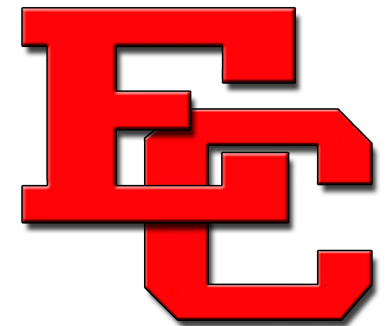


2021-22  
District Annual Report  
Public Hearing



El Campo ISD

January 24, 2023

# 7 Sections to the District Annual Report

1. 2021-22 Texas Academic Performance Report (PDF TAPR)
  - For the District and each Campus in the District [District](#) [Campuses](#)
  - TAPR [Glossary](#)
2. PEIMS Financial Standard Report (2020-21 Actual Financial Report)
  - For the District and each Campus in the District [ECISD](#) [ECHS](#) [ECMS](#) [NS](#) [HUT](#) [MY](#)
3. 2021-22 District Accreditation Status [ECISD](#) [\\*January 20, 2022 TAA](#)
4. Campus Performance Objectives [District](#) [ECHS](#) [ECMS](#) [NS](#) [HUT](#) [MY](#)
5. Report on Violent or Criminal Incidents on Campuses [District](#)
6. Student Performance in Postsecondary Institutions
  - For each High School Campus in the District (Fall 2021) [ECHS](#)
7. Progress Toward Board-adopted HB 3 Goals
  - For the District and each Campus in the District [ECISD](#)

# Section 1

## 2021-22 Texas Academic Performance Report (TAPR)

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

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

## Texas Academic Performance Report (TAPR)

### □ Cover Page

- 2022 Accountability Rating
  - District: B HS: B MS: C NS: A HUT: B MY: B
- 2022 Special Education Determination Status
  - Only reported on the district's TAPR
  - District: Needs Intervention
- 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
  - HS - Academic Achievement in ELA/Reading & Postsecondary Readiness
  - MS - Academic Achievement in Science; Academic Achievement in Social Studies; & Postsecondary Readiness
  - NS - Academic Achievement in Mathematics; Academic Achievement in Science; Top 25% Comparative Closing the Gaps; Postsecondary Readiness

# Section 1

## Texas Academic Performance Report (TAPR)

### □ STAAR Performance –

- 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 2022

- Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
- Reported by Grade and Subject

### □ STAAR Participation

- Reported for 2021 & 2022

# Section 1

## Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2020-21 and 2019-20**
  - 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 – 2020-21 Graduates**

# Section 1

## 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

# Section 1

## 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

### 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

## Section 3

### 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 2022-23 school year**

## 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
- ▣ CIPs(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 2021-22 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 **2020-21 High School Graduates** and sorted by County

# 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

# 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 upon request at the district's central office
- For questions or more information, contact:

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Position	Superintendent
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