

# 2014-15 Alvin ISD Annual Report Public Hearing

**Alvin ISD**

February 9, 2016

# Texas Education Code §39.053

Texas Education Code §39.053 requires each district's board of trustees to publish an annual report that includes:

- Texas Academic Performance Report (TAPR);
- PEIMS Financial Standard Report;
- District Accreditation Status;
- Campus Performance Objectives;
- Report on Violent or Criminal Incidents on Campuses
- Information received under Texas Education Code 51.403(e) from the Texas Higher Education Coordinating Board

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using PEIMS and Student Assessment Data
- **Part I: Cover Page**
  - ❑ **2015 Accountability Rating** (District and each Campus)
  - ❑ **2015 Special Education Determination Status** (District Only)
    - Represents an integrated determination status based on
      - PBMAS indicators in Special Education
      - Special Education State Performance Plan
      - Data integrity
      - Uncorrected noncompliance
      - Audit findings
  - ❑ **Distinction Designations**
    - District – 1 possible distinction (Postsecondary Readiness)
    - Each Campus – up to 7 possible distinctions

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ **Part II: 2014-15 Performance**

#### □ **Significant changes in reporting of STAAR Performance in 2014-15 TAPR**

- STAAR performance ONLY includes performance on
  - STAAR | STAAR Spanish (Grades 3-5) | STAAR L
- 2014-15 TAPR **excludes**
  - STAAR A | STAAR Alternate 2
  - Math Grades 3-8 (all versions of STAAR)
- 2014-15 TAPR only reports STAAR performance for **2015**
  - TAPR usually includes current year and prior year STAAR performance
  - Because of the exclusion of so many test results, a direct comparison of 2015 to 2014 is not possible or meaningful

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ Part II: 2014-15 Performance

- ❑ Summarizes STAAR Performance by subject and grade level/course\*
  - % at or Above **Phase-in Satisfactory Standard** (i.e., **Level II-Phase 1**)
- ❑ Summarizes STAAR Performance by subject
  - % at **Postsecondary Readiness Standard** (i.e., **Level II-Final**)
  - % at **Advanced Standard** (i.e., **Level III**)
  - % **Met or Exceeded Progress** (Reading, Math, Writing)
  - % **Exceeded Progress** (Reading, Math, Writing)
- ❑ Includes results from “2015 Accountability Year”

Summer 2014 EOCs	December 2014 EOCs	Spring 2015 EOCs and Grades 3-8 assessments
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- ❑ Only includes results for students in the “accountability subset”
  - Students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date (last Friday of October)

\* Student results are grouped based on the assessment taken, not the grade level of the student. For example, an 8<sup>th</sup> grader who took the Algebra I EOC is included in the Algebra I EOC results, not the Grade 8 Math results.

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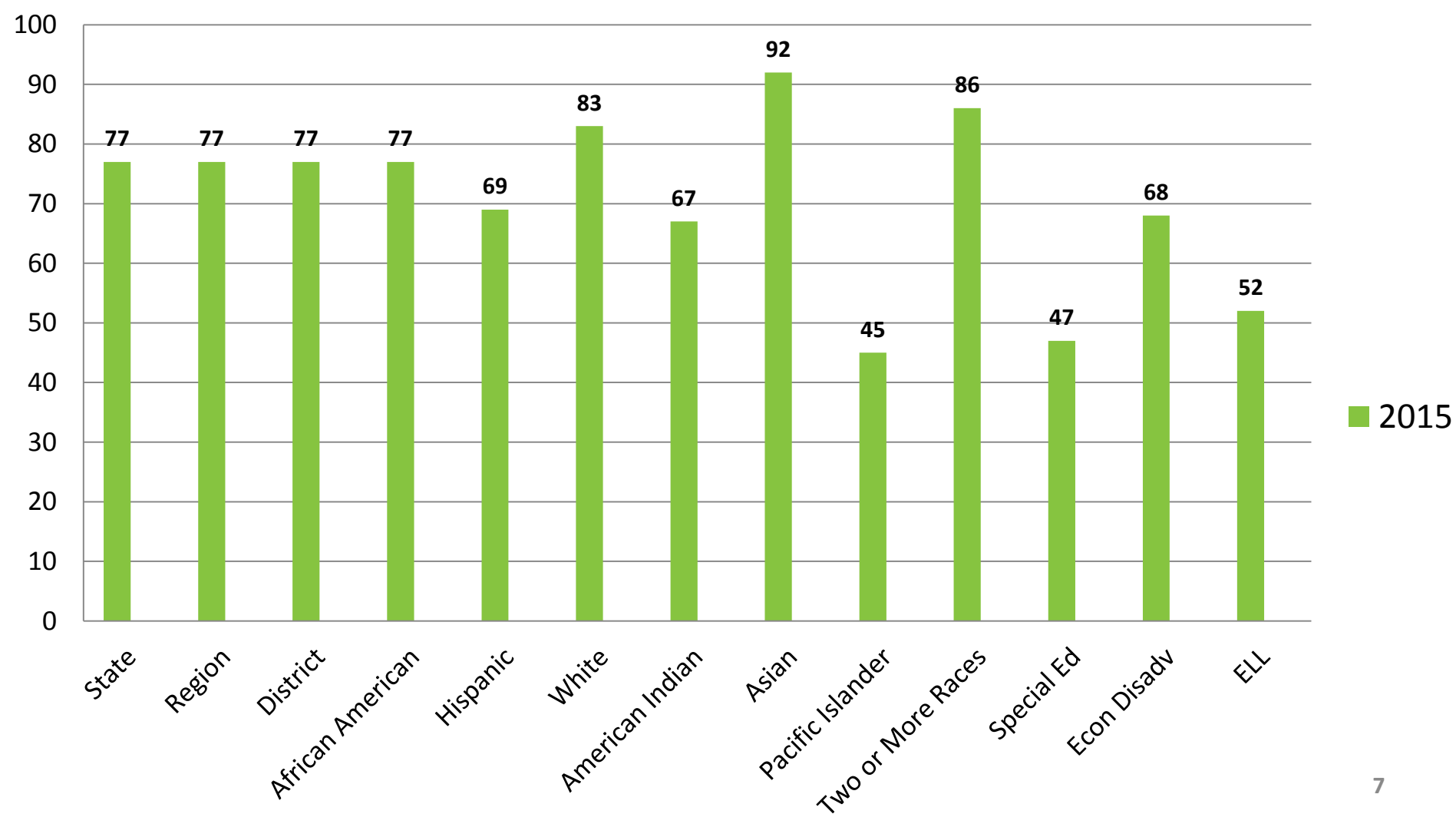
## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ **Part II: 2014-15 Performance**

- ❑ STAAR Performance is reported for 13 student population groups
  - For the District TAPR: State | Region | **District** | 10 Student Groups
  - For each Campus TAPR: State | District | **Campus** | 10 Student Groups
  - 10 Student Groups (District and Campus)
    - 7 Race/Ethnicity Groups: African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races
    - Special Education
    - Economically Disadvantaged
    - English Language Learners (including 1<sup>st</sup> and 2<sup>nd</sup> year monitored students formerly identified as ELL)
  
- ❑ Example: **% at or Above Phase-in Satisfactory Standard or Above (All Grades)**
  - Reading
  - Math (Algebra I only)

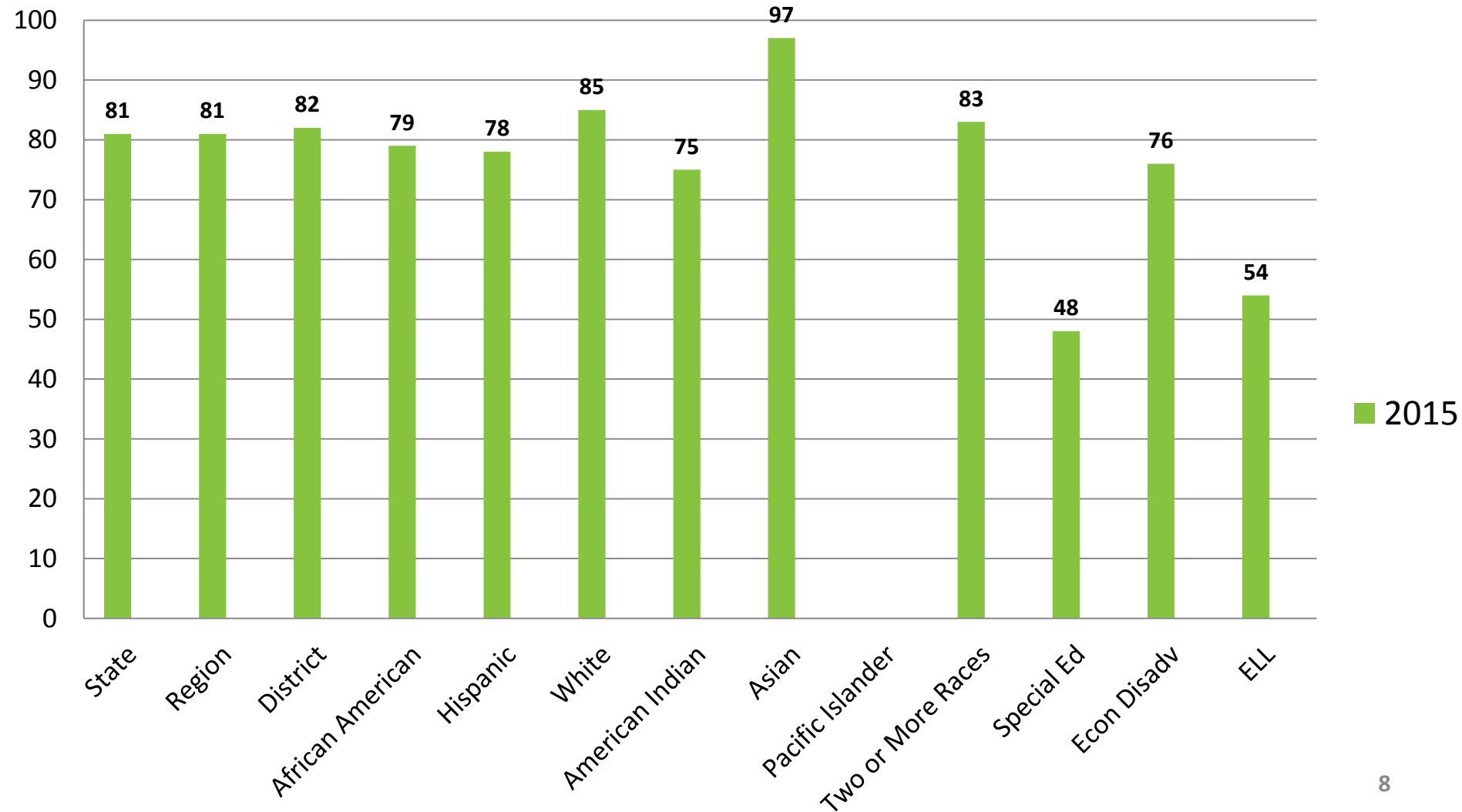
# 2014-15 Annual Report

## STAAR Percent at or Above Phase-in Satisfactory Standard - Reading (All Grades)



# 2014-15 Annual Report

## STAAR Percent at or Above Phase-in Satisfactory Standard - Mathematics (Algebra I ONLY - All Grades)





# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ Part II: 2014-15 Performance

- ❑ **Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)**
  - Percent of students in grades 4-8 who failed STAAR in the prior year but passed the corresponding assessment in the current year
  
- ❑ **Student Success Initiative – Reading (Grades 5 & 8)**
  - Percent of Students Meeting **Level II-Phase 1 Standard** on 1<sup>st</sup> STAAR Administration
  - Percent of Students Requiring **Accelerated instruction**
  - Percent **STAAR Cumulative Met Standard** (1<sup>st</sup> and 2<sup>nd</sup> test administrations)

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ Part II: 2014-15 Performance

#### □ Bilingual Education/English as a Second Language Performance Measures

- Shows performance indicators disaggregated by 11 columns (based on program instructional models) for students identified as LEP in the 2014-15 school year
  - 5 columns for LEP students receiving various models of **Bilingual Education services**
  - 3 columns for LEP students receiving various models of **ESL services**
  - **LEP students receiving No Services**
  - **LEP students receiving Services**
  - **Total LEP/ELL students**
- Indicators reported:
  - % at or Above **Phase-in Satisfactory Standard** (i.e., **Level II-Phase 1**)
  - % at **Postsecondary Readiness Standard** (i.e., **Level II-Final**)
  - % at **Advanced Standard** (i.e., **Level III**)
  - % **Met or Exceeded Progress**
  - % **Exceeded Progress**
  - **Progress of Prior Year STAAR Failers**

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ **Part III: 2014-15 Participation**

- ❑ 2015 STAAR Participation – All Grades/All Tests
  - Percent Tested | Percent Not Tested
  - Of those tested, percent included in accountability

### ➤ **Part IV: Attendance and Postsecondary Readiness**

- ❑ Attendance Rate and Annual Dropout Rates (Gr. 7-8 and Gr. 9-12)
  - Reported for 2013-14 and 2012-13 (most recent years for which data are available)

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ **Part IV: Attendance and Postsecondary Readiness**

#### ❑ **Longitudinal Graduation Rates**

- 4-Year Rate (Class of 2014 and Class of 2013)
- 5-Year Extended Rate (Class of 2013 and Class of 2012)
- 6-Year Extended Rate (Class of 2012 and Class of 2011)
- 4-Year and 5-Year Federal Graduation Rates (without exclusions)
- RHSP/DAP Graduates Longitudinal Rate (Class of 2014 and Class of 2013)
- RHSP/DAP Graduates Annual Rate (Class of 2014 and Class of 2013)

#### ❑ **Advanced Course/Dual Enrollment Completion**

- Grades 11-12
- Grades 9-12

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ **Part IV: Attendance and Postsecondary Readiness**

- College-Ready Graduates (Class of 2014 and Class of 2013)** – based on TAKS/ACT/SAT scores
- College and Career Ready Graduates (Class of 2014)** – based on
  - Meeting TSI criteria in both Reading and Math OR
  - Earning credit for at least 2 advanced/dual credit courses in 2012-13 or 2013-14 OR
  - Enrolling in a coherent sequence of CTE courses as part of a 4-year plan of study
- AP/IB Results**
- SAT/ACT Results**
- Graduates Enrolled in Texas Institutions of Higher Education
- Graduates in Texas Institutions of Higher Education Completing One Year without Remediation

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ **Part V – Profile**

#### ☐ **Student Information (based on Fall 2014 PEIMS Submission)**

- Total Students and Students by Grade Level
- Ethnic Distribution
- Students by Identified Indicator
  - Economically Disadvantaged | Non-Educationally Disadvantaged | ELL Students | Students with Disciplinary Placements (2013-14) | At-Risk
- Graduates by Ethnicity and by Graduation Type
- Retention Rates by Grade
- Data Quality
- Class Size Information

# 2014-15 Annual Report

## 1. 2014-15 Texas Academic Performance Report (TAPR)

### ➤ **Part V – Profile**

#### ☐ **Staff Information (based on Fall 2014 PEIMS Submission)**

- Total Staff
  - Professional/Aides/Auxiliary
  - Ethnicity and Gender
  - Highest Degree Held
  - Years of Experience
- # of Students per Teacher
- Average Years of Experience
- Average Teacher Salary and Average Actual Salaries
- Instructional Staff Percent and Turnover Rate

#### ☐ **Program Information (based on Fall 2014 PEIMS Submission)**

- Student Enrollment by Program
- Teachers by Program

# 2014-15 Annual Report

## 2. PEIMS Financial Standard Report (2013-14 Financial Actual Report)

### **2013-14 Actual Financial Data (District)**

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2012 Tax Year State Certified Property Values
- Percent of Total Budgeted Expenditures

### **2013-14 Actual Financial Data (Each Campus)**

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



# 2014-15 Annual Report

## 3. 2014-15 District Accreditation Status

- 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 PBMAS
  
- The District's 2014-15 Accreditation Status is: **ACCREDITED**

# 2014-15 Annual Report

## 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** based on data analysis and needs assessments (including data reported in the 2013-14 TAPR)
  - ❑ Each campus periodically measures progress toward its performance objectives
- Campus Performance Objectives are approved by the Board
- Campus CIPs are posted on the district's website and are available for review at the district's central office or on each campus

# 2014-15 Annual Report

## 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 and criminal incidents in the district
- The report must include the number, rate and type of violent or criminal incidents that occurred
- The district's report for the 2014-15 school year is available for review at the district's central office and at each campus in the district

# 2014-15 Annual Report

## 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 **2012-13 High School Graduates**
  - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2012-13 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2014
  - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2013**, **Spring 2014**, and **Summer 2014** are added together and averaged to determine the GPA

# 2014-15 Annual Report

## 7. TAPR Glossary

- Provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish translation of the TAPR Glossary is scheduled for release in January 2016

# 2014-15 Annual Report

## Resources and Availability of Annual Report

- The District's Annual Report will be posted on the district's website within 2 weeks after this meeting
- Paper copies of the District's Annual Report will also be available at the district's central office and on each campus in the district

# 2014-15 Annual Report

## Questions?

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