2022-2023 District Annual Report Public Hearing

Era ISD
February 19, 2024

2022-2023 Annual Report

1. 2022-2023 Texas Academic Performance Report (PDF TAPR)

    ❑ For the District

2. PEIMS Financial Standard Report (2021-2022 Financial Actual Report)

    ❑ For the District

3. 2022-23 District Accreditation Status

    ❑ Accredited

4. Campus Performance Objectives

5. Report on Violent or Criminal Incidents on Campuses

6. Student Performance in Postsecondary Institutions

7. Progress Toward Board-Adopted HB 3 Goals

    ❑ For the District and each Campus in the District

8. 2022-23 TAPR Glossary

Section 1

2022-23 Texas Academic Performance Report (TAPR)

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

❑ 2022-23 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

2022-23 Texas Academic Performance Report (TAPR)

- **Cover Page**
  - Only includes district or campus name and number
  - Typically, the **Cover Page** includes the following information:
    - Accountability Rating
    - Special Education Determination Status (District TAPR only)
    - Distinction Designations
    - 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
  - The **2022-23 TAPR Glossary** includes the following language:
    - ***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.***
  - Era ISD Accountability Rating: B

Section 1

2022-2023 Texas Academic Performance Report (TAPR)

- **STAAR Performance – reported for 2023 and 2022**
  - All 3 performance rates
    - *Approaches Grade Level or Above*
    - *Meets Grade Level or Above*
    - *Masters Grade Level*
  - Reported for
    - Each Assessment (including SAT/ACT for Accelerated Testers)
    - All Grades All Subjects
    - All Grades by Subject
    - By Enrolled Grade (3rd Graders through 8th Graders) at *Meets Grade Level or Above*
      - Reading and Math
        - » Grade 3-8 assessments only and
        - » Grade 3-8 assessments and EOCs)
      - Reading (Grade 3-8 assessments and EOCs)
      - Math (Grade 3-8 assessments and EOCs)

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**
    - Reported by Grade and Subject of assessment (RLA and Math)
  - **Accelerated Learning (4545 Performance)**
    - Reported by Grade and Subject of assessment (RLA and Math)
  - *Academic Growth (Domain II-A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported*

Section 1

2022-2023 Texas Academic Performance Report (TAPR)

- **Bilingual Education (BE) / English as a Second Language (ESL)**
  - Disaggregated data for various 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)
    8. Total ESL
    9. ESL Content Based
    10. ESL Pull-Out
    11. EB/ESL with Parental Denial
    12. Never Emergent Bilingual (EB)/English Learner (EL)
    13. Total EB/EL
    14. Monitored and Former EB/EL
- **STAAR Performance** – reported for 2023 and 2022
  - All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)
- **Annual Growth** - reported only for 2023
  - All Grades Both Subjects, All Grades (RLA), All Grades (Math)
- **Accelerated Learning** - reported only for 2023
  - All Grades Both Subjects, All Grades (RLA), All Grades (Math)

Section 1

2022-2023 Texas Academic Performance Report (TAPR)

- **STAAR Participation – reported for 2023 and 2022**
  - 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

Section 1

2022-2023 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2021-2022 and 2020-2021 (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 – 2021-2022 Graduates**
  - ❑ Total Graduates
  - ❑ By Ethnicity
  - ❑ By Graduation Type
  - ❑ By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

Section 1

2022-23 Texas Academic Performance Report (TAPR)

❑ **College, Career and Military Readiness (CCMR)**
  - ❑ CCMR Graduates
  - ❑ College Ready Graduates
  - ❑ Career/Military Ready Graduates
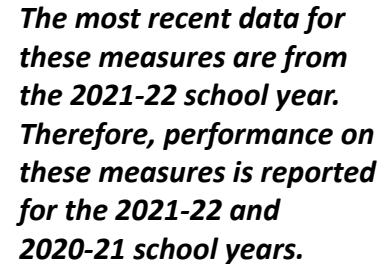
❑ **CCMR-Related Indicators**
  - ❑ TSIA Results
  - ❑ CTE Coherent Sequence
  - ❑ Completed and Received Credit for College Prep Courses
  - ❑ AP/IB Results
  - ❑ SAT/ACT Results

❑ **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 2021-22 school year. Therefore, performance on these measures is reported for the 2021-22 and 2020-21 school years.

Section 1

2022-23 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 (2021-22 Financial Actual Reports)

2021-22 Actual Financial Data (District)

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

2021-22 Actual Financial Data (Campus)

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

2021-2022 is the most recent year for which actual financial reports are available.
2022-23 Actual Financial Data will be available in Spring 2024.

Section 3

2022-2023 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)

- The District's 2022-23 Accreditation Status is: Accredited

Section 4
District Performance Objectives

❑ District Improvement Plans (DIP)

- ❏ The district has developed and is implementing a DIP, as required by TEC §11.253

- ❏ The DIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports

- ❏ The District **periodically measures progress** toward its performance objectives

- ❏ Updated DIP for the 2022-2023 school year (which show each campus's **progress toward meeting its performance objectives**) is posted on the district's website and is 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 2022-2023 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 **2020-2021 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 2020

- ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2021**, **Spring 2022**, and **Summer 2022** 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 as part of this presentation.

Section 7

Board-adopted HB 3 Goals: Updated Goals Coming for 2024-2025

Early Childhood Literacy Board Outcome Goal					Early Childhood Math Board Outcome Goal					CCMR Board Outcome Goal				
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 60% by June 2024.					The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 55% by June 2024.					The percentage of graduates that meet the criteria for CCMR will increase from 90% to 95% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
47%	50%	53%	56%	60%	43%	46%	50%	52%	55%	91%	92%	93%	94%	95%
Early Childhood Literacy Progress Measure 1					Early Childhood Math Progress Measure 1					CCMR Progress Measure 1				
The percent of K students that score on grade level or above in EOY Reading ISIP will increase from 86% to 95% by June 2024.					The percent of K students that score on grade level or above in EOY math ISIP will increase from 76% to 85% by June 2024.					The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 68% to 75% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
87%	89%	91%	93%	95%	77%	79%	81%	83%	95%	69%	70%	71%	73%	75%
Early Childhood Literacy Progress Measure 2					Early Childhood Math Progress Measure 2					CCMR Progress Measure 2				
The percent of 1 students that score on grade level or above in EOY Reading ISIP will increase from 74% to 83% by June 2024.					The percent of 1st grade students that score on grade level or above in EOY math ISIP will increase from 71% to 82% by June 2024.					The percent of CCMR students that achieve Advanced dual-credit course completion will increase from 37% to 45% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
75%	77%	79%	81%	83%	72%	75%	77%	79%	82%	38%	39%	41%	43%	45%
Early Childhood Literacy Progress Measure 3					Early Childhood Math Progress Measure 3					CCMR Progress Measure 3				
The average percent of 2nd and 3rd grade students that score on grade level or above in EOY Reading ISIP will increase from 80% to 90% by June 2024.					The average percent of 2nd and 3rd grade students that score on grade level or above in EOY math ISIP will increase from 92% to 95% by June 2024.					The percent of CCMR students that meet criteria for CCMR Outcomes Bonus for TSIA (both subjects) will increase from 38% to 45% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
82%	84%	86%	88%	90%	93%	93%	94%	94%	95%	39%	40%	41%	43%	45%

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 <u>*TAPR Glossary*</u> is now available.

Resources and Availability of Annual Report

⬜   The District's TAPR is posted on the district's website

⬜   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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