

Agenda of Public Hearing

The Board of Trustees El Campo Independent School District

A Public Hearing of the Board of Trustees of El Campo Independent School District will be held January 14, 2021, beginning at 6:45 PM in the ECHS Auditorium, 600 West Norris, El Campo, Texas 77437.

The subjects to be discussed are as listed below.

1. Call to Order/Opening Prayer/Pledge of Allegiance
 - A. Annual Report - Public Hearing on 2019-2020
 1. Public Hearing - The Board will Hold a Public Hearing to Discuss the El Campo Independent School District 2019-20 Annual Report containing:
 - Texas Academic Performance Report
 - District Accreditation Statuses
 - Campus Performance Objectives
 - Report on Violent or Criminal Incidents on Campuses
 - Student Performance in Post-Secondary Institutions
 - PEIMS Financial Standard Report (2018-19 Financial Actual Report)
 2. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Monday, January 11, 2021 at 5:00 p.m.

For the Board of Trustees



2019-20
Annual Report
Public Hearing

El Campo ISD

January 14, 2021

7 Sections to the Annual Report

1. 2019-20 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 (2018-19 Financial Actual Report)
 - ❑ For the District and each Campus in the District [ECISD](#), [ECHS](#), [ECMS](#), [NS](#), [HUT](#), [MY](#)
3. 2019-20 District Accreditation Status [ECISD](#)
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 (17-18)
 - ❑ For each High School Campus in the District [ECHS](#)
7. 2019-20 TAPR [Glossary](#)

Section 1

2019-20 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - PEIMS
 - Student Assessment Data
- TAPR is published in 2 different formats
 - [Texas Education Agency - 2019–20 Texas Academic Performance Reports](#)
 - A comprehensive, “dynamic” online data system
 - Data are added as they become available
 - A PDF version (the “PDF TAPR”)
 - Only includes major, statutorily-required data points
 - Designed to allow districts to fulfill their public notification requirements (i.e., this Annual Report)

Section 1

2019-20 Texas Academic Performance Report (TAPR)

□ Cover Page

- 2020 Accountability Rating
 - Same rating for the district and all campuses: ***Not Rated: Declared State of Disaster***
- 2020 Special Education Determination Status
 - Only reported on the district's TAPR
- 2020 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 Career Exploration Program and did not request a waiver from TEA
- 2020 Distinction Designations
 - *No Distinction Designations were awarded at the district or campus level in 2020 due to the absence of 2020 STAAR data*

Section 1

2019-20 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

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

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

Section 1

2019-20 Texas Academic Performance Report (TAPR)

□ **STAAR - Prior Year and Student Success Initiative**

- Progress of Prior Year Non-Proficient Students
- Student Success Initiative (SSI)

□ **Bilingual Education/English as a Second Language**

- Includes STAAR performance and academic growth measures (disaggregated by various program instructional models) for students identified as current ELs in the 2019-20 school year

□ **STAAR Participation**

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

Section 1

2019-20 Texas Academic Performance Report (TAPR)

▣ Attendance, Graduation, and Dropout Rates

- ▣ 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

The most recent data for these measures are from the 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.

Section 1

2019-20 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 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.

Section 1

2019-20 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)

The most recent data for this information are from the 2019-20 school year.

Section 2

PEIMS Financial Standard Reports (2018-19 Financial Actual Reports)

2018-19 Actual Financial Data (District)

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

2018-19 Actual Financial Data (Campus)

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

2018-19 is the most recent year for which these data are available.

Section 3

2019-20 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 Results Driven Accountability (RDA)

- The District's 2019-20 Accreditation Status is: ***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
 - Updated CIPs for the 2019-20 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 2019-20 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 **2017-18 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 2018, Spring 2019, and Summer 2019** are added together and averaged to determine the GPA

Section 7

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

Comprehensive Glossary 2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local education 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:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rctsvr1.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>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (district TAPR only): 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. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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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