

Point Isabel I.S.D.

February 18, 2020

Accredited

2018-19 Annual Report Public Hearing

2019 District Accountability Rating: ***B***

2019 Special Education Determination Status:








Meets Requirements

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test:

Meets Requirements

Participation Rate: 99%

2018-District and Campus Performance Ratings

2018-2019 District and Campus Performance Ratings		
District/Campus Name	Accountability Rating	Distinctions Designations
Point Isabel ISD	B	
Port Isabel High School	B	 Post-Secondary Readiness
Port Isabel Junior High School	B	 ELA/Reading
Garriga Elementary	B	 Comparative Academic Growth
Derry Elementary	A	 ELA/Reading  Comparative Closing the Gaps  Comparative Academic Growth  Post-Secondary Readiness

7 Sections to the Annual Report

1. 2018-19 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2017-18 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. 2018-19 District Accreditation Status
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District
7. 2018-19 TAPR Glossary

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data
- Beginning in 2017-18, TAPR is published in 2 different formats
 - ❑ A comprehensive, “dynamic” online data system <https://txschools.gov>
 - Data are added as they become available
 - ❑ A PDF version (the “PDF TAPR”) <https://www.pi-isd.net/domain/76>
 - Only includes major, statutorily-required data points
 - Designed to allow districts to fulfill their public notification requirements (i.e., the Annual Report)

Section 1

2018-19 Texas Academic Performance Report (TAPR)

➤ STAAR Performance

- ❑ All 3 performance rates (p. 3 – 6)
 - **Approaches Grade Level or Above**
 - **Meets Grade Level or Above**
 - **Masters Grade Level**
- ❑ Reported for
 - Each Assessment
 - All Grades All Subjects (p. 6)
 - All Grades by Subject (p. 6 – 7)
- ❑ Performance data includes results from **2019 Accountability Year**

Summer 2018 EOCs	December 2018 EOCs	Spring 2019 EOCs and all Grades 3-8 Assessments (including 1 st and 2 nd administrations of Grades 5 and 8 Reading and Math)
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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)

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- Progress
 - ❑ Academic Growth (School Progress Domain) (p. 8)
- Prior Year and Student Success Initiative
 - ❑ Progress of Prior Year Non-Proficient Students (p. 9)
 - ❑ Student Success Initiative (SSI) (p. 9 – 10)
- Bilingual Education/English as a Second Language
 - ❑ Includes performance and progress measures (disaggregated by various program instructional models) for students identified as current ELs in the 2018-19 school year (p. 11 – 12)

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- STAAR Participation (p. 13)
- Attendance, Graduation, and Dropout Rates (p. 14 – 15)
 - ❑ 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 (p. 16)

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- College, Career and Military Readiness (CCMR) (p. 17 - 18)
 - ❑ CCMR Graduates
 - ❑ College Ready Graduates
 - ❑ Career/Military Ready Graduates
- CCMR-Related Indicators (p. 19 – 20)
 - ❑ TSIA Results
 - ❑ CTE Coherent Sequence
 - ❑ Completed and Received Credit for College Prep Courses
 - ❑ AP/IB Results
 - ❑ SAT/ACT Results
- Other Postsecondary Indicators (p. 21)
 - ❑ 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

2018-19 Texas Academic Performance Report (TAPR)

- Student Information (p. 22 – 23)
 - ❑ 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 (p. 24 – 25)
 - ❑ 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 (p. 26)
 - ❑ Student Enrollment by Program
 - ❑ Teachers by Program (population served)

Section 2

PEIMS Financial Standard Reports (2017-18 Financial Actual Reports)

2017-18 Actual Financial Data (District) (p. 26)

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2016 Tax Year State Certified Property Values
- Unassigned Fund Balance (% of Total Budgeted Expenditures)

2017-18 Actual Financial Data (Each Campus) (last page)

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

Section 3

2018-19 District Accreditation Status

http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2019_2020_accreditation_statuses.html

- 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 – B
 - Financial accountability ratings – A
 - Data integrity
 - Program-area deficiencies identified through PBMAS (now called Results Driven Accountability, or RDA)
 - CTE and Special Education

- The District's 2018-19 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
 - Derry Elementary <https://www.pi-isd.net/Page/747>
 - Garriga Elementary <https://www.pi-isd.net/domain/1312>
 - Port Isabel Junior High School <https://www.pi-isd.net/Domain/10>
 - Port Isabel High School <https://www.pi-isd.net/domain/1394>
 - ❑ Each CIP includes **performance objectives** (approved by the Board September 17, 2019) 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 (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 2018-19 school year is available for review at the district's central office and at each campus in the district

Section 5

Report on Violent or Criminal Incidents

Discipline Codes	Number of Incidents
11 – Used, Exhibited, or possessed a firearm	0
12 – Used, Exhibited, or possessed an illegal knife	0
13 – Used, Exhibited, or possessed a club	0
14 – Used, Exhibited, or possessed a prohibited weapon	0
16 – Arson	0
17 – Murder, attempted murder	0
18 – Indecency with a child	0
19 – Aggravated kidnapping	0
29 – Aggravated assault on school employee	0
30 – Aggravated assault on student	0
31 – Sexual assault or aggravated assault on a school employee	0
32 – Sexual assault or aggravated assault on student	0
36 – Felony controlled substance violation	2
37 – Felony alcohol violation	0
46 – Aggravated robbery	0
47 – Manslaughter	0
48 – Criminally negligent	0

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 **2016-17 High School Graduates (p. 21)**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2016-17 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2018
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2017**, **Spring 2018**, and **Summer 2018** are added together and averaged to determine the GPA

Section 7

TAPR Glossary

<https://www.pi-isd.net/domain/76>

- 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 spring

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:

Name	Ana Holland
Position	Assistant Superintendent for Curriculum and Instruction
Phone	(956) 943-0008
Email	aholland@pi-isd.net