



2016-17  
Annual Report  
Public Hearing

Vidor ISD

December 18, 2017

# 2016-17 Annual Report

## 7 Sections to the Annual Report

1. 2016-17 Texas Academic Performance Report (TAPR)
  - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2015-16 Financial Actual Report)
  - ❑ For the District and each Campus in the District
3. 2016-17 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. 2016-17 TAPR Glossary

# 2016-17 Annual Report

## 1. 2016-17 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using PEIMS and Student Assessment Data
- **Significant changes in 2016-17 TAPR**
  - ❑ **New terminology: STAAR Performance Level Descriptors**

Terms Used in 2016-17 TAPR	Terms Used in 2015-16 TAPR
Approaches Grade Level	Level II Satisfactory
Meets Grade Level	Level II Postsecondary
Masters Grade Level	Level III Advanced

- ❑ **2 years of STAAR data reported**
  - 2017
  - 2016
  - 2015-16 TAPR only reported 1 year of data due to significant changes to STAAR from 2014-15 to 2015-16

# 2016-17 Annual Report

## 1. 2016-17 Texas Academic Performance Report (TAPR)

### ➤ Organized in 5 parts

#### **I. Cover Page**

- 2017 Accountability Rating
- 2017 Special Education Determination Status (District only)
- 2017 Distinction Designations

#### **II. 2016-17 Performance**

#### **III. 2016-17 Participation**

#### **IV. 2016-17 Attendance and Postsecondary Readiness**

- *Data are reported for 2015-16 and 2014-15, NOT 2016-17*

#### **V. 2016-17 Profile**

# 2016-17 Annual Report

## 1. 2016-17 Texas Academic Performance Report (TAPR)

### ➤ Part II: 2016-17 Performance

- STAAR Performance by **assessment\***
  - % at **Approaches Grade Level or Above**
- STAAR Performance by **subject area** (all grades)
  - % at **Approaches Grade Level or Above**
  - % at **Meets Grade Level or Above**
  - % at **Masters Grade Level**
- STAAR Progress in Reading and Math (all grades)
  - % **Met or Exceeded Progress**
  - % **Exceeded Progress**
- Includes STAAR results from “**2017 Accountability Year**”

Summer 2016 EOCs	December 2016 EOCs	Spring 2017 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.

# 2016-17 Annual Report

## 1. 2016-17 Texas Academic Performance Report (TAPR)

### ➤ Part II: 2016-17 Performance (continued)

#### ☐ Also includes

- **Progress of Prior-Year Non-Proficient Students (Reading and Math Grades 4-8)**
- **Student Success Initiative – Reading (Grades 5 & 8)**
- **Bilingual Education/English as a Second Language Performance Measures**
  - Shows performance (based on program instructional models) for students identified as **Current ELLs in the 2016-17 school year**
    - » ELL students receiving various models of Bilingual Education services
    - » ELL students receiving various models of ESL services
    - » ELL students receiving No Services
    - » ELL students receiving Services
    - » Total Current ELL students

# 2016-17 Annual Report

## 1. 2015-16 Texas Academic Performance Report (TAPR)

### ➤ Part III: 2016-17 Participation

- ❑ **2016-17 STAAR Participation – All Grades/All Tests**
  - Percent Tested | Percent Not Tested
  - Of those tested, percent included in accountability
- ❑ **2015-16 STAAR Participation – All Grades/All Tests**
  - Percent Tested | Percent Not Tested
  - Of those tested, percent included in accountability

# 2016-17 Annual Report

## 1. 2016-17 Texas Academic Performance Report (TAPR)

### ➤ Part IV: 2016-17 Attendance and Postsecondary Readiness

**NOTE:** *Performance measures in this Part are reported for the 2015-16 and 2014-15 school years, NOT 2016-17. 2015-16 and 2014-15 are the most recent years for which data are available.*

- Attendance Rate
- Annual Dropout Rates (Gr. 7-8 and Gr. 9-12)
- Longitudinal and Annual Graduation Rates and Graduation Plan Rates
- College and Career Readiness Indicators, including
  - Advanced Course/Dual Enrollment Completion
  - College-Ready and College and Career-Ready Graduates
  - CTE Coherent Sequence Completion
  - AP/IB Course Completion and Results
  - SAT/ACT Results
  - Graduates Enrolled in Texas Institutions of Higher Education



# 2016-17 Annual Report

## 1. 2016-17 Texas Academic Performance Report (TAPR)

### ➤ Part V – 2016-17 Profile

- ❑ **Student Information for 2016-17 (based on Fall 2016 PEIMS Submission)**
  - 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 for 2016-17 (based on Fall 2016 PEIMS Submission)**
  - 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 for 2016-17 (based on Fall 2016 PEIMS Submission)**
  - Student enrollment by program
  - Teachers by program

# 2016-17 Annual Report

## 2. PEIMS Financial Standard Report (2015-16 Financial Actual Report)

### **2015-16 Actual Financial Data (District)**

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2014 Tax Year State Certified Property Values
- Unassigned Fund Balance (% of Total Budgeted Expenditures)

### **2015-16 Actual Financial Data (Each Campus)**

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

# 2016-17 Annual Report

## 3. 2015-16 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 2016-17 Accreditation Status is: ***Accredited***

# 2016-17 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 2015-16 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

# 2016-17 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 at each campus in the district
- The report must include
  - ❑ Number, rate and type of violent or criminal incidents that occurred on each campus
  - ❑ Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students
  - ❑ Findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2016-17 school year is available for review at the district's central office and at each campus in the district

# 2016-17 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 **2014-15 High School Graduates**
  - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2014-15 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2016
  - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2015**, **Spring 2016**, and **Summer 2016** are added together and averaged to determine the GPA

# 2016-17 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 2018

# 2016-17 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
- For questions or more information, contact:

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