

2019-2020 ANNUAL REPORT

February 22, 2021

DUNCANVILLE INDEPENDENT SCHOOL DISTRICT

Dr. Karin Holacka, Chief of School Improvement and Strategic Initiatives



REQUIREMENTS OF THE ANNUAL REPORT

Texas Education Code §39.306

Texas
Academic
Performance
Report (TAPR)

Campus
Performance
Objectives

Student
Performance in
Post-Secondary
Institutes

PEIMS
Financial
Standards
Report

Report of
Violent or
Criminal
Incidents

2019-20
Accreditation
Status



TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

PUBLISHED IN TWO FORMATS:

PDF – On district website - Statutorily-required data

Online Data System – txschools.gov – Comprehensive data

COVER:

Accountability Rating

Special Education Determination Status

CONTENTS:

- STAAR Performance and Participation
- Attendance/Graduation/Dropout Rates
- College/Career/Military (CCMR) Readiness Indicators
- Other Post-secondary Indicators
- Student and Staff Information
- Program Information



2020 TEA ACCOUNTABILITY RATINGS

NOT RATED: DECLARED STATE OF DISASTER

District / Campus Name	2019 Rating	2019 Score
DUNCANVILLE ISD	B	84
ACTON ELEMENTARY	C	76
ALEXANDER ELEMENTARY	C	71
BILHARTZ ELEMENTARY	F	59
CENTRAL ELEMENTARY	C	79
FAIRMEADOWS ELEMENTARY	C	77
HASTINGS ELEMENTARY	D	69
HYMAN ELEMENTARY	D	64
MERRIFIELD ELEMENTARY	D	67
SMITH ELEMENTARY	C	70
BRANDENBURG INTERMEDIATE	C	78
DANIEL INTERMEDIATE	C	72
HARDIN INTERMEDIATE	B	82
BYRD MIDDLE	B	85
KENNEMER MIDDLE	B	80
REED MIDDLE	C	75
DUNCANVILLE HIGH SCHOOL	B	82
PACE HIGH SCHOOL	D	67
SUMMIT LEARNING CENTER	N/R	

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.

The 2020 Accountability Rating is the same rating for the district and all campuses:

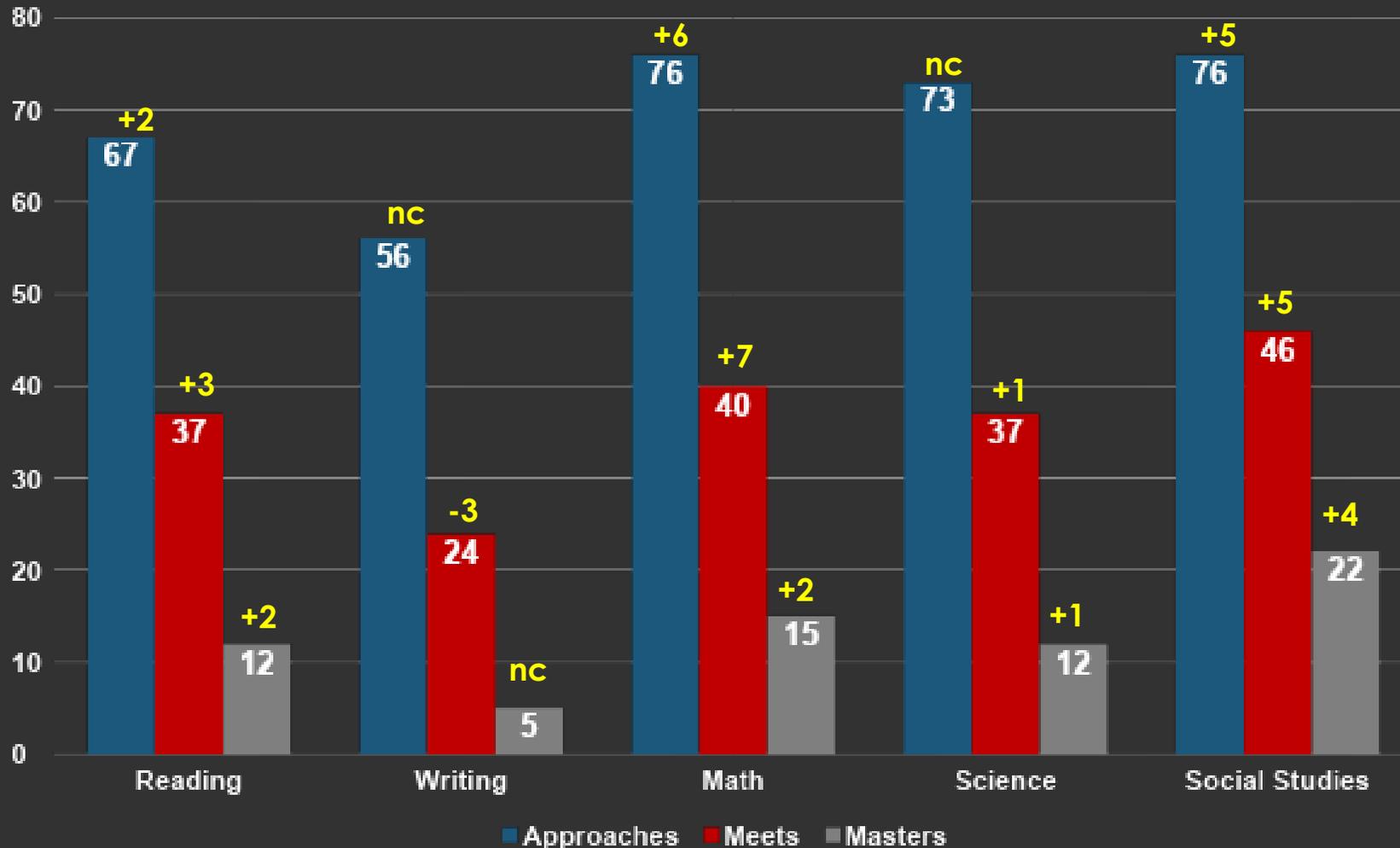
Not Rated: Declared State of Disaster.

2020 TEA ACCOUNTABILITY DISTINCTIONS

Distinction Designations (district and campus TAPR's) were not issued for 2019-2020

2019 Distinctions				
Campus Name	Math	Academic Growth	Closing the Gap	Post-Secondary
ACTON ELEMENTARY	•	•	•	
CENTRAL ELEMENTARY	•			•
FAIRMEADOWS ELEMENTARY	•	•		
BRANDENBURG INTERMEDIATE		•		
HARDIN INTERMEDIATE			•	
BYRD MIDDLE		•	•	
KENNEMER MIDDLE		•	•	
DUNCANVILLE HIGH				•

2020 TAPR PERFORMANCE BY CONTENT



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

Key Initiatives for Addressing Academic Performance

Utilizing the 3C Analysis to understand content, context, and cognitive rigor to boost academic content alignment in district classrooms

Creation of Academic Curriculum Guides for ELAR, Math, Science, and Social Studies

Classroom instructional coaching to focus on high impact learning standards

Backward Design process shows teachers how to lesson plan at the rigor and complexity of the TEKS



CAMPUS PERFORMANCE OBJECTIVES

Each campus has developed and is implementing a Campus Improvement Plan (CIP), as required by TEC §11.253.

Each CIP includes performance objectives presented to the Board (11/16/2020) based on board goals, data analysis and a needs assessment.

Each campus measures progress quarterly toward its performance objectives.

CIP progress is posted on each campus' website and is available for review at the district central office or at the campus.



STUDENT PERFORMANCE IN POST-SECONDARY INSTITUTIONS

2017-2018 Graduates	Total Number of Students	Average GPA				
		<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5
Four-Year Public University	177	48	27	45	32	25
Two-Year Public Colleges	275	127	30	30	40	27
Totals	452	175	57	75	72	52

2016-2017 Graduates	Total Number of Students	Average GPA				
		<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5
Four-Year Public University	242	66	56	44	42	29
Two-Year Public Colleges	306	126	47	35	45	28
Totals	548	192	103	79	87	57

TAPR shows **48.9%** of 2017-18 Graduates attended an Institute of Higher Ed. (2.8% below Region; 2.7% below State; 8.2% loss from 16-17)



Post-secondary Success Initiatives & Current Highlights

- Partnership with Dallas County Promise
- Establishment of Duncanville's Collegiate Academy
- Implementation of T-STEM and P-TECH programs with Mountain View College
- Creation of Middle School Choice programs and STEAM Academy
- Increased Dual Credit and Advanced Placement Courses

83 scholars in the Collegiate Academy Class of 2021.

80 are on track for May graduation with a high school diploma and an associates degree.

3 students have the potential for graduating with an associates degree during the summer.

PEIMS FINANCIAL STANDARD REPORTS

2018-19 Actual Financial Data (District)

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2017 Tax Year State Certified Property Values
- Unassigned Fund Balance (% of Total Budgeted Expenditures)

2018-19 Actual Financial Data (Each Campus)

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

2018-2019 Actual Financial Data can be found at: tea.texas.gov/financialstandardreports



Addressing Fiscal Transparency and Efficiency

- 18 Years of highest rating on the Financial Integrity Rating System of Texas
- Audits free of substantial findings
- Budget process discussed with Board of Trustees in each scheduled Board meeting as well as posted workshops
- Meetings with each principal about the next year's allocation and budget process
- Additional budget requests presented and vetted through the Senior Leadership Team



REPORT OF VIOLENT OR CRIMINAL INCIDENTS

	2017-18	2018-19	2019-20
Used, exhibited or possessed a firearm	1	3	0
Used, exhibited or possessed a prohibited weapon	1	0	2
Aggravated assault on a school employee	0	0	1
Aggravated assault on a student	3	0	1
Felony controlled substance violation	4	7	6
Aggravated robbery	0	0	1
Engages in deadly conduct	1	0	0

DAEP placements declined by 15% in 2019-2020.

Addressing Student Management

- Creation of the Duncanville ISD Police Department
- Implementation of the Social Emotional Support Counselors
- Training provided in Restorative Practices, Trauma Informed Care, and Threat Assessments
- Increased tracking and monitoring of suspensions and disciplinary actions
- Piloting of the Drug Diversion Program and LEAD - Law Enforcement Against Drugs Program
- Partnership with Youth 180 and Recovery Resource for Student Mentors



2019-2020 ACCREDITATION STATUS



ACCREDITED

In assigning an accreditation status to a district, TEA considers:

- Academic accountability ratings
- Financial accountability ratings
- Data integrity
- Program-area deficiencies identified through PBMAS (now called Results Driven Accountability, or RDA)



QUESTIONS OR COMMENTS

DUNCANVILLE INDEPENDENT SCHOOL DISTRICT

