

2020-21

District Academic Performance Review

Board Meeting September 20, 2021

Duncanville Independent School District

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

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2021 Accountability Rating

NOT RATED: Declared State of Disaster

***All Districts and Schools were NOT RATED in 2020 and 2021
due to COVID19.***

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Why did students take STAAR this year?

- To identify or “diagnose” gaps in learning combined with other sources of data such as: report card grades, local assessments, teacher input, classwork, observations, etc.
- To help school leaders and teachers create plans for students to recover from the disruptions to learning caused by COVID 19.

How will the results be used in 2021?

- In 2021, STAAR results are for learning and recovery only.
- They will not be used to rate schools or districts or evaluate teachers.
- They did not affect promotion for students in any grades.
- Graduating students, if affected, had other options to meet the graduation requirements.

Student Performance Levels

Did Not Meet Grade Level

Student is unlikely
to succeed in the
next grade or
course without
significant,
ongoing academic
intervention

Approaches Grade Level

Student is likely to
succeed in the next
grade or course
with targeted
academic
intervention

Meets Grade Level

Student has high
likelihood of success
in the next grade or
course but may still
need some short-term,
targeted academic
intervention

Masters Grade Level

Student is expected
to succeed in the
next grade or
course with little or
no academic
intervention

STATE ACCOUNTABILITY MEASURES

Not Rated: Declared State of Disaster

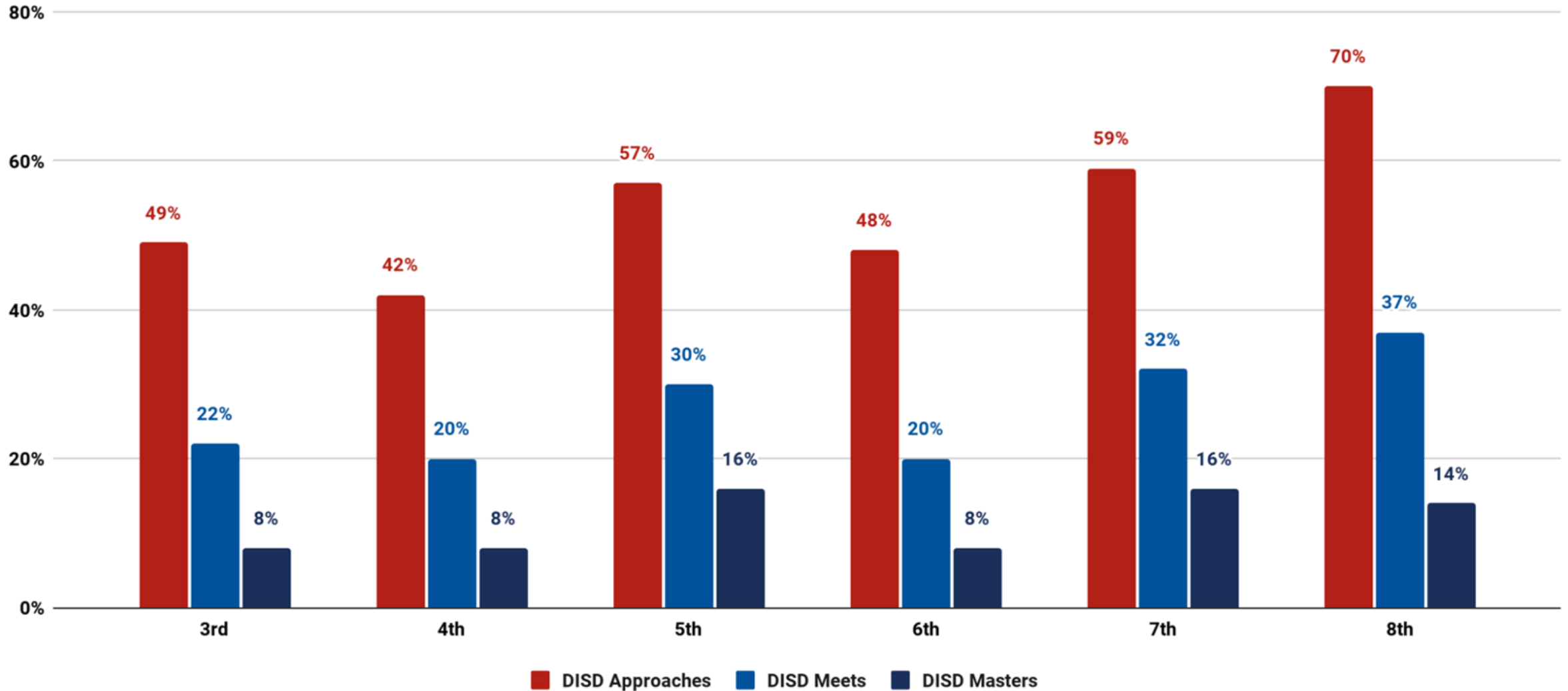
Participation: 92%-7% from 1819)

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	37	40		30
College, Career and Military Readiness (2018-2020 Rules)	44	60	68	
% Military Enlistment	2	11	10	
% CTE Coherent Sequence	11	13	21	
College, Career and Military Readiness (2021 Rules) **	31	36	37	41
Graduation Rate	92.6	93.8	95.2	95

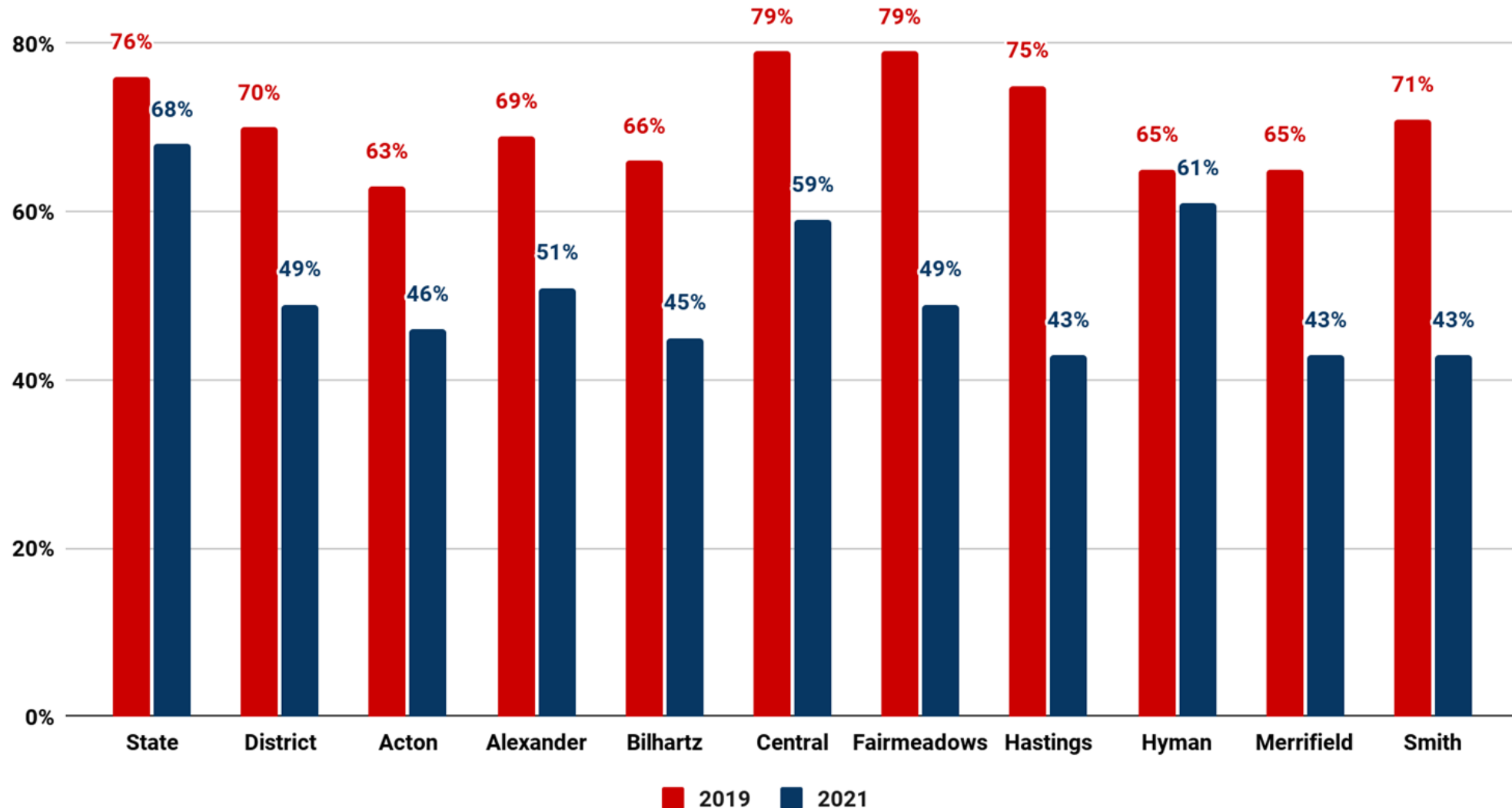
School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	66	67		
Relative Performance (STAAR Performance and CCMR)	41	50		36
Relative Performance (% EcoDis)	75.6%	78.3%		83.4%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	4%	40%		0%
Growth Status	42%	50%		
Graduation Status	29%	71%		88%
English Language Proficiency Status	100%	0%		100%
Student Success Status (STAAR Performance)	0%	23%		0%
School Quality Status (CCMR)	33%	100%		30%

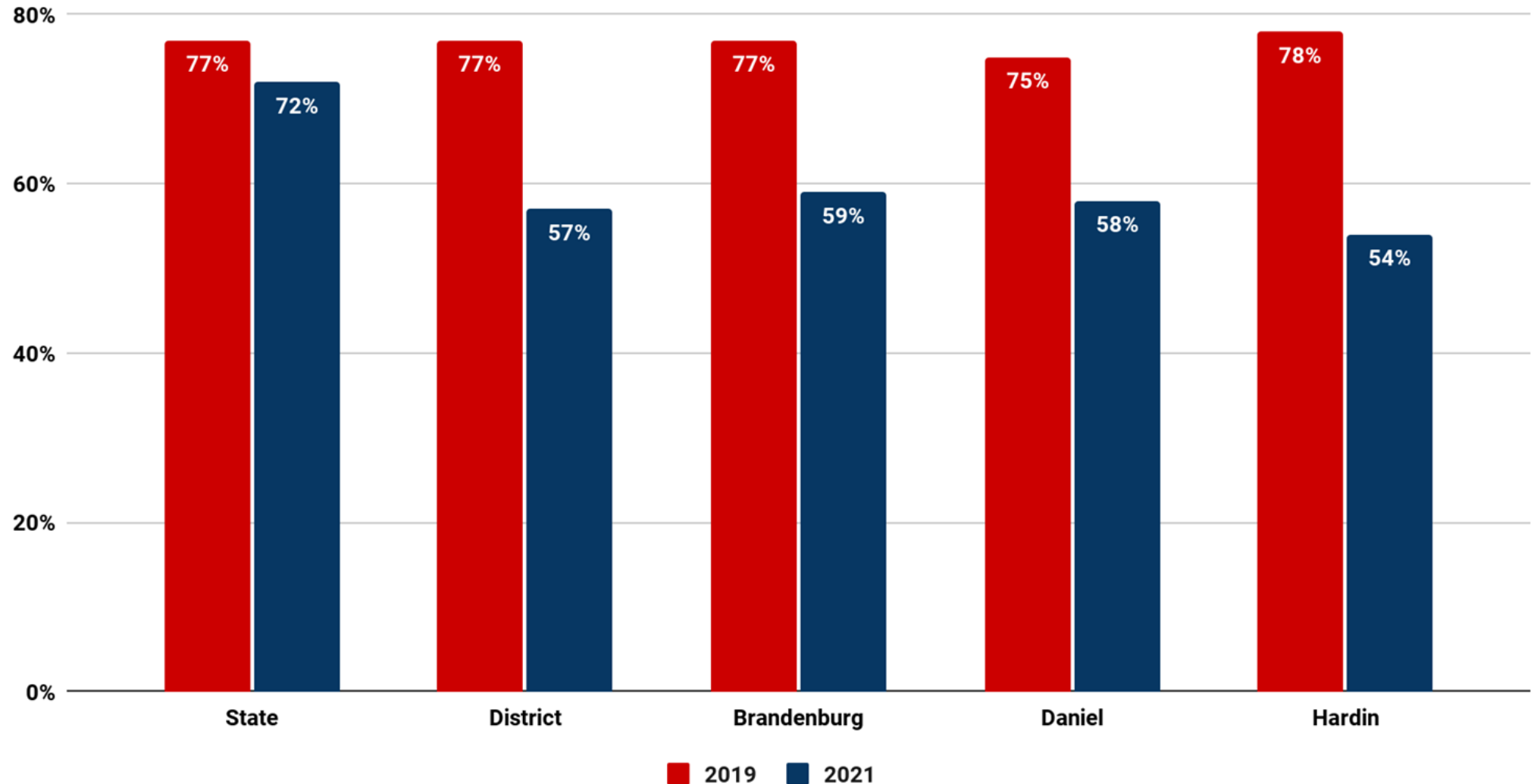
STAAR 3 8 Reading Performance Results



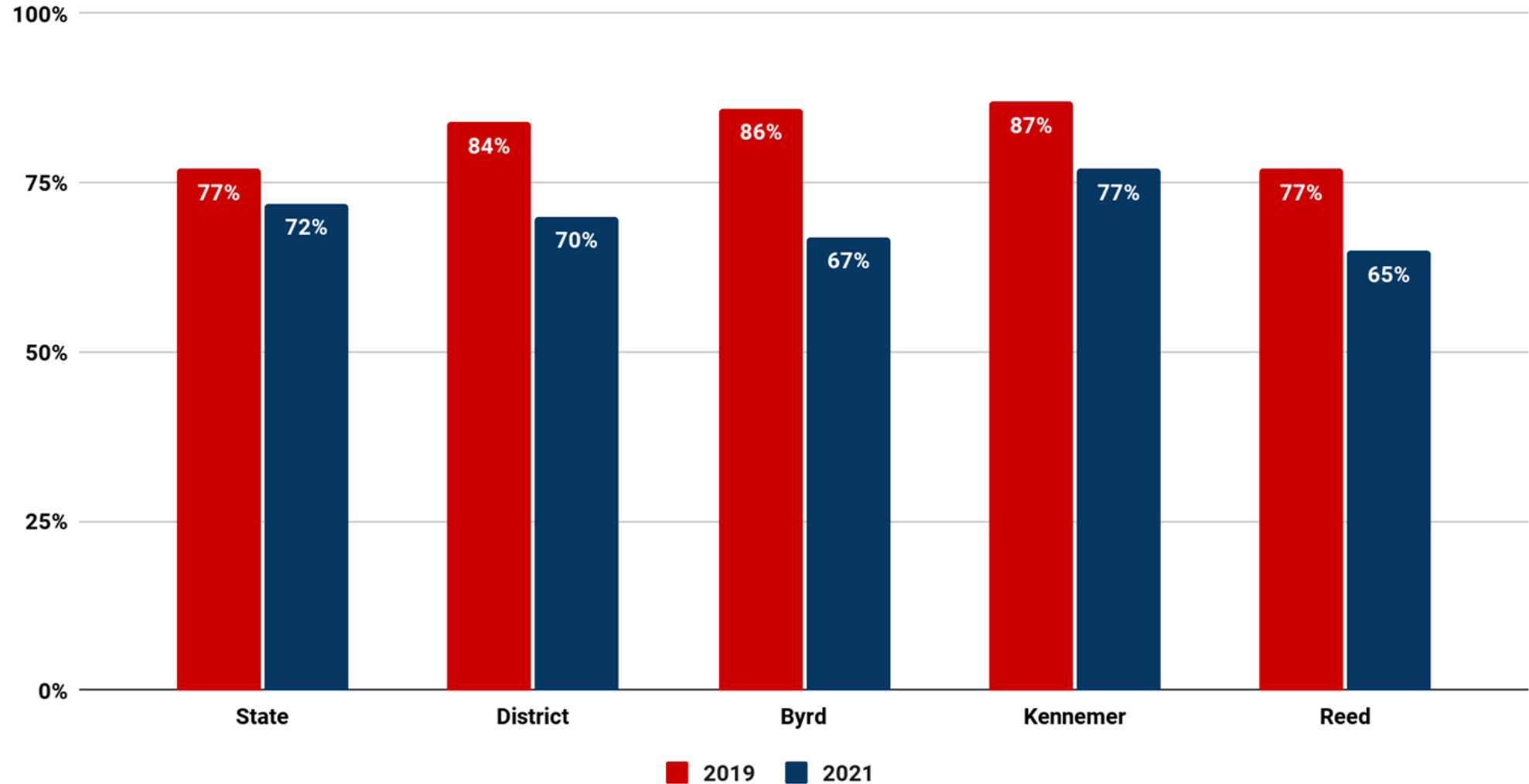
STAAR 3rd Grade Reading Comparison Results



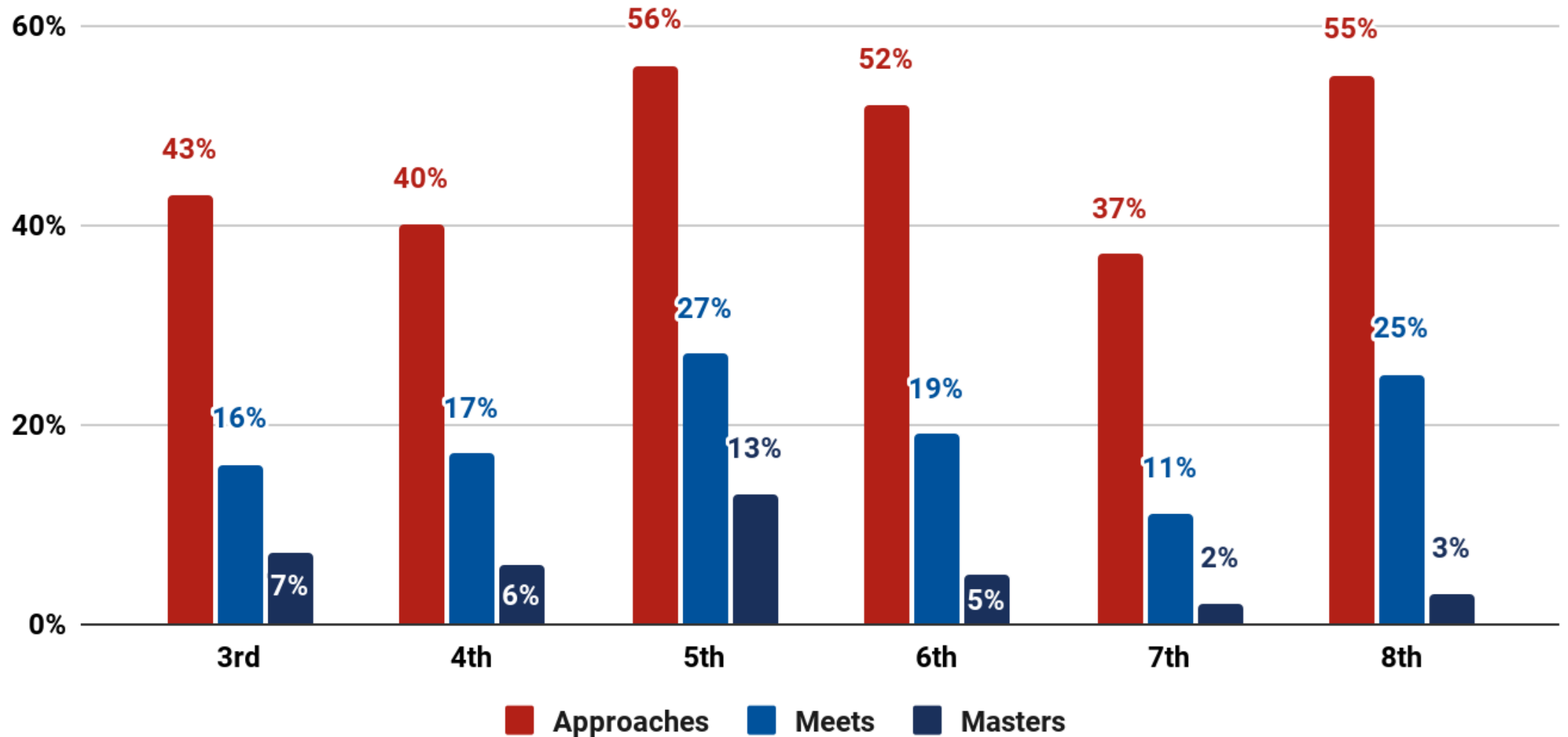
STAAR 5th Grade Reading Comparison Results



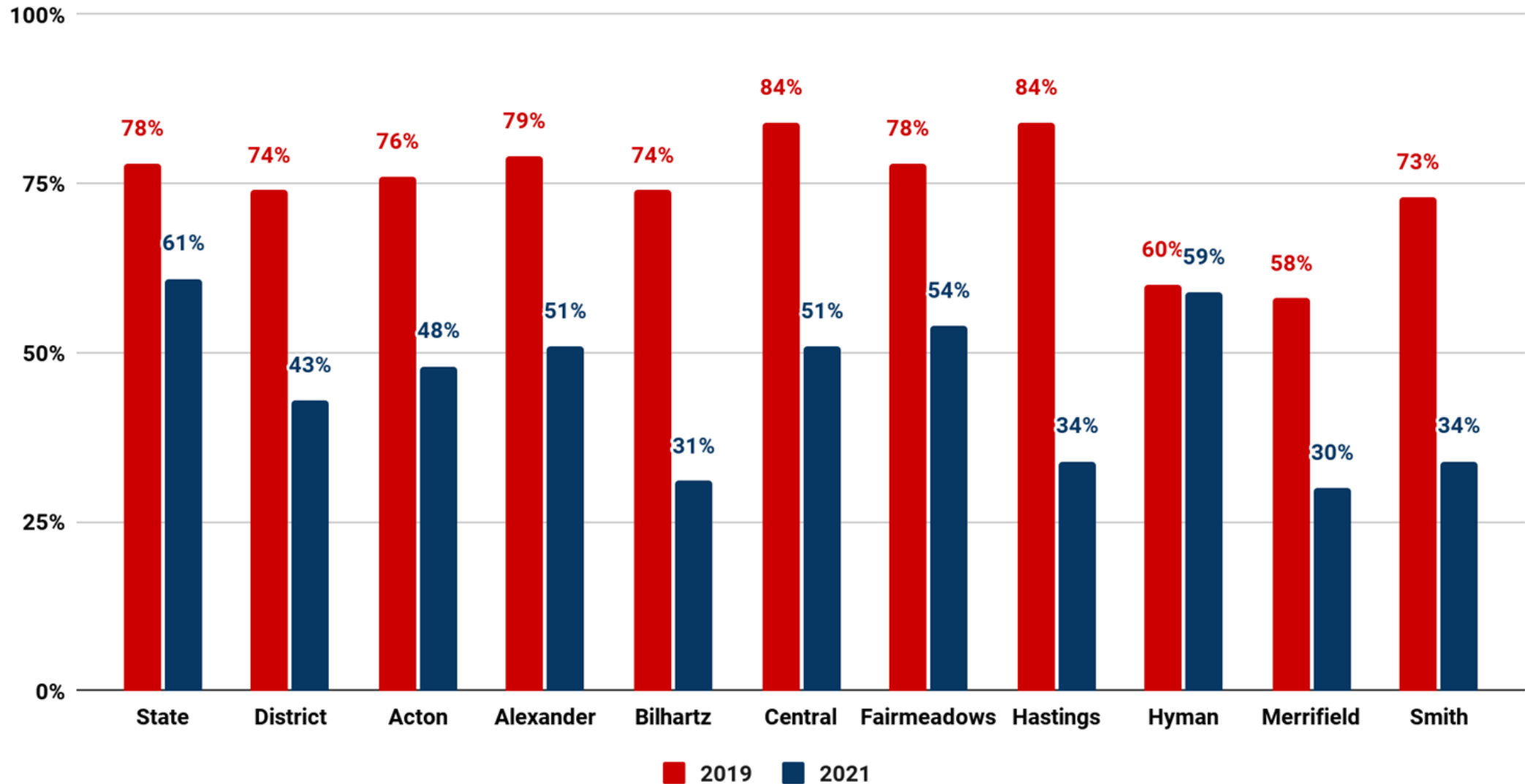
STAAR 8th Grade Reading Comparison Results



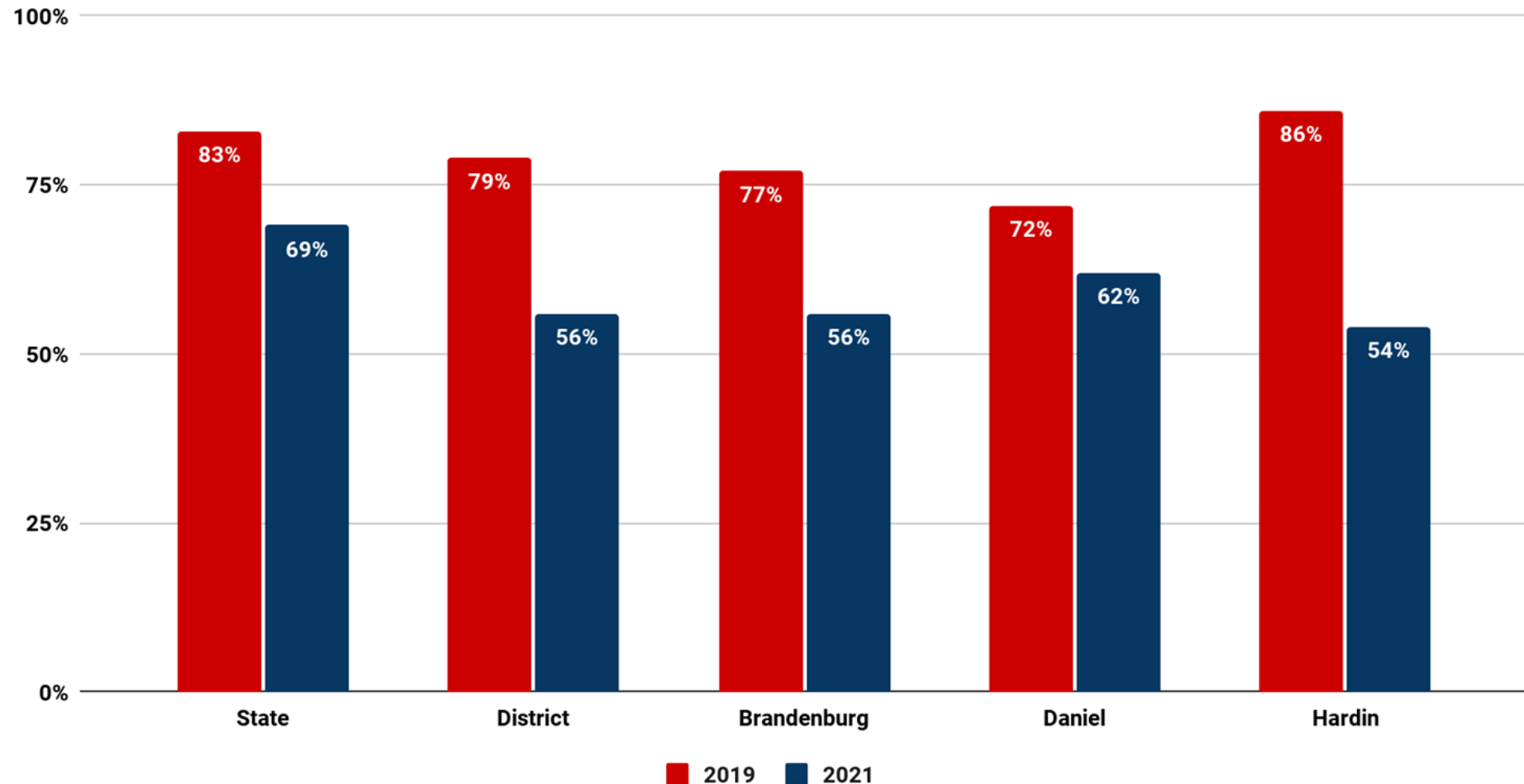
STAAR 3 8 Math Performance Results



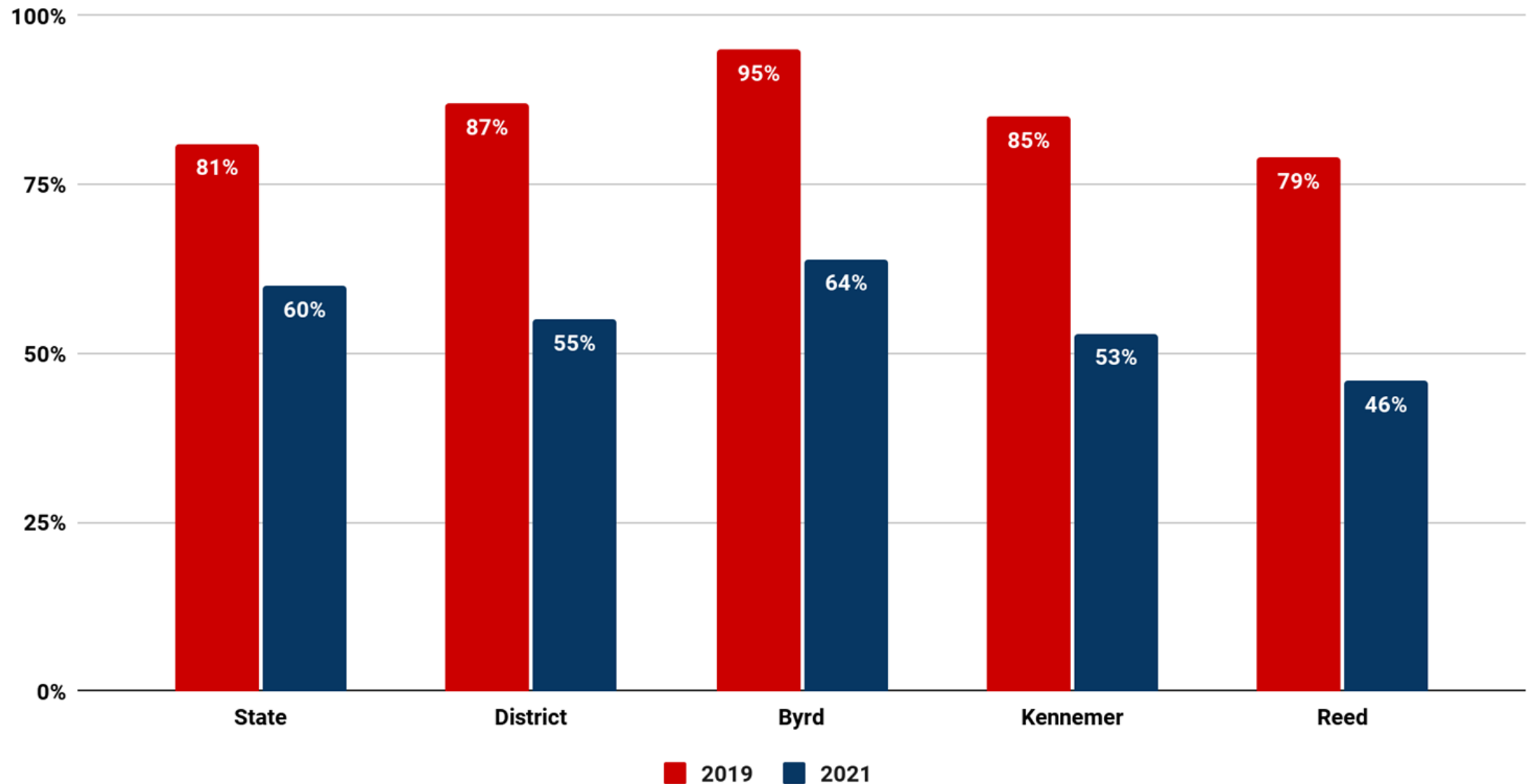
STAAR 3rd Grade Math Comparison Results



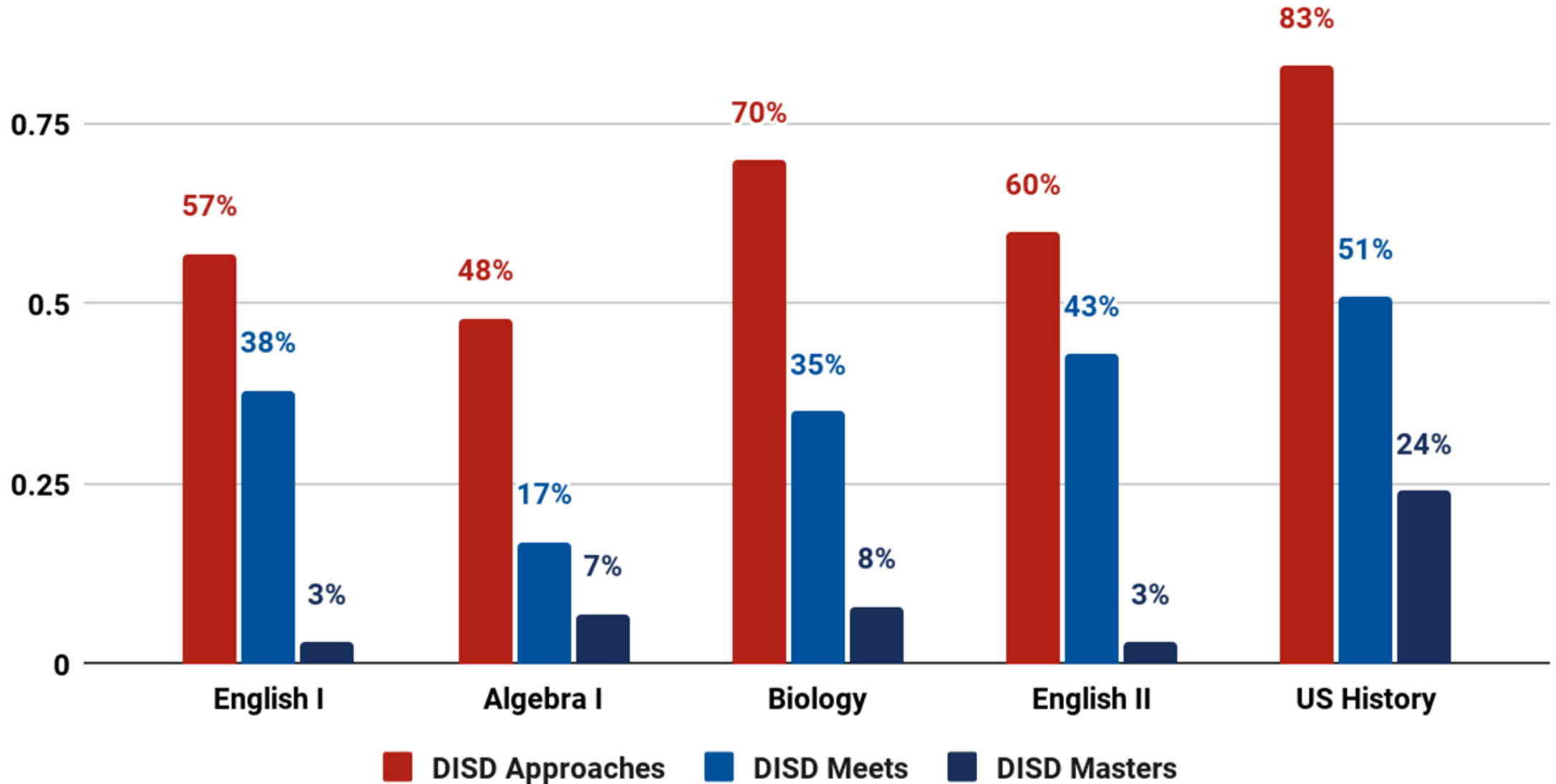
STAAR 5th Grade Math Comparison Results



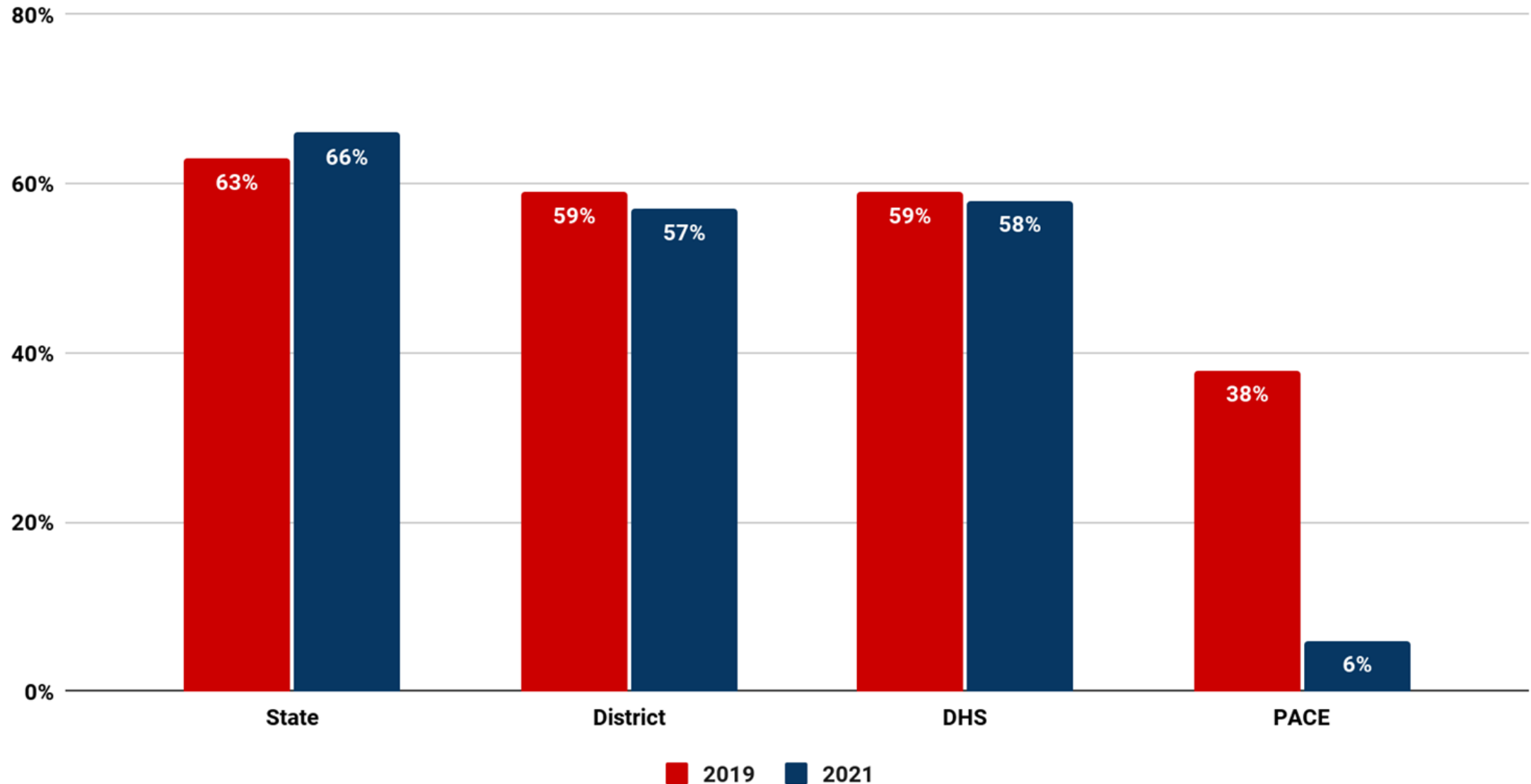
STAAR 8th Grade Math Performance Results



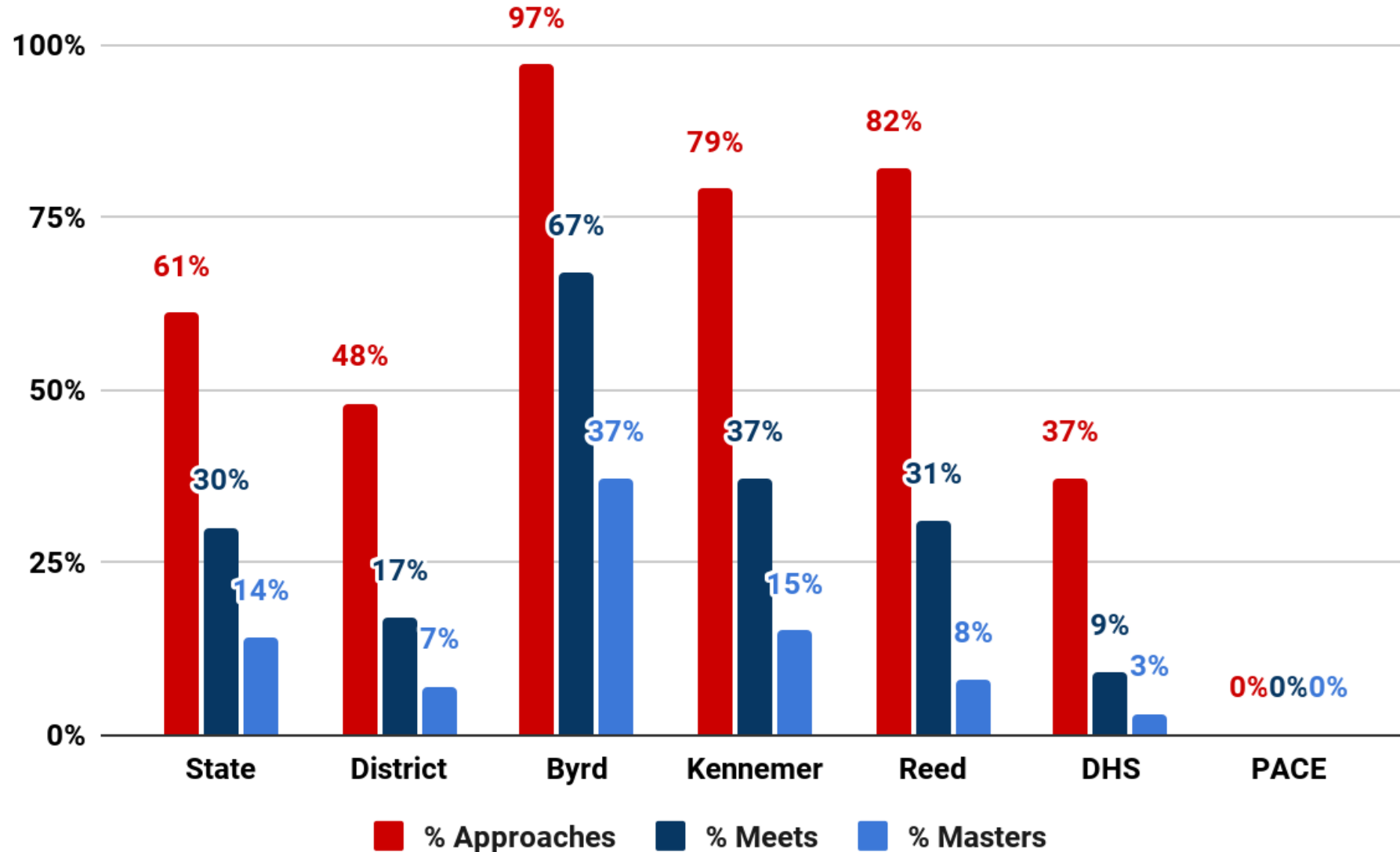
STAAR End of Course Exams



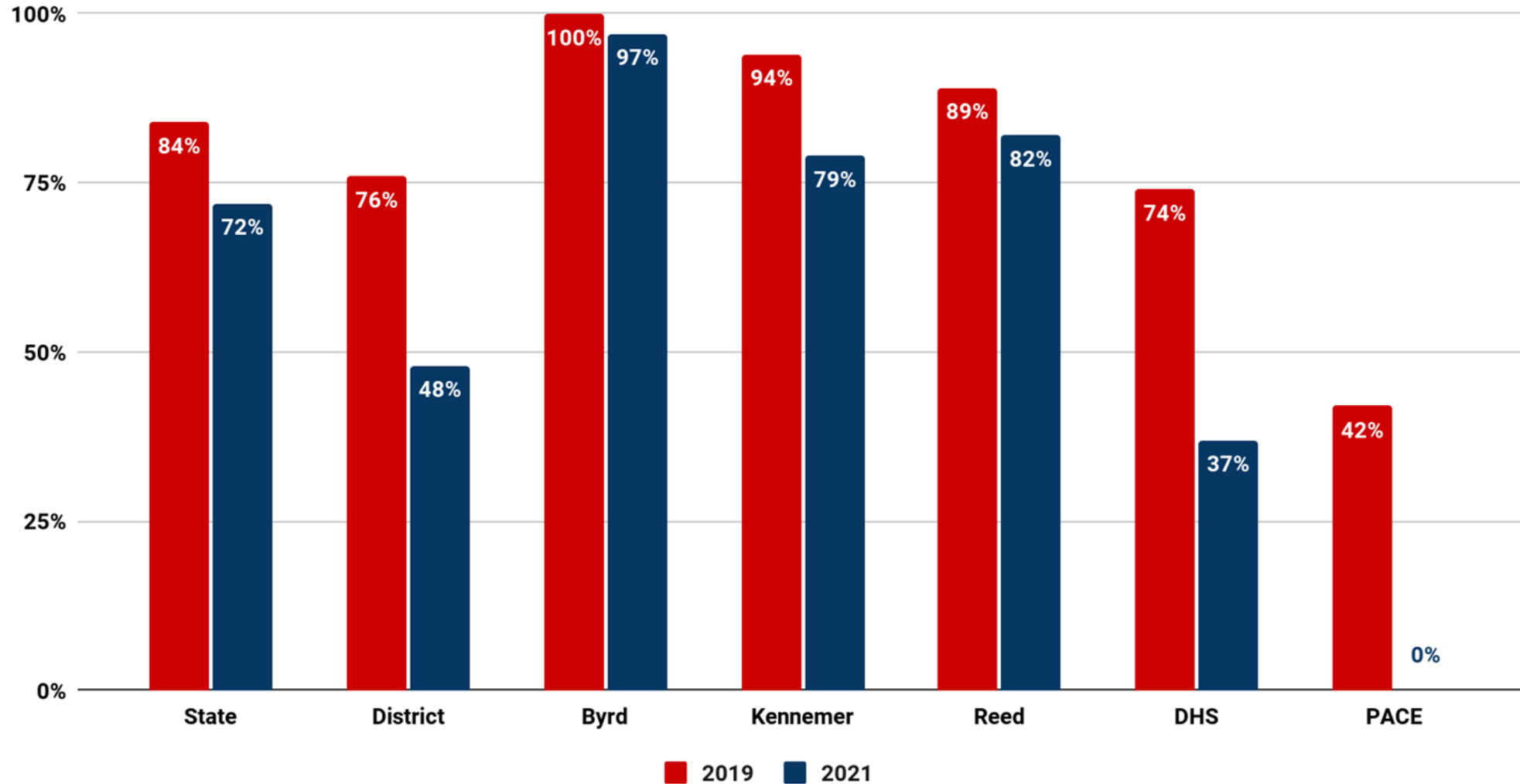
STAAR English I Comparison Results



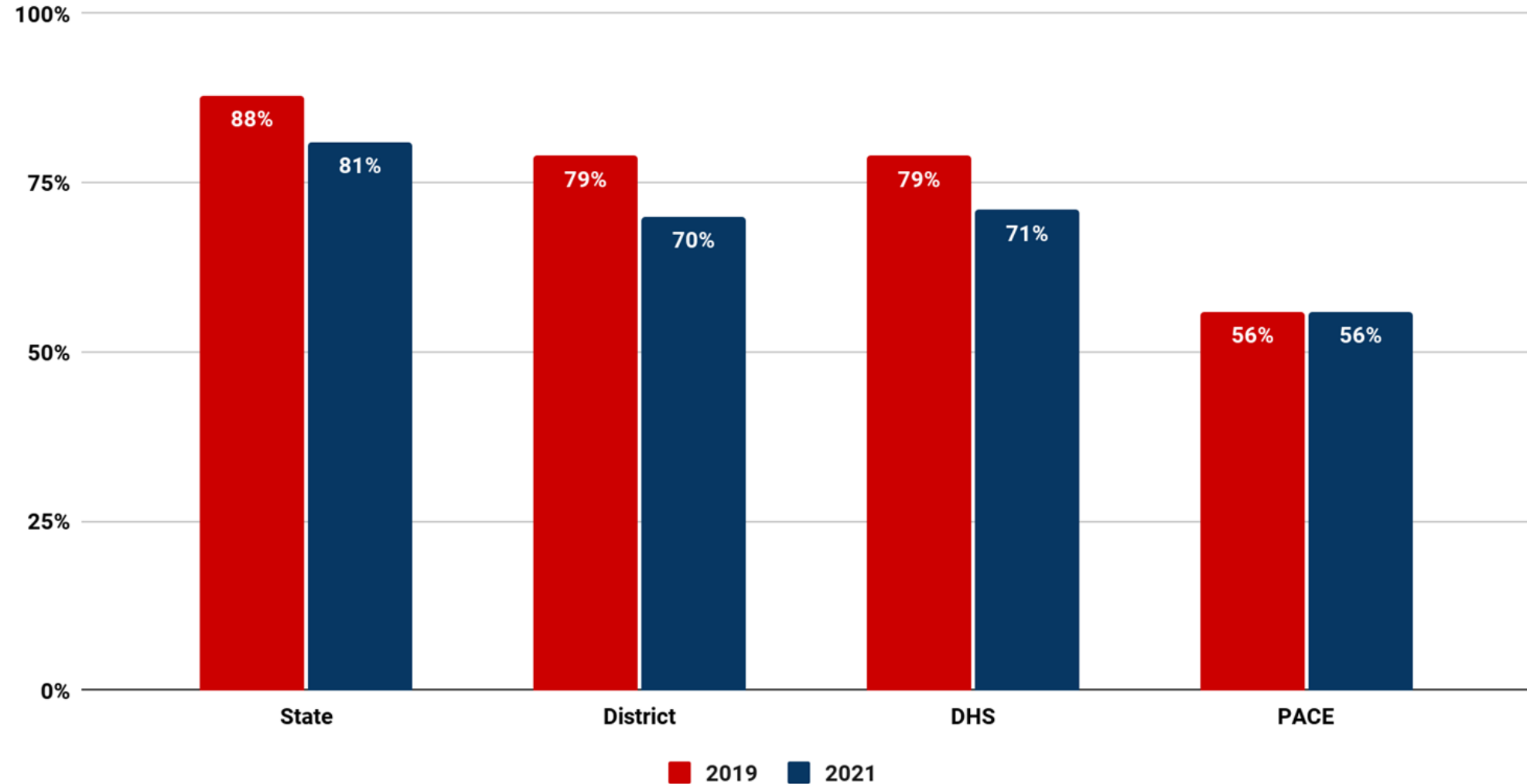
STAAR Algebra I Performance Results



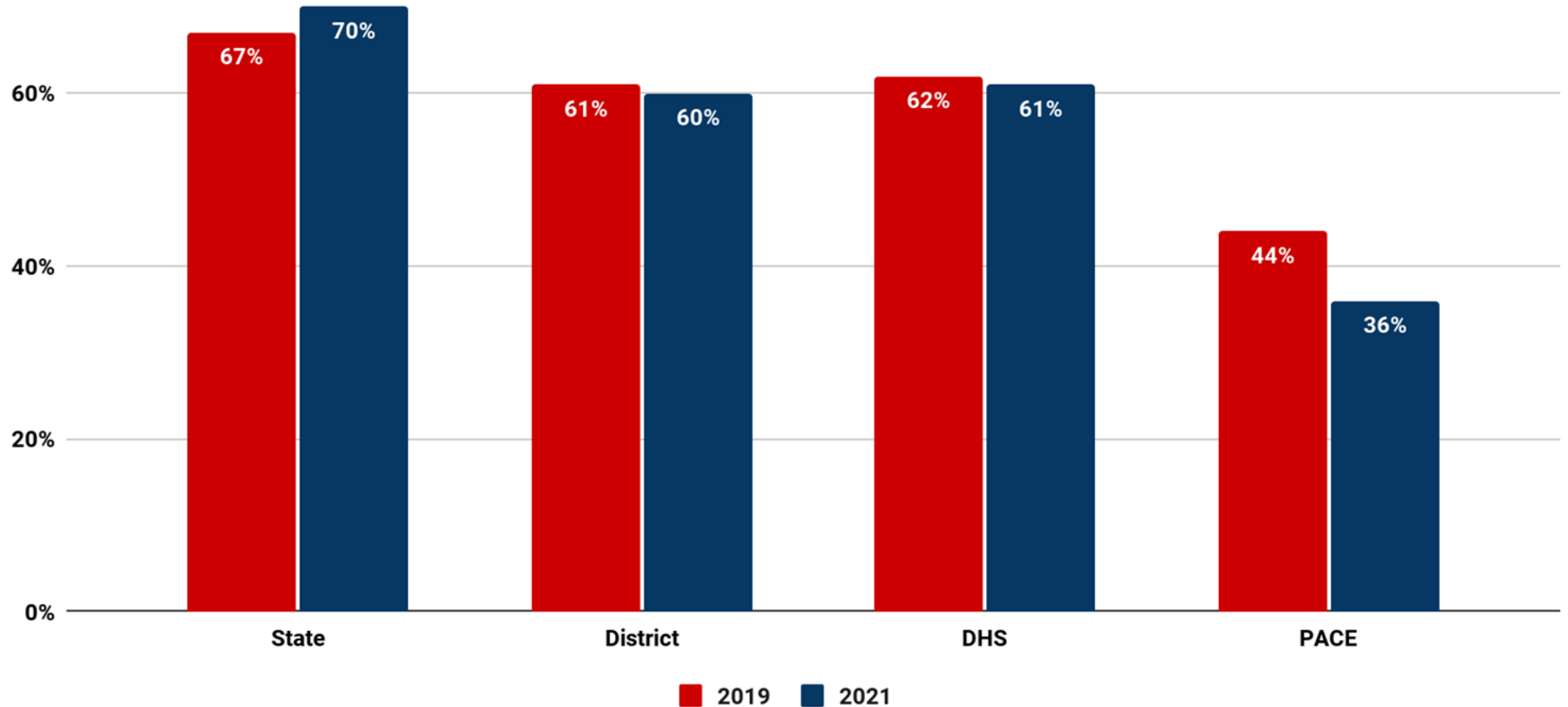
STAAR Algebra I Comparison Results



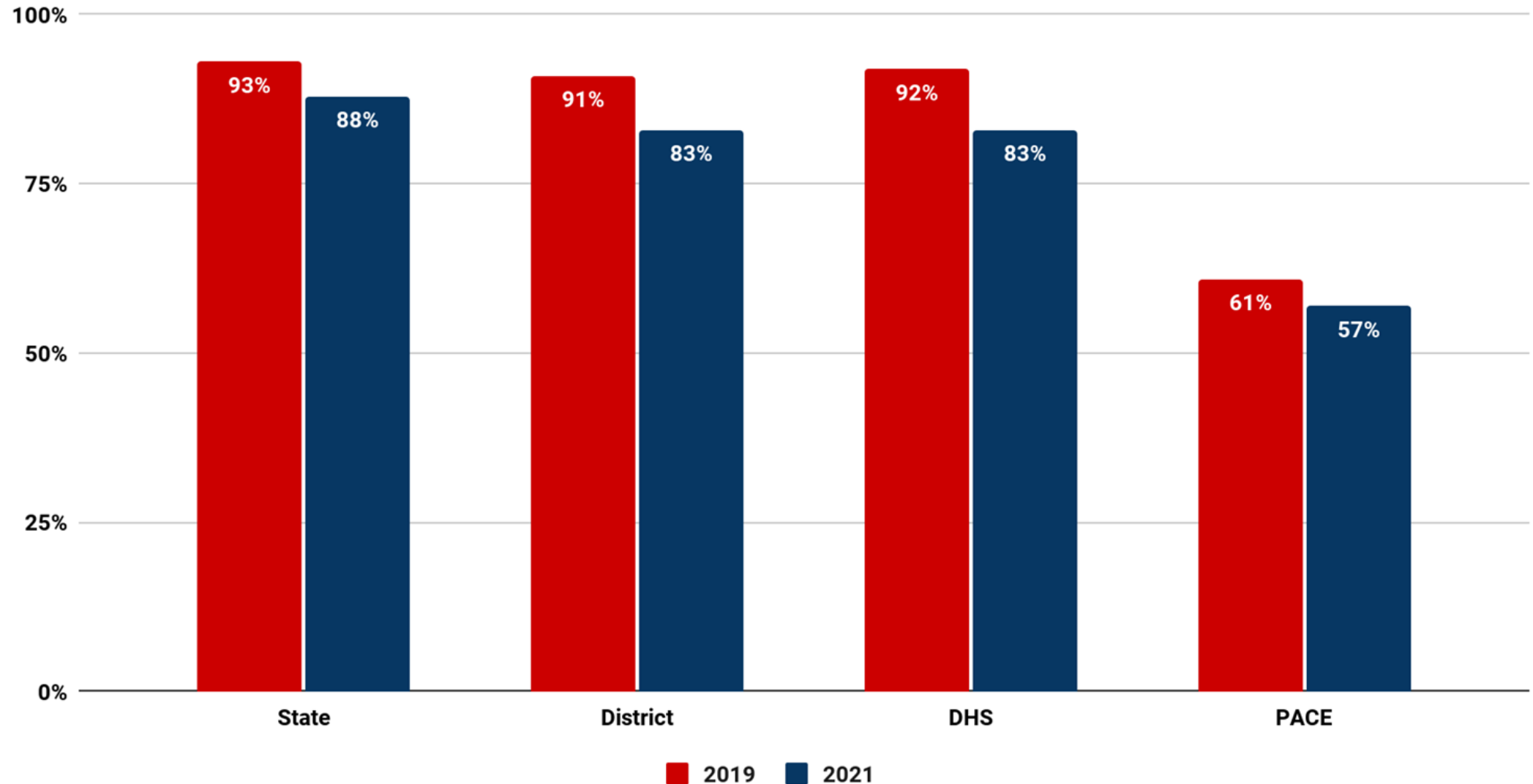
STAAR Biology Comparison Results



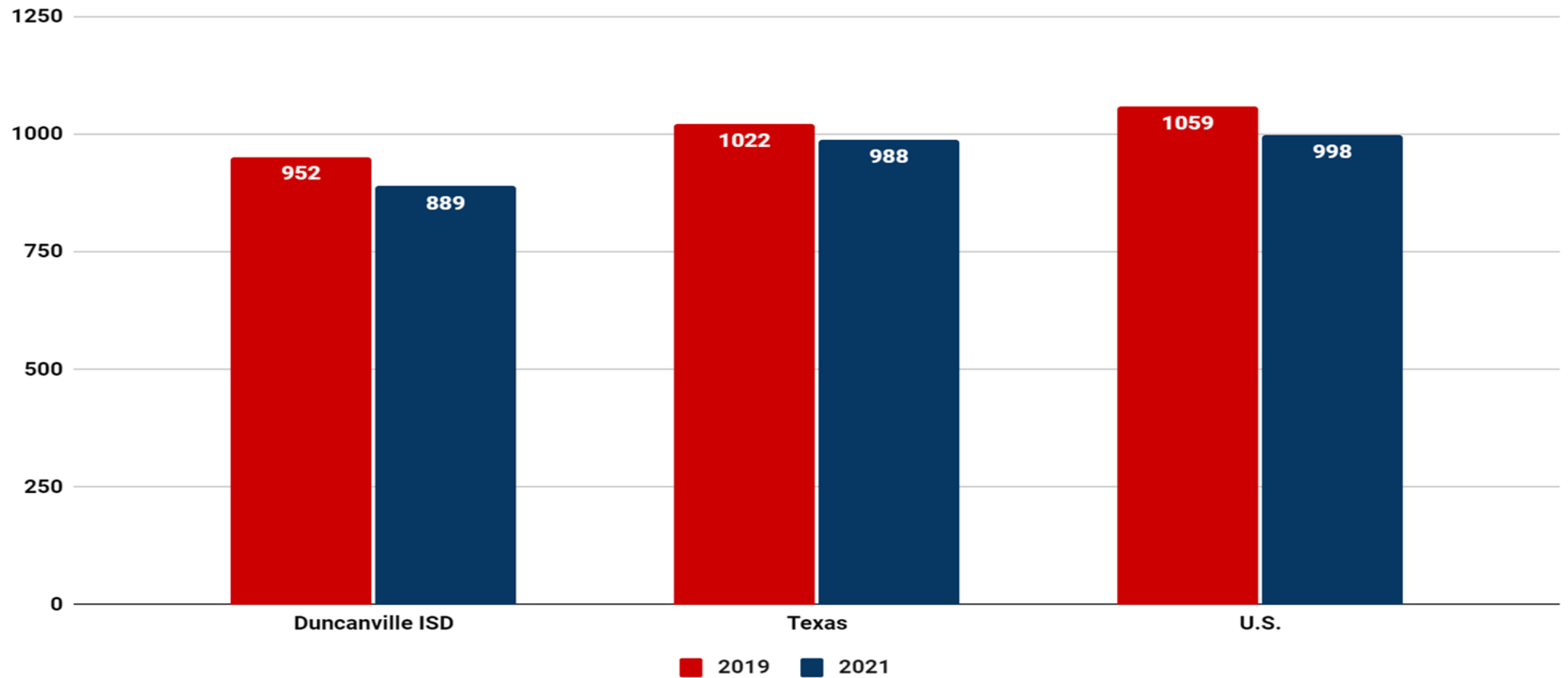
STAAR English II Comparison Results



STAAR US History Comparison Results

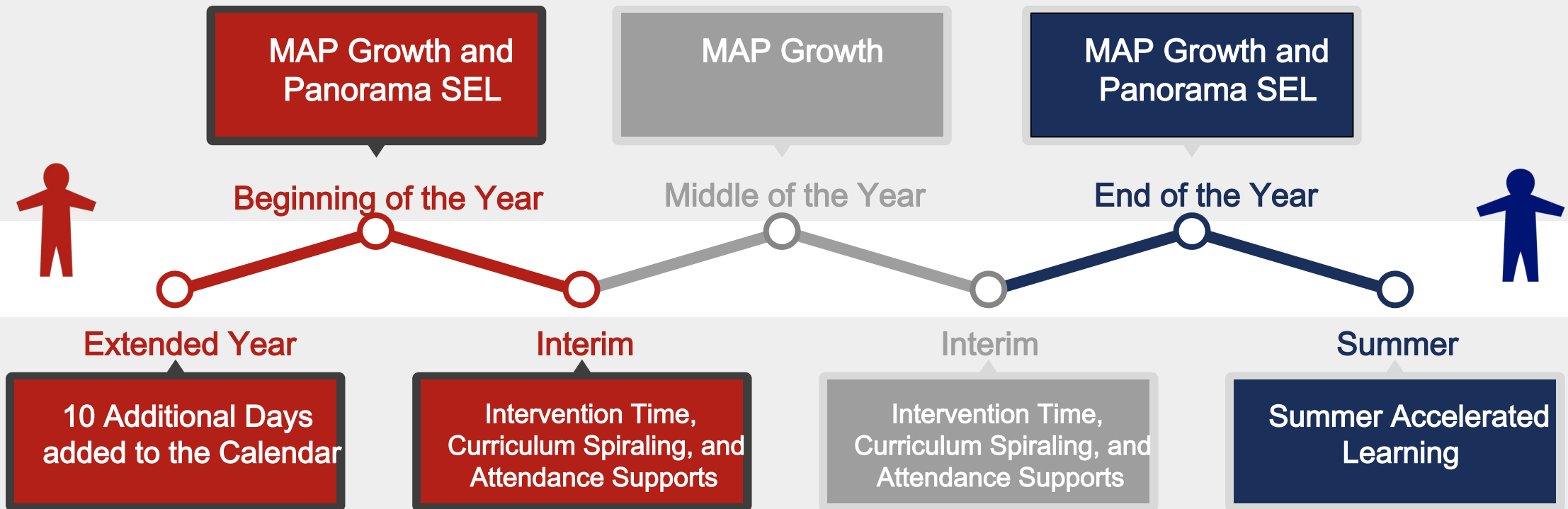


SAT Scores



Addressing the Learning Loss

Measuring Progress



Acting on the Data

Additional Early Childhood Efforts:

- Reading Academies for Training Teachers
- Addition of 3 Year Old Pre-Kindergarten for Early Intervention

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QUESTIONS

