



2021-2022 District Annual Report

Public Hearing

Era ISD
February 20, 2023



7 Sections to the District Annual Report

1. [2021-22 Texas Academic Performance Report \(PDF TAPR\)](#)
 - For the District
2. [PEIMS Financial Standard Report \(2021-22 Financial Actual Report\)](#)
 - For the District
3. 2021-22 District Accreditation Status
 - No district was assigned an accreditation status for 2021-22.
4. [Campus Performance Objectives](#)
5. [Report on Violent or Criminal Incidents on Campuses](#)
6. [Student Performance in Postsecondary Institutions](#)
7. [2021-22 TAPR Glossary](#)



Section 1

2021-22 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - PEIMS
 - Student Assessment Data

- 2021-2022 TAPR is published as a PDF
 - Includes a wide range of information on the performance of students in each district and campus in the state
 - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - Provides extensive information on school and district staff, programs, and student demographics



Section 1

2021-22 Texas Academic Performance Report (TAPR)

□ Cover Page

- 2021 Accountability Rating
 - B
- 2021 Special Education Determination Status
 - Meets Requirements
- 2021 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 Test or offered an ASVAB Alternative Test
- 2021 Distinction Designations
 - *No Distinction Designations were awarded at the district or campus level in 2022*



Section 1

2021-22 Texas Academic Performance Report (TAPR)

STAAR Performance – reported for 2022 and 2021

- 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 – reported for 2022 and 2019

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



Section 1

2021-22 Texas Academic Performance Report (TAPR)

Bilingual Education/English as a Second Language

- Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELs)
 - Reported for 2022 and 2021

STAAR Participation

- Reported for 2022 and 2021



Section 1

2021-22 Texas Academic Performance Report (TAPR)

Attendance, Graduation, and Dropout Rates – reported for 2020-21 and 2019-20 (the most recent years for which data have been reported to TEA)

- 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 – 2020-21 Graduates



Section 1

2021-22 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 2020-21 school year. Therefore, performance on these measures is reported for the 2020-21 and 2019-20 school years.



Section 1

2021-22 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)



Section 2

PEIMS Financial Standard Reports (2021-22 Financial Actual Reports)

2021-22 Actual Financial Data (District)

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

2021-22 Actual Financial Data (Campus)

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

2021-22 is the most recent year for which these data are available.



Section 3

2021-22 District Accreditation Status

- Generally, 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)

- **Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2022-23 school year.**
- **Therefore, no district was assigned an accreditation status for 2021-22.**



Section 3

2021-22 District Accreditation Status

“Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of Not Rated or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).”

Excerpt from Deputy Commissioner of Governance & Accountability in the “To The Administrator Addressed, 2021-2022 Assignment of Accreditation Statuses.”



Section 4

District Performance Objectives

□ District Improvement Plans (DIP)

- The district has developed and is implementing a DIP, as required by TEC §11.253
- The DIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- The District **periodically measures progress** toward its performance objectives
- Updated DIP for the 2021-22 school year (which show each campus's **progress toward meeting its performance objectives**) is posted on the district's website and is 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 2021-22 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 **2019-2020 High School Graduates**
 - Student performance is measured by the Grade Point Average (GPA) earned by 2019-20 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2020
 - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2020**, **Spring 2021**, and **Summer 2021** 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* was scheduled for release in January 2023 but is not yet published



Resources and Availability of Annual Report

- The District's TAPR is posted on the district's website
- 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	Dr. Shannon Luis
Position	Superintendent
Phone	940-665-5961 ext. 212
Email	luiss@eraisd.net