Hurst-Euless-Bedford ISD District Annual Report

in compliance with Texas Education Code §39.306

March 7, 2022

Publishing an Annual Report

- *Texas Education Code Chapter 39* requires each district's Board of Trustees to publish an annual report that includes the following:
  - Texas Academic Performance Report (TAPR)
  - District accreditation status
  - Special education determination status located on TAPR cover page
  - PEIMS Financial Standard Reports of 2020-2021 Actual Financial Data
  - Campus performance objectives
  - A report of violent or criminal incidents
  - Information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board
- The Board of Trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

Texas Academic Performance Report 2020-2021

Joe Harrington, Ed.D. Deputy Superintendent for Educational Operations

TAPR

- The **Texas Academic Performance Reports (TAPR)** pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

TAPR

- The TAPR is a compilation of reports on student achievement presented to the Board throughout the school year which includes:
  - STAAR/EOC Assessment Results
  - Accountability Reports
  - Student Attendance Information
  - Drop Out/Graduation Rates
  - College, Career, and/or Military Ready Graduates
  - AP/IB Results
  - SAT/ACT Results

TAPR

- Additional information reported on the TAPR:
  - Special Education Determination Status
  - Student Demographics
  - Class Size
  - Staff Information
  - Student Enrollment by Program
  - Teachers by Program (population served)

TAPR

- 2021 Accountability Rating:
  - Not Rated: Declared State of Disaster 2021
  - Special Education Determination Status: Needs Assistance

TAPR

	School Year	State	Region 11	District
Grade 7 Reading				
At Approaches Grade Level or Above	2021	69%	72%	**81%**
	2019	76%	78%	**85%**
At Meets Grade Level or Above	2021	45%	48%	**59%**
	2019	49%	52%	**59%**
At Masters Grade Level	2021	25%	27%	**35%**
	2019	29%	32%	**39%**

Response Driven Accountability (RDA)

René Riek, Executive Director of Special Education and Dyslexia

Systematic Support Plan

- Determination Level(DL) 2 for Special Education
- DL-2: 1 or more areas of moderate need have been identified
- A Strategic Support Plan is developed and shared with TEA
- The following areas will be on the plan
  - LRE for 3-5 year olds (Year 2)
  - Discipline Removals for special education students (Year 2)
  - Significant Disproportionality-Asian students with Autism (Year 1)

Strategic Support Plan-Discipline

- Restorative Practice training for Junior High Assistant Principals
- Training for Junior High ISS staff
- Training on PEIMS and Action Codes for Administrators
- Six weeks discipline updates with principals
- Consultation with campuses regarding specific students each six weeks

Strategic Support Plan-ECSE

- 2021-2022 School Year: Added Blended Pre-K and Blended Kinder
  - Teacher is certified in Pre-K and Special Education
  - Two assistants in the Pre-K classroom
  - One assistant in the Blended Kinder classroom
  - Five students with IEPs are selected for Blended classes
- 2022-2023 School Year: Four Blended Pre-K Units

Significant Disproportionality

- LEAs that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category will be assigned a PL designation of significant disproportionate (SD)
- Areas Measured: Least Restrictive Environment (LRE), Special Education Representation, and Discipline
- If a District has year 3 of SD, they must set aside 15% of IDEA Federal Funds for a Corrective Action in the area of disproportionality

Systematic Support Plan-Autism

Disproportionality of Asian students identified as having autism

- Training with an expert on cultural bias and autism evaluations
- Adjustments to the parent questionnaire used for evaluations
- Adjustments to guiding questions for evaluation
- Training for Early Childhood Evaluation Team

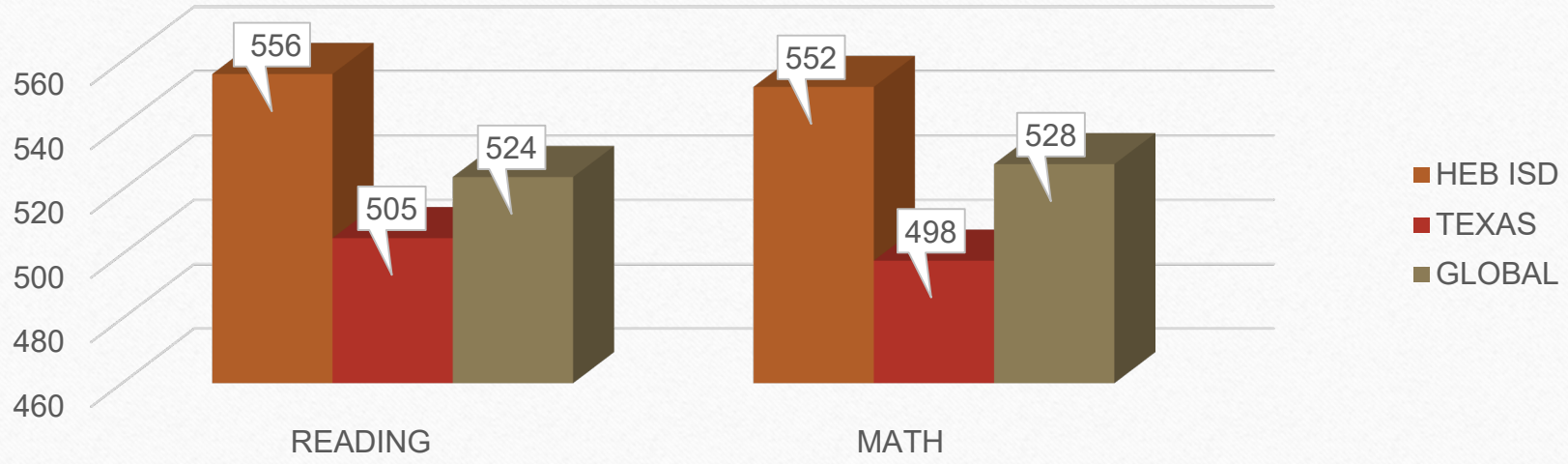
SAT and ACT Results 2020-2021

Gail Long, Coordinator of Accountability and Assessment

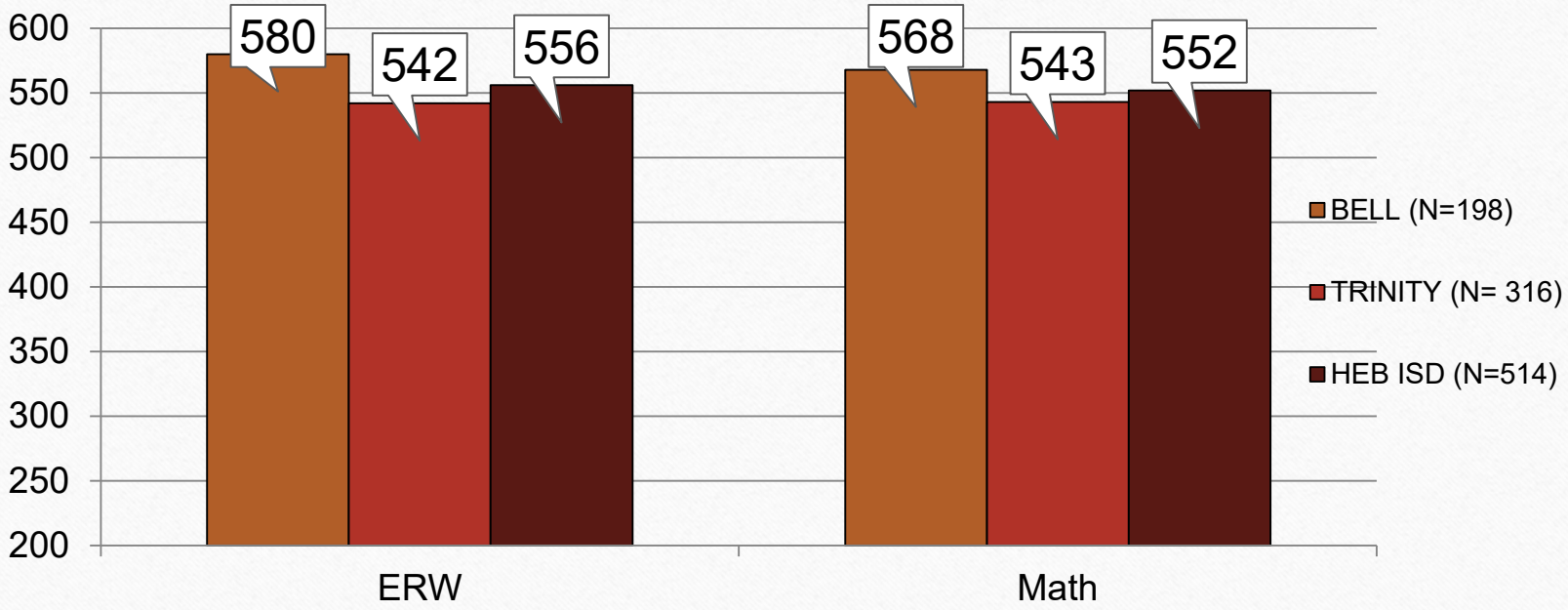
2021 SAT DATA

	DISTRICT	STATE	NATION
# Tested	514	215,580	1,251,753
Reading (EBRW)	556	501	524
Math	552	494	514

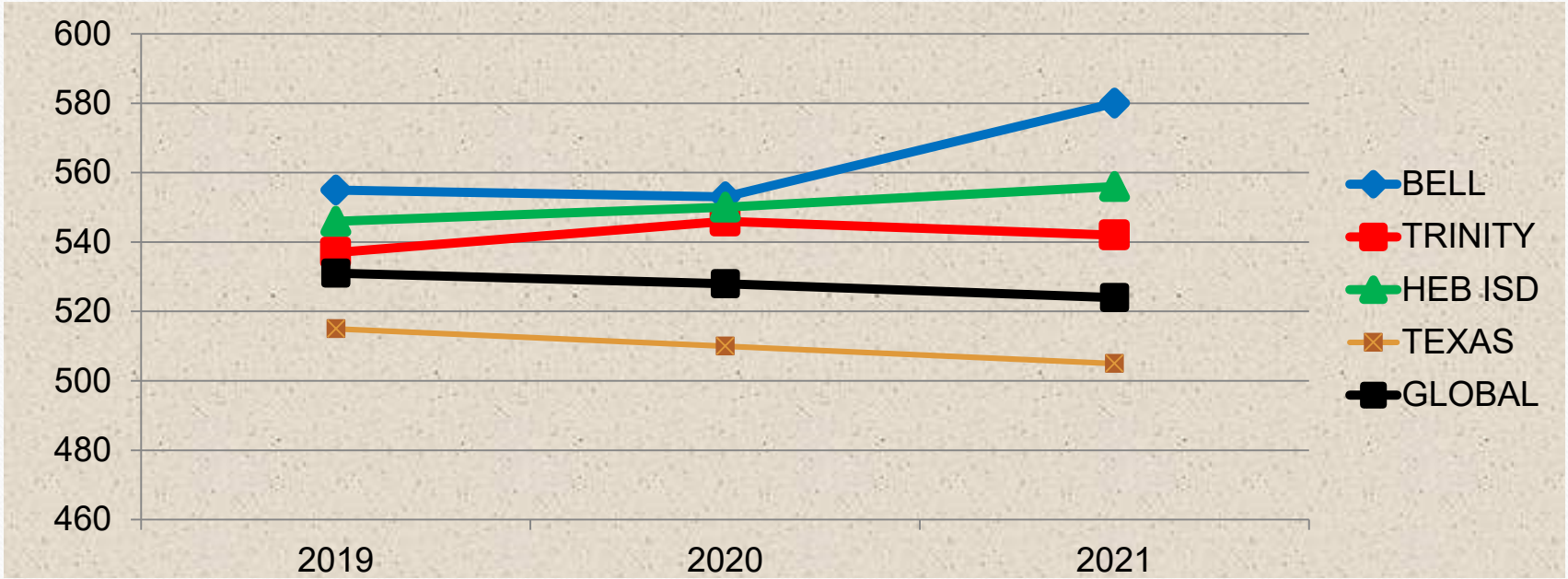
2021 SAT
District, State & Global



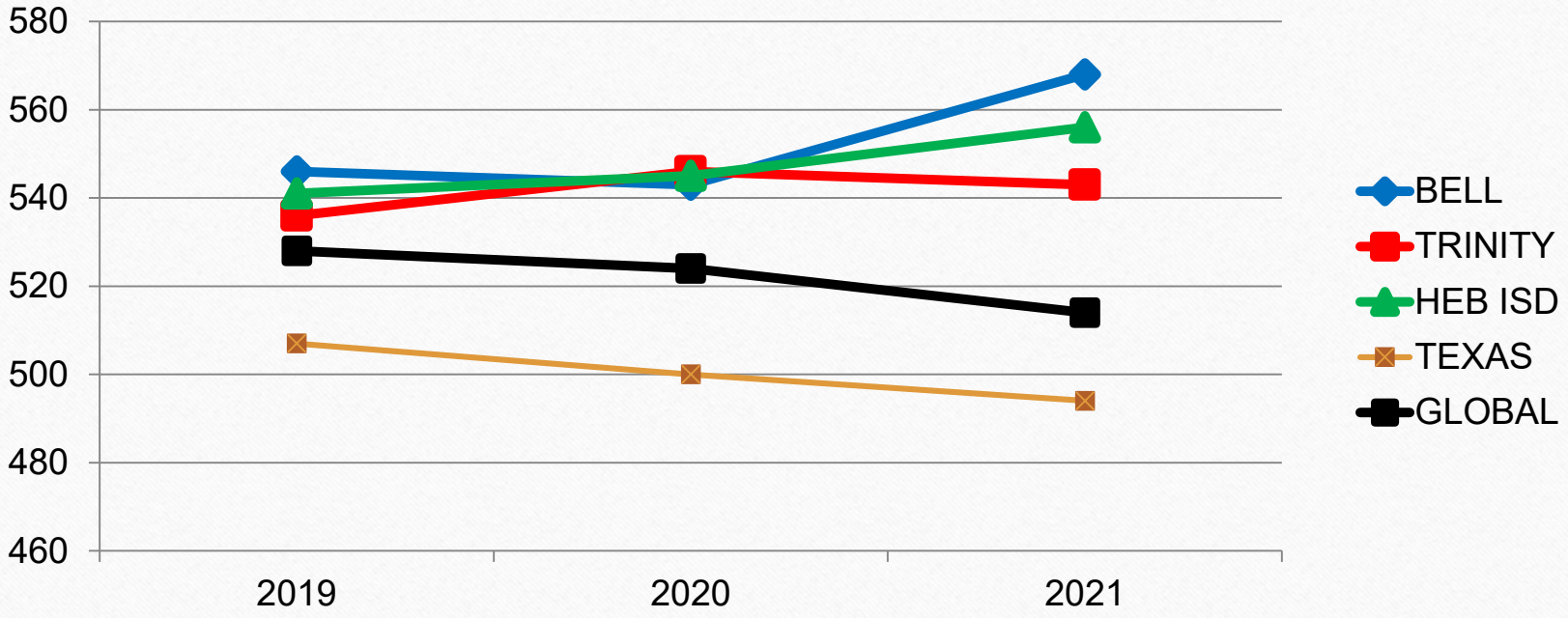
2021 SAT District and Campuses



SAT Trend in Reading



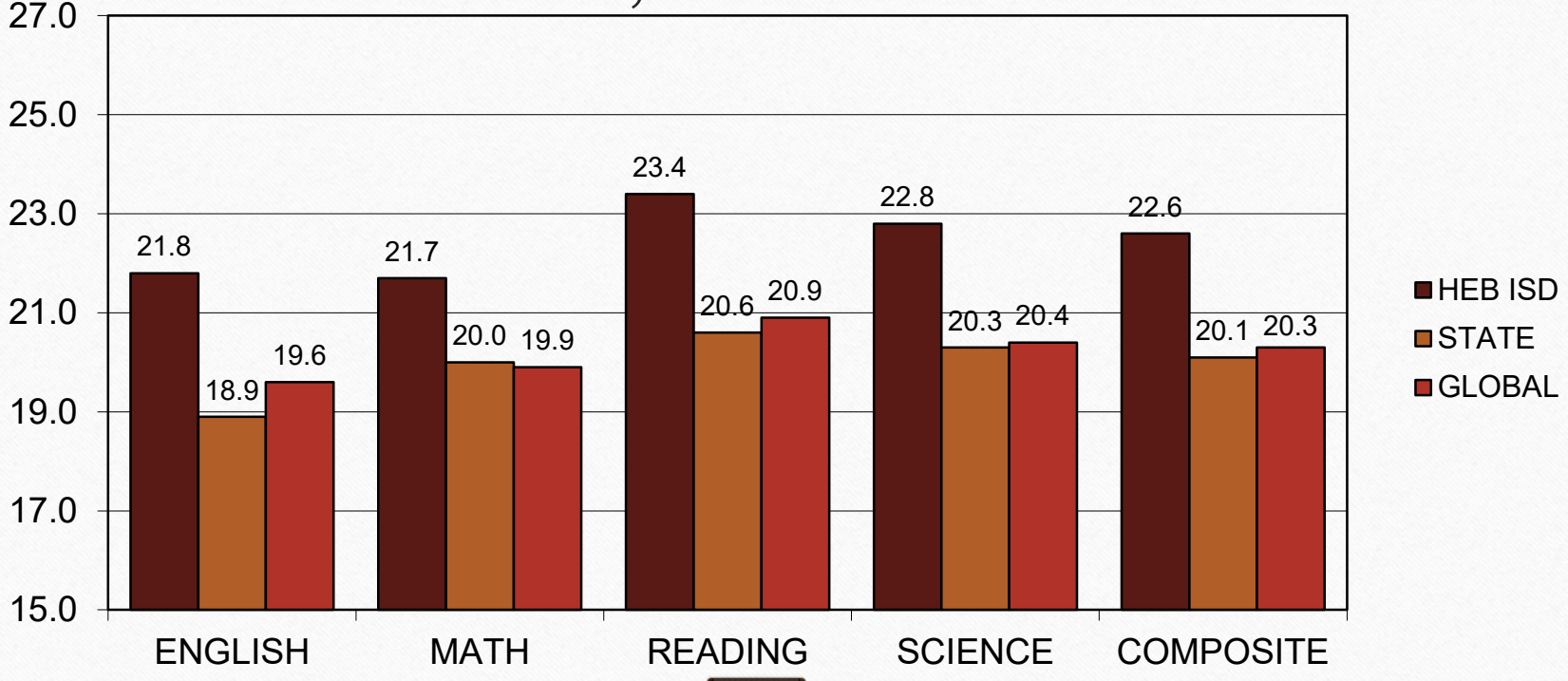
SAT Trend in Math



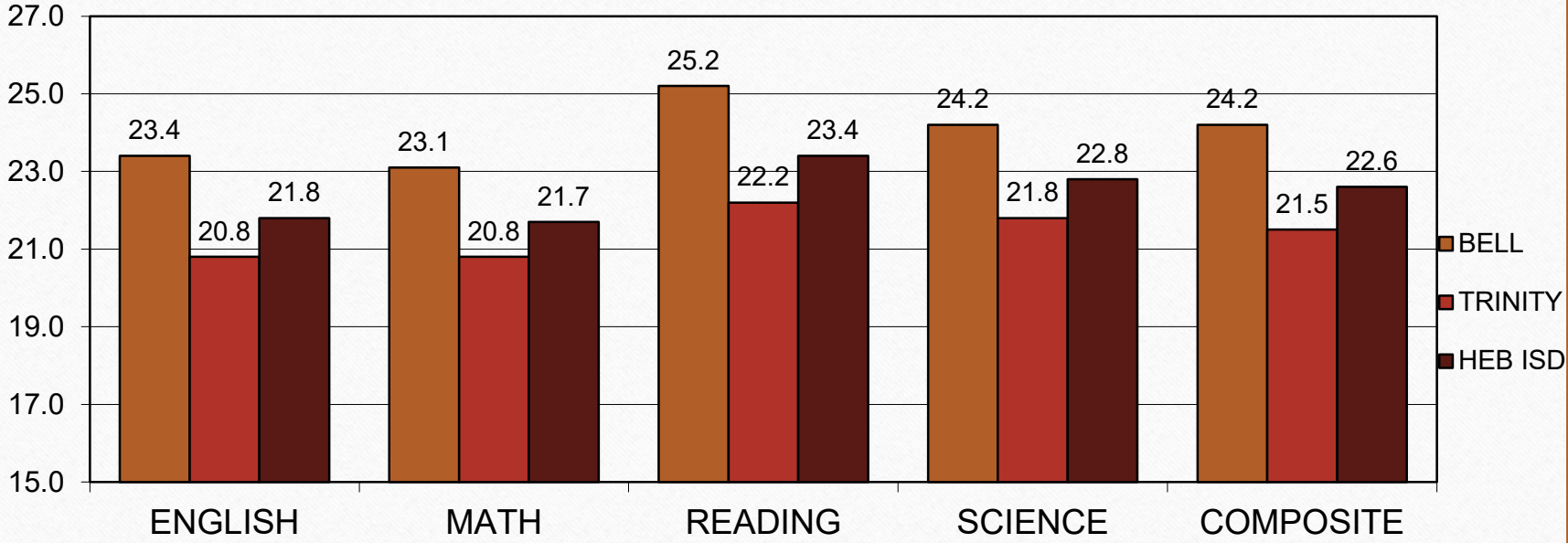
2021 ACT DATA

	DISTRICT	STATE	GLOBAL
# Tested	149	88,948	1,295,349
English	21.8	18.9	19.6
Math	21.7	20.0	19.9
Reading	23.4	20.6	20.9
Science	22.8	20.3	20.4
Composite	22.6	20.1	20.3

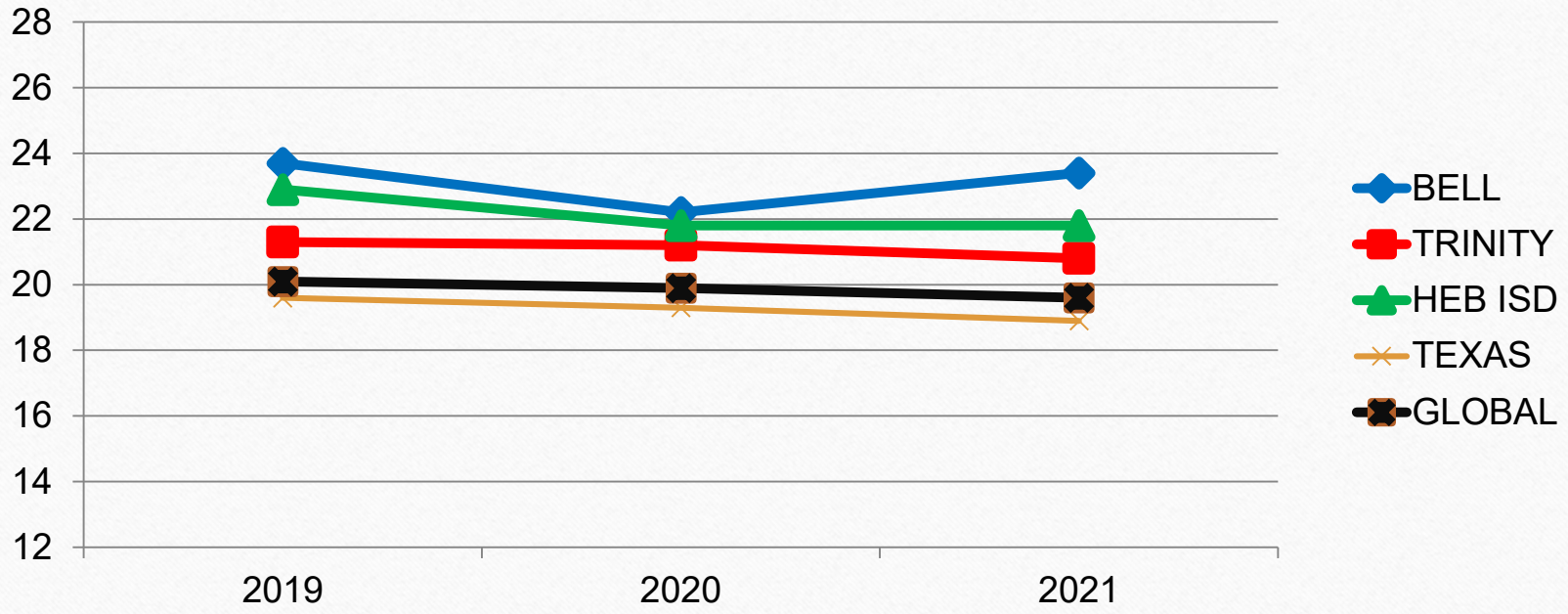
2021 ACT
District, State & Global



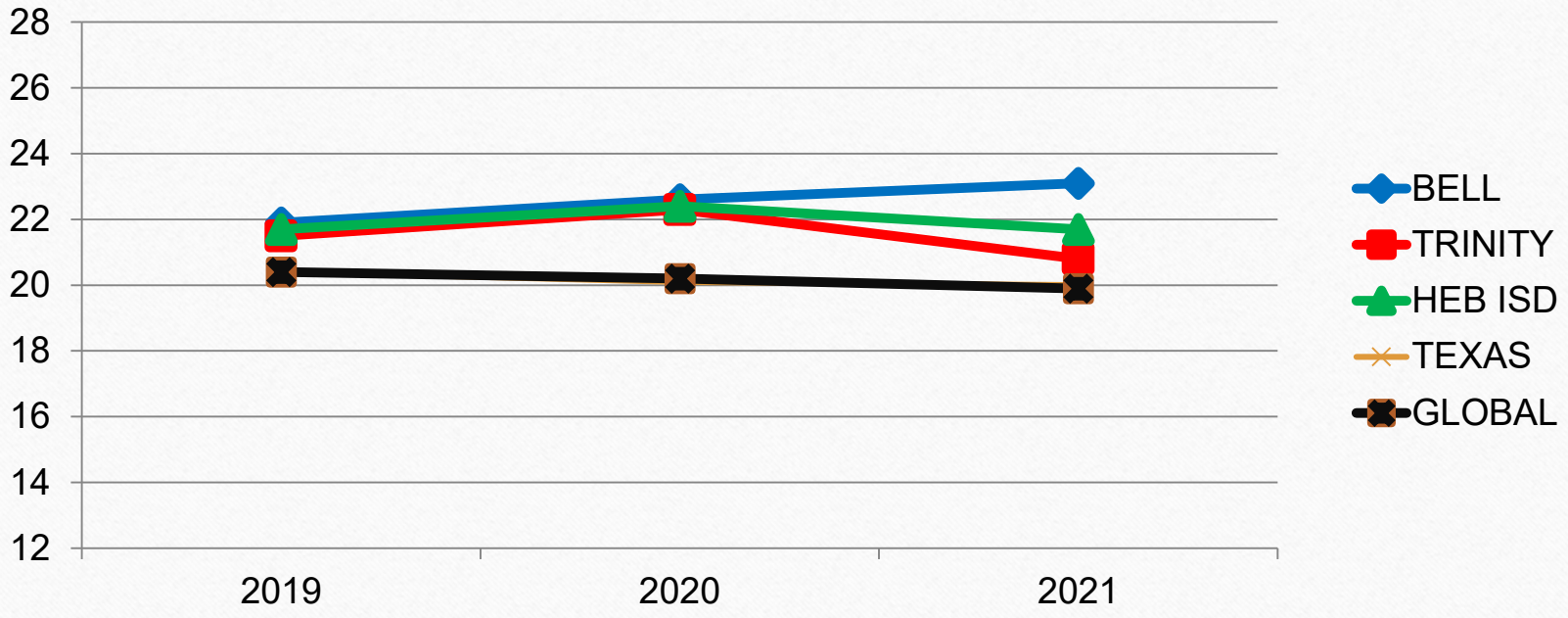
ACT DISTRICT & CAMPUSES



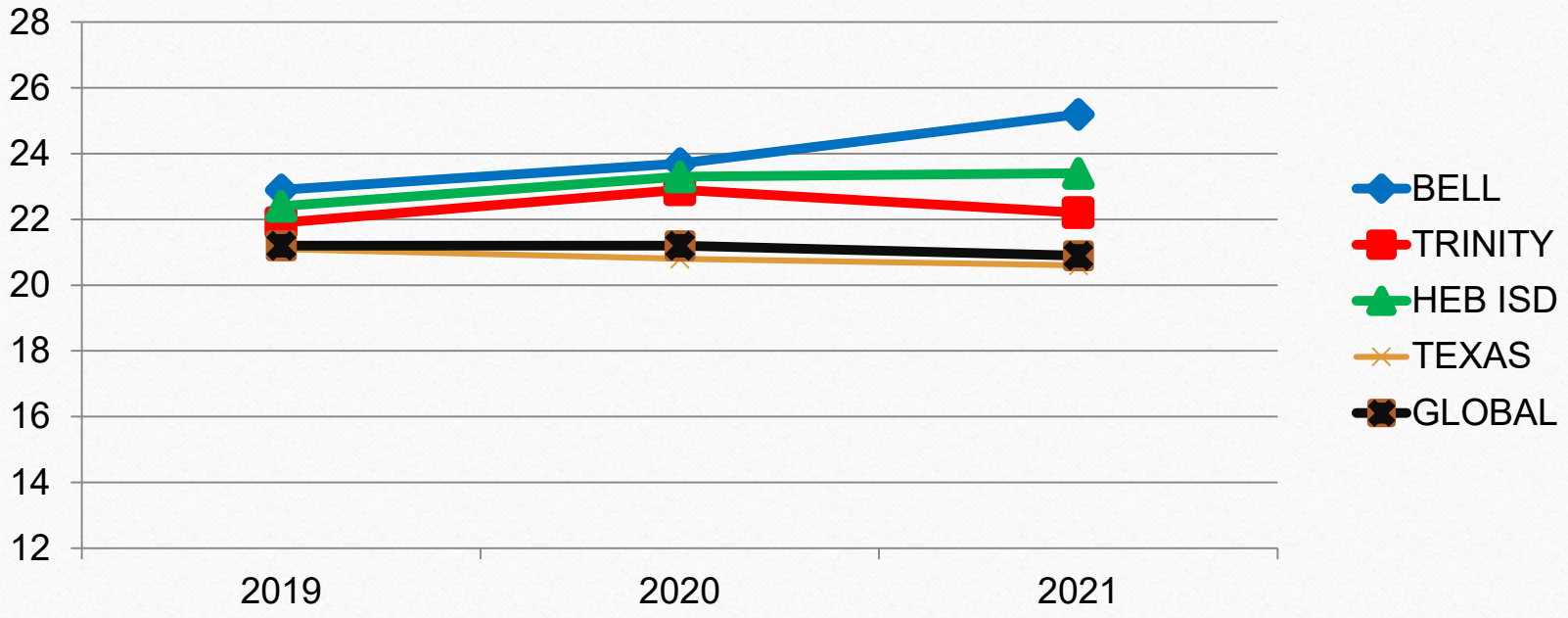
ACT Trend in English



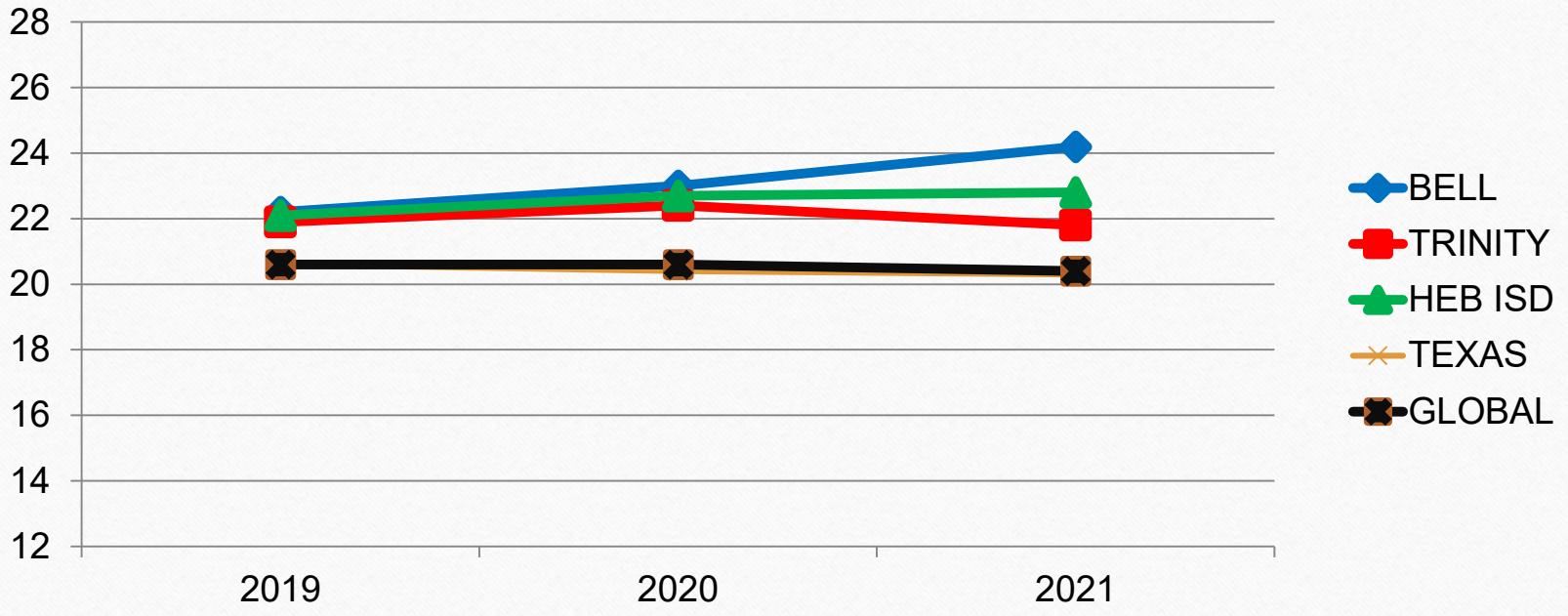
ACT Trend in Math



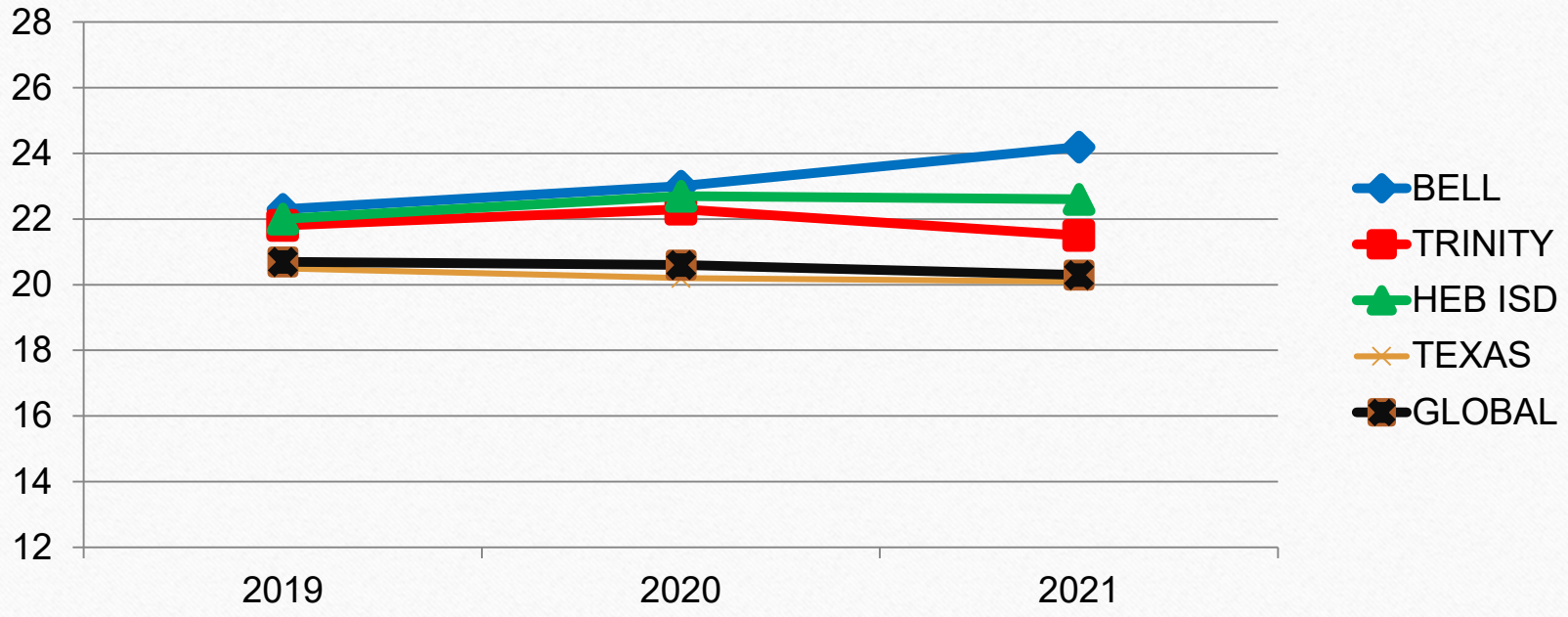
ACT Trend in Reading



ACT Trend in Science



ACT Trend in Composite Scores



PEIMS Financial Standard Reports 2020-2021

PEIMS Financial Report

- The financial section of the TAPR for the district and each campus is provided by the Division of School Finance.
- Reports can be accessed through a link on the TAPR, or by going directly to LINK.
- The district's PEIMS Financial Standard Report of 2019-2020 Actual Financial Data has been downloaded and included as an exhibit to this agenda item for Board and public review.

Campus Performance Objectives

Campus Performance Objectives

- Texas Education Code §11.253 requires that each campus improvement plan set objectives based on the TAPR and periodically measure progress toward the performance objectives.
- Campus plans were reported to the Board on November 8, 2021.
- The HEB ISD Board of Trustees approved the campus improvement plans on November 15, 2021.
- Campus improvement plan objectives are measured in November, February, and June.

Report on Violent and Criminal Incidents

Report on Violent and Criminal Incidents

- Texas statute requires every district to publish a report on violent or criminal incidents at their schools.
- This report is meant to be available for use and review by the public in the district.
- The Hurst-Euless-Bedford ISD 2020-2021 Report on Violent or Criminal Incidents has been downloaded and included as an exhibit for Board and public review.

Violent and Criminal Incidents

- Used, exhibited, possessed firearm 0
- Used, exhibited, possessed an illegal knife 0
- Used, exhibited, possessed a club 0
- Used, exhibited, possessed a weapon 0
- Arson 0
- Murder, attempted murder 0
- Indecency with a child 0
- Aggravated kidnapping 0
- Assault of someone other than district staff 4
- Aggravated assault on district employee/volunteer 0
- Aggravated assault on district employee/volunteer 0
- Aggravated assault on someone other than district employee/volunteer 0
- Sexual assault/aggravated sexual assault against employee/volunteer 0
- Sexual assault/aggravated sexual assault against someone other than district employee/volunteer 0
- Felony controlled substance violation 5
- Felony alcohol violation 0
- Aggravated robbery 0
- Manslaughter 0
- Criminally negligent homicide 0

Reports of Student Enrollment and Academic Performance

Reports of Student Enrollment and Academic Performance

- Texas statute (§ 39.306) requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school.
- The most current report is titled *Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020, which can be accessed through the link on the exhibit.*
- An additional report of interest showing enrollment of LD Bell, KEYS, and Trinity 2019 graduates in Texas public or independent higher education institutions has been downloaded as an exhibit for Board and public review.

Reporting Requirements

Reporting Requirements

- Public Hearing
- Dissemination of the TAPR: Within two weeks after the hearing, the TAPR must be widely disseminated within the district.
- 2020-2021 School Report Cards (SRC) were released in February 3, 2022. These have been posted on campus websites and parents will be notified through an e-mail.

For More Information Please Contact

Joe Harrington Ed.D., Deputy Superintendent for Educational Operations