

2020-21 Annual Report Public Hearing



- Red Oak ISD
- Monday, January 24, 2022

7 Sections to the Annual Report

1. 2020-21 Texas Academic Performance Report (PDF TAPR)
 - ☐ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2019-20 Financial Actual Report)
 - ☐ For the District and each Campus in the District
3. 2020-21 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. 2020-21 TAPR Glossary



Section 1

2020-21 Texas Academic Performance Report (TAPR)

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

- TAPR is published in 2 different formats
 - ❑ Online “dynamic” (changes as they occur)
 - ❑ A PDF version (Paper TAPR)

[2020-2021 TAPR Link](#)



Section 1

2019-20 Texas Academic Performance Report (TAPR)

2021 Accountability Rating

- Same rating for the district and all campuses: ***Not Rated: Declared State of Disaster***

2021 Special Education Determination Status

- Needs Assistance

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test

- Not listed due to COVID, but Red Oak ISD is in compliance and offers the ASVAB more than once per year.

2021 Distinction Designations

- No Distinction Designations were awarded at the district or campus level in 2021*



Section 1

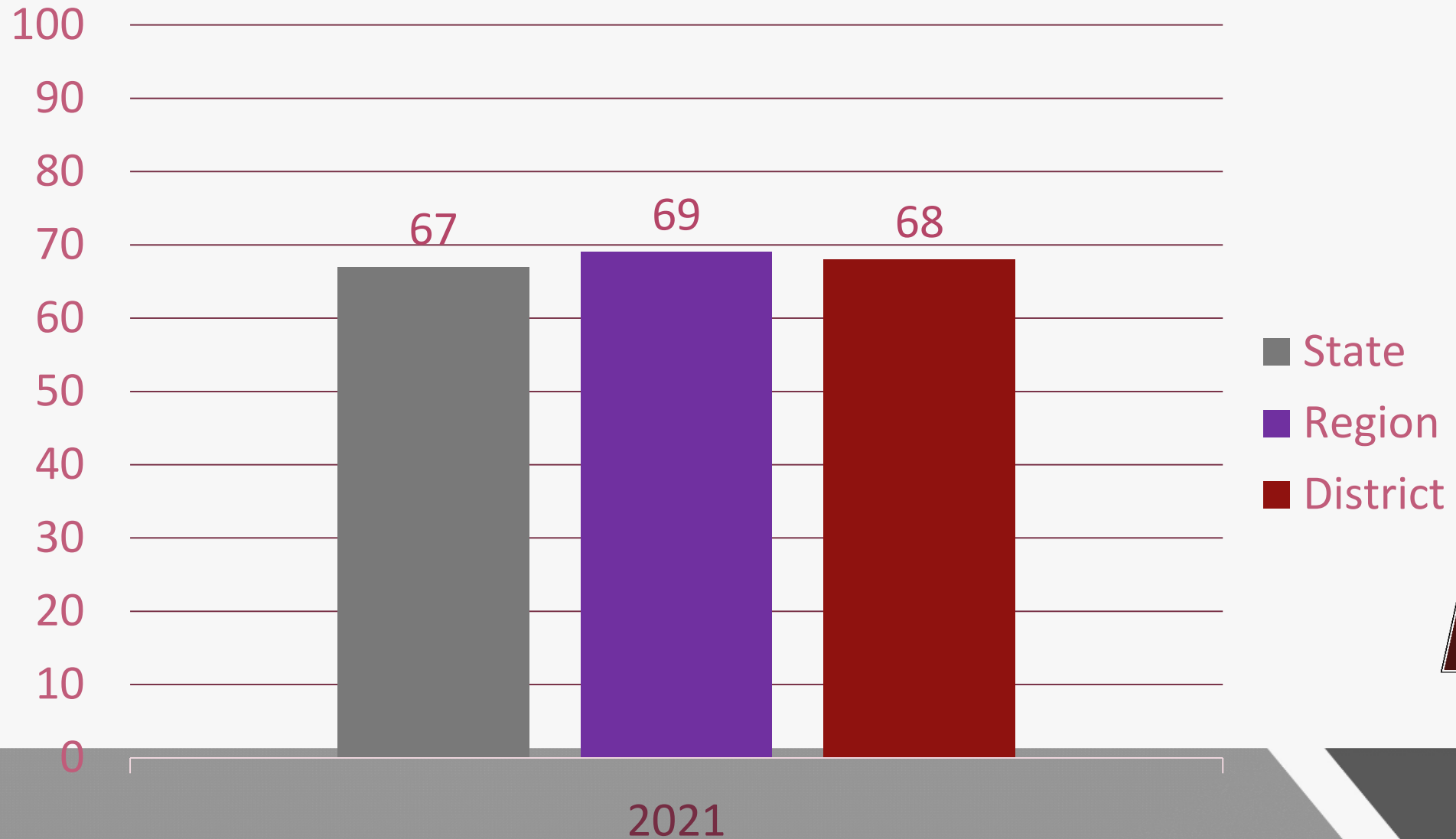
2020-21 Texas Academic Performance Report (TAPR)

**Due to all districts and campuses being Not Rated:
Declared State of Disaster district and campus data is
in numeric form only. Accountability Ratings and
Distinction Designations were not awarded.**



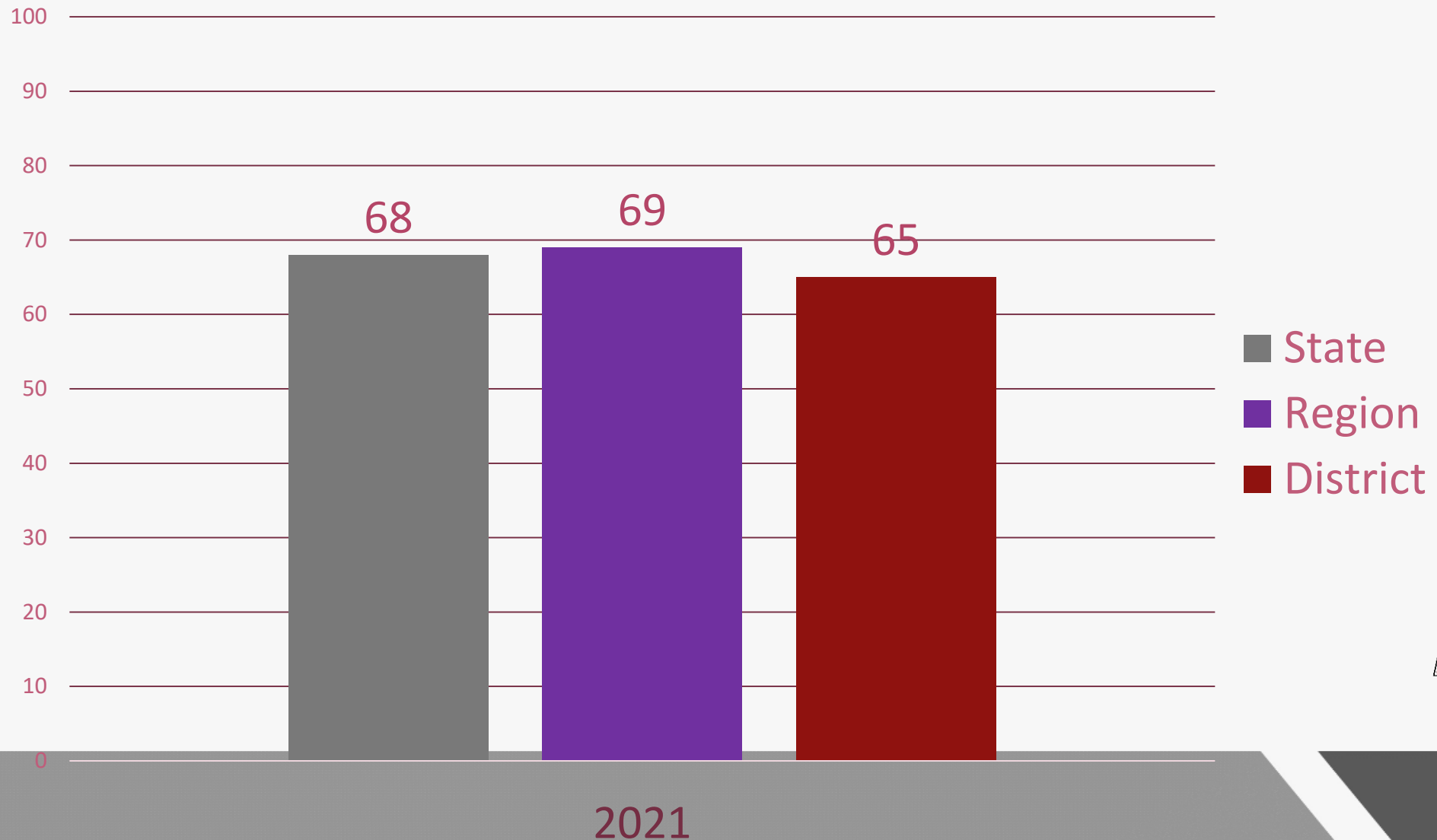
STAAR Percent Met Standard (*Approaches*)

All Grades, All Subjects



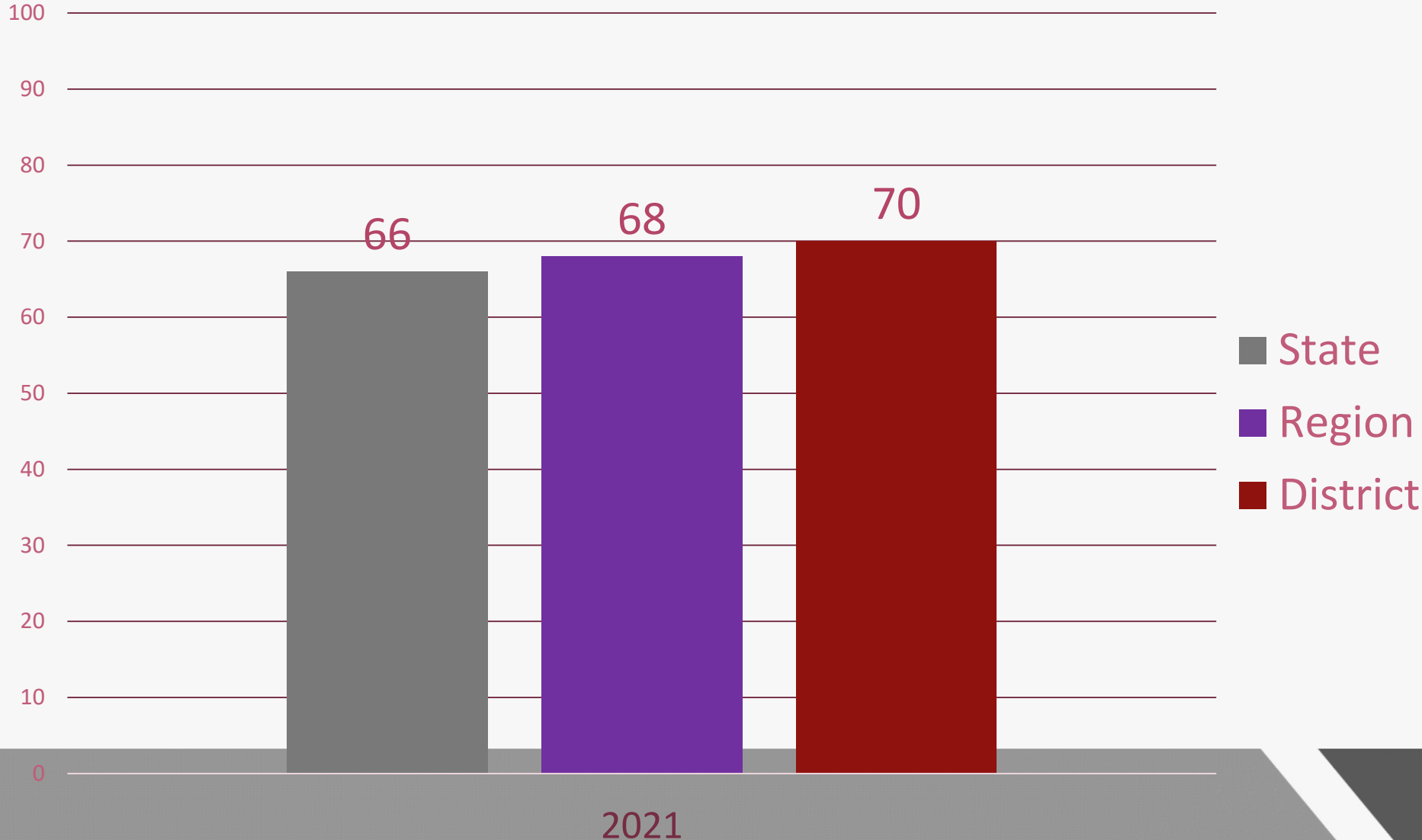
STAAR Percent Met Standard (*Approaches*)

All Grades, Reading



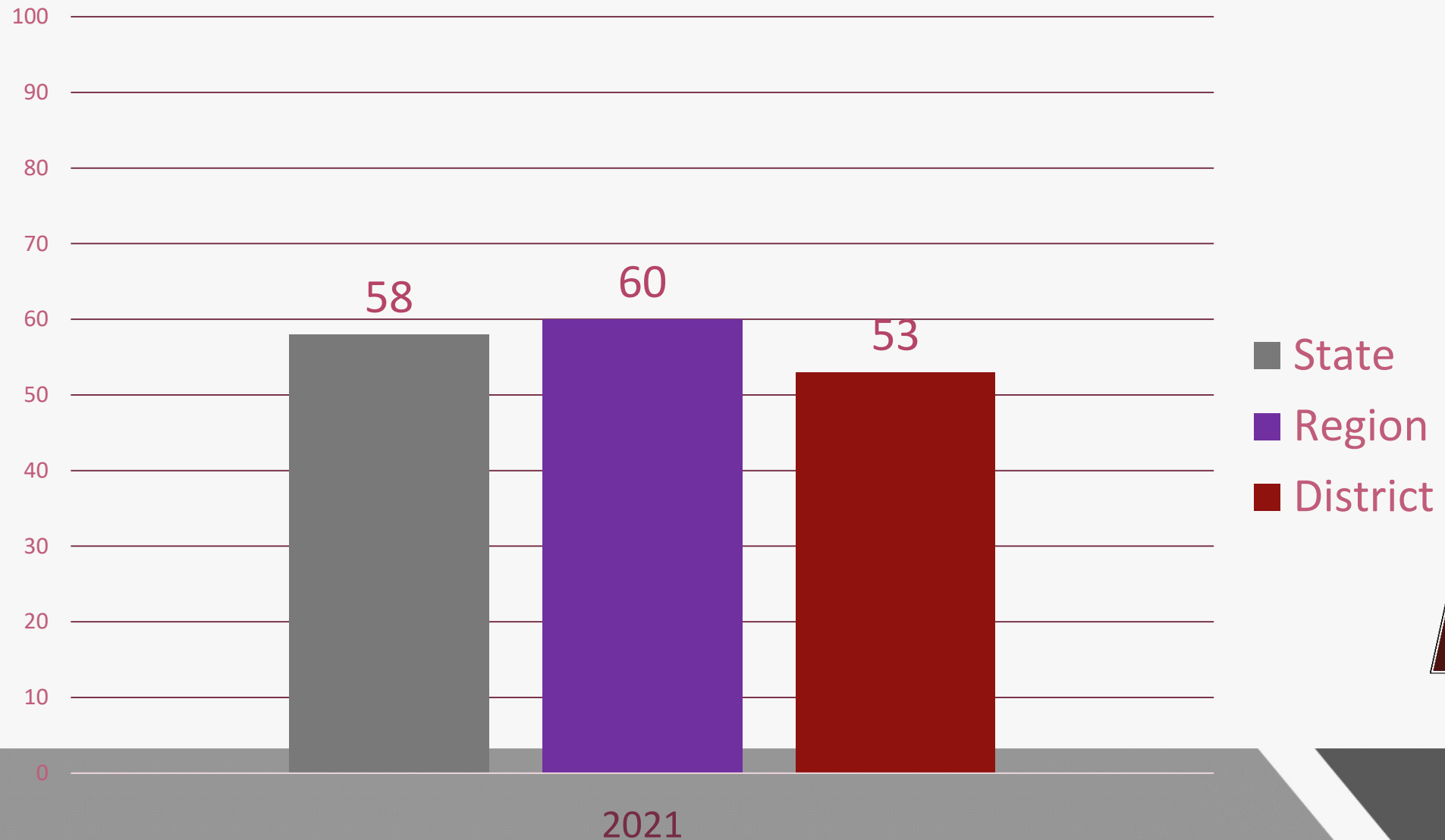
STAAR Percent Met Standard (*Approaches*)

All Grades, Math



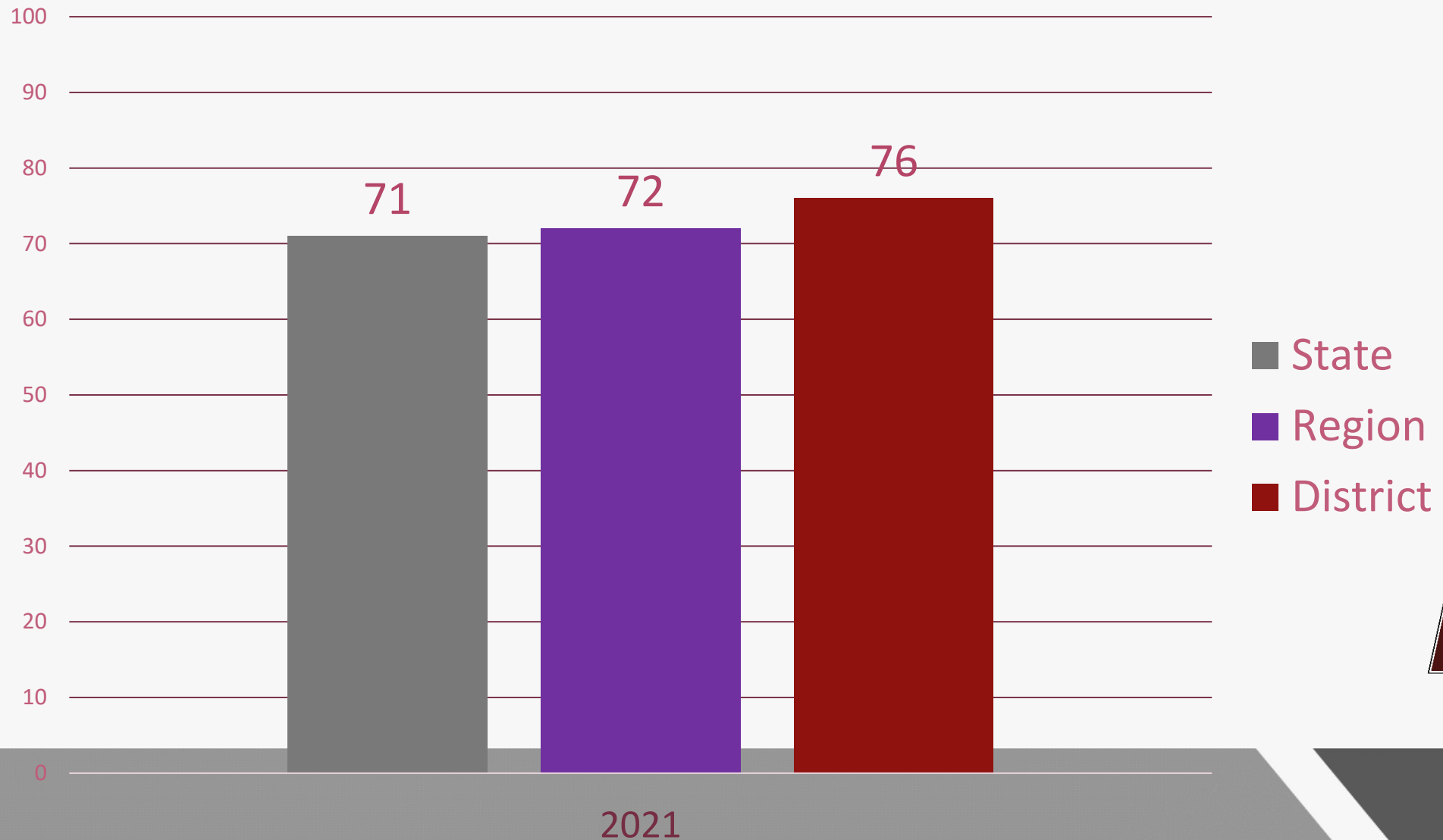
STAAR Percent Met Standard (*Approaches*)

All Grades, Writing



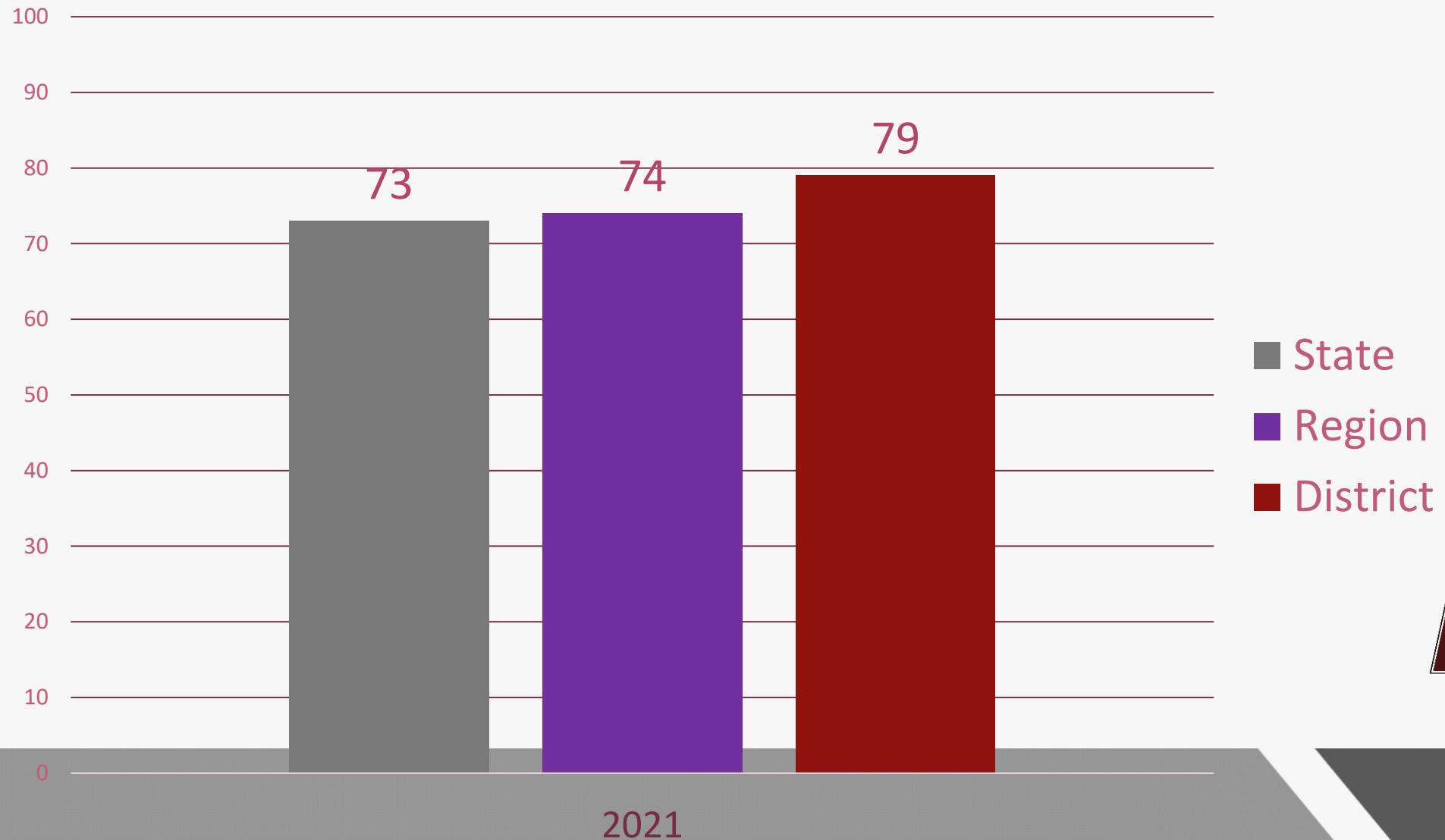
STAAR Percent Met Standard (*Approaches*)

All Grades, Science



STAAR Percent Met Standard (*Approaches*)

All Grades, **Social Studies**



Section 1

2020-21 Texas Academic Performance Report (TAPR)

- 2019-2020 Attendance Rate **98.3%**
 - Region 98.3%
 - State 98.3%

- 2019-2020 HS Drop Out Rate **0.7%**
 - Region 2.2%
 - State 1.6%



4-Year Longitudinal Graduation Rate (Grades 9-12)

Class of 2020 Cohort

	State	Region	District
Graduated	90.3%	87.7%	97.4%
Received TxCHSE (GED)	0.4%	0.3%	0%
Continued HS	3.9%	5.4%	1.5%

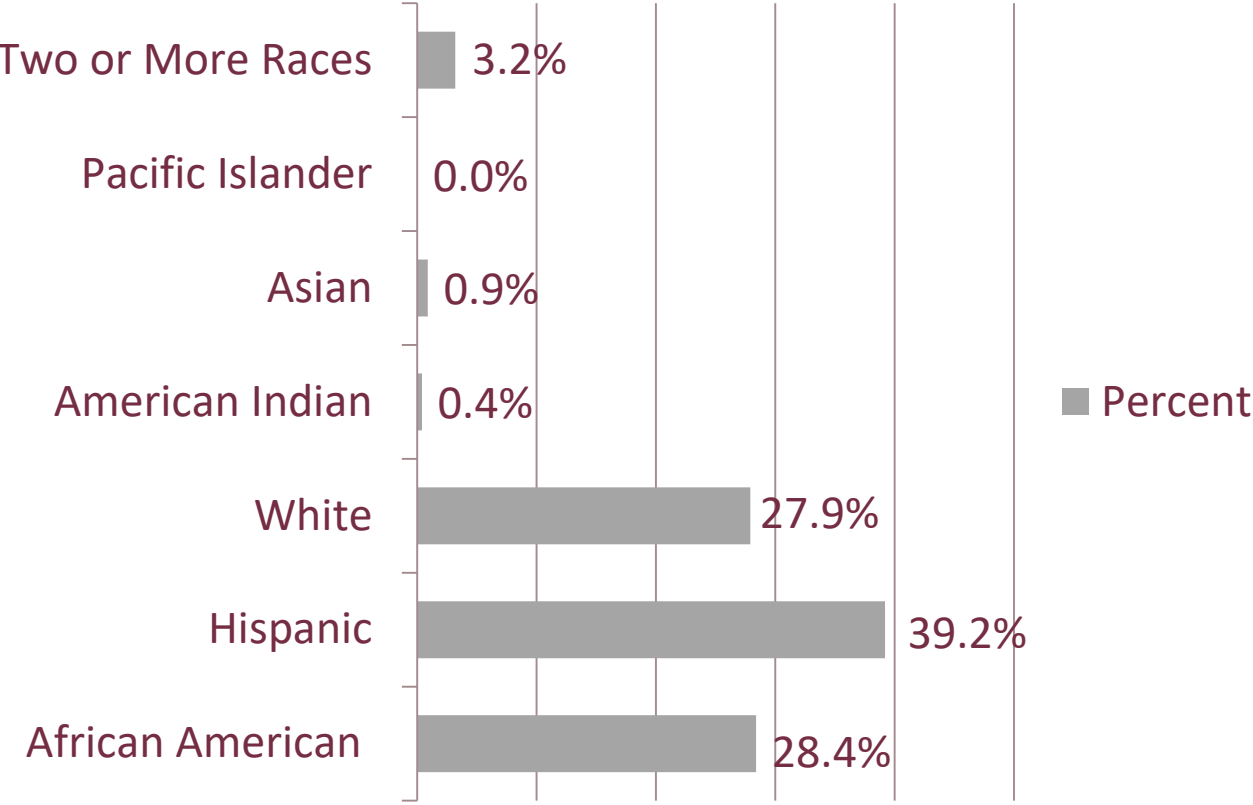
College, Career, and Military Readiness Report (CCMR)

2019-2020 Graduates

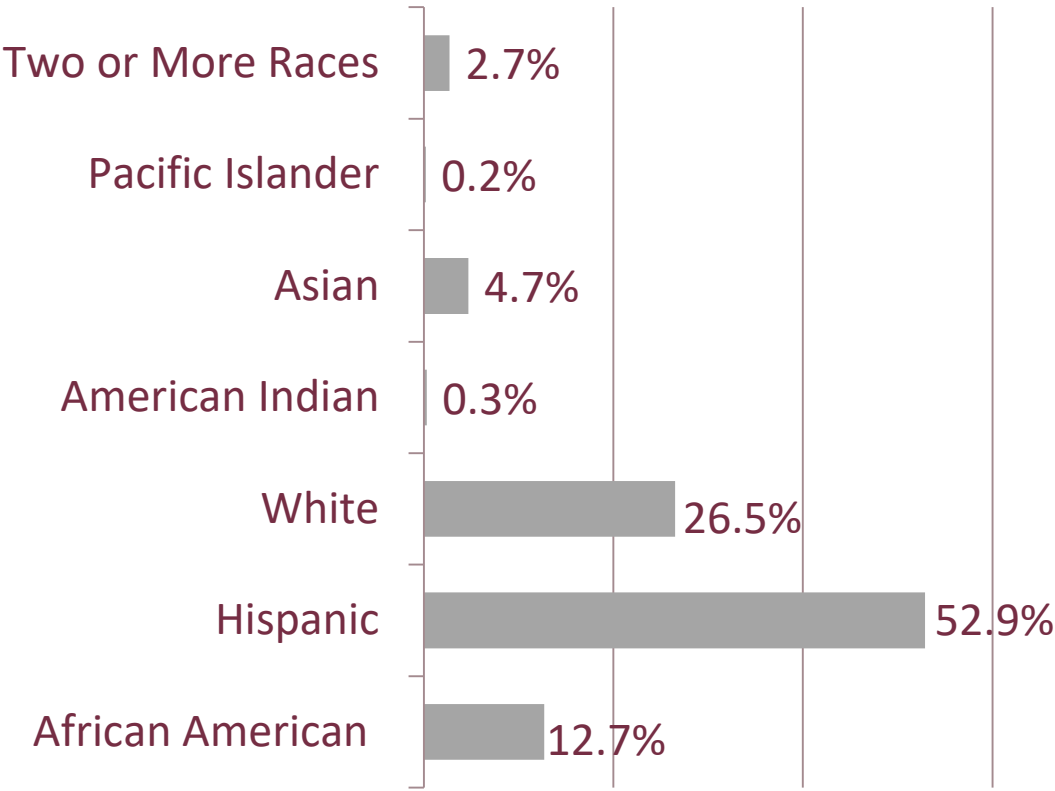
	State	Region	District
College, Career, Military Graduates	63.0%	62.8%	55.7%
College Ready Graduates	53.4%	55.1%	50.8%
Career /Military Ready Graduates	18.7%	14.9%	16.4%
Industry-Based Certification (Annual Graduates)	13.2%	8.9%	12.3%

2021 Student Ethnic Distribution

District



State



2021 Student Demographics

	District	State
Economically Disadvantaged	47.9%	48.9%
English Language Learners	12.4%	20.7%
At-Risk	46.8%	49.2%

2021 Enrollment by Program

	District	State
Bilingual /ESL	11.4%	21.0%
Gifted and Talented Education	6.9%	8.3%
Special Education	12.5%	11.1%

Section 2

PEIMS Financial Standard Reports (2019-20 Financial Actual Reports)

2019-20 Actual Financial Data (District)

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

***2019-20 is the
most recent
year for which
these data are
available.***

2019-20 Actual Financial Data (Campus)

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

[PEIMS Financial Standards Reports Link](#)

FIRST (Financial Integrity Rating System of Texas) rating for 2020-2021 is A = Superior

[First Report Link](#)



Section 3

2020-21 District Accreditation Status

- Each year, TEA assigns one of four accreditation statuses to each district in the state:
 1. *Accredited*
 2. *Accredited-Warning*
 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)
- TEA suspended assignment of accreditation statuses until the 2021-2022 school year



Section 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 and periodically measures progress**
- ☐ Updated CIPs for the 2020-21 school year (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

[Improvement Plan Link](#)



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
- There are 18 Discipline Codes considered to be violent or criminal by our data reporting system (PEIMS)

- ❑ For 2020-2021 Red Oak ISD had no (zero) violent or criminal incidents in these categories

- ❑ Red Oak ISD has several resources regarding school violence prevention and intervention:
 - Student Handbook and Code of Conduct
 - ROISD School Board Policy Manual
 - ROISD Administrator and Counselor programs
 - “Quick Link” to report Bullying or Harassment on website / Students / Report button



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 **2018-19 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2018-19 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 2019**, **Spring 2020**, and **Summer 2020** are added together and averaged to determine the GPA

[Enrollment and Performance Report Link](#)

Red Oak ISD Cohort of 2018-2019 (as of 2020)

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
RED OAK ISD								
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	Four-Year Public University	93	15	9	14	24	30	1
	Two-Year Public Colleges	153	49	24	23	26	28	3
	Independent Colleges & Universities	13						
	Not Trackable	7						
	Not Found	176						
	Total High School Graduates	442						



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

[2021 TAPR Glossary Link](#)



Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within two (2) weeks after this meeting
- 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:

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What is ahead?

- In 2022-23, the “new” STAAR 2.0 will be administered
 - ❑ 100% online, 75% cap on Multiple Choice items
 - ❑ New “cut points” for Approaches, Meets, and Masters
 - ❑ Grade 3-8 Reading will have short response items and may ask students to “respond” to a passage rather than write to a prompt.
 - ❑ All Reading and EOCs will increase information passages with cross curricular links (all subjects may be utilized in the reading test).



Ahead: New STAAR item types

Item Types Under Consideration

Multipart (EBSR) - Student provides a response and a justification for the response.

Multiselect - Student must select more than one correct response

Constructed response - Student provides a written response (e.g., one or more sentences, an equation, or a mathematical expression)

Drag and drop - Student selects and drags text or an object to a different location

Hot spot - Student selects one or more areas of a graphic image

Inline choice - Student chooses from a drop-down list of options

Text entry - Student enters a numeric quantity, a word, or a phrase

Highlight text - Student highlights text from a given passage

Sliders (bar graph) - Student moves bars on a graph to show correct quantities

Graphing – Student plots a function on a coordinate grid using a dynamic tool