



2018-2019
Annual Report
Public Hearing

Pearland Independent School District
PREPARE PERFORM PRODUCE

February 11, 2020

TAPR Overview

- 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.

7 Sections to the Annual Report

1. 2018-19 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2017-18 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. 2018-19 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. 2018-19 TAPR Glossary

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data
- Beginning in 2017-18, TAPR is published in 2 different formats
 - ❑ A comprehensive, “dynamic” online data system
 - Data are added as they become available
 - ❑ A PDF version (the “PDF TAPR”)
 - Only includes major, statutorily-required data points
 - Designed to allow districts to fulfill their public notification requirements (i.e., the Annual Report)

Section 1

2018-19 Texas Academic Performance Report (TAPR)

➤ Cover Page

- ❑ 2019 Accountability Letter Grade Rating
 - District – 93 Rating – Letter grade B
 - Campus – Met standard for all campuses
- ❑ 2019 Special Education Determination Status
 - District Only- Meets requirements
- ❑ 2019 Armed Services Vocational Aptitude Battery (ASVAB) Test
 - District Only
 - 2019 Distinction Designations District
 - Each Campus

Section 1

2018-19 Texas Academic Performance Report (TAPR)

➤ STAAR Performance

- ❑ 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
- ❑ Performance data includes results from **2019 Accountability Year**

Summer 2018 EOCs	December 2018 EOCs	Spring 2019 EOCs and all Grades 3-8 Assessments (including 1 st and 2 nd administrations of Grades 5 and 8 Reading and Math)
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- ❑ Only includes results for students in the **accountability subset**
 - Students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date (last Friday of October)

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- Progress
 - ❑ Academic Growth (School Progress Domain)
- Prior Year and Student Success Initiative
 - ❑ Progress of Prior Year Non-Proficient Students
 - ❑ Student Success Initiative (SSI)
- Bilingual Education/English as a Second Language
 - ❑ Includes performance and progress measures (disaggregated by various program instructional models) for students identified as current ELs in the 2018-19 school year

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- STAAR Participation
- Attendance, Graduation, and Dropout Rates
 - ❑ 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

Section 1

2018-19 Texas Academic Performance Report (TAPR)

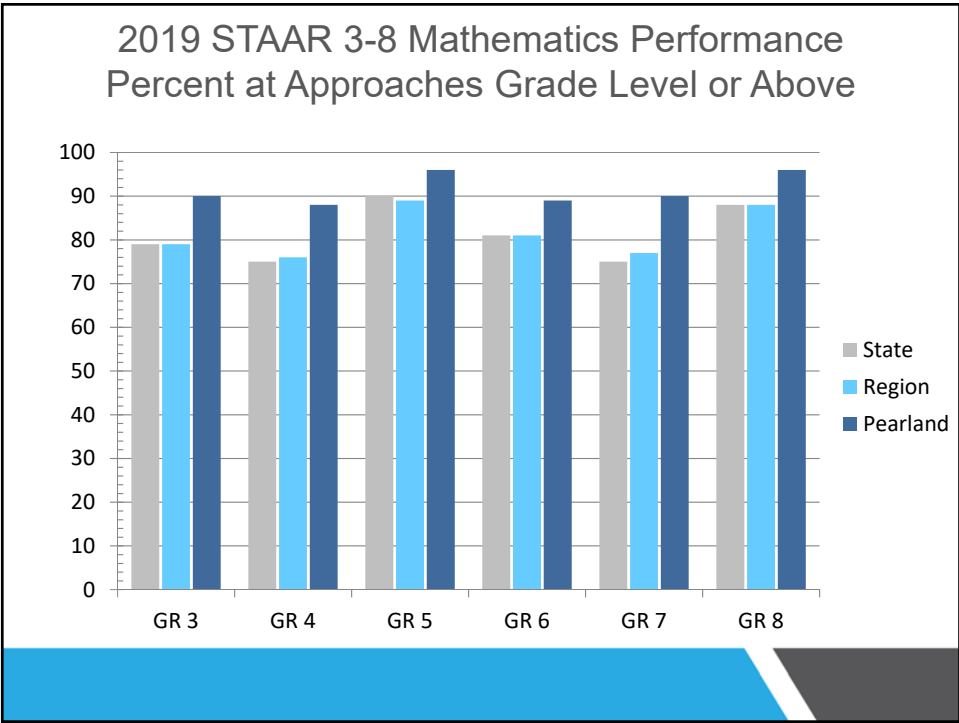
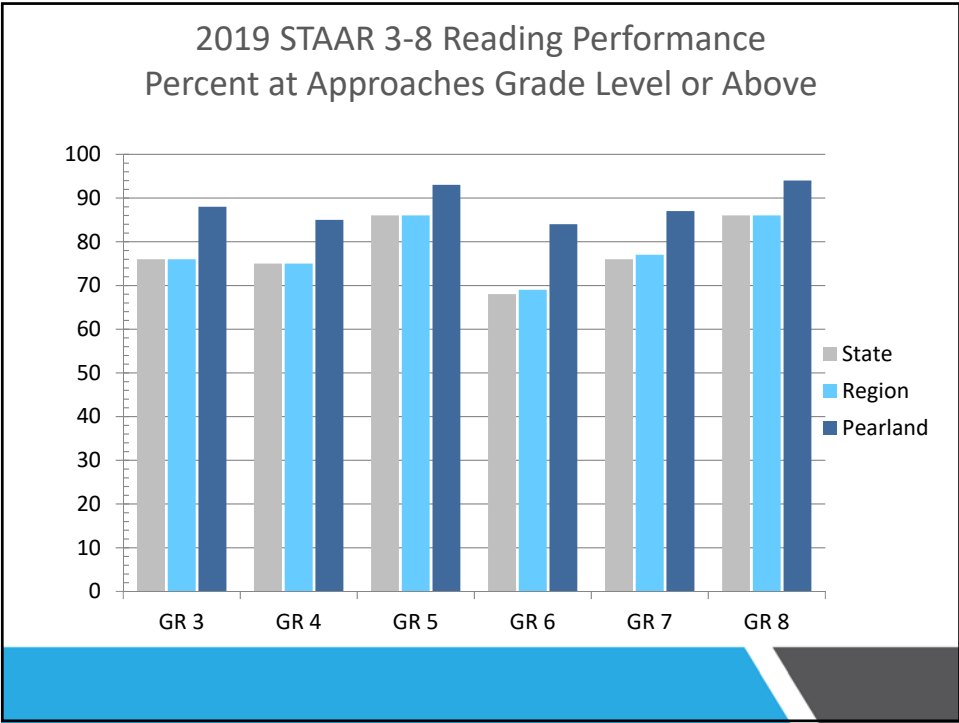
- College, Career and Military Readiness (CCMR)
 - ❑ CCMR Graduates
 - ❑ College Ready Graduates
 - ❑ Career/Military Ready Graduates
- CCMR-Related Indicators
 - ❑ TSIA Results
 - ❑ CTE Coherent Sequence
 - ❑ Completed and Received Credit for College Prep Courses
 - ❑ AP/IB Results
 - ❑ SAT/ACT Results
- 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

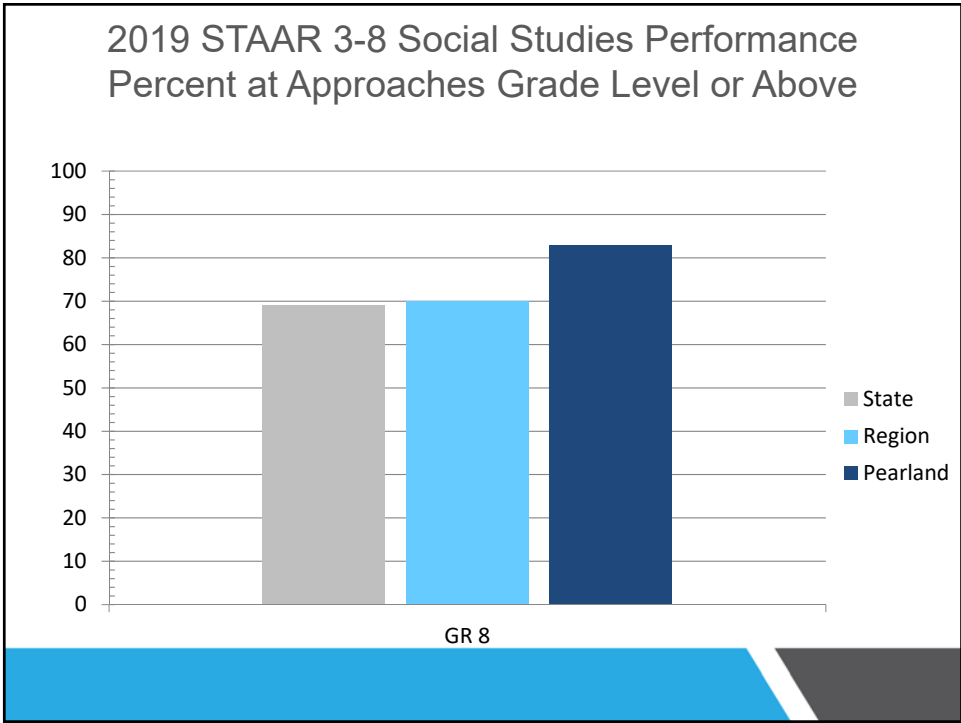
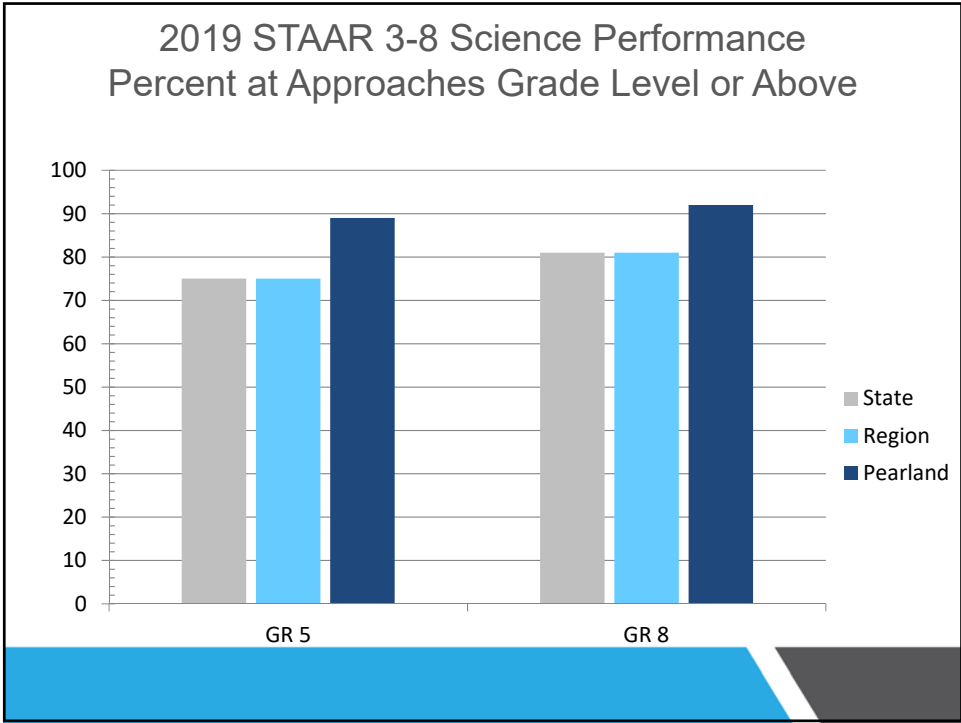
Section 1

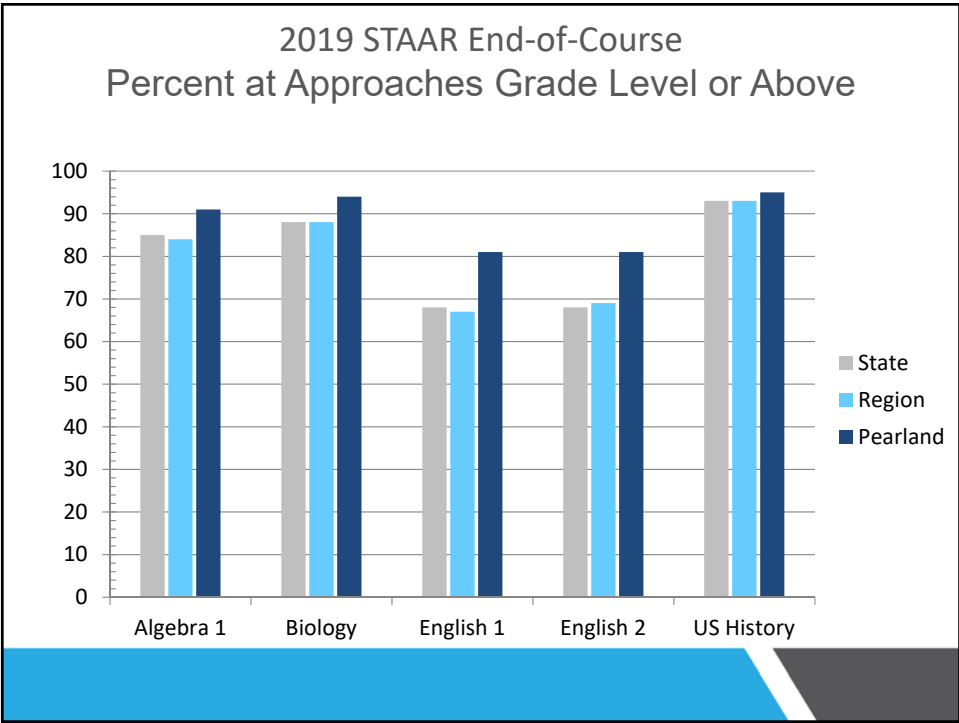
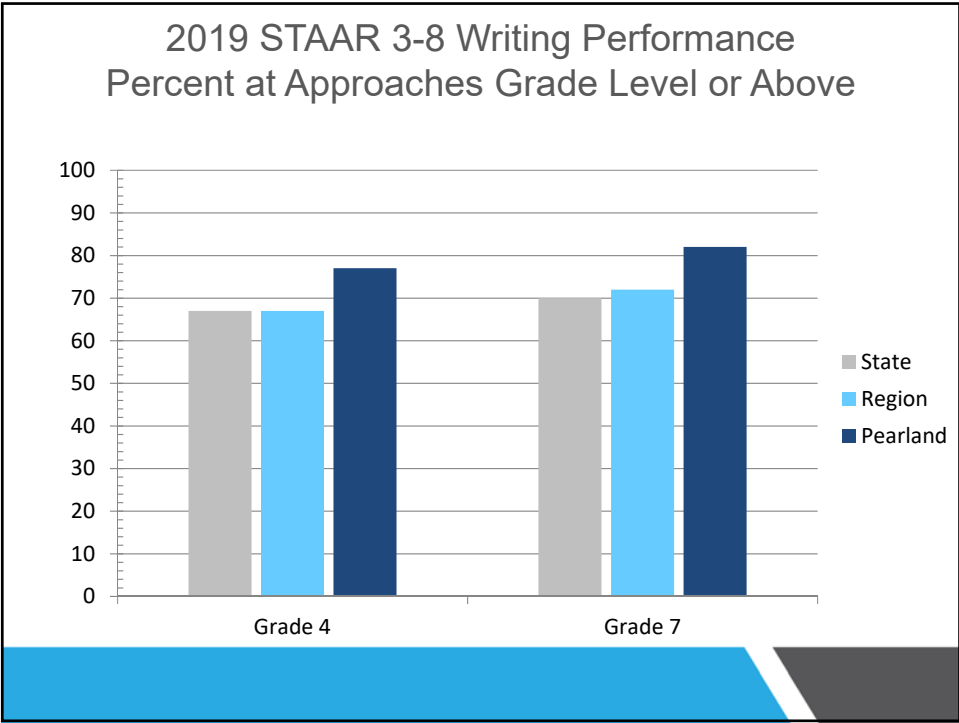
2018-19 Texas Academic Performance Report (TAPR)

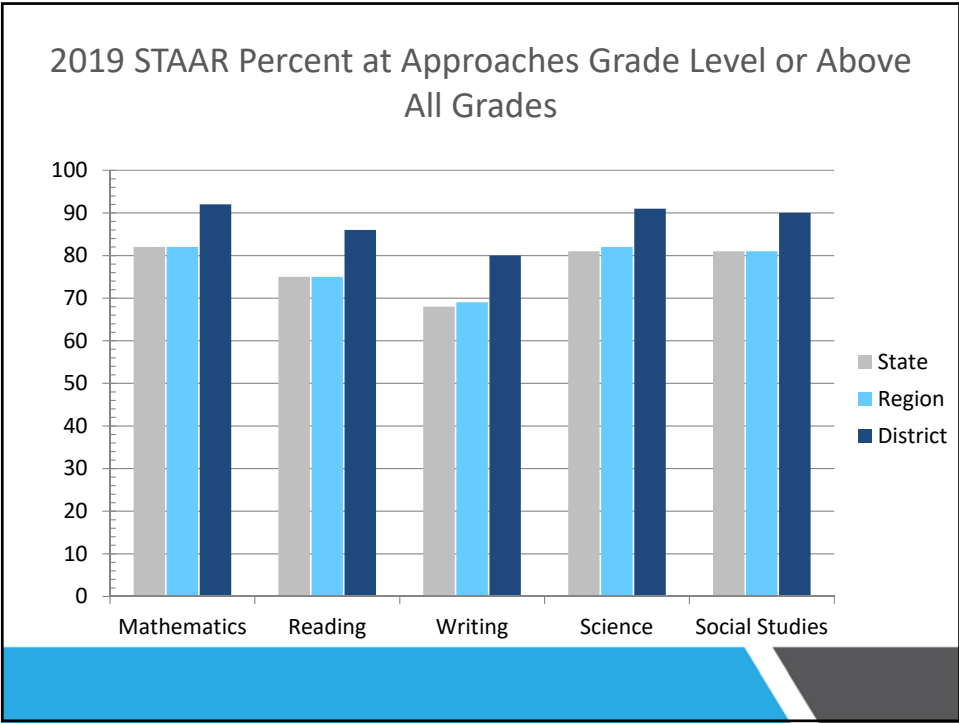
- Student Information
 - ❑ 21,526 Students
 - ❑ 1,631 Graduates (Class of 2018)
- Staff Information
 - ❑ 2,555 Employees
- Student Enrollment by Program

Program	Count	Percent
Bilingual/ESL Education	2,183	10.1%
Career & Technical Education	4,923	22.9%
Gifted & Talented Education	2,174	10.1%
Special Education	2,074	9.6%





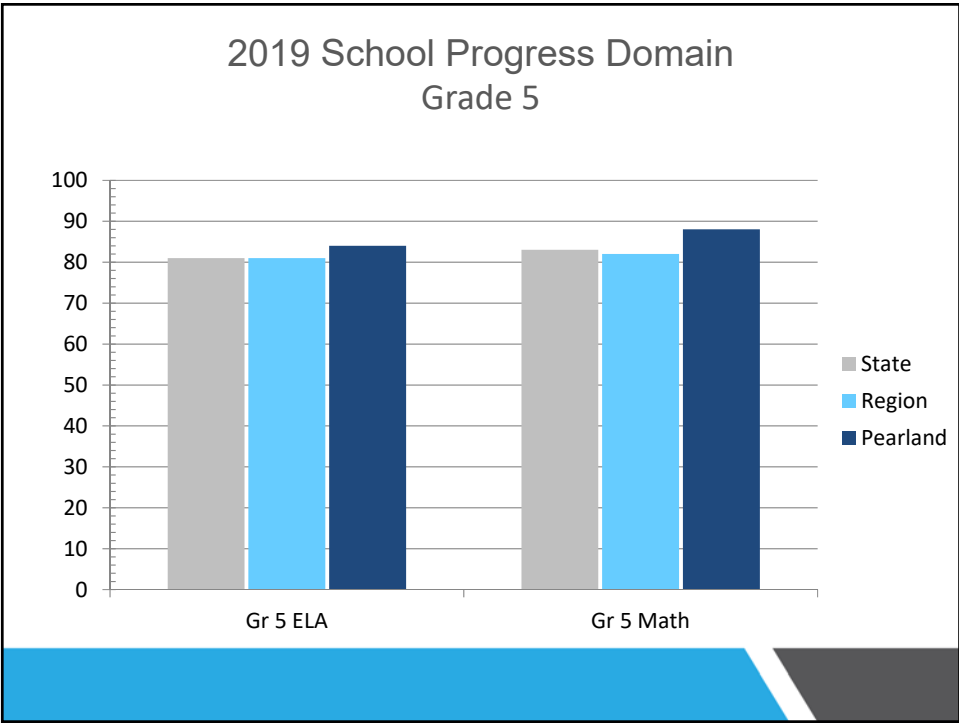
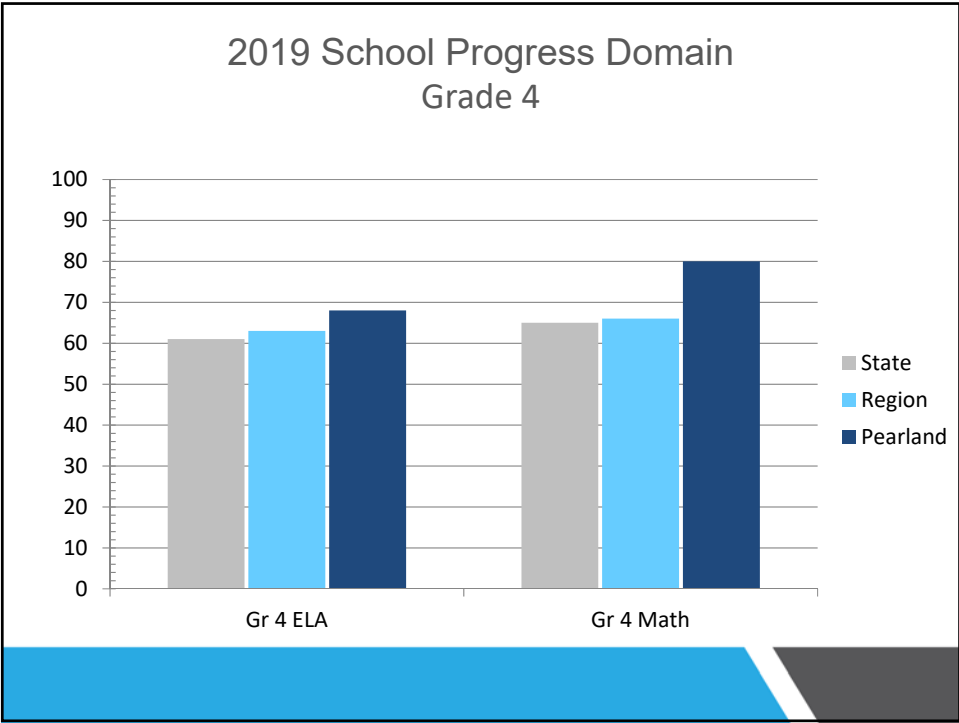


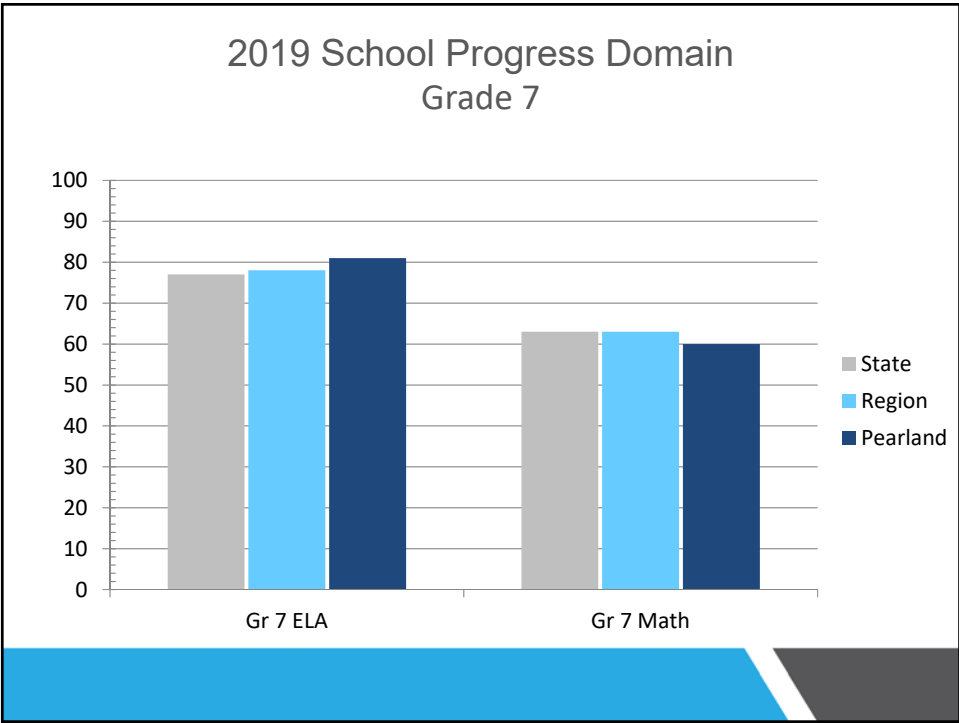
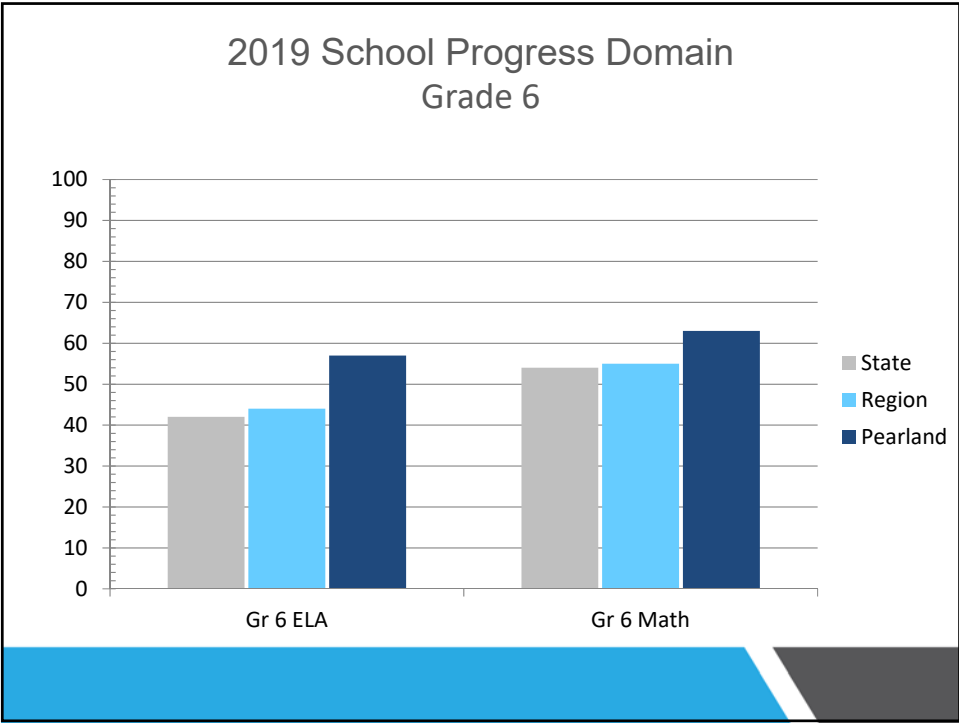


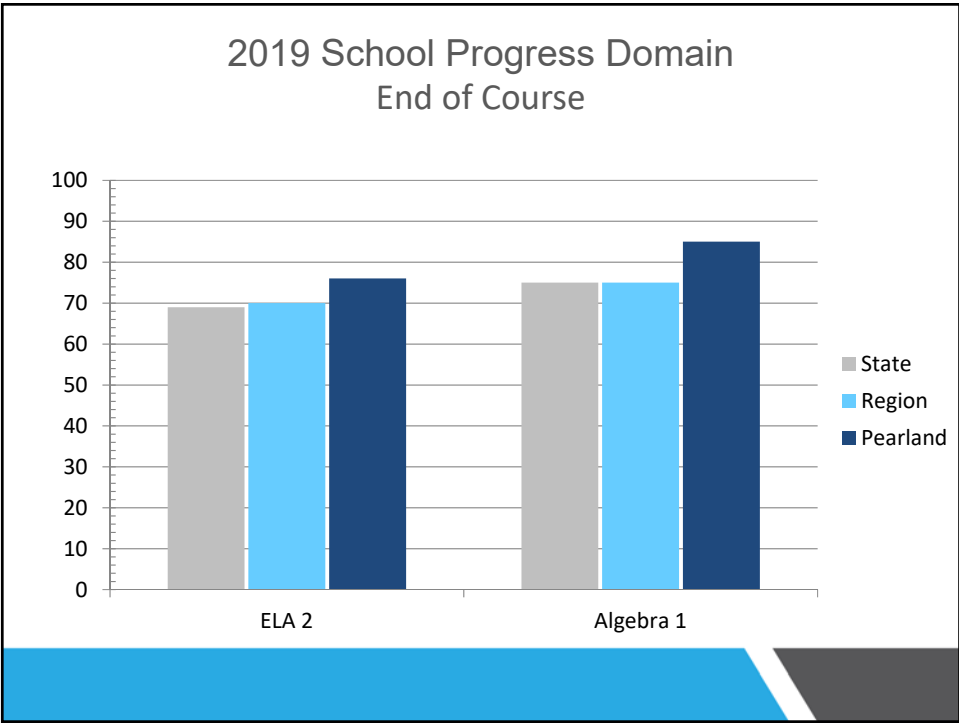
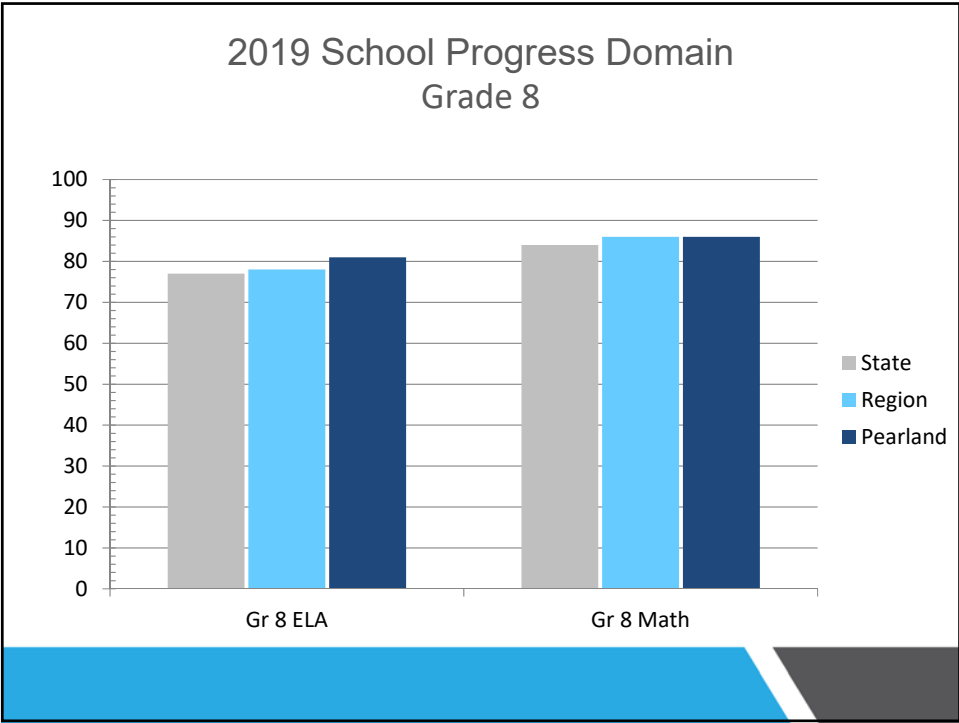
All Grade All Subjects by Demographic

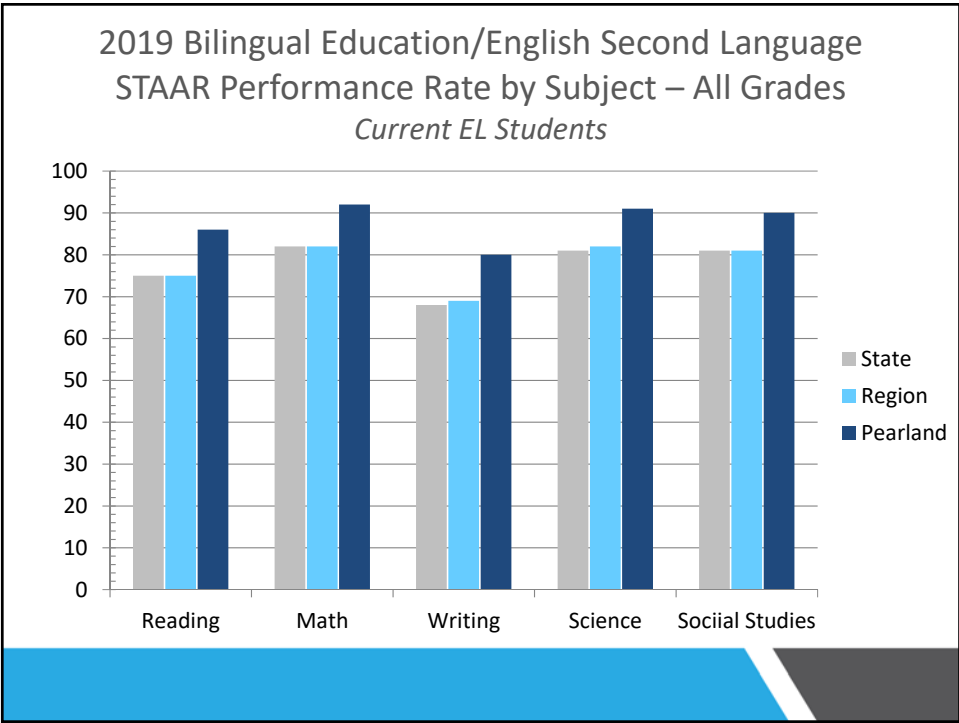
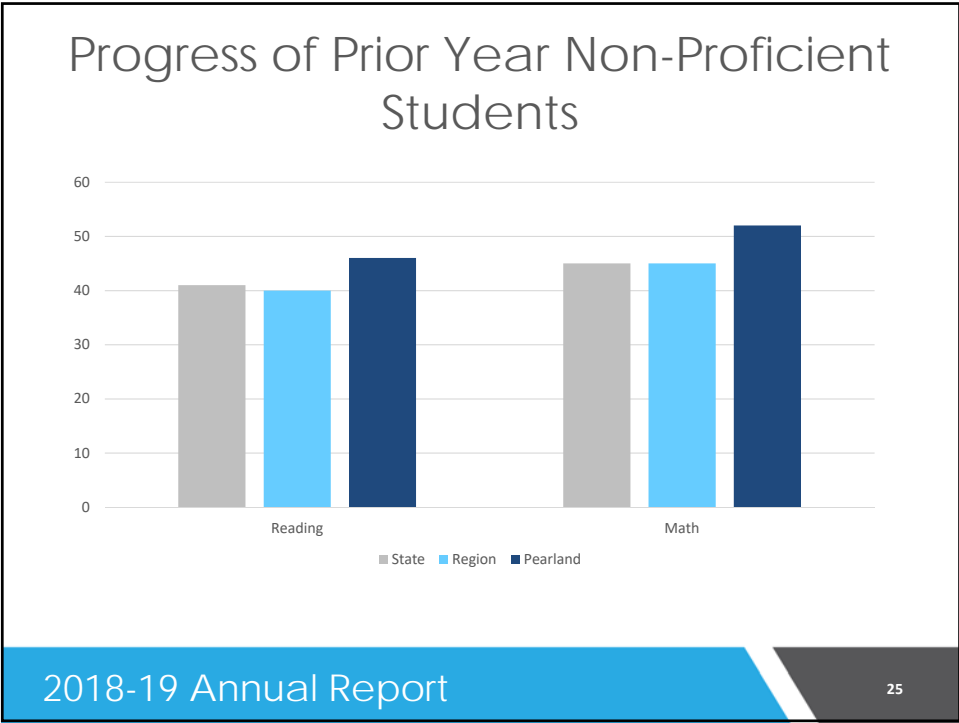
	All students	African American	Hispanic	White	Asian	Special Ed	Econ. Dis.	EL
State	77%	66%	73%	86%	93%	45%	70%	69%
PISD	88%	83%	83%	91%	96%	53%	78%	80%

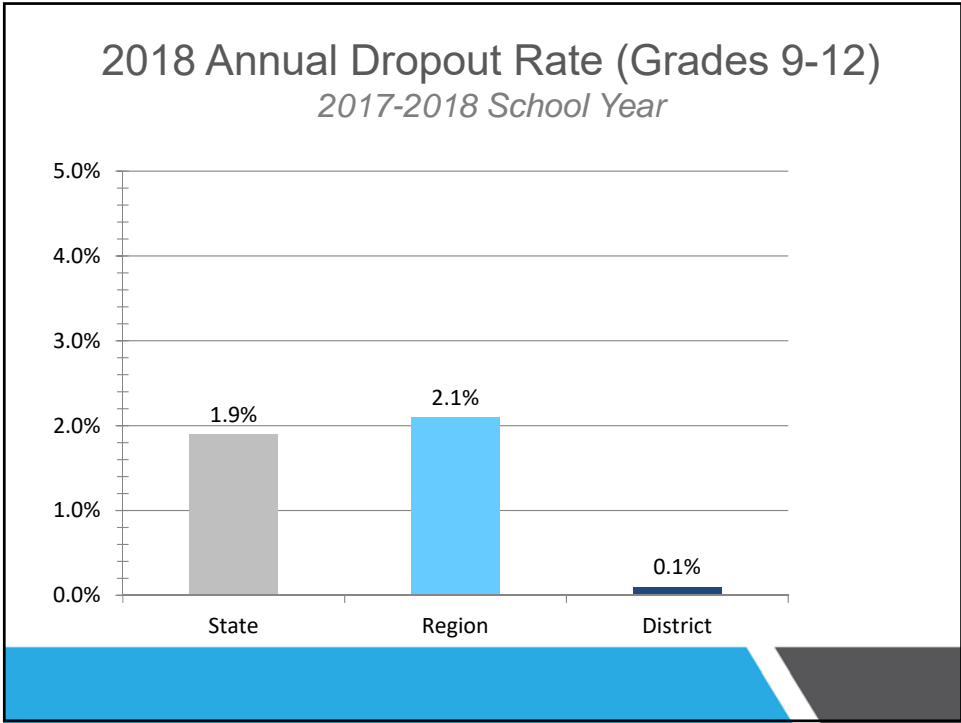
- All minority populations (African American, Hispanic, White, and Asian) outscore ALL students category as compared to all students across Texas.









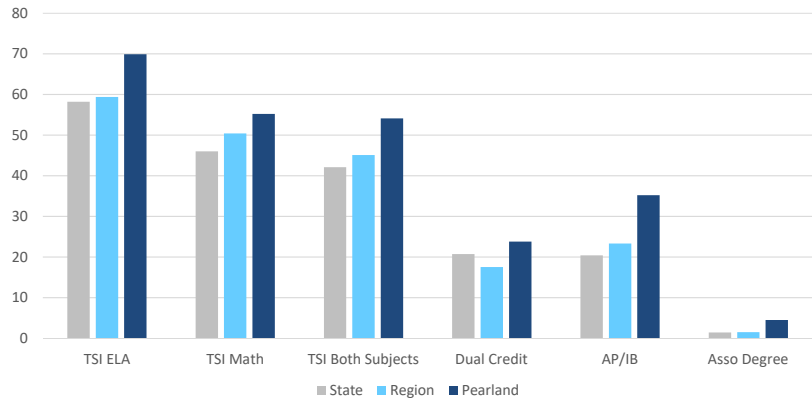


4-Year Longitudinal Graduation Rate (Grades 9-12) Class of 2018 Cohort

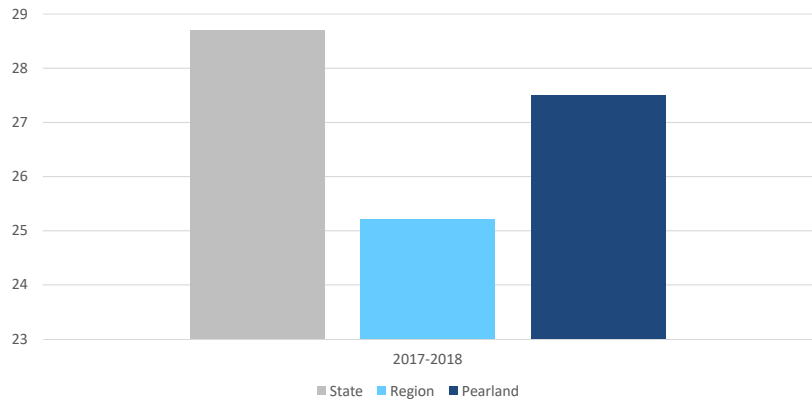
4 Year Longitudinal Rate	State	Region	Pearland
Graduate	90.0	88.9	98.8
GED	0.4	0.5	0.1
Continued HS	3.8	4.0	0.6
Dropped Out	5.7	6.6	0.5

An illustration of a black graduation cap with a gold tassel and a rolled-up diploma tied with a red ribbon, positioned in the bottom right corner of the table area.

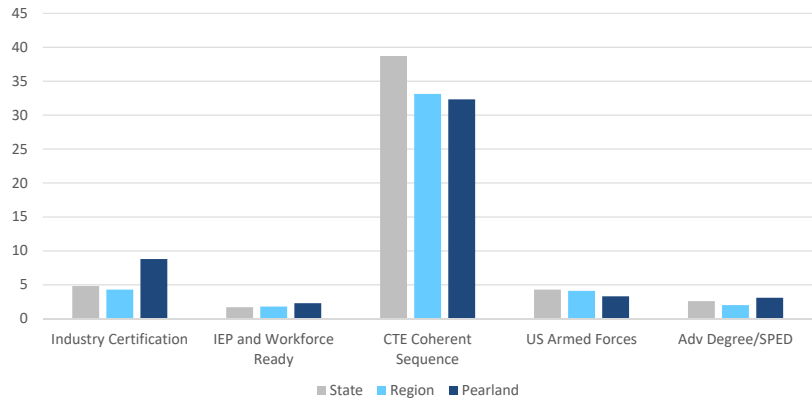
College Ready Graduates – 2018



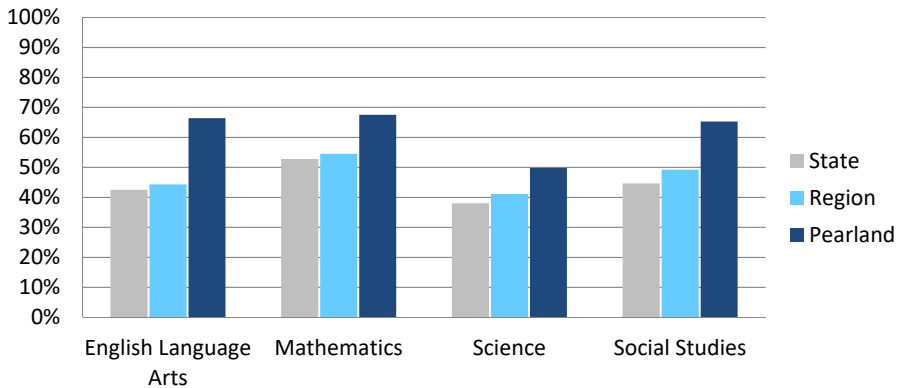
Career/Military Ready Graduates

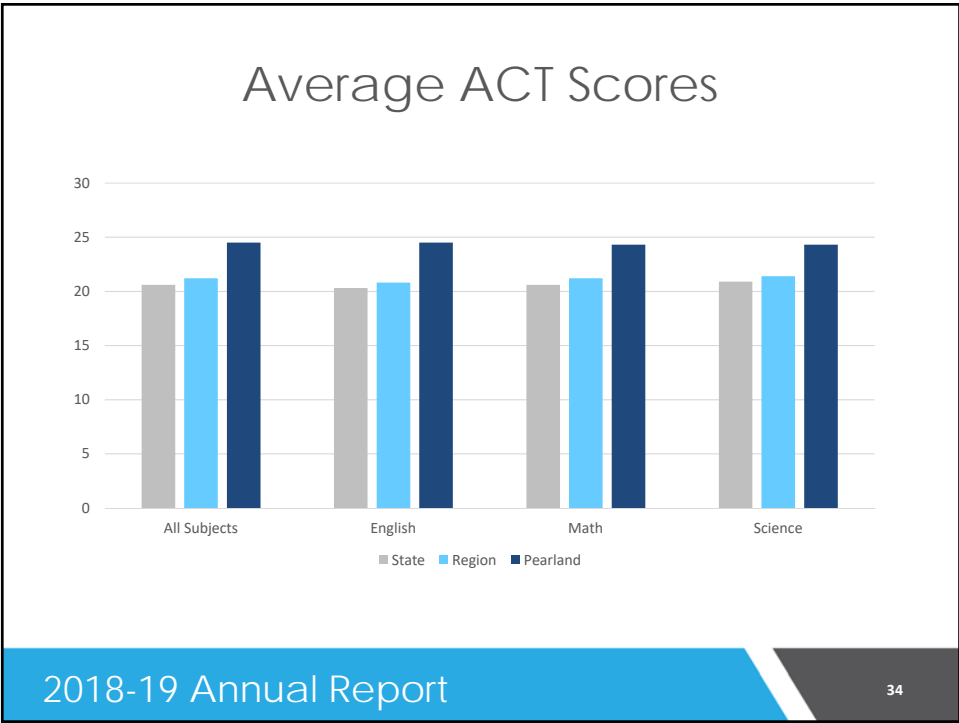
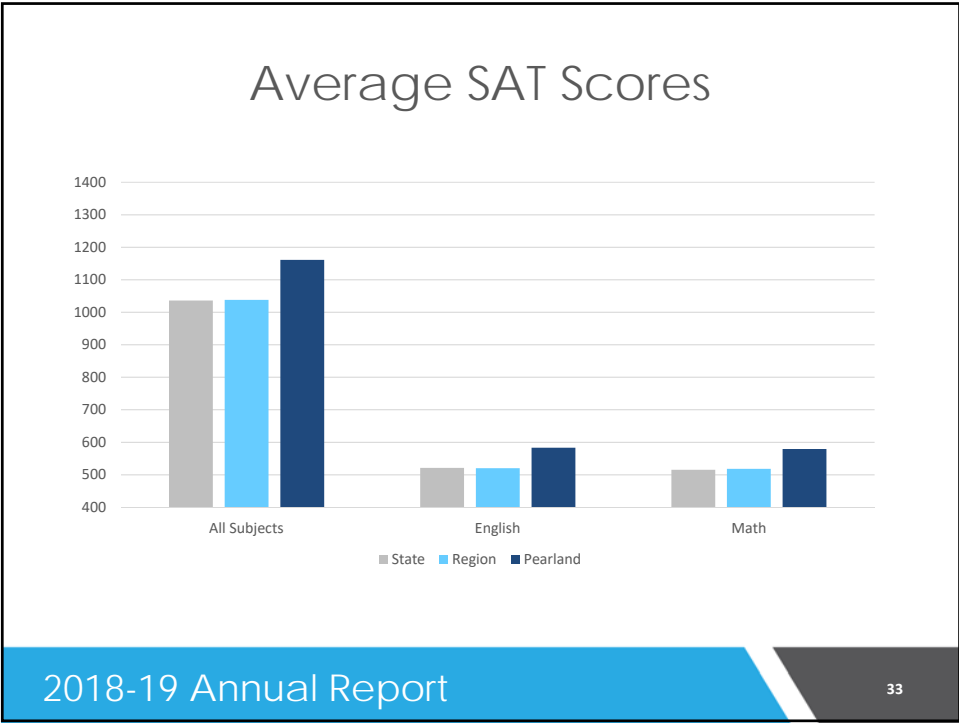


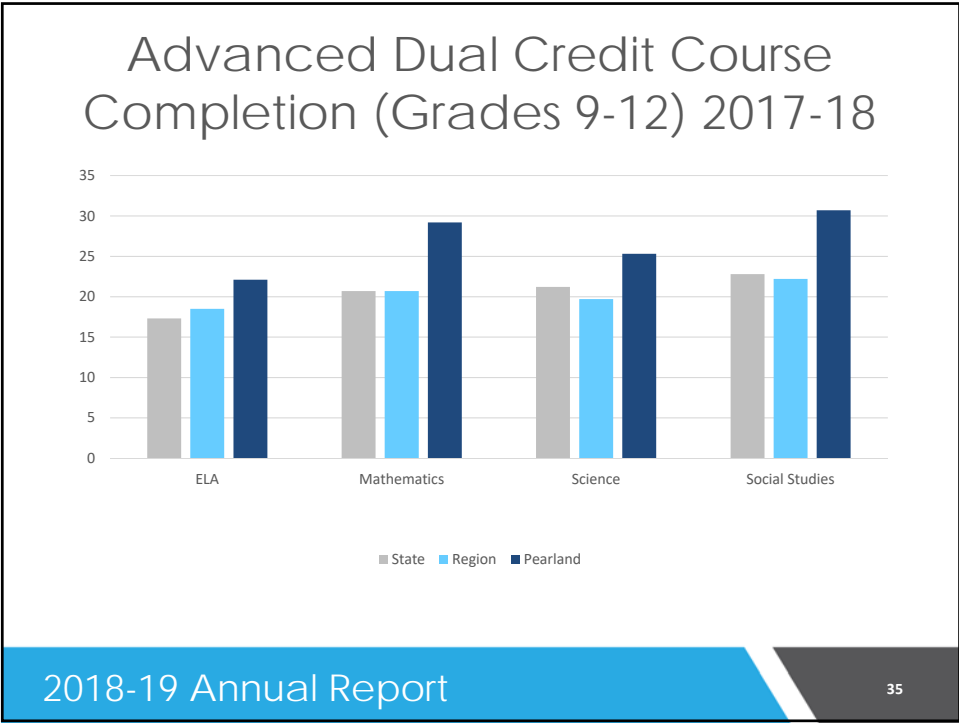
Career/Military Ready Graduates



AP Results (Examinees >= Criterion) (Grades 11-12)







2018-19 Highlights

Student Performance

High Performing Areas

- STAAR scores for grades 3 – 8 and STAAR EOC scores were among the highest in the greater Houston area
- Continued growth in Math, Science, and Reading
- Continued growth in Advanced Placement (AP) and Dual Credit course participation and student performance

Areas of Concern

- Continue to develop effective interventions to provide English Language Learners and Special Education students with the skills needed to make expected progress each year
- Increase the percentage of students graduating college and career ready
- Increase the percent of graduates receiving Associate's Degrees

18

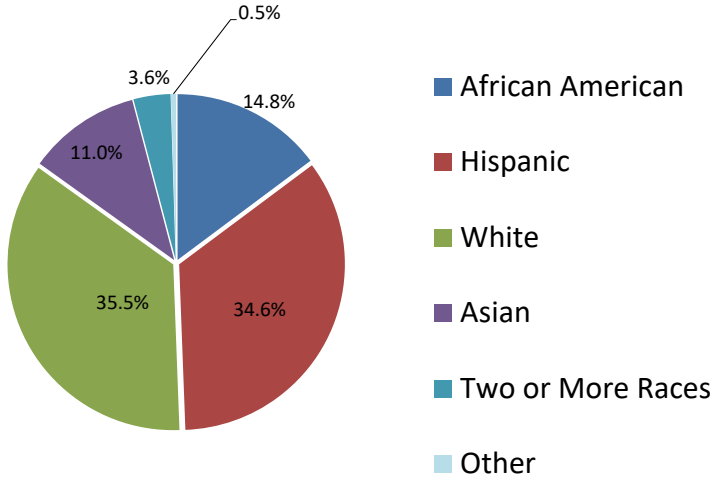
Student Enrollment by Program

	2013	2014	2015	2016	2017	2018
Bilingual/ESL	6.5%	6.8%	7.6%	8.2%	8.9%	10.1%
CTE	21.6%	24.1%	25.4%	25.2%	23.6%	22.9%
Gifted/Talented	7.9%	8.3%	8.3%	8.7%	9.0%	10.1%
Special Education	9.0%	8.8%	8.5%	8.5%	8.5%	9.6%

Student Enrollment

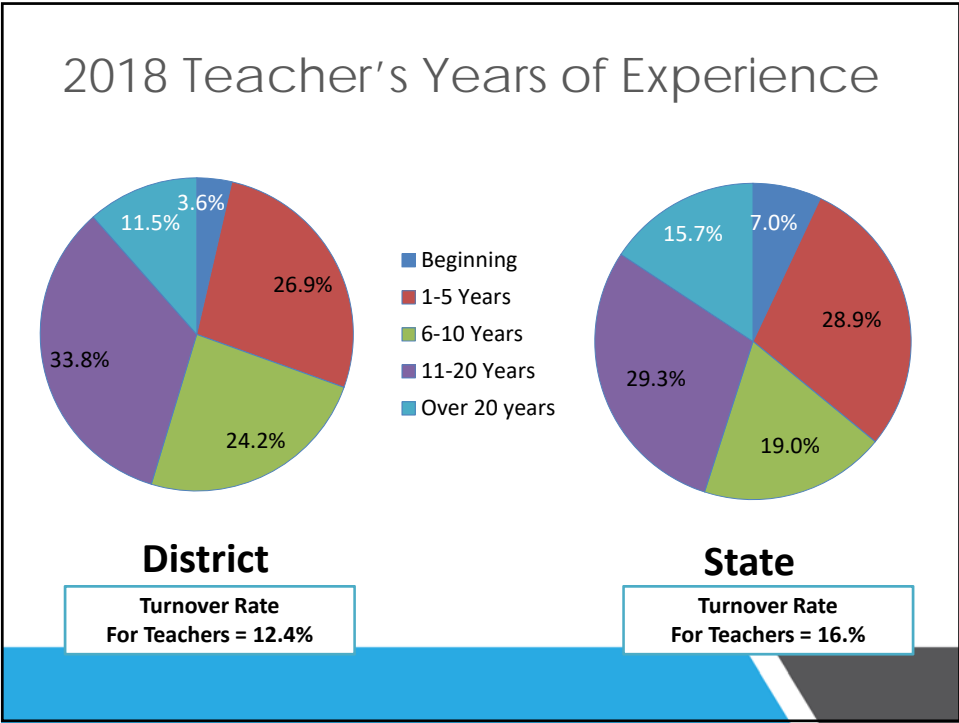
	2008	2018
African American	17.0%	14.8%
Hispanic	24.9%	34.6%
White	48.4%	35.5%
Native American	0.2%	0.3%
Asian	9.5%	11.05
Two or More Races	Not reported	3.6%
Economical Disadvantaged	22.1%	31.4%

2018 Student Demographics



Class Size Averages by Grade & Subject

	State	Pearland		State	Pearland
Kindergarten	18.9	19.7	English/LA	16.6	19.5
Grade 1	18.8	19.4	Foreign Language	18.9	22.4
Grade 2	18.7	19.2	Mathematics	17.8	20.4
Grade 3	18.9	19.3	Science	18.9	21.7
Grade 4	19.2	19.7	Social Studies	19.3	21.7
Grade 5	21.2	23.2			
Grade 6	20.4	25			



Average Teacher Salary

	State	Pearland
Beginning Teachers	\$47,218	\$58,841
1-5 Years Experience	\$50,408	\$56,339
6-10 Years Experience	\$52,786	\$57,986
11-20 Years Experience	\$56,041	\$59,775
20 + Years	\$62,039	\$64,472

Section 2

PEIMS Financial Standard Reports (2017-18 Financial Actual Reports)

2017-18 Actual Financial Data (District)

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2016 Tax Year State Certified Property Values
- Unassigned Fund Balance (% of Total Budgeted Expenditures)

2017-18 Actual Financial Data (Each Campus)

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

Total Revenue & Expenditures

Total Revenue

Pearland

■ \$10,385 per student

State Average

■ \$11,729 per student

Total Expenditures

Pearland

■ \$7,813 per student

State Average

■ \$12,536 per student

Program Expenditures

Program	State	Pearland
Regular	59.82%	59.06%
Gifted & Talented	1.01%	3.75%
Career & Technical	4.08%	4.79%
Students with Disabilities	15.92%	17.49%
Accelerated Education	4.42%	3.86%
Bilingual	1.60%	0.80%
Prekindergarten	2.68%	0.77%

Section 3 2018-19 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 PBMAS (now called Results Driven Accountability, or RDA)

- The District's 2018-19 Accreditation Status is: **Accredited**

District Accreditation Status 2018 – 2019

- The Texas Education Agency awards an accreditation status to each public school district and charter school.

Pearland ISD

ESC	2018 FIRST Rating	2018 Accountability Rating	2018 – 2019 Accreditation Status
4	A -Superior	A	Accredited

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** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
 - ❑ Each campus **periodically measures progress** toward its performance objectives
 - ❑ Updated CIPs (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

Campus Performance Objectives

- Campus Improvement Plans
 - Set performance objectives based on TAPR, and
 - Periodically measure progress toward those objectives
- Campus Performance Objectives are approved by the Board
- Campus Performance Objectives for each campus are posted on the district's website

Campus Performance Objectives
 2019 - 2020 School Year Barbara Cockrell Elementary
 District Campus Goal: Feared ED and each Feared ED campus will meet the required passing standard (Approaches Grade Level or better for all student groups.

	Campus	African American	Hispanic	White	Asian	Two or More	Special Ed	Eco Disadv	ELL
Math	2019 Results:	92%	97%	92%	98%	100%	99%	99%	98%
	Goal:	9%	2%	2%	1%	1%	4%	2%	2%
	2020	95%	95%	94%	95%	100%	100%	95%	95%
2020 Actual Results:									
Reading	2019 Results:	89%	91%	89%	94%	99%	100%	99%	92%
	Goal:	2%	2%	3%	1%	2%	1%	4%	4%
	2020	92%	92%	89%	95%	97%	100%	97%	95%
2020 Actual Results:									
Writing	2019 Results:	79%	87%	74%	81%	81%	100%	81%	71%
	Goal:	4%	3%	3%	4%	4%	1%	8%	4%
	2020	82%	78%	81%	85%	100%	100%	85%	77%
2020 Actual Results:									

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 2018-19 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 **2017-18 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2016-17 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2018
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2017**, **Spring 2018**, and **Summer 2018** are added together and averaged to determine the GPA

High School Graduates from FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018

	Enrolled in TX Public 2-Year	Enrolled in TX Public 4-Year
Pearland ISD	26.7%	27.7%
Region IV	22.5%	21.2%
State	23.7%	21.8%

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* is scheduled for release in late spring

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also available at the district's central office and on each campus in the district
- For questions or more information, contact:

Name	Ellen Akers
Position	Director of Testing and Program Evaluation
Phone	281-485-3203
Email	akerse@pearlandisd.org

Links to References

- Link to [TEA Public Webpage](#)
- Link to TEA's 2018-19 [PEIMS Financial Standards Reports](#)
- Link to 2017-18 [District Financial Actual Reports](#)
- Link to 2017-18 [Campus Financial Reports](#)
- Link to [TEA's District Accreditation Status Webpage](#)
- Link to [THECB](#)
- Link to [2018-19 Comprehensive Glossary TAPR](#)