

Longview ISD 2017-2018 Annual Report



Presented for Public Hearing
February 11, 2019



2017-18 Annual Report

7 Sections to the Annual Report

1. 2017-18 Texas Academic Performance Report (TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2016-17 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. 2017-18 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. 2017-18 TAPR Glossary

2017-18 Annual Report

1. 2017-18 Texas Academic Performance Report (TAPR)

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

2017-18 Annual Report

1. 2017-18 Texas Academic Performance Report (TAPR)

➤ Cover Page

- ❑ 2018 District/Campus Rating
 - Letter Grade for District
 - *Met Standard or Improvement Required* for Campuses
- ❑ 2018 Special Education Determination Status (District Only)
- ❑ 2017 Armed Services Vocational Aptitude Battery (ASVAB) Test Rating (District Only)
- ❑ 2018 Distinction Designations

2017-18 Annual Report

1. 2017-18 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 **Accountability Year**

Summer EOCs	December EOCs	Spring 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)

2017-18 Annual Report

1. 2017-18 TAPR

- School Progress – Academic Growth
- Performance of Prior Year Non-Proficient Students
- Student Success Initiative Performance
- Bilingual Education/English as a Second Language Performance Measures
 - ❑ Shows performance (based on program instructional models) for students identified as **current ELs in the 2017-18 school year**
 - ELs receiving various models of Bilingual Education services
 - ELs receiving various models of ESL services
 - ELs receiving No Services
 - ELs receiving Services
 - Total Current ELs

2017-18 Annual Report

1. 2017-18 TAPR

- Participation in Assessments
 - ❑ Percent Tested | Percent Not Tested
 - ❑ Of those tested, percent included in accountability
- Attendance, Graduation, and Dropout Rates
- College, Career and Military Readiness (CCMR) Data
 - ❑ College Ready Graduates
 - College Ready
 - TSI Criteria
 - Dual Credit
 - AP/IB Criteria
 - Associate's Degree
 - ❑ Career/Military Ready Graduates
 - Career or Military Ready
 - Approved Industry-Based Certification
 - Completed IEP and Workforce Readiness
 - CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications
 - U.S. Armed Forces Enlistment

2017-18 Annual Report

1. 2017-18 TAPR

- Other Postsecondary Indicators
- 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

2017-18 Annual Report

2. PEIMS Financial Standard Reports (2016-17 Financial Actual Reports)

2016-17 Actual Financial Data (District)

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2015 Tax Year State Certified Property Values
- Unassigned Fund Balance (% of Total Budgeted Expenditures)

2016-17 Actual Financial Data (Each Campus)

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

2017-18 Annual Report

3. 2017-18 District Accreditation Status

- 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 the Performance-Based Monitoring Analysis System (PBMAS)

- The District's 2017-18 Accreditation Status is: ***Accredited***

2017-18 Annual Report

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** based on data analysis and needs assessments (including data reported in the 2016-17 TAPR).
 - ❑ Each campus **periodically measures progress** toward its performance objectives.
- Campus Performance Objectives are approved by the Board.
- Campus CIPs are posted on the district's website and are available for review at the district's central office or on each campus.

2017-18 Annual Report

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 and criminal incidents at each campus in the district.
- The report must include
 - ❑ Number, rate and type of violent or criminal incidents that occurred on each campus
 - ❑ Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students
 - ❑ Findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2017-18 school year is available for review at the district's central office and at each campus in the district.

2017-18 Annual Report

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 **2015-16 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2015-16 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2017.
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2016**, **Spring 2017**, and **Summer 2017** are added together and averaged to determine the GPA.

2017-18 Annual Report

7. TAPR Glossary

- Provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish translation of the TAPR Glossary is scheduled for release later this winter.

2017-18 Annual Report

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 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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Longview ISD 2017-2018 Annual Report Data

2018 State Performance Summary

Accountability Rating:

All Campuses: Met Standard

District: B

Special Education Determination Status:

Meets Requirements

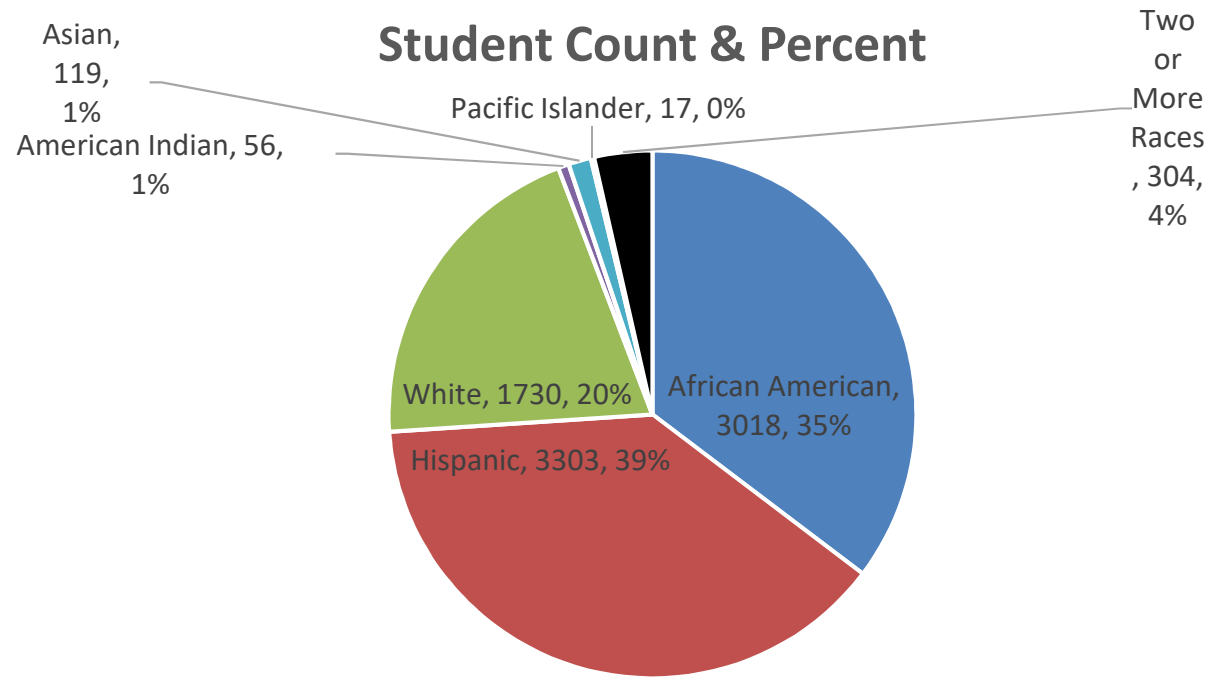
Armed Services Vocational Aptitude Battery Test:

Meets Requirements

Accreditation:

Accredited

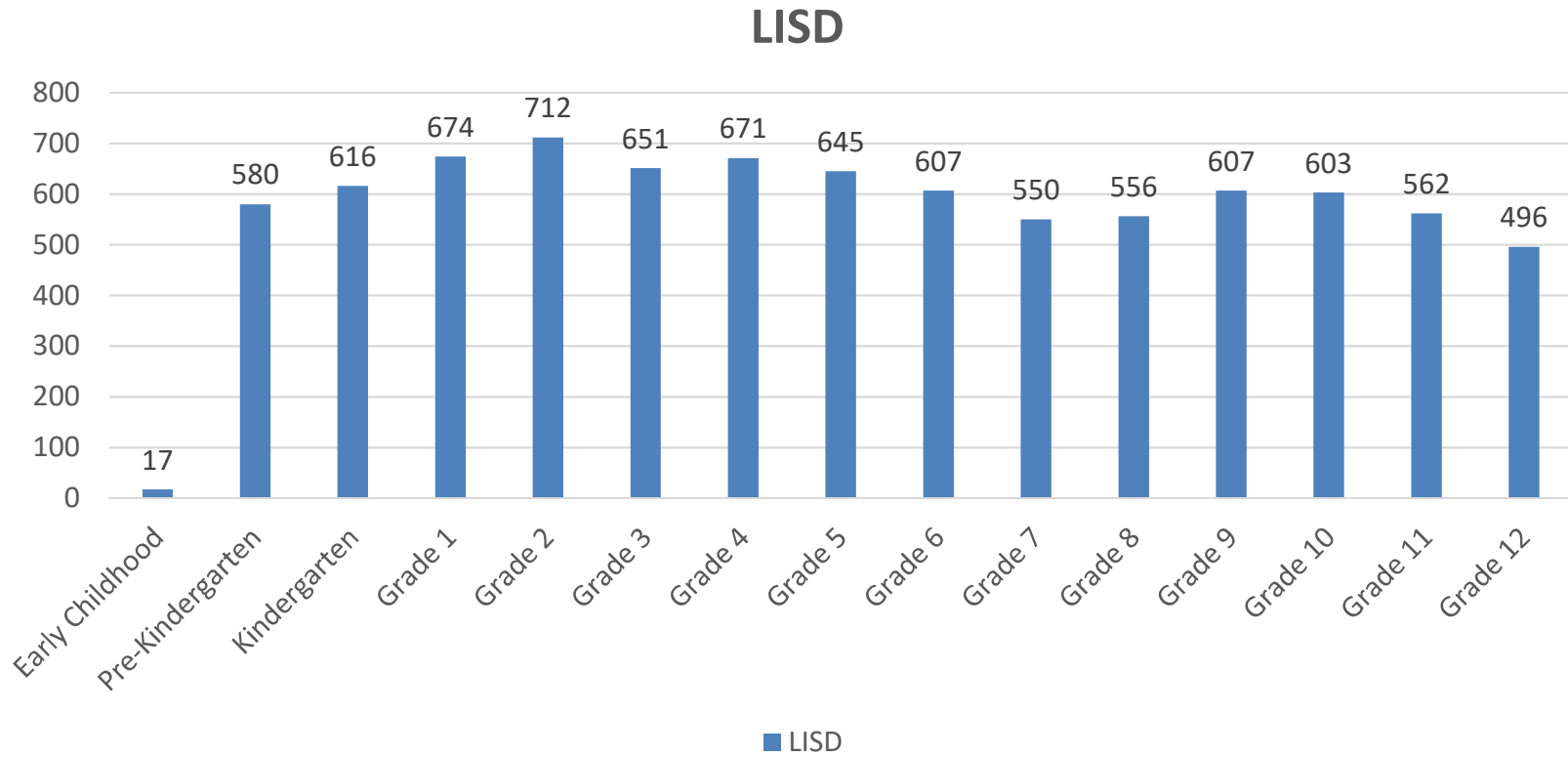
Student Ethnic Distribution



■ African American ■ Hispanic ■ White ■ American Indian ■ Asian ■ Pacific Islander ■ Two or More Races

Students by Grade

Total Students: 8,547



Student Enrollment by Program

Program	LISD Count	LISD Percent	Texas Percent
Bilingual/ESL	1,579	18.5%	18.9%
Career & Technical Education	1,923	22.5%	25.8%
Gifted & Talented Education	416	4.9%	7.9%
Special Education	630	7.4%	9.1%

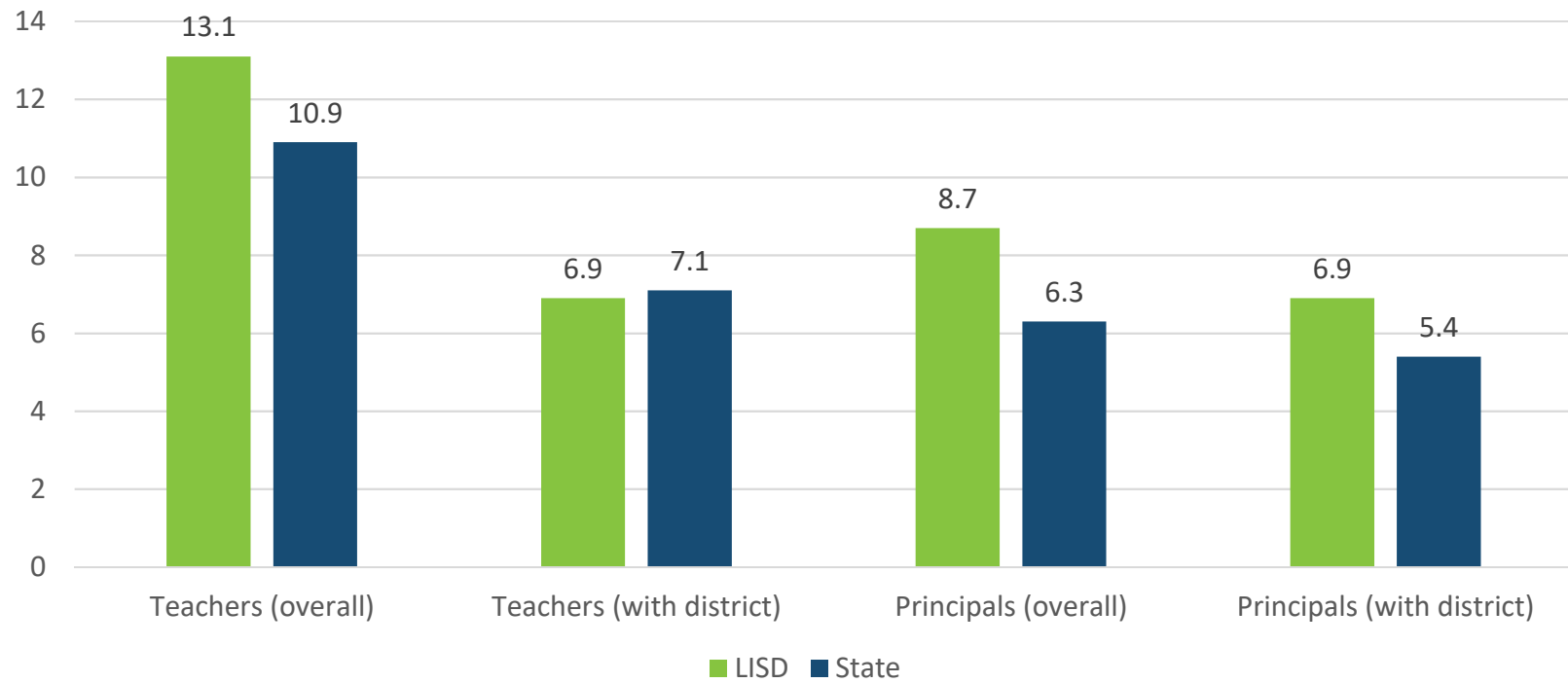
District Attendance, Graduation, & Dropout Rates 2016-2017

	Attendance Rate	4-Year Longitudinal Rate (Graduated)	Annual Dropout Rate (Gr 9-12)
State	95.7%	89.7%	1.9%
LISD	96.9% (+.4)	94.2% (unchanged)	1.3% (+.6)
African American	96.9%	95.3%	1.1%
Hispanic	97.1%	92.2%	1.2%
White	96.6%	94.7%	1.8%
Asian	97.8%	100.0%	0.0%
Two or More Races	95.8%	93.3%	1.3%
Special Ed	95.9%	96.6%	0.9%
ECD	96.7%	95.6%	1.1%
English Learners (EL)	97.3%	77.8%	2.1%



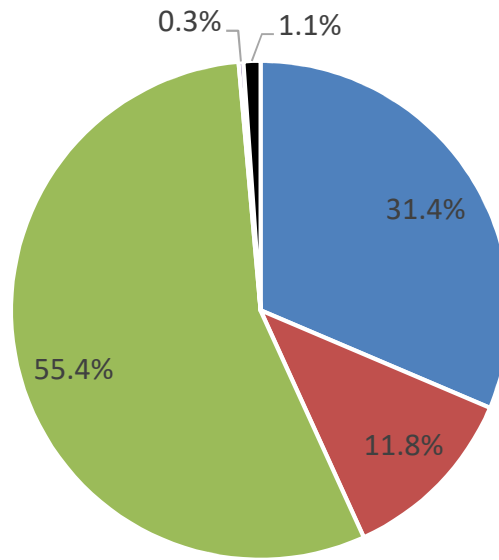
Staff Information

Average Years of Experience



Staff Information

Teachers by Ethnicity

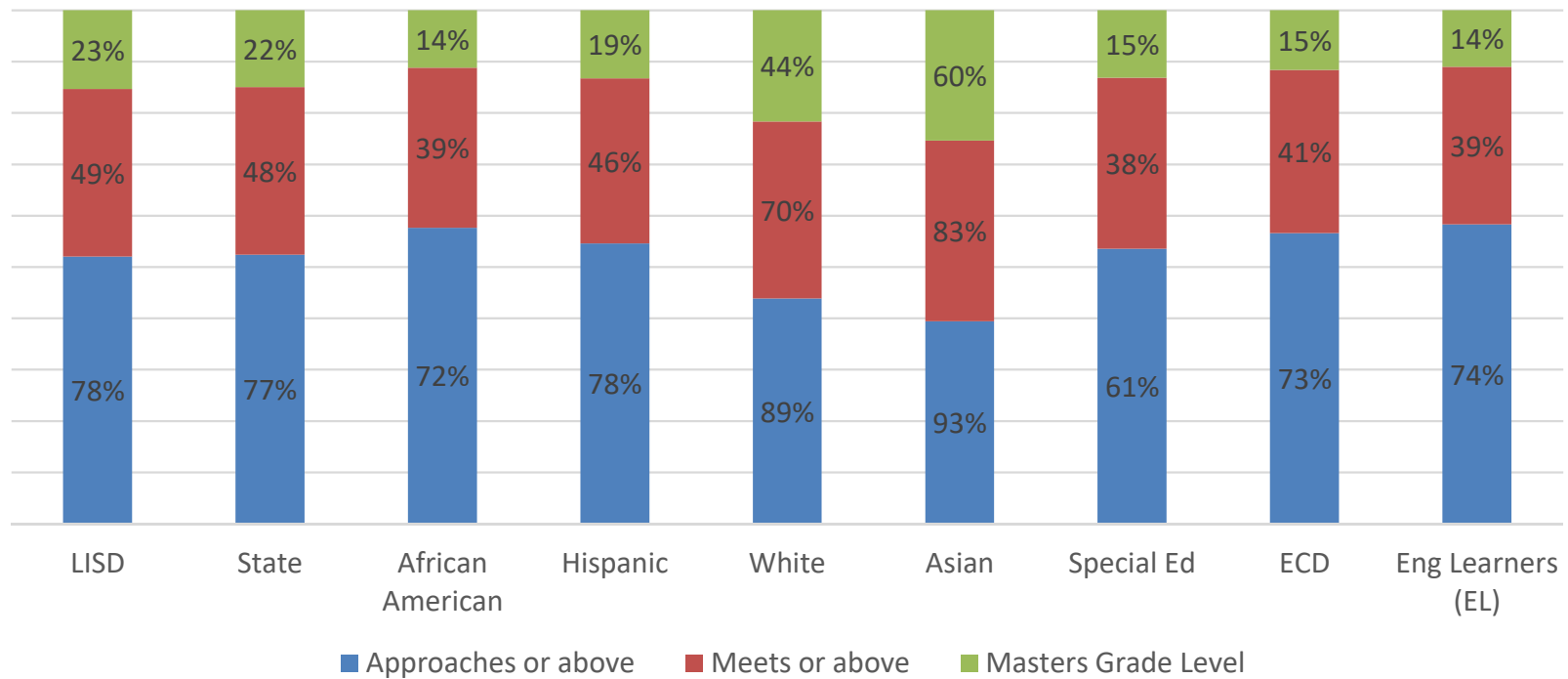


■ African American ■ Hispanic ■ White ■ Asian ■ Two or More Races



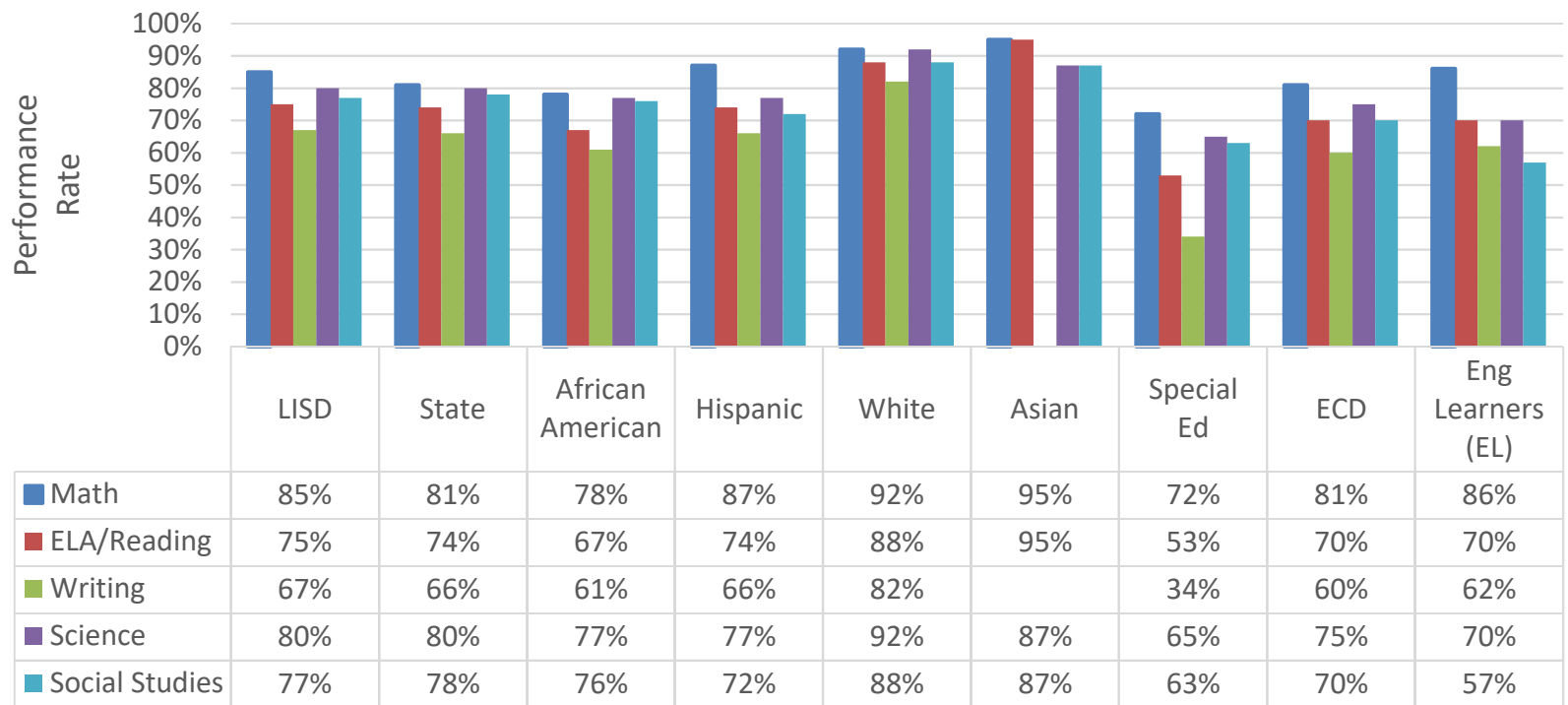
STAAR/EOC Performance

All Grades All Subjects



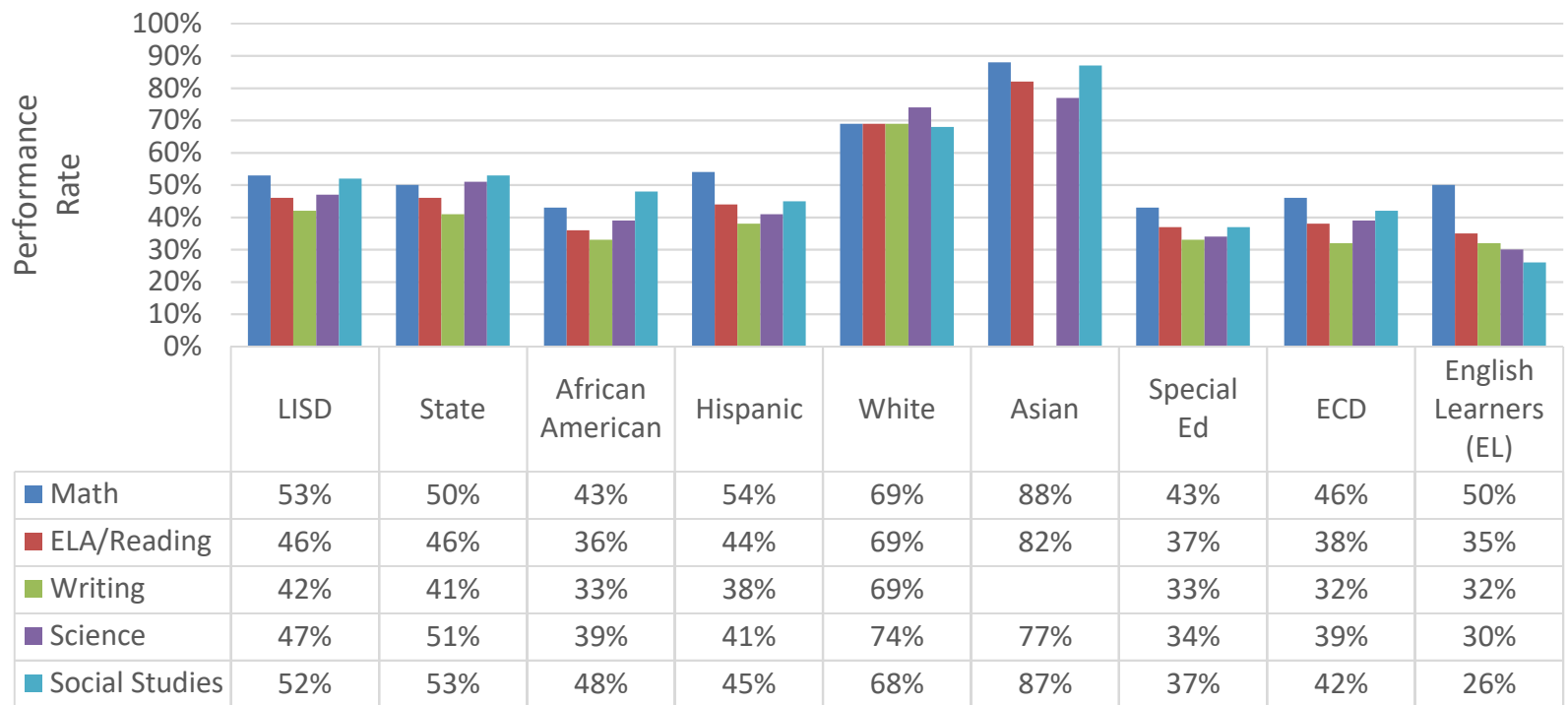
STAAR/EOC Performance

Approaches Grade Level or Above



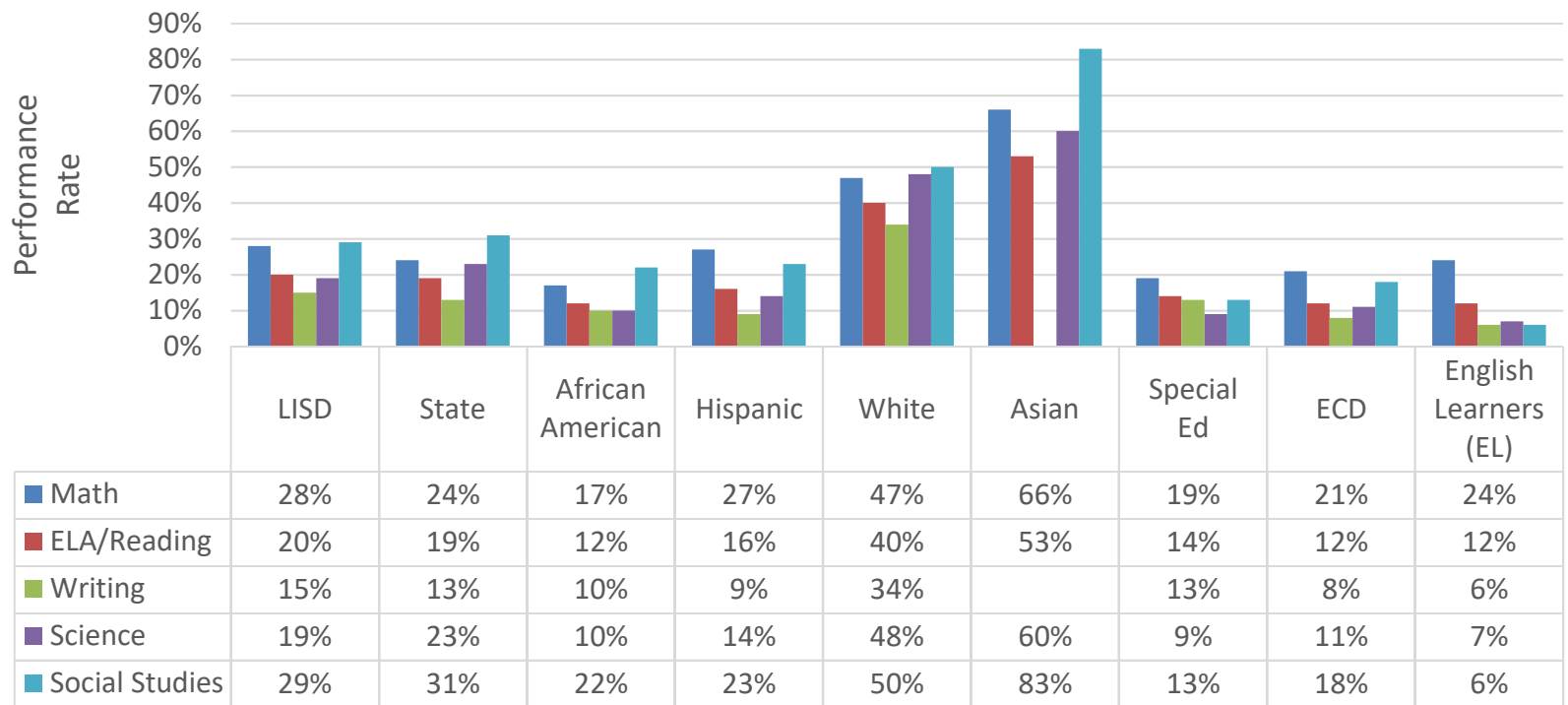
STAAR/EOC Performance

Meets Grade Level or Above



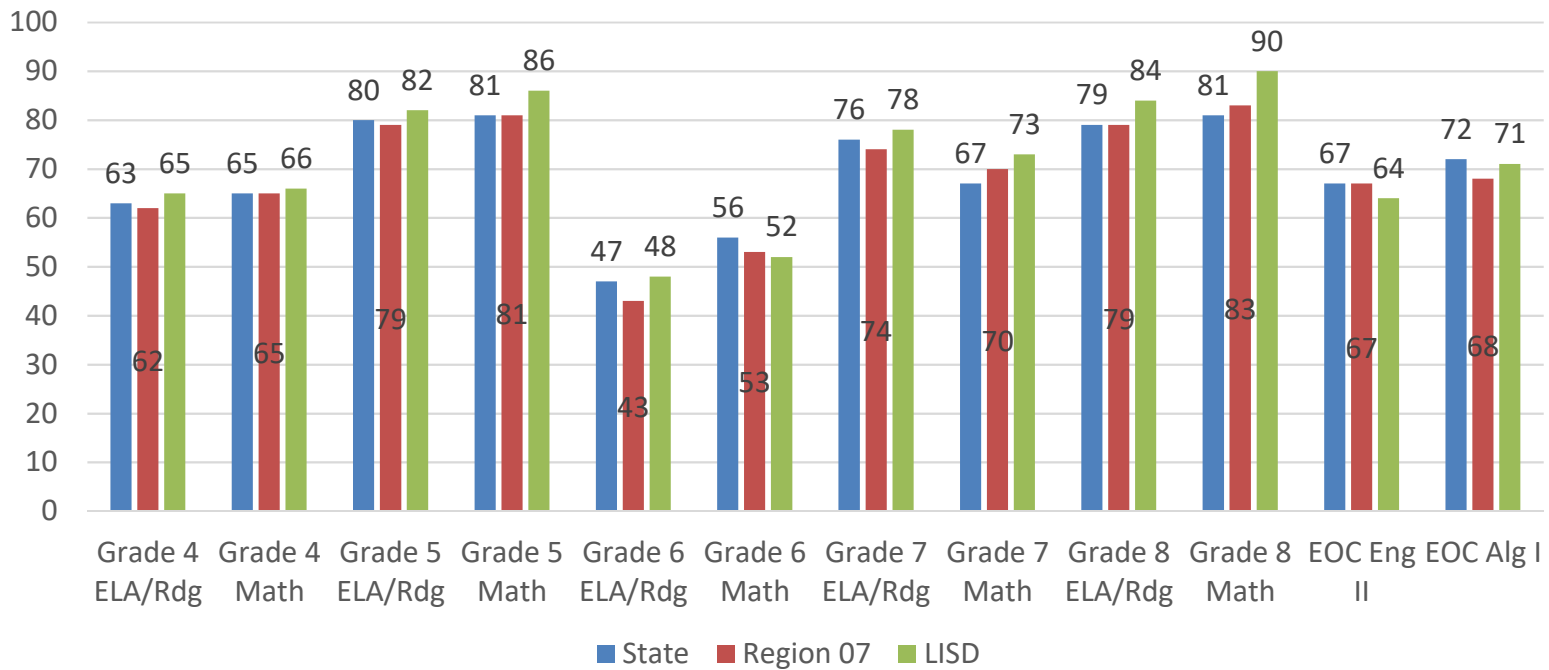
STAAR/EOC Performance

Masters Grade Level

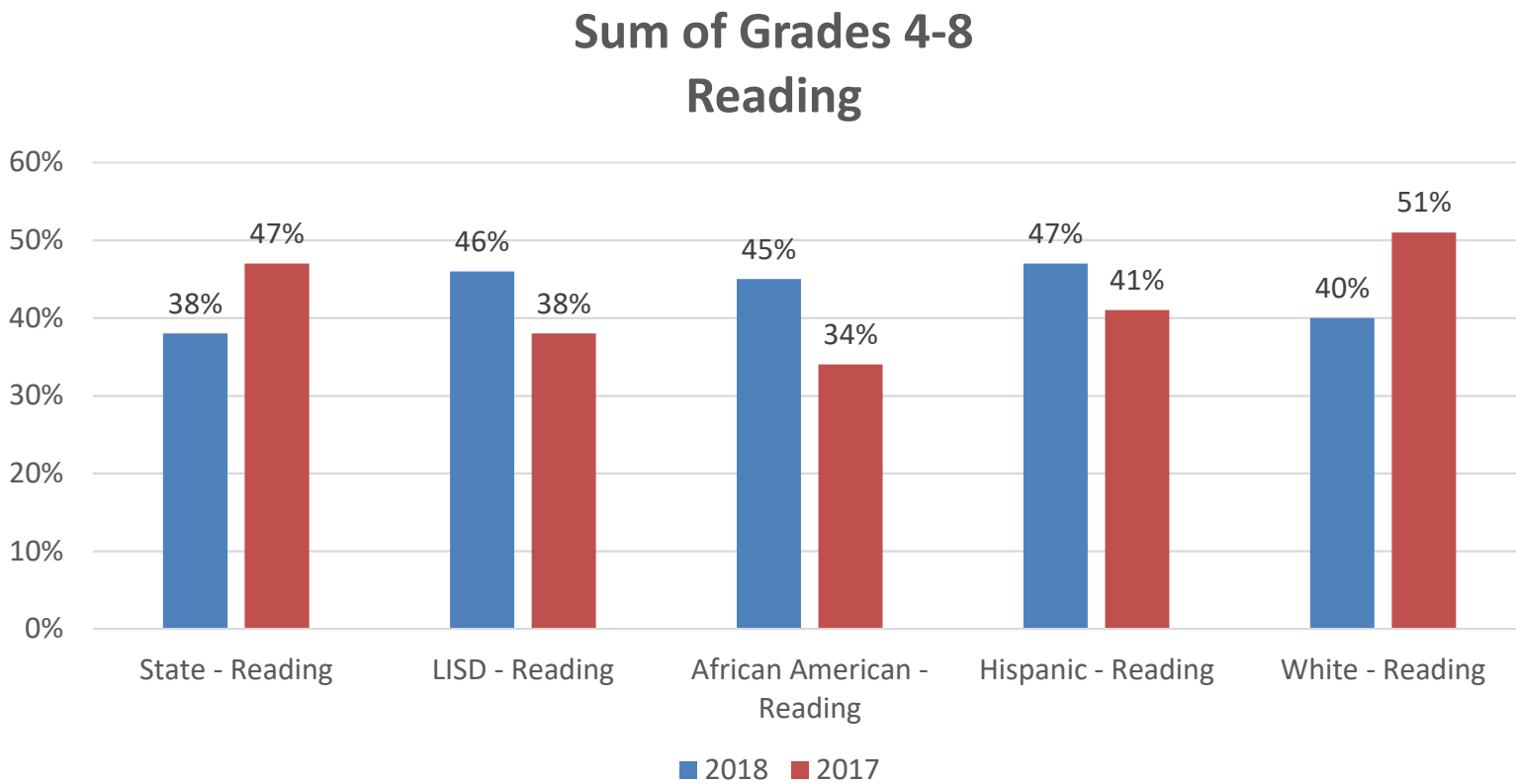


Academic Growth by Grade and Subject

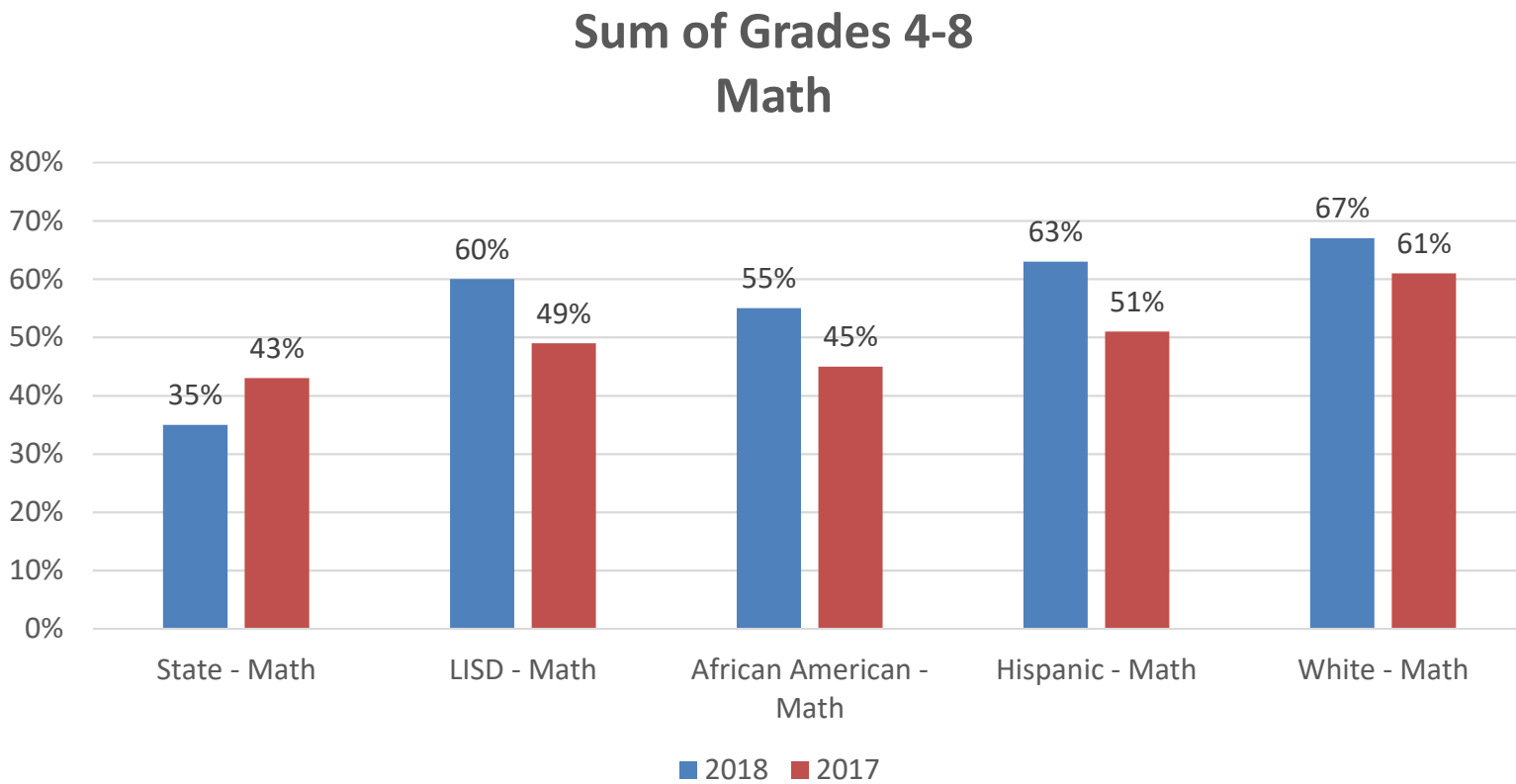
School Progress Domain



Progress of Prior-Year Non-Proficient Students



Progress of Prior-Year Non-Proficient Students



2018 Distinction Designations

Campus Type (Total Campuses)	ELA /Reading	Math	Science	Social Studies	Top 25% Comparative Academic Growth	Top 25% Comparative Closing the Gaps	Post Secondary Readiness	Total Distinctions
Elementary (7)	3	3	3	N/A	3	3	3	18/42
Middle (3)	2	2	0	1	2	2	1	10/21
High (1)	1	1	1	1	0	1	1	6/7



College, Career, and Military Ready Indicators

2016-17 College Ready Graduates

35.9% - LISD
47.0% - State

2016-17 Career or Military Ready

12.8% - LISD
13.2% - State

AP/IB Participation (All Subjects)

32.8% - LISD
26.2% - State

AP/IB Results (Met Criterion--All Subjects)

25.3% - LISD
49.1% - State

U.S. Armed Forces Enlistment

0.9% - LISD
2.2% - State



Other Postsecondary Indicators

Average ACT Score

- State – 20.3
- LISD – 18.1
- African American – 16.0
- Hispanic – 17.1
- White – 22.6
- Asian – 30.6
- Two or More Races – 20.8
- ECD – 16.6

Average SAT Score

- State - 1019
- District – 1013
- African American – 918
- Hispanic – 985
 - Asian - *
- White – 1114
- Two or More Races – 1172
- ECD - 941

Advanced Dual Credit Course Completion (Grades 9-12)

- State – 37.1%
- LISD – 39.4%
- African American – 33.1%
- Hispanic – 36.9%
- White – 33.3%
- Asian – 57.6%
- Two or More Races – 41.7%
- ECD – 32.0%
- Special Ed – 21.6%

*Denominator was fewer than 5.

Student Performance in Public Higher Ed in Texas

		GPA for 1st Year in Public Higher Education in Texas						
Campus	Group Name	Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.44	>3.5	Unk
LHS	Four-Year Public University	69	24	7	14	9	15	0
	Two-Year Public Colleges	140	50	16	16	23	20	15
	Independent Colleges & Universities	20						
	Not Trackable	19						
	Not Found	158						
	Total High School Graduates	406						
LEAD	Four-Year Public University	2						
	Two-Year Public Colleges	16	9	1	0	2	3	1
	Independent Colleges & Universities	1						
	Not Trackable	7						
	Not Found	98						
	Total High School Graduates	124						
Source: Texas Higher Education Coordinating Board and Texas Education Agency								
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.								
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas high education institutions.								



District Kindergarten (KG) Readiness

	Assessed Students in KG	Eligible Students Who Attended PK	Eligible Students Who Did Not Attend PK	Students Who Were Not Eligible for PK
	% Ready for KG in 2017-18	% Ready for KG in 2017-18	% Ready for KG in 2017-18	% Ready for KG in 2017-18
State	47.3%	46.9%	31.7%	57.7%
Region 07	42.7%	41.7%	30.7%	51.9%
LISD	37.7%	35.2%	23.9%	59.0%
African American	50.8%	55.8%	29.0%	51.4%
Hispanic	22.4%	20.8%	*	60.0%
White	42.9%	19.2%	*	64.3%
ECD	34.1%	36.3%	24.2%	0.0%
EL	11.0%	11.0%	*	0.0%

2016-2017 PEIMS Actual Financial Data Longview ISD

Total Membership: 8,663

	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
<u>Total Revenue</u>	65,573,096	100.00%	7,569	89,269,916	100.00%	10,305
Local Tax	41,200,000	62.83%	4,756	59,400,000	66.54%	6,857
Other Local and Intermediate	1,855,736	2.83%	214	2,978,926	3.34%	344
State	21,706,754	33.10%	2,506	22,154,181	24.82%	2,557
Federal	810,606	1.24%	94	4,736,809	5.31%	547
<u>Total Receipts</u>	65,573,096	100.00%	7,569	89,269,916	100.00%	10,305
Total Revenue	65,573,096	100.00%	7,569	89,269,916	100.00%	10,305
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
Disbursements						
<u>Total Expenditures</u>						
BY OBJECT	69,332,257	100.00%	8,003	90,783,819	100.00%	10,479
Payroll	53,231,241	76.78%	6,145	55,141,423	60.74%	6,365
Other Operating	15,185,285	21.90%	1,753	17,806,293	19.61%	2,055
Debt Service	0	0.00%	0	16,820,372	18.53%	1,942
Capital Outlay	915,731	1.32%	106	1,015,731	1.12%	117

School Violence Prevention & Intervention Programs & Curricula



1 Violent/Criminal Incident in 2017-2018—used, exhibited, possessed firearm



2017-2018 District & Campus Goals

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Improve Recruitment and Retention of Quality Personnel	Improve Communication and Delivery of Information to Parents and General Public	All Schools Will Meet State Accountability Standards.	All Schools Will Perform At or Above State Level in Math, Reading/ Writing, and Science.	Improve Social/Life Skills of Longview Early Graduation High School Students



Public Comment

