



Hurst-Euless-Bedford ISD District Annual Report

in compliance with Texas Education Code §39.306

February 26, 2024

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) - Exhibit 1
- District accreditation status - Exhibit 2
- Special education determination status (located on TAPR cover page) - Exhibit 3
- PEIMS Financial Standard Reports of 2022-2023 Actual Financial Data - Exhibit 4
- Campus performance objectives - Exhibit 5
- A report of violent or criminal incidents - Exhibit 6
- Information received under *Texas Education Code §51.403(e)* from the Texas Higher Education Coordinating Board - Exhibit 7

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 2022-2023

Conrad Streeter
Deputy Superintendent for Educational Operations

The **Texas Academic Performance Report (TAPR)** pulls 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 report also provides extensive information on school and district staff, programs, and student demographics.



Student achievement data detailed on TAPR includes:

- STAAR/EOC Assessment Results
- Accountability Reports
- Student Attendance Information
- Dropout/Graduation Rates
- College, Career, and/or Military Ready Graduates
- AP/IB Results
- SAT/ACT Results



Additional information reported on the TAPR includes:

- Special Education Determination Status
- Student Demographics
- Class Size
- Staff Information
- Student Enrollment by Program
- Teachers by Program (population served)



2023 Accountability Rating

No rating at this time

2023 Distinction Designations

No designations at this time

2023 Special Education Determination Status

No determination at this time

Ratings are pending litigation





Student Demographics

2022-2023 Student Information

Student Information	Count	Percent
Total Students	22,865	100%
Ethnic Distribution		
African American	4,922	21.5%
Hispanic	7,092	31.0%
White	6,682	29.2%
American Indian	66	0.3%
Asian	2,052	9.0%
Pacific Islander	615	2.7%
Two or More Races	1,436	6.3%



2022-2023 Student Information

Student Information	Count	Percent
Male	10,959	47.9%
Female	11,906	52.1%
Additional Student Information		
Economically Dis.	13,921	60.9%
Section 504	1,567	6.9%
EB/EL	5,015	21.9%
Students w Dyslexia	1,215	5.3%
Homeless	553	2.4%
Title I	10,815	47.3%
At-Risk	11,808	51.6%





Response Driven Accountability (RDA)

René Riek
Executive Director of Special Education and Dyslexia





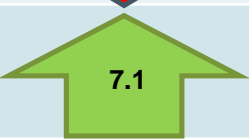



RDA Determinations

Overall Determination Level is a 1

Areas of Concern:

- Least Restrictive Environment (LRE) 3-5 year olds
 - Rating: 3
 - Snapshot data from 2022
 - Only includes students coded as Early Childhood Special Education (ECSE)
- Overall Disciplinary Placements
 - Rating: 3
 - Discipline data from summer 2021-2022
- Disproportionality
 - African American ISS placements more than 10 days
 - Year 1
 - Districts in Year 3 must reserve 15% of federal funding to address the corrective action

Special Education STAAR Scores

STAAR	2022	2023	Change
Math	58.0	60.8	 2.8
Reading	59.2	59.4	 0.2
Science	54.0	54.9	 0.9
Social Studies	56.8	47.5	 9.3
Algebra I	71.2	78.3	 7.1
Biology	73.7	79.2	 5.5
U. S. History	82.4	83.2	 1.2
English I & II	44.3	54.3	 10

Special Education STAAR Score Comparisons

STAAR	Birdville ISD	Keller ISD	GC ISD	Northwest ISD	Pearland ISD	HEB ISD	Katy ISD
Math	53.1	53.0	57.0	46.2	59.1	60.8	60.8
Reading	53.9	55.9	60.2	52.0	59.0	59.4	64.7
Science	51.4	44.6	56.3	43.1	55.3	54.9	58.8
Social Studies	40.0	38.6	45.7	34.4	52.2	47.5	52.2
Algebra I	52.8	56.6	60.0	49.4	54.2	78.3	64.0
Biology	72.1	82.0	72.7	71.4	76.4	79.2	84.2
U. S. History	85.3	88.5	82.3	84.0	85.2	83.2	89.9
English I & II	38.3	38.3	48.8	41.6	45.6	54.3	57.6

Early Childhood Special Education (ECSE)

2022-2023 School Year: Four Blended Pre-K Units

- Not all special education units were filled prior to snapshot
- The number of ECSE students has increased with a full day option

Spring 2023: Pilot an inclusion model at Harrison Lane

2023-2024 School Year: Add full day inclusion pilot

- Three Blended Pre-K Units will remain
- Inclusion Pilot: Two teachers who are dually certified will team teach two integrated Pre-K Units
- Snapshot data show the new model has corrected the issue for RDA 2024

2024-2025 School Year: Two full day inclusion campuses

- Two Blended Pre-K Units
- Wilshire and Harrison Lane Elementary will have two teachers who are dually certified team teach two integrated Pre-K Units



Discipline Plan

- August training for campus administrators on discipline
- Consultation with special education department prior to placing students at DAEP
- Review specific data for individual campuses at the elementary and secondary levels
- Identify students who may require additional supports
- Disproportionality should improve with the changes to Crossroads





SAT and ACT Results 2022-2023

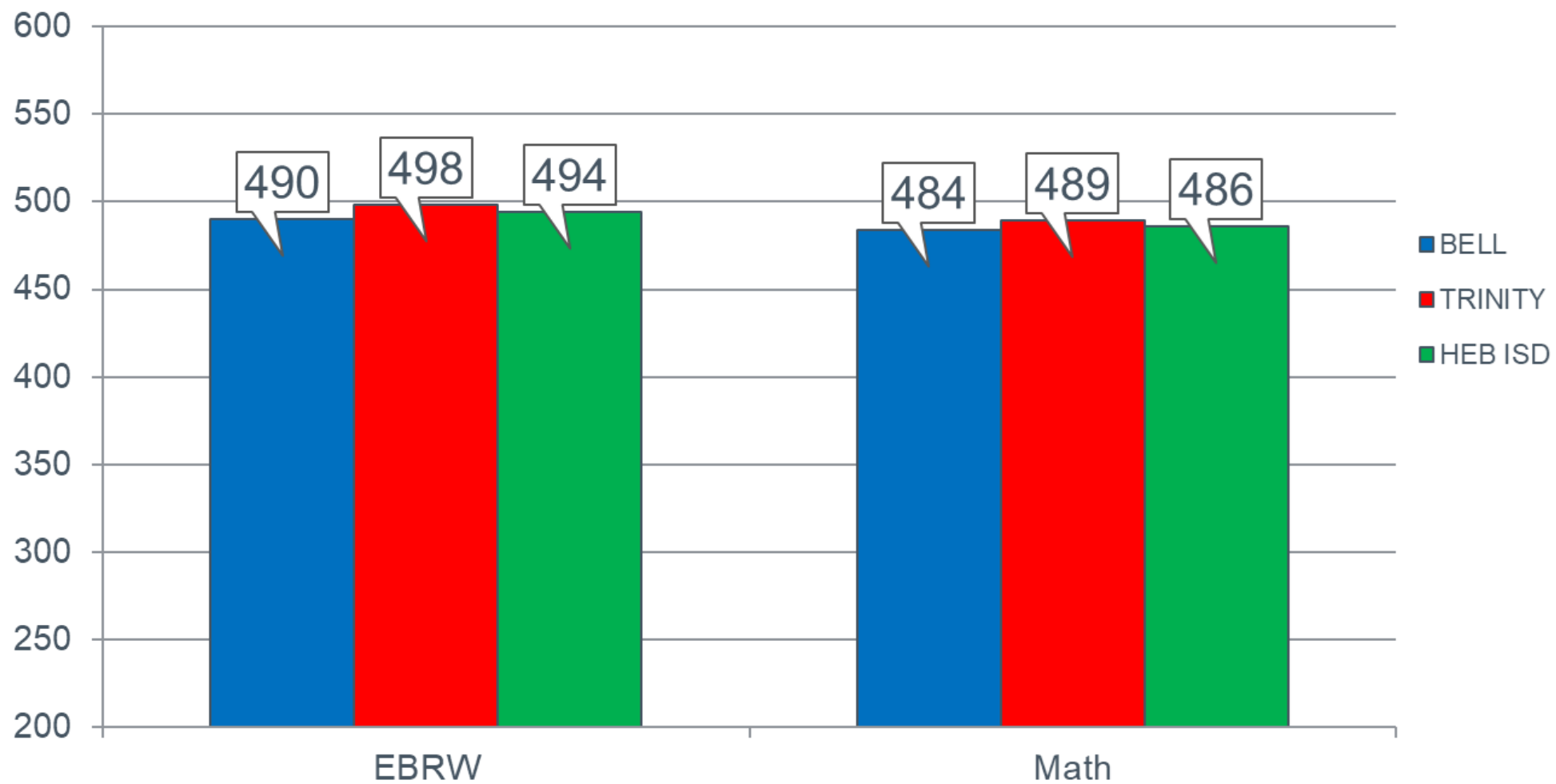
Gail Long
Coordinator of Accountability and Assessment

2023 SAT DATA

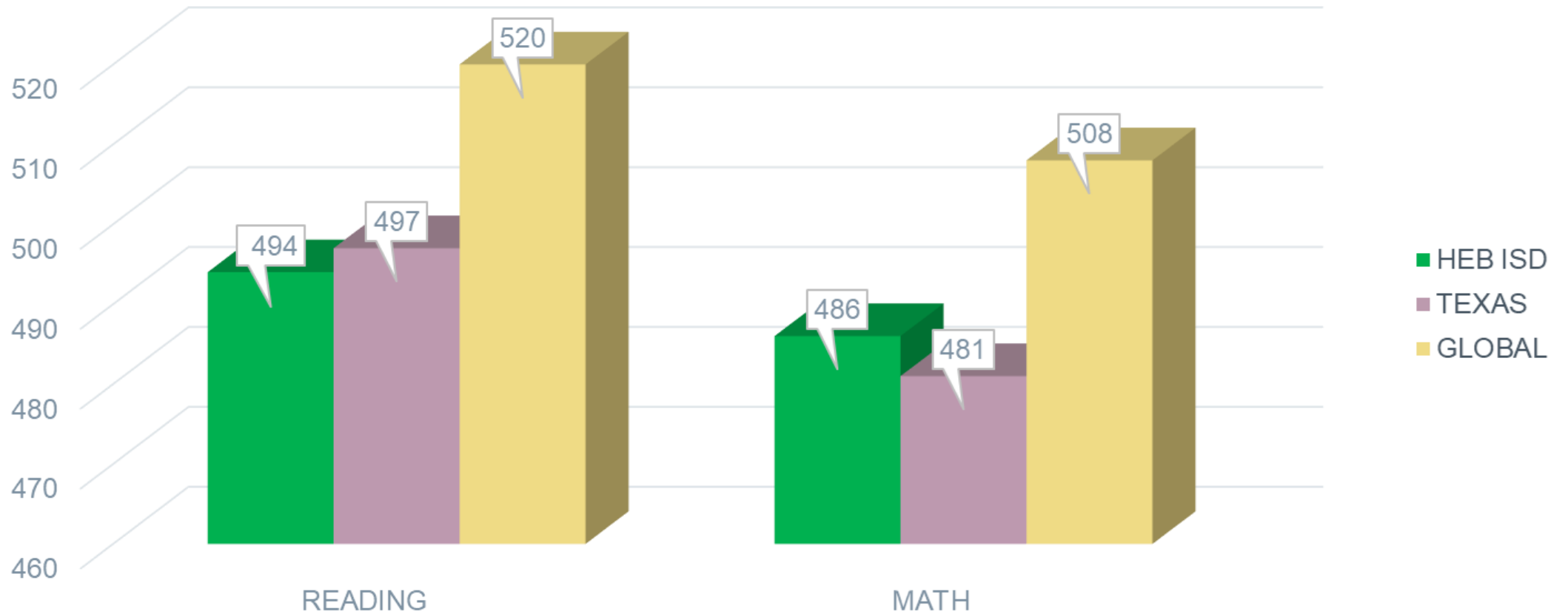
	DISTRICT	STATE	NATION
# Tested	1449	278,151	1,913,741
Evidence Based Reading/Writing (EBRW)	494	497	520
Math	486	481	508



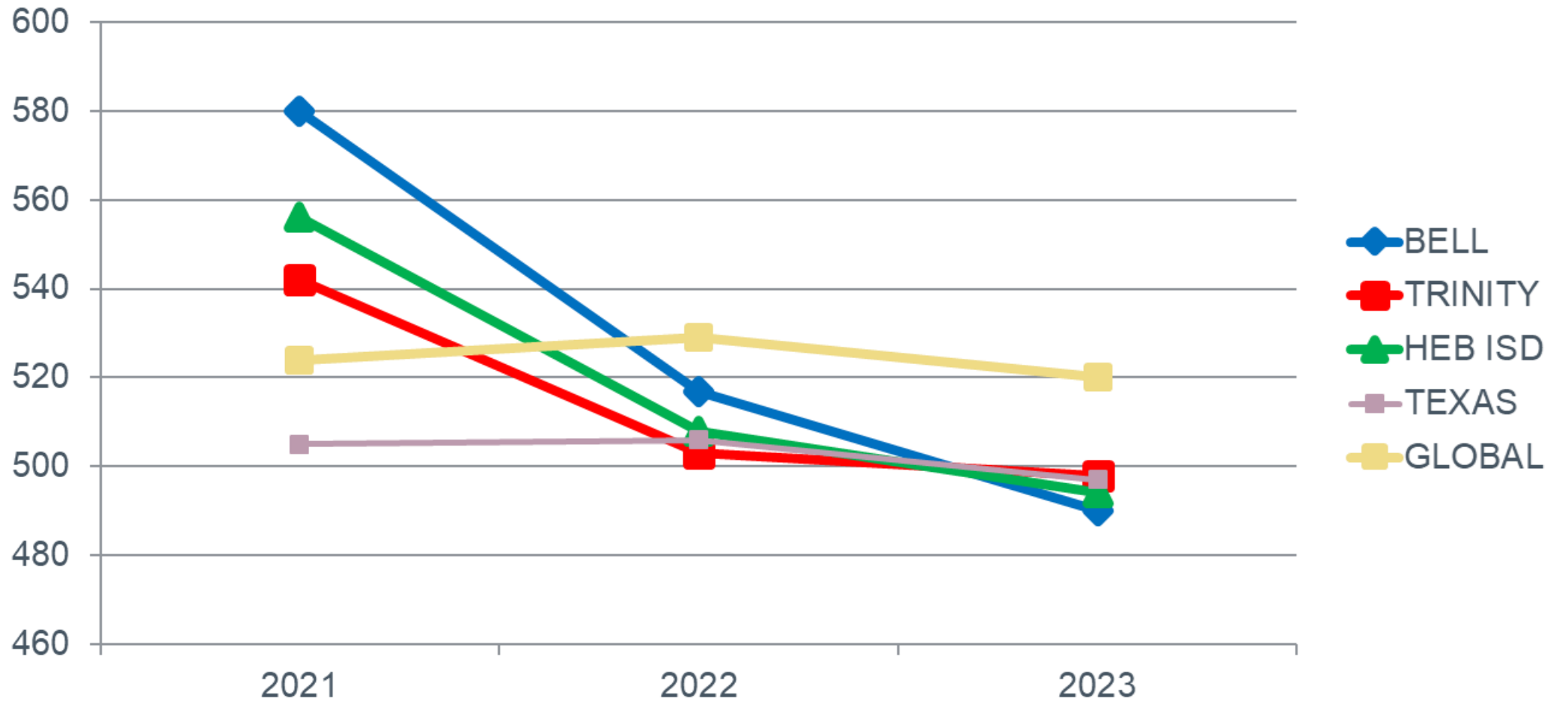
2023 SAT District and Campus Performance



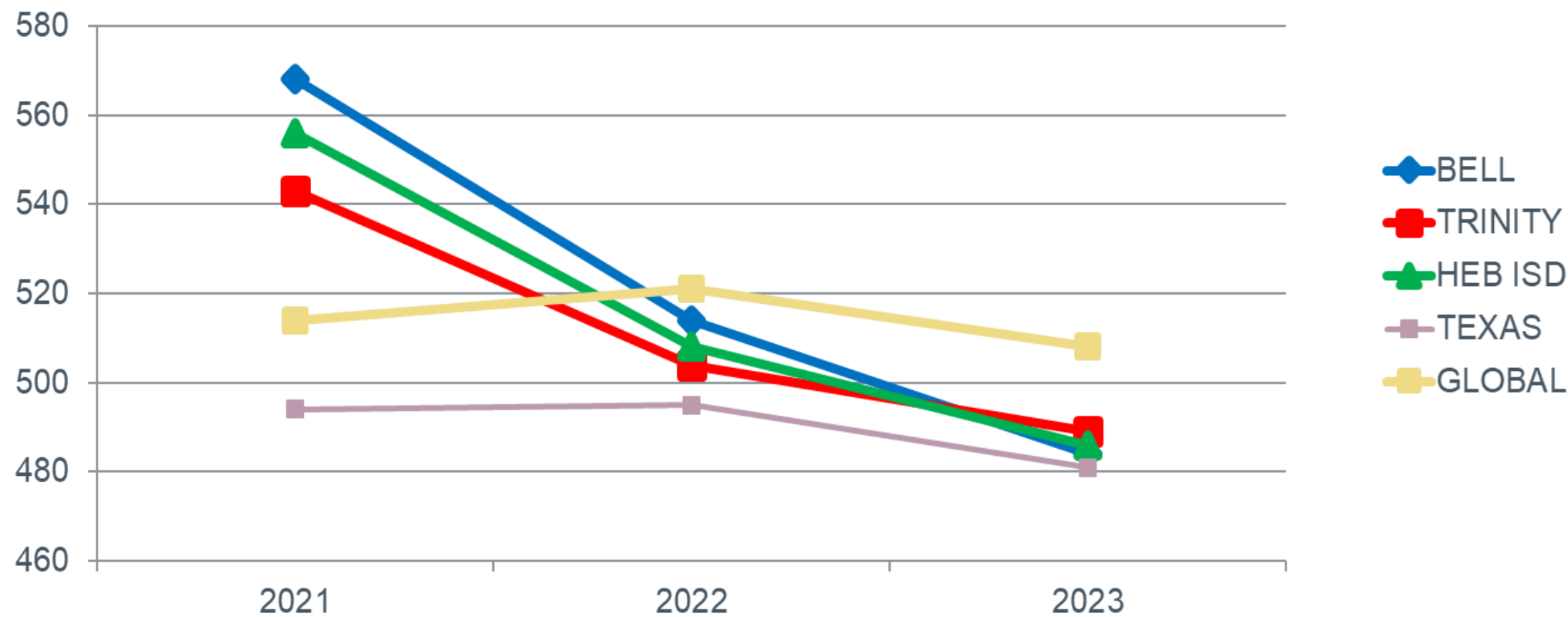
2023 SAT District, State, and Global Comparisons



SAT Trend in Reading



SAT Trend in Math

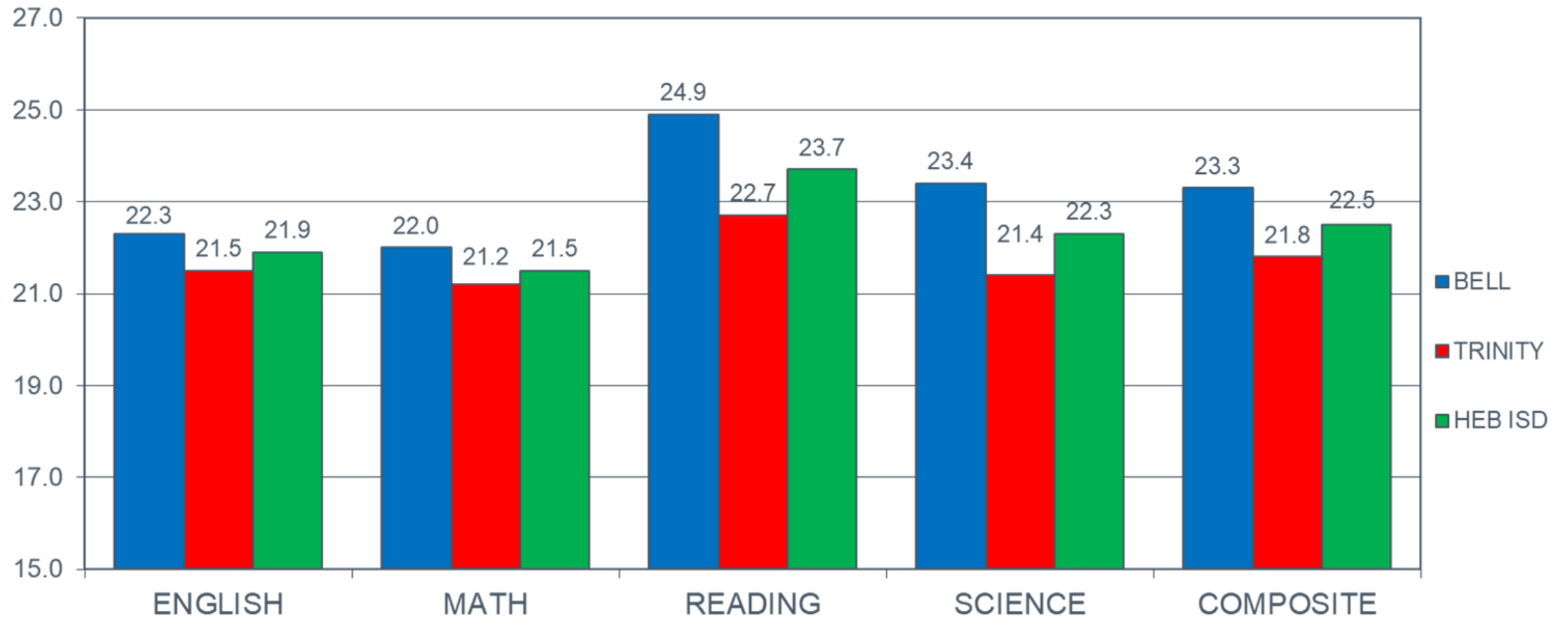


2023 ACT DATA

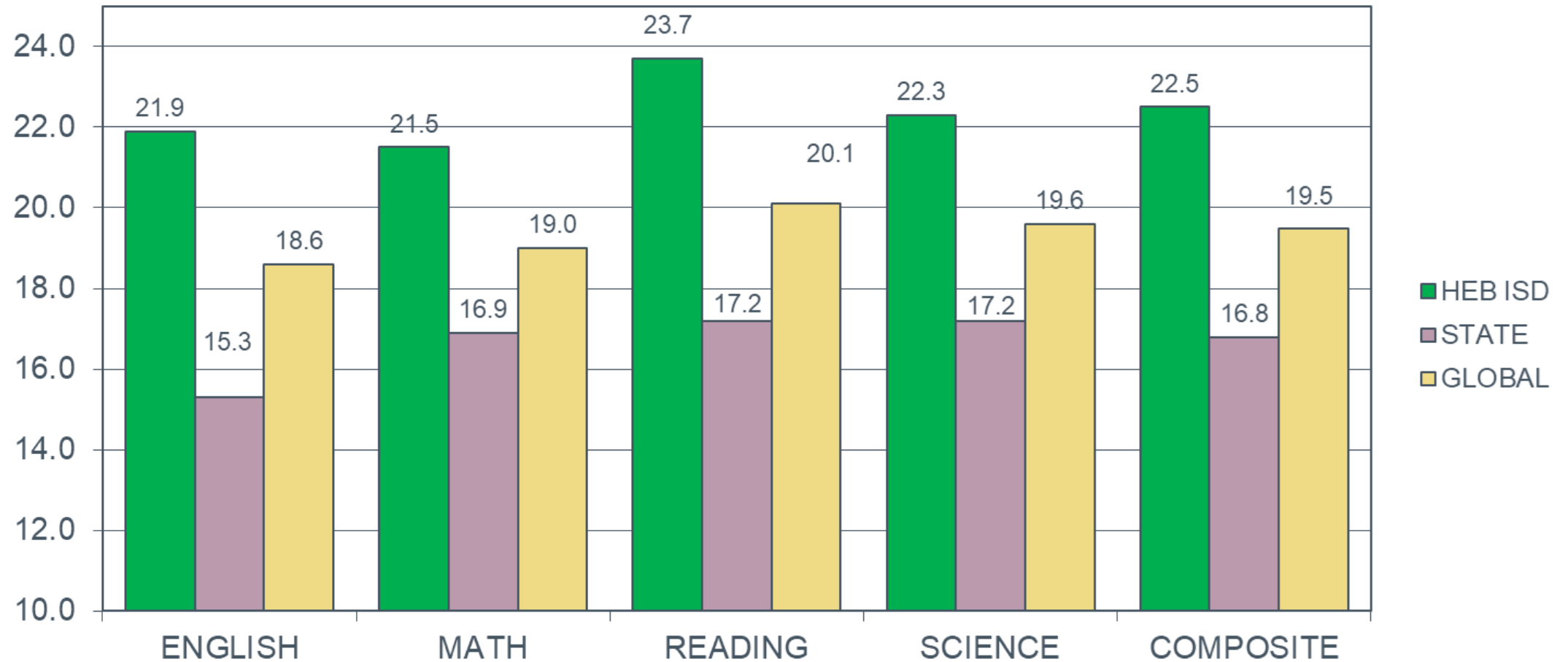
	DISTRICT	STATE	GLOBAL
# Tested	119	19,063	1,386,335
English	21.8	15.3	18.6
Math	21.5	16.9	19.0
Reading	23.7	17.2	20.1
Science	22.3	17.2	19.6
Composite	22.5	16.8	19.5



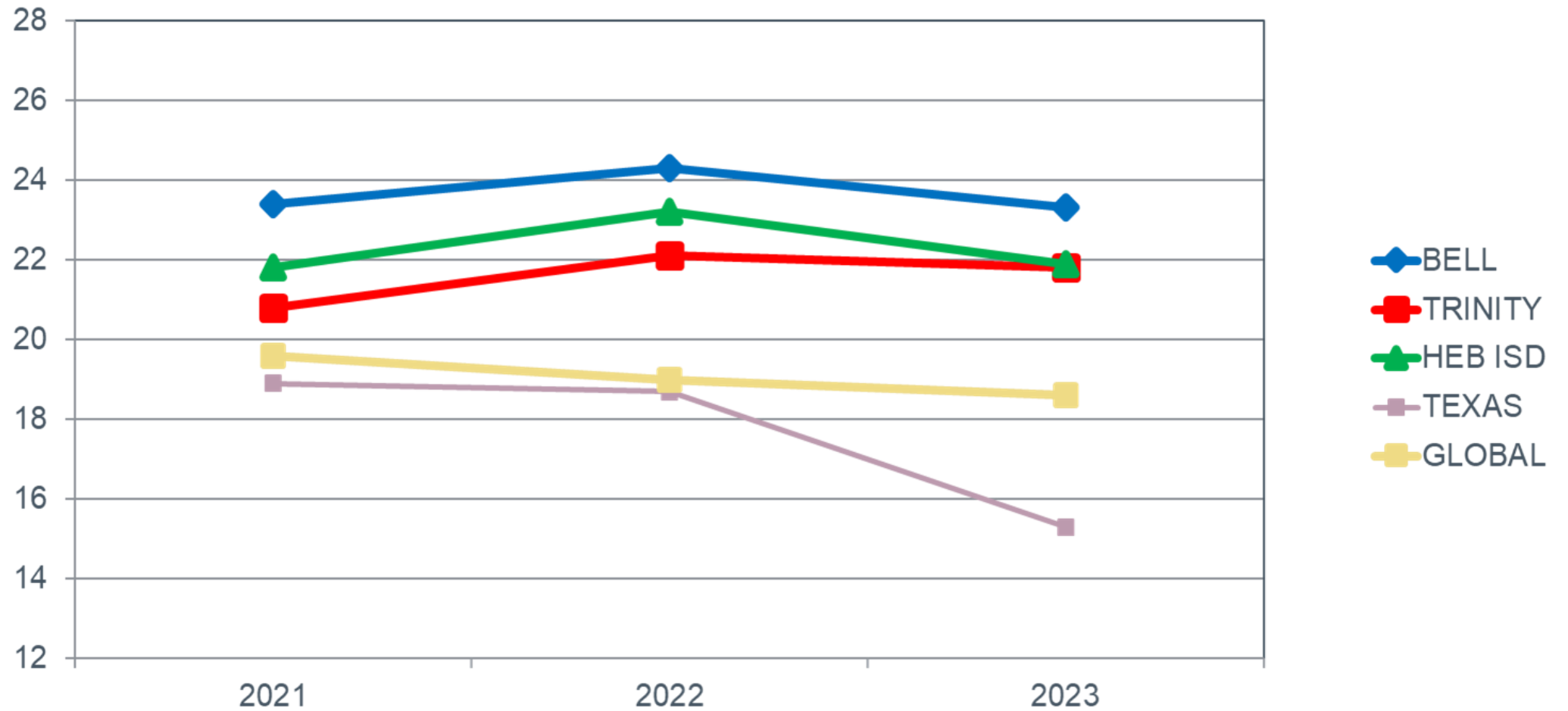
2023 ACT District and Campus Performance



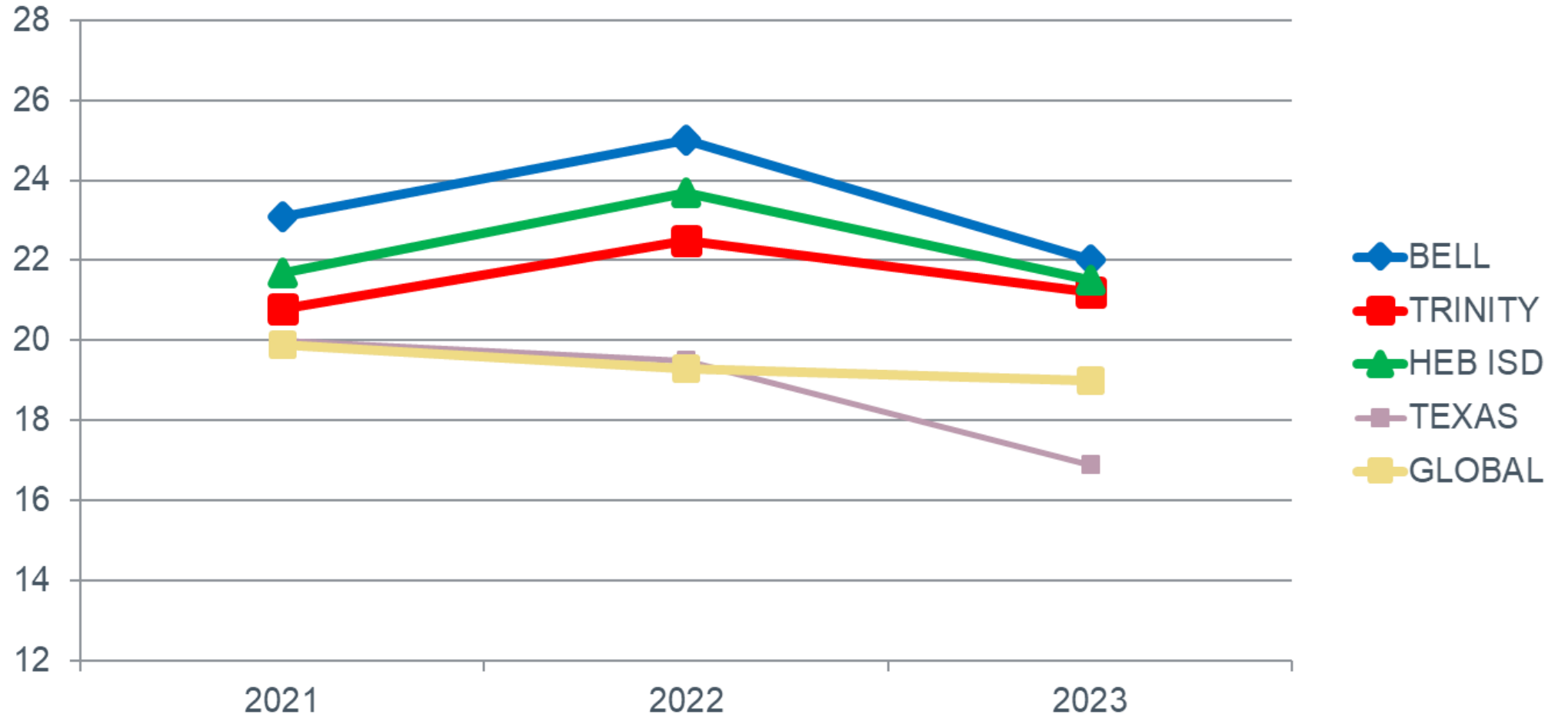
2023 ACT District, State, and Global Comparisons



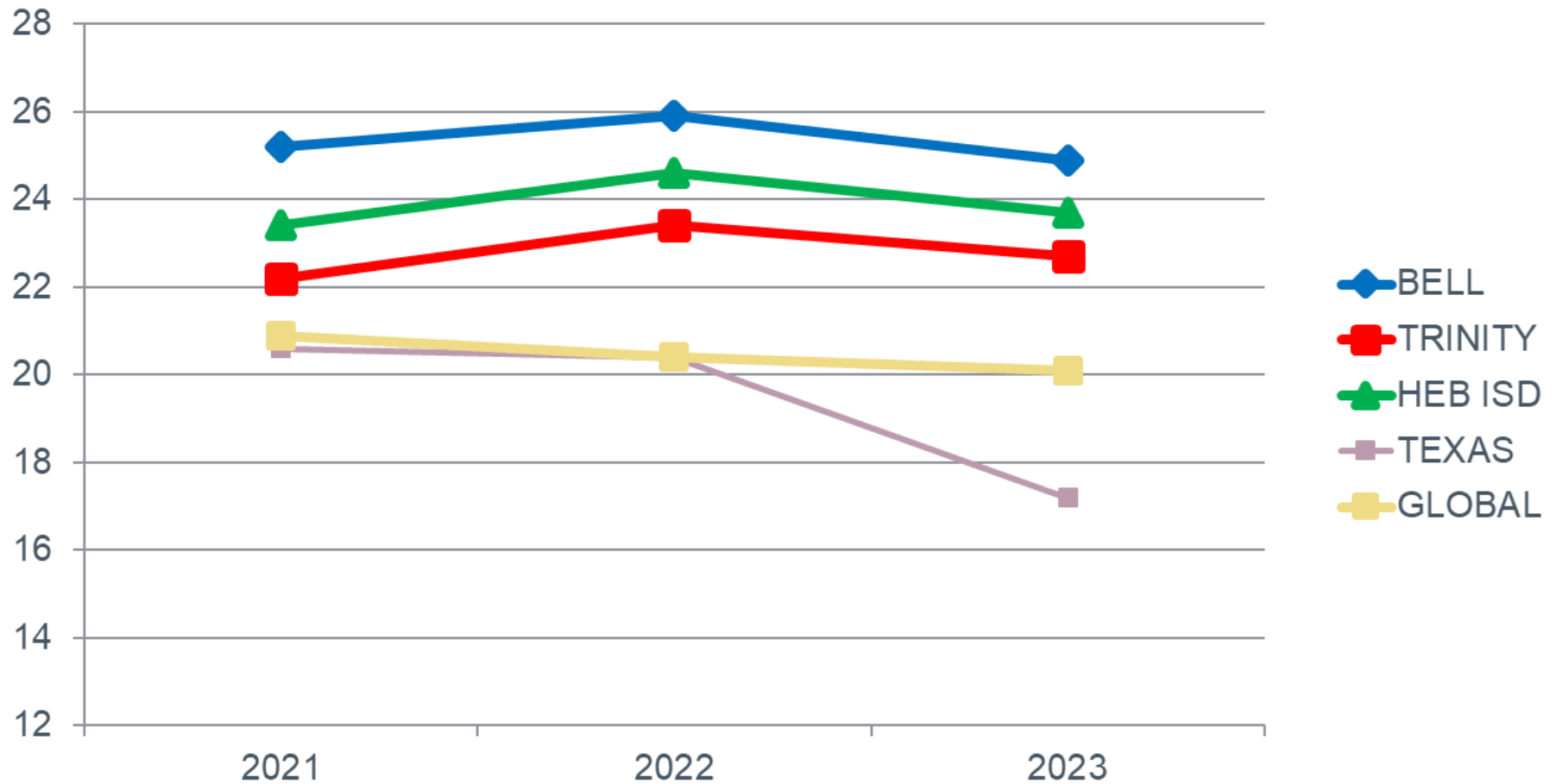
ACT Trend in English



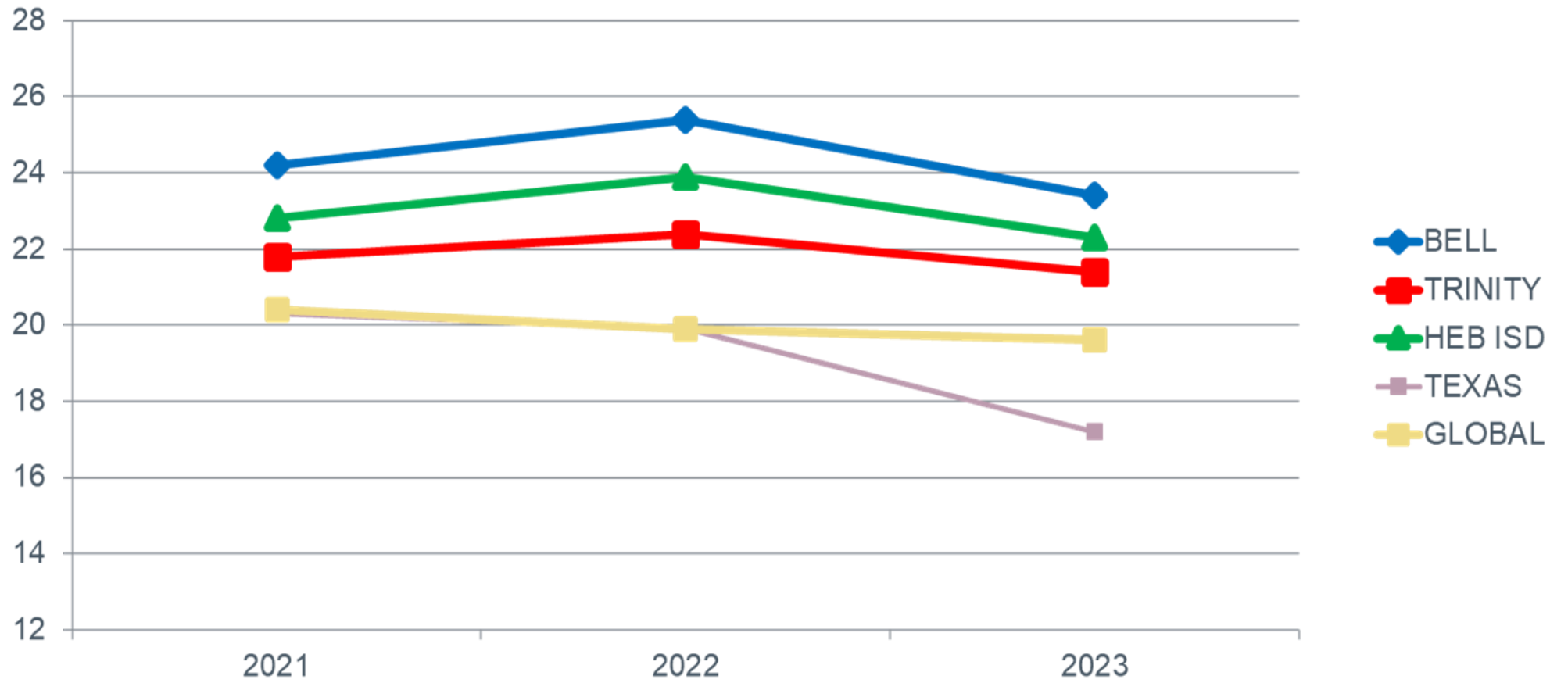
ACT Trend in Math



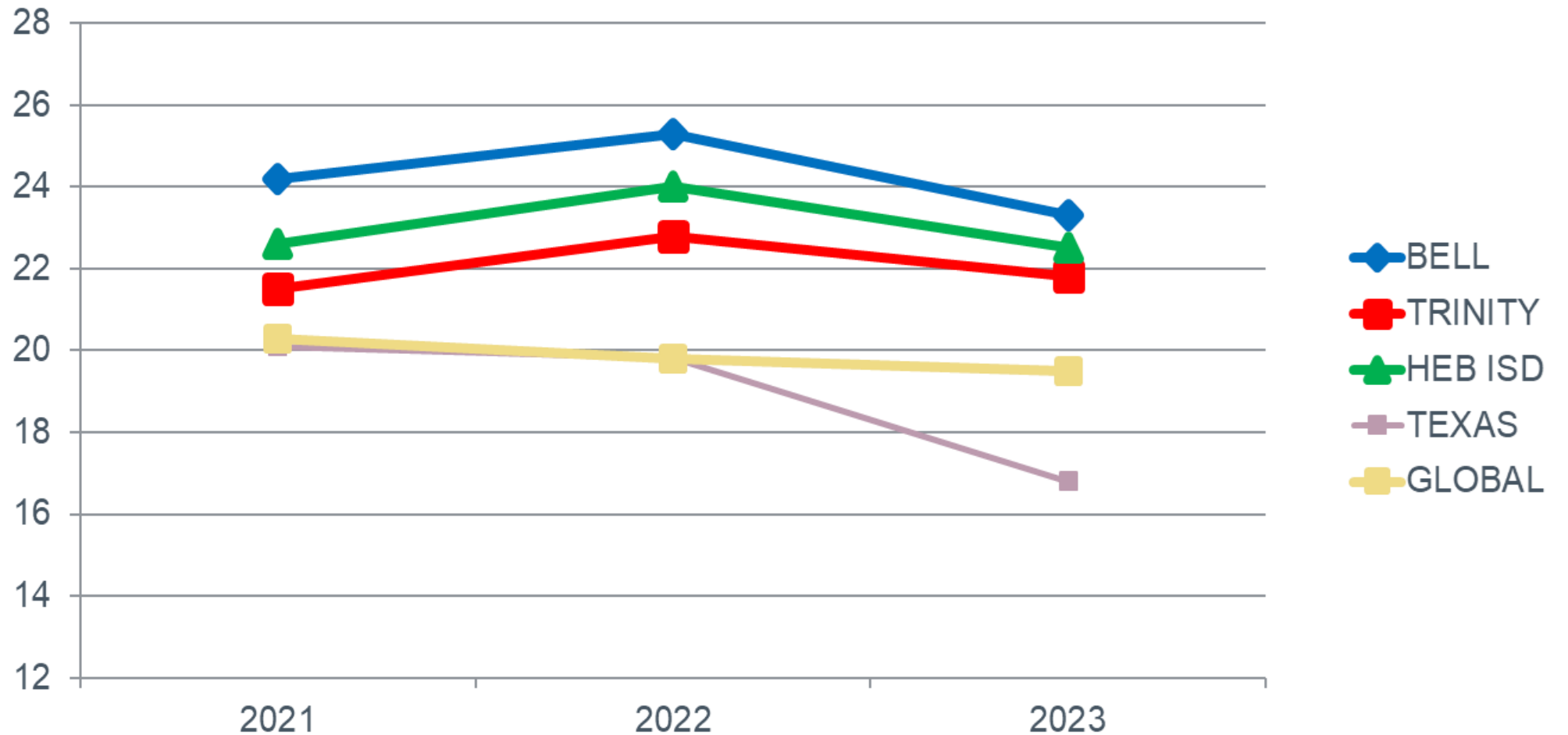
ACT Trend in Reading



ACT Trend in Science



ACT Trend in Composite Scores





PEIMS Financial Standard Reports 2022-2023

Public Education Information Management System (PEIMS)

Systematic Support Plan

- 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 2022-2023 Actual Financial Data has been downloaded and included as an exhibit to this agenda item for Board and public review.





Campus Performance Objectives (Goals)

Darla Clark

Assistant Superintendent of Elementary Administration

Brandon Johnson, Ed.D.

Assistant Superintendent of Secondary Administration

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 January 9, 2024.
- The HEB ISD Board of Trustees approved the campus improvement plans on January 22, 2024.
- 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 2022-2023 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 prohibited weapon: 1
- Arson: 0
- Murder, attempted murder: 0
- Indecency with a child: 0
- Aggravated kidnapping: 0
- Aggravated assault on district employee/volunteer: 0



Violent and Criminal Incidents

- Aggravated assault on student: 1
- 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: 2
- 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 2020-2021 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2022*, which can be accessed through the link on the exhibit.
- An additional report of interest showing enrollment of LD Bell, KEYS, and Trinity 2021 graduates in Texas public or independent higher education institutions has been downloaded as an exhibit for Board and public review.





For More Information Please Contact

Conrad Streeter
Deputy Superintendent for Educational Operations