

**Moody Early Childhood Center Board of Directors Agenda**  
**Friday January 17, 2020 @ 1:00 p.m. in the**  
**Quigg Cottage Board Room**  
**2628 Broadway, Galveston, Texas 77550**

1. Call to order
2. Introduction and Welcome (Ms. Massey)
3. Review & Approval of Minutes:
  - a. November 22, 2019 (enclosed)
4. Public Comment
5. Committee Reports (document distributed at meeting if any)
  - a. Finance – (Angela Brown and Karin Miller)
    - i. Public Comment
  - b. Government Affairs – (Ms. Kinnear and Ms. Adams)
    - i. Public Comment
  - c. Resource Development – (Ms. Massey)
    - i. Public Comment
  - d. Governance and Board Development-(Dr. Prochaska)
    - i. Public Comment
  - e. Board of Advisors (Ms. Doherty)
    - i. Public Comment
  - f. Scholarship (Ms. Kinnear and Ms. Templer)
6. Executive Director’s Report –delivered at meeting (Ms. Miller)
7. Adjourn to Executive Session – The Board may recess into Closed Executive Session as permitted by the Texas Open Meeting Act Government Code Sections 551.071- 551.090 Subchapter D and E. Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed meeting then the final action, final decision, or final vote shall be either:
  - a. in the open meeting covered by the Notice upon the reconvening of the public meeting; or
  - b. at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine
    - i. **Distribute Operating Agreement with GISD**
8. Reconvene from Executive Session and take any action warranted
9. Confirm next meeting date (February 28, 2020)
10. Adjourn

MOODY EARLY CHILDHOOD CENTER  
Board of Directors Monthly Meeting  
November 22, 2019

Present: Ms. Massey (Presiding), Ms. Kinnear, Ms. Brown, Dr. Prochaska, Ms. Doherty, Ms. Templer, Ms. Adams (Video conference), Ms. Miller (Executive Director), Mr. Antonio Ford (Deputy Director), Ms. Garcia (Your Part-Time Controller)

Absent: none

Ms. Massey called the meeting to order at 1:08pm.

There was a motion to approve minutes from last month's meeting by Ms. Kinnear, seconded by Ms. Doherty. Motion was passed unanimously.

Mr. Ken Jencks was present for public comment. He offered his support for the efforts MECC was engaged in towards improving early childhood education in Galveston and for the partnership we have with GISD.

Ms. Miller and Ms. Garcia presented the monthly finance report. Ms. Garcia reviewed project updates as outlined in her memorandum to the Board. Ms. Garcia reviewed each account with the board. Ms. Kinnear moved that MECC will open a money market account at Moody Bank and to transfer funds not immediately needed into this higher interest-bearing account. Motion was seconded by Dr. Prochaska. Motion passed unanimously. Ms. Doherty moved that MECC self-restrict funds from the Moody Foundation's grant to payroll expenses only. Motion was seconded by Ms. Brown. Motion passed unanimously. Ms. Brown moved to formally request that the Moody Foundation release the last \$400,000 draw on our initial grant award in early December (not later than December 9<sup>th</sup>). Ms. Kinnear seconded the motion. Motion passed unanimously.

The Board discussed potential avenues for disseminating MECC success to congressional representatives and their representatives. Along with these dissemination efforts, we could include requests for letters of support on our behalf. This would help us in our efforts towards securing additional philanthropic funding. Outreach to these stakeholders also provides concrete examples of how federal dollars paired with philanthropic, state, and other sources of financial support can be leveraged to impact early childhood development. Ms. Adams informed the Board about recent Moody Foundation awards across the state. She then discussed HB3 activities currently underway at the Commit Partnership.

Ms. Massey updated the Board on current and outstanding grant requests. These included a request to the Mary Moody Northen Foundation specifically for pillows, a container for storage, and vacuum cleaners; requests to the Bromberg and Ippilitto foundations that are currently under consideration; as well as the Early Head Start proposal, which we anticipate hearing a decision on or about May of 2020 (with the program beginning in June).

Dr. Prochaska informed the Board that Dr. Sapna Kaul, a health economist from UTMB's Department of Preventive Medicine and Population Health, had indicated interest in serving on the MECC Board in the role of a finance expert. He noted that, if we are awarded the Early Head Start grant, we would still need Board expertise in the legal field. Ms. Jennifer Goodman was mentioned as a possible candidate.

Ms. Doherty sought the Board's advice on reducing the Board of Advisors meeting frequency to twice a year. There was consensus to do so. Ms. Massey recommended that Ms. Miller present her latest update to GISD at the next Board of Advisors meeting.

Ms. Doherty suggested adding "Other Business" as a standing agenda item for Board of Director meetings.

Ms. Miller presented her Director's Report. She also discussed her presentation to the GISD Board of Trustees earlier this month highlighting the successes documented at MECC. She reported that Teen Health is seeing between 10 and 15 patients each day at the new MECC clinic. She provided an update on enrollment and on upcoming family events, and gave the Board an overview of upcoming staff training sessions. She provided an update on active partnerships MECC engages in.

Ms. Miller noted that the professional development grant will continue operating through April. She then reviewed the Early Head Start proposal and associated budget.

Ms. Massey updated the Board on an opportunity to partner with UTMB on brain development research, speech therapy and other potential opportunities. She also reported on her group's recent trip to Pittsburg. She and Mr. Ford discussed a program that could be adapted for Galveston where early childhood education is not offered in centers, but rather at home. MECC could serve as a resource and educational hub for such an initiative.

Ms. Miller reported that the evaluator for our 1882 grant was approved by the GISD Board of Trustees at their last meeting. This evaluator will have 6 months to complete their evaluation of the grant. There was discussion about the process, charge, scope and other topics related to the evaluation. Ms. Brown moved to approve a contract with West Stat, seconded by Ms. Kinnear. The motion passed unanimously.

Ms. Massey announced that the next meeting of the MECC Board of Directors will be on Friday, January 17<sup>th</sup> at 1:00 pm at MECC.

Ms. Kinnear moved to adjourn the meeting at 3:59pm, seconded by Ms. Massey. The motion carried unanimously.

MECC  
Executive Director Report  
January 17, 2020

1. Enrollment
  - a. Registration
    - i. IT = 88
    - ii. PK3 = 114
    - iii. PK4 = 15
2. Updates
  - a. Family Engagement
    - i. Events
      1. Triple P
      2. Parent Café
      3. Incredible Years
      4. Parenting HELP
      5. Rosenberg Library
      6. Santa Pictures
      7. School Pictures
  - b. Staff Training
    - i. Staff- Stop the Bleed Training and NAEYC-Dec 7th
    - ii. Staff Meetings - NAEYC
  - c. Board Training
    - i. Online training (submitted renewal)
  - d. Partners
    - i. UTMB
      1. OT Classes
    - ii. Teen Health
      1. Pediatric Clinic late night - Wednesdays
    - iii. GISD
      1. BESST
      2. Family Engagement (Dr. Hernandez)
    - iv. UHCL
      1. Parenting Class
    - v. Children's Museum
      1. Parenting Classes, Staff Training, and Field Trips (Feb)
    - vi. MNB
      1. Erin's House Donations
    - vii. Galveston Food Bank
      1. Toys
    - viii. Toys for Tots

1. Toys
- e. Proposals/Partnerships
  1. PD Grant
    - Final activities scheduled for Jan-April 2020
  2. GISD
    - SB 1882 Implementation Grant
      - i. Weekly Phone Calls
      - ii. External Evaluator (approval)
        1. Westat
3. Board Information
  - a. School Report Card
  - b. TPEIR Report
  - c. Bedtime Stories



*"Giving all Galveston children the opportunity to soar"*

December 18, 2019

Dear Parent,

Attached you will find a copy of the State of Texas 2018–19 School Report Card for Moody Early Childhood Center. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in a Texas public school. The report provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR®), as well as information on student enrollment, class size averages, and financial expenditures.

The information contained in the School Report Card is required by state law and is briefly described in the enclosed "2018–19 School Report Card Definitions." The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle, or high school. State law requires that the School Report Card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socioeconomic status of the students and must include at least two years of results.

The School Report Cards can be found online at

[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/School\\_Report\\_Cards](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards)

A more complete report about the Moody Early Childhood Center and the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at

<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of the Moody Early Childhood Center.

Sincerely,  
Karin Miller, Executive Director  
Moody Early Childhood Center  
Enclosures



*Moody Early Childhood Center is a United Way Partner Agency.*

*The Moody Early Childhood Center is a private nonprofit 501 (c) (3) and does not discriminate on the basis of sex, race, color, national origin, disability, religion or age in the administration of its educational policies, admissions policies, and all other school-administered programs.*

Texas Education Agency  
2018-19 School Report Card  
MOODY EARLY CHILDHOOD CENTER (084902117)

**Accountability Rating**

MOODY EARLY CHILDHOOD CENTER is paired with GALVESTON ISD (084902000)

**B**

MOODY EARLY CHILDHOOD CENTER earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

**School Information**

**District Name:** GALVESTON ISD  
**Campus Type:** Elementary  
**Total Students:** 140  
**Grade Span:** PK - PK

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

**School and Student Information**

This section provides demographic information about MOODY EARLY CHILDHOOD CENTER, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2017-18)</b>	-	93.4%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	38.6%	23.6%	12.6%
Hispanic	19.3%	43.8%	52.6%
White	32.1%	27.7%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	5.0%	2.2%	4.5%
Pacific Islander	1.4%	0.2%	0.2%
Two or More Races	3.6%	2.1%	2.4%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	92.9%	76.0%	60.6%
English Learners	25.7%	18.3%	19.5%
Special Education	0.7%	8.7%	9.6%
<b>Mobility Rate (2017-18)</b>	0.0%	16.6%	15.4%

**School Financial Information (2017-18)**

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
<b>Instructional Staff Percent</b>	n/a	57.5%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	56.9%	62.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,461	\$10,396	\$9,844
Instruction	\$5,025	\$5,178	\$5,492
Instructional Leadership	\$171	\$304	\$155
School Leadership	\$69	\$534	\$576

Texas Education Agency  
2018-19 School Report Card  
MOODY EARLY CHILDHOOD CENTER (084902117)

**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

**There is no STAAR performance data for this campus.**



## 2018–19 School Report Card (SRC) Definitions

**Academic Growth Score:** Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to year.

**Annual Dropout Rate:** Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2017–18 school year.

**Attendance Rate:** The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

**Class Size Averages:** Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

**College, Career, and Military Ready:** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria provided in Chapter 2 of the *2019 Accountability Manual*.

**Distinction Designations:** Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2019, distinction designations are awarded in the following areas: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness.

**Economically Disadvantaged:** The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

**English Learners:** These are students identified as having limited English proficiency (LEP), or as English learners (ELs), by the Language Proficiency Assessment Committee (LPAC).

**Expenditures per Student:** This is calculated as total expenditures for 2017–18 divided by the total membership for 2017–18. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2017–2018 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

**Federal Graduation Rate (4-Year):** This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2017-18*.

**Instructional Expenditure Ratio:** This is calculated as instructional and related expenditures for 2017–18 divided by total expenditures for 2017–18. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2017–2018 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

## 2018–19 School Report Card (SRC) Definitions

**Instructional Staff Percent:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017–18 school year. For more information, contact the Office of School Finance at 512-463-9238.

**Longitudinal Rates:** These indicators show the status of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-year Extended Longitudinal Rate). The four-year rate includes students who first attended ninth grade in 2014–15, showing their final status with the Class of 2018. The five-year rate includes students who first attended ninth grade in 2013–14, showing their final status at the end of 2018. The six-year rate includes students who first attended ninth grade in 2012–13, showing their final status at the end of 2018. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

**Membership:** See Total Students.

**Mobility Rate:** The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR in the prior year but passed the corresponding assessment in the current year.

**Race/Ethnicity:** Students are reported as African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races.

**RHSP/DAP Graduates:** The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates:** The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

**SAT/ACT Results:** The report provides three indicators: (1) Tested shows the percentage of 2017–18 and 2016–17 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2017–18 graduates, and (3) Average ACT Score for 2017–18 graduates.

**Special Education:** The population of students served in special education programs.

**STAAR:** The State of Texas Assessments of Academic Readiness (STAAR®) is a comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History.

## 2018–19 School Report Card (SRC) Definitions

Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level. These performance levels are used to determine the Student Achievement domain score, School Progress, Part B: Relative Performance result, and are used within the Closing the Gaps domain components.

**Student Success Initiative:** The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who were not proficient in the past year and re-tested on the assessments.

**Total Students:** This is the total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

**Special Symbols:** The 2018–19 SRC uses the following special symbols:

- An asterisk (\*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students are in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.



*"Giving all Galveston children the opportunity to soar"*

18 de diciembre de 2019

Estimado Padre de Familia:

Adjunto a esta carta encontrará una copia del reporte de las Calificaciones Escolares del Estado de Texas 2018–19 para Moody Early Childhood Center. Estas Calificaciones Escolares son requeridas por la Legislatura del Estado de Texas y preparadas por el departamento de educación estatal. Este reporte debe ser mandado a los padres o al guardián/mentor de cada estudiante inscrito en una escuela pública. Estas calificaciones ofrecen información concerniente al progreso académico de los estudiantes y también información sobre el número de inscripciones estudiantiles, tamaño promedio del salón escolar, y gastos escolares.

La ley estatal requiere que la información en estas calificaciones sea diseminada. Usted encontrará una breve descripción en el adjunto "Definiciones de las Calificaciones Escolares 2018–19." El reporte que ha recibido puede o no contener toda la información descrita en estas definiciones pues el reportaje de estos datos depende de si la escuela es una primaria, secundaria o preparatoria. La ley estatal también requiere que la información sea provista a nivel del estado, del distrito escolar, y de nuestra escuela. Esta información debe ser reportada, en tanto sea posible, por grupo étnico/raza y estatus socioeconómico de los estudiantes y debe de incluir por lo menos dos años de resultados.

También puede encontrar estas calificaciones (school report card) en el internet bajo [https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/School\\_Report\\_Cards](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards)

Usted puede obtener un reporte más completo sobre nuestra escuela Moody Early Childhood Center en el informe del Reporte del Desempeño Académico de Texas (TAPR) ya sea que lo pida aquí en la escuela, o lo puede obtener en el internet bajo <https://rptsrv1.tea.texas.gov/perfreport/tapr/index.html>

Por favor póngase en contacto con nosotros si tiene cualquier pregunta concerniente a este reporte de calificaciones escolares. Le agradezco su constante apoyo de Moody Early Childhood Center.

Sinceramente,  
Karin Miller, Directora Ejecutiva  
Moody Early Childhood Center

Documentos adjuntos



*Moody Early Childhood Center is a United Way Partner Agency.*

*The Moody Early Childhood Center is a private nonprofit 501 (c) (3) and does not discriminate on the basis of sex, race, color, national origin, disability, religion or age in the administration of its educational policies, admissions policies, and all other school-administered programs.*

**Texas Education Agency  
2018-19 School Report Card  
MOODY EARLY CHILDHOOD CENTER (084902117)**

**Accountability Rating**

MOODY EARLY CHILDHOOD CENTER is paired with GALVESTON ISD (084902000)

**B**

MOODY EARLY CHILDHOOD CENTER earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

**School Information**

**District Name:** GALVESTON ISD  
**Campus Type:** Elementary  
**Total Students:** 140  
**Grade Span:** PK - PK

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

**School and Student Information**

This section provides demographic information about MOODY EARLY CHILDHOOD CENTER, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2017-18)</b>	-	93.4%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	38.6%	23.6%	12.6%
Hispanic	19.3%	43.8%	52.6%
White	32.1%	27.7%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	5.0%	2.2%	4.5%
Pacific Islander	1.4%	0.2%	0.2%
Two or More Races	3.6%	2.1%	2.4%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	92.9%	76.0%	60.6%
English Learners	25.7%	18.3%	19.5%
Special Education	0.7%	8.7%	9.6%
<b>Mobility Rate (2017-18)</b>	0.0%	16.6%	15.4%

**School Financial Information (2017-18)**

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
<b>Instructional Staff Percent</b>	n/a	57.5%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	56.9%	62.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,461	\$10,396	\$9,844
Instruction	\$5,025	\$5,178	\$5,492
Instructional Leadership	\$171	\$304	\$155
School Leadership	\$69	\$534	\$576

Texas Education Agency  
2018-19 School Report Card  
MOODY EARLY CHILDHOOD CENTER (084902117)

**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

**There is no STAAR performance data for this campus.**

## Definiciones para el Reporte de Calificaciones Escolar 2018-19

**Academic Growth: Crecimiento Académico**—puntaje de crecimiento otorgado en Progreso escolar, Parte A: Crecimiento académico para mejorar el desempeño año tras año según lo medido por las medidas de progreso y niveles de desempeño de STAAR en STAAR. Indica la cantidad de mejoría o crecimiento realizado año tras año

**Annual Dropout Rate: Tasa Anual de Deserción Escolar**—La tasa anual es reportada solo para grados de preparatoria. La tasa anual es el número de estudiantes que abandona los estudios (en grados 9º a 12º) expresado como un porcentaje del número de estudiantes que asisten a la escuela en esos grados durante el año escolar 2017-18.

**Attendance Rate: Tasa de Asistencia**—Este reporte muestra la tasa de asistencia estudiantil del 1º al 12º grado para el año escolar 2017-18.

**Class Size Averages: Tamaño Promedio del Salón Escolar**—El tamaño de las clases se calcula utilizando los horarios de clases que imparten los maestros. Por ejemplo, se suma el número de estudiantes en ciencias naturales y se divide por el número de clases de ciencias naturales. Las clases de primaria se presentan por grado; las de educación intermedia y preparatoria se presentan por materia.

**College, Career, and Military Ready: Preparación para la Universidad, la carrera y el ejército**—el porcentaje de graduados anuales que demostraron estar preparados para la universidad, la carrera o el ejército al cumplir al menos uno de los once criterios que se proporcionan en el Capítulo 2 del Manual de Responsabilidad 2019.

**Distinction Designations: Nombramientos de Distinción**—Los nombramientos de distinción se otorgan a las escuelas con desempeño alto en áreas específicas. Para 2019, los nombramientos de distinción se otorgaron en las siguientes áreas: Logro académico en Artes del lenguaje en inglés (ELA)/Lectura, Logro académico en matemáticas, Logro académico en ciencias, Logro académico en estudios sociales, 25% con puntuación más alta: progreso de los estudiantes, 25% con puntuación más alta: disminución de la diferencia entre los niveles de desempeño y Preparación post preparatoria.

**Economically Disadvantaged: Estudiantes con Desventaja Económica**—El porcentaje de alumnos con desventaja económica se calcula sumando estudiantes con derecho a recibir almuerzos gratuitos o a un precio reducido o con otro tipo de asistencia pública divididos entre el número total de estudiantes en la escuela.

**English Learners: Estudiantes Inglés**—Estos estudiantes están identificados por el comité LPAC (*Language Proficiency Assessment Committee*) con un dominio limitado del inglés (*LEP*) o también conocidos como estudiantes ELL.

**Expenditures per Student: Gastos por Estudiante**—Muestra el gasto anual real durante 2017-18 dividido entre el número total de estudiantes durante 2017-18. Para más información, comuníquese con la Oficina de Finanzas de la Escuela a 512-463-9238. También puede ver los reportes financieros (*Financial Standard Reports*) en: <http://tea.texas.gov/financialstandardreports/>.

**Federal Graduation Rate: Tasa de graduación Federal**—este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de Estadísticas de la Educación (NCES) y el cálculo federal para la tasa de graduación. Para obtener más información, consulte el informe Finalización de la escuela preparatoria y deserción en las escuelas públicas de Texas, 2017-18.

## Definiciones para el Reporte de Calificaciones Escolar 2018–19

**Instructional Expenditure Ratio: Proporción de los Gastos Instruccionales**—Este se calcula dividiendo los gastos relacionados con instrucción en el año 2017–18 entre el total de gastos en el 2017–18. Para más información, comuníquese con la Oficina de Finanzas de la Escuela a 512-463-9238. También puede ver los reportes financieros (*Financial Standard Reports*) en [https://tea.texas.gov/sites/default/files/dropcomp\\_2017-18\\_v3.pdf](https://tea.texas.gov/sites/default/files/dropcomp_2017-18_v3.pdf).

**Instructional Staff Percent: Porcentaje del Personal de Instrucción**—El porcentaje de empleados de tiempo completo del distrito cuya función laboral era proporcionar instrucción en el salón directamente a los estudiantes durante el año escolar 2017–18. Para más información, comuníquese a la Oficina de Finanzas de la Escuela 512-463-9238.

**Longitudinal Rates: Tasas Longitudinales**—Este indicador muestra el estatus de los estudiantes después de cuatro años en la preparatoria (tasa longitudinal de 4 años) o después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años), o después de 6 años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa longitudinal de 4 años (*4-Year Longitudinal Rate*) consiste en estudiantes que estuvieron en noveno grado por primera vez en el 2014–15 y se muestra su estatus final con la generación del 2018. La Tasa longitudinal extendida de 5 años (*5-Year Extended Longitudinal Rate*) consiste en estudiantes que estuvieron por primera vez en noveno grado en el 2013–14 y muestra su estatus final en el 2018. La Tasa longitudinal extendida de 6 años consiste en estudiantes que estuvieron por primera vez en noveno grado en 2012-2013 y muestra su estatus final en el 2018. Esto muestra el porcentaje de estudiantes que se graduaron, estuvieron en un programa de graduación alternativo (GED), continuaron en la preparatoria o deserción.

**Membership: Membresía**—Ver Número total de estudiantes.

**Mobility Rate: Tasa de Movilidad**—Se considera que un estudiante es móvil si ha estado en una escuela menos de un 83% del año escolar (faltar seis o más semanas).

**Progress of Prior-Year Non-Proficient Students: Crecimiento de Estudiantes con Pobre Desempeño el Año Anterior**—El porcentaje de estudiantes en los grados del 4 al 8 que no lograron un desempeño satisfactorio en la prueba STAAR el año anterior, pero lo obtuvieron en las pruebas correspondientes del presente año.

**Race/Ethnicity: Raza/Etnicidad**—Los estudiantes se reportan como afro-americano, hispano, anglo-europeo, indio nativo norteamericano, asiático, de las islas del Pacífico y de dos o más razas.

**RHSP/DAP Graduates: RHSP/DAP para Graduados**—Este índice reporta el porcentaje de estudiantes graduados que, después de cuatro años, los cuales cumplieron con los requisitos del Programa Recomendado para las Escuelas Secundarias (*Recommended High School Program–RHSP*) o del Programa de Desempeño Distinguido (*Distinguished Achievement Program–DAP*). Quedan excluidos los estudiantes graduados bajo el Programa Básico Fundamental (FHSP).

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates: RHSP/DAP/FHSP-E/FHSP-DLA para Graduados**—Porcentaje de graduados que, después de cuatro años, están reportados como estudiantes que cumplieron con los cursos requeridos en el Programa Recomendado para las Escuelas Preparatorias (RHSP), en el Programa de Desempeño Distinguido (DAP), en el Programa Básico Fundamental (FHSP) con una especialidad (FHSP-E) o en el de Nivel de Desempeño Destacado (FHSP-DLA).



## Definiciones para el Reporte de Calificaciones Escolar 2018–19

**SAT/ACT Results: Resultados del SAT/ACT**—El reporte provee cuatro indicadores: (1) Evaluados (*Tested*) muestra el porcentaje de graduados que tomaron ya sea el SAT o el ACT; (2) A nivel o más alto de la calificación criterio (*At/Above Criterion*) muestra el porcentaje de los estudiantes que tomaron el examen y obtuvieron una puntuación a nivel o más alta de la calificación criterio (*Criterion Score*) de 1010 para el SAT basada en secciones combinadas en lectura, escritura y matemáticas y 23 para el ACT; (3) Calificación promedio en el SAT (*Mean SAT Score*) y (4) Calificación Promedio del ACT (*Average ACT Score*). La información que se muestra corresponde a las generaciones del 2017 y 2018.

**Special Education: Educación Especial**—Se refiere a la población de estudiantes que recibe servicios en los programas de educación especial.

**STAAR: STAAR**— Las pruebas STAAR es un programa de exámenes de comprensión, evaluación académica y de preparación del Estado de Texas para estudiantes de grado 3 y 8 o de estudiantes de preparatoria con cursos de fin de año en escuelas públicas. Las pruebas STAAR son un programa de evaluación diseñado para medir hasta qué punto un estudiante ha aprendido, ha entendido y es capaz de aplicar los conceptos y destrezas en cada grado que se evalúa. Los estudiantes son evaluados en las siguientes materias: lectura (grados 3 al 8), matemáticas (grados 3 al 8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las pruebas de fin de cursos (*EOC tests*) se dan en las siguientes materias: Inglés I y II, Álgebra I, Biología e Historia de EE.UU.

Las medidas de las pruebas STAAR que se muestran son: Porcentaje STAAR en Cerca del Nivel del Grado o superior, Cumple con el Nivel del Grado o Domina el Nivel del Grado que usan para determinar el Porcentaje del Dominio de Rendimiento, Dominio del Progreso Escolar, Parte B: resultado de Rendimiento Relativo y serán usados en el Dominio de Cerrando las Brechas. Asimismo, el Porcentaje STAAR cumplió o excedió la medida de progreso y Porcentaje STAAR excedió la medida de progreso, los cuales se usan para determinar la puntuación del el Progreso de la escuela, Parte A: Crecimiento Académico.

**Student Success Initiative: Iniciativa de Éxito Estudiantil**—La iniciativa para el éxito estudiantil (*SSI*) muestra el desempeño en las pruebas STAAR de lectura en los grados 5 y 8, incluyendo el desempeño de estudiantes que no salieron bien el año pasado y volvieron a tomar las pruebas.

**Total Students: Número Total de Estudiantes**—Es el número total de estudiantes inscritos en escuelas públicas el 27 de Octubre de 2018 en cualquier grado desde preprimaria hasta el 12<sup>o</sup> grado. El número total de estudiantes es distinto al de estudiantes inscritos, ya que no incluye a los estudiantes que reciben servicios del distrito por menos de dos horas al día. Por ejemplo, el total de estudiantes excluye estudiantes que asisten a escuelas que no son públicas, pero reciben ciertos servicios del distrito escolar, como terapia de lenguaje por menos de dos horas al día en una de sus escuelas públicas.

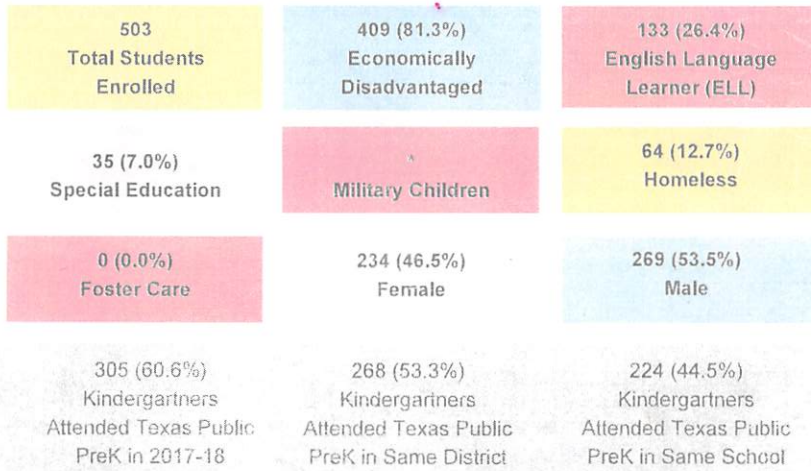
**Símbolos especiales:** La Calificación Escolar de 2017–18 utiliza símbolos especiales en las siguientes circunstancias:

- Se usa un asterisco (\*) para cubrir números pequeños de estudiantes y así cumplir con las leyes federales de protección de derechos y privacidad de la familia en cuestiones educativas *Family Educational Rights and Privacy Act (FERPA)*.
- Un guion (-) indica que no hay estudiantes en esta clasificación.
- n/a indica que la información no está disponible o no aplica.
- Un signo de interrogación (?) indica que la información es improbable estadísticamente o se reportó fuera de un rango razonable.

# Texas Public Kindergarten Programs and Kindergarten Readiness

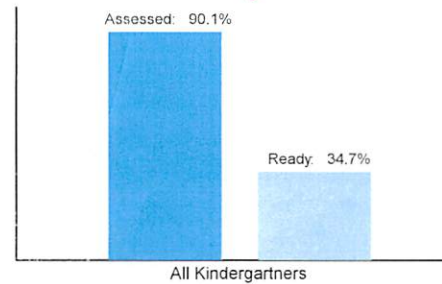
District: GALVESTON ISD (084902), GALVESTON, TX

## Public Kindergarten Enrollment for 2018-19 School Year



110 (21.9%) Kindergartners Attended Texas Public PreK for 80 or More Days in 2017-18 School Year

## Public Kindergarten Readiness Assessments and Results for 2018-19 School Year



Kindergarten **students assessed** in 2018-19 increased by 3.0 percentage points from the previous school year

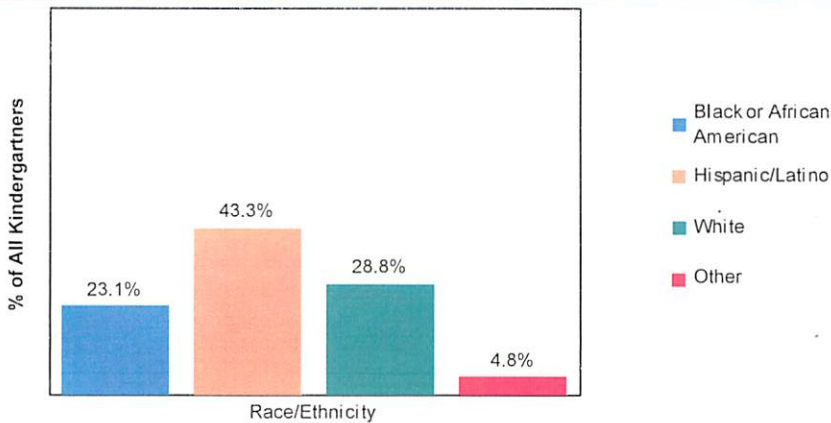


Kindergarten **ready students** in 2018-19 increased by 13.3 percentage points from the previous school year

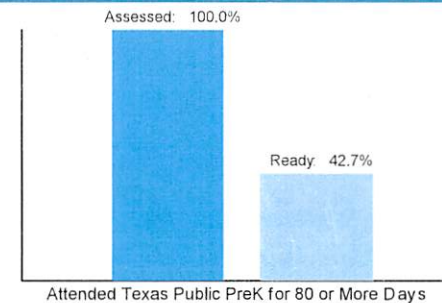
	All Kindergartners				
	Schools Reporting	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
All Assessments	6	453	90.1%	157	34.7%
Tejas LEE	3	115	22.9%	68	59.1%
TPRI	6	338	67.2%	89	26.3%

Notes: 1. Students may take multiple assessments. 2. Readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

## Public Kindergarten Enrollment by Race/Ethnicity for 2018-19 School Year



## Public Kindergarten Readiness Assessments and Results for 2018-19 Kindergartners Who Attended Texas Public PreK in the 2017-18 School Year for 80 or More Days



Kindergarten **students assessed** in 2018-19 increased by 3.9 percentage points from the previous school year



Kindergarten **ready students** in 2018-19 increased by 15.5 percentage points from the previous school year

	Attended Texas Public PreK for 80 or More Days in 2017-18			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
All Assessments	110	100.0%	47	42.7%

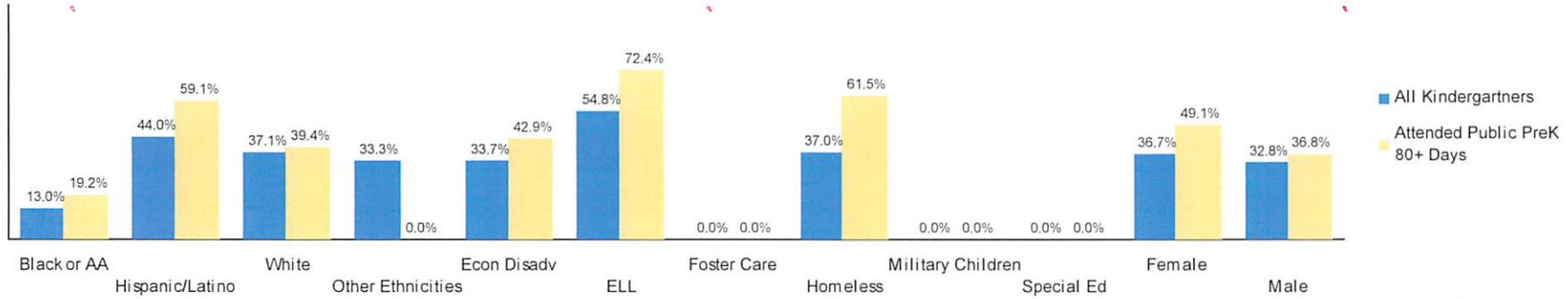
Notes: 1. Data values shown as asterisks (\*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data. 3. Enrollment and Students Assessed percentages are calculated using total students enrolled.

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX



## 2018-19 Kindergarten Readiness for All Kindergartners and Kindergartners Who Attended Texas Public PreK 80 or More Days in the 2017-18 School Year



Notes: 1. Data values shown as asterisks (\*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data.

## Public Kindergarten Enrollment, Readiness Assessments and Results by Kindergarten School Year

	All Kindergarten Students				
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2016-17	441	389	88.2%	130	33.4%
2017-18	463	403	87.0%	86	21.3%
2018-19	503	453	90.1%	157	34.7%

	Attended Public PreK for 80 or More Days in the Previous School Year				
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2016-17	209	191	91.4%	81	42.4%
2017-18	206	198	96.1%	54	27.3%
2018-19	110	110	100.0%	47	42.7%

### Kindergarten Enrollment by Full or Half-Day and School Year

	Full-Day Students	Half-Day Students
2016-17	440	*
2017-18	455	*
2018-19	503	0

### Kindergartners Who Attended Public PreK the Previous Year by Kindergarten School Year

	Students Enrolled	Attended PreK	% Attended PreK	Attended PreK in Same District	Attended PreK in Same School
2016-17	441	279	63.3%	252	209
2017-18	463	276	59.6%	247	199
2018-19	503	305	60.6%	268	224

### Schools Reporting Assessments by School Year

	Number of Schools Reporting
2016-17	6
2017-18	6
2018-19	6

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX



## Public Kindergarten Enrollment, Readiness Assessments and Results by Race/Ethnicity and School Year

	Enrolled Kindergartners by Race/Ethnicity								
	2016-17			2017-18			2018-19		
	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days
Black or African American	109	24.7%	60	119	25.7%	53	116	23.1%	26
Hispanic/Latino	172	39.0%	107	203	43.8%	107	218	43.3%	44
White	142	32.2%	33	109	23.5%	35	145	28.8%	33
Other	18	4.1%	9	32	6.9%	11	24	4.8%	7
<b>Total</b>	<b>441</b>	<b>100.0%</b>	<b>209</b>	<b>463</b>	<b>100.0%</b>	<b>206</b>	<b>503</b>	<b>100.0%</b>	<b>110</b>

	Assessments and Results for All Kindergartners											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Black or African American	95	87.2%	23	24.2%	107	89.9%	23	21.5%	100	86.2%	13	13.0%
Hispanic/Latino	157	91.3%	47	29.9%	181	89.2%	25	13.8%	200	91.7%	88	44.0%
White	122	85.9%	54	44.3%	91	83.5%	29	31.9%	132	91.0%	49	37.1%
Other	15	83.3%	6	40.0%	24	75.0%	9	37.5%	21	87.5%	7	33.3%
<b>Total</b>	<b>389</b>		<b>130</b>	<b>33.4%</b>	<b>403</b>		<b>86</b>	<b>21.3%</b>	<b>453</b>		<b>157</b>	<b>34.7%</b>

	Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Black or African American	54	90.0%	20	37.0%	52	98.1%	17	32.7%	26	100.0%	5	19.2%
Hispanic/Latino	99	92.5%	38	38.4%	105	98.1%	18	17.1%	44	100.0%	26	59.1%
White	31	93.9%	19	61.3%	31	88.6%	15	48.4%	33	100.0%	13	39.4%
Other	7	77.8%	*	*	10	90.9%	*	*	7	100.0%	*	*
<b>Total</b>	<b>191</b>		<b>81</b>	<b>42.4%</b>	<b>198</b>		<b>54</b>	<b>27.3%</b>	<b>110</b>		<b>47</b>	<b>42.7%</b>

Notes: 1. Due to rounding, percentages may not add to 100%. 2. Students Assessed percentages are calculated using students enrolled. 3. Other race/ethnicity is a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories.

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX



## Public Kindergarten Enrollment, Readiness Assessments and Results by Subpopulation and School Year

	Enrolled Kindergartners								
	2016-17			2017-18			2018-19		
	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days
Econ Disadv	335	76.0%	182	358	77.3%	174	409	81.3%	98
ELL	119	27.0%	75	107	23.1%	63	133	26.4%	29
Foster Care	0	0.0%	0	0	0.0%	0	0	0.0%	0
Homeless	58	13.2%	25	57	12.3%	27	64	12.7%	13
Military Children	0	0.0%	0	0	0.0%	0	*	*	0
Special Education	22	5.0%	8	30	6.5%	10	35	7.0%	9
Female	214	48.5%	101	239	51.6%	106	234	46.5%	53
Male	227	51.5%	108	224	48.4%	100	269	53.5%	57

	Assessments and Results for All Kindergartners											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Econ Disadv	294	87.8%	85	28.9%	312	87.2%	57	18.3%	368	90.0%	124	33.7%
ELL	108	90.8%	28	25.9%	95	88.8%	9	9.5%	124	93.2%	68	54.8%
Foster Care	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Homeless	48	82.8%	15	31.3%	46	80.7%	14	30.4%	54	84.4%	20	37.0%
Military Children	0	0.0%	0	0.0%	0	0.0%	0	0.0%	*	*	*	*
Special Education	14	63.6%	*	*	16	53.3%	6	37.5%	24	68.6%	*	*
Female	191	89.3%	72	37.7%	207	86.6%	48	23.2%	215	91.9%	79	36.7%
Male	198	87.2%	58	29.3%	196	87.5%	38	19.4%	238	88.5%	78	32.8%

	Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Econ Disadv	166	91.2%	67	40.4%	167	96.0%	43	25.7%	98	100.0%	42	42.9%
ELL	69	92.0%	24	34.8%	61	96.8%	7	11.5%	29	100.0%	21	72.4%
Foster Care	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Homeless	21	84.0%	10	47.6%	24	88.9%	12	50.0%	13	100.0%	8	61.5%
Military Children	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Special Education	6	75.0%	*	*	9	90.0%	*	*	9	100.0%	*	*
Female	95	94.1%	41	43.2%	101	95.3%	31	30.7%	53	100.0%	26	49.1%
Male	96	88.9%	40	41.7%	97	97.0%	23	23.7%	57	100.0%	21	36.8%

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX



GALVESTON ISD (084902) Public Kindergarten Programs and Kindergarten Readiness by School of Enrollment for the 2018-19 School Year

	Total Students Enrolled	Students Assessed	Kindergarten Ready	Percent Students Assessed	Percent Kindergarten Ready	Public Kindergarten Readiness Assessment Instrument(s) (Note: n/a means no information available)	Half-Day Students Enrolled	Full-Day Students Enrolled	Attended Texas Public PreK in 2017-18	Attended Texas Public PreK in Same District 2017-18	Attended Texas Public PreK in Same School 2017-18	Economically Disadvantaged	English Language Learner	Foster Care or Military Children or Homeless	Black or African American	Hispanic	White	Other Races
BURNET EL (084902115)	112	99	23	88.4%	23.2%	Tejas LEE, TPRI	0	112	81	73	57	96	38	15	15	71	23	*
CRENSHAW EL AND MIDDLE (084902102)	13	12	5	92.3%	41.7%	TPRI	0	13	11	9	9	11	*	5	0	5	7	*
MORGAN EL MAGNET SCHOOL (084902104)	108	99	45	91.7%	45.5%	Tejas LEE, TPRI	0	108	64	59	48	103	50	30	31	56	17	*
OPPE EL (084902106)	100	99	44	99.0%	44.4%	Tejas LEE, TPRI	0	100	50	44	35	56	29	5	*	36	52	*
PARKER EL (084902107)	105	96	31	91.4%	32.3%	TPRI	0	105	64	50	44	82	*	7	36	32	33	*
ROSENBERG EL LABORATORY FOR LEARNI (084902114)	65	48	9	73.8%	18.8%	TPRI	0	65	35	33	31	61	10	6	31	18	13	*

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX

## About the Data

Purpose	<p>This report provides information on Texas public school kindergarten enrollment and beginning of year reading assessments. Enrollment in kindergarten is shown for students by ethnicity, gender, economically disadvantaged, English language learners (ELL), and other student programs. Counts are provided of kindergartners who attended Texas public prekindergarten in the same district or school as they enrolled for kindergarten. Additionally, this report provides high-level information on enrolled kindergartners administered a reading assessment and assessment results. Kindergarten readiness information is provided for all kindergartners and for those kindergartners who attended Texas public prekindergarten the previous school year for eighty or more days. The state level report also compares kindergarten readiness for those kindergartners who were eligible for and attended Texas public prekindergarten the previous school year for one or more days to kindergartners who were eligible for Texas public prekindergarten but did not attend. This report is available at the state level and by individual school districts.</p>
Data Source	<p>Data in this report for Texas public school district kindergarten enrollment come from the Texas Student Data Systems (TSDS) Public Education Information Management System (PEIMS). Data for kindergarten reading assessments in Texas public schools come from the Early Childhood Data System (ECDS). In this report, public kindergarten student enrollment is defined as the number of kindergarten enrollees who were reported enrolled as of the Fall Snapshot date (last Friday in October) of each year. Kindergarten reading assessment data are reported for those kindergartners enrolled as of the Fall Snapshot date who took a beginning of year reading assessment on the Commissioner's List of Reading Instruments. In order to protect student confidentiality, small data numbers in this report are shown as asterisks (*) in data tables and graphed as zeros in charts, but not all zeros in charts represent masked data. Data in this report are updated annually.</p>

## Data Elements

Commissioner's List of Reading Instruments	<p>For information about the Commissioner's List of Reading Instruments, see documents at the bottom of the TEA website English Language Arts and Reading page:  <a href="https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/">https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/</a>.</p> <p>For information about the Commissioner's List of Reading Instruments and the TSDS Early Childhood Data System collection of both prekindergarten and kindergarten data, see the TEA website at:  <a href="https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Section_10_-_TSDS_Core_Collections/">https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Section_10_-_TSDS_Core_Collections/</a>.</p>
Economically Disadvantaged	<p>A student is designated as economically disadvantaged if he/she is eligible for free or reduced-price lunch or eligible for other public assistance.</p>
English Language Learner (ELL)	<p>English language learner (ELL) or student of limited English proficiency (LEP) means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. The terms LEP and ELL are used interchangeably.</p>

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX

Foster Care	Students who are in or who have ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (i.e., in foster care) following an adversary hearing are eligible for free prekindergarten. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.
Homeless	The Texas Education Code, Section 25.001, adheres to the McKinney-Vento Act's definition of homeless children and youth. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. For more information about homeless students in Texas public schools see: <a href="https://www.lbb.state.tx.us/Documents/Publications/Issue_Briefs/3088_Homeless_Students.pdf">https://www.lbb.state.tx.us/Documents/Publications/Issue_Briefs/3088_Homeless_Students.pdf</a> .
Military Child	A student who is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces.
Prekindergarten (PK or PreK)	<p>A public school district is required to offer a prekindergarten program if it identifies 15 or more eligible students who are at least four years of age by September 1 of the school year. A school district may offer prekindergarten if the district identifies 15 or more eligible children who are at least three years of age. To be eligible to attend a state funded prekindergarten program, the child must meet one of the following prekindergarten eligibility criteria:</p> <ul style="list-style-type: none"> <li>• is unable to speak and comprehend the English language;</li> <li>• is educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program;</li> <li>• is homeless;</li> <li>• is the child of an active duty member of the armed forces of the United States;</li> <li>• is the child of a member of the armed forces who was injured or killed while on active duty;</li> <li>• is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or</li> <li>• is or ever has been in foster care.</li> </ul> <p>A school district may offer a tuition-based program for an additional half day of prekindergarten classes to those children who are eligible for free prekindergarten classes or half-day and full-day prekindergarten classes to children who are ineligible for free prekindergarten classes.</p>



# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX

## Race/Ethnicity

Race/ethnicity is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the PEIMS Data Standards as:

- Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaska Native (AI/AN) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Native Hawaiian/Other Pacific Islander (NH/PI) - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- Two or more races - A person having origins in any two, or more than two, non-Hispanic racial categories, e.g., Black or African American and White.
- Other - In the district report, a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories.

## Special Education

Special education is a program that serves students with disabilities. It provides instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

## Calculated Data Elements

### Total Students Enrolled or All Kindergartners

The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year). Kindergarten enrollment of all ages includes any student served by a public school district including charter schools but not including the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Juvenile Justice Department (TJJD) schools.

### Percentage (%) Enrolled

The percentage of All Kindergartners who attended prekindergarten in the previous year or belong to a particular race/ethnicity or subpopulation.

### Students Assessed

The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX

Students Assessed who were PreK Eligible	The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments. Kindergarten students are determined to have been eligible for prekindergarten the prior year if they were reported through PEIMS their kindergarten year as economically disadvantaged, as an English language learner (ELL), in foster care, homeless, or as a qualifying military child.
Assessed Students who were PreK Eligible and Attended PreK	The number of Students Assessed who were Prek Eligible and attended Texas public prekindergarten the prior year for one or more days.
Assessed Students who were PreK Eligible and Did Not Attend PreK	The number of Students Assessed who were Prek Eligible and did not attend Texas public prekindergarten the prior year.
Assessed Students who were Not PreK Eligible	The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were not eligible for Texas public prekindergarten the prior year and who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.
Percentage (%) of Assessed	The percentage of all kindergartners who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments.
Percentage (%) of Students Not Assessed	The percentage of all kindergartners who were not reported by a Texas public school district or school reporting assessments, for the beginning of year administration, on the Commissioner's List of Reading Instruments.
Kindergarten Ready	<p>The number of Students Assessed who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013-14 through 2016-17, readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains. For information about the Commissioner's List of Reading Instruments, see documents at the bottom of the TEA website English Language Arts and Reading page:</p> <p><a href="https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/">https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/</a>.</p>
Percentage (%) of Kindergarten Ready	The percentage of Students Assessed who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX



Percentage (%) Total Eligible Kindergarten Ready	The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Percentage (%) PreK Eligible & Attended PreK	The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, attended Texas public prekindergarten the prior year for one or more days, and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Percentage (%) PreK Eligible & Did Not Attend PreK	The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, did not attend Texas public prekindergarten the prior year, and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Change in Students Assessed	The change in Students Assessed is the percentage point difference calculated as percentage of students assessed in the current year minus percentage of students assessed in the previous year.
Change in Kindergarten Ready Students	The change in Kindergarten Ready Students is the percentage point difference calculated as percentage of kindergarten ready students in the current year minus percentage of kindergarten ready students in the previous year.
Percentage (%) Not Kindergarten Ready	The percentage of Students Assessed who did not meet the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Students Enrolled who Attended Texas Public PreK	The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year.
Students Enrolled who Attended Texas Public PreK for 80 or More Days	The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year, enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year and attended a Texas Public Prekindergarten half-day or full-day program the previous year for 80 or more days.
Students Enrolled who Attended Texas Public PreK in the Same District or School	The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year in the same district or same school as they enrolled in kindergarten.

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX



Students Assessed who Attended Texas Public PreK for 80 or More Days	The number of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days who took a beginning of year assessment on the Commissioner's List of Reading Instruments.
Percentage (%) of Students Assessed who Attended Texas Public PreK for 80 or More Days	The percentage of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days and who took a beginning of year assessment on the Commissioner's List of Reading Instruments.
Percentage (%) of Kindergarten Ready who Attended Texas Public PreK for 80 or More Days	The percentage of kindergarten Students Assessed who Attended Texas Public PreK for 80 or More Days who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Districts (or Schools) Reporting Assessments	The number of districts (or schools) with enrolled kindergartners as of the Fall Snapshot date (the last Friday in October of each year) and reported results for at least one assessment on the Commissioner's List of Reading Instruments for the beginning of year administration.
Percentage (%) of Districts (or Schools) Reporting Assessments	The percentage of all Districts Reporting Assessment results for a particular assessment on the Commissioner's List of Reading Instruments for the beginning of year administration, e.g., percentage of all districts who reported Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next).
Percentage (%) of Students Assessed by Readiness Assessment	At the state level, the percentage of all Students Assessed who took a particular assessment on the Commissioner's List of Reading Instruments, e.g., percentage of assessed students who took Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next). At the district level, the percentage of all enrolled students who took a particular assessment on the Commissioner's List.
Percentage (%) of Kindergarten Ready by Readiness Assessment	The percentage of Students Assessed who took a particular assessment, e.g., Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next), on the Commissioner's List of Reading Instruments and met or exceeded the cut-off score for the assessment.
Full-Day Students	Enrolled kindergartners who are provided instruction for at least 4 hours each school day.
Half-Day Students	Enrolled kindergartners who are provided instruction for at least 2 hours but fewer than 4 hours each school day.
Not in Membership	Enrolled kindergartners who are provided fewer than 2 hours of instruction each school day.

# Texas Public Kindergarten Programs and Kindergarten Readiness

District: GALVESTON ISD (084902), GALVESTON, TX





**CERTIFICATE OF COMPLETION CONTINUING PROFESSIONAL  
EDUCATION (CPE) TRAINING FOR THE 2019 PERSONNEL LAW CONFERENCE  
FOR SCHOOL ADMINISTRATORS**

The undersigned hereby certifies that \_\_\_\_\_  
of the \_\_\_\_\_ attended the 2019 Personnel Law  
Conference for School Administrators on December 11, 2019, and attended 5.0 hours of training.

ED311 (formerly *Texas School Administrators' Legal Digest*) is registered with the State Board for Educator Certification (SBEC) as a provider of continuing professional education (CPE) training through its conferences. Our provider number is # 500194, and this conference provides training in the following areas for a total of up to 5.0 hours:

- Recent cases of interest to personnel administrators (40 min)
- ADA/FMLA/FLSA: How it all fits together (40 min)
- Handling personnel grievances (40 min)
- Annual review of non-renewal and termination cases (40 min)
- Employee use of social media (40 min)
- Legislative update for personnel administrators (40 min)
- Two 40-minute Question & Answer sessions

This certificate is issued on behalf of the Texas Association of School Personnel Administrators ("TASPA") and ED311.

JENNIFER CHILDRESS  
Editor, ED 311