2019-20
Annual Report
Public Hearing

Aledo ISD

February 22, 2021

7 Sections to the Annual Report

1. 2019-20 Texas Academic Performance Report (PDF TAPR)
    - ❑   For the District and each Campus in the District

2. PEIMS Financial Standard Report (2018-19 Financial Actual Report)
    - ❑   For the District and each Campus in the District

3. 2019-20 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. 2019-20 TAPR Glossary

Section 1: Texas Academic Performance Report

Aledo ISD **District Accountability Rating:**
Not Rated: Declared State of Disaster

Aledo ISD **Campus Accountability Rating:**
Not Rated: Declared State of Disaster

2020 Special Education Determination Status (District Only):

Meets Requirements

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

2019-20 Annual Report

Attendance, Graduation, Drop-Out Rate, and College, Career and Military Readiness (CCMR)

Attendance

Class of	District	Region 11	State
2019	96.7%	95.7%	95.4%
2018	96.6%	95.5%	95.4%

Graduation

Class of	Outcome	District	Region 11	State
2019	Graduated	95.8%	90.8%	90%
2018	Graduated	99.2%	90.6%	90%

Drop-Out Rate

Class of	District	Region 11	State
2019	0.3%	1.6%	1.9%
2018	0.4%	1.6%	1.9%

CCMR

Class of	District	Region 11	State
2019	81.8%	69.1%	72.9%
2018	78.8%	62.8%	65.5%

SAT / ACT Results

Year	Indicator	District	Region 11	State
2019	Tested	79.2%	70.4%	75%
2018		82.6%	69.4%	74.6%
2019	At / Above Criterion	73.1%	43.7%	36.1%
2018		70%	47.1%	37.9%

Advanced Course/Dual Enrollment Completion (Grades 9-12)

Year	Subjects	District	Region 11	State
2018-19	English Language Arts	19%	16.1%	17.8%
2017-18		19.7%	16.4%	17.3%
2018-19	Math	21.8%	18.8%	20.4%
2017-18		22.7%	19.7%	20.7%
2018-19	Science	30.9%	21.4%	21.7%
2017-18		28.6%	21.3%	21.2%
2018-19	Social Studies	31.6%	24.9%	23.6%
2017-18		33.2%	24.4%	22.8%

AP/IB Results (Examinees >= Criterion)

Year	Subjects	District	Region 11	State
2019	All Subjects	71%	54.9%	51%
2018		71.9%	55.1%	50.7%
2019	English Language Arts	68.3%	51.5%	41.2%
2018		69.8%	52.6%	42.5%
2019	Math	75.7%		52.2%
2018		74.4%	**19%**	52.8%
2019	Science	59.7%		40.6%
2018		40.8%	37.8%	38%
2019	Social Studies	68.9%		46.3%
2018		62.3%	**7%**	44.6%

Section 2: PEIMS Financial Standard Reports

2018-19 Actual Financial Data (District)

➢ Revenues

➢ Expenditures

➢ Disbursements

➢ Tax Rates

➢ Fund Balance

2018-19 Actual Financial Data (Campus)

➢ Expenditures by Object

➢ Expenditures by Function

➢ Program Expenditures by Program

TEA PEIMS Financial District and Campus Reports

Section 3: 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 Results Driven Accountability (RDA)

CDN	District	ESC	2019 FIRST Rating	2019 Accountability Rating	Accreditation Status
184907	Aledo ISD	11	**A - Superior**	**A**	Accredited

Section 4: Campus Performance Objectives

➢ Campus Improvement Plans (CIP)

  ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253

  ❑ Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports

  ❑ Each campus **periodically measures progress** toward its performance objectives

  ❑ Updated CIPs for the 2019-20 school year (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

Section 5: Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	Coder Elementary	McCall Elementary	Stuard Elementary	Vandagriff Elementary	Walsh Elementary	McAnally Intermediate	Aledo Middle School	Daniel Ninth Grade	Aledo High School
		184907102	184907104	184907103	184907101	184907105	184907110	184907041	184907009	184907001
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	1	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0
	Total Incidents	0	0	0	0	0	0	1	0	0
	Student Enrollment (Fall 2019 PEIMS Snapshot)	534	662	586	648	597	540	1,011	499	1,360
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

Report on Violent or Criminal Incidents
Prevention and Intervention

- **Bullying Prevention**
  - ❑ Counselor guidance lessons on topics of bullying definition, mechanisms for reporting, resiliency, responsible behavior; school-wide character programs like Rachel's Challenge and Character Counts; teacher training on bullying definition and mechanisms for reporting
- **Human Trafficking**
  - ❑ Training for all staff; Play It Safe Programs for high school students
- **Child Abuse Awareness**
  - ❑ Annual training for all staff; Stewards of Children training for all new staff; *Play It Safe* or *P.S. It's My Body* programs at all levels; *Play It Safe* or *P.S. It's My Body* Preview opportunity for parents at individual campuses
- **Police**
  - ❑ Licensed Peace Officers (10 full-time); presence at each campus every day, including at arrival and dismissal times
- **Drug Awareness Prevention**
  - ❑ *Too Good For Drugs* program delivered at 6th grade and 9th grade levels; counselor guidance lessons on topics including responsible behavior, interpersonal effectiveness, self-confidence, resiliency, communication skills; drug awareness program for parents
  - ❑ Vaping Intervention Plan-consistent consequences with educational component
- **Reporting Mechanisms for students, parents, staff**
  - ❑ Online or paper Bullying Report
  - ❑ Bearcat Watch Tip Line
  - ❑ Crime Stoppers (7-12)
- **Threat Assessment Protocols**
  - ❑ District-wide threat assessment team to evaluate and monitor threats of violence made by students
- **Suicide Prevention**
  - ❑ Lifelines Suicide prevention curriculum presented to 6th grade students and SOS: Signs of Suicide prevention curriculum and screener delivered to all 7th-12th students annually

Section 6. Student Performance in Postsecondary Institutions

Graduates Enrolled in/out of State Institution of Higher Education (IHE)

Year	District
2017-18	85%
2016-17	82%

2-year and 4-year Colleges

Public and Private

Graduates Enrolled in TX Institution of Higher Education (IHE)

Year	District	Region	State
2017-18	63.3%	52.5%	53.4%
2016-17	61.7%	54%	54.6%

Four-Year Public University

Two-Year Public University

Independent Colleges and Universities

2017-18 High School Graduates' Enrollment and Academic Performance in Texas Public (or Independent) Higher Education in FY 2019

Postsecondary Institution	Total Graduates	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk
Four-year Public University	104	18	10	11	31	34	
Two-year Public Colleges	121	41	20	11	21	24	4
Independent Colleges & Universities	30						
Non Trackable	8						
Not Found	140						
Total High School Graduates	403						

Section 7: TAPR Glossary

➢ Each year, TEA prepares and publishes a *TAPR Glossary*

➢ The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR

➢ A Spanish version of the *TAPR Glossary* is scheduled for release in late winter

➢ Posted on the district website under the Assessment and Accountability Department

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the official announcement.

2020 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2020 RDA Manual: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(district TAPR only):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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