2021-2022 Annual Report Summary
Aledo Independent School District

Public Hearing February 20, 2023

Department of Assessment and Accountability

Texas Academic Performance Report (TAPR)

2022 District Accountability Rating: A

2022 Campus Accountability Rating:

Aledo High School	A
Daniel Ninth Grade	A
Aledo Middle School	B
McAnally Intermediate	B
Annetta Elementary	B
Coder Elementary	A
McCall Elementary	A
Stuard Elementary	A
Vandagriff Elementary	A
Walsh Elementary	A

2022 Special Education Determination Status (District Only):
Meets Requirements

Texas Academic Performance Report (TAPR)

2022 Distinction Designations:

Annetta Elementary
ELA/Reading; Mathematics

Coder Elementary
Science; Closing the Gaps; Postsecondary Readiness

McCall Elementary
Academic Growth; Closing the Gaps

Stuard Elementary
ELA/Reading; Science; Academic Growth; Closing the Gaps; Postsecondary Readiness

Vandagriff Elementary
Closing the Gaps

Walsh Elementary
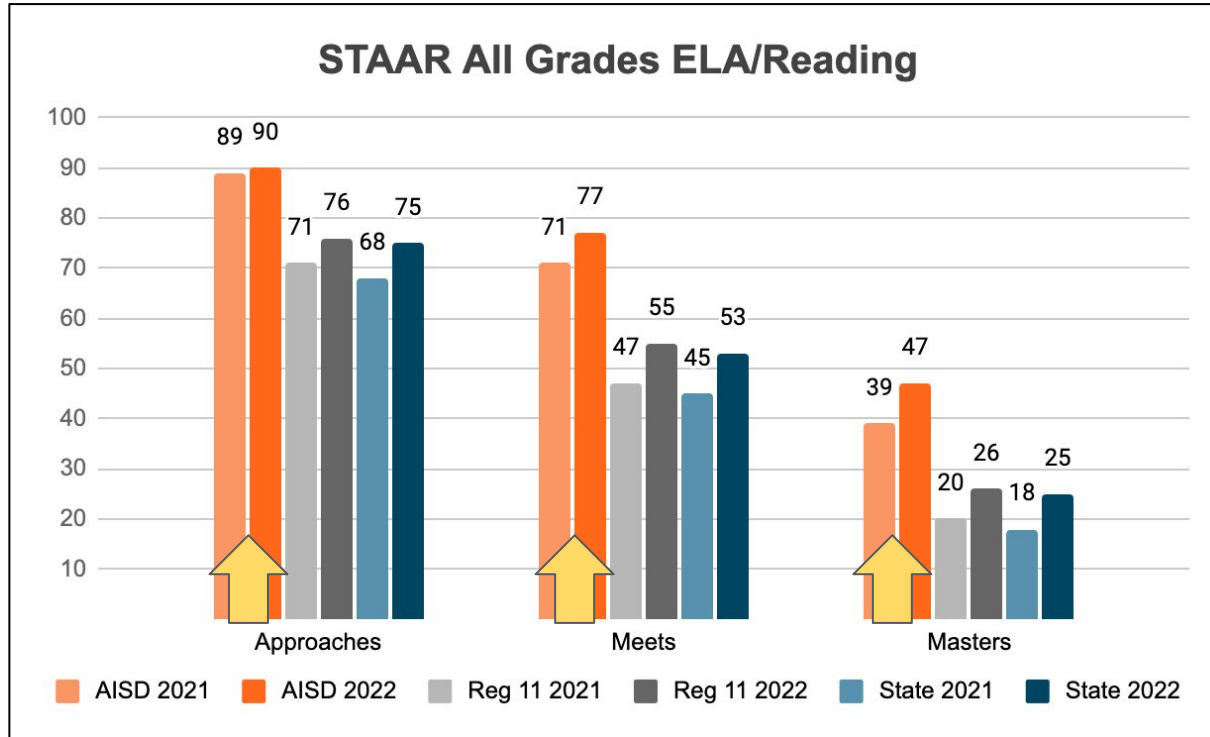Science; Closing the Gaps; Postsecondary Readiness
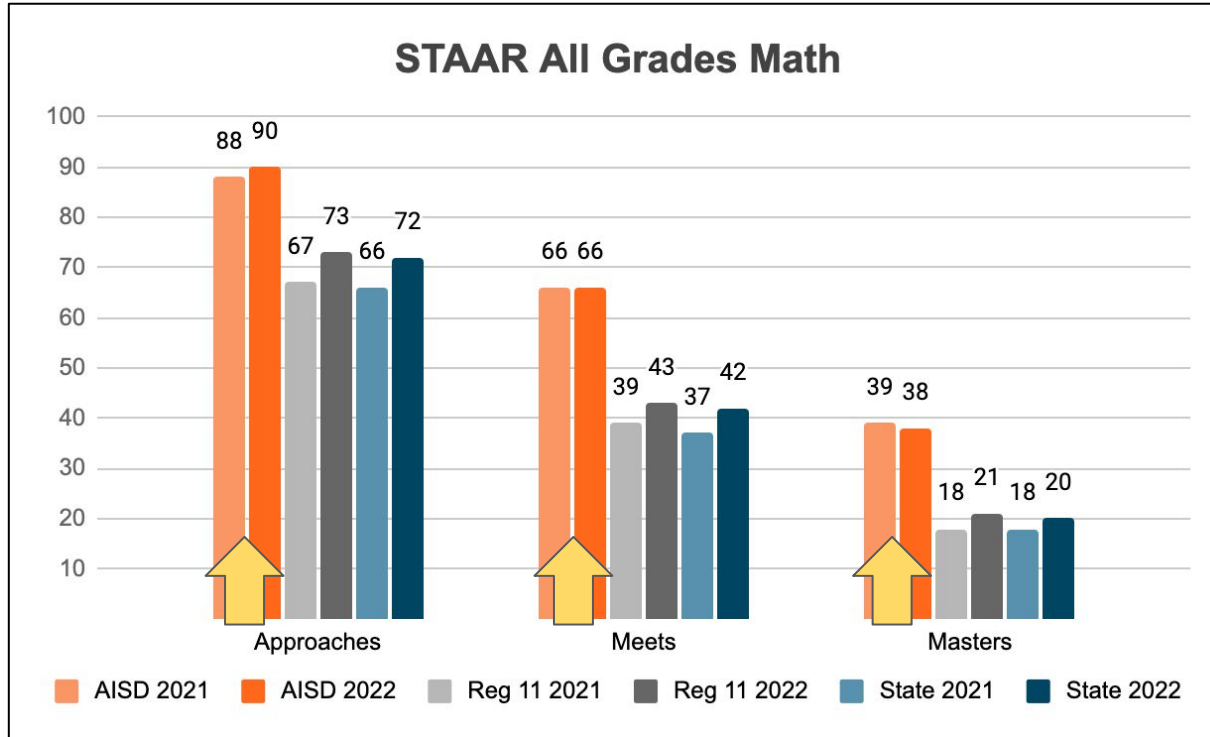
Daniel Ninth Grade
ELA/Reading; Science

Texas Academic Performance Report (TAPR)

STAAR All Grades ELA/Reading
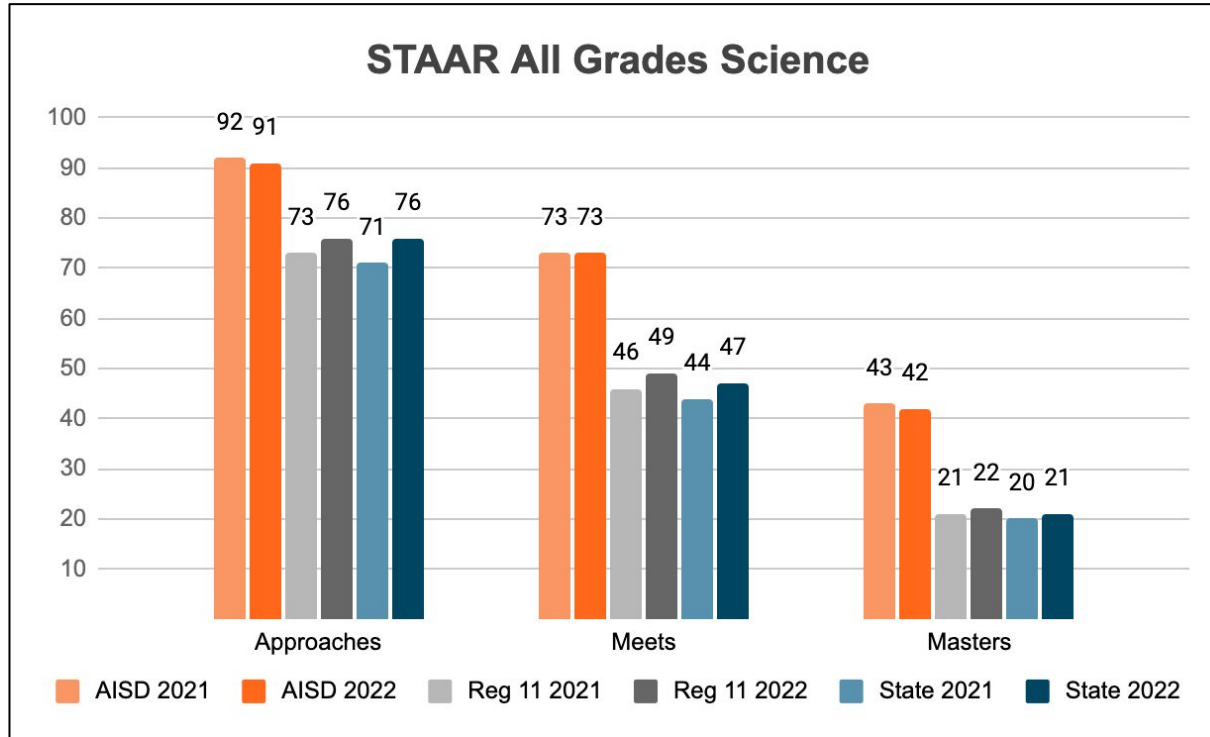
	Approaches	Meets	Masters
AISD 2021	89	71	39
AISD 2022	90	77	47
Reg 11 2021	71	47	20
Reg 11 2022	76	55	26
State 2021	68	45	18
State 2022	75	53	25

Texas Academic Performance Report (TAPR)

STAAR All Grades Math

	Approaches	Meets	Masters
AISD 2021	88	66	39
AISD 2022	90	66	38
Reg 11 2021	67	39	18
Reg 11 2022	73	43	21
State 2021	66	37	18
State 2022	72	42	20

STAAR All Grades Science

Texas Academic Performance Report (TAPR)

STAAR All Grades Social Studies
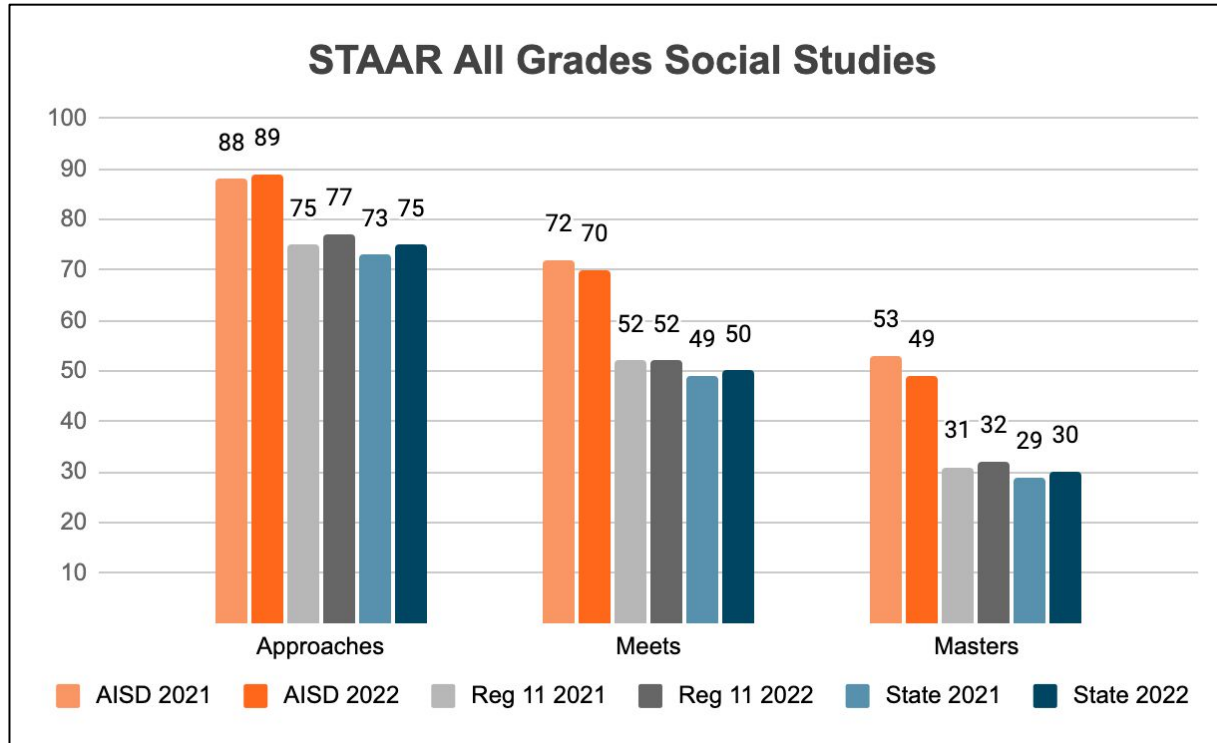
Texas Academic Performance Report (TAPR)

Attendance			
Year	District	Region 11	State
2020-21	96.3%	95.2%	95%
2019-20	99.2%	98.3%	98.3%

Drop-Out Rate (9-12)			
Year	District	Region 11	State
2020-21	0.3%	2.1%	2.4%
2019-20	0.3%	1.4%	1.6%

Graduation			
Class of	District	Region 11	State
2021	98.7%	90.2%	90%
2020	98.4%	90.9%	90.3%

CCMR			
Class of	District	Region 11	State
2021	72.6%	61.8%	65.2%
2020	76.5%	59.8%	63%

Texas Academic Performance Report (TAPR)

SAT/ACT (Tested)			
Class of	District	Region 11	State
2021	87%	71.9%	70.8%
2020	72.5%	74.6%	76.7%

64 additional students

SAT/ACT (At/Above Criterion)			
Class of	District	Region 11	State
2021	56.1%		
2020	74.5%		

216/385 students

239/321 students

AP/IB Results (Examinees >= Criterion)				
Year	Subjects	District	Region 11	State
2020-21	All Subjects	72.5%	52.5%	48.6%
2019-20		67.4%	62.1%	59%
2020-21	ELA	76.2%	51.3%	42.7%
2019-20		67.4%	55.9%	50.1%
2020-21	Math	67.4%	53.4%	49.4%
2019-20		62.4%	56.6%	56.5%
2020-21	Science	52.5%	42.4%	41.4%
2019-20		58.1%	48.1%	47.6%
2020-21	Social Studies	69%	46.7%	42.2%
2019-20		58%	58.2%	52.3%

Advanced Course/Dual Enrollment Completion (9-12)				
Year	Subjects	District	Region 11	State
2020-21	Any Subject	52.8%	40.9%	42.5%
2019-20		48.8%	43.8%	46.3%
2020-21	ELA	17.2%	14.7%	16.3%
2019-20		17.9%	16.1%	18.2%
2020-21	Math	19.8%	18%	19.3%
2019-20		20.7%	18.4%	20.7%
2020-21	Science	34.1%	20.6%	20.6%
2019-20		29.9%	22.4%	22.4%
2020-21	Social Studies	33.9%	23.6%	22.8%
2019-20		35.3%	25.7%	24.6%

PEIMS Financial Standards Reports

2020-21 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2020-21 Actual Financial Data (Campus)

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

2020-2021 Financial Actual Reports can be accessed from

http://tea.texas.gov/financialstandardreports/

2021-2022 District Accreditation Status

- Generally, 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)

- **Due to the impact of COVID and the unique challenges faced by schools in the 2019-20 and 2020-21 school years, the Commissioner has decided not to assign accreditation statuses until the 2022-23 school year**

- **Therefore, the district was not assigned an accreditation status for 2021-22**

District & Campus Performance Objectives

- Campus Improvement Plans (CIP)

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

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

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

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

Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus

- The report must include
  - Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
  - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
  - Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act

- The district's report for the 2021-22 school year is available for review on the district's Assessment and Accountability Department webpage.

- 2021-2022 AISD Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents

As required by TEA, the district has taken the following actions for the 2022-23 school year:

➢ Conduct a Summer Targeted Partial Safety Audit

➢ Conduct an Exterior Door Safety Audit

➢ Convene the district's Safety and Security Committee to review:
  ❏ the multi-hazard emergency operations plan (EOP)
  ❏ and, as a component of the EOP, the district's active threat plan

➢ Ensure all campus staff (including substitutes) are trained on their specific district and campus safety procedures

➢ Schedule all mandatory drills for the school year

➢ Ensure all threat assessment team members are trained

➢ Review and, as necessary, update access control procedures

Report on Violent or Criminal Incidents

Bullying Prevention

Counselor guidance lessons on topics of bullying definition, mechanisms for reporting, resiliency, responsible behavior; school-wide character program, the Positivity Project; teacher training on bullying definition and mechanisms for reporting

Human Trafficking

Training for all staff; Play It Safe Programs for middle and high school students

Child Abuse Awareness

Annual training for all 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 (11 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

STANFORD MEDICINE Tobacco Prevention Toolkit

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

Student Performance in Postsecondary Institutions

Graduates Enrolled in TX Institution of Higher Education

Year	District	Region 11	State
2019-20	55.5%	41.8%	46.1%
2018-19	60.5%	50%	52.6%

2019-20 High School Graduates' Enrollment and Academic Performance in Texas Public (or Independent) Higher Education in FY 2021

Postsecondary Institution	Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unknown
Four-Year Public University	113	9	8	28	26	41	1
Two-Year Public College	113	23	12	18	26	29	5
Independent Colleges & Universities	20	-	-	-	-	-	-
Non Trackable	14						
Not Found	183						
Total High School Graduates	443						

Progress Toward HB 3 Goals

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% to 70% by June 2024.

HB3 Goal: 3rd Grade Reading Progress
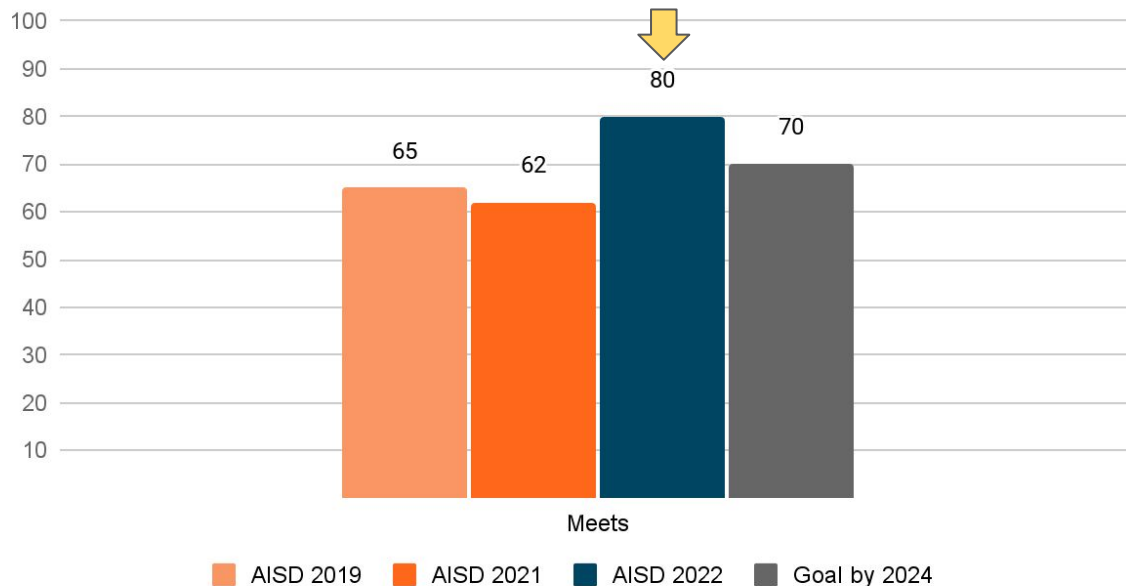
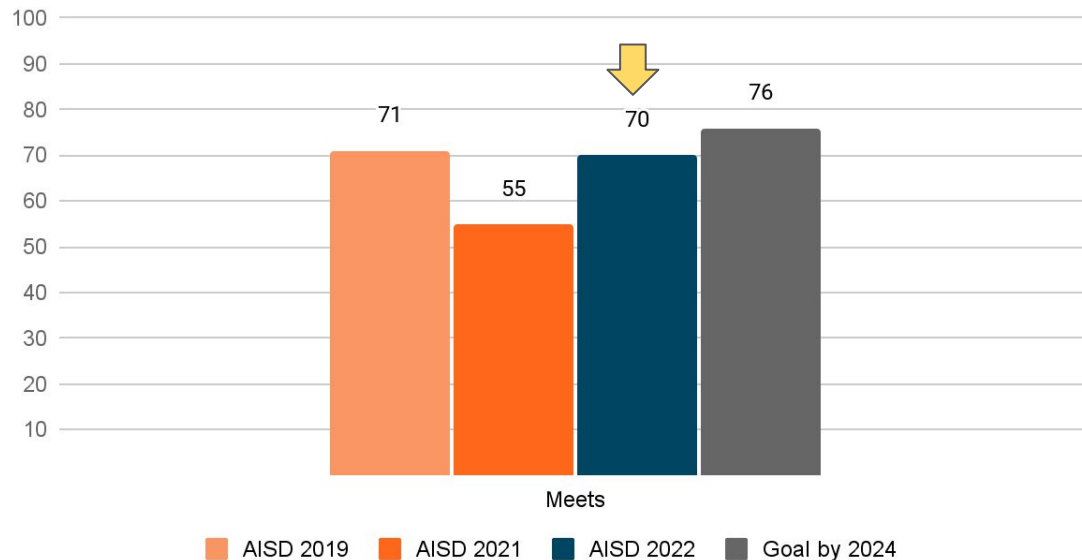|	AISD 2019	AISD 2021	AISD 2022	Goal by 2024
Meets	65	62	80	70

Progress Toward HB 3 Goals

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% to 76% by June 2024.
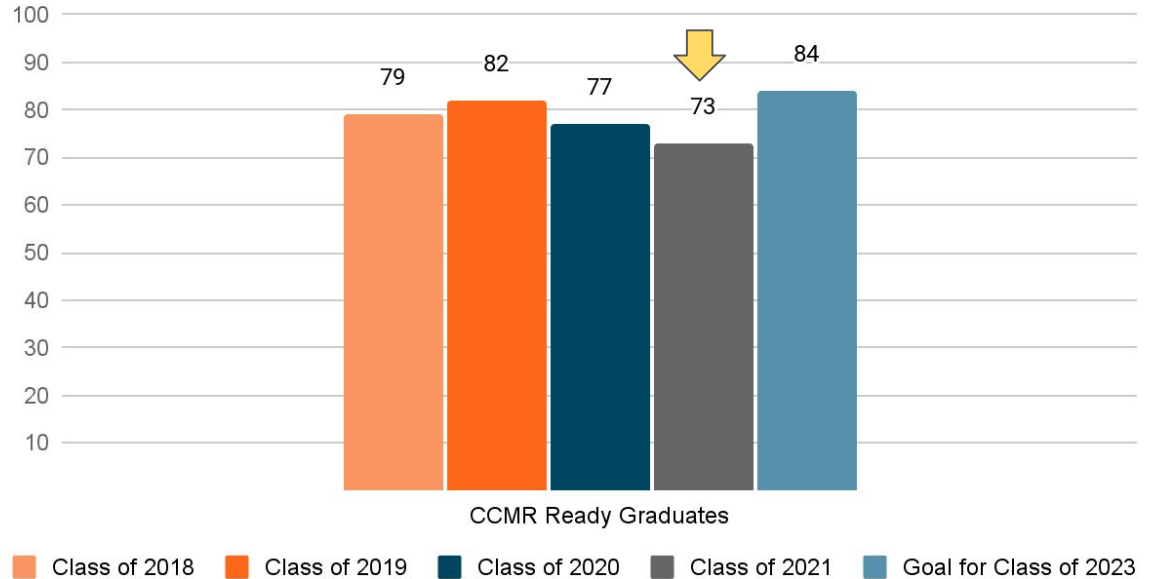
HB3 Goal: 3rd Grade Math Progress

Legend: AISD 2019 (71), AISD 2021 (55), AISD 2022 (70), Goal by 2024 (76) — Meets

Progress Toward HB 3 Goals

The percentage of graduates that meet the criteria for CCMR will increase from 79% to 84% by August 2024.

HB3 Goal: CCMR Progress

CCMR Ready Graduates

Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 | Goal for Class of 2023

(79, 82, 77, 73, 84)

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

[2021-2022 TAPR Glossary](#)

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational 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:

2022 RDA Manual: https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf

FFY 2022 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

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