

2020-2021 Annual Report Summary  
Aledo Independent School District



Public Hearing February 28, 2022

Department of Assessment and Accountability



# Texas Academic Performance Report (TAPR)

**2021 District Accountability Rating:**

*Not Rated: Declared State of Disaster*

**2021 Campus Accountability Rating:**

*Not Rated: Declared State of Disaster*

**2021 Special Education Determination Status (District Only):**

*Meets Requirements*

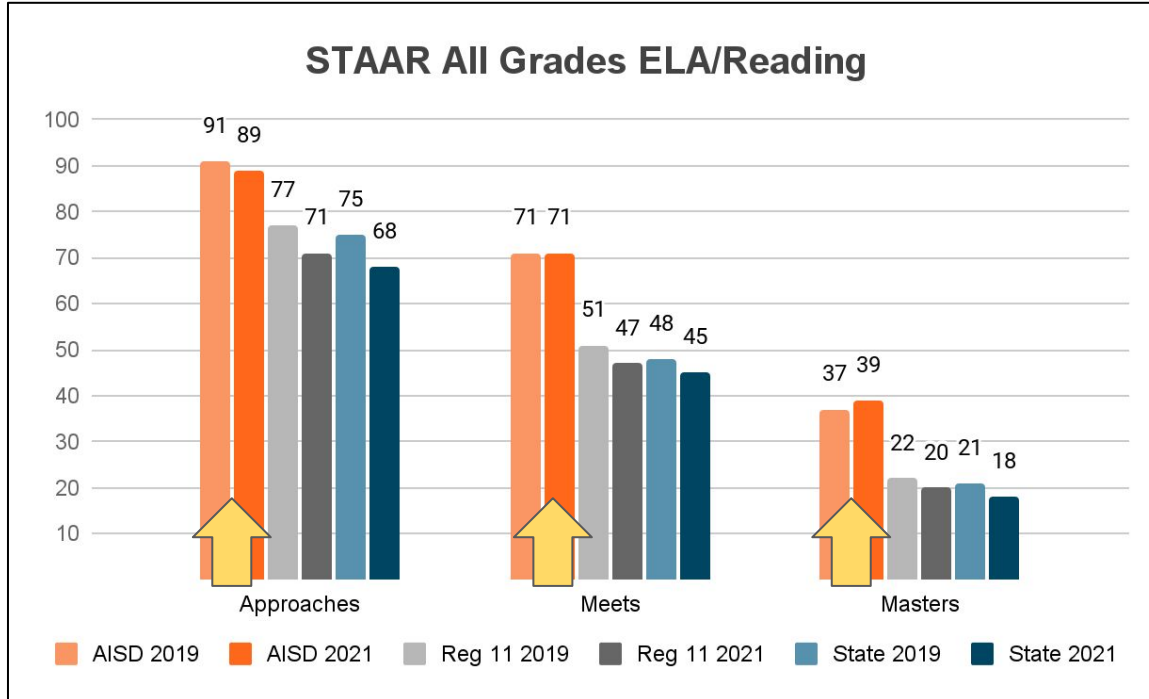
**2021 Distinction Designations:**

*No Distinction Designations were awarded at the district or campus level*



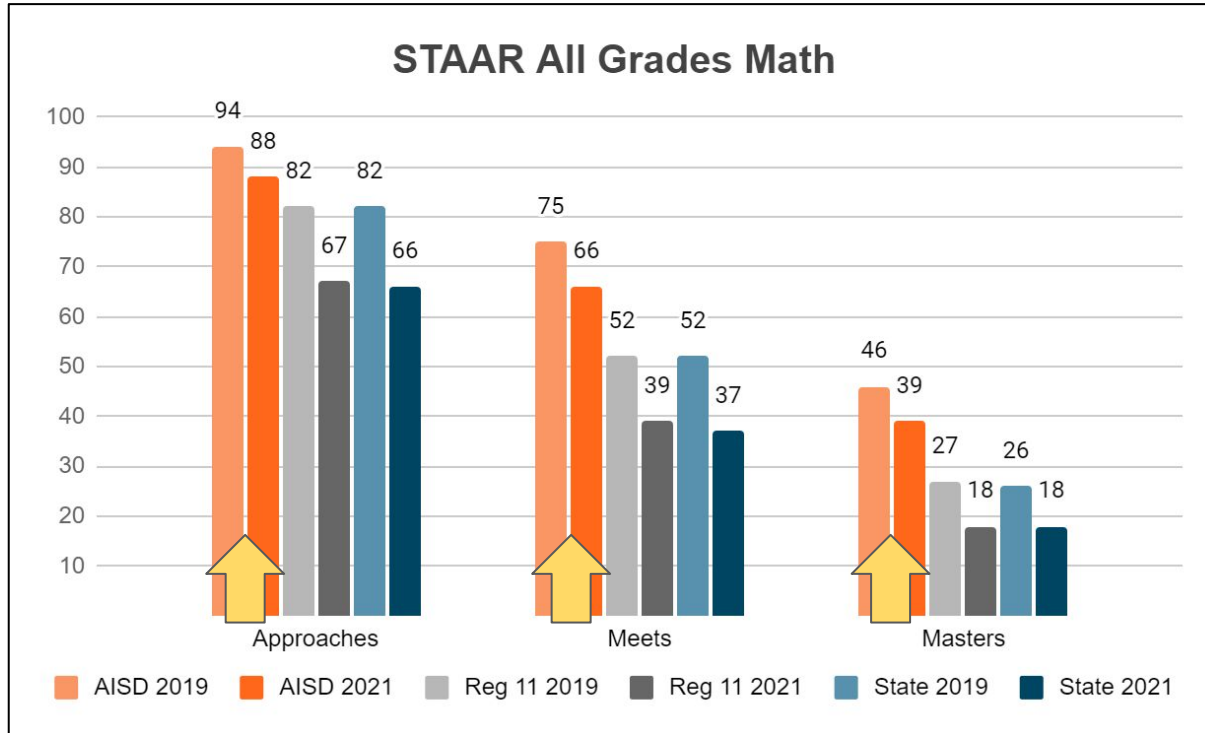
# Texas Academic Performance Report (TAPR)

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are reported.



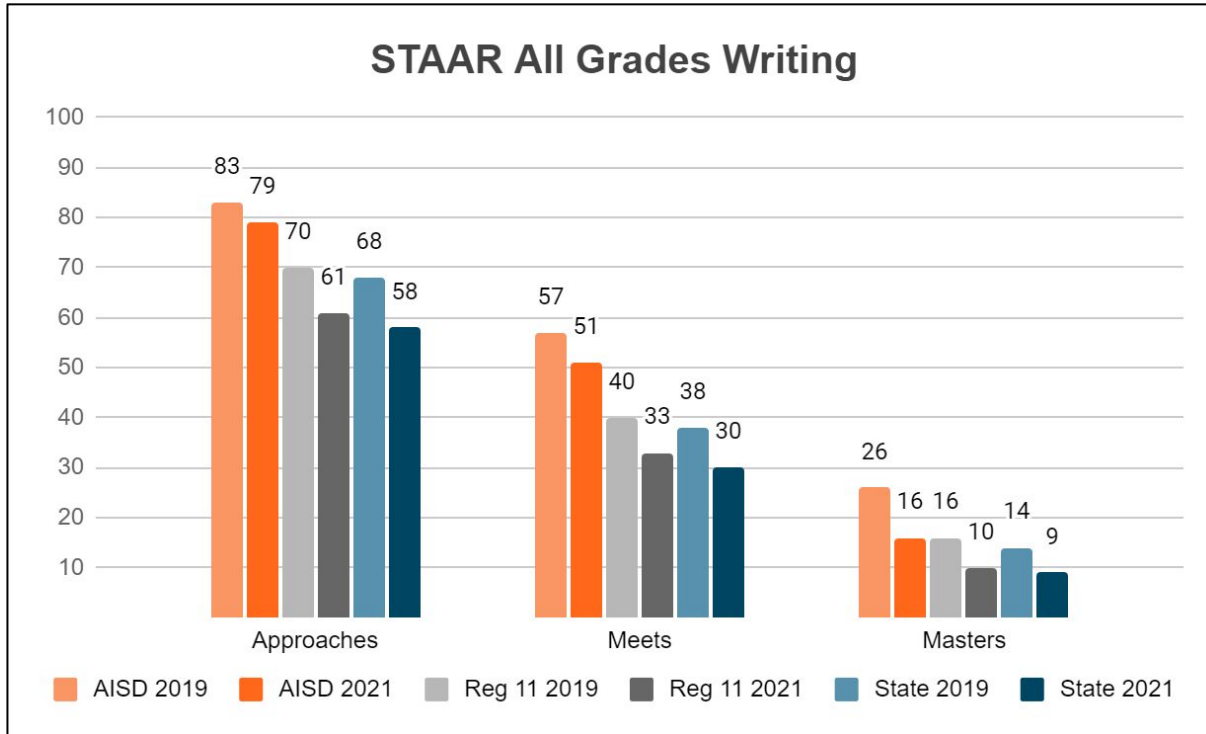


# Texas Academic Performance Report (TAPR)



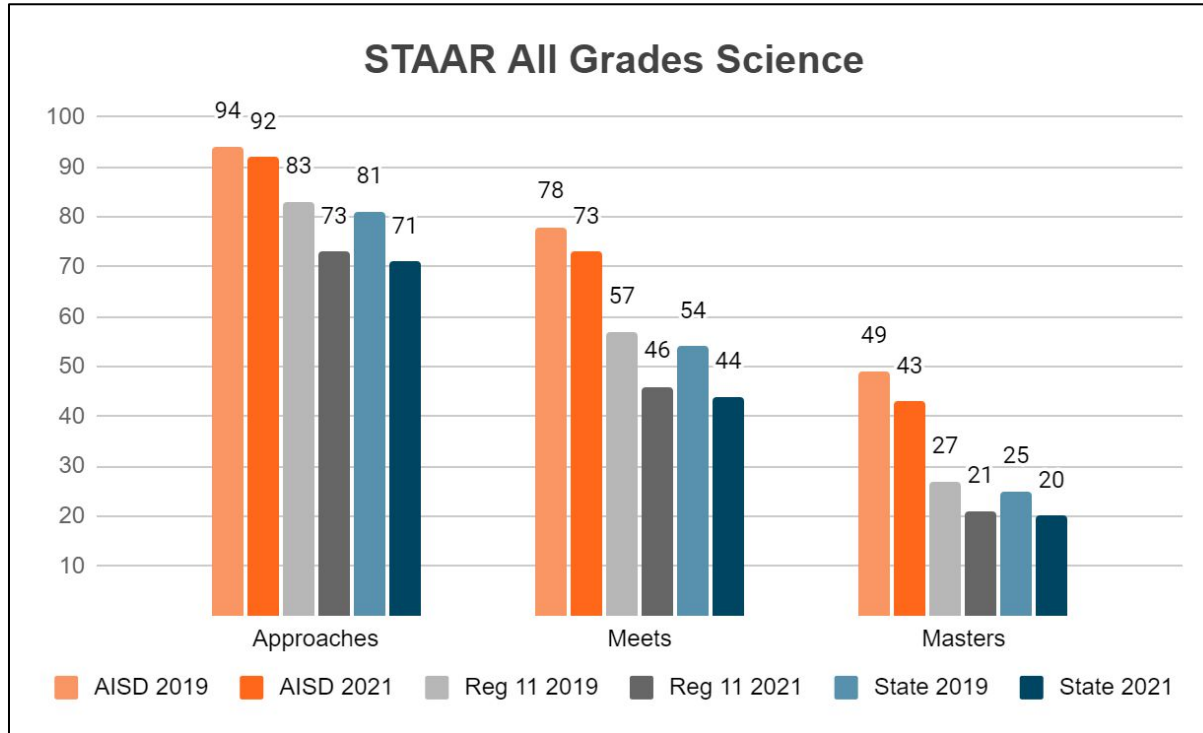


# Texas Academic Performance Report (TAPR)



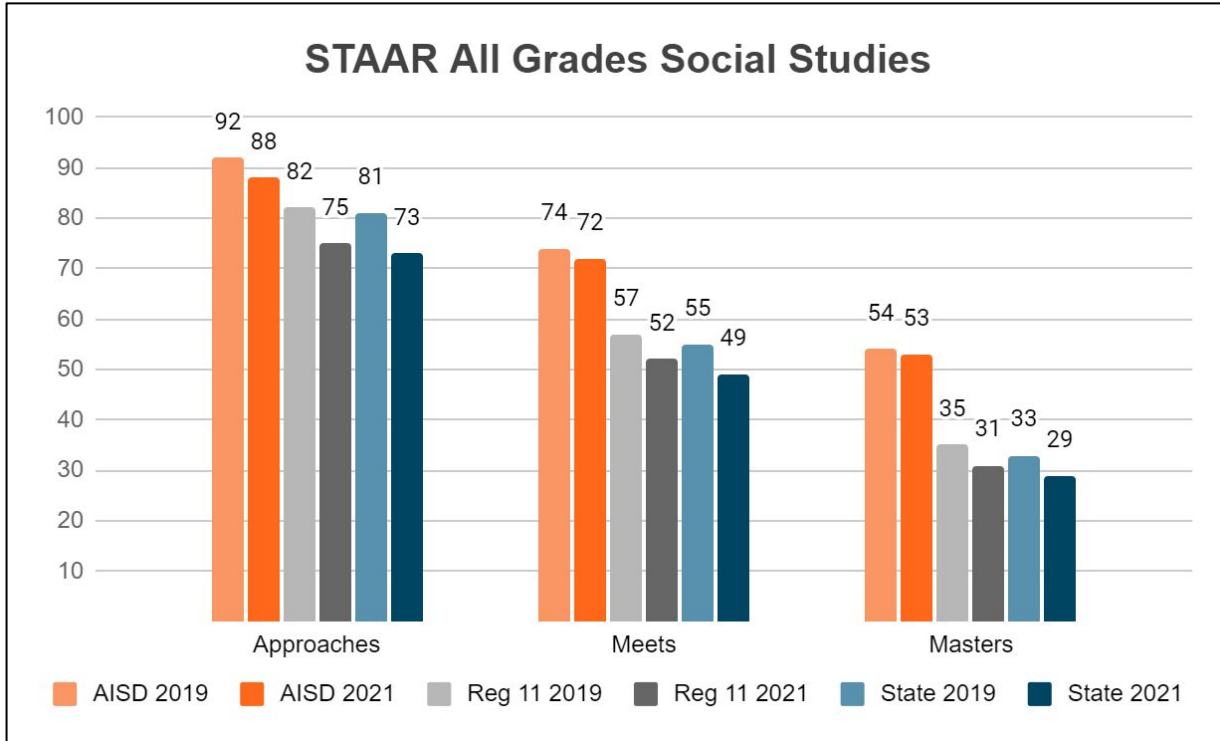


# Texas Academic Performance Report (TAPR)





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# Texas Academic Performance Report (TAPR)

Attendance			
Year	District	Region 11	State
2019-20	99.2%	98.3%	98.3%
2018-19	96.7%	95.7%	95.4%

Drop-Out Rate (9-12)			
Year	District	Region 11	State
2019-20	0.3%	1.4%	1.6%
2018-19	0.3%	1.6%	1.9%

Graduation			
Class of	District	Region 11	State
2020	98.4%	90.9%	90.3%
2019	95.8%	90.8%	90%

SAT/ACT (At/Above Criterion)			
Class of	District	Region 11	State
2020	74.5%	41.5%	35.7%
2019	73.1%	43.7%	36.1%





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

Year	Subjects	District	Region 11	State
2019-20	Any Subject	48.8%	43.8%	46.3%
2018-19		47.3%	42.4%	44.6%
2019-20	ELA	17.9%	16.1%	18.2%
2018-19		19%	16.1%	17.8%
2019-20	Math	20.7%	18.4%	20.7%
2018-19		21.8%	18.8%	20.4%
2019-20	Science	29.9%	22.4%	22.4%
2018-19		30.9%	21.4%	21.7%
2019-20	Social Studies	35.3%	25.7%	24.6%
2018-19		31.6%	24.9%	23.6%



## AP/IB Results (Examinees $\geq$ Criterion)

Year	Subjects	District	Region 11	State
2019-20	All Subjects	67.4%	62.1%	59%
2018-19		71%	54.9%	51%
2019-20	ELA	67.4%	55.9%	50.1%
2018-19		68.3%	51.5%	41.2%
2019-20	Math	62.4%	56.6%	56.5%
2018-19		75.7%	55.8%	52.2%
2019-20	Science	58.1%	48.1%	47.6%
2018-19		59.7%	41.7%	40.6%
2019-20	Social Studies	58%	58.2%	52.3%
2018-19		68.9%	52.5%	46.3%



# PEIMS Financial Standards Reports

## 2019-20 Actual Financial Data (District)

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

## 2019-20 Actual Financial Data (Campus)

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

2019-2020 Financial Actual Reports can be accessed from

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



# 2020-2021 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)
  
- **Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2021-22 school year**
  
- **Therefore, no district was assigned an accreditation status for 2020-21**



# 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 2020-21 school year is available for review on the district's Assessment and Accountability Department webpage.
- [2020-2021 AISD Report on Violent or Criminal Incidents](#)



# 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 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

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/out of State Institution of Higher Education	
Year	District
2018-19	85%
2017-18	85%

Graduates Enrolled in TX Institution of Higher Education			
Year	District	Region 11	State
2018-19	60.5%	50%	52.6%
2017-18	63.3%	52.5%	53.4%





# Student Performance in Postsecondary Institutions

2018-19 High School Graduates' Enrollment and Academic Performance in Texas Public (or Independent) Higher Education in FY 2020							
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	112	6	6	13	28	59	0
Two-Year Public College	103	24	13	12	27	24	3
Independent Colleges & Universities	35	-	-	-	-	-	-
Non Trackable	6						
Not Found	157						
Total High School Graduates	413						



# 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

[2020-2021 TAPR Glossary](#)

## 2020–21 Texas Academic Performance Report (TAPR) Glossary

### Cover Page

**2021 Accountability Rating:** Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

**Distinction Designations:** Distinction designations were not awarded for 2021.

**2021 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:

2021 RDA Manual: [https://tea.texas.gov/sites/default/files/19\\_0097\\_1009-1.pdf](https://tea.texas.gov/sites/default/files/19_0097_1009-1.pdf)

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-ape-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptov1.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>