



2019 - 20 ANNUAL REPORT

Board of Trustees Public Hearing, January 25, 2021

Austin ISD 2019-20 Annual Report

Texas Education Code §39.306 requires each district to:

- Publish an Annual Report
- Hold a public hearing of the Annual Report
- Widely disseminate the Annual Report throughout the district

The complete Annual Report is available at the following locations:

- [AISD website](#)
- Austin Central Library
 - *Austin public libraries are currently closed due to COVID-19 restrictions. A printed copy of the Annual Report will be kept at AISD central office reception until libraries reopen to the public.*

Components of the Annual Report



ACCREDITATION
STATUS

TAPR:
TEXAS ACADEMIC
PERFORMANCE
REPORT



PEIMS FINANCIAL
REPORT

CAMPUS
PERFORMANCE
OBJECTIVES



VIOLENT OR
CRIMINAL
INCIDENT REPORT

POSTSECONDARY
PERFORMANCE



DISTRICT ACCREDITATION STATUS



Accreditations and Ratings Summary



| ACCREDITATION STATUS | |
|--|--|
| <u>2019-20 Accreditation Status</u> | Accredited |
| 2019-20 FIRST Rating | A = Superior |
| 2020 Accountability Rating | <i>Not Rated: Declared State of Disaster</i> |
| <u>2020 Special Education Determination Status</u> | Meets Requirements |

All Texas districts and campuses were labeled **Not Rated: Declared State of Disaster** for 2020 due to disruptions caused by the COVID-19 pandemic.

TAPR: TEXAS ACADEMIC PERFORMANCE REPORT



TAPR: Texas Academic Performance Report



The Texas Academic Performance Report (TAPR) is a state mandated performance report prepared by the Texas Education Agency. The TAPR is published annually, and shared via the [district's website](#) and [TEA's website](#).

A report is created for [each campus](#) and the [district as a whole](#). The TAPR includes:

- STAAR Performance, progress, and participation
- Attendance, graduation, and dropout rates
- College, Career, and Military Readiness (CCMR) and other Postsecondary Indicators
- Student information
- Staff information
- PEIMS Financial Standards Reports
- [Comprehensive Glossary](#)

TAPR: District STAAR Performance



STAAR is the state's testing program for students in grades 3-12 and is based on state curriculum standards in the core subjects of reading, writing, mathematics, science, and social studies. STAAR tests are designed to measure what students are learning in each grade and whether or not they are ready for the next grade.

Due to the cancellation STAAR in the spring of 2019 due to the COVID-19 pandemic, the performance section of the 2019-20 TAPR was not updated. The TAPR contains STAAR results for school years 2017-18 and 2018-19. Because these results were presented in last year's Annual Report they will not be repeated in this year's report.

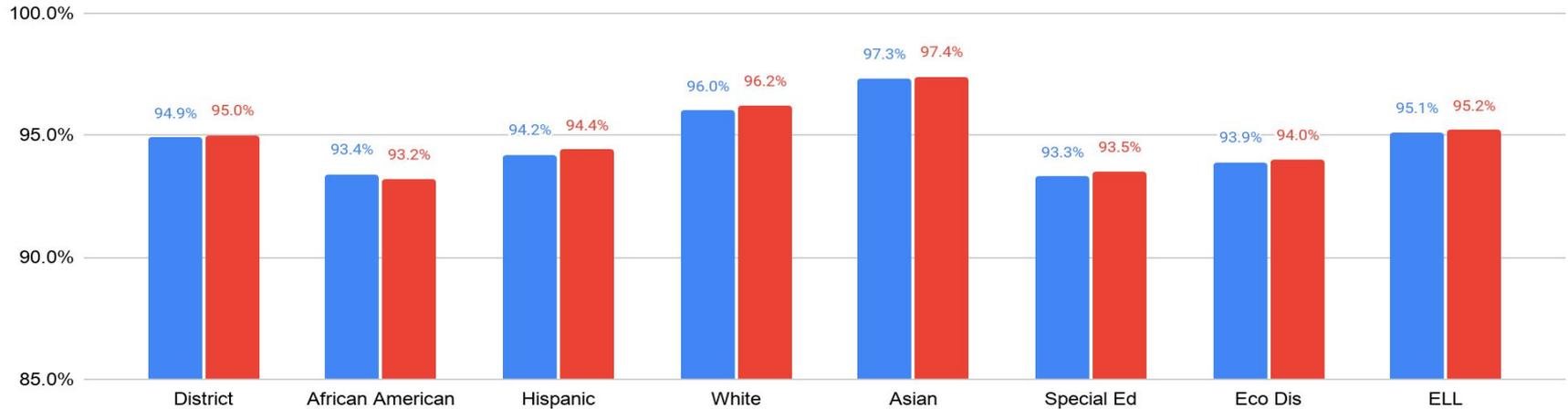
[AISD District TAPR](#)

TAPR: Attendance Rates



Attendance Rates, 2017-18 and 2018-19

■ 2017-18 ■ 2018-19

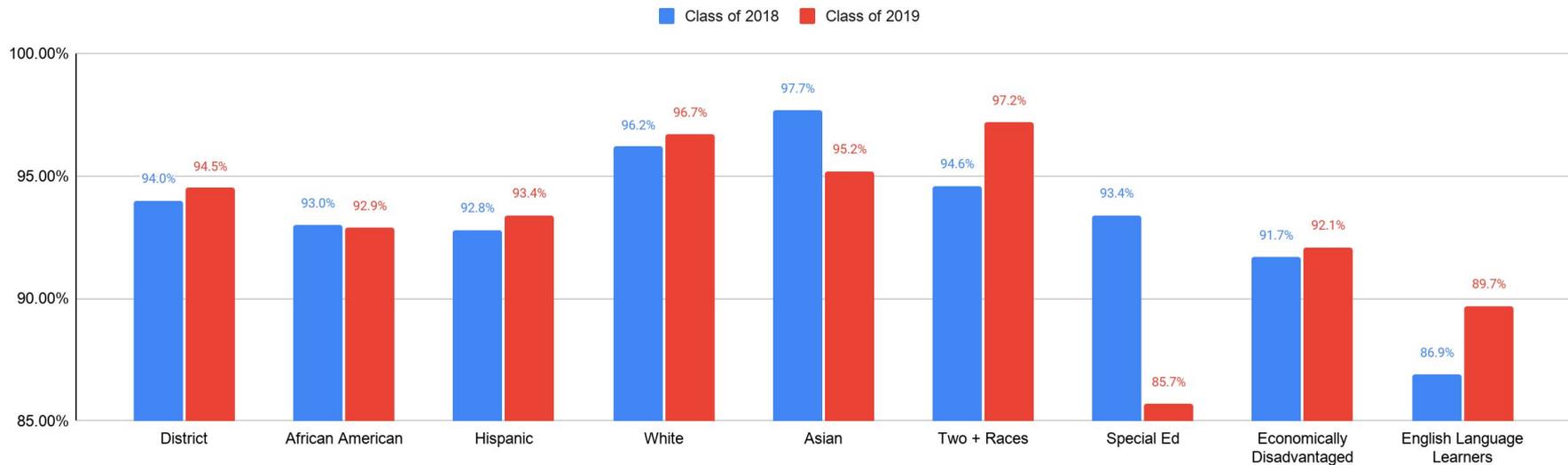


AISD's district-wide attendance rate for school year 2018-19 was 95.0%, up one-tenth of a percent from 2017-18 (94.9%). 2018-19 attendance rates for student groups ranged from a low of 93.2% (African American) to a high of 97.4% (Asian).

TAPR: 4-Year State Longitudinal Graduation Rates



Graduation Rates, Class of 2018 & Class of 2019

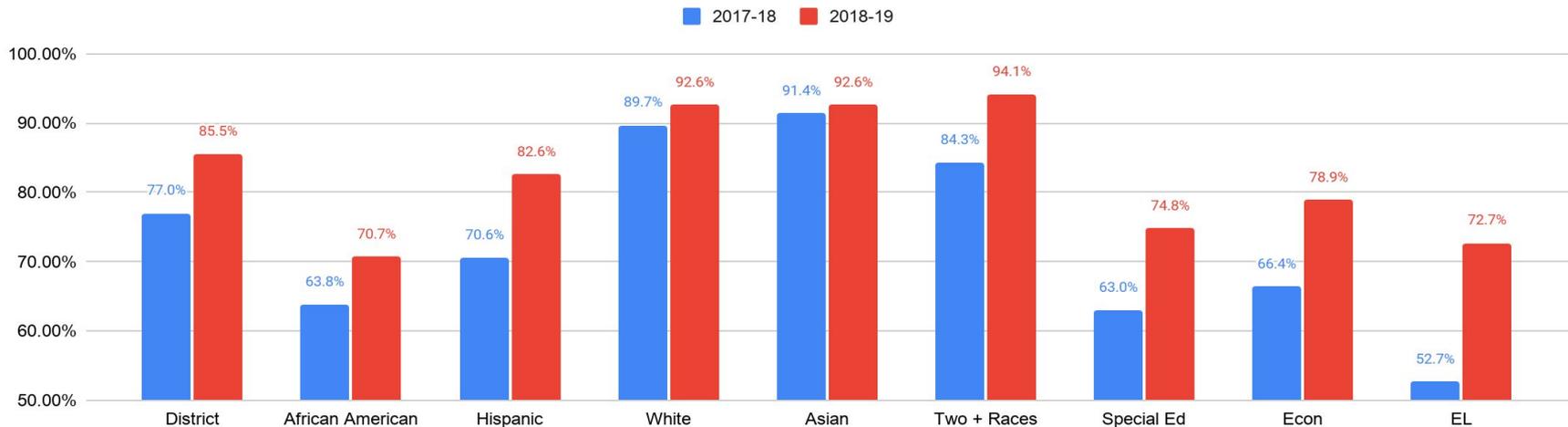


AISD's district-wide graduation rate for the class of 2019 was 94.5%, up five-tenths of a percent compared to the class of 2018 (94.0%). Class of 2019 graduation rates for student groups ranged from a low of 85.7% (Special Education) to a high of 97.2% (Two + Races).

TAPR: College, Career and Military Readiness (CCMR)



Percentage of CCMR Graduates, 2017-18 and 2018-19



AISD students recognized as CCMR in 2018-19 was 85.5%, up eight and a half percentage points compared to 2017-18 (77.0%). 2018-19 CCMR graduates for student groups ranged from a low of 70.7% (African Americans) to a high of 94.1% (Two + Races).

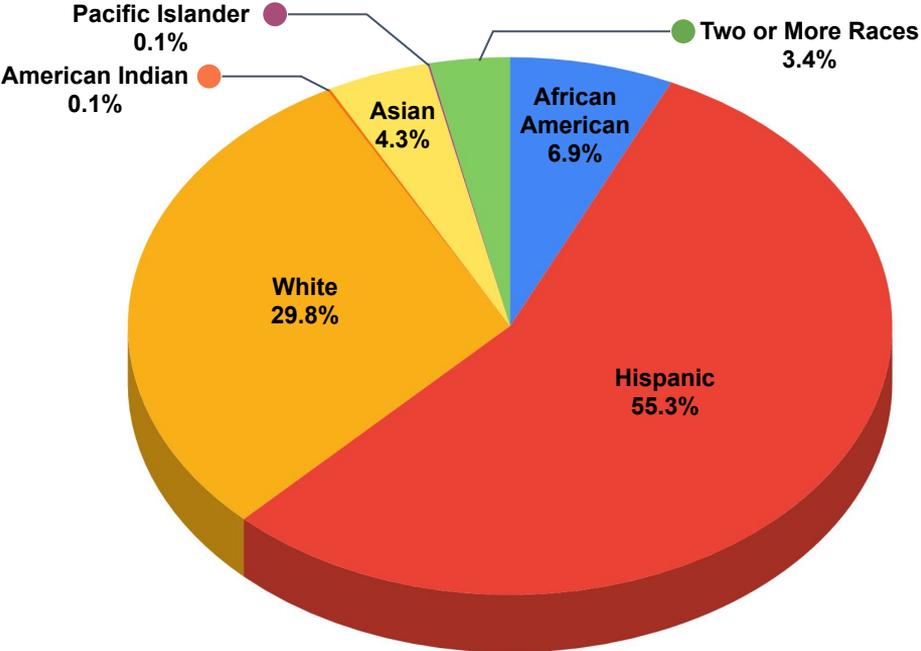
TAPR: CCMR and Postsecondary Readiness



AISD's Department of Research and Evaluation completes a *College Readiness Summary* annually. This report summarizes selected district college readiness outcomes by campus: [2018-2019 College Readiness Summary](#)



AISD 2019-20 Ethnic Distribution



TAPR: Student Demographics & Program Enrollment



STUDENT DEMOGRAPHIC DATA:

| Demographic | Percent |
|-----------------------------------|---------|
| Economically Disadvantaged | 53.0 |
| Non-Educationally Disadvantaged | 47.0 |
| English Language Learners (ELL) | 28.2 |
| Disciplinary Placements (2018-19) | 1.1 |
| At-Risk | 49.5 |

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=manykay&_program=perfrept.pe rfmast.sas&_debug=0&ccyy=2020&lev=D&id=227901&prgopt=reports/tapr/student.sas

STUDENT ENROLLMENT BY PROGRAM:

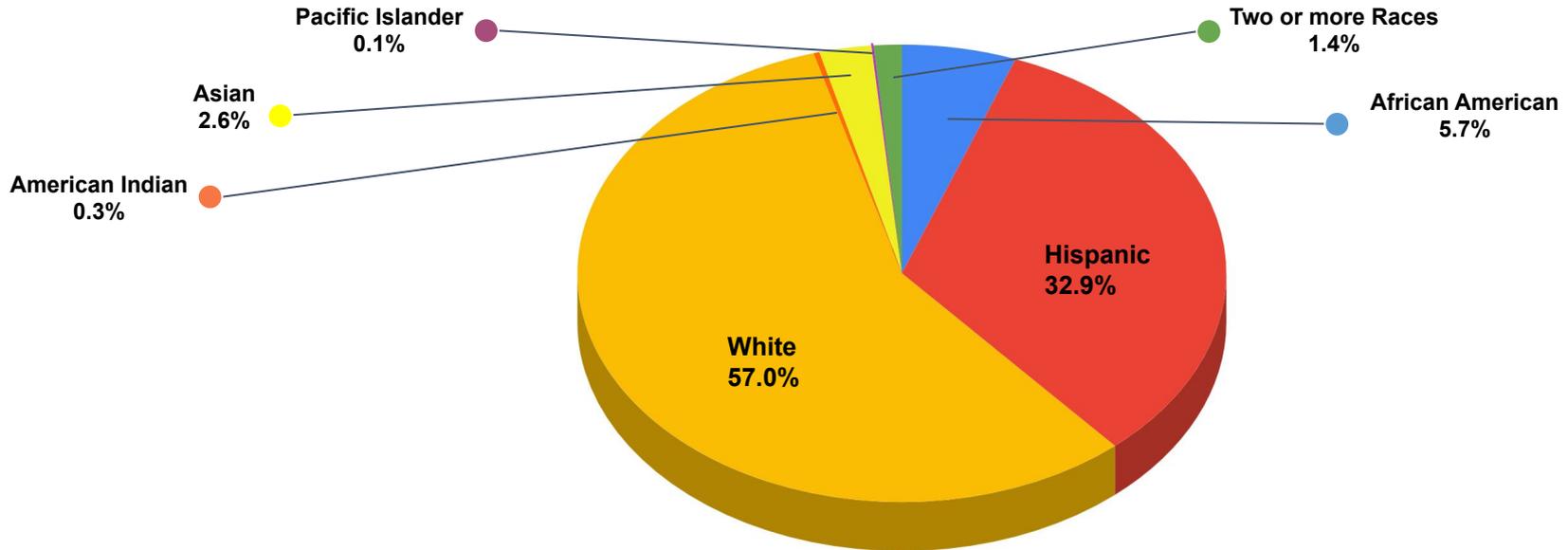
| Program | Percent |
|------------------------------|---------|
| Bilingual/ESL Education | 31.0 |
| Career & Technical Education | 29.7 |
| Gifted & Talented Education | 10.9 |
| Special Education | 12.8 |

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=manykay&_program=perfrept.pe rfmast.sas&_debug=0&ccyy=2020&lev=D&id=227901&prgopt=reports/tapr/student.sas

TAPR: Teacher Race and Ethnicity Data



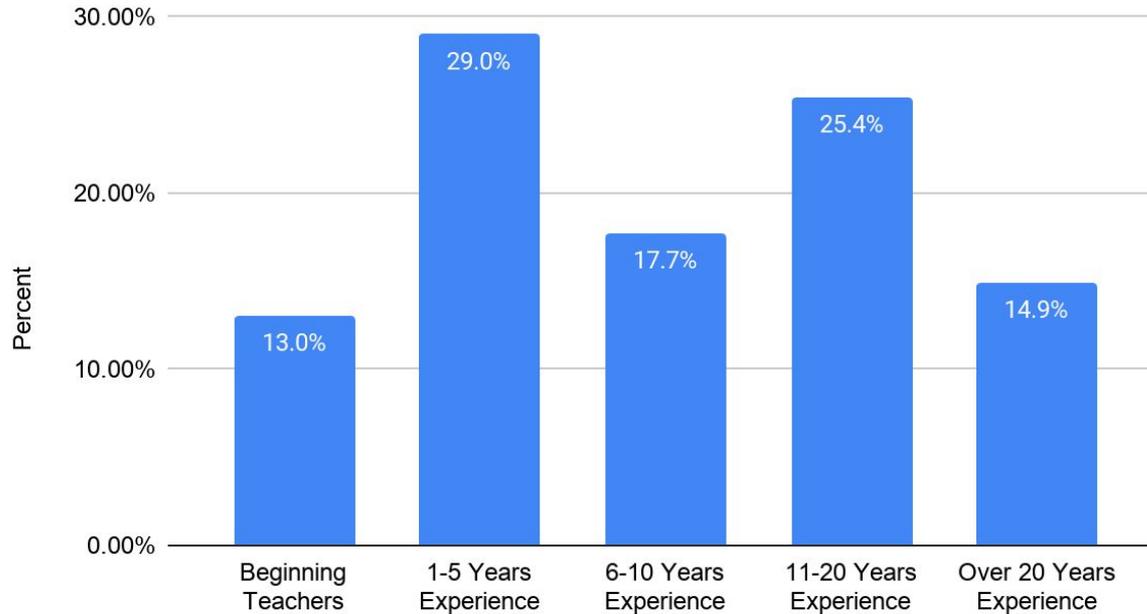
Teachers by Race/Ethnicity



TAPR: Teacher, Years of Experience



Teachers by Years of Experience



PEIMS FINANCIAL REPORT



PEIMS Financial Report



The Public Education Information Management System's (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publically available for review. The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund balances. These resources help districts manage budgets in a manner that maximizes fund allocations for direct instructional purposes.

[2018-19 Actual Financial Data](#)

Austin ISD currently pays the largest amount in recapture funds of any district in Texas: **\$665,251,676 of 2018-19 financial disbursements (46.40% of General Fund).**

PEIMS Financial Report: Disbursements



AUSTIN ISD TOTAL MONETARY DISBURSEMENTS

| | DISTRICT | | | | | | STATE | | |
|-------------------------------------|------------------------|----------------|-----------------|------------------------|----------------|-----------------|-------------------------|----------------|-----------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Operating Expenditures | \$748,505,493 | 52.21% | \$9,381 | \$866,067,916 | 47.96% | \$10,855 | \$53,692,440,166 | 71.10% | \$9,913 |
| Recapture | \$665,251,676 | 46.40% | \$8,338 | \$665,251,676 | 36.80% | \$8,338 | \$2,768,462,682 | 3.67% | \$511 |
| Total Other Uses | \$5,000,000 | 0.35% | \$63 | \$5,000,000 | 0.28% | \$63 | \$1,068,121,149 | 1.41% | \$197 |
| Intergovernmental Charge | \$13,050,052 | 0.91% | \$164 | \$13,050,052 | 0.72% | \$164 | \$681,757,275 | 0.90% | \$126 |
| Debt Service (Obj. 6500) | \$476,890 | 0.03% | \$6 | \$113,416,115 | 6.28% | \$1,421 | \$8,439,295,633 | 11.18% | \$1,558 |
| Capital Projects (Obj. 6600) | \$1,461,233 | 0.10% | \$18 | \$142,868,659 | 7.91% | \$1,791 | \$8,861,633,785 | 11.74% | \$1,636 |
| Total Disbursements | \$1,433,745,344 | 100.00% | \$17,970 | \$1,805,654,418 | 100.00% | \$22,631 | \$75,511,710,690 | 100.00% | \$13,942 |

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_service=appserv&_debug=0&_program=sfadhoc.actual_report_2019.sas&who_box=&who_list=227901

CAMPUS PERFORMANCE OBJECTIVES



Campus Performance Objectives



The TEA requires that each campus identify board approved [campus performance objectives](#) as part of the campus improvement plan. Districts must monitor and publically report each campuses progress towards meeting the identified objectives.

Austin ISD utilizes the [Strategic Plan](#) and the associated district scorecard to identify, evaluate, and report campus performance objectives throughout the district.

Scorecard results are reviewed annually with the board and shared publicly via our website: [AISD 2019-20 Scorecard](#)

Campus Performance Objectives: Scorecard



LINK

[AISD 2019-20 Scorecard](#)

Austin ISD 2019-20 Scorecard
Goals, Constraints and Progress Measures
(Approved by the Board of Trustees on December 17, 2018)

| Goal | Measure | SY 17/18 | SY 18/19 | SY 19/20 | Targets | | |
|---------------|---|----------|----------|----------|----------|----------|----------|
| | | Actual | Actual | Actual | SY 19/20 | SY 20/21 | SY 21/22 |
| GOAL 1 | Increase student achievement through a strong literacy foundation for all. | | | | | | |
| GPM 1.1 | The percentage of AISD PK students who meet kindergarten readiness as measured by the Texas Kindergarten Entry Assessment (TX-KEA) when they are in kindergarten will increase from 73% to 90% by SY 21/22. | 73% | 70% | 60% | 77% | 84% | 90% |
| GPM 1.2 | The percentage of African American students in grades 1 & 2 who are reading on or above grade level as measured by Istation's Indicators of Progress (IPIP) end-of-year assessment will increase from 54% to 63% by SY 21/22. | 54% | 59% | No Data | 61% | 62% | 63% |
| GPM 1.3 | The percentage of Hispanic students in grades 1 & 2 who are reading on or above grade level as measured by Istation's Indicators of Progress (IPIP) end-of-year assessment will increase from 63% to 70% by SY 21/22. | 63% | 66% | No Data | 68% | 69% | 70% |
| GPM 1.4 | The percentage of economically disadvantaged students in grades 1 & 2 who are reading on or above grade level as measured by Istation's Indicators of Progress (IPIP) end-of-year assessment will increase from 59% to 67% by SY 21/22. | 59% | 62% | No Data | 64% | 66% | 67% |
| GPM 1.5 | Board Goal required under House Bill 3 - The percentage of 3rd graders achieving the Meets Grade Level (postsecondary readiness) standard on the STAAR reading assessment will increase from 49% to 59% by SY 21/22. | 49% | 51% | No Data | 54% | 56% | 59% |
| GPM 1.6 | The percentage of students meeting their individualized dyslexia/reading progress measures as defined in their intervention plans will increase from 71% to 78% by SY 21/22. | N/A | 71% | No Data | 73% | 75% | 78% |
| GPM 1.7 | Board Goal required under House Bill 3 - The percentage of 3rd graders achieving the Meets Grade Level (postsecondary readiness) standard on the STAAR math assessment will increase from X to Y by SY 21/22. | | | No Data | TBD | TBD | TBD |
| GOAL 2 | Ensure personal development and critical thinking skills through excellence in learning experiences. | | | | | | |
| GPM 2.1 | The percentage of students in grades 5 & 8 who demonstrate proficiency on a problem-based learning activity will be greater than or equal to 90%. | 93% | 97% | No Data | ≥ 90% | ≥ 90% | ≥ 90% |
| GPM 2.2 | The percentage of students in grades 6 & 7 who achieve the Meets Grade Level (postsecondary readiness) standard as measured by the STAAR math assessment will increase from 36% to 48% by SY 21/22. | 36% | 38% | No Data | 42% | 45% | 48% |
| GPM 2.3 | The percentage of students in grades 6-8 who successfully complete a district-created BLEND mathematics module will increase from 39% to 75% by SY 21/22. | N/A | 39% | | 51% | 63% | 75% |
| GPM 2.4 | The percentage of students completing Algebra 1 before entering high school will be greater than or equal to 35%. | 34% | 39% | No Data | ≥ 35% | ≥ 35% | ≥ 35% |
| GPM 2.5 | The percentage of schools meeting or maintaining their baseline school level (E, MS or HS) average SEL implementation score, as measured by the SEL implementation rubric, will increase from 69% to 92% by SY 21/22. | 69% | 86% | No Data | 88% | 90% | 92% |

VIOLENT OR CRIMINAL INCIDENT REPORT



Violent and Criminal Incidents



Texas requires that districts publically report all violent and/or criminal incidents within their district. [AISD Report on Violent or Criminal Incidents](#).

Number of Violent or Criminal Offenses: District Totals

| Year | Total Number of Offenses | Percent of Students Disciplined |
|---------|--------------------------|---------------------------------|
| 2019-20 | 928 | 1.10% |
| 2018-19 | 1104 | 1.31% |

POSTSECONDARY PERFORMANCE

Texas Higher Education Coordinating Board Report



Postsecondary Performance: Higher Education Profile



For the graduates tracked by the Texas Higher Education Board, the percentage of students attending Texas institutions of higher education (IHE) remained relatively stable for 2017 and 2018 graduates

AISD GRADUATES ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION (IHE)

| | 2017 Graduates | 2018 Graduates |
|-------------------------------------|----------------|----------------|
| Four-Year Public University | 22.86% | 23.87% |
| Two-Year Public Colleges | 24.34% | 23.98% |
| Independent Colleges & Universities | 4.18% | 3.57% |
| Total IHE | 51.38% | 51.42% |
| Not Trackable | 10.26% | 8.92% |
| Not Found | 38.36% | 39.66% |

Postsecondary Performance: Higher Education Profile



2017-2018 Student Performance in Postsecondary Institutions

| Group | Total Graduates | <2.0 | 2.0-2.49 | 2.5-2.99 | 3.0-3.49 | >3.5 | Unknown |
|-------------------------------------|-----------------|------|----------|----------|----------|------|---------|
| Four-Year Public University | 1,084 | 182 | 117 | 183 | 248 | 342 | 11 |
| Two-Year Public Colleges | 1,089 | 309 | 154 | 142 | 194 | 196 | 92 |
| Independent Colleges & Universities | 162 | | | | | | |
| Not Trackable | 405 | | | | | | |
| Not Found | 1,801 | | | | | | |
| Total District Graduates | 4,541 | | | | | | |

55% of AISD 2018 graduates who enrolled in a Texas four-year public university in the year following high school graduation earned a GPA of 3.0 or better.

At two-year public universities, 39% maintained a GPA of 3.0 or better.

thank you!