



2021-2022 ANNUAL REPORT

**Board of Trustees Public Hearing
February 23, 2023**



Austin ISD 2021-22 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 ISD Central Office



Components of the Annual Report



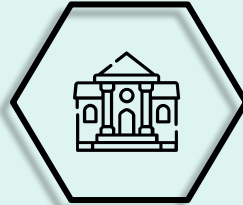
ACCREDITATION
STATUS

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>2021-22 Accreditation Status</u>	<u>Not Assigned*</u>
<u>2021-22 FIRST Rating</u>	A = Superior Achievement (90%)
<u>2022 Accountability Rating</u>	Overall Rating B = (88)
<u>2022 Special Education Determination Status</u>	Needs Assistance

*Accreditation status assignment will not resume until the 2022-2023 school year as per 19 TAC §97.1055. ([TEA correspondence January, 2022](#))



Accreditations and Ratings - Additional Information



AUSTIN ISD

ADDRESS:
4000 S Ih 35 Frontage Rd, Austin, TX 78704

PHONE:
(512) 414-1700

PROFILE PERFORMANCE FINANCE SCHOOLS PARENT RESOURCES COMPARE PDF REPORTS

ACCOUNTABILITY OVERVIEW

Overall Rating

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

[TELL ME MORE](#)

Change Over Time

Academic Year	Overall Rating	Score
2021-22	B	88
2020-21	Not Rated*	N/A
2019-20	Not Rated*	N/A
2018-19	B	89
2017-18	B	89

* Given the impact of COVID-19, all districts and schools received a label of Not Rated. Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the school has changed over time.

Overall Performance Details

Student Achievement

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

[ADDITIONAL DETAILS](#)

School Progress

Academic Growth	Student Progress

A. Academic Growth Score B. Student Progress Score

Closing the Gaps

Closing the Gaps tells us how well a district is ensuring that all student groups are successful.

[ADDITIONAL DETAILS](#)

Special Education Determination Status

Each Texas school district is assigned one of four special education determination levels:

- Meets Requirements,
- Needs Assistance,
- Needs Intervention, or
- Needs Substantial Intervention

Austin ISD was assigned a status of **Needs Assistance**.

This label is based on an evaluation of each district's Results Driven Accountability indicators in the special education program area and four Federally Required Elements.



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
- [TAPR 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 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.

Performance Level Descriptors provide a snapshot of students' academic characteristics based on performance on a given STAAR assessment:

- **Masters Grade Level:** Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
- **Meets Grade Level:** Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- **Approaches Grade Level:** Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **Did Not Meet Grade Level:** Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

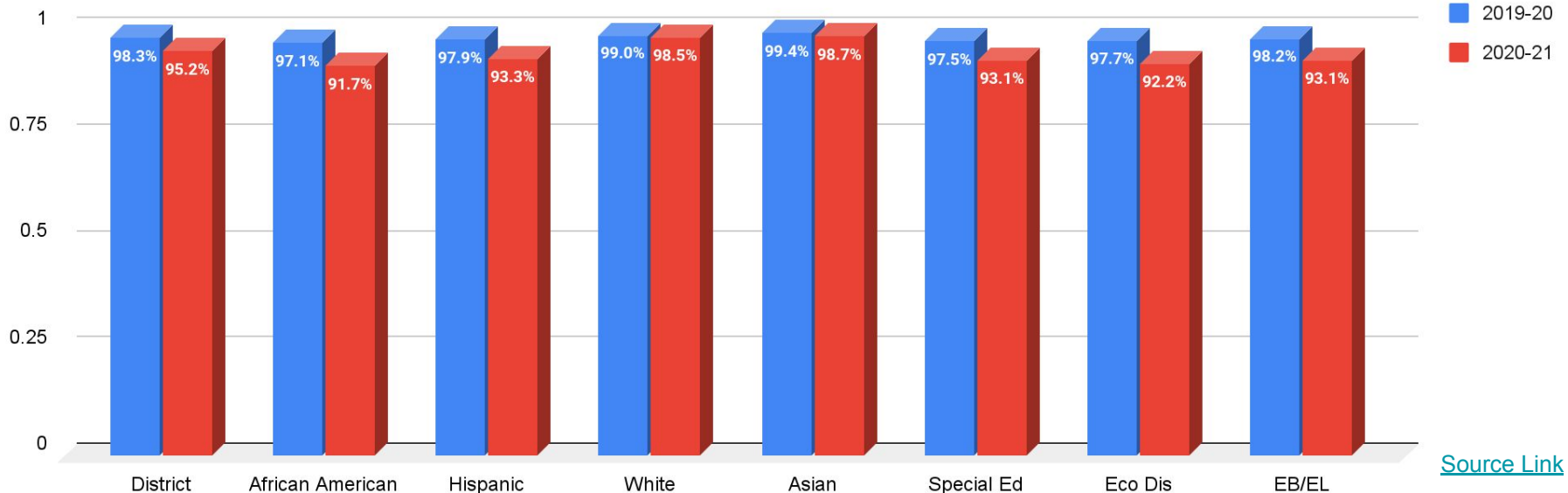
AISD District TAPR



TAPR: Attendance Rates



Attendance Rates, 2019-20 and 2020-21



[Source Link](#)

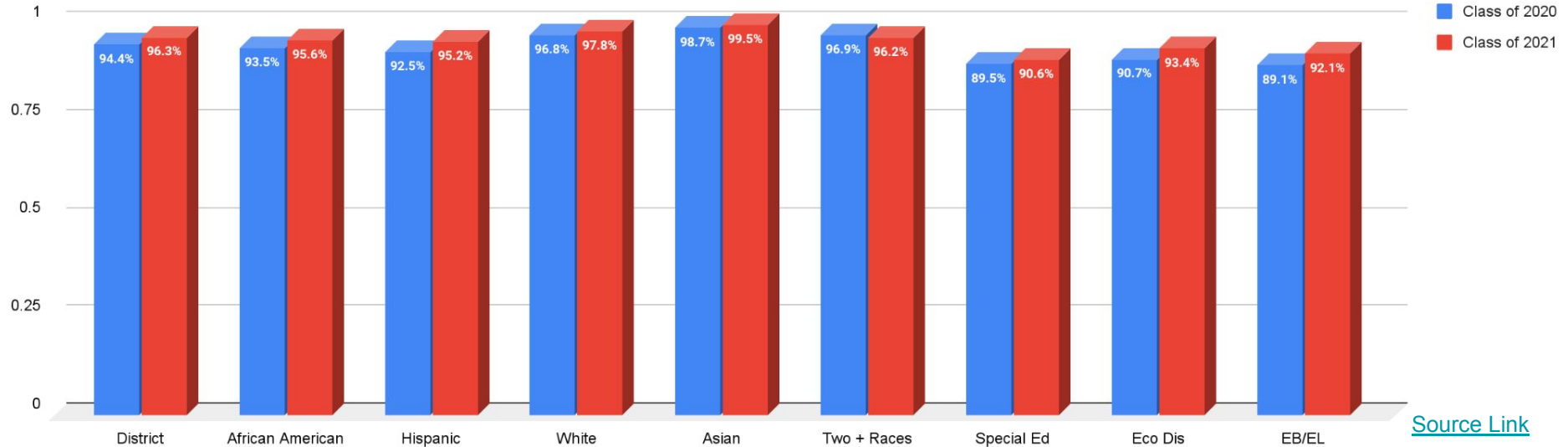
AISD's district-wide attendance rate for school year 2020-21 was 95.2%, down 3.1 percentage points from 2019-20 (98.3%). 2020-21 attendance rates for student groups ranged from a low of 91.7% (African American) to a high of 98.7% (Asian).



TAPR: 4-Year State Longitudinal Graduation Rates



Graduation Rates, Class of 2020 & Class of 2021



[Source Link](#)

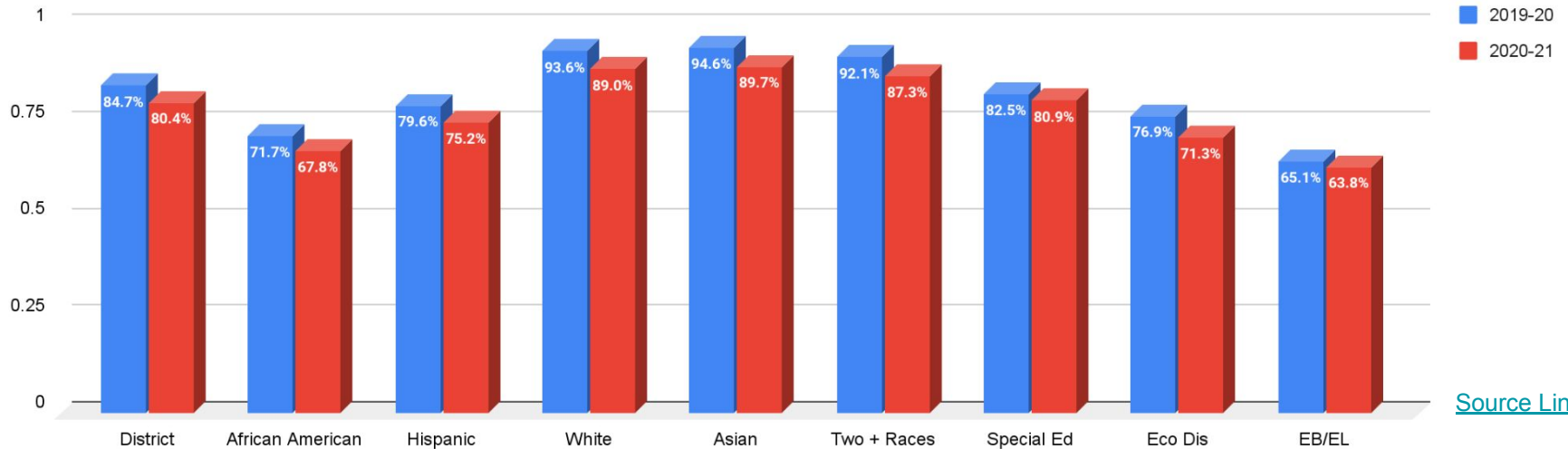
AISD's district-wide graduation rate for the class of 2021 was 96.3%, which is 6.3 percentage points higher than the state average and up 1.9 percentage points compared to the class of 2020 (94.4%). Class of 2021 graduation rates for student groups ranged from a low of 90.6% (Special Ed) to a high of 99.5% (Asian). Every student group saw gains in graduation rates from 2020 to 2021 except for Two or more Races (0.7point drop).



TAPR: College, Career and Military Readiness (CCMR)



Percentage of CCMR Graduates, 2019-20 and 2020-21



[Source Link](#)

AISD students who achieved College, Career, and Military readiness in 20-21 was 80.4%, down 4.3 percentage points compared to 2019-20 (84.7%). 2020-21 CCMR graduates for student groups ranged from a low of 63.8% (Emergent Bilinguals) to a high of 89.7% (Asian). The CCMR rate for students receiving Special Education services decreased by 1.6 percentage points compared to 2019-20 (82.5%).



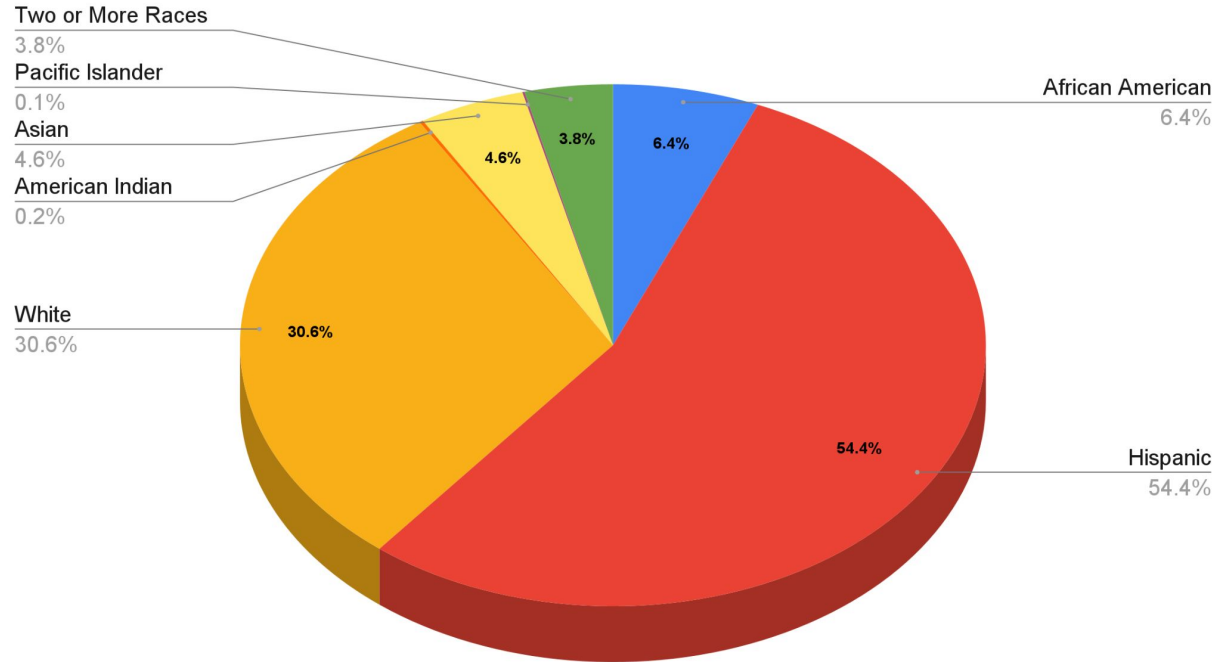
TAPR: AISD Student Race & Ethnicity Profile



Students by Race/Ethnicity, 2021-22

Race/Ethnicity	No. of Students
African American	4,741
Hispanic	40,590
White	22,793
American Indian	125
Asian	3,435
Pacific Islander	71
Two or More Races	2,847
Total	74,602

[Source Link](#)



TAPR: Student Demographics & Program Enrollment



STUDENT DEMOGRAPHIC DATA:

Demographic	Percent
Economically Disadvantaged	50.9
Non-Economically Disadvantaged	49.1
Emergent Bilingual Students (EB)	29.3
Disciplinary Placements (2020-21)	0
At-Risk	50.8
Students w/ Dyslexia	7.6
Students experiencing homelessness	1.1

[Link to source](#)

STUDENT ENROLLMENT BY PROGRAM:

Program	Percent
Bilingual/ESL Education	32.6
Gifted & Talented Education	12.4
Special Education	13.1

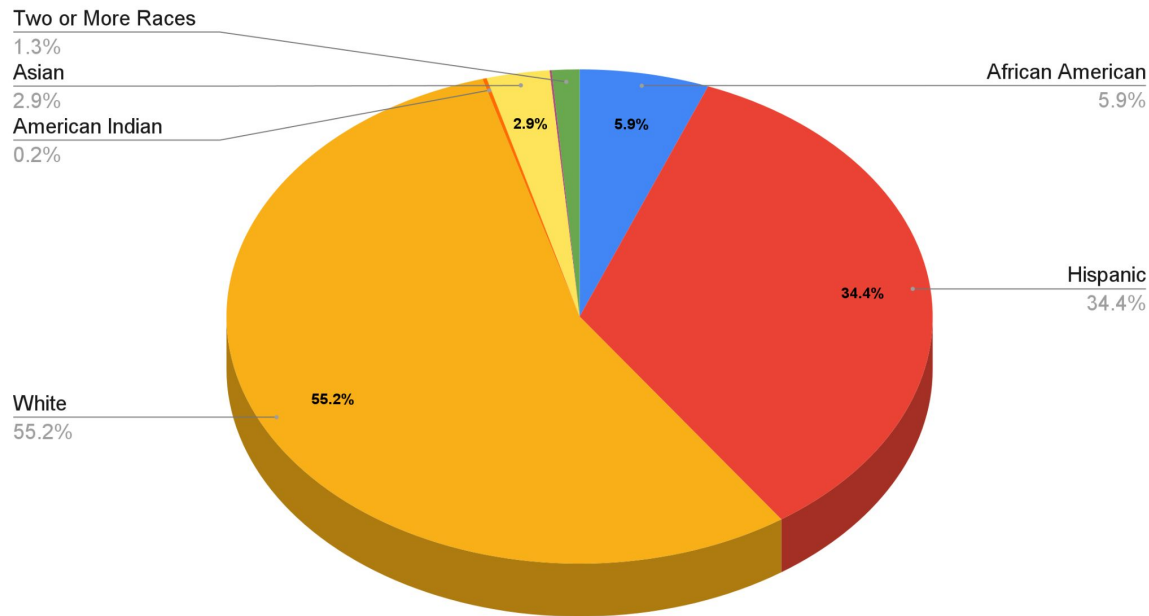
[Link to source](#)



TAPR: AISD Teacher Race & Ethnicity Profile



Teachers by Race/Ethnicity, 2021-22



Race/Ethnicity	No. of Teachers
African American	310
Hispanic	1798
White	2888
American Indian	10
Asian	151
Pacific Islander	5
Two or More Races	66
Total	5,228

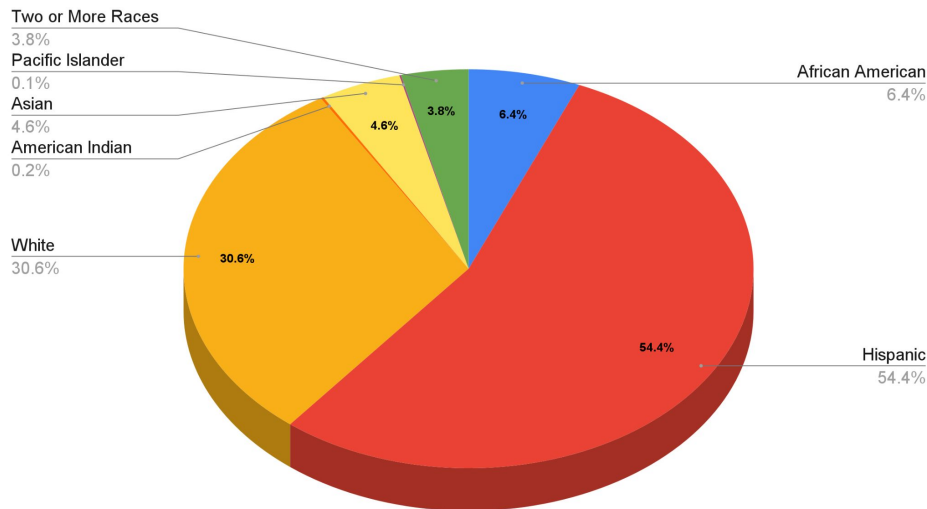
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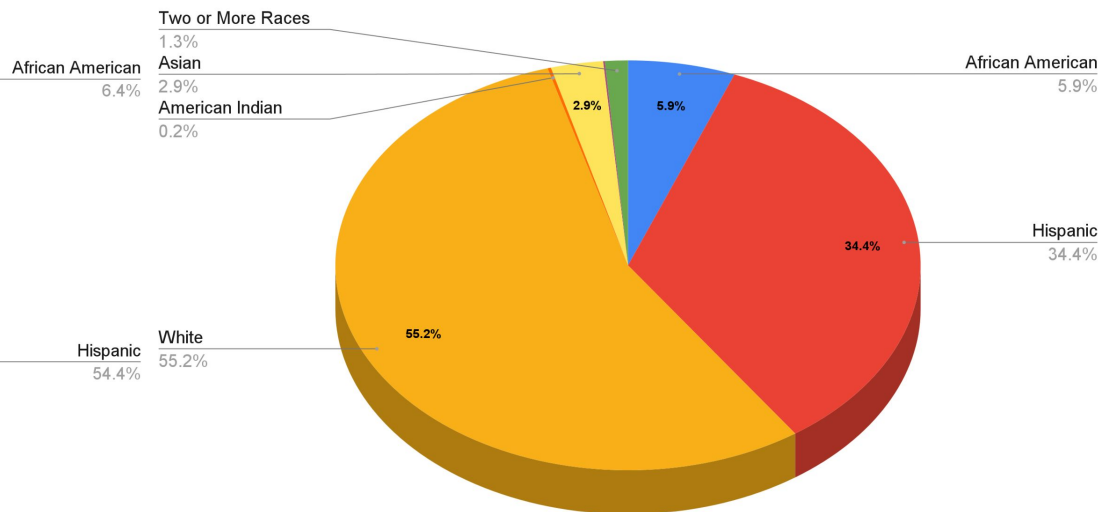
Student and Teacher Race/Ethnicity Side by Side



Students by Race/Ethnicity, 2021-22



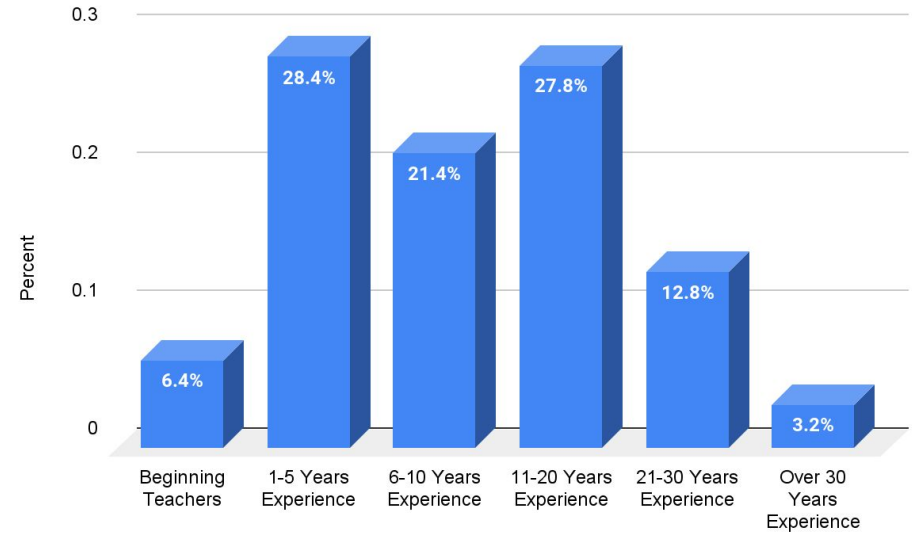
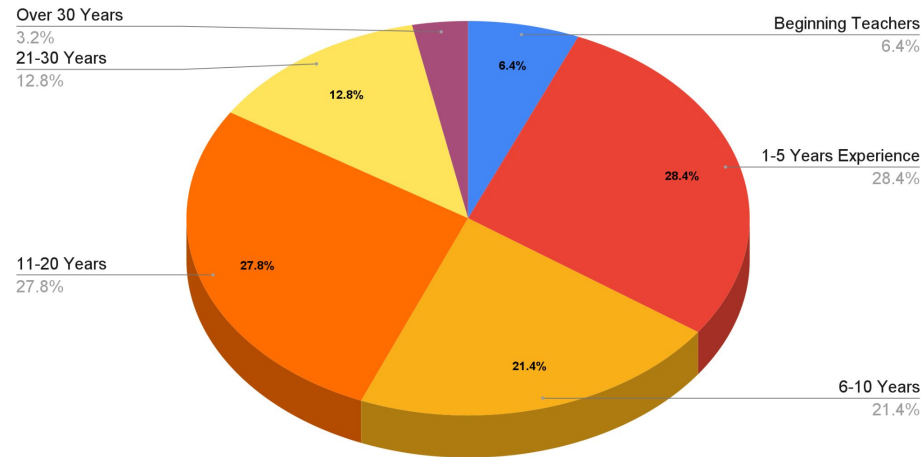
Teachers by Race/Ethnicity, 2021-22



TAPR: Teacher, Years of Experience



Teachers by Years of Experience, 2021-22



[Source Link](#)



PEIMS FINANCIAL REPORT



PEIMS Financial Report



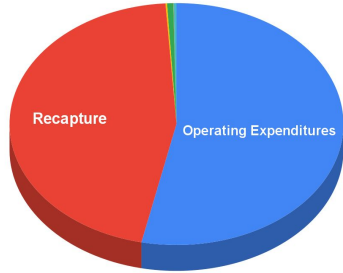
The Public Education Information Management System's (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publically available for review. The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund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

[2020-2021 Actual Financial Data](#)

Austin ISD currently pays the largest amount in recapture funds of any district in Texas: **\$706,687,156 of 2020-21 financial disbursements (45.6% of General Fund)**. Austin ISD paid \$473 million more in recapture than the combined total of all other Region 13 Districts and \$508.87 million more than the second highest Texas School District (Houston \$197.81 million).



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	\$827,472,988	53.36%	\$11,074	\$942,187,640	45.59%	\$12,609	\$59,516,182,044	70.68%	\$11,106
Recapture	\$706,687,156	45.60%	\$9,457	\$706,687,156	34.20%	\$9,457	\$2,970,608,744	3.53%	\$554
Total Other Uses	\$2,311,943	0.15%	\$31	\$2,311,943	0.11%	\$31	\$1,287,501,819	1.53%	\$240
Intergovernmental Charge	\$9,278,752	0.60%	\$124	\$9,278,752	0.45%	\$124	\$653,080,535	0.78%	\$122
Debt Service (Obj. 6500)	\$460,263	0.03%	\$6	\$141,516,342	6.85%	\$1,894	\$9,364,911,548	11.12%	\$1,748
Capital Projects (Obj. 6600)	\$4,373,098	0.28%	\$59	\$264,387,896	12.79%	\$3,538	\$10,372,278,176	12.32%	\$1,936
Total Disbursements	\$1,550,669,148	100.00%	\$20,752	\$2,066,454,677	100.00%	\$27,654	\$84,205,696,630	100.00%	\$15,713



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 campus' progress toward meeting 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.

Strategies addressed in Campus Improvement Plans are aligned to both the Strategic Plan and the [Ten Equitable Practices for Systemic Change](#).



Campus Performance Objectives: Scorecard



LINK
[AISD 2021-22 Scorecard](#)

Austin ISD - Scorecard										
2021-26 Scorecard										
		Baseline			Actual 2021-2022	Goals				
		19-19	19-20	20-21		21-22	22-23	23-24	24-25	25-26
Student Achievement/Equity										
Goal 1	Students currently receiving special education services demonstrating achievement on state assessments in all grades, all subjects at the Meets Grade Level will increase from 26% to 60% by August 2026. (source: TAPR)	26%	No data available	21%	26%	25%	31%	39%	49%	60%
GPM 1.1	Students currently receiving special education services who met or exceed their growth projection on a reading MAP assessment for all grades will increase to 75% by August 2026. (goals based on BOY to EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	39%	45%	53%	61%	69%	75%
GPM 1.2	Students currently receiving special education services who met or exceed their growth projection on a math MAP assessment for all grades will increase to 75% by August 2026. (goals based on BOY to EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	51%	50%	56%	62%	68%	75%
Goal 2	Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in reading at the Meets Grade Level will increase from 34% to 60% by August 2026. (source: TAPR)	34%	No data available	21%	34%	25%	31%	39%	49%	60%
GPM 2.1	African American students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	15%	18%	29%	40%	51%	60%
GPM 2.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	18%	17%	28%	39%	50%	60%
Goal 3	Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in math at the Meets Grade Level will increase from 39% to 60% by August 2026. (source: TAPR)	39%	No data available	11%	27%	18%	27%	36%	48%	60%
GPM 3.1	African American students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	12%	8%	21%	34%	47%	60%
GPM 3.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	22%	11%	23%	35%	47%	60%
Goal 4	Students identified as economically disadvantaged demonstrating achievement on state assessments for grades 4-8, reading and math, at the Meets Grade Level will increase from 30% to 60% by August 2026. (source: TIA Data File)	30%	No data available	16%	26%	20%	27%	36%	47%	60%
GPM 4.1	African American students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for grades 4-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	16%	20%	30%	40%	50%	60%
GPM 4.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for grades 4-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	18%	23%	32%	41%	50%	60%
GPM 4.3	African American students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for grades 4-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	9%	11%	23%	35%	47%	60%
GPM 4.4	Hispanic students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for grades 4-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	13%	13%	25%	37%	49%	60%





Progress Toward Meeting HB 3 Goals

Early childhood literacy and mathematics proficiency (Scorecard Goals 2 and 3)

Austin ISD - Scorecard										
2021-26 Scorecard										
		Baseline			Actual	Goals				
		18-19	19-20	20-21	2021-2022	21-22	22-23	23-24	24-25	25-26
Student Achievement/Equity										
Goal 2	Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in reading at the Meets Grade Level will increase from 34% to 60% by August 2026. (source: TAPR)	34%	No data available	21%	34%	25%	31%	39%	49%	60%
GPM 2.1	African American students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	15%	18%	29%	40%	51%	60%
GPM 2.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	18%	17%	28%	39%	50%	60%
Goal 3	Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in math at the Meets Grade Level will increase from 39% to 60% by August 2026. (source: TAPR)	39%	No data available	11%	27%	18%	27%	36%	48%	60%
GPM 3.1	African American students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	12%	8%	21%	34%	47%	60%
GPM 3.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	22%	11%	23%	35%	47%	60%





Progress Toward Meeting HB 3 Goals

College, Career, and Military Readiness Goals (Scorecard Goal 5)

Austin ISD - Scorecard										
2021-26 Scorecard										
		Baseline			Actual	Goals				
		18-19	19-20	20-21	2021-2022	21-22	22-23	23-24	24-25	25-26
Goal 5	Graduates identified as economically disadvantaged who meet the criteria for the CCMR Outcomes Bonus* will increase from 30% to 60% by August 2026. (source: CCMR Report)**	No data available	30%	29%	33%	35%	41%	47%	53%	60%
GPM 5.1	Students completing TSI identified as economically disadvantaged, in both ELA and math, will increase from 46% to 72% by August 2026. (goals based on graduates) (source: TAPR)	46%	60%	62%	54%	64%	66%	68%	70%	72%
GPM 5.2	Students identified as economically disadvantaged who complete at least 12 college hours will increase from 6.7% to 25% by August 2026. (goals based on graduates) (source: student transcripts)	6.7%	7.7%	13.4%	14.5%	16%	18%	21%	23%	25%
GPM 5.3	Students identified as economically disadvantaged earning an industry-based certification from the TEA approved list will increase from 5% to 15% by August 2026. (goals based on graduates) (source: CCMR Report)	5%	8%	7%	8%	9%	11%	13%	15%	15%
GPM 5.4	Students identified as economically disadvantaged completing at least one Advanced Placement or International Baccalaureate class will increase from 17.6% to 30% by August 2026. (source: student transcripts)	17.6%	17.0%	15.8%	16.3%	19%	22%	25%	28%	30%

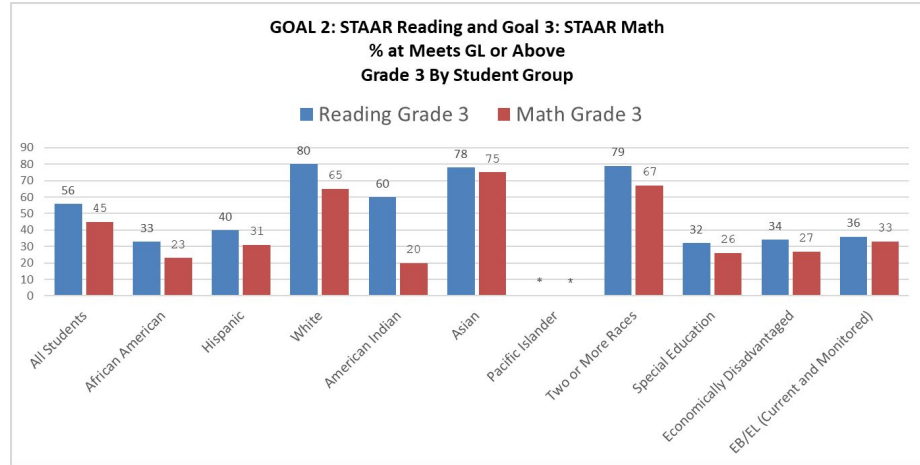
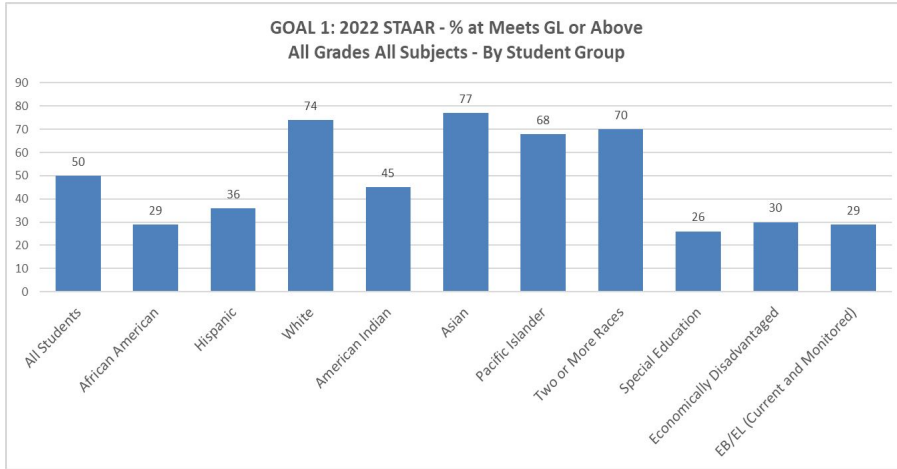


Campus Performance Objectives: Goals 1-3

Goal 1: Students currently receiving special education services demonstrating achievement on state assessments in all grades, all subjects at the Meets Grade Level will increase from 26% to 60% by August 2026. (source: TAPR)

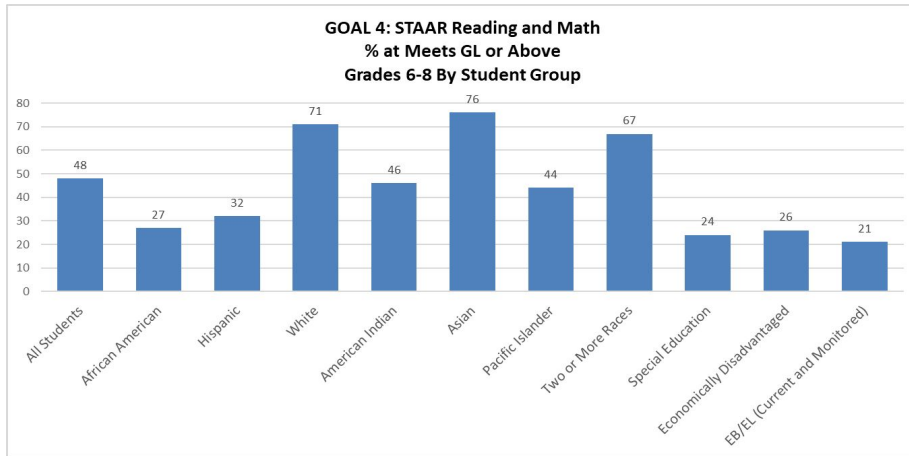
Goal 2: Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in reading at the Meets Grade Level will increase from 34% to 60% by August 2026. (source: TAPR)

Goal 3: Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in math at the Meets Grade Level will increase from 39% to 60% by August 2026. (source: TAPR)

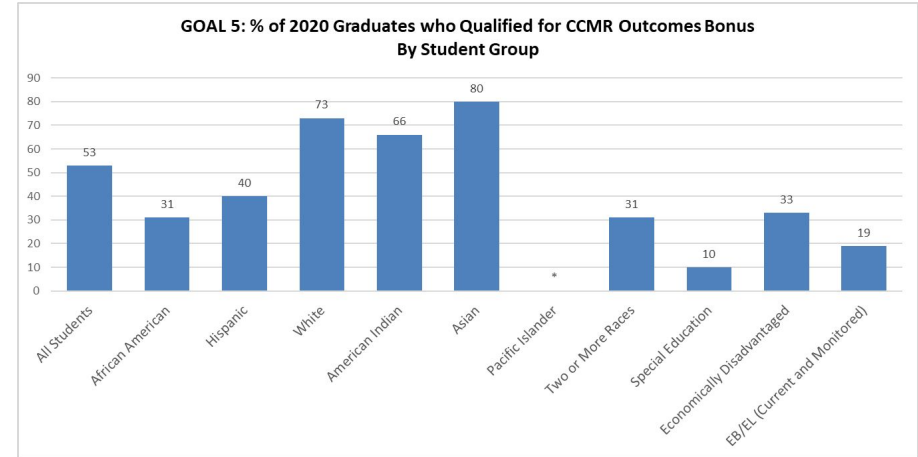


Campus Performance Objectives: Goals 4 & 5

Goal 4: Students identified as economically disadvantaged demonstrating achievement on state assessments for grades 6-8, reading and math, at the Meets Grade Level will increase from 30% to 60% by August 2026. (source: TEA Data File)



Goal 5: Graduates identified as economically disadvantaged who meet the criteria for the CCMR Outcomes Bonus* will increase from 30% to 60% by August 2026. (source: CCMR Outcome Bonus Report)



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
2021-22	822	1.10%
2020-21	64	0.08%
2019-20	928	1.10%



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

Austin Independent School District																	
Required Addendum to the 2021-2022 TAPR Report																	
Violent and/or Criminal Offenses Resulting in Disciplinary Action																	
		Drug Offenses - Students	Alcohol Offenses - Students	Tobacco Offenses	Criminal Mischief and Arson - Students	Terroristic Threat/False Report - Students	Arson - Students	Public Lewdness & Indecent Exposure - Students	Retaliation - Students	TOTAL Weapons - Students	Assault - Students	Agg or Sexl Asslt - student	Gang - student	Other - Student	Population	Total number of students	Percent of Students Disciplined for Violent and/or Criminal Offenses**
District	2021-22	561	49		2	11		20	1	6	159	6	1	6	74490	822	1.10
	2020-21	45	6		1	3		2	0	2	4	0	1	0	79173	64	0.08



POSTSECONDARY PERFORMANCE

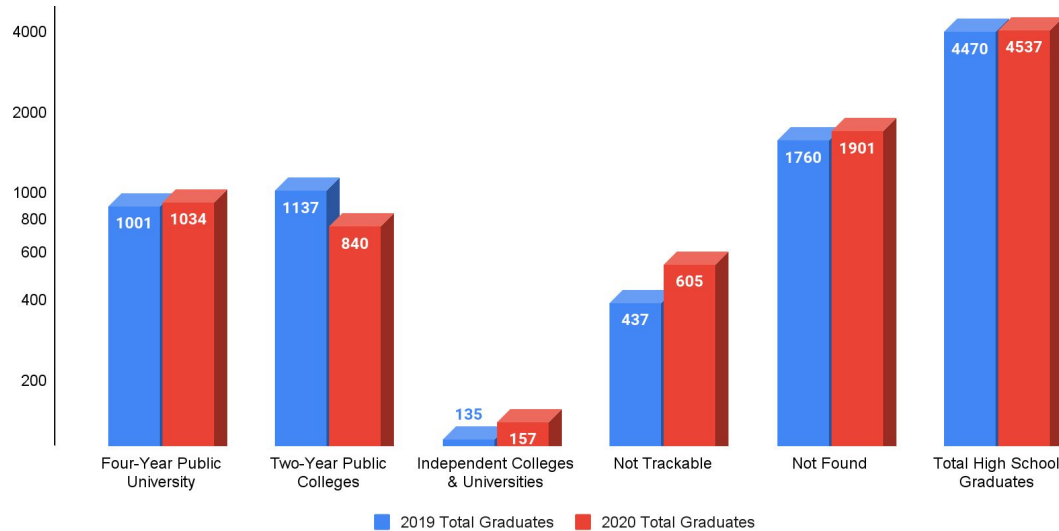
Texas Higher Education Coordinating Board Report



Postsecondary Performance: Higher Education Profile



AISD GRADUATES ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION (IHE)



	2019 Graduates	2020 Graduates
Four-Year Public University	22.39%	22.79%
Two-Year Public Colleges	25.44%	18.51%
Independent Colleges & Universities	3.02%	3.46%
Total IHE	50.85%	44.77%
Not Trackable	9.78%	13.33%
Not Found	39.37%	41.90%

For the graduates tracked by the Texas Higher Education Board, the percentage of students attending Texas institutions of higher education (IHE) decreased by 6 percentage points.

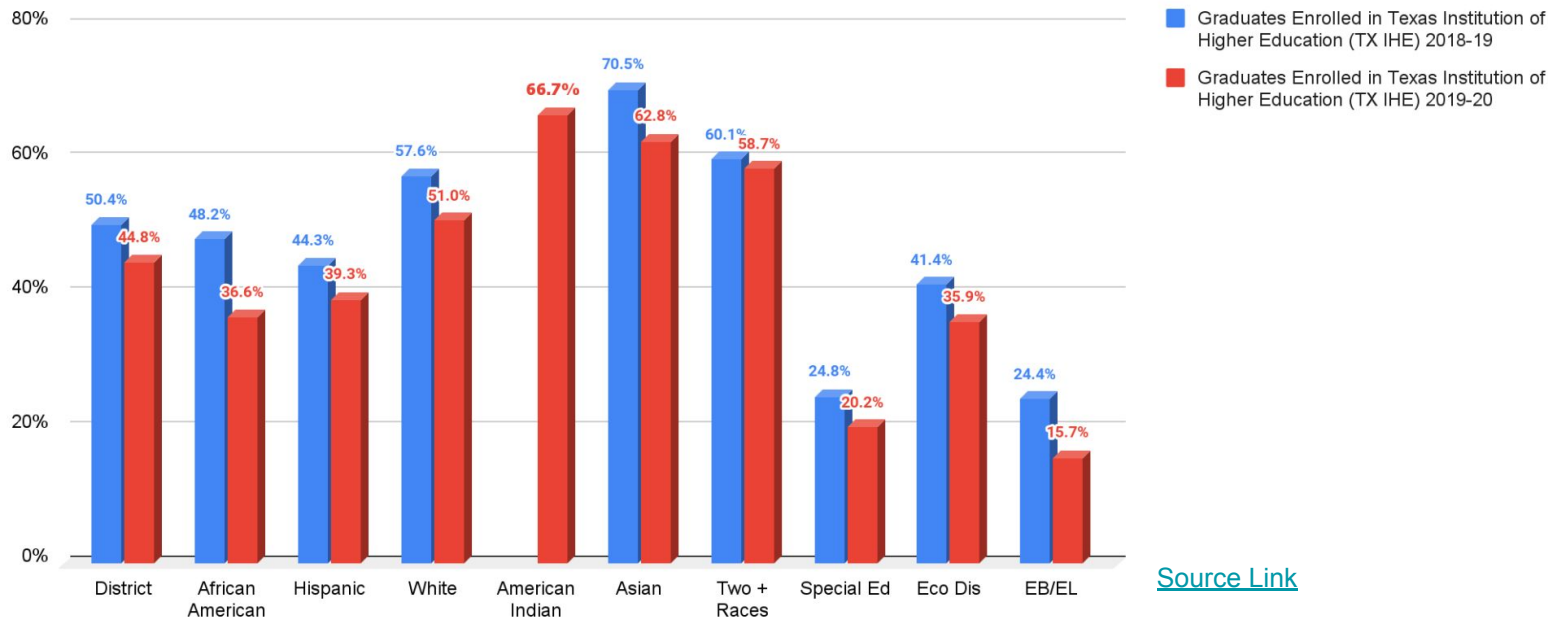
[Source Link](#)



Postsecondary Performance: Higher Education Profile by Student Group



Percentage of AISD Graduates Enrolled in TX IHE (by Student Group)



[Source Link](#)



Postsecondary Performance: Higher Education Profile



2019-2020 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	1034	143	81	121	215	457	12
Two-Year Public Colleges	840	221	122	83	150	186	71
Independent Colleges & Universities	157						
Not Trackable	605						
Not Found	1901						
Total District Graduates	4537						

65% of AISD 2020 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, 40% maintained a GPA of 3.0 or better.



thank
you!

