



2022-2023 Annual Report



**Board of Trustees Public Hearing
March 28, 2024**



Austin ISD 2022-23 Annual Report

Texas Education Code §39.306 requires each district to:

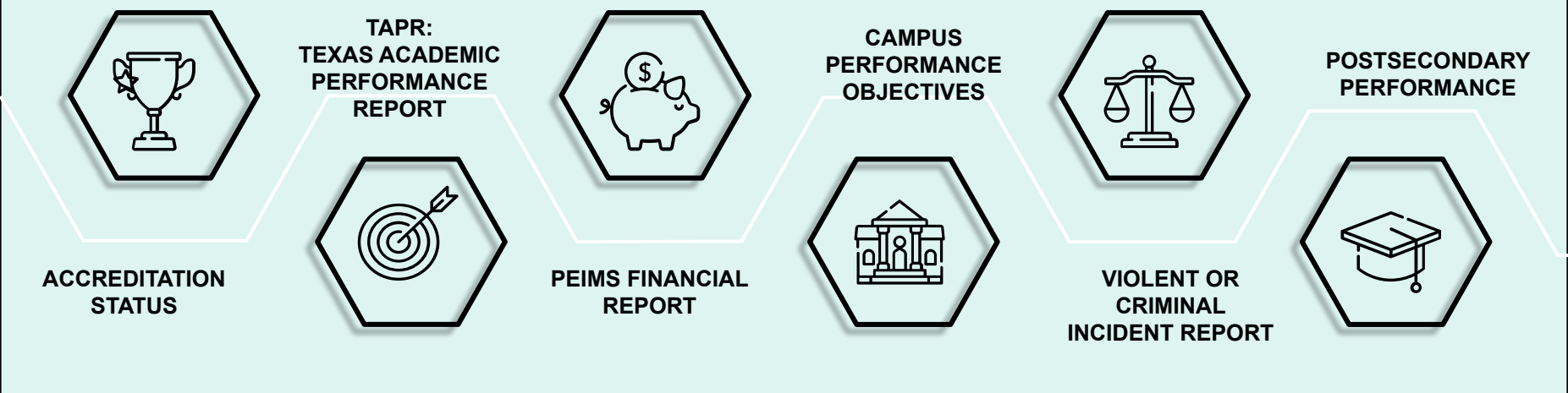
- Publish an Annual Report
- Hold a public hearing of the Annual Report
- Widely disseminate the Annual Report throughout the district

The complete Annual Report is available at the following locations:

- [AISD website](#)
- Austin ISD Central Office



Components of the Annual Report





District Accreditation Status



Accreditations and Ratings Summary



ACCREDITATION STATUS	
<u>2022-23 Accreditation Status</u>	Accredited
<u>2022-23 FIRST Rating</u>	A = Superior Achievement
2023 Accountability Rating	<i>Withheld Pending Litigation</i>
<u>2023 Special Education Determination Status</u>	Needs Assistance (DL 2)





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.

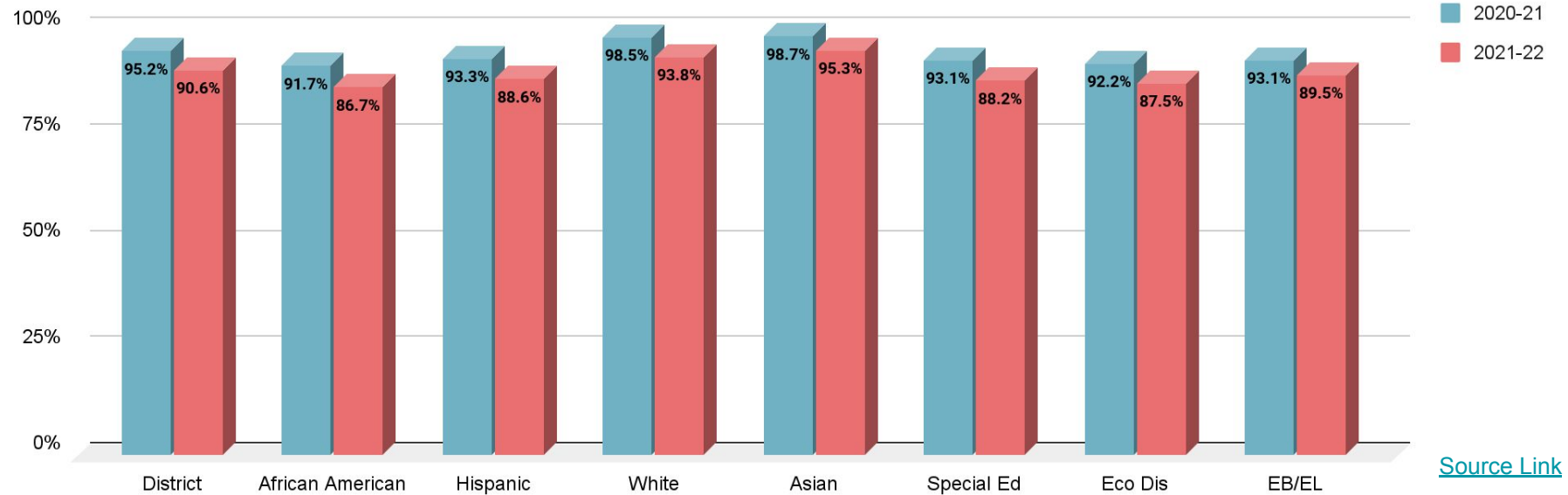
AISD District TAPR



TAPR: Attendance Rates



Attendance Rates, 2020-21 and 2021-22



[Source Link](#)

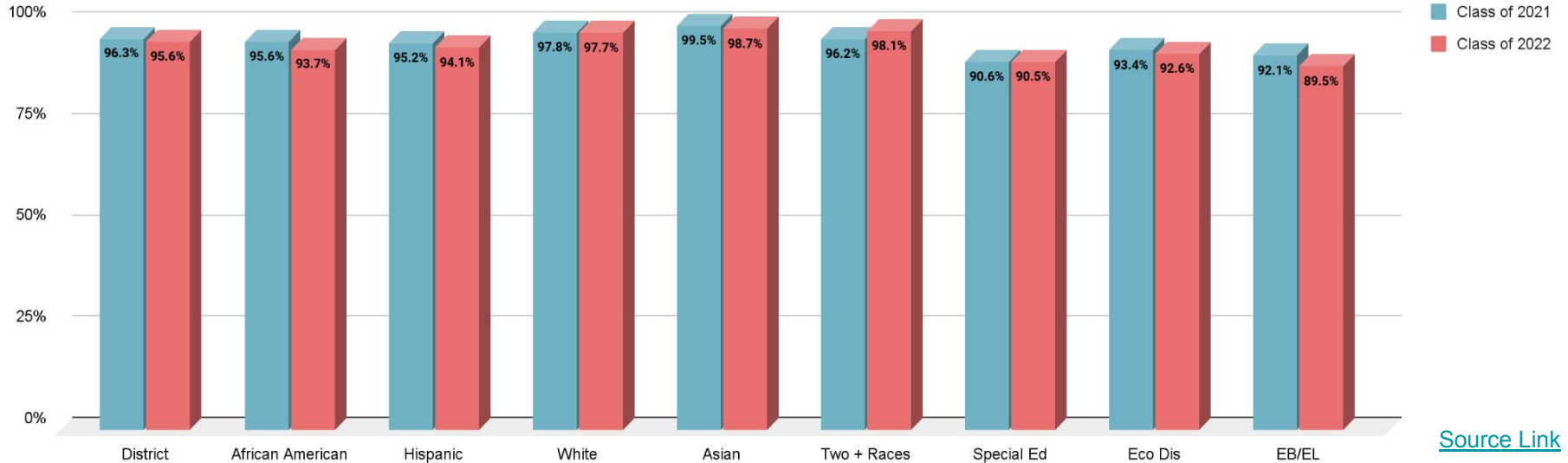
AISD's district-wide attendance rate for school year 2021-22 was 90.2%, down 4.6 percentage points from 2021-21 (95.2%). 2021-22 attendance rates for student groups ranged from a low of 86.7% (African American) to a high of 95.3% (Asian).



TAPR: 4-Year State Longitudinal Graduation Rates



Graduation Rates, Class of 2021 & Class of 2022



[Source Link](#)

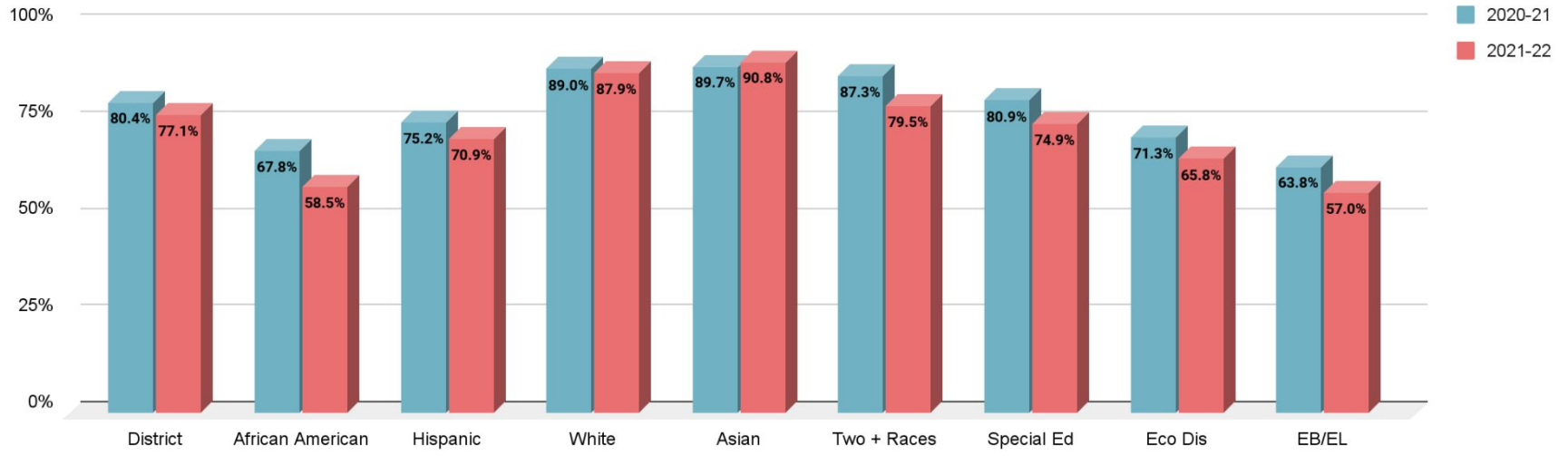
AISD's district-wide graduation rate for the class of 2022 was 95.6%, which was 5.9% points higher than the state average of 89.7%. Class of 2021 graduation rates for student groups ranged from a low of 89.5% (Emergent Bilinguals) to a high of 98.7% (Asian). We showed graduation rate gains in Two+Races of 1.9%.



TAPR: College, Career and Military Readiness (CCMR)



Percentage of CCMR Graduates, 2020-21 and 2021-22



AISD students who achieved College, Career, and Military readiness in 21-22 was 77.1%, down 3.3 percentage points compared to 2020-21 (80.4%). 2021-22 CCMR graduates for student groups ranged from a low of 57.0% (Emergent Bilinguals) to a high of 90.8% (Asian). The CCMR rate for students receiving Special Education services decreased by 6 percentage points compared to 2020-21 (80.9%).

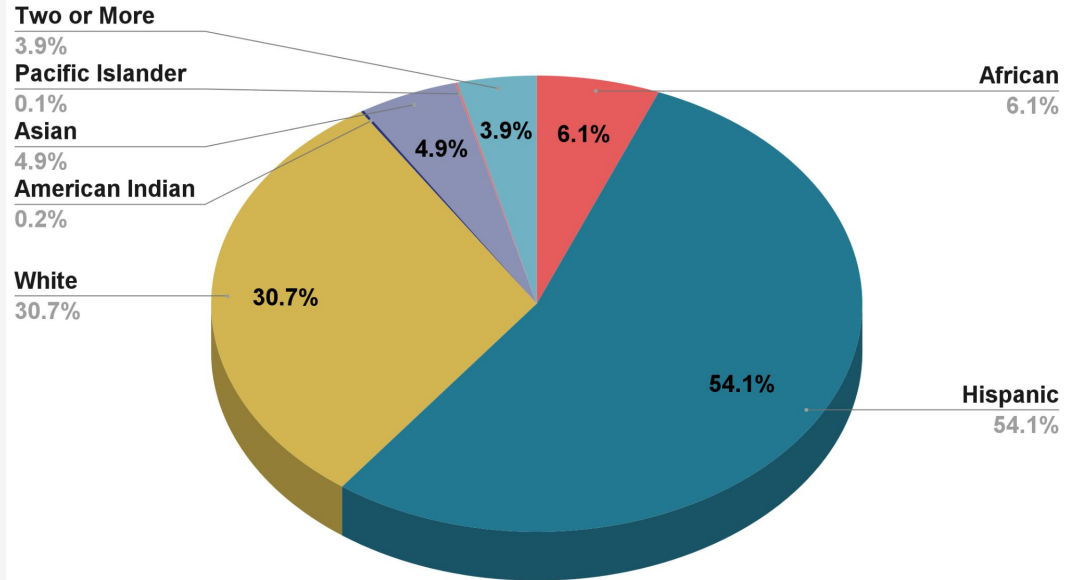
TAPR: AISD Student Race & Ethnicity Profile



Race/Ethnicity	No. of Students
African American	4,472
Hispanic	39,590
White	22,489
American Indian	115
Asian	3,576
Pacific Islander	80
Two or More Races	2,876
Total	73,198

[Source Link](#)

Students by Race/Ethnicity, 2022-23



TAPR: Student Demographics & Program Enrollment



STUDENT DEMOGRAPHIC DATA:

Demographic	Percent
Economically Disadvantaged	51.5
Non-Economically Disadvantaged	48.5
Emergent Bilingual Students (EB)	30.5
Disciplinary Placements (2021-22)	859
At-Risk	46.9
Students w/ Dyslexia	6.9
Students experiencing homelessness	0.9

[Link to source](#)

STUDENT ENROLLMENT BY PROGRAM:

Program	Percent
Bilingual/ESL Education	34.2
Gifted & Talented Education	12.9
Special Education	13.8

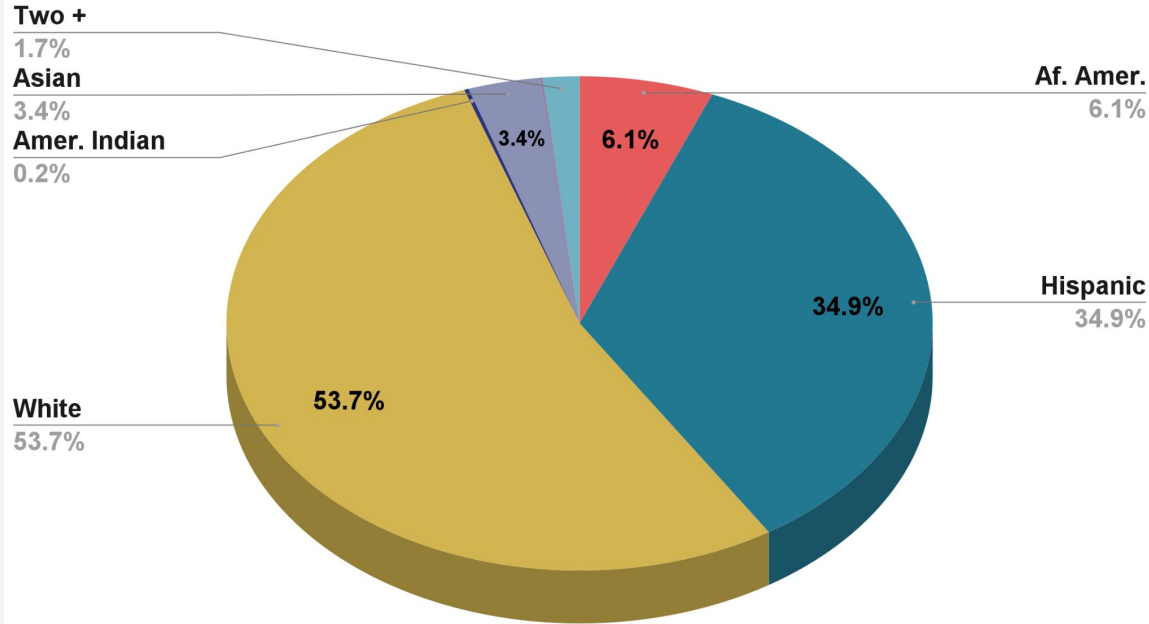
[Link to source](#)



TAPR: AISD Teacher Race & Ethnicity Profile



Teachers by Race/Ethnicity, 2022-23



Race/Ethnicity	No. of Teachers
African American	272
Hispanic	1546
White	2381
American Indian	9
Asian	149
Pacific Islander	2
Two or More Races	75
Total	4434

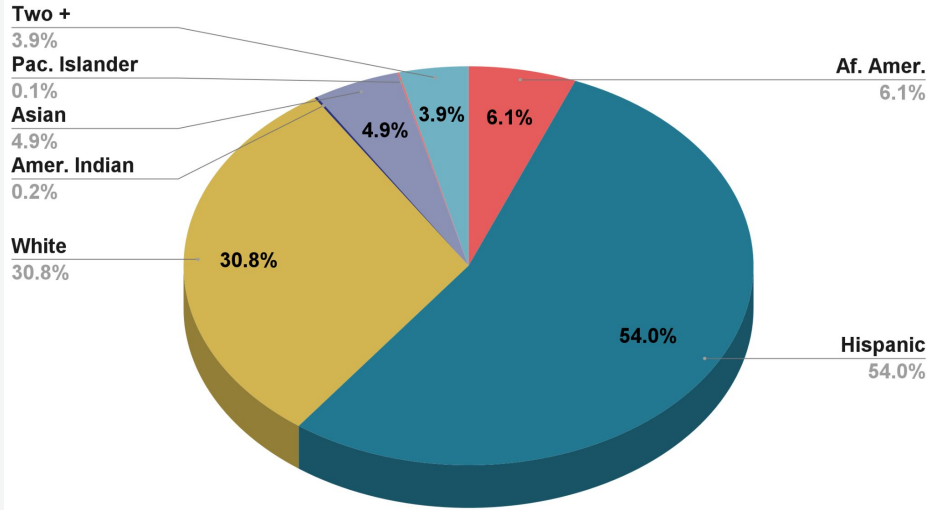
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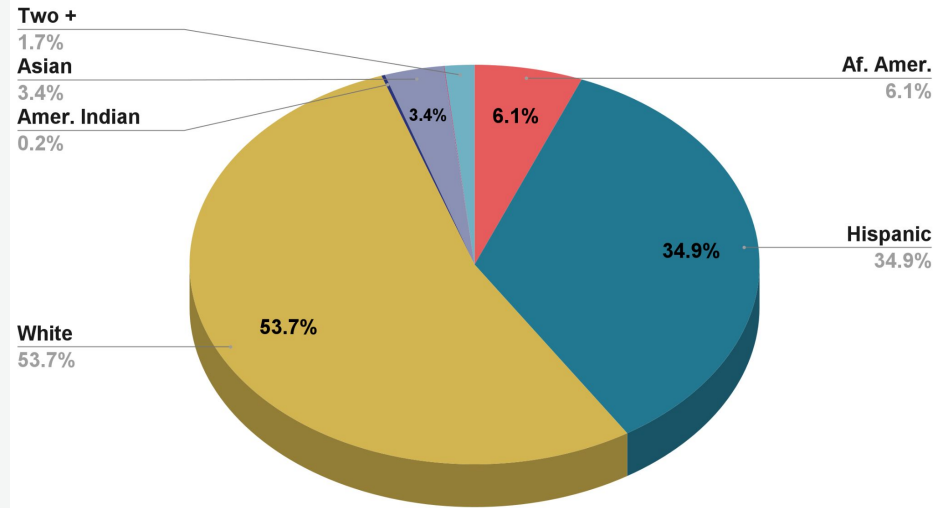
Student and Teacher Race/Ethnicity Side by Side



Students by Race/Ethnicity, 2022-23



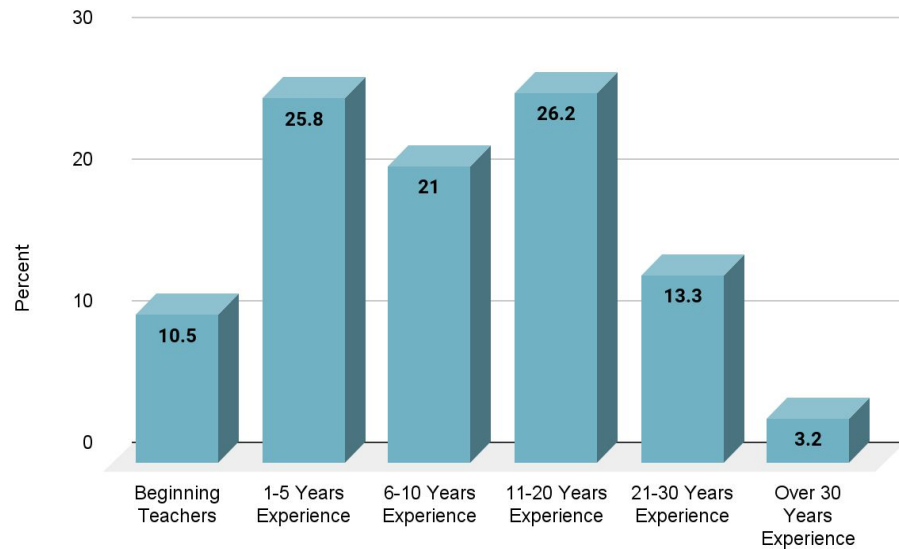
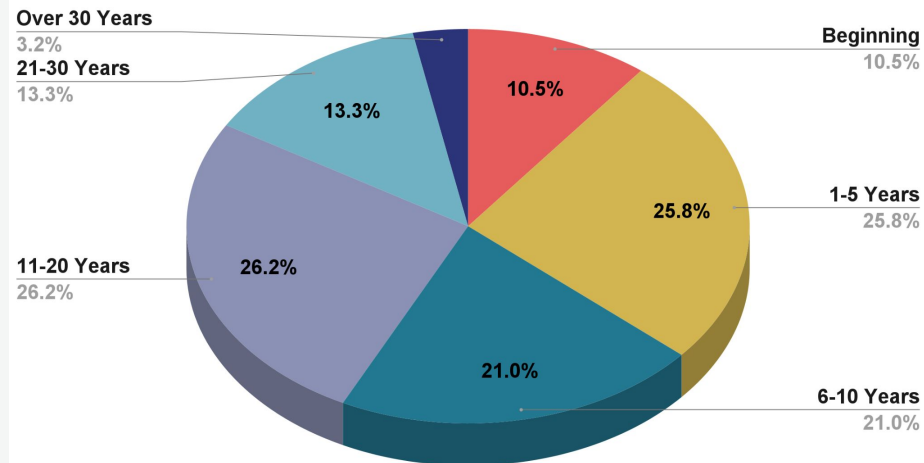
Teachers by Race/Ethnicity, 2022-23



TAPR: Teacher, Years of Experience



Teachers by Years of Experience, 2022-23



[Source Link](#)



PEIMS FINANCIAL REPORT





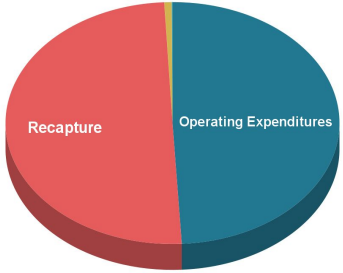
The Public Education Information Management System’s (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publically available for review. The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund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

[2021-2022 Actual Financial Data](#)

Austin ISD currently pays the largest amount in recapture funds of any district in Texas: **\$762,800,496 of 2021-22 financial disbursements (50% of General Fund)**. Austin ISD paid more in recapture than the **combined total** of Houston ISD, Dallas ISD and Plano ISD.



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	\$747,902,759	49.02%	\$10,404	\$955,969,782	45.89%	\$13,299	\$64,517,811,062	71.92%	\$11,943
Recapture	\$762,800,496	50.00%	\$10,612	\$762,800,496	36.60%	\$10,612	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$185,228	0.01%	\$3	\$185,228	0.01%	\$3	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$10,539,449	0.69%	\$147	\$10,539,449	0.51%	\$147	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$151,216	0.01%	\$2	\$1,316,887	0.06%	\$18	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$1,205,128	0.08%	\$17	\$152,091,629	7.30%	\$2,116	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$2,987,468	0.20%	\$42	\$200,328,604	9.62%	\$2,787	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$1,525,771,744	100.00%	\$21,226	\$2,083,232,075	100.00%	\$28,981	\$89,711,751,589	100.00%	\$16,607



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 [Seven Conditions for Student Success](#)



Campus Performance Objectives: Scorecard



LINK
[AISD 2022-23 Scorecard](#)

Austin ISD - Scorecard										
2021-26 Scorecard (Year 2022-23)										
		Baseline			Actual 2022-2023	Goals				
		19-20	20-21	21-22		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)	No data available	21%	26%	27%	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	39	45%	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	51	48%	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)	No data available	21%	34%	29%	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	15	11%	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	18	20%	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)	No data available	11%	27%	23%	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	12	9%	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	22	14%	11%	23%	35%	47%	60%
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)	No data available	16%	26%	25%	20%	27%	36%	47%	60%
GPM 4.1	African American students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for grades 6-8, 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	16	19%	20%	30%	40%	50%	60%
GPM 4.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for grades 6-8, 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	18	17%	23%	32%	41%	50%	60%





Progress Toward Meeting HB 3 Goals

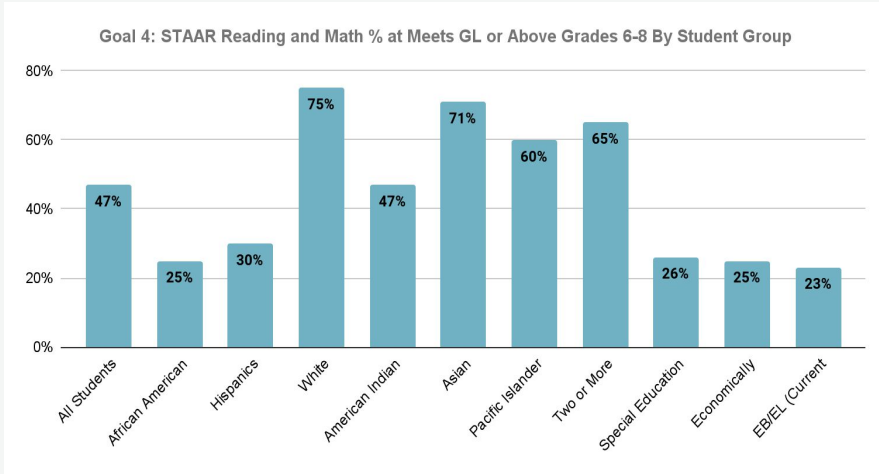
Early childhood literacy and mathematics proficiency (Scorecard Goals 2 and 3)

Austin ISD - Scorecard										
2021-26 Scorecard										
		Baseline			Actual	Goals				
		18-19	19-20	20-21	22-23	21-22	22-23	23-24	24-25	25-26
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%	28.8%	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	11%	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	20%	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%	23.3%	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	9%	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	14%	11%	23%	35%	47%	60%

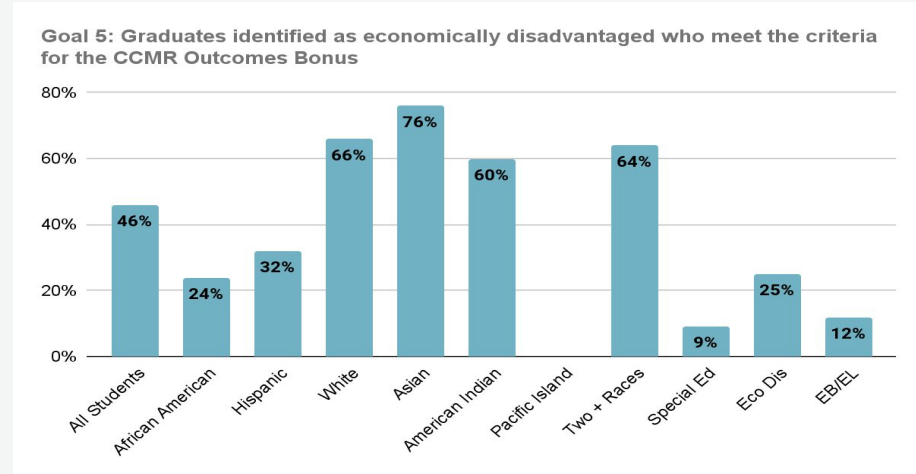


Campus Performance Objectives: Goals 4 & 5

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)





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	22-23	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 Outcome Bonus Report)**	NA	30%	29%	25%	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%	48%	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)	6.70%	7.70%	13.40%	4.2%	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%	4.4%	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)	17.60%	17.00%	15.80%	18.8%	19%	22%	25%	28%	30%

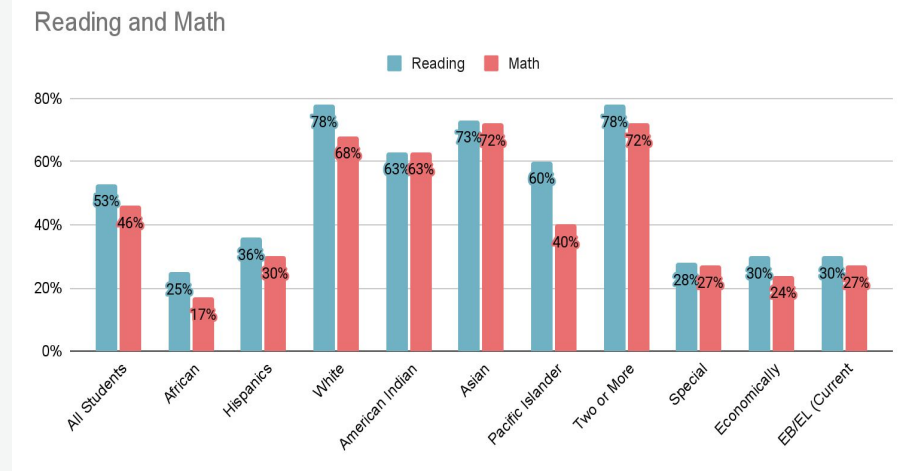
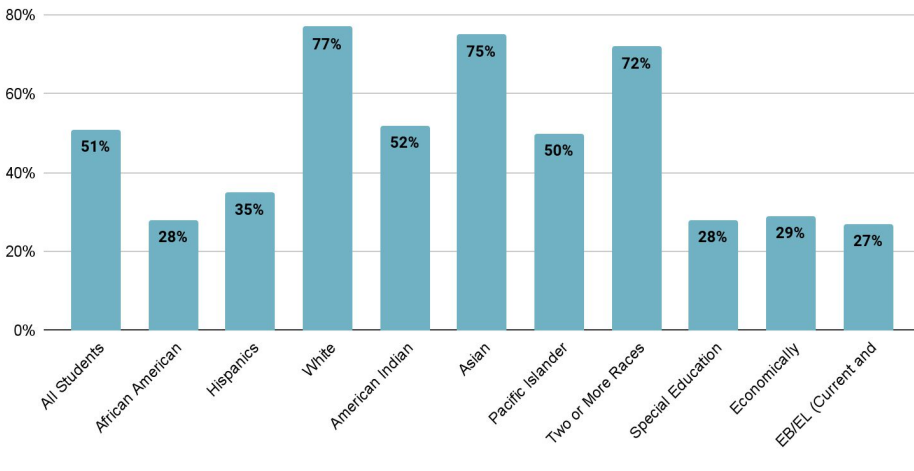


Campus Performance Objectives: Goals 1-3

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)



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
2022-23	1151	1.58%
2021-22	822	1.10%
2020-21	64	0.08%



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 2022-2023 TAPR Report Violent and/or Criminal Offenses Resulting in Disciplinary Action																										
District	2022-23	2021-22	Drug Offenses - Students	Alcohol Offenses - Students	Alcohol Offenses - Students	Criminal Mischief and Arson	Criminal Mischief and Arson - Students	Terroristic Threat & False Report	Terroristic Threat/False Report - Students	Public Lewdness & Indecent Exposure	Public Lewdness & Indecent Exposure - Students	Retaliation	Retaliation - Students	Weapons Violation	TOTAL Weapons - Students	Assault with Injury	Assault - Students	Aggravated or Sexual Assault	Agg or Sex/ Asslt - student	Gang-Related Activity/ Violence	Gang - student	Other***	Other - Student	Population	Total number of students	Percent of Students Disciplined for Violent and/or Criminal Offenses**
District	839	541	788	56	71	10	12	10	9	6	6	0	0	16	16	195	230	3	3	0	0	11	16	72547	1151	1.58
			561	39	49	2	2	10	11	18	20	1	1	6	6	154	159	6	6	1	1	5	6	74490	822	1.10

[Link to report](#)



POSTSECONDARY PERFORMANCE

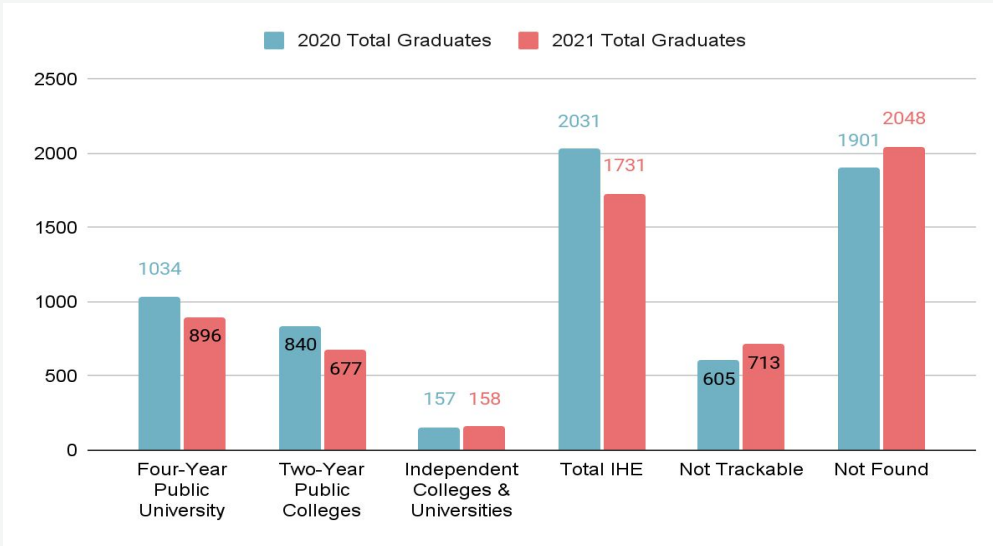
Texas Higher Education Coordinating Board Report



Postsecondary Performance: Higher Education Profile



AISD GRADUATES ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION (IHE)



	2020 Graduates	2021 Graduates
Four-Year Public University	22.79%	19.94%
Two-Year Public Colleges	18.51%	15.07%
Independent Colleges & Universities	3.46%	3.51%
Total IHE	44.77%	38.52%
Not Trackable	13.33%	15.87%
Not Found	41.90%	45.59%

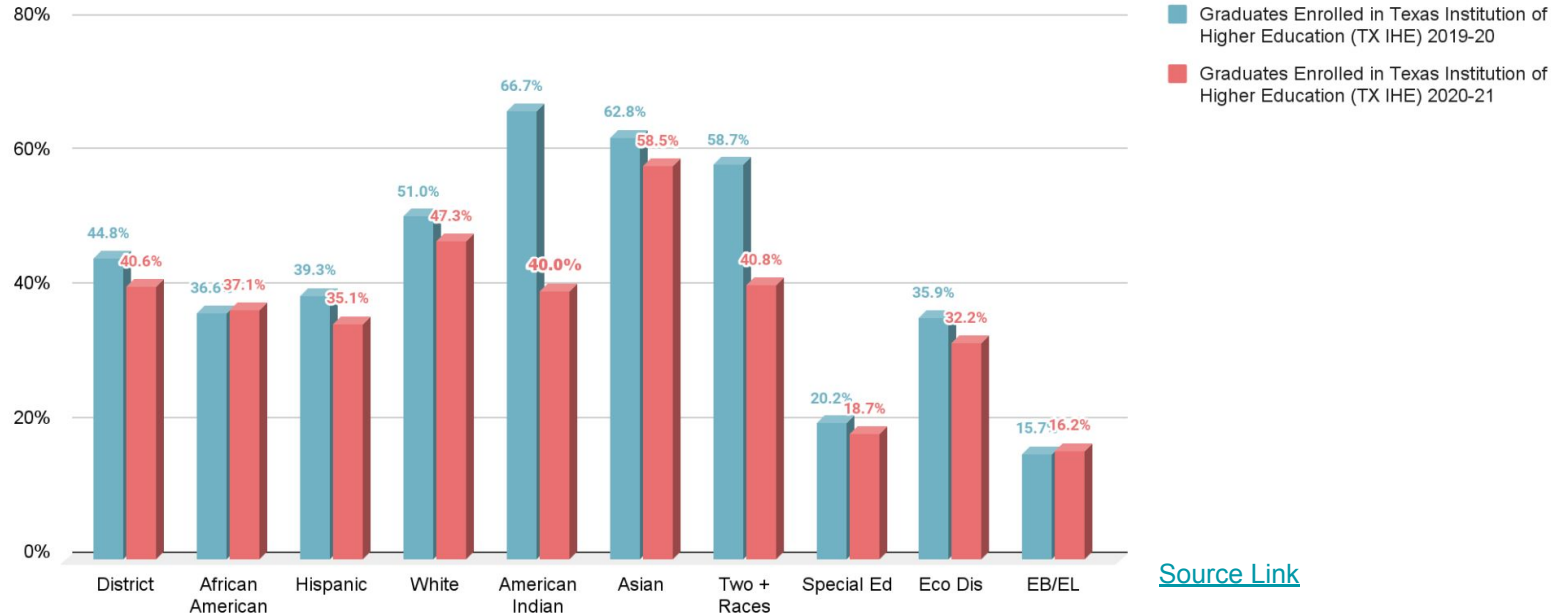
For the graduates tracked by the Texas Higher Education Board, the percentage of students attending Texas institutions of higher education (IHE) decreased by 6.25 percentage points.

[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



2020-2021 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	896	135	75	113	193	372	7
Two-Year Public Colleges	677	193	75	63	124	162	59
Independent Colleges & Universities	158						
Not Trackable	713						
Not Found	2048						
Total District Graduates	4492						

63% of AISD 2021 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, 42% maintained a GPA of 3.0 or better.



Thank
you!

