



**Public Hearing:
2021-2022 Texas
Academic Performance Report**

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Associate Superintendent
for Curriculum and Instruction*

Annual Hearing and Reporting Requirements

- Statute requires that each district's Board of Trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the Texas Academic Performance Report (December 16, 2022).
- The PDF TAPR is the main component of the annual report. Additional components are also required.
- Within two weeks following the public meeting, each district must publish the annual report on the district website.

Texas Academic Performance Report (TAPR)

- STAAR Performance
- Progress Data for STAAR 4-8 ELA/Reading and Mathematics as well as EOC English II and Algebra I
- STAAR Participation Percentages
- Attendance, Graduation, and Dropout Rates
- Graduation Profile (including graduation program type such as Foundation with/without Endorsement and DLA)
- College, Career, and Military Readiness (CCMR)
- Actual Financial Data
(Presented in January 2022 Annual Audit)

District Accreditation Status

- The Commissioner of Education will not assign accreditation status to districts until the 2022-23 school year.

(To the Administrator Addressed, 1/20/22)

- Districts were last assigned an accreditation status in 2019-20. At that time, Abilene ISD was recognized as “Accredited.”

Special Education Determination Status

- 4 possible Determination Levels:
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention
- Abilene ISD : Needs Assistance
 - Based on the Results Driven Accountability (RDA) indicator of STAAR Passing Rate, Grades 3-8

Progress Towards HB 3 Goals

- The AISD Board established district goals as required by House Bill 3 and Texas Education Code, Sections 11.185 and 11.186
 - Early Childhood Literacy
(3rd grade STAAR Reading Language Arts)
 - Early Childhood Mathematics
(3rd grade STAAR Mathematics)
 - CCMR Readiness
- Updated goals were Board approved in December 2022 with spring 2022 scores and accountability results serving as the baseline
- Board goals served as the basis for the development of

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 40% to 53% by August 2027.

Yearly Target Goals (All Students)

2023

2024

2025

2026

2027

42%

44%

47%

50%

53%

Closing the Gaps Student Groups Yearly Targets

All
Students

African
American

Hispanic

White

American
Indian

Asian

Pacific
Islander

Two or
More
Races

Eco.
Disadv.

EL/EB

Special Ed
(Current)

Special
Ed
(Former)

Cont.
Enrolled

Non-Cont
Enrolled

Baseline

40%

28%

36%

50%

*

*

*

43%

31%

20%

25%

*

*

*

2023

42%

30%

38%

52%

*

*

*

45%

33%

23%

26%

*

*

*

2024

44%

32%

40%

54%

*

*

*

47%

35%

26%

27%

*

*

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2025

47%

35%

42%

56%

*

*

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49%

37%

30%

28%

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*

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2026

50%

38%

44%

58%

*

*

*

51%

39%

34%

29%

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*

*

2027

53%

41%

46%

60%

*

*

*

53%

42%

38%

30%

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Early Childhood Math Board Outcome Goal

The percent of 3rd grade students who score meets grade level or above on STAAR Math will increase from 31% to 53% by August 2027.

Yearly Target Goals

2023

2024

2025

2026

2027

35%

39%

43%

48%

53%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL/EB	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
Baseline	31%	22%	27%	40%	*	*	*	41%	23%	26%	16%	*	*	*
2023	35%	25%	31%	44%	*	*	*	44%	27%	30%	18%	*	*	*
2024	39%	28%	35%	48%	*	*	*	48%	31%	34%	21%	*	*	*
2025	43%	31%	39%	52%	*	*	*	52%	35%	38%	24%	*	*	*
2026	48%	34%	43%	56%	*	*	*	56%	39%	42%	27%	*	*	*
2027	53%	38%	47%	60%	*	*	*	60%	43%	47%	30%	*	*	*

CCMR Board Outcome Goal

The percentage of graduates who meet the criteria for CCMR will increase from 48% to 60% by August 2027.

Yearly Target Goals

2023

2024

2025

2026

2027

50%

52%

54%

57%

60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EB/EL	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled	Non-Cont Enrolled
Baseline	48%	30%	39%	62%	*	*	*	56%	38%	22%	80%	*	51%	27%
2023	50%	32%	42%	64%	*	*	*	58%	40%	24%	80%	*	52%	30%
2024	52%	35%	45%	66%	*	*	*	60%	43%	26%	80%	*	54%	33%
2025	54%	38%	48%	68%	*	*	*	62%	46%	28%	80%	*	56%	36%
2026	57%	41%	51%	70%	*	*	*	64%	49%	30%	80%	*	58%	40%
2027	60%	44%	54%	72%	*	*	*	66%	52%	32%	80%	*	60%	44%

Campus Distinction Designations

- Academic Achievement in ELA/Reading
AHS, ATEMS
- Academic Achievement in Mathematics
AHS, ATEMS
- Academic Achievement in Science
ATEMS, Thomas
- Academic Achievement in Social Studies
ATEMS
- Top 25 Percent: Comparative Academic Growth
AHS
- Top 25 Percent: Comparative Closing the Gaps
AHS
- Postsecondary Readiness
AHS, ATEMS, CHS, Thomas

Additional Components

- Campus Improvement Plans
 - Campus performance objectives
 - Progress toward those performance objectives
 - Focus on identified needs
- 2021-22 Annual Report on Violent or Criminal Incidents
- Violence Prevention and Conflict Management
(Located in the appendix to the District Improvement Plan)
- Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education
(Updated report from THECB pending)

Posting

- Within two weeks of the public hearing, the components of the annual report will be posted on the Abilene ISD Accountability website.