



**2022-2023 Texas  
Academic Performance  
Annual Report**

# 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, excluding winter breaks.
- Received: December 15, 2023
- 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)

- The TAPR, released in December 2024, does not include:
  - A-F ratings
  - Distinction Designations
  - Special Education Determination Status
- “The issuance of the A-F ratings under 2023 rule is pending and subject to change.”

# Texas Academic Performance Report (TAPR)

- STAAR Performance (not state accountability)
- 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)

# TAPR - Graduation Rates

Class	Graduation 4-Year			Graduation 5-Year			Graduation 6-Year		
	State	Region	District	State	Region	District	State	Region	District
<b>Class of 2022</b>	89.7%	94.5%	<b>94.6%</b>						
<b>Class of 2021</b>	90.0%	94.3%	<b>94.1%</b>	92.2%	95.6%	<b>95.4%</b>			
<b>Class of 2020</b>				92.2%	95.7%	<b>95.9%</b>	92.7%	95.8%	<b>95.9%</b>
<b>Class of 2019</b>							92.6%	96.0%	<b>96.2%</b>

# TAPR - Dropout Rates

Grade Span	Year	Annual Dropout Rate		
		State	Region	District
Grades 7-8	2021-22	0.7%	0.9%	0.8%
	2020-21	0.9%	1.0%	0.7%
Grades 9-12	2021-22	2.2%	1.3%	1.0%
	2020-21	2.4%	1.2%	1.3%

# District Accreditation Status

- The Texas Education Agency awards an accreditation status to each public school district and charter school.
- The most recent (2022-2023) accreditation status awarded to Abilene ISD is “**Accredited.**”

# 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
- The current 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 campus goals in these specified areas



# District Level Support for Literacy and Math Goal Progression

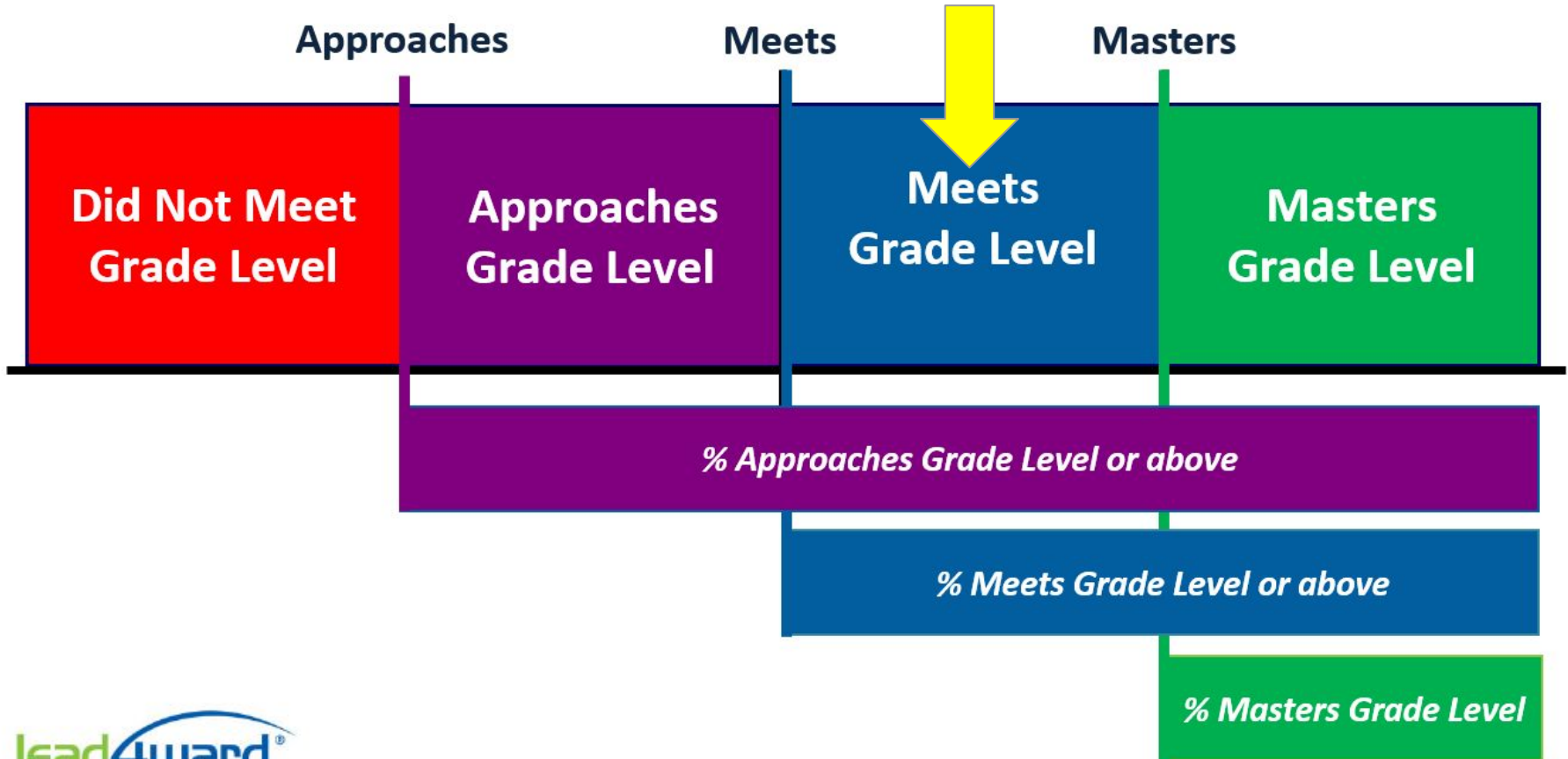
The Abilene ISD will provide **targeted professional learning opportunities and activities** for kindergarten through third grade teachers who are assigned to campuses that are not meeting targets.

These activities are required for the selected audience unless otherwise noted.

## Literacy / Reading Language Arts

Activity	Audience	Timeline	Responsible
New teacher mentoring	New teachers	Ongoing	Joiner
Back to school RLA collaboration campus meetings	Selected grade level teachers	August	Joiner
Campus specific support planning (Roadshow)	Campus admin	BOY, MOY, STAAR	Content Coordinators
Foundations training - campus specific	Selected grade level teachers	August and ongoing	Joiner
Grade level and PLC participation	Selected grade level teachers	Monthly	Joiner
Instructional coaching	Selected teachers	Each six weeks	Joiner
Classroom walkthroughs, observations, and feedback	Selected teachers	Ongoing	Joiner
Classroom modeling and assistance	Selected teachers	Ongoing	Joiner
Constructed Response training	Instructional coordinators (TOT), selected campuses	Ongoing	Joiner, Region 14
Common Formative Assessment debriefs and data discussions	Instructional coordinators (TOT), selected campuses	Each six weeks	Joiner
RLA STAAR workshops	Selected campuses	Ongoing	Joiner

# STAAR Has Three Passing Levels



## 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%	*	*	*
2025	47%	35%	42%	56%	*	*	*	49%	37%	30%	28%	*	*	*
2026	50%	38%	44%	58%	*	*	*	51%	39%	34%	29%	*	*	*
2027	53%	41%	46%	60%	*	*	*	53%	42%	38%	30%	*	*	*

## Closing the Gaps Student Groups - Literacy/RLA

	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 2022	40%	28%	36%	50%	*	*	*	43%	31%	20%	25%	*	*	*
2022 TAPR	42%	34%	37%	51%	*	60%	*	43%	34%	23%	35%	24%	42%	43%
2023 Goal	42%	30%	38%	52%	*	*	*	45%	33%	23%	26%	*	*	*
2023 TAPR	44%	33%	40%	50%	20%	71%	*	50%	37%	35%	25%	41%	45%	40%
2024 Goal	44%	32%	40%	54%	*	*	*	47%	35%	26%	27%	*	*	*
2027 Goal	53%	41%	46%	60%	*	*	*	53%	42%	38%	30%	*	*	*

## 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%	*	*	*

## Closing the Gaps Student Groups - Math

	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 2022	31%	22%	27%	40%	*	*	*	41%	23%	26%	16%	*	*	*
2022 TAPR	34%	28%	28%	42%	*	60%	*	40%	26%	34%	30%	18%	34%	31%
2023 Goal	35%	25%	31%	44%	*	*	*	44%	27%	30%	18%	*	*	*
2023 TAPR	37%	25%	30%	48%	20%	57%	*	38%	30%	27%	23%	55%	32%	30%
2024 Goal	39%	28%	35%	48%	*	*	*	48%	31%	34%	21%	*	*	*
2027 Goal	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%



## Closing the Gaps Student Groups - CCMR

	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 2022	48%	30%	39%	62%	*	*	*	56%	38%	22%	80%	*	51%	27%
2022 TAPR	48%	31%	40%	63%	*	64%	*	56%	40%	14%	87%	*	*	*
2023 Goal	50%	32%	42%	64%	*	*	*	58%	40%	24%	80%	*	52%	30%
2023 TAPR	44%	31%	38%	56%	*	64%	*	51%	34%	23%	88%	*	*	*
2024 Goal	52%	35%	45%	66%	*	*	*	60%	43%	26%	80%	*	54%	33%
<b>2027 Goal</b>	<b>60%</b>	<b>44%</b>	<b>54%</b>	<b>72%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>66%</b>	<b>52%</b>	<b>32%</b>	<b>80%</b>	<b>*</b>	<b>60%</b>	<b>44%</b>

# CCMR: College, Career, and Military Readiness

- Texas Success Initiative (TSI) criteria in RLA and mathematics  
(Examples: TSIA2, SAT, ACT, College Prep course)
- Earn dual course credits  
(3 hours in ELA or math –or– 9 hours in any subject)
- Meet criteria on Advanced Placement exam  
(Score 3 or greater)
- Earn an Associate Degree  
(By August 31 immediately following high school graduation)
- Earn OnRamps course credits
- Earn an Industry-Based Certification
- Graduate with Completed IEP and Workforce Readiness as a Special Education student
- Graduate under an advanced degree plan and be identified as a current Special Education student
- Graduate with Level I or Level II certificate

# Additional Components

- Campus Improvement Plans
  - Campus performance objectives
  - Progress toward those performance objectives (quarterly)
  - Focus on identified needs
  - Approved by the Board August 7, 2023
  - Posted on the Abilene ISD website
- 2021-22 Annual Report on Violent or Criminal Incidents
- Violence Prevention and Conflict Management
  - Policy FFB (LEGAL and LOCAL)
  - Appendix to the District Improvement Plan
  - Student Code of Conduct

# Additional Components

- Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education
  - Prepared by the Texas Higher Education Coordinating Board
  - Most recent: 2020 HS Graduates enrolling in Texas post-secondary in FY 2021
- PEIMS Financial Standard Reports (2021–22 Financial Actual Reports)
  - Presented to the Board January 9, 2023 in Annual Audit

# Posting of Annual Report

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