2021-22
District Annual
Report
Public Hearing

Boerne ISD

February 27, 2023

8 sections to the District Annual Report

01

TAPR

2021-2022 Texas Academic Performance Report 02

Financial Report

PEIMS 20-21 Actual Financial Reports

03

Accreditation

2021-2022 District Accreditation Status 04

DIP/CIP

District/Campus Performance Objectives

05

Report on Crime

Report on Campus Violent or Criminal Incidents 06

Post-Secondary

Student
Performance in Post
Secondary
Institutions

07

HB 3

District progress on HB 3 goals

80

Glossary

TAPR Glossary

Section 1: 2021-22 Texas Academic Performance Report (TAPR)

2021 - 2022 District & Campus TAPR Reports

Programs

School & District Staff

Student Demographics

Section 1: 2021-22 Texas Academic Performance Report (TAPR)

- 2022 Accountability Rating
 - A
- ☐ 2022 Special Education Determination Status
 - Meets Requirements
- ☐ 2022 Distinction Designations
 - N/A

TAPR: Student Demographics

☐ Enrollment: 10,268

☐ Male: 51%

☐ Female: 49%

Grade Level	BISD
Early Childhood	57
Pre-Kindergarten	138
Kindergarten	706
Grade 1	680
Grade 2	763
Grade 3	671
Grade 4	800
Grade 5	711

Grade Level	BISD
Grade 6	793
Grade 7	879
Grade 8	842
Grade 9	854
Grade 10	827
Grade 11	792
Grade 12	755

TAPR: Student Demographics

Enrollment: 10,268

□ Male: 51%

□ Female: 49%

Ethnicity	BISD	State
African American	1%	13%
Hispanic	33%	53%
White	61%	26%
Asian	2%	5%
Other	3%	3%

Sub Population	BISD	State
Economically Dis.	16.9%	61%
Emergent Bilingual	6%	22%
Special Education	13%	12%
Gifted/Talented	9%	8%
At-Risk	40%	54%

TAPR: Staff Demographics

Total Staff: 1,218

☐ Professional: **829**

☐ Ed. Aides: **106**

☐ Auxiliary: 284

Staff	BISD	State
Total Minority Staff	324 (27%)	52%
Teachers w/Masters	197 (30%)	25%
Teachers w/Doctorate	6 (1%)	0.8%
Experience: Beginning - 5 years	142 (22%)	35%
Experience: 6-10 years	156 (24%)	20%
Experience: 11-20 years	226 (35%)	29%
Experience: 20 + years	131 (21%)	16%
Experience: Campus Leadership	4 years	5.5 years
Average Teacher Salary	\$57,426	\$58,887
Teacher Turnover Rate	13.4%	17.7%

TAPR: STAAR

☐ Participation Rate 100%

☐ For All Grades and All Subjects:

Performance levels from 2021 to 2022

Approaches: 85% to 89%
Meets: 62% to 68%
Masters: 33% to 38%

All Subjects	BISD	Region 20	State
Approaches	89%	72%	74%
Meets	68%	45%	48%
Masters	38%	21%	23%

TAPR: Reading & Math

Approaches Grade Level	BISD	Region 20	State
Reading	89%	74%	75%
Math	88%	69%	72%

<u>Meets</u> Grade Level	BISD	Region 20	State
Reading	72 %	51%	53%
Math	64%	38%	42%

<u>Masters</u> Grade Level	BISD	Region 20	State
Reading	40%	24%	25%
Math	34%	17%	20%

TAPR: STAAR

- □ For All Grades and Both Subjects:
 - □ School Progress 2019 to 2022

Both Subjects	BISD	Region 20	State
2022	76	73	74
2019	72	68	69

TAPR: STAAR Bilingual/ESL/Emergent Bilingual

☐ For All Grades and All Subjects:

Performance levels from <u>2021-2022</u>

Approaches: 55% to 66%Meets: 20% to 43%

• Masters: 7% to 21%

<u>Approaches</u> Grade Level		ilingual ation
	2021	2022
Reading	55%	67 %
Math	59%	67%

<u>Meets</u> Grade	BISD Bilingual Education	
Level	2021	2022
Reading	18%	42%
Math	24%	46%

<u>Masters</u> Grade Level	BISD Bilingual Education		
	2021	2022	
Reading	6%	22%	
Math	11%	23%	

TAPR: Attendance, Graduation, & Dropout Rates

2020	BISD	State	
Attenda	nce Rate	97.8%	95%
Dropo	ut Rate	0.2%	2.4%
4 year Longitudin	4 year Longitudinal Graduation Rate		
	Foundation No Endorsement	8.2%	15.7%
Graduation Type:	Foundation Endorsement	3.4%	3.8%
	Foundation Distinguished	88%	80.1%

TAPR: CCMR

<u>2020-2021</u>	BISD	Region 20	State
CCMR	71%	59%	65%
AP Participation (All Subjects)	43%	21%	21%
AP Results (All Subjects)	70%	45%	49%
SAT/ACT (At/Above Criterion)	55%	32%	33%
Advanced/Dual Credit Completion	53%	42%	43%
2019-2020 Graduates Enrolled in TX IHE	55%	48%	46%

Section 2:

PEIMS Financial Standard Reports (2020-21 Financial Actual Reports)

2020-21 Actual Financial Data (District Report)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2020-21 Actual Financial Data

(Campus Report)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

Section 3:

2021-22 District Accreditation Status

- Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2022-23 school year
- ☐ Therefore, <u>no district was assigned an accreditation status for 2021-22</u>

Section 4:

Campus Performance Objectives

- □ Campus Improvement Plans (CIP)
 - Each campus has developed and is implementing a CIP, as required by TEC §11.253
 - ☐ Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments including data reported in annual TAPR reports
 - ☐ Each campus **periodically measures progress** toward its performance objectives
 - ☐ Updated CIPs for the 2021-22 school year (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

2021-2022 District Plan

2021-2022 Campus CIPs

Section 5:

Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2020-21 school year is available for review at the district's central office and at each campus in the district

2021-2022 Report on Violent or Criminal Incidents

BISD School Violence Prevention Interventions

Section 6:

Students Enrolled in Postsecondary Institutions 2020-2021 Graduates

Texas High School Graduates From FY 2021 Enrolled in Texas Public Higher Education Fall 2021

County=KENDALL COUNT

District	Code	Institution	Students
BOERNE ISD	130901	TEXAS A&M UNIVERSITY (003632)	57
		U. OF TEXAS AT SAN ANTONIO (010115)	41
		BLINN COLLEGE DISTRICT (003549)	39
		TEXAS TECH UNIVERSITY (003644)	37
		ALAMO CCD NW VISTA COLLEGE (000307)	25
		U. OF TEXAS AT AUSTIN (003658)	21
		BAYLOR UNIVERSITY (003545)	17
		TEXAS STATE UNIVERSITY (003615)	17
		ALAMO CCD SAN ANTONIO COLLEGE (009163)	10
		ABILENE CHRISTIAN UNIVERSITY (003537)	8
		TARLETON STATE UNIVERSITY (003631)	8
		ANGELO STATE UNIVERSITY (003541)	7
		SCHREINER UNIVERSITY (003610)	7
		UNIVERSITY OF NORTH TEXAS (003594)	7
		Other Public 4-yr Institution (25)	44
		Other Public 2-yr Institution (9)	16
		Not trackable	23
		Not found	322
		Total high school graduates	706

Section 6:

Student Performance in Postsecondary Institutions

BI	SD	Graduates	<2.0 GPA	2.0-2.49	2.5-2.99	3.0-3.49	>3.5
	4 Year Public	140	20	10	18	29	63
CUC	2 Year Public	62	12	3	14	15	16
CHS Total Graduates: 413	Ind. Colleges & Univ.	25					
413	Not Trackable	11					
	Not Found	175					

BI	SD	Graduates	<2.0 GPA	2.0-2.49	2.5-2.99	3.0-3.49	>3.5
	4 Year Public	90	13	4	19	19	35
nue	2 Year Public	44	10	4	8	11	10
Total Graduates: 263	Ind. Colleges & Univ.	11					
203	Not Trackable	11					
	Not Found	107					

Section 7:

Progress of the District & Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - Early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
 - CCMR plans adopted under TEC §11.186
- ☐ The progress made by the district and each campus as of the end of the 2021-22 school year is summarized in the HB 3 Progress Report provided to the Board

HB3 Goals Progress Report

Section 8:

TAPR Glossary

- Each year, TEA prepares and publishes a TAPRGlossary
- The TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2022 RDA Manual: https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/resultsdriven-accountability-data-and-reports

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (districts serving grades 10–12): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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