

HIGH SCHOOL LEVEL PERFORMANCE REPORT SUMMARY OF RESEARCH

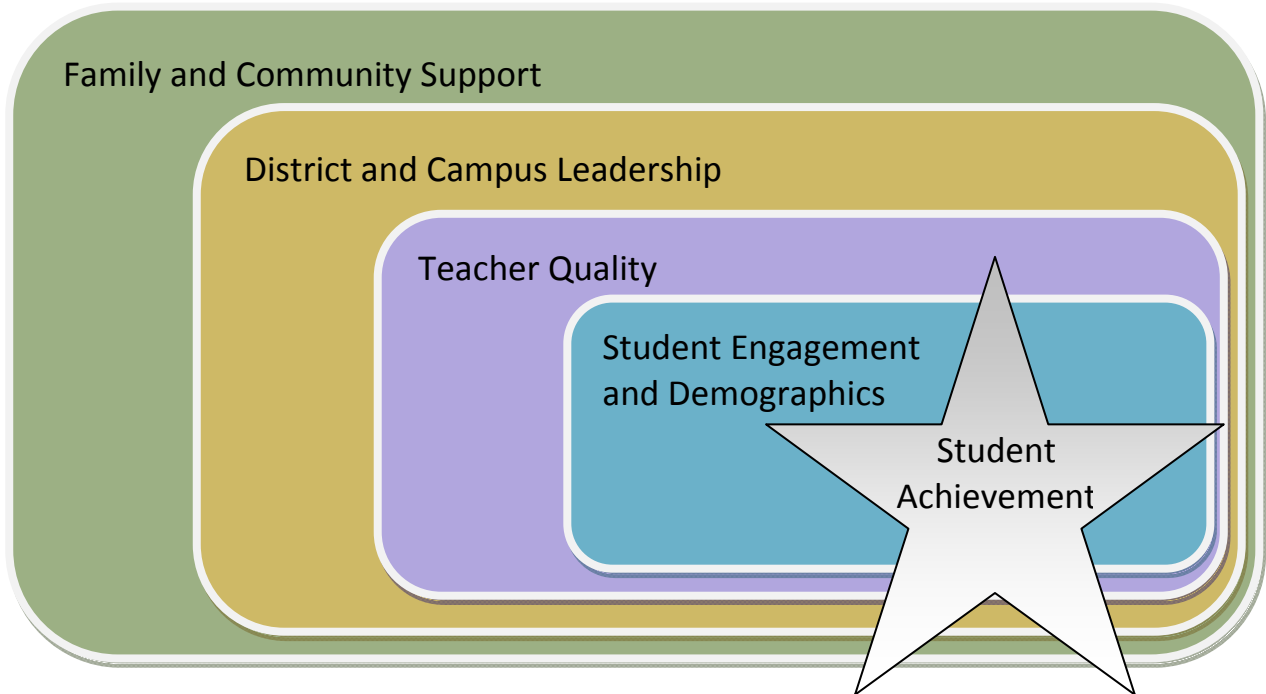
INTRODUCTION

AISD high schools are complex systems that include many inputs from students, teachers, administrators, and district policies and initiatives. AISD monitors many of these factors periodically during the school throughout the year. Factors that AISD monitors include:

- Student attendance enrollment, and discipline rates;
- Student achievement (i.e., TAKS results);
- School climate (e.g., student, parent, and teacher surveys);
- Teacher experience and retention;
- Principal experience, retention, and performance; and
- Evaluation results for specific initiatives in AISD.

The present report highlights recent analyses and strategies that address the interactions among factors related to student achievement across secondary schools (Figure 1).

Figure 1. Framework for Academic Achievement in Austin ISD



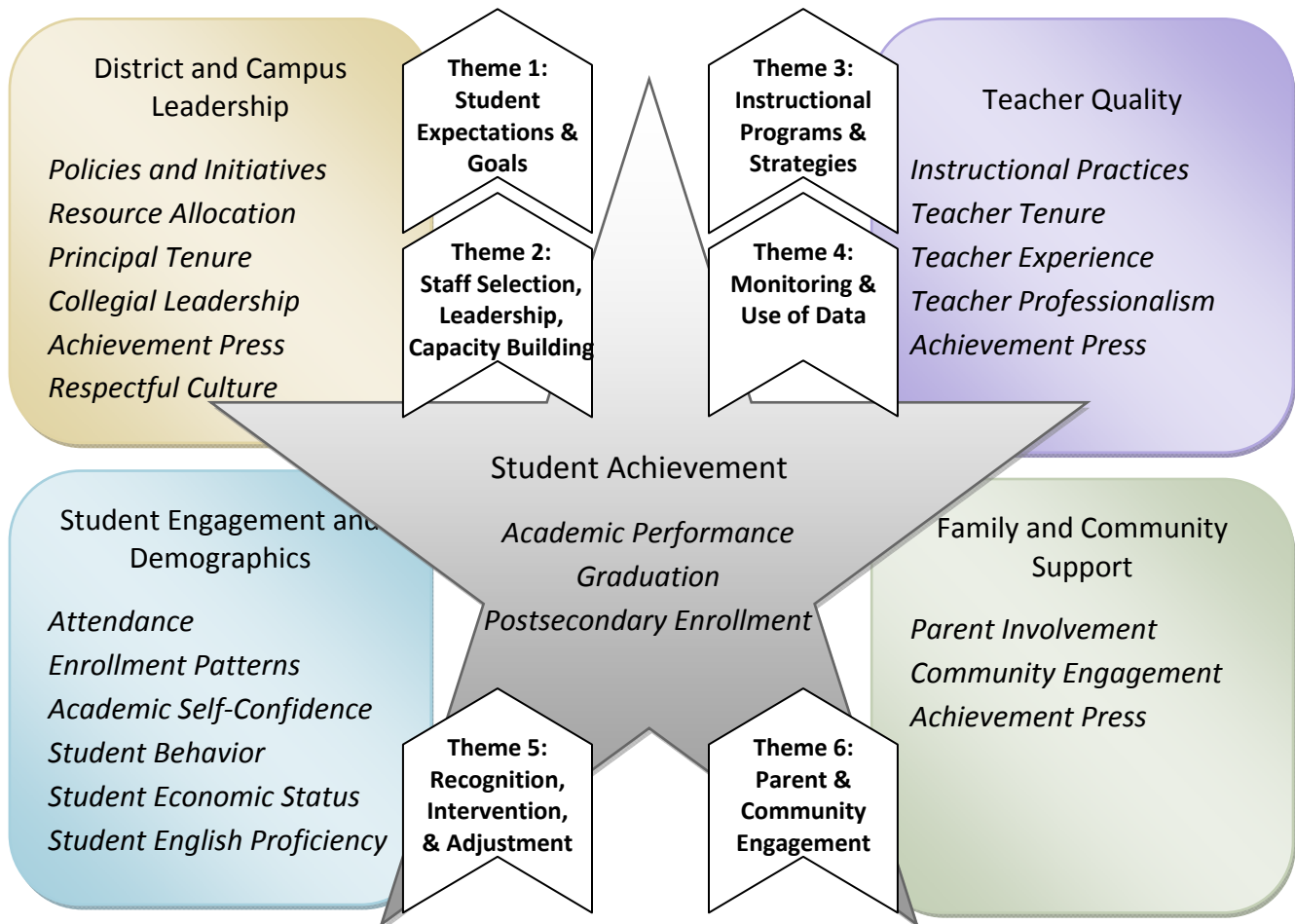
Previous reports to the Board of Trustees regarding the status of each school level have focused primarily on the school characteristics that are most related to campus-wide academic performance. In addition to these analyses, this year we also focus on teachers within schools, examining the factors that best characterize teachers whose students demonstrate strong academic performance in AISD (e.g., growth). In addition, this report presents data on factors

contributing to students’ risk of dropping out and factors most related to postsecondary enrollment. The results of these analyses inform the strategies the district will employ to address the family and community support, leadership, teacher quality, and student engagement factors that are critical to student achievement at the secondary level.

CONCEPTUAL FRAMEWORK

A variety of indicators may be used to represent each of the overarching factors in the framework for academic achievement. Where possible, the analyses have incorporated these indicators to examine their relative influence so that we may better understand the ways our policies and practices can be used to support student success. Below are some examples of indicators that may be used to measure each framework factor (Figure 2). Throughout the report, key findings related to these factors are presented in boxes corresponding to the colors below. In addition, factors are identified that overlap with the “themes” used in the district’s recently adopted National Center for Educational Achievement (NCEA) Core Practice Framework.

Figure 2. Indicators for Framework for Academic Achievement in Austin ISD and Relationship to the National Center for Educational Achievement (NCEA) Core Practice Framework Themes



**RESULTS BY STUDENT
ACHIEVEMENT INDICATOR**

ACADEMIC PERFORMANCE

The present report discusses performance on TAKS in two ways. First, we examine performance in the “traditional” way according to the percentage of students who met the passing standard or achieved Commended status, and the accountability ratings. In addition, the report incorporates a new methodology of examining student growth from one year to the next on TAKS, specifically the percentage of students

performing above and/or below what was predicted from their prior scores (see Glossary for a description of Student Growth).

TAKS Passing Rates. In 2008-2009, high school student performance on TAKS continued to improve in most areas (Figure 3). The percentage of students meeting the state standards in reading, science, and social studies increased for all grades tested, and math performance improved for grades 9 and 10. Commended performance improved or remained the same for all grades in every subject tested.

Figure 3. Percentage of Students Meeting TAKS and Commended Standard, 2008 and 2009

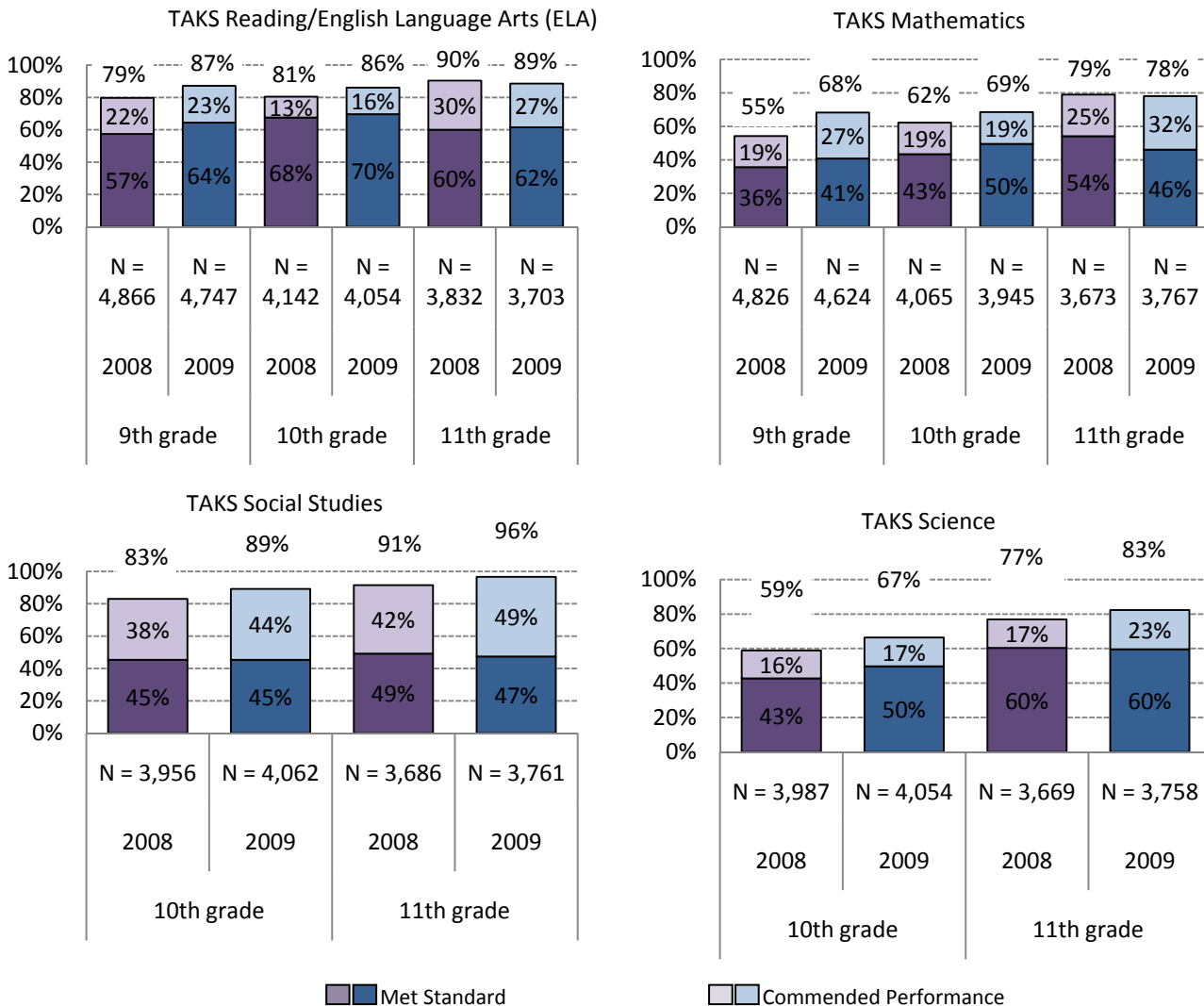
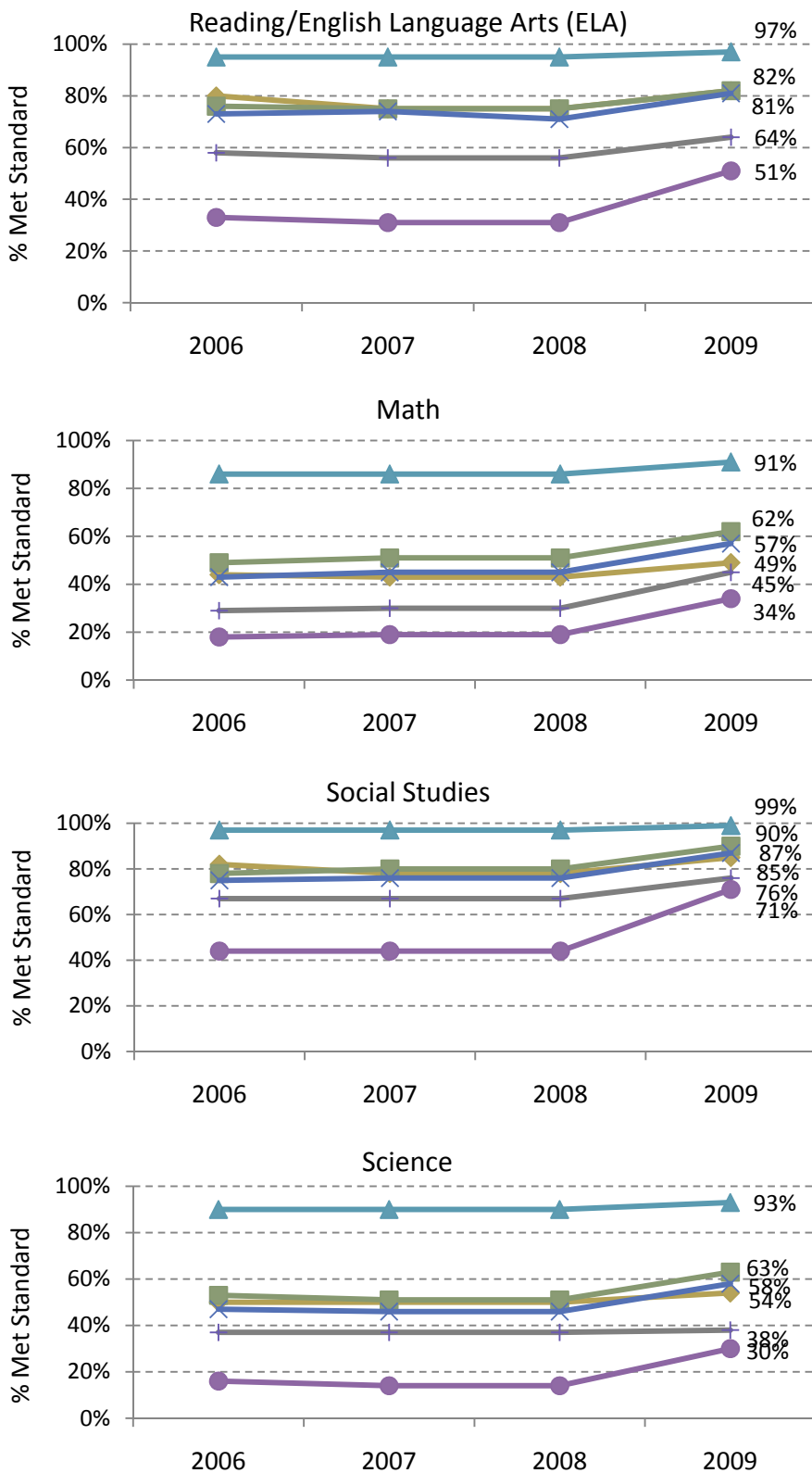


Figure 4. Percentage of Students Meeting TAKS Standard by Student Group, 2006 through 2009



Performance of all student groups improved, with achievement gaps continuing to narrow (Figure 4). In particular, a greater percentage of students with limited English proficiency (LEP) passed TAKS than ever before, substantially reducing performance gaps compared with prior years. However, some gaps persist and must close more quickly to achieve the Board of Trustee’s goal of accomplishing the Recognized status by 2012.

- ◆ Afr. Am.
- Hisp.
- ▲ White
- × Econ. Dis.
- + SpEd
- LEP

Accountability Ratings. Table 1 shows the current state and federal accountability ratings for each AISD high school and describes the gains necessary for each campus to reach the standards for the next highest state rating and meet Adequate Yearly Progress (AYP) in 2010. Necessary gains are reported for the student group that performed lowest in 2009. In several instances, required gains are 30 percentage points or more (circled).

The primary areas that require improvement are math and science, with double-digit gains needed for most schools to reach the next level. To meet the increased 2010 AYP standards, all but one high school must increase both math and reading/ELA passing rates. Most will require significant increases in at least one student group.

Table 1. Percentage Point Increase Needed for Lowest Performing Student Group to Reach Next Level of State Accountability Rating and AYP in 2010

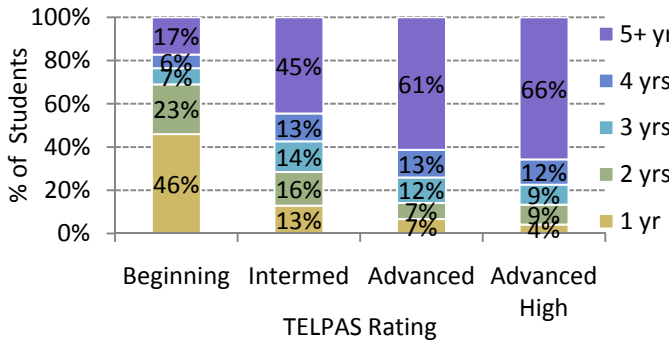
School	2009 State Rating	Percentage Point Increase Needed for <i>Lowest Performing Student Group</i> to Reach Next Level of Rating in 2010*				2009 AYP Rating	Percentage Point Increase Needed for <i>Lowest Performing Student Group</i> to Meet 2010 AYP	
		Reading	Math	Science	Social Studies		Reading	Math
To Reach Academically Acceptable								
Eastside	Acad. Unacc.	10 (Af. Am)	36 (Af. Am)	14 (All)	n/a	Met	9 (All)	19 (Af. Am)
LBJ	Acad. Unacc.	1 (EconD)	32 (Af. Am)	19 (Af. Am)	n/a	Missed	17 (Af. Am)	46 (Af. Am)
Reagan	Acad. Unacc.	n/a	30 (Af. Am)	19 (Af. Am)	n/a	Missed	9 (Hisp)	48 (Af. Am)
To Reach Recognized								
Akins	Acad. Accept.	n/a	24 (Af. Am)	25 (Af. Am)	n/a	Missed	29 (Sped)	41 (Sped)
Anderson	Acad. Accept.	n/a	11 (Af. Am)	11 (EconD)	n/a	Met	1 (Af. Am)	6 (Af. Am)
Austin	Acad. Accept.	n/a	19 (EconD)	22 (EconD)	n/a	Met	21 (LEP)	13 (EconD)
Bowie	Acad. Accept.	n/a	4 (EconD)	7 (EconD)	n/a	Met	n/a	n/a
Crockett	Acad. Accept.	n/a	33 (Af. Am)	15 (Af. Am)	n/a	Missed	18 (Sped)	46 (Sped)
Lanier	Acad. Accept.	4 (Hisp)	35 (Af. Am)	21 (Hisp)	n/a	Missed	15 (LEP)	32 (LEP)
McCallum	Acad. Accept.	n/a	24 (Af. Am)	20 (Af. Am)	n/a	Met	5 (Af. Am)	26 (Af. Am)
Travis	Acad. Accept.	n/a	12 (Af. Am)	n/a	n/a	Met	38 (LEP)	23 (Af. Am)

Note. Table 1 only includes data relevant to TAKS and does not include data relevant to completion or graduation rates. The 2010 ratings will be determined using completion and graduation data from the 2008-2009 school year, a time frame we clearly can no longer impact. These rates are addressed later in the report within the context of factors contributing to successful high school completion.

English Language Proficiency and Academic Achievement. Data from the Texas English Language Proficiency Assessment System (TELPAS) provide important information about the progress of English Language Learners (ELLs). In 2008-2009, 77% of 9-12th graders scored Advanced or Advanced High on TELPAS (compared with 73% in 2007-2008). Students scoring at the Advanced and Advanced High level are likely to have been enrolled in AISD schools for more years than those scoring in the Beginning or Intermediate levels (Figure 5).

ELLs who have been in the district for four or more years and who score at the Beginning or Intermediate level are more likely to also be Special Education students and to have lower attendance rates than are those who score at the Advanced or Advanced High levels after having been enrolled in AISD for four or more years.

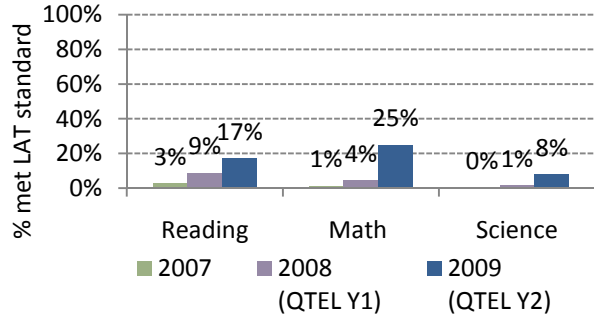
Figure 5. 2008-2009 TELPAS Results for 9-12 Graders by Years in AISD



In 2007-2008, International and Lanier high schools implemented the Quality Teaching for English Learners (QTEL) program. A formal evaluation of the program is forthcoming, but preliminary results are encouraging. TAKS-LAT (Linguistically Accommodated Testing) passing rates for

students at International High School increased in 2008-2009 for reading, math, and science.

Figure 6. 10th Grade TAKS-LAT for International HS, 2006-2007 to 2008-2009



Former ELLs who enter and exit the Bilingual/ESL program between pre-kindergarten (pre-K) and 6th grade or who enter and exit between 7th and 12th grade tend to perform better on TAKS than do those who enter the program during elementary school, but exit between 7th and 12th grade.

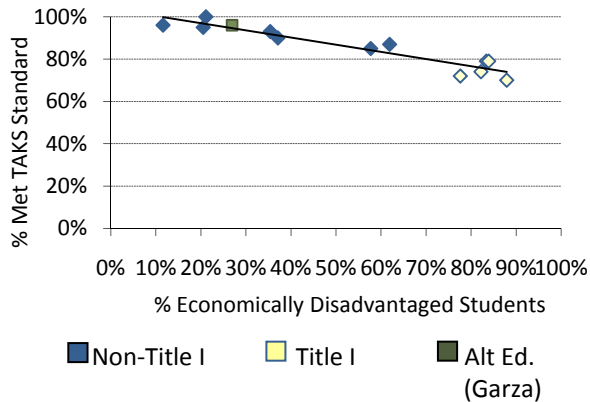
Former ELLs with elementary or secondary entry and exit patterns perform as well as or better than their general education (never ELLs) peers in reading/ELA, math, and science. However, students with extended entry and exit patterns that extend from elementary to secondary tend to perform worse on math and science TAKS than their general education (never ELLs) peers.

Those with extended-program entry and exit patterns differ from other former ELLs in several ways; they are significantly more likely to be economically disadvantaged and to be at risk of dropping out of school, and are significantly less likely to be in the Gifted and Talented program.

Economic Disadvantage and TAKS.

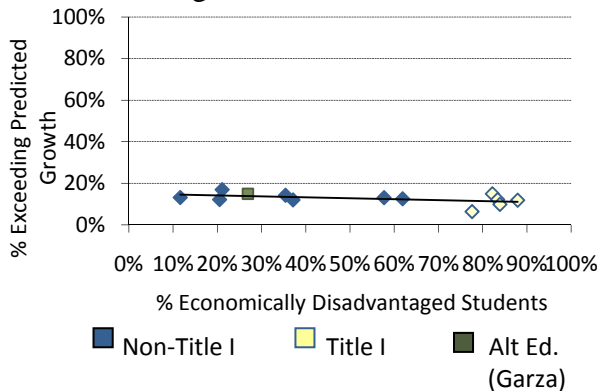
School passing rates on TAKS for every subject are strongly related to the percentage of economically disadvantaged students enrolled (see Figure 7 for an example of this relationship).¹

Figure 7. High School TAKS Reading Passing Percentages by Percentage of Economically Disadvantaged Students Enrolled, 2009



However, an examination of individual student growth from 2008 to 2009 on TAKS indicates that the economic status of a school is not significantly related to the percentage of students at a school achieving exceptional growth in either reading or math (Figure 8).

Figure 8. High School TAKS Reading Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009

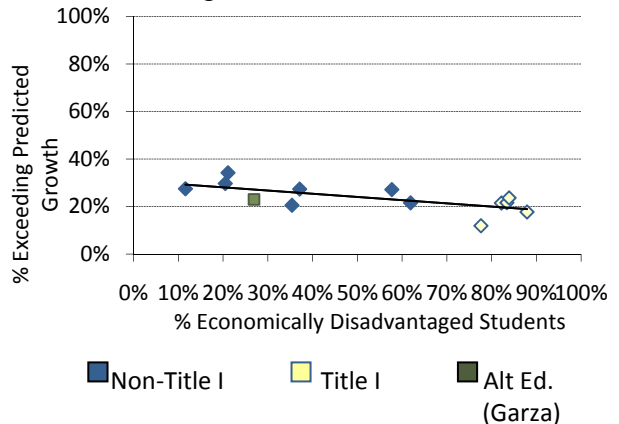


¹ See Appendix B for additional factors related to school passing rates on TAKS.

Students across all secondary AISD schools have an equal chance of achieving growth in reading and math, indicating comparable potential for academic growth across all secondary schools in these subject areas.

However, student growth from one year to the next on science TAKS was not equal across schools. Specifically, science growth was less likely at schools with high economic disadvantage (Figure 9). While this trend was less pronounced at the high school than at the middle school level, the relationship was statistically significant.

Figure 9. High School TAKS Science Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009



Some high poverty secondary schools (with over 75% economically disadvantaged students) did, however, perform better in science than would be predicted. These exceptions to the trend were examined relative to other high poverty schools to determine characteristics that differed significantly.

Secondary schools that achieved strong growth in science despite their high economic disadvantage (which include Eastside Memorial, Lanier, Reagan, and Travis) had more positive staff and student ratings of the behavioral environment than other equally high poverty secondary school with low growth (including LBJ).

Secondary campuses are more likely to overcome the relationship between poverty and science performance if they have more positive student behavioral environments.

The analyses described above examine student growth at the schoolwide level. However, district efforts to address teacher quality both across and within schools required additional analyses that provide new information about characteristics of successful teachers.

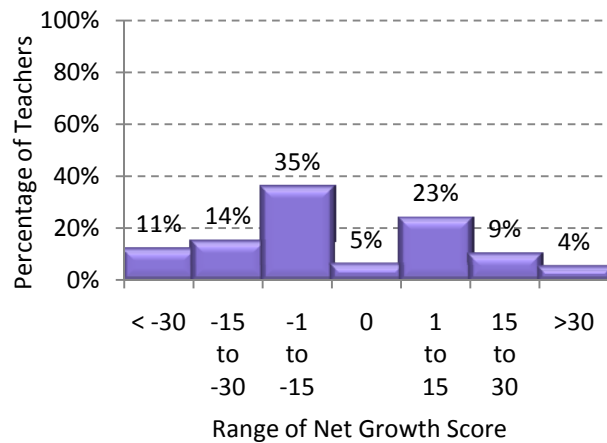
Student Growth by Teacher. Net growth scores were computed for each teacher by subtracting the percentage of students performing below predicted from the percentage of students performing above predictions based on prior TAKS scores. Data suggest that most high school teachers had similar percentages of students achieving above and below predictions resulting in net growth score between -15 and +15 (Figure 10).

Some high school teachers had substantially more students exceeding their predicted scores than falling below, for a high positive net growth. Conversely, some had substantially more students performing below predictions than above, representing a high

negative net growth. District staff continue to examine these data to ensure equity across all schools and to understand the implications of these data.

The campus average net growth for reading/ELA, math, and science teachers ranged from -24 to +7 across high schools; net growth varied more for teachers in science than for teachers in math and reading/ELA.

Figure 10. Net Growth Scores from 2007-08 to 2008-09 of High School Reading/ELA, Math, and Science Teachers

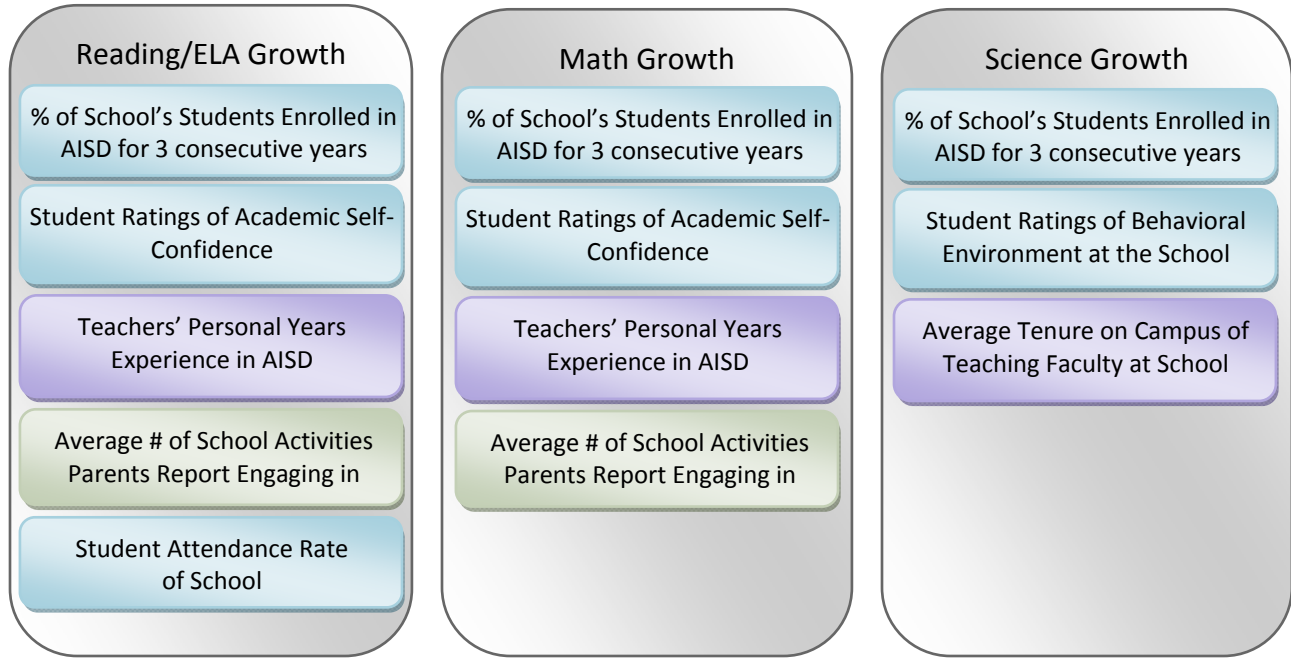


To more closely examine the factors related to student academic growth on TAKS in reading, math, and science from one year to the next, we considered the nested nature of teachers within school environments. Indicators of family and community support, district and campus leadership, teacher quality, and student engagement were analyzed in hierarchical linear models (HLM) to determine which characteristics, in combination, are most related to the student growth elicited by individual secondary teachers from 2008 to 2009.

Teacher Growth HLM Results. A combination of family and community support, school, teacher, and student factors can significantly describe teacher success in each subject area. Although not every potentially influential factor could be measured for this study, those that were

measured (see Appendix for a description of these analyses) did include some factors that, in combination, are significantly related to teacher success in each subject area (Figure 11). Other factors may be significantly related by themselves, but not when combined with those presented in Figure 11.

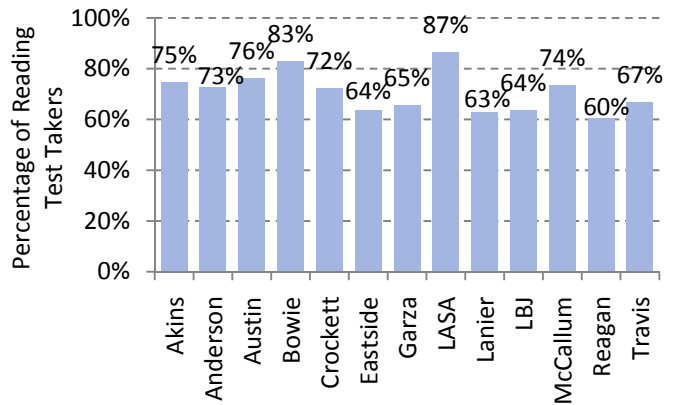
Figure 11. HLM Results of Factors Most Related to Student Growth for Secondary Level Teachers of Reading/ELA, Math, and Science



Enrollment Over Time. The one common factor related to student growth among secondary teachers in reading/ELA, math, and science is the percentage of students tested who have been in AISD for the past three consecutive years.

Across high schools, the percentages of students enrolled for three consecutive years ranged from 60% to 87% for students tested in reading (Figure 12).

Figure 12. Percentage of Students in AISD for 3 Consecutive Years, by High School



This factor also was related to districtwide percentages of students meeting the standard on TAKS. Passing rates for students in AISD for three consecutive years outpaced those of other students at every grade for every student group (Figure 13). Differences were more dramatic for performance in

reading than math, and were most discrepant between groups for students in grades 9 and 11. Gaps were greatest between the three-year cohort and other students for Hispanic, Economically Disadvantaged, and Special Education students (circled below).

Figure 13. 2009 TAKS Reading Passing Percentages for Students in AISD for 3 Years and Students Not in AISD for 3 Years

		Grade					
		9		10		11	
		In AISD 3 Years	Not in AISD 3 Years	In AISD 3 Years	Not in AISD 3 Years	In AISD 3 Years	Not in AISD 3 Years
All Students		90%	69%	87%	73%	95%	77%
N		3,804	1,445	3,281	1,267	3,237	807
Ethnicity	Nat Am	*	*	>99%	89%	>99%	*
	(N)			(13)	(9)	(15)	
	Asian	98%	84%	95%	81%	97%	89%
	(N)	(120)	(47)	(101)	(32)	(99)	(27)
	Black	83%	63%	79%	67%	93%	78%
	(N)	(452)	(232)	(373)	(239)	(374)	(130)
	Hispanic	86%	59%	83%	66%	93%	67%
	(N)	(2,030)	(769)	(1,603)	(598)	(1,534)	(423)
	White	98%	91%	96%	85%	99%	94%
	(N)	(1,197)	(393)	(1,191)	(388)	(1,215)	(223)
Other Groups	LEP	58%	38%	52%	50%	70%	46%
	(N)	(364)	(315)	(314)	(241)	(227)	(188)
	Econ Dis	84%	58%	80%	65%	92%	68%
	(N)	(1,987)	(776)	(1,496)	(600)	(1,306)	(269)
	Spec Ed	80%	38%	67%	56%	74%	50%
	(N)	(160)	(271)	(124)	(346)	(164)	(123)

Source. AISD TAKS records, 2007 to 2009

*cell sizes with 5 or fewer students have been masked.

Parent and Student Engagement. Results also underscore the significant role that parents and students play in educational process. Parent involvement in school-related activities also relates significantly to the growth of teachers' students in both reading and math.

Parents at each high school reported participating in an average of between 1 and

4 activities at their child's school during 2008-2009.

Reading/ELA and math teachers are more likely to have students demonstrating growth at schools where parents reported engaging in more activities.

In addition to the important role that parents play in teacher and student success, students also contribute significantly to their own success. Teachers at schools where students have high academic self-confidence also have stronger student growth in reading and math, suggesting that students who *feel* well-prepared and successful in school actually *are*, and that students who say they try hard actually do.

This highlights both the validity of student self-ratings as an indicator of the educational environment and the importance of actively helping students establish the confidence that can encourage them to attempt rigorous coursework and try hard in the future. This type of student engagement is critical to student and school success.

Reading/ELA and math teachers are more likely to have students demonstrating growth at schools where students report they can do even the hardest schoolwork if they try, they feel successful in their schoolwork, they can reach the goals they set for themselves, they know how they are doing in school, they feel well-prepared for TAKS, and they try hard to do their best work.

In addition, school student attendance rate also significantly contributes to the growth demonstrated by students of reading/ELA teachers.

Reading/ELA teachers were more likely to have students demonstrating growth at schools with higher student attendance rates.

Another indicator of student engagement, student behavior, also contributes significantly to the combination of factors that are most related to the growth of science teachers' students.

Science teachers are more likely to have students demonstrating growth at schools where students report they feel safe, their classmates show respect to each other, students follow the school rules, and they are happy with the way their classmates treat them.

Some teachers and administrators suggest that the behavioral environment influences instructional practices of science, in particular, due to the safety concerns associated with laboratory exercises.

Teacher Characteristics. Along with the combination of parent and student engagement indicators, two teacher-level factors measured in this study also are significantly related to the growth of their specific students. First, teacher experience in AISD is significantly related to student growth in reading/ELA and math. Second, the collective tenure of teachers on campus is related to individual teachers' student performance in science.

Reading/ELA and math teachers with greater experience in AISD are more likely to have students demonstrating growth; science teachers are more likely to have students demonstrating growth when at a school where the faculty has been on that campus together for a long time.

A variety of teacher data were examined for this study, including teacher reports of their self-reported attachment to their school and to teaching, data use practices, and professional learning community behaviors. While each of these individually was somewhat related to student growth, their significance did not outweigh the combination of factors described above that are most related to student growth.

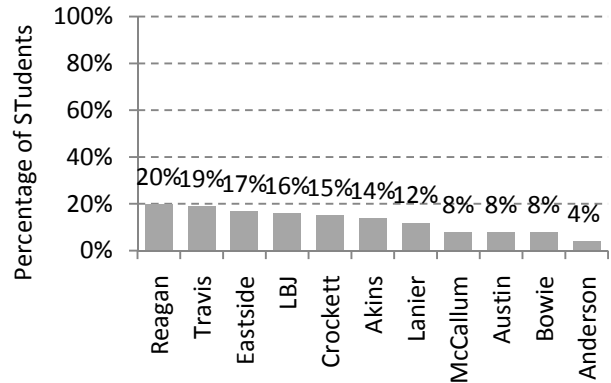
AISD staff will continue to examine factors related to student achievement and teacher quality, including a study of instructional best practices planned for the current school year. This study will include focus groups, interviews, and classroom observations of teachers demonstrating student growth across the spectrum.

GRADUATION FROM HIGH SCHOOL

The path towards high school graduation begins as early as elementary school. Each student arrives in high school with a history of achievement and behavior that has laid a foundation for the future.

Grade Placement. Many students who do not pass TAKS in 8th grade are promoted to high school by their Grade Placement Committees (GPCs). Research in AISD shows that while these students are not more likely than other students to drop out in the ninth grade, they are more likely than others to struggle. The percentage of students who were grade placed into high school varies across schools (Figure 14).

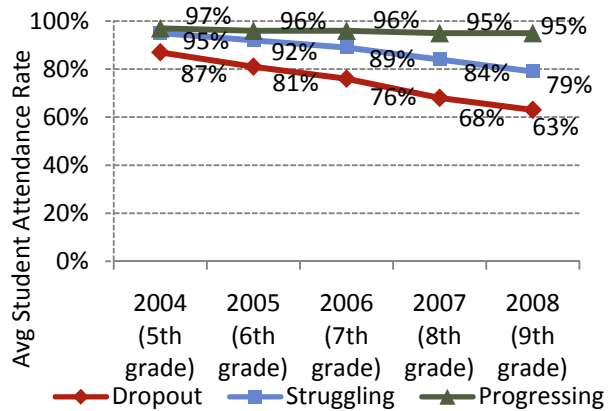
Figure 14. Percentage of 9th Grade Students Grade Placed by High School, 2008-2009



Dropout Characteristics. Recent research on former AISD dropouts reveals some early warning indicators of student engagement that can distinguish among the 9th grade students in 2008-2009 who earned sufficient credits to promote (progressing), those who did not earn sufficient credits to promote but stayed in school (struggling), and those who eventually dropped out of AISD during the year (dropouts).

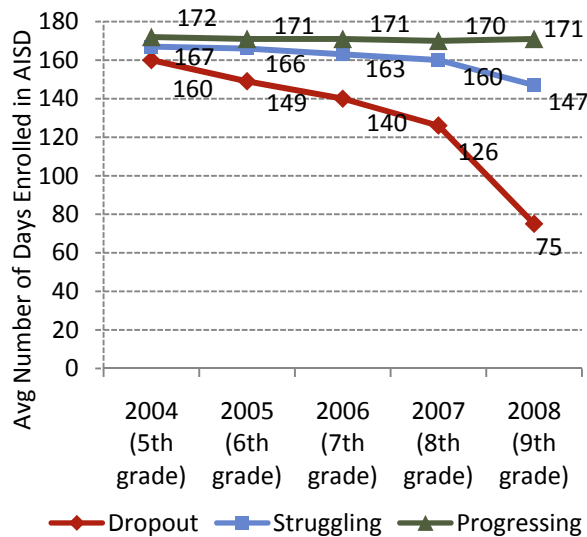
Student attendance again proves to be a critical indicator of student engagement and success, distinguishing as early as 5th grade the students who dropped out of school during their 9th grade year (Figure 15).

Figure 15. Longitudinal Attendance Patterns of 9th graders in 2008-2009



Additionally, the number of days students are enrolled in AISD during the course of a school year can signal an early warning for those at risk of dropping out (Figure 16). Ninth grade students who dropped out of school in 2008-2009 were enrolled fewer days, on average, during middle school than were their peers who remained in school. This, like the 3-Year Cohort data previously discussed, highlights the importance of consistent enrollment over time in AISD.

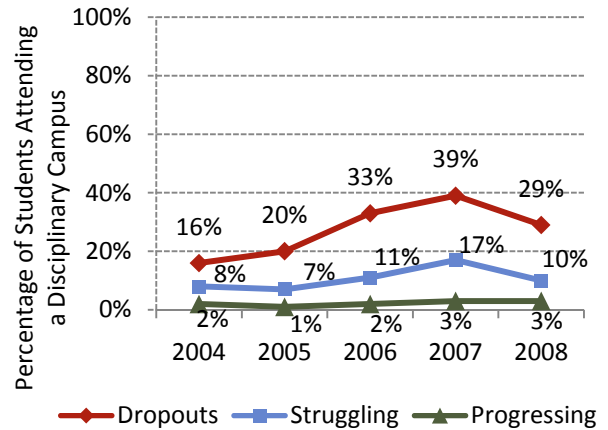
Figure 16. Longitudinal Enrollment Patterns of 9th graders in 2008-2009



Student discipline also plays a critical role. Together with attendance and enrollment patterns, behavioral problems can distinguish students who dropped out from those who either remained in school as struggling students or progressed with sufficient credits in 9th grade. As shown in Figure 17, a higher percentage of students who drop out have spent time at a disciplinary campus than those who do not drop out. High school students are somewhat less likely to be disciplined than their middle school peers. However, rates changed little over the past year, and one

quarter of African-American students were suspended to home in 2008-2009.

Figure 17. Longitudinal Disciplinary Campus Enrollment Patterns of 9th graders in 2008-2009



The most frequent offenses at high school are aggression, insubordination, and disruptive offenses; cutting classes also is common. Drug offenses are consistently more common among high school students than their middle school peers, though aggressive offenses are less common.

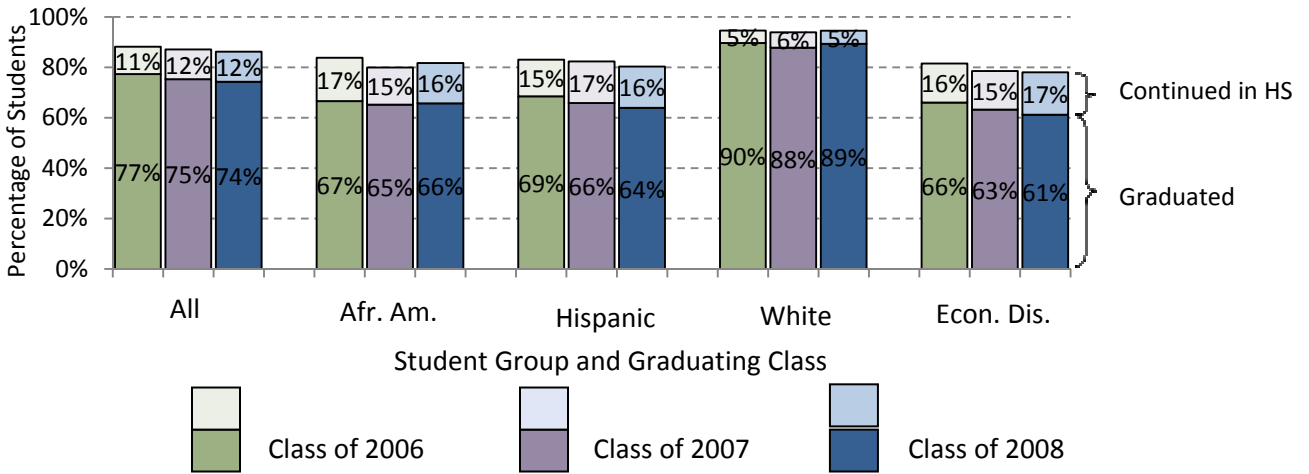
Students with poor attendance and high mobility may be at most risk of dropping out, particularly when behavior problems also exist.

Although dropout rates declined slightly across all student groups in 2008-2009, they continue to be most prevalent among minority students – particularly Hispanic students (5.7%) and economically disadvantaged students (4.3%). Dropout rates declined most among African American students from 6.5% in 2008 to 5.6% in 2009.

Completion Rates. High school completion rates appear to have declined slightly from the Class of 2006 to the Class of 2008, though changes in methodology do not allow for precise longitudinal comparison. Nevertheless, completion rates remain

lowest among economically disadvantaged students, and White students continue to complete high school on time at greater rates than do their African American and Hispanic peers (Figure 18).

Figure 18. Completion Rates by Student Group, Classes of 2006 through 2008



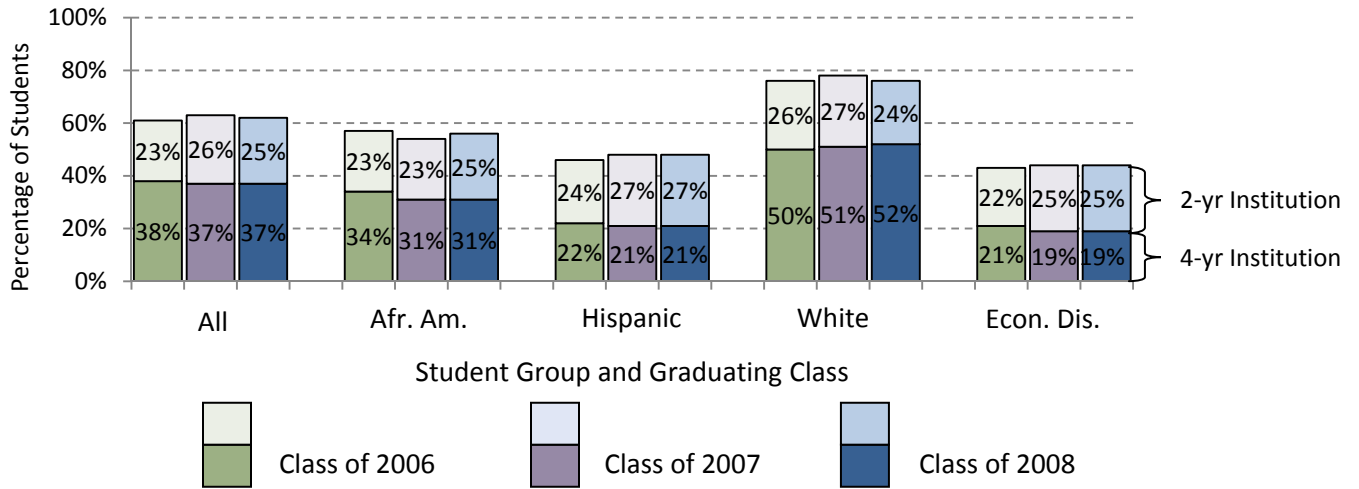
Note. 2005-2006 was the first year dropouts were calculated using the NCES methodology, which has been phased into the completion rate cohort one grade level at a time over the past four years. Due to the inconsistency of methodology each year, the rates displayed above are not comparable.

POSTSECONDARY ENROLLMENT

Since 2002, there has been a steady increase in the overall postsecondary enrollment rate for AISD students, rising from 55% for the

Class of 2002 to 63% for the Class of 2006 and beyond. Enrollment rates have remained relatively stable since the Class of 2006 (Figure 19).

Figure 19. Postsecondary Enrollment Rates for the Classes of 2002 through 2008

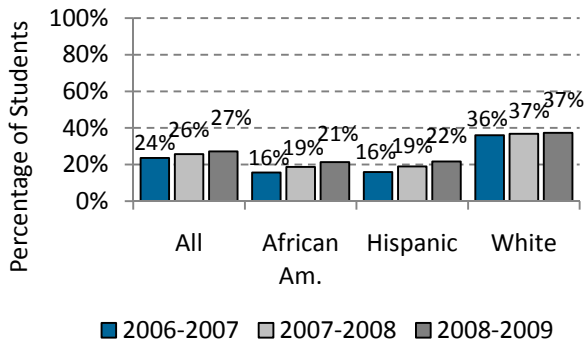


Note. Percentages enrolled in 2- and 4-yr institutions may not sum to total, due to rounding.

Critical Steps. Progress toward postsecondary enrollment begins well before the application process. Research in AISD suggests that rigorous coursework, good grades, and college entrance exams are crucial for students as they complete high school and begin the postsecondary application process.

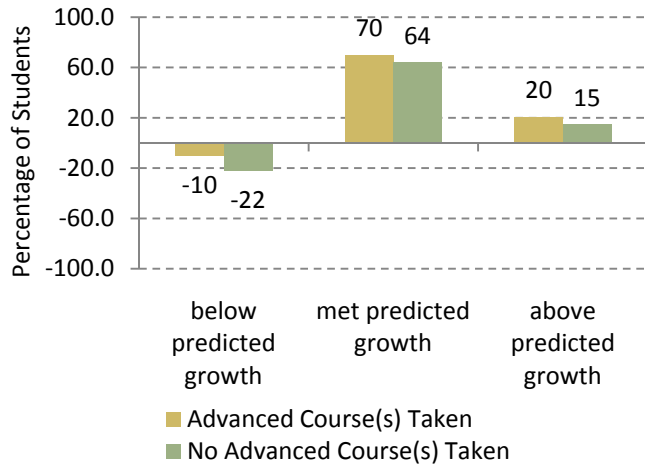
First, students must have a solid academic background to be “college ready.” Advanced coursework may provide students with the strong foundation necessary for college readiness. In 2008-2009, 27% of all high school students took an advanced or dual enrollment course (Figure 20). Students who take advanced coursework are more likely to demonstrate growth than those who do not (Figure 21 and Appendix O.)

Figure 20. Percentage of High School Students Taking Advanced/Dual Enrollment Courses in 2008-2009



Students who take advanced courses are two times *less* likely to score below what is predicted from their prior year TAKS score in math and are twice as likely as others to exceed predictions on reading TAKS. This is true for all students, regardless of how long in they have been in AISD.

Figure 21. Relationship Between Advanced Coursework and Student Growth in Math



In addition to meeting at least the minimum standard on TAKS, students also demonstrate college readiness through their performance on SAT and ACT (Figures 22 and 23).

AISD students perform similarly to students across the state and nation on both SAT and ACT in most subjects; AISD math performance looks particularly strong relative to that of the state and nation.

Figure 22. SAT Performance by Subject Area, Class of 2009

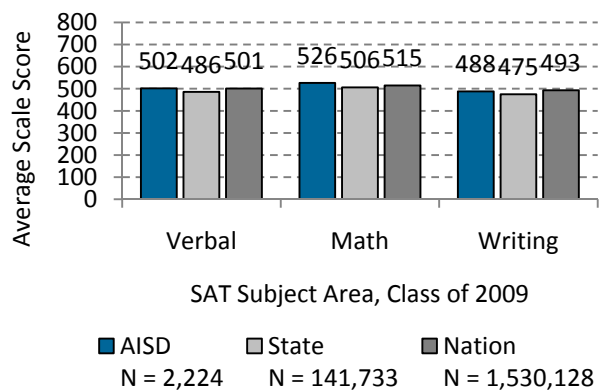
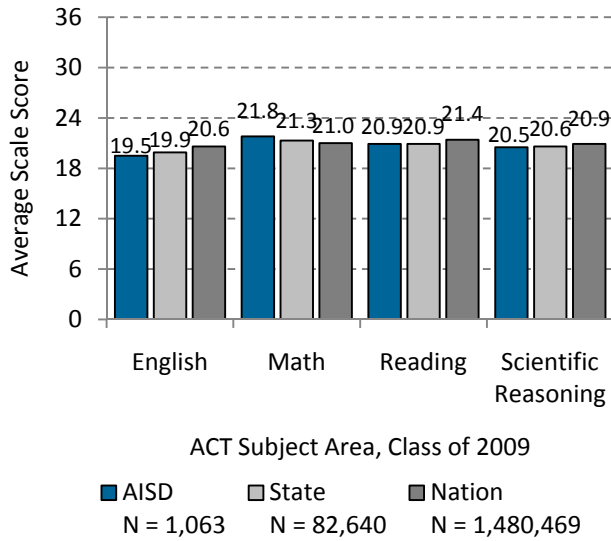


Figure 23. ACT Performance by Subject Area, Class of 2009



However, scores for the Class of 2009 were slightly lower than those for the Class of 2008 in most subjects for each test, as were participation counts (see Appendix D).

From Aspirations to Enrollment. A variety of steps are necessary for students to successfully transition from high school to postsecondary institutions. At minimum, students who attend postsecondary institutions must apply, become accepted, and enroll.

Previous research in AISD suggests that student groups complete these steps to varying degrees in AISD. Specifically, Hispanic and African American students are less likely than are their White and Asian/Pacific Islander peers to say they aspire to postsecondary education, to apply to college, to become accepted, and to enroll.

Aspirations and Application. Students with poor attendance during their senior year and low high school grade point averages (GPAs) are less likely than others to report

plans to pursue a postsecondary education. However, graduates (particularly Hispanic graduates) who report interacting intensively with their guidance counselor and having high levels of parental involvement are more likely to apply to a 4-year institution. *Acceptance and Enrollment.* Across all ethnic groups, the number of applications submitted to a 4-year institution is strongly correlated with the likelihood of acceptance, even after controlling for other important factors (high school GPA and whether students met the standard on their 8th grade math TAKS). Students who complete a FAFSA also are more likely to enroll than are those who do not, and this is especially true for Hispanic graduates.

Students are most likely to enroll in postsecondary institutions if they:

- Have good attendance during their senior year
- Have a high GPA
- Submit at least four applications
- Interact intensively with their guidance counselor
- Have high levels of parent involvement
- Passed 8th grade TAKS math

SUMMARY OF FINDINGS

ACADEMIC PERFORMANCE

TAKS passing rates continue to improve and achievement gaps among student groups have narrowed over time. English Language Learners (ELLs) continue to progress, and most students with limited English proficiency perform as well as or better than their general education peers once exited from AISD's bilingual/ESL program. However, some gaps persist.

Student performance for ELLs and all other student groups must accelerate quickly if the district is to accomplish the Board's goal of Recognized status by 2012. ELLs with lower attendance rates and special education status are less likely to score Advanced or Advanced High on the TELPAS, and those who enter the bilingual program in elementary school but exit during secondary school tend to perform lower on math and science than do their peers.

School passing rates on TAKS for every subject are strongly related to the percentage of economically disadvantaged students enrolled. However, student growth is no less likely in reading/ELA or math at secondary schools with high economic disadvantage. Research shows that reading/ELA and math teachers are most likely to have students with strong growth when they have been in AISD for a long time, when their students have been in AISD for three consecutive years, when students feel confident in their academic abilities, and when parents are involved. Student attendance rate also plays a critical role.

Science growth is less likely at high poverty schools, however. Evidence suggests that

science teachers are most likely to have students with strong growth when the entire campus faculty has been together for a long time, when the behavioral environment is positive, and when their students have been in AISD for three consecutive years.

GRADUATION

Students enter high school with a variety of historical and demographic needs that can influence their likelihood of graduation. Students who have struggled in the past (e.g., grade placed students) are more likely to struggle in the future, and students with poor attendance, high mobility, and behavioral problems are more likely to drop out than are their peers.

Although dropout rates declined slightly across all student groups in 2008-2009, they continue to be most prevalent among minority students, and White students continue to complete high school on time at greater rates than do their African American and Hispanic peers.

POSTSECONDARY ENROLLMENT

Postsecondary enrollment rates have remained relatively stable since the Class of 2006, and data suggest that rigorous coursework, good grades, and college entrance exams are crucial for students as they complete high school and begin the postsecondary application process. Students who take advanced courses are more likely to demonstrate growth on TAKS than are those who do not, and evidence suggests that students of all ethnicities are taking advanced courses at greater rates than ever before.

In addition to a strong academic foundation for college readiness, the transition from

high school to postsecondary education requires a variety of steps, including application, acceptance, and enrollment. Research in AISD suggests that student groups complete these steps to varying degrees. However, students are most likely to enroll in postsecondary institutions if they have good attendance, strong grades, high levels of parent involvement, and intense interactions with their guidance counselors. The likelihood of enrollment also increases when students submit at least four college applications.

CONCLUSION

These findings underscore the importance of maintaining a stable teacher pool over time, both within the district and within each secondary campus. They also highlight the critical role parents and teachers must play in establishing the student academic self-confidence, consistent enrollment and attendance patterns, and positive behavioral environment necessary for success.

For further reading, see the following reports, available soon at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

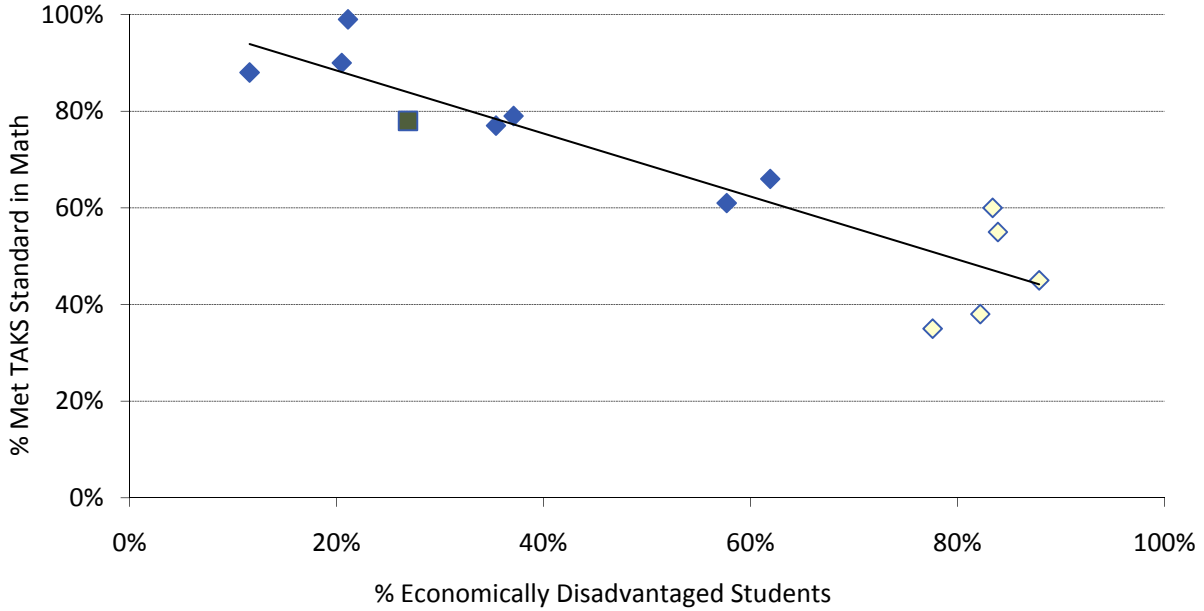
Ware-Herrera, A. (2009). *Variation Across TAKS 2007-2008 Performance by Former English Language Learner (ELL) Student Cohort*. (08.20, in press). Austin, TX: Austin Independent School District.

Malerba, C. (2009). *E-Team Report: High School At Risk, 2008-2009*. (Publication No. 08.36, in press). Austin, TX: Austin Independent School District.

Garland, M. (2008). *The determinants of postsecondary enrollment: Evidence from the Class of 2007*. (Publication No. 07.85). Austin, TX: Austin Independent School District.

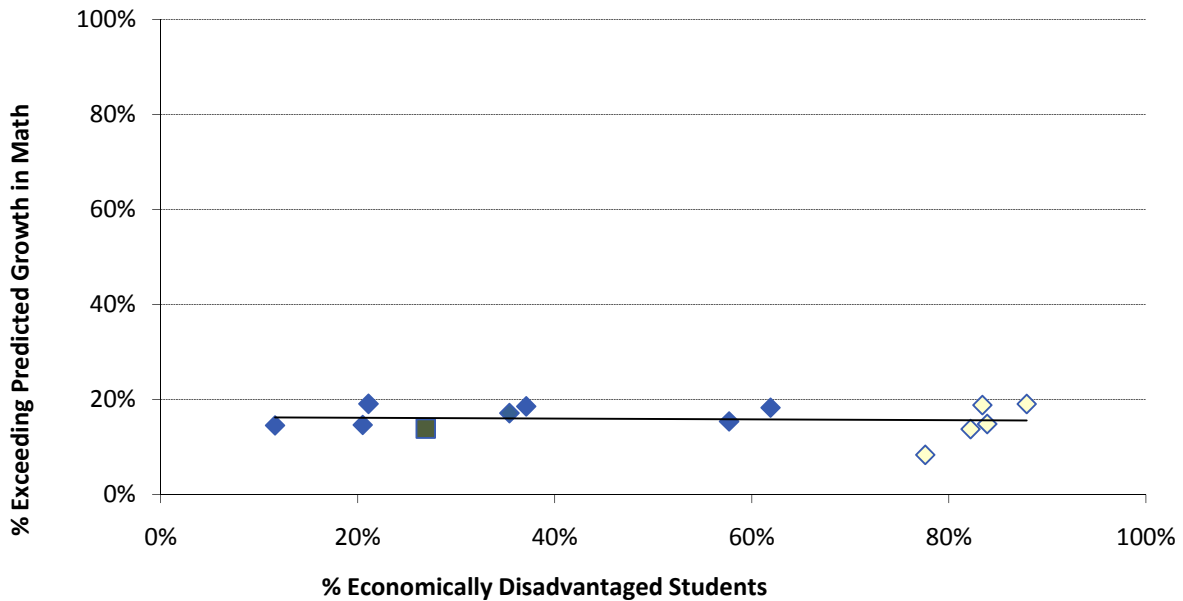
APPENDICES

Appendix A. High School TAKS Math Passing Percentages by Percentage of Economically Disadvantaged Students Enrolled, 2009



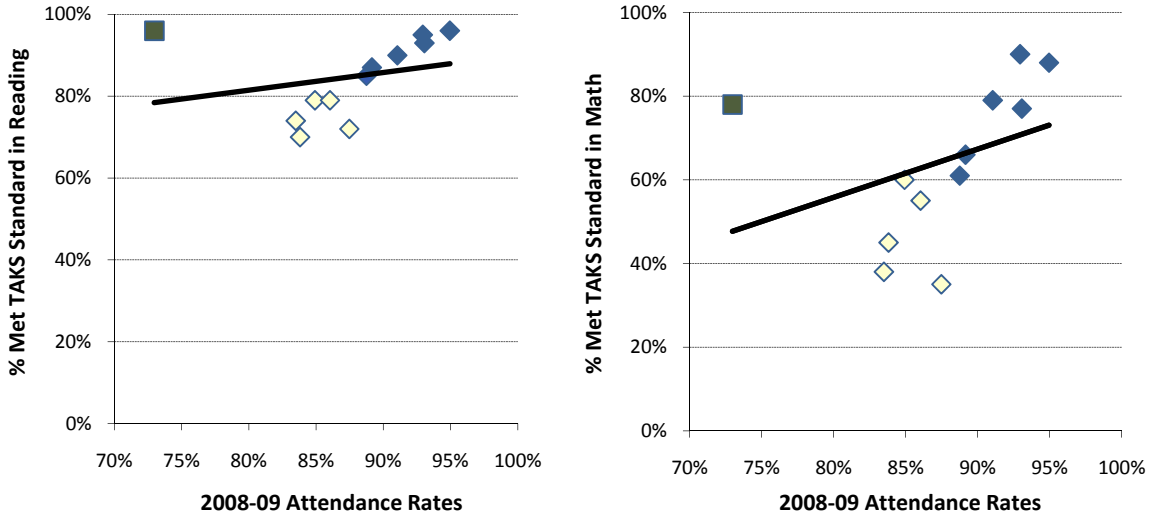
Note: Title I campuses are designated in yellow, non-Title I campuses are designated in blue and Garza is designated in green.

Appendix B. High School TAKS Math Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009



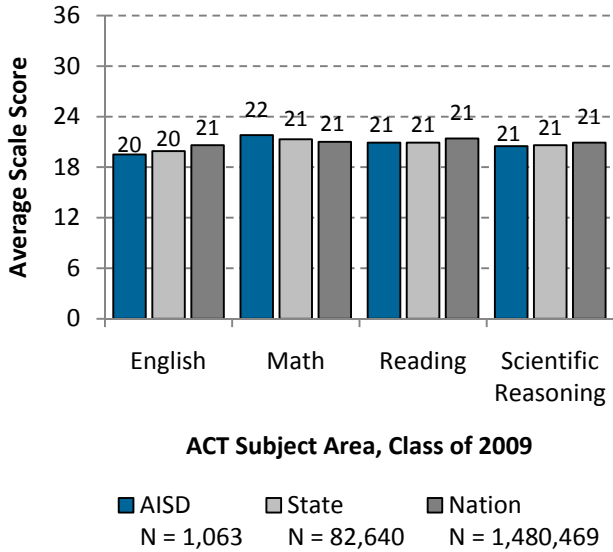
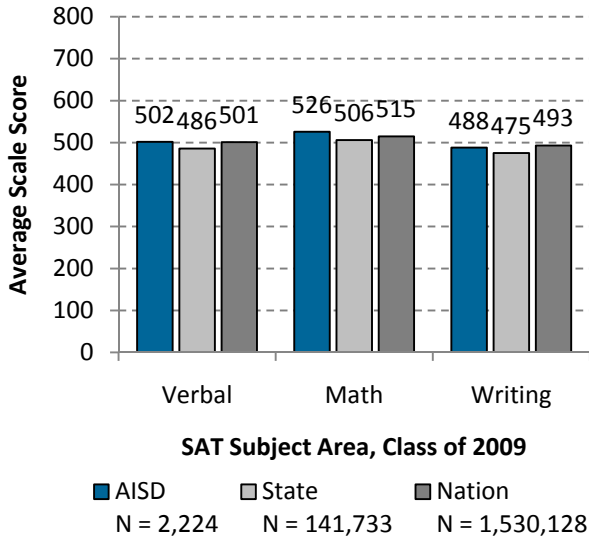
Note: Title I campuses are designated in yellow, non-Title I campuses are designated in blue and Garza is designated in green.

Appendix C. Student Attendance Rates by TAKS Reading and TAKS Math for Students Enrolled, 2008-2009

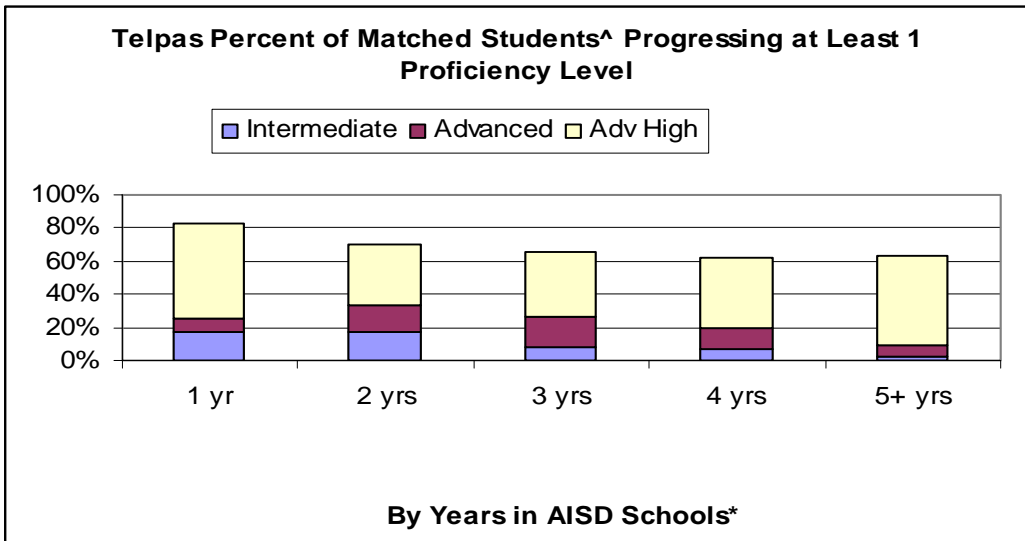
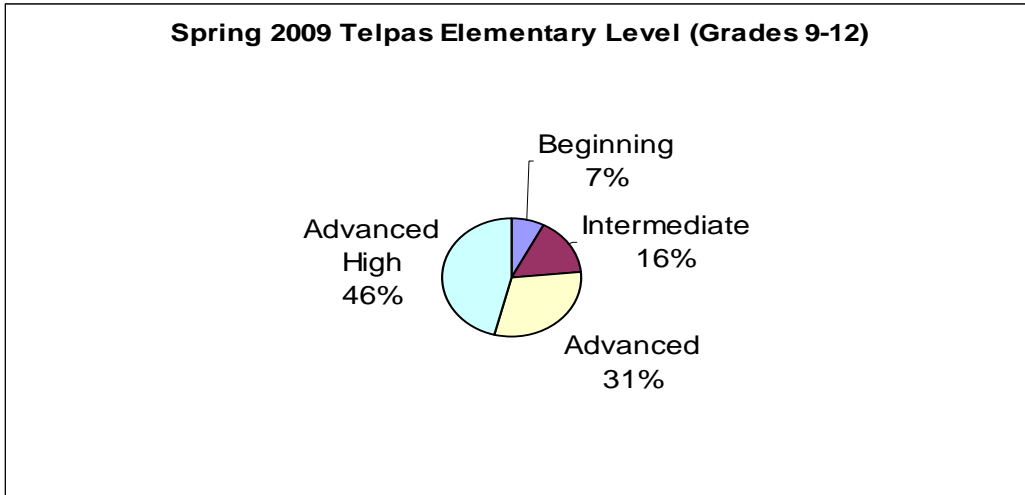


Note: Title I campuses are designated in yellow and non-Title I campuses are designated in blue

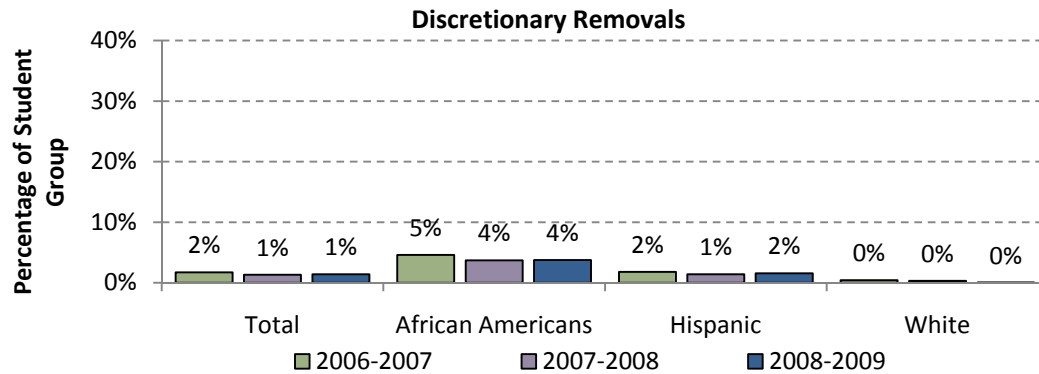
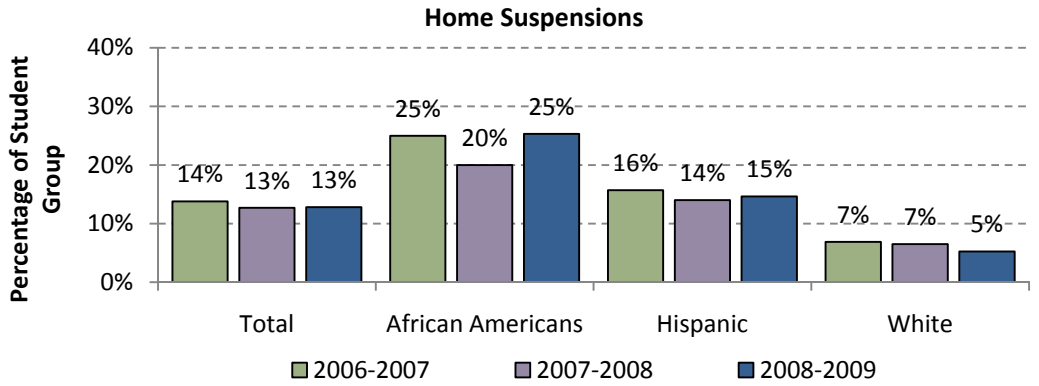
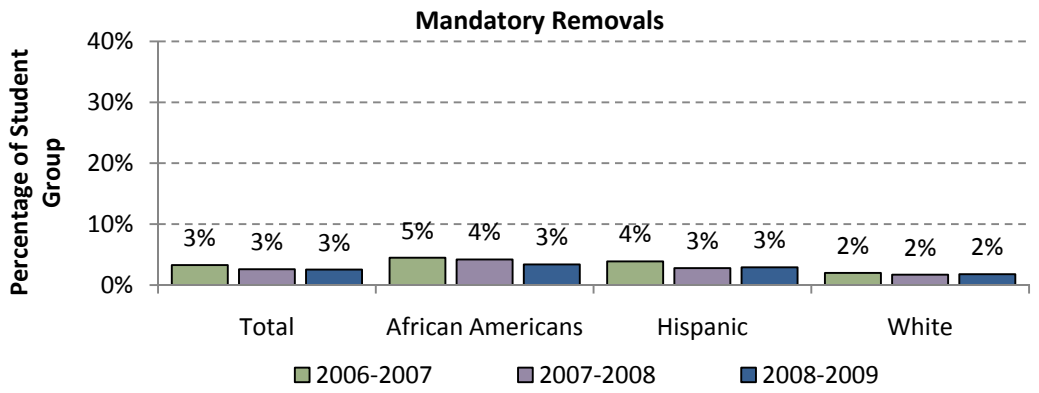
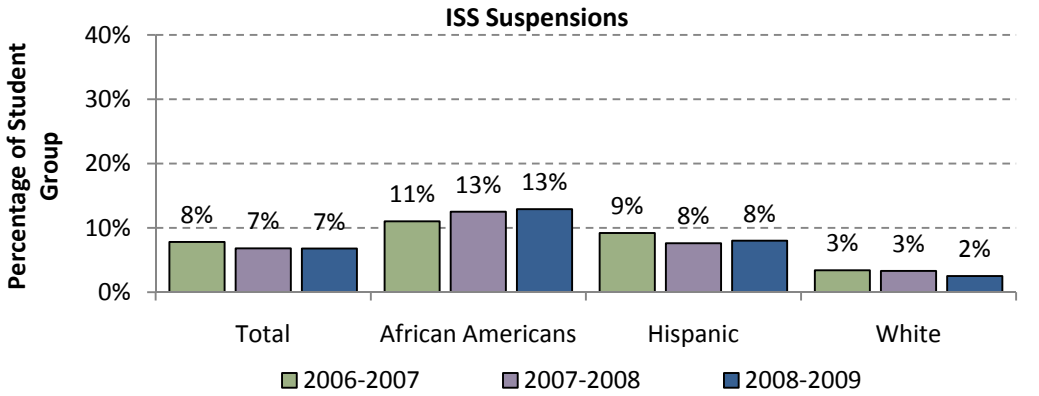
Appendix D. SAT and ACT Performance for the Class of 2009 Compared to the Nation



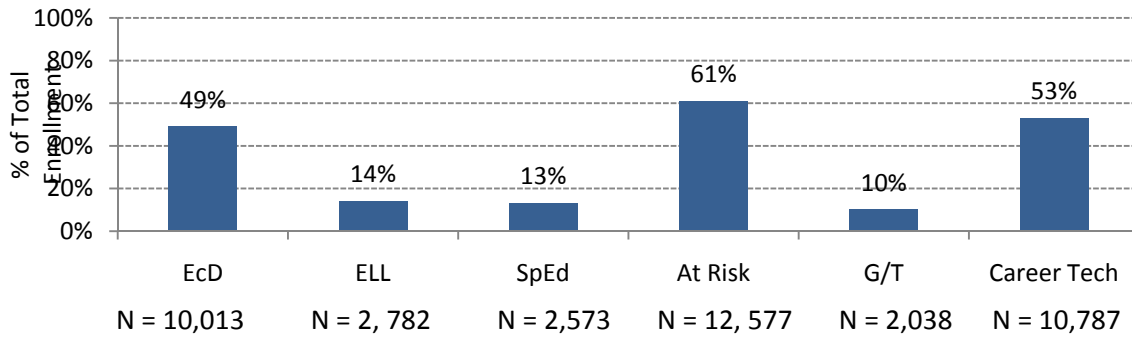
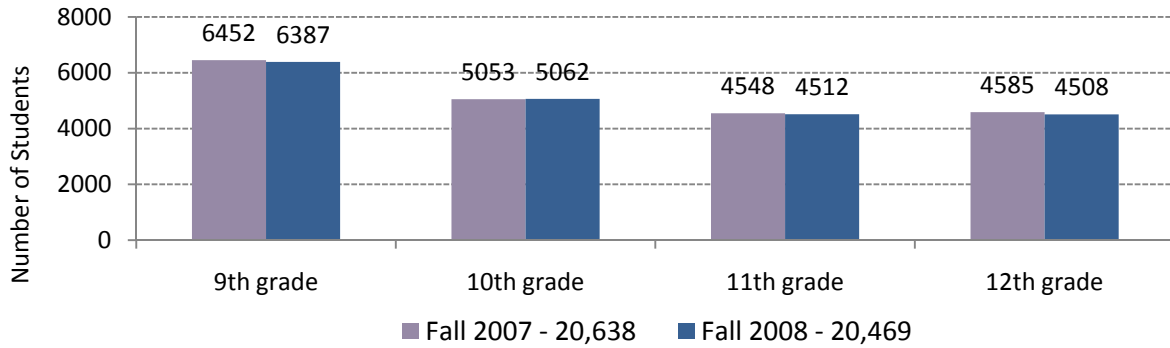
Appendix E. Texas English Language Proficiency Assessment System (Telpas)



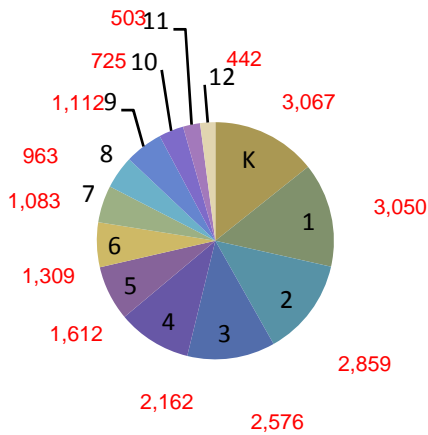
Appendix F. High School Disciplinary Dispositions within Ethnicities: 2006-2007 through 2008-2009



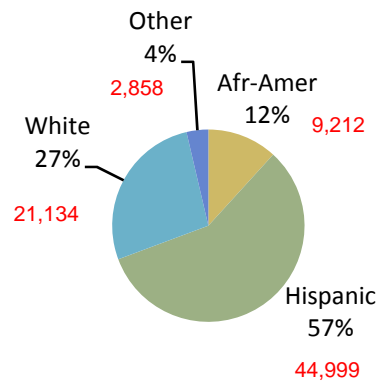
Appendix G. Enrollment Snapshot, Fall 2007 and Fall 2008



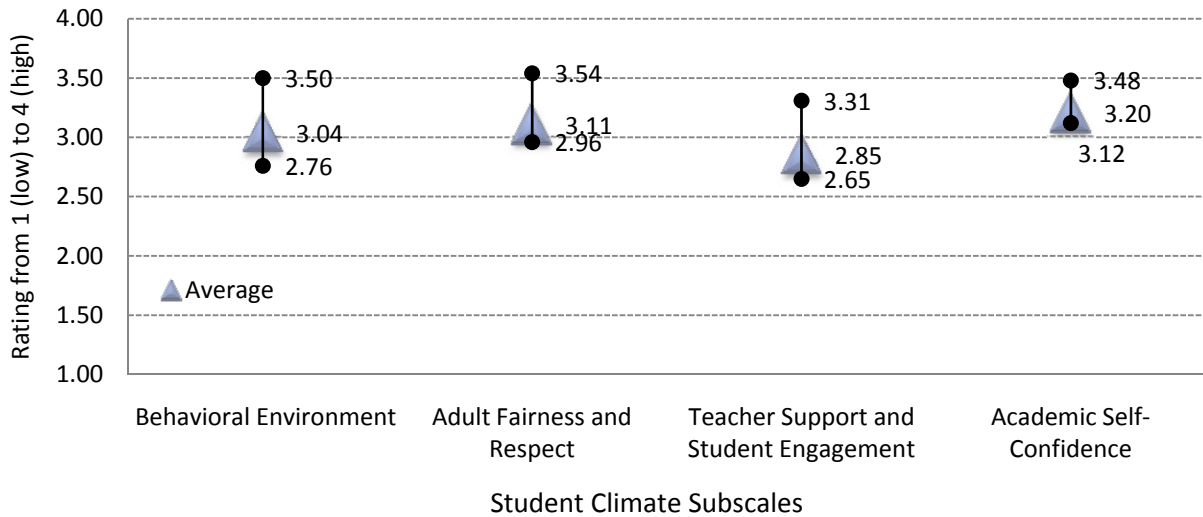
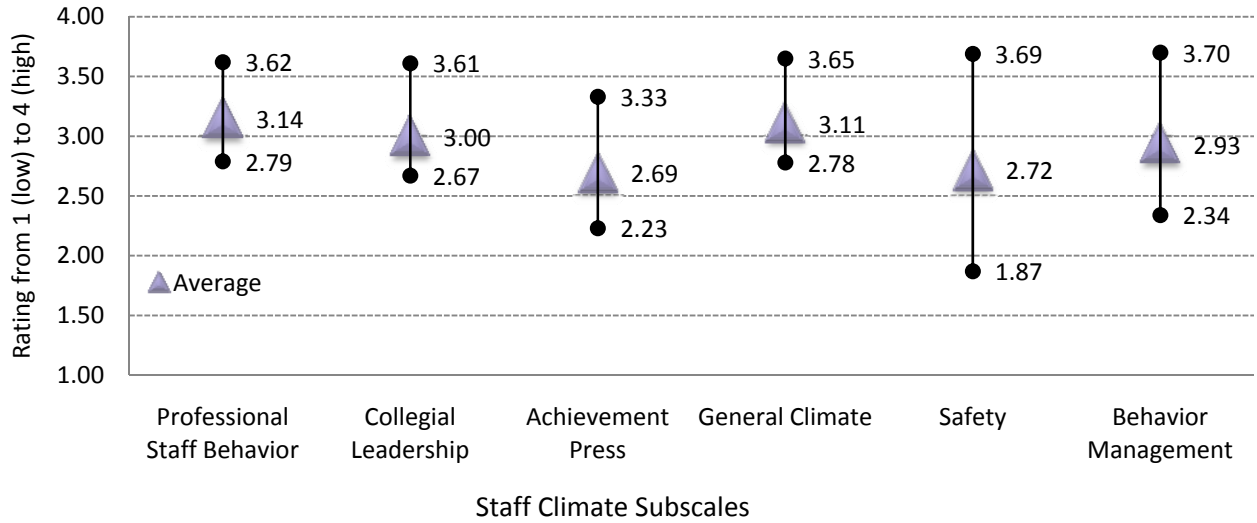
Fall 2008 ELL Enrollment = 21,463 students by Grade Level



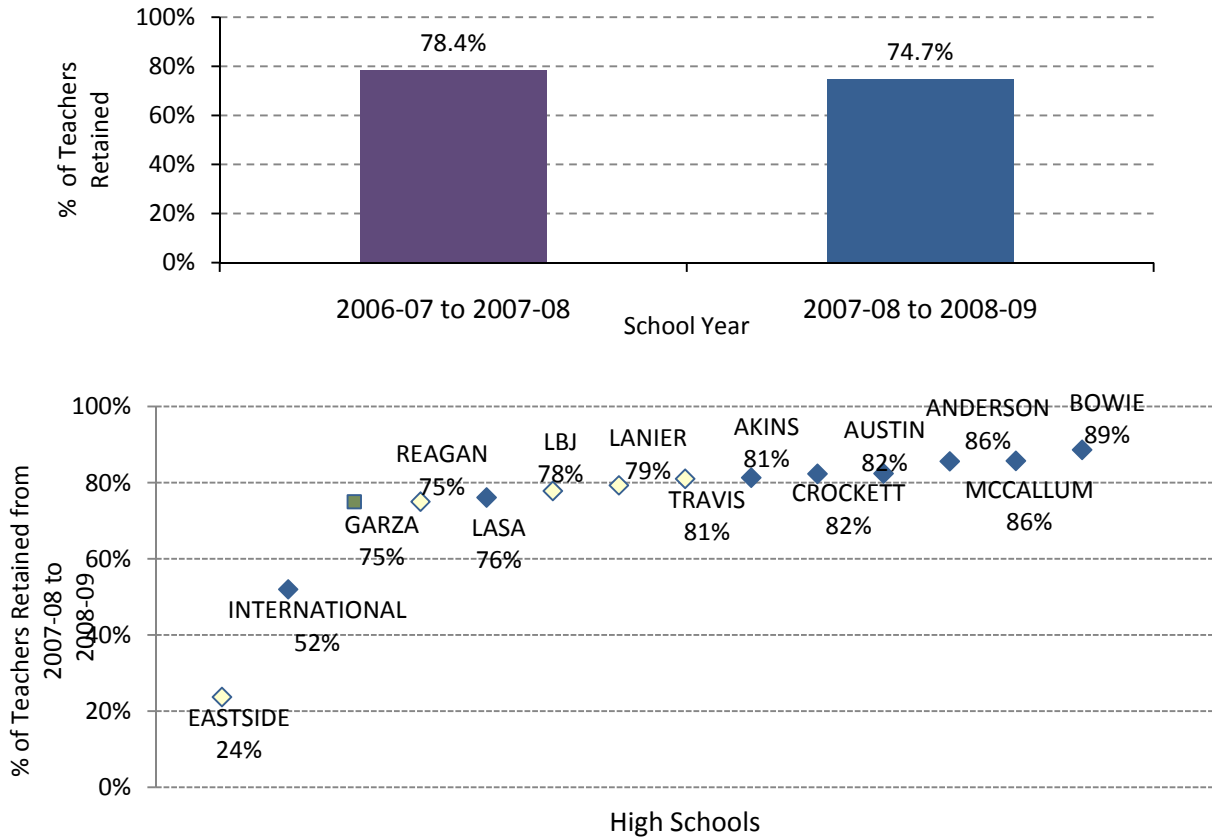
Fall 2008 Enrollment = 78,203 students Demographic Disaggregation



Appendix H. Average Staff and Student Climate ratings

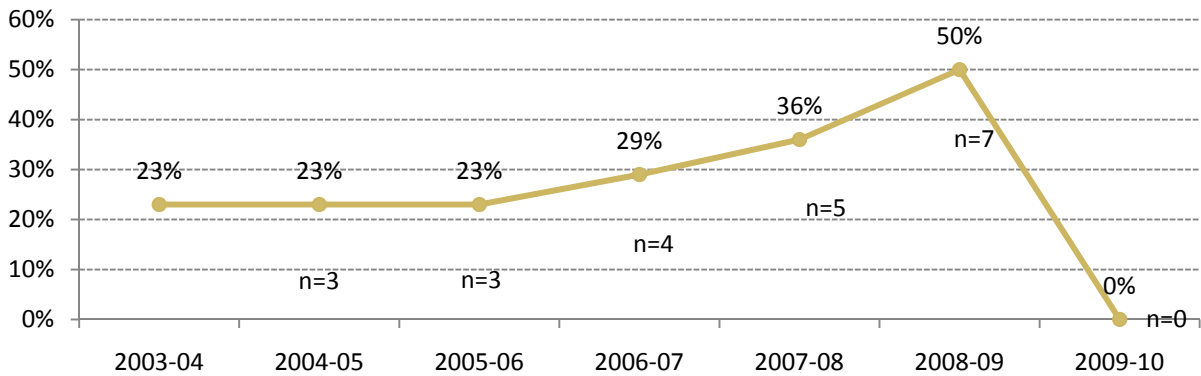


Appendix I. High School Teacher Retention by Year and by Campus



Note: Title I campuses are designated in yellow and non-Title I campuses are designated in blue; Garza is represented by a green square.

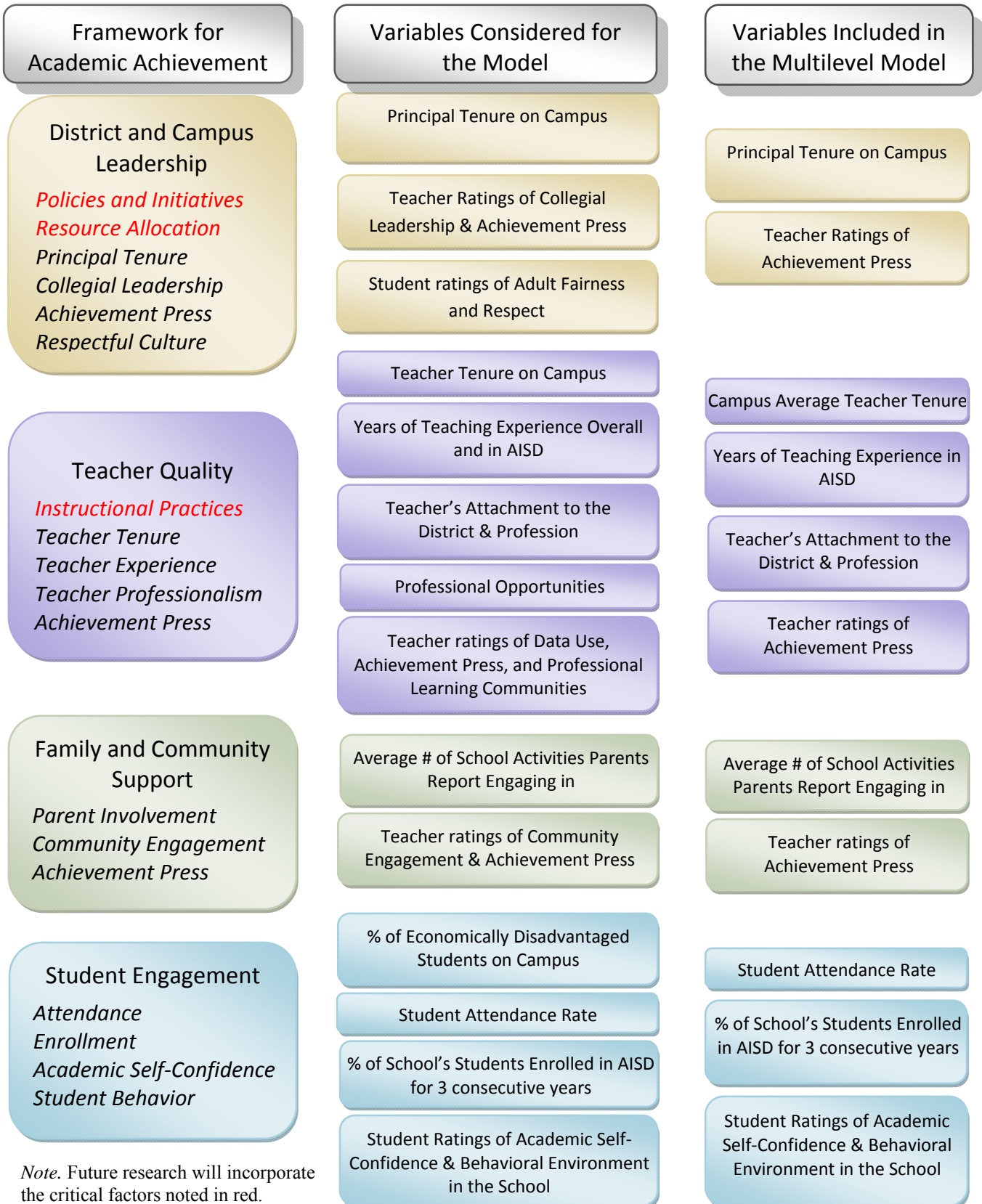
Appendix J. Principal Turnover Rate Among High School Campuses



Appendix K. Factors Significantly Related to High School Percentage of Students Meeting TAKS Standard after Controlling for School Economic Disadvantage

		Reading/ELA	Math	Science
School	Percentage of students in the district for at least 3 years	✓	✓	✓
	Teacher retention rate			
	Average teacher tenure			
	Principal tenure			
	Student attendance rate	✓	✓	
Staff ratings	Professional Staff Behavior	✓	✓	✓
	Achievement Press	✓	✓	✓
	Collegial Leadership	✓	✓	
	General School Climate	✓	✓	✓
	Safety	✓	✓	✓
	Behavior Management	✓	✓	✓
Student ratings	Behavioral Environment			✓
	Adult Fairness and Respect	✓	✓	✓
	Teacher Support and Student Engagement		✓	✓
	Academic Self-Confidence	✓	✓	✓

Appendix L. Academic Achievement Framework and Variables Included in the Multilevel Model



Note. Future research will incorporate the critical factors noted in red.

Appendix M. The Core Practice Framework

The following figure depicts the themes created by the National Center for Educational Achievement that AISD has proposed to incorporate in its Strategic Plan. The themes are designed to be implemented at the teacher, campus and district level. For more information, please visit (http://www.nc4ea.org/files/organizing_guide_to_sustained_school_improvement-03-20-09.pdf)

THEME 1: Student Learning: Expectations and Goals

Classroom Practice – Teach the district’s written curriculum to the specified level of mastery

School Practice – Set expectations and goals for teaching and learning based on the district’s written curriculum

District Practice – Provide clear, prioritized academic objectives by grade and subject that all students are expected to master

THEME 2: Staff Selection, Leadership & Capacity Building

Classroom Practice – Collaborate in teams focused on student learning

School Practice – Select and develop teachers to ensure high-quality instruction

District Practice – Provide strong principals, a talented teacher pool, and layered professional development

THEME 3: Instructional Tools: Programs & Strategies

Classroom Practice – Use evidence- and standards-based instructional tools to support rigorous learning for all students

School Practice – Develop a culture of academic rigor anchored by the district’s instructional tools

District Practice – Provide evidence- and standards-based instructional tools that support academic rigor for all students

THEME 4: Monitoring: Compilation, Analysis, & Data Use

Classroom Practice – Collect and analyze student data to guide curricular and instructional decisions

School Practice – Enhance teacher performance and student learning through the use of rich data systems

District Practice – Develop student assessment and data monitoring systems to promote student learning

THEME 5: Recognition, Intervention, & Adjustment

Classroom Practice – Motivate students through immediate and individualized responses to learning needs

School Practice – Keep academic expectations high by creating a responsive learning environment

District Practice – Develop a strategic menu of responses designed to increase learning for all students

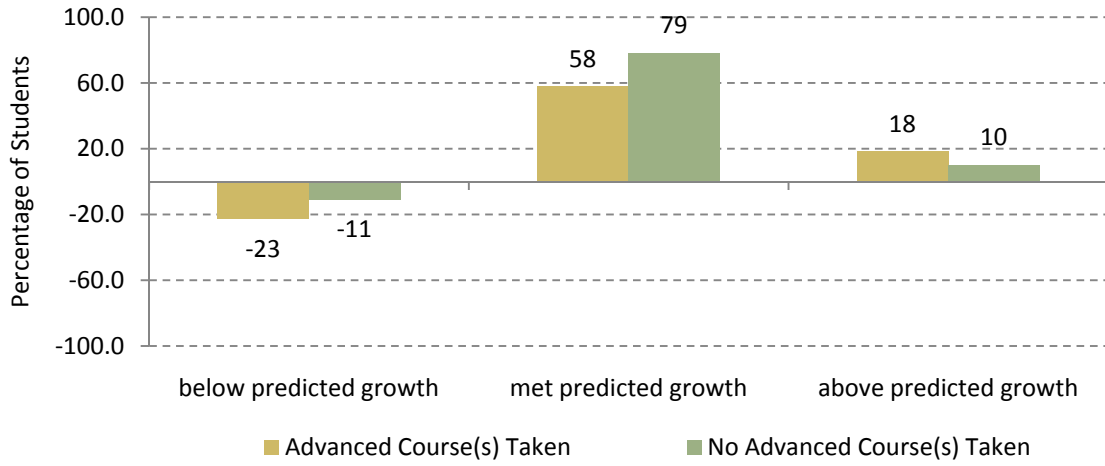
THEME 6: Parent & Community Support

Classroom Practice – Motivate parents and community members to encourage student success and to increase parental and community involvement in areas related specifically to classroom goals

School Practice – Increase parental and community involvement at the campus level by increasing parent and community support for each school within AISD

District Practice – Provide district support for parental and community involvement

Appendix O. Relationship Between Advanced Coursework and Student Growth in Reading



Appendix P. High School 2009-10 Initiatives and Strategies

Advanced Placement Strategies Incentive Program. Austin ISD is entering its third year with the *Advance Placement (AP) Strategies Incentive Program* to increase AP enrollment and success across the district, but specifically to target students and teachers at Akins, Crockett, Eastside Memorial, LBJ, Reagan, and Travis and their feeder middle schools with incentives for participation. Students receive \$300 for every math, science, and language arts Advanced Placement exam on which they qualify with a score of 3 or higher. Teachers in those subjects receive \$300 for each of their students who reach the qualifying score. Teachers at the high schools and feeder middle schools earn stipends for attending vertical team meetings, and assisting in test preparation sessions. High school teachers also receive a bonus when a target number of students earn qualifying scores.

Advancement Via Individual Determination (AVID). AVID courses focus on college and career awareness, take a group of students in the academic middle of their class, place them into a rigorous course of study and support them by giving them a daily elective that provides academic support.

Advisory. Each of the eleven comprehensive high schools has a student advisory program. The *Student Advisory* includes advisory periods within the school day that allow for the development of positive relationships between adults and students. Through this approach, students feel more engaged and will thus be less prone to act inappropriately. Advisors have access to relevant student data pertaining to academics, behavior, and attendance for use in the individual and family contacts. This information gives advisors a better understanding of students' personal situations and helps them to work more effectively with those students to resolve difficulties. Educators for Social Responsibility (ESR) are AISD's technical partner and are working with high schools to implement Student Advisory school-wide on every high school campus.

Attendance. Student attendance, which is considered to be a key leading indicator of academic performance, is monitored weekly. This information is taken into account in determining where additional resources should be directed to improve academic performance. Data is reviewed not only on average daily attendance, but also on students who have two or more unexcused absences every week. Schools with attendance issues are expanding their interventions through the efforts of Dropout Coordinators, Parent Involvement Specialists, social workers, and community partners such as Communities in Schools.

Dashboard Metrics. This data tool provides accurate, timely information to campus administrators and allows for mid-course corrections at the district, campus, and classroom levels. The dashboard is a concise set of key indicators, such as academic performance, attendance, and disciplinary actions, to help campus and district administrators assess performance at each campus.

Disciplinary Literacy. The Institute for Learning (IFL) at the University of Pittsburgh has developed a new standards-based approach to secondary school instruction in the four core content areas. *Disciplinary Literacy (DL)* is based on the premise that students can develop deep conceptual knowledge in a discipline only by using the habits of reading, writing, talking, and thinking, which Disciplinary Literacy values and uses. DL works to support schools in the inclusion of all students in learning, even students who are in their very beginning stages of developing English academic language competence, in cognitively demanding engagement with complex texts, difficult problems and challenging inquiries within the four core academic areas.

DL Professional Learning Communities (DL-PLC) promotes the use of a set of principles for teaching and learning—including the Principles of Learning, as well as principles for lesson design and instruction—that engender rigor and engagement for students. DL-PLC provides lead teachers, content

area coaches, and administrators with the training and tools to use in planning rigorous lessons in each of four disciplines, and how to deliver the lessons and use the tools in ways that embody the rigor and promote engagement. In turn, the lead teachers, coaches, and administrators work with subject area PLCs to understand what rigor looks like in lesson plans, in studying student work, and in the delivery of classroom instruction. The ultimate goal of DL is for teachers to create rigorous lessons that encourage students to think and apply knowledge, and for teachers to deliver instruction in ways that elicit these behaviors from students. DL-PLC promotes a process of continuous improvement in which PLCs use the study of student work and structured observations in each others' classrooms as evidence to inform lesson design and improve instruction.

External evaluators indicate that their interviews with AISD school principals and lead teachers, coupled with a survey of teachers from DL schools, provide evidence of changes in professional practice in those schools. The evaluations indicate that these schools are increasing the academic rigor of teaching, which suggest the initiative's potential to increase rigorous student learning.

Early College Start/Dual Credit. Early College Start/Dual Credit is a program for students who are simultaneously enrolled in AISD and Austin Community College (ACC) and University of Texas Austin. The student will attend pre-approved college-level courses either at their high school or on an ACC campus and will earn both college credit and high school credit. Students are also able to earn high school credit for upper division Career and Technology courses and at the same time qualify for college credit at Austin Community College through a program called Tech Prep or Credit-in-Escrow. Completion of these college-level courses provides a way to start a college technical major in high school and continue in a community or technical college.

English Language Learners. Austin ISD has contracted with WestEd and ELL scholar Dr. Aida Walqui, along with four colleagues who have extensive experience in the field, to construct a model for secondary ELLs that are both responsive to the students' context and integrated with AISD's primary ELL model. This initiative started in school year 2007-2008 with the creation of two demonstration campuses, Lanier High School and International High School, both of which continue to implement instructional changes in every classroom in order to build strong, rigorous teaching practices that support ELLs and all students. For school year 2009-2010, Reagan High School will also be participating in the QTEL program. The QTEL program is developed in four phases:

- Phase 1: AISD instructional staff participates in the *Building the Base* institute to develop strategies for effectively teaching ELLs and other students in need of developing academic uses of English.
- Phase 2: Trained AISD instructional staff will progress in their apprenticeship by observing WestEd staff model the QTEL *Building the Base* professional development with teachers, and they will participate in training that will allow them to focus on issues specific to the apprenticeship and professional development of teachers.
- Phase 3: WestEd will coach trained AISD instructional staff in developing the capacity to provide professional development in the QTEL processes and tools to teachers, and the capacity to deliver the QTEL *Building the Base* institute for other AISD teachers and professionals.
- Phase 4: Trained AISD instructional staff will design and provide original professional learning opportunities for teachers.

The staff development work in the summer of 2009 will further support and sustain the efforts at all three schools by:

- Developing 20 district support providers qualified to conduct QTEL professional development for teachers.

- Developing district capacity for the ongoing teacher development necessary for raising student achievement on a broad scale.
- Engage a district team of instructional leaders in a rigorous process of apprenticeship to develop this situated expertise.
- Develop a team of teachers with the QTEL Building the Base certification.

In school year 2009-2010 Lanier High School and International High School will be entering Phase 3 of the QTEL program, and Reagan High School will be entering Phase 1. Based on the experience at these schools, ELL instructional practices are being redesigned and enhanced for all high schools.

Late Start. The availability of high quality, site-based professional development and common planning time for teachers is an essential component towards the goal of improving instructional practice across the district. During the late-start days, teachers are given two hours at the beginning of the school day to work with their colleagues to review and discuss student work, coordinate lessons and assessments, and plan for effective implementation of instruction. To provide this critical professional development time for teachers, the AISD Board of Trustees approved eleven late start days for all AISD high schools in school year 2009-2010.

Laying the Foundation (AP Professional Development). As part of the District's goal of increasing the number of students in Advanced Placement classes and preparing students for success in those classes, the District has committed to training all Pre-AP teachers of math, English and science through Laying the Foundations© trainings offered through Advanced Placement Strategies Inc. AISD's goal is to increase the number of students in Advanced Placement classes. This series of classes will support AP teachers with curriculum-specific training for their AP teaching as their students' progress through the year. Assignment to a Pre-AP class is contingent upon compliance with these training expectations. The classes occur on Saturdays. Teachers will receive the District-approved stipend for attendance.

Leadership Conferences for African-American and Hispanic Youth. These leadership conferences bring community members, parents, school staff, and students together for the purpose of providing youth with leadership and mentoring opportunities.

Mathematics Instructional Improvement. Austin ISD has partnered with the Charles A. Dana Center at the University of Texas at Austin to improve the teaching and learning of mathematics at the high school level. This initiative emphasizes the highest areas of need in the district, including 9th-grade Algebra I and support for students with limited English proficiency.

District Mathematics PLCs. Over four years, the Dana Center will collaborate with AISD to provide intense professional development to support improved mathematics instruction for each year of the high school curriculum. In addition, the Dana Center will help AISD design a new 4th-year mathematics course and provide leadership development to support existing and emerging school and district mathematics leaders. Algebra I was selected as the first priority in school year 2007-2008 because it is the foundation of higher level math classes; Geometry was added in school year 2008-2009; and Algebra 2 has been added for school year 2009-2010. Teachers attend a Mathematics Summer Institute conducted jointly by AISD and the Charles A. Dana Center at the University of Texas for an intense three days of professional development. At the Institute, teachers learned new strategies to engage students, model lesson plans that recognize different learning skills of students, and innovative ways to use data to inform their instruction. There are four follow-up sessions for teachers scheduled throughout school year to build on the training provided in the summer. Work with the Algebra I and Geometry teachers will also continue in school year 2009-2010.

Academic Youth Development (AYD). The Academic Youth Development Initiative is a project of the Charles A. Dana Center at The University of Texas at Austin. The Academic Youth Development initiative supports the successful transition of students from middle school to high school mathematics. AYD incorporates best practices in the teaching of algebra readiness skills with recent advances in developmental and social psychology in a way that increases students' engagement and commitment to success in rigorous academic programs. A central feature of AYD is the creation of a cohort of students who can create a positive learning environment for all students in their algebra class. A 14-day summer experience shapes the way students think about themselves as learners. Research demonstrates that relatively modest interventions aimed at shaping the culture of classrooms can have powerful effects on student success. Beginning in school year 2008-2009, AISD began the collaboration with the Dana Center to offer the Academic Youth Development (AYD) summer program at three high schools to prepare incoming 9th grade students to be successful in Algebra I. This program continued during the summer 2009, for five high schools, and will be offered again in the summer of 2010.

Algebra Intensification Program (AIP). The Algebra Intensification Program was implemented in school year 2008-2009 at Travis High School and included professional development and resources for all Algebra I teachers. For school year 2009-2010, Travis is participating in a second year, and Reagan High School has joined the program. All Reagan Algebra I teachers received intensive summer professional development and all Algebra I teachers at both Reagan and Travis are implementing the program. AIP is supported through a grant from the University of Illinois at Chicago.

The UT Dana Center is also a partner in AIP, and through this partnership, provides materials to teachers and students at participating campuses. The Dana Center also assists by collecting project data through the development of video clips to be used for continuing professional development. AIP is a curriculum with its own scope and sequence, and although this curriculum is not aligned with the AISD scope and sequence, it is aligned with the TEKS to support student success on TAKS. AIP provides a classroom structure that supports the implementation of this specialized curriculum.

In the AIP curriculum, teachers establish a daily routine for processing homework assignments which involves students working in pairs to review the assignments, discuss the solutions, and correct the responses, if necessary. Assignments are then placed in each student's homework folder and teachers grade the folders once each week. AIP also provides access to the *Agile Mind* online program which is used daily to provide interactive support for unit concepts. Both campuses have established math computer labs to facilitate access to this online support.

AIP is monitored closely by the University of Illinois through teacher and student data collected at the end of each 7 - 10 day unit of instruction. Teachers are required to respond to a daily survey regarding instruction. Teacher professional development is provided twice each year--once in August, prior to the 1st day of school, and again in January, to provide support for units taught during the second semester.

Professional Development for Assistant Principals. In collaboration with the Leadership Development Center, the High School Assistant Principal Development Series offers a structured approach to aiding Assistant Principals in dealing effectively with the variety of challenges they encounter daily. Topics include parent and community relations, student discipline, teacher appraisal and development, evolving curriculum, school redesign, data analysis and management, needs of special populations, technology innovations, federal, state and local policy, and, increasing student achievement and eliminating all significant achievement gaps.

Professional Learning Communities (PLC). The Professional Learning Community is a strategy for teacher professional development that breaks patterns of isolation typically seen at traditional secondary schools. PLCs provide a structured way for small groups of teachers to meet regularly to discuss lessons, share new learning, work with student data, observe each others' classrooms, and provide each other feedback in order to improve classroom instruction. PLCs are in place at every high school, providing teachers with targeted, site-based staff development focused on instruction, learning, and increasing student achievement.

Project ADVANCE In its fifth year of operation, Project ADVANCE supplies in-depth postsecondary preparation, financial aid, and scholarship information to high school students, parents, and teachers; assists students with completing applications for college admissions testing, college admissions, the Free Application for Federal Student Aid (FAFSA), and other scholarship applications; provides all students with individualized advisement toward postsecondary enrollment, particularly first generation college goers, members of underrepresented minority groups, students with special learning needs, and LEP students; creates and implements a postsecondary planning and preparatory curriculum for both teachers and parents that will support student college preparation.

Reading Instructional Improvement . Reading and writing are complimentary processes. Taught together, reading and writing enable each learner to construct meaning, express thinking, and develop a personal writing style. To that end, the development of Individual Literacy Plans (ILPs) for all 9th grade struggling readers will provide personalized reading intervention and ownership of learning for students. Strengthening the use of Readers and Writers Notebooks as a tool for students analyze, reflect on learning and track information will strengthen reading skills while relating ideas from reading to student writing. As a supplement for tier one reading interventions, campus-based Reading Academies targeting high need students will be conducted in close proximity to the 9th grade state reading assessment. Additionally, the secondary language arts department staff will provide a series of campus-based professional development sessions targeting high yield strategies for teaching reading that address the areas of highest need for students with limited English proficiency.

REACH Austin ISD is in the third year of a multi-year Strategic Compensation pilot to raise student achievement through recruitment, retention, and recognition programs. Nine schools are participating in phase one of the pilot, including Lanier High School. There are three categories of programs being implemented at Lanier as part of the pilot: Student Growth, Professional Growth, and targeted, "Highest-Needs" programs. Student growth will be measured and rewarded using TAKS growth for campus awards, and teacher-developed, student learning objectives for individual awards for teachers and the principal. Professional growth will be supported and rewarded under two programs focused on National Board Certification and the mentoring of new teachers. Finally, as a "Highest-Needs" campus, the teachers and principal at Lanier will also receive financial incentives for continuing to work at this campus over time. As the Strategic Compensation pilot is expanded in phase two to include more campuses, other schools will have the opportunity to join the pilot as it moves to scale throughout the district.

District staff review and analyze campus data to identify root causes and work with campus leadership to develop an improvement plan that addresses each area of need. District staff then provides scheduled weekly or biweekly support for each campus as the plan is implemented. Weekly feedback is provided to each principal and to the associate superintendent's office. Biweekly and monthly debriefing meetings are conducted with the associate superintendent, chief academic officer and superintendent to review progress and to address problems.

AISD's curriculum department conducts weekly professional development sessions to provide support for instructional coaches working on targeted campuses. These sessions cover such topics as the use of data

to improve instruction, high-yield instructional strategies and development of coaching skills. For school year 2009-2010, the Office of High Schools has added an implementation team that will work with campus instructional coaches, administration, and teachers to analyze and interpret data, and improve the quality of instructional implementation in the classroom at low-performing campuses.

Recruitment and Retention Efforts. The AISD has stepped up its efforts to attract experienced high school teachers and administrators through the development of the AISD Leadership Development Center (LDC). LDC staff collaborates with the Office of High Schools to develop and conduct a summer team leadership institute for all high school administrators, as well as a series of ongoing team leadership activities throughout the year. The LDC also provides support to identified high-need campuses with campus-based executive principals and technical support. Principal candidates are screened through the LDC Principal Assessment Center is being redesigned to better help the district in its efforts to give serious consideration to the most qualified candidates. The District is also exploring ways to attract more experienced teachers to low-performing schools. Specific programs include the Early Bird Signing Supplement for High Needs Schools and Moving Expenses for High Needs Schools. The district is also recruiting aggressively both internally and externally to provide leadership training and to promote middle school teachers who wish to become assistant principals and principals.

Salary Incentives. As part of the district's proposals for initiating "Pay for Performance" incentives, designated staff at selected campuses will receive retention bonuses, rewards for student academic performance and stipends for the additional work that will be required to support students throughout their high school years. Other salary incentive programs are designed to attract teachers to teach specific subjects. These include signing supplements for math, science and special education teachers. High school principals receive five additional days of compensation to help ensure that their salaries are competitive with surrounding school districts.

Small Learning Communities (SLCs). Small Learning Communities allow students, teachers, and families to form closer relationships. Teachers can work together across disciplines in their SLCs to take on new ways of teaching, and can engage students in rigorous, high quality learning. Small learning communities share core characteristics that research indicates will help produce positive results for students. Thematic SLCs integrate elective teachers with the rest of the staff and provide opportunities for students to connect their learning to the world outside school and to their intellectual interests, and also help students relate their studies to college and career goals.

Strategic Educational Plan for Targeted Campuses. The district has adopted a *Strategic Educational Plan for Targeted Campuses*, which provides a framework for supporting and monitoring campuses in various stages of review due to state and federal accountability ratings. The plan is based on research-based best practices identified by the National Center for Educational Accountability (NCEA) in five major areas: Curriculum and Academic Goals; Staff Selection, Leadership and Capacity Building; Instructional Programs, Practices and Arrangements; Monitoring Compilation, Analysis and Use of Data; Recognition, Intervention and Adjustment; and, Family and Community Involvement.

Writing Instruction Improvement. Austin ISD has partnered with the Heart of Texas Writing Project (HTWP) at the University of Texas to improve the teaching of writing and the authorship of students. The HTWP is a branch of the congressionally funded National Writing Project. Its mission is to improve the teaching and learning of reading, writing and the development of literacy. In collaboration with AISD language arts staff, an on-going calendar of professional development workshops and follow-up has been developed for the 2008-2009 school year. In addition, needs assessments, planning with staff, and on-campus consultation to address critical and individualized needs are being provided to specific focus campuses. Teacher consultants from the HTWP demonstrate and coach in classrooms and also lead

workshops and reflective conversations about ways of tailoring curriculum to the needs of individual students, helping them to grow toward increasingly sophisticated goals in reading and writing.

GLOSSARY

Note: *Where possible, definitions from direct sources were quoted. For example, any term relating to TAKS uses the definitions provided by the TEA. Discipline information is taken directly from the AISD Student Code of Conduct.*

Academic Excellence Indicator System (AEIS) Report: The AEIS reports, published annually by TEA, contain a wide range of information on the performance of students in each school and district in Texas every year. The performance indicators are:

- Results of Texas Assessment of Knowledge and Skills (TAKS*); by grade, by subject, and by all grades tested;
- Results of State-Developed Alternative Assessment II (ADAA II);
- Participation in the statewide assessment programs (TAKS/SDAA II/TAKS-I/TAKS-Alt);
- Exit-level TAKS Cumulative Passing Rates;
- Progress of Prior Year TAKS Failers;
- Results of Student Success Initiative;
- Results of Texas Assessment of Knowledge and Skills-Inclusive (TAKS-I): by subject;
- Progress of English Language Learners (ELLs);
- Performance-Based Monitoring (PBM) Special Education Monitoring Results Status;
- Attendance Rates;
- Annual Dropout Rates (grades 7-8, grades 7-12, and grades 9-12);
- Completion Rates (4-year longitudinal);
- College Readiness Indicators
 - Completion of Advanced / Dual Enrollment Courses;
 - Completion of the Recommended High School Program or Distinguished Achievement Program;
 - Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations;
 - College-Ready Graduates;
 - Texas Success Initiative (TSI) – Higher Education Readiness Component; and
 - Participation and Performance on the College Admissions Tests (SAT and ACT).

Advanced / Dual Enrollment Course Completion: This AEIS indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25:

- To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which

credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

- The *AEIS Glossary Appendix C* lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.
- Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:
 - number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course
divided by
number of students in grades 9-12 who completed at least one course
- Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion.

Accountability Ratings: Texas annually rates its public schools and districts on the academic performance of their students. To determine ratings under the standard accountability procedures, the 2009 accountability rating system for Texas public schools and districts uses three base indicators:

- Spring 2009 performance on the Texas Assessment of Knowledge and Skills (TAKS),
- The Completion Rate I for the class of 2008
- The 2008-2009 Annual Dropout Rate for grades 7 and 8

Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable*). Some receive a label of *Not Rated*.

For specific rules about how ratings are determined, refer to the TEA 2009 Accountability Manual, which can be found at: <http://ritter.tea.state.tx.us/perfreport/account/2009/index.html>.

Adequate Yearly Progress (AYP) Ratings: Under the accountability provisions in the No Child Left Behind Act (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP).

A single statewide definition of AYP applies to all districts and campuses, alternative education campuses, and open-enrollment charter schools.

All Students: All students in Grades 3-8 and 10 must be tested and all results must be included in the AYP calculation. Assessments evaluated for AYP are:

Texas Assessment of Knowledge and Skills (TAKS) in Reading/English Language Arts and Math;

Texas Assessment of Knowledge and Skills-Modified (TAKS-M) in Reading/English Language Arts and Math for students receiving special education services who meet participation requirements for TAKS-M and for whom TAKS is not appropriate;

Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt) in Reading/English Language Arts and Math for students with significant cognitive disabilities who meet the participation requirements;

Texas English Language Proficiency Assessment System (TELPAS) Reading for recent immigrant limited English proficient (LEP) students who were exempted in Reading/English Language Arts by the Language Proficiency Assessment Committee (LPAC);

Linguistically Accommodated Testing (LAT) of the TAKS and TAKS-M Reading/English Language Arts and Math assessments for recent immigrant LEP students who were exempted by the LPAC

Standards: Baseline performance standards for Reading/English Language Arts and Math measures are determined using the methodology required for NCLB. The standards must increase over time to reach 100 percent by 2013-14.

Performance and Participation: Districts and campuses must meet test participation standards as well as performance standards for students tested.

Student Groups: All students, African American, Hispanic, White, economically disadvantaged, special education, and LEP student groups must meet the same performance and participation standards. States individually develop minimum size requirements for evaluation of student groups.

Other Measures: High schools must meet a Graduation Rate standard set by the state. States individually identify an additional measure for elementary and middle/junior high schools.

The 2009 AYP Guide can be found at: <http://ritter.tea.state.tx.us/ayp/2009/guide.pdf>

AISD Staff Climate Survey Scales and Items:

Conducted in November, all campus staff rated each item on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*), with the option of "N/A". Items for major subscales are listed below.

Community Engagement—the extent to which the school has fostered a productive relationship with its community and can count on involvement and support from parents and community members.

The principal explores all sides of topics and admits that other opinions exist.

The principal puts suggestions made by faculty into operation.

The principal treats all faculty members as his or her equal.

The principal lets faculty know what is expected of them.

The principal is willing to make changes.

The principal maintains definite standards for performance.

The principal is friendly and approachable.

Achievement Press—the degree to which students, parents, teachers, and principals exert pressure for high standards and school improvement.

The school sets high standards for academic performance.
Teachers in this school believe that their students have the ability to achieve academically.
Parents exert pressure to maintain high standards.
Academic achievement is recognized and acknowledged by the school.
Parents press for school improvement.
Students in this school can achieve the goals that have been set for them.
Students respect others who get good grades.
Students seek extra work so they can get good grades.
Students try hard to improve on previous work.
The learning environment is orderly and serious.

Collegial Leadership—the extent to which the principal treats teachers and staff with openness, egalitarianism, and friendliness and sets clear expectations and standards for performance.

The principal explores all sides of topics and admits that other opinions exist.
The principal puts suggestions made by faculty into operation.
The principal treats all faculty members as his or her equal.
The principal lets faculty know what is expected of them.
The principal is willing to make changes.
The principal maintains definite standards for performance.
The principal is friendly and approachable.

Professional Staff Behavior—the extent to which staff are respectful of their colleagues' competence, committed to students, and cooperative with each other.

Teachers help and support each other.
Teachers respect the professional competence of their colleagues.
The interactions between faculty members are cooperative.
Teachers in this school exercise professional judgment.
Teachers “go the extra mile” with their students.
Teachers provide strong social support for colleagues.
Teachers accomplish their jobs with enthusiasm.
Teachers show commitment to their students.
Campus staff are friendly to each other.
Campus staff exhibit pride in their affiliation with the school.
Campus staff are willing to go out of their way to help.
Campus staff accomplish their jobs with enthusiasm.
Campus staff are committed to their jobs.

Student Behavior—addresses the prevalence and frequency of undesirable student behaviors on campus.

Student racial tension
Student bullying
Widespread disorder in classrooms
Student acts of disrespect for Teachers
Student acts of disrespect for Non-teaching Professional or Administrative Staff
Student acts of disrespect for Classified or Support Staff
Gang activities

Frequency rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*); Prevalence rated on a scale of 0 (*None*) to 5 (*All*).

AISD Student Climate Survey Scales and Items:

Administered to all students in grades 3-11, students responded to survey items on a scale from 1 (*Never*) to 4 (*Always*), with the option of “Don’t Know”. Items for subscales are listed below.

Behavioral Environment – addresses the degree of respect and caring among students and the extent to which students obey the school rules and feel safe at school.

My classmates show respect to each other.
My classmates show respect to other students who are different than they are.
I am happy with the way my classmates treat me.
Students at my school follow the school rules.
I feel safe at my school.
I feel safe on the school property.

Adult Fairness and Respect – addresses the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions.

Teachers at this school care about their students.
Adults at this school listen to student ideas and opinions.
Adults at this school treat all students fairly.
The staff in the front office show respect to students.
The school rules are fair.
The consequences for breaking school rules are the same for everyone.
My teachers always make sure the students follow the rules.
My teachers expect me to do my best work.
My teachers care about how I do in school.
My teachers are fair to everyone.

Teacher Support and Student Engagement - assesses the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching.

Teachers give rewards or praise for good behavior.
My teachers show me how our schoolwork is useful.
I enjoy doing my schoolwork.
My teachers are excited about what they teach.
My teachers show me how to know if my work is good.
Teachers give rewards or praise for good work.
My homework helps me learn things I need to know.
My schoolwork makes me think about things in new ways.
Teachers help students with personal problems.
I have fun learning in my classes.

Student Academic Self-Confidence - assesses students' motivation, self-efficacy, and acquisition of self-evaluation skills.

I want to learn as much as I can in school.
I can do even the hardest schoolwork if I try.
I feel/felt well prepared for TAKS.
I try hard to do my best work.
I feel successful in my schoolwork.
I can reach the goals I set for myself.
I know how I am doing in school.

Additional School Environment Items - assesses the school environment in ways other than those identified by the four primary survey dimensions.

There is at least one adult at my school whom I can go to if I have a problem.
Everyone knows what the school rules are.
My classmates know there are consequences for breaking the rules.
This school is clean.
My teachers challenge me to do better.
My teachers show me how our schoolwork is useful.
The things I learn in school will help me later in life.
I get the grades I deserve on my class work.

Alternative Education Accountability (AEA): Under the state accountability system, alternative education campuses have the option to be evaluated under alternative education accountability (AEA) procedures and receive accountability ratings based on different performance standards and indicators/measures than those used for regular campuses.

To determine ratings, the alternative education accountability (AEA) procedures use three base indicators:

performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
Completion Rate II for the Class of 2008, and
2007-08 Annual Dropout Rate for grades 7–12.

Registered AECs (alternative education campuses) and charters rated under AEA procedures are assigned three rating labels:

AEA: Academically Acceptable

AEA: Academically Unacceptable

AEA: Not Rated – Other

For specific rules about how ratings are determined under the AEA system, refer to the TEA 2009 Accountability Manual, which can be found at

<http://ritter.tea.state.tx.us/perfreport/account/2009/manual/>

Annual Dropout Rate (Grades 9-12): This is the rate used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12}}{\text{divided by}} \\ \text{number of grade 9-12 students who were in attendance at any time during the previous school year}$$

Average Years of Teacher Experience: The average number of each teacher's years of professional teaching experience.

Completion Rate: *see High School Completion Rate*

Discipline – ACES or ISS (In-School Suspension): Students may be suspended for any behavior listed in the AISD *Student code of Conduct* as a general misconduct violation, Disciplinary Alternative Education Program placement, or expellable offense. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending. State law allows a student to be suspended from school for up to three school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. (*See page 15 of the Student Code of Conduct for students with disabilities*). A student who is to be suspended will be afforded due process via an informal conference by the principal or other appropriate administrator advising the student of the conduct with which he or she is charged and giving the student the opportunity to explain his or her version of the incident. The duration of a student's suspension, which cannot exceed three school days, will be determined by the principal or other appropriate administrator. The parent or guardian will be notified. In the case of elementary students, parents will have the option of supervising their child at home or having their child assigned to the suspension program at ACES, if space is available. Any restrictions on participation in school-sponsored or school-related extracurricular and noncurricular activities will be determined by the principal or other appropriate administrator.

Discipline – Discretionary Removal: A student **may** be removed from class and placed in a disciplinary Alternative Education Program under Section 37.008 based on conduct occurring off campus and while the student is not in attendance at a school sponsored or school-related activity if:

- The superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Penal Code, and
- The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

In addition, students may be removed from class and placed in a disciplinary Alternative Education Program who are found to be:

- Involved in a public school fraternity, sorority, secret society or a gang, including participating as a member or pledge, or soliciting another person to become a pledge or member of such a group.
- Involved in criminal street gang activity. A criminal street gang is defined as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

A student **may** also be removed to a disciplinary Alternative Education Program for serious or persistent misbehavior. The District defines "persistent" to be two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation. A student may be removed for persistent misbehavior if behavior interventions have not been successful and it is determined that removal to a DAEP is necessary to improve the student's behavior. The District defines "serious" offenses as offenses that pose physical danger to the student, others or to property.

Discipline – Mandatory Removal: A student **must** be placed in a disciplinary Alternative Education Program if the student commits any of the following offenses on school property, including a parking lot, parking garage, or other parking area owned by the school district, or on a school bus, or within 300 feet of the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property [TEC 37.006]:

- Engaging in conduct punishable as a felony.
- Committing an assault with injury.
- Selling, giving, delivering, possessing using or being under the influence of marijuana, a controlled substance, or a dangerous drug.
- Selling, giving or delivering an alcoholic beverage; committing a serious act or offense while under the influence of alcohol.
- Possessing, using or being under the influence of an alcoholic beverage.
- Behaving in a manner that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
- Behaving in a manner that contains the elements of the offense of indecent exposure.
- Possessing a BB gun or air gun, as defined as a gun that propels a projectile by any means, including spring, compressed air, spring-piston, pneumatic, or CO2. (This does not include items not capable of firing projectiles).
- Possessing a home-made weapon, defined as a device or item that was manufactured, modified, or adapted by an individual for the purpose of inflicting harm to another by its use or intended use.

In addition, a student **must** be placed in a disciplinary Alternative Education Program if the student:

- Engages in conduct that contains the elements of the offense or retaliation against any school employee, regardless of where or when the conduct occurs. (Committing retaliation in combination with another expellable offense is addressed in the expulsion section of this *Student Code of Conduct*).
- Making a terroristic threat; false alarm or report (e.g., bomb threats).
- Is ordered by a juvenile court to attend a district DAEP as a condition of probation (pertains to unexpelled students).
- Engages in conduct off-campus and while the student is not in attendance at a school-sponsored or school-related activity and:
 1. Is placed on deferred prosecution by Juvenile Court for conduct defined as a felony in Title 5 of the Penal Code (Title 5 includes both misdemeanor and felony offenses “against the person”).
 2. Is found to have engaged in delinquent conduct as specified by Title 5 of Penal Code, and/or
 3. Is believed by the Superintendent or the Superintendent’s designee to have engaged in conduct defined as a felony offense in Title 5 of the Penal Code.

A student under 10 years of age who engages in expellable conduct described in Section 37.007 shall receive educational services in the district’s disciplinary Alternative Education Program. A student under the age of six may not be removed to a disciplinary alternative education program (as described in 37.008) unless they commit a federal firearms offense.

Dropout Rate: *See Annual Dropout Rate (Grades 9-12)*

English Language Learners (ELL): also known as LEP, or Limited-English Proficient. Demographic group used in AYP Ratings. English Language Learners may enroll in a bilingual education program (**§89.1205 (a)** - *Each school district which has an enrollment of 20 or more limited English proficient students in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the limited English proficient students in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.*), English as a Second Language (ESL) program (**§89.1205 (d)** - *All limited English proficient students for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program...regardless of the students' grade levels and home language, and regardless of the number of such students.*), or parents may choose to deny services.

High School Completion Rate: This AEIS indicator shows the status of a group (cohort) of students after four years in high school. Any student who transferred into the cohort is added to it, and any student who transfers out of the cohort is subtracted from it. Beginning with the 2007 accountability cycle, TEA began using a more rigorous dropout definition, based on the federal definition. This affected dropouts reported for the 2005-06 school year. Because dropouts are counted according to the dropout definition in place the year they drop out, the number of dropouts reported for that year was higher than it was for prior years.

Multilevel Modeling (also known as Hierarchical Linear Modeling): A method of regression used for analyzing data in which the participants are clustered or nested structure. For example,

teachers are clustered or nested within schools. In this situation, it is expected that teachers within a particular school share some similarities due to their common environment. Multilevel modeling accounts for this clustering, or nesting effect in the analysis process.

Multiple Regression: A method of regression analysis that uses more than one predictor variable (or independent variable) to predict a single criterion variable (or dependent variable).

Principal Turnover Rate: The rate of new principal appointments during a given time frame (7 yrs for this report). The denominator is the sum across years of the number of schools open each year. This rate is calculated from a student's perspective of principal turnover. Each new principal counts as a "turnover".

Professional Learning Communities: PLCs provide a forum for teachers, administrators, and instructional coaches to work collaboratively to share effective instructional practices, to determine and focus on areas of student needs, and to make instructional improvements in the classroom. It is expected that the PLCs on school campuses will increase teacher's instructional skills, confidence levels, and excitement about teaching; improve collaboration among teachers; better teacher retention; result in higher levels of student engagement and performance; and ultimately, increase academic achievement for all student groups.

Reading Proficiency Tests in English (RPTE): The RPTE are designed to measure annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish TAKS to provide a comprehensive assessment system for limited English proficient (LEP) students. LEP students in Grades 3-12 are required to take the RPTE until they achieve a rating of advanced.

Significance Testing: In statistics, a result is called statistically significant if it is unlikely to have occurred by chance. "A statistically significant difference" simply means there is statistical evidence that there is a difference between groups or that a relationship between variables is not likely to have occurred by chance.

Student Growth: Students' growth in TAKS scores were derived using their previous scores in that subject area and including standard error terms provided by TEA to predict their scores the following year. Positive growth refers to when a student's actual TAKS score in a given subject area was higher than their predicted score based on their previous years' performance. Negative growth refers to when a student's actual TAKS score in a given subject area was lower than their predicted score based on their previous years' performance. To predict students' growth in science, however, their previous math scores were used in the equation as science scores from the previous year were not available. Teacher-level growth is an aggregate of each of their students' growth scores.

Teacher Retention Rate: The rate is calculated by determining the percentage of teachers from one school year who remained on their campus the following year. For example, the percentage of teachers at Barton Hills in 2007-08 who remained at Barton Hills in 2008-09.

Texas Assessment of Knowledge and Skills (TAKS): As mandated by the 76th Texas Legislature in 1999, the TAKS will be administered beginning in the 2002-2003 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in math at Grades 3-11; in science at Grades 5, 10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma.

Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged. **All Students Group:** These results are always evaluated regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS will receive Special Analysis.

- **Met Standard** – The student performed at a level that was at or somewhat above the state passing standard. The student showed a sufficient understanding of the knowledge and skills tested at the grade level.
- **Commended Performance** – The student performed at a level that was considerably above the state passing standard. The student showed a thorough understanding of the knowledge and skills tested at the grade level.

TAKS-Accommodated: TAKS (Accommodated) is for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS (Accommodated) form includes format accommodations (larger font, fewer items per page, etc.) and contains no embedded field-test items.

TAKS-Alt: TAKS–Alternate (TAKS–Alt) is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. Unlike other statewide assessments in Texas, TAKS–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and evidence through an online instrument.

TAKS-M: TAKS–Modified (TAKS–M) is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for TAKS–M and for whom TAKS is not appropriate. TAKS–M covers the same grade-level content as TAKS, but the assessment itself has been simplified through modifications in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.).

TAKS-LAT: Linguistically Accommodated Testing. LAT is a special administration of TAKS for LEP-exempt recent immigrants. LAT administrations are provided in designated grades and subjects. Linguistic accommodations are made in order to assist students in overcoming language barriers and to provide a meaningful assessment of academic knowledge and skills.

Texas English Language Proficiency Assessment System (TELPAS): TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language.

The TELPAS assessment components are as follows:

- For ELLs in grades 2–12, TELPAS is composed of multiple-choice reading tests, holistically rated student writing collections, and holistically rated speaking and listening assessments. The listening and speaking assessments are based on classroom observations.
- For ELLs in grades K and 1, TELPAS is composed of holistically rated listening, speaking, reading, and writing assessments based on classroom observations.

The holistically rated components of TELPAS were formerly referred to as the Texas Observation Protocols (TOP). As of the 2007–2008 school year, this name will no longer be used.

TELPAS measures the learning of English according to a second language acquisition continuum that reflects distinct stages of second language development. These stages are termed English language proficiency levels. TELPAS assesses and reports four proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS helps schools monitor the extent to which ELLs are acquiring the social and academic English language proficiency necessary to support their academic success.

TELPAS results include individual proficiency level ratings (beginning, intermediate, advanced, and advanced high) for each of the four language domains assessed (listening, speaking, reading, and writing). Composite proficiency ratings are also provided. Composite ratings indicate a single overall level of English language proficiency derived from the listening, speaking, reading, and writing proficiency ratings.

Title I - Title I is a section of federal education law that provides funding to elementary and secondary schools for programs and services to help disadvantaged students succeed. Title I is the largest federal aid program available to elementary and secondary schools. In some cases, Title I allows parents to get free tutoring and other supplemental educational services or to choose a different school when their student's academic needs are not being met by a low-performing school.

Title I is part of the federal Elementary and Secondary Education Act adopted in 1965. It was renewed in the No Child Left Behind Act of 2002.

Title I is supposed to ensure that *all students* have an equal opportunity to reach state learning standards. Title I is intended to help close the gap in academic achievement between students in different ethnic and income groups. Title 1 is also designed to ensure that schools and school districts are accountable for good teaching, and provide families with meaningful opportunities to participate in their children's education. *Source:*

<http://www.ed.gov/policy/elsec/leg/esea02/pg1.html>

Analyses used in this report:

The following provides a brief description of analyses used throughout this report.

TAKS –Met Standard and Commended. The percentages of students scoring at (1) the commended level, and (2) the state minimum standard level were compared by grade and across years (e.g., 2007-2008 to 2008-2009).

TAKS Passing Rates by Student Group. The percent of students passing TAKS subject areas were compared across ethnic group and by year. Gaps in student achievement based on their student group were compared by examining differences in passing scores for each group (e.g., English Language Learners compared to White Students).

Economic Disadvantage and TAKS Passing Rates. Correlations were conducted to determine if school percentage of economically disadvantaged students was significantly related to school passing rates for TAKS reading, math and science for middle and high schools.

Economic Disadvantage and Student Growth. As a first step, economic disadvantage was used as a predictor variable in a series of multiple regressions to determine if it predicted student growth in TAKS reading, math and science for middle and high schools. Overall net student growth scores (percentage of students exceeding expectations – percentage of students falling below expectations) were computed for middle and high school campuses with 75% or more economically disadvantaged students in order to differentiate between high performing and low performing economically disadvantaged middle and high school. Finally, a series of t-tests were used to determine what differentiated the high performing and low performing groups of schools. The t-tests compared these two groups of schools on teachers' ratings of school climate, students' ratings of school climate, student attendance rates, percentage of students who were enrolled in AISD for the past three years (the three year cohort) and parental involvement.

Student Growth by Teacher. A net growth score (percentage of students above predicted scores minus percentage of students below predicted scores) was computed for each teacher. Multiple regressions were conducted to determine which campus-level factors (e.g., staff climate, student climate, teacher tenure etc.) best predicted student growth at the teacher level. Based on these initial analyses, a series of multilevel models were conducted to predict *teacher* net growth based on teacher and school characteristics related to student growth.

Enrollment Over Time. The percentage of students tested on TAKS in reading or math who have attended AISD for the past three consecutive years were calculated and compared across high schools and student groups. Additional analyses used this percentage as predictor variables (e.g., HLM analyses).

Graduation from High School Analyses. Regression analyses were conducted to determine which factors best distinguished among three groups of ninth grade students from 2008-2009: dropouts, struggling students, and progressing students.

Completion Rates. The percentage of students who graduated high school were computed and compared across student group and by year.

ACT and SAT performance. Students scores on the ACT and SAT were compared across student group and by year.