

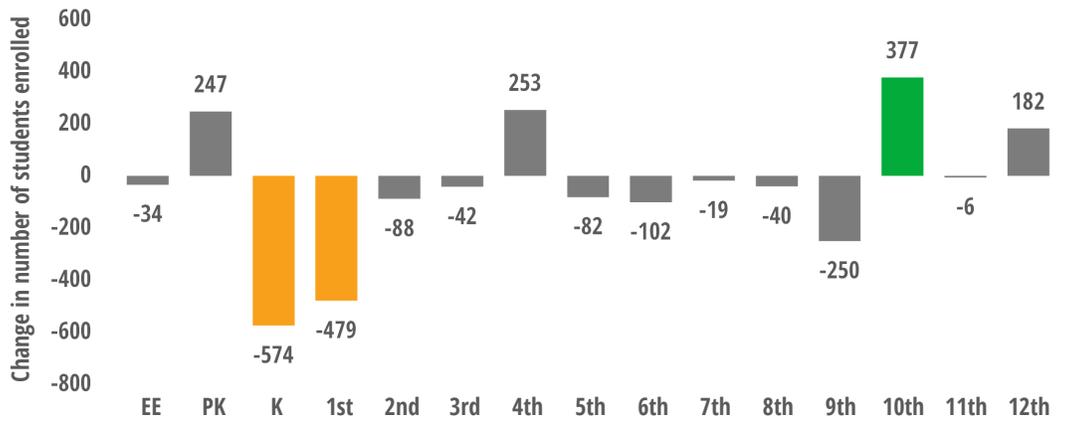
Enrollment from Fall 2014 to Fall 2015

Trends by Grade Level, Student Group, Vertical Team, and School

How did enrollment change from Fall 2014 to Fall 2015?

Overall, 657 fewer students were enrolled in Austin Independent School District (AISD) in Fall 2015 than in Fall 2014. The greatest decreases in total enrollment were for elementary primary grades (Figure 1).

Figure 1
Overall enrollment declined the most at elementary primary grades and increased the most at 10th grade.

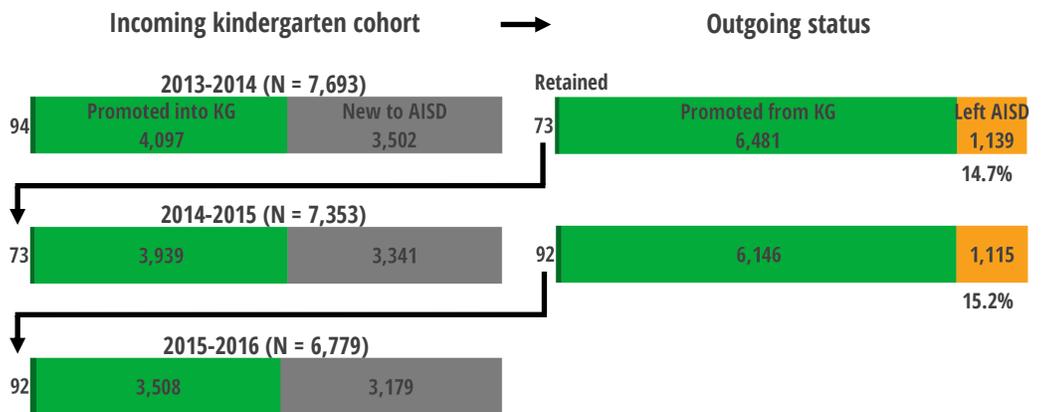


Source: Fall 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015.

Total current enrollment includes both new and previously enrolled students. It does not reflect the multitude of factors that influence student enrollment, such as birth rate, grade level retention, and movement into and out of the school district. Figure 2 shows how enrollment in kindergarten declined, but the relative composition of incoming and outgoing kindergarten students was largely unchanged.

Figure 2
The percentage of students who left AISD after kindergarten was about the same after 2013-2014 and 2014-2015.

However, fewer students enrolled in kindergarten each year.

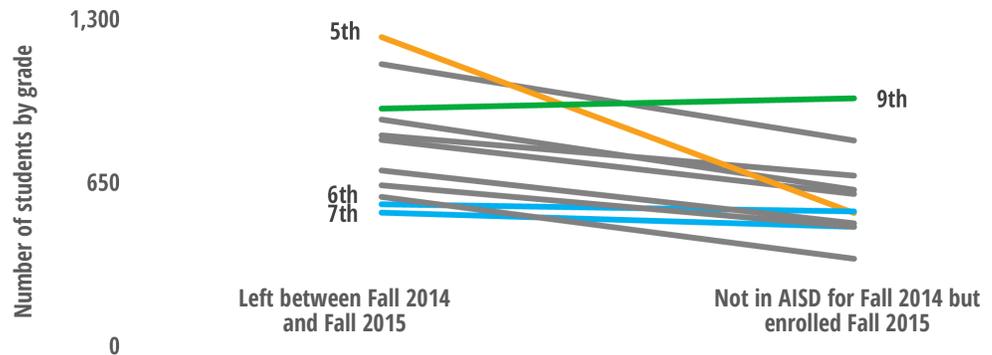


Source: Fall 2013 and 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015.

We compared the number of students who left each grade between Fall 2014 and Fall 2015 with the number who enrolled new to that grade in AISD in Fall 2015 (Figure 3). Excluding graduates, students were especially likely to have left after 5th grade than to have enrolled as 5th graders new to AISD (net loss = -699). Although total enrollment at early grades and 9th grade declined in 2015 (Figure 1), more students were new to AISD as 9th graders in Fall

Figure 3

At 9th grade, more were new to AISD in Fall 2015 than had left between Fall 2014 and Fall 2015. At all other grades, more students left than enrolled in AISD, especially at 5th grade. The difference was relatively minimal at 6th and 7th grade.



Source. Fall 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015. Note. Lines are not displayed for early education (EE), prekindergarten (PK), and kindergarten (K) since the majority of students are new to AISD in those grades. A line is not displayed for 12th grade since most students graduate and leave the district after 12th grade.

2015 than had left AISD after 9th grade the year before. We also explored movements to and from AISD at each grade for a five year period. From Fall 2010 to Fall 2015, early primary grades and 9th grade were more likely to attract new students than were the other grades. However, students were especially likely to leave AISD after early education, prekindergarten, and 5th grade (Figure 4).

Figure 4

After kindergarten, students were more likely to be new to AISD in 1st and 9th grade than other grades. Students were more likely to leave AISD after early primary grades and 5th grade than after other grades.

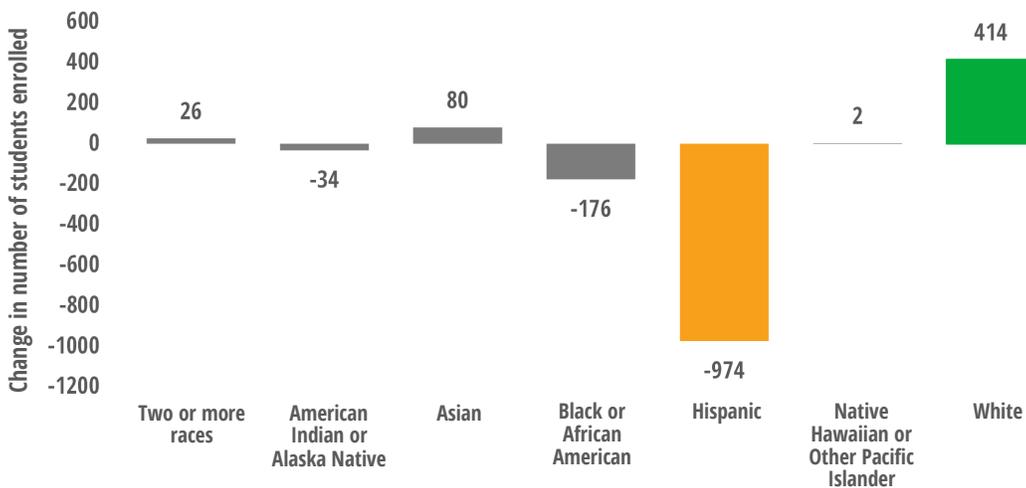
There was a dip in the percentage of students new to AISD in Fall 2015 at all grades 1 through 12, which reflects the improvement in retention of students in AISD after Fall 2013 and Fall 2014 at most grades.

	New to AISD in...							Left AISD After...						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	
EE	73.9%	74.8%	71.2%	73.7%	73.4%	72.6%	■ ■ ■ ■ ■ ■	EE	22.9%	21.6%	16.9%	19.6%	21.5%	■ ■ ■ ■ ■ ■
PK	96.0%	96.0%	96.1%	96.3%	96.3%	96.2%	■ ■ ■ ■ ■ ■	PK	18.0%	18.2%	21.7%	23.5%	23.8%	■ ■ ■ ■ ■ ■
K	43.0%	42.7%	43.2%	45.5%	45.4%	46.9%	■ ■ ■ ■ ■ ■	K	13.2%	13.6%	17.8%	14.8%	15.2%	■ ■ ■ ■ ■ ■
1	10.7%	11.7%	11.7%	12.9%	12.7%	11.5%	■ ■ ■ ■ ■ ■	1	11.6%	12.6%	15.5%	14.1%	14.7%	■ ■ ■ ■ ■ ■
2	10.0%	9.4%	9.9%	10.6%	10.0%	9.6%	■ ■ ■ ■ ■ ■	2	11.5%	12.4%	15.7%	12.9%	11.7%	■ ■ ■ ■ ■ ■
3	9.7%	10.0%	9.3%	9.5%	9.9%	8.8%	■ ■ ■ ■ ■ ■	3	11.5%	12.1%	13.3%	12.8%	11.8%	■ ■ ■ ■ ■ ■
4	9.5%	8.9%	9.2%	8.8%	10.0%	9.3%	■ ■ ■ ■ ■ ■	4	13.5%	16.5%	16.9%	15.7%	14.0%	■ ■ ■ ■ ■ ■
5	10.0%	9.5%	8.7%	9.1%	9.2%	8.8%	■ ■ ■ ■ ■ ■	5	16.3%	17.5%	18.4%	19.4%	20.0%	■ ■ ■ ■ ■ ■
6	9.5%	9.8%	9.9%	9.9%	10.7%	9.9%	■ ■ ■ ■ ■ ■	6	10.4%	11.4%	14.4%	12.2%	10.2%	■ ■ ■ ■ ■ ■
7	9.7%	8.9%	9.3%	10.3%	9.9%	8.7%	■ ■ ■ ■ ■ ■	7	9.9%	10.3%	11.1%	10.9%	9.7%	■ ■ ■ ■ ■ ■
8	8.8%	9.0%	8.1%	9.6%	9.6%	9.0%	■ ■ ■ ■ ■ ■	8	13.4%	13.1%	13.0%	14.0%	12.8%	■ ■ ■ ■ ■ ■
9	15.0%	15.3%	16.3%	15.4%	18.9%	16.0%	■ ■ ■ ■ ■ ■	9	17.4%	16.1%	16.2%	16.9%	14.8%	■ ■ ■ ■ ■ ■
10	10.6%	9.7%	9.5%	9.5%	8.9%	8.5%	■ ■ ■ ■ ■ ■	10	14.5%	13.9%	15.3%	13.3%	12.2%	■ ■ ■ ■ ■ ■
11	8.6%	9.2%	8.4%	8.8%	7.7%	7.1%	■ ■ ■ ■ ■ ■	11	13.5%	14.6%	15.0%	13.5%	12.1%	■ ■ ■ ■ ■ ■
12	6.6%	6.3%	6.2%	6.9%	4.9%	4.7%	■ ■ ■ ■ ■ ■	12			n/a			

Source. Fall 2010 through 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015. Note. Green font indicates a favorable change from the previous year.

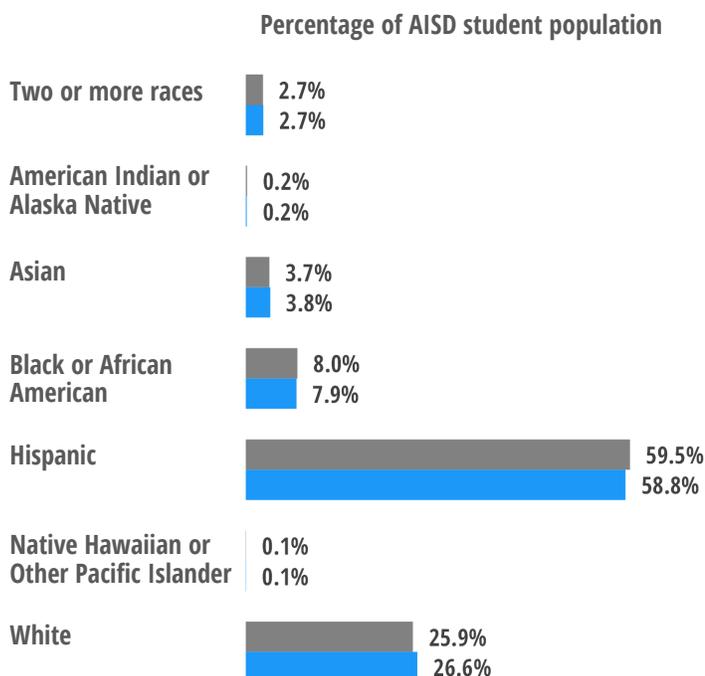
The largest enrollment increases from 2014 to 2015 were for White and Asian students, while the largest declines were for Hispanic and Black or African American students (Figure 5). These corresponded with changes in the population distribution (Figure 6).

Figure 5
Enrollment declined the most for **Hispanic** and increased the most for **White** students.



Source. Fall 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015.
Note. There was a net increase of 5 students for whom no race/ethnicity was identified.

Figure 6
The percentage of students identified as **Hispanic** and **Black or African American** slightly declined while the percentage of students identified as **White** or **Asian** increased from Fall 2014 to **Fall 2015**.



More students identified as gifted and talented and fewer students identified as special education students were enrolled in Fall 2015 than in Fall 2014 (Figure 7). The largest decline was seen for English language learners. The number of economically disadvantaged students also decreased from Fall 2014 to Fall 2015. However, despite the net loss of 321 economically disadvantaged students, the representation of economically disadvantaged students in the AISD student population did not decline (Figure 8).

Data considerations

Enrollment data for Fall 2014 reflect students enrolled as of October 31st, 2014, while enrollment data for Fall 2015 reflect students enrolled as of October 1st, 2015.

Students may be identified as economically disadvantaged, English language learners, gifted and talented, or special education between October 1st and the last Friday in October (i.e., the official reporting date for the Public Education Information Management System (PEIMS) data that are submitted to the Texas Education Agency). Therefore, enrollment trends for student groups may not reflect some students who will be reported as group members in the Fall 2015 PEIMS submission.

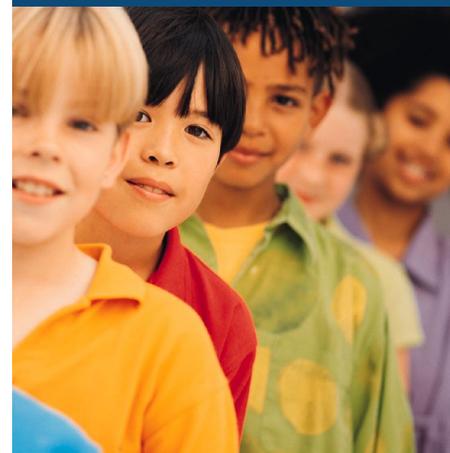


Figure 7
Enrollment declined the most for English language learners and increased the most for students identified as gifted and talented.

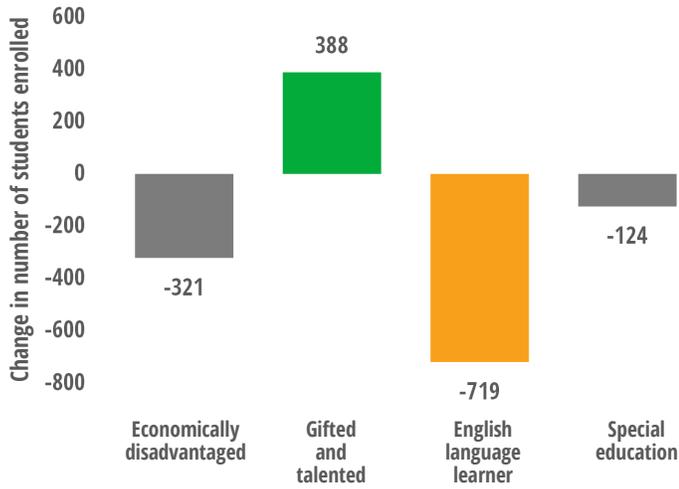
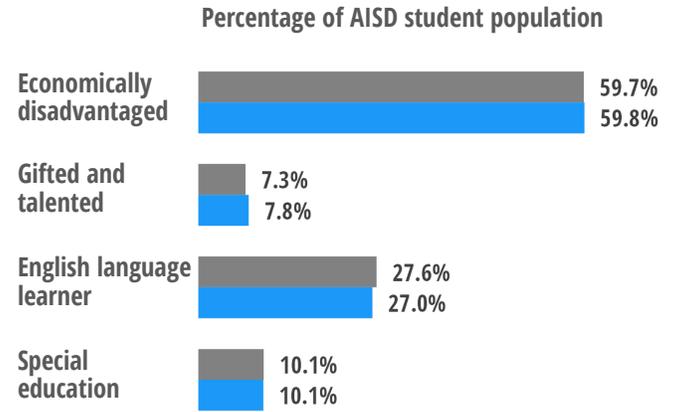


Figure 8
The percentage of students who were economically disadvantaged was similar, while the percentage who were English language learners declined slightly from Fall 2014 to Fall 2015.

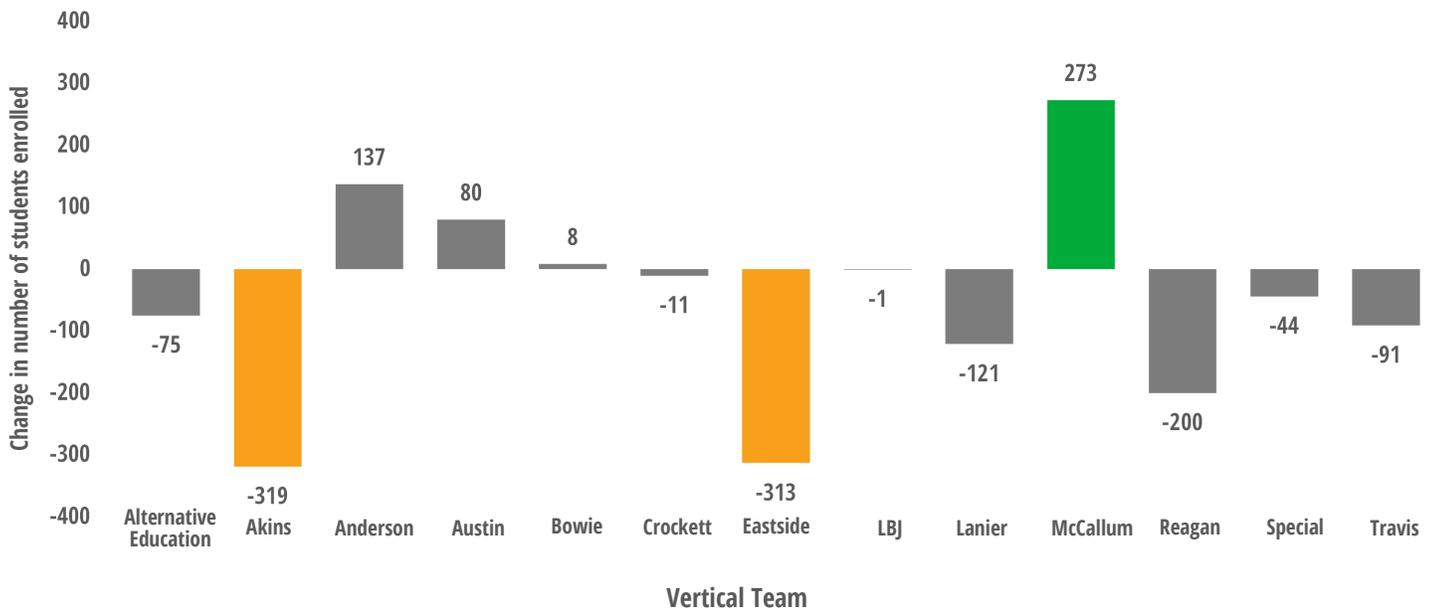


Source. Fall 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015.

Which vertical teams and schools experienced the greatest changes in student enrollment?

Three vertical teams showed enrollment gains of greater than 75 students, while 6 showed losses of 75 or more students. Enrollment remained relatively stable for the Bowie, Crockett, and LBJ vertical teams (Figure 9).

Figure 9
Enrollment declined the most for the Akins and Eastside Vertical Teams and increased most for the McCallum Vertical Team.



Source. Fall 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015.
 Note. There was a net increase of 20 students for whom no campus was identified.

Some schools lost or gained at least 50 students between Fall 2014 and Fall 2015 for reasons other than adding or losing a grade level. Table 1 shows the elementary, middle, and high schools with net enrollment changes of at least 50 students.

Table 1
Enrollment declined the most for Wooten elementary and Burnet middle school and increased the most for McCallum and Reagan high schools.

	Lost more than 50 students	Net loss	Gained more than 50 students	Net gain
Elementary	Wooten	-101	Wooldridge	60
	Cook	-94	Davis	60
	Rodriguez	-93	Overton	65
	Jordan	-91	Boone	70
	Brooke	-76	Hill	77
	Graham	-71	Padron	79
	Andrews	-64		
	Houston	-63		
	Blanton	-58		
	Casey	-58		
	Williams	-54		
	Kocurek	-53		
	Pickle	-50		
	Middle	Burnet	-109	Fulmore
Martin		-96	Lamar	76
Bedichek		-53		
Dobie		-52		
High	Eastside Memorial	-52	Anderson	52
			Akins	71
			Lanier	85
			Reagan	87
			McCallum	105

Source. Fall 2014 PEIMS submission, Fall 2015 student enrollment as of October 1, 2015.
 Note. Enrollment changes above do not include losses or gains due to adding or removing a grade level.

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