# Elementary Level Performance Report

Austin Independent School District

October 13, 2008

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# Intellectual Development and Achievement

Includes:

Enrollment Snapshot

TAKS Performance

NAEP

ELL Proficiency - RPTE

Technology Literacy

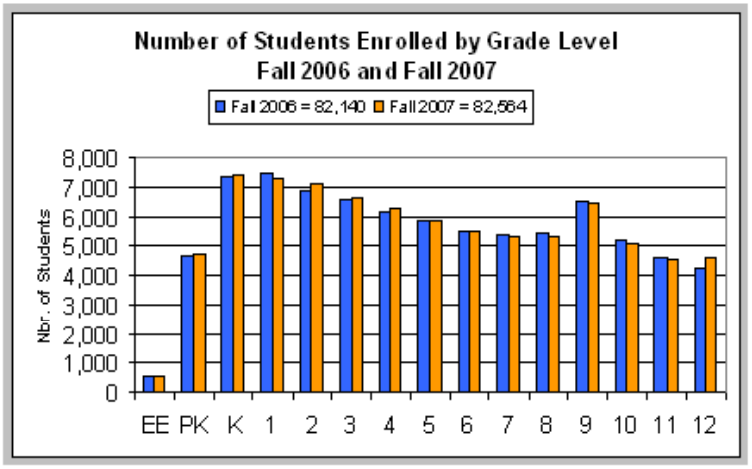
Grade Level Promotion

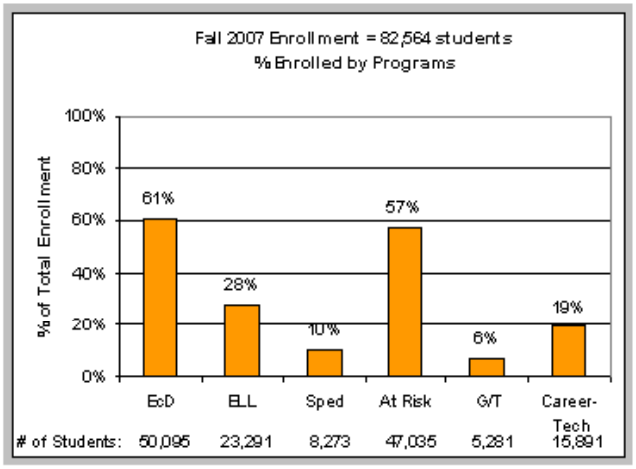
Austin Independent School District

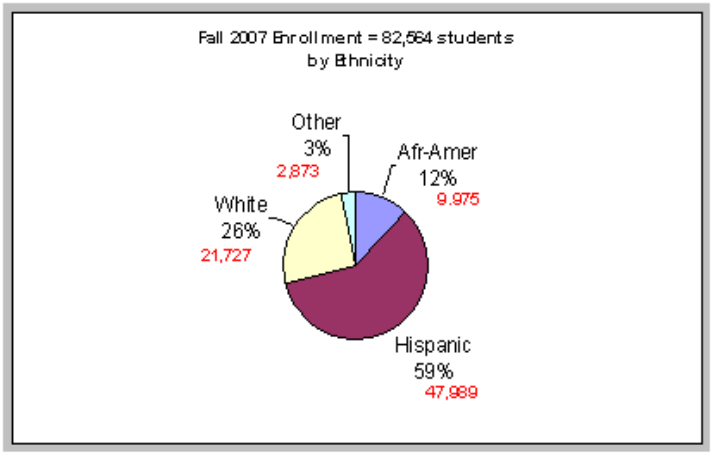
October 13, 2008

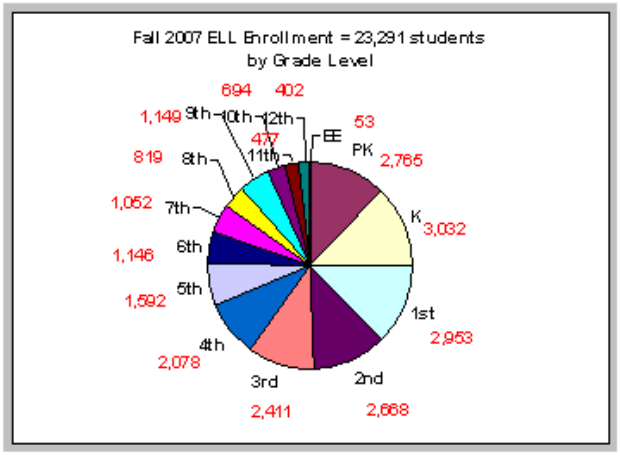
# Austin ISD Enrollment Snapshot
## Fall 2006 and Fall 2007

NEW chart for 2008-09



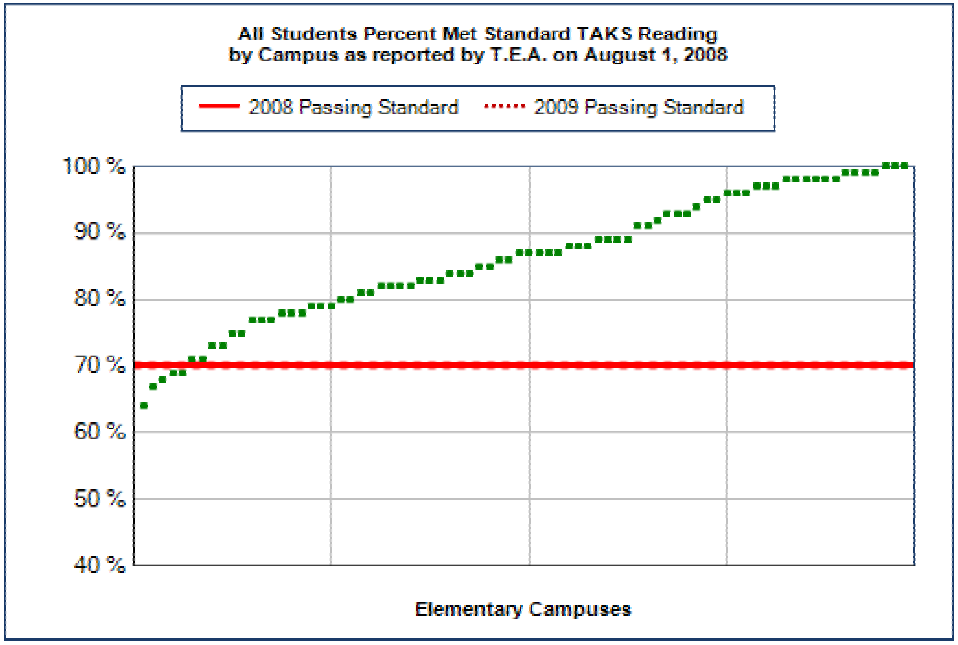



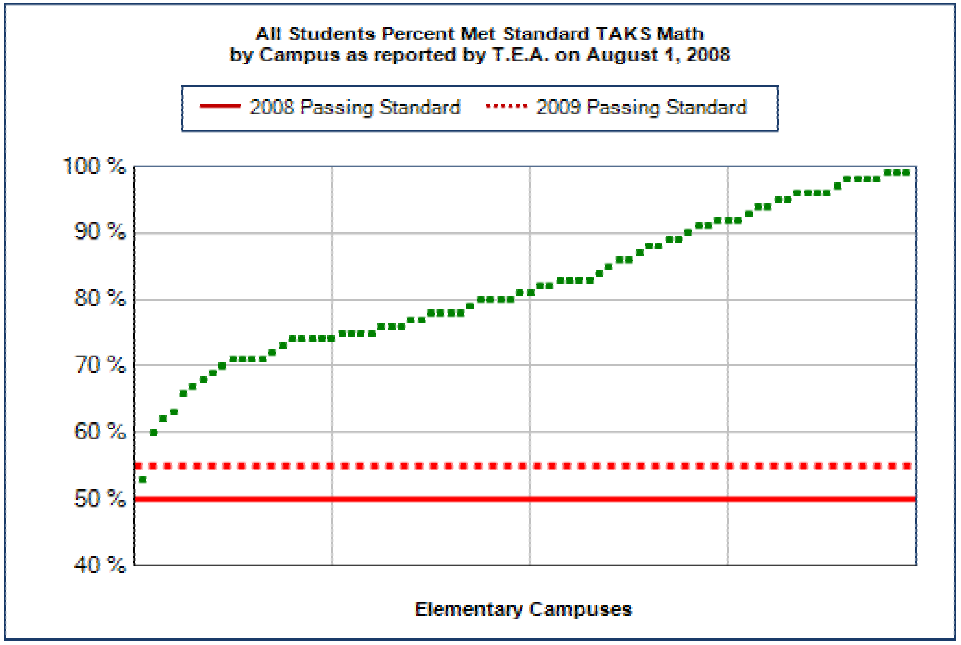




Source(s) – Fall 2006 and Fall 2007 PEIMS Submissions

## Percent Passing TAKS Reading and Mathematics by Elementary School




**Analysis of Underlying Data:**

Passing percentages for TAKS Reading ranged from 64% to 100% for All students across schools, with 36% of schools (n=28) achieving a passing rate equal to or greater than the 90% standard for *Exemplary* status. Of the 28 schools, 12 were rated *Exemplary* due to consistently high performance across all subjects and student groups, 12 were rated *Recognized* because performance on other state accountability measures was not as consistently high as Reading performance for All students, and 3 were rated *Acceptable* for the same reason. Seven schools had Reading passing rates of 99% or 100% for All students (Casis, Doss, Highland Park, Hill, Kiker, Lee, and Mills).

About one quarter of elementary schools (n=20) had student passing rates below 80%. Five schools did not achieve the state 2008 *Acceptable* standard of 70% for Reading (Becker, Hart, Langford, Norman, and Winn). Of those, 4 ultimately were rated *Unacceptable* (Becker, Hart, Norman, and Winn). The *Acceptable* standard does not change for Reading in 2009.

**Analysis of Underlying Data:**

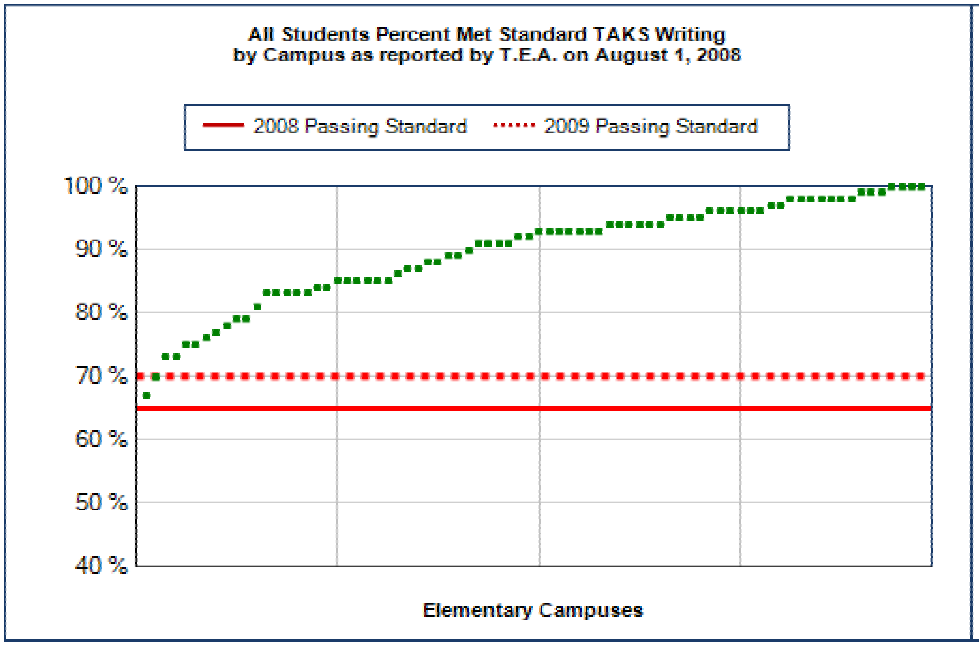
Passing percentages for TAKS Math varied more than those for Reading, ranging from 53% to 99% of all students across schools. Slightly more than half of all schools (56%) achieved passing rates above 80% in Math, with 29% of schools (n=22) at or above the *Exemplary* standard of 90%. Of the schools with passing rates above 90%, twelve were rated *Exemplary* and eight were rated *Recognized* by the state. Seven campuses achieved Math passing rates of 98% or 99% for all students (Bryker Woods, Casis, Doss, Highland Park, Hill, Kiker, and Mills).

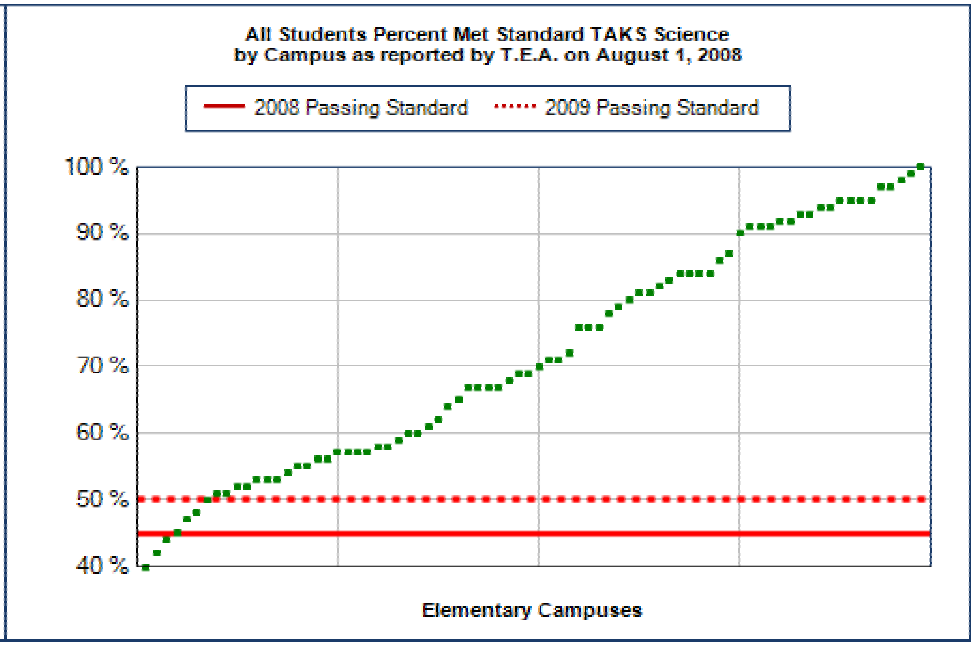
All elementary schools surpassed the 50% state *Acceptable* passing standard in 2008 for all students. For the district's elementary schools rated *Unacceptable* in 2008, Math passing rates for all students ranged from 67% to 76%. All but one school (Govalle) achieved the 2009 *Acceptable* standard for all students in Math.

Source: August 2008 T.E.A. Accountability Data Tables

*Includes first two administrations at SSI Grades

## Percent Passing TAKS Writing and Science by Elementary School




**Analysis of Underlying Data:**

Passing percentages for TAKS Writing ranged from 67% to 100%, slightly more narrow than the range for Reading. Almost 59% of schools (n=46) achieved passing rates at or above 90%, with one third of campuses attaining passing rates of 95% or more of all students.

Only eleven campuses (14%) had passing rates below 80% in Writing, and all schools met the Acceptable standard for 2008. Two schools were at or below the state's *Acceptable* Writing standard for 2009 (Oak Springs at 67% and Widen at 70%).

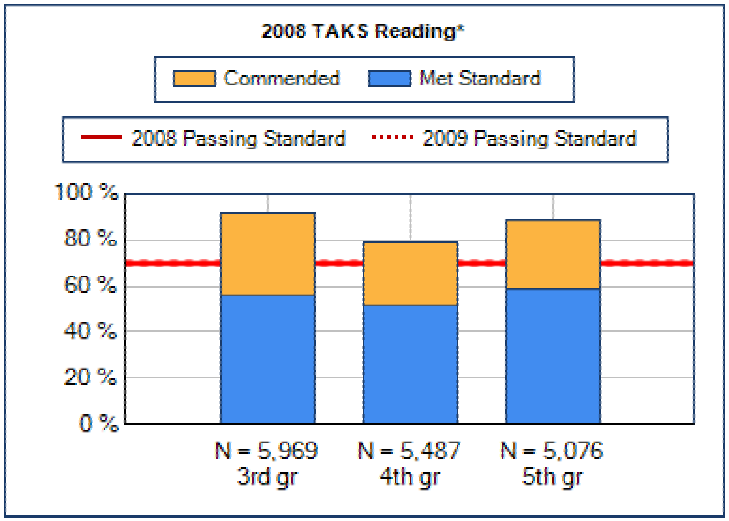
**Analysis of Underlying Data:**

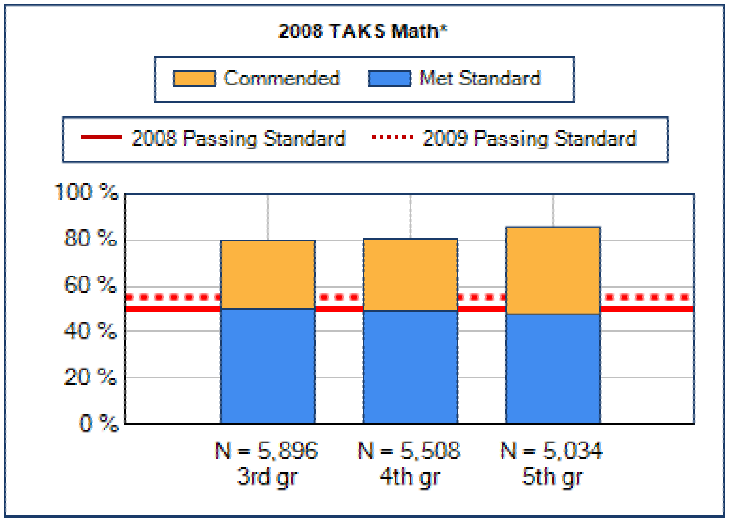
The range of passing percentages across schools was greatest for Science, with passing rates ranging from 40% to 100%. Four schools (Barton Hills, Doss, Highland Park, and Reilly) achieved passing rates of 97% to 99%, and nearly one quarter of schools attained passing rates at or above 90% (n=19).

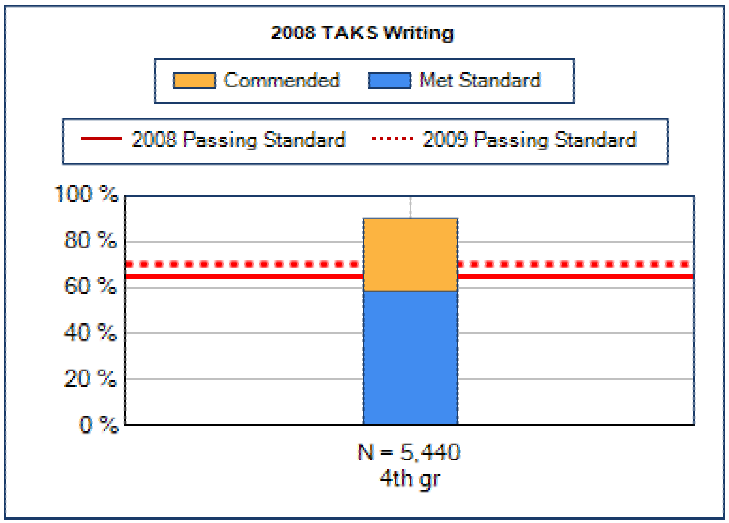
Three schools (Hart, Norman, and Wooten) did not achieve the 2008 *Acceptable* standard of 45% passing. Interestingly, two elementary schools rated *Unacceptable* by the state system had more than 70% of all students passing the Science test (Overton at 71% and Becker at 76%). Six schools (Hart, Norman, Wooten, Allison, Winn, and Pleasant Hill) did not achieve the 2009 *Acceptable* standard.

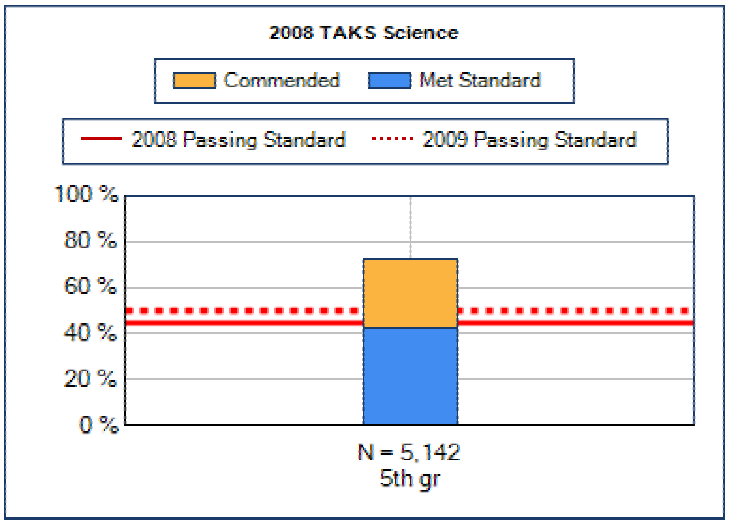
Source: August 2008 T.E.A. Accountability Data Tables

## Percent of Students Tested Meeting Standard and Commended Standard




**Analysis of Underlying Data:**

Districtwide, passing percentages for each subject and grade level exceeded passing standards for both 2008 and 2009. Additionally, overall performance exceeded even the passing standard for *Recognized* performance (75%) in all areas but Grade 5 Science.

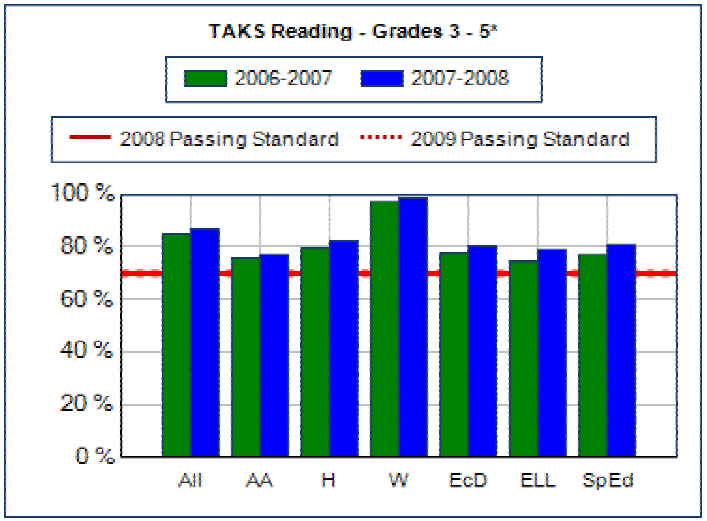
Overall passing percentages were greatest for Grade 3 Reading (91%) and Grade 4 Writing (90%), and were lowest for Grade 5 Science (72%) and Grade 4 Reading (79%). However, it should be noted that 4th grade students have only one opportunity to pass the Reading and Math tests.

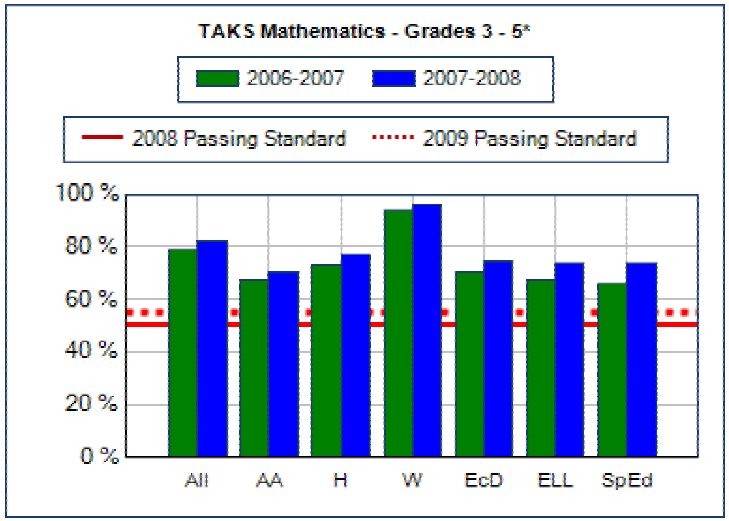
Across all subjects and grade levels, the percentage of students scoring at the Commended performance level ranged from 27% (Grade 4 Reading) to 38% (Grade 5 Math).

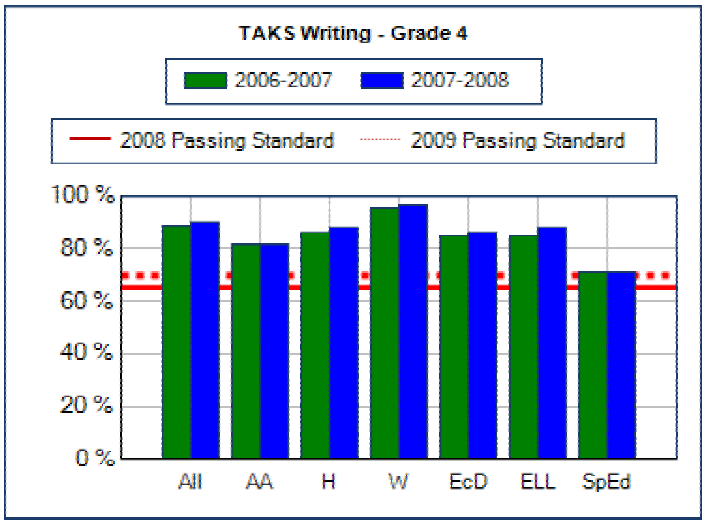
Source: 2008 Estimated Accountabiilty Subset for Grades 3 - 5

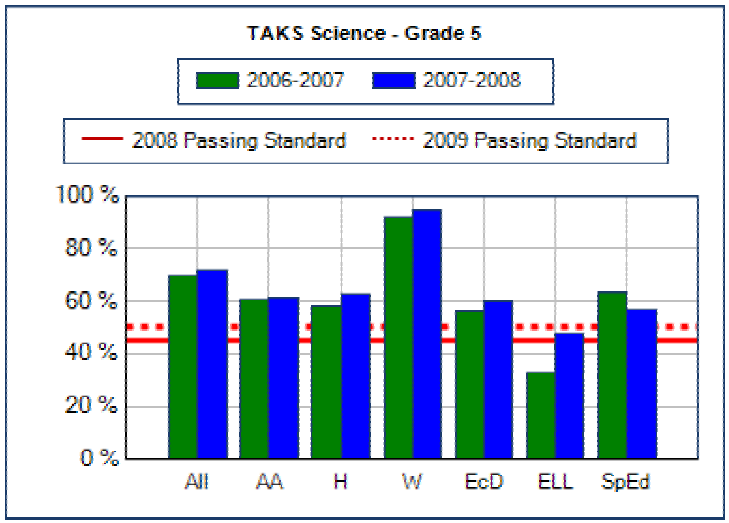
* Includes first two administrations at SSI Grades

## Percent of Students Meeting Standard by Student Group*




**Analysis of Underlying Data:**

For the first time, in 2008 every student group achieved a passing rate above the *Acceptable* standard, and with one exception (Grade 5 Science for English language learners) all student groups achieved passing rates above the standard for 2009.

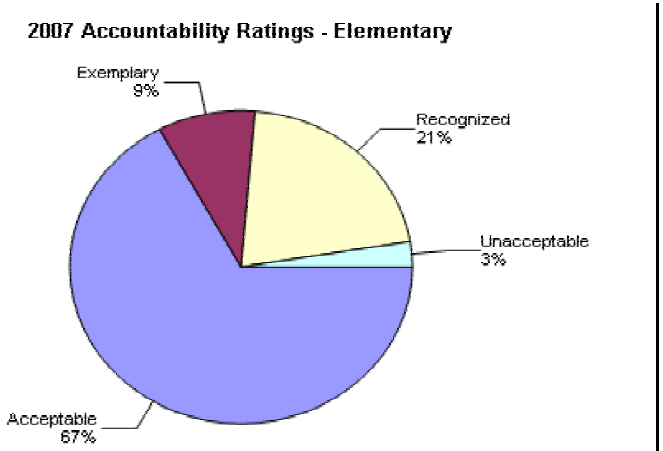
In general, all student groups demonstrated improvement over the prior year in each subject, but passing rates for English language learners (ELLs) and Hispanic students increased the most. Special education students improved in Reading and Math, but did not improve in Writing and declined somewhat in Science.

Passing rates varied among student groups, with White students passing at higher rates in each subject, followed by Hispanic and African American students. The disparity between White and African American students was greatest for Science (33 points) and least for Writing (15 points). However, achievement gaps between ethnic groups decreased in almost every instance (6 of 8). Gaps between African American and White students did not improve for Writing or Science.

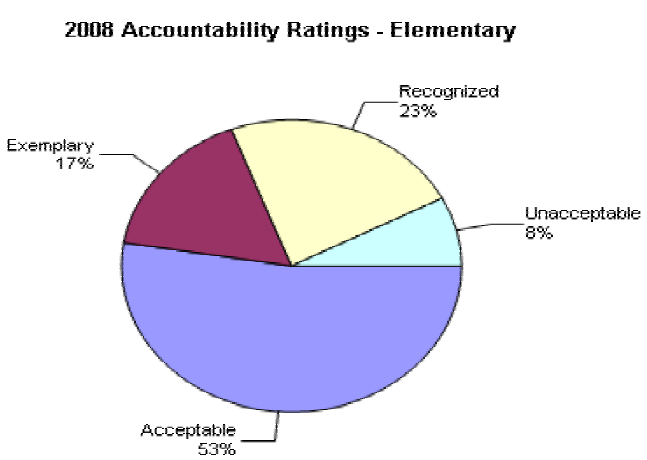
Source: 2007 and 2008 Estimated Accountabiilty Subset for Grades 3 - 5

* Includes first two administrations at SSI Grades

## 2007 and 2008 State Accountability Ratings - Elementary Campuses




N = 76 Campuses



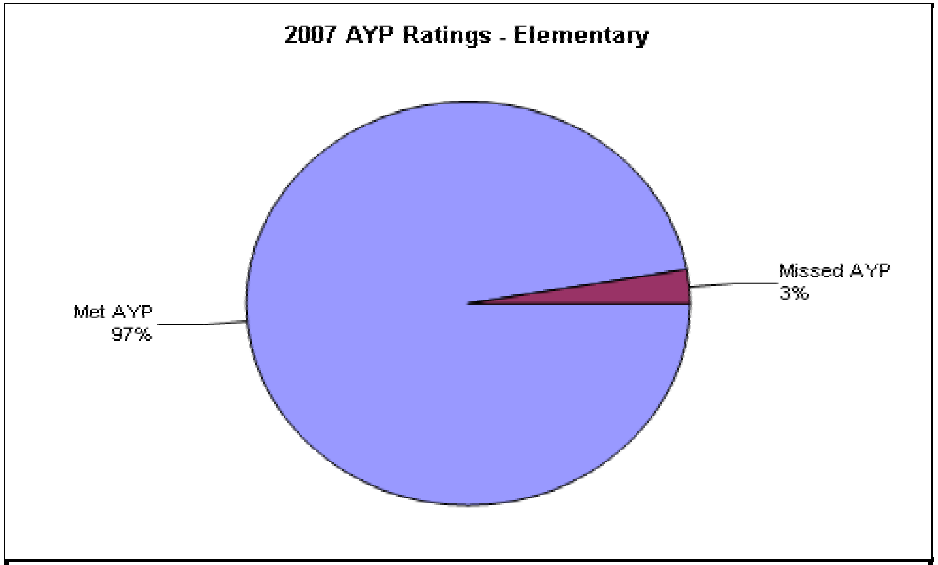

N = 78 Campuses

| | | | | |
|---|---|---|---|---|
| **Exemplary – 7:** | Baranoff | Casis | Gullett | |
| | Highland Park | Hill | Kiker | Mills |
| **Recognized – 16:** | Barton Hills | Blanton | Bryker Woods | |
| | Clayton | Cowan | Cunningham | |
| | Davis | Doss | Joslin | |
| | Lee | Metz | Oak Hill | |
| | Ortega | Pillow | Summitt | |
| | Zilker | | | |
| **Acceptable - 51** | Boone | Brentwood | Dawson | |
| | Harris | Mathews | Patton | |
| | Pease | Rodriguez | Sims | |
| **Academically - 2** | Norman | Perez | | |
| **Unacceptable** | | | | |
| **AEA Unacceptable:** | None | | | |
| **Not Rated: Other** | Aces | Austin St. Hospital | Rosedale | Read Pre-K |

| | | | | |
|---|---|---|---|---|
| **Exemplary – 13:** | Baranoff | Bryker Woods ↑ | Campbell ↑ | |
| | Casis | Clayton ↑ | Doss ↑ | |
| | Gullett | Highland Park | Hill | |
| | Kiker | Lee ↑ | Mills | |
| | Pillow ↑ | | | |
| **Recognized – 18:** | Barton Hills | Blackshear ↑ | Blanton | |
| | Boone ↑ | Brooke ↑ | Cowan | |
| | Davis | Dawson ↑ | Joslin | |
| | Mathews ↑ | Menchaca ↑ | Metz | |
| | Ortega | Pease ↑ | Pecan Springs ↑ | |
| | Reilly ↑ | Summitt | Zilker | |
| **Acceptable - 41** | Cunningham ↓ | Oak Hill ↓ | Perez ↑ | |
| **Academically - 6** | Becker ↓ | Hart ↓ | Overton | |
| **Unacceptable** | Travis Heights ↓ | Winn ↓ | Norman - Year 2 | |
| **AEA Unacceptable:** | None | | | |
| **Not Rated: Other** | Aces | Austin St. Hospital | Rosedale | Read Pre-K |

arrows indicate if a campus moved up or down a ratings level from 2007

# 2007 and 2008 Federal Annual Yearly Progress Ratings - Elementary Campuses




N = 74 Campuses

***** No 2008 Data Available until October *****

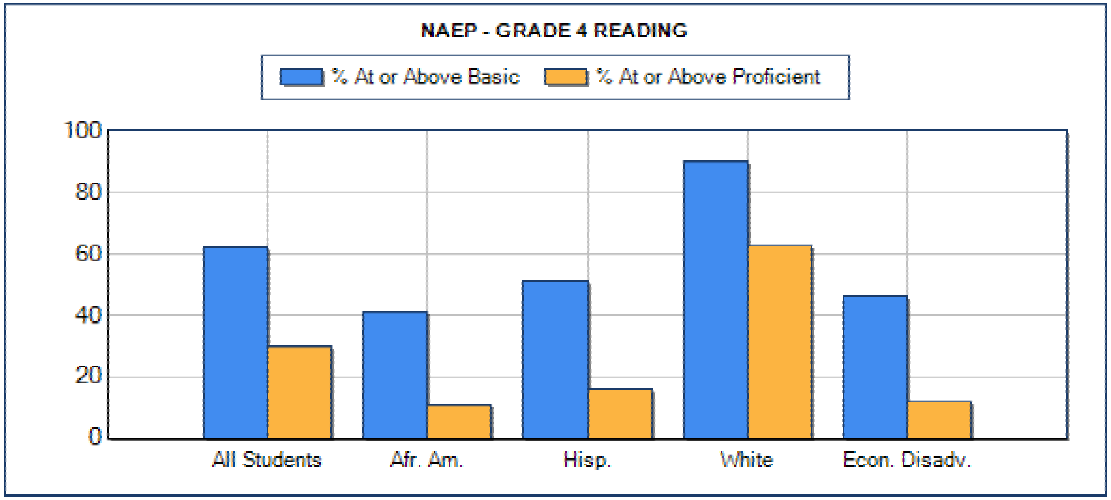
N = 0 Campuses

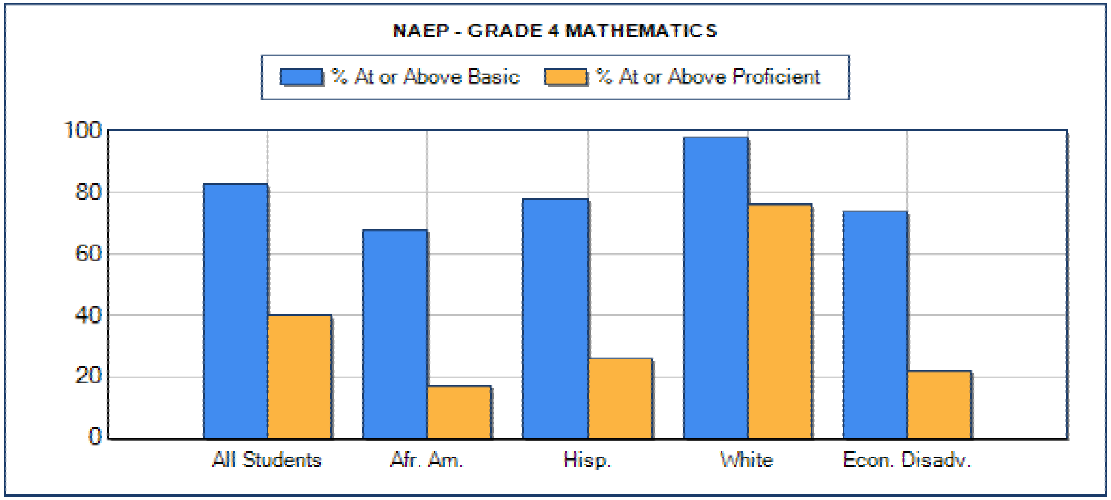
| | | |
|---|---|---|
| **Met AYP - 72:** | All Campuses but those listed below. | |
| **Missed AYP - 2:** | Jordan ↓ | Norman ↓ |
| **Needs Improvement - (NI) - 0:** | | |
| **Not Rated - New Campus - 3:** | Clayton<br>Read Pre-K | Perez |
| **Not Evaluated:** | ACES<br>Rosedale | Austin St. Hospital |

| | |
|---|---|
| **Met AYP:** | |
| **Missed AYP:** | |
| **Needs Improvement - (NI):** | |
| **Not Rated - New Campus:** | |
| **Not Evaluated:** | |

arrows indicate if a campus moved up or down a ratings level from 2007

## Percentages of AISD Students Scoring at Least Basic or Proficient on 2007 National Assessment of Educational Progress




See following page for summary of performance.

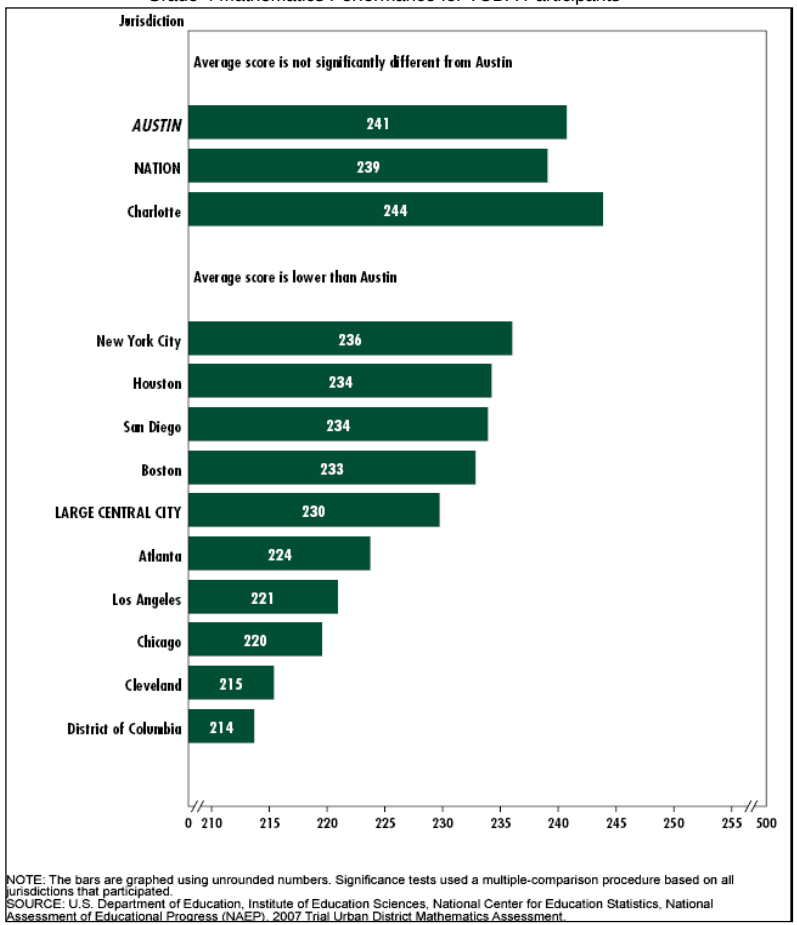
Source: National Center for Education Statistics, TUDA 2007 Snapshot Report

Eleven urban districts voluntarily participated in the Trial Urban District Assessment (TUDA) of the NAEP 2007 Reading and Math Assessment. TUDA sampling within Austin ISD included: Grade 4 Reading - 1,617 students in 56 schools and Grade 4 Math - 1,908 s

**National Assessment of Educational Progress (NAEP) /**
**Trial Urban District Assessment (TUDA) Results, 2007**

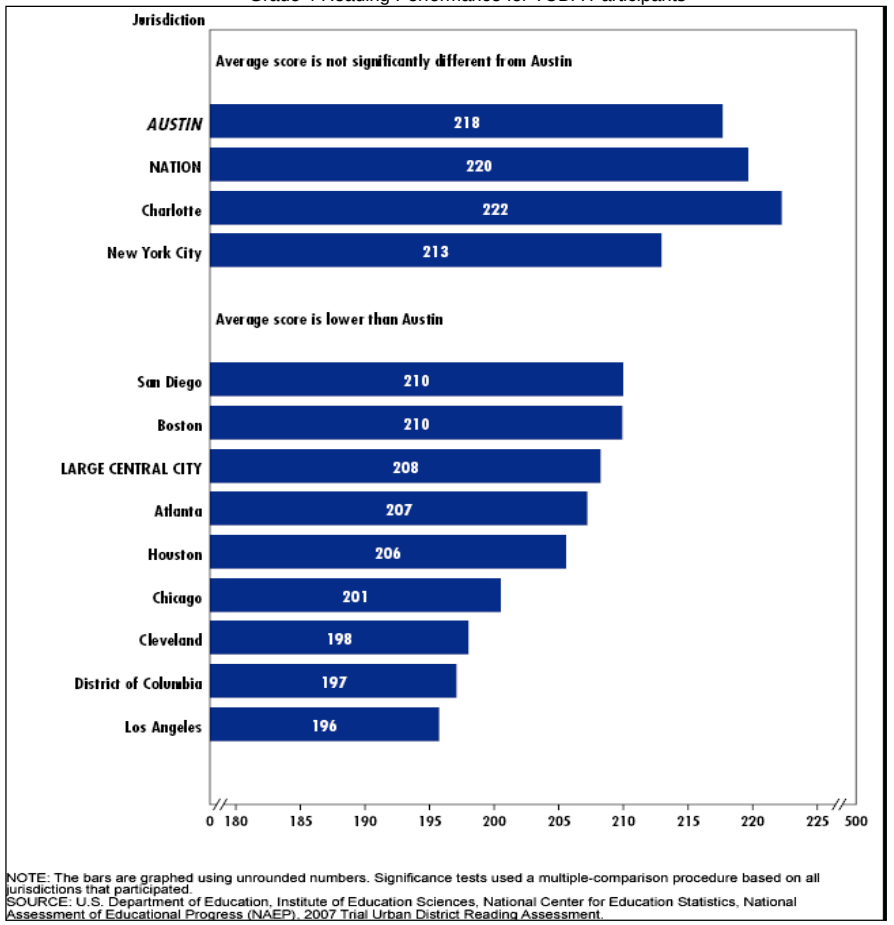
**Comparison of NAEP Average Scale Scores for Grade 4 Reading and Math***

National Assessment of Educational Progress 2007
Grade 4 Mathematics Performance for TUDA Participants




NOTE: The bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Mathematics Assessment.

National Assessment of Educational Progress 2007
Grade 4 Reading Performance for TUDA Participants



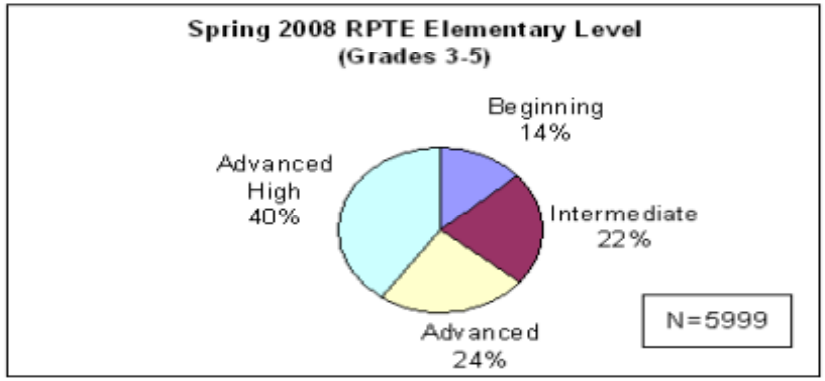

NOTE: The bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Reading Assessment.

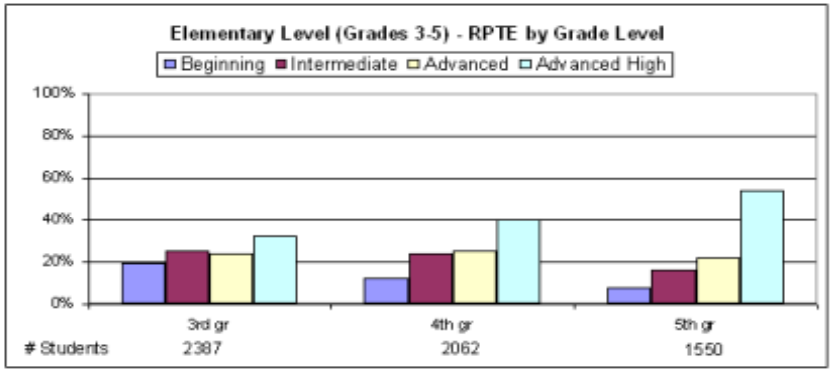
**Analysis of Underlying Data:**
Fourth graders scored at the National average in Math and Reading, and scored well above the Large Central City average for both subjects. Additionally, Austin fourth graders outperformed peers in all TUDA districts but one in Math (tied with Charlotte), and outperformed eight of the ten TUDA districts in Reading (tied with Charlotte and New York City). Each student group outperformed their peers across the Nation and in Large Central Cities in Math. In addition, English Language Learners (ELLs) and Hispanic students outperformed their counterparts in Large Central City schools in Reading, and White students in AISD outperformed their peers both from across the Nation and from Large Central Cities in Reading.

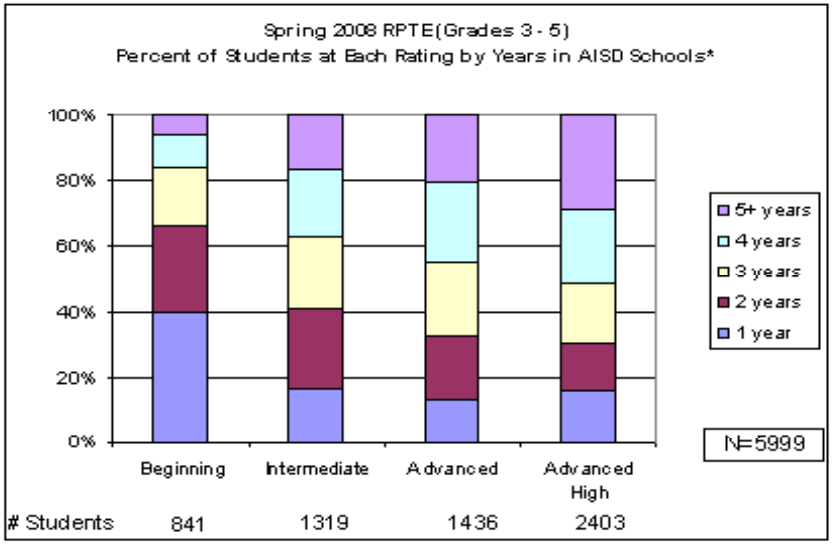
Comparing results from 2005 (not shown) to 2007, Austin's NAEP scores showed no significant change. However, more Students with Disabilities and English Language Learners were tested in 2007. In 2005, 10.4 percent of fourth grade students were excluded from testing in Math, but in 2007, only 5.1 percent were not tested.

## Reading Proficiency Test in English (RPTE) – Grades 3 - 5
## Spring 2008

**NEW chart for 2008-09**




**Analysis of Underlying Data:**

Approximately two-thirds of all elementary students taking the RPTE scored at the Advanced or Advanced High level. Of those students, nearly one-half have been enrolled for four or more years in AISD schools. Of the 14% of elementary students scoring at the Beginning level, over 60% were in their first or second year of enrollment in AISD schools.

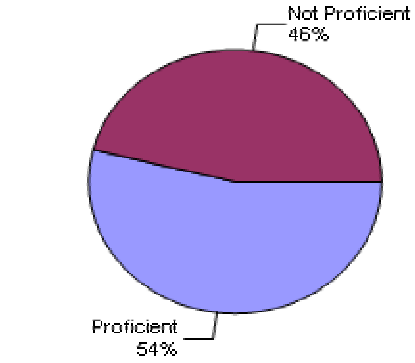
8% (67 students) of those scoring at the Beginning level have been in AISD schools for 5 or more years; however, please note that as few as 1 day of enrollment is counted as a "year" according to the definition from the U.S. Department of Education (see footnote below).

Proficiency levels increased with grade level, where students in Grade 5 were least likely to score at the Beginning or Intermediate levels of proficiency in English.

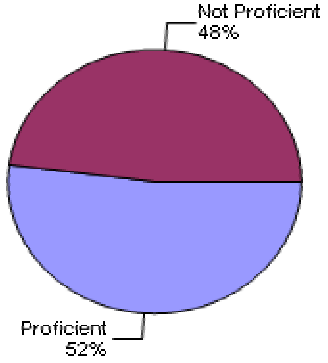
These results suggest that students indeed become more proficient in English with continued enrollment in AISD schools.

Source: - 2008 T.E.A. TELPAS Summary Reports.
*A partial year of school enrollment in the U.S. counts as one school year for purposes of both TAKS exemption eligibility and TELPAS data collection. Data above have been reconstructed to represent years in AISD schools. Note, however, that schools should not include enrollment in pre-kindergarten or kindergarten in these counts. – *p. 15, LPAC Procedural Manual 07-08.*

## 2007 and 2008 Elementary Technology Literacy Assessment - Austin ISD




N = 5,106 5th gr. students
74 out of 76 campuses




N = 5,101 5th gr. students
75 out of 78 campuses

| Student Groups - Grade 5 | 2007 - % Met Proficiency | 2008 - % Met Proficiency |
|---|---|---|
| All Students | 54 % | 52 % |
| African American | 39 % | 39 % |
| Hispanic | 39 % | 36 % |
| White | 85 % | 84 % |
| Economically Disadvantaged | 35 % | 32 % |

***Technology Literacy Skills assessed are:***
***Word Processing,***
***Telecommunications & Internet,***
***Multimedia & Presentation,***
***Database, Social & Ethical,***
***Spreadsheets,***
***Systems & Fundamentals***

**Analysis of Underlying Data:**

In 2003 Austin ISD partnered with Learning.com to develop an assessment to examine technology skills and knowledge contained in the standards developed by the International Society for Technology in Education (ISTE) and the K-8 Technology Applications TEKS. The test is given online and contains a combination of multiple choice and interactive items. Findings are reported as a proficiency score. The proficiency score represents the minimum score a student needs to receive to be determined proficient in the areas tested. The minimum overall score for proficiency on the Technology Literacy Assessment (TLA) is 220 on a scale of 100 to 300.

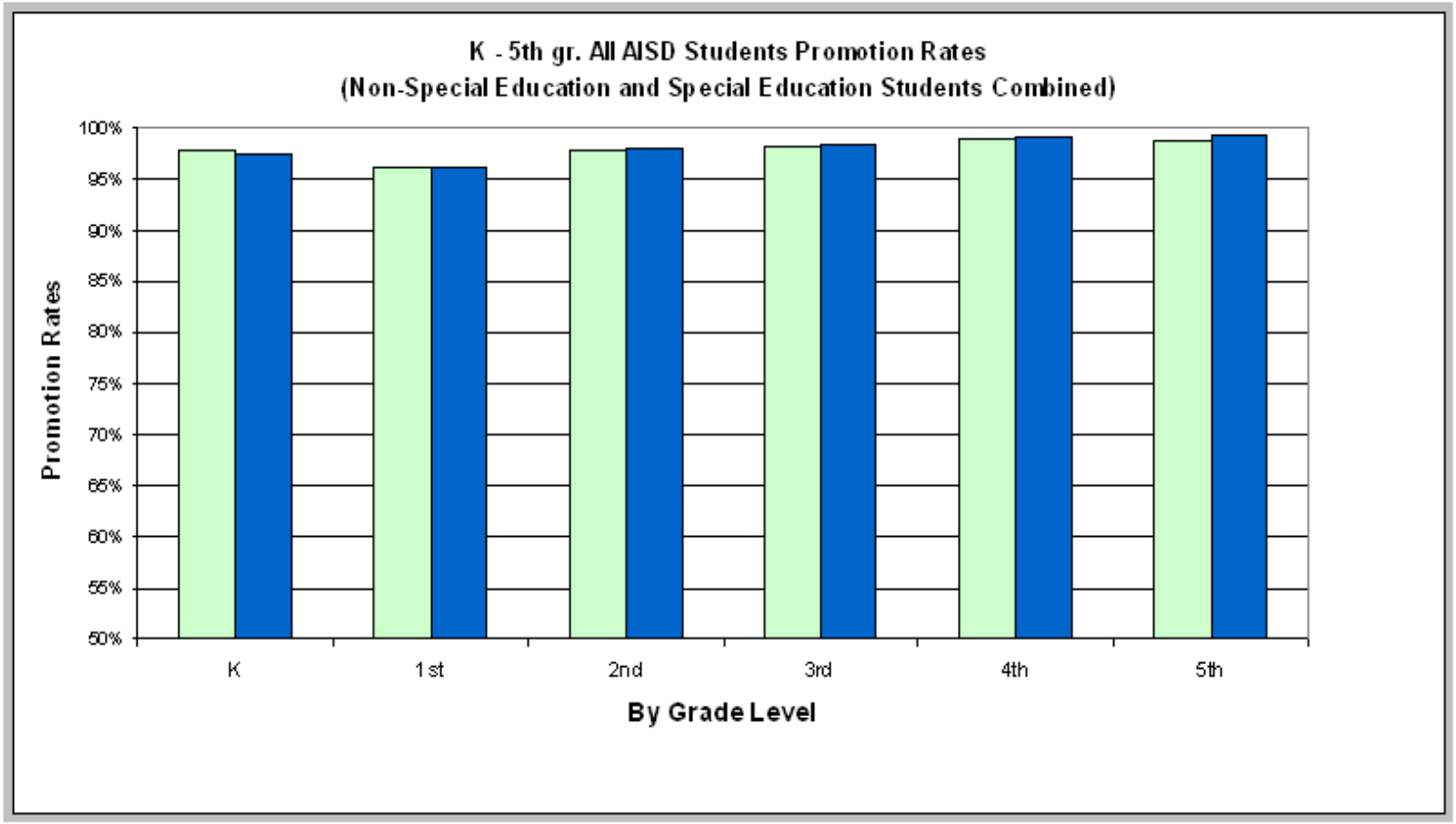
In all 52% of 5th grade students received an Overall Proficient score in 2008 compared with 54% in 2007. The number of campuses where the school average met the standard decreased from 29 in 2007 to 27 in 2008. In all seven areas tested, the AISD district average was higher than the national average of the 62,989 students assessed. Student performance is strongest in Systems and Fundamentals, Word Processing and Telecom & Internet. Students did not perform as well in the Spreadsheet, Multimedia & Presentations, and Database skill areas. Students in higher income areas perform better on the TLA than students in low income areas.

Use of Learning.com/Easy-Tech, the adopted online “textbook” for K-8 technology literacy is increasing. Staff Development provided by the Department of Instructional Technology focuses on learning technology skills within the context of the core curriculum. High quality, student centered technology use can amplify learning in all curriculum areas while increasing technology skills and digital literacy. Renewed staff development efforts will be coordinated with the new technology upgrades funded by the 2008 Technology Bond.

Source: 2007 and 2008 results reported by Learning .com

**Grade Level Promotion– K – 5th grade - Austin ISD**
**Green = 2005-06 Blue= 2006 - 07**

NEW chart for 2008-09




**Analysis of Underlying Data:**

Promotion rates varied only slightly from one year to the next, with small increases at Grade 2 (from 97.8% to 98.0%), Grade 3 (from 98.3% to 98.4%), Grade 4 (from 99.0% to 99.1%) and Grade 5 (from 99.0% to 99.3%), and a small decrease from 97.8% to 97.5% at Kindergarten. Once again, promotion rates in AISD mirror those seen statewide, with greatest promotion rates at the older elementary grades. Special Education students represent approximately 10% of all AISD students.

Source(s) –T.E.A. Grade Level Retention in Texas Public Schools, 2005-06, these are the most current data available from TEA; MIS Estimated Grade Level Retention, 2006-07.

# Personal, Social, and Cultural Development

Includes:

Attendance

TAKS Performance and Attendance

TAKS Performance and Economic Status

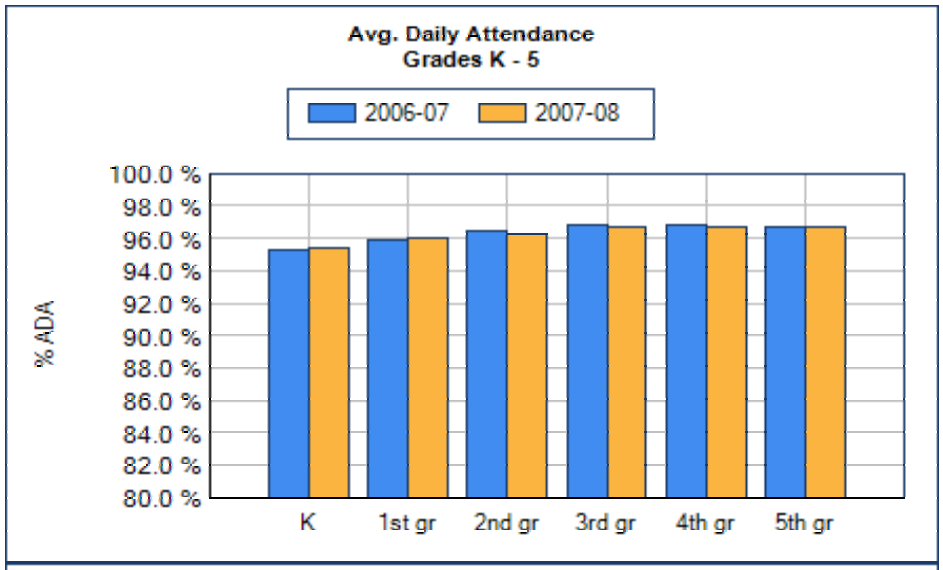
Discipline

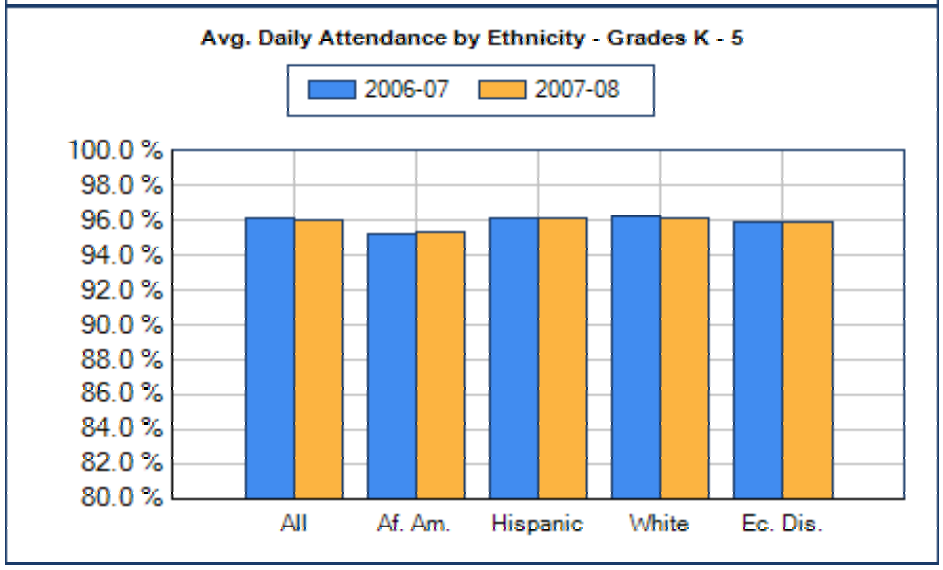
School Climate

Austin Independent School District

October 13, 2008

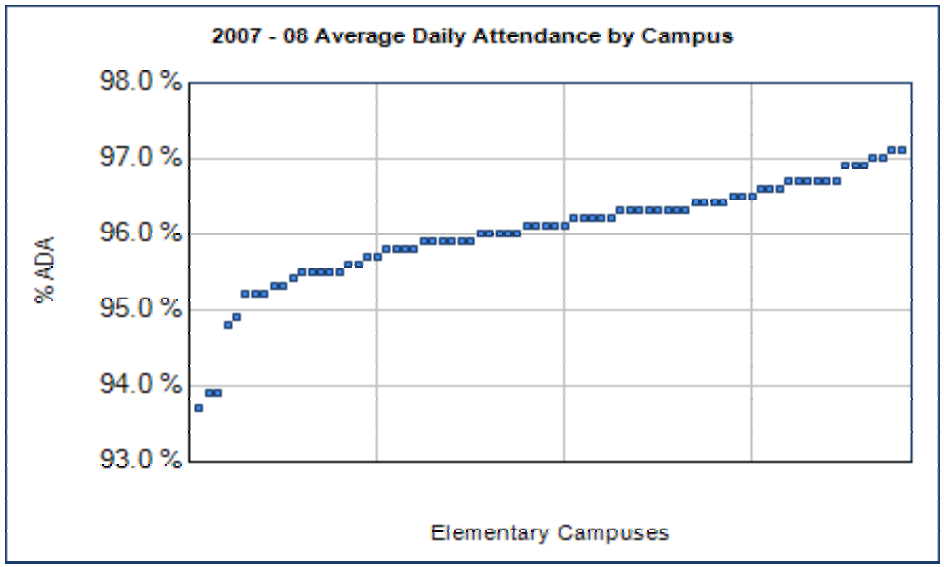
## Average Elementary Daily Attendance Rate




Source: 2007 and 2008 Final PEIMS Submission

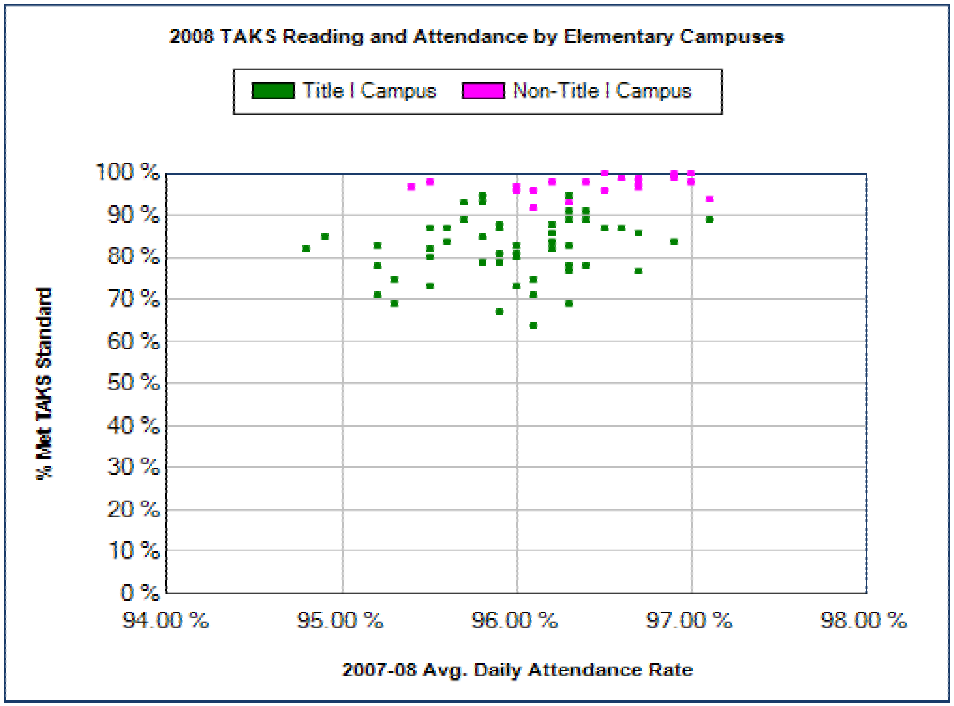
## 2007 - 08 Elementary Avg. Daily Attendance Rate

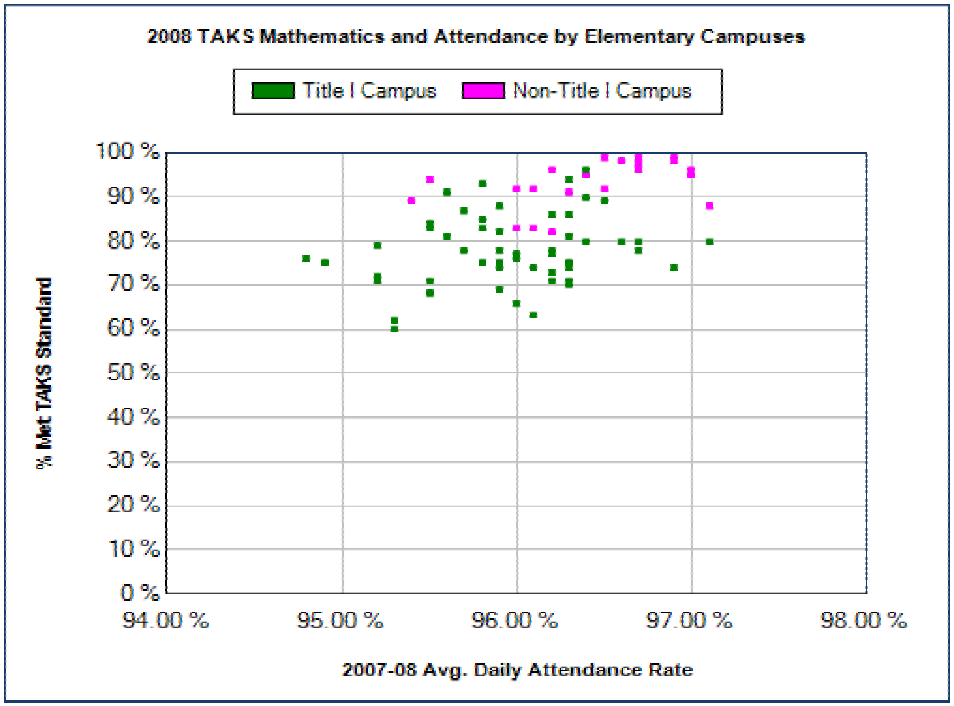



**Analysis of Underlying Data:**
Student attendance rates have remained constant and high from 2006-07 to 2007-08 for all grades and student groups. Across grade levels in 2007-08, Kindergarten attendance was lowest (95.4%) and rates were highest at grades 3, 4, and 5 (96.7% each). The rate for African American students (95.3%) was slightly lower than that for White and Hispanic students (96.1% each).

Rates varied little across elementary schools, from a low of 93.7% to a high of 97.1%. Only 5 schools averaged below 95% daily attendance rate (Allison, Becker, Govalle, Read, and Travis Heights), two of which were rated *Unacceptable* (Becker and Travis Heights). Conversely, 59% of schools (n=46) averaged 96% or higher. Four achieved attendance rates at or above 97% (Baranoff, Lee, Pease, and Wooldridge); two of which were rated *Exemplary* (Baranoff and Lee).

## Relationship Between TAKS Performance and Attendance



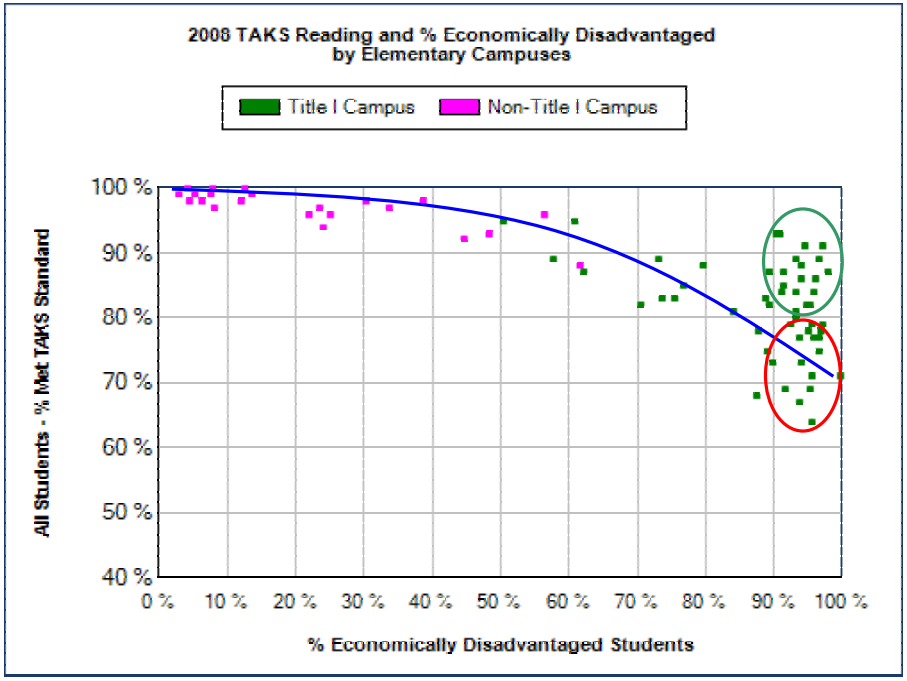



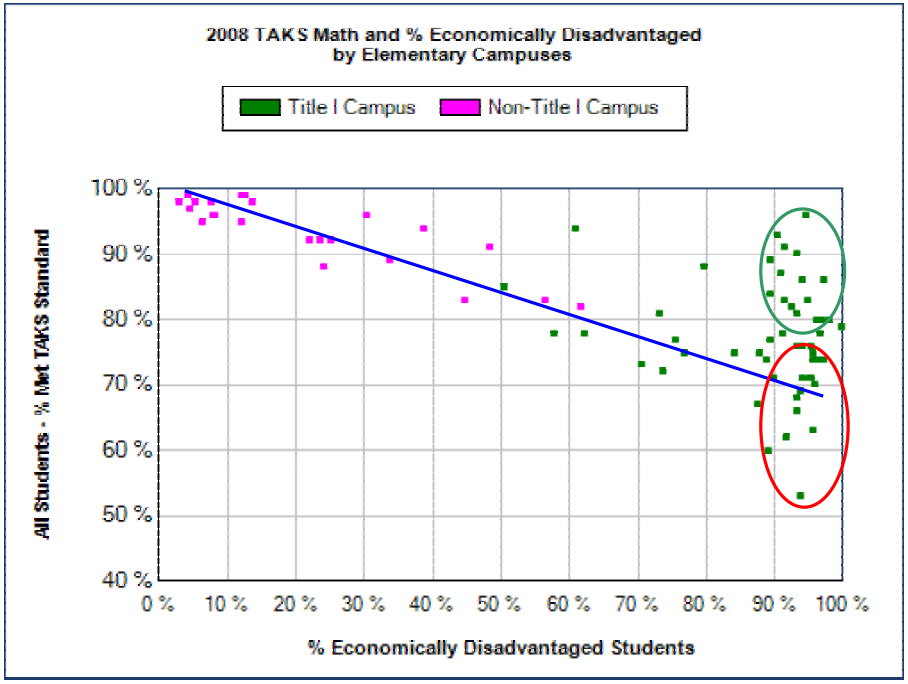

**Analysis of Underlying Data:**

Once again, an examination of the relationships between TAKS passing rates, attendance, and economic disadvantage at the elementary level reveals a moderate, significant positive relationship between attendance and TAKS passing rates for Reading. The relationship is not as significant for Math. However, although it is interesting to consider the relationship that exists between student attendance and performance, one factor alone cannot explain what makes some schools and students perform better than others. Many factors in combination contribute to student performance. In addition to relying on our experiences and on educational research literature about "what matters", additional analyses have been conducted to inform our understanding of the ways in which school characteristics, student behaviors and attitudes, teacher characteristics and attitudes, and parent behaviors and attitudes may work together to accomplish high student achievement in the elementary schools of AISD. Results from these analyses will be described in the pages that follow, along with information about plans for future research.

Sources: 2008 T.E.A. Accountabiity Data Tables and Final PEIMS Submission

## Relationship Between TAKS Performance and Economically Disadvantaged Enrollment




Note: Green ovals represent high need schools performing better than would be expected based on the relationship between economic disadvantage and TAKS; red ovals represent high need counterparts.

**Analysis of Underlying Data:**

The graphs above reveal a strong relationship between poverty and student performance. It is clear that schools with fewer economically disadvantaged students perform higher on TAKS. As you can see, 2008 data show that TAKS passing rates follow a downward curve for Reading performance across the spectrum of economically disadvantaged student enrollment and that the relationship is more linear for Math. The graphs above underscore the significant influence of economic disadvantage on student performance.

However, notice that some very high need schools have overcome the strong influence of economic disadvantage to perform much better than might be expected based on economics alone (circled in green). The schools that seem to overcome the influence of economic disadvantage (Allan, Blackshear, Blanton, Brooke, Campbell, Dawson, Galindo, Graham, Harris, Jordan, McBee, Metz, Oak Springs, Ortega, Pecan Springs, Reilly, Ridgetop, Sanchez, Sims, & Wooldridge) have been examined relative to their high need counterparts that did fit the trend line (circled in red). Significance testing between those groups reveals that the higher performing high need schools have significantly greater:

· student attendance rates;
· staff ratings of campus *Achievement Press, Student Behavior* , *Colleagial Leadership* , and *Professional Staff Behavior* ; and
· student ratings of the *Behavioral Environment.**

Because school economic disadvantage also is related to additional variables such as teacher retention and teacher experience, this year we have statistically accounted for the influence of economic disadvantage on performance when examining what else matters to achievement. This allows us to consider factors that may be influenced by district policy and practice. After controlling for the influence of economic disadvantage, we found that passing rates in Reading and Math were most related to staff and student reports of the school climate, followed by additional factors such as student attendance rates. Multiple regression analyses indicate that two variables, staff reports of *Achievement Press* and *Student Behavior* , are more important to estimating TAKS performance than Economic Disadvantage or any other factor examined. Together, those variables account for 73% of the variance in Reading TAKS performance and 76% of the variance in Math TAKS performance across all elementary schools. These results suggest that climate is critical to academic achievement and also that climate may be an important leading indicator for academic performance. District staff will continue to examine the high performing high needs schools to identify best practices that may influence both student performance and school climate. Additionally, future analyses will examine the paths along which multiple causal influences take towards student academic success.

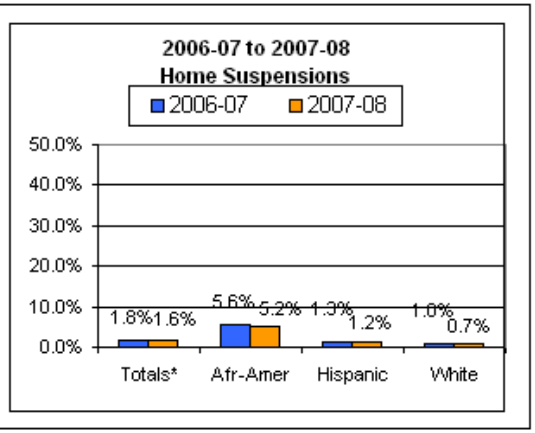
*Student and staff climate factors will be described in more detail on subsequent pages.

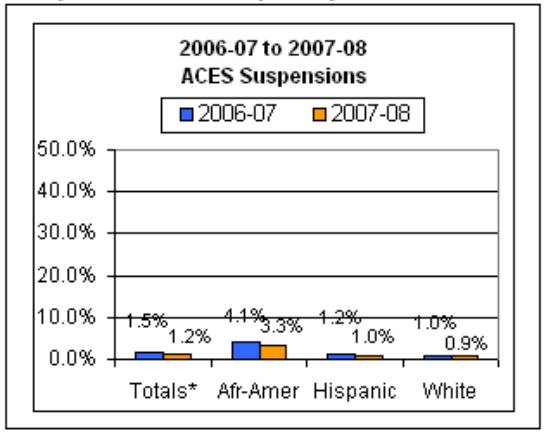
Sources: 2008 T.E.A. Accountabiity Data Tables and Final PEIMS Submission

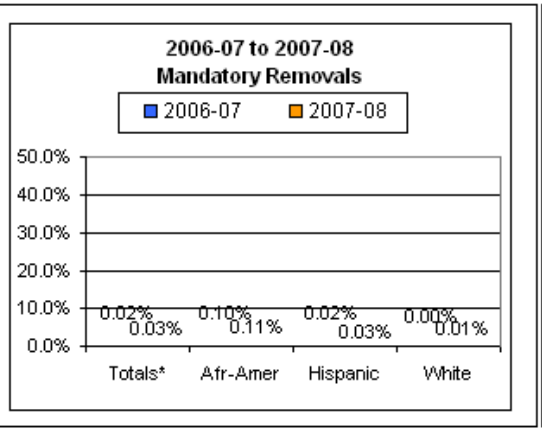
NEW chart for 2008-09

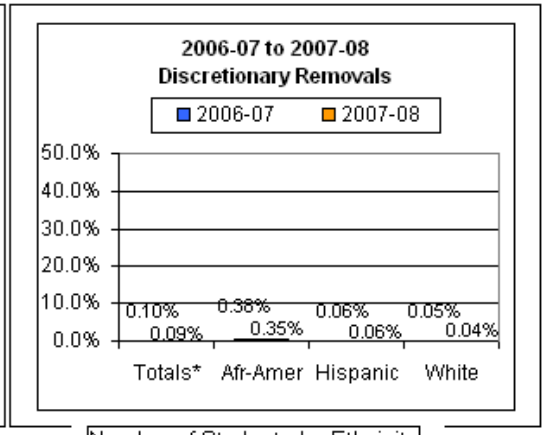
## Disciplinary Dispositions within Ethnicities: 2006-07 and 2007-08

### All Elementary Schools: Disciplinary Actions WITHIN Ethnicity




Sources: SASI discipline data for PEIMS: SASI Student Data, 2006-07 and 2007-08
*Totals also include Native American and Asian student groups.

| Number of Students by Ethnicity | | |
|---|---|---|
| Group | 2006-07 | 2007-08 |
| Overall* | 51,888 | 52,837 |
| Afr-Amer | 7,028 | 6,619 |
| Hispanic | 32,105 | 33,018 |
| White | 10,981 | 11,268 |

**Analyses of Underlying Data Compared with 2006-2007:**

In general, the number of students disciplined and the rates of disciplinary actions have decreased from 2006-07 to 2007-08.

The number of students suspended to home decreased by 81 and the rate decreased by 0.19 percentage points. The greatest percentage of an ethnic group suspended to home for the 2007-2008 school year was 5.18 for African American students, but the percentage of students decreased by 0.37 percentage points.

The number of students suspended to ACES decreased by 121 and the rate decreased by 0.26 percentage points. The greatest percentage of an ethnic group suspended to ACES for the 2007-2008 school year was 3.26 for African American students, but the rate decreased by 0.81 percentage points (the rate was 3.48 for Native American students, but the number of students was less than 5).

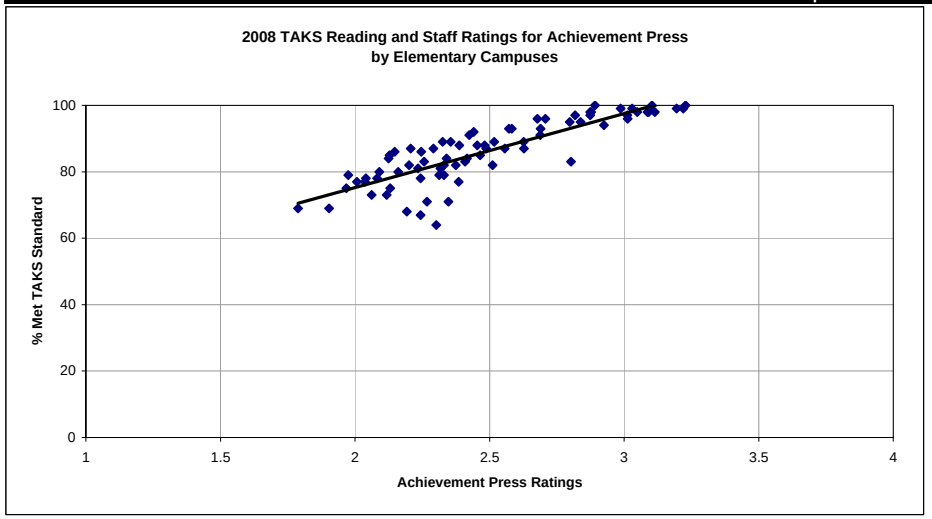
Elementary School removals remain low for both mandatory and discretionary removals.

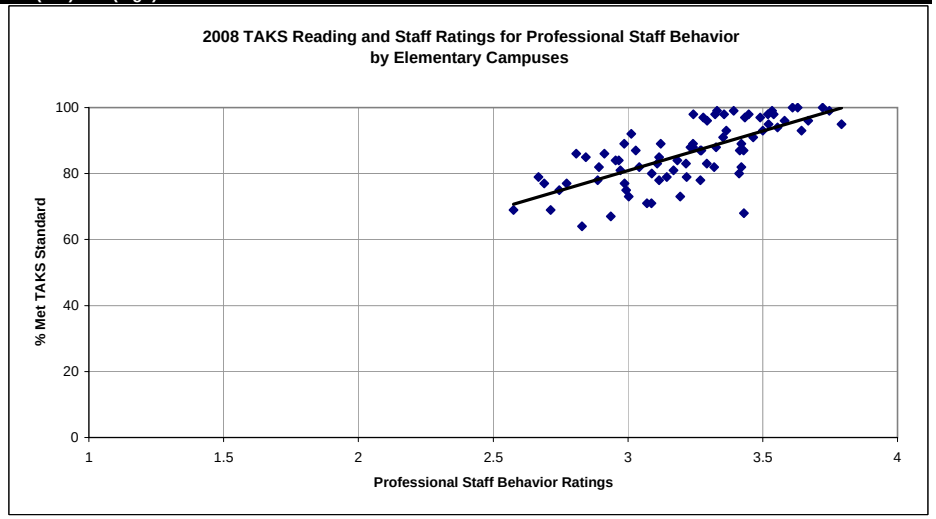
The five most common offenses for which elementary students received disciplinary action in 2007-2008 were all discretionary: physical aggression against students, disruption of the educational process, fighting/mutual combat, physical aggression against adults, and failure to follow directions.

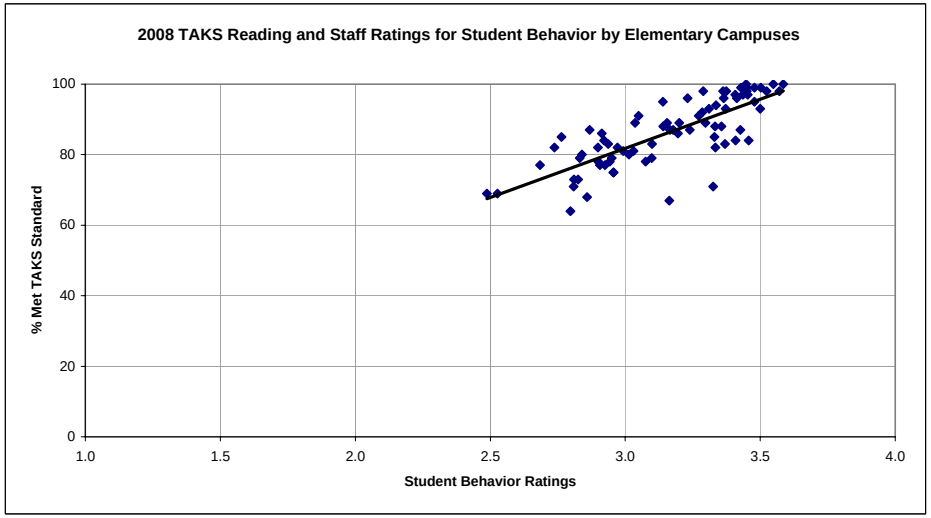
Note: These data reflect the unique number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive (cumulative enrollment) when this report was run (e.g., 1.26% of Hispanic students received at least one home suspension).

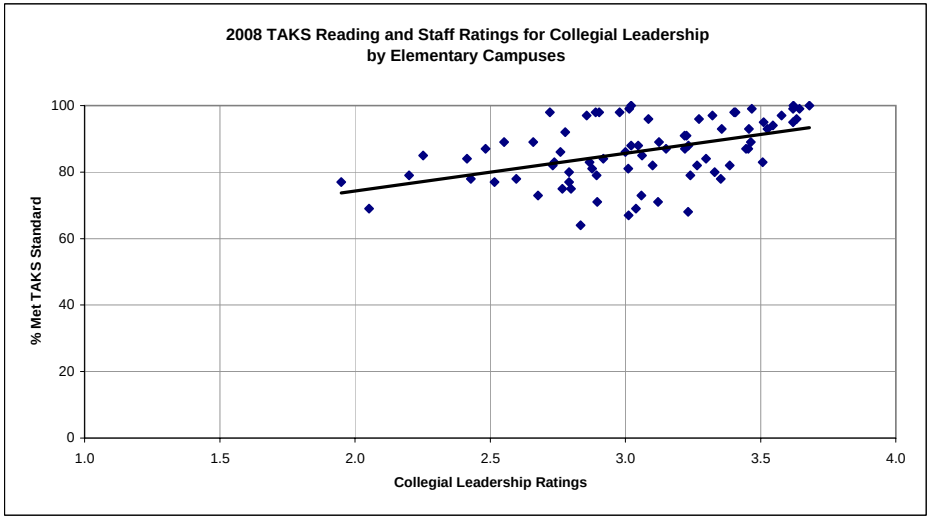
**2007-08 Elementary Staff Climate Survey Results for Selected Subscales**
**Responses on a Scale of 1 (low) to 4 (high)**

New Chart for 08-09



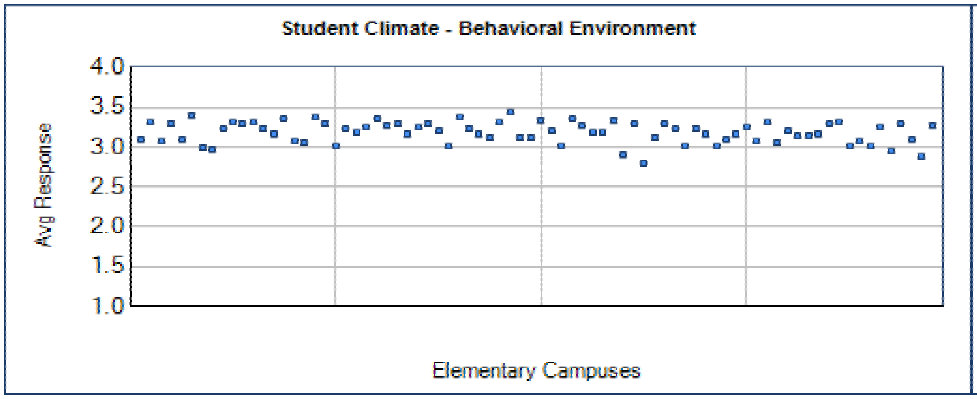



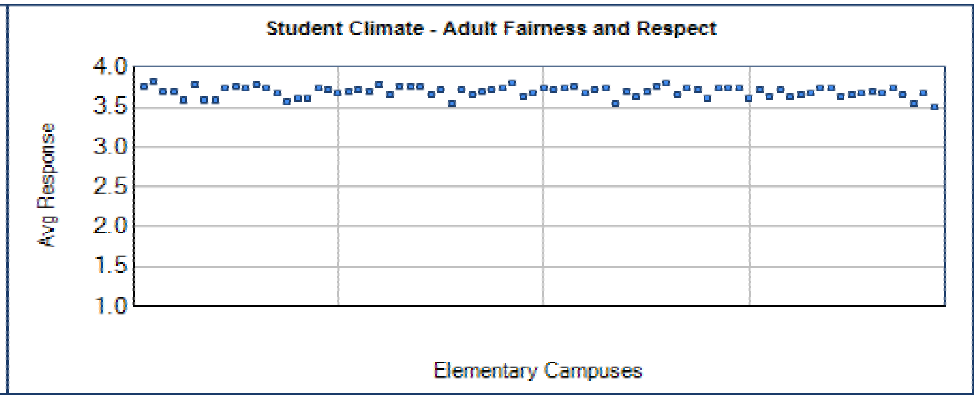

Analysis of Underlying Data:
Staff Climate ratings had the strongest relationship with TAKS of all the variables examined for this report. Two climate factors in particular, Achievement Press and Student Behavior, together account for over 73% of the variance in Reading TAKS scores and 76% of the variance in Math TAKS scores across elementary schools. Achievement Press measures the extent to which staff perceive a combination of staff, students, and parents actively encourage and support high achievement. Student Behavior ratings reflect the extent to which staff perceive students are respectful of each other and of school staff. These factors outweigh the strong relationship of economic disadvantage with TAKS, suggesting that schools with high standards and positive student behavioral environments can overcome economic disadvantage to be high achieving schools. Achievement Press ratings ranged from 2.23 to 3.52. Five schools had ratings at or above 3.35 (Lee, Highland Park, Doss, Casis, and Kiker) and five schools had ratings below 2.35 (Cook, Barrington, Widen, Winn, and Langford). Student Behavior ratings ranged from 2.49 to 3.58, with ratings for Barton Hills, Read, Casis, Clayton, and Lee exceeding 3.50. Four campuses had staff ratings below 2.75 for Student Behavior (Winn, Langford, Govalle, and Perez).

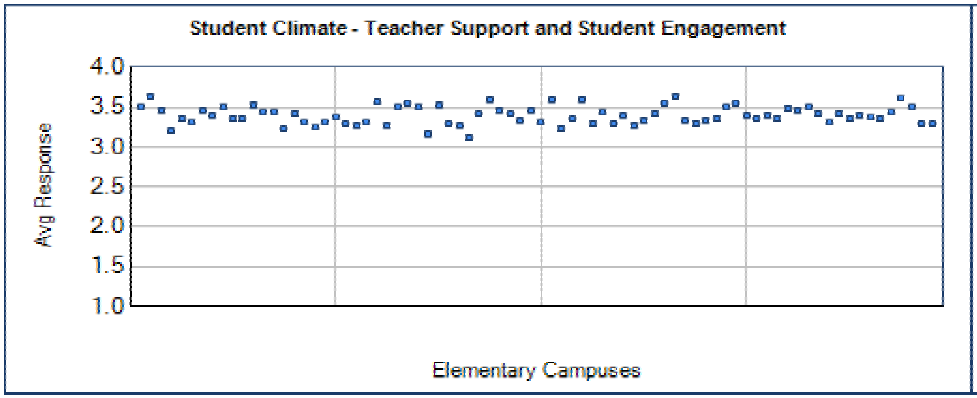
Staff ratings of Collegial Leadership and Professional Staff Behavior also were related to TAKS performance. Collegial Leadership ratings, which measure the extent to which staff perceive principals treat teachers and staff with openness, egalitarianism, and friendliness, ranged from 1.95 to 3.68. Collegial Leadership ratings were above 3.60 for six schools (Casis, Kiker, Davis, Doss, Pillow, and Hill) and were at or below 2.25 for Travis Heights, Barrington, Langford, and Cook. Professional Staff Behavior ratings indicate the extent to which staff perceive all campus staff are respectful of their colleagues' competence, committed to students, and cooperative with each other. These ratings ranged from 2.58 to 3.79, with ratings at Davis, Casis, Kiker, and Pillow above 3.65. Ratings for Professional Staff Behavior were below 2.70 at Cook, Barrington, and Winn.

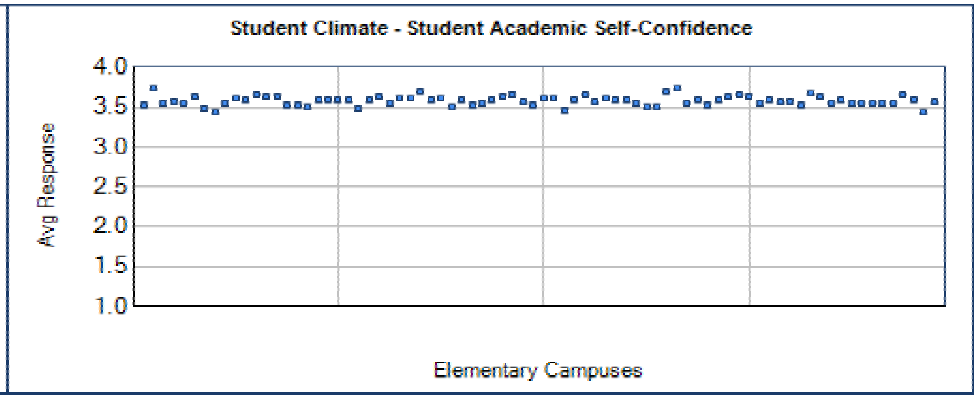
A campus learning environment encompasses a variety of important activities and behaviors that are not easily measured. However, the evidence supports the validity of the Staff Climate Survey as an indication of the extent to which campuses are conducive to student learning. Future analyses will examine the ways in which other factors combine to create a positive staff climate and will explore the potential relationships between a variety of factors including staff climate, principal tenure, teacher retention, and student achievement.

**2007-08 Elementary Student Climate Survey Results**
**Average Responses on a Scale of 1 = "Never" to 4 = "Always"**




**Analysis of Underlying Data:**

The AISD Student Climate Survey is administered annually to students in grades 3-11. The figures above present the campus averages for each of four survey factors. While there was some variation, students across all elementary schools felt positive about their campus climate. Ratings for *Adult Fairness and Respect*, a measure of perceptions of the treatment of students by teachers and other adults on campus, were highest of all categories with an overall rating of 3.70 on a scale from 1 to 4 across all elementary students. School averages for this dimension ranged from 3.51 to 3.83. Ratings also were high (3.58) for *Student Academic Self-Confidence*, which measures students' motivation and sense of efficacy in their schoolwork. School averages for this dimension ranged from 3.43 to 3.74, a similar spread to that of *Adult Fairness and Respect*.

Ratings were somewhat less favorable and schools varied more in their average ratings for *Behavioral Environment* (3.19), which measures student perceptions of the respect and caring among students and perceptions of the extent to which students follow school rules and feel safe, and for *Teacher Support & Student Engagement* (3.38), which measures perceptions of the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm teachers display with their teacher. School averages ranged from 2.80 to 3.43 for *Behavioral Environment* and from 3.11 to 3.63 for *Teacher Support and Student Engagement.* The broader range in scores for these dimensions provides an opportunity for correlation analyses with TAKS performance. *Behavioral Environment* ratings showed significant and moderately strong relationships with TAKS, such that schools with high *Behavioral Environment* ratings were more likely to have high TAKS performance. This relationship with TAKS performance was stronger than that for student attendance, teacher experience, teacher retention, and principal turnover. These results validate the relationship found between staff ratings of *Student Behavior* and TAKS.

Source: Spring 2008 AISD Student Climate Survey

# Equitable Opportunities and Outcomes

Includes:

Teacher Experience

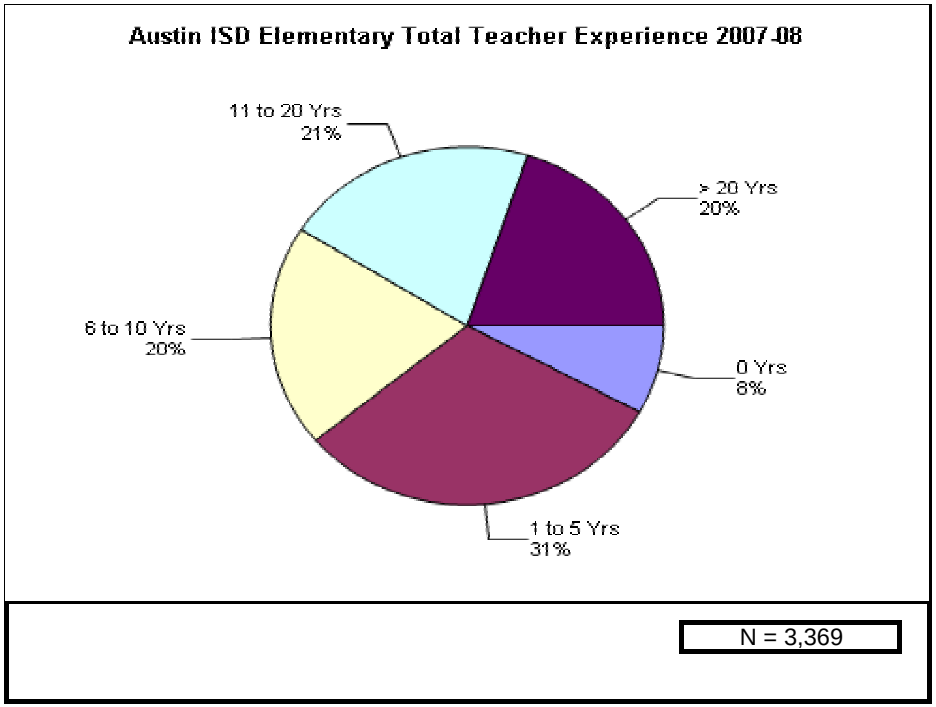
Teacher Retention

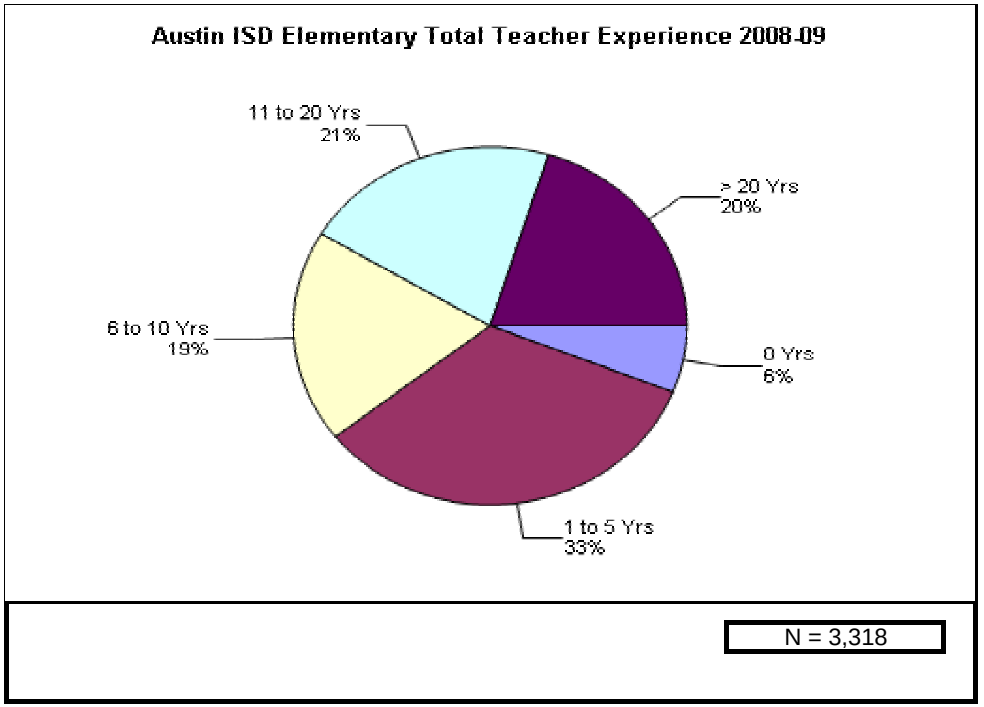
Principal Turnover

Austin Independent School District

October 13, 2008

## 2007-08 and 2008-09 Total Teacher Experience by Years - Elementary Campuses



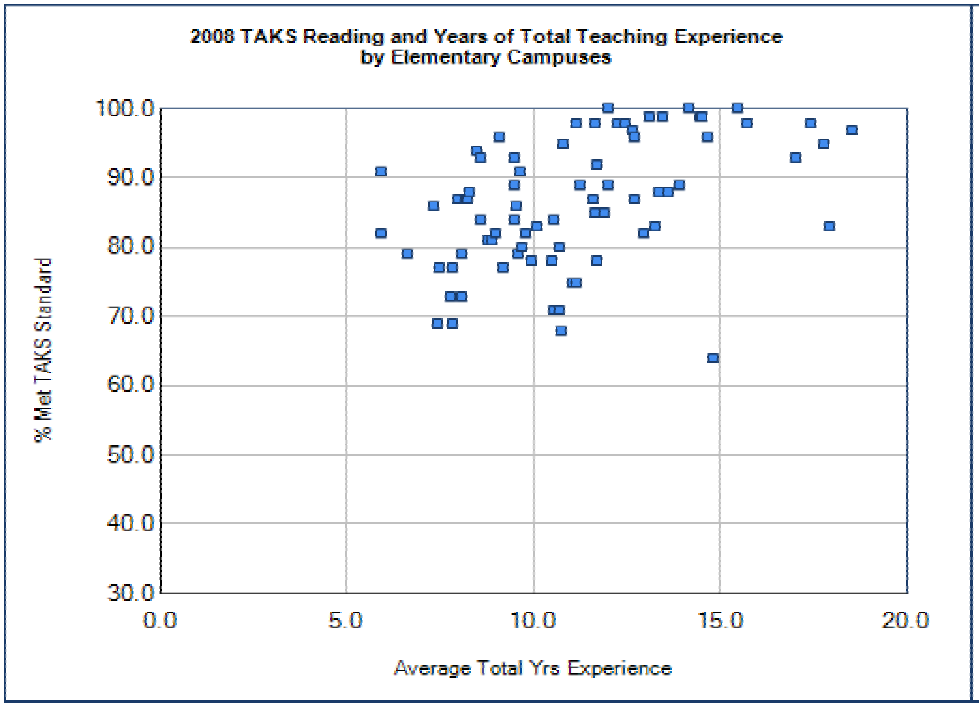

**Analysis of Underlying Data:**

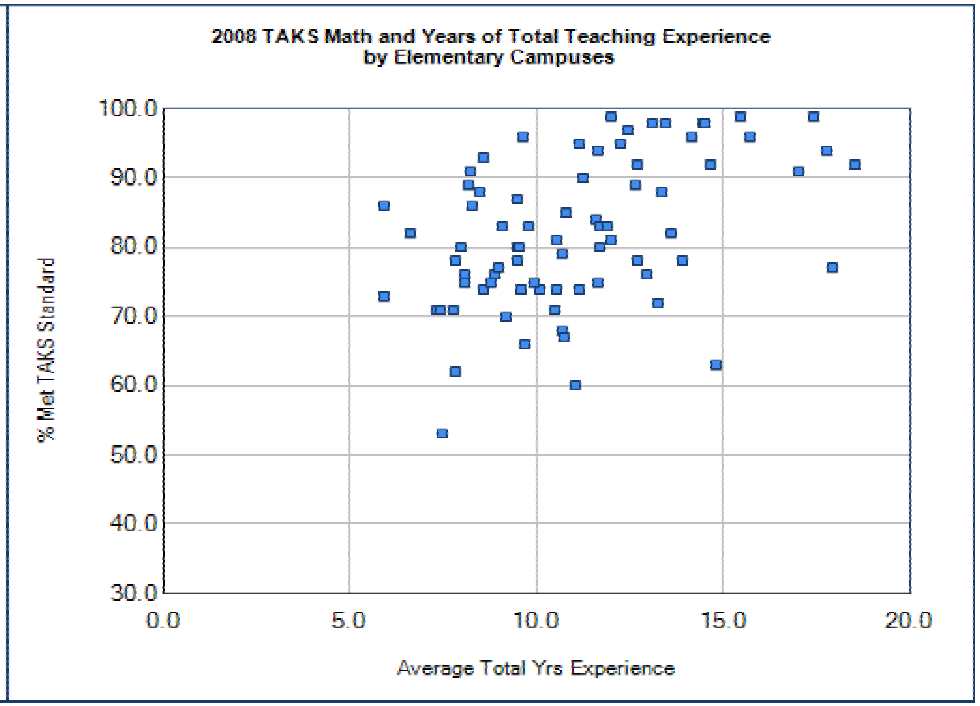
The percentage of elementary teachers having 0 years of experience has decreased from 8% to 6%, continuing a trend over the past few years. Additionally, the percentage of teachers with 1-5 years experience has increased over time, up from 26% in 2006-07 (not shown) to 33% in 2008-09. This reflects that the newest teachers are remaining with the district and that teachers with experience are being hired to fill vacancies. The percentage of elementary teachers with greater than 5 years experience has increased slightly over the past three years, up from 58% in 2006-07 to 60% in 2008-09.

While the overall percentage of novice teachers is low, disparity remains among elementary schools. New teachers represent at least 15% of their teachers on six campuses (Blackshear, Houston, McBee, Barrington, Brown, and Winn), and more than 75% of teachers on eight campuses have 0 to 10 years of experience (Blazier, Blackshear, Harris, Read, Widen, Jordan, Campbell, and Perez). Conversely, seven campuses have greater than 67% of teachers with more than 10 years of experience (Pillow, Gullet, Summit, Boone, Sunset Valley, Bryker Woods, and Patton). However, analyses of AISD elementary TAKS data by teacher suggest no relationship between teacher years of experience and student TAKS performance. Though educational literature generally suggests that students with teachers in years 1 to 3 of the profession perform less well than students with more experienced teachers, AISD results for elementary TAKS performance in 2008 do not reveal such a pattern. To determine what may explain this unexpected finding, future studies will examine the effects of novice teacher mentoring, instructional coaching, campus-based teacher support, and New Teacher Academy in more detail. Additionally, future studies will examine the outcomes for intensive novice teacher support provided by full-time mentors through the AISD REACH strategic compensation pilot.

Sources: 2007-08 and 2008-09 AISD staff records

## Relationship Between TAKS Reading and Math Performance* and Teacher Experience




**Analysis of Underlying Data:**

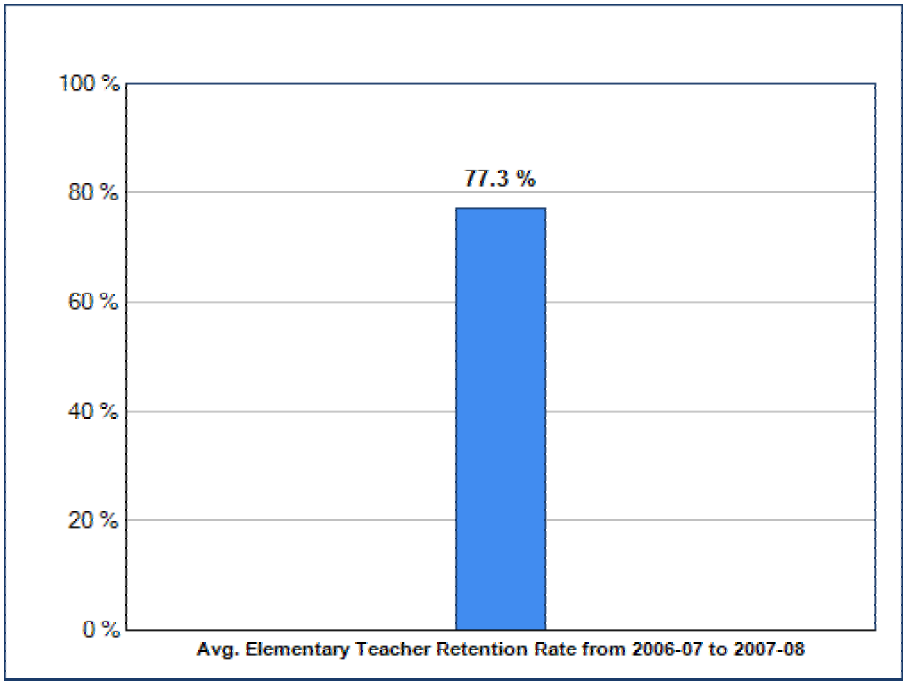
For 2008-09, the average years of experience for teachers in AISD ranges from 5.9 to 18.5, with 11 schools below 8 years of experience on average and 7 schools above an average of 15 years experience. However, results suggest that high needs schools can achieve at high levels despite having less experienced teachers than other schools. Data confirm that high quality teaching can be accomplished by any teacher, regardless of experience. The campus average years of teaching experience is not significantly related to TAKS performance after controlling for the influence of economic disadvantage on TAKS, and linked teacher-student data confirm this finding at the teacher level. Among the most economically disadvantaged schools in AISD, the average years of experience was virtually identical for both the high performing and the lower performing economically disadvantaged schools.

One interesting finding is that schools with higher TAKS performance in Reading in 2008 are likely to have fewer teachers with no experience for the 2008-09 school year. Retention data, described later in this report, also confirm this pattern. This relationship did not appear in the prior year and will be monitored in the future. Teacher experience will be among the factors included in planned path analyses that will examine the sequence of events that lead to academic success.

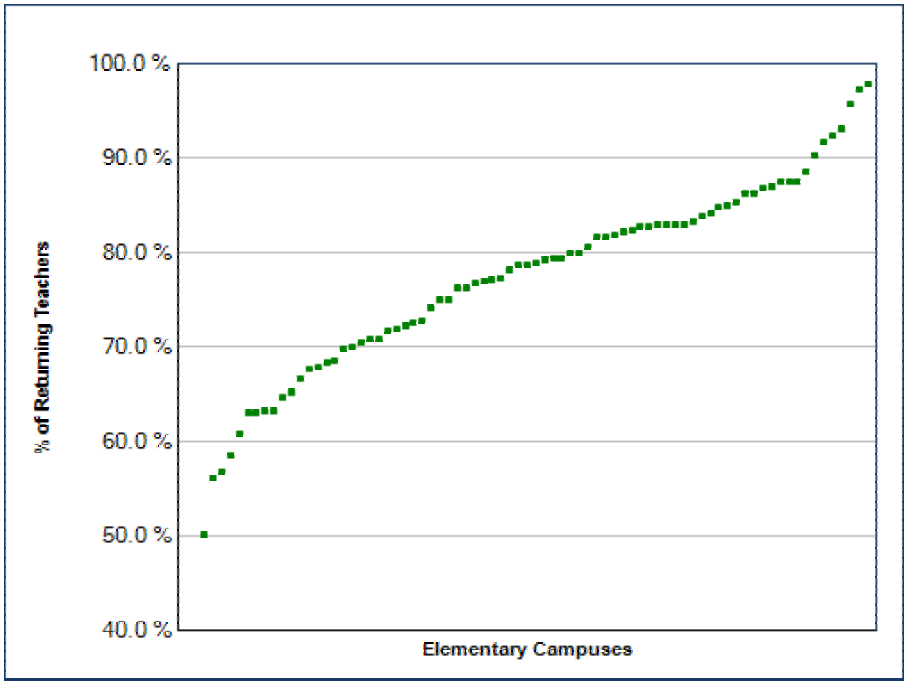
Sources: 2008 T.E.A. Accountability Data Tables; 2008 AISD staff records

* Includes first two administrations at SSI Grades

**Avg. Elementary Teacher Retention Rate 2006-07 to 2007-08***




**2006-07 to 2007-08 Teacher Retention Rate by Campus***

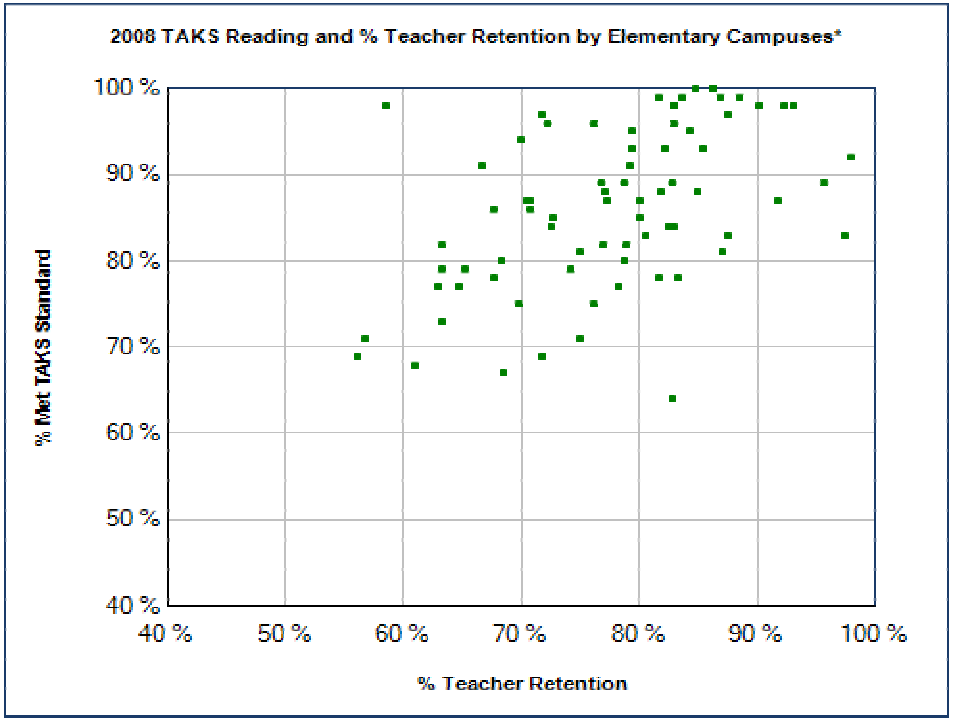


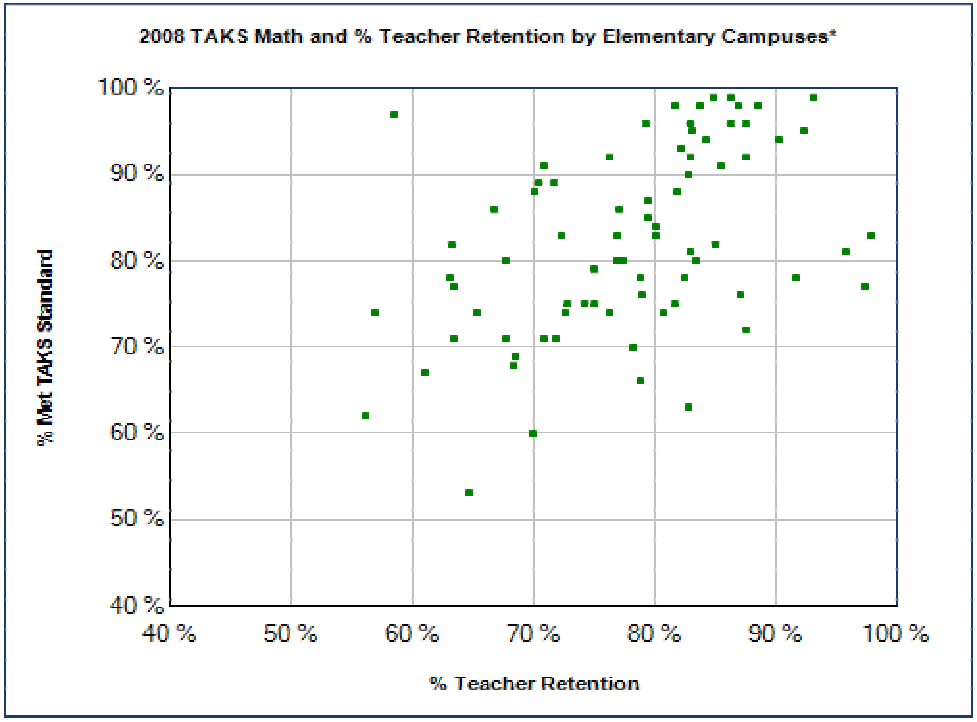

Analysis of Underlying Data:

The elementary teacher retention rate from 2006-07 to 2007-08 is 2 percentage points lower than that of the prior year. However, the difference is not statistically significant. Rates across campuses range widely from 50% to 98%, with half between 71% and 84%. Seven schools (Zilker, Casey, Barton Hills, Bryker Woods, Williams, Sunset Valley, and Menchaca) had retention rates above 90%, and four schools had rates below 60% (Langford, Brown, Clayton, and Read). Though retention rates were not significantly different in 2007-08 than the prior year, they will be monitored over time as an expected indicator of success for the district's REACH pilot strategic compensation initiative.

Sources: 2007 and 2008 Final PEIMS Submissions

## Relationship Between TAKS Performance and 2006-07 to 2007-08 Teacher Retention Rates




***Analysis of Underlying Data:***

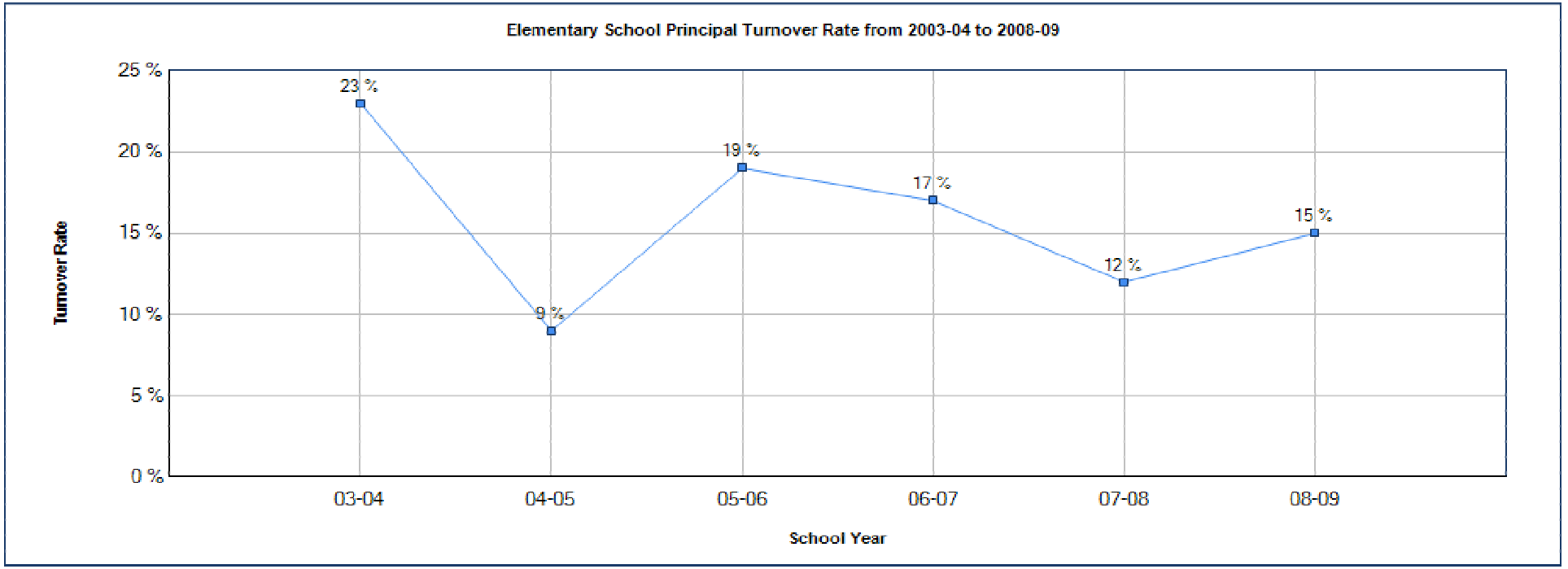
Teacher retention is somewhat related to TAKS Reading performance, after controlling for the influence of economic disadvantage. This relationship suggests that efforts to improve teacher retention can influence student achievement. In addition, data indicate an encouraging relationship between 2008 TAKS performance and subsequent 2008-09 teacher retention. Teachers who remained on their campus for 2008-09 had students with significantly higher TAKS scores in 2008 than those who left their campus or left the district. This suggests that elementary schools are retaining the best teachers.

Future longitudinal analyses will examine the performance of students with teachers who have transferred within AISD to different schools, and will explore the ways in which teacher retention may operate to support student success. For example, teacher retention likely may lead to enhanced collaboration among grade level or subject area teachers. Conversely, positive collaboration and climate may lead to teacher retention. Planned analyses will examine the complex relationships among a variety of factors related to student success.

Sources: 2008 T.E.A. Data Tables; 2007 and 2008 Final PEIMS Submissions

* Includes first two administrations at SSI Grades

## 2003-04 to 2008-09 Elementary School Principal Turnover Rate




**Analysis of Underlying Data:**

Elementary principal turnover rates have remained stable since 2005-06, fluctuating between 19% and 12% during that time period. Despite a seeming downward trend from 05-06 to 07-08, current year data suggest that small year-to-year fluctuations may balance out for relatively consistent annual principal turnover rates long-term. Rates across campuses range from 0% to 50% over the six year period, representing turnover of 0 to 3 principals during that time. Almost a third of campuses (n=23) experienced no principal turnover, 11 schools experienced 2 new principals in six years, and 3 schools (Allan, Pillow, and Houston) had 3 new principals in a six year period from 2003-04 to 2008-09. Although principal turnover alone was not related to academic achievement of elementary schools, future analyses will examine the interaction that may exist between principal turnover, principal tenure, and other factors such as teacher retention, and the principal factors that best faciliate teacher quality and student success.

Source: AISD Human Resources

# Appendix

Includes:

District TAKS Performance

District ELL Proficiency

K-12 Promotion

District Attendance Rates

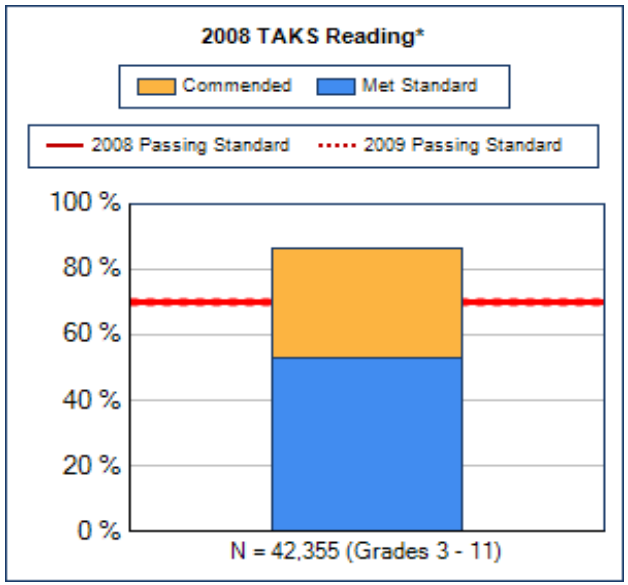
District Disciplinary Rates

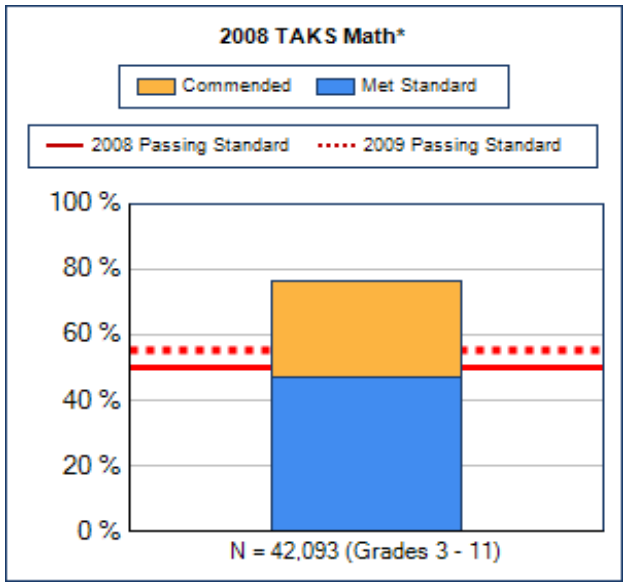
Glossary of Terms

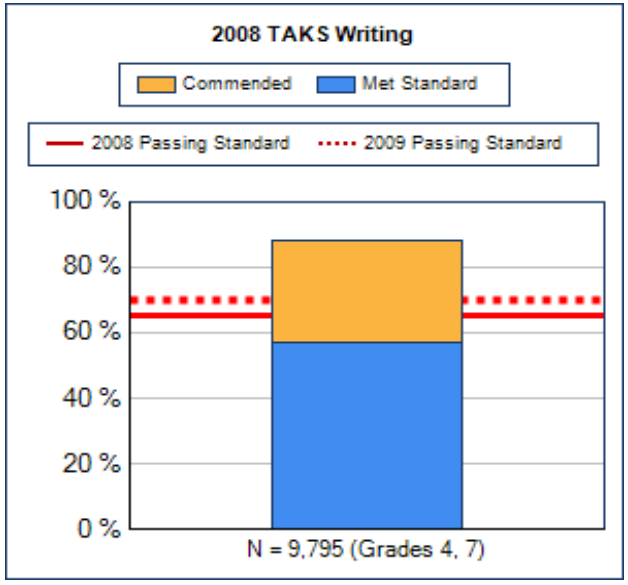
Austin Independent School District

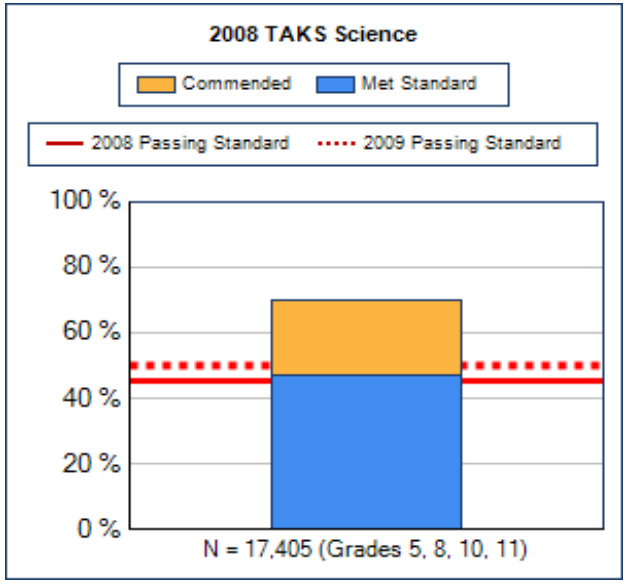
October 13, 2008

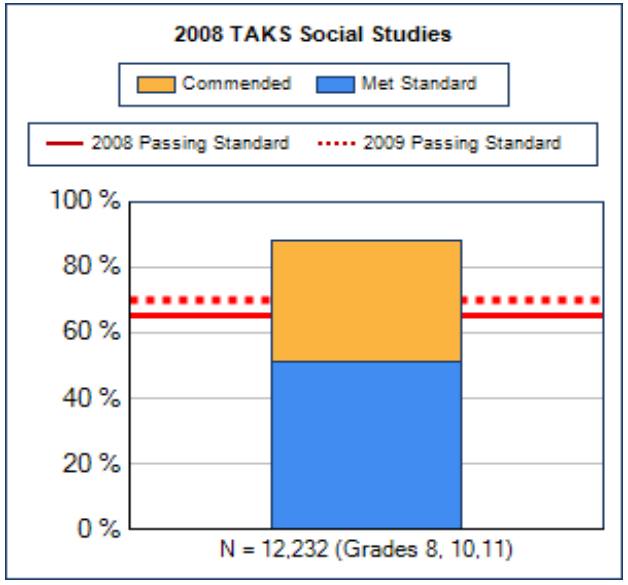
## Percent of Students Tested Meeting Standard and Commended Standard



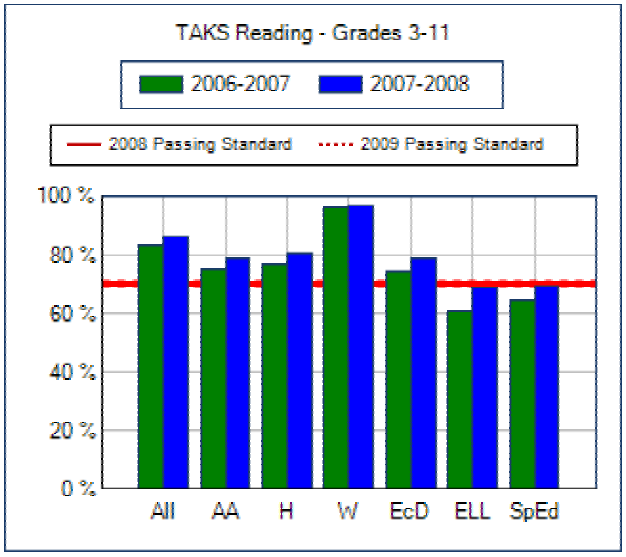



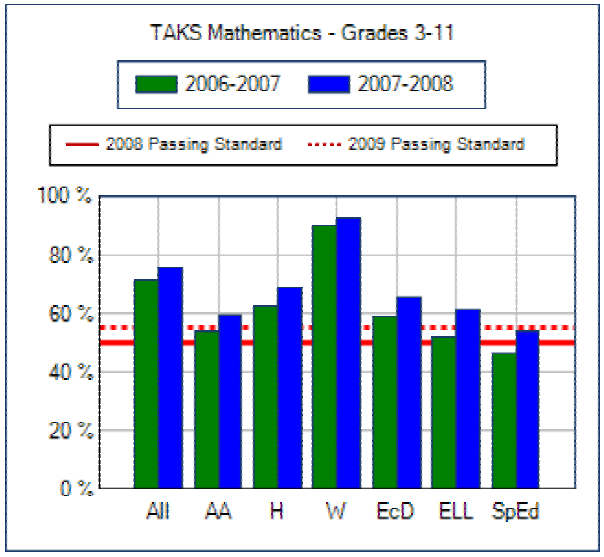

Source: 2008 T.E.A. District Accountability Data Table

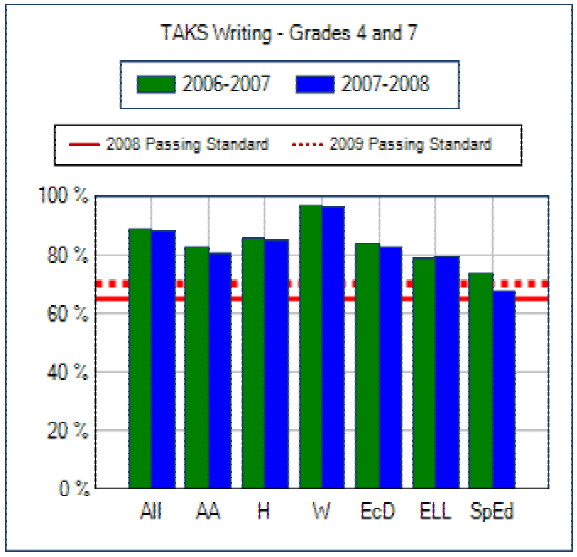
* Includes first two admnistrations at SSI Grades

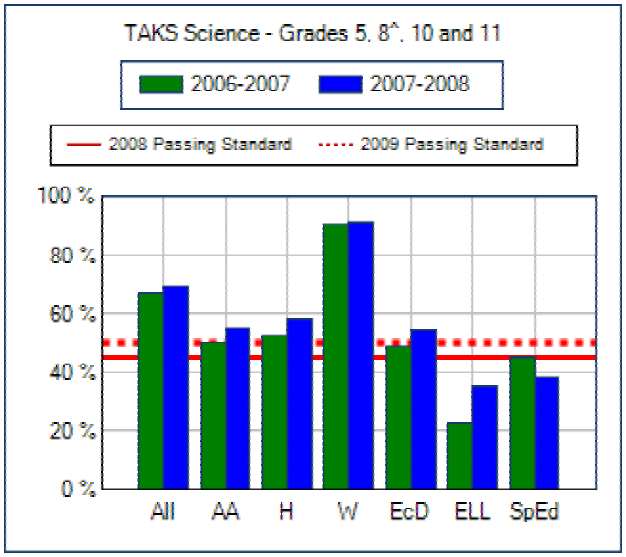
## Percent of Students Meeting Standard by Student Group

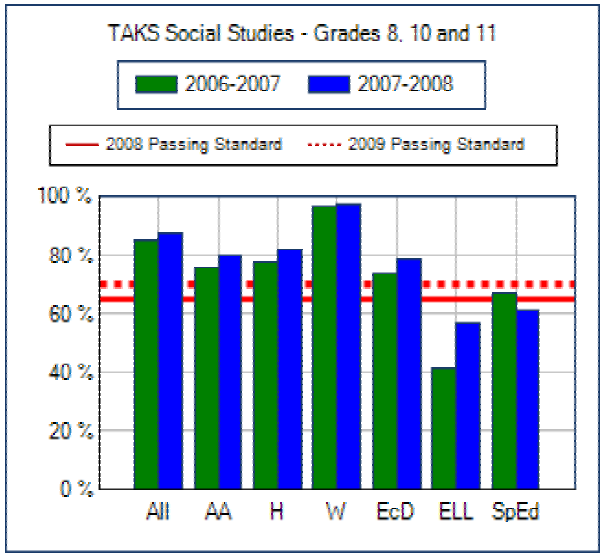
**Appendix B**



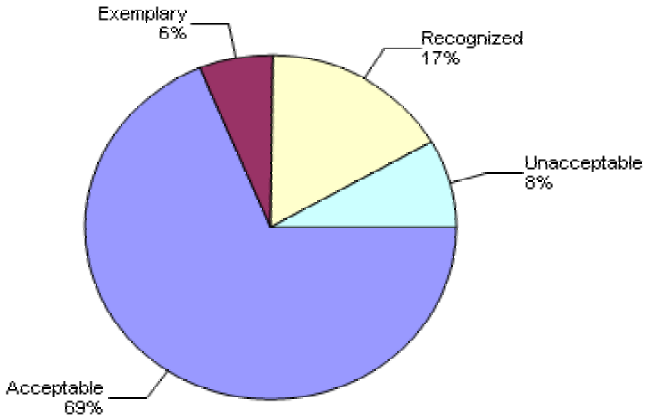




Sources: 2007 and 2008 T.E.A. Accountability Data Tables

* Includes first two administrations at SSI Grades

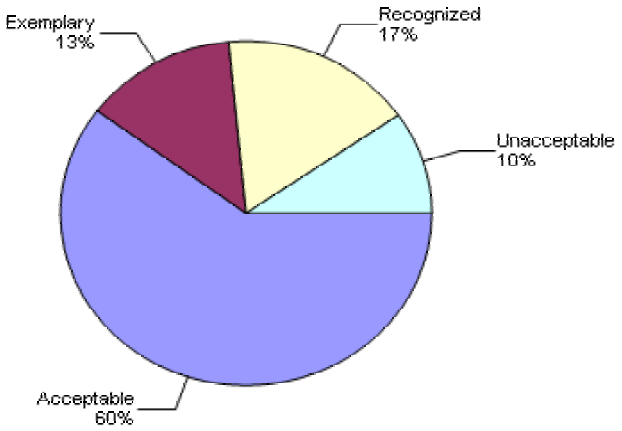
^ 2007 8th Grade Science results are not included because they were not part of the ratings system that year.

## 2007 Accountability Ratings*




N = 109 campuses
*Includes AEA Campuses

## 2008 Accountability Ratings*

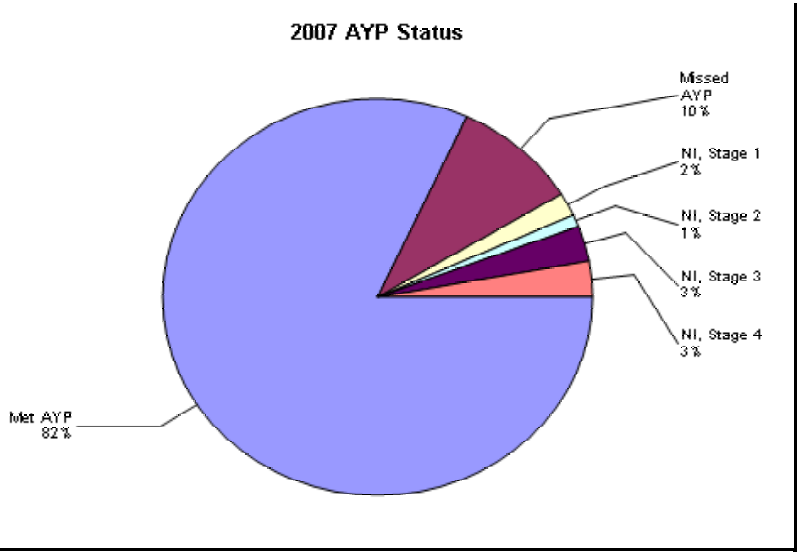



N = 113 campuses
*Includes AEA Campuses

| | | | | |
|---|---|---|---|---|
| **Exemplary – 7:** | Baranoff | Casis | Gullett | |
| | Highland Park | Hill | Kiker | Mills |
| **Recognized – 18:** | Barton Hills | Blanton | Bryker Woods | |
| | Clayton | Cowan | Cunningham | |
| | Davis | Doss | Joslin | |
| | Lee | Metz | Oak Hill | |
| | Ortega | Pillow | Summitt | |
| | Zilker | Bailey | Small | |
| **Acceptable - 75** | | | | |
| **Academically - 9 Unacceptable** | Norman | Perez | Johnston - Year 4 | |
| | Reagan - Year 2 | Travis - Year 1 | Pearce - Year 3 | |
| | Burnet | Martin | Mendez | |
| **AEA Unacceptable:** | None | | | |
| **Not Rated: Other** | Aces | Austin St. Hospital | Rosedale | Read Pre-K |
| | ALC | TCJJAEP | | |

| | | | | |
|---|---|---|---|---|
| **Exemplary – 15:** | Baranoff | Bryker Woods ↑ | Campbell ↑ | |
| | Casis | Clayton ↑ | Doss ↑ | |
| | Gullett | Highland Park | Hill | |
| | Kiker | Lee ↑ | Mills | |
| | Pillow ↑ | Ann Richards | LASA | |
| **Recognized – 19:** | Barton Hills | Blackshear ↑ | Blanton | Bowie ↑ |
| | Boone ↑ | Brooke ↑ | Cowan | |
| | Davis | Dawson ↑ | Joslin | |
| | Mathews ↑ | Menchaca ↑ | Metz | |
| | Ortega | Pease ↑ | Pecan Springs ↑ | |
| | Reilly ↑ | Summitt | Zilker | |
| **Acceptable - 68** | Cunningham ↓ | Oak Hill ↓ | Perez ↑ | |
| | Bailey ↓ | Burnet ↑ | Martin ↑ | |
| | Mendez ↑ | Small ↓ | Travis ↑ | |
| **Academically - 11 Unacceptable** | Becker ↓ | Hart ↓ | Overton | |
| | Travis Heights ↓ | Winn ↓ | Norman - Year 2 | |
| | Garcia | Pearce - Year 4 | Crockett ↓ | |
| | Reagan - Year 3 | Johnston - Year 5 | | |
| **AEA Unacceptable:** | None | | | |
| **Not Rated: Other** | Aces | Austin St. Hospital | Rosedale | Read Pre-K |
| | ALC | TCJJAEP | | |

arrows indicate if a campus moved up or down a ratings level from 2007

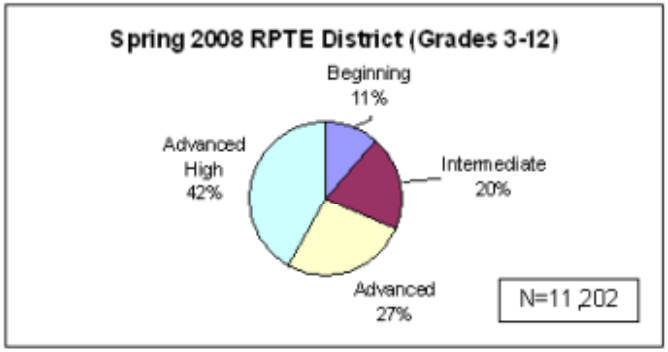


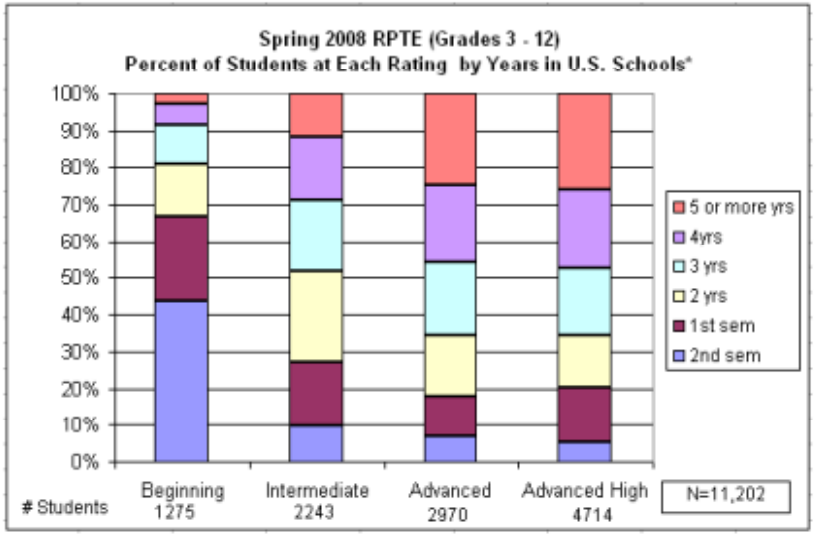

N = 105 campuses

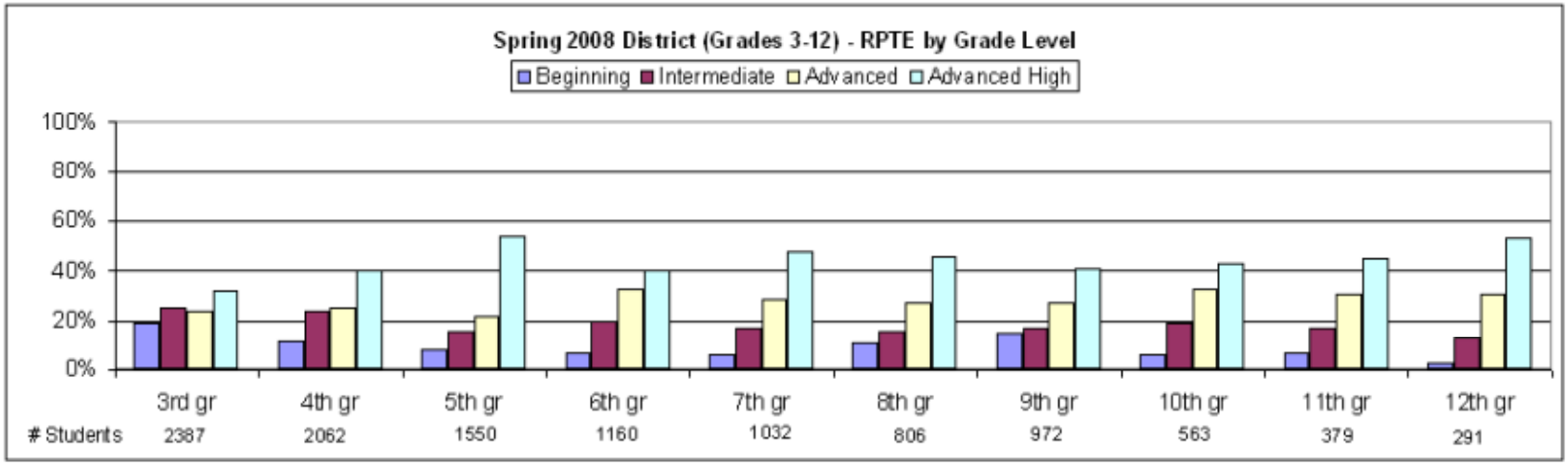
| | |
|---|---|
| **Met AYP - 74:** | All Campuses but those listed below. Includes Paredes and Webb who met AYP but continued in NI, Stage 1. |
| **Missed AYP - 10:** | Akins, Austin High, Crockett, Internat. HS, McCallum, Bedichek, Pearce, Jordan, Norman, TCJDC |
| **Needs Improvement Stage 1 - 4:** | Burnet, Fulmore |
| **Needs Improvement Stage 2 - 1:** | Mendez |
| **Needs Improvement Stage 3 - 2:** | Dobie, Lanier |
| **Needs Improvement Stage 4 - 3:** | Johnston, Reagan, Travis |
| **Not Rated - New Campus - 3:** | Clayton, Perez, Read Pre-K |
| **Not Evaluated:** | ALC, ACES, Austin St. Hospital, Rosedale Leadership Academy, Phoenix Academy, TCJJAEP |

**Reading Proficiency Test in English (RPTE) – Grades 3 - 12**
**Spring 2008**

**Appendix E**
**NEW chart for 2008-09**



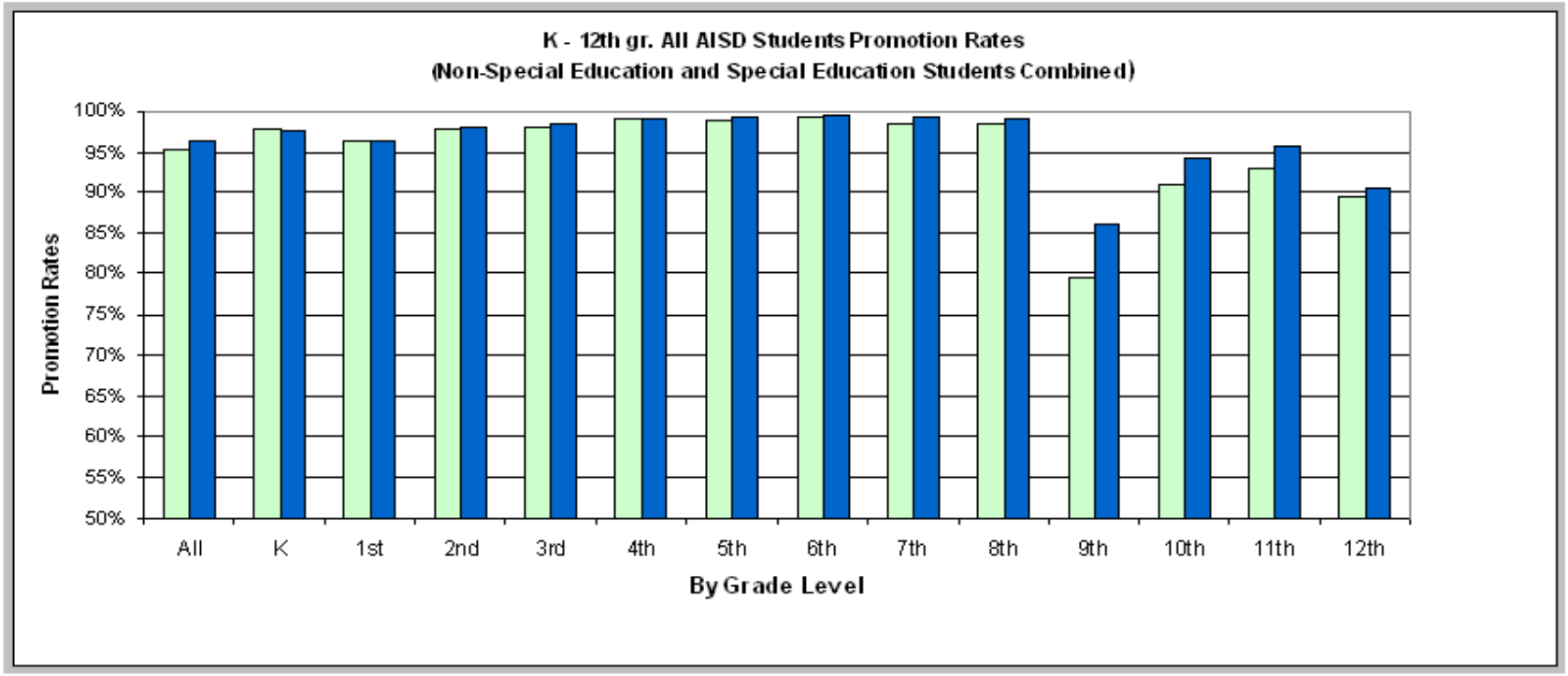



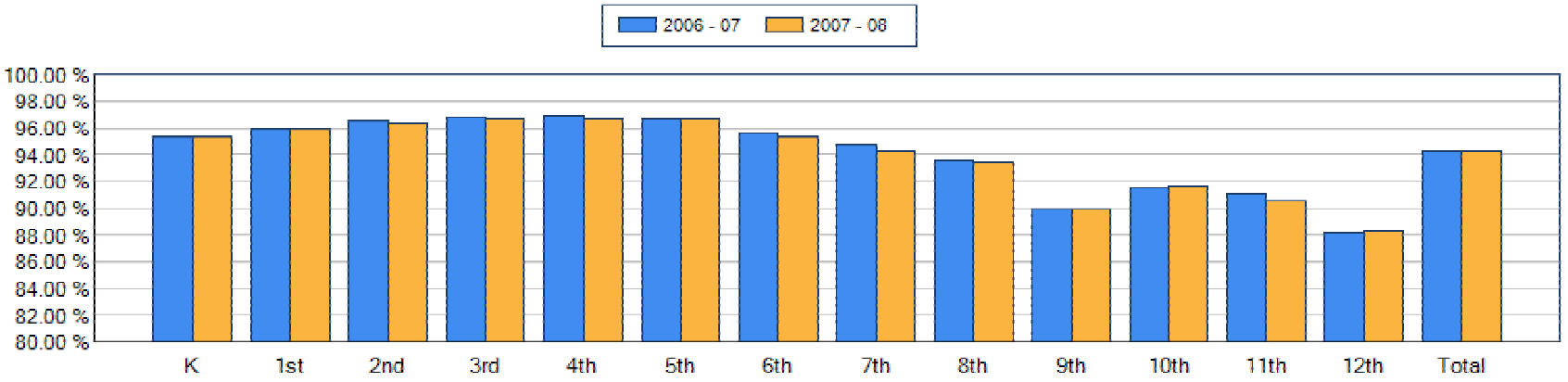

Source: - 2008 T.E.A. TELPAS Summary Reports.
*A partial year of school enrollment in the U.S. counts as one school year for purposes of both TAKS exemption eligibility and TELPAS data collection. Note, however, that schools should not include enrollment in prekindergarten or kindergarten in these counts. *–p. 15, LPAC Procedural Manual 07-08.*

**Grade Level Promotion– K – 12th grade - Austin ISD**
**Green = 2005-06 Blue= 2006 - 07**

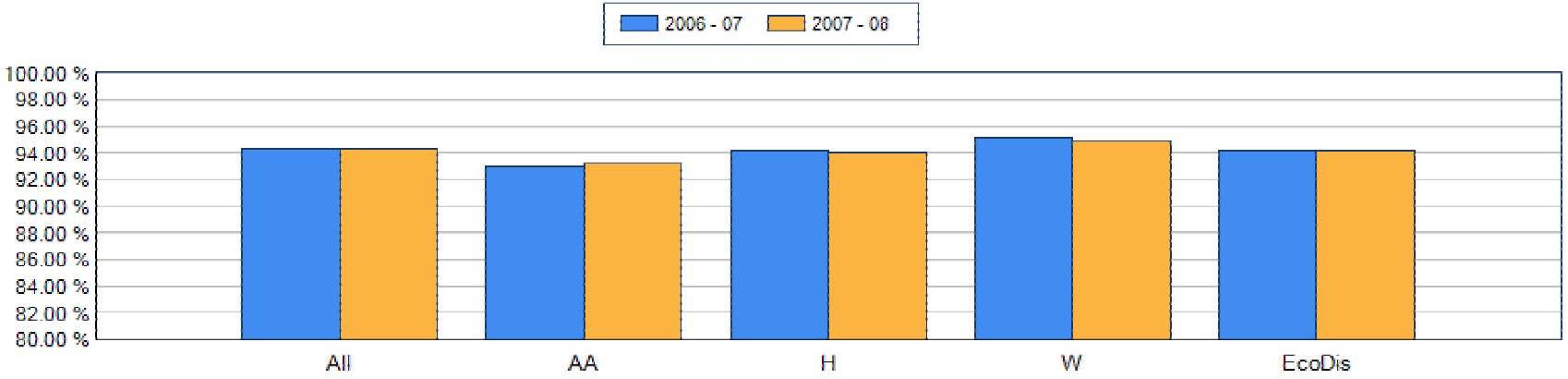
**Appendix F**
**NEW chart for 2008-09**




Source(s) –T.E.A. Grade Level Retention in Texas Public Schools, 2005-06, these are the most current data available from TEA; MIS Estimated Grade Level Retention, 2006-07.




| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2006-2007 | 95.3 % | 95.9 % | 96.5 % | 96.8 % | 96.9 % | 96.7 % | 95.6 % | 94.7 % | 93.5 % | 89.9 % | 91.5 % | 91 % | 88.1 % | 94.3 % |
| 2007-2008 | 95.4 % | 96 % | 96.3 % | 96.7 % | 96.7 % | 96.7 % | 95.3 % | 94.3 % | 93.4 % | 89.9 % | 91.6 % | 90.5 % | 88.3 % | 94.3 % |

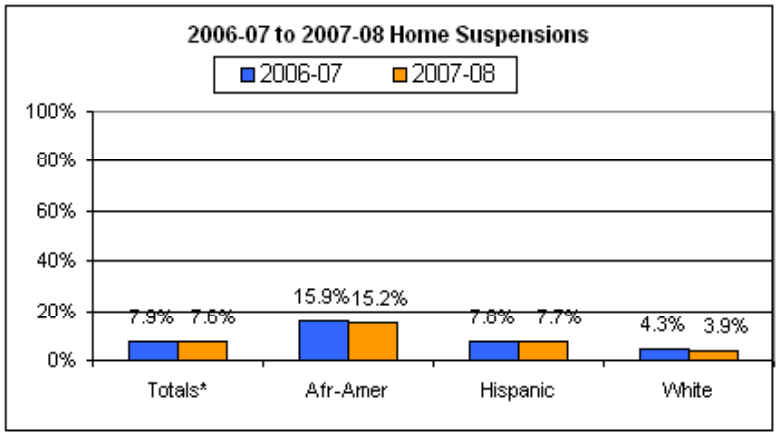


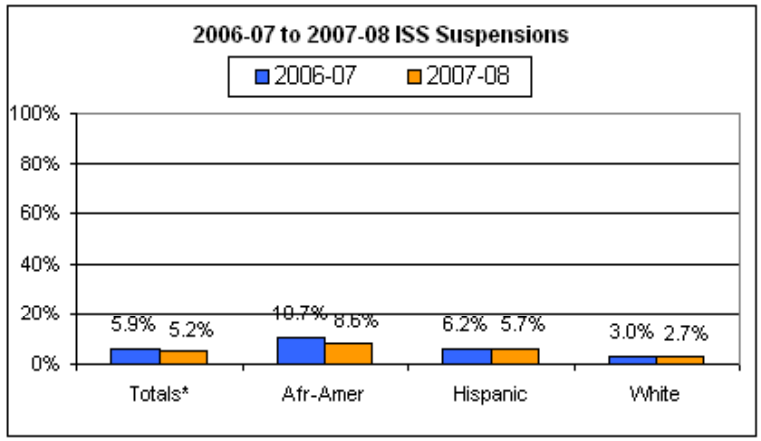

Sources: PEIMS, 2007 and 2008 Totals include all campuses

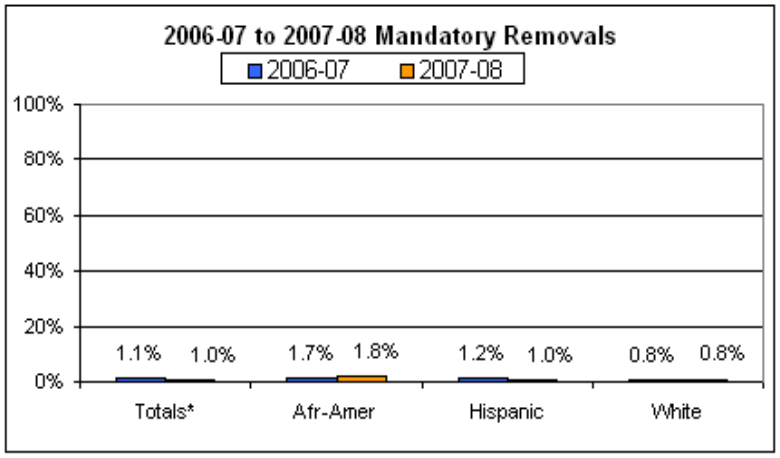
Appendix H
NEW chart for 2008-09

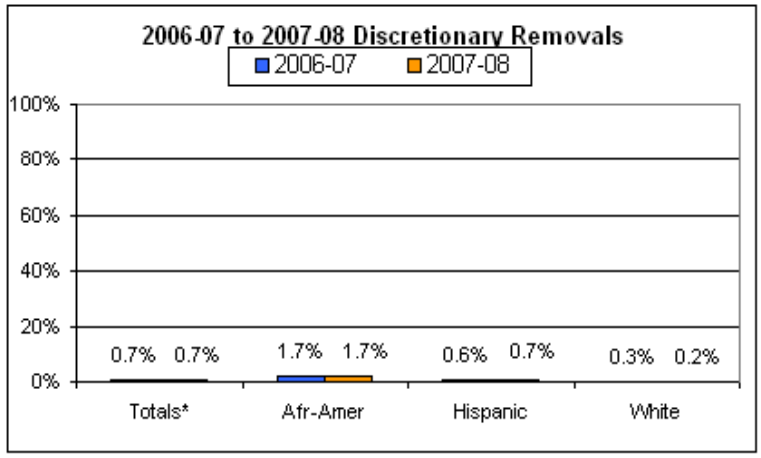
# Disciplinary Dispositions within Ethnicities: 2006-07 and 2007-08

## All Schools: Disciplinary Actions WITHIN Ethnicity




| Number of Students by Ethnicity | | |
|---|---|---|
| Group | 2006-07 | 2007-08 |
| Overall* | 97,506 | 96,359 |
| Afr-Amer | 13,881 | 12,941 |
| Hispanic | 56,146 | 56,452 |
| White | 24,397 | 23,725 |

Sources: SASI discipline data for PEIMS: SASI Student Data, 2006-07 and 2007-08
*Totals also include Native American and Asian student groups.

Note: These data reflect the unique number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive (cumulative enrollment) when this report was run (e.g., 1.26% of Hispanic students received at least one home suspension).

# AUSTIN INDEPENDENT SCHOOL DISTRICT

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