Middle School Level Performance Report

Austin Independent School District

October 27, 2008

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Intellectual Development and Achievement

Includes:

Enrollment Snapshot

TAKS Performance

NAEP Performance

ELL Proficiency - RPTE

Technology Literacy

Course Failure Rates

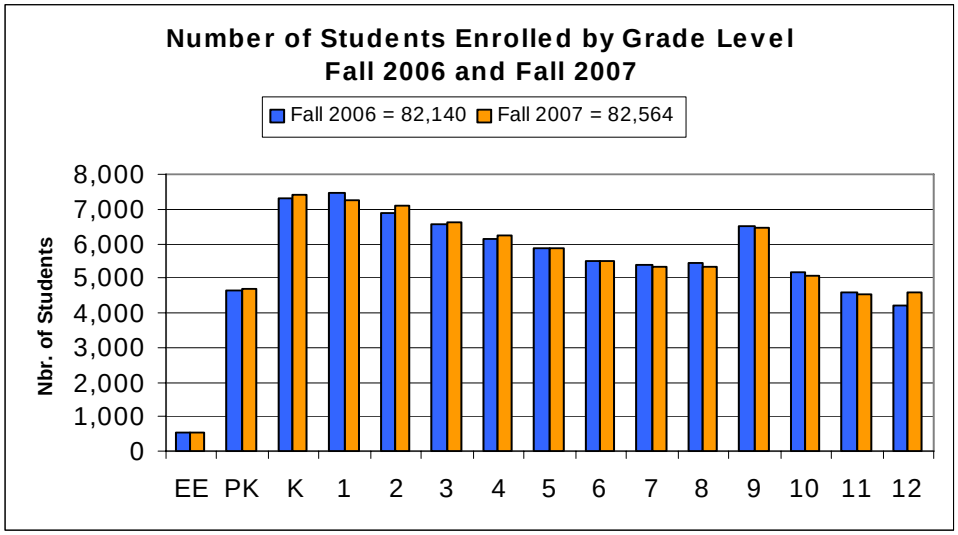
Grade Level Promotion

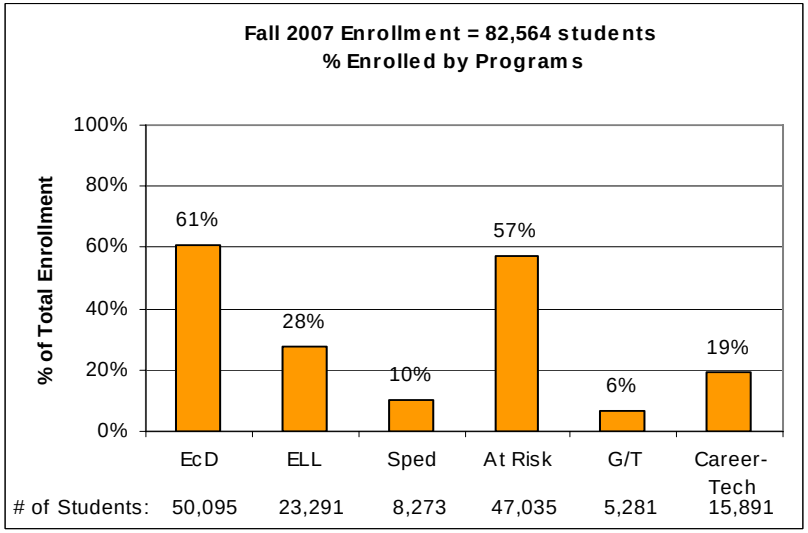
Austin Independent School District

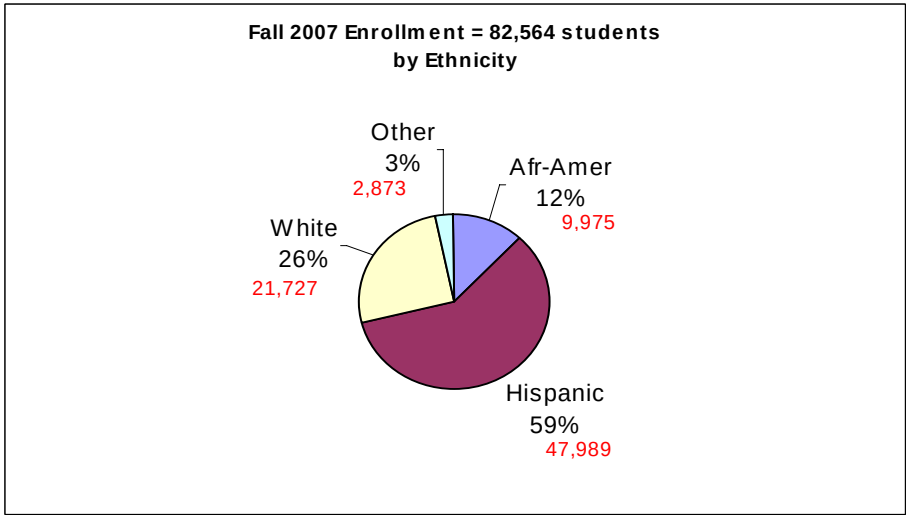
October 27, 2008

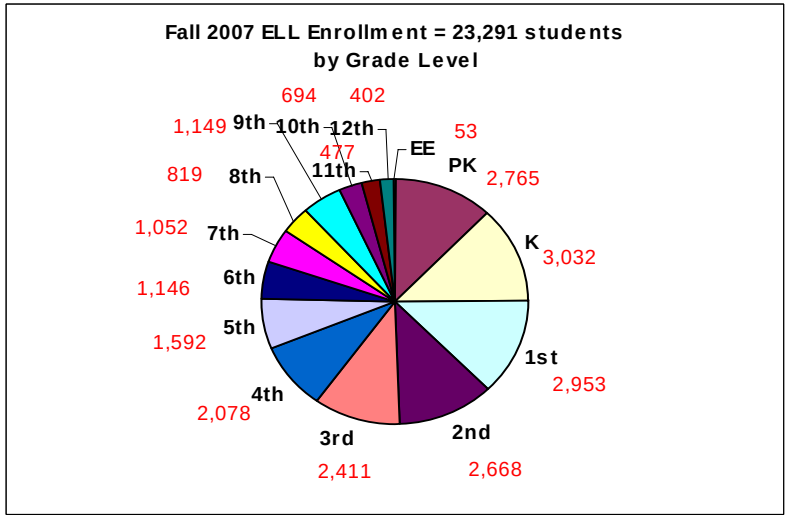
Austin ISD Enrollment Snapshot
Fall 2006 and Fall 2007

NEW chart for 2008-09



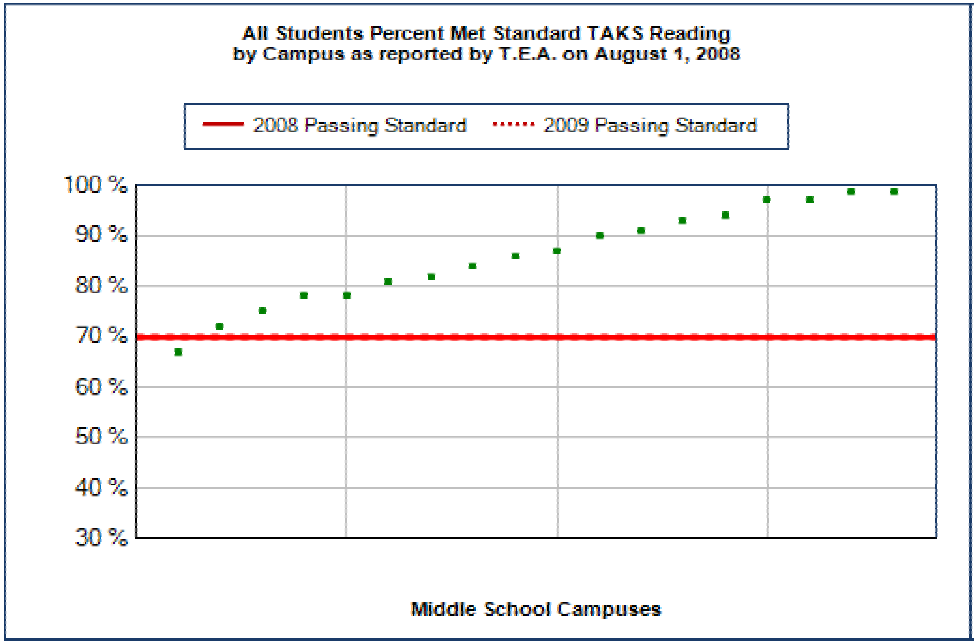


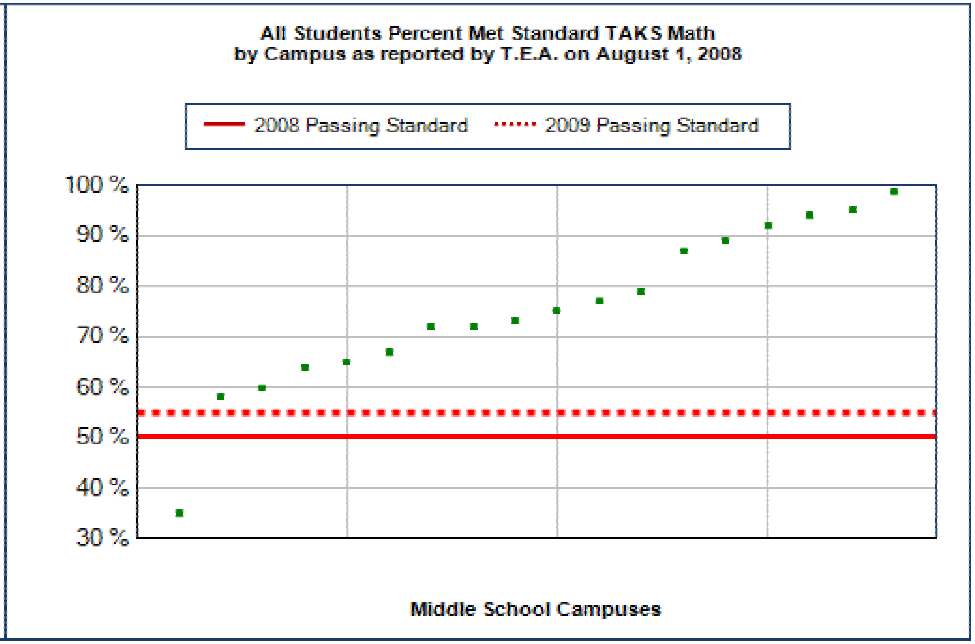




Source(s) – Fall 2006 and Fall 2007 PEIMS Submissions

Percent Passing TAKS Reading and Mathematics by Middle School





Analysis of Underlying Data:

Passing percentages for TAKS Reading ranged from 67% to 99% for All students across schools, with 44% of schools (n=8) achieving a passing rate equal to or greater than the 90% standard for Exemplary status. Of the 8 schools, 5 achieved passing percentages at or above 97% (Murchison, Small, Bailey, and Ann Richards), and 1 (Ann Richards) was rated Exemplary due to consistently high performance across all subjects and student groups. The remaining 11 schools were rated Acceptable because performance on other state accountability measures was not as consistently high as Reading performance for All students.

Only two schools (Garcia and Pearce) had All students passing rates below the Recognized standard of 75%, one of which did not meet the 2008 Acceptable standard of 70% for Reading (Pearce, with 67% passing). Both of these schools were rated Unacceptable for 2008. The Acceptable standard does not change for Reading in 2009.

Analysis of Underlying Data:

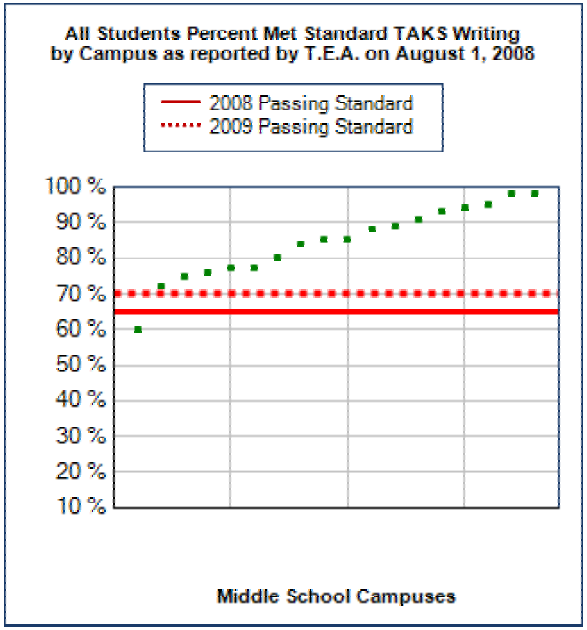
Passing percentages for TAKS Math varied much more than those for Reading, ranging from 35% to 95% of All students across schools. Half of all schools (n=9) achieved All students passing rates above the Recognized standard of 75% in Math, with 22% of schools (n=4) at or above the Exemplary standard of 90% (Ann Richards, Small, Bailey, and Murchison). Two campuses achieved Math passing rates at or above 95% for All students (Ann Richards and Small).

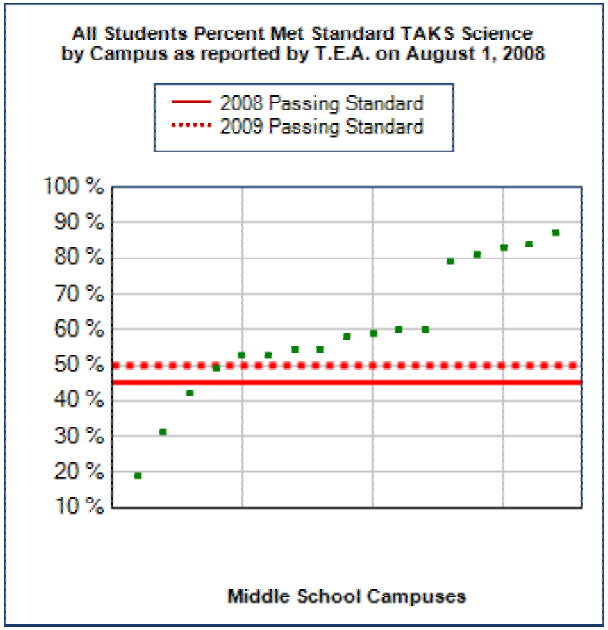
All middle schools but one (Garcia) surpassed both the 50% state Acceptable passing standard in 2008 and the 55% Acceptable standard for 2009 for All students.

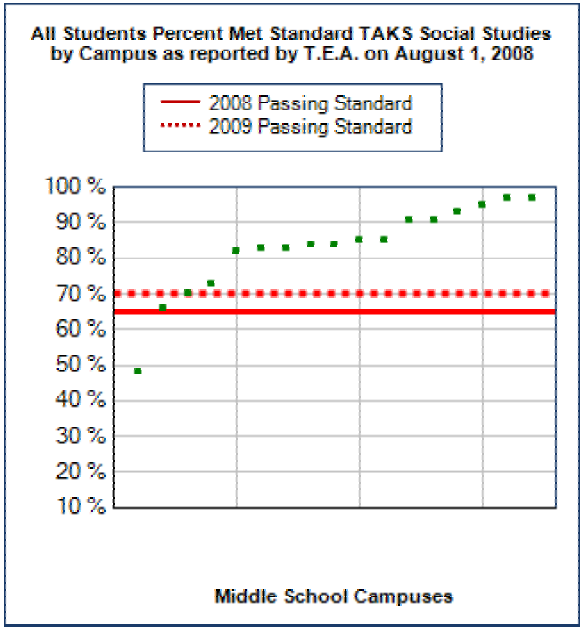
Source: August 2008 T.E.A. Accountability Data Tables

*Includes first two administrations at SSI Grades

Percent Passing TAKS Writing, Science, and Social Studies by Middle School







Analysis of Underlying Data:

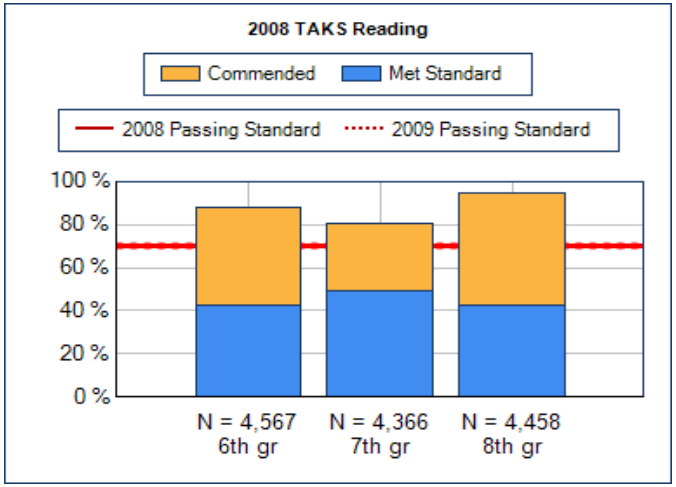
Passing percentages for TAKS Writing ranged from 60% to 98%, slightly more broad than the range for Reading. One third of schools (n=6) achieved passing rates at or above 90% (O. Henry, Kealing, Small, Murchison, Bailey, and Ann Richards), with the latter 3 schools attaining passing rates of 95% or more of All students. Only 2 campuses (Burnet and Pearce) had All students passing rates below 75% in Writing, and every school but Pearce met the Acceptable standard for both 2008 and 2009.

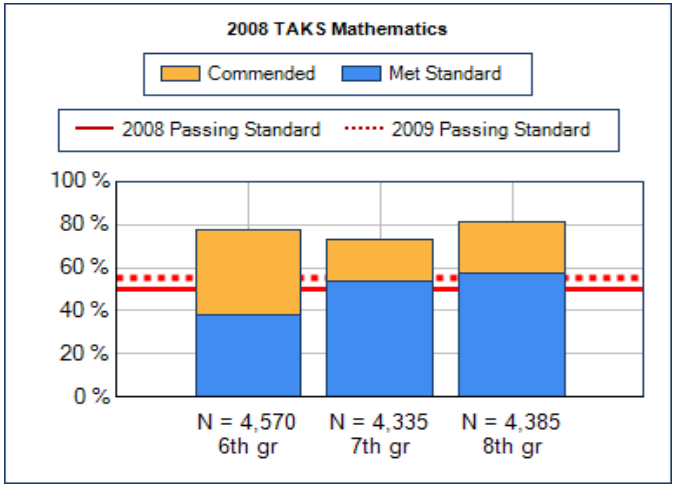
The range of passing percentages across schools was greatest for Science, with passing rates ranging from 19% to 87%. Unlike other subjects, passing rates for science clustered into distinct groups of schools with All students passing percentages between 79% and 87% (O. Henry, Small, Kealing, Murchison, and Bailey), those between 49% and 60% (Burnet, Dobie, Mendez, Bedichek, Martin, Fulmore, Covington, and Lamar), and those below the 2008 Acceptable standard (Webb, Pearce, and Garcia).

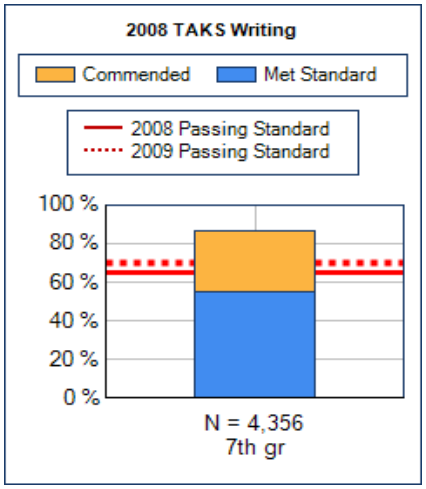
Passing percentages in Social Studies were above 80% for more than three quarters of middle schools (n=13), with over one third of schools (n=6) surpassing the Exemplary standard of 90% for All students (Kealing, Paredes, O. Henry, Small, Bailey, and Murchison). Only 1 school (Garcia) did not meet the 2008 Acceptable standard for All students in 2008. All but 3 schools (Burnet, Pearce, and Garcia) achieved All students passing percentages at or above the Acceptable standard for 2009.

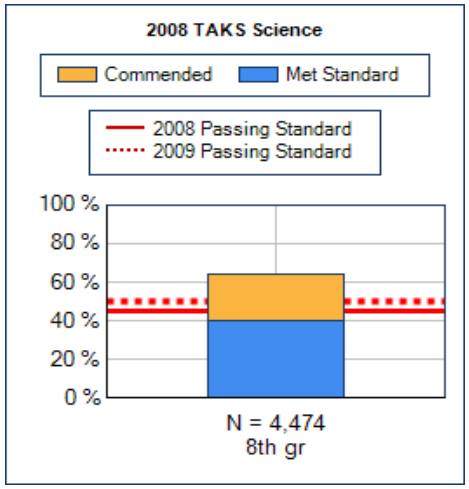
Source: August 2008 T.E.A. Accountability Data Tables

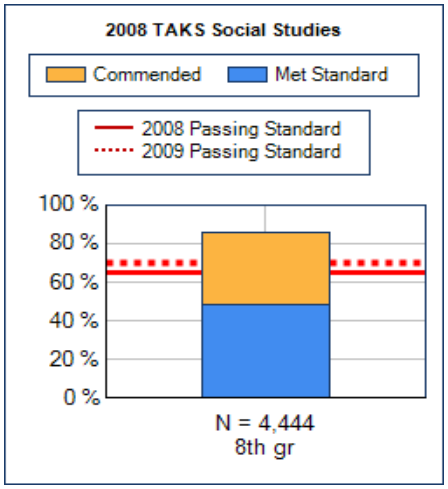
Percent of Students Tested Meeting Standard and Commended Standard











Analysis of Underlying Data:

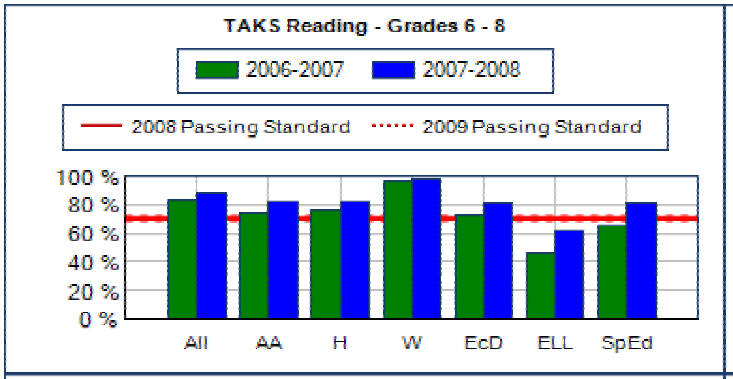
Districtwide, passing percentages for each subject and grade level exceeded passing standards for both 2008 and 2009. Additionally, overall performance exceeded even the passing standard for Recognized performance (75%) in all areas but Grade 7 Math and Grade 8 Science.

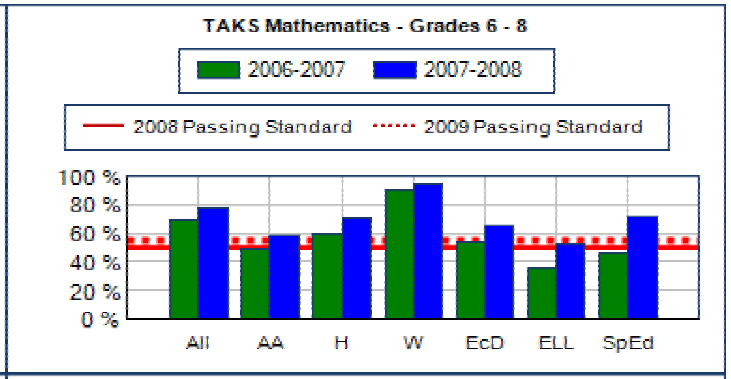
For both Reading and Math, passing percentages were greatest for Grade 8 and lowest for Grade 7. Passing percentages were greatest across all subjects and grades for Grade 8 Reading (95%), and were lowest for Grade 8 Science (64%). However, it should be noted that 6th and 7th grade students have only one opportunity to take the Reading and Math tests.

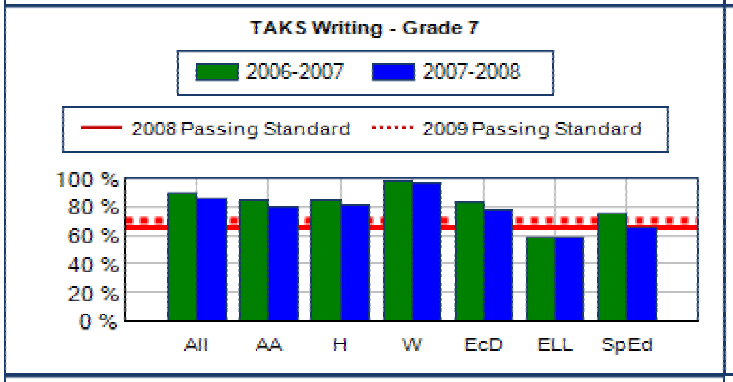
Across all subjects and grade levels, the percentage of students scoring at the Commended performance level ranged from 19% (Grade 7 Math) to 52% (Grade 8 Reading). Over half of those passing scored at the Commended level in three of the nine instances (Grade 6 Reading, Grade 6 Math, and Grade 8 Reading).

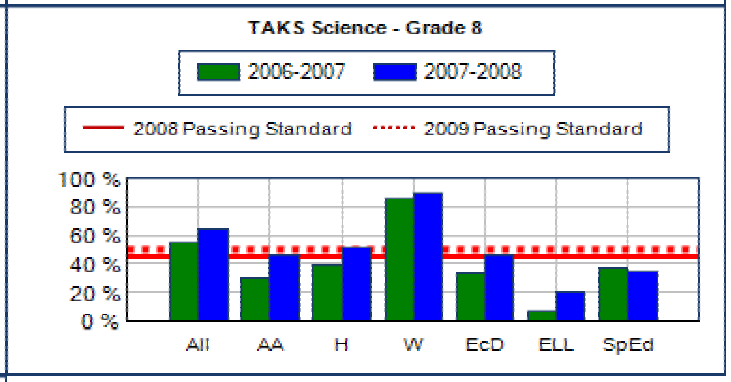
Source: 2008 Estimated Accountability Subset for Grades 6 - 8
Includes first two administrations at SSI grades for Reading and Math

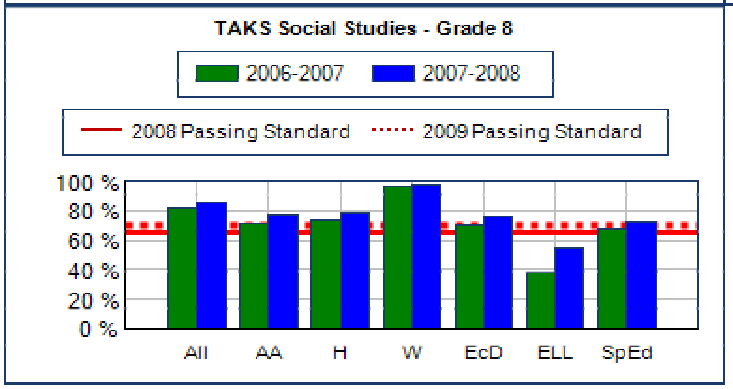
Percent of Students Meeting Standard by Student Group











Analysis of Underlying Data:

For Reading, Math, and Social Studies, every student group improved from the prior year, and all but one group (Special Education) improved in Science. The greatest improvements generally occurred for English language learners, Special Education, and African American students, with 6 instances of improvements greater than 15 percentage points.

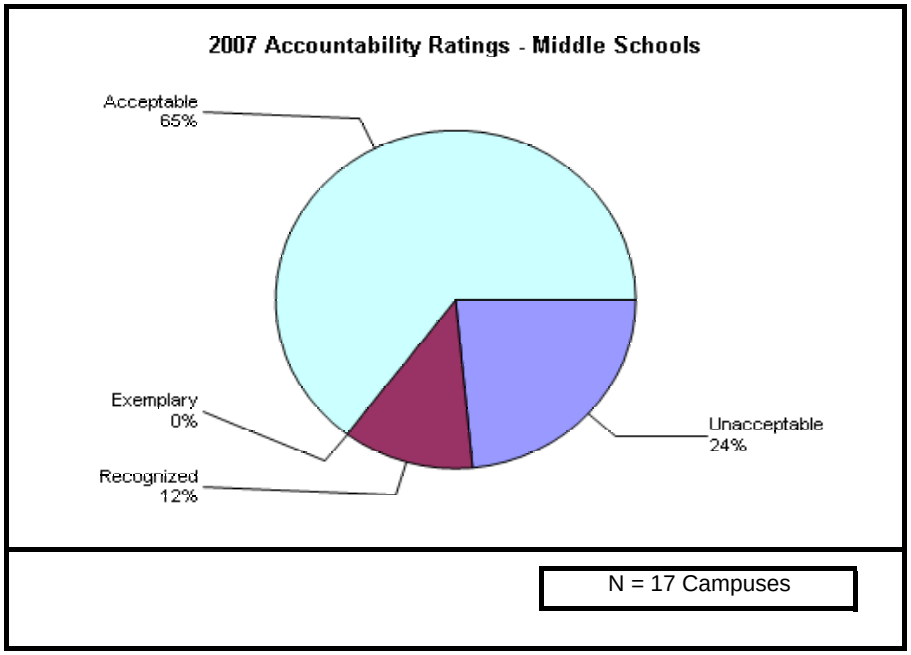
English language learners were the only student group whose passing percentage did not decline in Writing. All other groups declined between 2 and 10 percentage points.

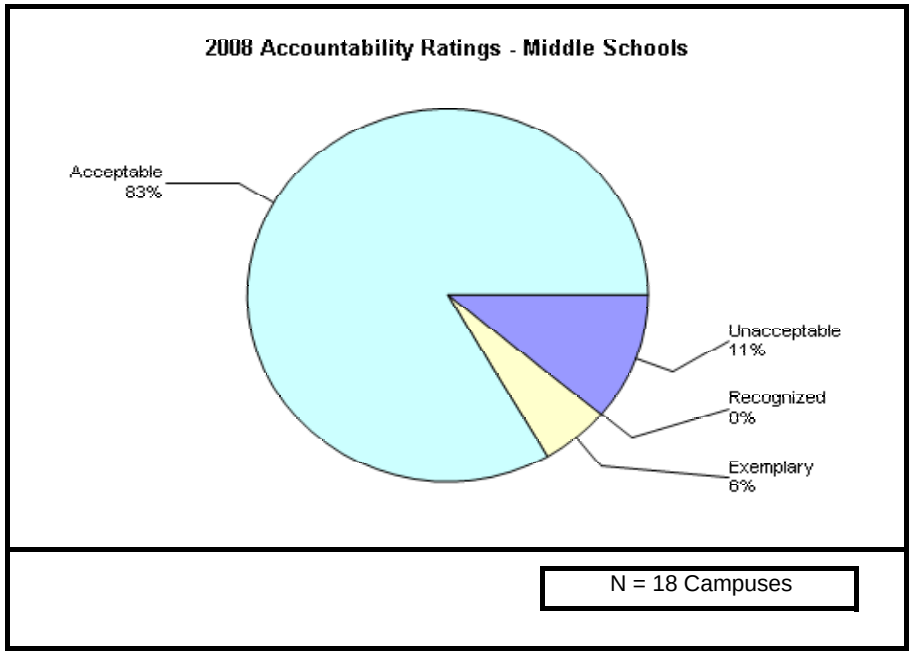
Passing rates varied among student groups, with White students passing at higher rates in each subject, followed by Hispanic and African American students. The disparity between White and African American students was greatest for Science (43 points) and least for Reading and Writing (16 points each). Similarly, the disparity between White and Hispanic students was greatest for Science (39 points) and least for Reading and Writing (15 and 16 points, respectively). However, achievement gaps between these groups decreased in almost every instance (8 of 10). Gaps did not improve for either student group in Writing.

Source: 2007 and 2008 Estimated Accountabiilty Subset for Grades 6 - 8

* Includes first two administrations at SSI Grades

2007 and 2008 State Accountability Ratings - Middle School Campuses

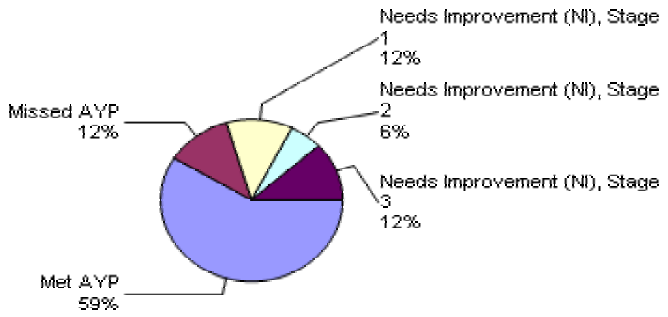




Exemplary – 0:			
Recognized – 2:	Bailey	Small	
Acceptable - 11	Bedichek	Covington	Dobie
	Fulmore	Kealing	Lamar
	Murchison	O. Henry	Paredes
	Porter	Webb	
Academically - 4 Unacceptable	Burnet	Martin	Mendez
	Pearce - Year 3		
AEA Unacceptable:	None		
Not Rated: Other			

Exemplary – 1:	Ann Richards School for Young Women Leaders		
Recognized – 0:			
Acceptable - 15	Bailey ↓	Bedichek	Burnet ↑
	Covington	Dobie	Fulmore
	Kealing	Lamar	Martin ↑
	Mendez ↑	Murchison	O. Henry
	Paredes	Small ↓	Webb
Academically - 2 Unacceptable	Garcia	Pearce - Year 4	
AEA Unacceptable:	None		
Not Rated: Other			

2007 and 2008 Federal Adequate Yearly Progress Ratings - Middle School Campuses



N = 17 Campuses

***** No Data Available *****

N = 0 Campuses

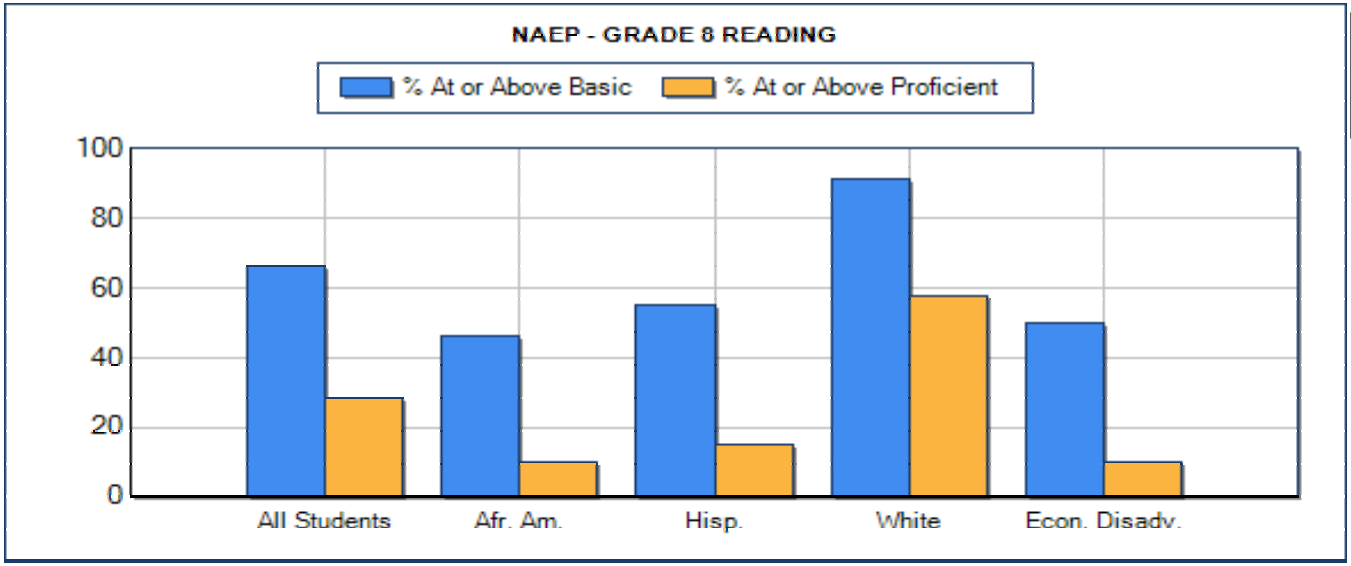
Met AYP - 10:	Bailey	Covington	Kealing	Lamar
	Martin	Murchison	O. Henry	Paredes*
	Small	Webb*		
Missed AYP - 2:	Bedichek	Pearce		
Needs Improvement - (NI), Stage 1 - 4:	Burnet	Fulmore		
	Paredes	Webb		
Needs Improvement - (NI), Stage 2 - 1:	Mendez			
Needs Improvement - (NI), Stage 3 - 2:	Dobie	Porter**		

*While Paredes and Webb met AYP, they remained in an improvement status since they must meet standards 2 years in a row.

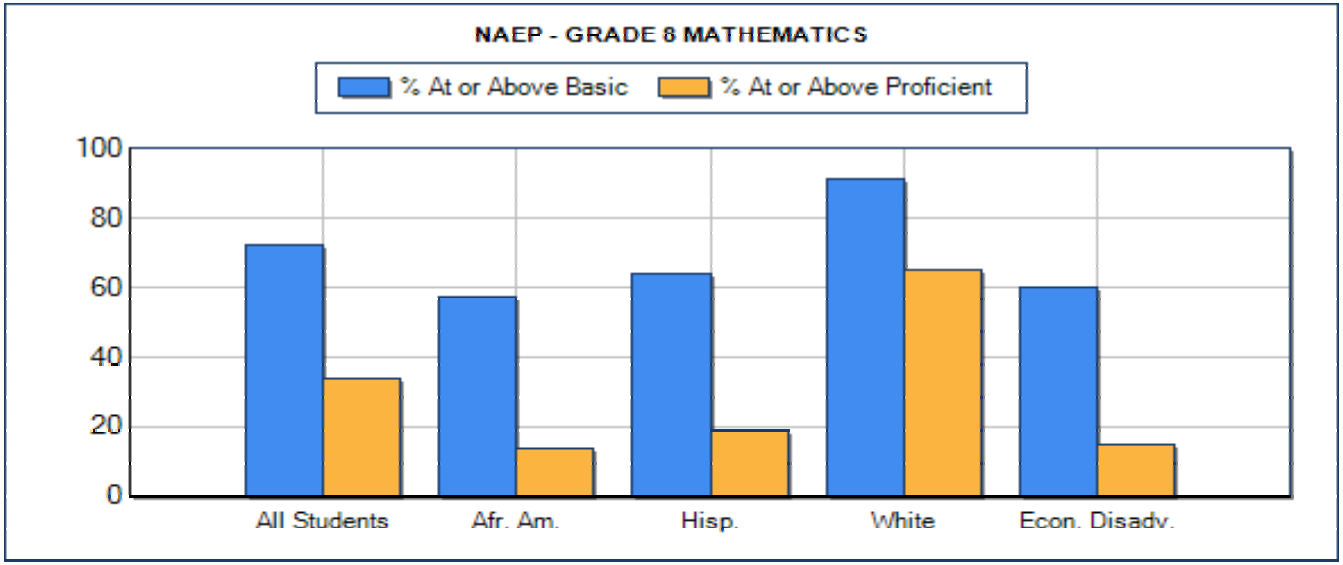
**Sanctions do not apply since campus is closed.

Met AYP:
Missed AYP:
Needs Improvement - (NI), Stage 1:
Needs Improvement - (NI), Stage 2:
Needs Improvement - (NI), Stage 3:

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



Note: See following page for summary of performance.



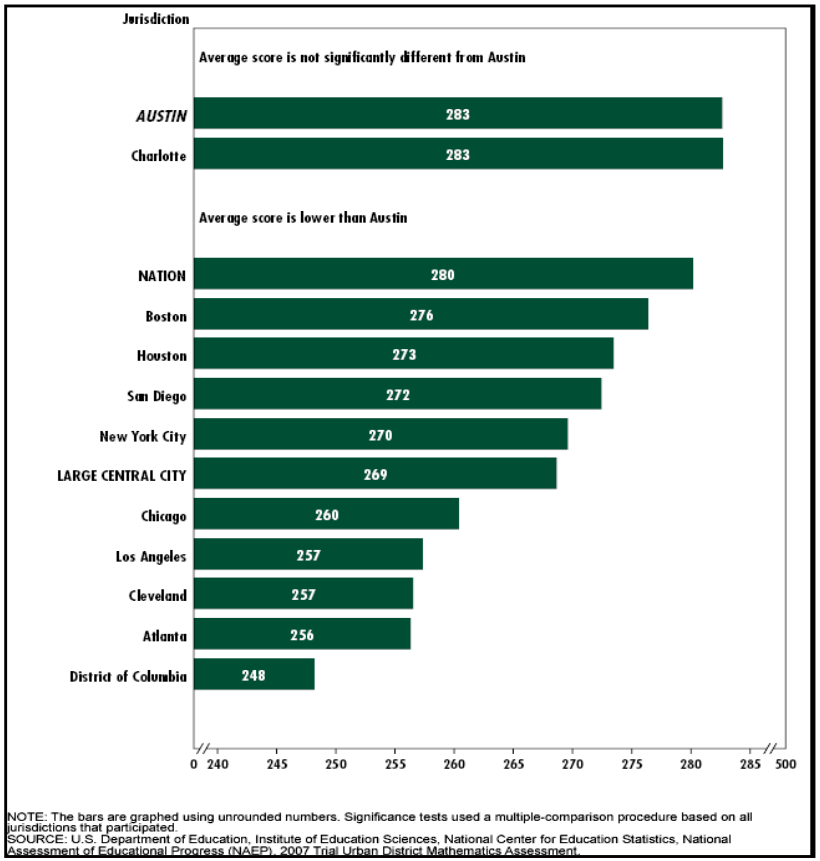
Source: National Center for Education Statistics, TUDA 2007 Snapshot Report

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 8 Reading - 1,525 students and Grade 8 Math - 1,454 students in 17 Middle Schools.

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

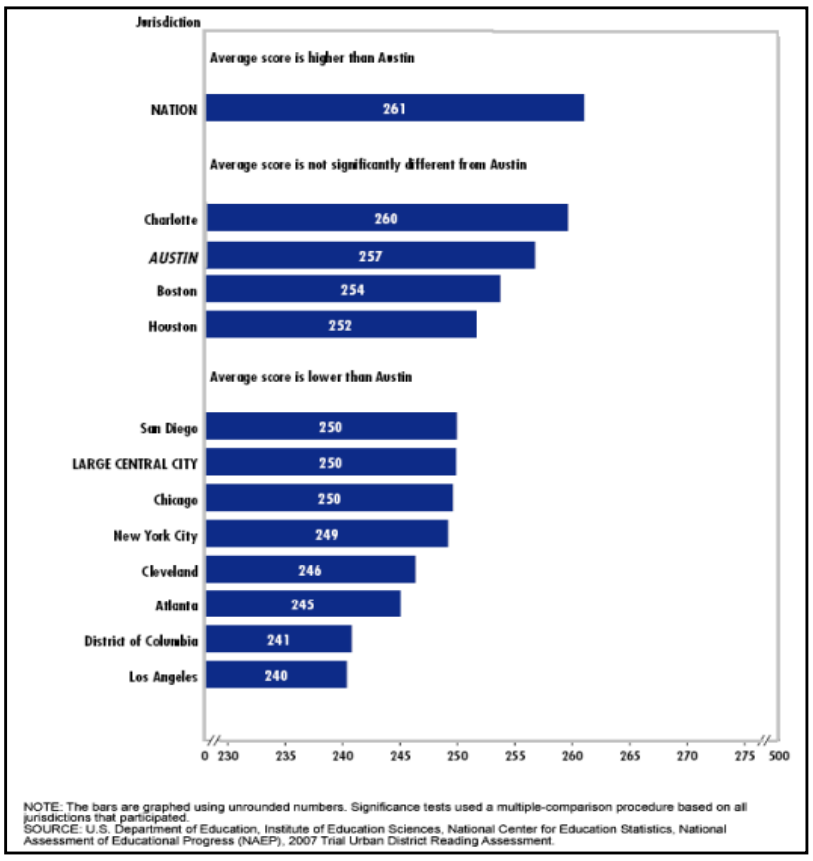
Comparison of NAEP Average Scale Scores for Grade 8 Reading and Math*

National Assessment of Educational Progress 2007
Grade 8 Math Performance for
Trial Urban District Assessment (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 8 Reading Performance for
Trial Urban District Assessment (TUDA) Participants



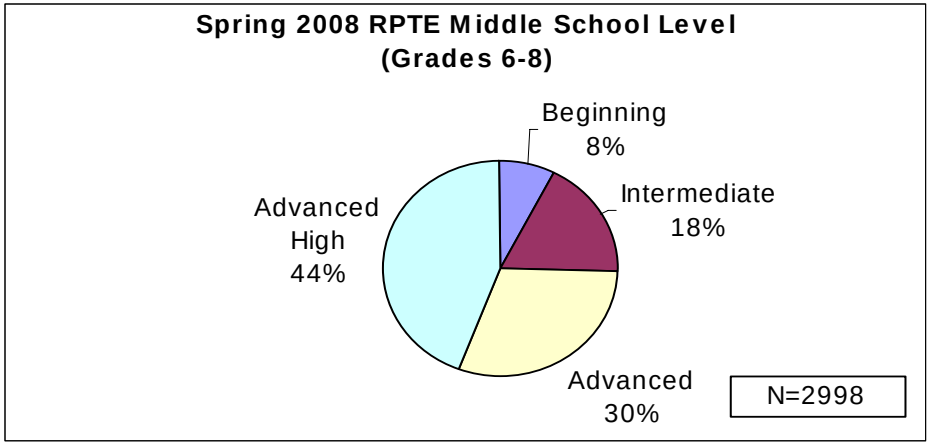
NOTE: The bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational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

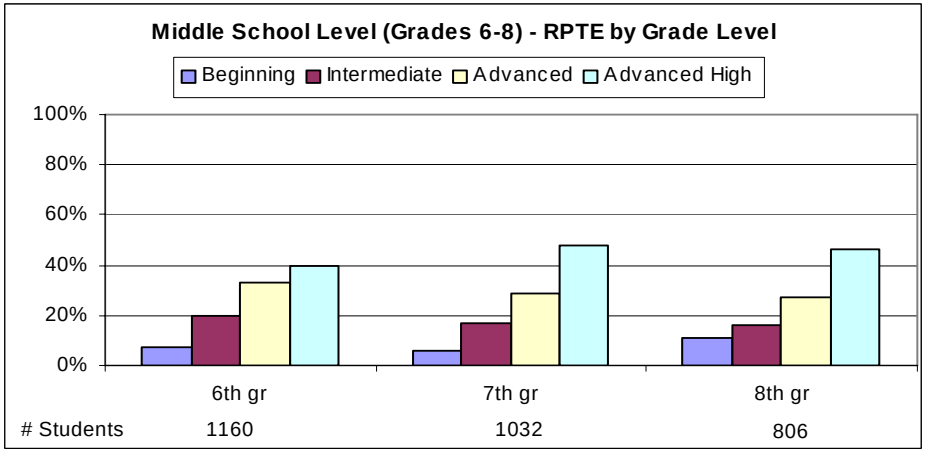
Analysis of Underlying Data:

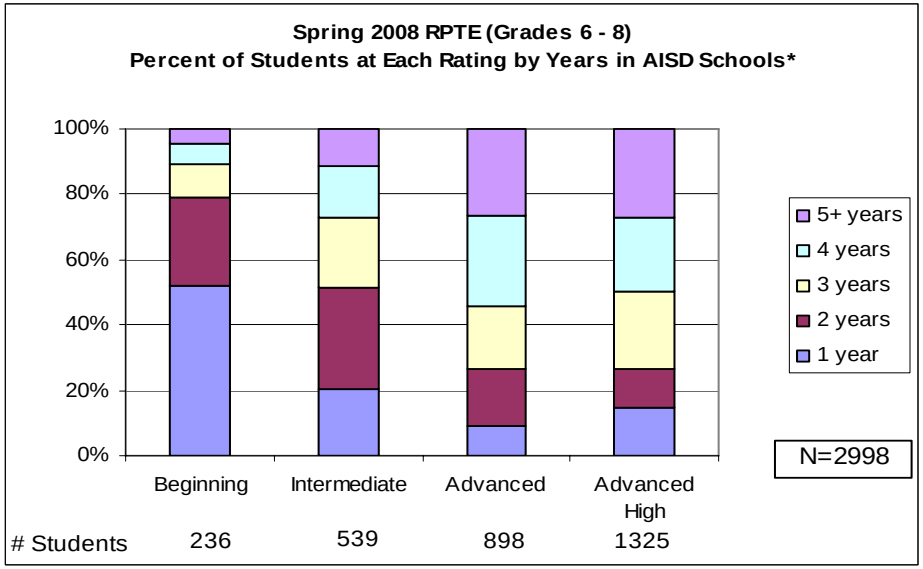
Austin eighth graders posted strong scores in Math, with the highest Math scores among all participating urban districts (tied with Charlotte), also scoring above the National average and well above the average for Large Central Cities (LCC). In Reading, Austin eighth graders scored slightly below the National average but well above the average for LCC. AISD's Hispanic and African American students significantly outscored their peers in the Nation and in LCC in Math, and AISD White students outscored their peers Nationally and in LCC in both subjects. Economically Disadvantaged students in AISD also outperformed their peers in LCC in Math. AISD students will take the NAEP Science test in Spring of 2009.

Reading Proficiency Test in English (RPTE) – Grades 6 - 8
Spring 2008

NEW chart for 2008-09







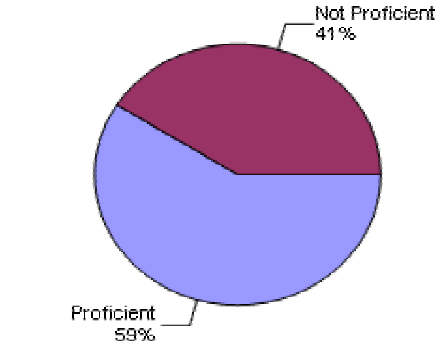
Analysis of Underlying Data:

Nearly three quarters of middle school students taking the RPTE scored at the Advanced or Advanced High level. Of those students, about half had been enrolled for four or more years in AISD schools. The time in AISD for those scoring at the Advanced and Advanced High levels was similar, though Advanced High students were slightly more likely than Advanced students to have been in AISD for 1 or 3 years. Of the 8% of middle school students scoring at the Beginning level, over half were in their first year of AISD enrollment, and only about 10% (69 students) of Beginning level students had been enrolled in AISD for four or more years.

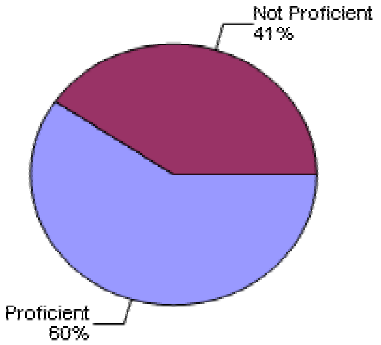
Proficiency levels generally increased with grade level, where students in Grade 6 were less likely to score at the Advanced High level than students in later grades. However, a slightly greater percentage of Grade 8 students scored at the Beginning level.

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*

2007 and 2008 Middle School Technology Literacy Assessment - Austin ISD



N = 4,654 8th gr. students
17 out of 17 campuses



N = 3,904 8th gr. students
16 out of 18 campuses
Results > 100% due to rounding

Student Groups - Grade 8	2007 - % Met Proficiency	2008 - % Met Proficiency
All Students	59 %	60 %
African American	49 %	44 %
Hispanic	51 %	46 %
White	86 %	86 %
Economically Disadvantaged	47 %	42 %

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

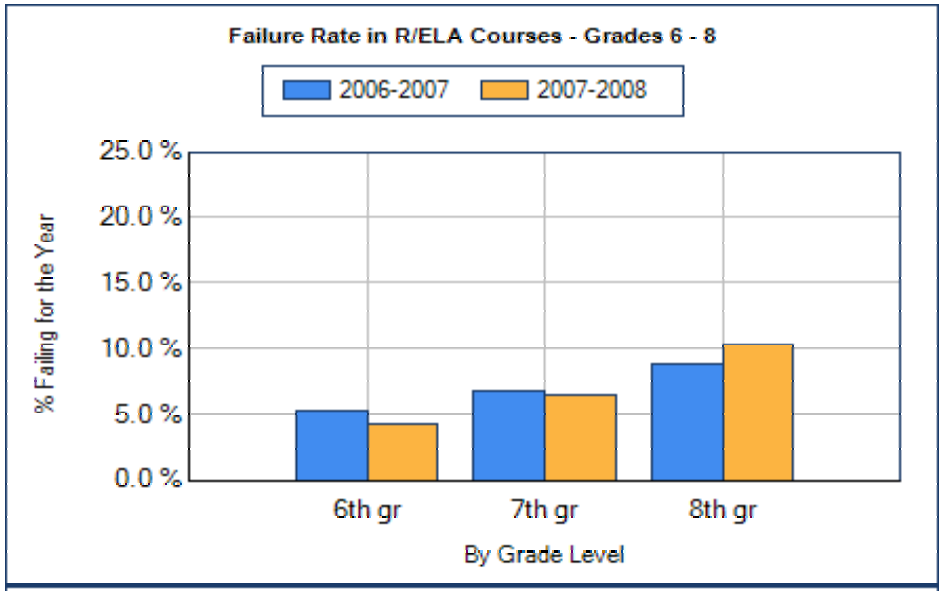
Analysis of Underlying Data: In 2003 Austin ISD partnered with Learning.com to develop an assessment to examine technology skills and knowledge contained in the standards developed by the International Society for Technology in Education (ISTE) and the K-8 Technology Applications TEKS. The test is given 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 is 220 on a scale of 100 to 300.

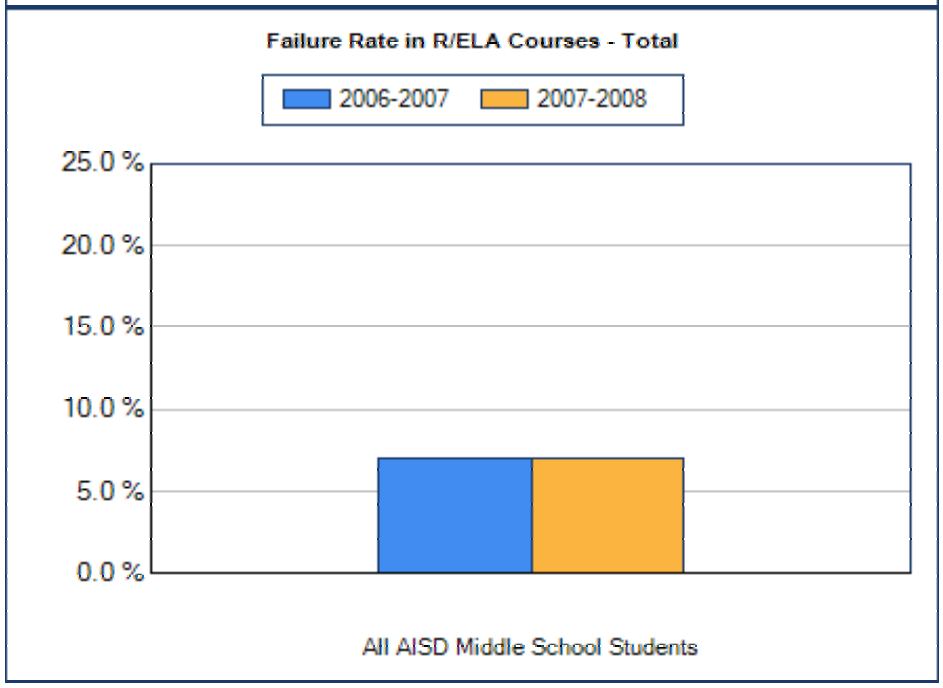
In all 60% of 8th grade students received an Overall Proficient score in 2008 compared with 59% in 2007. The number of campuses where the school average met the standard decreased from 10 in 2007 to 8 in 2008. In all seven areas tested, the AISD district average was very close to the national average of the 134,000 students assessed. Student performance is strongest in Telecommunications & Internet. Overall, students did not perform as well in the Spreadsheet and Multimedia & Presentations 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.

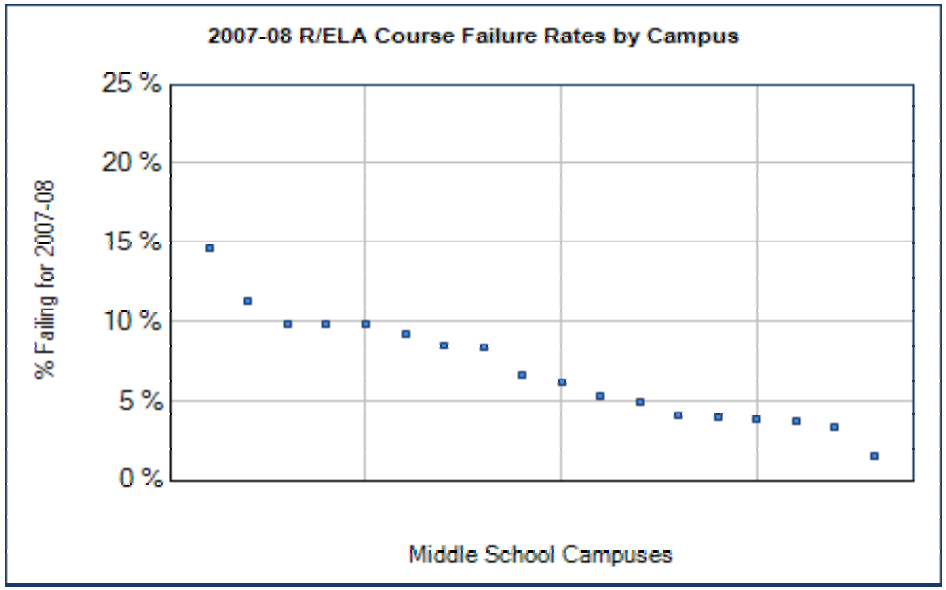
Source: 2007 and 2008 results reported by Learning .com

Middle School Failure Rate in ELA Courses*





2007 - 08 Middle School ELA Failure Rate by School*



Analysis of Underlying Data:

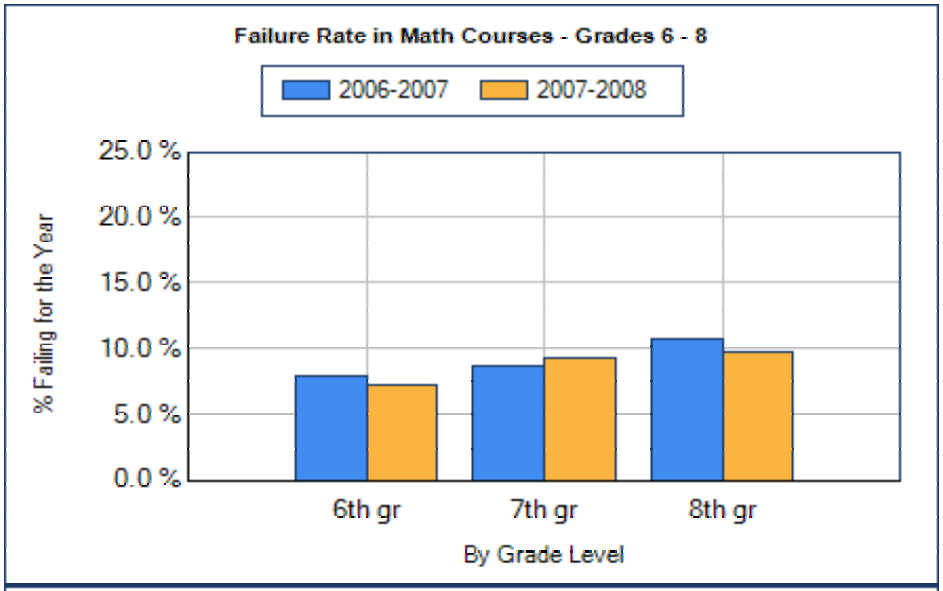
Course failure rates in Reading/ELA ranged from 1.5% to 14.6% across middle schools. Two schools had rates greater than 10% (Burnet and Mendez), while five schools had course failure rates at or below 4% (Bailey, Martin, O. Henry, Small, and Ann Richards).

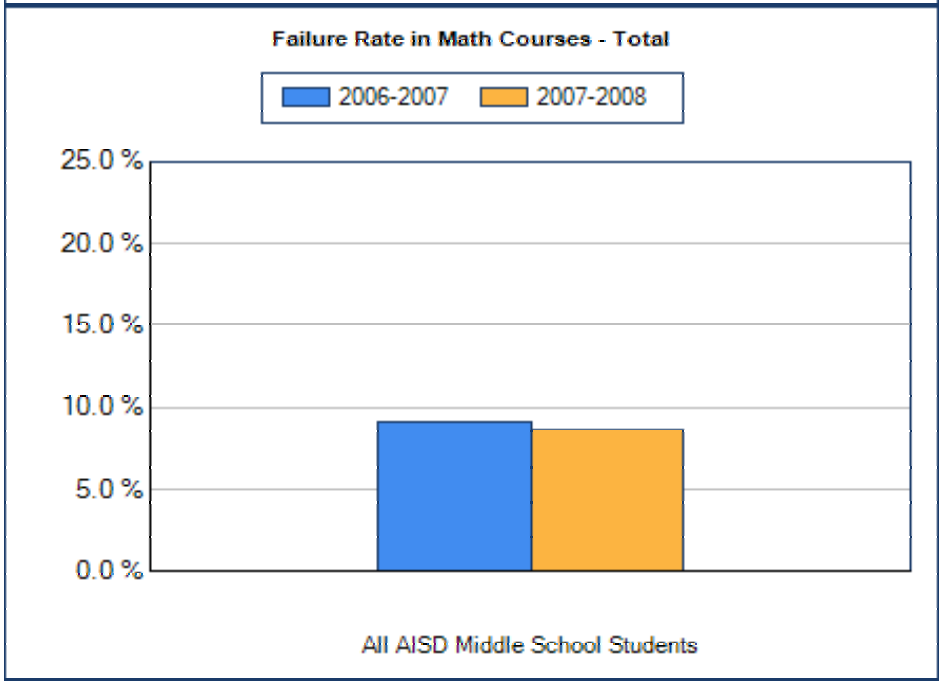
Middle school course failure rates were greatest at Grade 8 and lowest at Grade 6. Rates declined at Grades 6 and 7, and increased at Grade 8 from the prior year, but the overall Reading/ELA course failure rate for middle school students remained constant.

Source: 2007-2008 SASI files

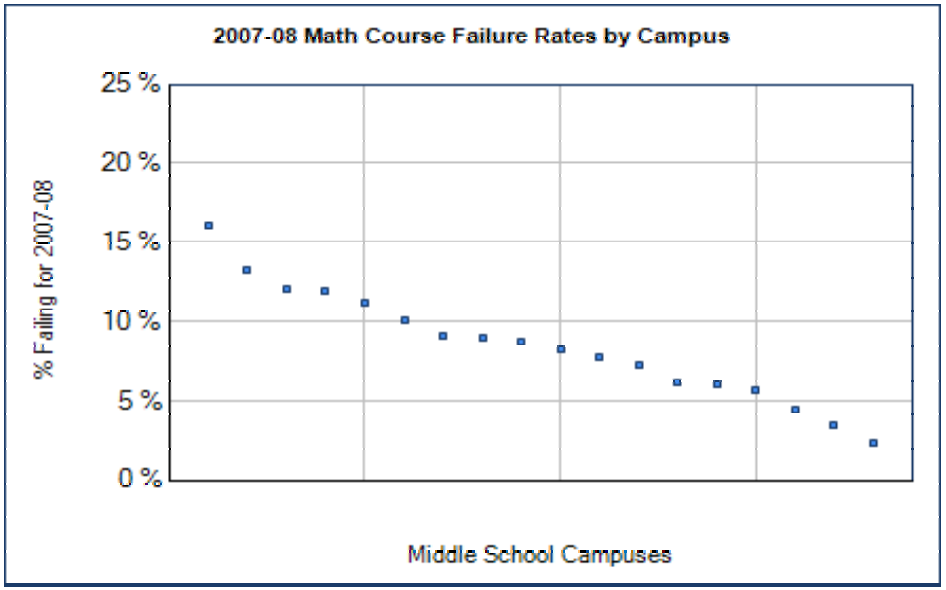
*includes Honors, Grade-Level, and ESOL MS R/ELA Courses

Middle School Failure Rate in Math Courses*





2007 - 08 Middle School Math Failure Rate by School*



Analysis of Underlying Data:

Course failure rates in Math generally were higher than those for Reading, ranging from 2.3% to 16.1% across middle schools. Six schools had rates greater than 10% (Burnet, Bedichek, Covington, Garcia, Paredes, and Murchison), while two schools had course failure rates at or below 4% (Ann Richards and Small).

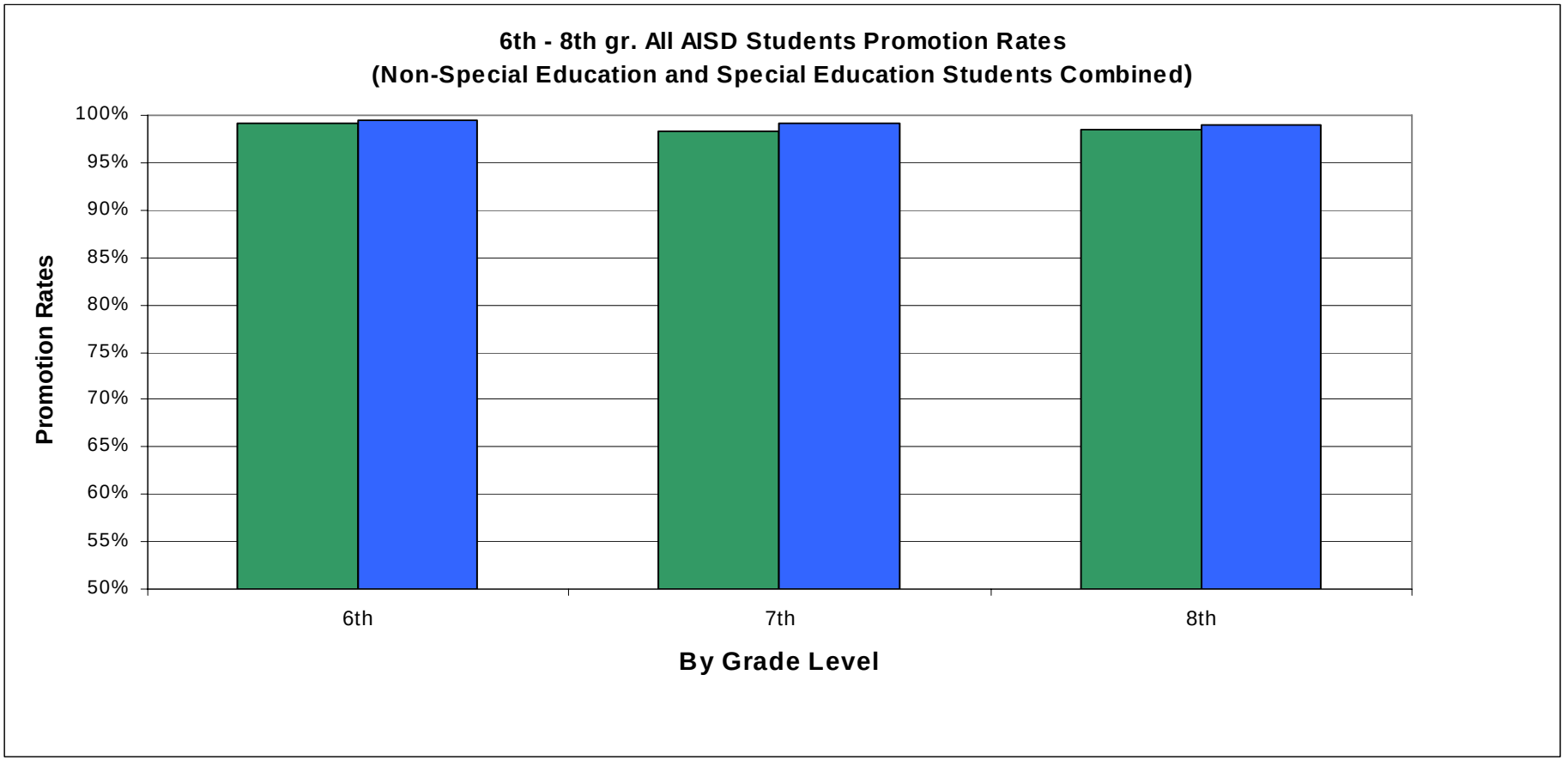
As with Reading, middle school course failure rates in Math were greatest at Grade 8 and lowest at Grade 6. Rates for Math course failure declined at Grades 6 and 8, and increased at Grade 7 from the prior year, and the overall Math course failure rate for middle school students declined slightly.

Source: 2007-2008 SASI files

*includes Honors, Grade-Level, and ESOL MS Math Courses

Grade Level Promotion– 6th – 8th grade - Austin ISD
Green = 2005-06 Blue= 2006 - 07

NEW chart for 2008-09



Analysis of Underlying Data:

At least 99.0% of students in each grade were promoted in 2006-07, up slightly from the prior year at each grade. Promotion rates were greatest at Grade 6 (99.5%) and lowest at Grade 8 (99.0%), with increases of about 0.5 percentage points from rates seen in 05-06 at Grades 7 and 8.

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

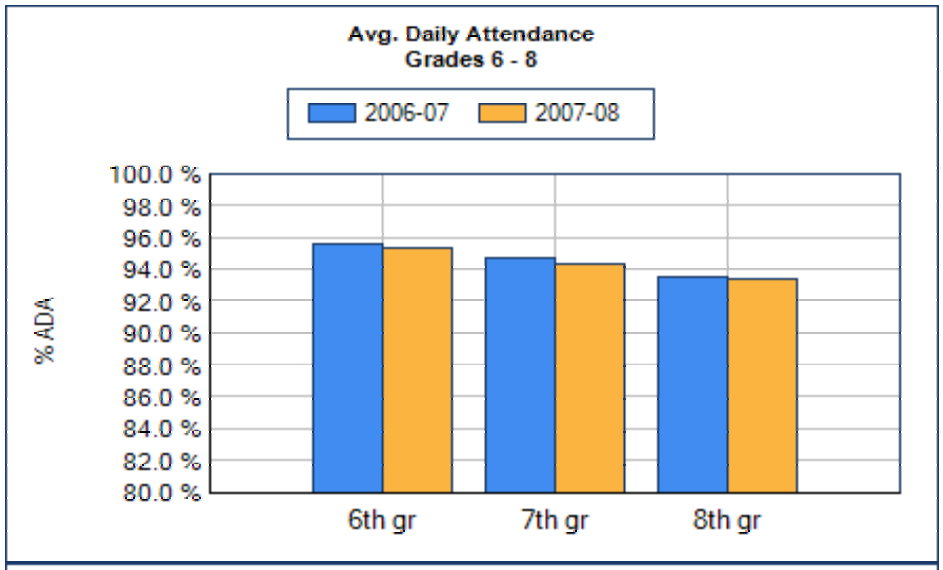
School Climate

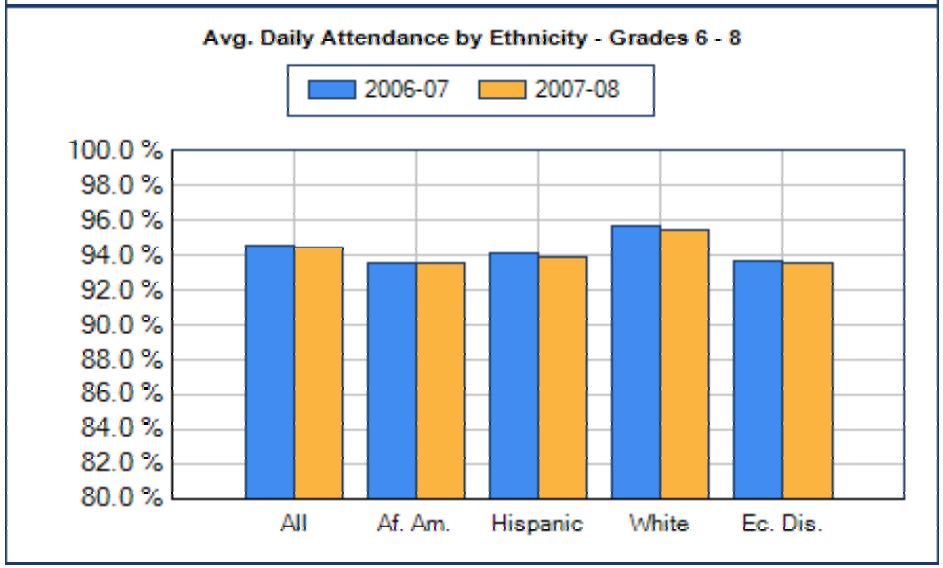
Annual Dropout Rate

Austin Independent School District

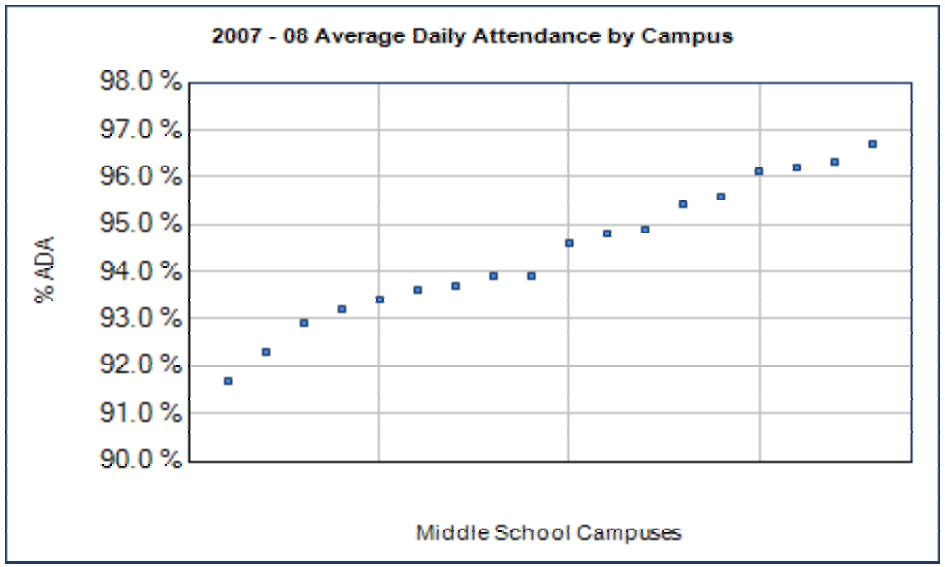
October 27, 2008

Avg. Daily Attendance Rate





2007 - 08 Middle School Avg. Daily Attendance Rate



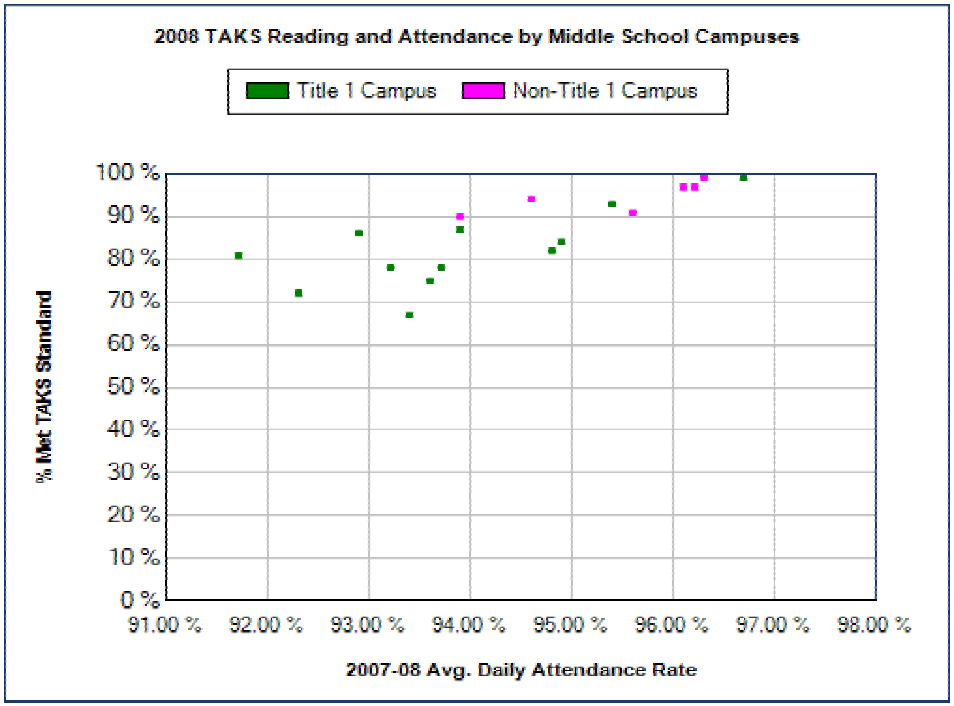
Analysis of Underlying Data:

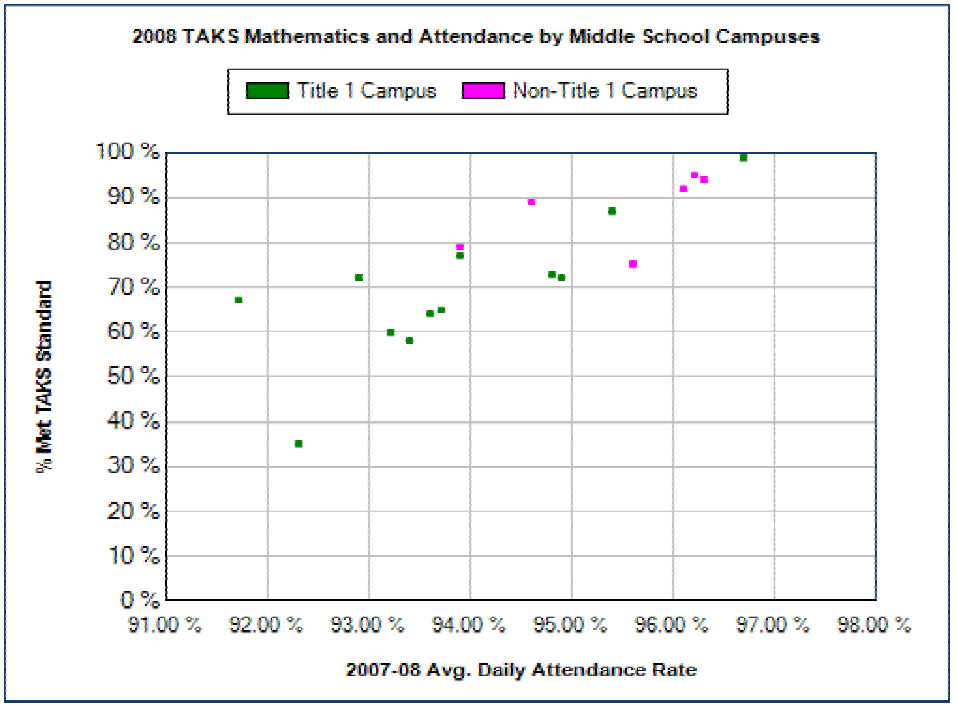
Student attendance rates declined slightly overall from 2006-07 to 2007-08 (from 94.6% to 94.4%) and for all grades and for all student groups except African Americans. Across grade levels in 2007-08, Grade 8 attendance was lowest (93.4%) and rates were highest at Grade 6 (95.3%). The rates for African American and Economically Disadvantaged students (93.6% each) were lowest relative to the attendance rate for White students (95.4%).

Rates varied across middle schools, from a low of 91.7% to a high of 96.7%. Three schools averaged below 93% daily attendance rate (Fulmore, Garcia, and Martin), one of which was rated Unacceptable (Garcia). Conversely, four schools averaged 96% or higher (Murchison, Small, Bailey, and Ann Richards), one of which was rated Exemplary (Ann Richards).

Source: 2007 and 2008 Final PEIMS Submission

Relationship Between TAKS Performance and Attendance





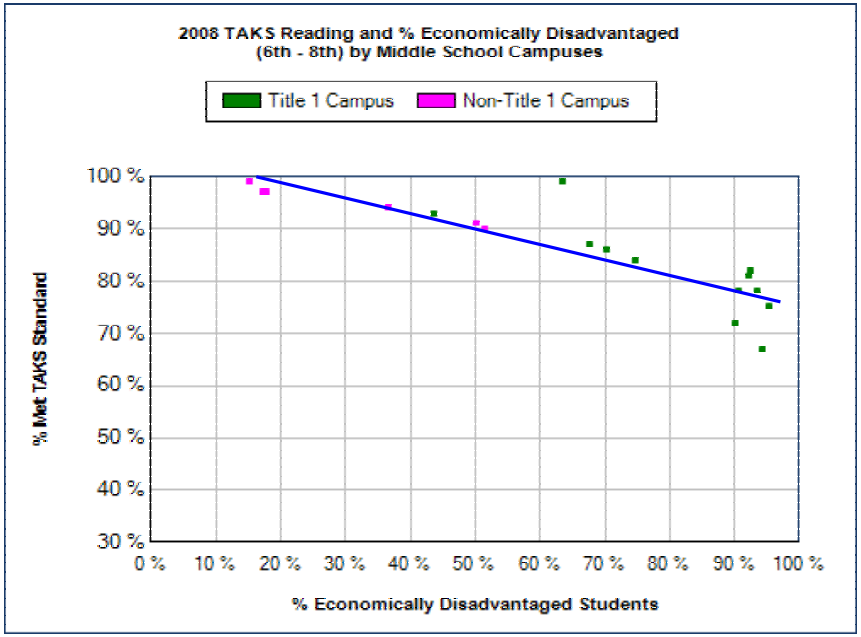
Analysis of Underlying Data:

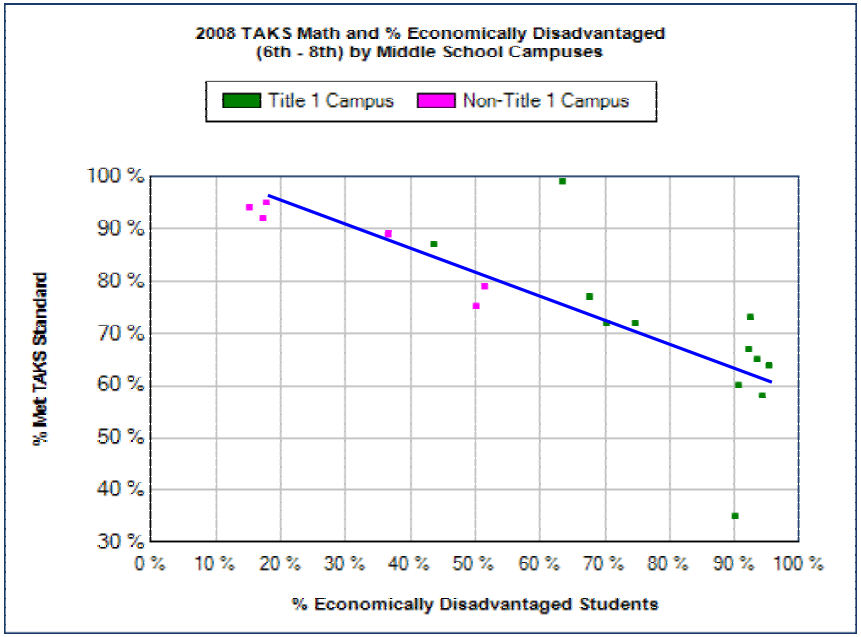
The graphs above suggest that attendance rate and student performance are related. However, further examination of the relationship between TAKS passing rates and attendance reveal that much of the apparent relationship is explained by the strong influence of economic disadvantage on TAKS (shown on the following page). Once the influence of economic disadvantage is accounted for, attendance rates are moderately related to student performance in Math but not Reading.

As stated in the previously released Elementary Level Performance Report, 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 middle 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 All Students' TAKS Performance and Economically Disadvantaged Enrollment





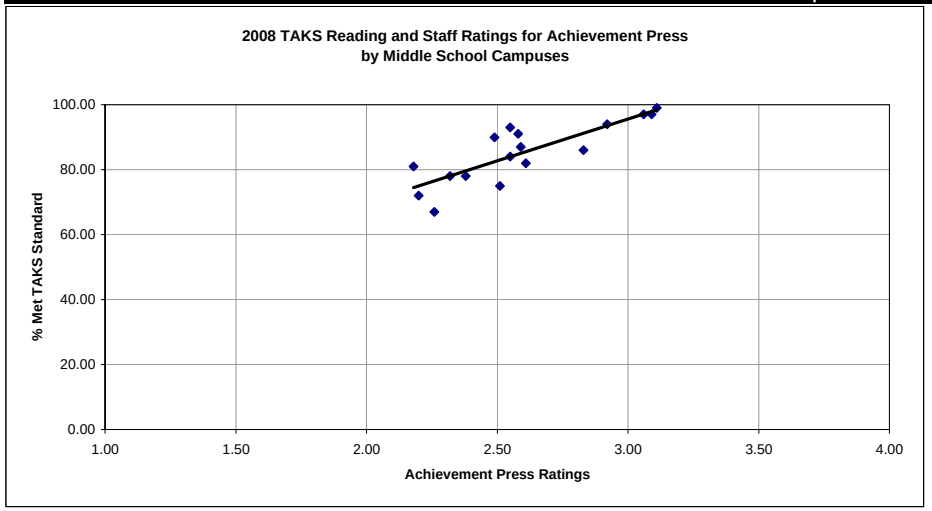
Analysis of Underlying Data:

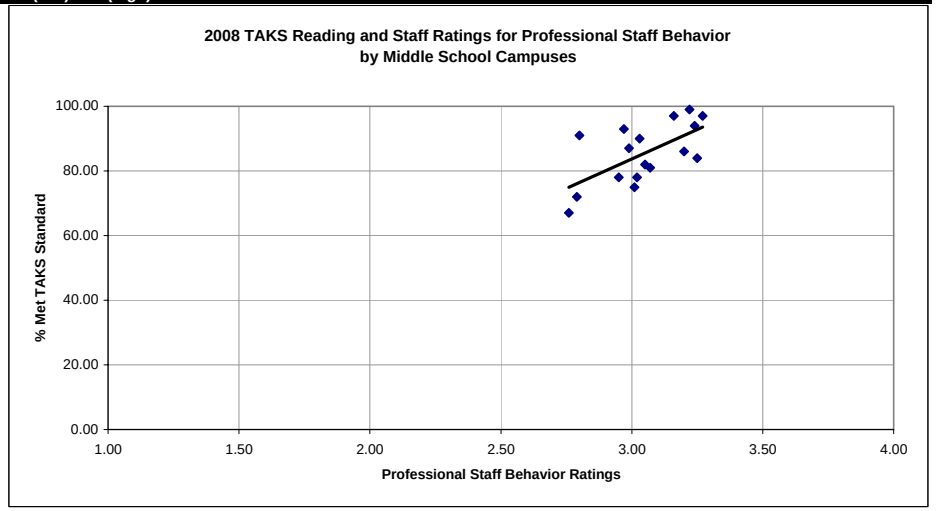
The graphs above reveal a strong relationship between poverty and student performance. It is clear that schools with fewer economically disadvantaged students perform higher on TAKS. As you can see, 2008 data show that TAKS passing rates follow a downward trend for Reading and Math performance across the spectrum of economically disadvantaged student enrollment. One school (Ann Richards) performed much higher in both subjects than would be expected based on the trend, and one school performed much lower in Math than would be expected (Garcia). The graphs above underscore the significant influence of economic disadvantage on student performance.

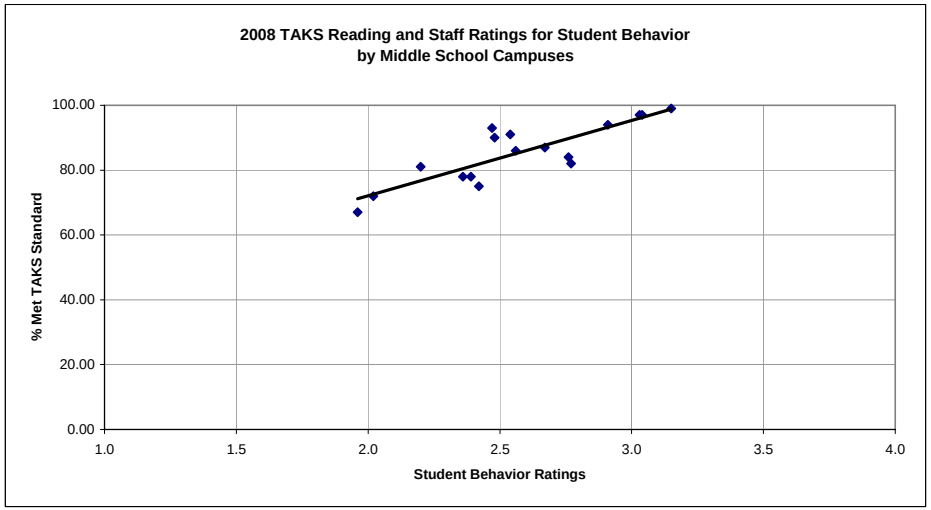
Because school economic disadvantage also is related to additional variables such as teacher retention and teacher experience, this year we have statistically accounted for the influence of economic disadvantage on performance when examining what else matters to achievement. This allows us to consider 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 ratings of school climate, followed by additional factors such as parent satisfaction with schools and student ratings of school climate. Multiple regression analyses indicate that two variables, staff reports of Professional Staff Behavior and Student Behavior, are more important to estimating TAKS performance than Economic Disadvantage or any other factor examined. Together, those variables account for 69% of the variance in both Reading and Math TAKS performance across middle schools. The addition of Parent satisfaction ratings allows us to account for over 78% of the variance in Reading TAKS performance across middle schools. These results emphasize the important role that the school environment plays in academic achievement. District staff will continue 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.

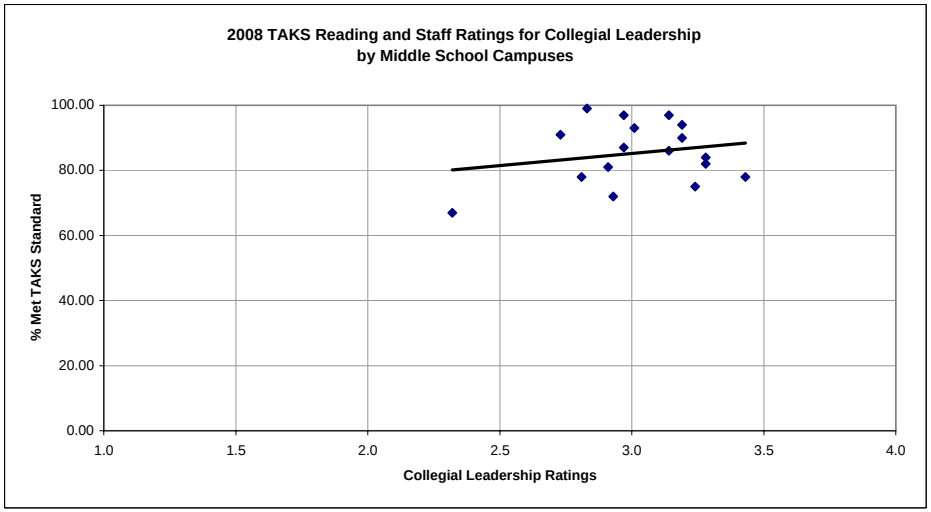
Sources: 2008 T.E.A. Accountabiity Data Tables and Final PEIMS Submission

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









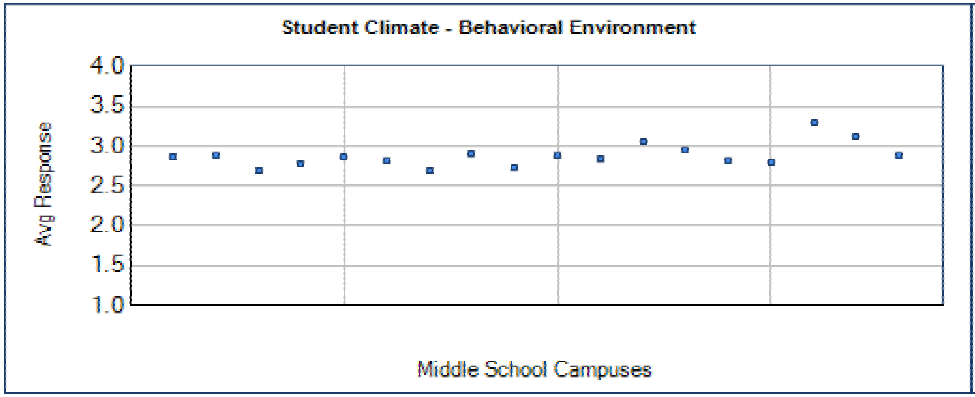
Analysis of Underlying Data:

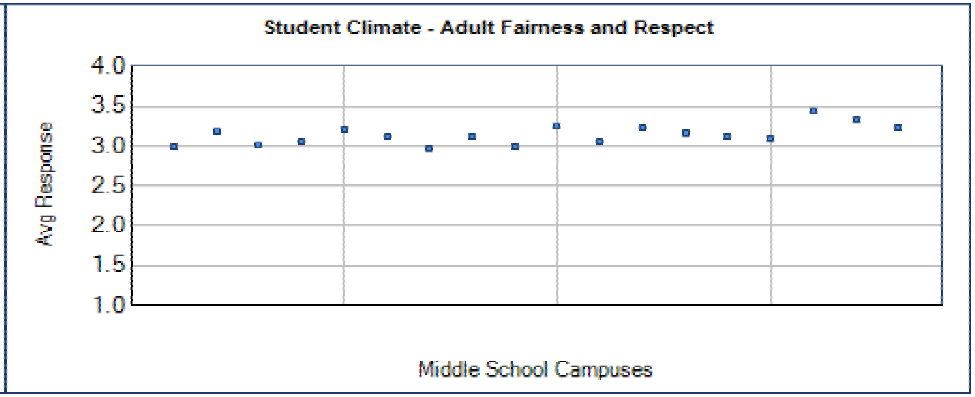
Staff Climate ratings had the strongest relationship with TAKS of all the variables examined for this report. Two climate factors in particular, Professional Staff Behavior and Student Behavior, together account for almost 69% of the variance in Reading and Math TAKS scores across middle schools. Professional 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 2.76 to 3.27, with ratings at Bailey, O.Henry, Bedichek, and Small above 3.20. Ratings for Professional Staff Behavior were below 2.80 at Garcia and Pearce. 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 middle schools with committed, cooperative staff and positive student behavioral environments can overcome economic disadvantage to be high achieving schools. Student Behavior ratings ranged from 1.96 to 3.15, with ratings for Small, Murchison, and Bailey exceeding 3.0. Three campuses had staff ratings at or below 2.20 for Student Behavior (Martin, Garcia, and Pearce).

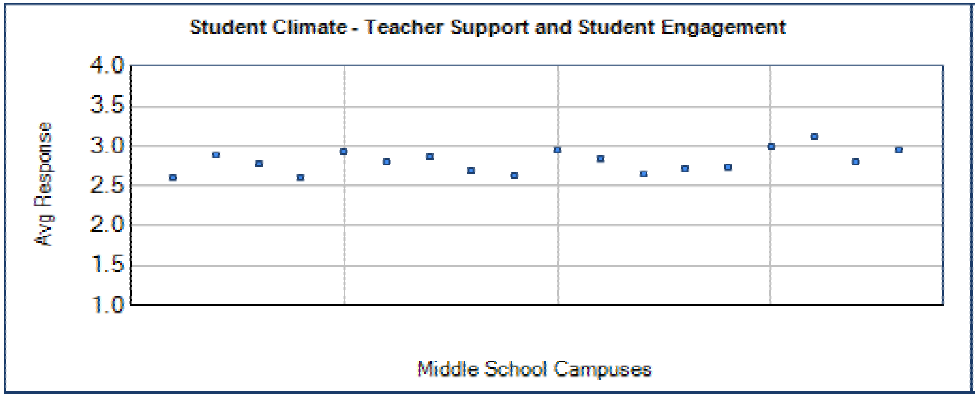
Staff ratings of Collegial Leadership and Achievement Press also were related to TAKS performance. Collegial Leadership ratings, which measure the extent to which staff perceive principals treat teachers and staff with openness, egalitarianism, and friendliness, ranged from 2.32 to 3.43. Collegial Leadership ratings were above 3.20 for four schools (Webb, Bedichek, Dobie, and Burnet) and were below 2.75 for Pearce and Lamar. Achievement Press measures the extent to which staff perceive a combination of staff, students, and parents actively encourage and support high achievement. Achievement Press ratings ranged from 2.18 to 3.11. Three schools had ratings at or above 3.0 (Murchison, Small, and Bailey) and three schools had ratings below 2.30 (Pearce, Garcia, and Martin).

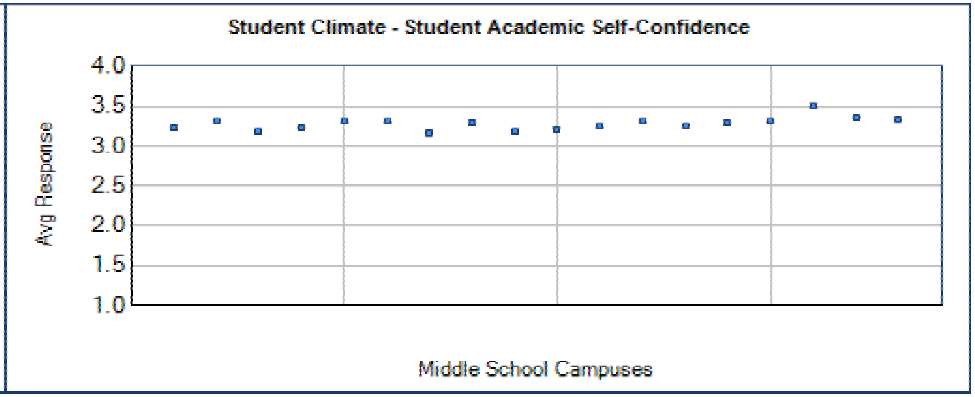
A campus learning environment encompasses a variety of important activities and behaviors that are not easily measured. However, the evidence supports the validity of the Staff Climate Survey as an indication of the extent to which campuses are conducive to student learning. Future analyses will examine 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 Middle School 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 middle schools felt mostly positive about their campus climate. Ratings were highest of all categories (3.27 on a scale from 1 to 4) for Student Academic Self-Confidence, which measures students' motivation and sense of efficacy in their schoolwork. School averages for this dimension varied least among the categories, ranging from 3.15 to 3.51. Ratings were similar for Adult Fairness and Respect, a measure of perceptions of the treatment of students by teachers and other adults on campus. Adult Fairness and Respect received an overall rating of 3.13 across all middle school students, with school averages ranging from 2.97 to 3.45.

Ratings were somewhat less favorable and schools varied most in their average ratings for Behavioral Environment (2.88), 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. Ratings were lowest for Teacher Support & Student Engagement (2.76), 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 teaching. School averages ranged from 2.68 to 3.29 for Behavioral Environment and from 2.60 to 3.11 for Teacher Support and Student Engagement.

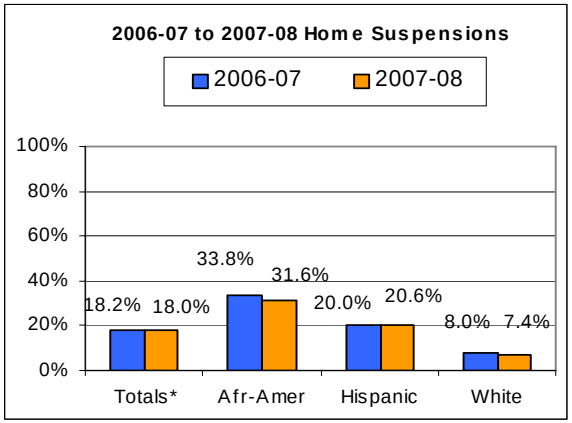
Schools with higher ratings of Student Academic Self-Confidence, Adult Fairness and Respect, and Behavioral Environment ratings were significantly more likely to have higher TAKS performance, particularly in Math and Social Studies.

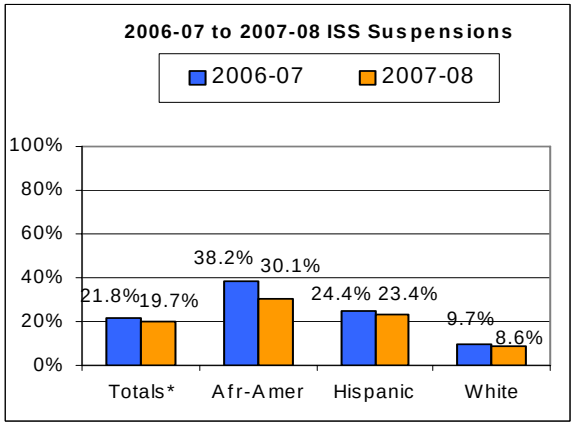
Source: Spring 2008 AISD Student Climate Survey

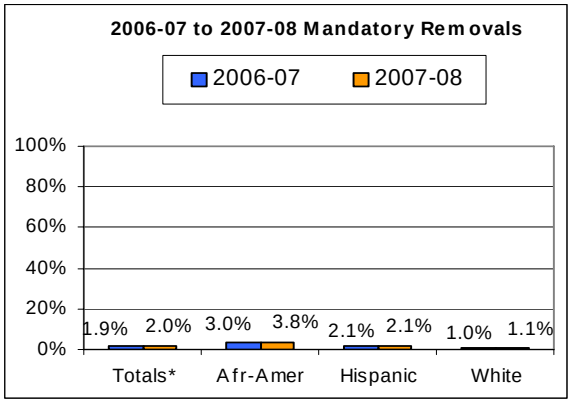
Disciplinary Dispositions within Ethnicities: 2006-07 and 2007-08

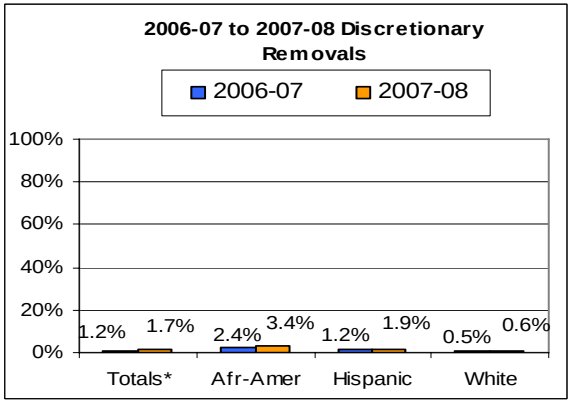
NEW chart for 2008-09

All Middle 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
Totals*	17,738	17,325
Afr-Amer	2,538	2,316
Hispanic	9,801	9,802
White	4,863	4,641

Analyses of Underlying Data Compared with 2006-2007:

The number of students suspended to home in middle school decreased by 122 and the rate decreased by 0.27 percentage points. The greatest percentage of an ethnic group suspended to home for the 2007-08 school year was 31.56 for African American students, but the percentage decreased by 2.21 percentage points.

The number of students assigned to ISS in middle school decreased by 456 and the rate decreased by 2.11 percentage points. The greatest percentage of an ethnic group suspended to home for the 2007-08 school year was 30.15 for African-American students, but the percentage decreased by 8.17 percentage points.

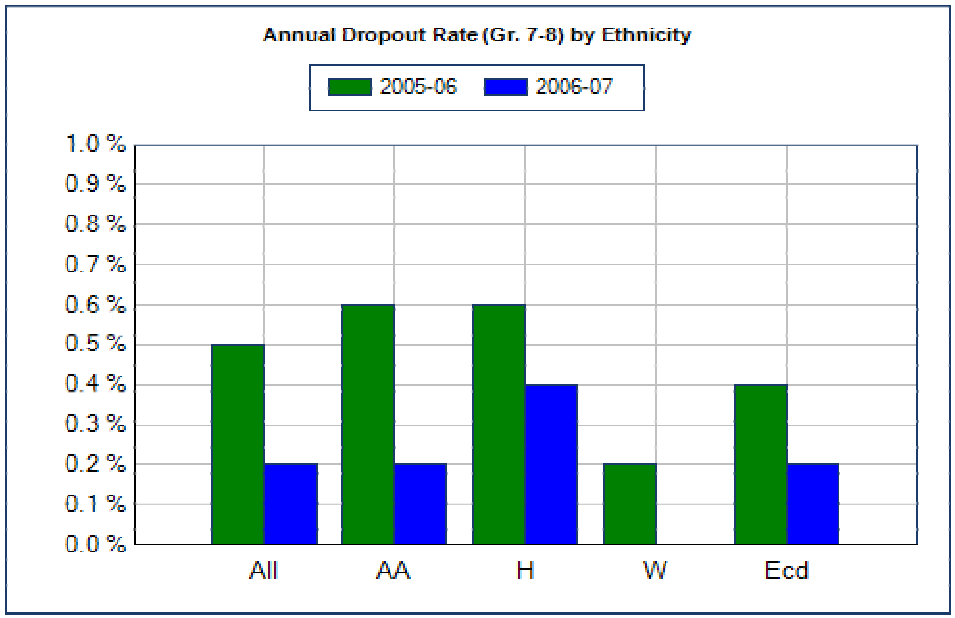
The number of students removed for mandatory reasons in middle school increased by 11 and the rate increased by 0.10 percentage points. The greatest percentage of an ethnic group removed for mandatory reasons for the 2007-08 school year was 3.80 for African American students and the percentage increased 0.77 percentage points.

The number of students removed for discretionary reasons in middle school increased by 92 and the rate increased by 0.56 percentage points. The greatest percentage of an ethnic group removed for discretionary reasons for the 2007-08 school year was 3.41 for African American students and the percentage increased 0.97 percentage points.

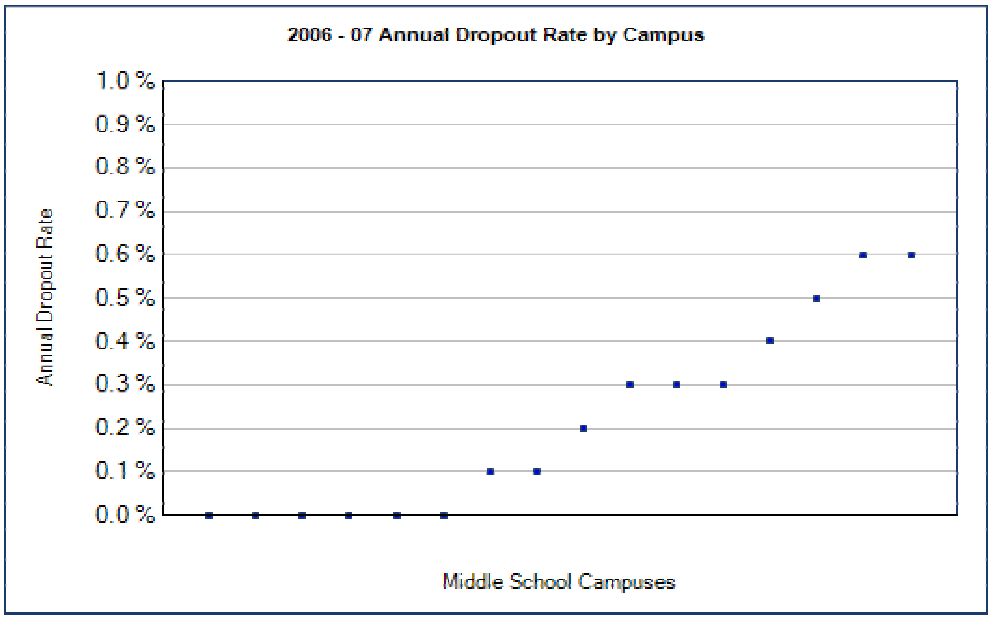
The five most common offenses for which middle school students received disciplinary action in 2007-08 were all discretionary: disruption of educational process, failure to follow instructions, physical aggression against students, fighting/mutual combat, and inappropriate language or gestures to adult. Most recent state data available (2005-06 from the 2006-07 AEIS report) show that AISD continues to remove/expel at a lower rate than the state and at a lower rate than many districts with over 50,000 students.

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.

Annual Dropout Rate by Student Group^



2006 - 07 Middle School Annual Dropout Rate for All Students



Analysis of Underlying Data:

Annual Dropout Rates declined for every student group in 2006-07, dropping to half the rate of 2005-06 (from 0.5% to 0.2% for All students). Rates returned to the level seen in 2004-05 (not shown). The Hispanic dropout rate was highest (0.4%), while the rate for White students was lowest (0.0%) among student groups.

Six middle schools had annual dropout rates of 0% in 2006-07 (Bailey, Covington, Dobie, Murchison, O. Henry, and Paredes), and three schools had rates at or above 0.5% (Webb, Lamar, and Fulmore).

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

Equitable Opportunities and Outcomes

Includes:

Teacher Experience

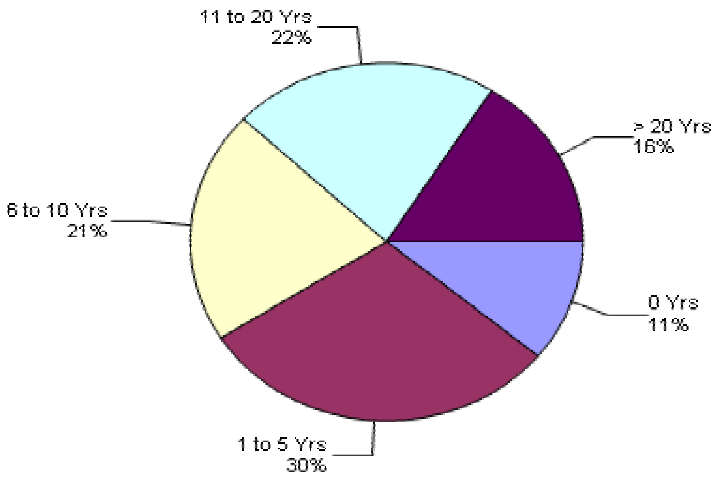
Teacher Retention

Principal Turnover

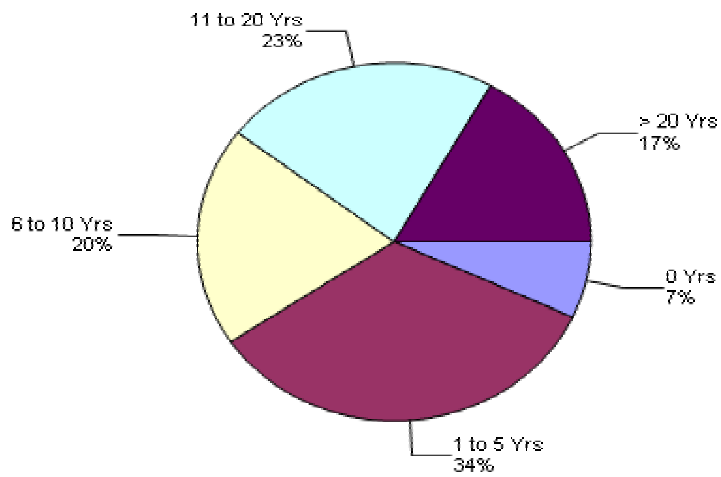
Austin Independent School District

October 27, 2008

2007-08 and 2008-09 Total Teacher Experience by Years - Middle School Campuses



N = 1,158



N = 1,110

Analysis of Underlying Data:

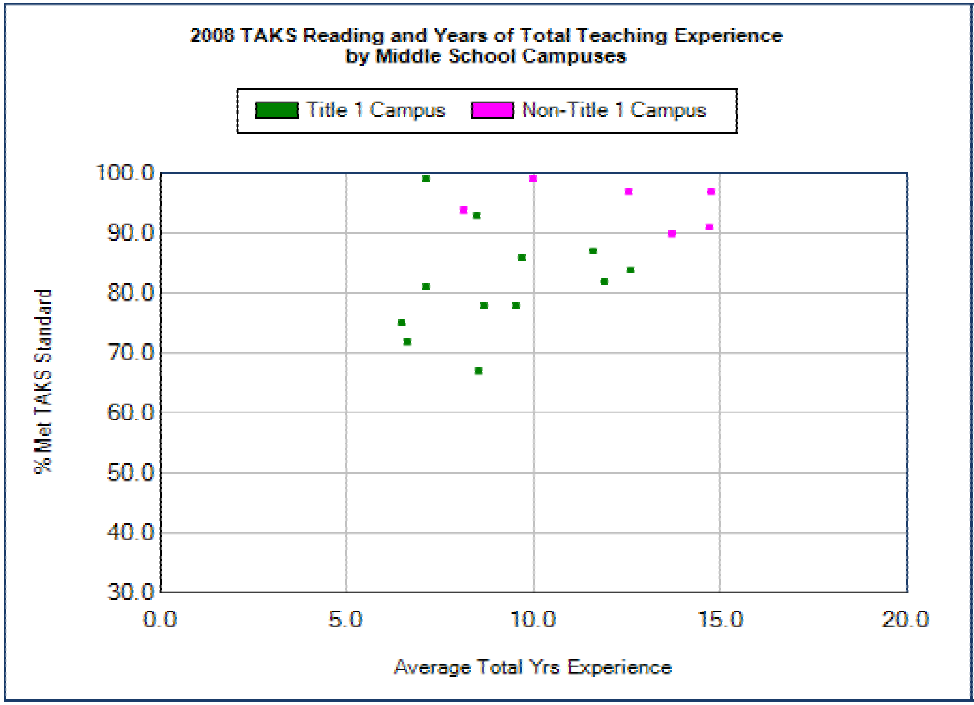
The percentage of middle school teachers having 0 years of experience has decreased from 11% to 7%, continuing a trend over the past few years. Additionally, the percentage of teachers with 1-5 years experience has increased over time, up from 30% in 2007-08 to 34% in 2008-09. This reflects that the newest teachers are remaining with the district and that teachers with experience are being hired to fill vacancies. The percentage of middle school teachers with greater than 5 years experience has increased slightly over the past three years, up from 59% in 2007-08 to 60% in 2008-09.

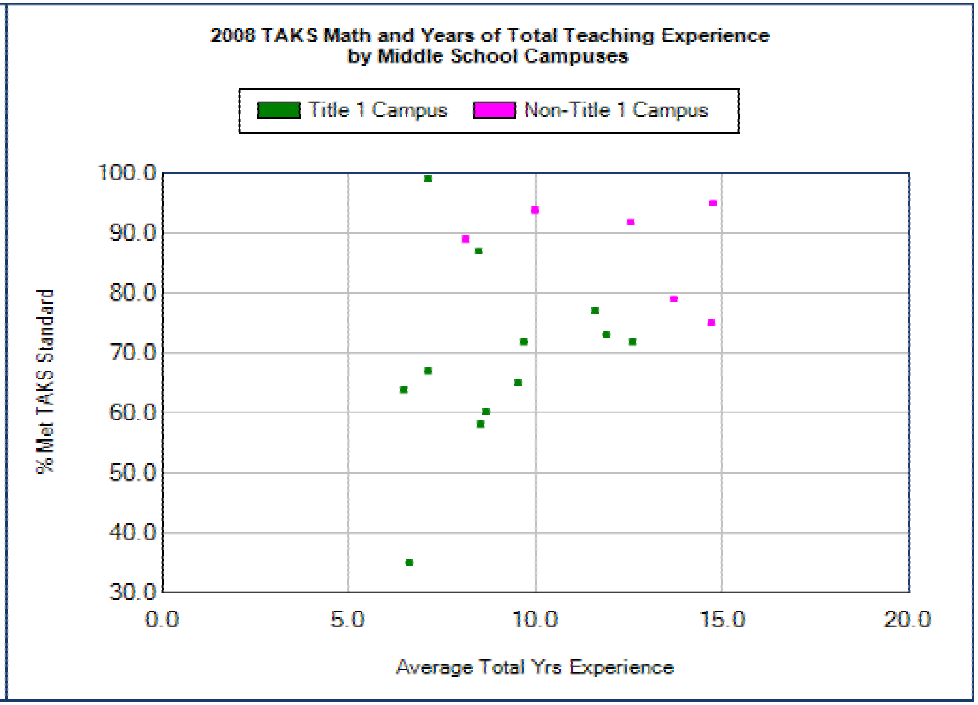
While the overall percentage of novice teachers is low, disparity remains among middle schools. New teachers represent more than approximately 15% of the teachers on three campuses (Kealing, Mendez, and Pearce), while three campuses have either 1 or no beginning teachers this year (Garcia, Small, and Dobie). More than 75% of teachers on three campuses have 0 to 10 years of experience (Martin, Webb, and Garcia). Conversely, three campuses have greater than 60% of teachers with more than 10 years of experience (Small, Lamar, and Covington).

Analyses of AISD middle school TAKS data by teacher suggest little relationship between teacher years of experience and student TAKS performance. However, average teacher tenure on the same campus is moderately related to TAKS performance, suggesting that time together with colleagues can benefit students more so than total years of teaching experience. Future studies will examine the possible relationships between campus tenure, principal tenure, school climate, and student achievement.

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

Relationship Between TAKS Reading and Math Performance* and Teacher Experience





Analysis of Underlying Data:

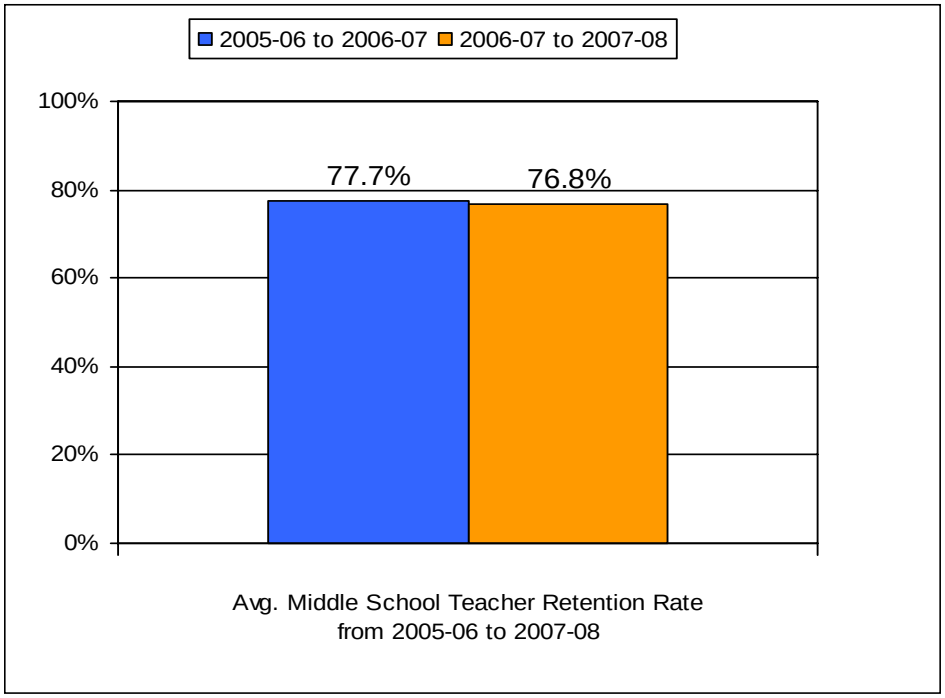
For 2008-09, the average years of experience for teachers in AISD ranges from 6.5 to 14.7, with 4 schools below 8 years of experience on average (Garcia, Martin, Ann Richards, and Webb) and 3 schools above an average of 13 years experience (Covington, Lamar, and Small). However, results suggest that 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.

However, as mentioned on the previous page, average teacher tenure on the same campus is moderately related to TAKS performance, suggesting that time together with colleagues on the same campus can benefit students more so than total years of teaching experience. This relationship is strongest for student performance in Math, Science, and Social Studies. Future studies will examine the possible relationships between campus tenure, principal tenure, school climate, and student achievement.

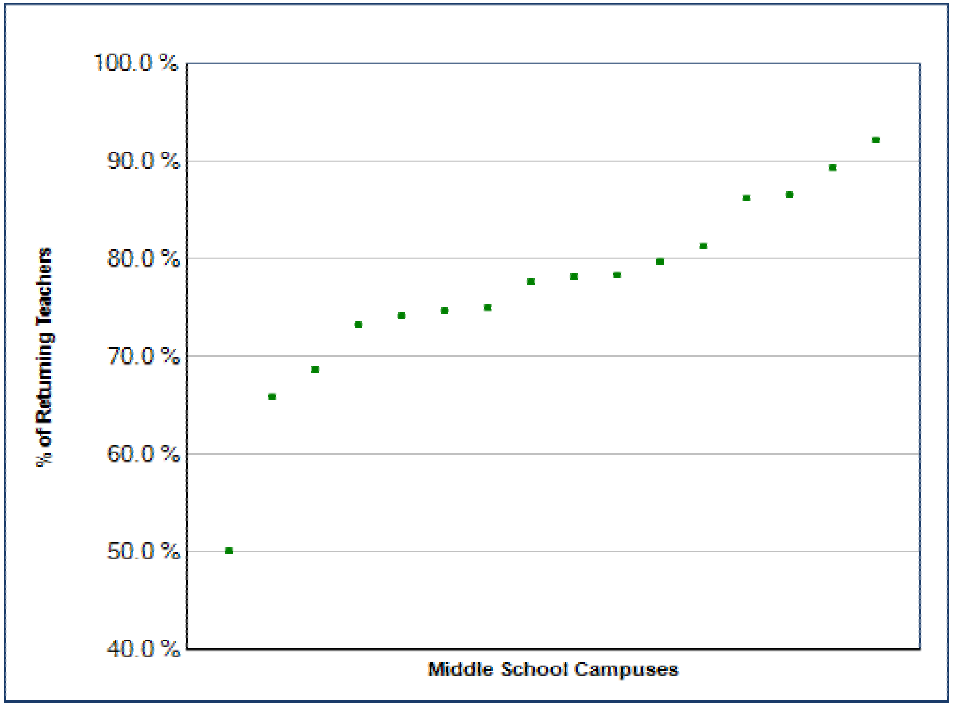
Sources: 2008 T.E.A. Accountability Data Tables; 2008 AISD staff records

* Includes first two administrations at SSI Grades

Avg. Middle School Teacher Retention Rate 2005-06 to 2007-08



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



Analysis of Underlying Data:

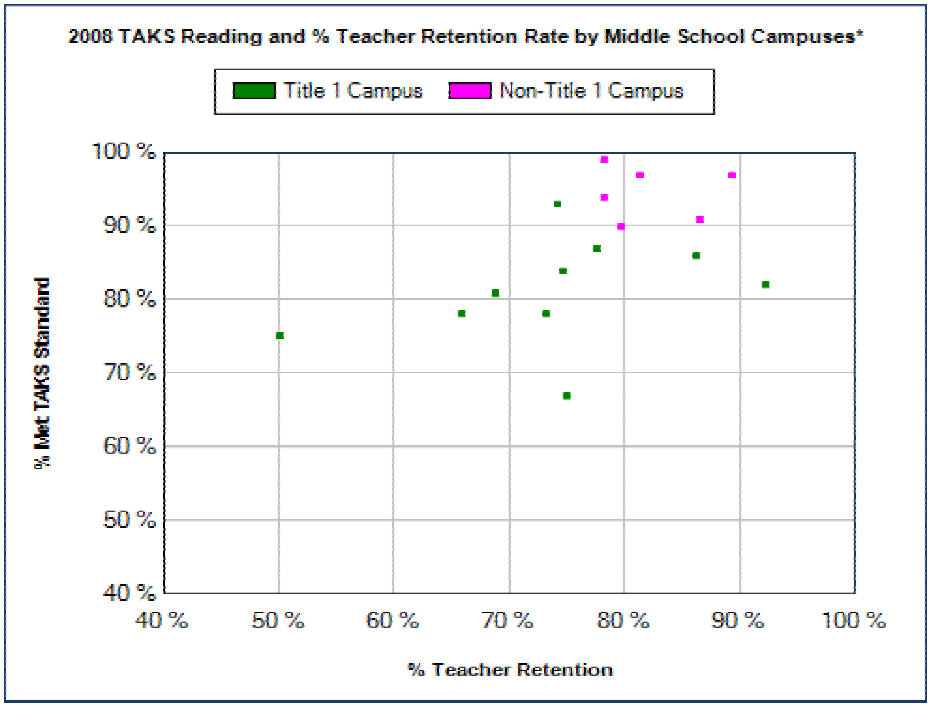
An examination of the data regarding teacher retention at the same campus for the middle school level for 2005-06 to 2006-07 reveals a moderately high one-year retention rate of nearly 77%. Retention decreased about 1 percentage point from the prior year; however, the difference is not statistically significant.

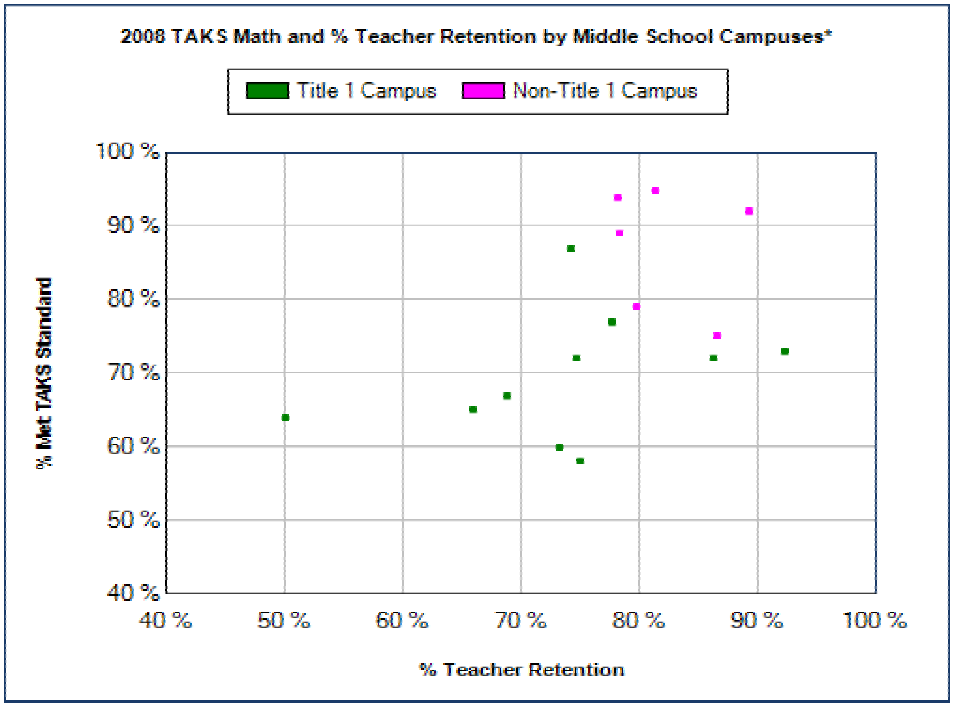
There is considerable variation in retention across individual campuses, with rates ranging from 50% at Webb to over 85% for Fulmore, Lamar, Murchison, and Dobie. There were 3 campuses (Martin, Burnet, and Webb) with retention rates below 70% from 2006-07 to 2007-08. Two campuses (Garcia and Ann Richards) are not included because they were not open for both years of this analysis.

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





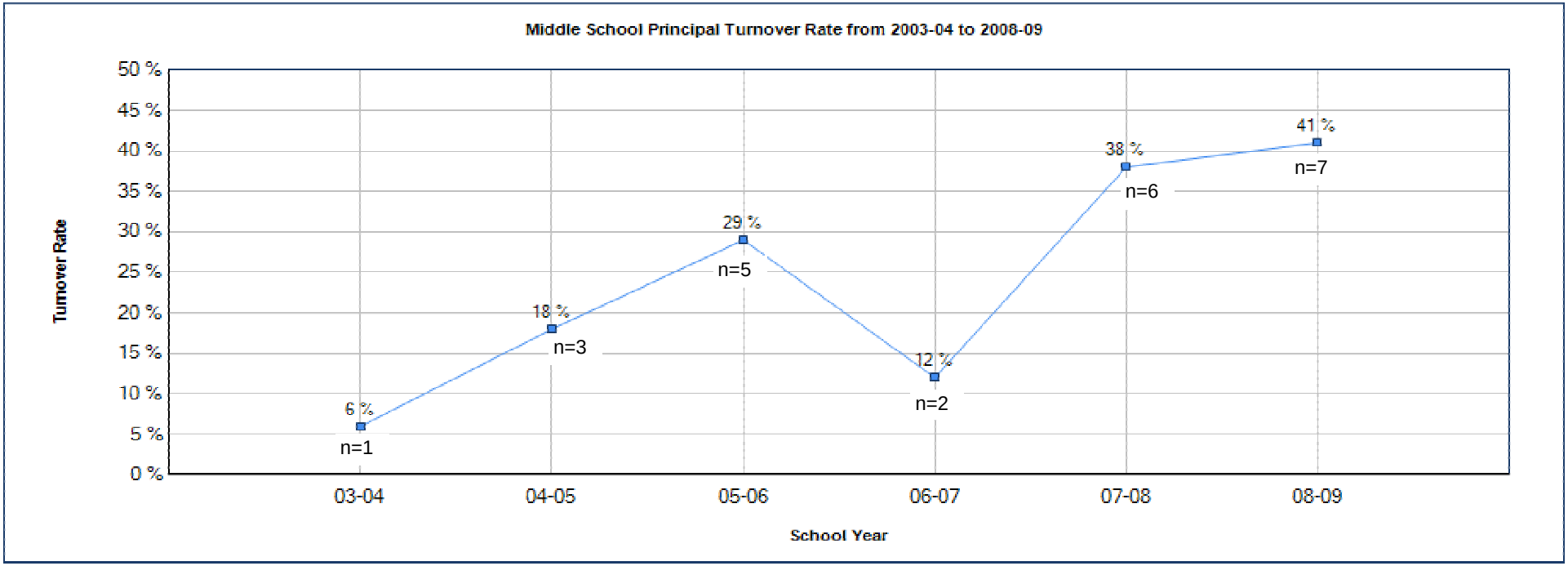
Analysis of Underlying Data:

Teacher retention on the same campus was not related to TAKS performance at middle schools, after controlling for the influence of economic disadvantage. However, future longitudinal analyses 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 leadership, collaboration, and climate may lead to teacher retention. Planned analyses will examine the complex relationships among a variety of factors related to student success. Two campuses (Garcia and Ann Richards) are not included because they were not open for both years of this analysis.

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 Middle School Principal Turnover Rate



Analysis of Underlying Data:

Middle school principal turnover rates have increased since 2003-04, despite a dip in 2006-07. However, some of the apparent turnover in middle school principals can be attributed to the movement of three principals to other leadership roles within the district. Turnover during the six year period ranged from 0 new principals (Bailey, Mendez, and O. Henry) to 3 new principals (Kealing, Murchison, and Paredes) among schools that were open the entire six year period, representing a range in six-year turnover rate of 0% to 50%.

The six-year principal turnover rate was moderately related to academic achievement of middle schools; however, the directionality of this relationship must be considered. 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 facilitate teacher quality and student success.

Source: AISD Human Resources

Appendix

Includes:

District TAKS Performance

District ELL Proficiency

K-12 Promotion

District Attendance Rates

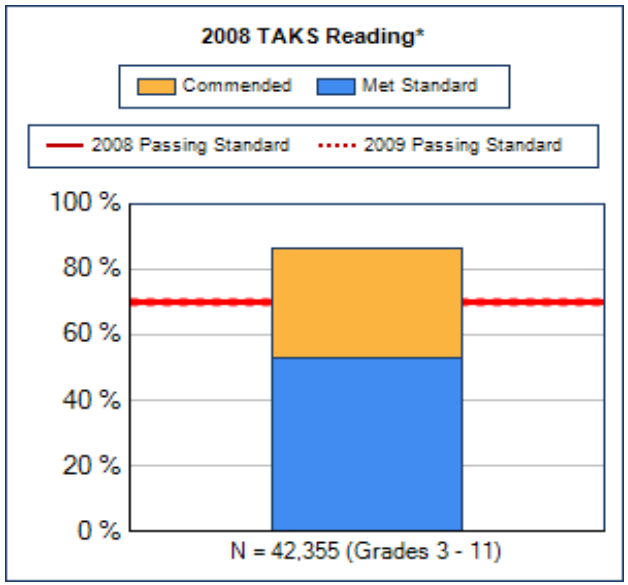
District Disciplinary Rates

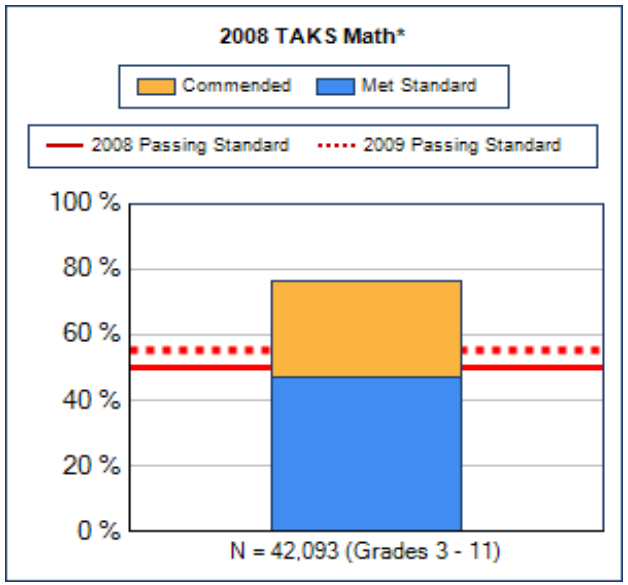
Glossary of Terms

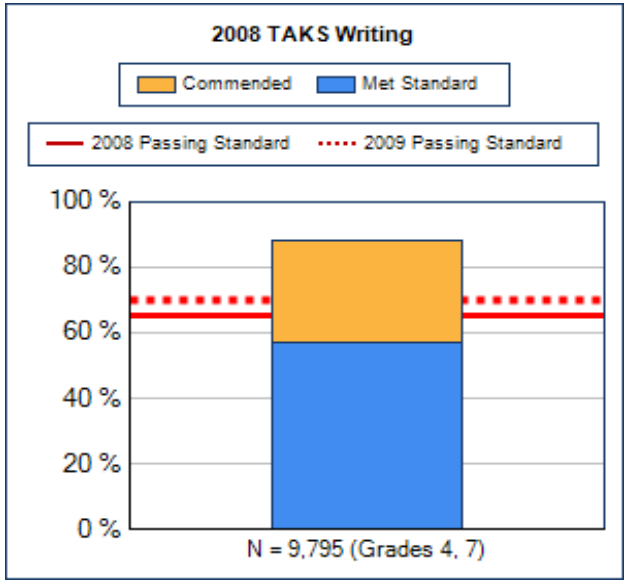
Austin Independent School District

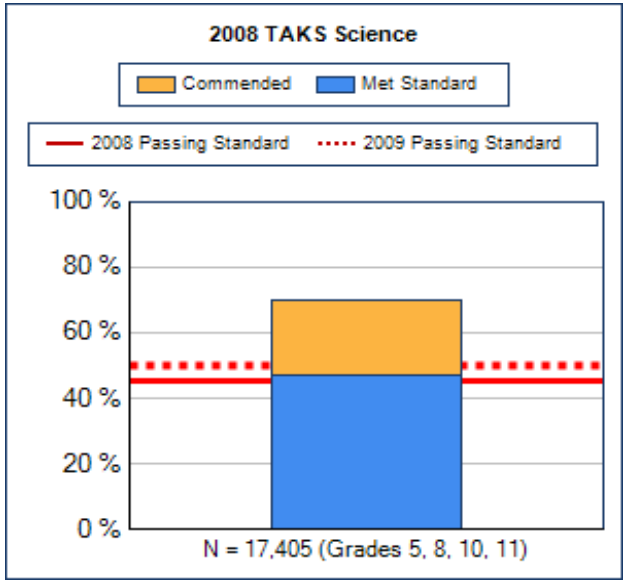
October 27, 2008

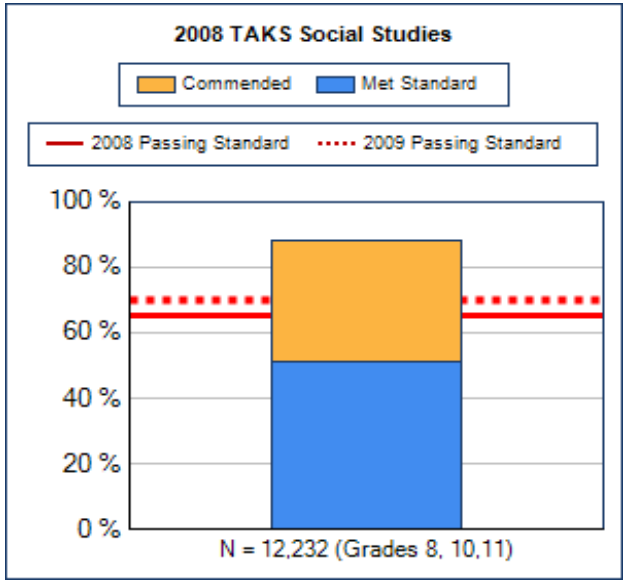
Percent of Students Tested Meeting Standard and Commended Standard









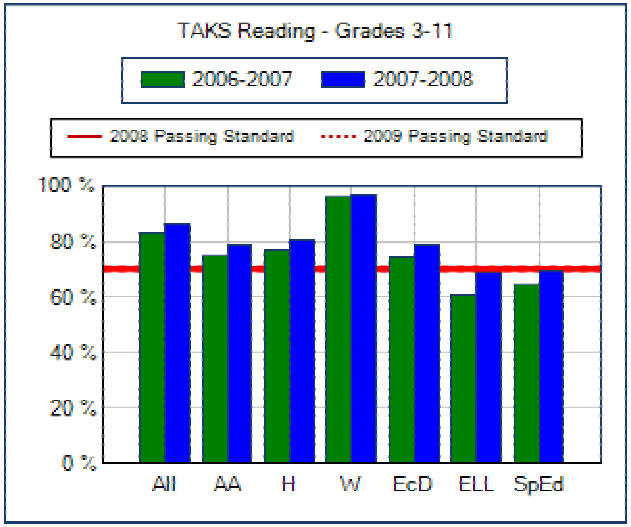


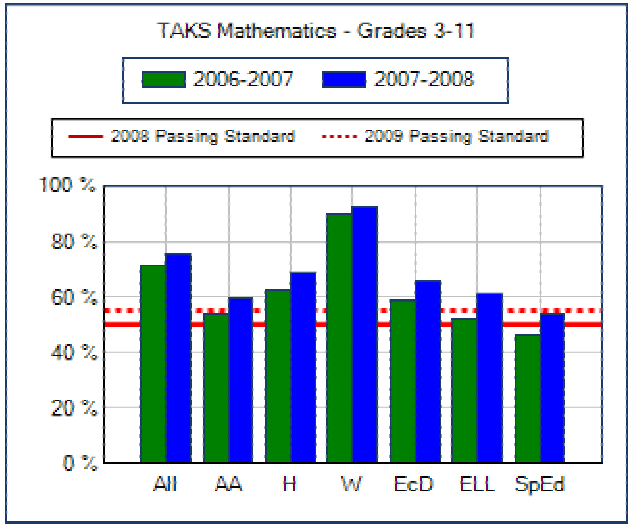
Source: 2008 T.E.A. District Accountability Data Table

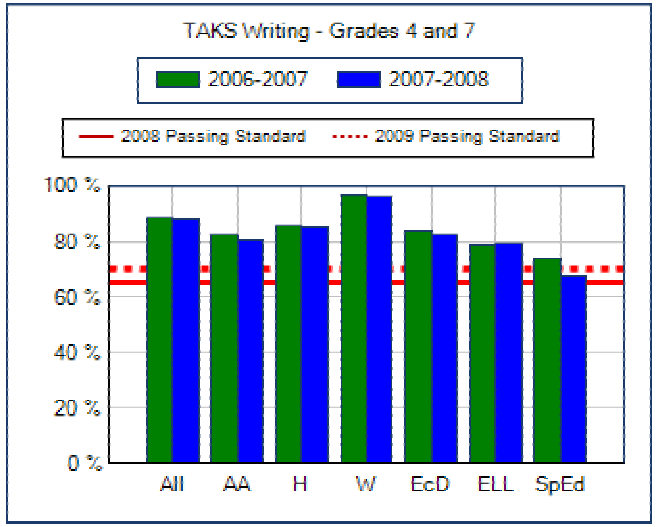
* Includes first two admnistrations at SSI Grades

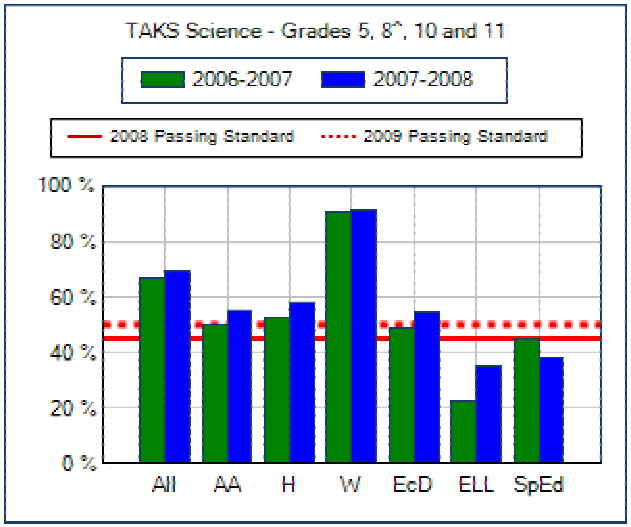
Percent of Students Meeting Standard by Student Group

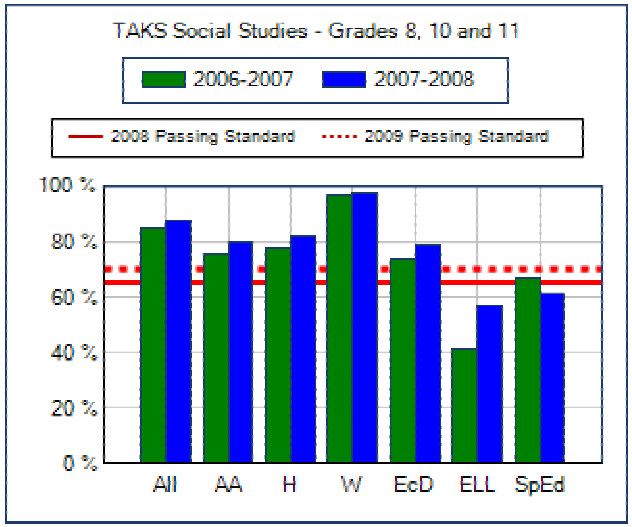
Appendix B









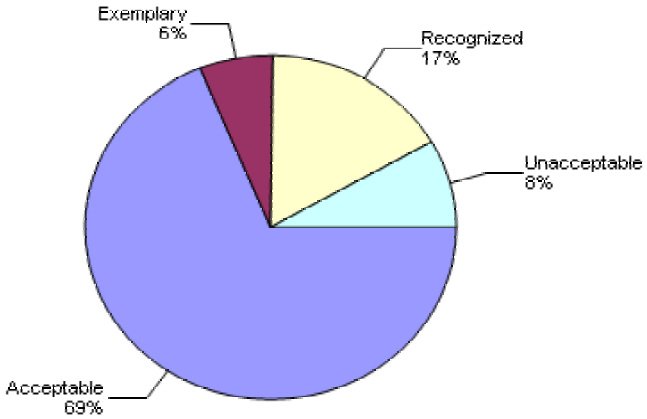


Sources: 2007 and 2008 T.E.A. Accountability Data Tables

* Includes first two administrations at SSI Grades

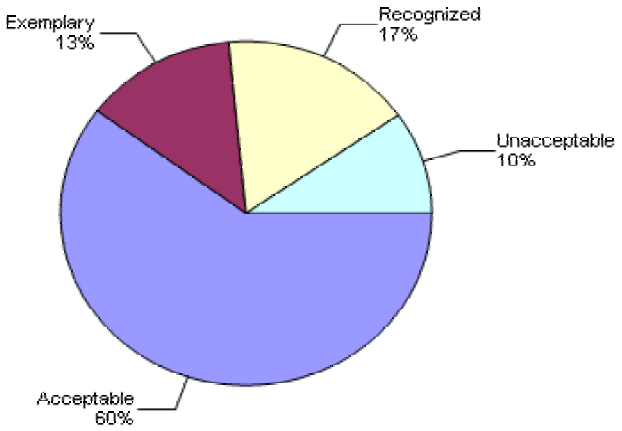
^ 2007 8th Grade Science results are not included because they were not part of the ratings system that year.

2007 Accountability Ratings*



N = 109 campuses
*Includes AEA Campuses

2008 Accountability Ratings*

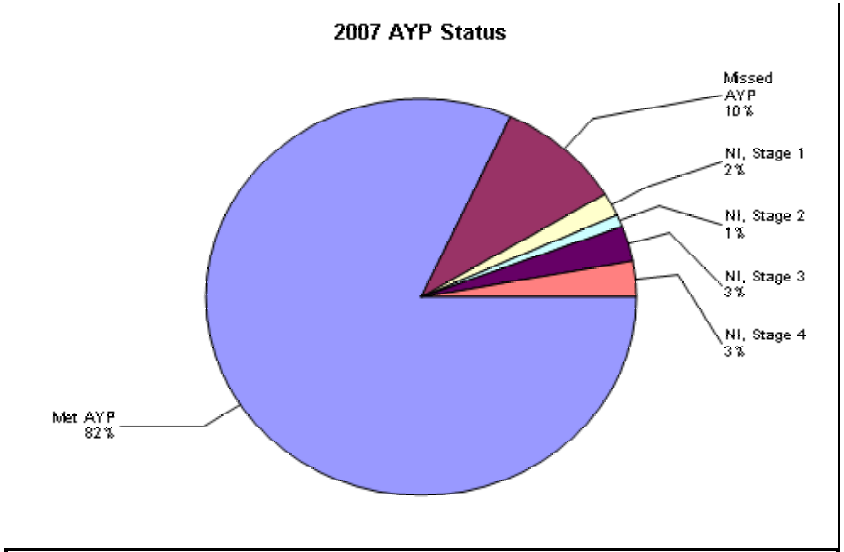


N = 113 campuses
*Includes AEA Campuses

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

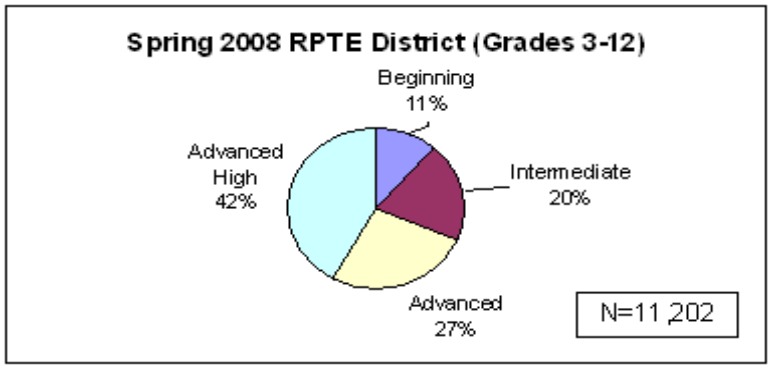


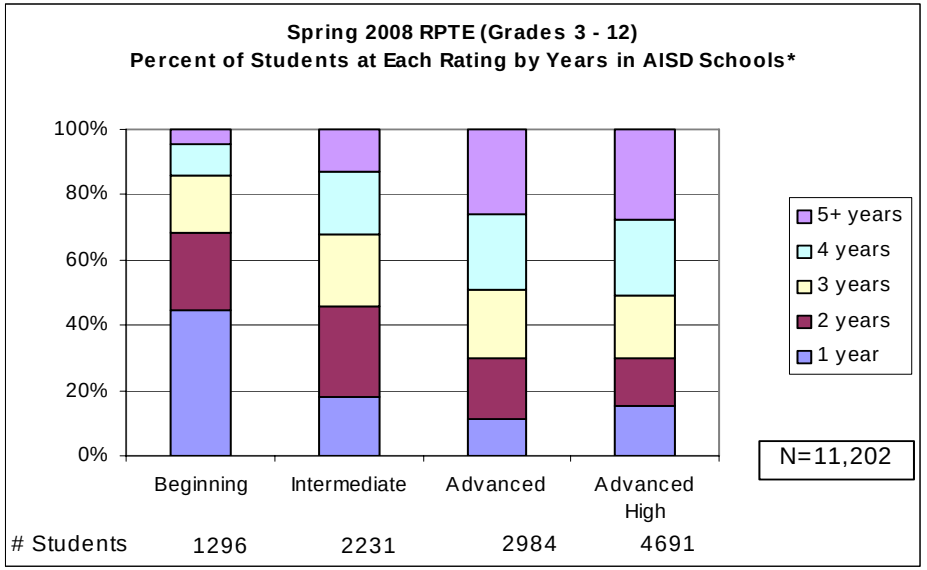
N = 105 campuses

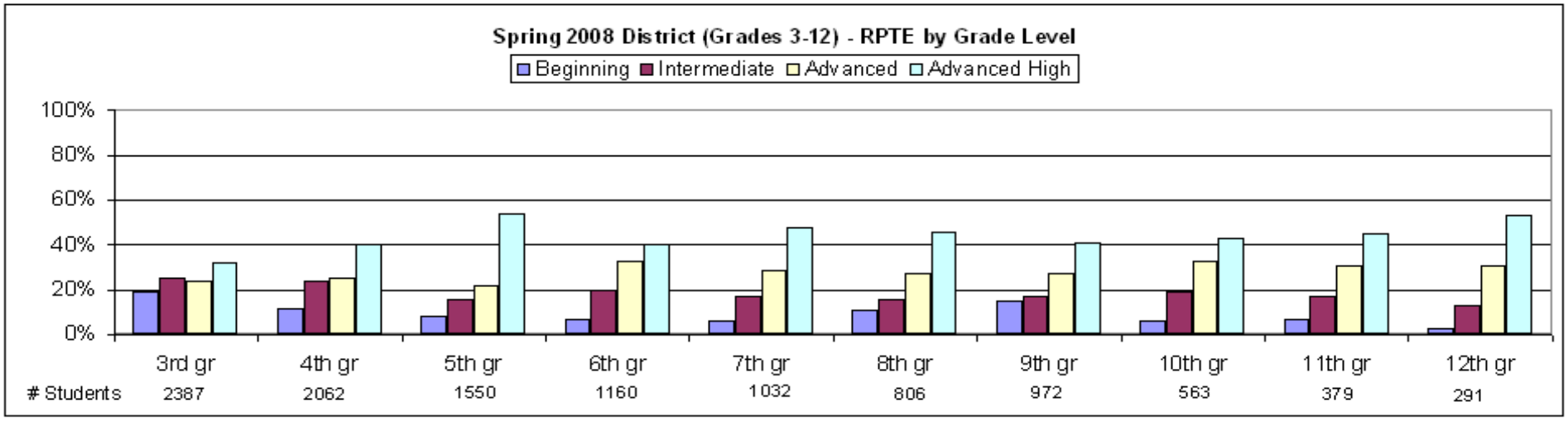
Met AYP - 74:	All Campuses but those listed below. Includes Paredes and Webb who met AYP but continued in NI, Stage 1.		
Missed AYP - 10:	Akins	Austin High	Crockett
	Internat. HS	McCallum	Bedichek
	Pearce	Jordan	Norman
	TCJDC		
Needs Improvement Stage 1 - 4:	Burnet	Fulmore	
Needs Improvement Stage 2 - 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
	Leadership Academy	Phoenix Academy	Rosedale TCJJAEP

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

Appendix E
NEW chart for 2008-09



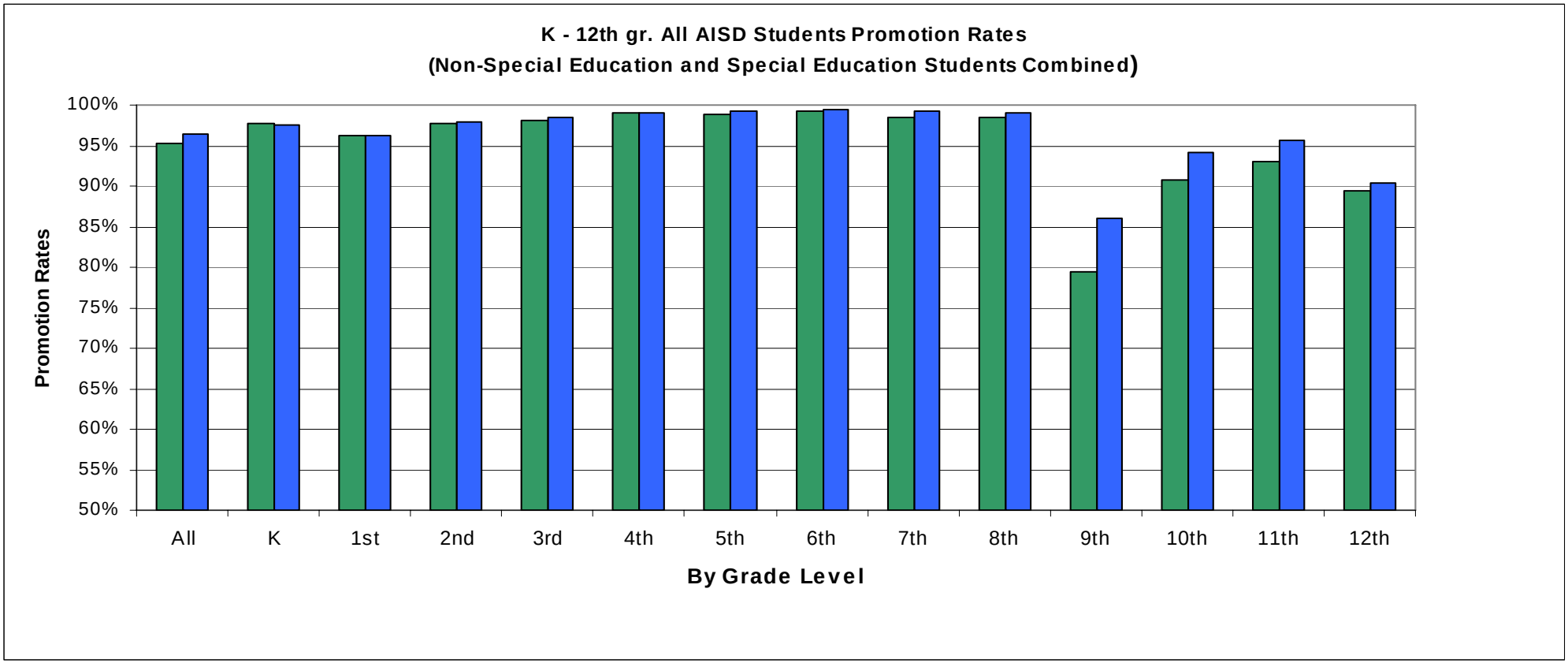




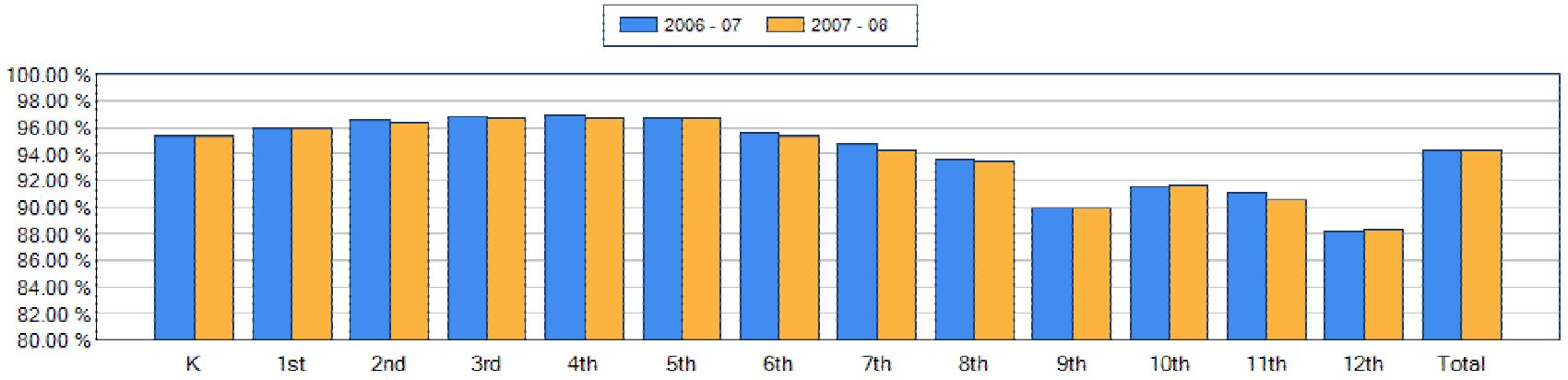
Source: - 2008 T.E.A. TELPAS Summary Reports.
*A partial year of school enrollment in the U.S. counts as one school year for purposes of both TAKS exemption eligibility and TELPAS data collection. Data above have been reconstructed to represent years in AISD schools. Note, however, that schools should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

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

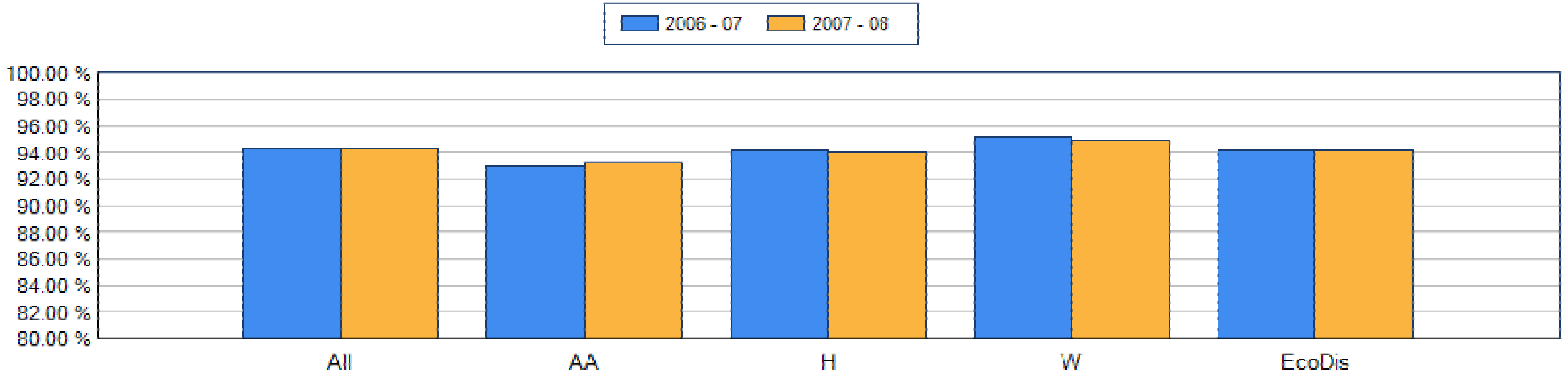
Appendix F
NEW chart for 2008-09



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 %

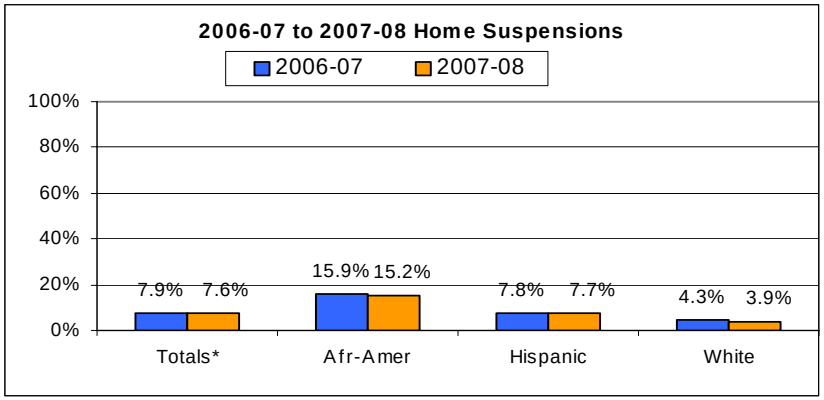


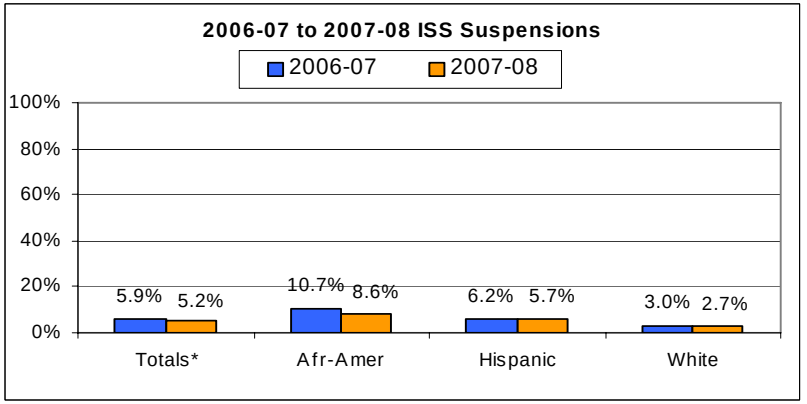
Sources: PEIMS, 2007 and 2008 Totals include all campuses

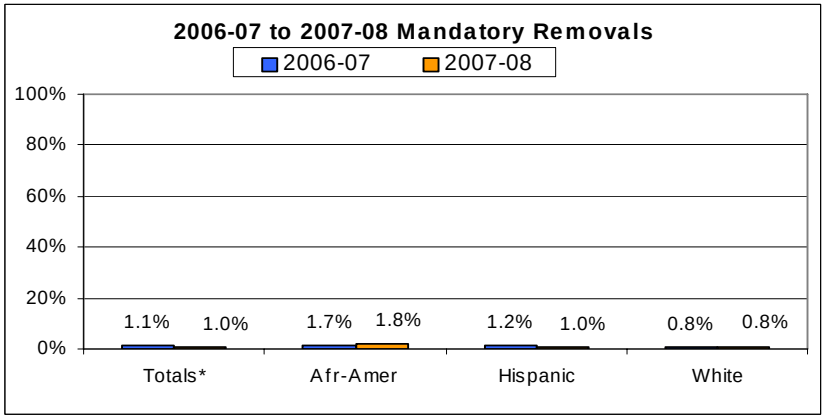
Disciplinary Dispositions within Ethnicities: 2006-07 and 2007-08

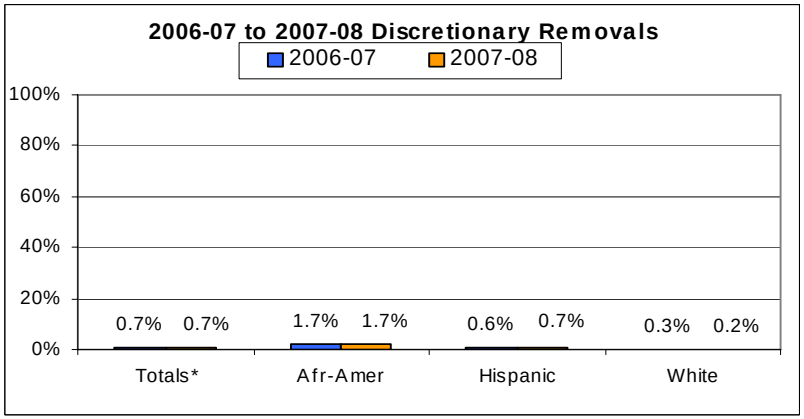
Appendix H
NEW chart for 2008-09

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).

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