Austin Independent School District

MIDDLE SCHOOL LEVEL PERFORMANCE REPORT
SUMMARY OF RESEARCH

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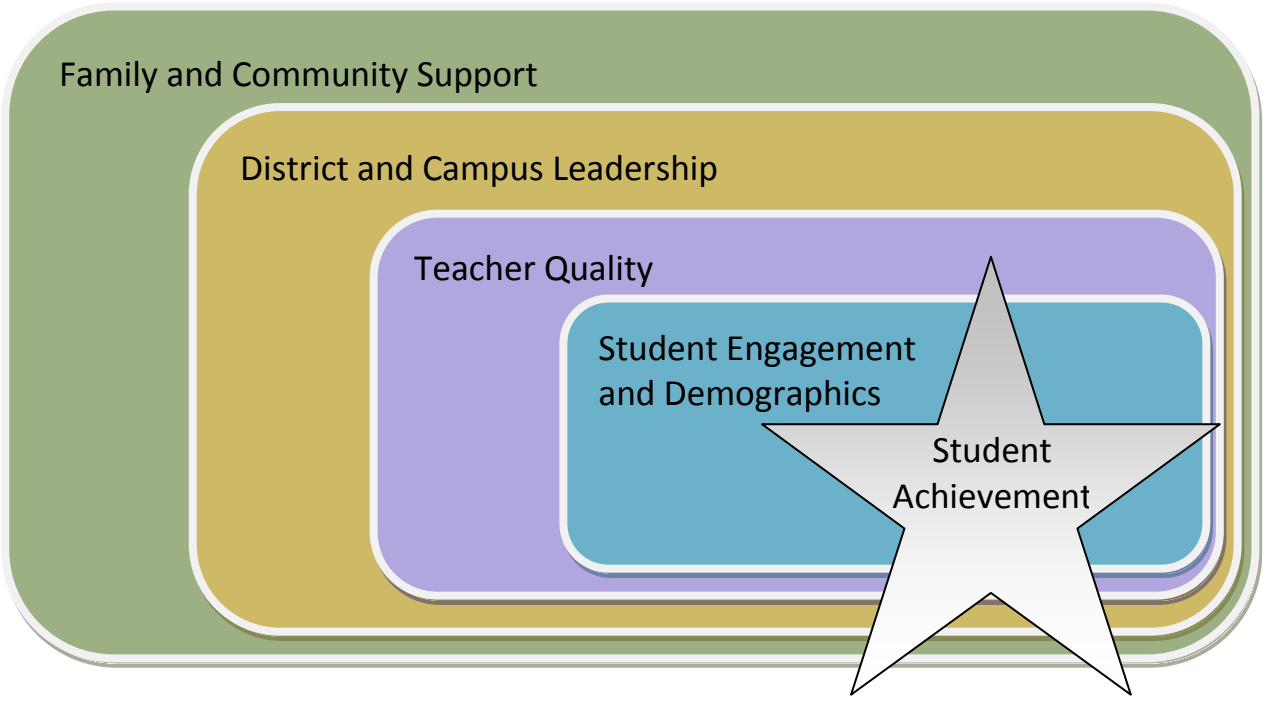
SUMMARY OF RESEARCH

INTRODUCTION

The present report highlights recent analyses and comprehensive strategies that consider and address the interactions among factors related to student achievement across middle schools in AISD (Figure 1). Findings for some analyses are the same as those presented in the High School Level Performance Report because some data were examined for secondary schools combined. Many analyses discussed in this report focus on teachers within schools, examining the factors that best characterize teachers whose students demonstrate strong academic growth. In addition, the report reiterates factors contributing to students' risk of dropping out and discusses the relevance of these findings for middle schools.

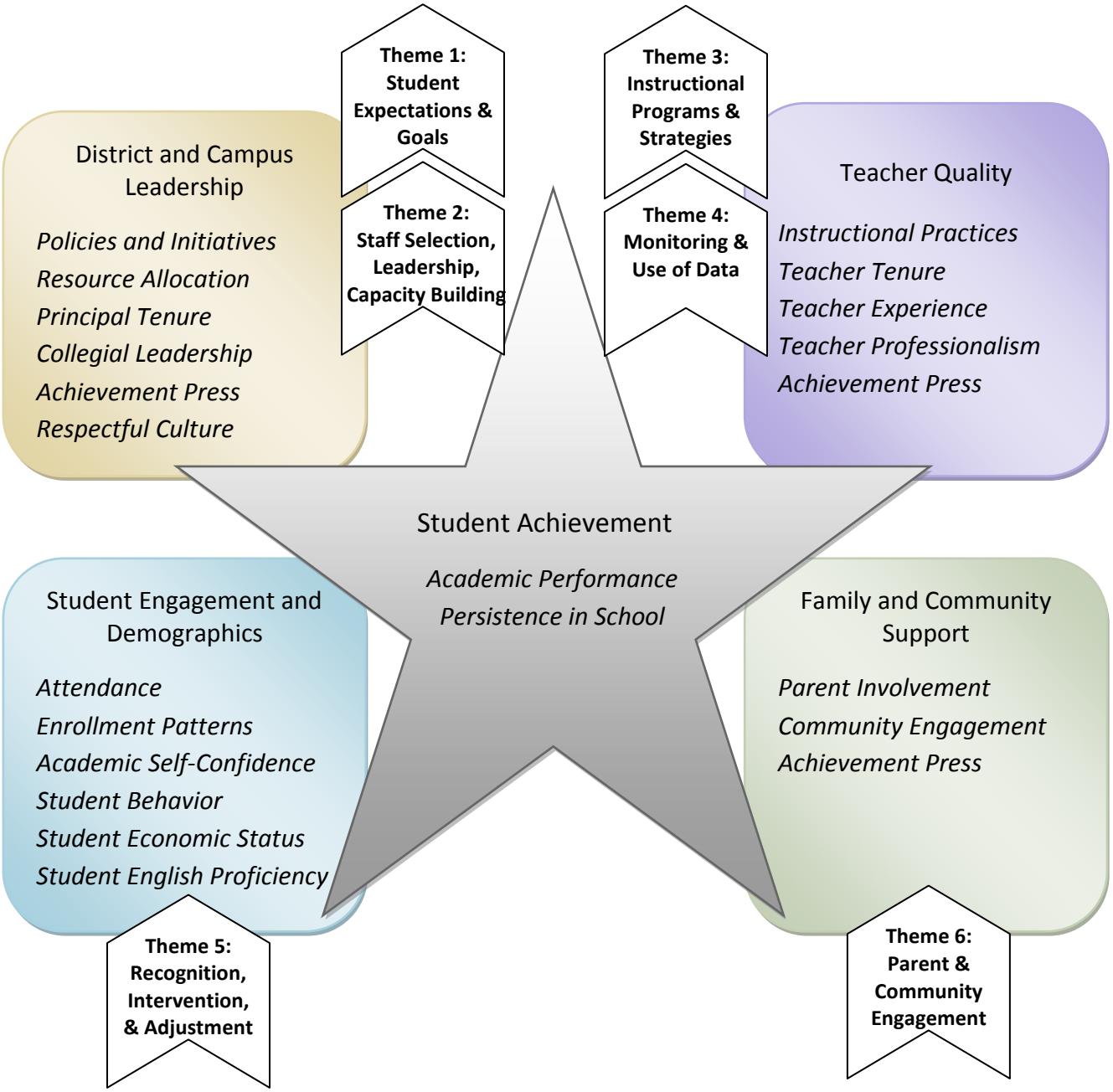
Figure 1. Framework for Academic Achievement in Austin ISD



CONCEPTUAL FRAMEWORK

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

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



RESULTS BY STUDENT ACHIEVEMENT INDICATOR

ACADEMIC PERFORMANCE

The present report discusses performance on TAKS in two ways. First, performance is examined in the traditional manner according to the percentage of students who met the passing standard or achieved Commended status. Next, the analyses incorporate a new methodology of examining student growth from one year to the next on TAKS using the percentage of students performing above and/or below what was predicted from their prior scores (see Glossary for a description of this computation). Student performance on the TAKS Linguistically Accommodated Test (TAKS- LAT) is included in the results.

TAKS Passing Rates. In 2008-2009, middle school student performance on TAKS continued to improve in most areas (Figure 3). The percentage of students meeting the state standards in reading, mathematics, science, and social studies improved for all grades tested. The percentage of students scoring at the Commended level increased for all grades and subject areas with the exception of 6th grade reading.

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

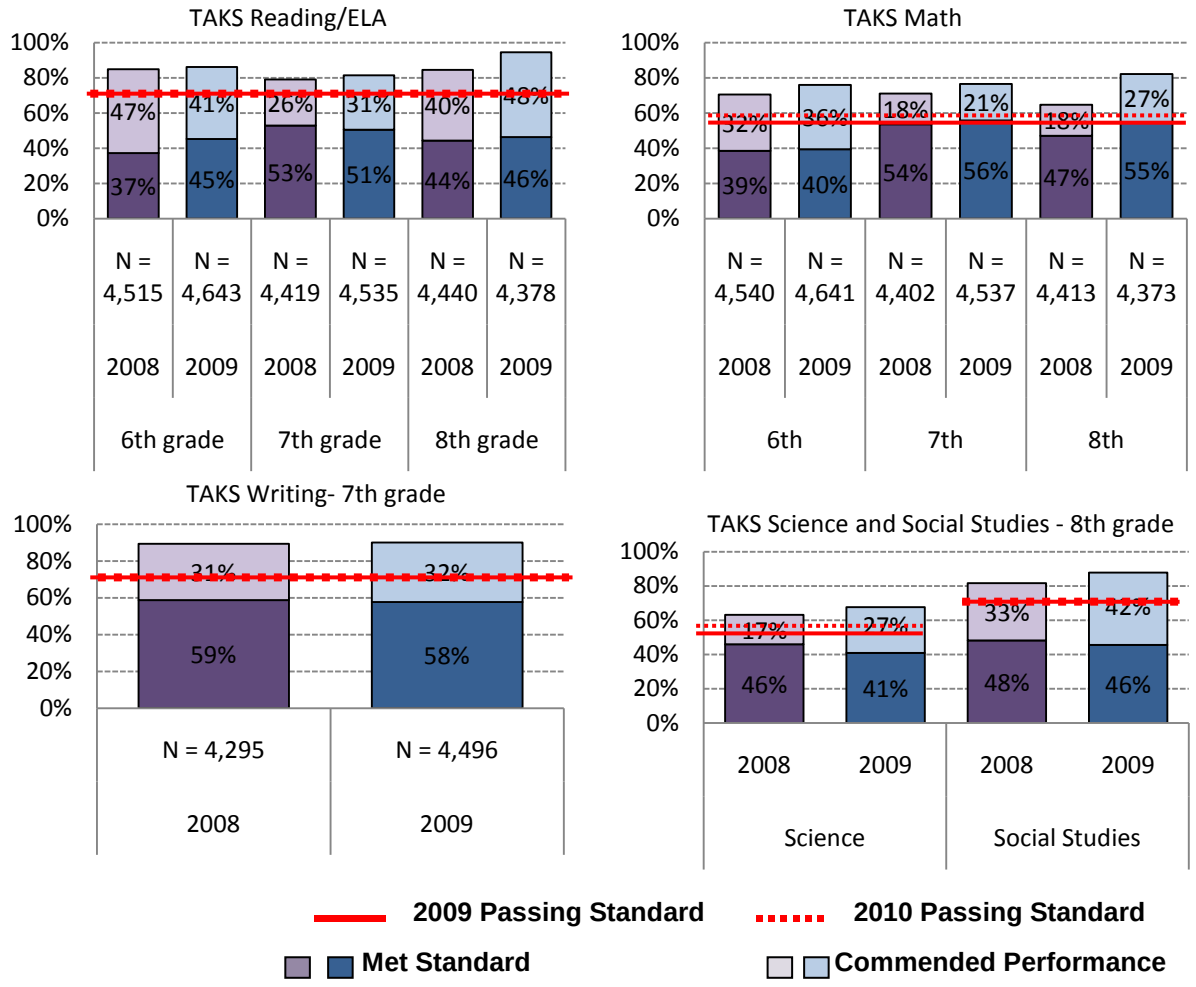
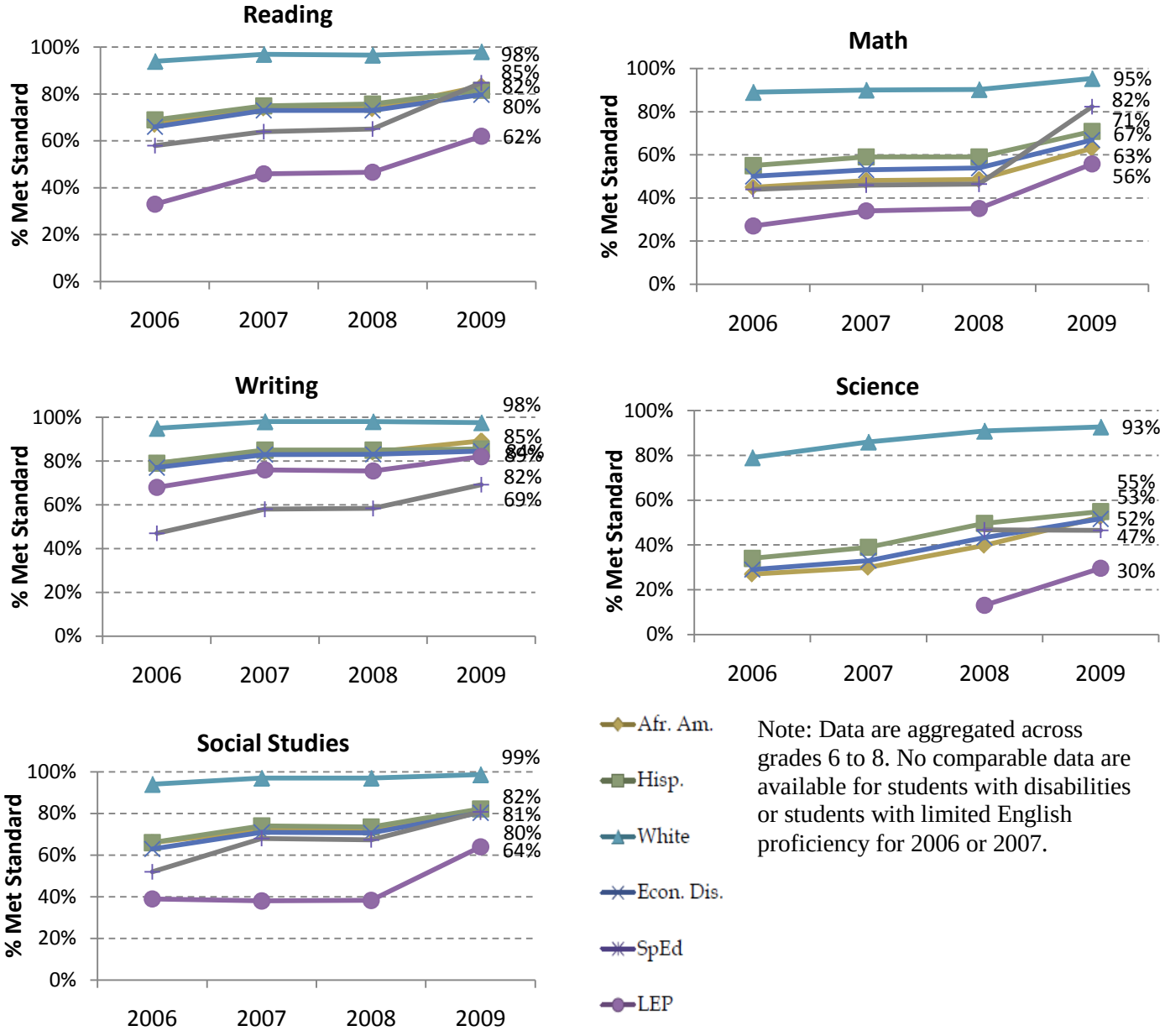


Figure 4. Percentage of Students Meeting TAKS Standard by Student Group, 2006 through 2009



Note: Data are aggregated across grades 6 to 8. No comparable data are available for students with disabilities or students with limited English proficiency for 2006 or 2007.

Performance of all student groups improved with achievement gaps continuing to narrow (Figure 4). In particular, a greater percentage of students with limited English proficiency (ELL) and students with disabilities passed TAKS than ever before, substantially reducing performance gaps compared with prior years.

Accountability Ratings. Table 1 shows the current state and federal accountability ratings for each AISD middle school and describes the gains necessary for each campus to reach the standards for the next highest state rating and meet Adequate Yearly Progress (AYP) in 2009-2010. The required gains are reported only for the lowest performing group. Table 1 only includes data relevant to TAKS.

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

School	2009 State Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Reach Next Level of Rating in 2010*				2009 AYP Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Meet 2010 AYP	
		Reading	Math	Science	Social Studies		Reading (73%)	Math (67%)
To Reach Academically Acceptable								
Garcia	Acad. Unacc.	5 (Hisp)	14 (AA)	26 (Hisp)	13 (Hisp)	Met	20 (LEP)	28 (Sped)
Lamar	Acad. Unacc.	n/a	6 (AA)	12 (AA)		Met	5 (Sped)	16 (Sped)
Martin	Acad. Unacc.	n/a	n/a	13 (Hisp)	n/a	Met	12 (Sped,LEP)	14 (AA)
Mendez	Acad. Unacc.	n/a	19 (AA)	n/a	n/a	Missed	15 (LEP)	28 (AA)
Pearce	Acad. Unacc.	2 (Hisp)	8 (AA)	19 (EconD)	2 (Hisp)	Met	18 (LEP)	10 (LEP)
To Reach Recognized								
Bailey	Acad. Accept.	n/a	2 (EconD)	13 (EconD)	n/a	Met	2 (Sped)	9 (LEP)
Bedichek	Acad. Accept.	n/a	12 (AA)	34 (AA)	n/a	Met	12 (Sped)	10 (LEP)
Burnet	Acad. Accept.	9 (Hisp)	21 (AA)	37 (AA)	12 (Hisp)	Met	15 (LEP)	13 (LEP)
Covington	Acad. Accept.	n/a	11 (AA)	32 (EconD)	n/a	Met	12 (LEP)	17 (LEP)
Dobie	Acad. Accept.	n/a	21 (AA)	34 (Hisp)	11 (Hisp)	Met	8 (Sped)	4 (AA)
Fulmore	Acad. Accept.	n/a	19 (EconD)	32 (AA)	n/a	Met	13 (LEP)	19 (LEP)
Kealing	Acad. Accept.	n/a	16 (AA)	16 (EconD)	2 (EconD)	Met	25 (Sped)	25 (Sped)
Murchison	Acad. Accept.	n/a	3 (EconD)	16 (EconD)	n/a	Met	n/a	6 (Sped)
O.Henry	Acad. Accept.	n/a	9 (EconD)	26 (EconD)	n/a	Met	15 (LEP)	14 (Sped,LEP)
Paredes	Acad. Accept.	1 (AA)	15 (AA)	21 (EconD)	n/a	Met	12 (Sped)	6 (Sped)
Small	Acad. Accept.	n/a	n/a	17 (EconD)	n/a	Met	1 (Sped)	9 (Sped)
Webb	Acad. Accept.	6 (Hisp)	15 (All groups)	18 (All)	1 (All)	Met	11 (LEP)	10 (LEP)
To Reach Exemplary								
Ann Richards	Recog.	n/a	n/a	5 (Hisp)	n/a	Met	12 (Sped, LEP)	7 (Sped)

Gains needed to reach the next level of state accountability ratings are greatest in the areas of science and mathematics, where nearly half of all middle schools must achieve increases of 20 points or more for at least one student group (circled in blue on Table 1). Middle school gains necessary for science are typically greater and the gains necessary for mathematics are typically less than those required at the high school level to achieve the next highest rating category.

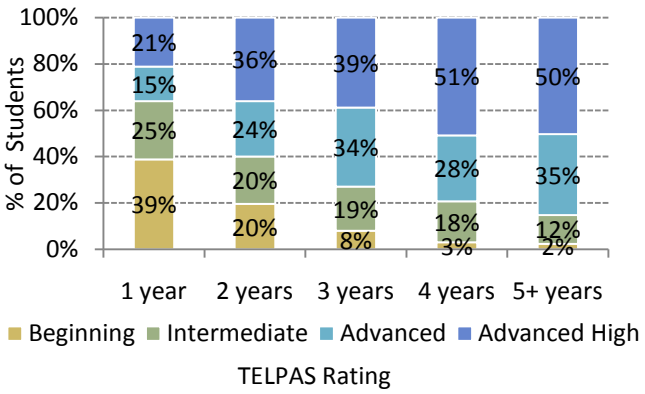
Only one middle school did not meet AYP in 2008-2009. However, to meet AYP in 2009-2010, eleven middle schools must demonstrate double-digit increases for both mathematics and reading in at least one student group (circled in yellow on Table 1).

Greatest gains are necessary among students who are economically disadvantaged, African American, or Hispanic for middle schools to meet the standards for the next highest state accountability rating. To meet AYP, the greatest gains are necessary among students who are English language learners (ELL) or those identified for special education services.

English Language Proficiency and Academic Achievement. Data from the Texas English Language Proficiency Assessment System (TELPAS) provide critical information regarding ELL student progress. Students are more likely to score at the Advanced and Advanced High level the longer they have been enrolled in AISD schools (Figure 5; additional information is available in Appendix A).

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

Figure 5. 2008-2009 TELPAS Results for Middle School Students by Years in AISD

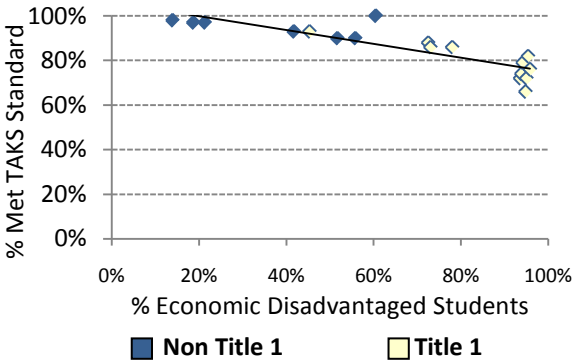


Former ELLs with elementary or secondary entry and exit patterns perform as well as or better than their general education (never ELLs) peers in reading/ELA, math, and science. However, students with extended entry and exit patterns (spanning from elementary to secondary) tend to perform worse on mathematics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

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

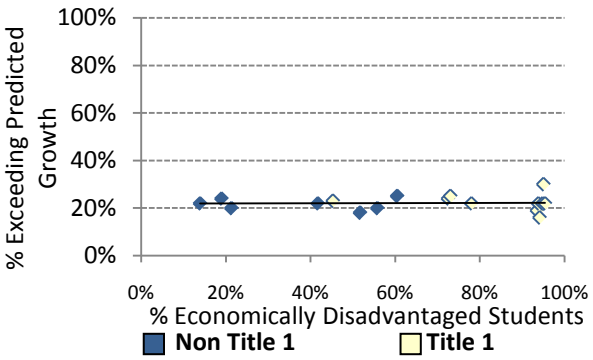
Economic Disadvantage and TAKS. School passing rates on TAKS for every subject are strongly related to the percentage of economically disadvantaged students enrolled (Appendix B; see Figure 6 for an example of this relationship).[1]

Figure 6. Middle School TAKS Reading Passing Percentages by Percentage of Economically Disadvantaged Students Enrolled, 2009



Conversely, an examination of individual student growth from 2008 to 2009 on TAKS indicates that secondary school economic disadvantage is not significantly related to the percentage of students at a school achieving exceptional growth in either reading (Figure 7) or mathematics (Appendix D).

Figure 7. Middle School TAKS Reading Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009

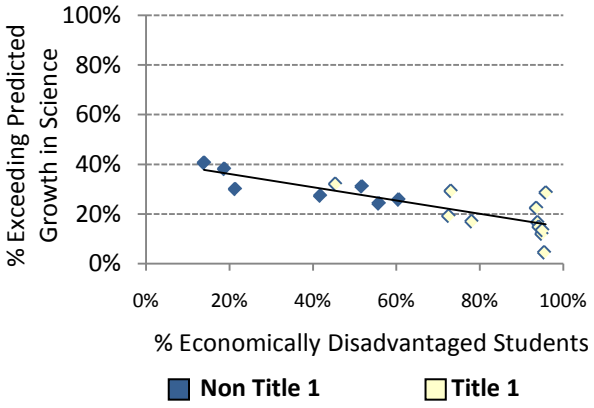


[1] See Appendix C for additional factors related to school passing rates on TAKS.

Students across all secondary AISD schools have an equal chance of achieving growth in reading and math, regardless of the economic disadvantage of the school.

However, student growth from one year to the next on science TAKS was not equal across schools. Specifically, science growth was less likely at schools with high economic disadvantage (Figure 8). This relationship was more apparent at the middle school level than at the high school level.

Figure 8. Middle School TAKS Science Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009



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

Secondary schools that had strong growth in science despite their high economic disadvantage (which include Webb, Paredes

and Fulmore) had greater staff and student ratings of the behavioral environment in their school than did their equally high poverty secondary school counterparts (e.g., Dobie).

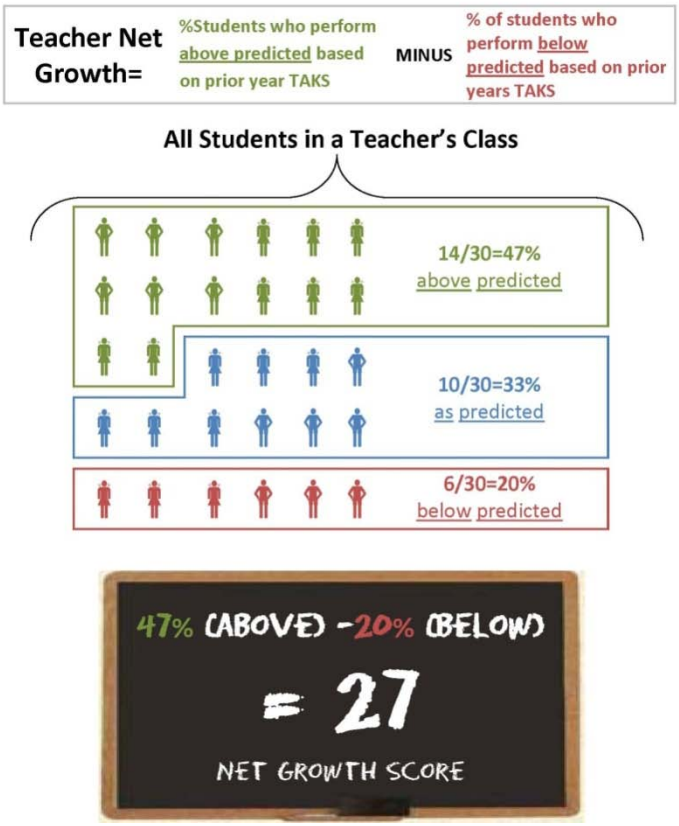
> Secondary campuses are more likely to overcome the relationship between poverty and science achievement if they have more positive student behavioral environments.

The analyses described above examine student growth at the school-wide level; however, district efforts to address teacher quality both across and within schools led to additional analyses that provide new information about characteristics of successful teachers.

Student Growth by Teacher. Data examining the academic growth of students by teacher suggest that most middle school teachers had similar numbers of students achieving above and below predictions (based on the students' prior performance) for a net growth score near zero – i.e., percentage of students above predicted scores minus percentage of students below predicted scores).

However, some middle school teachers had far more students exceeding their predicted scores than falling below, for a substantial positive net growth (Figure 9). Conversely, some had far more students achieving below predictions than above, representing a substantial negative net growth. District staff continue to examine these data to ensure equity across all schools.

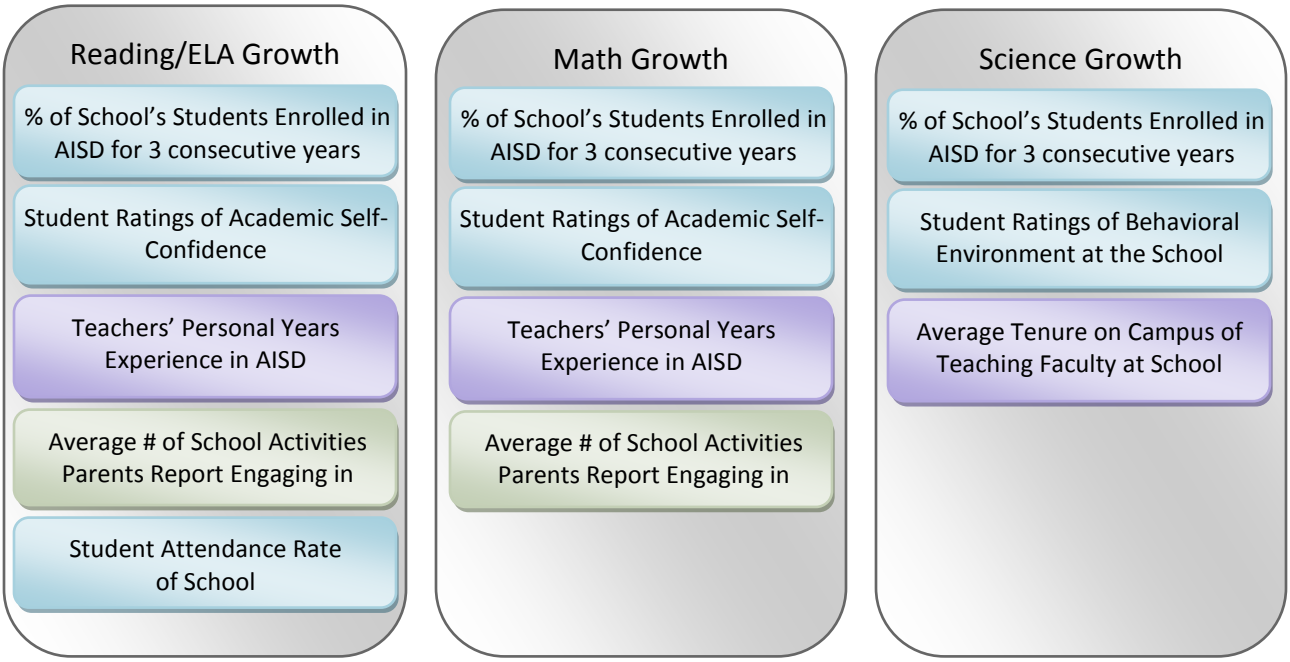
Figure 9. Example of Net Growth Computation for Teachers



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

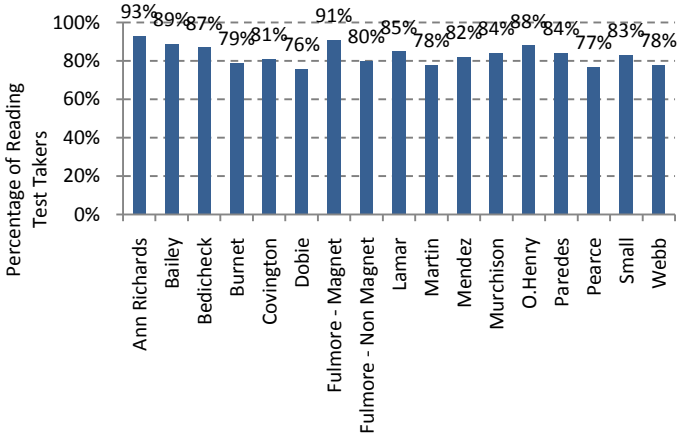
Teacher Growth HLM Results. While the intent was to focus on teacher factors, a combination of family and community support, school, teacher, and student factors can best predict teacher success in each subject area. Although not every potentially influential factor could be measured for this study, those that were measured (see Appendix E for a description of these analyses) did include some factors that, in combination, are significantly related to teacher success in each subject area (Figure 10). Other factors may be significantly related by themselves, but not when combined with those presented in Figure 10.

Figure 10. HLM Results of Factors Most Related to Student Growth for Secondary Level Teachers of Reading/ELA, Mathematics, and Science



Enrollment Over Time. The one common factor related to student growth among secondary teachers in reading/ELA, mathematics, and science is the percentage of students tested who have been in AISD for the past three consecutive years. For example, across middle schools, the percentages of students enrolled for three consecutive years ranged from 76% to 93% for students tested in reading (Figure 11).

Figure 11. Percentage of Students in AISD for 3 Consecutive Years, by Middle School



This factor also was related to the districtwide percentages of students meeting the standard on TAKS. Passing rates for students in AISD for three consecutive years outpaced those of other students at every grade for every student group (Figure 12). Performance differences were more dramatic in mathematics than reading, and the largest differences were between student groups in the 8th grade. Gaps were greatest between the three-year cohort and other students for Black, Hispanic, White, Economically Disadvantaged, and students with disabilities (circled below).

Figure 12. 2009 TAKS Mathematics Passing Percentages for Students in AISD for 3 Years and Students Not in AISD for 3 Years

		Grade					
		6		7		8	
		In AISD 3 Years	Not in AISD 3 Years	In AISD 3 Years	Not in AISD 3 Years	In AISD 3 Years	Not in AISD 3 Years
All Students		76%	86%	76%	69%	87%	74%
	N	4,278	808	4,269	712	3,900	994
Ethnicity	**Nat Am**	87%	*	85%	100%	92%	*
	(N)	(15)		(10)	(9)	(12)	
	Asian	94%	89%	98%	93%	>99%	91%
	(N)	(138)	(44)	(125)	(29)	(103)	(34)
	Black	68%	54%	59%	49%	76%	65%
	(N)	(438)	(134)	(494)	(109)	(427)	(170)
	Hispanic	68%	62%	69%	63%	93%	71%
	(N)	(2,524)	(418)	(2,393)	(372)	(1,534)	(423)
	White	94%	83%	93%	86%	98%	89%
	(N)	(1,163)	(209)	(1,247)	(196)	(1,224)	(204)
Other Groups	**LEP**	58%	52%	83%	53%	68%	65%
	(N)	(958)	(165)	(720)	(165)	(525)	(257)
	Econ Dis	66%	58%	65%	59%	80%	70%
	(N)	(2,614)	(512)	(2,516)	(453)	(2,141)	(699)
	Spec Ed	65%	55%	63%	64%	86%	71%
	(N)	(335)	(173)	(446)	(96)	(219)	(364)

Source. AISD TAKS records, 2007 to 2009

Note. *cell sizes with 5 or fewer students have been masked; see Appendix F for reading cohort data.

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

Middle school parents reported participating in an average of between 1 and 6 activities at their child's school during 2008-2009.

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

As might be expected, students also contribute significantly to their own success. Teachers at schools where students have high academic self-confidence also have stronger student growth in reading and mathematics, suggesting that students who *feel* well-prepared and successful in school actually *are*, and that students who say they try hard actually do.

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

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

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

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

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

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

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

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

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

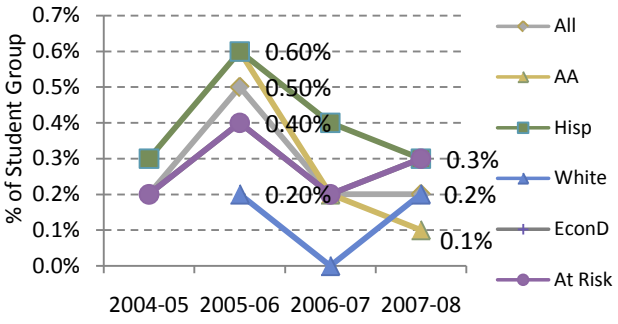
A variety of teacher data were examined for this study, including teacher reports of their self-reported attachment to their school and to teaching, data use practices, and professional learning community behaviors. While each of these individually was somewhat related to student growth, their significance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

PERSISTENCE IN SCHOOL

Students who are engaged in school are more likely to progress beyond the 9th grade. This persistence begins as early as elementary school and continues throughout the middle school years.

Dropout Rates. Annual dropout rates for 7th and 8th grade decreased since 2005-2006 for most student groups (Figure 13), particularly for African Americans, whose dropout rate decreased from 0.6% to 0.1% over the two-year period.

Figure 13. Annual Grade 7-8 Dropout Rate, 2004-05 to 2007-08

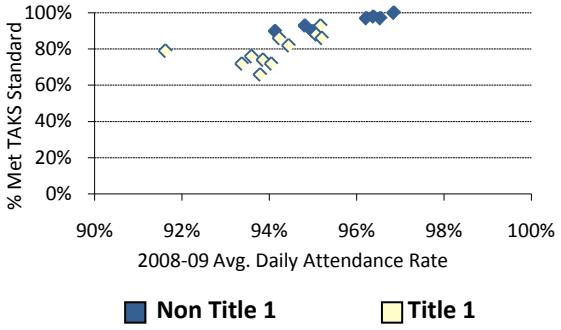


Note. Methodology changed in 2005-06. African American and White student dropout rates are not reported in 2004-05 to protect student identity.

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

Student attendance (Appendix G-H) again proves to be a critical indicator of student engagement and success, distinguishing as early as 5th grade the students who dropped out of school during their 9th grade year. Figure 14 demonstrates the relationship between middle school attendance rates and TAKS passing rates in Reading.

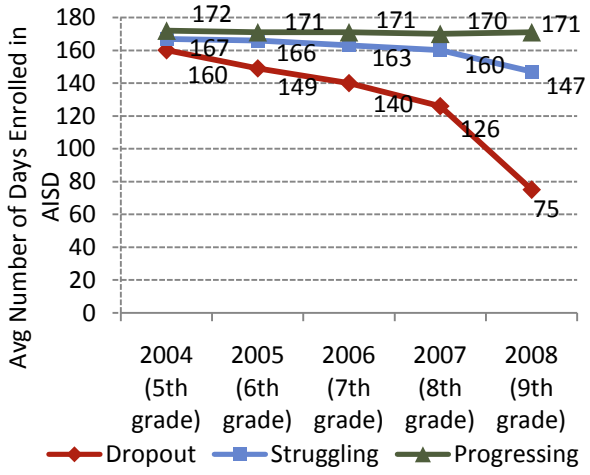
Figure 14. 2009 TAKS Reading and Attendance by Middle School Campuses



Additionally, the number of days students are enrolled in AISD during the course of a school year can signal an early warning for those at risk of dropping out (Figure 15). Ninth grade students who dropped out of school in 2008-2009 were enrolled fewer days, on average, during middle school than were their peers who remained in school. This, like the 3 Yr Cohort data previously

discussed, highlights the importance of consistent enrollment over time in AISD.

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

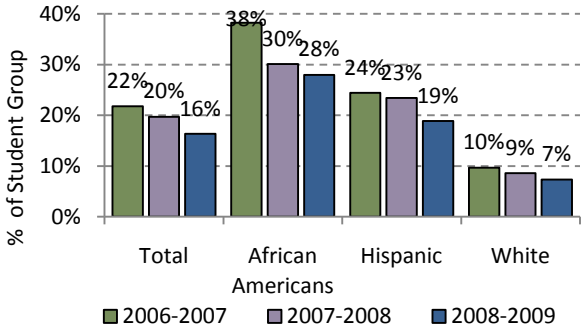


Behavioral problems also can distinguish students who eventually drop out in high school from those who either remained in school. Middle school students are more likely to be disciplined at school than are their elementary and high school peers, and African American students continue to be disciplined at a greater rate than are their Hispanic or White peers.

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

Mandatory and discretionary removals at middle schools increased over the past two years (Appendix I), though rates remain low (4% or fewer from each student group). The percentage of middle school students receiving either a home or in-school suspension (ISS) has decreased over the past two school years (Figure 16), though at least 16% of all middle school students received suspension of some kind in 2008-2009.

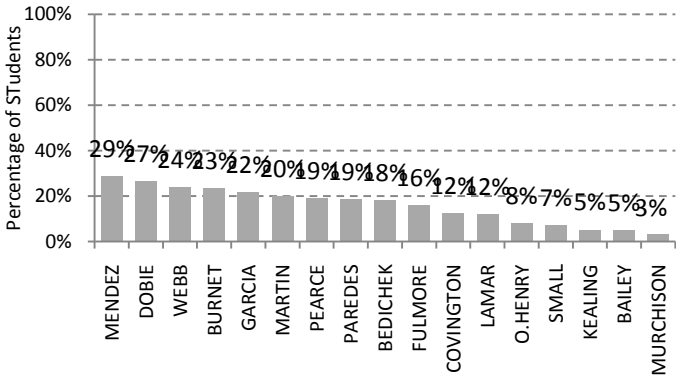
Figure 16. Middle School ISS Patterns by Ethnicity from 2006-07 to 2008-09



The disengagement of students who eventually drop out in 9th grade is discernable during the middle school years and must serve as an early warning to teachers and school administrators.

Grade Placement. Another critical factor influencing dropout rates and student performance is grade placement. Many students who do not pass TAKS in 5th grade are promoted to middle school by their Grade Placement Committees (GPCs). The percentage of students who were grade placed into middle school varies across schools (Figure 17).

Figure 17. Percentage of 5th Grade Students Grade Placed by Middle School, 2008-2009



SUMMARY OF FINDINGS

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

Student performance for ELLs and all other student groups must continue to accelerate if the district is to accomplish the Board of Trustee's goal of achieving Recognized status by 2012.

ELLs with lower attendance rates and special education status are less likely to score Advanced or Advanced High on the TELPAS, and those who enter the bilingual program in elementary school but exit during secondary school tend to perform lower on mathematics and science than do their peers.

School passing rates on TAKS for every subject are strongly related to the percentage of economically disadvantaged students enrolled. However, student *growth* is no less likely in reading/ELA or mathematics at middle schools with high economic disadvantage.

AISD research shows that reading/ELA and mathematics teachers are most likely to have students with strong academic growth when they have been in AISD for a long time, when their students have been in AISD for three consecutive years, when students feel confident in their academic abilities, and when parents are involved. Student attendance rate also plays a critical role.

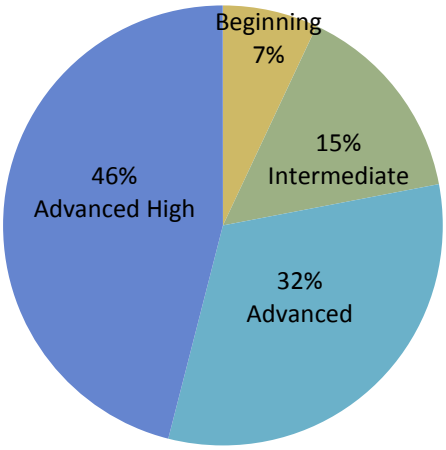
Science growth is less likely at high poverty schools, however. Evidence suggests that science teachers are most likely to have students with strong growth when the entire campus faculty has been together for a long time, when the behavioral environment is positive, and when their students have been in AISD for three consecutive years.

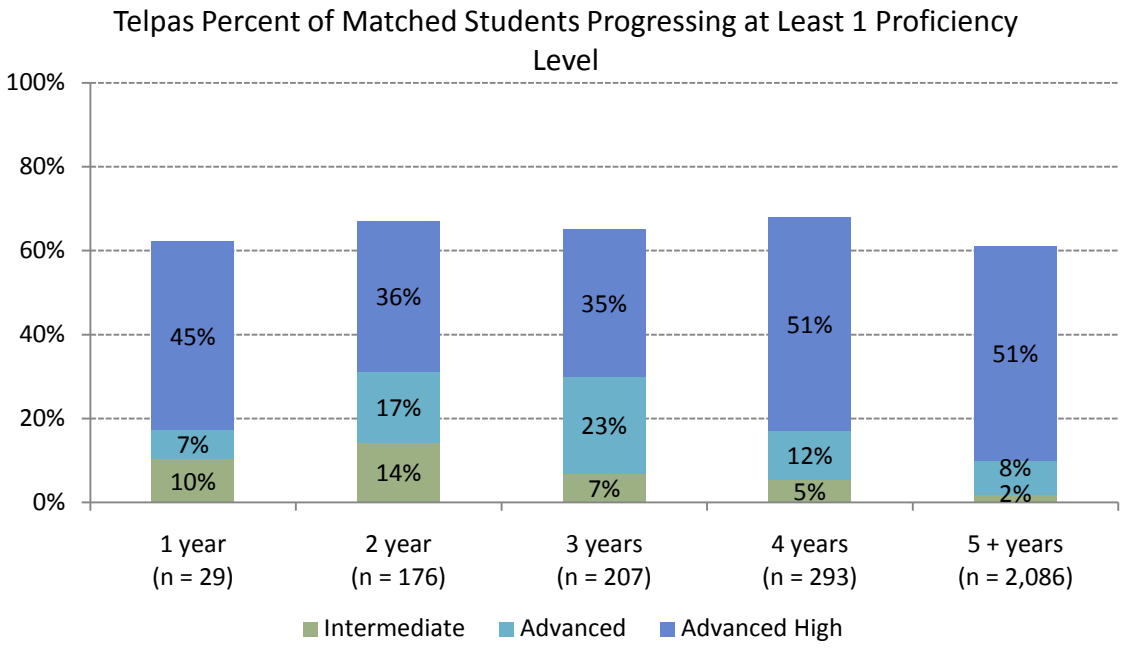
When students have poor attendance, are not enrolled consistently in school, and have behavioral problems, they are more at risk for dropping out of school during ninth grade. These patterns can be discerned during the middle school years. Student dropout rates during the middle school years have improved over the past two years, however, particularly among African American and Hispanic students.

APPENDICES

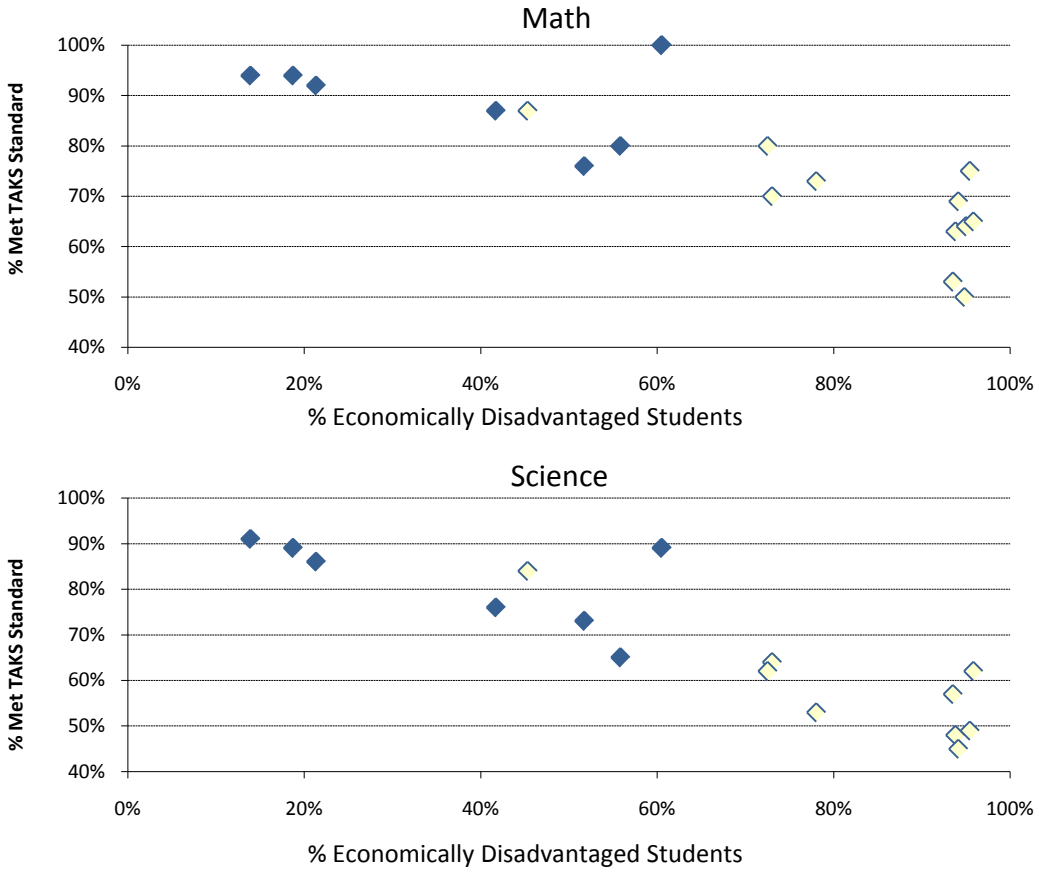
Appendix A. Texas English Language Proficiency Assessment System (Telpas)

Spring 2009 Telpas Elementary Level
(Grades 6-8)





Appendix B. Middle School TAKS Math and Science Passing Percentages by Percentage of Economically Disadvantaged Students Enrolled, 2009

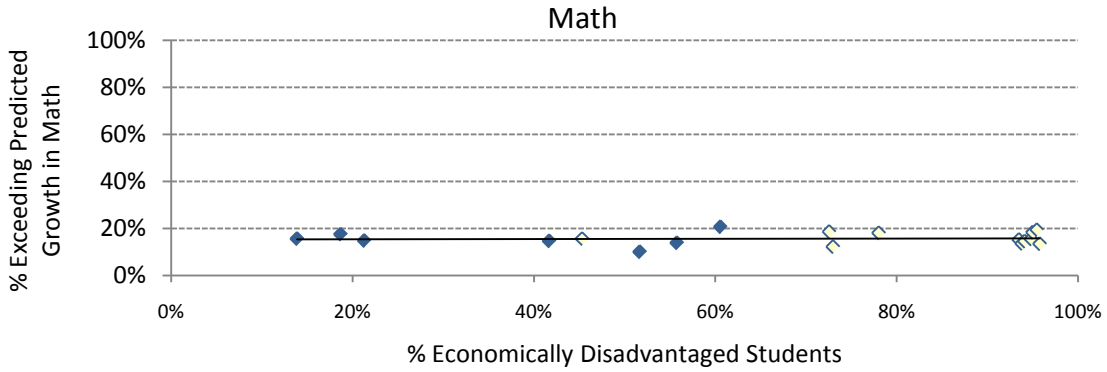


Note: Title 1 campuses are designated in yellow, non-Title I campuses are designated in blue.

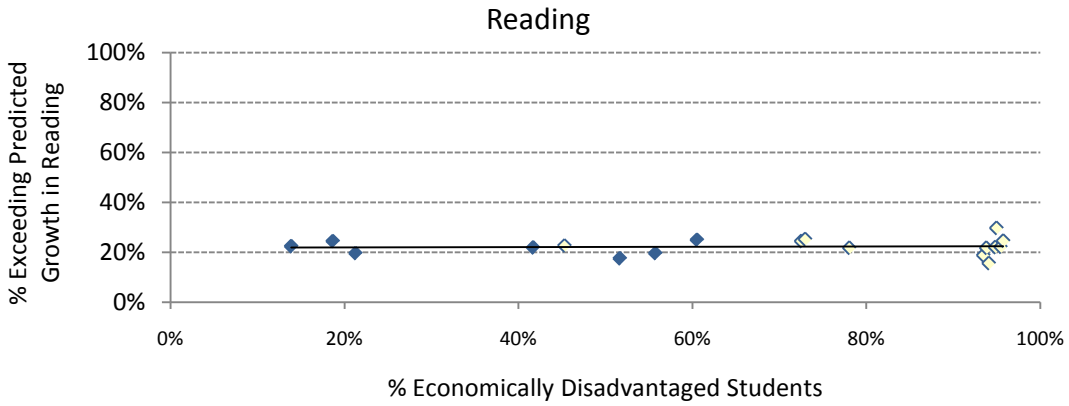
Appendix C. Factors Significantly Related to Middle School Percentage of Students Meeting TAKS Standard after Controlling for School Economic Disadvantage

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

Appendix D. Middle School TAKS Math and Reading Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009



Note: Title 1 campuses are designated in yellow, non-Title I campuses are designated in blue.



Note: Title 1 campuses are designated in yellow, non-Title I campuses are designated in blue.

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

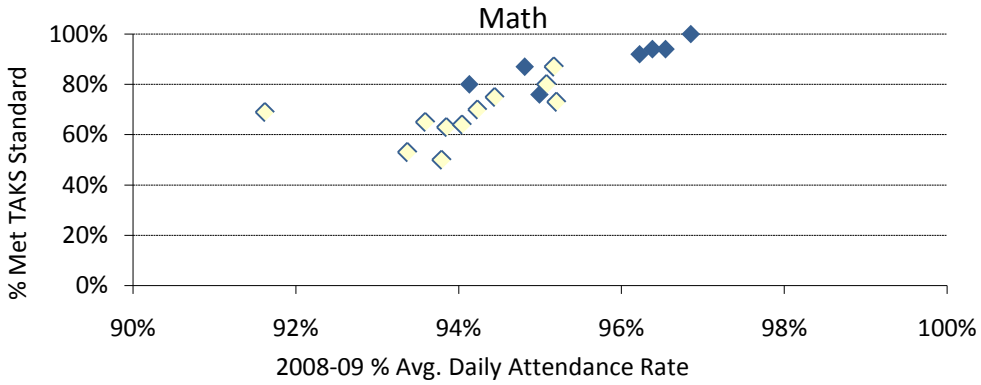
Framework for Academic Achievement	Variables Considered for the Model	Variables Included in the Multilevel Model
District and Campus Leadership *Policies and Initiatives* *Resource Allocation* *Principal Tenure* *Collegial Leadership* *Achievement Press* *Respectful Culture*	Principal Tenure on Campus	Principal Tenure on Campus
	Teacher Ratings of Collegial Leadership & Achievement Press	Teacher Ratings of Achievement Press
	Student ratings of Adult Fairness and Respect	
Teacher Quality *Instructional Practices* *Teacher Tenure* *Teacher Experience* *Teacher Professionalism* *Achievement Press*	Teacher Tenure on Campus	Campus Average Teacher Tenure
	Years of Teaching Experience Overall and in AISD	Years of Teaching Experience in AISD
	Teacher's Attachment to the District & Profession	Teacher's Attachment to the District & Profession
	Professional Opportunities	
	Teacher ratings of Data Use, Achievement Press, and Professional Learning Communities	Teacher ratings of Achievement Press
Family and Community Support *Parent Involvement* *Community Engagement* *Achievement Press*	Average # of School Activities Parents Report Engaging in	Average # of School Activities Parents Report Engaging in
	Teacher ratings of Community Engagement & Achievement Press	Teacher ratings of Achievement Press
Student Engagement *Attendance* *Enrollment* *Academic Self-Confidence* *Student Behavior*	% of Economically Disadvantaged Students on Campus	
	Student Attendance Rate	Student Attendance Rate
	% of School's Students Enrolled in AISD for 3 consecutive years	% of School's Students Enrolled in AISD for 3 consecutive years
	Student Ratings of Academic Self-Confidence & Behavioral Environment in the School	Student Ratings of Academic Self-Confidence & Behavioral Environment in the School

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

Appendix F. 2009 TAKS Reading Passing Percentages for Students in AISD for 3 Years and Students Not in AISD for 3 Years

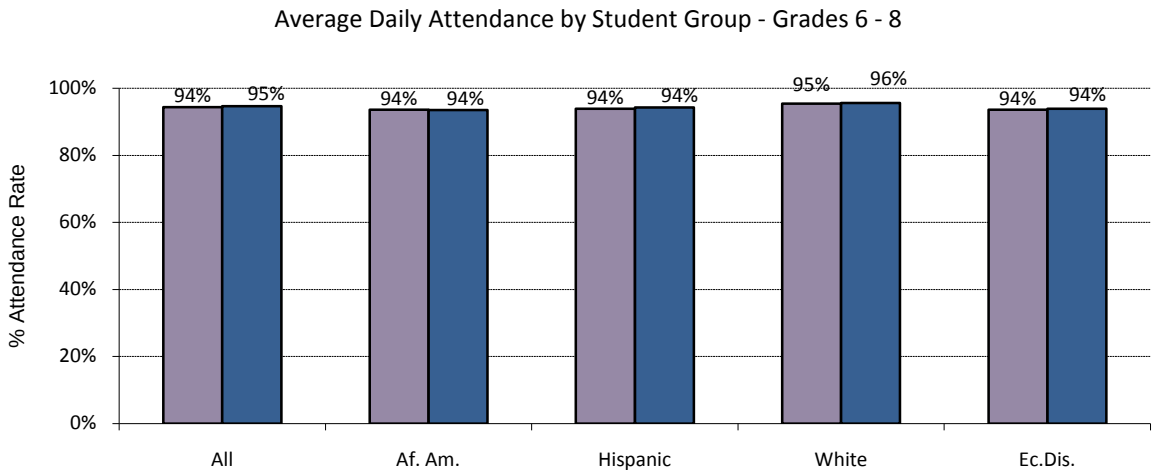
		Grade 6		Grade 7		Grade 8	
		In AISD 3 Years	Not in AISD 3 Years	In AISD 3 Years	Not in AISD 3 Years	In AISD 3 Years	Not in AISD 3 Years
	All Students	87%	81%	83%	71%	97%	88%
	N	4,012	1,232	3,875	1,261	3,764	1,337
Ethnicity	**Nat Am**	>99%	*	>99%	>99%	>99%	>99%
	(N)	(15)		(9)	(9)	(12)	(6)
	Asian	98%	82%	98%	94%	>99%	92%
	(N)	(135)	(48)	(123)	(33)	(100)	(37)
	Black	84%	79%	96%	92%	96%	92%
	(N)	(409)	(206)	(408)	(242)	(408)	(242)
	Hispanic	81%	77%	76%	64%	95%	83%
	(N)	(2,321)	(693)	(2,129)	(726)	(1,534)	(423)
	White	98%	93%	97%	86%	>99%	97%
	(N)	(1,132)	(279)	(1,201)	(275)	(1,210)	(250)
Other Groups	**LEP**	65%	65%	49%	53%	83%	77%
	(N)	(843)	(297)	(597)	(304)	(463)	(353)
	Econ Dis	79%	75%	73%	65%	94%	85%
	(N)	(2,392)	(846)	(2,190)	(884)	(2,025)	(950)
	Spec Ed	82%	77%	77%	68%	97%	87%
	(N)	(165)	(367)	(128)	(436)	(136)	(485)

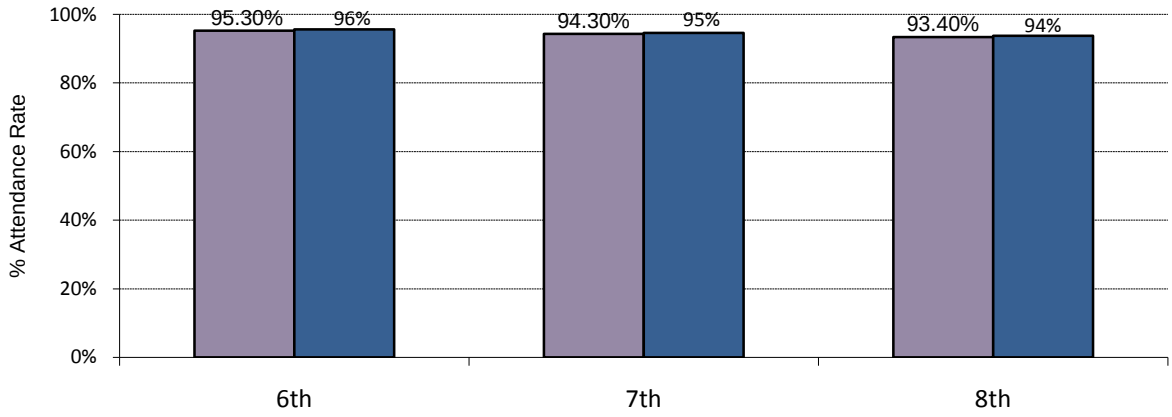
Appendix G. Student Attendance Rates by TAKS Math for Students Enrolled, 2008-2009



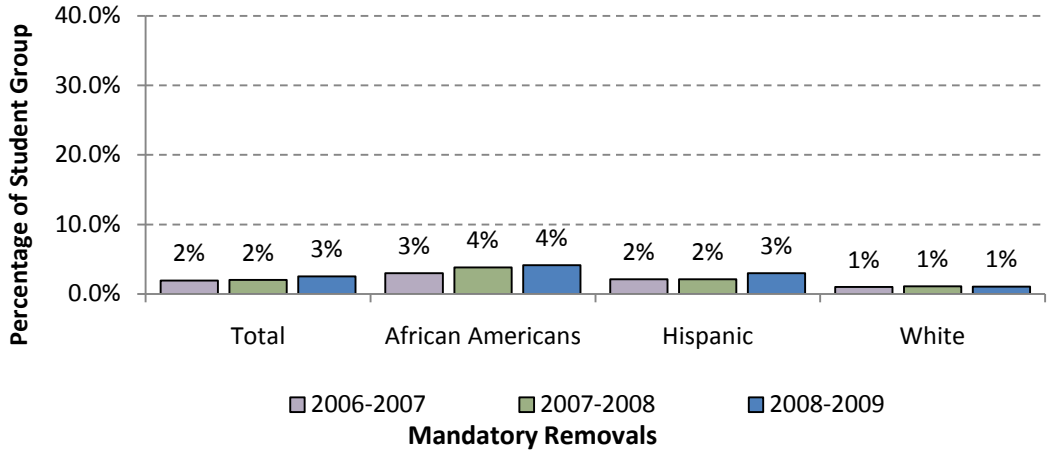
Note: Title I campuses are designated in yellow and non-Title I campuses are designated in blue

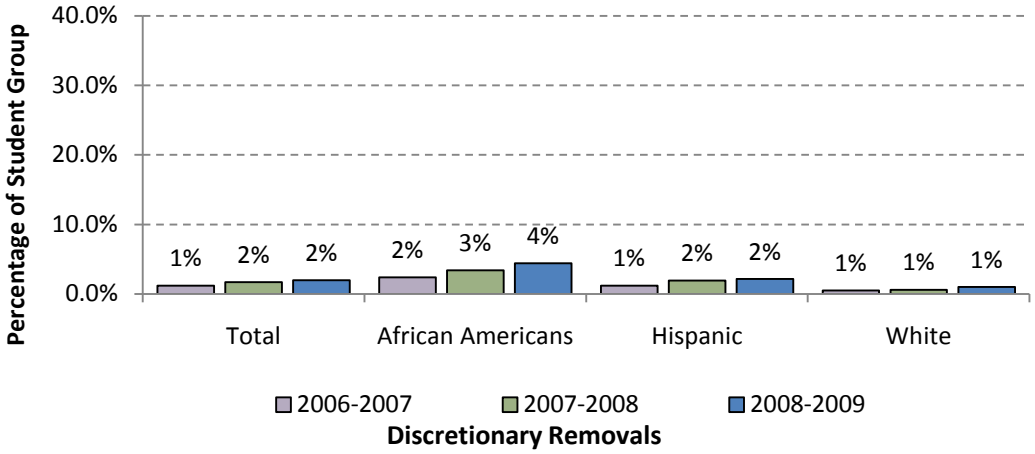
Appendix H. 2007-08 to 2008-09 Student Attendance Rates by Student Group and by Daily Rates





Appendix I. Middle School Disciplinary Dispositions within Ethnicities: 2006-2007 through 2008-2009





GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AISD Student Climate Survey Scales and Items:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AEA: Academically Acceptable
AEA: Academically Unacceptable
AEA: Not Rated – Other

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

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

Discipline – ACES or ISS (In-School Suspension): Students may be suspended for any behavior listed in the AISD *Student code of Conduct* as a general misconduct violation, Disciplinary Alternative Education Program placement, or expellable offense. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending. State law allows a student to be suspended from school for up to three school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. *(See page 15 of the Student Code of Conduct for students with disabilities).* A student who is to be suspended will be afforded due process via an informal conference by the principal or other appropriate administrator advising the student of the conduct with which he or she is charged and giving the student the opportunity to explain his or her version of the incident. The duration of a

student's suspension, which cannot exceed three school days, will be determined by the principal or other appropriate administrator. The parent or guardian will be notified. In the case of elementary students, parents will have the option of supervising their child at home or having their child assigned to the suspension program at ACES, if space is available. Any restrictions on participation in school-sponsored or school-related extracurricular and noncurricular activities will be determined by the principal or other appropriate administrator.

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

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

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

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

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

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

- Engaging in conduct punishable as a felony.
- Committing an assault with injury.
- Selling, giving, delivering, possessing using or being under the influence of marijuana, a controlled substance, or a dangerous drug.
- Selling, giving or delivering an alcoholic beverage; committing a serious act or offense while under the influence of alcohol.
- Possessing, using or being under the influence of an alcoholic beverage.
- Behaving in a manner that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
- Behaving in a manner that contains the elements of the offense of indecent exposure.

- Possessing a BB gun or air gun, as defined as a gun that propels a projectile by any means, including spring, compressed air, spring-piston, pneumatic, or CO2. (This does not include items not capable of firing projectiles).
- Possessing a home-made weapon, defined as a device or item that was manufactured, modified, or adapted by an individual for the purpose of inflicting harm to another by its use or intended use.

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

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

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

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

Multilevel Modeling (also known as Hierarchcial Linear Modeling): A method of regression used for analyzing data in which the participants are clustered or nested structure. For example, teachers are clustered or nested within schools. In this situation, it is expected that teachers within a particular school share some similarities due to their common environment. Multilevel modeling accounts for this clustering, or nesting effect in the analysis process.

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

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

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

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

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

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

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

Texas Assessment of Knowledge and Skills (TAKS): As mandated by the 76th Texas Legislature in 1999, the TAKS will be administered beginning in the 2002-2003 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in math at Grades 3-11; in science at Grades 5,10, and 11; and social

studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma.

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

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

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

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

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

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

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

The TELPAS assessment components are as follows:

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

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

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

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

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

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

Title I is supposed to ensure that *all students* have an equal opportunity to reach state learning standards. Title I is intended to help close the gap in academic achievement between students in different ethnic and income groups. Title 1 is also designed to ensure that schools and school districts are accountable for good teaching, and provide families with meaningful opportunities to participate in their children's education. *Source:* http://www.ed.gov/policy/elsec/leg/esea02/pg1.html

Analyses used in this report:

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

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

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

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

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

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

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