



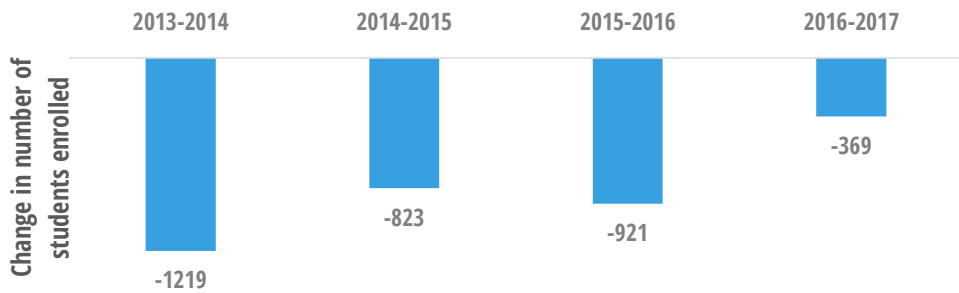
Enrollment from Fall 2015 to Fall 2016

Trends by Grade Level and Student Group

How has overall district enrollment changed over the past 5 years?

Student enrollment in Austin Independent School District (AISD) has been declining. In the 2012–2013 school year, 86,233 students were enrolled in AISD compared to 83,324 students in October 2016. However, the decline in student enrollment has decreased (Figure 1).

Figure 1
While overall student enrollment has been decreasing since the 2013–2014 school year, the district is currently losing fewer students.



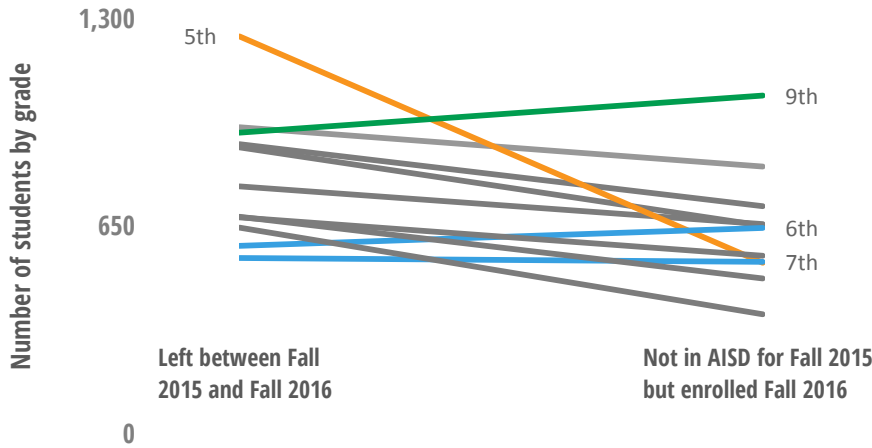
Source. Texas Academic Performance Reports (TAPR), Fall 2015 PEIMS submission, and Fall 2016 student enrollment as of October 11, 2016, with average daily enrollment of 0 excluded to match TAPR.

How did enrollment change from Fall 2015 to Fall 2016?

We compared the number of students who left each grade between Fall 2015 and Fall 2016 with the number of students who enrolled new to that grade in AISD in Fall 2016 (Figure 2). Excluding graduates, students were most likely to leave after 5th grade than to have enrolled as 5th graders new to AISD (net loss = -729). More students were new to AISD as 9th graders in Fall 2016 than had left AISD after 9th grade the year before. Student enrollment in the 6th and 7th grades remained stable. When investigated in the Texas Education Agency enrollment tracking system, almost half (47.49%) of the students that left AISD at the end of the 2014–2015 school year were found to be enrolled in nearby or other school districts at the beginning of the 2015–2016 school year.

Figure 2

At 9th grade, more students were new to AISD in Fall 2016 than had left between Fall 2015 and Fall 2016. Enrollment slightly increased at 6th and 7th grade. At other grades, more students left than enrolled in AISD, especially at 5th grade.

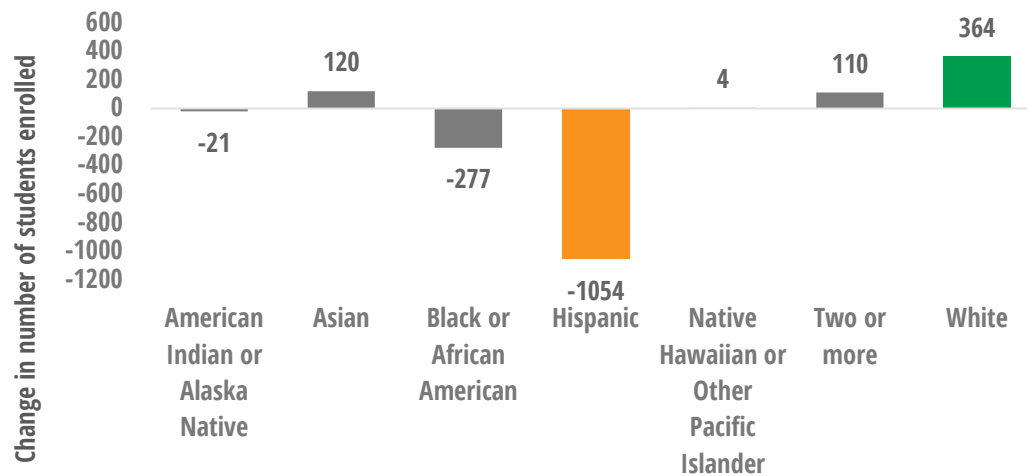


Source. Fall 2015 PEIMS submission, Fall 2016 student enrollment as of October 11, 2016
 Note. Lines are not displayed for early education (EE), prekindergarten (PK), and kindergarten (K) since the majority of students are new to AISD in those grades. A line is not displayed for 12th grade since most students graduate and leave the district after 12th grade.

The largest enrollment increases from Fall 2015 to Fall 2016 were for White and Asian students. The largest declines were for Hispanic and Black or African American students (Figure 3). However, these changes did not change the distribution of the student population (Figure 4).

Figure 3

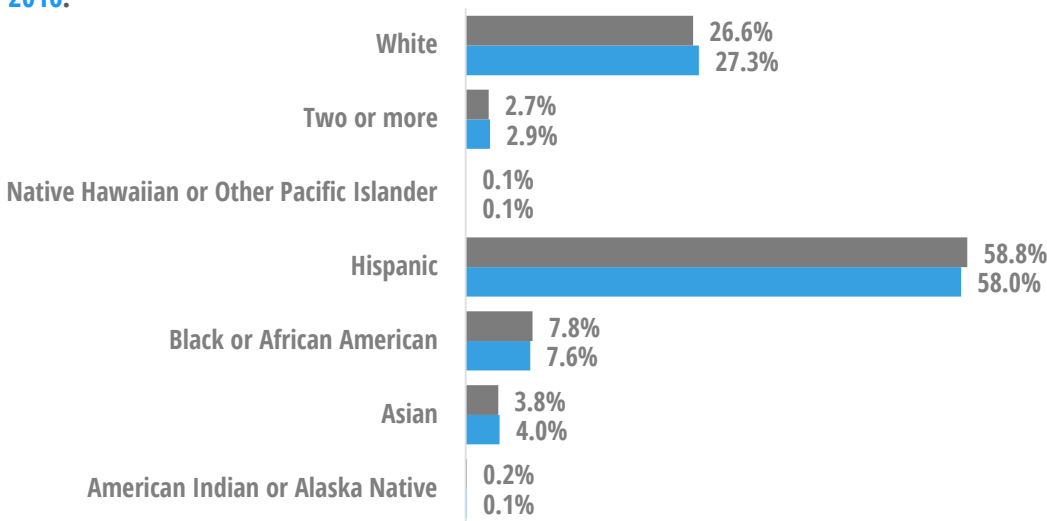
Enrollment declined the most for Hispanic and increased the most for White students.



Source. Fall 2015 PEIMS submission, Fall 2016 student enrollment as of October 11, 2016

Figure 4

The race/ethnicity distribution of the student population was similar from Fall 2015 to Fall 2016.



Source. Fall 2015 PEIMS submission, Fall 2016 student enrollment as of October 11, 2016

The greatest changes in student program participation in Fall 2016 were for students who were categorized as economically disadvantaged and Limited English Proficient (LEP). The number of economically disadvantaged students decreased from Fall 2015 to Fall 2016 (Schmitt, 2016), but it did not result in a change in the overall representation of economically disadvantaged students in the AISD student population at that time (Figures 5 and 6). The percentages of students receiving gifted and talented (GT) and special education services were similar in Fall 2015 and Fall 2016.

Figure 5

There were fewer students categorized as economically disadvantaged in Fall 2016 than in Fall 2015.

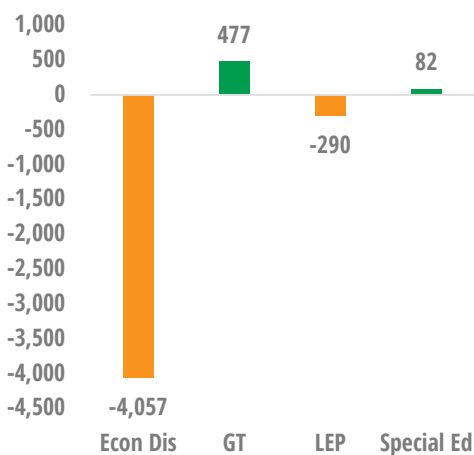
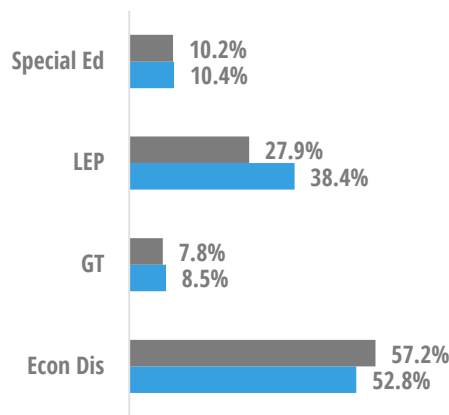


Figure 6

From Fall 2015 to Fall 2016, the greatest changes in the student population were for students categorized as LEP and economically disadvantaged.



Source. Fall 2015 PEIMS submission, Fall 2016 student enrollment as of October 11, 2016

Note. Students may not be identified as economically disadvantaged, limited English proficient, gifted and talented, or special education until the last Friday in October. Data were not considered complete at the time of this report.

Data Considerations

Enrollment data for Fall 2016 reflects students enrolled as of October 11, 2016. Enrollment data for students new to the district reflect the student enrollment as of the first day of September, 2016.

Enrollment data for prior years reflects enrollment on the Public Education Information Management System (PEIMS) snapshot date which is the last Friday of October each year.

Students may be identified as economically disadvantaged, Limited English Proficient, gifted and talented, or special education until the last Friday in October (i.e., the official reporting date for the Public Education Information Management System (PEIMS) data that are submitted to the Texas Education Agency). Therefore, enrollment trends for student groups may not reflect some students who will be reported as group members in the Fall 2016 PEIMS submission.



As of October 11, 2016, a total of 15,074 students were enrolled in AISD who had not been enrolled last year. The majority of students new to the district were in prekindergarten (PK), kindergarten (KG), and ninth grade.

Figure 7
The majority of students new to the district were in early childhood.

Grade	Number of new Students
EE	190
PK	4,480
KG	3,118
1st	845
2nd	716
3rd	658
4th	653
5th	532
6th	645
7th	536
8th	482
9th	1,075
10th	555
11th	365
12th	224
Total	15,074

Source. AISD Student Data System, TEAMS

What are the district’s transfer policies?

As of August 29, 2016, AISD staff had processed 7,237 transfer requests for the 2016–2017 school year. This represented an approval rate of 90%, the highest approval rate on record. There are almost 15,500 students currently on a transfer.

Transfer policies were revised both to attract families from outside the district and also to help manage overcrowding at campuses designated as frozen by the superintendent each December. Revisions will continue to be implemented over the next 2 years. Improved processes include greater communication with stakeholders about deadlines and requirements, and the modification of deadlines for out-of-district (OOD) non-

employee requests to better serve the needs of parents outside AISD. Improved communication has included an updated website, robo calls, emails, school newsletters, and press releases. Communication has included an updated website, robo calls, emails, school newsletters, and press releases.

Figure 8
AISD has 802 OOD non-employee transfers.

New or Continuing Students	Number of transfers
Continuing	128
New	674
Total	802

Source. AISD Transfer File, as of September 20, 2016

As of September 20, 2016, AISD had 802 OOD non-employee transfers (Figure 8) and 632 OOD employee transfers (Figure 9). The top three sending districts for the 802 OOD non-employee transfers were Del Valle ISD (288), Manor ISD (109), and Pflugerville ISD (105). Figure 10 and Figure 11, in the Appendix , provide the receiving schools for OOD non-employee transfers.

Figure 9
In addition, AISD has 632 OOD employee transfers.

New or Continuing Students	Number of transfers
Continuing	364
New	268
Total	632

Source. AISD Transfer File, as of September 20, 2016

What is the impact of transfer policy revisions on frozen schools?

Using historical data, denying majority-to-minority transfers to frozen campuses in 2016–2017 resulted in approximately 206 fewer new transfer students into overcrowded schools. Again using historical data, denying all priority transfers to frozen campuses in 2017–2018 is expected to result in approximately 429 fewer new transfer students into overcrowded schools. Based on 2015–2016 permanent capacity data, this decrease may result in decreases of more than 1 percentage point in the permanent capacity at Anderson, Bowie, Gorzycki, Lamar, Murchison, Baranoff, Brentwood, Cowan, and Gullett schools. It is important to remember that the frozen schools will have *continuing* priority transfers at each campus for several more years.

Transfer Policy Revisions

FDA *Local* was revised on December 15, 2014. The revisions clarified the requirements for OOD transfers. FDA *Regulation* was revised in October 2016 to state the following:

Beginning with the 2017–2018 school year, applicants who are approved to attend a magnet or performance based application program (i.e., Fulmore, Kealing, Lamar, LASA, and McCallum) must show proof of residence within AISD boundaries by the application due date. This proof may include documentation indicating that the student’s family will occupy a residence that has been purchased or leased within 45 calendar days of the application due date.

Residence within AISD boundaries must be maintained in order to remain in a magnet program. If a student moves out of AISD while attending a magnet program, he/she will be allowed to finish the semester in the magnet program. In the case of a graduating senior, he/she may finish the year in the magnet program.

Principals and directors of the magnet or performance based application programs may request proof of residence at any time. This change was approved to ensure there is no confusion about residency and participation in AISD magnet and performance based application programs.

DB *Local* was revised on April 27, 2015. These revisions have an impact on priority transfers. Beginning in 2016–2017, majority-to-minority transfers were not approved to frozen campuses. Beginning in 2017–2018, no priority transfers will be approved to frozen campuses (i.e., majority-to-minority, sibling, tracking).

Appendix

Figure 10

Number of ODD, Non-employee Transfers by Receiving Elementary Schools

Elementary Schools					
Summitt	37	Patton	8	Hart	4
Sanchez	30	Pecan Springs	8	Hill	4
Allison	25	Pillow	8	Kiker	4
Blackshear	23	Joslin	7	Lee	4
Dawson	19	Maplewood	7	Highland Park	3
Cunningham	14	Overton	7	Kocurek	3
Perez	14	Sims	7	Linder	3
Metz	13	Widen	7	Mathews	3
Blanton	12	Williams	7	Menchaca	3
Guerrero-Thompson	12	Becker	5	Padron	3
Reilly	12	Boone	5	Pickle	3
St Elmo	12	Brentwood	5	Wooten	3
Zavala	12	Brown	5	Campbell	2
Travis Heights	11	Casey	5	Casis	2
Brooke	9	Graham	5	Govalle	2
Davis	9	Mills	5	Norman	2
Galindo	9	Oak Hill	5	Walnut Creek	2
Sunset Valley	9	Ortega	5	Baldwin	1
Barrington	8	Pleasant Hill	5	Baranoff	1
Doss	8	Ridgetop	5	Barton Hills	1
Harris	8	Rodriguez	5	Clayton	1
Jordan	8	Zilker	5	Gullett	1
Palm	8	Bryker Woods	4	McBee	1
				Winn	1
				Total	514

Source. AISD Transfer File, as of September 20, 2016

Figure 11
Number of ODD, Non-employee Transfers by Receiving High Schools, Middle Schools, and Special Campuses

<u>High Schools</u>		<u>Middle Schools</u>	
Travis	25		
LBJ	22	O Henry	13
Bowie	7	Garcia YMLA	11
McCallum	19	Small	8
Crockett	16	Lamar	7
Lanier	15	Kealing	6
Reagan	13	Murchison	6
Eastside Memorial	10	Covington	5
Akins	8	Sadler Means YWLA	4
LASA	8	Fulmore	3
Austin	7	Mendez	3
Anderson	5	Webb	3
Garza Independence High School	2	Bailey	2
International High School	2	Bedichek	2
Total	159	Burnet	2
		Dobie	2
		Martin	2
<u>Special centers</u>		<u>Paredes</u>	<u>2</u>
Uphaus EC Center	18	Total	81
Dobie Pre-K	13		
Read PreK	7		
Austin ISD Child Dev Ctr	6		
<u>Richards</u>	<u>4</u>		
Total	48		

Source: AISD Transfer File, as of September 20, 2016

AUSTIN INDEPENDENT SCHOOL DISTRICT

Karen Looby, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
 512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

October 2016

Publication 16.07 RB