

**AUSTIN INDEPENDENT SCHOOL DISTRICT
AND
CITY OF AUSTIN**

**African American Quality of Life
Task Force on Education**

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Findings and Recommendations

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The African American Quality of Life Task Force on Education would like to thank the Joint Subcommittees of the Austin City Council and AISD Board of Trustees for the opportunity to address the important educational issues and concerns of African Americans in the community. We sincerely hope our findings and recommendations will assist the City of Austin and AISD in providing a quality educational experience to all AISD students.

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Executive Summary

The African American Quality of Life Task Force on Education was formed in November 2005 by the Joint Subcommittees of the Austin City Council and AISD Board of Trustees. The Task Force was charged with considering current data, research on best practices, and community perspectives in developing findings and recommendations on the quality of education for African American students in AISD. The Task Force membership includes community and business leaders and experts in education.

In responding to its charge, the task force held several meetings between January 2006 and May 2006. Major findings of the task force include:

- Significant gaps in academic achievement, high school graduation rates, and enrollment in post-secondary education persist between African American students and their White peers
- African American students are more likely to drop out of school, receive disciplinary actions, and be placed in Special Education compared to their White peers

In addition to reviewing a considerable amount of pertinent data and literature, the task force obtained community input through several efforts, including an online survey, a community forum, and online comments on the draft task force recommendations. Members of the community recognized improvements related to the quality of education for African American students, but cited the need for continued improvement in a number of areas. The most prevalent recommendations for improvement included:

- Supporting Equal Academic Opportunity
- Improving Academic Opportunity by Increasing Rigor
- Creating Postsecondary Orientation
- Increasing Teacher Quality and Sensitivity
- Improving Personal Development Opportunity

The African American Quality of Life Task Force met with the Task Force on Education and the Quality of Life in Austin for Hispanic Students in early May 2006. The two task forces identified several common issues and concerns, which will facilitate implementation of recommendations.

The task force firmly believes that all of its recommendations are important to providing a quality education to African American students in AISD. However, the task force also realizes that resource constraints are real and may place limitations on implementing its full recommendations.

The task force also believes that following its recommendations will help lead to a number of positive outcomes related to providing a quality education to African American students in AISD. These expected outcomes are largely focused on improvements in academics and include higher achievement levels and graduation rates, greater participation in and completion of advanced courses, and increases in college applications and enrollment.

The task force strongly encourages the AISD Board of Trustees and Austin City Council to direct the development of a detailed plan to provide instructions for implementing the recommendations of the task force. The implementation plan would be in alignment with the AISD Strategic Plan and include action steps, necessary resources, responsible parties, timeframes for completion, and quantifiable targets. The plan would also include an annual monitoring process and a continued role for the task force.

Introduction

BACKGROUND

On May 26, 2005, the Austin City Council was presented with the cumulative findings of considerable research and community input on the quality of life for African Americans in the Austin area. Several components of the overall quality of life for African Americans were considered, including a welcoming environment, arts and entertainment, jobs, police and community interactions, East Austin investment, business and economic development, housing, and education. A number of issues and concerns were raised in particular regard to education, and a recommendation was made for the City of Austin to increase collaborations with the Austin Independent School District (AISD).

As part of a concerted response to these findings, City Council Members approached AISD Trustees to specifically address the educational issues and concerns raised by African Americans in the community. AISD Trustees were eager to join in this response, but requested that the issues and concerns of Hispanics in the community also be addressed. As a result, on October 14, 2005, the Joint Subcommittees of the Austin City Council and AISD Board of Trustees formed two parallel task forces with the charge to address the educational issues and concerns of African Americans and Hispanics in the district and in the community (see Appendix A).

To clarify the roles and responsibilities of these task forces, a more detailed “charter” was subsequently established (see Appendix B). According to the charter, the task forces were directed to consider current data, research on best practices, and community perspectives in the development of findings and recommendations, to be reported to the Joint Subcommittees of the City Council and AISD Board of Trustees. Further, the task force reports were to be concise and compelling documents, in easily understood language and format, and available in both English and Spanish.

MEMBERSHIP

As directed, each task force consists of eight members from the community, four appointed by the City of Austin and four appointed by AISD. Also as directed, the task forces consist of recognized experts in the field of education as well as business and community leaders.

Following are brief biographical sketches of the members of the African American Quality of Life Task Force on Education.

AISD APPOINTEES:

Dr. Charles Akins

William Charles Akins is an Austin native whose roots go deep in the Austin School District and the community it serves. He attended Blackshear Elementary School, Kealing Junior High School, and Old L.C. Anderson High School, graduating in 1950. He earned his Bachelor's Degree in History from Huston-Tillotson College, a Master's Degree from Prairie View A&M University, and Administrative Certification from Southwest Texas State University. In 1992, Huston-Tillotson presented Dr. Akins with an Honorary Doctorate of Humane Letters.

Dr. Akins' career has spanned one of 20th Century America's most significant societal advancements - the creation of equal educational opportunity for all children. His Austin teaching career began in 1959 as a Social Studies teacher at his alma mater, Old Anderson. Three years later, in 1962, he was selected as Anderson's *Teacher of the Year*.

In 1964, as AISD began to integrate its teaching faculty, Dr. Akins was selected to be the first African American teacher in a desegregated high school. He was assigned to Johnston High School where he sponsored the Boys Service Club and became the first Dean of Boys. He subsequently served in administrative positions at Old Anderson and Lanier High Schools as Assistant Principal.

In 1973, he was selected as the first Principal of the new L.C. Anderson High School during one of the most turbulent social times in Austin history – the implementation of federally-mandated school busing for racial integration. His leadership there paved the way for all Austin schools to create communities in which diversity is valued, expectations are high for every child, and opportunities for students and staff to achieve their fullest potential are offered.

In April 1998, the AISD Board of Trustees voted to name Austin's newest high school for Dr. Akins. W. Charles Akins High School opened its doors to students in August 2000, ensuring that Dr. Akins' commitment to young people and their futures will thrive and endure.

Dr. Edmund Ted Gordon

Edmund T. Gordon is the Director of the Center for African and African American Studies and Associate Professor in Anthropology of the African Diaspora at the University of Texas at Austin. His teaching and research interests include: culture and power in the African diaspora, gender studies (particularly of Black males), critical race theory, race education, and the racial economy of space and resources. His publications include Disparate Diasporas: Identity and Politics in an African-Nicaraguan Community, 1998.

Dr. Gordon received his doctorate in Social Anthropology from Stanford University and his Master of Arts from Stanford University in Anthropology and Marine Sciences from the University of Miami.

Roland C. Hayes

Roland C. Hayes is an instructor of U.S. History and Director of the African American Cultural Center at Austin Community College. Professor Hayes has over 40 years experience as an educator in Oklahoma and Texas.

Roland Hayes received his Master's Degree from Michigan State University and his Bachelor of Arts Degree from Langston University.

Dr. Darlene Westbrook

Darlene Renfro Westbrook, Ed.D., is a seasoned district administrator currently serving the Austin Independent School District in Austin, Texas. Dr. Westbrook has over 30 years' experience as a Texas educator, contributing to thousands of students' lives as a Teacher, Principal, Director of Curriculum, Associate Superintendent for Instructional Support, and currently as Deputy Superintendent and Chief Academic Officer for Austin ISD.

Dr. Westbrook received her doctorate in Educational Administration from Texas A&M University.

CITY OF AUSTIN APPOINTEES:

Larry Jackson

Larry H. Jackson is a self-made man, a motivator, an advocate for children, and a champion for programs that bridge the gap between the citizens of Austin, east of I.H. 35. He was the founder of the United Front, Inc. "Breakfast for Children" program, a founding member of Child Inc., Head Start Program, and founder and current Executive Director of Austin Eastside Story.

Austin Eastside Story Foundation is a non-profit agency providing after school enrichment including homework assistance, tutorials, and extra-curricular activities (sports and cultural). Currently, Austin Eastside Story serves over 400 students daily.

Mr. Jackson has served on the City of Austin Neighborhood Revitalization Commission and the City of Austin Planning Commission. He currently serves on the Board of the Austin Revitalization Authority.

Judge Brenda Kennedy

Judge Brenda P. Kennedy received her Doctor of Jurisprudence, (JD), from the University of Texas School of Law in 1981. She previously received a Bachelors of Journalism degree from UT Austin in December 1977. She has served as an assistant city attorney for the City of Austin and an assistant district attorney in Travis County before assuming her judicial duties in October 1987. She was initially appointed to that position when the Court was created in 1987. She later won election to that bench, County Court-at-Law #7, in 1988. With a landslide victory, she became the first African-American to win a contested county-wide race in Travis County. In 2002, Judge Kennedy was elected Judge of the 403rd Judicial District Court and continues to serve in that capacity.

She is an active member of numerous political, community, and civic organizations, including but not limited to: Austin Alumnae Chapter of Delta Sigma Theta Sorority, Inc.; Austin Chapter of Jack and Jill of America, Inc.; Jack and Jill of America, Inc., South Central Region, Regional Director; Austin Chapter of the Links, Inc.; Austin Chapter of the National Charity League; and Austin High PTA. Judge Kennedy has served in various offices and capacities in the organizations noted. She has been a member of numerous boards and organizations throughout the community, and is currently an active board member of the Austin Area Urban League. She serves in various capacities in legal and bar affiliated organizations. She is a graduate of both Leadership Texas and Leadership Austin and has received numerous awards and recognitions. Judge Kennedy is the proud mother of two daughters, Mallore and Pilar Caldwell, ages 18 and 16 respectively.

Jeffrey Richard

Jeffrey Richard is President and Chief Executive Officer of the Austin Area Urban League (AAUL), having been appointed to the post in May 2005. The AAUL, founded in Austin in 1977, is actually one of more than 100 National Urban League (NUL) affiliates in most major cities in the U.S. As President of the AAUL, Jeffrey Richard is responsible for the daily operations and strategic direction of the agency, with 20+ staff and a \$2 million annual budget. Current programs involve enhancing computer skills, GED services, job readiness and placement, ex-offender re-entry services, first-time home-buyers education classes and its flagship, the Emergency Home Repair program.

Previously, Richard was Vice President of Education & Workforce Development for the Greater Austin Chamber of Commerce, where he managed the Chamber's policies, projects and programs, including Austin Partners in Education, Texas Scholars, the Michael & Susan Dell Foundation Technology Initiative and the Education & Workforce Development Council of the Chamber. He has more than 17 years of consulting experience, much of which is concentrated in technology, re-engineering, and process improvement. He has conducted performance improvement and technology consulting projects for school districts, local governments, and state agencies assisting with

implementing technology solutions, improving service delivery and efficiency, reducing costs, evaluating activity-based costing approaches, and studying privatization/outsourcing options. Mr. Richard has reviewed a number of school district budgets and operations, including Dallas ISD, Houston ISD, North East ISD, Knox County (Tennessee) Public Schools; and Fairfax County (Virginia) Public Schools. He also was part of the professional consulting team that reviewed the technology infrastructure at Austin Community College as part of the Texas Comptroller's Performance Review.

In 2004 the voters elected Jeffrey Richard to a six-year term on the Board of Trustees of Austin Community College.

Mr. Richard graduated from the Leadership Austin Class of 2001-02. He earned a Master of Public Policy from the Kennedy School of Government at Harvard University in Urban Economic Development as an Alfred Sloan Fellow and a B.S. in Political Science and Economics from Texas Christian University, with *Phi Beta Kappa* and *Magna Cum Laude* honors. Jeffrey Richard is also a licensed Christian Minister and serves in an associate capacity at the St. James Baptist Church in Austin, Texas. He and his bride, Naomi, have a daughter.

Jeffrey Travillion

Jeffrey Travillion works for the City of Austin as the Director of the Department of Small and Minority Business Resources. In this role, he is responsible for performing operational and performance reviews of selected contractual transactions, then submitting findings and recommendations for subsequent policy action. He focuses on issues relating to public finance, economic development, workforce development, and human resource issues.

Jeffrey received his undergraduate degree with honors from Jackson State University and participated in the University Honors Program. He was an Alfred P. Sloan Foundation Fellow that studied at the Carnegie-Mellon University School of Urban and Public Affairs, the Harvard University John F. Kennedy School of Government, and ultimately received his Masters Degree at the University of Texas Lyndon Baines Johnson School of Public Affairs.

Jeffrey has been involved in a number of civic activities, including graduating from Leadership Austin, and serving as past president of the Austin Branch of the National Association for the Advancement of Colored People, a member of the Board of Directors and Executive Committee of the Austin Project, a member of the Board of Directors for the Capital Area Training Foundation, a member of Alpha Phi Alpha Fraternity, Inc., and President of the Austin Center for Policy Studies. He is married to the former Perri McKinney and they have three children, Jeffrey Jr., Paige, and Andrew.

WEB PAGE

A special web site was created to ensure that members of the community are provided with information related to both the Task Force on African American Quality of Life for Education and the African American Quality of Life Task Force on Education. The web page can be accessed through both the AISD and City of Austin web sites. The direct link is: <http://www.austinisd.org/inside/initiatives/taskforce/>

The web page includes important announcements, background information, literature-based research, and various materials from meetings.

PROCESS OVERVIEW

The City of Austin hired Group Solutions RJW to engage the African American community in dialogue in response to questions about the quality of life for African Americans in Austin. The *City of Austin's African American Quality of Life Scorecard*, published in March 2005, revealed both positive and negative findings. Following the development of draft reports and the consideration of public input, the work of the task force was concluded in June 2005. Updates and opportunities for input were provided to the City Council and AISD Board of Trustees periodically during the process.

Following is a process overview for the African American Quality of Life Task Force on Education.

African American Quality of Life Task Force on Education Process Overview	
Major Steps	Timeframes
Charter and schedule development	October 2005
Data and literature research	October-November 2005
Task force member selection	November 2005
Development of web page	December 2005
First task force meeting (orientation, research results)	January 2006
Development of first draft of task force report	March 2006
Online survey	April 2006
Community forum	April 2006
Public review and comment on draft recommendations	April – May 2006
Analysis of public input	May 2006
Development of final task force report	May 2006
Task force approval of final report	May 2006
Task force presentations of final report	June 16, 2006
Final task force report made available to community	June 19, 2006

Findings

RESEARCH REVIEW

The following reviews address the issues that directly influence student achievement. The motifs range from relationships, Afro-centric pedagogy, educational equity, cultural competencies for teachers, over-identification of students of color in special education, to the philosophical organization of districts and schools for children of color and children of poverty.

Through this research, six critical factors were identified to create a culture for success for children of color and poverty:

1. High expectations of all members of the learning community (administrators, teachers, students, and parents) creates accountability to one another so the expectations can be linked to actual, measurable, observable outcomes. A community that values learning realizes that by working together we can solve any problem.
2. Authentic caring versus aesthetic caring involves motivational displacement, which involves stepping out of one's own personal frame of reference and into another's. Gay (2000) reports "caring relationships have the following qualities: patience, persistence, facilitation, validation, and empowerment for participants. Uncaring relationships, on the other hand, are characterized by impatience, intolerance, dictations, and control."
3. Emphasis on literacy at the primary level begins to help close the achievement gap that already exists when non-middle or upper class children enter kindergarten. Teachers successfully support their students during literacy instruction by linking students' previous contributions to new knowledge arising in the text, requesting that students elaborate on their ideas, restoring direction to the discussion, and reworking students' contributions so that they are integrated into the discussion (Palincsar, 1993).
4. Developing cultural competencies of teachers and administrators includes more than race and shared ancestry, referring also to beliefs, ways of communicating, attitudes, values and behavioral norms shared by culture (Keefe, 1992; Knight, Bernal, Garza & Cota, 1993). Ethnic identity has been found to affect choice of goals, regulate behavior, serve as a reference point for evaluating oneself, and help establish self-understanding and self-esteem (Porter & Washington, 1993).
5. Improving parent and community involvement in school. The critical component is that parents and the community members know that their students are safe, therefore supporting school staff in teaching their children and encouraging them to excel.

6. Develop culturally relevant instructional strategies that are linked to learning modalities in order to create optimal learning environments. This framework specifically speaks to children of color and children of poverty.
- Equity – all children should have an intellectually challenging education, including the necessary human and material resources.
 - Agency – education should support students' ability to act on and change personal conditions and social injustice.
 - Cultural relevance – educators should use students' to support academic success, help students create meaning, develop sociopolitical consciousness and challenge unjust conditions.
 - Critical literacy – students need tools to examine knowledge and their own experience critically and to analyze relationships between ideas and social-historical contexts (Lipman, 2004).

English, W.F. (2002). On the Intractability of the Achievement Gap in Urban Schools and the Discursive Practice of Continuing Racial Discrimination. *Education and Urban Society*. 34 (3), 298-311.

Epstein, L.J. & Herrick, C.S. (1991). *Improving School and Family Partnerships in Urban Elementary Schools: Reading Activity Packets and School Newsletters*. CDS Report 19.

Flecha, R. (1999). New educational inequalities. In M. Castells et al. (Eds.), *Critical Education in the New Information Age* (pp. 65-82). Lanham, MD: Rowman & Littlefield.

Foucault, M. (1972). *The archeology of knowledge and the discourse of language*. New York, NY: Teachers College Press.

Goldstein, S.L. (1999). The Relational Zone: The Role of Caring Relationships in the Co-Construction of the Mind. *American Educational Research Journal*. 39, (3), 647-673.

Katz, M.B. (2001). *The Price of Citizenship*. New York, NY: Metropolitan Books.

Knight, G.P., Bernal, M.E., Garza, C.A., & Cota, M.K. (1993). A Social Cognitive Model of Development of Ethnic Identity and Ethnically-Based Behaviors. In M.E. Bernal & G.P. Knight (Eds.). *Ethnic Identity: Formation and transmission among African American and other minorities* (pp. 213-234). Albany, NY: University of New York Press.

Lipman, P. (2004). *High Stakes Education: Inequality, Globalization, and Urban School Reform*. New York and London: RoutledgeFalmer.

Noddings, N. (1984). *Caring*. Berkley, CA. University of California Press.

Palincsar, A.M., Brown, A.L., & Campione, J.C. (1993). First-grade dialogues for knowledge acquisition and use. In E.A. Forman, N. Minick, & C.A. Stone (Eds) *Contexts*

for learning: Sociocultural dynamics in children's development (pp. 43-58). New York, NY: Oxford University Press.

Porter, J., & Washington, R. (1993). Minority identity and self-esteem. *Annual Review of Psychology*, (19) 139-161.

Additional References

Chubb, E.J. & Loveless, T. (2002). *Bridging the Achievement Gap*. Washington, DC: Brookings Institutional Press.

Bridging the Achievement Gap brings together the findings of renowned education scholars who show how various states, school districts, and individual schools have lifted the achievement levels of poor and minority students. The most promising strategies include:

1. focusing on core academic skills
2. reducing class size
3. enrolling students in more challenging courses
4. administering annual achievement assessment tests
5. creating schools with a culture of competition and success
6. offering vouchers in big-city school districts

Denbo & L.M. Beaulieu. (2002). *Improving Schools for African American Students: A Reader for Educational Leaders*. Springfield, IL: Charles C. Thomas, Publisher, LTD.

Improving Schools for African American Students is designed to provide educational leaders with a better understanding of how to recognize the diversity of strengths that Black students bring with them to school and how to use these strengths to improve achievement. A review of the literature on schools that have succeeded in improving achievement for African American students at the elementary, middle, and high school levels with districts moving towards narrowing the achievement gap is included. This text examines a wide variety of policies, programs, practices, and research that will provide valuable insight. The emphasis throughout the book is on the ability of educators to successfully restructure their schools, offer high quality teaching and learning standards for African American students and to make the kinds of changes that will result in high achievement for all students.

Kunjufu, J. (2005). *Keeping Black Boys out of Special Education*. Chicago. IL. African American Images.

This critical analysis looks at the disproportionate number of African American males in special education. Arguing that the problem is race and gender driven, questions covered include *Why does Europe send more females to special education? Why does America lead the world in giving children Ritalin? Is there a relationship between sugar, Ritalin, and cocaine?* and *Is there a relationship between special education and prison?* More than 100 strategies to help teachers and parents keep black boys in the regular classroom such as revising teacher expectations, increasing parental involvement, changing teaching styles from a left-brain abstract approach to a right-brain hands-on approach, redoing the curriculum, understanding the impact of mass media, and fostering healthy eating habits.

T. Perry, C. Steele, & A. Hilliard. (2003). *Young Gifted and Black: Promoting High Achievement Among African American Students*. Boston, MA.: Beacon Press Books.

Perry argues that the historic African American philosophy of learning is based on the concept of “freedom for literacy and literacy for freedom” and supports that view with narratives drawn from the autobiographical writings of Frederick Douglass, Malcolm X, Jocelyn Elders, and others. She asserts that communities and educators must approach schooling for black children with strategies to counteract the widely held ideology that black children are not as intelligent as other children, which, she argues, has been “institutionalized in policies and practices” of our public school. Claude Steele presents an essay on his widely published research into the threat of stereotyping as a deterrent to learning, which supports Perry’s case. Asa Hilliard offers examples of programs in which black students excel and identifies the characteristics of teachers that make them successful. The idea that black children should be offered an educational approach designed to counter a potentially limiting self-identity that was socially constructed is as controversial as the current opinions about affirmative action. The perspectives of these authors are important additions to the ongoing discourse.

Additional Findings

As a result of the African American Quality of Life Task Force on Education research, the following issues were challenges were identified:

- Teacher Quality and Sensitivity
Teachers lack the academic, instructional, and cultural knowledge to successfully educate African American students. African Americans students are largely being educated in segregated schools with Latinos, but very few Caucasian students. There is a dearth of African American teachers and students. The district has had relatively little success with the education of African American males. There seems to be an unwritten rule about African American principals leading campuses outside of east or south Austin. There are no African American male central office administrators an important voice and perspective when working with the problems that surround African American boys.
- Family/Community Involvement
The district needs to improve communication between African American parents and community members. The African American families need to be included in the district and campus decision-making process. Secondary schools struggle to meet the academic and social needs of African American students and to effectively engage parents and the community. The district has been ineffective with engaging and including the African American family into the fabric of school life.
- Enriched Program Participation
The district needs to make a concerted effort to include African American students in representative numbers in accelerated programs. These students are currently overrepresented in special education.
- Discipline
African American students are overrepresented in the number of referrals for disciplinary incidents to ACES and the Alternative Learning Center.
- Curriculum
African American students are underrepresented in gifted and talented programs, magnet programs, AP, and honors classes. African American students generally are not performing at the honor roll level, due to the quality of instruction at either the elementary or middle school level, and/or because of placement in academic tracks that are less rigorous.

- Guidance and Counseling
Culturally responsive guidance and counseling need to be provided for African American families and students by African American trained and qualified personnel.
- Supplementary Education
African American students need culturally relevant tutoring and mentoring programs, to be provided by African American tutors and mentors, with an emphasis placed on including African American males.
- Special Education
There is much concern about the number of African American students who are now over-identified for special education, as well as the handicapping conditions with which these students have been identified.

ONLINE SURVEY

Methodology

An online survey was developed to assist the African American Quality of Life Task Force on Education in gaining broader insight into community perspectives on the performance of AISD and the level of importance associated with various issues. The online survey was open to everyone in the Austin community.

The survey ran for approximately three weeks, and was advertised through the AISD and City of Austin websites, and through local media, press releases and community newspapers. Messages also were sent to each campus, requesting principals to notify their staff, Campus Advisory Councils, students, and parents of the online survey. In addition, all AISD staff received an email invitation to take the survey.

The online survey consisted of 25 items pertaining to how well AISD is addressing specific issues, rated on a five-point scale (i.e., 1 = Not at all well, 2 = Not very well, 3 = Somewhat well, 4 = Very well, and 5 = Extremely well). In addition, to further assist in evaluation, respondents were asked to provide certain demographic information. Respondents were also given the opportunity to provide general comments.

The online survey informed respondents that their information was totally anonymous, and that inclusion of demographic information was optional. A complete version of the survey instrument is provided in Appendix C.

Results

Detailed results of the online survey are provided in Appendix D. When looking at all survey responses, for the 25 items on the survey, scores for 23 items fell between 2 and 3 on the five-point scale described above. This indicates a definite need for improvement in the quality of education for African American students. Average scores for two items exceeded 3 (“information available in languages other than English” averaged 3.43, and “support for English language learners” averaged 3.02). By comparison, the three lowest-scoring items were “recruitment and retention of African American teachers” at 2.20, “involvement of the African American business and religious communities” at 2.18, and “representation of African American teachers in Gifted and Talented programs” at 2.13.

In addition, Appendix D averages the scores of all 25 survey items and presents them graphically in three categories: Academic Preparation and Opportunity; Staff and Other Resources; and Parent and Community Involvement. These categories not only reflect the main areas for improvement identified in the City of Austin Quality of Life Initiative, they closely parallel the balance of perspectives in the AISD Strategic Plan (i.e., Education, Staff, Resources, and Community).

A total of 628 individuals responded to the online survey. The majority (69.8%) of respondents were AISD employees, but this is not surprising since an email announcement about the survey was sent out to all district employees. No related skewness is evident in the survey results; as indicated in Appendix (blank), in most cases the responses of AISD employees closely approximate those of community members.

When comparing the average scores of African American versus non-African American respondents, varying degrees of skewness are evident in the data, as indicated in Appendix D. For all 25 survey items, the average scores for African American respondents were lower (i.e., indicating less satisfaction) than were those of non-African American respondents.

When looking at all respondents, demographic characteristics included over 47% having a Graduate or professional degree and over 80% being female. More detailed demographic information is provided in Appendix D.

Of the 628 total survey respondents, 228 (36%) provided additional comments. These comments covered many issues and topics, but the most prevalent, in descending order, included: relationships between school and the community, student treatment and opportunity, lack of African American representation in administrative and leadership positions, and the placement of inexperienced administrators and staff in high-need schools.

ONLINE COMMENTS

Of the 628 survey respondents, 228 provided responses to the question, “Is there anything else you would like to share with us at this time?” These responses focused on the key areas of concern outlined below.

Schools and community (67 comments)

Many respondents expressed concerns about the relationships between schools and the parents and community at large. Lack of parental involvement in and exclusion from PTA and other school programs, the effects of home environment on student learning, and apathy from parents on college and career preparation were cited as parent and community barriers for improving student achievement. Respondents also perceived an adversarial relationship between parents on the one hand, and teachers and administrators on the other. Both teachers and parents need to work on shifting from fear to trust in order to coordinate their support for student learning. Part of this is improving parent and community understanding of how the schools work.

Respondents made the following recommendations: outreach and education for African American parents on school processes and procedures, organization, law, academic and sports programs, and post-high school education; identification of parental involvement needs for each grade level; creation of a parent academy to foster parent partnership and leadership early on in children’s education; partnership with African American community groups to come into the schools and help raise standards for African American children; promotion of diversity in all of the district’s partner organizations; and sponsorship of teachers for community-building activities within their classrooms; .provide greater support for schools and involvement in PTA; raise awareness among the African American community on the importance of reading at home and education as the key to success; show support for teachers, especially when it comes to discipline; recognize teacher achievement; hold parents accountable for their students’ actions; and offer community help in teaching appropriate school behavior.

Student treatment and opportunity (61 comments)

Respondents also commented on the overrepresentation of African American students among those referred for special education and disciplinary measures and their underrepresentation in gifted and talented programs, magnet schools, peer mediation programs, and advanced placement classes. They also perceived a greater emphasis on athletics rather than academics for African American students, stated that academic programs are better funded on the west side of Austin, and expressed the view that minority students do not have equal access to magnet programs. Finally, zero tolerance policies are believed to have led to overrepresentation of African American students receiving ISS and expulsion, and are perceived as being much stricter for African American children, thereby fueling high dropout rates.

Respondent recommendations include: improving accountability for representation in advanced academic programs and classes, especially for students in Title I schools; improving opportunities for motivated students to participate in the most challenging academic programs; and moving from disciplinary measures that disengage students from schools, to establishing stronger supports for students facing challenges.

Leadership and administration (28 comments)

Respondents also commented on African American representation in administrative positions and the leadership of the administration in improving African American student achievement. Respondents described a need for more African Americans (especially males) in leadership positions within AISD – in charge of academics and not just discipline. Some respondents felt that opportunities for advancement for African American employees were often blocked, and that key positions in AISD are awarded based more on connections than on merit. Respondents also felt the need for greater stability in AISD administration at the district and school level, and leadership in collaborating with community-based organizations and advocating for the African American community.

Respondent recommendations include: hiring highly qualified staff in the same racial/ethnic percentage as the population; assigning leaders to schools who demonstrate the ability to relate with African American children; hiring teachers from Huston-Tillotson University; and ensuring that diversity of members is considered when forming District committees.

Equity and resource distribution (24 comments)

One equity issue discussed by a number of respondents is the placement of inexperienced administrators and staff in high-need schools. The perception is that poor working conditions at these schools and low support, preparation, and salary lead many teachers to transfer or stop teaching, and these schools become places of last resort for teachers who can't get work elsewhere. Another issue raised by respondents was that budget tightening disproportionately impacted resources, programs, and facilities that served high-need, minority students. Others felt that programs and resources for high-minority schools left out students in other schools. Finally, equal access to technology resources and quality schools in high minority areas was emphasized, especially in light of the lack of reading and technology resources in low-income households and communities.

Respondent recommendations included: creating incentives for teachers to accept and remain in high-need schools and classrooms; conduct a study with kids on the ineffective teachers in schools; do mental background checks on all teachers; encourage and truly support experienced teachers who are responsive to diverse learners so that the teachers will teach in historically low-performing classes and schools; keep class sizes in special area classes at the same standard as academic classes; maintain funding for programs that support minority and all high-need students; keep neighborhood schools; bring library and computer resources at high-minority

schools up to the same standard as other schools; and reevaluate boundaries and student transfer policies based on how these may have an impact on minority students and communities.

Curriculum development (22 comments)

Several respondents mentioned the need to adapt curriculum to meet the needs of African American students. Recommendations included: curriculum be made socially and culturally relevant and include African American perspectives in history, science, and literature; more collaborative-based education be provided; the district focus on fundamental skills in math, English, science, and languages for African American students rather than on tests; the district develop workforce vocational, business, and trade education programs; develop a Reading Recovery program to supplement Reading First at the elementary level; create a program for kids with criminal backgrounds that gets them work experience while in high school so they have a chance after graduation; and teach parenting, social skills, and other 'life' skills that would prepare students for adulthood and support child education for future generations.

African American educators (22 comments)

Many respondents felt strongly that improved recruitment and retention of African American teachers and counselors are necessary in order to raise the expectations for, and achievement of, African American students. Respondents felt that African American students often lack positive role models and that African American teachers, counselors, and administrators help fill this need. But comments expressed concern that very few African American teachers are working in high minority schools. Some respondents felt that this is partially due to administrators pushing out African American educators and pressuring them against speaking out. However, other respondents felt that the focus of recruiting should be on excellence and the ability to work with all students, not on race.

Respondent recommendations include: aggressively recruiting more qualified African American teachers and supporting them through their first few years of teaching; placing more African American teachers in mostly African American schools; hiring more core curriculum African American teachers; and creating an African American Teacher Task Force to focus on how to increase achievement for African American students and recruit and retain qualified African American teachers and administrators.

Student attitude and behavior (15 comments)

Respondents also cited student attitudes and behaviors as important components of the African American student achievement gap. They described disruptive students in class, discipline and motivation issues, the use of race as an excuse by students, apathy, and student anger and violence. A few respondents also expressed concern over racial issues between Hispanic and African American students. Besides academic subjects, they remarked that the classroom needs to teach and reinforce self-motivation, initiative, manners and respect.

Besides recommendations discussed under curriculum development, student support, and schools and community, other strategies identified by respondents to improve student attitudes and behaviors include: conducting a study on behavior and African American children in schools; counseling to support tolerance and understanding; and expanding programs like Second Step that are effective in teaching empathy, impulse control, and anger management.

Support systems for African American youth (14 comments)

Many respondents felt there was a lack of support for African American youth, especially males. Some felt that school counselors are often not available because they are administering tests and scheduling classes. Others discussed the quality of support for mental illness and other health risks that students face. Respondents asked that we find ways to encourage students of color to remain in school, pursue honors and AP classes, and enroll in postsecondary education.

Recommendations from survey participants include: implementing well-coordinated volunteer programs with diverse mentors; creating a student advocacy program; creating support systems for African American students in AP courses; fostering more involvement with the City's Mentorship Program; increasing counseling programs; and providing follow-through with counseling and mentorship for continued support of students.

Professional development (12 comments)

Respondents expressed concern about the cultural awareness and sensitivity of AISD staff, the district's understanding about issues facing students, and teacher qualifications and will to teach African American children. Respondents felt that teachers' need to be given the skills necessary to understand, support, and work with communities that are not white, middle class, and English-speaking. Finally, expectations need to be raised for all students.

Recommendations included: training on diversity issues for administrators and police officers; racial sensitivity training for teachers and students; holding workshops or training on diversity, preferential treatment, and conflict management; developing communication skills for communicating with African American students and parents; and including these skills in university teacher training.

Priority for Spanish language (11 comments)

Comments related to the priorities for Spanish speakers included: bilingual educators are not necessarily qualified teachers, especially for African American students; accommodating Spanish speakers in meetings can exclude African Americans, especially in Spanish-majority schools; and the same resources could help English speakers learn Spanish or other languages.

Political will (10 comments)

A number of respondents questioned the political will within AISD to take the necessary action to seriously tackle the achievement gap for African American students.

Task force focus (10 comments)

Some respondents questioned the focus of the task force on African American students. These respondents generally felt that targeted programs should be focused either on issues facing all minorities or all low socio-economic status students.

Early childhood (4 comments)

A few respondents felt that the focus of Pre-K programs should be expanded beyond just non-English speaking and low-income students; that other students are low performing early on as well. There was also a recommendation for greater coordination with other early childhood programs outside of AISD.

COMMUNITY FORUM

The task force recognized the importance of holding a community forum to gather public input. Advertisement of the community forum was accomplished through community newspapers, television and radio interviews, and press releases.

The forum was held at the Kealing Middle School Theatre on April 25, 2006.

DATA RESEARCH

Methodology

A considerable amount of data was gathered and analyzed by the African American Quality of Life Task Force on Education. Several data sources were consulted, including the U.S. Census Bureau, Texas State Data Center, National Center for Educational Statistics, Texas Education Agency and AISD.

Data was collected not only on education, but also in other categories related to education and quality of life, including population, health, and economy. Data were presented on the national, state, and local levels, as available. All data were presented for African Americans, Hispanics, and Whites. In addition to current data, certain projections were also obtained.

Results

Results of the data research were provided to task force members and discussed at their initial meeting. Detailed results are provided in Appendix G, and following are some highlights of the data research.

Based on the 2005 AISD High School Exit Survey, there were few variances between the feelings of African American, Hispanic, and White students in regard to school climate and school experiences. However, it is important to note that the average responses for African American students were slightly less positive than Hispanic and White responses.

Based on the 2005 AISD Parent Survey, of those parents responding the overwhelming majority were Hispanic. There were no significant variances between the feelings of African American, Hispanic, and White parents in regard to their experiences with AISD, with all average responses indicating general satisfaction. However, both response rates and satisfaction rates tended to be generally lower at the secondary level compared to the elementary level.

CURRENT PROGRAMS AND INITIATIVES

A number of programs and initiatives, conducted by AISD on an inter-local basis with the City of Austin and other organizations, are currently in effect or underway and are intended to have a direct impact on the quality of education for African American students. Detailed descriptions of these programs and initiatives are provided in Appendix I. Following is a brief summary.

STUDENT ACADEMIC SUCCESS

In AISD, student effort and achievement are organized around a solid curriculum aligned with state standards and instructional strategies grounded in research-based best practices. Support for the success of all students is provided through a three-tier intervention model that assures early intervention for struggling learners.

Tier I - Classroom instruction and interventions at the classroom level;

Tier II - Supplemental reading or math interventions within the school day;

Tier III - Intensive reading and math interventions, beyond the school day.

Teaching and Learning Strategies – Curriculum/Instruction/Assessment

The district curriculum determines what is to be taught to students. It is imperative that this curriculum is aligned with state standards and that it is clearly communicated to teachers. The AISD curriculum is closely aligned with the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards.

The curriculum is organized and communicated to teachers through detailed *Instructional Planning Guides* (IPG), which align K-12 instructional objectives with TEKS. The IPGs also include references to instructional resources and research-based instructional strategies. The district publishes a *Family Learning Guide* to provide parents with suggestions on how to support student learning of the TEKS.

The Institute for Learning at the University of Pittsburgh has organized a set of research-based instructional best practices into nine *Principles of Learning*[®]. The district partnership with the Institute for Learning supports the integration of the Principles of Learning in all instruction.

Student Learning Profiles are used for ongoing monitoring of student success. These profiles provide timely assessments of student progress in reading, writing, math science and social studies so that appropriate adjustments can be made as appropriate.

English-Language Learner Program

AISD is resolute about raising the academic achievement of its English Language Learners (ELLs), and is engaged in implementing a district-wide initiative. At the elementary level, the focus of instruction is on the acquisition of both academic Spanish and academic English. At the secondary level, the focus is on the acquisition of academic English and the incorporation and acceleration of rigorous problem solving skills.

Students identified as English Language Learners (ELLs) at the middle school level are provided an opportunity to accelerate their English language and reading skill by participating in the READ 180, a technology-based program that provides students an opportunity to accelerate language and reading skills.

At the high school level, recently arrived immigrant students are able to attend high school at the International High School (IHS). The International High School is designed to provide a sheltered environment where students can accelerate their knowledge of English, apply their previous knowledge base while acclimating to the U.S. school system. The IHS is structured as a school within a school and is housed at Johnston High School. The IHS is complemented by the International Welcome Center (IWC) that welcomes students to the district and completes academic-assessments, prior to students enrolling in AISD.

Special Education Program

Special education services provide students with disabilities with support in achieving at high levels, with a focus on the following:

- Standardized Inclusion of Best Practices District wide.
- Improved collaboration between general education and special education departments.
- Addressing relationship issues between students with disabilities and their peers through Positive Behavior Support initiative.
- Improving programming for special education students aged 19-22
- Improving customer service satisfaction,
- Implementation of Bilingual ELEVAR initiative.

Magnet Program

AISD offers students several advanced academic magnet programs at the secondary level. The magnet program at Kealing Magnet School offers students courses in math, science, technology, and liberal arts. The program at Fulmore Middle School offers an emphasis on humanities, international studies, and law. At the high school level, the Liberal Arts and Science Academy at Lyndon Baines Johnson (LBJ) offers students a choice of enriched academic programs. The magnet programs offer students advanced

academic studies in an environment built on collegial relationships, individual growth and intellectual rigor.

Gifted and Talented Program

The Gifted and Talented (G/T) Program identifies students in four core areas – English/language arts, mathematics, science and social studies. G/T students receive differentiated instruction in the core courses. Those courses include; Advanced Placement (AP), Pre-AP, International Baccalaureate (IB), magnet courses or other designated courses. At the elementary level and secondary level, students identified for the G/T Program explore further and study more intensively the content of their academic subjects.

Pre-Kindergarten Program

In order to better prepare students for kindergarten, AISD proposes Early Childhood/Pre-Kindergarten Centers specifically designed for pre-kinder children. These centers will allow a greater number of children to be served, will allow for greater inclusion of students with special needs and will hold the potential of encouraging parents to engage in their child's learning.

Blue Print Schools

AISD has identified six under-performing elementary and middle schools to serve as prototypes for future efforts to raise student achievement. Intensive restructuring of these "blueprint schools" includes providing:

- Well-qualified teachers in every classroom
- Proven leadership
- Consistent systems and procedures
- Specific curriculum
- Extensive professional development
- Structured student support systems, and
- Strong relationships between parent and school staff.

ACCELERATION OF LEARNING

The district has developed a variety of programs and services for students who have fallen behind academically and require supplemental instruction and support to accelerate their learning. The following are descriptions of major AISD programs designed to accelerate student learning and progress towards graduation.

SSI (Student Success Initiative)

Each elementary school is provided funding to support supplemental instruction for students who are struggling learners. Supplemental instruction is provided by certified teachers during the school day or through extended learning opportunities after school.

Secondary Credit Recovery & Acceleration

Secondary School Campus-Based Tutorials

Each middle school and high school is provided funding to support campus-based tutorials. The structure and format of these tutorial programs is determined by the campus principal and approved by their Associate Superintendent.

Gonzalo Garza Independent High School

Gonzalo Garza is an open enrollment high school/choice school designed to meet the needs of student who:

- Have experienced unusual life circumstances that have created barriers to graduation
- Have dropped out or are likely to drop out of regular high school
- Wish to pursue an education that provides integrated health and social services and prepares students for college; and
- Will thrive in a non-traditional approach to learning.
- Who may opt for a flexible school schedule but must attend a minimum of 20 hours a week and
- Who have parental permission.

Diversified Education Through Leadership, Technology, Academics (DELTA)

The goal of DELTA is to provide an individualized, self-paced instructional program for recovered and potential school leavers in order for them to earn academic credits and graduate from high school.

Virtual School Program (VSP)

The Virtual School Program is a non-traditional, home based academic program that is available to high school seniors. The goal of VSP is to provide academic opportunities for students who are unable to participate in a traditional classroom setting, most often because they are parents of young infants or must work full-time for economic reasons. Students in VSP earn high school credits and graduate from high school.

Summer School

Each year, the district provides summer school programs for students ranging from Pre-k through high school. At the elementary school level, these programs are designed to accelerate student mastery of the English language, English language arts and math skills. Secondary level summer school also provides students with the opportunities for recovery of credit for courses failed during the regular school year.

COLLEGE READINESS AND POST-SECONDARY EDUCATION

AVID

Advancement Via Individual Determination (AVID) is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. AVID offers a rigorous program of instruction in academic “survival skills” and college level entry skills.

SMART

Science, Math, and Reading Tutorials (SMART) involves certified teachers providing assistance in order to better prepare students for college preparatory classes.

GEAR UP

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Advanced Placement Courses

Through college-level Advanced Placement (AP) courses, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. AP courses allow students to get a head start on college-level work, improve their writing skills, sharpen their problem-solving techniques, and develop the study habits necessary for tackling rigorous course work.

Pre-Advanced Placement Courses

Academic courses that lead to Advanced Placement courses are referred to as Pre-AP courses. Pre-AP courses can be taken in grades 6-11. Emphasis is given to the skills and strategies students need to succeed in AP courses in grades 11 and 12 and in post-secondary education.

AP Incentive Program

Beginning in Fall 2006, an AP Incentive Program will be funded at Travis, Reagan, Johnston, LBJ, Akins, Crockett, and Lanier high schools. This project will provide a \$300.00 financial incentive to each student who earns a score of three or better on the AP exam.

Austin Community College – AISD Connection

High School seniors who participate in the ACC-AISD Connection go through the college acceptance process with Austin Community College, while enrolled as an AISD student. This four step program involves the college application process, orientation and optional tour of ACC's five community college campuses, placement testing and academic and financial aid counseling by a college counselor.

Dual Credit Courses

Dual Credit is a non-fee based program for students who are simultaneously enrolled in AISD and ACC. The students attend pre-approved college-level courses either at their high school or on an ACC campus and earn both college and high school credits. Dual credit requires students:

- Be high school juniors or seniors,
- Be enrolled in a maximum of two college-level courses per semester
- Complete the Early College Start application
- Meet ACC's enrollment requirements
- Be recommended by high school principal and
- Have parental permission.

Career and Technology College Articulated Courses

A number of content-enhanced career and technology high school courses have been identified as equals to specific introductory-level college courses. A student completing these courses must earn a grade of "B" or better to receive articulated credit to Austin Community College. Completion of a course with this academic standing counts as a Distinguished Achievement Program (DAP) measure.

International Baccalaureate Program

The IB program is open to all students and is currently available at Anderson High School. The IB program is an internationally recognized curriculum that offers eleventh and twelfth grade students an opportunity to earn an IB Diploma. To earn an IB Diploma students complete courses and test in six IB subjects. This advanced comprehensive program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society.

STUDENT AND FAMILY SUPPORT

In order to put forth their best efforts in the learning process, many students need support in having regular school attendance, having healthy physical and personal development and overcoming obstacles to daily living associated with poverty. AISD efforts to address the attendance, behavior support and basic needs of students and their families are organized based on the three-tier intervention model used to address academic needs.

Early Intervention for Struggling Learners

The district strategy for supporting struggling learners provides for both early intervention and intensive services to address student needs related to academics, attendance and behavior. Early interventions include school-wide and classroom level strategies for supporting student learning, regular attendance and positive behaviors.

Intensive Interventions for High Need Students

Students with additional support service needs are provided more intensive interventions, including:

- *Campus Impact Process* which involves an assessment of student needs, individual student service plan and regular monitoring of student progress;
- *District School/Community Liaisons* (licensed counselors and social workers) assist students and families short-term problem solving and connections with community services related to health, mental health and basic needs.
- *District Dropout Specialists* work closely with students, families, campus staff and the courts to address barriers to regular school attendance.
- *District collaborations* with agencies such as Communities in Schools, SafePlace, and LifeWorks provide school based services supporting student personal development and positive relationships. District collaborations with community mental health agencies, such as Austin/Travis County MHMR, Austin Child Guidance and the Children's Mental Health Partnership help to address more intensive student needs.

SAFE AND NURTURING CAMPUS ENVIRONMENTS

The district is implementing recommendations put forth by the *Community Safety Task Force*. These recommendations addressed: Policies, Facilities, Campus Environment, Continuum of Support for Students and Families.

High School Redesign

The High School Redesign initiative aims to enhance academic rigor for all students, establish positive relationships between students and adults, and demonstrate relevancy of high school work as preparation for continued education, good jobs, and successful lives.

Student Academic Success

AISD curriculum is closely aligned with the Texas Essential Knowledge and Skills (TEKS) state curriculum standards. Instructional Planning Guides (IPGs) provide teachers with the instructional objectives of the curriculum.

AISD advanced academic magnet programs offer students courses in math, science, technology, liberal arts, humanities, international studies, and law. The Gifted and Talented Program offers differentiated instruction in English and language arts, mathematics, science, and social studies.

AISD is also developing pilots for early childhood learning centers. Recent research correlates early childhood education with future performance.

Acceleration of Learning

A three-tier intervention model works to bring under-performing students up to speed through classroom instruction, reading and math intervention within the school day, and intensive intervention beyond the school day and during the summer.

Gonzalo Garza Independent High School, Diversified Education through Leadership, Technology, and Academics (DELTA), and the Virtual School Program (VSP) all work to provide alternative programs with additional supports to meet the needs of students who are not well served by the traditional high school programs.

College Readiness and Post-Secondary Education

AVID and GEAR UP are examples of programs working to prepare low-income or underachieving students for post-secondary education.

AISD provides Advanced Placement (AP) courses to give students the opportunity to earn college credit or advanced standing, and Pre-AP courses in grades 6 – 11 to prepare for AP coursework. Through the AP Incentive Program, AISD is also providing training for teachers and financial incentives for teachers and students to increase student enrollment in AP courses at seven high schools.

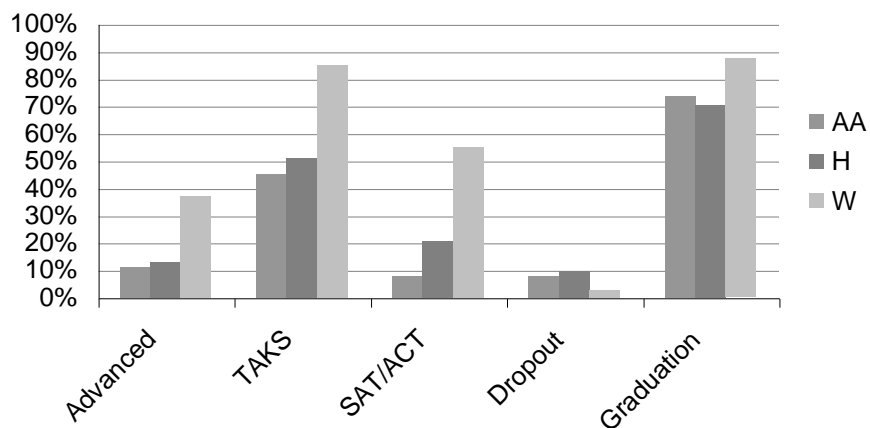
The Austin Community College/AISD Connection, dual credit courses, and career and technology college articulated courses are programs that help transition students from AISD to college and provide college credit.

GAP ANALYSIS

As described in the previous section, AISD and the City of Austin have made considerable progress in several areas related to the quality of education for African American students. However, based on data and literature research and on stakeholder input, continued improvements are needed.

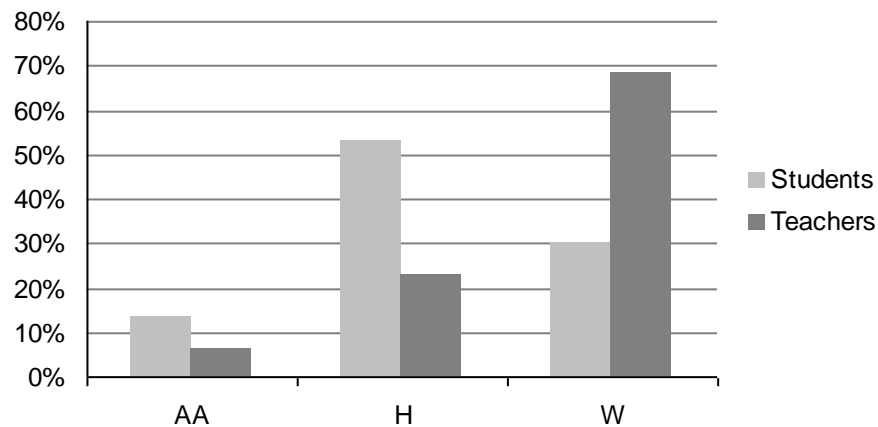
As indicated in the following charts, data show that there are still sizeable gaps in various measures of AISD student achievement, as well as gaps in diversity among district staff.

Student Achievement



Notes: AA = African American; H = Hispanic; and W = White. Advanced = High School Advanced Courses Completion Rate; TAKS = Minimum TAKS Expectation Met; SAT/ACT = Scores at or above Criterion; Dropout = High School Dropout Rate; and Graduation = High School Graduation Rate. See Appendix I for details of data research.

Staff Diversity



Stakeholder input indicated that the district's efforts have been successful in improving parent and community involvement and communications, improving staff diversity and professional development, and decreasing the dropout rate and increasing academic performance of African American students. However, stakeholders also identified a number of challenges and risks for the education of African American students and need for improvements. Specifically, the district still needs to improve its connection with African American parents, community members, and students. The district also needs to recruit qualified teachers and to reduce the placement of new and inexperienced teachers in high-need and high-African American schools.

Review of applicable literature suggests several possible actions to address these identified gaps, including:

- Developing a shared responsibility and shared values among schools, families, students, and communities.
- Training teachers in strategies to work with multicultural students.
- Providing a fair and effective policy for teacher placement and incentives and support for working with poor and minority students.
- Providing individualized, long-term, student-centered and family support at school.

Recommendations

GOALS, OBJECTIVES, AND STRATEGIES

The AISD/City of Austin African American Quality of Life Task Force on Education recommends that the City of Austin and AISD focus on five goal areas to effectively address the quality of education for African American students in AISD, with several specific objectives and strategies associated with each of these goals.

The recommendations of the task force provide a strong alignment with the Mission of the AISD Board of Trustees: “All students will progress academically and intellectually, and will graduate prepared for personal success and inspired to contribute to society.” The recommendations of the task force also directly support several of the Board’s Results Policies (indicated by R), and all of the AISD Strategic Plan Priorities (indicated by SP), as follows:

- R-2 (Academic Achievement)
- R-3 (College/Career)
- R-5 (Citizenship)
- R-6 (Personal Development Skills)

- SP-1 (Education – Student Achievement)
- SP-2 (Education – Holistic Educational Experience)
- SP-3 (Education – Learning Environment)
- SP-4 (Staff)
- SP-5 (Community)
- SP-6 (Resources)

The African American Quality of Life Task Force on Education identified the following five goal areas:

- Supporting Equal Academic Opportunity
- Increasing Rigor of Academic Programs
- Providing a Post-Secondary Orientation
- Increasing Teacher Quality and Sensitivity
- Increasing Involvement of Parents in Student’s Education

Goal 1

Supporting equal academic opportunity by decreasing the numbers of African American students placed in Special Education programs and with disciplinary issues.

Objective 1.1

Ensure that highly motivated, creative and engaging teachers are teaching and encouraging students needing the most educational assistance.

Strategies

- 1.1.1 Provide financial incentives in the form of annual bonuses or awards to those teachers who exceed established goals/standards in schools with the highest percentages of African American special education students.
- 1.1.2 Actively recruit highly qualified teachers of varied cultural backgrounds and offer incentives that would attract them to become special education teachers.
- 1.1.3 Implement a special incentive program available to teachers in schools with the highest percentage of African American students.

Objective 1.2

Promote equity in access to high quality special education services and eliminate inappropriate placement into special education for African American youth.

Strategies

- 1.2.1 Incorporate a special education strand, into the AISD Teacher Sessions for the National Board Certification Program, that fosters awareness of cultural issues.
- 1.2.2 Establish a third party independent unit to serve as advocates for African American students and parents during and after the ARD process. The unit should be composed of experts who are clinically trained and culturally sensitive to the behaviors of African American students that cause them to be over-represented in special education.
- 1.2.3 Provide funding for specialized after-school education programs that focus on transitional support for students previously receiving special education services.
- 1.2.4 Provide all teachers in-service training in classroom and student behavior management specific to the cultural characteristics of their campus demographics.
- 1.2.5 Track disciplinary referral rates for all teachers as part of their annual evaluations to assist in the identification of teachers who need additional behavior management training.
- 1.2.6 Institute a mechanism of early detection of behaviorally challenged students, involving the parents in the creation of an individualized plan for behavior modification.

Objective 1.3

Ensure capacity to distinguish among, and honor, culturally based behaviors.

Strategies

- 1.3.1 Develop and implement a specialized training program for all teachers and administrators that will help educators to distinguish among disciplinary, cultural, and educational behaviors that are particular to children of varying backgrounds and age groups, that could contribute to inappropriate identification for special education services.

Goal 2

Improving educational opportunity for African American students by increasing the number of academically rigorous programs available to African American students and increasing the numbers of African American students enrolled in such programs.

Objective 2.1

Strengthen curriculum offerings for all students.

Strategies

- 2.1.1 Increase access to and support for completing more rigorous course offerings, and infuse effective instructional strategies for all students enrolled in AISD, with particular emphasis upon those schools whose populations are comprised of 50% or more economically disadvantaged students.
- 2.1.2 Increase the frequency and richness of developmentally appropriate experiences for all young children, especially children from low socioeconomic backgrounds, incorporating best practices from nationally recognized models such as Head Start, Even Start, and the like.
- 2.1.3 Require more needs/interest-based rigorous college preparatory curriculum offerings and instructional strategies for all AISD secondary students.

Objective 2.2

Foster meaningful involvement of parents in their children's education.

Strategies

- 2.2.1 Enable parents to become more familiar with and actively involved in the curriculum offerings and instructional strategies, both at school and at home, to increase children's learning success.
- 2.2.2 Provide parents/family and community members with learning opportunities as well as experiences that better

inform and more actively involve them in children’s learning at school, at home and in the community.

- 2.2.3 Provide adult basic education and English as a Second Language programs that enable parents and family members to acquire knowledge, understanding and skills for helping their children with experiences at school and at home.
- 2.2.4 Partner with established African American Community Service organizations to expand opportunities for African American student leadership and engagement in community activities which enhance academic performance and personal development.
- 2.2.5 Identify “key communicators” who will disseminate information regarding city and district initiatives to enhance the education of African American students into the community.

Goal 3

Providing a post-secondary orientation for African American students.

Objective 3.1

Ensure that African American students have access to pathways toward college.

Strategies

- 3.1.1 Develop and implement a district-wide counseling program for all 9th grade students that requires each of them to participate in at least one 30-minute, counselor-led session regarding college and/or career program course selections.
- 3.1.2 Provide free tutoring and mentoring opportunities for all secondary students during school hours and in after-school programs.
- 3.1.3 Develop an academic and community leadership magnet for students in the Reagan feeder pattern, that:
 - 3.1.3.1 identifies African American students in grades 5 through 9 for participation in the community involvement / urban leadership magnet.
 - 3.1.3.2 incorporates the best practices identified from such programs as Gear Up, Young Scientists, and Aus-Prep in the magnet program’s design.
- 3.1.4 Provide extended-day academic and enrichment opportunities for all secondary students during non-school hours (before and after school hours).

- 3.1.5 Target a cohort of 100 African American male students, beginning in the 7th grade, and assign mentors, introduce them to College Presidents, and expose them to post-secondary experiences.
- 3.1.6 Create fundraising opportunities and collaboration for the design and implementation of a Grade 6-12 Young Men's Leadership Academy.
- 3.1.7 Involve parents in the creation and maintenance of "high performance" communities, creating high expectations for their children.
- 3.1.8 Provide academic coaches for African American students enrolled in magnet programs on each campus.

Goal 4

Increasing teacher quality and sensitivity to meet the specific needs of African American students.

Objective 4.1

Increase teacher capacity to successfully support all students through high school graduation.

Strategies

- 4.1.1 Work in partnership with area-wide colleges and universities to develop and implement an AISD teacher development program that will enhance curriculum offerings and instructional practices, to more successfully support all children.
- 4.1.2 Hire and deploy more Masters degreed African American teachers, administrators, and highly qualified support staff on campuses having a concentration of African American students.
- 4.1.3. Ensure placement and retention of highly qualified African American teachers on campuses with large concentrations of African American students.
- 4.1.4 Develop and implement effective classroom management strategies and activities that will support teachers in creating and maintaining classroom environments that are more caring, challenging and student-friendly.
- 4.1.5 Revive the Human Relations/Sensitivity Training Program for District staff.

Goal 5

Improving personal development opportunities for teachers and administrators to better equip them to create environments conducive to educating African American students

Objective 5.1

Create and maintain classroom learning environments that are more caring, challenging, and student-friendly.

Strategies

- 5.1.1 Fully implement and enhance the district-wide Character Education Program by requiring all staff members and students to embrace and exhibit its ten traits — respect, courage, caring, honesty, perseverance, responsibility, integrity, self discipline, trustworthiness and fairness.
- 5.1.2 Give greater attention to the promotion of trust and customer service in all schools.
- 5.1.3 Increase opportunities for continuous exposure to “high-performance” learning environments in which large groups of African American students (not isolated instances) successfully experience high expectations and rigorous challenges for high performance.

EXPECTED OUTCOMES

The African American Quality of Life Task Force on Education believes that following the recommended goals, objectives, and strategies identified above will help lead to a number of positive outcomes related to providing African American students in AISD with a quality education. These expected outcomes for African American students include:

- Higher achievement levels
- Higher attendance rates
- Lower dropout rates
- Higher graduation rates
- Fewer special education referrals
- Fewer discipline referrals
- Greater participation in and completion of advanced courses
- Greater participation in SAT/ACT testing with improved results
- Increases in college applications and college enrollment
- Increases in scholarship applications and scholarship awards
- Increases in college completion
- Greater satisfaction with the district's quality of services and education

IMPLEMENTATION PLAN

The African American Quality of Life Task Force on Education further recommends that the AISD Board of Trustees and Austin City Council direct that a detailed plan be developed to provide instructions for implementing the recommendations of the task force. The implementation plan would be in alignment with the AISD Strategic Plan and include the following components:

- Specific action steps
- Necessary resources
- Responsible parties
- Timeframes for completion
- Deliverables
- Quantifiable targets
- Monitoring process with annual report
- Continuing role for the task force

APPENDIX A Charge

October 14, 2005 Meeting of the
AISD/City of Austin
Joint Subcommittees

Task Forces on
Task Force on Education and the Quality of Life in Austin for African American Students
and
Task Force on Education and the Quality of Life in Austin for African American Students

MOTION:

That the AISD/City of Austin Joint Subcommittees establish two parallel task forces to review how AISD and the City of Austin are addressing the challenges in public education and in the community facing many African American and African American children;

That the task forces will identify current AISD and City of Austin initiatives, approaches, and best practices in order to support successful and effective strategies and interventions to enhance the educational attainment for African American and African American students by 2015;

That each task force will be comprised of eight (8) members; three (3) from the community to be appointed by the members of the City's subcommittee; three (3) from the community to be appointed by AISD's subcommittee; one (1) City staff to be appointed by the City Manager; and one (1) District staff to be appointed by the Superintendent; and finally,

That the task forces will complete their work and present final reports to the Joint AISD/City of Austin Subcommittees.

Approved by the AISD/City of Austin Joint Subcommittee on October 14, 2005

APPENDIX B Charter

In direct response to input received from the community, the City of Austin and the Austin Independent School District have directed the formation of task forces to address the quality of life, specifically education, of our African American and African American citizens. Accordingly,

1. The task forces will consist of recognized experts in the field of education as well as business and community leaders.
2. In its deliberations, the task forces will consider current data, research on best practices, and community perspectives.
3. Each task force will oversee development of a report focused on providing a quality education.
4. The task forces will have ultimate responsibility for approving and representing the findings and recommendations of their reports.
5. The City Council and AISD Board of Trustees, and City of Austin and AISD executive staff, will have opportunities to provide overall guidance and to provide review and comments on draft reports.
6. Each task force will conduct at least one public forum to gain community input on draft reports, and the public will also have the opportunity to provide online comments on draft reports.
7. The task force reports will be concise and compelling documents, in easily understood language and format.
8. The draft and final task force reports will be available in English and Spanish.
9. The AISD/City of Austin Joint Subcommittees will receive the task force reports and will consider the findings and recommendations of those reports.

APPENDIX C

Online Survey Instrument



Austin

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[Exit this survey >>](#)

Quality of Education for African Americans in AISD

Introduction (Page 1 of 4)

Recently, the City of Austin and the Austin Independent School District formed a joint task force to study the quality of education in AISD for African Americans. The task force is interested in learning what the Austin community feels are the best ways to respond to the diverse needs of African American students in our community.

As a member of the Austin community, your input regarding the current status of education for African American students in AISD is important and valued, and we would appreciate your responses to the following survey. We will compile the results of this survey and provide them to the task force, who will use this and other information to develop a formal report including recommendations to the City of Austin and AISD. In addition, your responses may be shared with researchers who would use information from this survey to study issues influencing African American education.

Your survey responses are completely anonymous and cannot be linked to you in any way. Please select "Save and continue" to participate in this survey.

[Save and Continue >>](#)



Quality of Education for African Americans in AISD

Issues in Education (Page 2 of 4)

We are interested in knowing your opinions about how well AISD is addressing a variety of issues that are important to the education of African American students.

Following are several issues related to the quality of education in AISD for African Americans. Please rate how well AISD is addressing these issues, using the scale provided.

How well is AISD addressing the issues below?

	Not at all well	Not very well	Somewhat well	Very well	Extremely Well	Not Sure
Parental involvement in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Friendly schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocation of resources (funding, staff, facilities) across schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment and retention of high-quality teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment and retention of African American teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff diversity reflective of the community's diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information available in languages other than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciation for African American culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for English Language Learners to achieve English fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the diversity within the African American community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff who are trained to work effectively with African American students and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High expectations for African American students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouragement of African American students to challenge themselves and to excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact of TAKS tests on grade-level promotion and graduation of African American students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dropout rate of African American students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of African American students for academic success in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all well	Not very well	Somewhat well	Very well	Extremely Well	Not Sure
Preparation of African American students for college and financial aid applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of African American students for career or vocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation of African American students in advanced courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representation of African American teachers in Gifted and Talented programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of African American students in Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Early Childhood Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of Supplemental Education Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of disciplinary actions against African American students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement of the African American business and religious community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[<< Go Back](#) [Save and Continue >>](#)



Quality of Education for African Americans in AISD Demographic Information (Optional, Page 3 of 4)

To assist our analysis, please tell us a little about yourself. The following questions are optional. You may select “Save and Continue” at the bottom of the page to skip this section.

Which of the following describes you? Select all that apply.

- Parent of a child in an AISD school
- Student in an AISD school
- Employee of AISD
- Community member who does not have a child in an AISD school
- Member of a Campus Advisory Council

Please select the category below that best describes you.

- African American
- Asian American
- Hispanic/Latino
- White, Non-Hispanic
- Other (please describe):

Which of the following describes you?

- Female
- Male

Please indicate the highest level of education you have completed.

- Elementary School
- Middle School
- High School
- Some College of Two-Year College Degree
- Four-Year College Degree
- Graduate of Professional Degree

Please indicate which of the following people were born in the United States.

	Yes, born in the U.S.	N/A or Don't Know
Yourself	<input type="checkbox"/>	<input type="checkbox"/>
Your mother	<input type="checkbox"/>	<input type="checkbox"/>
Your father	<input type="checkbox"/>	<input type="checkbox"/>
Your spouse	<input type="checkbox"/>	<input type="checkbox"/>
Your spouse's mother	<input type="checkbox"/>	<input type="checkbox"/>
Your spouse's father	<input type="checkbox"/>	<input type="checkbox"/>

What is your zip code?

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Save and Continue >>



Austin

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Exit this survey >>

Quality of Education for African Americans in AISD

Thank you! (Page 4 of 4)

Thank you for taking the time to provide your opinions regarding these issues related the education of African Americans in AISD. If you would like to know more about the joint City of Austin and AISD task force, please contact Beverly E. Reeves (414-9882 or breeves@austinisd.org) or Jeffrey Travillion (974-1414 or Jeffrey.travillion@ci.austin.tx.us).

Is there anything else you would like to share with us at this time? If so, please provide your comments below:

<< Go Back Done >>

APPENDIX D

Detailed Results: Online Survey

Following are detailed results of the online survey. The survey consisted of 25 items pertaining to how well AISD is addressing specific issues, rated on a five-point scale (i.e., 1 = Not at All Well, 2 = Not Very Well, 3 = Somewhat Well, 4 = Very Well, and 5 = Extremely Well).

Survey Items		Responses*	
		Avg.	Num.
1.	Parental involvement in schools	2.51	616
2.	Family Friendly schools	2.83	605
3.	Allocation of resources (funding, staff, facilities) across schools	2.40	604
4.	Recruitment and retention of high-quality teachers	2.33	603
5.	Recruitment and retention of African American teachers	2.20	603
6.	Staff diversity reflective of the community's diversity	2.35	607
7.	Information available in languages other than English	3.43	602
8.	Appreciation for African American culture	2.75	608
9.	Support for English Language Learners to achieve English fluency	3.02	599
10.	Knowledge of the diversity within the African American community	2.39	607
11.	Staff who are trained to work effectively with African American students and parents	2.28	609
12.	High expectations for African American students	2.49	614
13.	Encouragement of African American students to challenge themselves and to excel	2.51	611
14.	Impact of TAKS tests on grade-level promotion and graduation of African American students	2.50	596
15.	Dropout rate of African American students	2.28	591
16.	Preparation of African American students for academic success in college	2.30	604
17.	Preparation of African American students for college and financial aid applications	2.38	592
18.	Preparation of African American students for career or vocation	2.40	596
19.	Participation of African American students in advanced courses	2.23	595
20.	Representation of African American teachers in Gifted and Talented programs	2.13	585
21.	Number of African American students in Special Education	2.34	584
22.	Quality of Early Childhood Programs	2.91	573
23.	Availability of Supplemental Education Programs	2.62	566
24.	Number of disciplinary actions for African American students	2.28	567
25.	Involvement of the African American Business and Religious Community	2.18	591

**These results combine responses provided in English and in Spanish. Some people did not respond to certain items on the survey.*

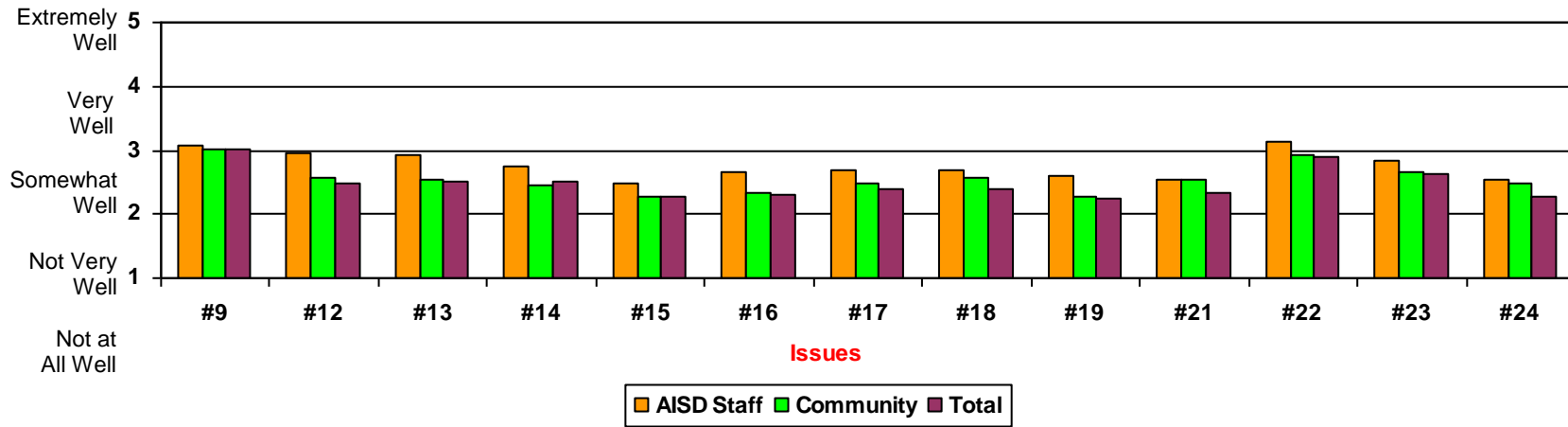
On the following pages are results of the online survey presented graphically. Average scores for the 25 survey items are arranged into three categories: Academic Preparation and Opportunity; Staff and Other Resources; and Parent and Community Involvement.

These categories not only reflect the main areas for improvement identified in the City of Austin Quality of Life Initiative, they closely parallel the balance of perspectives running through the AISD Strategic Plan (i.e., Education, Staff, Resources, and Community).

The survey results are presented in two fashions in order to assess any possible skewness in the data. Namely, the majority of respondents were AISD employees, and the Whites and African Americans made up the majority of respondents. The first set of graphs compares the survey results for AISD employees, community members, and total respondents. The second set of graphs compares the survey results for African Americans, non-African American, and total respondents.

In the first set of graphs, no significant skewness is evident in the data. In most cases, the responses of AISD employees closely approximated those of community members. However, in the second set of graphs, varying degrees of skewness are evident in the data. For all 25 survey items, the average scores for African American respondents were more negative than those for non-African American respondents.

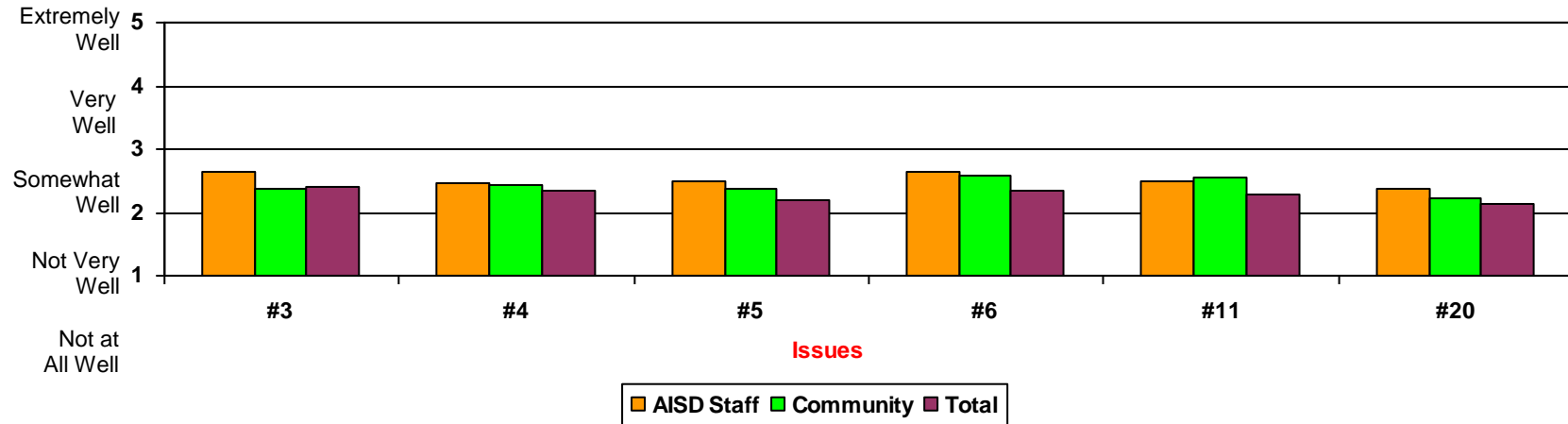
Online Survey Results
(Presented by AISD Staff, Community, and Total Results)
Category: Academic Preparation and Opportunity



On the scale of 1 to 5 indicated, how well is AISD addressing the following issues?

- #9 Support for English Language Learners to achieve English fluency
- #12 High expectations for African American students
- #13 Encouragement of African American students to challenge themselves and excel
- #14 Impact of TAKS tests on grade-level promotion and graduation of African American students
- #15 Dropout rate of African American students
- #16 Preparation of African American students for academic success in college
- #17 Preparation of African American students for college and financial aid applications
- #18 Preparation of African American students for career or vocation
- #19 Participation of African American students in advanced courses
- #21 Number of African American students in Special Education
- #22 Quality of Early Childhood Programs
- #23 Availability of Supplemental Education Programs
- #24 Number of disciplinary actions for African American students

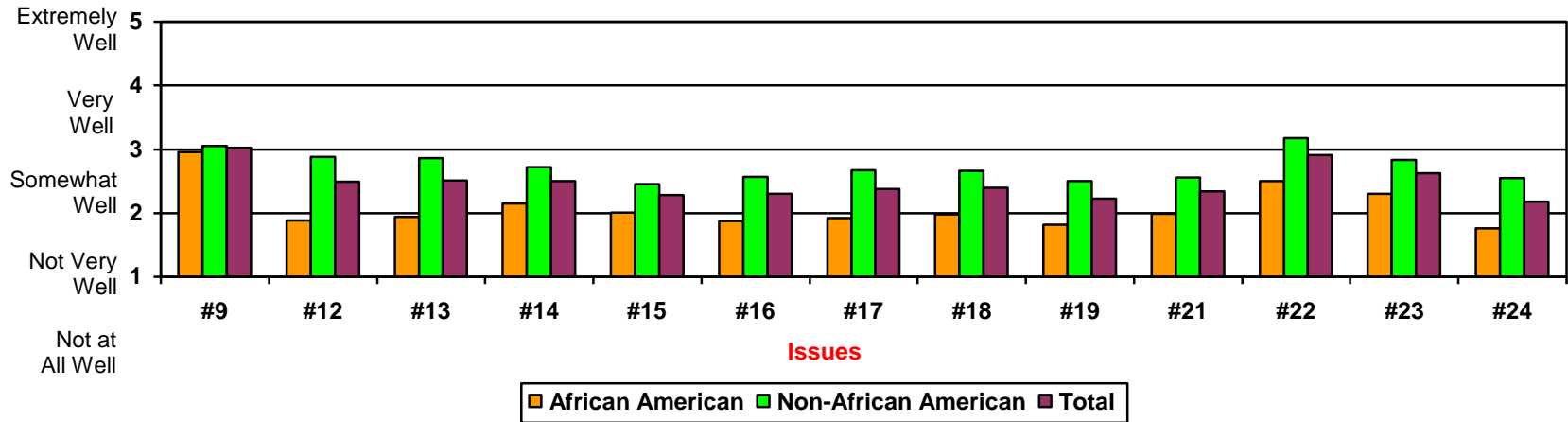
Online Survey Results
(Presented by AISD Staff, Community, and Total Results)
Category: Staff and Other Resources



On the scale of 1 to 5 indicated, how well is AISD addressing the following issues?

- #3 Allocation of resources (funding, staff, facilities) across schools
- #4 Recruitment and retention of high-quality teachers
- #5 Recruitment and retention of African American teachers
- #6 Staff diversity reflective of the community's diversity
- #11 Staff who are trained to work effectively with African American students and parents
- #20 Representation of African American teachers in Gifted and Talented programs
- #1 Parental involvement in schools
- #2 Family Friendly schools
- #7 Information available in languages other than English
- #8 Appreciation for African American culture
- #10 Knowledge of the diversity within the African American community
- #25 Involvement of the African American business and religious communities

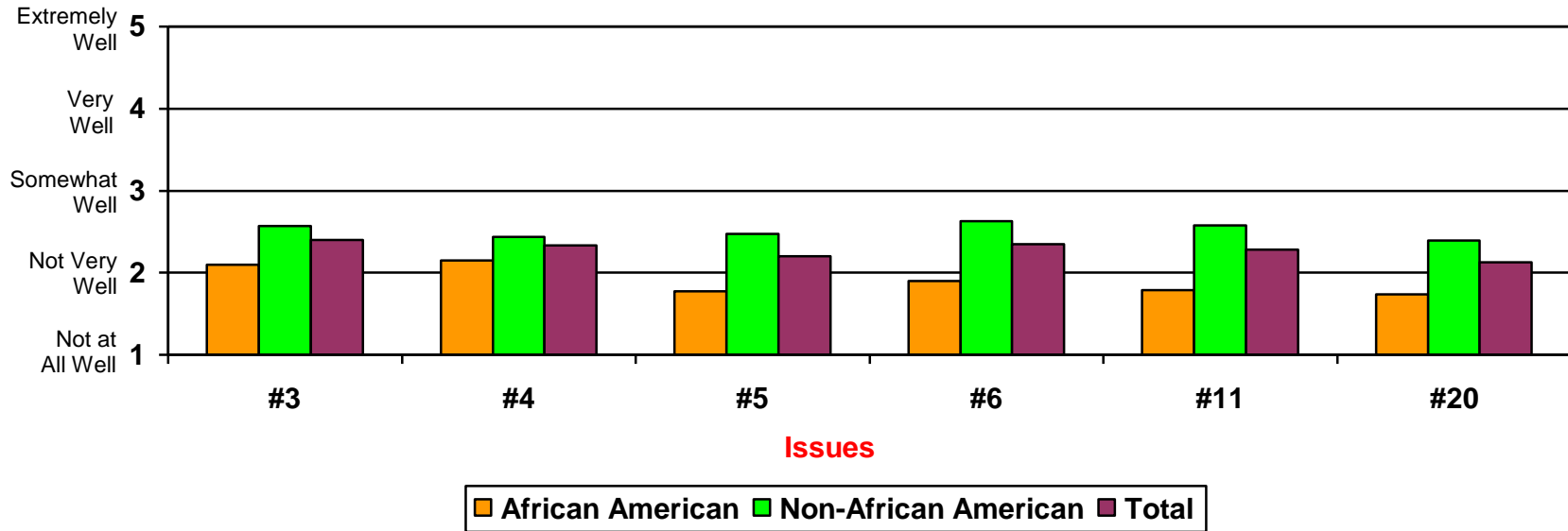
Online Survey Results
(Presented by African American, Non-African American, and Total Results)
Category: Academic Preparation and Opportunity



On the scale of 1 to 5 indicated, how well is AISD addressing the following issues:

- #9 Support for English Language Learners to achieve English fluency
- #12 High expectations for African American students
- #13 Encouragement of African American students to challenge themselves and excel
- #14 Impact of TAKS tests on grade-level promotion and graduation of African American students
- #15 Dropout rate of African American students
- #16 Preparation of African American students for academic success in college
- #17 Preparation of African American students for college and financial aid applications
- #18 Preparation of African American students for career or vocation
- #19 Participation of African American students in advanced courses
- #21 Number of African American students in Special Education
- #22 Quality of Early Childhood Programs
- #23 Availability of Supplemental Education Programs
- #24 Number of disciplinary actions for African American students

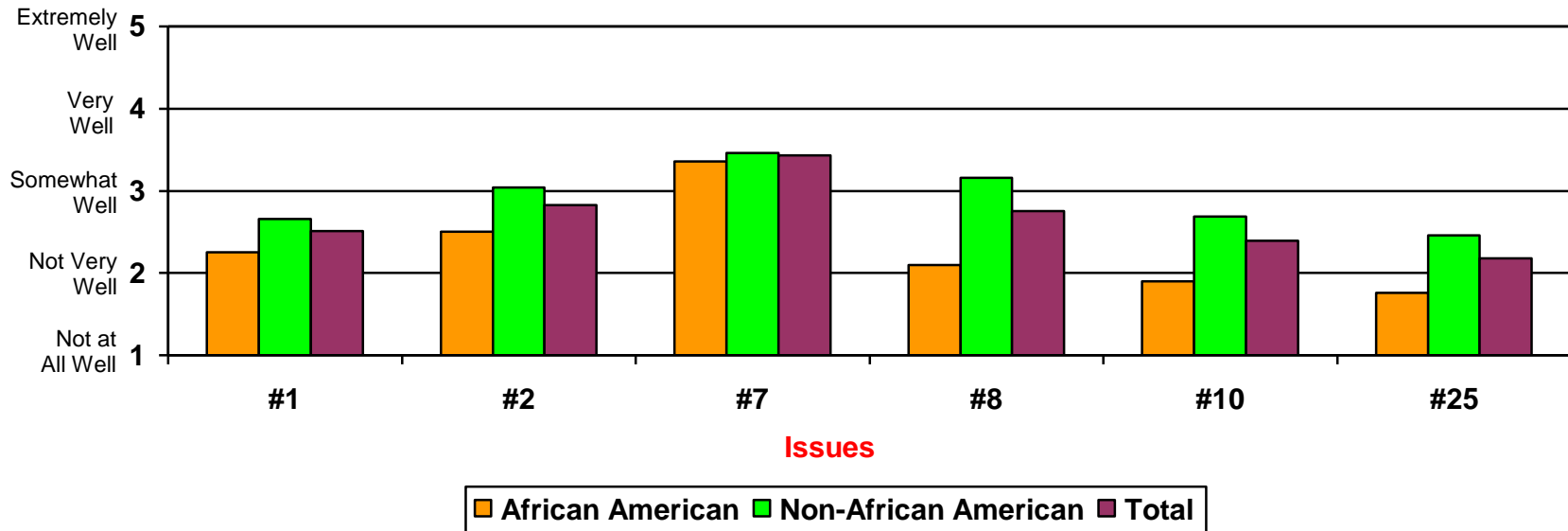
Online Survey Results
(Presented by African American, Non-African American, and Total Results)
Category: Staff and Other Resources



On the scale of 1 to 5 indicated, how well is AISD addressing the following issues:

- #3 Allocation of resources (funding, staff, facilities) across schools
- #4 Recruitment and retention of high-quality teachers
- #5 Recruitment and retention of African American teachers
- #6 Staff diversity reflective of the community's diversity
- #11 Staff who are trained to work effectively with African American students and parents
- #20 Representation of African American teachers in Gifted and Talented programs

Online Survey Results
(Presented by African American, Non-African American, and Total Results)
Category: Parent and Community Relations



On the scale of 1 to 5 indicated, how well is AISD addressing the following issues:

- #1 Parental involvement in schools
- #2 Family Friendly schools
- #7 Information available in languages other than English
- #8 Appreciation for African American culture
- #10 Knowledge of the diversity within the African American community
- #25 Involvement of the African American business and religious communities

Online Survey Results
Summary of Demographic Information

These results combine responses provided in English and in Spanish. Some respondents chose not to respond to certain items on the survey.

Respondent Category (Select All That Apply)	Response Percent	Response Total
Parent of a child in an AISD school	30.8%	179
Student in an AISD school	1.9%	11
Employee of AISD	69.8%	406
Community member who does not have a child in an AISD school	19.4%	113
Member of a Campus Advisory Council	7.9%	46
Total Respondents = 582		

Ethnicity	Response Percent	Response Total
African American	40.5%	234
Asian American	0.7%	4
Hispanic/Latino	11.6%	67
White, Non-Hispanic	41.2%	238
Other	5.7%	33
Total Respondents = 577		

Gender	Response Percent	Response Total
Female	80.6%	468
Male	19.4%	113
Total Respondents = 581		

Highest Level of Education Completed	Response Percent	Response Total
Elementary school	4.1%	24
Middle school	1%	6
High school	4.6%	27
Some college or two-year college degree	11.6%	68
Four-year college degree	31.1%	183
Graduate or professional degree	47.6%	280
Total Respondents = 588		

APPENDIX E

Detailed Results: Online Comments

The following comments were submitted online regarding the African American Quality of Life Task Force on Education's Draft Recommendations:

- I really don't think that 5.3 really applies to the majority of African American students. The majority of African American students are native English speakers and don't need ESL.
- I am a teacher at an AISD middle school. I am enthusiastic about the goals and strategies in the task force report. I believe that the AVID program specifically relates to increasing academic rigor and post-secondary orientation and can significantly benefit African American students. Unfortunately, I missed the community forum, but would like to help in any and every way possible.
- I would like to see the teachers trained in diversity. Having African American boys in two schools (and working) in a school that is primarily White, they tend to be treated unfairly.
- As an ex-employee and student of AISD (K-12), the student body to staff ratio needs to be more equally represented. For example, at the middle school where I last worked, it was approximately 60% Hispanic, 25% African American, 10% White, and the remainder, Others. Staff (core teachers) were 80% White, 15% Hispanic, and 0% African American. We had African American representation in Special Education, Foreign Language, and Fine Arts. These middle schoolers used this to their advantage (negatively). The ratio at another middle school, which my family member teaches at, they actually have about 30% African American core teachers, and only 10-15% African American kids. Their Hispanic population is equal, about 20% both staff and students, and the remainder is majority White staff/students. When I was a student of the same middle school, I worked at in the mid-80's, this same school was equally demographically divided. I remember seeing about 65% White, 20% Black, 10% Hispanic, and staff in the yearbook from then represented this ratio. The ratio has to get better. I would like to know more about this task force. I currently live in the DFW area and this is my first time hearing about this, but it seems to be a huge step.
- This comment probably applies to both the Hispanic and Black quality of life; distinguishing between behavioral and cultural nuances and making sure students are not receiving a lot of disciplinary referrals. I've noticed that students receive a black mark for not having/bringing the required materials to class: pencils, paper, agenda, etc. It looks to me like this penalizes the student for being economically disadvantaged. Being poor should not be considered a moral or bad behavior on the part of the

student. This is beyond their control if their parents cannot buy materials. So the child is brought to the level of the other kids in their class.

- I think the plan is absolutely awesome if you are able to implement this plan. I particularly like the community service identity.
- This is an outstanding vision to ensure quality education for African American students.

APPENDIX F

Detailed Results: Public Forum Comments

The following issues and recommendations were voiced attendees of the African American Quality of Life Task Force on Education Community Forum, held at Kealing Middle School. They have been organized according to Task Force sub-topics.

Supporting Equal Academic Opportunity

Issues/Concerns

- Don't have teachers or leaders who care or are willing to serve as advocates for all children.
- Teachers are talking to kids about their personal life.
- All kids are not treated equal.
- Magnet students receive information and services not available to students in the general population.
- African American students are not encouraged to take AP classes or to participate in GT programs.
- East Austin students don't have access to the Magnets. It's mostly White students, not African American or Hispanic students. (Kealing)
- Magnet students are segregated from students in the comprehensive program. Community kids don't have access to the same resources as the Kealing Magnet students.
- AISD failed to create a feeder system for the magnet schools.
- The Magnets are just a school within a school. AISD needs to go back to the drawing board and review the magnet schools task force report.
- Approaches used to teach our children are not working.
- Students have the choice to enroll in AP classes, yet they are not given the choice to enroll in a magnet program. They have to apply.
- The ALC is a joke. Students are suspended from there too.

Recommendations

- Ensure that all students have equal access to a quality education.
- Engage students early to impact change.
- Rethink procedures to access resources in district.
- City of Austin needs to take a bigger role in helping our kids. There are many things/suggestions for City to fund.

Improving Academic Opportunity by Increasing Rigor

Issues/Concerns

- Homework not given to East Austin students because of belief that African American parents don't care.
- High expectations and discipline are missing in schools.
- The way our children are being taught is not working. Need better ways to help them learn to read and write.
- Teachers let students braid hair in the classroom and do not address the behavior.
- Still waiting for an answer about why an 8th grader cannot spell the word "president."
- Students are cursing in classroom

Recommendations

- Develop strategies to close the gaps.
- Raise standards for all students.
- If you have high expectations for our kids, you can discipline them.
- Look at the problems that exist in the schools.
- Need better ways to help students to read and write.
- Magnet enrollment should be by choice not by application.
- Task Force add review of Magnet Study.
- Task Force look at feeder schools ; look at strategies for the students to access the magnet program. No gatekeeper activities will provide resolution for Task Force.
- Go back to the drawing board to review the magnet issue.

Increasing Teacher Quality and Sensitivity

Issues/Concerns

- AISD needs to listen to parent concerns.
- Daughter treated better at alternative school than home school. Some students cry when they have to leave and go back to their home school.
- Need for closer relationships and bonding between teachers and students.
- Racist things are said- "come from same mold."
- Teachers are afraid to call African American parents. Yet problems cease when we call the parents.
- We work with "mafia-type" administrators.
- Constant fight in schools about the way adults and children are being treated.
- AP called me stupid for bringing up a concern.
- Don't see a lot of the staff at PTA Meetings. So parents wonder why should they come.
- Businesses and churches are willing to get involved. They should not treat them with disrespect.
- Students are being taught by teachers who do not understand us. Many don't understand the African American experience.
- Our views are not being considered. Why discourage me?

- Our students are being taught by teachers who don't understand us. Many don't understand the African American experience.
- Communication is a problem.
- I go to school asking the same questions and get no answers. Shouldn't have to go to the NAACP or the school about my child's safety.
- Reagan High School is packed with frustration. Educators want to transfer, but there is nowhere to go.

Recommendations

- Those making decisions should become aware of the history of the community.
- Listen to parent concerns.
- Teachers should be required to make their telephone number available and be accessible to students after the school day and at anytime.
- Staff should help students with their homework.
- Teachers need to know and understand where children are coming from.
- Make fliers welcoming and inviting for parents to come. Make parents to feel comfortable.
- Groups of people to do community walks to talk with parents.
- Treat people with respect. Give the community something to be involved in our schools.
- It's a business (education) with imperfect people. No one can speak for us if you don't know us.

Improving Personal Development Opportunity

Issues/Concerns

- There is a division between African American, Whites and Hispanics. African Americans are made to feel inferior.
- Why is there intimidation when an African American parent wants to volunteer? Why discourage me? Why not listen to our voices?
- The cultural awareness and sensitivity programs of the 70's no longer exist.
- Good teachers are leaving because they are not getting support.
- Staff members won't come to tell their story because of fear.

Recommendations

- Identify ways for African American parents to get involved and help their children. Together we can resolve the issues.
- Can't do the same and expect (different) results.
- Review approaches used to get information out to the community.
- Try to get young parents to sit in classrooms and ask questions.
- If you want parent input, put questions out on a red flier.
- Need censorship for what is being played on the radio.
- Ask teachers have they talked with African American parents.
- Has to be a vehicle created in AISD for parents/employees to go before if they have something to say. A place for Black parents to speak what they want done. Some group that advocates for students/parents, not just an ombudsman. A group that can alleviate some of the concerns noted tonight.
- Staff has to be taught to understand the African American experience so they can listen to why we are angry.

- Bring Asian, African and Spanish Americans to the table and ask what each person needs and wants.
- Discuss openly what our concerns are.
- Offer stipends for staff, who may not volunteer, to participate in cultural awareness programs.
- We need to talk with people at the top.

APPENDIX G

Detailed Results: Data Research

General Data Comparisons Summary

Population

- At the national level, the African American population is equal to the growing Hispanic population. By comparison, in Texas and Travis County, the Hispanic population is growing at a faster rate, and is larger than the African American population. (See Table A)
- By 2040, at the national level, the Hispanic population will have almost doubled, but Whites will still be in the majority. By comparison, by 2040 in Texas and Travis County, Hispanics will be in the majority by a large margin. (See Table A)

Health

- The African American infant mortality rate is significantly higher than that for Hispanics and Whites. (See Table F)
- Life expectancy for African Americans is significantly lower than for Whites and Hispanics. (See Table G)
- Teen pregnancy rates for Hispanics and African Americans are significantly higher than the rate for Whites. (See Table H)
- African Americans are much more likely than Hispanics to have health insurance coverage. (See Table I)

Economy

- At the national level, the labor force is predominantly White, with African Americans and Hispanics having roughly equal representation. In Texas and Travis County, the labor force is also largely White, but Hispanics have greater representation than African Americans; however, by 2040 in Texas, the majority of the labor force will be Hispanic. (See Table J)
- African Americans have the highest unemployment rates. (See Table K)
- The median household income for Hispanics is less than that for Whites, but somewhat greater than the median household income for African Americans. (See Tables L and M)
- Business ownership is predominantly White, but business ownership among Hispanics is greater than that for African Americans. (See Table N)
- Home ownership is predominantly White. At the national and local levels, home ownership among Hispanics and African Americans is roughly equal; however, at the state level, home ownership among Hispanics is greater than that for African Americans. (See Table O)
- Among the prison and jail population, African Americans are considerably over-represented. (See Table P)
- In military enlistment, Hispanics are under-represented, but African Americans are somewhat over-represented. (See Table Q)

Education

- Students enrolled in post-secondary education are predominantly White but, compared to the nation, a greater percentage of Hispanics and African Americans are enrolled in post-secondary education in Texas and Travis County. (See Table R)
- Persons with Bachelor's or advanced degrees are predominantly White, and Hispanics hold fewer Bachelor's or advanced degrees than both Whites and African Americans. In Travis County, more of the population holds Bachelor's or advanced degrees. (See Table S)
- Persons with a high school diploma are predominantly White, and Hispanics hold fewer diplomas than both Whites and African Americans. In Travis County, more of the general population holds a high school diploma. (See Table T)
- At the national level, elementary and secondary school enrollment is predominantly White, with Hispanics and African Americans enrolled at roughly the same rates. By comparison, at the state and local levels, elementary and secondary school enrollment is predominantly Hispanic. (See Table U)
- Elementary and secondary Hispanic students are more likely to receive disciplinary actions than Whites, and African Americans much more likely. (See Table V)
- Elementary and secondary Hispanic and African American students are more likely to be retained at grade level than Whites. Compared to the nation, state rates are generally lower. (See Table W)
- Hispanic and African American students are more likely to drop out of high school than Whites. Compared to the nation, state and local dropout rates are generally lower. (See Table X)
- Hispanic and African American high school students are less likely to participate in advanced placement exams than Whites. Compared to the nation, state rates are generally higher, and local rates are generally much higher. (See Table Y)
- Elementary and secondary teachers are predominantly White but, compared to the nation, more elementary and secondary teachers are African American at the state and local levels. (See Table Z)

Table A: Population

Group	U.S. 2000 % of Total	Texas 2005 % of Total	Travis Co. 2005 % of Total	U.S. 2040 % of Total	Texas 2040 % of Total	Travis Co. 2040 % of Total
African American	12.7%	11.5%	9.2%	14.3%	9.5%	7.7%
Hispanic	12.6%	34.7%	31.2%	22.3%	52.6%	50.8%
White	69.4%	50.2%	54.0%	53.7%	32.2%	32.7%

U.S. Census Bureau; Texas State Data Center

Table B: Average Household Size

Group	U.S. 2000	Texas 2000	Travis Co. 2000
African American	2.6	2.7	2.6
Hispanic	3.3	3.6	3.3
White	2.5	2.4	2.2

U.S. Census Bureau; Texas State Data Center

Table C: Fertility Rate (Births per 1,000 Women Ages 15-44)

Group	U.S. 2002	Texas 2002	Travis Co. 2000
African American	64.6	68.1	46.5
Hispanic	82.0	101.8	43.8
White	56.5	60.0	39.1

U.S. Census Bureau; Texas Department of State Health Services

Table D: Median Age

Group	U.S. 2000	Texas 2000	Travis Co. 2000
African American	30.2	29.8	29.4
Hispanic	25.8	25.5	25.1
White	38.6	38.1	34.7

U.S. Census Bureau; Texas State Data Center

Table E: Foreign Born Population

Group	U.S. 2004 % of Group	Texas 2004 % of Group	Travis Co. 2004 % of Group
African American	8.3%	5.1%	7.6%
Hispanic	43.2%	32.8%	32.8%
White	4.5%	3.5%	4.7%

U.S. Census Bureau

Table F: Infant Mortality Rate (Deaths per 1,000 Births)

Group	U.S. 2002	Texas 2002	Travis Co. 2000
African American	13.9	13.5	11.9
Hispanic	5.8	5.5	5.3
White	5.9	5.7	4.2

U.S. Centers for Disease Control and Prevention; Texas Department of State Health Services

Table G: Life Expectancy, 2000

Group	U.S. 2000	Texas 2002
African American	71.7	71.8
Hispanic	80.4	78.1
White	77.4	77.3

U.S. Census Bureau; Texas Department of State Health Services

Table H: Teen Pregnancy Rate (Pregnancies per 1,000 Women Ages 15-19)

Group	U.S. 2000	Texas 2000	Travis Co. 2000
African American	151.0	120.0	47.0
Hispanic	132.0	142.0	64.3
White	56.9	65.0	14.9

National Center for Health Statistics; Austin-Travis County Health Department

Table I: Health Insurance Coverage

Group	U.S. 2000 % of Group	Texas 2003 % of Group
African American	80.3%	79.0%
Hispanic	67.3%	63.0%
White	88.7%	88.0%

U.S. Census Bureau; Texas Department of State Health Services

Table J: Labor Force

Group	U.S. 2004 % of Total	Texas 2000 % of Total	Travis Co. 2000 % of Total	Texas 2040 % of Total
African American	10.2%	10.7%	8.0%	7.9%
Hispanic	11.8%	27.5%	24.8%	58.7%
White	74.2%	58.4%	61.1%	25.2%

U.S. Bureau of Labor Statistics; African American Demographic Growth in Texas

Table K: Unemployment Rate, Age 16+ in Labor Force

Group	U.S. 2005 % of Group	Texas 2000 % of Group	Travis Co. 2000 % of Group
African American	10.3%	10.5%	7.4%
Hispanic	5.8%	8.7%	5.6%
White	4.3%	4.1%	3.0%

U.S. Bureau of Labor Statistics; Texas State Data Center; U.S. Census Bureau

Table L: Median Household Income

Group	U.S. 2000	Texas 2000	Travis Co. 2000
African American	\$30,134	\$29,305	\$34,796
Hispanic	\$34,241	\$29,873	\$37,079
White	\$48,977	\$47,162	\$52,582

U.S. Census Bureau; Texas State Data Center

Table M: Population below Poverty Level

Group	U.S. 2000 % of Total	Texas 2000 % of Total	Travis Co. 2000 % of Total
African American	24.7%	16.8%	12.5%
Hispanic	21.9%	53.2%	44.2%
White	8.6%	26.5%	35.2%

U.S. Census Bureau; Texas State Data Center

Table N: Business Ownership

Group	U.S. 2002 % of Total	Texas 2002 % of Total	Travis Co. 2002 % of Total
African American	5.2%	5.1%	2.5%
Hispanic	6.9%	18.4%	11.2%
White	82.1%	70.9%	83.2%

U.S. Census Bureau

Table O: Home Ownership

Group	U.S. 2002 % of Group	Texas 2002 % of Group	Travis Co. 2002 % of Group
African American	47.3%	46.4%	47.8%
Hispanic	48.2%	56.1%	46.5%
White	74.5%	70.8%	73.9%

U.S. Census Bureau

Table P: Prison and Jail Population

Group	U.S. 2004 % of Total	Texas 2000 % of Total	Travis Co. 2005 % of Total
African American	40.7%	43.5%	36.0%
Hispanic	19.2%	25.2%	26.0%
White	34.3%	30.9%	38.0%

U.S. Department of Justice; Texas State Data Center; Travis County

Table Q: Military Enlistment

Group	U.S. 2002 % of Total
African American	22.5%
Hispanic	9.5%
White	61.9%

U.S. Department of Defense

Table R: Post-Secondary Enrollment

Group	U.S. 2001 % of Total	Texas 2004 % of Total	Travis Co. 2000 % of Total
African American	11.6%	11.4%	6.4%
Hispanic	9.8%	25.6%	17.2%
White	67.6%	52.2%	62.0%

National Center for Education Statistics; Texas Higher Education Coordinating Board; U.S. Census Bureau

Table S: Bachelor's or Advanced Degree, Age 25+

Group	U.S. 2004 % of Group	Texas 2000 % of Group	Travis Co. 2000 % of Group
African American	17.7%	15.5%	20.5%
Hispanic	12.1%	8.9%	16.0%
White	30.6%	30.0%	51.0%

National Center for Education Statistics; African American Demographic Growth in Texas; U.S. Census Bureau

Table T: High School Diploma, Age 25+

Group	U.S. 2004 % of Group	Texas 2000 % of Group	Travis Co. 2000 % of Group
African American	81.1%	76.0%	80.3%
Hispanic	58.4%	49.3%	57.3%
White	90.0%	87.3%	94.9%

National Center for Education Statistics; African American Demographic Growth in Texas; U.S. Census Bureau

Table U: Elementary and Secondary School Enrollment

Group	U.S. 2003 % of Total	Texas 2004 % of Total	AISD 2004 % of Total
African American	16.1%	14.3%	13.6%
Hispanic	18.6%	43.8%	53.1%
White	58.3%	38.7%	30.3%

National Center for Education Statistics; Texas Education Agency

Table V: Elementary and Secondary Disciplinary Actions

Group	U.S. 2000 % of Group	Texas 2003 % of Group	AISD 2003 % of Group
African American	35.0%	35.6%	37.5%
Hispanic	20.0%	20.0%	19.4%
White	15.0%	16.3%	11.9%

National Center for Education Statistics; Texas Education Agency

Table W: Elementary and Secondary Grade Level Retention Rate

Group	U.S. 2000 % of Group	Texas 2003 % of Group
African American	18.0%	6.0%
Hispanic	13.0%	6.1%
White	9.0%	2.8%

National Center for Education Statistics; Texas Education Agency

Table X: High School Dropout Rate

Group	U.S. 2003 % of Group	Texas 2004 % of Group	AISD 2004 % of Group
African American	10.9%	6.3%	7.9%
Hispanic	23.5%	7.1%	9.6%
White	6.3%	2.2%	2.9%

National Center for Education Statistics; Texas Education Agency

Table Y: High School Participation in Advanced Placement Exams

Group	U.S. 2000 % of Group	Texas 2003 % of Group	AISD 2004 % of Group
African American	5.8%	7.8%	10.6%
Hispanic	11.0%	12.2%	18.2%
White	18.4%	19.5%	41.1%

National Center for Education Statistics; Texas Education Agency

Table Z: Elementary and Secondary Teachers

Group	U.S. 2003 % of Total	Texas 2003 % of Total	AISD 2004 % of Total
African American	8.4%	9.0%	6.5%
Hispanic	5.5%	18.0%	22.9%
White	82.7%	72.0%	68.5%

U.S. Census Bureau; Texas Education Agency; AISD

**Academic Excellence Indicator System (AEIS)
2003-2004 State Performance Report
Summary**

Enrollment and Attendance

- For the state as well as the urban districts, the Hispanic student population is the largest; however, Austin and Fort Worth have the smallest Hispanic student populations of the urban districts. (See Table A)
- For the state as well as the urban districts, there is little variance in attendance among student groups; however, of the urban districts, Austin has the greatest variance between White students and Hispanic and African American students. (See Table B)

TAKS Achievement

- For the state, as well as the urban districts, a significant gap exists between White students and Hispanic and African American students in meeting minimum TAKS expectations. Of the urban districts, Austin has one of the largest gaps. (See Table C)

High School Dropout and Graduation Rates

- For the state, as well as the urban districts, the high school dropout rate for Hispanics is greater than that for Whites and African Americans. Of the urban districts, Austin has one of the highest dropout rates for Hispanics. (See Table D)
- For the state as well as the urban districts, the graduation rate for Hispanics is lower than that for Whites and African Americans. Of the urban districts, Austin has one of the lowest graduation rates for Hispanics. (See Table E)

Advanced Academics

- For the state, as well as the urban districts, significantly more White students complete advanced high school courses than Hispanic and African American students. Of the urban districts, this gap is largest in Austin. (See Table F)
- For the state, as well as the urban districts, significantly more White students participate in AP/IB exams than Hispanic and African American students. Of the urban districts, Austin has one of the largest gaps. (See Table G)

College Entrance Exams

- For the state, as well as the urban districts, significantly more White students participate in SAT/ACT exams than Hispanic and African American students (with the exception of Ysleta). Of the urban districts, Austin is at the median for Hispanics. (See Table H)
- For the state, as well as the urban districts, significantly more White students meet or exceed criterion SAT/ACT scores than Hispanics and African American students. Of the urban districts, Austin has the highest percentage for Hispanics. (See Table I)

Table A: Total Enrollment

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	4,311,502	14.3%	43.8%	38.7%
Austin ISD	78,172	13.6%	53.1%	30.3%
Corpus Christi ISD	39,185	5.5%	72.5%	20.2%
Dallas ISD	160,319	31.3%	61.0%	6.3%
El Paso ISD	63,101	4.4%	80.7%	13.3%
Fort Worth ISD	80,223	28.1%	52.2%	17.7%
Houston ISD	211,157	29.8%	58.1%	9.1%
San Antonio ISD	56,812	8.8%	87.2%	3.6%
Ysleta ISD	46,591	2.2%	90.2%	6.8%

Table B: Attendance Rate (All Grades)

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	95.6%	95.3%	95.4%	95.7%
Austin ISD	94.1%	93.1%	93.6%	95.1%
Corpus Christi ISD	94.7%	94.8%	94.5%	95.3%
Dallas ISD	95.2%	94.6%	95.6%	94.2%
El Paso ISD	95.5%	95.9%	95.5%	95.6%
Fort Worth ISD	94.0%	92.9%	94.5%	94.3%
Houston ISD	95.3%	94.6%	95.6%	95.6%
San Antonio ISD	94.8%	94.8%	94.8%	94.5%
Ysleta ISD	95.7%	96.0%	95.7%	95.4%

Table C: Minimum TAKS Expectation Met (All Grades and All Subject Areas)

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	68%	53%	58%	81%
Austin ISD	63%	45%	51%	85%
Corpus Christi ISD	62%	50%	58%	78%
Dallas ISD	55%	52%	55%	76%
El Paso ISD	57%	53%	53%	76%
Fort Worth ISD	58%	48%	54%	79%
Houston ISD	57%	50%	54%	84%
San Antonio ISD	53%	41%	54%	69%
Ysleta ISD	64%	65%	63%	79%

Table D: High School Dropout Rate

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	4.5%	6.3%	7.1%	2.2%
Austin ISD	6.2%	7.9%	9.6%	2.9%
Corpus Christi ISD	3.6%	3.9%	4.4%	1.7%
Dallas ISD	6.3%	6.3%	6.1%	7.3%
El Paso ISD	5.0%	6.2%	5.4%	3.3%
Fort Worth ISD	10.8%	10.5%	12.0%	9.6%
Houston ISD	14.6%	14.1%	18.2%	5.7%
San Antonio ISD	7.6%	7.7%	7.7%	6.1%
Ysleta ISD	5.5%	1.1%	5.8%	5.2%

Table E: High School Graduation Rate

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	84.2%	81.1%	77.3%	89.8%
Austin ISD	78.8%	73.8%	70.3%	87.4%
Corpus Christi ISD	82.4%	82.0%	81.2%	84.8%
Dallas ISD	81.3%	83.4%	78.6%	83.8%
El Paso ISD	78.6%	80.1%	75.7%	90.0%
Fort Worth ISD	76.5%	77.4%	72.9%	81.1%
Houston ISD	71.3%	74.2%	64.2%	84.2%
San Antonio ISD	79.2%	79.5%	79.4%	75.5%
Ysleta ISD	80.5%	88.2%	79.5%	86.6%

Table F: High School Advanced Courses Completion Rate (Credit Received for at Least One Course)

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	19.7%	12.7%	15.3%	24.4%
Austin ISD	22.9%	11.3%	13.2%	37.2%
Corpus Christi ISD	25.0%	19.7%	22.0%	32.5%
Dallas ISD	19.2%	18.9%	16.3%	34.3%
El Paso ISD	13.4%	12.5%	10.8%	24.2%
Fort Worth ISD	14.9%	9.7%	11.3%	27.5%
Houston ISD	19.8%	16.6%	16.2%	35.8%
San Antonio ISD	17.7%	19.6%	17.2%	22.1%
Ysleta ISD	24.3%	23.6%	23.5%	32.3%

Table G: Advanced Placement/International Baccalaureate Exam Participation Rate (Grades 11 and 12, at Least One Exam Taken)

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	16.1%	7.8%	12.2%	19.5%
Austin ISD	28.4%	10.6%	18.2%	41.1%
Corpus Christi ISD	19.0%	10.7%	15.5%	27.2%
Dallas ISD	20.6%	15.4%	18.3%	46.9%
El Paso ISD	12.6%	11.5%	9.9%	22.1%
Fort Worth ISD	18.0%	8.0%	13.6%	35.0%
Houston ISD	15.7%	6.6%	11.1%	36.7%
San Antonio ISD	25.0%	30.1%	24.0%	31.6%
Ysleta ISD	21.5%	19.4%	20.6%	28.0%

Table H: SAT/ACT Participation Rate

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	62.4%	59.5%	45.7%	66.4%
Austin ISD	70.4%	64.4%	46.3%	73.1%
Corpus Christi ISD	60.5%	73.0%	52.3%	70.7%
Dallas ISD	53.5%	63.0%	33.1%	61.4%
El Paso ISD	61.1%	69.6%	53.6%	72.5%
Fort Worth ISD	51.0%	56.2%	29.1%	71.8%
Houston ISD	65.5%	64.2%	44.3%	76.0%
San Antonio ISD	65.5%	77.6%	61.1%	67.0%
Ysleta ISD	96.8%	*	92.3%	93.5%

*Data statistically improbable or reported outside reasonable range

Table I: SAT/ACT Scores at or above Criterion (1110 on SAT, or 24 on ACT)

Statewide and Urban Districts	All Students	African American Students	Hispanic Students	White Students
<i>State</i>	27.2%	7.2%	10.8%	37.2%
Austin ISD	40.0%	7.7%	20.7%	55.0%
Corpus Christi ISD	21.9%	5.5%	13.5%	38.5%
Dallas ISD	11.0%	4.4%	7.6%	43.5%
El Paso ISD	18.2%	8.0%	11.8%	36.3%
Fort Worth ISD	20.1%	3.3%	9.3%	42.1%
Houston ISD	23.8%	9.1%	10.8%	55.7%
San Antonio ISD	5.0%	1.8%	4.7%	17.9%
Ysleta ISD	5.8%	6.0%	3.8%	21.6%

**Demographic Breakdown by Campus
(Students, Teachers, and Experience)**

School	Total Enrollment	% African American	% Afr. Am. G/T	% Afr. Am. Special Ed.	% Teachers w/ Adv. Degrees	Teacher Avg. Yrs. Exp.
REAGAN	1009	33.9	30.4	49.1	25.4	8.2
LBJ	1666	29.2	14.2	57.4	37.1	11.0
MCCALLUM	1672	21.9	19.5	30.7	35.8	14.8
JOHNSTON	735	17.7	13.9	20.6	20.8	11.0
LANIER	1590	14.7	16.0	27.2	32.8	11.3
GARZA	304	13.2	7.1	6.7	29.3	12.1
TRAVIS	1555	12.9	10.8	20.3	23.1	11.0
AKINS	2353	12.3	9.9	19.7	33.1	10.2
CROCKETT	2003	10.2	4.1	14.7	34.5	11.0
ANDERSON	2088	8.1	4.2	20.8	29.1	14.3
AUSTIN	2153	6.2	1.8	9.9	36.1	12.6
BOWIE	2673	4.2	2.5	6.1	27.6	14.2
PEARCE	812	40.3	26.5	53.4	27.5	10.5
DOBIE	814	29.1	26.1	49.6	31.0	9.5
KEALING	1149	23.6	8.8	51.7	26.0	7.6
BURNET	970	16.9	5.4	27.9	16.6	11.7
FULMORE	1030	15.6	7.5	22.2	23.1	8.2
LAMAR	687	14.7	4.1	24.8	31.3	14.5
MENDEZ	831	13.6	11.5	18.8	22.6	9.8
PAREDES	1343	13.3	12.2	14.0	25.7	11.2
WEBB	670	12.5	0.0	25.8	27.7	8.5
O. HENRY	740	9.6	7.5	17.1	37.8	10.7
PORTER	609	9.5	0.0	15.6	21.6	13.1
COVINGTON	855	9.5	0.0	11.0	26.0	12.3
BEDICHECK	914	9.2	14.5	9.9	21.2	12.4
MARTIN	695	8.6	9.7	14.9	10.2	7.0
MURCHISON	1253	6.7	3.0	15.0	24.1	12.0
BAILEY	1141	4.7	2.8	8.4	22.1	9.9
SMALL	1111	3.5	2.5	3.0	38.1	14.9
CAMPBELL	418	63.2	78.9	60.7	26.8	7.8
WINN	710	49.4	53.3	56.4	34.0	8.5
PECAN SPRINGS	549	45.2	50.0	68.4	23.8	9.2
SIMS	417	43.6	50.0	53.8	39.9	9.2
MAPLEWOOD	347	42.7	40.0	54.5	30.0	13.4

School	Total Enrollment	% African American	% Afr. Am. G/T	% Afr. Am. Special Ed.	% Teachers w/ Adv. Degrees	Teacher Avg. Yrs. Exp.
OAK SPRINGS	283	36.7	50.0	47.7	25.3	11.1
JORDAN	619	34.4	20.0	49.3	30.4	8.8
NORMAN	567	32.3	53.8	51.2	20.3	11.6
ANDREWS	600	30.7	40.0	24.2	27.6	10.0
PEASE	249	28.9	11.1	47.1	25.0	8.4
BLACKSHEAR	301	28.2	0.0	39.1	26.1	7.1
PILLOW	516	24.4	16.7	37.1	8.1	16.3
GRAHAM	697	23.2	18.2	23.7	27.5	9.2
ORTEGA	284	22.5	33.3	34.4	19.9	7.3
COOK	949	20.7	44.4	31.4	31.0	10.7
MCBEE	821	19.6	15.0	25.7	28.1	7.7
BLANTON	617	19.1	14.7	23.4	20.5	7.7
PICKLE	641	18.4	14.3	40.6	29.8	7.6
HARRIS	688	18.3	10.0	45.5	22.2	6.5
GOVALLE	418	18.2	14.3	26.9	12.0	9.6
BECKER	235	17.0	0.0	22.4	18.6	8.6
RODRIGUEZ	922	14.6	16.7	22.0	25.7	10.5
WALNUT CREEK	1099	13.5	10.5	18.5	24.1	10.4
WIDEN	775	13.0	11.8	13.4	23.4	9.2
PALM	980	12.7	11.8	14.0	21.0	6.0
HART	915	12.5	5.9	25.0	20.3	7.0
KOCUREK	664	12.3	10.7	12.5	33.5	15.3
LANGFORD	1007	12.2	20.0	22.3	30.5	6.7
SUMMITT	599	12.0	0.0	7.5	20.3	17.1
BROOKE	371	11.9	12.5	22.0	5.1	8.2
HOUSTON	896	11.8	5.7	22.6	13.4	8.8
BOONE	577	11.4	5.0	15.7	23.5	16.0
ALLISON	479	11.3	0.0	7.9	24.6	11.7
CUNNINGHAM	604	11.1	0.0	11.5	18.5	13.2
ALLAN	408	10.5	11.8	15.4	29.9	11.5
BARRINGTON	753	10.4	0.0	14.9	27.3	8.9
LINDER	821	9.9	25.0	16.2	20.4	10.0
DAWSON	381	9.7	0.0	9.2	14.9	7.8
ODOM	756	9.7	6.3	18.9	16.7	11.9
BRENTWOOD	377	9.5	6.3	12.3	25.1	9.5
WOOTEN	597	9.5	0.0	28.0	17.5	10.4
ZAVALA	461	9.5	0.0	8.7	17.1	10.7
CASEY	959	9.5	3.4	6.5	26.5	12.5
MATHEWS	393	9.4	4.2	15.6	35.5	10.2
PLEASANT HILL	658	9.0	7.7	12.1	30.2	11.0
School	Total Enrollment	% African American	% Afr. Am. G/T	% Afr. Am. Special	% Teachers w/ Adv.	Teacher Avg. Yrs.

				Ed.	Degrees	Exp.
TRAVIS HEIGHTS	572	8.9	5.0	15.7	20.6	10.1
WILLIAMS	627	8.8	11.1	15.2	37.6	10.9
LEE	383	8.1	3.1	12.5	24.5	13.7
JOSLIN	349	8.0	0.0	10.2	24.2	13.8
PATTON	784	7.8	0.0	3.8	25.0	17.3
DAVIS	657	7.3	0.0	7.3	27.1	13.5
WOOLDRIDGE	824	6.9	10.0	15.8	29.3	10.4
REILLY	266	6.8	0.0	25.8	13.4	5.8
ZILKER	469	6.4	10.0	11.8	7.4	8.6
BROWN	513	6.2	0.0	15.7	17.9	11.7
COWAN	521	5.8	3.1	4.4	26.0	14.4
MENCHACA	822	5.7	6.7	5.8	23.9	12.1
GALINDO	800	5.4	3.4	5.7	19.4	13.0
SUNSET VALLEY	477	5.2	0.0	4.3	35.9	18.1
BRYKER WOODS	396	5.1	0.0	5.2	40.7	15.2
HILL	739	4.7	0.0	2.2	40.9	13.4
SANCHEZ	667	4.3	11.1	2.5	24.4	10.7
RIDGETOP	234	4.3	0.0	0.0	8.7	5.8
BARTON HILLS	355	3.7	0.0	7.1	8.1	11.2
CASIS	700	3.3	2.7	9.4	28.9	11.1
GULLETT	460	2.8	3.3	5.0	23.9	15.8
MILLS	949	2.8	6.3	0.0	34.0	16.1
BARANOFF	822	2.8	0.0	6.9	31.2	14.6
ST. ELMO	443	2.7	0.0	3.2	33.8	9.9
OAK HILL	834	2.5	0.0	6.8	24.1	13.4
DOSS	626	2.2	1.8	5.5	20.5	13.8
METZ	661	1.8	0.0	7.3	12.5	9.3
KIKER	987	1.8	3.8	0.0	23.4	14.2
HIGHLAND PARK	512	1.6	0.0	5.4	22.8	15.1
ACES	23	43.5	50.0	14.3	0.0	9.0
PHOENIX ACADEMY	22	36.4	0.0	37.5	50.0	9.5
ALTERNATIVE LEARNING CTR	196	30.6	0.0	32.8	29.4	12.1
AUSTIN STATE HOSPITAL	25	28.0	0.0	29.4	33.3	22.7
CORRECTIONAL FACILITIES	170	24.1	0.0	33.3	27.3	13.8
ROSEDALE	89	13.5	0.0	13.5	24.0	13.3
INTERNATIONAL HIGH SCHOOL	280	2.9	0.0	0.0	30.1	7.5
	81155	13.5	8.1	20.5	26.3	11.2

**Austin Independent School District
Student Discipline Aggregate Report within Mandatory/Discretionary Removals
Report with redacted data for school year 2004-2005**

District Overall

	Native American		Asian		Black		Hispanic		Anglo/Other	
	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall
MANDATORY	0.21%	0.22%	0.63%	2.80%	17.94%	13.29%	55.47%	54.69%	25.76%	29%
DISCRETIONARY	0.40%	0.22%	0.67%	2.80%	31.13%	13.29%	52.43%	54.69%	15.36%	29%

All High Schools

	Native American		Asian		Black		Hispanic		Anglo/Other	
	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall
MANDATORY	0.30%	0.28%	0.60%	2.80%	19.31%	13.30%	50.83%	45.16%	28.96%	38.47%
DISCRETIONARY	0.74%	0.28%	0.74%	2.80%	32.02%	13.30%	51.48%	45.16%	15.02%	38.47%

All Middle Schools

	Native American		Asian		Black		Hispanic		Anglo/Other	
	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall
MANDATORY	0%	0.28%	0.69%	2.44%	13.89%	13.12%	66.32%	53.56%	19.10%	30.60%
DISCRETIONARY	0%	0.28%	0.68%	2.44%	26.37%	13.12%	56.16%	53.56%	16.78%	30.60%

All Elementary Schools

	Native American		Asian		Black		Hispanic		Anglo/Other	
	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall	Removal	Overall
MANDATORY	0%	0.16%	0%	2.96%	57.14%	13.19%	42.86%	59.12%	0%	24.57%
DISCRETIONARY	0%	0.16%	0%	2.96%	55.81%	13.19%	37.21%	59.12%	6.98%	24.57%

The percentages in the Removal columns reflect the percent of mandatory or discretionary removals for each disaggregated group out of all mandatory or discretionary removals. The Overall columns reflect the percent of each disaggregated group on the campus when this report was run.

**Improvement in 2003 to 2005 AISD TAKS Performance
and Achievement Gaps**

Reading/Language Arts	Percent of Students Meeting Standard			Improvement	
	2003*	2004*	2005	04 to 05	03 to 05
<i>All Students</i>	67%	75%	80%	+5	+13
<i>African Americans</i>	53%	62%	70%	+8	+17
<i>Hispanics</i>	56%	65%	72%	+7	+16
<i>Whites</i>	87%	92%	94%	+2	+7
<i>Economically Disadvantaged</i>	53%	61%	69%	+8	+16
		Percentage Point Gap		Decrease in Gap	
<i>Change in Gap</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>04 to 05</i>	<i>03 to 05</i>
White to African American	34	30	24	-6	-10
White to Hispanic	31	27	22	-5	-9

Mathematics	Percent of Students Meeting Standard			Improvement	
	2003*	2004*	2005	04 to 05	03 to 05
<i>All Students</i>	54%	63%	68%	+5	+14
<i>African Americans</i>	33%	42%	49%	+7	+16
<i>Hispanics</i>	41%	51%	58%	+7	+17
<i>Whites</i>	78%	85%	89%	+4	+11
<i>Economically Disadvantaged</i>	37%	47%	54%	+7	+17
		Percentage Point Gap		Decrease in Gap	
<i>Change in Gap</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>04 to 05</i>	<i>03 to 05</i>
White to African American	45	43	40	-3	-5
White to Hispanic	37	34	31	-3	-6

Writing	Percent of Students Meeting Standard			Improvement	
	2003*	2004*	2005	04 to 05	03 to 05
<i>All Students</i>	76%	86%	87%	+1	+11
<i>African Americans</i>	63%	81%	82%	+1	+19
<i>Hispanics</i>	67%	81%	83%	+2	+16
<i>Whites</i>	92%	95%	96%	+1	+4
<i>Economically Disadvantaged</i>	64%	79%	81%	+2	+17
		Percentage Point Gap		Decrease in Gap	
<i>Change in Gap</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>04 to 05</i>	<i>03 to 05</i>
White to African American	29	14	14	0	-15
White to Hispanic	25	14	13	-1	-12

Meeting Standard	Improvement			Percent of Students	
	2003*	2004*	2005	04 to 05	03 to 05
Science					
<i>All Students</i>	41%	56%	65%	+9	+24
<i>African Americans</i>	18%	33%	44%	+11	+26
<i>Hispanics</i>	23%	38%	50%	+12	+27
<i>Whites</i>	68%	82%	88%	+6	+20
<i>Economically Disadvantaged</i>	18%	32%	45%	+13	+27
		Percentage Point Gap		Decrease in Gap	
<i>Change in Gap</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>04 to 05</i>	<i>03 to 05</i>
White to African American	50	49	44	-5	-6
White to Hispanic	45	44	38	-6	-7

Social Studies	Percent of Students Meeting Standard			Improvement	
	2003*	2004*	2005	04 to 05	03 to 05
<i>All Students</i>	73%	79%	84%	+5	+11
<i>African Americans</i>	59%	70%	75%	+5	+16
<i>Hispanics</i>	59%	67%	76%	+9	+17
<i>Whites</i>	90%	95%	96%	+1	+6
<i>Economically Disadvantaged</i>	54%	63%	72%	+9	+18
		Percentage Point Gap		Decrease in Gap	
<i>Change in Gap</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>04 to 05</i>	<i>03 to 05</i>
White to African American	31	25	21	-4	-10
White to Hispanic	31	28	20	-8	-11

** 2003 and 2004 data have been recalculated at the 2005 standard and represent accountability subset data.*

Source: TEA 2005 District Accountability Data Tables (October 2005); AISD 2004-05 DIP Student Performance section prepared by Campus & District Accountability.

AISD BASIC DATA, 2004-2005

Our Students¹

African American	10,662	13.33%
Asian	2,222	2.78%
Hispanic	43,747	54.72%
Native American	197	0.25%
White	23,122	28.92%
TOTAL	79,950	100.00%

Economically Disadvantaged = 46,831 (58.58%)

Limited English Proficiency (LEP) = 18,169 (22.73%)

Our Schools¹

Elementary Schools	74
Middle Schools	17
High Schools	12
Special Campuses	8
TOTAL	111

Our Employees²

Teachers	5,388
Administrators	388
Other Professionals	802
Other Employees	4,136
TOTAL	10,714

Average Teacher Salary = \$40,500

AISD is the third-largest employer in the Metropolitan Statistical Area

Our Budget²

Operations*	\$656,104,017
Food Service	\$27,350,456
Debt Service	\$48,166,986
TOTAL	\$731,621,459

Tax Rate = \$1.623/\$100 valuation (lowest of any district in Central Texas)

Taxable Value = \$40,191,751,980

Bonded Debt = \$449,036,948

Recapture (Chapter 41) Payment = \$135,501,051

**Net Operational Budget (after Recapture) = \$520,602,966*

Net Operational Expenditure per Student = \$6,512

¹*Public Education Information Management System (PEIMS), 11/04*

²*AISD Close-Up, 2004-2005*



RESULTS OF THE 2004-2005 AISD HIGH SCHOOL EXIT SURVEY FOR AFRICAN AMERICAN, HISPANIC, AND WHITE STUDENTS

INTRODUCTION

The third annual Austin ISD High School Exit Survey was administered electronically to seniors in every AISD High School during the Spring of 2005. The results for selected items are described below for African American, Hispanic, and White students in the Class of 2005. The response rate for the High School Exit Survey continues to improve (Table 1). Surveys were received from 3,324 students (85.3%) in the Class of 2005.¹ The survey sample once again closely resembles the ethnic and gender distribution of the senior class, indicating that the results are representative of the entire senior class population.

Table 1. AISD High School Exit Survey Response Rates, Classes of 2003, 2004, and 2005

	Percentage of Enrolled Seniors Responding		
	Class of 2003	Class of 2004	Class of 2005
All AISD High Schools	68.9%	81.5%	85.3%

SUMMARY OF SURVEY RESULTS

The summary below highlights a portion of the survey results according to four general topics: Climate, High School Experiences, Postsecondary Intentions, and Postsecondary Preparation.

PART 1: CLIMATE

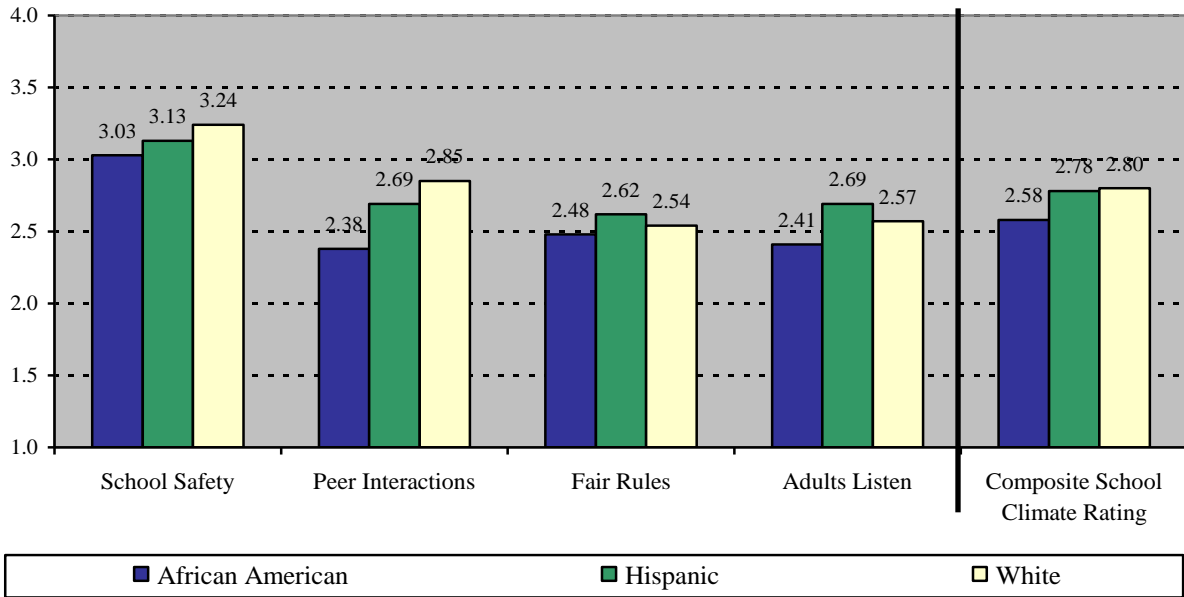
The campus environment is assessed on the High School Exit Survey through two dimensions called School Climate and Learning Climate. School Climate is measured with four survey items (Items 2-5) that describe the general “personality” of a campus, such as school safety and whether or not adults at school listen to students’ opinions. School Climate results for the each ethnic group are shown in Figure 1, along with a key detailing the text of each individual item. African American average responses are slightly less positive than Hispanic and White responses. The greatest disparity among ethnic groups is on the item regarding the extent to which students get along with each other, while the responses are most similar on the item regarding the extent to which school rules are implemented fairly.

Learning Climate describes the academic atmosphere on a campus, including the levels of academic rigor and teacher expectations. Learning Climate results are shown in Figure 2, along with a key detailing the text of each individual item. Average responses to these items are generally higher than those for School Climate items, and are very similar across ethnic groups.

¹ Response rates are based on enrollment at the end of the 5th six weeks reporting period. Note: Due to enrollment of some Special Education students with severe cognitive disabilities, a 100% response rate is not expected.

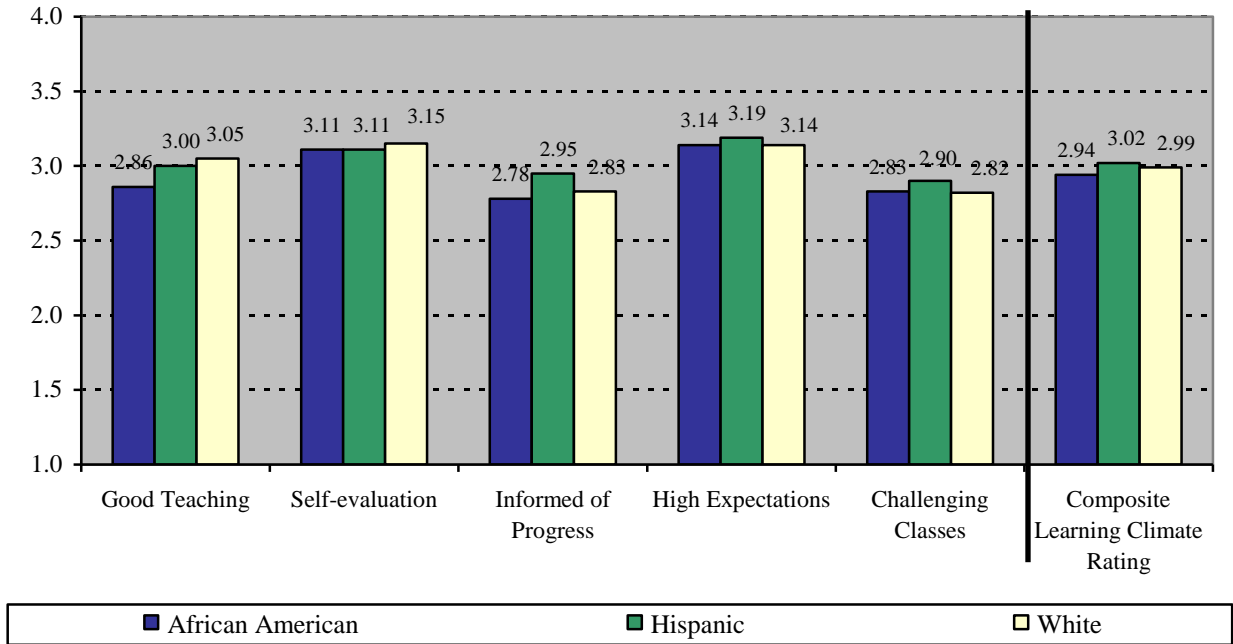
Hispanic students more often (7 out of 9 items) rated overall school climate more highly than did White students. The Hispanic students' ratings also were, on average, equal to or better than those given by African American students on all 9 items.

Figure 1. Average Ratings Given to School Climate Items (Items 2-5)



- Key:
- School Safety – This school is a safe place to learn. (Item 2)
 - Peer Interactions – The students in this school get along with each other. (Item 3)
 - Fair Rules – The rules of this school are implemented fairly. (Item 4)
 - Adults Listen – The adults at this school listen to the opinions of students. (Item 5)
 - Composite School Climate Rating –Average score of Items 2 – 5, measuring the overall “personality” of the school.

Figure 2. Average Ratings Given to Learning Climate Items (Items 6-10)



Key: Good Teaching – My teachers taught in a way that was clear and easy to understand. (Item 6)
 Self-evaluation – I have learned how to evaluate my own work and keep track of my progress. (Item 7)
 Informed of Progress – My teachers kept me informed about how I was doing in my classes. (Item 8)
 High Expectations – My teachers expected me to do high quality work. (Item 9)
 Challenging Classes – My classes were rigorous and challenging. (Item 10)

PART 2: HIGH SCHOOL EXPERIENCES

Seniors were asked to rate how well their high school helped them to develop academic skills in a variety of areas (Table 2). While ratings were similar across ethnic groups, average ratings were generally higher among Hispanic and African American students than White students. Math is the only subject area for which White students provided the highest average rating.

Table 2. Average Ratings of Quality of Assistance in Developing Academic Skills (Items 27-33)

Academic Skill	All Austin ISD High Schools		
	African American	Hispanic	White
Writing	2.48	2.47	2.47
Mathematics	2.26	2.33	2.36
Science	2.22	2.28	2.27
Social Studies	2.53	2.49	2.45
Computer/Technology	2.45	2.42	2.21
Foreign Language	2.11	2.35	2.11
Performing/Fine Arts	2.34	2.31	2.31
Composite Score	2.34	2.38	2.31

Note: Responses can range from 1 (not well) to 3 (very well).

Seniors were also asked to report their perceptions of the quality of assistance in developing personal skills such as teamwork and conflict resolution (Table 3). Once again, the average

ratings provided by White students were slightly lower than those provided by African American and Hispanic students.

Table 3. Average Ratings of Quality of Assistance in Developing Personal Skills
(Items 34-38)

Personal Skill	All Austin ISD High Schools		
	African American	Hispanic	White
Teamwork	2.45	2.47	2.29
Creative Thinking	2.47	2.41	2.38
Problem Solving	2.40	2.39	2.36
Conflict Resolution	2.20	2.29	2.16
Personal Health/Fitness	2.38	2.35	2.10
Composite Score	2.38	2.38	2.26

Note: Responses can range from 1 (not well) to 3 (very well).

Seniors were also asked to report their participation in extra-curricular activities both inside and outside of school. Table 4 describes the participation in various school-affiliated activities. The largest school-affiliated extra-curricular participation disparities among ethnic groups are in Sports, Theater/Drama, and UIL Academic Competitions.

Table 4. Percentage of Respondents Reporting Participation in Extra-curricular Activities Affiliated with High School (Item 14)

Activity	All Austin ISD High Schools		
	African American	Hispanic	White
Music	32.0%	27.0%	34.2%
Theater/Drama	19.9%	9.2%	19.2%
Dance	14.5%	17.2%	16.4%
Sports	66.7%	55.7%	52.9%
UIL Academic Competition	8.0%	8.7%	16.7%
Journalism	11.1%	11.5%	13.5%
Speech/Debate	9.6%	8.3%	9.6%

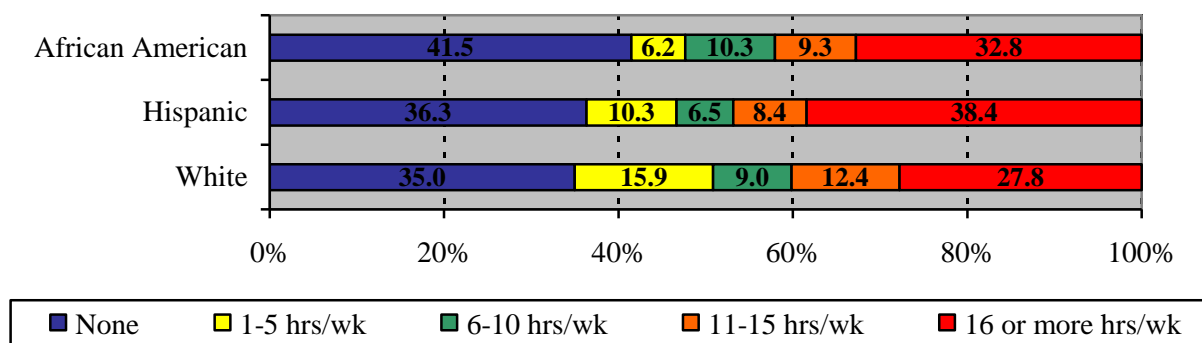
Table 5 describes the participation in various extra-curricular activities outside of school. The largest participation disparities among ethnic groups are in Family Care, where Hispanic participation was highest, and Community Service, where White participation was highest.

Table 5. Percentage of Respondents Reporting Participation in Extra-curricular Activities Outside of High School (Item 15)

Activity	All Austin ISD High Schools		
	African American	Hispanic	White
Organized Sports	41.1%	32.6%	40.2%
Art/Music/Dance	31.4%	21.7%	35.5%
Community Service	49.7%	45.3%	61.6%
Environmental Projects	12.3%	13.2%	20.5%
Family Care	32.6%	42.2%	22.0%

In addition to extra-curricular activities, many students are employed outside of school. The following table indicates that although White students are most likely to report some employment during their senior year, they are least likely to report employment of more than 10 hours a week. African American students are slightly more likely than Hispanic or White students to report having no employment, while Hispanic students are slightly more likely to report being employed more than 10 hours a week.

Figure 3. Number of Hours Employed Per Week During the Senior Year (Item 20)



PART 3: POSTSECONDARY INTENTIONS

Students were asked to report their plans within a year after graduating high school (Table 6). The majority of survey participants indicate plans to pursue postsecondary education, and nearly half indicate plans for part-time or full-time employment. Hispanic students were least likely to report plans for postsecondary education and most likely to report having “no specific plans yet.” The percentages below may be lower than expected due to the placement of this item near the end of the survey. However, these results are comparable to data from a recently published federal report² stating that, “after high school graduation, some seniors will immediately enter the workforce or military. Some will start families. Many will go directly into postsecondary education (some 79 percent of the seniors cohort expected to go directly from high school to a postsecondary institution). Another 7 percent stated that they did not know what they would do, while 13 percent indicated that they would not go directly to postsecondary education.”

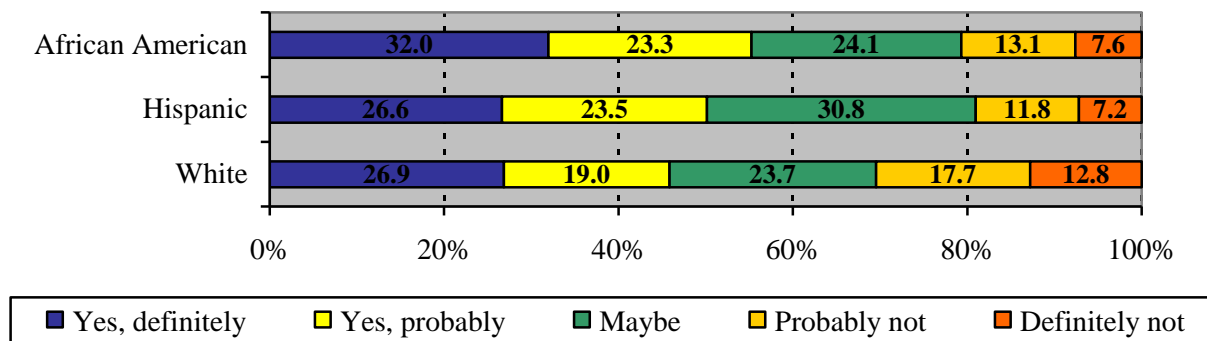
Table 6. Percentage of All Survey Respondents Reporting Specific Postsecondary Plans Within a Year (Item 51)

Plan	All Austin ISD High Schools		
	African American	Hispanic	White
Continue Education	73.1%	65.7%	82.2%
No specific plans yet	6.7%	15.0%	5.3%
Travel	8.2%	11.0%	12.9%
Full-time Parent	4.0%	3.9%	1.1%
Military	4.0%	3.9%	2.6%
Work full-time	14.0%	17.9%	10.8%
Work part-time	27.6%	34.7%	31.9%

² Ingels, S.J., Planty, M., and Bozick, R. (2005). A Profile of the American High School Senior in 2004: A First Look – Initial Results From the First Follow-up of the Education Longitudinal Study of 2002 (ELS:2002) (NCES 2006-348). U.S. Department of Education, National Center for Education Statistics. Washington, DC:U.S. Government Printing Office.

Of those students who reported intentions to pursue postsecondary education, over one quarter in each ethnic group reported definite plans to borrow money for college (Figure 4). While the percentages are similar across groups, White students appear slightly less likely than African American and Hispanic students to borrow money for postsecondary education.

Figure 4. Postsecondary-bound Students’ Intentions to Borrow Money for College (Item 44)



PART 4: POSTSECONDARY PREPARATION

Students were asked to rate the quality of assistance they received from their high school with college and career preparation (Table 8). Average responses were similar across ethnic groups for college/career and postsecondary application preparation. However, African American and Hispanic students report higher ratings than White students for being well informed about financial aid.

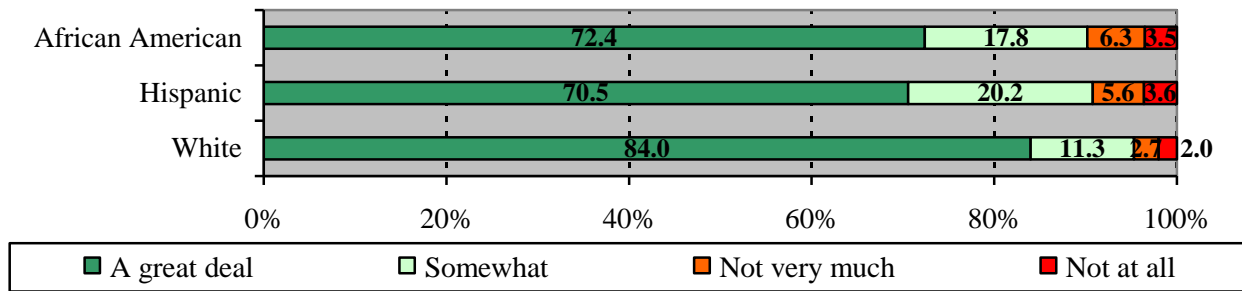
Table 8. Average Ratings of Preparation for College and Career (Items 22, 23, and 25)

Preparation For	All Austin ISD High Schools		
	African American	Hispanic	White
College/Career Goals	2.27	2.27	2.25
Postsecondary Application Process	2.16	2.11	2.19
Financial Aid	2.28	2.12	2.02

Note: Responses can range from 1 (not well) to 3 (very well).

Seniors also were asked to indicate the extent to which their families encouraged them to pursue postsecondary education (Figure 4). Less than ten percent of students in each ethnic group report receiving little or no family encouragement to continue their education, but White students are more likely than Hispanic and African American students to report a great deal of family support.

Figure 4. Reported Degree of Family Encouragement to Pursue Postsecondary Education (Item 49)



DISCUSSION OF RESULTS

Based on these survey results³, it appears that White students are more likely than African American and, to a lesser extent, Hispanic students to feel positively about the general “personality” of their schools. However, few differences emerged among ethnic groups on ratings for the quality and rigor of the learning environment. In fact, where differences did appear, Hispanic students were more likely than White and African American students to provide high ratings for Learning Climate. In general, Hispanic and African American students report higher ratings than White students for how well their high school helped them to develop knowledge and skills in specific academic subjects and areas of personal development.

African American students report higher participation in sports than the other two groups, and Hispanic students report higher participation in family care and employment of more than 10 hours a week. White students are more likely to report participation in UIL academic competitions, environmental projects, and community service than African American or Hispanic students, and are least likely to work more than 10 hours a week.

³ See Attachment A for detailed results regarding tests for statistical significance.

Hispanic students are less likely to report intentions to pursue postsecondary education and more likely than White or African American students to report employment plans within the year

following graduation. Of those with plans for postsecondary education, African American students are most likely to report definite intentions to borrow money for college. In addition, African American students report higher ratings than White and Hispanic students for preparation to apply for financial aid.

While family encouragement was high for each ethnic group, White students reported more family encouragement to participate in postsecondary education. White students also reported being slightly more prepared than African American and Hispanic students for postsecondary application process. However, all student groups reported similar ratings for how well their high school had prepared them to meet college and career goals.

Attachment A

The following table indicates the statistical differences that were found among ethnic groups for each climate item and for the composite School Climate and Learning Climate ratings.

Statistically Significant Differences on Climate Items and Composite Climate Ratings

School Safety	Peer Interactions	Fair Rules	Adults Listen	Composite School Climate
W > H > AA	W > H > AA	H > AA & W	H > W > AA	W & H > AA

Good Teaching	Self-evaluation	Informed of Progress	High Expectations	Challenging Classes	Composite Learning Climate
W > AA & H	No Differences	H > AA & W	No Differences	H > W	H > AA

Statistically Significant Differences on Ratings for How Well High School Prepared Students in Academic and Personal Development Areas

Writing	Math	Science	Social Studies	Computer/Technology	Foreign Language	Performing Arts
No Differences	W > AA	No Differences	No Differences	AA & H > W	H > AA & W	No Differences

Teamwork	Creative Thinking	Problem Solving	Conflict Resolution
AA & H > W	AA > W	No Differences	H > W

Statistically Significant Differences on Ratings for Preparation for College and Career Goals, Postsecondary Application Process, and Obtaining Financial Aid

College/Career Goals	Postsecondary Application Process	Financial Aid
No Differences	W > H	AA > H > W

Note: Differences reflected above are statistically significant at $p < .05$.



**RESULTS OF THE AISD PARENT SURVEY 2005:
PARENT PERCEPTIONS OF THEIR RELATIONSHIPS WITH
CAMPUS BASED STAFF FOR AFRICAN AMERICAN,
HISPANIC, AND WHITE STUDENTS**

OVERVIEW

The following report contains a subset of the results from the 2004-2005 AISD Parent Survey, focusing on items 3-7, each of which asked parents to rate the extent to which they agreed with positive statements about their relationships and interactions with AISD staff. For each item, parents were asked to answer the question as it applied to *each staff type* including: principals, assistant principals, counselors, office staff, and teachers. Not every parent evaluated every staff type, so the tables in each section present the *weighted average score* for each item, in order to account for this variation in response rates.¹

Results were examined separately for elementary, middle, and high school for AISD’s three largest ethnic groups: African American, Hispanic, and White. In comparison to their overall representation in AISD, African American parents and Hispanic parents were slightly underrepresented among respondents at the elementary and middle school level, and White parents were slightly underrepresented among high school level respondents (see Table 1). There is no way to confirm that the views of responding parents are representative of all AISD parents, so results presented here should be interpreted with caution.

Table 1. Ethnic Distribution of Respondents (RES) and of the Overall AISD Population (POP).

	Elementary		Middle		High	
	<u>RES</u>	<u>POP</u>	<u>RES</u>	<u>POP</u>	<u>RES</u>	<u>POP</u>
African American	9.2%	12.7%	9.0%	13.4%	14.4%	13.8%
Hispanic	49.0%	62.1%	43.6%	54.9%	47.0%	46.0%
White	22.1%	22.2%	34.8%	29.1%	27.8%	37.1%

Note. Columns do not sum to 100%. Responses from Native American, Asian, and parents who did not identify their ethnicity on the survey are not included in these analyses.

HIGHLIGHTS

- Parents *at all levels and of all ethnicities* provide mostly positive responses regarding their relationships with a variety of campus staff. Across each item, elementary parents had the highest average ratings, followed by middle school parents. High school parents reported the lowest average ratings.

¹ The ranges in the number of responses within each item are detailed in Attachment B.

- *Across the three ethnicities*, variation in satisfaction with parent-staff relationships was greatest among elementary parents followed by high school parents. Middle school parents’ ratings were least likely to differ by ethnicity.

- *At the elementary level*, White parents consistently reported higher levels of satisfaction with parent-staff relationships than African American parents. Hispanic parents reported statistically higher levels of satisfaction than African American parents in about 60% of contrasts, but these levels were often still lower than those reported by White parents.
- *At the middle school level*, there was remarkable consistency in parent reports across the three ethnic groups. However, there are two noteworthy contrasts: (a) White parents were least likely to agree that AISD staff helped them become more involved in their child’s education, and (b) African American parents were less likely than Hispanic parents to agree that AISD staff treat their child fairly with respect to culture, gender, ethnicity, etc.
- *At the high school level*, when there were significant differences across ethnicity, African American parents generally reported the lowest levels of satisfaction with parent-staff relationships. Occasionally these reports are significantly lower than those of White parents, and they were also likely to be lower than the ratings of Hispanic parents.

CONCLUSIONS

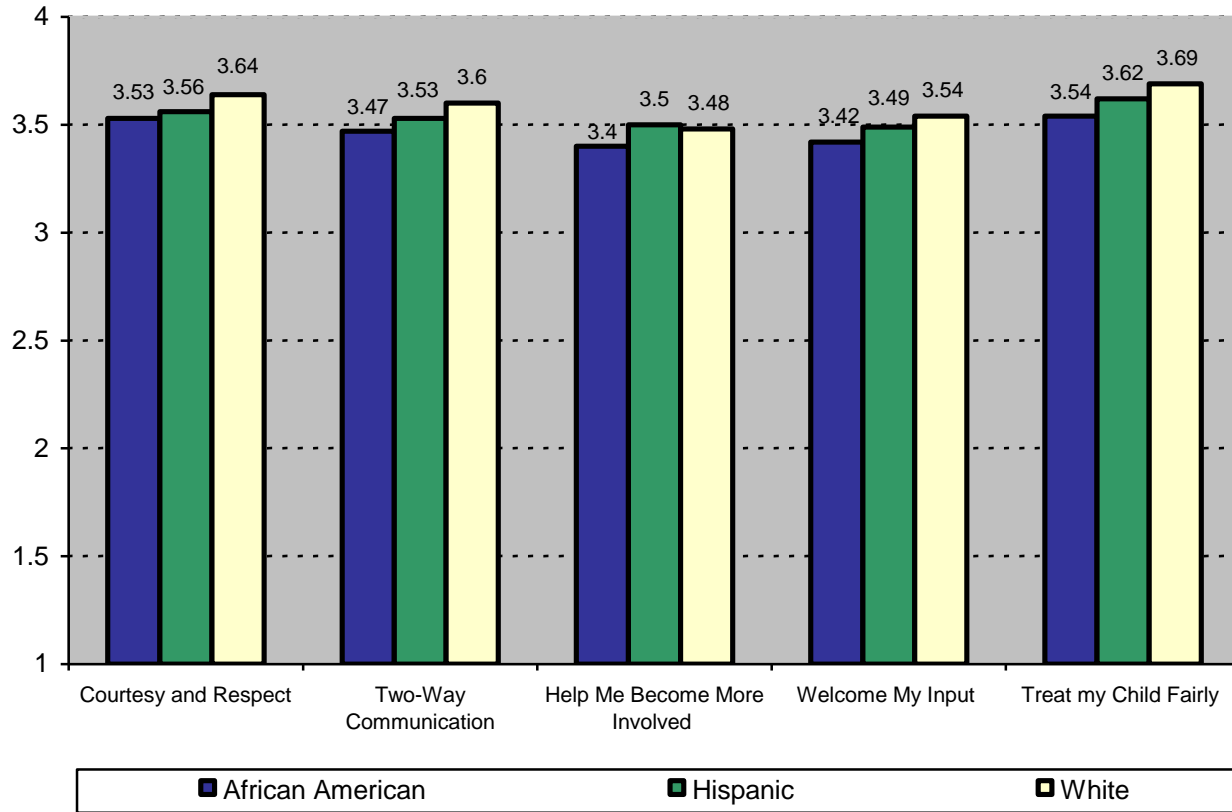
Overall, AISD staff and administrators are doing a good job of maintaining positive relationships with the *parents of elementary age* children of all ethnicities. However, these perceptions are consistently lower among African American and Hispanic parents than among White parents.

There is a relatively high level of satisfaction with the relationships between *middle school parents* and AISD staff and administrators and, with a few exceptions, these relationships are perceived similarly across the three ethnic groups.

High school parents of all ethnicities report lower levels of satisfaction with parent-staff relationships than do parents of younger students. This may be because many parents play less of a role in the day-to-day school life of their high school age children and, as a result, have fewer opportunities to establish close positive relationships with AISD staff and administrators.

Parents of Hispanic and White students report similarly high ratings for quality of their relationship at the secondary level. However, there appears to be room for improving relationships with the parents of African American children, particularly at the elementary and high school level, and with Hispanic parents at the elementary level.

Figure 1. Elementary Parent Perceptions of Staff-Parent Relationships from the AISD Parent Survey 2004-05, Questions 3-7.

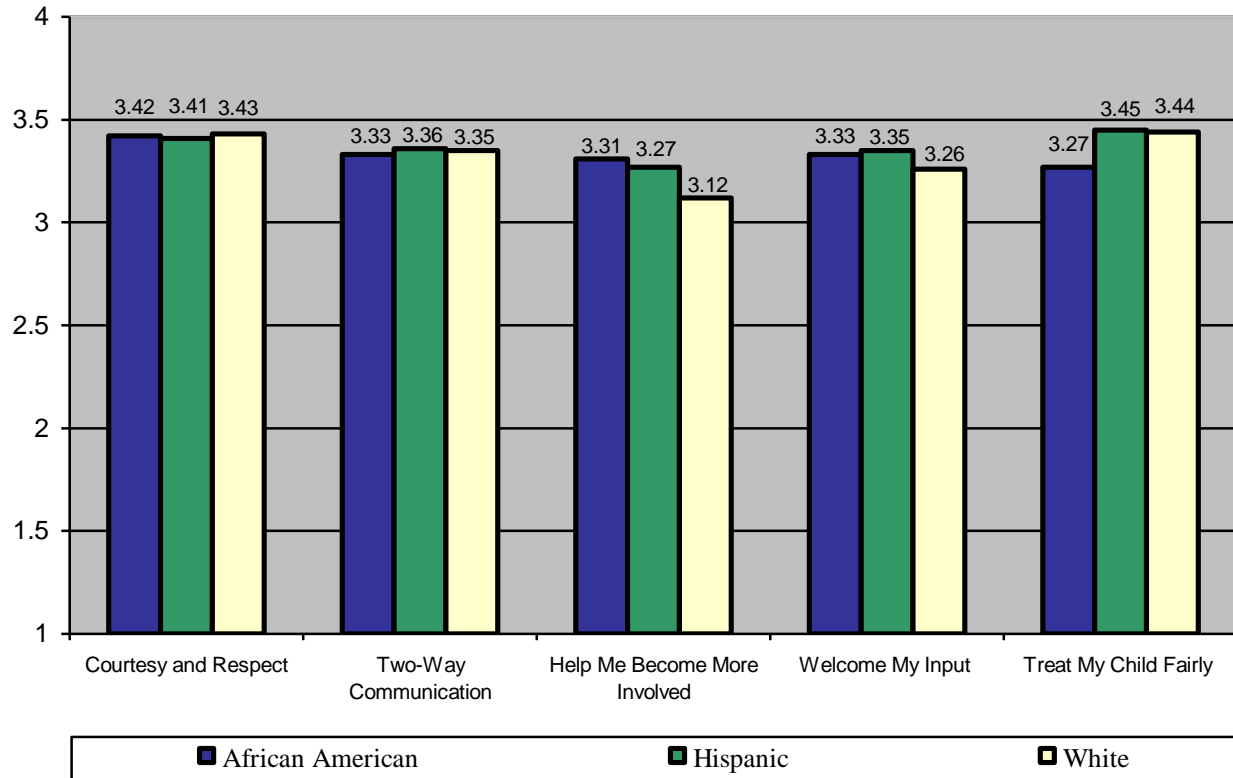


Note. Responses range from (1) Strongly disagree, (2) Disagree, (3) Agree, to (4) Strongly Agree. Parent responses of “don’t know” and “does not apply” have been excluded from these analyses.

- Key:** Courtesy and Respect: The following school staff treat me with courtesy and respect (Item 3)
 Two-Way Communication: The following school staff provide me with opportunities for two-way communication (e.g. phone calls, students agenda book, meetings, etc.) (Item 4).
 Help Me Become More Involved: The following school staff have helped me become more involved in my child’s education (Item 5).
 Welcome My Input: The following school staff welcome my input in academic decisions about my child (Item 6).

Treat My Child Fairly: The following school staff treat my child fairly with respect to culture, gender, ethnicity, age, religion, and disability (Item 7).

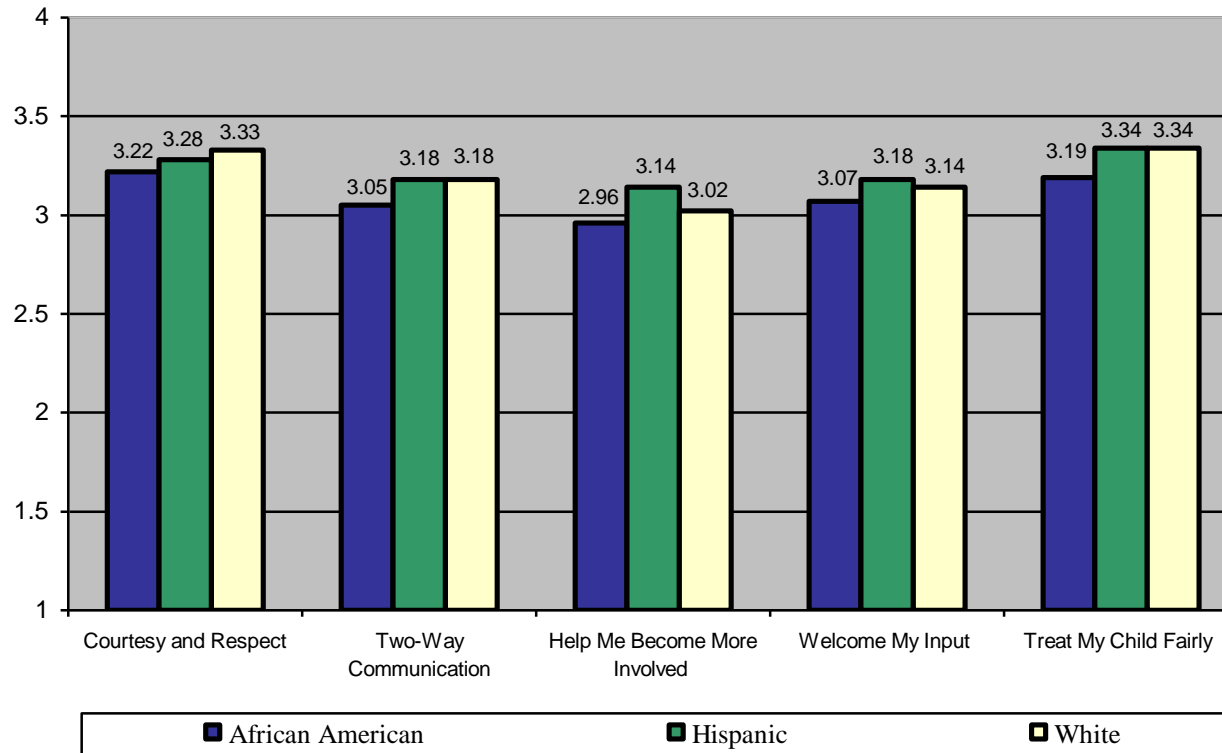
Figure 2. Middle School Parent Perceptions of Staff-Parent Relationships from the AISD Parent Survey 2004-05, Questions 3-7.



Note. Responses range from (1) Strongly disagree, (2) Disagree, (3) Agree, to (4) Strongly Agree. Parent responses of “don’t know” and “does not apply” have been excluded from these analyses.

- Key:** Courtesy and Respect: The following school staff treat me with courtesy and respect (Item 3)
 Two-Way Communication: The following school staff provide me with opportunities for two-way communication (e.g. phone calls, students agenda book, meetings, etc.) (Item 4).
 Help Me Become More Involved: The following school staff have helped me become more involved in my child’s education (Item 5).
 Welcome My Input: The following school staff welcome my input in academic decisions about my child (Item 6).
 Treat My Child Fairly: The following school staff treat my child fairly with respect to culture, gender, ethnicity, age, religion, and disability (Item 7).

Figure 3. High School Parent Perceptions of Staff-Parent Relationships from the AISD Parent Survey 2004-05, Questions 3-7.



Note. Responses range from (1) Strongly disagree, (2) Disagree, (3) Agree, to (4) Strongly Agree. Parent responses of “don’t know” and “does not apply” have been excluded from these analyses.

- Key: Courtesy and Respect: The following school staff treat me with courtesy and respect (Item 3)
 Two-Way Communication: The following school staff provide me with opportunities for two-way communication (e.g. phone calls, students agenda book, meetings, etc.) (Item 4).
 Help Me Become More Involved: The following school staff have helped me become more involved in my child’s education (Item 5).
 Welcome My Input: The following school staff welcome my input in academic decisions about my child (Item 6).
 Treat My Child Fairly: The following school staff treat my child fairly with respect to culture, gender, ethnicity, age, religion, and disability (Item 7).

Attachment A. Statistically significant contrasts by staff type and ethnicity of child.

Elementary	Principal	Assistant Principal	Counselors	Office Staff	Teachers
Treat me with courtesy and respect	AA & H < W	AA & H < W	AA & H < W	AA & H < W	AA & H < W
Provide me with opportunities for 2 way communication	AA < W & H	AA & H < W	AA < H & W	AA & H < W	AA < H < W
Helped me become more involved in my child's education	AA & W < H	AA < H	AA < H & W	AA & W < H	AA < H < W
Welcome my input into academic decisions about my child	AA < H & W	AA < H & W	AA < H & W	AA < H & W	AA & H < W
Treat my child fairly with respect to culture, gender, ethnicity, age, religion & disability	AA < H < W	AA < H < W	AA < H < W	AA < H < W	AA < H < W
Middle School	Principal	Assistant Principal	Counselors	Office Staff	Teachers
Treat me with courtesy and respect					
Provide me with opportunities for 2 way communication					
Helped me become more involved in my child's education	W < AA & H	W < H		W < H	W < AA & H
Welcome my input into academic decisions about my child					
Treat my child fairly with respect to culture, gender, ethnicity, age, religion & disability	AA < H & W	AA < H	AA < H		
High School	Principal	Assistant Principal	Counselors	Office Staff	Teachers
Treat me with courtesy and respect	AA < W		AA & H < W	H < W	
Provide me with opportunities for 2 way communication			AA < W	AA < H	AA < H
Helped me become more involved in my child's education	AA < H	W < H		AA & W < H	AA & W < H
Welcome my input into academic decisions about my child	AA < H	AA < H			AA & W < H
Treat my child fairly with respect to culture, gender, ethnicity, age, religion & disability	AA < W & H	AA < W	AA < W & H		AA < H

Note. High numbers of responses among elementary level parents (see Appendix II) increase the likelihood of finding statistically significant contrasts. For this reason, it is important to focus on the overall pattern of results rather than any particular contrast.

Attachment B. Range in the number of responses across staff type, within each item, by school level and child ethnicity.

School level Ethnicity	Range in the Number of Responses Across Staff Type within Each Item				
	Item 3	Item 4	Item 5	Item 6	Item 7
<u>Elementary</u>					
African American	809-1064	767-1051	754-1027	687-986	818-1042
Hispanic	4243-5477	4021-5367	3902-5394	3697-4994	4406-5346
White	2012-2626	1742-2534	1594-2433	1303-2309	1989-2513
<u>Middle</u>					
African American	133-160	130-159	121-148	109-145	126-157
Hispanic	631-705	589-709	589-672	512-610	639-700
White	502-649	447-636	400-603	348-561	512-610
<u>High</u>					
African American	278-329	272-309	274-331	259-315	294-321
Hispanic	921-1064	876-1026	868-1007	818-930	956-1043
White	502-694	461-683	435-657	394-590	530-645

APPENDIX H

Detailed Results: Literature Review

Summary of Literature on African American Student Achievement Gap

When evaluating the K-12 educational experience, four measures highlight the achievement gap for African American students:

- Standardized test scores
- Rates of students failing grade level
- Dropout, retention, and graduation rates
- Rates of students enrolling in and graduating from higher education

These gaps in the achievement of African American students have been studied and discussed for some time, and dozens of models explaining them have been proposed. The following is a list of key issues affecting African American student achievement identified in a review of the literature listed in the attached annotated bibliography:

- Segregation into high poverty, high minority schools
- Low levels of pre-school enrollment
- Family conditions
 - Poverty
 - Education of parents
 - Single-parent households
 - Immigrant
- Student behavior
 - Motivation and effort for learning
 - Youth culture and peer pressure
 - Alcohol and drug use
 - Crime
 - Gangs
 - Teen motherhood
- Disparate treatment of African American students
 - Enrollment below grade level
 - Enrollment in advanced and college-preparatory classes
 - Disciplinary measures
 - Tracking
 - Expectations
 - Career and educational opportunities beyond school
- Teachers, curriculum, policies, and programs
 - Inequities in distribution of quality teachers within and between schools
 - Teacher training
 - Minority representation among teachers and staff
 - Classroom environment and learning strategies

- Bilingualism – programs, teacher training, and student treatment
- School reform and targeted programs
- High-stakes testing and promotion, retention, and graduation policies
- Community involvement, capacity, and organization

Different researchers, programs, and strategies focus on one or more measures of achievement and issues that affect student outcomes. The following are an initial selection of priority issues and recommendations, strategies, programs, and policies to address them.

Teacher quality

- Focus on research-supported indicators of teacher effectiveness in **hiring**
 - Strong verbal and math skills
 - Deep content knowledge (Haycock 1998)
- **Recruitment and retention** to attract the best into teaching profession (Haycock 1998)
- Collecting **data** to measure teacher effectiveness through student outcomes
- **Professional development** in a targeted, collaborative, and evaluated atmosphere. (Closing the Achievement Gap 2004); ongoing, on site, and focused on the content that students should learn (Haycock 1998)
- Teacher training for multicultural and linguistic minority students (President’s 1996)
- Equitable **distribution** of quality teachers; address the following issues:
 - “Emergency hiring, assignment of teachers outside their fields of preparation, and high turnover in underfunded schools” (Darling-Hammond 1996)
 - Where teachers come from and where they want to teach
 - Inter-district differences in salaries for beginning and mid-career teachers
 - The practice of concentrating beginning teachers in school buildings with concentrations of poor children
 - District policies – often gained through collective bargaining – that reward senior teachers with the ‘right’ to transfer to ‘easier’ schools
 - Practices within schools where teachers fight over who teaches whom, resulting in the senior, better-educated teachers teaching the most-advanced children
 - The absence of clear incentives and prevalence of disincentives for teachers to work with poor and minority children (Haycock 1998)

Student treatment and performance

- Mentorship, counseling, and student-centered institutional support (Gándara 1998)
- Setting clear goals and establishing high expectations for student achievement (state tests, mastery of curriculum, and college preparation) (Open Doors 2001)
- Increasing minority participation in challenging academic courses (Kober 2001)
- Target youth apprenticeship, mentoring, and career pathway opportunities for African American students. (President’s Advisory Commission 1996)
- Providing extended learning and more intensive programs for students having difficulties (Kober 2001); non-stop learning – longer days, weeks, years ((Thernstrom 2003)
- Need to provide pre-school education for all African American American children who qualify. (President’s Advisory Commission 1996)

Educational support programs

- Focus on: program quality, academically demanding curriculum, professional development, family involvement, reduced student-to-teacher ratios, individualized supports, extended learning time, community involvement, long-term (multiple-year) supports for youth, and scholarships and/or financial support. (James 2001)
- Provide parents with access to and information on the public school system
- Have a significant African American presence among the dedicated and professional staff, serving as mentors
- Provide opportunities for small-group work, self-directed learning, peer-group activities and leadership opportunities
- Offer comprehensive services to students and their families that assist in addressing the multiple needs and challenges
- Integrate African American culture into services and programs in order to assist students navigating cultural differences between their home, community and school
- Have professional and capable leaders who develop strong networks with the community
- Provide bilingual services and information to students and their families
- Have staff who know their program goals and take steps to measure progress, confront obstacles, and implement policies to achieve these goals. (Brown 2004)
- Methodologically sound program evaluations that provide disaggregated data in order to adequately measure program effects on minority academic achievement. (James 2001)

School reform

“Many administrators continue to assume that changes in the organizational structure of schools – block scheduling, advisories, Small Learning Communities – will result in changes in the classroom. Research on school reform has shown that such change rarely occurs (Fullan & Miles, 1992), and that lasting improvements in teaching and learning can only come from a strategy focused on improving instruction (Elmore, 1996).” (Noguera 2004)

Recommended strategies from the literature include:

- Creating a positive school culture; instill the desire, discipline, and dedication to succeed (Noguera 2004; Thernstrom 2003)
- Develop high academic and behavioral standards and expectations for all students (Noguera 2004; Thernstrom 2003; Opening Doors 2001; DoD Model 2003)
- Provide on-site, year-round professional development designed around teachers’ needs (Noguera 2004)
- Require a high level of parent involvement. (Noguera 2004; DoD Model 2003)
- Take the time to make sure that teachers, parents, and students understood the purpose behind each reform strategy and have mechanisms in place to evaluate whether a reform is achieving its goal. (Noguera 2004)
- Shared responsibility and shared values – accountability, commitment, and discipline – across schools, their communities, families, and students (DoD Model 2003)
- Provide nonstop learning; from pre-school to summer school to after-school (Thernstrom 2003; DoD Model 2003)
- Using student performance data to guide instruction, focusing on instruction and individual learning, supporting teachers and enhancing collaboration, and fostering an environment of respect and affection for students (Opening Doors 2001)

- Empower and train teachers to match curricula to the unique needs of African American students and make instruction interactive and student-centered (Reyes 1999; DoD Model 2003)
- Create shared common aspirations, goals, and visions of what should be expected of African American students and their schools among adults and student peer groups (Reyes 1999)
- Assessment needs to be ongoing and advocacy-oriented (Reyes 1999)
- Teachers should work to empower students to become excited about and responsible for their own learning. (Reyes 1999; Llano Grande)
- Clear goals and accountability measures; use of data to drive decisions for management, policy, and practice (DoD Model 2003)

APPENDIX I

Description of Current Programs

AISD Overview

STUDENT ACADEMIC SUCCESS

AISD is an effort-based school district. Effort-based education assumes that sustained and directed effort yields high achievement, and can also create ability. In short, people can become smart by working hard at the right kinds of learning tasks. In AISD, student effort and achievement are organized around a solid curriculum aligned with state standards and instructional strategies grounded in research-based best practices. Support for the success of all students is provided through a three-tier intervention model that assures early intervention for struggling learners.

Tier I - Classroom instruction and interventions at the classroom level;

Tier II - Supplemental reading or math interventions within the school day;

Tier III - Intensive reading and math interventions, beyond the school day.

Teaching and Learning Strategies – Curriculum/Instruction/Assessment

The district curriculum determines what is to be taught to students. It is imperative that this curriculum is aligned with state standards and that it is clearly communicated to teachers. The AISD curriculum is closely aligned with the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards.

The curriculum is organized and communicated to teachers through detailed *Instructional Planning Guides* (IPG), which align K-12 instructional objectives with TEKS. The IPGs also include references to instructional resources and research-based instructional strategies. The district publishes a *Family Learning Guide* to provide parents with suggestions on how to support student learning of the TEKS.

The Institute for Learning at the University of Pittsburgh has organized a set of research-based instructional best practices into nine *Principles of Learning*[®]. The district partnership with the Institute for Learning supports the integration of the Principles of Learning in all instruction.

Student Learning Profiles are used for ongoing monitoring of student success. These profiles provide timely assessments of student progress in reading, writing, math science and social studies so that appropriate adjustments can be made as appropriate.

English-Language Learner Program

AISD is resolute about raising the academic achievement of its English Language Learners (ELLs), and is engaged in implementing a district-wide initiative. At the elementary level, the focus of instruction is on the acquisition of both academic Spanish and academic English. At the secondary level, the focus is on the acquisition of academic English and the incorporation and acceleration of rigorous problem solving skills.

Towards this effort elementary level, bilingual education teachers are gaining greater knowledge of Rigorous Instruction in Spanish and English (RISE), a framework built on providing all English Language Learners equal access to the standard curriculum while providing coherent programs in Bilingual Education and English as a Second Language.

In addition, middle and high school level English as a Second Language (ESL) and general education teachers have formed learning communities to gain knowledge of the scaffolding and acceleration of English language and the teaching of problem solving skills.

Student identified as English Language Learners (ELLs) at the middle school level are provided an opportunity to accelerate their English language and reading skills by participating in the READ 180, a technology-based program that provides students an opportunity to accelerate language and reading skills.

At the high school level, recently arrived immigrant students are able to attend high school at the International High School (IHS). The International High School is designed to provide a sheltered environment where students can accelerate their knowledge of English, apply their previous knowledge base while acclimating to the U.S. school system. The IHS is structured as a school within a school and is housed at Johnston High School. The IHS is complemented by the International Welcome Center (IWC). The IWC welcomes students to the district and completes academic-assessments, prior to students enrolling in AISD.

Special Education Program

Special education services provide students with disabilities with support in achieving at high levels, with a focus on the following:

- Standardized inclusion of Best Practices district wide.
- Improved collaboration between general education and special education departments.
- Addressing relationship issues between students with disabilities and their peers through Positive Behavior Support initiative.
- Improving programming for special education students aged 19-22.
- Improving customer service satisfaction.
- Implementation of Bilingual ELEVAR initiative.

Magnet Program

AISD offers students several advanced academic magnet programs at the secondary level. The magnet program at Kealing Middle School offers students courses in math, science, technology, and liberal arts. The program at Fulmore Middle School offers an emphasis on humanities, international studies, and law. At the high school level, the Liberal Arts and Science Academy at Lyndon Baines Johnson (LBJ) offers students a choice of enriched academic programs. The magnet programs offer students advanced academic studies in an environment built on collegial relationships, individual growth and intellectual rigor.

Gifted and Talented Program

The Gifted and Talented (G/T) Program identifies students in four core areas – English/language arts, mathematics, science and social studies. G/T students receive differentiated instruction in the core courses. Those courses include; Advanced Placement (AP), Pre-AP, International Baccalaureate (IB), magnet courses or other designated courses. At the elementary level and secondary level, students identified for the G/T Program explore further and study more intensively the content of their academic subjects.

Pre-Kindergarten Program

In order to better prepare students for kindergarten, AISD proposed Early Childhood/Pre-Kindergarten Centers specifically designed for pre-kinder children. These centers will allow a greater number of children to be served, will allow for greater inclusion of students with special needs and will hold the potential of encouraging parents to engage in their child's learning.

Blue Print Schools

AISD has identified six under-performing elementary and middle schools to serve as prototypes for future efforts to raise student achievement. Intensive restructuring of these "blueprint schools" includes providing:

- Well-qualified teachers in every classroom
- Proven leadership
- Consistent systems and procedures
- Specific curriculum
- Extensive professional development
- Structured student support systems, and
- Strong relationships between parent and school staff.

ACCELERATION OF LEARNING

The district has developed a variety of programs and services for students who have fallen behind academically and require supplemental instruction and support to accelerate their learning. The following are descriptions of major AISD programs designed to accelerate student learning and progress towards graduation.

SSI / Student Success Initiative

Each elementary school is provided funding to support supplemental instruction for students who are struggling learners. Supplemental instruction is provided by certified teachers during the school day or through extended learning opportunities, after school.

Secondary Credit Recovery & Acceleration

Secondary School Campus-Based Tutorials

Each middle school and high school is provided funding to support campus-based tutorials. The structure and format of these tutorial programs is determined by the campus principal and approved by their Associate Superintendent.

Gonzalo Garza Independent High School

Gonzalo Garza is an open enrollment high school/choice school designed to meet the needs of student who:

- Have experienced unusual life circumstances that have created barriers to graduation
- Have dropped out or are likely to drop out of regular high school
- Wish to pursue an education that provides integrated health and social services and prepares students for college
- Will thrive in a non-traditional approach to learning.
- Who may opt for a flexible school schedule but must attend a minimum of 20 hours a week and
- Who have parental permission.

Diversified Education Through Leadership, Technology, Academics (DELTA)

The goal of DELTA is to provide an individualized, self-paced instructional program for recovered and potential school leavers in order for them to earn academic credits and graduate from high school. The DELTA Program is made available to students enrolled in each AISD comprehensive high school and Garza High School. DELTA is also used at alternative educational settings, including: the Alternative Learning Center, Gardner Betts Leadership Program, Phoenix House, Juvenile Justice Alternative Education Program, Travis County Detention Center, and the La Fuente Learning Center.

Virtual School Program (VSP)

The Virtual School Program is a non-traditional, home based academic program that is available to high school seniors. The goal of VSP is to provide academic opportunities for students who are unable to participate in a traditional classroom setting, most often because they are parents of young infants or must work full-time for economic reasons. Students in VSP earn high school credits and graduate from high school.

Students in the VSP are encouraged to dedicate a minimum of two hours daily completing self-paced lessons at home on an internet-ready laptop assigned to them. Specially trained VSP teachers meet three times a week with students for a total of five hours per week. VSP is an open entry/open exit academic program.

Summer School

Each year, the district provides summer school programs for students ranging from Pre-k through high school. At the elementary school level, these programs are designed to accelerate

student mastery of the English language, language arts and math skills. Secondary level summer school also provides students with opportunities for recovery of credit for courses failed during the regular school year.

COLLEGE READINESS AND POST-SECONDARY EDUCATION

AVID

Advancement Via Individual Determination (AVID) is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. AVID students commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic “survival skills” and college level entry skills. The AVID program teaches students how to study, read for content, take notes and manage time. Students participate in collaborative study groups or tutorials led by tutors skilled in Socratic questioning strategies.

SMART

Science, Math, and Reading Tutorials (SMART) involves certified teachers providing assistance in order to better prepare students for college preparatory classes.

GEAR UP

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP is a six-year grant, which provides services at high-poverty middle and high schools. Austin ISD's GEAR UP program serves an entire cohort of students beginning no later than the seventh grade and follows the cohort through high school. GEAR UP funds also provide college scholarships to low-income students.

Advanced Placement Courses

Through college-level Advanced Placement (AP) courses, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. AP courses allow students to get a head start on college-level work, improve their writing skills, sharpen their problem-solving techniques, and to develop the study habits necessary for tackling rigorous course work.

Pre-Advanced Placement Courses

Academic courses that lead to Advanced Placement courses are referred to as Pre-AP courses. Pre-AP courses can be taken in grades 6-11. Emphasis is given to the skills and strategies students need to succeed in AP courses in grades 11 and 12 and in post-secondary education.

AP Incentive Program

Beginning in Fall 2006, an AP Incentive Program will be funded at Travis, Reagan, Johnston, LBJ, Akins, Crockett, and Lanier high schools. This project will provide a \$300.00 financial incentive to each student who earns a score of three or better on the AP exam. The AP Incentive Program will also provide financial incentives to teachers for each student scoring

three or higher on the AP exam. The staff incentive aims to recruit highly trained AP teachers to Austin's seven neediest high schools.

Austin Community College – AISD Connection

High School seniors who participate in the ACC-AISD Connection go through the college acceptance process with Austin Community College, while enrolled as an AISD student. This four step program involves the college application process, orientation and optional tour of ACC's five community college campuses, placement testing and academic and financial aid counseling by a college counselor. During the 2005-2006 school year, 86 % of AISD's graduating seniors completed the process and were admitted to Austin Community College.

Dual Credit Courses

Dual Credit is a non-fee based program for students who are simultaneously enrolled in AISD and ACC. The students attend pre-approved college-level courses either at their high school or on an ACC campus and earn both college and high school credits. Dual credit requires students:

- Be high school juniors or seniors,
- Be enrolled in a maximum of two college-level courses per semester
- Complete the Early College Start application
- Meet ACC's enrollment requirements
- Be recommended by high school principal and
- Have parental permission.

Career and Technology College Articulated Courses

A number of content-enhanced career and technology high school courses have been identified as equals to specific introductory-level college courses. A student completing these courses must earn a grade of "B" or better to receive articulated credit to Austin Community College. Completion of a course with this academic standing counts as a Distinguished Achievement Program (DAP) measure. All courses eligible for college credit are noted on students' transcripts and allow credit towards a certificate program or an associates degree in the career field.

International Baccalaureate Program

The IB program is open to all students and is currently available at Anderson High School, Johnston High School and Martin Middle School are involved in the planning phase for a middle to high school articulated IB program. The IB program is an internationally recognized curriculum that offers eleventh and twelfth grade students an opportunity to earn an IB Diploma. To earn an IB Diploma students complete courses and test in six IB subjects. This advanced comprehensive program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society.

STUDENT AND FAMILY SUPPORT

In order to put forth their best efforts in the learning process, many students need support in having regular school attendance, having healthy physical and personal development and overcoming obstacles to daily living associated with poverty. AISD efforts to address the attendance, behavior support and basic needs of students and their families are organized based on the three-tier intervention model used to address academic needs. The roles and duties of district student support staff, including counselors, school/community liaisons and parent support specialists have been clarified to provide for more timely and effective interventions. For example, counselor duties have been modified to reduce administrative tasks, such as development of master schedules at secondary schools, and school/community liaisons are giving priority to early intervention support for students with attendance and behavior problems.

AISD student support services have also been strengthened through community youth and family service collaborations, including the Travis County Children's Mental Health Planning Partnership, City of Austin Truancy Task Force and the joint City/School District Juvenile Justice Task Force. These collaborations leverage community resources to link students and families with mental health and support services.

Early Intervention for Struggling Learners

The district strategy for supporting struggling learners provides for both early intervention and intensive services to address student needs related to academics, attendance and behavior. Early interventions include school-wide and classroom level strategies for supporting student learning, regular attendance and positive behaviors. The following are examples of the district's early intervention support services:

- The district *Positive Behavior Support (PBS)* initiative provides campuses with training and ongoing support for actively teaching, modeling and reinforcing expected student behaviors. Thirty campuses are formally implementing PBS systems this school year. The district plan is to have all campuses implementing PBS within the next three years.
- Several district departments, including Student Support Services, Alternative Education, Special Education and Professional Development collaborate to provide teachers specialized training and support related to *classroom management*. The training includes strategies for creating a positive learning environment and for de-escalating potentially disruptive situations.
- Each Campus Improvement Plan is required to have a goal addressing *Character Education*. All campuses incorporate the teaching of specific character skills into school-

wide, classroom and extra curricular activities. This year, campuses are focusing on these five character skills: Respect, Courage, Caring, Honesty, and Perseverance.

- Community education programs, such as Prime Time and 21st Century Learning Center programs, provide students with extended learning and personal development opportunities after school.

Intensive Interventions for High Need Students

Students with additional support service needs are provided more intensive interventions, including:

- *Campus Impact Process* which involves an assessment of student needs, individual student service plan and regular monitoring of student progress;
- *District School/Community Liaisons* (licensed counselors and social workers) assist students and families short-term problem solving and connections with community services related to health, mental health and basic needs.
- *District Dropout Specialists* work closely with students, families, campus staff and the courts to address barriers to regular school attendance.
- *District collaborations* with agencies such as Communities in Schools, SafePlace, and LifeWorks provide school based services supporting student personal development and positive relationships. District collaborations with community mental health agencies, such as Austin/Travis County MHMR, Austin Child Guidance and the Children's Mental Health Partnership help to address more intensive student needs.

SAFE AND NURTURING CAMPUS ENVIRONMENTS

The district is implementing recommendations put forth by the *Community Safety Task Force*. These recommendations addressed: Policies, Facilities, Campus Environment, Continuum of Support for Students and Families. Following are major district initiatives in place to address these areas:

- The District Improvement Plan includes specific performance goals for reducing the disparity in serious discipline among ethnic groups. For example, one objective is to reduce the number of African American middle school students suspended from about 24 percent to less than 8 percent over the next three years.
- Implementation of bond-funded campus safety enhancements, including crash doors in all portables, surveillance cameras, and keyless locks.
- Increase the numbers of SROs on high school campuses and increasing the duty hours for security monitors on middle school campuses.
- District wide implementation of Positive Behavior Support (PBS) systems. Principles of PBS include: campus wide agreement on specific positive behaviors to be actively taught, modeled and reinforced, campus wide agreement on behavior support strategies, use of data to monitor effectiveness and to make adjustments. Thirty campuses are currently receiving district support for implementation of PBS systems and additional campuses will be added each year.
- District wide implementation of Character Education to actively teach, model and reinforce specific character skills. The focus this year is on Respect, Courage, Caring, Honesty, and Perseverance.
- The district Customer Service Initiative, led by the District Ombudsman, provides training for staff on Guidelines for Model Customer Service. Implementation of these guidelines is monitored through customer service satisfaction surveys, random phone calls and site visits.

- Student support services have been reorganized and are more closely aligned with the district Struggling Learner Intervention Model. These changes are expected to provide a more timely and effective response to student needs and more effective collaboration with community social services and mental health agencies.

Inter-local Overview

Program Name	Funding Source	Program Description
Community Education (AISD Inter-local)	General Fund	The Community Education funding provides program and administrative staff to develop and administer extended day classes, activities, and dropout reduction services through the collaborative efforts of the City of Austin and AISD, as well as federal, state and other local funding. Specific services include: after school care and enrichment classes, educational and enrichment summer camps, education and support services for homeless students, and arrangements for public access to community schools for social, educational, recreational, and civic activities.
Victory Tutorial (AISD Inter-local)	General Fund	Tutors work out of branch libraries to recruit, train, match, and supervise volunteers who work one-on-one with participants. AISD recruits tutors from its Adopt-A-School Program and from throughout the community. AISD also recruits students through extensive outreach efforts on school campuses and in close coordination with the branch libraries.
After School Enrichment Prime Time After school Program (AISD Inter-local)	General Fund	After School Enrichment provides after school programs at 25 schools. The program provides extended learning and youth development classes and activities during after school hours, two-to-three days per week. Schools apply for inclusion and are selected based on criteria, which includes low-income population, use of resources and parental involvement.
Weed and Seed Grant	US Dept of Justice	The program goal is to develop a community of learners centered on community schools by involving teachers and parents in the provision of free after school classes and activities. The classes reinforce student academic skills and increase student motivation for learning. As parents become active partners in the education of their children they will reinforce educational values in the community.
Adult Basic Education Program-ESL (AISD Inter-local in FY06)	General Fund/CDBG	The purpose of the Adult Basic Education (ABE) program is to provide English as a Second Language (ESL) classes in the evening to adults at AISD schools. City funds are combined with funds from Travis County and Austin Community College to support a total of seven school sites, which provide a comprehensive program of ESL classes.
Childcare for Teen Parents	CDBG	AISD competed in the childcare RFA in mid-2004 for childcare funding that started Fiscal Year 2005 with two renewals options. AISD receives \$107,240 for childcare services in the centers at Crockett, Reagan, Travis, and Johnston High Schools. The program provides about 17 childcare spaces during the school year. The children served are infants and toddlers. In addition to childcare, the program provides parent education for the teens.

Program Name	Funding Source	Program Description
STEPS for a Healthier Austin	CDC	AISD provides/implements a variety of physical activity, nutrition, obesity prevention, and coordinated school health interventions and system redesigns.
Crime Prevention Program- Mendez and Reading and Math Camps 78744 Youth of Promise Initiative	Texas Dept of Family and Protective Services	The goal is to reduce risky behaviors in youth that attend school in the 78744 area by providing effective after school intervention programs and reading and math summer camps. Services targeting Mendez include: after school and summer youth leadership, peer mediation, extreme games, community service, mentoring programs, parenting classes, and project based learning. Reading and Math summer camps for elementary students at Houston, Langford, Palm, Widen and Rodriguez begin in June and last for approximately four weeks. Students are administered pre/post testing. Working in small groups, students utilize a curriculum based on the McGraw Hill Math Enrichment Kit and materials from Pentathlon. A rich supply of fiction and non-fiction books is used to support both math and reading skills development and reinforcements
Youthbuild Austin-GED (AISD MOA)	N/A (no funding)	The AISD provides GED support services for the HHSD Youthbuild Austin program. The Youthbuild Austin program provides construction and vocational training and GED preparation for youth who have dropped out of school. AISD provides: GED books, standardized curriculum, official GED practice tests, training and technical assistance for GED instructors, and outreach and promotion of the Youthbuild program.

ATTACHMENT 1