

2011-12 Academic Excellence Indicator System Annual Report

Austin Independent School District



Presentation
To the Board of Trustees
January 28, 2013

Bill Caritj, Chief Performance Officer
Carolyn Hanschen, Director of Campus and District Accountability



Requirements of the Annual Report

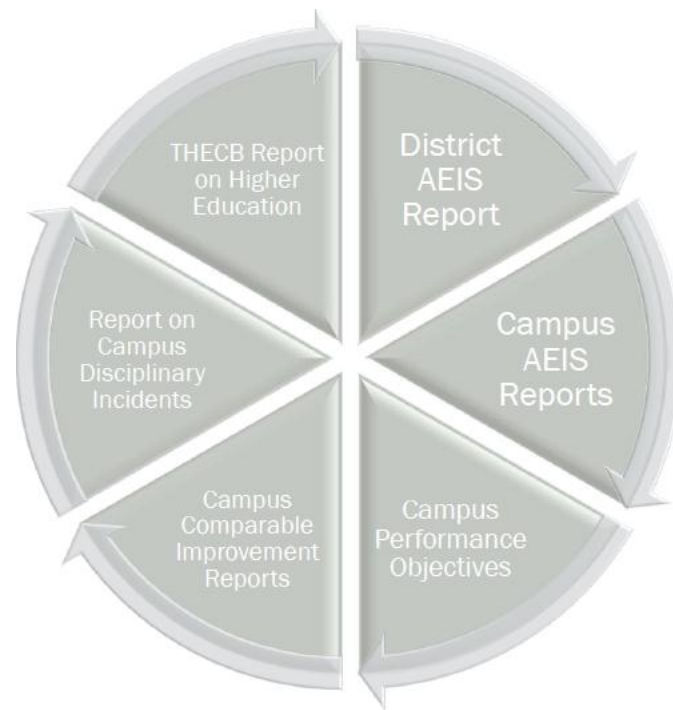
- Texas Education Code §39.053 requires each district's Board of Trustees to publish an annual report that includes:
 - Academic Excellence Indicator System (AEIS) Report
 - Campus performance objectives
 - Report of violent or criminal incidents
 - Information received under TEC §51.403(e) from the Texas Higher Education Coordinating Board
- The Board of Trustees is required to hold a hearing for public discussion of the report, and to widely disseminate the report within the district.



Austin Independent School District Annual Report for 2011-12

- The complete annual report will be available in electronic form at the Faulk Central Library, the AISD Board Library, and the office of the AISD Chief Performance Officer.
- The report is also available online at www.austinisd.org

(access via *Quicklinks > District and Campus Performance Data*)





2011-12

Campus & District AEIS Reports

Section I

TAKS Performance (for districts and high schools only), Attendance Rates, Dropout and Completion Rates, College Readiness Indicators

Section II

Information on School & District Staff, Finances, Programs and Student Demographics

Section II (District Only)

Performance Disaggregated by Bilingual and ESL Instructional Models



2011-12: Inaugural Year of the State of Texas Assessments of Academic Readiness (STAAR)

- Students in grades 3-9 took the new STAAR.
- Students who entered high school in school year 2010-11 or earlier continue to take TAKS (Texas Assessment of Knowledge and Skills) to meet their graduation requirements.
- Students who entered high school in school year 2011-12 and later must pass STAAR end-of-course exams to fulfill their graduation requirements. The Class of 2015 will be the first class to graduate under end-of-course graduation rules.



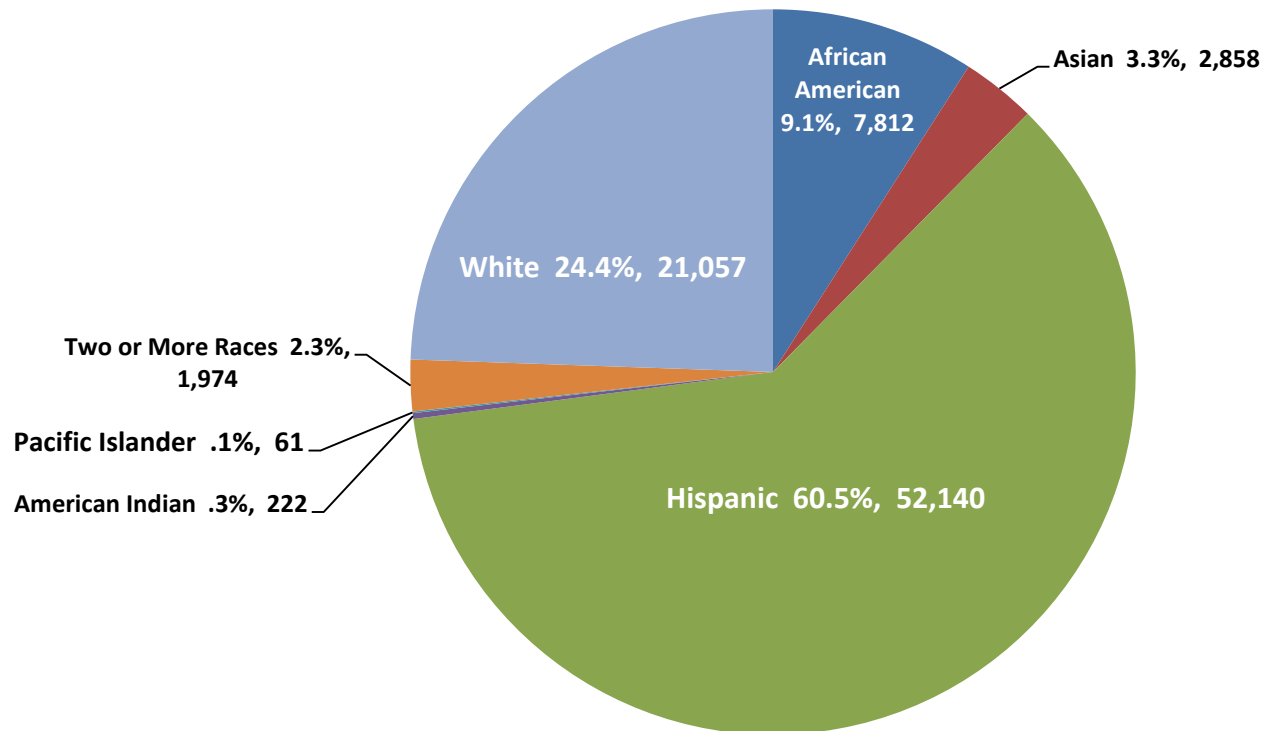
Changes to 2011-12 AEIS Report Due to Implementation of STAAR

- **No campus or district state accountability ratings were assigned in 2012**
- No STAAR or STAAR End-of-Course performance results
- TAKS performance only for grades 10 and 11
- No prior year comparison of TAKS results
- English Language Learners (ELL) Progress Measure is not available for 2011-12



2011-12 District Profile

Total Students - 86,124
Ethnic Distribution:





2011-12 District Profile

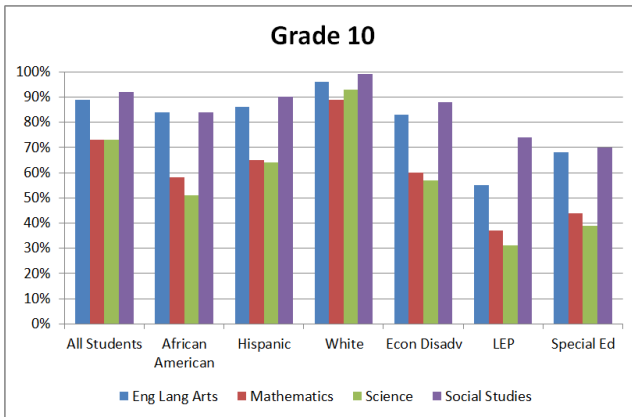
Student Information and Enrollment in Special Programs

Student Information		
Economically Disadvantaged	55,172	64.1%
Non-Economically Disadvantaged	30,952	35.9%
Limited English Proficient (LEP)	23,943	27.8%
Students w/Disciplinary Placements (2010-11)	1,725	1.9%
At-Risk	40,429	46.9%

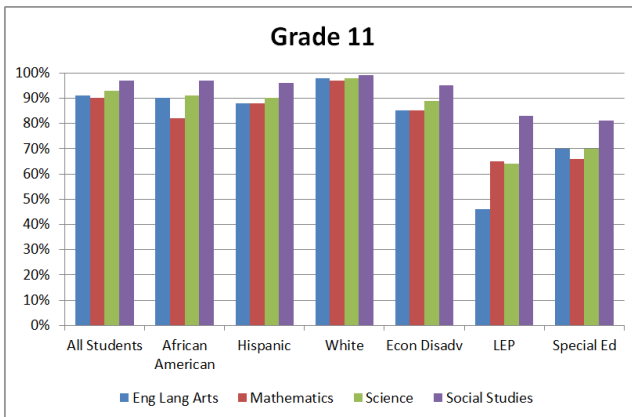
Student Enrollment by Program		
Bilingual / ESL Education	23,517	27.3%
Career & Technical Education	17,898	2.7%
Gifted & Talented Education	5,658	6.6%
Special Education	8,489	9.9%



2012 TAKS Results – Grades 10 & 11



Grade 10	All Students	African American	Hispanic	White	Econ Disadv	LEP	Special Ed
Eng Lang Arts	89%	84%	86%	96%	83%	55%	68%
Mathematics	73%	58%	65%	89%	60%	37%	44%
Science	73%	51%	64%	93%	57%	31%	39%
Social Studies	92%	84%	90%	99%	88%	74%	70%



Grade 11	All Students	African American	Hispanic	White	Econ Disadv	LEP	Special Ed
Eng Lang Arts	91%	90%	88%	98%	85%	46%	70%
Mathematics	90%	82%	88%	97%	85%	65%	66%
Science	93%	91%	90%	98%	89%	64%	70%
Social Studies	97%	97%	96%	99%	95%	83%	81%



Attendance Rates

- Attendance has steadily improved over the last few years generating more than \$4 million in additional revenue for the district.
- The largest gains are at the high school level with a 1.2 percentage point increase since SY 09-10.
- Attendance has improved for all student groups with the largest gains by Special Education students (1.3 percentage points) and English Language Learners (0.9 percentage points).

Attendance By School Level			
	SY 09-10	SY 10-11	SY 11-12
All Students	94.4%	94.9%	95.1%
Elementary Schools	96.1%	96.1%	96.6%
Middle Schools	94.7%	95.1%	95.2%
High Schools	90.7%	91.7%	91.9%

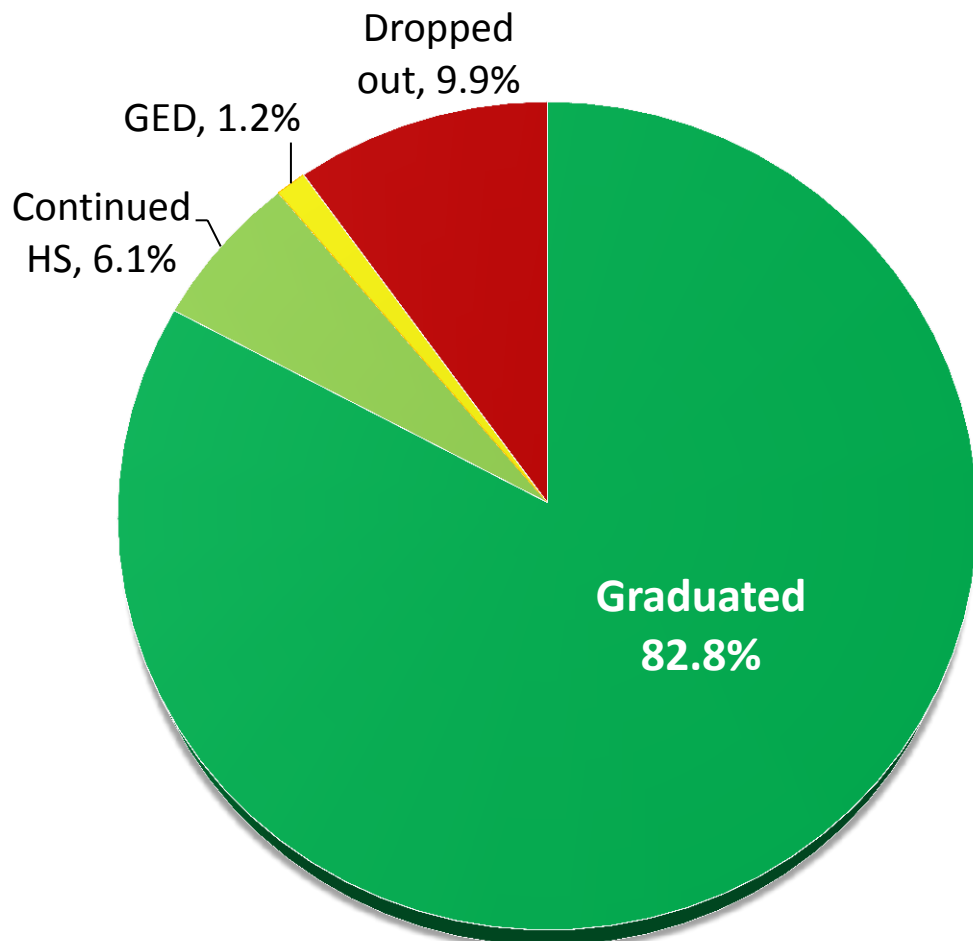
Attendance By Ethnicity and Special Population			
	SY 09-10	SY 10-11	SY 11-12
All Students	94.4%	94.9%	95.1%
African American	92.8%	93.6%	93.7%
Hispanic	94.1%	94.7%	94.9%
White	95.2%	95.5%	95.8%
Economically Disadvantaged	94.1%	94.4%	94.6%
Special Education	91.8%	92.8%	93.1%
English Language Learners	95.3%	95.9%	96.2%

Source: TEA/PEIMS



Class of 2011

Four-Year Completion Rate



Standard Accountability Measures:

Completion Rate* – 88.9%
(Students who graduated or continued high school)

Annual Dropout Rate – 0.2%
Grades 7-8
(School Year 2010-11)

*New exclusions required under Texas Education Code result in a change in calculation of graduation and completion rate indicators. Therefore, these results are not comparable to prior year results.



College Ready Graduates

To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

	Exit-level TAKS		SAT		ACT
ELA	≥ 2200 scale score AND a "3" or higher on essay	OR	≥ 500 on Critical Reading AND ≥ 1070 Total	OR	≥ 19 on English AND ≥ 23 Composite
Math	≥ 2200 scale score	OR	≥ 500 on Math AND ≥ 1070 Total	OR	≥ 19 on Math AND ≥ 23 Composite

College Ready Graduates

Student Group	All Students		African American		Hispanic		White		EconDis		LEP		Special Ed	
	Class of 2010	Class of 2011	Class of 2010	Class of 2011	Class of 2010	Class of 2011	Class of 2010	Class of 2011	Class of 2010	Class of 2011	Class of 2010	Class of 2011	Class of 2010	Class of 2011
ELA	65%	62%	43%	39%	54%	51%	84%	83%	46%	46%	12%	10%	18%	15%
Math	65%	69%	39%	42%	54%	59%	86%	88%	48%	52%	24%	32%	19%	22%
Both ELA and Math	53%	53%	26%	27%	40%	39%	77%	78%	33%	33%	7%	7%	12%	8%



Austin ISD High School Graduates from the Class of 2010

Enrolled in Texas Public or Independent Higher Education in FY 2011

	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		<2.0	2.0-2.49	2.5-2.99	3.0 -3.49	>3.5	Unknown
Four-Year Public University	947	200	145	193	201	198	10
Two-Year Public Colleges	1206	388	156	137	177	141	207
Independent Colleges & Universities	168						
Not Trackable (Non-standard IDs)	387						
*Not Found	1359						
Total High School Graduates	4067	588	301	330	378	339	217

* Not Found indicates that graduates were not located at Texas higher education institutions. They may have enrolled in colleges outside of Texas.



Believe

in **Austin ISD**

CAMPUS
PERFORMANCE
OBJECTIVES:
Campus
Improvement
Plans are aligned
with the
District's
Strategic Plan

Austin ISD Strategic Plan 2010-2015

“With the leadership of the AISD Board of Trustees, and from the recommendations and feedback we received from nearly 4,000 people from all segments of the Austin community, we have developed a Strategic Plan that provides real solutions to the challenges we are currently facing. It provides us with real ways to measure our performance along the way. Together, I know we can provide real results that will better serve our children and families. With the **Power of Us**, we will succeed.”

Meria J. Carstarphen
Superintendent

Stay informed, get involved, commit to the **Power of Us**.

WEBSITE: <http://www.austinisd.org/>
TWITTER: <http://twitter.com/austinisd>
CABLE: AISD-TV, Channel 22

Mission (What We Do)

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision (Where We Want to Be)

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

Values (What We Believe in)

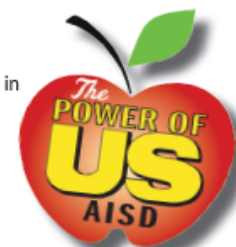
- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

Goals (What We Want to Accomplish)

- Goal 1:** All students will perform at or above grade level.
- Goal 2:** Achievement gaps among all student groups will be eliminated.
- Goal 3:** All students will graduate ready for college, career, and life in a globally competitive economy.
- Goal 4:** All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Strategies (How We Will Achieve Our Goals)

- Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.
- Build strong relationships with students, families, and the community to increase trust and shared responsibility.
- Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.
- Align resources to accomplish priorities within a balanced budget.



2011-12 Board Priorities



New Delivery Models

Explore/establish new delivery models to provide an enhanced portfolio of academic options with supporting facilities plans and budget scenarios.



Human Capital

Refine human capital strategies to support and improve the new performance management model.



School & District Climate

Improve overall school and district climate for learning.

- Whole Child/Every Child
- Health & Wellness
- Safety
- Multicultural Outreach/Engagement
- Cultural Proficiency & Inclusiveness



Special Populations

Develop academic achievement and support strategies for special populations through accelerated and differentiated instruction.

- Special Education
- ELL and Secondary ESL Services
- African American Student Support
- Advanced Academics

2012-13 Board Priorities

College, Career, Life Readiness



Whole Child, Every Child

Expansion of academic (intellectual), physical (health, wellness, and safety), social, and emotional initiatives and programs to enhance the education of the whole child.



College-ready Culture

Expand and enhance advanced academic programs to prepare all students for college, career, and life.



Rich Portfolio of Options

Exploration and establishment of new delivery models to provide an enhanced portfolio of academic options to promote graduation rates and higher achievement for students.



Human Capital

Refinements to our human capital strategy to recruit, retain, promote, reward, evaluate, and develop the highest quality educators.

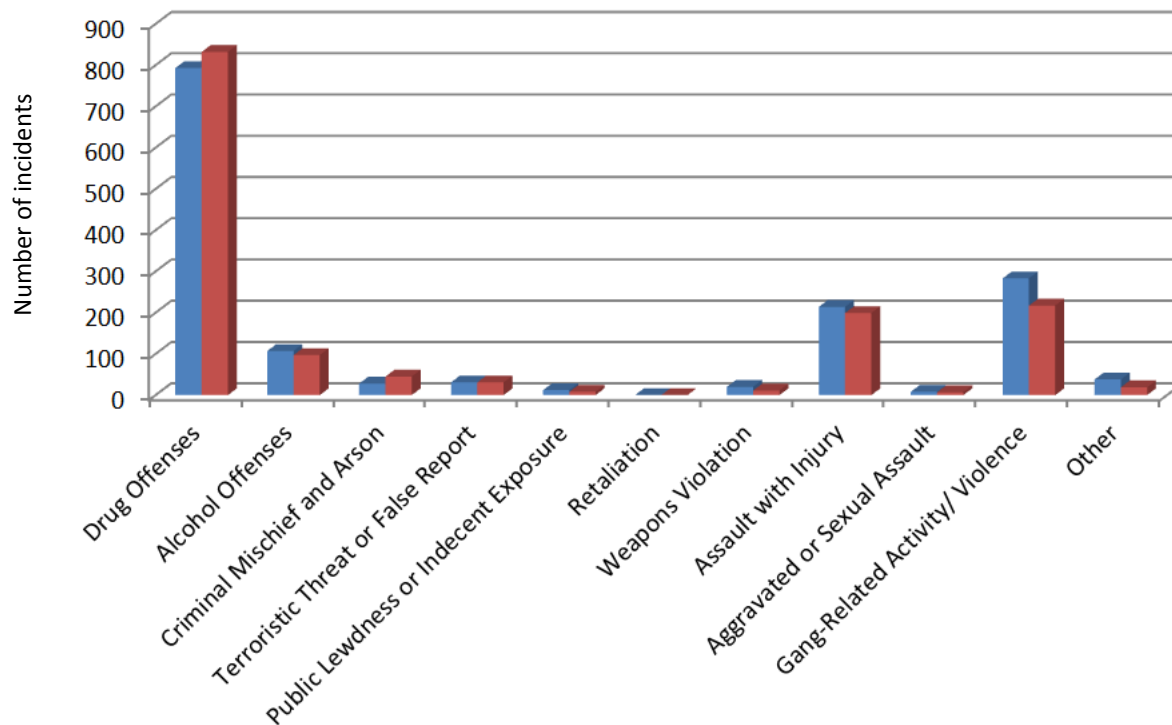


Systems

Systems improvement through accessible performance management, shared data, technology integration, facility master planning, and aligned operations.



District Summary of Violent or Criminal Incidents



	Drug Offenses	Alcohol Offenses	Criminal Mischief and Arson	Terroristic Threat or False Report	Public Lewdness or Indecent Exposure	Retaliation	Weapons Violation	Assault with Injury	Aggravated or Sexual Assault	Gang-Related Activity/ Violence	Other
■ 2010-11	793	107	28	31	12	*	20	214	8	283	38
■ 2011-12	832	97	45	31	8	*	11	199	7	217	19