



2008-2009

District Improvement Plan

**PART THREE:
GOALS AND
PERFORMANCE OBJECTIVES**



Austin Independent School District 2008-2009 District Goals and Performance Objectives

GOAL 1: IMPROVE STUDENT ACHIEVEMENT

Strategic Plan Alignment: Priority 1 (Student Achievement)

- Performance Objective 1: Increase students meeting or exceeding TAKS Passing Standard, and decrease TAKS performance gaps between student groups.
- Performance Objective 2: Increase students achieving TAKS Commended Level Performance.
- Performance Objective 3: Increase students meeting Adequate Yearly Progress (AYP) Performance and Participation.
- Performance Objective 4: Increase campuses being named Recognized or Exemplary.
- Performance Objective 5: Increase campuses meeting AYP criteria.

GOAL 2: IMPROVE STUDENT PREPARATION FOR COLLEGE AND CAREER

Strategic Plan Alignment: Priority 1 (Student Achievement)

- Performance Objective 6: Increase students in regular educational program graduating high school under Recommended or Distinguished Achievement Plan.
- Performance Objective 7: Increase students tested and at or above criterion for SAT/ACT exams.
- Performance Objective 8: Increase students completing advanced courses or dual enrollment.
- Performance Objective 9: Increase high school graduates meeting Higher Education Readiness Component (HERC).
- Performance Objective 10: Decrease dropout rates and increase completion rates.
- Performance Objective 11: Increase attendance rates.

GOAL 3: IMPROVE PROGRAMS AND SERVICES TO STUDENTS

Strategic Plan Alignment: Priority 1 (Student Achievement); Priority 2 (Holistic Educational Experience); Priority 3 (Learning Environment); Priority 5 (Community)

- Performance Objective 12: Increase at-risk students meeting or exceeding TAKS Passing Standard.
- Performance Objective 13: Decrease ELL students scoring at the beginning level on Reading Proficiency Test in English (RPTE).
- Performance Objective 14: Increase Gifted and Talented Program participation by students in under-represented groups.
- Performance Objective 15: Decrease student disciplinary actions in over-represented groups.
- Performance Objective 16: Decrease violent and criminal offenses by students on campuses.
- Performance Objective 17: Increase parents expressing satisfaction with schools.
- Performance Objective 18: Decrease Special Education Program participation by students in over-represented groups.
- Performance Objective 19: Increase students with disabilities served in their least restrictive environments.
- Performance Objective 20: Decrease non-qualifying referrals to Special Education Program.

Following is an indication of progress under each of the Performance Objectives.

TAKS Passing Performance Goal 1, Performance Measure 1

TAKS READING/ELA (Grades 3-11)

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%	90%	
		Recognized Standard	70%	70%	70%	75%	75%	75%
		Acceptable Standard	50%	50%	60%	65%	70%	70%
Year	2003	2004	2005	2006	2007	2008	2009 Performance Target	
All Students	68%	74%	80%	83%	83%	86%	88%	
African American	53%	61%	69%	75%	75%	79%	83%	
Hispanic	56%	64%	72%	76%	77%	81%	85%	
White	87%	92%	94%	95%	96%	97%	98%	
Econ Disadvantaged	53%	61%	69%	73%	74%	79%	83%	

Source: AEIS Reports 2003-2008. Data represent Accountability Subset, including students tested in English or in Spanish, and tested Special Education students. 2006 TAKS data exclude Katrina-Rita identified students.

TAKS MATHEMATICS (Grades 3-11)

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%	90%	
		Recognized Standard	70%	70%	70%	75%	75%	75%
		Acceptable Standard	35%	35%	40%	45%	50%	55%
Year	2003	2004	2005	2006	2007	2008	2009 Performance Target	
All Students	54%	62%	68%	70%	71%	76%	80%	
African American	33%	41%	48%	52%	54%	60%	65%	
Hispanic	41%	50%	57%	60%	63%	69%	74%	
White	78%	84%	88%	90%	90%	93%	94%	
Econ Disadvantaged	37%	47%	54%	57%	59%	66%	71%	

Source: AEIS Reports 2003-2008. Data represent Accountability Subset, including students tested in English or in Spanish, and tested Special Education students. 2006 TAKS data exclude Katrina-Rita identified students.

TAKS Passing Performance Goal 1, Performance Measure 1

TAKS WRITING (Grades 4 and 7)

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%	75%
Acceptable Standard		50%	50%	60%	65%	65%	70%
Year	2003	2004	2005	2006	2007	2008	2009 Performance Target
All Students	75%	86%	87%	87%	89%	88%	90%
African American	63%	81%	82%	81%	83%	81%	84%
Hispanic	67%	81%	83%	83%	86%	85%	88%
White	92%	95%	96%	96%	97%	96%	97%
Econ Disadvantaged	64%	79%	81%	81%	84%	83%	86%

Source: AEIS Reports 2003-2008. Data represent Accountability Subset, including students tested in English or in Spanish, and tested Special Education students. 2006 TAKS data exclude Katrina-Rita identified students.

TAKS SCIENCE (Grades 5, 8*, 10, and 11)

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%	75%
Acceptable Standard		25%	25%	35%	40%	45%	50%
Year	2003	2004	2005	2006*	2007*	2008*	2009 Performance Target
All Students	41%	53%	62%	63%	65%	70%	75%
African American	18%	28%	40%	44%	48%	55%	62%
Hispanic	23%	35%	46%	48%	50%	58%	65%
White	68%	80%	87%	88%	90%	91%	93%
Econ Disadvantaged	18%	30%	42%	44%	46%	54%	61%

Source: AEIS Reports 2003-2008. Data represent Accountability Subset, including students tested in English or in Spanish, and tested Special Education students. 2006 TAKS data exclude Katrina-Rita identified students.

*Includes 8th Grade results at Panel Rec.

**TAKS Passing Performance
Goal 1, Performance Measure 1**

TAKS SOCIAL STUDIES (Grades 8, 10, and 11)

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%	75%
Acceptable Standard		50%	50%	60%	65%	65%	70%
Year	2003	2004	2005	2006	2007	2008	2009 Performance Target
All Students	73%	79%	83%	83%	85%	88%	90%
African American	59%	68%	74%	76%	76%	80%	84%
Hispanic	59%	66%	74%	73%	77%	82%	86%
White	90%	94%	96%	96%	97%	97%	98%
Econ Disadvantaged	54%	62%	71%	70%	74%	79%	83%

Source: AEIS Reports 2003-2008. Data represent Accountability Subset, including students tested in English or in Spanish, and tested Special Education students. 2006 TAKS data exclude Katrina-Rita identified students.

TAKS Commended Level Performance
Goal 1, Performance Measure 2

Reading/ELA (Grades 3-11)

	2003	2004	2005	2006	2007	2008	2009 Performance Target	GPA* Standard
All Students % Commended	16%	20%	26%	27%	29%	33%	37%	≥ 30%
African American % Commended	6%	8%	12%	14%	16%	19%	24%	≥ 30%
Hispanic % Commended	8%	11%	14%	15%	18%	21%	26%	≥ 30%
White % Commended	30%	36%	46%	48%	52%	58%	62%	≥ 30%
Econ. Disadvantaged % Commended	6%	9%	12%	13%	15%	18%	23%	≥ 30%

Source: AEIS Reports 2003-2008.

*Gold Performance Acknowledgement Standard

Mathematics (Grades 3-11)

	2003	2004	2005	2006	2007	2008	2009 Performance Target	GPA* Standard
All Students % Commended	12%	18%	21%	24%	25%	29%	33%	≥ 30%
African American % Commended	3%	6%	7%	9%	10%	13%	18%	≥ 30%
Hispanic % Commended	5%	10%	11%	13%	15%	19%	24%	≥ 30%
White % Commended	23%	33%	37%	42%	43%	49%	53%	≥ 30%
Econ. Disadvantaged % Commended	5%	8%	9%	11%	13%	16%	21%	≥ 30%

Source: AEIS Reports 2003-2008.

*Gold Performance Acknowledgement Standard

TAKS Commended Level Performance
Goal 1, Performance Measure 2

Writing (Grades 4 and 7)

	2003	2004	2005	2006	2007	2008	2009 Performance Target	GPA* Standard
All Students % Commended	14%	23%	26%	26%	30%	31%	36%	≥ 30%
African American % Commended	5%	10%	13%	13%	18%	19%	24%	≥ 30%
Hispanic % Commended	6%	12%	16%	16%	19%	20%	25%	≥ 30%
White % Commended	27%	43%	45%	47%	53%	55%	58%	≥ 30%
Econ. Disadvantaged % Commended	5%	10%	13%	13%	17%	17%	22%	≥ 30%

Source: AEIS Reports 2003-2008.

*Gold Performance Acknowledgement Standard

Science (Grades 5, 8, 10, and 11)

	2003	2004	2005	2006	2007	2008 (Including 8 th Grade)	2009 Performance Target	GPA* Standard
All Students % Commended	3%	10%	15%	17%	20%	23%	28%	≥ 30%
African American % Commended	0%	2%	5%	5%	7%	9%	15%	≥ 30%
Hispanic % Commended	1%	3%	7%	7%	9%	12%	18%	≥ 30%
White % Commended	6%	19%	27%	32%	37%	43%	48%	≥ 30%
Econ. Disadvantaged % Commended	1%	3%	6%	6%	7%	10%	12%	≥ 30%

Source: AEIS Reports 2003-2008.

*Gold Performance Acknowledgement Standard

**TAKS Commended Level Performance
Goal 1, Performance Measure 2**

Social Studies (Grades 8, 10, and 11)

	2003	2004	2005	2006	2007	2008	2009 Performance Target	GPA* Standard
All Students % Commended	14%	21%	27%	33%	38%	37%	41%	≥ 30%
African American % Commended	3%	6%	9%	14%	17%	19%	23%	≥ 30%
Hispanic % Commended	5%	9%	12%	16%	20%	22%	26%	≥ 30%
White % Commended	27%	39%	47%	56%	64%	62%	65%	≥ 30%
Econ. Disadvantaged % Commended	2%	6%	9%	12%	16%	18%	22%	≥ 30%

Source: AEIS Reports 2003-2008.

*Gold Performance Acknowledgement Standard

**Adequate Yearly Progress (AYP) Performance and Participation
Goal 1, Performance Measure 3**

Reading/English Language Arts (Grades 3-8 and 10)

Reading/ELA* Performance (% Met Minimum AYP Standards)

School Year	2004	2005	2006	2007	2008	2013 Standard
NCLB Standards	47%	53%	53%	60%	60%	100%
All Students	72%	77%	79%	81%	83%	100%
African American	61%	67%	69%	74%	75%	100%
Hispanic	63%	70%	72%	75%	78%	100%
White	90%	92%	93%	95%	96%	100%
Econ. Disadvantaged	60%	68%	70%	73%	76%	100%
Special Education	54%	62%	54%	67%	61%	100%
LEP	56%	62%	65%	67%	71%	100%

Source: TEA Annual Year Progress Data Tables 2004-2008.

* Federal Accountability Student Groups

Reading/ELA* Participation (% Met Minimum AYP Standards)

School Year	2004	2005	2006	2007	2008	2013 Standard
NCLB Standards	≥95%	≥95%	≥95%	≥95%	≥95%	≥95%
All Students	99%	99%	99%	99%	99%	≥95%
African American	99%	99%	99%	99%	99%	≥95%
Hispanic	99%	99%	99%	99%	99%	≥95%
White	99%	99%	99%	99%	99%	≥95%
Econ. Disadvantaged	99%	99%	99%	99%	99%	≥95%
Special Education	98%	99%	99%	98%	98%	≥95%
LEP	99%	>99%	99%	97%	98%	≥95%

Source: TEA Annual Year Progress Data Tables 2004-2008.

* Federal Accountability Student Groups

Adequate Yearly Progress (AYP) Performance and Participation Goal 1, Performance Measure 3

Mathematics (Grades 3-8 and 10)

Mathematics* Performance (% Met Minimum AYP Standards)

School Year	2004	2005	2006	2007	2008	2013 Standard
NCLB Standards	33%	42%	42%	50%	50%	100%
All Students	62%	68%	69%	72%	75%	100%
African American	45%	53%	54%	59%	60%	100%
Hispanic	52%	59%	61%	64%	69%	100%
White	83%	88%	89%	90%	92%	100%
Econ. Disadvantaged	49%	57%	58%	61%	65%	100%
Special Education	47%	61%	54%	65%	52%	100%
LEP	49%	53%	56%	59%	64%	100%

Source: TEA Annual Year Progress Data Tables 2004-2008.

* Federal Accountability Student Groups

Mathematics* Participation (% Met Minimum AYP Standards)

School Year	2004	2005	2006	2007	2008	2013 Standard
NCLB Standards	≥95%	≥95%	≥95%	≥95%	≥95%	≥95%
All Students	98%	99%	99%	99%	99%	≥95%
African American	99%	99%	99%	99%	99%	≥95%
Hispanic	97%	99%	99%	99%	99%	≥95%
White	>99%	99%	99%	99%	99%	≥95%
Econ. Disadvantaged	98%	99%	99%	99%	99%	≥95%
Special Education	99%	99%	99%	99%	99%	≥95%
LEP	94%	99%	99%	99%	99%	≥95%

Source: TEA Annual Year Progress Data Tables 2004-2008.

* Federal Accountability Student Groups

State Accountability Campus Ratings
Goal 1, Performance Measure 4

RATINGS CATEGORY	YEAR					
	2003*	2004	2005	2006	2007	2008
Exemplary	NA	7%	4%	6%	6%	13%
<i>Exemplary Standard</i>	NA	90%	90%	90%	90%	90%
Recognized	NA	15%	16%	21%	17%	17%
<i>Recognized Standard</i>	NA	70%	70%	70%	75%	75%
Academically Acceptable	NA	70%	72%	63%	64%	56%
<i>Academically Acceptable Standards</i>						
<i>Reading/ELA</i>	NA	50%	50%	60%	65%	70%
<i>Writing</i>	NA	50%	50%	60%	65%	65%
<i>Mathematics</i>	NA	35%	35%	40%	45%	50%
<i>Science</i>	NA	25%	25%	35%	40%	45%
Academically Unacceptable	NA	6%	5%	6%	8%	10%
AEA: Not Rated**	NA	3%	NA	NA	NA	NA
AEA: Academically Acceptable	NA	NA	3%	3%	5%	4%
AEA: Academically Unacceptable	NA	NA	0%	2%	0%	0%

* No Ratings Issued in Baseline Year 2003

** Alternative Education Accountability (AEA) campuses did not receive ratings in 2004

Source: TEA District Accountability Data Tables.

**Campuses Meeting AYP Criteria
Goal 1, Performance Measure 5**

	2003	2004	2005	2006	2007	2008
<i>Reading/ELA Standard</i>	NA	47%	53%	53%	60%	60%
<i>Mathematics Standard</i>	NA	33%	42%	42%	50%	50%
High Schools	9%	36%	46%	46%	33%	33%
Middle Schools	71%	88%	41%	65%	59%	72%
Elem. Schools	100%	99%	100%	100%	97%	99%
DISTRICT	86%	90%	85%	88%	83%	85%

Source: TEA Annual Year Progress Data Tables 2003-2008.

**High School Graduation under Recommended or Distinguished Achievement Plan
Goal 2, Performance Measure 6**

	Class of 2001	Class of 2002	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	GPA* Standard
All Students	45.3%	54.4%	63.6%	69.6%	74.9%	78.7%	79.0%	≥ 90%
African American	27.1%	38.8%	48.2%	54.7%	61.8%	62.2%	64.0%	≥ 90%
Hispanic	38.7%	39.0%	53.5%	62.3%	69.4%	75.2%	75.5%	≥ 90%
White	54.7%	68.9%	75.3%	78.8%	82.7%	85.5%	85.5%	≥ 90%
Econ. Disadvantaged	28.5%	37.1%	47.9%	56.3%	65.2%	72.7%	72.1%	≥ 90%

Source: AEIS Reports 2003-2008.

*Gold Performance Acknowledgement Standard

SAT/ACT Exams Goal 2, Performance Measure 7

% Tested										% At Or Above Criterion*								
Class of:	2000	2001	2002	2003	2004	2005	2006	2007	GPA** Standard	2000	2001	2002	2003	2004	2005	2006	2007	GPA** Standard
All Students	62.4%	60.9%	65.3%	70.4%	72.0%	75.9%	79.8%	81.1%	≥80%	41.2%	38.6%	39.9%	40.0%	40.2%	39.2%	37.2%	37.8%	≥50%
African American	51.1%	51.2%	55.4%	64.4%	70.0%	74.5%	79.7%	78.5%	≥80%	11.0%	6.1%	6.9%	7.7%	10.0%	7.0%	6.3%	7.9%	≥50%
Hispanic	38.0%	41.0%	40.0%	46.3%	52.3%	53.9%	61.6%	61.8%	≥80%	20.4%	22.7%	19.1%	20.7%	17.0%	15.7%	17.1%	18.3%	≥50%
White	74.5%	72.0%	79.5%	73.1%	76.0%	81.9%	82.1%	84.8%	≥80%	53.3%	51.4%	53.3%	55.0%	57.9%	60.3	57.6%	56.4%	≥50%

Source: AEIS Reports 2003-2008.

* Achieving a score of 1110 on the SAT (math and reading only) or 24 on the ACT

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**Advanced Course or Dual Enrollment Completion
Goal 2, Performance Measure 8**

% Enrolled	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08*	GPA** Standard
All Students	22.2%	22.3%	22.9%	25.0%	21.9%	22.0%	22.7%	25.7%	≥30%
African American	12.3%	11.4%	11.3%	15.3%	14.0%	12.8%	14.7%	18.7%	≥30%
Hispanic	13.2%	12.4%	13.2%	16.8%	15.0%	14.8%	14.9%	19.0%	≥30%
White	34.0%	35.8%	37.2%	37.3%	31.8%	33.4%	34.9%	36.8%	≥30%
Economically Disadvantaged	9.7%	10.0%	9.7%	14.9%	13.5%	13.2%	13.1%	18.2%	≥30%

Source: AEIS Reports 2003-2008.

*Estimates based on PEIMS submissions, to be updated when AEIS reports are available from TEA

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High School Graduates Meeting Higher Education Readiness Component (HERC) Goal 2, Performance Measure 9

The Higher Education Readiness Component measures a student's preparation for college-level work based on the 11th grade exit level TAKS test. Students are considered ready for success in higher education or the workplace by the Texas Higher Education Coordinating Board if they meet or exceed the following performance standard: Scale score of at least 2200 on the English Language Arts (ELA) exit level TAKS with a 3 or more on the written essay, OR scale score of at least 2200 of the math exit level TAKS.

Percent of High School Graduates Meeting the ELA or Math Higher Education Readiness Component (HERC)									
English Language Arts					Math				
2005	2006	2007	2008	GPA* Standard	2005	2006	2007	2008	GPA* Standard
44%	39%	52%	53%	≥ 60%	52%	54%	57%	57%	≥ 60%

Source: AEIS Reports 2003-2008.

*Gold Performance Acknowledgement Standard

**Dropout Rates (Grades 7-8)*
Goal 2, Performance Measure 10**

School Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Accountability Standard
All Students	1.5%	1.1%	0.5%	0.2%	0.2%	0.5%	0.2%	**	≤ 0.2%
African American	1.7%	1.3%	0.2%	0.5%	0.1%	0.6%	0.2%	**	≤ 0.2%
Hispanic	2.2%	1.4%	0.8%	0.2%	0.3%	0.6%	0.4%	**	≤ 0.2%
White	0.8%	0.6%	0.3%	0.0%	0.2%	0.2%	0.0%	**	≤ 0.2%
Econ. Disadvantaged	1.7%	1.1%	0.5%	0.2%	0.2%	0.4%	0.2%	**	≤ 0.2%

Source: AEIS Reports 2003-2008.

*For 1999 through 2002, rates are for Grades 7-12; beginning in 2002-2003, rates are for Grades 7-8

**Dropout rates for 2007-2008 have not yet been reported by TEA.

**Completion Rates (Four-Year)*
Goal 2, Performance Measure 10**

Class of:	2001	2002	2003	2004	2004	2005	2006	2007	2008	Accountability Standard
All Students	89.3%	91.1%	93.8%	94.9%	90.9%	91.0%	88.2%	87.1%	**	≥ 99.5%
African American	86.8%	89.9%	92.1%	94.9%	91.0%	90.4%	83.8%	79.9%	**	≥ 99.5%
Hispanic	82.5%	84.9%	90.4%	91.7%	88.4%	88.7%	83.0%	82.3%	**	≥ 99.5%
White	95.8%	96.6%	97.1%	97.6%	92.7%	93.3%	94.6%	93.9%	**	≥ 99.5%
Econ. Disadvantaged	80.0%	85.7%	91.3%	92.9%	89.7%	89.5%	81.5%	78.5%	**	≥ 99.5%

Source: AEIS Reports 2003-2008.

*For 1999-2004, sum of percentage of student cohort who have either graduated, received a GED, or who are still in high school working toward graduation; beginning in 2004, Completion Rate I, the official calculation for ratings purposes, does not include as “completers” those students who earned a GED.

**Completion rates for the Class of 2008 have not yet been reported by TEA.

Attendance
Goal 2, Performance Measure 11

Elementary Schools

School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*	GPA** Standard
All Students	96.6%	96.5%	96.8%	96.5%	96.5%	96.5%	96.0%	≥ 95%
African American	96.3%	96.3%	96.5%	96.2%	95.8%	95.9%	95.3%	≥ 95%
Hispanic	96.5%	96.5%	96.9%	96.6%	96.5%	96.6%	96.1%	≥ 95%
White	96.8%	96.4%	96.7%	96.4%	96.5%	96.5%	96.1%	≥ 95%
Econ. Disadvantaged	96.4%	96.4%	96.7%	96.5%	96.3%	96.4%	95.9%	≥ 95%

Source: AEIS Reports 2003-2008.

*Estimates prepared by AISD, based upon PEIMS data submitted to TEA.

**Gold Performance Acknowledgement Standard

Middle Schools

School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*	GPA** Standard
All Students	94.4%	95.0%	94.8%	94.7%	94.5%	94.6%	94.4%	≥ 95%
African American	93.7%	94.3%	94.1%	94.1%	93.7%	93.6%	93.6%	≥ 95%
Hispanic	93.7%	94.5%	94.3%	94.2%	94.0%	94.1%	93.9%	≥ 95%
White	95.5%	95.7%	95.7%	95.6%	95.7%	95.7%	95.4%	≥ 95%
Econ. Disadvantaged	93.3%	94.2%	93.9%	94.0%	93.7%	93.7%	93.7%	≥ 95%

Source: AEIS Reports 2003-2008.

*Estimates prepared by AISD, based upon PEIMS data submitted to TEA.

**Gold Performance Acknowledgement Standard

Attendance
Goal 2, Performance Measure 11

High Schools

School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*	GPA ** Standard
All Students	89.7%	90.4%	90.6%	90.8%	90.5%	90.3%	90.0%	≥ 95%
African American	87.6%	88.2%	88.6%	89.1%	88.3%	88.6%	88.7%	≥ 95%
Hispanic	86.9%	88.1%	88.4%	88.6%	88.8%	88.6%	88.1%	≥ 95%
White	93.2%	93.6%	93.7%	93.7%	93.3%	93.0%	92.8%	≥ 95%
Econ. Disadvantaged	87.4%	88.3%	88.3%	88.4%	88.6%	88.3%	88.2%	≥ 95%

Source: AEIS Reports 2003-2008.

*Estimates prepared by AISD, based upon PEIMS data submitted to TEA.

**Gold Performance Acknowledgement Standard

**TAKS Performance for At-Risk Students
Goal 3, Performance Measure 12**

Reading/English Language Arts

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%
Acceptable Standard		50%	50%	60%	65%	70%
School Year	2003	2004	2005	2006	2007	2008
At-Risk	42%	54%	64%	69%	70%	75%

Source: AEIS Reports 2003-2008.

Results reflect data for students in grades 3-10. Spanish language TAKS data are not included by definition, all Spanish TAKS takers are LEP, and therefore meet at-risk criteria.

Mathematics

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%
Acceptable Standard		35%	35%	40%	45%	50%
School Year	2003	2004	2005	2006	2007	2008
At-Risk	27%	35%	44%	47%	50%	58%

Source: AEIS Reports 2003-2008.

Results reflect data for students in grades 3-10. Spanish language TAKS data are not included by definition, all Spanish TAKS takers are LEP, and therefore meet at-risk criteria.

TAKS Performance for At-Risk Students
Goal 3, Performance Measure 12

Writing

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%
Acceptable Standard		35%	35%	40%	45%	50%
School Year	2003	2004	2005	2006	2007	2008
At-Risk	52%	73%	74%	76%	80%	79%

Source: AEIS Reports 2003-2008.

Results reflect data for students in grades 3-10. Spanish language TAKS data are not included by definition, all Spanish TAKS takers are LEP, and therefore meet at-risk criteria.

Science

Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%
Acceptable Standard		35%	35%	40%	45%	50%
School Year	2003	2004	2005	2006	2007	2008
At-Risk	19%	28%	42%	45%	42%	48%

Source: AEIS Reports 2003-2008.

Results reflect data for students in grades 3-10. Spanish language TAKS data are not included by definition, all Spanish TAKS takers are LEP, and therefore meet at-risk criteria.

TAKS Performance for At-Risk Students
Goal 3, Performance Measure 12

Social Studies

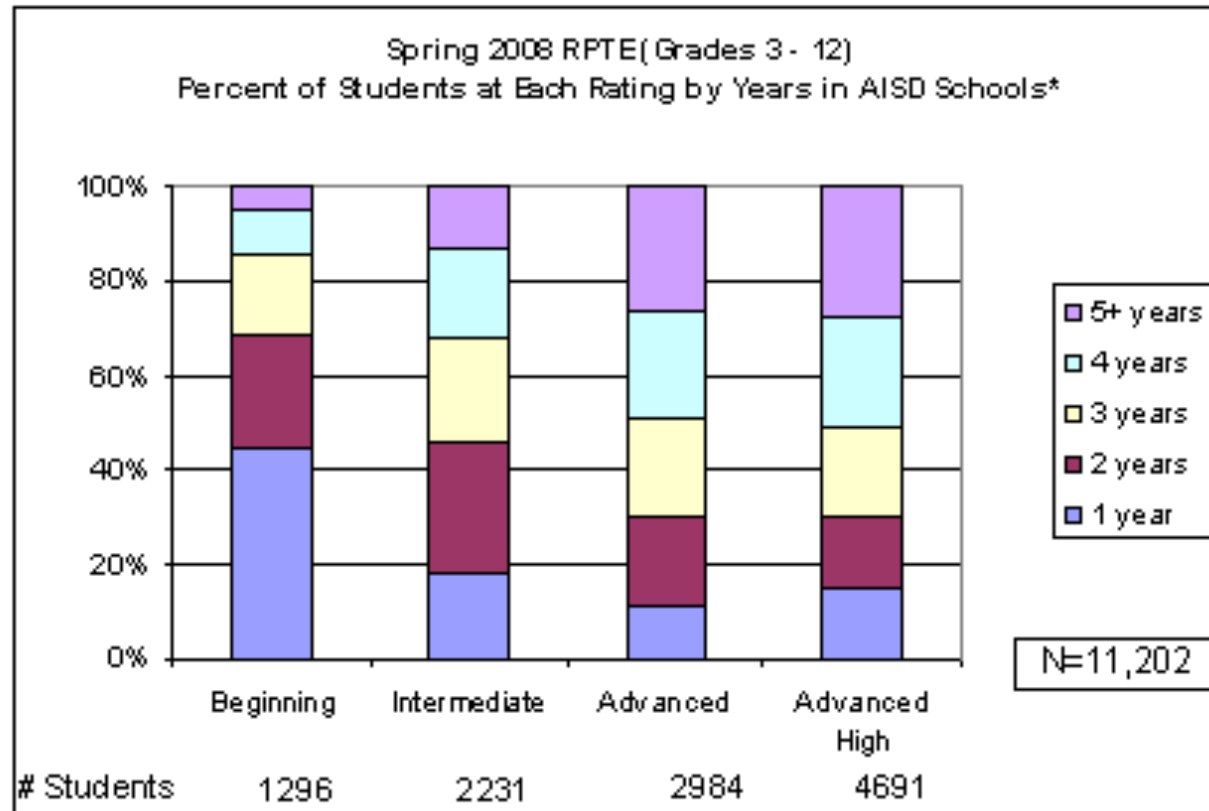
Exemplary Standard	Baseline Year	90%	90%	90%	90%	90%
Recognized Standard		70%	70%	70%	75%	75%
Acceptable Standard		35%	35%	40%	45%	50%
School Year	2003	2004	2005	2006	2007	2008
At-Risk	53%	63%	73%	71%	74%	79%

Source: AEIS Reports 2003-2008.

Results reflect data for students in grades 3-10. Spanish language TAKS data are not included by definition, all Spanish TAKS takers are LEP, and therefore meet at-risk criteria.

RPTE Performance (Grades 3-11) Goal 3, Performance Measure 13

Note: 2008 serves as a baseline year for this performance indicator.



Source: 2008 TEA TELPAS Summary Reports.

*A partial year of school enrollment in the US counts as one school year for purposes of both TAKS exemption eligibility and TELPAS data collection. However, schools should not include enrollment in pre-kindergarten or kindergarten in these counts (p. 15, *LPAC Procedural Manual*).

**Gifted and Talented Program Participation by Student Groups
Goal 3, Performance Measure 14**

Student Group	% 2005-06 AISD Enrollment	% 2005-06 G/T Participation	% 2006-07 AISD Enrollment	% 2006-07 G/T Participation	% 2007-08 AISD Enrollment	% 2007-08 G/T Participation
Amer. Indian/Alaskan/ Asian/Pacific Island	3.07%	5.59%	3.27%	6.18%	3.43%	6.04%
African American	13.59%	8.12%	12.93%	8.08%	12.29%	8.07%
Hispanic	53.48%	33.13%	55.15%	35.48%	56.28%	37.91%
White	29.87%	53.16%	28.65%	50.27%	28.01%	47.98%
Econ. Disadvantaged	57.25%	28.34%	58.17%	30.00%	57.96%	32.08%
ELL*	20.49%	2.92%	22.01%	3.91%	24.95%	5.72%
Special Education	12.99%	1.53%	11.70%	1.38%	10.57%	1.31%

Source: Enrollment percentages were calculated based on Fall Snapshot enrollment data for 2005-2007 (enrollment percentages include students in Grades 1-12; kindergarten students are not identified that early in the year, so they are not included in these calculations).

*ELL+LEP monitored.

Disciplinary Actions within Student Groups
Goal 3, Performance Measure 15

Student Group	2006-2007				2007-2008			
	Home Suspension	In-School Suspension	Mandatory Removal	Discretionary Removal	Home Suspension	In-School Suspension	Mandatory Removal	Discretionary Removal
African American	15.90%	10.73%	1.69%	1.74%	15.16%	8.56%	1.80%	1.72%
Hispanic	7.84%	6.18%	1.16%	0.62%	7.74%	5.69%	0.98%	0.67%
White	4.28%	3.02%	0.82%	0.25%	3.87%	2.71%	0.75%	0.24%
All Students	7.92%	5.88%	1.12%	0.67%	7.58%	5.19%	1.01%	0.68%

Sources: SASI Discipline Data for PEIMS; SASI Student Data.

Rates reflect the unique number of students within each group receiving the stated disciplinary action divided by the total number of students within the group.

**Violent and Criminal Offenses by Students on Campuses
(Number of Offenses by Type)
Goal 3, Performance Measure 16**

Type of Offense	Number of Offenses	
	2005-2006	2006-2007
Drug Offenses	652	747
Alcohol Offenses	64	44
Criminal Mischief	73	34
Terroristic Threat / False Report	17	37
Arson	<5	<5
Public Lewdness / Indecent Exposure	19	12
Retaliation	<5	<5
Weapons Violation	19	24
Assault with Injury	203	207
Aggravated Assault	5	6
Sexual Assault	0	0
Other*	55	149

<i>Total Percent of Students Disciplined</i>	<i>1.39%</i>	<i>1.53%</i>
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Sources: SASI Discipline Module for PEIMS; AEIS Reports.

*Includes other felonies (e.g., felony theft), school-related gang violence, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, negligent homicide, deadly conduct, and murder.

**Violent and Criminal Offenses by Students on Campuses
(Number of Campuses Involved)
Goal 3, Performance Measure 16**

Number of Offenses	Number of Campuses Involved					
	2005-2006			2006-2007		
	Elem	Mid	High	Elem	Mid	High
Greater Than 5	0	16	11	0	16	11
1-5	13	0	1	17	0	1
0	64	0	1	60	0	1

Sources: SASI Discipline Module for PEIMS; AEIS Reports.

Parent Satisfaction with Schools (Based on Results of Parent Surveys)
Goal 3, Performance Measure 17

Item	2001-02	2002-03			2003-04		
	All	Elem	Mid	High	Elem	Mid	High
Expression of satisfaction with participation in decision-making processes.	73%	--	--	--	--	--	--
School staff have handled concerns I have about my child's school effectively.	--	87%	78%	71%	--	--	--
School staff listen to and use my input in academic decisions about my child.	--	--	--	--	86%	72%	63%
I am satisfied with the way staff at my child's school and I work together as partners to address educational issues.	--	--	--	--	95%	77%	68%

Item	2004-05			2005-06			2006-07			2007-08		
	Elem	Mid	High	Elem	Mid	High	Elem	Mid	High	Elem	Mid	High
[The following] school staff value* my input in academic decisions about my child.	95%	89%	87%	94%	85%	83%	91%	86%	82%	93%	86%	79%
[The following] school staff have helped me to become more involved in my child's education.	94%	85%	82%	91%	78%	75%	89%	82%	76%	93%	82%	76%

*Prior to 2007-08, this item used the word "welcome" rather than "value."

Survey questions have varied in the past from year to year. Beginning in 2003-04, some survey questions were kept constant. However, the survey was constructed somewhat differently in 2004-05 because each question was asked regarding five different staff groups (Principals, Assistant Principals, Counselors, Office Staff, and Teachers). Because not everyone answered the question regarding each staff category, the percentages indicated are based on proportional responses received. In addition, responses reflect the percentage that responded "Agree" or "Strongly Agree" with each item.

**Special Education Program Participation by Student Groups
Goal 3, Performance Measure 18**

Student Group	2005-06		2006-07		2007-08	
	AISD Enrollment	Special Educ. Participation	AISD Enrollment	Special Educ. Participation	AISD Enrollment	Special Educ. Participation
African American	13.5%	20.5%	12.7%	20.0%	12.1%	19.4%
Hispanic	55.4%	53.1%	57.1%	54.1%	58.1%	54.9%
White	27.9%	25.0%	26.8%	24.4%	26.3%	24.2%
Economically Disadvantaged	60.2%	67.2%	60.9%	67.4%	60.7%	66.3%
LEP	23.9%	18.7%	25.3%	18.6%	28.2%	20.8%

Enrollment percentages were calculated based on Fall Snapshot data.

**Students with Disabilities Served in Least Restrictive Environment
Goal 3, Performance Measure 19**

Self-Contained (SC) to Least Restrictive Environment (LRE) Ratio			
Year	AISD SC-LRE Ratio	State SC-LRE Ratio	State 125% SC-LRE Ratio*
2001-02	0.33	0.22	0.27
2002-03	0.37	0.21	0.27
2003-04	0.38	0.21	0.26
2004-05	0.33	0.21	0.26
2005-06	0.23	0.19	0.23
2006-07	0.16	0.17	0.22
2007-08	0.16 (Projected)	Not available	Not available
2008-09	0.15 (Projected)	Not available	Not available

*Identified as standard

Special Education Non-Qualifying Referrals Goal 3, Performance Measure 20

Qual = Qualifying Referrals (i.e., referrals resulting in Special Education eligibility)

NonQ = Non-Qualifying Referrals

2002-03			2003-04			2004-05			2005-06			2006-07			2007-08		
Referrals			Referrals			Referrals			Referrals			Referrals			Referrals		
Total	Qual	NonQ	Total	Qual	NonQ	Total	Qual	NonQ	Total	Qual	NonQ	Total	Qual	NonQ	Total	Qual	NonQ
3637	2125	1512	2589	1995	594	2340	1789	551	1535	1234	301	1261	970	291	1270	1038	232
	58.4%	41.6%		77.1%	22.9%		76.5%	23.5%		80.4%	19.6%		76.9%	23.1%		81.7%	18.3%