

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 13	227901	Austin ISD	000000000	0

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	<p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>
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Problem Statements (PS):	PS 1:	Based on PBMAS and System Safeguards, ESL STAAR 3-8 Passing Rate: Math (54.5), Reading(50.4), Science (49.4), Social Studies (25.5), Writing (34.7) , LEP (not served) STAAR 3-8 Passing Rate: Math (57.8), Reading (57.7), Science (51.9), Social Studies (26.2), Writing (53.3), LEP EOC ELA (30.9), CTE LEP STAAR EOC: ELA (33.0), CTE SPED: Math(47.7), Science(60.0), Social Studies (58.3), ELA(29.2), Title 1 NCLB STAAR 3-8 Passing Rate: Social Studies (52.1), Writing (59.8), SPED STAAR 3-8 Passing Rate: Math(43.5), Reading (39.2), Science (40.3), Social Studies (29.6), Writing (30.5), and SPED STAAR EOC: Math (46.8), Social Studies (57.8), ELA (30.6) teachers need support and targeted services for students to make improvement in all subject areas and Austin ISD TELPAS Composite Rating for students in US schools multiple years (5 years or more) shows students who receive a rating of Beginning or Intermediate at 13.3% and TELPAS Reading Beginning proficiency level rate at 11.1%.	is occurring because of Root Cause #1	Root Cause 1:	Instruction based on individual student need, student IEP, appropriate bilingual/ESL instruction and linguistic accommodations for ELLs, is not consistently aligned with rigorous core instruction.
	<i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 2:	Based on PBMAS, all OSS placements represent 8.8% of the overall Austin ISD student population, but 21.1% of the special education population, a difference of 12.3 percentage points.	is occurring because of Root Cause #2	Root Cause 2:

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

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Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Based on PBMAS and System Safeguards, ESL STAAR 3-8 Passing Rate: Math (54.5), Reading(50.4), Science (49.4), Social Studies (25.5), Writing (34.7)), LEP (not served) STAAR 3-8 Passing Rate: Math (57.8), Reading (57.7), Science (51.9), Social Studies (26.2), Writing (53.3), LEP EOC ELA (30.9), CTE LEP STAAR EOC: ELA (33.0), CTE SPED: Math(47.7), Science(60.0), Social Studies (58.3), ELA(29.2) Title 1 NCLB STAAR 3-8 Passing Rate: Social Studies (52.1), Writing (59.8), SPED STAAR 3-8 Passing Rate: Math(43.5), Reading (39.2), Science (40.3), Social Studies (29.6), Writing (30.5), and SPED STAAR EOC: Math (46.8), Social Studies (57.8), ELA (30.6) teachers need support and targeted services for students to make improvement in all subject areas and Austin ISD TELPAS Composite Rating for students in US schools multiple years (5 years or more) shows students who receive a rating of Beginning or Intermediate at 13.3% and TELPAS Reading Beginning proficiency level rate at 11.1%.	Annual Goal:	The failure rate of students with disabilities across all tested areas on STAAR/EOC and STAAR AI2 assessments will be reduced by 4% in 2017, as compared with STAAR, STAAR-A, STAAR AI2 in 2016.
Root Cause 1:	Instruction based on individual student need, student IEP, appropriate bilingual/ESL instruction and linguistic accommodations for ELLs, is not consistently aligned with rigorous core instruction.	Strategy:	The English Language Learner Team, Career & Technical Ed Team and Special Education Team will assist campuses in increasing achievement of students by aligning the instructional practices more closely to student identified need.

Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness			
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Critical Success Factors (CSFs)	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Core instruction will be more consistently aligned with individual student need.
ESEA Turnaround Principles (TPs)			
Major Systems			

Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	By the end of October, the English Language Learner Team, Career & Technical Ed Team and Special Education Team will implement a District walk-through process so that all departments and teams can provide data to increase the use of accommodations and modifications to support the instructional program.	Q2 Goal:	By the end of January, create/identify a district-wide system to document accommodation(s), BIP, and/or modification use.	Q3 Goal:	By the end of March, create/identify a district-wide system to document accommodation(s), BIP, and/or modification use.	Q4 Goal:	By the end of June, create/identify a district-wide system to document accommodations, BIP, and/or modification use.

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Develop the priorities and procedures for implementing a common walk-through process across all student areas.	1)	Maintain the priorities and procedures for implementing a common walk-through process across all student areas.	1)	Maintain the priorities and procedures for implementing a common walk-through process across all student areas.	1)	Maintain the priorities and procedures for implementing a common wal-through process across all student areas.
2)	Provide professional development so that all English Language Learner Team, Career & Technical Ed Team and Special Education Team members walk and observe with fidelity and comparable responses on targeted campuses.	2)	Establish interrater reliability so that all English Language Team, Career & Technical Ed Team and Special Education Team members walk and observe with fidelity and comparable responses as the campus profile expands to all campuses.	2)	Establish interrater reliability so that all speical educaiton team members walk and observe with fidelity and comparable responses as the campus profile expands to all campuses.	2)	Establish interrater reliability so that all special education team members walk and observe with fidelity and comparable responses as the campus profile expands to all campuses.
3)	Design the response to the walk-through with a more targeted campus visit, when individualization is not noted, to clarify the alignment of accommodations.	3)	Implement the response to the walk-through with a more targeted campus visit, when individualization is not noted, to clarify the alignment of accommodations.	3)	Provide professional development and plan for follow-up to help ensure strategieis are implemented.	3)	Provide professional development, at a district level, as a response to the data obtained by multiple campus coaching interventions.

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Needs Assessment Summary and Improvement Plan

4)	Assist campuses in prioritizing the development of procedures to document the use of accommodations, BIPs, and modifications.	4)	Create/identify a district-wide strategy for documenting accommodations, BIPs and modifications.	4)	Pilot the district-wide strategy for documenting accommodations, BIPs and modifications	4)	Pilot the district-wide strategy for documenting accommodations, BIPs and modifications.
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Walk-through Form	1)	Walk-through Form use by number and campus	1)	Implementation - campuses and number of common walk-through forms	1)	Implementation - campuses and number of common walk-through forms
2)	Professional Development on Walk-through components	2)	Calibration data - who attended and comparison of rating; interventions if difference occur	2)	Calibration data - who attended and comparison of rating; interventions if difference occur	2)	Recalibration data - who attended and comparison of rating; interventions if difference occur
3)	Menu of option of campus support identified ties to campus needs identified through the response visits	3)	Menu of option for campus support identified ties to campus needs identified through the response visits	3)	Professional Development offerings at the district level for the spring and summer tied to identified need	3)	Professional Development offerings at the district level for the spring and summer tied to identified need
4)	Addition of this strategy to campus improvement plans	4)	District-wide strategy for documenting accommodations, BIPs and modifications	4)	Pilot data on the district-wide strategy use for documenting accommodations, BIPs and modifications	4)	Pilot data on the district-wide strategy use for documenting accommodations, BIPs and modifications

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	The district survey is now complete. The following departments will use the survey and then make adjustments on their department meetings, campus support and professional development provided due to survey findings.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	No changes needed at this time.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success?	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interventions	(Specific) Interventions Annual Goals CSF/ESEA Turnaround Training Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact	<Enter text>					

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Needs Assessment Summary and Improvement Plan

Problem Statement 2:	Based on PBMAS, all OSS placements represent 8.8% of the overall Austin ISD student population, but 21.1% of the special education population, a difference of 12.3 percentage points.	Annual Goal:	The out-of-school suspension rate for students in special education will be equitable to the rate for out-of-school suspension rate for the non-special education students.
Root Cause 2:	Campus personnel, including the campus behavior coordinator, do not implement OSS options, ISS options and the use of alternative schedules according to the identified need.	Strategy:	The Special Education Team, the 504 Team, and the General Education Team (including RTI services) will provide professional development to campuses (through their campus behavior coordinators) with knowledge of behaviors, student identified needs, and strategies in order to align the disciplinary practices more closely to student identified need.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	The Special Education Team, the 504 Team, and the General Education Team (including RTI services) will provide professional development to campuses, through their campus behavior coordinators, with knowledge of behaviors, student identified needs and strategies in order to align the disciplinary practices more closely to student identified need that will reduce the number of Sped OSS placements to increase student time in the general ed classrooms and academic achievement.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	By the end of October, the Special Education Team, 504 Team and General Education Team (including RTI) will develop a series of professional development offerings for campus behavior coordinators that encompass elements of strategies and responses based on students with differing disabilities.	Q2 Goal:	By the end of January, create/identify a district-wide system to provide professional development for campus behavior coordinators which addresses topics such as trauma, use of BIPS in disciplinary actions, and the appropriate use of alternative schedules.	Q3 Goal:	By the end of March, create/identify a district-wide system to document accommodation, BIP, and/or modification use.	Q4 Goal:	By the end of June, create/identify a district-wide system to provide all campus administrators the professional development options for trauma, use of BIPs and alternative schedules as options for out-of-school suspensions.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Develop the priorities and procedures for a series of professional development to enhance the expertise of the campus behavior coordinators.	1)	Develop the priorities and procedures for a series of professional development to enhance the expertise of the campus behavior coordinators in the areas of trauma, use of BIPs, and alternative strategies.	1)	Provide options for campus behavior coordinators to use in training staff on their respective campuses.	1)	Establish the district-wide calendar for providing professional development for all administrators on trauma, use of Behavior Intervention Plans, (BIPs), and alternative schedules.
2)	Provide professional development on the legal criteria for the disciplinary actions.	2)	Provide professional development on the topics of trauma, BIPs, and alternative disciplinary actions.	2)	Support campus behavior coordinators in providing the professional development and trainings on their respective campuses.	2)	Analyze the third quarter use of strategies by campus as related to trauma, BIPs and alternative schedules
3)	Monitor the implementation of these basic strategies through analysis of student referral data.	3)	Monitor the implementation of these basic strategies related to trauma, BIPs, and alternative strategies.	3)	Pilot the district-wide strategy for documenting accommodations, BIPs and modifications as related to discipline use.	3)	

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4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Professional Development Offerings	1)	Professional development offerings	1)	Professional development offerings at the district level ready for campus turnaround.	1)	District-wide professional development calendar for administrative training in the areas of trauma, use of Behavior Intervention Plans (BIP), and alternative schedules. Attendance at the district-wide training for all administrators.
2)	Attendance Records of the Campus Behavior Coordinators for Professional Development	2)	Attendance records of the Campus Behavior Coordinators for Professional Development	2)	Attendance records of professional development at the campus level related to the disciplinary strategies offered as an alternative to out-of school suspension.	2)	Analysis of campus use of implementing a change in disciplinary practices related to trauma, BIPs, and alternatives strategies.
3)	Addition of this strategy to campus improvement plans (?)	3)	Review of DEEDS (Behavior records) with the consistent use of the professional development strategies.	3)	Pilot data on the district-wide changes in the discipline practices as a result of professional development on documenting accommodations, BIPs, and modifications.	3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	None needed at this time.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interventions	(Specific) Interventions Annual Goals CSF/ESEA Turnaround Training Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact	<Enter text>					

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	Region 13	227901	Austin ISD	000000000	0

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Problem Statement 3:	0	Annual Goal:	
Problem Statement 4:		Annual Goal:	<Enter text>
Problem Statement 5:		Annual Goal:	<Enter text>
Problem Statement 6:		Annual Goal:	<Enter text>
Problem Statement 7:		Annual Goal:	<Enter text>
Problem Statement 8:		Annual Goal:	<Enter text>
Problem Statement 9:		Annual Goal:	<Enter text>
Problem Statement 10:		Annual Goal:	<Enter text>

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions

What strategies, processes, and/or systems has the campus identified as	<Enter text>
What plans are in place to sustain these strategies, processes, and/or	<Enter text>

C O N F I D E N T I A L
Texas Education Agency
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

County-District Number: 227901
District Name: AUSTIN ISD

Region 13

INDICATOR	2016		2016		2015		2014		2016 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR

1. BE STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	74.4	4,399	5,909	3,813	5,554			0
(ii) READING	70.0	- 100	67.1	3,958	5,903	3,766	5,552			1
(iii) SCIENCE	65.0	- 100	66.0	1,066	1,615	745	1,435			0
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0	0	0			No Data
(v) WRITING	70.0	- 100	63.3	1,295	2,046	1,159	1,914			1
2. ESL STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	54.5	1,997	3,661	1,796	3,496			2
(ii) READING	70.0	- 100	50.4	1,874	3,720	1,762	3,532			2
(iii) SCIENCE	65.0	- 100	49.4	504	1,020	434	986			2
(iv) SOCIAL STUDIES	65.0	- 100	25.5	185	726	170	691			3
(v) WRITING	70.0	- 100	34.7	429	1,236	363	1,104			3
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	57.8	119	206	119	220			2
(ii) READING	70.0	- 100	57.7	120	208	128	220			2
(iii) SCIENCE	65.0	- 100	51.9	27	52	30	70			2
(iv) SOCIAL STUDIES	65.0	- 100	26.2	9	22	2	20			3
(v) WRITING	70.0	- 100	53.3	40	75	28	60			2
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	89.1	450	505	465	557			0
(ii) READING	70.0	- 100	89.7	464	517	484	571			0
(iii) SCIENCE	65.0	- 100	91.4	148	162	156	200			0
(iv) SOCIAL STUDIES	65.0	- 100	74.4	32	43	55	92			0
(v) WRITING	70.0	- 100	82.9	199	240	214	274			0
5. LEP STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0	- 100	67.2	476	708	393	618			0
(ii) SCIENCE	75.0	- 100	77.9	410	526	363	446			0
(iii) SOCIAL STUDIES	70.0	- 100	76.1	348	457	270	421			0
(iv) ENGLISH LANGUAGE ARTS	60.0	- 100	30.9	565	1,826					2
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	0	- 1.8	1.8	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
				93	5,111	87	4,746	130	4,641	
7. LEP GRADUATION RATE				----- 2014-15 -----						
	80.0	- 100	79.6	<u>GRADUATES</u>	<u>CLASS</u>					1
				387	486					
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE				<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>			
	0	- 7.5	11.1	1,235	11,118	1,159	10,607			2
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS				<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	
	0	- 7.5	13.3	764	5,744	790	5,494	589	5,054	2

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. For the STAAR® 3-8 mathematics indicators, the 2015 district rates, numerators, and denominators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments.

C O N F I D E N T I A L
Texas Education Agency
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
CAREER AND TECHNICAL EDUCATION

County-District Number: 227901
District Name: AUSTIN ISD

Region 13

INDICATOR	2016		2016		2015		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	

1. CTE STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	84.4	890	1,054	583	721			0
(ii) SCIENCE	75.0 - 100	93.5	1,234	1,320	746	798			0
(iii) SOCIAL STUDIES	70.0 - 100	95.1	1,213	1,275	1,051	1,133			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	73.4	2,676	3,645					0
2. CTE LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	68.3	129	189	68	103			0
(ii) SCIENCE	75.0 - 100	85.7	144	168	65	81			0
(iii) SOCIAL STUDIES	70.0 - 100	81.7	94	115	62	93			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	33.0	173	524					3
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	80.8	547	677	392	506			0
(ii) SCIENCE	75.0 - 100	91.2	695	762	457	503			0
(iii) SOCIAL STUDIES	70.0 - 100	92.6	664	717	580	651			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	63.1	1,387	2,198					0
4. CTE SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	47.7	51	107	28	61			2
(ii) SCIENCE	75.0 - 100	60.0	63	105	36	60			2
(iii) SOCIAL STUDIES	70.0 - 100	58.3	49	84	51	81			2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	29.2	83	284					3
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	0 - 2.8	0.5	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			23	4,668	30	4,932	41	4,343	
6. CTE GRADUATION RATE			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	80.0 - 100	97.7	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
			1,218	1,247	1,226	1,262	1,134	1,217	
7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	40.0 - 100	39.2	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	1
			738	1,881	742	1,800	736	1,767	
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	40.0 - 100	46.7	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	0
			1,967	4,214	1,730	3,945	1,213	2,762	

Detailed information on the assignment of performance levels can be found in the 'PBMA 2016 Manual' at <http://tea.texas.gov/pbm/PBMAManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

C O N F I D E N T I A L
Texas Education Agency
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
NO CHILD LEFT BEHIND

County-District Number: 227901
District Name: AUSTIN ISD

Region 13

INDICATOR	2016		2016	2016	2015	2015	2014	2014	2016 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	

1. TITLE I, PART A STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0 - 100	68.7 / 62.4	13,135	19,121	10,677	17,098			0 RI
(ii) READING	70.0 - 100	67.5	13,431	19,897	11,948	17,842			1
(iii) SCIENCE	65.0 - 100	68.7	4,295	6,255	3,443	5,761			0
(iv) SOCIAL STUDIES	65.0 - 100	52.1	1,345	2,581	1,320	2,614			2
(v) WRITING	70.0 - 100	59.8	3,997	6,681	3,295	5,974			2
2. TITLE I, PART A STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	80.8	1,746	2,160	1,662	2,127			0
(ii) SCIENCE	75.0 - 100	87.9	1,181	1,344	1,122	1,259			0
(iii) SOCIAL STUDIES	70.0 - 100	88.2	1,147	1,301	968	1,170			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	52.5	2,010	3,828					1
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----				
	0 - 1.8	1.1	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			136	12,917	149	13,187	255	13,040	
4. TITLE I, PART A GRADUATION RATE			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----				
	80.0 - 100	86.7	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
			1,026	1,183	995	1,192	1,050	1,294	
5. MIGRANT STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0 - 100	50.0	4	8	4	7			NA
(ii) READING	70.0 - 100	50.0	4	8	5	7			NA
(iii) SCIENCE	65.0 - 100	50.0	2	4	1	1			NA
(iv) SOCIAL STUDIES	65.0 - 100	33.3	1	3	1	1			NA
(v) WRITING	70.0 - 100	0.0	0	2	0	1			NA
6. MIGRANT STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	100.0	1	1	1	1			0
(ii) SCIENCE	75.0 - 100	100.0	1	1	1	1			0
(iii) SOCIAL STUDIES	70.0 - 100	100.0	2	2	1	1			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	100.0	2	2					0
7. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----				
	0 - 1.8	0.0	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			0	9	0	4	0	7	
8. MIGRANT GRADUATION RATE			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----				
	80.0 - 100	100.0	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
			1	1	0	0	1	2	

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. For the STAAR® 3-8 mathematics indicators, the 2015 district rates, numerators, and denominators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments.

C O N F I D E N T I A L
Texas Education Agency
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
SPECIAL EDUCATION

County-District Number: 227901
District Name: AUSTIN ISD

Region 13

INDICATOR	2016		2016		2015		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	

1. SPED STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0 - 100	43.5	1,692	3,894	1,399	3,871			2
(ii) READING	70.0 - 100	39.2	1,535	3,914	1,484	3,886			3
(iii) SCIENCE	65.0 - 100	40.3	538	1,335	435	1,309			2
(iv) SOCIAL STUDIES	65.0 - 100	29.6	175	592	169	589			3
(v) WRITING	70.0 - 100	30.5	382	1,254	342	1,304			3
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	78.8	216	274	200	268			0
(ii) READING	70.0 - 100	73.3	203	277	211	273	185	237	0
(iii) SCIENCE	65.0 - 100	77.8	49	63	54	72	41	52	0
(iv) SOCIAL STUDIES	65.0 - 100	76.5	13	17	14	23	14	23	0
(v) WRITING	70.0 - 100	75.0	69	92	57	86	58	85	0
3. SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	46.8	313	669	266	578			2
(ii) SCIENCE	75.0 - 100	65.1	363	558	254	372			1
(iii) SOCIAL STUDIES	70.0 - 100	57.8	258	446	255	425			2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	30.6	454	1,486					2
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE			<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	
	0 - 10.0	12.1	502	4,138	459	4,077	435	4,223	1
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)			<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>			
	30.0 - 100	33.6	314	935	357	1,052			0
6. SPED REGULAR CLASS >=80% RATE (AGES 6-21)			<u>SETTINGS >=80%</u>	<u>SPED STUDENTS</u>					
ALL STUDENTS	70.0 - 100	64.1	4,793	7,480					1
7. SPED REGULAR CLASS <40% RATE (AGES 6-21)			<u>SETTINGS <40%</u>	<u>SPED STUDENTS</u>					
ALL STUDENTS	0 - 10.0	12.0	900	7,480					1
8. SPED ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----				
	0 - 1.8	1.5	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			58	3,789	70	3,712	128	3,977	
9. SPED GRADUATION RATE			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----				
	80.0 - 100	70.4	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	1
			318	452	324	481	366	550	

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MAX = Maximum and denotes values greater than 100.

C O N F I D E N T I A L
 Texas Education Agency
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
 SPECIAL EDUCATION (CONT.)

County-District Number: 227901
 District Name: AUSTIN ISD

Region 13

INDICATOR	2016		2016		2015		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	

10. SPED REPRESENTATION			SPED <u>STUDENTS</u>	ALL <u>STUDENTS</u>	SPED <u>STUDENTS</u>	ALL <u>STUDENTS</u>	SPED <u>STUDENTS</u>	ALL <u>STUDENTS</u>	1
	0 - 8.5	10.0	8,343	83,483	8,403	84,297	8,414	85,068	
11. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION			AFR AM <u>SPED</u>	SPED <u>STUDENTS</u>	AFR AM <u>SPED</u>	SPED <u>STUDENTS</u>	AFR AM <u>SPED</u>	SPED <u>STUDENTS</u>	1
	MIN - 1.0	(DIFF) 5.5	1,111	8,343	1,278	8,403	1,265	8,414	
SPED AFRICAN AMERICAN		13.3							
			AFR AM <u>STUDENTS</u>	ALL <u>STUDENTS</u>	AFR AM <u>STUDENTS</u>	ALL <u>STUDENTS</u>	AFR AM <u>STUDENTS</u>	ALL <u>STUDENTS</u>	
ALL AFRICAN AMERICAN		7.8	6,523	83,483	7,795	84,297	7,986	85,068	
DISPROPORTIONALITY RATE	MIN - 10.0	70.5							3 Report Only
12. SPED HISPANIC REPRESENTATION			HISP <u>SPED</u>	SPED <u>STUDENTS</u>	HISP <u>SPED</u>	SPED <u>STUDENTS</u>	HISP <u>SPED</u>	SPED <u>STUDENTS</u>	1
	MIN - 1.0	(DIFF) 3.7	5,211	8,343	5,271	8,403	5,310	8,414	
SPED HISPANIC		62.5							
			HISP <u>STUDENTS</u>	ALL <u>STUDENTS</u>	HISP <u>STUDENTS</u>	ALL <u>STUDENTS</u>	HISP <u>STUDENTS</u>	ALL <u>STUDENTS</u>	
ALL HISPANIC		58.8	49,068	83,483	50,182	84,297	50,990	85,068	
DISPROPORTIONALITY RATE	MIN - 10.0	6.3							0 Report Only
13. SPED LEP REPRESENTATION			LEP <u>SPED</u>	SPED <u>STUDENTS</u>	LEP <u>SPED</u>	SPED <u>STUDENTS</u>	LEP <u>SPED</u>	SPED <u>STUDENTS</u>	0
	MIN - 1.0	(DIFF) -0.1	2,320	8,343	2,210	8,403	2,231	8,414	
SPED LEP		27.8							
			LEP <u>STUDENTS</u>	ALL <u>STUDENTS</u>	LEP <u>STUDENTS</u>	ALL <u>STUDENTS</u>	LEP <u>STUDENTS</u>	ALL <u>STUDENTS</u>	
ALL LEP		27.9	23,272	83,483	23,294	84,297	22,938	85,068	
DISPROPORTIONALITY RATE	MIN - 10.0	-0.4							0 Report Only

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 MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L
 Texas Education Agency
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
 SPECIAL EDUCATION (CONT.)

County-District Number: 227901
 District Name: AUSTIN ISD

Region 13

INDICATOR	2016		2016		2015		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL O CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	

14. SPED DISCRETIONARY DAEP PLACEMENTS			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
			SPED		SPED		SPED		
SPED DAEP PLACEMENTS	MIN - 1.0	(DIFF) 0.6	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	0
		0.9	88	10,215	115	10,031	108	10,347	
			ALL		ALL		ALL		
ALL DAEP PLACEMENTS		0.3	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	
			308	90,480	379	90,752	347	92,125	
DISPROPORTIONALITY RATE	MIN - 10.0	200.0							3 Report Only

15. SPED DISCRETIONARY ISS PLACEMENTS			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
			SPED		SPED		SPED		
SPED ISS PLACEMENTS	MIN - 10.0	(DIFF) 6.1	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	0
		13.2	1,353	10,215	1,300	10,031	1,816	10,347	
			ALL		ALL		ALL		
ALL ISS PLACEMENTS		7.1	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	
			6,460	90,480	6,131	90,752	8,277	92,125	
DISPROPORTIONALITY RATE	MIN - 10.0	85.9							3 Report Only

16. SPED DISCRETIONARY OSS PLACEMENTS			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
			SPED		SPED		SPED		
SPED OSS PLACEMENTS	MIN - 6.0	(DIFF) 12.3	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	2
		21.1	2,158	10,215	2,156	10,031	2,366	10,347	
			ALL		ALL		ALL		
ALL OSS PLACEMENTS		8.8	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	
			7,982	90,480	8,200	90,752	9,394	92,125	
DISPROPORTIONALITY RATE	MIN - 10.0	139.8							3 Report Only

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 MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L
Texas Education Agency
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
PERFORMANCE LEVEL SUMMARY
(NOT INCLUDING REPORT ONLY INDICATORS)

County-District Number: 227901
District Name: AUSTIN ISD

Region 13

	BE/ESL				CTE				NCLB		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL CTE	CTE LEP	CTE ED	CTE SPED	TITLE I PART A	MIGRANT	ALL SPED	SPED YAE
STAAR® 3-8 PASSING RATE												
MATHEMATICS	0	2	2	0					0 RI	NA	2	0
READING	1	2	2	0					1	NA	3	0
SCIENCE	0	2	2	0					0	NA	2	0
SOCIAL STUDIES	No Data	3	3	0					2	NA	3	0
WRITING	1	3	2	0					2	NA	3	0
STAAR® EOC PASSING RATE			LEP									
MATHEMATICS			0		0	0	0	2	0	0	2	
SCIENCE			0		0	0	0	2	0	0	1	
SOCIAL STUDIES			0		0	0	0	2	0	0	2	
ENGLISH LANGUAGE ARTS			2		0	3	0	3	1	0	2	
SPED STAAR® ALTERNATE 2 PARTICIPATION RATE												1
TELPAS READING BEGINNING PROFICIENCY LEVEL RATE		2										
TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS		2										
ANNUAL DROPOUT RATE		0				0			0	0		0
GRADUATION RATE		1				0			0	0		1
CTE NONTRADITIONAL COURSE COMPLETION RATE												
MALES						1						
FEMALES						0						
SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)												0
SPED REGULAR CLASS >=80% RATE (AGES 6-21)												1
SPED REGULAR CLASS <40% RATE (AGES 6-21)												1
SPED REPRESENTATION												
ALL												1
AFRICAN AMERICAN (NOT HISPANIC/LATINO)												1
HISPANIC												1
LEP												0
SPED DISCRETIONARY PLACEMENTS												
DAEP												0
ISS												0
OSS												2

For information about the four indicators below, visit "http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/Local_Educational_Agency_Reports_and_Requirements/#LEA_Determinations" or contact the Division of Federal and State Education Policy at (512)463-9414. For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact at "http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Parent_and_Family_Resources/Education_Service_Center_Technical_Assistance/".

STATE PERFORMANCE PLAN (SPP) COMPLIANCE INDICATORS	Not available until 9/20/2016
VALID, RELIABLE, AND TIMELY DATA	Not available until 9/20/2016
STATUS OF UNCORRECTED NONCOMPLIANCE	Not available until 9/20/2016
FINANCIAL AUDITS	Not available until 9/20/2016

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
AUSTIN ISD (227901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y	Y	Y		Y	Y	N	N		7	10	70
Mathematics	Y	N	Y	Y	Y	Y		Y	Y	N	Y		8	10	80
Writing	Y	N	Y	Y		Y		Y	N	N	N		5	9	56
Science	Y	Y	Y	Y	Y	Y		Y	Y	N	Y		9	10	90
Social Studies	Y	Y	Y	Y		Y		Y	Y	N	N		7	9	78
Total													36	48	75

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	11	11	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	11	11	100
Total													22	22	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y	Y	Y	Y		Y		Y	Y	Y		Y	9	9	100
Reason Code ***	b	c	b	a		a		b	c	c		c			
Total													9	9	100

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1%	Y														
Number Proficient	487														
Total Federal Cap Limit	508														
Mathematics #															
Alternate 1%	Y														
Number Proficient	466														
Total Federal Cap Limit	410														
Total													1	1	100

Overall Total **68** **80** **85**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

* Indicates results are masked due to small numbers to protect student confidentiality.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

The school district was granted an exception to the 1% cap on STAAR Alternate student passing results.

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
AUSTIN ISD (227901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	34,884	2,202	18,288	11,725	56	1,449	19	1,144	16,567	2,014	7,367	n/a
Total Tests	47,134	3,761	27,785	12,560	76	1,622	21	1,305	26,892	5,483	13,151	11,790
% at Level II Satisfactory Standard	74%	59%	66%	93%	74%	89%	90%	88%	62%	37%	56%	n/a
Mathematics												
# at Level II Satisfactory Standard	29,815	1,753	16,103	9,713	50	1,220	16	958	14,864	2,010	7,769	n/a
Total Tests	38,574	2,955	22,660	10,475	61	1,317	19	1,085	22,200	4,585	11,481	10,355
% at Level II Satisfactory Standard	77%	59%	71%	93%	82%	93%	84%	88%	67%	44%	68%	n/a
Writing												
# at Level II Satisfactory Standard	7,885	405	4,029	2,844	**	333	*	261	3,598	370	1,867	n/a
Total Tests	11,411	795	6,697	3,208	**	368	*	322	6,523	1,241	3,543	3,216
% at Level II Satisfactory Standard	69%	51%	60%	89%	63%	90%	*	81%	55%	30%	53%	n/a
Science												
# at Level II Satisfactory Standard	12,968	847	6,867	4,245	22	567	10	410	6,232	900	2,633	n/a
Total Tests	16,017	1,233	9,181	4,494	28	617	13	451	8,691	1,894	3,977	3,361
% at Level II Satisfactory Standard	81%	69%	75%	94%	79%	92%	77%	91%	72%	48%	66%	n/a
Social Studies												
# at Level II Satisfactory Standard	7,637	550	3,919	2,569	14	347	6	232	3,326	430	780	n/a
Total Tests	9,817	816	5,581	2,751	16	381	7	265	5,093	1,032	1,605	1,360
% at Level II Satisfactory Standard	78%	67%	70%	93%	88%	91%	86%	88%	65%	42%	49%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	50,286	4,128	29,835	12,988	80	1,848	28	1,355	29,286	5,883	n/a	13,706
Total Students	50,705	4,189	30,069	13,092	81	1,853	28	1,361	29,548	5,992	n/a	13,752
Participation Rate	99%	99%	99%	99%	99%	100%	100%	100%	99%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	40,704	3,232	23,946	10,805	64	1,484	26	1,132	23,801	4,850	n/a	11,475
Total Students	40,988	3,270	24,104	10,878	65	1,491	26	1,137	23,976	4,919	n/a	11,539
Participation Rate	99%	99%	99%	99%	98%	100%	100%	100%	99%	99%	n/a	99%

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- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
AUSTIN ISD (227901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	4,061	373	2,170	1,227	12	188	6	85	1,871	318	387	n/a
Total in Class	4,528	441	2,455	1,313	15	200	8	96	2,143	452	486	411
Graduation Rate	89.7%	84.6%	88.4%	93.5%	80.0%	94.0%	75.0%	88.5%	87.3%	70.4%	79.6%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	3,993	381	2,021	1,288	14	173	4	112	1,846	324	381	n/a
Total in Class	4,628	474	2,432	1,378	18	195	5	126	2,238	481	541	263
Graduation Rate	86.3%	80.4%	83.1%	93.5%	77.8%	88.7%	80.0%	88.9%	82.5%	67.4%	70.4%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	4,077	389	2,073	1,308	14	175	4	114	1,883	356	403	n/a
Total in Class	4,585	461	2,405	1,378	18	192	5	126	2,204	477	528	255
Graduation Rate	88.9%	84.4%	86.2%	94.9%	77.8%	91.1%	80.0%	90.5%	85.4%	74.6%	76.3%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	487
Total Federal Cap Limit	508

Mathematics

Number Proficient	466
Total Federal Cap Limit	410

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