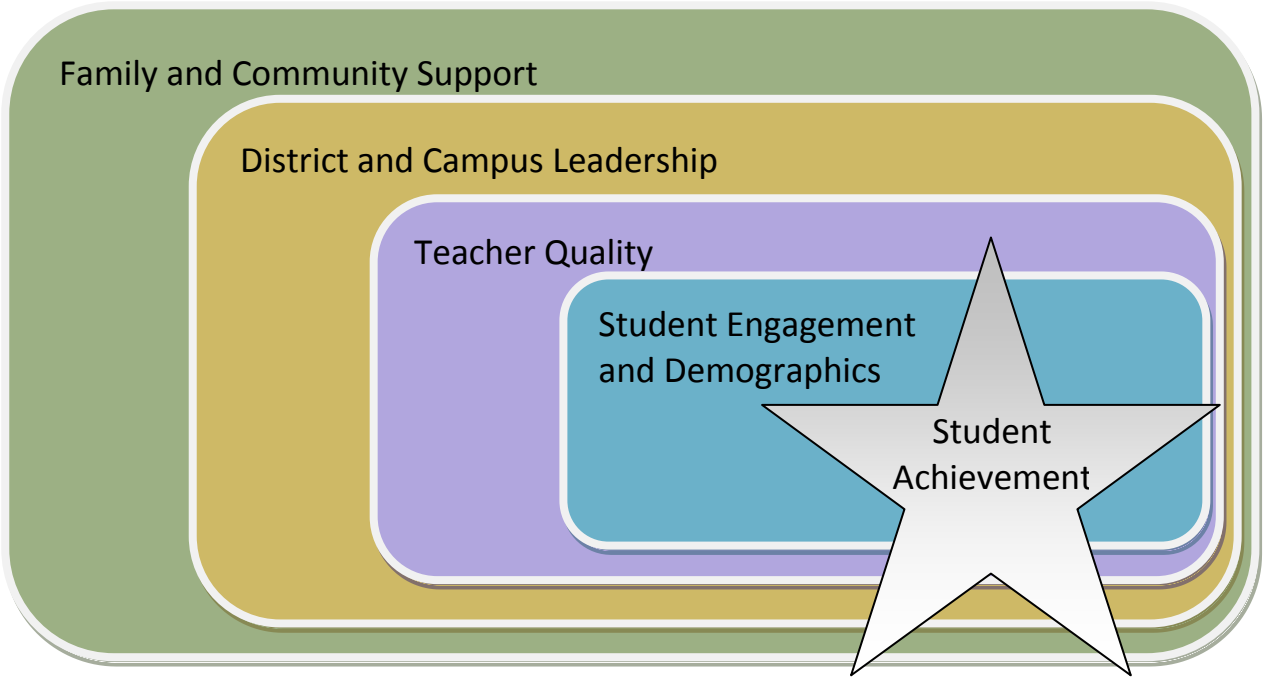
ELEMENTARY SCHOOL LEVEL PERFORMANCE REPORT
SUMMARY OF RESEARCH

INTRODUCTION

Consistent with the conceptual framework used to examine student achievement at the high school and middle school levels, the present report highlights recent analyses and comprehensive strategies that consider and address the dynamic interactions among multiple factors related to student achievement across elementary schools in AISD (Figure 1).

Figure 1. Framework for Academic Achievement in Austin ISD

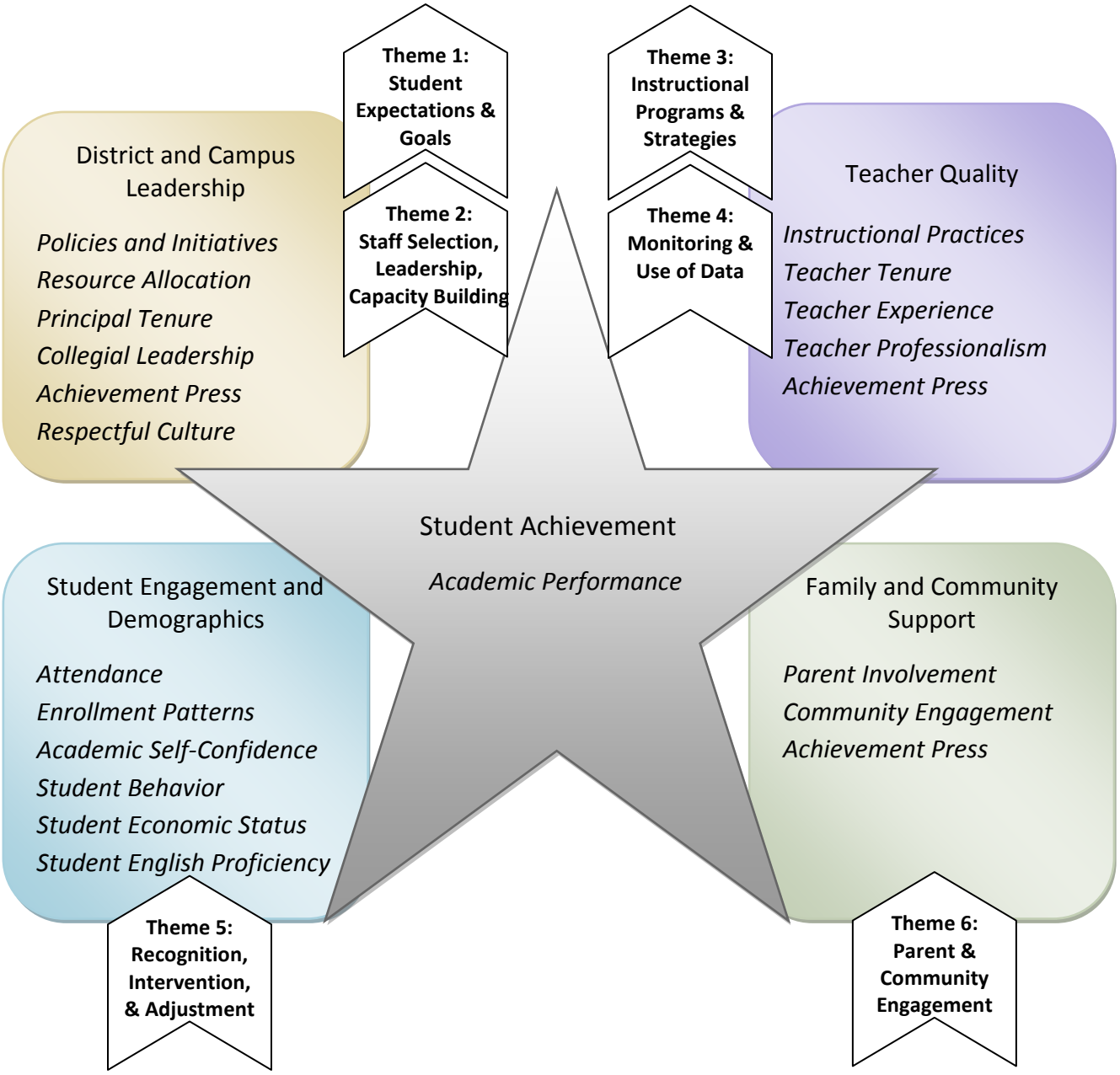


The results of these analyses lead us to discuss ways the district will address the family/community support, leadership, teacher quality, and student engagement factors that are critical to student achievement at the elementary level.

CONCEPTUAL FRAMEWORK

A variety of indicators may be used to represent each of the overarching factors in the framework for academic achievement. Where possible, our analyses have incorporated these indicators to examine their relative influence so that we may better understand the ways our policies and practices can be used to support student success. Below are some examples of indicators that may be used to measure each framework factor (Figure 2). Throughout the report, key findings related to these factors are presented in boxes corresponding to the colors below. In addition, the overlap is identified between these factors and the district's recently adopted National Center for Educational Achievement (NCEA) Core Practice Framework.

Figure 2. Indicators for Framework for Academic Achievement in Austin ISD and Relationship to the National Center for Educational Achievement (NCEA) Core Practice Framework



RESULTS FOR ACADEMIC PERFORMANCE

The present report discusses performance in the traditional manner according to the percentage of students who met the passing standard or achieved Commended status. Next, we incorporate new methodology of examining student growth from one year to the next on TAKS, specifically the percentage of students performing above and/or below what was predicted from their prior scores (see Glossary for detailed description of this computation).

TAKS Passing Rates. Similar to 2008, passing percentages were highest for 3rd grade reading (93%) and 4th grade writing (90%), and were

lowest for 5th grade science (80%) and 3rd grade mathematics (81%).

However, passing rates improved over the prior year, particularly in science where the percentage of 5th grade students passing improved from 72% in 2008 to 80% in 2009, meeting the *Recognized* standard for both 2009 and 2010. There was an overall increase the percent of students receiving a Commended score than in previous years. Most strikingly, the percentage of students scoring at the Commended performance level increased to 40% in science compared to 30% 2008.

Figure 3. Percentage of Students Meeting TAKS and Commended Standard, 2008 and 2009

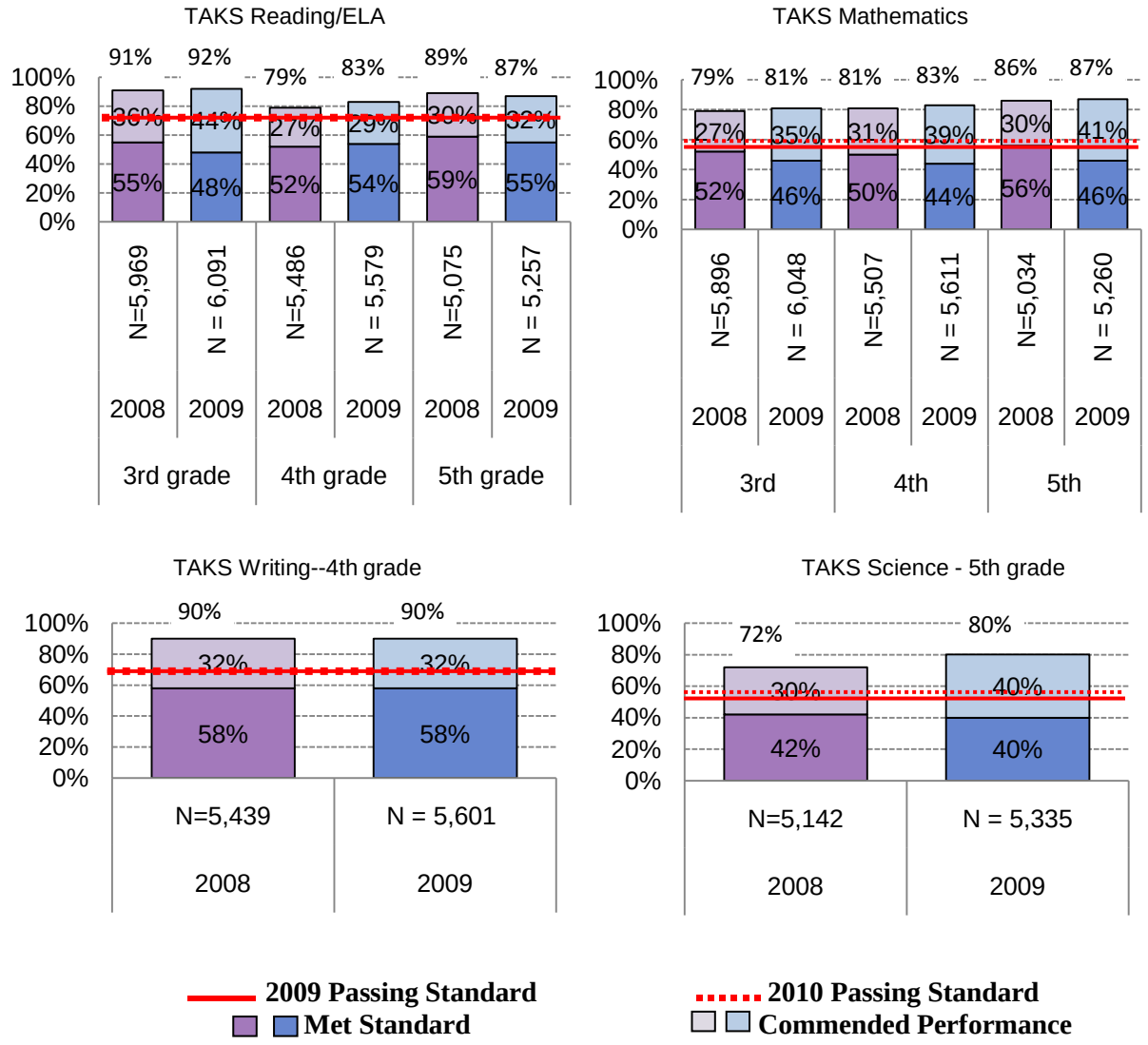
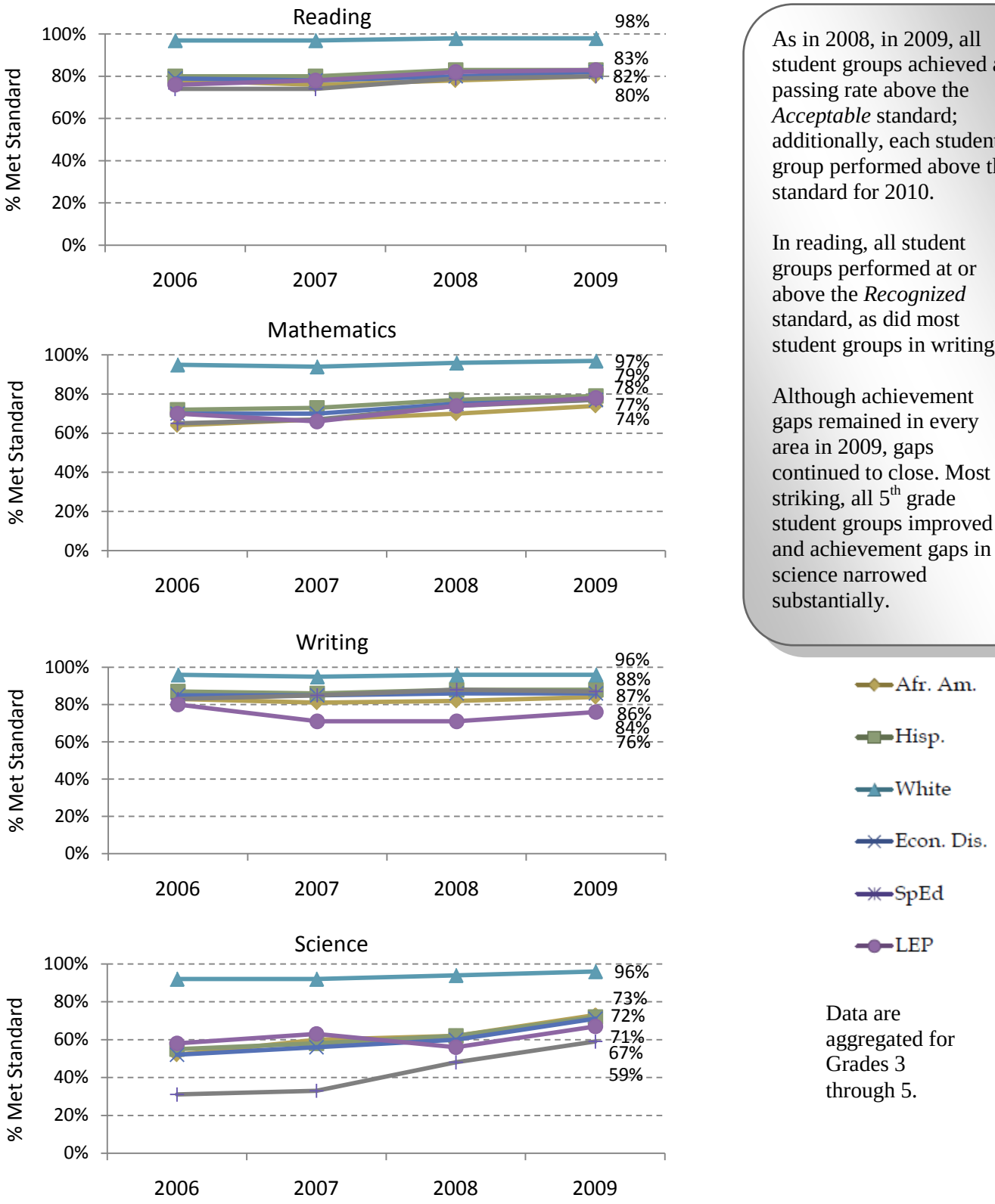


Figure 4. Percentage of Students Meeting TAKS Standard by Student Group, 2006 through 2009



As in 2008, in 2009, all student groups achieved a passing rate above the *Acceptable* standard; additionally, each student group performed above the standard for 2010.

In reading, all student groups performed at or above the *Recognized* standard, as did most student groups in writing.

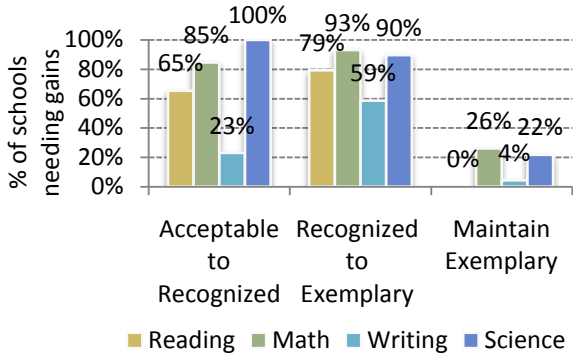
Although achievement gaps remained in every area in 2009, gaps continued to close. Most striking, all 5th grade student groups improved and achievement gaps in science narrowed substantially.

Data are aggregated for Grades 3 through 5.

Accountability Ratings. Appendix A shows the current state and federal accountability ratings for each AISD elementary school and describes the gains necessary for each campus to reach the standards for the next highest state rating and meet Adequate Yearly Progress (AYP) in 2009-2010. The required gains are reported for the student group that performed lowest in 2009.

To move to the next highest ratings category, or to maintain *Exemplary* status, most elementary schools (100% of the elementary schools rated *Academically Acceptable* and 90% of those rated *Recognized* in 2009) must make gains in science to move to the next level (Figure 5).

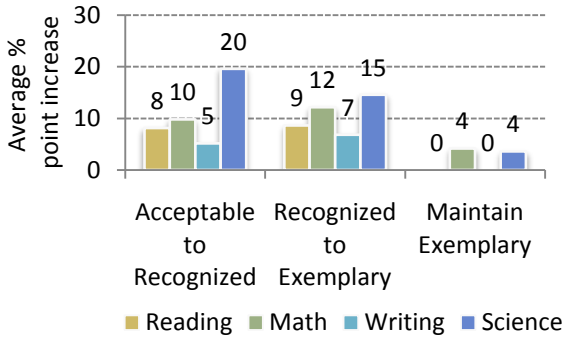
Figure 5. Percentage of Schools Needing to Make Gains to Move to the Next Highest Ratings Category, by Subject



Gains required in science, which range from 2 to 33 percentage points, are generally greater than those required for other subjects. Forty-three schools (55%) must make gains of ten or more percentage points in science to move to the next level. A few schools, however, need only to make gains in science to move from *Acceptable* to *Recognized* (Blackshear, Harris, and Overton) or from *Recognized* to *Exemplary* (Dawson) in 2010.

Forty-two percent of *Academically Acceptable* schools must increase their passing percentages by ten or more points in mathematics and 27% must increase by ten or more points in reading to move to *Recognized* in 2010. To reach *Exemplary* in 2010, 66% of schools that were *Recognized* in 2009 must make double digit gains in mathematics, and 31% must make double digit gains in reading. Average percentage point increases needed to move to the next category can be found in Figure 6.

Figure 6. Average Percentage Point Increase Needed for Lowest Performing Student Group to Reach the Standard for the Next Highest Ratings Category in 2010, by Subject

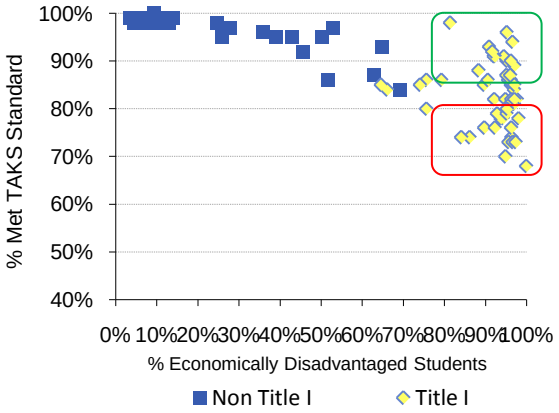


To meet the increasing AYP standard in 2010, thirty-three elementary schools (about 42%) must improve passing percentages in either reading or mathematics for their lowest performing student group. Among these schools are six schools that were *Exemplary* and ten schools that were *Recognized* by the state accountability system in 2009. Ten schools (three of which were Recognized in 2009), must increase passing percentages in both reading and math to meet the 2010 AYP standard. The percentage point increases needed in mathematics and reading to meet the AYP standard in 2010 range from 1 to 8, with an average of 3 points needed in math and 6 needed in reading.

Based on their 2009 performance, 58% percent of elementary schools would meet the 2010 AYP standard. Of the remaining schools, 13% (10 schools) need to make gains in both reading and math, 21% (16 schools) need to make gains in reading only, and 9% (7 schools) need to make gains in mathematics only.

Economic Disadvantage and TAKS.
The graphs below demonstrate a clear relationship between poverty and student performance. Specifically, as the percentage of economically disadvantaged students within a school increases, TAKS scores are likely to decrease. (see Figure 7 for an example of this relationship; additional graphs in Appendix B).[1]

Figure 7. Elementary TAKS Reading Passing Percentages by Percentage of Economically Disadvantaged Students Enrolled, 2009



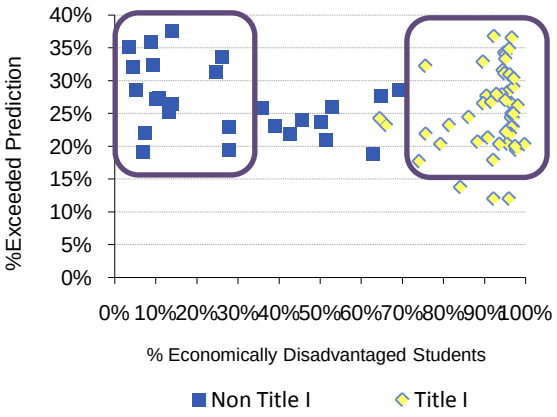
However, some schools with high levels of economically disadvantaged students show strong student performance despite this trend. Schools more likely to have high passing rates on TAKS, regardless of economic disadvantage, are those with positive staff climate survey ratings of *Achievement Press* and positive student climate survey ratings of *Adult Fairness and Respect* and *Teacher Support and Student Engagement.* (See Glossary for a description of survey items.)

In addition to having high passing rates, some schools with high economic disadvantage also demonstrate strong student growth on TAKS. These schools, noted in the green box, (Allison, Andrews, Blanton, Brooke, Cook, Galindo, Graham, Hart, McBee, Metz, Norman, Odom, Ortega, Overton, Perez, Reilly, Ridgetop, St. Elmo, Widen, Winn, Wooldridge and Wooten) were examined relative to their lower performing high needs counterparts, noted in the red box, to determine what differentiates them.

High needs schools with both high passing rates and student growth (assessed by examining the TAKS performance in 2009 based on performance in 2008) across all subjects had significantly greater student climate survey ratings of *Behavioral Environment* and *Adult Fairness and Respect* and greater staff climate survey ratings of *Behavior Management* than did their lower performing peers. These results support previous findings suggesting that student and staff climate are critical to academic achievement and student growth, particularly at schools with high economic disadvantage.

An examination of individual student growth from 2008 to 2009 on TAKS indicates that elementary school economic disadvantage is not significantly related to the percentage of students at a school achieving growth in either reading or math (see Figure 8 for an example of this relationship).

Figure 8. Elementary TAKS Reading Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009

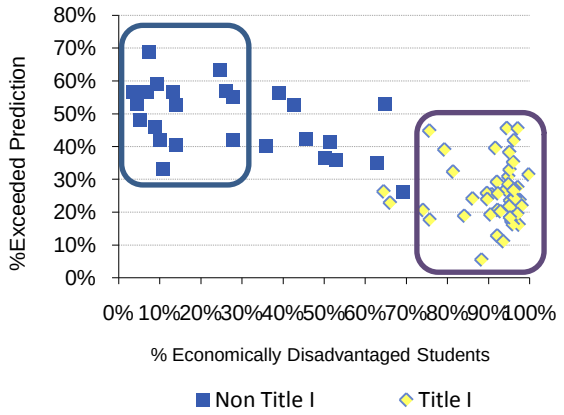


[1] See Appendix C for additional factors related to school passing rates on TAKS.

Students across all elementary AISD schools have an equal chance of achieving growth in reading and mathematics regardless of the percentage of economically disadvantaged students in the school.

However, student growth from one year to the next on science TAKS was not equal across schools. Specifically, science growth was less likely at schools with high economic disadvantage (Figure 9).

Figure 9. Elementary TAKS Science Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009

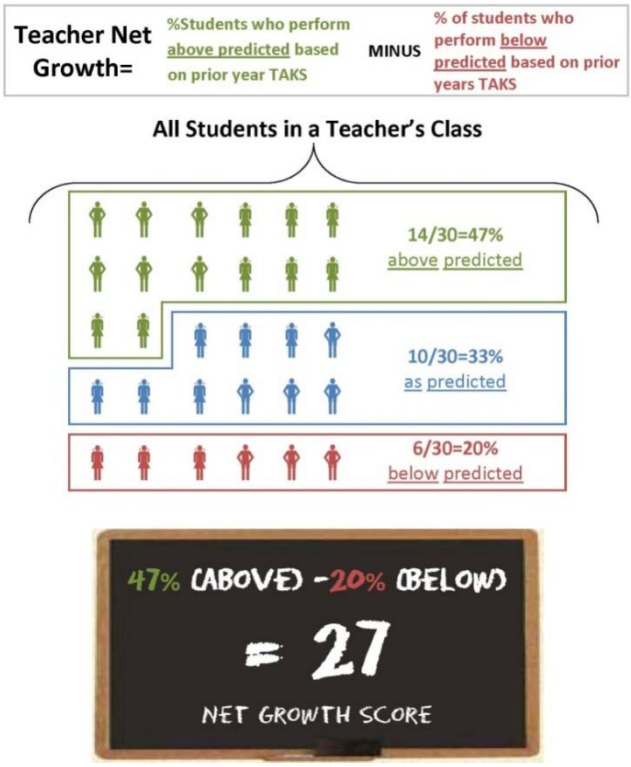


The analyses described above examine student growth at the schoolwide level; however, district efforts to address teacher quality both across and within schools led us to additional analyses that provide new information about characteristics of successful teachers.

Student Growth by Teacher. Data examining the academic growth of students by teacher suggest that most elementary school teachers had more students achieving above than below what was predicted from their prior TAKS performance, for a positive net growth. (see Figure 10 for an example of net growth).

To more closely examine the factors related to student academic growth on TAKS in reading, mathematics, and science from one year to the next, additional analyses considered the nested nature of teachers within school environments. Indicators of family and community support, district and campus leadership, teacher quality, and student engagement were analyzed in hierarchical linear models (HLM) to determine which characteristics, in combination, are most related to the student growth elicited by individual elementary teachers from 2008 to 2009.

Figure 10. Science Net Growth Scores from 2007-08 to 2008-09 of Elementary Teachers



Teacher Growth HLM Results. While the intent was to focus on teacher factors, a combination of family and community support, school, teacher, and student factors can best predict teacher success. Although not every potentially influential factor could be measured for this study, those that were measured (see Appendix F for a description of these analyses) did include some factors that, in combination, are

significantly related to teacher success in each subject area. Other factors may be significantly related by themselves, but not when combined with those presented in Figure 11. Unlike results at the secondary level, the factors significant at the elementary level were the same regardless of subject area (Figure 11).

Because elementary teachers generally instruct students in both mathematics and reading, and because teachers do not typically demonstrate strong student growth in both subject areas (Appendix E), additional analyses examined factors that best distinguished teachers with strong student growth in both reading and mathematics. In addition to the characteristics related to success in each individual subject area, results suggest that one additional characteristic, teacher self-efficacy, best identified teachers with success across both reading and mathematics.

Elementary teachers who believe they can get through to even the most difficult students if they try really hard, they can deal with almost any learning problem, and they can ensure that all students make significant progress are more likely to have strong student growth in both reading and mathematics than are those who feel factors beyond their control have a greater influence on their students' achievement than they do.

Figure 11. HLM Results of Factors Most Related to 2009 Student Growth for Elementary Level Teachers of Reading/ELA, Mathematics, and Science

Factors Related to Growth in Reading, Mathematics, or Science

- Teachers' Personal Years of Experience in AISD
- Teachers' Personal Satisfaction with the Behavior Management on Campus
- Student Ratings of Behavioral Environment at the School
- Student Ratings of Academic Self-Confidence
- Percent of Economically Disadvantaged Students at the School

Additional Factor Related to Growth in Both Reading and Math

- Teachers' Personal Self-Efficacy Beliefs

While student economic disadvantage is significantly related to the growth of teachers' students, a strong combination of the other factors (behavioral environment, student academic self-confidence, and teacher experience) can outweigh the influence of student economic disadvantage. As noted previously, high poverty schools that performed well despite student economic disadvantage had greater student climate survey ratings of *Behavioral Environment* and *Adult Fairness and Respect* and greater staff climate survey ratings of *Behavior Management* than did their lower performing peers.

Evidence suggests that teachers, campus leaders, and district administrators can facilitate a variety of practices that can work to combat the negative influence of poverty on student achievement. In particular, students appear to thrive in circumstances where both they and their teachers believe in what Lauren Resnick and Sharon Nelson-Le Gall at the University of Pittsburgh call "Socializing Intelligence."

Although teachers' personal beliefs in their ability to influence students may be the most critical element of those examined for this study, additional student and teacher factors also are significantly related to student growth.

Student Academic Self-Confidence. As might be expected, students also contribute significantly to their own success. Teachers at schools where students have high academic self-confidence also have stronger student growth in reading and mathematics, suggesting that students who *feel* well-prepared and successful in school actually *are,* and that students who try hard say they do.

Reading/ELA and mathematics teachers are more likely to have students demonstrating growth at schools where students report they can do even the hardest schoolwork if they try, they feel successful in their schoolwork, they can reach the goals they set for themselves, they know how they are doing in school, they feel well-prepared for TAKS, and they try hard to do their best work.

This highlights both the validity of student self-ratings as an indicator of the educational environment and the importance of actively helping students establish the confidence that can encourage them to attempt rigorous coursework and try hard in the future. This type of student engagement is critical to student and school success, and supports the district's continued use of Principles of Learning to address socializing intelligence.

Behavioral Environment. Another indicator of student engagement, student behavior, also contributes significantly to the combination of factors that are most related to the growth of teachers' students.

Elementary teachers are more likely to have students demonstrating growth at schools where students report on the student climate survey that they feel safe, their classmates show respect to each other, students follow the school rules, and they are happy with the way their classmates treat them.

Teachers' own ratings of satisfaction with the way their campus addresses student behavior, classroom management, and common area management also are significantly related to their students' growth.

Teacher Experience in AISD. Along with the combination of student engagement indicators above, the number of years teachers have been in AISD is significantly related to the growth of their specific students.

Elementary teachers with greater experience in AISD are more likely to have students demonstrating growth.

A variety of teacher data were examined for this study, including teacher reports of their self-reported attachment to their school and to teaching, data use practices, and professional learning community behaviors. While each of these individually was somewhat related to student growth, their significance did not outweigh the combination of factors described above that are most related to student growth.

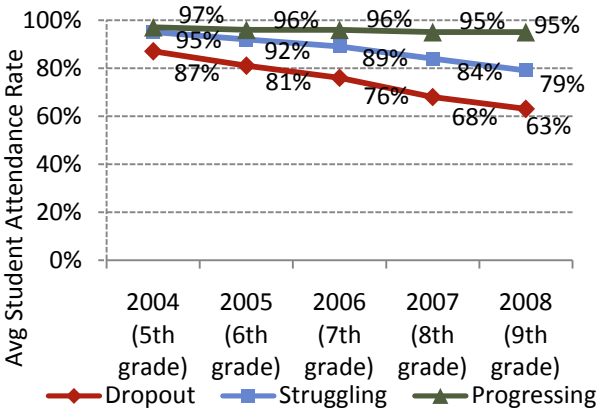
Enrollment Over Time. At the secondary level, the one common factor related to student growth among teachers across subjects is the percentage of students at the school enrolled for three consecutive years. This factor does not,

however, distinguish successful teachers at the elementary level. Elementary students perform similarly whether or not they have been in the district three consecutive years (Appendix X).

Parent Involvement. At the elementary level, parent involvement did not emerge among the combination of factors that best describes teachers with students who achieve strong growth in reading, math, or science. However, this should not diminish the critical importance of parent involvement; rather, it likely reflects results suggesting that parent involvement is fairly similar across elementary schools.

Student Attendance. Although schoolwide attendance rates were significantly related to teachers' student growth at the secondary level, they were not a meaningful factor for distinguishing teachers with strong student growth at the elementary level because all elementary schools have attendance rates between 95% and 97%. However, recent research on former AISD dropouts reveals individual student attendance can distinguish as early as 5th grade the students who dropped out of school during their 9th grade year in 2008-2009 (Figure 12; Appendix G). Behavioral and enrollment patterns of dropouts also can be identified as early as 5th grade (see Appendix H for disciplinary graphs and Appendix I for the 5th grade 3-year cohort table).

Students with poor attendance, high mobility, and behavior problems may be at most risk of dropping out.



AISD staff will continue to examine factors related to student achievement and teacher quality, including a study of instructional best practices planned for the current school year. This study will include focus groups, interviews, and classroom observations of teachers demonstrating student growth across the spectrum.

Figure 12. Longitudinal Attendance Patterns of 9th graders in 2008-2009

SUMMARY OF FINDINGS

TAKS passing rates continue to improve and achievement gaps among student groups have narrowed over time. English Language Learners (ELLs) continue to progress, and most students with limited English proficiency perform as well as or better than their general education peers once exited from AISD's bilingual/ESL program. However, some gaps persist.

Student performance for ELLs and all other student groups must accelerate quickly if the district is to accomplish the Board's goal of Recognized status by 2012. ELLs with lower attendance rates and special education status are less likely to score Advanced or Advanced High on the TELPAS, and those who enter the bilingual program in elementary school but exit during secondary school tend to perform lower on math and science than do their peers.

School passing rates on TAKS for every subject are strongly related to the percentage of economically disadvantaged students enrolled. However, student growth is no less likely in reading/ELA or math at elementary schools with high economic disadvantage.

However, economic disadvantage of the school can influence the growth of students in some teachers' classrooms if the optimal combination of other factors is not present. Research shows that elementary teachers are most likely to have students with strong growth across both reading and math when teachers believe they can influence even the most challenging students, when students feel confident in their academic abilities, when teachers and students rate the behavioral environment favorably, and teachers have been in AISD for a long time. Together, these factors can combat the negative influence of economic disadvantage.

Additionally, individual student attendance, enrollment, and behavioral patterns can be used to identify elementary students at risk of dropping out in the future.

CONCLUSION

These findings underscore the importance of establishing the student academic self-confidence, consistent enrollment and attendance patterns, and positive behavioral environment necessary for success. Most critically, these findings support the district's continued emphasis on teachers' and students' belief in their abilities to influence student achievement.

For further reading, see the following article.

Resnick, L. & Nelson-Le Gall (1997). Socializing Intelligence. In L. Smith, J. Dockrell and P. Tomlinson (Eds.), Piaget Vygotsky and Beyond (pp. 145-158). London: Routledge.

In addition, see the following report, available soon at http://www.austinisd.org/inside/accountability/evaluation/reports.phtml.

Malerba, C. (2009). *E-Team Report: High School At Risk, 2008-2009.* (Publication No. 08.36, in press). Austin, TX: Austin Independent School District.

Appendix A. Percent Point Increase Needed for Lowest Performing Student Group to Reach Next Level of State Accountability Rating and AYP in 2010

School	2009 State Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Reach the Standard for the Next Level of Rating in 2010				2009 AYP Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Meet 2010 AYP Standard	
		Reading	Math	Writing	Science		Reading (73%)	Math (67%)
To Reach Recognized								
Allan	Acad. Accept.	n/a	1 (All)	n/a	16 (All Grps.)	Met	n/a	n/a
Allison	Acad. Accept.	n/a	4 (Hisp., EconD.)	n/a	13 (All Grps.)	Met	n/a	n/a
Barrington	Acad. Accept.	7 (EconD.)	4 (All Grps.)	7 (All Grps.)	11 (EconD.)	Met	n/a	n/a
Becker	Acad. Accept.	11 (Hisp.)	14 (EconD.)	4 (All)	26 (All)	Met	4 (Hisp., LEP)	6 (LEP)
Blackshear	Acad. Accept.	n/a	n/a	n/a	15 (All)	Met	n/a	n/a
Brown	Acad. Accept.	9 (Hisp.)	6 (Hisp.)	n/a	33 (Hisp.)	Met	4 (Hisp., EconD.)	n/a
Campbell	Acad. Accept.	n/a	8 (Af. Am.)	n/a	23 (All)	Met	3 (LEP)	n/a
Govalle	Acad. Accept.	n/a	13 (EconD.)	n/a	28 (Hisp.)	Met	6 (Af. Am.)	6 (Sped., EconD.)
Harris	Acad. Accept.	n/a	n/a	n/a	15 (EconD.)	Met	3 (Af. Am.)	6 (Af. Am.)
Houston	Acad. Accept.	3 (EconD.)	18 (EconD.)	n/a	15 (Hisp., EconD.)	Met	n/a	5 (EconD.)
Jordan	Acad. Accept.	14 (Af. Am.)	11 (Hisp.)	n/a	33 (Hisp.)	Met	10 (Af. Am.)	n/a
Langford	Acad. Accept.	10 (All Grps.)	10 (All Grps.)	7 (Hisp., EconD.)	23 (EconD.)	Met	5 (All, Hisp.)	n/a
Linder	Acad. Accept.	n/a	10 (EconD.)	n/a	27 (Hisp.)	Met	n/a	2 (EconD.)
Maplewood	Acad. Accept.	5 (Af. Am.)	7 (Af. Am.)	n/a	20 (EconD.)	Met	7 (Af. Am.)	4 (Af. Am.)
Norman	Acad. Accept.	4 (Af. Am.)	5 (Af. Am., EconD.)	n/a	19 (EconD.)	Met	n/a	1 (Af. Am.)
Oak Springs	Acad. Accept.	17 (Af. Am.)	11 (Af. Am., Hisp.)	4 (All, EconD.)	14 (All, EconD.)	Met	4 (All, EconD.)	n/a
Overton	Acad. Accept.	n/a	n/a	n/a	13 (Hisp.)	Met	n/a	n/a

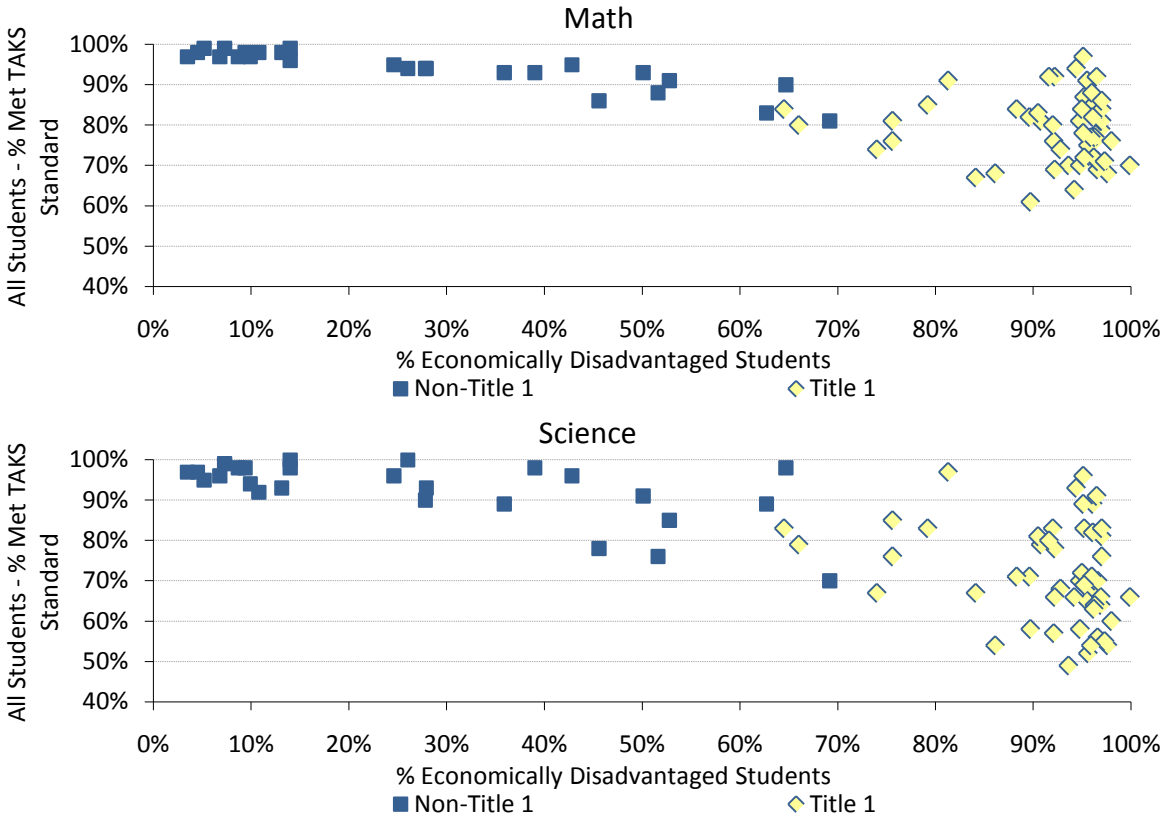
School	2009 State Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Reach the Standard for the Next Level of Rating in 2010				2009 AYP Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Meet 2010 AYP Standard	
		Reading	Math	Writing	Science		Reading	Math
Palm	Acad. Accept.	9 (Hisp.)	14 (Af. Am., Hisp., EconD.)	4 (EconD.)	15 (EconD.)	Met	5 (LEP)	3 (Hisp., EconD.)
Pecan Springs	Acad. Accept.	11 (Af. Am.)	17 (Af. Am.)	n/a	20 (EconD.)	Met	8 (Af. Am.)	6 (Af. Am.)
Pickle	Acad. Accept.	2 (All, Hisp.)	4 (All, EconD.)	n/a	23 (Hisp.)	Met	n/a	n/a
Pleasant Hill	Acad. Accept.	5 (Hisp., EconD.)	20 (Hisp., EconD.)	5 (Hisp.)	25 (EconD.)	Met	n/a	8 (Hisp., EconD.)
Rodriguez	Acad. Accept.	7 (All, EconD.)	9 (All Grps.)	n/a	25 (All Grps.)	Met	3 (LEP)	n/a
Sanchez	Acad. Accept.	n/a	4 (EconD.)	n/a	26 (All, Hisp.)	Met	n/a	n/a
Sims	Acad. Accept.	11 (Af. Am.)	n/a	n/a	4 (All, EconD.)	Met	8 (Af. Am.)	n/a
Widen	Acad. Accept.	12 (Af. Am.)	17 (Af. Am.)	n/a	17 (Hisp.)	Met	1 (All, EconD.)	2 (EconD.)
Zavala	Acad. Accept.	1 (EconD.)	9 (EconD.)	n/a	11 (All)	Met		2 (EconD.)
To Reach Exemplary								
Andrews	Recognized	5 (Af. Am.)	11 (Af. Am.)	3 (EconD.)	9 (Hisp.)	Met	2 (Af. Am.)	n/a
Blazier	Recognized	11 (EconD.)	16 (Hisp., EconD.)	n/a	15 (Hisp.)	Met	n/a	n/a
Brentwood	Recognized	16 (Hisp.)	16 (Hisp.)	n/a	14 (All)	Met	5 (Hisp.)	4 (LEP)
Brooke	Recognized	7 (Hisp.)	6 (EconD.)	n/a	3 (Hisp.)	Met	n/a	n/a
Casey	Recognized	17 (Af. Am.)	19 (Af. Am.)	9 (EconD.)	19 (EconD.)	Met	3 (LEP)	2 (LEP)
Cook	Recognized	12 (Af. Am.)	25 (Af. Am.)	4 (EconD.)	25 (Hisp.)	Met	n/a	2 (Af. Am.)
Cunningham	Recognized	10 (Af. Am.)	17 (EconD.)	16 (EconD.)	6 (EconD.)	Met	n/a	n/a
Dawson	Recognized	n/a	n/a	n/a	12 (All)	Met	2 (Af. Am., Sped., EconD.)	

School	2009 State Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Reach the Standard for the Next Level of Rating in 2010				2009 AYP Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Meet 2010 AYP Standard	
		Reading	Math	Writing	Science		Reading	Math
Galindo	Recognized	n/a	11 (EconD.)	2 (EconD.)	14 (Hisp.)	Met	n/a	n/a
Hart	Recognized	17 (All, EconD.)	21 (All, EconD.)	7 (Hisp., EconD.)	22 (Hisp.)	Met	3 (EconD.)	n/a
Hill	Recognized	n/a	6 (EconD.)	n/a		Met	n/a	n/a
Kocurek	Recognized	13 (EconD.)	12 (EconD.)	10 (Hisp.)	20 (EconD.)	Met	1 (LEP)	n/a
McBee	Recognized	2 (EconD.)	10 (EconD.)	n/a	9 (All)	Met	n/a	n/a
Menchaca	Recognized	4 (Hisp.)	12 (EconD.)	9 (EconD.)	23 (Hisp.)	Met	n/a	n/a
Metz	Recognized	4 (Hisp.)	7 (Hisp., EconD.)	n/a	18 (All Grps.)	Met	n/a	n/a
Oak Hill	Recognized	n/a	2 (Hisp.)	n/a	11 (Hisp., EconD.)	Met	n/a	n/a
Odom	Recognized	7 (EconD.)	9 (EconD.)	11 (EconD.)	19 (All Grps.)	Met	n/a	n/a
Perez	Recognized	5 (EconD.)	7 (All Grps.)	n/a	12 (Hisp.)	Met	n/a	n/a
Reilly	Recognized	n/a	12 (EconD.)	n/a	7 (All)	Met	n/a	n/a
Ridgetop	Recognized	4 (Hisp., EconD.)	8 (EconD.)	1 (All)	19 (All)	Met	n/a	n/a
St. Elmo	Recognized	n/a	n/a	2 (EconD.)	12 (Hisp., EconD.)	Met	2 (LEP)	n/a
Sunset Valley	Recognized	9 (EconD.)	10 (EconD.)	8 (EconD.)	12 (Hisp.)	Met	9 (LEP)	1 (LEP)
Travis Hts	Recognized	8 (EconD.)	14 (EconD.)	9 (Hisp., EconD.)	9 (EconD.)	Met	n/a	n/a
Walnut Creek	Recognized	12 (Hisp.)	18 (Hisp.)	11 (All, EconD.)	24 (EconD.)	Met	n/a	n/a
Williams	Recognized	7 (White)	20 (EconD.)	4 (All)	30 (EconD.)	Met	n/a	n/a
Winn	Recognized	13 (Hisp.)	14 (Af. Am.)	3 (EconD.)	n/a	Met	2 (LEP)	n/a
Wooldridge	Recognized	1 (Hisp.)	10 (White)	n/a	8 (All)	Met	n/a	n/a

School	2009 State Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Reach the Standard for the Next Level of Rating in 2010				2009 AYP Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Meet 2010 AYP Standard	
		Reading	Math	Writing	Science		Reading	Math
Wooten	Recognized	5 (All Grps.)	4 (All, EconD.)	7 (All, EconD.)	7 (All, EconD.)	Met	n/a	n/a
Zilker	Recognized	9 (Hisp.)	11 (Hisp.)	n/a	n/a	Met	n/a	n/a
Exemplary in 2008-2009								
Baranoff	Exemplary	n/a	2 (EconD.)	n/a	1 (Hisp.)	Met	n/a	n/a
Barton Hills	Exemplary	n/a	n/a	n/a	n/a	Met	6 (Af. Am.)	n/a
Blanton	Exemplary	n/a	n/a	n/a	n/a	Met	6 (Af. Am.)	n/a
Boone	Exemplary	n/a	n/a	n/a	8 (EconD.)	Met	n/a	n/a
Bryker Woods	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Casis	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	3 (Af. Am.)
Clayton	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Cowan	Exemplary	n/a	1 (Hisp., EconD.)	18 (EconD.)	2 (Hisp.)	Met	n/a	n/a
Davis	Exemplary	n/a	8 (EconD.)	n/a	n/a	Met	n/a	n/a
Doss	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Graham	Exemplary	n/a	n/a	n/a	2 (Hisp., EconD.)	Met	n/a	n/a
Gullett	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Highland Park	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Joslin	Exemplary	n/a	3 (EconD.)	n/a	n/a	Met	n/a	n/a
Kiker	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Lee	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Mathews	Exemplary	n/a	7 (EconD.)	n/a	5 (All)	Met	6 (Sped., EconD.)	n/a
Mills	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Ortega	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Patton	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Pease	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a
Pillow	Exemplary	n/a	4 (Hisp.)	n/a	n/a	Met	n/a	n/a

School	2009 State Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Reach the Standard for the Next Level of Rating in 2010				2009 AYP Rating	Percentage Point Increase Needed *for Lowest Performing Student Group* to Meet 2010 AYP Standard	
		Reading	Math	Writing	Science		Reading	Math
Summitt	Exemplary	n/a	n/a	n/a	n/a	Met	n/a	n/a

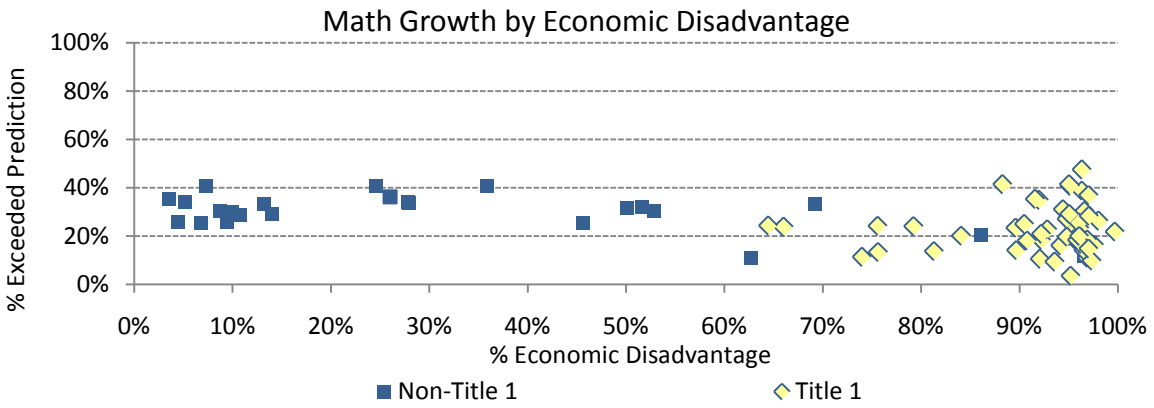
Appendix B. Elementary School TAKS Math and Science Passing Percentages by Percentage of Economically Disadvantaged Students Enrolled, 2009



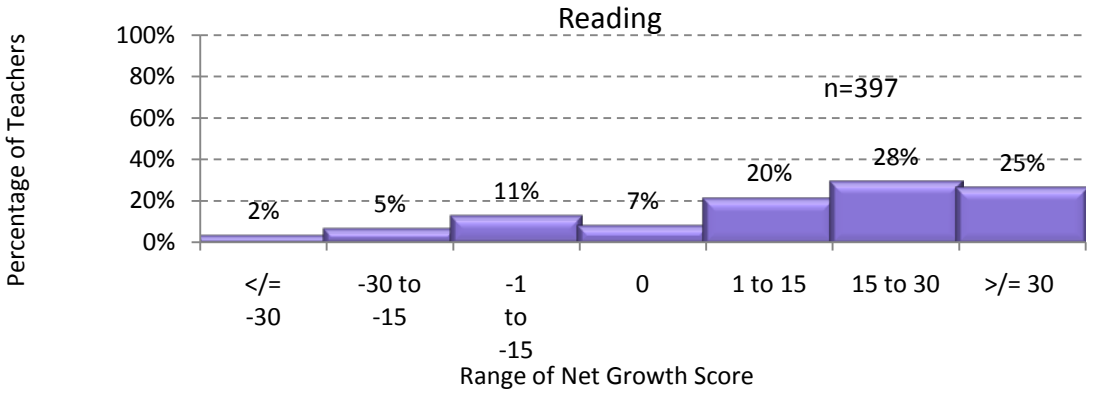
Appendix C. Factors Significantly Related to Elementary School Percentage of Students Meeting TAKS Standard after Controlling for School Economic Disadvantage

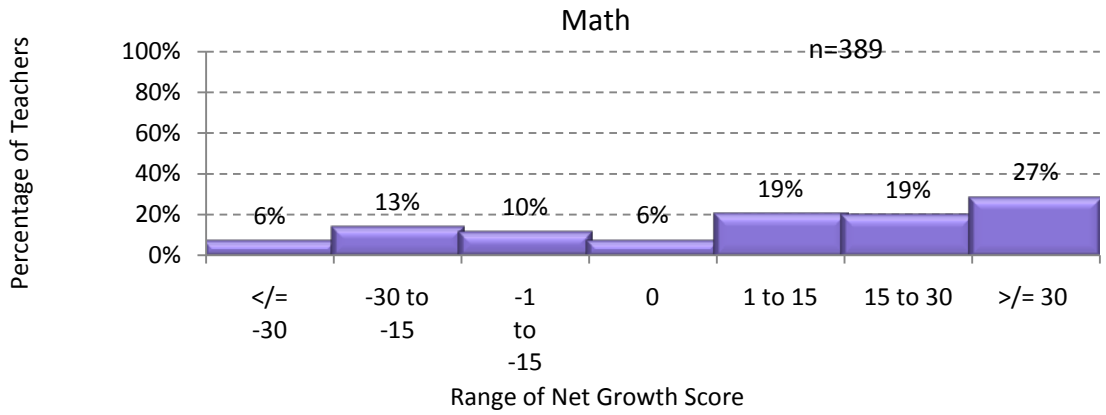
		Reading/ELA	Math	Science
School	Percentage of students in the district for at least 3 years			
	Teacher retention rate			
	Average teacher tenure			
	Principal tenure			
Staff ratings	Professional Staff Behavior	✓	✓	✓
	Achievement Press	✓	✓	✓
	Collegial Leadership	✓		✓
	General School Climate	✓	✓	✓
	Safety	✓	✓	✓
	Behavior Management	✓	✓	✓
Student ratings	Behavioral Environment	✓	✓	✓
	Adult Fairness and Respect	✓	✓	✓
	Teacher Support and Student Engagement	✓	✓	✓
	Academic Self-Confidence		✓	✓

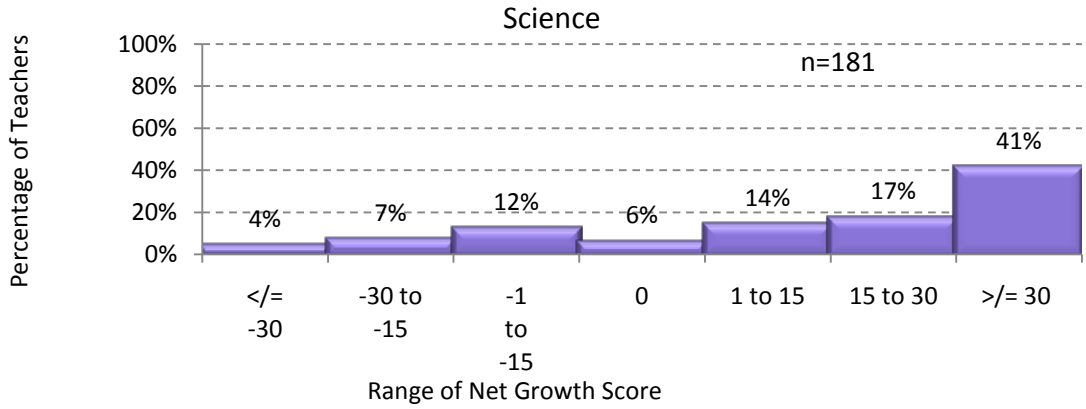
Appendix D. Elementary School TAKS Math Growth by Percentage of Economically Disadvantaged Students Enrolled, 2009



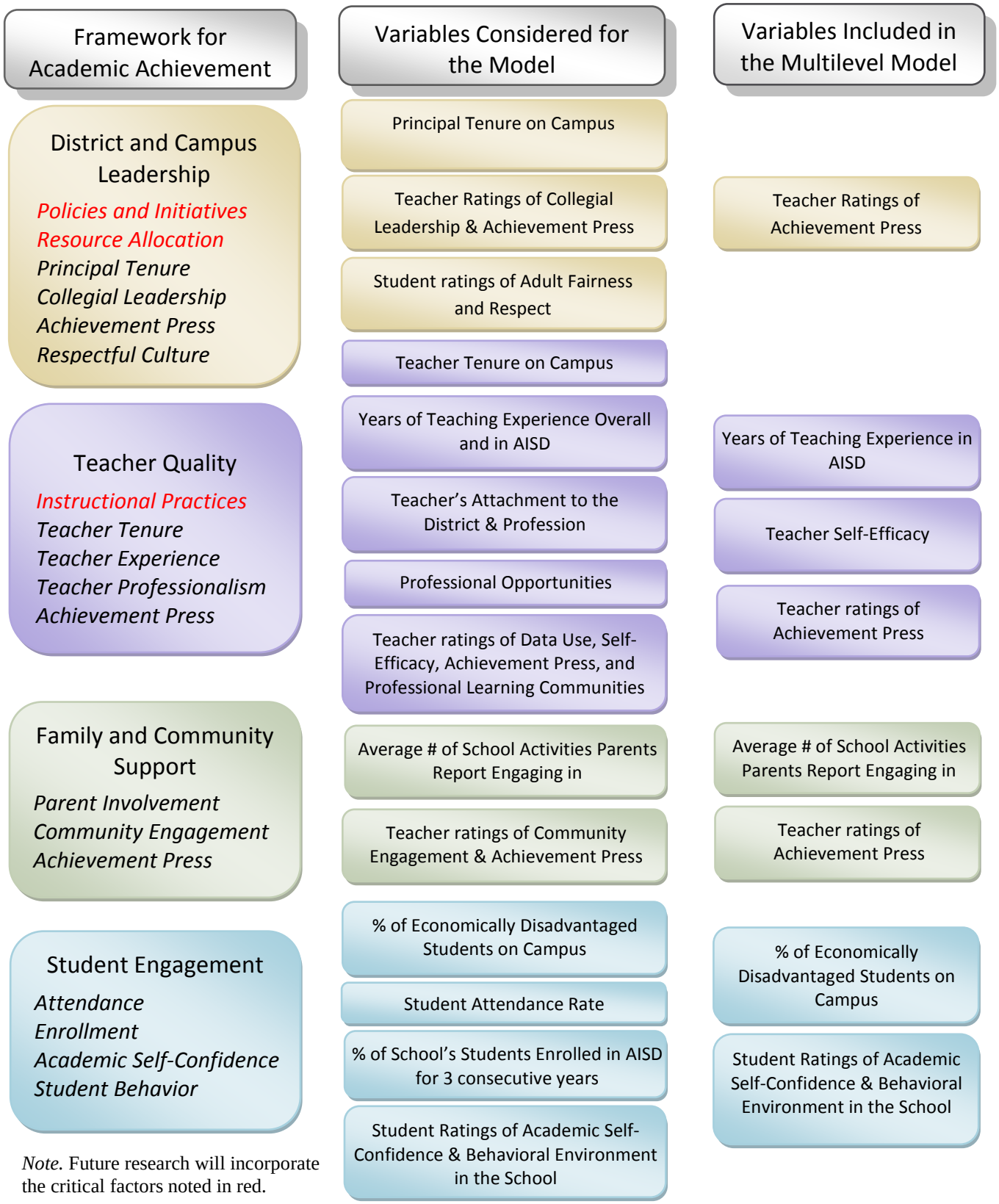
Appendix E. Reading, Math and Science Net Growth scores from 2007-08 to 2008-09 of Elementary Teachers





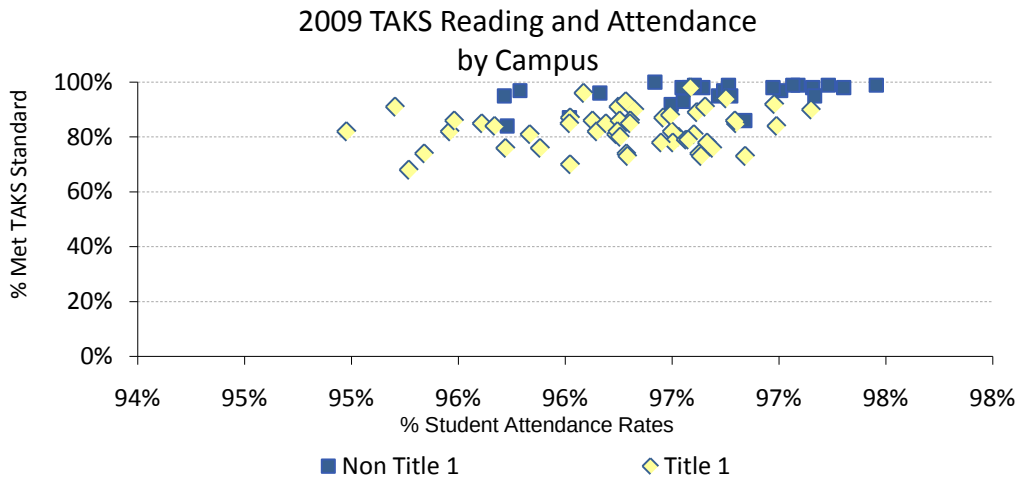


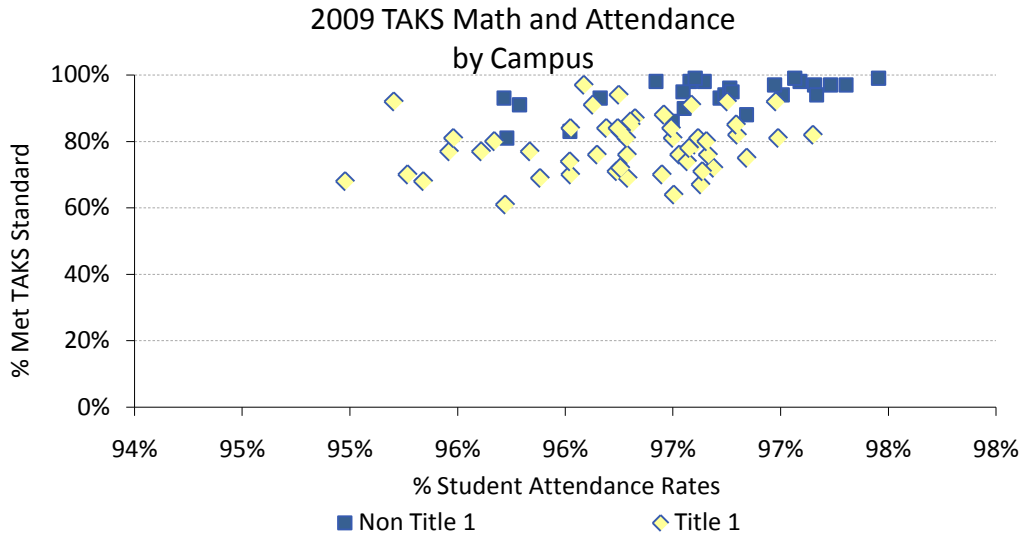
Appendix F. Academic Achievement Framework and Variables Included in the Multilevel Model



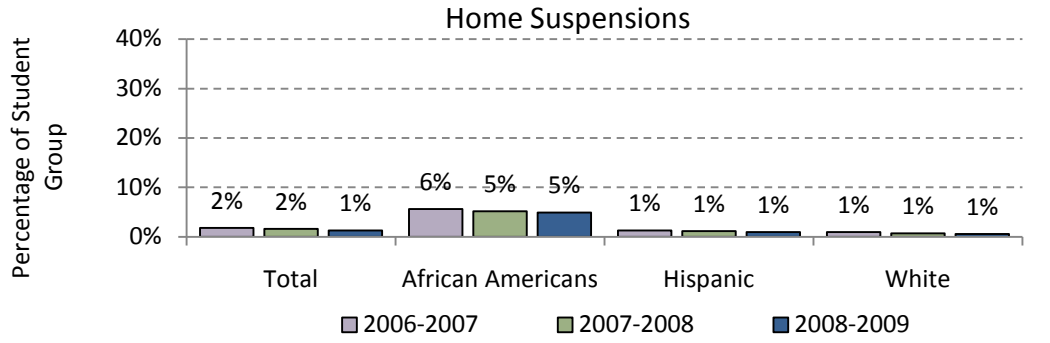
Note. Future research will incorporate the critical factors noted in red.

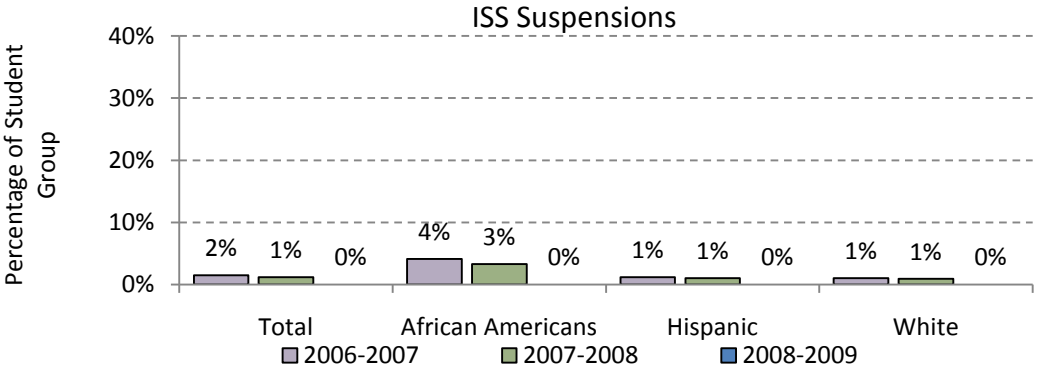
Appendix G. Student Attendance Rates by TAKS Reading and TAKS Math for Students Enrolled, 2008-2009

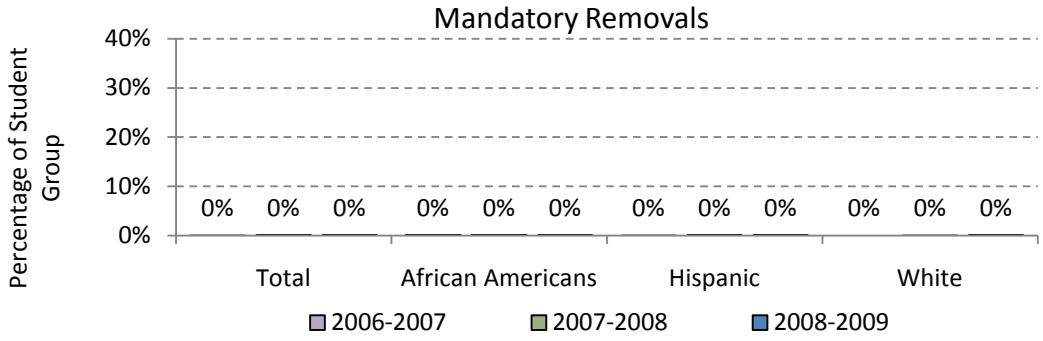


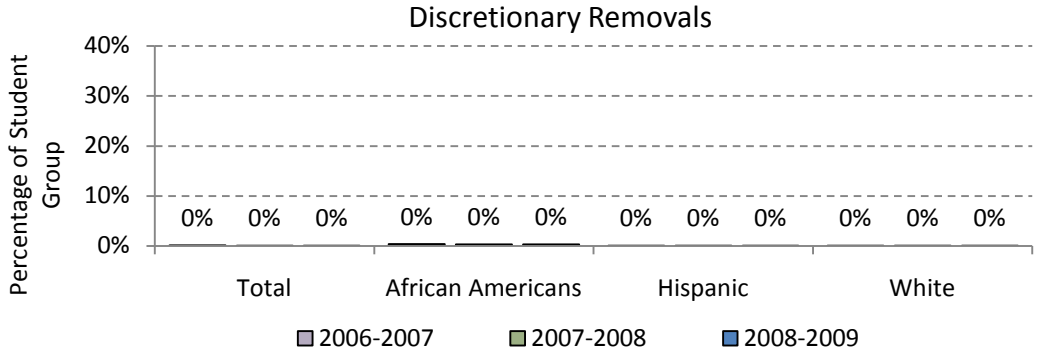


Appendix H. Elementary School Disciplinary Dispositions within Ethnicities: 2006-2007 through 2008-2009









Appendix I. 3-year Cohort for 5th grade students

		In AISD for 3 Consecutive Years	NOT in AISD for 3 Consecutive Years
All Students		91% (N=4,639)	87% (N=1,296)
Ethnicity	**Native American**	78% (N=9)	100% (4)
	Asian	99% (N=133)	96% (50)
	Black	86% (N=490)	84% (204)
	Hispanic	87% (N=2,710)	83% (733)
	White	99% (N=1,297)	96% (303)
Other Groups	**Limited English Proficient**	79% (1,168)	78% (371)
	Economic Disadvantage	86% (2,843)	84% (939)
	Special Education	89% (236)	87% (339)

GLOSSARY

Note: *Where possible, definitions from direct sources were quoted. For example, any term relating to TAKS uses the definitions provided by the TEA. Discipline information is taken directly from the AISD Student Code of Conduct.*

Academic Excellence Indicator System (AEIS) Report: The AEIS reports, published annually by TEA, contain a wide range of information on the performance of students in each school and district in Texas every year. The performance indicators are:

- Results of Texas Assessment of Knowledge and Skills (TAKS*); by grade, by subject, and by all grades tested;
- Results of State-Developed Alternative Assessment II (ADAA II);
- Participation in the statewide assessment programs (TAKS/SDAA II/TAKS-I/TAKS-Alt);
- Exit-level TAKS Cumulative Passing Rates;
- Progress of Prior Year TAKS Failers;
- Results of Student Success Initiative;
- Results of Texas Assessment of Knowledge and Skills-Inclusive (TAKS-I): by subject;
- Progress of English Language Learners (ELLs);
- Performance-Based Monitoring (PBM) Special Education Monitoring Results Status;
- Attendance Rates;
- Annual Dropout Rates (grades 7-8, grades 7-12, and grades 9-12);
- Completion Rates (4-year longitudinal);
- College Readiness Indicators
    - Completion of Advanced / Dual Enrollment Courses:
    - Completion of the Recommended High School Program or Distinguished Achievement Program;
    - Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations;
    - College-Ready Graduates;
    - Texas Success Initiative (TSI) – Higher Education Readiness Component; and
    - Participation and Performance on the College Admissions Tests (SAT and ACT).

Accountability Ratings: Texas annually rates its public schools and districts on the academic performance of their students. To determine ratings under the standard accountability procedures, the 2009 accountability rating system for Texas public schools and districts uses three base indicators:

- Spring 2009 performance on the Texas Assessment of Knowledge and Skills (TAKS),
- The Completion Rate I for the class of 2008
- The 2008-2009 Annual Dropout Rate for grades 7 and 8

Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary, Recognized, Academically Acceptable,* or *Academically Unacceptable*). Some receive a label of *Not Rated*.

For specific rules about how ratings are determined, refer to the TEA 2009 Accountability Manual, which can be found at: http://ritter.tea.state.tx.us/perfreport/account/2009/index.html.

Adequate Yearly Progress (AYP) Ratings: Under the accountability provisions in the No Child Left Behind Act (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP).

A single statewide definition of AYP applies to all districts and campuses, alternative education campuses, and open-enrollment charter schools.

All Students: All students in Grades 3-8 and 10 must be tested and all results must be included in the AYP calculation. Assessments evaluated for AYP are:

Texas Assessment of Knowledge and Skills (TAKS) in Reading/English Language Arts and Math;

Texas Assessment of Knowledge and Skills-Modified (TAKS-M) in Reading/English Language Arts and Math for students receiving special education services who meet participation requirements for TAKS-M and for whom TAKS is not appropriate;

Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt) in Reading/English Language Arts and Math for students with significant cognitive disabilities who meet the participation requirements;

Texas English Language Proficiency Assessment System (TELPAS) Reading for recent immigrant limited English proficient (LEP) students who were exempted in Reading/English Language Arts by the Language Proficiency Assessment Committee (LPAC);

Linguistically Accommodated Testing (LAT) of the TAKS and TAKS-M Reading/English Language Arts and Math assessments for recent immigrant LEP students who were exempted by the LPAC

Standards: Baseline performance standards for Reading/English Language Arts and Math measures are determined using the methodology required for NCLB. The standards must increase over time to reach 100 percent by 2013-14.

Performance and Participation: Districts and campuses must meet test participation standards as well as performance standards for students tested.

Student Groups: All students, African American, Hispanic, White, economically disadvantaged, special education, and LEP student groups must meet the same performance and participation standards. States individually develop minimum size requirements for evaluation of student groups.

Other Measures: High schools must meet a Graduation Rate standard set by the state. States individually identify an additional measure for elementary and middle/junior high schools.

The 2009 AYP Guide can be found at: http://ritter.tea.state.tx.us/ayp/2009/guide.pdf

AISD Staff Climate Survey Scales and Items:
Conducted in November, all campus staff rated each item on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*), with the option of "N/A". Items for major subscales are listed below.

Community Engagement—the extent to which the school has fostered a productive relationship with its community and can count on involvement and support from parents and community members.

The principal explores all sides of topics and admits that other opinions exist.
The principal puts suggestions made by faculty into operation.
The principal treats all faculty members as his or her equal.
The principal lets faculty know what is expected of them.
The principal is willing to make changes.
The principal maintains definite standards for performance.
The principal is friendly and approachable.

Achievement Press—the degree to which students, parents, teachers, and principals exert pressure for high standards and school improvement.

The school sets high standards for academic performance.
Teachers in this school believe that their students have the ability to achieve academically.
Parents exert pressure to maintain high standards.
Academic achievement is recognized and acknowledged by the school.
Parents press for school improvement.
Students in this school can achieve the goals that have been set for them.
Students respect others who get good grades.
Students seek extra work so they can get good grades.
Students try hard to improve on previous work.
The learning environment is orderly and serious.

Collegial Leadership—the extent to which the principal treats teachers and staff with openness, egalitarianism, and friendliness and sets clear expectations and standards for performance.

The principal explores all sides of topics and admits that other opinions exist.
The principal puts suggestions made by faculty into operation.
The principal treats all faculty members as his or her equal.
The principal lets faculty know what is expected of them.
The principal is willing to make changes.
The principal maintains definite standards for performance.
The principal is friendly and approachable.

Professional Staff Behavior—the extent to which staff are respectful of their colleagues' competence, committed to students, and cooperative with each other.

Teachers help and support each other.
Teachers respect the professional competence of their colleagues.
The interactions between faculty members are cooperative.
Teachers in this school exercise professional judgment.
Teachers "go the extra mile" with their students.
Teachers provide strong social support for colleagues.
Teachers accomplish their jobs with enthusiasm.
Teachers show commitment to their students.
Campus staff are friendly to each other.
Campus staff exhibit pride in their affiliation with the school.
Campus staff are willing to go out of their way to help.
Campus staff accomplish their jobs with enthusiasm.
Campus staff are committed to their jobs.

Student Behavior—addresses the prevalence and frequency of undesirable student behaviors on campus.

Student racial tension
Student bullying
Widespread disorder in classrooms
Student acts of disrespect for Teachers
Student acts of disrespect for Non-teaching Professional or Administrative Staff
Student acts of disrespect for Classified or Support Staff
Gang activities

Frequency rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*); Prevalence rated on a scale of 0 (*None*) to 5 (*All*).

AISD Student Climate Survey Scales and Items:

Administered to all students in grades 3-11, students responded to survey items on a scale from 1 (*Never*) to 4 (Always), with the option of "Don't Know". Items for subscales are listed below.

Behavioral Environment – addresses the degree of respect and caring among students and the extent to which students obey the school rules and feel safe at school.

My classmates show respect to each other.
My classmates show respect to other students who are different than they are.
I am happy with the way my classmates treat me.
Students at my school follow the school rules.
I feel safe at my school.
I feel safe on the school property.

Adult Fairness and Respect – addresses the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions.

Teachers at this school care about their students.
Adults at this school listen to student ideas and opinions.
Adults at this school treat all students fairly.
The staff in the front office show respect to students.
The school rules are fair.
The consequences for breaking school rules are the same for everyone.
My teachers always make sure the students follow the rules.
My teachers expect me to do my best work.
My teachers care about how I do in school.
My teachers are fair to everyone.

Teacher Support and Student Engagement - assesses the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching.

Teachers give rewards or praise for good behavior.
My teachers show me how our schoolwork is useful.
I enjoy doing my schoolwork.
My teachers are excited about what they teach.
My teachers show me how to know if my work is good.
Teachers give rewards or praise for good work.
My homework helps me learn things I need to know.
My schoolwork makes me think about things in new ways.
Teachers help students with personal problems.
I have fun learning in my classes.

Student Academic Self-Confidence - assesses students' motivation, self-efficacy, and acquisition of self-evaluation skills.

I want to learn as much as I can in school.
I can do even the hardest schoolwork if I try.
I feel/felt well prepared for TAKS.
I try hard to do my best work.
I feel successful in my schoolwork.
I can reach the goals I set for myself.
I know how I am doing in school.

Additional School Environment Items - assesses the school environment in ways other than those identified by the four primary survey dimensions.

There is at least one adult at my school whom I can go to if I have a problem.
Everyone knows what the school rules are.
My classmates know there are consequences for breaking the rules.
This school is clean.
My teachers challenge me to do better.
My teachers show me how our schoolwork is useful.
The things I learn in school will help me later in life.
I get the grades I deserve on my class work.

Average Years of Teacher Experience: The average number of each teacher's years of professional teaching experience.

Discipline – ACES or ISS (In-School Suspension): Students may be suspended for any behavior listed in the AISD *Student code of Conduct* as a general misconduct violation, Disciplinary Alternative Education Program placement, or expellable offense. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending. State law allows a student to be suspended from school for up to three school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. *(See page 15 of the Student Code of Conduct for students with disabilities).* A student who is to be suspended will be afforded due process via an informal conference by the principal or other appropriate administrator advising the student of the conduct with which he or she is charged and giving the student the opportunity to explain his or her version of the incident. The duration of a student's suspension, which cannot exceed three school days, will be determined by the principal or other appropriate administrator. The parent or guardian will be notified. In the case of elementary students, parents will have the option of supervising their child at home or having their child assigned to the suspension program at ACES, if space is available. Any restrictions on participation in school-sponsored or school-related extracurricular and noncurricular activities will be determined by the principal or other appropriate administrator.

Discipline – Discretionary Removal: A student **may** be removed from class and placed in a disciplinary Alternative Education Program under Section 37.008 based on conduct occurring off campus and while the student is not in attendance at a school sponsored or school-related activity if:

- The superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Penal Code, and
- The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

In addition, students may be removed from class and placed in a disciplinary Alternative Education Program who are found to be:

- Involved in a public school fraternity, sorority, secret society or a gang, including participating as a member or pledge, or soliciting another person to become a pledge or member of such a group.
- Involved in criminal street gang activity. A criminal street gang is defined as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

A student **may** also be removed to a disciplinary Alternative Education Program for serious or persistent misbehavior. The District defines "persistent" to be two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation. A student may be removed for persistent misbehavior if behavior interventions have not been successful and it is determined that removal to a DAEP is necessary to improve the student's behavior. The District defines "serious" offenses as offenses that pose physical danger to the student, others or to property.

Discipline – Mandatory Removal: A student **must** be placed in a disciplinary Alternative Education Program if the student commits any of the following offenses on school property, including a parking lot, parking garage, or other parking area owned by the school district, or on a school bus, or within 300 feet of the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property [TEC 37.006]:

- Engaging in conduct punishable as a felony.
- Committing an assault with injury.
- Selling, giving, delivering, possessing using or being under the influence of marijuana, a controlled substance, or a dangerous drug.
- Selling, giving or delivering an alcoholic beverage; committing a serious act or offense while under the influence of alcohol.
- Possessing, using or being under the influence of an alcoholic beverage.
- Behaving in a manner that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
- Behaving in a manner that contains the elements of the offense of indecent exposure.
- Possessing a BB gun or air gun, as defined as a gun that propels a projectile by any means, including spring, compressed air, spring-piston, pneumatic, or CO2. (This does not include items not capable of firing projectiles).
- Possessing a home-made weapon, defined as a device or item that was manufactured, modified, or adapted by an individual for the purpose of inflicting harm to another by its use or intended use.

In addition, a student **must** be placed in a disciplinary Alternative Education Program if the student:

- Engages in conduct that contains the elements of the offense or retaliation against any school employee, regardless of where or when the conduct occurs. (Committing retaliation in combination with another expellable offense is addressed in the expulsion section of this *Student Code of Conduct*).
- Making a terroristic threat; false alarm or report (e.g., bomb threats).
- Is ordered by a juvenile court to attend a district DAEP as a condition of probation (pertains to unexpelled students).

- Engages in conduct off-campus and while the student is not in attendance ata school-sponsored or school-related activity and:
    1. Is placed on deferred prosecution by Juvenile Court for conduct defined as a felony in Title 5 of the Penal Code (Title 5 includes both misdemeanor and felony offenses "against the person").
    2. Is found to have engaged in delinquent conduct as specified by Title 5 of Penal Code, and/or
    3. Is believed by the Superintendent or the Superintendent's designee to have engaged in conduct defined as a felony offense in Title 5 of the Penal Code.

A student under 10 years of age who engages in expellable conduct described in Section 37.007 shall receive educational services in the district's disciplinary Alternative Education Program. A student under the age of six may not be removed to a disciplinary alternative education program (as described in 37.008) unless they commit a federal firearms offense.

English Language Learners (ELL): also known as LEP, or Limited-English Proficient. Demographic group used in AYP Ratings. English Language Learners may enroll in a bilingual education program **(§89.1205 (a)** - *Each school district which has an enrollment of 20 or more limited English proficient students in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the limited English proficient students in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.*), English as a Second Language (ESL) program (**(§89.1205 (d)** - *All limited English proficient students for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program…regardless of the students' grade levels and home language, and regardless of the number of such students.*), or parents may choose to deny services.

Multilevel Modeling (also known as Hierarchcial Linear Modeling): A method of regression used for analyzing data in which the participants are clustered or nested structure. For example, teachers are clustered or nested within schools. In this situation, it is expected that teachers within a particular school share some similarities due to their common environment. Multilevel modeling accounts for this clustering, or nesting effect in the analysis process.

Multiple Regression: A method of regression analysis that uses more than one predictor variable (or independent variable) to predict a single criterion variable (or dependent variable).

Principal Turnover Rate: The rate of new principal appointments during a given time frame (7 yrs for this report). The denominator is the sum across years of the number of schools open each year. This rate is calculated from a student's perspective of principal turnover. Each new principal counts as a "turnover".

Professional Learning Communities: PLCs provide a forum for teachers, administrators, and instructional coaches to work collaboratively to share effective instructional practices, to determine and focus on areas of student needs, and to make instructional improvements in the classroom. It is expected that the PLCs on school campuses will increase teacher's instructional skills, confidence levels, and excitement about teaching; improve collaboration among teachers;

better teacher retention; result in higher levels of student engagement and performance; and ultimately, increase academic achievement for all student groups.

Reading Proficiency Tests in English (RPTE): The RPTE are designed to measure annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish TAKS to provide a comprehensive assessment system for limited English proficient (LEP) students. LEP students in Grades 3-12 are required to take the RPTE until they achieve a rating of advanced.

Significance Testing: In statistics, a result is called statistically significant if it is unlikely to have occurred by chance. "A statistically significant difference" simply means there is statistical evidence that there is a difference between groups or that a relationship between variables is not likely to have occurred by chance.

Student Growth: Students' growth in TAKS scores were derived using their previous scores in that subject area and including standard error terms provided by TEA to predict their scores the following year. Positive growth refers to when a student's actual TAKS score in a given subject area was higher than their predicted score based on their previous years' performance. Negative growth refers to when a student's actual TAKS score in a given subject area was lower than their predicted score based on their previous years' performance. To predict students' growth in science, however, their previous math scores were used in the equation as science scores from the previous year were not available. Teacher-level growth is an aggregate of each of their students' growth scores.

Teacher Retention Rate: The rate is calculated by determining the percentage of teachers from one school year who remained on their campus the following year. For example, the percentage of teachers at Barton Hills in 2007-08 who remained at Barton Hills in 2008-09.

Texas Assessment of Knowledge and Skills (TAKS): As mandated by the 76th Texas Legislature in 1999, the TAKS will be administered beginning in the 2002-2003 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in math at Grades 3-11; in science at Grades 5,10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma.

Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged. **All Students Group:** These results are always evaluated regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS will receive Special Analysis.

- **Met Standard –** The student performed at a level that was at or somewhat above the state passing standard. The student showed a sufficient understanding of the knowledge and skills tested at the grade level.

- **Commended Performance –** The student performed at a level that was considerably above the state passing standard. The student showed a thorough understanding of the knowledge and skills tested at the grade level.

TAKS-Accommodated: TAKS (Accommodated) is for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS (Accommodated) form includes format accommodations (larger font, fewer items per page, etc.) and contains no embedded field-test items.

TAKS-Alt: TAKS–Alternate (TAKS–Alt) is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. Unlike other statewide assessments in Texas, TAKS–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and evidence through an online instrument.

TAKS-M: TAKS–Modified (TAKS–M) is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for TAKS–M and for whom TAKS is not appropriate. TAKS–M covers the same grade-level content as TAKS, but the assessment itself has been simplified through modifications in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.).

TAKS-LAT: Linguistically Accommodated Testing. LAT is a special administration of TAKS for LEP-exempt recent immigrants. LAT administrations are provided in designated grades and subjects. Linguistic accommodations are made in order to assist students in overcoming language barriers and to provide a meaningful assessment of academic knowledge and skills.

Texas English Language Proficiency Assessment System (TELPAS): TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language.

The TELPAS assessment components are as follows:

- For ELLs in grades 2–12, TELPAS is composed of multiple-choice reading tests, holistically rated student writing collections, and holistically rated speaking and listening assessments. The listening and speaking assessments are based on classroom observations.
- For ELLs in grades K and 1, TELPAS is composed of holistically rated listening, speaking, reading, and writing assessments based on classroom observations.

The holistically rated components of TELPAS were formerly referred to as the Texas Observation Protocols (TOP). As of the 2007–2008 school year, this name will no longer be used.

TELPAS measures the learning of English according to a second language acquisition continuum that reflects distinct stages of second language development. These stages are termed English

language proficiency levels. TELPAS assesses and reports four proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS helps schools monitor the extent to which ELLs are acquiring the social and academic English language proficiency necessary to support their academic success.

TELPAS results include individual proficiency level ratings (beginning, intermediate, advanced, and advanced high) for each of the four language domains assessed (listening, speaking, reading, and writing). Composite proficiency ratings are also provided. Composite ratings indicate a single overall level of English language proficiency derived from the listening, speaking, reading, and writing proficiency ratings.

Title I - Title I is a section of federal education law that provides funding to elementary and secondary schools for programs and services to help disadvantaged students succeed. Title I is the largest federal aid program available to elementary and secondary schools. In some cases, Title I allows parents to get free tutoring and other supplemental educational services or to choose a different school when their student's academic needs are not being met by a low-performing school.

Title I is part of the federal Elementary and Secondary Education Act adopted in 1965. It was renewed in the No Child Left Behind Act of 2002.

Title I is supposed to ensure that *all students* have an equal opportunity to reach state learning standards. Title I is intended to help close the gap in academic achievement between students in different ethnic and income groups. Title 1 is also designed to ensure that schools and school districts are accountable for good teaching, and provide families with meaningful opportunities to participate in their children's education. *Source:* http://www.ed.gov/policy/elsec/leg/esea02/pg1.html

Analyses used in this report:

The following provides a brief description of analyses used throughout this report.

TAKS –Met Standard and Commended. The percentages of students scoring at (1) the commended level, and (2) the state minimum standard level were compared by grade and across years (e.g., 2007-2008 to 2008-2009).

TAKS Passing Rates by Student Group. The percent of students passing TAKS subject areas were compared across ethnic group and by year. Gaps in student achievement based on their student group were compared by examining differences in passing scores for each group (e.g., English Language Learners compared to White Students).

Economic Disadvantage and TAKS Passing Rates. Correlations were conducted to determine if school percentage of economically disadvantaged students was significantly related to school passing rates for TAKS reading, math and science for middle and high schools.

Economic Disadvantage and Student Growth. As a first step, economic disadvantage was used as a predictor variable in a series of multiple regressions to determine if it predicted student growth in TAKS reading, math and science for middle and high schools. Overall net student growth scores (percentage of students exceeding expectations – percentage of students falling below expectations) were computed for middle and high school campuses with 75% or more economically disadvantaged students in order to differentiate between high performing and low performing economically disadvantaged middle and high school. Finally, a series of t-tests were used to determine what differentiated the high performing and low performing groups of schools. The t-tests compared these two groups of schools on teachers' ratings of school climate, students' ratings of school climate, student attendance rates, percentage of students who were enrolled in AISD for the past three years (the three year cohort) and parental involvement.

Student Growth by Teacher. A net growth score (percentage of students above predicted scores minus percentage of students below predicted scores) was computed for each teacher. Multiple regressions were conducted to determine which campus-level factors (e.g., staff climate, student climate, teacher tenure etc.) best predicted student growth at the teacher level. Based on these initial analyses, a series of multilevel models were conducted to predict *teacher* net growth based on teacher and school characteristics related to student growth.

Enrollment Over Time. The percentage of students tested on TAKS in reading or math who have attended AISD for the past three consecutive years were calculated and compared across high schools and student groups. Additional analyses used this percentage as predictor variables (e.g, HLM analyses).