

**E**



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

However, passing rates improved over the prior year, particularly in science where the percentage of 5<sup>th</sup> 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











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









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%)
<b>To Reach Recognized</b>								
Allan	Acad. Accept.	n/a	1 (All)	n/a	16 (All Grps.)	Met	n/a	n/a
			4		13	Met	n/a	n/a
						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.)
					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					



School	2009 State
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*Austin ISD Elementary School Level Performance Report and Strategic Response, 2008-2009*

School	2009 State Rating	Percentage Point Increase Needed for <i>Lowest Performing Student Group</i> to Reach the Standard for the Next Level of Rating in 2010		2009 AYP Rating	Percentage Point Increase Needed for <i>Lowest Performing Student Group</i> to Meet 2010 AYP Standard
		Reading	Math		

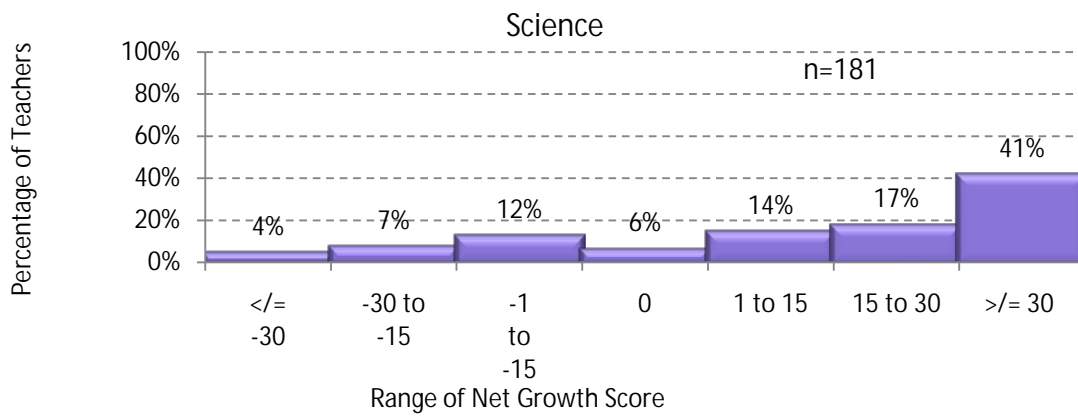




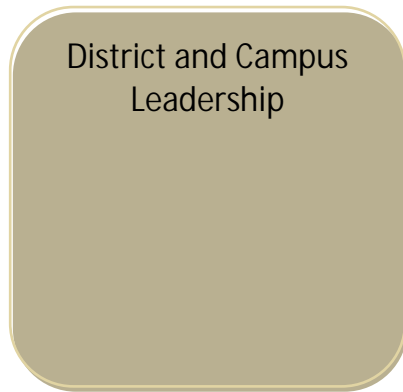




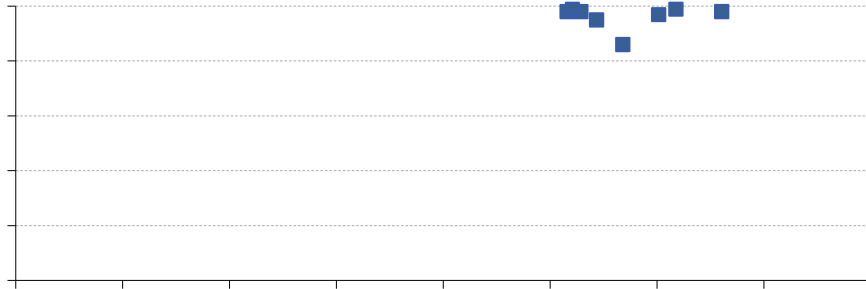
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Appendix F. Academic Achievement Framework and Variables Included in the Multilevel Model



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





Appendix I. 3-year Cohort for 5<sup>th</sup> grade students

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

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).



*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.



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

There



- x 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.
- x 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





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

- x **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>

