

ACHIEVE TODAY.



EXCEL TOMORROW.

## 2014-15 Strategic Plan Final Report

Arlington ISD

*September 3, 2015*

*Presented by: Elaine Say*

*N2Learning*

*2012-2015  
Strategic  
Plan*



## Final Report: 2014-15

### *Development of the Strategic Plan*

In the 2011-12 school year the Arlington ISD leadership team and the Board of Trustees conducted a series of planning sessions to develop the framework for a district strategic plan, Achieve Today. Excel Tomorrow. In this work, many pillars of the strategic plan process emerged including the district core beliefs, vision, mission statement, objectives for students, goals, and major initiatives. The development process continued in the summer of 2012 and the Board approved the beliefs, vision, mission, objectives, goals, and strategies of the strategic plan and the Action Plans for the first year of the three year strategic plan.

### *Reporting on the Strategic Plan*

The Arlington ISD Board also approved measures to be evaluated each year to assess the effects of the strategic plan. First and second year reports to the Board followed the same format as presented here. For each measure the analysis is described, the data are presented in a chart or table, and outcomes and findings are reported. Strengths and areas for improvement are included at the end of the report.

The district is developing a new Strategic Plan as the 2012-2015 Plan draws to a close. As a part of that process, an analysis of what has been completed in the first plan is being compiled as well as the areas that were not completed as originally designed.

### **Beliefs, Vision, Mission, Objectives, and Goals of the Strategic Plan: 2012-2015**

Core Beliefs: We believe that ...

- Commitment to a clear and focused vision will guide the district to the highest performance
- Effective teaching and leadership are essential for student achievement
- School environment impacts achievement
- An engaged community is essential
- Every student can succeed

Vision: The AISD will be globally acknowledged as a premier school district.

Mission: The AISD will empower and engage all students to be contributing, responsible citizens reaching their maximum potential through relevant, innovative and rigorous learning experiences.

Objectives: 100 percent of AISD students will ...

- Graduate on time and excel at their school or career of choice
- Reach their full academic potential
- Be actively involved in extracurricular and co-curricular activities
- Graduate as lifelong learners
- Graduate with a commitment to the community

Goals: The goals of the strategic plan fit in three major focus areas: Inspired Learners, Effective Leadership, and Engaged Community. Each area and its corresponding goals and major initiatives follow.

---

### Inspired Learners

Goal: The AISD will be a high performing, technology-rich school district with leading-edge learning experiences that promote engagement, creativity, critical thinking and achievement.

Goal: The AISD will prepare our graduates to excel in higher education or the career of their choice.

Goal: The AISD will be the leader in the education marketplace by providing world-class facilities while being fiscally responsible.

Goal: The AISD will provide a safe and secure environment.

Goal: The AISD will ensure all teachers are highly effective.

### Effective Leadership

Goal: The AISD will recruit and retain the most effective people by rewarding excellence and providing opportunities for continual growth.

Goal: The AISD will foster a caring culture of respect, integrity, and wellness and citizenship throughout the district.

Goal: The AISD will cultivate an environment that builds great leaders.

### Engaged Community

Goal: The AISD will actively engage and partner with parents in the educational experience, and it will enhance educational excellence and workforce development through collaborations with community partners.

Goal: The AISD will utilize all the communications channels to maximize awareness and support of the district's vision to be globally acknowledged as a premier school district.

## **Report of Measures**

Each of the measures selected to provide feedback on the desired outcomes from the strategic plan were approved by the Board of Trustees. Further refinement of measures was provided by district staff and a plan was developed complete the data collection process. Some of the measures include multiple data points.

The measures required accessing data from multiple sources including the Arlington ISD student database system (TEAMS), state and national assessment reports, local assessment reports, survey responses of staff, students, graduating seniors and parents, state produced accountability data tables, and college enrollment and completion data from the National Student Clearinghouse. When possible, data were provided for a comparison group, either Texas or the nation to allow better interpretation of the data. At the time of report preparation, some data were not yet available.

The format of the report includes these components:

- ✓ measure,
- ✓ the source of the data for the measure,
- ✓ details of analysis or a description of how the data were analyzed,
- ✓ presentation of the data in a chart or table,
- ✓ bulleted summary statements, and
- ✓ findings based on data for the measure.

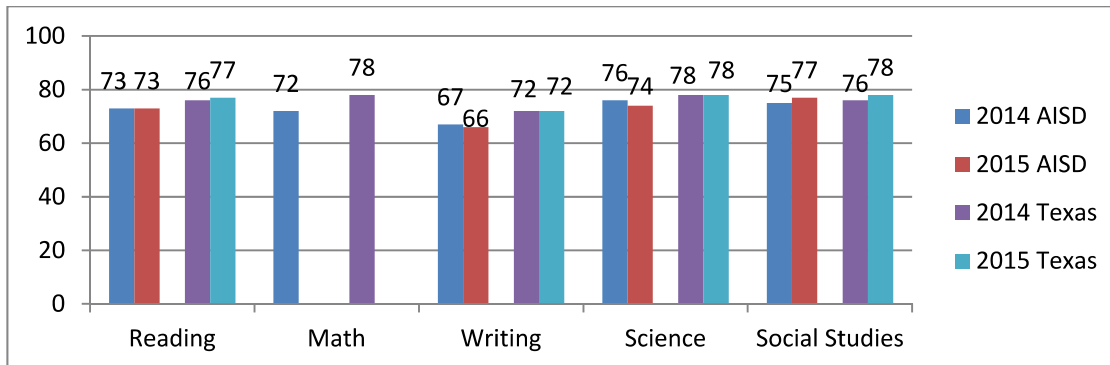
In this third year of reporting, data from year one and two was included where possible. The final section of the report includes a summary of the strengths, trends in a positive direction, and areas needing improvement.

**Measure 1: STAAR Performance for all students and economically disadvantaged students**

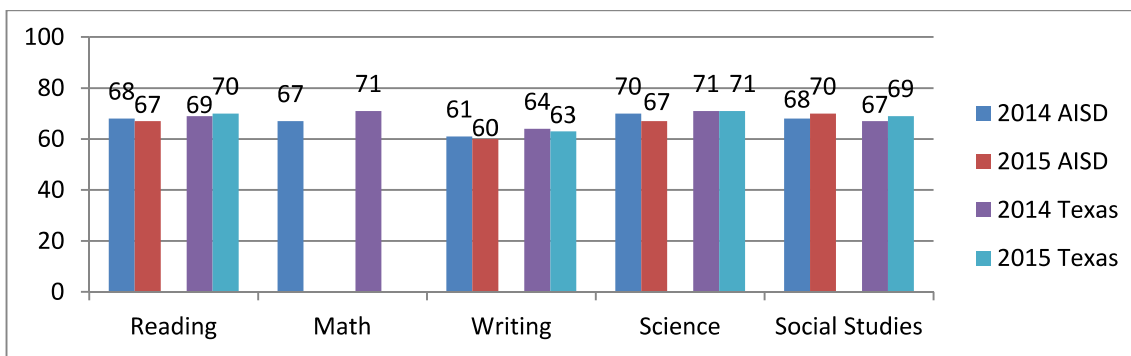
**Data source:** TEA 2015 Accountability Index 1: Student Achievement Data Table

**Detail of analysis:** Percent of all AISD students and Economically Disadvantage students in grades 3-HS who met the *satisfactory standard* on state assessments in reading, math, writing, science, and social studies compared to Texas. Comparison can be made to prior year performance in all subjects except mathematics because of changes made by TEA in the results included in the accountability system.

Percentage of Students Who Met Satisfactory Standard on State Assessments  
AISD and Texas – All Students



Percentage of Students Who Met Satisfactory Standard on State Assessments  
AISD and Texas – Economically Disadvantaged Students



**Outcomes for Met Satisfactory Standard:**

- ❖ AISD performance was lower than Texas in all reported areas; the largest difference was in writing
- ❖ EC students scored slightly higher than Texas EC students in social studies, but were slightly lower in all other subjects reported
- ❖ STAAR performance at the met satisfactory standard was lower for Economically Disadvantaged students than for all students in Arlington and statewide
- ❖ The gap in performance of AISD EC students compared to EC students statewide was slightly smaller than that of All Students in AISD compared to all students statewide

**Findings:**

STAAR performance was slightly lower than Texas for All Students with the greatest difference in writing. Compared to their peers statewide, EC students scored slightly higher in social studies, but lower in other subjects.



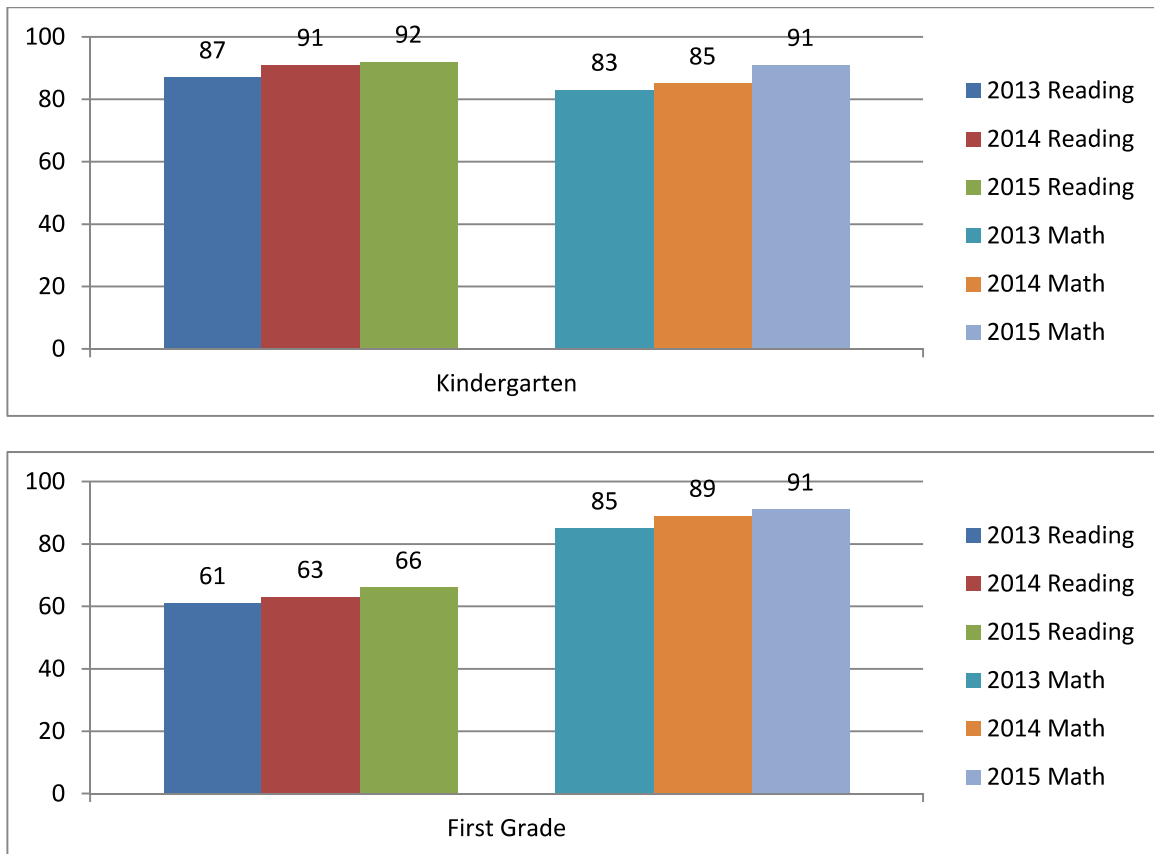
---

## Measure 2: Performance in reading and mathematics at kindergarten and first grade

**Data source:** End of Year Reading Assessment - DRA2/EDL2 assessments; End of Year Math Assessment -DMA

**Detail of analysis:** Percent of kindergarten and first grade students who meet or exceed the grade level standards on the Diagnostic Mathematics Assessments (DMA) and the Diagnostic Reading Assessment (DRA2/EDL2)

Percent of K and Grade 1 Students who Met or Exceeded Grade Level Standard on Reading and Math Assessments



### Outcomes for Met or Exceeded Grade Level Standard:

- ❖ In 2015, 92% of kindergarten students met or exceeded the grade level standard in reading, a slight improvement over the prior year class; in mathematics, performance of 2015 K students was 91% compared to 85% in the prior year
- ❖ At first grade in 2015, only 66% of students met or exceeded the reading standard, compared to 63% in the prior year; in mathematics performance 91% of first graders met or exceeded the standard compared to 89% in the prior year

### Findings:

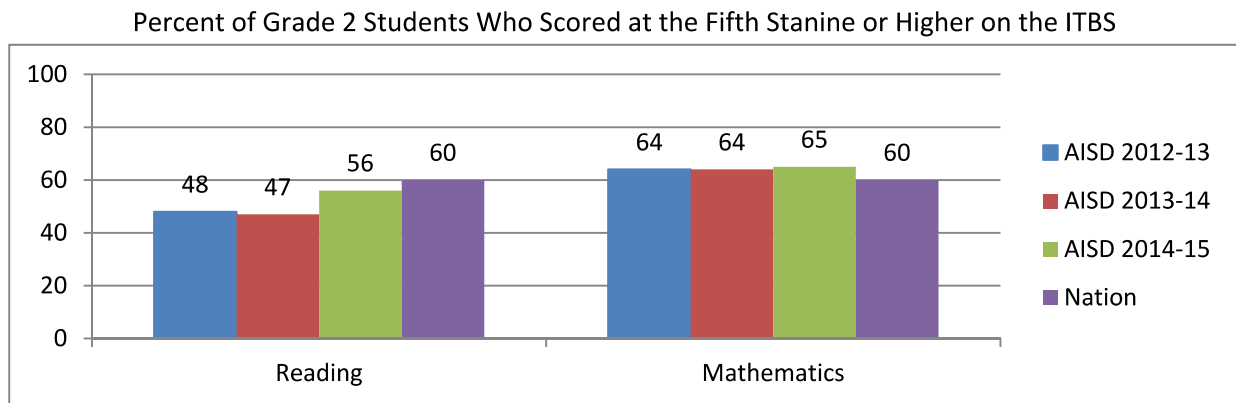
Performance improved in kindergarten and first grade over the prior years with kindergarten rates reaching 91% in reading and math. As in the prior two years, significantly fewer first graders met the standard in reading (66%) than in math (91%).

---

### Measure 3: Performance in reading and mathematics at grade 2

**Data source:** Iowa Assessments, ITBS, Form E

**Detail of analysis:** Percent of second grade students performing on grade level or higher (defined as scoring at the national stanine of 5 or higher or at the 40<sup>th</sup> percentile rank or higher) on the end of year norm-referenced achievement test, the ITBS; *by definition, 60% of students in the national norm group score at the 5<sup>th</sup> stanine or higher.*



#### Outcomes for Grade Level or Higher Performance:

- ❖ 56% of AISD second graders scored at the 5<sup>th</sup> stanine or higher in reading and 65% in mathematics compared to 60% of students nationwide
- ❖ Reading performance was lower than the nation and mathematics performance was higher than the nation
- ❖ 2014-15 performance increased in both reading and mathematics

#### Findings:

Grade 2 performance on the ITBS increased significantly over the prior year in reading, but mathematics performance continues to outpace reading performance.

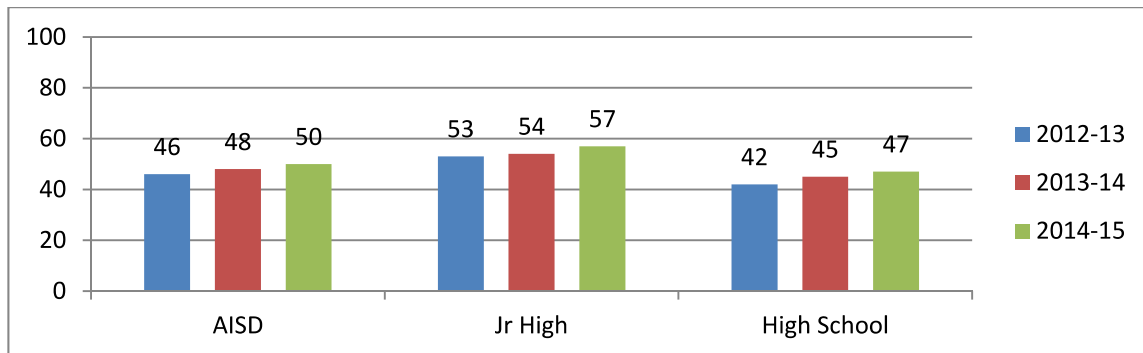
---

#### Measure 4: Participation and success in rigorous courses

**Data source:** TEAMS student management database; report from Accountability, Planning and Testing

**Detail of analysis:** Percent of students at grades 7-12 who were enrolled in at least one rigorous course defined as a dual credit, Pre-AP, AP, or IB in February; success in rigorous courses includes students who passed the course.

Percent of Secondary Students Taking at least one Rigorous Course



End of Year Success in Rigorous Courses

2012-13	2013-14	2014-15
96%	97%	96%

#### Outcomes for Rigorous Course Participation and Success:

- ❖ 50% of students in grades 7-12 enrolled in one or more rigorous course
- ❖ 57% of Junior High students and 47% of high school students took one or more rigorous courses
- ❖ Rigorous course participation rates increased over prior years at both levels
- ❖ The passing rate for rigorous courses was 96% and similar to the two prior years

#### Findings:

Half of students in grades 7-12 took one or more rigorous courses and 96% of participants successfully completed the course(s). Participation rates in rigorous courses are moving in a positive direction.

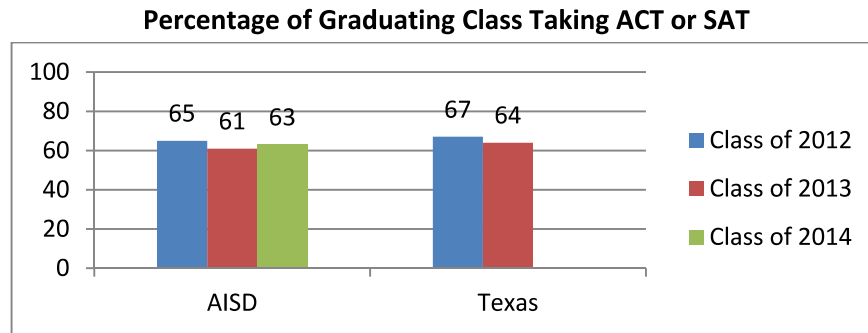
---

## Measure 5: College Readiness

### Measure 5.1: Percent of graduating seniors taking a college bound assessment

**Data source:** Texas Academic Performance Report for Class of 2012 and 2013; Data from Class of 2014 - APT report using College Board and ACT data files; *data for 2015 not available as of August 2015*

**Detail of Analysis:** Percent of graduating seniors who take the SAT or ACT exam during high school



### Outcomes for Taking College Bound Exams

- ❖ 63% of graduates from the Class of 2014 took either the SAT or ACT exam for college admission
- ❖ For the Class of 2013, AISD testing taking rate was 61% compared to 64% for Texas

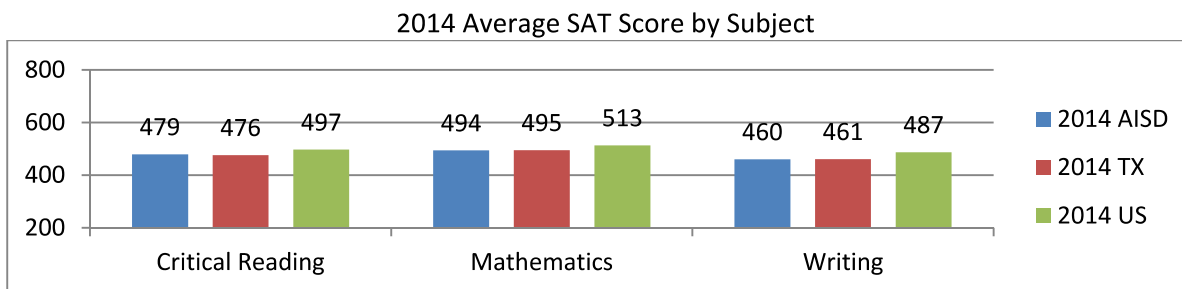
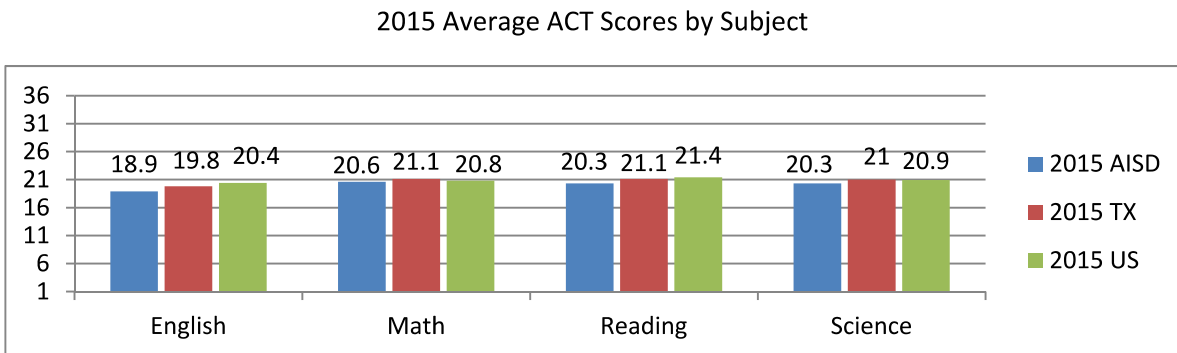
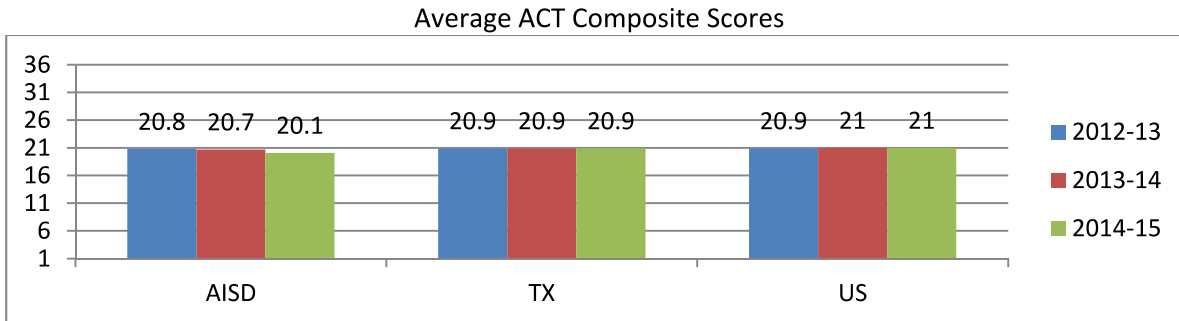
### Findings:

The participation in college bound assessments was slightly lower in AISD compared to Texas. It is important to note that many community or two year colleges do not require either of these exams for admission.

**Measure 5.2: Performance on ACT and SAT**

**Data source:** College Board and ACT reports for the Class of 2014; *2015 SAT Reports not available until September 2015*

**Detail of Analysis:** Average score on SAT and ACT compared to Texas and the nation; on the ACT, 1,044 students from the AISD Class of 2014 are included in the results; on the SAT exam, 2,219 seniors are included in the 2014 results.



**Outcomes for ACT and SAT performance:**

- ❖ ACT average composite score for the Class of 2015 declined by 0.6 points and was lower than Texas and the US
- ❖ By subject the weakest 2015 ACT performance for AISD was English (18.9) and the strongest was mathematics (20.6)
- ❖ 2015 SAT scores are not available, but the AISD Class of 2014 scores were similar to Texas, but lag behind US scores; by subject the strongest performance was in mathematics and weakest performance was in writing

**Findings:**

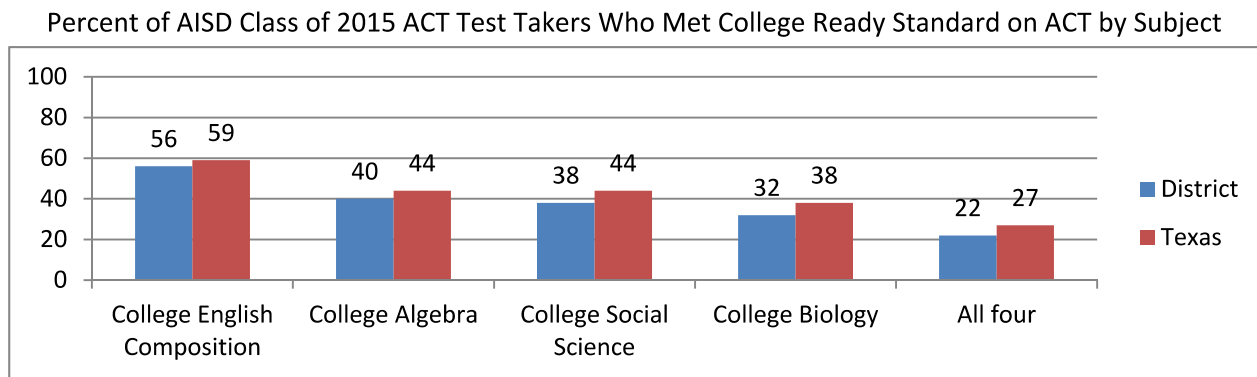
ACT performance declined for AISD in 2015 and remained lower than Texas and the US. Using data from 2014 and 2015, strongest AISD performance was in mathematics on both exams and lowest in English/writing.

**Measure 5.3: Percent of graduating seniors meeting at least one college ready standard**

**Data source:** College Board and ACT reports; data analysis by Accountability, Planning and Testing Department; *data for Class of 2015 on SAT was not available as of August 2015*

**Detail of Analysis:** Percent of graduating seniors who took an ACT or SAT and who met at least one or more college ready standards; percent who met college ready standard by subject area on ACT, and the SAT benchmark of 1550.

	Class of 2013 Test Takers	Class of 2014 Test Takers	Class of 2015
Percent of Graduates meeting a college ready standard on the ACT or SAT	44%	47%	NA
Percent of Graduates meeting a college ready standard on the SAT	20.1%	20.5%	NA



**Outcomes for ACT college ready standard:**

- ❖ Based on the 2015 ACT composite score, 22% of the AISD test takers met the college ready standard on all four ACT subject areas tests; this performance was lower than Texas
- ❖ By 2015 ACT subject, AISD test takers were most likely to meet the college ready standard in English Composition; all subject area results were lower than Texas

**Findings:**

The ACT college ready rates for the AISD Class of 2015 were lower than Texas in all subjects.

---

**Measure 5.4: Performance on Advanced Placement (AP) exams**

**Data source:** College Board AP Report; *2015 TX and US reports not available*

**Detail of analysis:** 1) number of tests taken and students testing, 2) Percent of 3, 4, and 5 level scores earned on AP exams, and 3) percent of graduating students earning a 3 or higher on an AP exam while in high school and percent of all tested students earning a 3 or higher

<b>College Board Advanced Placement Program</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Difference since 2013</b>
Number of AP Tests Taken in AISD	3,854	4,248	5,071	+1217
Number of AISD Students Testing	2,305	2,552	2,958	+653
Percent of Graduating Class Who Earned an AP Score of 3 or higher	16.7% AISD	18.5% AISD 20.3% TX 21.6% US	20.4% AISD NA NA	+3.7 percentage pts.
Percent of All AISD Test Takers Who Earned an AP Score of 3 or higher	42%	45%	49%	+7 percentage pts.

**Outcomes for AP Performance:**

- ❖ In spring 2015, over 5,000 AP exams were taken by almost 3,000 students
- ❖ In 2015 there were 1,217 more AP exams taken than in 2013 and 653 more students tested
- ❖ The percent of the AISD 2015 graduating class earning a score of 3 or higher increased to 20.4% compared to 16.7% in 2013
- ❖ For all AISD test takers in spring 2015, 49% earned a score of 3 or higher for an increase of 7 percentage points

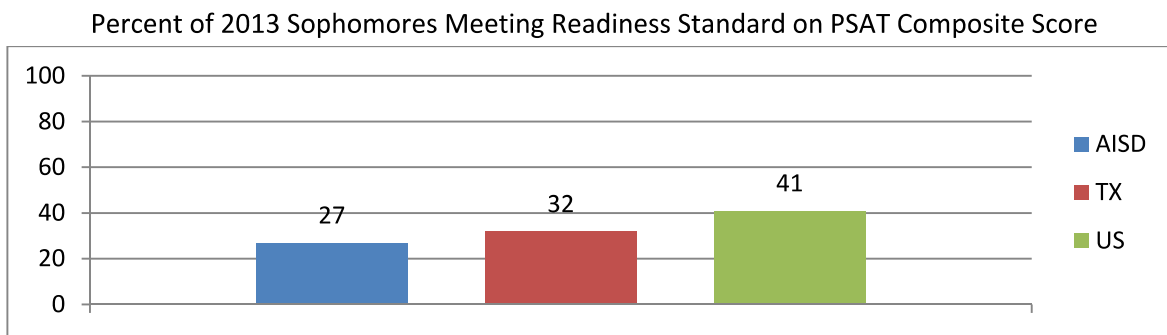
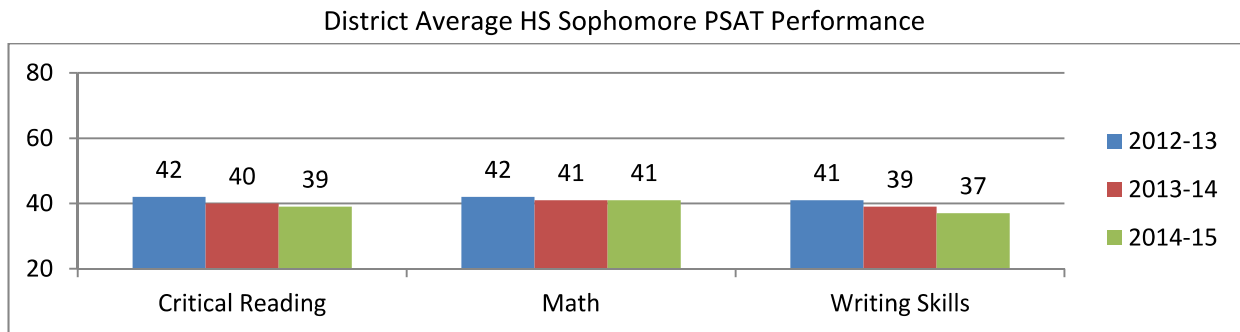
**Findings:**

AISD 2015 AP performance improved significantly with more AP tests taken, more students testing, a higher percentage of the graduating class and a higher percentage of all test takers earning a 3 or higher score on an AP exam during high school.

## Measure 5.5: Performance on PSAT

**Data source:** College Board, Fall testing; 2014-15 data not available for TX or US

**Detail of analysis:** Average PSAT score by subject for AISD. Percentage of sophomores from Fall 2013 who have a composite PSAT score at the readiness standard: *Note: All sophomores in AISD are required to test; this requirement may not be similar for Texas and the nation and should be considered when interpreting results*



### Outcomes for PSAT Performance:

- ❖ Fall 2014 critical reading and writing skills scores of AISD sophomores were lower than the prior two years
- ❖ Writing scores decreased by 4 points from Fall 2012 (41 to 37)
- ❖ Slightly over a quarter of 2013 sophomores scored at the readiness level for the PSAT composite score, but were much lower than Texas and the US

### Findings:

PSAT scores of sophomores by subject were similar in mathematics, but lower in critical reading and writing skills. AISD fell below Texas and the US in the Fall 2013 percentage of students who meet the composite readiness standard. *Caution should be used in comparing results to Texas and the US since all schools do not require all sophomores to take the PSAT.*

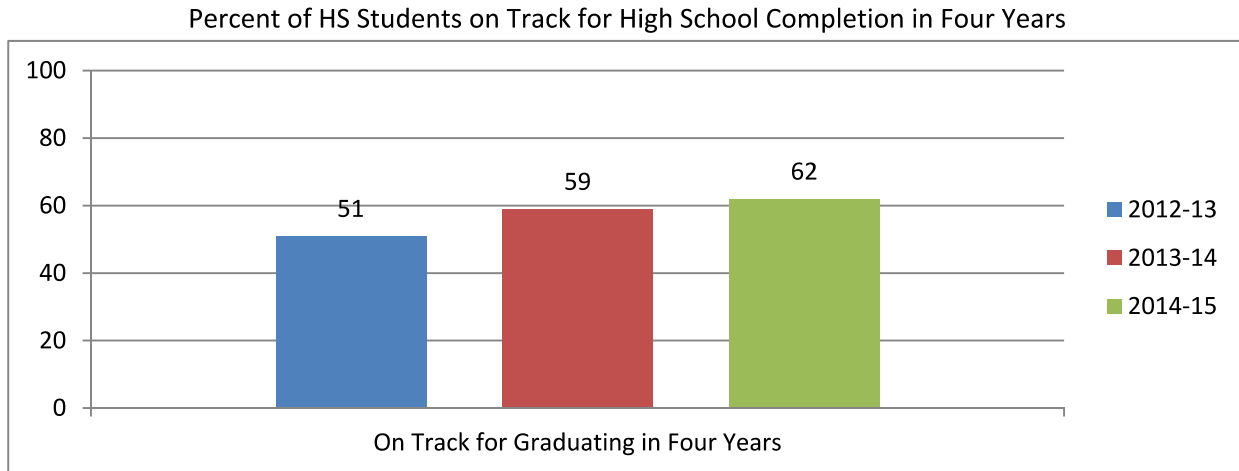


---

## Measure 6: On track for high school completion

**Data source:** TEAMS student management database; Accountability, Planning and Testing

**Detail of analysis:** Percent of all high school students who are on track to graduate on time as defined by: enrolled in the district for at least 150 days, passed all core courses and state assessments, have sufficient credits for promotion, and have an attendance rate of 90% or higher



### Outcomes for On Track Graduation:

- ❖ 62% of high school students were on track to graduate within four years of entering ninth grade compared to 51% in 2012-13

### Findings:

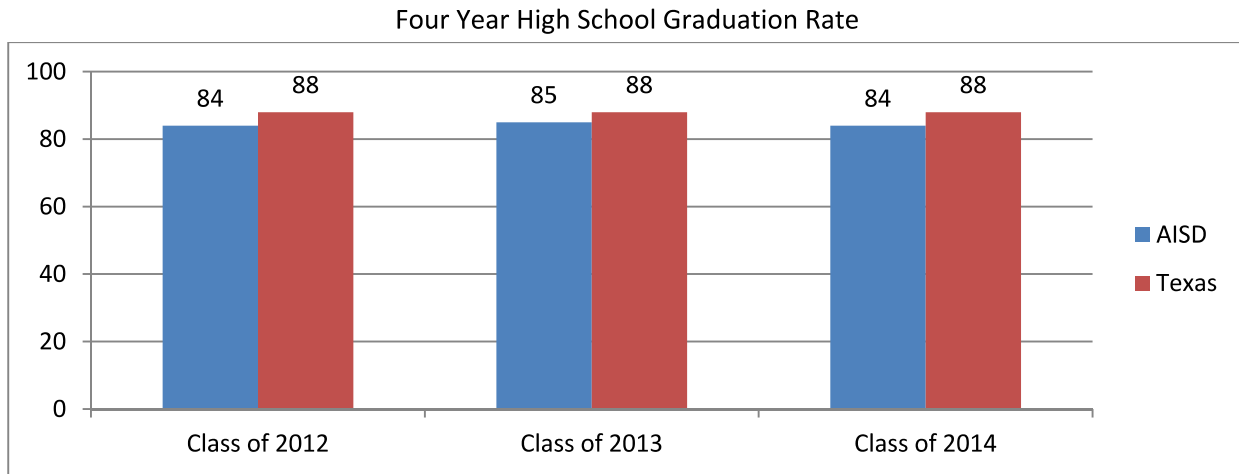
The percentage of students on track to graduate using district defined standards increased substantially and reached 62%.

---

## Measure 7: Four year high school graduation rate

**Data source:** Texas Education Agency – Accountability Report - Index 4: Postsecondary Readiness Data Table

**Detail of analysis:** Percentage of students who graduated within four years of entering ninth grade compared to Texas



### Outcomes for Four Year Graduation:

- ❖ 84% of the AISD Class of 2014 graduated within four years compared to 85% and 84% in the two prior years
- ❖ Graduation rates for Texas were higher than AISD and remained the same over the three year period

### Findings:

AISD graduation rates remained fairly static and were 3 to 4 percentage points lower than Texas over the three year period.

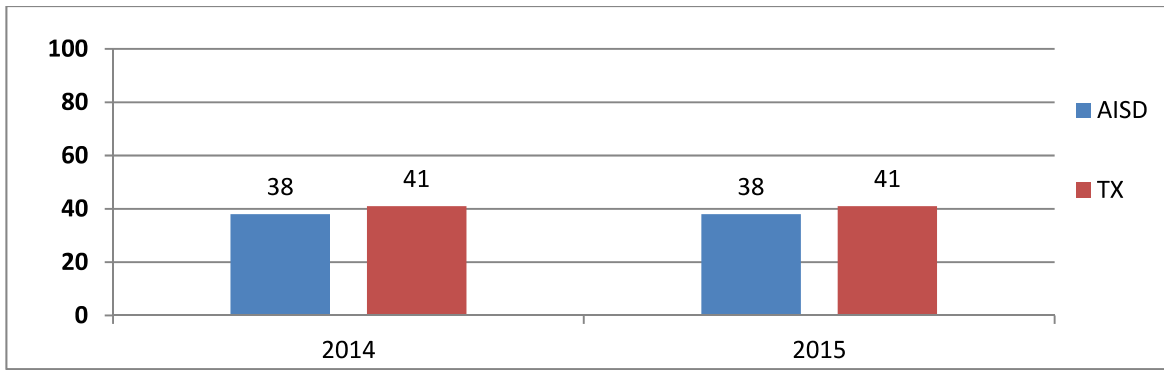
---

### Measure 8: STAAR Postsecondary Readiness Standard

**Data Source:** Texas Education Agency – Accountability Report – Index 4: Postsecondary readiness calculation report

**Detail of analysis:** Percentage of AISD students who met the final Level II standard on two or more STAAR subject area tests; *note that students in Grade 3-8 math and some other special testers were not included in 2015 calculations*

Percentage of Students who met the Final Level II Standard in Two or More STAAR subject area tests\*



*\* note that students in Grade 3-8 math and some other special testers were not included in 2015 calculations*

#### Outcome for Postsecondary Readiness Standard:

- ❖ 38% of AISD students who take STAAR assessments reached the postsecondary readiness standard by scoring at the final level II standard on two or more STAAR subject area tests in 2015
- ❖ Statewide, 41% of students met this postsecondary readiness standard
- ❖ Prior year comparisons are not appropriate due the scores that were NOT included in 2015

#### Findings:

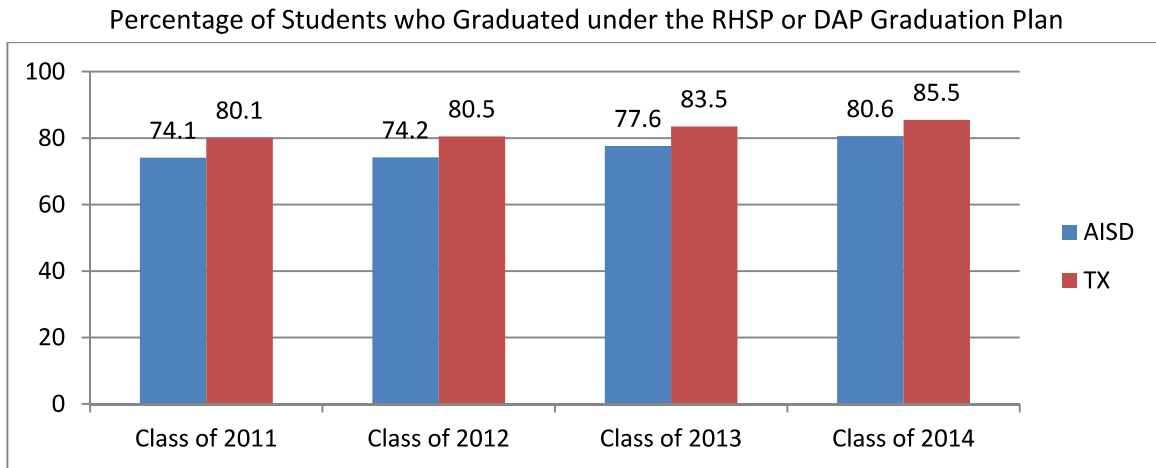
AISD had a slightly lower percentage of students who met the postsecondary readiness standard in 2015.

---

## Measure 9: Graduation plan

**Data source:** TEA Accountability Reports, Index 4

**Detail of analysis:** Percentage of students in each graduating class who graduated with the Recommended High School Program or Distinguished Achievement Program



### Outcomes for Graduation Plan:

- ❖ The percentage of AISD graduates who met the requirements of either the Recommended High School Program or the Distinguished Achievement Program increased by three percentage points and reached 80.6% for the Class of 2014
- ❖ Statewide, 85.5% of graduates earned either the RHSP or DAP

### Findings:

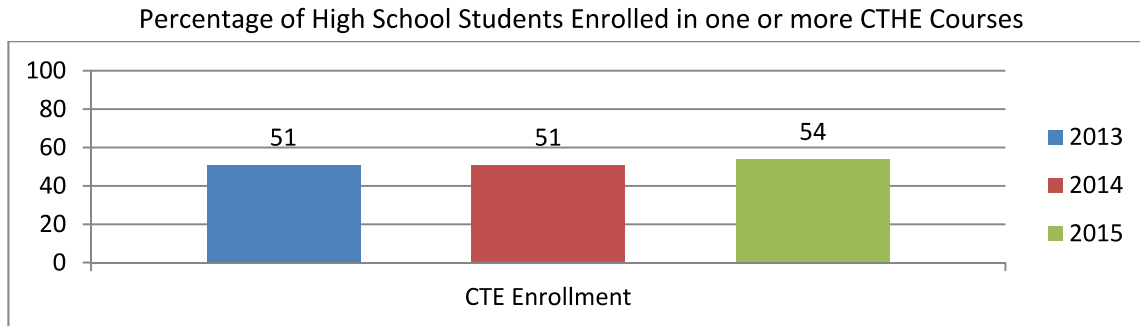
AISD increased the percentage of graduates earning the RHSP or DAP designation, but lagged the state percentage. These designations will change with the new HS graduation requirements.

**Measure 10: Career and Technology Education**

**Measure 10.1: Enrollment in CTHE coursework**

**Data source:** TEAMS student management database; Accountability, Planning and Testing

**Detail of analysis:** Percentage of high school students enrolled in one or more CTHE courses



**Outcomes for CTHE Enrollment:**

- ❖ At the high school level, 54% of AISD high school students enrolled in one or more CTHE courses in 2014-15 for an increase of 3 percentage points over the prior year

**Findings:**

The number of high school students enrolled in CTHE courses increased over the prior year.

**Measure 10.2 Number of certifications earned**

**Data source:** CTHE Department Report of Certifications; Accountability Planning and Testing

**Detail of analysis:** Number of certifications earned by AISD high school students in the 2012-13 school year and percent of enrolled CTHE students earning certifications.

Year	Certifications Earned	Percent of all CTHE students enrolled at Grade 11 and 12 earning a certification	Percent of Tested Students Earning a Certification Exam
2012-13	623	8,576 enrolled	NA
2013-14	677	7,726 enrolled	677 earned/791 attempts = 86% passing
2014-15	1652	8,942 enrolled	1652 earned/2577 attempts = 64% passing

**Outcomes for Certifications:**

- ❖ A significantly higher number of CTHE certifications (1652 vs. 677) were earned compared to the first two years
- ❖ Likewise, a significantly larger number of students enrolled in CTHE courses at grades 11 and 12 and more students attempted certification exams
- ❖ The percentage of students passing exams decreased from 86% to 64%

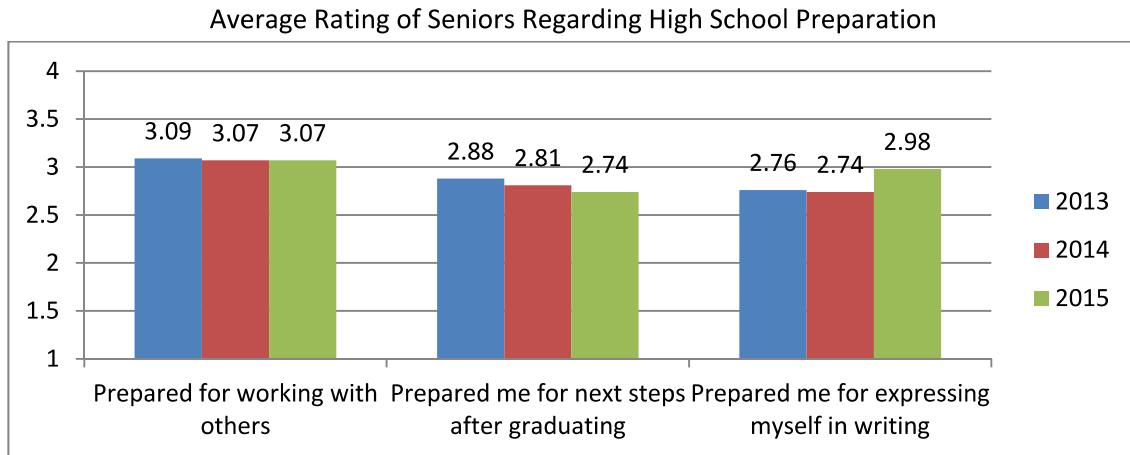
**Findings:**

The number of students attempting and passing certification exams increased substantially. The percentage of students passing exams was lower, but as more students attempt the exams, that finding is to be expected initially.

**Measure 11: Postsecondary Success**

**Data source:** Graduating Senior Survey; conducted by Gibson Consulting

**Detail of analysis:** Average rating of items on a survey measuring the level of preparation received in high school in three areas using a scale in which 1=strongly disagree and 4=strongly agree



**Outcomes for Preparation for College or Career:**

- ❖ Seniors gave the highest rating on preparation to “working with others” and lowest rating to “prepared me for next steps after graduation”
- ❖ 2015 seniors felt better prepared for “expressing myself in writing” compared to seniors in 2013 and 2014

**Findings:**

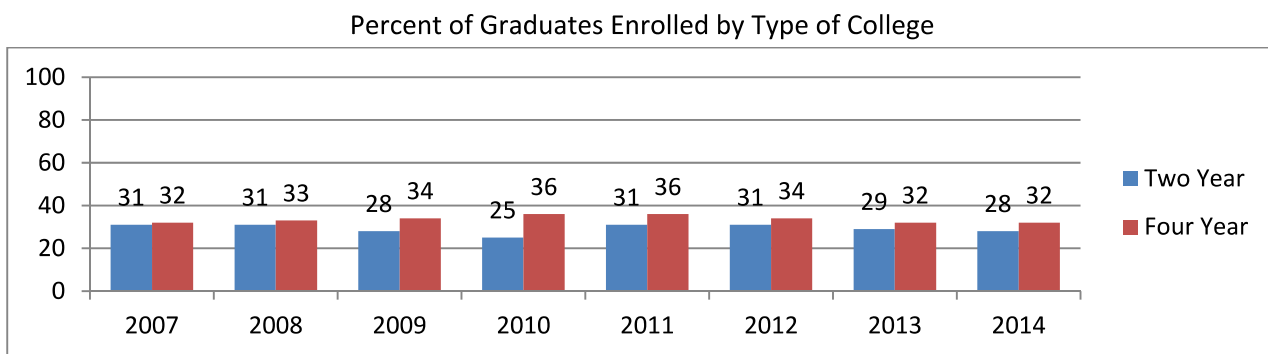
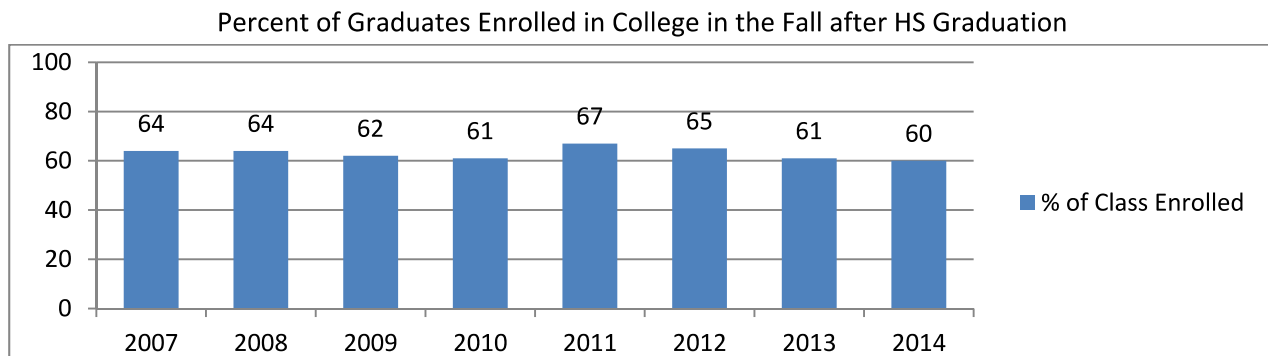
Graduates reported a slightly lower level of preparation for next steps after graduation, but a higher level of preparation in writing when compared to prior year seniors.

## Measure 12: College enrollment and success

### Measure 12.1: College enrollment in the Fall after HS graduation

**Data source:** National Student Clearinghouse Reports, Classes of 2007 – 2014

**Detail of analysis:** Percentage of graduating seniors from the Classes of 2007-2014 who enrolled in the fall after HS graduation; percent of graduating class members attending two year or four year colleges



#### Outcomes for Enrollment and College Type:

- ❖ 6 of 10 graduates from the Class of 2014 enrolled in college in the Fall after high school; enrollment rates were slightly lower than the prior year and lower than any prior class
- ❖ On average across the graduating classes from 2007 through 2014, about 63% of the graduating class enrolled in college in the Fall following high school graduation
- ❖ For the Class of 2014, the 32% of graduates enrolled in a four year college and 28% enrolled in a two year college

#### Findings:

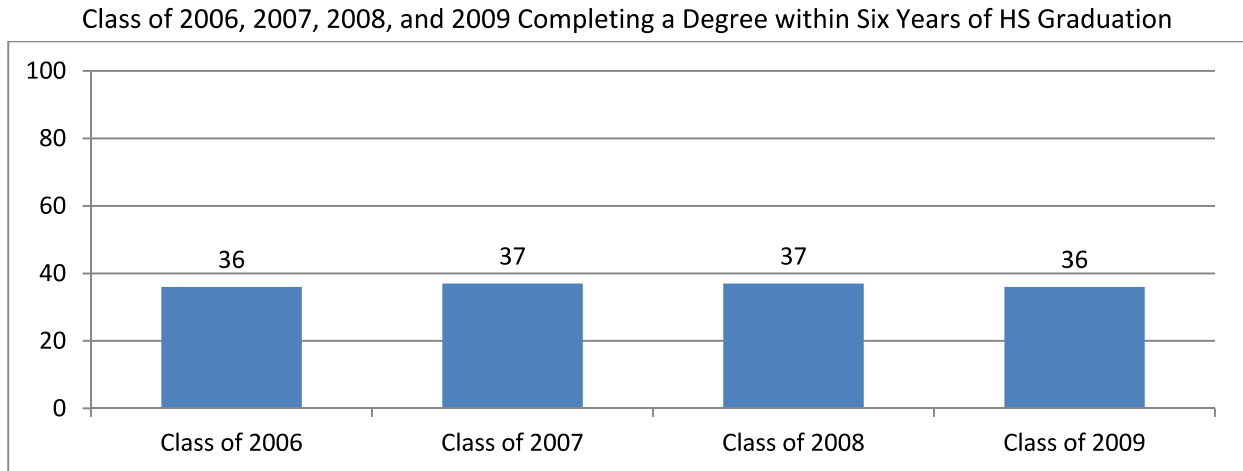
The college enrollment rate in the fall after high school graduation was 60% for the Class of 2014 and reflects a slight decrease over the prior years and was lowest rate over the eight year period. The trend in enrollment in two and four year colleges was similar across years with slightly more students enrolling in a four year college than a two year college.

---

**Measure 12.2: AISD graduates earning a college degree**

**Data source:** National Student Clearinghouse Reports

**Detail of analysis:** Percentage of AISD graduating seniors from the Class of 2006 through 2009 who earned an Associate's, Bachelor's, or higher degree within six years of high school graduation



**Outcomes for Earning a College Degree:**

- ❖ 36% of AISD graduates from the Class of 2009 earned a degree within six years of high school graduation
- ❖ These degree earning rates were similar for all four graduating classes

**Findings:**

Slightly over a third of AISD graduates from the Classes of 2006 through 2009 completed a degree within six years of graduation from high school. These data serve as baseline information as the district continues to track college performance in the future.

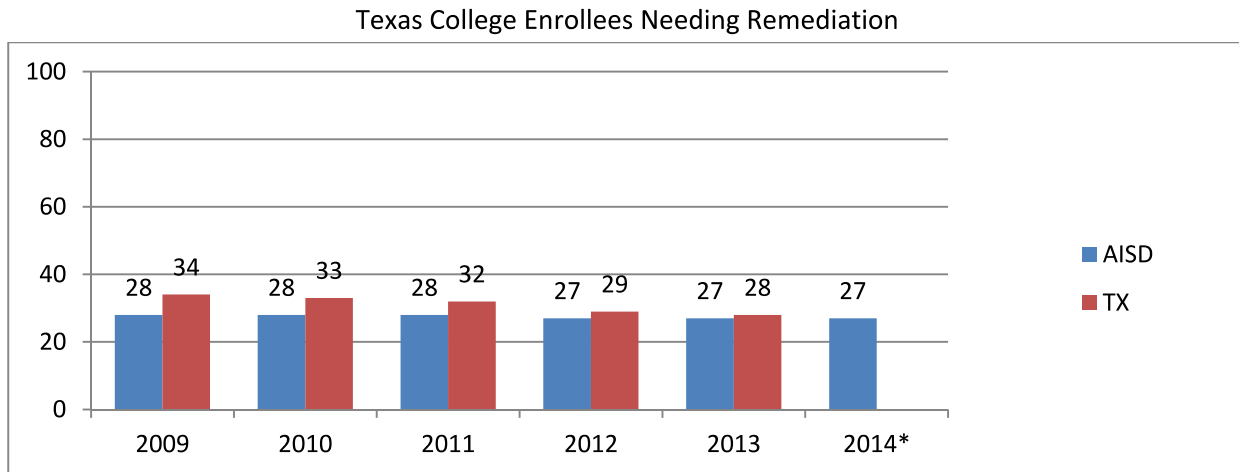


---

### Measure 12.3: College enrollees who need remedial courses at the college level

**Data source:** Texas Higher Education Coordinating Board – TSI Report

**Detail of analysis:** Percentage of graduating seniors from the Class of 2009-2013 who needed remediation when enrolling in a Texas college compared to students statewide; According to THECB,



\*Data for 2014 is preliminary because data for some higher education institutions are not yet certified; statewide data not yet released

#### Outcomes for Remediation:

- ❖ Slightly over a quarter of the AISD graduates who enrolled in a Texas college needed remediation
- ❖ The percentage of students needing remediation remains fairly stable
- ❖ Compared to Texas, AISD students are slightly less likely to need remediation, although TX 2014 data are not yet complete

#### Findings:

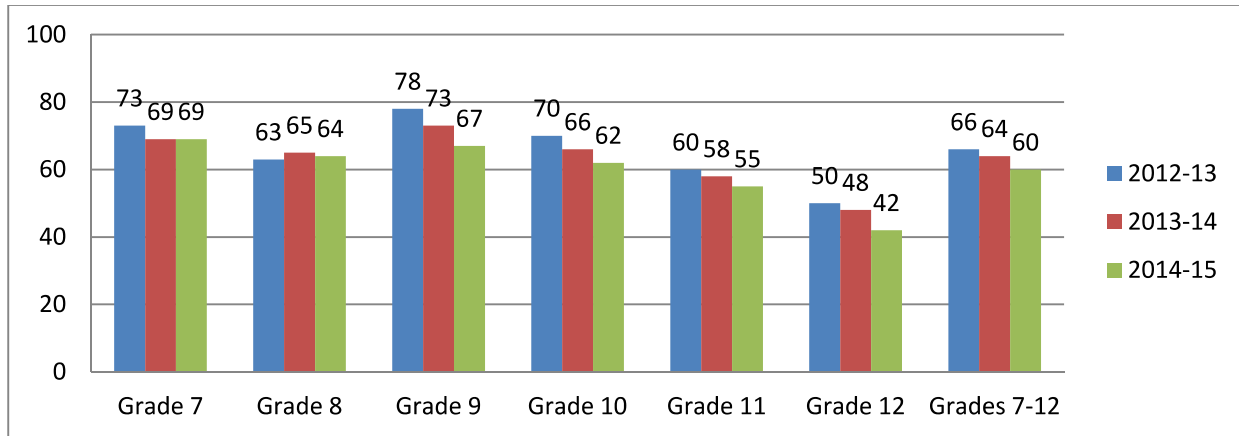
AISD students need for remediation when entering a Texas college remained fairly stable since 2009 at about 27% and is lower than Texas over the prior years.

### Measure 13: Extra and Co-curricular participation

**Data source:** TEAMS student management database; Accountability, Planning and Testing; AISD Student Survey, Gibson Consulting

**Detail of analysis:** Percentage of secondary students enrolled in at least one course that requires participation after school; percentage of students participating in after school activities on and off campus as reported on the Student Survey at grades 6, 8, 10, and 12

Percentage of Students Participating in School Activities Based on Course Enrollments



Participation in After School Activities by Grade Level

Type of Activity	Grade 6	Grade 8	Grade 10	Grade 12
At least one co-curricular activity	23%	70%	67%	58%
At least one extracurricular activity	84%	85%	81%	83%
At least one off campus community engagement activity	69%	68%	66%	74%
Community service/volunteer outside of schools	35%	36%	47%	60%
<b>At least one or more type of activity</b>	<b>94%</b>	<b>96%</b>	<b>94%</b>	<b>92%</b>

#### Outcomes for Participation:

- ❖ On average at grades 7-12, about 6 of 10 students enrolled in a course that required participation beyond the school day; participation rates dropped by 4 percentage points over the prior year
- ❖ HS students are less likely to participate as they progress through school, with the highest rates at grade 9 and the lowest at grade 12
- ❖ When measuring participation in both school and non-school based activities, over 90% of surveyed students participated in at least one or more activity

#### Findings:

Using both the district database and student self-reported information, over 90% of students at grades 6, 8, 10 and 12 participated in one or more type of activities on or off campus.

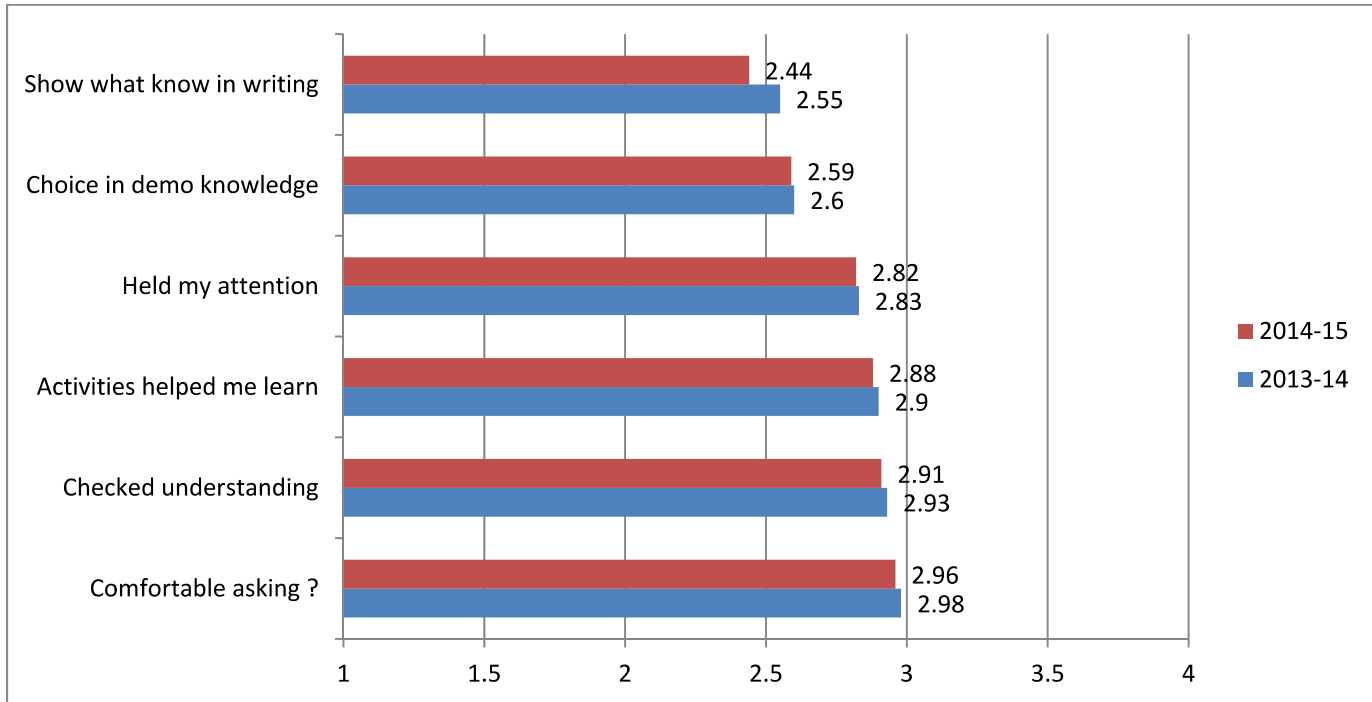
---

## Measure 14: Instructional Practices

**Data source:** Gibson Survey of Graduating Seniors and Grades 6, 8, 10

**Detail of analysis:** Student report of the instructional strategies that are most often occurring in the English, math, science and social studies classroom. The survey scale of frequency of the strategy is: 1=never, 2=sometimes, 3=most of the time, and 4=always

Average Rating of Frequency of Occurrence of Instructional Strategies by Grade Level across Subject Areas and Combined Across Grade Levels



### Outcomes for Rating of Instructional Practices:

- ❖ The most frequently occurring instructional strategies across grade levels and subject areas were students are “comfortable asking questions” and “checking for understanding”
- ❖ The two lowest frequency instructional strategies were “show what you know in writing” and “choice in demonstrating knowledge”
- ❖ These results were slightly more positive compared to the prior year

### Findings:

Of the six instructional strategies rated for frequency of occurrence in English, math, science and social studies, none of the average ratings combined across grade levels reached a rating of 3 which indicates “most of the time.”

**Measure 15: Lifelong learning skills of graduating seniors**

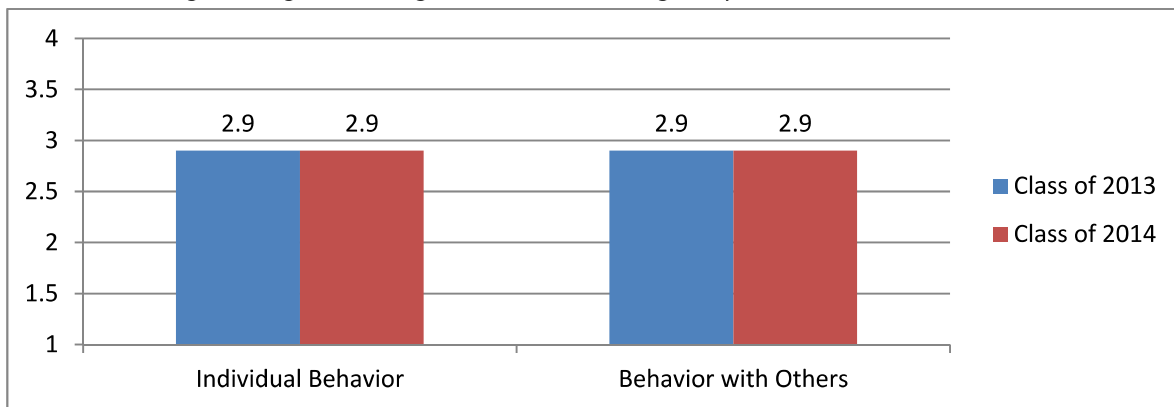
**Data source:** Graduating Senior Exit Survey, Gibson

**Detail of analysis:** A survey of graduating seniors included statements regarding lifelong learning behaviors that were encouraged by their high school. In 2013 and 2014 students responded using a 4 point scale of strongly agree (4) to strongly disagree (1); items were analyzed and two scales were developed: related to individual activities and related to activities that include others; in 2015 the results were reported in percentage of agreement that teachers help them develop these skills.

Lifelong Learning Behavior Encouraged by HS – Class of 2015

Individual Behaviors		Behaviors that include others	
Be creative	83%	Participate in clubs, organizations	84%
Try new things	76%	Build leadership skills	80%
Be curious	72%	Participate in community service projects	74%
Pursue different interests	80%	Involved in mentoring	60%
Pursue topics that interest them	78%		
Get excited about learning	71%		

Average Rating of Lifelong Behaviors Encouraged by HS – Class of 2013 and 2014



**Outcomes for Lifelong Learning:**

- ❖ Over 70% of the Class of 2015 indicated that teachers encouraged the individual lifelong behaviors; over 60% agreed that teachers encouraged behaviors that include others such as participation in school activities, leadership, community service and mentoring
- ❖ The average rating on both scales by the Class of 2013 and Class of 2014 was 2.9 suggesting that seniors felt these behaviors were equally encouraged by their high school

**Findings:**

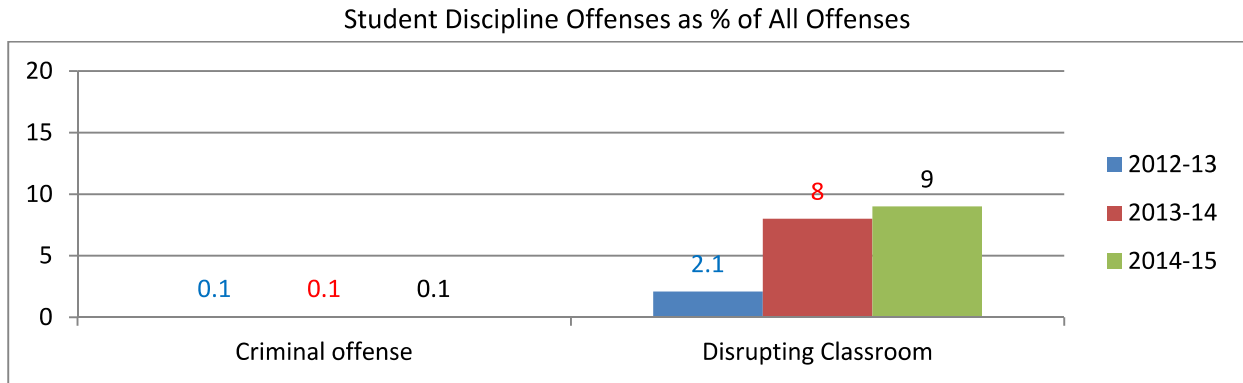
2015 seniors agreed that the lifelong behaviors were encouraged by their HS. Graduates from the Class of 2013 and 2014 viewed the lifelong behaviors similarly.

---

## Measure 16: Student discipline offenses

**Data source:** TEAMS student management database; Accountability, Planning and Testing

**Detail of analysis:** Percentage of students who were reported as committing criminal offenses or with disrupting classroom instruction



### Outcomes for Discipline Offenses:

- ❖ 9% of AISD students (N=5,097) were reported as disrupting classroom instruction, up 1 percentage point from the prior year
- ❖ In all three years, less than one-tenth of a percentage of the students committed a criminal offense

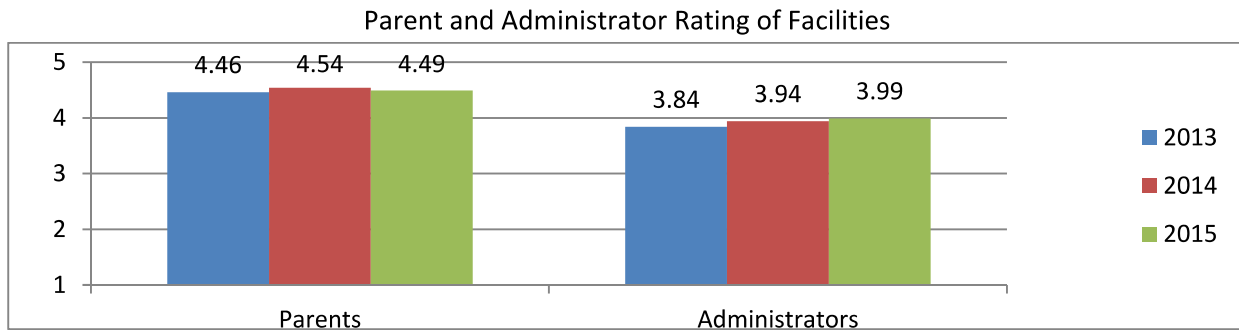
### Findings:

Serious student discipline offenses were minimal and disruption of classroom instruction offenses was also small. Although the disrupting classroom offenses were larger in 2014 and 2015, they are related to changes in coding of discipline data at the campus level.

## Measure 17: Facilities

**Data source:** Parent Satisfaction Survey, Studer; Graduating Class exit survey, Gibson; District Service survey of administrators, Studer

**Detail of analysis:** Using a rating scale of 1 to 5 where 1 is very poor and 5 is very good; parents rated the campus on being clean and well maintained. Principals using a similar scale rate the accessibility, accuracy, attitude, operations and timeline of Plant Services. Graduating seniors rated 29 specific attributes of facilities including cleanliness, equipment and furniture, space and facilities, and grounds and maintenance; they used a 4 point scale of never true to always true; the number of areas that were rated mostly true and always true by 75% or more is included in the table



**Facility Areas Rated Positively (75% or higher) by Seniors**

Area	2013	2014	2015
Cleanliness	1 of 4 areas	1 of 4 areas	0 of 4 areas
Equipment and Furniture	6 of 9 areas	6 of 9 areas	5 of 9 areas
Space and Facilities	2 of 10 areas	2 of 10 areas	3 of 10 areas
Grounds and Building Maintenance	2 of 6 areas	2 of 6 areas	2 of 6 areas
Total areas rated positively by 75% or more seniors	11 of 29 areas 38%	11 of 29 areas 38%	10 of 29 areas 34%

### Outcomes for Facilities:

- ❖ The average rating of cleanliness and maintenance of facilities by parents was 4.49 and similar to prior years
- ❖ The administrator average rating was 3.99 representing an increase over the two prior years
- ❖ 10 of the 29 facility areas were rated positively by 75% or more seniors and was similar to prior years

### Findings:

Students and administrators were much less positive about school facilities than parents. Parents rated cleanliness and overall maintenance, while students and administrators rated many more aspects of the facilities.

---

**Measure 18: Managed Performance Empowerment**

**Data source:** Accountability, Planning and Testing

**Detail of analysis:** Number of campuses given autonomies for the 2013-14 and 2014-15 school year based on performance in 2012-13 and/or in 2013-14; campuses were awarded autonomies for a two year period unless a change in campus leadership occurs

	<b>2013-14</b>	<b>2014-15</b>
Number of Campuses Awarded Autonomies for the School Year Based on prior year performance	10 initial 8 beginning for 14-15	8 initial + 8 from prior year 16 total campuses

**Outcomes for MPE:**

- ❖ Eight additional campuses were given autonomies for the 2014-15 school year, bringing the total number of campuses to 16

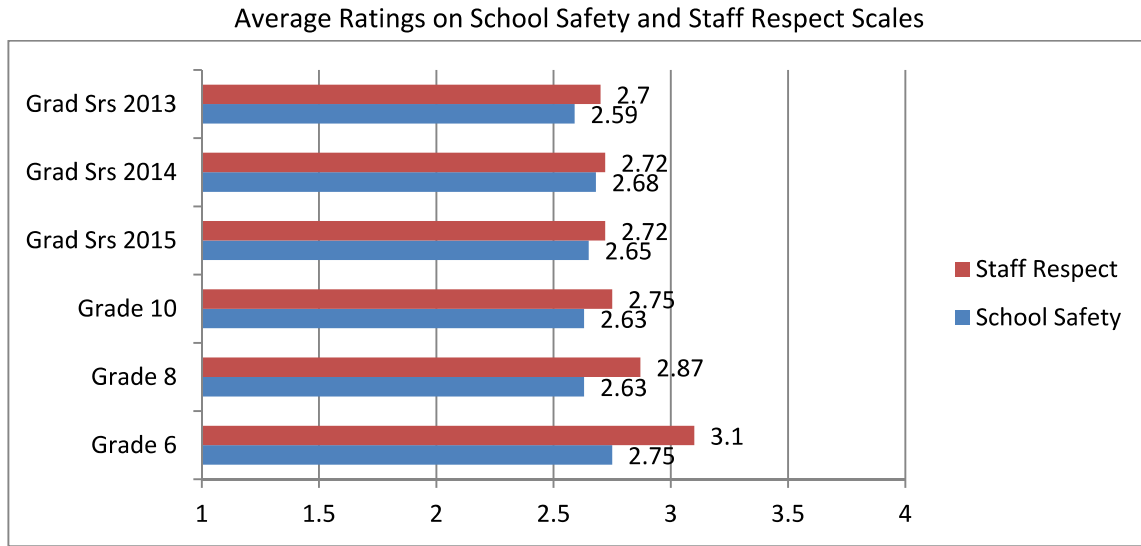
**Findings:**

Autonomies were awarded to 10 campuses for the 2013-14 school year based on their performance in 2012-13. By the end of the school year, two principals were no longer at the campus, so 8 campuses continued into the second year. Eight additional campuses earned autonomies based on performance in the 2013-14 school year resulting in a total of 16 campuses for the 2014-15 school year.

**Measure 19: Safe, secure and respectful environment**

**Data source:** Graduating Class Exit Survey; 2015 Student Survey; Gibson Consulting

**Detail of analysis:** Average rating on a survey scale representing school safety and a scale representing staff respect; students at grades 6,8, and 10 completed the surveys and graduating seniors were also surveyed; students used a four point scale of strongly agree to strongly disagree; in 2015 data from Seniors was reported in a different format



**Responses of 2015 Seniors on Respectful Climate  
Percent Agreement with Each Statement**

Survey Item	Percent Agreement	Survey Item	Percent Agreement
Teachers respect me	80%	Verbal bullying occurs	54%
School staff believe that every student can be a success	69%	Cyber bullying occurs	47%
School staff listen to what the students have to say	63%	Physical bullying occurs	29%
Teachers treat all students fairly in the classroom	56%	Students are often teased	47%
		Students are put down because of their race	42%
		Most students like to put down others	44%
		There are too many fights in my school	36%

**Outcomes for Environment:**

- ❖ Graduating seniors average rating of school safety and staff respect have remained stable over the three years
- ❖ Average ratings of school safety and staff respect were higher at grades 6 and 8 compared to grade 10 and graduating seniors
- ❖ In the area of a respectful climate, 80% of 2015 seniors agreed that “teachers respect me,” but were less positive regarding other staff behavior
- ❖ Over half of 2015 seniors agreed that verbal bullying occurs at school and slightly less than half reported that cyber bullying occurs; over a third of seniors responded that “there are too many fights in my school”

**Findings:**

Results for graduating seniors showed no change in perceptions of school safety and staff respect over the prior years. Students in grades 6 and 8 had more positive perceptions of school safety and respect than grade 10 students and seniors. Seniors had negative perceptions regarding bullying, teasing, and fights at their campus.

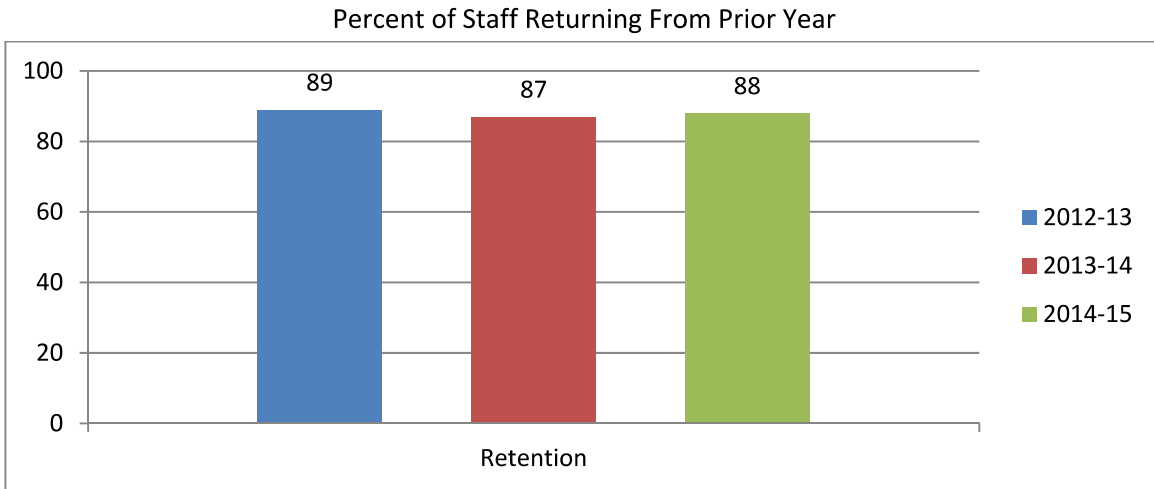


---

**Measure 20: Staff retention**

**Data source:** TEAMS Human Resource data; Accountability, Planning and Testing

**Detail of analysis:** Percent of staff in continued employment in the school year based on the prior year employment



**Outcomes for Staff Retention:**

- ❖ 88% of employees from the prior year continued employment in the 2014-15 school year

**Findings:**

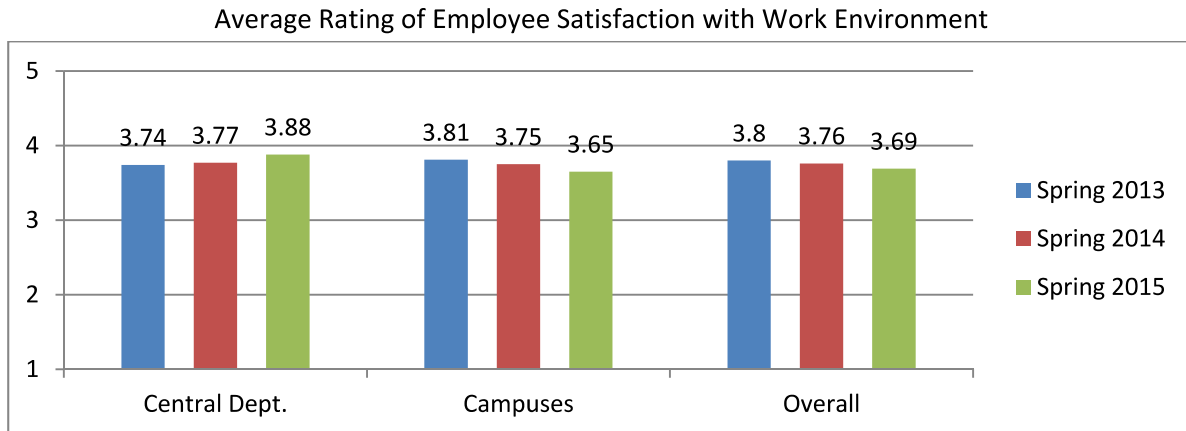
AISD had a strong retention rate among employees for the last three years.

---

## Measure 21: Work culture and environment

**Data Source:** Employee Engagement Survey, Studer

**Detail of analysis:** Use the average survey rating on a scale of 1 to 5 where 1 is very poor and 5 is very good to determine employee satisfaction with the environment in which they work



### Outcomes for Work Environment:

- ❖ Employee satisfaction ratings are slightly higher for central department staff (3.88) than for campus level staff (3.65) in spring 2015; ratings across both groups are 3.69
- ❖ Compared to prior years, the average overall satisfaction rating has decreased slightly.

### Findings:

The satisfaction ratings of work environment increased slightly within staff in central departments and decreased slightly within campus staff, but the overall rating has decreased slightly.

---

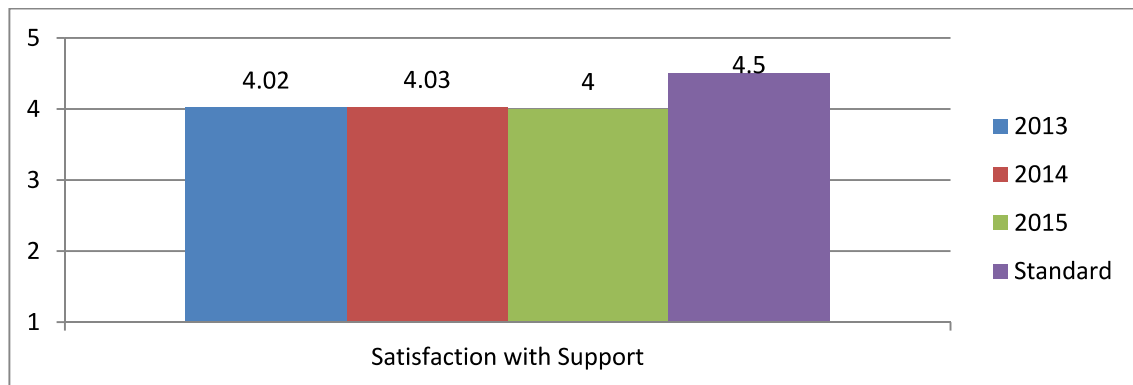
**Measure 22: Customer service – Campus Administrators**

**Measure 23: Customer Service – Community and Staff; not completed**

**Data source:** District Services Survey, Studer

**Detail of analysis:** Campus administrators complete a survey on the quality of service of central departments; the average rating of service on a scale of 1 to 5 across all central departments (aggregated across: Accountability, Planning and Testing; Communication; Curriculum and Instruction; Business office; Food Service; Plant Services; Administration; Personnel; Technology and Telecommunications)

Average Customer Service Rating and Standard for Central Departments



**Outcomes for Customer Service:**

- ❖ The average rating across department was 4.0 on a 5 point scale indicating a fairly high level of customer service
- ❖ Ratings of customer service remain stable and did not reach the standard

**Findings:**

Customer service provided by central departments was rated 4.0 or higher by campus administrators, but no improvement in the rating over the prior year was evident and the standard was not met.

---

**Measure 24: Leadership Training**

**Data source:** Leadership Training Feedback Report – 12-13, Studer; 14-15 Accountability, Planning, and Testing report

**Detail of analysis:** Evaluation of effectiveness of leadership training by participants

Evaluation of Leadership Training

	2012-13	2014-15
Percent of participants evaluating instructional leadership training as effective	89%	97%

**Outcomes for Evaluation of Leadership Training:**

- ❖ In the summer of 2015, 97% of leaders found the instructional leadership training to be effective
- ❖ In 2012-13 almost 9 of 10 leaders found the training to be effective

**Findings:**

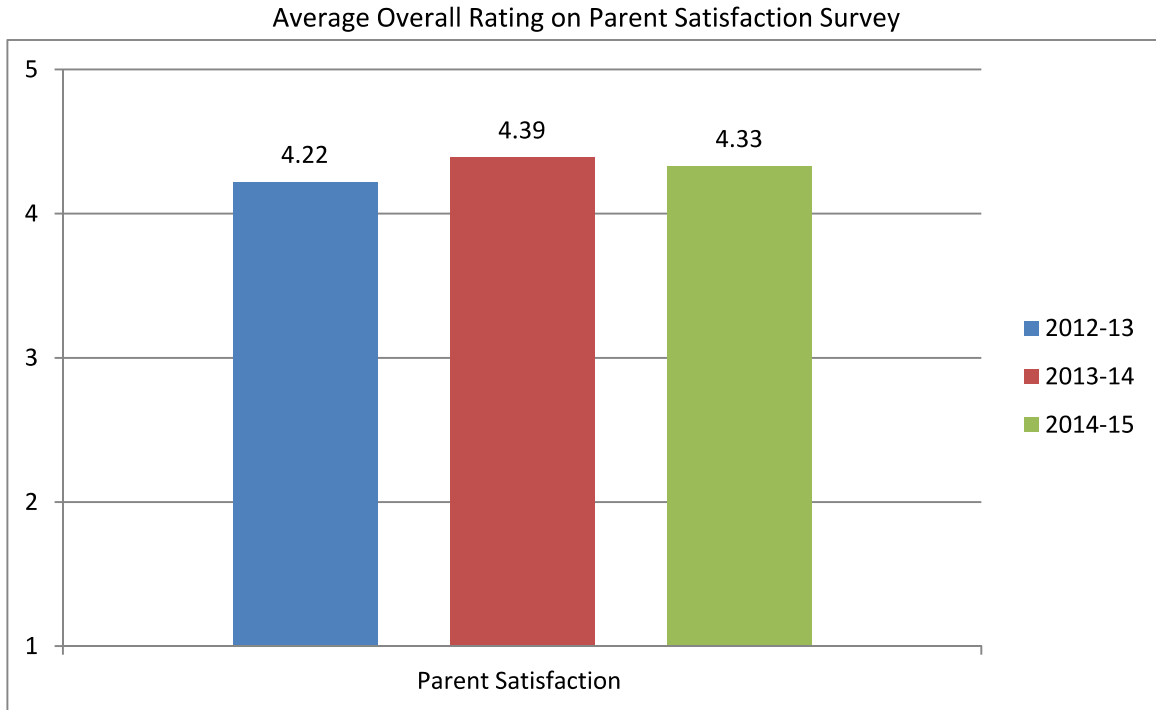
Staff training on instructional leadership training was viewed as effective in both years in which it was measured.

---

**Measure 25: Parent Satisfaction with engagement, support and communication**

**Data source:** Parent Satisfaction Survey

**Detail of analysis:** Parent survey respondents indicated their agreement on a scale of 1 to 5 with 5 indicating strongly agree and 1 indicating strongly disagree; parents rate 17 survey items regarding the learning, discipline, feedback, treatment of parents, safety, academic success, facilities, campus and district leadership, and their pride in having a child at the school;



**Outcomes for Parent Satisfaction:**

- ❖ Parent responses were very positive with an average rating across the items of 4.33
- ❖ Parents reported a similar level of satisfaction compared to the prior year

**Findings:**

AISD had strong, positive support from its parents as indicated by these survey responses.

---

**Measure 26: Participation in Parent University**

**Measure 27: School and community partnerships and parent engagement opportunities**

**Data source:** Campus reports; ERO database for volunteer activities

**Detail of analysis:** Number of volunteers who serve AISD campuses, the number of volunteers with 250+ and 500+ hours, and attendance at Parent University programs

Parent and Community Opportunities

Activity	2012-13	2013-14	2014-15
Total Number of Volunteers	10,588	10,150	-
Volunteers with 250+ hours	-	110	195
Volunteers with 500+ hours	-	160	105
Number of approved volunteers	-	-	Approx. 9,000
Parent University participation	-	348	438

**Outcomes for Parent and Community Opportunities:**

- ❖ Approximately 9,000 volunteers were included in the newly developed database
- ❖ 195 volunteers accumulated 250+ hours or more and 105 volunteers had 500+ hours
- ❖ Parent University had 438 participants in 2014-15

**Findings:**

AISD had strong support from parents and community based upon its significant number of volunteers and volunteer hours.

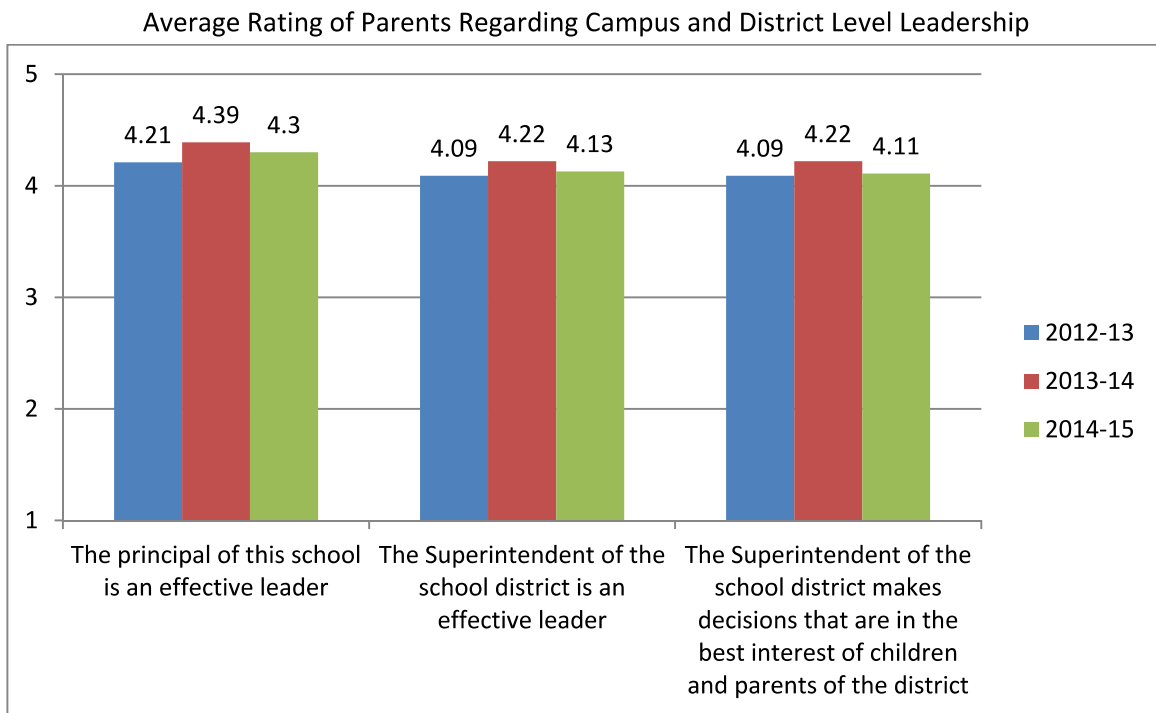
---

---

**Measure 28: Support for school improvement and strategic plan efforts to become a premier school district.**

**Data source:** Parent Satisfaction Survey, Studer

**Detail of analysis:** The AISD Parent Satisfaction Survey examined aspects of leadership at the campus and district level using three items on the survey; parents used a 1 to 5 rating scale (5 is strongly agree and 1 is strongly disagree) to indicate level of agreement with statements about leadership



**Outcomes for Support for School Improvement and Strategic Plan:**

- ❖ The average rating of principals was 4.3 and represented a slight decrease over the prior year
- ❖ Superintendent rating of effectiveness was 4.22 and represented a slight decrease over the prior year
- ❖ The average rating of decision-making skills of the Superintendent was 4.11 and reflected a slight decrease over the prior year

**Findings:**

Parental support of leadership at the campus and district level was strong and varied only slightly from year one to three.

---

## 2014-15 Summary of Progress on Strategic Plan Measures

From the data presented on the strategic plan measures, strengths, trends in a positive direction, and areas for improvement were identified.

### Measures Showing Strength

#### Learning Environment

- Student participation rates in activities on and off campus
- Few serious offenses and classroom disruptions
- Encouragement of lifelong learning behaviors
- Stable staff
- Parent satisfaction with engagement, support, and communication
- Parent support of school and district leadership
- Support of schools by volunteers and an engaged community
- Principals' satisfaction with service from central departments
- Rating of effectiveness of instructional leadership training

#### Academic Focus

- Mathematics performance at kindergarten, first and second grade
- Reading performance at kindergarten
- CTHE certifications earned by students
- CTHE course enrollments
- Participation in rigorous courses
- Designation of MPE campuses

### Measures Trending in a Positive Direction

#### Academic Focus

- Reading performance at second grade on nationally normed exam
- Reading performance at first grade
- Graduates who required remediation in TX colleges
- Participation and performance on AP exams
- Graduation indicators including on-track for HS graduation and graduation plan – RHSP/DAP

### Measures Needing Improvement

#### Academic Focus

- STAAR performance for all students, especially in reading and writing
- College Readiness focus including STAAR Postsecondary Readiness level; PSAT performance of sophomores; SAT/ACT exams including percent taking, performance, and meeting college ready standards
- Postsecondary Success including graduates feeling of readiness for next steps; percent of graduates enrolling in college

#### Learning Environment

- Facility adequacy as judged by students and staff
- Safety, security and respectful environment as identified by students
- Work culture and environment as reported by employees

Building on the support of parents and community will assist the district in improving academic outcomes, building leadership skills, and improving the overall climate of the system for staff and students.