



I Am AISD. I want my students to believe in themselves. I want them to wake up every morning of their lives excited about the possibilities that the day has to hold. Teaching is more than facts and tests. It is a way to help children see the potential that is in all of us. It is a way to open doors that would have otherwise remained closed forever.
Stacia Crescenzi
 2004 AISD Teacher of the Year
 Dobie Middle School



I Am AISD. I graduated as an architect in 1988. I didn't think that I would be a teacher someday. Now, after 10 successful years of teaching, I couldn't imagine any other profession that could be as challenging and fulfilling. When I see the smiles on students' faces or witness their enthusiasm about learning, it makes me sleep better at night.
Robert Pham
 Vietnamese Bilingual Teacher
 Walnut Creek Elementary School



I Am AISD. I am an AISD graduate, and am proud to now be an AISD teacher. I enjoy working with children. We are a community, a family. I'm not only preparing them for the next grade; I want to help them become lifelong learners. My commitment to them extends around-the-clock; it doesn't end at 2:45 when the bell rings.
Nikita Howard
 1st Grade Teacher
 Blackshear Elementary School

DISTRICT MISSION

"All students will progress academically and intellectually, and will graduate prepared for personal success and inspired to contribute to society."
 —(Board of Trustees Results-1)

Academic Achievement

Academic Achievement

"All students will think critically and analytically and will achieve at high academic levels that meet or exceed state and national performance standards, including the Texas Assessment of Knowledge and Skills (TAKS), effectively eliminating any achievement gap."
 —(Board of Trustees Results-2)

WELCOME, READER!

We are proud to present to you the 2004 Annual Report of the Austin Independent School District.

This report is organized according to the Board of Trustees' *Results Policies*, which are used to gauge how well the District is doing to help Austin students meet—and exceed—specific academic goals that the community deems to be valuable. The report also is published in Spanish so the information is available to the growing number of Spanish-speaking individuals who now live in Austin.

This report is intended to be a straightforward account to the Austin community of our successes and shortcomings, but next to the words and numbers, charts and graphs that you'll see in this 20-page publication are the pictures of people. These are not models; they are the teachers, counselors, secretaries, bus drivers, cafeteria workers, coaches and administrators who work their hardest every day to help Austin students succeed and excel. That's why the theme of this year's report is **"I Am AISD."** These individuals are the faces behind the success of Austin students.

We hope that after reading this Annual Report, you'll give us your feedback. You'll find a survey form on the back page, which you can either return via the U.S. Mail or complete electronically. Thank you.



Austin Independent School District Board of Trustees

(Front row, left to right)
 Pat Whiteside, Doyle Valdez, Cheryl Bradley,
 and Johna Edwards

(Back row, left to right)
 John Fitzpatrick, Mark Williams, Robert Schneider,
 Rudy Montoya Jr., and Ave Warhmund

The 2003-2004 school year was the second year of statewide testing using the *Texas Assessment of Knowledge and Skills (TAKS)*. AISD's results from TAKS testing in 2003 were used to modify programs and to identify interventions necessary to improve student performance in 2004. AISD students made gains across all student groups on both the English and Spanish tests.

In September 2004, state accountability ratings were issued by the Texas Education Agency. AISD earned an *Academically Acceptable* rating as a district and had 23 distinguished campuses. Campuses earning *Exemplary* ratings were Baranoff, Barton Hills, Casis, Doss, Highland Park, Hill, and Kiker elementary schools. *Recognized* campuses included Bowie High School, Bailey Middle School, and Bryker Woods, Casey, Cowan, Davis, Gullett, Kocurek, Lee, Mills, Oak Hill, Patton, Pease, Pillow, Reilly, and Summitt elementary schools. AISD also had five *Academically Unacceptable* campuses: Johnston High School, Webb Middle School, Pickle Elementary, Harris Elementary and Pecan Springs Elementary.

In the federal accountability system created by the *No Child Left Behind* act, campuses and districts are required to meet Adequate Yearly Progress (AYP). For any campus that does not meet AYP, areas of need must be addressed in the schools' campus improvement plans. Failure to meet AYP standards for two consecutive years in the same area(s) necessitates issuing choice options to students enrolled at those schools. Eight AISD campuses were required to issue choice options this year: Johnston, Lanier, LBJ, Reagan, and Travis high schools, and Burnet, Fulmore, and Porter middle schools. Final AYP results for all schools will be released by the state next March.

The *No Child Left Behind* act requires districts to monitor and to publicize the percentage of highly qualified teachers in the district's classrooms. Austin ISD has met the required standards annually for the past two years. (See chart, p. 3)

2004 TAKS Results By Subject Reading and English Language Arts

- In 2004, 81 percent of AISD students met the passing

standard for Reading/ELA, representing a seven-percentage point improvement in the passing rate from 2003.

- African American and Hispanic students showed the greatest gains in passing rates from 2003 to 2004.

Writing

- Among all the subjects tested, the 2004 passing rate was highest for Writing, at 89 percent.
- Passing rates ranged from 85 percent to 96 percent for student groups.
- African American students made substantial gains in passing rates from 2003 to 2004.

Mathematics

- 72 percent of students in AISD passed, representing an eight percentage-point gain from 2003.
- African American and Hispanic students had the greatest gains in passing rates from 2003 to 2004, an indication of progress toward closing the achievement gap.

Social Studies

- AISD students achieved an 86 percent passing rate.
- African American and Hispanic students made the greatest gains.

Science

- 66 percent of AISD students passed the Science TAKS test.
- Of all subject areas tested, passing rates improved the most from 2003 to 2004 in the area of Science.

In addition to the TAKS results, AISD students and schools achieved in several areas.

- AISD students earned an average composite score of

1032 on the 2004 SAT college entrance test, exceeding the state and national averages by 40 points and six points, respectively.

- 133 AISD seventh graders were honored by the Duke University Talent Identification Program for their exceptional achievement on the SAT and/or ACT tests.
- AISD's four-year high school completion rate rose from 87.1 percent for the Class of 2000 to 93.8 percent for the Class of 2003.
- The new calculation of official dropout rates for state accountability purposes is limited to seventh and eighth graders. Across those grade levels, the District's annual dropout rate for 2002-03 was 0.5 percent.
- Austin's annual dropout rate for seventh through twelfth grades in 2002-03 was slightly greater than the previous year (1.3 percent compared to 1.1 percent).
- Austin had 145 students named National Merit Scholars in 2004.
- Pillow Elementary was honored as a *National Blue Ribbon* school.

Bilingual Education/English as a Second Language

AISD is resolute about raising the academic achievement of its English Language Learners, and is engaged in implementing a districtwide plan, *English Learners and Educators Versed in Academic Rigor* (ELEVAR).

At the elementary school level, Rigorous Instruction in Spanish and English, or RISE, is a framework for instruction

built on providing all English Language Learners equal access to the standard curriculum while providing coherent programs of bilingual education/ESL.

At the middle school level, the *Read 180 Reading Program*, an intensive opportunity for the acceleration of language and reading skills, is provided in eight middle schools that serve the largest number of English Language Learners.

At the high school level, the International High School (IHS) has been established to better serve immigrant students new to the United States school system. The IHS is complemented by the International Welcome Center (IWC). The IWC staff receives families and students, completes assessments of reading and language skills, and recommends school placement for immigrant students.

Library Media

- AISD campus libraries circulated almost two million items during 2003-04.
- AISD libraries have increased Spanish language materials by 75 percent since 2002.

Special Education

AISD provides a full continuum of special education classes for students with disabilities with a variety of specialized services, highly qualified professionals, and well-equipped classrooms and schools. During the 2003-04 school year, the Special Education Department implemented an electronic document system, strengthened and expanded services for bilingual students, and focused on providing more opportunities for parent and community discussion.

Technology

Technology applications skills are taught at each grade level, and AISD has adopted and implemented its first online textbook, *Easy Tech*, at grades K-8.

AISD has certified 73 educators to teach a wide variety of high school technology courses, such as computer science, multimedia, digital animation and graphics, web mastering, and video technology.

Advanced Academic Programs

- The number of Advanced Placement exams taken increased from 4,795 in 2003 to 4,871 in 2004, an increase of 1.6 percent in one year and 33.2 percent since May 2000.
- The number of students earning scores of 3 or above increased by 1.6 percent, from 2,572 in 2003 to 2,612 in 2004. This represents a five-year increase of 34.1 percent.
- AISD's Advanced Academic Magnets at Fulmore and Kealing middle schools and LBJ High School enroll students from across the district. In 2003-04, 6,231 students were served by the Gifted and Talented (GT) program.
- The International Baccalaureate Program is a comprehensive, rigorous two-year curriculum offered at Anderson High School. In 2003-04, 60 students graduated with recognition for participation in the IB program.

No Child Left Behind Highly Qualified Teacher Report for 2003-04 and 2002-03

	Percentage of Classes Taught by Highly Qualified Teachers		Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools		Percentage of Highly Qualified Teachers		Percentage of Teachers Receiving High-Quality Professional Development	
	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03
AUSTIN ISD	88.27%	*	87.02%	*	92.19%	80.5%	100%	100%
**STATE TARGETS	80%	75.8%	80%	69.3%	80%	76.2%	94.9%	90.5%

2003-04 Data Source: Austin ISD Highly Qualified (HQ) Teachers as of the last day of School Year, 2003-04 Compliance Report submitted to TEA in June 2004, which required districts to report highly qualified teachers defined as 1) Holding at least a bachelor's degree AND 2) Having full state certification AND 3) Demonstrating competency through a) Passing ExCET or TEXES in subject taught OR b) Holding a college major or coursework equivalent to a major in subject OR c) Meeting High, Objective, Uniform Standard of Evaluation (HOUSE).

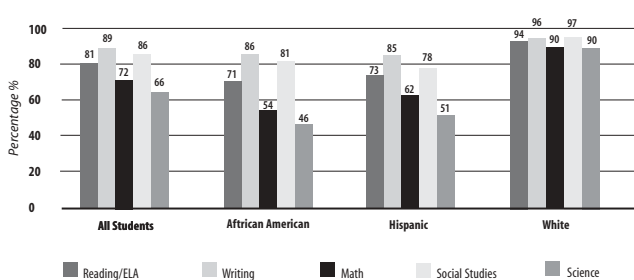
2002-03 Data Source: Voluntary TEA survey, completed for Middle Schools only, and State Board of Educator Certification (SBEC) data for Elementary and High Schools. At the time the survey was completed, guidance from TEA related to special education teachers, meeting the highly qualified standard had not been received. Therefore the middle school data do not reflect special education teachers. Elementary and High School data were based on records held by SBEC data only. Special education teachers are included in these data.

* SBEC data do not include information related to classes.

** 2002-03 was a baseline year, 2003-04 state targets were based on 2002-03 data.

TAKS RESULTS

Percentage of AISD Students Meeting the Passing Standard on TAKS in 2004 for All Students and Each Student Group*



Source: Texas Education Agency 2004 District Accountability Data Tables

*Note: Data represent students in the accountability subset and ethnic groups used for determining state ratings

AISD TAKS results for 2004 indicate the following:

- In each subject area, the majority of all AISD students met the passing standards for TAKS in 2004.
- 2004 TAKS passing rates were highest for Writing, Social Studies, and Reading.
- The 2004 TAKS results indicate the greatest need for improvement in the area of Science.

Change in Passing Rates from 2003 to 2004 by Subject Area for All Students and Each Student Group

Ethnicity	CHANGE IN PERCENTAGE PASSING FROM 2003-2004				
	Reading ELA	Writing	Math	Social Studies	Science
African American	+9	+16	+9	+8	+12
Hispanic	+8	+11	+9	+6	+12
White	+4	+2	+5	+3	+9
All Students	+7	+8	+8	+4	+10

* Source: TEA 2004 accountability data tables.

Changes in TAKS Passing rate from 2003 to 2004 indicate the following:

- AISD TAKS passing rates for all students increased by 4 to 10 percentage points across all subject areas from 2003 to 2004.
- The percentages of African American and Hispanic students passing the TAKS increased from 2003 to 2004 at greater rates than did the passing rates for White students in each subject area. This indicates that minority students in AISD continue to make progress toward closing the performance gap.

Percentages of Students in Urban Districts Who Met the Standard for TAKS Tests by Subject in Spring 2004 and Percentage Point Change from 2003 to 2004*

	Reading ^a	Change from 2003	Writing ^b	Change from 2003	Social Studies ^c	Change from 2003	Math ^d	Change from 2003	Science ^d	Change from 2003
Austin	81%	+7	89%	+8	86%	+4	72%	+8	66%	+10
Corpus Christi	85%	+8	93%	+12	87%	+8	70%	+9	69%	+16
Dallas	76%	+10	84%	+16	86%	+8	66%	+11	60%	+16
El Paso	78%	+5	85%	+5	86%	+6	67%	+8	66%	+14
Fort Worth	78%	+6	83%	+8	86%	+8	68%	+6	63%	+12
Houston	80%	+7	88%	+10	86%	+8	67%	+8	61%	+15
San Antonio	75%	+7	83%	+9	85%	+6	64%	+11	58%	+17
Ysleta	84%	+8	93%	+9	88%	+8	74%	+9	62%	+16
State	85%	+6	91%	+8	91%	+6	76%	+7	72%	+12

Source: Texas Education Agency 2004 District Accountability Data Tables

Note: Percentages reflect the performance of students in the district accountability subset (i.e., students enrolled as of Oct. 31, 2003) who were tested in English or Spanish.

*The passing standard in 2004 was 1 Standard Error of Measurement (SEM) below the Panel Recommended (PR) standard for all grades except Exit Level, which remained at 2 SEM below PR.

a Grades tested: 3rd through 11th

b Grades tested: 4th and 7th

c Grades tested: 8th, 10th, and 11th

d Grades tested: 5th, 10th, and 11th

Results for Urban Districts in the state indicate the following:

- Across subject areas, the performance of AISD students matched or surpassed performance in most other urban districts in Texas.
- For Math and Science, AISD ranked second among comparable urban school districts in the state.
- For Reading, Writing, and Social Studies, AISD ranked third among comparable urban districts.
- AISD made greater improvements in Reading and Math from 2003 to 2004 than were seen statewide.