District Strengths

2010-2011

AEIS	1	Elementary Math Scores - 91% (3rd/4th) +3 points
	2	Reading Scores - 90% (District) +3 points
	3	Writing Scores - 94% (District) +2 points
	4	Social Studies - 97% - (District) +2 points
	5	AA Reading - 89% - (District) +4 points
	6	SE Science - 80% (11th) +24 points
	7	Science 84% - (District) +8 points
	8	AA Reading - (9th/10th) - 91% +4 points
TPRI Tejas Lee	1	K- Identify letters by name, 97%
	2	K- Link letters to sounds, 93%
	3	1st- Substitute initial consonant, 99%
	4	1st- Substitute final consonant, 98%
	5	1st- Blend word parts, 97%
	6	1st- Substitute middle vowel, 96%
	7	3rd- Answer questions using story facts, 95%
TELPAS	1	Total number of ELLs in district continues to drop in grades 7-12.
	2	Reading scores for 7-12 are higher than other domains.
	3	Majority of ratings are Advanced High (AH). This contributes to an average composite rating of Advanced.
	4	65% of 4th grade students moved up one proficiency level.
	5	50% of 2nd & 3rd grade moved up one proficiency level.
	6	In 3rd & 4th grade, only 10% of the students were rated Beginning in Listening and Speaking.
	7	Less than 10% of students (except 9th grade, which is 13%) were rated Beginning in Listening and Speaking.
	8	Plummer – 85% of students made progress of at least one proficiency level.
	9	Nimitz 9th – 81% of students made progress of at least one proficiency level.
	10	Student numbers by grade level indicate increased numbers of students meeting exit criteria: 7th grade: 727 8th grade: 538 9th grade: 574 10th grade: 265 11th grade: 187 12th grade: 142
AYP	1	All Elementary Schools - 32
	2	All Intermediate - 11
	3	All Middle Schools - 10
	4	All 9th grade centers - 4
	5	Mac HS, Carver, Victory, & Aldine Sr.

Student Tracker	1	46% of students enrolled in college the fall after HS graduation - increase 3% since 2007
College Board	1	# of Juniors taking PSAT increased by 93.2% from last year - Texas increased 4.9%
	2	Only slight declines in SAT Math scores from last year
	3	Slight increase in SAT Reading and Writing scores from last year
	4	Students perform better on SAT with core academic preparation
	5	# of AP test takers increased by 36.2%
	6	# of AP test takers scoring 3-5 (521) increased by 19.4%
	7	Slight increase in Soph. PSAT Math (+.9) and Reading (+.9) scores from last year
	8	Slight increase in Junior PSAT Math (+1.5) and Reading (+1.8) scores from last year
PBMAS	1	SpEd Representation
	2	CTE graduation rate
Discipline	1	PBS Training: 6% decrease in elementary behavior incidents
	2	Decrease in violent behavior incidents
	3	Decrease in bullying incidents
	4	Decrease in weapons incidents
Dropout	1	Data indicates improvement last year.
	2	SMS will allow provide us more detail in preliminary data.
Student Attendance	1	Overall improvement in district rate last year.
	2	Improvement in elementary levels this year.
	3	
Re-teach and Reassessment Policy	1	Allows students multiple opportunities to be successful
	2	Allows teachers to collect continuous data on student progress so instruction can be individualized to meet the needs of failing students
	3	Gives extra time and help to students who truly do not understand a concept
	4	Increases confidence of those students who are failing when they are able to pass a test
	5	Allows more in-depth teaching
	6	Increases teacher accountability for student learning
	7	Decreases failure rate
	8	Improves instruction through differentiation and flexible grouping for failing students
	9	Provides a variety of ways to re-teach and reassess and students being re-taught in different ways may be more successful
	10	Provides documentation for parent conferences
	11	Gives students a chance to bring grades up and show growth
	12	Gives the teacher a chance to survey the knowledge of students through multiple assessments
	13	Provides reinforcement for struggling students
	14	Decreases retention rate

Turnover Rate	**1**	Opened school with .3% vacancy rate
	2	9.41% turnover rate for 2009-2010
	3	99.97% highly-qualified teachers district wide
	4	Principal turnover rate: 2.8%
	5	Assistant principal turnover rate: 7.1%
	6	Average number of qualified Aldine applicants for assistant principal positions: 17
Finance	**1**	2.5 Months of Fund Balance
	2	Balanced Budget
	3	Strong Tax Collections for a Region 4 districts (2008 R4 av. 102.53% Aldine 120.38%)
	4	Steady student growth (8 year Average 2%, R4 av. 1.9%)
	5	Low administrative costs 48th lowest in the largest 200 districts
	6	Total Federal Funds per child higher than R4 (av. 1,370 Aldine 1,473)
	7	Long Term Debt well below R4 average (Av 13,928 Aldine 7,673)
	8	Expenditures per child for Non Student Services (Administration, Maintenance, Security and Technology) dropped significantly in 2009 (now the 4th lowest in the largest 200 districts)

District Weaknesses

2010-2011

			New Action	DIP Action
AEIS	1	AA Math Scores - 81% (District) +6 points		X
	2	AA All Tests - 72% - +8 points		X
	3	Spanish Reading - 81% +3 points		X
	4	LEP - All Tests - 71% +5points		X
	5	LEP Science - 70% +9 points		X
	6	SE Science - 70% +9 points		X
	7	SE Reading - 72% (9th) +23 points		X
	8	SE Math - 62% +8 points		X
TPRI Tejas Lee	1	K- Delete final sounds in words, 60%		
	2	K- Answer questions using inferred information, 60%		
	3	K- Delete initial sounds in words, 79%		
	4	1st- Delete initial/final sounds in words, 80%		
	5	1st- Fluency Reading Rate ³ 60 wpm, 57%		X
	6	2nd- Spelling, 49%		
	7	2nd- Fluency Reading Rate ³ 90 wpm, 33%		X
	8	2nd- Reading a 1st grade story, 4%		
	9	3rd- Fluency Reading Rate ³ 90 wpm, 61%		X
	10	3rd- Contractions, Compounds, Homonyms, High Frequency Words, 43%		
	11	3rd- Vowel teams, Multisyllabic words, Inflectional endings, 43%		
	12	3rd- Orthographic patterns Consonant doubling, Dropping e, Changing y to I, 43%		
	13	3rd- Syllable Boundaries, Derivations, 43%		
TELPAS	1	Percentage increase for two levels and three levels of progress is low.		X
	2	High School: Eisenhower 9th, Eisenhower Sr., MacArthur 9th are below district average for one level of progress.		
	3	Middle Schools: Grantham, Aldine MS, and Hambrick are below district average for writing proficiency levels.		
	4	3rd and 4th grade: No progress of three proficiency levels		
	5	Teachers are rating lower in writing, compared with the Reading proficiency ratings students get when taking the on-line assessment.		
	6	A lower number of 10th, 11th, and 12th grade students are progressing at least one proficiency level.		
	7	There is a degree of misalignment between Reading proficiency ratings and writing proficiency ratings. **(Action: Provide training to improve TELPAS scoring in relation to writing and oral language)**	X	
	8	Overall, a low 3rd grade Advanced High proficiency rating in Writing. This impacts the number of students that are able to meet exit criteria in this particular grade level.		
	9	Overall, a small percentage of students are exiting in 3rd and 4th grade.		
	10	Students are receiving lower ratings in Listening and Speaking when these areas should be the higher rated ones considering the order of second language acquisition.		

AYP	1	Nimitz HS - Math AA		
	2	Gray Reading AA		
	3	Hill Hoffman, & Shotwell Math AA		
	4	Carmichael & Conley - Reading AA		
	5	Stovall Elem - Reading and Math; Smith - Reading Hispanic		
	6	Francis Reading AA		
	7	District: Graduation Rate AA 69.9;Sp.Ed. 60.6%;LEP 50.5% **(Action: Develop intervention strategies to improve graduation and completion rates & reduce dropout rates) All groups already included in DIP.**		X
	8	District: SP Reading 69% & Math 69% **(Action: 100% of all campuses [*and student groups*] meet requirements for Adequate Yearly Progress)**		X
Student Tracker	1	46% of students enrolled in college the fall after HS graduation; 46% in 2009		X
	2	46% of students enrolled in college at any time during the year after HS graduation - decline of 7% since 2009		X
	3	46% of students enrolled in college at any time during the first 2 yrs. after HS graduation - decline of 10% since 2009.		X
	4	12% of the HS class earned a degree in 2004; 12% in 2003		
	5	Those still enrolled: 2003 - 10.2% 2004 - 13.2% 2005 - 18.6% 2007 - 33.9%		
College Board	1	# of Sophs.. taking PSAT decreased by 1.2% from last year **(Action: Increase number of PSAT test-takers among 10th grade students)**	X	
	2	Declines in Junior PSAT Writing scores from last year		X
PBMAS	1	AA SpEd Representation: 38.3 Overall 28.3 Diff 10 Goal 1.0		X
	2	LEP Drop out rate.		X
	3	LEP Graduation rate.		X
	4	LEP RHSP/DAP diploma rate		
	5	Sp Ed graduation rate		X
Discipline	1	27% increase in drug violations		X
	2	RtI for Tier 2 and 3 interventions		X
Dropout	1	Student Attendance		X
	2	Campus follow up with absences (communication cycle)		X
	3	During the year recovery efforts.		X
Student Attendance	1	3-4th 6 week recording periods.		
	2	Campus processes vary.		

Add actions to Vertical Plans

Re-teach and Reassessment Policy	**1**	Time constraints (grading/re-teaching/paperwork/documentation/ preparation/implementation/turn around)		
	2	Students are promoted not mastering needed skills for success in the next grade		
	3	Promotes student apathy and rewards mediocrity		
	4	Unfair to students who pass the first time		
	5	Inflated grades due to averaging test scores		
	6	Lack of reassessment consistency across the district (validity)		
	7	Lack of student effort because they know they have multiple opportunities		
	8	Parents think students are doing well academically when they are not		
	9	Students are unprepared for real life experiences (college/career)		
	10	Lack of clarity about what assignments to reassess and types of assessments to use		
Turnover Rate	**1**	35.86% of teachers leaving Aldine had 0-2 years experience		
	2	29.75% of teachers leaving Aldine went elsewhere		
	3	Lost 30 math teachers (30/241 = 12.4%)		
	4	Lost 42 science teachers (42/187 = 22.5%)		
	5	Individual schools with high turnover rates (26 at 10% or higher - district average at 9.41%)		X
	6	Average number of qualified Aldine applicants for EC/elementary principal positions: 9		X
	7	Average number of qualified Aldine applicants for intermediate principal positions: 10		X
	8	Average number of qualified Aldine applicants for middle school principal positions: 10		X
	9	Average number of qualified Aldine applicants for high school principal positions: 5		X
Finance	**1**	Lower Fund Balance than other R4 (Av 1,803 per child Aldine 1,525)		
	2	Total revenue is lower than average for a Reg 4 districts (R4 av. 9,957 Aldine 9,349)		
	3	Pupil teacher ratio is dropping in the past 7 years (from 15.5 to 14.8)		

District Opportunities

2010-2011

AEIS	**1**	Vocabulary Development in all grade levels
	2	Intensive summer school program
	3	Fluency/Comprehension
	4	Intensive small group/cooperative learning training
	5	Intensive staff dev. for mathematical concepts
	6	Oral Language Proficiency
	7	Intensive inclusion training
	8	RTI
TPRI Tejas Lee	**1**	Increase monitoring and adjust student progress in fluency
	2	Ensure school-based reading incentives at every campus
	3	Increase leveled reading books at the campus level
	4	Provide opportunities for campuses to visit successful reading programs
	5	Provide training in balanced literacy - focusing on each component
	6	Maintain documentation and provide relevant professional development for struggling teachers
	7	Train teachers and administers how to use data to improve instruction
	8	Align TPRI to district scope and sequence
	9	Staff K-2 with strong effective teachers
TELPAS	**1**	Overall, Reading proficiency ratings are consistently higher than the ratings in Listening, Speaking, and Writing. This is a possible training issue, lack of opportunities for students to "speak" in the classroom, high writing expectations as teachers compare TELPAS holistic ratings to TAKS composition rating.
	2	Continuation and annual review of TELPAS rating offered to all teachers: Fall TELPAS Awareness training, Spring Level I training, and Supplemental Support training.
	3	Target students receiving a rating of Intermediate for intense instruction since that need to be rated at least Advanced to have a chance at effective English instruction and at passing English TAKS.
	4	About 50% of 2nd and 3rd grade students moved up at least one proficiency level, ensuring adequate English progress.
	5	Potentially, half of the district's 2nd grade students can move up to a rating of Advanced High in Writing this year as 3rd graders, allowing more students to exit.
	6	High School ESL students who are served in a mainstream class with accommodations may benefit from additional targeted second language support through an additional class with an ESL teacher or targeted tutorials with ESL teacher.
	7	Use model schools to determine what changes must be carried out instructionally to achieve greater TELPAS growth from year to year: (Odom-1st & 2nd grade, Goodman-1st grade, Thompson-4th grade, Stehlik-5th grade, Stovall Academy-2nd grade, Grantham-7th grade, Houston-5th grade, Drew-7th & 8th grade, Sammons-1st & 4th grade, Carmichael-1st grade, Ermel-4th grade, Hill-5th grade, Hoffman-8th grade, Worsham-1st grade, Johnson-3rd grade, Mendel-4th grade, Aldine Middle-7th grade, Plummer-7th & 8th grade, Nimitz 9th

TELPAS	8	As classroom teachers identify and target the level of English proficiency, through the use of the ELPS the students will make at least one year's growth in all areas.
	9	Supplemental ESL certification/training will allow for targeted second language acquisition instruction. CAUTION: Flexibility in scheduling may result in neglecting student language needs.
AYP	1	Continue to update principals in the accountability systems.
	2	level.
	3	Continue to focus on dropout recovery at HS.
	4	Sp. Ed.
Student Tracker	1	Continue to build a college-going culture
	2	Increase instructional rigor of HS classes
	3	Identify more students for AP and DC classes in HS
College Board	1	Strengthen SAT prep classes
	2	Include more students in SAT prep classes
	3	Increase instructional rigor in all subjects
	4	4X4 will provide core academic preparation
	5	Counsel students about when to take SAT after applicable coursework
PBMAS	1	AA SpEd Representation: 38.3 Overall 28.3 Diff 10 Goal 1.0 (improvement)
	2	Special education student management.
Discipline	1	Continued focus on training of campuses and individual teachers.
	2	PBS
	3	Steps to Respect and Second Step (Bullying)
	4	CHAMPS (Classroom Interventions)
	5	
Dropout	1	Credit recovery programs at campus and district levels
	2	Quality instruction
Re-teach and Reassessment Policy	1	Schedule re-teach and reassessment days on the curriculum calendar to ensure the scope and sequence is followed throughout the year
	2	Train teachers in re-teach and reassessment strategies and options
	3	Average the two test grades with no grade being higher than a 70%
	4	District provides reassessment materials for consistency
	5	Provide online re-teach and reassessment sessions
	6	Conference with parents when student needs to be re-taught and reassessed so they will understand their student is struggling
	7	Revise policy with clear concrete expectations (interpretation inconsistent)
	8	Develop multiple policies geared to grade levels and expectations (HS > college/real-life readiness)
	9	Specify assignments in addition to BM tests that need to be reassessed (inconsistent)
	10	Require re-teach/reassessment after school
	11	Include a clause that releases teachers from excessive re-teaching for apathetic students
	12	Exempt college level classes (Dual Credit/AP) from the policy
Student Attendance	1	Improve processes at each campus.
	2	District data base and process.
	3	Utilizing SMS

Turnover Rate	**1**	None Identified
Finance	**1**	Ability to increase revenue through a Tax Ratification Election
	2	Budget cuts have balanced the budget (next years budget has a 4.8 million surplus at current funding levels)
	3	The district has a detailed plan of potential cuts if they are needed
	4	Ranked 35th in the top 200 districts in Operating Efficiency.

District Threats

2010-2011

AEIS	1	Increasing accountability standards
	2	4X4
	3	New STARR Test
	4	Teachers certified in content areas (math/science) /ESL
	5	Student Mobility
	6	EOC Testing
	7	Large class sizes as budget reductions occur
	8	
TPRI Tejas Lee	1	Mobility rate
	2	Funding for training and leveled readers
	3	Limited availability of training opportunities
	4	weekends
	5	
TELPAS	1	Class scheduling: As long as ESL students are mixed in with mainstream students, gaps will continue to be ignored or grow wider.
	2	Teachers are rating students low in Writing, compared with the rating the students get when taking the on-line Reading assessment.
	3	There is a need to revise and review TELPAS Writing training.
	4	Limited ESL classroom teaching units may not allow space for ESL teachers continue monitoring and support mainstreamed ELLs. Teacher certification may prevent ESL teachers from teaching state credit courses taught in English, requiring mainstreamed ELLs to take local elective courses in order to have an additional support class with an ESL teacher.
	5	Funding to pay for additional CTUs for targeted tutorials, or zero period classes designed specifically for ELLs.
	6	Blanket assessment decisions are still being made in both ends of the spectrum: students targeted to take English TAKS when still rated Beginning or Intermediate in Reading AND targeted to take Spanish when rated at Advanced or Advanced High in Reading.
	7	If the opportunities to speak continue to be rare, students are going to continue to not achieve a level of oral proficiency to meet exit criteria, especially at the secondary level.
	8	
AYP	1	Student mobility
	2	Sp. Ed. Standards
	3	Accountability system
	4	Budget reductions
	5	New STARR Test
	6	EOC testing
	7	Larger class size
	8	
Student Tracker	1	Rising cost of college tuition, etc.
	2	Higher college readiness standards
	3	HS graduates enter the workforce out of necessity
	4	

College Board	1	Lack of interest/awareness
	2	50% of students enroll in 2-year college - SAT not required
	3	Cultural Awareness
	4	
PBMAS	1	Mobility rate
Discipline	1	High student/teacher ratio
	2	Staffing for support personnel
	3	Restrictive laws
	4	
Dropout	1	Student Discipline
	2	Increased graduation standards
	3	Retention Rate
Re-teach and Reassessment Policy	1	Teachers lack knowledge of effective strategies for re-teaching or reassessing
	2	Lack of materials
	3	Lack of time
	4	Teachers' attitude and lack of buy-in
	5	Students' attitude and the knowledge that they have multiple opportunities
	6	Loss of instructional time due to re-teaching
	7	Inconsistent policy interpretation and implementation across the district
Student Attendance	1	Mobility rate
	2	Retention of staff at campus level
	3	
Turnover Rate	1	Hiring highly-qualified high school math and science teachers
	2	Keeping salaries competitive
	3	Class sizes
	4	Budget
	5	
Finance	1	increasing student population
	2	to District in the next Biennium
	3	(2012 - 5,410,732; 2013 - 7,240,973; 2014 - 2,705,366)
	4	Increasing revenue tied to Tax Ratification Election
	5	Unfunded State requirements
	6	Community expectations of what non core programs should be offered by the District
	7	Problems with overall economy causing drop in property values
	8	funding covers only 1/4 of our expenditures for the ESL/Bilingual programs)
	9	Current individual programs are not evaluated on value added basis
	10	campus

AEIS SWOT

2010-2011

Strengths	1	Elementary Math Scores - 91% (3rd/4th) +3 points
	2	Reading Scores - 90% (District) +3 points
	3	Writing Scores - 94% (District) +2 points
	4	Social Studies - 97% - (District) +2 points
	5	AA Reading - 89% - (District) +4 points
	6	SE Science - 80% (11th) +24 points
	7	Science 84% - (District) +8 points
	8	AA Reading - (9th/10th) - 91% +4 points
Weaknesses	1	AA Math Scores - 81% (District) +6 points
	2	AA All Tests - 72% - +8 points
	3	Spanish Reading - 81% +3 points
	4	LEP - All Tests - 71% +5points
	5	LEP Science - 70% +9 points
	6	SE Science - 70% +9 points
	7	SE Reading - 72% (9th) +23 points
	8	SE Math - 62% +8 points
Opportunities (Potential Future Strengths)	1	Vocabulary Development in all grade levels
	2	Intensive summer school program
	3	Fluency/Comprehension
	4	Intensive small group/cooperative learning training
	5	Intensive staff dev. for mathematical concepts
	6	Oral Language Proficiency
	7	Intensive inclusion training
	8	RTI
Threats/Barriers (Existing Now & in the Future)	1	Increasing accountability standards
	2	4X4
	3	New STARR Test
	4	Teachers certified in content areas (math/science) /ESL
	5	Student Mobility
	6	EOC Testing
	7	Large class sizes as budget reductions occur

AEIS Strengths

2010-2011

3rd Grade	**1**	Reading - 92% (+5 points)
	2	Math - 89% (+4 points)
	3	Spanish Reading - 94% (+2 points)
	4	Spanish Math - 90% (+2 points)
	5	AA Math - 83% (+8 points)
4th Grade	**1**	Math - 93% (+3 points)
	2	Writing - 93% (+1 points) 1
	3	Spanish Reading - 90% (+6 points)
	4	Spanish Writing - 96% (+1 points)
	5	AA Math - 86% (+3 points)
5th Grade	**1**	Reading - 81% (+6 points) (1st Administration)
	2	Math - 82% "
	3	Science - 86% (+5 points) "
	4	AA Science - 81% (+7 points) "
	5	Hisp: Reading-81% (+6 points); Math-84%; Science-88% (+6 points) "
6th Grade	**1**	Reading - 88%
	2	Math - 85%
	3	AA Reading - 88%
	4	Hispanic Reading - 88%
	5	Hispanic Math - 87%
7th Grade	**1**	Reading - 86% (+3 points)
	2	Math - 84% (+1 point)
	3	Writing - 96% (+5 points)
8th Grade	**1**	Reading - 91% (+3 points)
	2	Math - 84% (+1 point)
	3	Social Studies - 97% (+2 points)
	4	AA Reading - 90% (+4 points)
	5	Hispanic Reading - 91% (+3 points)
9th Grade	**1**	Reading 92% (+4)
	2	AA Reading 92% (+7)
	3	Sp Ed Reading 72% (+23)
10th Grade	**1**	ELA 90% (+2)
	2	Social Studies 95% (+4)
	3	AA ELA 90% (+3)
11th Grade	**1**	ELA - 93% (+1 point)
	2	Math - 90% (+9 points)
	3	Science - 92% (+5 points)
	4	SE Science - 80% (+24 points) !
	5	Soc Studies - 99% (+1 point)
	6	AA Math - 85% (+8 points)
	7	LEP Soc Studies - 92% +1

AEIS Weaknesses

2010-2011

3rd Grade	**1**	SE Math - 63% (+6 points)
	2	AA All Tests - 78% (+ 10 points)
	3	SE Spanish Reading - 69% (+9 points)
	4	SE Spanish Math - 60% (+13 points)
	5	SE All tests - 53% (+ 6 points)
4th Grade	**1**	AA All Tests - 71% (+5 points)
	2	Spanish All Tests - 62% (+7 points)
	3	SE Reading - 57% (-1 points)
	4	SE All tests - 50% (+4 points)
5th Grade	**1**	AA Reading - 79% (+6 points) (1st Administration)
	2	AA Math - 75% (+5 points) "
	3	AA All tests - 63% (+11 points) "
	4	Spanish Reading - 70% "
	5	Spanish Math - 48% (+5 points) "
	6	Spanish Science - 69% (+21 points) "
	7	SE Science - 68% (+8 points) "
	8	SE Math - 45% "
	9	SE Reading - 56% "
6th Grade	**1**	All Tests - 79%
	2	AA Math - 79%
	3	AA All Test - 73%
	4	SE Reading - 68%
	5	SE Math - 62%
7th Grade	**1**	AA Math - 78% (N/A)
	2	AA All Tests - 72% (+4 points)
	3	LEP Reading - 67% (+4 points)
	4	LEP Math - 76% (+2 points)
	5	LEP All tests - 57% (+5 points)
	6	SE Reading - 60% (+29 points)
	7	SE Math - 66% (+12 points)
	8	SE All tests - 51% (+25 points)

8th Grade	**1**	AA Math - 78% (+2 points)
	2	AA Science - 74% (+8 points)
	3	AA All Tests - 66% (+10 points)
	4	LEP Reading - 69% (+4 points)
	5	LEP Math - 69% (+4 points)
	6	LEP Science - 56% (+12 points)
	7	LEP All tests - 42% (+14 points)
	8	SE Science - 49% (+8 points)
	9	SE Reading - 70% (+8 points)
	10	SE Math - 52% (-4 points)
	11	Science - 80% (+7 points)
9th Grade	**1**	Math 78% (+9)
	2	AA Math 70% (+10)
	3	AA All tests 70% (+10)
	4	LEP Reading 66 (+10)
	5	LEP Math 57% (+12)
	6	LEP All tests 46 (+10)
	7	SE Math 45% (+11)
10th Grade	**1**	Math 78% (+9)
	2	Science 77% (+14)
	3	All Tests 66% (+13)
	4	AA Math 73% (+13)
	5	AA Science 73% (+15)
	6	AA All tests 61% (+15)
	7	SE ELA 45% (-10)
	8	SE Math 39% (-3)
	9	SE Science 43% (-9)
	10	LEP ELA 44% (-5)
	11	LEP Math 48% (+2)
	12	LEP Science 44% (+13)
	13	LEP All tests 22% (+2)
11th Grade	**1**	All Tests - 78% (+7 points)
	2	LEP ELA - 54% (+6 points)
	3	LEP Math - 69% (+15 points)
	4	LEP Science - 71% (+17 points)
	5	LEP All tests - 44% (+15 points)
	6	SE Math - 60% (+11 points)
	7	SE All Tests - 41% (+1 point)

AEIS Opportunities

2010-2011

3rd Grade	1	More SE trainings for teachers/Rdg./Math
	2	RtI - More intense interventions
	3	Staff development on small group instruction
	4	Monitor fluency probes
	5	staff development on work stations/ balanced reading, etc..
	6	Increase cross curricular reading/writing
	7	Increase use of math manipulatives with SE students
4th Grade	1	Increase cross curricular reading/writing
	2	RtI - More intense interventions
	3	More SE trainings for teachers/ Rdg../Math
	4	Fluency/Comprehension
	5	Staff dev for balanced literacy
5th Grade	1	Continue to provide staff development for workstations, guided reading,
	2	Continually provide students with opportunities for vocabulary development
	3	Work to improve students' reading comprehension
	4	Monitor student progress in fluency
6th Grade	1	Staff development for flexible grouping
	2	Vocabulary development
	3	Staff development for mathematics based on specific skills
7th Grade	1	RtI implementation
	2	Academic intervention limitations due to budget restraints
	3	Lack of differentiated instruction
	4	Rigor and relevance professional staff development
8th Grade	1	RtI implementation
	2	Academic intervention limitations due to budget restraints
	3	Lack of differentiated instruction
	4	Rigor and relevance professional staff development
9th Grade	1	Continue Algebra 1 focus on using the instructional modules
	2	Improve Vocabulary Development- for LEP and for all students
	3	Improve on-grade-level instruction for Special Ed Students
10th Grade	1	Continuation and improvement of trailer classes
	2	Improve Vocabulary Development- for LEP and for all students
	3	Improve on-grade-level instruction for Special Ed Students
11th Grade	1	Improve Vocabulary Development - LEP/All Students
	2	Improve on-grade-level instruction for SE Students
	3	
	4	
	5	

AEIS Threats

2010-2011

3rd Grade	1	Lower numbers in AA student group- contributes to lower %
	2	Student mobility
	3	Special Educ. Standards
	4	Budget Reductions
	5	New STARR Test
4th Grade	1	Lower numbers in AA student group- contributes to lower %
	2	Student mobility
	3	Special Educ. Issues
	4	New STARR Test
	5	Increasing standards
5th Grade	1	Transitioning from elementary
	2	BIL students have been instructed in Spanish through 4th grade
	3	Lack of basic academic foundation
	4	High student mobility
	5	New STARR Test
	6	Budget Reductions
6th Grade	1	Lack of basic academic foundation
	2	Mobility
	3	Budget reductions
7th Grade	1	Lack of teacher certification in specific core content areas
	2	Student mobility
	3	Fundng restraints
8th Grade	1	Lack of teacher certification in specific core content areas
	2	Student mobility
	3	Funding restraints
9th Grade	1	EOC Testing
	2	Large Class sizes as budget reductions occur
	3	4X4
	4	Availability of quality teachers for secondary math
	5	mobility rate
10th Grade	1	Certified ESL Teachers
	2	Large class sizes due to budget cuts
	3	4x4
	4	EOC
	5	Finding certified math and science teachers
	6	Mobility
11th Grade	1	Certified ESL Teachers
	2	Large class sizes due to budget
	3	4x4
	4	EOC
	5	Finding certified math and science teachers
	6	Mobility

TPRI/Tejas Lee SWOT

2010-2011

Strengths	**1**	K- Identify letters by name, 97%
	2	K- Link letters to sounds, 93%
	3	1st- Substitute initial consonant, 99%
	4	1st- Substitute final consonant, 98%
	5	1st- Blend word parts, 97%
	6	1st- Substitute middle vowel, 96%
	7	3rd- Answer questions using story facts, 95%
	8	
Weaknesses	**1**	K- Delete final sounds in words, 60%
	2	K- Answer questions using inferred information, 60%
	3	K- Delete initial sounds in words, 79%
	4	1st- Delete initial/final sounds in words, 80%
	5	1st- Fluency Reading Rate ≥ 60 wpm, 57%
	6	2nd- Spelling, 49%
	7	2nd- Fluency Reading Rate ≥ 90 wpm, 33%
	8	2nd- Reading a 1st grade story, 4%
	9	3rd- Fluency Reading Rate ≥ 90 wpm, 61%
	10	3rd- Contractions, Compounds, Homonyms, High Frequency Words, 43%
	11	3rd- Vowel teams, Multisyllabic words, Inflectional endings, 43%
	12	3rd- Orthographic patterns Consonant doubling, Dropping e, Changing y to I, 43%
	13	3rd- Syllable Boundaries, Derivations, 43%
Opportunities (Potential Future Strengths)	**1**	Increase monitoring and adjust student progress in fluency
	2	Ensure school-based reading incentives at every campus
	3	Increase leveled reading books at the campus level
	4	Provide opportunities for campuses to visit successful reading programs
	5	Provide training in balanced literacy - focusing on each component
	6	Maintain documentation and provide relevant professional development for struggling teachers
	7	Train teachers and administers how to use data to improve instruction
	8	Align TPRI to district scope and sequence
	9	Staff K-2 with strong effective teachers
	10	
Threats/Barriers (Existing Now & in the Future)	**1**	Mobility rate
	2	Funding for training and leveled readers
	3	Limited availability of training opportunities
	4	weekends
	5	

AYP SWOT

2010-2011

Strengths	1	All Elementary Schools - 32
	2	All Intermediate - 11
	3	All Middle Schools - 10
	4	All 9th grade centers - 4
	5	Mac HS, Carver, Victory, & Aldine Sr.
	6	
Weaknesses	1	Nimitz HS - Math AA
	2	Gray Reading AA
	3	Hill Hoffman, & Shotwell Math AA
	4	Carmichael & Conley - Reading AA
	5	Stovall Elem - Reading and Math; Smith - Reading Hispanic
	6	Francis Reading AA
	7	District: Graduation Rate AA 69.9;Sp.Ed. 60.6%;LEP 50.5%
	8	District: SP Reading 69% & Math 69%
	9	
	10	
Opportunities (Potential Future Strengths)	1	Continue to update principals in the accountability systems.
	2	To better understand the impact of student groups at the campus level and at the district level.
	3	Continue to focus on dropout recovery at HS.
	4	Sp. Ed.
	5	
Threats/Barriers (Existing Now & in the Future)	1	Student mobility
	2	Sp. Ed. Standards
	3	Accountability system
	4	Budget reductions
	5	New STARR Test
	6	EOC testing
	7	Larger class size
	8	

Re-teach and Reassessment Policy SWOT

2010-2011

Strengths	**1**	Allows students multiple opportunities to be successful
	2	Allows teachers to collect continuous data on student progress so instruction can be individualized to meet the needs of failing students
	3	Gives extra time and help to students who truly do not understand a concept
	4	Increases confidence of those students who are failing when they are able to pass a test
	5	Allows more in-depth teaching
	6	Increases teacher accountability for student learning
	7	Decreases failure rate
	8	Improves instruction through differentiation and flexible grouping for failing students
	9	Provides a variety of ways to re-teach and reassess and students being re-taught in different ways may be more successful
	10	Provides documentation for parent conferences
	11	Gives students a chance to bring grades up and show growth
	12	Gives the teacher a chance to survey the knowledge of students through multiple assessments
	13	Provides reinforcement for struggling students
	14	Decreases retention rate
Weaknesses	**1**	Time constraints (grading/re-teaching/paperwork/documentation/preparation/ implementation/turn around)
	2	Students are promoted not mastering needed skills for success in the next grade
	3	Promotes student apathy and rewards mediocrity
	4	Unfair to students who pass the first time
	5	Inflated grades due to averaging test scores
	6	Lack of reassessment consistency across the district (validity)
	7	Lack of student effort because they know they have multiple opportunities
	8	Parents think students are doing well academically when they are not
	9	Students are unprepared for real life experiences (college/career)
	10	Lack of clarity about what assignments to reassess and types of assessments to use
	11	

Opportunities (Potential Future Strengths)	**1**	Schedule re-teach and reassessment days on the curriculum calendar to ensure the scope and sequence is followed throughout the year
	2	Train teachers in re-teach and reassessment strategies and options
	3	Average the two test grades with no grade being higher than a 70%
	4	District provides reassessment materials for consistency
	5	Provide online re-teach and reassessment sessions
	6	Conference with parents when student needs to be re-taught and reassessed so they will understand their student is struggling
	7	Revise policy with clear concrete expectations (interpretation inconsistent)
	8	Develop multiple policies geared to grade levels and expectations (HS > college/real-life readiness)
	9	Specify assignments in addition to BM tests that need to be reassessed (inconsistent)
	10	Require re-teach/reassessment after school
	11	Include a clause that releases teachers from excessive re-teaching for apathetic students
	12	Exempt college level classes (Dual Credit/AP) from the policy
Threats/Barriers (Existing Now & in the Future)	**1**	Teachers lack knowledge of effective strategies for re-teaching or reassessing
	2	Lack of materials
	3	Lack of time
	4	Teachers' attitude and lack of buy-in
	5	Students' attitude and the knowledge that they have multiple opportunities
	6	Loss of instructional time due to re-teaching
	7	Inconsistent policy interpretation and implementation across the district
	8	
	9	
	10	

TELPAS SWOT

2010-2011

Strengths	**1**	Total number of ELLs in district continues to drop in grades 7-12.
	2	Reading scores for 7-12 are higher than other domains.
	3	Majority of ratings are Advanced High (AH). This contributes to an average composite rating of Advanced.
	4	65% of 4th grade students moved up one proficiency level.
	5	50% of 2nd & 3rd grade moved up one proficiency level.
	6	In 3rd & 4th grade, only 10% of the students were rated Beginning in Listening and Speaking.
	7	Less than 10% of students (except 9th grade, which is 13%) were rated Beginning in Listening and Speaking.
	8	Plummer – 85% of students made progress of at least one proficiency level.
	9	Nimitz 9th – 81% of students made progress of at least one proficiency level.
	10	Student numbers by grade level indicate increased numbers of students meeting exit criteria:
	11	7th grade: 727 8th grade: 538 9th grade: 574 10th grade: 265 11th grade: 187
	12	12th grade: 142
Weaknesses	**1**	Percentage increase for two levels and three levels of progress is low.
	2	High School: Eisenhower 9th, Eisenhower Sr., MacArthur 9th are below district average for one level of progress.
	3	Middle Schools: Grantham, Aldine MS, and Hambrick are below district average for writing proficiency levels.
	4	3rd and 4th grade: No progress of three proficiency levels
	5	Teachers are rating lower in writing, compared with the Reading proficiency ratings students get when taking the on-line assessment.
	6	A lower number of 10th, 11th, and 12th grade students are progressing at least one proficiency level.
	7	There is a degree of misalignment between Reading proficiency ratings and writing proficiency ratings.
	8	Overall, a low 3rd grade Advanced High proficiency rating in Writing. This impacts the number of students that are able to meet exit criteria in this particular grade level.
	9	Overall, a small percentage of students are exiting in 3rd and 4th grade.
	10	Students are receiving lower ratings in Listening and Speaking when these areas should be the higher rated ones considering the order of second language acquisition.

Opportunities (Potential Future Strengths)	**1**	Overall, Reading proficiency ratings are consistently higher than the ratings in Listening, Speaking, and Writing. This is a possible training issue, lack of opportunities for students to "speak" in the classroom, high writing expectations as teachers compare TELPAS holistic ratings to TAKS composition rating.
	2	Continuation and annual review of TELPAS rating offered to all teachers: Fall TELPAS Awareness training, Spring Level I training, and Supplemental Support training.
	3	Target students receiving a rating of Intermediate for intense instruction since that need to be rated at least Advanced to have a chance at effective English instruction and at passing English TAKS.
	4	About 50% of 2nd and 3rd grade students moved up at least one proficiency level, ensuring adequate English progress.
	5	Potentially, half of the district's 2nd grade students can move up to a rating of Advanced High in Writing this year as 3rd graders, allowing more students to exit.
	6	High School ESL students who are served in a mainstream class with accommodations may benefit from additional targeted second language support through an additional class with an ESL teacher or targeted tutorials with ESL teacher.
	7	Use model schools to determine what changes must be carried out instructionally to achieve greater TELPAS growth from year to year: (Odom-1st & 2nd grade, Goodman-1st grade, Thompson-4th grade, Stehlik-5th grade, Stovall Academy-2nd grade, Grantham-7th grade, Houston-5th grade, Drew-7th & 8th grade, Sammons-1st & 4th grade, Carmichael-1st grade, Ermel-4th grade, Hill-5th grade, Hoffman-8th grade, Worsham-1st grade, Johnson-3rd grade, Mendel-4th grade, Aldine Middle-7th grade, Plummer-7th & 8th grade, Nimitz 9th
	8	As classroom teachers identify and target the level of English proficiency, through the use of the ELPS the students will make at least one year's growth in all areas.
	9	Supplemental ESL certification/training will allow for targeted second language acquisition instruction. CAUTION: Flexibility in scheduling may result in neglecting student language needs.
Threats/Barriers (Existing Now & in the Future)	**1**	Class scheduling: As long as ESL students are mixed in with mainstream students, gaps will continue to be ignored or grow wider.
	2	Teachers are rating students low in Writing, compared with the rating the students get when taking the on-line Reading assessment.
	3	There is a need to revise and review TELPAS Writing training.
	4	Limited ESL classroom teaching units may not allow space for ESL teachers continue monitoring and support mainstreamed ELLs. Teacher certification may prevent ESL teachers from teaching state credit courses taught in English, requiring mainstreamed ELLs to take local elective courses in order to have an additional support class with an ESL teacher.
	5	Funding to pay for additional CTUs for targeted tutorials, or zero period classes designed specifically for ELLs.
	6	Blanket assessment decisions are still being made in both ends of the spectrum: students targeted to take English TAKS when still rated Beginning or Intermediate in Reading AND targeted to take Spanish when rated at Advanced or Advanced High in Reading.
	7	If the opportunities to speak continue to be rare, students are going to continue to not achieve a level of oral proficiency to meet exit criteria, especially at the secondary level.

Finance SWOT

2010-2011

Strengths	1	2.5 Months of Fund Balance
	2	Balanced Budget
	3	Strong Tax Collections for a Region 4 districts (2008 R4 av. 102.53% Aldine 120.38%)
	4	Steady student growth (8 year Average 2%, R4 av. 1.9%)
	5	Low administrative costs 48th lowest in the largest 200 districts
	6	Total Federal Funds per child higher than R4 (av. 1,370 Aldine 1,473)
	7	Long Term Debt well below R4 average (Av 13,928 Aldine 7,673)
	8	Security and Technology) dropped significantly in 2009 (now the 4th lowest in the largest 200 districts)
Weaknesses	1	Lower Fund Balance than other R4 (Av 1,803 per child Aldine 1,525)
	2	Total revenue is lower than average for a Reg. 4 districts (R4 av. 9,957 Aldine 9,349)
	3	Pupil teacher ratio is dropping in the past 7 years (from 15.5 to 14.8)
	4	
Opportunities (Potential Future Strengths)	1	Ability to increase revenue through a Tax Ratification Election
	2	Budget cuts have balanced the budget (next years budget has a 4.8 million surplus at current funding levels)
	3	The district has a detailed plan of potential cuts if they are needed
	4	Ranked 35th in the top 200 districts in Operating Efficiency.
Threats/Barriers (Existing Now & in the Future)	1	Current revenue stream will not grow at a rate that is sufficient to cover inflation and increasing student population
	2	District does not know what State funding will be in the future. State will cut revenue to District in the next Biennium
	3	Opening Davis 9th and HS will eventually add 15.3 million per year to the budget (2012 - 5,410,732; 2013 - 7,240,973; 2014 - 2,705,366)
	4	Increasing revenue tied to Tax Ratification Election
	5	Unfunded State requirements
	6	Community expectations of what non core programs should be offered by the District
	7	Problems with overall economy causing drop in property values
	8	LEP and Bilingual student populations have grown 10% in the past 10 years (state funding covers only 1/4 of our expenditures for the ESL/Bilingual programs)
	9	Current individual programs are not evaluated on value added basis
	10	Some campuses operate at a much higher expenditure rate than the average campus

PBMAS SWOT

2010-2011

Strengths	1	SpEd Representation
	2	CTE graduation rate
	3	
Weaknesses	1	AA SpEd Representation: 38.3 Overall 28.3 Diff 10 Goal 1.0
	2	LEP Drop out rate.
	3	LEP Graduation rate.
	4	LEP RHSP/DAP diploma rate
	5	Sp Ed graduation rate
	6	
Opportunities (Potential Future Strengths)	1	AA SpEd Representation: 38.3 Overall 28.3 Diff 10 Goal 1.0 (improvement)
	2	Special education student management.
	3	
	4	
	5	
Threats/Barriers (Existing Now & in the Future)	1	Mobility
	2	
	3	
	4	
	5	

Discipline SWOT

2010-2011

Strengths	1	PBS Training: 6% decrease in elementary behavior incidents
	2	Decrease in violent behavior incidents
	3	Decrease in bullying incidents
	4	Decrease in weapons incidents
	5	
Weaknesses	1	27% increase in drug violations
	2	RtI for Tier 2 and 3 interventions
	3	
	4	
	5	
Opportunities (Potential Future Strengths)	1	Continued focus on training of campuses and individual teachers.
	2	PBS
	3	Steps to Respect and Second Step (Bullying)
	4	CHAMPS (Classroom Interventions)
	5	
Threats/Barriers (Existing Now & in the Future)	1	High student/teacher ratio.
	2	Staffing for support personnel
	3	Restrictive laws
	4	
	5	

Dropout SWOT

2010-2011

Strengths	1	Data indicates improvement last year.
	2	SMS will allow provide us more detail in preliminary data.
	3	
	4	
	5	
Weaknesses	1	Student Attendance
	2	Campus follow up with absences (communication cycle)
	3	During the year recovery efforts.
	4	
	5	
Opportunities (Potential Future Strengths)	1	Credit recovery programs at campus and district levels
	2	Quality instruction
	3	
	4	
	5	
Threats/Barriers (Existing Now & in the Future)	1	Student Discipline
	2	Increased graduation standards
	3	Retention Rate
	4	
	5	

Student Attendance SWOT

2010-2011

Strengths	1	Overall improvement in district rate last year.
	2	Improvement in elementary levels this year.
	3	
	4	
	5	
Weaknesses	1	3-4th 6 week recording periods.
	2	Campus processes vary.
	3	
	4	
	5	
Opportunities (Potential Future Strengths)	1	Improve processes at each campus.
	2	District data base and process.
	3	Utilizing SMS
	4	
	5	
Threats/Barriers (Existing Now & in the Future)	1	Mobility of students.
	2	Retention of staff at campus level.
	3	
	4	
	5	

Turnover Rate and Staffing SWOT

2010-2011

Strengths	1	Opened school with .3% vacancy rate
	2	9.41% turnover rate for 2009-2010
	3	99.97% highly-qualified teachers district wide
	4	Principal turnover rate: 2.8%
	5	Assistant principal turnover rate: 7.1%
	6	Average number of qualified Aldine applicants for assistant principal positions: 17
	7	
Weaknesses	1	35.86% of teachers leaving Aldine had 0-2 years experience
	2	29.75% of teachers leaving Aldine went elsewhere
	3	Lost 30 math teachers (30/241 = 12.4%)
	4	Lost 42 science teachers (42/187 = 22.5%)
	5	Individual schools with high turnover rates (26 at 10% or higher - district average at 9.41%)
	6	Average number of qualified Aldine applicants for EC/elementary principal positions: 9
	7	Average number of qualified Aldine applicants for intermediate principal positions: 10
	8	Average number of qualified Aldine applicants for middle school principal positions: 10
	9	Average number of qualified Aldine applicants for high school principal positions: 5
	10	
Opportunities (Potential Future Strengths)	1	No opportunities identified
	2	
Threats/Barriers (Existing Now & in the Future)	1	Hiring highly-qualified high school math and science teachers
	2	Keeping salaries competitive
	3	Class sizes
	4	Budget
	5	

Student Tracker SWOT

2010-2011

Strengths	1	46% of students enrolled in college the fall after HS graduation - increase 3% since 2007
	2	
	3	
Weaknesses	1	46% of students enrolled in college the fall after HS graduation; 46% in 2009
	2	46% of students enrolled in college at any time during the year after HS graduation - decline of 7% since 2009
	3	46% of students enrolled in college at any time during the first 2 yrs. after HS graduation - decline of 10% since 2009.
	4	12% of the HS class earned a degree in 2004; 12% in 2003
	5	Those still enrolled: 2003 - 10.2% 2004 - 13.2% 2005 - 18.6% 2007 - 33.9%
Opportunities (Potential Future Strengths)	1	Continue to build a college-going culture
	2	Increase instructional rigor of HS classes
	3	Identify more students for AP and DC classes in HS
	4	
	5	
Threats/Barriers (Existing Now & in the Future)	1	Rising cost of college tuition, etc.
	2	Higher college readiness standards
	3	HS graduates enter the workforce out of necessity
	4	
	5	
	6	

College Board SWOT

2010-2011

Strengths	1	# of Juniors taking PSAT increased by 93.2% from last year - Texas increased 4.9%
	2	Only slight declines in SAT Math scores from last year
	3	Slight increase in SAT Reading and Writing scores from last year
	4	Students perform better on SAT with core academic preparation
	5	# of AP test takers increased by 36.2%
	6	# of AP test takers scoring 3-5 (521) increased by 19.4%
	7	Slight increase in Soph. PSAT Math (+.9) and Reading (+.9) scores from last year
	8	Slight increase in Junior PSAT Math (+1.5) and Reading (+1.8) scores from last year
	9	
Weaknesses	1	# of Sophs. taking PSAT decreased by 1.2% from last year
	2	Declines in Junior PSAT Writing scores from last year
	3	
	4	
Opportunities (Potential Future Strengths)	1	Strengthen SAT prep classes
	2	Include more students in SAT prep classes
	3	Increase instructional rigor in all subjects
	4	4X4 will provide core academic preparation
	5	Counsel students about when to take SAT after applicable coursework
	6	
Threats/Barriers (Existing Now & in the Future)	1	Lack of interest/awareness
	2	50% of students enroll in 2-year college - SAT not required
	3	Cultural Awareness
	4	
	5	
	6	