Assessment of the Current Situation

Comprehensive Needs Assessment

Data Sources Reviewed:
• Enrollment data for 3 years, PEIMS demographics, promotion/retention rates, grade books, SAT/ACT/PSAT scores, state assessment data/TAKS, EOC, TELPAS/ESL data, TRA/TPRI/DRA, job satisfaction surveys, drug surveys, parent surveys, DAEP/ISS Reports, Discipline Records, Attendance Records, Safety items/SRO/Audit/Drills, Staff Attendance Records, Teacher Certification/Qualification DATA, Standards-Based Curriculum, Scope and Sequence, Enrichment Course, GT Evaluation, SST Evaluation, Collaborative Horizontal and Vertical Team Alignment Processes, DMAC/CSCOPE, Common Benchmark Assessments and/or Other Assessments, Parent Training Sessions, Parent Involvement Surveys, Parent Communications, PBMAS, Decision-Making Processes, Master Schedule, Counselor Evaluations, Program Support Services, Student Support Services, Technology Audit, Technology Work Orders, Technology Policies and Procedures, Assessment of Technology Skills for students and staff

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Increased enrollment High academic expectations Choices program for At-Risk students 16 years old and above for increased graduation rate	Varied athletic programs to encourage student retention – soccer, tennis, etc. to encourage student retention Attendance Program between grades 9 and 10 for At-Risk	Improvement in attendance rates Varied programs to improve student retention in district Program between grades 9/10 for At-Risk
Student Achievement	Algebra 1 at 8th grade % passing EOC/high % received Advanced Performance Algebra 1 at HS % passing EOC Science SRA % at MS Science, Math, Reading STAAR 8th grade % passing Reading is on track – CSCOPE is a big part of that 5th grade scores were great!	% of Distinguished graduates Higher failure rate for freshman by semester and cycle English Writing STAAR & EOC % passing lower World History EOC % low Social Studies SRA % at MS TELPAS – Reading needs improvement Math STAAR 3rd and 4th Need to scaffold and have common language across grade levels and subjects	Writing – across the board needs work – especially 4th expository writing Need to take Math to greater depth Math STAAR 3rd and 4th TELPAS – Reading needs improvement Need to scaffold and common language across grade levels and subjects Mentor program for at-risk students (bottom 5%)

Student Achievement (continued)	TELPA student achievement increasing throughout grade levels K and 1st grade SRAs were good! ACT scores surpassed state and national standards for five consecutive years SAT Math scores surpassed state standards STAAR and TAKS Math and Science Tests are good Over half high school graduates went on to college ELL learners consistently progressing through grade levels Above state average on STAAR Low failure rate	Need to take Math to greater depth Mentor program for at-risk students (bottom 5%) SRAs earlier in the Spring semester Reduce failure rate overall Improve SAT critical reading scores Improve SAT writing scores Need more practice in expository writing to increase writing scores Bridging gap between 2nd and 3rd (3rd has many on failure list) Writing (3rd through 5th) and Science focus (4th) 3rd and 4th grade strengthening in Math	Need more practice in expository writing to increase writing scores Improve SAT writing scores Improve SAT critical reading scores Reduce failure rate overall Address writing across the board (in progress) 3rd and 4th strengthening in Math Science in 4th Bridging gap between 2nd and 3rd (3rd grade failure list needs improvement) Fluency in 1st and 2nd grades

School Culture and Climate	District – above 96% as a whole Committed Colleagues Campus/district office staff, custodial service >=99% District cares about student learning Parent Survey responders – children safe at school – high %	Salary Safe and Drug Free program had low % of meeting needs of students HS Student Survey – teachers care/challenge/role models - % low Continue education re: Bullying HS Student Survey – principal/counselor - % low Parent respondents – low for survey Parent Survey – low % feeling appropriateness of discipline Parent Survey – food services % low Trends in alcohol use at the secondary level	More organized reporting of data collection for next year's District SBM analysis. (Encompass 4 of the needs above.)

Consistent & specific data collection & reporting in elementary; middle school & high school over the course of most recent years (3-5).

Need a possible consistent district-wide program regarding respect and preparedness for class.

About 55% of employees feel that salary is reasonable.

Continue student & parent surveys but report data by elementary; middle & high school. |
| **Staff Quality/ Professional Dev.** | District cares about learning Staff members feel like supervisors care about them and have good relationship | MS needs to feel like opinions are more valued – monitor to be sure this stays GT identification at MS and HS level | Teacher incentive to encourage attendance – drawings for iPads, Kindles, or $$ |

Staff Quality/ Professional Development (continued)	Student technology proficiency Integrating technology into instruction Getting more bandwidth	Look into Safe & Drug Free Programs across the district Teacher incentive to encourage attendance – drawings for iPads, Kindles, or $$ Freshman Preparedness – they seem to have a high rate for 1st semester Plan and procedure to start replacing older computers in classroom Each campus could have a lab set of iPads to check out and training to go with it	Look into Safe & Drug Free Programs across the district Each campus could have a lab set of iPads to check out and training to go with it Plan and procedure to start replacing older computer in classroom GT identification at MS and HS level MS need to feel like opinions are more valued – monitor to be sure this stays high across campuses Freshman Preparedness – they seem to have a high failure rate for 1st semester
Family and Community Involvement	Bullying Training at all campuses Fish Camp School Transition Training Parent Conferences GT Information Night ESL Information Night 56% satisfied with education received Parents stated the 84% of students feel safe at school Watch DOGS implemented at 2 campuses	Communication More Parent Trainings	More communication needed between the district and parents More parent trainings needed on each campus
School Context and Organization	DAEP placements went from 2 in 2011 to 0 in 2012 Least restrictive environment is being addressed by the eventual phasing out of K- 4th grades class sizes were very reasonable across the campuses	Need fewer students taking STAAR - M	Better communication between campuses Implement more testing strategies before STAAR-M is suggested Look at ways to even out the class numbers; there is a correlation between class size and test scores

School Context and Organization (continued)			
Technology	Work orders are addressed 2 students per computer Every teacher has a computer Staff and students are technology proficient	Assess what really needs to be technology work order (pencil sharpener?) Research whether technology budget is sufficient Upgrade technology not working (InFocus)	Research whether technology budget is sufficient to cover our district. Upgrade outdated or not working technology (i.e. InFocus, Elmos) Assess what really needs to be technology work order (i.e. pencil sharpeners)

Our Mission Statement

The mission statement of Aubrey ISD is to provide an exemplary education to all students in a positive environment and to set high expectations for both students and teachers alike.

Our Motto

"A Great Place to Learn"

Goals of Aubrey ISD

Goal 1:   All students will maintain high standards and commitment to excellence in academic performance.

Goal 2:   All members of the school community will be partners in the ongoing enhancement of the educational organization.

Goal 3:   A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.

Goal 4:   A school climate will be provided that is safe, orderly, and well-maintained.

Performance Objectives of Aubrey ISD

Goal 1

Objective 1: All student populations will achieve 10% above state average on all state standardized tests.

Objective 2: All student populations will achieve 90% mastery on all STAAR tests.

Objective 3: 70% of all eligible students will take ACT/SAT and score at or above state criteria.

Objective 4: All student populations will maintain 96.5 % attendance.

Objective 5: Dropout rate will be 0% for all student populations and completion rate will be at or above 95%.

Goal 2

Objective 1: Develop and utilize a variety of strategies that are capable of reaching 100% of targeted parents and community members regarding student achievement, meetings, and training sessions.

Objective 2: Provide training to AISD parents and teachers.

Objective 3: Explore and expand school/community partnerships.

Goal 3

Objective 1: All curriculums will be aligned to state content and performance standards.

Objective 2: 100% of staff will be trained to implement the guidelines of Special Ed. Process.

Objective.3: All student populations will be provided career awareness opportunities.

Goal 4

Objective 1: All personnel will be provided staff development in identified areas.

Objective 2: AISD will update the emergency operations plan.

Objective 3: AISD will ensure that a Date Violence Policy will be in place and implemented.

Objective 4: AISD will provide support systems for students.