

Aledo Independent School District



2012-2015 Strategic Plan First Year Evaluation for 2012-2013

Strategic Plan Developed - Spring 2012

1st year Evaluation Board Report- January 2014 (will evaluate the progress made in 2012-2013)

2nd year Evaluation Board Report – January 2015 (will evaluate the progress made in 2013-2014)

3rd year Evaluation Board Report – January 2016 (will evaluate the progress made in 2014-2015)

Comprehensive Needs Assessment -Demographics

Aledo ISD is a PPCD- 12th grade school district located in Parker and Tarrant Counties. There are nine campuses in the district consisting of four elementary campuses through grade 5; one intermediate campus, grade 6 only; one middle school, grades 7 and 8; one ninth grade campus, one high school, grades 10-12; and one alternative campus.

The district has four Title I campuses: Vandagriff Elementary, Coder Elementary, McCall Elementary, and McAnally Intermediate. The 2011-2012 fall collection PEIMS data showed an enrollment of 4,684 students. Our total student enrollment for the 2012-2013 school year was 4,733. This shows a growth of 49 students.

The student population for the 2012-2013 school is ethnically represented as follows:

African American- 1.73% Hispanic -10.7% White- 83.9% Native American- .63% Asian/Pacific Islander- .8%

12.28% of the student population is Economically Disadvantaged, 2.66% is Limited English Proficient (LEP), 16.5% is At-Risk, 6.76% is Special Education, and 7.46% is Gifted and Talented. The district served .06% migrant students during the school year and we served 28 homeless students, a decrease of 20 homeless students from the previous year.

The dropout rate for 2011-2012 was .4%. The completion rate for 2011-2012 was 99%.

During the 2012-2013 school year the district had a total staff of 479 teachers, professional support, campus administration and central office administration compared to 432 in 2011-2012. The turnover rate for staff in 2012-2013 was 16.91% and in 2011-2012 it was 15.74%. The turnover rate for teachers in 2012-2013 was 10%.

Strengths:

- Community involvement and support

Needs:

- Continue planning for future district growth and retention of staff
- Facilities-elementary campuses are becoming crowded and are nearing functional capacity

Comprehensive Needs Assessment -Student Achievement

For the 2012-2013 school year, Aledo ISD, Coder Elementary, Stuard Elementary, McCall Elementary, Vandagriff Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School received an accountability rating of "Met Standard" from TEA. Of the schools rated "Met Standard," the following schools earned one or more academic distinction designations: Aledo High School received Top 25% distinction and Daniel Ninth Grade Campus received Top 25% and a Reading!ELA distinction.

Due to the current transition in the accountability system, Texas schools will no longer be designated as having met or made Adequate Yearly Progress (AYP). This is effective for the 2013-2014 school year.

State/ Region/ District Rating

Entity	Index Score (Target=50)	Index 2 Score (Targets vary*)	Index 3 Score (Target= 55)	Index 4** Score (Target = 75)
State	77	34	71	85
Region XI	80	34	72	84
Aledo ISD	91	37	84	88

AISDR

Entity	2013 Rating	Index 1 Score (Target =50)	Index 2 Score (Targets vary*)	Index 3 Score (Target= 55)	Index 4** Score (Target= 75)
Aledo ISD	Met Standard	91	37	84	88
Coder	Met Standard	93	46	83	N/A
Stuard	Met Standard	92	46	87	N/A
McCall	Met Standard	85	39	71	N/A
Vandagriff	Met Standard	86	39	65	N/A
McAnally	Met Standard	91	42	83	N/A
AMS	Met Standard	92	43	82	N/A
D9GC	Met Standard	91	37	91	100
AHS	Met Standard	93	38	80	88

*Targets in 2013 are as follows: District= 21, High Schools= 17, Middle School= 29, Elementary= 30.

**Index 4 is applicable only to Districts and High Schools in 2013.

Of the schools rated "Met Standard," the following schools earned one or more academic distinction designations:

Distinctions

Campus	Top 25%	Reading/ELA	Mathematics	Total# Distinctions
AHS	X			1
D9GC	X			2

In Performance-Based Monitoring Analysis System (PBMAS) out of 100 possible indicators, AISD received a rating of 0 or 1 in all but four categories. The district received a 2 in the area of Science and a 3 in the area for Writing under SPED STAAR 3-8 Passing Rate. AISD also received a 2 in annual dropout rate of SPED students and a 2 in the SPED representation of Hispanic student group.

Benchmarks are conducted annually in the fall or spring. Students are provided tutorials (in school, before school, after school, and summer school) through intensive interventions and differentiated instruction; transportation is provided for students attending tutorials and summer school. Additional data sources include: Star Early Literacy (K-2), DRA (K-2), grade reports, teacher input, observations, Rtl referrals, on-going skill assessments, Think Through Math (TIM), and iStations.

Listed below is a partial listing of additional academic and athletic achievements.

- Academics
 - Class of 2013: 393 Graduates
 - Over \$10 million in scholarship offers
 - Aledo HS- One of US News and World Report Magazine's Top High Schools in the Nation and State
 - Aledo ISD performed above state averages in all testing areas of STAAR!EOC
- Athletics
 - 8 District Championships in 6 different sports
 - Volleyball
 - Football
 - Team Tennis
 - Girls Soccer
 - Girls Basketball
 - Baseball
 - Boys Tennis
 - Girls Tennis
 - Individual State Qualifiers
 - Tennis, Boys Golf, Boys and Girls Swimming
 - 11 Teams qualified for the playoffs
 - 45 Athletes named "Academic All-State"
- Extracurricular
 - Band and One-Act Play qualified for State competition
 - Record Eight AHS Band Students named to All-State Band
 - Ag program sent 1 team and 2 students to state competition
 - AMS Band-Director Ryan Johnstone received the PHI BETA MU Outstanding Young Bandmaster of the Year award
 - Aledo High School had three students qualify for state in Photography and Art
 - Lone Star Cup- Finished 4th in State

- Prior Years Achievements
 - UIL Academic Team - District and Regional Champions; finished third in State
 - State Champions in Social Studies and Second in Literacy Criticism
 - Academic Decathlon Team State Qualifier
 - Theater Arts One Act Play Regional Alternate
 - Art Students Compete at Regional and State Level
 - Future Business Leaders of America Place 1st, 2nd and 3rd at State
 - FFA- First Place Winner at Fort Worth Stock Show
 - 57 students received AP Scholar Awards
 - Bearcat Regiment received "Best in Show" at Bands of America
 - 3 students won the Association of Texas Photography Instructors (ATPI) Competition
 - Bearcats won the Class 4A Division II Football State Championships
 - District Champions and Hi-District Qualifier for Varsity Volleyball
 - District Champions for Tennis Team & 14 Regional Qualifiers
 - District & Regional Champions for Ladycats Swim Team
 - District Runner-up for Bearcats Swim Team; 4th place at Regionals
 - 4 FFA students won Southwestern Exposition & Livestock Show Dairy Cattle Judging Contest
 - AHS Color guard won 1st place at Winter Guard International Regional Contest
 - Hi-District for Ladycats Basketball
 - Academic Decathlon Team placed 10th in State
 - AMS Choir received Division I Rating
 - District Champions for Bearcats Soccer; Ladycats finished as Runner-ups
 - One Act Play qualified for State Competition
 - Aledo High School inducted 135 students into National Honor Society, Aledo Middle School inducted 43 students into National Junior Honor Society
 - McAnally Intermediate was named to the Texas Business & Education Coalition Honor Roll School for the 2nd consecutive year
 - Coder Elementary won Tapestry Award for Sunflower Project, AMS Science Teacher won Project Green Eco-Educators Award
 - Aledo High School Academic Team placed 4th at State
 - Baseball qualified for Hi-District
 - District Champions for Softball
 - Bearcats & Ladycats District Golf Champions
 - Aledo Learning Center graduated 24 students
 - All 37 students in top 10% were UIL Scholars
 - 18 National Merit Commended Scholars
 - 3 National Merit Finalists and 2 National Merit Scholars
 - Current Events State Champions
 - Aledo High School athletes achieving Academic All District status - 117

Strengths

- All content areas and student groups are above the state and region
- Annual dropout rate of 0.4%
- Completion rate of 98.2% for the class of 2012
- Multiple student intervention opportunities (i.e., in-class instructional strategies, pull-out programs, Literacy/Math teachers, Zeros Aren't Permitted (ZAP), Credit Retrieval As We Go (CRAWG), coordinated services, summer school)
- WATCH D.O.G.S. (Dads Of Great Students) increases student performance
- Mentoring Program- CONNECTIONS
- Student Leadership opportunities

Needs:

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and ESL in all core areas
- Continue staff development for differentiated instruction
- Increase number of students that achieve Level 3 in testing
- Improve Writing and Science scores in SPED
- Increase post-graduation options for all students, in particular SPED students (college and work force)

Comprehensive Needs Assessment- Curriculum, Instruction, and Assessment

Vertical teams have participated in activities to insure college readiness standards and the recently adopted TEKS are imbedded in the scope and sequences. At the conclusion of each content area study, the vertical teams have modified scope and sequence/curriculum documents to meet the demands of the rigorous, college readiness student expectations.

Student performance (see previous CNA for Student Achievement) indicates an aligned curriculum. The instructional process is enhanced by the utilization of the latest technology approved and available to our district (i.e.; interactive board projection systems, document cameras, laptops, e-readers, and tablets), as well as instructional resources available via the district website.

Assessment data provides individual student data which is used in determining appropriate intervention strategies (i.e., ELNMath Lab, Literacy/Math Teacher, Credit Retrieval, Dyslexia Teacher, Content Mastery, Aledo ISD Summer School, Bridge Class, and tutorials).

The Parent Portal will continue to be utilized. This on-line program provides an additional avenue for consistent communication between teachers, parents and students in the areas of academic achievement and attendance. Parent Portal is updated twice a week.

All campus administrators have received formal training in conducting walkthroughs to evaluate the instructional practices and student engagement. Feedback is provided to grade levels and departments for program evaluation.

Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2012-2013 school year.

- SMARTboard Training
- Aledo Writing Process
- K-2 Balanced Literacy (Reading & Writing)
- Gifted and Talented Institute (Nature & Needs, Identification & Assessment, Social & Emotional, Instructional Strategies, Differentiation)
- K-5 Learning Stations for English Language Arts & Math
- Multi-Teaching Sensory Approach (Dyslexia Program)
- Crisis Prevention Intervention (CPI)
- Response to Intervention (Rtl)
- 504
- All state assessments
- Individual Education Plan (IEP)
- English Language Proficiency Standards (ELPS)

Strengths:

- Vertical team meetings to review and develop scope and sequence/curriculum documents to meet student instructional needs
- Interactive technology resources in the classroom
- Varied instructional programs to meet the individual needs of our diverse learners
- Evaluate curriculum programmatically and provide feedback to teachers and campuses to establish new goals based on this data

Needs:

- Continue opportunities for staff development to meet the needs of all students
- Assess the process of vertical and horizontal curriculum for curriculum alignment and implementation of college readiness standards between campuses
- Use STAAR data to edit and revise the scope and sequence for each subject area
- Time increments need to be added to scope and sequence (Year at a Glance)
- Review and revise Scope & Sequence to match new State Standards for K-5 Math

Comprehensive Needs Assessment- School Context and Organization

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool. Aledo ISD received the state's highest financial integrity rating for the tenth consecutive year.

The district serves students from PPCD through 12th grade. AISD staff includes 58.9% teachers, 8.2% professional support, 7.0% educational aides, 4.1% campus administration, 1.3% central administrative staff and 20.5% auxiliary staff.

Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus level. During the 2012-13 school year, 39 new staff members, from 0 to 20 years of experience, were added to the Aledo ISD family.

Student-to-teacher ratio in Aledo ISD during the 2012-13 school year was higher than the state average at every elementary grade level and in all secondary subject areas.

The district conducts a strategic planning meeting every three years with administrators, staff, parents, and community members participating in the process. The District Wide Education Improvement Committee (DWEIC) and the Campus Improvement Committee meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business and community members.

Annual teacher and parent climate surveys are conducted in order to identify district and campus strengths and needs for improvement. In addition, personnel resigning from their position participate in an exit survey. In 2012-2013, the teacher climate survey reveals that Aledo ISD teachers identified absenteeism, tardiness, and bullying as the biggest areas of concern across the district. Teachers also identified parent communication and community support as the district's greatest strengths.

District and campus information is disseminated through multiple sources such as the AISD website, Parent Link, e-Communicator e-mails and Bearcat Vision. The online Parent Portal system was opened to parents in 2009. In 2011 the district added an Aledo ISD iPhone application, which was updated in 2013 for Android or iOS.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2012-2013 school year, 48 students participated in the program. Feedback forms from all participants indicate program success for individual students with this program.

Aledo ISD has a Community Partners program, with approximately 40 members, establishing relationships between local businesses, the school district and the campuses. The program enhances communication and cooperation with a common goal for student success. Annually, Aledo business leaders participate in the Texas Scholars Program, at Aledo Middle School, emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in Career Fair and College Fair at Aledo High School.

Strengths:

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- FIRST Superior financial rating for 10 consecutive years
- Consistently high student achievement despite class sizes across all grades

Needs:

- Continue to utilize new technology for communicating with staff, parents, and our community
- More/improved access to feedback from climate surveys
- Provide on-line parent training sessions on the "how to" for use of Parent Portal that is specific and contains information such as the schedule for weekly updates of student information
- Continue efforts to reduce class size waivers and class sizes across all grade levels and content areas

Comprehensive Needs Assessment- School Culture and Climate

Parent and teacher surveys are conducted during April/May annually; the feedback is reviewed and disseminated to the campus principal. The District averages for the parent survey are posted on the district website. The climate survey provides areas of strengths and needs that may be addressed in the campus comprehensive needs assessment.

Parent conferences, open house and curriculum nights are conducted annually on each campus. In addition, annual orientation sessions are conducted for parents and students at the transition grades (i.e., entering kindergarten, elementary to intermediate, intermediate to middle school and middle school to high school).

Elementary campuses emphasize character development through various ways including Capturing Kids Hearts, Character Plus, Covey's Seven Habits and classroom lessons provided by the counselor. McAnally Intermediate utilizes Great Expectations and Covey's Seven Habits for character and leadership development. At Aledo Middle School and the Ninth Grade Campus, the program, Rachel's Challenge, establishes a safe learning environment for students. The Ninth Grade Campus has Leading Ladies which is a program that encourages young women in leadership roles. Also at the Ninth Grade Campus the Top Cat Award is awarded to students who exemplify positive character traits. The Ninth Grade Campus also participates in Capturing Kid's Hearts. Aledo High School has a Teen Leadership course and a core group of teachers have received training in Capturing Kids Hearts. In addition, Aledo High School has a Peer Assistance Program where high school students work with elementary students and a Peer Assistance for Students with Disabilities Program where high school students work with special education students.

All four elementary schools, McAnally, Middle School, and the Ninth Grade Campus utilize WATCH D.O.G.S. (Dads of Great Students) which involves fathers and father figures to help create a safe and secure learning environment. Dads assist in a variety of ways: serving as lunchroom monitors, getting students into the building at the start of the school day, monitoring hallways, assisting with small group needs and helping load buses after school.

Safe and Drug Free school activities, as approved by the district-wide School Health Advisory Committee (SHAC), are conducted annually at all campuses. Below is a partial listing of activities at varied campuses in the district.

- Digital Citizenship Week (District-wide)
- Red Ribbon Week Activities (District-wide)
- National Night Out (District-wide)
- Shattered Dreams
- Prescription Drug Awareness Program
- Drug and Alcohol Program
- Law Enforcement Teaching Students Program (LETS)
- CATCH Curriculum
- Rachel's Challenge
- Leading Ladies

Strengths:

- Safe and secure learning environment
- Student Council Leadership Programs across the district
- Supportive community
- Community, parents, and staff have high expectations for student achievement in all areas
- Continue programs related to internet safety and bullying
- High level of parent involvement

Needs:

- Continue to conduct annual surveys for continuous improvement
- Improve parent response rate on the Parent Climate Survey as the response rate in 2012-2013 school year was 15.14%
- Encourage greater parent participation in the use of School Fusion
- Develop greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students (e.g. Hazardous Materials spill, active shooter)
- Implement suicide prevention program at the secondary level

Comprehensive Needs Assessment- Family and Community Involvement

Parent and community involvement is a vital factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Community Partners "Connection" Mentoring Program, East Parker County Chamber of Commerce, Parent Volunteer Program, National Night Out, Texas Scholars, Runner's Club, Cowtown Marathon, Grandparents Day, Watch D.O.G.S., Kindergarten Roundup, Curriculum Nights/Open House, Parent Teacher Organization (PTO), AHS Career Fair, AHS College Fair, Jumping Jamboree, Junior Achievement, Reading Day, field trips, and various Booster Clubs.

A variety of opportunities for parent/community involvement in decision making exists through District Wide Education Improvement Council (DWEIC), Campus Performance Objective Council (CPOC), Student Health Advisory Committee (SHAC), Aledo ISD Technology Committee, and the Citizens Committee regarding bond elections and previously our TRE election.

Aledo ISD uses multiple formats to communicate district and campus information to parents: Superintendent Community Night meetings, Superintendent Brown Bag lunch meetings, corresponding notes home via student, mail, ParentLink, AlertNow messages, postings on campus marquees, email, district website, campus newsletters, Parent Portal (grades and attendance), School Fusion (content management system for parents, students and teachers), Aledo ISD App, district Twitter and campus Facebook pages.

An annual campus and district survey is distributed to all parents; the feedback is reviewed and disseminated to campus principals for consideration in campus improvement plans.

The district benefits from a close working relationship with community organizations, including AdvoCats and the Center of Hope. Service projects, such as food and clothing drives, are conducted throughout the year at campuses to support these organizations as they actively serve the needs of families in our community. Local churches have implemented the Snack Pack Program for schools with Kindergarten through Grade 6 and provided mentorship opportunities.

The following is a partial listing of community/service organizations that use district facilities: Aledo Lions Club Youth football & basketball, Aledo Youth Football and Cheer Association, Westside YMCA, Campfire USA, Deer Creek Community, City of Annetta Community, Cub Scout Pack, TAV Club Volleyball, Aledo Lady's Tennis League, Aledo Athletics Inc., Christ Chapel Bible Church, Boy Scouts of America, Ride for Heroes, Aledo Advocats, Bearcat Bootcamp, TxDOT, and Aledo Fire Department.

Strengths:

- Parents actively involved in their child's education
- Parent participation in specialized committees
- Community business partners actively supporting mission of the district
- Aledo ISD employees volunteer regularly with summer enrichment programs throughout the community

Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups
- Increase response rate to annual Parent Climate survey (15.14% response rate in 2012-2013 school year, down from 19.06% in 2011-2012)

Comprehensive Needs Assessment- Staff Quality, Recruitment and Retention

Aledo I.S.D. staff is 100% highly qualified. Of the staff, 77.2% holds a Bachelor's Degree, 22.1% holds a Master's Degree, and 0.7% have attained a Doctorate.

Listed below are the percentages of the teaching staff by years of experience:

- Beginning- 0.8%
- 1 to 5 years- 18.1%
- 6 to 10 years- 21.7%
- 11 to 20 years- 35.8%
- Over 20 years- 23.6%

The average years of teaching experience for Aledo ISD teachers is 14.5 years, above the state average of 11.5 years. Aledo ISD teachers have worked within the district for an average of 8.4 years. The staff turnover rate for Aledo ISD for 2012-2013 was 16.9%, with 81 staff members retiring or resigning as compared to 68 employees- 15.74% who retired/resigned in 2011-2012 school year. The turnover rate for teachers in 2012-2013 was 10%.

District hiring procedures include: posting of positions on the district website, on-line application process including a profile survey, review of certification and Highly Qualified credentials, campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the Board of Trustees for approval. All campus principals have received formal training in conducting interviews.

New employees are involved in an induction program consisting of New Teacher Orientation, Professional Development Appraisal System (PDAS), Texas Behavior Support Initiative (TBSI), technology, and Gifted and Talented. Based on the new employee's assignment, staff is required to receive training in Crisis Prevention Intervention (CPI), Texas Reading Academy, Aledo Writing Process, Balanced Literacy, AP Institute Training, Texas Adolescent Literacy Academy, CPR, Technology Integration Training, and ESUTELPAS certification. A two year induction process is implemented in the district which provides a mentor to ensure an adequate support system.

Staff members are recognized annually for services in the district at an appreciation banquet. The awards are given for services in increments of five years. In addition, staff members from each campus are nominated by their peers and selected to participate in an award ceremony. The winners are chosen by outside committees to receive a monetary award through the Marva Collins Excellence in Teaching Program; this program is funded by various business partners.

Strengths:

- Professional staff and paraprofessionals - 100% highly qualified
- 188 staff members (which is 63.5%) have acquired ESL certification
- 35.8% of the staff members have 11–20 years of experience
- 23.6% of the staff members have 20 years or more experience
- The instructional staff average is 68.7% which is above the state average of 64.2%

Needs:

- Continue to provide a variety of staff development opportunities based upon identified campus instructional needs

Comprehensive Needs Assessment- Technology

Of the 18 actions items in the Technology Section of the 2009-2012 AISD District Strategic Plan, 16 strategies were successfully completed. One goal is in-process (School Fusion for webpage publication) and one is still being researched (student networked storage access from home). We are currently piloting Office 365 and Google Docs that could potentially provide cloud based storage, email, and unified messaging to students from home. Both of these pilots also have built in web applications like Word, PowerPoint, and Excel.

As of the 2013-2014 school year, Aledo ISD employs one Instructional Technology Specialist to facilitate the effective use of educational technology district wide, as well as provide ongoing staff development for technology integration. Aledo ISD contracts with Dallas County Schools to provide a Manager of Technology Services, a Systems Administrator, a Network Security Engineer, and four Help Desk Technicians to manage and maintain technology services across the district.

Every classroom has a teacher presentation system that includes a laptop, projector, document camera and interactive board. In addition, computer labs and mobile labs are available at each campus. Every classroom in the district has at least 4 computer stations. The technology has converted old (COWS that are 5+ years old) mobile lab laptops into thin clients. This allows old legacy equipment to be reintroduced into the classroom. This would require turning a mobile lab into a permanent lab for campuses that are able to allocate a separate classroom for the lab. Handheld response systems have been purchased to enhance classroom instruction and progress based monitoring.

During the 2012-2013 school year/summer, teachers had opportunities to attend trainings for SMART Response Student Clickers, Notebook software, SMARTboard, Office 2013, document cameras, Web 2.0 tools, School Fusion, and had-held devices such as iPads, tablets, and Smart Phones.

High school students can receive dual credit through Weatherford College via distance learning classes at Aledo High School. In 2012-2013, the following courses were offered: Government 2305, Economics 230 I, English 130I, English 1302, 72 students earned college credit. Distance Learning field trips are available at some of the K-8 campuses through Region XI.

The district technology plan will be reviewed and updated in the 2013-2014 school year by a committee consisting of central office and campus administration, teachers, technology personnel, parents and community members.

The "Teacher Average" report from the 2012-2013 STaRChart indicates the district total average for all 24 responses was 17. In 2012-2013 the teacher average for the district dropped to 16; however, we are still in the developing and advanced tech level.

In August 2009, the district opened the new Aledo ISD Technology / Security Building. This addition provided a secure infrastructure.

Strengths:

- Teacher access to presentation system (laptop, projector, document camera and interactive board)
- Addition of the new Aledo ISD Technology /Security Center
- Gains on the STaRChart
- Help Desk for Technology Work Orders
- School Fusion has provided a mainstream website across the district and all campuses
- Centralization of printers at most campuses
- Virtualization of desktops and servers Aledo ISD app is updated regularly and provides stakeholders with an instant communication system
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- Parent Link system is utilized for administrators to send mass messages to parents via text, voicemail, and/or email
- Summer professional development provides staff development with opportunities to receive training to integrate instructional technology
- Instructional technology specialist visits each campus a minimum of once per six weeks to offer training and support with instructional technology beginning in Fall2013
- Teachers have access (phone, email, or face-to-face) to instructional technology specialist for planning and implementing technology into the classroom beginning in Fall2013
- Help desk technicians are campus-based which has minimized the delay in response time for technical issues

Needs:

- Continuation of Technology Staff Development
- Access to files, programs, and network from home for teachers and students
- Curriculum guides and resources for educational technology integration aligned with Technology Application TEKS (K-12)
- Distance learning alternatives to allow students to participate in virtual environments and/or simulations
- District-wide student email
- Additional access points to strengthen Wi-Fi access at all campuses
- Wi-Fi access to all stakeholders (students, teachers, staff, and parents) at all campuses
- Online baseline technology assessment for teachers and staff
- Online advanced technology assessment for teachers and staff
- Set a minimum number of mandatory instructional technology trainings
- Raise minimum teacher webpage requirements (requirements beyond profile information and schedule)
- Access to training for parents to learn and access School Fusion options

In-Progress

- Continuation of district, campus, and teacher website improvement through professional development as well as guidance and maintenance from campus and district webmasters
- Google Drive and Microsoft 365 Pilot programs for student unified communication system and automatic cloud-based back up system, as well collaborative learning environments
- Technology integration curriculum development beginning with the elementary English/Language Arts Year At Glance (YAG)
- Centralized printing system

2012-2015 District Strategic Plan

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	2012-2013 Evaluation
<p>1.1 The district will align all curricula based on data to reflect appropriate rigor and maximize student success.</p>	<p>Campus/District Administration, Horizontal/Vertical team, Exec Dir. of Curriculum</p>	<p>Eduphoria, Success Maker, Scope & Sequence</p>	<p>2012-2013 school year; as data becomes available</p>	<p>STAAR Results, Data Tables, TAPR, Lesson plans, School report card</p>	<p>Comparison of reports and objectives annually by sub groups</p>	<p>see attached TAPR report for sub group data</p> <p>Continuous revisions of curriculum documents occur each year with vertical and horizontal teams</p>
<p>1.2 The district will provide a variety of diverse, rigorous courses and programs to meet student needs and prepare them to be successful in a competitive-global society.</p>	<p>Campus/District Administration, Campus staff counselors</p>	<p>HQ Staff, College Prep & Dual Credit Classes, Technology TxVSN Transportation</p>	<p>Annual comparison of course and program offerings</p>	<p>Master schedule AP Scores campus Distinction Designations TAPR Report Visioning Document Attributes</p>	<p>increased offerings/performance when compared annually</p>	<p><u>College Readiness Graduates</u> in ELA increased 5% from 2010-11 to 2011-2012</p> <p>2012 AISOSAT Avg. Score (1599) is 118 points greater than Region XI and 117 points greater than state</p> <p>2012 ACT Avg Score (24.2) is 2.3 points higher Region XI and 3.7 higher than State</p> <p>In 2012-2013 274 students took a total of 568 AP exams. 34% (191 students) scored a 3, 19% (109 students) scored a 4, 8% (45 students) scored a 5</p> <p>Distinction Designations from Spring 2013: AHS Academic Achievement Top 25% Student Progress</p> <p>09 Academic Achievement Top 25% Student Progress, Academic Achievement Reading ELA</p>

						<p>AMS offered the following courses for HS credit during the 2012-2013 School year: Spanish I, Creative Writing, Health, Professional Communications</p> <p>TxVSN courses are expanded and offered on an annual basis during summer for high school credit, in 2013 6 courses were offered, 55 students took a total of 83 TxVSN courses and 80 credits were earned</p> <p>Course catalog for grades 7-12 is revised annually</p>
<p>13The district will identify and implement an appropriate set of effective instructional strategies including the full integration of existing technology by staff and students.</p>	<p>Campus/District Administration, Campus staff. Technology</p>	<p>Instructional Technology, All Classroom and Special Ed staff</p>	<p>August 2012- June 2013</p>	<p>Rtl Campus documentation, Progress Monitoring Data for Individual Students, Lesson plans, Professional Development</p>	<p>PDAS, Sign in sheets & agendas, STAR Chart, Texas Visioning Attributes</p>	<p>AISO administration provided Marazano High Yield Instructional Strategy training</p> <p>Thinking Maps and Fundamental Five were district staff development initiatives</p> <p>Think through Math and iStations are district initiatives</p>
<p>14The district will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation.</p>	<p>campus/District Administration, Campus staff</p>	<p>Athletic and UIL coaches Booster clubs, Sponsors</p>	<p>August 2012- June 2013</p>	<p>Enrollment numbers in activities, Rosters from programs</p>	<p>Increased attendance, academic achievements. UIL Recognition at district, regional and state level</p>	<p>Students received over \$10 million in scholarship offers. District finished 4th in the state in the Lone Star Cup, in 2011-2012 we finished 8th</p>
<p>15The district will provide support programs at the district and campus level to meet the diverse needs of all learners.</p>	<p>Campus/District Administration, Campus staff</p>	<p>GT Specialists, SE Director & staff, ESL Director & staff 504, Rtl Team</p>	<p>August 2012- June 2013</p>	<p>GT Differentiation documentation forms, Campus documentation, Progress Monitoring Data for Individual Students, Class Rosters</p>	<p>TAPR, AYP, Special Ed, 504, GT annual reports, TELPAS reports, Rtl documentation</p>	<p>The campuses are providing a multitude of intervention programs for students' Rtl success: pull-out, push-in, before and after school tutoring, literacy specialists, success maker classes, credit recovery, Bridge classes, writing camps</p>

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Assessment: AEIS =Academic Excellence Indicator System, AYP =Adequate Yearly Progress, PBMAS = Perfonnance Based Monitoring Analysis System, SPP =State Perfonnance Plan, STAAR =The State of Texas Assessments of Academic Readiness, TELPAS =Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #2: Safety – The District will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	2012-2013 Evaluation
2.1 The district will evaluate and update emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISO Police, Campus/District Administration, Technology, Maintenance/ Operations	AISO Police Local First Responders Local funds Grants Edwards Risk Management	June 2012 – July 2013	Written plans for each campus/district, Documentation of Drills	Appropriate response if emergency occurs	Established District Safety Team Created/posted/trained all staff on district wide safety procedures Developed safety notebooks for district facilities
2.2 The district will establish procedures for students and staff to report and respond to safety needs and concerns.	AISO Police, Campus/District Administration, Campus staff	AISO Police SHAC TASB resources Edwards Risk Management	June 2012 – July 2013	Written plans on website, Student/teacher handbooks	Teacher, Parent Survey Results	Trained all stakeholders and launched online bullying report program Established partnership with Parker Co. Crime Stoppers 97% parents agree expectations are <i>clear</i> , students are accountable
2.3 The district will ensure compliance with all governmental safety regulations.	AISO Police/Maintenance, Campus/District Administration	AISO Police/Maintenance TASB Resources Edwards Risk Management	August 2012 – July 2013	Written documentation demonstrating compliance	All buildings and procedures will meet regulations	Purchased & deployed AEDs district wide District facilities conducted required drills
2.4 The district will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus/District Administration, Campus Imp. Com. (CIC) DWEIC	TASB Legal Services PEIMS data	March 2013 – August 2013	Discipline data for each campus/district in PEIMS, DWEIC Agenda CIC Agenda	Decreased discipline issues	SCOC reviewed, revised & adopted Campus discipline data is reflected in 12-13 CNA and campus plans
2.5 The district will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and include a safety awareness month to practice safety protocols.	Campus/District Administration, Maintenance/ Operations, Technology, Transportation, Child Nutrition	SHAC Title II funding CATCH Local funds AISO Police Edwards Risk Management	August 2012- June 2013 Cyber Safety Week Red Ribbon Week	District/Campus Calendar of Events, Campus drill documentation	Lesson Plans for Red Ribbon & Cyber Safety & CATCH	All programs implemented at campus level as appropriate Safety awareness month conducted Drills were practiced

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District Priority #3: Parents/Community – Parents and members of the community wiD have meaningful opportunities to participate in the educational processes of the Aledo ISD.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	2012-2013 Evaluation
3.1 The district will provide multiple platforms of communication for our community with opportunities for training to utilize district resources. (i.e. phone apps, web page, newspaper)	District/Campus Administration Technology Webmaster Communications Officer	IT Department District Website Federal & State Local funds	Aug 2012- July 2013	Training dates, Documentation of communication methodology, Web status	Increased utilization of a variety of communication methods, Parent feedback Parent survey	Continue to better utilize and revise district website Established Parentlink system for Fall 2013 launch 92% agree AISO communication materials are informative
3.2 The district will provide multiple programs for parent and community volunteer involvement.	District/Campus Administration	District Personnel SHAC State & local funds Watch Dogs PTO Booster Clubs	Monthly 2012-2013	Sign in sheets, Campus/District calendars of events	Increased parental involvement at the campus and district level Community feedback Parent survey	Multiple committees functioned through the year, i.e. SHAC, DWEIC, PTO 93% of parents report they feel welcomed at school
3.3 The district will be an involved member in appropriate civic, municipal and charitable organizations in the Aledo ISD community.	District/Campus Administration	District Personnel Local funds	Monthly 2012-2013	Calendar of events	Continued local support of the community, Parent survey, Civic organization documentation	Campus/District participation is higher in community events supporting Center of Hope, Advocats, Ride for Herpes, etc. 95% of parents agree Aledo ISD has a good public image
3.4 The district will provide public communication forum opportunities and continue to work with the members of the community to garner support for the mission and goals of the district.	District/Campus Administration	Chamber of Commerce Mentorship Program Community Business Partners Educational Foundation Federal funds Local funds	Aug 2012 – July 2013	Documentation of attendance at meetings, Calendar of events, District App	Attendance at public meetings Sign-in sheet News release District App Data Parent survey	Established Aledo Educ. Foundation Community Partners program was revitalized resulting in increased mentorship Administration attends community meetings
3.5 The district will continue to build positive relationships with parent and school organizations.	District/Campus Administration, Teacher/Campus Program Directors	PTO Booster Clubs SHAC Local funds	Aug 2012 – July 2013	Parent surveys	Increased results for parent survey	Response rate decreased from previous year: {12-13} 15.14% {11-12} 19.06%

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District Priority #4 Human Resources -The District shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	2012-2013 Evaluation
4.1 The district will maintain 100% fully certified and highly qualified staff throughout the district.	District/Campus Administration	Local funds Federal funds High School allotment	August 2012- June 2015	Principal Attestation Report HQ District & Campus Reports	HQ District/Campus reports, Personnel records	District was 100% HQ
4.2 The district will create a consistent structure of professional development for all employees which includes a revised, new teacher mentor program.	District/Campus Administration, Mentor Teachers	Local funds Federal funds	Annual August orientation Follow-up meetings in Nov, Feb, April	Calendar of Events, Sign in sheets, Payments to mentors Agendas Visioning Document Attributes	New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys	Staff turnover rate increased from 15.74% to 16.9% 100% of Exit Survey respondents reported they would recommend Aledo ISD to others as a place to work Teacher turnover rate was 10%
4.3 The district will refine and publish a coherent and consistent competitive pay structure for all employees of the district.	District Administration, Board of Trustees	TASB Legal Local funds	August 2012- June 2015	Published pay structure	TAPR/Teacher turnover rate	New pay structure was approved and implemented in May 2013 Information was posted to District Website Staff turnover rate increased from 15.74% to 16.9% Teacher turnover rate was 10%
4.4 The district will continue to develop future leaders through professional learning communities at the district and campus level.	District/Campus Administration	Title 1,11,111 funding IDEA funding Local funds	August 2012- June 2015	Professional Development Calendar, sign in sheets, Agendas, evaluations	Online Staff Development, Evaluations	26 professional staff members participated in the Teacher Leader Academy Cohort 1
4.5 The district will annually review, revise and publicize a competitive employee benefits package.	District Administration, Board of Trustees	TASB Legal, Local funds, Local businesses	August 2012- June 2015	Board Approved/Published salary/benefit package	TAPR/Teacher turnover rate, Exit survey results	Staff turnover increased from 15.74% to 16.9%. Teacher turnover rate was 10% 12-13 compensation package/employee benefits posted on website All employees received additional compensation based on classification in 2 payments

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District Priority #5 Financial/Facilities – The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	2012-2013 Evaluation
5.1 The district will develop a 10 year facilities' needs plan to prepare for future growth, including long range replacement schedules for major cost items.	Superintendent Board of Trustees Maintenance Director CFO	Community Groups DWEIC Administrative Team Local funds Bond funds Demographer	Aug 2012 – July 2013	Written plan in place updated annually	Major cost items are replaced Bond elections for buildings are approved	Committee will be formed and begin meeting in January 2014 Capacity study completed July 2013
5.2 The district will develop and publish a system of communication to educate the public of federal, state, and local financial decisions and the resulting local impact.	Superintendent CFO	Campus Staff Chamber of Commerce Business Partners PTO DWEIC	Aug 2012 – July 2013	Documentation of items communicated	Responses to customer survey satisfaction	Joined equity center lawsuit Budget is posted online
5.3 The district will continue to utilize a conservative approach to financial management in order to maintain favorable bond ratings and strategically manage district finances in light of the uncertain state funding climate.	Superintendent CFO Board of Trustees	District/Campus Staff Financial Advisors TASB	Aug 2012 – July 2013	Annual audits FAST/FIRST data	Favorable bond ratings District fund balance	Standard & Poors raised the district bond rating to AA- District fund balance increased by \$350,000
5.4 The district will continue to earn top ratings in all state, federal and financial accountability systems.	Superintendent CFO Board of Trustees	District/Campus Staff	Aug 2012 – July 2013	Documentation of district ratings and annual audit findings	FIRST, FAST Ratings Annual Audit findings	10 ^h consecutive year received a First Superior Rating Received a clean audit for 12-13
5.5 The district will identify and pursue new revenue opportunities.	Superintendent CFO Board of Trustees	Educational Foundation DWEIC TASB Chamber of Commerce Business Partners	Aug 2012 – July 2013	Documentation of explored and approved revenue opportunities	Additional revenue opportunities will be available	Aledo Education Foundation established New award given by Walsh in Dan Manning's name

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District Priority #6 Continuous Improvement- The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	2012-2013 Evaluation
6.1 The district will annually evaluate the effectiveness of district programs. (i.e. instructional, extracurricular, technology)	District/Campus Administrators	IT Department AD UIL Coaches/Sponsors Program Directors Auxiliary Services	Aug2012- July 2013	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans Visioning Document Attributes	Improvement in areas of concern as identified in evaluation process	All campuses/district evaluated/ revised improvement plans See CNA for specifics in all areas
6.2 The district will utilize technology to improve and automate internal systems.	District/Campus Administrators	IT Department Program Directors Auxiliary Services	Aug2012 - July 2013	Documentation of changes in automation to internal systems PayPal Transportation AESOP School Dude Parent Portal Employee Access System	Increase in Automated internal systems Reduce cost of district operations, Increase ease of access to real time information.	District utilizes all automation as listed
6.3 The district will continue to evaluate and develop administrative regulations and systems to ensure internal consistency and purpose of outcomes.	District Administrators	Campus Administration	Aug2012- July 2013	AR's posted for Administrative Use	Reduction in formal complaints/appeals, Increase incidents of complaints handled at lowest level manageable. Overall internal consistency on district procedures.	Administrative team continues to work cooperatively to ensure district consistency (ex: common student handbooks)
6.4 The District will conduct and evaluate annual parent satisfaction surveys at the campus and district level.	District Administration	IT Department Campus Administration	May 2013	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	All campus/district committees evaluate data and compile CNA and needs are reflected in annual campus/district plans
6.5 The district will conduct annual satisfaction surveys for parents and staff to evaluate the effectiveness of all service areas. (i.e. nutrition, security, maintenance)	District Administration	Program Directors IT Department Program Directors Auxiliary Services	April2013	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	Surveys to be developed in the Spring of 2014

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2012-13 Texas Academic Performance Report

District Name: ALEDO ISO

District Number: 184907

2013 Accountability Rating: Met Standard

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District Name: ALEDO ISO
 County Name: PARKER
 District Number: 184907

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2012-13 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Disadvantaged	ELL
STAAR Percent at Phase-In 1 Level or Above														
Grade 3														
Reading	2013	81%	83%	96%	•	96%	96%	-	•	-	75%	80%	81%	•
	2012	78%	81%	93%	•	85%	94%	•	•	-	•	50%	73%	69%
Mathematics	2013	70%	71%	90%	•	87%	90%	-	•	-	88%	80%	77%	
	2012	69%	71%	87%	•	84%	87%	•	•	-	•	67%	77%	75%
STAAR Percent at Phase-In 1 Level or Above														
Grade 4														
Reading	2013	72%	75%	89%	100%	82%	90%	•	•	-	•	60%	82%	75%
	2012	77%	79%	91%	•	77%	93%	•	•	-	82%	85%	68%	•
Mathematics	2013	69%	69%	75%	•	79%	75%	•	•	-	•	60%	56%	75%
	2012	69%	70%	79%	•	68%	82%	•	•	-	64%	54%	55%	
Writing	2013	70%	72%	81%	83%	77%	82%	▪	•	-	•	40%	64%	63%
	2012	72%	74%	80%	•	53%	85%	•	•	-	64%	54%	40%	•
STAAR Percent at Phase-In 1 Level or Above														
Grade 5														
Reading	2013	77%	80%	93%	100%	81%	95%	•	•	-	80%	78%	72%	78%
	2012	78%	80%	90%	•	79%	92%	•	100%	-	86%	77%	76%	
Mathematics	2013	74%	75%	85%	83%	67%	88%	•	•	-	89%	39%	58%	44%
	2012	78%	79%	88%	•	74%	90%	•	100%	-	86%	64%	71%	
Science	2013	73%	74%	89%	•	76%	91%	•	•	-	100%	52%	63%	•
	2012	73%	75%	88%	•	68%	90%	•	100%	-	100%	55%	64%	
STAAR Percent at Phase-In 1 Level or Above														
Grade 8														
Reading	2013	72%	77%	92%	83%	86%	93%	•	100%	-	100%	69%	79%	
	2012	76%	81%	93%	83%	84%	95%	-	•	-	83%	79%	74%	
Mathematics	2013	74%	76%	90%	83%	74%	93%	•	88%	-	89%	54%	74%	•
	2012	77%	81%	91%	•	79%	93%	-	•	-	83%	64%	71%	

District Name: ALEDO ISO
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2012-13 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level or Above														
Grade 7														
Reading	2013	78%	82%	92%	86%	83%	93%	-	•	-	86%	60%	76%	
	2012	77%	81%	93%	100%	83%	93%	•	•	-	•	58%	76%	
Mathematics	2013	72%	72%	93%	86%	81%	94%	-	•	-	86%	53%	70%	•
	2012	71%	73%	90%	100%	76%	91%	•	•	-	•	46%	70%	
Writing	2013	71%	75%	92%	86%	73%	95%	-	▪	-	100%	47%	65%	
	2012	73%	76%	91%	83%	73%	92%	•	•	-	100%	46%	66%	•
STAAR Percent at Phase-In 1 Level or Above														
Grade 5														
Reading	2013	83%	86%	94%	100%	86%	94%	•	•	-	83%	40%	73%	40%
	2012	81%	84%	93%	•	88%	94%	•	•	-	100%	64%	83%	
Mathematics	2013	76%	79%	90%	100%	81%	91%	•	•	-	•	60%	76%	60%
	2012	73%	77%	87%	100%	79%	88%	•	•	-	•	60%	83%	
Science	2013	75%	79%	91%	100%	76%	92%	•	•		100%	48%	63%	
	2012	71%	75%	88%	100%	78%	89%	•	•	-	78%	63%	77%	
Social Studies	2013	64%	69%	86%	100%	74%	86%	•	•	-	100%	48%	66%	
	2012	61%	66%	75%	•	72%	75%		▪	-	89%	50%	64%	71%
STAAR Percent at Phase-in 1 Level or Above														
End of Course														
ELA Reading I	2013	69%	73%	88%	80%	81%	89%	•	•	-	92%	39%	87%	
ELA Reading II	2013	79%	83%	94%	82%	82%	96%	100%	▪	-	86%	85%	83%	
ELA Reading III	2013	83%	91%	•			•		•			•		
Algebra I	2013	78%	81%	93%	100%	86%	93%	•	▪	-	90%	39%	97%	•
Geometry	2013	85%	87%	96%	92%	87%	97%	•	-	-	100%	76%	90%	•

District Name: ALEDO ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2012-13 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-In 1 Level III or Above														
End of Course														
Algebra II	2013	97%	99%	100%	•	100%	100%	•	•		•	-	100%	
ELA Writing I	2013	55%	60%	80%	69%	72%	81%	•	■	-	75%	29%	70%	•
ELA Writing II	2013	55%	59%	81%	64%	54%A	84%	•	•	-	71%	59%	52%	
ELA Writing III	2013	75%	79%	•										
Biology	2013	84%	87%	93%	78%	81%	94%	•	•	-	92%	50%	78%	
Chemistry	2013	84%	86%	95%	100%	80%	96%	•	•	-	100%	•	92%	
World Geography	2013	75%	79%	89%	78%	76%	91%	•	•	-	100%	58%	80%	83%
World History	2013	71%	75%	88%	73%	64%	91%	•	•	-	86%	73%	74%	•
U.S. History	2013	72%	73%	•	-		•				-	•	•	
TAKS Met Standard														
TAKS Grade 11														
English Language Arts	2013	95%	96%	99%	•	100%	99%	-	•	-	100%	89%	94%	
	2012	94%	95%	97%	•	96%	97%	•	•	-	100%A	82%	90%	•
Mathematics	2013	89%	90%	98%	•	100%	98%	-	•	-	100%	67%	89%	
	2012	91%	92%	98%	•	96%	98%	•	•	-	100%	83%	90%	
Science	2013	95%	96%	100%	■	100%	100%	-	•	-	100%	88%	94%	
	2012	93%	94%	100%			100%k	•	•	-	100%	94%	100%	
Social Studies	2013	98%	98%	100%	•	100%	100%		•	-	100%	100%	100%	
	2012	98%	98%	100%e	•	96%	100%	•	•	-	100%	94%	95%	
STAAR Percent at Phase-In 1 Level III or Above														
All Grades														
All Subjects	2013	77%	80%	91%	85%	81%	92%	87%	99%	-	91%	62%	77%	51%
	2012	77%	80%	90%	87%	78%	91%	89%	100%	-	86%	66%	73%	47%

District Name: ALEDO ISO
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2012-13 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dlsadv	ELL
STAAR Percent at Phase-In 1 Level or Above														
All Grades														
Reading	2013	80%	83%	94%	89%	87%	94%	85%	100%	-	91%	68%	83%	55%
	2012	79%	82%	92%	85%	81%	93%	87%	100%	-	87%	70%	75%	47%
Mathematics	2013	79%	81%	92%	86%	84%	93%	89%	96%	-	91%	65%	79%	62%
	2012	<i>n.a.</i>	79%	90%	93%	80%	91%	91%	100%	-	85%	65%	75%	52%
Writing	2013	63%	66%	83%	73%	69%	85%	82%	100%	-	79%	42%	63%	38%
	2012	67%	71%	84%	68%	61%	87%	85%	100%	-	75%	45%	54%	
Science	2013	82%	84%	93%	91%	81%	95%	93%	100%	-	97%	55%	76%	40%
	2012	80%	83%	92%	95%	80%	93%	92%	100%	-	89%	71%	78%	50%
Social Studies	2013	76%	80%	90%	83%	76%	92%	83%	100%	-	97%	64%	<i>NO</i>	46%
	2012	79%	82%	90%	88%	84%	90%	92%	100%	-	95%	75%	82%	79%
STAAR Percent at Final Level or Above														
All Grades														
All Subjects	2013	35%	38%	53%	38%	39%	54%	45%	67%	-	59%	31%	34%	16%
	2012	33%	36%	49%	34%	36%	51%	44%	81%	-	48%	24%	30%	10%
Reading	2013	41%	45%	60%	49%	48%	62%	50%	70%	-	56%	37%	42%	23%
	2012	38%	42%	56%	32%	44%	58%	57%	83%	-	51%	28%	36%	15%
Mathematics	2013	34%	36%	53%	37%	37%	55%	56%	68%	-	62%	27%	31%	15%
	2012	33%	35%	51%	43%	39%	52%	43%	79%	-	48%	22%	29%	8%
Writing	2013	32%	36%	54%	30%	41%	57%	36%	78%	-	55%	32%	31%	19%
	2012	34%	38%	52%	26%	26%	55%	38%	100%	-	46%	19%	21%	•
Science	2013	33%	36%	48%	34%	33%	50%	43%	55%	-	65%	24%	30%	5%
	2012	29%	32%	42%	35%	31%	43%	31%	79%	-	52%	22%	30%	6%
Social Studies	2013	26%	30%	39%	33%	28%	40%	33%	56%	-	55%	30%	30%	8%
	2012	23%	27%	34%	24%	24%	35%	42%	57%	-	38%	29%	28%	14%

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STAAR Percent at Level III Advanced All Grades	Year	2012-13 District Performance													
		English Language Arts	Mathematics	Science	History	Physical Education	Art	Music	Foreign Languages	Special Education	Students with Disabilities	Students with Limited English Proficiency	Students with Disabilities	Students with Limited English Proficiency	Students with Disabilities
All Subjects	2013	13%	14%	23%	8%	12%	24%	20%	38%	-	28%	5%	10%	2%	
	2012	12%	13%	20%	6%	10%	21%	17%	44%	-	17%	3%	7%	2%	
Reading	2013	17%	19%	32%	16%	18%	34%	25%	48%	-	40%	8%	16%	5%	
	2012	15%	17%	26%	2%	14%	28%	17%	50%	-	17%	3%	10%	2%	
Mathematics	2013	15%	16%	27%	12%	14%	29%	39%	44%	-	30%	3%	13%	3%	
	2012	14%	15%	25%	10%	14%	26%	35%	42%	-	25%	3%	7%	4%	
Writing	2013	4%	5%	8%	0%	4%	8%	0%	22%	-	7%	2%	2%	0%	
	2012	6%	7%	11%	5%	4%	12%	0%	50%	-	4%	1%	1%		
Science	2013	10%	11%	16%	0%	6%	17%	14%	27%	-	22%	6%	4%	0%	
	2012	9%	10%	12%	5%	5%	12%	15%	43%	-	11%	2%	7%	0%	
Social Studies	2013	9%	11%	17%	3%	10%	18%	8%	22%	-	21%	5%	9%	0%	
	2012	9%	11%	13%	6%	4%	14%	0%	29%	-	19%	5%	7%	0%	
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2013	62%	63%	69%	78%	65%	69%	61%	70%	-	62%	56%	n/a		
Mathematics	2013	59%	59%	64%	59%	53%	65%	67%	71%	-	67%	53%	n/a		
Writing	2013	45%	44%	46%	55%	46%	46%	•	•	-	•	82%	n/a		
STAAR Percent Exceeded Progress															
All Grades															
Reading	2013	15%	16%	20%	20%	18%	21%	17%	5%	-	23%	10%	n/a		
Mathematics	2013	16%	16%	20%	3%	14%	20%	25%	35%	-	33%	5%	n/a		
Writing	2013	1%	1%	2%	0%	0%	2%	•	•	-	•	0%	n/a		

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Progress of Prior Year STAAR Fallers (Percent of Fallers Passing STAAR)														
Sum of Grades 4-8														
Reading	2013	43%	44%	57%	83%	47%	59%	•	-	-	•	33%	51%	37%
Mathematics	2013	46%	46%	57%	•	40%	62%	•	•	-	80%	52%	40%	37%
Progress of Prior Year TAKS Fallers (Percent of Fallers Passing TAKS)														
Grade 11														
English Language Arts	2013	63%	63%	•			•							
Mathematics	2013	64%	65%	85%	•	•	86%	-	-	-		•	75%	
TAKS Exit-Level Cumulative Pass Rate														
Class of 2013		94%	94%	99%	100%	96%	99%	•	•	-	100%	94%	95%	
Class of 2012		93%	94%	98%	80%	91%	99%	•	80%	•	•	67%	91%	
Student Success Initiative														
Grade 5 Reading														
Students Requiring Accelerated Instruction														
	2013	23%	20%	7%	0%	19%	5%	•	•	-	20%	22%	28%	22%
STAAR Cumulative Met Standard														
	2013	87%	89%	98%	100%	95%	98%	■	■	-	100%	86%	91%	100%
Grade 5 Mathematics														
Students Requiring Accelerated Instruction														
	2013	26%	25%	15%	17%	33%	12%	•	■	-	11%	61%	42%	56%
STAAR Cumulative Met Standard														
	2013	88%	88%	93%	100%	81%	95%	•	•		100%	71%	70%	•
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2013	17%	14%	6%	0%	14%	6%	•	•	-	17%	60%	28%	60%
STAAR Cumulative Met Standard														
	2013	90%	92%	96%	100%	89%	96%	•	•	-	83%	56%	77%	

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Student Success Initiative	state	Region '11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Grade 8 Mathematics Students Requiring Accelerated Instruction	2013	24%	21%	10%	0%	19%	9%	•	•	-	•	40%	24%	40%
STAAR Cumulative Met Standard	2013	86%	88%	95%	100%	90%	96%	•	•	-	•	76%	87%	

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 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Earl Exit	BE-Trans Late Exit	BE-Dual Two-Wa	BE-Dual One-wax	ESL	ESL Content	ESL Pull-out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-In 1LevelIIor Above															
All Grades															
All Subjects	2013	77%	80%	91%	-	-	-	-	-	50%	44%	56%	•	50%	51%
Reading	2013	80%	83%	94%	-	-	-	-	-	54%	39%	67%	■	54%	55%
Mathematics	2013	79%	81%	92%	-	-	-	-	-	61%	59%	62%	■	61%	62%
Writing	2013	63%	66%	83%	-	-	-	-	-	38%	38%	•	-	38%	38%
Science	2013	82%	84%	93%	-	-	-	-	-	37%	•	•	•	37%	40%
Social Studies	2013	76%	80%	90%	-	-	-	-	-	50%	55%	•	•	50%	46%
Progress of Prior Year STAAR Fallers (Percent of Fallers Passing STAAR)															
Sum of Grades 4-8															
Reading	2013	43%	44%	57%	-	-	-	-	-	37%	14%	50%	-	37%	37%
Mathematics	2013	46%	46%	57%	-	-	-	-	-	37%	38%	36%	-	37%	37%
Progress of Prior Year TAKS Fallers (Percent of Fallers Passing TAKS)															
Grade 11															
English Language Arts	2013	63%	63%	•											
Mathematics	2013	64%	65%	85%											
Student Success Initiative															
Grade 5 Reading															
Students Requiring Accelerated Instruction															
	2013	23%	20%	7%	-	-	-	-	-	22%	-	22%		22%	22%
STAAR Cumulative Met Standard															
	2013	87%	89%	98%	-	-	-	-	-	100%	-	100%	-	100%	100%
Grade 5 Mathematics															
Students Requiring Accelerated Instruction															
	2013	26%	25%	15%	-	-	-	-	-	56%	-	56%	-	56%	56%
STAAR Cumulative Met Standard															
	2013	88%	88%	93%						•					
Grade 8 Reading															
	2013	17%	14%	6%	-	-	-	-	-	■					
Students Requiring Accelerated Instruction															
												•	•	•	60%
STAAR Cumulative Met Standard															
	2013	90%	92%	96%						•	•	•	•	•	•
	2013	24%	21%	10%	-	-	-	-	-	■					
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
												•	•	•	40%
STAAR Cumulative Met Standard															
	2013	86%	88%	95%						•	•	•	•	•	

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	100%	99%	99%	100%	100%	-	100%	99%	100%	97%
Included in Accountability	92%	92.4	96%	96%	90%	97%	100%	100%	-	95%	96%	88%	75%
Not Included in Accountability													
Mobile	4%	4%	3%	4%	7%	3%	0%	0%	-	5%	3%	9%	3%
Other Exclusions	3%	3%	0%	0%	3%	0%	0%	0%	-	0%	1%	3%	19%
Not Tested	1%	1%	1%	0%	1%	1%	0%	0%	-	0%	1%	0%	3%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	1%
Other	0%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	3%

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	Sub	Bo	aiRD II	Olstrct	African 6IDIDSiiD	iiiiRIDISI	lttblt	American IDIIMD	&!!ID	Pacific liiItliki	Two or fdRU BiHil	Special !ll	Econ Qlallt	iLL
Attendance Rate														
2011-12	95.9%	95.9%	96.5%	96.6%	95.8%	96.6%	95.6%	97.2%	•	96.5%	95.3%	95.1%	96.5%	
2010-11	95.7%	95.9%	96.3%	96.6%	95.9%	96.4%	94.4%	97.3%	•	95.8%	95.1%	94.8%	96.7%	
Annual Dropout Rate (Gr 7-8)														
2011-12	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	
2010-11	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	
Annual Dropout Rate (Gr 9-12)														
2011-12	2.4%	2.5%	0.4%	0.0%	2.0%	0.3%	0.0%	0.0%	•	0.0%	2.9%	2.5%	0.0%	
2010-11	2.4%	2.0%	0.3%	0.0%	0.8%	0.3%	0.0%	0.0%	•	0.0%	0.0%	0.0%	0.0%	
4-Year Longitudinal Rate (Gr 9-12)														
Class of 2012														
Received GED	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	•	0.0%	0.0%	0.0%	0.0%	
Graduated	87.7%	87.6%	98.2%	83.3%	97.6%	98.5%	*	100.0%	•	100.0%	81.8%	93.0%	*	
Continued HS	5.0%	5.1%	1.3%	16.7%	0.0%	1.2%	*	0.0%	•	0.0%	13.6%	4.7%	•	
Dropped Out	6.3%	6.3%	0.5%	0.0%	2.4%	0.3%	•	0.0%	•	0.0%	4.5%	2.3%	•	
Graduates and GED	88.7%	88.6%	98.2%	83.3%	97.6%	98.5%	•	100.0%	•	100.0%	81.8%	93.0%	•	
Grads, GED, & Cont	93.7%	93.7%	99.5%	100.0%	97.6%	99.7%	•	100.0%	■	100.0%	95.5%	97.7%		
Class of 2011														
Received GED	85.9%	86.6%	97.4%	100.0%	90.6%	97.9%	•	100.0%	-	•	86.2%	94.4%		
Graduated	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	•	0.0%	-	■	0.0%	0.0%		
Continued HS	6.2%	6.2%	1.1%	0.0%	3.1%	0.9%	•	0.0%	-	•	10.3%	0.0%		
Dropped Out	6.8%	6.2%	1.6%	0.0%	6.3%	1.2%	•	0.0%	-	■	3.4%	5.6%		
5-Year Extended Longitudinal Rate (Gr 9-12)														
Graduated	89.1%	89.9%	97.6%	100.0%	90.6%	98.2%	•	100.0%	-	•	86.2%	94.4%		
Received GED	1.4%	1.3%	0.0%	0.0%	0.0%	0.0%	•	0.0%	-	•	0.0%	0.0%		
Continued HS	1.6%	1.5%	0.8%	0.0%	3.1%	0.6%	•	0.0%	-	•	10.3%	0.0%		
Dropped Out	7.9%	7.2%	1.6%	0.0%	6.3%	1.2%	•	0.0%	-	•	88.2%	95.6%	•	
Graduates and GED	90.5%	91.3%	97.6%	100.0%	90.6%	98.2%	•	100.0%	-	•	86.2%	94.4%		
Grads, GED, & Cont	92.1%	92.8%	98.4%	100.0%	93.8%	98.8%	•	100.0%	-	■	96.6%	94.4%		
Class of 2010 (without exclusions)														
Graduated	88.0%	89.3%	98.1%	■	92.6%	98.5%	100.0%	n/a	n/a	n/a	95.5%	93.3%		
Received GED	1.6%	1.5%	0.5%	■	3.7%	0.3%	0.0%	n/a	n/a	n/a	0.0%	0.0%		
Continued HS	1.8%	1.9%	0.0%	■	0.0%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.0%		
Dropped Out	8.6%	7.4%	1.3%	■	3.7%	1.2%	0.0%	n/a	n/a	n/a	4.5%	6.7%		
&-Year Extended Longitudinal Rate Without Exclusions (Gr 9-12)														
Class of 2010														
Graduated	88.7%	90.0%	98.1%	•	92.6%	98.5%	100.0%	n/a	n/a	n/a	95.5%	93.3%	•	
Received GED	1.9%	1.7%	0.5%	•	3.7%	0.3%	0.0%	n/a	n/a	n/a	0.0%	0.0%	•	
Continued HS	0.7%	0.7%	0.0%	•	0.0%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.0%	•	
Dropped Out	8.7%	7.5%	1.3%	•	3.7%	1.2-	0.0%	n/a	n/a	n/a	4.5%	6.7%	•	
Graduates and GED	90.6%	91.7%	98.7%	•	96.3%	98.8%	100.0%	n/a	n/a	n/a	95.5%	93.3%	•	
Grads, GED, & Cont	91.3%	92.5%	98.7%	•	96.3%	98.8%	100.0%	n/a	n/a	n/a	95.5%	93.3%	•	

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	2012	2011	2010	African American	Hispanic	White	American Indian	Multi	Pacific Islander	Two or More	Special	Economic	ELL
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2012	87.7%	87.6%	98.2%	83.3%	97.6%	98.5%	*	100.0%	•	100.0%	81.8%	93.0%	*
Class of 2011	85.9%	86.6%	97.1%	100.0%	90.6%	97.9%	*	100.0%	-	•	83.3%	91.9%	•
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2011	89.1%	89.9%	97.6%	100.0%	90.6%	98.2%	*	100.0%	-	•	86.7%	94.6%	•
Class of 2010	88.0%	89.3%	98.1%	•	92.6%	98.5%	100.0%	n/a	n/a	n/a	95.5%	93.3%	
RHSPIDAP Graduates													
Class of 2012	80.5%	79.8%	81.2%	80.0%	72.5%	82.9%	•	66.7%	■	80.0%	0.0%	50.0%	•
Class of 2011	80.1%	79.4%	84.4%	40.0%	81.3%	85.7%	•	100.0%	-	80.0%	9.1%	67.6%	
Advanced Course/Dual Enrollment Completion													
2011-12	30.6%	31.3%	33.1%	24.0%	25.5%	34.2%	16.7%	37.5%		29.2%	4.8%	15.0%	21.4%
2010-11	30.3%	31.1%	36.3%	4.8%	25.6%	37.9%	10.0%	41.2%	■	38.1%	4.0%	23.8%	0.0%
Texas Success Initiative (TSI) • Higher Education Readiness Component													
English Language Arts													
2013	65%	67%	81%	•	81%	81%	-	•	-	80%	40%	72%	
2012	61%	65%	71%	•	67%	72%	•	•	-	60%	29%	58%	•
Mathematics													
2013	66%	67%	89%	■	86%	89%	-	•	-	100%	40%	83%	
2012	73%	75%	91%	•	83%	91%	•	•	-	100%	44%	63%	•
College-Ready Graduates													
English Language Arts													
Class of 2012	69%	73%	82%	40%	62%	84%	•	•	•	•	0%	65%	•
Class of 2011	64%	68%	n/a	•	56%	79%	■	100%	-	•	8%	34%	•
Mathematics													
Class of 2012												54%	•
	70%	71%	87%	60%	82%	88%	•	•		•	43%	63%	•
		70%	86%	•	70%	87%			-	•	11%		
Class of 2011	67%												
Both Subjects													
Class of 2012	57%	59%	77%	40%	58%	79%	•	•		•	0%	48%	•
Class of 2011	52%	56%	74%	•	56%	76%	•	100%	-	■	0%	32%	•
AP/IB Results													
Tested													
2012	21.9%	22.8%	35.6%	9.1%	15.4%	38.4%	20.0%	50.0%	•	20.0%	n/a	6.9%	n/a
							■		-		n/a	■	n/a
Examinees >= Criterion													
2012	50.8%	57.4%	69.3%	•	50.0%	70.3%		•		•			
2011	49.3%	56.6%	73.3%	-	36.4%	75.2%	•	•	-	80.0%	n/a	n/a	n/a

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	Hispanic	Black	Latino	African American	Hispanic	White	American Indian	Native Hawaiian	Pacific Islander	Two or more races	Special Education	Economically Disadvantaged	ELL
SAT/ACT Results Tested													
Class of 2012	66.9%	65.9%	75.1%	80.0%	50.0%	78.1%	■	■		100.0%	n/a	25.6%	n/a
Class of 2011	68.9%	70.4%	85.4%	*	54.8%	88.2%	■	?		80.0%	n/a	n/a	n/a
At/Above Criterion													
Class of 2012	24.9%	32.4%	52.9%	*	25.0%	56.7%	●	●	●	20.0%	n/a	36.4%	n/a
Class of 2011	25.7%	32.9%	54.5%	●	41.2%	56.3%	●	33.3%	-	●	n/a	n/a	n/a
Average SAT Score													
Class of 2012	1422	1481	1599	●	1409	1624	■	●		1466	n/a	1468	n/a
Average ACT Score													
Class of 2012	20.5	21.9	24.2	*	22.4	24.4	-	■	*	■	n/a	23.2	n/a
Class of 2011	20.5	21.9	24.8	■	23.4	24.9	●	●	-	■	n/a	n/a	n/a
Graduates Enrolled In TX Institution of Higher Education (IHE)													
2010-11	58.3%	57.9%	69.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates In TX IHE Completing One Year Without Remediation													
2010-11	66.1%	70.2%	78.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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TEXAS EDUCATION AGENCY
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 2012-13 District Profile

Student Information	-----District		State-----	
	Count	percent	Count	percent
Total Students:	4,712	100.0%	5,058,939	100.0%
Students by Grade:				
Early Childhood Education	13	0.3%	13,416	0.3%
Pre-Kindergarten	32	0.7%	226,772	4.5%
Kindergarten	312	6.6%	390,300	7.7%
Grade 1	326	6.9%	396,661	7.8%
Grade 2	329	7.0%	388,982	7.7%
Grade 3	331	7.0%	382,780	7.6%
Grade 4	345	7.3%	378,526	7.5%
Grade 5	376	8.0%	376,252	7.4%
Grade 6	368	7.8%	380,055	7.5%
Grade 7	370	7.9%	377,084	7.5%
Grade 8	395	8.4%	366,690	7.2%
Grade 9	390	8.3%	402,264	8.0%
Grade 10	413	8.8%	350,372	6.9%
Grade 11	377	8.0%	327,540	6.5%
Grade 12	335	7.1%	301,245	6.0%
Ethnic Distribution:				
African American	81	1.7%	644,357	12.7%
Hispanic	506	10.7%	2,597,524	51.3%
White	3,954	83.9%	1,515,859	30.0%
American Indian	29	0.6%	21,716	0.4%
Asian	36	0.8%	183,395	3.6%
Pacific Islander	0	0.0%	6,618	0.1%
Two or More Races	106	2.2%	89,470	1.8%
Economically Disadvantaged	581	12.3%	3,054,741	60.4%
Non-Educationally Disadvantaged	4,131	87.7%	2,004,198	39.6%
English Language Learners (ELL)	126	2.7%	863,974	17.1%
Students w/ Disciplinary Placements (2011-2012)	55	1.1%	87,292	1.7%
At-Risk	780	16.6%	2,260,864	44.7%
Graduates (Class of 2012):				
Total Graduates	393	100.0%	292,636	100.0%
By Ethnicity (incl. Special Ed.):				
African American	5	1.3%	38,213	13.1%
Hispanic	40	10.2%	131,106	44.8%
White	334	85.0%	105,767	36.1%
American Indian	2	0.5%	1,427	0.5%
Asian	6	1.5%	10,871	3.7%
Pacific Islander	1	0.3%	396	0.1%
Two or More Races	5	1.3%	4,856	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	74	18.8%	57,010	19.5%
Recommended H.S. Program/DAP	319	81.2%	235,626	80.5%
Special Education Graduates	21	5.3%	25,213	8.6%

District Name: ALEDO ISD
 County Name: PARKER
 District Number: 184907

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2012-13 District Profile

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.6%	2.1%	16.1%	9.7%
Grade 1	1.4%	4.4%	5.0%	8.2%
Grade 2	2.1%	2.9%	3.7%	3.9%
Grade 3	1.0%	2.1%	0.0%	1.6%
Grade 4	0.6%	1.0%	0.0%	1.0%
Grade 5	0.6%	0.5%	0.0%	0.7%
Grade 6	0.3%	0.6%	0.0%	1.0%
Grade 7	0.3%	1.0%	0.0%	1.4%
Grade 8	0.3%	0.7%	6.7%	15%

Data Quality:	--District--		-State-	
	Count	Percent	Count	Percent
PID Errors (students)		0.0%	3,784	0.10%
Underreported Students		0.0%	7,620	0.4%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.5	19.6
Grade 1	20.0	19.5
Grade 2	20.2	19.4
Grade 3	19.9	19.3
Grade 4	25.2	19.5
Grade 5	22.0	21.4
Grade 6	24.2	21.1
Mixed Grades	21.4	24.6
Secondary:		
English/Language Arts	19.8	17.4
Foreign Languages	21.2	19.0
Mathematics	22.5	18.0
Science	21.4	19.0
Social Studies	22.4	19.7

District Name: ALEDO ISD
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TEXAS EDUCATION AGENCY
**Texas Academic Performance Report 2012-
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Staff Information	----District		State----	
	Coynt	Percent	Coynt	Percent
Total Staff	479.4	100.0%	642,184.2	100.0%
Professional Staff:	347.5	72.5%	410,626.9	63.9%
Teachers	282.3	58.9%	327,419.5	51.0%
Professional Support	39.4	8.2%	57,943.6	9.0%
Campus Administration (School Leadership)	19.9	4.1%	18,711.2	2.9%
Central Administration	6.0	1.3%	6,552.8	1.0%
Educational Aides:	33.6	7.0%	60,039.4	9.3%
Auxiliary Staff:	98.2	20.5%	171,517.9	26.7%
Total Minority Staff:	21.9	4.6%	289,867.9	45.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	30,708.2	9.4%
Hispanic	8.0	2.8%	81,501.1	24.9%
White	268.4	95.1%	205,514.5	62.8%
American Indian	0.0	0.0%	1,256.1	0.4%
Asian	1.0	0.4%	4,441.4	1.4%
Pacific Islander	0.0	0.0%	255.6	0.1%
Two or More Races	4.8	1.7%	3,742.5	1.1%
Males	55.0	19.5%	75,928.1	23.2%
Females	227.3	80.5%	251,491.4	76.8%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,956.9	0.9%
Bachelors	217.9	77.2%	246,934.9	75.4%
Masters	62.3	22.1%	75,715.3	23.1%
Doctorate	2.0	0.7%	1,812.5	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.3	0.8%	22,758.2	7.0%
1-5 Years Experience	51.0	18.1%	85,475.9	26.1%
6-10 Years Experience	61.3	21.7%	74,433.1	22.7%
11-20 Years Experience	101.1	35.8%	88,182.0	26.9%
Over 20 Years Experience	66.5	23.6%	56,570.2	17.3%
Number of Students per Teacher	16.7	n/a	15.5	n/a

District Name: ALEDO ISO
 County Name: PARKER
 District Number: 184907

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Profile

Staff Information (Continued)	District	State
Average Years Experience of Teachers:	14.5	11.5
Average Years Experience of Teachers with District:	8.4	8.0
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$42,521	\$41,878
1-5 Years Experience	\$43,768	\$44,354
6-10 Years Experience	\$45,988	\$46,784
11-20 Years Experience	\$48,615	\$50,587
Over 20 Years Experience	\$55,340	\$58,291
Average Actual Salaries (regular duties only):		
Teachers	\$48,703	\$48,821
Professional Support	\$50,093	\$57,253
Campus Administration (School Leadership)	\$73,162	\$71,259
Central Administration	\$105,767	\$91,993
Instructional Staff Percent	68.7	64.2
Turnover Rate for Teachers:	10.0	15.3
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,153.9
Educational Aides	0.0	224.3
Auxiliary Staff	0.0	608.6
Contracted Instructional Staff:	0.0	1,556.8

District Name: ALEDO ISO
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2012-13 District Profile

Program InfrmaUgn	----District		Cgynt	State----	
	Cgynt	Percent		Percent	
Student Enrollment by Program:					
BilinguaUESL Education	124	2.6%	840,072	16.6%	
Career & Technical Education	825	17.5%	1,110,812	22.0%	
Gifted & Talented Education	353	7.5%	387,578	7.7%	
Special Education	299	6.3%	431,041	8.5%	
Teachers by Program (population served):					
BilinguaVESL Education	4.5	1.6%	17,422.4	53.0%	
Career & Technical Education	6.7	2.4%	13,453.0	4.1%	
Compensatory Education	1.2	0.4%	9,490.0	2.9%	
Gifted & Talented Education	22.0	7.8%	6,417.3	2.0%	
Regular Education	216.2	76.6%	239,612.0	73.2%	
Special Education	20.4	7.2%	30,185.4	9.2%	
Other	11.3	4.0%	10,839.3	3.3%	

[Link to:
 PEIMS Financial Standard Reports/
 2011-2012 Financial Actual Report](#)

- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'na' Indicates data reporting is not applicable for this group.

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