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THE AUSTIN INDEPENDENT SCHOOL DISTRICT

STRATEGIC PLAN 2010-2015



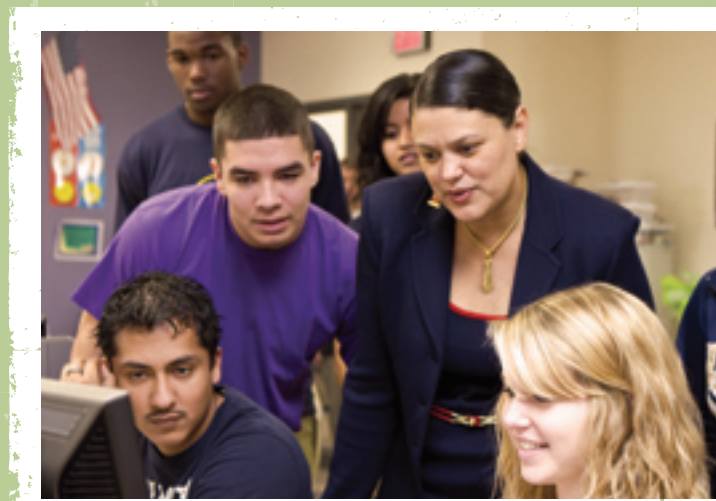
Dear Austin Community Partner:

The Austin Independent School District is at an important point in its history. On December 14, 2009, the AISD Board of Trustees adopted this Strategic Plan to guide us through 2015. This is the result of months of work by our community and the educators of AISD. It provides the direction for our instruction, curriculum, budgeting, staffing and partnerships for the next five years.

Why do we need a long-term Strategic Plan? With our limited resources, we need to be focused on the goals and strategies that will best prepare all our students for college, career and life in a globally competitive environment. That means being fully transparent in the decisions we make to guide this district, setting priorities and sticking to them, and concentrating our resources on the programs, practices and staffing that will best serve our students in achieving academic success.

Please look at the ambitious goals set by our Board of Trustees. We have to aim high because we are preparing students for success in a world in which many of the jobs they will be holding haven't even been created yet. The actions steps in this plan are designed to help us reach those goals. I would like for you also to look at the measurable outcomes tied to the goals. For the first time in AISD's history, we have developed a plan with specific results we are seeking so we can determine if our students are making adequate progress along the way.

This plan requires a compact with the Austin community and the families of our students.



It is our responsibility to have highly effective teachers in every classroom. If AISD families get their children to school on time with no unexcused absences, make sure they do their homework, and the students stay with us for at least three consecutive years, then we will be responsible for making sure the students perform at or above grade level. If they stay with us through graduation, they will graduate ready for college, career, and life.

The plan's success also calls for a commitment from the greater Austin community to work with us to provide those services and supports some of our students need to overcome the challenges in their lives that may affect their readiness to learn.

If we work together and implement the work in this plan, we can close achievement gaps, prevent students from dropping out, and raise the level of achievement for all our students so that every student graduates ready for college, career and life in a continually changing, highly competitive, and very exciting world.

Meria J. Carstarphen
Superintendent

AISD Strategic Plan 2010-2015

FRAMEWORK



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AUSTIN ISD BOARD OF TRUSTEES

(From left) Sam Guzman, District 2; Annette LoVoi, At Large 8; Mark Williams, President, District 5; Vincent M. Torres, Vice President, District 4; Lori Moya, Secretary, District 6; Cheryl Bradley, District 1; Christine Brister, District 3; Karen Dulaney Smith, At Large 9; Robert Schneider, District 7.

AISD Strategic Plan 2010-2015

FRAMEWORK (CONTINUED)

What We Do

MISSION

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Where We Want to Be

VISION

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

What We Believe In

VALUES

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

What We Want to Accomplish

GOALS

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

How We Will Achieve Our Goals

STRATEGIES

1. Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.
2. Build strong relationships with students, families, and the community to increase trust and shared responsibility.
3. Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.
4. Align resources to accomplish priorities within a balanced budget.

How We Will Check Progress on Our Goals

MEASURABLE OUTCOMES

1. TAKS passing rates for students who have been in the district for at least three consecutive years
2. TAKS passing rates for students who have not been in the district for at least three consecutive years
3. Achievement gaps among ethnic groups
4. Achievement gaps between economic groups
5. Graduation rates – the number of students in a 9th grade cohort who graduate within four years of their enrollment in 9th grade
6. College readiness – the number of graduates who meet or exceed a combination of TAKS exit level, SAT, and ACT criteria
7. TAKS writing scores – the number of 11th graders scoring 3 or 4
8. Postsecondary enrollment – the number of seniors who enrolled in a four-year or two-year college or university or in a technical school within the first year after graduating
9. Enrollment in Advanced Placement (AP) courses – the number of students enrolled in AP courses and completing dual enrollment courses
10. Performance in AP courses – the number of students with AP test scores of 3, 4, or 5
11. District and campus accountability ratings – based on the district rating (i.e., Acceptable), the number of schools achieving Adequate Yearly Progress (AYP), and the number of Acceptable, Recognized, and Exemplary schools

Strategies and Action Steps

IMPLEMENTATION GUIDE

Strategy 1: **PROVIDE A HIGH-QUALITY, WELL-ROUNDED EDUCATIONAL EXPERIENCE TO ALL STUDENTS THAT IS RIGOROUS, CULTURALLY RELEVANT, HEALTHFUL, AND ENGAGING.**

The Key Action Steps are critical to implementing each of the Strategies included in the Strategic Plan Framework. For each Key Action Step, the year of implementation is identified. In addition, the district will seek community partners who will be instrumental in successfully implementing each of the Key Action Steps.

KEY ACTION STEPS / IMPLEMENTATION YEAR

- | | | | |
|--|---|--|---|
| <p>1.1 Adopt policy that articulates the district's theory of action for teaching and learning, reflecting high expectations and ensuring alignments with all educational plans and initiatives. YEAR 1</p> <p>1.2 Examine the district's curriculum to ensure college-ready rigor at each grade level, clear expectations for teaching and learning, instructional supports to meet the needs of all students, and implementation with fidelity. YEAR 1</p> <p>1.3 Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. YEAR 1</p> <p>1.4 Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools. YEAR 2</p> <p>1.5 Determine the purpose, parameters, and effective number of required assessments, and improve the content, quality, and use of assessments, including more authentic student work. YEAR 1</p> <p>1.6 Maintain strong core academic programs with focus on math and science, including at least one fourth-year science course in engineering at each high school. YEAR 3</p> | <p>1.7 Ensure that the district's program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning through a one-way dual language model, and that it includes two-way dual language as a program option. YEAR 1</p> <p>1.8 Examine Special Education programs and delivery to ensure adequate supports to teachers and students, and clear parameters for allocation of staff and resources. YEAR 1</p> <p>1.9 Ensure that every student has equitable access to health-related programming by providing staff and resource support for coordinated school health education, family and community involvement, safe and healthy school environment, health services, physical education and physical activity, nutrition services, counseling and mental health services, and staff wellness at the district and campus levels. YEAR 3</p> <p>1.10 Establish goals at each school to prepare children to be healthy, fit, and ready to learn. YEAR 1</p> <p>1.11 Provide more opportunities for students to participate in enrichment programs such as career interest, technology, athletics, and languages other than English. YEAR 3</p> | <p>1.12 Increase access to and support for high quality fine arts instruction as part of a strong core academic curriculum for all students. YEAR 1</p> <p>1.13 Expand early literacy, early childhood education, and pre-kindergarten programs and locations. YEAR 4</p> <p>1.14 Seek innovative public-private partnerships to develop signature programs in neighborhood schools within each vertical team to enhance rigorous academic opportunities. YEAR 1</p> <p>1.15 Determine advanced academic courses to be offered at every school, create coherent sequences of course offerings, and expand opportunities for dual credit and advanced placement. YEAR 2</p> <p>1.16 Improve attendance rates for all students. YEAR 1</p> <p>1.17 Improve completion rates for all students. YEAR 3</p> <p>1.18 Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high school to post-secondary). YEAR 4</p> <p>1.19 Implement behavioral, character, social, and other student support systems at all schools effectively and equitably. YEAR 3</p> <p>1.20 Support campuses in developing culturally relevant training and learning experiences</p> | <p>to eliminate achievement gaps, and to decrease over-representation of any student groups in discipline and Special Education programs. YEAR 2</p> <p>1.21 Provide responsive, effective, and sustainable support for AISD children and their families living in low-income neighborhoods and in historically underserved neighborhoods, and for students attending low-performing schools. YEAR 2</p> <p>1.22 Develop a plan to effectively serve East Austin schools and their communities. YEAR 1</p> <p>1.23 Identify homeless, mobile, pregnant, and other students with special needs and ensure that they receive consistent access to curriculum and appropriate services. YEAR 2</p> <p>1.24 Enhance dropout prevention efforts and create multiple, proven pathways to graduation and course credit recovery. YEAR 1</p> |
|--|---|--|---|

IMPLEMENTATION YEAR KEY:

YEAR 1 — 2010-2011

YEAR 2 — 2011-2012

YEAR 3 — 2012-2013

YEAR 4 — 2013-2014

YEAR 5 — 2014-2015

Strategies and Action Steps

IMPLEMENTATION GUIDE

Strategy 2: **BUILD STRONG RELATIONSHIPS WITH STUDENTS, FAMILIES, AND THE COMMUNITY TO INCREASE TRUST AND SHARED RESPONSIBILITY.**

KEY ACTION STEPS / IMPLEMENTATION YEAR

- 2.1** Use multiple and appropriate methods of communication and engagement to reach all stakeholders and every part of the community to gain meaningful input, participation, partnerships, and shared responsibilities for student success. **YEAR 1**
- 2.2** Increase collaboration with other entities to support such areas as affordable housing, health and human services, and community planning. **YEAR 2**
- 2.3** Ensure that schools have the resources and services (public, private, non-profit) needed to support their students, parents, and families. **YEAR 3**
- 2.4** Provide all resources necessary for adequate translation and interpretation services at all schools. **YEAR 1**



Strategy 3: **ENSURE THAT EVERY CLASSROOM HAS A HIGH-QUALITY, EFFECTIVE EDUCATOR, SUPPORTED BY HIGH-QUALITY, EFFECTIVE ADMINISTRATORS AND SUPPORT STAFF.**

KEY ACTION STEPS / IMPLEMENTATION YEAR

- 3.1** Hire high-quality and diverse teachers and principals, and reduce their turnover through mentoring, compensation, leadership development, and other incentives. **YEAR 3**
- 3.2** Develop a performance-based compensation system for all district employees. **YEAR 5**
- 3.3** Develop and implement a coherent, content-focused, best-practices plan for professional development of instructional leaders, support staff, and teachers. **YEAR 1**
- 3.4** Enhance quality and access to professional development in using data and feedback to inform instruction, and to meet the needs of ELLs and Special Education students in the least restrictive environment. **YEAR 2**
- 3.5** Expand and accelerate development of campus-based professional learning communities. **YEAR 2**
- 3.6** Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction and classroom management. **YEAR 2**
- 3.7** Organize central administration to support schools, and enable campus leadership to focus on the classroom. **YEAR 1**
- 3.8** Include on all employee appraisals performance measures related to support of schools and the requirement for job-related professional growth. **YEAR 2**
- 3.9** Develop a system for shared accountability for results in teaching and learning. **YEAR 1**

IMPLEMENTATION YEAR KEY:

YEAR 1 — 2010-2011

YEAR 2 — 2011-2012

YEAR 3 — 2012-2013

YEAR 4 — 2013-2014

YEAR 5 — 2014-2015

Strategies and Action Steps

IMPLEMENTATION GUIDE

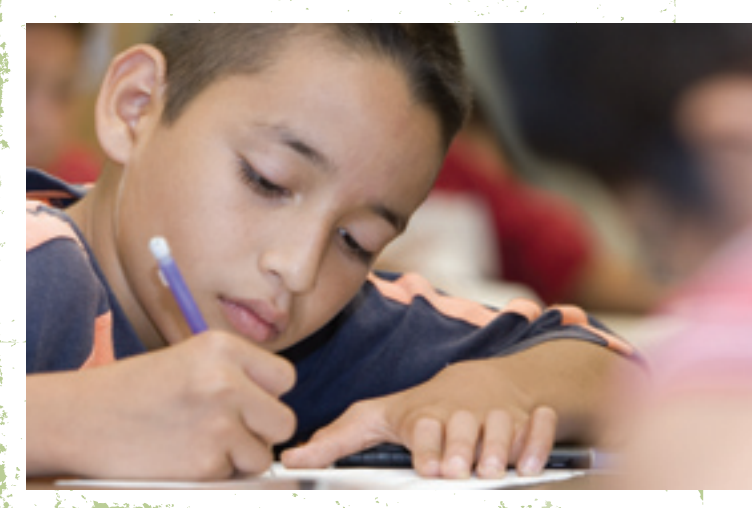
Strategy 4: **ALIGN RESOURCES TO ACCOMPLISH PRIORITIES WITHIN A BALANCED BUDGET.**

KEY ACTION STEPS / IMPLEMENTATION YEAR

- 4.1** Examine options in funding methodology that allow federal title dollars to follow the student. **YEAR 2**
- 4.2** Evaluate and reallocate necessary funding to schools based on identified needs. **YEAR 2**
- 4.3** Manage taxpayer resources wisely by developing tools and models to regularly monitor program effectiveness, and by indentifying and implementing fiscal and operational efficiencies. **YEAR 1**
- 4.4** Explore and support legislation to enhance local district funding, and identify and seek alternative sources of funding and grants. **YEAR 1**
- 4.5** Develop and implement long-range plans for facilities, transportation, libraries, and technology that align infrastructure with the district's educational plan. **YEAR 1**
- 4.6** Consider school consolidations, school repurposing, boundary adjustments, and possible school closures to reduce operational costs, meet the need for new or expanded programs, and respond to changes in student enrollment. **YEAR 1**
- 4.7** Ensure efficiency and efficacy of existing facilities before investing in new facilities. **YEAR 2**

- 4.8** Provide sufficient resources to support effective technology, library, and media services at all campuses. **YEAR 3**
- 4.9** Ensure that instructional initiatives, the budget, and other district and campus plans align with each other and support the Strategic Plan, Board goals, and policies. **YEAR 1**

IMPLEMENTATION YEAR KEY:
YEAR 1 — 2010-2011
YEAR 2 — 2011-2012
YEAR 3 — 2012-2013
YEAR 4 — 2013-2014
YEAR 5 — 2014-2015



AISD Strategic Plan Scorecard

MEASURABLE OUTCOMES AND TARGETS

AISD will monitor progress toward the goals of the Strategic Plan using measurable outcomes and associated performance targets as described below.

Goal 1: ALL STUDENTS WILL PERFORM AT OR ABOVE GRADE LEVEL.

MEASURABLE OUTCOME 1:

TAKS passing rates for students who have been in the district for at least three consecutive years

MEASURABLE OUTCOME 2:

TAKS passing rates for students who have not been in the district for at least three consecutive years

Performance at grade level will be defined as passing TAKS. The passing rates will be disaggregated for two cohorts of students:

- **Students that have been in the district for at least three consecutive years**
- **Students that have not been in the district for at least three consecutive years**

Within each cohort, the data will be summed across grades for each state and federal accountability student group (e.g. African American, Hispanic, and Economically Disadvantaged, Special Education).

Higher targets are set for those students who have been in AISD for at least three consecutive years than for those who have not. In addition, higher targets are set for reading, writing and social studies than for mathematics and science, based on the current levels of performance.

The targets for Goal 1 by 2015 for the All Students group are as follows:

- Increase reading, writing, and social studies achievement for all students who have been in AISD for at least three consecutive years to a passing rate of 98%
- Increase reading, writing, and social studies achievement for all students who have not been in AISD for at least three consecutive years to a passing rate of 90%
- Increase mathematics and science achievement for all students who have been in AISD for at least three consecutive years to a passing rate of 90%
- Increase mathematics achievement for all students who have not been in AISD for at least three consecutive years to a passing rate of 86%
- Increase science achievement for all students who have not been in AISD for at least three consecutive years to a passing rate of 85%

The reading, mathematics, writing, science, and social studies targets for each student group in the three-year cohort are shown in Tables 1 through 5. The non-three-year cohort targets are shown in Tables 6 through 10. The targets presented for both cohorts are consistent with the district accountability targets for Goal 4.

Table 1: TAKS READING PASSING RATES FOR STUDENTS IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS

Student Group	BASELINE 2009		TARGET 2012	TARGET 2015
	Number Tested	Percent Tested	Percent Passing	Percent Passing
All Students	26,652	90%	95%	98%
African American	2,927	85%	95%	98%
Hispanic	14,388	85%	95%	98%
White	8,448	98%	98%	98%
Limited English Proficiency	3,985	68%	90%	98%
Economically Disadvantaged	14,269	84%	95%	98%
Not Economically Disadvantaged	12,383	97%	98%	98%
Special Education	1,153	82%	95%	98%

Table 2: TAKS MATH PASSING RATES FOR STUDENTS IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS

Student Group	BASELINE 2009		TARGET 2012	TARGET 2015
	Number Tested	Percent Tested	Percent Passing	Percent Passing
All Students	28,036	79%	85%	90%
African American	3,127	63%	80%	90%
Hispanic	15,334	72%	85%	90%
White	8,642	94%	96%	98%
Limited English Proficiency	4,563	59%	80%	90%
Economically Disadvantaged	15,316	69%	80%	90%
Not Economically Disadvantaged	12,720	90%	95%	98%
Special Education	2,079	61%	80%	90%

Table 3: TAKS WRITING (7TH GRADE ONLY) PASSING RATES FOR STUDENTS IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	3,823	91%	95%	98%
African American	406	91%	95%	98%
Hispanic	2,108	87%	95%	98%
White	1,177	98%	98%	98%
Limited English Proficiency	90%	70%	90%	98%
Economically Disadvantaged	2,162	86%	95%	98%
Not Economically Disadvantaged	1,661	98%	98%	98%
Special Education	126	84%	95%	98%

Table 4: TAKS SCIENCE (GRADES 5, 8, 10, 11) PASSING RATES FOR STUDENTS IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	14,558	77%	83%	90%
African American	1,585	62%	80%	90%
Hispanic	7,666	67%	82%	90%
White	4,830	95%	96%	98%
Limited English Proficiency	2,125	46%	75%	85%
Economically Disadvantaged	7,440	63%	78%	88%
Not Economically Disadvantaged	7,118	90%	95%	98%
Special Education	644	59%	78%	88%

Table 5: TAKS SOCIAL STUDIES (GRADES 8, 10, 11) PASSING RATES FOR STUDENTS IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	9,958	93%	95%	98%
African American	1,100	87%	95%	98%
Hispanic	4,990	89%	95%	98%
White	3,532	99%	99%	99%
Limited English Proficiency	962	69%	90%	98%
Economically Disadvantaged	4,632	87%	90%	95%
Not Economically Disadvantaged	5,326	89%	95%	98%
Special Education	421	88%	90%	95%

Table 6: TAKS READING PASSING RATES FOR STUDENTS NOT IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	9,074	78%	80%	90%
African American	1,577	76%	80%	90%
Hispanic	5,016	72%	80%	90%
White	2,156	91%	95%	98%
Limited English Proficiency	2,185	61%	80%	90%
Economically Disadvantaged	5,720	73%	80%	90%
Not Economically Disadvantaged	3,355	86%	90%	95%
Special Education	2,796	71%	80%	90%

Table 7: **TAKS MATH PASSING RATES FOR STUDENTS NOT IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS**

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	6,084	66%	80%	86%
African American	1,037	51%	75%	85%
Hispanic	3,151	60%	80%	88%
White	1,644	85%	90%	95%
Limited English Proficiency	1,336	52%	75%	85%
Economically Disadvantaged	3,691	59%	75%	85%
Not Economically Disadvantaged	2,393	77%	82%	90%
Special Education	1,547	54%	75%	85%

Table 8: **TAKS WRITING (7TH GRADE ONLY) PASSING RATES FOR STUDENTS NOT IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS**

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	1,190	80%	85%	90%
African American	208	77%	80%	90%
Hispanic	678	76%	80%	90%
White	265	92%	95%	98%
Limited English Proficiency	292	66%	80%	90%
Economically Disadvantaged	828	75%	80%	90%
Not Economically Disadvantaged	362	91%	95%	98%
Special Education	413	70%	80%	90%

Table 9: **TAKS SCIENCE (GRADES 5, 8, 10, 11) PASSING RATES FOR STUDENTS NOT IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS**

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	4,432	59%	75%	85%
African American	775	49%	72%	85%
Hispanic	2,388	49%	72%	85%
White	1,110	85%	90%	95%
Limited English Proficiency	1,086	39%	70%	80%
Economically Disadvantaged	2,727	49%	72%	83%
Not Economically Disadvantaged	706	75%	85%	88%
Special Education	1,311	42%	70%	80%

Table 10: **TAKS SOCIAL STUDIES (GRADES 8, 10, 11) PASSING RATES FOR STUDENTS NOT IN AISD FOR AT LEAST THREE CONSECUTIVE YEARS**

Student Group	BASELINE 2009		TARGET 2012 Percent Passing	TARGET 2015 Percent Passing
	Number Tested	Percent Tested		
All Students	3,182	79%	80%	90%
African American	580	73%	80%	90%
Hispanic	1,676	74%	80%	90%
White	814	94%	95%	98%
Limited English Proficiency	738	64%	80%	90%
Economically Disadvantaged	1,826	72%	80%	90%
Not Economically Disadvantaged	1,353	89%	95%	98%
Special Education	968	66%	80%	90%

AISD Strategic Plan Scorecard

MEASURABLE OUTCOMES AND TARGETS

Goal 2: ACHIEVEMENT GAPS AMONG ALL GROUPS OF STUDENTS WILL BE ELIMINATED.

MEASURABLE OUTCOME 3:

Achievement gaps among ethnic groups

MEASURABLE OUTCOME 4:

Achievement gaps between economic groups

For each of the cohorts, the gaps in TAKS passing rates among subgroups will be measured using the same annual targets presented for Goal 1. Consistent with the targets set for Goal 1, progress toward eliminating achievement gaps will be monitored separately for the cohort of students who have been in AISD for at least three consecutive years and the cohort of students who have not.

The targets for closing the achievement gaps by 2015 are as follows:

- Eliminate the reading, writing, and social studies achievement gaps for students in the three-year cohort
- Dramatically reduce the mathematics and science achievement gaps for students in the three-year cohort to no more than ten points
- Dramatically reduce the reading, writing, and social studies achievement gaps for students in the non-three-year cohort to no more than eight points

- Dramatically reduce the mathematics and science achievement gaps for the non-three-year cohort to no more than ten points
- The gap projections among groups for all content areas can be seen by reviewing Tables 1 through 10 under Goal 1.



Goal 3: ALL STUDENTS WILL GRADUATE READY FOR COLLEGE, CAREER, AND LIFE IN A GLOBALLY COMPETITIVE ECONOMY.

Six measures will be monitored to assess progress toward this goal:

MEASURABLE OUTCOME 5:

Graduation rates – defined by the state Academic Excellence Indicator System (AEIS) as the number of students in a 9th grade cohort who graduate within four years of their enrollment in 9th grade

MEASURABLE OUTCOME 6:

College Readiness – defined by AEIS as the number of graduates who meet or exceed a combination of TAKS exit level, SAT, and ACT criteria

MEASURABLE OUTCOME 7:

TAKS writing scores – defined as the number of 11th graders scoring 3 or 4

MEASURABLE OUTCOME 8:

Postsecondary enrollment – defined as the number of seniors who enrolled in a four-year or two-year college or university or in a technical school within the first year after graduating

MEASURABLE OUTCOME 9:

Enrollment in Advanced Placement (AP) courses – defined as the number of students enrolled in AP courses and completing dual credit courses

MEASURABLE OUTCOME 10:

Performance in AP courses – defined as the number of students with AP test scores of 3, 4, or 5

For each of these measures, the 2015 targets are set at the level of the highest group. For example, White students had the highest graduation rate (90%), so the target for all groups is to meet or exceed that rate. The proposed targets for college readiness and postsecondary enrollment are set in the same manner (see Table 11). The reporting of graduation, college readiness, and postsecondary enrollment data lag one year behind and are not reported until late fall of each year. The postsecondary data do not account for students who go straight to work after graduating from high school.

Table 11: **COLLEGE READINESS – GRADUATION, COLLEGE READINESS, AND POSTSECONDARY ENROLLMENT RATES**

	Class of 2006	Class of 2007	Class of 2008	Target for Class of 2011	Target for Class of 2014
Graduation Rate	77.3%	75.3%	74.3%	82%	90%
English Language Arts College Readiness	57%	54%	61%	67%	73%
Mathematics College Readiness	58%	60%	63%	71%	81%
Postsecondary Enrollment (Including Four-year, Two-year, Technical Schools)	63%	63%	63%	70%	77%
Advanced Course/Dual Enrollment Completion	21.9%	22.0%	22.7%	29%	35.7%
Advanced Placement Test Scores at or Above Criterion (3, 4, or 5)	52.8%	53.4%	50.6%	61.6%	71.6%

The targets presented in Table 11 are available from data currently collected and reported from official sources (e.g. TEA and the National Student Clearinghouse).

PROPOSED ADDITIONAL MEASURES

To assess if students graduate ready for college, career, and life in a globally competitive economy, a broader approach to accountability will be needed – an approach that moves beyond simply counting the numbers of students who pass tests, take selected courses, and apply to college. AISD graduates must have a plan for their future, the resilience and perseverance to succeed, and the skills required to achieve their goals. Potential measures are outlined in Table 12. Baseline data for these and other possible measures are being developed.

Table 12: **READINESS FOR CAREERS AND LIFE IN A GLOBALLY COMPETITIVE ECONOMY**

Proposed Additional Measures	Baseline 2009	Target 2012	Target 2015
Completion of three years of the same language or language proficiency test scores	TBD	TBD	TBD
Participation in extracurricular activities (e.g., band, orchestra, and choir; art and drama; athletics)	TBD	TBD	TBD
Completion of a graduation portfolio (e.g., sample performances, products and projects, internships, volunteer work)	TBD	TBD	TBD
Measures of self-confidence and attitudes toward school, work, and success	TBD	TBD	TBD
Scholarships, financial aid, awards, and recognition	TBD	TBD	TBD
Completion of a career plan with specific goals, strategies, and action steps	TBD	TBD	TBD
Public speaking and presentation experience	TBD	TBD	TBD
Completion of programs (e.g., business education, career and vocational, health and medical)	TBD	TBD	TBD
Number of students applying to college, college visits, and measures of career advisory successes	TBD	TBD	TBD
District results for National Assessment of Educational Progress (NAEP) and Trends in International Mathematics and Science Study (TIMSS) indicators	TBD	TBD	TBD
Number of dual language programs	TBD	TBD	TBD
Computer proficiency, technical skills, and programs	TBD	TBD	TBD

TBD = To Be Determined

AISD Strategic Plan Scorecard

MEASURABLE OUTCOMES AND TARGETS

Goal 4: ALL SCHOOLS WILL MEET OR EXCEED STATE ACCOUNTABILITY STANDARDS, AND THE DISTRICT WILL MEET FEDERAL STANDARDS AND EXCEED THE STATE STANDARDS.

MEASURABLE OUTCOME 11:

District and campus accountability ratings

The targets presented here are from the 2009 baseline to 2015. (Although it is anticipated that some state accountability criteria may change after 2011-2012, the targets here assume they will remain unchanged through 2015.) It is important to note that although the targets listed above for Goals 2 and 3 do not show actual passing rates that meet Adequate Yearly Progress (AYP) standards for all student groups, the increases targeted are large enough for the district to meet AYP using the Safe Harbor and Texas Projection Measure provisions.

1. District-level targets are as follows:

By 2010:

- No Academically Unacceptable (AU) schools based on TAKS
- The district will achieve an Acceptable rating
- The District will meet AYP

By 2011:

- No AU schools
- The district will achieve an Acceptable rating
- The District will meet AYP

By 2012:

- No AU schools
- The District will achieve Recognized standard for math and science TAKS and Exemplary status for reading, writing and social studies TAKS
- The District will achieve the Recognized standard for the 2012 completion cohort
- The District will meet AYP

By 2015:

- No AU schools
- The District will achieve Exemplary standard for all TAKS subjects
- The District will achieve the Exemplary standard for the 2012 completion cohort
- The District will meet AYP

2. At the campus level, the number of campuses reaching Recognized or Exemplary standards will increase annually, as outlined in Table 13.

Table 13: NUMBER OF AISD CAMPUSES TARGETED FOR EACH STATE ACCOUNTABILITY RATING

Accountability Ratings by Campus Level	2009 Actual	2010 Target	2011 Target	2012 Target	2015 Target
EXEMPLARY					
High School	1	1	1	3	5
Middle School	0	1	1	4	7
Elementary School	23	30	40	53	67
RECOGNIZED					
High School	0	2	3	3	5
Middle School	1	3	6	6	9
Elementary School	29	29	25	20	11
ACADEMICALLY ACCEPTABLE					
High School	7	10	9	7	3
Middle School	12	15	12	9	3
Elementary School	26	19	13	5	0
ACADEMICALLY UNACCEPTABLE					
High School	3	0	0	0	0
Middle School	5	0	0	0	0
Elementary School	0	0	0	0	0





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This **Strategic Plan 2010-2015** was approved by the Austin ISD Board of Trustees on December 14, 2009. It was developed with broad input from the Austin community, and by staff from the Superintendent's Office, Office of Accountability, Office of Education, and the Office of Planning and Community Relations.

Photos by David Omer; Design by BAH! Design.