

Introduction

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This planning document is very important for the future of our school district. It may even turn out to be a watershed moment in the district's history. In response to meetings between the AISD Board of Trustees and the Eastside Social Action Coalition, the Administration of AISD and leaders of the District Advisory Council created a comprehensive proposal to direct the district as a whole and every campus in the district in an all-out effort to improve the academic performance of African American students in AISD. Following a discussion held by these same groups on March 20 in an AISD Board work session, the Administration has taken the next steps to ensure the implementation of a specific plan of action tied to targeted outcomes. This new document is organized around a set of eight guiding principles to drive the work of the school district. Accountability is built into the action plans with specific timelines, measures of outcome and persons responsible tied to each desired outcome. The District is committed to moving forward with the implementation of this plan.

The Eastside Social Action Coalition has done this school district a service by focusing public conversations about education on the performance of African American students in our school system. Many of these conversations have been taking place internally for the past several years. These conversations have generated a number of major initiatives in this district, some of them growing out of recommendations by our District Dropout Task Force. They include the SOAR initiative to provide direct, supplementary literacy instruction for children in the primary grades so they will be reading on grade level by the end of third grade. They include the Bridges program, which puts its arms around students leaving the eighth grade with academic difficulties and works with them through two summers and the ninth grade school year to make sure they successfully cross the ninth grade hurdle and land successfully in tenth grade. These conversations have also led us to re-evaluate and restructure our school-to-career programs so that over the next few years we will build strong career academies in high schools across this district. They will be open to all students with special interests and will prepare these students for well-paying employment and post-secondary education after high school.

The action plans in this document incorporate many of these major initiatives already under way, while introducing new plans of action to strengthen the district's effectiveness. The district-wide concentration on the TEKS, the state standards, for every grade level, every school and every child is central to our commitment to high standards for all our students. We have high expectations for all our students and have set the bar high for all students and teachers. We are also talking to parents and other community members about these standards so we all share this commitment and understand it. Coupled with the TEKS, AISD is also committed to the Principles of Learning as a guide for teaching and learning in every classroom. These Principles are based on the premise that effort creates ability. The tools with which you enter the classroom will not determine your education fate because we are here to educate every child every day. And we believe every child can become well educated through hard work and carefully focused teaching and learning.

The standards and the Principles of Learning are the foundation for all we do. They are the great equalizers for our district. And we are beginning to see success in this district. Our TAAS scores have gone up in every category, and our scores for Hispanic, African American and Economically Disadvantaged students have gone up dramatically. We are closing the gap between our high-performing Anglo students and our other groups of students. Three of our new Recognized campuses—Dawson, Maplewood and Ridgetop—have student populations that are more than 75 percent minority and low-income. Six East Austin schools that were Low Performing last year on TAAS received Acceptable ratings after dramatic increases. The state raised the bar last year by 5 points, so these schools had to make significant improvements over the previous year. We are making progress.

We recognize, however, that our progress to date has not reached the standard for success we expect for all students in AISD. That is why this action plan is very important. It includes desired outcomes for improvement in a number of areas, complete with timelines, specific plans of action, and measures of success related to those outcomes.

These action plans are meant to direct the school district's work for next year and the subsequent few years until the desired outcomes are reached. They address specific needs—such as the under-representation of African American students in AP and honors courses as well as their over-representation in special education.

Some of these proposals have budget implications, and, as we all know, we are still contemplating having to cut our budget by some \$20 million for next year. But we do acknowledge the need to align our resources with our greatest needs. This could involve reallocating funds to achieve greater effectiveness.

Another important component of these proposals is the need to communicate effectively with parents and the community. Every school needs to examine its procedures to make sure students and their families have the tools they need to plan for the future, including information about opportunities to supplement their education, to enroll in honors classes

or to prepare for college entrance exams. We need to work closely with families as partners in the education of our students.

We need to do this because, so often, the unarticulated but overriding questions a student has, particularly as he or she goes through secondary school, are questions like: “Do I belong in school? Do I have a future? Is there hope for me?” School and family have to work together to make sure the answer is a resounding “Yes.”

These proposals and the discussion out of which they grew help focus our work on some very important issues. The experience of developing the action plans provided us with the opportunity to take another in-depth look at these issues and to be creative in seeking systemic solutions to improve academic achievement for African American students in this district. They are designed to make sure that deep learning and rich teaching are the core of every classroom every day—that they are embedded in every child's experience in AISD. This is the only way to assure that, over time, every child will succeed in AISD.

STUDENTS

Guiding Principle # 1:

Provide all African-American students with an educational program comprised of rigorous curricula and quality teaching so that each student will be prepared to master the standards and achieve at high levels.

Addresses item: 1

Background

Improving student achievement is the number one goal of the Austin Independent School District. Accordingly, all campus improvement plans (CIP) for 2001-02 will contain annual performance objectives based on meeting the criteria for Exemplary status, the state's highest accountability rating, by the school year 2004-05. To qualify for the Exemplary rating, a school or district must demonstrate high levels of achievement on the Texas Assessment of Academic Skills (TAAS) test, as well as high levels for attendance and the dropout rate. TAAS performance levels must reach at least 90% of all students and each student group, specifically including African-American students, passing each portion of the TAAS. TAAS is a criterion-referenced test, meaning that all students are expected to master high but attainable objectives, based on the Texas Essential Knowledge and Skills (TEKS). A student's performance is not measured by how his or her score compares with others tested, but by how well the objectives are mastered. In 2003, a new set of state accountability tests (TAAS II) will come into being; state officials indicate that these tests will be based entirely on the TEKS and will be more rigorous than those in the past.

Until last year, campus plans included goals based only on reaching or maintaining performance levels for the Acceptable rating, a much lower standard. In 1999, the district initiated a revitalization of the improvement planning process; a new district improvement plan was developed and all campus plans followed its design to become much more data driven and focused on substantially increasing student achievement for each and all students. For 1999-2000 CIP's, campuses had the option of setting goals based on reaching either Exemplary or Recognized status. For next year, campuses will be required to base their goals on meeting the standard for Exemplary status and to include goals and objectives for moving beyond TAAS passing rates. In order to meet the higher standards imposed by the new planning process, the district and campuses must close any and all achievement gaps in order to reach Exemplary status. This goal absolutely requires that the district successfully prepare our African-American students to meet these standards.

It should be noted that, while we have not reached this goal, we are making steady progress. When comparing TAAS performance over five years, the following increases are noted.

Between 1996 and 2000,

- **performance in Reading increased 13.7 percentage points for African-American students, compared to 6.7 percentage points for the district overall;**
- **performance in Mathematics increased by 23.1 percentage points for African-American students, compared to 14.7 points for the district overall; and**
- **performance in Writing increased by 9.9 percentage points for African-American students, compared to 5.1 percentage points overall.**

The district recognizes that we still have much work to do to close the achievement gap so that all students, including African-American students, are achieving at high levels. To reach Exemplary status by the target year 2004-05, the district must ensure that the performance of African-American students on TAAS increases each year by 3.8 percentage points in reading, 5.0 percentage points in mathematics, and 3.2 percentage points in writing. In addition, we are actively seeking ways to set goals beyond TAAS passing, keeping in mind that TAAS II will replace TAAS in 2003 and will be based on more rigorous passing standards. We believe the best standard for high performance is measuring the number and percentage of students earning a Texas Learning Index (TLI) score of 85 or higher. The state does not provide this information at the district level, nor does it disaggregate (by student group) this data for campuses. We have asked our accountability department to prepare to provide this information so that the district can move to the higher standard for next year.

In addition, we also recognize that, if students are to successfully demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS), as measured by TAAS and TAAS II, then we must improve our instructional delivery so that each student receives a rigorous curriculum and quality teaching. Our core educational programs and our new TEKS Focus, integrated with our partnership with the Institute for Learning, are designed to ensure academic rigor with clear expectations for all students and significantly improved instructional delivery. We believe that the Principles of Learning, integrated with a TEKS Focus, will be a major change agent in the district. These principles represent the culmination of twenty years of research and align with some of the best research being produced today. First and foremost, these principles are founded in the belief

that all children can and must achieve at high levels and that intelligence in children expands when they are engaged in challenging, meaningful instructional activities and curricula based on a set of clearly defined, high standards, such as the TEKS. In classrooms that exhibit the Principles of Learning,

- There is a demand for high levels of thinking, where every student is expected to raise questions, solve problems, to think, to reason, and to reflect on this reasoning;
- Standards are clearly defined with models of student and professional work clearly displayed, so that every student knows how to produce high quality work;
- Curriculum and assessments are aligned, fair, and credible;
- A substantial portion of instructional time involves students in discussion related to the concepts delineated in the standards; and
- Teachers facilitate students' developing habits of mind that will allow them to manage their own learning, both within the classroom and beyond.

In addition, current research on closing the achievement gap (such as Bamberg, "Raising Expectations to Improve Student Learning," North Central Regional Education Laboratory, and "Create Challenging Learning Experiences for All Students," a 1995 national study) points to the **essential requirement of setting high expectations, based on clearly defined standards made public to students, parents, and the community.** The Principles of Learning demand and facilitate such expectations.

Research also indicates that closing the achievement gap necessitates a multi-faceted approach, involving raising expectations among teachers, students, and parents; working with families and the community, and significantly improving classroom instruction matched to individual needs and learning styles of students (Grossen, "Closing the Achievement Gap Requires Multiple

Solutions," Northwest Regional Educational Laboratory). To meet these needs, the district is in its second year of Account for Learning, a major, district funded initiative designed to provide equity for 55 of the district's schools with the highest percentage of students identified as Economically Disadvantaged. These schools receive substantial additional funds to hire an instructional specialist and a parent liaison, and to provide funds and materials for enrichment and tutorial activities. In addition, both the AVID (Advancement via Individual Determination) and the Bridges to Success ninth-grade initiative, new in 1999, are designed to combine academic and student services support.

The district's core educational programs, such as our standards-based instruction in mathematics implemented through a National Science Foundation grant, have already brought about significant improvement for all students, with African-American students making the most gain. Recent research (such as Briars, "Square One: Promoting Systemic Math Reform," *The School Administrator*) indicates that districts, such as those in Pittsburgh and New York District 2, who have effectively implemented similar standards-based mathematics programs have seen significant gains for student achievement in mathematics, including those schools with high percentages of children from poverty and children of color.

For those students for whom the core programs are insufficient, the district must also offer planned interventions. Some of these programs currently in place include Reading Recovery, specialized summer schools (SOAR and SUCCESS), and Academics 2000 for struggling early readers. Campuses also offer a variety of after-school tutorial programs to assist students in math and literacy. We need to evaluate the effectiveness of these interventions, as well as to develop means of assessing student proficiency in reading and mathematics at the intermediate and secondary levels and to design timely interventions accordingly.

Recommended Approach

As previously stated, research tells us that closing the achievement gap requires a multi-faceted approach. To this end it is recommended that the district's approach contain the following:

1. A focused, meaningful improvement planning process, implemented and monitored, at both the district and campus levels, with principals and district administrators held accountable for implementation and evidence of success
2. Provision of an academically rich curriculum matched with individual student needs and enhanced with student and family support services

The core educational program must continue to be infused with academic rigor, based on all students performing at high levels and mastering high standards based on the TEKS. For those students for whom the core program is insufficient, planned interventions must take place in a timely manner to accelerate learning.

Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
<p>100% of African-American students will be provided with an academically rich curriculum and at least ninety percent of African American students will master the TAAS standards, based on the Texas Essential Knowledge and Skills).</p>	<p>1. Require that the district and all campus improvement plans meaningfully address closing the achievement gap and set goals based on high standards.</p> <p>a. Train all principals and campus teams in data-driven improvement planning, defining clear expectations for addressing any disparity in student achievement between African-American and other student groups.</p> <p>b. Require that all CIP's set annual performance goals based on reaching Exemplary status by 2004-05 (at least 90% of all students and each student group, including African-American students passing each portion of the TAAS).</p> <p>c. Require that all CIP's contain goals moving beyond TAAS passing, including increasing the number and percentage of students (for all students and each student group, specifying African-American students) who earn a TLI of 85 or above for Reading and for Math.</p> <p>d. Add Campus Needs Assessment Data Profile to CIP's that includes information on disparity in student achievement, participation in special programs, etc.</p> <p>e. Prepare 85 TLI information for the district and for each campus, disaggregated by student group.</p>	<p>Training of all campus principals and campus teams in data-driven planning process by the end of March, 2001</p> <p>New templates with data profile template distributed mid-April, 2001</p> <p>First drafts developed and due by June 6, 2001</p> <p>CIPs implemented, beginning August, 2001</p> <p>CIPs monitored at regularly scheduled intervals (at least once each grading period), with adjustments, as necessary</p>	<p>Director of Curriculum and School Improvement, Area Superintendents, Principals</p> <p><u>Costs</u></p> <p>Resources needed: Personnel, training materials, and time (local budget)</p>	<p>Academic criteria for Exemplary status (90% of all students and each student group, including African-American students, passing each portion of the TAAS by 2004-05.</p> <p>Annual increments needed to reach Exemplary status by 2004-05: for African-American students, at least.</p> <p>3.8 percentage points in reading.</p> <p>5.0 percentage points in mathematics.</p> <p>3.2 percentage points in writing.</p> <p>Number/percentage of African-American students scoring an 85 or above on the TAAS Texas Learning Index.</p>	<p>Step One, a-e: complete; training will continue during the 2001-02 school year and plans will be monitored for implementation and effectiveness</p> <p>Based on the Spring 2001 TAAS results, 38 AISD campuses qualified for the Recognized and Exemplary ratings. Approximately half of these campuses are minority-majority schools.</p>

Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
	<p>2. Hold principals accountable for setting and reaching targets outlined in the CIP's, for all students and each student group.</p> <p>a. Monitor implementation and progress at regular intervals throughout the year.</p> <p>b. Use CIP's implementation and success as part of principal evaluation.</p>	<p>Regularly scheduled progress meetings (monthly) and campus visits held by Area Superintendent with each principal; formal evaluations conducted at mid- and end of year</p>	<p>Area Superintendents</p> <p>Costs Time and personnel (local budget)</p>		<p>Area Superintendents have met with principals to set expectations and to review CIP's in terms of targets met and objectives to be accomplished during the 2001-02 school year. Area Superintendents will conduct mid-year evaluations, including review of the implementation and effectiveness of CIP improvement strategies.</p>
	<p>3. Infuse the core curricula with academic rigor through the integration of the TEKS Focus and the Principles of Learning, making sure that African-American students are actively engaged.</p> <p>a. Train principals, campus-based instructional specialists, teachers, district support staff, and district support staff in the TEKS and the Principles of Learning.</p> <p>b. Conduct Learning Walks to guide and monitor progress.</p> <p>c. Develop district and campus rubrics to measure degree and quality of implementation.</p> <p>d. Make sure that core educational program aligns with the TEKS Focus, POL, and academic rigor.</p>	<p>Principals, teachers, and district support staff trained at planned seminars, training sessions, district-wide staff development days, and campus-based staff development sessions through-out this year and next</p>	<p>Director of Curriculum and School Improvement, Area Superintendents, Director of Educator Development, principals, and teachers.</p> <p>Costs Approximately \$300,000 for TEKS Focus and POL training and support. (Existing grant funds)</p> <p>Approximately \$3,500,000 for core educational programs in literacy and math. (Existing funds)</p>		<p>AISD continues its partnership with the Institute for Learning. IFL seminars are scheduled throughout the year and are designed to engage district leaders, campus leaders, support staff, and teachers in dialogue regarding academic rigor and high expectations for every student. Through the collaborative efforts of campus and district leaders, a rubric has been developed measuring the level of implementation of Clear Expectations. Curriculum support staff, in conjunction with the Area Superintendents, explicitly align professional development and curriculum/instructional support with the Principles of Learning and TEKS focus. Closing achievement gaps is stressed.</p> <p>The Rand study will provide an external evaluation.</p>

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Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
	<p>4. Ensure that students for whom the core program is insufficient are provided with appropriate planned and timely interventions to accelerate learning, including both academic support and student/family support.</p> <p>a. Provide Account for Learning dollars and support to highest needs campuses.</p>	<p>Identify schools that qualify for AFL 2001-02 funds during summer of 2001 and amend campus budgets; train and deploy campus-based instructional specialists (monthly during 2000-01; weekly to bi-monthly in 2001-02); campuses and Campus Advisory Councils to determine best use of funds to support math and literacy for all campus students by summer of 2001)</p>	<p>Director of Curriculum and School Improvement, Area Superintendents, principals, and teachers</p> <p>Costs</p> <p>Approximately \$4.6 million in local funds. (Account for Learning Funds)</p>		<p>Account for Learning dollars support instructional coaches, parent liaisons, and instructional enhancement at AISD schools with high numbers of Economically Disadvantaged students. Low-performing and focus schools receive targeted assistance with Area Superintendents and curriculum support staff working closely together to ensure quality teaching and rigorous learning across the district.</p> <p>Americorp, Read for Texas, Academics 2000, and 4th-grade and 6th-grade reading support grants are in place. Academics 2000 content-focused coaching serves 27 AISD campuses. Read for Texas serves 5 campuses. Reading Recovery and literacy support personnel are in place at every AISD elementary campus. In addition, additional funds are provided to high needs schools to support intervention for students and teachers.</p>

Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
	<p>b. Continue and expand planned interventions, such as SOAR, SUCCESS, full-day Pre-Kindergarten, and after-school tutorials</p>	<p>Principals and teachers, with assistance of curriculum support staff, if necessary, to identify students in need of intervention (April 2001 for SOAR, May for other summer schools, regularly scheduled intervals through-out the year, and as needed, for after-school interventions)</p>	<p>Director of Community Education, Principals, teachers, Area Superintendents</p> <p><u>Costs</u> Approximately \$12 million in state, federal, and local funds.</p>		<p>Approximately 4,000 students participated in AISD academic summer programs, focused on improving proficiency in reading and mathematics. State and district funds provide full-day Pre-kindergarten services.</p>

STUDENTS

Guiding Principle #2 :

Provide all African-American students the support they need to graduate from high school well prepared for both college and careers.

Addresses items: 9, 10, 14, 16 and 20

Background

Several major initiatives have been implemented to help AISD students graduate with their projected class, and to prepare AISD students for college and careers. These initiatives are described in the following sections.

To help all students graduate with their projected class, AISD has implemented the Ninth Grade Success Initiative. The goal of the Ninth Grade Success Initiative is to increase graduation rates in Texas public schools by reducing the numbers of students who are retained in ninth grade or who drop out. Ninth-grade students are retained when they do not successfully complete enough credits to become tenth graders. Many of these students ultimately drop out. The group most at risk for failing courses and for subsequently dropping out in ninth grade is African-American males. The Ninth Grade Success Initiative provides student support through tutoring, transition classes, and credit recovery programs and through efforts to increase student inclusion such as teams and keeping teachers with students across school transitions. The many support services provided by this initiative will help more African-American students to graduate with their projected classes.

Along with the Ninth Grade Success Initiative, the District has implemented the DELTA Program that gives students the opportunity to earn credits through guided, computer-based instruction. However, not all students have access to DELTA. This is because some schools have a waiting list for DELTA. The District plans to expand the DELTA Program so that more students will have the opportunity to earn sufficient credits to graduate with their projected classes. In addition, the District offers some DELTA classes in the evening to help students who need a more flexible schedule.

Another initiative implemented to help all students graduate with their projected class is the Dropout Prevention and Reduction Initiative. The Dropout Task Force developed a Prevention and Reduction Action Plan that launches a five-pronged attack on the issues that lead to students dropping out of school. The five areas include prevention initiatives to help assure that students do not fall behind academically; interventions to help students who have fallen behind to catch up; support for students and their families facing multiple barriers to educational success in collaboration with other community organizations; safe, nurturing, and welcoming school

environments; and accountability to assure that no student “falls between the cracks.” This initiative is part of the accountability system for campus and central office administrators.

In response to the Dropout initiative, the District has implemented a system to identify, track, and provide immediate interventions for students who are at risk of not graduating from high school. Campus IMPACT teams are in place and team members access student information (e.g., student grades, attendance, discipline referrals) from the IMPACT database.

To better prepare all students for college, the District has implemented the state-mandated curriculum that has a strong Texas Essential Knowledge and Skills (TEKS) focus (ESAC Proposal #16). The curriculum is integrated with research-based Principles of Learning (e.g., Clear Expectations, Accountable Talk, Academic Rigor) that will provide all African-American students an opportunity to achieve at high levels. The Principles of Learning philosophy rests on the belief that with effort all students are capable of high achievement and high-level thinking regardless of background.

The District also has the AVID initiative in place to help students prepare for college. This initiative is designed to improve the performance and graduation rates of all students through the provision of skills support, tutoring, and mentoring that allow students to be successful in advanced classes. African-American students who have had the opportunity to be exposed to a rigorous academic curriculum will be better prepared for college. The District’s preliminary evaluation of AVID shows that attendance rates and advanced course enrollment are higher for African-American students enrolled in AVID than for other African-American students. Federal funds for the AVID program end this year.

The District recently implemented GEAR-UP, a nationally funded partnership between schools with low income, at-risk students and higher education institutions to raise expectations and ensure that all students graduate and are prepared for college. Services under this grant are directed at students who are currently in Grade 7 and include informing students and parents about college opportunities and financial aid, providing students with a 21st Century Scholar Certificate,

an early notification of financial aid eligibility; and promoting rigorous academic coursework. In addition, GEAR-UP Academic Impact Teams (GAIT) are being established to provide case management addressing all factors including academic progress, attendance, mobility, TAAS preparation, discipline, and issues specific to Special Education. This semester, GEAR-UP students who are failing are being tutored by UT students. This program will move with this cohort of students, so provision of similar services to subsequent student cohort groups will become an issue in following years.

Currently, insufficient numbers of graduating students, and especially of African-Americans, are participating fully in the college application process. Long-term programs such as the Individual Academic Career Planning (IACP) process are in place to promote early and thorough educational and career planning for students. There remains a need for students to be provided with guidance through assistance in the college application process.

There continues to be a significant disparity between college entrance scores for African-American students and those for other student groups. In order to increase the number of students taking and performing well on college entrance exams, the District currently pays the fee for any ninth, tenth, or eleventh grader who takes the PSAT. In October 2000, approximately 3,100 AISD students took the PSAT, which is preparation for the SAT. Disaggregated data for the PSAT are not currently available, but are being requested for the District and each secondary campus. The Department of Guidance and Counseling ensures that all students are informed about the benefits of taking pre-college tests such as the PSAT, EXPLORE, and PLAN, and also receive information about the SAT and ACT. All ninth grade students were administered EXPLORE, which is

Recommended Approach

The District will substantially increase attention to African-American and other students who are at risk of failing to graduate from high school well prepared for both college and careers. This action plan focuses on three major strands described below.

Strand 1: Early identification, intervention, and flexible scheduling (ESAC Proposals #10 and #20) The District will develop an indicator to identify and track all students who are “off track” for graduation. This indicator is needed because using the TEA definition students not identified as “at risk” may be off track for graduation and students identified as “at risk” may be on track for graduation. This identification process will allow the District to identify students at risk of not graduating with their projected classes and immediately address their academic needs.

Strand 2: Increasing accessibility to and preparation for college entrance examinations and the college application processes (ESAC Proposals #9 and #16) The District will incorporate key elements of the college application process into instruction and will develop strategies to hold counselors and other school staff accountable for helping all students prepare for college entrance requirements and for their chosen careers. Current efforts to assist students to prepare for college entrance examinations will be expanded.

Strand 3: Increasing the number of mentors and internship programs for African-American students (ESAC Proposal #14) These individual support systems not only help to retain students in school, but support students’ academic achievement and career preparation. To this end, the current School-to-Career Program is being revitalized. Plans are to offer programs and internships that will provide

preparation for the ACT, this year as a start on college preparation. Also, improvement strategies addressing SAT/ACT disparities will be addressed in all the campus improvement plans.

To better prepare students for careers, the District provides students the opportunity to participate in mentor and internship programs. At the present time, the District has one district-wide internship program, the Management Internship Program. This program places students in various positions throughout the city. Most of these careers require a baccalaureate degree. The program currently has 80 participants, of whom 71% are white, 16% are Hispanic, 9% are African-American, and 4% are Asian. Plans are underway to increase the African-American student representation in this program.

In December of the current school year the AISD Board of Trustees approved a committee to revitalize the School to Career Program in order to better meet the needs of the community and students in Austin. The committee was divided into four task areas with specific charges: 1) Communication & Marketing Issues, 2) Resources, 3) Program Design and 4) Student Support. The committee’s work is expected to provide more School to Career options and stronger School to Career programs for AISD students.

The District also supports the Project Mentor Program, which provides mentors to students primarily at the elementary grade levels. Volunteer mentors are disproportionately white and not representative of the District’s ethnicity profile. The District needs significantly more mentors to meet student needs as well as a significant increase in the number of African-American and other under-represented groups to serve as mentors.

students broad information about an industry, exposing them to a range of careers, and building a foundation on which to add more advanced and specialized postsecondary preparation. In addition, the District will evaluate and modify current mentor and internship programs and recruitment processes to increase the number of mentors and internship opportunities available to students. African-American community organizations will be targeted to assist in recruiting individuals to provide internships and mentoring for African-American students.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
Increase by 15% the number of African-American students graduating with their projected class by 2005	Create an indicator to identify and track all secondary students who are "off track" for graduation with their projected class because of TAAS failure, course failure, or insufficient course credit.	Identification of students –2001 and continuing	Deputy Superintendent for Accountability and Information Systems <u>Costs</u> Programming Cost (Existing local budget funds)	Number and percentage of students graduating with their projected class.	An indicator is being defined and added to the IACP forms first for students in grades 9 – 11. We will next add this information to students' electronic records to support identification, analysis and reporting.
	Provide these students immediate remediation assistance such as tutoring, study groups, or enrolling them in DELTA or a summer school program.	Continual	Principals TBD <u>Costs</u>		Currently, 276 African-American students, in the comprehensive high schools, are enrolled in DELTA. This year, 102 additional computer workstations were provided campuses to allow more DELTA students access to lessons via the Internet
	Expand opportunities for students who need flexible alternatives to recover credits, such as offering core courses using extended hours, weekends, or evenings; expanding the DELTA program.	2001-2005	Director of School Support, Principals <u>Costs</u> Six additional DELTA teachers (\$285,498) – 2 per year*		Bowie, Travis, Reagan, and Lanier High Schools offer evening classes. Other schools will be experimenting with early morning and after-school classes to provide more flexibility for students. All traditional high schools will offer a summer DELTA program for up to four weeks.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	Provide support services to students who have not dropped out but are "off track" for graduation with their projected class.	Continual	Dropout Prevention/Reduction Coordinator, Principals <u>Costs</u> No additional cost		Impact Teams are operational on all AISD campuses. These teams provide one method of early identification and development of interventions for students at-risk of academic failure. Schools have and continue to, identify best practices that can be implemented at their campuses to better address the unique needs of at-risk students (for example, evening and Saturday credit recovery opportunities. AISD has and continues to identify resources and partnerships to expand the types of services needed by students and their families (e.g., (1) the Link program offers students and family members at seven AISD schools access to an array of social services at no cost; and (2) All campuses have access to a community resource database.
Decrease in the number of African-American student receiving grades below 50.	Reinforce the grading policy with staff, students and parents. Collect data from six-weeks grade report on African-American students who are given a numerical score below a 50 and determine whether they failed to meet attendance criteria. Implement actions to address casual factors (poor attendance or failure to attempt tests and class assignments) through IMPACT team interventions.	Continual	Principals, Director of Management Information Services <u>Costs</u> No additional cost	Class failure and student attendance reports for African-American students.	This report will be run after each grading period. The first run will be in October.
Increase by 34% the number of African-American students taking college entrance exams by Spring 2005.	Review and increase efforts to encourage African-American and other under-represented groups to take pre-college and college entrance exams.	Fall 2001	Director of Guidance and Counseling <u>Costs</u> \$25,000 for additional pre college exams and related expenses*	Number and percentage of African-American students taking SAT/ACT	We are encouraging all high schools to offer the PSAT on Oct. 16 th to increase participation. We are also opening participation in a central administration of the PSAT on that day to students who have conflicts with the Saturday test date (e.g., work) or who feel that

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
					date (e.g., work) or who feel that the Saturday testing would disadvantage them (e.g., participation in school activities on Friday night). Transportation will be provided to these students.
Increase by 40% the number of African-American students scoring at or above the SAT or ACT criterion by Spring, 2005.	Help students prepare to perform better on the SAT and ACT college entrance tests.	2001-2005	Principals , Counselors, GEAR-Up Staff <u>Costs</u> Supplies and materials \$1,500*	Number and percentage of African-American students scoring at or above the SAT/ACT criterion score SAT or ACT score at or above TEA criterion (criterion: ACT =24, SAT=1110)	AISD provided tutor training for the PSAT on September 15 th . These tutors will assist students to prepare for the PSAT given October 16 th and 20 th . The PSAT serves as information and preparation for the SAT. AISD also offers the PLAN assessment that serves as preparation for the ACT. Some campuses also are offering elective classes and other preparation approaches.
Increase by 100% the number of African-American students who are prepared for college based on passing TAAS, completing a Recommended Program with a GPA of at least 3.0, and scoring at or above criterion on the SAT or ACT.	Continue to implement curriculum with a strong TEKS focus integrated with Principles of Learning to bring about systemic change so that all students are provided an academically rigorous curriculum and achieve at high levels	2001-2005	Area Superintendent , principals <u>Costs</u> No additional cost	Earning a GPA of 3.0 or higher SAT or ACT score at or above TEA criterion (criterion: ACT =24, SAT=1110) Passing TAAS	All professional development offered by the Department of Curriculum and School Improvement is aligned explicitly with the TEKS and Principles of Learning. Area superintendents are leading principals in infusing the district's instructional program with academic rigor.
	Renew and increase the implementation of the ACC-Early College Start programs for all juniors and all seniors at all AISD campuses.	Fall 2001	Director of Guidance and Counseling <u>Costs</u> No additional cost		This review is in process
	Continue to evaluate the benefits of programs designed to increase college attendance (including AVID, GEAR UP, and the IACP process). Modify these programs or add new ones as necessary.	Continual	Director of Program Evaluation <u>Costs</u> No additional cost		These evaluations are underway. We are also evaluating the Texas Scholars program for possible implementation to increase participation in the recommended program.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	Utilize community newspapers and newsletters to increase the public's awareness of college planning steps and the AISD programs to support those efforts	Continual	Director of Communication Services <u>Costs</u> \$5,000 for publications*		AISD Communication Department has worked with various news media (print, radio, TV) to promote college awareness and the Gear-Up program. We have also developed an issue of <i>Chalk Talk</i> with Dr. Forgione and written articles for the <i>Austin InSiDer</i> on career and college awareness.
Increase by 50% the number of students involved in internship programs by 2004.	Expand the summer internship for credit program to serve more students.	Summer 2002	Director of School to Career, Director of Partners In Education <u>Costs</u> Materials \$500* Staff stipend \$6,000* Funding not approved in 2001-02 budget. Program being implemented with existing resources.	Number of students involved in internship programs	Internships are being integrated into our school-to-career programs. For example, every student in the hospitality and Culinary Arts Institute will be provided with an internship experience.
	Substantially increase the participation of African-American students in internship programs particularly the high-tech, medical, entertainment, financial, entrepreneurship, and hospitality/tourism	Fall 2001 and continual	Director of School to Career <u>Costs</u> Marketing materials \$2,000; new position (see below)* Funding not approved in 2001-02 budget. Program being implemented with existing resources.		Internships are being integrated into our school-to-career programs. For example, every student in the hospitality and Culinary Arts Institute will be provided with an internship experience.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
<p>Increase by 50% the number of students involved in mentor programs by 2004.</p>	<p>Evaluate the effectiveness of the current recruitment process for mentors and internships (e.g., efforts, distribution) and make any changes determined to make these materials more effective.</p>	<p>By August 2001</p>	<p>Director of Partners In Education</p> <p style="text-align: center;"><u>Costs</u></p> <p>No additional cost</p>	<p>Number of students involved in mentor programs</p>	<p>Evaluation of materials and process:</p> <ol style="list-style-type: none"> 1. Beginning in May 2001, all materials were reviewed by staff to evaluate content and effectiveness. 2. During the 2000-01 school year, the mentor recruitment and training process were observed to evaluate the make up of the target audiences for diversity and number of mentors. 3. In July 2001, the APIE Board approved their program goals for the 2001-02 school year, including giving high priority status to increasing number of mentors <p>Changes made:</p> <ol style="list-style-type: none"> 1. In July 2001, the Mentor Handbook was revised to include current information about the program and information regarding how children benefit from mentorship and the reward to the mentor in making a difference in a child's life.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
					<p>The development assets were added to provide mentors with information on practical everyday actions that they can use not only with their mentee, but with all children.</p> <p>2. A new Mentor Brochure was created to assist in the recruitment process.</p> <p>3. In July, staff began a more proactive grassroots approach to recruit a more diverse group of mentors. Staff will roll out a new poster in Sept. 2001 in various high traffic areas to inform the public about the benefits of mentoring.</p> <p>4. KEYE is producing several PSAs to recruit mentors to be aired the end of Sept.</p> <p>5. A panel discussion is being aired on ACTV in Sept. to discuss mentoring.</p> <p>6. The Winter 2001 issue of the APIE newsletter was devoted in part to Project Mentor.</p> <p>7. Staff has trained approx. 150 new mentors since June 2001; 75% were matched with students by Sept. 1.</p> <p>8. Mentor Contact Training will be conducted in Sept. to train staff at each campus in becoming effective recruiters and trainers.</p>

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	Involve African-American community organizations in recruiting mentors for African-American high school students.	Continual	Director of Partners In Education <u>Costs</u> Recruiting materials \$1,500* Staff Supplies \$2,000* (Reallocating existing funds.)		Once campus mentor contacts have been completely trained in Sept. and all recruitment materials have been printed, staff will begin contacting African-American community organizations to involve them in our efforts to recruit more mentors from African-American high schools students. Upon completion of district-wide training, campus mentor contacts can then provide training for mentors at their respective campus
	Create strong linkages to outside organizations beginning with those organizations that are most likely to be able to recruit mentors for African-American students and provide internship opportunities and actively recruit individuals to significantly increase the number of mentors and internship opportunities available to AISD students.		Director of Partners In Education , Director of School-to-Career <u>Costs</u> One new professional position (\$60,000). To recruit and support community mentors and internship programs* Position not approved in budget.		Position not approved in budget. However, we have conducted numerous presentations for various organization such as UT, ACC, AARP, and St. Edwards. Training the trainers from individual campuses enables us to provide outreach on a broader scale, thus improving our recruiting efforts and increasing the number of mentors.
	Develop approaches to mentoring that are more convenient for mentors (e.g., do not require mentors to travel to the campus during working hours) and pilot these in schools with the greatest difficulty in recruiting mentors.	By January 2002	Director of Partners In Education <u>Costs</u> No additional cost		To offer more options for individuals interested in mentoring but who do not have flexibility at work, we are discussing programs such as before and/or after school mentoring, mentoring a teacher, mentoring a class, and combining email mentoring with standard mentoring. We are in the beginning stages of discussing options, but we hope to have programs in place by Dec. 2001.

* This proposal requires the expenditure of additional budget funds and will be considered during the 2001-02 budget process.

STUDENTS

Guiding Principle # 3a:

Ensure that African-American students participate and succeed in an advanced curriculum including, but not limited to, Honors and Advanced Placement courses to prepare for college and careers.

Addresses items: 3, 7, and 8

Background

All AISD campuses offer advanced-level courses, but vary in terms of the number of these courses that are offered, as well as the number of teachers who have been trained to teach Advanced Placement courses. The most recent state AEIS report indicates that for the 1999-2000 school year, 11.9% of African-American students were enrolled in advanced level courses (Honors and Advanced Placement). More specifically, the percentage of African-American students enrolled in Advanced Placement and International Baccalaureate courses during the 1999-2000 school year increased to 10.4%, a 2.3% increase from the 1998-1999 enrollments.

At the end of the 1999-2000 academic year, the College Board reported that 1,812 AISD students took Advanced Placement Exams. Of that number, 117 (6%) were African-American students. Total exams taken by African-American students was 197, with scores of 3 or above totaling 45 (23%). These figures represent a need to better prepare these students for AP exam performance.

Support for students enrolled in these courses, as well as early preparation for the rigor of advanced level courses, is being addressed by programs such as AVID (Advancement Via Individual Determination) and Gear Up, as well as through creative support options designed by individual campuses.

AVID is a program designed to help underachieving students with academic potential prepare for entrance into colleges and universities. Worldwide, AVID is in over 870 schools in 13 states and

13 countries. AVID demonstrates that a crucial factor in improving the college preparation of underrepresented students is to get them enrolled in rigorous college-preparatory classes and then support them to be successful in those classes and in planning for college. Longitudinal studies of cohorts of high school AVID students have shown strong relationships between participation in AVID and four-year college enrollment and persistence. These outcomes have been demonstrated for Black and Hispanic students and for economically disadvantaged students regardless of ethnicity. Studies have shown relationships between the number of years students spend in AVID and various performance indicators including college attendance. The college-going rate for students completing AVID is more than twice that of local and state rates for similar groups of students (additional data available at the AVID web-site www.avidcenter.org/about/facts.html).

Eight secondary campuses are currently implementing the AVID program. During the 1999-2000 year, 195 students were participating in the program, of which 30% were African-American. Fall 2000 participation increased to 260, with African-American students representing 27% of the total. Currently, 410 are enrolled (additional data not currently available).

The Gear Up grant is being implemented at 10 middle/junior high schools this year, targeting approximately 3,200 low-income students. This program provides academic interventions, career counseling outreach, academic impact teams, and parental involvement support services to raise expectations and prepare students to be successful in a college-preparatory pathway.

Recommended Approach

Increase participation of African-American students in advanced level. Efforts will include expansion of current support services, provision for vertical teaming, and the implementation of evaluation methods that include monitoring of participation and success rates.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
<p>Increase to a minimum of 25% the number of African-American students who successfully complete Honors and Advanced Placement courses by 2004-2005.</p>	<p>Develop and implement a comprehensive outreach program to better inform African-American students and parents about benefits of advanced level coursework, beginning at the elementary level.</p> <ol style="list-style-type: none"> 1. Identify various networks through which to disseminate information. 2. Establish contacts at each campus for information dissemination. 3. Secure or develop multimedia materials to use in presentations. 4. Conduct counselor training focused on outreach to African-American students and community. 5. Establish a community advisory group to secure input regarding outreach development. 	<ol style="list-style-type: none"> 1. Oct. 2001 2. Sept. 2001 3. Summer 2001 4. August 2001 5. Oct. 2001 	<p>Director of Advanced Academic Services, principals, teachers, Area Superintendents, and Director of Counseling & Guidance</p> <p style="text-align: center;"><u>Costs</u></p> <p>Reproduction and media costs approx. \$2,000 (Reallocating existing funds)</p>	<p>African-American students AP exam scores of 3 or above (source – College Board)</p> <p>African-American student passing grades in Honors courses (source – AISD)</p>	<p>Advanced Placement project proposals focusing on goals that include increased diversity in courses were developed and submitted to the Dept. of Advanced Academic Services in the spring. Funds for the proposal were distributed to campus budgets during the budget process this summer. Campus contacts are being made this fall to determine plans of support for increasing diversity in advanced level courses. Barbara Mayo, Secondary GT Specialist, is the primary contact person from the Dept. of Advanced Academic Services.</p> <p>An AVID Specialist position was created for the 2001-2002 school year using grant funds, and Dr. Missy Tobia was hired for this position. Dr. Tobia is focusing on continuous improvement of our current AVID campus programs, while exploring possibilities for funding for maintenance and expansion of the program.</p>
	<p>Continue current services provided by the AVID program beyond the end of grant funding, which will occur at the end of the 2001-2002 academic year.</p> <ol style="list-style-type: none"> 1. Review evaluation data collected since implementation relevant to impact on African-American students; summarize and distribute report to representative community groups. 2. Survey students and parents currently receiving services for program improvement. 3. Seek out sources of funding and determine ways to absorb costs of some program components. 4. Target African-American students to increase percentage of participation. 5. Use established communication networks to inform the African-American parents about the program. 	<ol style="list-style-type: none"> 1. Summer 2001 2. May 2001 3. Ongoing 4. Ongoing 5. Prior to each semester, starting Fall 2001 	<p>Director of Advanced Academic Services, principals, Area Superintendents</p> <p style="text-align: center;"><u>Costs</u></p> <p>\$31,000 per selected secondary campus per year* (Grant funded)</p>		

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	<p>1. Expand current services provided by the AVID program to additional campuses.</p> <p>1. Extend action steps listed in recommendation A. Determine which campuses to cycle in and create a timeline of implementation.</p>	<p>Ongoing process, starting in the fall of 2001.</p>	<p>Director of Advanced Academic Services, principals, Area Superintendents</p> <p><u>Costs</u> Approximately \$36,000 per school year* (Grant funds)</p>		<p>The Department of Advanced Academic Services is holding a meeting of campus AP coordinators to schedule program evaluations. Dr. Tobia, AVID Specialist, and the Dept. of Program Evaluation will be assisting with the evaluation process.</p>
	<p>Conduct evaluations of all high school Advanced Placement programs that include goal-setting and accountability components, including a focus on increasing enrollment of and support for African-American students.</p> <p>1. Implement a systemic, cyclical evaluation of the AP program at each high school campus.</p> <p>2. Involve feeder junior high and middle schools in the evaluation process and include vertical teaming as an evaluation outcome.</p> <p>3. Create yearly evaluation reports for the Board of Trustees and a report summary to distribute to the community.</p> <p>4. Include a parent component in the evaluation cycle.</p>	<p>1. Fall 2001 2. Fall 2001 3. May 2002 4. Spring 2002</p>	<p>Director of Advanced Academic Services, principals, teachers Area Superintendents</p> <p><u>Costs</u> \$35,000 initially to cover costs of substitute teachers and an evaluation facilitator, using the College Board evaluation model. (Partial grant funding and partial reallocation of existing funds.)</p>		

* This proposal requires the expenditure of additional budget funds and will be considered during the 2001-02 budget process.

STUDENTS

Guiding Principle # 3b:

Ensure that gifted and talented African-American students are properly identified and served in the District G/T education program.

Addresses items: 3, 7, and 8

Background

Identification of students for GT services occurs at all grade levels, and is ongoing, with the majority of students identified during fall and spring screening schedules set by individual campuses. The district uses quantitative and qualitative measures as part of the identification process, which include measures that research has shown to assist in the identification of African-American students and other underrepresented groups: Raven Progressive Matrices, Traits, Aptitudes, Behaviors (TAB), and student portfolios. Additionally, parent nominations (G/T characteristics) and teacher nominations (Purdue Academic Scales) are both included in the overall data collection. To provide data on cognitive abilities, the Cognitive Abilities Test, a standardized measure, is also used.

Listed among ways that various researchers have offered as a range of possible ways of increasing effective identification procedures for cultural and ethnic groups are: creating more authentic evaluation procedures such as portfolios; using objective and subjective data from multiple sources; extending the range of persons in the nomination process, and; analyzing sub-test scores differently (St. Jean, 1996). Three of the measures have been selected by AISD based on research on underrepresented populations in gifted education. The Raven Progressive Matrices, a non-verbal abilities test, is used to determine the more fundamental abilities of students being screened for GT services, and has been used to discover high ability students from cultural minorities (Gallagher & Gallagher, 1994; Raven, 1989). The TABs an instrument designed by Dr. Mary Frasier, a national expert on African-American gifted students, are ten attributes derived from the literature on giftedness and are presented as representations of basic or core attributes associated with the giftedness construct (Frasier, Hunsaker, Lee, Mitchell, Cramond, Krisel, Garcia, Martin, Frank, & Finley, 1995). Portfolios, a collection of a student's exemplary work samples gathered over time, are listed as one of the gifted assessment tools that schools can use to ensure that all students receive fair consideration in a research summary titled "Strategies for Identifying the Talents of Diverse Students" by Wendy Schwartz, 1997.

The identification process begins with nominations for GT program consideration. Nominations are accepted from parents, teachers, other school staff members, community members, and other students. At the secondary level, students may also self-nominate for consideration. Any student nominated will be screened for placement in the GT program.

Each campus has a selection team that reviews data collected during the GT screening process, and this team determines whether a student will be placed in the GT program, and recommends what core content areas are to be the focus of services for the student. Students not recommended for placement may require additional documentation for placement. Any student that is not recommended for placement may be nominated again the following year, especially if developmental factors may have contributed to lower than expected performance on screening measures.

Current data reflects that the number of identified GT students does not reflect the demographic makeup of the district, with disparity in regards to African-American, Hispanic, and low-SES students. This is an area of concern in the district as well as across the state, and a systematic district action plan is being developed to continuously address and monitor the issues of identification and services to underrepresented populations. For several years, coordinators and specialists in the GT program have initiated projects focusing on identification of, and services for, gifted minority students. The Department of Advanced Academic Services, recognizing the need for a more comprehensive and sustainable approach, has initiated several projects during the 2000-2001 academic year addressing identification concerns that will become a part of a more comprehensive long-range plan. Examples of some of these projects include spring and summer staff development workshops conducted on the topics of giftedness and the African-American child, giftedness and diverse cultures, giftedness and bilingual students, and giftedness and poverty. An identification advisory committee of GT Advocates has been established and is reviewing the current comprehensive GT screening that was implemented this spring. Also, East side campuses have been targeted for special training opportunities, such as training in the integration of depth and complexity into lesson designs. Campuses serving African-American students have also been provided training in Problem Solving, and Problem Solving resources have been placed in campus professional libraries for teacher use. Training on instructional differentiation strategies has taken place throughout the year on several campuses and is a primary focus of GT curriculum workshops open to all AISD teachers offered through the Professional Development Academy. The staff of the Department of Advanced Academic Services continues to offer all campuses assistance in developing campus-level staff development as well as assistance in improving campus level GT services.

Recommended Approach

In order to increase to 20% the number of African-American students identified to receive gifted education services (within the guidelines set forth in the Texas State Plan for the Education of Gifted/Talented Students), the district must complete an extensive evaluation of the identification process being used, must focus more staff development on diverse populations, must target campuses for program development that under-identify gifted minority students, and must develop a parent/community education plan to increase involvement of African-American and other minority parents in the identification of minority gifted students.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
<p>Increase to a minimum of 20% the number of African American students that are identified to receive gifted education services.</p>	<p>Conduct a comprehensive evaluation of the GT identification system being used in AISD and determine the best approaches to use to increase identification of African-American students.</p> <ol style="list-style-type: none"> 1. Expand the current GT identification advisory committee to include community members representative of the demographics of AISD. 2. Compile current research on GT identification focusing on successful approaches for identification of African-American and other underrepresented; summarize and disseminate this information to the community. 3. Consult with experts on African-American identification regarding current promising practices. 4. Analyze identification data from the past five years for any significant patterns related to African-American student identification. 5. Conduct stakeholder surveys on GT identification through the Department of Program Evaluation. 	<ol style="list-style-type: none"> 1. Sept. 2001 2. Begin summer 2001; summary report by Dec. 2001 3. Fall 2001 4. Begin summer 2001; complete by Dec. 2001 5. By November, 2001 	<p>Director of Advanced Academic Services, principals, Area Superintendents, Director of Program Evaluation</p> <p style="text-align: center;"><u>Costs</u></p> <p>\$ 5000 for consulting fees and survey costs (Reallocation of existing funds)</p>	<p>PEIMS reports indicate that African American students receiving gifted education services increases to 20%. (source – AISD PEIMS reports)</p>	<p>Research is continuing along with networking with experts across the United States. The Dept. of Advanced Academic Services is creating a study group of AISD staff to focus on diverse populations in GT.</p>

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	<p>Create a staff development plan that will focus on identification of gifted African-American students, including follow-up to support campus-level information dissemination and action.</p> <ol style="list-style-type: none"> 1. Review evaluation data on prior staff development related to GT and diversity. 2. Collaborate with PDA in the design of a focused staff development plan. 3. Target clusters of campuses for gifted African-American identification and plan for trainings. 4. Form a committee of GT Advocates from priority East Side schools to discuss and plan for campus level staff development and program support. 5. Provide targeted campuses with teacher resources to use in the identification of, and programming for gifted African-American students. 	<ol style="list-style-type: none"> 1. Summer 2001 2. Summer 2001 3. September 2001 4. September 2001 5. Ongoing 	<p>Director of Advanced Academic Services, principals, Area Superintendents, Director of Educator/Professional Development</p> <p style="text-align: center;"><u>Costs</u></p> <p>\$5000 for literature dissemination and campus professional library resources; additional costs will be an outcome of the plan developed (Not funded)</p>		<p>Staff development workshops were presented this summer on the following topics:</p> <ul style="list-style-type: none"> Giftedness and Poverty Working with a Culturally Diverse Group of Gifted Learners The African American Gifted Student <p>Staff development offerings in the Fall/Winter 2001-2002 Professional Development Academy catalogue include the following:</p> <ul style="list-style-type: none"> Addressing the Social and Emotional Needs of Culturally Diverse Gifted Students Bilingual/ESL GT Institute Working with a Culturally Diverse Group of Gifted Learners

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	<p>Establish a GT program improvement plan for targeted East Side campuses that addresses all areas of the Texas State Plan for the Education of Gifted/Talented Students: Program Design, Student Assessment, Curriculum, Professional Development, and Family/Community Involvement.</p> <ol style="list-style-type: none"> 1. Target campuses and set up initial discussions with administration and faculty regarding GT identification issues. 2. Provide resources and support for improved campus GT program services, including identification, curriculum, professional development, and parent/community involvement. 3. Provide networking opportunities for targeted campuses to share GT program improvements and to promote collaborative problem solving. 4. Provide special training opportunities to target campus GT Advocates to better prepare them to support teachers with gifted African-American students. 5. Provide resources and support for campuses to include multicultural components in GT program services. 	<ol style="list-style-type: none"> 1. Summer 2001 2. Begin Fall 2001 3. October 2001 4. By December 2001 	<p>Director of Advanced Academic Services, principals, teachers, Area Superintendents</p> <p style="text-align: center;"><u>Costs</u></p> <p>\$1500 per campus to cover resource materials, training, and substitutes as needed</p>		<p>Preliminary discussion has begun with the Area Superintendents concerning this plan.</p>
	<p>Develop parent and community education presentations and information resources on gifted African-American students with a focus on characteristics, social and emotional needs, and outside-of-school enrichment.</p> <ol style="list-style-type: none"> 1. Design high quality multimedia presentations to be used with African-American parent and community groups on gifted education 2. Create a database of African-American parent and community contacts to add to GT mailing lists. 3. Set dates for parent presentations on GT at target campuses. 4. Set dates for African-American community presentations on gifted education. 5. Increase information dissemination to the African-American community regarding district-wide GT parent education sessions. 	<ol style="list-style-type: none"> 1. Ongoing, starting Summer 2001 2. Summer 2001 3. September 2001 4. Fall 2001 5. Ongoing 	<p>Director of Advanced Academic Services, principals, teachers, Area Superintendents</p> <p style="text-align: center;"><u>Costs</u></p> <p>Reproduction and media costs approx. \$2,000.</p>		<p>Identification information for gifted and talented has been sent to the following media outlets:</p> <p style="padding-left: 40px;">The Villager</p> <p style="padding-left: 40px;">NOKOA – The Observer</p> <p style="padding-left: 40px;">“Wake-up Call”: KAZI 88.7</p> <p>Connections have been made with Borders Learning Community (Dr. June Brewer, Director) to begin networking and information dissemination expansion.</p>

STUDENTS

Guiding Principle #: 4

Improve the behavior of AISD students through character education, the development of self-management skills and the appropriate use of discipline.

Addresses items: 4, 15, and 19

Background

Behavior self-management is one of the many skills students learn as they develop and mature. The nature and appropriateness of student behavior results from many influences ranging from that student’s personality and emotional maturity to his or her life experiences– at home, at school, and in the community. Some students struggle to meet the behavioral requirements of school, while others are impacted by the lack of behavior management skills of their classmates.

Behavioral requirements that vary from student-to-student, teacher-to-teacher and school-to-school create issues for students, parents, and the community. Efforts to manage student behavior with discipline alone are less effective than an approach that combines appropriate discipline with instruction, consistent behavioral expectations and support. Both mandatory and discretionary discipline standards have not always been applied fairly and consistently.

Recommended Approach

A two-pronged approach is required to address this situation. First, we must implement district-wide coherent and consistent self-management skills instruction that is age-appropriate. School staff must be held accountable for providing instruction and any necessary remediation in these critical skills.

Second, we must articulate and train staff on the appropriate application of both mandatory and discretionary discipline. The District will revise discipline procedures to achieve greater fairness and consistency, identify campuses needing assistance and continue to train all staff in effective discipline techniques.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	
Deliver strands 1-4 of the guidance curriculum (character education) to each grade level at every campus by 2005.	Provide students with instruction in the comprehensive guidance curriculum strands related to character development. Counselors will develop plans for and instruct students at every grade level in strands I - IV of the AISD Comprehensive Guidance Curriculum: Self-knowledge and Acceptance; Interpersonal and Communication Skills and Appreciation of Diversity; Responsible Behavior; and Conflict Resolution. These strands were chosen because most of the student behavioral problems experienced by teachers and students fall into these categories.	One strand delivered to all students during the 2001-2002 school year and one additional strand each year thereafter.	Director of Guidance and Counseling <u>Costs</u>	Count of guidance curriculum modules by strand delivered to each grade level at each campus.	Because the additional resources were not available, we are developing lessons addressing responsible behavior that can be delivered by classroom teachers at each grade level.
All students master each of the four strands of the guidance curriculum.	To date, no consistent assessment of student competence in the Comprehensive Guidance Curriculum is available for implementation and reporting. Over the summer, a group of leading counselors in the district will meet to develop an approach to assessing student mastery of the first of the four strands of the guidance curriculum at each grade level. These preliminary measures will be piloted	Assessment for mastery of the first strand administered to all students during the 2002-2003 school year	Director of Guidance and Counseling <u>Costs</u>		Because the additional resources were not available, we will track results through existing measures such as records of delivery of the guidance curriculum and instances of student discipline.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	
	by counselors in the schools during the 2001-2002 school year, and preliminary results reported at the end of the year. Revisions will be made in materials as needed during the summer of 2002, and the full assessment and reporting capability will be implemented during the 2002-2003 school year and thereafter for the first strand. The remaining strand assessments will be developed in succeeding years.	and additional strands each year thereafter			
Decrease by 50% the number of African-American students removed to alternative education programs by 2003.	<ol style="list-style-type: none"> 1. Develop and institute administrative regulations and guidelines to effect greater consistency in the application of discipline procedures and length of removals across the District. 2. Develop a checklist of required interventions that must be initiated prior to a recommendation for a student's discretionary removal. 3. Review discipline data to identify campuses with disproportionate disciplinary rates. 4. Provide assistance to identified campuses to improve their discipline practices. 5. Provide staff development in behavior management to identified campuses. 6. Ensure discipline training/behavior management/parental/community support strategies in district programs e.g., School Leadership Academy, the Professional Development Academy, IMPACT training, and Parent and Community Education. 	<ol style="list-style-type: none"> 1. 6/30/01 2. 6/30/01 3. 6/30/01 4. 6/30/01 5. 8/7/01 – ongoing 6. 8/7/01 – ongoing 	<p>1,2,5,6, - Deputy Superintendent for Bilingual Education and Human Resources Development 3,4 –Area Superintendents</p> <p style="text-align: center;">Costs</p> <p>1-5. No additional costs. 7. Training cost for identified campuses - \$120,000* (Reallocation of existing funds.)</p>	The number of African-American students removed to alternative education programs.	<p>Impact teams have been provided a framework that requires them to monitor and provide a plan to address the needs of students who receive any type of disciplinary action that results in a loss of classroom academic instruction</p> <p>Regulations developed and approved by Cabinet Summer 2001.</p> <p>Intervention checklist and regulations developed and approved by Cabinet Summer 2001.</p> <p>Data on discretionary and mandatory removals by district, HS, MS, Elementary groups, and individual campuses have been shared and discussed with Cabinet, Area Supts, and campus administrators.</p> <p>All campus administrators are currently attending discipline policy and procedures training.</p> <p>Progress will be monitored throughout the 2001-02 school year. Assistance will be provided to schools not making progress. Area Supts will assist in determining appropriate intervention (s).</p>

* This proposal requires the expenditure of additional budget funds and will be considered during the 2001-02 budget process.

STUDENTS

Guiding Principle #5:

Identify African American students for Special Education services at a rate proportional to their representation in the total school district population.

Addresses item: 2

Background

Identifying students for Special Education is a formal, individualized process driven by federal law and state regulations. Students with documented difficulty in the general education setting are provided with supports and services provided under general education. If those supports and services are documented to be ineffective, teachers, administrators, and parents meet as a team to review the strategies already attempted and plan for an individualized set of services. When the professional staff or parents suspect the child’s continued difficulty with the general education curriculum is due to a specific educational disability, the student is referred for possible assessment for Special Education. A multi-disciplinary assessment team, including the parent, determines the assessment plan. If recommended for assessment, the student is assessed according to criteria stated in law.

Those students qualifying are then placed, with parent consent, in Special Education and served in the least restrictive environment as determined by a multi-disciplinary committee, including the parent. The placement is annually reviewed and changed only by consensus of the multi-disciplinary team, including the parents.

Students are periodically re-evaluated as required in law for the purpose of determining if the student continues to meet eligibility for services. Those who no longer qualify are dismissed from special education and the student’s needs are addressed through regular education services.

Recommended Approach

Dismissing students from special education is done on a student by student basis and cannot be approached in a mass effort. The current plan for addressing the over-representation of African American students in the AISD special education program, includes addressing identification issues prior to assessing students or during the assessment period. Current activities in the district action plan have been successful according to the data reported by the Texas Education Agency. The District’s rate of identification of African American students as students with disabilities has decreased each year over a three-year period. Additionally, the number of all Special Education students served in self-contained or resource settings has decreased and the number of students served in the mainstream has increased. This is an indication of successful implementation of the least restrictive environment and a decrease in the percentage of African American students identified as students with disabilities.

The District’s implementation of the Principles of Learning sets a standard for every student to meet clear, high, expectations in each subject area. Clear expectations, alignment of assessment, academic rigor in a thinking curriculum and accountability will predictably create quality teaching and rigorous learning that will meet the needs of all students and will also reduce the numbers of students and will also reduce the numbers of students referred for special education services. The action steps below outline the successful strategies being used in a more rigorous timeline. Additional steps are outlined to accelerate the process.

TEA Special Education Demographic Distribution for 2000-2001 Risk Level

							State Median TEA Risk Level
12,945	2218	16.7%	23.1%	-6.4%	2	0	3

Instructional Arrangements for Students with Disabilities, 1997-2000

				99-00
Mainstream	3.5%	4.5%	9.8%	11.5%
Resource	47.5%	49.5%	51.4%	45.6%
Self Contained, Mild	11.4%	10.5%	9.7%	9.4%
Self Contained, Severe	22.7%	21.6%	24.3%	19.5%
Separated Campus	1.4%	.8%	.6%	.7%

Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
Percent of African American students referred to Special Education will decrease by approximately 1 – 2% annually due to improved pre-referral strategies **	1. Identify campuses with effective pre-referral strategies a. survey all campuses for pre-referral strategies b. compare campus referral data c. create document summarizing strategies d. train campus staff on pre-referral options	May 2001 Summer 2001 Fall semester 2001 Referral Data: May 2002 May 2003 May 2004	Special Education Director, Administrative Supervisor for Assessment Services, Director of Program Evaluation Costs	New referral data indicating a decrease of 1 – 2% of African American students referred for Special Education	Committee has met numerous times this spring and summer. Recommendations will include two new instruments that focus on non-verbal assessment of intellectual ability and bolstering of the existing pre-referral interventions process.
	2. Conduct research of best practices for pre-referral strategies, a. contact other district with identification rates that more closely reflect the proportion of representation of African-American students. b. contact universities conducting or reporting research with best practices for identification of students with disabilities c. Develop improvement plan based on research results d. make recommendation for changes in current practices (if any)	Summer & fall 2001 Spring 2002 March 1, 2002	1 2 Stipends for staff (Federal IDEA Budget-Funds)*	New referral data indicating a decrease of 1 – 2% of African American students referred for Special Education	

Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
Implement use of assessment instruments void of cultural bias when assessing African American students, resulting in a decrease of 1 – 2% annually of African American students admitted to Special Education. **	1. Identify all assessment instruments used in AISD for identification of students with disabilities <ul style="list-style-type: none"> a. research data provided by assessment developers regarding cultural bias b. research other instruments available for use c. consider adoption of new assessment and/or discontinuation of those determined to be biased. d. purchase new instruments (as needed) e. provide training on use of instruments to assessment staff 	Research and recommendations – summer 2001 Purchase and training –fall semester 2001	Special Education Director, Administrative Supervisor for Assessment Services, assessment staff <u>Costs</u> Stipends for assessment staff (Federal IDEA Budget)* Purchase new assessment instruments \$8,000-\$10,000 (Federal IDEA Budget)*	New admission data indicating a decrease of 1 – 2% of African American students admitted for Special Education	No new data yet
Increase number of African American Assessment Staff to five by 2005.	Conduct national search for African-American assessment staff	A minimum of one person annually.	Director of Recruiting and Staffing <u>Costs</u> Approximately \$5,000* (Reallocation of existing funds)	Number of African-American assessment staff hired.	Number of African-American assessment staff has increased by one.

* This proposal requires the expenditure of additional budget funds and will be considered during the 2001-02 budget process.

** Note: The identification of students with disabilities and the provision of special education services for those students who demonstrate an educational need is driven by Federal Law and State Regulations. We are projecting a decrease in African American students referred and identified to receive special education services as a result of the above action ; however, we are held accountable to legal mandates surrounding the identification of students with educational disabilities and provision to those identified.

TEACHERS AND ADMINISTRATORS

Guiding Principle # 6 :

Ensure that African-American students are regularly taught by teachers, and occasionally by substitute teachers, who are highly qualified and whose ethnicity reflects that of the District's student population.

Addresses items: 5, 6, 11, & 13

Background

The primary function of the Department of Human Resources is to recruit and hire high quality individuals. The recruiting budget (\$700,000) is reflective of the District's commitment to create and maintain a diverse applicant pool. Recruiting strategies are reviewed, evaluated and modified

to address emerging needs on an annual basis. Data obtained from a review of areas of need, salary compensation, retention, staff development, certification issues and additional incentives determine the recruiting strategies chosen for implementation.

Recommended Approach

Design, develop and implement strategies to address the following needs:

- To create a staff whose ethnicity reflects the student population of the district;
- To staff schools with certified teachers; and
- To staff schools with qualified substitutes.

Desired Outcome	Actions	Timeline	Person(s) Responsible	Measure(s) of Outcome	Status Update
The Department of Human Resources will increase the number of teachers hired from African-American and other underrepresented groups for the 2001-02 school year by 50%	<ol style="list-style-type: none"> Attend job fairs at colleges and universities with high percentages of teaching candidates from African-American and other underrepresented groups. Attend educator conferences with large numbers of participants from African-American and other underrepresented groups. Offer incentives to attract and retain qualified teachers. Offer an “early bird” signing incentive to the first 90 teachers who agree to teach in Account for Learning (AFL) schools. Maintain an instructional specialist who will serve as a mentor to novice teachers in AFL schools. 	<ol style="list-style-type: none"> October 2000 – June 2001 October 2000 – June 2001 October 2000 – June 2001 October 2000 – June 2001 August 1, 2001 	Executive Director of Human Resources <u>Costs</u> <ol style="list-style-type: none"> \$50,000 \$25,000 \$645,000 \$75,000* (Grant Funds) \$2,220,000 (1, 2, 3, 5 – reallocation of existing funds) 	The number of teachers hired from African-American and other underrepresented groups for the 2001-02 school year.	The Department of Human Resources has implemented all five actions. The number of African-American teachers hired increased by 36% from 42 in 2000 to 57 in 2001. AISD received \$100,000 from the class size reduction grant to pay teachers early bid signing incentives for 2000-01. The teachers were all assigned to AFL schools. We received additional funds, \$75,000, from the grant for 2001-02. These interests will continue to be addressed.
The Department of Human Resources will decrease the number of teachers hired on temporary permits for the 2001-02 by 7%.	<ol style="list-style-type: none"> Conduct two local job fairs to attract certified teachers. Offer incentives to attract certified teachers, i.e., \$1,500 signing bonus, \$1,000 stipend for high need certification areas. Develop and maintain partnerships with colleges and universities. Maintain a quality student teaching program. Provide ongoing professional development. 	<ol style="list-style-type: none"> March & April 2001 October– August 2001 Ongoing Ongoing Ongoing 	Executive Director of Human Resources <u>Costs</u> <ol style="list-style-type: none"> \$40,000 \$1,900,000 Staff Time Staff Time Staff Time (Reallocation of existing funds) 	The number of teachers hired for the 2001-02 school year on temporary permits.	The Human Resources Department did not successfully meet the desired outcome. Last year there were 317 teachers on permit. This year they are 449.
The racial/ethnic composition of each school’s staff will reflect the racial/ethnic composition of the district’s student population by August 2004.	<ol style="list-style-type: none"> Require each school to work toward the goal of developing a staff that reflects the racial/ethnic composition of the district’s student population. Provide a diverse pool of applicants. 	<ol style="list-style-type: none"> August 1, 2004 August 1, 2004 	Executive Director of Human Resources Each school principal <u>Costs</u> Staff Time	The racial/ethnic composition of the district’s staff and the racial/ethnic composition of the district’s student population.	The Department of Human Resources has made progress in this area by addressing actions 1 and 2. This interest will continue to be addressed.
Each classroom will be staffed with a qualified substitute when needed by September 2002.	<ol style="list-style-type: none"> Revise the salary schedule for substitute teachers. Develop a bi-weekly payment schedule for substitute teachers. Provide training in classroom management and instructional strategies. Institute a workforce of school-based substitute teachers. 	<ol style="list-style-type: none"> September 2002 September 2002 September 2002 	<ol style="list-style-type: none"> Executive Director of Human Resources Deputy Superintendent of Finance 	The number of classrooms staffed with substitutes when requested	The Department of Human Resources has implemented 4 of the 5 actions; we are hoping that substitutes will soon be paid bi-weekly. Substitute services has improved dramatically.

Desired Outcome	Actions	Timeline	Person(s) Responsible	Measure(s) of Outcome	Status Update
	5. Reduce the need for substitutes by instituting focused professional development activities.	2002 4. September 2002 5. September 2002	3. Director of Educator Development 5. Deputy of Bilingual Education and Human Resources Development <u>Costs</u> 1. \$700,000* (New money) 2. Staff Time 3. Staff Time 4. Staff Time 5. Staff Time		

* This proposal requires the expenditure of additional budget funds and will be considered during the 2001-02 budget process.

TEACHERS AND ADMINISTRATORS

Guiding Principle #7:

Pay AISD teachers and administrators equitably regardless of gender or ethnicity.

Addresses items: 18

Background

Teachers are paid equitably, based on education and experience. Within the last two years, the administrative salary system was addressed to make adjustments in line with experience and education. One result of this process was to make experience a strong factor in setting salaries of

newly hired administrators. This is consistently done and as a result, administrative salaries remain very equitable, based on experience.

Recommended Approach

None.

SCHOOLS

Guiding Principle # 8 :

Ensure that resource allocation policies and procedures provide schools having high percentages and numbers of economically disadvantaged students with equitable resources.

Addresses items: 17

Background

School Staffing: Staffing of all AISD schools is based on enrollment-driven formulas. Every school is allocated “essential” positions regardless of enrollment; i.e., principal, counselor, etc.

Non-Staff Allocation to Campuses:

All campuses are funded according to the following formula for non-staff items:

- \$71 per high school student
- \$64 per middle school student
- \$59 per elementary school student

Free and Reduced Lunch Allocation: Additional local funds are allocated for schools according to a weighted per pupil formula:

.2 x allotment per student x % of students on free and reduced lunch x number of students.

Federal Funds Allocation:

In addition, all schools receive federal funds: Title II (Eisenhower) based on number of science and mathematics teachers, and Title IV (Safe and Drug-Free Schools), Individuals with Disabilities Education Act (IDEA), and Title VI (Innovative Education) funds allocated based on enrollment.

Account for Learning (AFL): These State Compensatory Education funds are provided to schools with a high concentration of economically disadvantaged students. The formula for AFL results in an additional .2 allocation for every economically disadvantaged student in the school. Also

AFL schools are allocated an instructional specialist and a parent involvement representative, as well as funding for tutorials and field trips (elementary only).

External Funding for Schools with High Percentages of Economically Disadvantaged Students: In addition to the extra local funds described above, these schools also qualify for a variety of federal funding as follows:

- Title I – allocated to schools with at least 55% of students living in the campus attendance area who are designated for free/reduced lunch.
- Class-Size Reduction Grant – a federal grant for reducing class size to at least 18 students in grades K-3. AISD allocates these funds to schools already designated as Title I schools.

It should also be noted that Title I status is often an advantage in the seeking of other competitive grant funding such as the Investment Capital, Comprehensive School Reform Demonstration Grant, GEAR-up, and 21st Century After-School grant programs.

Central Office Curriculum Support: In addition to the extra allocations described above, this year the Division of Curriculum and Instruction has assigned teams of curriculum specialists to provide additional, on-site, support to “focus” campuses.

Resources are allocated to create the conditions necessary to produce improvement in student achievement. The following data describe improvement at the districtwide level on the TAAS test in the period of time between 1996-2000.

2001 v 1996

<u>A. Reading Performance</u>	
1. Overall State Improvement 2001 v. 1996:	+8.5 percentage points
2. Overall AISD Improvement 2001 v. 1996:	+9.1 percentage points
3. AISD African-American Student Improvement 2001 v. 1996:	+16.8 percentage points
4. AISD Hispanic Student Improvement 2001 v. 1996:	+14.3 percentage points
5. AISD White Student Improvement 2001 v. 1996:	+4.5 percentage points
6. AISD Eco. Disadvantaged Student Improvement 2001 v. 1996:	+15.6 percentage points

<u>B. Mathematics Performance</u>	
1. Overall State Improvement 2001 v. 1996:	+16.0 percentage points
2. Overall AISD Improvement 2001 v. 1996:	+19.1 percentage points
3. AISD African-American Student Improvement 2001 v. 1996:	+28.7 percentage points
4. AISD Hispanic Student Improvement 2001 v. 1996:	+27.2 percentage points
5. AISD White Student Improvement 2001 v. 1996:	+10.8 percentage points
6. AISD Eco. Disadvantaged Student Improvement 2001 v. 1996:	+28.1 percentage points

<u>C. Writing Performance</u>	
1. Overall State Improvement 2001 v. 1996:	+5.0 percentage points
2. Overall AISD Improvement 2001 v. 1996:	+3.6 percentage points
3. AISD African-American Student Improvement 2001 v. 1996:	+10.9 percentage points
4. AISD Hispanic Student Improvement 2001 v. 1996:	+6.9 percentage points
5. AISD White Student Improvement 2001 v. 1996:	+1.1 percentage points
6. AISD Eco. Disadvantaged Student Improvement 2001 v. 1996:	+8.4 percentage points

Recommended Approach

The use of enrollment-driven formulas for both staffing and budget for other non-staff items will continue to form the foundation for the equitable distribution of resources to all schools in the district. Additional allocation for schools with a student population composed predominantly of economically disadvantaged students (described in the background information above) will supplement the enrollment-driven allocations. In addition, central office Curriculum Specialist Teams will provide priority support to identified “focus” schools i.e., schools whose most recent TAAS results indicate a need for immediate improvement to avoid a low-performing status.

Two additional recommendations designed to address these needs would establish Resource Support Teams to assist schools in organizing and managing their resources. Another recommendation would strengthen the AISD Foundation and seek AISD Foundation Board support to allocate funding to address parity and equity issues, which are identified.

Desired Outcome	Actions	Timeline	Person(s) Responsible	Measure(s) of Outcome	Status Update
<p>Identified schools' per pupil expenditure is above the district's average.</p>	<ol style="list-style-type: none"> 1. Continue to staff schools based on the enrollment and other resource formulas to ensure equity across the district. 2. Continue to have central office curriculum specialist teams provide priority support to "focus" schools. 3. Continue to provide support from AISD Finance, (local funds) and Grants and Community Education for grant opportunities. 4. Form a team composed of identified campus principals, area superintendents and central office curriculum specialist teams to determine priorities for available resources on identified campuses. 5. Provide consultative services from the AISD Budget office to assist principals in configuring their campus budgets in accounts, which facilitate the implementation of their priorities. 6. Assess identified schools to determine any whose average per pupil expenditure level is less than the district average. 7. Present equity as a funding priority to the AISD Foundation Board at their April 2001 Retreat. 8. Request the AISD Foundation support per pupil expenditure increases for identified schools if these needs can't be met from district funds. 9. Allocate additional funds from AISD Foundation if needed. 	<ol style="list-style-type: none"> 1. May 2001 for 2001-02 budget 2. April 2001 continuing 3. May 2001 for 2001-02 budget 4. April 2001 5. April 2001 6. May 2001 7. April 2001 8. May 2001 9. May 2001 	<ol style="list-style-type: none"> 1. Chief Financial Officer 2. Deputy Superintendent of Curriculum & Instruction 3. Chief Financial Officer 4. Deputy Superintendent of Curriculum & Instruction 5. Chief Financial Officer 6. Chief Financial Officer 7. Superintendent 8. Superintendent 9. AISD Foundation Board <p style="text-align: center;">Costs</p> <ol style="list-style-type: none"> 1. Costs of campus budgets (Reallocation of existing funds) 2. No additional cost 3. No additional cost 4. No additional cost 5. No additional cost 6. No additional cost 7. No additional cost 8. To be determined 9. To be determined 	<p>Comparison of campuses' per pupil expenditures.</p>	<p>1-6 Campuses were staffed based on estimated enrollment projections after school started staff was adjusted as necessary according to actual enrollment. The central office continues to provide priority support to focus campuses. The budget department has met with each campus principal to review their campus budget.</p> <p>7. Equity was presented as a funding priority by the Superintendent to the Foundation Board at its spring meeting. This led to the Board's targeting GEAR UP Scholarship funding for low-income students in ten AISD middle schools and junior highs as its first fundraising initiative.</p> <p>8. The Foundation's Friends of Austin Public Schools fund is targeting specific East Austin schools for support. The fund raised \$120,000 last year to support Blackshear Elementary School. This school year it is raising additional money for Blackshear support and has begun a new fundraising project to support Oak Springs Elementary School. The Foundation also raised \$250,000 from local businesses to establish the GEAR UP Scholarship fund for low-income students in ten AISD middle schools and junior high schools.</p>

Desired Outcome	Actions	Timeline	Person(s) Responsible	Measure(s) of Outcome	Status Update
					<p>9. AISD Foundation funds are raised and allocated on a project-by-project basis based on priorities established by the school district. Equity is a funding priority and has driven the foundation's support for several projects (described above) supporting equity.</p>

PARENTS AND COMMUNITY

Guiding Principle #9 :

Provide the East Austin community the information and opportunity to be informed partners in the educational process.

Addresses item: 12

Background

An effective education process actively involves parents and other stakeholders in promoting a community of learners. Through the Department of Community Education the District collaborates with the city of Austin and several community organizations in supporting forty-five community schools throughout the city. There are twenty schools in Northeast and Central East Austin that provide programs that help to build a community of learners. These programs include after school care and enrichment for school-age children, adult education, community classes, and access to campus facilities for educational, social, cultural and recreational activities sponsored by community groups.

The school district Family Resource Center supports parent education programs based on the guiding principles developed by the National PTA. All Title I schools have parent involvement representatives who regularly provide workshops on a variety of topics, including the state educational standards.

To address the need for more parent involvement and support, AISD organized a Parent and Family Involvement Task Force. This task force revised the current District parent involvement

Recommended Approach

Develop a formal partnership with East Austin leaders to assure that community education and parent involvement initiatives are using effective methods in addressing needs that stakeholders consider to have the highest priority. Through this partnership AISD will strengthen efforts to inform community stakeholders, including parents and community leaders, about educational standards and how they can be active participants in raising student achievement.

model to “provide more emphasis on the understanding of school and community resources, school discipline policy and school governance.” The revised AISD model is designed from a research-based framework developed by Dr. Joyce Epstein and staff of the National Network of Partnership Schools at Johns Hopkins University. This model was presented to principals at the administrator’s meeting on February 7, 2001.

In August 2000, the AISD Board adopted Policy GK (Local) on parent/family/community involvement in the District. The policy includes the definition, the standards for the six different types of involvement, and the requirement that “each campus improvement plan shall include a parent, family, and community component outlining programs planned or in place for the purpose of ensuring partnership-driven parent, family, and community involvement.”

Additionally, the District developed and distributed an elementary Family Learning Guide to parents. This booklet provides information to parents to enhance their understanding and support of TEKS. Other District strategies to increase parent support and involvement include improving current methods of communication through cooperative efforts with campus and district parent advocacy groups.

Desired Outcome	Actions	Timeline	Person(s) Responsible	Measure(s) of Outcome	Status Update
All schools with 30% or more African American students will function as community learning centers with effective community education and parent involvement programs by Spring, 2003	Organize an advisory committee that includes African American leaders to develop and oversee a plan for expanding and improving community learning centers and parent involvement programs in East Austin.	August, 2001 Develop community learning center & parent involvement plan by January 2002.	Director of Community Education , Director of School Support, Principals <u>Costs</u> Staff support and supplies \$15,000*	At least 2,000 East Austin parents and community stakeholders participate in community education events dealing with educational standards and opportunities for participation in the educational process	The ESAC has been invited to send representatives to serve on a steering committee of parents and other community stakeholders to plan for the expansion and development of community learning centers with a primary focus on parent education programs.
African American parents, community leaders and other stakeholders are informed partners in the educational process.	Provide training and support for schools and community groups to conduct educational events that inform parents and other stakeholders about educational standards, opportunities for involvement in the educational process, and post-secondary education opportunities.	Training and support for improvement of current programs will begin in the Fall, 2001 Parent and community education events will occur throughout the school year.	Director of Community Education , Director of School Support, Principals, Director of Program Evaluation <u>Costs</u> Staff support and supplies for program development and coordination. \$50,000* Average cost per community learning center ranges from \$25,000 to \$125,000 per year, depending on the level of service provided. Costs for current programs are paid primarily from external grants.	Evaluations of community education events show an increase in participant understanding of educational standards	Community Education is coordinating with Professional Development and the Family Resource Center in developing a TEKs Alive! Program. This program will provide parents and stakeholders with hands-on training on how to make the <i>Family Learning Guide</i> “come alive at home and in the community.

* This proposal requires the expenditure of additional budget funds and will be considered during the 2001-02 budget process.