AISD 2015-2020 Strategic Plan
2016-2017 Strategic Plan Scorecard
Reinventing the urban school experience together

2016-2017 Results Report

		2016 Actual	2017 Actual	2017 Target	2017 Target Met?
Core Belief One: All students will graduate college-, career-, and life-ready.					
Board Goal 1: All KG - Grade 2 students will demonstrate growth in social and emotional learning and literacy skills.					
1	Student ratings on Social and Emotional Learning personal development skills	3.56	3.56	3.59	No
2	% K-2 students reading on or above grade level	N/A	61%	Baseline Yr.	N/A
Board Goal 2: All students will be literate and numerate on grade level. Any students who are not will grow more than one grade level in literacy and numeracy each school year.					
3	% of students reaching the Postsecondary Readiness Standard on STAAR Reading	52%	54%##	54%	Yes
4	% of students who did not meet the Postsecondary Readiness Standard on STAAR Reading but exceeded one year's growth	3.9%	3.8%##	4.0%	No
5	% of students reaching the Postsecondary Readiness Standard on STAAR Math	48%	52%##	51%	Yes
6	% of students who did not meet the Postsecondary Readiness Standard on STAAR Math but exceeded one year's growth	3.3%	2.6%##	3.4%	No
7	% of 5th and 8th grade students demonstrating proficiency on a problem-based learning activity	Implemented in 2017-18	N/A	N/A	N/A
Board Goal 3: All students will be prepared to graduate on time and ready for college and career.					
8	% of grade 12 students demonstrating proficiency on a capstone project	Implemented in 2017-18	N/A	N/A	N/A
9	% of Distinguished Level graduates	Class of 2018	N/A	N/A	N/A
10	% of students enrolling directly in college (within a year of graduation) or earning college credit prior to graduation*	67%	67%	70%	No
11	% of students graduating from high school in four years*	89.7%	90.7%	90.0%	Yes
12	# of industry certifications/licenses earned by high school students	2,988	3,421	3,050	Yes
13	% of high school students participating in community service#	80%#	68%	82%#	No
14	% of annual graduates completing a 4th year of high school math	92.2%	91.2%	93.0%	No
15	Attendance rate	95.4%	95.2%	95.5%	No
16	SAT/ACT/TSI performance rates of annual graduates	35%	45%##	38%	Yes
Board Goal 4: Achievement gaps in student performance will be reduced.					
17	Achievement Gaps - Reading				
	a. African American compared to White	49	49##	≤47	No
	b. Hispanic compared to White	40	40##	≤38	No
	c. Economically Disadvantaged compared to non-Economically Disadvantaged	44	43##	≤42	No
	d. English Language Learners†† compared to non-English Language Learners	36	35##	≤34	No
	e. Special Education compared to non-Special Education	45	35##	≤43	Yes
18	Achievement Gaps – Math				
	a. African American compared to White	48	43##	≤46	Yes
	b. Hispanic compared to White	35	32##	≤33	Yes
	c. Economically Disadvantaged compared to non-Economically Disadvantaged	38	33##	≤36	Yes
	d. English Language Learners†† compared to non-English Language Learners	25	21##	≤23	Yes
	e. Special Education compared to non-Special Education	39	30##	≤37	Yes
19	Achievement Gaps - Attendance				
	a. African American compared to White	2.01	2.24	≤1.96	No
	b. Hispanic compared to White	1.15	1.6	≤1.10	No
	c. Economically Disadvantaged compared to non-Economically Disadvantaged	1.63	2.05	≤1.58	No
	d. English Language Learners compared to non-English Language Learners	-0.74	-0.19	≤N/A	N/A
	e. Special Education compared to non-Special Education	1.84	1.97	≤1.79	No

		2016 Actual	2017 Actual	2017 Target	2017 Target Met?
20	Achievement Gaps - Graduation Rate*				
	a. African American compared to White	8.9	5.7	≤7.1	Yes
	b. Hispanic compared to White	5.1	5.1	≤4.1	No
	c. Economically Disadvantaged compared to non-Economically Disadvantaged	4.5	5.1	≤3.6	No
	d. English Language Learners compared to non-English Language Learners	11.3	12.1	≤9.0	No
	e. Special Education compared to non-Special Education	21.4	19.6	≤17.1	No
21	Achievement Gaps - K - 2 Students Reading On Grade Level				
	a. African American compared to White	N/A	37	Baseline Yr.	N/A
	b. Hispanic compared to White	N/A	26	Baseline Yr.	N/A
	c. Economically Disadvantaged compared to non-Economically Disadvantaged	N/A	31	Baseline Yr.	N/A
	d. English Language Learners compared to non-English Language Learners	N/A	15	Baseline Yr.	N/A
	e. Special Education compared to non-Special Education	N/A	37	Baseline Yr.	N/A
22	Achievement Gaps - Disproportionality of Discretionary Removals and Emergency Placements				
	a. African American compared to White	33	56	≤33	No
	b. Hispanic compared to White	75	94	≤75	No
	c. Economically Disadvantaged compared to non-Economically Disadvantaged	114	146	≤114	No
	d. English Language Learners compared to non-English Language Learners	23	41	≤23	No
	e. Special Education compared to non-Special Education	49	60	≤49	No
23	Achievement Gaps - Disproportionality of Home School Suspensions				
	a. African American compared to White	1,416	1,119	≤1,204	Yes
	b. Hispanic compared to White	4,500	3,634	≤3,825	Yes
	c. Economically Disadvantaged compared to non-Economically Disadvantaged	5,834	4,581	≤4,959	Yes
	d. English Language Learners compared to non-English Language Learners	1,929	1,592	≤1,640	Yes
	e. Special Education compared to non-Special Education	1,881	1,485	≤1,599	Yes
Core Belief Two: We will create an effective, agile, and responsive organization.					
Superintendent Constraint 1: Do not allow the district to operate unlawfully or in violation of board policy.					
24	# of PEIMS ID errors is below threshold	Yes	Yes	Yes	Yes
25	# of PEIMS under-reports is below threshold	Yes	Yes	Yes	Yes
26	Parents are provided information on school performance	Yes	Yes	Yes	Yes
Superintendent Constraint 2: Do not allow the district to be fiscally unsound.					
27	# of exceptions on annual financial audit*	0	0	0	Yes
28	Maintain minimum Unassigned General fund balance per policy*	Yes	Yes	Yes	Yes
29	Independent auditor's opinion of district finances*	Unmodified	Unmodified	Unmodified	Yes
30	Bond ratings within top three levels of major credit rating agencies*	Yes	Yes	Yes	Yes
31	Administrative cost ratio*	0.0683	0.0668	< 0.0855	Yes
Superintendent Constraint 3: Do not allow struggling campuses to have inequitable access.					
32	**Pilot Measure** - reduce % of "Ineffective" teachers at struggling campuses†	**	1.42%	Baseline Yr.	N/A
33	**Pilot Measure** - % of principal vacancies at IR campuses filled by "Effective" administrators†	**	0%	100%	No
34	Per pupil expenditure at struggling campuses*	$7,488	Available 11/2017	Baseline Yr.	N/A
Core Belief Three: We will create vibrant relationships for successful students and schools.					
Superintendent Constraint 4: Do not allow a negative, unfair, or unsafe student experience.					
35	% of students participating in extracurricular activities	**	80%	Baseline Yr.	N/A
36	% of students who feel they are safe in their schools	89%	91%	90%	Yes
37	% of campus staff who feel students at their school follow rules of conduct	80%	79%	82%	No
38	% of parents/guardians who feel their involvement is welcomed by teachers	97%	98%	Maintain	Yes
39	% of respondents satisfied with engagement at DCE community meetings	**	80.8%	Baseline Yr.	N/A
40	% of campuses with Recognized or Exemplary rating on the Coordinated School Health Report	50%	80.8%	55%	Yes
41	# of discretionary removals, emergency placements	126	171	≤130	No
42	# of Home School Suspensions	6,684	5,395	≤5,681	Yes
43	% campus staff who feel their school is a good place to work and learn	93%	93%	95%	No

		2016 Actual	2017 Actual	2017 Target	2017 Target Met?
Superintendent Constraint 5: Do not allow the district to conduct itself in an inequitable or discriminatory manner.					
44	% HUB participation on Bond funded construction programs	**	23.2% constr., 40.2% prof. serv.	21.9% constr., 28.5% prof. serv.	Yes
45	Provide staff with cultural proficiency professional learning	**	Cohort of 30	Baseline Yr.	N/A
46	Decrease disproportionality of African American representation at magnet schools^	36	37	>36	Yes
47	Decrease disproportionality of Hispanic representation at magnet schools^	279	328	>279	Yes
48	Decrease disproportionality of African American representation in the GT program (ES and MS)	3.22%	5.6%	4.18%	Yes
49	Decrease disproportionality of Hispanic representation in the GT program (ES and MS)	4.39%	7.0%	5.11%	Yes
50	Decrease disproportionality of African American students completing Advanced/Dual Credit/IB courses	262	288	Baseline Yr.	N/A
51	Decrease disproportionality of Hispanic students completing Advanced/Dual Credit/IB courses	2,367	2,708	Baseline Yr.	N/A
52	**Pilot Measure** - Develop a plan for socio-economic desegregation of schools, beginning with District 1†	N/A	In Progress	Yes	Plan expected 10/2017

**Data lag behind one year.*
*** New Indicator. No baseline data available.*
† Pilot Measures are new, investigational performance indicators – as such, the system of measurement is subject to change over time.
††Current and monitored ELLs.
#Inconsistent methodology.
##AISD estimate based on 2016 TAPR methodology (source for STAAR data is 2016 TAPR).
^Measured as an increase in the number of students accepted into magnet schools (Kealing, Fulmore, and LASA).