

AISD Strategic Plan 2015-2020
2017-2018 Scorecard
GLOSSARY

Scorecard Indicator	Description	Data Source	Contact	Final Data Available	District	Campus
1	Student ratings on Social and Emotional Learning personal development skills The mean rating from the 4 th 9-week report card on five Social and Emotional Learning personal development skills for students in grades K-2 who have received report cards for all quarters.	Elementary Report Cards	Martha Doolittle	June 30	✓	✓
2	% KG-2 students reading on or above grade level This indicator evaluates end-of-year grade level status of students who are enrolled on the fall Snapshot date using iStation Indicators of Progress (ISIP). ISIP is a TEA funded assessment tool, administered in English and Spanish, that provides on/off grade level information in addition to detailed reports and instructional tools for teachers. For students who test in both languages, the best result is used.	iStation	Chris Borthwick (data); Lisa Goodnow (program, targets)	June	✓	✓
3	% of students reaching the Meets Grade Level standard on the STAAR reading assessment Percentage of students in the All Students group who scored at or above the Meets Grade Level standard on STAAR reading. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
4	% of African American students reaching the Meets Grade Level standard on the STAAR reading assessment Percentage of students in the African American student group who scored at or above the Meets Grade Level standard on STAAR reading. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
5	% of Hispanic students reaching the Meets Grade Level standard on the STAAR reading assessment Percentage of students in the Hispanic student group who scored at or above the Meets Grade Level standard on STAAR reading. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
6	% of Economically Disadvantaged students reaching the Meets Grade Level standard on the STAAR reading assessment Percentage of students in the Economically Disadvantaged student group who scored at or above the Meets Grade Level standard on STAAR reading. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
7	% of students reaching the Meets Grade Level standard on the STAAR math assessment Percentage of students in the All Students group who scored at or above the Meets Grade Level standard on STAAR math. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
8	% of African American students reaching the Meets Grade Level standard on the STAAR math assessment Percentage of students in the African American student group who scored at or above the Meets Grade Level standard on STAAR math. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
9	% of Hispanic students reaching the Meets Grade Level standard on the STAAR math assessment Percentage of students in the Hispanic student group who scored at or above the Meets Grade Level standard on STAAR math. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
10	% of Economically Disadvantaged students reaching the Meets Grade Level standard on the STAAR math assessment Percentage of students in the Economically Disadvantaged student group who scored at or above the Meets Grade Level standard on STAAR math. (See STAAR Performance Descriptors.)	TAPR	Deborah Cox	August	✓	✓
11	% of 5th and 8th grade students demonstrating proficiency on a problem-based learning activity	Campuses	Sandra Creswell	June	✓	✓

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	The 5-Year implementation Plan includes a Key Action Step to create opportunities for students in Grades 5 and 8 to participate in a problem-based activity, and develop processes for campuses to track and report. This Key Action Step will be implemented in 2017-18 and baseline data will be collected. Problem-based Learning (PBL) is an alternative to traditional classroom learning. In PBL, the teacher presents a real-world problem, not lectures, assignments, and exercises. Since students are not handed "content," their learning becomes active in the sense that they discover and work with content that they determine to be necessary to solve the problem. PBL is both collaborative and interdisciplinary.					
12	% of Grade 12 students demonstrating proficiency on a capstone project The 5-Year implementation plan includes a Key Action Step to create opportunities for 12 th graders to complete a capstone project, and develop processes for campuses to track and report. This Key Action Step will be implemented in 2017-18 and baseline data will be collected. A capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, synthesizing classroom study and real-world perspectives.	Campuses	Craig Shapiro	June	✓	✓
13	% of Distinguished Level graduates House Bill (HB) 5 replaces the Minimum, Recommended, and Distinguished Achievement programs with three graduation options: Foundation High School Program; Foundation Program plus endorsements; and Foundation Program plus endorsements and the Distinguished Level of Achievement. AISD has established the latter as its prescribed graduation plan beginning with the Class of 2018. The Distinguished Level requires more math and science, and better positions graduates to be more competitive in their college and career choices. (State graduation methodology.)	TAPR	Patti Schroeder (data); Craig Shapiro (program, targets)	(Class of 2018)	✓	✓
14	% of students enrolling directly in college (within a year of graduation) or earning college credit prior to graduation Students enrolled directly in a postsecondary institution within a year of high school graduation are tracked by the National Student Clearinghouse (NSC). NSC data includes enrollment in public and private 4-year and 2-year colleges and technical/trade schools. Although NSC data does not include enrollment in foreign institutions or students who opt out of sharing information, NCS is considered the most comprehensive source available. Dual credit course enrollment and credit earned for AISD graduates are captured from the district's course history/transcript files. Students must provide an official college transcript to the district for the college level course enrollment and earned credit to be recorded on the high school transcript. Thus, dual credit enrollment and completion is limited to college transcript records supplied by the student and may not include all courses taken or all credits earned.	NSC/ Campuses	Karen Looby	August	✓	✓
15	% of students graduating from high school in four years The Texas Education Agency (TEA) annually produces the Texas Academic Performance Report (TAPR) for districts and campuses, which are available at: http://tea.texas.gov/perfreport/tapr/index.html . In the TAPR, both state and federal graduation rate data are provided. The state rate allows for a number of possible exclusions, whereas the federal rate does not. In addition, the state rate has changed over time, whereas the federal rate has remained more consistent. Therefore, the federal rate is more conducive to longitudinal comparisons.	TAPR	Patti Schroeder (data); Craig Shapiro (program, targets)	June	✓	✓
16	# of industry certifications/licenses earned by high school students Students enrolled in Career and Technical Education (CTE) courses have opportunities to complete licenses or certifications in a broad range of fields to strengthen their preparation for success after	CTE	Tammy Caesar	June	✓	✓

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	graduation. Opportunities are listed on the CTE website, available at: http://www.austinisd.org/academics/cte/cert .					
17	% of annual graduates completing a 4th year of high school math The percentage of annual graduates who earned 4 credits in math courses that qualify for state credit.	TEAMS	Patti Schroeder (data), Craig Shapiro (program, targets)	August	✓	✓
18	% of high school students participating in community service As reported on the High School Exit Survey. The High School Exit Survey is administered each spring to seniors. The survey monitors students' perceptions of various aspects of their high school experience, as well as their postsecondary intent and preparation. Survey results are used to improve the campus environment and program supports for students. Community service is volunteer work intended to help others and for the benefit of the community. It may have been a part of school or outside of school.	High School Exit Survey	Karen Looby	August	✓	✓
19	Attendance rate Student attendance for the entire school year for students in grades 1-12.	TAPR	Patti Schroeder	August	✓	✓
20	SAT/ACT/TSI performance rates of annual graduates The percentage of annual graduates who met or exceed the Texas Success Initiative (TSI) criteria in both English Language Arts and math on the TSI assessment, SAT, or ACT.	TEA List of College-Ready Annual Graduates	Deborah Cox	June	✓	✓
21	Maintain minimum Unassigned General fund balance per policy Per CE(LOCAL), the unassigned fund balance target shall be not less than 20 percent of the combined budgeted expenditures of the district general fund.	Finance	David Edgar	June	✓	
22	Receive an unmodified opinion of district finances An unmodified opinion is an independent auditor's judgment that an organization's financial records and statements are fairly and appropriately presented, and in accordance with Generally Accepted Accounting Principles. A modified opinion would be issued if an independent auditor discovers a significant concern.	Finance	David Edgar	November	✓	
23	Bond ratings within top three levels of major credit rating agencies Major credit rating agencies use various scales to advise investments in municipal bonds (e.g., AAA, AA+, etc.). The target is to be within the top three levels of each rating scale, which are generally described as "prime" or "high grade."	Finance	David Edgar	June	✓	
24	Administrative cost ratio The School Finance Integrity Rating System of Texas (School FIRST) was created by the State Legislature in 2001 to encourage Texas public schools to better manage their financial resources and provide the maximum allocation possible for direct instructional purposes. Based on information submitted by districts, TEA issues annual ratings using 20 established criteria, including thresholds on the amount of money districts should spend on administrative costs compared to instructional costs (for large districts like AISD, the threshold is 0.1105). A low administrative cost ratio is a contributing factor to AISD consistently receiving a rating of "Superior" achievement.	School FIRST	David Edgar	January	✓	
25	% of respondents satisfied with engagement at DCCE community meetings Community meetings pertain to events facilitated or coordinated by the Department of Communications and Community Engagement (DCCE). The community engagement exit survey measures the extent to which attendees at community meetings are satisfied with their experience. DCCE will develop, administer, and evaluate the survey. Survey results will inform future planning and decision-making forums within the district.	Communications and Community Engagement	Celso Baez	June	✓	

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26	% campus staff who feel their school is a good place to work and learn Based on results from the Teaching, Empowering, Leading, and Learning (TELL) Survey. The TELL Survey has been administered to campus employees since 2011. Typically, about 87% of campus staff complete the TELL Survey each year in January and February. Survey results inform improvements to the campus climate for educators.	TELL Survey	Karen Looby	June	✓	✓
27	% of students participating in extracurricular activities As reported on the High School Exit Survey. The High School Exit Survey is administered each spring to seniors. The survey monitors students' perceptions of various aspects of their high school experience, as well as their postsecondary intent and preparation. Survey results are used to improve the campus environment and program supports for students. Extracurricular activities include things like music, dance, theater, sports, girl or boy scouts, and clubs, and typically take place outside of class requirements or school day.	High School Exit Survey	Karen Looby	June	✓	✓
28	% of students who feel they are safe in their schools As reported on the Student Climate Survey. The Student Climate Survey is administered each spring to students in Grades 3-11. The survey measures student perceptions in five broad areas: behavioral environment; adult fairness; student engagement; student academic self-confidence; and teacher expectations. Survey results inform campus and programmatic improvements.	Student Climate Survey	Martha Doolittle	June 30	✓	✓
29	% of campus staff who feel students at their school follow rules of conduct As reported on the Teaching, Empowering, Leading, and Learning (TELL) Survey. See Indicator 26 for more information.	TELL Survey	Karen Looby	June	✓	✓
30	% of parents/guardians who feel their involvement is welcomed by teachers As reported on the Parent Survey. The Parent Survey is offered each spring to parents and guardians of students enrolled in AISD. Copies of the survey are provided to each campus and the survey is also available online. Typically, about 17,000-18,000 people take the survey each year. Survey results inform planning and decision-making by campus and district leaders.	Parent Survey	Martha Doolittle	June 30	✓	✓
31	% of campuses with Recognized or Exemplary rating on the Coordinated School Health Report The Coordinated School Health (CSH) report is prepared in accordance with statutory and policy requirements. Each campus is assigned a rating of Exemplary, Recognized, Acceptable, or Unacceptable. A campus can improve its rating by doing more CSH efforts that support the whole child. Ratings of Recognized or Exemplary are identified on Community and Student Engagement campus scorecards under physical education and wellness. Campus ratings are also reported to the School Health Advisory Council.	Health	Cinda Christian (data), Michele Rusnak (program, targets)	September	✓	✓
32	Decrease disproportionality of African American representation at magnet schools** [Also includes African American students who are within the "2 or More Races" category] The number of African American students accepted (occurs prior to beginning of school year) into magnet schools. Magnet schools include Kealing, Fulmore, and LASA.	Student Services	Andri Lyons	April	✓	Magnet Schools Only
33	Decrease disproportionality of Hispanic representation at magnet schools The number of Hispanic students accepted (occurs prior to beginning of school year) into magnet schools. Magnet schools include Kealing, Fulmore, and LASA.	Student Services	Andri Lyons	April	✓	Magnet Schools Only
34	8% of African American students will participate in the GT program by 2020 [Also includes African American students who are within the "2 or More Races" category]	TEAMS	Karen Looby	June	✓	✓

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	This indicator strives to achieve at least an eight percent GT participation rate for African American students in Grades K-8 at elementary and middle schools across the district within the next five years, as measured by PEIMS Submission 3 records for students enrolled in the district at the end of the school year. TEAMS will be used to provide GT program enrollment throughout the year for progress monitoring purposes.					
35	8% of Hispanic students will participate in the GT program by 2020 See Indicator 34.	TEAMS	Karen Looby	June	✓	✓
36	# of Home School Suspensions Total number of HSS disciplinary actions.	Student Services	Paul Perez	June	✓	✓
37	Implement Diversity by Design The Diversity by Design Plan contains systems and action strategies designed to increase the diversity and high quality educational offerings of the schools in Trustee District 1.	Report on plan implementation	Jacob Reach/Rachel Naugle	June	✓	✓