

Austin ISD 2015-2020 Strategic Plan
 2017-18 Strategic Plan Scorecard
 (Approved by Board of Trustees, 12/18/2017)

STAAR Performance Levels:
 Did Not Meet Grade Level (Unsatisfactory)
 Approaches Grade Level (Passing)
 Meets Grade Level (Postsecondary Readiness)
 Masters Grade Level (Advanced)

DISTRICT FINAL REPORT

		2017 Actual	2017 Target	2018 Target	2018 Actual	2018 Target Met?
Core Belief One: All students will graduate college-, career-, and life-ready.						
1	Student ratings on Social and Emotional Learning personal development skills	3.56	3.59	3.59	3.58	No
2	% KG-2 students reading on or above grade level	61%	Baseline	63%	68%	Yes
3	% of students reaching the Meets Grade Level standard on the STAAR reading assessment	54%†	54%	56%†	58%†	Yes
4	% of African American students reaching the Meets Grade Level standard on the STAAR reading assessment	31%†	N/A	40%†	36%†	No
5	% of Hispanic students reaching the Meets Grade Level standard on the STAAR reading assessment	40%†	N/A	43%†	44%†	Yes
6	% of Economically Disadvantaged students reaching the Meets Grade Level standard on the STAAR reading assessment	33%†	N/A	36%†	37%†	Yes
7	% of students reaching the Meets Grade Level standard on the STAAR math assessment	51%†	51%	53%†	56%†	Yes
8	% of African American students reaching the Meets Grade Level standard on the STAAR math assessment	29%†	N/A	35%†	34%†	No
9	% of Hispanic students reaching the Meets Grade Level standard on the STAAR math assessment	40%†	N/A	43%†	44%†	Yes
10	% of Economically Disadvantaged students reaching the Meets Grade Level standard on the STAAR math assessment	34%†	N/A	37%†	38%†	Yes
11	% of 5th and 8th grade students demonstrating proficiency on a problem-based learning activity	N/A	N/A	Baseline	93%	Baseline
12	% of Grade 12 students demonstrating proficiency on a capstone project	N/A	N/A	Baseline	91%	Baseline
13	% of Distinguished Level graduates	N/A	N/A	≥ 90%	91.6%	Yes
14	% of students enrolling directly in college (within a year of graduation) or earning college credit prior to graduation*	67%	70%	68%	63%	No
15	% of students graduating from high school in four years*	90.7%	90.0%	≥ 90.0%	90.2%	Yes
16	# of industry certifications/licenses earned by high school students	3,421	3,050	3,500	2,842	No
17	% of annual graduates completing a 4th year of high school math	91.2%	93.0%	≥ 90.0%	88.0%	No
18	% of high school students participating in community service	68%	82%††	70%	67%	No
19	Attendance rate	95.2%	95.5%	≥ 95.0%	94.8%^	No
20	SAT/ACT/TSI performance rates of annual graduates*	45%	38%	48%	58%	Yes
Core Belief Two: We will create an effective, agile, and responsive organization.						
21	Maintain minimum Unassigned General fund balance per policy	Yes	Yes	Yes	Yes	Yes
22	Receive an unmodified opinion of district finances*	Yes	Unmodified (Diff. wording)	Yes	Yes	Yes
23	Bond ratings within top three levels of major credit rating agencies*	Yes	Yes	Yes	Yes	Yes
24	Administrative cost ratio*	0.0668	< 0.0855	< 0.0855	0.0810	Yes
25	% of respondents satisfied with engagement at DCCE community meetings	80.8%	Baseline	81.0%	69%	No
26	% campus staff who feel their school is a good place to work and learn	93%	95%	≥ 93%	93%	Yes
Core Belief Three: We will create vibrant relationships for successful students and schools.						
27	% of students participating in extracurricular activities	80%	Baseline	80%	82%	Yes
28	% of students who feel they are safe in their schools	91%	90%	91%	87%	No
29	% of campus staff who feel students at their school follow rules of conduct	79%	82%	82%	77%	No
30	% of parents/guardians who feel their involvement is welcomed by teachers	98%	Maintain ≥ 97%	≥ 97%	97%	Yes
31	% of campuses with Recognized or Exemplary rating on the Coordinated School Health Report	80.8%	55.0%	≥ 82.0%	87.5%	Yes
32	Decrease disproportionality of African American representation at magnet schools** [Also includes African American students who are within the "2 or More Races" category]	54	> 36 ††	57	48	No
33	Decrease disproportionality of Hispanic representation at magnet schools**	328	> 279	344	343	No
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]	6.5%	4.18% ††	7.0%	7.6%	Yes
35	8% of Hispanic students will participate in the GT program by 2020	7.0%	5.11%	7.3%	7.5%	Yes
36	# of Home School Suspensions	5,395	≤ 5,681	≤ 5,000	4,763	Yes
37	Implement Diversity by Design	N/A	N/A	Yes	Implementation in Progress	Yes

*Data lag behind one year.

**Measured as an increase in the number of students accepted into magnet schools (Kealing, Fulmore, and LASA).

†Based on TAPR methodology used in 2015-2016 and 2016-2017. Results for 2018 include substitute assessments and exclude results with online disruption flags.

††2017 Different methodology

^Data not yet official