

AUSTIN INDEPENDENT SCHOOL DISTRICT



STRATEGIC PLAN 2015–2020

REINVENTING THE URBAN SCHOOL EXPERIENCE TOGETHER



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AUSTIN
Independent School District



Dear Austin Community Partner,

The Austin ISD 2015–2020 Strategic Plan is the result of months of work by our community and educators, district administration, and the Board of Trustees. As you read through this document, you will find that the strategic plan is all about mutual commitments and expectations for all stakeholders.

Strategic planning is a recognized best practice in accelerating an organization and keeping it on an upward trajectory. This strategic plan will provide us with focus and direction for the next five years and position us to make continued progress into the future. This will be critical given our decreasing resources in the face of increasing academic standards.

When we all work together to implement the components of this strategic plan—which are innovative, aggressive and bold—we can close achievement gaps and graduate all of our students on-time and prepare them for college, career and life in a highly changing and competitive world.

I look forward to sharing my commitment to the expectations established in this strategic plan with all stakeholders of Austin ISD.

Paul Cruz, Ph.D.
Superintendent

Austin ISD Leadership



Austin ISD Board of Trustees and Superintendent

From left: Ann Teich, District 3; Edmund T. Gordon, District 1; Julie Cowan, District 4; Amber Elenz, Vice President, District 5; Gina Hinojosa, President, At-Large District 8; Paul Cruz, Ph.D., Superintendent; Dr. Jayme Mathias, Secretary, District 2; Kendall Pace, At-Large District 9; Paul Saldaña, District 6; Yasmin Wagner, District 7

More information about the Board of Trustees—including lists of the schools they represent and the committees on which they serve—can be found online at **austinisd.org/board**.

Contact the board at **trustees@austinisd.org**.

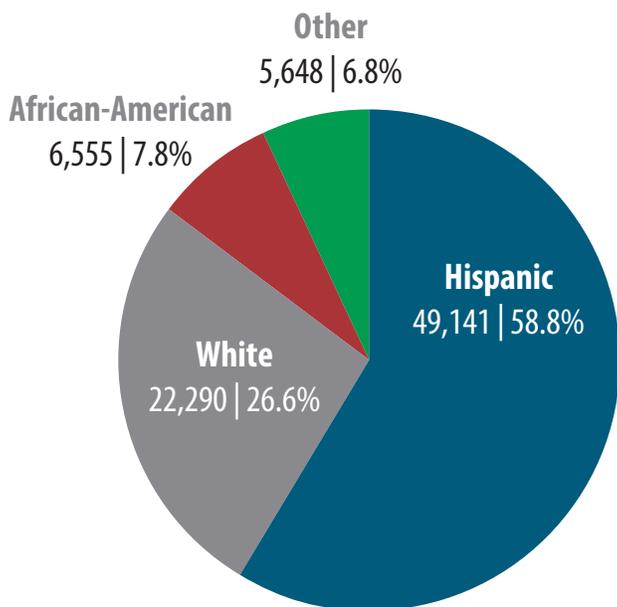
Austin ISD Basic Data

83,634
STUDENTS

130
SCHOOLS

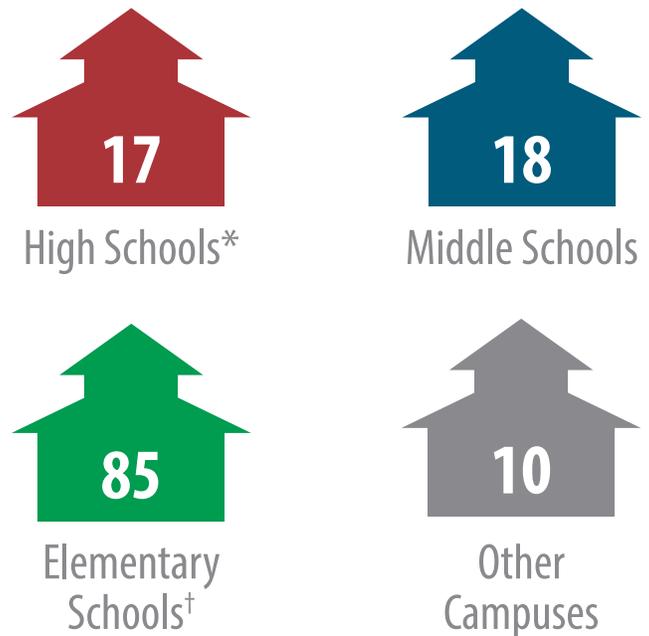
1
FAMILY

STUDENT ENROLLMENT



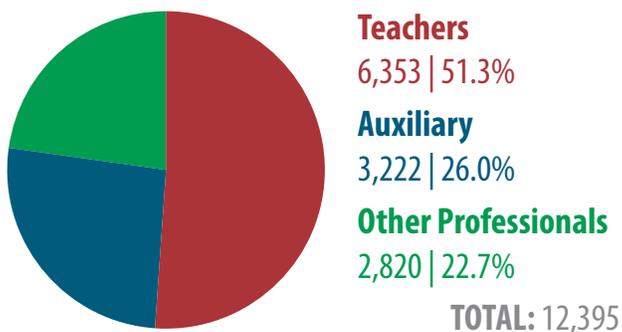
Limited English Proficiency: 23,258 | 27.8 %
Economically Disadvantaged: 47,724 | 57.1%
Special Education: 8,493 | 10.2%

CAMPUSES

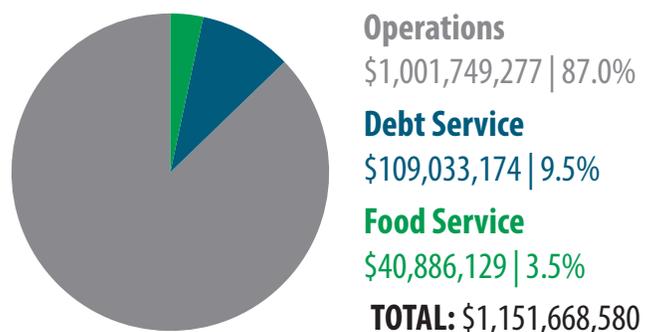


*Includes Ann Richards School for Young Women Leaders
†Includes AISD Child Development Center

EMPLOYEES



BUDGET



State Recapture: \$272,762,822
Net Operations: \$728,986,455
Total Tax Rate: \$1.202/\$100 valuation
Bond Ratings: Aaa(Moody's), AA+(S&P), AAA/AA+(Fitch)

Sources: AISD 2015–16 Approved Budget, AISD Human Resources Department, Public Education Information Management System (PEIMS) Snapshot (Preliminary)

Strategic Plan Development

Work on a new Austin ISD strategic plan for 2015–20 began in the fall of 2014 with three community meetings and an online community survey to gather input on strategic plan priorities. This input helped inform a Strategic Planning Team consisting of 30 stakeholders, including parents, students, community and business members, teachers, principals, counselors, librarians, and central administrators.

Over the course of three full days in early January 2015, the Strategic Planning Team developed a preliminary draft strategic plan. As a next step in the planning process, seven Action Teams totaling over 150 diverse stakeholders developed detailed action plans related to strategies in the preliminary draft plan. The Strategic Planning Team then reconvened to review all of the action plans and made final recommendations to the Superintendent in late April 2015.

On a parallel course, the Board of Trustees worked through the spring of 2015 to develop a Strategic Plan Framework, including statements of the district's Vision, Core Beliefs and Commitments, and Values. The Board approved the Strategic Plan Framework in June 2015. The Board also worked to develop a Strategic Plan Scorecard, with performance indicators and targets related to each of the Core Beliefs in the Strategic Plan Framework. The Board approved the Strategic Plan Scorecard in September 2015.

The Superintendent led the process to combine the work of the Board and the input of district stakeholders to form a cohesive strategic plan. Under each of the Commitments in the Board's Strategic Plan Framework, the 5-Year Implementation Plan provides Strategies and Key Action Steps that will serve as the detailed work of the Superintendent and administration over the next five years. As part of mutual commitments and expectations (which will be explained more in the next section on Strategic Plan Implementation), the 5-Year Implementation Plan identifies offices of the district responsible for accomplishing each Key Action Step and providing annual status reports.

The 2015–2020 Strategic Plan consists of three parts:

1. Strategic Plan Framework (Board of Trustees)
2. 5-Year Implementation Plan (Superintendent)
3. Strategic Plan Scorecard (Board of Trustees)

More details and information are available at austinisd.org/strategicplan.

Strategic Plan Implementation

Implementation of the strategic plan begins with its communication to all stakeholders. This is also a first step in mutual commitments and expectations, which are necessary to ensure successful implementation of the strategic plan. The strategic plan and related information, in English and Spanish, will be housed on a dedicated page of the Austin ISD website: austinisd.org/strategicplan.

All employees of the district will be emailed a link to the strategic plan with a message from the superintendent asking them to become familiar with the plan and to identify how it will affect their work. In addition, information on the strategic plan will be included in new employee orientation and in the Employee Handbook, and will be incorporated in the Superintendent's annual convocation of all district staff at the beginning of the school year.

The strategic plan will also be presented in meetings with the community and business partners. In addition, agendas of the Board and district advisory committees will show alignments with the strategic plan, and during reports to the Board on the district's work the Superintendent will make connections to the strategic plan.

Annual Campus Improvement Plans (CIPs) are developed by each campus using a standard template, which will include alignments to the strategic plan. The CIPs provide campus-level commitments to implementing the strategic plan. The content and role of the strategic plan will be included in training provided to campus administrators and Campus Advisory Council (CAC) members.

The 5-Year Implementation Plan provides administrative commitments to implementing the strategic plan at the district level. Periodically, offices assigned responsibility for each Key Action step in the strategic plan will provide status reports.

In the autumn of each year, the Superintendent will lead a review of the strategic plan, to ensure that it remains current and strongly focused on the needs of the district. The Board will either reaffirm the Strategic Plan Framework and Scorecard or make revisions as needed, and the Superintendent and Senior Cabinet will do likewise with the 5-Year Implementation Plan. Also in the autumn of each year, the Superintendent will present a Strategic Plan Scorecard results report. This report will inform the annual State of the District address and the recommendations of the District Advisory Council (DAC) on strategic plan review and budget priorities.

Another very important strategic plan alignment is with the annual district budget. Investments in the preliminary budget and recommended budget will show alignments with the strategic plan. Collectively, these strategic plan implementation and alignment processes will ensure compliance with statutory requirements [Texas Education Code §11.252] to provide an annual "District Improvement Plan."

On the next page is an at-a-glance chart showing annually recurring steps ("rhythm") related to strategic plan implementation, review, and monitoring.

Annual Rhythm

Timeframe	Annually Recurring Steps Related to Strategic Plan Implementation, Review, and Monitoring
September	Budget and Finance Advisory Committee (BFAC) discusses budget process, budget parameters, and budget calendar
September	Board discusses approach to budget process, and approves budget parameters and budget calendar
October	Discussion with district leadership on budget process and budget priorities
October	CIPs submitted and reviewed
October (Beginning 2016)	Annual Strategic Plan Scorecard results report
October	DAC planning retreat
November	State of the District Address
November	BFAC and DAC budget recommendations
November	Board discusses and approves budget assumptions and staffing formulas
November (Beginning 2016)	DAC strategic plan review recommendations
November–December (Beginning 2016)	Annual strategic plan review: <ul style="list-style-type: none"> • Board reaffirms or revises Strategic Plan Framework and Strategic Plan Scorecard • Superintendent and senior leadership reaffirm or revise the Five-Year Implementation Plan
December	Departmental budget workshops
December–January	Meetings with employee groups to discuss budget process and receive recommendations
January	Departmental budgets submitted with strategic plan alignments
January–March	Compilation of preliminary budget with strategic plan alignments
April	Preliminary budget presented to Board
May	Meetings with community to discuss preliminary budget and receive input
May	Recommended budget presented to Board
June	Board adopts budget
July-August	CIP template developed with strategic plan alignments and CIP training
August	Beginning of school year convocation of all district staff

Strategic Plan Framework

VISION

Austin ISD will reinvent the urban school experience.

MISSION

Austin ISD exists to fulfill the mission put forth by the State of Texas, which is to “ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.” [Texas Education Code §4.001(a)]

CORE BELIEF ONE

All students will graduate college-, career-, and life-ready. As part of this, we commit ourselves to:

1. Achieve excellence by delivering a high-quality education to every student.
2. Implement the transformative use of technology.
3. Ensure all students perform at or above grade level in math and reading.
4. Prepare all students to graduate on time.
5. Develop civically-engaged students.

CORE BELIEF TWO

We will create an effective, agile and responsive organization. As part of this, we commit ourselves to:

6. Create a positive organizational culture that values customer service and every employee.
7. Develop effective organizational structures.
8. Generate, leverage, and utilize strategically all resources.

CORE BELIEF THREE

We will create vibrant relationships critical for successful students and schools. As part of this, we commit ourselves to:

9. Engage authentically with students, parents/guardians, teachers, and community.
10. Build ownership in Austin ISD among internal and external stakeholders.
11. Develop and maintain community partnerships.

VALUES

Whole Child, Every Child

Physical, social, and emotional health, and safety

Equity, diversity, and inclusion

High expectations for all students, employees, parents/guardians, and community members

Creativity, collaboration, and innovation

Community schools

Life-long learning

Strategic Plan Scorecard

Core Belief One

All students will graduate college-, career-, and life-ready.

	INDICATOR <i>(See Scorecard Glossary for More Detailed Descriptions)</i>	2014	2015	2016 TARGET
1	Achievement Gap Indicator: % high school students graduating in 4 years (federal rate)	84.1%*	86.3%*	88.3%*
2	Number high school students completing industry licensures/certifications	2,779	2,888	2,950
3	% high school students submitting college applications	89%*	87%*	89%*
4	% students enrolling directly in college (within one year of graduation)	63%*	66%*	70%*
5	Students in Grades 3–8 will participate in a problem-based learning activity	N/A	N/A	TBD
6	% high school students in designated grade level completing a capstone project	N/A	N/A	TBD
7	% students in Grades 9–12 completing Advanced/Dual Credit courses	33.3%*	34.3%*	35.3%*
8	Ratio of students per district-issued computer device	N/A	N/A	3:1
9	% students in Grade 8 with computer proficiency	87%	87%	89%
10	Achievement Gap Indicator: % students achieving STAAR passing standard for Reading	78%	79%	74%†
11	Achievement Gap Indicator: % students achieving STAAR passing standard for Math	79%	77%	73%†
12	Achievement Gap Indicator: % students achieving STAAR passing standard for Writing	72%	71%	65%†
13	Achievement Gap Indicator: % Grades K–2 students reading on or above grade level	74%	73%	77%
14	% Grade 3 ELL students proficient in English or Spanish	69%	70%	75%
15	% Grade 5 ELL students proficient in English	76%	82%	85%
16	Achievement Gap Indicator: Attendance rate	95.3%	95.2%	95.5%
17	% Distinguished Level graduates	N/A	N/A	22.0%*
18	% high school students with a 4-year plan	N/A	90%	92%
19	Achievement Gap Indicator: Number of students with discretionary removals or emergency placements	358	240	204

*Data lag behind one year

†Target reflects implementation of higher passing standard in 2016



Core Belief Two

We will create an effective, agile and responsive organization.

INDICATOR (See Scorecard Glossary for More Detailed Descriptions)		2014	2015	2016 TARGET
20	% parents/guardians who feel they are treated courteously by teachers	97%	98%	98%
21	% students who feel they are safe in their schools	87%	88%	89%
22	Number of Persistently Dangerous Schools (federal requirement, defined by TEA)	0	0	0
23	% campus staff who feel their school is a good place to work and learn	92%	94%	95%
24	% campus staff who feel students at their school follow rules of conduct	78%	78%	81%
25	Administrative cost ratio	0.0645*	0.0656*	< 0.1105
26	% Highly Qualified Teachers	100%	100%	100%
27	% students who say they like to come to school	74%	75%	76%
28	Independent auditor's opinion of district finances	Unmodified	Unmodified	Unmodified
29	Balanced budget established	Yes ^{††}	Yes ^{††}	Yes
30	Bond ratings within top three levels of major credit rating agencies	Yes	Yes	Yes
31	Funds awarded from partners (tracked by OID)	\$4.5M	\$6.6M	\$5.0M
32	% campuses under-enrolled (< 75% of capacity)	17%	19%	TBD
33	% campuses overcrowded (> 115% of capacity)	21%	18%	TBD

*Data lag behind one year

††Balanced through use of reserves in 2014 and 2015



Core Belief Three

We will create vibrant relationships for successful students & schools.

INDICATOR <i>(See Scorecard Glossary for More Detailed Descriptions)</i>		2014	2015	2016 TARGET
34	% parents/guardians who feel their involvement is welcomed by teachers	90%	97%	98%
35	Number of parents participating in Parent Survey	18,803	17,098	18,000
36	% high school students participating in community service	63.8%	61.1%	62.1%
37	Develop a marketing plan for increasing student market share	N/A	N/A	Plan Developed
38	Number of tutors and mentors (registered with APIE)	2,101	2,042	2,075
39	% schools with active PTAs	96.6%	85.8%	100%
40	Number of service provider partners linked to campuses in Youth Services Mapping	95	95	95

Five-Year Implementation Plan

Core Belief One

All students will graduate college-, career-, and life-ready.

COMMITMENT 1: Achieve excellence by delivering a high-quality education to every student.

STRATEGIES	KEY ACTION STEPS
<p>1.1 We will individualize teaching and learning.</p> <p><i>Related Scorecard Indicators: 2, 5, 6, 7, 8, 17, 18, 23, 26, 27, 36, 38</i></p>	<ul style="list-style-type: none"> a. Adopt a policy that articulates the district’s theory of action for teaching and learning. b. Ensure that Austin ISD curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and is supported by a coherent and aligned assessment system. c. Create an aligned curriculum for core courses, magnet programs, and Advanced Placement (AP) courses. d. Include student and stakeholder voice through participatory curriculum design processes. e. Develop a process for students to explore and study post-secondary career opportunities. f. Provide a safe, caring, and positive learning culture that inspires innovation and excellence. g. Build partnerships with stakeholders that extend student learning to meet individual student needs.
<p>1.2 We will provide our students a variety of unique opportunities for unlimited learning.</p> <p><i>Related Scorecard Indicators: 2, 5, 6, 7, 8, 23, 27, 36</i></p>	<ul style="list-style-type: none"> a. Students will have multiple opportunities for flexible, personalized learning. b. Provide an array of course offerings and programs to fit individual student interests. c. Create opportunities for students in Grades 3–5 to participate in a problem-based activity, and develop processes for campuses to track and report. d. Create opportunities for a grade level of students identified by each high school to complete a capstone project, and develop processes for campuses to track and report. e. Create a system for student internships within Austin ISD offices and in the business community.
<p>1.3 We will provide services and supports for every student on every campus.</p> <p><i>Related Scorecard Indicators: 1, 2, 3, 4, 7, 8, 14, 15, 16, 18, 21, 22, 23, 24, 27, 31, 32, 33, 38, 40</i></p>	<ul style="list-style-type: none"> a. Each student will be actively engaged in learning and is connected to the school and broader community. b. Each student will be academically challenged and prepared for success in college or further study, employment, and participation in a global environment. c. Each student will learn in a physically and emotionally safe environment. d. Establish goals at each school related to FitnessGram Cardiovascular and Body Mass Index indicators. e. Each student will learn about and practice a healthy lifestyle



COMMITMENT 2: Implement the transformative use of technology.

STRATEGIES	KEY ACTION STEPS
<p>2.1 We will integrate technology into curriculum and instruction.</p> <p><i>Related Scorecard Indicators: 5, 8, 9, 27, 31</i></p>	<ul style="list-style-type: none"> a. Provide immersive, student-centered, inquiry and problem-based instruction to all AISD students. b. Align professional development, technology integration model, and technology deployment. c. Deploy new systems and processes for building capacity among all stakeholders (e.g., Enterprise Resource Planning, curriculum management, student information). d. Adopt a robust technology integration model for transformational use of technology for teaching and learning. e. Create an Austin ISD app store which includes apps developed by students.
<p>2.2 We will provide flexible learning environments.</p> <p><i>Related Scorecard Indicators: 2, 5, 6, 7, 8, 18, 23, 27, 36</i></p>	<ul style="list-style-type: none"> a. Optimize online learning and online learning environments. b. Update and enhance Austin ISD infrastructure. c. Promote interoperability of all technology solutions.
<p>2.3 We will promote technology through our organizational structure.</p> <p><i>Related Scorecard Indicators: 23, 31, 40</i></p>	<ul style="list-style-type: none"> a. Optimize new roles to enhance district support for technology integration and implementation.

COMMITMENT 3: Ensure all students perform at or above grade level in math and reading.

STRATEGIES	KEY ACTION STEPS
3.1 We will improve the reading and writing of all students. <i>Related Scorecard Indicators: 10, 12, 13, 14, 15, 27, 38</i>	a. Develop and implement a literacy plan that includes the science of reading instruction and includes practical applications of concepts.
	b. Provide campus-level support for implementation of the balanced literacy model to support students at all ability levels.
	c. Provide ongoing, campus-based professional development that supports core instruction, Response to Intervention (RtI), and curriculum implementation.
	d. Evaluate the dual language program to determine impact on student achievement.
3.2 We will improve the numerical fluency and problem solving skills of all students. <i>Related Scorecard Indicators: 5, 9, 11, 27, 38</i>	a. Implement a plan to increase the number of students performing at or above grade level in math.
	b. Refine and expand the computational fluency model to increase student achievement in mathematics and provide targeted intervention.
	c. Support explicit, direct instruction that is systematic, sequential, and cumulative.
3.3 We will support early childhood, pre-K, and early grade levels to promote math and reading for all students. <i>Related Scorecard Indicators: 13, 14, 27, 31, 38</i>	a. Provide varied and substantive support to enhance math and reading skills in early childhood, pre-K, and early grade levels across campuses.
	b. Expand early literacy, early childhood education, and pre-K programs and locations.

COMMITMENT 4: Prepare all students to graduate on time.

STRATEGIES	KEY ACTION STEPS
4.1 We will provide high quality interventions and resources to support all students. <i>Related Scorecard Indicators: 1, 16, 18, 19, 23, 27, 38, 40</i>	a. Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.
	b. Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high school to post-secondary).
	c. Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.
	d. Enhance on-time graduation supports and dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery.
	e. Strengthen the middle school years experience.

COMMITMENT 5: Develop civically-engaged students.

STRATEGIES	KEY ACTION STEPS
5.1 We will provide opportunities for civic engagement to all students. <i>Related Scorecard Indicators: 5, 6, 36</i>	a. Increase civic engagement across campuses.
	b. Promote student participation in, and support teacher implementation of, community impact projects (e.g., Model United Nations).
	c. Engage students in authentic problem-solving experiences to address and improve issues relating to gang activity, drug awareness, bullying, and cultural proficiency and inclusion.

Five-Year Implementation Plan

Core Belief Two

We will create an effective, agile and responsive organization.

COMMITMENT 6: Create a positive organizational culture that values customer service and every employee.

STRATEGIES	KEY ACTION STEPS
6.1 We will create a positive organizational culture that values customer service and every employee. <i>Related Scorecard Indicators: 20, 23, 34, 35, 37</i>	a. Provide excellent customer service in interactions with campus and district staff.
	b. Strengthen employee reward and recognition programs.
	c. Provide transparent, accurate, and accessible information.

COMMITMENT 7: Develop effective organizational structures.

STRATEGIES	KEY ACTION STEPS
7.1 We will ensure organizational capacity. <i>Related Scorecard Indicators: 21, 22, 23, 25, 26, 31, 30</i>	a. Improve internal communications.
	b. Organize central administration to support schools, and enable campus leadership to focus on the classroom.
	c. Continue to develop innovative Professional Pathways for Teachers.
	d. Create a rigorous and scalable pipeline for principals and assistant principals.
	e. Provide and maintain safe schools, facilities, transportation, and food services.
	f. Implement reorganization of the Service Center, develop a plan for the elimination of the backlog of work orders, and create a system to stabilize future requests.

COMMITMENT 8: Generate, leverage, and utilize strategically all resources.

STRATEGIES	KEY ACTION STEPS
8.1 We will acquire necessary resources. <i>Related Scorecard Indicators: 28, 29, 30, 31, 32, 33, 37</i>	a. Maximize availability of revenue streams/sources for Austin ISD programs and services through marketing and branding.
	b. Optimize resources (buildings, programs, personnel, etc.) to ensure they are utilized efficiently and effectively.
	c. Establish new revenue streams at both the district and campus levels.
	d. Broaden opportunities for local businesses and Historically Underutilized Businesses to work with the district.
	e. Implement Breakfast in the Classroom initiative effectively in schools requesting this delivery model.
	f. Create district property asset portfolio, plan for acquisition and utilization.
	g. Develop and implement a Sunset Review process of district programs and initiatives.

Five-Year Implementation Plan

Core Belief Three

We will create vibrant relationships for successful students & schools.

COMMITMENT 9: Engage authentically with students, parents/guardians, teachers, and community.

STRATEGIES	KEY ACTION STEPS
9.1 We will actively involve and value all families. <i>Related Scorecard Indicators: 20, 23, 34, 35, 37, 39</i>	a. Support the inclusion of families in district decision-making processes through a variety of outreach venues.
	b. Increase capacity to provide consistent, quality translation and interpretation services.

COMMITMENT 10: Build ownership in AISD among internal and external stakeholders.

STRATEGIES	KEY ACTION STEPS
10.1 AISD schools will be the premier choice for families. <i>Related Scorecard Indicators: 20, 23, 27, 32, 33, 34, 35, 37</i>	a. Promote and market the unique culture of each campus that reflects its safe, caring, and positive learning environment.
	b. Stabilize and work toward expanding enrollment throughout the district.
	c. Produce a plan for a state-of-the-art website for the district and campuses.
	d. Modify Board transfer policies and practices to address current student and family needs.
	e. Provide opportunities for middle schools and high schools to showcase their offerings and successes.

COMMITMENT 11: Develop and maintain community partnerships.

STRATEGIES	KEY ACTION STEPS
11.1 We will build relationships with the city of Austin and other public, private, and nonprofit entities. <i>Related Scorecard Indicators: 31, 36, 37, 38, 40</i>	a. Create opportunities for the City and County to share costs with AISD for shared services.
	b. Work with community partners to define, promote, expand, and market vertical team signature programs.
	c. Provide access to school-based and community-based co-curricular and extracurricular education opportunities.



Appendix: Scorecard Glossary

INDICATOR	DESCRIPTION	SOURCE
1	The Texas Education Agency (TEA) annually produces the Texas Academic Performance Report for districts and campuses, which are available at http://ritter.tea.state.tx.us/perfreport/tapr/ . 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. [The following supplemental data will be attached: Federal graduation rate disaggregated by student groups]	TEA
2	Students enrolled in Career and Technical Education (CTE) courses have opportunities to complete licensures or certifications in a broad range of fields to strengthen their preparation for success after graduation. Opportunities are listed on the CTE website, available at austinisd.org/academics/cte/cert .	CTE
3	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. Districtwide and individual campus survey results are available at austinisd.org/dre .	High School Exit Survey
4	Students enrolled directly in a postsecondary institution within a year of high school graduation are tracked by the National Student Clearinghouse. 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.	NSC
5	The 5-Year Implementation includes a Key Action Step, 1.2.c., to create opportunities for students in Grades 3–8 to participate in a problem-based activity, and develop processes for campuses to track and report. This Key Action Step will be phased-in in Year 3. Problem-based learning is an alternative to traditional classroom learning. In PBL, the teacher presents a real-world problem, not lectures, assignments, 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.	Campuses
6	The 5-Year Implementation includes a Key Action Step, 1.2.d., to create opportunities for a grade level designated by each high school to complete a capstone project, and develop processes for campuses to track and report. This Key Action Step will be phased-in in Year 3. 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
7	Advanced courses are identified by TEA in Appendix B of its TAPR Glossary, available at: http://ritter.tea.state.tx.us/perfreport/tapr/2014/glossary.html . Dual-credit (or dual-enrollment) courses are those for which a student receives both high school and college credit. In the state's accountability system, this indicator is used in the calculation of the Postsecondary Readiness Indicator and in awarding Distinction Designations to high schools.	TEA
8	In implementing the voter-approved 2013 Bond Program, campuses will receive funding based on enrollment in order to select from a list of district-approved computer devices for student use. The target is no more than 3 students per a computer device that is no more than 4 years old.	Information Technology
9	Each year, eighth-graders across the state are given the Technology Literacy Assessment. This test derives from federal No Child Left Behind requirements and is implemented by state law in Chapter 126 of the Texas Education Code. A student is considered computer literate by meeting Technology Applications standards of the Texas Essential Knowledge and Skills.	Information Technology
10	State of Texas Assessments of Academic Readiness (STAAR) passing standards are being phased in by TEA, with incremental increases in the standards over several years. The passing rates reported in the Scorecard are for all students combined across all grade levels. The Scorecard 2016 target reflects the implementation of higher passing standards in 2016.	TEA
11	See Indicator 10.	
12	See Indicator 10.	
13	Students in kindergarten through Grade 2 are administered the Developmental Reading Assessment/Evaluación del Desarrollo de Lectura, a series of leveled books and teacher observation recording sheets designed for teachers to determine reading accuracy, fluency, and comprehension levels in English and Spanish.	DRA/EDL
14	The English Language Learner students are in Grade 3 and have been in U.S. schools for at least three years. Proficiency in English or Spanish is measured by passing STAAR Reading.	TEA
15	The ELL students are in Grade 5 and have been in U.S. schools for at least three years. Proficiency in English is measured by passing STAAR Reading.	TEA



INDICATOR	DESCRIPTION	SOURCE
16	Attendance rates are provided in TAPR reports, and give student attendance for the entire school year. Only students in Grades 1–12 are included in the attendance rate.	TEA
17	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.)	TEA
18	When 8th-graders select their 9th–grade courses they also begin development of their 4-year high school plans. These plans lay out courses and credits necessary for graduation as well as elective interests. These plans are monitored and maintained through the high school grades using Naviance Family Connection, a college and career Web-based resource for students and parents.	Campuses
19	Removal of a student refers to placement in a Disciplinary Alternative Education Program. A discretionary removal is one that is not required by law or district policy. An emergency removal is one involving a student considered to be a safety risk who is sent to a DAEP pending a placement hearing.	Student Services
20	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. Districtwide and individual campus survey results are available on the Research and Evaluation website at austinisd.org/dre .	Parent Survey
21	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. Districtwide and individual campus survey results are available on the Research and Evaluation website at austinisd.org/dre .	Student Climate Survey
22	Derived from federal NCLB requirements, TEA has developed a definition and methodology for identification of campuses required to implement the School Safety Choice Option. A campus is defined as a Persistently Dangerous School and required to implement the SSCO if it has a number of mandatory expellable incidents per year equal to 1% or more of its enrollment in each of the three most recent consecutive years for which data are available. Students attending a PDS, or who become victims of a violent criminal offense while on the grounds of the school they attend, are allowed to attend a safe school.	TEA



INDICATOR	DESCRIPTION	SOURCE
23	The Teaching, Empowering, Leading, and Learning (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. Districtwide and individual campus survey results are available on the Research and Evaluation website at austinisd.org/dre .	
24	See Indicator 23.	
25	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
26	Federal NCLB requires all teachers teaching core subject academic areas to meet specific competency and educational requirements. Teachers meeting the following criteria are defined as Highly Qualified: holding at least a bachelor's degree; having full state certification; and demonstrating competency through passing the Texas Examinations of Educator Standards, or holding a college major or coursework equivalent in subject(s) taught, or meeting NCLB's High, Objective, Uniform Standard of Evaluation.	Human Resources
27	See Indicator 21.	
28	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
29	A budget is "balanced" when expenditures match revenues for a given period. When revenues exceed expenditures, this is referred to as a budget surplus. When expenditures exceed revenues, this is referred to as a budget deficit.	Finance
30	The "Big 3" credit rating agencies are Moody's, Standard and Poor's, and Fitch. These 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



INDICATOR	DESCRIPTION	SOURCE
31	The Office of Innovation & Development (OID) was established to support the district and individual campuses in their fundraising efforts and to link community-based service providers and corporations with Austin ISD campuses. OID handles a number of awards from partners, but campuses and their PTAs and booster clubs may also obtain funding assistance on their own.	OID
32	According to the AISD Facility Master Plan (FMP) approved by the Board, under-enrolled campuses are those with enrollments less than 75% of permanent capacity, which is defined as the total number of students that can be supported by campus space other than portables and rooms not originally designed for instruction.	Facilities
33	According to the FMP, overcrowded campuses are those with enrollments greater than 11% of permanent capacity (see description for Indicator 32).	Facilities
34	See Indicator 20.	
35	See Indicator 20.	
36	See Indicator 3.	
37	In the 5-Year Implementation Plan, Strategy 10.1 and its related Key Action Steps focus on better marketing district and campus offerings and successes, and boosting student enrollment. "Market share" refers to the total number of school-age children living within the district's boundaries who attend public schools, which include public charter schools.	Comm. and Community Engagement.
38	Austin Partners in Education (APIE) provides most of the tutors and mentors for AISD schools. APIE has a registration program in which background checks are performed and tutors and mentors are provided training and support.	APIE
39	The Austin Council of Parent Teacher Associations (ACPTA) monitors all PTAs in the district, and uses the National and State PTA definition that a PTA is "active" if it has at least 20 members for a given school year.	ACPTA
40	The Youth Services Mapping (YSM) system was developed collaboratively by AISD and a number of public and private entities. It is a web-based information database designed to allow the sharing of information on and connection to various resources and support services for children and youth.	OID



AUSTIN ISD STRATEGIC PLAN 2015–2020

REINVENTING THE URBAN SCHOOL EXPERIENCE TOGETHER

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