

AISD Strategic Plan 2015-2020
2016-2017 Scorecard
GLOSSARY

Scorecard Indicator	Description	Data Source	Data Contact	Final Data Available
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	Lindsay Lamb	6/2017
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.	iStation	Carolyn Hanschen	6/2017 (Baseline Year)
3	% of students reaching the Postsecondary Readiness Standard on STAAR Reading Percentage of students who scored at or above the postsecondary readiness standard on STAAR. The postsecondary readiness standard is also known as the Level II Final standard.	TAPR	Carolyn Hanschen	8/2017
4	% of students who did not meet the Postsecondary Readiness Standard on STAAR Reading but exceeded one year's growth Percentage of students who do not reach the Postsecondary Readiness Standard on STAAR but meet the student-level criteria for progress in either the STAAR progress measure or the ELL progress measure.	TAPR	Carolyn Hanschen	8/2017
5	% of students reaching the Postsecondary Readiness Standard on STAAR Math See Indicator 3.	TAPR	Carolyn Hanschen	8/2017
6	% of students who did not meet the Postsecondary Readiness Standard on STAAR Math but exceeded one year's growth See Indicator 4.	TAPR	Carolyn Hanschen	8/2017
7	% of 5th and 8th grade students demonstrating proficiency on a problem-based learning activity 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.	Campuses	Sandra Creswell	N/A (Implemented 2017-18)
8	% 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	N/A (Implemented 2017-18)
9	% 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	N/A (Class of 2018)
10	% 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	NSC/Campuses	Karen Looby	8/2017

Scorecard Indicator	Description	Data Source	Data Contact	Final Data Available
	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 earning 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.			
11	% of high school 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	6/2017
12	# of industry certifications/licenses earned by high school students 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: http://www.austinisd.org/academics/cte/cert .	CTE	Carol Pazera	8/2017
13	% 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.	High School Exit Survey	Karen Looby	6/2017
14	% 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	8/2017
15	Attendance rate Student attendance for the entire school year for students in grades 1-12.	TAPR	Patti Schroeder	8/2017
16	SAT/ACT/TSI performance rates of annual graduates The percent 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.	TAPR	Carolyn Hanschen	6/2017
17	Achievement Gaps – Reading Percentages of students who scored at the postsecondary level or better on STAAR Reading are compared by student groups. Gaps are calculated between: a. African American students and White students b. Hispanic students and White students c. Economically Disadvantaged students and non-Economically Disadvantaged students d. Current and monitored English Language Learners and non-English Language Learners e. Special Education students and non-Special Education students	TAPR	Carolyn Hanschen	8/2017
18	Achievement Gaps – Math The gaps defined in Indicator 17 are applied to STAAR Math.	TAPR	Carolyn Hanschen	8/2017
19	Achievement Gaps – Attendance The gaps defined in Indicator 17 are applied to attendance rates.	TAPR	Patti Schroeder	8/2017
20	Achievement Gaps – Graduation Rate The gaps defined in Indicator 17 are applied to graduation rates.	TAPR	Patti Schroeder	8/2017
21	Achievement Gaps – K-2 Students Reading on Grade Level The gaps defined in Indicator 17 are applied to iStation Indicators of Progress (ISIP) K-2 end-of-year reading performance.	iStation	Carolyn Hanschen	8/2017 (Baseline Year)
22	Achievement Gaps – Disproportionality of Discretionary Removals and Emergency Placements Removal of a student refers to placement in a Disciplinary Alternative Education Program (DAEP). 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	Student Services	Paul Perez	6/2017

Scorecard Indicator	Description	Data Source	Data Contact	Final Data Available
	<p>who is sent to a DAEP pending a placement hearing. The number of discretionary removals and emergency actions are reported for the following student groups:</p> <ul style="list-style-type: none"> a. African American b. Hispanic c. Economically Disadvantaged d. English Language Learners e. Special Education <p>The target is a reduction in the number of disciplinary actions for each student group.</p>			
23	<p>Achievement Gaps – Disproportionality of Home School Suspensions</p> <p>The target is a reduction in the number of disciplinary actions for each student group.</p>	Student Services	Paul Perez	6/2017
24	<p># of PEIMS ID errors is below threshold</p> <p>The Person Identification Database (PID) system ensures that each time information is collected for a student, the identifying information matches other data collections for that student. This allows student data to be linked across time and/or school districts. The PID error rate has declined significantly over the years, but any error has a detrimental effect on the calculation of longitudinal measures, such as the four-year dropout rate and the high school graduation rate.</p>	PEIMS	Patti Schroeder	2/2017
25	<p># of PEIMS under-reports is below threshold</p> <p>Underreported students are 7th–12th graders who were enrolled at any time during the prior year, but are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record.</p>	PEIMS	Patti Schroeder	2/2017
26	<p>Parents are provided information on school performance</p> <p>Campus accountability ratings from TEA are included in student report cards for the first grading period.</p>	TAPR	Carolyn Hanschen	11/2016
27	<p># of exceptions on annual financial audit</p> <p>An exception is noted if the auditors find that the district has had transactions or events that occurred outside of its normal operation.</p>	Finance	David Edgar	11/2016
28	<p>Maintain minimum Unassigned General fund balance per policy</p> <p>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.</p>	Finance	David Edgar	11/2016
29	<p>Independent auditor’s opinion of district finances</p> <p>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.</p>	Finance	David Edgar	10/2016
30	<p>Bond ratings within top three levels of major credit rating agencies</p> <p>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.”</p>	Finance	David Edgar	8/2017
31	<p>Administrative cost ratio</p> <p>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.</p>	School First	David Edgar	8/2017
32	<p>Pilot Measure - Reduce % of “Ineffective” teachers at struggling campuses</p> <p>Struggling (Cohort 1) campuses are defined as campuses receiving or having previously received an Improvement Required (IR) performance rating from TEA, as well as other campuses identified to receive intensive support by the Office of Teaching and Learning. Effectiveness levels of teachers are defined in Professional Pathways for Teachers (PPfT). “Ineffective” teachers are provided ongoing professional development and support.</p>	Educator Quality	Kimiko Krekel	6/2017 (Baseline Year)
33	<p>Pilot Measure - % of principal vacancies at IR campuses filled by “Effective” administrators</p> <p>Effectiveness is determined by an administrator’s overall effectiveness rating on the Campus Administrator Performance Review (CAPR).</p>	CAPR	Kimiko Krekel	7/2017

Scorecard Indicator	Description	Data Source	Data Contact	Final Data Available
34	Per pupil expenditure at struggling campuses Total general fund expenditures of struggling campus divided by total enrollment of struggling campuses.	Finance	David Edgar	6/2017 (Baseline Year)
35	% of students participating in extracurricular activities As reported on the High School Exit Survey. See indicator 13 for details.	High School Exit Survey	Karen Looby	6/2017 (Baseline Year)
36	% 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	Lindsay Lamb	6/2017
37	% of campus staff who feel students at their school follow rules of conduct As reported on 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	Shaun Hutchins	6/2017
38	% 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	Chelsea Cornelius	6/2017
39	% of respondents satisfied with engagement at DCE 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	Chelsea Brass	9/2017 (Baseline Year)
40	% 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, or Acceptable. 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	Laura Sanchez Fowler	9/2017
41	# of discretionary removals, emergency placements Total number of disciplinary actions. See Indicator 22 for definitions and disciplinary actions by student groups.	Student Services	Paul Perez	6/2017
42	# of Home School Suspensions Total number of disciplinary actions. See Indicator 23 for definitions and disciplinary actions by student groups.	Student Services	Paul Perez	6/2017
43	% 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. See Indicator 37 for more information.	TELL Survey	Shaun Hutchins	6/2017
44	% HUB participation on Bond funded construction programs The percentage of the total amount the district has paid for bond-funded architectural and engineering services and construction that has been reported by prime firms to be paid to historically underutilized business (HUB) firms.	Construction Management	Debra Boone	1/2017
45	Provide staff with cultural proficiency professional learning Cultural proficiency is the understanding of adults that their personal culture and background impact the students they work with. Inclusiveness is a way of being that shows respect, understanding, and acceptance in which diversity is valued as an asset within the AISD community. These sessions provide an opportunity for staff to dialogue about issues of equity and access. Staff develop personal capacity to focus on the elimination of inequitable outcomes in their personal sphere of influence. CP&I professional learning engages staff in critical self-reflection on their interaction with students and their families in a manner that considers the diverse needs of all.	Cultural Proficiency and Inclusiveness	Angela Ward	8/2017 (Baseline Year)

Scorecard Indicator	Description	Data Source	Data Contact	Final Data Available
46	Decrease disproportionality of African American representation at magnet schools Magnet schools include Kealing, Fulmore, and LASA. The Actual value is the number of African American students accepted into magnet schools.	eMAP	Debra Ready	3/2017
47	Decrease disproportionality of Hispanic representation at magnet schools Magnet schools include Kealing, Fulmore, and LASA. The Actual value is the number of Hispanic students accepted into magnet schools.	eMAP	Debra Ready	3/2017
48	Decrease disproportionality of African American representation in the GT program (ES and MS) Each school district must comply with requirements of the Texas State Plan for the Education of Gifted/Talented Students. All campuses in AISD provide screening, identification, and services for GT students. In Texas, about eight percent of students in public schools are in GT programs. This indicator strives to achieve at least an eight percent participation rate for African American students in elementary and middle school GT across the district within the next five years.	TEAMS	Karen Looby	8/2017
49	Decrease disproportionality of Hispanic representation in the GT program (ES and MS) See Indicator 48.	TEAMS	Karen Looby	8/2017
50	Decrease disproportionality of African American students completing Advanced/Dual Credit/IB courses Advanced courses are identified by TEA in Appendix B of its TAPR Glossary, available at: https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/glossary_1.18.pdf . Dual credit (or dual enrollment) courses are those for which a student receives both high school and college credit. International Baccalaureate (IB) is a program that is globally recognized for a curriculum that offers 11 th and 12 th grade students an opportunity to earn an IB diploma, which is recognized by universities worldwide.	TAPR	Karen Looby	8/2017 (Baseline Year)
51	Decrease disproportionality of Hispanic students completing Advanced/Dual Credit/IB courses See Indicator 50.	TAPR	Karen Looby	8/2017 (Baseline Year)
52	Pilot Measure - Develop a plan for the socio-economic desegregation of schools, beginning with District 1	TAPR	Jacob Reach	9/2017