

AISD Strategic Plan 2015-2020
2018-19 Scorecard Glossary

Scorecard Indicator	Scorecard Indicator/Definition	Data Source	Final Data Available	District	Campus Levels
GOAL 1	Increase student achievement through a strong literacy foundation for all.				
GPM 1.1	The percentage of AISD PK students who meet kindergarten readiness as measured by the Texas Kindergarten Entry Assessment (TX-KEA) when they are in kindergarten will increase from 73% to 90% by SY 21/22.	TX-KEA	December	✓	ES
	<i>TX-KEA is a collaborative effort of USDE, TEA, and the Children's Learning Institute at UTHealth. It is a school readiness screener that can be reliably administered by kindergarten teachers. It covers multiple child development domains and better informs teachers about their students, helping them to design more appropriate learning opportunities. The vocabulary sub test is used to measure readiness. Readiness is considered the percentage of students On-Track. For students with both English and Spanish results, the best score is used.</i>				
GPM 1.2	The percentage of African American students in grades 1 & 2 who are reading on or above grade level as measured by Istation's Indicators of Progress (ISIP) end-of-year assessment will increase from 54% to 63% by SY 21/22.	iStation	June	✓	ES
	<i>The end-of-year grade level status of students who are enrolled on the fall Snapshot date using iStation's Indicators of Progress (ISIP). ISIP is a TEA funded assessment tool that provides on/off grade level information in addition to detailed reports and instructional tools for teachers. The test can be administered in English and/or Spanish. For students who test in both languages, the best result is used.</i>				
GPM 1.3	The percentage of Hispanic students in grades 1 & 2 who are reading on or above grade level as measured by Istation's Indicators of Progress (ISIP) end-of-year assessment will increase from 63% to 70% by SY 21/22.	iStation	June	✓	ES
	<i>The end-of-year grade level status of students who are enrolled on the fall Snapshot date using iStation's Indicators of Progress (ISIP). ISIP is a TEA funded assessment tool that provides on/off grade level information in addition to detailed reports and instructional tools for teachers. The test can be administered in English and/or Spanish. For students who test in both languages, the best result is used.</i>				
GPM 1.4	The percentage of economically disadvantaged students in grades 1 & 2 who are reading on or above grade level as measured by Istation's Indicators of Progress (ISIP) end-of-year assessment will increase from 59% to 67% by SY 21/22.	iStation	June	✓	ES
	<i>The end-of-year grade level status of students who are enrolled on the fall Snapshot date using iStation's Indicators of Progress (ISIP). ISIP is a TEA funded assessment tool that provides on/off grade level information in addition to detailed reports and instructional tools for teachers. The test can be administered in English and/or Spanish. For students who test in both languages, the best result is used.</i>				
GPM 1.5	The percentage of 3rd graders achieving the Meets Grade Level (postsecondary readiness) standard on the STAAR reading assessment will increase from 49% to 59% by SY 21/22.	TAPR	August	✓	ES
	<i>The percentage of 3rd grade students in the non-mobile subset who scored at or above the Meets Grade Level standard on the STAAR reading assessment.</i>				
GPM 1.6	The percentage of students meeting their individualized dyslexia/reading progress measures as defined in their intervention plans will increase from X to Y by SY 21/22.	eCST, e504, SEEDS	June	✓	All
	<i>The percentage of students meeting their individualized dyslexia/reading progress measures as defined in their intervention plans in either the eCST, e504 or SEEDS system. The progress measure from the area that the ARD, 504, or Child Study Team (CST) committee felt was most significant/impactful for student growth is used. This is a pilot indicator.</i>				

AISD Strategic Plan 2015-2020
2018-19 Scorecard Glossary

Scorecard Indicator	Scorecard Indicator/Definition	Data Source	Final Data Available	District	Campus Levels
GOAL 2	Ensure personal development and critical thinking skills through excellence in learning experiences.				
GPM 2.1	The percentage of students in grades 5 & 8 who demonstrate proficiency on a problem-based learning activity will be greater than or equal to 90%.	Campuses	June	✓	ES, MS
	<i>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. This indicator is calculated by determining the number of students enrolled at the end of the school year who demonstrated proficiency on a problem-based learning activity.</i>				
GPM 2.2	The percentage of students in grades 6 & 7 who achieve the Meets Grade Level (postsecondary readiness) standard as measured by the STAAR math assessment will increase from 36% to 48% by SY 21/22.	TAPR	August	✓	MS
	<i>The percentage of students in the All Students group who scored at or above the Meets Grade Level (postsecondary readiness) standard on the Gr 6 and Gr 7 STAAR math assessment.</i>				
GPM 2.3	The percentage of students in grades 6-8 who successfully complete a district-created BLEND mathematics module will increase from X to Y by SY 21/22.	BLEND	June	✓	MS
	<i>BLEND is built on the Canvas Learning Management System and offers a secure point of access for blended learning. Blended learning is the fusion of online learning and in-person school. BLEND also allows parents to support student learning by providing a view of assignments, due dates, communication with instructors and more.</i>				
GPM 2.4	The percentage of students completing Algebra I before entering high school will be greater than or equal to 35%.	TEA Data Files	August	✓	MS
	<i>The percentage of 8th grade students who are enrolled on the last day of school who completed Algebra I as evidenced by having taken the Algebra I End of Course (EOC) exam.</i>				
GPM 2.5	The percentage of schools meeting or maintaining their baseline school level (ES, MS or HS) average SEL implementation score, as measured by the SEL implementation rubric, will increase from 69% to 81% by SY 21/22.	SEL Rubric	August	✓	All
	<i>The percentage of schools meeting or maintaining their baseline school level (ES, MS, or HS) average SEL implementation score as measured by the SEL implementation rubric. As part of the SEL implementation rubric, schools are rated across 4 broad goals and can receive up to 90 possible points.</i>				

* Data lag by one year

AISD Strategic Plan 2015-2020
2018-19 Scorecard Glossary

Scorecard Indicator	Scorecard Indicator/Definition	Data Source	Final Data Available	District	Campus Levels
GOAL 3	All students will graduate college-, career-, and life-ready.				
GPM 3.1	The percentage of students who graduate college-, career- and life-ready as measured by military enlistment, enrollment in a postsecondary institution or completion of an industry certification or license will increase from 76% (Class of 2017) to 81% (Class of 2021) by SY 21/22.*	High School Exit Survey, NSC, CTE	August	✓	HS
	<i>Plans for military enlistment in the year after high school graduation are indicated by seniors who complete the High School Exit Survey in the spring before 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. 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 graduation. Opportunities are listed on the CTE website, available at: http://www.austinisd.org/academics/cte/cert. Certifications earned by students are recorded in TEAMS. This indicator lags by one year.</i>				
GPM 3.2	The percentage of annual graduates meeting the Texas Success Initiative criteria in both ELA and math on the SAT, ACT or TSI assessments will increase from 58% to 66% by SY 21/22.*	TEA	August	✓	HS
	<i>The percentage of annual graduates who meet or exceed the Texas Success Initiative (TSI) criteria in both English Language Arts and math on the SAT, ACT or TSI assessments. Specific data analyzed come from the TEA List of College-Ready Annual Graduates.</i>				
GPM 3.3	The percentage of 12th grade students demonstrating proficiency on a capstone project will be greater than or equal to 90%.	HS Campuses	June	✓	HS
	<i>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.</i>				
GPM 3.4	The percentage of Distinguished Level graduates will increase from 92% to 95% by SY 21/22.	TAPR	Class of 2018	✓	HS
	<i>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 SY 17-18 graduates who are in the 2018 (and later) cohort. The Distinguished Level requires more math and science, and better positions graduates to be more competitive in their college and career choices.</i>				
GPM 3.5	The percentage of campus staff who feel students at their school follow rules of conduct will increase from 77% to 82% by SY 21/22.	TELL Survey	June	✓	All
	<i>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.</i>				

* Data lag by one year

AISD Strategic Plan 2015-2020
2018-19 Scorecard Glossary

Scorecard Indicator	Scorecard Indicator/Definition	Data Source	Final Data Available	District	Campus Levels
CONSTRAINT 1	Do not allow the District to operate inefficiently or ineffectively.				
CPM 1.1	The district will maintain a balanced budget within board fund balance policy.	Finance	November	✓	
	<i>Board Policy CE (Local) indicates that Unassigned Fund Balance shall be equal to not less than 20% of the combined budgeted expenditures of the District General Fund, excluding Chapter 41 recapture expenditures.</i>				
CPM 1.2	An independent auditor's opinion will indicate that the district's finances are fairly represented and prepared in accordance with Generally Accepted Accounting Principles (unmodified).*	Finance	November	✓	
	<i>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.</i>				
CPM 1.3	The district will maintain bond ratings within the top three levels of major credit rating agencies.*	Finance	November	✓	
	<i>Major credit rating agencies use various scales to advise investments in municipal bonds. The target is to be within the top three levels of each rating scale.</i>				
CPM 1.4	The percentage of departments requiring a 3rd internal audit follow up will decrease from 75% to 20% by SY 21/22.	Internal Audit	August	✓	
	<i>The Board of Trustees annually approves a list of departments to audit. After the initial audits, those departments with identified deficiencies receive follow-ups to assess whether the deficiencies have been adequately addressed. Departments may require multiple follow-ups.</i>				
CPM 1.5	2017 bond projects will start and finish on time and on budget.	Construction Management	July	✓	
	<i>The Community Bond Oversight Committee (CBOC), appointed by the Board, closely and regularly monitors the implementation of bond projects, and reports to the Board. Monitoring will include the timelines associated with each phase of the bond projects inclusive of technology projects.</i>				
CPM 1.6	HUB aspirational goals for the 2017 bond program will be met or exceeded on construction-related projects.	HUB	July	✓	
	<i>HUB aspirational goals for construction-related projects are reported in 2 Categories, 1)Professional Services (Architectural/Engineering): African American (AA) - 1.9%; A/NA - 7.4%; Hispanic (Hisp) - 9.4%; Women Business Enterprise (WBE) - 9.8%; Total 28.5%, and 2) Construction: AA - 1.7%; A/NA -1.9%; Hisp - 8.1%; WBE - 10.2%; Total 21.9%.</i>				

* Data lag by one year

AISD Strategic Plan 2015-2020
2018-19 Scorecard Glossary

Scorecard Indicator	Scorecard Indicator/Definition	Data Source	Final Data Available	District	Campus Levels
CONSTRAINT 2	Do not prevent parents and guardians from being engaged in their students' learning.				
CPM 2.1	The percentage of staff members who have completed customer service orientation training will increase from X to Y by SY 21/22.	Human Capital	June	✓	All
	<i>As AISD continues to work toward an organizational culture that values each employee and provides exceptional customer service to our students and families, the District has developed guiding principles to lead this charge - AISD CARES. These five principles, Customer-Focused, Action-Oriented, Responsive, Empathetic, and Service-Driven, were developed to ensure a culture of positive relationships and exceptional customer service at all district locations.</i>				
CPM 2.2	The percentage of campuses/departments that score 75% or more on the AISD CARES Customer Service Evaluation will increase from X to Y by SY 21/22.	CARES Evaluation	June	✓	All
	<i>The AISD Cares Customer Service Evaluation includes mystery calls, a campus customer service checklist, campus walkthroughs and a CARES Team Audit.</i>				
CPM 2.3	The percentage of parents who feel their involvement is welcomed by campus administrators, counselors and teachers will be at or above 98% at no fewer than 90% of AISD campuses.	Family Survey	June	✓	All
	<i>The Family 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. This indicator is the mean of four item responses in the "involvement in my child's education is welcomed" section of the Family Survey: My involvement in my child's education is welcomed by the principal, ...assistant principal, ...teachers and ...school counselors.</i>				
CPM 2.4	The percentage of parents utilizing Blend will increase From X% to 75% by SY 21/22.	BLEND	June	✓	All
	<i>BLEND allows parents to support student learning by providing a view of assignments, due dates, communication with instructors and more. BLEND is built on the Canvas Learning Management System and offers a secure point of access for blended learning. Blended learning is the fusion of online learning and in-person school. Utilize is defined as logging in one or more times each grading period.</i>				
CPM 2.5	At least 96% of campuses will have active PTAs.	ACPTA	June	✓	All
	<i>Each membership year (beginning on August 1), local PTAs must meet both of the following requirements to attain active status with Texas PTA:</i> <ul style="list-style-type: none"> · Remit to Texas PTA state/national membership dues for at least 20 members. · Submit to Texas PTA the name and contact information of at least one current board member, preferably the President. 				
CONSTRAINT 3	Do not allow the district to conduct itself in an inequitable or discriminatory manner.				
CPM 3.1	African American enrollment in magnet schools will increase from 81 to 109 by SY 21/22.	Student Services	June	✓	Kealing, Fulmore and LASA
	<i>The count of African American students enrolled in magnet schools. Includes African American students declaring more than one race. Magnet schools include Kealing, Fulmore, and LASA.</i>				
CPM 3.2	Hispanic enrollment in magnet schools will increase from 594 to 802 by SY 21/22.	Student Services	June	✓	Kealing, Fulmore and LASA
	<i>The count of Hispanic students enrolled in magnet schools. Magnet schools include Kealing, Fulmore, and LASA.</i>				

* Data lag by one year

AISD Strategic Plan 2015-2020
2018-19 Scorecard Glossary

Scorecard Indicator	Scorecard Indicator/Definition	Data Source	Final Data Available	District	Campus Levels
CPM 3.3	8% of African American students will be enrolled in the Gifted and Talented program by SY 21/22.	TEAMS	June	✓	ES, MS
	<i>This indicator strives to achieve at least an 8% participation rate of African American students in elementary and middle school Gifted and Talented (GT) programs across the district, 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. Includes African American students declaring more than one race.</i>				
CPM 3.4	8% of Hispanic students will be enrolled in the Gifted and Talented program by SY 21/22.	TEAMS	June	✓	ES, MS
	<i>This indicator strives to achieve at least an 8% participation rate of Hispanic students in elementary and middle school Gifted and Talented (GT) programs across the district, 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.</i>				
CPM 3.5	The percentage of students who respond on the Student Climate Survey that <i>students at my school are respectful of others</i> will increase from X to Y by SY 21/22.	Student Climate Survey	June	✓	All
	<i>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. This indicator is the average of favorable responses to the following questions: 1) My classmates show respect to each other, 2) My classmates show respect to other students who are different, and 3) My classmates treat me with respect.</i>				
CPM 3.6	The number of home school suspensions will be less than or equal to 4,694.	Student Services	June	✓	All
	<i>This indicator measures the total number of home school suspension disciplinary actions occurring per year.</i>				
CPM 3.7	The percentage of campuses with a Recognized or Exemplary rating on the Coordinated School Health report will increase from 87% to 95% by SY 21/22.	Health Program	June	✓	All
	<i>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.</i>				
CPM 3.8	Students with suspected dyslexia will be evaluated within 45 school days.	eCST, e504 or SEEDS	June	✓	All
	<i>This indicator monitors whether the timeline for the initial evaluation of dyslexia in all programs meets the state timeline for special education evaluations (45 school days). The data gathered in the evaluation informs instructional interventions.</i>				