

Austin ISD Lone Star Governance Goals, GPMs, Constraints, and CPMs

VISION STATEMENT

We are Austin's home for inclusive learning: high expectations for all children, and high outcomes for every student.

STUDENT OUTCOME GOALS

Goal 1 - 3rd Grade Literacy

The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from X% in June 2024 to Y% by June 2029.

Group	2020-21	2021-22	2022-23	2023-24	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students										
Am. Indian										
Asian										
Black										
Hispanic										
Pac. Islander										
2 or More										
White										
Eco. Dis.										
Em. Bilingual										
SpEd										

GPM 1.1: The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Reading Achievement Score Proficiency Indicator (30th percentile or below in English/40th percentile or below in Spanish) will decrease from X% in June 2024 to Y% by June 2029.

Goal 2 - 3rd Grade Numeracy

The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from X% in June 2024 to Y% by June 2029.

Group	2020-21	2021-22	2022-23	2023-24	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students										
Am. Indian										
Asian										
Black										
Hispanic										
Pac. Islander										
2 or More										
White										
Eco. Dis.										
Em. Bilingual										
SpEd										

GPM 2.1: The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Mathematics Achievement Score Proficiency Indicator (30th percentile or below in English and Spanish) will decrease from X% in June 2024 to Y% by June 2029.

Goal 3 - College Career and Military Readiness

The percentage of annual graduates who demonstrate CCMR by meeting TSI criteria and at least of one of the following items: earning an associate’s degree concurrent with graduation, enrolling at a postsecondary institution following graduation, earning an industry-based certification, or earning a Level I or Level II certificate will increase from X% for the class of 2022 to Y% in class of 2027.

GPM 3.1: The percentage of 11th-12th grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from X% in June 2024 to Y% by June 2029.

GPM 3.2: The percentage of 11th-12th grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from X% in June 2024 to Y% by June 2029.

GPM 3.3: The percentage of 11th-12th grade students who enroll in courses aligned with an Industry Based Certification and persist to successful course completion will increase from X% in June 2024 to Y% by June 2029.

Goal 4 - Middle School Algebra

The percentage of students identified as economically disadvantaged enrolled in middle school Algebra I who successfully complete the course by earning course credit and achieving meets grade level or above on the Algebra I EOC will increase from X% in June 2024 to Y% by June 2029.

GPM 4.1: The percentage of 6th-grade students identified as economically disadvantaged who enroll in accelerated mathematics and persist to course completion will increase from X% in June 2024 to Y% by June 2029.

Goal 5 - Biliteracy

The percentage of graduates who earn a state or district recognition of bilingualism and biliteracy (Austin ISD Dual Language Seal of Biliteracy, Texas Performance Acknowledgement in Bilingualism and Biliteracy, Global Seal of Biliteracy) will increase from X% in June 2024 to Y% by June 2029.

GPM 5.1: The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from X% in June 2024 to Y% by June 2029.

GPM 5.2: The percentage of 9th-12th grade students on track in program coursework to earn an Austin ISD Seal of Biliteracy will increase from X% in June 2024 to Y% by June 2029.

SUPERINTENDENT CONSTRAINTS

Constraint 1 - Underserved Students

The superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support historically underserved student groups.

CPM 1.1: [Chronic Absenteeism] The percentage of K-12 grade students experiencing chronic absenteeism will decrease from X% in 2024 to Y% by June 2029.

CPM1.2: [Special Education Evaluations] The number of pending special education evaluations will be less than the set goals for summer, fall, and spring, and at zero evaluations exceeding the required evaluation timelines by December 2026.

Constraint 2 - Caregiver Engagement

The superintendent shall not allow families to be without meaningful partnerships with their home campus and district.

CPM 2.1: [Caregiver Engagement] The number of campuses that develop and meet a goal in their Campus Improvement Plan (CIP) based on the Dual Capacity Building Framework for Family-School Partnerships will increase from BASELINE in 2025 to Y by May 2029.

Constraint 3 - Historically Marginalized Groups

The superintendent shall not allow practices that lead to academic disparities within specific student populations (African American students, emergent bilingual students, students receiving special education services).

CPM 3.1: [Advanced Academics] The percentage of 9-12th grade students within specific student populations who successfully complete an advanced academic course (a course that earns weighted credit as defined by Policy EIC) will increase from X% in June 2024 to Y% by June 2029.

CPM 3.2 [Dual Language Instruction] The number of campuses scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from BASELINE in June 2025 to Y% in June 2029.

CPM 3.3 [Gifted and Talented] The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from X% in June 2024 to Y% in June 2029.

Constraint 4 - Early Learning

The superintendent shall not require or support developmentally inappropriate practices or assessments in early childhood through 2nd-grade.

CPM 4.1: [Early Education Walkthroughs] The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from BASELINE in June 2025 to Y% in June 2029.

Constraint 5 - Social and Emotional Learning

The superintendent shall not allow students to lack access to a fully integrated evidence-based system for social and emotional learning and campus mental health supports.

CPM 5.1: [SEL] The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from BASELINE in June 2025 to Y% in June 2029.

CPM 5.2: [Restorative Practices] The disparity rate for exclusionary discipline (ISS, OSS, other removal) for African American students will decrease from X% in 2024 by Y% point each academic year through June 2029.

CPM 5.3: [Restorative Practices] The disparity rate for exclusionary discipline (ISS, OSS, other removal) for students receiving special education services will decrease from X% in 2024 by Y% point each academic year through June 2029.

GLOSSARY OF ACRONYMS, ASSESSMENTS, AND TOOLS

- ACT - American College Testing
- CIP - Campus Improvement Plan, yearly campus action planning
- Dual Capacity Building Framework for Family-School Partnerships - section in campus improvement planning targeted towards family engagement
- Dual Language Data Collection Tool Rubric - locally developed walkthrough tool
- EIC - Local policy on advanced academic coursetaking
- ELAR - English Language Arts and Reading
- EOC - Texas End of Course examinations for state readiness and accountability
- Frontline Reports - parent technology tool to access grades, attendance, student information, and message teachers
- IBC - Industry Based Certification
- ISD - Independent School District
- Kindergarten Math Rubric - locally developed assessment
- Kindergarten Reading Rubric - locally developed assessment
- NWEA MAP - Northwest Evaluation Association Measurement of Academic Progress, District approved screener in math and reading
- PPfT - Professional Pathways for Teachers is the Austin ISD appraisal and evaluation system for teachers
- SAT - Scholastic Aptitude Test
- SEL and CP&I Measurement Tool - locally developed rubric for scoring Social and Emotional Learning and Cultural Proficiency and Inclusiveness
- SMHC - School Mental Health Center
- STAAR - State of Texas Assessments of Academic Readiness state readiness and accountability tests
- STAMP4S - not an acronym, Avant language proficiency test in four skills (Reading, Writing, Listening, and Speaking)
- TEKS - Texas Essential Knowledge and Skills curricular requirements
- TIA- Teacher Incentive Allotment
- TIP - Targeted Improvement Plan, yearly campus action planning required as part of state accountability practices
- TSIA - Texas Success Initiative Assessment for college readiness
- TSI - Texas Success Initiative policy which guides college readiness requirements between high school and higher education