

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

This document identifies language to serve as a starting point for the AISD Board of Education to refine and align their current priorities with effective governing priorities as outlined in the Lone Star Governance framework. The intention of this “retooling” of the board’s scorecard is to simply refine and align existing priorities, not to create new priorities or expectations. If the board chooses to realign its scorecard, then they will be able to demonstrate growth from “does not meet focus” to “meets focus” on Vision and Goals I, II, and IV on the LSG Integrity Instrument, and “approaches focus” on Vision and Goals III.

VISION STATEMENT

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

STUDENT OUTCOME GOALS

Goal 1:

3rd grade students earning Meets Grade Level on the STAAR Reading Assessment in English or Spanish will increase from x% in June 2021 to y% by June 2026.

Group	2019-20	2020-21	2021-22	2022-23	2023-24 Current	2023-24	2024-25	2025-26
All Students								
Am. Indian								
Asian								
Black								
Hispanic								
Pac. Islander								
2 or More								
White								
Eco. Dis.								
Em. Bilingual								
SpEd								

Goal Progress Measure 1.1

Students identified on the reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase from x% in June 2021 to 60% by August 2026.

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2023-24	2024-25	2025-26
All Students									
Eco. Dis									
-Black Eco. Dis.									
-Hispanic Eco. Dis.									
Em. Bilingual									
SpEd									
Am. Indian									
Asian									
Black									
Hispanic									
Pac. Islander									
2 or More									
White									

Goal Progress Measure 1.2

Students identified on the reading MAP assessment for 2nd grade, at the On Grade Level or above, will increase from x% in June 2021 to 60% by August 2026.

SpEd									
Am. Indian									
Asian									
Black									
Hispanic									
Pac. Islander									
2 or More									
White									

Goal Progress Measure 3.3

Students who are on track to earn an industry-based certification from the TEA-approved list will increase from x% in August 2021 to y% by August 2026.

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2023-24	2024-25	2025-26
All Students									
Eco. Dis									
-Black Eco. Dis.									
-Hispanic Eco. Dis.									
Em. Bilingual									
SpEd									
Am. Indian									
Asian									
Black									
Hispanic									
Pac. Islander									
2 or More									
White									

Goal Progress Measure 3.4:

Students on track to pass at least one Advanced Placement or International Baccalaureate class will increase from x% in August 2021 to y% by August 2026.

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2023-24	2024-25	2025-26
All Students									
Eco. Dis									
-Black Eco. Dis.									
-Hispanic Eco. Dis.									
Em. Bilingual									
SpEd									
Am. Indian									
Asian									
Black									
Hispanic									
Pac. Islander									
2 or More									
White									

AUSTIN ISD VALUES

In our interactions with students, families, community stakeholders and each other, we commit to:

- Caring for every child to be healthy, safe, engaged, supported, and challenged.
- Educational equity, to ensure every child receives what is needed to develop to their full potential.
- Innovation and academic excellence to inspire the next generation of leaders, civically engaged citizens, creative and critical thinkers, and lifelong learners.
- Valuing diversity, inclusion and meaningful engagement of all voices as we collaborate to improve the common good.
- A culture of respect, transparency, and data-informed decision making to build trusting relationships with each other and those we serve.
- Engaging our employees and inviting their collaboration to make AISD a great place to work.

- Aligning resources to student needs, to be strategic stewards of financial and human capacities to achieve our vision and mission.

SUPERINTENDENT CONSTRAINTS

Constraint #1: Well Rounded Options/Equity

The superintendent shall not prevent students from pursuing coherent pathways outside of core courses.

CPM 1.1:

The percentage of students in grade 11 or 12 on track to complete a third or fourth course in a non-core CTE coherent sequence will increase from x% in May 2021 to 80% in May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

CPM 1.2:

The percentage of students in grade 11 or 12 who successfully complete a third or fourth course in an athletic, fine arts or visual arts sequence will increase from x% in May 2021 to 80% in May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

Constraint #2: Student Well-Being/Equity

The superintendent will not allow a disparity in student discipline actions based on race, ethnicity, socio-economic status, or ability.

CPM 2.1:

Disparity in African American student disciplinary actions as recorded in PEIMS will decrease from 15% in May 2022 to 7% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

CPM 2.2:

Disparity in special education student disciplinary actions as recorded in PEIMS will decrease from 34% in May 2022 to 14% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

Constraint #3: Special Education Compliance/Equity

The superintendent will not allow the number of past due special education evaluations to increase or remain the same.

CPM 3.1:

The total number of initial and reevaluations conducted will meet set goals for summer, fall, and spring through December 2025.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

CPM 3.2:

The number of pending evaluations will be less than the set goals for summer, fall, and spring, and at O evaluations exceeding the required evaluation timelines by December 2025.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

Constraint #4: Teacher and Employee Well-Being/Equity

The superintendent will not allow a culture of employee burnout.

CPM 4.1

The retention rate for teachers remaining in teacher positions and remaining at Title 1 schools will increase from 80% in May 2022 to 90% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

CPM 4.2

The retention rate for staff (not including teachers) will increase from 83% in May 2022 to 90% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

CPM 4.3

The percentage of staffs survey participation will increase from 75% in May 2022 to 80% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

Constraint #5: Culture of Respect and Customer Service

The superintendent will not allow parents and students to be disengaged.

CPM 5.1

The percentage of staffs' satisfaction measured by the School Climate survey section will increase from 60% in May 2022 to 80% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

CPM 5.2

The percentage of students' satisfaction measured by the School Climate survey section will increase from 52% in May 2022 to 80% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

CPM 5.3

The percentage of families' satisfaction measured by the School Climate survey section will increase from 71% in May 2022 to 80% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					