

**AISD STRATEGIC PLAN, 2005-2010**  
**Implementation Assessment**

The AISD Strategic Plan, 2005-2010 was approved in 2005, after considerable research and extensive stakeholder participation, including a planning panel of community members and district staff. The plan was subsequently revised by a review committee of community members and district staff in 2007. The revised version of the plan is the subject of this implementation assessment.

This assessment provides an objective look at the impact of the plan over its five-year period, as indicated by performance data and related district programs and initiatives. The assessment was prepared by the Office of Planning and Community Relations, and provided to members of the original planning panel and review committee. These members then identified accomplishments and shortfalls relative to the plan, and provided insight into challenges facing the district and advice for the next strategic planning committee.

This assessment is presented according to the six priority areas of the AISD Strategic Plan, 2005-2010, which represent a balance of perspectives between Education, Staff, Community, and Resources:

**Priority 1: Education (Student Achievement)**

*Raise achievement of all students to the world class level while effectively eliminating achievement gaps between student groups.*

**Priority 2: Education (Holistic Educational Experience)**

*Provide a quality educational experience that will develop the whole child – intellectually, socially, emotionally, physically, and ethically.*

**Priority 3: Education (Learning Environment)**

*Provide a nurturing, safe, and orderly environment for all students.*

**Priority 4: Staff**

*Recruit, develop, retain, and reward highly effective teachers and administrators.*

**Priority 5: Community**

*Build strong partnerships with parents and the community at the classroom, campus, and district levels.*

**Priority 6: Resources**

*Provide strategic alignment and sound stewardship of resources, including funding, personnel, technology, and facilities.*

Where possible, longitudinal data are presented beginning in 2004 to provide a baseline for assessing progress. In many cases, data for 2009 are not yet available. Where data are unavailable, cells in the assessment matrix are colored gray. For comparison purposes for some performance indicators, on the following page are annual AISD enrollments by student group.

## AISD ANNUAL STUDENT ENROLLMENTS

<b>STUDENT GROUPS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
African American	10,710 (13.6%)	10,662 (13.3%)	10,833 (13.5%)	10,450 (12.7%)	9,985 (12.1%)	9,935 (12.1%)
Asian	2,152 (2.7%)	2,222 (2.8%)	2,353 (2.9%)	2,576 (3.1%)	2,678 (3.2%)	2,683 (3.3%)
Hispanic	41,877 (53.2%)	43,747 (54.7%)	44,517 (55.4%)	46,825 (57.1%)	47,953 (58.1%)	47,701 (58.0%)
Native American	207 (0.3%)	197 (0.3%)	190 (0.2%)	195 (0.2%)	186 (0.2%)	186 (0.2%)
White	23,743 (30.2%)	23,122 (28.9%)	22,533 (28.0%)	22,028 (26.8%)	21,739 (26.3%)	21,676 (26.4%)
<i>All Students</i>	<i>78,689</i>	<i>79,950</i>	<i>80,426</i>	<i>82,074</i>	<i>82,541</i>	<i>82,181</i>

## Priority 1: Education (Student Achievement)

### Strategy 1.1

Develop and implement a sustainable high school redesign program that is based on best practices and broad input, that includes a strong focus on academic rigor, relevance, and relationships which results in career/college preparation and college entry, and that is supported by programs in the middle grades.

### Indicator 1.1.1

State assessment results for all students and each student group.

#### Notes

- Data are TAKS Passing Performance results for 2004-2009.
- Data for 2009 are *preliminary* at this time. Historically, final data tend to be higher than preliminary data in many cases.

#### Assessment

- Gains in TAKS scores have been made across all subjects and all student groups. However, some achievement gaps among student groups still exist, particularly in math and science.
- The High School Redesign Program, supported by the Middle Level Education Plan, has provided a foundation for continued improvement in student achievement, and in college and career preparation.

<b>TAKS READING/ELA (Grades 3-11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>All Students</i>	74%	80%	83%	83%	86%	86%
African American	61%	69%	75%	75%	79%	80%
Hispanic	64%	72%	76%	77%	81%	81%
White	92%	94%	95%	96%	97%	97%
Economically Disadvantaged	61%	69%	73%	74%	79%	80%
<b>TAKS WRITING (Grades 4, 7)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>All Students</i>	86%	87%	87%	89%	88%	89%
African American	81%	82%	81%	83%	81%	85%
Hispanic	81%	83%	83%	86%	85%	86%
White	95%	96%	96%	97%	96%	96%
Economically Disadvantaged	79%	81%	81%	84%	83%	85%
<b>TAKS MATH (Grades 3-11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>All Students</i>	62%	68%	70%	71%	76%	76%
African American	41%	48%	52%	54%	60%	60%
Hispanic	50%	57%	60%	63%	69%	70%
White	84%	88%	90%	90%	93%	93%
Economically Disadvantaged	47%	54%	57%	59%	66%	67%
<b>TAKS SCIENCE (Grades 5, 8, 10,11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>All Students</i>	53%	62%	63%	65%	70%	74%
African American	28%	40%	44%	48%	55%	58%
Hispanic	35%	46%	48%	50%	58%	63%
White	80%	87%	88%	90%	91%	93%
Economically Disadvantaged	30%	42%	44%	46%	54%	61%
<b>TAKS SOCIAL STUDIES (Grades 8, 10, 11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>All Students</i>	79%	83%	83%	85%	88%	90%
African American	68%	74%	76%	76%	80%	84%
Hispanic	66%	74%	73%	77%	82%	86%
White	94%	96%	96%	97%	97%	98%
Economically Disadvantaged	62%	71%	70%	74%	79%	84%

**Indicator 1.1.2**

Percentage of high school graduates meeting the English Language Arts (ELA) and Math Higher Education Readiness Components (HERC).

**Notes**

- HERC measures a student's preparation for college based on the 11<sup>th</sup> grade exit level TAKS test.

**Assessment**

- Gains have been made among high school graduates meeting HERC, moving closer to the Gold Performance Acknowledgement standard of 60%.
- The High School Redesign Program, supported by the Middle Level Education Plan, has provided a foundation for continued improvement in student achievement, and in college and career preparation.

HERC	2004	2005	2006	2007	2008	2009
English/ELA		44%	39%	53%	53%	
Math		52%	54%	57%	57%	

**Strategy 1.2**

Support all struggling learners in academics, attendance, and behavior through appropriate interventions at the campus, classroom, and individual student levels.

**Indicator 1.2.1**

Grade level advancement, dropout, and high school completion rates for all students and each student group.

**Notes**

- High school completion rates include graduates and students still in school working toward graduation.

**Assessment**

- Grade level retention rates are generally trending down. However, grade level retention rates in high school, particularly in 9<sup>th</sup> grade, are higher than in other grades.
- Although dropout rates have decreased, dropout rates for African American and Hispanic students are higher than the rates for White students.
- Completion rates for White students are generally steady, while completion rates for other student groups have shown declines, resulting in gaps between White students and other student groups.
- The Positive Behavior Support (PBS) program, mentoring and tutoring programs, character education, and after school programs continue to provide an array of supports to students to improve their academic performance, attendance, and behavior.

GRADE LEVEL RETENTION	2004	2005	2006	2007	2008	2009
Kindergarten	1.7%	2.0%	1.5%	1.5%	1.9%	
1 <sup>st</sup> Grade	4.1%	3.9%	3.8%	3.6%	3.9%	
2 <sup>nd</sup> Grade	2.6%	2.1%	2.2%	2.1%	2.1%	
3 <sup>rd</sup> Grade	2.6%	2.1%	2.2%	1.8%	1.7%	
4 <sup>th</sup> Grade	1.2%	1.1%	1.3%	1.0%	1.1%	
5 <sup>th</sup> Grade	0.8%	0.3%	1.8%	1.3%	1.0%	
6 <sup>th</sup> Grade	0.8%	0.7%	0.7%	0.7%	0.7%	
7 <sup>th</sup> Grade	1.4%	1.0%	1.0%	1.5%	0.9%	
8 <sup>th</sup> Grade	1.6%	1.2%	1.2%	1.4%	1.2%	
9 <sup>th</sup> Grade	21.3%	19.2%	20.5%	19.3%		
10 <sup>th</sup> Grade	10.6%	8.7%	9.3%	9.1%		
11 <sup>th</sup> Grade	6.8%	6.3%	6.9%	6.4%		
12 <sup>th</sup> Grade	9.4%	9.2%	10.5%	13.2%		
DROPOUT RATES (Grades 7-8)	2004	2005	2006	2007	2008	2009
All Students	0.2%	0.2%	0.5%	0.2%		
African American	0.5%	0.1%	0.6%	0.2%		
Hispanic	0.2%	0.3%	0.6%	0.4%		
White	0.0%	0.2%	0.2%	0.0%		
Economically Disadvantaged	0.2%	0.2%	0.4%	0.2%		

HIGH SCHOOL COMPLETION RATES	2004	2005	2006	2007	2008	2009
All Students	90.9%	91.0%	88.2%	87.1%		
African American	91.0%	90.4%	83.8%	79.9%		
Hispanic	88.4%	88.7%	83.0%	82.3%		
White	92.7%	93.3%	94.6%	93.9%		
Economically Disadvantaged	89.7%	89.5%	81.5%	78.5%		

**Indicator 1.2.2**

Texas English Language Proficiency Assessment System (TELPAS) yearly progress rates for all students and each student group.

**Notes**

- Data are average scores of students on TELPAS Composite (listening, speaking, reading, and writing), ranging from 1 (Beginning) to 4 (High Advanced).

**Assessment**

- For the years of report, Hispanic students comprised 93-95% of all students assessed. Average scores have generally showed gains.
- The Bilingual Education and ESL programs provide academic rigor in both English and Spanish to provide a foundation of success for a growing number of ELL students.

TELPAS HIGHEST RATING (Grades K-2)	2004	2005	2006	2007	2008	2009
All Students		1.7	1.6	1.7	1.8	
Asian/Pacific Islander		2.9	2.8	2.8	3.0	
Hispanic		1.6	1.6	1.6	1.8	
Economically Disadvantaged		1.6	1.6	1.6	1.8	
Special Education		1.4	1.4	1.4	1.4	
TELPAS HIGHEST RATING (Grades 3-12)	2004	2005	2006	2007	2008	2009
All Students		2.7	2.8	2.9	2.9	
Asian/Pacific Islander		3.3	3.2	3.3	3.3	
Hispanic		2.7	2.7	2.9	2.9	
Economically Disadvantaged		2.7	2.7	2.8	2.9	
Special Education		2.4	2.5	2.6	2.6	
4 or More Years in U.S. Schools		2.9	3.0	3.1	3.1	

**Strategy 1.3**

Ensure that the district's educational standards and the Principles of Learning (POL) are understood by all teachers and implemented consistently in the classroom.

**Indicator 1.3.1**

Number of staff attending professional development/training activities that include POL.

**Notes**

- Data are for teachers who have electronically registered continuing education credits.

**Assessment**

- In addition to continuing education credits for teachers, all new teachers annually receive training that includes POL (i.e., 350-450 new teachers each year).

POL TRAINING	2004	2005	2006	2007	2008	2009
Number of Teachers						86

**Indicator 1.3.2**

The average of responses received of teachers and principals surveyed regarding their satisfaction with the POL professional development/training they received.

**Notes**

- Teacher surveys conducted in 2006-2008 included items related to professional development in POL.
- Although these survey items do not address satisfaction levels per se, they do provide an indication of the extent to which teachers feel they understand POL and need additional supports in POL.

**Assessment**

- Based on the available survey data, the majority of teachers feel they have a good understanding of POL, and a smaller percentage of teachers feel they need additional supports in POL.
- New teacher training and district and campus professional development activities include POL. In addition, Instructional Planning Guides (IPGs) reflect POL criteria, as well as teacher and principal performance evaluations.

<b>NEW TEACHER SURVEY</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Additional support needed in POL			14.0%			
<b>TEACHER SURVEY</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Additional support needed in POL				4.0%		
<b>NEW TEACHER SURVEY</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Understanding of POL criteria					83.0%	
Understanding of applying POL in classroom					76.0%	

**Strategy 1.4**

Develop and distribute annual campus profiles that provide information on factors that contribute to academic success in a comprehensive, clear, and understandable manner as reviewed by focus groups of representative stakeholders.

**Indicator 1.4.1**

The average of responses received of parents surveyed regarding their satisfaction with annual campus profiles.

**Notes**

- A Campus Advisory Council (CAC) member survey was administered in 2008. The District Advisory Council (DAC) has expressed an interest in continuing to administer surveys as part of its outreach efforts to CACs.

**Assessment**

- The majority of CAC members found the Campus Report Card generated by the district to be easy to understand and informative.
- Campus Report Cards are produced by the district proactively to provide important information in a concise manner to parents. Based on recommendations of the Community Committee on Neighborhoods and Schools (CCNS), several improvements have been made to the Campus Report Card.

<b>CAMPUS ADVISORY COUNCIL SURVEY</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
The Campus Report Card is easy to understand.					83.6%	
The Campus Report Card is informative.					83.7%	

**Strategy 1.5**

Provide effective instruction in academic Spanish and academic English.

**Indicator 1.5.1**

TAKS (Texas Assessment of Knowledge and Skills) results of students in and exiting bilingual education and ESL (English as a Second Language) programs.

**Notes**

- Program Evaluation reports were prepared in 2006 and 2008 on the TAKS performance of exiting bilingual education and ESL students.
- The data below compare TAKS scores for all students and former ELL students.

**Assessment**

- Former ELL students showed gains in all TAKS areas from 2007-2008, and they scored higher than all students in all TAKS areas.
- The Bilingual Education and ESL programs continue to provide academic rigor in both English and Spanish to provide a foundation of success for a growing number of ELL students.

<b>TAKS READING/ELA (Grades 3-11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students			83%		86%	
Former ELL Students			93%		96%	
<b>TAKS WRITING (Grades 4,7)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students			89%		88%	
Former ELL Students			95%		98%	
<b>TAKS MATH (Grades 3-11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students			71%		76%	
Former ELL Students			76%		82%	
<b>TAKS SCIENCE (Grades 5, 8, 10, 11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students			65%		70%	
Former ELL Students			72%		72%	
<b>TAKS SOCIAL STUDIES (Grades 8, 10, 11)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students			85%		88%	
Former ELL Students			87%		92%	

**Strategy 1.6**

Establish pilots for Pre-Kindergarten learning centers as prototypes for district-wide expansion.

**Indicator 1.6.1**

Peabody Picture Vocabulary Test (PPVT) results of students exiting Pre-K education programs.

**Notes**

- The English language PPVT-III and Spanish language TVIP (Test de Vocabulario en Imágenes Peabody) are administered in the fall (pre-tests) and spring (post-tests).
- Scores between 85 to 115 are considered to be average.
- Average post-test scores are presented below.

**Assessment**

- Although there is some fluctuation in the average scores, the overall trend is generally steady. However, average scores for the English language test administered to Spanish language students are below average.
- An early childhood education center has been established at Lucy Read, and another center is being developed at Linder.

<b>PPVT-III/TVIP AVERAGE SCORES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
PPVT-III for English Language Students	95.7	95.4	93.5	94.3	95.2	
TVIP for Spanish Language Students	95.7	95.8	96.5	94.8	96.2	
PPVT-III for Spanish Language Students	60.5	60.0	61.3	58.5	57.6	

**Strategy 1.7**  
Ensure appropriate assessment of students requiring special education services, and provide for greater inclusion of special education students in general education classes that are prepared to meet their needs.

**Indicator 1.7.1**  
Special education participation rate for all students and by each student group.

**Notes**  
• Rates equal the number of Special Education students in each group divided by the total number of Special Education students.

**Assessment**  
• When compared to total AISD enrollment by student group, African American and Economically Disadvantaged students are over-represented in Special Education program participation.  
• While ensuring that all students requiring Special Education services receive those services, the district is at the same time monitoring referrals to reduce non-qualifying referrals.

<b>SPECIAL EDUCATION PARTICIPATION</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
African American	20.0%	20.0%	20.5%	20.0%	19.4%	
Hispanic	51.5%	52.9%	53.1%	54.1%	54.9%	
White	27.3%	25.9%	25.0%	24.4%	24.2%	
Economically Disadvantaged	62.7%	65.8%	67.2%	67.4%	66.3%	
Limited English Proficiency (LEP)	17.0%	17.4%	18.7%	18.6%	20.8%	

**Indicator 1.7.2**  
District Self-Contained(SC)/Least Restrictive Environment (LRE) ratio compared to state and 125% ratios.

**Notes**  
The state standard for SC/LRE ratios is less than 125% of the state ratio.

**Assessment**  
• The AISD SC/LRE ratio has decreased and, since 2006, has been below the state 125% ratio.  
• The district has continued to prioritize serving Special Education students in their Least Restrictive Environments, and providing supports for General Education classrooms.

<b>SPECIAL EDUCATION SC/LRE RATIOS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
AISD SC/LRE Ratio	0.38	0.33	0.23	0.16		
State SC/LRE Ratio	0.21	0.21	0.19	0.17		
State 125% SC/LRE Ratio	0.26	0.26	0.23	0.22		

## Priority 2: Education (Holistic Educational Experience)

**Strategy 2.1**  
Expand the range and availability of support services and after-school programs.

**Indicator 2.1.1**  
Number of students served by after-school programs.

**Notes**  
• Data include students participating in the following primarily grant-funded after-school programs: City of Austin (Prime Time, Victory Tutorial, Community Education, 78744 Youth of Promise Initiative); Federal/State (21<sup>st</sup> Century); Travis County (At-Risk Students); Texas Department of Transportation (Driver Education); AISD (Third Base).  
• For 2008, 21<sup>st</sup> Century Cycle I and 78744 grants ended.

**Assessment**  
• The number of students in after-school programs has increased.  
• After-school programs provide an array of services and activities for students, many of whom are considered at-risk.  
• In addition to the programs reported above, a number of other after-school programs and activities exist across the district for which data are not available at this time.

<b>STUDENTS IN AFTER-SCHOOL PROGRAMS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Number of Students in After-School Programs	15,079	19,652	21,313	23,424	22,366	

**Strategy 2.2**

Ensure that all students benefit from a coordinated school health program – including health education, physical education, health services, nutrition services, counseling and psychological services, a healthy school environment, and parent/community involvement – so they learn lifelong skills for overall health and wellness.

**Indicator 2.2.1**

Percentage of 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> grade students exceeding Fitnessgram assessment recommended standards.

**Notes**

- For 2004, data are for 5<sup>th</sup> and 7<sup>th</sup> grades.
- For 2005-2007, data are for 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> grades.
- For 2008-2009, data are for 3<sup>rd</sup>-12<sup>th</sup> grades.
- Although Fitnessgram assessments are in several areas, Body Mass Index (BMI) has been selected as a key indicator.
- Percentages are for students assessed in the Healthy Zone.

**Assessment**

- Although BMI healthy assessments for all students are increasing, among girls the student group with the lowest assessments is African Americans, and among boys Hispanics.
- Coordinated school health programs are in effect district-wide.

<b>FITNESSGRAM BMI (Girls)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
African American	71%	68%	71%	66%	68%	68%
Asian	75%	88%	87%	92%	88%	87%
Hispanic	72%	71%	69%	71%	71%	70%
Native American	78%	47%	67%	69%	80%	82%
White	84%	84%	82%	84%	84%	83%
<i>All Girls</i>	76%	75%	73%	74%	75%	74%
<i>All Students</i>	68%	69%	68%	68%	70%	70%
<b>FITNESSGRAM BMI (Boys)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
African American	65%	66%	64%	66%	69%	67%
Asian	69%	72%	72%	73%	76%	76%
Hispanic	55%	57%	58%	55%	59%	59%
Native American	67%	69%	76%	86%	70%	68%
White	70%	73%	74%	74%	77%	78%
<i>All Boys</i>	61%	64%	63%	62%	66%	66%
<i>All Students</i>	68%	69%	68%	68%	70%	70%

**Strategy 2.3**

Place greater emphasis on the importance of cultural connections to teaching and learning, and promote broader appreciation of cultural diversity.

**Indicator 2.3.1**

Suspension and removal rates at the elementary, middle, and high school levels for all students and each student group.

**Notes**

- Rates equal the unique number of students in each group receiving the stated disciplinary action divided by the total number of students in that group.
- The data are combined for all educational levels.

**Assessment**

- Disciplinary actions are generally decreasing. However, African American and Hispanic students are disciplined more than White students, and African American students are disciplined more than students in any other student group.
- The Positive Behavior Support (PBS) program, mentoring and tutoring programs, character education, and after school programs continue to provide an array of supports to students to improve their academic performance, attendance, and behavior.
- The district recently created the Department of Diversity and Intercultural Relations to reinforce cultural connections to teaching and learning.

<b>HOME SUSPENSIONS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students		9.7%	9.3%	7.9%	7.6%	
African American		20.7%	21.6%	15.9%	15.2%	
Hispanic		9.8%	9.1%	7.8%	7.7%	
White/Other		5.4%	4.7%	4.3%	3.9%	
<b>IN-SCHOOL SUSPENSIONS (ISS)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students		9.2%	8.3%	5.9%	5.2%	
African American		16.8%	15.4%	10.7%	8.6%	
Hispanic		9.4%	8.6%	6.2%	5.7%	
White/Other		6.0%	5.1%	3.0%	2.7%	
<b>MANDATORY REMOVALS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students		1.2%	1.2%	1.1%	1.0%	
African American		1.7%	2.1%	1.7%	1.8%	
Hispanic		1.3%	1.2%	1.2%	1.0%	
White/Other		1.1%	0.9%	0.8%	0.8%	
<b>DISCRETIONARY REMOVALS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students		1.0%	0.8%	0.7%	0.7%	
African American		2.2%	2.2%	1.7%	1.7%	
Hispanic		0.9%	0.8%	0.6%	0.7%	
White/Other		0.5%	0.3%	0.3%	0.2%	

**Strategy 2.4**

Infuse character education throughout the curriculum and activities at all campuses, and include character education components in all Campus Improvement Plans.

**Indicator 2.4.1**

The average of responses received of students surveyed regarding their treatment by other students.

**Notes**

- The following average responses (on a scale of 1 to 4, with 4 being the highest) are to the item on the Student Climate Survey worded, "I am happy with the way my classmates treat me."

**Assessment**

- The wording to this survey item was somewhat different prior to 2007, and average scores increased after the wording change. However, since 2007 the average scores have been consistently high, above the general satisfaction level of 2.5.
- The Positive Behavior Support (PBS) program, mentoring and tutoring programs, character education, and after school programs continue to provide an array of supports to students to improve their academic performance, attendance, and behavior.
- The Middle Level Education Plan places strong emphasis on character development.

<b>STUDENT TREATMENT (by Other Students)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Elementary School	2.98	2.97	2.98	3.17	3.18	3.17
Middle School	2.78	2.76	2.81	3.14	3.18	3.19
High School	2.89	2.90	2.92	3.30	3.34	3.31

**Indicator 2.4.2**

The average of responses received of students surveyed regarding their treatment by teachers and other adults.

**Notes**

- The following average responses (on a scale of 1 to 4, with 4 being the highest) are to the item on the Student Climate Survey worded, "Adults at this school treat all students fairly."

**Assessment**

- The wording to this survey item was somewhat different prior to 2007, and average scores increased after the wording change. However, since 2007 the average scores have been consistently high for elementary school, and somewhat higher for middle school and high school, all above the general satisfaction level of 2.5.
- The Positive Behavior Support (PBS) program, mentoring and tutoring programs, character education, and after school programs continue to provide an array of supports to students to improve their academic performance, attendance, and behavior.

<b>STUDENT TREATMENT (by Adults)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Elementary School	3.24	3.28	3.28	3.59	3.59	3.58
Middle School	2.45	2.46	2.53	2.87	2.97	3.05
High School	2.26	2.26	2.28	2.73	2.83	2.92

**Strategy 2.5**

Ensure that all students receive opportunities for broad curriculum choices and have access to a range of extracurricular activities.

**Indicator 2.5.1**

The average of responses received of high school students surveyed indicating that their school helped to further develop their knowledge and skills in performing/fine arts, teamwork, creative thinking, problem solving, conflict resolution, and personal health/fitness.

**Notes**

- The High School Exit Survey is administered to graduating seniors each year.
- The following average survey responses are on a scale of 1 to 3, with 3 being the highest.

**Assessment**

- Average responses by high school graduating seniors have remained generally steady, above the general satisfaction level of 2.0.
- The High School Redesign Program provides supports in all of the areas listed on the survey.

<b>KNOWLEDGE AND SKILLS DEVELOPMENT</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Performing/Fine Arts		2.3	2.3			2.2
Teamwork		2.4	2.4		2.2	2.3
Creative Thinking		2.4	2.4	2.3	2.3	2.3
Problem Solving		2.4	2.3	2.3	2.3	2.4
Conflict Resolution		2.2	2.0	2.2	2.1	2.2
Personal Health/Fitness		2.2	2.0	2.1	2.1	2.1

**Indicator 2.5.2**

The average of responses received of high school students surveyed indicating that they participated in extracurricular activities.

**Notes**

- The High School Exit Survey is administered to graduating seniors each year.
- Students may have participated in more than one extracurricular activity.

**Assessment**

- Participation rates in music and theater/drama have generally decreased. However, after showing decreases, participation rates in other areas have increased recently.
- The district provides broad curriculum choices, and students are encouraged to participate in extracurricular activities as part of the overall High School Redesign focus on preparation for college and career, and as part of the Middle Level Education Plan.

<b>EXTRACURRICULAR ACTIVITIES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Music		31.7%	25.1%	28.0%	22.7%	23.7%
Theater/Drama		15.5%	12.1%	12.0%	12.1%	11.3%
Dance		16.3%	13.2%	13.3%	14.4%	15.6%
Sports		56.1%	48.0%	50.1%	38.7%	44.7%
UIL Academic Competition		13.0%	10.9%	10.0%	14.3%	14.7%
Speech/Debate		9.3%	7.3%	8.0%	12.1%	12.1%
Student Government					11.6%	12.3%
Career and Technical Student Organizations						11.1%

### Priority 3: Education (Learning Environment)

#### Strategy 3.1

Monitor implementation of the recommendations of the Safety Task Force and Task Force on Gang Activity.

#### Indicator 3.1.1

The average of responses received of students surveyed indicating that they feel safe in their learning environments.

#### Notes

- The following average responses (on a scale of 1 to 4, with 4 being the highest) are to the item on the Student Climate Survey worded, "I feel safe in my school."

#### Assessment

- Average scores have been consistently high for elementary school, and somewhat higher for middle school and high school, all above the general satisfaction level of 2.5.
- The Positive Behavior Support (PBS) program, mentoring and tutoring programs, character education, and after school programs continue to provide an array of supports to students to improve their academic performance, attendance, and behavior.
- All Campus Improvement Plans (CIPs) include strategies to address safety. In addition, all campuses prepare Crisis Management Plans.
- The 2004 Bond Program provided for enhanced safety features at campuses.
- The Safety Check visitor identification system has been implemented at all campuses.

SAFE LEARNING ENVIRONMENTS	2004	2005	2006	2007	2008	2009
Elementary School		3.4	3.4	3.5	3.5	3.5
Middle School		2.7	2.7	3.0	3.0	3.1
High School		2.7	2.7	3.0	3.1	3.2

#### Indicator 3.1.2

Number of student violent incidents reported.

#### Notes

- Data are for violent and criminal offenses resulting in disciplinary action.
- The increase in the "Other" category in 2008 reflects a change in coding and not a true increase. Specifically, a code for gang-related activity was added, and the increase is due to this new code being used for some minor infractions instead of a code that otherwise would not be included. For example, an offense that may have been previously identified as a dress code violation may now be identified as gang-related activity if the student was wearing gang colors.

#### Assessment

- The largest category, drug offenses, has decreased, along with alcohol offenses. However, weapons violation and assault with injury have generally increased.
- The percentage of total students disciplined for violent and criminal incidents has remained relatively low.
- The Positive Behavior Support (PBS) program, mentoring and tutoring programs, character education, and after school programs continue to provide an array of supports to students to improve their academic performance, attendance, and behavior.
- Recommendations of the Task Force on Gang Activity have been implemented to provide a multi-jurisdictional approach to decreasing gang activity.

<b>VIOLENT AND CRIMINAL OFFENSES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Drug Offenses	750	648	652	747	566	
Alcohol Offenses	80	83	54	44	37	
Criminal Mischief	47	47	73	34	37	
Terror Threat and False Report	32	25	17	37	38	
Arson	3	4	1	1	0	
Public Lewdness and Indecent Exposure	8	13	19	12	9	
Retaliation	2	3	2	2	1	
Weapons Violation	14	24	19	24	20	
Assault with Injury	145	158	203	207	170	
Aggravated Assault	2	5	5	6	3	
Sexual Assault	3	0	0	0	0	
Other	43	91	55	149	575	
<i>Percentage of Total Students Disciplined</i>	1.4%	1.3%	1.4%	1.5%	1.6%	

**Strategy 3.2**  
Expand opportunities for meaningful student input into district and campus decisions.

**Indicator 3.2.1**  
Number of students included on district and campus advisory bodies.

**Notes**

- Data are for students serving on the District Advisory Council (DAC), Student Health Advisory Council (SHAC), and high school Campus Advisory Councils (CACs).

**Assessment**

- The Strategic Plan Review Task Force which met in 2007 included 2 student representatives.
- District policy requires that students be represented on the DAC and SHAC. District policy also requires that CACs have student representation at the high school level.

<b>STUDENT REPRESENTATIVES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Students on District Level Advisory Bodies	2	2	2	6	4	4
Students on High School CACs	24	24	24	24	24	24

**Strategy 3.3**  
Ensure that students have access as necessary or appropriate to guidance and other counseling services from their counselors and other support staff for personal and crisis intervention services.

**Indicator 3.3.1**  
Percentage of time counselors spend on providing guidance and counseling services compared to state recommendations.

**Notes**

- A report on how counselors spend their time was prepared by Program Evaluation in 2007.
- State standards are indicated below in parentheses.
- AISD percentages are for all counselors.

**Assessment**

- District counselors spend on average 18% of their time on non-guidance activities.
- Continuous longitudinal data would facilitate assessment of this indicator.
- The district requires annual agreements between principals and counselors on how counselors will spend their time, with comparisons to state standards.

<b>TIME SPENT ON COUNSELING SERVICES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Responsive Services (30-40% Standard)				26%		
Guidance Curriculum (35-45% Standard)				14%		
System Support (10-15% Standard)				20%		
Individual Student Planning (5-10% Standard)				21%		
Non-Guidance Activities (0%)				18%		

**Strategy 3.4**

Ensure district-wide implementation of research-based behavior support systems that promote student personal development through engaging and interactive teaching, and through modeling and reinforcing expected student behaviors.

**Indicator 3.4.1**

Percentage of campuses having implemented Positive Behavior Support (PBS) systems.

**Notes**

- PBS provides an array of interventions at the student, classroom, and campus levels.
- Campuses voluntarily implement PBS.

**Assessment**

- The percentage of campuses having implemented PBS has grown each year.
- PBS continues to expand while at the same time refining the program. A number of districts from around the country are seeking more information on the program and its successes.

CAMPUSES HAVING IMPLEMENTED PBS	2004	2005	2006	2007	2008	2009
Campuses Having Implemented PBS	2.9%	14.6%	28.2%	41.0%	55.1%	57.4%

**Priority 4: Staff**

**Strategy 4.1**

Monitor implementation of the recommendations of the Strategic Compensation Committee as related to salaries, benefits, professional development, and working conditions.

**Indicator 4.1.1**

Attrition rates for teachers and principals.

**Notes**

Attrition rates for principals do not include assistant principals.

**Assessment**

- Teacher and principal attrition rates have fluctuated over the years of report.
- The Strategic Compensation program provides incentives to teachers in principals in the areas of salaries, benefits, professional development, and working environment. And, Tactical Compensation provides stipends to teachers and principals serving at campuses with the highest needs.
- New teachers are provided with mentoring and other supports to ensure their success.
- The Leadership Development program aims to reduce principal attrition and to cultivate leaders from within the organization.

ATTRITION RATES	2004	2005	2006	2007	2008	2009
Teacher Attrition Rates	12.4%	11.7%	13.8%	13.5%	13.7%	
Principal Attrition Rates	12.1%	16.0%	9.2%	16.3%	11.5%	

**Indicator 4.1.2**

Average teacher salaries, with comparisons to other comparable districts.

**Notes**

- School districts in the same labor market as AISD are used for purposes of comparison.
- It is important to note that of the districts listed, AISD is the only one that provides full Social Security to employees.

**Assessment**

- Average teacher salaries for AISD have increased over the years of report.
- The Strategic Compensation program provides incentives to teachers in principals in the areas of salaries, benefits, professional development, and working environment. And, Tactical Compensation provides stipends to teachers and principals serving at campuses with the highest needs.

TEACHER SALARIES	2004	2005	2006	2007	2008	2009
Austin ISD	\$40,097	\$40,798	\$40,076	\$43,044	\$45,711	
Eanes ISD	\$41,510	\$43,059	\$43,692		\$49,281	
Pflugerville ISD	\$40,533	\$41,157	\$42,561	\$45,013	\$45,850	
Round Rock ISD	\$40,661	\$40,877	\$41,082	\$44,737	\$46,503	

**Strategy 4.2**

Achieve greater diversity in the district workforce through both recruitment and retention efforts.

**Indicator 4.2.1**

Percentages of teachers and principals by ethnicity.

**Notes**

- Data for principal diversity do not include assistant principals.

**Assessment**

- Although the percentages of Hispanic teachers and principals have generally increased, Hispanics remain under-represented in teacher and principal positions.
- The district takes part in a number of recruitment efforts each year, focusing on staff diversity and meeting the needs of individual campuses.

<b>TEACHER DIVERSITY</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
African American	6.5%	6.6%	7.1%	7.2%	7.5%	7.2%
Hispanic	22.3%	23.1%	23.9%	25.1%	26.0%	26.0%
White	69.2%	68.6%	67.6%	65.5%	64.5%	65.0%
<b>PRINCIPAL DIVERSITY</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
African American		12.3%	12.1%	12.1%	10.1%	13.8%
Hispanic		25.5%	27.1%	31.8%	35.4%	31.0%
White		62.3%	60.7%	56.1%	53.1%	54.3%

**Strategy 4.3**

Recruit, retain, and develop bilingual staff.

**Indicator 4.3.1**

Percentage of Pre-K through Grade 5 bilingual teachers with bilingual certification.

**Notes**

- Teachers who teach bilingual classes may have either a bilingual certification or permit.

**Assessment**

- The district requires that all teachers who teach bilingual classes have a current bilingual certification or permit.
- The Bilingual Education program provides academic rigor in both English and Spanish to provide a foundation of success for a growing number of ELL students.

<b>BILINGUAL TEACHER CERTIFICATION</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Bilingual Teachers with Bilingual Certification	100%	100%	100%	100%	100%	100%

**Indicator 4.3.2**

Percentage of ESL teachers with ESL certification.

**Notes**

Teachers who teach ESL classes may have either an ESL certification or permit.

**Assessment**

- The district requires that all teachers who teach ESL classes have a current bilingual or ESL certification or permit.
- The ESL program provides academic rigor in both English and Spanish to provide a foundation of success for a growing number of ELL students.

<b>ESL TEACHER CERTIFICATION</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ESL Teachers with ESL Certification	100%	100%	100%	100%	100%	100%

## Priority 5: Community

### Strategy 5.1

Create and implement a variety of ways to actively engage, involve, and respond to parents and the community, including volunteerism and partnerships, and the effective utilization of Campus Advisory Councils and Parent Support Specialists.

#### Indicator 5.1.1

Value of partnerships in terms of number of mentors, number of tutors, number of volunteer hours, cash donations, and in-kind services

#### Notes

- Data are maintained and provided by Austin Partners in Education (APIE). Data for 2009 are **preliminary** at this time, as data continue to be reported.

#### Assessment

- In 2008, mentors were redefined as active weekly non-academic visits and, in 2007, tutors were redefined to be active regular tutors. These redefinitions resulted in decreases in the numbers of mentors and tutors reported, as well as number of volunteer hours. However, since those changes, the numbers of mentors, tutors, and volunteer hours have begun to increase.
- The value of cash donations and in-kind services have shown general increases.
- APIE is an independent, not for profit organization that works closely with AISD to provide mentors, tutors, and other assistance to campuses. Other organizations, such as the Seedling Foundation, Big Brothers and Big Sisters, and United Way provide similar volunteer services.

VALUE OF PARTNERSHIPS	2004	2005	2006	2007	2008	2009
Number of Mentors		2,870	3,432	3,042	1,455	1,953
Number of Tutors		2,413	2,765	1,468	2,016	2,418
Number of Volunteer Hours		396,300	711,820	105,684	393,504	578,234
Cash Donations		\$1.3M	\$4.2M	\$8.7M	\$8.9M	\$8.6M
In-Kind Services		\$5.8M	\$6.5M	\$7.5M	\$7.6M	\$5.8M

### Strategy 5.2

Enhance customer service, particularly through welcoming environments, effective communication with the public, ongoing staff training and results monitoring, and more multi-language information.

#### Indicator 5.2.1

The average of responses received of parents indicating that school staff treated them with courtesy and welcomed their participation.

#### Notes

- Parent Surveys are administered each year. Average survey responses are on a scale of 1 to 4, with 4 being the highest.

#### Assessment

- Average scores have been consistently high, all above the general satisfaction level of 2.5.
- The district's Customer Service Initiative has implemented and monitored standards of customer service at all campuses and administrative offices.
- The district's Executive Limitation (EL) Policy 3 also requires a number of measures related to treatment of stakeholders.
- A number of RAVE (Recognizing All Valuable Employees) Awards have been given to employees across the district for outstanding customer service.
- Many campuses have Parent Support Specialists to facilitate working with parents.

TREATED WITH COURTESY	2004	2005	2006	2007	2008	2009
Elementary School		3.6	3.5	3.5	3.5	3.5
Middle School		3.4	3.3	3.4	3.3	3.4
High School		3.3	3.3	3.3	3.2	3.3
PARTICIPATION WELCOMED	2004	2005	2006	2007	2008	2009
Elementary School		3.5	3.4	3.4	3.6	3.6
Middle School		3.3	3.1	3.3	3.1	3.2
High School		3.1	3.1	3.1	3.0	3.1

### Strategy 5.3

Encourage greater ongoing dialogue and cooperation with community organizations and other local governments, participate in and align with other regional planning efforts, expand on facilities co-use with other local governments, and promote schools as multi-purpose centers that connect to their communities.

**Indicator 5.3.1**

Number of facilities jointly used by the district and other entities.

**Notes**

- The following data are for joint use of parks, athletic, and recreational facilities, and for joint use of school buildings, through agreements between AISD and the City of Austin.

**Assessment**

- The number of joint use facilities has gradually increased.
- Implementation of the recommendations of the Community Committee on Neighborhoods and Schools includes a continued focus on joint use of facilities.
- The district's Executive Limitation (EL) Policy 16 also encourages joint use of facilities.

<b>JOINT USE OF FACILITIES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Number of Joint Use Facilities	42	42	46	47	48	

**Priority 6: Resources**

**Strategy 6.1**

Ensure that all students and staff have access to current, secure, and sustainable technology.

**Indicator 6.1.1**

Average refresh cycles for classroom hardware and district-wide infrastructure.

**Notes**

- Standard refresh cycles are 5 years for classroom hardware and 7 years for district-wide infrastructure.

**Assessment**

- The refresh cycle for district-wide infrastructure has been consistently within the standard, but the refresh cycle for classroom hardware has consistently not met the standard.
- An annual technology allocation is provided by the state and supports a variety of district technology needs.
- The 2008 Bond Program included funding to improve technology across the district.

<b>CLASSROOM HARDWARE</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Printers		6 yrs	7 yrs	8 yrs	6 yrs	
Desktop Computers		8 yrs	6 yrs	7 yrs	6 yrs	
<b>DISTRICT-WIDE INFRASTRUCTURE</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Servers		5 yrs	5 yrs	5 yrs	5 yrs	
Network		7 yrs	7 yrs	6 yrs	6 yrs	

**Strategy 6.2**

Align with the Strategic Plan the District Improvement Plan (DIP), Campus Improvement Plans (CIPs), and other district planning efforts related to personnel, technology, and facilities, and ensure consideration of the Strategic Plan and these aligned plans in the budget process and the recommendations of various district advisory bodies.

**Indicator 6.2.1**

Number of demonstrated alignments to the Strategic Plan within the district.

**Notes**

- Data for all years include the DIP, CIPs, District Advisory Council (DAC) agendas, and district budget.
- Data for 2006 include the Early Childhood Education Task Force, and data for 2008 include the Community Committee on Neighborhood and Schools (CCNS).

**Assessment**

- The number of Strategic Plan alignments has increased each year.
- Charters are developed to guide the work of district task forces and committees, and these charters include provisions for Strategic Plan alignments.
- DAC Bylaws require that all DAC agendas show alignments with the Strategic Plan.

<b>STRATEGIC PLAN ALIGNMENTS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Strategic Plan Alignments		115	116	118	120	121

**Strategy 6.3**

Place emphasis on addressing the greatest needs in allocation of resources.

**Indicator 6.3.1**

Average funding expenditure per pupil, average teacher experience, percentage of new teachers, and percentage of National Board Certified (NBC) teachers at Title I campuses.

**Notes**

- Average funding expenditure per pupil is computed after state recapture (Chapter 41) payments.

**Assessment**

- Average funding per pupil has increased.
- Average teacher experience has decreased.
- After an increase in 2005, the percentage of beginning teachers has decreased annually.
- Title I schools, which comprise about 64% of all schools in the district, are under-represented in terms of percentage of NBC teachers. Although the percentages of NBC teachers at Title I schools increased between 2004-2007, the percentages decreased in 2008 and 2009.
- The Strategic Compensation program provides incentives to teachers in principals in the areas of salaries, benefits, professional development, and working environment. And, Tactical Compensation provides stipends to teachers and principals serving at campuses with the highest needs.
- The total number of NBC teachers in the district has increased from 45 in 2004 to 170 in 2009, more than any other school district in the state. AISD encourages teachers to become Board certified, and NBC teachers receive stipends from the district.

<b>FUNDING PER PUPIL</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Average Funding Expenditure Per Pupil	\$5,909	\$6,512	\$6,822	\$7,325	\$7,882	\$8,430
<b>TEACHER EXPERIENCE</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Average Teacher Experience (Years)	11.3	11.3	11.2	11.1	11.0	10.8
<b>NEW TEACHERS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Percentage of Beginning Teachers	6.3%	8.4%	8.2%	8.1%	6.1%	
<b>NBC TEACHERS AT TITLE I SCHOOLS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Percentage of NBC Teachers at Title I Schools	35.5%	41.3%	42.0%	42.9%	38.0%	34.7%

**Indicator 6.3.2**

Percentage of certified bilingual and ESL teachers at Title I campuses.

**Notes**

- Teachers who teach bilingual or ESL classes may have either a bilingual or ESL certification or permit.

**Assessment**

- The district requires that all teachers who teach bilingual or ESL classes have a current bilingual or ESL certification or permit.
- The Bilingual Education and ESL programs provide academic rigor in both English and Spanish to provide a foundation of success for a growing number of ELL students.

<b>TITLE I TEACHER CERTIFICATIONS</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Bilingual Teachers with Bilingual Certification	100%	100%	100%	100%	100%	100%
ESL Teachers with ESL Certification	100%	100%	100%	100%	100%	100%

**Strategy 6.4**

Ensure successful implementation of capital projects, both in new construction and maintenance, and ensure exemplary facilities and operations.

**Indicator 6.4.1**

Percentage of bond projects completed on time and within the total budget for the 2004 Bond Program.

**Indicator 6.4.1 Notes**

- The \$519.5 million in improvements under the 2004 Bond Program are scheduled for completion in 2010.

**Assessment**

- For the 2004 Bond Program, all projects have been completed within total budget and the majority have been completed on time.
- The 2008 Bond Program is now underway and will be bringing many additional improvements in facilities and technology to the district. Continued maintenance of a strong fund balance ensures an exemplary bond rating by the district.

<b>2004 BOND PROGRAM</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Projects Completed On Time		100%	88%	78%	92%	
Projects Completed within Total Budget		100%	100%	100%	100%	