



AISD STRATEGIC PLAN 2010-2013

Preliminary Draft

(Subject to Revision)

October 22, 2009

Friends and Colleagues of AISD:

As you know, we have embarked on an effort to develop a Strategic Plan for AISD, which addresses the needs of all the district's stakeholders. We are excited to report that we have received considerable and valuable input through community meetings, focus group discussions, online surveys, and individual interviews. We have reached out to and received input from students, parents, teachers, administrators, and trustees, as well as the district's business, neighborhood, religious, and educational communities, and we would like to thank everyone. All of this community input has been provided to the Strategic Plan Task Force and has informed the development of this draft Strategic Plan.

The draft Strategic Plan, which follows, consists of two principal components:

- (1) The **Framework**, which includes the Mission, Vision, Values, Goals, Strategies, and Measurable Outcomes.
- (2) The **Implementation Guide**, which includes the Key Action Steps and Performance Targets.

Community input is currently being requested on the draft Strategic Plan. In cooperation with Austin Voices for Education and Youth, a community conversation on the draft plan will be held on October 27, 2009, from 6:00-8:30 p.m. at the Austin Cornerstone Church, located at 1101 Reinli Street. More information on the community conversation, and an opportunity to provide online input, is available on the Strategic Plan website, at:

http://www.austinisd.org/inside/initiatives/strategic_plan/

Please review the draft Strategic Plan and provide your input online and/or at the community conversation. The input we receive will be shared with the Strategic Plan Task Force and will inform further development of the Strategic Plan.

Again, we appreciate your involvement and look forward to receiving your input on the draft Strategic Plan.

**AISD Strategic Plan 2010-2013
Framework**

Mission (What We Do)

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision (Where We Want to Be)

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

Values (What We Believe in)

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect

Goals (What We Want to Accomplish)

1. All students will perform at or above grade level within three years (or, all students will perform at grade level by the time they have been in AISD for three consecutive years).
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Strategies (How We Will Achieve Our Goals)

1. Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, and engaging.
2. Improve academically struggling schools and better serve East Austin schools and community.
3. Build strong relationships with students, families, and the community to increase trust and shared responsibility.
4. Ensure that every classroom has a high-quality educator, and that every other staff position is filled with the right person to do the job.
5. Organize central administration to support schools, and enable campus leadership to focus on the classroom.
6. Align resources to accomplish priorities within a balanced budget.

Measurable Outcomes (How We Will Check Progress on Our Goals)*

1. TAKS passing rates for students who have been in the district for three consecutive years
2. TAKS passing rates for students who have not been in the district for three consecutive years
3. Achievement gaps among ethnic groups
4. Achievement gaps between economic groups
5. Graduation rates
6. College readiness
7. Postsecondary enrollment
8. District and campus accountability ratings

**In addition, a number of specific program and process measures will be included in the District Improvement Plan (DIP), which will closely align with the Strategic Plan.*

**AISD Strategic Plan 2010-2013
Implementation Guide**

Key Action Steps

The Key Action Steps are critical to implementing each of the Strategies included in the Strategic Plan Framework. For each step, the AISD department with primary accountability for developing more detailed actions plans will be identified. The Key Action Steps are not presented in any particular order, and are numbered for reference.

<i>Strategy 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, and engaging.</i>	
ACTION STEPS	PRIMARY ACCOUNTABILITY
1.1 Align the development, teaching, comprehension, and testing of the state required curriculum.	To be determined
1.2 Establish clear expectations that curriculum, programs, and best practices will be implemented with fidelity and rigor across all campuses.	To be determined
1.3 Develop transition programs from elementary to middle school, middle to high school, and high school to college and career.	To be determined
1.4 Set high expectations and encourage all students to continuously improve.	To be determined
1.5 Provide early interventions for struggling learners.	To be determined
1.6 Provide different learning experiences in the classroom to meet varied student needs and learning styles (i.e., differentiated instruction).	To be determined
1.7 Provide an array of course offerings to meet student needs and interests.	To be determined
1.8 Encourage schools to develop innovative, community-supported programs within the curriculum.	To be determined
1.9 Provide equitable access to programs and courses within campuses that have multiple schools or programs.	To be determined
1.10 Develop culturally diverse co-curricular and enrichment activities for all schools and for all levels.	To be determined
1.11 Develop and implement authentic, alternative district performance assessments.	To be determined
1.12 Implement dual language programs within all vertical teams, beginning at the elementary level and continuing into the secondary level.	To be determined
1.13 Expand and fund pre-kindergarten and early childhood education services and locations.	To be determined
1.14 Imbed college and career readiness standards into the curriculum.	To be determined
1.15 Provide recognized optimum student-teacher ratios at all grade levels.	To be determined
1.16 Strengthen the pre-Advanced Placement programs at each middle school.	To be determined
1.17 Develop a system to identify and replicate successful models, programs, and techniques throughout the district (e.g., Ann Richards School).	To be determined
1.18 Apply advances in technology to improve instruction and learning.	To be determined
1.19 Establish programs for welcoming and integrating students to new schools during the school year.	To be determined

ACTION STEPS	PRIMARY ACCOUNTABILITY
1.20 Identify homeless, mobile, and other students with special needs and ensure that they receive consistent access to curriculum and appropriate services.	To be determined
1.21 Provide at least one fourth-year science course in engineering at each high school led by trained educators who engage students in project- and design-based learning.	To be determined
1.22 Encourage students to extend their learning after school using technology.	To be determined
1.23 Maintain a strong focus on math and science and identify and correct what is not working in these areas.	To be determined
1.24 Provide teachers online access to curriculum guides, course management tools, and other classroom resources.	To be determined
1.25 Ensure that teachers have access to timely, relevant data to guide instructional decisions.	To be determined
1.26 Ensure that Health Education, Physical Education, and Nutritional Services are provided so that students can exceed fitness and health standards.	To be determined
1.27 Require every high school student to take a course in personal finance.	To be determined

Strategy 2: Improve academically struggling schools and better serve East Austin schools and community.

ACTION STEPS	PRIMARY ACCOUNTABILITY
2.1 Develop and implement specific priorities and designs for improvement with active and meaningful involvement of all stakeholders.	
2.2 Hire and retain effective teachers and administrators, and provide them with appropriate supports and incentives.	To be determined
2.3 Maintain focus on long-range, sustainable solutions to meet the needs of all students.	To be determined
2.4 Recruit and strategically apply mentors and tutors.	To be determined
2.5 Provide more Family Resource Centers to address student and family needs, and coordinate with various other service providers (e.g., Webb Middle School).	To be determined
2.6 Explore creative ways to involve adults in the success of children through the schools and/or the community.	To be determined
2.7 Market successes and offerings to enhance perceptions of schools.	To be determined
2.8 Explore ways to close the digital divide by increasing family and community access to technology and broadband connectivity.	To be determined
2.9 Create a culturally relevant curriculum within vertical teams that keeps students engaged.	To be determined
2.10 Investigate and compare benefits of all-choice districts and true school feeder patterns.	To be determined
2.11 Engage businesses in supporting student attendance and completion.	To be determined
2.12 Identify gaps and develop needs assessments for schools, teachers, and students.	To be determined
2.13 Investigate options to provide education outside of the existing school calendar.	To be determined
2.14 Create early literacy and parent advocacy programs for families.	To be determined
2.15 Develop a community and parent leadership succession plan.	To be determined

ACTION STEPS	PRIMARY ACCOUNTABILITY
2.16 Create a strong administrative and staff focus on supporting struggling schools and their communities.	To be determined
2.17 Create a Science, Technology, Engineering, and Mathematics (STEM) aligned approach in elementary schools, and pursue STEM grants for middle school.	To be determined

Strategy 3: Build strong relationships with students, families, and the community to increase trust and shared responsibility.

ACTION STEPS	PRIMARY ACCOUNTABILITY
3.1 Use multiple and appropriate methods of communication and engagement to reach every part of the community.	To be determined
3.2 Expand use of and access to real-time, interactive, and online communication between parents, students, teachers, schools, and the community.	To be determined
3.3 Identify a variety of available resources within the community, create a resource database, and perform a gap analysis.	To be determined
3.4 Increase collaboration with other entities (e.g., E ³ Alliance, City of Austin, Housing Works) to support such areas as affordable housing, health and human services, and community planning.	To be determined
3.5 Remove cultural and class barriers that hinder participation for the greatest number of parents in organizations such as PTAs and Campus Advisory Councils.	To be determined
3.6 Ensure equitable resources (public, private, non-profit) at every school for supports to students, parents, and families.	To be determined
3.7. Provide all resources necessary for adequate translation and interpretation services at all schools.	To be determined
3.8 Offer an array of opportunities for meaningful community involvement that are creative and culturally relevant.	To be determined
3.9 Form commitments with businesses to provide various supports to schools, with each campus having an assigned coordinator of external partnerships.	To be determined
3.10 Establish, evaluate, and strengthen existing relationships with community organizations (e.g., chambers of commerce, Communities in Schools, United Way, YMCA, Boys and Girls Clubs).	To be determined
3.11 Create opportunities for student engagement and service at the campus, district, and community levels.	To be determined
3.12 Engage alumni of AISD to share their experiences with students and school communities.	To be determined
3.13 Explore mandatory community service for high school students.	To be determined
3.14 Contract with an appropriate third party to help build relations with students, parents, and the community.	To be determined
3.15 Increase the number of schools with Parent Support Specialists.	To be determined

Strategy 4: Ensure that every classroom has a high-quality educator, and that every other staff position is filled with the right person to do the job.

ACTION STEPS	PRIMARY ACCOUNTABILITY
4.1 Evaluate professional development activities, maintain high-level offerings to all staff, and eliminate ineffective methods.	To be determined
4.2 Continue to utilize student teachers and retain quality candidates for employment.	To be determined

ACTION STEPS	PRIMARY ACCOUNTABILITY
4.3 Maintain competitive salaries and enhance performance-based incentives.	To be determined
4.4 Reach out to other school districts to collaborate, share best practices, and jointly offer training and development.	To be determined
4.5 Develop a comprehensive and cohesive plan to deliver professional development in a meaningful fashion that is connected to needs and results in the classroom.	To be determined
4.6 Use a nationally recognized standard for defining "high-quality," develop an effective staff assessment tool, and develop an exit strategy for low-performing staff.	To be determined
4.7 Create and regularly review job descriptions, hiring criteria, placement guidelines, and placements to ensure that the best people are on the job.	To be determined
4.8 Expand alternative teaching certification opportunities for professionals with subject-matter expertise in high-need areas.	To be determined
4.9 Enhance efforts to attract and retain high-quality and diverse personnel.	To be determined
4.10 Establish annual professional development plans for staff.	To be determined
4.11 Develop online professional learning communities including expanded opportunities for online staff development.	To be determined
4.12 Provide professional development in technology for all staff that enhances instruction and operations.	To be determined
4.13 Ensure that teachers are given appropriate training to deliver co-curricular and culturally diverse instruction.	To be determined

Strategy 5: Organize central administration to support schools, and enable campus leadership to focus on the classroom.

ACTION STEPS	PRIMARY ACCOUNTABILITY
5.1 Create a cross-functional team to better support struggling schools.	To be determined
5.2 Charge central administration to review processes and procedures to allow schools to operate more effectively and with increased autonomy.	To be determined
5.3 Include on central administration employee appraisals performance measures related to support of schools.	To be determined
5.4 Create a program to harness the expertise of successful business leadership to increase operational efficiencies to better support schools.	To be determined
5.5 Benchmark the size and structure of central administration against peer school districts to ensure comparable scale and to maximize performance and efficiencies.	To be determined
5.6 Expand the Leadership Development Academy to include teacher career paths.	To be determined

Strategy 6: Align resources to accomplish priorities within a balanced budget.

ACTION STEPS	PRIMARY ACCOUNTABILITY
6.1 Examine options in funding methodology that allow federal title dollars to follow the student.	To be determined
6.2 Evaluate and reallocate if necessary funding to individual schools based on identified needs.	To be determined
6.3 Submit a preliminary budget earlier and allow more time for public input.	To be determined

ACTION STEPS	PRIMARY ACCOUNTABILITY
6.4 Rigorously and regularly evaluate programs, including fiscal and operational indicators, to establish a framework for performance-based budgeting and to abandon programs that are not effective.	To be determined
6.5 Develop and implement master facilities and operations plans that are aligned with the district’s educational mission.	To be determined
6.6 Use the Efficiency Study as a starting point and identify additional ways to better utilize district resources.	To be determined
6.7 Develop an annual financial report card to assess efficient use of resources and strategic alignments.	To be determined
6.8 Find effective and efficient applications of technology that can be more productive with the same number of people or fewer.	To be determined
6.9 Annually evaluate AISD resource allocation against successful school districts.	To be determined
6.10 Encourage conservation of energy and natural resources in facilities, transportation, and operations.	To be determined
6.11 Actively explore and support legislative actions to enhance local district funding.	To be determined
6.12 Search continually for alternative sources of funding and grants.	To be determined
6.13 Ensure that safety and security are adequately addressed in funding and resource allocation.	To be determined
6.14 Build adequate facility and program capacity to fully accommodate projected new students.	To be determined
6.15 Ensure adequate library resources at all schools.	To be determined
6.16 Propose a bond program to fund technology infrastructure modernizations.	To be determined
6.17 Provide technology refreshment for short-lived items such as computers, laptops, mobile carts, and printers.	To be determined
6.20 Acquire a backup data center for the district.	To be determined
6.21 Reduce the use of paper in all areas of district operations and move toward electronic delivery of information (e.g., online tests).	To be determined
6.21 Ensure that the district’s Educational Technology Specifications are implemented equitably to all campuses.	To be determined
6.22 Increase campus-based technology support staff.	To be determined
6.23 Consider closing under-enrolled schools to increase district efficiencies.	To be determined

**AISD Strategic Plan 2010-2013
Implementation Guide**

Performance Targets

The Performance Targets are associated with the eight Measurable Outcomes included in the Strategic Plan Framework. As the Measurable Outcomes are defined as “How We Will Check Progress on Our Goals,” the Performance Targets are grouped according to the Goals included in the Strategic Plan Framework.

Goal 1: All students will perform at or above grade level within three years (or, all students will perform at grade level by the time they have been in AISD for three consecutive years).

Measurable Outcome 1: TAKS passing rates for students who have been in the district for three consecutive years

Measurable Outcome 2: TAKS passing rates for student who have not been in the district for three consecutive years

Performance “at grade level” will be defined as passing TAKS, and TAKS passing rates will be disaggregated between students who have been with the district for three consecutive years and those who have not. A large number of students have been with the district for less than one year, and many more for less than three, and so it is difficult to attribute their outcomes to AISD. Student performance will be closely monitored for both of these students groups and progress toward this goal will be measured in two ways. All data will be reported for each student group and TAKS tested content areas, and updated each summer following the release of TAKS results. Annual targets and results will be included in the District Improvement Plan (DIP).

For those students who have been in AISD for three consecutive years, a target will be set for 100% of these students to be at or above grade level by 2013. As an example, Table 1 presents Reading data and proposed targets for this group of students. (Data for Math, Science, Social Studies, and Writing are currently being analyzed and will be included in the final draft of the Strategic Plan.)

Table 1: TAKS Reading Passing Rates for Students Who Have Been In AISD for Three Consecutive Years			
Student Group	Baseline 2009		Target 2013
	Number Tested	Percent Passing	Percent Passing
All Students	26,612	90%	100%
Native American	78	97%	100%
Asian	811	98%	100%
African American	2,919	85%	100%
Hispanic	14,361	86%	100%
White	8,443	98%	100%
Limited English Proficiency (LEP)	3,976	67%	100%
Economically Disadvantaged	14,239	84%	100%
Special Education	1,113	82%	100%

*For those students who have **not** been in the district for three consecutive years, the target for 2013 passing rates will be set at the standard needed to reach Exemplary for Reading, Writing, and Social Studies (90%), and the standard needed to reach Recognized for Math and Science (80%). These targets are consistent with the district accountability targets described below for Goal 4. Annual results will be monitored in the DIP to ensure that AISD is on track to meet the 2013 target. As an example, Table 2 presents Reading data and proposed targets for this group of students. (Data for Math, Science,*

Social Studies, and Writing are currently being analyzed and will be included in the final draft of the Strategic Plan.)

Table 2: TAKS Reading Passing Rates for Students Who Have Not Been In AISD for Three Consecutive Years			
Student Group	Baseline 2009		Target 2013
	Number Tested	Percent Passing	Percent Passing
All Students	8,645	78%	90%
Native American	35	89%	90%
Asian	274	90%	90%
African American	1,472	75%	90%
Hispanic	4,744	72%	90%
White	2,111	91%	90%
Limited English Proficiency (LEP)	2,069	60%	90%
Economically Disadvantaged	5,264	73%	90%
Special Education	2,367	70%	90%

Within the DIP, *annual growth* targets will be set and monitored to ensure that *all students*, even those who are already at or above grade level, continue to achieve beyond their current levels of performance. Student growth is measured by predicting an expected score for each student and comparing that expected score to the actual score when the results arrive. A student whose actual score is greater than his or her predicted score shows academic growth.

Goal 2: Achievement gaps among all student groups will be eliminated.

Measurable Outcome 3: Achievement gaps among ethnic groups

Measurable Outcome 4: Achievement gaps between economic groups

Progress toward eliminating the achievement gap will be measured by comparing the TAKS passing and commended rates among ethnic groups and between economically disadvantaged and non-economically disadvantaged students, with the expectation that all groups will reach the same passing rate standard by 2013. The achievement gap will be measured using data for all students (3-year and non-3-year cohorts). With these combined data, it is not likely that all student groups will meet the 100% passing standards. Therefore, for each content area, the target passing standard will be set for 2013 at the highest standard achieved by any one of the groups in 2009. For example, White students received the highest Reading passing standard in 2009 (98%). To close the achievement gap in Reading, 98% will be set as the 2013 target for all student groups (3-year and non-3-year cohorts combined). Figures 1 and 2 show the prior, current, and projected targets for closing the Reading gap by 2013. (Data from the other content areas will be included in the final draft of the Strategic Plan.)

Figure 1: Reading TAKS Performance by Student Ethnic Group

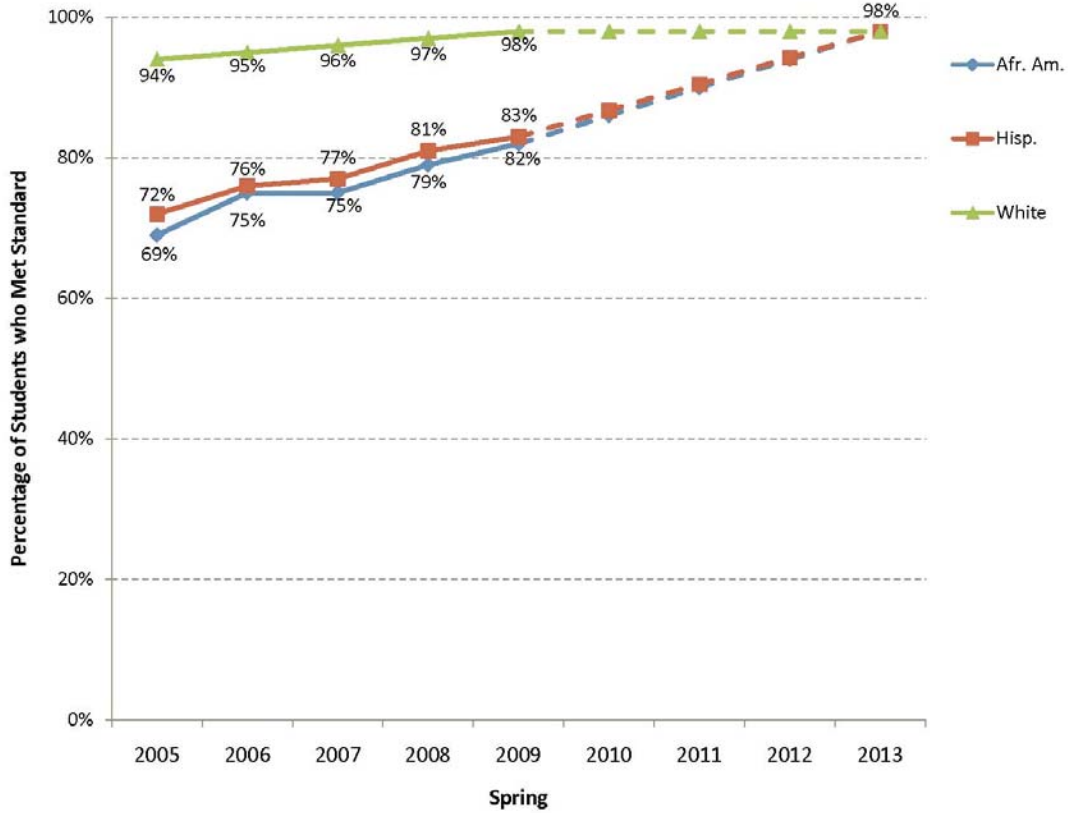
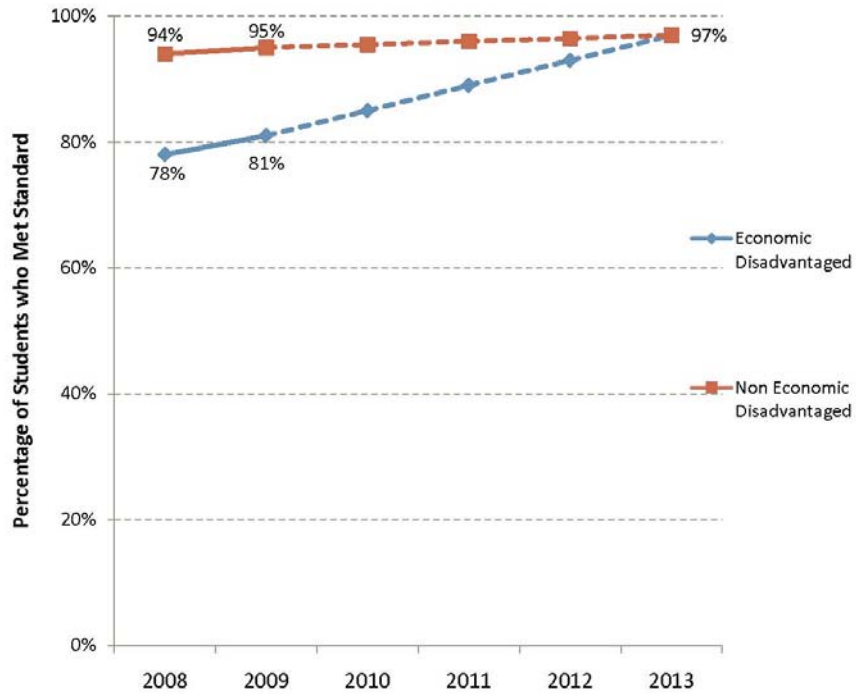


Figure 2: Reading TAKS Performance by Student Economic Status



Goal 3: All students will graduate ready for college, career, and life in a globally competitive economy.

Measurable Outcome 5: Graduation rates

Measurable Outcome 6: College readiness

Measurable Outcome 7: Postsecondary enrollment

To assess progress toward this goal, three measures will be used:

- Graduation rate, defined in the Academic Excellence Indicator System (AEIS) as the number of students in a 9th grade cohort that graduate within 4-years of their enrollment in 9th grade in a Texas school.
- College Readiness, defined in AEIS as the number of graduates that meet or exceed a combination of TAKS Exit Level, SAT, and ACT criteria.
- Enrollment in postsecondary institutions, defined as the number of seniors who enrolled in a 4-year or 2-year college or university or in a technical school within the first year after graduating.

For each of these measures, by 2013 the rates will increase to the level of the highest group in 2006 or 2007. For example, White students had the highest graduation rates in 2006 (89.7%), and the All Students group will meet or exceed this rate by 2013. The proposed targets for college readiness and postsecondary enrollment are set in the same manner (see Table 3). It is important to note that graduation, college readiness, and postsecondary enrollment data lag one year behind and are not reported until late fall each year. It is also important to note that the postsecondary data do not account for students who go straight to work after graduating from high school. For this reason, the postsecondary enrollment data serve as proxy to measure “career readiness.”

	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Target for Class of 2013
Graduation Rate	80.7%	77.3%	75.3%	TBD	90%
College Readiness of Graduates: English Language Arts	NA	57%	54%	TBD	73%
College Readiness of Graduates: Mathematics	NA	58%	60%	TBD	81%
Postsecondary Enrollment of Senior Class (Including 4-Year, 2-Year, and Technical Schools)	60%	63%	63%	63%	77%

Goal 4: All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Measurable Outcome 8: District and campus accountability ratings

At the district level, the following targets are proposed:

By 2010:

- No Academically Unacceptable (AU) schools based on TAKS
- The district will achieve an Acceptable rating
- The District will meet federal Adequate Yearly Progress (AYP)

By 2011:

- No AU schools
- The district will achieve an Acceptable rating
- The district will meet AYP

By 2012:

- No AU schools
- The district will achieve Recognized standards for Math and Science TAKS, and Exemplary status for Reading, Writing, and Social studies TAKS
- The district will achieve the Recognized standard for the 2012 completion cohort
- The district will meet AYP

By 2013:

- A new accountability system will be in place for 2013 with new rules and standards
- As AISD learns more about the new system, appropriate targets will be set

At the campus level, there will be annual increases in the numbers of campuses reaching Recognized or Exemplary standards. The numbers shown in Table 4 are estimates and may be revised after all individual campus data are analyzed.

Table 4: Number of AISD Campuses Targeted for Each State Accountability Rating					
Rating	2009 Actual	2010 Target	2011 Target	2012 Target	2013
Exemplary					To Be Determined (see above explanation)
<i>High School</i>	1	1	1	3	
<i>Middle School</i>	0	1	1	4	
<i>Elementary</i>	23	30	40	53	
Recognized					
<i>High School</i>	0	2	3	3	
<i>Middle School</i>	1	3	6	6	
<i>Elementary</i>	29	29	25	20	
Academically Acceptable					
<i>High School</i>	7	10	9	7	
<i>Middle School</i>	12	15	12	9	
<i>Elementary</i>	26	19	13	5	
Academically Unacceptable					
<i>High School</i>	4	0	0	0	
<i>Middle School</i>	5	0	0	0	
<i>Elementary</i>	0	0	0	0	

Additional Measures to be Included in the District Improvement Plan

Based on research that links a variety of factors to student achievement, a number of additional program and process measures will be monitored and reported through the DIP process. Monitoring these indicators will help ensure that AISD is on track to meet the targets set for the Measurable Outcomes of the Strategic Plan. *Any over- or under-representations of student groups will be identified and addressed.* The program and process measures will include, but will not be limited to:

- Attendance rates
- Discipline rates
- Special Education placements
- Campus climate
- English language proficiency
- Advanced placement course completion