

**Austin Independent School District  
2017-18 Local Accountability System (LAS) Pilot**

All components must be reliable,  
auditable, and able to provide for  
differentiation of letter grades

**Proposed Indicators**

Component	Metric	Growth Target Methodology	Lvl	ID	
<b>LAS Domain 1: Academics</b>	<b>Student Attendance</b>	Attendance rate (all students)	At or above 2017-18 level target (ES 96.7%, MS 95.7%) = 3 Met campus target = 3 Improvement over prior yr. but did not meet campus target = 1	All	D1_C1
	<b>Project-Based Learning</b>	% of 5th and 8th grade students who demonstrate proficiency on a project-based learning (PBL) activity, as measured on the AISD Proficiency Rubric for PBL Grades 5 and 8. This rubric includes 4 components and 10 total indicators. The components are 1.) Defining a Real-world, Authentic Problem, 2.) Checkpoint Deliverables (formative assessment), 3.) Critique, Reflection, & Revision, 4.) Public Solution or Product, and 5.) Alignment with AISD's 6 C's Foundational Power Skills. Student proficiency will be determined by how many of the ten indicators the student is achieving in the proficiency or mastery column. Student proficiency is defined as achieving proficiency or mastery in at least seven of the ten measures detailed in the rubric.	At or above 2017-18 district avg. (93%) = 1 2017-18 was the baseline year. Starting with 2019 ratings, 1 point will be awarded for meeting the campus target and 0.5 points will be awarded for improvement over the prior year.	All	D1_C2
	<b>Effective Teacher Retention**</b>	% of Highly Effective and Distinguished teachers who are retained at the campus	At or above the 2016-17 level target (ES 75%, MS 60%) = 3 Increase over prior yr. = 3	All	D1_C4
	<b>Disproportionate GT - AA</b>	Disproportionality of African American students in Gifted/Talented (GT) programs	At or above district goal of 8% AA GT enrollment = 1 Met campus target of 5% increase of AA GT enrollment over prior yr. = 1 Increase over prior yr. but below 5% = .5	All	D1_C5
	<b>Disproportionate GT - Hispanic</b>	Disproportionality of Hispanic students in Gifted/Talented (GT) programs	At or above district goal of 8% of Hispanic GT enrollment = 1 5% increase of Hispanic GT enrollment over prior yr. = 1 Increased over prior yr. but below 5% = .5	All	D1_C6
	<b>GT-CAMP</b>	Campus' overall rating on the current year's GT Campus Accountability Monitoring Plan (GT-CAMP), which includes five domains: Student Assessment, Service Design, Curriculum & Instruction, Professional Development, and Family & Community Engagement. The items included in the GT-CAMP are excerpted from the Texas State Plan for the Education of Gifted and Talented Students and from local district policies and expectations. In order to receive an Exemplary or Recognized overall rating, the campus must receive an Exemplary or Recognized rating in each of the five domains.	Exemplary or Recognized Rating = 3 Improvement over prior yr. = 1	All	D1_C12
	<b>Kindergarten Readiness</b>	% of students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	At or above the 2017-18 district ave. (75%) = 1 2017-18 was the baseline year. Starting with 2019 ratings, 1 point will be awarded for meeting the campus target (a 4 percentage point increase over prior year) and 0.5 points will be awarded for improvement over the prior year that is less than 4 percentage points.	ES	D1_C13
	<b>Early Literacy - AA</b>	% of African American students reading on or above grade level (ISIP EOY)	At or above 2017-18 district target (52%) = 2.5 5% reduction in non-proficient over prior yr. = 2.5 Reduction in non-proficient over prior yr. but below 5% = 1	ES	D1_C14

<sup>1</sup> Baseline data will be collected in 2018-19

\*\*Lagging indicator based on 2016-17 data

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<b>LAS Domain 1: Academics</b>	<b>Early Literacy - Hispanic</b>	% of Hispanic students reading on or above grade level (ISIP EOY)	At or above 2017-18 district target (62%) = 2.5 5% reduction in non-proficient over prior yr. = 2.5 Reduction in non-proficient over prior yr. but below 5% = 1	ES	D1_C15
	<b>Early Literacy - ECD</b>	% of Economically Disadvantaged K-2 students reading on or above grade level (ISIP EOY)	At or above 2017-18 district target (58%) = 2.5 5% reduction in non-proficient over prior yr. = 2.5 Reduction in non-proficient over prior yr. but below 5% = 1	ES	D1_C16
	<b>Art and Music Instruction*</b>	% of students at the campus that are served by a certified art and music teacher	At or above 2016-17 level average or increase over prior yr. = 1	ES	D1_C17
	<b>Algebra 1 - Hispanic</b>	% of Hispanic students who complete Algebra 1 before entering High School.	At or above 2016-17 level average (20%) = 2.5 Improvement over prior yr. = 1	MS	D1_C21
	<b>Algebra 1 - African American</b>	% of African American students who complete Algebra 1 before entering High School.	At or above 2016-17 level average (15%) = 2.5 Improvement over prior yr. = 1	MS	D1_C21a
	<b>Algebra 1 - ECD</b>	% of Economically Disadvantaged students who complete Algebra 1 before entering High School.	At or above 2016-17 level average (15%) = 2.5 Improvement over prior yr. = 1	MS	D1_C22
	<b>Parent Technology<sup>1</sup></b>	% of parents who utilize BLEND	2018-19 is the baseline year. Starting with 2020 ratings, 1 point will be awarded for meeting the campus target and 0.5 points will be awarded for improvement over the prior year.	All	D1_C23
	<b>Educational Technology<sup>1</sup></b>	% of students in grades 6-8 who successfully complete a district-created BLEND mathematics module	2018-19 is the baseline year. Starting with 2020 ratings, 1 point will be awarded for meeting the campus target and 0.5 points will be awarded for improvement over the prior year.	MS	D1_C20
	<b>Dyslexia Progress*<sup>1</sup></b>	% of students meeting their individualized Dyslexia/reading progress measures as defined in their intervention plans	2018-19 is the baseline year. Starting with 2020 ratings, 1 point will be awarded for meeting the campus target and 0.5 points will be awarded for improvement over the prior year.	All	D1_C11
	<b>Dyslexia Identification<sup>1</sup></b>	% of students with suspected Dyslexia that are evaluated within 45 school days	2018-19 is the baseline year. Starting with 2020 ratings, 1 point will be awarded for meeting the campus target and 0.5 points will be awarded for improvement over the prior year.	All	D1_C11a

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<b>LAS Domain 2: Culture and Climate</b>	<b>Respect toward Peers</b>	Student survey questions: <i>My classmates show respect to each other. My classmates show respect to other students who are different. My classmates treat me with respect.</i> <sup>1</sup> Percent “Strongly Agree” or “Agree” for each question is averaged.	At or above 2017 level average (ES 85%, MS 80%, HS 88%) = 1 Improvement over prior yr. = 1	All	D2_C1
	<b>School Safety - Students*</b>	Student survey question: <i>I feel safe at my school.</i> Percent “Strongly Agree” or “Agree.”	At or above 2017 level average (ES 90%, MS 87%, HS 92%) or improvement over prior yr. =1	All	D2_C2
	<b>School Safety - Parents*</b>	Parent survey question: My child attends school in a safe learning environment. Percent “Strongly Agree” or “Agree.”	At or above 2017 level average (ES 98%, MS 92%, HS 93%) or improvement over prior yr. =1	All	D2_C2a
	<b>School Safety - Staff*</b>	Staff survey question: All campus staff work in a school environment that is safe. Percent “Strongly Agree” or “Agree.”	At or above 2017 level average (ES 92%, MS 84%, HS 89%) or improvement over prior yr. =1	All	D2_C2b
	<b>Campus Advisory Council (CAC)*</b>	The school has an active Campus Advisory Council (CAC) that holds regular open meetings, includes members that are parents, community representatives, and staff, has elected officers, reviews the campus' TAPR and other needs assessment data, provides input on the Campus Improvement Plan, approves the campus budget, and approves the campus professional learning plan each year	CAC active and met requirements listed in the metric = 1	All	D2_C4
	<b>Student Conduct</b>	Staff survey question: <i>Students at this school follow rules of conduct.</i> Percent “Strongly Agree” or “Agree”.	At or above 2018 district target of 82% = 1 Improvement over prior yr. but did not meet campus target = 0.5	All	D2_C5
	<b>Home Suspensions</b>	# of home school suspensions	Less than 6 total home suspensions = 3 7.4% reduction over prior yr. = 3 Reduction over prior yr. but less than 7.4% = 1	All	D2_C6
	<b>Disproportionate discipline - SpEd</b>	Disproportionality of home suspensions (SpEd vs non-SpEd)	Less than 5 total SpEd home suspensions = 1 Disproportionality less than 50% = 1	MS	D2_C7
	<b>Disproportionate discipline - AA</b>	Disproportionality of home suspensions (African American vs All Students)	Less than 5 total AA home suspensions = 1 Disproportionality less than 50% = 1	MS	D2_C8
	<b>Coordinated School Health</b>	Campus rating on the Coordinated School Health (CSH) Survey, which includes 18 required and 60 supplemental opportunities for campuses to meet or exceed the AISD CSH Program standards. Evaluated areas include Implementation of PE, CSH Planning, CSH Implementation, Nutrition, Brain Breaks, Other Physical Activity Opportunities, School Health Environment, Parent and Community Participation, and Fitnessgram Results.	Exemplary or Recognized Rating = 3	All	D2_C10
	<b>Fine Arts and Creative Learning</b>	# of campus-created arts experiences to engage families, faculty, and community	At or above 2017 level average (ES 6, MS 15, HS 15) or improvement over prior yr. =1	All	D2_C11
	<b>Parent Teacher Association (PTA)*</b>	The school has an active Parent Teacher Association (PTA) that meets state requirements pertaining to membership, dues, and officers.	PTA active = 1	All	D2_C12

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Component	Metric	Growth Target Methodology	Lvl	ID	
<b>LAS Domain 2: Culture and Climate</b>	<b>Student Health Risk</b>	Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift. Percent for each component is averaged to create a campus overall Fitnessgram score.	At or above 2017 level average of all 7 components (ES 69, MS 73, HS 74) or improvement over prior yr. = 1	All	D2_C13
	<b>Social Emotional Learning (SEL)</b>	Campus SEL implementation survey score, which includes 19 indicators spread across four goals: Empowering campus leadership, Coordination with family and community partners, Coordination with climate and pedagogy, and Explicit SEL instruction.	Meet or maintain 2017 baseline school level (ES 61, MS 50, HS 50) average SEL implementation survey score = 3 Improvement over prior yr. = 3	All	D2_C14
	<b>No Place for Hate®</b>	The campus has met the requirements for No Place for Hate® designation, including forming a No Place for Hate committee, signing the Resolution of Respect, and designing and implementing three school-wide anti-bias or bullying prevention activities.	Metric met = 3	All	D2_C15
	<b>Customer Service</b>	Parent survey question: <i>My involvement is welcomed by the teacher. My involvement is welcomed by the principal. My involvement is welcomed by the vice principal. My involvement is welcomed by the counselor.</i> Percent "Strongly Agree" or "Agree" for each question is averaged.	At or above district target of 97% = 1 Met campus target = 1 Improvement over prior yr. but did not meet campus target = 0.5	All	D1_C8
	<b>Customer Service Orientation<sup>1</sup></b>	% of all staff members who have completed customer service orientation	2018-19 is the baseline year. Starting with 2020 ratings, 1 point will be awarded for meeting the campus target and 0.5 points will be awarded for improvement over the prior year.	All	D2_C17
	<b>Customer Service Evaluation<sup>1</sup></b>	Campus score on the AISD CARES Customer Service Evaluation	2018-19 is the baseline year. Starting with 2020 ratings, 1 point will be awarded for meeting the campus target and 0.5 points will be awarded for improvement over the prior year.	All	D2_C18

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