

AISD Strategic Plan  
Measurable Outcomes  
December 2009

AISD will monitor progress toward the goals of the strategic plan using measureable outcomes and associated performance targets as described below.

**Goal 1: All students will perform at or above grade level.**

- Measurable Outcome 1: TAKS passing rates for students who have been in the district for three or more consecutive years
- Measurable Outcome 2: TAKS passing rates for students who have not been in the district for three consecutive years

Performance at grade level will be defined as passing TAKS. The passing rates will be disaggregated to for two cohorts of students:

- Students that have been in the district for at least three consecutive years
- Students that have not been in the district for three or more consecutive years

Within each cohort, the data will be summed across grades for each state and federal accountability student group (e.g. African American, Hispanic, and economically disadvantaged).

Higher targets will be set for those students who have been in AISD for three consecutive years than for those who have not. In addition, higher targets will be set for reading, writing and social studies than for mathematics and science based on the clearly different current levels of performance.

The reading and mathematics targets for the three-year cohort are shown in Tables 1 and 2. The non-three-year cohort targets are shown in Tables 3 and 4. The areas highlighted in green indicate passing rates that are already at or above the target and those highlighted in yellow indicate large increases needed to reach the target. The targets presented for both cohorts are consistent with the district accountability targets described below for goal #4.

Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	Percent Passing
All Students	26652	90%	95%	98%
African American	2927	85%	95%	98%
Hispanic	14388	85%	95%	98%
White	8448	98%	98%	98%
LEP	3985	68%	90%	98%
Econ Disadvantaged	14269	84%	95%	98%
SPED	1153	82%	95%	98%

Table 2: TAKS Mathematics Passing Rates for Students In AISD for Three Consecutive Years

Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	Percent Passing
All Students	28036	79%	85%	90%
African American	3127	63%	80%	90%
Hispanic	15334	72%	85%	90%
White	8642	94%	96%	98%
LEP	4563	59%	80%	90%
Econ Disadvantaged	15316	69%	80%	90%
SPED	2079	61%	80%	90%

Table 3: TAKS Reading Passing Rates for Students **Not** In AISD for Three Consecutive Years

Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	Percent Passing
All Students	9074	78%	80%	90%
African American	1577	76%	80%	90%
Hispanic	5016	72%	80%	90%
White	2156	91%	95%	98%
LEP	2185	61%	80%	90%
Econ Disadvantaged	5720	73%	80%	90%
SPED	2796	71%	80%	90%

Table 4 TAKS Math Passing Rates for Students **Not** In AISD for Three Consecutive Years

Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	Percent Passing
All Students	6084	66%	80%	86%
African American	1037	51%	75%	85%
Hispanic	3151	60%	80%	88%
White	1644	85%	90%	95%
LEP	1336	52%	75%	85%
Econ Disadvantaged	3691	59%	75%	85%
SPED	1547	54%	75%	85%

The targets for Goal 1 by 2015 are as follows:

- Increase reading achievement for all students who have been in AISD for three or more consecutive years to passing rate of 98%
- Increase reading achievement for all students who have not been in AISD for three or more consecutive years to passing rate of 90%
- Increase mathematics achievement for all students who have been in AISD for three or more consecutive years to passing rate of 90%
- Increase mathematics achievement for all students who have been in AISD for three or more consecutive years to passing rate of 86%

Data for science, social studies and writing are being analyzed to be included in the final document. Again, the targets for both cohorts are consistent with the district accountability targets described below for goal #4.

***Goal 2: Achievement gaps among all groups of students will be eliminated.***

- Measurable Outcome 3: Achievement gaps among ethnic groups
- Measurable Outcome 4: Achievement gaps between economic groups

For each of the cohorts, the gaps in TAKS passing rates among subgroups will be measured using the same annual targets presented for Goal 1. Consistent with the targets set for Goal 1, progress toward eliminating the achievement gap will be monitored separately for the cohort of students who have been in AISD for three consecutive years and the cohort of students who have not.

The targets for closing the achievement gaps by 2015 are as follows:

- Eliminate the reading, writing and social studies achievement gaps for students in the three (consecutive) year cohort
- Reduce the mathematics and science achievement gaps for students in the three year cohort to no more than eight points
- Dramatically reduce the reading, writing and social studies achievement gaps for students in the non-three year cohort to no more than eight points
- Dramatically reduce the mathematics and science achievement gaps for the non-three year cohort to no more than ten points

The gap projections among groups for reading and mathematics performance for the three-year and non-three year cohorts are shown in Tables 1-4. Gap projections for science, social studies and writing for all groups are being developed and will be included in the final document.

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

Six measures will be monitored to assess progress toward this goal.

- Measurable Outcome 5: Graduation rate – defined<sup>1</sup> as the number of students in a 9<sup>th</sup> grade cohort that graduate within 4-years of their enrollment in 9<sup>th</sup> grade
- Measurable Outcome 6: College Readiness – defined in AEIS as the number of graduates that meet or exceed a combination of TAKS Exit Level, SAT and ACT criteria
- Measurable Outcome 7: TAKS Writing scores (scores of 3 or 4)
- Measurable Outcome 8: Enrollment in postsecondary institutions – the number of seniors who enrolled in a 4-year or 2-year college or university or in a technical school
- Measurable Outcome 9: Enrollment in Advanced Placement (AP) courses – defined as the number of students enrolled in one or more AP course and completion of dual credit courses
- Measurable Outcome 10: Performance in Advanced Placement (AP) courses – defined as the number and percent of students with AP test scores of 3, 4 or 5.

For each of these measures, the 2015 targets are set at the level of the highest group. For example, white students had the highest graduation rate (90%) so the target for all groups is to meet or exceed that rate. The proposed targets for college readiness and postsecondary enrollment are set in the same manner (see Table 5). Graduation, college readiness and postsecondary enrollment data reporting lag one year behind and are not reported until late fall of each year. The postsecondary data do not account for students who go straight to work after graduating from high school.

	Class of 06	Class of 07	Class of 08	Target for Class of 11	Target for Class of 14
Graduation Rate	77.3%	75.3%	74.3	82%	90%
English Language Arts College Readiness	57%	54%	61%	67%	73%
Mathematics College Readiness	58%	60%	63%	71%	81%
Postsecondary Enrollment (including 4-yr. 2-yr. & technical schools)	63%	63%	63%	70%	77%
Advanced Course/Dual Enrollment Completion	21.9%	22.0%	22.7%	29%	35.7%
Advanced Placement Test Scores at or Above Criterion (scores of 3-5)	52.8%	53.4%	50.6%	61.6%	71.6%

The targets presented in Table 5 are available from data currently collected and reported from official sources (e.g. TEA and the National Student Clearinghouse).

<sup>1</sup> Defined by the state Academic Excellence Indicator System (AEIS)

## Proposed Additional Measures

To assess if students graduate ready for career and life in a globally competitive economy, a broader approach to accountability may be needed – an approach that moves beyond simply counting the numbers of students who pass tests, take selected courses, and apply to college. AISD graduates in the future must have a plan for their future, the resilience and perseverance to succeed, and the skills required to achieve their goals.<sup>2</sup>

Potential measures are outlined in Table 6. They are presented broadly for discussion.

	Baseline 2009	Target 2012	Target 2015
Completion of three years of the same language or language proficiency test scores	NA	NA	NA
Participation in extra curricular activities (e.g., band, orchestra and choir; art and drama; and athletics)	NA	NA	NA
Completion of a graduation portfolio (e.g., sample performances, products and projects, internships, volunteer work)	NA	NA	NA
Measures of self-confidence and attitudes toward school, work and success	NA	NA	NA
Scholarships, financial aid, awards, and recognition	NA	NA	NA
Completion of a career plan with specific goals, strategies, and action steps	NA	NA	NA
Public speaking training, speaking and presentation experience	NA	NA	NA
Completion of programs (e.g., business education, career and vocational, and health and medical)	NA	NA	NA
Number of students applying to college, college visits, and measures or career advisory successes	NA	NA	NA
District NAEP and TIMSS indicators	NA	NA	NA
Number of dual language programs	NA	NA	NA
Computer proficiency, technical skills, and programs	NA	NA	NA

<sup>2</sup> Before any new measures can be determined, the proposals must be studied in relation to current practices, participation and resources as well as cost and feasibility.

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

- Measurable Outcome 11: District and campus accountability ratings<sup>3</sup>

The targets presented here are from the 2010 baseline to 2015. It is important to note that although the targets listed above for Goals 2 and 3 do not show actual passing rates that meet AYP standards for all student groups, the increases targeted are large enough for the district to meet AYP using the safe harbor and Texas Projection Measure provisions.

1. District-level targets are as follows:

- *By 2010:*
  - No AU schools based on TAKS
  - The district will achieve an Acceptable rating
  - The District will meet 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 standard 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
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- *By 2015:*
  - No AU schools
  - The District will achieve Exemplary standard for all TAKS subjects
  - The District will achieve the Exemplary standard for the 2012 completion cohort
  - The District will meet AYP

2. At the campus level, the targets will increase annually the numbers of campuses reaching the recognized or exemplary standards as outlined in Table 7.

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<sup>3</sup> Although it is anticipated that some state accountability criteria may change after 2011-2012, the targets here assume that they will remain unchanged through 2015.

**Table 7: Number of AISD Campuses Targeted for Each Accountability Rating**

Rating	2009 Actual		2010 Target		2011 Target		2012 Target		2015 Target
Exemplary									
<i>High School</i>	1	1	1	1	3	5			
<i>Middle School</i>	0	1	1	1	4	7			
<i>Elementary</i>	23	30	40	53	67				
Recognized									
<i>High School*</i>	0	2	3	3	5				
<i>Middle School</i>	1	3	6	6	9				
<i>Elementary</i>	29	29	25	20	11				
Academically Acceptable									
<i>High School</i>	7	10	9	7	3				
<i>Middle School</i>	12	15	12	9	3				
<i>Elementary</i>	26	19	13	5	0				
Academically Unacceptable									
<i>High School</i>	3	0	0	0	0				
<i>Middle School</i>	5	0	0	0	0				
<i>Elementary</i>	0	0	0	0	0				