



**AISD Strategic Plan 2010-2015  
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.
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, healthful, and engaging.
2. Build strong relationships with students, families, and the community to increase trust and shared responsibility.
3. 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.
4. 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. TAKS writing scores
9. Enrollment and performance in Advanced Placement courses
10. District and campus accountability ratings

*\*In addition, a number of specific program and process measures will be included in the District Improvement Plan, Campus Improvement Plans, and other departmental and program plans 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 action step, the AISD department with primary accountability for developing more detailed actions plans will be identified, as well as a primary community partner as applicable. The Key Action Steps are not presented in any particular order, and are numbered for reference.

<b>Strategy 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.</b>		
<b>ACTION STEPS</b>	<b>PRIMARY ACCOUNTABILITY</b>	<b>PRIMARY PARTNER</b>
1.1 Provide early and proven interventions for academically struggling learners and academically struggling schools.		
1.2 Provide responsive, effective, and sustainable support for AISD children and their families living in low-income neighborhoods and in historically under-served neighborhoods, and for students attending low-performing schools.		
1.3 Provide different options for learning experiences to meet varied student needs and learning styles.		
1.4 Improve the delivery of services to English Language Learners, and provide greater opportunities for participation in dual language programs across the district.		
1.5 Expand early literacy, early childhood education, and pre-kindergarten programs and locations.		
1.6 Identify homeless, mobile, pregnant, and other students with special needs and ensure that they receive consistent access to curriculum and appropriate services.		
1.7 Maintain a strong focus on math and science (e.g., provide at least one fourth-year science course in engineering at each high school).		
1.8 Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction and classroom management.		
1.9 Ensure that all students have equitable access to programs, courses, and services related to health, fitness, and well-being.		
1.10 Provide more opportunities for students to take Fine Arts and other enrichment courses.		
1.11 Implement behavioral, character, social, and other student support systems at all schools effectively and equitably.		
1.12 Develop signature programs within each vertical team that begin in early childhood and culminate in nationally recognized high school programs.		
1.13 Support campuses in developing culturally relevant training and learning experiences to eliminate achievement gaps, and to decrease over-representation of any student groups in discipline and Special Education programs.		
1.14 Enhance dropout prevention efforts and create multiple, proven pathways to course credit recovery.		
1.15 Improve attendance and completion rates for all students.		
1.16 Ensure that students have mastered a high school ready curriculum and are confident in their academic abilities by the time they enter the 9th grade.		
1.17 Set a baseline of advanced academics for every school, create concentrations of advanced study, and expand opportunities for dual credit and advanced placement.		
1.18 Increase the effective application of technology in the classroom, and channel student interests in technology into academic achievement.		

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1.19 Develop mandatory training for all staff who serve Special Education students to ensure access to rigorous, grade-level curriculum in the Least Restrictive Environment, specialized training in serving English Language Learners, and compliance with procedural requirements.		
<b>Strategy 2: Build strong relationships with students, families, and the community to increase trust and shared responsibility.</b>		
<b>ACTION STEPS</b>	<b>PRIMARY ACCOUNTABILITY</b>	<b>PRIMARY PARTNER</b>
2.1 Use multiple and appropriate methods of communication and engagement to reach all stakeholders and every part of the community to gain meaningful input, participation, partnerships, and shared responsibilities for student success.		
2.2 Increase collaboration with other entities to support such areas as affordable housing, health and human services, and community planning.		
2.3 Ensure that every school has the resources and services (public, private, no-profit) needed to support its students, parents, and families.		
2.4. Provide all resources necessary for adequate translation and interpretation services at all schools.		
2.5 Increase the number of schools with Parent Support Specialists.		
<b>Strategy 3: Ensure that every classroom has a highly effective educator, and that every other staff position is filled with the right person to do the job.</b>		
<b>ACTION STEPS</b>	<b>PRIMARY ACCOUNTABILITY</b>	<b>PRIMARY PARTNER</b>
3.1 Develop a comprehensive plan to deliver professional development to all staff in a meaningful fashion that is connected to needs and results in the classroom.		
3.2 Hire high-quality and diverse teachers and principals, and reduce their turnover through mentoring, compensation, leadership development, and other incentives.		
3.3 Organize central administration to support schools, and enable campus leadership to focus on the classroom.		
3.4 Include on central administration employee appraisals performance measures related to support of schools.		
<b>Strategy 4: Align resources to accomplish priorities within a balanced budget.</b>		
<b>ACTION STEPS</b>	<b>PRIMARY ACCOUNTABILITY</b>	<b>PRIMARY PARTNER</b>
4.1 Examine options in funding methodology that allow federal title dollars to follow the student.		
4.2 Evaluate and reallocate necessary funding to schools based on identified needs.		
4.3 Rigorously and regularly evaluate programs to establish a framework for performance-based budgeting and to abandon programs that are not effective.		
4.4 Explore and support legislation to enhance local district funding, and identify alternative sources of funding and grants.		
4.5 Develop and implement long-range plans for facilities, transportation, and technology that align infrastructure with the district's educational mission.		
4.6 Ensure adequate library resources at all schools.		
4.7 Consider school consolidations and reorganizations to reduce operational costs and meet the need for new or expanded programs.		
4.8 Provide sufficient resources to support effective use of technology at all campuses.		
4.9 Ensure that the budget and other district and campus plans align with and support the Strategic Plan.		

**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.**

**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 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: (1) those who have been with the district for at least three consecutive years and (2) those who have not. Within each cohort, the data will be summed across grades for each state and federal accountability student group (e.g. African American, Hispanic). Higher targets will be set for *those students who have been in AISD for at least three consecutive years* than for those who have not. In addition, higher targets will be set for reading, writing, and social studies than for math and science based on the clearly different current levels of performance. See Tables 1 and 2 for the *reading* and *math* targets for the three-year cohort and Tables 3 and 4 for the non-three-year cohort data. 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. Data for science, social studies, and writing are being analyzed to be included in the final plan. The targets presented for both cohorts are consistent with the district accountability targets described below for Goal 4.

Table 1: TAKS Reading Passing Rates for Students In AISD for at Least Three Consecutive Years				
Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	Percent Passing
All Students	26,652	90%	95%	98%
African American	2,927	85%	95%	98%
Hispanic	14,388	85%	95%	98%
White	8,448	98%	98%	98%
LEP	3,985	68%	90%	98%
Econ. Disadvantaged	14,269	84%	95%	98%
SPED	1,153	82%	95%	98%

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Table 2: TAKS Math Passing Rates for Students In AISD for at Least Three Consecutive Years				
Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	Percent Passing
All Students	28,036	79%	85%	90%
African American	3,127	63%	80%	90%
Hispanic	15,334	72%	85%	90%
White	8,642	94%	96%	98%
LEP	4,563	59%	80%	90%
Econ. Disadvantaged	15,316	69%	80%	90%
SPED	2,079	61%	80%	90%

Table 3: TAKS Reading Passing Rates for Students <b>Not</b> In AISD for at Least Three Consecutive Years				
Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	Percent Passing
All Students	9,074	78%	80%	90%
African American	1,577	76%	80%	90%
Hispanic	5,016	72%	80%	90%
White	2,156	91%	95%	98%
LEP	2,185	61%	80%	90%
Econ. Disadvantaged	5,720	73%	80%	90%
SPED	2,796	71%	80%	90%

Student Group	Baseline 2009		Target 2012	Target 2015
	Number Tested	Percent Passing	Percent Passing	
All Students	6,084	66%	80%	86%
African American	1,037	51%	75%	85%
Hispanic	3,151	60%	80%	88%
White	1,644	85%	90%	95%
LEP	1,336	52%	75%	85%
Econ. Disadvantaged	3,691	59%	75%	85%
SPED	1,547	54%	75%	85%

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

**Measurable Outcome 3: Achievement gaps among ethnic groups**

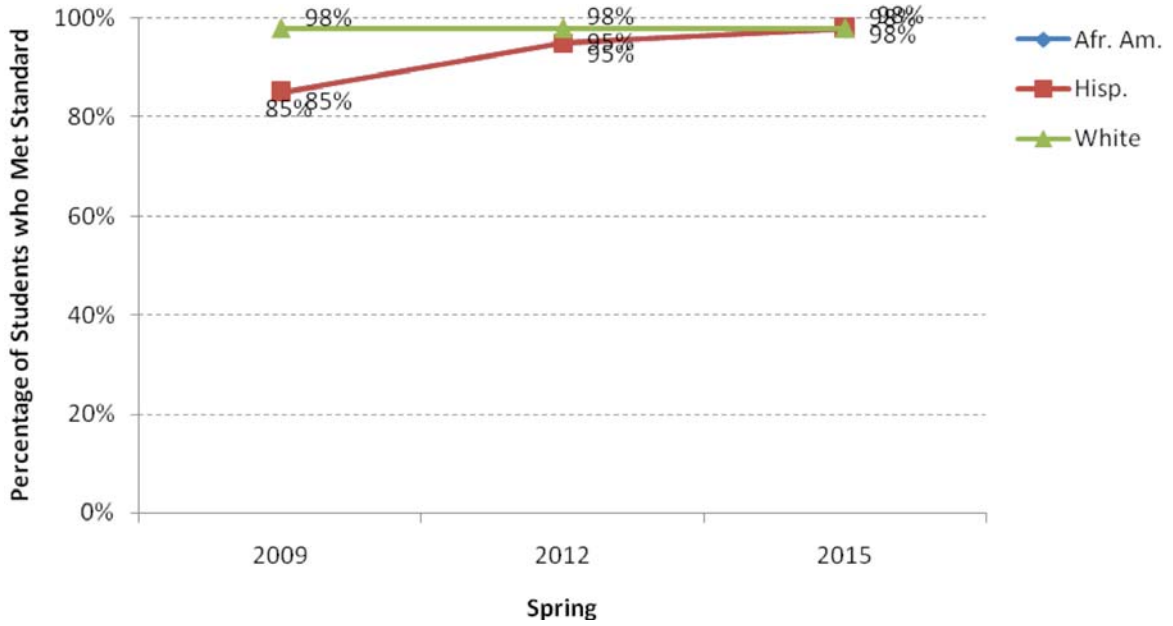
**Measurable Outcome 4: Achievement gaps between economic groups**

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 at least three consecutive years and the cohort of students who have not. Within each of the cohorts, the gaps in TAKS passing rates among ethnic groups and between economically disadvantaged and non-economically disadvantaged students will be measured using the same annual targets presented for Goal 1 above. With this method and an intense, strategic focus on teacher effectiveness (Gates Foundation, 2008; Urban Institution, 2007; Brookings Institution, 2006), AISD expects by 2015 to:

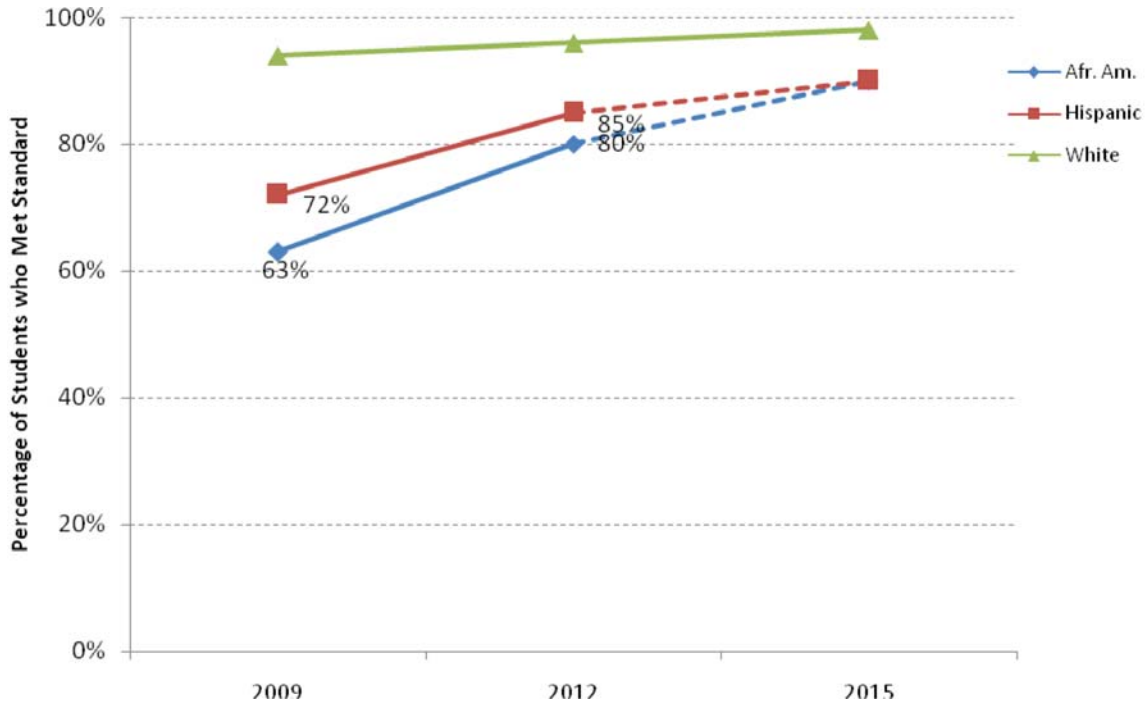
- Eliminate the reading, writing, and social studies achievement gaps for students in the three-year cohort
- Reduce the mathematics and science achievement gaps for students in the three-year cohort to no more than eight points
- Reduce the reading, writing, and social studies achievement gaps for students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

Figures 1 through 4 show the gap projections among ethnic groups for reading and mathematics performance for the three-year and non-three year cohorts. Gap projections for science, social studies, and writing among ethnic groups and for all subjects between socio-economic groups are in progress and will be included in the final draft.

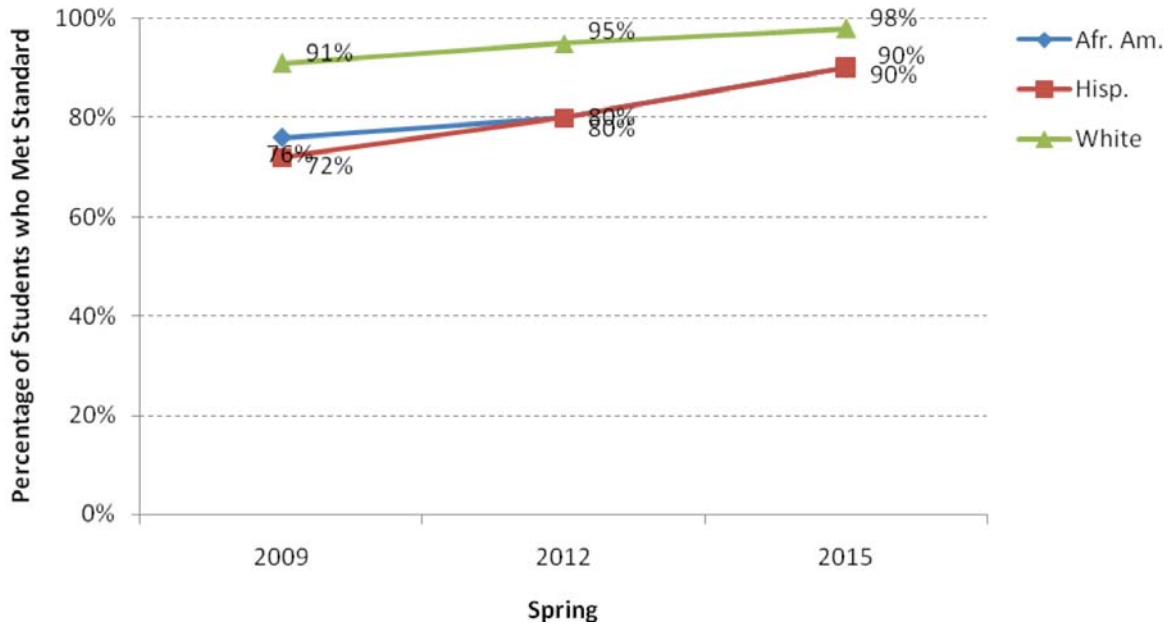
**Figure 1: Three-Year Cohort Reading TAKS Performance Gaps Among Ethnic Groups**



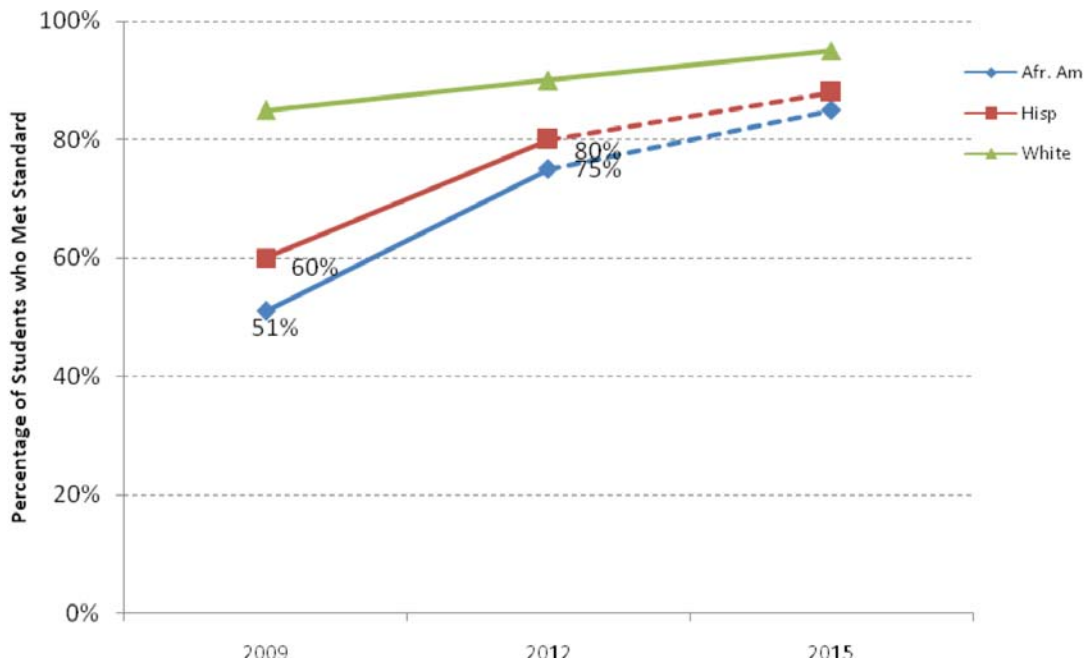
**Figure 2: Three-Year Cohort Math TAKS Performance Gaps Among Ethnic Groups**



**Figure 3: Non-Three Year Cohort Reading TAKS Performance Gaps Among Ethnic Groups**



**Figure 4: Non-Three Year Cohort Math TAKS Performance Gaps Among Ethnic Groups**



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

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**Measurable Outcome 5: Graduation rates**

**Measurable Outcome 6: College readiness**

**Measurable Outcome 7: Postsecondary enrollment**

**Measurable Outcome 8: TAKS writing scores**

**Measurable Outcome 9: Enrollment and performance in Advanced Placement courses**

Five measures are currently proposed to assess progress toward this goal. Additional measures are being considered although there are no baseline data currently available. The measures (outcome currently available are:

- Measurable Outcome 5: Graduation rate, defined in the Academic Excellence Indicator System (AEIS) as the number of students in a 9<sup>th</sup> grade cohort that graduate within four years of their enrollment in 9<sup>th</sup> grade in a Texas school
- 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: 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
- Measurable Outcome 8: TAKS Writing scores
- Measurable Outcome 9: Enrollment and performance in Advanced Placement (AP) courses with enrollment defined as the number of students enrolled in one or more AP course and performance 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 in 2006 or 2007. For example, White students had the highest graduation rates in 2006 (89.7%) and the target for all students groups is to meet or exceed this rate by 2015. The proposed targets for college readiness and postsecondary enrollment are set in the same manner (see Table 5). 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 05	Class of 06	Class of 07	Class of 08	Target for Class of 12
Graduation Rate	80.7%	77.3%	75.3%	TBD	90%
English Language Arts College Readiness	NA	57%	54%	TBD	73%
Mathematics College Readiness	1NA	58%	60%	TBD	81%
Postsecondary Enrollment (including 4-yr., 2-yr., and technical schools)	60%	63%	63%	63%	77%

The targets presented in Table 5 are readily available from data currently collected and reported from official sources (e.g. TEA, National Student Clearinghouse). However, they are limited in the extent to which they provide a means to monitor progress toward Goal 3. To provide a more complete view of student preparation for college, career and life, additional measures are proposed.

AISD needs additional information before targets for these proposed measures can be determined. The targets should be studied in more detail in relation to current practices, participation, and resources and to determine cost and feasibility. However, a broad approach to accountability would move AISD 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. A broader accountability model might better address these additional important factors to students' success.

**Proposed Additional Measures**

- Proficiency in a second language
  - Completion of three years of the same language
  - Language proficiency test
- Participation in Extra Curricular Activities
  - Band, Orchestra and Choir
  - Art and Drama
  - Athletics

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

**Measurable Outcome 10: District and campus accountability ratings**

The targets for accountability ratings only project to 2012 due to the significant changes expected in the rating system after 2012. 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 in future years, the increases targeted are large enough for the district to meet AYP using the safe harbor and Texas Projection Measure provisions. 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

At the campus level, annual increases are proposed in the numbers of campuses reaching Recognized or Exemplary standards. The targets will be adjusted when additional information is available for the new rating system beginning in 2013 (see Table 5).

**Table 6: Number of AISD Campuses Targeted for Each State Accountability Rating**

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

Based on research that links a variety of factors to student achievement, additional 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 outcome measures. The process measures will include but not be limited to:

- Student academic growth
- Attendance rates
- Discipline rates
- Special Education placements and disproportionality
- Campus Climate
- English Language Proficiency
- Advanced placement course completion