

Austin ISD Lone Star Governance Goals, GPMs, Constraints, and CPMs

This document identifies language to serve as a starting point for the AISD Board of Education to refine and align their current priorities with effective governing priorities as outlined in the Lone Star Governance framework. The intention of this “retooling” of the board’s scorecard is to simply refine and align existing priorities, not to create new priorities or expectations. If the board chooses to realign its scorecard, then they will be able to demonstrate growth from “does not meet focus” to “meets focus” on Vision and Goals I, II, and IV on the LSG Integrity Instrument, and “approaches focus” on Vision and Goals III.

VISION STATEMENT

We are Austin's home for inclusive learning: high expectations for all children, high outcomes for every student.

STUDENT OUTCOME GOALS

Goal 1

3rd grade students earning Meets Grade Level on the STAAR Reading Assessment in English or Spanish will increase from x% in June 2021 to y% by June 2026. (Source: TAMS All Students Tested)

Group	2019-20	2020-21	2021-22	2022-23	2023-24 Current	2023-24	2024-25	2025-26
All Students	49	42	53	50		50	56	60
Am. Indian	45	*	50	56		57	58	60
Asian	65	65	74	69		70	72	75
Black	27	20	30	22		30	40	60
Hispanic	36	25	37	34		40	45	60
Pac. Islander	17	*	*	60		60	60	60
2 or More	70	64	77	77		77	78	80
White	72	70	79	77		77	78	80
Eco. Dis.	31	19	31	28		30	35	60
Em. Bilingual	35	20	31	27		30	35	60
SpEd	16	17	25	23		25	35	60

Goal Progress Measure 1.1

Students identified on the reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase from x% in June 2021 to 60% by August 2026. (Source: MAP STAAR Projected Proficiency Measure)

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	23-24	24-25	25-26
All Students	35	44	45	43	44		50	56	60
EcD	12	20	24	23	22		30	40	60
-Black EcD	13	19	11	16	14		25	35	60
-Hispanic EcD	9	17	23	16	21		25	35	60
Em. Bilingual	9	18	26	24	25		25	35	60
SpEd	18	20	20	18	21		25	35	60
Am. Indian	*	50	63	55	55		56	58	60
Asian	61	62	57	58	60		60	65	75
Black	19	23	16	20	18		25	35	60
Hispanic	17	25	30	35	28		40	45	60
Pac. Islander	*	*	40	88	44		40	45	60
2 or More	62	70	68	66	65		70	75	80
White	61	72	70	67	69		70	75	80

Goal Progress Measure 1.2

Students identified on the reading MAP assessment for 2nd grade, at the On Grade Level or above, will increase from x% in June 2021 to 60% by August 2026. (Source: MAP STAAR Projected Proficiency Measure)

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	23-24	24-25	25-26
All Students	24	34	32	43	44		50	56	60
EcD	8	13	10	22	22		30	40	60
-Black EcD	6	14	7	15	13		25	35	60
-Hispanic EcD	5	10	8	20	20		25	35	60
Em. Bilingual	6	12	14	32	30		25	35	60
SpEd	11	17	9	24	22		25	35	60
Am. Indian	29	44	56	67	57		56	58	60
Asian	55	54	41	57	59		60	65	75
Black	8	16	10	17	17		25	35	60
Hispanic	10	18	17	30	30		40	45	60
Pac. Islander	*	*	29	*	*		40	45	60
2 or More	54	61	49	55	54		60	65	80
White	49	58	49	55	59		60	65	80

Goal 2

3rd grade students earning Meets Grade Level on the STAAR Math Assessment in English or Spanish will increase from x% in June 2021 to y% by June 2026. (Source: TAMS All Students Tested)

Group	2019-20	2020-21	2021-22	2022-23	2023-24 Current	23-24 Target	24-25 Target	25-26 Target
All Students	51	26	43	43		50	53	60
Am. Indian	36	*	17	56		58	59	60
Asian	74	61	71	69		70	72	75
Black	29	7	20	14		20	35	60
Hispanic	40	12	28	27		30	35	60
Pac. Islander	17	*	*	40		40	45	60
2 or More	65	45	64	70		70	72	75
White	71	46	64	67		70	72	75
EcD	35	9	23	22		25	35	60
Em. Bilingual	39	11	28	24		25	35	60
SpEd	19	9	17	21		25	35	60

Goal Progress Measure 2.1

Students identified on the math MAP assessment for 3rd grade, at the On Grade Level or above, will increase from x% in June 2021 to 60% by June 2026. (Source: MAP STAAR Projected Proficiency Measure)

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	23-24	24-25	25-26
All Students	NA	41	34	33	35		50	53	60
Eco. Dis	NA	20	15	12	14		25	35	60
-Black EcD	NA	13	9	6	6		20	35	60
-Hispanic EcD	NA	19	13	10	12		20	35	60
Em. Bilingual	NA	24	15	14	17		25	35	60
SpEd	NA	17	15	14	14		25	35	60
Am. Indian	NA	33	38	18	27		58	59	60
Asian	NA	69	54	55	60		70	72	75
Black	NA	17	11	9	9		20	35	60
Hispanic	NA	25	19	17	19		30	35	60
Pac. Islander	NA	*	20	33	44		40	45	60
2 or More	NA	65	61	57	56		70	72	75
White	NA	65	57	57	59		70	72	75

Goal Progress Measure 2.2

Students identified on the math MAP assessment for 2nd grade, at the On Grade Level or above, will increase from x% in June 2021 to 60% by June 2026. (Source: MAP STAAR Projected Proficiency Measure)

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	23-24	24-25	25-26
All Students	NA	30	34	28	27		50	53	60
EcD	NA	12	14	10	9		25	35	60
-Black EcD	NA	11	5	5	3		20	35	60
-Hispanic EcD	NA	9	13	7	7		20	35	60
Em. Bilingual	NA	13	17	11	11		25	35	60
SpEd	NA	14	17	13	13		25	35	60
Am. Indian	NA	33	20	30	25		58	59	60
Asian	NA	52	56	55	52		70	72	75
Black	NA	13	9	7	6		20	35	60
Hispanic	NA	15	19	13	13		30	35	60
Pac. Islander	NA	*	63	*	*		40	45	60
2 or More	NA	53	58	48	48		70	72	75
White	NA	51	57	48	47		70	72	75

Goal 3

The percentage of graduates that meet the TSI criteria on TSIA/ACT/SAT and either earn an IBC, Level I certificate, Level II certificate, or earn an associate degree will increase from X% in August 2021 to Y% in August 2026.

Group	2019-20	2020-21	2021-22	2022-23	2022-23	2023-24	2024-25
All Students	11.6	7.5	6.1		8.0	9.0	10.0
Am. Indian	*	*	*		8.0	9.0	10.0
Asian	24.0	11.0	8.1		9.0	10.0	10.0
Black	4.0	5.2	1.5		4.0	6.0	10.0
Hispanic	8.6	6.9	3.8		4.0	6.0	10.0
Pac. Islander	*	*	*		8.0	9.0	10.0
2 or More	13.1	9.0	6.1		9.0	10.0	10.0
White	16.2	8.4	10.2		11.0	11.0	11.0
Eco. Dis.	7.8	5.9	3.0		4.0	6.0	10.0
Em. Bilingual	4.5	4.6	1.3		2.0	4.0	10.0
SpEd	1.1	0.7	0.3		2.0	4.0	10.0

Goal Progress Measure 3.1

Students who have completed TSI, in both ELA and math, will increase from XX% in August 2021 to 72% by August 2026. (TSIA/ACT/SAT)

Group	2020-21	2021-22	2022-23	2023-24	2022-23	2023-24	2024-25
All Students	52.0	50.7	48.8	50.0	53.0	56.0	60.0
Eco. Dis	30.6	26.6	26.3	24.4	35.0	45.0	60.0
-Black Eco. Dis.	21.3	15.1	15.0	13.3	35.0	45.0	60.0
-Hispanic Eco. Dis.	27.9	23.3	23.7	21.9	35.0	45.0	60.0
Em. Bilingual	18.8	12.4	14.4	12.8	35.0	45.0	60.0
SpEd	9.9	6.2	10.6	10.6	20.0	30.0	40.0
Am. Indian	54.6	12.5	*	*	35.0	45.0	60.0
Asian	79.5	80.8	85.9	80.4	80.0	83.0	88.0
Black	27.5	23.8	20.0	23.4	35.0	45.0	60.0
Hispanic	37.2	34.0	31.6	32.3	35.0	45.0	60.0
Pac. Islander	*	*	*	*	35.0	45.0	60.0
2 or More	68.9	65.2	63.5	67.6	70.0	75.0	80.0
White	75.7	75.7	75.4	74.8	80.0	83.0	88.0

Goal Progress Measure 3.2

Students who are on track to earn at least 12 college hours will increase from x% in August 2021 to 25% by August 2026.

Group	SY 20-21	SY 21-22	SY 22-23	SY 23-24 Preliminary	2024	2025	2026
All Students	9.8	9.4	8.9	4.8	10.0	18.0	25.0
Eco. Dis	9.7	8.6	7.7	4.5	10.0	18.0	25.0
-Black Eco. Dis.	8.8	8.2	6.2	3.6	5.0	15.0	25.0
-Hispanic Eco. Dis.	9.6	8.3	7.6	4.6	10.0	18.0	25.0
Em. Bilingual	6.6	5.4	4.9	3.0	10.0	18.0	25.0
SpEd	1.0	1.1	1.6	0.8	5.0	10.0	15.0
Am. Indian	3.0	6.7	3.8	3.7	10.0	18.0	25.0
Asian	14.4	13.4	15.3	6.8	10.0	18.0	25.0
Black	8.5	9.2	7.6	4.7	10.0	18.0	25.0
Hispanic	10.2	9.5	8.3	5.1	10.0	18.0	25.0
Pac. Islander	0.0	4.5	21.7	13.6	10.0	18.0	25.0
2 or More	8.6	9.7	9.2	4.6	10.0	18.0	25.0
White	8.8	8.8	9.2	4.2	10.0	18.0	25.0

Goal Progress Measure 3.3

Students who are on track to earn an industry-based certification from the TEA-approved list will increase from x% in August 2021 to y% by August 2026. (Source: PEIMS - Percentage of students in grades 11 or 12 identified as CTE Program Completers in one or more strands during the SY)

Group	2020-21	2021-22	2022-23	2023-24 Preliminary	2023-24	2024-25	25-26
All Students	16.7	17.0	15.0	13.5	16.0	18.0	20.0
Eco. Dis	16.6	16.6	15.0	14.7	16.0	18.0	20.0
-Black Eco. Dis.	14.3	13.2	13.0	11.6	16.0	18.0	20.0
-Hispanic Eco. Dis.	16.9	16.9	15.8	15.5	16.0	18.0	20.0
Em. Bilingual	15.5	15.6	14.5	14.4	16.0	18.0	20.0
SpEd	14.0	15.6	13.9	15.2	16.0	18.0	20.0
Am. Indian	20.0	6.7	13.3	7.7	16.0	18.0	20.0
Asian	15.3	16.6	19.0	8.9	20.0	20.0	20.0
Black	15.4	14.9	12.2	11.6	16.0	18.0	20.0
Hispanic	17.6	18.5	15.6	14.9	16.0	18.0	20.0
Pac. Islander	12.5	0.0	11.1	25.0	16.0	18.0	20.0
2 or More	17.8	19.2	15.2	11.4	16.0	18.0	20.0
White	15.6	14.9	14.0	12.4	16.0	18.0	20.0

Goal Progress Measure 3.4

Students on track to pass at least one Advanced Placement or International Baccalaureate class will increase from x% in August 2021 to y% by August 2026. (Source: Frontline - Students who earned credit in an AP or IB course in the current year.)

Group	SY 20-21	SY 21-22	SY 22-23	SY 23-24 Preliminary	2024	2025	2026
All Students	38.1	37.1	38.8	26.5	40.0	50.0	60.0
Eco. Dis	26.4	25.7	28.5	20.4	40.0	50.0	60.0
-Black Eco. Dis.	17.8	16.5	19.3	9.9	30.0	45.0	60.0
-Hispanic Eco. Dis.	27.0	27.2	29.5	22.0	40.0	50.0	60.0
Em. Bilingual	25.8	26.3	28.6	23.1	40.0	50.0	60.0
SpEd	7.9	9.2	10.5	7.8	20.0	25.0	30.0
Am. Indian	27.3	26.7	34.6	18.5	40.0	50.0	60.0
Asian	59.8	56.4	57.5	37.5	60.0	65.0	70.0
Black	23.0	21.7	23.5	13.7	35.0	45.0	60.0
Hispanic	31.4	31.4	32.1	23.8	40.0	50.0	60.0
Pac. Islander	36.8	31.8	30.4	27.3	40.0	50.0	60.0
2 or More	44.5	42.3	45.8	29.8	50.0	60.0	70.0
White	49.0	46.1	49.3	31.5	60.0	65.0	70.0

AUSTIN ISD VALUES

In our interactions with students, families, community stakeholders and each other, we commit to:

- Caring for every child to be healthy, safe, engaged, supported, and challenged.
- Educational equity, to ensure every child receives what is needed to develop to their full potential.
- Innovation and academic excellence to inspire the next generation of leaders, civically engaged citizens, creative and critical thinkers, and lifelong learners.
- Valuing diversity, inclusion and meaningful engagement of all voices as we collaborate to improve the common good.
- A culture of respect, transparency, and data-informed decision making to build trusting relationships with each other and those we serve.
- Engaging our employees and inviting their collaboration to make AISD a great place to work.
- Aligning resources to student needs, to be strategic stewards of financial and human capacities to achieve our vision and mission.

SUPERINTENDENT CONSTRAINTS

Constraint #1: Well Rounded Options/Equity

The superintendent shall not prevent students from pursuing coherent pathways outside of core courses.

CPM 1.1

The percentage of students in grade 11 or 12 on track to complete a third or fourth course in a non-core CTE coherent sequence will increase from x% in May 2021 to 80% in May 2026.

	2022	2023	2024	2025	2026
Target					
Actual					

CPM 1.2

The percentage of students in grade 11 or 12 who successfully complete a third or fourth course in an athletic, fine arts or visual arts sequence will increase from x% in May 2021 to 80% in May 2026.

	2022	2023	2024	2025	2026
Target	51				
Actual	50				

Constraint #2: Student Well-Being/Equity

The superintendent will not allow a disparity in student discipline actions based on race, ethnicity, socio-economic status, or ability.

CPM 2.1

Disparity in African American student disciplinary actions as recorded in PEIMS will decrease from 15% in May 2022 to 7% by May 2026.

	2022	2023	2024	2025	2026
Target	15%	13%	11%	9%	7%
Actual	18%	17%	*	*	*

CPM 2.2

Disparity in special education student disciplinary actions as recorded in PEIMS will decrease from 34% in May 2022 to 14% by May 2026.

	2022	2023	2024	2025	2026
Target	34%	27%	20%	14%	14%
Actual	30%	30%	*	*	*

Constraint #3: Special Education Compliance/Equity

The superintendent will not allow the number of past due special education evaluations to increase or remain the same.

CPM 3.1

The total number of initial and reevaluations conducted will meet set goals for summer, fall, and spring through December 2025.

	2022	2023	2024	2025	2026
Target	n/a	4147	5699	7460	7460
Actual	n/a	4767	*	*	*

CPM 3.2

The number of pending evaluations will be less than the set goals for summer, fall, and spring, and at O evaluations exceeding the required evaluation timelines by December 2025.

	2022	2023	2024	2025	2026
Target	n/a	3968	3403	1077	0
Actual	n/a	3536	*	*	*

Constraint #4: Teacher and Employee Well-Being/Equity

The superintendent will not allow a culture of employee burnout.

CPM 4.1

The retention rate for teachers remaining in teacher positions and remaining at Title 1 schools will increase from 80% in May 2022 to 90% by May 2026.

	2022	2023	2024	2025	2026
Target	80%	82%	84%	87%	90%
Actual	79%	63%	*	*	*

CPM 4.2

The retention rate for staff (not including teachers) will increase from 83% in May 2022 to 90% by May 2026.

	2022	2023	2024	2025	2026
Target	83%	84%	86%	88%	90%
Actual	83%	68%	*	*	*

CPM 4.3

The percentage of staffs survey participation will increase from 75% in May 2022 to 80% by May 2026.

	2022	2023	2024	2025	2026
Target	75%	75%	76%	78%	80%
Actual	72%	63%	*	*	*

Constraint #5: Culture of Respect and Customer Service

The superintendent will not allow parents and students to be disengaged.

CPM 5.1

The percentage of staffs' satisfaction measured by the School Climate survey section will increase from 60% in May 2022 to 80% by May 2026.

	2022	2023	2024	2025	2026
Target	Baseline	65%	70%	75%	80%
Actual	60%	66%	*	*	*

CPM 5.2

The percentage of students' satisfaction measured by the School Climate survey section will increase from 5 % in May 2022 to 80% by May 2026.

	2022	2023	2024	2025	2026
Target	Baseline	64%	70%	75%	80%
Actual	52%	49%	*	*	*

CPM 5.3

The percentage of families' satisfaction measured by the School Climate survey section will increase from 71% in May 2022 to 80% by May 2026.

	2022	2023	2024	2025	2026
Target	Baseline	73%	75%	77%	80%
Actual	71%	68%	*	*	*