

These action plans are meant to direct the school district's work for next year and the subsequent few years until the desired outcomes are reached. They address specific needs—such as the under-representation of African American students in AP and honors courses as well as their over-representation in special education.

Some of these proposals have budget implications, and, as we all know, we are still contemplating having to cut our budget by some \$20 million for next year. But we do acknowledge the need to align our resources with our greatest needs. This could involve

Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
	<p>2. Hold principals accountable for setting and reaching targets outlined in the CIP's, for all students and each student group.</p> <p>a. Monitor implementation and progress at regular intervals throughout the year.</p> <p>b. Use CIP's implementation and success as part of principal evaluation.</p>	<p>Regularly scheduled progress meetings (monthly) and campus visits held by Area Superintendent with each principal; formal evaluations conducted at mid- and end of year</p>	<p>Area Superintendents</p> <p><u>Costs</u> Time and personnel (local budget)</p>		<p>Area Superintendents have met with principals to set expectations</p>
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Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
	<p>4. Ensure that students for whom the core program is insufficient are provided with appropriate planned and timely interventions to accelerate learning, including both academic support and student/family support.</p> <p>a. Provide Account for Learning dollars and support to highest needs campuses.</p>	<p>Identify schools that qualify for AFL 2001-02 funds during summer of 2001 and amend campus budgets; train and deploy</p>	<p>Director of Curriculum and School Improvement, Area Superintendents, principals, and teachers</p> <p><u>Costs</u></p>		<p>Account for Learning dollars support instructional coaches, parent liaisons, and instructional enhancement at AISD schools with high numbers of Economically</p>

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Desired Outcome	Actions	Timeline	Person(s) Responsible/ Costs	Measure(s) of Outcome	Status Update
	<p>b. Continue and expand planned interventions, such as SOAR, SUCCESS, full-day Pre-Kindergarten, and after-school tutorials</p>	<p>Principals and teachers, with assistance of curriculum support staff, if necessary, to identify students in need of intervention (April 2001 for SOAR, May for other summer schools, regularly scheduled intervals through-out the year, and as needed, for after-school interventions)</p>	<p>Director of Community Education, Principals, teachers, Area Superintendents</p> <p><u>Costs</u> Approximately \$12 million in state, federal, and local funds.</p>		<p>Approximately 4,000 students participated in AISD academic summer programs, focused on improving proficiency in reading and mathematics. State and district funds provide full-day Pre-kindergarten services.</p>

STUDENTS

Guiding Principle #2 :

Provide all African-American students the support they need to graduate from high school well prepared for both college and careers.

Addresses items: 9, 10, 14, 16 and 20

Background

Several major initiatives have been implemented to help AISD students graduate with their projected class, and to prepare AISD students for college and careers. These initiatives are described in the following sections.

To help all students graduate with their projected class, AISD has implemented the Ninth Grade Success Initiative. The goal of the Ninth Grade Success Initiative is to increase graduation rates in Texas public schools by reducing the numbers of students who are retained in ninth grade or who drop out. Ninth-grade students are retained when they do not successfully complete enough credits to become tenth graders. Many of these students ultimately drop out. The group most at risk for failing courses and for subsequently dropping out in ninth grade is African-American males. The Ninth Grade Success Initiative provides student support through tutoring, transition classes, and credit recovery programs and through efforts to increase student inclusion such as teams and keeping teachers with students across school transitions. The many support services provided by this initiative will help more African-American students to graduate with their projected classes.

Along with the Ninth Grade Success Initiative, the District has implemented the DELTA Program that gives students the opportunity to earn credits through guided, computer-based instruction. However, not all students have access to DELTA. This is because some schools have a waiting list for DELTA. The District plans to expand the DELTA Program so that more students will have the opportunity to earn sufficient credits to graduate with their projected classes. In addition, the District offers some DELTA classes in the evening to help students who need a more flexible schedule.

Another initiative implemented to help all students graduate with their projected class is the Dropout Prevention and Reduction Initiative. The Dropout Task Force developed a Prevention and Reduction Action Plan that launches a five-pronged dateated tl students drpeninopoup A. h o

an early notification of financial aid eligibility; and promoting rigorous academic coursework. In addition, GEAR-UP Academic Impact Teams (GAIT) are being established to provide case management addressing all factors including academic progress, attendance, mobility, TAAS preparation, discipline, and issues specific to Special Education. This semester, GEAR-UP students who are failing are being tutored by UT students. This program will move with this cohort of students, so provision of similar services to subsequent student cohort groups will become an issue in following years.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	Provide support services to students who have not dropped out but are "off track" for graduation with their projected class.	Continual	Dropout Prevention/Reduction Coordinator, Principals <u>Costs</u> No additional cost		Impact Teams are operational on all AISD campuses. These teams provide one method of early identification and development of interventions for students at-risk of academic failure. Schools have and continue to, identify best practices that can be implemented at their campuses to better address the unique needs of at-risk students (for example, evening and Saturday credit recovery opportunities. AISD has and continues to identify resources and partnerships to expand the types of services needed by students and their families (e.g., (1) the Link program offers students and family members at seven AISD schools access to an array of social services at no cost; and (2)All campuses have access to a community resource database.
Decrease in the number of African-American student receiving grades below 50.	Reinforce the grading policy with staff, students and parents. Collect data from six-weeks grade report on African-American students who are given a numerical score below a 50 and determine whether they failed to meet attendance criteria. Implement actions to address casual factors (poor attendance or failure to attempt tests and class assignments) through IMPACT team interventions.	Continual	Principals, Director of Management Information Services <u>Costs</u> No additional cost	Class failure and student attendance reports for African-American students.	This report will be run after each grading period. The first run will be in October.
Increase by 34% the number of African-American students taking college entrance exams by Spring 2005.	Review and increase efforts to encourage African-		—		

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Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
					<p>The development assets were added to provide mentors with information on practical everyday actions that they can use not only with their mentee, but with all children.</p>

STUDENTS

Guiding Principle # 3a:

Ensure that African-American students participate and succeed in an advanced curriculum including, but not limited to, Honors and Advanced Placement courses to prepare for college and careers.

Addresses items: 3, 7, and 8

Background

All AISD campuses offer advanced-level courses, but vary in terms of the number of these courses that are offered, as well as the number of teachers who have been trained to teach Advanced Placement courses. The most recent state AEIS report indicates that for the 1999-2000 school year, 11.9% of African-American students were enrolled in advanced level courses (Honors and Advanced Placement). More specifically, the percentage of African-American students enrolled in Advanced Placement and International Baccalaureate courses during the 1999-2000 school year increased to 10.4%, a 2.3% increase from the 1998-1999 enrollments.

At the end of the 1999-2000 academic year, the College Board reported that 1,812 AISD students took Advanced Placement Exams. Of that number, 117 (6%) were African-American students. Total exams taken by African-American students was 197, with scores of 3 or above totaling 45 (23%). These figures represent a need to better prepare these students for AP exam performance.

Support for students enrolled in these courses, as well as early preparation for the rigor of advanced level courses, is being addressed by programs such as AVID (Advancement Via Individual Determination) and Gear Up, as well as through creative support options designed by individual campuses.

AVID is a program designed to help underachieving students with academic potential prepare for entrance into colleges and universities. Worldwide, AVID is in over 870 schools in 13 states and

13 countries. AVID demonstrates that a crucial factor in improving the college preparation of underrepresented students is to get them enrolled in rigorous college-preparatory classes and then support them to be successful in those classes and in planning for college. Longitudinal studies of cohorts of high school AVID students have shown strong relationships between participation in AVID and four-year college enrollment and persistence. These outcomes have been demonstrated for Black and Hispanic students and for economically disadvantaged students regardless of ethnicity. Studies have shown relationships between the number of years students spend in AVID and various performance indicators including college attendance. The college-going rate for students completing AVID is more than twice that of local and state rates for similar groups of students (additional data available at the AVID web-site www.avidcenter.org/about/facts.html).

Eight secondary campuses are currently implementing the AVID program. During the 1999-2000 year, 195 students were participating in the program, of which 30% were African-American. Fall 2000 participation increased to 260, with African-American students representing 27% of the total. Currently, 410 are enrolled (additional data not currently available).

The Gear Up grant is being implemented at 10 middle/junior high schools this year, targeting approximately 3,200 low-income students. This program provides academic interventions, career counseling outreach, academic impact teams, and parental involvement support services to raise expectations and prepare students to be successful in a college-preparatory pathway.

Recommended Approach

Increase participation of African-American students in advanced level. Efforts will include expansion of current support services, provision for vertical teaming, and the implementation of evaluation methods that include monitoring of participation and success rates.

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
<p>Increase to a minimum of 25% the number of African-American students who successfully complete Honors and Advanced Placement courses by 2004-2005.</p>	<p>Develop and implement a comprehensive outreach program to better inform African-American students and parents about benefits of advanced level coursework, beginning at the elementary level.</p> <ol style="list-style-type: none"> 1. Identify various networks through which to disseminate information. 2. Establish contacts at each campus for information dissemination. 3. Secure or develop multimedia materials to use in presentations. 4. Conduct counselor training focused on outreach to African-American students and community. 5. Establish a community advisory group to secure input regarding outreach development. 	<ol style="list-style-type: none"> 1. Oct. 2001 2. Sept. 2001 3. Summer 2001 4. August 2001 5. Oct. 2001 	<p>Director of Advanced Academic Services</p> <p style="text-align: center;">—</p>		
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STUDENTS

Guiding Principle # 3b:

Ensure that gifted and talented African-American students are properly identified and served in the District G/T education program.

Addresses items: 3, 7, and 8

Background

Identification of students for GT services occurs at all grade levels, and is ongoing, with the majority of students identified during fall and spring screening schedules set by individual campuses. The district uses quantitative and qualitative measures as part of the identification process, which include measures that research has shown to assist in the identification of African-American students and other underrepresented groups: Raven Progressive Matrices, Traits, Aptitudes, Behaviors (TAB), and student portfolios. Additionally, parent nominations (G/T characteristics) and teacher nominations (Purdue Academic Scales) are both included in the overall data collection. To provide data on cognitive abilities, the Cognitive Abilities Test, a standardized measure, is also used.

Listed among ways that various researchers have offered as a range of possible ways of increasing effective identification procedures for cultural and ethnic groups are: creating more authentic evaluation procedures such as portfolios; using objective and subjective data from multiple sources; extending the range of persons in the nomination process, and; analyzing sub-test scores differently (St. Jean, 1996). Three of the measures have been selected by AISD based on research on underrepresented populations in gifted education. The Raven Progressive Matrices, a non-verbal abilities test, is used to determine the more fundamental abilities of students being screened for GT services, and has been used to discover high ability students from cultural minorities (Gallagher & Gallagher, 1994; Raven, 1989). The TABs an instrument designed by Dr. Mary Frasier, a national expert on African-American gifted students, are ten attributes derived from the literature on giftedness and are presented as representations of basic or core attributes associated with the giftedness construct (Frasier, Hunsaker, Lee, Mitchell, Cramond, Krisel, Garcia, Martin, Frank, & Finley, 1995). Portfolios, a collection of a student's exemplary work samples gathered over time, are listed as one of the gifted assessment tools that schools can use to ensure that all students receive fair consideration in a research summary titled "Strategies for Identifying the Talents of Diverse Students" by Wendy Schwartz, 1997.

The identification process begins with nominations for GT program consideration. Nominations are accepted from parents, teachers, other school staff members, community members, and other students. At the secondary level, students may also self-nominate for consideration. Any student nominated will be screened for placement in the GT program.

Each campus has a selection team that reviews data collected during the GT screening process, and this team determines whether a student will be placed in the GT program, and recommends what core content areas are to be the focus of services for the student. Students not recommended for placement may require additional documentation for placement. Any student that is not recommended for placement may be nominated again the following year, especially if developmental factors may have contributed to lower than expected performance on screening measures.

Current data reflects that the number of identified GT students does not reflect the demographic makeup of the district, with disparity in regards to African-American, Hispanic, and low-SES students. This is an area of concern in the district as well as across the state, and a systematic district action plan is being developed to continuously address and monitor the issues of identification and services to underrepresented populations. For several years, coordinators and specialists in the GT program have initiated projects focusing on identification of, and services for, gifted minority students. The Department of Advanced Academic Services, recognizing the need for a more comprehensive and sustainable approach, has initiated several projects during the 2000-2001 academic year addressing identification concerns that will become a part of a more comprehensive long-range plan. Examples of some of these projects include spring and summer staff development workshops conducted on the topics of giftedness and the African-American child, giftedness and diverse cultures, giftedness and bilingual students, and giftedness and poverty. An identification advisory committee of GT Advocates has been established and is

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	<p>Create a staff development plan that will focus on identification of gifted African-American students, including follow-up to support campus-level information dissemination and action.</p> <ol style="list-style-type: none"> 1. Review evaluation data on prior staff development related to GT and diversity. 2. Collaborate with PDA in the design of a focused staff development plan. 3. Target clusters of campuses for gifted African-American identification and plan for trainings. 4. Form a committee of GT Advocates from priority East Side schools to discuss and plan for campus level staff development and program support. 5. Provide targeted campuses with teacher resources to use in the identification of, and programming for gifted African-American students. 	<ol style="list-style-type: none"> 1. Summer 2001 2. Summer 2001 3. September 2001 4. September 2001 5. Ongoing 	<p>Director of Advanced Academic Services, principals, Area Superintendents, Director of Educator/Professional Development</p> <p style="text-align: center;"><u>Costs</u></p> <p>\$5000 for literature dissemination and campus professional library resources; additional costs will be an outcome of the plan developed (Not funded)</p>		<p>Staff development workshops were presented this summer on the following topics:</p> <ul style="list-style-type: none"> Giftedness and Poverty Working with a Culturally Diverse Group of Gifted Learners The African American Gifted Student <p>Staff development offerings in the Fall/Winter 2001-2002 Professional Development Academy catalogue include the following:</p> <ul style="list-style-type: none"> Addressing the Social and Emotional Needs of Culturally Diverse Gifted Students Bilingual/ESL GT Institute Working with a Culturally Diverse Group of Gifted Learners

Desired Outcome	Actions	Timeline	Person(s) Responsible/Costs	Measure(s) of Outcome	Status Update
	<p>Establish a GT program improvement plan for targeted East Side campuses that addresses all areas of the Texas State Plan for the Education of Gifted/Talented Students: Program Design, Student Assessment, Curriculum, Professional Development, and Family/Community Involvement.</p> <ol style="list-style-type: none"> 1. Target campuses and set up initial discussions with administration and faculty regarding GT identification issues. 2. Provide resources and support for improved campus GT program services, including identification, curriculum, professional development, and parent/community involvement. 3. Provide networking opportunities for targeted campuses to share GT program improvements and to promote collaborative problem solving. 4. Provide special training opportunities to target campus GT Advocates to better prepare them to 		<p style="text-align: center;">—</p>		
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STUDENTS

Guiding Principle #: 4

Improve the behavior of AISD students through character education, the development of self-management skills and the appropriate use of discipline.

Addresses items: 4, 15, and 19

Background

Behavior self-management is one of the many skills students learn as they develop and mature. The nature and appropriateness of student behavior results from many froappropriat

Behavioral requirements that vary from student-to-student, teacher-to-teacher and school-to-

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STUDENTS

Guiding Principle #5:

Identify African American students for Special Education services at a rate proportional to their representation in the total school district population.

Addresses item: 2

Background

Identifying students for Special Education is a formal, individualized process driven by federal law and state regulations. Students with documented difficulty in the general education setting are provided with supports and services provided under general education. If those supports and services are documented to be ineffective, teachers, administrators, and parents meet as a team to review the strategies already attempted and plan for an individualized set of services. When the professional staff or parents suspect the child’s continued difficulty with the general education curriculum is due to a specific educational disability, the student is referred for possible assessment for Special Education. A multi-disciplinary assessment team, including the parent, determines the assessment plan. If recommended for assessment, the student is assessed according to criteria stated in law.

Those students qualifying are then placed, with parent consent, in Special Education and served in the least restrictive environment as determined by a multi-disciplinary committee, including the parent. The placement is annually reviewed and changed only by consensus of the multi-disciplinary team, including the parents.

Students are periodically re-evaluated as required in law for the purpose of determining if the student continues to meet eligibility for services. Those who no longer qualify are dismissed from special education and the student’s needs are addressed through regular education services.

Recommended Approach

Dismissing students from special education is done on a student by student basis and cannot be approached in a mass effort. The current plan for addressing the over-representation of African American students in the AISD special education program, includes addressing identification issues prior to assessing students or during the assessment period. Current activities in the district action plan have been successful according to the data reported by the Texas Education Agency. The District’s rate of identification of African American students as students with disabilities has decreased each year over a three-year period. Additionally, the number of all Special Education students served in self-contained or resource settings has decreased and the number of students served in the mainstream has increased. This is an indication of successful implementation of the least restrictive environment and a decrease in the percentage of African American students identified as students with disabilities.

The District’s implementation of the Principles of Learning sets a standard for every student to meet clear, high, expectations in each subject area. Clear expectations, alignment of assessment, academic rigor in a thinking curriculum and accountability will predictably create quality teaching and rigorous learning that will meet the needs of all students and will also reduce the numbers of students and will also reduce the numbers of students referred for special education services. The action steps below outline the successful strategies being used in a more rigorous timeline. Additional steps are outlined to accelerate the process.

TEA Special Education Demographic Distribution for 2000-2001 Risk Level

							State Median TEA Risk Level
12,945	2218	16.7%	23.1%	-6.4%	2	0	3

TEACHERS AND ADMINISTRATORS

Guiding Principle # 6 :

Ensure that African-American students are regularly taught by teachers, and occasionally by substitute teachers, who are highly qualified and whose ethnicity reflects that of the District's student population.

Addresses items: 5, 6, 11, & 13

Background

The primary function of the Department of Human Resources is to recruit and hire high quality individuals. The recruiting budget (\$700,000) is reflective of the District's commitment to create and maintain a diverse applicant pool. Recruiting strategies are reviewed, evaluated and modified

to address emerging needs on an annual basis. Data obtained from a review of areas of need, salary compensation, retention, staff development, certification issues and additional incentives determine the recruiting strategies chosen for implementation.

Recommended Approach

Design, develop and implement strategies to address the following needs:

- To create a staff whose ethnicity reflects the student population of the district;
- To staff schools with certified teachers; and
- To staff schools with qualified substitutes.

Desired Outcome	Actions	Timeline	Person(s) Responsible	Measure(s) of Outcome	Status Update
	5. Reduce the need for substitutes by instituting focused professional development activities.	2002 4. September 2002 5. September 2002	3. Director of Educator Development 5. Deputy of Bilingual Education and Human Resources Development <u>Costs</u> 1. \$700,000* (New money) 2. Staff Time 3. Staff Time 4. Staff Time 5. Staff Time		

* This proposal requires the expenditure of additional budget funds and will be considered during the 2001-02 budget process.

TEACHERS AND ADMINISTRATORS

Guiding Principle #7:

Pay AISD teachers and administrators equitably regardless of gender or ethnicity.

Addresses items: 18

Background

Teachers are paid equitably, based on education and experience. Within the last two years, the administrative salary system was addressed to ma

Desired Outcome	Actions	Timeline	Person(s) Responsible	Measure(s) of Outcome	Status Update
					<p>9. AISD Foundation funds are raised and allocated on a project-by-project basis based on priorities established by the school district. Equity is a funding priority and has driven the foundation's support for several projects (described above) supporting equity.</p>

PARENTS AND COMMUNITY

Guiding Principle #9 :

Provide the East Austin community the information and opportunity to be informed partners in the educational process.

Addresses item: 12

Background

An effective education process actively involves parents and other stakeholders in promoting a community of learners. Through the Department of Community Education the District collaborates with the city of Austin and several community organizations in supporting forty-five community schools throughout the city. There are twenty schools in Northeast and Central East Austin that provide programs that help to build a community of learners. These programs include after school care and enrichment for school-age children, adult education, community classes, and access to campus facilities for educational, social, cultural and recreational activities sponsored by,
