



## Austin ISD 2019-20 Scorecard Goals, Constraints and Progress Measures

We are eager to work together to improve the special education system for all families. As you know, this requires input from families, staff, students and administration-Below, is what we hope to be the beginning of a conversation about desired objectives that can be included in the Superintendent's scorecard and Strategic Plan objectives to ensure that the over 10,000 special education students (and their families ) in Austin ISD are receiving an equally ambitious education. Currently, there are no special education specific metrics on the Superintendent's scorecard or on the Strategic Plan. Our goal is to make sure explicit accountability measures exist for this population.

*Goal 1 Increase student achievement through a strong literacy foundation for all.*

- *The percentage of AISD PPCD students who meet kindergarten readiness as measured by the TX kindergarten Early Assessment (TX-KEA) when they are in kindergarten will increase from x to y by SY \_\_\_*

*Goal 2 Ensure personal development & critical thinking skills through excellence in learning experiences.*

- The percentage of students receiving special education who routinely and actively participate in their transition ARD meetings will increase from X to Y by SY 22/23.

*Goal 3 :All students will graduate college, career, and life-ready.*

- District will expand the number of innovative and inclusive High School programming to ensure that special education students have access to diverse programming that prepares them for college, career and life as evidenced by the launch of programming by (date)

*Constraint 1: Do not allow the District to operate inefficiently or ineffectively.*

- The district's cumulative amount spent for special education litigation and legal expenses will not exceed the cost to provide high quality services delivered to students receiving special education.

*Constraint 2: Do not prevent parents and guardians from being engaged in their students' learning.*

- The percentage of parents, guardians (and persons standing in parental relation) who are satisfied with special education services, as measured by a 3rd party generated survey distributed to all stakeholders district-wide will be X% by SY \_\_\_\_

*Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.*

- The rate of referrals and placement of special education students in disciplinary alternative settings will decrease by X % by SY \_\_