DRAFT Academic Vision and Academic Framework Components

Purpose

The Academic Framework defines the district's instructional roadmap to ensure every student in Austin ISD has access to high-quality, equitable learning opportunities that lead to literacy, numeracy, biliteracy, and college, career, and military readiness (CCMR) success. It serves as the foundation for curriculum, instruction, professional learning, and program alignment across all schools.

District Vision and Theory of Action

Vision

Every Austin ISD student will pursue equitable opportunities for excellence in academics, community, and career.

Theory of Action

If Austin ISD implements a coherent instructional framework rooted in strong Tier 1 instruction, inclusive practices, high-quality bilingual and biliterate programming, and data-driven decision-making, then all students will experience equitable outcomes and achieve college and career readiness.

Critical Components of the Academic Framework

Curriculum and Instruction	Professional Learning Communities (PLCs)
Purpose To ensure a coherent, equitable, and guaranteed curriculum across all campuses that reflects high expectations, inclusive practices, and biliteracy pathways. Austin ISD's curriculum and instruction system is grounded in Tier 1 quality instruction, the greatest driver of equitable student outcomes, and guided by a defined autonomy model where essential district expectations are tightly held, while schools retain flexibility in how they deliver instruction.	Purpose To build a collaborative professional culture that improves instruction and student learning through shared instructional preparation, data analysis, and accountability. PLCs operationalize a safe, supportive, and collaborative culture and serve as the engine for continuous improvement.
Key Elements • **Guaranteed and Viable Curriculum:** All students access consistent, standards-aligned content that can be taught within available instructional time, ensuring clarity of what is taught and equity of opportunity. • **Alignment Across Programs:** Literacy, numeracy, multilingual education, and special education are unified under one instructional model emphasizing Universal Design for Learning, differentiation, and inclusive practices. • **Instructional Model:** Grounded in research-based instructional practices, instruction is guided by observable elements (e.g., focus on grade-level instruction, emphasis on complex texts, balancing conceptual and procedural understanding, ensuring a safe and welcoming environment) with teachers focusing on deliberate practice cycles for continual improvement. • **Defined Autonomy:** District determines the "tightly held" expectations (curriculum	Key Elements • **Collaborative Decision-Making:** Teachers have formal roles in analyzing curriculum, assessment, and instruction to address common issues and student achievement gaps. • **Data-Informed Practice:** PLCs use assessment and progress-monitoring data to identify trends, adjust instruction, and plan interventions within the MTSS framework. • **Professional Growth and Trust:** Collaboration through PLCs enhances professional growth, increases job satisfaction, and builds collective efficacy, a key predictor of student achievement. • **Results Orientation:** PLCs align their work with the district's four guiding questions: 1. What do we want all students to learn? 2. How will we know when they've learned it? 3. How will we respond when they haven't learned it yet?

standards, instructional model, assessment system), while campuses determine the “loosely held” strategies for engagement, supplemental resources, and individualized support for students.

- **Cultural and Linguistic Responsiveness:**
  Instruction reflects Austin ISD’s commitment to biliteracy and excellence in the partner language and English language proficiency, ensuring dual language program fidelity.
- **Inclusive Environments and High Expectations for All Students:**
  Inclusion and equity are central to instructional design and delivery. Co-teaching models are a key strategy, with shared responsibility between general and special educators. Instruction across all classrooms reflects best practices for accessibility and engagement.
- **Technology Integration and Digital Readiness:**
  Thoughtful and intentional design and implementation with technology is integral to digital readiness of our students and connects with the other elements of the academic framework, including the operational and instructional components (devices, digital citizenship, blended learning models, approved digital tools, rostering and access, security, data sharing, artificial intelligence).
- **Program Evaluation:**
  Academic programs are regularly reviewed using a five-step process: classification, alignment to vision, evaluation of effectiveness, decision-making for continuation, and setting expectations for next evaluation.

4. How will we extend learning for students who already know it?

- **Accountability:**
  Each PLC monitors progress on its action plans, collects quick data, and shares results with leadership to ensure coherence across the district.

Professional Learning

Purpose

To develop expert teachers and instructional leaders who consistently deliver high-quality, evidence-based instruction aligned to the district’s

Assessment

Purpose

To create a comprehensive feedback system that informs instruction, monitors program effectiveness, and ensures equitable academic

model of instruction. Professional learning is continuous, job-embedded, and directly connected to campus and district goals.	progress. The district ensures quality aspects and expectations, and campuses .
Key Elements • **Deliberate Practice:** Teachers learn curricular and instructional elements, engage in deliberate practice, and receive coaching and feedback cycles. • **Embedded and Continuous Learning:** Professional development occurs within classrooms and PLCs through peer observation, instructional rounds, and coaching, not just traditional workshops. • **Alignment to Instructional Model:** PD priorities are tied to district goals, such as research-based instructional practices, Tier 1 instruction, inclusive practices, dual language fidelity, and data-informed decision-making. • **Leadership Development:** Executive directors, principals, and instructional coaches participate in structured coaching and leadership development tied to the instructional framework, ensuring coherence from central office to classroom. • **Equity Focus:** Ongoing learning emphasizes culturally and linguistically responsive pedagogy and inclusive instruction for all student populations. • **Differentiated Learning Pathways:** Development of district wide tiered, professional learning (PL) plans that have coherence across departments and support every learner.	Key Elements • **Balanced Assessment System:** Includes formative, interim, and summative assessments aligned to district and campus goals, providing actionable data at the classroom, school, and district levels. Other considerations around technology-based assessments, performance-based assessments, and paper-based assessments. • **Feedback Loop:** Data is used to provide meaningful feedback to teachers, administrators, and students, closing the gap between current performance and expected outcomes. • **Transparency and Equity:** District dashboards monitor student progress toward literacy, numeracy, biliteracy, and CCMR goals disaggregated by student group. • **MTSS Integration:** Assessment data drive early identification of learning needs and inform targeted interventions and supports across Tiers 1–3. • **Assessment and Data Literacy:** Strengthen shared understanding of key elements of assessment and research based assessment practices in order to build alignment and leadership capacity across campuses and departments.

How It All Works Together

When the Framework is in place…	The Result Is…
Curriculum & Instruction provides coherent learning expectations.	Students experience consistent, high-quality instruction.
PLCs create structures for collaboration and collective accountability.	Teachers feel supported and connected in improving outcomes.
Professional Development builds capacity for excellence and inclusion.	Educators continuously grow and refine practice.
Assessment ensures feedback, reflection, and continuous improvement.	The system learns and adapts to meet student needs.

What Families Can Expect from Austin ISD Schools

Austin ISD's Academic Framework ensures that all campuses provide a baseline of high-quality academic programming, inclusive supports, and meaningful partnerships between home and school, so that every child learns and thrives. Every family can expect excellence, equity, and engagement in every Austin ISD school.

Districtwide Family Commitments

Every AISD Family Can Expect:	Examples of What This Looks Like:
High-Quality Teachers and Leaders	Experienced, certified teachers and principals supported through ongoing professional learning.

Inclusive, Safe, and Welcoming Schools	Positive behavior supports, safe school environments, and culturally responsive classrooms.
Transparent Communication	Regular progress reports, campus communication avenues, and two-way family communication.
Engagement Opportunities	Parent academies, community events, and volunteer pathways across grade levels.
Equitable Access to Programs and Supports	Dual language, fine arts, advanced academics, CTE, and special education services available at all levels.

Elementary School

Strong Foundations in Reading, Math, and Biliteracy

- Every child learns to read fluently and joyfully through evidence-based literacy instruction aligned with the *Science of Reading*.
- Students build numeracy and problem-solving skills through engaging, concept-based math lessons.
- Dual language programs provide instruction in English and Spanish (or other approved languages), preparing students for biliteracy and academic success.

Well-Rounded Learning

- Every student participates in art, music, physical education, and library/media time.
- Field trips and experiential learning expand curiosity and connect learning to the real world.
- Students experience social-emotional learning (SEL) lessons and a positive, inclusive classroom culture.

Collaborative Support for Every Child

- Schools implement Multi-Tiered Systems of Support (MTSS) to meet academic, behavioral, and social-emotional needs early.
- Special education evaluations and services are timely and high quality, with strong family communication and goal tracking.
- Families receive clear, regular updates on progress and are welcomed as partners in learning.

Middle School

Engaging, Rigorous Learning

- Students participate in hands-on instruction that develops critical thinking and collaboration skills.
- Every student has access to advanced coursework and support that prepares them for high school rigor.
- Dual language pathways continue to build bilingualism and biliteracy.

Exploration and Belonging

- Students explore interests through electives, fine arts, athletics, STEM, and career discovery courses.
- Middle schools create small learning communities where every student is known, supported, and challenged.
- Teachers work in Professional Learning Communities (PLCs) to coordinate instruction, analyze data, and support student growth

Family Engagement

- Families have at least one academic-based meeting per semester with teachers and can view their child's progress online.
- Campuses host college and career exploration nights and events to help families plan for the future.
- PTAs and family organizations are active partners in shaping school culture.

High School

College, Career, and Life Readiness

- Students have access to advanced academics (AP, IB, Dual Credit, and Early College programs) and career pathways through CTE.
- College, Career, and Military Readiness (CCMR) supports, including test prep, advising, and mentoring, ensure all students graduate ready for postsecondary success.
- Students may earn industry certifications, the Seal of Biliteracy, and college credits before graduation

Personalized and Equitable Supports

- Every high school student has an individual graduation plan and academic advisor or counselor who guides course selection and postsecondary planning.
- MTSS and special education teams monitor progress and ensure that no student falls through the cracks.
- Schools provide academic tutoring, credit recovery, and dual credit options to ensure access and equity.

Real-World Experiences

- Students engage in internships, service learning, leadership opportunities, and community partnerships.
- Every senior completes a postsecondary action plan and participates in a financial literacy or college planning simulation before graduation.

- Families are included in college nights, FAFSA/TASFA support events, and career showcases to prepare for next steps.

What Students Will Experience in Austin ISD

Every Austin ISD student learns in a safe, inclusive, and challenging environment where excellent teaching, collaborative culture, meaningful assessment, and real-world connections prepare them to thrive as readers, thinkers, creators, and contributors — in any language, on any path.

Every Student Engages in Rigorous, Joyful Learning	
• Students experience challenging, well-structured lessons in every classroom that reflect the districtwide model of instruction (MOI) grounded in research-based instructional practices. • Lessons are purposeful, differentiated, and engaging. Students know what they are learning, why it matters, and how to improve.	What this looks like: A 3rd grader reads a bilingual story during a literacy block, discusses character motivation in both English and Spanish, then writes about it in their learning journal. A peer helps edit their draft, reflecting collaborative learning and language development.

• They regularly use hands-on, inquiry-based, and problem-solving tasks in math, science, literacy, and social studies to apply concepts in real-world contexts. • Reading is both academic and joyful: from early decoding and fluency to novels, poetry, and research. Every child learns to read for understanding and for pleasure.	
Students Learn in Safe, Supportive, and Collaborative Schools	
• Students feel known, valued, and connected. • Each campus has clear behavioral norms, strong adult-student relationships, and structures that ensure every student belongs. • Students can identify at least one trusted adult who checks in on their academic and emotional well-being. • Classrooms celebrate effort, growth, and success; learning feels emotionally and physically safe.	What this looks like: In morning meetings, a middle school team recognizes peers for collaboration and perseverance. Students use sentence stems to practice giving and receiving feedback, building both academic and social-emotional skills.
Students Benefit from Coherent, Inclusive, and Equitable Curriculum	
• Regardless of campus location, every student has access to a baseline academic program that guarantees exposure to high-quality instruction, advanced coursework, fine arts, physical education, and experiential learning opportunities. • Emergent bilingual students receive instruction in both languages according to program fidelity, with strong support to earn the AISD Seal of Biliteracy. • Students with disabilities experience inclusive classrooms where teachers collaborate with specialists to ensure individualized goals are met through differentiated instruction. • Gifted and advanced learners engage in extended projects, leadership opportunities, and advanced coursework aligned with their interests.	What this looks like:: A high schooler in a dual language program works on a community-based research project, presenting findings in English and Spanish to local stakeholders, reinforcing academic rigor, bilingualism, and civic engagement.

Students Experience Learning that Connects to the Real World	
• All students have opportunities for experiential learning such as field trips, service learning, internships, and community partnerships that extend classroom learning. • Middle and high schoolers participate in college and career exploration, visiting campuses and workplaces and engaging in goal-setting conversations with counselors. • Career and Technical Education (CTE) pathways provide hands-on learning linked to certifications and postsecondary options.	What this looks like: An 8th grader participates in a “Math in the City” project where they design a neighborhood park using geometry and budget constraints, then present to local engineers for feedback, connecting math learning to civic impact.
Students Contribute to a Culture of Continuous Improvement	
• Students see teachers and leaders as learners too, modeling reflection and goal-setting. • They regularly receive and use feedback from assessments to set personal goals and track progress. • Campuses use mechanisms such as student voice surveys and data chats to include students in shaping their learning environments. • Students recognize that growth, not just grades, defines success.	What this looks like: A 5th grader reviews benchmark results with their teacher, identifies vocabulary as a growth area, and chooses a vocabulary strategy to use when independently reading, reinforcing agency and ownership.
Students Graduate Ready for College, Career, and Life	
• By graduation, every student has a personalized postsecondary plan, informed by academic readiness, career exposure, and counselor guidance.	What this looks like: A 12th grader presents a capstone portfolio that includes an industry certification, a reflective essay on bilingual communication, and a

• Students develop financial literacy, civic responsibility, and real-world problem-solving skills. • Dual credit, advanced placement, early college, and CTE certifications ensure students can enter college or the workforce with confidence and purpose.	budget simulation, demonstrating readiness to thrive beyond high school.