

Austin ISD - Scorecard										
2021-26 Scorecard										
		Baseline			Actual	Goals				
		18-19	19-20	20-21	2021-2022	21-22	22-23	23-24	24-25	25-26
Student Achievement/Equity										
Goal 1	Students currently receiving special education services demonstrating achievement on state assessments in all grades, all subjects at the Meets Grade Level will increase from 26% to 60% by August 2026. (source: TAPR)	26%	No data available	21%	26%	25%	31%	39%	49%	60%
GPM 1.1	Students currently receiving special education services who met or exceed their growth projection on a reading MAP assessment for all grades will increase to 75% by August 2026. (goals based on BOY to EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	39%	45%	53%	61%	69%	75%
GPM 1.2	Students currently receiving special education services who met or exceed their growth projection on a math MAP assessment for all grades will increase to 75% by August 2026. (goals based on BOY to EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	51%	50%	56%	62%	68%	75%
Goal 2	Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in reading at the Meets Grade Level will increase from 34% to 60% by August 2026. (source: TAPR)	34%	No data available	21%	34%	25%	31%	39%	49%	60%
GPM 2.1	African American students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	15%	18%	29%	40%	51%	60%
GPM 2.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	18%	17%	28%	39%	50%	60%
Goal 3	Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in math at the Meets Grade Level will increase from 39% to 60% by August 2026. (source: TAPR)	39%	No data available	11%	27%	18%	27%	36%	48%	60%
GPM 3.1	African American students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	12%	8%	21%	34%	47%	60%
GPM 3.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for 3rd grade, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	22%	11%	23%	35%	47%	60%
Goal 4	Students identified as economically disadvantaged demonstrating achievement on state assessments for grades 6-8, reading and math, at the Meets Grade Level will increase from 30% to 60% by August 2026. (source: TEA Data File)	30%	No data available	16%	26%	20%	27%	36%	47%	60%
GPM 4.1	African American students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for grades 6-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	16%	20%	30%	40%	50%	60%
GPM 4.2	Hispanic students identified as economically disadvantaged demonstrating achievement on a reading MAP assessment for grades 6-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	18%	23%	32%	41%	50%	60%
GPM 4.3	African American students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for grades 6-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	9%	11%	23%	35%	47%	60%
GPM 4.4	Hispanic students identified as economically disadvantaged demonstrating achievement on a math MAP assessment for grades 6-8, at the On Grade Level or above, will increase to 60% by August 2026. (goals based on EOY) (source: NWEA MAP Report)	No data available	No data available	No data available	13%	13%	25%	37%	49%	60%

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Goal 5	Graduates identified as economically disadvantaged who meet the criteria for the CCMR Outcomes Bonus* will increase from 30% to 60% by August 2026. (source: CCMR Report)**	No data available	30%	29%	Preliminary Estimate (TEA) 34%	35%	41%	47%	53%	60%
GPM 5.1	Students completing TSI identified as economically disadvantaged, in both ELA and math, will increase from 46% to 72% by August 2026. (goals based on graduates) (source: TAPR)	46%	60%	62%	54%	64%	66%	68%	70%	72%
GPM 5.2	Students identified as economically disadvantaged who complete at least 12 college hours will increase from 6.7% to 25% by August 2026. (goals based on graduates) (source: student transcripts)	6.7%	7.7%	13.4%	14.5%	16%	18%	21%	23%	25%
GPM 5.3	Students identified as economically disadvantaged earning an industry-based certification from the TEA approved list will increase from 5% to 15% by August 2026. (goals based on graduates) (source: CCMR Report)	5%	8%	7%	8%	9%	11%	13%	15%	15%
GPM 5.4	Students identified as economically disadvantaged completing at least one Advanced Placement or International Baccalaureate class will increase from 17.6% to 30% by August 2026. (source: student transcripts)	17.6%	17.0%	15.8%	16.3%	19%	22%	25%	28%	30%
Student Well Being/Equity										
6	The percent of students in grade 11 or 12 who successfully complete a third or fourth course in: a non-core subject on an approved list; CTE coherent sequence; or athletic, fine arts, or visual arts sequence, shall increase from 48% to 80% by August 2026. (source: student transcripts)	NA	NA	48%	52%	51%	55%	62%	70%	80%
7	Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 18.8% to ≈pop by August 2026. (source: PEIMS)	18.8%, 2527/13432 (7.6% pop)	18.4%, 1495/8112 (7.3% pop)	17.7%, 71/401 (6.9% pop)	17.5%	15%	13%	11%	9%	≈ 6.9%
8	Disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 29.4% to ≈pop by August 2026. (source: PEIMS)	29.4%, 3951/13432 (14.0% pop)	28.7%, 2325/8112 (14.4% pop)	41.1%, 165/401(14.4% pop)	29.7%	34%	27%	20%	14%	≈ 14.4%
Teacher and Employee Well Being/Equity										
9	The retention rate for teachers remaining in teacher positions and remaining at Title 1 schools will increase from 80.5% to 90% by August 2026.	80.5%	77.3%	82.9%	79.2%	80%	82%	84%	87%	90%
10	The retention rate for staff (not including teachers) will increase from 85% to 90% by August 2026.	85%	85.2%	87.5%	83.3%	83%	84%	86%	88%	90%
11	Percent of staffs' survey participation will increase from 75% to 80% by August 2026.	75%	79%	76%	72%	75%	75%	76%	78%	80%
Culture of Respect and Customer Service/Equity										
12	Percent of staffs' satisfaction measured by a survey will increase from XX to XX by August 2026.	NA	NA	NA	TBD	Baseline	TBD	TBD	TBD	TBD
13	Percent of students' satisfaction measured by the School Climate survey section will increase from 52% to 80% by August 2026.	NA	NA	NA	52%	Baseline	59%	66%	73%	80%
14	Percent of families' satisfaction measured by the School Climate survey section will increase from 71% to 80% by August 2026.	NA	NA	NA	71%	Baseline	73%	75%	77%	80%
Fiscal Stewardship and Prioritization/Equity										
15	The District will earn a Financial Integrity Rating System of Texas (FIRST) of Superior	96 - Superior	98 - Superior	92 - Superior	90 - Superior	>90	>90	>90	>90	>90
16	The District will maintain a bond rating within the top two levels of major credit rating agencies	Aaa	Aaa	Aaa	Aaa	Aaa	Aaa	Aaa	Aaa	Aaa
17	The District will increase its student share within its boundaries who choose AISD.	83.70%	78.42%	78.42%	81.6%	81%	81%	82%	82%	83%
Items marked "No data available" or "NA" did not have a test or process available for baseline years. STAAR tests were not administered in 20										
**CCMR Outcomes Bonus is measured by achieving college readiness standards used for accountability purposes on the ACT, the SAT, or the TSIA; and earning an associate degree by August 31 immediately following high school graduation or enrolling at a postsecondary educational institution by the tenth instructional day of the fall semester immediately following high school graduation or earning an industry-based certification or a level I or level II certificate by August 31 immediately following high school graduation.)										