

Austin ISD Lone Star Governance

2025-2029 Goals, GPMs, Constraints, and CPMs

VISION STATEMENT

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

STUDENT OUTCOME GOALS

Goal 1 - 3rd Grade Literacy

The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 47% in June 2024 to 59% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	42	53	50	47	49	52	55	57	59
American Indian	*	50	56	70	60	61	61	62	63
Asian	65	74	69	68	69	71	73	74	75
African American	20	30	22	23	25	28	31	34	37
Hispanic/LatinX	25	37	34	29	31	34	37	40	42
Pacific Islander	*	*	60	*	≥47	≥47	≥47	≥47	≥47
Two or More	64	77	77	73	74	75	76	77	78
White	70	79	77	75	76	77	78	79	80
Economic Disadvantage	19	31	28	23	25	28	31	34	37
Emergent Bilingual	20	31	27	23	24	25	28	31	34
Special Education	17	25	23	22	23	25	27	29	31

GPM 1.1: [2nd Grade Literacy Intervention]

The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Reading Achievement Score Proficiency Indicator (below 30th percentile in English/40th percentile in Spanish) will decrease from 30% in June 2024 to 29% by June 2029.

Group	Past Data						Yearly Targets				
	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	48	47	40	34	32	30	30	29	29	29	29
American Indian	71	25	33	10	13	45	42	38	35	32	29
Asian	21	25	26	23	21	18	≤25	≥25	≥25	≥25	≤25
African American	64	59	63	55	59	52	48	43	39	35	31
Hispanic/LatinX	64	61	56	43	42	41	39	36	33	31	29
Pacific Islander	*	*	*	*	*	*					
Two or More	19	16	18	21	22	17	≤20	≤20	≤20	≤20	≤20
White	18	19	14	17	14	11	≤15	≤15	≤15	≤15	≤15
Economic Disadvantage	68	64	60	48	48	46	43	39	35	32	30
Emergent Bilingual	71	67	61	43	42	44	42	38	34	31	29
Special Education	70	69	69	51	53	48	45	41	37	33	29

Goal 2 - 3rd Grade Numeracy

The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 39% in June 2024 to 55% by June 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	26	43	43	39	40	42	46	50	55
American Indian	*	17	56	*	33	34	35	37	39
Asian	61	71	69	63	64	65	67	69	72
African American	7	20	14	13	14	17	21	25	30
Hispanic/LatinX	12	28	27	23	24	26	29	33	36
Pacific Islander	*	*	40	*	33	34	35	36	37
Two or More	45	64	70	63	64	65	67	69	70
White	46	64	67	65	66	67	69	71	73
Economic Disadvantage	9	23	22	18	19	21	24	28	32
Emergent Bilingual	11	28	24	21	22	23	26	29	33
Special Education	9	17	21	19	20	21	23	25	28

GPM 2.1: [2nd Grade Numeracy Intervention]

The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Mathematics Achievement Score Proficiency Indicator (below 30th percentile in English and Spanish) will decrease from 37% in June 2024 to 29% by June 2029.

Group	Past Data						Yearly Targets				
	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	*	38	32	38	39	37	36	35	33	31	29
American Indian	*	33	10	20	0	36	36	35	34	33	32
Asian	*	19	19	20	17	17	≤20	≤20	≤20	≤20	≤20
African American	*	63	55	57	62	64	61	56	50	42	33
Hispanic/LatinX	*	54	46	53	54	52	50	47	43	37	31
Pacific Islander	*	*	*	*	*	*					
Two or More	*	13	12	20	22	18	≤15	≤15	≤15	≤15	≤15
White	*	14	10	14	14	12	≤15	≤15	≤15	≤15	≤15
Economic Disadvantage	*	59	49	55	59	57	54	51	47	41	34
Emergent Bilingual	*	58	48	60	61	59	56	53	49	42	35
Special Education	*	62	53	54	58	55	53	50	46	40	33

Goal 3 - College Career and Military Readiness

The percentage of annual graduates who demonstrate CCMR by meeting TSI criteria and at least of one of the following items: earning an associate’s degree concurrent with graduation, enrolling at a postsecondary institution following graduation, earning an industry-based certification, or earning a Level I or Level II certificate will increase from 43.7% for the class of 2022 to 54.6% in class of 2027.

Group	Past Data			Yearly Targets				
	Graduates 2020	Graduates 2021	Graduates 2022	Graduates 2023	Graduates 2024	Graduates 2025	Graduates 2026	Graduates 2027
All Graduates	53.0	45.9	43.7	45.7	47.8	50.0	52.3	54.6
American Indian	66.7	60.0	14.3	14.5	14.8	15.2	15.8	16.4
Asian	80.1	75.8	74.6	75.8	77.4	80.0	82.8	85.8
African American	31.3	24.4	18.4	19.3	20.2	21.1	22.0	23.0
Hispanic/LatinX	40.1	31.9	29.0	30.0	31.3	32.8	34.5	36.3
Pacific Islander	*	*	40.0	41.0	42.2	43.4	44.7	46.0
Two or More	65.9	64.3	54.5	55.7	58.2	61.2	64.6	68.1
White	73.3	65.8	65.2	66.7	68.5	70.6	72.7	75.0
Economic Disadvantage	33.3	25.3	21.2	22.2	23.2	24.3	25.4	26.5
Emergent Bilingual	12.7	7.0	5.8	6.0	6.2	6.4	6.7	7.0
Special Education	9.6	9.1	5.3	5.5	5.8	6.1	6.5	6.9

GPM 3.1: [TSI]

The percentage of 11th-12th grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from 43.6% in June 2024 to 52.3% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	45.0	45.5	49.2	43.6	44.6	46.2	48.1	50.1	52.3
American Indian	31.6	20.0	35.7	50.0	34.9	36.9	38.9	40.9	42.9
Asian	78.9	82.3	84.7	75.5	76.7	79.0	81.5	84.1	86.8
African American	22.0	19.6	22.4	20.7	21.7	22.7	23.7	24.8	25.9
Hispanic/LatinX	29.1	29.0	32.2	25.9	26.9	28.0	29.3	30.8	32.4
Pacific Islander	75.0	50.0	66.7	56.3	56.9	58.0	59.2	60.6	62.0
Two or More	61.2	61.2	65.8	64.0	65.2	66.8	68.7	71.1	73.6
White	71.2	72.2	75.8	70.9	72.4	74.2	76.5	79.0	81.5
Economic Disadvantage	23.1	19.4	25.5	20.1	20.7	21.3	22.5	23.7	25.1
Emergent Bilingual	5.8	6.3	16.8	10.8	11.1	11.5	12.0	12.5	13.0
Special Education	2.6	11.1	11.7	8.4	8.6	8.9	9.3	9.7	10.1

GPM 3.2: [College Credit]

The percentage of 11th-12th grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from 48.2% in June 2024 to 53.8% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	50.7	47.8	48.3	48.2	49.3	50.4	51.5	52.6	53.8
American Indian	36.8	30.0	40.0	42.9	≥38.0	≥38.0	≥38.0	≥38.0	≥38.0
Asian	77.1	77.1	78.7	77.9	≥78.0	≥78.0	≥78.0	≥78.0	≥78.0
African American	32.0	30.3	26.6	23.5	24.5	25.5	26.6	27.7	28.8
Hispanic/LatinX	41.3	37.5	37.4	35.6	36.7	37.8	38.9	40.1	41.4
Pacific Islander	*	*	58.3	56.3	≥43.0	≥43.0	≥43.0	≥43.0	≥43.0
Two or More	62.6	60.2	61.7	64.0	64.6	65.2	65.8	66.5	67.2
White	65.8	62.4	64.6	67.5	68.2	69.0	69.8	70.6	71.4
Economic Disadvantage	35.8	31.1	32.2	29.4	30.2	31.0	31.8	32.6	33.4
Emergent Bilingual	19.5	19.1	24.5	22.9	23.4	23.9	24.4	25.0	25.6
Special Education	7.8	7.1	9.7	9.0	9.2	9.5	9.8	10.1	10.4

GPM 3.3: [IBC Aligned Courses]

The percentage of 11th-12th grade students who enroll in courses aligned with an Industry Based Certification and persist to successful course completion will increase from 46.8% in June 2024 to 55.0% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	52.0	48.9	49.2	46.8	47.2	48.4	50.2	52.5	55.0
American Indian	47.0	45.0	27.0	36.0	36.2	37.0	38.2	40.2	42.5
Asian	84.5	60.6	63.4	58.6	58.8	59.6	60.9	62.4	64.5
African American	47.9	42.5	42.1	39.8	40.2	41.3	43.1	45.4	47.8
Hispanic/LatinX	52.5	48.0	48.8	45.2	46.0	47.3	49.5	51.8	54.3
Pacific Islander	*	*	67.0	56.0	56.8	58.2	59.7	62.0	64.5
Two or More	51.3	53.0	46.4	47.7	48.5	49.4	50.4	52.5	54.8
White	51.1	49.4	49.8	49.1	49.6	50.4	51.4	53.1	54.9
Economic Disadvantage	50.7	46.2	47.2	43.3	43.9	45.2	47.3	49.5	52.0
Emergent Bilingual	45.9	43.1	46.3	41.4	41.6	42.1	43.4	45.1	47.6
Special Education	40.4	36.8	38.2	37.4	37.6	38.1	39.3	40.5	41.9

Goal 4 - Middle School Algebra

The percentage of annual 8th grade class members identified as economically disadvantaged who successfully completed the Algebra I course by earning course credit and achieving meets grade level or above on the Algebra I EOC will increase from 8% in June 2024 to 14% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All 8th Economically Disadvantaged Students	3031	2898	2906	2713					
American Indian & ED	*	*	*	*					
Asian & ED	20	21	24	15	17	19	19	20	21
African American & ED	3	6	6	5	6	7	7	8	10
Hispanic/LatinX & ED	5	8	7	6	7	8	8	9	11
Pacific Islander & ED	*	*	*	*					
Two or More & ED	8	13	13	14	15	16	16	17	18
White & ED	10	22	19	21	23	25	25	26	28
Economic Disadvantage	5	10	9	8	10	11	11	12	14
Emergent Bilingual & ED	3	5	6	7	8	9	9	10	11
Special Education & ED	<1	1	1	1	1	2	2	3	4

GPM 4.1: [6th Grade Advanced Mathematics]

The percentage of 6th-grade students identified as economically disadvantaged who enroll in accelerated mathematics and persist to course completion will increase from 21% in June 2024 to 39% by June 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All 6th Economically Disadvantaged Students	1900 Total	2019 Total	1914 Total	2314 Total					
American Indian & ED	*	*	*	*					
Asian & ED	28	30	24	37	39	43	46	50	54
African American & ED	8	20	14	17	18	20	21	23	25
Hispanic/LatinX & ED	8	19	20	20	23	27	30	34	38
Pacific Islander & ED	*	*	*	*					
Two or More & ED	24	27	24	21	23	25	27	29	31
White & ED	23	37	36	28	31	34	36	39	42
Economic Disadvantage	10	22	21	21	24	28	31	35	39
Emergent Bilingual & ED	8	17	19	21	23	25	27	29	32
Special Education & ED	<1	7	4	7	7	8	8	9	10

Goal 5 - Biliteracy

The percentage of graduates who earn a state or district recognition of bilingualism and biliteracy (Austin ISD Dual Language Seal of Biliteracy, Texas Performance Acknowledgement in Bilingualism and Biliteracy, Global Seal of Biliteracy) will increase from 10.3% in June 2024 to 11.8% by June 2029.

		Yearly Targets				
Group	2023-24 BASELINE	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	10.3	10.5	10.9	11.2	11.5	11.8
American Indian	*					
Asian	11.0	11.3	11.7	12.1	12.4	12.7
African American	1.6	1.6	1.7	1.8	1.9	2.0
Hispanic/LatinX	8.3	8.6	9.0	9.4	9.7	10.0
Pacific Islander	*					
Two or More	15.6	16.0	16.5	17.0	17.5	17.9
White	13.9	14.3	14.8	15.2	15.6	16.0
Economic Disadvantage	6.5	6.7	6.9	7.1	7.3	7.5
Emergent Bilingual	7.8	8.0	8.4	8.8	9.1	9.4
Special Education	1.2	1.2	1.2	1.3	1.4	1.5

GPM 5.1: [5th Grade STAMP4S]

The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 82.6% in June 2024 to 88.0% by June 2029.

Group	2023-24 BASELINE	Yearly Targets				
		2024-25	2025-26	2026-27	2027-28	2028-29
All Students	82.6	83.0	84.0	85.3	86.6	88.0
American Indian	*					
Asian	95.7	≥88.0	≥88.0	≥88.0	≥88.0	≥88.0
African American	45.5	46.2	47.2	48.4	49.6	50.9
Hispanic/LatinX	82.8	83.3	84.3	85.5	86.7	88.0
Pacific Islander	*					
Two or More	78.6	79.3	80.3	81.5	82.8	84.1
White	81.3	82.3	83.6	85.0	86.5	88.0
Economic Disadvantage	81.5	82.5	83.8	85.1	86.5	88.0
Emergent Bilingual	82.9	83.4	84.4	85.6	86.8	88.0
Special Education	63.3	64.4	65.7	67.2	69.0	70.9

GPM 5.2: [Seal of Biliteracy]

The percentage of 9th-12th grade students on track in program coursework to earn an Austin ISD Seal of Biliteracy will increase from BASELINE in June 2025 to Y% by June 2029.

		Yearly Targets			
Group	2024-25 BASELINE	2025-26	2026-27	2027-28	2028-29
All Students					
American Indian					
Asian					
African American					
Hispanic/LatinX					
Pacific Islander					
Two or More					
White					
Economic Disadvantage					
Emergent Bilingual					
Special Education					

SUPERINTENDENT CONSTRAINTS

Constraint 1 - Underserved Students

The superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support historically underserved student groups.

CPM 1.1: [Chronic Absenteeism]

The percentage of K-12 grade students experiencing chronic absenteeism will decrease from 26.33% in August 2024 to 17.58% by August 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Target Chronic Absenteeism					24.58	22.83	21.08	19.33	17.58
Actual Chronic Absenteeism	15.27	29.12	28.8	26.33					

CPM1.2: [Special Education Evaluations]

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

	Past Data			Yearly Targets
Group	2021-22	2022-23	2023-24	2024-25
Target Evaluations	NA	3968	3403	1077
Actual Evaluations	NA	3536	1879	

Constraint 2 - Caregiver Engagement

The superintendent shall not allow families to be without meaningful partnerships with their home campus and district.

CPM 2.1: [Caregiver Engagement]

The number of campuses that develop and meet a goal in their Campus Improvement Plan (CIP) based on the Dual Capacity Building Framework for Family-School Partnerships will increase from BASELINE in June 2025 to Y by June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target Campus Goals	BASELINE				
Actual Campus Goals					

Constraint 3 - Historically Marginalized Groups

The superintendent shall not allow practices that lead to academic disparities within specific student populations (African American students, emergent bilingual students, students receiving special education services).

CPM 3.1: [Advanced Academics]

The percentage of 9-12th grade students within specific student populations who successfully complete an advanced academic course (a course that earns weighted credit as defined by Policy EIC) will increase from 76% in June 2024 to 86% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Total Student Groups (AA, EB, SPED)	72	72	76	76	78	80	82	84	86
All Students	87	85	86	87	88	89	91	92	93
American Indian	78	86	93	86	86	87	87	88	89
Asian	94	93	94	94	96	96	97	97	97
African American	77	73	77	78	79	81	83	85	86
Hispanic/LatinX	84	82	82	83	84	86	88	90	91
Pacific Islander	84	81	100	100	91	91	91	91	91
Two or More	90	89	90	92	93	94	94	95	95
White	93	92	94	94	95	96	96	97	97
Economic Disadvantage	80	78	80	80	82	84	86	88	90
Emergent Bilingual	76	75	78	81	82	84	86	88	90
Special Education	57	60	65	65	67	69	71	73	75

CPM 3.2 [Dual Language Instruction]

The number of campuses scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from BASELINE in June 2025 to Y% in June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target DL Walkthrough	BASELINE				
Actual DL Walkthrough					

CPM 3.3 [Gifted and Talented]

The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from 0.47 in June 2024 to 0.66 in June 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
American Indian	*	*	*	*					
Asian	2.39	2.37	1.91	2.26	≥1.0	≥1.0	≥1.0	≥1.0	≥1.0
African American	0.77	0.65	0.52	0.47	0.50	0.53	0.57	0.61	0.66
Hispanic/LatinX	0.85	0.71	0.65	0.63	0.65	0.68	0.72	0.76	0.80
Pacific Islander	*	*	*	*					
Two or More	1.65	2.01	2.04	1.96	≥1.0	≥1.0	≥1.0	≥1.0	≥1.0
White	1.04	1.26	1.46	1.47	≥1.0	≥1.0	≥1.0	≥1.0	≥1.0
Economic Disadvantage	1.12	0.63	0.62	0.53	0.56	0.60	0.64	0.69	0.74
Emergent Bilingual	1.24	1.11	0.61	0.67	0.68	0.70	0.73	0.76	0.80
Special Education	0.35	0.30	0.37	0.35	0.37	0.40	0.43	0.46	0.49

Constraint 4 - Early Learning

The superintendent shall not require or support developmentally inappropriate practices or assessments in early childhood through 2nd-grade.

CPM 4.1: [Early Education Walkthroughs]

The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from BASELINE in June 2025 to Y% in June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target EE Walkthrough	BASELINE				
Actual EE Walkthrough					

Constraint 5 - Social and Emotional Learning

The superintendent shall not allow students to lack access to a fully integrated evidence-based system for social and emotional learning and campus mental health supports.

CPM 5.1: [SEL]

The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from BASELINE in June 2025 to Y% in June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target SEL Rubric	BASELINE				
Actual SEL Rubric					

CPM 5.2: [Restorative Practices]

The disparity rate for exclusionary discipline (ISS, OSS, other removal) for African American students will decrease from 11.35 in August 2024 to 7.00 in August 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Target African American					11.00	10.00	9.00	8.00	7.00
Actual African American	11.00	11.03	11.08	11.35					

CPM 5.3: [Restorative Practices]

The disparity rate for exclusionary discipline (ISS, OSS, other removal) for students receiving special education services will decrease from 16.03 in August 2024 to 11.00 in August 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Target Special Education					14.50	13.00	11.50	10.00	8.50
Actual Special Education	16.30	13.83	15.44	16.03					

GLOSSARY

ACRONYMS, ASSESSMENTS, CONCEPTS, AND TOOLS

- **ACT** - American College Testing college readiness exam
- **Austin ISD Dual Language Seal of Biliteracy** - locally developed seal that celebrates completion of the dual language program through 12th-grade
- **Chronic absenteeism** - K–12 students enrolled for at least 10 days and absent for 10 percent or more days.
- **CIP** - Campus Improvement Plan, yearly campus action planning
- **Disparity rate** - method for calculating proportionality in discipline, equals ((# discipline actions for a student group -- # all discipline actions) – enrollment % of student group)
- **Dual Capacity Building Framework for Family-School Partnerships** - campus improvement planning targeted towards family engagement
- **Dual Language Data Collection Tool Rubric** - locally developed walkthrough tool for dual language
- **EIC** - Board Policy area for 'Academic Achievement: Class Ranking' under which advanced academic coursetaking is defined
- **ELAR** - English Language Arts and Reading
- **EOC** - Texas End of Course examinations for state readiness and accountability
- **Global Seal of Biliteracy** - national organization requirements based on tests of language proficiency
- **IBC** - Industry Based Certification
- **ISD** - Independent School District
- **ISS** - In-School Suspension
- **NWEA MAP** - Northwest Evaluation Association Measurement of Academic Progress, District approved screener in math and reading
- **OSS** - Out of School Suspension
- **PPfT** - Professional Pathways for Teachers is the Austin ISD appraisal and evaluation system for teachers
- **Representation index** - TEA method for calculating disproportionality in gifted and talented, equals (% identified GT for a student group / % enrolled for a student group)
- **SAT** - Scholastic Aptitude Test college readiness exam
- **SEL and CP&I Measurement Tool** - locally developed rubric for Social and Emotional Learning and Cultural Proficiency and Inclusiveness
- **STAAR** - State of Texas Assessments of Academic Readiness state readiness and accountability tests
- **STAMP4S** - not an acronym, Avant language proficiency test in four skills (Reading, Writing, Listening, and Speaking)
- **TEKS** - Texas Essential Knowledge and Skills curricular requirements
- **Texas Performance Acknowledgement in Bilingualism** - approved state seal coming from completion of course material according to student transcripts
- **TSIA** - Texas Success Initiative Assessment for college readiness
- **TSI** - Texas Success Initiative policy which guides college readiness requirements between high school and higher education