



## 2025-26 UPDATE

# 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 % STAAR Meets or Above				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
All Students	42	53	50	47	49	49	52	55	57	59
American Indian	*	50	56	70	78	60	61	61	62	63
Asian	65	74	69	68	74	69	71	73	74	75
Black/African American	20	30	22	23	29	25	28	31	34	37
Hispanic	25	37	34	29	31	31	34	37	40	42
Pacific Islander	*	*	60	*	*	≥47	≥47	≥47	≥47	≥47
Two or More	64	77	77	73	75	74	75	76	77	78
White	70	79	77	75	76	76	77	78	79	80
Economic Disadvantage	19	31	28	23	25	25	28	31	34	37
Emergent Bilingual	20	31	27	23	24	24	25	28	31	34
Special Education	17	25	23	22	28	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 % MAP EOY Identified for Intervention				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
All Students	48	47	40	30	26	30	≤29	≤29	≤29	≤29
American Indian	71	25	33	45	27	42	38	35	32	29
Asian	21	25	26	18	16	≤25	≤25	≤25	≤25	≤25
Black/African American	64	59	63	52	50	48	43	39	35	31
Hispanic	64	61	56	41	35	39	36	33	31	29
Pacific Islander	*	*	*	*	*					
Two or More	19	16	18	17	14	≤20	≤20	≤20	≤20	≤20
White	18	19	14	11	10	≤15	≤15	≤15	≤15	≤15
Economic Disadvantage	68	64	60	46	40	43	39	35	32	30
Emergent Bilingual	71	67	61	44	38	42	38	34	31	29
Special Education	70	69	69	48	43	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.

Group	Past % STAAR Meets or Above				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
All Students	26	43	43	39	42	40	42	46	50	55
American Indian	*	17	56	*	40	33	34	35	37	39
Asian	61	71	69	63	68	64	65	67	69	72
Black/African American	7	20	14	13	17	14	17	21	25	30
Hispanic	12	28	27	23	27	24	26	29	33	36
Pacific Islander	*	*	40	*	*	33	34	35	36	37
Two or More	45	64	70	63	66	64	65	67	69	70
White	46	64	67	65	65	66	67	69	71	73
Economic Disadvantage	9	23	22	18	21	19	21	24	28	32
Emergent Bilingual	11	28	24	21	24	22	23	26	29	33
Special Education	9	17	21	19	23	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 % MAP EOY Identified for Intervention				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
All Students	*	38	32	37	35	36	35	33	31	29
American Indian	*	33	10	36	45	36	35	34	33	32
Asian	*	19	19	17	16	≤20	≤20	≤20	≤20	≤20
Black/African American	*	63	55	64	59	61	56	50	42	33
Hispanic	*	54	46	52	49	50	47	43	37	31
Pacific Islander	*	*	*	*	*					
Two or More	*	13	12	18	14	≤15	≤15	≤15	≤15	≤15
White	*	14	10	12	12	≤15	≤15	≤15	≤15	≤15
Economic Disadvantage	*	59	49	57	55	54	51	47	41	34
Emergent Bilingual	*	58	48	59	56	56	53	49	42	35
Special Education	*	62	53	55	52	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 % CCMR by Graduate Cohort			Update	% 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	49.5	45.7	47.8	50.0	52.3	54.6
American Indian	66.7	60.0	14.3	37.5	14.5	14.8	15.2	15.8	16.4
Asian	80.1	75.8	74.6	81.1	75.8	77.4	80.0	82.8	85.8
Black/African American	31.3	24.4	18.4	23.8	19.3	20.2	21.1	22.0	23.0
Hispanic	40.1	31.9	29.0	32.4	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	64.0	55.7	58.2	61.2	64.6	68.1
White	73.3	65.8	65.2	72.5	66.7	68.5	70.6	72.7	75.0
Economic Disadvantage	33.3	25.3	21.2	26.1	22.2	23.2	24.3	25.4	26.5
Emergent Bilingual	12.7	7.0	5.8	9.7	6.0	6.2	6.4	6.7	7.0
Special Education	9.6	9.1	5.3	12.8	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 % TSI Complete				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
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
Black/African American	22.0	19.6	22.4	20.7		21.7	22.7	23.7	24.8	25.9
Hispanic	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

— 2024-5 final TSI update information to be provided at the next Goal 3 Board monitoring update.



## 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 % Complete College Credit				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
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
Black/African American	32.0	30.3	26.6	23.5		24.5	25.5	26.6	27.7	28.8
Hispanic	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

— 2024-25 final college credit information to be provided at the next Goal 3 Board monitoring update.



### 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 % Complete IB-Aligned Course				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
All Students	52.0	48.9	49.2	46.8	59.8	47.2	48.4	50.2	52.5	55.0
American Indian	47.0	45.0	27.0	36.0	50.0	36.2	37.0	38.2	40.2	42.5
Asian	84.5	60.6	63.4	58.6	76.1	58.8	59.6	60.9	62.4	64.5
Black/African American	47.9	42.5	42.1	39.8	53.5	40.2	41.3	43.1	45.4	47.8
Hispanic	52.5	48.0	48.8	45.2	57.7	46.0	47.3	49.5	51.8	54.3
Pacific Islander	*	*	67.0	56.0	58.3	56.8	58.2	59.7	62.0	64.5
Two or More	51.3	53.0	46.4	47.7	62.5	48.5	49.4	50.4	52.5	54.8
White	51.1	49.4	49.8	49.1	61.7	49.6	50.4	51.4	53.1	54.9
Economic Disadvantage	50.7	46.2	47.2	43.3	55.5	43.9	45.2	47.3	49.5	52.0
Emergent Bilingual	45.9	43.1	46.3	41.4	52.1	41.6	42.1	43.4	45.1	47.6
Special Education	40.4	36.8	38.2	37.4	48.3	37.6	38.1	39.3	40.5	41.9



# SUPERINTENDENT CONSTRAINTS

## Constraint 1 - Underserved Students

**The superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support economically disadvantaged students and students receiving special education services.**

### CPM1.1: [Special Education Evaluations]

The number of pending special education evaluations will be zero evaluations exceeding the required evaluation timelines by December 2025.

Group	21-22	22-23	23-24	24-25	Dec 2025
Target # Pending Evaluations Exceeding Required Timeline					0
Actual # Pending Evaluations Exceeding Required Timeline	NA	1588	163	21	



## CPM1.2: [Exclusionary Discipline]

The discretionary, exclusionary discipline actions (ISS, OSS, other removal) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease from 79.2% in August 2024 to 67.0% in August 2029.

Group	Past % Disciplinary Actions				Update	% Yearly Targets				
	20-21	21-22	22-23	23-24		24-25	24-25	25-26	26-27	27-28
Economic Disadvantage	67.7	81.4	81.5	79.5	79.2	79.2	78.0	75.0	72.0	67.0
American Indian	0.4	0.1	0.0	0.3	0.1	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
Asian	0.4	1.1	1.5	1.6	1.6	1.6	1.5	≤2.0	≤2.0	≤2.0
Black/African American	17.1	18.1	17.0	18.3	15.3	15.3	15.0	14.0	13.0	12.0
Hispanic	51.0	67.1	66.9	63.3	65.4	65.4	64.0	61.0	59.0	58.0
Pacific Islander	0.0	0.1	0.0	0.1	0.1	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
Two or More	4.4	1.7	2.5	2.5	3.5	3.5	≤4.00	≤4.00	≤4.00	≤4.00
White	26.7	11.8	12.0	13.9	14.0	14.0	≤13.00	≤13.00	≤13.00	≤13.00
Emergent Bilingual	16.3	34.2	32.8	33.5	34.1	34.1	34.0	34.0	33.0	33.0
Special Education	41.0	31.2	30.2	35.2	39.6	39.6	38.0	36.0	34.0	30.0



## Constraint 2 - Dual Language

**The superintendent shall not allow inappropriate instructional practices that lead to academic disparities among students receiving dual language instruction.**

### CPM 2.1 [Dual Language Instruction]

The average score in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from 1.9 (developing) in June 2025 to 2.5 (on track) in June 2029.

Group	24-25	25-26	26-27	27-28	28-29
Target DL Walkthrough Average	BASELINE	1.9	2.1	2.3	2.5
Actual DL Walkthrough Average	1.9				



## Constraint 3 - Accountability

**The superintendent will not allow students to be in a school with a consecutive unacceptable ratings count of three or more based on the current rules of TEA's A-F accountability system.**

### CPM 3.1: [Unacceptable Ratings]

The number of campuses receiving a "F" rating under Texas State academic accountability will decrease from 29 in 2024 to 0 in 2029.

Group	2019	2022	2023	2024	2025	2026	2027	2028	2029
Target # F Ratings						15	10	5	0
Actual # F Ratings	8	**	30	29	23				

\*\*There were no F rated campuses in 2022. Campuses with a D or F rating in 2022 were officially given a rating of "Not Rated 1365."



## GLOSSARY

## ACRONYMS, ASSESSMENTS, CONCEPTS, AND TOOLS

- **ACT** - American College Testing college readiness exam
- **A-F Accountability** - Rating system for academic performance where each campus receives a letter score based on student success measures
- **Dual Language Data Collection Tool Rubric** - locally developed walkthrough tool for dual language
- **ELAR** - English Language Arts and Reading
- **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
- **SAT** - Scholastic Aptitude Test college readiness exam
- **STAAR** - State of Texas Assessments of Academic Readiness state readiness and accountability tests
- **TEA** - Texas Education Agency
- **TSIA** - Texas Success Initiative Assessment for college readiness
- **TSI** - Texas Success Initiative policy which guides college readiness requirements between high school and higher education