# Goal 1: Literacy GPM 1.1



AUSTIN
Independent School District

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Matias Segura
Superintendent

Patricia Rodriguez
Deputy Superintendent

La Kesha Drinks
Assistant Superintendent
of Elementary Schools

Dr. Mary Ann Maxwell
Assistant Superintendent
of Elementary Academics

Lilliana Kendrick
Director of Elementary
Humanities

# Goal 1: Literacy GPM 1.1

**Goal 1**: 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.

**GPM 1.1:**
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.

## Overarching Objective

- Build on the foundation of early literacy instructional resources and practices
- Increase understanding and competency of school leaders in early literacy
- Support teachers with classroom implementation for improved student outcomes

## What the Research Says

"The universal tier is the first intervention for all students and is our largest opportunity to have an impact on student achievement." Gibbons et. al. p.11

# GPM: 1.1

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 | 2020-21 (Spring) | 2021-22 (Spring) | 2022-23 (Spring) | 2023-24 (Fall) | 2023-24 (Winter) | 2023-24 (Spring) |
|---|---|---|---|---|---|---|
| All Students | 48 | 47 | 40 | 34 | 32 | 30 |
| American Indian | 71 | 25 | 33 | 10 | 13 | 45 |
| Asian | 21 | 25 | 26 | 23 | 21 | 18 |
| African American | 64 | 59 | 63 | 55 | 59 | 52 |
| Hispanic/LatinX | 64 | 61 | 56 | 43 | 42 | 41 |
| Pacific Islander | * | * | * | * | * | * |
| Two or More | 19 | 16 | 18 | 21 | 22 | 17 |
| White | 18 | 19 | 14 | 17 | 14 | 11 |
| Economic Disadvantage | 68 | 64 | 60 | 48 | 48 | 46 |
| Emergent Bilingual | 71 | 67 | 61 | 43 | 42 | 44 |
| Special Education | 70 | 69 | 69 | 51 | 53 | 48 |

## Key Takeaways:

- Declining trend in all groups suggests we are providing correct supports so that less students may be in need of additional literacy support.

- Variation within BOY/MOY/EOY allows us to see within year progress (or decrease)

*Denotes less than 10 students

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# Root Cause Analysis

**Inconsistent Use of Research-Based Instructional Materials**
Classroom observations, surveys, and our instructional review revealed inconsistent use of HMH and/or other high quality instructional materials (HQIM) during literacy instruction.

**Inconsistent Implementation of Research-Based Literacy Practices**
Classroom observations, surveys, and our instructional review revealed inconsistent use of effective literacy practices that align to the Science of Reading.

**Lacking a Comprehensive Multi-Tiered System of Support**
In most recent years, the need for interventions has increased but the district resourcing and alignment of practices for MTSS did not meet the need.

**Lack of Observation, Coaching and Feedback Structures**
Austin ISD has been using various, and at times misaligned, structures for coaching across departments and among different levels of supervision and support.

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# Strategies

Realignment of the curriculum documents and HQIM to incorporate evidence-based practices from the Science of Reading

Content- and pedagogy-based professional learning for campus instructional leaders

Targeted interventions and strategy adjustments based on ongoing data from the MTSS

Focus on classroom implementation through observation, coaching and feedback with common tools

# Leadership Strategies

## Design | Refine | Monitor

**Design**
- MTSS and early literacy aligned walkthrough tool
- Coaching protocol for district and campus instructional leaders
- Realigned curriculum to the Science of Reading
- Year-long professional learning series for instructional leaders focused on the literacy areas of foundational skills, comprehension, and cross-linguistic practices
- Professional Learning Communities and PLC Leads

**Refine**
- Informed understanding of research-based early literacy practices
- Systems of support for teachers to identify students requiring interventions, including addressing gaps in access and opportunities for targeted student groups
- Strategic coaching and feedback for leaders and teams; Principals, Assistant Principals and Instructional Coaches

**Monitor**
- Implementation of research-based resources and practices
- Centralized data management dashboard - Key data points for streamlined coaching and support to monitor student growth
- Implementation of PLCs

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# **Questions?**