Austin ISD Board Monitoring Report
Constraint Progress Measure 4.1: Early Learning Walk-throughs

Board Meeting Date: February 13, 2025
Reporting Period: Baseline year - background and context provided

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** **Classroom Practices**	*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.*

District Initiatives Priority Alignment

District Initiative	GPM Alignment
AISD Stronger Together	
Early Learning	🟠
Middle Years	
Post Secondary Success	
Special Education	

Executive Summary

Background

In June 2024, the Austin ISD Board of Trustees adopted a new scorecard, which includes Constraint 4 and Constraint Progress Measure 4.1, which promotes the importance of developmentally appropriate practices (DAP) in PK-2.

Austin ISD is committed to fostering academic and social success through DAPs that prioritize the holistic development of each child. Rooted in research and quality practices, our approach emphasizes culturally and linguistically responsive teaching to ensure equitable and meaningful learning opportunities for all students.

Developmentally appropriate practices
- promote students' confidence, executive functioning, and self-regulation by **tailoring instruction to their developmental needs.** These practices are essential for building foundational skills that support long-term academic and social success.
- **integrate purposeful play** in early childhood classrooms to **foster engagement, creativity, and critical thinking.** Targeted professional learning opportunities equip PK-2 teachers to implement developmentally appropriate practices effectively, supported by performance monitoring through walk-throughs and formative assessment data to refine strategies and promote continuous improvement.
- **prioritize the development of executive functioning skills**, including self-regulation and problem-solving, as **essential foundations** for long-term academic and social success. These practices align with the district's commitment to culturally and linguistically responsive instruction tailored to students' developmental stages and diverse needs.

Austin ISD prioritizes
- active, engaging learning experiences that honor the diverse developmental needs and cultural backgrounds of all students.
- supporting teachers through targeted tools and training that foster job satisfaction and well-being, creating an environment where educators and students can thrive.
- high-quality, equitable education that prepares every student for success.

Continuous improvement is integral to our work. Walk-through data and ongoing professional learning enable us to identify strengths, refine strategies, and provide targeted support for teachers. This adaptive approach ensures our commitment to high-quality instruction and positive outcomes for every student.

Alignment to District Initiatives

This Constraint and Constraint Progress Measure aligns with our district initiative, *Foundation First: Early Childhood*. This initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. *Foundation First: Early Childhood* addresses enrollment challenges, expands early childhood programs, and prioritizes foundational literacy,

numeracy, and social/emotional development to close achievement gaps and prepare students for long-term academic success.

The initiative includes several key projects:

- **Seamless Enrollment:** Streamline enrollment processes for new families and strengthen transitions from partner childcare programs to Austin ISD schools.
- **Birth–3 Program**: Implement NAEYC-aligned childcare programs with highly qualified teachers to build foundational skills and confidence in Austin ISD programs.
- **PK High-Quality Classrooms:** Rewrite the pre-K curriculum to focus on purposeful, guided play and extended math instructional time while exploring NAEYC accreditation for program consistency.
- **K–2 Outcomes**: Implementing robust foundational literacy and numeracy practices, strengthening Multi-Tiered Systems of Support (MTSS), and enhancing instructional alignment.

Although all projects are interrelated, the projects most closely associated with this constraint are PK High-Quality Classrooms and K-2 Outcomes. Milestones include efforts to develop high-quality, developmentally appropriate PK experiences for students and families, the addition of Readiness Checklists, and the implementation of new K–2 instructional frameworks as part of a more considerable plan to adopt one coherent and aligned District-wide Instructional and Assessment Framework. To achieve these milestones and embrace a learning community mindset, Austin ISD leaders and schools will focus on embracing the idea that learning is our fundamental purpose and collaboratively designing high-quality learning experiences for all students, which are necessary for us to close the achievement gaps.

Key Data Findings

This report contains sets of related historical data to provide context. However, because 2024-2025 will be the first year that Austin ISD requires the use of the Early Learning Walkthrough Form and reference of the Early Learning Instructional Practice Rubric during observations, this will serve as a baseline year for data collection that is more specific to this constraint progress measure. In a review of the contextual data, key findings are:

- Most (77.45%) Austin ISD PK-2 Teachers receive scores indicating their practices are developmentally appropriate (3.5 or higher) and that they either meet (3), exceed (4), or master (5) expectations in the classroom with a significant number of teachers being considered "master teachers"
- Very few receive teachers receive scores between 1 and 2.49 (average of 1.13%)
- There is a 15.3 percentage point difference between Band 1 teachers receiving a score of 3.5 or higher (67.91%) and Band 4 teachers (83.21%)
- The range of scores is minimal across the district, with the average PPfT Score for Instructional Practices being 3.99 (out of a 5-point scale)

Data Analysis (Contextual Data Only)

2023-24 Percentage Teachers Instructional Practice Scores

Score	1 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.49	4.5 - 5	3.5 or Higher	Count
District All	0.00%	1.34%	21.33%	54.69%	22.69%	**77.37%**	5144
District PK- 2	0.00%	1.13%	21.42%	51.69%	25.76%	**77.45%**	1153
Band 1	0.00%	0.98%	31.11%	50.74%	17.16%	**67.91%**	372
Band 2	0.00%	1.83%	24.81%	56.54%	16.83%	**73.36%**	139
Band 3	0.00%	0.50%	17.14%	51.12%	31.24%	**82.35%**	341
Band 4	0.00%	1.15%	15.64%	52.92%	30.28%	**83.21%**	294

2023-24 Instructional Practices Rubric Scores by SRI Band

Group	PPfT Strand					Average Score by SRI Band
	Practices & Interactions	Standards & Alignment	Assessment & Feedback	Routines & Procedures	Classroom Climate & Culture	
District All	3.96	3.88	3.88	4.08	4.01	3.96
District PK - 2	3.99	3.91	3.88	4.13	4.04	3.99
Band 1	3.77	3.73	3.70	3.97	3.85	3.84
Band 2	3.85	3.80	3.81	4.02	3.96	3.90
Band 3	4.02	4.02	3.95	4.22	4.12	4.08
Band 4	4.04	4.03	3.98	4.26	4.15	4.10
Range	0.27	0.29	0.28	0.29	0.30	0.29
Avg by Strand	3.91	3.88	3.84	4.11	4.01	3.95

* Guidance on data to include: past SYs, spring data point; current SY - current/latest data point(s).

Key Takeaways

- *Most (77.45%) Austin ISD PK-2 teachers receive scores indicating their practices are developmentally appropriate (3.5 or higher) and that they either meet (3), exceed (4), or master (5) expectations in the classroom with a significant number of teachers being considered "master teachers"*
- *Very few receive teachers receive scores between 1 and 2.49 (average of 1.13%)*
- *There is a 15.3% difference between Band 1 teachers receiving a score of 3.5 or higher (67.91%) and Band 4 teachers (83.21%)*
- *Areas of Strength: Routines & Procedures and Classroom Climate & Culture*
- *Area for Continued Development: Assessment & Feedback (Average score of 3.88)*
- *Area of Greatest Variation: Practice & Interactions (Std. Dev 0.61)*
- *Average PK3-2 score of the Instructional Practices portion of PPfT is 3.99 (out of 5 point scale)*

The Root Cause

- ***Inconsistent Understanding of DAPs and the Early Childhood Environment:*** *Overall high scores across all bands could indicate a need for more definition and clarity of early learning practices and professional learning, particularly in cases where high scores for teaching practices do not align with growth and achievement scores of students. Connected to this root cause are several factors:*
  - *Classroom observations can be subjective – based on the person evaluating – and require continuous calibration processes and evaluation tools that reduce subjectivity.*
  - *Principal professional learning has not supported principals with an understanding of the key pedagogical and content knowledge for the subject being observed.*
  - *At both campus and district levels, there has been a tendency to emphasize 3-5 grade STAAR-related performance as an area of focus and support.*
- ***Recruitment and Retention of teachers:*** *Schools within Band 1 SRI are more likely to employ new and alternatively certified teachers who may not have professional learning opportunities to develop and learn best practices around DAP yet.*
- ***Focus on Classroom Environment and Social/Emotional Development:*** *The high Routines & Procedures and Classroom Climate & Culture strand scores demonstrate Austin ISD's emphasis on the importance of connection, structure, and relationships in schools and classrooms.*
- ***Early Childhood Assessment Practices:*** *The Assessment & Feedback strand has the greatest need for continued development including checks for understanding and adjustment, questioning, and feedback. This may be due to assessment practices focusing on more formal, obtrusive assessments rather than the development of authentic, instructionally integrated assessment practices.*

Outliers

Because this is a baseline year, we are unable to identify outliers specific to early learning practices at this time. While we are able to use historical data to provide some context into how Austin ISD has previously rated teachers in the broader area of instructional practices, more information is needed to examine results closely connected to developmentally appropriate practices.

Progress of Initiatives

Initial work specific to the PK High-Quality Classrooms project within the Foundation First: Early Childhood District Initiative has already begun in the 2024-25 school year. While the full district initiative is currently undergoing the process of development and vetting with input from various stakeholders, and it is aligning the initiative to existing long-range plans, some connected work that has begun includes:
- Early Learning Department personnel working with the grant-funded Region 4 Strengthening Early Education through Data-Coaching (SEED) Program, which focuses on connecting integrated assessment and instructional practices in the PK classroom
- Piloting Professional Learning Community opportunities with four Austin ISD campuses to support PK teachers with dedicated time and space for learning and collaborative work focused on student growth
- Partnering with MINDPOP as recipients of a Powell Foundation grant to examine current PK curriculum and develop creative, arts-integrated lessons and strategies

Work specific to the K-2 Outcomes project within the Foundation First: Early Childhood District Initiative has also begun in the 2024-25 school year. Substantial, district-wide work includes:
- Implementation of instructional resources that are aligned to research on high-quality early literacy and early numeracy practices that support student learning and achievement
- Implementation of walkthrough documents with practices specific to early literacy, early numeracy, behavior, and social/emotional well-being
- Continued walkthrough calibrations with district and campus leadership to ensure common understanding and identification of best practices in the early grades
- Ongoing, frequent professional learning sessions for campus instructional leaders with a primary focus on K-2 literacy content and practices, but also including K-2 math

Key Performance Indicators (KPIs)

Austin ISD will track Key Performance Indicators associated with system-wide inputs for this constraint to determine their effectiveness on an ongoing basis. They include:

Teacher and Administrator Development and Support
- The number of professional learning opportunities focused on developmentally appropriate practices designed for teacher and/or administrator attendance.
- Percentage of Pk-2 teachers and administrators attending targeted professional development on DAP
- The frequency of coaching/mentoring sessions conducted by early learning personnel is focused on early childhood instructional strategies.

Observation & Feedback Cycles
- Percentage of teachers receiving formal observations where the IP score is
  - > 3.5
  - < 3.5
- Number of calibration sessions with Early Learning, Elementary Academics, Campus Executive Director, and Campus Administrators
- Annual comparison and analysis of early childhood observations conducted by the Early Learning Department and campus administrators

Instructional Implementation

- Percentage of classrooms implementing developmentally appropriate practices (# of classrooms visited with agreed upon implementation from calibration walks/total number of classrooms visited)

The Plan Forward

- During Spring 2025 and SY 2025-26, professional development of central office support staff, including calibration of DAPs in early learning classrooms
- PK curriculum development to support teacher implementation of high-quality resources and DAPs that support early learning
- Develop an Instructional Framework rooted in Developmentally Appropriate Practices
- Create greater alignment between our teacher observation tools and DAPs in early childhood classrooms with continued calibration walks
- Provide training and support to campus instructional leaders to develop their PK - 2nd instructional leadership knowledge
- Increase professional learning opportunities for teachers focused on DAP

Appendix 1: Campus-Level Data

Historical Data: SY 2023-24, Percentage of Teachers Scoring 3.5 or Higher
24-25 is considered our baseline year

	SRI Band	PPFT Instructional Practices Score					3.5 or Higher	Count
		1 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.49	4.5 - 5		
District		0.00%	1.34%	21.33%	54.69%	22.69%	77.37%	5144
District PK3 - 2		0.00%	1.13%	21.42%	51.69%	25.76%	77.45%	1153
Andrews EL	1	0.00%	0.00%	22.22%	44.44%	33.33%	77.78%	9
Barrington EL	1	0.00%	7.69%	30.77%	38.46%	23.08%	61.54%	13
Brown EL	1	0.00%	7.69%	38.46%	30.77%	23.08%	53.85%	13
Cook EL	1	0.00%	0.00%	50.00%	50.00%	0.00%	50.00%	14
Dawson EL	1	0.00%	0.00%	62.50%	37.50%	0.00%	37.50%	8
Galindo EL	1	0.00%	0.00%	7.69%	76.92%	15.38%	92.31%	13
Govalle EL	1	0.00%	0.00%	25.00%	33.33%	41.67%	75.00%	12
Harris EL	1	0.00%	0.00%	14.29%	42.86%	42.86%	85.71%	14
Hart EL	1	0.00%	0.00%	15.00%	55.00%	30.00%	85.00%	20
Houston EL	1	0.00%	0.00%	28.57%	23.81%	47.62%	71.43%	21
Jordan EL	1	0.00%	6.25%	43.75%	12.50%	37.50%	50.00%	16
Langford EL	1	0.00%	0.00%	43.75%	43.75%	12.50%	56.25%	16
Linder EL	1	0.00%	0.00%	11.76%	52.94%	35.29%	88.24%	17

	SRI Band	PPFT Instructional Practices Score					3.5 or Higher	Count
		1 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.49	4.5 - 5		
Norman-Sims EL	1	0.00%	0.00%	33.33%	44.44%	22.22%	66.67%	9
Oak Springs EL	1	0.00%	0.00%	70.00%	30.00%	0.00%	30.00%	10
Ortega EL	1	0.00%	0.00%	33.33%	66.67%	0.00%	66.67%	9
Overton EL	1	0.00%	0.00%	25.00%	66.67%	8.33%	75.00%	12
Padron EL	1	0.00%	0.00%	11.11%	72.22%	16.67%	88.89%	18
Pecan Springs EL	1	0.00%	0.00%	44.44%	33.33%	22.22%	55.56%	9
Perez EL	1	0.00%	0.00%	30.77%	61.54%	7.69%	69.23%	13
Pickle EL	1	0.00%	0.00%	16.67%	83.33%	0.00%	83.33%	12
Rodriguez EL	1	0.00%	0.00%	50.00%	50.00%	0.00%	50.00%	14
Sanchez EL	1	0.00%	0.00%	7.69%	61.54%	30.77%	92.31%	13
Walnut Creek EL	1	0.00%	5.88%	29.41%	58.82%	5.88%	64.71%	17
Widen EL	1	0.00%	0.00%	6.67%	80.00%	13.33%	93.33%	15
Winn Montessori	1	0.00%	0.00%	55.56%	44.44%	0.00%	44.44%	9
Wooldridge EL	1	0.00%	0.00%	41.18%	58.82%	0.00%	58.82%	17
Wooten EL	1	0.00%	0.00%	22.22%	66.67%	11.11%	77.78%	9
Odom EL	2	0.00%	0.00%	28.57%	57.14%	14.29%	71.43%	7
Allison EL	2	0.00%	7.69%	38.46%	38.46%	15.38%	53.85%	13
Blackshear EL	2	0.00%	0.00%	28.57%	71.43%	0.00%	71.43%	7
Campbell EL	2	0.00%	0.00%	20.00%	80.00%	0.00%	80.00%	5
Graham EL	2	0.00%	0.00%	21.05%	52.63%	26.32%	78.95%	19
Guerrero-Thompson EL	2	0.00%	0.00%	22.22%	22.22%	55.56%	77.78%	18
Palm EL	2	0.00%	0.00%	25.00%	75.00%	0.00%	75.00%	12
Pillow EL	2	0.00%	0.00%	46.15%	30.77%	23.08%	53.85%	13
Pleasant Hill EL	2	0.00%	14.29%	28.57%	57.14%	0.00%	57.14%	14
St. Elmo EL	2	0.00%	0.00%	10.00%	60.00%	30.00%	90.00%	10
Zavala EL	2	0.00%	0.00%	9.09%	63.64%	27.27%	90.91%	11
McBee EL	2	0.00%	0.00%	20.00%	70.00%	10.00%	80.00%	10
Menchaca EL	3	0.00%	0.00%	26.09%	65.22%	8.70%	73.91%	23
Blanton EL	3	0.00%	0.00%	20.00%	55.00%	25.00%	80.00%	20
Blazier EL	3	0.00%	4.00%	16.00%	28.00%	52.00%	80.00%	25

	SRI Band	PPFT Instructional Practices Score					3.5 or Higher	Count
		1 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.49	4.5 - 5		
Boone EL	3	0.00%	0.00%	27.27%	72.73%	0.00%	72.73%	11
Casey EL	3	0.00%	0.00%	5.56%	50.00%	44.44%	94.44%	18
Cowan EL	3	0.00%	0.00%	33.33%	61.11%	5.56%	66.67%	18
Cunningham EL	3	0.00%	0.00%	50.00%	50.00%	0.00%	50.00%	16
Davis EL	3	0.00%	0.00%	5.26%	63.16%	31.58%	94.74%	19
Doss EL	3	0.00%	0.00%	0.00%	12.00%	88.00%	100.00%	25
Joslin EL	3	0.00%	0.00%	0.00%	41.67%	58.33%	100.00%	12
Oak Hill EL	3	0.00%	0.00%	11.76%	76.47%	11.76%	88.24%	17
Patton EL	3	0.00%	0.00%	13.04%	69.57%	17.39%	86.96%	23
Reilly EL	3	0.00%	0.00%	9.09%	27.27%	63.64%	90.91%	11
Summitt EL	3	0.00%	0.00%	19.23%	73.08%	7.69%	80.77%	26
Sunset Valley EL	3	0.00%	0.00%	30.77%	38.46%	30.77%	69.23%	13
Travis Hts EL	3	0.00%	0.00%	0.00%	62.50%	37.50%	100.00%	16
Uphaus ECC	3	0.00%	5.56%	0.00%	16.67%	77.78%	94.44%	18
Williams EL	3	0.00%	0.00%	25.00%	58.33%	16.67%	75.00%	12
Kocurek EL	3	0.00%	0.00%	33.33%	50.00%	16.67%	66.67%	18
Kiker EL	4	0.00%	0.00%	0.00%	80.00%	20.00%	100.00%	20
Mills EL	4	0.00%	4.55%	45.45%	40.91%	9.09%	50.00%	22
Baldwin EL	4	0.00%	0.00%	23.53%	64.71%	11.76%	76.47%	17
Baranoff EL	4	0.00%	0.00%	0.00%	80.95%	19.05%	100.00%	21
Barton Hills EL	4	0.00%	0.00%	0.00%	50.00%	50.00%	100.00%	8
Bear Creek EL	4	0.00%	6.25%	12.50%	50.00%	31.25%	81.25%	16
Becker EL	4	0.00%	0.00%	7.14%	42.86%	50.00%	92.86%	14
Brentwood EL	4	0.00%	11.11%	11.11%	44.44%	33.33%	77.78%	18
Bryker Woods EL	4	0.00%	0.00%	0.00%	50.00%	50.00%	100.00%	8
Casis EL	4	0.00%	0.00%	0.00%	37.50%	62.50%	100.00%	16
Clayton EL	4	0.00%	0.00%	0.00%	76.19%	23.81%	100.00%	21
Gullett EL	4	0.00%	0.00%	11.76%	41.18%	47.06%	88.24%	17
Highland Park EL	4	0.00%	0.00%	0.00%	20.00%	80.00%	100.00%	15
Hill EL	4	0.00%	0.00%	4.35%	65.22%	30.43%	95.65%	23
Lee EL	4	0.00%	0.00%	36.36%	63.64%	0.00%	63.64%	11

	SRI Band	PPFT Instructional Practices Score					3.5 or Higher	Count
		1 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.49	4.5 - 5		
Maplewood EL	4	0.00%	0.00%	27.27%	45.45%	27.27%	72.73%	11
Mathews EL	4	0.00%	0.00%	22.22%	66.67%	11.11%	77.78%	9
Ridgetop EL	4	0.00%	0.00%	45.45%	54.55%	0.00%	54.55%	11
Zilker EL	4	0.00%	0.00%	50.00%	31.25%	18.75%	50.00%	16

23-24 Campus Level Data, Disaggregated by Strands, Ordered by SRI Band*

24-25 is considered our baseline year

	Band	Practices & Interactions	Standards & Alignment	Assessment & Feedback	Routines & Procedures	Classroom Climate & Culture	Final IP Score Average	Count
District		3.96	3.88	3.88	4.08	4.01	3.96	5144
District PK3 - 2		3.99	3.91	3.88	4.13	4.04	3.99	1153
Andrews ES	1	4.14	4.242	4.00	4.244	4.09	4.16	9
Barrington ES	1	3.69	3.552	3.77	3.924	3.68	3.72	13
Brown ES	1	3.67	3.632	3.46	3.802	3.76	3.68	13
Cook ES	1	3.55	3.456	3.38	3.814	3.62	3.58	14
Dawson ES	1	3.32	3.226	3.21	3.604	3.40	3.36	8
Galindo ES	1	3.83	3.798	3.85	4.108	3.97	3.92	13
Govalle ES	1	3.80	4.034	3.97	4.066	3.93	3.97	12
Harris ES	1	4.22	4.114	4.05	4.528	4.32	4.26	14
Hart ES	1	4.01	4.16	3.98	4.17	4.22	4.13	20
Houston ES	1	4.11	4.078	4.00	4.228	4.24	4.14	21
Jaime Padron ES	1	3.94	3.978	4.04	4.334	4.19	4.11	18
Jordan ES	1	3.71	3.626	3.71	3.79	3.79	3.72	16
Langford ES	1	3.66	3.74	3.71	3.8	3.78	3.74	16
Linder ES	1	3.96	4.154	4.02	4.414	4.46	4.23	17
Norman-Sims ES	1	3.95	3.756	3.70	3.824	3.56	3.75	9
Oak Springs ES	1	3.18	3.2	3.10	3.36	3.18	3.98	17
Ortega ES	1	3.56	3.442	3.44	3.8	3.73	3.61	9
Overton ES	1	3.75	3.734	3.80	4	3.83	3.83	12
Pecan Springs ES	1	3.70	3.888	3.52	4.156	3.69	3.82	9

	Band	Practices & Interactions	Standards & Alignment	Assessment & Feedback	Routines & Procedures	Classroom Climate & Culture	Final IP Score Average	Count
Perez ES	1	3.77	3.616	3.51	3.864	3.74	3.71	13
Pickle ES	1	3.88	3.802	3.81	3.832	3.82	3.83	12
Rodriguez ES	1	3.54	3.358	3.43	3.856	3.64	3.58	14
Sanchez ES	1	4.06	4.154	3.95	4.23	4.40	4.18	13
Walnut Creek ES	1	3.48	3.496	3.49	3.882	3.71	3.63	17
Widen ES	1	4.10	3.826	3.89	4.174	4.19	4.05	15
Winn Montessori	1	3.59	3.154	3.45	3.602	3.44	3.44	9
Wooldridge ES	1	3.52	3.424	3.51	3.682	3.55	3.54	17
Wooten ES	1	3.95	3.824	3.74	3.956	3.85	3.87	9
Allison ES	2	3.69	3.708	3.54	3.752	3.72	3.7	13
Blackshear ES	2	3.86	3.658	3.67	3.86	3.60	3.73	7
Campbell ES	2	3.65	3.6	3.60	3.96	3.68	3.71	5
Graham ES	2	3.90	4.01	4.09	4.284	4.23	4.11	19
Guerrero-Thompson ES	2	4.15	4.212	4.19	4.312	4.31	4.24	18
McBee ES	2	3.60	3.84	3.70	3.92	4.16	3.87	10
Odom ES	2	4.04	3.798	3.81	4.542	4.14	4.09	7
Palm ES	2	3.92	3.766	3.89	3.668	3.77	3.79	12
Pillow ES	2	3.33	3.43	3.57	3.786	3.99	3.64	13
Pleasant Hill ES	2	3.52	3.412	3.45	3.698	3.60	3.55	14
St. Elmo ES	2	4.18	4.14	4.20	4.3	4.26	4.22	10
Zavala ES	2	4.36	4.038	4.06	4.218	4.07	4.15	11
Blanton ES	3	4.10	3.9	3.90	4.09	4.20	4.05	20
Blazier ES	3	4.11	4.168	4.16	4.32	4.22	4.2	25
Boone ES	3	3.64	3.874	3.85	4	3.82	3.84	11
Casey ES	3	4.03	4.132	4.07	4.542	4.34	4.25	18
Cowan ES	3	3.76	3.724	3.61	4.144	3.84	3.84	18
Cunningham ES	3	3.44	3.35	3.40	3.564	3.50	3.45	16
Davis ES	3	4.28	4.158	4.05	4.388	4.06	4.2	19
Doss ES	3	4.52	4.704	4.61	4.816	4.78	4.7	25
Joslin ES	3	4.32	4.468	4.39	4.684	4.67	4.52	12
Kocurek ES	3	3.82	3.824	3.74	4.03	3.66	3.82	18
Menchaca ES	3	3.71	3.808	3.73	3.992	3.82	3.82	23
Oak Hill ES	3	4.01	3.894	3.75	4.118	4.02	3.98	17

	Band	Practices & Interactions	Standards & Alignment	Assessment & Feedback	Routines & Procedures	Classroom Climate & Culture	Final IP Score Average	Count
Patton ES	3	3.97	4.034	3.96	3.992	4.01	4	23
Reilly ES	3	4.20	4.292	4.09	4.64	4.69	4.42	11
Summitt ES	3	3.77	3.63	3.68	3.816	3.81	3.74	26
Sunset Valley ES	3	3.98	4.014	4.03	4.062	3.79	3.97	13
Travis Heights ES	3	4.16	4.054	3.88	4.426	4.59	4.25	16
Uphaus ECC	3	4.57	4.49	4.39	4.534	4.59	4.52	18
Williams ES	3	3.92	3.85	3.75	4.016	3.88	3.89	12
Baldwin ES	4	3.59	3.66	3.61	3.988	3.87	3.76	17
Baranoff ES	4	4.18	4.142	4.05	4.418	4.08	4.19	21
Barton Hills ES	4	4.50	4.554	4.46	4.78	4.60	4.59	8
Bear Creek ES	4	3.95	4.128	4.02	4.24	4.20	4.12	16
Becker ES	4	4.36	4.344	4.19	4.53	4.42	4.38	14
Brentwood ES	4	3.93	3.766	3.57	4	3.99	3.87	18
Bryker Woods ES	4	4.35	4.276	4.21	4.552	4.40	4.37	8
Casis ES	4	4.53	4.516	4.71	4.552	4.64	4.58	16
Clayton ES	4	4.21	4.076	4.21	4.41	4.21	4.22	21
Gullett ES	4	3.90	4.072	4.06	4.472	4.45	4.21	17
Highland Park ES	4	4.67	4.734	4.64	4.774	4.69	4.71	15
Hill ES	4	4.15	4.296	4.15	4.514	4.22	4.28	23
Kiker ES	4	4.21	4.03	4.20	4.33	4.26	4.21	20
Lee ES	4	3.57	3.6	3.58	4	3.82	3.73	11
Maplewood ES	4	4.05	3.892	3.94	4.09	3.96	3.99	11
Mathews ES	4	4.17	3.998	3.89	4.11	4.07	4.06	9
Mills ES	4	3.61	3.48	3.46	3.918	3.72	3.65	22
Ridgetop ES	4	3.46	3.582	3.36	3.548	3.69	3.55	11
Zilker ES	4	3.46	3.352	3.34	3.728	3.59	3.51	16

Appendix 2: Defining the Progress Measure

This progress measure is taken from the average score of the Instructional Practices section of teachers' annual PPfT observation. Accompanying documents allow teachers and administrators to look more comprehensively at instruction throughout walkthroughs and observations to examine practices and define opportunities for growth, and contribute overall to a teacher's observation scoring.

The PPfT Instructional Practices Rubric is a cornerstone of this progress measure, offering a 5-point framework with 5 components and 22 indicators. This rubric guides teachers in delivering high-quality instruction across all grade levels and ensures alignment with district goals for academic excellence. More specifically, to foster DAPs throughout early learning classrooms, Austin ISD provides teachers and administrators with the Early Learning Instructional Practices Rubric: What This Might Look Like). Finally, before this formal observation takes place, campus administrators perform at least four classroom walkthroughs to facilitate frequent coaching and feedback opportunities throughout the year. Beginning in the 2024-2025 school year, Austin ISD required that administrators perform at least one Informal Walkthrough Form with Early Learning Look Fors in all PK-2 classrooms. All of these elements form the basis of how Austin ISD evaluates and supports the implementation of DAPs.

Appendix 3: Root Cause and Theory of Change

- Our root cause analysis uncovered three main areas of focus that are needed to continue strong practices that already exist and build on areas with opportunities for growth.
  - Depth of understanding around DAPs remains a deficit across multiple layers in the district: classroom teachers, classroom instructional support personnel, campus instructional leaders, and district leaders working to build and support a high-quality early childhood program.
  - Lack of professional learning and observational outcomes focused on these practices in early childhood present themselves in observational data quality. Specifically, there is a need to focus on DAPs in the area of assessment and feedback, a critical component to ensuring student learning and overall growth.
  - Finally, current social and emotional learning practices should be studied and replicated to build upon already existing structures that are positively impactful to students and the early learning environment.
- Our Theory of Change is that if we implement a robust support structure and expectations focused on developmentally appropriate practices in the early childhood classroom for grades PK-2, then we will see improvements in the quality and usage of those practices with tighter alignment to observational data. These supporting structures will include foundational classroom and family engagement guiding documents; professional learning sessions at the classroom, campus administrator, and district administrator levels; and classroom walkthroughs and look for documents with regular calibrations to promote DAP depth of knowledge as it is implemented in the classroom. Through monitoring performance on the walk-through and observational data, we are able to continually identify strengths, promising practices, and tailor professional learning opportunities in an iterative process of improvement.

Appendix 4: Supporting Implementation Data / Research

- According to the National Association for the Education of Young Children, implementing developmentally appropriate practices aids students in becoming confident, capable learners and sets the stage for long-term academic and social success (NAEYC, 2020). We know that when we develop the whole child through inclusive practices that are culturally and linguistically responsive we promote their long-term social and academic success, and in doing so can achieve:
  - Culturally and linguistically responsive instruction
  - The development of executive functioning and self-regulation
  - Long-term Academic success and social development

Appendix 5: Glossary

Developmentally Appropriate Practice (DAP) - Methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability-appropriate for each child (NAEYC, 2020).

Reference list of linked AISD-created documents throughout this report:

2024-25 PPfT Instructional Practices Rubric
Early Learning Instructional Practices Rubric - What This Might Look Like
2024-25 PPfT Informal Walkthrough Form w/ Early Learning Look Fors