Austin ISD Board Monitoring Report

GPM 2.1- 2nd Grade Numeracy Intervention:

Board Meeting Date: August 14, 2025

GOAL 2	*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.*
GPM 2.1	*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 20 to 29% by June 2029.*

District Initiatives Priority Alignment

District Initiative	Overview (Needs to be developed)	GPM Alignment
AISD Stronger Together	*Organizational Culture, Accountability, Communication, Outreach*	
Early Learning	*Enrollment, Literary, Outreach, Partnerships, Expansion*	
Middle Years	*Engagement, Staffing, Funding, Scheduling and Support*	
Post Secondary Success	*College-Readiness, Equity, Enrollment, CTE and Graduation*	
Special Education	*Inclusiveness, Compliance, Sustainability*	

EXECUTIVE SUMMARY

Background

In June 2024, the Austin ISD Board of Trustees adopted a new scorecard, which includes the Board Monitoring Report for Goal Progress Measure (GPM) 2.1. This goal focuses on preventing mathematics challenges through proactive strategies, data-driven instruction, and ensuring that interventions are implemented early and consistently, helping more students achieve grade-level mathematics proficiency.

Our mathematics philosophy is rooted in research, including the strands of mathematical proficiency, which emphasizes the importance of conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition. We use high-quality instructional materials that include components connected to each of these strands, such as Daily Numeracy, a 5E Instructional Design, rigorous problem solving, and real-world application. We also focus on early support through a Multi-Tiered System of Support (MTSS) framework, which ensures timely, data-driven interventions and high-quality intervention materials to support all students, particularly those at risk for mathematics difficulties.

Austin ISD Beliefs

In Austin ISD, we believe all students can learn rigorous mathematics and develop mathematical reasoning through exploration and collaboration to build flexible thinkers in order to thrive in college, career and life. In Austin ISD, we share the following common beliefs about mathematics instruction:

- **We believe that mathematics instruction should be engaging, relevant, and student-centered.** Instruction should be created in a way that fosters exploration and stimulates curiosity in order to create enjoyment of mathematics. Lessons should include active collaboration and discussion to deepen understanding of mathematical concepts and their connection to everyday life.
- **We believe in opportunities for equitable, rigorous, TEKS-aligned mathematics instruction with an emphasis on real-world applications.** To ensure that all students succeed in mathematics, instruction must be designed to meet the level of the standards and allow for differentiation using high-quality instructional materials (HQIM). Tasks should be engaging, real-world, relevant and rigorous. Students should be expected to justify their thinking through the four language domains (listening, speaking, reading and writing) and by making thinking visible. Student learning should be informed by formative assessment data to create intervention and enrichment opportunities for every child.
- **We believe students can persevere with problem solving through flexible thinking and productive struggle.** Mathematical instruction is a process that should foster a growth mindset that teaches the value of making mistakes. The process of reasoning and problem-solving takes precedence over finding the correct solution. Creating a culture of risk-taking encourages students to embrace challenges and see mistakes as learning

opportunities. Formative assessment drives instruction providing immediate feedback and informing the right scaffolds for each student. As students develop mathematical reasoning they are able to construct their learning and become flexible math thinkers.

- **We believe in a balanced model of instruction that includes conceptual understanding, mathematical strategies, and numerical fluency.** A balanced model of instruction incorporates conceptual understanding using visual thinking, allowing students to practice skills and strategies. Providing opportunities for hands-on learning that promotes reasoning allows students to deepen their mathematical thinking. A combination of all of these elements can contribute to a more holistic and effective learning experience.
- **We believe that key mathematical concepts are connected within and across grade levels.** Mathematics instruction should follow a strategic progression of learning within and across grade levels in order to build a progressive and cohesive understanding of mathematics. This progression allows students to create new learning based on previous foundations and make connections between ideas. Students should be given opportunities to analyze mathematical relationships in order to connect and communicate their learning. By understanding, using, and connecting mathematical representations, students can apply what is learned to different scenarios.

Practices We Embrace

- Aligned Mathematics Instruction: Instruction is based on evidence and aligned with high-quality practices, including explicit instruction, rigorous problem-solving and tasks, appropriate productive struggle, flexible student strategies and thinking, and real-world application of mathematics.
- Early Numeracy and Intervention: We focus on improving early numeracy outcomes, using research-based interventions and consistent progress monitoring to support students. By tracking 2nd-grade mathematics data through NWEA MAP, we can intervene early, adjusting instruction and providing additional support to keep students on track for success in 3rd grade and beyond.
- Data-Driven Instruction: We utilize multiple data points to identify at-risk students, track progress, and adjust interventions or enrichments to ensure students meet grade-level expectations.
- Culturally and Linguistically Responsive and Inclusive Teaching: Instruction is adapted to students' cultural backgrounds and varied abilities, ensuring that all programs, including dual language and ESL, among others, are accessible and meaningful with cross-linguistic connections and tailored instruction that supports mathematics knowledge and development.
- Collaborative Professional Learning: Teachers engage in continuous professional development through activities embedded into the school day, including PLCs that provide opportunities for teachers to practice and demonstrate use of different strategies and manipulatives for scaffolded support, and job-embedded instructional coaching, equipping them with strategies to improve mathematics instruction.

- Mathematics Instruction Observation and Feedback: District and campus leaders observe classroom practices to ensure fidelity and provide actionable feedback for continuous improvement.
- Family and Caregiver Engagement: We engage stakeholders—families, community partners, trustees, teachers, and campus leaders—through targeted outreach, tools for learning, and ongoing communication.

Alignment with District Initiatives

This Goal Progress Measure aligns with our draft 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 regarding enrollment of our youngest learners and high-quality programming from birth to PK, but the initiative project most closely associated with this goal and goal progress measure is:

- **K–2 Outcomes**: Implementing robust foundational literacy and numeracy practices, strengthening Multi-Tiered Systems of Support (MTSS), and enhancing instructional alignment.

Milestones include efforts to develop high-quality, developmentally appropriate early childhood experiences for students and families, the development of foundational curriculum, 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 rigorous, high-quality learning experiences for all students are necessary for us to close the achievement gaps. By integrating evidence-based practices and providing ongoing professional development, we aim to disrupt inequitable outcomes, especially for historically underserved populations.

Key Data Findings

Data reported shows the percentage of students who are scoring at recommended-for-intervention levels. Positive progress means a reduction in the percentage, showing that less students would be identified for intervention in numeracy.

- In comparing end-of-year results between Spring 2024 and Spring 2025, there were improvements in the All Students category as well as most student populations. The largest gains were:
    - African American (decrease of 5 percentage points)
    - Hispanic/LatinX (decrease of 3 percentage points)
    - Two or More (decrease of 4 percentage points)
    - Emergent Bilingual (decrease of 3 percentage points)
    - Special Education (decrease of 3 percentage points)
- The district exceeded the All Students 2025 target of 36% by 1 percentage point, scoring at 35%.
- The district either met or exceeded the 2025 targets in 7 of 9 student populations.
- The district did not meet the 2025 target for the American Indian student population, scoring at 45% and therefore falling short by 9 percentage points of the goal of 36%.
- The district did not meet the 2025 target for the Economically Disadvantaged student population, scoring at 55% and therefore falling short by 1 percentage point of the goal of 54%.

DATA ANALYSIS

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

	Past Years				24-25 SY			Yearly Targets (Spring End-of-Year)				
Group	20-21 (Spring)	21-22 (Spring)	22-23 (Spring)	23-24 (Spring)	24-25 (Fall)	24-25 (Winter)	24-25 (Spring)	24-25	25-26	26-27	27-28	28-29
All Students	*	38	32	37	37	37	35	36	35	33	31	29
American Indian	*	33	10	36	33	30	45	36	35	34	33	32
Asian	*	19	19	17	13	16	16	≤20	≤20	≤20	≤20	≤20
African American	*	63	55	64	54	60	59	61	56	50	42	33
Hispanic/LatinX	*	54	46	52	52	52	49	50	47	43	37	31
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Two or More	*	13	12	18	14	16	14	≤15	≤15	≤15	≤15	≤15
White	*	14	10	12	13	12	12	≤15	≤15	≤15	≤15	≤15
Economic Disadvantage	*	59	49	57	50	59	55	54	51	47	41	34
Emergent Bilingual	*	58	48	59	58	59	56	56	53	49	42	35
Special Education	*	62	53	55	53	54	52	53	50	46	40	33

*GPM 2.1 is regarding 2nd grade math performance on the NWEA MAP Assessment. Percentages reflect the percent of students performing at a level at which NWEA has indicated interventions are necessary to continue growth. The prescribed value is at or below the 30th percentile in Math). * = data masked due to <5 tests. - = no data available.*

Key Takeaways

- In comparing end-of-year results between Spring 2024 and Spring 2025, there were improvements in the All Students category as well as most student populations (see Appendix 2). The largest gains were:
    - African American (decrease of 5 percentage points)
    - Hispanic/LatinX (decrease of 3 percentage points)
    - Two or More (decrease of 4 percentage points)
    - Emergent Bilingual (decrease of 3 percentage points)
    - Special Education (decrease of 3 percentage points)
- The district exceeded the All Students 2025 target of 36% by 1 percentage point, scoring at 35%.
- The district either met or exceeded the 2025 targets in 7 of 9 student populations.
- The district did not meet the 2025 target for the American Indian student population, scoring at 45% and therefore falling short by 9 percentage points of the goal of 36%.
- The district did not meet the 2025 target for the Economically Disadvantaged student population, scoring at 55% and therefore falling short by 1 percentage point of the goal of 54%.
- When looking at the past several years, the district has variable Spring end-of-year results (see Appendix 2). Though there are exceptions in some student populations, trends primarily show a decrease in students scoring at recommended-for-intervention levels in Spring 2023, then an increase in Spring 2024, followed by a decrease in Spring 2025.
- Gaps between performance of white students and marginalized groups persist: There was a 46 percentage point gap between white students and both groups of Hispanic/LatinX & African American students in Spring 2021. As of Spring 2025, there is still a 37 percentage point gap between white students and Hispanic/LatinX students, and a 47 percentage point gap between white students and African American students. There is a need to improve learning gains for marginalized students, and gains at an accelerated rate for African American students.

The Root Cause

- Initial, post-COVID student outcomes are reflective of a lack of consistent and rigorous instruction, academic challenges, and inadequate instructional materials, limiting student growth and learning outcomes on many campuses and particularly for historically marginalized student groups.
- Additional challenges exist specific to math consistency of instruction and outcomes:

    - There has been an almost annual change in core instructional materials and resources: Since 2020, the district has provided core materials in enVision Math, Math Investigations, Go Math, Eureka Math, and currently STEMscopes Math
    - School year 2023-24 was the first year of STEMscopes, with late purchases of materials and minimal professional development, causing challenges with classroom implementation of materials
    - Reduction in practices post-covid that are critical to math, including use of manipulatives and hands-on learning, are just recently returning to practice
    - Continuing into 2024-25, aligned curriculum and more expansive purchase of materials have aided usage of high-quality instructional materials, but an intensive literacy-focused plan for professional learning (including ongoing instructional leadership sessions and coaching through observation and feedback) has diminished focus on math
- A national staffing shortage in education has led to a rise in the number of teachers who are new to the profession, and larger numbers of those alternatively certified and sometimes non-certified. This is combined with, in general, less familiarity with high quality math practices that exist in the field.
- The strategies that Austin ISD has begun putting into place in the 2024-25 school year initially show trends for improvement, namely:
    - Alignment of curriculum guiding documents and HQIM to incorporate the evidence-based practices in math
    - Content and pedagogy-based, ongoing professional learning for campus principals, assistant principals, instructional coaches, and teacher leaders
    - High-quality mathematics intervention materials, instruction, and a system of support (MTSS)
- Austin ISD continues to study clear root causes of the comparatively slower progress of African American student outcomes. Although explorations of correlated factors such as concentrations of teacher vacancies, remaining effects from inconsistency in delivery of instruction, a need for tighter MTSS systems, and systemic barriers have yielded some theories, still work must be intensified to more concretely identify root causes through observation, evaluation, and active classroom-level and campus-level strategies to accelerate student outcomes.

Outliers

Of the 40 Band 1 and 2 campuses, the percentage of students recommended for intervention ranged from 22% to 81%, with an average of 61% for Band 1 and 50% for Band 2—resulting in a combined average of 57%. Notably, 13 campuses emerged as outliers, with fewer than 50% of students falling in the recommended for intervention range. Among these 13 campuses, 10 demonstrated a reduction in the percentage of students recommended for intervention from BOY to

EOY—several by more than 20 percentage points. This is particularly significant given that the complexity of the assessment increases across the year, making it more common to see improvement when comparing the same testing window year over year. Furthermore, 8 of our Band 1 and 2 campuses showed a decrease in the percentage of students recommended for intervention across all primary grade levels from BOY to EOY, highlighting consistent progress in early numeracy interventions and core instruction.

Palm Elementary:

- Teacher Tenure: 30% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 75% certified, 6% vacancy
- Campus size & programs: 323 students, DL, Headstart, Bil. Resource, Bil. ECSE, SBS, CLI
- Demographics: 90% Hispanic/LatinX, 3% AA, 5% White, Two or More 2%, 42% special education, 90% economically disadvantaged
- Climate score: 75% favorable (-1 compared to district)
- Success factors: Progress was driven by consistent, high-quality instruction and a strong collaborative culture. Teachers implemented the curriculum with fidelity, prioritized hands-on learning, and regularly used manipulatives to build conceptual understanding in math. Weekly PLCs focused on data analysis, which guided responsive small group instruction and timely interventions. The team maintained a student-centered mindset, working closely together and supporting one another—including creating shared plans to keep students on track when a teammate was absent.

Zavala Elementary:

- Teacher Tenure: 23% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 96% certified, 12% vacancy
- Campus size & programs: 210 students, DL, Bil. Resource, Bil. LS, Bil. ECSE, ECSE, SBS/SCS, CLI
- Demographics: 67% Hispanic/LatinX, 19% AA, 12% White, 2% Two or More, 30% special education, 90% economically disadvantaged
- Climate score: 80% favorable (+4 compared to district)
- Success factors: The campus IC and leadership team were able to strengthen instruction by providing frequent observation and feedback cycles, as well as modeling and team teaching. Additionally a strong co-teaching model between the general education teacher and special education teacher increased access to curriculum in tier 1 instruction.

Galindo Elementary:

- Teacher Tenure: 41% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 85% certified, 9% vacancy
- Campus size & programs: 409 students, DL, Headstart, Bil. ECSE, Bil. LS, LS, AVID, CLI
- Demographics: 86% Hispanic/LatinX, 4% AA, 6% White, 3% Asian, 1% Two or More, 25% special education, 90% economically disadvantaged
- Climate score: 71% favorable (-4 compared to district)

- Success factors: The campus made progress in reducing the number of students needing interventions through focused, collaborative efforts, including monthly K–2 vertical team meetings centered on strengthening the math block, weekly grade-level PLCs to review student outcomes, and an emphasis on student engagement in Tier 1 instruction. Consistent use of district intervention resources, small group instruction, intentional use of manipulatives, and strong collaboration between general and special education teachers also contributed to improved student support and outcomes.

Perez Elementary:

- Teacher Tenure: 35% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 95% certified, 7% vacancy
- Campus size & programs: 470 students, DL, Bil. ECSE, Bil. LS, LS, CLI
- Demographics: 91% Hispanic/LatinX, 3% AA, 3% White, 1% Asian, 2% Two or More, 30% special education, 91% economically disadvantaged
- Climate score: 74% favorable (-1 compared to district)
- Success factors: Tiered interventions were consistently implemented throughout the year and Title I-funded support for staff and students, including an instructional coach and a content interventionist, contributed to a reduction in the number of students needing intervention.

Pleasant Hill Elementary:

- Teacher Tenure: 41% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 70% certified, 5% vacancy
- Campus size & programs: 411 students, DL, Bil. ECSE, Bil. LS, AVID, CLI
- Demographics: 81% Hispanic/LatinX, 8% AA, 7% White, 2% Asian, 2% Two or More, 28% special education, 88% economically disadvantaged
- Climate score: 71% favorable (-4 compared to district)
- Success factors: The campus made notable progress in reducing the number of students needing intervention through consistent, targeted support and strong teacher collaboration. Interventions were delivered four times per week to address learning gaps, and PLC meetings regularly focused on student progress in math and aligning instructional strategies. Primary grade teachers worked together to form flexible intervention groups, allowing for more individualized skill practice. This level of collaboration ensured students received consistent, targeted support that would have been difficult for individual teachers to provide alone.

Barrington Elementary:

- Teacher Tenure: 54% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 74% certified, 16% vacancy
- Campus size & programs: 371 students, DL, LS, Bil. LS, AVID, CLI
- Demographics: 88% Hispanic/LatinX, 7% AA, 2% White, 3% Asian, 24% special education, 95% economically disadvantaged
- Climate score: 68% favorable (-7 compared to district)

- Success factors: The campus reduced the number of students needing intervention by delivering lessons aligned to the district's HQIM, with daily schedules that prioritized core instruction and numeracy. Instructional practices included modeling, scaffolding, immediate feedback, and small group support. Data-driven use of district intervention resources, along with consistent collaboration in PLCs, ensured targeted, effective support for students

Overton Elementary:

- Teacher Tenure: 30% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 81% certified, 9% vacancy
- Campus size & programs: 432 students, DL, ECSE, SBS/SCORES,CLI, rec. center
- Climate score: 69% favorable (-6 compared to district)
- Demographics: 81% Hispanic/LatinX, 16% AA, 2% White, Two or More 1%, 18% special education, 91% economically disadvantaged
- Success factors: The focus on primary literacy also sparked greater attention to math instruction and the consistent use of STEMscopes. Primary teachers effectively used small group rotations, allowing more students to receive targeted math intervention. Strong collaboration—both during and beyond PLCs—led to shared planning and a unified effort toward improving student outcomes across subjects.

Rodriguez Elementary:

- Teacher Tenure: 51% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 87% certified, 6% vacancy
- Campus size & programs: 385 students, DL, Bil. Resource, Life Skills, Bil. Life Skills, ECSE, Bil. ECSE, Head Start, CLI
- Demographics: 91% Hispanic/LatinX, 7% AA, 1% White, 1% Two or More, 29% special education, 97% economically disadvantaged
- Climate score: 69% favorable (-6 compared to district)
- Success factors: The campus made progress in reducing the number of students needing interventions through strong planning, effective lesson delivery, and consistent use of small groups during the math block and during intervention times. In weekly PLCs, teachers used data to set student goals, track progress, and collaborate closely with special education staff. The Bridges intervention resource impacted student growth. Positive classroom environments, strong relationships, and a focus on growth mindset also contributed to increased student engagement and academic progress.

Walnut Creek Elementary:

- Teacher Tenure: 61% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 82% certified, 5% vacancy
- Campus size & programs: 463 students, DL, Bil. Resource, Bil. LS, Bil. ECSE, SBS, Head Start, AVID, CLI
- Demographics: 82% Hispanic/LatinX, 5% AA, 6% White, 6% Asian, 1% Two or More, 14% special education, 91% economically disadvantaged
- Climate score: 78% favorable (+3 compared to district)

- Success factors: The campus reduced the number of students needing interventions through consistent small group instruction, data-driven planning, and fidelity to district curriculum implementation. Student engagement was high, especially in math, supported by hands-on learning, structured conversations, ESL strategies, and strong relationships. Weekly PLCs and effective use intervention resources improved instruction at all Tiers.

Widen Elementary:

- Teacher Tenure: 32% of teachers have 0-5 years experience
- Teacher Certification & Vacancy Rate: 92% certified, 5% vacancy
- Campus size & programs: 414 students, Bil. Resource, Bil. ECSE, ECSE, SCS, DL, CLI
- Demographics: 88% Hispanic/LatinX, 7% AA, 3% White,2% Two or More, 26% special education, 91% economically disadvantaged
- Climate score: Climate score: 76% favorable (+1 compared to district)
- Success factors: The leadership team set clear expectations for the use of STEMscopes and the district math intervention resources. The campus leadership team provided consistent observation and feedback to monitor the use of HQIM and consistent implementation of small group interventions.

Outlier Trends: K–2 student growth was fueled by a strong foundation in Tier 1 instruction, purposeful use of data, targeted interventions, and collaborative, student-centered practices. The alignment of instructional strategy, support systems, and a positive school culture created the conditions for meaningful academic progress. Campus leaders consistently attributed gains in K–2 achievement—and a reduction in the number of students requiring intervention—to several key factors:

Consistent, High-Quality Tier 1 Instruction

- Fidelity to district HQIM, including STEMscopes, Bridges, and TEMI programs
- Daily instruction that included modeling, scaffolding, and immediate feedback
- Emphasis on core instruction, particularly in numeracy

Targeted, Data-Driven Interventions

- Frequent small group instruction integrated into the core math and intervention blocks
- Tiered supports implemented consistently (often 4x/week)
- Use of assessment data (e.g., TEMI, Bridges) to guide interventions and adjust instruction

Collaborative Practices & Strong PLCs

- Weekly grade-level PLCs focused on student progress and instructional alignment
- Vertical team planning in early grades to support continuity
- Shared ownership for student success, including cross-classroom and cross-grade grouping

Inclusive Support Systems

- Strong collaboration between general and special education teachers
- Special education staff consistently participating in PLCs and planning
- Use of Title I-funded support staff to provide supplemental interventions

Positive Learning Environments

- Student engagement driven by hands-on learning and manipulatives
- Focus on growth mindset and positive classroom culture
- Strong relationships among staff and between teachers and students

Progress of Initiatives

The key project of the Early Learning Initiative that relates to GPM 2.1 is K–2 Academic Outcomes: Implementation of robust foundational literacy and numeracy practices, strengthening Multi-Tiered Systems of Support (MTSS), and enhancing instructional alignment. This is a five-year initiative, beginning with SY 2024-25 and culminating in SY 2028-29.

Work specific to the K-2 Outcomes project within the Foundation First: Early Childhood District Initiative has already 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, professional learning sessions for campus instructional leaders including principals, assistant principals, and instructional coaches regarding K-2 math high quality practices

Key Performance Indicators (KPIs):

- Percentage of third graders meeting or exceeding STAAR Mathematics Assessment expectations - In 2024, 42% of students met or exceeded STAAR math expectations. In 2025, 42% met or exceeded STAAR math expectations.
- Percentage of second graders in the intervention range on NWEA MAP - Overall, longitudinal data reveals mixed areas of progress and need for improvement, while year-over-year spring assessment data shows improvement in 8 of 10 student groups (including All Students).
- Percentage of students performing on grade level by the end of kindergarten and first grade through NWEA MAP achievement percentiles as early indicators of performance leading into second grade.
- Percentage of students who are receiving Tier 2 and Tier 3 interventions and the longitudinal movement of those students across tiers. Additionally, qualitative monitoring of intervention and progress monitoring plans in eCST.
- Year-over-year data will be analyzed again on the spring NWEA MAP Math assessment to determine allocation of supports and resources.
- Observational data of teacher implementation from math-focused walkthroughs.
- Participation in professional development focused on math.

The Plan Forward

To improve upon the positive trajectory established this year, we will increase our delivery of systematic professional learning and shift focus and frequency to math practices:

- Clear and consistent communication of expectations for all campuses, with ongoing investment in campus leaders as instructional leaders.
- Establishment of six “Lighthouse Schools” that will serve as intensive leader and teacher coaching models and learning labs for our highest need campuses, which is an increase from three schools in 2024-25, and going forward will include math-specific resources and practices. These schools will focus on fidelity of implementation of both content and pedagogical practices, improvement of leadership structures that support student outcomes, and improvement of PLC structures that support teacher collaboration and growth.
- Engagement in learning labs at each Lighthouse School so that 36 total campuses can participate. Campus instructional leaders will attend monthly learning labs and have opportunities to walk classrooms and learn from peers to improve practice.
- Monthly, targeted professional learning sessions focused on math practices and the AISD math curriculum and resources for principals, assistant principals, instructional coaches, and teacher leaders.
- Principal and campus leadership team coaching provided by executive directors on a cadence differentiated by data-driven decision making. This campus leadership team coaching includes cycles for all campuses on literacy, and focuses on observation of instruction, calibration of expectations, and providing feedback to differentiate support to teachers.

We will also continue to provide systematic support to strengthen the MTSS system on elementary campuses, including:

- Continuous improvement in all tiers of instruction: Monitoring and providing feedback for adjustment of Tier 1 instruction through frequent classroom visits with campus leadership teams and refining and strengthening Tier 2 and Tier 3 interventions and resources.
- Monitoring universal screening assessments and placement of students in Tier 2 and 3 to monitor the effectiveness of interventions.
- Providing extensive guidance for campus instructional schedules, including reviewing and providing feedback for adjustments as needed.
- Providing disaggregated data to inform intervention grouping, goal setting with and for students, progress monitoring, and instructional adjustments and coaching on how to accomplish these goals.
- Monitoring and coaching observation and feedback cycles on campus, including identifying teachers in need of additional support and providing coaching for improvement.
- Providing increased support to campuses according to our Support & Resource Index and identification of School Improvement campuses, including frequency of instructional leadership coaching, support with monitoring practices, allocation of resources, prioritizing responses, prioritized professional development, and assisting with data-based planning for improvement.

Other strategies for improvement of the overall math system and engagement in the work:

- Incorporating a math-focused student work analysis process into PLCs to improve reteach opportunities aligned to student needs.
- Enhance coaching and professional development by adjusting the PLC format to improve understanding of high-quality instructional materials (HQIM) and provide differentiated professional development at level meetings.
- Intervention support: Continue to allocate content interventionists to campuses with larger populations of underserved students, and begin to provide centralized professional learning for all campus content interventionists.
- Identify and learn from teacher and campus outliers to expand successful practices.
- Conduct root cause analyses for student groups and campuses and student populations not showing equitable progress in math outcomes, with a focus on African American students, and actionably responding. This is partnered with a strategic placement of Lighthouse Schools at several campuses with higher than the district's average populations of African American students.
- Family Engagement: Increase parent participation in progress monitoring and math initiatives, especially for historically underserved groups.

APPENDIX

Appendix 1: Campus-Level Data

The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Math Achievement Score Proficiency Indicator (30th percentile or below)

Campus Level Data, Disaggregated by Groups, Ordered by SRI Band

Campus	SRI Band	All Students	American Indian	Asian	African American	Hispanic or Latino	Pacific Islander	Two or More Races	White	EcD	EB	Special Ed
Andrews ES	1	66%	-	*	*	68%	-	-	*	65%	70%	100%
Brown ES	1	70%	-	80%	86%	70%	-	-	*	71%	73%	69%
Dawson ES	1	58%	-	-	*	64%	-	*	*	64%	56%	40%
Govalle ES	1	74%	-	-	88%	73%	-	*	*	80%	79%	96%
Harris ES	1	61%	-	*	*	50%	-	*	-	62%	55%	71%
Oak Springs ES	1	78%	-	-	75%	78%	-	-	*	80%	*	91%
Ortega ES	1	62%	-	-	67%	65%	-	-	*	68%	75%	80%
Sanchez ES	1	68%	-	-	*	69%	-	*	-	67%	68%	81%
Pecan Springs ES	1	81%	-	-	83%	85%	-	*	-	81%	87%	*
Walnut Creek ES	1	49%	-	33%	*	49%	-	-	*	48%	44%	50%
Wooten ES	1	58%	-	-	-	56%	-	-	*	59%	65%	67%
Barrington ES	1	47%	*	*	*	49%	-	*	-	47%	54%	50%
Norman-Sims ES	1	65%	-	-	60%	67%	-	-	-	61%	63%	80%

Campus	SRI Band	All Students	American Indian	Asian	African American	Hispanic or Latino	Pacific Islander	Two or More Races	White	EcD	EB	Special Ed
Wooldridge ES	1	76%	-	-	*	80%	-	*	*	80%	78%	100%
Winn Montessori	1	54%	-	*	60%	63%	-	*	14%	71%	65%	67%
Linder ES	1	66%	-	*	*	71%	-	*	*	64%	69%	69%
Cook ES	1	69%	*	*	*	70%	-	-	*	66%	70%	67%
Houston ES	1	52%	-	-	*	51%	-	*	-	54%	44%	63%
Hart ES	1	52%	-	*	*	54%	-	*	*	51%	54%	61%
Pickle ES	1	69%	-	-	*	68%	-	-	-	70%	69%	92%
Langford ES	1	55%	-	*	*	57%	-	-	-	57%	66%	75%
Rodriguez ES	1	48%	-	-	*	47%	-	-	-	50%	50%	69%
Widen ES	1	49%	-	-	*	55%	-	*	*	50%	53%	69%
Galindo ES	1	40%	*	-	*	46%	-	*	*	42%	39%	50%
Jordan ES	1	81%	-	*	81%	83%	-	*	83%	81%	84%	100%
Padron ES	1	56%	-	-	*	56%	-	-	*	57%	56%	69%
Overton ES	1	47%	-	-	60%	43%	-	-	*	45%	41%	77%
Perez ES	1	45%	-	-	*	49%	-	*	-	45%	52%	44%
Allison ES	2	64%	-	-	*	63%	-	-	*	67%	55%	73%
Blackshear ES	2	33%	-	*	63%	44%	-	*	9%	65%	_	71%
Campbell ES	2	48%	-	*	67%	50%	-	-	20%	60%	17%	83%
Pleasant Hill ES	2	46%	-	*	50%	43%	-	-	*	49%	52%	55%
St Elmo ES	2	60%	-	*	*	69%	-	*	17%	65%	62%	91%
Zavala ES	2	29%	-	*	33%	25%	-	-	*	32%	*	36%
Pillow ES	2	61%	-	*	*	71%	-	*	20%	67%	78%	69%

Campus	SRI Band	All Students	American Indian	Asian	African American	Hispanic or Latino	Pacific Islander	Two or More Races	White	EcD	EB	Special Ed
Odom ES	2	54%	-	-	*	57%	-	-	*	57%	76%	58%
Graham ES	2	49%	-	-	67%	47%	-	-	43%	53%	51%	73%
McBee ES	2	62%	*	-	*	66%	-	-	*	64%	62%	75%
Palm ES	2	22%	-	-	*	20%	-	*	*	23%	26%	30%
Guerrero-Thompson ES	2	54%	-	*	*	56%	-	-	-	54%	56%	89%
Blanton ES	3	22%	*	*	71%	32%	-	0%	7%	43%	43%	47%
Cunningham ES	3	33%	-	*	-	48%	-	-	10%	61%	78%	50%
Reilly ES	3	30%	-	*	*	44%	-	0%	10%	52%	42%	50%
Summitt ES	3	27%	-	27%	*	55%	-	17%	9%	52%	30%	69%
Travis Heights ES	3	37%	*	43%	83%	47%	-	0%	18%	52%	50%	60%
Patton ES	3	23%	-	*	50%	29%	-	11%	17%	38%	33%	54%
Menchaca ES	3	37%	-	*	80%	44%	-	*	20%	63%	40%	61%
Oak Hill ES	3	41%	-	*	*	65%	-	20%	10%	70%	73%	63%
Doss ES	3	16%	-	6%	40%	47%	-	0%	9%	53%	54%	42%
Sunset Valley ES	3	24%	-	*	*	35%	-	*	0%	60%	69%	62%
Williams ES	3	41%	-	*	-	42%	-	*	*	49%	56%	63%
Boone ES	3	32%	-	*	*	40%	-	20%	22%	44%	50%	53%
Kocurek ES	3	36%	*	*	*	38%	*	33%	21%	44%	17%	64%
Casey ES	3	22%	-	*	40%	24%	-	*	7%	32%	31%	50%
Davis ES	3	28%	-	*	78%	42%	-	14%	16%	63%	36%	50%
Cowan ES	3	33%	-	0%	*	50%	-	25%	21%	56%	25%	50%

Campus	SRI Band	All Students	American Indian	Asian	African American	Hispanic or Latino	Pacific Islander	Two or More Races	White	EcD	EB	Special Ed
Blazier ES	3	36%	-	14%	43%	44%	-	11%	16%	51%	56%	54%
Joslin ES	3	24%	-	*	*	31%	-	*	9%	35%	20%	60%
Barton Hills ES	4	3%	-	-	-	*	-	*	3%	*	_	7%
Becker ES	4	18%	-	*	*	21%	*	0%	13%	46%	18%	44%
Brentwood ES	4	15%	-	*	*	17%	*	0%	13%	46%	*	52%
Bryker Woods ES	4	6%	-	*	-	29%	-	0%	0%	*	*	10%
Casis ES	4	16%	-	33%	*	25%	-	*	15%	17%	*	31%
Gullett ES	4	10%	-	-	-	20%	-	0%	9%	*	*	33%
Highland Park ES	4	5%	-	*	*	8%	-	0%	3%	25%	*	13%
Lee ES	4	2%	-	-	*	0%	-	*	2%	0%	*	4%
Maplewood ES	4	17%	-	*	80%	27%	-	25%	0%	50%	17%	47%
Mathews ES	4	14%	-	*	*	22%	-	*	6%	26%	0%	25%
Ridgetop ES	4	19%	-	*	*	36%	-	0%	8%	50%	60%	31%
Zilker ES	4	14%	-	*	*	21%	-	8%	8%	30%	*	30%
Hill ES	4	12%	-	0%	*	17%	-	9%	11%	40%	22%	36%
Kiker ES	4	17%	*	19%	*	40%	*	20%	9%	40%	56%	36%
Mills ES	4	14%	-	0%	*	24%	-	0%	15%	38%	22%	23%
Baranoff ES	4	12%	-	*	*	14%	-	33%	11%	24%	14%	36%
Clayton ES	4	5%	*	0%	-	11%	-	0%	6%	*	*	14%
Baldwin ES	4	10%	-	9%	-	19%	-	*	5%	33%	31%	30%
Bear Creek ES	4	9%	-	0%	-	12%	-	*	12%	*	0%	35%
Austin ISD		**35%**	**45%**	**16%**	**59%**	**49%**	*	**14%**	**12%**	**55%**	**56%**	**52%**

*GPM 2.1 is regarding 2nd grade math performance on the Winter NWEA MAP Assessment. Percentages reflect the percent of students performing at a level at which NWEA has indicated interventions are necessary to continue growth. The prescribed value is at or below the 30th percentile in Math. * = data masked due to <5 tests. - = no data available.*

Appendix 2: District Comparison Data Tables

Spring EOY Longitudinal Comparison

	Spring 2022 Baseline	Spring 2023 Change	Spring 2024 Change	Spring 2025 Change	Overall Change
All Students	38	-6	+5	-2	-3
American Indian	33	-23	+26	+9	+12
Asian	19	0	-2	-1	-3
African American	63	-8	+9	-5	-4
Hispanic/LatinX	54	-8	+6	-3	-5
Two or More	13	-1	+6	-4	+1
White	14	-4	+2	0	-2
Economic Disadvantage	59	-10	+8	-2	-4
Emergent Bilingual	58	-10	+11	-3	-2
Special Education	62	-9	+2	-3	-10

Spring to Spring Comparisons

	Spring 2024	Spring 2025	Change
All Students	37	35	-2
American Indian	36	45	+9
Asian	17	16	-1
African American	64	59	-5
Hispanic/LatinX	52	49	-3
Two or More	18	14	-4
White	12	12	0
Economic Disadvantage	57	55	-2
Emergent Bilingual	59	56	-3
Special Education	55	52	-3

Appendix 3: Defining the Progress Measure

This goal progress measure uses the NWEA MAP achievement percentile measure, and identifies the percentage of students in Austin ISD 2nd Grade who are scoring at or below the 30th percentile in math. All students in 2nd Grade in Austin ISD take the math MAP assessment three times a year.

In NWEA MAP, the "achievement percentile" represents the percentage of students nationwide at the same grade level who scored lower than or equal to a particular student's RIT score, essentially indicating how well a student performed compared to their peers across the country based on their test results; a higher percentile means the student performed better compared to others in their grade level.

Key points about achievement percentile:

- Norm-based: This percentile is calculated based on a national norm group of students at the same grade level.
- Interpretation: A 50th percentile indicates the student scored at the national average, while a higher percentile means they scored above average.
- Used in reports: The achievement percentile is displayed on NWEA MAP reports to show a student's relative standing compared to their peers.

Austin ISD adheres to NWEA's recommendations that students who are scoring at or below the 30th percentile in mathematics might be at risk for mathematics difficulties and may need targeted mathematics interventions.

Appendix 4: Root Cause and Theory of Change

Our root cause analysis of this current data set uncovered several areas of focus that are needed to continue as areas of strength where successes are evident, as well as areas of improvement:

- Initial, post-COVID student outcomes are reflective of a lack of consistent and rigorous instruction, academic challenges, and inadequate instructional materials, limiting student growth and learning outcomes on many campuses and particularly for historically marginalized student groups.
- A national staffing shortage in education has led to a rise in the number of teachers who are new to the profession, and larger numbers of those alternatively certified or sometimes non-certified.
- Austin ISD has taken a heavy, focused approach to supporting literacy in elementary which has impacted achieving the same gains in mathematics.
- Over the past 5 years, there have been 5 different curriculum resources used/available for classroom mathematics instruction. A lack of consistency with high-quality instructional materials limits student growth in mathematics, especially for historically marginalized student groups.

Theory of Change

By prioritizing explicit and systematic mathematics instruction, equitable access to high-quality instructional materials (HQIM), and early identification of possible mathematics difficulties, we will improve mathematics outcomes and long-term academic success for all students. Some research shows that early math skills are among the most significant predictors of later academic achievement, even more so than early literacy skills. (Robitalle, 2025)

Key Elements of Our Theory of Change

- **Aligned Mathematics Instruction:** Emphasizes explicit, systematic, and cumulative instruction aligned with research for best practices in mathematics instruction. This approach includes instruction in all areas of mathematical proficiency, including conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition. These skills are interconnected and cannot be taught in isolation (National Research Council, 2001).
- **Early Intervention and Progress Monitoring:** Timely support through early intervention and progress monitoring is critical to improving student outcomes. Regular assessments help identify students in need of targeted interventions, allowing teachers to provide support at the earliest signs of difficulty (Zhang et al., 2023). The response to intervention in the Multi-Tiered Systems of Support (MTSS) framework ensures that students receive differentiated and evidence-based interventions based on their specific needs (Majeika et al., 2024).
- **High-Quality Instructional Materials (HQIM):** Using high-quality instructional materials (HQIM) that are research-based and aligned with rigorous standards is essential for ensuring equitable access to a high-quality education. These materials support teachers in delivering grade-level content and promote deeper learning and comprehension for all students (Steiner, 2024). When implemented effectively, HQIM can close learning gaps and accelerate student growth.
- **Professional Development and Coaching:** Ongoing professional development and instructional coaching are key to empowering educators to implement evidence-based practices with fidelity. Professional learning focuses on translating research into practice, providing teachers with the tools and strategies necessary to deliver effective mathematics instruction (Dilgard et al., 2022). Personalized coaching supports continuous growth and fosters reflective practices that improve student outcomes (Connor et al., 2009).
- **Culturally Responsive Practices:** Culturally responsive teaching is integral, promoting engagement and academic success by recognizing and honoring students' languages, cultures, and lived experiences (Min & Orosco, 2024). This approach strengthens students' connections to learning, builds on their existing knowledge, and helps them see themselves reflected in the curriculum (Noguerón-Liu, 2020). Research underscores the importance of

culturally relevant practices in improving mathematics outcomes for English learners and historically marginalized populations.

Appendix 5: Supporting Implementation Data / Research

- **Adding It Up: Helping Children Learn Mathematics**
  "Too few students in our elementary and middle schools are successfully acquiring the mathematical knowledge, the skill, and the confidence they need to use the mathematics they have learned. Moreover, certain segments of the U.S. population are not well represented among those who do succeed in school mathematics." (National Research Council, 2001)

- **Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades**
  "Effective interventions for improving the mathematics achievement of students with mathematics difficulties share one key feature: the design of the curricular materials and the instruction provided are systematic." (Institute of Education Sciences, US Department of Education, 2021)

- **Response to Intervention (RTI): Multi-Tiered Systems of Support (MTSS): A Nationwide Analysis**
  "*Nationwide data highlights the importance of multi-tiered systems of support (MTSS) in identifying and supporting students with academic challenges early on.*" (Zhang et al., 2023)

- **Integrated Multi-Tiered Systems of Support in Elementary Schools: Practical Applications**
  "*Integrating MTSS into elementary schools helps address the diverse needs of students through data-driven decision-making and evidence-based interventions.*" (Majeika et al., 2024)

- **The Unrealized Promise of High-Quality Instructional Materials**
  "*High-quality instructional materials have the potential to greatly improve student learning outcomes, but their promise is often unrealized due to inconsistent implementation.*" (Steiner, 2024)

- **Promoting English Learners' Literacy Development Through Culturally Responsive Teaching**
  "*Culturally responsive teaching promotes English learners' literacy development by incorporating students' cultural backgrounds into instruction.*" (Min & Orosco, 2024)