



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: December 1, 2025

REPORTING PERIOD: July 1, 2025 to December 9, 2025

CONSTRAINT 1 Underserved Students	The superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support historically underserved student groups.
CPM 1.1 Special Education Evaluation	The number of pending evaluations will be less than the set goals for summer, fall, and spring at 0 evaluations exceeding the required evaluation timelines by December 2025.
Initiative Alignment	Special Education
Evaluation of Progress	The District has met the constraint progress measure of 0 evaluations exceeding the required evaluation timeline as of December 9, 2025.

Austin ISD believes that timely special education evaluations are essential to ensuring that students with disabilities receive the appropriate resources, support, and interventions in a way that aligns with their individual needs, promoting academic and behavioral success. In addition, all school districts are expected to fulfill evaluation timelines identified in state and federal laws for special education evaluations. This constraint longitudinally measures the progress the District has made in timely evaluations from the 2022-23 school year to the present day.

Constraint Progress Measure 1.1: Special Education Evaluations

To protect student rights and ensure the timely delivery of necessary supports, a constraint for special education evaluations was developed. This constraint progress measure closely monitors evaluation progress against legal compliance timelines, as prompt completion is essential for identifying specific student learning needs. The primary requirement, outlined in CPM 1.1, mandates that all requested evaluations adhere to legal timelines. Specifically, Full Individual Initial Evaluations (FIIEs) must be completed within 45 school days of receiving parental consent and Reevaluations must be completed on or before the student's 3-year triennial anniversary of their last Full and Individual Evaluation (FIE).

In September of 2023, Austin ISD partnered with the Texas Education Agency (TEA) through an Agreed Order. The TEA Order included specific metrics for the District to achieve, starting in the 2023-24 school year. By 2025-26, the District was mandated to achieve a Performance Level (PL) of 0 on the Federally Required Element (FRE) of State Performance Plan Indicators (SPPI) on the Results Driven Accountability (RDA) system. The 2024-25 school year Results Driven Accountability (RDA) data shows that AISD achieved a PL of 0 for FRE1, a dramatic improvement from a PL of 3 in the 2022-2023 school year.



Table 1: CPM 1.1: Special Education Evaluations

The first two rows of data in Table 1 show the targeted number of pending special education evaluations for the set objectives year over year with the goal of 0 evaluations exceeding the required legal timeline by December 2025. The third and fourth row in the table explains the snapshot number of pending evaluations at the end of the school year and those within that metric that exceed the required timeline.

Timely Completion of Evaluations (Initial and Reevaluations)	22-23	23-24	24-25	25-26
Target for pending evaluations	3,968	3,403	1,077	0**
Total pending evaluations	3,536	1,879	1,192	1,344*
The number of evaluations <i>exceeding the required timeline</i> at the end each school year, with the exception of 25-26.	1,588	163	21	0*

* as of 12/9/25

** it will never be 0

Table 2: State Performance Plan Indicator Data for Evaluations

Data in Table 2 shows Austin ISD's yearly scores on the Texas Education Agency's (TEA) State Performance Plan Indicators (SPPI). The data elements extracted in the table show the previous 5 years and the District's progress towards reaching a 100% state compliance rate with completing evaluations within the required timeline.

State Performance Plan Indicator (SPPI)	21-22	22-23	23-24	24-25	25-26
Required percentage for SPPI	100%	100%	100%	100%	100%
SPP 11A: School Aged Evaluations	24.1%	54%	83.5%	99.62%	100%*
SPP 12: Early Childhood Transition	47.8%	N/A**	74.0%	100%	100%*

*as of 12/9/25

**The area marked as "N/A" is from the District meet the minimum N size for reporting in a given indicator and/or the data was not analyzed due to data availability.

Table 3: Total Evaluation Requests (Inflow) by Calendar Year

Data in Table 3 shows the total number of initial and reevaluation requests with consent pending from January 1st to December 31st. This number helps the district understand the inflow for evaluations that require formal testing to be completed. For 2025, the data is from January 1, 2025 to December 9, 2025. This metric is marked by an asterisk as referrals may continue to come in this month.

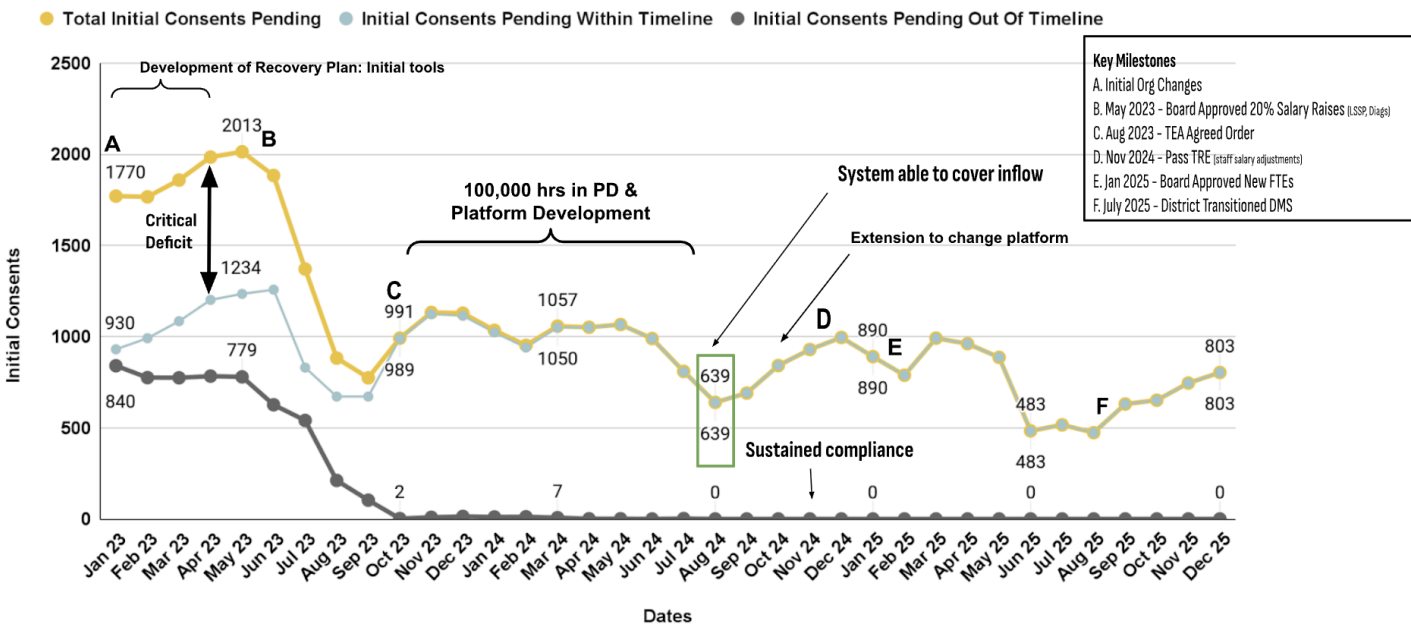
Calendar Year	2022	2023	2024	2025
Total Evaluation Referral Requests	5,393	6,201	7,196	6,523*

*as of 12/9/25



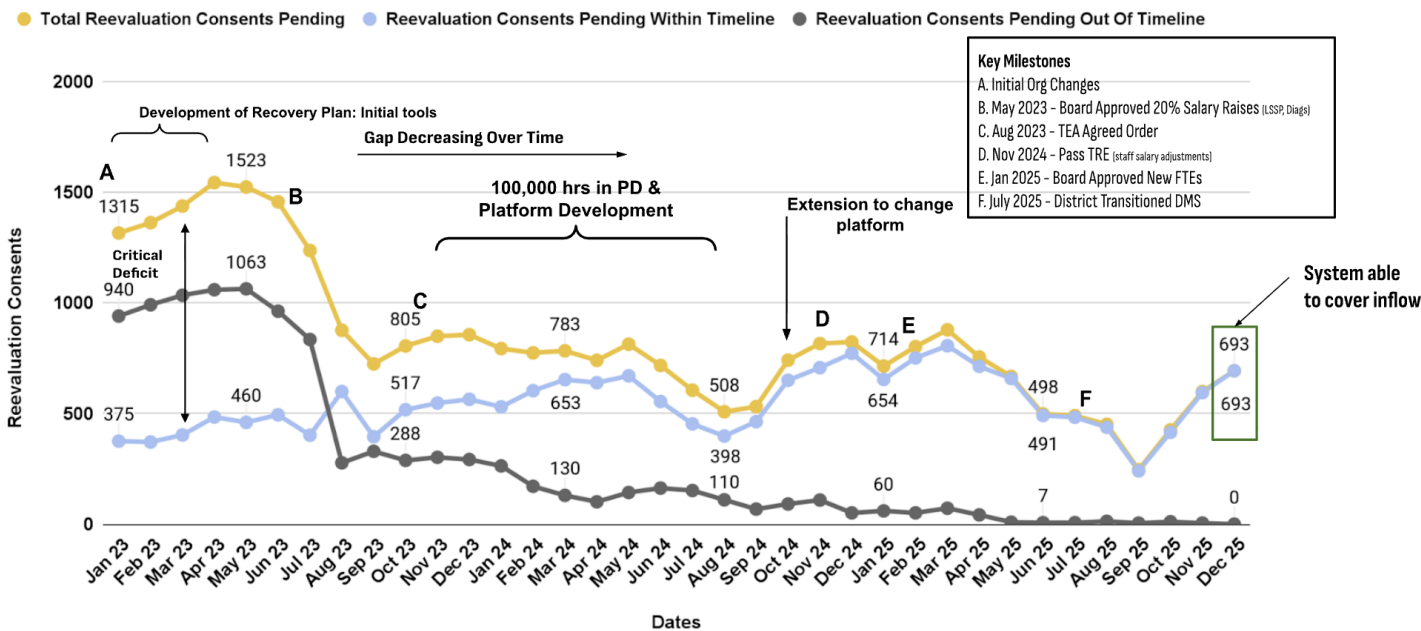
Graph 1: Pending Initial Evaluations by Month Year Over Year

Data is measured in Graph 1 by the number of pending initial evaluations within state timelines and out of state timelines from January 1, 2023 to December 9, 2025.



Graph 2: Reevaluations by Month Year Over Year

Data is measured in Graph 2 by the number of pending reevaluations within state timelines and out of state timelines from January 1, 2023 to December 9, 2025.





DATA ANALYSIS

- Table 1 shows the progress of CPM 1.1 from the 2022-23 school year to present day. As of December 9, 2025, the District achieved constraint progress measure 1.1 with 0 initials and re-evaluations that passed the required timeline. Overall, the District has significantly improved meeting required timelines from 1,588 in the 2022-23 school year to 63 (2023-24) and further reducing to 21 (2024-25) and 0 by December 2025.
- Table 2 represents the state's tracking and monitoring of Special Education Initial Evaluations. Data shows that significant progress has been made in the last 4 years to close the compliance gap for State Performance Plan Indicators (SPPIs) 11A and 12, both at 100% for the 2025-26 school year as of December 9, 2025.
- In addition to the substantial progress made with initial evaluations seen in Graph 1, the District has significantly decreased the number of pending out-of-timeline reevaluations for students year over year. In Graph 2, there were 60-42 pending evaluations out of timeline in December 2024 to April 2025, which was further reduced to 9 in May 2025 and 0 to present day.
- The total number of initial and reevaluation referral requests has shown a clear upward trend over the past 4 calendar years, peaking in 2024 with 7,196 total requests. New evaluation referrals exhibit a strong cyclical pattern, peaking during October and February and dropping sharply in the summer months (June, July, and August) when school is out. Comparing evaluation referrals through the same time frame we are 6.5% less than 2024 (446 fewer) and 12% higher than 2023 (699 more).

ROOT CAUSE ANALYSIS

- Historical barriers to completing evaluations within the legally required timelines have been driven by staffing and resource constraints such as national and statewide shortages of qualified evaluators (e.g., school psychologists, bilingual evaluators, speech and language pathologists) and overreliance on contracted staff to fill the gaps in the workforce. With the support of the School Board to increase compensation for these individuals and transition from a contractor to employment model, the District has mitigated these barriers. The District currently employs 66 School Psychologists and 86 Educational Diagnosticians and 117 Speech Language Pathologists.

OUTLIERS

- Reevaluations, specifically the step in a conducting Review of Existing Evaluation Data (REED) meetings at the campus level continue to be an area of improvement for the District. Some reviews may only require informal data to determine continued eligibility, while others necessitate formal testing. In these cases, the evaluation must be requested and completed before the student's three-year triennial date. To improve timeliness and support compliance, the Special Education Department at the beginning of the 2025-26 school year required all campus principals, department chairs, and evaluators to schedule their REED meetings for the entire year as part of their BOY procedures.

NEXT STEPS

The Special Education Department is continuing to transform from a reactive, volume-management approach to a proactive, compliance-driven system that stabilizes evaluation capacity at every campus, ensuring 100% compliance with state and federal evaluation timelines (3-year triennials, initial evaluations, etc.). The following steps are underway and will continue to build success across the district.

- Moving to a Campus Based Model for Evaluation
 - For the 2025-26 school year, the District optimized staffing and continuity of care to campuses



and families, by moving from a centralized model with a significant contractor workforce to an employment campus based model. This has improved communication and timeliness of evaluations for students. Evaluators now support campuses at child study team meetings and are more involved at the earliest stages of the referral process for students experiencing learning challenges. This has decreased the likelihood of campuses over referring students without appropriate tiered intervention support.

- **Capacity Stabilization and Resource Allocation**
 - Continue to strategically address workload distribution and resource availability through workload equity audits.
- **Guidance, Training, and Shared Responsibility**
 - Provide comprehensive training and guidance documents for principals and executive directors focusing on the administrator's role in referral, evaluation, and ARD meeting compliance.
 - Provide ongoing, comprehensive training to all evaluation and campus administrators emphasizing proactive reevaluation preparation.
 - Continue to train and build capacity for all staff in using the digital management system.
 - Continue to partner with the Department of Academics to support campuses in high quality instruction and best practices for all students in requiring intervention through MTSS.
- **Enhanced Reporting and Data-Driven Accountability**
 - Distribute weekly, campus specific reports to all campus administrators with student's 3 year triennial dates. The weekly automated report that flags all reevaluations expiring in the next 90, 60, and 30 days. By forcing attention to cases three months out, staff can complete the necessary preparation to schedule a REED meeting, review and decide if further evaluation is needed for the students, obtain parental consent if further evaluation is requested, evaluate the student, and provide a report prior to or by the student's legally required reevaluation timeline.
 - Distribute weekly, district wide specific reports to district leaders to include lists by campus and executive director of school leadership with student's 3 year triennial dates.
 - Send daily and weekly compliance email reminders to campuses, evaluators, and sometime district leaders regarding upcoming and past due reevaluation timelines.
 - Continue to submit monthly metrics for evaluation to the TEA and the board of trustees for monitoring.

GLOSSARY

- ARD: Admission, Review, and Dismissal is the formal process where parents and school staff meet at least annually to determine special education eligibility, develop, review, and update a student's Individualized Education Program (IEP).
- FAPE: A Free and Appropriate Public Education requires schools to provide students with disabilities special education and related services, at public expense, designed to prepare those students for the future.
- FRE: Federally Required Elements is used by the TEA to denote specific federal guidelines and compliance standards that Districts must meet, ensuring proper support and services for students with disabilities under the law.
- IDEA: Individuals with Disabilities Education Act is a federal law that ensures special education and related services to eligible children with disabilities throughout the nation.
- MTSS: Multi Tiered Systems of Support is an integrated framework for the systemic alignment of research-based prevention and intervention practices to support all the needs of all students.
- OOT: Out of Timeline represents the number of evaluations that are beyond the required timeline provided by the state.
- PL: Texas uses a Results-Driven Accountability (RDA) system to evaluate Districts in special education, assigning them Performance Levels (PLs) on specific data indicators, with higher numbers indicating greater need for intervention (PL 0=Meets Req; PL 4=Needs Substantial Intervention).
- RDA: Results Driven Accountability is a data-driven framework to evaluate school districts (LEAs) in programs for special populations, including bilingual education, special education, and other special needs.
- REEDs: Review of Existing Evaluation Data is the process to review student level data to determine if a student requires additional assessment for continued eligibility and/or make adjustments to their programming needs. Also known as triennial as it occurs every three years.
- SPPI: State Performance Plan Indicators are federal requirements under the law that tracks the effectiveness of special education programs, with various numbered indicators measuring different outcomes for students with disabilities.
- TEA: The Texas Education Agency oversees primary and secondary public education, providing leadership, guidance, and support to school systems.