



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: May 7, 2026

REPORTING PERIOD: BOY and MOY 2025

GOAL 1 3 rd Grade Literacy	The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 47% in June 2024 to 59% by June 2029.
GPM 1.1 2 nd Grade Literacy Intervention	The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Reading Achievement Score Proficiency Indicator (below 30th percentile in English/40th percentile in Spanish) will decrease from 30% in June 2024 to 29% by June 2029.
Initiative Alignment	Foundation First: Early Childhood
Evaluation of Progress	Goal reporting provides evidence that the district is ON TRACK to meet the 3rd Grade Literacy Goal. Data for BOY shows that 26% of 2nd grade students scored in the recommended-for-intervention level on the Fall 2025 NWEA MAP Reading Assessment (below 30th percentile in English and 40th percentile in Spanish), and data for MOY shows that 21% of 2nd grade students scored at this level. Based on previous year program implementation results and the positive trajectory of student outcomes, we have strong evidence that we are curating the correct learning environments for students. Next steps include continuing a focus on high quality materials and instruction, increasing professional learning for staff, and expanding coaching opportunities around observation and feedback. The district expects to see continued growth in math outcomes with increased focus on literacy practices and resources.

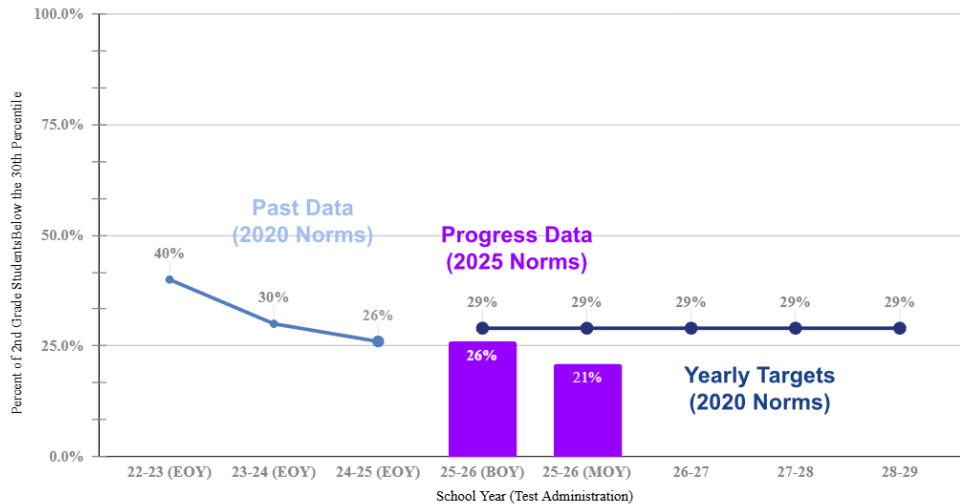
Data for BOY shows that 26% of 2nd grade students scored in the recommended-for-intervention level on the Fall 2025 NWEA MAP Reading Assessment (below 30th percentile in English and below 40th percentile Spanish); data for MOY shows that 21% of students scored at this same level.

Although data comparisons cannot be made to an older version of the assessment using previous norms, results indicate that the district is on the same trajectory to meet our 5-year goal of increasing reading success in 3rd grade. The positive trends in 2nd grade reading suggest that implementation structures around the district early literacy framework and a focus on strong Tier 1 instruction are improving student outcomes in reading. Throughout SY 2025-26, progress monitoring will allow the district and the board to evaluate this year's achievement results and determine next steps for setting future targets for this GPM.



GOAL PROGRESS MEASURE 1.1: 2nd Grade Literacy Intervention Levels

The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the Fall 2025 NWEA MAP Reading Achievement Score Proficiency Indicator (below 30th percentile in English and below 40th percentile Spanish).



Beginning, middle, and end of year 2nd Grade Students NWEA MAP Growth Reading Achievement Percentile (2025 NWEA Norms), Fall 2025

The percentage of 2nd grade students scoring in the recommended-for-intervention level on the beginning (BOY), middle (MOY), and end (EOY) NWEA MAP Reading. Achievement score proficiency indicator (below 30th percentile in English and below 40th percentile Spanish)).

Group	Past % MAP Identified for Intervention (2020 Norms)									Update (2025 Norms, does not compare to 2020 Norms)			% Yearly Targets (Based on 2020 Norms)				
	20-21 EOY	21-22 EOY	22-23 EOY	23-24 BOY	23-24 MOY	23-24 EOY	24-25 BOY	24-25 MOY	24-25 EOY	25-26 BOY	25-26 MOY	25-26 EOY	24-25	25-26	26-27	27-28	28-29
All Students	48	47	40	34	32	30	29	30	26	26	21		30	≤29	≤29	≤29	≤29
American Indian	71	25	33	10	13	45	30	30	27	17	17		42	38	35	32	29
Asian	21	25	26	23	21	18	15	19	16	15	10		≤25	≤25	≤25	≤25	≤25
Black/African American	64	59	63	55	59	52	50	59	50	46	37		48	43	39	35	31
Hispanic	64	61	56	43	42	41	37	38	35	35	28		39	36	33	31	29
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*						
Two or More	19	16	18	21	22	17	18	16	14	9	8		≤20	≤20	≤20	≤20	≤20
White	18	19	14	17	14	11	14	13	10	13	8		≤15	≤15	≤15	≤15	≤15
Econ Disadvantage	68	64	60	48	48	46	38	44	40	41	33		43	39	35	32	30
Emergent Bilingual	71	67	61	43	42	44	38	38	38	38	32		42	38	34	31	29



Special Education	70	69	69	51	53	48	39	46	43	40	32		45	41	37	33	29
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DATA HIGHLIGHTS

- The BOY update shows that 26% of All Students scored in the recommended-for-intervention level, and the MOY update shows that 21% of All Students scored at that same level.
- Changes from BOY to MOY demonstrate a positive trajectory.
- Changes from BOY to MOY demonstrate meaningful reductions in achievement gaps between the All Student group and many historically underserved student groups.
- Changes from BOY to MOY demonstrate meaningful reductions in racial achievement gaps between White students and historically underserved student populations.

ROOT CAUSES and ACTION RESPONSES

Results indicate that the district is on a positive trajectory to meet our 5-year goal of increasing literacy success in 3rd grade. This is based on the current trajectory but also additional data sets, including the previous year trajectory and end of year STAAR results in 3rd grade showing improvements. The district will continue to monitor this GPM using achievement percentiles and additional data, including classroom observations, additional MAP indicators such as STAAR Projected Proficiency and growth percentiles, and professional learning participation and feedback, to evaluate being on track.

In December and January, the district analyzed multiple data sources including MAP achievement percentiles with growth metrics, STAAR projected proficiency (SPP), walkthrough data, and intervention fidelity checks. We used this information to identify campuses that have made growth, and to identify where additional, targeted supports are needed. Specific responses include:

- MTSS fidelity: Numbers of students identified for intervention at each campus were compared to actual intervention plans in eCST. Where discrepancies existed, executive directors met with campus leaders to address intervention fidelity and perform corrective actions to ensure interventions are taking place and have proper documentation.
- MAP growth, achievement, and SPP: Triangulation of this data allowed the district to identify campuses to implement accelerated learning plans in Spring 2026. These plans included a continued focus on core instruction, additional lessons focused on previously taught high-leverage TEKS, and everything campuses need (including access to software and digital and/or hard copies of resources) to execute plans for the remaining weeks leading up to STAAR testing.
- Campus and grade level analysis: A more granular analysis of MAP scores focused on individual campuses and grade level scores, allowing a more targeted support plan of specific grade levels. School leadership, Academics, and our partner have collaborated to implement coaching and support plans throughout spring for specific grade level teachers, and to provide in-person support and instruction to groups of students needing interventions.

Results align with the research and evidence base that the consistent implementation of HQIM and curriculum-based professional learning significantly closes achievement gaps by providing all students, regardless of background, with access to grade-appropriate, rigorous content. We expect to see continued improvement in student outcomes and engagement as students matriculate through multiple grade levels experiencing a rich, guaranteed, and viable curriculum. Based on continual observations and progress monitoring, we have narrowed the focus of implementation this spring to include:



- Focus on Lesson Quality and Alignment: While overall use of the curriculum has improved, key materials and instructional strategies are still inconsistently implemented. As a result, alignment to the intended rigor of the curriculum is evident only 36% of the time in foundational skills and 38% in reading comprehension. To address these gaps, we identified priority areas within literacy:
 - Foundational Skills:
 - Consistent use of the Structured Literacy slide deck to ensure alignment to instructional routines
 - Active teacher monitoring and targeted feedback during student independent practice
 - Intentional listening and real-time feedback as students read decodable texts
 - Reading Comprehension:
 - Ensuring students are doing the cognitive work of reading and thinking
 - Emphasizing deeper meaning of the text during instruction
 - Leveraging HQIM to deliver high-quality, text-dependent questions
- Professional development: Because most professional learning has been targeted toward campus administrators and instructional coaches, in January the academics department began conducting teacher after school sessions for TAP campuses in language arts, math, and science. Literacy-focused sessions provided in-depth learning aligned to upcoming units of instruction. Teachers also engaged in foundational skills development to strengthen differentiated literacy centers in both English and Spanish, along with practical strategies to support reading fluency. Campus administrators actively supported teacher participation through a variety of incentives, including raffle drawings for attendees and providing coverage for teacher duties to ensure access to these learning opportunities.
- Learning labs: 31 schools participate in learning labs attended by a mix of principals, assistant principals, and instructional coaches. Based on feedback from school and campus leaders to prioritize this semester, recent learning labs focused heavily on three topics: setting instructional coaching as the spring priority, coaching teachers with high leverage action steps, and building student ownership in learning. Once a month, campus leaders attend these half-day learning labs that include approximately 3-4 hours of structured learning and collaboration and/or planning, combined with instructional rounds in classrooms to practice learned skills in real time.
- District instructional leadership: Once a month on Fridays, school leadership executive directors engage in 2 hours of professional learning around developing campus administrators as instructional leaders. This collaborative time includes systems for monitoring instruction, improving coaching conversations, and various problem solving for a continued focus on teaching and learning. The deliberate nature of this learning allows EDs to immediately turn it around in practice with principals.

Achievement gaps persist, but these early results indicate smaller gaps between populations than we have observed in Austin ISD in previous years. With new norms and a changed assessment, the root cause of these gaps should continue to be analyzed and interpreted through additional progress monitoring. Work that the district is doing to specifically address these gaps includes:

- Lighthouse Schools and Learning Labs: The location of Lighthouse Schools, and their expanded partnership with learning labs schools, was strategic for 2025-26. We carefully analyzed student populations and historical data to select schools with large concentrations of underserved students, mainly focusing on African American, Hispanic, and economically disadvantaged student groups. Particular to Lighthouse Schools, they have received from our partner: weekly administrator coaching sessions, weekly participation in instructional rounds, weekly classroom direct teacher coaching, progress monitoring of implementation, and on-call support on a regular basis.
- Academic Monitoring: In January, combined with spring accelerated learning plans, we introduced a



high leverage instructional strategy called Academic Monitoring. This involves a process that ensures release of work to students (increasing student application and level of ownership), a simple system for monitoring and providing immediate feedback to every single student in the room, and identifying student needs for additional support. It is a simple but powerful daily tool for helping students and teachers know exactly where the learning is and what is needed for immediate support.

- **Professional Learning Communities:** Throughout implementation, the majority of PLC work has focused on usage of HQIM and lesson preparation. As the district builds out the Austin ISD PLC Framework, this work will shift to include data analysis and a focus on reteach lessons for specific students. This ensures a regular process for reviewing student work and addressing individual student needs to address gaps in learning. Campus and district leaders are working now this spring to create the PLC Framework for district-wide implementation in 2026-27.

GLOSSARY

- **High-Quality Instructional Materials (HQIM)** - Comprehensive, standards-aligned curriculum resources that are evidence-based, support teachers in planning and delivering instruction, and are designed to help diverse students achieve mastery of grade-level content and become college and career-ready.
- **Multi-Tiered System of Support (MTSS)** - a proactive, data-driven educational framework that provides high-quality, increasingly intensive academic, behavioral, and social-emotional support for *all* students, ensuring early identification and intervention for those struggling, and integrating academic and behavioral strategies and interventions into one cohesive system for maximizing student success.
- **Professional Learning Community (PLC)** - A group of educators who meet regularly to collaborate, share expertise, and collectively improve their teaching practices and student academic outcomes.