



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: June 11, 2026

REPORTING PERIOD: 08/20/2024 - 6/30/2025 and 8/19/2025 - 04/20/2026

<p>GOAL 3 College, Career and Military Readiness</p>	<p>The percentage of annual graduates who demonstrate CCMR by meeting TSI criteria and at least of one of the following items: earning an associate’s degree concurrent with graduation, enrolling at a postsecondary institution following graduation, earning an industry-based certification, or earning a Level I or Level II certificate will increase from 43.7% for the class of 2022 to 54.6% in class of 2027.</p>
<p>GPM 3.1 TSI Complete</p>	<p>The percentage of 11th-12th graders who meet college readiness standards in both Math and ELAR will increase from 43.6% in June 2024 to 52.3% by June 2029.</p>
<p>Initiative Alignment</p>	<p>Post Secondary Success</p>
<p>Evaluation of Progress</p>	<p>Goal Progress Measure 3.1 is ON TRACK. The 2024–25 end-of-year data demonstrates that All Students surpassed the annual target, with 51.4% meeting college readiness standards in both Math and English — exceeding the 44.6% annual target by nearly 7 percentage points. This is the highest TSI completion rate the district has recorded since this measure was established. Progress is attributed to the district’s deliberate focus on SAT School Day access, TSIA2 preparation embedded in coursework, and campus-level CCMR strategies.</p>

This report presents final 2024–25 results and a mid-year update for 2025–26. In 2024–25, the district reached 51.4% TSI completion for all 11th and 12th graders — the highest rate recorded since this measure was established, and nearly 7 points above the annual target of 44.6%. The mid-year 2025–26 snapshot (42.7% as of April 20, 2026) reflects a year in progress: 12th graders are performing at 52.4%, nearly matching last year’s final result, while 11th grade readiness remains the district’s primary focus heading into the final weeks of school and into 2026–27. The greatest opportunity for growth lies in expanding TSI readiness for Hispanic, African American, Economically Disadvantaged, Emergent Bilingual, and Special Education students. Expanding success for all students is the defining work of the district's Post Secondary Success initiative.

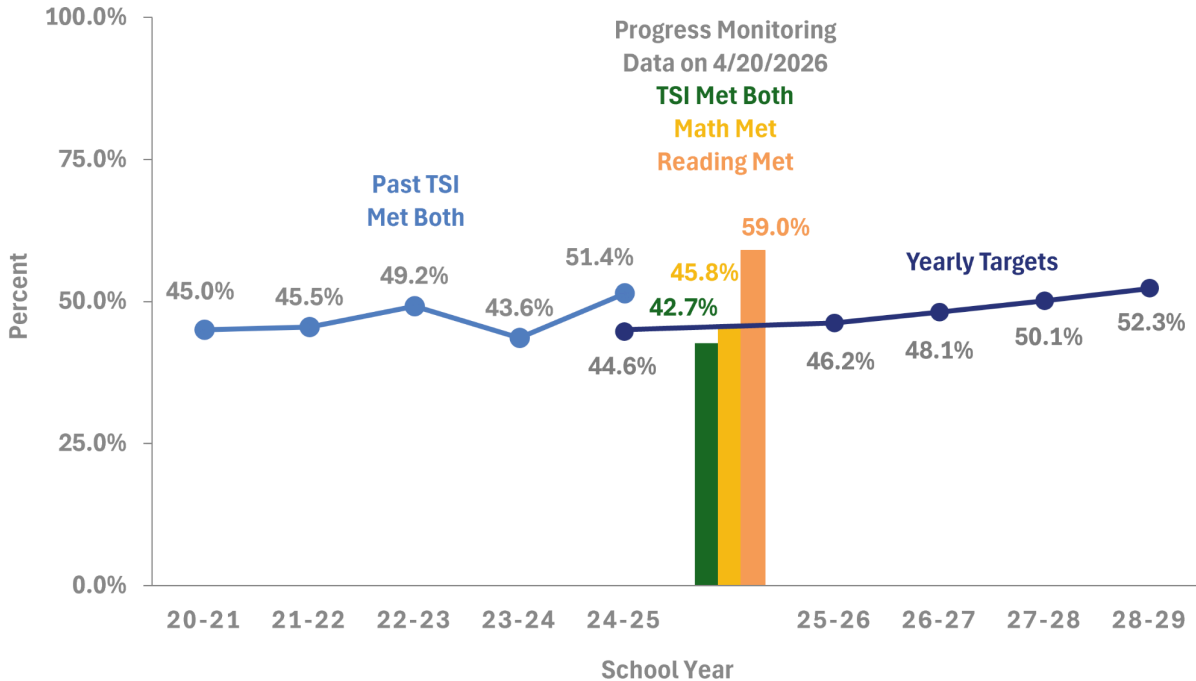
GOAL 3: College, Career and Military Readiness

Austin ISD is committed to preparing students for success in college, career, and life. GPM 3.1 focuses on increasing the percentage of 11th and 12th grade students who demonstrate college readiness in both Math and English Language Arts and Reading. We believe that meeting TSI standards before graduation gives students more choices for their future — whether that means enrolling in college without remediation, entering a career training program, or meeting military entrance requirements. As students reach TSI readiness in high school, they build the academic confidence and skills they need to succeed in any postsecondary path.



GOAL PROGRESS MEASURE 3.1: TSI

Data measured by calculating the percent of all 11-12 grade students who met TSI completion requirements. Progress monitoring measures current 11-12 grade students who have completed math TSI, reading TSI, or both through 4/20/2026.



Percent of students completing TSI requirements, 2021-25

2024-25 end of year data meets target for 'all students' and all subgroups but Pacific Islander. Progress monitoring data provides a positive update for all groups in 2025-26.

Group	Past % TSI Complete				Update	Update as of 4/20/2026			% Yearly Targets				
	20-21	21-22	22-23	23-24	24-25	Both	Math Only	Read Only	24-25	25-26	26-27	27-28	28-29
All Students	45.0	45.5	49.2	43.6	51.4	42.7	45.8	59.0	44.6	46.2	48.1	50.1	52.3
American Indian	31.6	20.0	35.7	50.0	62.5	29.4	35.3	58.8	34.9	36.9	38.9	40.9	42.9
Asian	78.9	82.3	84.7	75.5	78.8	76.3	78.4	82.5	76.7	79.0	81.5	84.1	86.8
Black/African American	22.0	19.6	22.4	20.7	27.3	20.1	24.7	34.8	21.7	22.7	23.7	24.8	25.9
Hispanic	29.1	29.0	32.2	25.9	33.0	25.3	29.6	41.5	26.9	28.0	29.3	30.8	32.4
Pacific Islander	75.0	50.0	66.7	56.3	41.7	55.6	66.7	77.8	56.9	58.0	59.2	60.6	62.0
Two or More	61.2	61.2	65.8	64.0	73.4	62.3	63.9	79.8	65.2	66.8	68.7	71.1	73.6
White	71.2	72.2	75.8	70.9	79.5	68.1	69.2	85.9	72.4	74.2	76.5	79.0	81.5
Economic Disadvantage	23.1	19.4	25.5	20.1	26.9	20.0	25.0	34.5	20.7	21.3	22.5	23.7	25.1
Emergent Bilingual	5.8	6.3	16.8	10.8	15.4	9.6	15.5	19.1	11.1	11.5	12.0	12.5	13.0
Special Education	2.6	11.1	11.7	8.4	15.4	11.1	14.9	22.9	8.6	8.9	9.3	9.7	10.1



DATA ANALYSIS

- **2024–25:** The district ended 2024–25 at 51.4% TSI complete — the highest rate in five years and nearly 7 percentage points above the 44.6% annual target. Nearly all student groups met or exceeded their individual targets. SAT School Day played a central role in driving results: 52.3% of students met the reading standard through the SAT, while math readiness was more evenly split between the SAT (35.0%) and TSIA2 (32.8%).
- **2025–26 Update (as of April 20, 2026):** The current-year update of 42.7% is below the year-end target of 46.2%, but reflects data captured just after SAT School Day — it does not yet include makeup SAT scores or additional TSIA2 testing. Twelfth graders at 52.4% are just 2 points behind where seniors finished in 2024–25, which is a strong leading indicator. Eleventh graders at 33.3% show we have meaningful work ahead to close the 11th grade readiness gap before end-of-year and heading into 2026–27.

ROOT CAUSE ANALYSIS

- **Math readiness remains the primary challenge to TSI completion.** Students are more likely to pass reading than math, and many who are close to TSI complete are held back by the math requirement. Math TSI skills require a strong cumulative foundation — a gap that cannot be fully addressed through test prep alone. Austin ISD is aligning math instruction in high school courses to TSI-relevant skills, embedding TSIA2-focused practice through additional resources, and developing short targeted review cycles ahead of testing windows.
- **TSI readiness is not tied to any single course, creating a systemic preparation gap.** Unlike end-of-course assessments, there is no dedicated instructional home for TSI skills in the standard course sequence. This means that responsibility for TSI preparation is diffuse — spread across teachers and multiple courses, counselors, and advisors to ensure every student receives consistent exposure to the skills they need. As a result, a student's path to TSI readiness can vary significantly, making TSI preparation challenging to guarantee at scale.

OBSERVATIONS FROM OUTLIER SUMMARY

Campus-level data reveals a wide range of TSI completion rates across the district, reflecting both the opportunities and challenges unique to each school community. Crockett ECHS stands out among SRI Band 2 campuses with a 37.0% TSI Both completion rate, driven by a direct ACC tutoring partnership that removes access barriers for students close to the finish line; Akins ECHS demonstrates the power of whole-staff TSI training and early college readiness expectations embedded in campus culture; and Austin High School offers a strong model for using diagnostic data and family engagement to address cultural hesitancy and build a shared college-going mindset across departments.

NEXT STEPS

- **Maintain and strengthen SAT School Day as a primary TSI pathway.** SAT School Day has been the most impactful single lever for reading readiness, with 52.3% of students meeting the reading standard through the SAT in 2024–25. The district will continue to leverage this access point and monitor makeup testing data to capture any additional results in the final weeks of the school year.



- **Strengthen TSI preparation through shared training and tools.** In partnership with Academics, the district will host a TSI Success Training for all key stakeholders — including campus proctors, College and Career Advisors, and College Access Partners — to build a unified, campus-wide approach to supporting students on the path to TSI readiness. Providing all stakeholders with access to a common intervention tool for math and reading would further strengthen this work and ensure consistent support across every campus.
- **Expand and deepen TSI-aligned instruction in high school courses.** ELA and math teachers are building TSI-relevant skills into everyday coursework — not as test prep, but as aligned academic practice. This includes crosswalking TEKS to TSI skills in English I, II, III, and IV; aligning math Year-at-a-Glance documents to TSI standards; developing pre-testing review cycles of 5–10 days; and expanding iXL skill plans for targeted student practice. PLCs will use SMART goals focused on TSI cohorts, with a particular focus on 11th grade students.

GLOSSARY

- **CCMR** — College, Career, and Military Readiness. A state measure of whether graduates are prepared for life after high school.
- **TSI** — Texas Success Initiative. A state assessment that determines whether a student is ready for college-level coursework in Math and English without needing remediation.
- **TSIA2** — The current version of the Texas Success Initiative Assessment.
- **ELAR** — English Language Arts and Reading.
- **GPM** — Goal Progress Measure. A specific, trackable indicator used to monitor progress toward a district goal.
- **SRI Band** — School Redesign Initiative band. A campus classification indicating level of academic need and support.
- **iXL** — A digital learning platform used for personalized math and reading practice, widely used across Austin ISD campuses.
- **College Prep** — A course available to 12th graders who have not yet met TSI standards, designed to strengthen college readiness before graduation.
- **SAT School Day** — A district-wide SAT administration during the school day that provides all 11th grade students with access to the SAT at no cost. Results count toward TSI readiness.
- **PEIMS** — Public Education Information Management System. The state's data system used to collect and report student enrollment and demographic information.