



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: August 13, 2026

REPORTING PERIOD: EOY 2026

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 EOY shows that 20% of 2nd grade students scored in the recommended-for-intervention level on the Spring 2026 NWEA MAP Reading Assessment (below 30th percentile in English and 40th percentile in Spanish),. 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 literacy outcomes with increased focus on literacy practices and resources.

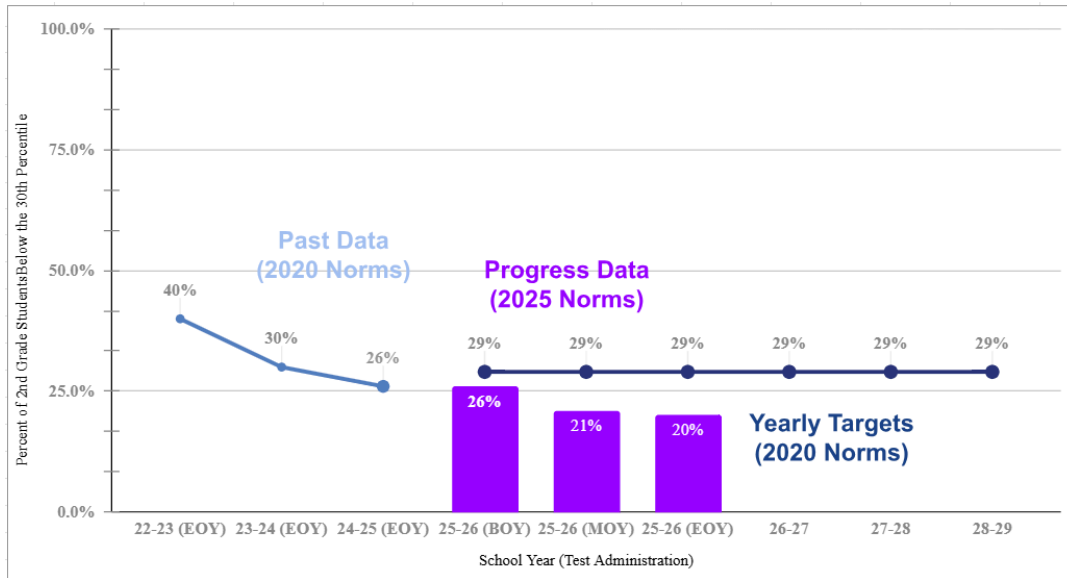
Data for EOY shows that 20% of 2nd grade students scored in the recommended-for-intervention level on the Spring 2026 NWEA MAP Reading Assessment (below 30th percentile in English and below 40th percentile Spanish).

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 allowed the district and the board to evaluate this year's achievement results and will help in determining 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 Spring 2026 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), Spring 2026

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	20	30	≤29	≤29	≤29	≤29
American Indian	71	25	33	10	13	45	30	30	27	17	17	10	42	38	35	32	29
Asian	21	25	26	23	21	18	15	19	16	15	10	13	≤25	≤25	≤25	≤25	≤25
Black/African American	64	59	63	55	59	52	50	59	50	46	37	38	48	43	39	35	31
Hispanic	64	61	56	43	42	41	37	38	35	35	28	29	39	36	33	31	29
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*					
Two or More	19	16	18	21	22	17	18	16	14	9	8	5	≤20	≤20	≤20	≤20	≤20
White	18	19	14	17	14	11	14	13	10	13	8	6	≤15	≤15	≤15	≤15	≤15
Econ Disadvantage	68	64	60	48	48	46	38	44	40	41	33	33	43	39	35	32	30
Emergent Bilingual	71	67	61	43	42	44	38	38	38	38	32	31	42	38	34	31	29
Special Education	70	69	69	51	53	48	39	46	43	40	32	36	45	41	37	33	29



DATA HIGHLIGHTS

- The EOY update shows that 20% of All Students scored in the recommended-for-intervention level.
- Changes from BOY to EOY demonstrate a positive trajectory:
 - All Students: decrease by 6 percentage points
 - American Indian: decrease by 7 percentage points
 - Asian: decrease by 2 percentage points
 - Black/African American: decrease by 8 percentage points
 - Hispanic: decrease by 6 percentage points
 - Two or More: decrease by 4 percentage points
 - White: decrease by 7 percentage points
 - Economic Disadvantage: decrease by 8 percentage points
 - Emergent Bilingual: decrease by 7 percentage points
 - Special Education: decrease by 4 percentage points
- Year-over-year EOY results demonstrate meaningful reductions in achievement gaps between the All Student group and many historically underserved student groups since implementing our current academic plan in 2023 (see Table 1 below).
- Year-over-year EOY results demonstrate meaningful reductions in racial achievement gaps between White students and historically underserved student populations since implementing our current academic plan in 2023 (see Table 2 below):

Table 1: Percentage point difference between **All Students** and historically underserved student groups.

	EOY 2021	EOY 2022	EOY 2023	EOY 2024	EOY 2025	EOY 2026
Black/African American	16	12	23	22	24	18
Hispanic	16	14	16	11	9	9
Economic Disadvantage	20	17	20	16	14	13
Emergent Bilingual	23	20	21	14	12	11
Special Education	22	22	29	18	17	16

Table 2: Percentage point difference between **White students** and historically underserved racial student groups.

	EOY 2021	EOY 2022	EOY 2023	EOY 2024	EOY 2025	EOY 2026
Black/African American	46	40	49	41	40	32
Hispanic	46	42	42	30	25	23



OBSERVATIONS FROM OUTLIER SUMMARY

Many campuses demonstrated accelerated early literacy growth, and their performance demonstrates how strong Tier 1 foundational literacy systems and data-informed interventions lead to dramatic reductions in intervention needs. Across bands they are closing equity gaps at schools like Sanchez, Wooldridge, Rodriguez, and Pecan Springs for driving double-digit gains among Economically Disadvantaged and Emergent Bilingual student populations. Many are demonstrating sustained progress with teams that cut their intervention rates by half or more over the course of the school year, including Sanchez, Wooten, Mathews, Pillow, and Brentwood.

The campuses highlighted in the Appendix exemplify Austin ISD's literacy beliefs in action—showing how engaging, hands-on, data-informed instruction and strong foundational systems lead to measurable gains for students. Campuses are highlighted based on within-year growth, including Band 1: Sanchez, Rodriguez, Wooldridge, Wooten, Oak Springs, Pecan Springs, T.A. Brown, Ortega, Overton, and Perez; Band 2: Odom, McBee, and Pleasant Hill, Band 3: Joslin, Oak Hill, and Travis Heights; and Band 4: Mathews and Brentwood.

ROOT CAUSES and ACTION RESPONSES

While student performance overall is on a positive trajectory toward the district's 5-year 3rd-grade literacy goal, there are several root causes impacting growth alongside targeted action responses. Some key wins in 2025-26 were significant gap reductions: substantial progress was made in closing gaps for Black/African American (-8 percentage points), Economically Disadvantaged students (-8 percentage points), Emergent Bilinguals (-7 percentage points), American Indian (-7 percentage points), and Hispanic students (-6 percentage points). In addition, using high-leverage classroom tools such as the introduction of Academic Monitoring and structured Learning Labs provided practical, immediate feedback systems for teachers and campus leaders.

Areas for growth included instructional fidelity to materials. Spring progress monitoring of classrooms showed a 57% alignment rate in foundational skills and 67% in comprehension instruction, highlighting that providing high-quality materials is an important first step but internalization of materials and implementation of the resources needs continued reinforcement. In addition, we need continued targeted growth for African American Students: While African American students improved by 8 percentage points from BOY to EOY, 38% still scored in the intervention range at EOY, indicating a need for more customized support strategies.

In summary, the action responses implemented throughout 2025-26 focused on:

- Improving Lesson Alignment: Focused on key HMH facilitation points and higher order text-based questioning to raise lesson alignment to at least 50%.
- MTSS Audit & Intervention Fidelity: Executive Directors met with campus leaders to correct eCST documentation and ensure required student interventions were actively happening.
- Targeted Spring Support: Created Accelerated Learning Plans for high-need campuses focused on high-leverage grade level TEKS, provided direct teacher coaching, and supplied necessary resources.
- Professional Development & Learning Labs: Expanded after-school sessions, teacher level professional learning for teachers focused on strengthening Tier 1 instruction, implementation of HQIM, and differentiated instructional practices; established monthly Learning Labs across 31 schools; and provided monthly instructional leadership training for Executive Directors.
- Needs-Driven Interventions: Deployed intensive weekly coaching to strategic Lighthouse Schools, introduced real-time Academic Monitoring for immediate student feedback, and began designing a district-wide PLC Framework for 2026–27.



NEXT STEPS

In reflection of successes and areas for improvement, the district has begun to plan for implementing improvements for the 2026-27 school year, including:

- Scale-Up of the PLC Framework: Transition PLC time from simple lesson preparation to deep analysis of student work, formative data reviews, and standard protocols for immediate reteaching.
- Raise the Curriculum Alignment Benchmark: Set a formal target to move lesson rigor alignment beyond the initial 50% milestone (e.g., targeting 80%+ across all campuses), supported by quick-check administrative walkthroughs focused on higher-order questioning.
- Tailored Academic Support for Black/African American Students: Analyze granular campus-level data to create targeted literacy intervention tracks and direct student support specifically addressing the persistent gap for African American learners.
- Embed "Academic Monitoring" District-Wide: Expand Academic Monitoring across all elementary campuses as a standard Tier 1 instructional practice to increase student ownership and real-time error correction.
- Establish Baseline Targets on Updated Norms: Utilize the multi-point data collected under the new MAP 2025 norms and assessment, along with an evaluation of previous progress, to set a new baseline and targets for the next several years of goal progress monitoring through 2029.