



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: August 13, 2026

REPORTING PERIOD: EOY 2026

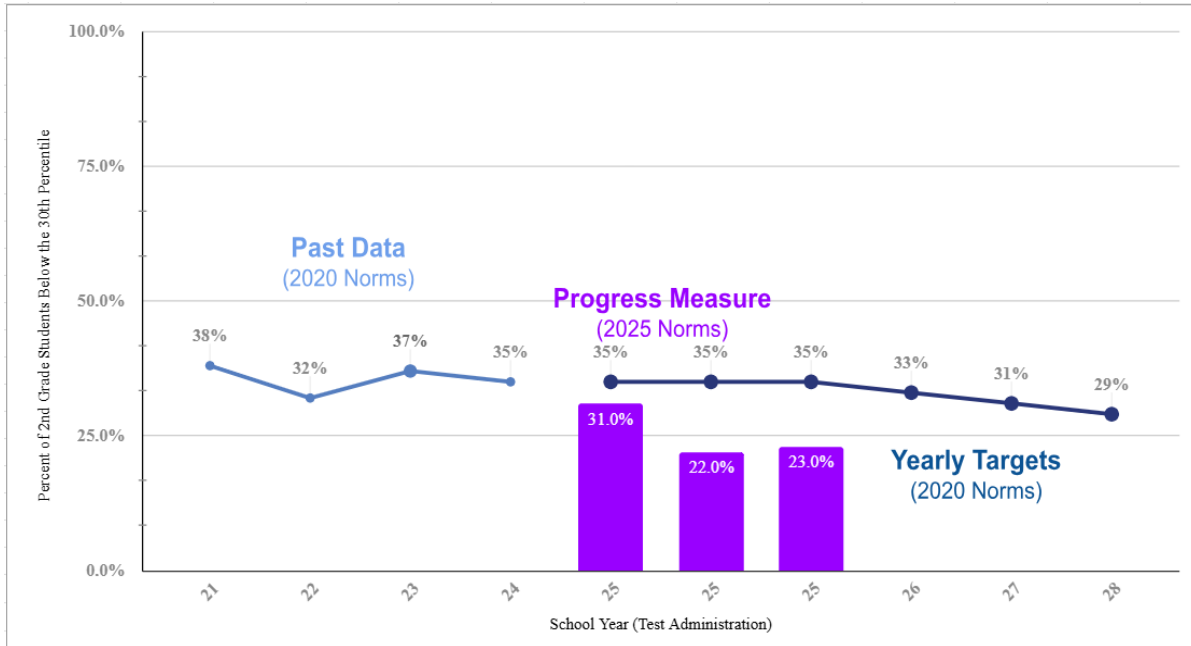
GOAL 2 3rd Grade Numeracy	The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 39% in June 2024 to 55% by June 2029.
GPM 2.1 2nd Grade Numeracy Intervention	The percentage of 2nd-grade students scoring in 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 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 Numeracy Goal. Data for EOY shows that 23% of 2nd grade students scored in the recommended-for-intervention level on the Spring 2026 NWEA MAP Mathematics Assessment (below 30th percentile in English and 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 math outcomes with increased focus on math practices and resources.

Data for EOY shows that 23% of 2nd grade students scored in the recommended-for-intervention level on the Spring 2026 NWEA MAP Mathematics Assessment (below 30th percentile in English and Spanish).

Although data comparisons cannot be made to an older version of the assessment using previous norms due to changes in norms and changes in the assessment, within-year results indicate that the district is on the same trajectory to meet our 5-year goal of increasing mathematics success in 3rd grade. The positive trends in 2nd grade math suggest that implementation structures around the district numeracy framework and a focus on strong Tier 1 instruction are improving student outcomes in math. 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 2.1: 2nd Grade Numeracy Intervention Levels

The percentage of 2nd grade students scoring in the recommended-for-intervention level on the Spring 2026 NWEA MAP Mathematics Achievement score proficiency indicator (below 30th percentile in English and Spanish).



NWEA MAP scores for 2nd grade mathematics.

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

Group	Past % MAP Identified for Intervention (2020 Norms)									Update (2025 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	*	38	32	38	39	37	37	37	35	31	22	23	36	35	33	31	29
American Indian	*	33	10	20	0	36	33	30	45	25	25	27	36	35	34	33	32
Asian	*	19	19	20	17	17	13	16	16	14	10	9	≤20	≤20	≤20	≤20	≤20
Black/African American	*	63	55	57	62	64	54	60	59	53	38	47	61	56	50	42	33
Hispanic	*	54	46	53	54	52	52	52	49	44	31	33	50	47	43	37	31
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*					
Two or More	*	13	12	20	22	18	14	16	14	12	8	8	≤15	≤15	≤15	≤15	≤15
White	*	14	10	14	14	12	13	12	12	12	7	7	≤15	≤15	≤15	≤15	≤15
Economic Disadvantage	*	59	49	55	59	57	50	59	55	51	36	38	54	51	47	41	34
Emergent Bilingual	*	58	48	60	61	59	58	59	56	50	34	36	56	53	49	42	35
Special Education	*	62	53	54	58	55	53	54	52	50	37	42	53	50	46	40	33

DATA HIGHLIGHTS

- The EOY update shows that 23% of All Students scored in the recommended-for-intervention level.
- Changes from BOY to EOY primarily demonstrate a positive trajectory:
 - All Students: decrease by 8 percentage points
 - American Indian: increase by 2 percentage points
 - Asian: decrease by 5 percentage points
 - Black/African American: decrease by 6 percentage points
 - Hispanic: decrease by 11 percentage points
 - Two or More: decrease by 4 percentage points
 - White: decrease by 5 percentage points
 - Economic Disadvantage: decrease by 13 percentage points
 - Emergent Bilingual: decrease by 14 percentage points
 - Special Education: decrease by 8 percentage points
- Year-over-year EOY results demonstrate meaningful reductions in achievement gaps between the All Student group and many historically underserved student groups (see Table 1):
- Year-over-year EOY results demonstrate meaningful reductions in racial achievement gaps between White students and historically underserved student populations (see Table 2):

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

	EOY 2022	EOY 2023	EOY 2024	EOY 2025	EOY 2026
Black/African American	25	23	27	24	24
Hispanic	16	14	15	14	10
Economic Disadvantage	21	17	20	20	15
Emergent Bilingual	20	16	22	21	13
Special Education	24	21	18	17	19

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

	EOY 2022	EOY 2023	EOY 2024	EOY 2025	EOY 2026
Black/African American	49	45	52	47	40
Hispanic	40	36	40	37	26

OBSERVATIONS FROM OUTLIER SUMMARY

The campuses highlighted in the Appendix exemplify Austin ISD's math beliefs in action—showing how engaging, hands-on, data-informed instruction and strong foundational systems lead to measurable gains for students. Many of these schools serve high percentages of historically underserved students and have implemented consistent structures for collaboration, coaching, and targeted intervention. Their work demonstrates that when daily instruction is rigorous and aligned to strong Tier 1 systems, early numeracy can accelerate rapidly and disrupt inequitable patterns in student outcomes. Campuses are highlighted based on within-year growth and end of year exemplary results, including Band 1: Wooten, Wooldridge, Dawson, Govalle, Harris, Barrington, Sanchez, Pecan Springs, Widen, Houston, and Galindo; Band 3: Casey, Travis Heights, and Sunset Valley, and Band 4: Baranoff.

ROOT CAUSES and ACTION RESPONSES

While student performance overall is on a positive trajectory toward the district's 5-year 3rd-grade numeracy 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 Emergent Bilinguals (-14 percentage points), Economically Disadvantaged students (-13 points), and Hispanic students (-11 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 47% alignment rate in math, highlighting that providing high-quality materials isn't enough; execution of higher-order questioning paired with student discourse and use of concrete learning tools needs continued reinforcement. In addition, we need continued targeted growth for African American Students: While African American students improved by 6 percentage points from BOY to EOY, 47% 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 STEMscopes facilitation points, concrete representations/manipulatives, and higher-order 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 teacher-level "make and take" after-school sessions, 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 65%+ across all campuses), supported by quick-check administrative walkthroughs focused on higher-order prompts.
- Tailored Academic Support for Black/African American Students: Analyze granular campus-level data to create targeted math 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.
- Build cross-departmental administrative pilot program for Texas Mathematics Academies, focusing on research-based instructional strategies in math for all K-3 teachers.
- 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.