



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: September 10, 2026

REPORTING PERIOD: SY 2025-26

GOAL 2 3 rd 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 2 nd 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.
Evaluation of Progress	Goal reporting provides evidence that the district is ON TRACK to meet the 3rd Grade Numeracy goal. 44% of 3rd grade students earned Meets Grade Level or above on the STAAR Mathematics assessment, an increase from 42% in 2024-25. Data meets the current year target and suggests the district inputs and work around improving numeracy is positively impacting student outcomes. Next steps include continuing a focus on alignment of high quality materials and instruction, professional learning for instructional leaders, 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.

The district increased the number of students scoring at Meets Grade Level or above on the STAAR Mathematics assessment in 3rd grade by 2 percentage points to 44%, exceeding the 2025-26 target of 42% for All Students.

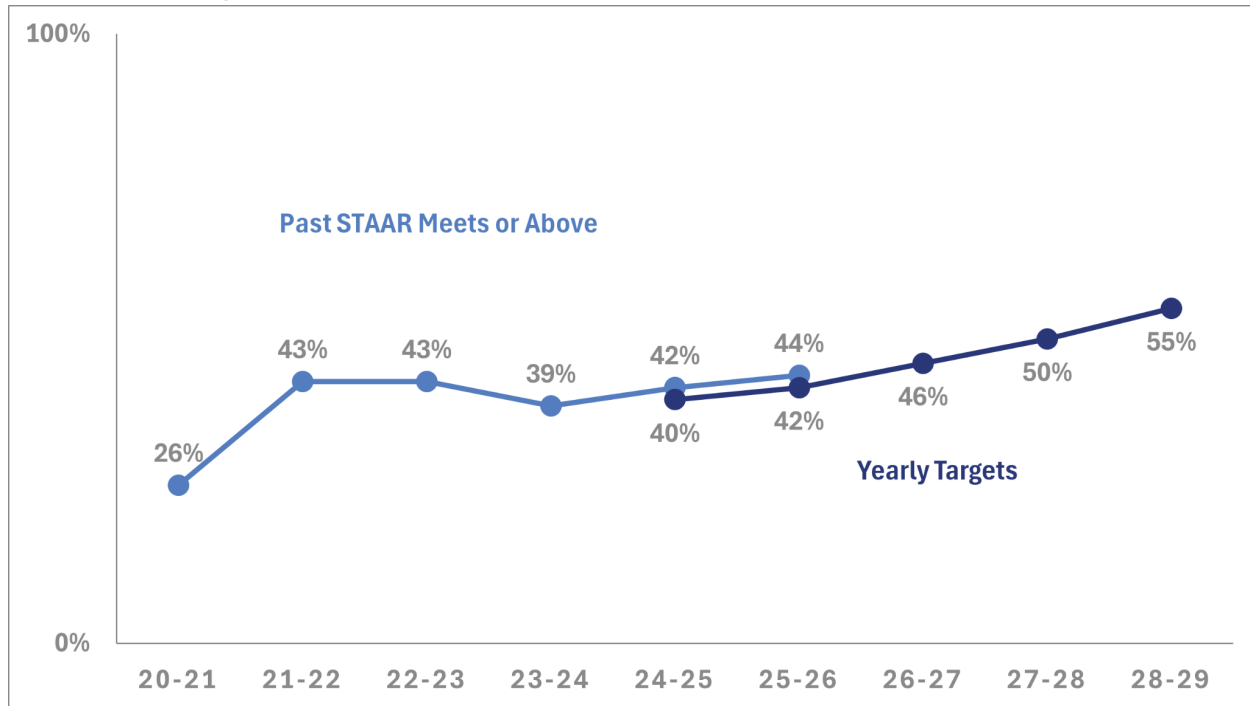
Results provide early evidence that the district is on track to meet our 5-year goal of increasing mathematics success in 3rd grade. The positive trends in 3rd grade math suggest that implementation structures around the district numeracy framework and a focus on strong Tier 1 instruction are improving student outcomes in math. Progress monitoring during the year provided opportunities for the district to measure growth and identify areas of need to provide appropriate interventions. Looking ahead the district plans to:

- Maintain focus on the implementation quality of mathematics instructional materials
- Expand the school leadership coaching model using content-specific observation and feedback tools to support mathematics practices in the classroom
- Continue deeper learning for campus instructional leaders through Learning Labs, provide targeted, classroom-level coaching through Lighthouse Schools, and build sustainability within our system to facilitate and maintain these leadership coaching practices in the future
- Increase guidance and support for Professional Learning Community practices
- Provide multiple opportunities for teacher and administrator professional learning regarding quality mathematics practices in the classroom



All 3rd Grade Students STAAR Mathematics Assessment, 2020–21 to 2025-26

Trend line for the percentage of 3rd grade students scoring at Meets Grade Level or above on the 2021 to 2026 STAAR Mathematics assessment compared to yearly scorecard targets.



All 3rd Grade Students STAAR Mathematics Assessment, 2020–21 to 2025-26

The percentage of 3rd grade students scoring at Meets Grade Level or above on the 2021 to 2026 STAAR Mathematics assessment.

Group	Past % STAAR Meets or Above					Update	% Yearly Targets				
	20 21	21 22	22 23	23 24	24 25	25 26	24 25	25 26	26 27	27 28	28 29
All Students	26	43	43	39	42	44	40	42	46	50	55
American Indian	*	17	56	*	40	29	33	34	35	37	39
Asian	61	71	69	63	68	68	64	65	67	69	72
Black/African American	7	20	14	13	17	22	14	17	21	25	30
Hispanic	12	28	27	23	27	30	24	26	29	33	36
Pacific Islander	*	*	40	*	*	40	33	34	35	36	37
Two or More	45	64	70	63	66	61	64	65	67	69	70
White	46	64	67	65	65	67	66	67	69	71	73
Economic Disadvantage	9	23	22	18	21	24	19	21	24	28	32
Emergent Bilingual	11	28	24	21	24	26	22	23	26	29	33
Special Education	9	17	21	19	23	26	20	21	23	25	28



GOAL DATA ANALYSIS

- The All Students group scored at 44% Meets Grade Level, exceeding its 2025-26 target.
- The district shows consistent progress, with 7 of 10 student populations maintaining or increasing scores from 2024-25:
 - All Students: 42% to 44% (+2 percentage points)
 - Asian: 68% maintained at 68%
 - Black/African American: 17% to 22% (+5 percentage points)
 - Hispanic: 27% to 30% (+3 percentage points)
 - Pacific Islander: 40% maintained at 40%
 - White: 65% to 67% (+2 percentage points)
 - Economically Disadvantaged: 21% to 24% (+3 percentage points)
 - Emergent Bilingual: 24% to 26% (+2 percentage points)
 - Special Education: 23% to 26% (+3 percentage points)
- 8 of 10 student groups met or exceeded their targets for 2025-26:
 - All Students: Exceeded target for 2025-26
 - Asian: Exceeded target for 2026-27
 - Black/African American: Exceeded target for 2026-27
 - Hispanic: Exceeded target for 2026-27
 - White: Met Target for 2026-27
 - Economically Disadvantaged: Met target for 2026-27
 - Emergent Bilingual: Met target for 2026-27
 - Special Education: Exceeded target for 2027-28
- Two student groups decreased in performance from 2024-25 and missed their targets:
 - The American Indian student group demonstrated a large swing in their performance, dropping 11 percentage points from 2024-25 (40% to 29%), missing their target of 34%.
 - The Two or More group dropped by 5 points (66% to 61%), missing their target of 65%.
- STAAR performance in math is showing some, but inconsistent, decrease in performance gaps across student groups.

Table 1: Percentage point difference between All Students and Black/African American and Hispanic students.

Group	20-21	21-22	22-23	23-24	24-25	25-26
Black/AA	19	23	29	26	25	22
Hispanic	14	15	16	16	15	14
Eco Dis	17	20	21	21	24	20
Emergent Bilingual	15	15	19	18	18	18
Special Education	17	26	22	20	19	18



Table 2: Percentage point difference between White students and Black/African American and Hispanic students.

Group	20-21	21-22	22-23	23-24	24-25	25-26
Black/AA	39	44	53	52	48	45
Hispanic	34	36	40	42	38	37

ROOT CAUSE ANALYSIS

- Results indicate that district strategy around numeracy is yielding positive progress, with the district meeting its overall 2025–26 target (44% Meets Grade Level or above vs. 42% target) and 8 out of 10 student populations meeting or exceeding their yearly targets. This reflects growing strength in Tier 1 core math instruction and implementation of the district's numeracy framework.
- Achievement gaps remain significant, though slight narrowing occurred relative to White students for both Black students (45-point gap in 2025–26 down from 48 points in 2024–25) and Hispanic students (37-point gap in 2025–26 down from 38 points in 2024–25). These persistent gaps highlight the need for continued clarity of instructional delivery, strong Tier 1 scaffolding, and targeted math interventions for historically underserved students.
- There is a continued need for providing curriculum-based professional learning for both administrators and teachers to improve quality math practices in the classroom. After several years of inconsistency with grade-level math materials and lesser understanding of math practices across the educational system, achievement gaps are evident and slow to decrease.

OBSERVATIONS FROM OUTLIER SUMMARY

- Outlier campuses highlighted in the campus level report demonstrate strong growth from 2025 to 2026 STAAAR results for 3rd grade math, not only for overall growth but meaningful growth in student populations of Black/African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, and students receiving special education services. Highlighted campuses include Pillow, Cook, Pecan Springs, Odom, Sunset Valley, Wooldridge, Davis, Williams, Blackshear, Dawson, and McBee. Many of these campuses appear multiple times as highlights for growth in different categories, demonstrating strong results for all students.

NEXT STEPS

- Maintain Focus on HQIM Implementation Quality: Ensure all campuses maintain high fidelity in delivering district-adopted High-Quality Instructional Materials (HQIM) in Tier 1 instruction, providing rigorous, grade-level learning experiences every day.
 - Increase targets for alignment between materials and instructional delivery: 60% for math (up from 47% in Spring 2026).
 - Alignment will be measured during fall and spring progress monitoring rounds.



- Expand Leadership Coaching with Content-Specific Tools: Broaden the school leadership coaching model by equipping campus administrators with content-specific observation and feedback tools designed to elevate math instruction in every classroom.
 - Pilot LIFT observation and feedback tools with School Improvement campuses. These tools include specific math practices, rubrics, and coaching action steps for observers to give targeted, quality feedback to teachers.
- Deepen Leader Learning and Systemic Sustainability: Continue expanding professional learning through Learning Labs and classroom-level coaching via Lighthouse Schools, establishing sustainable, long-term leadership structures across participating campuses.
 - Leadership learning series conducted by Academics
 - Learning Labs and Lighthouse walks co-facilitated by Executive Directors
- Strengthen PLC Guidance and Data Practices: Increase district guidance and support for Professional Learning Communities (PLCs) to enhance data-driven instruction, collaborative lesson planning, and targeted tier 2/3 interventions.
 - District-wide PLC Guide and Resources
 - Observation protocols to support campus and district instructional leaders
- Target Support for Underserved Groups and Outlier Gaps: Utilize the Support & Resource Index to prioritize resources for high-need campuses, while conducting localized root cause analyses and intervention planning for student populations that missed 2025–26 targets and where we need accelerated closing of performance gaps.
 - Creation of specific student monitoring groups using assessment software
 - Structures for campuses to monitor learning levels and growth of targeted students throughout the year, including leadership and academic support for responses when students show they have not mastered learning yet