



# Austin ISD Board Monitoring Report

## Goal Progress Measure 3.1: TSI Complete

**Board Meeting Date:** February 13, 2025

**Reporting Period:** August - December 2024

### GOAL 3

College, Career, and Military Readiness

*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.*

### GPM 3.1

TSI Complete

*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.*

## District Initiatives Priority Alignment

District Initiative	GPM Alignment
AISD Stronger Together	
Foundation First: Early Learning	
Middle School Forward	
Post Secondary Success	
Special Education	



# EXECUTIVE SUMMARY

## Background

Austin ISD's approach to college readiness is grounded in ensuring equitable access to rigorous academic preparation and targeted support. Austin ISD has prioritized initiatives such as Early College High School (ECHS), dual credit opportunities, and integrated test preparation to help students meet Texas Success Initiative (TSI) standards in Math and ELAR.

We emphasize practices that include data-driven interventions, incorporating test preparation into core coursework, including Summer Bridge programs for 9th graders and SAT/TSI-focused classes for upper grades. Partnerships also may provide small-group and 1:1 tutoring tailored to student needs, particularly for underrepresented groups like students identified as Emergent Bilingual and students receiving Special Education services. GPM 3.1 aligns with district goals for CCMR by increasing the percentage of 11th and 12th graders meeting TSI standards. This alignment ensures consistent support across campuses, leveraging initiatives like professional development for teachers and expanded access to college readiness resources to help all students achieve post-secondary success.

GPM 3.1 now includes the number of 11th grade and 12th grade students who meet TSI standards. Eleventh grade students across the district will participate in SAT School Day in March 2025. If a student does not meet the college-ready standard (TSI met) by way of SAT, students will participate in campus-based intervention and will have the opportunity to take the TSI. Twelfth grade students have the opportunity to take or retake the TSI exam, participate in tutoring, take College Prep courses, and utilize intervention tools in their efforts to earn their college-ready indicator through TSI. The data used for GPM 3.1 is current and reported prior to the 11th grade SAT School Day assessment in March 2025.

## Key Data Findings

- **Overall, Austin ISD is making steady progress** toward meeting the 2029 target of 52.3% of 11th-12th graders achieving TSI standards in both Math and ELAR, though there is still work to be done to ensure consistent growth across all student groups. Positive trends, particularly among 12th graders, highlight the effectiveness of current initiatives and underscore the potential for further improvement with sustained efforts.
- **There are areas where progress remains slower**, particularly among 11th graders, with only 9% meeting TSI standards. Students identified as Emergent Bilingual and students receiving Special Education services continue to face challenges, with their readiness rates significantly below district averages, while African American and Hispanic/Latino students are improving but at a pace that needs acceleration to meet long-term goals. These gaps emphasize the importance of scaling effective practices from high-performing campuses and ensuring early, sustained interventions for students across all grade levels. While challenges remain, our commitment to equity, data-driven strategies, and comprehensive support systems provides a strong foundation for continued growth toward achieving the GPM 3.1 goal.
- **Students identified as economically disadvantaged:** Historically, the state percentage of students who identify as economically disadvantaged (Eco Dis) meeting TSI criteria has ranged from 32% to 39% in 2022 and 2023. Currently, 49.9% of 12th graders have met the TSI criteria, surpassing the state average, while 9.7% of 11th graders have met the criteria. This has been identified as an area of focus as the Texas Higher Education Coordinating Board (THECB) policies have forced us to revise testing timeline practices.



## Outliers

- Northeast ECHS, Navarro ECHS, and Ann Richards SYWL are standout campuses with significant growth in TSI completion for specific student groups, including Black/African American, Emergent Bilingual, Special Education, and Hispanic/Latino students. These schools demonstrate consistent progress across multiple metrics, surpassing district averages in targeted areas.
- Schools emphasize data-driven strategies, personalized tutoring, and structured support systems. They integrate TSI preparation into coursework, leverage strong partnerships (e.g., Breakthrough Central Texas, APIE, ACC TRIO, Upward Bound, etc.), and create supportive environments for students with diverse needs.
- Teachers cite consistent use of Individual Student Reports (ISR), diagnostic tools, and targeted tutoring sessions as critical to student success. They also emphasize the importance of creating flexible testing opportunities, fostering positive relationships with students to encourage academic intervention, and ensuring clear communication about college readiness goals.

## Next Steps

- We will continue developing PLC type CCMR Campus Advisory and Secondary Leadership Principal meetings to share best practices and strategies for supporting students, teachers, and campus culture. Upcoming priorities involve expanding teacher professional development through immersive TSI experiences and increasing access to instructional resources such as AP Classroom, AVID strategies, and test prep platforms like IXL and Khan Academy. Additionally, we will focus on supporting emergent bilinguals through collaborative action research and enhancing intervention strategies for students retaking the TSIA2 exam. To ensure campus-specific success, staff will be trained on TSI best practices and test prep resources, with ongoing use of the CCMR Dashboard to track progress toward GPM 3.1 goals.
- Collective best practices and pockets of success collected across the district will be shared and may be instituted on campuses to address gaps and intervention for students at all campuses.
- Adjustments in testing timelines will be made in response to our needs, the recent changes in dual credit eligibility and to better monitor student progress. This could include strategically timed TSI testing for students in Algebra II and English II, as well as 9th and 10th grade students who plan to enroll in early college high school, P-TECH, or dual credit courses.
- Adjustments may include expanding the TSI demo account experience to more campuses, refining intervention strategies based on data, and ensuring targeted support for all student groups, particularly emergent bilinguals.



## DATA ANALYSIS

### District-Level

**GPM 3.1:** The percentage of 11th-12th grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from 43.6% in June 2024 to 52.3% by June 2029.

Group	Prior Data, %				Fall 2024*					Yearly Targets, %				
	20-21	21-22	22-23	23-24	# All 11-12 Enrolled	% 24-25 Both	% Final 24-25 Both	% 24-25 Math	% 24-25 Read	24-25	25-26	26-27	27-28	28-29
All Students	45.0	45.5	49.2	43.6	9,917	28.7	-	38.2	34.6	44.6	46.2	48.1	50.1	52.3
American Indian	31.6	20.0	35.7	50.0	15	33.3	-	53.3	33.3	34.9	36.9	38.9	40.9	42.9
Asian	78.9	82.3	84.7	75.5	501	56.3	-	65.1	59.9	76.7	79.0	81.5	84.1	86.8
African American	22.0	19.6	22.4	20.7	614	12.4	-	18.4	18.9	21.7	22.7	23.7	24.8	25.9
Hispanic/LatinX	29.1	29.0	32.2	25.9	5,143	15.7	-	24.4	22.2	26.9	28.0	29.3	30.8	32.4
Pacific Islander	75.0	50.0	66.7	56.3	10	40.0	-	40.0	50.0	56.9	58.0	59.2	60.6	62.0
Two or More	61.2	61.2	65.8	64.0	372	41.7	-	51.9	46.8	65.2	66.8	68.7	71.1	73.6
White	71.2	72.2	75.8	70.9	3,262	46.6	-	58.1	51.8	72.4	74.2	76.5	79.0	81.5
Eco Disadvantage	23.1	19.4	25.5	20.1	4,608	11.0	-	19.2	17.2	20.7	21.3	22.5	23.7	25.1
Emergent Bilingual	5.8	6.3	16.8	10.8	2,285	5.5	-	13.5	8.3	11.1	11.5	12.0	12.5	13.0
Special Education	2.6	11.1	11.7	8.4	1,261	5.6	-	11.9	9.0	8.6	8.9	9.3	9.7	10.1

\* Data current as of 1/8/2025. Difference to Target determined by the 24-25 target minus the % 24-25 Both (the current percentage of students who have shown readiness as of the fall semester). 11th and 12th grade row data is provided to break down current status information in more detail.



## Key Takeaways

- **New Reporting Data** - As part of our enhanced goal progress measures, GPM 3.1 now incorporates 11th grade students into our CCMR-focused goals. It is important to note in regard to GPM 3.1 specifically, 11th grade students will take exams to earn TSI met status beginning in March with the SAT School Day opportunity. As a result, it's completely expected for February percentages to reflect the early stages of progress, setting the foundation for strong achievements ahead.
- **Revised testing timeline practices** - We have revised our testing timeline practices in response to THECB policy changes, which now exclude 8th grade students from testing and remove the PSAT and STAAR EOC from the criteria for dual credit eligibility. As we evaluate and set a responsive testing timeline that is most advantageous for students in their education pathways, it is strongly recommended that students test after completing English 2 and Algebra 2, which are typically taken in 10th or 11th grade. The SAT School Day test, administered to 11th grade students in March, is expected to show growth in ELAR and Math once scores are released in mid April.
- **Emergent Bilingual** - Across the district, we see pockets of success for our students who identify as Emergent Bilingual. In comparison to the schools within their bands, Navarro ECHS (8% - Band 2), McCallum HS (13% - Band 3), Ann Richards SYWL (11 7% - Band 3), and Bowie HS (28% - Band 4) have shown positive growth in their completion rates. The percentage of students identified as Emergent Bilingual meeting both Math and ELAR readiness remains disproportionately low. This highlights a critical need for expanded, district-supported interventions such as early identification of struggling students and targeted interventions in foundational math and literacy skills.

## The Root Cause

- **Literacy and numeracy deficits** - Literacy and numeracy deficits, which are key factors in TSI success, serve as important indicators of overall academic performance from K-12. Ongoing struggles in reading and math present significant instructional challenges for teachers.
- **Limited in resources** - Austin ISD had limited curriculum resources to support teachers in implementing TSI criteria for classroom instruction and in providing differentiated interventions to meet CCMR accountability standards.
- **Content learning and testing misalignment** - Content learning and testing misalignment: 8th graders are no longer eligible to test, and 11th graders don't take the SAT until March, creating a timing disconnect between learning and testing. Based on test content, it is recommended that students take the ELAR in English 3 and the TSIA2 Math in Algebra 2, as the math test includes content from Algebra 1, Geometry, and Algebra 2. (Classes typically taken 11th grade)
- **Language and learning barriers** - Language and learning barriers persist, highlighting the need for strengthened sheltered instruction strategies to better support students identified as Emergent Bilingual and students receiving Special Education services. The Texas Success Initiative Assessment (TSIA2) offers limited supports and accommodations, such as untimed testing and basic accessibility features.



## Outliers

Northeast ECHS, Navarro ECHS, and Ann Richards SYWL demonstrate the impact of robust campus systems with multiple levels of support. Through data-driven strategies, targeted interventions, and collaboration, they address equity gaps and provide tailored resources to meet the needs of their students. Whether focusing on Black/African American students, Emergent Bilingual and Special Education populations, or Hispanic/Latino students, these schools exemplify how structured programs and high expectations can drive college readiness and academic success.

**Northeast ECHS** has taken a proactive approach to supporting their students in meeting college readiness standards through strategic testing, targeted interventions, and collaborative staff training. Specifically, Northeast ECHS has a high TSI Met percentage among their students who identify Black/African American. Key elements of the work include:

1. **Increased Intervention Frequency:** The English TSI was administered to all students from 9th through 12th grade at the start of the year to establish baseline scores, enabling data-driven planning and interventions.
2. **Individualized Support Plans:** Using Individual Student Reports (ISR) and diagnostic tools, staff designed tailored interventions to address specific areas of need for each student.
3. **Intentional Conversations:** 9th grade teachers engaged students early by explaining the importance of the TSI for both college readiness and enrollment in the ECHS program, fostering motivation and understanding.
4. **Comprehensive Staff Training:** Professional development at the start of the year included not only teachers but also counselors, advisors, and specialists, ensuring a unified approach to student support.
5. **Innovative Testing Practices:** Initiatives like “TSI Your Own Way” allowed students to choose when to take the TSI, empowering them with autonomy while also encouraging teacher-recommended testing.
6. **Creative Academic Integration:** Algebra 2 teachers integrated the TSI into their semester finals, reinforcing the importance of college readiness assessments.

**Navarro ECHS** has developed a comprehensive and flexible approach to support students identified as Emergent Bilingual and students receiving Special Education services in meeting college readiness standards through targeted testing, tutoring, and tailored interventions. Key elements of the work include:

1. **Flexible Testing Opportunities:** Students can choose when they feel ready to take the TSI, with regular testing integrated into 9th and 12th-grade college prep sections. Plans are underway to expand testing to 10th graders in advanced English courses.
2. **Data-Driven Tutoring:** For students who fall within a certain score range, tutoring is recommended. APIE tutors follow up with students using Individual Student Reports (ISR) and diagnostic results to provide focused support before retesting.
3. **Collaboration with APIE Tutors:** APIE tutors consistently work in small groups within classrooms and offer 1:1 sessions in the college and career center. Spanish-speaking tutors provide targeted interventions for students identified as Emergent Bilingual, while students receiving Special Education services have tailored support in inclusion classes.
4. **Comprehensive Support for College Readiness:** Tutoring is also available for SAT preparation, with whole-group advisory sessions and targeted math and reading tutoring leading up to fall testing dates.
5. **Focus on Immediate Needs:** The students receiving support are primarily those aiming to enroll in ECHS, P-TECH, or dual credit programs, as well as seniors who need to pass the TSI to apply or enroll in college.



**Ann Richards SYWL** has implemented a focused and structured approach to support its large population of Hispanic/Latino and students identified as economically disadvantaged, including students identified as Emergent Bilingual. The campus integrates high expectations, targeted support, and strategic preparation to ensure student success. Key elements of the work include:

1. **Focus on High-Performing Culture:** With 56% of the senior class identifying as Hispanic/Latino, the school fosters a strong ethos of achievement by requiring students to take upper-level courses and consistently promoting academic excellence.
2. **SAT Prep Through Designated Courses:** At the junior-level, Ann Richards SYWL's STARS class is dedicated entirely to SAT preparation. Led by an external instructor, this course runs from the start of the year until the March school-day SAT, providing intensive support for both high- and low-performing students.
3. **Individualized Math Support:** For seniors struggling in math (only nine students), a designated teacher works closely with them to improve outcomes. This intentional intervention mirrors the structured approach taken for students identified as Emergent Bilingual and students receiving Special Education services preparing for ELAR exams.
4. **Optimized Testing Environments:** Problem-solving ARDs are conducted whenever any student receiving Special Education services is experiencing academic difficulty or challenges. Ann Richards SYWL's staff aims to support students in ways that best address their individual needs. The school also individualizes testing and learning environments for students to reduce distractions and improve focus during exams in accordance with IEP, accommodations, and LPAC decisions.
5. **Integration of TSI Prep:** The campus integrates TSI readiness into existing coursework, ensuring that students are consistently exposed to college readiness material as part of their regular studies.
6. **Collaborative Inquiry:** Administrators actively seek insights from other campuses about effective practices for supporting students identified as Emergent Bilingual and students receiving Special Education services, reflecting a commitment to continuous improvement.

## Progress of Initiatives

As part of the drafted Postsecondary Success Initiative, which is designed to help students develop the knowledge, character, and competencies necessary to overcome future challenges, the TSI Complete project aligns with GPM 3.1 to increase the percentage of graduates demonstrating college, career, and military readiness (CCMR). The TSI Complete initiative focuses on supporting students in meeting college readiness standards through the TSIA2, SAT, and ACT. By integrating TSI preparation into classrooms, the plan strengthens students' academic foundations, enhancing both immediate performance and long-term success. This proactive approach ensures students are well-equipped for future academic and career achievements.

- The TSI Complete project has been designed with a series of implementation goals for the next five years. Starting with reviewing project goals, timelines, and staffing needs and creating professional learning for all staff on Secondary Outcomes including options and pathways within Austin ISD in Year one. This is also supported by four- and seven-year planning in which students will proactively plan future courses to encourage advanced courses and pathways.
- In year two of TSI Complete project implementation, we will strategically integrate TSI prep (SAT/ACT/TSIA2) materials into relevant courses and implement district-wide AVID Professional Learning Modules (APLM) to support academic rigor. Community outreach will be a strong focus to inform families and students about what it means to be TSI Complete and review and strengthen current college readiness partnerships to enhance TSI interventions.
- In Year 3 and beyond, the TSI Complete project will focus on reviewing end-of-year MAP data for 8th graders using College Readiness Assessment Proficiency Projections. Additionally, the plan includes



recruiting and hiring instructional coaches to support TSI, advanced, and college credit courses, ensuring comprehensive intervention support through data analysis and teacher collaboration.

To track the progress of the TSI Complete initiative, we will focus on the following KPIs: TSI Math Percentage, TSI ELAR Percentage and Overall TSI Complete Percentage. We will use these outputs to measure increased percentages of students meeting the TSI standards in both Math and ELAR as well as improved overall TSI completion rates across grade levels, particularly for students enrolled in advanced and college credit courses. The project will require that these data outputs will be derived from Accuplacer Data, College Board (for SAT scores) and ACT Data. These data sources will be uploaded into the SIS (Student Information System) and the CCMR Dashboard to track student progress and measure whether the success criteria are being met.

## The Plan Forward

- **Shared Best Practices:** Through intentional discussion in CCMR Campus Advisory meetings and Secondary Leadership Principal meetings, campus administrators and teams are able to share what is working well on their campus.
  - Continue CCMR Campus Advisory meetings to share strategies which work for student groups, teachers, and campus culture.
  - Secondary Leadership Principal meetings will include specific updates and work sessions to deepen the knowledge and professional development of our secondary leaders in the multifaceted work of CCMR.
  - Professional Development for all administrators and college/career focused staff members which includes PLC opportunities to share practices.
- **Teacher Understanding of the TSI Using Demo Accounts:** This approach will give teachers the opportunity to take the TSI exam themselves, helping them experience it from various student perspectives and enhancing their ability to support students as they prepare for the test.
  - To deepen teachers' understanding of the Texas Success Initiative (TSI) by providing them with an immersive, hands-on experience using demo accounts in Accuplacer.
  - On Teacher Professional Development Day, January 6th, Eastside ECHS had all of their teachers take the TSI, experiencing it from both high-achieving and struggling student perspectives. This allowed teachers to understand firsthand how the test adapts to different performance levels.
  - This practice will be expanded to provide opportunities for other Band 1 campuses.
- **Resources and Support:** Provide Instructional support and resources (including AVID strategies training) for English and Math teachers including College Prep
  - Collaborative cross-departmental action based research group for Emergent bilinguals
  - Ensuring teachers have access and participate in high quality professional learning to ensure rigorous and aligned curriculum implementation through the use of IXL (TSIA2), Khan Academy (SAT) and Year at a Glance documents
  - Intervention strategies, such as IXL and small group tutoring, for students who need to retake the TSIA2 exam.
  - Collaborating with APIE to provide valuable support with Math and ELAR TSI preparation, small group tutoring, and logistical help during testing
  - CCMR Campus Advisory Meetings and group communication allow for a collaborative approach and the sharing of best practices from one campus to another.
- **Strategic Campus-Specific Approach:**



- Training campus staff to provide academic student support available including but not limited to ACCUPLACER TSI best practices, and SAT/TSI test prep resources.
- Use of the CCMR Dashboard and consistent CCMR Campus Advisory meetings will improve campus specific, strategic initiatives to target GPM 3.1 goals.



# APPENDIX

## Appendix 1: Campus-Level Data

### GPM 3.1 Campus-Level Data

Campus breakdowns show information for the 2024-2025 school year: 11-12th grades current success in college readiness indicators. Students are required to meet both reading and math to achieve college ready. We looked at data by SRI band, overall scores, and scores per student group to identify supports

SRI	Campus	24-25 # Enroll	11th Enroll	12th Enroll	% Both Total	% Both 11th	% Both 12th	% Both Alndian	% Both Asian	% Both Black	% Both Latino	% Both Pacific	% Both 2more	% Both White	% Both Ecodis	% Both LEP	% Both Sped
1	Eastside ECHS	311	155	156	5	0	10	*	0	6	4	*	*	17	4	2	0
1	LBJ ECHS	376	184	192	6	0	13	*	0	4	8	*	14	*	6	3	0
1	Northeast ECHS	451	250	201	7	0	16	*	9	21	5	*	*	13	6	1	0
1	Travis ECHS	494	255	239	6	0	13	*	15	5	6	*	0	4	4	3	1
2	Akins ECHS	1222	672	550	8	1	17	*	27	6	6	*	5	19	6	1	1
2	Crockett ECHS	727	399	328	12	1	26	*	18	5	8	*	17	26	8	3	1
2	Garza Independence HS	161	83	78	16	8	24	*	*	0	9	*	43	27	7	0	0
2	Navarro ECHS	707	381	326	11	0	24	*	36	21	9	*	*	33	10	8	0
3	Anderson HS	1082	553	529	35	13	59	*	43	11	22	*	45	43	11	3	8
3	Ann Richards SYWL	216	102	114	48	5	86	*	63	33	49	*	29	47	49	17	8
3	McCallum HS	881	463	418	39	16	64	*	43	13	25	*	31	49	16	13	10
4	Austin HS	1110	577	533	48	17	81	*	46	32	34	*	55	57	29	19	11
4	Bowie HS	1398	736	662	41	11	76	40	56	34	35	*	39	44	25	28	17
4	LASA	781	407	374	67	41	95	*	83	50	54	*	69	64	45	60	33
	Total	9917	5217	4700	29	10	50	33	56	12	16	40	42	47	11	5	6

Note: Data is current as of 1/8/2025; Data is masked with an asterisk\* where group size is below 5. Data is organized by Support Resource Index (SRI) bands. For additional information on college readiness broken down by campus level please click [here](#).

## Key Takeaways

- The data shows low completion for 11th grade students who are TSI Met in both ELAR and Math. Due to current testing timelines, 11th grade students do not typically meet TSI complete prior to March of their 11th grade year when students participate in SAT School Day. We anticipate this percentage increasing significantly in the coming months.
- The data shows progress for 12th grade students who are TSI Met in both ELAR and Math. This supports the current practice that the majority of students meet criteria after SAT School Day in March of their 11th grade year, focusing on transitioning to post-secondary plans and testing in College Prep and senior-level courses.

## Appendix 2: Defining the Progress Measure

Goal 3 focuses on our improvement in indicators of College, Career, and Military Readiness (CCMR) of high school graduates. Goal 3 is a key component of our mission to enhance CCMR opportunities and ensure equitable access to postsecondary pathways for all students. Goal Progress Measure (GPM) 3.1 focuses on 11th and 12th graders meeting academic College Readiness Standards through the [Texas Success Initiative](#).

### How college readiness is measured:

- Students must meet [TSI test requirements](#) set by the state in both math and English language arts/reading (ELAR):
  - TSIA Math - a minimum score of 950 or less than 950 and a diagnostic level 6
  - TSIA ELAR - a minimum score of 945 on the multiple-choice section with an essay score of 5-8, or less than 945 on the multiple-choice section, a diagnostic level of 5 or 6, and an essay score of 5-8
  - SAT - 480 on the evidence-based reading and writing for ELAR, 530 in Math
  - ACT - a combined score of 40 on the English and Reading (E+R) tests for ELAR, 22 on Math
- TSI readiness data is entered into the system two times per month, 1st. and 15th cut dates. Some students/tests are automatically updated within our Student Information System but there is a portion that will not auto-match and needs to be manually uploaded after checking for errors (different names, campus change, etc.). ACT and SAT are updated on a manual basis. A College Readiness Indicator (CRI) report is available in Frontline The report shows the highest score assessment of each kind the student has taken along with relevant scores. From that information the system auto-calculates student readiness for math, ELAR, and both. It also provides the assessment(s) which students showed readiness in. Last, the report has additional information relevant to student success including demographics, college prep enrollment, and FAFSA/TASFA details.
- We are evaluating the need to update protocols with the support of the IT Enterprise Architecture team.

### Variables in the charts:

- We have provided a breakdown of current enrollment and percentage who have met TSI testing requirements (TSIA, SAT, and/or ACT). There is a chart for both/overall, math only, and reading only. We looked at data by SRI Resource Band to identify supports.

- For each chart we show:
  - 2024-25 # campus enrollment
  - 2024-25 # 11th grade enrollment
  - 2024-25 # 12th grade enrollment
  - 2024-25 % for the readiness indicator (% Both Total, % Math Total, % Read Total)
  - 2024-25 % readiness indicator by grade
  - 2024-25 %readiness indicator for each demographic characteristic of interest
- Data from groups less than 5 is masked. Enrollment data is current as of 1/8/2025 Readiness data is current as of 12/31/2024.

### Appendix 3: Root Cause and Theory of Change

- The root cause analysis highlights several key challenges impacting TSI completion rates across the district. Literacy and numeracy deficits, particularly in foundational skills, remain a primary barrier for many students, especially those in underrepresented groups such as Emergent Bilingual and Special Education populations. Misalignment between instructional content and testing timelines also contributes to lower performance, as students often encounter TSI content without adequate preparation in prerequisite coursework. Additionally, resource gaps, including limited curriculum materials and inconsistent access to targeted interventions, have hindered progress in achieving readiness standards.
- Our Theory of Change emphasizes that by aligning resources, targeted interventions, and strategic initiatives, we can address gaps and equip all students with the skills needed for post-secondary success. This involves integrating TSI skills into existing coursework leading to TSI readiness, providing early and ongoing support for at-risk students, and fostering collaboration between schools and community partners.
- To measure the effectiveness of these inputs, Austin ISD tracks several key performance indicators, including TSI completion rates disaggregated by student group, participation rates in TSI preparation programs, and diagnostic growth data from Individual Student Reports (ISR). Additional measures, such as teacher retention rates, staff participation in professional development, and student enrollment in advanced coursework, provide insight into the systemic factors driving progress. By consistently monitoring these metrics, campuses can ensure accountability and make informed adjustments to strategies as needed.

### Appendix 4: Supporting Implementation Data / Research

#### Context Data

We provided an additional breakdown of the progress monitoring update data by grade level in order to understand the difference between our grade 11 and 12 students, especially as we are moving to monitoring grade 11. We have found that we are similar to past scorecards in tracking seniors but now have information on our juniors and are able to understand a baseline for current success and plans for progress.

Group	Fall 2024			
	# All 11-12 Enrolled	% 24-25 Both	% 24-25 Math	% 24-25 Read
11th Grade	5,217	9.7	22.8	10.4
12th Grade	4,700	49.9	55.4	61.5

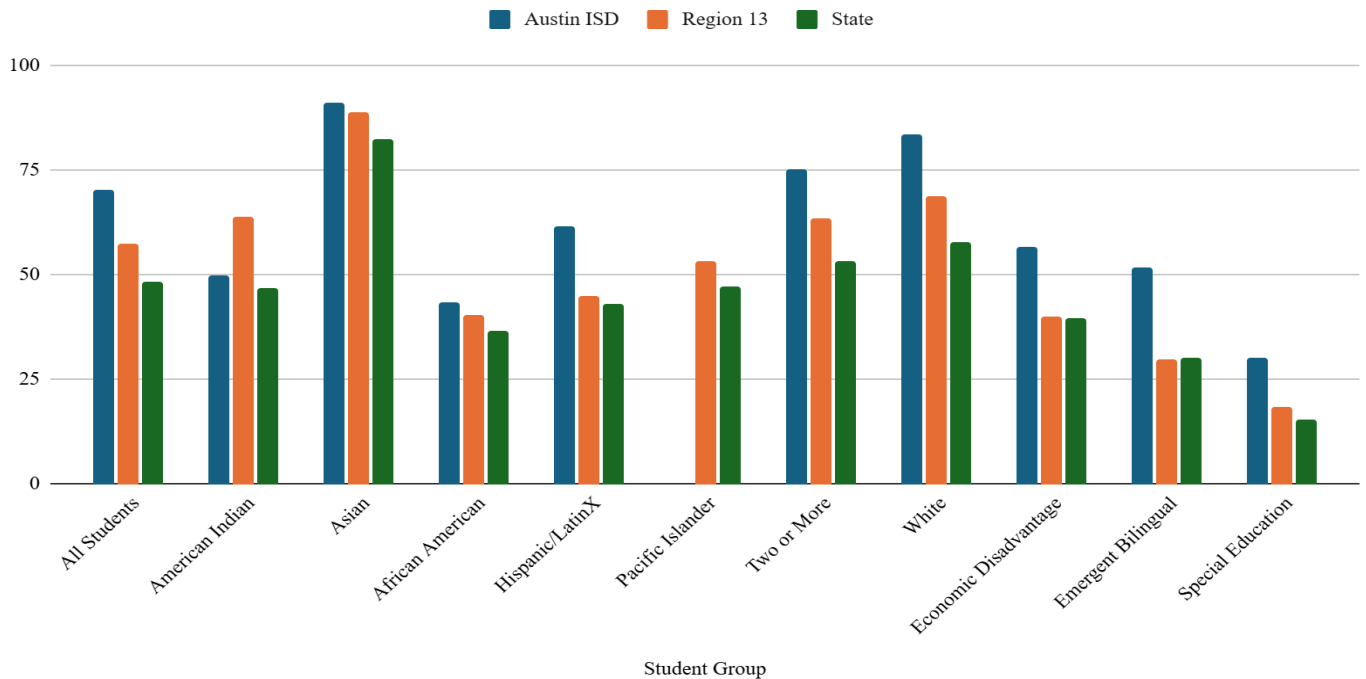
## Comparison Data

While we do not have comparison data for this goal's population (11th and 12th graders), we have recent TAPR reports for Annual Graduates that show the percentage of students who met TSI criteria in both subjects for the district, region, and state.

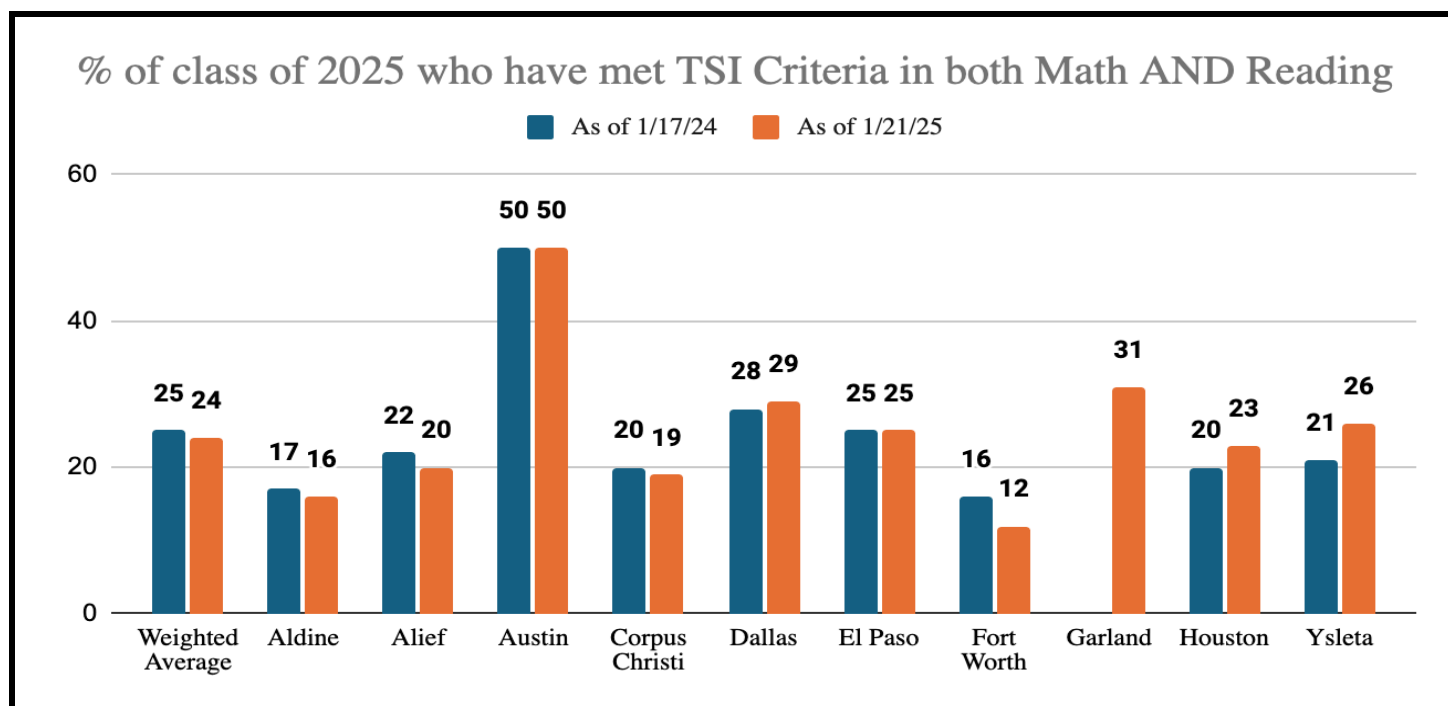
### Austin ISD Compared to Region 13 and the State (Based on 23-24 TAPR-Annual 22-23 Graduates Only)

Student Group	TSI Criteria Met in Both Subjects, Annual Graduates						Comparison for 22-23	
	School Year 21-22			School Year 22-23			Above State	Above Region
	Austin ISD	Region 13	State	Austin ISD	Region 13	State		
All Students	63.8	51.9	42.2	70.1	57.3	48.4	Yes	Yes
American Indian	28.6	47.2	38.7	50	63.9	46.8	Yes	No
Asian	85.5	85.5	77.9	91	88.9	82.4	Yes	Yes
African American	38.9	33.6	27.9	43.3	40.5	36.5	Yes	Yes
Hispanic/LatinX	53.9	37.6	35.9	61.4	44.8	42.9	Yes	Yes
Pacific Islander	80	58.5	38	*	53.3	47	NA	NA
Two or More	69.2	60.8	46.9	75.2	63.4	53.2	Yes	Yes
White	79.8	64.8	53.3	83.7	68.8	57.7	Yes	Yes
Economic Disadvantage	47.8	32.1	32.3	56.6	39.8	39.5	Yes	Yes
Emergent Bilingual	36.3	20	19.7	51.8	29.8	30	Yes	Yes
Special Education	22.3	13.4	10.7	30.3	18.2	15.4	Yes	Yes

TSI Met Criteria for Both Subjects, SY 22-23



Note: Data was masked for Pacific Islander for Austin ISD.



Texas Urban Council Data Provided January 27, 2025

## Appendix 5: Glossary

- **ACT** - The American College Testing, ACT is an entrance exam widely used by colleges and universities to guide their admissions decisions. The main goal of the ACT is to assess a high school student's preparedness for college and offer colleges a standardized data point for comparing applicants.
- **ISR** - Campus site managers and proctors are able to access a student's Individual Score Report (ISR) after test completion. The ISR is a personalized document that shows student scores and placement information after they take the ACCUPLACER test, giving them a detailed overview of their performance on the exam.
- **KPI** - Key Performance Indicator
- **SAT** - The Scholastic Aptitude Test, SAT, is a multiple-choice, computer-based test created and administered by the College Board. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. Austin ISD 11th grade students take this exam around March.
- **Texas Higher Education Coordinating Board (THECB)** - The Texas Higher Education Coordinating Board is an agency of the U.S. state of Texas's government that oversees all public post-secondary education in the state.
- **Texas Success Initiative (TSI)** - TSI stands for Texas Success Initiative, a state-mandated program that helps determine if Texas students are ready for college-level coursework. The TSI assessment evaluates a student's reading, writing, and math skills.
- **Texas Success Initiative Assessment (TSIA2)** - The Texas Success Initiative Assessment (TSIA2) has been revised as of 2021 and is taking the place of the prior TSI Assessments. The Reading and Writing sections have been combined into one English Language Arts Reading (ELAR) section. The TSIA2 Mathematics section is still a standalone assessment.