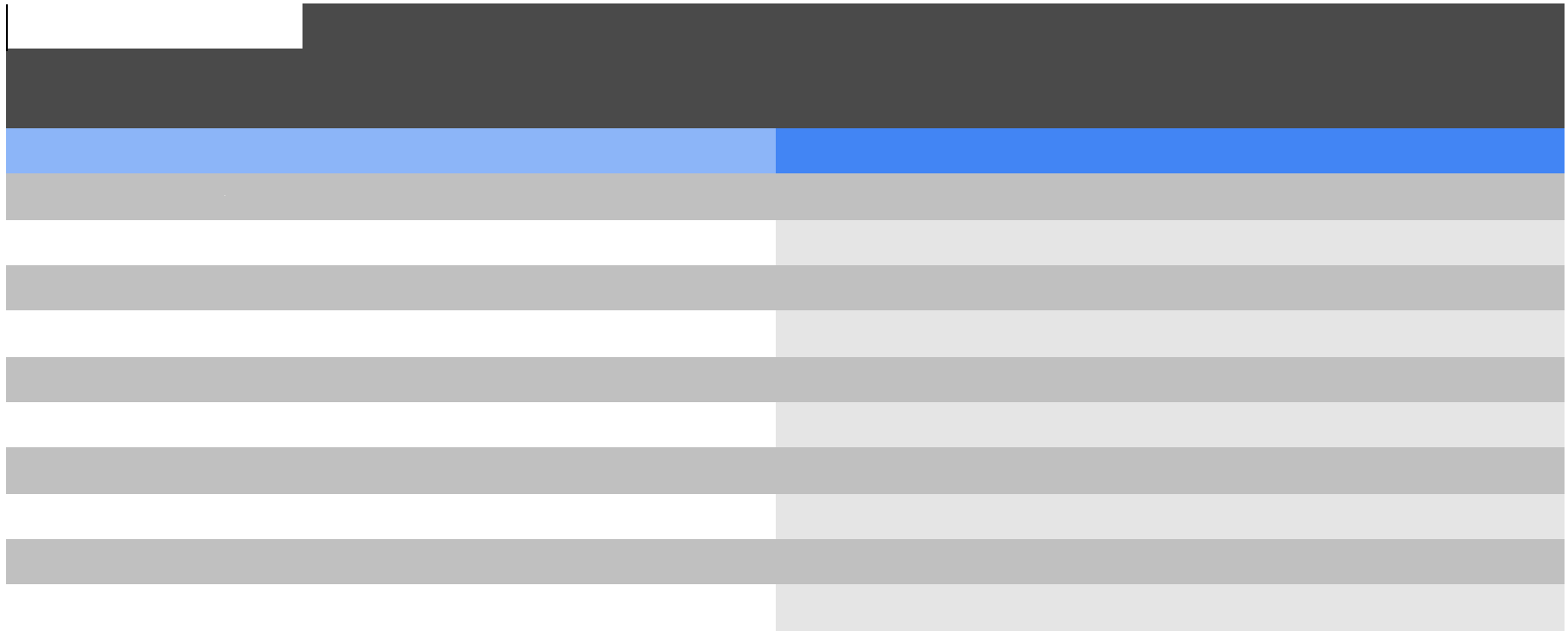






The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Mathematics Achievement Score Proficiency Indicator (below 30th percentile in English and Spanish) will decrease from 37% in June 2024 to 29% by June 2029.

; fci d	Pagh8ah						YYaf'y Haf[ Yhg				
	&\$&\$- &% fGdf]b[ Ł	&\$&%&& fGdf]b[ Ł	&\$&&-&' fGdf]b[ Ł	&\$&' -&( fl a``Ł	&\$&' -&( fW]bhYfŁ	&\$&' -&( fGdf]b[ Ł	&\$&(-&)	&\$&) -&*	&\$&* -&+	&\$&+-&,	&\$&, -&-
All Students	*	38	32	38	39	37	36	35	33	31	29
American Indian	*	33	10	20	0	36	36	35	34	33	32
Asian	*	19	19	20	17	17	20	20	20	20	20
African American	*	63	55	57	62	64	61	56	50	42	33
Hispanic/LatinX	*	54	46	53	54	52	50	47	43	37	31
Pacific Islander	*	*	*	*	*	*					
Two or More	*	13	12	20	22	18	15	15	15	15	15
White	*	14	10	14	14	12	15	15	15	15	15
Economic Disadvantage	*	59	49	55	59	57	54	51	47	41	34
Emergent Bilingual	*	58	48	60	61	59	56	53	49	42	35
Special Education	*	62	53	54	58	55	53	50	46	40	33

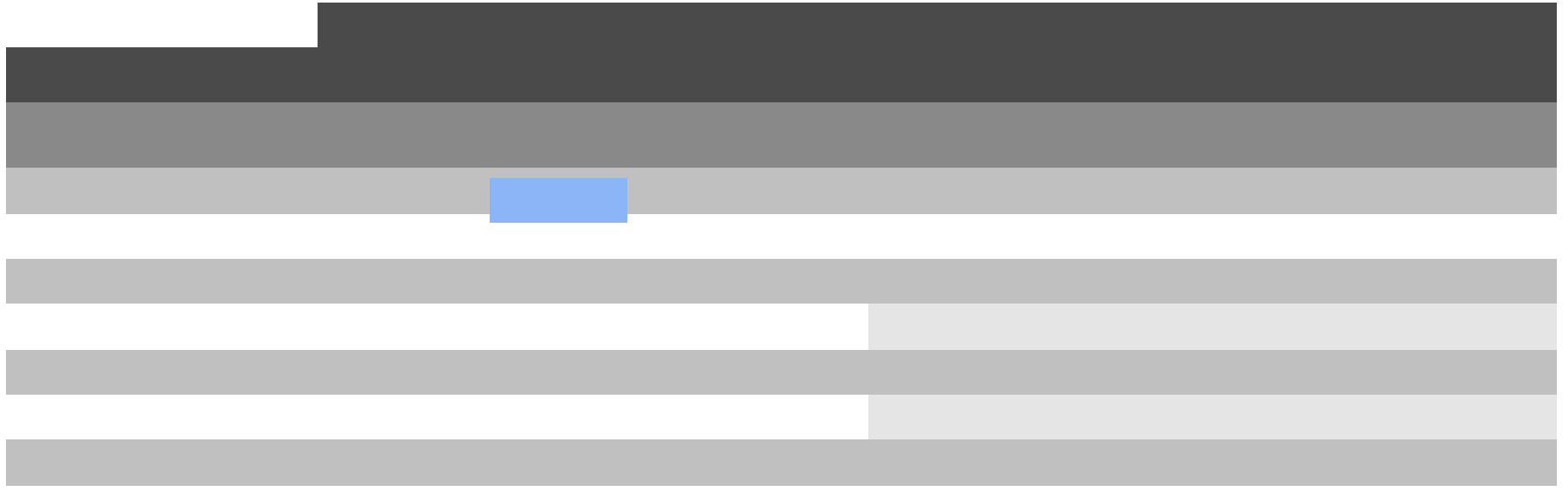












The percentage of 6th-grade students identified as economically disadvantaged who enroll in accelerated mathematics and persist to course completion will increase from 21% in June 2024 to 39% by June 2029.

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5` `h 9W6bca ]M`y 8]gaXj abra[ YX Gh XYbtg	% \$\$ Hcra`	&\$%- Hcra`	% % Hcra`	&' % Hcra`					
American Indian & ED	*	*	*	*					
Asian & ED	28	30	24	37	39	43	46	50	54
African American & ED	8	20	14	17	18	20	21	23	25
Hispanic/LatinX & ED	8	19	20	20	23	27	30	34	38
Pacific Islander & ED	*	*	*	*					
Two or More & ED	24	27	24	21	23	25	27	29	31
White & ED	23	37	36	28	31	34	36	39	42
Economic Disadvantage	10	22	21	21	24	28	31	35	39
Emergent Bilingual & ED	8	17	19	21	23	25	27	29	32
Special Education & ED	<1	7	4	7	7	8	8	9	10

		YYafy Haf[ Yhg				
; fci d	&\$&' -&( 65G9LIN9	&\$&(-&)	&\$&)-&*	&\$&* -&+	&\$&+-&,	&\$&, -&-
All Students	10.3	10.5	10.9	11.2	11.5	11.8
American Indian	*					
Asian	11.0	11.3	11.7	12.1	12.4	12.7
African American	1.6	1.6	1.7	1.8	1.9	2.0
Hispanic/LatinX	8.3	8.6	9.0	9.4	9.7	10.0
Pacific Islander	*					
Two or More	15.6	16.0	16.5	17.0	17.5	17.9
White	13.9	14.3	14.8	15.2	15.6	16.0
Economic Disadvantage	6.5	6.7	6.9	7.1	7.3	7.5
Emergent Bilingual	7.8	8.0	8.4	8.8	9.1	9.4
Special Education	1.2	1.2	1.2	1.3	1.4	1.5

The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 82.6% in June 2024 to 88.0% by June 2029.

; fci d	82.6 65G9LIN9	YYafy Haf[ Yhg				
		83.0 (-8)	84.0 -8*	85.3 -8+	86.6 +-8,	88.0 -8-
All Students	82.6	83.0	84.0	85.3	86.6	88.0
American Indian	*					
Asian	95.7	88.0	88.0	88.0	88.0	88.0
African American	45.5	46.2	47.2	48.4	49.6	50.9
Hispanic/LatinX	82.8	83.3	84.3	85.5	86.7	88.0
Pacific Islander	*					
Two or More	78.6	79.3	80.3	81.5	82.8	84.1
White	81.3	82.3	83.6	85.0	86.5	88.0
Economic Disadvantage	81.5	82.5	83.8	85.1	86.5	88.0
Emergent Bilingual	82.9	83.4	84.4	85.6	86.8	88.0
Special Education	63.3	64.4	65.7	67.2	69.0	70.9

The percentage of 9th-12th grade students on track in program coursework to earn an Austin ISD Seal of Biliteracy will increase from BASELINE in June 2025 to Y% by June 2029.

		YYafy Haf[ Yhg			
; fci d	&\$&(-&) 65G9LIN9	&\$&)-&*	&\$&* -&+	&\$&+-&,	&\$&, -&-
All Students					
American Indian					
Asian					
African American					
Hispanic/LatinX					
Pacific Islander					
Two or More					
White					
Economic Disadvantage					
Emergent Bilingual					
Special Education					

The percentage of K-12 grade students experiencing chronic absenteeism will decrease from 26.33% in August 2024 to 17.58% by August 2029.

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Target Chronic Absenteeism					24.58	22.83	21.08	19.33	17.58
Actual Chronic Absenteeism	15.27	29.12	28.8	26.33					

The number of pending special education evaluations will be less than the set goals for summer, fall, and spring, and at zero evaluations exceeding the required evaluation timelines by December 2025.

	Pagh8aha			YYafy Haf[ Yhg
; fci d	&\$&%&&	&\$&&-&'	&\$&' -&(	&\$&(-&)
Target Evaluations	NA	3968	3403	1077
Actual Evaluations	NA	3536	1879	

The number of campuses that develop and meet a goal in their Campus Improvement Plan (CIP) based on the Dual Capacity Building Framework for Family-School Partnerships will increase from BASELINE in June 2025 to Y by June 2029.

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Target Campus Goals	BASELINE				
Actual Campus Goals					

The percentage of 9-12th grade students within specific student populations who successfully complete an advanced academic course (a course that earns weighted credit as defined by Policy EIC) will increase from 76% in June 2024 to 86% by June 2029.

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; fci d	&\$&\$-&%	&\$&%&&	&\$&&-&'	&\$&' -&(	&\$&(-&)	&\$&)-&*	&\$&* -&+	&\$&+-&	&\$&, -&-
Total Student Groups (AA, EB, SPED)	72	72	76	76	78	80	82	84	86
All Students	87	85	86	87	88	89	91	92	93
American Indian	78	86	93	86	86	87	87	88	89
Asian	94	93	94	94	96	96	97	97	97
African American	77	73	77	78	79	81	83	85	86
Hispanic/LatinX	84	82	82	83	84	86	88	90	91
Pacific Islander	84	81	100	100	91	91	91	91	91
Two or More	90	89	90	92	93	94	94	95	95
White	93	92	94	94	95	96	96	97	97
Economic Disadvantage	80	78	80	80	82	84	86	88	90
Emergent Bilingual	76	75	78	81	82	84	86	88	90
Special Education	57	60	65	65	67	69	71	73	75





The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPFT) Appraisal System will increase from BASELINE in June 2025 to Y% in June 2029.

		Yyaf'y Haf[ Yhg			
; fci d	&\$&(-&)	&\$&)-&*	&\$&*)-&+	&\$&+-&,	&\$&)-&-
Target EE Walkthrough	BASELINE				
Actual EE Walkthrough					



- American College Testing college readiness exam

