



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: September 18, 2025
REPORTING PERIOD: August 20, 2024-May 29, 2025

GOAL 4 Middle School Algebra	The percentage of annual 8th grade class members identified as economically disadvantaged who successfully completed the Algebra I course by earning course credit and achieving meets grade level or above on the Algebra I EOC will increase from 8% in June 2024 to 14% by June 2029.
GPM 4.1 6th Grade Advanced Mathematics	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.

CAMPUS OUTLIERS AND HIGHLIGHTS

Examples that showcase current results, strategic priorities, and implementation

Across all three campuses—Murchison, Ann Richards, and Gorzycki—there is a strong focus on supporting student success in math through equitable access to advanced coursework, even among economically disadvantaged students. Each school implements targeted instructional strategies such as scaffolded lessons, standard-based assessments, and opportunities for test corrections or revisions to promote mastery and metacognition. Common trends include high course passing rates (ranging from 88% to 100%), integration of real-world and cross-curricular learning experiences, and a commitment to data-driven instruction through PLCs and student data tracking. Interventions and enrichment opportunities—whether through embedded Tier 2 support, tutorials, or collaborative teaching—ensure that students receive timely, individualized support to close learning gaps and deepen understanding.

Murchison

Brief highlight of the school

- 33% of students in 6th grade are economically disadvantaged, 67% Eco Dis enrolled and completed in advanced math
- 94% all students course passing rate, 88% Eco Dis course passing rate
- AVID Strategies with a focus on writing across the curriculum
- Implementation of varied formative and summative common assessments, including selected response, constructed response, interdisciplinary tasks, and critical thinking/problem-solving components.



- Assess each unit test by standard to identify student strengths and growth areas, enabling targeted support for standards.

Ann Richards

Brief highlight of the school

- 30% of students in 6th grade are economically disadvantaged, 68% economically disadvantaged enrolled and completed advanced math
- 100% passing rate for all students, including economically disadvantaged
- Offer targeted tutorials 2–3 times weekly before and after school to reinforce learning.
- Implement scaffolded instruction to support diverse learners at all levels.
- Provide timely test retakes and error analysis to address learning gaps efficiently.
- Collaborate with 6th-grade team members through the Math/STEM Collaborative to reinforce concepts across disciplines and teaching styles.
- Integrate hands-on, real-world math applications through STEM electives to deepen conceptual understanding.

Gorzycki

Brief highlight of the school

- 10% of students in 6th grade are economically disadvantaged, and 30% Economically disadvantaged enrolled and completed accelerated math
- 100% passing rates for all students, including economically disadvantaged
- Students were encouraged to revise any graded assignment—regardless of score. This prioritizes learning from mistakes by requiring students to analyze their errors (e.g., computational, conceptual, vocabulary-related), promoting metacognition and deeper understanding. While it required additional teacher time for re-grading, it fostered a growth mindset, reinforced accountability, and supported long-term mastery of content.
- Tier 2 interventions were build into the school day.
- Teachers engaged in dedicated PLC time to collaboratively plan, analyze data, and align instruction.
- Students tracked their own performance data to identify areas of strength and growth, fostering ownership of learning and enabling targeted, teacher-supported skill development.



GPM 4.1 Eco Dis 6th Advanced Math Completion by Campus (AMPI), 2024-25

Numbers include students enrolled at any time during the year and if they have successfully completed the advanced course (grade ≥ 70). Groups represent students who are identified as economically disadvantaged and identity as another indicator.

School	SRI	Total # Enroll	# EcoDis Enroll	Total %	% Eco. Dis.	% Asian & EcD	% A. American & EcD	% Hispanic & EcD	% 2 or More & EcD	% White & EcD	% Em. Bil. & EcD	% Sped. & EcD
Bedichek MS	1	219	192	21.0	20.3	*	30.0	19.5	*	33.3	16.0	19.0
Burnet MS	1	316	296	10.4	9.5	*	15.4	9.2	*	16.7	6.6	<1.0
Dobie MS	1	191	178	19.9	21.3	30.0	13.3	22.0	*	16.7	19.2	4.7
General Marshall MS	1	239	152	32.2	18.4	*	11.4	19.8	*	37.5	25.4	4.7
Govalle ES	1	31	30	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Houston ES	1	28	26	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Langford ES	1	23	21	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Ortega ES	1	20	18	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Paredes MS	1	178	145	11.8	8.3	*	<1.0	10.3	*	<1.0	3.6	2.2
Perez ES	1	17	13	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Rodriguez ES	1	22	21	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Sadler Means YWLA	1	74	65	67.6	70.8	*	55.6	75.5	*	*	75.6	61.1
Sanchez ES	1	54	49	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Webb MS	1	185	174	16.8	17.8	20.0	18.2	17.0	*	37.5	18.0	4.8
Widen ES	1	47	45	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Allison ES	2	27	22	<1.0	<1.0	*	*	<1.0	*	*	<1.0	<1.0
Garcia YMLA	2	88	80	36.4	36.3	*	36.4	34.9	*	*	34.5	34.5
Ann Richards YWL	3	163	48	69.9	62.5	*	*	73.1	*	43.8	40.0	*
Bailey MS	3	258	103	50.0	26.2	*	20.0	12.9	33.3	55.2	11.1	15.2
Blazier ES	3	129	90	<1.0	<1.0	*	<1.0	<1.0	*	*	<1.0	<1.0
Covington MS	3	234	115	36.8	23.5	*	11.1	20.0	*	36.4	16.7	5.6



School	SRI	Total # Enroll	# EcoDis Enroll	Total %	% Eco. Dis.	% Asian & EcD	% A. American & EcD	% Hispanic & EcD	% 2 or More & EcD	% White & EcD	% Em. Bil. & EcD	% Sped. & EcD
Kealing MS	3	402	103	46.0	13.6	33.3	<1.0	7.4	42.9	33.3	5.0	4.2
Lively MS	3	329	231	52.9	43.7	33.3	46.7	41.7	*	76.9	35.8	17.9
Murchison MS	3	425	140	78.1	67.1	94.7	40.0	63.5	75.0	69.6	74.6	20.9
Gorzycki MS	4	431	43	56.1	30.2	*	*	23.5	*	38.9	14.3	8.3
Lamar MS	4	372	94	65.6	36.2	*	40.0	33.3	*	40.0	30.8	11.5
Lee ES	4	39	6	<1.0	<1.0	*	*	*	*	*	*	*
Mathews ES	4	38	17	<1.0	<1.0	*	*	<1.0	*	<1.0	*	*
O Henry MS	4	208	85	26.9	17.6	*	15.4	11.9	*	50.0	10.5	<1.0
Small MS	4	438	132	55.9	28.0	*	10.0	22.2	*	50.0	15.6	17.5
Austin ISD		5225	2734	40.9	23.5	47.6	18.3	20.6	33.3	41.2	20.1	9.8

*Organized by the [SRI](#) band system. Data pulled from summer enrollment and final transcript files for 2024-25. Numbers represent students identified as economically disadvantaged enrolled in 2024-25 at any time who completed the 6th grade accelerated mathematics course with a passing grade (70 or above). Total # enroll is the enrollment for all students. Total # EcoDis Enroll is the number enrollment for students identified as economically disadvantaged. Total % is the completion of all 6th students in an accelerated course. % Eco. Dis. is the completion of students identified as economically disadvantaged in an accelerated course. All other columns represent the completion in an accelerated course for a student group that is both economically disadvantaged AND another identifier.



All 6th Advanced Math Completion by Campus (AMP I), 2024-25

Numbers include students enrolled at any time during the year and if they have successfully completed the advanced course (grade ≥ 70).

School	SRI	Total # Enroll	Total %	% Asian	% A. American	% Hispanic	% 2 or More	% White	% Eco. Dis.	% Em. Bil.	% Sped.
Bedichek MS	1	219	21.0	<1.0	21.4	20.8	*	28.6	20.3	16.7	17.1
Burnet MS	1	316	10.4	*	15.4	9.4	*	40.0	9.5	6.6	1.2
Dobie MS	1	191	19.9	30.0	11.8	20.5	*	15.4	21.3	17.9	4.4
General Marshall MS	1	239	32.2	66.7	14.3	29.8	28.6	51.9	18.4	27.0	10.6
Govalle ES	1	31	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Houston ES	1	28	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Langford ES	1	23	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Ortega ES	1	20	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Paredes MS	1	178	11.8	*	<1.0	12.6	*	16.7	8.3	3.1	4.3
Perez ES	1	17	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Rodriguez ES	1	22	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Sadler Means YWLA	1	74	67.6	*	60.0	70.2	*	*	70.8	75.0	61.9
Sanchez ES	1	54	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Webb MS	1	185	16.8	20.0	18.2	15.8	*	37.5	17.8	17.1	4.8
Widen ES	1	47	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Allison ES	2	27	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Garcia YMLA	2	88	36.4	*	28.6	37.3	*	*	36.3	35.0	35.5
Ann Richards YWL	3	163	69.9	81.8	*	66.0	70.0	70.5	62.5	47.1	55.6
Bailey MS	3	258	50.0	40.0	22.2	26.9	71.4	70.5	26.2	8.3	19.5
Blazier ES	3	129	<1.0	*	<1.0	<1.0	*	<1.0	<1.0	<1.0	<1.0
Covington MS	3	234	36.8	66.7	28.6	29.8	44.4	45.7	23.5	19.4	11.7



School	SRI	Total # Enroll	Total %	% Asian	% A. American	% Hispanic	% 2 or More	% White	% Eco. Dis.	% Em. Bil.	% Sped.
Kealing MS	3	402	46.0	65.1	4.3	24.5	59.1	51.7	13.6	12.0	22.0
Lively MS	3	329	52.9	50.0	57.1	44.5	81.8	87.2	43.7	36.5	22.6
Murchison MS	3	425	78.1	86.7	42.1	68.8	90.0	84.0	67.1	74.1	28.2
Gorzycki MS	4	431	56.1	42.6	44.4	50.9	51.9	62.9	30.2	36.4	17.0
Lamar MS	4	372	65.6	72.7	22.2	50.5	83.3	73.1	36.2	31.9	22.7
Lee ES	4	39	<1.0	*	*	<1.0	*	<1.0	<1.0	<1.0	<1.0
Mathews ES	4	38	<1.0	*	*	<1.0	*	<1.0	<1.0	<1.0	<1.0
O Henry MS	4	208	26.9	<1.0	21.4	12.2	*	39.8	17.6	7.7	3.3
Small MS	4	438	55.9	77.3	9.1	40.4	65.0	68.6	28.0	19.0	24.0
Austin ISD		5225	40.9	58.7	21.3	27.1	60.1	62.4	23.5	21.0	14.8

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All 6th Advanced Opportunities Math Completion by Campus (AMP I, AMP II, and Any Other), 2024-25

Numbers include students enrolled at any time during the year and if they have successfully completed the advanced course (grade ≥ 70).

School	SRI	Total # Enroll	Total %	% Asian	% A. American	% Hispanic	% 2 or More	% White	% Eco. Dis.	% Em. Bil.	% Sped.
Bedichek MS	1	219	39.7	60.0	35.7	39.3	*	42.9	37.0	34.3	22.9
Burnet MS	1	316	29.1	*	15.4	30.0	*	40.0	28.7	26.1	2.4
Dobie MS	1	191	19.9	30.0	11.8	20.5	*	15.4	21.3	17.9	4.4
General Marshall MS	1	239	32.2	66.7	14.3	29.8	28.6	51.9	18.4	27.0	10.6
Govalle ES	1	31	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Houston ES	1	28	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Langford ES	1	23	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Ortega ES	1	20	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Paredes MS	1	178	11.8	*	<1.0	12.6	*	16.7	8.3	3.1	4.3
Perez ES	1	17	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Rodriguez ES	1	22	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Sadler Means YWLA	1	74	89.2	*	80.0	91.2	*	*	89.2	89.6	66.7
Sanchez ES	1	54	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Webb MS	1	185	16.8	20.0	18.2	15.8	*	37.5	17.8	17.1	4.8
Widen ES	1	47	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Allison ES	2	27	<1.0	*	*	<1.0	*	*	<1.0	<1.0	<1.0
Garcia YMLA	2	88	36.4	*	28.6	37.3	*	*	36.3	35.0	35.5
Ann Richards YWL	3	163	71.2	90.9	*	66.0	80.0	70.5	62.5	47.1	55.6
Bailey MS	3	258	50.0	40.0	22.2	26.9	71.4	70.5	26.2	8.3	19.5
Blazier ES	3	129	<1.0	*	<1.0	<1.0	*	<1.0	<1.0	<1.0	<1.0
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Murchison MS	3	425	82.4	88.9	42.1	69.5	90.0	91.5	67.1	74.1	30.6
Gorzycki MS	4	431	67.5	74.1	44.4	58.9	74.1	70.3	39.5	36.4	20.5
Lamar MS	4	372	65.6	72.7	22.2	50.5	83.3	73.1	36.2	31.9	22.7
Lee ES	4	39	<1.0	*	*	<1.0	*	<1.0	<1.0	<1.0	<1.0
Mathews ES	4	38	<1.0	*	*	<1.0	*	<1.0	<1.0	<1.0	<1.0
O Henry MS	4	208	45.7	40.0	28.6	19.5	*	68.0	20.0	7.7	8.2
Small MS	4	438	55.9	77.3	9.1	40.4	65.0	68.6	28.0	19.0	24.0
Austin ISD		5225	47.5	71.7	23.9	32.8	69.0	70.0	28.3	26.5	16.4

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