



# AUSTIN ISD BOARD MONITORING REPORT

**REPORT DATE:** September 18, 2025

**REPORTING PERIOD:** August 20, 2024-May 29, 2025

<b>GOAL 4</b> 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.
<b>GPM 4.1</b> 6th Grade Accelerated 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.
<b>Initiative Alignment</b>	Middle Years Forward: Engagement, Staffing, Funding, Scheduling and Support
<b>Evaluation of Progress</b>	GPM monitoring provides evidence the district is <b>ON TRACK</b> to meet the middle school Algebra I goal. 24% of 6th grade students identified as economically disadvantaged completed the introductory accelerated course in 2024-25, an increase from 21% in 2023-24. Data meets the current year target and suggests implementation is in-line with structures for both SB 2124 and pathways to Algebra I by 8th grade. Next steps include building better tracking tools to progress monitor students at the campus and district levels, providing additional, direct programming for students, and targeting professional development for staff.

The district improved the number of students entering into advanced math pathways in middle school. We met the yearly target for students identified as economically disadvantaged completing 6th grade accelerated math.

Results provide early evidence the district is on track to meet our goal of increasing Algebra I success by 8th grade. The positive trends in 6th accelerated math suggest that implementation structures around the district numeracy framework and SB2124 plans are helping place students into math pathways. Progress monitoring during the year provided learning opportunities around how we collect and learn from our data. These include how we set up data definitions and monitoring practices as a district. And, we found opportunities to better track at-risk and intervention needs for individual students. Looking ahead the district plans to:

- Integrate MTSS structures in advanced course monitoring
- Provide direct, district-wide programming to students.
- Provide targeted professional development to staff.
- Modify or create additional tools around GPM monitoring.



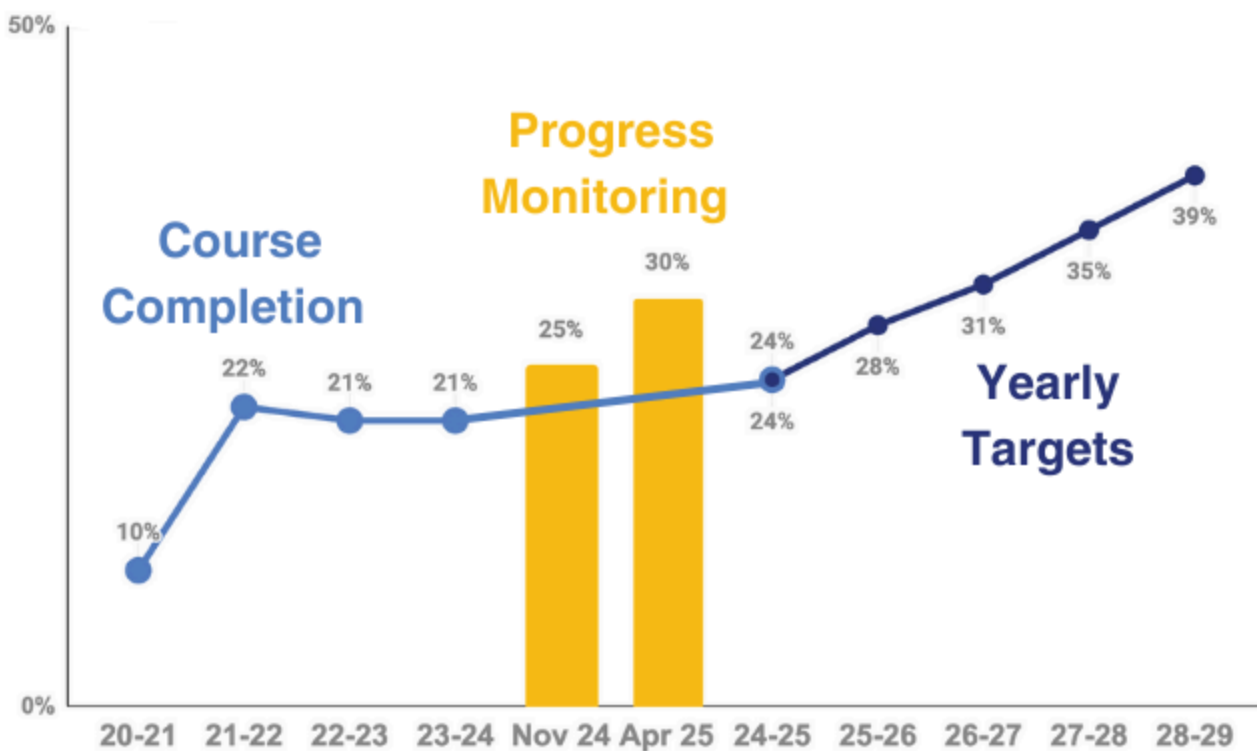
## GOAL 4: MIDDLE SCHOOL ALGEBRA

**Middle Years Forward** focuses resources on our middle school campuses as well as the programs and priorities that bridge the critical transition between childhood and young adulthood. Goal 4 helps meet those demands as it looks at 8th grade students who have successfully completed Algebra I within their middle school career. We measure progress towards this goal by tracking the initial [course pathway](#) into Algebra I by 8th grade. GPM4.1 measures a student's first opportunity at an accelerated course, AMP I (Accelerated Math Pathway). We are interested in closing opportunity gaps, so we have also narrowed our focus. It looks at the number of students identified as economically disadvantaged enrolled in the accelerated course. The course is the first step students take in their middle school career that leads them to Algebra I. Algebra I in middle school provides those who are ready for it early access and additional opportunity to be college ready and beyond.

### GOAL PROGRESS MEASURE 4.1: 6<sup>TH</sup> GRADE ACCELERATED MATHEMATICS

#### All 6<sup>th</sup> Grade Students Identified as Economically Disadvantaged Completing Accelerated Math (AMP I), 2020–21 to 2024-25

Trends in percent course completion show growth in 2024-25 from previous years (21% to 24%) and performance at target (24%). Mid-year progress monitoring did estimate higher numbers as data was based on active enrollment rather than completion.





## 6<sup>th</sup> Grade Students Identified as Economically Disadvantaged Completing Accelerated Math (AMP I), 2020-21 to 2024-25

Each group represents students who are identified as economically disadvantaged and another indicator. Data for progress monitoring is pulled from enrollment. All other data is based on course completion.

	% Past Completion Data				% Progress Monitoring		% Update	% Yearly Targets				
Group	20-21	21-22	22-23	23-24	Nov	Apr	24-25 (Final)	24-25	25-26	26-27	27-28	28-29
Economic Disadvantage	10	22	21	21	25	30		24	28	31	35	39
American Indian & EcD	*	*	*	*	*	*			*	*	*	*
							48 ↑					
African American & EcD	8	20	14	17	22	27	18 ↑	18	20	21	23	25
Pacific Islander & EcD				*	*	*						*
							33 ↑					
White & EcD	23	37	36	28	39	45	41 ↑	31	34	36	39	42
Emergent Bilingual & EcD	8	17	19	21			20 ↓	23	25	27	29	32
Special Education & EcD	<1	7	4	7	11	16	10 ↑	7	8	8	9	10

## DATA ANALYSIS

- **District-wide, 24% of all 6th students identified as economically disadvantaged successfully completed accelerated math in 2024-25.** Accelerated is defined as AMP I (Advanced Math Pathways). It is also referred to as 'Accelerated 6th.' This class is currently offered in 6th grade and covers all of the [Math TEKS](#) from Grade 6, and half from Grade 7. This puts students on the path to take Algebra I in 8th grade. **2024-25 data represents a growth of 3 percentage points in the year prior and meets the current year target (24%).**
- Student groups represent those identified as economically disadvantaged and another characteristic (example - special education & EcD). **Within groups, all but the emergent bilingual & EcD student group increased from the year prior. Five of the seven subgroups met the yearly target.** Only two groups did not meet the target. In Hispanic & EcD there was an increase from 20% to 21% but the target of 23% was not met. There was also a one percentage point decline for emergent bilingual & EcD from 21% to 20% (23% yearly target).
- **We took a deeper look to explore the differences between the progress data and final numbers.** Progress data was measured by enrollment where completion data included all students (not just actively enrolled) AND accounted for students who did not pass the class. Course failure did impact progress monitoring and final numbers. While only a small number of students failed the course overall (98% passing rate total), a disproportionate number of those students were students identified as economically disadvantaged.



## ROOT CAUSE ANALYSIS

- **There is historic, limited access to advanced math pathways. SB 2124 requirements to utilize prior achievement have supported an increased enrollment from students of all backgrounds in 6th grade accelerated math.** The new legislation and consistent implementation will likely stabilize enrollment numbers in the future. We will need to ensure identification and support under new regulations as part of our implementation. The district's [numeracy framework](#) and communication around the multiple [accelerated pathways](#) will help to ensure continued success.
- **There are not enough supports for students transitioning in middle school math. Supports should be available before, during, and after completion of an accelerated course.** It remains the district's responsibility to ensure all students maintain high levels of support and success in accelerated courses. Though the overall passing rate for the course is high (98%), we found that those who did fail were disproportionately from economically disadvantaged backgrounds. The passing rate for this group fell to 94%. To support student success we will use coaching and tools around data tracking that will monitor student groups throughout the year for early identification of at-risk/non-passers to receive extra support. Our existing MTSS structures will help provide additional support structures. And, direct support through extension programs will provide students help before and after courses.
- **We are seeing shifting trends in both Hispanic/LatinX and emergent bilingual populations.** Our enrollment and course completion data tells us that student success in these areas needs to be closely watched. This fits with other program areas we are tracking in the district. We will be digging deeper into the information and making targeted plans for action in the next year.
- **We found that middle school math data tracks differently than expected.** From scorecard inception we found data was hard to understand, but taught us a lot in efforts to better student success. The progress measure was set up similar to high school measures (we look at course completion as students can complete courses each semester), but data did not act in similar ways. First, we found inconsistencies in practices around middle school course coding caused variations in the data. This created opportunities for standardization of practices for course coding, tracking student data, and improving enrollment accuracy. We also found that while the scorecard measures the AMP I (the initial pathway to Algebra I), it does not track all 6th grade advanced pathways. We found additional, advanced courses 6th grade students took that counted for SB 2124. The end of year brought another learning opportunity. We found that the difference between enrollment and course completion was different. While both provide meaningful insight we did not comprehend all the data had to tell us until we had full comparisons. Active enrollment provides a great way to understand the classroom at the moment. But it does not capture students who leave us (mobility, etc.) and will not predict failure (we need different tracking for that).

## OBSERVATIONS FROM OUTLIER SUMMARY

- **Campus programming that impacts 6th accelerated course success looks like AVID (Advancement Via Individual Determination) strategies, small group instruction, and specific interventions (tutorials, retakes, etc. to support material mastery).** Campuses that highlight success well include three sites. Murchison had 33% of 6th grade students identified as economically disadvantaged (around a third of their campus). 67% of those students successfully completed the AMP I course. At Ann Richards 30% of 6th grade students were identified as economically disadvantaged and 68% completed the AMPI course. And, at Gorzycki 10% of the total 6th grade was identified as economically disadvantaged and 30% completed the AMP I course.



## NEXT STEPS

- **We will work with campus-level monitoring to ensure student success, including MTSS structures.** We have learned quite a bit about our data including what is needed to successfully track middle school success including course completion. We will work within our existing MTSS structures to set up tracking systems, at-risk alerts, and interventions.
- **We will offer direct, district-wide programming for students.** Results suggest students need support before, during, and even after opportunities for the course have passed. We have two programs to support students along the course pathway into Algebra I. 'Math AMP Up' is a summer bridge program for rising 6th grade students to prepare for accelerated coursework (of 215 identified this summer, 55 attended). '7th Math AVID Summer Bridge' is for rising 7th grade students who did not enroll in the course (AMP I or II) but would like to get on track for Algebra I in 8th (49 students this summer, 41 enrolled in a 7th accelerated course).
- **We will provide targeted professional learning for staff.** To ensure the success of enrolled students we found we need staff support. Just-in-time training, targeted supports, instructional rounds, and coaching will be used to ensure instructional and MTSS alignment with staff. In addition, data digs and training with principals and counselors will be utilized to better connect with postsecondary planning.
- **We will modify or create district monitoring tools stemming from our data learning around the GPM.** We learned data looks different and does not act like other high school grade-levels we typically track for course completion (examples include ensuring course code regularities, differences between enrollment and completion, etc.). We will set up data monitoring structures that give us a full picture and provide students with the most opportunity. This may include re-shaping what data definitions include as well as monitoring products.

## GLOSSARY

- **AMP** - Accelerated Math Pathways. 6th grade students taking classes that address standards beyond the 6th grade TEKS.
- **AMP I** - Also referred to as Accel 6, this class is currently offered in 6th grade and covers all of the Math TEKS from Grade 6, and half from Grade 7. This puts students on the path to take Algebra I in 8th grade. This aligns with the requirements of SB 2124.
- **AMP II** - Accel 6 and Accel 7, this class is currently offered in 6th grade and covers all of the Math TEKS from Grade 6, 7, and 8. This pathway puts students on the path to take Algebra I in 7th grade and Geometry in 8th grade.
- **SB 2124:** Senate Bill (SB) 2124, passed by the 88th Texas Legislature, requires each school district and open-enrollment charter school to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade. Under the program, a school district or open-enrollment charter school must automatically enroll in an advanced mathematics course each sixth grade student who performed in the top 40 percent on the fifth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment, or a local measure that includes either the student's fifth grade class ranking or demonstrated proficiency in the student's fifth grade mathematics coursework.