Austin ISD Board Monitoring Report

Goal 4: Middle School Algebra GPM 4.1

Board Meeting Date: June 12, 2025
Reporting Period: November 2024 - April 2025

GOAL 4	*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	*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.*

District Initiatives Priority Alignment

District Initiative	Overview (Needs to be developed)	GPM Alignment
AISD Stronger Together	*Organizational Culture, Accountability, Communication, Outreach*	
Early Learning	*Enrollment, Literary, Outreach, Partnerships, Expansion*	
Middle Years	*Engagement, Staffing, Funding, Scheduling, and Support*	
Post Secondary Success	*College-Readiness, Equity, Enrollment, CTE, and Graduation*	
Special Education	*Inclusiveness, Compliance, Sustainability*	

EXECUTIVE SUMMARY

Background

In June 2024, the Austin ISD Board of Trustees adopted a new scorecard, which includes Goal 4 and Goal Progress Measure (GPM) 4.1, focusing on enrollment and persistence in our Accelerated Math Pathways (AMP) for students identified as economically disadvantaged. Achievement for this GPM is defined as successfully completing any math course beyond 6th Grade General Education Math during their 6th grade year.

Effective August 2024, SB 2124 mandates that all students scoring at or above the 60th percentile on the 5th-grade STAAR be automatically enrolled in an advanced 6th-grade math pathway, with the goal of completing Algebra I by 8th grade. Austin ISD has long offered accelerated math options, but this legislation expands access to students beyond those performing at the Mastery level. By including students in the upper range of Meets, the implementation of SB 2124 standardizes access to advanced math pathways. This also necessitates the need for targeted curriculum support and professional learning to meet the demands of advanced coursework.

For SY 2024-25, TEA instructed school districts to auto-enroll students who earned a raw score of 25 (scaled score 1651, 58th percentile) on the Grade 5 Math STAAR (English or Spanish Assessment). This guidance will be provided to school districts yearly from TEA.

Current progress indicates that we are well-positioned to meet the expectations outlined in Goal Progress Measure 4.1.

Austin ISD Beliefs

In Austin ISD, we believe all students can learn rigorous mathematics and develop mathematical reasoning through exploration and collaboration to build flexible thinkers in order to thrive in college, career, and life. In Austin ISD, we share the following common beliefs about mathematics instruction:

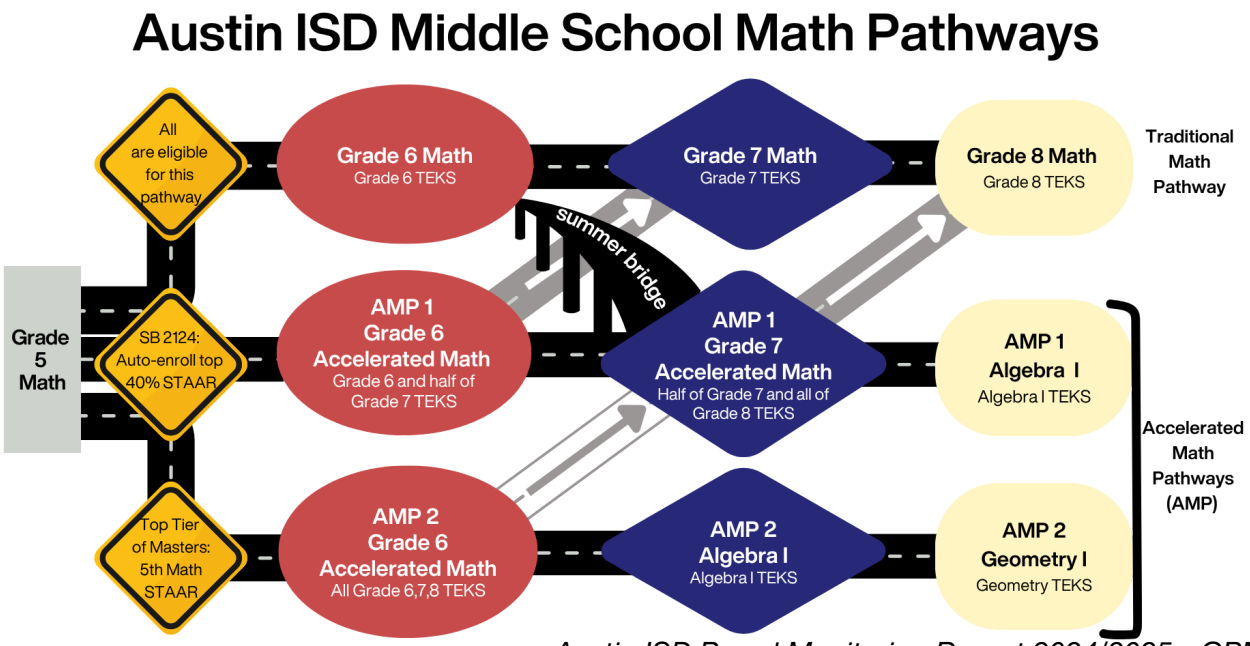
- **We believe that mathematics instruction should be engaging, relevant, and student-centered.** Instruction should be created in a way that fosters exploration and stimulates curiosity in order to create enjoyment of mathematics. Lessons should include active collaboration and discussion to deepen understanding of mathematical concepts and their connection to everyday life.
- **We believe in opportunities for equitable, rigorous, TEKS-aligned mathematics instruction with an emphasis on real-world applications.** To ensure that all students succeed in mathematics, instruction must be designed to meet the level of the standards and allow for differentiation using high-quality instructional materials (HQIM). Tasks should be engaging, real-world, relevant and rigorous. Students should be expected to justify their thinking through the four language domains (listening, speaking, reading and writing) and by making thinking visible. Student learning should be informed by formative assessment data to create intervention and enrichment opportunities for every child.

- **We believe students can persevere with problem solving through flexible thinking and productive struggle.** Mathematical instruction is a process that should foster a growth mindset that teaches the value of making mistakes. The process of reasoning and problem-solving takes precedence over finding the correct solution. Creating a culture of risk-taking encourages students to embrace challenges and see mistakes as learning opportunities. Formative assessment drives instruction, providing immediate feedback and informing the right scaffolds for each student. As students develop mathematical reasoning, they are able to construct their learning and become flexible math thinkers.
- **We believe in a balanced model of instruction that includes conceptual understanding, mathematical strategies, and numerical fluency.** A balanced model of instruction incorporates conceptual understanding using visual thinking, allowing students to practice skills and strategies. Providing opportunities for hands-on learning that promotes reasoning allows students to deepen their mathematical thinking. A combination of all of these elements can contribute to a more holistic and effective learning experience.
- **We believe that key mathematical concepts are connected within and across grade levels.** Mathematics instruction should follow a strategic progression of learning within and across grade levels in order to build a progressive and cohesive understanding of mathematics. This progression allows students to create new learning based on previous foundations and make connections between ideas. Students should be given opportunities to analyze mathematical relationships in order to connect and communicate their learning. By understanding, using, and connecting mathematical representations, students can apply what is learned to different scenarios.

Our numeracy framework further outlines the educators, families, and students' shared responsibilities that will allow us to actualize these shared beliefs.

Accelerated Math Pathways Practices in Austin ISD

Austin ISD provides three math pathways for students as they enter middle school.



Throughout a child's math journey, we are committed to promoting and expecting practices that make math learning accessible for all students. These are:

- **Creating Supportive & Responsive Systems:** Systems of support that allow students greater access to accelerated math pathways at multiple entry points.
- **Data Driven Decision-Making and Instruction:** Placement decisions based on data and ensuring that students have the opportunity and access to rewarding and challenging math experiences.
- **Multi-Tiered Systems of Support:** We focus on supporting student outcomes by using research-based interventions and consistent progress monitoring to support students. By tracking data through NWEA MAP and campus unit assessments, we can intervene early, adjusting instruction and providing additional support to keep students on track for success in their accelerated math classes and further ensure they have the necessary tools to be algebra-ready.
- **Culturally and Linguistically Responsive and Inclusive Teaching:** Instruction is adapted to students' cultural backgrounds and varied abilities, ensuring that all programs, including dual language and ESL, are accessible and meaningful with cross-linguistic connections and tailored instruction that supports mathematics knowledge and development.
- **Collaborative Professional Learning:** Teachers engage in continuous professional learning through content-specific *Just-in-Time trainings*. These trainings are focused on content-specific pedagogies that support upcoming units of study. Administrators and counselors engage in continuous professional learning to gain a deeper understanding of the pathways and how to best support and advise students.
- **Mathematics Instruction Observation and Feedback:** District and campus leaders observe classroom practices to ensure fidelity and provide actionable feedback for continuous improvement.
- **Family and Caregiver Engagement:** We engage stakeholders—families, community partners, trustees, teachers, and campus leaders—through targeted outreach, tools for learning, and ongoing communication.

Alignment to District Initiatives

This Goal Progress Measure aligns with our three draft district initiatives, *Foundations First: Early Learning*, *Middle School Forward,* and *Postsecondary Success*. These initiatives position Austin ISD as a leader in preparing students for success in college, career, and life. These initiatives include several key projects that are closely associated with these goals and these goal progress measures:

- **Early Learning Initiative, K-2 Outcomes:** As student performance improves, we expect to see more students prepared for accelerated math pathways in middle school.
- **Middle School Forward Initiative - Building Excellence:** aims to enhance student learning outcomes and ensure equitable access to rigorous academic opportunities across eight Austin ISD middle schools that have been traditionally underrepresented. This initiative focuses on providing strategic support to these campuses—Bedichek, Burnet, Dobie, Garcia, Martin, Paredes, Sadler Means, and Webb
- **SpEd Initiative:** The STEM team is collaborating with the MTSS Coordinators to enhance the resources provided to teachers to ensure successful multi-tiered systems of support is evident in our middle school math classrooms. Students in Advanced Math Pathways (AMP 1 or AMP 2) also benefit

and need multi-tiered systems of support and interventions. Small group instruction is beneficial and best practice for all students, regardless of intervention needs.

- **Post Secondary Success, *College Readiness:*** Algebra I completion in middle school opens up additional opportunities for students to take advanced-level math courses in high school. Students who completed higher levels of math in high school enrolled, persisted, and completed postsecondary education more than their peers.

Key Data Findings

- **On Track:** Based on Middle of Year Data, we are on track to meet or exceed the target for every student group.
- We remain on track or have surpassed our target for 4 groups through 2028-29 (see table below)
- The number of 6th grade students enrolled in accelerated math appears greater in the Spring due to PEIMS data being more accurate. These students were enrolled in the Fall, but not captured initially.
- SB 2124 was first implemented during this school year. This bill helped meet our goal by capturing students who may not have been recommended in the past for an accelerated pathway.
- Previously, many students were referred to accelerated math only based on earning Master's on 5th grade STAAR; SB 2124 requires that all students performing in the 60th percentile or higher are auto-enrolled in AMP1 - Algebra by 8th.
- This data set includes any student in AMP I (Algebra Pathway) or AMP II (Geometry Pathway)

	24-25 Target	25-26 Target	26-27 Target	27-28 Target	28-29 Target
All EcD Met (scorecard)	🟠	🟠			
Number of Groups Met	7	7	5	5	4
Groups Meeting Target	All	All	Asian African American Two or More White Special Education	Asian African American Two or More White Special Education	African American Two or More White Special Education
Groups Not Meeting Target			Hispanic Emergent Bilingual	Hispanic Emergent Bilingual	Asian Hispanic Emergent Bilingual

DATA ANALYSIS

GPM 4.1: 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.

Group	20-21	21-22	22-23	23-24	24-25 Fall	24-25 Spring	24-25 Final	24-25 Target	25-26 Target	26-27 Target	27-28 Target	28-29 Target
# 6th Grade Economically Disadvantaged Students	2,901 Total	2,616 Total	2,538 Total	2,451 Total	2,503 Total	2,521 Total						
American Indian & EcD	*	*	*	*	*	*	TBD	*	*	*	*	*
Asian & EcD	28	30	24	37	32	53	TBD	39	43	46	50	54
African American & EcD	8	20	14	17	22	27	TBD	18	20	21	23	25
Hispanic/LatinX & EcD	8	19	20	20	24	27	TBD	23	27	30	34	38
Pacific Islander & EcD	*	*	*	*	*	*	TBD					
Two or More & EcD	24	27	24	21	28	43	TBD	23	25	27	29	31
White & EcD	23	37	36	28	39	45	TBD	31	34	36	39	42
Economic Disadvantage	10	22	21	21	25	30	TBD	24	28	31	35	39
Emergent Bilingual & EcD	8	17	19	21	22	26	TBD	23	25	27	29	32
Special Education & EcD	<1	7	4	7	11	16	TBD	7	8	8	9	10

**We have increased data specificity in capturing courses and identifying students' characteristics as part of regular PEIMS submission. Data quality considerations provide more accurate enrollment in accelerated coursework.*

***Spring data pulled 4/16/25 and compared to fall pulled 11/20/24. Numbers represent students identified as economically disadvantaged enrolled in the 6th grade accelerated mathematics course. For full information on variable definition, see the appendix.*

GPM 4.1: Yearly Progress from Spring 2020 - Spring 2025 and Status

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Spring)	Current Data	24-25 Target	Status Percentage Points Change
American Indian & EcD	*	*	*	*	*	*	
Asian & EcD	28	30	24	37	53	39	↑ 14
African American & EcD	8	20	14	17	27	18	↑ 9
Hispanic/LatinX & EcD	8	19	20	20	27	23	↑ 4
Pacific Islander & EcD	*	*	*	*	*		
Two or More & EcD	24	27	24	21	43	23	↑ 20
White & EcD	23	37	36	28	45	31	↑ 14
Economic Disadvantage	10	22	21	21	30	24	↑ 6
Emergent Bilingual & EcD	8	17	19	21	26	23	↑ 3
Special Education & EcD	<1	7	4	7	16	7	↑ 9

** Guidance on data to include: past SYs, spring data point; current SY - current/latest data point(s).*

Key Takeaways

- *The data was impacted by the implementation of SB 2124*
- *We are on track in every student group for the 24-25 targets and remain that way for many student groups through 28-29.*
- *While we are on track in many student groups, as a district, we have disproportionality between ECD and Non-ECD in enrollment in AMP (see Appendix 1, Table 1):*
    - *Total percentage of 6th-grade students in AMP 1 & 2: 54%*
    - *Total percentage of 6th-grade ECD students in AMP 1 & 2: 36%*
    - *Total percentage of 6th-grade non-ECD students in AMP 1 & 2: 74%*

The Root Cause

- *SB 2124 required the automatic enrollment of students who scored in the 60th percentile or above on the STAAR exam. As a result, all student groups experienced an increase in accelerated math enrollment from 2023–24 to 2024–25, with gains ranging from 5 percentage points (EcD & Emergent Bilingual) to 22 percentage points (Two or More & EcD).*
- *Some campuses also created systems to identify students of promise based on 5th grade math scores so that students who did not score in the 60th percentile still had the opportunity to start on this math pathway.*
- *Some families also became aware of SB 2124 and advanced math pathways from the news, as well as internal family engagement meetings regarding advanced pathways opportunities within Austin ISD.*
- *Elementaries with 6th Grade face a challenge with both scheduling (one section of AMP I at 6th Grade) coupled with hiring teachers with the required certification to teach middle school math.*

Outliers

Sadler Means YWLA

At Sadler Means Young Women's Leadership Academy, their instructional framework centers around five core strategies known as the Fab Five:

- Purposeful Teaching
- Hands-On Learning
- Small Group Instruction
- Writing Across the Curriculum
- Building Relationships

These strategies guide all classroom instruction.

They double-block mathematics classes, with the exception of Geometry, to provide students extended time for deeper learning and targeted support. Teachers implement small group instruction at least twice weekly, and students engage in weekly data checks to monitor academic progress.

As a data-driven instruction (DDI) campus, they analyze assessment data weekly in PLCs. Student placement in accelerated math is based on a combination of teacher recommendations, MAP Growth data, and formal assessments such as STAAR.

During TELPAS testing this spring, they ran a targeted math camp aligned with interim assessment data to maintain ongoing math instruction for non-testing students.

Murchison Middle School

At Murchison, they are committed to providing all students with access to rigorous mathematics instruction and growth opportunities, regardless of prior achievement.

- Open Access to Advanced Math: All students may enroll in higher-level math courses regardless of their 6th-grade math class or 5th-grade STAAR performance.
- Math AVID Summer Bridge: Summer Program to support students transitioning into advanced pathways from 6th grade to 7th grade accelerated math.
- Credit-by-Exam Scholarships: Recently launched scholarships for students to take CBE exams through UT to accelerate in math.
- AVID Strategies Campus-Wide: All staff implement AVID strategies, including Focus Fridays in advisory, where students track grades, complete assignments, and set academic goals.
- Small Group Instruction: Embedded in all core content areas to meet individual learning needs.
- Tutorials and Retakes: Offered regularly to support mastery and academic recovery.

Bedichek Middle School

Bedichek is a National AVID Demonstration School, committed to creating an inclusive and achievement-oriented academic culture for all learners.

- Schoolwide AVID Implementation: 46% of students are enrolled in an AVID elective; AVID strategies are used across all classrooms.
- Robust MTSS Supports: Comprehensive interventions are in place to close academic gaps through targeted instruction.

- Small Group Instruction Initiative: Implemented in all core content areas as a schoolwide instructional priority.

- Advanced Academics Roadmap: Clearly defined expectations and supports for students and families, including celebration nights that promote participation and success in advanced coursework.

- Inclusive Culture of Excellence: Bedichek fosters a culture where every student, family, and staff member sees advanced academics as an attainable and supported goal.

Next Steps

- Analyze this cohort of students on a grade 6 accelerated math pathway
    - Identify the percentage of students who enroll in Accel 7 - the next step in this math pathway
    - How many students enroll in Grade 7 Math instead of enrolling in Accel 7
    - Gather data from students, families, and teachers to understand why a student chose to enroll in Grade 7 Math
- Analyze Grade 6 Math STAAR Scores to better understand performance.
    - Use item-level analysis from the Grade 6 STAAR to identify priority standards and misconceptions, and provide targeted reteach strategies for classroom use
    - Embed supports into the instructional resources
- Analyze Grade 7 Math standards to better understand performance and embed supports in the curriculum
    - Develop AMP I - 6th Grade Accelerated Common Assessments that include 7th and standards taught
    - Look for trends that show areas where students may need additional support and develop a plan and resources for spiral review of challenging standards
- Monitor enrollment in AMP I for students entering 6th grade in Fall 2025
- Collaborate with elementary counselors and 5th grade math teachers to identify students who show potential for accelerated math coursework but did not meet the automatic enrollment criteria outlined in SB 2124.
- Collaborate and support Middle School Counselors and Teachers to support student persistence in accelerated math pathways, including the need for some instructional support and intervention throughout the year when a student needs more time to learn
- Develop a rubric that captures multiple data points so that more students showing interest and aptitude for advanced math pathways are able to enter based on established criteria

Progress of Initiatives

In order to best support the **Middle Schools Forward initiative**, we have implemented:

Math AMP Up: Bridge to 6th grade was developed for rising sixth graders. 215 students from 40 elementary schools were invited to attend Math AMP Up: Bridge to 6th Grade. Students were identified based on 5th-grade MAP scores and 4th-grade STAAR scores. From this data, we identified 215 students, and to date,

66 are signed up for the summer program. A virtual caregiver meeting was held in April to answer any questions parents may have and to explain the opportunity to caregivers.

7th grade Math AVID Summer Bridge Program: Rising 7th graders who were not enrolled in 6th grade accelerated can attend 7th grade Math AVID Summer Bridge to prepare for 7th grade accelerated. This will put these students on track to take Algebra I in 8th grade. To date, 70 students are signed up for the 7th-grade accelerated Math AVID Summer Bridge program.

Professional Learning Opportunities for Teachers: Just in Time Trainings for 6th Grade Accelerated and 7th Grade Accelerated are scheduled for the 25-26 school year. Professional learning will support best practices in instruction for upcoming units. The professional learning will also focus on opportunities to support small group instruction and provide resources to support students in need of additional support to be successful and persist in their chosen math pathway.

Professional Learning Opportunities for Administrators & Counselors: Collaboration with counselors and administrators to support students in academic guidance for students. Counselors and administrators help support communication with parents for summer opportunities

This GPM and associated goal are directly influenced by the Early Learning Initiative, and in turn influence the Post-Secondary Success Initiative. As we continue to improve Tier I instruction and provide greater access to differentiated supports throughout a student's early education, we expect that we will see a greater number of students eligible to be automatically enrolled into an advanced math pathway. When students are supported and successful in these math courses, more students will be ready for advanced math pathways in high school and beyond.

The Plan Forward

Over the next five years, our district will continue to strengthen and sustain an advanced math pathway that reflects our values of equity, high expectations, and support for all learners. We recognize that *placement in an accelerated math course does not eliminate the need for support*—students in these pathways must also have access to Tiered Interventions to ensure their continued success. This work aligns with our Multi-Tiered Systems of Support (MTSS) and our commitment to inclusive, responsive instruction.

Professional Learning & Instructional Support

We will develop and sustain a robust professional learning infrastructure for accelerated math teachers, designed to build confidence, deepen content knowledge, and strengthen instructional strategies that support all learners.

Input	Expected Output	Intended Outcome
• Quarterly Just-In-Time Trainings	• Well-prepared teachers • Engaging lessons	• Higher enrollment, persistence, and

- Targeted training based on interest and need
- Instructional Strategies for differentiated learning and support
- Content-specific PLC support and coaching
- Data-informed feedback and coaching

- Stronger curricular alignment
- Increased instructional consistency

achievement in AMP
- Improved performance across student groups
- More consistent instruction in AMP courses

Strengthening MTSS on Middle School Campuses

We will continue to embed MTSS practices into our middle school systems to ensure every student receives timely, targeted support.

Input

- Tier 1 instructional monitoring and coaching
- Data analysis of universal screener, common assessments
- Guidance and frameworks for scheduling
- Data-informed small group instruction
- Targeted support for campuses with identified greater need

Expected Output

- Improved Tier 1 instruction
- Identified Tier 2 supports for AMP
- Schedules that support student needs, with identified intervention time if needed
- Increase enrollment in AMP

Intended Outcome

- More students enrolling, persisting, and achieving in AMP
- Students gaining access to necessary support to persist in AMP

System-Level Strategies for Improvement

In addition to direct instructional support, we will lead district wide initiatives to improve the overall math system.

Input

- Differentiated PL based on experience and need
- PLC Structures that

Expected Output

- Tailored professional learning that meets the needs of teachers

Intended Outcome

- Narrowed to closed achievement gap
- Equitable access to

support advanced math pathway challenges
- Family engagement strategies for AMP (Virtual Meetings)
- Responsive resource allocation to campuses and teachers - curricular and human
- Campus-based AMP plans that reflect the needs of students, while maintaining high-expectations
- Increased family interest and engagement with AMP
- Campuses reporting they have the resources they need

accelerated math
- Higher math proficiency
- Long-term STEM and math readiness

Finally, we will explore ways to accelerate math instruction earlier, including developing a Geometry-aligned pathway beginning in earlier grades, to better prepare students for high-level math coursework in middle and high school.

APPENDIX

Appendix 1: Campus-Level Data

Table 1: Comparing Students identified as ECD in Grade 6 AMP to non-EcD in Grade 6 AMP (Columns B & C)

					COMPARE		
					A	B	C
Group	SRI Band	Campus ECD percentage	Total Students Enrolled in 6th Grade	Total Students ECD Enrolled in 6th Grade	Percentage Grade 6 Enrolled in AMP	Percentage Grade 6 ECD Enrolled in AMP*	Percentage of Grade 6 Non-ECD enrolled in AMP*
District Average		47	4932	2499	54	36	74
Bedichek MS	1	84.1	197	172	44.2	41.9	60.0
Burnet MS	1	92.8	281	264	34.2	**34.1**	**35.3**
Dobie MS	1	93.2	166	156	**22.9**	**24.4**	0.0
General Marshall MS	1	62.6	223	140	37.7	25.0	59.0
Govalle ES	1	86.9	30	29	**3.3**	**3.4**	0.0
Houston ES	1	92.1	24	22	**8.3**	**9.1**	0.0
Langford ES	1	95.1	23	21	0.0	0.0	0.0
Ortega ES	1	88.8	18	18	**11.1**	**11.1**	0.0
Paredes MS	1	78.2	153	125	14.4	10.4	32.1
Perez ES	1	91.3	16	0	0	0	0
Rodriguez ES	1	96.5	21	20	**28.6**	**30.0**	0.0
Sadler Means YWLA	1	80.9	68	60	95.6	**95.0**	**100.0**
Sanchez ES	1	90	46	43	**10.9**	**11.6**	0.0
Webb MS	1	97.8	156	149	**23.1**	**24.2**	0.0
Widen ES	1	92.4	42	40	0.0	0.0	0.0
ALC	2	77.9	17	12	41.2	25.0	80.0
Allison ES	2	91.2	22	19	**13.6**	**15.8**	0.0
Gus Garcia YMLA	2	95.3	82	76	36.6	35.5	50.0
ARichards SYWL	3	36.3	157	44	73.9	68.2	76.1
Bailey MS	3	33.4	253	96	51.8	29.2	65.6

Blazier ES	3	60.5	124	87	38.7	34.5	48.6
Covington MS	3	49.7	227	112	40.5	29.5	51.3
Kealing MS	3	24.6	395	98	83.3	39.8	97.6
Lively MS	3	64.8	310	214	57.4	48.6	77.1
Murchison MS	3	26.5	407	126	93.1	**91.3**	**94.0**
Gorzycki MS	4	7.4	423	42	68.8	40.5	71.9
Lamar MS	4	21.7	362	85	69.3	42.4	77.6
Lee ES	4	16.6	35	*	37.1	0.0	43.3
Mathews ES	4	33.9	38	17	57.9	52.9	61.9
O Henry MS	4	28.6	203	80	49.3	25.0	65
Small MS	4	24.3	429	127	59.0	29.1	71.5

As we analyzed the initial data, we determined a series of quantifiers to help us identify opportunity gaps. They are:

- Total enrollment in an accelerated math
- Total enrollment of students economically disadvantaged in AMP
- Total enrollment of students not identified as economically disadvantaged in AMP
- If a campus had 0% non-EcD enrollment in AMP, we then looked to see if EcD enrollment in the pathway was proportional to the percentage of the grade level enrolled in AMP in grade 6

Example: Campus A, 30% ECD - Inequitable Representation

	Number of students in Grade 6	Number of Grade 6 students in Accel Math	Percentage Grade 6 students in AMP	
Campus A	100	70	70%	
Campus A ECD	30	10	33%	- 53% ↓
Campus A non-ECD	70	60	86%	

Example: Campus B, 30% ECD - Equitable Representation

	Number of students in Grade 6	Number of Grade 6 students in Accel Math	Percentage Grade 6 students in AMP	
Campus B	100	70	70%	
Campus B ECD	30	21	70%	-
Campus B non-ECD	70	49	70%	

    - For example, a campus that has 90% of its non-ECD enrollment enrolled in an AMP, should also have about 90% of ECD enrollment.

- When comparing EcD and Non-EcD enrollment in AMP 1 & 2, campuses of note include ***Burnet***, Sadler Means, and Murchison. These three campuses show equitable enrollment between EcD and non-EcD.
- If a campus showed 0% of Non-EcD enrolled in AMP, we compared grade 6 enrolled in AMP 1 & 2 with the overall percentage in AMP 1 & 2 at 6th Grade. Campuses showing equitable distribution in this comparison include **Dobie,** Govalle, Houston, Ortega, Rodriguez, Sanchez, **Webb**, and Allison. This showed equitable enrollment between EcD and total campus enrollment in AMP 1 & 2.

Campus-level data for GPM 4.1.

Table 2: Campus-level data provide insight into accelerated enrollment for students identified as economically disadvantaged.

	SRI Band	Total % Campus EcD	Total # Enrolled EcD	% Asian & EcD	% African American & EcD	% Hispanic & EcD	% 2 or More & EcD	% White & EcD	% Eco Dis	% Emergent Bilingual & EcD	% Special Education & EcD
Bedichek MS	1	84.1	172	*	38	21	*	33	22	17	22
Burnet MS	1	92.8	264	*	27	13	*	*	13	10	0
Dobie MS	1	93.2	159	33	17	25	*	17	24	22	5
General Marshall	1	62.6	141	*	19	25	*	43	25	33	12
Govalle ES	1	86.9	29	*	*	0	*	*	3	0	7
Houston ES	1	92.1	23	*	*	0	*	*	0	0	0
Langford ES	1	95.1	21	*	*	0	*	*	0	0	0
Ortega ES	1	88.8	18	*	*	14	*	*	11	0	0
Paredes MS	1	78.2	128	*	0	12	*	0	10	6	3
Perez ES	1	91.3	12	*	*	0	*	*	0	0	0
Rodriguez ES	1	96.5	20	*	*	32	*	*	30	31	0
Sadler Means YWLA	1	80.9	59	*	78	82	*	*	80	83	87
Sanchez ES	1	90	43	*	*	10	*	*	9	9	0
Webb MS	1	97.8	148	*	30	24	*	60	25	24	6
Widen ES	1	92.4	40	*	*	0	*	*	0	0	0
ALC	2	77.9	12	*	*	25	*	*	17	*	25

	SRI Band	Total % Campus EcD	Total # Enrolled EcD	% Asian & EcD	% African American & EcD	% Hispanic & EcD	% 2 or More & EcD	% White & EcD	% Eco Dis	% Emergent Bilingual & EcD	% Special Education & EcD
Allison ES	2	91.2	19	*	*	20	*	*	16	29	0
Gus Garcia YMLA	2	95.3	77	*	36	34	*	*	36	35	34
Ann Richards SYWL	3	36.3	44	*	*	83	*	47	68	50	*
Bailey MS	3	33.4	96	*	40	13	40	60	28	11	17
Blazier ES	3	60.5	87	*	17	35	*	*	34	32	15
Covington MS	3	49.7	112	*	14	25	*	41	29	23	8
Kealing MS	3	24.6	98	33	0	11	33	29	14	10	5
Lively MS	3	64.8	214	33	47	47	*	83	48	41	25
Murchison MS	3	26.5	126	100	85	93	100	78	91	97	73
Gorzycki MS	4	7.4	42	*	*	24	*	39	31	17	8
Lamar MS	4	21.7	85	*	40	42	*	42	42	42	12
Lee ES	4	16.6	5	*	*	*	*	*	0	*	*
Mathews ES	4	33.9	17	*	*	50	*	50	53	*	*
O Henry MS	4	28.6	79	*	23	17	*	55	23	16	3
Small MS	4	24.3	128	*	10	23	*	52	29	16	18
Total	NA		2521	53	27	27	43	45	30	26	16

** Data pulled 4/16/2025 and has been masked for campuses where the student population is less than 5. Austin ISD School Resource Index (SRI Band) schools are presented in the Board report. American Indian & EcD and Pacific Islander & EcD are not presented as all data values are masked.*

Appendix 2: Defining the Progress Measure

Measuring GPM 4.1.

- This measure prioritizes students identified as economically disadvantaged enrolling in accelerated math in 6th grade as a way to increase the pipeline to 8th grade Algebra. It tracks enrollment at BOY, persistence at MOY, and course completion at EOY for courses identified as accelerated mathematics.'
- Accelerated mathematics is defined by the course ID 3016.H000.Y. and course name: Accelerated Math (6th)
    - As part of this measure's work, we found discrepancies in district course codes for identifying the accelerated mathematics course. One campus was utilizing a unique code for the accelerated course content. In the spring Board update, we have also included the course code 3006.I0000.Y to identify Murchison students in the accelerated course.
- The 'Economically Disadvantaged' group is the students identified as economically disadvantaged who completed 6th accelerated math. All other groups represent students who are identified as economically disadvantaged and have another characteristic of interest. These are defined as 'Group & EcD.'
- Students must enroll, persist, and complete the accelerated course for yearly credit.
- The percentage of 6th-grade EcD students completing accelerated math is determined by taking the number of 6th grade EcD students completing the accelerated course and dividing it by the total number of 6th grade EcD students.

Measures in the appendix

- In addition to the GPM we have also presented the number of all students in accelerated math over the 6th grade total in the appendix to help provide comparison to the progress measure information. In this instance, the student groups represent the single characteristic and not a shared characteristic of economic disadvantage and another trait. Data in the appendix showcases district and campus averages.
- Investigation into the measure along with our work to ensure SB 2124 compliance, has also led to expanding data from the accelerated math course to all advanced course opportunities. We have provided a breakdown of 6th-grade students enrolled in any mathematics course that is considered above grade level, inclusive of the accelerated course, as well as other opportunities (7th grade content, algebra, etc.). This data provides a fuller picture of how many 6th graders are taking above-grade mathematics in middle school. Data in the appendix showcases district averages, campus averages, and frequency of enrollment by course number.

Appendix 3: Root Cause and Theory of Change

- *SB 2124 required auto-enrollment for students scoring in the 60th percentile and above. This mandate increased all student groups to increase from 23-24 enrollment, ranging from 5 percentage points (EcD & Emergent Bilingual) to 22 percentage points (Two or More & EcD).*
- *Some campuses also created systems to identify students of promise based on 5th grade math scores so that students who did not score in the 60th percentile still had the opportunity to start on this math pathway.*
- *Some families also became aware of SB 2124 and advanced math pathways from the news, as well as internal family engagement meetings regarding advanced pathways opportunities within Austin ISD.*
- *Elementaries with 6th Grade face a challenge with both scheduling (one section of AMP I at 6th Grade)*

coupled with hiring teachers with the required certification to teach middle school math.

- ***Theory of Change:*** *When we provide targeted, high-quality professional learning for teachers of accelerated math, strengthen Multi-Tiered Systems of Support (MTSS) to ensure all students—including those in advanced pathways—receive timely and appropriate academic interventions, implement data-driven instructional coaching, PLC support, and resource allocation, engage families and elevate the voices of educators to identify and replicate effective practices, and monitor instruction and student progress with an explicit focus on equity, access, and instructional consistency then we will build the instructional capacity of teachers to deliver rigorous, developmentally appropriate math instruction in accelerated settings, ensure all students, regardless of background, have the support needed to succeed in advanced math coursework, increase Algebra I readiness and success rates by 8th grade, reduce achievement gaps across student groups, and lay a strong foundation for high school math success, postsecondary readiness, and equitable access to Advanced Math Pathways.*

Appendix 4: Supporting Implementation Data / Research

Table 3: District-Level Breakdown comparing AMP I enrollment and students enrolled in any accelerated math course in grade 6 provides a deeper look into 6th grade math opportunities.

	All 6th Accelerated (AMP I)			Combined: AMP I, AMP II, and any other Math above Grade 6	
Group	24-25 Fall	24-25 Spring		24-25 Fall	24-25 Spring
All Students	39	47		44	54
American Indian	*	*		*	*
Asian	49	63		62	80
African American	24	30		26	33
Hispanic/LatinX	29	34		34	40
Pacific Islander	*	*		*	*
Two or More	58	68		63	77
White	54	66		59	74
Economic Disadvantage	25	30		30	35
Emergent Bilingual	22	27		28	33
Special Education	16	20		17	22

In addition to the data for the GPM, we also pulled a variety of other data associated with advanced course teaching in 6th grade, including:

- All students in an accelerated course (this is the same coding as the GPM, but instead of looking at the sets of students identified as economically disadvantaged, it includes all students). This allows for additional knowledge about enrollment patterns as well as comparisons to the progress measure data.
- Students in any course that would be marked as advanced for the 6th grade level. We found this was helpful in identifying the full picture of advanced opportunities for students entering middle school, especially as we meet the demands of SB 2124. This data includes the accelerated course as well as any advanced opportunities.
    - Advanced courses have not been standardized across the district and we have options that are common across the district as well as some that are unique to certain campuses. These include 7th-grade content, early algebra, etc.

Data for these tables was pulled between April 16 and April 30 (April 30 was utilized for advanced coursework, as we found additional courses to include in the coding). The number of 6th graders on April 16 for analysis was 4,966. Findings are similar to the GPM. While numbers enrolled remained stable from fall to spring, we found in our implementation investigation a number of courses to include that reshaped the data, increasing percent participation by student groups from the fall to spring data check. We also found that the work to correctly characterize students for PEIMS submission, submitted in January shortly after our last update, influenced numbers by increasing the percentage in individual student groups. Overall, we have a more accurate reflection of students in our courses, and better understanding of what courses are offered for 6th graders across the district to promote advanced opportunities.

Table 4: Campus-Level Breakdown of All Students in 6th Accelerated Courses Provides Complete Picture When Matched With GPM Data (Economically Disadvantaged Students in 6th Accelerated Courses)

	SRI Band	Total # Enrolled at Grade 6	Total % Accelerated	% Asian	% African American	% Hispanic	% 2 or More	% White	% Eco Dis	% Emergent Bilingual	% Special Education
Bedichek MS	1	195	23	*	27	23	*	29	22	18	20
Burnet MS	1	278	14	*	20	13	*	43	13	10	1
Dobie MS	1	170	24	33	21	24	*	15	25	20	5
General Marshall MS	1	222	38	67	22	35	43	57	26	34	17
Govalle ES	1	30	3	*	*	0	*	*	3	0	7
Houston ES	1	24	0	*	*	0	*	*	0	0	0
Langford ES	1	23	0	*	*	0	*	*	0	0	0
Ortega ES	1	18	11	*	*	14	*	*	11	0	0
Paredes MS	1	151	15	*	0	15	*	25	11	5	5
Perez ES	1	16	0	*	*	0	*	*	0	0	0
Rodriguez ES	1	21	29	*	*	30	*	*	30	31	0
Sadler Means YWLA	1	68	75	*	80	76	*	*	78	81	83
Sanchez ES	1	46	9	*	*	9	*	*	9	9	0
Webb MS	1	155	23	*	38	21	*	60	24	23	6
Widen ES	1	41	0	*	*	0	*	*	0	0	0
ALC	2	13	31	*	*	25	*	*	25	*	50

	SRI Band	Total # Enrolled at Grade 6	Total % Accelerated	% Asian	% African American	% Hispanic	% 2 or More	% White	% Eco Dis	% Emergent Bilingual	% Special Education
Allison ES	2	23	13	*	*	16	*	*	15	22	0
Gus Garcia YMLA	2	82	37	*	33	36	*	*	36	34	33
Ann Richards SYWL	3	157	74	100	*	70	80	72	68	57	83
Bailey MS	3	253	52	40	33	29	77	71	29	8	21
Blazier ES	3	124	39	*	14	36	*	64	34	32	20
Covington MS	3	226	40	67	33	33	50	48	29	25	12
Kealing MS	3	395	47	66	5	27	61	52	15	16	24
Lively MS	3	311	58	50	57	50	90	89	49	41	31
Murchison MS	3	407	89	93	76	91	100	87	91	95	64
Gorzycki MS	4	423	57	43	44	52	58	63	31	40	15
Lamar MS	4	362	69	73	22	56	83	76	43	41	25
Lee ES	4	35	37	*	*	17	*	40	0	14	13
Mathews ES	4	38	58	*	*	69	*	47	53	20	*
O Henry MS	4	204	31	20	23	18	*	41	22	12	5
Small MS	4	429	59	77	18	44	68	71	29	21	24
Total	NA	4946	47	63	30	34	68	66	30	27	20

** Data pulled 5/18/2025 and has been masked for campuses where the student population is less than 5. Austin ISD School Resource Index (SRI Band) schools are presented in the Board report. American Indian & EcD and Pacific Islander & EcD are not presented as all data values are masked.*

Table 5: Campus-Level Breakdown of All Students in 6th Accelerated Math Courses Provides Additional Insights to Meeting SB 2124

	SRI Band	Total # Enrolled	Total % Advanced	% Asian	% African American	% Hispanic	% 2 or More	% White	% Eco Eco Dis	% Emergent Bilingual	% Special Education
Bedichek MS	1	197	44	*	45	44	*	43	42	37	26
Burnet MS	1	281	34	*	27	35	*	43	34	31	7
Dobie MS	1	166	23	33	17	23	*	15	24	20	5
General Marshall MS	1	223	38	60	22	35	43	57	25	34	17
Govalle ES	1	30	3	*	*	0	*	*	3	0	7
Houston ES	1	24	8	*	*	9	*	*	9	9	7
Langford ES	1	23	0	*	*	0	*	*	0	0	0
Ortega ES	1	18	11	*	*	14	*	*	11	0	0
Paredes MS	1	153	14	*	0	15	*	22	10	5	5
Perez ES	1	16	6	*	*	7	*	*	8	8	0
Rodriguez ES	1	21	29	*	*	30	*	*	30	31	0
Sadler Means YWLA	1	68	96	*	90	98	*	*	95	95	83
Sanchez ES	1	46	11	*	*	12	*	*	12	11	0
Webb MS	1	156	23	*	30	21	*	60	24	23	6
Widen ES	1	42	0	*	*	0	*	*	0	0	0
ALC	2	17	41	*	*	20	*	*	25	0	*

	SRI Band	Total # Enrolled	Total % Advanced	% Asian	% African American	% Hispanic	% 2 or More	% White	% Eco Eco Dis	% Emergent Bilingual	% Special Education
Allison ES	2	22	14	*	*	17	*	*	16	25	0
Gus Garcia YMLA	2	82	37	*	33	36	*	*	36	34	33
Ann Richards SYWL	3	157	74	100	*	70	80	72	68	57	83
Bailey MS	3	253	52	40	33	28	77	72	29	8	22
Blazier ES	3	124	39	*	14	36	*	64	34	32	20
Covington MS	3	227	41	83	33	33	50	49	29	25	13
Kealing MS	3	395	83	97	19	64	90	95	40	56	39
Lively MS	3	310	57	50	57	50	89	89	49	43	31
Murchison MS	3	407	93	95	76	92	100	94	91	95	66
Gorzycki MS	4	423	69	76	44	61	81	71	40	40	17
Lamar MS	4	362	69	73	22	56	83	76	42	41	25
Lee ES	4	35	37	*	*	17	*	40	0	14	13
Mathews ES	4	38	58	*	*	69	*	47	53	20	0
O Henry MS	4	203	49	40	31	27	*	68	25	15	10
Small MS	4	429	59	77	18	44	68	71	29	21	25
Total	NA	4957	54	80	33	40	77	74	35	33	22

** Data pulled 4/30/2025 and has been masked for campuses where the student population is less than 5. Austin ISD School Resource Index (SRI Band) schools are presented in the Board report. American Indian & EcD and Pacific Islander & EcD are not presented as all data values are masked.*

Table 6: Frequency of Accelerated Courses by Campus Help the District to Master Plan in the Future

School name	SRI Band	3006.I0000.Y Accelerated Math (6th)	3016.H0000.Y Accelerated Math (6th)	School Total
Bedichek MS	1	0	45	45
Burnet MS	1	1	38	39
Dobie MS	1	0	38	38
General Marshall MS	1	0	84	84
Govalle ES	1	0	1	1
Ortega ES	1	0	2	2
Paredes MS	1	0	22	22
Rodriguez ES	1	0	6	6
Sadler Means YWLA	1	0	51	51
Sanchez ES	1	0	4	4
Webb MS	1	0	36	36
ALC	2	0	5	5
Allison ES	2	0	3	3
Gus Garcia YMLA	2	0	31	31
Ann Richards SYWL	3	0	116	116
Bailey MS	3	0	131	131
Blazier ES	3	0	48	48
Covington MS	3	0	91	91
Kealing MS	3	0	186	186
Lively MS	3	0	177	177
Murchison MS	3	364	2	366
Gorzycki MS	4	0	241	241
Lamar MS	4	0	251	251
Lee ES	4	0	13	13
Mathews ES	4	0	22	22

O Henry MS	4	0	63	63
Small MS	4	0	253	253
Total	NA	365	1960	2325

Data pulled 4/28/2025 and is unmasked as it is not linked to individual characteristics. This data helps visualize how we find courses that are not aligned with district numbering. In this instance, we found one campus is using a unique course code to enroll students in the same course content. These types of examples are helpful to identify for purposes of master scheduling as well as seamless enrollment for students who are mobile within our district.

Table 7: Frequency of Advanced Courses by Campus Help the District to Understand 6th Grade Opportunities Across the District

School name	SRI Band	3001. HJ000.Y Algebra I	3006. I0000.Y Accelerated Math (6th)	3006. M0000.Y Accelerated Math (6th)	3016. DH000.Y Accelerated Math Dual Language (6th)	3016. H0000.Y Accelerated Math (6th)	3017. H0000.X Accelerated Math (7th)	3018. H0000.X Accelerated Math (7th)	Total
Bedichek MS	1	0	0	0	0	45	43	40	128
Burnet MS	1	0	1	0	63	38	0	0	102
Dobie MS	1	0	0	0	0	38	0	0	38
General Marshall MS	1	0	0	0	0	84	0	0	84
Govalle ES	1	0	0	0	0	1	0	0	1
Houston ES	1	0	0	0	2	0	0	0	2
Ortega ES	1	0	0	0	0	2	0	0	2
Paredes MS	1	0	0	0	0	22	1	0	23
Perez ES	1	0	0	0	1	0	0	0	1
Rodriguez ES	1	0	0	0	0	6	0	0	6
Sadler Means YWLA	1	0	0	0	0	51	17	17	85
Sanchez ES	1	0	0	0	3	4	0	0	7
Webb MS	1	0	0	0	0	36	0	0	36
ALC	2	0	0	0	0	7	0	0	7
Allison ES	2	0	0	0	0	3	0	0	3
Gus Garcia YMLA	2	0	0	0	0	30	0	0	30
Ann Richards SYWL	3	0	0	0	0	116	2	2	120

Bailey MS	3	0	0	0	0	131	0	0	131
Blazier ES	3	0	0	0	0	48	0	0	48
Covington MS	3	0	0	0	0	91	1	1	93
Kealing MS	3	21	0	125	0	185	0	0	331
Lively MS	3	0	0	0	0	177	31	25	233
Murchison MS	3	0	363	0	1	2	19	18	403
Gorzycki MS	4	0	0	0	0	241	55	52	348
Lamar MS	4	0	0	0	0	251	0	0	251
Lee ES	4	0	0	0	0	13	0	0	13
Mathews ES	4	0	0	0	0	22	0	0	22
O Henry MS	4	0	0	0	1	63	39	40	143
Small MS	4	0	0	0	0	253	0	0	253
Total	NA	21	364	125	71	1960	208	195	2944

Data pulled 4/28/2025 and is unmasked as it is not linked to individual characteristics. These data show those courses that are utilized to enroll students into either accelerated (3016.H0000.Y and 3006.I0000.Y) or advanced courses. The total course enrollment suggests course codes are utilized year-long and changed in fall and spring as students may have more than one during the year. This information helps identify how individual campuses us courses, schedule students, and create pathways for advanced access.

Appendix 5: Glossary

AMP - Advanced Math Pathways. For this monitoring report, we are discussing the occurrence of 6th grade students taking classes that address standards beyond the 6th grade TEKS.

AMP I - Also referred to Accel 6, this class is currently offered in 6th grade and cover 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 - Also referred to 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 Geometry in 8th grade.

Disproportionality - The over and under-representation of different student groups in accessing any number of education programs. For the purpose of this monitoring report, we address the under-representation of students experiencing poverty accessing advanced math pathways.

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.