

# Constraint 3

## Historically Marginalized Groups



2024-25

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# Advanced Courses in Austin ISD

In Austin ISD, we believe that every student should be appropriately challenged to achieve academic growth. We believe all student groups can benefit from participation and success in advanced courses.

Our Advanced Course options span across content and interest areas:

- Advanced Core Courses
- Advanced Fine Arts Courses
- Advanced World Languages Courses
- Advanced Career and Technical Education (CTE) Courses

Our secondary district-wide service for Gifted and Talented is taking advanced courses in their area of identification.



## Constraint 3: 3.1 and 3.3

**Constraint 3:** The superintendent shall not allow practices that lead to academic disparities within specific student populations (African American students, emergent bilingual students, and students receiving special education).

### **CPM 3.1:**

The percentage of 9-12th grade students who successfully complete an advanced academic course will increase from 76% to 86% in June 2029.

### **CPM 3.2:**

The number of campus scoring on track in the language of instruction domain will increase from Baseline to Y% in June 2029.

### **CPM 3.3:**

The representation index of African American students identified as Gifted and Talented will increase from 0.47 to 0.66 in June 2029.

# Measuring CPMs 3.1 and 3.3

## 3.1: Advanced Courses

- Guided by Policy EIC for any course labeled advanced- from advanced academic to advanced CTE
- Students must enroll, persist, and complete advanced course
- Counts yearly 9th-12th graders who have ever earned 1 or more advanced credit on transcript out of all students (9th-12th grade with any attempted credits)

## 3.3: Representation Index for Gifted & Talented

- TEA State Plan says GT population should match district population
- Research-based and TEA guided Representation Index
- Focuses on newly identified students in order to make progress in representation overall

<b>GT</b>	% of Newly Identified GT students
Representation Index	= % of Population



## Overarching Objective

- Increasing access to advanced courses for all students will provide pathways for more students to be successful in earning college credit, Industry-based Certification (IBC), and/or Level 1 or 2 certificate before high school graduation.
- Improving the representation of our gifted and talented population will help close opportunity gaps across student populations.

## What the Research Says

- Research shows that students who do not earn a postsecondary credential within six years of leaving high school have just a 12% chance of securing a living wage job. ([E3 Alliance, 2023](#))
- “The equity allowance [Representation Index] acknowledges that giftedness exists in every racial group. Students’ ...opportunities to learn are not always equally and equitably distributed” ([Wright, Ford, & Young, 2017](#), p.56)

# CPM 3.1:

The percentage of 9-12th grade students who successfully complete an advanced academic course will increase from 76% to 86% in June 2029.



## Key Takeaways:

- Variability in performance across students groups
- Large gaps between specific student groups and all students.
- Data highlights the need to progress monitor students from enrollment through completion

Student Group	2020-21	2021-22	2022-23	2023-24	2024-25 Target
Focus Student Groups (AA, EB, SPED)	72	72	76	76	78
All Students	87	85	86	87	88
American Indian	78	86	93	86	86
Asian	94	93	94	94	96
African American	77	73	77	78	79
Hispanic/LatinX	84	82	82	83	84
Pacific Islander	84	81	100	100	91
Two or More	90	89	90	92	93
White	93	92	94	94	95
Economic Disadvantage	80	78	80	80	82
Emergent Bilingual	76	75	78	81	82
Special Education	57	60	65	65	67

# CPM 3.3:

The representation index of African American students identified as Gifted and Talented will increase from 0.47 to 0.66 in June 2029.



Student Group	2020-21	2021-22	2022-23	2023-24	2024-25 Target
American Indian	*	*	*	*	*
Asian	2.39	2.37	1.91	2.26	≥1.00
African American	0.77	0.65	0.52	0.47	0.50
Hispanic/LatinX	0.85	0.71	0.65	0.63	0.65
Pacific Islander	*	*	*	*	
Two or More	1.65	2.01	2.04	1.96	≥1.00
White	1.04	1.26	1.46	1.47	≥1.00
Economic Disadvantage	1.12	0.63	0.62	0.53	0.56
Emergent Bilingual	1.24	1.11	0.61	0.67	0.68
Special Education	0.35	0.30	0.37	0.35	0.37

## Key Takeaway:

- Of our racial groups, Black students are the most underrepresented
- Improvement in 23-24 for Emergent Bilingual students

# Root Cause Analysis

## **Standardized Process for Sharing Options:**

There has not been a consistent or standard process for recruiting for all advanced course options.

## **Capacity for Individualized Student Support:**

Limited exposure to advanced pathways and academic advising to persist in advanced pathways.

## **GT Assessment and Placement Process:**

TEA State Plan requires qualitative and quantitative information; current qualitative forms are subject to bias.



# Strategies



Virtual Advanced Opportunities Night:  
Highlighting options across district



Building partnerships with campus, district, and community stakeholders



In-person GT Advocate professional learning



# Spotlight



First in-person GT Advocate Professional Learning (Aug)

**VIRTUAL**  
**ADVANCED OPPORTUNITIES**  
**NIGHT**

TUESDAY, NOVEMBER 12  
START 6 PM | END 7 PM

LEARN FROM MULTIPLE AUSTIN ISD DEPARTMENTS ABOUT EXCITING ADVANCED OPPORTUNITIES, PATHWAYS AND CHANNELS

ADVANCED PLACEMENT (AP)  
EARLY COLLEGE HIGH SCHOOL (ECHS)  
CAREER AND TECHNICAL EDUCATION (CTE)  
ONRAMP  
DUAL CREDIT  
FINE ARTS  
DUAL LANGUAGE/WORLD LANGUAGES  
AVID  
P-TECH  
INTERNATIONAL BACCALAUREATE (IB)  
AND STUDENT SUPPORT SERVICES INCLUDING SPECIAL EDUCATION

Google Meet | [bit.ly/AISDAdOpp](https://bit.ly/AISDAdOpp)

DCCE created advertisement for Advanced Opportunities Night



Students in a Robotics Advanced CTE Pathway course

# Leadership Strategies

## Design

- Advanced pathways at all campuses and across content and focus areas
- Authentic engagement opportunities with collaboration between the district and campus level outreach
- Gifted and Talented Advisory Council using district standardized process

## Refine

- Standardized information sharing through virtual and in-person options
- Partnership with E3 Alliance to support advanced pathways and CCMR
- GT Committee Training for all campuses to ensure holistic review and localized norms

## Monitor

- Participation in district and campus information sessions
- Universal Course Selection implementation for 2025-2026
- GT Campus Committees and decisions for equitable identification

# Thank you.



**STRONG** Schools  
**STRONGER** Austin

