

# Math Audit Progress

2024-2025



# AUSTIN PUBLIC SCHOOLS STRATEGIC PLAN

## OUR MISSION

*(Our Core Purpose)*

Inspire. Empower. Accelerate.

## OUR VISION

*(What We Intend to Create)*

Preparing all learners to make a difference in the world.

## Our Core Values

*(Drivers of Our Words and Actions)*

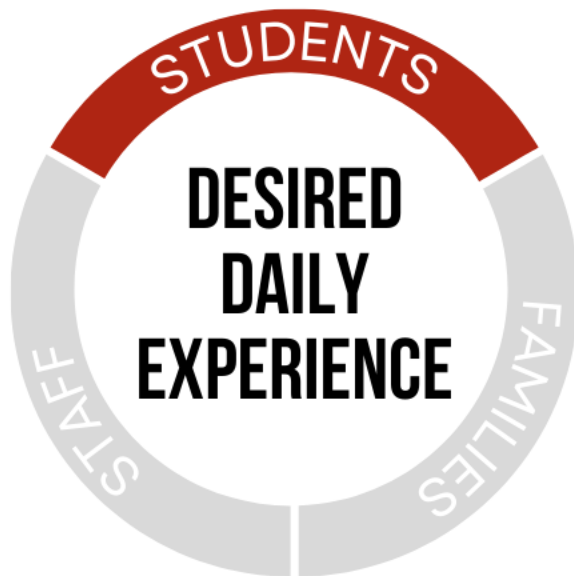
- Responsible: Demonstrates accountability to self and others
- Resilient: Develops perseverance and self-confidence
- Learner: Challenges self to think critically
- Communicator: Listens actively and shares learning and experiences
- Contributor: Engages as a productive member of the community and global society

## OUR STRATEGIC PRIORITIES

*(Drivers of Our Continuous Improvement)*

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management





## STUDENTS

**I am supported and challenged in my learning and believe I will be successful**

- Teachers and all staff are approachable, listen and respond to my needs
- My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed

**I feel that school is safe and that school is challenging and fun**

- I am heard and respected for who I am by school staff and students
- The school and my interactions with students and staff are safe, positive and inclusive
- I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- I am supported in my mental health needs

**I am an engaged learner at school and in our community**

- I have a voice and choice in how and what I learn
- My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
- I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
- This school should be about me not the teachers





## FAMILIES

**I am part of my child's education and feel welcomed, valued, and respected as a family**

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

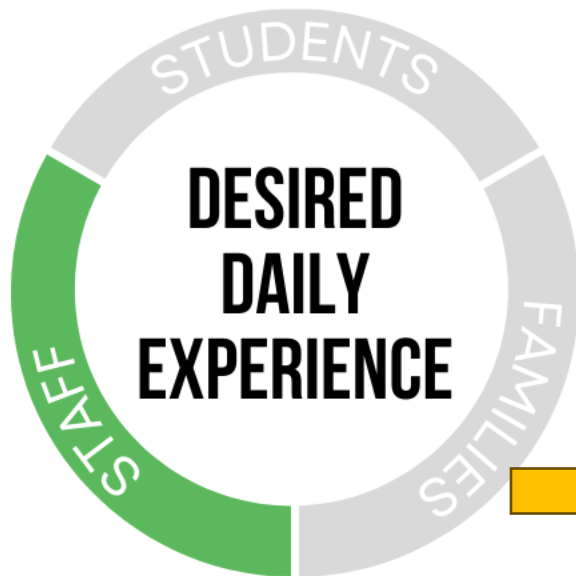
**My child enjoys coming to school and is safe, included and respected so they are learning every day**

- My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's and family needs

**I am engaged in a partnership with my child's school so I know what to do to help my child continue to grow and learn**

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- My child's teachers, my child and myself have open communication about their academic progress, social development and well-being
- District and school information is easy to understand and easily accessible
- My child is taught the life skills necessary to be successful in whatever path they choose after high school





## STAFF

### **I am seen, valued, and respected for who I am and the work I do**

- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom and innovation within reasonable parameters

### **I receive the support and resources to do my job well so I am able to create a healthy and safe learning environment**

- I am a valued member of a caring, engaged, and collaborative team
- I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
- I enjoy my job and have flexibility, satisfaction, and recognition

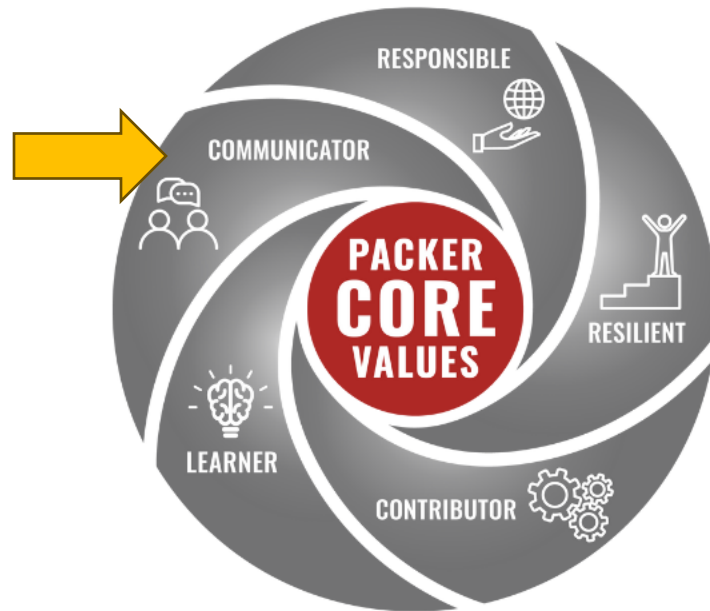
### **I work in a district that is willing to adapt and change when necessary to best meet the needs of all students**

- Diversity, equality, inclusion and equity for everyone
- I have the resources and materials I need in my classroom and for families so they know what they can do to support learning at home
- There is effective communication across the district and community so staff and families have the information they need
- I have adequate training for various aspects of my job



## WHAT OUGHT TO BE

The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.



## OUR CORE VALUES

*(Drivers of Our Words and Actions)*

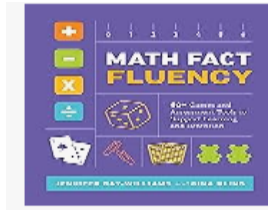
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# Elementary Key Initiatives

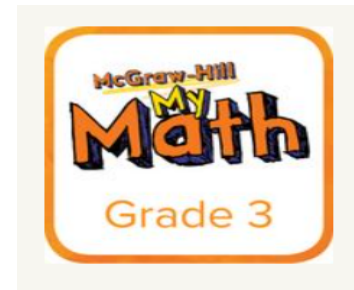
1. Assessments: develop and utilize standards aligned assessments
2. Consider review of DOK questions used in assessments
3. Review and revise delivery of instruction practices as they were found to be very traditional
4. Review standards and benchmarks to be sure there is a sense of how the students will do on the MCA's
5. Align vocabulary and strategies across the grade levels
6. Review best practices of small group instruction to review and support early skills based on strands of standards

# 2023-2024 (Year 1)

- Spent grade level time focused on number sense and fluency to build basic numeracy skills



- Reviewed MN MyMath lessons and updated rigor

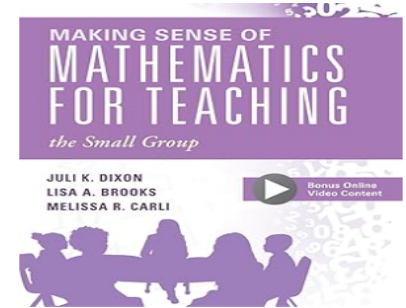


- Revised unit assessments to align with state standards



# 2024-2025 (Year 2)

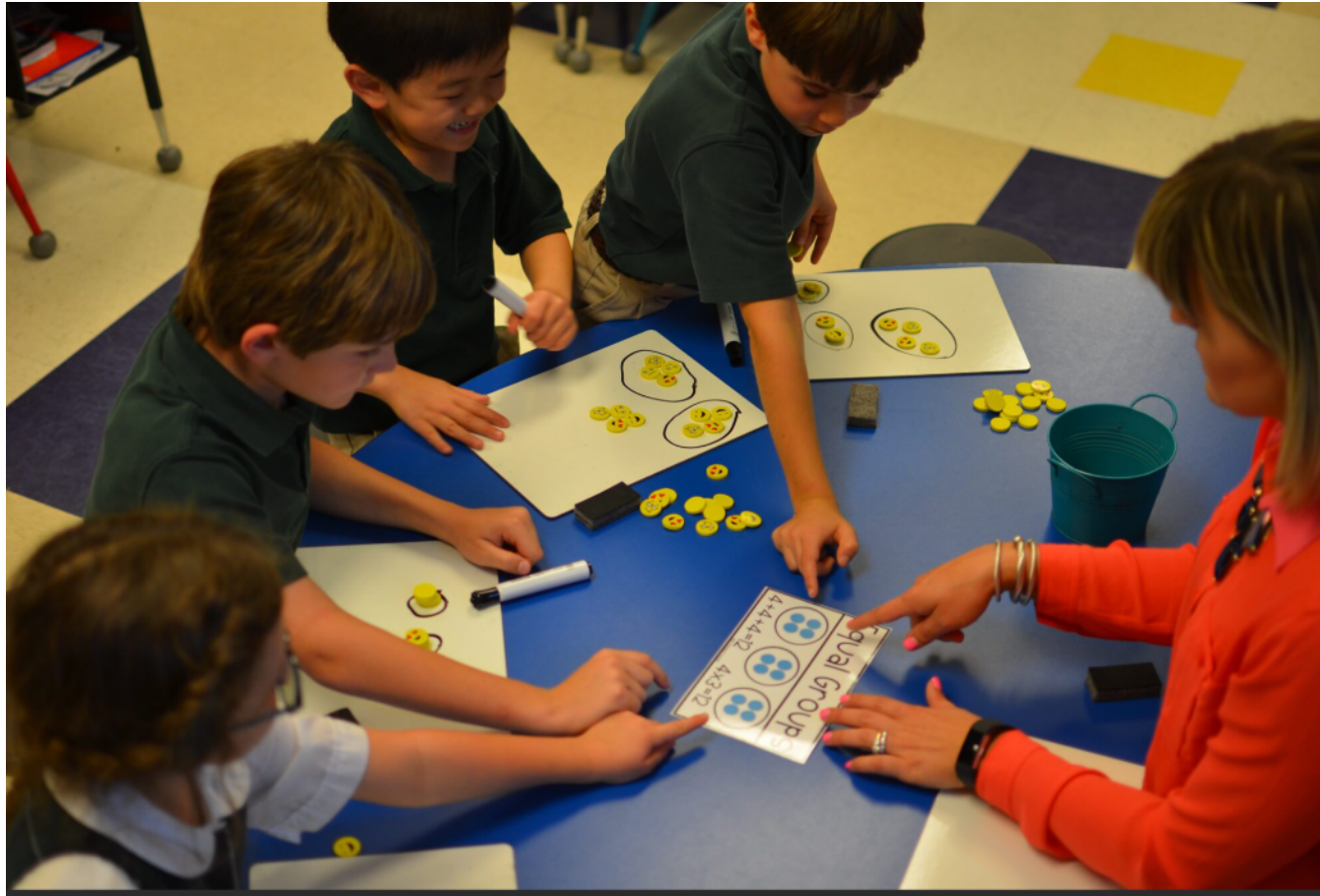
- Focus on small group instruction
  - Book study
  - Videos shared with Grade Level Leaders and embedded into Grade Level Meetings
- Focus on tools and preparation for MCA's in grades 3 and 4
- Shared resources on T&L site for numeracy and fluency
- Identifying the standard aligned to each question on unit assessments
- Collecting feedback on revised assessments



# 2025-2026 (Year 3)

- PLC's focused on outcomes on unit assessments
- Review and align curriculum/assessments with new Math standards
- Review and update Math vocabulary document
- Review of equity in Math instructional practices
- Align Summer School Math instruction to new Math standards
- Use of the TQE process for staff to create tasks
  - Provide mathematical reasoning and problem solving discussions
    - T=Task
    - Q=Questions (why does that work, what could you do next)
    - E=Evidence (students' understanding of the learning goal during small-group)

# Questions?







# Math Program Review Secondary

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# Key 5-12 Math Initiatives

1. Honors track conversation that establishes multiple entry points and criteria
2. Assign specific benchmarks to assessment questions
3. Standards-driven course assessments for each course (regardless which grade is teaching it)
4. Between grade conversations that facilitates common language and/or strategies that are developmental
5. Establish an “After the MCA Plan” that prepares students for the next course
6. Conversations about the DOK (level of questions) used in class, on assessments, and in the curriculum
7. Spiraling review throughout the year
8. Review new resources after new standards are finalized

# Year 1(2023-2024)

- 5-12 Department Meetings
  - Deep dive into MCA scores and district math data
  - Started between grade level communication about common language and strategies used to teach math concepts across the grade levels
  - Reviewed MCA calculator tools

# Year 1 (2023-2024)

- Understanding current curriculum alignment
  - Grade 5: McGraw Hill My Math
  - Grade 6: Glencoe, 6<sup>th</sup> Grade Math
  - Grade 7: Pearson Envision
  - Grade 8: Big Ideas
  - Grade 9-12 Pearson and Cengage

# Year 2 (2024-2025)

- Entrance to Honors Programing (5-12 Math Meetings, Department Chair Meeting, IJ Schedule Transition)
  - Exploring opportunities for multiple entry points into honors or advanced curriculum
- Standards Work (5-12 Math Meetings)
  - Reviewing the new standards to identify what the students need to know and do
    - This work will drive assessment writing 2025 and beyond
  - How does it build from grade level to grade level
  - What common language and strategies are used across the system.



# Year 2 (2024-2025)

- Technology Use
  - Review updated MCA testing calculator use, Desmos, and math table use
  - Introduction to Class Point and Class Screen
    - Tools to replace SMART technology

# Year 3 (2025-2026)

- Part time math coach to support the audit work across the 5-12 math classes
- Accelerated math courses offered at IJ Holton
- Begin the curriculum review process
  - Intensive work on standards alignment to courses and coursework
    - Review course alignment 5-12 with opportunities for honors entry points
    - Aligning standards to courses
    - Reviewing curriculums and resources with common resources across the 5-12 system to ensure common language and teaching strategies
    - Identify technology resources needed to support curriculum
    - Building standards driven assessments (DOK) (2026-2027)

# GT Program Review

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# Key GT Initiatives

1. Revise identification procedures to promote proportionate representation of culturally diverse students
2. Increase fidelity of implementation of cluster groupings in grades K-8
3. Increase the availability of enrichment activities for student particularly at the secondary level
4. Provide frequent, ongoing professional development for GT teachers (with an emphasis on training in differentiation for all teachers)
5. Provide teacher/parent meetings to communicate information about the program and student progress
6. Expand district and site personnel with roles and responsibilities for maintaining program goals and implementation across all district schools



# Year 1 (2023-2024)

- Program Information

- Developed Advanced Academic Program description
- Updated website to reflect program changes
- [Gifted Services for Talent Development - Austin Public Schools | Inspire. Empower. Accelerate.](#)

- Identification Practices

- Updated and Revised Early Entrance to Kindergarten and Grade Acceleration Procedures
- [Elementary Education Program \(K-4th Grade\) - Austin Public Schools | Inspire. Empower. Accelerate.](#)

# Year 1 (2023-2024)

- Advanced Academic and Pi Academy Identification Criteria
  - Review our current practices
  - Researched identification practices used by schools across the state
  - Worked with CAREI to refine practices and gather feedback
  - Used criteria to identify students for the PI program for the 2024-2025 school year

# Year 1 (2023-2024)

- Professional Development
  - Encouraged attendance at the GT Symposium
  - Differentiated Instruction PD was provided to year 2 teachers in the district
    - Focusing on the work of Tracey Inman and Carol Ann Tomlinson
- Family Communication
  - Welcome Night at IJ PI program for identified students and families
    - Previously only done at Pi Southgate

# Year 2 (2024-2025)

- Student Identification for PI/Advanced Academics
  - Used the new criteria to identify students for programming
  - Continue to review effectiveness of identification and refine the practice throughout the school year
- Family Communication
  - Updating Advanced Academic letters
    - Welcome from the teacher
    - How the child was selected
    - What they are studying or working on
    - What they will miss when pulled from their classroom



# Year 2 (2024-2025)

- Family Communication
  - Advanced Academic Newsletter (Smore)
  - Designing the letter
  - Components
    - Program definition
    - Introduce the teachers
    - Topics of study for each grade level
      - Driving communication amongst the team to review curriculum at each site and developing a scope and sequence of study for each grade level
    - Upcoming events or activities
    - Links to resources for gifted children
  - Provide explicit invitation to visit with caregivers at conferences

# Year 2 (2024-2025)

- Professional Development
  - Encourage attendance at the GT Symposium in Austin
  - Provide opportunities for GT teachers to attend MEGT
  - Continue differentiated instruction PD to year 2 teachers in the district

# Year 3 (2025-2026)

- Investigate and expand enrichment activities and programming
  - Implementing advanced reading and math courses at IJ Holton
- Evaluate, adjust, and modify communication and identification plans
- Continue to identify and deliver professional development opportunities
- Continue alignment of curriculum and resources
- Investigate cluster group options at the elementary
- Develop a program evaluation plan