

## February 2024 Goal Progress Monitoring Report—GPM 3.2

### Goal 3

The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.

### Goal Progress Measure 3.2

The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.

#### BACKGROUND

The release of CCMR data is subject to data submission timelines, leading to the inclusion of lagging indicators in this report. Figure 1 projects Middle-of-Year (MOY) data from 2022-2023, reflecting currently enrolled 10th-12th graders, while Figure 2 projects data from 2021-2022 graduates. Giving timing of data, a meaningful comparative analysis for Figures 1 and 2 requires at least a two-year time span.

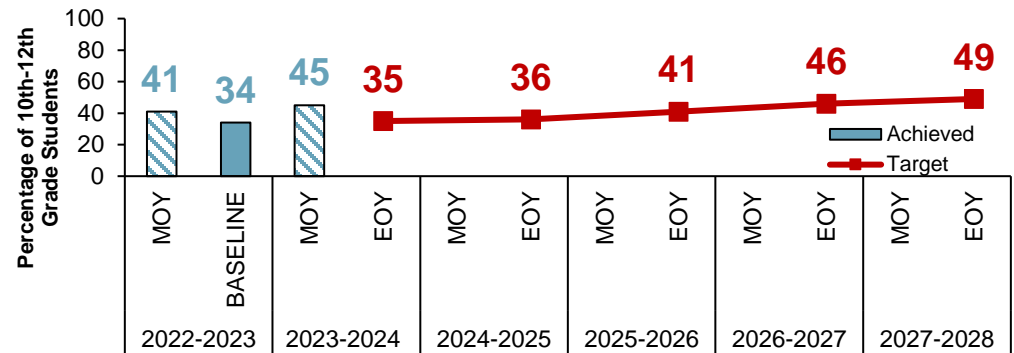
In addition, the state’s definition of Completer is a student who successfully achieve at least 3 or more credits in three or more courses in the same program of study sequence, one of which must be a Level 3 or 4 course. For internal calculations for Figure 1, the definition of on-track to achieve completer status includes the following methodology:

- Student was a completer in the prior year
- Student was a concentrator (2 courses in same pathway) in prior year plus earned a half CTE credit in the fall semester, or
- Student was an explorer or participant (1 course) plus earned a half CTE credit in a Level 2 course.

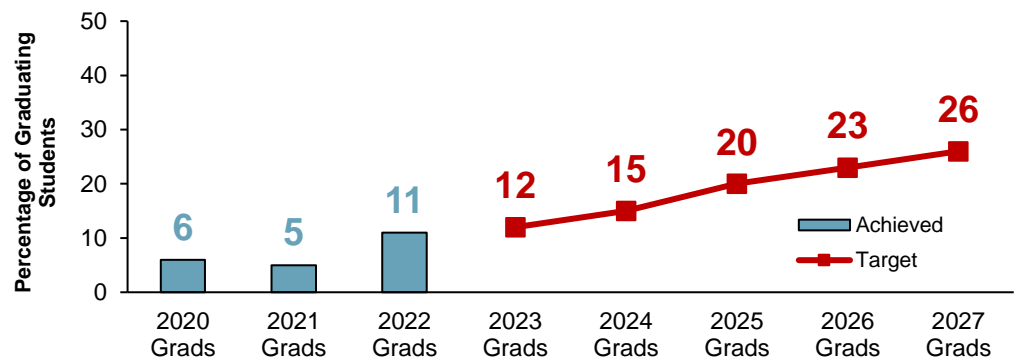
## On Track

The presented data was used for goal setting.

**Figure 1. CTE Completer Status On-Track for 10<sup>th</sup>-12<sup>th</sup> Grade Students (GPM 3.2)**



**Figure 2. Graduates earning an IBC who are also TSI Ready (Goal 3)**

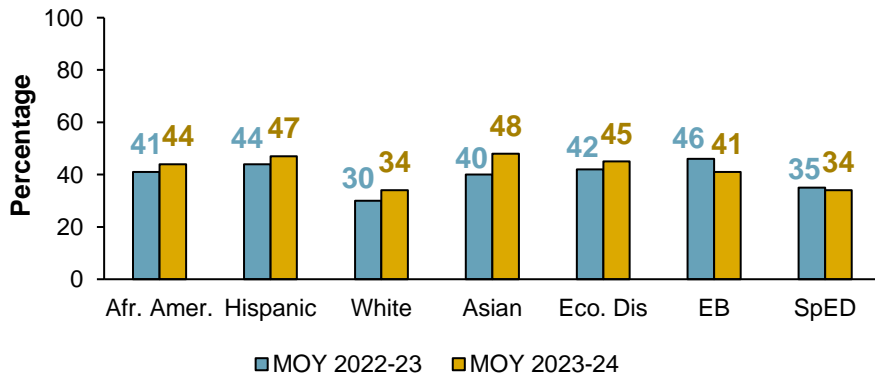


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**Table 1. MOY CTE Completer Status Target & Growth by Group**

Student Group	22-23 MOY	2023 EOY (Baseline)	23-24 MOY	23-24 EOY (Target)
All Students	41	34	45	35
Econ. Dis.	42	34	45	35
SWDs	35	25	34	26
EBs	46	36	41	37
Race/Ethnicity				
Afr. Amer.	41	32	44	33
Hisp.	44	36	47	37
White	30	27	34	28
Amer. Ind.	34	27	43	28
Asian	40	37	48	38
Pac. Isl.	36	29	22	30
Two+	33	27	36	28
Above 22-23 MOY				
Below 22-23 MOY				

**Figure 3. MOY CTE Completer Status On-Track for Grades 10-1**



### SUPERINTENDENT EVALUATION OF PERFORMANCE

**Description of Data**

The data represents students on track to be CTE completers and projected to earn an IBC. In many student groups, HISD is outperforming MOY results from SY22-23 except for the students with disabilities and emergent bilingual subpopulations.

MOY results are typically higher than EOY results given they do not yet include students who do not complete/ pass the course. The SY23-24 MOY results surpass this year’s targets, but results will likely decline by the EOY update.

Lastly, TEA’s CCMR accountability system is getting more rigorous overtime. For example, for seniors this year, a student receives a CCMR point if they complete a level II course and obtain the aligned IBC. Going forward, students must achieve completer status and obtain an IBC. This requires three or more credits, for three or more courses; one of which is a level III or IV course in the Program of Study sequence. This may lead to less students sitting for an IBC in the short term given more course requirements will be required for accountability.

**Root Cause Analysis**

The following root causes likely increased 23-24 MOY data:

- COVID Shift** –To address the STAAR academic gap during COVID, previous administration focused on CCMR points via IBC obtainment to improve accountability. Some IBCs were less rigorous and HISD focused on supporting large volumes of students to obtain these IBCs. TEA is sunsetting these IBCs so they will not be an option in the future.

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**Root Cause Analysis (cont.):** Additionally, there are root cause issues that limited a further increase in results:

- **Decentralized POS Course Offerings** – Each campus has historically had the authority to define what programs of study are offered. This is problematic because there was no centralized effort to make POS selections based on the future of jobs in 2035 (considering future impact of AI, job growth and volume of jobs). There was also no centralized effort to sunset POS that were not leading to high IBC obtainment rate for students on that path. Finally, when our highly mobile student population moves between schools, they often cannot continue a POS they started given lack of consistent offerings from one campus to another.
- **Quality of Instruction** - The quality of instruction is the leading indicator of academic achievement, but there has been very little systemwide attention paid to this in CTE classrooms. Teachers need to continuously be upskilled to keep up with industry standards and instruction needs significant improvement.
- **Decentralized POS Supports** – Given the decentralizations of POS offerings, central office has been able to provide limited supports to campuses to improve quality of instruction and ensure CTE courses comply with federal and state requirements. For example, there was limited to no standardization of curriculum, equipment and training available in each POS given the large variance in approach by campuses.
- **Scheduling** – Students in a program of study may get off track for many reasons (e.g., they drop a course, they change career focus, etc.). When this happens, many student’s are not enrolled in the right courses in the following semesters that would allow them to continue a path they already started to become completers. Further, if students fail a course, they often are not rescheduled in a timely manner, limiting the student’s ability to obtain the completer status.
- **Coding Systems** – Not all scores are entered into the student information system (SIS) in a timely manner. This is difficult to monitor given students take IBCs over many months with different certified entities so HISD may not be capturing all students in PEIMS.

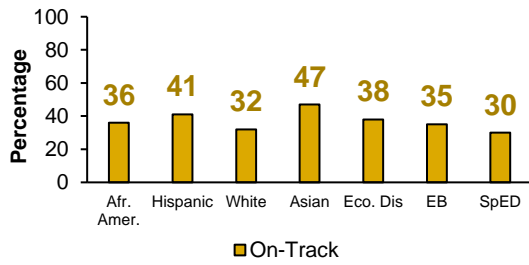
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### Supplemental Data:

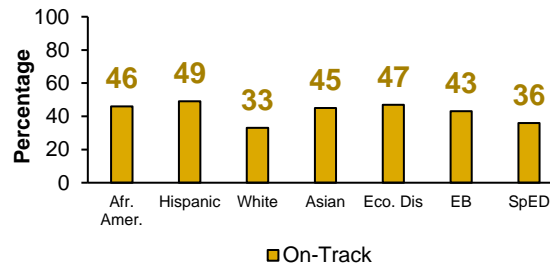
The supplemental data looks at students on-track by grade. This data shows that for each sub-population, except Asian students, the percentage of students on track increases from 10<sup>th</sup> to 11<sup>th</sup> to 12<sup>th</sup> grade. This makes sense given students may not be on a dedicated POS track in the earlier grades.

This data suggests a positive trend: higher percentages of our Hispanic and African American students are on-track to be completers, likely due to the hands-on nature of our programs of study as they progress to level 3 or 4 courses. This also aligns with our data showing that lower percentages of those group matriculate to college so are more likely to focus on career success post-graduation.

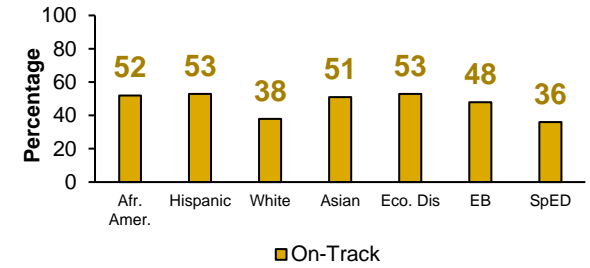
**Figure 4. MOY 10<sup>TH</sup> Graders CTE On-Track**



**Figure 5. MOY 11<sup>TH</sup> Graders CTE On-Track**



**Figure 6. MOY 12<sup>TH</sup> Graders CTE On-Track**



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### **Goal Progress Measure 3.2 Action Steps:**

While the leadership team’s arrival in the summer did not allow time for comprehensive changes, many action steps are currently underway :

- **“Triage” Supports for Seniors** – Support the estimated ~4.6K seniors enrolled in a Level 2 course but without an IBC. The main supports included:
  - IBC Testing Supports – Provide testing supports to help students determine the best IBC testing recommendation, ensure IBC specific testing pre-requisites were complete, support access to controlled testing environment, and provide test prep instruction and supports.
  - Student Motivation / Focus – Provide counseling and advising supports that help students obtain internships/jobs in that program of study to help students see future potential career opportunities and enroll in Level 3 or 4 courses in the POS to continue focus.
  - Teacher Supports – Support teachers in obtaining the IBC directly to ensure understanding of what kids must know, provide targeted IBC training based on highest volume IBCs, require a remediation plan for students that do not pass Phase I of IBC testing.
- **Supports for Sophomores and Juniors** – The following strategies are being implemented to ensure students continue on a POS pathway:
  - Strategic Scheduling – Train counselors to meticulously review transcripts to confirm POS path and correct graduation requirements.
  - Upskilling teachers – Ensure teachers are trained on most current industry standards and technologies so they can provide instruction in higher level III and IV POS courses in their Program of Study. This proactive approach is vital in arming students with skills aligned to 2035.
  - Student Motivation / Real-world Connections – Provide exposure to industry sectors in the aligned POS to help students make real-world connections from courses to careers. Support students in testing preparation to link academic theory with practical industry applications.
- **Foundational Programs of Study (FPOS) for Freshman** – HISD has introduced four Foundational Programs of Study (FPOS) across the school district. These FPOS were selected based on their alignment to the future workforce with the goal of preparing all students for 2035 careers. HISD reviewed TEA future career data to identify career pathways that met a minimum threshold for job growth, volume, wage, and alignment to the future of work. From that list, programs of study were selected that allowed students to incorporate artificial intelligence and advanced technologies into their learning and help them develop a set of transferable skills. All comprehensive high schools are required to implement between two to four of these programs, based on their size. Our separate and unique campuses are not required to do this given magnet programming but have the option to do this and obtain centralized support. Lastly, HISD will roll-out the FPOS over four years, starting in 9<sup>th</sup> grade and adding a grade each year while simultaneously working with campuses to sunset programs overtime that are not leading to outcomes. The Foundational Programs of Study include:
  - Entrepreneurship, Networking Systems, Distribution & Logistics and Health Informatics

## February 2024 Goal Progress Monitoring Report—GPM 3.2

- **Improve Quality of Instruction-** HISD will continue to focus on quality of instruction for students in our CTE courses by doing the following.
  - Select and provide high quality curriculum to all teachers for the FPOS programs and provide quality training.
  - Continue to provide strong professional development around improving the quality of instruction.
- **Centralized Supports for FPOS** - HISD will offer supports for all FPOS programs including covering the cost of staff, curriculum and equipment for the next 3 school years (24-25, 25-26, 26-27), support campuses with recruitment of great teachers and increasing the salary for this group.
- **Scheduling** – Appropriate course selection is critical to ensure students stay on track for graduation and completer status. This spring, HISD is introducing SchoolLinks, a new college and career readiness platform that offers personalized student roadmaps, career exploration tools, and college application support. This system includes students' historical data to systematically and automatically flag scheduling issues that negatively impact students (e.g., unnecessary remedial classes or missing crucial credits).
- **Coding Systems** – All campuses are required to designate a CTE coordinator that is responsible for collaborating with CTE department staff, inputting all data into the student information system, and attending required CTE trainings to ensure programs remain compliant. Additionally, the Academics team has an academic compliance department which is also focused on supporting campus data compliance.

## February 2024 Goal Progress Monitoring Report—GPM 3.3

**Goal 3**  
The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.

### Goal Progress Measure 3.3

The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

*Note: Current baseline data is missing 2021 Dual Enrollment data, which is a minimal portion of the dataset, given the scope of DE in that year and the fact that most students do not participate in DE as a freshman.*

#### BACKGROUND

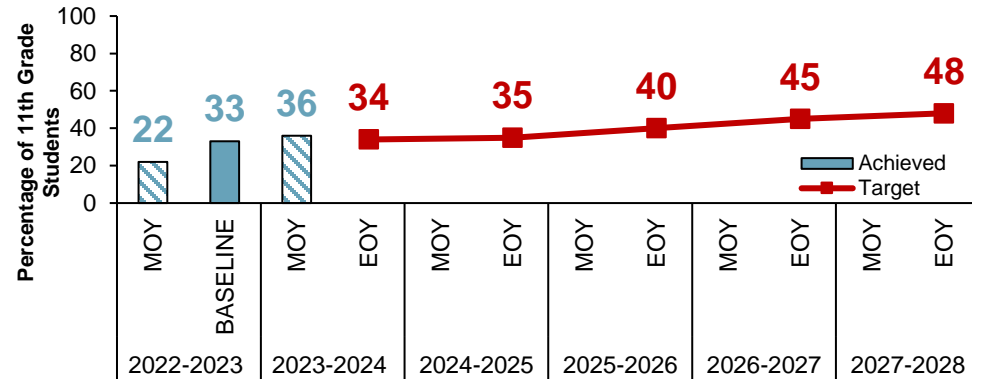
The release of CCMR data is subject to data submission timelines, leading to the inclusion of lagging indicators in this report. For instance, Figure 7 projects Middle-of-Year (MOY) data from 2022-2023, reflecting currently enrolled 11th graders, while Figure 8 projects data from 2021-2022 graduates. It's important to note that a meaningful comparative analysis for Figures 7 and 8 requires at least a two-year span.

Figure 7 reflects students who have earned college credit through either AP, IB, Dual Credit, or Dual Enrollment prior to their 11th grade year. It also includes current 11th grade students who have completed the fall semester of a dual credit course as "on track" to earn college credit. Other indicators, including AP, IB, and Dual Enrollment, do not have a middle of year data point related to earning credit - rather, credit is earned at the completion of a full year course or upon passing a final exam.

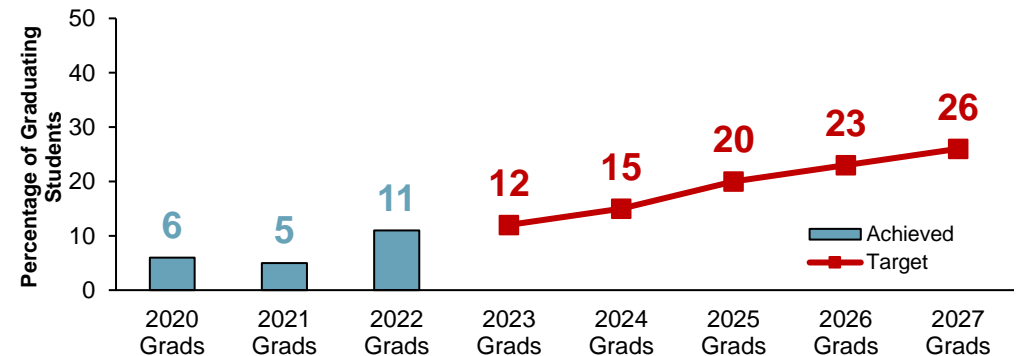
# On Track

The presented data was used for goal setting

**Figure 7. 11<sup>th</sup> Grade Students On-Track to Qualify for College Credit (GPM 3.3)**



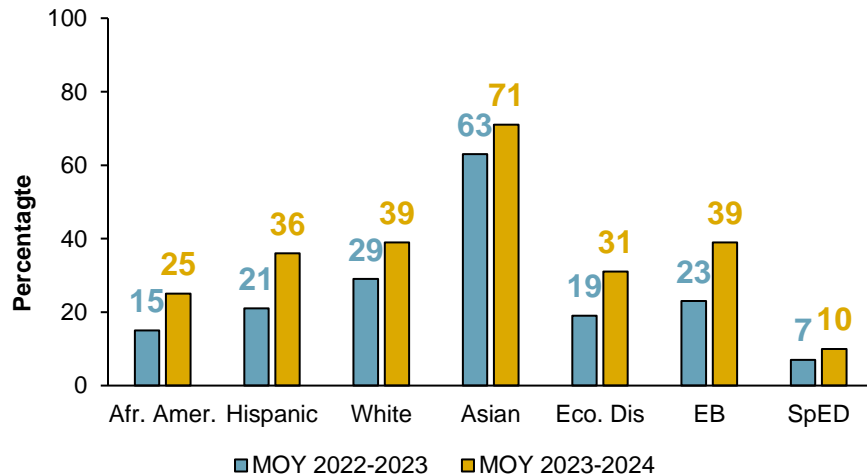
**Figure 8. Graduates earning an IBC who are also TSI Ready (Goal 3)**



## February 2024 Goal Progress Monitoring Report—GPM 3.3

Student Group	22–23 MOY	2023 Baseline	23–24 MOY	23–24 Target
All Students	22	33	36	34
Econ. Dis.	19	28	31	29
SWDs	7	9	10	10
EBs	23	37	39	38
<b>Race/Ethn.</b>				
Afr. Amer.	15	22	25	23
Hisp.	21	33	36	34
White	38	38	39	39
Amer. Ind.	12	25	25	26
Asian	63	71	71	72
Pac. Isl.	17	20	20	21
Two+	32	45	47	46
Met or exceeded 23-24 target				
On-track to meet 23-24 target				

**Figure 9.** 11<sup>th</sup> Grade Students On-Track to Qualify for College Credit



### SUPERINTENDENT EVALUATION OF PERFORMANCE

• **Description of Data**

While the data overall shows improvement from MOY 22-23, it also reflects the historical low expectations that high school graduates should earn college credit in one or more college level courses before graduation. Based on the 2022-2023 TAPR Report, HISD exceeded the state in students who met AP/IB criteria (28.5% vs 20.5%) but lagged in Dual Course Credits (14.6% vs 24.0%) and OnRamps Courses (1.5% vs 4.4%). While the data might indicate that students are more successful on AP/IB exams, it is important to note that the data may be skewed towards specific campuses and specific assessments.

Overall, the recent MOY data shows that HISD and all sub-populations, except Asian and Pacific Islander, have already met the 2024 goal for grade 11 students earning college credit by the end of their junior year. Given that both exceptions are 1 percentage point from the EOY target, all groups should be able to meet the college credit goal. One caveat is the number of students who might be reclassified as grade 11 students after the fall semester.

**Root Cause Analysis**

There are several root causes for students’ low completion of college credit courses by the end of Grade 11.

- **Lack of access to college credit courses** – During the Fall 2023 semester, the HISD course catalog offered at least 122 advanced courses. HISD campuses offered between 2-56% of the advanced courses



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listed. Students are not able to enroll and earn college credit if courses are not available at their campus.

- **Opt-in to advanced courses** – In prior years, before enrolling in an advanced course, students must request the course the year prior to enrolling. On some campuses, students who would be successful in advanced courses might not be enrolled in advanced courses, believing advanced courses are only for the top 5-10% of students.
- **SAT Readiness** – Students' low SAT readiness stems from inadequate academic foundations, insufficient preparation for the SAT's format, and a lack of understanding about the exam's importance in college admissions and the need for targeted score goals based on college preferences.
- **Quality of Instruction/Lack of TSI Readiness** – Students aren't adequately prepared for TSI due to lack of rigor in core instruction. Campuses focus heavily on remediation and as a result do not allocate resources or increase rigor for students that would need to pass the TSI for either college or to complete a CTE certificate.

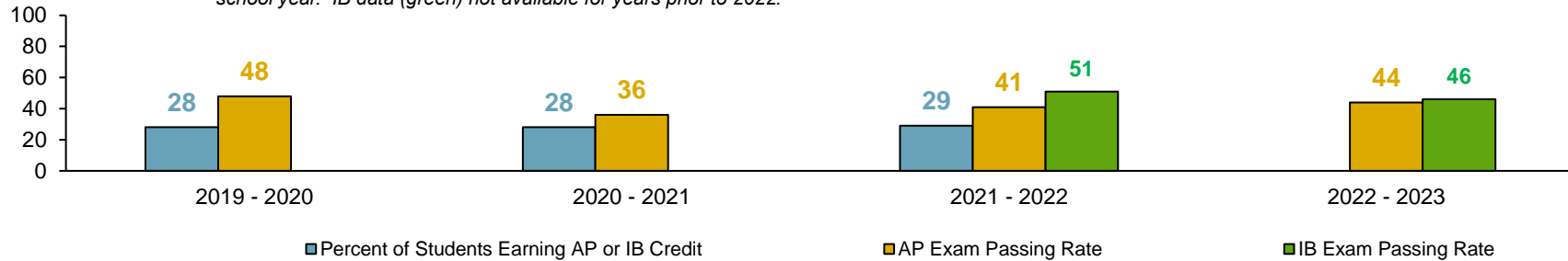
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### Supplemental Data:

As of January 8, 2024, 6,996 grade 11 students qualified to take an English dual credit course (e.g., qualified through SAT, ACT, PSAT, or English II STAAR). 30% of those students who were qualified were not enrolled in an advanced English course. In math, 3,075 students qualified to take a math dual credit course (e.g., qualified through SAT, ACT, PSAT, or Algebra I EOC), but 13% of qualified students were not enrolled in an advanced math course. As HISD moves away from an opt-in to advanced courses and into an opt-out of advanced courses process, enrollment and successful completion of dual credit, AP, IB, and dual enrollment courses is projected to increase.

**Figure 10. AP/IB Data**

*Blue bar represents graduates in that year that met criteria in either AP or IB (source: TAPR), yellow and green indicate passing rate for all exams taken in that school year. IB data (green) not available for years prior to 2022.*



## February 2024 Goal Progress Monitoring Report—GPM 3.3

### **Goal Progress Measure 3.3 Action Steps:**

HISD is currently focused on the following actions to improve the percent of students who qualify for college credit:

**1. Increase Access to College Courses:**

- We have increased the number of campuses offering UT OnRamps dual enrollment courses. Six HISD campuses offered one or more UT OnRamps courses in 2021-22, 15 in 2022-23, and currently, 35 campuses are offering these courses in 2023-24. The number of students enrolled in UT OnRamps courses has significantly increased from about 1,000 students in 2022-23 to approximately 3,200.

**2. Systematize Access to Advanced Course Options:**

- We have improved the high school course selection process, making advanced course paths the default for students based on achievement scores, rather than requiring students to opt into these courses.

**3. Improve Quality of Instruction:**

- We are supporting AP, IB, and OnRamps teachers with curriculum guidance and support to ensure rigor and uniformity in instruction.

**4. Improve TSI Readiness via SAT and TSIA 2.0:**

- Implementation of Khan Academy, the official SAT prep tool for College Board, is underway with monitoring of campus and student progress. We are also implementing Edready and Acuplacer supports to strategically determine which students are ready for assessment and which need to complete Texas College Bridge, a rigorous online college prep course.

**5. Master Scheduling:**

- Despite the limited scope for immediate comprehensive changes following the leadership team's summer arrival, significant strides have been made in streamlining the HISD master course list and scheduling processes. This refinement is pivotal in ensuring that students are accurately scheduled for appropriate courses, thereby guaranteeing their opportunities to earn college credit are not missed due to administrative oversights.

**6. Implement Revised and Targeted Student Scheduling Processes (2024-2025):**

- Counselors will utilize student achievement data for scheduling decisions.
- Students on grade-level, as determined by multiple assessment sources, will be enrolled in advanced academic courses such as Pre-AP, Pre-IB, AP, IB, Dual Credit, and Dual Enrollment.
- Students will default into advanced courses, with counselors using data to make necessary alterations.
- The number of students on grade level will guide the offering of more advanced courses in the master schedule in high schools.

These strategies reflect our commitment to enhancing college, career, and military readiness among our students, demonstrating our proactive approach in educational advancement.