

GPM 3.2 & 3.3

February 2025 Board Meeting



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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.

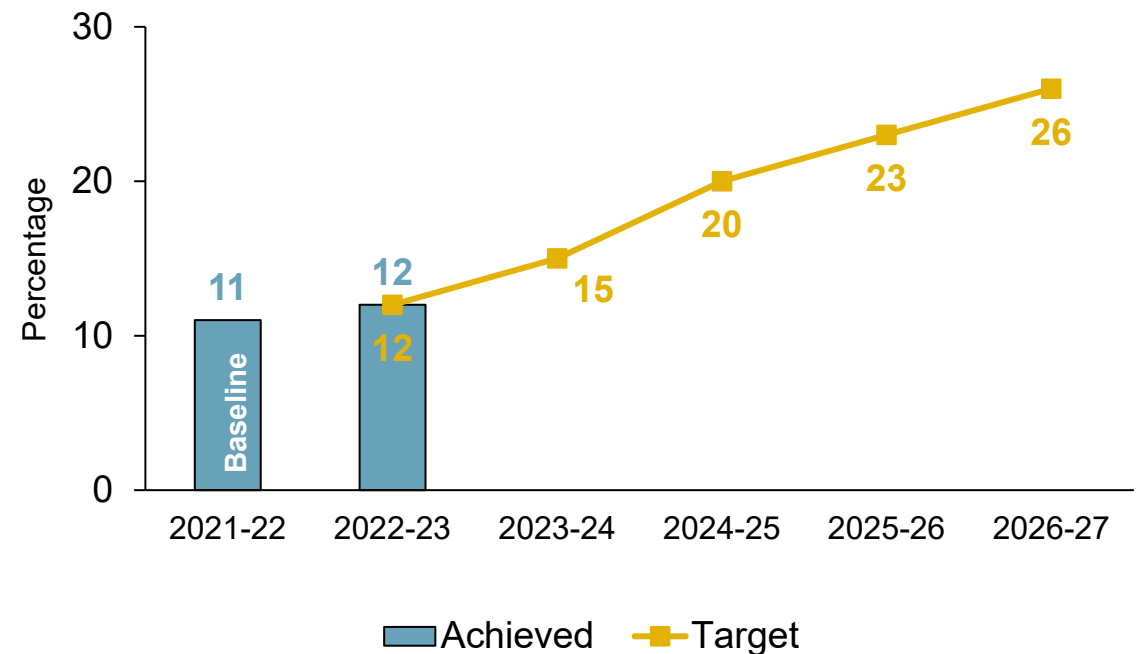
Background

College, Career, and Military Readiness (CCMR) is a component used to measure graduates' preparedness for college, the workforce, or the military. The Texas Success Initiative (TSI) assesses students' post-secondary readiness through performance on standardized assessments such as the SAT, ACT, and the TSIA (Texas Success Initiative Assessment). Additionally, students can demonstrate TSI readiness through participation in the Texas College Bridge program.

Industry-Based Certifications (IBCs) are included in Goal 3 as they continue to be a key indicator of workforce preparedness and a component of CCMR reporting when coupled with aligned Career and Technical Education (CTE) coursework.

These indicators focus on graduating students, so reporting is lagged by one year. Twelve percent of students graduating in 2023 earned both an IBC and TSI Ready. This meets the goal of 12 percent set by the district for school year 22-23.

Exhibit 1: Percent of HISD Graduates TSI Ready with an IBC



Note: CCMR is a lagging indicator and does not look at current graduates due to data timeline submissions. In this case, the above data point reflects the class of 2023 graduates. Data for the class of 2024 graduates is currently unavailable.

GPM 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.

On Track

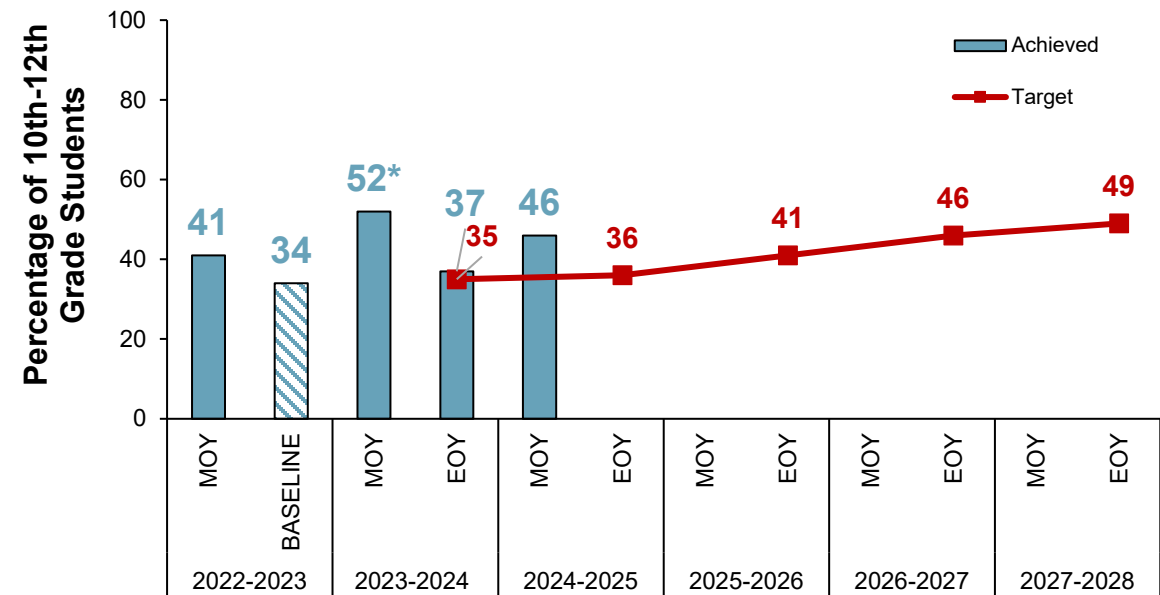
Background

A CTE completer is a student who has finished a state-approved sequence of courses in a specific career pathway, meeting requirements for postsecondary education, workforce entry, or industry certification. More specifically, completers are defined as students who earn 4+ credits in an aligned program of study, including at least one level 3 or 4 course.

For the purposes of internal calculations, a student is considered on track to achieve Completer status in a CTE program of study if they meet any of the following criteria in the current fall semester:

- Completer (Current or Prior Year)
- Concentrator (Current or Prior Year) – must earn additional CTE credit (0.5 for 11th grade, 1.0 in Level 3 or 4 course for 12th grade)
- Explorer – must earn additional CTE credit (1.5 CTE credit must be in a level 3 or 4 course for 12th grade)
- Participant – any 10th grader earning additional CTE credit

Exhibit 2: CTE Completer Status On Track for 10th – 12th Grade Students



At the conclusion of Semester 1 of SY24-25, 46% of 10th – 12th grade students are “On Track” to CTE program completer status, already exceeding the EOY goal of 36%.

*Definition for “on-track” students was updated to better align with CTE Completer requirements. Updated methodology was applied to MOY 23-24 data and results were recalculated.

GPM 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.

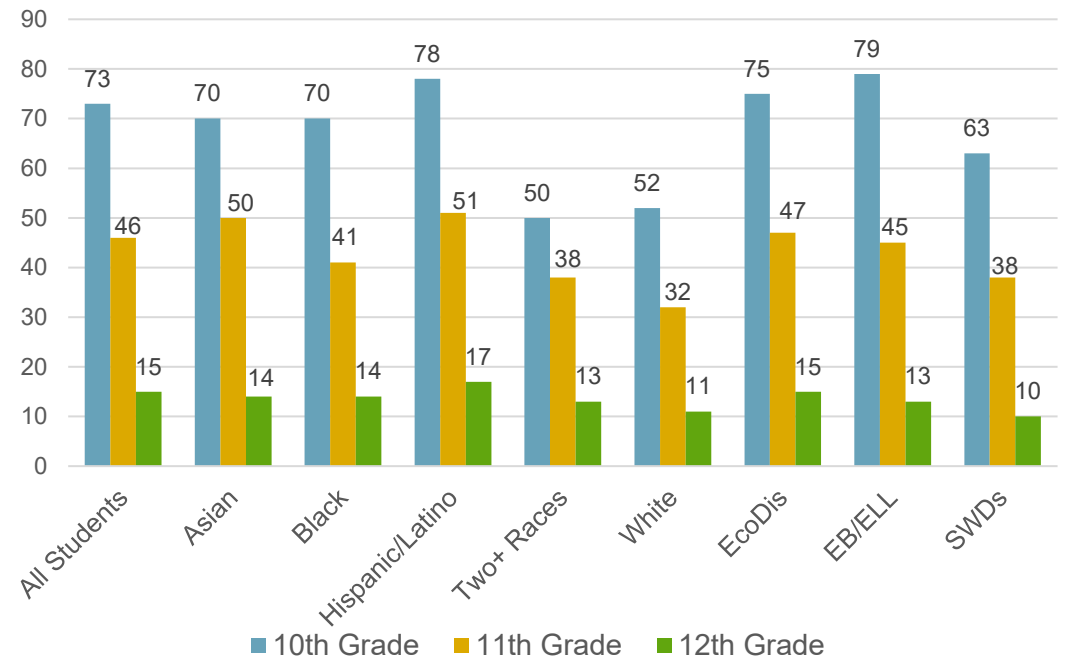
On Track

Exhibit 3: MOY CTE “On Track” to Completer Status with Target, by Student Group

Student Group	Total (n)	24-25 MOY Actual (n)	24-25 MOY Actual (%)	23-24 MOY Actual (%)	24-25 EOY Target
All Students	36,337	16,541	46	52	36
Asian	1,746	787	46	52	39
Black or African American	7,331	3,092	43	50	34
Hispanic/Latino	22,487	10,878	49	54	38
Two or More Races	650	226	35	45	29
White	3,859	1,193	32	42	29
Eco Dis	26,837	12,467	47	53	36
Emergent Bilingual	12,029	5,896	50	55	38
SWDs	3,511	1,279	37	41	27

The mid-year (MOY) data for CTE completer status shows that all student groups have exceeded the EOY target. However, the MOY to MOY comparison shows a decline so scheduling practices are being reviewed and improved.

Exhibit 4: MOY CTE “On Track” to Completer Status by Grade Level and Student Group, SY24-25

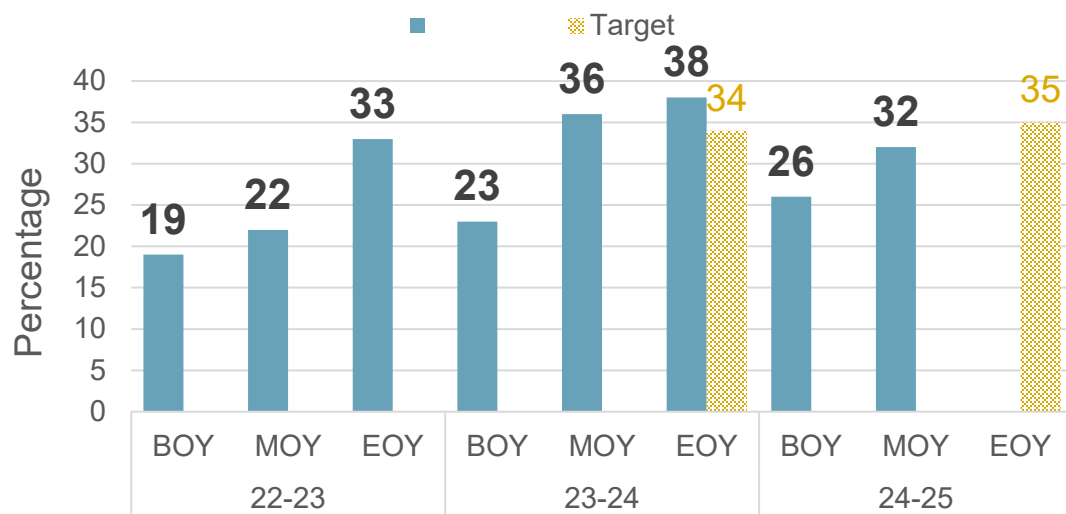


A higher percent of 10th graders are on track given it only requires earning at least 0.5 credit in any CTE course during the Fall semester. As students advance into higher grades, they must meet stricter benchmarks to be considered “on track,” including progress in advanced CTE pathways and higher level CTE courses.

GPM 3.3: The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

On Track

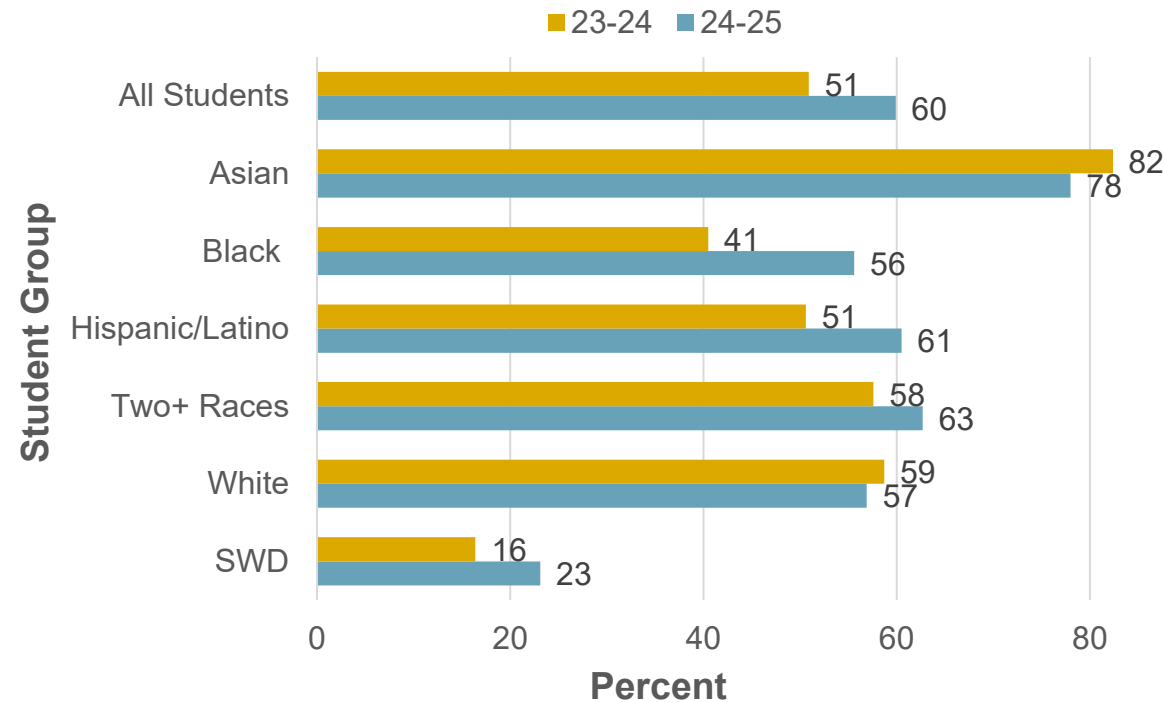
Exhibit 6: Percent of 11th Grade Students Qualified for College Credit (earned credit)*



College Credit Earned (Y) – MOY	Total 11 th Graders (SY 24-25)
3,799	11,865

The percentage of current 11th grade students earning college credit has increased from 26% at BOY to 32% at MOY. The BOY percentage represents credit earned prior to 11th grade and most students enroll in college-credit earning courses *during* their 11th-grade year. UT OnRamps Semester 1 results are still pending (except for Economics, primarily a Grade 12 course). The MOY data includes only UTOR Economics and HCC DC courses.

Exhibit 7: Percent of Current 11th Graders (SY24-25) Enrolled in a College Credit-Earning Course by Student Group

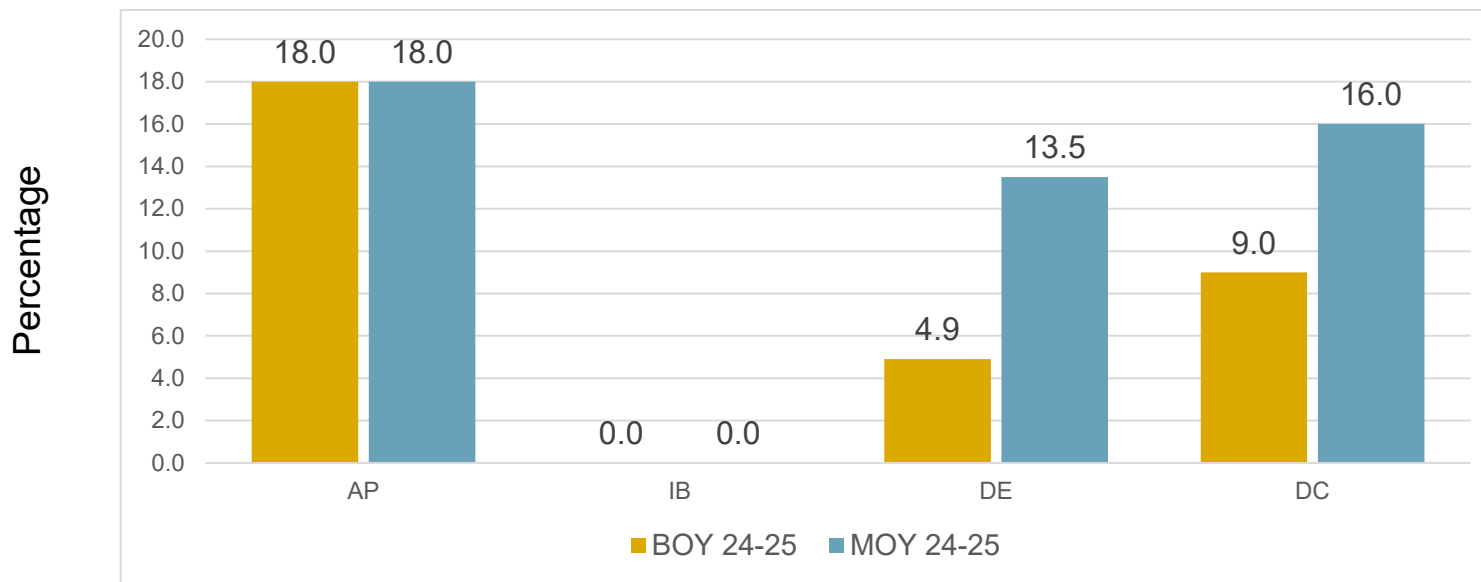


60% of current 11th grade students are enrolled in a college credit-earning course. This is an increase from 23-24 enrollment of last year's 11th graders (51%). This data indicates we are on track to reach the EOY target if pass rates are similar to previous years.

GPM 3.3: The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

On Track

Exhibit 8: Percent of 11th Grade Students Qualified for College Credit, by credit type



n Count	AP	IB	DE	DC	Total Earned
24-25 BOY	2,140	0	579	1,073	3,029
24-25 MOY	2,140	0	1,600*	1,925	3,799

Out of 11,685 11th-grade students, 3,555 have earned college credit through one or more pathways.

Many students earn college credit through multiple pathways. This overlap means that the total n Count for each pathway (AP, IB, DE, DC) cannot simply be added together to determine the Total Earned credits (see table under Exhibit 7). The "Total Earned" number represents the total unique number of students who earned college credit, regardless of pathway.

From BOY to MOY of the 24-25 school year, the total credits earned increased. At MOY, this is largely driven by Dual Enrollment and Dual Credit (which excludes pending data for 434 students enrolled in a credit-eligibility course in Semester 1). No new data for AP or IB is available for current 11th graders, as their exams are not administered until May 2025.

Superintendent's Evaluation of Performance:

For GPM 3.2, at the conclusion of Semester 1 of SY24-25, 46% of 10th – 12th grade students are “On Track” to CTE program completer status, already exceeding the EOY goal of 36%. The mid-year (MOY) data for CTE completer status shows that all student groups have exceeded the EOY target. However, the MOY-to-MOY comparison shows a decline so scheduling practices are being reviewed and improved.

For GPM 3.3, HISD demonstrates consistent progress in increasing the percentage of 11th graders earning college credit, with growth observed from BOY to MOY this year. The district met its 2023-24 EOY target, and BOY 2024-25 data surpasses the BOY results of both 22-23 and 23-24, signaling ongoing improvement. The MOY results are lower this year than the MOY results last year which is partially due to missing enrollment credit at the time of reporting. The MOY results also do not yet account for students enrolled in full year courses (e.g., AP, IB, Dual Enrollment). Data for these 11th grade students will not be reflected until EOY results are reported.

Root-Cause Analysis and Key Actions :

The district is on track to ensure students follow a coherent program of study sequence. The root causes and key actions are outlined below:

- **CTE Program Scheduling Guidance:** A critical success factor to keep students on track is to ensure they are appropriately scheduled into the next level CTE course in the same Program of Study. Historically, the district has not had the data systems to centrally monitor this student scheduling data to ensure students not continuing in the course sequence are doing so intentionally with an understanding of the implications in career readiness. To address this, the CTE team is working to automate and monitor the scheduling of CTE courses to support student retention in programs. Additionally, counselors are provided training in master scheduling and student course selection, and the Advising team is also helping students receive direct support in making informed decisions to solidify their programs of study and continue in their coherent sequence of courses, ultimately leading to completer status within their chosen program of study.
- **FPOS Implementation:** FPOS was initiated to ensure equitability of programming across all comprehensive high schools, providing students with opportunities to meet TEA completer requirements in the four programs of study: Entrepreneurship, Networking Systems, Health Informatics, and Transportation, Distribution, and Warehousing. In collaboration with the Curriculum Design team, students in these CTE programs are provided with high-quality curriculum designed to equip them with the knowledge and skills necessary for success in both future Industry-Based Certification (IBC) coursework and the industry itself. Additionally, in partnership with Formative Assessment, a customized dashboard was developed to provide quarterly assessment updates to school leadership and division personnel. These updates reinforce the essential skills students need to succeed in IBC coursework and future industry roles. This district-wide initiative of standardizing the four foundational programs of study provides an option for high mobility students to have the best opportunity to continue in their intended program of study and achieve completer status.

Root-Cause Analysis and Key Actions :

The district is on track to ensure students follow a coherent program of study sequence. The root causes and key actions are outlined below:

- **Monitor and Evaluate CTE Progress:** The CTE department holds monthly meetings with designated CTE campus leaders to ensure timely communication of updates and district-wide consistency in understanding processes and procedures. These meetings strengthen collaboration with campus leaders, to ensure federal and state compliance of CTE programs. During these sessions, leaders receive guidance on tracking CTE progress, monitoring program completers, providing appropriate resources, and maintaining regulatory compliance. These key actions help evaluate campus programs of study to drive student performance.
- **Incorporate Real-World Experiences:** District partnerships create valuable opportunities for work-based learning, internships, and guest speaker engagements. Business partners offer critical feedback on industry-standard equipment, curriculum, and certifications to ensure alignment with workforce demands. Early exposure to these experiences allows students to apply their knowledge and develop the skills necessary to meet industry standards. These key actions and efforts provide hands-on learning opportunities with industry professionals, equipping students for success in the workforce.

Root-Cause Analysis and Key Actions :

The district is on track to meet the goal of Grade 11 students earning college credit the end of their junior year (EOY). The top root causes and key actions are outlined below:

- **Opt-out Scheduling Policy** - An opt-out process for advanced coursework was developed and implemented. Using student assessment data (i.e., ACT, SAT, TSIA 2.0, PSAT, STAAR EOC, and Grade 8 NWEA MAP), students who are identified as at grade level or higher are automatically enrolled in advanced courses. Parents may opt students out of the required advanced courses after a counselor conference and learning about the advantages of advanced courses.
- **Advanced Course Strategic Scheduling**– HISD has developed and implemented an advanced course scheduling tool for the 2024-25 school year. This tool is used by high school campus counselors to identify students who are academically ready for advanced courses based on student assessment data. For example, Grade 8 math STAAR and NWEA MAP results identify students for automatic enrollment in advanced high school math. These students typically progress from Pre-AP Algebra I to a college credit-bearing math course (e.g., AP, Dual Credit, Dual Enrollment) by graduation. Annual performance data reviews help identify additional students ready for advanced coursework at any grade level. We are expanding strategic scheduled for advanced math pathways to middle school this year to increase the percent of students who can access Algebra I in 8th grade.
- **Create Freely Available High-Quality Curriculum** – HISD continues to focus providing campuses with access to rigorous, on-grade level curriculum to support all students in meeting and exceeding grade level standards.
- **High Quality Instruction** – HISD is dedicated to high-quality instruction in all classrooms. Campus and division leaders provide year-round, embedded coaching to enhance teachers' abilities to help students master content. Advanced coursework teachers receive ongoing, content-specific professional development. Leaders use a specialized Spot Guidance document to ensure advanced course instruction meets required standards.

General Terms

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Eco Dis	Economically Disadvantaged
Two+	Two or More Ethnicities

Glossary: GPM 3.2

Abbreviation	Term	Definition
CTE	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness

Term	Definition
Completer	A student completing and passing 3 or more CTE courses for a total of 4 or more credits within the same program of study. One course must be a level 3 or level 4 course within the same program of study.
Concentrator	A student completing and passing at least 2 or more CTE courses for a total of at least 2 credits within the same program of study, and who is not a completer.
Explorer	A student completing 2 or more CTE courses for a total of 2 or more credits, and not a participant, concentrator, or completer.
Participant	A student completing 1 or more courses for less than 2 credits

Glossary: GPM 3.3

Abbreviation	Term	Definition
CCMR	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness
IBC	Industry-Based Certification	Certificate earned in various industries, such as welding
TSIA	Texas Success Initiative Assessment	Texas college readiness assessment, similar to SAT
TSI	Texas Success Initiative	Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments
ACT	American College Test	College entrance exam
SAT	Scholastic Aptitude Test	College entrance exam
AP	Advanced Placement	Represents a critical element in HISD's efforts to inject rigor into the high school classrooms.
IB	International Baccalaureate	Offers students a strong curriculum monitored by an international consortium of educators

Appendix: HISD GPM 3.2

2023-2028, Goal Progress Measure 3.2 Targets

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	34	35	36	41	46	49
American Indian	27	28	29	34	39	42
Asian	37	38	39	44	49	52
Black	32	33	34	39	44	47
Hispanic	36	37	38	43	48	51
Pacific Islander	29	30	31	36	41	44
Two or More	27	28	29	34	39	42
White	27	28	29	34	39	42
Eco. Dis.	34	35	36	41	46	49
EB	36	37	38	43	48	51
SpEd	25	26	27	32	37	40

Appendix: HISD GPM 3.3

2023-2028, Goal Progress Measure 3.3 Targets

Student Group	2023 Baseline (EOY)	2024 EOY Goal	2025 EOY Goal	2026 EOY Goal	2027 EOY Goal	2028 EOY Goal
All Students	33	34	35	40	45	48
American Indian	25	26	27	32	37	40
Asian	71	72	73	78	83	86
Black	22	23	24	29	34	37
Hispanic/Latino	33	34	35	40	45	48
Pacific Islander	20	21	22	27	32	35
Two or More Races	45	46	47	52	57	60
White	38	39	40	45	50	53
Eco Dis	28	29	30	35	40	43
Emergent Bilingual	37	38	39	44	49	52
SWDs	9	10	11	16	21	24