

GPM 3.1 & 3.2

October 10, 2024



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.

The October board report includes the BOY results and the EOY targets for goal progress measures 3.1 and 3.2 in support of Goal 3.

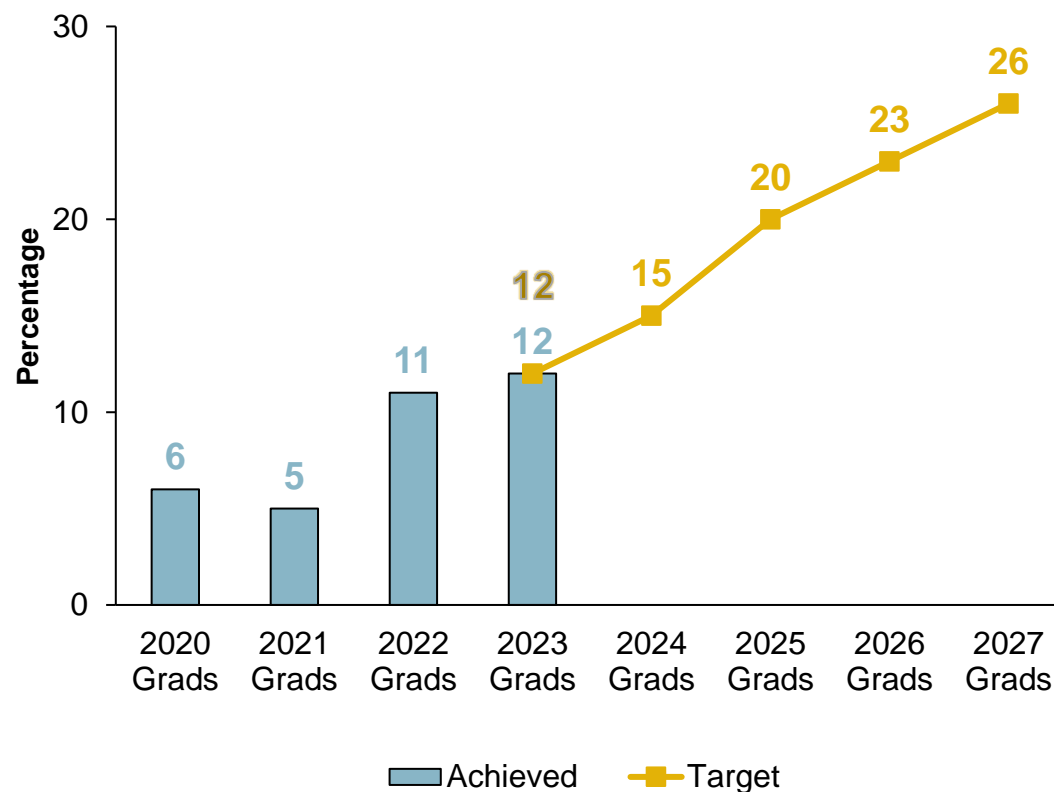
Goal Progress Measure 3.1

The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

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.

Figure 1: Graduates Earning an IBC who are also TSI Ready (Goal 3)



Goal 3 data sourced from CCMR verifier file (TEA) and is lagged one year; therefore, 2023 graduates reflect the most current data.

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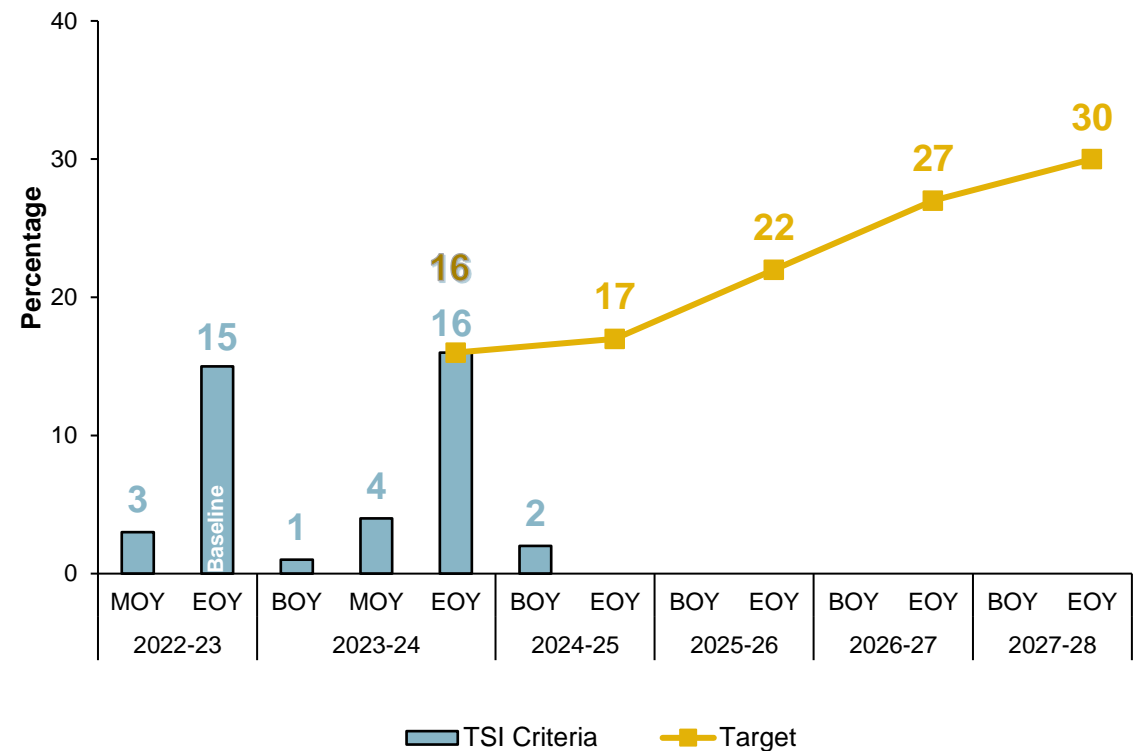
On Track

Background

The Texas Success Initiative (TSI) is a program set up by the Texas State Legislature to determine college readiness in reading, writing, and math. To be considered ready, students need to reach specific benchmark scores on either the SAT, ACT, or the TSI Assessment (TSIA). To be TSI Ready by the state, students must meet the required scores in **both** reading and math.

Currently, 2% of 11th grade students are TSI Ready in both subjects at the beginning of this SY24-25. This is an increase compared to the start of school last year. Given the growth that occurred over prior school years from BOY to EOY, the district predicts that 11th grade students meeting the TSI criteria by the end-of-year will increase from 2% at BOY to 17% by EOY. In alignment with Goal 3, the district aims to achieve a minimum growth of 14 percentage points over the next four years.

Figure 2: Percentage of 11th Grade Students, TSI Criteria



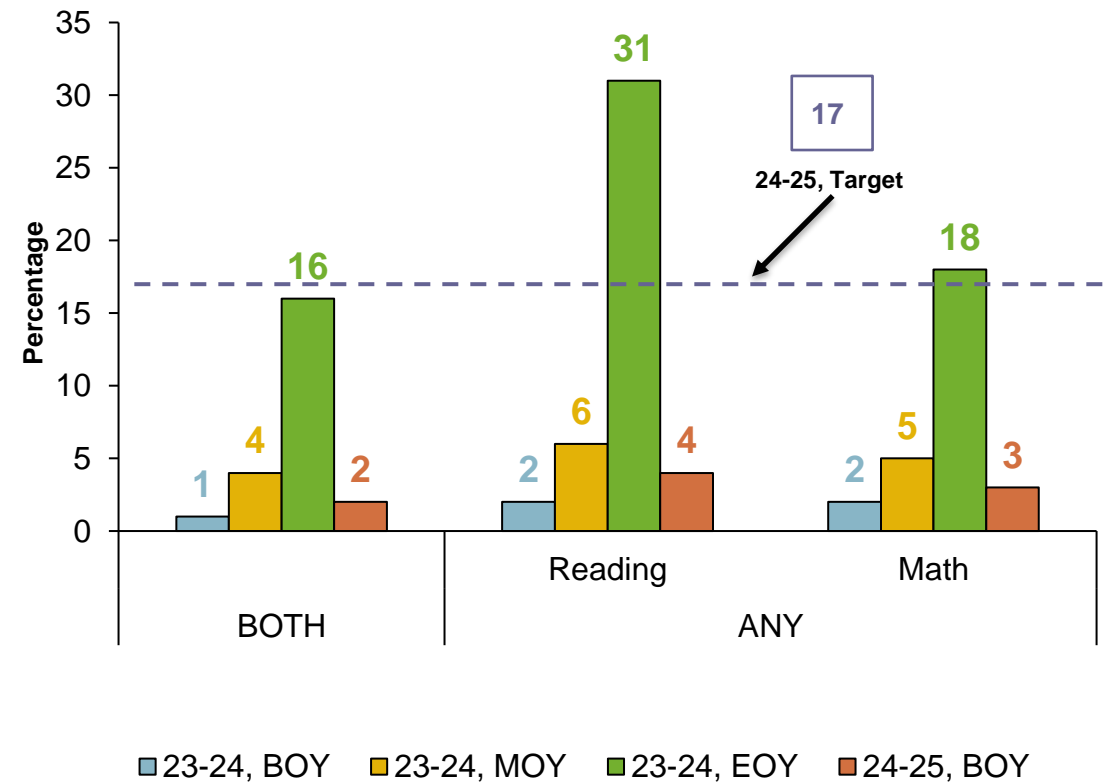
GPM 3.1: The percent of **11th graders** meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

On Track

Table 1: Percentage of 11th Grade Students, TSI Criteria

Student Group	23-24 BOY	23-24 EOY	24-25 BOY	24-25 Target EOY	Needed Growth
ALL Students	1	16	2	17	15% pts.
Afr. Amer.	1	9	1	12	11% pts.
Hispanic	1	13	1	13	12% pts.
White	1	30	3	32	29% pts.
Asian	4	46	7	44	37% pts.
Two +	1	33	2	33	31% pts.
Eco Dis	1	9	1	11	10% pts.
EB	0	6	1	13	12% pts.
SWDs	0	3	0	6	6% pts.

Figure 3: Percentage of 11th Grade Students by Assessment, TSI Criteria



*Orange indicates not on-track to meet target; green indicates on-track to meet target.

Note: Due to BOY data timeline, it is currently too early to determine on-track by student group.

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On Track

Figure 4: Number of 11th Grade Students Met Criteria, by Assessment

Met Criteria (n-counts)		2023-2024			2024-2025
		BOY	MOY	EOY	BOY
SAT	Reading	26	428	3,487	44
	Math	23	354	1,706	25
ACT	Reading	6	13	304	92
	Math	8	13	254	83
TSIA	Reading	208	279	302	335
	Math	200	344	461	196

Figure 5: TSI Criteria Number of 11th grade Students Participating, by Assessment

Participation (n-counts)		2023-2024			2024-2025
		BOY	MOY	EOY	BOY
SAT	Reading	63	686	8,965	224
	Math	63	686	8,965	224
ACT	Reading	8	14	410	167
	Math	11	14	408	167
TSIA	Reading	484	1,410	1,007	686
	Math	509	1,410	1,697	453

Note: Due to BOY data timeline, it is currently too early to determine on-track by student group. Therefore, disaggregating by campus should be interpreted with caution.

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**On
Track**

Superintendent's Evaluation of Performance:

- **(Table 1, Figure 3)** - At BOY, the Grade 11 students (Class of 2026) who are TSI ready in both reading and math have a 1% increase in TSI readiness as compared to the Class of 2025 at BOY. The current Grade 11 students surpassed the BOY reading by 2% and surpassed the BOY math by 1% points.
- **(Table 1)** - All Grade 11 (Class of 2026) student groups maintained or surpassed the Class of 2025 student groups in meeting the thresholds of TSI readiness in both reading and math at beginning of year.
- **(Figure 3, Figure 4)** - Data indicate that math scores are lower than the reading scores.

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**On
Track**

Root-Cause Analysis:

TSI Assessment Participation: HISD strategically focuses on ensuring all students take the SAT in the Spring of their 11th grade year. This is why SAT participation volumes are higher than the other assessments by the end of the 11th grade year. HISD supports students with ACT if they are taking high school Biology in middle school given the ACT allows them to meet the federal high school science testing requirement, which is a much smaller volume of students. For students who do not meet TSI readiness in 11th grade when they take the SAT, HISD continues to support them in becoming TSI ready through the TSIA assessment in their 12th grade year.

Early TSI Readiness on the ACT: The increase in Grade 10 ACT participants can be attributed to accelerated testers, particularly students who took Biology and Algebra 1 in middle school. These students are often enrolled in Algebra 2 by Grade 10 and took all ACT assessments, not just the ACT Science, as part of accelerated pathways.

Early TSI Readiness on the SAT: The majority of current Grade 11 students were not enrolled in Algebra 2 until the start of SY 23-24, meaning they have only recently begun the coursework needed for TSI readiness. Additionally, this data would include retained 11th graders which would skew the overall results for this group. Finally, the impact of math gaps from elementary and middle school, particularly for students who were in Grades 7-8 during the pandemic, has affected math scores.

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**On
Track**

Key Actions:

- **Focus on High Quality Instruction.** Students across the district – and especially at NES schools – have already achieved significant increases in math and ELA STAAR outcomes largely due to the focus on high quality instruction. This leads to students entering 11th grade on level and prepared for postsecondary readiness. HISD will continue to focus on high quality instruction in all classrooms this year.
- **Provide High Quality, Grade level Curriculum.** The HISD Curriculum team is aligning Algebra II and English III content, level of rigor, and assessment design with the SAT and TSIA 2.0 to ensure all students are getting ample preparation for these exams. This helps ensure TSI readiness skills are embedded into these courses. Additionally, the focus on high quality curriculum in earlier grades will ensure students have the foundational skills necessary for TSI readiness.
- **Provide Strategic Assessment Preparation Supports.** Khan Academy Official SAT Practice is available to all students in HISD. Research shows that students who complete 20 hours of practice using this resource will, on average, increase their SAT Math or English score by 50 points or more. Students are expected to complete 20 hours of practice in a structured environment between the October PSAT and the April School Day SAT, and data reporting systems are being utilized to actively monitoring of Khan Academy usage. Additionally, HISD Curriculum Design is incorporating SAT testing strategies into the curriculum for English III and Algebra II.

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.

Met

Background

Students who participate in Career and Technical Education (CTE) courses are encouraged to complete a program of study (POS). A POS is defined as a coherent sequence of courses focused on building knowledge and skills in a defined career program or pathway. The courses in a program of study often increase in rigor from year to year and lead to a certification in that area.

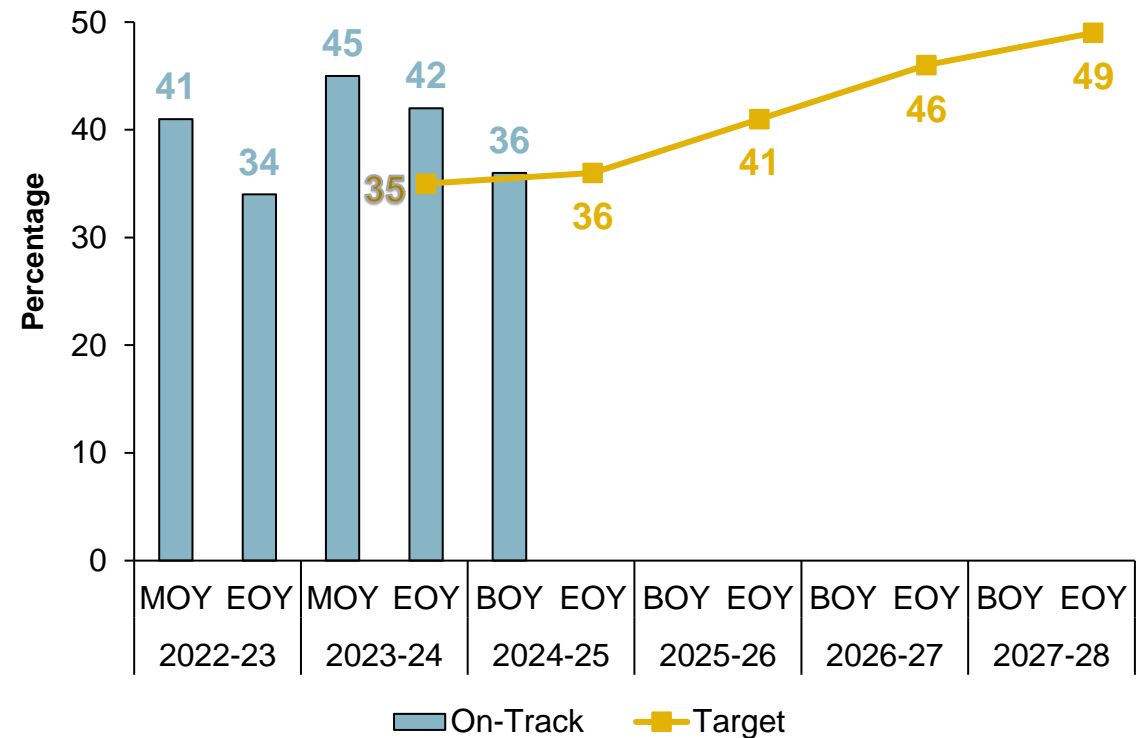
A student's final CTE status is captured during the Summer PEIMS submission and includes end of year course completion. The following terms describe student status:

- **CTE Concentrator** - completes 2 aligned courses in the same program
- **CTE Completer** - completes 3 aligned courses in the same program

Students who are completers AND earn an aligned certification can earn a CCMR point in the 2026- 2027 accountability cycle. This completer status plus earning an aligned certification will apply to seniors graduating in the 2025-2026 school year. Therefore, for the GPM 3.2 calculation, students are "on track" if, as a 10th or 11th grader, they meet concentrator (2 courses) or completer (3 courses) status. A 12th grade student is on-track if they earn completer status (3 courses) by end of that year.

By the end of 23-24 school year, 42% of 10th – 12th graders were on-track for CTE coursework, which exceeded the SY2023-24 EOY target of 35% by 7 percentage points. For the upcoming 24-25 school year, the district aims to achieve at least 36% of 10th, 11th, and 12th graders on-track by the end of the year. Currently, this group of students is already at 36% who are on track to achieve CTE completer status at the beginning of year, leading to an expectation that the district will meet or exceed the end of year target.

Figure 6: Percentage of 10th - 12th Grade Students On-Track, CTE Completer Status



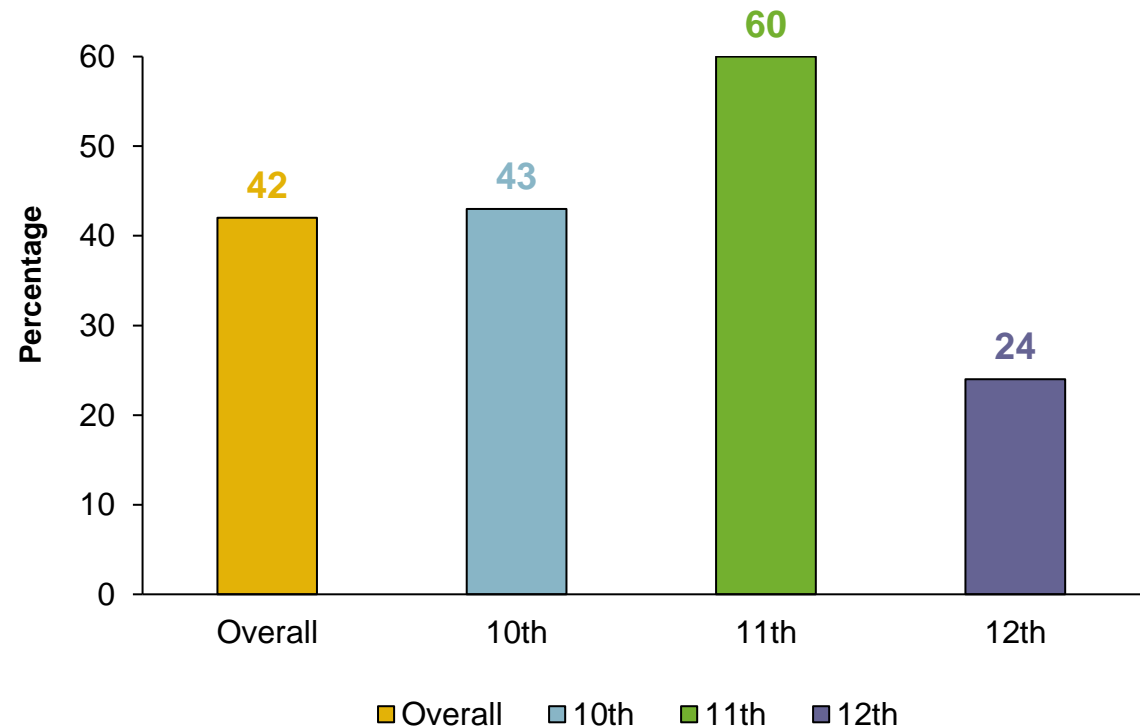
GPM 3.2: The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.

Met

Table 2: Percentage of 10th-12th Grade Students On-Track, CTE Completer Status

Student Group	22-23 Baseline	23-24 EOY	23-24 Target	24-25 BOY	24-25 Target
ALL Students	34	42	35	36	36
Afr. Amer.	32	40	33	34	34
Hispanic	36	45	37	38	38
White	27	33	28	29	29
Asian	37	43	38	35	39
Two +	27	36	28	28	29
Eco Dis	34	43	35	36	36
EB	36	41	37	34	38
SWDs	25	33	26	28	27

Figure 7: EOY, Percentage of HISD Students On-Track, CTE Completer Status by Grade



* Orange indicates not on-track to meet target; green indicates on-track to meet target.

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.

Met

Figure 8: SY23-24 EOY Percentage of 10th-12th Grade Students On-Track, CTE Completer Status, NES/A Only

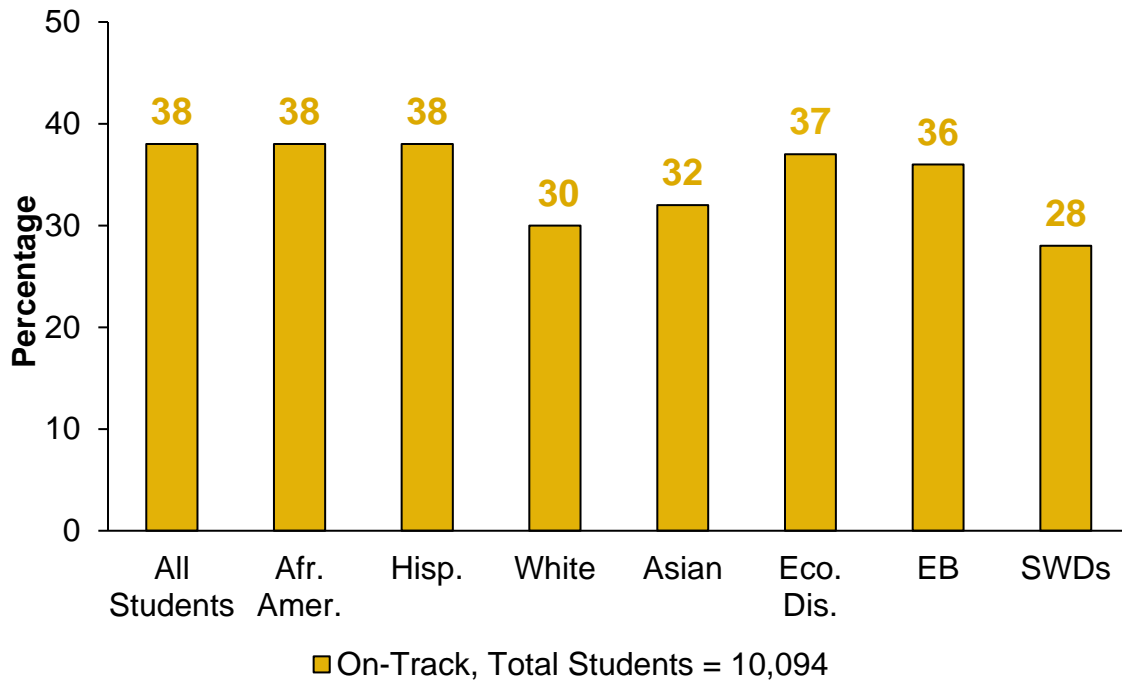
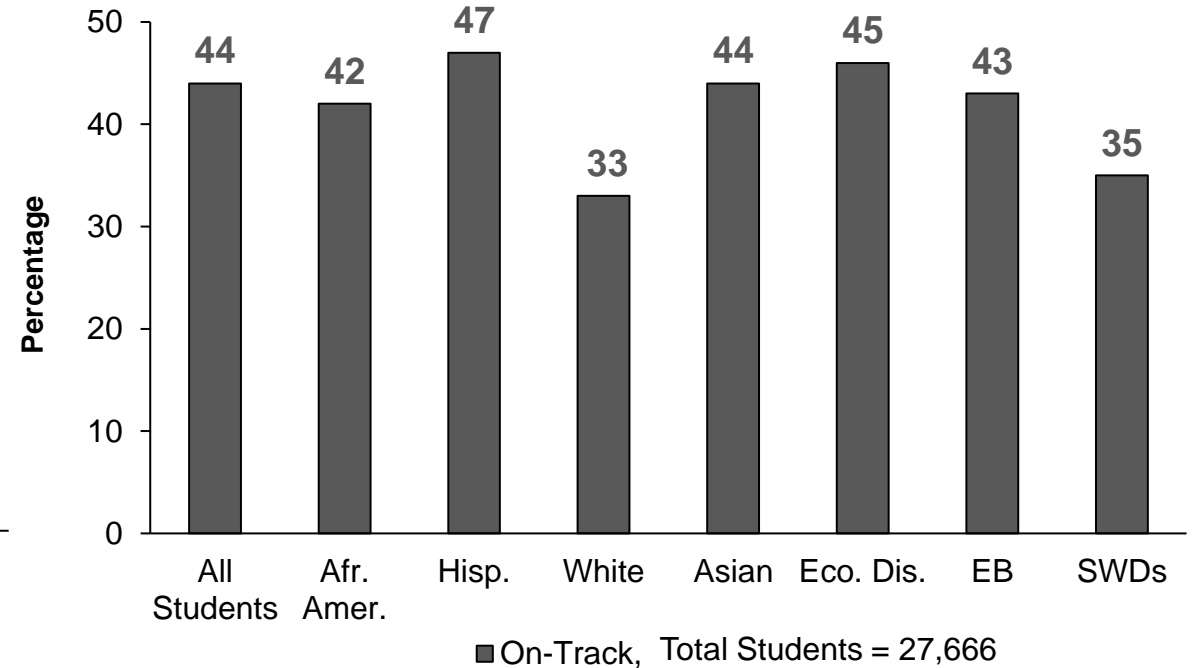


Figure 9: SY23-24 EOY Percentage of 10th-12th Grade Students On-Track, CTE Completer Status, Non-NES/A Only

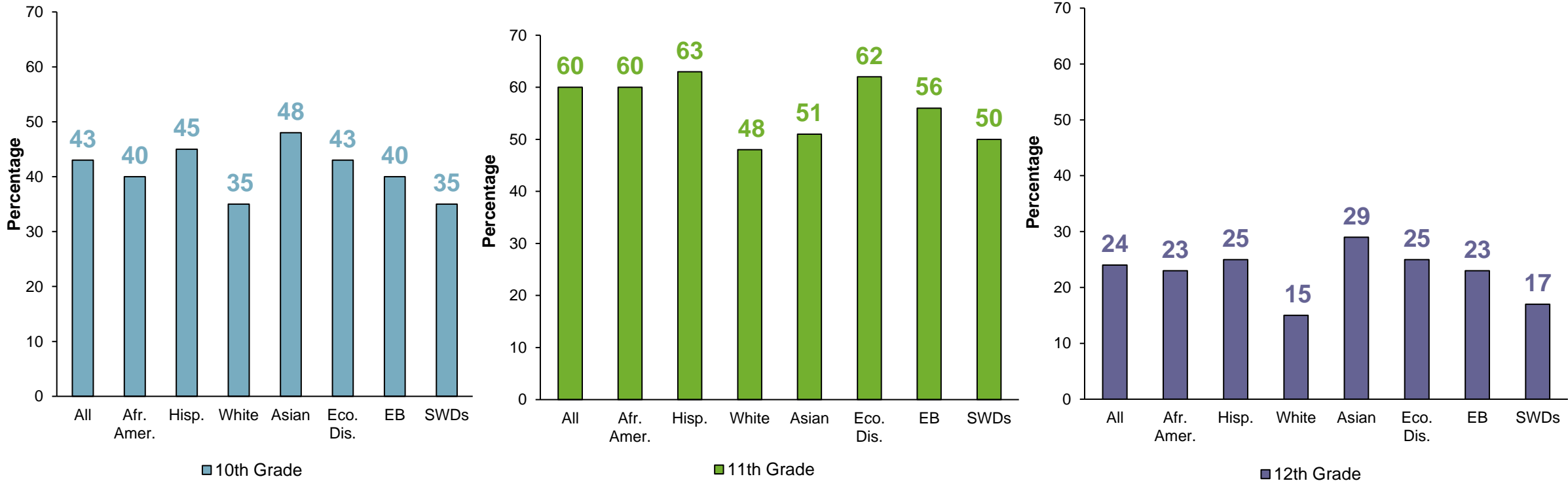


Note: NES/A Status reported using 23-24 NES/A campuses.

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.

Met

Figures 10-12: SY23-24 EOY, Percentage of HISD Students On-Track, CTE Completer Status by Grade Level



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.

Met

Superintendent's Evaluation of Performance:

- **Figure 6** - All students are meeting the annual targets for participation in an aligned program of study.
- **Table 2** – At the end of SY23-24, each student group exceeded the current year target to be on track as a CTE completer or concentrator.
- **Figure 8 & Figure 9** – NES/A shows a lower percent of students on track. Prior to this administration, there was a decentralization of the implementation of programs of study. This resulted in not all schools aligning courses sequences to a program of study. This data indicates this was more prevalent in schools classified as NES/A in 23-24 school year. Some campuses also focused more on ensuring students met the minimum requirements to graduate at the expense of participating in a coherent sequence of CTE courses.
- **Figure 10 – Figure 12** - 12th grade EOY data is lower than 10th and 11th grade due to only completer status being considered. See root cause analysis for additional details.

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.

Met

Root-Cause Analysis:

- **Limited retention in CTE programs due to unmet graduation requirements or advance course options:** Students often exit CTE programs to remediate core academic course failures, particularly in mathematics and English Language Arts (ELA), which are essential for graduation. Additionally, students may need to leave CTE to focus on passing required state End-of-Course assessments. Some students pursue other advance post-secondary course options outside of CTE. These items contribute to a lower completer status as shown in in figure 10-12.
- **Streamlining of CTE course sequences:** In previous years, many students participated in multiple CTE pathways and although they may have earned multiple CTE course credits, those credits may not result in an aligned program of study by year 4. Additionally, the standard for earning a CCMR point for 2023-2024 required students to complete one level 2 course, but it did not require students to be a concentrator or completer, so there was less of a focus on retention in a program in the accountability system. In the 2023-2024 school year, CTE departments worked with high schools to align course sequences within programs of study. Additional standardized courses were added to programs of study to provide alternative options so students can become completers in the programs of study, and standalone CTE courses were limited to dual credit, OnRamps, or core academic alignment to ensure better alignment with graduation requirements. This ensures more students would be able to complete their programs of study if they moved between campuses, and CTE participation would be more synergetic with Advance Coursework.
- **More Active Monitoring of student's participation in CTE:** In 2023-2024 school year, the district implemented a monitoring system to measure student engagement and completion within CTE programs of study and advance coursework. In addition, campuses have received support with scheduling to ensure more students are on track to be completers.

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Key Actions:

- **High Quality Curriculum:** CTE is collaborating with Curriculum Design department to develop and curate curriculum for the Foundational Programs of Study: Entrepreneurship, Networking Systems, Health Informatics, and Transportation, Distribution, and Warehousing. This collaboration ensures consistent, high-quality curriculum is available that ensures students develop the knowledge and skills needed to be successful in industry.
- **High Quality Instruction:** HISD will continue to focus on high quality instruction for CTE teachers through ongoing professional development and support. Additionally, HISD will support teachers in becoming certified in the program they are teaching to ensure they have a clear understanding of what students should be able to know and do.
- **CTE Strategic Scheduling:** During programming meetings, campuses receive tailored programming documents and scheduling tools to align course sequences and ensure correct student placement. Middle schools now receive updated guidance for adequate instructional time for supporting smooth transitions into high school CTE programs.
- **CTE Monitoring and Compliance:** A new CTE dashboard and regular audits are being implemented to support campus leaders tracking program completers and CCMR progress, ensuring resource availability and regulatory compliance. Campus CTE administrators meet monthly to review program goals.
- **Earlier Career Exposure:** HISD is implementing middle school college and career curriculum to ensure students have more exposure to career pathways earlier in their journey. This will provide them with critical information to select programs of study when they enter high school that align with their interests and skills.

General Terms

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Econ Dis	Economically Disadvantaged
Two+	Two or More Ethnicities
NES/A	New Education System and New Education System Aligned

GPM 3.1 & 3.2: Glossary

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
ESOL	English for Speakers of Other Languages	Provides specialized instruction in a content area that is designed to meet the needs of new English speakers
TCB	Texas College Bridge	College Prep course offered to students in English and Math to prepare for TSI readiness
ESOL	English for Speakers of Other Languages	Provides specialized instruction in a content area that is designed to meet the needs of new English speakers
IB	International Baccalaureate	Offers students a strong curriculum monitored by an international consortium of educators
CTE	Career and Technical Education	Programs that offer students a sequence of rigorous courses to prepare for future education and careers