

GPM 3.3

January 2025 Board Meeting



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.

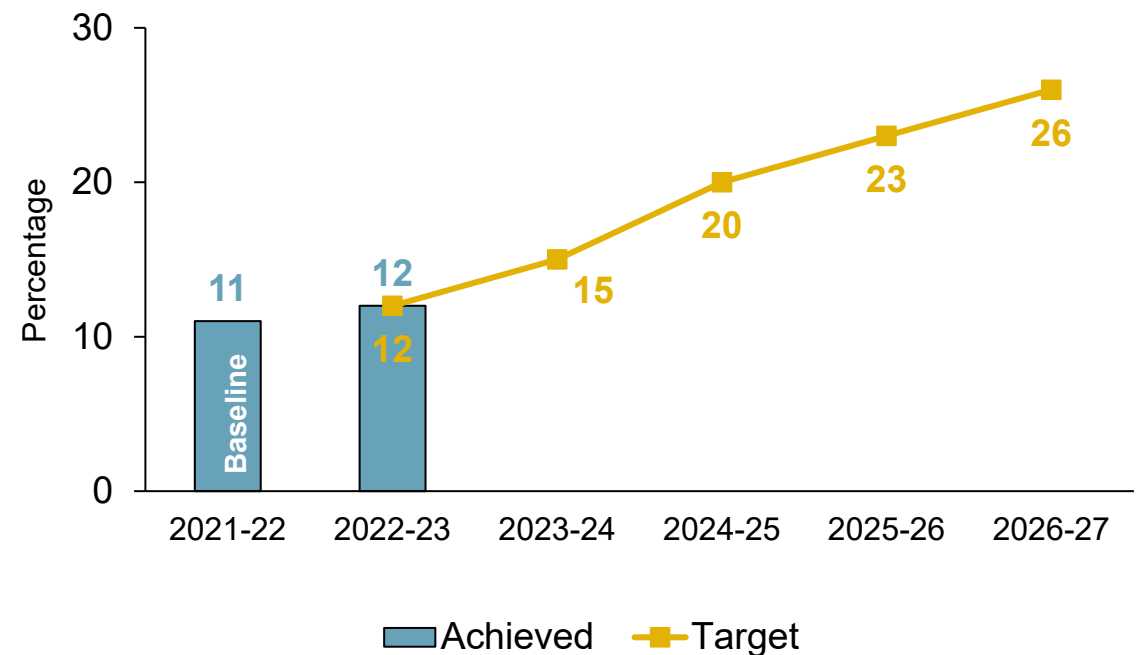
Background

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 programs like Texas College Bridge.

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

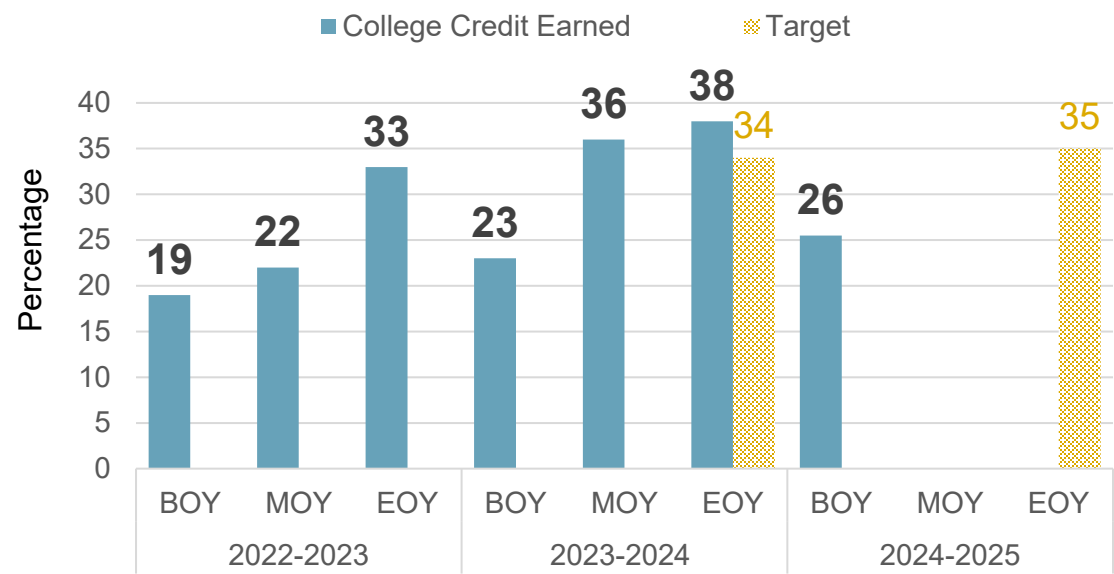


Note: CCMR is a lagging indicator and does not look at current graduates due to data timeline submissions. In this case, the above data point reflects the class of 2023 graduates.

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
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Exhibit 2: Percent of 11th Grade Students Qualified for College Credit (earned credit)*



HISD is steadily increasing the percentage of students earning college credit in their 9th and 10th grade year as reported by the BOY results of students in 11th grade (26% in SY24-25 compared to 19% and 23% in previous years). Additional gains are expected during the year as student's complete college course work in 11th grade.

Exhibit 3: Percent of 11th Grade Students Qualified for College Credit (earned credit)

Student Group	Total (n)	24-25 Credit Earned (n)	23-24 BOY Actual (%)	24-25 BOY Actual (%)	BOY to BOY % Pt Change	24-25 EOY Target
All Students	11,865	3,029	23	26	3	35
Asian	575	348	27	61	34	73
Black or African American	2,366	367	22	16	-6	24
Hispanic/Latino	7,330	1,808	23	25	2	35
Two or More Races	209	69	25	33	8	47
White	1,348	431	25	32	7	40
Eco Dis	8,585	1,851	25	22	-3	30
Emergent Bilingual	3,768	751	16	20	4	39
SWDs	1,070	55	8	5	-3	11

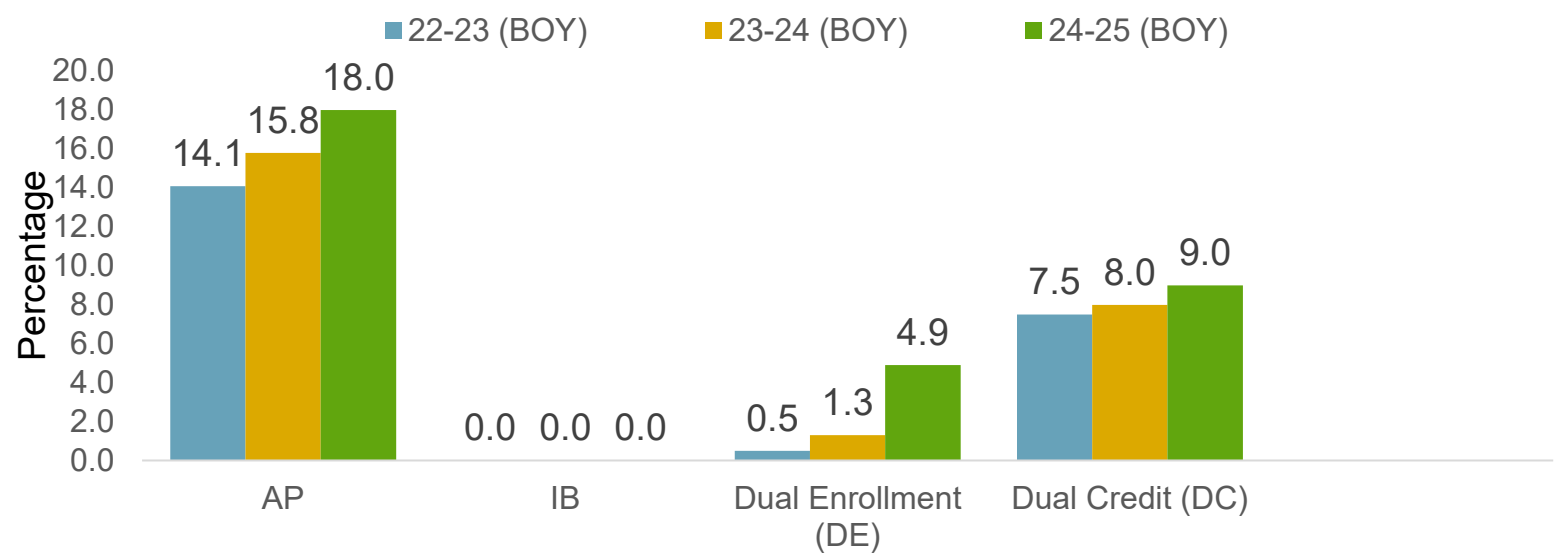
BOY 11th grade results in SY24-25 exceed BOY results for the previous years 11th graders overall, and for some student groups. BOY results decreased for black, economically disadvantaged and emergent bilingual student groups compared to BOY in 23-24. However, this percent is expected to increase by EOY as many 11th graders enroll in college courses during their 11th grade year.

* BOY data in 22-23 and 23-24 was not previously reported to the Board

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Exhibit 4: Percent of 11th Grade Students Qualified for College Credit, by credit type



N count	Advanced Placement	International Baccalaureate	Dual Enrollment	Dual Credit	Total # 11 th Graders Earned College Credit
24-25 BOY	2,140	0	579	1,073	3,029
23-24 BOY	2,006	0	169	1,013	2,962
22-23 BOY	1,676	0	56	885	2,303

Students can obtain college course credit through one of four options including Advanced Placement (AP), International Baccalaureate (IB), dual enrollment (DE) and dual credit (DC). Students may participate in one or more of these options.

Out of 11,685 current 11th grade students, 3,029 earned college credit when they were in 9th and 10th grade. Many additional 11th graders are expected to obtain credit this school year as 11th graders.

This data shows that BOY college credit is increasing at the beginning of each year for many of these college credit types including AP, dual enrollment and dual credit courses.

In the n-count chart, many students earn multiple types of credit. For example, 338 current 11th grade students earned college credit by *both* qualifying AP score and Dual Credit (DC) eligibility.

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Superintendent's Evaluation of Performance:

HISD demonstrates consistent progress in increasing the percentage of 11th graders earning college credit, with growth observed from BOY to EOY each 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.

Out of 11,685 11th graders, 3,029 students (26%) have earned college credit through one or more pathways, reflecting achievements during 9th and 10th grades. This BOY data represents an early checkpoint when many students have yet to take AP exams, complete Dual Enrollment courses, or qualify for other credit-earning programs. Historically, significant increases from BOY to EOY in the 11th grade year suggest that performance will improve as these opportunities are completed later in the year.

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Root-Cause Analysis and Key Actions:

The district has improved the number of students earning college credit. 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 3.3

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
DE	Dual Enrollment	Offers students the ability to earn college credit through OnRamps (UT) in addition to high school credit
DC	Dual Credit	Offers students the ability to earn college credit through HCC

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