

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

October 06, 2022

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

- | | |
|--------------------------------------|---------------------------------------|
| A. Superintendent's Priority Items | G. Talent |
| B. Trustee Items | H. Business Operations |
| C. Closed Session (Closed to Public) | I. Finance |
| D. Deputy Superintendent | J. Other |
| E. School Offices | K. Policy |
| F. Academics | L. Superintendent's Information Items |

MEMBERS OF THE BOARD OF EDUCATION

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Millard House II, *Superintendent of Schools*

BOARD OF EDUCATION AGENDA
October 06, 2022

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

A. SUPERINTENDENT'S PRIORITY ITEMS

- A-1. Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measures 3.1, 3.2, And 3.3
- October 2022 GPM Update
 - October 2022 GPM Report

B. TRUSTEE ITEMS

C. CLOSED SESSION

C-1. Personnel

- a. Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive, consideration of compensation, and contractual provisions.
- b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
- c. Hear complaints against and deliberate the appointment, evaluation and duties of public officers or employees and resolution of same.

C-2. Legal Matters

- a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b. Pending or contemplated litigation matters and status report.
- c. Update on federal law enforcement activity on February 27, 2020.
- d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.

e. Legal discussion concerning *Houston ISD v. Texas Education Agency, et al.*, in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.

f. Legal Update on Special Education Accreditation Investigation.

C-3. Real Estate

D. DEPUTY SUPERINTENDENT

E. SCHOOL OFFICES

F. ACADEMICS

G. TALENT

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

L. SUPERINTENDENT'S INFORMATION ITEMS

AGENDA REVIEW FOR REGULAR BOARD MEETING

Review of superintendent's agenda items to be presented to the Board of Education at the board's next business meeting. See the agenda for that meeting.

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of October 6, 2022

**SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION
OF GOAL 3 PROGRESS MEASURES 3.1, 3.2, AND 3.3**

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD Board of Education monitors progress towards the district's goals and compliance with certain goals and constraints.

Attached to this update are a presentation and report regarding goals and goal progress measures (GPMs). The following measures have new data this month:

Goal 3: The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024.

- **GPM 3.1** - The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 percent in 2019 to 32 percent in 2024.
- **GPM 3.2** - The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26 percent in 2019 to 34 percent in 2024.
- **GPM 3.3** - The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in 2019 to 18 percent in 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Goal 3

Progress Measures 1, 2, & 3

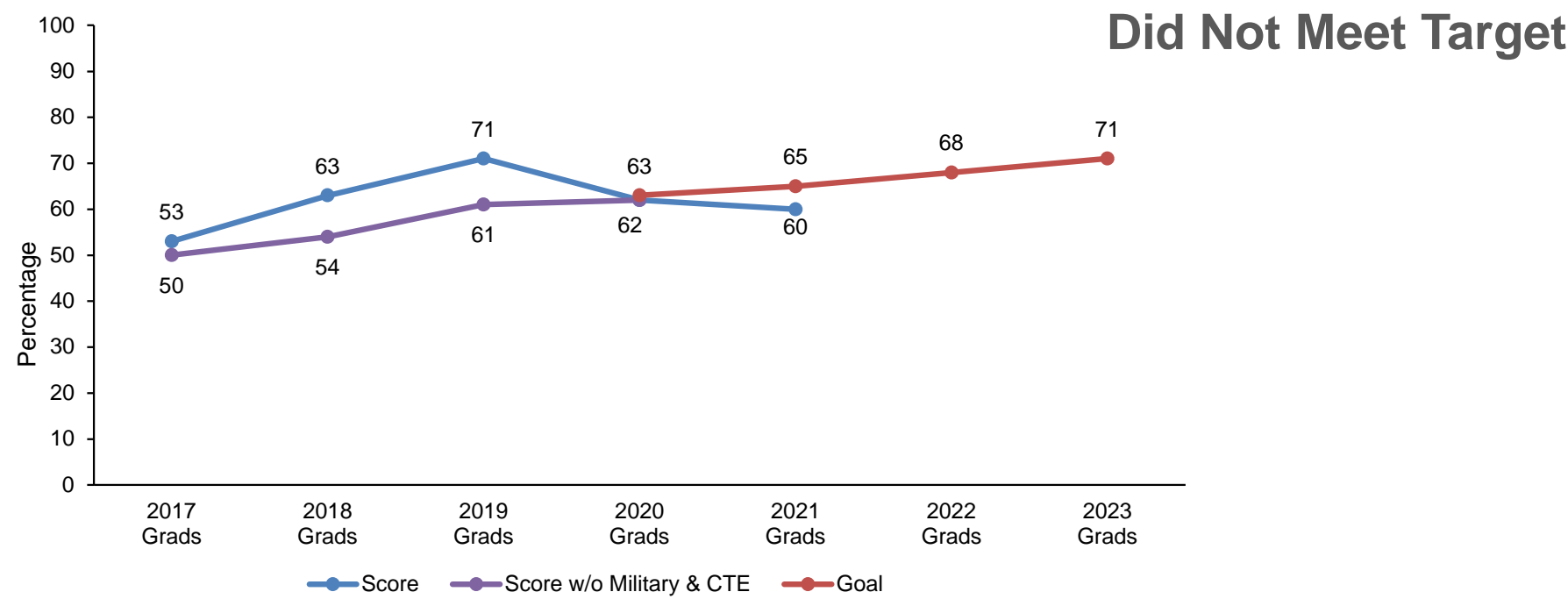
Date: 10/6/2022



Goal 3

The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024.

Percent of Graduates That Met CCMR

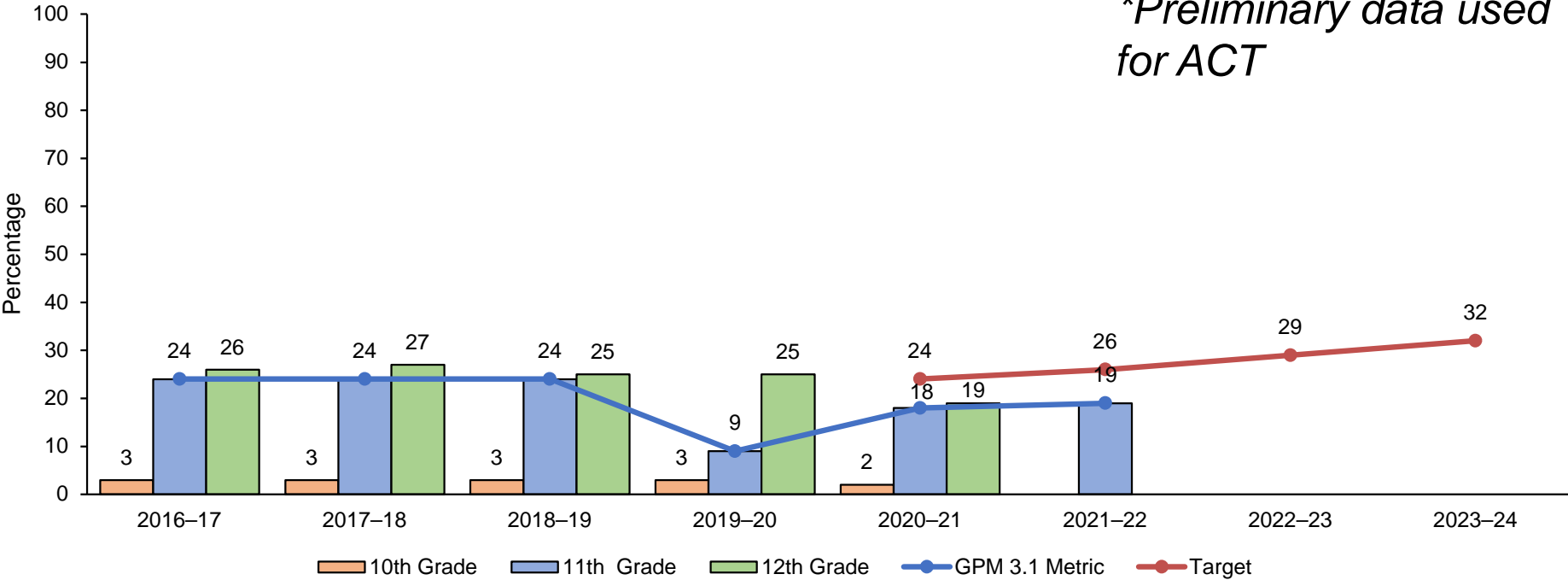


Goal Progress Measure 3.1

The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 percent in 2019 to 32 percent in 2024.

Percentage of Students Meeting TSI Reading and Math by Grade Level

Did Not Meet Target
**Preliminary data used for ACT*



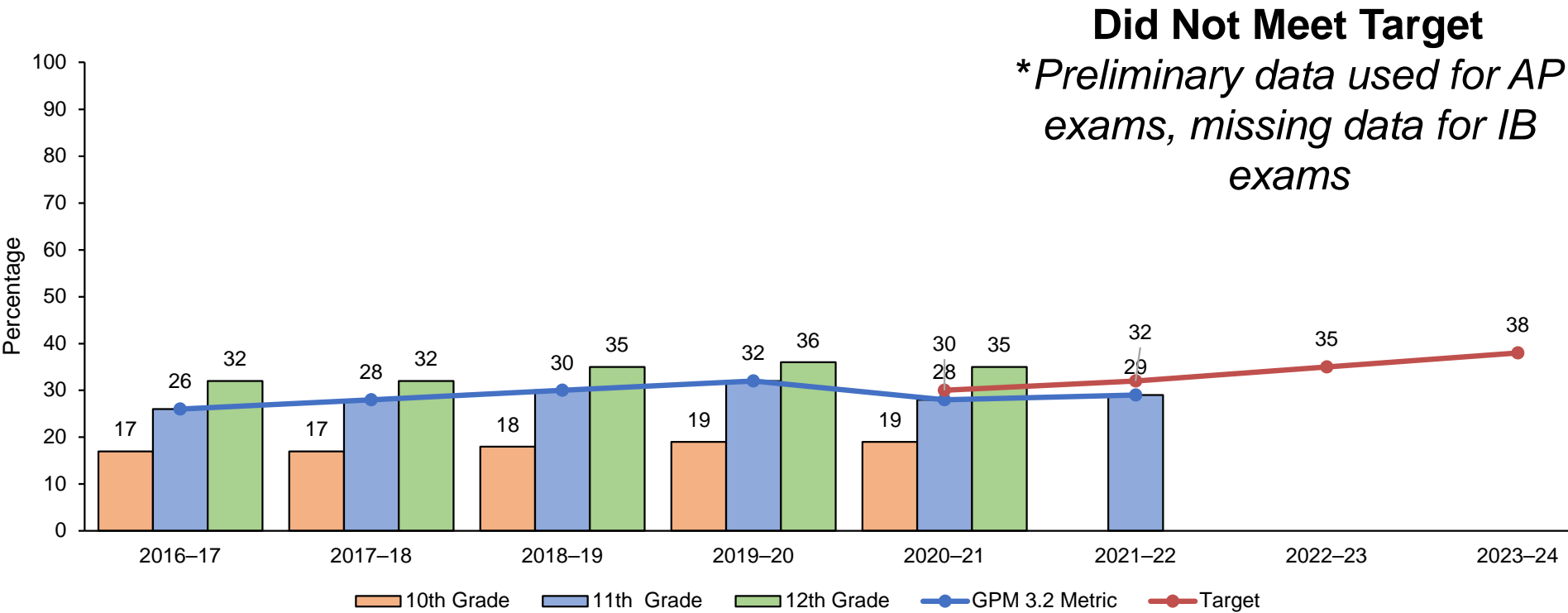
Next Steps

- Official SAT practice with Khan Academy
- Students are targeted for retakes if within range of reaching benchmark

Goal Progress Measure 3.2

The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26 percent in 2019 to 34 percent in 2024.

Percentage of Students Demonstrating College Readiness by Grade Level



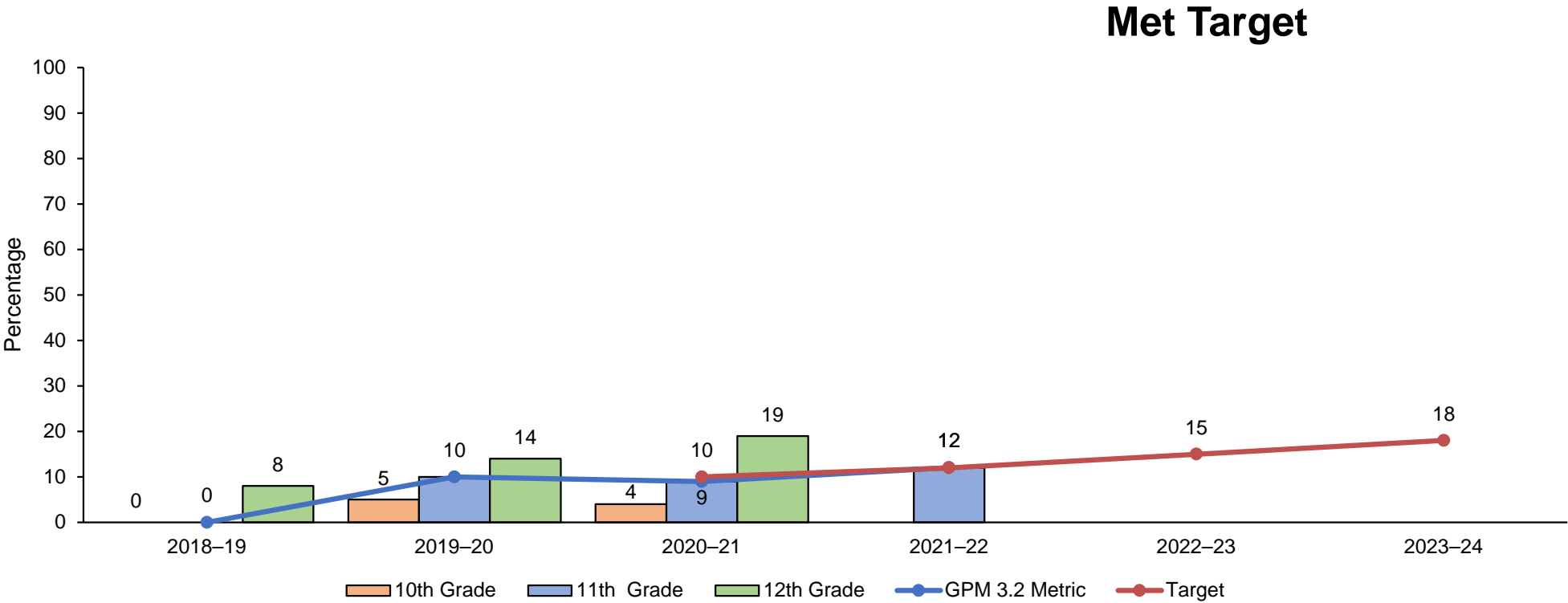
Next Steps

- OnRamps increased enrollment in 11th graders
- Adding Pre-AP curriculum to align to success on AP tests
- ACES program with UH tutoring and AVID elective
- Teacher professional development
- Expanded opportunities for students to access AP coursework

Goal Progress Measure 3.3

The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in 2019 to 18 percent in 2024.

Percentage of Students Demonstrating Career Readiness Through IBC by Grade Level



Next Steps

- Meetings with campuses to align programming to specific IBCs
- Support teachers with training to improve course offerings and IBCs for students
- Monthly meetings for campus CTE administrators

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you



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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal 3, October 2022 CCMR

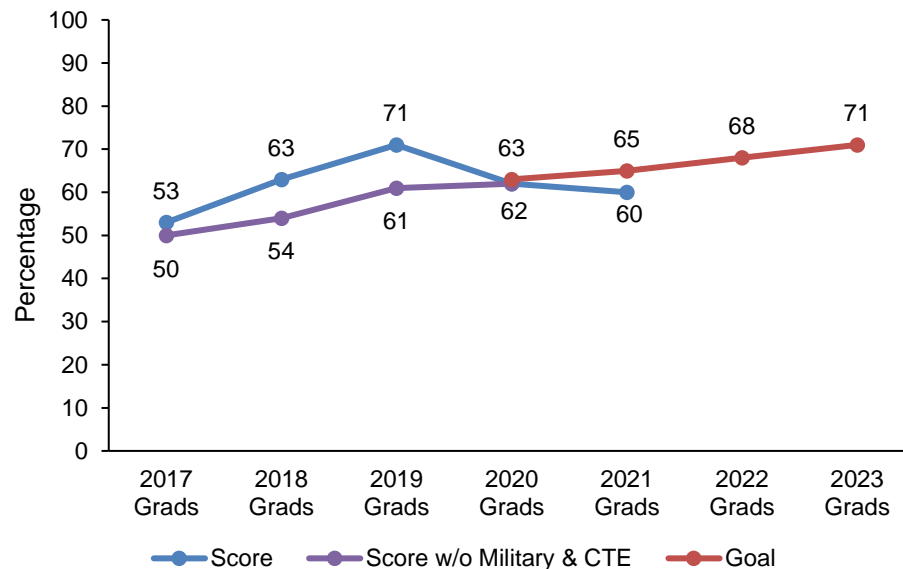
Goal Measure 3

The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

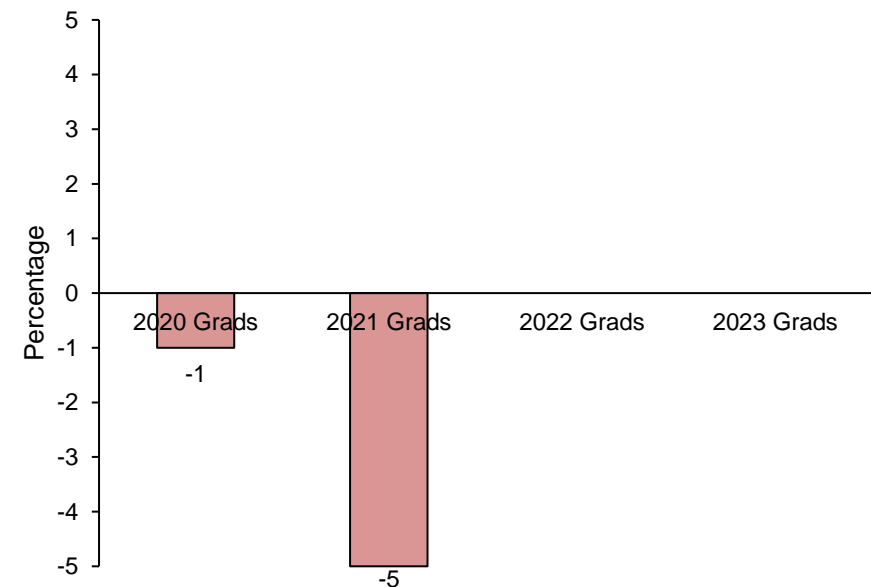
Evaluation

Did Not Meet Target

Percent of Graduates That Met CCMR



Percentage Points Above or Below Goal



Data Source

- TEA student-level CCMR data files
- Military self-reporting and 0.5 credit for CTE will not count starting with the 2020 Graduates.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Measure 3 (CCMR) Support Data

Houston ISD		Graduate Year						
		2017	2018	2019	2020	2021	2022	2023
All Students	Actual	53%	63%	71%	62%	60%		
	Target				63%	65%	68%	71%
Econ. Dis.	Actual	50%	60%	70%	61%	55%		
	Target				60%	63%	66%	69%
Race/Ethnicity	African American	Actual	38%	52%	66%	53%	48%	
		Target			52%	56%	60%	64%
	Hispanic	Actual	54%	63%	72%	63%	59%	
		Target			63%	65%	68%	71%
	White	Actual	67%	73%	69%	67%	63%	
		Target			73%	74%	75%	76%
	American Indian	Actual	46%	50%	58%	56%	50%	
		Target			50%	54%	58%	62%
	Asian	Actual	85%	90%	88%	88%	86%	
		Target			90%	91%	92%	93%
	Pacific Islander	Actual	---	---	---	---	---	---
		Target			---	---	---	---
Special Pops.	Two or More	Actual	66%	67%	80%	60%	60%	
		Target			67%	68%	69%	71%
	Special Ed.	Actual	37%	67%	66%	65%	61%	
		Target			67%	68%	69%	71%
	Special Ed. (Former)	Actual	31%	44%	44%	42%	25%	
		Target			44%	48%	53%	58%
Mobility	ELs*	Actual	42%	46%	60%	47%	48%	
		Target			46%	50%	55%	60%
	Cont. Enrolled	Actual	58%	67%	76%	67%	63%	
		Target			67%	68%	69%	71%
	Non-Cont. Enrolled	Actual	33%	45%	50%	40%	36%	
		Target			45%	49%	54%	59%

--- <25 students tested; *Includes Current and Monitored

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Measure 3 (CCMR without Military Enrollment and CTE) Support Data

Houston ISD			Graduate Year						
			2017	2018	2019	2020	2021	2022	2023
All Students		Actual	50%	54%	61%	62%	60%		
		Target				63%	65%	68%	71%
Econ. Dis.		Actual	47%	50%	59%	61%	55%		
		Target				60%	63%	66%	69%
Race/Ethnicity	African American	Actual	34%	41%	50%	53%	48%		
		Target				52%	56%	60%	64%
	Hispanic	Actual	51%	54%	62%	63%	59%		
		Target				63%	65%	68%	71%
	White	Actual	65%	70%	66%	67%	63%		
		Target				73%	74%	75%	76%
	American Indian	Actual	44%	43%	42%	56%	50%		
		Target				50%	54%	58%	62%
	Asian	Actual	83%	87%	85%	88%	86%		
		Target				90%	91%	92%	93%
	Pacific Islander	Actual	---	---	---	---	--		
		Target				---	---	---	---
	Two or More	Actual	63%	63%	74%	60%	60%		
		Target				67%	68%	69%	71%
Special Pops.	Special Ed.	Actual	34%	61%	57%	65%	61%		
		Target				67%	68%	69%	71%
	Special Ed. (Former)	Actual	23%	32%	31%	42%	25%		
		Target				44%	48%	53%	58%
	ELs*	Actual	38%	39%	47%	47%	48%		
		Target				46%	50%	55%	60%
Mobility	Cont. Enrolled	Actual	55%	58%	66%	67%	63%		
		Target				67%	68%	69%	71%
	Non-Cont. Enrolled	Actual	30%	37%	40%	40%	36%		
		Target				45%	49%	54%	59%

--- <25 students tested; *Includes Current and Monitored

Goal Monitoring Report: October 2022

Goal 3 Superintendent's Response

- Scores for 2021 graduates reflects continued impact of pandemic and unfinished learning. Students in this class were most likely juniors when SAT school day was cancelled in spring of 2020. Additionally, students had less access to labs and worksites in order to complete necessary CTE coursework and IBC certificates.
- Knowing there were decreased opportunities during pandemic for students to achieve College & Career Readiness outcomes, additional supports and focus have been put in place to ensure juniors in 2021-22 were supported using ESSER funds.

Process Improvements and Next Steps:

- The Office of CCMR is incorporating a holistic approach to increasing the percentage of students that meet CCMR. These include:
 - Targeted tutoring of students near meeting the criteria (AP, SAT, etc);
 - Integrating the Khan Academy Official SAT College Prep into a number of existing programs;
 - Increasing course offerings that enable students to meet CCMR by passing the course (UT OnRamps, Texas Bridge);
 - Expanding Pre-AP course offerings so students are better equipped to pass the AP exam in the future; and
 - Working with campuses to better align course offerings to improve completion rates of Industry Based Certifications.
- In alignment with district strategic plan and Goal 3, I have directed the Academics Division to continue to prioritize the use of ESSER funds to promote college and career readiness opportunities.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 – October 2022	PRELIMINARY Evaluation																																																						
The percentage of students who by the end of 11th grade have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 in 2019 to 32 in 2024.	Did Not Meet Target*																																																						
<div>Preliminary* Percentage of Students Meeting TSI Reading and Math by Grade Level</div> <table><thead><tr><th>School Year</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th><th>GPM 3.1 Metric</th><th>Target</th></tr></thead><tbody><tr><td>2016-17</td><td>3</td><td>24</td><td>26</td><td>24</td><td></td></tr><tr><td>2017-18</td><td>3</td><td>24</td><td>27</td><td>24</td><td></td></tr><tr><td>2018-19</td><td>3</td><td>24</td><td>25</td><td>24</td><td></td></tr><tr><td>2019-20</td><td>3</td><td>9</td><td>25</td><td>9</td><td></td></tr><tr><td>2020-21</td><td>2</td><td>18</td><td>19</td><td>18</td><td>24</td></tr><tr><td>2021-22</td><td></td><td>19</td><td></td><td>19</td><td>26</td></tr><tr><td>2022-23</td><td></td><td></td><td></td><td></td><td>29</td></tr><tr><td>2023-24</td><td></td><td></td><td></td><td></td><td>32</td></tr></tbody></table> <p>Legend: 10th Grade (orange bar), 11th Grade (blue bar), 12th Grade (green bar), GPM 3.1 Metric (blue line with dots), Target (red line with dots)</p>		School Year	10th Grade	11th Grade	12th Grade	GPM 3.1 Metric	Target	2016-17	3	24	26	24		2017-18	3	24	27	24		2018-19	3	24	25	24		2019-20	3	9	25	9		2020-21	2	18	19	18	24	2021-22		19		19	26	2022-23					29	2023-24					32
School Year	10th Grade	11th Grade	12th Grade	GPM 3.1 Metric	Target																																																		
2016-17	3	24	26	24																																																			
2017-18	3	24	27	24																																																			
2018-19	3	24	25	24																																																			
2019-20	3	9	25	9																																																			
2020-21	2	18	19	18	24																																																		
2021-22		19		19	26																																																		
2022-23					29																																																		
2023-24					32																																																		
<div>Data Source</div> <ul style="list-style-type: none">• <i>*Includes preliminary data for ACT exams</i>• Summer PEIMS, SAT student data files, TSIA student data files, ACT student data files.• Students must have been enrolled on the last day of the school year.• TSI data captured through July of each year.• Note: The 2019–2020 results does not include the 2019–2020 SAT school day due to the administration being postponed from April 2020 to October 2020.																																																							

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 PRELIMINARY Results by Student Groups **Preliminary ACT data reported*

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	10 th	3%	3%	3%	3%	2%			
	11 th	24%	24%	24%	9%	18%	19%		
	12 th	26%	27%	25%	25%	19%			
Econ. Dis.	10 th	3%	3%	3%	3%	2%			
	11 th	18%	18%	17%	6%	11%	12%		
	12 th	20%	22%	18%	19%	13%			
Students with Disabilities	10 th	0%	0%	0%	0%	0%			
	11 th	2%	2%	1%	1%	4%	5%		
	12 th	1%	1%	2%	1%	4%			
ELs**	10 th	0%	1%	1%	1%	1%			
	11 th	2%	4%	5%	2%	7%	14%		
	12 th	2%	4%	4%	6%	8%			

* <25 graduates; **Includes Current and Monitored

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 PRELIMINARY Results by Race/Ethn.: **Preliminary ACT data reported*

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 th	3%	2%	3%	2%	1%			
	11 th	14%	15%	15%	5%	10%	10%		
	12 th	17%	18%	17%	16%	12%			
Hispanic	10 th	3%	3%	4%	3%	2%			
	11 th	20%	19%	20%	7%	14%	14%		
	12 th	21%	23%	20%	21%	15%			
White	10 th	2%	2%	2%	1%	1%			
	11 th	44%	47%	45%	15%	39%	41%		
	12 th	52%	53%	51%	51%	37%			
American Indian	10 th	0%	10%	*	4%	3%			
	11 th	20%	*	*	*	*	7%		
	12 th	28%	*	*	*	*			
Asian	10 th	5%	4%	6%	3%	3%			
	11 th	67%	69%	68%	32%	64%	65%		
	12 th	68%	72%	69%	73%	64%			
Pacific Islander	10 th	*	*	*	*	*			
	11 th	*	*	*	*	*	*		
	12 th	*	*	*	*	*			
Two or More	10 th	2%	3%	1%	1%	0%			
	11 th	45%	50%	38%	10%	26%	38%		
	12 th	47%	53%	54%	41%	30%			

* <25 graduates

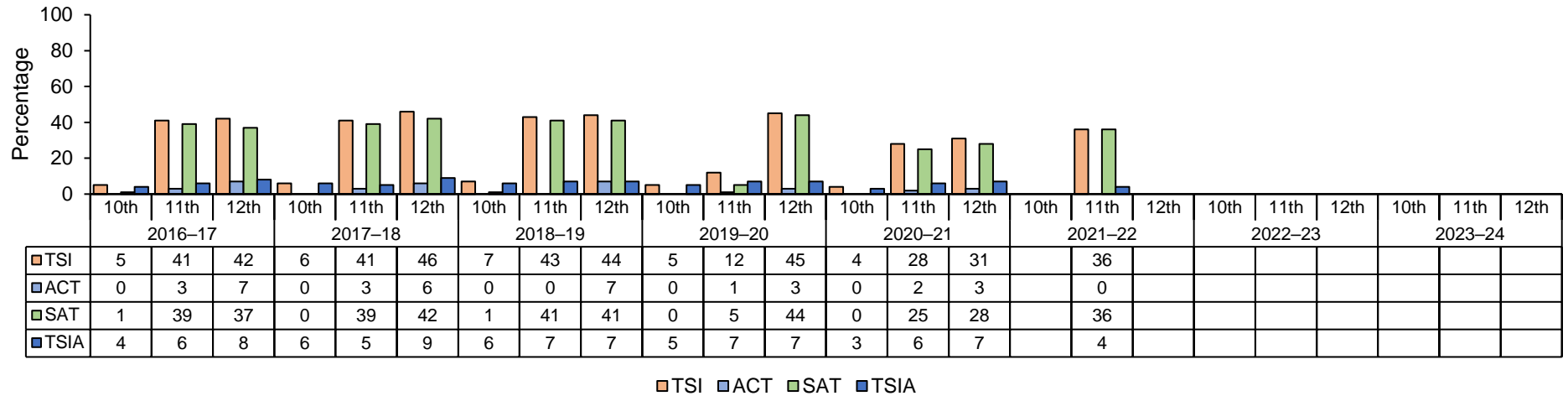
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ANALYZING DATA, MEASURING PERFORMANCE.

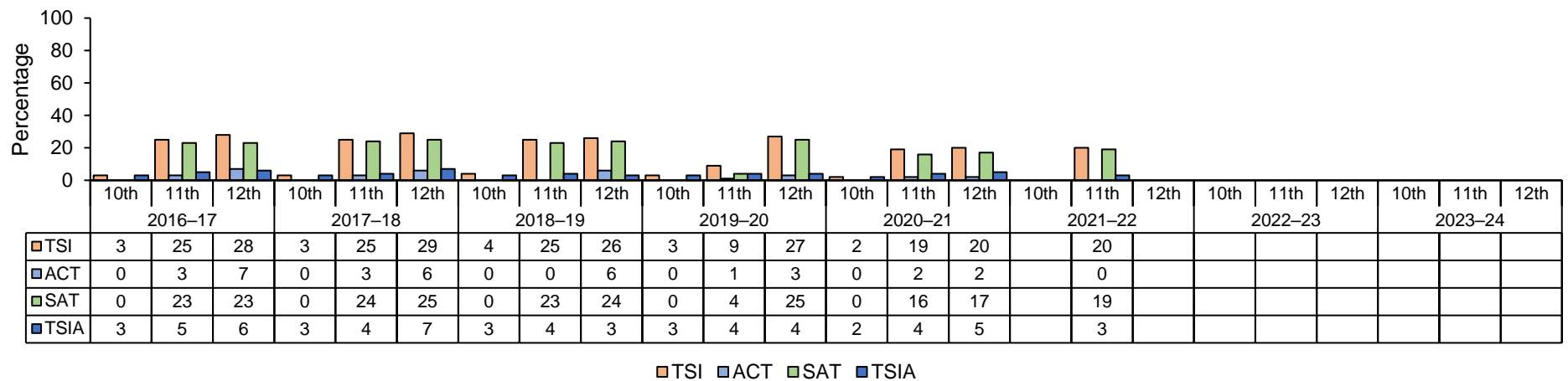
Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 PRELIMINARY Support Data: **Preliminary ACT data reported*

Percentage of Students Meeting TSI Reading by Grade Level



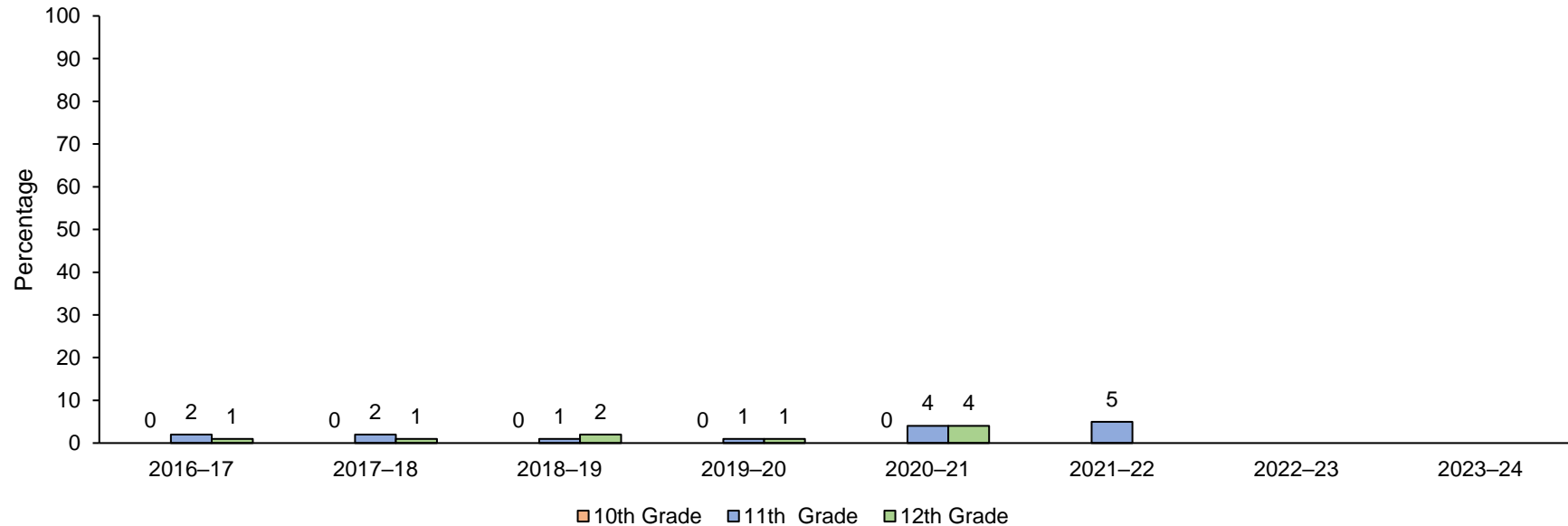
Percentage of Students Meeting TSI Math by Grade Level



Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 PRELIMINARY Support Data – SWDs: **Preliminary ACT data reported*

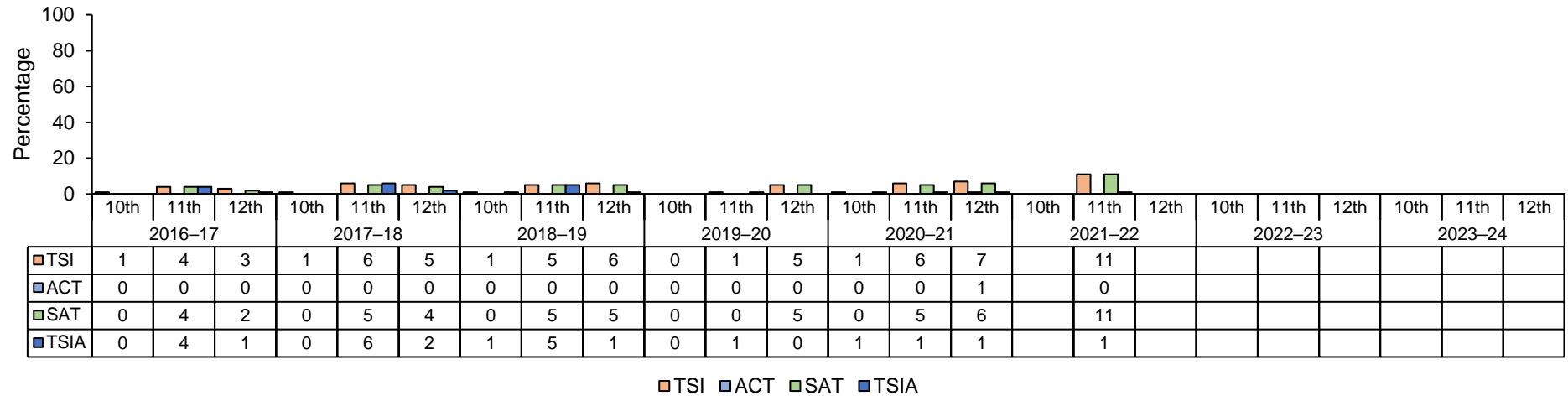
Percentage of SWDs Meeting TSI Reading and Math by Grade Level



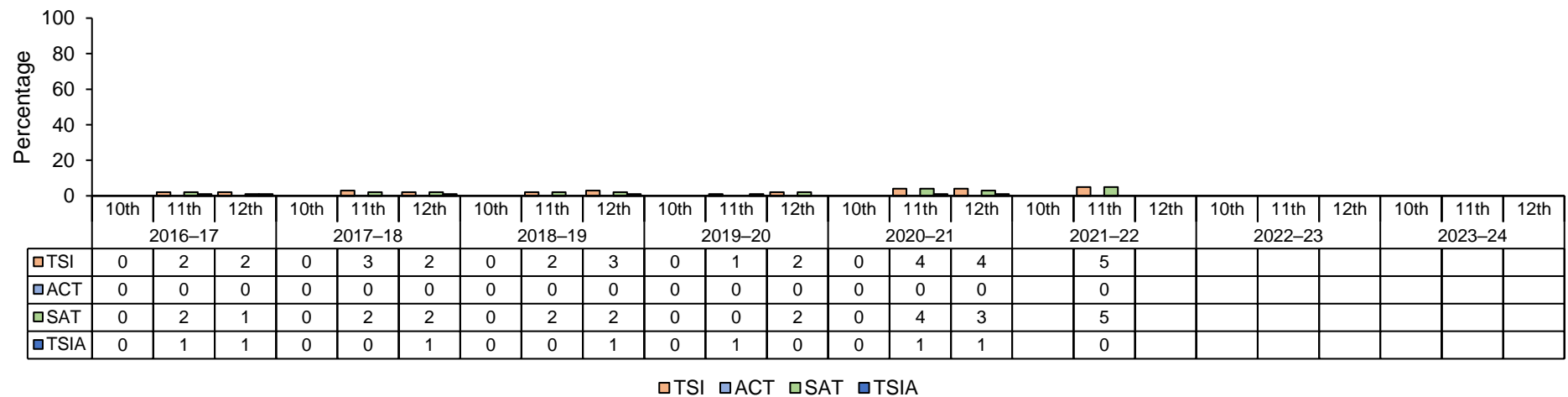
Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 Support Data – SWDs (Cont.)

Percentage of SWDs Meeting TSI Reading by Grade Level



Percentage of SWDs Meeting TSI Math by Grade Level



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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 Support Data – Assessment Participation Rates

		2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
10th Grade	Total Students	12,951	13,024	13,012	13,033	13,705			
	Participation Rate								
	ACT	0%	0%	0%	0%	0%			
	SAT	3%	2%	2%	0%	0%			
	TSIA Reading	5%	9%	9%	8%	7%			
	TSIA Math	4%	5%	5%	4%	4%			
11th Grade	Total Students	11,478	11,240	11,096	11,458	11,687	11,135		
	Participation Rate								
	ACT	5%	6%	0%	2%	3%	0% *		
	SAT	82%	85%	85%	6%	48%	78%		
	TSIA Reading	8%	6%	11%	9%	11%	8%		
	TSIA Math	7%	5%	6%	6%	7%	7%		
12th Grade	Total Students	11,130	11,673	11,719	11,830	12,163			
	Participation Rate								
	ACT	17%	15%	14%	6%	4%			
	SAT	78%	81%	80%	83%	57%			
	TSIA Reading	21%	22%	16%	12%	10%			
	TSIA Math	13%	13%	5%	6%	8%			

***Preliminary ACT data reported**

Note: Does not reflect the 2019–2020 SAT school day. The administration was postponed from April 2020 to October 2020.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 Support Data – SWDs Assessment Participation Rates

		2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
10th Grade	Total SWDs	1,029	1,077	1,083	1,089	1,307			
	Participation Rate								
	ACT	0%	0%	0%	0%	0%			
	SAT	4%	3%	4%	0%	0%			
	TSIA Reading	1%	2%	2%	1%	3%			
	TSIA Math	1%	1%	1%	0%	1%			
11th Grade	Total SWDs	958	819	829	874	1,025	995		
	Participation Rate								
	ACT	1%	1%	0%	0%	0%	2%*		
	SAT	51%	59%	61%	1%	32%	58%		
	TSIA Reading	1%	3%	2%	2%	5%	3%		
	TSIA Math	1%	1%	1%	1%	2%	2%		
12th Grade	Total SWDs	1,255	1,053	1,068	1,112	1,366			
	Participation Rate								
	ACT	2%	3%	3%	2%	1%			
	SAT	40%	44%	46%	49%	30%			
	TSIA Reading	11%	14%	11%	3%	4%			
	TSIA Math	6%	7%	1%	1%	2%			

***Preliminary ACT data reported**

Note: Does not reflect the 2019–2020 SAT school day. The administration was postponed from April 2020 to October 2020.

Goal Monitoring Report: October 2022

Goal Progress Measure 3.1 Superintendent's Response

- The target for 3.1 was set to one point higher than prepandemic levels of college readiness by exam, and have not recovered. SWDs and ELs have been steadily increasing in college readiness by exam when compared to last year.
- Scores for SAT and TSIA Reading are still significantly higher than scores for SAT and TSIA math. Students must meet minimum score in both subjects in order to be considered TSI Ready by state.
- There was a huge jump in participation rate for SAT when compared to last year, but still below pre-pandemic levels. TSIA participation fell when compared to last year.

Process Improvements and Next Steps:

- A new senior managers has been hired to oversee implementation of official SAT practice with Khan Academy. College Board research indicates that students who use Official SAT Practice at Khan Academy see score increases.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: October 2022

Goal Progress Measure 3.2 – October 2022	PRELIMINARY Evaluation																																																						
The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26% in 2019 to 34% in 2024.	Did Not Meet Target*																																																						
<div>Preliminary Percentage of Students Demonstrating College Readiness by Grade Level*</div> <table><thead><tr><th>Year</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th><th>GPM 3.2 Metric</th><th>Target</th></tr></thead><tbody><tr><td>2016-17</td><td>17</td><td>26</td><td>32</td><td>26</td><td></td></tr><tr><td>2017-18</td><td>17</td><td>28</td><td>32</td><td>28</td><td></td></tr><tr><td>2018-19</td><td>18</td><td>30</td><td>35</td><td>30</td><td></td></tr><tr><td>2019-20</td><td>19</td><td>32</td><td>36</td><td>32</td><td></td></tr><tr><td>2020-21</td><td>19</td><td>28</td><td>35</td><td>28</td><td>30</td></tr><tr><td>2021-22</td><td></td><td>29</td><td></td><td>29</td><td>32</td></tr><tr><td>2022-23</td><td></td><td></td><td></td><td></td><td>35</td></tr><tr><td>2023-24</td><td></td><td></td><td></td><td></td><td>38</td></tr></tbody></table> <p>Legend: 10th Grade (Orange Bar), 11th Grade (Blue Bar), 12th Grade (Green Bar), GPM 3.2 Metric (Blue Line), Target (Red Line)</p>		Year	10th Grade	11th Grade	12th Grade	GPM 3.2 Metric	Target	2016-17	17	26	32	26		2017-18	17	28	32	28		2018-19	18	30	35	30		2019-20	19	32	36	32		2020-21	19	28	35	28	30	2021-22		29		29	32	2022-23					35	2023-24					38
Year	10th Grade	11th Grade	12th Grade	GPM 3.2 Metric	Target																																																		
2016-17	17	26	32	26																																																			
2017-18	17	28	32	28																																																			
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<div>Data Source</div> <ul style="list-style-type: none">• <i>*Includes preliminary data for AP exams, missing data for IB exams</i>• Summer PEIMS, AP student data files, IB student data files, PEIMS 415 Records• Students must have been enrolled on the last day of the school year.																																																							

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Goal Monitoring Report: October 2022

Goal Progress Measure 3.2 PRELIMINARY Results by Student Groups

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	10 th	17%	17%	18%	19%	19%			
	11 th	26%	28%	30%	32%	28%	29%		
	12 th	32%	32%	35%	36%	35%			
Econ. Dis.	10 th	14%	14%	14%	14%	17%			
	11 th	24%	25%	26%	27%	23%	25%		
	12 th	29%	29%	32%	32%	30%			
Students with Disabilities	10 th	2%	1%	2%	1%	5%			
	11 th	2%	3%	3%	5%	7%	7%		
	12 th	2%	2%	4%	4%	9%			
ELs**	10 th	6%	9%	11%	13%	17%			
	11 th	14%	16%	20%	22%	23%	32%		
	12 th	13%	20%	24%	24%	30%			

* <25 graduates; **Includes Current and Monitored

Preliminary results included for AP exams, missing data for IB exams

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Goal Monitoring Report: October 2022

Goal Progress Measure 3.2 PRELIMINARY Results by Race/Ethn.

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 th	5%	4%	6%	7%	11%			
	11 th	10%	12%	13%	17%	16%	15%		
	12 th	15%	15%	18%	20%	20%			
Hispanic	10 th	18%	18%	18%	19%	20%			
	11 th	29%	29%	32%	32%	28%	29%		
	12 th	34%	34%	37%	36%	35%			
White	10 th	24%	25%	29%	30%	22%			
	11 th	34%	40%	39%	41%	38%	37%		
	12 th	45%	45%	46%	48%	45%			
American Indian	10 th	6%	17%	*	25%	6%			
	11 th	8%	*	*	*	*	18%		
	12 th	20%	*	*	*	*			
Asian	10 th	47%	50%	55%	56%	41%			
	11 th	58%	65%	63%	70%	63%	62%		
	12 th	70%	67%	71%	72%	72%			
Pacific Islander	10 th	*	*	*	*	*			
	11 th	*	*	*	*	*	*		
	12 th	*	*	*	*	*			
Two or More	10 th	32%	26%	26%	25%	0%			
	11 th	35%	45%	40%	34%	2%	36%		
	12 th	35%	40%	46%	44%	2%			

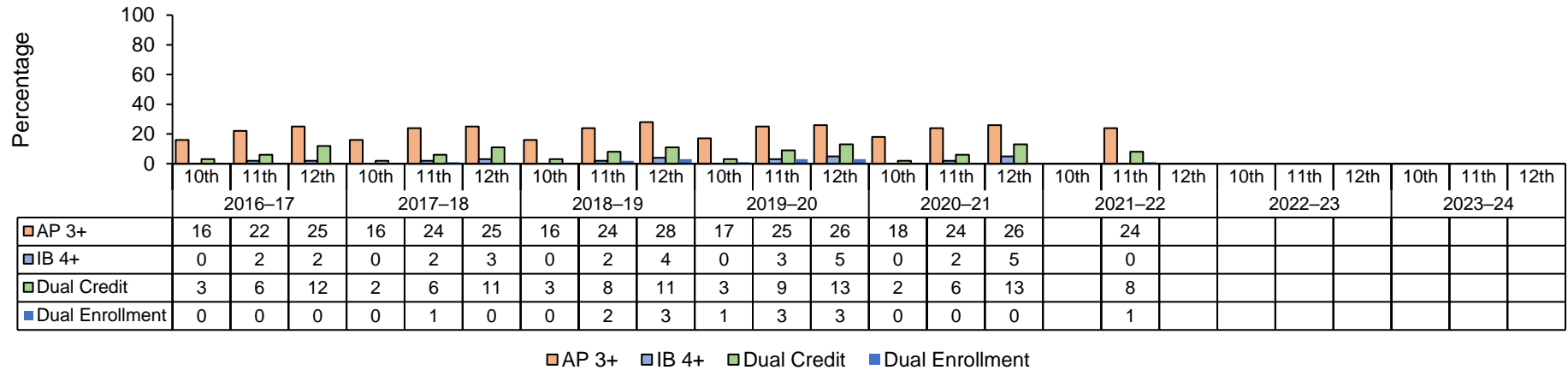
* <25 graduates

Preliminary results included for AP exams, missing data for IB exams

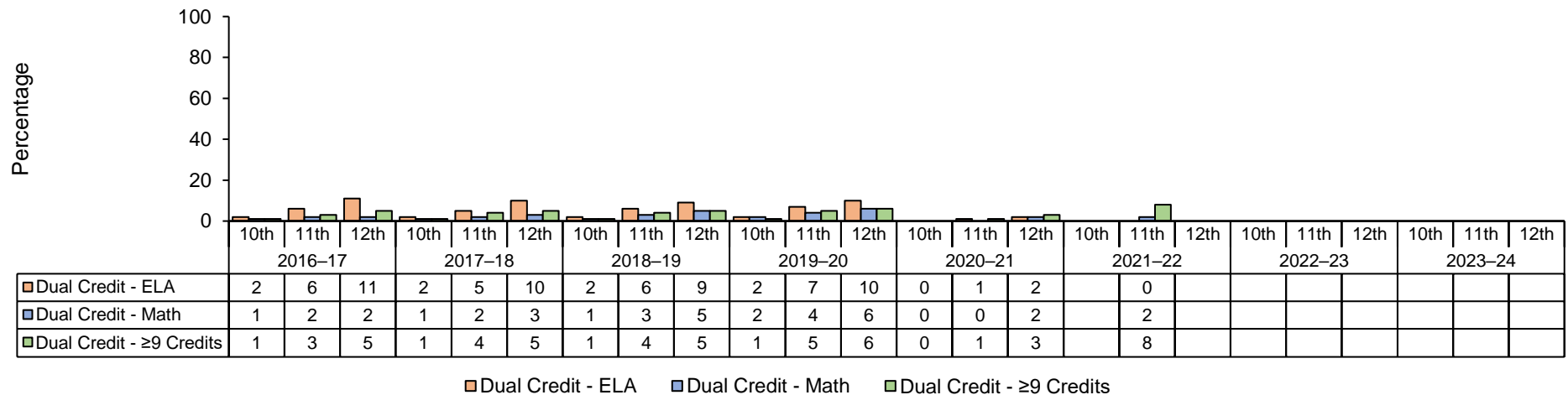
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Goal Progress Measure 3.2 PRELIMINARY Support Data: * Preliminary results included for AP exams, missing data for IB exams

Percentage of Students Demonstrating College Readiness by Grade Level and Method



Percentage of Students Meeting Dual Credit by Grade Level and Method



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Goal Progress Measure 3.2 PRELIMINARY Support Data – College Ready Participation Rates* *Preliminary results included for AP exams, missing data for IB exams*

		2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
10th Grade	Total Students	12,591	13,024	13,012	13,033	13,705			
	Participation Rate								
	AP 3+	37%	37%	37%	33%	31%			
	IB 4+	0%	0%	0%	0%	0%			
	Dual Credit	3%	2%	3%	3%	2%			
	Dual Enrollment	0%	0%	0%	1%	0%			
11th Grade	Total Students	11,478	11,240	11,096	11,458	11,687	11,135		
	Participation Rate								
	AP 3+	50%	52%	53%	47%	46%	36% *		
	IB 4+	3%	4%	3%	4%	3%	0%*		
	Dual Credit	6%	6%	8%	9%	6%	13%		
	Dual Enrollment	0%	1%	2%	3%	0%	1%		
12th Grade	Total Students	11,130	11,673	11,719	11,830	12,163			
	Participation Rate								
	AP 3+	54%	54%	56%	52%	48%			
	IB 4+	4%	5%	7%	6%	6%			
	Dual Credit	12%	11%	11%	13%	13%			
	Dual Enrollment	0%	0%	3%	3%	0%			

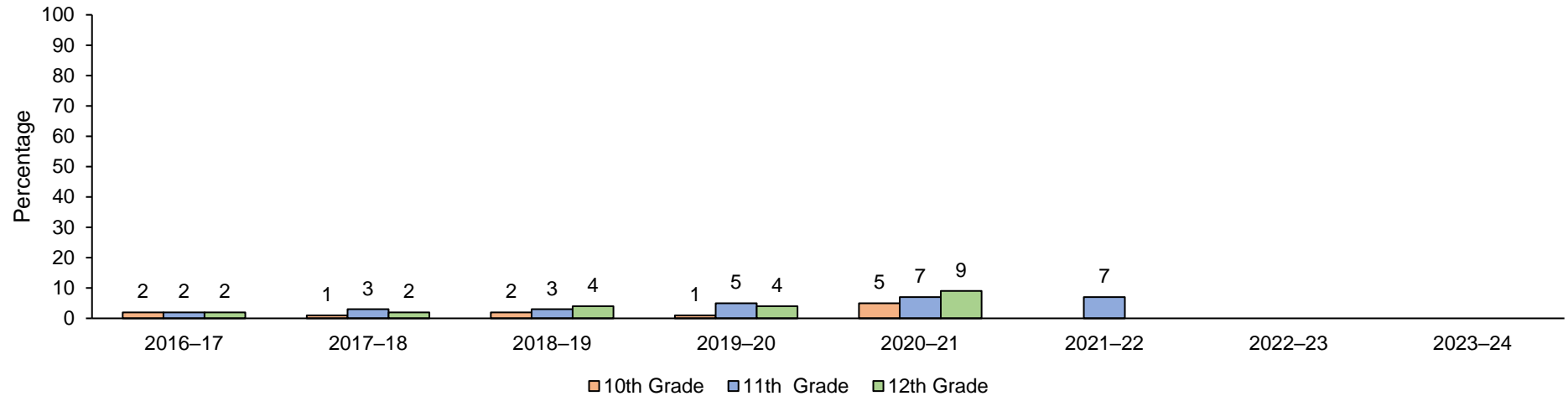
***Preliminary results included for AP exams, missing data for IB exams**

Note: Participation is considered taking at least one assessment.

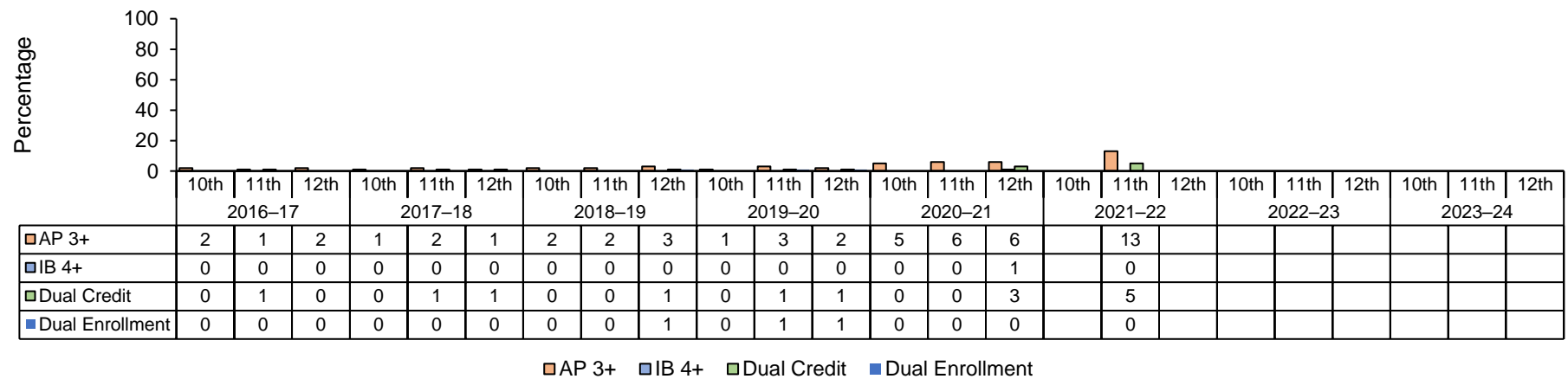
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Goal Progress Measure 3.2 PRELIMINARY Support Data: *Preliminary results included for AP exams, missing data for IB exams

Percentage of SWDs Demonstrating College Readiness by Grade Level



Percentage of SWDs Demonstrating College Readiness by Grade Level and Method



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Goal Progress Measure 3.2 Support Data SWD College Ready Participation Rates *Preliminary results included for AP exams, missing data for IB exams

		2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
10th Grade	Total SWDs	1,029	1,077	1,083	1,089	1,307			
	Participation Rate								
	AP 3+	5%	5%	7%	5%	9%			
	IB 4+	0%	0%	0%	0%	0%			
	Dual Credit	0%	0%	0%	0%	0%			
	Dual Enrollment	0%	0%	0%	0%	0%			
11th Grade	Total SWDs	958	819	829	874	1,025	995		
	Participation Rate								
	AP 3+	9%	10%	10%	9%	14%	11% *		
	IB 4+	0%	0%	0%	1%	1%	0%*		
	Dual Credit	1%	1%	0%	1%	0%	4%		
	Dual Enrollment	0%	0%	0%	1%	0%	0%		
12th Grade	Total SWDs	1,255	1,053	1,068	1,112	1,366			
	Participation Rate								
	AP 3+	10%	9%	11%	8%	13%			
	IB 4+	0%	0%	0%	0%	2%			
	Dual Credit	0%	1%	1%	1%	3%			
	Dual Enrollment	0%	0%	1%	1%	0%			

***Preliminary results included for AP exams, missing data for IB exams**

Note: Participation is considered taking at least one assessment.

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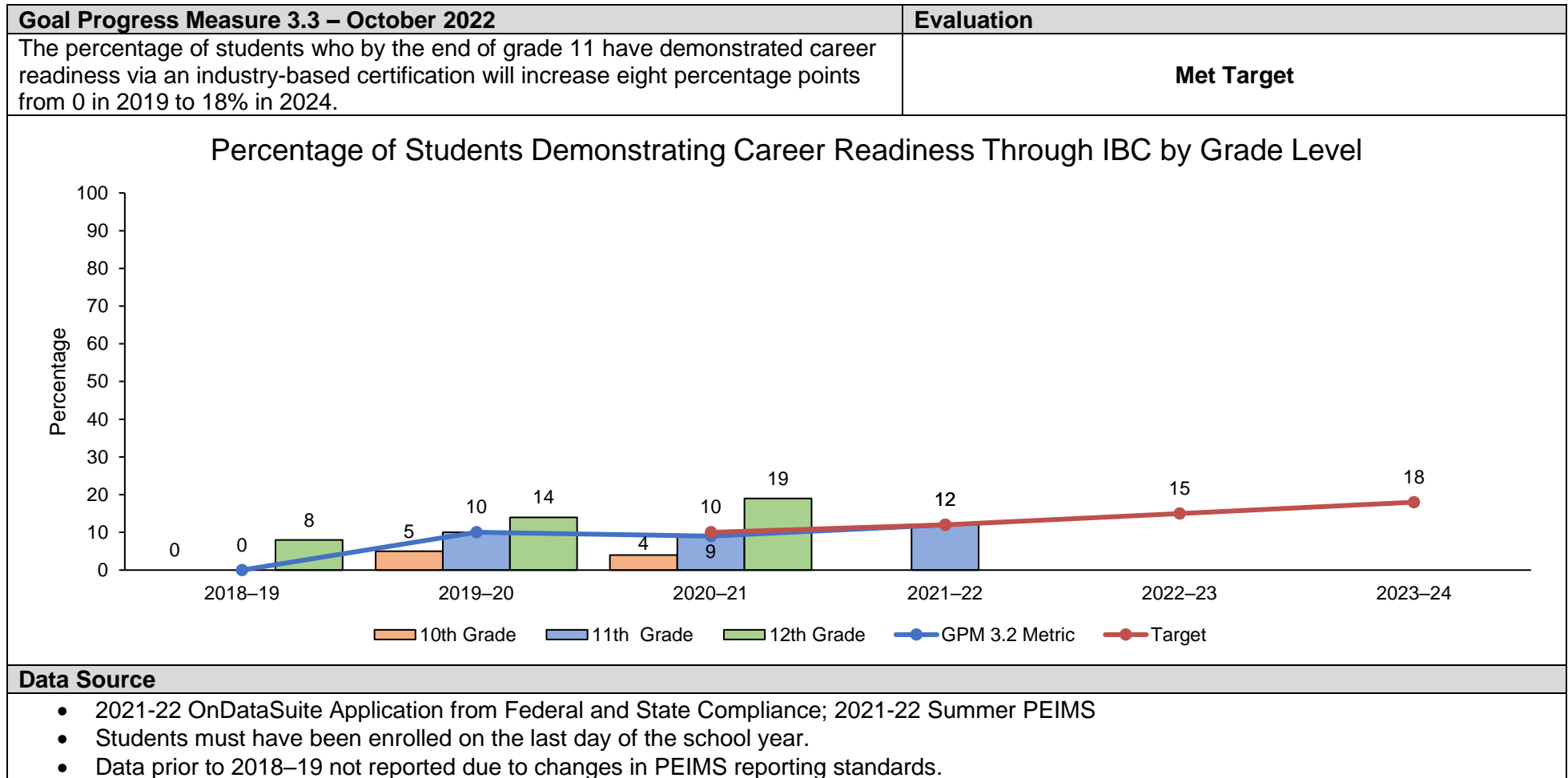
Goal Progress Measure 3.2 Superintendent's Response

- The number of juniors enrolled in UT OnRamps has increased. OnRamps has a historically high passing rate and does not require previous proven TSI readiness.
- Participation in AP exams overall is decreasing, but SWD meeting CCMR criteria on AP is increasing.
- Dual credit participation among juniors is increasing (13%, up from 6% last year), and more students are meeting CCMR criteria through overall 9 credit pathway as juniors than before (8%, compared to 3% last year).
- The majority of IB exams are given to 12th graders upon completion of a 2-year course sequence.

Process Improvements and Next Steps:

- The Office of College & Career Readiness leveraged ESSER funds to improve alignment and preparedness for AP exams by add Pre-AP Curriculum in English I, English II, Algebra I, Geometry, Algebra II, Biology, Chemistry, and World Geography at 28 campuses.
- Additionally, nine high schools in the district that have historically have below average passing rates on AP Exams will be supported with partnership through the University of Houston ACES Program. Most of these nine campuses will also pair AP course participation with an AVID elective to support students with study skills necessary for success in rigorous coursework.
- Beyond previously provided professional development opportunities, teachers will be provided support specific to college readiness from Curriculum Implementation Coaches. These coaches will regularly visit classrooms to observe and support teachers with lesson planning, teaching model lessons, analyzing student performance data and strategies for intervention and reteaching.
- Through counseling, campuses will encourage expanded AP enrollment to students who could potentially benefit from These courses are targeted to 10th and 11th graders. Students are more likely to pass more challenging later exams if they are successful in these academically less challenging courses earlier.

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Goal Progress Measure 3.3 Results by Student Groups

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	10 th			0%	5%	4%			
	11 th			0%	10%	9%	12%		
	12 th			8%	14%	19%			
Econ. Dis.	10 th			0%	6%	5%			
	11 th			0%	12%	10%	14%		
	12 th			10%	16%	22%			
Special Ed.	10 th			0%	2%	3%			
	11 th			0%	7%	5%	7%		
	12 th			6%	7%	11%			
ELs**	10 th			0%	5%	4%			
	11 th			0%	12%	10%	14%		
	12 th			9%	15%	24%			

* <25 students; ** Includes Current and Monitored

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Goal Progress Measure 3.3 Results by Race/Ethn.

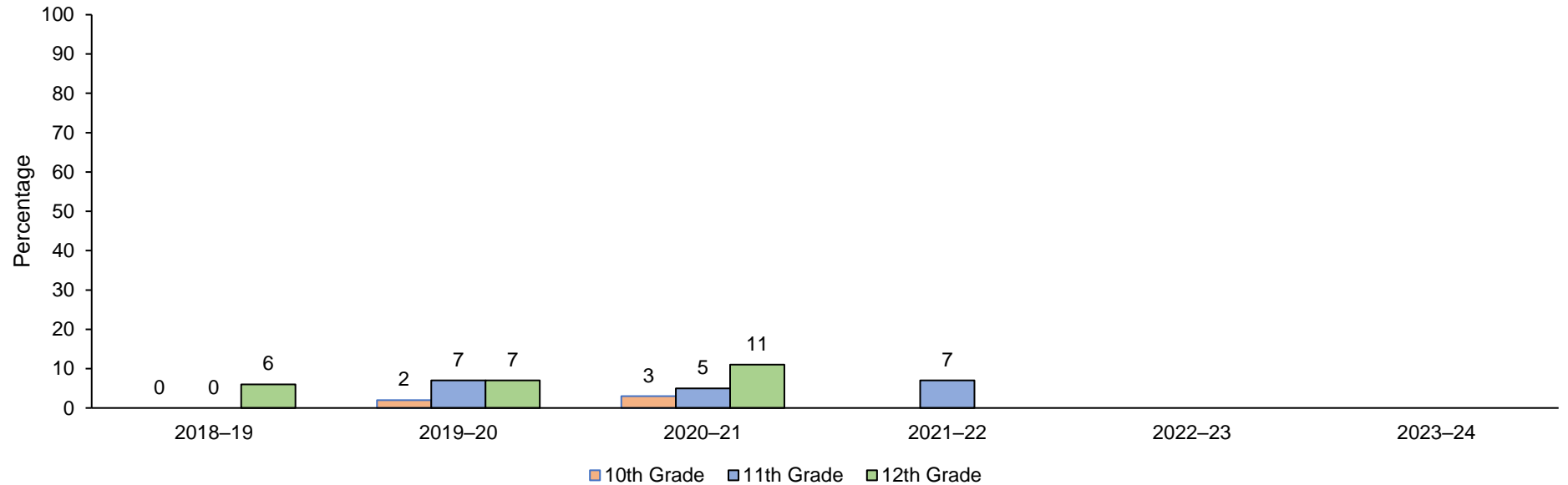
Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 th			0%	5%	3%			
	11 th			0%	8%	7%	12%		
	12 th			5%	11%	16%			
Hispanic	10 th			0%	6%	5%			
	11 th			0%	13%	10%	14%		
	12 th			11%	18%	23%			
White	10 th			0%	3%	3%			
	11 th			0%	5%	5%	7%		
	12 th			4%	5%	8%			
American Indian	10 th			*	11%	0%			
	11 th			*	*	*	14%		
	12 th			*	*	*			
Asian	10 th			0%	2%	2%			
	11 th			0%	5%	4%	6%		
	12 th			3%	7%	9%			
Pacific Islander	10 th			*	*	*			
	11 th			*	*	*	*		
	12 th			*	*	*			
Two or More	10 th			0%	3%	4%			
	11 th			0%	4%	4%	8%		
	12 th			3%	7%	9%			

* <25 students

Goal Monitoring Report: October 2022

Goal Progress Measure 3.3 Support Data

Percentage of SWDs Demonstrating Career Readiness Through IBC by Grade Level



Goal Monitoring Report: October 2022

Goal Progress Measure 3.3 Superintendent's Response

- IBCs have increased due to improved communication and collaboration between campus-level CTE/IBC coordinators and College & Career Readiness Department to ensure alignment of course offerings with appropriate IBC.
- In addition, we have leveraged data as a tool for consistent, on-going awareness of IBC attainment and improved data collection in SIS.
- We are supporting teachers by providing learning opportunities around certification content as a way to align and improve coursework and IBCs teachers provide to students.

Process Improvements and Next Steps:

- The Division of Career Readiness will continue individual campus meetings to develop plans to ensure alignment with programs of study, coordinate supports for teachers or students, and begin backwards planning for future.