**Goal Monitoring Report: October 2021**

**Goal 3, October 2021**

**CCMR**

### Evaluation

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.

**Data Source**
- TEA student-level CCMR data files
- Military self-reporting and 0.5 credit for CTE stopped counting starting with the 2020 Graduates.
### Goal Measure 3 (CCMR) Support Data

**Houston ISD**

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--- <25 students tested; *Includes Current and Monitored
## Goal Measure 3 (CCMR without Military Enrollment and CTE) Support Data

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--- <25 students tested; *Includes Current and Monitored
Goal Progress Measure 3.1 – September 2021

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.

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Data Source
- 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.
## Goal Progress Measure 3.1 Results by Student Groups

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*<25 graduates; **Includes Current and Monitored*
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*<25 graduates
## Goal Progress Measure 3.1 Support Data

### Percentage of Students Meeting TSI Reading by Grade Level

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### Percentage of Students Meeting TSI Math by Grade Level

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**Note:** The percentages are calculated based on the number of students meeting the TSI standards for reading and math by grade level for the specified years.
Goal Progress Measure 3.1 Support Data – SWDs

Percentage of SWDs Meeting TSI Reading and Math by Grade Level

- 10th Grade
- 11th Grade
- 12th Grade
### Goal Progress Measure 3.1 Support Data – SWDs (Cont.)

#### Percentage of SWDs Meeting TSI Reading by Grade Level

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#### Percentage of SWDs Meeting TSI Math by Grade Level

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## Goal Progress Measure 3.1 Support Data – Assessment Participation Rates

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## Goal Progress Measure 3.1 Support Data – SWDs Assessment Participation Rates

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### Goal Progress Measure 3.3 – October 2021

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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

![Graph showing percentage of students demonstrating career readiness through IBC by grade level]

#### Data Source

- Students must have been enrolled on the last day of the school year.
- Data prior to 2018–19 not reported due to changes in PEIMS reporting standards.
## Goal Progress Measure 3.3 Results by Student Groups

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*<25 students; **Includes Current and Monitored
Goal Progress Measure 3.3 Results by Race/Ethn.

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*<25 students
Goal Monitoring Report: October 2021

Goal Progress Measure 3.3 Support Data

Percentage of SWDs Demonstrating Career Readiness Through IBC by Grade Level

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<td>2019–20</td>
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<td>2020–21</td>
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<td>2022–23</td>
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<td>2023–24</td>
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Legend:
- 10th Grade
- 11th Grade
- 12th Grade
Goal 3 Superintendent’s Response Summary – GPM 3.1

The SAT and ACT assessments have a long history as a barrier to entry for post-secondary education opportunities including college acceptance and minimum criterion for scholarships. I am directing my staff to research and implement pedagogical strategies and resources to address and close the inequitable outcomes traditionally seen on these assessments in our district, state, and nation. Continued access to the PSAT 8/9, PSAT/NMSQT, SAT tutorials, and applications such as Khan Academy allow students to experience the testing environment, explore common test questions, and learn testing strategies which have traditionally been inaccessible to our students. I also would like to continue the SAT school day, where all 11th grade students are able to take the SAT assessment on their home campus without the additional stress and burden of transportation and testing on a Saturday.

We are in the process of providing campuses the Khan District Dashboard, which allows campuses to monitor student outputs and incentivize Khan usage. The office of C&CR along with the School Offices are monitoring these outputs and providing support where needed.

The scope and sequence of our ELA and mathematics curriculum must also be explored. There is a disconnect between the knowledge and skills required by the state of Texas to those tested on the SAT and ACT. A comparison of EOC assessments shows that HISD along with other districts in the state of Texas have higher performance on math assessments when compared to ELA. The opposite is seen when looking at the percent of students meeting the Texas Success Initiative on the SAT and ACT assessments. Aligning the skills of our scholars to both the Texas Essential Knowledge and Skills and those necessary for post-secondary success are vital to improving student outcomes.

To minimize unnecessary testing, I have directed my staff to continue only using the TSI Assessment to meet the prerequisite for dual credit coursework or the Spring of the senior year for students who have not yet reached the college readiness benchmark but intend to enroll in college. I am putting an emphasis on ensuring that students not intending to enroll in college should demonstrate College, Career, and Military Readiness (CCMR) through a career pathway.
Along with continuing to work on expanding Career & Technical (CTE) aligned with Industry-Based Certifications (IBCs), I am focusing on ensuring middle school students are equipped with the skills and knowledge to engage in CTE coursework as they enter high school. While the impact of this strategy on student outcomes may not be fully realized until after this progress measure has ended, this focus on continuous high-quality curriculum across all grade levels is critical for creating global graduates. The Texas Education Agency has placed IBCs in a central role with the state accountability system. This has resulted in classroom rigor and student performance expectations to become as important as core academic courses.

Beyond ensuring that our students have the opportunity to obtain IBCs, I plan to put emphasis on creating and expanding our business partnerships to ensure that these certifications are connected to employment opportunities upon graduation.