

Goal Monitoring Report: October 2021

Goal 3, October 2021 CCMR

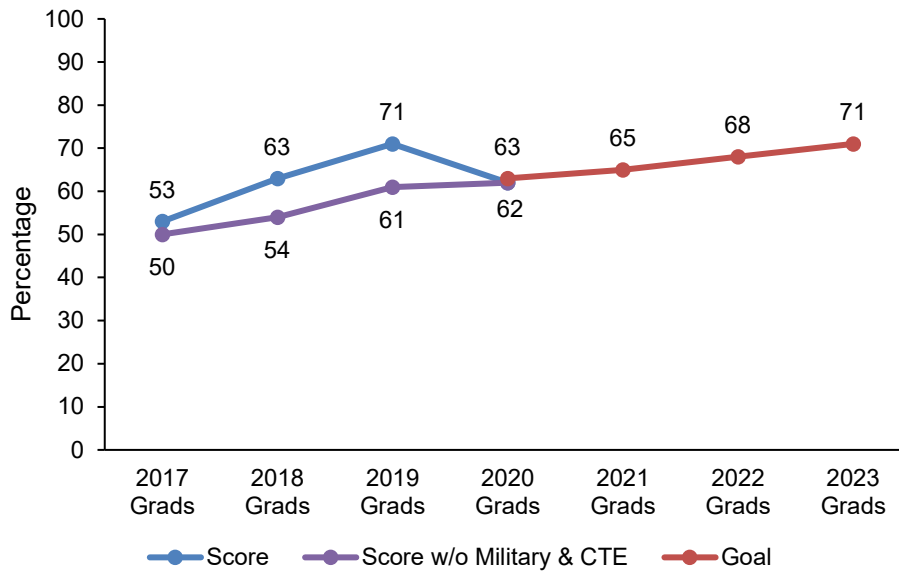
Goal Measure 3

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.

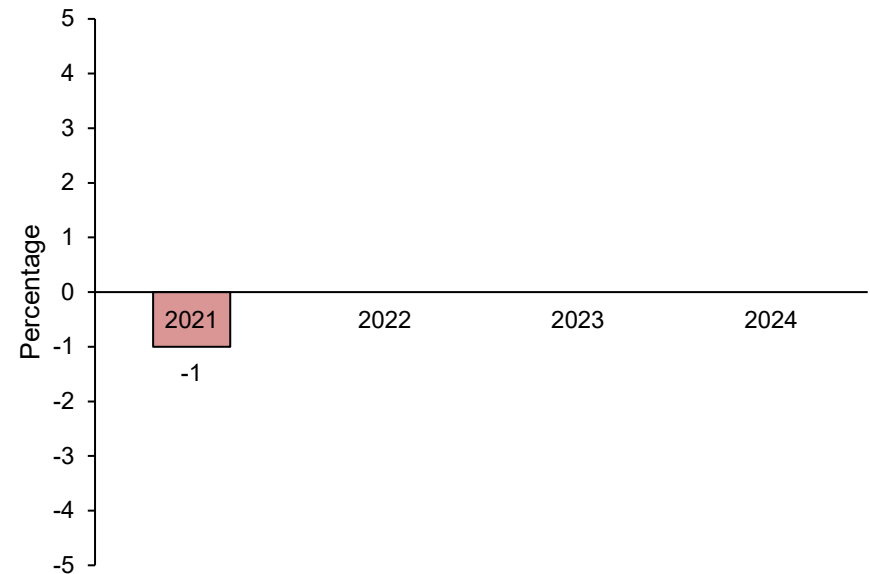
Evaluation

Did Not Meet

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 stopped counting starting with the 2020 Graduates.

Goal Monitoring Report: October 2021

Goal Measure 3 (CCMR) Support Data									
Houston ISD		Graduate Year							
		2017	2018	2019	2020	2021	2022	2023	
All Students	Actual	53%	63%	71%	62%				
	Target				63%	65%	68%	71%	
Econ. Dis.	Actual	50%	60%	70%	61%				
	Target				60%	63%	66%	69%	
Race/Ethnicity	African American	Actual	38%	52%	66%	53%			
		Target				52%	56%	60%	64%
	Hispanic	Actual	54%	63%	72%	63%			
		Target				63%	65%	68%	71%
	White	Actual	67%	73%	69%	67%			
		Target				73%	74%	75%	76%
	American Indian	Actual	46%	50%	58%	56%			
		Target				50%	54%	58%	62%
	Asian	Actual	85%	90%	88%	88%			
		Target				90%	91%	92%	93%
	Pacific Islander	Actual	---	---	---	---			
		Target				---	---	---	---
	Two or More	Actual	66%	67%	80%	60%			
		Target				67%	68%	69%	71%
Special Pops.	Special Ed.	Actual	37%	67%	66%	65%			
		Target				67%	68%	69%	71%
	Special Ed. (Former)	Actual	31%	44%	44%	42%			
		Target				44%	48%	53%	58%
	ELs*	Actual	42%	46%	60%	47%			
		Target				46%	50%	55%	60%
Mobility	Cont. Enrolled	Actual	58%	67%	76%	67%			
		Target				67%	68%	69%	71%
	Non-Cont. Enrolled	Actual	33%	45%	50%	40%			
		Target				45%	49%	54%	59%

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

Goal Monitoring Report: October 2021

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

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

Goal Monitoring Report: October 2021

Goal Progress Measure 3.1 – September 2021	Evaluation																																																						
<p>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.</p>	<p>Did Not Meet</p>																																																						
<p style="text-align: center;">Percentage of Students Meeting TSI Reading and Math by Grade Level</p> <table border="1"> <caption>Percentage of Students Meeting TSI Reading and Math by Grade Level</caption> <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></td> <td></td> </tr> <tr> <td>2017-18</td> <td>3</td> <td>24</td> <td>27</td> <td></td> <td></td> </tr> <tr> <td>2018-19</td> <td>3</td> <td>24</td> <td>25</td> <td></td> <td></td> </tr> <tr> <td>2019-20</td> <td>3</td> <td>9</td> <td>25</td> <td></td> <td></td> </tr> <tr> <td>2020-21</td> <td></td> <td>18</td> <td>24</td> <td>24</td> <td>24</td> </tr> <tr> <td>2021-22</td> <td></td> <td></td> <td></td> <td></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>		School Year	10th Grade	11th Grade	12th Grade	GPM 3.1 Metric	Target	2016-17	3	24	26			2017-18	3	24	27			2018-19	3	24	25			2019-20	3	9	25			2020-21		18	24	24	24	2021-22					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																																																				
2017-18	3	24	27																																																				
2018-19	3	24	25																																																				
2019-20	3	9	25																																																				
2020-21		18	24	24	24																																																		
2021-22					26																																																		
2022-23					29																																																		
2023-24					32																																																		
<p>Data Source</p> <ul style="list-style-type: none"> • 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 Monitoring Report: October 2021

Goal Progress Measure 3.1 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	3%	3%	3%	3%				
	11 th	24%	24%	24%	9%	18%			
	12 th	26%	27%	25%	25%				
Econ. Dis.	10 th	3%	3%	3%	3%				
	11 th	18%	18%	17%	6%	11%			
	12 th	20%	22%	18%	19%				
Special Ed.	10 th	0%	0%	0%	0%				
	11 th	2%	2%	1%	1%	4%			
	12 th	1%	1%	2%	1%				
ELs**	10 th	0%	1%	1%	1%				
	11 th	2%	4%	5%	2%	7%			
	12 th	2%	4%	4%	6%				

*<25 graduates; **Includes Current and Monitored

Goal Monitoring Report: October 2021

Goal Progress Measure 3.1 Results by Race/Ethn.

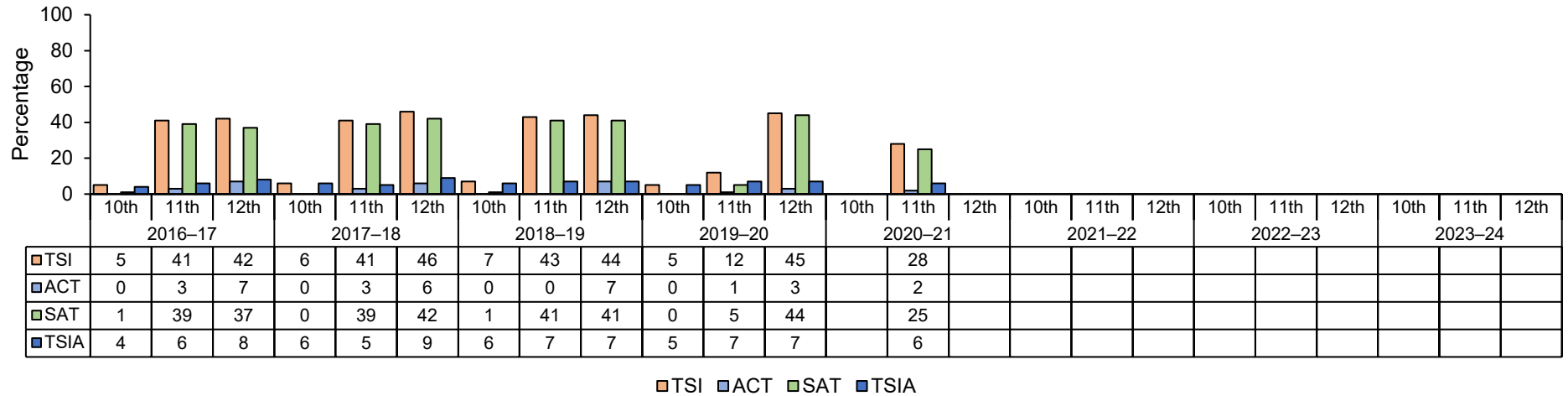
Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 th	3%	2%	3%	2%				
	11 th	14%	15%	15%	5%	10%			
	12 th	17%	18%	17%	16%				
Hispanic	10 th	3%	3%	4%	3%				
	11 th	20%	19%	20%	7%	14%			
	12 th	21%	23%	20%	21%				
White	10 th	2%	2%	2%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

* <25 graduates

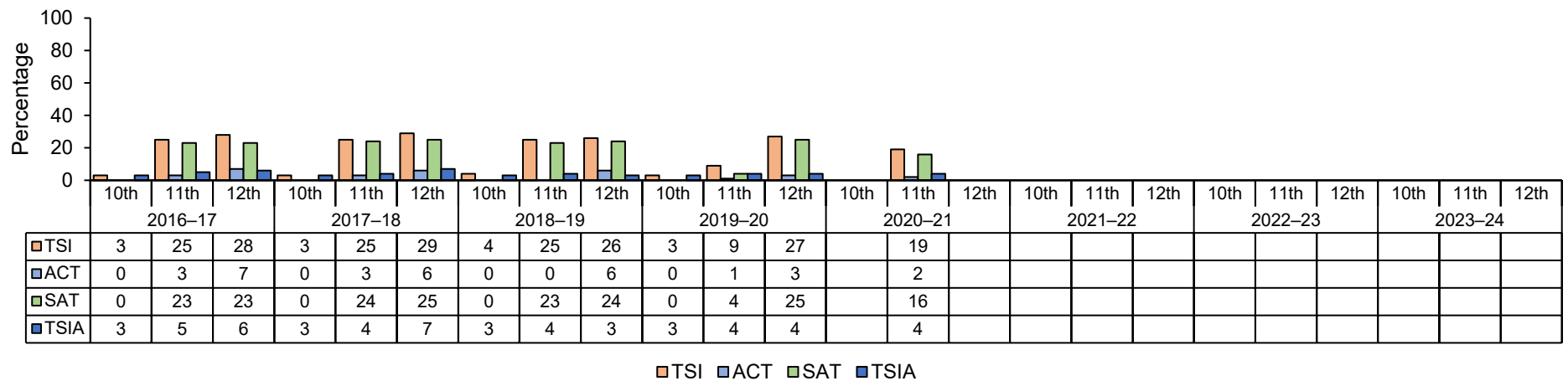
Goal Monitoring Report: October 2021

Goal Progress Measure 3.1 Support Data

Percentage of Students Meeting TSI Reading by Grade Level



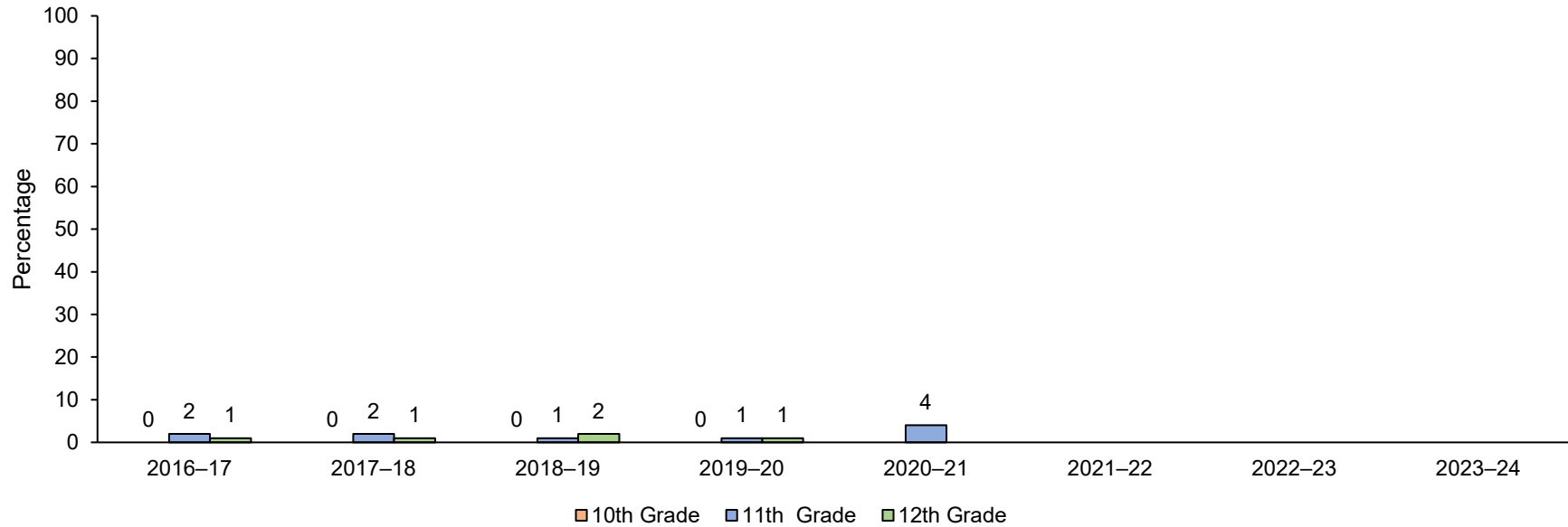
Percentage of Students Meeting TSI Math by Grade Level



Goal Monitoring Report: October 2021

Goal Progress Measure 3.1 Support Data – SWDs

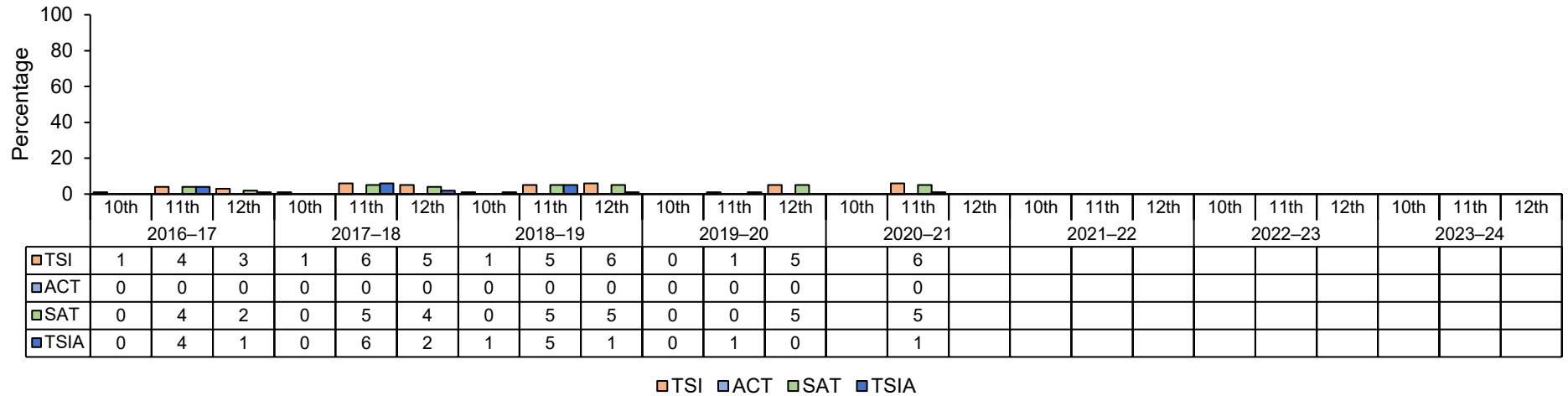
Percentage of SWDs Meeting TSI Reading and Math by Grade Level



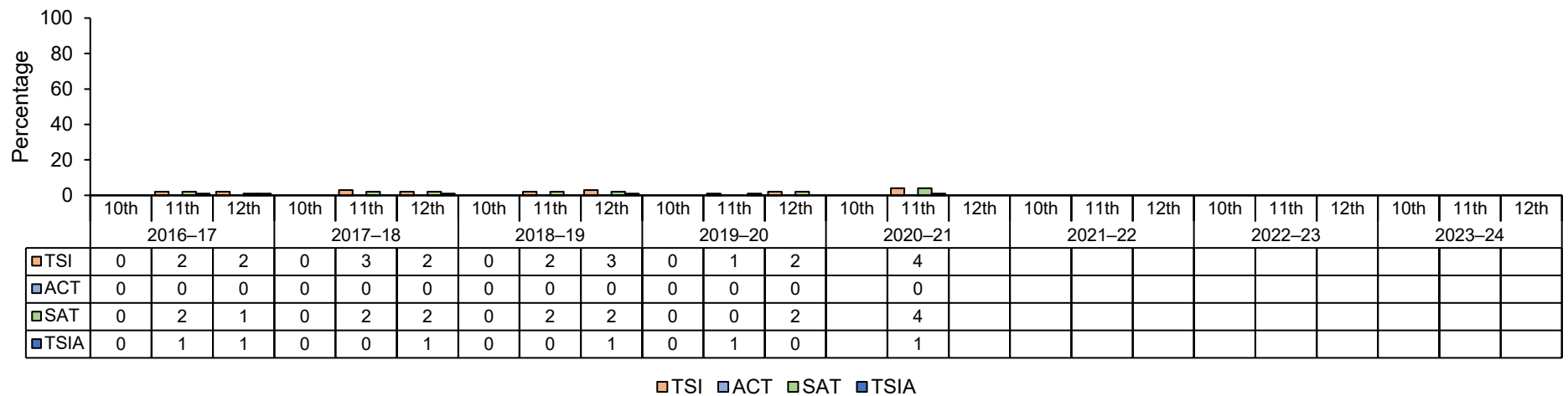
Goal Monitoring Report: October 2021

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



Goal Monitoring Report: October 2021

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				
	Participation Rate								
	ACT	0%	0%	0%	0%				
	SAT	3%	2%	2%	0%				
	TSIA Reading	5%	9%	9%	8%				
	TSIA Math	4%	5%	5%	4%				
11th Grade	Total Students	11,478	11,240	11,096	11,458	11,687			
	Participation Rate								
	ACT	5%	6%	0%	2%	3%			
	SAT	82%	85%	85%	6%	48%			
	TSIA Reading	8%	6%	11%	9%	11%			
	TSIA Math	7%	5%	6%	6%	7%			
12th Grade	Total Students	11,130	11,673	11,719	11,830				
	Participation Rate								
	ACT	17%	15%	14%	6%				
	SAT	78%	81%	80%	83%				
	TSIA Reading	21%	22%	16%	12%				
	TSIA Math	13%	13%	5%	6%				

Goal Monitoring Report: October 2021

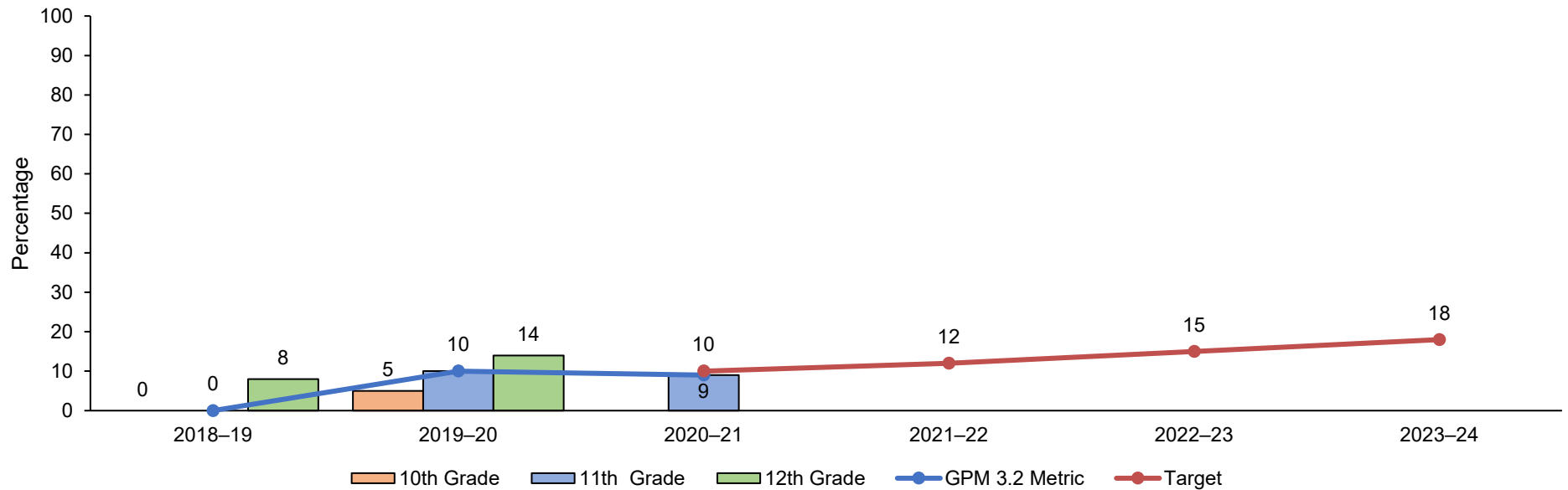
Goal Progress Measure 3.1 Support Data – SWDs Assessment Participation Rates

		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				
	Participation Rate								
	ACT	0%	0%	0%	0%				
	SAT	4%	3%	4%	0%				
	TSIA Reading	1%	2%	2%	1%				
	TSIA Math	1%	1%	1%	0%				
11th Grade	Total SWDs	958	819	829	874	1,025			
	Participation Rate								
	ACT	1%	1%	0%	0%	0%			
	SAT	51%	59%	61%	1%	32%			
	TSIA Reading	1%	3%	2%	2%	5%			
	TSIA Math	1%	1%	1%	1%	2%			
12th Grade	Total SWDs	1,255	1,053	1,068	1,112				
	Participation Rate								
	ACT	2%	3%	3%	2%				
	SAT	40%	44%	46%	49%				
	TSIA Reading	11%	14%	11%	3%				
	TSIA Math	6%	7%	1%	1%				

Goal Monitoring Report: October 2021

Goal Progress Measure 3.3 – October 2021	Evaluation
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.	Did Not Meet

Percentage of Students Demonstrating Career Readiness Through IBC by Grade Level



Data Source
<ul style="list-style-type: none"> • 2018-19 OnDataSuite Application from Federal and State Compliance; 2019-20 Summer PEIMS • 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 Monitoring Report: October 2021

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%				
	11 th			0%	10%	9%			
	12 th			8%	14%				
Econ. Dis.	10 th			0%	6%				
	11 th			0%	12%	10%			
	12 th			10%	16%				
Special Ed.	10 th			0%	2%				
	11 th			0%	7%	5%			
	12 th			6%	7%				
ELs**	10 th			0%	5%				
	11 th			0%	12%	10%			
	12 th			9%	15%				

*<25 students; **Includes Current and Monitored

Goal Monitoring Report: October 2021

Goal Progress Measure 3.3 Results by Race/Ethn.

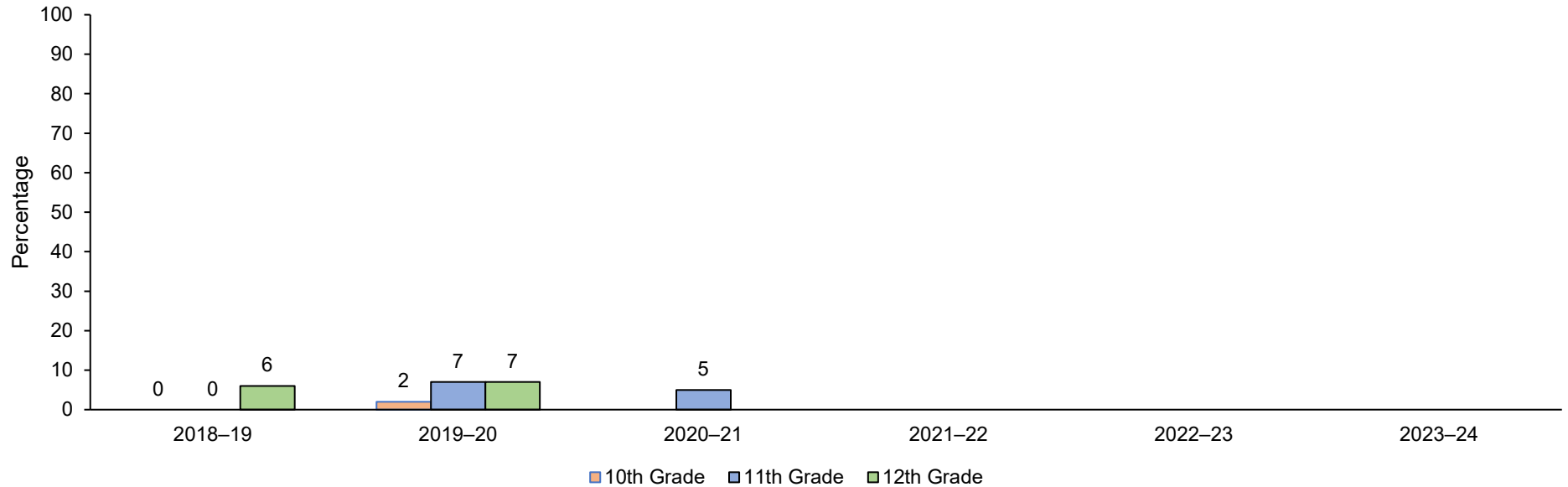
Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 th			0%	5%				
	11 th			0%	8%	7%			
	12 th			5%	11%				
Hispanic	10 th			0%	6%				
	11 th			0%	13%	10%			
	12 th			11%	18%				
White	10 th			0%	3%				
	11 th			0%	5%	5%			
	12 th			4%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

* <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



Goal Monitoring Report: October 2021

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.

Goal Monitoring Report: October 2021

Goal 3 Superintendent's Response Summary – GPM 3.3

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.