

## Goal Monitoring Report: November 2021

### Goal 3, November 2021 CCMR

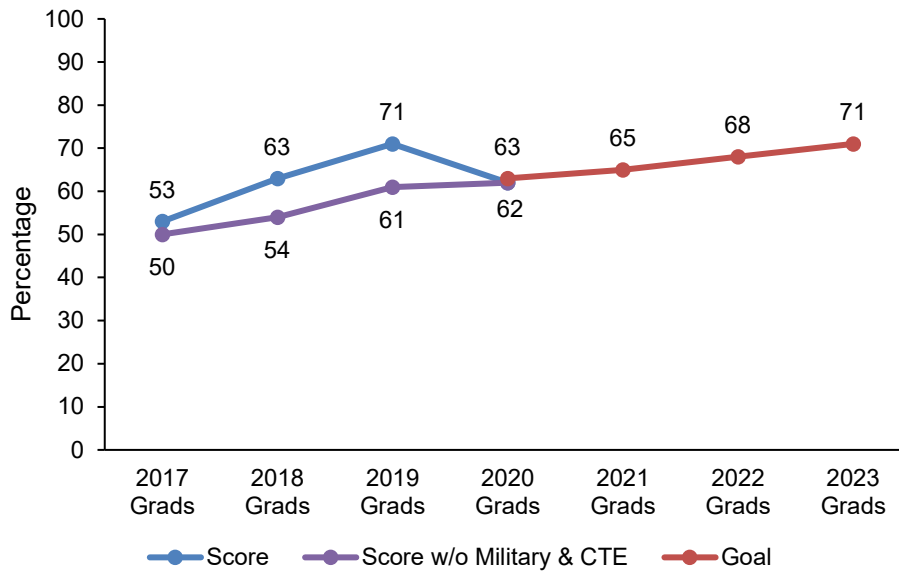
#### Goal Measure 3

#### Evaluation

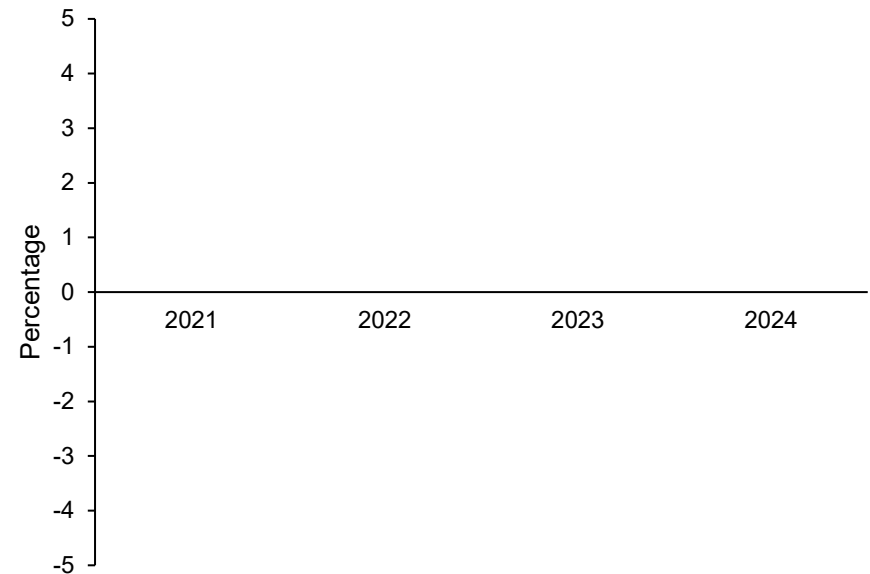
The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

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 will not count starting with the 2020 Graduates.

## Goal Monitoring Report: November 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: November 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: November 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>Not On Track</p>																																																						
<div style="text-align: center;"> <h3>Percentage of Students Meeting TSI Reading and Math by Grade Level</h3> <p>The chart displays the percentage of students meeting TSI requirements for 10th, 11th, and 12th grades from 2016-17 to 2020-21. A target line for the GPM 3.1 Metric is shown for 2021-22 to 2023-24. The y-axis represents the percentage from 0 to 100. The x-axis represents the school year.</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>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>-</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> </div>		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	-	-	-	-	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	-	-	-	-	26																																																		
2022-23	-	-	-	-	29																																																		
2023-24	-	-	-	-	32																																																		
<p><b>Data Source</b></p> <ul style="list-style-type: none"> <li>• Summer PEIMS, SAT student data files, TSIA student data files, ACT student data files</li> <li>• Students must have been enrolled on the last day of the school year.</li> <li>• TSI data captured through July of each year.</li> <li>• 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.</li> </ul>																																																							

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### 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 <sup>th</sup>	3%	3%	3%	3%	2%			
	11 <sup>th</sup>	24%	24%	24%	9%	18%			
	12 <sup>th</sup>	26%	27%	25%	25%	19%			
Econ. Dis.	10 <sup>th</sup>	3%	3%	3%	3%	2%			
	11 <sup>th</sup>	18%	18%	17%	6%	11%			
	12 <sup>th</sup>	20%	22%	18%	19%	13%			
Special Ed.	10 <sup>th</sup>	0%	0%	0%	0%	0%			
	11 <sup>th</sup>	2%	2%	1%	1%	4%			
	12 <sup>th</sup>	1%	1%	2%	1%	4%			
ELs**	10 <sup>th</sup>	0%	1%	1%	1%	1%			
	11 <sup>th</sup>	2%	4%	5%	2%	7%			
	12 <sup>th</sup>	2%	4%	4%	6%	8%			

\*<25 graduates; \*\*Includes Current and Monitored

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### Goal Progress Measure 3.1 Results by Race/Ethn.

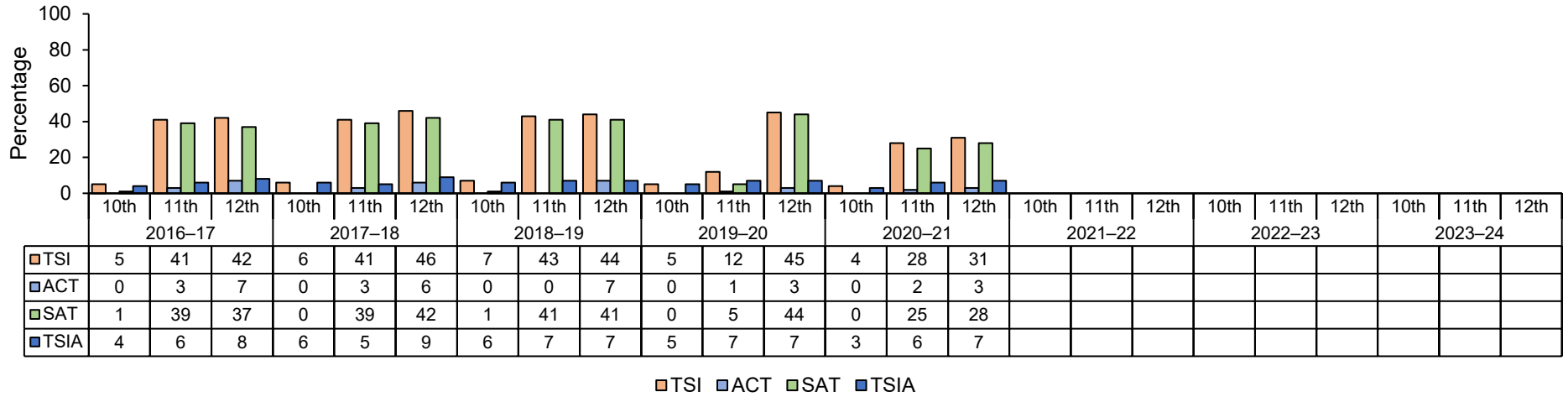
Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 <sup>th</sup>	3%	2%	3%	2%	1%			
	11 <sup>th</sup>	14%	15%	15%	5%	10%			
	12 <sup>th</sup>	17%	18%	17%	16%	12%			
Hispanic	10 <sup>th</sup>	3%	3%	4%	3%	2%			
	11 <sup>th</sup>	20%	19%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

\* <25 graduates

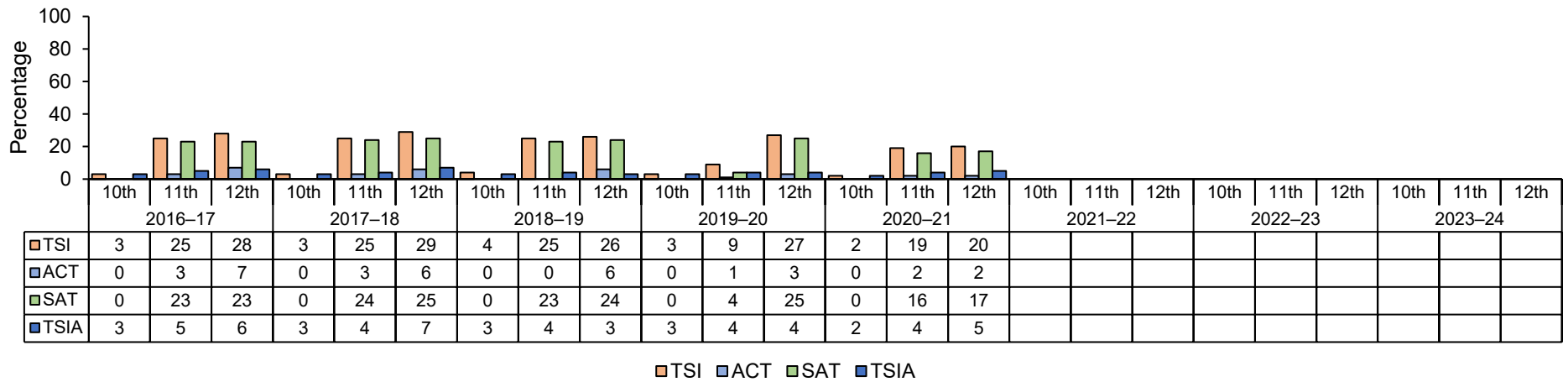
## Goal Monitoring Report: November 2021

### Goal Progress Measure 3.1 Support Data

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



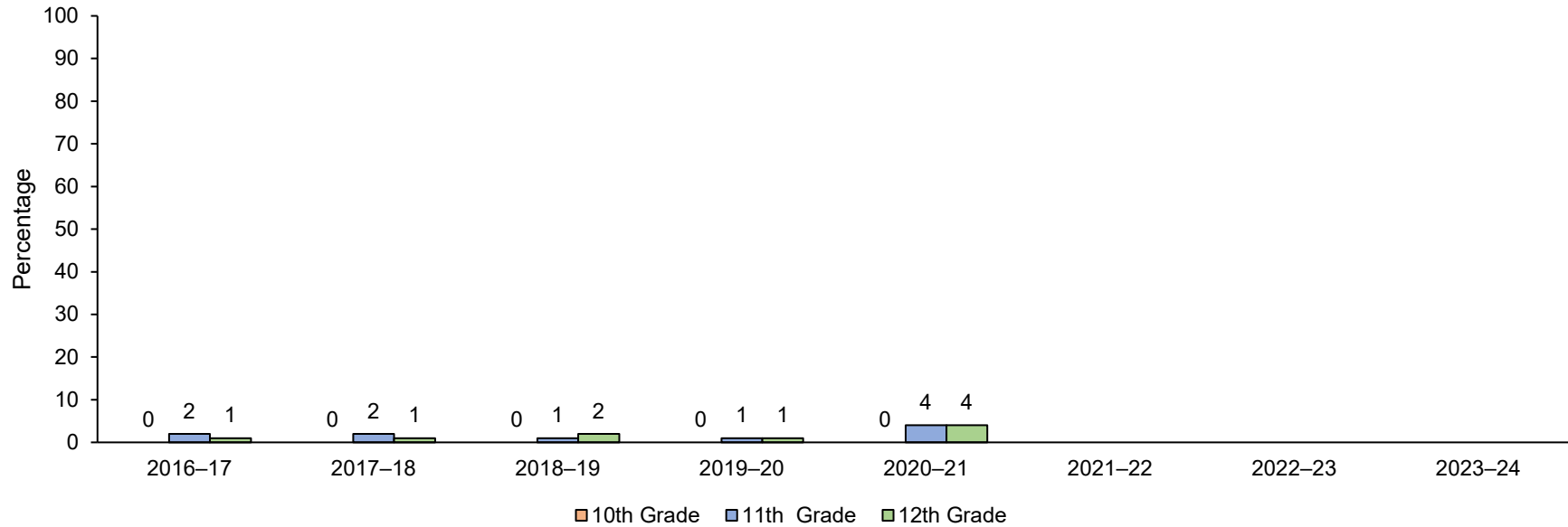
#### Percentage of Students Meeting TSI Math by Grade Level



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### Goal Progress Measure 3.1 Support Data – SWDs

Percentage of SWDs Meeting TSI Reading and Math by Grade Level

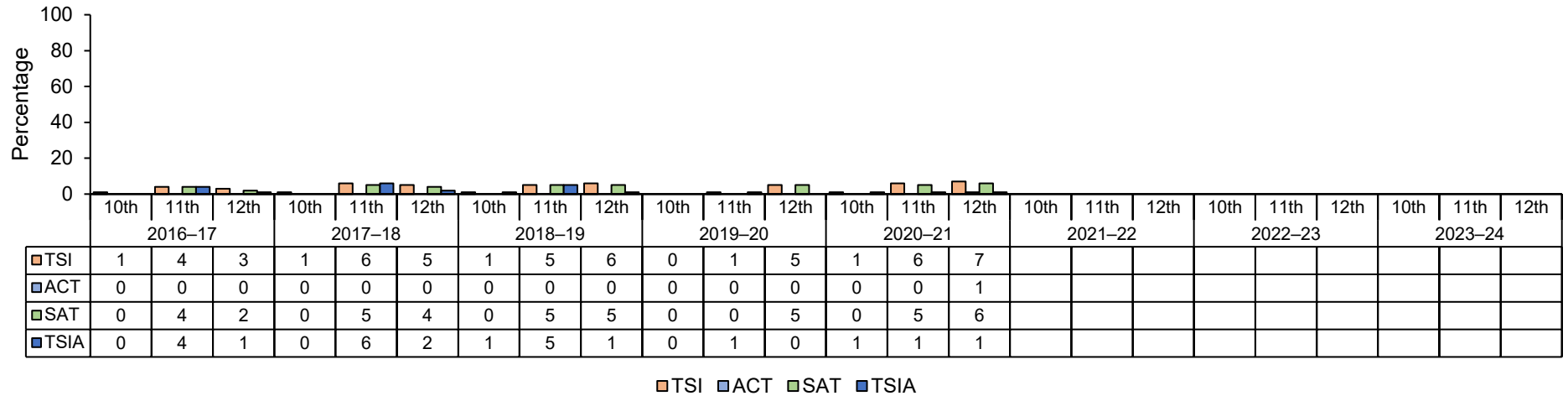




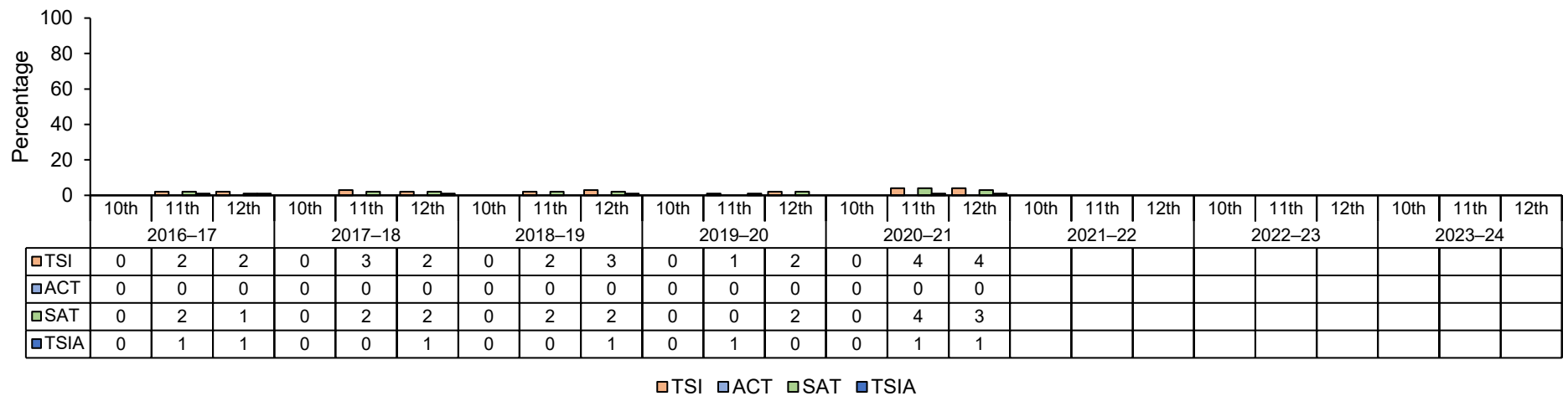
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### Goal Progress Measure 3.1 Support Data – SWDs (Cont.)

Percentage of SWDs Meeting TSI Reading by Grade Level



Percentage of Students Meeting TSI Math by Grade Level



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### 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			
	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	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%			

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

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### 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			
	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	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%			

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

## Goal Monitoring Report: November 2021

### Goal Progress Measure 3.1 Superintendent's Response

I have provided a copy of my response from October below. Since that meeting, the College and Career Readiness department has begun to identify the overlapping and uniquely tested curriculum on the SAT assessment. I have also ordered the development of a cross-functional CCMR action committee consisting of the School's Office, College and Career Readiness, Secondary Curriculum and Development, and Research and Accountability. The purpose of this committee is to align district communication regarding CCMR strategies and classroom best practices. I have also charged this cross-functional team to investigate the alignment of PSAT/NMSQT performance in 10<sup>th</sup> grade to meeting TSI on the SAT in 11<sup>th</sup> grade. If possible, I feel this metric would better progress monitor this measure.

### October Superintendent's Response

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 11<sup>th</sup> 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.