



Austin ISD Board Monitoring Report

College, Career and Military Readiness

Board Meeting Date: September 18, 2025

Reporting Period: August 2024 - June 2025

GOAL 3

College, Career and Military Readiness

The percentage of annual graduates who demonstrate CCMR by meeting TSI criteria and at least of one of the following items: earning an associate's degree concurrent with graduation, enrolling at a postsecondary institution following graduation, earning an industry-based certification, or earning a Level I or Level II certificate will increase from 43.7% for the class of 2022 to 54.6% in class of 2027.

GPM 3.3

IBC Aligned Courses

The percentage of 11th-12th grade students who enroll in courses aligned with an Industry Based Certification and persist to successful course completion will increase from 46.8% in June 2024 to 55.0% by June 2029.

District Initiatives Priority Alignment

District Initiative	Overview (Needs to be developed)	GPM Alignment
AISD Stronger Together	<i>Organizational Culture, Accountability, Communication, Outreach</i>	
Early Learning	<i>Enrollment, Literary, Outreach, Partnerships, Expansion</i>	
Middle Years	<i>Engagement, Staffing, Funding, Scheduling and Support</i>	
Post Secondary Success	<i>College-Readiness, Equity, Enrollment, CTE and Graduation</i>	
Special Education	<i>Inclusiveness, Compliance, Sustainability</i>	



EXECUTIVE SUMMARY

Background

In Austin ISD, our approach to Board Goal 3.3 IBC Aligned Courses is grounded in student opportunities, strategic alignment with TEA requirements, and a commitment to preparing every student for postsecondary success. Since TEA introduced Programs of Study and the concept of “completers,” the district and campuses have responded by intentionally aligning course sequences and certification opportunities to ensure students are both meeting state targets and accessing meaningful career pathways. As a result, Austin ISD met the five-year goal for this measure early and has sustained that progress, demonstrating the strength of our systems and practices.

Our model emphasizes data-informed decision-making, continuous monitoring, and community-aligned priorities. We embrace practices that expand access to certifications, support students through coherent course pathways, collaborate with high school counseling to effectively implement course sequencing, and empower teachers to prepare students for and offer industry-based certifications.

Board Goal 3.3 IBC Aligned Courses is fully aligned with other District Initiatives and progress measures focused on college, career, and military readiness (CCMR), advanced academics, and equitable outcomes. Through our strategic plan and the scorecard framework, we continue to use progress measures to ensure that our values are reflected in both student outcomes and adult behaviors across the system.

Key Data Findings

- Districtwide, 59.8% of 11th–12th grade students enrolled in courses aligned with an Industry-Based Certification (IBC) and persisted to successful completion in 2024–25, exceeding both the current year’s target (47.2%) and the five-year goal of 55.0%. This reflects continued gains over the previous year’s 46.8% and indicates strong momentum toward sustained performance above target.
- Most student groups made substantial year-over-year gains, with notable increases for Asian students (+17.5 points), African American students (+13.7 points), and Hispanic/Latinx students (+12.5 points). White students (61.7%), students identifying as Two or More races (62.5%), and Pacific Islander students (58.3%) all performed well above the 55% long-term target. Economic Disadvantage (55.5%) and Emergent Bilingual (52.1%) students also showed strong improvement over 2023–24.
- While all groups improved in 2024–25, some remain below the long-term target, including American Indian (50.0%), African American (53.5%), and Special Education (48.3%) students. Despite gains, these groups continue to trail district averages and require targeted supports to sustain growth and close gaps.



Outliers

Characteristics of outlier schools include broad and coherent CTE program offerings, stable teaching staff, strong partnerships with industry and higher education, and intentional alignment of course sequences to certification outcomes. Outliers included in this report are Akins Early College High School (67.9% overall, 64.7% EcD) and Crockett Early College High School (66.0% overall, 63.9% EcD), both of which have demonstrated sustained growth across multiple subgroups and maintain small gaps between groups. In Band 1, LBJ Early College High School (65.6% overall, 66.8% EcD) is showing significant gains for African American and Hispanic/Latinx students through the integration of early college opportunities with robust CTE programming. Bowie High School (71.9% overall, 61.3% EcD) has demonstrated a strong system of course sequencing leading to more students completing IBC-aligned courses.

Next Steps

Given the substantial gains in IBC-aligned course enrollment and persistence—surpassing our original five-year goal early—we recommend reviewing the potential for continued growth and establishing new targets moving forward. We will maintain our commitment to aligned course sequencing and remain responsive to ongoing CTE program and certification updates from TEA. This includes deepening the work of the district initiative to strengthen four-year graduation planning and expand toward future seven-year college, career, and life planning for all students. Continued focus will be placed on leveraging data to identify emerging high-wage, high-demand industry areas and ensuring access to these pathways.

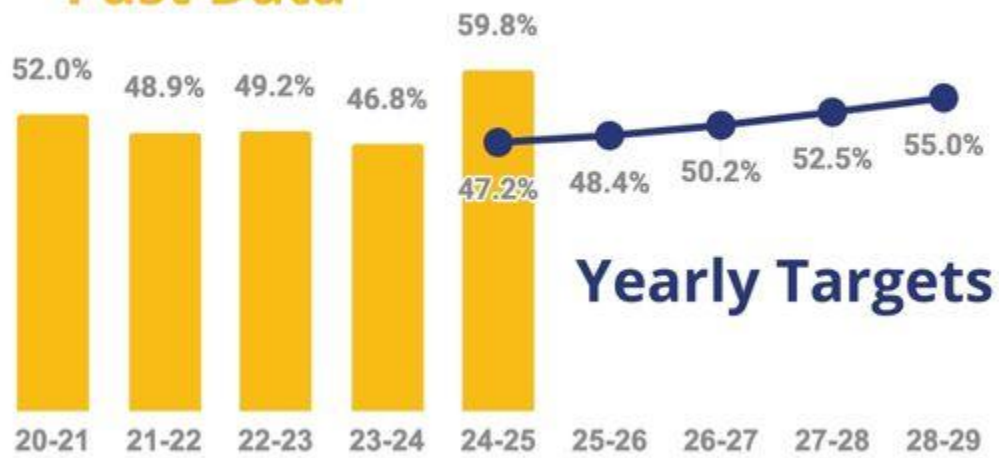
DATA ANALYSIS

GPM 3.3. The percentage of 11th-12th grade students who enroll in courses aligned with an Industry Based Certification and persist to successful course completion will increase from 46.8% in June 2024 to 55.0% by June 2029.

GPM 3.3 Overall Data to Date



Past Data





GPM 3.3 Student Group Data to Date

Group	Past Data				Update	Yearly Targets				
	20-21	21-22	22-23	23-24	24-25	24-25	25-26	26-27	27-28	28-29
All Students	52.0	48.9	49.2	46.8	59.8 ↑	47.2	48.4	50.2	52.5	55.0
American Indian	47.0	45.0	27.0	36.0	50.0 ↑	36.2	37.0	38.2	40.2	42.5
Asian	84.5	60.6	63.4	58.6	76.1 ↑	58.8	59.6	60.9	62.4	64.5
African American	47.9	42.5	42.1	39.8	53.5 ↑	40.2	41.3	43.1	45.4	47.8
Hispanic/LatinX	52.5	48.0	48.8	45.2	57.7 ↑	46.0	47.3	49.5	51.8	54.3
Pacific Islander	*	*	67.0	56.0	58.3 ↑	56.8	58.2	59.7	62.0	64.5
Two or More	51.3	53.0	46.4	47.7	62.5 ↑	48.5	49.4	50.4	52.5	54.8
White	51.1	49.4	49.8	49.1	61.7 ↑	49.6	50.4	51.4	53.1	54.9
Economic Disadvantage	50.7	46.2	47.2	43.3	55.5 ↑	43.9	45.2	47.3	49.5	52.0
Emergent Bilingual	45.9	43.1	46.3	41.4	52.1 ↑	41.6	42.1	43.4	45.1	47.6
Special Education	40.4	36.8	38.2	37.4	48.3 ↑	37.6	38.1	39.3	40.5	41.9

* Data pulled 8/6/2025 from 2024-25 enrollment and transcript information.

Creating New Targets for GPM 3.3

	Past Data	Update	NEW Yearly Targets
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Group	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
All Students	52.0	48.9	49.2	46.8	59.8	≥60.0	≥60.0	≥60.0	≥60.0
American Indian	47.0	45.0	27.0	36.0	50.0	51.3	52.5	53.7	55.0
Asian	84.5	60.6	63.4	58.6	76.1	≥60.0	≥60.0	≥60.0	≥60.0
African American	47.9	42.5	42.1	39.8	53.5	54.8	56.2	58.0	58.9
Hispanic/LatinX	52.5	48.0	48.8	45.2	57.7	≥60.0	≥60.0	≥60.0	≥60.0
Pacific Islander	*	*	67.0	56.0	58.3	58.8	59.3	59.7	≥60.0
Two or More	51.3	53.0	46.4	47.7	62.5	≥60.0	≥60.0	≥60.0	≥60.0
White	51.1	49.4	49.8	49.1	61.7	≥60.0	≥60.0	≥60.0	≥60.0
Economic Disadvantage	50.7	46.2	47.2	43.3	55.5	56.9	58.3	59.2	≥60.0
Emergent Bilingual	45.9	43.1	46.3	41.4	52.1	53.4	54.7	56.0	57.3
Special Education	40.4	36.8	38.2	37.4	48.3	50.7	53.1	54.1	55.5

As we have met the targets first conceptualized at scorecard creation we have identified new targets moving forward to meet a IBC-alignment program goal of 60% participation overall. Where we have not met that goal we will be working to increase student participation to at least 55%. Where we have already met the goal, our focus will be maintaining participation and looking deeper into the data to see where participation may link to additional opportunity including ensuring students continue into full pathways and successfully complete IBC certifications. For student groups where growth targets are below 60% the percent change between 2024-25 and 2028-29 is an increase of 10% except special education which is targeted to increase by 15%. Yearly targets show steady growth towards the 2028-29 goal.



Key Takeaways

- Student achievement in IBC-aligned course enrollment and persistence exceeded this year's target by an average of 12.6 percentage points and is already 4.8 percentage points above the five-year goal, with strong gains across most student groups.
- In 2021, Austin ISD collaborated closely with the counseling team to align course sequences, ensuring that students followed their selected Program of Study. The addition of 'completer status' as a College, Career, and Military Readiness (CCMR) accountability indicator further reinforced the district's efforts to align Career and Technical Education (CTE) course sequences with the Texas Education Agency's (TEA) approved Programs of Study. Completers successfully take three or more courses in which they earn four or more credits within the prescribed courses in a Program of Study. Counselors, administrators, and CTE staff communicate the importance of following the course sequence and earning an Industry-Based Certification. Additionally, universal course sheets are aligned to CTE course sequences.

The Root Cause

- A persistent challenge has been overcoming historical stereotypes about CTE and clarifying how specific courses connect to valuable certifications and future career opportunities. Building clear crosswalks in content, data, and communication with students and families has been essential to showing how IBCs fit into a balanced postsecondary plan. Through the GPM 3.3 theory of action, we are strengthening a framework where aligned coursework naturally leads to IBC attainment, helping all students see the value of these pathways in high school and beyond.
- The primary root cause behind the district's strong performance on Board Goal 3.3 is the intentional and positive response to the state's implementation of Programs of Study and completer status. By aligning course sequencing to these state-defined pathways, Austin ISD has created a coherent system where students are enrolled in courses that directly connect to industry-recognized certifications. This alignment ensures that as students progress through their coursework, they are mastering the knowledge and skills needed to earn an IBC, rather than treating certification as an isolated or add-on opportunity. Strong administrative monitoring, counselor training, and teacher commitment have reinforced this system, resulting in increased persistence, equity of access, and higher overall attainment.

Outliers

Austin ISD campuses with strong CTE and P-TECH programming continue to demonstrate significant growth in IBC-aligned course enrollment and persistence. These programs offer students diverse pathways in high-demand fields such as health sciences, digital arts, construction, and engineering, while P-TECH provides the added advantage of earning industry-based certifications and/or Level I Certificates alongside



college credit. Consistent administrator monitoring and intentional program alignment ensure that students not only access these opportunities but also persist to completion, resulting in measurable gains across multiple student groups.

- **Akins Early College High School** demonstrated notable growth in IBC-aligned course enrollment and persistence, reaching 67.9% overall and 64.7% for Economic Disadvantage students. The campus saw gains across multiple subgroups, including African American and Hispanic/Latinx students. Akins offers one of the largest CTE catalogs in the district, spanning health sciences, digital arts, agriculture, and engineering. Anchored by seven academy-structured smaller learning communities that provide rigorous, career-focused pathways with capstone work-based learning opportunities, Akins ECHS sustains strong CTE and P-TECH programming—demonstrating consistent growth in IBC-aligned course enrollment and high student persistence rates.
- **Bowie High School** stands out as an outlier for both overall performance and student group success. The campus has strong systems for ensuring students follow course sequencing, supported by administrators who closely monitor progress and prioritize alignment to programs of study. Teacher commitment to embedding and supporting industry-based certifications has been a critical factor in sustaining high performance. In addition, the school's systems of support and intentional planning are positively impacting a wide range of learners.
- **Crockett Early College High School** achieved 66.0% overall and 63.9% for Economic Disadvantage students, reflecting sustained year-over-year growth and strong subgroup gains, including for Special Education students. The campus fosters a culture of career readiness through programs in construction, cosmetology, and automotive, with an emphasis on collaborative planning between CTE and core subject teachers. Teachers intentionally use WICOR strategies to promote deep learning and college and career readiness; this cross-disciplinary approach ensures that skills learned in one context are reinforced in others.
- **LBJ Early College High School** posted significant growth, reaching 65.6% overall and 66.8% for Economic Disadvantage students. Gains were especially strong for African American and Hispanic/Latinx students, reflecting the campus's strategic alignment of early college opportunities with robust CTE programming. LBJ ECHS teachers and administrators monitor and ensure students have access to industry-based certifications.

Progress of Initiatives

Board Goal 3.3 directly aligns with the district's Postsecondary Success initiative, which emphasizes preparing all students for college, career, and life after graduation. A key driver of recent growth has been the district's proactive response to the state's implementation of Programs of Study and completer status. Austin ISD quickly realigned course sequencing and IBC offerings to ensure students could access coherent pathways that both meet TEA requirements and provide meaningful opportunities. Universal course sheets have further supported this alignment, giving counselors, students, and families guidance on available pathways and ensuring consistency across campuses.

We are making progress toward thorough four-year planning for every student, ensuring that endorsements, P-TECH, IBCs, and dual credit opportunities are built intentionally into their high school experience. Beyond this, we are moving toward a seven-year planning model that connects middle school exploration to high



school pathways and postsecondary opportunities. This approach will ensure students graduate not only with clear, personalized plans but also with the skills, credentials, and experiences needed to thrive in college, career, and beyond.

Key Progress Indicators (KPIs)

Looking ahead, the district is deepening its commitment to long-term planning. Some key strategies which are key to continuing to maintain or increase the GPM 3.3 goals.

- Quarterly College, Career, and Military Readiness Campus Advisory meetings with all high schools in which CTE data, course enrollments, and programs are reviewed.
- Annual beginning of year professional learning with secondary counselors on Program of Study sequences, possible changes, and student retention. Additional training provided as needed.
- Ongoing program of study professional learning provided to CTE teachers.
- Implementation of middle school CTE fairs to inform students about CTE offerings in high school.
- Monthly IBC reports provided to each high school campus in the spring.
- Celebration and recognition of campuses with the most earned IBCs each year (categorized by size).

The Plan Forward

Austin ISD's early completion of the five-year goal for GPM 3.3 reflects the strength of our systems, the dedication of our staff, and the strategic alignment of CTE, P-TECH, and industry-based certification opportunities. Building on this momentum, our focus will shift toward sustaining and expanding growth, particularly at Band 1 and 2 campuses, to ensure all students benefit from these pathways.

- For Band 1 campuses, we will continue targeted supports, including quarterly CCMR Campus Advisory Committee meetings to monitor progress, identify barriers, and share best practices from high-growth outlier campuses like Akins, Crockett, and LBJ. These meetings will be used to spotlight effective strategies, such as embedding certification preparation into daily instruction, aligning course pathways to endorsements and Programs of Study, and leveraging community and industry partnerships for hands-on learning.
- Secondary administrators, counselors, and CTE staff at all campuses will receive continued professional learning on four-year planning, endorsements, Programs of Study, industry-based certifications, and P-TECH opportunities to strengthen course advising and ensure equitable access for all student groups.
- For Band 2 campuses, supports will include targeted professional development on student recruitment into certification-bearing courses, coaching on data-driven monitoring of student persistence, and increased exposure to real-world career applications through site visits and industry presentations. By maintaining a culture of high expectations, providing consistent program alignment, and using intentional monitoring systems, we will sustain our districtwide progress while ensuring every campus has the tools and resources to grow.



APPENDIX

Appendix 1: GPM 3.3 Campus-Level Data

School	SRI	# Enroll	% Total	% American Indian	% Asian	% Black	% Hispanic/Latino	% Pacific Islander	% Two or More	% White	% Eco Dis	% Emergent Bilingual	% Special Education	% 11th	% 12th
Eastside ECHS	1	321	52.0	*	80.0	42.9	53.4	*	*	66.7	50.4	47.7	45.1	34.1	70.7
GPA Travis	1	71	43.7	*	*	*	42.6	*	*	*	45.8	47.1	20.0	33.3	48.0
LBJ ECHS	1	393	65.6	*	66.7	57.4	69.4	*	80.0	*	66.8	67.3	44.3	55.5	75.2
Northeast HS	1	487	37.0	*	58.3	37.0	36.5	*	*	40.0	37.2	30.3	33.3	25.3	50.0
Travis HS	1	512	64.1	*	72.7	72.3	62.5	*	85.7	60.7	63.9	65.6	60.9	54.9	74.2
Akins HS	2	1307	67.9	*	67.7	58.2	68.7	60.0	65.2	70.2	64.7	63.5	56.4	56.2	81.6
Crockett HS	2	749	66.0	*	81.8	64.1	65.0	*	70.0	68.1	63.9	59.9	52.0	59.8	72.8
GPA Navarro	2	56	8.9	*	*	*	10.0	*	*	*	10.2	8.6	<1.0	11.1	8.5
Garza Independence HS	2	268	38.8	*	*	36.4	40.2	*	27.3	39.8	36.6	43.2	38.5	32.5	44.4
Navarro HS	2	764	55.9	*	72.7	55.3	55.7	*	60.0	55.6	55.1	52.4	47.4	48.9	64.0
Anderson HS	3	1111	50.8	*	65.5	41.3	42.1	*	61.7	53.3	40.5	35.7	39.8	45.3	56.4
Ann Richards YWL	3	216	99.5	*	100.0	100.0	100.0	*	92.9	100.0	100.0	100.0	92.3	100.0	99.1
McCallum HS	3	889	56.6	*	47.6	40.0	54.9	*	61.1	59.1	47.0	41.3	46.2	50.1	63.9
Austin HS	4	1127	39.5	*	45.8	48.4	35.6	*	26.4	42.6	34.3	31.9	29.1	34.7	44.8
Bowie HS	4	1419	71.9	80.0	78.5	65.6	65.3	*	72.2	74.9	61.3	57.6	55.5	68.0	76.0
LASA HS	4	779	80.7	*	88.8	73.7	78.9	*	75.8	78.2	84.3	66.7	85.7	82.5	78.9
Austin ISD		10469	59.8	50.0	76.1	53.5	57.7	58.3	62.5	61.7	55.5	52.1	48.3	53.3	66.7

* Data pulled 8/6/2025 from 2024-25 enrollment and transcript information. Note that information includes a column for grades 11 and 12 to best understand both student groups and grade levels.



Key Takeaways

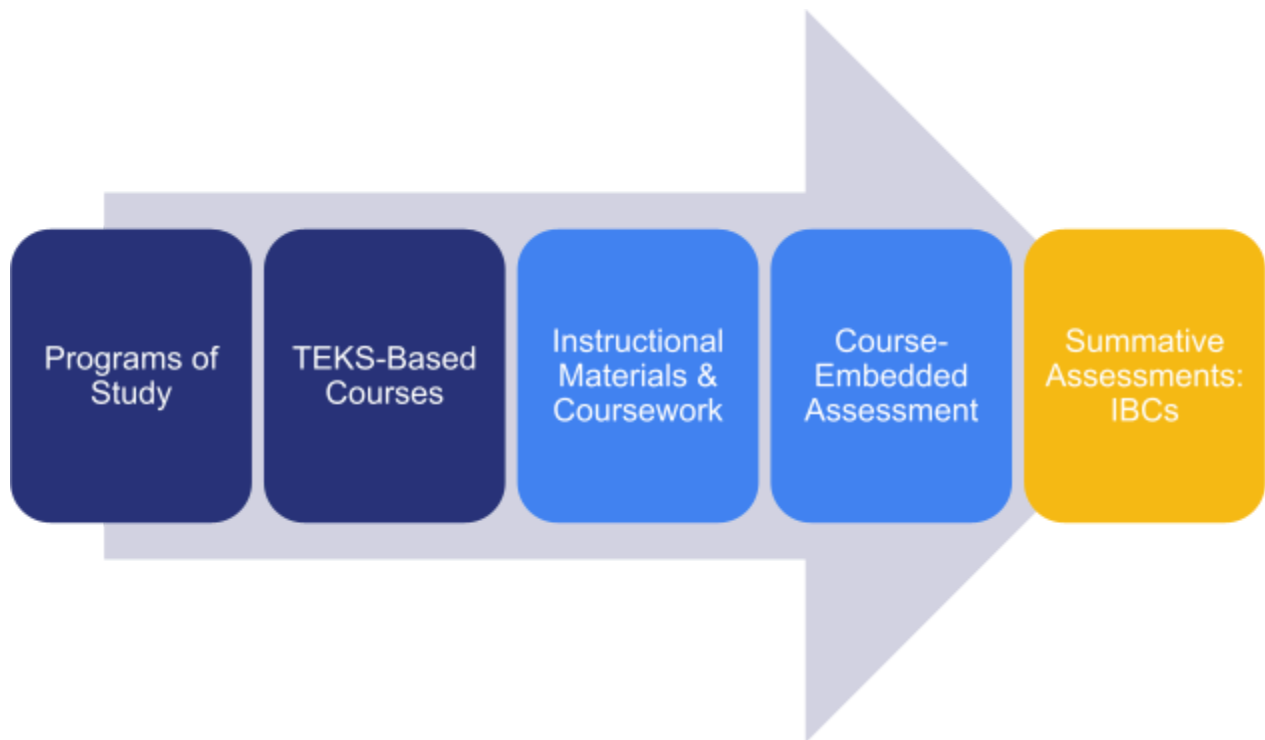
- Austin ISD exceeded the 2024–25 target for IBC-aligned course enrollment and persistence by 11.7 percentage points and is already 5 percentage points above the five-year goal, with strong year-over-year gains for nearly all student groups. Asian, African American, Hispanic/Latinx, White, Two or More races, Pacific Islander, Economic Disadvantage, and Emergent Bilingual students all posted notable improvements.
- Emergent Bilingual students reached 52.1%, showing significant growth from the prior year and closing much of the gap toward the long-term target. Special Education students also improved to 48.3%, marking a positive trend but still below the five-year goal, indicating a continued need for targeted support.

Appendix 2: Defining the Progress Measure

- We will look at the number of upper grade students (11-12th grades) who enroll in courses aligned with TEA approved IBCs, track enrollment in BOY, persistence in MOY, and course completion and EOY.
 - To track data we match courses each year with the list from TEA of courses aligned with an IBC. This list is connected to the transcript file. We pull out students who have taken and passed one or more IBC-aligned courses in their high school career.
 - The denominator = all 11-12 grade students enrolled anytime in the school year.
 - The numerator = all 11-12 grade students who enrolled in one or more IBC aligned course and earned credit greater than or equal to 0.5. Students may have gained a credit at any time in their school career (if the credit shows on their transcript it counts) and students count if they have one or more credit. Appendix 4E provides the list of CTE courses for which students gained a credit.

Appendix 3: Root Cause and Theory of Change

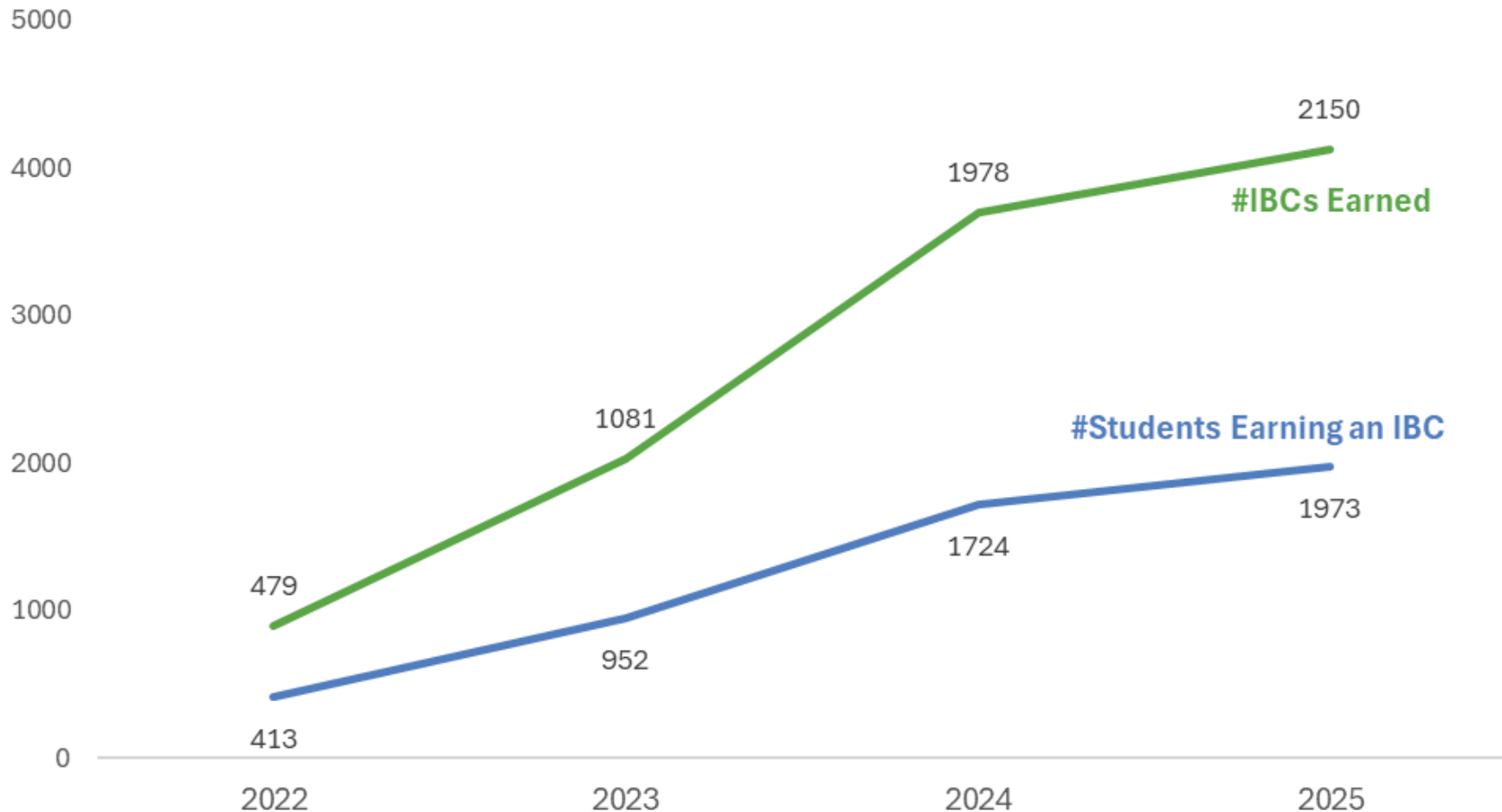
IBCs are credentials including degrees, certificates, and certifications that validate individual skills in career clusters. They show industry approved and accepted standards. The theory of action behind GPM 3.3 is that we may improve the number of students who earn an IBC by focusing enrollment and completion in aligned coursework students take to master the material. This chart shows the steps behind earning an IBC. It starts with the creation of programs of study at the state level. This information is used by the district to create individual courses and content in Austin ISD. Students enrolled in IBC aligned course content should be prepared to successfully complete an IBC upon the successful passing of their course content. The goal looks at the number of 11-12th grade students enrolled in these aligned courses.





Appendix 4.A: IBC Completion By Year 2022-2025

Progress measure data shows we have improved student pathways into IBC-aligned courses. We also looked at the next step into the process: how many students complete an IBC. Since 2022 we have increased both the number of unique students earning an IBC and the number of IBC credentials students earn. The graph shows that our students often earn more than one IBC. While we are excited by this growth, our next steps include additional alignment between course-taking and incentivizing earning a credential.





Appendix 4.B: 11-12th Grade Students Completing an IBC in 2024-25

We broke IBC credentials further down into the sample utilized for the GPM progress monitoring. We found that while 60% overall take an IBC-aligned course (see district level data e for GPM 3.3), 23% of 11-12th grade students in 2024-25 earned an IBC (15.8% of 11th and 27% of 12th grade students). This represents a 38% earn rate of those enrolled in aligned courses who end up completing an IBC. Data for IBC completion for all 11-12th graders is shown below (the percent completing an IBC over the number enrolled).

School	SRI	# Enroll	% Total	% Am. Indian	% Asian	% Black	% Hispanic/Latino	% Pacific Islander	% Two or More	% White	% Eco Dis	% Emergent Bilingual	% Special Education	% 11th	% 12th
Eastside ECHS	1	321	9.0	*	<1.0	3.6	10.4	*	*	<1.0	8.5	8.3	4.2	7.9	10.2
GPA Travis	1	71	1.4	*	*	*	1.6	*	*	*	1.7	2.9	<1.0	<1.0	2.0
LBJ ECHS	1	393	27.7	*	44.4	20.5	29.8	*	50.0	*	28.2	29.2	11.5	14.7	40.1
Northeast HS	1	487	14.8	*	25.0	<1.0	16.5	*	*	6.7	14.9	15.8	5.8	8.6	21.7
Travis HS	1	512	22.5	*	13.6	27.7	22.3	*	28.6	21.4	21.8	22.1	18.5	16.4	29.1
Akins HS	2	1307	27.8	*	45.2	17.6	27.9	40.0	13.0	33.1	24.5	24.0	16.1	23.2	33.1
Crockett HS	2	749	24.8	*	27.3	17.9	24.8	*	15.0	28.4	22.5	23.6	22.0	22.5	27.5
GPA Navarro	2	56	5.4	*	*	*	6.0	*	*	*	4.1	8.6	14.3	<1.0	6.4
Garza Independence HS	2	268	2.6	*	*	3.0	1.7	*	<1.0	2.9	2.4	2.7	2.6	1.6	3.5
Navarro HS	2	764	21.6	*	27.3	10.6	22.4	*	<1.0	22.2	21.7	20.0	17.5	13.6	30.9
Anderson HS	3	1111	27.2	*	35.7	15.2	17.6	*	35.0	31.6	14.4	9.8	12.0	22.4	32.2
Ann Richards YWL	3	216	31.9	*	37.5	66.7	29.8	*	28.6	31.8	27.9	<1.0	46.2	11.8	50.0
McCallum HS	3	889	11.5	*	4.8	4.4	5.5	*	11.1	15.7	4.3	1.3	11.5	9.9	13.2
Austin HS	4	1127	24.0	*	41.7	16.1	14.8	*	24.5	29.7	14.8	9.9	13.7	25.5	22.2
Bowie HS	4	1419	31.5	40.0	30.8	28.1	28.1	*	39.2	32.8	26.3	21.2	23.7	27.1	36.3
LASA HS	4	779	21.1	*	18.3	26.3	19.7	*	14.5	24.1	22.5	<1.0	28.6	18.0	24.3
Austin ISD		10469	23.0	12.5	25.9	15.2	21.0	25.0	25.0	27.1	19.2	18.6	15.8	18.9	27.3