



AUSTIN ISD BOARD MONITORING REPORT

REPORT DATE: September 18, 2025
REPORTING PERIOD: August 20, 2024-May 29, 2025

GOAL 3 CCMR	The percentage of annual graduates who demonstrate college career and military readiness (CCMR) by meeting Texas Success Initiative (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 (IBC) and persist to successful course completion will increase from 46.8% in June 2024 to 55.0% by June 2029.

CAMPUS OUTLIERS AND HIGHLIGHTS

Examples that showcase current results, strategic priorities, and implementation

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.



11-12th Students by Campus Completing and IBC-Aligned Course in 2024-25

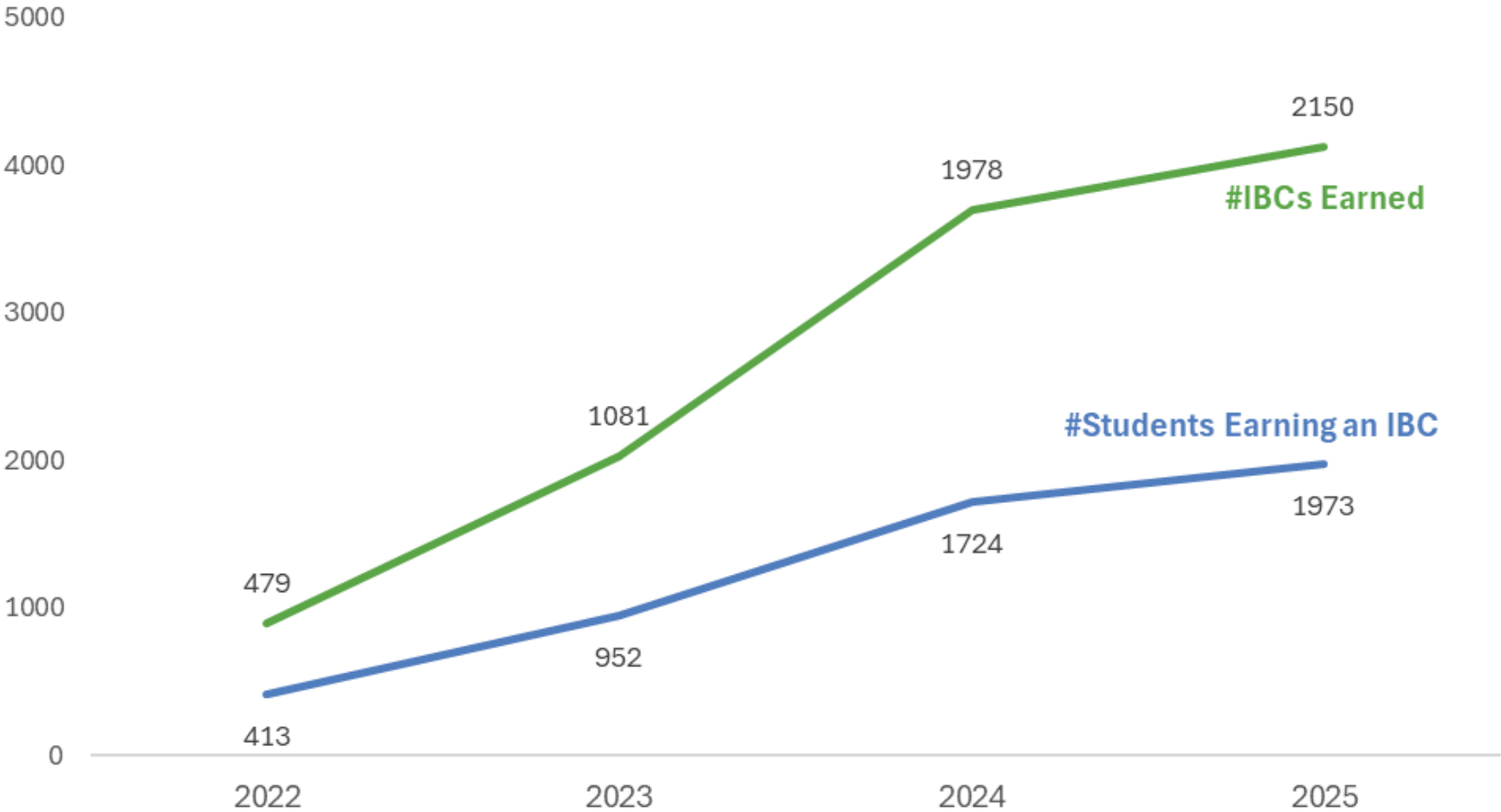
Data showcases GPM3.3 information by overall as well as student groups and is broken down by the [SRI](#) band system

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



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.





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
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