



# AUSTIN ISD BOARD MONITORING REPORT

**REPORT DATE:** September 18, 2025

**REPORTING PERIOD:** August 20, 2024-May 29, 2025

<b>GOAL 3</b> 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.
<b>GPM 3.3</b> 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.
<b>Initiative Alignment</b>	Postsecondary Success: College-Readiness, Equity, Enrollment, CTE and Graduation
<b>Evaluation of Progress</b>	GPM monitoring provides evidence the district is <b>ON TRACK</b> to meet CCMR goal targets. 59.8% of all 11th and 12th grade students successfully completed one or more courses aligned with an IBC. 2024-25 data exceeds the current-year (47.2%) and five-year targets (55.0%). Data suggest current implementation of CTE programs of study are successful. Next steps include connecting the IBC-alignment to individual graduation planning, IBC-completion data digs, and build-out with industry partners.

## OVERVIEW

Students in the 11th and 12th grades made great progress in completing their IBC-aligned courses during the 2024–25 school year. They not only surpassed the previous year's performance but also met all of their yearly targets and the five-year targets.

Results provide evidence the district is on track to meet CCMR goals. The positive trends suggest that the structures put in place for the state's Career and Technical Education (CTE) programs have been effective in helping students complete their coursework and persist through course sequencing. These efforts have also helped to change the perception of CTE pathways, showing them to be academic and life readiness focused. Looking ahead, the district plans to:

- Incorporate IBC alignment into appropriate student graduation plans (both 4- and 7-year).
- Use the data to encourage more students to complete IBCs and build connections with high-wage, high-demand industries.



### GOAL 3: CCMR

**Austin ISD’s Postsecondary Success initiative prioritizes preparing all students for college, career, and life after graduation.** The goal focuses district resources for both academic readiness as well as life pursuits. Academic readiness is measured by the [Texas Success Initiative](#) (TSI) while life pursuits include success measures in both postsecondary and industry. GPM3.3 measures progress toward [industry-based certifications](#) (IBCs) by tracking the completion of IBC-aligned courses among 11th and 12th grade students. This metric serves as a key tool for aligning programs, pathways, and curriculum to prepare students for success in various industry sectors. Our strategic approach is built on data-informed decision-making, continuous monitoring, and community-aligned priorities.

We support students by providing coherent and structured course sequences. We empower teachers with the resources and training to prepare students for IBCs and collaborate with high school counseling departments to ensure effective course sequencing. Furthermore, we implement practices that expand student access to certification opportunities. This comprehensive approach ensures that students acquire the skills, credentials, and experiences necessary for success in college and their careers. By using GPM3.3 within our strategic plan and scorecard framework, we ensure our values are reflected in positive student outcomes and systemic practices.

### GOAL PROGRESS MEASURE 3.3: IBC-ALIGNED COURSES

#### All 11-12<sup>th</sup> Grade Students Completing an IBC-Aligned Course, 2020-21 to 2024-25

Trends in percent course completion show substantial growth in 2024-25 from previous years (46.8% to 59.8%) and performance above target (47.2%).





## 11-12<sup>th</sup> Grade Student Groups Completing an IBC-Aligned Course, 2020-21 to 2024-25

All student groups experienced growth in percent course completion and met targets for 2024-25.

	% Past Completion Data				% Update	% Yearly Targets				
Group	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 ANALYSIS

- **District-wide, 59.8% of all 11th and 12th grade students successfully completed one or more courses aligned with an IBC.** Students could complete the IBC-aligned course at any time in high school to count. **2024-25 data exceeds the current-year (47.2%) and five-year targets (55.0%).** Success showcases gains over the previous year as well as a break from stagnant or negative trends. Data provide an indicator of strong implementation momentum. In other words, what we are doing is working and now we can see it.
- **Student groups also 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 support to sustain growth and close gaps.

## ROOT CAUSE ANALYSIS

- **A persistent challenge has been overcoming historical stereotypes about CTE (example - vocational education) 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 career pathways in high school and beyond.

- **Misalignment in course sequences was also identified as a key barrier. Strong performance has been attributed to the intentional, proactive, and positive response to the state’s implementation of [CTE Programs of Study](#) and ‘completer status.’** By aligning course sequencing to these state-defined programs of study, 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. The addition of 'completer status' as a CCMR accountability indicator further reinforced the district’s efforts to align 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 IBC. Additionally, universal course sheets are aligned to CTE campus specific course sequences.

## OBSERVATIONS FROM OUTLIER SUMMARY

- **Campus programming that impacts IBC-aligned course success looks like 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.** Campuses that highlight growth well include 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 [SRI Band 1](#), LBJ Early College High School (65.6% overall, 66.8% EcD) showed 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

- **We will maintain our commitment to aligned course sequencing and remain responsive to ongoing CTE program and certification updates from TEA.** Data tells us to dig deep. This includes deepening the work of the district initiative by providing ongoing, targeted **support to staff**. And, strengthening four-year **graduation planning** and expanding toward future seven-year college, career, and life planning for all students.
- **Continued focus will be placed on leveraging data to identify pathways to student success.** We are encouraged and will continue positive growth in our data. Two areas of data focus will be on 1) the connection between IBC-aligned courses and **IBC-credentials** and 2) the connection between courses and **emerging high-wage, high-demand industry areas**.

## GLOSSARY

- **CCMR** - [College Career and Military Readiness](#)
- **CTE** - [Career and Technical Education](#)
- **IBC** - [Industry-Based Certification](#)
- **TEA** - [Texas Education Agency](#)
- **TSI** - [Texas Success Initiative](#)