



Goal 3

CCMR - GPM 3.3

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Goal 3 and Goal Progress Measure Alignment

Goal 3: 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 **X%** for the class of 2022 to **Y%** in class of 2027.

GPM 3.1:

The percentage of 11-12th grade students who meet the college readiness standard as assessed by TSI requirements (TSI test, SAT, and/or ACT) in both mathematics and ELAR will increase from X% in June 2024 to Y% by June 2029.

GPM 3.2:

The percentage of 11th-12th grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/ or 4-7 on the IB exam) will increase from X% in June 2024 to Y% by June 2029.

GPM 3.3:

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



Overarching Objective

CCMR Programming provides opportunities for:

- post secondary readiness
- dual credit, AP, and/or IB course
- a state industry based certification
- postsecondary credentials
 - associate degree
 - professional certification
 - trade diplomas

What the Research Says

“...industry certifications are associated with higher employment and earnings. For individuals without a bachelor’s degree, those who held a certification are more likely to be employed than those with no non-degree credential (82 percent versus 68 percent)” ~ Rutgers School of Management and Labor Relations



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



Key Takeaway:

Targets will be submitted for board approval in September.

From 2022-23 SY to 2023-24 SY, there are similar declines for all student groups with the exception of Two or More group which posted an increase of 1.3%.

Group	2020-21	2021-22	2022-23	2023-24	2024-29 TBD
All Students	52.0	48.9	49.2	46.8	
American Indian	*	*	*	*	
Asian	84.5	60.6	63.4	58.6	
African American	47.9	42.5	42.1	39.8	
Hispanic/LatinX	52.5	48.0	48.8	45.2	
Pacific Islander	*	*	*	*	
Two or More	51.3	53.0	46.4	47.7	
White	51.1	49.4	49.8	49.1	
Economic Disadvantage	50.7	46.2	47.2	43.3	
Emergent Bilingual	45.9	43.1	46.3	41.4	
Special Education	40.4	36.8	38.2	37.4	



Root Cause Analysis

Course Decisions

Opportunities to understand the benefits and risks of course choices, and how this will impact student pathways and post-secondary options.

Student and Family Engagement

Increased opportunities to engage families and students with academic program information through a streamlined system of support across their K-12 journey.

Increased Alignment

Connecting across different organizational levels to positively impacts program implementation and the ability to maximize student achievement.



Strategies



Professional Development for Campus
Counselors and CTE Instructors



Campus and Community Engagement
around Industry Based Certifications



Continuous Collaboration with School
Leadership and Campus
Administration



Secondary School Leadership Strategies

Design

- Strategic focus on secondary outcomes as a coherent system of sustainable support - In collaboration with CTE, CCMR, Advanced Academics, Secondary School Leadership, and Academic Counseling teams.

Refine

- Informed understanding of Programs of Study pathways and alignment with all invested partners.
- Systems of support for student completion of pathways in CTE; inclusive of identifying and addressing gaps in access and opportunity for identified student groups.
- Strategic coaching and feedback for leaders and teams; Principal professional development.

Monitor

- Centralized data management dashboard - Key data points for streamlined coaching and support.
- Data-informed practices to encode success for all learners.





Strong Schools Stronger Austin

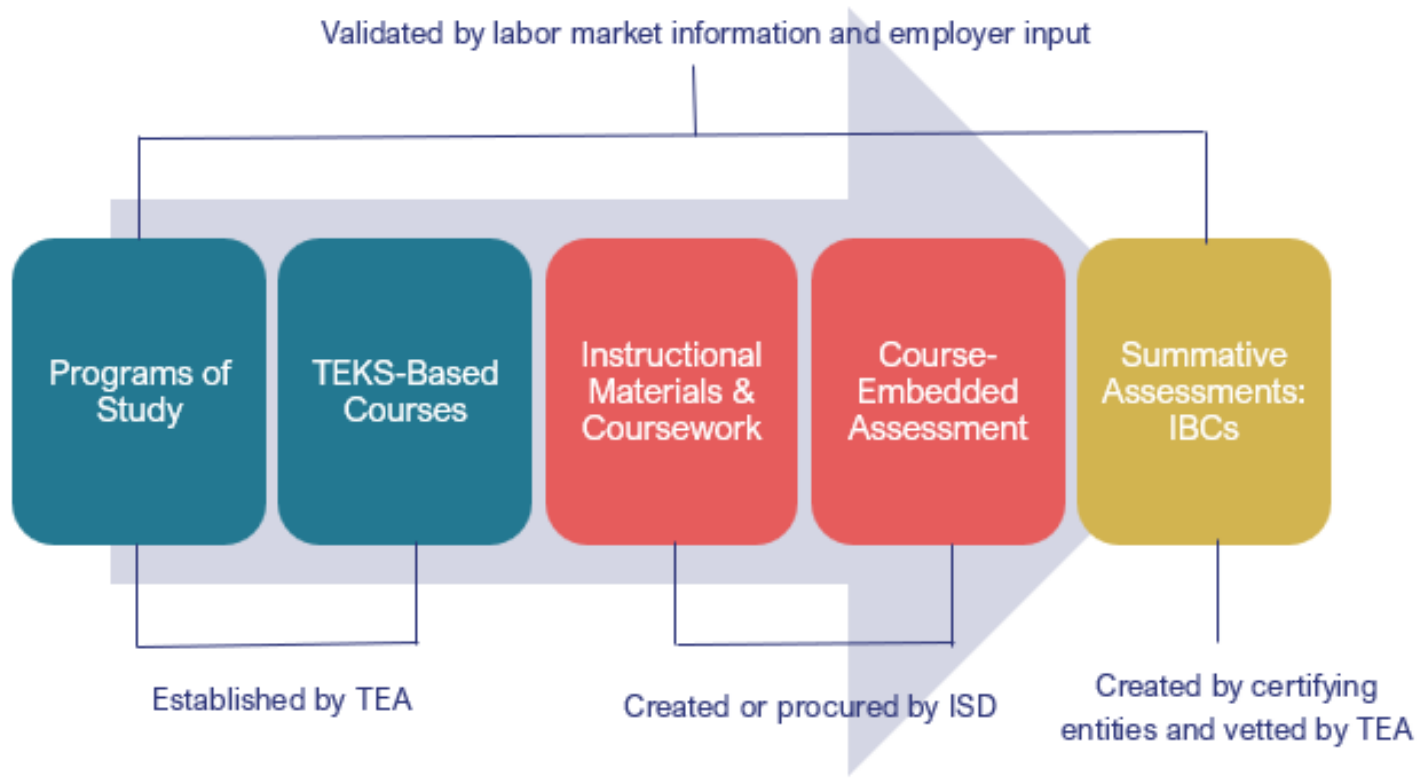


Appendix

Board Monitoring Reports
Aligned to Presentation



Theory of Action



Certification Trends

Number of Industry Based Certifications for Austin ISD Students

