

Goal Progress Measure 3.2

College Credit Earned



2024-25

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College, Career, and Military Readiness

In Austin ISD, we are committed to preparing students for success in college, career, and life.

We believe that earning college credit while still in high school equips students with the knowledge, skills, and confidence they need to thrive after graduation.

Students in Austin ISD have a variety of ways to earn college credit while in high school:

- Austin Community College (ACC) Dual Credit
- University of Texas (UT) OnRamps
- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Exams



Scorecard 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 43.7% for the class of 2022 to 54.6% in class of 2027.

GPM 3.1:

The percentage of 11th-12th graders who meet college readiness standard in both Math and ELAR will increase from 43.6% in June 2024 to 52.3% by June 2029.

GPM 3.2:

The percentage of 11th-12th graders eligible for college credit will increase from 48.2% in June 2024 to 53.8% by June 2029.

GPM 3.3:

The percentage of 11th-12th graders in courses aligned with an Industry Based Certification and persist to successful course completion will increase from 46.8% in June 2024 to 55% by June 2029.

Measuring GPM 3.2: Earning College Credit

- This is a *newly created goal* focusing on earning college credit
 - Looks beyond enrollment
 - Includes students who have ever earned college credit during their 9-12 career
- This goal is a shift to combining all college credit opportunities in Austin ISD which include:
 - ACC College Credit (ECHS, PTECH, Dual Credit, Career Academy)
 - UT OnRamps
 - Advanced Placement (AP)
 - International Baccalaureate (IB)



Overarching Objective

- Committed to preparing students for success in college, career, and life through diverse pathways
- Providing advanced courses and dual credit opportunities equips students with knowledge, skills, and confidence
- Empowering students to take meaningful steps toward their future goals and ensure they are ready to face future challenges

What the Research Says

- Research shows that students who do not earn a postsecondary credential within six years of leaving high school have just a 12% chance of securing a living wage job. ([E3 Alliance, 2023](#))
- “...reducing the cost and time it takes to receive a postsecondary degree, better preparing students for college coursework...easing students’ transition from high school to college.” ([Xu, Solanki, and Fink, 2021](#)).

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 48.2% in June 2024 to 53.8% by June 2029.

Group	2020-21	2021-22	2022-23	2023-24	Target 2024-25
All Students	50.7	47.8	48.3	48.2	49.3
American Indian	36.8	30.0	40.0	42.9	38.0
Asian	77.1	77.1	78.7	77.9	78.0
African American	32.0	30.3	26.6	23.5	24.5
Hispanic/LatinX	41.3	37.5	37.4	35.6	36.7
Pacific Islander	*	*	58.3	56.3	43.0
Two or More	62.6	60.2	61.7	64.0	64.6
White	65.8	62.4	64.6	67.5	68.2
Economic Disadvantage	35.8	31.1	32.2	29.4	30.2
Emergent Bilingual	19.5	19.1	24.5	22.9	23.4
Special Education	7.8	7.1	9.7	9.0	9.2

Key Takeaway:

- Variability in performance across students groups
- Asian students have the highest percentage of college credit earned with 78%

Root Cause Analysis

Standardized Process for Course Sequences

There has not been a consistent or standard process to empower students to enroll in college credit courses

Capacity for Student Academic Support

Systematic academic support for students after enrollment to ensure course completion

Teacher Training

Inconsistent standards and requirements for teaching college credit courses

Campus Support System

Austin ISD does not currently train ACC professors who support dual credit students

Strategies



Reviewing current platforms and practices across district



Building partnerships with campus, district, and community stakeholders



Leveraging Job Alike (AP) and OnRamps monthly webinars



Strengthening ACC and Secondary Outcomes Collaboration



Slide & 8 show what you currently have. Slide 10 & 11(hidden) is how I reconfigured for the Algebra 1 GPM for Dec 12

Spotlight

Career Academy (ACC) Electrical Technology Students doing hands-on project at Travis ECHS



Crockett ECHS Dual Credit Students visiting ACC Library to learn about available resources



August Job Alike provided district-wide PLC for AP Humanities Teachers

Leadership Strategies

Design

- New Secondary Outcomes structure uniting multiple teams for stronger collaboration
- Unified drop form across all program changes (Dual Credit, AP, Advanced, and OnRamps)
- Collaborative cross-departmental action based research group for Emergent bilinguals

Refine

- Opportunities for streamlined and student friendly four-year planning (and 7-year planning)
- Job Alike and Professional Learning for AP, OnRamps, and AISD Dual Credit teachers
- Training for campuses on recruiting students into college credit courses

Monitor

- Leveraging CCMR Dashboard to progress monitor eligibility for college credit
- Regular CCMR Campus Advisory meetings
- Moving from only enrollment monitoring to completion support for students and teachers

**Slide 13 is your original Slide 15 (hidden) is how I remade it for Algebra 1 DEC 12 board meeting. This helps show alignment with each item. One thought with the monitor column is to either include or speak to leading indicators as you are progress monitoring this point. You might night have a design or refine for every item - might be an either/or situation.
Don't forget to delete this slide.**



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