



**Action Plan**

**College, Career, and Military Readiness**  
**(CCMR)**

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# INTRODUCTION

## Philosophy

In Fort Bend ISD we believe we are preparing students for futures beyond what they can imagine. This includes providing any and every opportunity possible for students to demonstrate and become college and career ready. We want to ensure that every student can achieve their college and or career goals whenever they are interested in pursuing their dreams.

## Purpose of Plan

The purpose of this plan is to address the disproportionality gaps in college and career readiness across campuses by providing a brief overview of the data and then share the strategies that the district and campuses are or will use to increase the number of students that are meeting the measures for college and career readiness by the time they graduate.

Our intent is to transparently share the areas of opportunity we have found based on data and the staff's knowledge of current practices. We will use this guide to explain what, how, when, and where we will target improvement.

A separate manual is being developed to define how all related staff roles can know how to best do their job responsibilities to support students in achieving college and career readiness. With these memorialized plans, we will be able to recursively review and revise our practices to create more opportunities for more students' success in college and career readiness.

## Components

This support plan includes a framework with a defined vision to graduate college, career, and military ready students now and into the future. The plan infuses critical concepts and strategies essential to overcoming existing performance and opportunity gaps. The areas to be addressed through the collaboration of campus and district stakeholders include:

- Common terminology usage for better understanding of concepts to be able to support CCMR
- HB3 CCMR goal targets
- College Readiness
- Career Readiness

## Guiding Principles

The following guiding principles serve as the cornerstone for creating a comprehensive college and career ready culture and mindset.

- Ensure a comprehensive school counseling program is implemented
- Facilitate attainment of 21<sup>st</sup> century or soft skills
- Ensure advanced academic courses are available to all students
- Provide CTE course opportunities leading to industry certifications
- Ensure College and Career Readiness Counseling Centers
- Aligned academic support and responsive intervention
- Provide ongoing teacher training and support

- Support Programs of Choice Options
- Provide community engagement opportunities
- Foster community and business partnerships

## Terminology

Term	Explanation
College Ready	A student can be deemed college ready if they meet the specified benchmarks on any of the following assessments: SAT, ACT, or TSIA. They can also be deemed college ready if they successfully complete College Dual Enrollment in OnRamps, earn credit in a dual credit course, receive an associate degree while in high school or score a 3 or higher on an AP exam.
Career & Military Ready	Students can qualify by enlisting in the military, obtaining an industry-based certification level I or II, or completing a coherent sequence of courses aligned to an industry-based certification.
TSI	Texas Success Initiative
CAC	Campus Assessment Coordinator
CCRA	College and Career Readiness Advisor
IHE	Institute of Higher Education

## HOUSE BILL 3

In 2019, Governor Gregg Abbot, joined by Texas education agency (TEA) commissioner, Mike Morath, announced the passing of house bill 3 (HB3), a school finance bill that will provide support for teachers and focus on learning and improving student outcomes. The bill requires that school boards create a 5-year overall CCMR Board Outcome Goal. In May 2020, the board approved a CCMR goal indicating a 3% increase over five years. The 2020-2021 TAPR report showed a decrease in the CCMR percentage for the Fort Bend ISD's 2020 graduates. The class of 2020 had 65.4% of the graduating class meeting a CCMR measure, the percentage for students meeting a College Ready indicator was 58.6%, and the percentage of students meeting the Career and Military Ready indicator was 20%. The drop in percentage is not unexpected due to COVID and many of the TSI testing opportunities being canceled or being offered full refunds for AP exams up until the actual test day.

The chart below is the CCMR Board Outcome Goal that was approved in May of 2020 by the Board.

CCMR Board Outcome Goal 3													
The percent of students meeting the TEA criteria for College, Career, and Military Readiness will increase from 70% to 73% by 2024													
Yearly Target Goals													
2020	2021			2022			2023			2024			
70% (2019)	70%			70%			71%			73%			
Closing the Gaps Student Groups Yearly Targets													
School Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
2021	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
2022	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
2023	57%	60%	85%	60%	91%	*	73%	55%	58%	46%	44%	73%	51%
2024	59%	63%	87%	62%	92%	*	75%	57%	56%	48%	46%	75%	53%

HB3 requires at least one progress measure to be tracked to meet the board-approved goal. Below are the two measures that are being used to guide the strategies. One progress measure is aimed at college readiness, and the other is career readiness through CTE courses and industry certifications.

CCMR Progress Measure 3.1															
The percent of students that meet college ready standards through one of the College Ready Indicators (TSIA, SAT, AP, DC, OnRamps, Associates Degree, ACT, PSAT, EOC, ) will increase from 62% to 65% by August 2024.															
Yearly Target Goals															
2020			2021			2022			2023			2024			
62%			62%			62%			64%			65%			
Closing the Gaps Student Groups Yearly Targets															
Reported in	Graduating Class of	Currently	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020 (COVID)	2019		44%	48%	76%	44%	88%	*	60%	12%	46%	*	31%	*	*
2021	2020		44%	48%	76%	44%	88%	*	60%	12%	46%	*	31%	*	*
2022	2021	12th graders	47%	51%	77%	46%	89%	*	61%	12%	46%	*	31%	*	*
2023	2022	11th graders	48%	52%	80%	47%	92%	*	64%	13%	46%	*	31%	*	*
2024	2023	10th graders	49%	54%	80%	48%	92%	*	65%	14%	48%	*	33%	*	*

CCMR Progress Measure 3.2													
The percent of students that meet the TEA indicator for CTE Coherent Coursework Aligned with Industry-Based Certifications will increase from 22%													
Yearly Target Goals													
2020	2021			2022			2023			2024			
22% (2018-2019)	22.00%			23.00%			24.00%			25.00%			
Closing the Gaps Student Groups Yearly Targets													
Reported in	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	26%	22%	20%	13%	21%	*	17%	30%	23%	*	16%	*	*
	26%	22%	20%	13%	21%	*	17%	30%	23%	*	16%	*	*
	29%	25%	23%	17%	23%	*	19%	31%	24%	*	17%	*	*
	29%	26%	24%	18%	24%	*	20%	32%	25%	*	18%	*	*
	30%	27%	26%	18%	24%	*	22%	33%	26%	*	19%	*	*

## COLLEGE AND CAREER READINESS AUDIT CHART

Problem	Solution
College, Career, & Military Readiness	
<ul style="list-style-type: none"> <li>The Class of 2020's CCMR indicator on TAPR fell to 58.6%.</li> <li>In 2019-20 and 2020-21 the Pandemic hindered many CCMR measures such as: <ul style="list-style-type: none"> <li>Lack of participation in the SAT school day and TSIA testing</li> <li>colleges did not require SAT/ACT/or TSIA scores for entry due to the pandemic,</li> <li>AP Exam changes and participation dropped with no penalties due to the pandemic, and</li> <li>no penalties for dropping a dual credit course due to impact on learning from the pandemic.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>CCMR District Design Team Established</li> <li>Review of all CCMR opportunities at each campus to determine equitable opportunities for CCMR</li> <li>Created a District <a href="#">website</a> to inform students &amp; parents about University, College, and Career Pathway options</li> <li>Provided Principals CCMR Data Training Fall 2022</li> <li>Established CCMR/College Board related collaboration between SEL &amp; Comprehensive Health and Teaching and Learning to support curricular alignment and promote strong Tier 1 instruction.</li> </ul>
Texas Success Initiative Indicator Overall	

<ul style="list-style-type: none"> <li>TSI English Indicator decreased by 4.3% and TSI Math decreased by 2.2% between the class of 2019 and 2020</li> </ul>	<ul style="list-style-type: none"> <li>Campus CCMR Support Teams established to review the College Board objectives strengths and weaknesses</li> <li>Comprehensive College Career Readiness Advisor (CCRA) Manual is being created</li> <li>CCRA Student Tracking and Conferences Expectations and data tracking initiated in the 2021-22 school year.</li> </ul>
<b>TSIA</b>	
<ul style="list-style-type: none"> <li>TSIA is an additional CCMR measure where students can demonstrate college readiness. Not all students will need to take the TSIA. Students wanting to take Dual Credit must take TSIA and pass in the area related to the course they wish to take.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmed All high schools are still TSIA testing sites</li> <li>FBISD pays for all TSIA testing for students</li> <li>Test all Seniors that have not demonstrated college readiness in the spring of their Senior year</li> <li>Test any junior that has not demonstrated CCMR in April of their junior year to identify students for College Readiness English and Math options or Dual Enrollment via OnRamps.</li> <li>Campus CCMR Support Team works with the counselors &amp; CCRA to ensure students that are not demonstrating college readiness by senior year are given multiple opportunities to take the TSIA and to work on the areas it indicates to the student they need to work on, so they work on those areas and then they take it again.</li> </ul>
<b>SAT/ACT</b>	
<ul style="list-style-type: none"> <li>SAT School Day was interrupted in March of the 2019-20 and the 2020-21 school years due to COVID – 19 school closures.</li> <li>Additionally, half of the FBISD student population attended online. This caused many students not to report for face-to-face SAT offerings in the 2020-21 school year so many students did not test as planned.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning in 2019-20 SAT School Day was established as a District wide CCMR opportunity for juniors in March</li> <li>Collaborate with Teaching and Learning on areas of growth for targeted Professional Development and PLC work through the curriculum coordinators aligned to the areas of opportunity in the College Board Data</li> <li>8<sup>th</sup>-11<sup>th</sup> grade PSAT day has continued to be provided on all middle and high school campuses</li> <li>Campus CCMR Support Team ensures participation in PSAT, SAT School Day and monitors the CCRA work to ensure that students are being monitored to achieve CCMR. As well the campus CCMR Team implements support for the core content teachers to ensure and embed the changes needed due to the data related to College Board areas of opportunity</li> </ul>
<b>College Prep Math and English Courses</b>	
<ul style="list-style-type: none"> <li>Low numbers of students enrolled in the courses</li> <li>Individual graduation plan requirements and future plans must be considered when enrolling</li> </ul>	<ul style="list-style-type: none"> <li>District Universal Course selection team reviews campus utilization of these courses to support students CCMR opportunities</li> <li>Campus CCMR Support Team reviews with the CCRA students not CCMR at the end of their junior year and</li> </ul>

<p>a student into a College Readiness Course</p>	<p>works with the counselors to consider the fit for taking a College Readiness English or College Readiness Math course to achieve college readiness.</p> <ul style="list-style-type: none"> <li>• Collaborative conversations between counselor, parent, and student about the benefit of taking College Prep Math and/or English if a student is not College, Career, or Military Ready.</li> </ul>
<p><b>AP Exam Score of 3 or Higher</b></p>	
<ul style="list-style-type: none"> <li>• Number of students taking one or more exams decreased due to College Board reimbursing students up to the day of the test for the 2020 and 2021 test dates</li> <li>• Participation in AP classes decreased</li> <li>• Students scoring a 3 or higher fell from 73% in 2020 to 70% in 2022</li> <li>• Brand new teachers to AP courses needing College Boards Weeklong training in the fall this year</li> <li>• No District provided network for AP Teachers who are a singleton teacher of an AP course on their campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to refine the District Universal course selection process to support all students having equitable access to AP course options</li> <li>• Identifying and training AP teachers that have not been to College Board Training</li> <li>• Targeted community engagement events for parents and students in 4-7<sup>th</sup> grade so they know how to access advanced academic options</li> <li>• Creating training opportunities for AP teachers to have an opportunity to have a professional networking PLC with other AP teachers teaching the same subject as they do</li> <li>• Training for counselors on AP Potential</li> <li>• Processes created between SEL &amp; Comprehensive Health and Teaching and Learning to improve PD and instruction aligned to College Board Data</li> <li>• AVID supports students in learning how to think critically, to learn study skills, and success habits to achieve CCMR. It continues to be a District initiative.</li> </ul>
<p><b>Dual Credit (DC)</b></p>	
<ul style="list-style-type: none"> <li>• DC Course Participation Down</li> <li>• Barriers to staffing with embedded faculty and HCC provided adjuncts.</li> <li>• AP exams and courses offering the same college credit.</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Credit Liaisons refined and recreated recruitment</li> <li>• Adding more dual credit courses to the district crosswalk</li> <li>• Targeted community engagement events for parents and students in grades 4-7</li> <li>• Defining AP vs Dual Credit to clarify what would fit a student best</li> </ul>
<p><b>OnRamps</b></p>	
<ul style="list-style-type: none"> <li>• Students need to demonstrate their college readiness</li> <li>• Some students may not think Advanced Placement is for them</li> <li>• There are costs related to the OnRamps program - @ \$899 initial per teacher for PD in the summer and \$349 recurring and @ \$99. Per</li> </ul>	<ul style="list-style-type: none"> <li>• Currently has only been offered at Hightower HS</li> <li>• Shared with all High School Principals in their fall 2022 training about this opportunity to ensure they know about another option for students to demonstrate college readiness with less pressure than the traditional Dual Credit or AP course work as they are being taught by their own teachers on campus that partner with UT Austin professors, the teachers get professional development and students can turn down</li> </ul>



Free and reduced student and \$149 for other students in the courses.	the college credit if they don't get the grade they want and they'd still earn the high school credit for the course. Students don't have to be TSIA ready to take Dual Enrollment OnRamps as well which removes a barrier for students.
<b>Associate Degree</b>	
<ul style="list-style-type: none"> <li>Starting college during a pandemic</li> <li>Low TSIA or qualifying exemption scores</li> <li>Students were able to drop the Dual Credit courses up until the last day of class during the two heavy pandemic years of 2019-20 and 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>Campus monitoring periods</li> <li>Targeted interventions added to HS core content area courses</li> <li>Summer school at no cost to students</li> <li>Collaboration with Houston Community College for alternative degree plans for students</li> <li>Collaborations between school and families</li> </ul>
<b>Industry Based Certifications</b>	
<ul style="list-style-type: none"> <li>Decline in the class of 2020 and 2022 graduating with an industry-based certification fell from 14.1% to 9.2%</li> </ul>	<ul style="list-style-type: none"> <li>District certification calendar</li> <li>Exam vouchers for all teachers teaching a course with an industry-based certification</li> <li>Alignment of the degree plans in CTE pathways</li> </ul>

#### Available resources to Support CCMR

Accountability	Resources	Student Impact
<ul style="list-style-type: none"> <li>2022 <a href="#">Accountability Quick Look from Lead4ward</a></li> <li><a href="#">CCMR Requirements – 2022 Accountability</a> from Lead4ward</li> <li><a href="#">TEA Accountability Manual 2022</a></li> <li><a href="#">Student Achievement from Txschools.gov</a></li> <li>HB 3</li> <li>CNA = DIP</li> <li>Point breakdown of CCMR indicators</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">College, University, and Career Path Website</a></li> <li><a href="#">CCMR Action Plan</a></li> <li><a href="#">CCR Scope and Sequence</a></li> <li><a href="#">CCR Accountability Campus One Pagers</a></li> <li>2022-23 District Dual Credit Crosswalk</li> <li><a href="#">ES to MS and MS to HS Student Transition Document</a></li> <li><a href="#">CCRA Manual</a></li> <li><a href="#">Transcript Manual</a></li> <li><a href="#">Program of Choice Manual</a></li> <li>Drop Out Prevention Manual</li> <li><a href="#">Accountability Documents</a></li> <li>PEIMS Documents</li> <li>Master Scheduler Manual</li> <li>Counselor CCMR Opportunity Binder</li> </ul>	<ul style="list-style-type: none"> <li>Increased student and parent awareness of advanced level courses.</li> <li>Increased dual credit courses offered on all campuses. <ul style="list-style-type: none"> <li><a href="#">Dual Credit Pathway One Pager</a></li> </ul> </li> <li>College Prep English and Math on all campuses.</li> <li>Increased opportunities for college ready test opportunities.</li> <li><a href="#">CCMR Solutions Document</a></li> <li>Dual <a href="#">Enrollment: UT OnRamps Course Offerings</a>. <ul style="list-style-type: none"> <li><a href="#">Crosswalk with Pre-reqs</a></li> </ul> </li> <li><a href="#">AP Credit Pathway One Pager</a></li> <li>CTE Program Pathways One Pagers</li> <li>Parent Webinars (Nov. 16)</li> <li>Community CCMR Night for grades 4-7 (Nov. 30)</li> </ul>

## COLLEGE AND CAREER READINESS

College and Career Readiness data from the 2020-21 TAPR report indicates that as a district we fell below the overall goal for CCMR in the 2019-20 school year. As a district we went from 70.6% in 2018-19 to 65.4% in 2019-20. Specific to college readiness as a district we dropped from 61.8% in 2018-19 to 58.6% college ready in 2019-20. For career readiness we dropped from 23.6% in 2018-19 to 20.0% in 2019-20. All the percentages are specific to annual graduates as are the goals in the HB3 projections. The released 2022 accountability reports indicate FBISD to be at 63% of annual graduates demonstrating college, career, and military readiness.

College Readiness Action Plan:

FBISD utilizes historical and current data to identify opportunity gaps within programs and areas of need within our College and Career Readiness program opportunities. FBISD uses both types of data because CCMR TAPR data is about 16 months behind as it evaluates a graduating class and not those enrolled. This allowed Fort Bend ISD to target areas of opportunity and utilize different positions on campuses and within the district to support students in achieving designated college readiness levels. To address gaps, campuses and the district adopted five-year goals and strategies to ensure students will be college ready by graduation.

It is important to note that due to the COVID 19 Pandemic during the 2019-20 school year, students did not participate in the EOC exams, and the SAT and ACT were canceled for March, April, May, and June. For the 2020-21 school year, ACT and SAT conducted face to face weekend test and the district held an on-campus SAT School Days for seniors unable to test in the spring of 2020 and juniors to test in the spring of 2021. All students including those utilizing the on-line modality for school had the opportunity to take the exams. During the 2020-21 school year roughly half of the student body of FBISD was attending school virtually while the other half attended school face to face. This created challenges for ensuring all students participated in SAT school day opportunities offered by campuses along with AP exam participation challenges and changes.

To meet the overall growth goals for CCMR, it was determined that there were key areas of focus that would help achieve the goals. For the College Readiness Accountability measures, it was determined that the district and campuses needed to focus on supporting students with opportunities in the five CCMR progress measures as identified in the TEA 2022 Accountability Manual:

- TSI English and Math benchmarks
  - TSI/TSIA2 benchmarks
  - Successful completion of a College Prep course in English or Math, when appropriate
- ACT/SAT benchmarks
- Earn an Associate's degree
- AP exam score of 3 or higher
- Earn Dual Credit
- Complete an OnRamps dual enrollment course

Campuses are provided with a chart that lists each accountability measure, along with how students can achieve it, the opportunities to achieve it, and campus and district support for those measures. See appendix A for the chart.

#### Principal Training on CCMR Accountability and Student Progress

A professional development session was created for campus principals with campus specific data to utilize during the session. This session was created to help principals understand the different types of indicators a student could meet for CCMR, the different opportunities available to the campuses and students, and those responsible for the CCMR areas on their campus.

The session included:

- Detailed CCMR Early Warning Data for each campus and cohort.

<b>(CCMR) College, Career &amp; Military Ready Early Warning System for all campuses as of 2022 - 2023 Grade(s) 12</b>						
	Grad Status	CCMR Met	ELA/Reading			
	Graduated	CCMR	TSIA	ACT	SAT	CP PEIM
<b>% Met</b>	0.0%	45	3	5	56	0
<b>Number met</b>	0	2687	172	271	3349	0
<b>Total Student Number</b>	5,967	5967	5967	5967	5967	5967
	Class of 21	Class of 22	<b>Class of 23</b>	Class of 24	Class 25	Class of 26

- An evaluation tool for each cohort for campuses to work with their admin teams for noticing's and possible solutions.

<b>Current Grade</b>	<b>Cohort</b>	<b>TAPR Year</b>	<b>Noticing</b>	<b>Solutions</b>
Graduate	2021	21-22		
Graduate	2022	22-23		
12 <sup>th</sup>	2023	23-24		
11 <sup>th</sup>	2024	24-25		
10 <sup>th</sup>	2025	24-26		
9 <sup>th</sup>	2026	26-27		

- A document with CCMR Opportunities an excerpt is below

CCMR Challenge to Overcome	Possible Solutions	Description of CCMR Measure	Benefit	Cost
Not TSI (TSIA, TSIA2) Ready	<ul style="list-style-type: none"> <li>OnRamps in: <ul style="list-style-type: none"> <li>English III</li> <li>Math: Algebra II</li> </ul> </li> <li>College Readiness English &amp; College Readiness Math</li> <li>Dual Credit EDUC 1300: College Transition</li> </ul>	<ul style="list-style-type: none"> <li>Dual enrollment between UT and FBISD.</li> <li>Student receives instruction in the high school credit course and the college level course.</li> </ul>	<ul style="list-style-type: none"> <li>Student chooses if they want the course to count as college credit.</li> <li>Student does not need to be TSI ready to take a college course.</li> <li>Teacher receives in-depth professional training at UT yearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initial teacher training of \$850</li> <li>Additional yearly teacher training of \$350</li> <li>Free and reduced lunch student course fee</li> <li>Non free and reduced lunch student course fee</li> </ul>
TSI Ready: English Only	<ul style="list-style-type: none"> <li>Take Dual Credit <ul style="list-style-type: none"> <li>English</li> <li>US Govt</li> <li>Econ</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student <u>is able to</u> earn either 6 hours of English Dual credit or 9 hours of Dual Credit</li> </ul>	<ul style="list-style-type: none"> <li>Student graduates with dual credit hours that are transferable to any public university in Texas</li> </ul>	<ul style="list-style-type: none"> <li>Non-ECHS/P-TECH students pay for the textbook attached to the course.</li> </ul>

- A form to fill out as a campus leadership to identify specific goals to support student success.

### Campus CCMR Implementation Commitment

Based on your noticings and solutions, how can your campus commit to providing opportunities for your students? Please use the table below to indicate where and how you can achieve this.

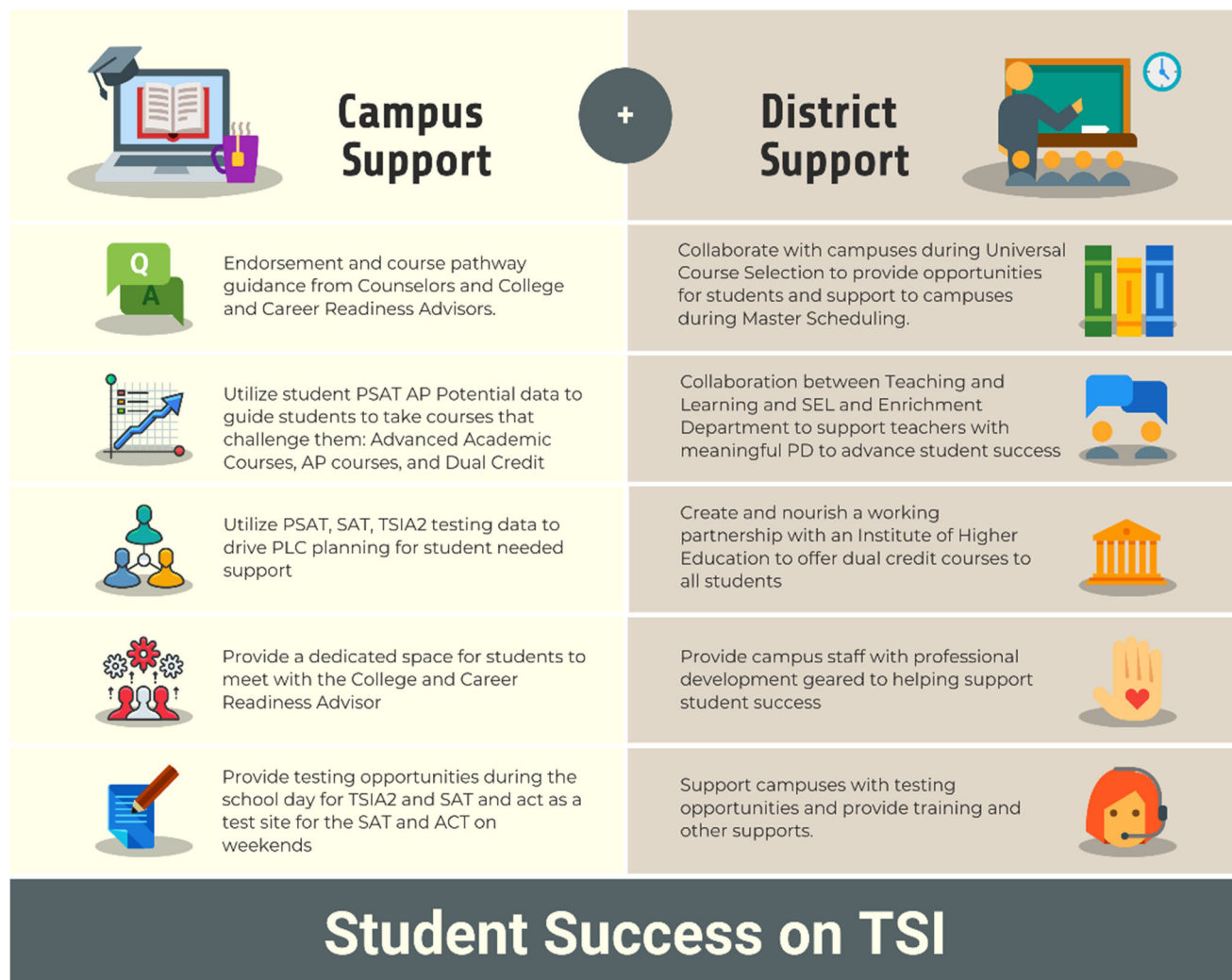
Cohort	CCMR Measure to Address	Implementation Plan
C/O 2023		
C/O 2024		

### Texas Success Initiative (TSI)

The overall percentage of students meeting the TEA TSI College Readiness indicator for English has fallen by 4.3% between the classes of 2019 and 2020 from 70.8% to 66.5%. While all target populations declined, African American and Hispanic students fell 7.6% from 58.7% to 51.1% and 7.7% from 58.3% to 50.6% respectively. This leads the district to identify large gap areas among our African American and Hispanic students along with two campuses that have an immediate need for support. The TEA College Readiness indicator for Math also fell by 2.2% across the district from 59.7% to 57.5% with the biggest declines in our African American student population, with a decline of 4.3% and our Hispanic student population with a decline of 4%.

Students can meet the TSI indicator through the SAT, ACT, or TSIA2 assessment. The data provided by each area helps identify areas of need for each of the TSI areas. These areas of need will lead to traditional (course offerings and testing opportunities) and innovative (community outreach and innovative scheduling) opportunities of growth created by the district and campuses to support students.

In order to help students, attain success on the TSI indicator of College Readiness, campuses and the district offer the following supports and collaborations for all TSI testing areas.



### Campus Student CCMR Support Team

An important aspect on campuses is the collaboration between the campus staff, students, and parents.

- Team members: College and Career Readiness Advisor (CCRA), counselor, campus leadership
- Student Support Team Meeting
  - CCRA: Pull college readiness data on junior students in the fall of their junior year
  - Identify those that have not qualified yet.
  - Support those students with course guidance, testing support for SAT, AP, and TSIA2.
- Run readiness data from OnDataSuite on junior students again in the spring, identify any who would benefit from college readiness English or Math as a senior and have those conversations with them.
  - Things to consider when having conversations with students.
    - College Prep Math
      - Can also count as a 4<sup>th</sup> math

- If a student plans to be an athlete in college, review the NCAA/NAIA rules regarding this course when counseling students
- College Prep English
  - Can count as a 4<sup>th</sup> English under the Foundation plan
  - Does not count for students in the Fine Arts or Multidisciplinary endorsements as a 4<sup>th</sup> English. It would have to be an elective and students would need to also take English IV or other TEA approved English course as outlined in [Chapter 74.B](#)
- Work with lead counselors and master schedulers to ensure sections for master schedule purposes

#### College and Career Readiness

- Comprehensive College and Career Readiness Advisor (CCRA) Manual
  - The need for a college and career readiness advisor manual was identified as an area for improvement. The need for support for all job roles to know how to successfully do their job to best support students and staff will assist with the staff feeling good about what they are doing and so they know they are working in the right direction.
- CCRA student tracking document example of the tracking system in OnData Suite for monitoring and supporting students meeting CCMR.

Local ID	First	Last	Grade	CCMR	ELA TSIA	ELA TSIA SCORE	ELA TSIA ESSAY SCORE	ELA TSIA2 SCORE	ELA TSIA2 ESSAY SCORE	ELA TSIA2 DIAG SCORE	ELA ACT	ELA ACT SCORE	ELA SAT	ELA SAT SCORE	ELA College Prep PEIMS	Met Any ELA TSI Criteria	MATH TSIA
			12	N	-	.	.	.	.	.	N	8	N	390	-	N	-
			12	Y	Y	355	.	.	.	.	N	21	Y	530	-	Y	-
			12	Y	Y	357	.	.	.	.	-	.	N	440	-	Y	-
			12	N	-	.	.	.	.	.	-	.	N	450	-	N	-
			12	Y	Y	358	.	.	.	.	N	16	Y	550	-	Y	-
			12	N	-	.	.	.	.	.	N	14	N	400	-	N	-
			12	Y	-	347	.	941	.	3	-	.	N	420	-	N	-
			12	Y	Y	373	5	.	.	.	-	.	Y	620	-	Y	Y

- Campus CCRA college and career student conferences
  - Utilize individualized CCMR cards with students during their conferences.
  - Discussions of opportunities for becoming CCMR ready and how to use those opportunities to meet their post-secondary and life goals.

			Local ID: [REDACTED]		Unique ID: [REDACTED]	
Campus: [REDACTED]			Grade: 12	DOB: [REDACTED]	Race/Eth: A	Gender: F
Econ: N	EL: 1	SPED:	FSPED:	Cont Enrl: 0	Not Cont Enrl: 1	Grad Status: 0
Met CCMR (CCMR Count/Credit)						N
TSI Criteria						
ELA/Reading			Mathematics			
ELA TSIA/TSIA2		Scores: NA/NA	-	Math TSIA/TSIA2		Scores: NA/NA
ELA ACT		Score: 16	N	Math ACT		Score: 16
ELA SAT		Score: 480	Y	Math SAT		Score: 440
ELA College Prep			-	Math College Prep		-
ELA - Met Any Criteria			Y	Math - Met Any Criteria		N
Met Both ELA/Reading and Math TSI						N
ACT Composite Score			16	AP/IB Met		-
PEIMS Data						
Dual Credit	-	Industry Cert		N	Associates Degree	-
OnRamps	-	Adv Grad Plan & Sped		-	Level I or II Cert	-

Data From CCMR Early Warning System last updated: 09/21/22 3:53 PM

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Data From CCMR Early Warning System last updated: 09/21/22 3:53 PM

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- Discussions of opportunities for becoming CCMR ready and how to use those opportunities to meet their post-secondary and life goals.
- Create campus and support district college and career readiness events for students and parents.

### Opportunity for improvement on TSI/TSIA2

In January of 2021, the TSI or TSIA test transitioned to the TSIA2 exam, combining the Writing and English into one section (Reading) of the test. 2021-22 provided us with our first full year of data based on the TSIA2 exam. 1609 students in Fort Bend took the Math portion of the TSIA2 and 1415 students took the Reading portion. Students can be exempt from either the Math or Reading portion based on their scores on the EOC English II, EOC Algebra I, SAT, or ACT assessments. Overall, 36% of students passed the Math section and 17% the Reading section. All identified demographics had a less than 50% passing rate on the Math and Reading sections. Students did fare better on the Math portion. For instance, 33% of African Americans and 36% of Hispanics passed the Math portion whereas on 15% of African Americans and 18% of Hispanics passed the Reading portion. The TSIA2 exam is utilized not only as a college-ready indicator but is also needed for admission into a dual credit course, it can be used to meet the EOC Algebra I requirement if a student has failed the EOC Algebra I exam twice in accordance with an IGC, and help campuses identify students that would benefit from College Prep Math or English their senior year.

TSIA Accuplacer 2.0 Fort Bend ISD 2021-2022						
Testing in Fort Bend ISD 8/1/2021 - 6/13/2022*						
	Math			Reading		
	#Tested	#Passed	%Passed	#Tested	#Passed	%Passed
Grand Total	1609	581	36%	1415	247	17%



	Math			Reading		
Race/Ethnicity	#Tested	#Passed	%Passed	#Tested	#Passed	%Passed
African American	681	222	33%	608	90	15%
American Indian	5	2	40%	**	**	**
Asian	240	113	47%	197	41	21%
Hispanic	531	192	36%	489	86	18%
Pacific Islander	**	**	**	**	**	**
Two or More Races	29	7	24%	30	6	20%
White	123	45	37%	87	23	26%

Fort Bend ISD ensures that all students have the opportunity to take the TSIA2 examination, and campuses utilize the CCMR tracking document and conferences with both counselors and College and Career Readiness Advisors to ensure that students are afforded the opportunity to utilize this test as an option for their post-secondary goals and to indicate they are college ready.

Solutions for TSIA2 include:

- Improvements to Data and staff holding Student Conferences
- All Fort Bend high schools and Progressive high school are TSIA2 testing sites.
- Fort Bend pays for any student to take the assessment.
- Students enrolled in ECHS/P-TECH begin taking the assessment as a freshman and receive interventions based on their scores.
- Spring of each year, test all sophomores to determine college readiness
- Identify any junior student that has not met college readiness standards, if they have not met it through the SAT School Day in the spring, test those students with TSIA. Any that do not reach college readiness standards; consult with student and parent about college readiness math and English to get the college ready if their traditional courses have not already.

### SAT/ACT

Overview of the tools:

TEA evaluates the portion of the Texas Success Initiative criteria for higher level assessments for the ACT and SAT together. This is done because the state acknowledges that not all students will take the SAT or ACT. Many students take one or the other, depending on the requirements of the colleges or universities they are applying to.

### Performance Data indicating an opportunity to improve:

Students meeting the SAT/ACT indicator has fallen from 61.3% to 60% between the class of 2018 and 2020. That is a 1.3% decrease. In our targeted populations there has been a steady increase in Hispanic students meeting the benchmark with a rise from 43.4% of the class of 2018 meeting the benchmark to



44% of the class of 2020. That is a .6 % increase. Our African American population however has fallen from 36.5% to 32.1% between the class of 2018 and 2020.

#### Solutions related to SAT:

In the spring of 2020, the district began to facilitate a district wide SAT School Day for all juniors utilizing the states reimbursement for providing students with a college level entrance test. We were able to test 3 campuses prior to the pandemic shutdown. In the fall of 2020, we gave any senior the opportunity to test so those unable to test in the spring of 2020 could test. As well all juniors were given the opportunity to test in the spring of 2021. A limiting factor was the pandemic, as the district had about half of the students in the district attending online and half attending face to face in the 2020-21 school year, we believe this will have an impact on the data and participation rates. For instance, in the 2020-21 school year, we had 57% of the class of 2022 take the SAT; however, in the 2021-2022 school year we had 82% of juniors take the exam.

Areas of need for our juniors as well as the opportunities to evaluate content specific areas of needed support, are shown in the chart below.

Instructional Analysis for the Spring 2022 SAT School Day Exam for 11th Grade				
	Concepts	Strengthen	Close to Being on Track for College Readiness	On track for College Readiness
Evidence Based Writing	Tests in General	32%	7%	61%
	Reading	16%	56%	27%
	Writing and Language	20%	59%	22%
	Command of Evidence	22%	57%	22%
	Words in Context	26%	56%	18%
	Expressions of Ideas	25%	47%	27%
	Standard English Conventions	28%	52%	19%
Math	Test in General	52%	8%	40%
	Math	36%	47%	16%
	Heart of Algebra	25%	61%	14%
	Problem Solving and Data Analysis	30%	51%	19%
	Passport to Advanced Math	34%	49%	16%

#### Background:

The number of students in Fort Bend that take the ACT is much lower than the number of students who take the SAT. Not as many students have taken the ACT because typically colleges accept the SAT exam. There is further exploration needed to determine if students would have better success on the ACT to demonstrate college readiness. When the pandemic began, a vast majority of colleges switched to holistic

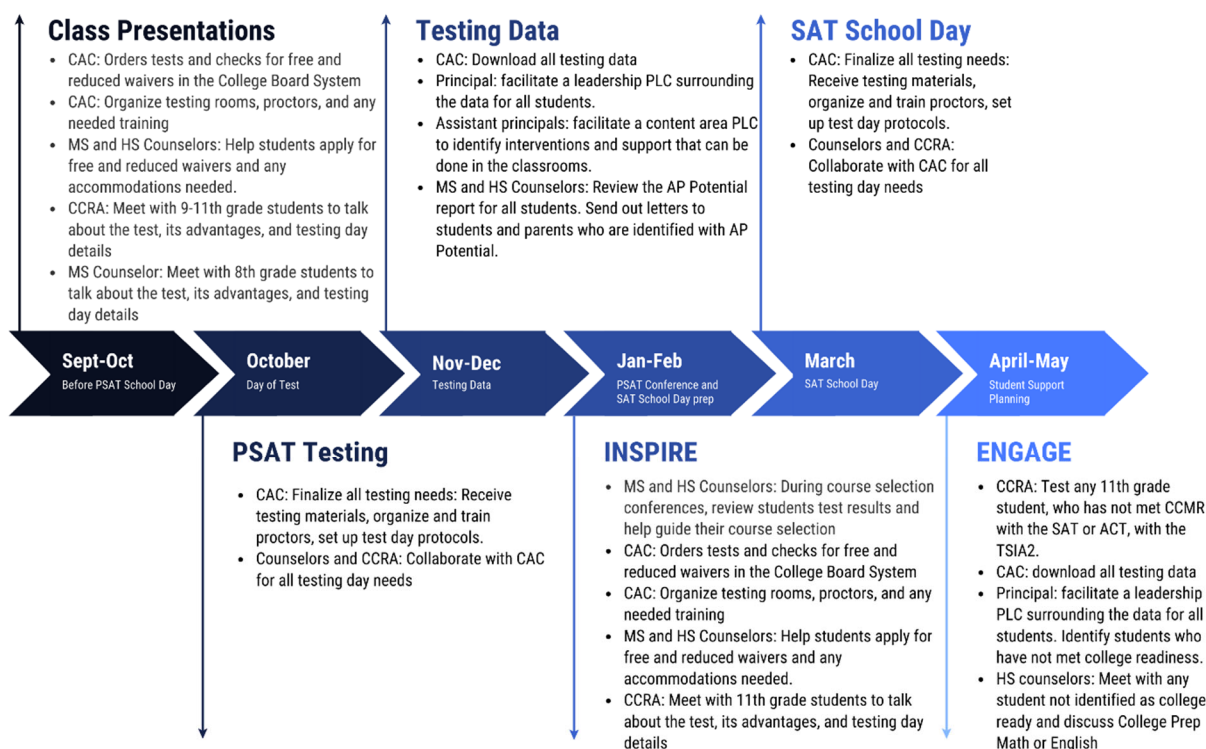
review of students, and many made the SAT and ACT either optional or not needed due to canceled tests. Many colleges have since embraced the holistic application process and made the SAT or ACT optional. Of the students that have taken the ACT, For the 2021-22 school year only 1,176 students took the ACT exam. The participation in the ACT as sporadic doesn't lend itself to evaluation of systemic results or opportunities yet. Though this is an area for exploration as part of possible considerations moving forward.

The ability for Fort Bend ISD to offer not only Saturday testing sites for both the SAT and ACT, but to also be able to offer all students in the 8-11<sup>th</sup> grade to take a PSAT every fall and for all 11<sup>th</sup> grade students to take the SAT during a school in the spring of their junior has given the district and campuses more opportunities for our students and more data that can be used to help provide interventions for students and planning data for departments and teachers.

A campus collaborative team works throughout the year to ensure students know about the benefits of these testing opportunities and going forward they campus team will also work with staff to ensure that the data pulled from these tests are utilized to drive instructional practices and that students who struggle are helped with intentional interventions to help make them successful.

## Student Testing (PSAT, PSAT/NMSQT, SAT)

Stakeholders: Middle School Counselors, High School Counselors, Campus Assessment Coordinators (CAC), and College and Career Readiness Advisors (CCRA)



## Collaboration between Teaching and Learning and SEL and Comprehensive Health

The District teams will seek to utilize data from the yearly PSAT and SAT data to help campuses, core content area teams, and teachers provide needed support for students within the classroom to reach college readiness prior to graduation.

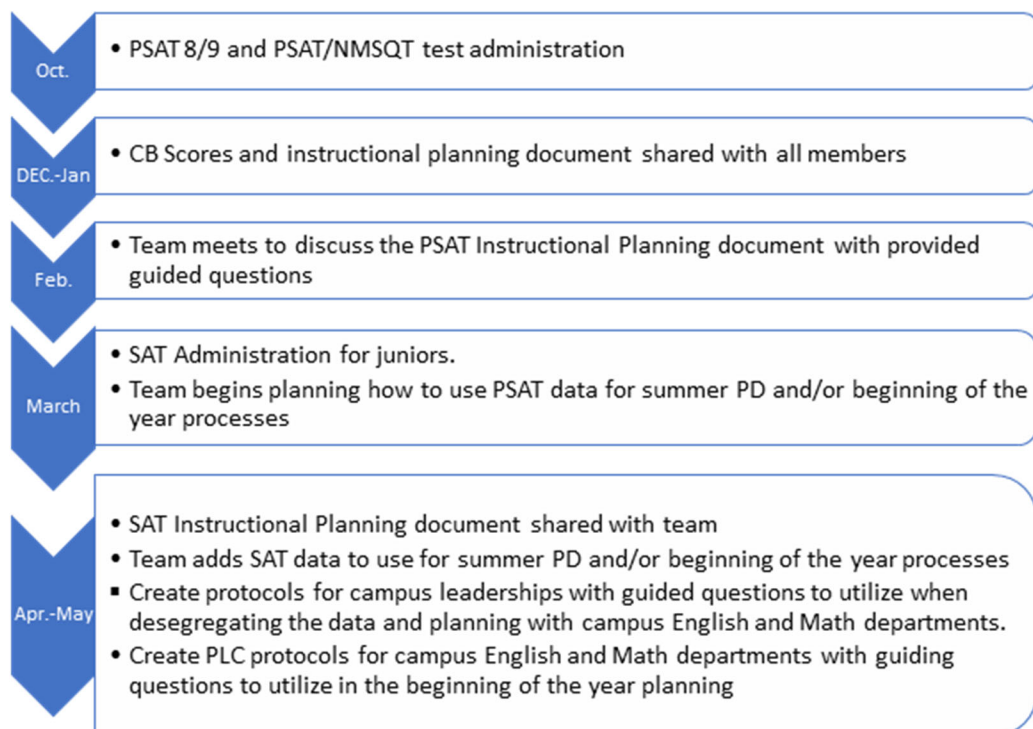
### **CCMR Measures and TEKS Alignment Processes and Systems**

Another area of need was identified as cross collaboration between Teaching and Learning Core content curriculum and instructional leaders and advance academic data and updates to college board practices.

#### **Team Members**

- Assistant Director of SEL & Enrichment Programs
  - followed up with the advanced academic lead to ensure data and areas for improvement were provided to the T&L team core content leads.
  - Provides ongoing updates to the T&L team core content leads on updates within college board practices.
  - Aligns professional development plans and practices to ensure support for AP and AAC teachers and learning for students.
- Assistant Directors of Secondary Curriculum & Instruction/Teaching & Learning
  - What was the follow up work to the collaboration?
- Secondary Curriculum, Assessment, and I&E Coordinators in ELA and Math
  - What was the follow up work to the collaboration?
- Director of Accountability, Assessment, and Compliance
  - What was the follow up work to the collaboration?
  - Give details....

#### **PSAT 8/9, PSAT/NMSQT, and SAT Data that supports the plans developed during collaboration**



### PSAT 8/9, PSAT/NMSQT, and SAT Meeting Resources

- Guided Questions for Data Review Meetings
  - What skills and standards emerge as strong areas and weak areas?
  - What contributing factors should be considered for the strengths and weaknesses?
  - How does the data correlate with STAAR and EOC data?
  - What similarities exist between the PSAT 8/9, PSAT/NMSQT, and SAT data and STAAR/EOC data regarding the strengths and weaknesses?
  - What opportunities exist or can be developed to support the weaknesses?
  - Are there any campuses that will need extra support? What might that support look like?
  - How can we help campuses use this data for their CBAS or CIP plans for the upcoming year?
- Deliverables from the Data Review Meetings
  - Plans for the use of data at the district level.
  - Plans for use in Summer PD and/or beginning of the year planning.
  - Plans for possible supports embedded in the curriculum and/or scope and sequence adjustments.
  - Protocols for campus leadership.
  - PLC protocols for campus departments for beginning of the year planning.

### College Prep Math and English Courses

#### Overview:

Students that have not met a college readiness standard by the end of their junior year, could participate in a College Prep Math or English courses. We partner in offering these courses with Houston Community

College and other Institutes of Higher Education (IHE). Upon completion of the course the student is deemed college ready and can take classes at our partnering IHE without having to be TSI ready. There is a 24-month grace period that is attached to the student being deemed TSI ready or exempt in an area. If they do not enroll with the partnering IHE within that time, they would have to take the TSIA2 to enroll.

Problem Identified:

When reviewing numbers of students enrolled in College Prep English and Math it was noticed that most schools were not offering either of those courses to their seniors that had not been able to demonstrate college readiness. In the 2020-21 school year 153 students were enrolled with 84% in the math course and 16% in the English course. In the 21-22 school year only 99 students were enrolled with 90% in a Math course and 9% in an English course. The implementation of universal course selection indicates that as of October 2022, there are 238 students in a College Prep Math or English course with 77% in Math and 23% in English.

College Prep 3 Year Course Enrollment			
School Year	Enrolled In a CP Course	% of the total that enrolled in College Prep Math	% of the total that enrolled in College Prep English
2019-20	227	88%	11%
2020-21	153	84%	16%
2021-22	99	90%	9%
<b>2022-23</b>	<b>264</b>	<b>69%</b>	<b>31%</b>

Campuses With College Prep Courses for 21-22 and 22-23				
Campus	College Prep English		College Prep Math	
	21-22	22-23	21-22	22-23
AHS	0	0	0	7
BHS	0	0	11	7
CHS	0	0	0	0
DHS	0	0	0	0
EHS	0	0	21	0
KHS	0	0	0	0
HHS	0	0	0	27
MHS	9	19	7	21
RPHS	0	0	0	0
THS	0	0	50	66
WHS	0	63	0	54

### Solutions:

To address the issue of a declining enrollment in these courses, universal course selection and student data in the 2021-22 school year were used to identify students who would benefit from these courses and ensure sections were added to the master schedule at each campus. Monthly district as well as campus collaboration meetings were instituted to support a universal course selection and master schedule collaboration process (see universal course selection section for more information).

### Additional Solutions:

#### A Campus CCMR Team:

The plan that has been established for campus is to create a Campus Student CCMR Support Team. The team will consist of the College and Career Readiness Advisor (CCRA), counselor, and campus leadership. Their process is outlined below:

- Student Support Team Meeting
  - CCRA: Pull college readiness data on junior students in the fall of their junior year
  - Identify those that have not qualified yet.
  - Support those students with course guidance, testing support for SAT, AP, and TSIA2.
    - Some supports for students include Khan Academy, a free tutoring service for the ACT and SAT test, targeted TSIA tutoring on some campuses, and tutoring through College Board AP Classroom and after-school teacher led tutorials.
- Run college readiness data on junior students again in the spring, identify any who would benefit from college readiness English or Math as a senior and have those conversations with them.
  - Things to consider when having conversations with students.
    - College Prep Math
      - Can count as a 3<sup>rd</sup> math under the foundation program
      - Can also count as a 4<sup>th</sup> math
      - If a student plans to be an athlete in college, review the NCAA/NAIA rules regarding this course when counseling students
    - College Prep English
      - Can count as a 4<sup>th</sup> English under the Foundation plan
      - Does not count for students in the Fine Arts or Multidisciplinary endorsements as a 4<sup>th</sup> English. It would have to be an elective and students would need to also take English IV or other TEA approved English course as outlined in [Chapter 74.B](#)
- Work with lead counselors and master schedulers to ensure sections for master schedule purposes

### AP Exam Score of 3 or Higher

#### Overview

While TEA only tracks seniors, who score a 3 or higher for accountability purposes, it is important to note that Fort Bend has students in grades 9-12 that take an AP exam every spring.

Problem identified:

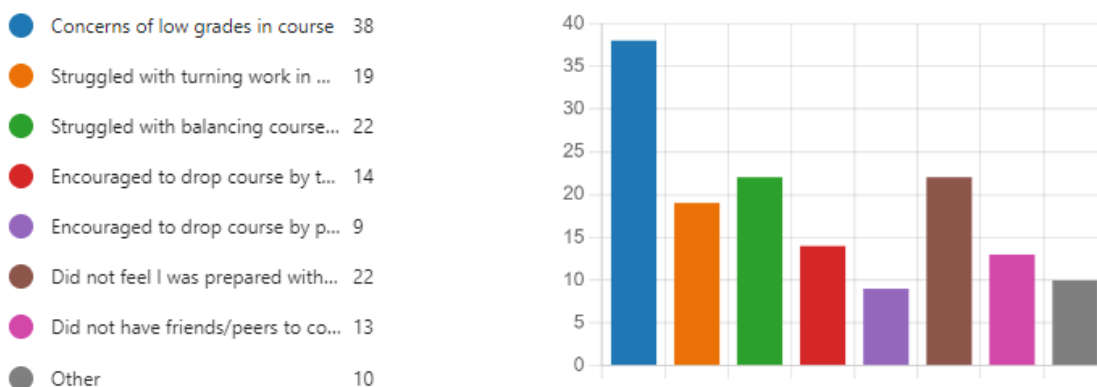
When reviewing data related to AP exam scores, it is important to remember that due to the COVID Pandemic, the College Board had to offer online exams for the spring of 2020 as in person exams were not an option. Many students choose not to take the online exam or encounter technical issues with their exams. For both the 2020 and the 2021 exam season, College Board offered full refunds up to the date of the exam.

While exam participation has come back to pre-pandemic percentages of 21% in the 2021-22 school year after a drop to 19% in the 2020-21 school year, the percentage of Hispanic students participating in an exam fell from 14% pre-pandemic to 13% in the 2021-22 school year. A direct causality of the decline in these participation percentages is the decline in students taking AP courses. Fort Bend's overall participation in AP classes was on the rise between 2018-19 of 29% to 38% in the 2020-21 school year but fell by 5% to 33% for the 2021-22 school year. Though there is an uptick in percentages across African American, Asian, and Hispanic populations at a district level the campuses have disproportionate participation in historically underrepresented communities. For many campuses their growth in participation is only now back up to pre-pandemic percentages. There has also been a decrease in the percentages of students scoring a 3 or higher on the exam from 73% in spring of 2020, 67% in the spring of 2021, and 70% in the spring of 2022.

In the spring of 2022, it was realized that another support for college readiness was to seek information from students on their HS experiences around how they were supported with college and career readiness preparation and demonstration activities. students were given a survey about advanced level courses. When asked if students decided to drop their AAC, AP, or Dual Credit course, 87% of the respondents had dropped the course, and the main reason for dropping was a concern for low grades in the course with struggling to balance course work with other time commitments and not feeling as if they were prepared with skills needed to be successful.

#### 4. Please check all factors that influenced your decision to drop the course:

[More Details](#)

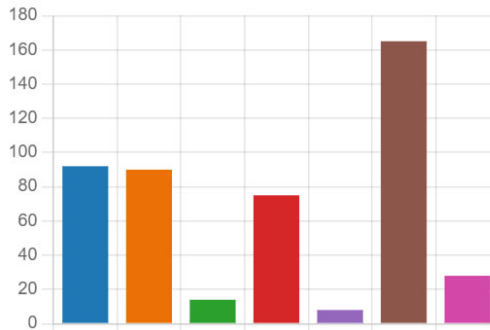


These same students were asked if they planned to take the AP exam associated with their course, and 31% indicated that they would not take the AP exam for that course. When asked why, 22% said they did not feel prepared for the exam, and other contributing factors were the expense of the exam and a concern that the college they wish to attend would not take the credit.

12. What factors contributed to your decision of not taking the AP Exam(s) for the AP courses you will complete:

[More Details](#)

Expense of exams(s)	92
Concern that college I plan on a...	90
Received same credit from previ...	14
Wanted to limit the number of e...	75
Discouraged from teacher	8
Did not feel prepared to take th...	165
Other	28



### Solutions:

While some campuses have numerous opportunities for students to take AP courses, some campuses do not. In addressing the issue of the number of AP courses available on campuses, a plan has been put in place with several factors. The first factor in universal course selection allows FBISD to see where students desire AP courses and which ones. This will help with staffing, master scheduling, and influence the next factor of helping campuses identify teachers to teach the courses and get them the required training and support to teach the AP curriculum.

Number of AP Courses Offered by Campus for 2022-23	
Campus	Number of AP Courses
Austin	28
Bush	21
Clements	34
Dulles	27
Elkins	29
Hightower	26
Kempner	22
Marshall	15
Ridge Point	27
Travis	30
Willowridge	15

The final factor is providing students and parents prior to middle school about what AP is and means, and pathways that can lead students to these courses through conversations with teachers and counselors, and a community night for 4<sup>th</sup>-7<sup>th</sup> grade students each fall.



To continue to ensure that we are using the student survey data, and that students are made aware of opportunities and campuses are evaluating all aspects of their AP programs, an Advanced Academic Committee was instituted in the 2021-2022 school year to develop innovative ways to address the issues of low student enrollment in AP classes, increasing AP exam participation and educating parents and students in the different AP courses offered and the benefits of taking an AP course. Other areas the committee is looking in to is ways to help families with the barriers of the cost of AP exams, the pressure of scoring a 3 or higher for both the student and the teacher, finding and providing professional development for teachers to help differentiate their instruction for first time AP students.

### Additional Strategy for improvement

## Advanced Academics Collaborative

The Advanced Academics Collaborative is to prepare students for postsecondary success. This is achieved through engaging educators (including teachers, administrators, and counselors), parents, and students in innovative planning designed to close equity and achievement gaps (especially among traditionally underrepresented student populations), increase student achievement in AAC/Advanced Placement courses, increase AP Exam participation, while increasing the level of academic rigor in secondary schools.



### COMMITTEE MEMBERS

- Principal (and/or AP Administrator)
- AP Coordinator/Counselor
- AP and/or Advanced Academic Course (AAC) Teachers
- \*AVID Coordinator
- \*Students and Parents (when appropriate)



### District Support: SEL and EP

- Creation of cohesive college-going culture
- Study and evaluation of data
- Promotion of student access to and success in advanced courses
- Campus Focus Plans
- Presentations, data reviews, group planning, goal setting
- Multi-school, feeder pattern, and individual campus meetings



### Collaboration

The Advanced Academic Collaborative will meet regularly throughout the school year and provide schoolwide leadership for college readiness to align to district and campus goals. At meetings, team members analyze data to inform their plan to increase student participation and performance in advanced academic programs at their schools with a focus on closing achievement gaps among subpopulations

In order for campuses to be able to support not only their Advanced Academic Committee but also students, further training on utilizing AP Potential for all counselors and College and Career Readiness Advisors was created for the fall of each year to help guide students on choosing courses that challenge them. AP Potential is a College Board tool that analyzes student data on the PSAT 8/9 and the PSAT/NMSQT to determine if a student would be successful in an AAC or AP class. Counselors and College Career Readiness Advisors are able to share a letter with students' parents that explains the process and also have one on one conversations with students when discussing their course selections and encouraging students to take courses that challenge them.

Last Name	FIRST NAME	GRADE LEVEL	ART HIST. (60)	BIOLOGY (60)	CALCULUS AB (60)	CHEMISTRY (60)	COMPUTER SCIENCE A (60)
Smith	Jane	10th Grade	Y	Y		Y	Y

The district has also created a process during the 2021-2022 school year to begin implementing a process to help drive needed summer PD for Advanced Academic and AP teachers that do not attend an offsite AP Institute.

**Team Members:** will put the systems in place, analyze, plan, and facilitate the information below.

- Assistant Director of SEL & Enrichment Programs
- Assistant Directors of Secondary Curriculum & Instruction/Teaching & Learning
  - Secondary Curriculum, Assessment, and I&E Coordinators in ELA and Math
- Director of Accountability, Assessment, and Compliance

### Systems

- AP Exam Data
- May of Spring Semester: Students take AP Exams
- August: Scores returned to the district and campus
- September: SEL compiles data for each test to identify tests that students are successful on and those that students are not successful on.
- October: Team meets to discuss the results of the report from College Board with provided guiding questions.
- November through March:
  - Team plans how to use the data for summer PD and/or beginning of the year processes
  - Create protocols for campus leaderships with guided questions to utilize when desegregating the data and planning with campus AP teachers.
  - Create PLC protocols for campus AP teachers with guiding questions to utilize in the beginning of the year planning when reviewing their data.

### Process

- Team Meetings to Review Data

- Facilitators: Assistant Director of SEL & Enrichment Programs and Assistant Directors of Curriculum
  - Guided Questions for Data Review Meetings
- Which courses do students tend to do better on than others?
- Which courses seem to be the weakest in terms of student success on the exam?
- What contributing factors should be considered for the percentage of scores of 3 or higher and 1 and 2s?
- What opportunities exist or can be developed to support the courses with the least success?
- Are there any campuses that will need extra support? What might that support look like?
- How can we help campuses use this data for their CBAS or CIP plans for the upcoming year?
  - Deliverables from the Data Review Meetings
- Plans for the use of data at the district level.
- Plans for use in Summer PD and/or beginning of the year planning.
- Plans for possible supports embedded in the curriculum and/or scope and sequence adjustments.
- Protocols for campus leadership.
- PLC protocols for campus departments for beginning of the year planning.

## Dual Credit

### Overview:

Dual credit enrollment in the district was on an upward trajectory between the 2018-2019 school year with 6% participation across the district to 8% in the 2020-21 school year.

### Problem identified:

Dual Credit participation fell to 7% in the 2021-22 school year. This is a trend seen across all demographics except for students with special services rising from 1% to 3%. Participation depends on the number of dual credit courses offered by a campus, the ability to staff the course with either an FBISD embedded staff or an IHE provided adjunct, students enrollment in AP course and exams that count for college credit in those same courses, the community perception of dual credit vs AP, and students qualifying on the TSIA or being exempt based on EOC English II, EOC Algebra I, or SAT scores.

Number of Dual Credit Courses that are District Wide	
Campus	Number of Dual Credit Course
AHS	3
BHS	4
CHS	2
DHS	2

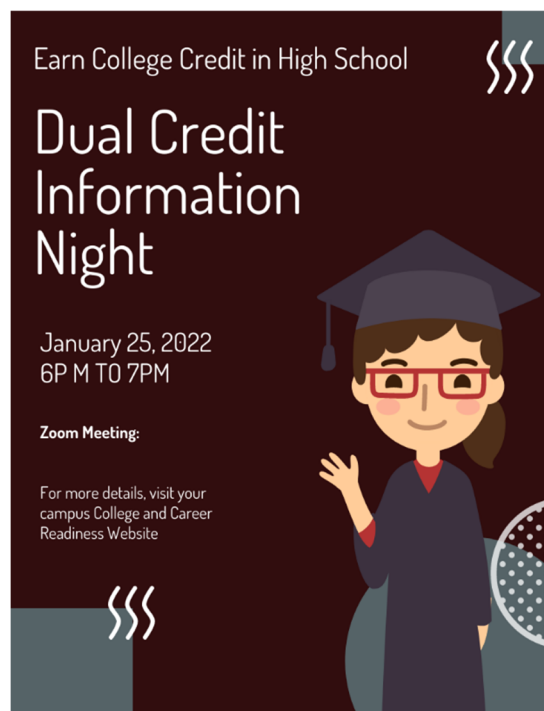
Number of Early College HS Dual Credit Courses	
Campus	Number of Dual Credit Courses
HHS	49*
MHS	16
WHS	18
*26 Classes are being phased out as we retire the Histology and Health Informatics Degrees	

<b>EHS</b>	6
<b>KHS</b>	5
<b>HHS</b>	7
<b>MHS</b>	10
<b>RPHS</b>	6
<b>THS</b>	7
<b>WHS</b>	8

<b>CTE Reese Dual Credit Courses</b>
2

Solution:

Campuses have a dual credit liaison on every campus that works hand in hand with the partnering IHE to recruit students and get them into the dual credit courses they qualify for on their campus. The Dual Credit liaison works to grow the programs by determining the popularity of new dual credit courses, participate in the Dual Credit Rigor Institute each August to provide lessons adjuncts on working with high school students. Use AP potential and AP exam scores to identify and counsel students regarding taking a dual credit course. They also work with counselors, students, and parents to help them understand the differences between dual credit and AP courses to determine which course will give them the most benefit. (See Appendix B for a comparison of course levels) Starting in the 2022-23 school year, the district in collaboration with the Dual Credit liaisons will begin to educate students and parents in middle school about the Dual Credit program.



## OnRamps

### Overview:

UT Onramps is a dual enrollment course offered through the University of Texas. This program partners a high school teacher with an adjunct through UT. They work collaboratively together to teach the students, who then get credit for High School and for college. Students can choose if they would like to take their final course grade for college credit or not.

### Problem Identified

The biggest obstacle to this course is the costs associated with it. The P-TECH program at Hightower High School offered College Algebra to its students to meet the prerequisites for their college program. They offered it for two years and when the program focus shifted and the cost was not sustainable to their budget, they dropped the program.

UT OnRamps Enrollment at P-TECH at HHS		
	2020-21	2021-22
Enrolled	49	20
Passed	10	11
Failed	32	8
Withdrew	7	2

## Associates Degree

### Overview

In June of 2018, Fort Bend ISD began the process of adding three Early College programs on three campuses (Marshall, Willowridge, and Hightower) that were identified as campuses and communities that would benefit from these programs. An Early College High School offering an Associates of Multidisciplinary Studies and an Associates of Science at Marshall, a Pathways in Technology offering an Associates in Computer Science along with industry certifications at Willowridge, and a Pathway in Technology offering an Associates in Health Science and industry certification at Hightower. These programs address areas of need within Fort Bend to offer programs at no cost to students that are low socio economic, At-Risk, or first-generation college students. The class of 2023 will be our first graduating class at each campus.

### Problem Identified

It has been noticed that due to students starting college courses for the first time online during the pandemic and our IHE campus partner's adjuncts needing some support in interacting and supporting high school age (14-16 years old) students in courses normally taught to students in their 20's and beyond, that our first graduating class of students graduating with an associate degree and/or a certificate will be lower than expected. The chart below shows the number of students in the class that are on track to graduate with an associate degree at the end of the 2022-23 school year.

Projected Class of 2023 Graduation Outcome		
Program	Associate Degree	Certification
Early College High School at MHS	51	N/A
Pathways in Technology at HHS	10	Medical Scribe Level 1 4
Pathways in Technology at WHS	28	

\*The campus and HCC worked together to determine how to get those 5 students an associate degree based on the courses they had already taken.

#### Additional Problem Identified

The first cohort of students (Class of 2023), struggled with passing the TSIA2 for English and/or Math and were unable to move forward in the programs, and some did not handle the switch to online learning well and failed necessary courses to continue on with their degree plans and/or high school. While our programs started with close to 100 students, they will not graduate a class of 100. Many students left the program or will not graduate with an Associate's degree but will have college credit hours to take with them.

#### Solutions:

The three program campuses, the district, and our partnering IHE spent the last two years creating and implementing interventions, program adjustments, and support systems aimed at helping students be successful in these programs. These areas of improvement are indicated in the chart below.

#### Student interventions

- Campuses initiated monitoring periods to help students manage courses and have an FISD advocate with adjuncts.
- Worked to support students that struggled as a result of the pandemic and online courses.
- Targeted interventions added to all student's classes, specific TSIA2 tutorials, and used AVID classes as added support for students.
- Provided summer scholl to all students for credit recovery, orginal courses, and dual credit courses to ensure students stayed on their co-horted pathways.

#### Program Adjustments

- Collaborated with IHE Liaison to find alternative paths and courses for students to take to be successful.
- Hightower worked with IHE to open up another avenue for students to obtain a Medical Assistant associate degree, Microsoft Scribe certification, Medical Assistant certification, and a Medical Office Specialist certification.
- Willowridge worked with IHE to add Cyber Security certification to their program.

#### Student and Family Supports

- Support students who struggled with online modality due to the pandemic and met with parents to help parents support students.
- Conferenced with students and parents to help transition students to a pathway that would give them access.
- Parent nights throughout the year virtually and in person to accomodate work schedules and the pandemic.
- IHE provided classes in the summer that work for student and family schedules

## **Opportunities for Improvement**

### **Community Outreach**

Fort Bend ISD has consistently reviewed the supports put in place for student success and identified areas of growth for the support on a community level. Below are procedures and opportunities created during the 2021-22 school year to implement in the 2022-23 school year to help the community with a greater understanding of the opportunities available to all students and how the district and campuses can best support them.

### **Information Sharing**

The first area of support is to make sure that Fort Bend ISD is able to ensure that there are ample opportunities and resources made available to the community throughout a student's time in Fort Bend.

#### **District University, College, and Career Paths Website**

- Comprehensive College and Career Readiness Advisor (CCRA) Manual
- CCRA student tracking document through OnData Suite
- District [University, College, & Career Readiness website](#).
  - The website includes
    - Links to campus college and career readiness sites
    - A comprehensive video series that guides students through high school and choosing a college or career bound pathway.
    - Links to state resources to help find college and career interests
    - An FAQ sections
    - Links to informational videos about the district's programs of choice for high school
- District College Fairs in collaboration with TACRAO
- Comprehensive CCMR Accountability Chart with District and Campus support roles. (See Appendix B)

### **Transition Documents**

A need was identified to provide information to all 6<sup>th</sup> and 9<sup>th</sup> grade students and new students and parents entering FBISD at the secondary level as is offered in other school districts. The information would assist those that either don't know where to start in the college and career planning process and or those that need assistance in even knowing what to ask for. Utilizing resources from other school districts and post-secondary information, three documents were pulled together. One document serves to provide students with resources and strategies to address the transition from elementary to middle and middle to high with a focus on the Whole Child in alignment with the districts social and emotional needs of students. The second document serves as a college planning guide for all students that wish to go to college after high school and starts with things that parents and students in middle school can focus on. The third document serves as a career planning guide for all students and parents that are looking at entering the workforce after high school or have goals of earning an industry certification prior to graduating from FBISD. The students that participate as a part of Student Voices, middle school and high school counselors, and middle school and high school assistant principals reviewed the document in the

spring of 2022 and provided feedback that was used to refine the documents and made the determination to break the documents into three separate documents. A second draft was presented for feedback from the students in September of 2022, and a final document will be available to students in January of 2023.

#### Fort Bend ISD Community Night for Students and Parents in Grades 4-7

Another area of opportunity identified was the need to inform families of long-term implications during the course selection process in 5<sup>th</sup> grade related to an accelerated math course sequence. Due to the nature of mathematics TEKS and prerequisites defined by the state, students should enter a specific course in 6<sup>th</sup> grade to participate in an accelerated math pathway. This pathway allows for students to be on a path to obtain more advanced math courses in high school such as Statistics, Calculus, and Multivariable Calculus which supports college and college readiness. Without this information, the parents may not know the long-term implications which can change the trajectory of a students' graduation plan and opportunities in STEM related fields. Therefore, Fort Bend ISD identified a need to provide information to students and parents early and often about the need to be on the path that they intend to take with their course work.

Multiple divisions within Fort Bend ISD will be putting on a community event for all students in 4<sup>th</sup>-7<sup>th</sup> grade to inform them about the different opportunities' students can take advantage of in middle school and high school. The event will also include what students and parents can take advantage of between 5<sup>th</sup> and 8<sup>th</sup> grade to prepare for those opportunities. Information will include:

- UIL Sports
- UIL Academic Opportunities
- Challenging courses (Advanced Academic Courses, AP courses, Dual Credit courses)
- AVID
- CTE
- GT Academy
- High School Programs of Choice
- UIL Fine Arts
- Collaborative Community resources

#### High School Programs of Choice

Fort Bend ISD offers students 9 unique high school experiences through one of our 6 academies or through our Early College High School (ECHS) and Pathways in Technology (P-TECH) programs.

- Fall recruitment schedule
  - September:
    - Community open houses showcasing all Programs of Choice
    - Social media marketing campaign
  - October
    - Promotional Materials sent to all middle school campuses
      - Handouts for advisory periods
      - Links to recruitment videos for all programs
      - Links to all programs' websites
    - Middle school 8<sup>th</sup> grade assemblies
    - Middle school 8<sup>th</sup> grade Lunch and Learns
    - Social media marketing campaign
    - November
      - Application opens



- Campus application support
  - District Community Night
- Spring application schedule
  - December
    - Validate all applications
  - January
    - Selection
      - Academies
        - Students applying to a STEM Academy take an entrance test
        - Students applying to a Humanities Academy have an interview
        - Interview and/or test are calculated along with 7<sup>th</sup> grade core content grades and first semester 8<sup>th</sup> grade core content grades
      - ECHS and P-TECH
        - A blind lottery system
        - 70% are pulled from the feeder pattern middle school
        - 30% are pulled from all other middle schools in the district
  - March-April
    - Spring commitment nights
      - Students and parents tour the campus and begin the process of joining the programs.

An additional component of the college readiness activities related to advanced math pathways will be the curriculum alignment that creates more opportunities or avoids any limitations to opportunities for all students.

#### Campus Student CCMR Support Team

- Team members: College and Career Readiness Advisor (CCRA), counselor, Special Education campus ARD Facilitator, & campus leadership
- Student Support Team Meeting
  - CCRA: Pull college readiness data on junior students in the fall of their junior year
  - Identify those that have not qualified yet.
  - Support those students with course guidance, testing support for SAT, AP, and TSIA2.
    - Types of support offered on campuses range from tutorials, differentiation in instruction, outside programs like Khan Academy and Schooop.
- Run readiness data on junior students again in the spring, identify any who would benefit from college readiness English or Math as a senior and have those conversations with them.
  - Things to consider when having conversations with students.
    - College Prep Math
      - Can also count as a 4<sup>th</sup> math
      - If a student plans to be an athlete in college, review the NCAA/NAIA rules regarding this course when counseling students
    - College Prep English
      - Can count as a 4<sup>th</sup> English under the Foundation plan
      - Does not count for students in the Fine Arts or Multidisciplinary endorsements as a 4<sup>th</sup> English. It would have to be an elective and

students would need to also take English IV or other TEA approved English course as outlined in Chapter 74.B

- Work with lead counselors and master schedulers to ensure sections for master schedule purposes

#### Universal Course Selection

During the 2021-2022 school year, a dive into the data revolving around the number of courses a student could take on their campus determined that there was an imbalance of courses offered on each campus. The chart below shows the number of courses not offered on a high school campus. The courses offered and the courses that will actually become an available course on a campus is a continuing project.

DHS	WHS	CHS	KHS	EHS	AHS	HHS	BHS	MHS	THS	RPHS
87	61	80	101	64	54	78	19	20	25	21

This data helped drive the monthly meetings held with Associate Principals and Lead counselors and district departments to ensure a way to offer a universal course selection process for all high school students. Because of these collaborative meetings

- A collaboration between campuses to offer courses across campuses and modalities was formed.
- A collaboration to choose 11 courses that based on course requests could be offered in an innovative way. Those courses were:
  - College Prep Math
  - College Prep English
  - Multivariable Calculus
  - Calculus BC
  - AP Computer Science
  - AP Microeconomics
  - AP US History
  - AP Human Geography
  - Japanese
  - German
  - Spanish IV
- A collaborative effort to determine innovative ways to offer students the courses:
  - Online courses with a teacher at a different campus
  - Traveling to a campus to take a course face to face.
  - Support in finding more teachers
  - A proposal for part time teachers
  - Teachers travelling between campuses

For the 2022-23 school year and beyond

- Monthly meetings with lead counselors and associate principals to establish processes, establish expectations for course selection and course requests.
- Evaluate course requests and partner with DSL, SEL and Comprehensive Health, Campuses, Teaching and Learning to determine which courses could be done innovatively to honor course requests of students. For example: student traveling to a campus for a course, online class offering, hybrid schedules for teachers to ensure both face to face and online learning.
- Work with Business and finance to look for innovative ways to secure teachers. For example: half time teachers, teachers teaching at multiple campuses.

## **CAREER READINESS:**

### **Coherent Sequence of CTE Courses Aligned with Industry-Based Certification**

Beginning with the 2020-2021 school year the Texas Education Agency implemented statewide CTE Programs of Study to meet the approval requirements and Strengthen CTE for the 21st Century Act (Perkins V). These state approved programs contain varied pathways that lead to rigorous learning aligned to high-demand, high-wage career opportunities and create more consistent reporting measures across districts and states. With this implementation, FBISD collaborated with teachers and business partners to update district selected pathways to reflect those approved in the state Programs of Study.

FBISD continues to offer 15 out of 16 National Career Clusters and 13 out of 14 statewide Programs of Study. Within each program, the selected pathways contain a coherent sequence of courses that engage students in discovering their passion and interest in future career goals while offering industry-based certification opportunities. For example, the Animal Science pathway includes the following courses:

- Principles of Agriculture, Food, and Natural Resources
- Small Animal Management and Equine Science
- Livestock Production
- Advanced Animal Science or Veterinary Medical Applications I

These courses represent those of the Agriculture, Food, and Natural Resources Program of Study and focus on animal biology and life sciences. Students in this pathway can also earn an industry-based certification in Fundamentals of Animal Science or Certified Veterinary Assistant Level I.

Through an increase in CTE courses offered across the district there has been overall growth in students completing a coherent sequence of courses that align with industry-based certification. In the 2020-2021 school year CTE enrollment was at 21,011 with a 6% completion rate and in 2021-2022 enrollment came in at 21,109 with a 7.2% completion rate. While the 1.2% growth in completion may appear small, it is significant considering the required state pathway changes in 2020. CTE enrollment for 2022-2023 is at 21,335 with an anticipated completion rate of 8.5%.

### **Industry-Based Certification**

The State aims to review and update the Industry-Based Certification (IBC) list every two years to ensure that certifications align with workforce needs and employer expectations. This frequent cycle of review requires districts to remain relevant in their programming, curriculum, and instruction. FBISD CTE has adjusted its IBC offerings and strategically aligned certification exams with classes that offer students the most time on task. In 2019, CTE teachers began working toward their own attainment of industry certifications. This District initiative helps to ensure that teachers are knowledgeable and prepared to guide students toward successful completion of industry tests. To date, FBISD has a 94% success rate of teacher attainment of an aligned IBC.

The number of annual graduates that received an industry certification declined from 2020 to 2022. The district percentage of senior IBC earners in 2020-2021 was 14.1% and declined to 9.2% in 2021-2022. This decline was evident in all demographics; African American, Asian, Hispanic, English Learners, and Economically Disadvantaged. This decrease is not typical as rates from previous years evidenced a steady

uptick in earners. The decline is attributed to the reduction of students on campuses and opportunities to administer an IBC during the height of the COVID-19 pandemic.

To address the decline, the CTE department has taken active measures in establishing a district certification calendar that is shared with campus teachers and administrators. Exam vouchers are automatically issued to all teachers with a course that contains an IBC. Testing opportunities exist for all students enrolled in the course and completion is monitored at the district level. These measures along with increased teacher support will positively impact attainment rates.

## APPENDIX A:

Current supports for college readiness by the campus and district are represented in the chart below.

TSI Accountability Measure				
College Readiness Indicator	What	Opportunities	Campus/District Job Roles	Support
ACT	English ≥ 19 <b>AND</b> ≥ 23 composite	On a Saturday in September, October, December, February, April, June and July	CCRA	<ul style="list-style-type: none"><li>Publicize testing dates and help students sign up.</li><li>Conference students when results come in.</li></ul>
	Math ≥ 19 <b>AND</b> ≥ 23 composite		ACT campus Site Coordinator: Saturday Tests	<ul style="list-style-type: none"><li>Ensure CCRA has information.</li><li>Hire and train proctors. Organize test day and materials.</li><li>Oversee the test day.</li><li>Return all required materials.</li></ul>
SAT	English ≥ 480 on Evidence Based Reading and Writing	On a Saturday in August, October, November, December, March, May, and June  SAT School Day: March of spring semester for all Juniors.	CCRA	<ul style="list-style-type: none"><li>Publicize Saturday testing dates and help students sign up.</li><li>Organize SAT School Day</li><li>train proctors. Organize test day and materials.</li><li>Oversee the test day.</li><li>Return all required materials.</li><li>Conference students when results come in.</li></ul>
			Campus Site Coordinator: Saturday Tests	<ul style="list-style-type: none"><li>Ensure CCRA has information.</li><li>Hire and train proctors. Organize test day and materials.</li><li>Oversee the test day.</li><li>Return all required materials.</li></ul>
			CAC	<ul style="list-style-type: none"><li>Provide test result data to campus admin</li></ul>
	Math ≥ 530		HS Programs Coordinator	<ul style="list-style-type: none"><li>Collaborate with CCRA’s for SAT School Day</li><li>Collaborate with Accountability Assessment and Compliance for testing data and campus support</li></ul>
			Accountability Assessment Compliance	<ul style="list-style-type: none"><li>Contract signed and paid</li></ul>
TSIA2	English ≥ 945 ELAR <b>AND</b> ≥ 5 on the Essay <b>OR</b>	Campuses can set testing days through the CCRA for any	CCRA	<ul style="list-style-type: none"><li>Hire and train proctors. Organize test day and materials.</li><li>Oversee the test.</li><li>Conference students when results come in.</li></ul>

	< 945 ELAR <b>AND</b> ≥ on diagnostic <b>AND</b> ≥ 5 on the Essay	students 9-12 to test.		<ul style="list-style-type: none"><li>• Collaborate with Dual Credit Liaison for IHE application.</li><li>• Provide test results to campus administration for analysis.</li></ul>
	Math ≥ 950 <b>OR</b> < 95 <b>AND</b> = 6 on diagnostic		HS Programs Coordinator	<ul style="list-style-type: none"><li>• Collaborate with CCRA’s for test day support</li><li>• Oversee testing site (Accuplacer) for all new users, ordering testing units, transferring testing units</li><li>• Analyze district testing data to collaborate with campuses to improve instruction.</li></ul>
Course Completion Accountability Measures				
College Readiness Indicator	What	Opportunities	Campus/District Job Roles	Support
College Prep English and Math	Complete <b>AND</b> earn credit for the course	Class offered during senior year	CCRA	<ul style="list-style-type: none"><li>• Utilize OnData to identify students that are not College Ready in spring of junior year.</li><li>• Collaborate with campus counselor and administration to determine who would qualify for either course</li></ul>
			Campus Counselor	<ul style="list-style-type: none"><li>• Collaborate with CCRA and administration to determine who would qualify for either course in spring of junior year.</li><li>• Meet with students and parents to discuss taking the course.</li><li>• Enroll students in the course</li></ul>
			Associate Principal	<ul style="list-style-type: none"><li>• Collaborate with CCRA and campus counselor to determine who would qualify for either course in spring of junior year.</li><li>• Work with campus counselor to determine the number of sections needed for the fall in the master schedule.</li><li>• Create courses in the master schedule.</li></ul>
			HS Programs Coordinator	<ul style="list-style-type: none"><li>• Train CCRA’s in tracking students in OnData for college readiness standards.</li></ul>
			Counseling Coordinator	<ul style="list-style-type: none"><li>• Support lead counselors and associate principals to create sections in the master schedule.</li></ul>

				<ul style="list-style-type: none"><li>• Train counselors on any changes to the course requirements from TEA.</li></ul>
			Teaching and Learning	<ul style="list-style-type: none"><li>• Provide curriculum and final exams from the partnering IHE.</li></ul>
Dual Credit	Earn 3 credits in English <b>OR</b> math <b>OR</b> 9 hours in any subject		Campus Dual Credit Liaison	<ul style="list-style-type: none"><li>• Manages DC rosters.</li><li>• Submits DC information to HCC through Smartsheet.</li><li>• Advise DC students on courses and registration.</li></ul>
			Campus Counselor	<ul style="list-style-type: none"><li>• Monitor credits earned through DC</li><li>• Support DC students' academic goals</li></ul>
			Associate Principal	<ul style="list-style-type: none"><li>• Create campus DC sections in master schedule</li><li>• Ensure that DC student course maximums and minimums are adhered to.</li></ul>
			CCRA	<ul style="list-style-type: none"><li>• Support DC Coordinator, counselors, Associate Principal</li><li>• TSIA-2 Testing</li></ul>
			HS Programs Coordinator	<ul style="list-style-type: none"><li>• Program oversight.</li><li>• Manage communications and expectations between the district and IHE partner.</li></ul>
Onramps Dual Enrollment	Complete a course AND qualify for at least 3 hours of university or college credit in any subject	A partnership with UT to offer the course during the school year.	Campus	<ul style="list-style-type: none"><li>• Work with HS Programs Coordinator to set up courses and trainings</li><li>• Pay for teacher yearly trainings through UT</li><li>• Pay for student enrollment in courses</li></ul>
			HS Programs Coordinator	<ul style="list-style-type: none"><li>• Work with campuses to set up courses and trainings with UT</li></ul>
Program Based Accountability Measures				
College Readiness Indicator	What	Opportunities	Campus/District Job Roles	• Support
AP Exam	Score of 3 or higher	AP courses on each high school campus attached to an AP exam	AP Campus Coordinator	<ul style="list-style-type: none"><li>• Supports all things related to <b>AP exam administration</b></li><li>• Responsible for AP Exam order</li><li>• Promotes AP enrollment, AP program growth, and AP Exam registration</li></ul>
			AP Teacher	<ul style="list-style-type: none"><li>• Provides instruction using College Board CED and Unit Guides</li><li>• Supports student enrollment in AP Classroom and use of AP Classroom resources</li></ul>

				<ul style="list-style-type: none"> <li>• Encourages and prepares students to register and take AP Exam</li> </ul>
			<b>AP Administrator</b>	<ul style="list-style-type: none"> <li>• Supports all things related to <b>AP teacher compliance</b></li> <li>• Manage the AP Course Audit and Ledger</li> <li>• Monitors the enrollment and use of the AP Classroom</li> <li>• Promotes AP enrollment, AP program growth, and AP Exam registration</li> </ul>
			<b>Counselor</b>	<ul style="list-style-type: none"> <li>• Identifies students and encourages enrollment of advanced academic courses</li> <li>• Communicates advanced academic opportunities to students</li> </ul>
			<b>Advanced Academics Coordinator</b>	<ul style="list-style-type: none"> <li>• Supports campuses is setting up districtwide systems for AP Exam enrollment and administration</li> <li>• Review AP data to continue to promote AP programming</li> <li>• Leads advanced academic council (AAC) in working with campuses to promote AP programming</li> </ul>
Associate Degree	Earn an associate degree by Aug 31 immediately after graduation	Student participation in ECHS at MHS or P-TECH at HHS or WHS	<b>Program Dean</b>	Oversee ECHS/P-TECH program. Ensure that all program guidelines are followed and adhered to. Manage the day-to-day operations of the program.
			<b>Program Counselor</b>	Ensure that all students are scheduled correctly. Ensure that all student graduate with an Associate degree and or industry certifications where applicable.
			HS Program Coordinator	Program oversight. Manage communications and expectations between the district and IHE partner.



## APPENDIX B:

ON-LEVEL	ADVANCED ACADEMIC (AAC)	ADVANCED PLACEMENT (AP)	DUAL CREDIT	Dual Enrollment
Choosing an academic level is not “all or nothing.” Students may take from one to all of their classes at any level as well as move to different levels from year to year.				
<b>DESCRIPTION</b>				
FBISD’s on-level curriculum is a college-bound curriculum.	Course designed to be more challenging than on-level course and prepares students for rigor of subsequent AP Course(s)	Course prepares students to take an AP Exam for college credit  Prepares student for success in college level course work.	Course earns college credit through Houston Community College (HCC)  “Dual credit” earned is college credit and high school credit for one course.	Course earns both high school and college credit through UTO ramps
<b>GRADE LEVELS OFFERED</b>				
Grades 6-12	Grades 6-12	Grades 9-12	Grades 10-12	Grades 10-12
<b>REQUIREMENTS FOR ENROLLMENT</b>				
Open enrollment	Open enrollment  Possible pre-requisite courses may exist for some courses	Open enrollment  Possible pre-requisite courses may exist for some courses	Meet or exceed the required minimum scores on the TSIA, ACT, SAT, PSAT, or EOC exams  Acceptance into HCC by deadline.	Complete the prerequisite high school course(s) prior to enrollment
<b>GPA WEIGHT</b>				
Semester numeric average only	+5 points to semester numeric average	+10 points to semester numeric average	+10 points to semester numeric average	+10 points to semester numeric average
<b>COLLEGE CREDIT</b>				
No college credit earned	No college credit earned	Student must earn a 3,4,5 on the AP exam for a passing score  Passing AP Scores are accepted for college credit at: <ul style="list-style-type: none"> <li>all Texas public universities</li> <li>at most public and private universities nationwide</li> </ul>	Student will earn high school and HCC college credit for passed courses  Course acceptance to higher education institutions may vary  Low or failing grades in any dual credit course can affect admission status and	Student will be able to choose if they want the college credit after they receive their course grade.  Course acceptance to higher education institutions may vary

			financial aid for any institution following high school graduation.	
<b>ADDITIONAL INFORMATION</b>				
Additional support may be needed for transition to AAC/AP courses.	H/GT courses are comparable to AAC courses with the exception that the course does not have direct alignment to a subsequent AP course.	<p>AP Exam fees apply. Reduced fees are available for low-income students.</p> <p>To order an AP exam, students must make an exam decision on College Board MyAP website and pay for the exam through FBISD.</p> <p>Course grades reported on high school transcript</p>	<p>Dual Credit courses are currently tuition free through HCC.</p> <p>Subject to fees and other costs that may include textbooks and specified resources</p> <p>Final course grade becomes record on high school and college transcripts</p>	<p>Final course grades become record on the high school transcript, but the student can decide on if it will count for college credit.</p> <p>3wsz</p>

Early College High School	Pathways in Technology Early College High School	Humanities Academies	STEM Academies	James Reese Center
8 <sup>th</sup> grade students can apply to be a part of any of the programs of choice during the fall of their 8 <sup>th</sup> grade year. These are four-year programs.				9 <sup>th</sup> and 10 <sup>th</sup> grade students can apply for one of the programs of study offered at the James Reese CTE Center.
Description				
A blend of high school and college course work that gives students the opportunity to earn up to 60 hours, or two years of tuition free college credit while earning a high school diploma and an associate of Science or Multidisciplinary Studies degree.	A blend of high school and college course work that gives students the opportunity to earn up to 60 hours, or two years of tuition free college credit and an industry certification while earning a high school diploma and an associate of computer science or health science degree.	Specialized learning communities with concentrated and robust course pathways comprised of career and academic classes, providing focused areas of study and services. <ul style="list-style-type: none"> <li>• Digital Media Academy</li> <li>• Global Studies Academy</li> <li>• International Business &amp; Marketing Academy</li> </ul>	Specialized learning communities with concentrated and robust course pathways comprised of career and academic classes, providing focused areas of study and services. <ul style="list-style-type: none"> <li>• Engineering Academy</li> <li>• Math and Science Academy</li> <li>• Medical Science Academy</li> </ul>	Specialized learning community with concentrated and robust programs of study providing focused pathways that will lead to career fields in: <ul style="list-style-type: none"> <li>• Automotive</li> <li>• Culinary Arts</li> <li>• Digital Communications</li> <li>• Diesel and Heavy Equipment</li> <li>• Electrical</li> <li>• Emergency Services</li> <li>• HVAC and Sheet Metal</li> <li>• Teaching and Training</li> <li>• Health Science Therapeutic</li> <li>• Network Systems</li> <li>• Welding</li> </ul>
Locations				
Marshall HS	<ul style="list-style-type: none"> <li>• Computer Science at Willowridge HS</li> <li>• Health Science at Hightower HS</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Media at Hightower HS</li> <li>• Global Studies at Travis HS</li> <li>• International Business &amp; Marketing at Travis HS</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering at Elkins</li> <li>• Math and Science at Dulles</li> <li>• Medical Science at Hightower HS</li> </ul>	James Reese Technical Center

Grade levels Offered				
9-12	9-12	9-12	9-12	10 -12 <sup>th</sup> grade
Requirements For Enrollment				
<ul style="list-style-type: none"> <li>• Willingness to participate in a four-year early college program.</li> <li>• Successful completion of 8<sup>th</sup> grade.</li> <li>• Reside within the Fort Bend ISD boundary.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to participate in a four-year early college program.</li> <li>• Successful completion of 8<sup>th</sup> grade.</li> <li>• Reside within the Fort Bend ISD boundary</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to participate in a four-year program.</li> <li>• Complete an application process.</li> <li>• Core content area grades from 7<sup>th</sup> grade and first semester of 8<sup>th</sup> grade are reviewed.</li> <li>• Interview scores</li> <li>• Successful completion of 8<sup>th</sup> grade.</li> <li>• Reside within the Fort Bend ISD boundary.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to participate in a four-year program.</li> <li>• Complete an application process.</li> <li>• Core content area grades from 7<sup>th</sup> grade and first semester of 8<sup>th</sup> grade are reviewed.</li> <li>• Math entrance exam</li> <li>• Successful completion of 8<sup>th</sup> grade.</li> <li>• Reside within the Fort Bend ISD boundary.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to participate in a two- or three-year program of study.</li> <li>• Complete an application process</li> <li>• Reside within the Fort Bend ISD boundary.</li> </ul>
Application Process				
<ul style="list-style-type: none"> <li>• Complete the online application.</li> <li>• Blind Lottery Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the online application.</li> <li>• Blind Lottery Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the online application.</li> <li>• Applications are validated.</li> <li>• Interview process</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the online application.</li> <li>• Applications are validated.</li> <li>• Interview process</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the online application.</li> <li>• Blind Lottery Acceptance</li> </ul>