

Midland Independent School District
College, Career, and Military Readiness
Strategic Plan 2020-2026








November, 2020

Strategic Goals (HB3) Approved November 16, 2020

College, Career, and Military Readiness

Strategic Goals

 <p>Midland Independent School District</p>	<p>The four goals in the Midland ISD College, Career, and Military Readiness (CCMR) Strategic Plan are essential to the Mission of Midland Independent School District.</p>
 <p>College, Career, Military</p>	<p>THE OVERARCHING GOAL: 72% by 2026 The percent of College, Career, Military Ready (CCMR) graduates will increase from 56.5% in 2019 (class of 2018) to 72% in 2026 (class of 2025).</p>
 <p>TSIA</p>	<p>THE SECOND GOAL: TSIA The percent of TSI Met Criteria for both subjects will increase from 32.1% in 2019 (class of 2018) to 45% in 2026 (class of 2025).</p>
 <p>AP</p>	<p>THE THIRD GOAL: ADVANCED PLACEMENT (AP) The percent of AP Met Criteria in Any Subject will increase from 11.7% in 2019 (class of 2018) to 23% in 2026 (class of 2025).</p>
 <p>IBC</p>	<p>THE FOURTH GOAL: INDUSTRY-BASED CERTIFICATIONS The percent of graduates leaving with Industry-Based Certifications will increase from 3.6% in 2019 (class of 2018) to 7.5% in 2026 (class of 2025).</p>

College, Career, and Military Readiness

Executive Summary

The mission of every staff member at Midland Independent School District is to graduate all students prepared and ready for college or career. A college ready student is an academically prepared student who is ready for postsecondary education without the need for remediation.

We also recognize that not all students will choose the college route. A career ready student is someone who possesses the academic skills, employability skills, and technical skills required for careers after graduation (critical thinking, adaptability, technology proficiency, responsibility, persistence, team work, etc.).

Students graduating college and career ready will be best prepared in a changing and increasingly complex future.

In 2017-2018, the Midland Independent School District (MISD) established the “What’s Your Plan?” task force. [This task force](#) was composed of community members, college representatives, armed forces representatives, counselors, teachers, administrators and student representatives. “[What’s Your Plan?](#)” became the branded K-12 district initiative to support the [Mission of MISD](#). “What’s Your Plan?” focuses on four pathways to post-secondary readiness:

- [4 Year University](#)
- [2 Year College](#)
- [Career Training](#)
- [Military](#)



Although original task force members have changed, “What’s Your Plan?” continues to be a driving force behind preparing students for College, Career, and Military Readiness (CCMR). Members meet regularly to continue the work to achieve the district mission. Since the implementation of “What’s Your Plan?”, major initiatives have included the creation of Midland ISD Career and Technology Academies in conjunction with Midland College, as well as streamlined endorsement guidance documents for campus staff to ensure course offerings match [Texas Education Agency Approved Programs of Study](#).

A recent update to the Midland ISD strategic CCMR initiative has been the addition of [SchoolLinks](#). SchoolLinks is a modern, college and career readiness platform to prepare students for what comes after graduation. SchoolLinks helps students discover their interests and strengths, explore colleges and careers, and create an individualized career and academic plan that best reflects their post-secondary goals. SchoolLinks at Midland ISD is accessible by 6th-12th grade students and their parents, counselors, and staff. In addition to the career

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investigation and college preparation content, Midland ISD uses SchooLinks to build and house four-year plans as well as course selection during registration windows.

What's Your Plan?

Component	Elementary	Junior High	High School
College Aspirations	●	●	●
Academic Planning for College and Career Readiness (CCR)	●	●	●
Enrichment and Extracurricular Engagement	●	●	●
College & Career Exploration and Selection Processes	●	●	●
College and Career Assessments	●	●	●
College Affordability Planning	●	●	●
College and Career Admissions Process			●
Transition from High School to College Enrollment			●

Eight Components of College and Career Readiness Counseling- The College Board National Office for School Counselor Advocacy

Graduates may meet CCMR criteria through any one of the following methods:

1. Score a 3 or higher on an Advanced Placement (AP) exam or 4 or higher on an International Baccalaureate exam
2. Earn an Associate's Degree
3. Earn an Industry Based Certification (IBC), based on the [TEA IBC List](#)
4. Enlist in the U.S. Armed Forces
5. Complete an OnRamps Dual Enrollment Course
6. Complete a Level 1 or Level 2 Certificate
7. Meet the criteria on both reading and math on TSIA, ACT, or SAT (note, the Texas Success Initiative Assessment (TSIA) has been phased out and will be replaced by the TSIA2 beginning January, 2021)
8. Complete ≥ 3 hours in ELAR or Math Dual Credit, or ≥ 9 hours total across subjects
9. Complete an IEP and workforce readiness (graduation type codes of 04,05,54, or 55)
10. Special Education graduates with RHSP, DAP, FHSP-E, or FHSP-DLA degree plans
11. Complete a CTE Coherent Sequence and credit for ≥ 1 CTE course aligned with an IBC or, $\frac{1}{2}$ point credit if student does not meet any other criteria (phased out with the class of 2020)

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Advanced Placement

Advanced Placement (AP) is a national program created by CollegeBoard.

Description- To earn college credit, students are required to earn a score of 3 or higher (on a scale of 5) on AP Exams. However, colleges dictate the minimum AP score acceptable for credit at their institution and the specific course credit awarded for the tests taken. Students may begin taking AP courses as early as 10th grade, but the majority of courses are available in 11th and 12th grades. The student cost for an AP class is limited to the cost of the exam (<\$95, unless waived).

Transfer- Exam scores of 4 or 5 are readily accepted at most institutions public and private. Exam scores of 3 may be accepted by some colleges, depending on programs.

Enrollment Requirements- Students must meet and maintain district requirements for Advanced Placement courses. Prerequisites exist for many courses.

Grade Point Average- *Enhanced Academic Service (EAS, formerly Pre-AP) and AP courses carry an enhanced 1.0 weight for the purposes of calculating high school rank and Grade Point Average (GPA).

Future Opportunities- While MISD works primarily through CollegeBoard, other opportunities may exist in the future to expand student choice for college coursework.

***Pre-AP Course Titles-** Due to CollegeBoard changes in copyright, all courses previously titled "Pre-AP" will be titled "Enhanced Academic Services (EAS)" in future documents, including transcripts. EAS courses will be interchangeable with Pre-AP in all manner of practice and policy (only the title will change).

Dual Credit

The MISD Dual Credit (DC) Program is primarily in partnership with Midland College.

Description- Students enroll in a specific college credit course that also earns a high school credit towards graduation. The grade earned in the course awards credit. The student's grade is recorded on their high school transcript and their Midland College transcript, earning college credit that will transfer to future institutions. Students may begin taking Dual Credit as early as 9th grade, but the majority of courses are available in 11th and 12th grades. The cost was \$64 per credit hour as of August, 2019.

Transfer- Most In-State and Out-of-State public and private institutions currently accept Dual Credit. Some exclusive private institutions may not accept Dual Credit. Generally, all "core" credits are transferable in *some manner* within the State of Texas.

Enrollment Requirements- Students must meet college readiness measures for the Texas Success Initiative Assessment (TSIA) in most cases. Prerequisites exist for many courses.

Grade Point Average- Beginning with students entering 9th grade in 2022-2023, pure *academic dual credit courses will be counted as Enhanced for the purposes of calculating high school rank and Grade Point Average (GPA). *Non-Transferrable (CTE) DC courses will be counted as Core and are not weighted. For students entering 9th grade prior to 2022-2023, pure dual credit courses are counted as Core and are not weighted.

Future Opportunities- While MISD works primarily through Midland College, other opportunities may exist in the future to expand student choice for college coursework.

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Advanced Placement vs Dual Credit

Enrolling in college credit courses builds strong academic skills, GPA's, and college applications. College credit courses in high school can also save student's money in college. There are two main options to earn college credit in high school.

- The Advanced Placement (AP) program, allows students to take college level courses and exams to earn college credit or placement while still in high school. Students must make a certain score on the AP test to receive any college credit, and how much credit is given is determined by the score.
- Dual credit offers high school students the opportunity to earn both high school and college credit for the same class. Unlike the AP system, dual credit does not require an exam to be awarded the college credit, but students must pass the class with a C or higher.

Many Midland ISD college courses are combined AP *and* DC. Students may take the course dual credit by enrolling through the college or take the course AP by challenging the test in May. Combined AP/DC courses carry an enhanced 1.0 weight for the purposes of calculating high school rank and Grade Point Average (GPA).

Career and Technology

Career and Technology Education (CTE) is a major part of Midland ISD's mission to ensure all students are prepared and ready for college or career. Many of our students receive both college and high school credit, and can earn certificates and prerequisites in a variety of disciplines. Besides dozens of career pathways, we also offer three Career Academies. Beginning in the 9th grade, students can pursue pathways in the Petroleum Academy, Health Sciences Academy, or Business, Management & Technology Academy. The Advanced Technology Center is a joint venture between Midland ISD and Midland College, and hosts a wide variety of classes, activities, and events. Our students are enrolled in classes at the ATC and the Cogdell Center, which provide them with skills, certificates and certifications for work such as automotive/diesel, welding, energy, and health sciences industries.

Early College High School @ Midland College

The ECHS initiative enables high school students to earn an Associate's degree and their high school diploma simultaneously upon graduation from the ECHS campus. The program promotes access to a higher education to low-income underrepresented students, and an opportunity to participate in a vigorous academic program. Early College High School @ Midland College accepts between 100 and 120 students in each 9th grade cohort.

Young Women's Leadership Academy

The Young Women's Leadership Academy (YWLA) is a Midland ISD school of choice focusing

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on college preparatory academics, leadership development through community service, and health and wellness. YWLA opened in the fall of 2019 and served grades 6 and 7 in 2019-2020 and will expand to a 6th-12th grade campus. YWLA is a partnership between Midland ISD and the Dallas-based Young Women's Preparatory Network. This unique partnership allows students to engage in a rigorous academic program and participate in field trips with a college-bound emphasis, enrichment classes, and extended-year summer learning projects that enhance the college preparatory curriculum. Science, mathematics, engineering and technology (STEM) receive special emphasis in this program. YWLA offers Pre-Advanced Placement courses to students beginning in sixth grade in English Language Arts, Mathematics, Science and Social Studies. Advanced Placement (AP) classes will eventually make up a primary part of the curriculum at the high school level.

CCMR Staff

College and Career preparation is the responsibility of all staff within Midland ISD. Specialized staff include:

- Chief Academic Officer
- Executive Director- Secondary Education
- Executive Director- Student Services
- Executive Director- Federal Programs
- Executive Director- Special Education
- Director of Guidance and Counseling
- Director of Career and Technical Education
- Director of Advanced Academic Services
- Career and Technology District Counselor
- Early College High School @ Midland College Staff
- YWLA Staff
- Lee High School (LHS) CCMR Coordinator
- Midland High School (MHS) CCMR Coordinator
- LHS/MHS College Connect Advisor
- Enhanced Academic Services (EAS) teachers (formerly titled Pre-Advanced Placement (Pre-AP)) Teachers
- Advanced Placement Teachers
- Dual Credit Teachers
- Career and Technology Teachers
- Vocational Adjustment Teachers (SpEd)
- Life College Teachers (SpEd)

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Facilities

Midland ISD offers CCMR programming at each school site, as well as jointly at the ATC, Cogdell Center, and Midland College Campus. Lee Freshman High School and Midland Freshman High School are separate 9th grade campuses. Travel is often required in order for students at the 9th grade to begin a pathway that is offered at the comprehensive 10-12 campus. Lee High School and Midland High School each have some specialized career and technology classrooms and labs, including industrial and computer labs. Early College High School @ Midland College is housed at the Midland College campus and Young Women's Leadership Academy is currently housed in portable units on the Jones' Elementary site. Comprehensive schools had academic instructional areas renovated or added in 2007. Career and technology facilities have had minimal updates since their initial construction in the 1970s or earlier.

Strategic Goals

CCMR: The percent of College, Career, Military Ready (CCMR) graduates will increase from 56.5% in 2019 (class of 2018) to 72% in 2026 (class of 2025).

Annual Targets

- School Year 2020–21 (Class of 2020) Covid-19 (establish baseline)
- School Year 2021–22 (Class of 2021) 60%
- School Year 2022–23 (Class of 2022) 63%
- School Year 2023–24 (Class of 2023) 66%
- School Year 2024–25 (Class of 2024) 69%
- School Year 2025–26 (Class of 2025) 72%

TSI: The percent of TSI Met Criteria for both subjects will increase from 32.1% in 2019 (class of 2018) to 45% in 2026 (class of 2025).

Annual Targets

- School Year 2020–21 (Class of 2020) Covid-19 (reestablish baseline)
- School Year 2021–22 (Class of 2021) 35%
- School Year 2022–23 (Class of 2022) 38%
- School Year 2023–24 (Class of 2023) 41%
- School Year 2024–25 (Class of 2024) 43%
- School Year 2025–26 (Class of 2025) 45%

AP: The percent of AP Met Criteria in Any Subject will increase from 11.7% in 2019 (class of 2018) to 25% in 2026 (class of 2025).

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Annual Targets

- School Year 2020–21 (Class of 2020) Covid-19 (reestablish baseline)
- School Year 2021–22 (Class of 2021) 13%
- School Year 2022–23 (Class of 2022) 16%
- School Year 2023–24 (Class of 2023) 19%
- School Year 2024–25 (Class of 2024) 22%
- School Year 2025–26 (Class of 2025) 25%

CTE: The percent of graduates leaving with Industry-Based Certifications will increase from 3.6% in 2019 (class of 2018) to 7.5% in 2026 (class of 2025).

Annual Targets

- School Year 2020–21 (Class of 2020) Covid-19 (reestablish baseline)
- School Year 2021–22 (Class of 2021) 4.1%
- School Year 2022–23 (Class of 2022) 5.1%
- School Year 2023–24 (Class of 2023) 6.1%
- School Year 2024–25 (Class of 2024) 7.0%
- School Year 2025–26 (Class of 2025) 7.5%

CCMR Board Outcome Goal													
The percent of College, Career, Military Ready (CCMR) graduates will increase from 56.5% in 2019(class of 2018) to 72% in 2026 (class of 2025).													
Yearly Target Goals													
2021	2022	2023	2024	2025									
60%	63%	66%	69%	72%									
Closing the Gaps Student Groups Yearly Targets													
	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
2021	41.90%	55.30%	72.30%	*	61.90%	*	53%	56.90%	46.60%	*	30.70%	*	*
2022	44.9	58.3	75.3	*	64.9	*	56	59.9	49.6	*	33.7	*	*
2023	47.9	61.3	78.3	*	67.9	*	59	62.9	52.6	*	36.7	*	*
2024	50.9	64.3	81.3	*	70.9	*	62	65.9	55.6	*	39.7	*	*
2025	53.9	67.3	81.3	*	73.9	*	65	68.9	58.6	*	42.7	*	*

Action Strategies for Goals

General Strategies- The percent of College, Career, Military Ready (CCMR) graduates will increase from 56.5% in 2019 (class of 2018) to 72% in 2026 (class of 2025).

- Utilize [“What’s Your Plan?”](#) to increase effective communications to students, parents and local organizations the value, necessity and significance for all students to have an intentional plan beyond high school for post-secondary learning.

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- Use parent meetings, student assemblies, multi media outlets including social media, video streaming, newspapers, and websites to communicate facts and information related to career projections and pathways for students' futures.
- Use strategic parent gatherings including open house and parent conference days to share CCMR information.
- Utilize grade specific resources aligned in "What's Your Plan" with students and parents grades 3-12 throughout the year. Nurture a growth mindset in all students that includes post-secondary aspirations in either 2- year colleges, 4- year universities, career training, or military.
- Celebrate a sense of excellence for student graduation goals to encourage students to strive for the best abilities to put forth in their future planning.
- Ensure campus master schedules and student 4 year plans are built and aligned to the [District Approved Programs of Study](#) documents.
- Use [SchoolLinks aligned by grade level](#) in grades 6-12 to provide students with a plan of action to follow with a strong framework.
- Utilize ACCESS in Academies, YWLA, and AVID programming to provide students with real world mentoring using local community members and consider expansion to additional programs.
- Create and utilize a district supported tracking system to include CCMR reporting with student profile sheets to support monitoring and interventions to become CCMR qualified.
- Require 11th and 12th grade students to be on track to graduate CCMR qualified before allowing a student to have less than a challenging senior year (use regulations in place).
- Administer the ASVAB to all 11th and 12th grade students interested in the military on a school day each spring and use these opportunities to communicate the advantages of taking the ASVAB.
- Provide parents with military advantages of enlistments and benefits for students connected to college and career pathways.

TSIA/ACT/SAT- TSI: The percent of TSI Met Criteria for both subjects will increase from 32.1% in 2019 (class of 2018) to 45% in 2026 (class of 2025).

- Administer the TSI reading to all CTE Academy students in 9th grade at no cost to students.
- Administer the TSI math to all CTE Academy students in 10th grade at no cost to students.
- Administer the TSI math and reading to all 10th grade students that have not previously taken a TSI/ACT/SAT exam.
- Administer the SAT on a school day each spring at each high school at no cost to seniors or juniors in their spring semester.
- Administer the ACT on a school day each spring at each high school at no cost to seniors or juniors in their spring semester.
- Utilize purchased resources through Edmentum and free resources from and [Khan Academy](#) to better prepare students for ACT/SAT/TSIA.

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Advanced Placement- The percent of AP Met Criteria in Any Subject will increase from 11.7% in 2019 (class of 2018) to 25% in 2026 (class of 2025).

- Increase rigor and improve instructional strategies among educators that will deepen students' ability to think critically and problem solve when taking exams using higher level skills of analysis.
- Provide students with more tutorials and resources that are proven to be specific and effective to the applicable tests that students are taking. Utilize free resources from Khan Academy and purchased resources through Plato.
- Provide all AP teachers professional development through NMSI that addresses rigor and gaps in student performance between coursework and AP exams.
- Share with educators the expectations of AP coursework and outcomes and that each teacher should provide content and instruction that meets the rigor and standards of an AP exam.
- Provide parents and students information regarding AP coursework and rigor to prepare and support students who are striving for college readiness success through parent focus meetings.
- Identify 8th grade students who are potential candidates for AP coursework and encourage them to sign up for advanced classes.
- Identify 6th grade students who are potential candidates for EAS coursework and encourage them to sign up for advanced classes.
- Celebrate AP students through various events such as board meetings and swag items like AP t-shirts.
- Create a cohesive vertical alignment between EAS (formerly Pre-AP) and AP courses that benefit students.
- Require students in AP classes to take the corresponding AP test.
- Ensure teachers are well read on CollegeBoard APSI training and goals.
- Communicate with parents and students to convey the significance and importance of taking college readiness exams as a measurement for post-secondary preparedness.
- Consider a pay for performance model for teachers and students, potentially funded through community businesses.

CTE- The percent of graduates leaving with Industry-Based Certifications will increase from 3.6% in 2019 (class of 2018) to 7.5% in 2026 (class of 2025).

- Administer the TSI reading to all CTE Academy students in 9th grade.
- Administer the TSI math to all CTE Academy students in 10th grade.
- Promote CTE fairs and guest speakers for campus visits that will broaden interest and relevance to students.
- Utilize the Access Platform to media stream industry mentors and communicate CTE Program of Study facts that pertain to occupational outlook, salaries, growth trends and future projections.
- Host junior high career exploration fairs to peak interest and promote long term future goals.

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- Increase employee knowledge & understanding of Midland ISD Career and Technical Education and CCMR by presenting the current and future landscape of CTE, CCMR standards, and strategies for improvement.
- Require teachers teaching courses ending with industry-based certifications to challenge the corresponding certification exam.
- Provide CTE teachers with additional professional development to enhance instruction and rigor for students in order to prepare them for related industry approved certification exams.
- Celebrate CTE students and their accomplishments using a variety of platforms such as board meetings, social media, campus announcements, newsletters, website, promotional swag, etc.

Covid-19: August Response

CCMR measures were significantly impacted due to closures centered around Covid-19. ACT and SAT testing will resume August, 2020. TSI testing has been conducted using Examity to proxy testing for up to 5 students at a time. The Midland College Test Center opened again for limited, scheduled testing July 2020. Midland ISD will conduct TSI testing August 2020. In addition, CCMR Outcome Bonus funds will be used to pay teachers to conduct virtual prep courses. A coordinator has been designated to coordinate enrollment into non-CTE program courses. The CTE director will coordinate enrollment into CTE program courses, funded through a TEA grant.

Courses for non-CTE will be one of several options, depending on student needs. Each course is virtual. Dates include July 20 to August 17 (including testing).

1. Virtual College Prep Math Course (students passing may go to MC upon successful completion even if they do not pass TSI). Content must satisfy the MC/MISD MOU.
2. Virtual College Prep English Course (students passing may go to MC upon successful completion even if they do not pass TSI). Content must satisfy the MC/MISD MOU.
3. Virtual Math TSI using Plato.
4. Virtual ELA TSI using Plato.

Teacher/coordinator

Teachers will be paid for up to 50 students in any combination of 1 and 2:
\$100 per student + \$50 per student passing the course.

The coordinator will be paid for enrollment and advising:

- \$50 per student enrolled in 1 or 2 plus \$50 for each student from these enrolling at MC in the fall (Max 50 students).
- \$50 per student enrolled in 3 or 4 and passing the TSI for the virtual course. (Max pay \$2500)

Students

The target group for students is:

- Graduates from Class of 2020 that have passed Algebra 2
- Graduates needing one or the other TSI to be CCMR compliant.

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CTE TSI

Using grant funds, Midland ISD will pay for all Academy students grades 9-12 that need one or both TSI tests. Testing will be coordinated before school starts.

In addition, high schools will coordinate TSI testing in the same model as in the past (time sheets, students pay for TSI flat fee, money and proctor pay goes into and out of counseling activity fund), using social distance requirements at the time.

Needs Assessment

The CCMR program in Midland ISD has strengths in percent of students leaving with Associate's degrees, percent of students receiving dual credit, and average ACT and SAT scores all higher than state average (although percent of students taking ACT/SAT is lower than the state). In addition, the percent of students graduating with a Level I or II certificate is higher than the state average.

Despite these strengths, the overall percent of graduates meeting one of the 10 criteria for CCMR is lower than the state. This is primarily due to three areas of need:

- Advanced Placement- The percent of students graduating having scored a 3,4 or 5 is lower than state average.
- TSIA- The percent of students graduating having met both math and reading criteria on either the TSI, ACT or SAT is lower than the state average.
- Industry Based Certificates (IBC)- The percent of students graduating with an IBC from the approved TEA list is lower than the state average.

Additional observations:

- The percent of students scoring at or above criterion on ACT/SAT is significantly higher than the state average.
- The percent of students attempting the ACT/SAT is significantly lower than the state average.
- Midland ISD does not offer OnRamps, one of the indicators within CCMR accountability. However, only 1% of the state offers OnRamps.
- Although Perkins V funding utilizes concentrators and completers, the criterion of students completing a coherent sequence of courses in CTE has been removed from accountability with the class of 2020.
- While the state average of students enrolling in the military is higher than the Midland ISD average, this has a trend of fluctuating due to many outside factors. Factors such as economy and military engagement in foreign countries and district proximity to military bases has a significant impact on graduates.
- The percent of students graduating under an Advanced Degree Plan and identified as a current Special Education student is lower than the state average for the latest reported cohort.

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- The percent of students enrolling in college immediately after high school has been in decline since the implementation of EIC(LOCAL) policy changes that occurred impacting the class of 2016. The task force found that students in Midland ISD are not taking a challenging senior year's coursework. The root cause for this gap was attributed to the policy that had been in place, resulting in a change for the incoming class of 2022-2023.
- The percent of AP students scoring 3 or higher has steadily increased over the past 5 years.
- The number of seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of seniors has fluctuated over the last 4 years.
- Concise and timely information to the parents of incoming 9th graders on pathways and CCMR requirements, needs to be advertised, celebrated and spelled out in ways that make class and path decisions undeniably understandable.

Data

Class of 2018 CCMR Data (2018-2019 TAPR)													
	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
CCMR-all	65.5%	57.3%	56.5%	38.9%	52.3%	69.3%	*	58.9%	*	50%	53.9%	44.6%	27.7%
TSIA	42.1%	28.7%	32.1%	15%	24.8%	49.9%	*	42.9%	*	35%	1.1%	16%	0%
Dual Cr.	20.7%	28.8%	26.8%	13.3%	22.2%	38.6%	*	39.3%	*	25%	5.6%	16%	7.7%
AP	20.4%	7.7%	11.7%	1.8%	7.9%	17.7%	*	32.1%	*	5%	2.2%	7.8%	10.8%
Assoc.	1.4%	1.4%	3.3%	0.9%	4.0%	2.2%	*	7.1%	*	10%	0%	4.2%	0%
IBC	4.8%	4.4%	3.6%	1.8%	4.5%	2.6%	*	0%	*	0%	0%	3.6%	0%
IEP	1.7%	1.3%	2.4%	5.3%	2.3%	1.9%	*	0%	*	5.0%	36.0%	3.3%	7.7%
Coh Seq	38.7%	36.3%	28.9%	20.4%	32.1%	25.7%	*	17.9%	*	30%	21.3%	29.6%	9.2%
Military	4.3%	3.8%	4.0%	2.7%	4.0%	4.6%	*	0%	*	0%	2.2%	4.2%	4.5%
Level 1,2	0.6%	2.3%	1.5%	1.8%	2.1%	0.2%	*	0%	*	5%	2.2%	2.3%	1.5%
2016-2017 Graduates Enrolled in Texas Higher Ed													
	54.6%	51.7%	53.1%	55.8%	48.8%	58.7%	50%	81.8%	*	52.9%	19.1%	42.8%	47.1%
2016-2017 Graduate Enrolled in Texas Higher Ed W/O Enrollment in Developmental Ed Course													
	59.2%	47.5%	53%	27.9%	44.4%	71.3%	*	52.9%	*	88.9%	0%	40.4%	8.3%

Class of 2017 CCMR Data (2017-2018 TAPR)													
	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL

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CCMR-all	54.2%	47.8%	50.9%	28.8%	45.7%	64.6%	*	63.6%	*	67.6%	52.2%	40.2%	21.6%
TSIA	37.8%	25.3%	30.1%	15.9%	21.8%	46.7%	16.7%	50.0%	*	58.8%	0%	17.9%	3.9%
Dual Cr.	19.9%	28.7%	27.2%	7.1%	22.8%	38.5%	16.7%	50%	*	41.2%	2.9%	17.3%	3.9%
AP	20.1%	8.6%	10.9%	1.8%	7.9%	17.5%	*	31.8%	*	17.6%	105	5.2%	9.8%
Assoc.	0.8%	1.5%	4.9%	0.9%	6.9%	1.8%	*	9.1%	*	11.8%	0%	8.8%	0%
IBC	2.7%	2.1%	4.3%	1.8%	5.6%	2.9%	*	0%	*	0%	2.9%	4.9%	3.9%
IEP	1.0%	1.3%	2.3%	5.3%	2.4%	1.4%	16.7%	0%	*	0%	47.1%	4.4%	0.0%
Coh Seq	17.3%	13.7%	8.2%	2.7%	10.5%	6.1%	0%	0%	*	5.9%	5.9%	7.4%	5.9%
Military	2.2%	1.7%	3.7%	3.5%	3.5%	4.3%	0%	4.5%	*	0%	1.5%	3.8%	2.0%
Level I,2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2015-2016 Graduates Enrolled in Texas Higher Ed													
	54.7%	54.0%	57.8%	45.5%	53.7%	67.5%	*	71.4%	*	61.1%	26.9%	40.8%	41%
2015-2016 Graduates Enrolled in Texas Higher Ed W/O Enrollment in Developmental Ed Course													
	55.7%	48.8%	52.7%	36.6%	46.5%	63.6%	*	46.7%	*	63.6%	5.6%	38.6%	0.0%

AP by Campus and District 5 Year Summary

School Summary					
Lee High School	2016	2017	2018	2019	2020
Total AP Students	314	320	338	464	353
Number of Exams	746	760	792	892	638
AP Students with Scores 3+	136	149	166	202	156
% of Total AP Students with Scores 3+	43.31%	46.56%	49.11%	43.53%	44.19%
School Summary					
Midland High School	2016	2017	2018	2019	2020
Total AP Students	175	220	147	613	438
Number of Exams	378	489	364	1189	749
AP Students with Scores 3+	55	71	60	83	136
% of Total AP Students with Scores 3+	31.43%	32.27%	40.82%	13.54%	31.05%
School Summary					

College, Career, and Military Readiness

Early College High School	2016	2017	2018	2019	2020
Total AP Students	0	15	6	95	126
Number of Exams	0	15	6	101	126
% of Total AP Students with Scores 3+	0	3	2	20	39
% of Total AP Students with Scores 3+	0.00%	20.00%	33.33%	21.05%	30.95%

District Summary					
LHS, MHS, ECHS	2016	2017	2018	2019	2020
Total AP Students	489	555	491	1172	917
Number of Exams	1124	1264	1162	2182	1513
AP Students with Scores 3+	191	223	228	305	331
% of Total AP Students with Scores 3+	39.06%	43.91%	42.25%	53.71%	60.61%
Source: 5 Year Summary Report (CollegeBoard)					

AP by Graduating Class 4 Year Summary

District Summary					
	2017	2018	2019	2020	
Number of seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of seniors	11.80%	25.80%	21.00%	14.60%	

Group	Percentage	How is this calculated?
Graduating Class of 2020	14.60%	Number of seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of seniors
12th Grade	7.20%	
11th Grade	8.50%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
10th Grade	6.10%	
Group	Percentage	How is this calculated?
Graduating Class of 2019	21.00%	Number of seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of seniors
12th Grade	14.60%	
11th Grade	12.80%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.

College, Career, and Military Readiness

10th Grade	8.70%	
Group	Percentage	How is this calculated?
Graduating Class of 2018	25.80%	Number of seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of seniors
12th Grade	18.20%	
11th Grade	12.90%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
10th Grade	1.50%	
Group	Percentage	How is this calculated?
Graduating Class of 2017	11.80%	Number of seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of seniors
12th Grade	7.60%	
11th Grade	7.20%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
10th Grade	0.80%	

Source: AP Score Report (CollegeBoard)

2018-2019 Teacher Counts by Program

Program	District Count	District Percent	State Percent
CTE	55	3.5%	4.9%
GT	58.7	3.7%	2.0%

SAT/ACT Results (Annual Graduates)-Tested

	State	Midland ISD
2017-18	74.6%	37.9%
2016-17	73.5%	40.7%

SAT/ACT Results (Annual Graduates)- At/Above Criterion

	State	Midland ISD
2017-18	37.9%	51.5%

Budget

Enhanced Academic Services

Advanced Placement-	\$236,950.00
Professional Development	
NMSI (Courtesy of Chevron)	\$132,000.00

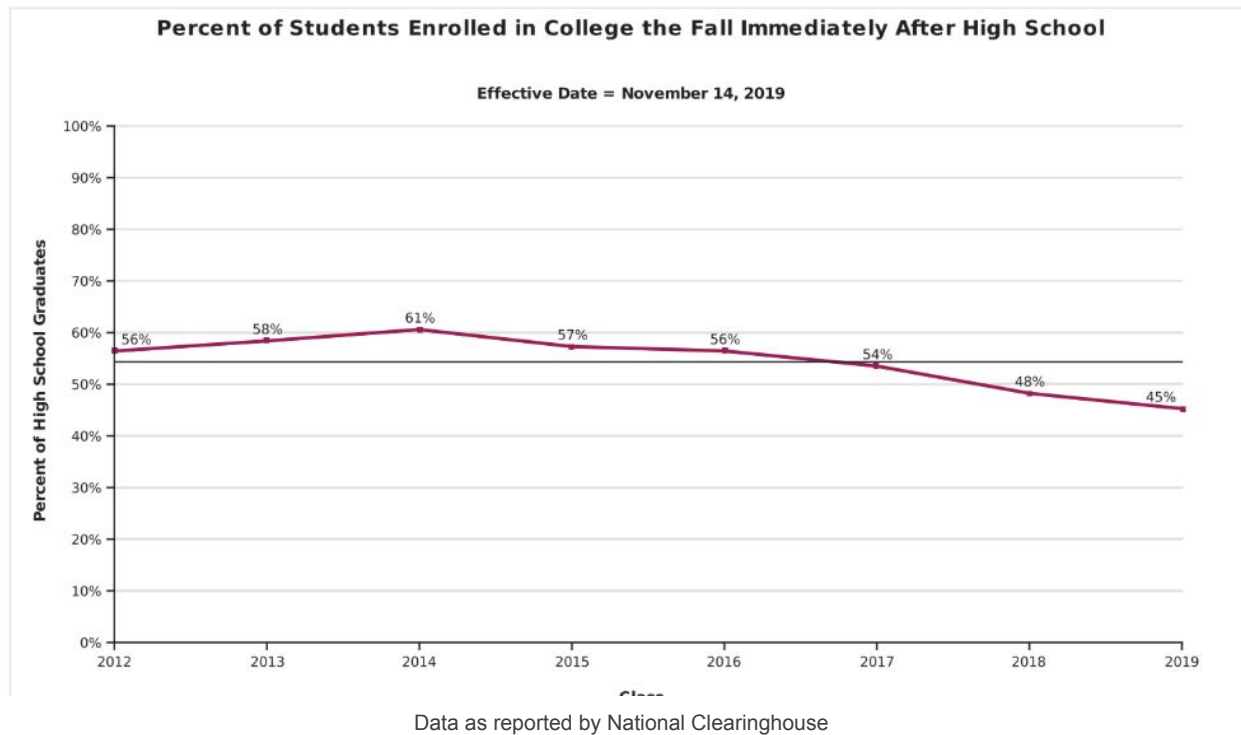
College, Career, and Military Readiness

AP	\$29,600.00
Career and Technology	
Local-	\$198,670.00
CTE Dual Credit (Tuition)	\$389,500.00
Federal-	\$226,000.00
TSI Bridge (grant)-	\$6,500.00
Guidance and Counseling	
SchoolLinks Platform-	\$107,000.00
College Connection Coordinator	\$60,000.00
CCMR Coordinator (2)	\$120,000.00
Secondary Education	
College Prep Assessment (ACT/SAT/TSI)	\$95,900.00
Certification Exam Reimbursement	\$57,425.00

Policy

[EIC\(LOCAL\)](#), specific to calculating class ranking, was recommended for change and approved at the March 2019 meeting of the Board of Trustees. The rationale for the change was based on qualitative and quantitative feedback centered around college readiness and college preparation data. The class of 2016 was the first class to have graduated under the policy of calculating 18 credits. A steady decline has occurred in the percentage of students enrolling in college since that policy was implemented. Qualitative feedback indicated the lack of a challenging senior year as a possible cause, attributed to only calculating 18 course credits in GPA.

College, Career, and Military Readiness



The policy for students grades 9-12 entering after 2012-2013 calculates GPA based on 18 credits from core classes and also includes the first two years of foreign language. Policy approved in 2019 for the students entering 9th grade beginning 2022-2023 includes ALL state credits.

A task force of over 35 educators and a parent representative from the GTPA drafted the new policy over a 6-month period of time between September 2019 to February 2020. The task force reviewed existing policy and compared policies of districts that both exemplified college preparedness through data and were comparable to Midland ISD. This group labored through pros and cons of different policies until they landed on calculating "All State Credits".

College, Career, and Military Readiness

Midland ISD “What’s Your Plan?” Task Force 2020-2021 (Strategic Plan/HB3 Goals)

Name	Role		Name	Role
Judy Bridges	Director AAS		Mark Teel	Teacher
Mickala Harper	Teacher		Rob Pena	Director
Leslie Sparacello	Principal		Joanna Ring	Teacher
Debbie Oliver	Director		Jackeline Dominguez	Teacher
Jessica Garrett	University Rep		Jeff Horner	EDSE
Michael Dixon	College Rep		Matthew Johns	Teacher
Nichole Williams-Agbelusi	CCMR Coordinator		Patrick Jones	HR
Kristina Leeper	ISD		Amanda Ellis	Parent
Beth Smith	Teacher		Cain Cardiel	Teacher
Chris Hightower	Director		Cory Callaway	Teacher
Cynthia Pyles	Principal		Cynthia Mckeehan	Teacher
Deborah Shaw	Director		Cassie Hobbs	Teacher
Heather Clark	Counselor		Vanessa Wimberley	CCMR Coordinator
Jill Rivera	EDPD		Nicole Ramon	Director
Lisa Goodnow	CAO		Sara Anderson	Dean
Mary Janousek	Director			