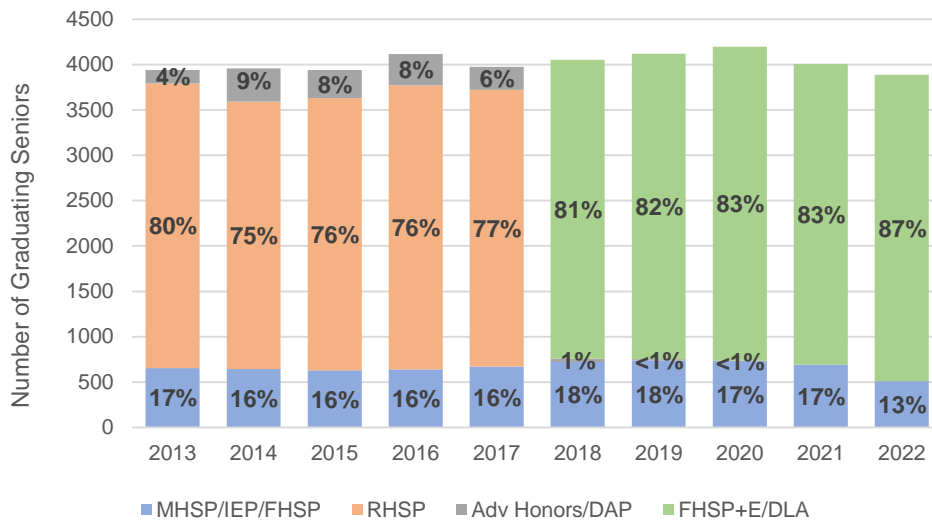


GRADUATE REPORT: 2023

The purpose of this report is to comply with Texas Education Code §39.306(a)(7) requiring annual reporting of information received under Texas Education Code §51.403(e) from the Texas High Education Coordinating Board concerning public education student enrollment and success in higher education. Due to timelines required for the capturing and reporting of the assembled data by the various educational agencies, including Garland Independent School District (GISD), the Texas Education Agency (TEA), and the Texas Higher Education Coordinating Board (THECB), the most current information available is reported, but may not reflect the most recent high school graduating class. Readers are encouraged to pay particular attention to graduating class years explained in the text and provided in graphs/tables.

Based on graduation trends over the last ten years, the GISD has experienced a fairly steady increase in the percentage of students graduating under “college ready” high school programs – that is, Recommended High School Program (Adv/RHSP), Distinguished Achievement Program (Adv Honors/DAP), and Foundation High School Program plus Endorsements or Distinguished Level of Achievement (FHSP+E/DLA). While these are two different diplomas (FHSP+E and FHSP+DLA), they are both considered “college ready” and are therefore combined for reporting. Beginning with the Class of 2018, students graduated under the Foundation High School Program (FHSP) or the FHSP+E/DLA diploma types. Even though the Classes of 2018, 2019, and 2020 graduated under the FHSP/FHSP+E/DLA diploma types, 53 students (n=37 Class of 2018, n=14 Class of 2019, and n=2 Class of 2020) graduated under the RHSP diploma type. Figure 1 highlights GISD graduate program ten-year trends.

FIGURE 1. HIGH SCHOOL GRADUATES BY YEAR AND DIPLOMA PROGRAM



What is not as evident when looking at the changes in percentages of students graduating under various high school programs shown on Figure 1 is the decrease in the number of students graduating each school year. Between 2013 (N graduates = 3,940) and 2022 (N graduates = 3,888), there was a decrease of 52 students, representing a 1% decrease over the past ten years.

While not included in the graph, it is worth noting that the combined percentage of GISD college ready graduates from 2014 through 2017 exceeded state percentages. State RHSP/DAP graduate rates are 83% (Class of 2014), 80% (Class of 2015), 79% (Class of 2016), and 75% (Class of 2017). GISD RHSP/DAP graduate rates are 84%, 84%, 84% and 83% respectively. Under the new FHSP diploma types, the state graduation rates (FHSP+E/DLA) are 83% (Class of 2018), 85% (Class of 2019), 86% (Class of 2020), 84% (Class of 2021), and 86% (Class of 2022); GISD FHSP+E/DLA graduate rates are 81% (Class of 2018), 82% (Class of 2019), 83% (Class of 2020), 83% (Class of 2021), and 87% (Class of 2022).

In addition, the GISD Class of 2022 decreased from the previous year in the percentage of students graduating on non-college ready high school diploma plan (i.e., Minimum High School Plan and/or IEP-recommended (MHSP/IEP) or FHSP). The percentages of students graduating on non-college ready high school diploma plans were 16% for the Class of 2015, 16% for the Class of 2016, 16% for the Class of 2017, 18% for the Class of 2018, 18% for the Class of 2019, 17% for the Class of 2020, 17% for the Class of 2021, and 13% for the Class of 2022. These percentages combine those students graduating under the MHSP/IEP and FHSP diploma types. It is also noteworthy that the Class of 2018 is the first full cohort of students graduating under the FHSP and FHSP+E/DLA diploma types. Despite the Class of 2018 being the first full cohort under the new graduation program, students have had the ability to graduate under the FHSP diploma since 2014. In 2014, 34 GISD students or 0.9% graduated under this diploma. In 2015, 75 students or 1.9%, in 2016, 199 students or 4.8% and in 2017, 273 students or 6.9% graduated under this diploma. The Class of 2017 saw the first students graduating under the FHSP+E/DLA diploma. Thirty-three GISD students (0.8%) of the Class of 2017 graduated under the FHSP+E/DLA diploma. Of the Class of 2022, 508 students graduated under the FHSP diploma while 3,380 students graduated under the FHSP+E/DLA diploma.

The goal of this report is to provide a glimpse into the college success of GISD graduates. This report is divided into sections to provide various elements related to college success of the most recent graduates for which data are available (most recent available varies by information reported). Tables are provided for the most recent graduates. Graphs provide a longitudinal perspective on trends over time. Data are reported for the district and individual high schools.

DATA & METHODOLOGY

Data for this report are captured from the THECB. The agency collects college enrollment, completion and GPA data from two- and four-year colleges within Texas, as well as provides reporting and data exporting on its website: www.txhighereddata.org. The high school graduates by diploma type as well as College/Career/Military Readiness (CCMR) percentages are retrieved from the district and campus-level Texas Academic Performance Reports (TAPR) published annually and found on the TEA website.

It is important to note that there are limitations to the available data. For example, because the data are provided by the THECB, college information is limited to public higher education institutions within the state of Texas. Students who attend private or out of state colleges are not captured.

COLLEGE ENROLLMENT RESULTS

Table 1 presents college enrollment for GISD students graduating in 2022 for the district, as well as each high school within the district. GISD had 38% of the Class of 2022 that could be tracked to a two- or four-year institution immediately following high school graduation. North Garland High School, Lakeview Centennial High School, and Sachse High School had the largest percentage of graduates enroll in a two- or four-year institution immediately following high school graduation (47%, 42%, and 42% respectively), i.e., fall 2022. The next highest percentage of graduates enrolling in higher education immediately following graduation is Rowlett High School (41%).

TABLE 1. CLASS OF 2022 COLLEGE ENROLLMENT (FALL 2022)

	N Graduates	N (%) 4-Year Institution	N (%) 2-Year Institution	N (%) Unknown
GISD	3,888	717 (18%)	795 (20%)	2,376 (61%)
GHS	571	95 (17%)	115 (20%)	361 (63%)
LCHS	581	150 (26%)	94 (16%)	337 (58%)
NFHS	470	69 (15%)	114 (24%)	287 (61%)
NGHS	625	146 (23%)	151 (24%)	328 (52%)
RHS	567	102 (18%)	129 (23%)	336 (59%)
SGHS	446	22 (5%)	63 (14%)	361 (81%)
SHS	628	133 (21%)	129 (21%)	366 (58%)

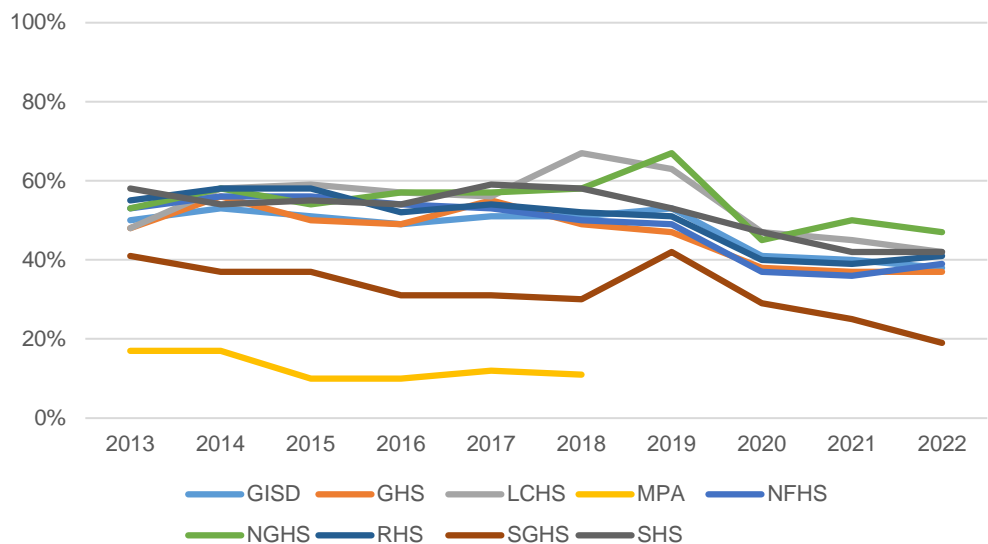
Interestingly, while not noted in the chart, the state percentage of high school graduates enrolling in college immediately following high school for the Class of 2022 was 43%, 5% higher than GISD. This represents a decrease of 3% in the state from the previous year. The 38% of GISD graduates enrolling in a two- or four-year institution immediately following high graduation represents a decrease of 2% from the previous year.

In addition to college enrollment for the graduating class of 2022, THECB provides data access to explore trends over time as displayed in Figure 2 below.

Figure 2 provides a ten-year perspective of district and campus college enrollment trends (two- or four-year institutions) beginning with the graduating class of 2013. Based on this data, the average rate of district-wide students for the Class of 2022 enrolling in college immediately following high school graduation is 38%. The district's Classes of 2014 and 2019 had the highest percentage of students enrolling in college immediately following high school graduation (53% respectively), while the Class of 2022 had the lowest rate (38%) of college enrollment. It should be noted that beginning with the Class of 2019, MPA students were assigned to their home campuses for reporting purposes and not MPA. Therefore, beginning with the Class of 2019, MPA will not have any graduate data.

FIGURE 2. LONGITUDINAL GRADUATE POSTSECONDARY ENROLLMENT (FALL SEMESTER) FOLLOWING HIGH SCHOOL GRADUATION: 2- OR 4-YEAR INSTITUTION

At the campus level, Lakeview Centennial High School Class of 2018 and North Garland High School Class of 2019 had the highest college enrollment rate during the last 10 years (67% respectively). The next campus cohorts with the highest college enrollment were Lakeview Centennial High School Class of 2019 (63%) and Lakeview Centennial High School Class of 2015 and Sachse High School Class of 2017 (59% respectively).



COLLEGE PERFORMANCE RESULTS

Due to a lag in the capturing and reporting of this data, the most recent high school graduating cohort with grade point averages (GPAs) available is the graduating Class of 2021. Table 2 presents the success of GISD high school graduates after completing their first year of college at a two- or four-year public institution of higher education. It should be noted that 67% (a 5% increase from the previous graduating class) of the GISD 2021 graduates earned a 2.0 or better in their first year college coursework at a two- or four-year public institution. The district's Class of 2019 had the highest percentage (71%) of students earning a 2.0 or better in their first year college coursework, while the Class of 2013 and Class of 2020 had the lowest rate (62% respectively) of students earning a 2.0 or better in their first year college coursework.

TABLE 2. CLASS OF 2021 FIRST YEAR COLLEGE GPA

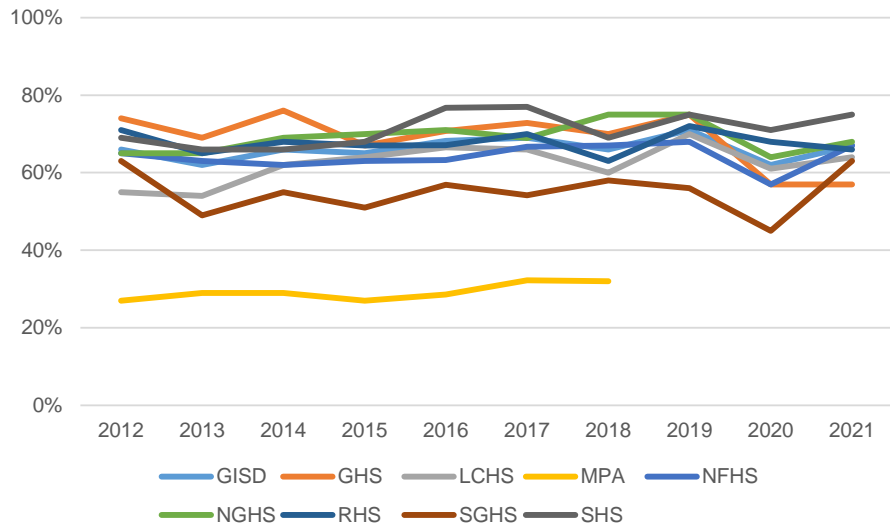
Enrolled	GPA ≥ 3.5	GPA 3.0-3.49	GPA 2.5-2.99	GPA 2.0-2.49	GPA ≤ 1.99	GPA Unknown	
GISD	1,691	398 (24%)	345 (20%)	204 (12%)	179 (11%)	520 (31%)	45 (3%)
GHS	198	48 (24%)	35 (18%)	10 (5%)	20 (10%)	77 (39%)	8 (4%)
LCHS	295	65 (22%)	55 (19%)	37 (12%)	32 (11%)	98 (33%)	8 (3%)
NFHS	196	51 (26%)	32 (16%)	15 (8%)	34 (17%)	58 (30%)	6 (3%)
NGHS	345	89 (26%)	69 (20%)	48 (14%)	27 (8%)	103 (30%)	9 (3%)
RHS	249	49 (20%)	53 (21%)	38 (15%)	26 (10%)	79 (32%)	4 (2%)
SGHS	118	26 (22%)	25 (21%)	15 (13%)	8 (7%)	39 (33%)	5 (4%)
SHS	290	70 (24%)	76 (26%)	41 (14%)	32 (11%)	66 (23%)	5 (2%)

In regard to the Class of 2021, campuses with the highest percent of students earning a 2.0 or better after their first year of college include Sachse High School (75% of their 290 trackable graduates), North Garland High School (68% of their 345 trackable graduates), Naaman Forest High School (67% of their 196 trackable students), and Rowlett High School (66% of their 249 trackable graduates). In addition, all seven traditional high school campuses have results indicating that more than 57% of their 2021 trackable graduates earned a GPA of C or higher (≥ 2.0).

Figure 3 takes a longitudinal look at the percentage of GISD graduates enrolled in a two- or four-year public institution of higher education that had a GPA of 2.0 or higher after their first year of college based on graduating classes of 2012 to 2021.

FIGURE 3. LONGITUDINAL TRENDS IN FIRST YEAR COLLEGE GPAS

Over the past ten years, Sachse High School, Garland High School, and North Garland High School have demonstrated the highest average percentage of students earning a first year college GPA of 2.0 or higher (ten-year average=71%, 69%, and 69% respectively), followed by Rowlett High school and Naaman Forest High School (ten-year average= 68% and 64% respectively). Furthermore, the consistency of GISD graduate college performance is evidenced in Figure 3, with nearly all seven traditional high school campuses annually exceeding 50% of their graduates earning a first-year college GPA of at least 2.0, with the only exceptions being South Garland High School’s Class of 2013 graduates who experienced a rate of 49% and South Garland High School’s Class of 2020 graduates who experienced a rate of 45%. It should be noted that beginning with the Class of 2019, MPA students were assigned to their home campuses for reporting purposes and not MPA. Therefore, beginning with the Class of 2019, MPA will not have any graduate data.



COLLEGE COMPLETION RESULTS

The following tables provide data on awarding of degrees or certificates within six years of high school graduation after enrolling in a two- or four-year institution. Due to the nature of the higher education data collection, it is possible that students who earned a Bachelor’s degree may have also earned a certificate or Associate degree. The two most recent three-year cohorts available are 2008-2010 and 2011-2013.

It is not possible to determine the completion rates for individual graduating classes. Thus, Table 3 provides information related to college completion within six years for the GISD graduating classes of 2008, 2009, and 2010. It is possible that students may have earned certificates or degrees after the six-year time limit imposed on this data collection. Forty-four percent of the GISD Graduating classes of 2008, 2009, and 2010 earned a certification, Associate Degree, or Bachelor’s Degree within six years after high school graduation. Campuses with the highest percent of students earning a certification, Associate Degree, or Bachelor’s Degree include Garland High School (53% of the 924 students in the 3-year cohort), Rowlett High School (45% of the 1,235 students in the 3-year cohort), and Naaman Forest High School (44% of the 1,016 students in the 3-year cohort).

TABLE 3. GRADUATING CLASS OF 2008, 2009, AND 2010 HIGHER EDUCATION OUTCOMES

	N Graduates Enrolled Immediately	N (%) Earned Certification	N (%) Associate Degree	N (%) Bachelor Degree	N (%) Total
GISD	6,574	108 (2%)	665 (10%)	2136 (32%)	2,909 (44%)
GHS	924	11 (1%)	90 (10%)	387 (42%)	488 (53%)
LCHS	690	10 (1%)	54 (8%)	170 (25%)	234 (34%)
MPA	128	1 (1%)	14 (11%)	6 (5%)	21 (17%)
NFHS	1,016	13 (1%)	102 (10%)	337 (33%)	452 (44%)
NGHS	803	11 (1%)	96 (12%)	230 (29%)	337 (42%)
RHS	1,235	15 (1%)	94 (8%)	447 (36%)	556 (45%)
SGHS	713	18 (3%)	52 (7%)	174 (24%)	244 (34%)
SHS	1,065	10 (1%)	114 (11%)	319 (30%)	443 (42%)

TABLE 4. GRADUATING CLASS OF 2011, 2012, AND 2013 HIGHER EDUCATION OUTCOMES

	N Graduates Enrolled Immediately	N (%) Earned Certification	N (%) Associate Degree	N (%) Bachelor Degree	N (%) Total
GISD	6,750	79 (1%)	739 (11%)	2,154 (32%)	2,972 (44%)
GHS	1,002	9 (1%)	111 (11%)	393 (39%)	513 (51%)
LCHS	761	8 (1%)	78 (10%)	217 (29%)	303 (40%)
MPA	117	3 (3%)	11 (9%)	4 (3%)	18 (15%)
NFHS	1,080	12 (1%)	123 (11%)	334 (31%)	469 (43%)
NGHS	877	10 (1%)	112 (13%)	274 (31%)	396 (45%)
RHS	1,147	10 (1%)	110 (10%)	425 (37%)	545 (48%)
SGHS	669	14 (2%)	73 (11%)	131 (20%)	218 (33%)
SHS	1,097	13 (1%)	121 (11%)	376 (34%)	510 (46%)

Table 4 provides similar information for the GISD graduating classes of 2011, 2012, and 2013. Forty-four percent of the GISD graduating classes of 2011, 2012, and 2013 earned a certification, Associate Degree, or Bachelor’s Degree within six years after high school graduation. This is the same percentage of students earning a certification, Associate Degree or Bachelor’s Degree as the previous 3-year cohort. Campuses with the highest percent of students earning a certification, Associate Degree, or Bachelor’s Degree include Garland

High School (51% of the 1,002 students in the 3-year cohort), Rowlett High School (48% of the 1,147 students in the 3-year cohort), and Sachse High school (46% of the 1,097 students in the 3-year cohort).

COLLEGE, CAREER, MILITARY READINESS

College, Career, and Military readiness (CCMR) measures a student’s preparedness for college, the workforce, or the military. In 2015, the THECB developed and authorized a plan known as 60x30TX which states that by the year 2030, at least 60% of Texans aged 25-34 will have a certificate or college degree. Fifty percent of Domain 2B (Relative Performance) and 30% of Domain 3 (Closing the Gaps) of the current state accountability system for districts and campuses pertains to the percent of graduating seniors that meet one or more of the CCMR indicators. CCMR indicators include:

- Meeting the CCMR benchmark score in ELA/reading and math on one or more of the SAT, ACT, or TSI-A
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in an ELA or math course)
- Score a 3 or higher on an AP exam and/or a 4 or higher on an IB exam
- Earn an associate’s degree while in high school
- Complete on OnRamps course
- Earn an approved industry-based Level I or Level II certification
- Graduate with a completed IEP and workforce readiness
- Enlist in the United States Armed Forces

TABLE 5. CLASS OF 2022 CCMR OUTCOMES

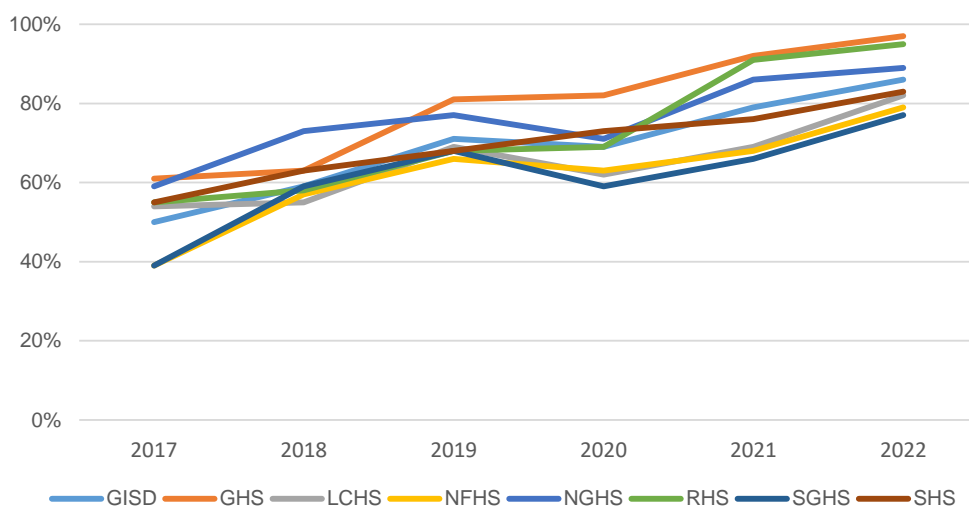
	N Graduates	N (%) CCMR
GISD	3,888	3,359 (86%)
GHS	571	554 (97%)
LCHS	581	475 (82%)
NFHS	470	371 (79%)
NGHS	625	554 (89%)
RHS	567	541 (95%)
SGHS	446	343 (77%)
SHS	628	523 (83%)

Table 5 presents CCMR graduates for the Class of 2022 for the district, as well as each high school within the district. Eighty-six percent of the Class of 2022 met one or more of the CCMR indicators (this represents a 7% increase from the previous year). Garland High School had the largest percentage of graduates meeting one or more CCMR indicator (97%) followed by Rowlett High School (95%) and North Garland High School (89%).

Figure 4 provides a six-year perspective of district and campus CCMR rates beginning with the graduating class of 2017. The current definition of CCMR was adopted beginning with the Class of 2017. Therefore, in order to compare CCMR percentages across time, the Class of 2017 through the Class of 2022 will be reported. Graduating classes prior to 2017 utilized a different definition of CCMR, therefore a comparison will not be made.

Based on this data, the average rate of CCMR graduates is 86% for the Class of 2022 compared to 50% for Class of 2017, 59% for Class of 2018, 71% for Class of 2019, and 69% for the Class of 2020, and 79% for the Class of 2021. At the campus level, Garland High School Class of 2022 had the highest CCMR graduate rate during the last six years (97%) while Naaman Forest High School and South Garland High School Classes of 2017 had the lowest CCMR graduate rate (39% respectively).

FIGURE 4. LONGITUDINAL TRENDS IN COLLEGE/CAREER/MILITARY READINESS GRADUATES



COLLEGE FOR ALL

The College for All initiative was implemented beginning fall 2019 with full implementation in the 2021-2022 school year. The first graduates will be Class of 2023. The College for All initiative provides opportunities for every student to earn a minimum of 12 hours of college credit or an industry-based certification in addition to their high school diploma. The implementation of the initiative began in the 2019-2020 school year with Rowlett High School becoming a Pathways in Technology Early College High School (P-Tech), South Garland High School becoming an Early College High School (ECHS), and Naaman Forest High School becoming a Collegiate Academy. In addition, Lakeview Centennial High School remained as a Collegiate Academy. In the 2020-2021 school year, implementation of the College for All initiative expanded to include Garland High School, Lakeview Centennial High School, Naaman Forest High School, North Garland High School, Sachse High School, and South Garland High School becoming P-Tech schools as well as Rowlett High School becoming an ECHS. In the 2021-2022 school year, implementation of the College for All Initiative concluded with Garland High School, North Garland High School, and Sachse High School becoming ECHS schools. Therefore, beginning with the 2021-2022 school year, all seven high schools contain P-Tech programs plus either an ECHS or Collegiate Academy program. The Class of 2023 is the first year in which students had the ability to graduate from high school with an Associate Degree in addition to their high school diploma under the College for All initiative. A total of 195 students (5%) of graduates earned an Associate Degree. Lakeview Centennial High School had the higher percentage of graduates followed by Naaman Forest High School (18% and 10% respectively). Due to this being the first year for graduates to earn an Associate Degree under the College for All initiative, no longitudinal trends are available.

TABLE 6. CLASS OF 2022 ASSOCIATE DEGREES EARNED

	N Graduates	N (%) Associate Degrees Earned
GISD	3,888	195 (5%)
GHS	571	0 (0%)
LCHS	581	106 (18%)
NFHS	470	47 (10%)
NGHS	625	0 (0%)
RHS	567	20 (4%)
SGHS	446	22 (5%)
SHS	628	0 (0%)

SUMMARY

This is the eleventh annual report looking at GISD high school graduates and their post-secondary activities. The information presented above demonstrates that GISD graduates are enrolling, meeting with success, and completing college programs in Texas. The GISD Board of Trustees and district leadership continue to make student preparation for college success a priority through several initiatives, including the financial support of the following: a) PSAT/NMSQT for all 10th & 11th grade students (beginning fall 2013); b) PSAT for all 8th & 9th grade students (beginning fall 2015); c) SAT School Day for all 11th grade students (beginning spring 2016); d) AP/IB testing (beginning spring 2016); e) the College for All initiative (beginning fall 2019); and f) SAT School Day for 12th grade students who did not have the opportunity to test the prior year as an 11th grader (fall 2022).

The district does still have some improvements to make in regard to the number/percentage of students earning a certification, Associate Degree or Bachelor's Degree after high school graduation. The THECB 60x30TX goal, launched in 2015, states that by 2030 at least 60% of Texans ages 25-34 will have a certificate or degree. The two most recent cohorts of data show 44% of GISD students (2008-2010 and 2011-2013 3-year cohorts respectively) reaching that goal.

The Class of 2023 is the first year in which students have the ability to earn an Associate Degree in addition to their high school diploma as part of the College for All initiative. The Class of 2023 saw 195 students (5% of graduates) earn an Associate Degree.

The following recommendations are carried over from previous years, as they are still relevant and will continue to assist the district in advancing the college-preparedness of our students:

- High school graduation plans were changed during the 83rd Texas Legislature. The first graduating cohort under the new graduation plans was the Class of 2018. Priority should be placed on ensuring that students continue to graduate on "advanced" degree programs, i.e., Foundation High School Program plus Endorsements and Distinguished Level of Achievement (FHSP+E/DLA) which require a rigorous high school program aimed at preparation for college or career opportunities;
- Continue to prioritize career and college readiness through a variety of programs, including a comprehensive assessment program that assists with the identification of students that are capable of successful completion of dual credit, Honors and Advanced Placement (AP) coursework, and International Honors and International Baccalaureate (IB) coursework;
- Assist students with developing behaviors and habits (e.g., studying, regular attendance, etc.) that support academic tenacity so that students that begin a post-secondary institution following high school graduation possess the characteristics to meet with success thorough their first-year of college until degree completion; and
- Continue the College for All initiative so that all high school students have access to participate in either an ECHS, P-Tech, or Collegiate Academy program.